



Physical Development: Communicating Understanding of the Physical Development Domain in the Contexts of Family and Culture

Focus Statement

Students explore ways to communicate with families about the role of families in their 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 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
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Creation of a visual representation
- Interviews of parents
- Peer review and feedback
- Reflection—individual or 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
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Health, Safety, and Nutrition
- Professionalism



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Before You Start

It is important for students to understand that there are many factors contributing to young children's physical development and the amount of physical activity they do. The role of families is one of these factors. The diverse cultures of California's families lead to varied beliefs, understandings, and expectations held by families about the importance of physical activity, the links between physical development and other areas of children's development, and the parents' involvement in their children's active physical play.

In addition, family circumstances may impact the kind and amount of physical activity that children engage in at home and in their community. "Some parents may not have the time to supervise children in active outdoor play, provide instruction, or model fundamental movement skills" (*California Preschool Learning Foundations, Volume 2*, p. 39). Some families' economic resources may also limit the options for physical activity available to children.

This learning experience may also raise some sensitive issues or memories for some students in your class. It may be helpful to preface any discussions with the reminder that increased understanding of families' different belief systems and practices around children's physical development will help students come up with diverse approaches for partnering with families in supporting children's acquisition of the knowledge and skills described in the physical development foundations.

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.

Students also should be familiar with the key concepts in the introductory material to the physical development foundations of the *California Preschool Learning Foundations, Volume 2* (PLF, V2, pp. 37–45).

Active Learning

Getting it started

Review the foundations with the class, asking students to note



any new or unfamiliar vocabulary, concepts, or skills. It may be helpful to ask for volunteers to demonstrate some of the skills that may need clarification

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

If you have done the learning experience “Demonstrating the Content of the Physical Development Domain” or “Connecting to the Foundations in the Physical Development Domain by Experiencing Them,” students may already have a good understanding of the skills.

Keeping it going

Explain to students that they are to create a pamphlet that explains the foundations to parents. The pamphlet should convey a message about the importance of children’s physical development and physical activity as well as descriptions or explanations of the knowledge and skills at the substrand or foundation level. Encourage students to be creative and think about all the families in their community. How can the pamphlets reflect the linguistic, cultural, and economic diversity of the families? You may choose to have students develop their pamphlets individually, in pairs, or in small groups.

Putting it together

Have students share their pamphlets with other members of the class. Depending on the number of pamphlets developed, students may not have the opportunity to review all the pamphlets. For example, if small groups developed the pamphlets, you could have two groups exchange their pamphlets. If students did the pamphlets individually, you could have a group of two to four students share their pamphlets. Ask students to identify three elements to praise and one recommendation for each pamphlet.

Online Options

Students could post their pamphlets online and then have an online class discussion using the reflection questions.

Taking it further

Ask students to share their pamphlet with parents of preschoolers and ask the parents for feedback. Students could use the following questions:

- What in the pamphlet stands out to you?



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- What do you like about the pamphlet?
- What key messages are you taking away from the pamphlet?
- What parts of the pamphlet are not as clear?
- What are some recommendations for improving the pamphlet?

Reflection

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



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- What words or images do you remember from the pamphlets?
- Where did you see examples of linguistic, cultural, and economic considerations in the pamphlets?
- What did you learn from developing this pamphlet about discussing young children's physical development and activity with parents?
- What would you do differently?