Physical Activity with Infants and Toddlers

Facilitator Guide

July 2026

NEMOURS CHILDREN'S HEALTH

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Funding Acknowledgement and Disclaimer

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Questions? Contact PALSECE@nemours.org

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Physical Activity with Infants and Toddlers

Physical Activity with Infants and Toddlers is a companion training course for the Physical Activity Learning Sessions (PALS). The session content is suitable for early educators and providers regardless of participation in PALS. This 1-hr session may also be used with families of young children. Trainers may choose to spend additional time reviewing resources and adjust the session to 90 minutes. Trainers should work with their PALS state lead regarding provider professional development (PD) and understand how the training is entered into the state PD registry systems.

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For more information on PALS visit:

https://healthykidshealthyfuture.org/trainers/pals

Questions? Contact PALSECE@nemours.org

Training Overview and PD System Information

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

Title: Physical Activity with Infants & Toddlers

Time: 60 minutes

Description: This session will explore developmental motor milestones that emerge from birth to 30 months. The content will include the caregiver's role in nurturing skill development and resources on active play.

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

Objectives:

1. Identify and understand two benefits of physical activity for infants and toddlers.
2. Increase understanding of how fundamental movement skills develop.
3. Recognize motor milestones from birth through 30 months and how you can nurture skill development.
4. Build awareness of quality resources on active play for infants and toddlers.

Session Handouts: Activities for Families with Young Children

Training Methods: Large and small group discussion, lecturette, video clip, brainstorming, optional pre/post assessment

Preparing for facilitation of this training

As you review presentation slides you will notice trainer notes and suggested speaker notes. These are designed to assist you in considering how and what to share with your participants. We do not suggest reading the notes aloud. Take the notes as a starting point and put them in your words, bringing your knowledge and expertise to content. Consider how you will engage your participants to share their experiences. If possible, print some examples from the resources shared in Objective 4 for participants to examine. You could add a small group activity here to lengthen the session with groups discussing a resource and reporting out on strengths and how it might be used in ECE settings.

State Specific content

Slides with information and resources from the community served or the state that relate to infant and toddler physical activity will strengthen the overall training content. This might include resources from your state's Department of Health, Early Intervention Programs, or community developmental screening programs. Trainers may choose to add slides that relate to child care licensure standards on physical activity. As you are developing slides on administrative regulations/ licensure, note that your state may have different regulations on physical activity for each type of care (center, large child care homes, PreK, and small child care homes).

An example of a licensure slide is provided below.

New York State Child Day Care Regulations
Part 418-1: Child Day Care Centers
Effective 10/7/2021
1.7 Program Requirements
(k) Daily supervised outdoor play is required for all children in care, except during inclement or extreme weather or unless otherwise ordered by a health care provider. Parents may request and programs may permit children to remain indoors during outdoor play time so long as such children will be supervised in accordance with section 418-1.8 of this Subpart.

Suggested speaker notes:
New York State child care regulations state that outdoor play is required daily. The licensure also lists exceptions including extreme weather, health care provider order, and parent request (if supervision is available indoors).
Trainer notes: Trainers are encouraged to pull information for their state child care administrative regulations/licensure related to play and post it on the slide. In some states the distinct types of care (Small/Large Child Care Home, Child Care Centers, Preschools) may have different standards for outdoor play. Look in the 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:

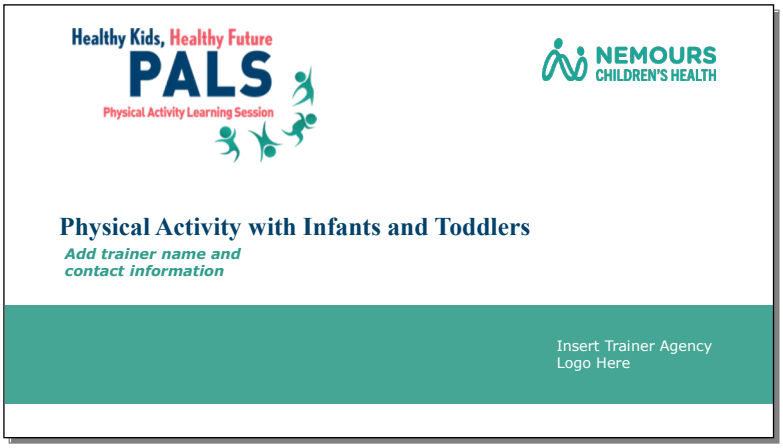
- Public health image library from the CDC (not all are creative commons -- check under each image before downloading!).
- Pexels- Free stock photos, attribution required.
- Snap-Ed Photo Gallery
- Nappy- Beautiful photos of Black and Brown people, for free.
- Burst by Shopify- Free stock photos.

Training Agenda

The time frame for this session varies based on the number of participants and the length of discussions. The table represents an estimate for training with a group of 10-12 participants. The training could be divided into two shorter sessions at the brain break. This session can also be a 90-minute session by expanding Objective 4 to 30 minutes. Provide small groups with one of the resources in the presentation and ask each group to share back information on the resource and how they would use it with their providers or families.

Training Component / Content	Slide(s)	Estimated Time
Welcome & Objectives	1-3	3 minutes
Introductions & Opening Activity *Reflections on Baby Liv*	4	10 minutes *varies by group size*
Objective 1: Benefits of PA for Infants and Toddlers	5-8	5 minutes
Objective 2: Development of Fundamental Movement Skills	9-11	4 minutes
Objective 3: Motor Milestones birth to 1 year	12-22	10 minutes
Brain Break	23	5 minutes
Objective 3 *continued*: Motor Milestones 15 months-30 months	24-26	6 minutes
PALS recap-Recommended practices for PA in ECE settings and the caregiver role	27-28	3 minutes
Addressing potential delays	29-31	4 minutes
Objective 4: Active Play resources	32-38	4 minutes
QA and Wrap Up	30-33	3 minutes
Closing Slides- Q & A, Thank You	37-37	2 minutes
Total		**60 minutes**

Slide 1



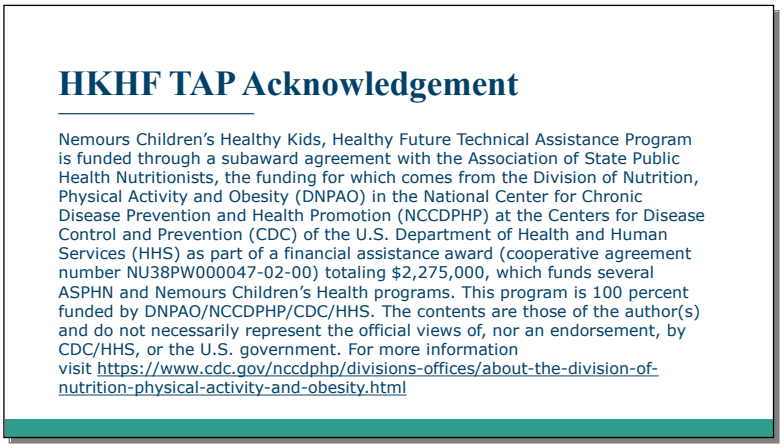
Trainer notes

This PALS Micro Training builds on content from the Physical Activity Learning Sessions (PALS). The session can be used in conjunction with PALS or as a stand-alone session.

Use this introduction slide to welcome your participants to the training and introduce yourself.

- Add your contact information and agency logo to the slide.
- *Share housekeeping information such as the location of restrooms and silencing of cell phones.*
- *Trainers are encouraged to add a slide with group norms if desired.*
- ***Sample* group norms can include:**
  Be considerate of differing opinions
  Speak respectfully to each other
  Share your knowledge and experience
  Minimize side conversations
  Take care of your needs
  Celebrating accomplishments

Slide 2



Trainer notes

The Physical Activity Learning sessions (PALS) project is part of the Healthy Kids Healthy Future Technical Assistance Program. This program is 100 percent funded by DNPAO/NCCDPHP/CDC/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by CDC/HHS, or the U.S. government.

Slide 3

Trainer notes:
Share objectives for the training with participants. If you do not know those attending your session, this slide could also be used as an opportunity to understand who is in your session, what their role is, and if there are additional things they would like to discuss and take away from the session related to infant and toddler physical activity.

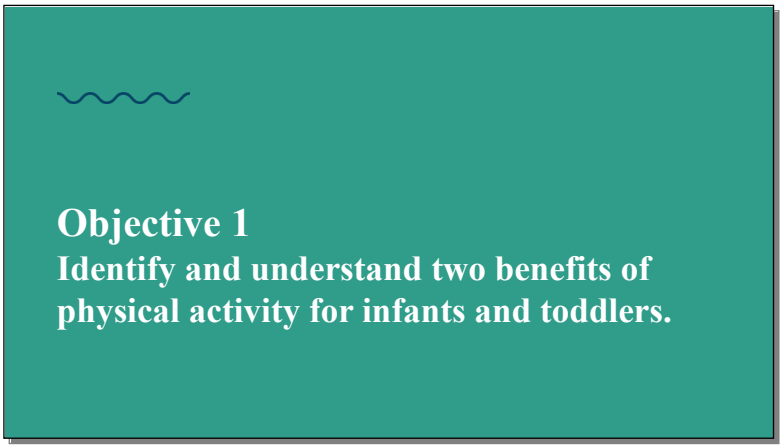
Slide 4

Trainer notes:
This is a suggested opening activity for the training session. The video is embedded in the slide. The speaker notes suggest doing this as a large group activity. Depending on the group size, this activity could also be facilitated in small groups or breakout groups if training virtually. If you choose to do small groups, ask each group to be prepared to share something from their discussion with the larger group as a debrief.

Suggested speaker notes:
For our opening activity we will be watching a brief video (3:21). After the video we will go around the room with everyone introducing themselves, sharing where they are from, what their role is, and sharing one sentence about what stood out for them as they watched the infant engage in physical activity.

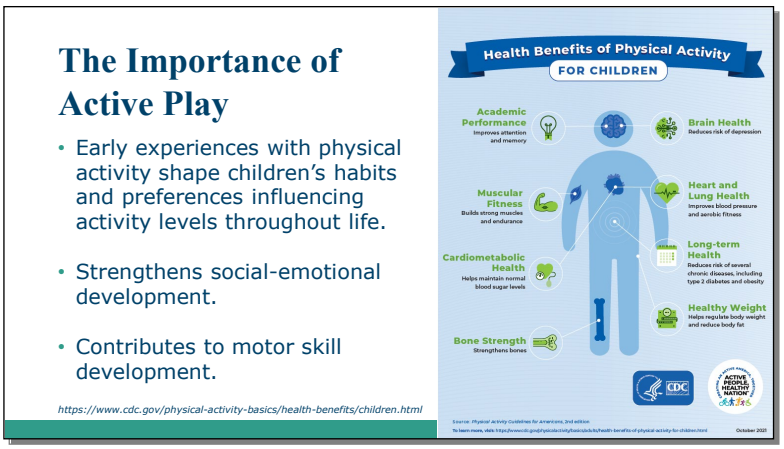
Video Link: Rolling - Feldenkrais with Baby Liv – YouTube
https://www.youtube.com/watch?v=D9Ko7U1pLlg&t=5s

Slide 5



Suggested speaker notes:
Science continues to find more benefits to humans from being physically active. Our session content will highlight the health benefits and the link to physical literacy. Links between physical activity, social-emotional learning, and mental health are also important to both young children and their caregivers.

Slide 6

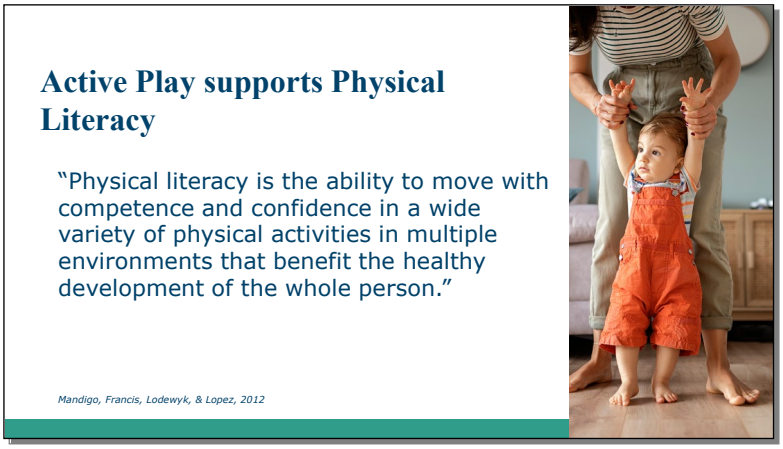


Suggested speaker notes:
The image on the slide depicts many health benefits of physical activity for children. These include improved brain health, increased bone density and strength, better blood sugar levels, and improved attention and memory. For infants and toddlers, active play is a chance to engage with caregivers and provides opportunities to build social emotional skills.

Optional large group discussion: Which benefits do you notice in the children you care for after active play?

Trainer notes:
The image on the slide can be used as a handout. It is available to download at https://www.cdc.gov/physical-activity-basics/health-benefits/children.html

Slide 7



Trainer Notes

Read the slide aloud or give your participants a few moments to read the slide and consider the definition.

Suggested Speaker Notes

Caregivers help children learn to move with competence and confidence by providing children with opportunities to practice skills in different environments and become proficient at skills. Studies show a strong link between skill proficiency and higher levels of active play in children. Think about your own experiences for a moment. What physical activities do you engage in? Have you tried new activities such as pickle ball or continued to do activities you enjoyed in adolescence such as dance or swimming? Do you have the confidence to try a new sport or exercise? Many of us, as adults, do not have this level of comfort or the confidence to try new physical skills. When we are comfortable in our physical abilities, we are more likely to be motivated to engage. This attitude toward physical activities and the level of comfort in our abilities is what we want for young children.

Another important aspect of physical literacy is focusing on the fun and joy of movement.

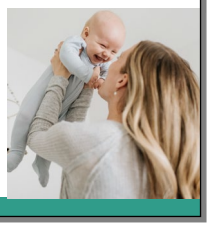
Source:

Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for educators. Physical Education and Health Journal, 75(3), 27–30.6.

Slide 8

How can Caregivers Promote Physical Literacy?

- Set up surroundings that are safe
- Provide **materials** and toys that encourage movement
- Set up **routines** with many opportunities for movement across the day
- **Interact** attentively with young children to encourage, challenge, and share joy
- Actively **supervise**
- **Model** movements and skills
- **Engage** in play



Trainer notes:
Share the information on the slide. Optional group discussion- How do you support active play in your settings?
Other strategies to promote physical literacy and active play that might be discussed include:

- *Child proofing areas*
- *Daily outdoor time 2-3 times each day*
- *Limiting Screen time -AAP recommends no screen time for children under age 2 years except for video chats with family. The continuous running of a TV limits interactions with caregivers and can distract children from active play.*
- *Low cost/accessible play equipment- measuring cups, pillows for crawling over, boxes to make tunnels rolled socks to throw at targets or in laundry baskets.*
- *Carry infants to new areas throughout the day*
- *Play games with children, such as peek-a-boo, and help children move to rhymes and songs such as 'itsy bitsy spider' and 'this little piggie went to market'.*

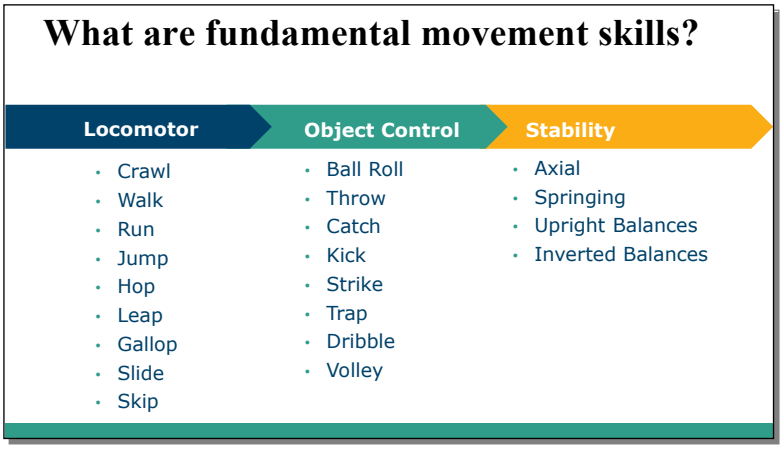
Slide 9

Objective 2

Increase understanding of how fundamental movement skills develop.

Suggested speaker notes:
In objective two we will define fundamental movement skills and consider how they develop.

Slide 10



Suggested speaker notes:

Fundamental movement skills are basic movement skills we need for daily movement and for physical activity throughout our lives. Many skills first appear between the ages of 3 and 5 building on skills first experienced from birth to two years such as crawling, walking, grasping and throwing. Control and fluidity of fundamental movements skills continues throughout childhood as children have experience and encouragement with skills. Many skills listed on the slide don't reach maturity until after age 6-7 years with exposure and practice.

Fundamental movement skills are organized into 3 categories:

* We use **locomotor** skills to move from place to place.
* We use **object control** skills to control an object with either our bodies or an instrument such as a bat, glove or stick.
* We use **stability** to keep our balance when we change position and throughout all daily activities.

Skills typically appear in a predictable order when a child's body is ready and mature enough for the skill. The previous skills learned help support development of the next skill. When children is confident with a skill, they can move on to more complex skills. If children do not learn a movement skill well enough, they may avoid participating in that activity. For example, some adults avoid participating in physical activities because they do not have the skills - such as not participating in a social softball game that involves striking and catching a softball.

While some skills such as rolling over seem to develop naturally, all motor skill development benefits from experience, encouragement, and role modeling. With practice during play children develop increased skill, agility, coordination, and balance.

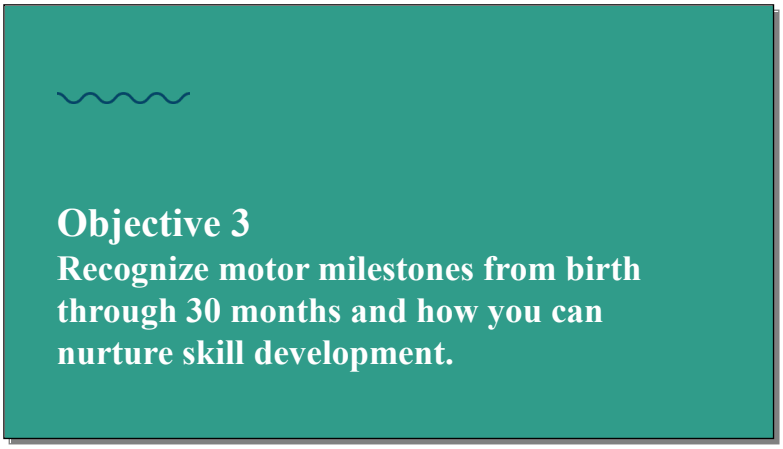
Let's think about the locomotor skill of crawling and the skills the infant needs to successfully crawl. Let's also consider how crawling provides the infant with strength and skills for the next motor skill to develop.

Slide 11

Suggested speaker notes:
Crawling is a fundamental movement skill, but it is not considered a milestone because some babies skip this skill. To crawl, infants need to have control of the muscles in their head, neck and trunk. While crawling they are building upper body strength, building balance with movement. and gaining an understanding how to move their arms and legs purposefully.
They may reach out with one arm and push with the other, they can push with one or both elbow or knee.
If an infant is going to crawl, it usually happens by 9 months.
Creeping is the next movement skill and typically comes after crawling. However, some infants skip crawling and start creeping. When an infant is creeping, their tummy is off the floor, and they are moving and hands and knees. Infants who are creeping have developed muscle strength in the back, arms, feet and shoulders. They have coordination and are learning about how their bodies position in space (proprioception)
Some infants skip both and begin with cruising
Cruising is when babies pull to stand move on their feet while holding onto furniture for support.
Supporting the development of this skill involves time throughout the day on the floor. Caregivers can provide objects and encouragement for the child to move toward the object. Caregivers can also limit time in confining equipment such as exersaucers and walkers. The overuse of confining equipment limits the infant's ability to develop muscle strength and explore their surroundings.

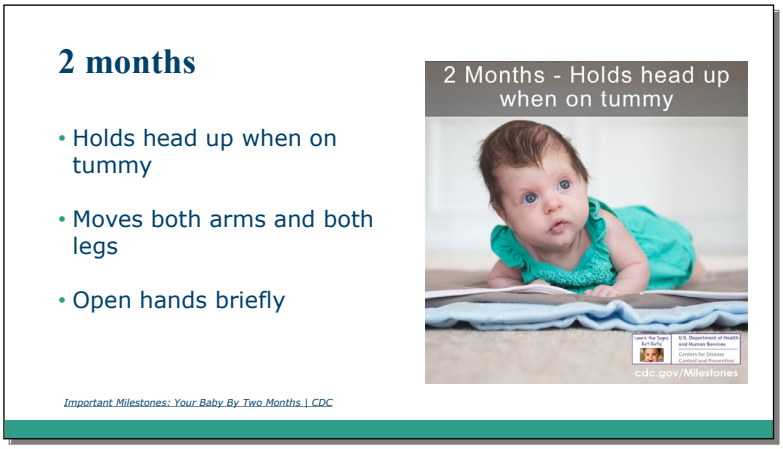
Additional information on Crawling:
How Do Babies Learn to Crawl? | ZERO TO THREE https://www.zerotothree.org/resource/getting-mobile/
Movement Coordination and your 8- to 12- month-old
https://kidshealth.org/en/parents/move812m.html

Slide 12



Suggested speaker notes
Developmental milestones are skills and abilities that most children (75% or more) can do by a certain age. Physical or motor milestones involve the development of gross and fine motor skills such as crawling, walking, and scribbling. Understanding milestone development helps caregivers support children's growth. Milestones are a general guideline of the sequence and timeline of development. Being aware of the sequence and timeline allows caregivers to provide experiences and environments that support the next skills. Some children who experience development delays have not had enough opportunities for movement. As we have discussed, children need many opportunities to practice using their bodies, building strength, and skills.

Slide 13



Suggested speaker notes:
There are three motor milestones captured on the CDC milestone checklist seen on the slide. Infants at 2 months are developing other motor skills, such as grasping fingers or objects, that are not considered milestones. Our session today will focus on the milestones. Please raise other skills you have noticed during our discussions.
All developmental domains are intertwined, meaning that progress in one area of development often influences the progress in others. The infant in the picture could be building cognitive skills as she looks around and begins to understand her surroundings. She may be building trust with caregivers who interact with her on the floor.

Link: https://public.3.basecamp.com/p/hMmvTFTbLPr4W6NQu8hj53B5

Slide 14

Trainer notes:
Share the brief (13 second video)

Video link: https://youtu.be/R7kQMd8M3U4

Slide 15

Caregiver role in nurturing motor skills for children birth to 2 months

- Provide many opportunities for awake infants to be on the floor or ground outside
  - Supervised
  - Tummy time
  - Time on the back
- Provide interesting toys
- Engage and interact with infant

Trainer notes:
Share the bullets on the slide and ask participants for other examples of how they nurture motor skills with very young infants.

Photo by RDNE Stock project: https://www.pexels.com/photo/baby-looking-at-the-toy-while-lying-down-on-a-grey-pillow-6849295/

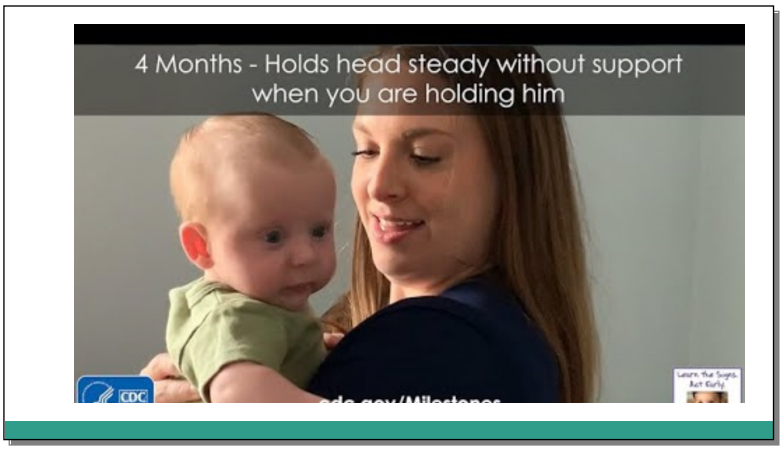
Slide 16

Suggested speaker notes:
This slide lists the motor that typically are seen at 4 months. An infant that has spent time since birth on hard surfaces has shoulder strength to support themselves on their elbows as seen in the image. 4 months olds are interacting with caregivers, smiling and cooing. Infants at this age will also bounce and straighten their legs when supported in a standing position.
Caregiver support looks very similar to support for 2-month-olds with many opportunities for children on floors or the ground on their tummy or back to explore and move. Interesting toys and adult engagement continue to be essential.

What other skills do you notice in 4-month-old infants?

Link: https://public.3.basecamp.com/p/z15eY3yeJbJnLYin9EZwpsJd

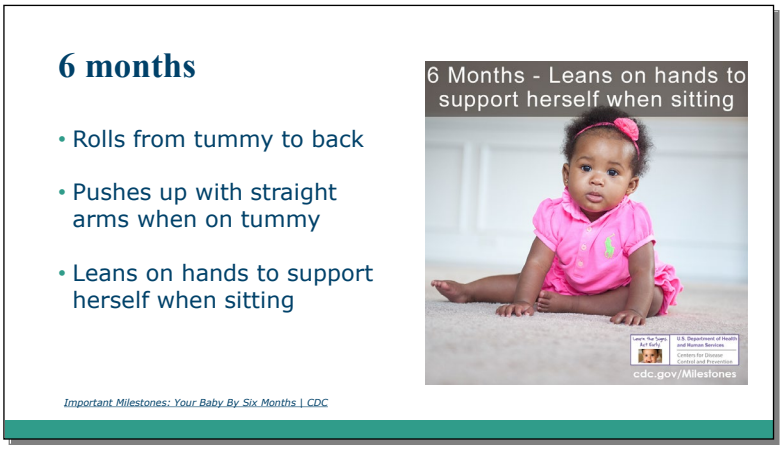
Slide 17



Trainer notes:
Share this 6 second video with participants. What do they notice about the infant's head?

Video link - https://youtu.be/vt1r42EXBPg

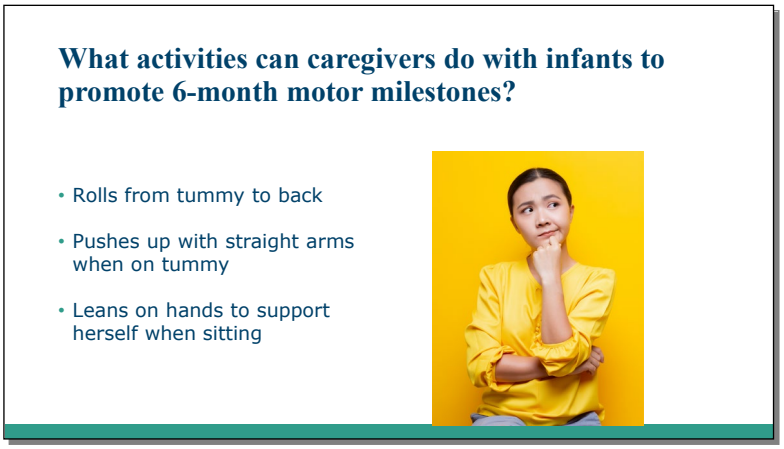
Slide 18



Suggested speaker notes:
At 6 months the infant is babbling to communicate, typically rolling both ways, front to back and back to front, and recognizing familiar faces. 6-month-olds love to play with caregivers. In addition to the skills on the slide, what do motor skills have you noticed in 6-month-olds?

Link: https://public.3.basecamp.com/p/m8MdQLiXsdmwefpHvoSFpSxf

Slide 19



Trainer notes
This is a brainstorming activity that can be done in small groups or as a large group. Share the prompt, give 2-3 minutes and gather responses.
Suggested speaker notes:
Thinking about the 6-month motor milestones listed, what activities could a caregiver do with the infant to encourage these skills?

In small groups, think of 1 or 2 strategies caregivers can practice.
Responses the trainer might share:
Place toys just out of reach and talk to the baby to encourage rolling.

- Put the baby on their side supported by a rolled-up blanket. Talk and encourage them to reach toward and roll.
- Provide gentle assistance with rolling
- Allow freedom of movement

Sources:
Meeting Milestones – Helping Baby Roll https://pathways.org/videos/meeting-milestones-helping-baby-roll
Pathways.org | Roll Baby Roll https://pathways.org/activities/roll-baby-roll

Slide 20

Suggested speaker notes:
Here we see the motor milestones at 9 months. At 9 months some infants are crawling and pulling themselves up to a standing position on furniture or holding a caregiver's hands. 9-month-olds clap and are working on the pincer grasp-picking up small items between their thumb and forefinger.

What strategies can caregivers use to help infants develop the skills listed?

- Rolling balls –sensory balls like the one depicted offer new textures
- Stacking blocks or playing peek-a-boo
- Outdoor time in swings, strollers, and on the ground
- Music and dancing with a caregiver stimulates senses
- Maracas and other items the infant can shake
- Pedal legs during diaper changes to raise awareness of legs and movement

Link: https://public.3.basecamp.com/p/iDmjCJHaw4wy3gM6Q18ccijZ

Slide 21

Suggested speaker notes:
At age 1 we begin to see communication skills soar with a few words forming, gestures, and more babbling. Cognitively they are exploring their environments to understand their world. They find objects hidden under things. They put things in containers and dump them out. 1-year olds are typically following simple directions demonstrating cognitive skill development. A 1-year-old will pull themselves to stand and lower themselves to sitting. As they get stronger at cruising, they may cruise with a toy in one

- **How can we promote motor skills with 1-year olds?**
  Encourage walking –hold your arms out or hold their hands for support
- Provide walking toys
- Blow bubbles and encourage infants to catch them
- Create obstacle courses for crawling and walking
- Set up room with items that allow the toddler to cruise across areas

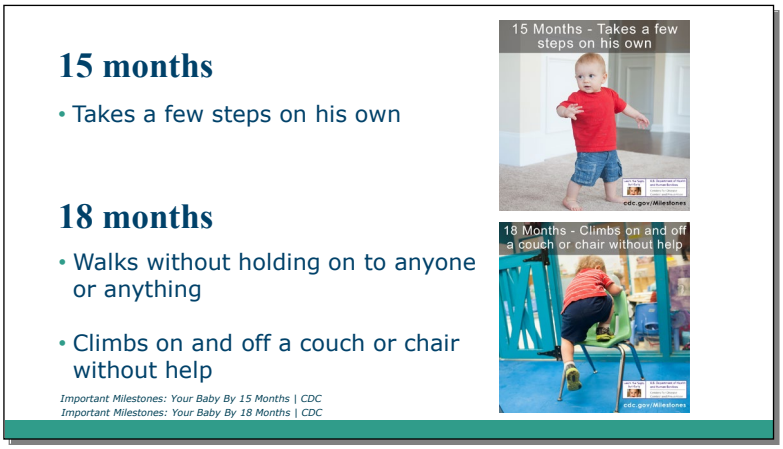
Link: https://public.3.basecamp.com/p/3mdaw98kgLw2WEzBBzn5GNFN

Slide 22

Trainer notes:
This is an optional brain break. After participants share their reflection on the video, discuss how catching is one of many movement skills that are used across the lifespan.
As you wrap up the brain break, ask everyone to stand and pretend to do some catching. First ask them to catch a football spiraling toward them, continue with a few other items. (a beachball, a basketball, a frisbee, a set of keys, the remote, a towel falling off a hook….) video link-
https://www.youtube.com/watch?v=0vXVhO2gyJ8

Suggested speaker notes:
We are going to watch a short video (1:10) on the skill of catching. Notice the movements of the caregivers and the children. As you watch, consider the skills such as visual tracking and grasping, that a child needs to catch a ball. After the video I will ask a few people to share what skills and activities they noticed in the video and to share the last item they caught.

Slide 23



Suggested speaking notes: Toddlers at 15 months are starting to walk independently. Caregivers can encourage waking skills by providing equipment such as push toys that help children practice balance and steps. Take children outside and encourage walking on different surfaces such as grass, mulched areas, and play surfaces. Walking involves standing independently and stability skills acquired as he was cruising the past few months.

How do you encourage walking?

Some children start climbing as soon as they crawl, others begin later and by 18 months are typically exploring their surroundings as they climb. A climber is using balance, eye-hand coordination and strength. A key caregiver role is to set up safe spaces by securing furniture to walls and using safety gates to limit access to areas. Supervision is essential

Promoting climbing can include:

- Visiting playgrounds with equipment designed for toddlers to climb upon
- Going outdoors, to include climbing on rocks or logs with supervision
- Indoor equipment that supports climbing such as foam climbing blocks on safe surfaces

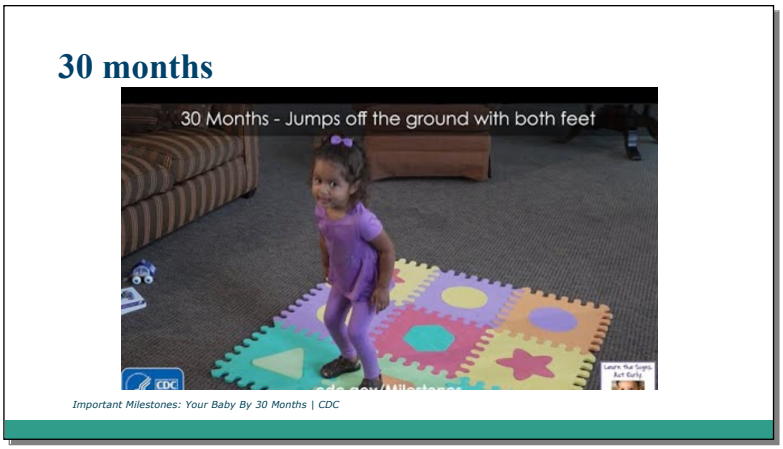
Link: https://public.3.basecamp.com/p/fjFhadKhPwY3FnF1Ro6oF1ev
Link: https://public.3.basecamp.com/p/gQKhAUFyNhGsfswmnumTrURA

Slide 24

Suggested speaker notes: New motor skills are emerging for 2-year-olds. They are full of energy and need lots of time to run and play, including time inside and outside. While their movement skills are improving, 2-year-olds continue to develop balance and spatial awareness. Falling or running into obstacles is common. Active play in open spaces indoors and outdoors is great for 2-year-olds.

Link: https://public.3.basecamp.com/p/y5vmsCuefa9iXtb9vvsBg1cH

Slide 25



Suggested speaker notes:
A child at 30 months of age is active! They are walking up and down stairs, kicking and throwing balls, building with blocks and jumping on two feet. Cognitively children are playing pretend, demonstrating simple problem-solving skills and following two step instructions such as "put down the toy and close the door." A child at 30 months will engage in parallel play-play next to other children and has 50 or more words. A jump requires a child to bend the knees and squat, swing the arms, and push with a burst to get off the ground. Jumping requires strength, balance, and coordination.
Let's watch a short video of a child jumping and think about ways we can encourage children to jump.
Trainer notes: *Jumping activities include*

- *Jumping of surfaces of varying heights with support.*
- *Hold the child's hands as they Jump in place*
- *Pretending to jump like frogs or rabbits*
- *Jumping over shapes or lines on the floor*
- *Jumping forward to a target*
- *Jump on bubbles to pop them!*

Video link: https://youtu.be/vPAp-QaoUNE

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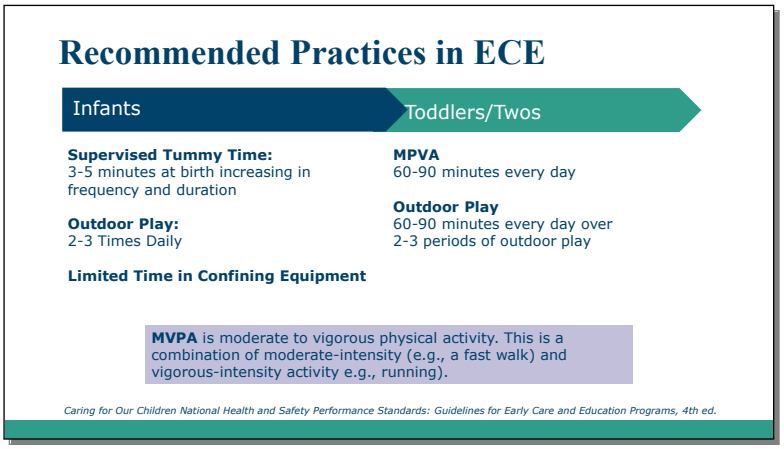
Slide 26



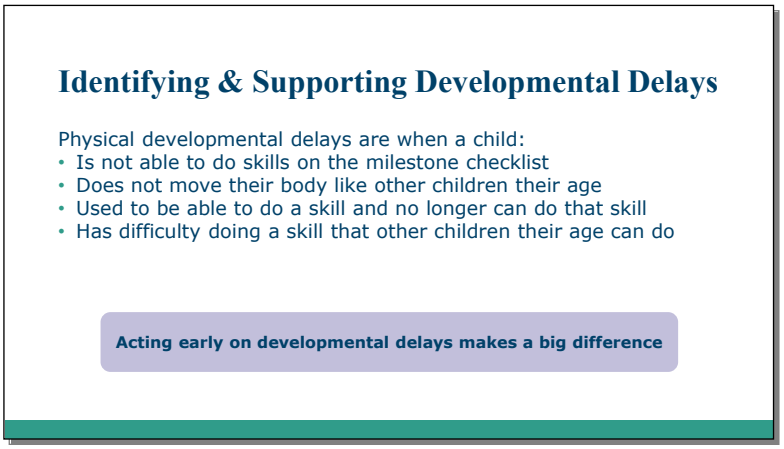
Trainer notes:
This slide contains information from the PALS trainings. It is provided to underline that optimal physical activity practices support young children in developing motor skills and reaching motor milestones.

Suggested Speaker Notes:
The recommended practices for physical activity in ECE settings are listed on the slide. The practices support infants and toddlers in having active experiences that support the development of motor milestones. These practices listed are from Caring for Our Children National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs, 4th edition.
Tummy time prepares infants to be able to slide on their bellies and crawl. As infants grow older and stronger they will need more time on their tummies to build strength.
Notice the time recommendations for toddlers. Toddlers experience active play in short bursts of time that should be spread over the day.
Moderate to Vigorous Physical Activity (MVPA) has been associated with more health benefits than other levels of physical activity. Benefits include musculoskeletal and cardiovascular health. Thinking about bone health children who experience recommended amounts of physical activity have been shown to higher bone mineral content which can lead to stronger bones.
Slide 27

Trainer note:
This is an optional summary slide for objective 2.

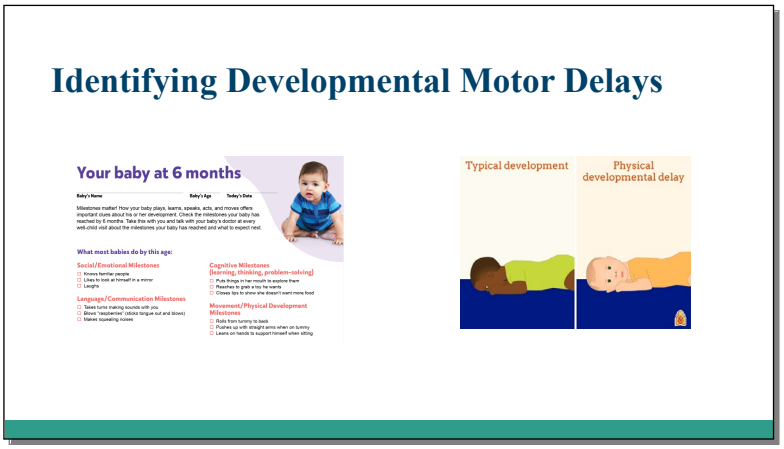
Suggested speaker notes:
To recap our discussion the slide shares caregiver roles in promoting physical activity. Responsive caregiving is tuning into a child's cues, thinking about what the child is trying to communicate, and responding to the child in a sensitive way. When we practice responsive caregiving, we recognize the individual child's unique needs, interests, and preferences. Consistent responsive caregiving leads to children that feel safe, supported and have the confidence to try new skills.

Slide 28



Suggested speaker notes:
We just discussed the motor milestones that children should reach between birth and 30 months. Some children may not meet these milestones for various reasons. In some cases, developmental delays are simply due to a lack of opportunity for movement. Children who are held a lot or are put in bouncer seats or walkers for long periods have less time to practice using their bodies. Once they have more "tummy time" on the floor, they catch up quickly. For children that are having difficulty doing skills that other children their age can do or if they used to be able to do a skill and can no longer do that skill, there might be a developmental delay. Acting early on developmental delays can make a big difference.
Source: https://www.healthychildren.org/English/MotorDelay/Pages/default.aspx#/

Slide 29



Trainer note: *pick the notes below that are most relevant to your participants (ECE providers or families)*

Suggested speaker notes*:*

ECE Providers:

Early care and education professionals can ensure children with gross motor delays receive the help they need by:

-Learning how to monitor child development

-Regularly using CDC's milestone checklists in the classroom to:

- Track each child's development progress
- Guide your conversations and support your observations when raising concerns with parents
- Complement developmental screenings by engaging families in monitoring milestones.

-Encouraging families to use milestone checklists and resources at home to monitor their children's development.

-Helping parents to act on developmental concerns by encouraging them to talk with their child's healthcare provider and call their state's early intervention program.

The resource highlighted on the right is an interactive list of developmental skills from AAP. It can help caregivers to learn more about physical developmental delays and includes tips to start conversations with pediatricians. This is a great example of a resource that ECE providers can share with families to support monitoring of milestones at home.

Families:

As caregivers, you know your children best! You have what it takes to help your children learn and grow. There are a wide variety of free resources out there to help you track your child's milestones at home. The resource on the left (your baby at 6 months) is from the CDC Milestone Checklists. In addition to checklist documents, there is a CDC Milestone tracker app available in English and Spanish.

The resource highlighted on the right is an interactive list of developmental skills from AAP. It can help you to learn more about physical developmental delays and includes tips to start conversations with your pediatrician if you are concerned about your child's development.

Sources:

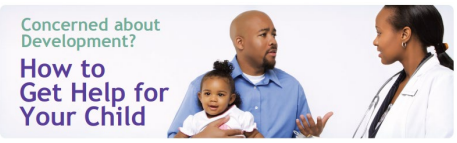
AAP resource: https://www.healthychildren.org/English/MotorDelay/Pages/default.aspx#/

CDC Milestone Checklist: https://www.cdc.gov/ncbddd/actearly/pdf/LTSAE-Checklist_COMPLIANT_30MCorrection_508.pdf

Slide 30

Developmental Concerns

- Encourage families to talk with their doctor about concerns.
- Work with families to complete a milestone checklist, write down questions or concerns and if possible, record a video of the child to bring to the appointment.
- Provide families with information on your States Early Intervention Program.



Suggested speaker notes:
If caregivers are concerned about a delay in a skill or the child can no longer do a skill, do not wait until the child's next checkup, encourage caregivers to reach out to their pediatrician or physician ASAP.

Source:
Concerned about development? How to get help for your child CDC Resource:
https://www.cdc.gov/ncbddd/actearly/pdf/help_pdfs/How-to-Get-Help-for-Your-Child_CombinedPDF_EngSpn-2-15-20_508.pdf

Slide 31

Objective 4
Build awareness of quality resources on active play for infants and toddlers.

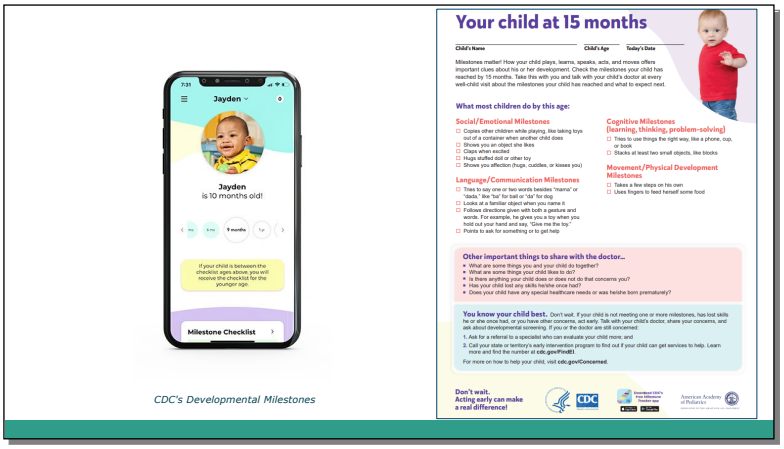
Trainer notes:
If your agency or state has websites or materials supporting infant and toddler physical activity, please add slides with relevant content for ECE professionals, families, and caregivers. If you are training in-person and can print, consider sharing a copy per table for print resources.

Suggested speaker notes:
ECE professionals, caregivers and families appreciate resources that are easy to access and have information that is relevant to their work and their child's development. The following slides will share reliable resources. Quality resources are informed by evidence and align with recommended practices. Websites such as HealthyChildren.org from the American Academy of Pediatrics. KidsHealth.org and HealthyKidsHealthyFutures.org from Nemours Children's Health, and organizations such as the Centers for Disease Control & Prevention, Zero to Three, and Pathways provide trustworthy tools to use in your with ECE professionals, caregivers and families.
The following slides share free resources to download that support milestone development, ideas for games and activities, and low-cost materials that promote active play.

Slide 32

Suggested speaker notes:
Pathways is an organization specializing in early childhood development and offering free resources and tools to support development. Their resources are developed with and approved by expert pediatric physical and occupational therapists and speech-language pathologists.
The brochure and 1-pager listed on the slide are available in several languages and have more information for ECE professionals, caregivers, and families on tummy time.
https://pathways.org/print/tummy-time-brochure
https://pathways.org/videos/five-essential-tummy-time-moves-how-to-do-tummy-time

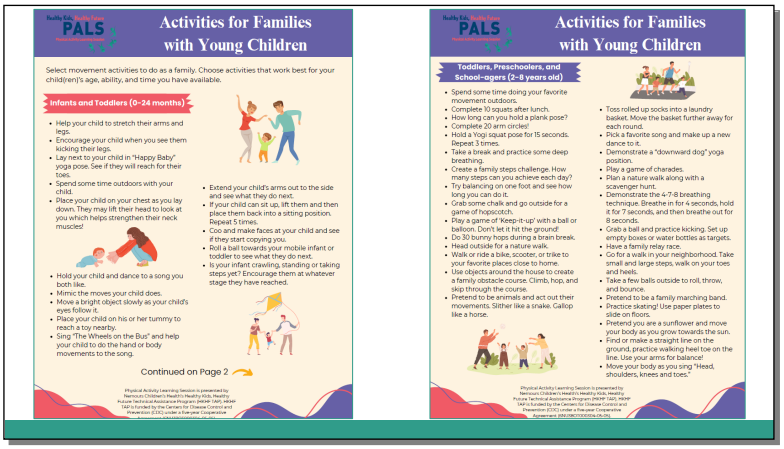
Slide 33



Suggested speaker notes:
The CDC website share many free resources for caregivers.
Tracker app- Families with access to smart phones can use this free app to track their child's milestones from age 2 months to 5 years with CDC's easy-to-use illustrated checklists; get tips from CDC for encouraging your child's development; and find out what to do if you are ever concerned about how your child is developing.
Checklists- The CDC checklists, 2 months through 5 years, were updated in 2022 and are available to download in 13 languages.
Also available on their website is a **Photo & Video Library**. Many of the photos and videos in today's presentation are from the CDC.

Also available on the CDC milestone website are **Books for families** and caregivers. These short stories are designed for those caring for 1-, 2- and 3-year-olds. In the stories the characters are displaying the milestones for a specific age. Tips on each page help caregivers identify ways to help their child develop skills.
https://www.cdc.gov/act-early/milestones/?CDC_AAref_Val=https://www.cdc.gov/ncbddd/actearly/milestones/index.html

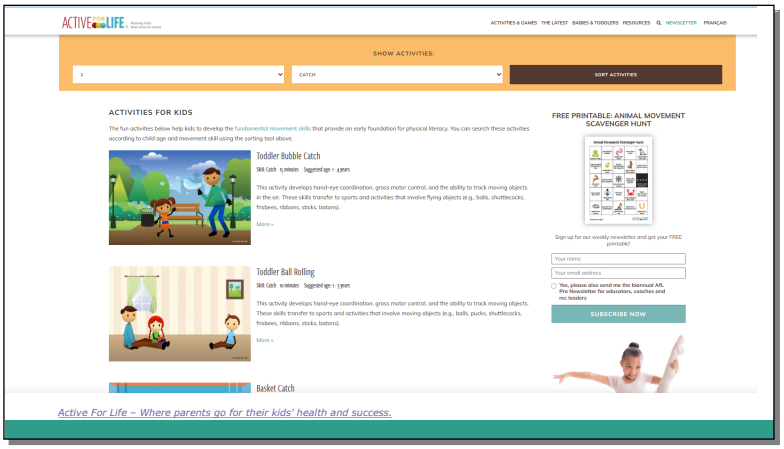
Slide 34



Trainer note:
This document can be found in the Facilitator Guide.

Suggested speaker notes:
This document developed by the Nemours PALS team has activities for children birth to 8.

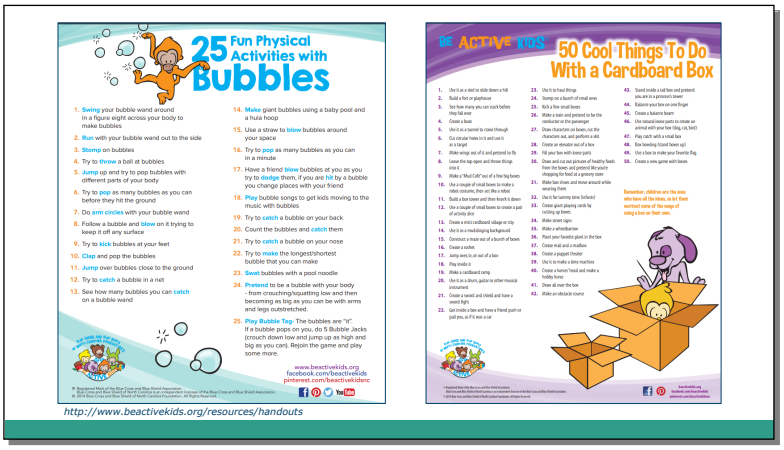
Slide 35



Suggested speaker notes:
Active for Life is a Canadian non-profit organization that promotes physical literacy. The website has blog posts, activity lists and articles that help caregivers support development. The site shown is a tool that allows caregivers to enter the age of the child and a motor skill, and a list of activities and games is generated.

Active For Life – Where parents go for their kids' health and success
https://activeforlife.com/

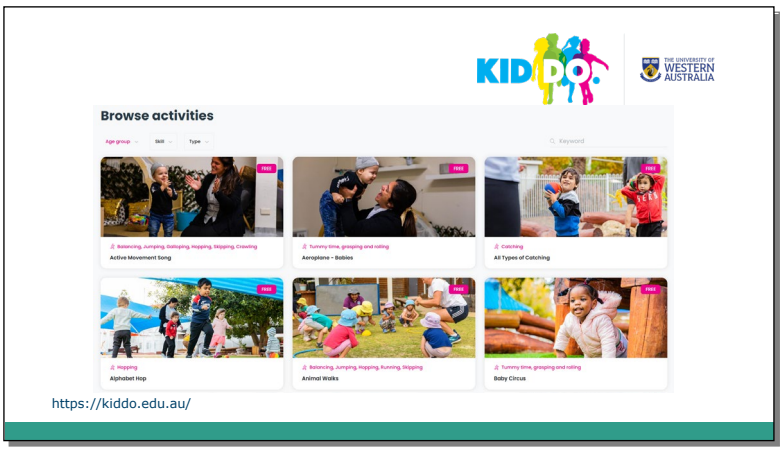
Slide 36



Suggested speaker notes:
Be Active Kids! is a program of the Blue Cross and Blue Shield of North Carolina Foundation. The website has over two dozen 1-pagers with activities for young children using low-cost materials.

http://www.beactivekids.org/resources/handouts

Slide 37



Suggested speaker notes:
KIDDO *(pronounced kid-oh)* was born from exercise and sports science research at The University of Western Australia. Kiddo shares research based online resources and tools that support families, ECE professionals, and teachers to deliver physical literacy programs to children. Activities all designed to nurture a love of physical activity that will last a lifetime. While some resources require a subscription, many KIDDO resources and videos are free.

https://kiddo.edu.au/

Slide 38

Suggested speaker notes:
Let's look back at the objectives for today's session.

- We started with a focus on the benefits of active play for infants and toddlers. Our content discussed the many health benefits and physical literacy. Science continues to explore and understand how physical activity impacts both physical health, mental health, the brain, and our social health.
- Objective two covered fundamental movement skills. There are three categories of skills. Skills typically appear in a predictable order when a child's body is ready and mature enough for the skill. The previous skills learned help support development of the next skill. When children is confident with a skill, they can move on to more complex skills. Young children need lots of freedom of movement while supervised to develop skills.
- Next, we covered the motor milestones from birth to 30 months and how to support families with concerns about developmental delays. **What are you taking away from this piece?**
- Finally, we covered quality resources to share in your role working with caregivers.

Slide 39

Trainer notes:
To close your session, ask participants to share one resource discussed that they will explore or use with caregivers and ECE professionals.
Encourage participants to also share other resources they have found useful related to motor skills and to raise any questions.

Slide 40

Trainer notes:
Close your session with a thank you and sharing of your contact information. Note indicated spaces on the slide to personalize your information.

Suggested Participant Handouts

Healthy Kids, Healthy Future
PALS
Physical Activity Learning Session

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 (6NU38OT000304-05-05).

Healthy Kids, Healthy Future
PALS
Physical Activity Learning Session

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."

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 (6NU38OT000304-05-05).

Actividades para familias con niños pequeños

Seleccionar actividades de movimiento para realizar en familia. Elija las actividades que mejor se adapten a la edad y capacidad de su hijo, y el su tiempo disponible.

Bebés y niños pequeños (0-24 meses)

- Ayude a su hijo a estirar sus brazos y piernas.
- Anime a su hijo cuando lo vea patear sus piernas.
- Recuéstese junto a su hijo en la postura de yoga "Bebé feliz". Vea si alcanzan los dedos de sus pies.
- Pase algún tiempo al aire libre con su hijo.
- Coloque a su hijo sobre su pecho mientras se acuesta. ¡Es posible que levante la cabeza para mirarte, lo cual ayuda a fortalecer los músculos del cuello!

- Sostenga a su hijo y baile con una canción que a ambos les gusta.
- Imita los movimientos que hace su hijo.
- Mueva un objeto brillante lentamente mientras los ojos de su hijo lo sigue.
- Coloque a su hijo boca abajo para alcanzar un juguete cercano.
- Cante “Las ruedas del autobús” y ayude a su hijo a realizar los movimientos de las manos o del cuerpo al ritmo de la canción.
- Extienda los brazos de su hijo hacia los lados y observe qué hace a continuación.
- Si su hijo puede sentarse, levántelo y luego vuelva a colocarlo en posición sentada. Repita 5 veces.
- Arrulle y haga caritas a su hijo y vea si comienza a copiarlas.
- Haga rodar una pelota hacia su bebé o niño pequeño para ver qué hacen a continuación.
- Anime a su bebé o niño pequeño en cualquier etapa de su movimiento: pararse, gatear o dar pasos.

Continúa en la página 2

La sesión de aprendizaje sobre actividad física es presentada por el Programa de asistencia técnica Healthy Kids, Healthy Future (HKHF TAP) de Nemours Children's Health. HKHF TAP está financiado por los Centros para el Control y la Prevención de Enfermedades (CDC) en virtud de un acuerdo cooperativo de cinco años (6NU38OT000304-05-05).

Healthy Kids, Healthy Future
PALS
Physical Activity Learning Session

Actividades para familias con niños pequeños

Niños pequeños, preescolares y escolares (de 2 a 8 años)

- Dedica algo de tiempo a realizar tu movimiento favorito al aire libre.
- Completa 10 sentadillas después del almuerzo.
- ¿Cuánto tiempo puede mantener una postura de tabla?
- ¡Completa 20 círculos con los brazos!
- Mantenga una postura de sentadilla Yogi durante 15 segundos. Repita 3 veces.
- Tómate un descanso y practica una respiración profunda.
- Crea un desafío de pasos familiares. ¿Cuántos pasos puede lograr cada día?
- Intente mantener el equilibrio sobre un pie y vea cuánto tiempo puede hacerlo.
- Agarre un poco de tiza y sal a jugar a la rayuela.
- Juegue a "Mantenerlo en el aire" con una pelota o un globo. ¡No dejes que caiga al suelo!
- Haz 30 saltos de conejo durante un descanso mental.
- Sal a dar un paseo por la naturaleza.
- Camine o ande en bicicleta, scooter o triciclo hasta sus lugares favoritos cerca de casa.
- Utilice objetos de la casa para crear una carrera de obstáculos familiar. Sube, salta y salta por el recorrido.
- Finge ser animales y representa sus movimientos. Deslízate como una serpiente. Galopar como un caballo.

- Mete los calcetines enrollados en un cesto de ropa sucia. Aleje más la canasta en cada ronda.
- Elige una canción favorita e inventa un baile nuevo.
- Demuestre una posición de yoga de “perro boca abajo”.
- Juega un juego de charadas.
- Planifique una caminata por la naturaleza junto con una búsqueda del tesoro.
- Demostrar la técnica de respiración 4-7-8. Inhale durante 4 segundos, manténgalo así durante 7 segundos y luego exhale durante 8 segundos.
- Coge una pelota y practica patadas. Coloque cajas vacías o botellas de agua como objetivos.
- Organiza una carrera de relevos en familia.
- Sal a caminar por tu vecindario. Da pasos pequeños y grandes, camina sobre las puntas de los pies y los talones.
- Saque algunas pelotas afuera para rodar, lanzar y rebotar.
- Finge ser una banda de música familiar.
- ¡Practica patinaje! Utilice platos de papel para deslizarse por el suelo.
- Imagina que eres un girasol y mueve tu cuerpo a medida que creces hacia el sol.
- Encuentre o haga una línea recta en el suelo, practique caminar con el talón y la punta del pie sobre la línea. ¡Usa tus brazos para mantener el equilibrio!
- Mueve tu cuerpo mientras cantas “Cabeza, hombros, rodillas y dedos de los pies”.

La sesión de aprendizaje sobre actividad física es presentada por el Programa de asistencia técnica Healthy Kids, Healthy Future (HKHF TAP) de Nemours Children's Health. HKHF TAP está financiado por los Centros para el Control y la Prevención de Enfermedades (CDC) en virtud de un acuerdo cooperativo de cinco años (6NU38OT000304-05-05).

Optional Sample Pre/Post Assessment Questions

(**These questions are provided for trainers in states with PD systems requiring pre/post assessments to award training credits*)

1. Recommended physical activity practices for infants, toddlers, and preschoolers include 2-3 outdoor play periods daily.

   True or False

2. Health benefits of physical activity for infants and toddlers include:

   a. Increased bone density
   b. Building strong muscles
   c. Brain health
   d. All of the above

3. Fundamental movement skills begin to develop in early childhood. The three categories of motor skills are locomotor, object oontrol, and _____ (fill in the blank)

   a. Stability or Balance
   b. Crawling
   c. Catching
   d. None of the above

4. Tummy time should begin at birth and increase in frequency and duration as the infant learns to enjoy it and develops strength.
   True or False

5. The recommended practice is that toddlers experience _____ minutes of physical activity daily
   a. 15-30 minutes
   b. 30-35 minutes
   c. 60-90 minutes
   d. 5 hours
   e.

6 Caregivers roles in supporting physical activity with infants and toddlers include:
   a. Provide safe spaces-indoors and outdoors
   b. Provide equipment the child enjoys
   c. Engage in play with children
   d. Provide opportunities for play across the day
   e. All of the above

Additional Resources on Infant & Toddler Physical Activity

National Wildlife Federation Outdoor Play with Infants and Toddlers

Natural Learning at Home Newsletters from the Natural Learning Initiative
Infosheets & Leaflets | NLI

Nature Play at Home A Guide for Boosting Your Children's Healthy Development and Creativity

Nature Play at Home *Spanish* Juegos en la naturaleza en casa Una guía para fomentar el desarrollo saludable y la creatividad de sus hijo

Activity Ideas

Active for Life, Outdoor Winter Activities for Toddlers

Active for Life, Lesson Plans

Active for Life, 30 Engaging Baby Activities for Cognitive and Physical Development

Be Active Kids! 1-page handouts with ideas for active play using low-cost materials

SHAPE America early childhood activities include a series of free activities for parents, caregivers and teachers to use in creating early physical activity opportunities for young children; birth to five. *Also available in Spanish.*

- Move Play and Learn at Home- Infants
- Move Play and Learn at Home- Toddlers
- Move Play and Learn at Home- Preschool

KIDDO, The University of Western Australia https://kiddo.edu.au/

Active Play! Fun Physical Activities with Young Children by Dr. Diane Craft and Craig Smith. Three sample activities from the book are free to download.

ActivePlay.ca Early Childhood Education resources to get children engaged in physical active play every day. Site includes activity videos and posters.

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