



# Physical Development: Demonstrating the Content of the Physical Development Domain

## Focus Statement

Students develop an understanding of the skills and concepts described in the physical development foundations by demonstrating the skills or concepts in a game of charades.

## 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

- Game – charades
- Reflective discussion—large group
- Small group work

## 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
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion



## Physical Development: Demonstrating the Content of the Physical Development Domain

### Before You Start

“Preschool children are developmentally primed and highly motivated to learn and become proficient in new movement skills (Sanders 2002). . . . The goal for preschool children is to develop reasonable proficiency, not expertise, in a wide variety of movement activities” (*California Preschool Learning Foundations, Volume 2*, p. 38). The foundations in the physical development domain describe these fundamental movement and perceptual-motor skills and movement concepts that children can build on and use throughout their lives.

Because the preschool period is an optimal time for children to learn these skills and concepts, it is important for students to have a clear understanding of what these skills and concepts are and look like. Although students may be familiar with the neurological developmental of movement skills (see page 41 of the *California Preschool Learning Foundations, Volume 2* for a brief discussion), many students may not be as aware of the vocabulary and components of fundamental movement skills (such as balance, locomotor skills, and manipulative skills) and perceptual-motor skills and movement concepts (such as body awareness, spatial awareness, directional awareness, and temporal awareness or rhythmic skills) as described in the foundations.

This learning experience provides an opportunity for students to physically demonstrate an understanding of these skills and concepts through a modified game of charades. Handout 1, following this learning experience, has each of the foundations listed and can be cut ahead of time and used for the charade cards. An electronic version of the handout will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

As with the learning experience “Connecting to the Foundations in the Physical Development Domain by Experiencing Them,” you will need space for students to work in teams and act out the skills and concepts. Also, remind students that safety is a priority, so they should attempt only movements that they feel comfortable and safe in doing. Because the students will be working in teams, encourage them to assist each other as needed (such as providing support for balancing movements).

### Information Delivery

Have the students review the foundations either at the beginning of the session or prior to class. Make sure they note the



differences in each foundation for children at around 48 months of age and at around 60 months of age.

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## Active Learning

### Getting it started

Review the foundations with the class, asking students to note any new or unfamiliar vocabulary or concepts. Ask students to look at some of the examples and ask for additional ones.

If you have done the learning experience “Exploring the Content of the Physical Development Domain Through Vocabulary” in this instructional guide, you can have students refer to the vocabulary lists they developed.

### Keeping it going

Depending on the size of your class, ask students to form teams of two to four. Explain that the class is going to play “Physical Development Charades” and explain the directions and rules for the game.

#### Directions

- Each card has a summary of one the foundations written on it.
- A team draws a card from the stack and has one minute to decide how to act it out as a charade.

For the purposes of the charades activity, the foundations used are from “At around 60 months of age.” Another option is to create charade cards with foundations from “At around 48 months of age.”

- The team demonstrates the foundation to the other teams who then try to identify the foundation.
- The team that correctly identifies the foundation gets a point.
- Teams take turn drawing cards and acting out the foundations until all the cards have been drawn.

#### Rules

- Keep safety in mind when acting out the foundation.
- Students are to do only actions that they feel comfortable and safe in doing.



- Player cannot make any sounds when acting out the foundation.
- Objects can be used.
- More than one team member can demonstrate the foundation. Students are encouraged to assist each other as needed.
- Decide if there should be a time limit. If no one identifies the foundation within the time limit, the team demonstrating the foundation gets a point.
- Decide on any signals (such as actions similar to hand motions used in charades to indicate a book, movie, or quotation) that can be used either initially or if the guessing teams get stuck. For example, a different signal could be used for each strand and/or substrand.

Because the wording for the foundations is specific and may still be new to students, you may choose to provide all the teams with a handout of the charade cards that has not been cut up. The teams can refer to the handout when making their guesses.

### **Putting it together**

Ask the teams to then post their foundations cards on a piece of chart paper or whiteboard that has the strands and substrands labeled. Have the whole class review the completed chart and come to agreement on the placement of all the foundations. Ask students to refer to the physical development foundations on pages 46–57 of the *California Preschool Learning Foundations, Volume 2* as needed.

### **Another approach/way**

Have the teams take turn drawing cards until all the cards have been drawn before any pantomiming is done. Give the teams 10–15 minutes to prepare how they will demonstrate each of their cards.

Then ask teams to take turns demonstrating one foundation while the others guess.

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## **Reflection**



Slide 2

Ask the class to reflect on this learning experience by responding to the following questions:

- What stands out for you from playing “Physical Development Charades”?



- Which foundations did you find easiest to demonstrate? Which were the most difficult?
- Why do you think it's important for teachers to be able to recognize how children are demonstrating these skills and concepts?
- What will you take from this learning experience to your work with young children?

### Deeper Understanding

Some children in preschool programs have physical or visual disabilities, which may make it more difficult for them to practice and acquire the knowledge and skills described in the physical development foundations. It may also be difficult for children with certain disabilities to demonstrate movement skills or their understanding of movement concepts.



Slide 3

Ask students to review the introductory sections, examples and footnotes in the foundations, and the bibliographic notes for discussion of physical development and children with disabilities. Students are then to identify five ways that children with disabilities could demonstrate acquisition of a skill or concept described in the physical development foundations. They are to list the kind of disability the child might have and the strategy, including any modifications or supports needed.

#### Online Options

Students post their strategies for ensuring that children with disabilities have opportunities to demonstrate their acquisition of some of the knowledge and skills described in the physical development foundations.



## Physical Development Charades Cards

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<p>Show balance and control when holding still.</p>
<p>Show balance control while moving in different directions and transitioning from one movement or position to another.</p>
<p>Walk with balance, oppositional arm movements, and a narrow base of support (space between feet).</p>
<p>Run with a long stride length and each foot off the ground. Opposition of arms and legs is becoming more consistent.</p>
<p>Jump for height (up or down) and for distance. Use arm swing to aid forward jump.</p>
<p>Demonstrate a variety of locomotor skills such as galloping, sliding, hopping, and leaping.</p>

Physical Development Domain: Demonstrating the Content of the Physical Development Domain  
**Handout 1** – Physical Development Charade Cards



## Physical Development Charades Cards

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Show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.

Show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.

Demonstrate knowledge of body parts.

Use own body or other people's space when locating or relating to other people or objects in space.

Show understanding and ability to distinguish between the sides of the body.

Change directions quickly and accurately.





## Physical Development Charades Cards

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Place an object or own body in front of, to the side of, or behind something.

Demonstrate two-handed fine motor activities.

Initiate complex physical activities for a sustained period of time.

Engage in sustained active play that involves the heart, lungs, and vascular system.

Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.