



Physical Development:

Physical Development in the Early Care and Education Setting: Exploring Images

Focus Statement

Students find visual images, such as photographs or magazine pictures, of children demonstrating the skills of the physical development foundations and relate them to interest areas in early care and education settings.

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

- Creation of a visual representation
- Pairs work
- Reflection—individual or large group
- 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
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum



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Before You Start

Students will be working with photographs that provide examples of children demonstrating the foundations of the physical development domain. Be sure that students have appropriate parental authorization for any photographs of young children that are shared in class.

This learning experience will be most successful if students are familiar with the foundations in this domain. The learning experience in this instructional guide titled “Piecing Together the Physical Development Domain Content Puzzle” is designed to do that.

This learning experience will unfold over at least two class sessions or as much time as is appropriate for your class. It could be done over an entire semester.

In the first session, students review the foundations in this domain and are introduced to the interest areas that are described in the *California Preschool Curriculum Framework, Volume 1* on page 15. They then find photographs or magazine or online images of children in these interest areas that demonstrate foundations that might be seen in these areas.

Before the second class, prepare a chart paper, labeled for each interest area, that can be used to display the images the students found related to the foundations in that interest area.

Information Delivery

Review the strands, substrands, and foundations for the physical development domain. This can be done by taking turns reading them aloud or having students take turns reading them to each other in pairs. They are summarized in the *California Preschool Learning Foundations, Volume 2* (PLF, V2) Appendix on pages 108–110.



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Students also will be working with the interest areas to support children’s play that are listed in the *California Preschool Curriculum Framework, Volume 1*. These are on page 15 of the framework and listed here for reference:

- Dramatic play area
- Block area



- Art area
- Book area
- Writing area
- Math area
- Science area

Active Learning

Getting it started

Let students know that they will be working with images that relate to the foundations in the physical development domain. Students will be assigned to find images that reflect physical development foundations as they might be seen in each of the interest areas.

There are several ways you can assign students to find images. They can do this individually or in pairs. Each student or pair could be assigned to one substrand and all interest areas or one substrand and selected areas.

You can ask students to bring in a certain number of images, such as five for each area or substrand they are working with. This will encourage students to observe carefully and be selective in their images.

Students might be inclined to focus on one type of physical development in some areas, such as manipulative skills, but encourage them to watch for other kinds of movement and perceptual-motor skills as well.

Keeping it going

When students return with their images and/or photographs, have them tape them to the chart paper for the appropriate interest area. Ask them to identify the foundation that is being demonstrated and write it beneath or next to the image. You can also do this with Post-it® notes. Try to do this in a way that creates a collage of images.

Give students time to walk around to view the images.

Putting it together

Review the results by leading a discussion using the following questions:

- What are your general impressions of the results?

Online Options

Students could post the photographs or images they find online for review by the whole class. They could then have an online discussion using the questions in "Putting it together." If possible, create a collage of online images.



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- Are you surprised by anything?
- Where are there many images and where are there fewer?
- Which foundations are represented the most? Which the least?
- Of those that are represented the least, in what other areas or times in the curriculum could you expect to find them?
- What does this suggest about your observation of the foundations in the physical development domain in your current or future work?

Taking it further

This could continue to be developed as a long-term collage-creating experience. It could last over several weeks or longer. If, after reviewing the images in the first session, there are some foundations that are not well represented, try brainstorming where those might be seen. Then ask students to work on finding images for those foundations.

Reflection

The following questions can be used to guide students' reflection on this learning experience:



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- What stood out for you in this experience?
- What insights did you gain?
- Are there ways in which this will influence your work with young children now or in the future?