

I Am Moving, I Am Learning (IMIL) Promo Video: Part 1

Christine Riley: I am going to rethink every training I ever do for my staff. When you come to IMIL, you're not bored. You're moving and you're learning, literally. You're in it, and the more you're in it, which is what we teach our teachers, the more you're in it, the more you learn from it. So, when you come to IMIL, you're taking it away because you've experienced it and not because somebody sat there and talked to you about it.

Bonnie Eggenberg: Sometimes, as directors, we don't always have to be operating as a director in the executive style, but that sometimes we just need to connect with our staff, with our team, and be able to remember what it is to be a child.

Jalisa Harris: You know, the kids feel that, too. I think they directly feel the energy from us, and then they go by that. If we keep ourselves healthy and are mindful in the intentions that we set out for them, and for us, everything will be good.

Barbara Becker: We carry around so much on our shoulders when we're thinking about all the challenges we have, all the families we serve, all the programmatic issues, all the compliance issues, so I think getting people to just laugh and enjoy themselves sort of takes some of the stress out and makes people and children, obviously, more ready to learn.

Raquel Hall: We forget the importance of having fun, that it also relaxes you. If we just look at our facial muscles in here, we look totally different when we get back to the centers. I should be able to walk in and know this is an early childhood program. How will I know that, and what will you look like to make other people know that.

Jon Kuanfung: When they can see something, they can actually feel it and participate in it, feel that joy, that's something that is going to stick with people a lot more so they can really grasp those concepts.

Shannon Cerkowski: My programs say, "Shannon, I know you went to IMIL, could you come and help me a little bit with my program and get my teachers up and going a little bit?" I know what to do.

Veronica: [Speaking in Spanish] It has been a rewarding experience. Understanding how physical development is related to brain development. Not just for the children, but for staff and families, too.

Gerardo: [Speaking in Spanish] Not only can we use it as designed, we also can find a way to align the curriculum we use with the teaching of IMIL.

Jorge Saenz De Viteri: They were very enthusiastic, they were engaged. They really liked the content. They really were able to make the connections: school readiness begins with health. This was really a great connection for everyone.

Esther: We just need more people to be engaged in IMIL and to really understand it and empower the staff to really do IMIL with their children.

[Music]