



Physical Development: Connecting to the Foundations in the Physical Development Domain by Experiencing Them

Focus Statement

Students demonstrate adaptations of the foundations in the physical development domain and discuss their experiences in doing them.

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 learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child Growth and Development
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Demonstration
- Pairs work
- Reflective discussion—large group

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 learning experiences.

- Child Development and Learning

- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Special Needs and Inclusion
- Health, Safety, and Nutrition



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Before You Start

Students will be asked to think about their own skills in relation to the foundations in the physical development domain and what it might feel like to stretch their skills to further levels of development.

To facilitate this learning experience, provide a cleared space for students to work in pairs while physically exploring these foundations. Some of these foundations include balancing, skipping, and hopping. Because classes tend to be made up of many ages and backgrounds, plan these activities based on the capabilities of your students. Safety should be the first priority. If needed, student partners can help each other get from standing to sitting on the floor or sitting to standing. Note the suggested sequences listed on Handout 1, accompanying this learning experience.

Or, as suggested in “Another approach/way,” you could more closely supervise the students and make appropriate matches between students and activities by choosing to have individual pairs demonstrate specific activities.

Some faculty might find it helpful to review the foundations in the physical development domain with students before doing this learning experience. Others might consider using this experience as an introduction to this domain before students are familiar with the foundations. In either case, the foundations are summarized in the appendix to the *California Preschool Learning Foundations, Volume 2* (PLF, V2) publication on page 108.

Handout 1 is provided with this learning experience to guide students through these skills. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Materials needed for this learning experience are tape (such as masking tape) to put on the floor, beads and string, a few balls, scissors, paper, and pens/markers.

Information Delivery

Let students know that they will be looking at their own development related to the foundations in the physical development domain. Point out that for adults, most of these skills have become automatic, but in young children, they are still developing. Students will find some physical activities easy and some challenging, and that is to be expected in any group of adults.

Point out that the foundations have been developed for two age groups, but students will be focusing on what we would expect



to see in children at 60 months of age as the students look at their own skills in this learning experience.

Active Learning



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Getting it started

Distribute the handout to students, and briefly review the columns and rows. Divide students into pairs, and make sure they have the space to work through trying out the foundations as directed in the handout.

This will work best if you actively lead going through each of the suggested activities individually. Of course, you can do as many or as few as you think advisable for your students. Be sure students know they can rely on their partners to assist them if they need any support with these physical activities. Also be sure students understand that they are only to try these activities at their own level of comfort.

As you go through these activities, give students time after each one to write notes about what this experience was like for them.

Putting it together

Reconvene as a group and lead a group discussion focused on the following questions:

- What was your overall impression of this experience?
- What things were hardest? Easiest?
- Were there any surprises?
- What did you learn about your relationship to these foundations? For example, how much of the foundations can you demonstrate or model for young children?
- What has this experience suggested about your work with young children relating to the physical development domain?

Online Options

Discussion questions could be submitted in written form for review.

Another approach/way

Instead of having all students try out the activities, you could have different pairs demonstrate individual foundations. Then after each demonstration, review the experience with relevant questions selected from the “Putting it together” segment above.

Reflection

The questions in “Putting it together” will provide opportunities for reflection regarding students’ connections to these



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foundations.	
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Handout: Connecting to the Physical Development Foundations By Experiencing Them

Try some or all of the following skills. Do this only with a partner to assist and take turns. Try only what you want to do or know you can do safely. As you do the skills, discuss the experience with your partner. Note what was easy or challenging or any other reflections about your experience.

Skill	Notes: Was it easy or were there challenges? Other?
Strand: Fundamental Movement Skills	
<i>Substrand: Balance</i>	
Stand on one foot for five seconds (holding your partner’s hand for support as needed).	
Put a five-foot length of tape on the floor for and walk on it (holding your partner’s hand for support as needed).	
<i>Substrand: Locomotor Skills</i>	
Walk and stop when your partner says “stop” and go when your partner says “go.” Repeat several times.	
Put a book on the floor and do a two-footed jump (holding your partner’s hand for support as needed.)	
Try galloping, sliding, hopping, and leaping for short distances (only if it is safe for you to do so).	
<i>Substrand: Manipulative Skills</i>	
Bounce a ball and catch it with two hands.	
Draw specific shapes, such as circles, squares, and triangles.	

Physical Development Domain: Connecting to the Foundations in the Physical Development Domain by Experiencing Them
Handout 1 – Handout: Connecting to the Physical Development Foundations by Experiencing Them

Skill	Notes: Was it easy or were there challenges? Other?
Strand: Perceptual-Motor Skills and Movement Concepts	
<i>Substrand: Body Awareness</i>	
Point to and name 12 body parts	
<i>Substrand: Spatial Awareness</i>	
Follow your partner's directions to place a book over/under, in front of/behind, next to, or near/ far from a chair or table	
<i>Substrand: Directional Awareness</i>	
Recite "Hokey Pokey" and put your left arm in, right arm out, left foot in, and right foot out.	
String some beads or cut some shapes.	
Strand: Active Physical Play	
<i>Substrand: Active Participation</i>	
Talk with your partner about an activity that you participate in, such as walking, yoga, dancing, or biking. If you do not have a practice of active physical activity, talk about one you have done in the past or would like to do in the future.	
<i>Substrand: Cardiovascular Endurance</i>	
Talk with your partner about something you did that required moderate or vigorous activity, either recently or something you remember from when you were a child.	
<i>Substrand: Muscular Strength, Muscular Endurance, and Flexibility</i>	
Try some bending or easy twisting at the waist and some stretching or big movements with your arms.	