



Unit 3 – Physical Development:

Key Topic 3: Getting to Know Interactions and Strategies That Support Physical Development

Focus of Unit 3 – Key Topic 3

Students become familiar with interactions and strategies that can be used to support children’s physical development.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience

Instructional Methodologies

- Small group work
- Categorizing
- Class discussion
- Creation of a visual representation
- Reflective discussion—large group
- Individual reflection
- Development of resource tool
- Literature Review



California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division's California Early Childhood Educator Competencies. The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Relationships, Interactions, and Guidance
- Learning Environments and Curriculum
- Professionalism



Unit 3 – Physical Development: Key Topic 3: Getting to Know Interactions and Strategies That Support Physical Development

Before You Start

In this key topic, students become familiar with the interactions and strategies first as they apply to that substrand. Students then sort the interactions and strategies into different categories and explore how the interactions and strategies can be used more broadly across other substrands and strands. Finally, students have an opportunity to review other resources on physical development and put together a beginning resource tool of strategies that can be used in their curriculum planning for physical development.

There are 116 interactions and strategies in Chapter 3 of the *California Preschool Curriculum Framework, Volume 2*. As in Volume 1 of the *California Preschool Curriculum Framework*, these interactions and strategies are found after the vignettes presented in the substrands. The following table lists the number of vignettes and interactions and strategies for each strand and substrand. This table may help instructors to determine student groupings for the active learning experiences.

Note that the number of interactions and strategies for each substrand varies, most ranging from 7 to 13. However, the spatial awareness and manipulative skills substrands have 17 and 28 respectively. Instructors may want to review the number of interactions and strategies for each substrand prior to the class session in which small groups of students are assigned certain substrands.

In the “Getting it started” segment, students form small groups and summarize the interactions and strategies in a substrand on shapes cut out of colored paper. It is suggested that paper in three colors is provided—one color per strand. Markers will also be needed in colors that are dark enough to be read on the colored paper.

In the “Putting it together” segment, students create mobiles of the interactions and strategies. Materials to make the mobiles could include heavy thread, chopsticks, paper clips, scissors, glue, and tape.

Note to Faculty: Handout 1, included with this key topic, provides a full list of the interactions and strategies for this domain.



Table 2. Total number of vignettes, interactions, and strategies for the physical development domain by strand and substrand.

California Preschool Curriculum Framework, Volume 2 (PCF, V2)		
Strands and Substrands	Vignettes	Interactions and Strategies
Strand: Fundamental Movement Skills (pp. 139-175)	6	52
1.0 Balance	2	11
2.0 Locomotor Skills	1	13
3.0 Manipulative Skills	3	28
Strand: Perceptual-Motor Skills and Movement Concepts (pp. 176-191)	4	40
1.0 Body Awareness	1	11
2.0 Spatial Awareness	2	17
3.0 Directional Awareness	1	12
Strand: Active Physical Play (pp. 192-210)	4	24
1.0 Active Participation	2	9
2.0 Cardiovascular Endurance	1	8
3.0 Muscular Strength, Muscular Endurance, and Flexibility	1	7

Source: *California Preschool Curriculum Framework, Volume 2*



Information Delivery

As students begin work on this key topic, the following information from the *California Learning Foundations, Volume 2* and the *California Preschool Curriculum Framework, Volume 2* may be helpful as an introduction or review of the physical development domain.



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California Preschool Learning Foundations, Volume 2

- Discussion of the physical development strands (pp. 37–45)
- Review of the research for each strand (pp. 58–60)
- Glossary for the physical development domain (pp. 61–63)

California Preschool Curriculum Framework, Volume 2

- Introduction to physical development and the role of preschool programs (pp. 132–133)
- Discussion of the physical development strands (pp. 139, 176–177, and 192)
- Research highlights (pp. 133, 137, 148, 170, 172, 198, and 204)

Active Learning

Getting it started

If students are not already familiar with the organizational structure of the *California Preschool Curriculum Framework, Volume 2*, it is suggested that they begin this key topic by reading pages 9–11 of the framework. Key Topic 1 in Units 2, 3, and 4 of this instructional guide also provide learning experiences that will help students understand the structure of each domain chapter in the *California Preschool Curriculum Framework, Volume 2*.

Introduce this key topic by explaining that students will be examining interactions and strategies in the *California Preschool Curriculum Framework, Volume 2* that support children's physical development. Review with students the format in each substrand: one or more vignettes followed by teachable moments and/or opportunities to plan learning and interactions and strategies related to the vignette.



Slides 4-5

Next ask students to form small groups; each group will focus on one or more substrands or a part of a substrand. The number of small groups and their assignments will depend on the size of the class. Provide each group of students with several sheets of paper in the color of their strand.

The following are the directions for their small group work:



- Ask students to review the vignettes, teachable moments, and opportunities for planning learning, as well as interactions and strategies for their assigned substrand.
- Students decide on a shape for their substrand—one that is large enough to write a few words that capture the key idea of each interaction or strategy and is simple to make. Students cut the paper into that shape—one shape per interaction or strategy.
- Students then summarize each interaction and strategy into five to seven words and write each on one of the shapes.

Keeping it going

Next lead a discussion of the possible different categories into which the interactions and strategies might be sorted. It may be helpful to start by suggesting the following categories and either provide or ask students to identify one of the interactions or strategies as an example:



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Category (symbol)	Interaction or Strategy
Language/communication (L)	Use body-parts vocabulary (Perceptual-Motor Skills and Movement Concepts/Body Awareness)
Family/culture (F)	Provide opportunities that include diverse cultural themes (Fundamental Movement Skills/Balance)
Environments and materials (E)	Create an activity environment that is nurturing and supportive and allows likely success (Physical Play/Active Participation)
Developmental (D)	Promote progressive development of leg strength (Fundamental Movement Skills/Locomotor Skills)
Music, singing, and dancing (M)	Promote cardiovascular endurance through dance and rhythmic activities (Physical Play/Cardiovascular Endurance)



Repetition/daily routine (R)	Promote cardiovascular endurance through repeated muscular endurance activities (Physical Play/Muscular Strength, Muscular Endurance, and Flexibility)
Individualizing (I)	Adapt movement experiences as needed for children with physical disabilities (Perceptual-Motor Skills and Movement Concepts/ Directional Awareness)
Teacher support (T)	Promote children’s ability to manipulate objects by feel (Fundamental Movement Skills/Manipulative Skills)
Social-emotional (S)	Provide pushing and pulling games with peers (Perceptual-Motor Skills and Movement Concepts/Spatial Awareness)

Instructors and the class may opt to add to this list, delete any portion, or develop a different set of categories. Whichever option is chosen, guide the students toward agreement regarding the categories before proceeding to the next step in this learning experience.



Slide 6

Taking it further

Each group then reviews its list and identifies into which of the different categories each interaction or strategy falls.

The students then write on the shape that corresponds to their strategy or interaction the letter that symbolizes the category, i.e., “S on the shape of Perceptual-Motor Skills and Movement Concepts/Spatial Awareness).

Online Options

Students could agree on the different categories by voting online and proposing the deletion or addition of categories. One student or the instructor could be responsible for tallying the votes and posting the final categories. Students could then individually sort the interactions and strategies for an assigned substrand into the different categories and post their categorizations online. Students in the same small group could review their partners’ groupings so they are prepared to finalize them in the class session.



Slide 7

If the students are unable to identify a category for an interaction or strategy, suggest that they come up with a new category.

Putting it together

First ask the groups if they identified any new categories. Discuss the new categories and ask if any other groups would like to also use that category. If so, provide a few minutes for groups to revise their labeling on their interactions or strategies.

Then ask students to place all the interactions and strategies of the same category into a pile no matter which strand/substrand they are from. Count the number of categories and have the students regroup into the same number of small groups. Each group takes a pile of the colored shapes and creates a mobile with the shapes, adding one larger shape with the name of the category.

After the groups have hung or shared their mobiles, ask the students to discuss these questions:

- What do you notice about the mobiles?
- Where are there similarities among them? Where are there differences?
- What do the different colors in each mobile suggest to you? What about the number of pieces in each mobile?
- What did you learn about the interactions and strategies from creating these mobiles?

Reflection

Conclude this learning experience by asking students to respond to the following questions:

- Which interactions and strategies from the physical development substrands stood out for you?
- Which ones were familiar to you? Which were new strategies?
- Which interactions or strategies might be particularly useful with children who are dual language learners? With children who have disabilities?
- What are some key messages that surfaced from the interactions and strategies in your substrand?



Slides 8-9

What is one thing you will take from today to use in supporting young children's physical development?

Students could write their responses in a journal or submit them if instructors decide to have the students do the reflection individually.



This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding



Slide 10

There are several physical development resources in the teacher resources and bibliography of Chapter 3 in the *California Preschool Curriculum Framework, Volume 2* that contain strategies for promoting young children's active physical play and physical development. One example is *Developmental Physical Education for All Children* (Fourth edition) by David L. Gallahue and Frances Cleland-Donnelly. This book includes some teacher tips that could be compared with the interactions and strategies.

Another example is *Appropriate Practices in Movement Programs for Young Children Ages 3–5*, a position statement by the National Association for Sport and Physical Education (NASPE). This document contains five premises and instructional strategies presented as appropriate or inappropriate practices.

Ask students to select one of the three physical development strands and create a resource list of instructional strategies for that strand. Students should review enough resources to identify strategies for each substrand and cite the source for each strategy. Students can format their lists in any way that will be useful for them in their work with children.

Online Options

Student could post their resource lists online so that all students have lists for all three strands.



Getting to Know Interactions and Strategies That Support Physical Development

Strand: Fundamental Movement Skills		
Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills
Design spaces and activities to develop balance following a developmental progression.	Observe and analyze children's locomotor skills to facilitate planning for learning opportunities.	Observe developmental sequences of fundamental manipulative skills.
Provide opportunities that include diverse cultural themes.	Promote progressive development of leg strength.	Vary the focus of the manipulative skills.
Incorporate balance activities into the children's world.	Promote progressive development of balance.	Provide a variety of equipment to accommodate individual differences in body size, skill level, and the development of children's physical and sensory systems.
Provide opportunities for activities that include both active movements and still body positions.	Promote and be aware of the progressive development of coordination of locomotor skills.	Create meaningful scenarios that provide the opportunity for the integration of fundamental movement skills with other curriculum concepts.
Challenge children's balance abilities by asking questions.	Encourage practice of locomotor movements in both indoor and outdoor environments.	Use both unstructured and structured strategies, as well as multisensory experiences, in your teaching.
Encourage persistence during challenging balance tasks.	Use vivid visual information and visual aids that communicate to children in simple ways how to move.	Create developmental activities that provide a sense of success.
Post pictures of balance positions and balance activities.	Use music, songs, rhymes, and stories to provide rhythmic patterns.	Provide opportunities for repeated practice in a safe environment.

Physical Development Domain:
Key Topic 3 – Getting to Know Interactions and Strategies That Support Physical Development
Handout 1

Strand: Fundamental Movement Skills		
Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills
Design the environment so children combine balance skills with fundamental movement skills and movement concepts.	Plan meaningful, purposeful, and connected locomotor activities and games.	Understand gender-based expectations of the children's culture when teaching manipulative skills.
Provide a variety of sensory cues that facilitate a multisensory learning.	Create picture cards representing different ways to move related to children's cultural background.	Provide plenty of encouragement.
Modify balance activities to increase participation by children with disabilities and special needs.	Create culturally diverse scenarios for practicing locomotor skills.	Create manipulative activities that provide automatic feedback and a sense of accomplishment.
Use visual aids, foot and handprints, and objects on the floor to promote balancing skills.	Encourage persistence during challenging locomotor skills.	Learn about children's cultural context for fine motor activities.
	Provide appropriate challenges for children with special needs.	Learn about families' values related to fine motor activities.
	Express enthusiasm for locomotor skills.	Learn about children's prior experiences and personal interests related to fine motor activities.
		Focus on the quality of movement rather than the end product.
		Provide clear, specific feedback to facilitate children's problem-solving process.
		Provide a variety of tools and media to promote participation.

Strand: Fundamental Movement Skills		
Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills
		Design meaningful fine motor activities by incorporating children's diverse backgrounds.
		Provide adaptations to support participation of children with disabilities or other special needs.
		Promote children's ability to manipulate objects by feel.
		Provide opportunities for children to engage in fine motor activities in a variety of positions.
		Promote optimal postural support during challenging fine motor activities.
		Position materials vertically.
		Engage children in "heavy work" activities to develop trunk and shoulder muscles.
		Provide resistive activities to develop hand strength.
		Provide activities to develop hand precision.
		Assist children with proper fit and positioning of scissors.
		Provide a variety of media for cutting with scissors.
		Be aware of children's handedness when providing assistance with fine motor activities.

Strand: Perceptual-Motor Skills and Movement Concepts		
Substrand: Body Awareness	Substrand: Spatial Awareness	Substrand: Directional Awareness
Use multisensory teaching strategies to reinforce children's learning.	Set up obstacle courses.	Provide opportunities for child-initiated play in areas with open space.
Use body-parts vocabulary in the child's home language.	Provide opportunities for children to experience moving at different levels of body positioning, ranging from high to low.	Provide safe environments in which children can climb up and down.
Use alternative communication methods, as appropriate, to teach body-parts vocabulary.	Provide games for children to explore changing the size of their bodies.	Encourage children to move in different directions and in different types of pathways (e.g., straight, curved, or zigzag) during group movement games.
Use body-parts vocabulary in the natural context of daily living activities and child-initiated play.	Play games that allow children to move around with objects balanced on different parts of their body.	Design activities for children to practice moving alongside or in a line with other people.
Introduce body-parts vocabulary during structured group games.	Provide pushing and pulling games with peers.	Play games that require children to coordinate moving with others to manage a physical object or prop.
Engage children in singing and movement activities to teach body parts.	Play games that require two to three children to work together to transport a large, lightweight object.	Provide opportunities for children to move and use their bodies with force.
Encourage children to identify and describe body parts in books or in pictures of themselves and family members.	Use dancing and musical games to promote the development of spatial awareness and body control.	Provide opportunities for children to move and use their bodies lightly.
Provide opportunities for dress-up play.	Use positional-concepts vocabulary within the natural context of daily routines.	Engage children in two-handed play activities.

Strand: Perceptual-Motor Skills and Movement Concepts		
Substrand: Body Awareness	Substrand: Spatial Awareness	Substrand: Directional Awareness
Provide opportunities for children to see external representations of their bodies.	Have children participate in cleanup routines by putting away toys.	Position drawing activities vertically.
Provide constructional play for children to build or put together body parts.	Engage children in helper roles by performing “heavy work” activities.	Provide parent-play activities to reinforce directional concepts.
Ask children to describe their drawings of people.	Narrate or ask questions about children’s play using positional-concepts vocabulary in English and the child’s home language.	Use the child’s home language for introducing directional-concepts vocabulary.
	Engage children in songs and rhymes with body movements or spatial concepts.	Adapt movement experiences as needed for children with physical disabilities.
	Reinforce spatial concepts when reading or looking at books.	
	Use props or play objects to guide children in positioning their bodies.	
	Use the child’s home language to introduce spatial-concepts vocabulary.	
	Provide alternative ways for children with physical disabilities or other special needs to learn spatial concepts.	
	Provide additional cues and assistance as needed to ensure safety for children who have spatial-awareness challenges.	

Strand: Active Physical Play		
Substrand: Active Participation	Substrand: Cardiovascular Endurance	Substrand: Muscular Strength, Muscular Endurance, and Flexibility
Provide ample opportunities for children to engage daily in active play.	Design the physical setting of the play environment to encourage moderate or vigorous physical activity.	Encourage the development of muscular strength and endurance through building activities that involve performing “work” repeatedly.
Create inviting activity environments in which children can be physically active.	Engage children of all ability levels in activities that promote increased cardiovascular endurance.	Promote cardiovascular endurance through repeated muscular endurance activities.
Help children identify appropriate places for different type of physical activity.	Promote increased cardiovascular endurance through chasing and fleeing activities.	Promote muscular endurance and strength in the muscles of the upper body through the use of playground equipment that encourages climbing, hanging, and swinging.
Create an activity environment that is nurturing and supportive and allows likely success.	Promote cardiovascular endurance through the use of riding toys that require sustained pedaling or cranking.	Allow for supervised risk taking.
Encourage children to continue participation by providing opportunities for short but frequent rest periods during vigorous activity.	Use imagery as an effective tool in promoting moderate to vigorous physical activity.	Engage children in the setup of the play space and the return of materials to their original space.
Ensure that physical activity is sustained by providing personally meaningful and purposeful opportunities for children.	Provide positive encouragement for participation.	Promote increased joint flexibility through animal walks, nursery rhymes, and story plays.
Recognize and take into account any environmental constraints.	Promote increased physical activity through story plays.	Encourage practice in fundamental movement skills and perceptual-motor activities that contribute to children’s physical fitness.

Strand: Active Physical Play		
Substrand: Active Participation	Substrand: Cardiovascular Endurance	Substrand: Muscular Strength, Muscular Endurance, and Flexibility
Encourage physical exploration through play equipment and materials.	Promote cardiovascular endurance through dance and rhythmic activities.	
Respect differences in children's temperament and find creative ways to engage all children in active physical play.		