



Physical Development: Exploring the Content of the Physical Development Domain Through Vocabulary

Focus Statement

Students become familiar with the vocabulary and terminology of the physical development foundations by identifying and defining words and terms that have new or unfamiliar meanings in the context of children's physical development and activity.

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
- Health, Safety and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Note-taking guide or outline
- Pairs or small group work
- Peer review and feedback
- Reflection—individual or large group
- Role playing



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
- Health, Safety, and Nutrition
- Professionalism



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Before You Start

Many students will think of children's physical development in terms of gross motor activities or development such as walking, running, jumping, hopping, skipping, throwing, and catching. They may be less familiar with the strands and substrands of physical development as described in the foundations. It is important for students to become familiar with the vocabulary of these strands and substrands so that they understand them and can recognize when a child is demonstrating a particular skill. Students should also be aware of some of the issues related to physical development and activity and the related terminology. Some words are commonly used but may have distinctions that are not generally made. For example, obesity and overweight both describe weight ranges that are greater than what is considered healthy for a certain height, but each reflects a different percentile range of a body mass index and therefore should not be used interchangeably.

You may want to prepare for this learning experience by creating chart paper or handouts for the students by writing a strand on the top of the sheet and then dividing the sheet into rows—one row for each substrand. Each row is then labeled with the name of the substrand. A sample handout is provided with this learning experience. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery



Slides 2-4

The three strands and their accompanying substrands are found on page 45 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) and listed here for quick reference:

Fundamental Movement Skills (Strand)

1.0 Balance (Substrand)

2.0 Locomotor Skills (Substrand)

3.0 Manipulative Skills (Substrand)

Perceptual-Motor Skills and Movement Concepts (Strand)

1.0 Body Awareness (Substrand)

2.0 Spatial Awareness (Substrand)



3.0 Directional Awareness (Substrand)

Active Physical Play (Strand)

1.0 Active participation (Substrand)

2.0 Cardiovascular Endurance (Substrand)

3.0 Muscular Strength, Muscular Endurance, and Flexibility (Substrand)

Active Learning



Slide 5

Getting it started

You may have students do this learning experience individually, in pairs, or in small groups. Each student or group of students can do all the strands and substrands, or you can assign specific strands/substrands to them.

Ask students to review their assigned strand(s) and substrand(s) and, using the handout, make a list of the words that are new or unfamiliar to them in the context of children's physical development. Encourage them to include words that they are not sure of; they do not need to know the definitions of the words they choose. If students are working in groups, have them include words that are new or unfamiliar to even just one or two members of the group. The purpose is to generate a list of new or unfamiliar vocabulary.

Keeping it going

If students do all the strands, have them share their lists to see if there are additional words they want to add. If students work on assigned strands, have the other groups review and add words to the lists. This could be done as a carousel activity in which each group posts its list on the wall and then the other groups rotate around the room and add words to each list.

Putting it together

Then ask students to write definitions by the words on their lists. If students are working in groups, encourage them to ask each other for clarification and help each other come up with succinct definitions. They can use the glossary on pages 61–63 of the *California Preschool Learning Foundations, Volume 2* for assistance as needed.

Online Options

Students develop their own lists of new and unfamiliar terms and write definitions for these words. They then post their lists online and compare lists.

**Taking it further**

Point out to students that parents also may not be familiar with some of the terms and concepts related to children's physical development. Have students form pairs and develop a scenario in which a teacher is describing to a parent what his child is doing in areas of physical development. The students are to include some of the terms from the vocabulary lists and define the terms for the parent while sharing what the child is doing. You may choose to assign a substrand to each pair or let students choose their own. In either case, make sure all substrands are covered.

Then ask students to role-play their scenarios. After all the teams have presented, close the session with a discussion that could include the following questions:



Slide 6

- What stands out for you from these scenarios?
- Which terms were easy to define? Which ones were more difficult?
- Why do you think it's important to share this terminology with parents?
- What are ways you might share this information with parents?

Another approach/way

After students have developed individual lists of terms, you can ask the students to post their terms on chart paper or a white board and generate a full class list (similar to a vocabulary wall). Then you can define the words as a full class discussion.

If you have individual students or groups of students create vocabulary lists of different strands/substrands, have them exchange their lists and write the definitions. Students can then share lists so all students have a complete list for the domain.

Reflection

After the students have completed their lists, ask them to respond to the following questions:



Slides 7-8

- Which words were new or unfamiliar to you?
- Which words had a definition that was different from how you define or use them?

Online Options

After comparing lists, students can respond to each of the reflection questions in an online discussion.



- Which terms describe behaviors that will be easy for you to observe in children? Which ones will be more difficult to observe?
- Why do you think it's important for teachers to understand this physical development vocabulary?
- How can you become more familiar with words that were new to you in your work with children?



Vocabulary of the Physical Development Domain

Fundamental Movement Skills		
Substrand	Word	Definition
Balance		
Locomotor Skills		
Manipulative Skills		

Physical Development Domain: Exploring the Content of the Physical Development Domain Through Vocabulary
Handout 1 – Vocabulary of the Physical Development Domain



Perceptual-Motor Skills and Movement Concepts		
Substrand	Word	Definition
Body Awareness		
Spatial Awareness		
Directional Awareness		



Active Physical Play		
Substrand	Word	Definition
Active Participation		
Cardiovascular Endurance		
Muscular Strength, Muscular Endurance, and Flexibility		