



Unit 3 – Physical Development: Getting Ready for the Unit and Connecting to Experience

Focus of Getting Ready for Unit 3

Students think about their roles in planning curriculum related to physical development by reflecting on their own early experiences with physical activities and connecting these experiences to those of the children they will teach.

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 key topic. 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
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Lecture
- Brainstorming
- Reflection—personal
- Pairs work and pairs discussion
- Small group work
- Class discussion
- Creation of a visual representation
- Individual reflection



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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



Unit 3 – Physical Development: Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit



Slide 7

Chapter 3 of the *California Preschool Curriculum Framework, Volume 2* begins with the following statements on page 132:

“Young children learn best by *doing*. Active physical play supports preschool children’s brain development and is a primary means for them to explore and discover their world.

Physical activities enhance all aspects of development, including cognitive, emotional, social, as well as physical.

Active physical play also has clear benefits for children’s health and fitness.

All children, no matter their ability levels or backgrounds, benefit from engaging in physical activities.”

Preschool teachers have an important role in planning curriculum that promotes and supports children’s active physical play and their physical development. Therefore, it is important that students become familiar with the concepts and skills described in the physical development foundations of the *California Preschool Learning Foundations, Volume 2*.

If students have not had an opportunity to explore these foundations, instructors may want to begin this unit with one of the learning experiences in the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*:

- Learning Experience 3: Piecing Together the Physical Development Domain Content Puzzle (pp. 151–161) provides an opportunity for the students to review the strands, substrands, and foundations as well as how they are organized.
- Learning Experience 5: Exploring the Content of the Physical Development Domain Through Vocabulary (pp. 171–179) helps students become familiar with the specific terminology related to movement, motor skills, concepts, and active physical play.



- Learning Experience 6: Exploring the Research and Rationale for the Physical Development Domain (pp. 180–185) allows students to learn more about the importance of physical activity and development for young children.

Students can also learn about some of the basic concepts of the physical development domain in the following introductory material from the *California Preschool Curriculum Framework, Volume 2*:

- Introduction to Chapter 3 (pp. 132–133)
- Introduction to the Fundamental Movement Skills strand (p. 139)
- Introduction to the substrands on Balance, Locomotor Skills, and Manipulative Skills (pp. 140, 147–148, and 156–157)
- Introduction to the Perceptual-Motor Skills and Movement Concepts strand (pp. 176–177)
- Introduction to the substrands on Body Awareness, Spatial Awareness, and Directional Awareness (pp. 178, 181, and 186)
- Introduction to the Active Physical Play strand (p. 192)
- Introduction to the substrands on Active Participation, Cardiovascular Endurance, and Muscular Strength, Muscular Endurance, and Flexibility (pp. 193, 199, and 202)

Like the other domains in Volumes 1 and 2 of the *California Preschool Curriculum Framework*, the physical development domain is organized by the same strands and substrands of its counterpart—Volume 2 of the *California Preschool Learning Foundations*. And also like the other domains in the *California Preschool Curriculum Framework, Volumes 1 and 2*, the physical development domain includes these elements: guiding principles at the domain level; strategies for engaging families and reflection questions at the strand level; and vignettes, teachable moments, and interactions and strategies at the substrand level. Research highlights are at both the domain and strand levels. However, there is one difference from the other domains—the physical development domain has a list of environmental factors instead of environments and materials. These factors are at the domain level.

Motivator and Connection to Experience

Before You Start

This learning experience provides an opportunity for students to reflect on their current physical activities, when and how they learned or began to do them, and what influences their personal experiences might have on their approaches to physical development as teachers. It is important to be aware that some students may not see themselves as very active nor currently doing anything that they feel is physical activity. If so, instructors may choose to revise the instructions to ask students to list past activities and/or current ones.



Students may also feel that physical activities mean some kind of individual or team sports. Remind them that walking, running or jogging, gardening or performing other yard work, cleaning house, practicing yoga, doing weight training, using aerobic machines, shoveling snow, pushing a stroller, washing a car, and carrying out jobs that involve extensive standing or walking are also types of physical activity.

Students may think that young children’s physical development primarily occurs naturally and that the preschool teacher’s role is simply to provide adequate outdoor free playtime. Students may not be aware of the connections between children’s active physical play and brain development and how physical activities support children’s cognitive, emotional, and social development. The many ways that teachers can help children learn and master new physical skills may also be new information for some students.

It may be useful to begin this learning experience by having students review some of the introductory material in the physical development domain chapter of the *California Preschool Curriculum Framework, Volume 2* that describes the importance of active physical play and the teacher’s role. Specific sections are suggested in the “Information Delivery” section

One of the environmental factors for the physical domain unit suggests that a teacher’s role in providing quality instruction in physical development may at times include actively joining in physical play with the children. Depending on many factors and experiences, students may feel comfortable or uncomfortable with this concept. Their own current fitness levels and interests and engagement in physical activities may impact how they plan and support the physical play of children in their preschool programs. It will be important to be aware of the possible diverse responses by students to this concept and plan ways to address them in any class discussions.

Information Delivery



Slides 1-8

The following introductory sections of the physical development chapter of the *California Preschool Curriculum Framework, Volume 2* may help students become more aware of several important key aspects of active physical play and physical development:

- Introduction to Chapter 3 (pp. 132–133)
- Introduction to the Fundamental Movement Skills strand (p. 139)
- Introduction to the Perceptual-Motor Skills and Movement Concepts strand (pp. 176–177)
- Introduction to the Active Physical Play strand (p. 192)

This information may be summarized and presented in a short lecture, or instructors may choose to ask students to read these pages prior to class.



Active Learning

Getting it started

Ask students to choose a partner and brainstorm all the physical activities they currently do. Students may choose to do their own lists individually first and then share them. By doing the brainstorm together, students may help their partners identify additional activities they might not think of on their own. Each student then picks two activities they like the most or that they do the most.

Keeping it going

Each student then thinks back to when they learned each activity, how they learned it, any remembrances of doing it as a young child, and why it's a favorite or why they do it frequently.

Taking it further

Next have students take turns sharing one of their favorite or most frequent activities with the class. As each student takes a turn, students with the same or very similar activity join the others to form a group. If a student's first choice does not match any of the others, see if the second choice does. Continue until all the students are in a group. If a group is much larger than the others, instructors may want to have the students divide into two groups.

Students then compare their activity background stories in their groups and identify common themes and differences. Ask them to pay particular attention to any childhood memories: learning from a parent, older sibling, relative, friend, or other adult; doing the activity with other children; feeling proud of being able to do the activity; going to an event about that activity; and getting better at the activity. Also ask the students to think about how they as teachers might someday be part of children's memories of learning or doing physical activities.

Online Options

Students could brainstorm their lists individually and then post their favorite or most frequent activity online with the background story. The small groups could then be determined prior to coming class.

Putting it together

Conclude the class session by asking each group to share some highlights from their discussions.

- What were some common themes that emerged? What were some unique occurrences?
- What surprised you from a classmate's story? What seemed really familiar to you?



Slide 9



- Why do you think it's useful to reflect on your own experiences with physical activities when fostering young children's physical development and active play?
- What is something from your own current or past experience with physical activities that you want to share with young children?



Slide 10

Another approach

Instead of brainstorming their current physical activities, students brainstorm activities they did as young children. Students could then write a favorite childhood activity on large Post-it® Notes or half sheets of 8 ½" x 11" paper. Suggest that they illustrate their activity as well.

Students then post their activities on the wall to form a quilt; the idea of a quilt is taken from an activity developed by participants at the Faculty Initiative Project 2012 Seminar at American River College on March 9, 2012.

After the quilt is completed, give students a few minutes to read all the activities in the quilt. Then have a class discussion in which students volunteer to tell a story or share a memory about their favorite childhood activities.

Conclude the discussion by asking students to respond to the following questions:

- What did you notice about the quilt?
What surprised you from a classmate's story? What seemed really familiar to you?
- What were some common themes that emerged?
- Why do you think it's useful to reflect on your own childhood experiences with physical activities when fostering young children's physical development and active play?
- What is something from your childhood experiences or current physical activities that you want to share with young children?

Reflection



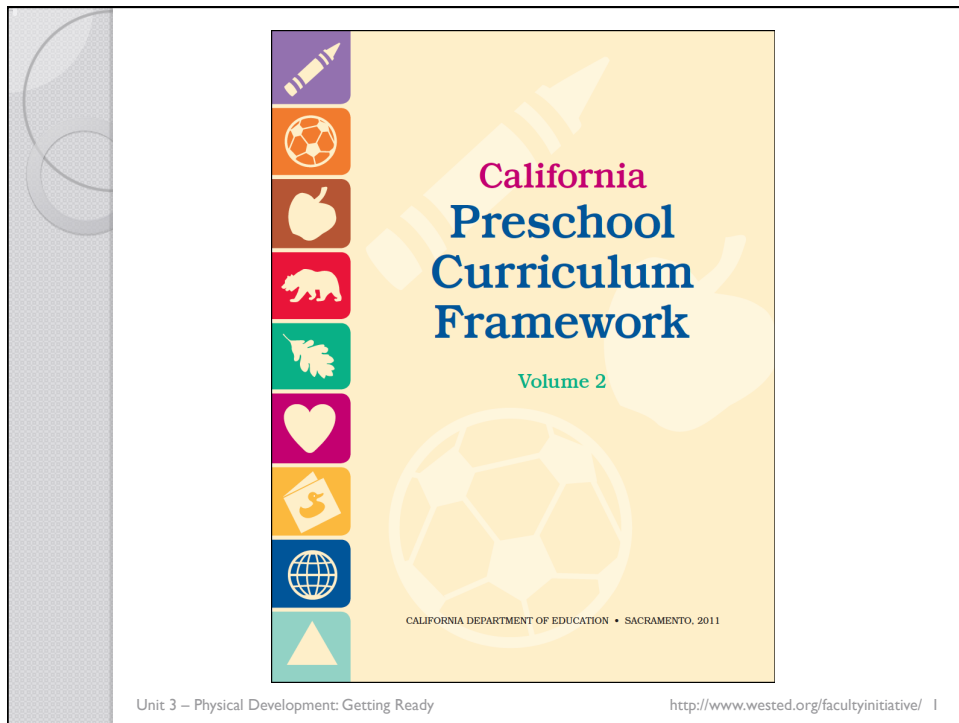
Slide 11

Students may also answer the reflective questions suggested in the "Putting it together" section or "Another approach" section individually.

This second set of questions is more general and can be used for individual reflection here and with the other key topics.



- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?



Physical Development

The physical development domain in the *California Preschool Curriculum Framework, Volume 2* is:

- A companion to the same domain in the *California Preschool Learning Foundations, Volume 2*
- A guide for teachers in planning curriculum that supports physical development
- Organized with the same strands and substrands as the foundations.

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Physical Development

The strands defined, include:

- **Fundamental Movement Skills:** foundational motor skills, such as balance, locomotion, and manipulation, that form the building blocks for participation in more complex and specialized movement skills, including those in sports, games, and dance

(page 138) *California Preschool Learning Foundations, Volume 2*

Physical Development

- **Perceptual Motor Skills and Movement Concepts:** focuses on the development of body awareness, spatial awareness, and directional awareness; the process of receiving, interpreting, and using information from all the body's senses
- **Active Physical Play:** promotes children's health and physical fitness by increasing their levels of active participation, cardiovascular endurance, muscular strength and endurance, and flexibility

(page 138) *California Preschool Learning Foundations, Volume 2*

Physical Development

Summary of the Strands and Substrands

Fundamental Movement Skills



Substrand 1.0 Balance

Substrand 2.0 Locomotor Skills

Substrand 3.0 Manipulative Skills
(fine and gross motor)

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Physical Development

Perceptual-Motor Skills and Movement Concepts

Substrand 1.0 Body Awareness

Substrand 2.0 Spatial Awareness

Substrand 3.0 Directional Awareness

Active Physical Play

Substrand 1.0 Active Participation

Substrand 2.0 Cardiovascular Endurance

Substrand 3.0 Muscular Strength, Muscular
Endurance, and Flexibility

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Physical Development

The physical development domain in the *California Preschool Curriculum Framework, Volume 2* contains:

- Guiding principles
- Suggestions for environments and materials
- Vignettes
- Teachable moments
- Interactions and strategies
- Strategies for engaging families
- Research highlights
- Questions for reflection

Physical Development

“Young children learn best by *doing*. Active physical play supports preschool children’s brain development and is a primary means for them to explore and discover their world.

Physical activities enhance all aspects of development, including cognitive, emotional, social, as well as physical.

Active physical play also has clear benefits for children’s health and fitness.

All children, no matter their ability levels or backgrounds, benefit from engaging in physical activities.”

Physical Development

- What were some common themes that emerged? What were some unique occurrences?
- What surprised you from a classmate's story? What seemed really familiar to you?
- Why do you think it's useful to reflect on your own experiences with physical activities when fostering young children's physical development and active play?
- What is something from your own current or past experience with physical activities that you want to share with young children?

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Physical Development

- What did you notice about the quilt?
- What surprised you from a classmate's story? What seemed really familiar to you?
- What were some common themes that emerged?
- Why do you think it's useful to reflect on your own childhood experiences with physical activities when fostering young children's physical development and active play?
- What is something from your childhood experiences or current physical activities that you want to share with young children?

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- What part of this class session stood out most for you today?
 - Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
 - How might you apply a new idea or perspective to your work now or in the future?
 - What information or support do you need to do this?
 - What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?



Unit 3 – Physical Development: Key Topic 1: Organization and Rationale of the Physical Development Domain

Focus of Unit 3 – Key Topic 1

Students explore the rationale for including the physical development domain in the *California Preschool Curriculum Framework, Volume 2* and learn how the domain is organized. They also become familiar with the guiding principles for this domain.

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 key topic. 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

- Note-taking outline
- Pairs work and discussion in pairs
- Class presentation
- Development of a resource tool
- Class discussion
- Creation of a visual representation
- Peer review and feedback
- Reflection—individual



- Reflective discussion—large group
- Small group work
- Video observation
- Short paper

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 key topics.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Professionalism



Unit 3 – Physical Development: Key Topic 1: Organization and Rationale of the Physical Development Domain

Before You Start

This key topic, like its counterparts in Units 2 and 4 of this instructional guide, has three main content areas or subtopics: rationale for the domain, organization of the domain, and key principles for the domain. Each subtopic has a set of active learning experiences that will guide students in becoming familiar with the main elements of the physical development chapter of the *California Preschool Curriculum Framework, Volume 2* and where to locate these elements in the framework. More detailed exploration of these main elements is covered in the four other key topics of this domain.

If students already understand the organizational structure of a domain, instructors may choose to omit Subtopic 2, the organization of the domain. Instructors omitting Subtopic 2 may then work primarily with Subtopics 1 and 3, the rationale and guiding principles of the domain. Each subtopic can also be covered during separate class sessions.

The “Questions for Reflection” at the end of each strand in the *California Preschool Curriculum Framework, Volume 2* prompt students to consider their practices as preschool teachers as related to the content of the strand. The reflective questions found in the active learning and reflection sections throughout this instructional guide provide opportunities for students to reflect on (1) the content of the active learning experiences in the key topics and (2) how they might apply this knowledge in their work.

The following are considerations for some of the active learning experiences in the three subtopics:

- **Subtopic 1: Rationale for the Physical Development Domain.** The active learning experiences involve groups of students developing presentations about some of the content. Instructors may want to consider doing this subtopic over more than one class session so that students have ample time to review the content and work on their presentations. One suggestion is to ask students to do the reading, initial discussion, and preliminary preparations for their presentations in one or part of one class session. Students could then finalize their presentations outside of class and make their presentation at a second class session. An alternative is to ask students to do the reading prior to class and then allocate the entire class session to the small group discussion and preparation followed by the actual presentations.
- **Subtopic 2: Organization of the Physical Development Domain.** Handout 1, “Organization of the Physical Development Domain,” is meant for student completion. Handout 2, a completed version of Handout 1, is designed for instructor reference. Handout 3 is a copy of pages 108-110 from the Appendix in



the *California Preschool Learning Foundations, Volume 2*; all handouts are provided at the end of this key topic. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

- **Subtopic 3: Guiding Principles for the Physical Development Domain.** For this subtopic, students are asked to make posters of the guiding principles. If students work on the posters in class, materials for the posters such as large paper, markers, scissors, tape, and glue will be needed. Ask students to view clips of children engaging in active physical play.

Information Delivery

Students are encouraged to review the physical development foundations in the *California Preschool Learning Foundations, Volume 2*. There may be many new or relatively unfamiliar terms for students in the physical development domain, so the glossary is also suggested reading.

California Preschool Learning Foundations, Volume 2:

- Introduction to the chapter (pp. 37–45)
- Bibliographic Notes (pp. 58–60)
- Glossary for physical development domain (pp. 61–63)

Information from the following sections will be used in the first subtopic.



Slides 2-6

California Preschool Curriculum Framework, Volume 2:

- Introduction (p. 132)
- Research highlights (pp. 133, 137, 148, 170, 198, 204)
- Overview of Fundamental Movement Skills strand and substrands (pp. 139, 140, 147–148, 156–157)
- Overview of Perceptual-Motor Skills and Movement Concepts strand and substrands (pp. 176–177, 178, 181, 186)
- Overview of Active Physical Play strand and substrands (pp. 192, 193, 199, 202)
- Glossary for physical development in the (pp. 288–290)

The 12 guiding principles of the physical development domain in the *California Preschool Curriculum Framework, Volume 2* will be reviewed in the third subtopic:

- Guiding Principles (pp. 133–135)



Active Learning

Subtopic 1: Rationale for the Physical Development Domain

Getting it started

Begin this subtopic by asking students to read the content from the *California Preschool Curriculum Framework, Volume 2* identified in the “Information Delivery” section. Remind students that new words or concepts may be found in the glossaries of both the *California Preschool Curriculum Framework, Volume 2* and the *California Preschool Learning Foundations, Volume 2*. Ask students to list major themes of the physical development domain and key points from their reading that define or illustrate the major themes.

Keeping it going

Instructors could divide the class into pairs or small groups of no more than three or four students wherein students could then discuss their themes and key points and look for similarities and differences.

Online Options

Subtopic 1: Students could post the major themes and key points from their reading online prior to the small group discussions in class. Students would be responsible for reading these and comparing them to their own.

Taking it further

Students could benefit from developing a presentation of one major theme and its key points. Encourage students to be creative in how they present their information. They can create a visual representation such as a chart, drawing, large puzzle, mock Web page, blog, pamphlet, brochure, or fact sheet. Other ideas include a short game, panel discussion, simulated podcast, list of Tweets, or students could role-play a teacher’s explanation to parents how their children’s physical development impacts other developmental areas.

If a group chooses to create a visual representation, one or more members of the group should also plan to describe it to the class. Before students begin to develop their presentations, clarify how much time is allotted for each one.

Putting it together

Each group presents its materials; allow time for the other students to ask questions and provide feedback on the presentation. Encourage the students to comment on how the presentation helped them understand the content, any aspects of the presentation that were particularly compelling, and a few ideas for strengthening the presentation.



Slides 7-12



Instructors may also wish to provide feedback on the key points of the presentation to ensure that students have identified and shared the important concepts explained in the physical development domain of the *California Preschool Curriculum Framework, Volume 2*. These could include the following themes:

- Importance of minimizing children’s waiting and watching and maximizing their active participation and doing, which is how most children learn best
- Role of physical play in all areas of children’s development—cognitive, emotional, social, and physical
- Role of physical play in children’s physical and mental health, as well as physical fitness
- Importance of the preschool years for children’s physical development
- Role of preschool programs in “providing well-designed, regular, and frequent opportunities for physical play,” as described on page 132 in the *California Preschool Curriculum Framework, Volume 2*
- Need for balance between children’s self-initiated and self-directed physical activities and teacher guidance and encouragement to help children learn new skills
- Value of teachers as role models
- Need for teachers to provide to children developmentally appropriate instruction, feedback, and encouragement as well as time for children to practice and progress in their physical development
- Importance of collaborating with families and community members in fostering children’s physical development
- Benefits of children’s developing active lifestyles for their entire lives
- Individual developmental differences, experiences, learning styles, languages, communication methods, cultures, and special needs among children that impact their physical development and learning new skills
- Developmental nature of movement skills and concepts



- Importance and benefits of providing opportunities for children to do active physical play in the natural world
- Influence of the environment on children’s physical development
- Research findings regarding crucial levels of physical activity that children should meet to fully develop and be healthy

Subtopic 2: Organization of the Physical Development Domain

Getting it started

Begin this subtopic by asking students to read pages 9-11, an overview of the organizational structure of the *California Preschool Curriculum Framework, Volume, 2*. Students could focus especially on the section of the domain chapter’s components on pages 10–11, and familiarize themselves with the main elements of each domain chapter.

Keeping it going

Next, provide students Handout 1, “Organization of the Physical Development Domain.” Review the handout with them, and ask them to note the similarities between the handout and their understanding of the domain chapter’s structure.

Note: Handout 2, a completed version of Handout 1, is designed for instructor reference.

Explain that the students’ task is to complete the handout so that it can serve as an expanded table of contents and reference for them in their continuing work with the physical development domain of the curriculum framework. Students could review Chapter 3, “Physical Development” (pp. 131-224) as well as the glossary (pp. 288-290) of the *California Preschool Curriculum Framework, Volume, 2*. Students could then indicate on Handout 1 the page number(s) of each component. Suggest that adding notes in the far right column may help them remember more detailed information about that component.



Slides 13-16

Taking it further

After the students have completed Handout 1, ask them if they have any comments or observations. Suggest that as students learn more about the content of the domain, such as the specific interactions and strategies, they may want to add more notes about a strategy they want to try.

If students are familiar with any of the other domains in Volumes 1 or 2 of the *California Preschool Curriculum Framework*, they may have noticed that “planning learning opportunities” is sometimes used instead of or in addition to “teachable



moments” after a vignette. Discuss with students what they see as differences between these two elements.

Note: Instructors may review page 11 of the *California Preschool Curriculum Framework, Volume, 2* for more details regarding these strategic elements.

If no students comment regarding the sample developmental sequences in this domain of the *California Preschool Curriculum Framework, Volume, 2*, instructors may want to point them out:

- Developmental Sequence of Hopping (p. 147)
- Developmental Sequence of Throwing (p. 159)
- Developmental Sequence of Cutting (p. 166)
- Developmental Sequence of Spatial Awareness (p. 181)
- Developmental Sequence of Directional Awareness (p. 186)
- Sample Developmental Sequence of Running (p. 212)
- Sample Developmental Sequence of Jumping (p. 212)
- Sample Developmental Sequence of Hopping (p. 213)
- Sample Developmental Sequence of Skipping (p. 213)
- Sample Developmental Sequence of Catching (p. 214)
- Sample Developmental Sequence of Throwing (p. 214)
- Sample Developmental Sequence of Kicking (p. 215)
- Sample Developmental Sequence of Striking (p. 215)

Students who are not as familiar with physical development may find these helpful.

Then ask students to review the Appendix on pages 108–110 of the *California Preschool Learning Foundations, Volume 2*. The Appendix is a summary of the strands, substrands, and foundations of the physical development domain. This summary can also be found at the end of this key topic as Handout 3.

Ask the students what they notice when comparing their completed Handout 1 with Handout 3, the summary of the physical development foundations. Ensure students understand the parallel organization between the learning foundations and the curriculum framework. It will be important to point out that



the foundations are the **what** and the curriculum framework is the **how**. The foundations are the **what**: goal-like statements that describe **what** children typically learn and develop with optimal support. The curriculum framework is the **how**: provides guidance for **how** teachers can intentionally support this learning and development. While discussing the relationship of the two publications, it would also be a good time to remind students that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance such as the interactions and strategies.



Slide 17

Putting it together

The following questions are provided as discussion points for concluding the work on this subtopic:

- Which components or elements of the physical development chapter caught your attention?
- Which other components might you want to learn more about?
- Why are these components interesting to you?
- What is a next step you will take to learn more about one or more components from Handout 1?

Online Options

Subtopic 2: Students complete the handout and post their responses to the reflective questions for this subtopic online.

Subtopic 3: Guiding Principles for the Physical Development Domain



Slides 18-20

Getting it started

Begin this subtopic by asking students to read the 12 guiding principles for the physical development domain on pages 133–135 of the *California Preschool Curriculum Framework, Volume, 2*. Ask students to list any new concepts or vocabulary terms.

Keeping it going

Then spend a few minutes discussing each principle to ensure that students have a beginning understanding of each one. If there are no examples for a principle, ask students if they can think of examples. Encourage students who have experience in preschool programs to share ways their programs have implemented a principle. Also ask students to define any unfamiliar vocabulary terms through a search of the glossary and/or additional class discussion.

Taking it further

Ask students to plan for a family night at an early care and



education program on the topic of children’s physical development. The program director wants to have some posters around the room that illustrate the guiding principles. Ask each student to choose a principle and create a simple poster. Instructors may let students self-select their principles or may put the numbers 1–12 in a hat and ask students to choose a number. Depending on the size of the class, instructors may opt to have students work in pairs or small groups to create the posters.



Slide 21

Putting it together

Provide time for students to move around the class to view all the posters.

Conclude this subtopic with a class discussion of these questions:

- Which domain principle(s) stood out for you?
- Which ones were familiar to you? Which ones were concepts that you had not considered before?
- Which principle do you think would be most challenging for you to apply? Why?
- What is a first step you could take in finding supports or resources to help you better understand this principle and implement it?

Another approach

If instructors have video clips of children’s active physical play in different preschool programs, show them to the students and ask them to find examples of the physical development domain’s guiding principles in action. Because students may not be thoroughly familiar with all the principles, instructors may ask specific students to focus on identifying examples of just a few principles.

Depending on the number of students in your class, one or more students may be assigned a specific number of principles.

After viewing each clip, ask the students to point out any examples of the principles they observed.

Online Options

Subtopic 3: If instructors have video clips, post the clips online and ask students to view the clips and list the domain principles they observe being implemented. Students could then post their lists for instructor review or for class discussion.



Reflection



Slides 22-23

Two sets of reflective questions are offered for this key topic. The first set provides students with an opportunity to think about all three subtopics of the physical development domain:

- As you think about the rationale, organizational structure, and guiding principles of the physical development domain, what aspects stand out for you?
- What concepts or information resonated the most strongly with you? Why?
- What was useful in helping you understand this overview of the domain?
- How will you use the resource tools that you developed in your curriculum planning for children's physical development?

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding



Slides 24-25

Pages 216 and 217 of the *California Preschool Curriculum Framework, Volume 2* list these teacher resources:

- *Appropriate Practices in Movement Programs for Young Children Ages 3–5: A Position Statement of the National Association for Sport and Physical Education*. This document has a copyright date of 2000, and there is an updated 3rd edition published in 2009.



- *Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, Second Edition*, published in 2009 by the National Association for Sport and Physical Education.

Ask students to review the position statement and *Active Start* to compare the guidelines in those publications with the guiding principles in the physical development domain of the *California Preschool Curriculum Framework, Volume, 2*. Ask students to summarize the similarities and differences between the guidelines and principles and describe how each can inform their curriculum planning for physical development and active physical play.

Students could present their individual reviews and summaries through a class discussion or individually written papers.



Organization of the Physical Development Domain

Indicate the pages where each component can be found in the physical development domain chapter of the *California Preschool Curriculum Framework, Volume 2*. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 12 guiding principles in this domain or that there are two vignettes in the first substrand of the Fundamental Movement Skills strand.

Physical Development Domain: Key Topic 1 – Organization and Rationale of the Physical Development Domain Handout 1 – Organization of the Physical Development Domain

Component	Page(s)	Notes
Guiding Principles		
Environmental Factors		
Summary of the Strands and Substrands		
Teacher Resources		
Glossary		
Other		
Fundamental Movement Skills (strand)		
<i>1.0 Balance (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>2.0 Locomotor Skills (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>3.0 Manipulative Skills (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
Research Highlight(s)		

Component	Page(s)	Notes
Engaging Families		
Questions for Reflection		
Other		
Perceptual-Motor Skills and Movement Concepts (strand)		
<i>1.0 Body Awareness (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>2.0 Spatial Awareness (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>3.0 Directional Awareness (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		

Active Physical Play (strand)		
<i>1.0 Active Participation (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>2.0 Cardiovascular Endurance (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
<i>3.0 Muscular Strength, Muscular Endurance, and Flexibility (substrand)</i>		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		



Organization of the Physical Development Domain

Instructor Reference

Indicate the pages where each component can be found in the physical development domain chapter of the *California Preschool Curriculum Framework, Volume 2*. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 12 guiding principles in this domain or that there are two vignettes in the first substrand of the Fundamental Movement Skills strand.

Component	Page(s)	Notes
Guiding Principles	133–135	12 guiding principles
Environmental Factors	136–137	This component in the other Volume 2 domains is called “Environments and Materials.”
Summary of the Strands and Substrands	138	
Teacher Resources	278–279	
Glossary	288–290	
Other	133, 137, 212–215	<ul style="list-style-type: none"> • Research Highlight: Physical Activities Enhance Young Children’s Brain Development • Research Highlight: Must Young Children Sit Still in Order to Learn? • Selected Developmental Sequences



Component	Page(s)	Notes
Fundamental Movement Skills (strand)	139	
<i>1.0 Balance (substrand)</i>	140	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	140–141, 144–145	2 vignettes
Interactions and Strategies	142–144, 146	11 interactions and strategies
<i>2.0 Locomotor Skills (substrand)</i>	147–148	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	148–149	1 vignette
Interactions and Strategies	150–155	13 interactions and strategies
<i>3.0 Manipulative Skills (substrand)</i>	156–157	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	157–158, 163, 164	3 vignettes
Interactions and Strategies	159–163, 165–170	28 interactions and strategies
Research Highlight(s)	148, 170, 172	<ul style="list-style-type: none"> • Locomotor Skills • Development of Handedness in Children • Beyond the Five Senses
Engaging Families	173–174	11 suggestions
Questions for Reflection	175	6 questions
Other	147, 150, 159, 166	<ul style="list-style-type: none"> • Figure 3.1 Developmental Sequence of Hopping • Figure 3.1 Locomotor Movement Patterns • Figure 3.3 Developmental Sequence of Throwing • Figure 3.4 Developmental Sequence of Cutting



Component	Page(s)	Notes
Perceptual-Motor Skills and Movement Concepts (strand)	176–177	
<i>1.0 Body Awareness (substrand)</i>	178	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	178	1 vignette
Interactions and Strategies	179–180	11 interactions and strategies
<i>2.0 Spatial Awareness (substrand)</i>	181	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	181–182	2 vignettes
Interactions and Strategies	183–185	17 interactions and strategies
<i>3.0 Directional Awareness (substrand)</i>	186	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	186–187	1 vignette
Interactions and Strategies	187–189	12 interactions and strategies
Research Highlight(s)		None
Engaging Families	190–191	5 suggestions
Questions for Reflection	191	7 questions
Other	181, 186	<ul style="list-style-type: none"> • Developmental Sequence of Spatial Awareness • Developmental Sequence of Directional Awareness



Component	Page(s)	Notes
Active Physical Play (strand)	192	
<i>1.0 Active Participation (substrand)</i>	193	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	193–195	2 vignettes
Interactions and Strategies	196–198	9 interactions and strategies
<i>2.0 Cardiovascular Endurance (substrand)</i>	199	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	199	1 vignette
Interactions and Strategies	200–201	8 interactions and strategies
<i>3.0 Muscular Strength, Muscular Endurance, and Flexibility (substrand)</i>	202	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	202	1 vignette
Interactions and Strategies	204–205	7 interactions and strategies
Research Highlight(s)	198, 204	<ul style="list-style-type: none"> • Does Increasing Children’s Physical Activity Really Make a Difference? • Strength Training for Young Children: Is It Okay?
Engaging Families	207–209	8 suggestions
Questions for Reflection	209	7 questions
Other	204	Figure 3.5 (illustration of the safety grip)



Physical Development

Fundamental Movement Skills

1.0 Balance

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.

2.0 Locomotor Skills

2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.



3.0 Manipulative Skills

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
3.1 Begin to 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.	3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.

Perceptual–Motor Skills and Movement Concepts

1.0 Body Awareness

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.

2.0 Spatial Awareness

2.1 Use own body as reference point when locating or relating to other people or objects in space.	2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.
--	--

3.0 Directional Awareness

3.1 Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).	3.1 Begin to understand and distinguish between the sides of the body.
3.2 Move forward and backward or up and down easily.	3.2 Can change directions quickly and accurately.

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3.0 Directional Awareness (Continued)

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
3.3 Can place an object on top of or under something with some accuracy.	3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.
3.4 Use any two body parts together.	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.

Active Physical Play

1.0 Active Participation

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	1.1 Initiate more complex physical activities for a sustained period of time.

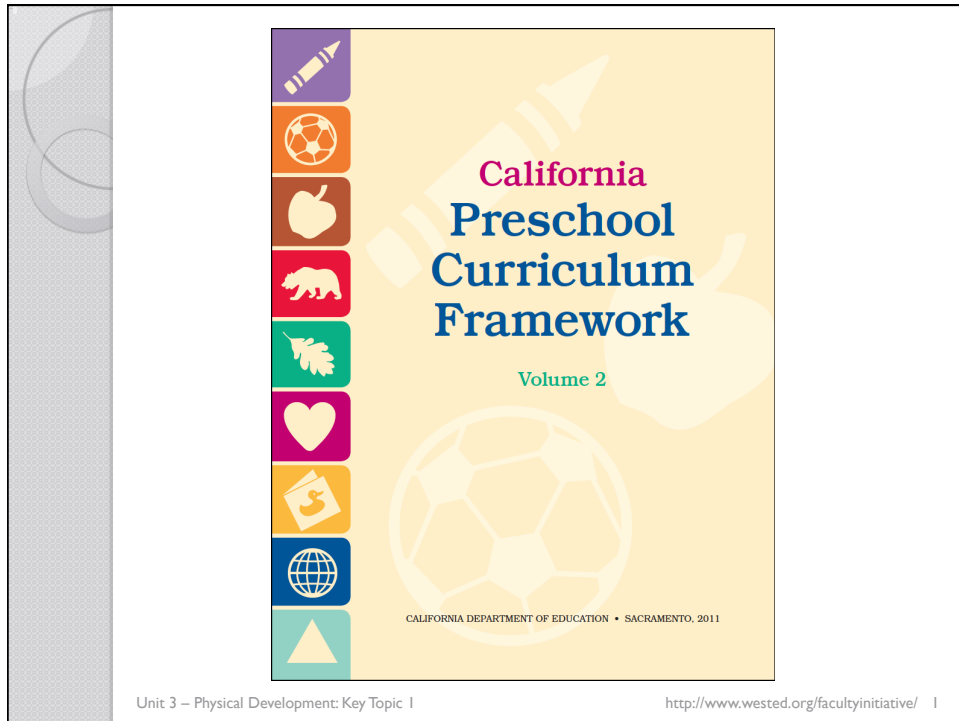
2.0 Cardiovascular Endurance

2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.
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3.0 Muscular Strength, Muscular Endurance, and Flexibility

3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.
--	--

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Physical Development

The strands defined, include:

- **Fundamental Movement Skills:** foundational motor skills, such as balance, locomotion, and manipulation, that form the building blocks for participation in more complex and specialized movement skills, including those in sports, games, and dance

(page 138) *California Preschool Learning Foundations, Volume 2*

Physical Development

- **Perceptual Motor Skills and Movement Concepts:** focuses on the development of body awareness, spatial awareness, and directional awareness; the process of receiving, interpreting, and using information from all the body's senses
- **Active Physical Play:** promotes children's health and physical fitness by increasing their levels of active participation, cardiovascular endurance, muscular strength and endurance, and flexibility

(page 138) *California Preschool Learning Foundations, Volume 2*

Unit 3 – Physical Development: Key Topic 1

<http://www.wested.org/facultyinitiative/> 3

Physical Development

Summary of the Strands and Substrands

Fundamental Movement Skills

Substrand 1.0 Balance

Substrand 2.0 Locomotor Skills

Substrand 3.0 Manipulative Skills
(fine and gross motor)



Unit 3 – Physical Development: Key Topic 1

<http://www.wested.org/facultyinitiative/> 4

Physical Development

Perceptual-Motor Skills and Movement Concepts

Substrand 1.0 Body Awareness

Substrand 2.0 Spatial Awareness

Substrand 3.0 Directional Awareness

Active Physical Play

Substrand 1.0 Active Participation

Substrand 2.0 Cardiovascular Endurance

Substrand 3.0 Muscular Strength, Muscular Endurance, and Flexibility

Unit 3 – Physical Development: Key Topic 1

<http://www.wested.org/facultyinitiative/> 5

Physical Development

California Preschool Curriculum Framework, Volume 2:

- Introduction (p. 132)
- Research highlights (beginning on page 133)
- Overview of Fundamental Movement Skills (pp. 139, 140, 147–148, 156–157)
- Overview of Perceptual-Motor Skills and Movement Concepts (pp. 176–177, 178, 181, 186)
- Overview of Active Physical Play (pp. 192, 193, 199, 202)
- Glossary (pp. 288–290)

Unit 3 – Physical Development: Key Topic 1

<http://www.wested.org/facultyinitiative/> 6

Physical Development

Develop a presentation of one major theme and its key points.

Possible ideas:

- Create a visual representation, such as a chart, drawing, large puzzle, mock Web page, blog, pamphlet, brochure, or fact sheet.
- Create a short game, panel discussion, simulated podcast, or list of Tweets.
- Role-play a teacher explaining to parents how their children's physical development impacts other developmental areas.

Physical Development

Key themes

- Importance of minimizing children's waiting and watching and maximizing their active participation and doing, which is how most children learn best
- Role of physical play in all areas of children's development—cognitive, emotional, social, and physical
- Role of physical play in children's physical and mental health, as well as physical fitness

Physical Development

Key themes

- Importance of the preschool years for children's physical development
- Preschool programs "providing well-designed, regular, and frequent opportunities for physical play," as described on page 132 in the *California Preschool Curriculum Framework, Volume 2*
- Need for balance between children's self-initiated and self-directed physical activities and teacher guidance and encouragement to help children learn new skills

Physical Development

Key themes

- Value of teachers as role models
- Need for teachers to provide to children developmentally appropriate instruction, feedback, and encouragement as well as time for children to practice and progress in their physical development
- Importance of collaborating with families and community members in fostering children's physical development

Physical Development

Key themes

- Benefits of children's developing active lifestyles for their entire lives
- Individual developmental differences, experiences, learning styles, languages, communication methods, cultures, and special needs among children that impact their physical development and learning new skills
- Developmental nature of movement skills and concepts

Physical Development

Key themes

- Importance and benefits of providing opportunities for children to do active physical play in the natural world
- Influence of the environment on children's physical development
- Research findings regarding crucial levels of physical activity that children should meet to fully develop and be healthy

Physical Development

“planning learning opportunities”



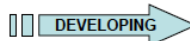
“teachable moments”

Physical Development

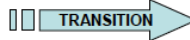
Sample Developmental Sequence of Jumping



Exploring level
 Child brings arms back on takeoff
 Legs do not completely extend
 Body bends
 Small vertical jump



Child brings arms sideways on the takeoff
 Arms do a complete circle at takeoff
 Body leans forward and jumps forward
 Body and legs flexed during flight phase
 Lands on hands and feet
 Inconsistency



Integration level
 Child swings arms forward over head
 Body gets extended during the flight phase, jump is diagonal
 Lands on feet
 Consistency

Designed by Clersida Garcia and illustrated by Xuyen Garcia, 2010.

Physical Development

Sample Developmental Sequence of Throwing

DEVELOPING



Exploring level

Child is stationary and usually brings arm up, flexed or extended, and throws down with arm action only

Child begins to homo-laterally step

Arm windup upward and moves down during the throw

Arm moves upward during windup and sideways during the throw, sometimes body rotates (block rotation of body)

Homo-laterally steps and may maintain straddle position for several throws

Homo-lateral and contra-lateral steps (inconsistency). Throws facing target.

Big step is contra-lateral most of the time; side faces target.



Integration level

Arm windup down; back below waist.

Throw showing arm lag, lower body rotates first, then upper body (sequential rotation)

Consistency

TRANSITION

Designed by Clersida Garcia and illustrated by Xuyen Garcia, 2010.

Unit 3 – Physical Development: Key Topic 1

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Physical Development

The foundations are the **what**: goal-like statements that describe **what** children typically learn and develop with optimal support.

The curriculum framework is the **how**: provides guidance for **how** teachers can intentionally support this learning and development.

Unit 3 – Physical Development: Key Topic 1

<http://www.wested.org/facultyinitiative/>

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Physical Development

- Which components or elements of the physical development chapter caught your attention?
- Which other components might you want to learn more about?
- Why are these components interesting to you?
- What is a next step you will take to learn more about one or more components from Handout 1?

Physical Development

Guiding Principles

- Developmentally appropriate movement programs accommodate a variety of individual differences among children.
- Children often learn best through maximum active participation.
- The physical safety of children's play environments should be of paramount importance at all times.
- Family members working as partners with teachers are key to enriching the physical development of children.

Physical Development

Guiding Principles

- Inclusion of children with special needs is beneficial to all and promotes greater understanding of and respect for diversity.
- Children are multisensory learners with unique learning styles.
- To maximize teaching effectiveness, movement skill learning should first focus on *how* children are moving their bodies.
- Children generally learn new movement skills more easily when they can focus on one specific aspect of the skill at a time.

Physical Development

Guiding Principles



- Children benefit from ample opportunities to practice new physical skills.
- Children benefit from integrated learning activities across the curriculum.
- Frequency, intensity, type, and duration are the four key parameters to designing active physical play to enhance children's fitness and health.
- Physical skills are more easily learned when clear instructions and appropriate feedback are provided in children's home language using familiar communication methods.

Physical Development

- Which domain principle(s) stood out for you?
- Which ones were familiar to you? Which ones were concepts that you had not considered before?
- Which principle do you think would be most challenging for you to apply? Why?
- What is a first step you could take in finding supports or resources to help you better understand this principle and implement it?



- As you think about the rationale, organizational structure, and guiding principles of the physical development domain, what aspects stand out for you?
- What concepts or information resonated the most strongly with you? Why?
- What was useful in helping you understand this overview of the domain?
- How will you use the resource tools that you developed in your curriculum planning for children's physical development?

- 
- 
- What part of this class session stood out most for you today?
 - Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
 - How might you apply a new idea or perspective to your work now or in the future?
 - What information or support do you need to do this?
 - What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?



Physical Development

Pages 216 and 217 of the *California Preschool Curriculum Framework, Volume, 2* list these teacher resources:

Appropriate Practices in Movement Programs for Young Children Ages 3–5: A Position Statement of the National Association for Sport and Physical Education.

Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, Second Edition, published in 2009 by the National Association for Sport and Physical Education.

Physical Development

- Review the position statement and *Active Start*.
- Compare the guidelines in those publications with the guiding principles in the physical development domain of the *California Preschool Curriculum Framework, Volume, 2*.
- Summarize the similarities and differences between the guidelines and principles.
- Describe how each informs your curriculum planning for physical development and active physical play.



Unit 3 – Physical Development: Key Topic 2: Getting to Know Environmental Factors That Support Physical Development

Focus of Unit 3 – Key Topic 2

Students become familiar with environmental factors that can be used to support children’s physical development and have opportunities to explore some ways these factors can be applied.

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

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

Instructional Methodologies

- Categorizing
- Note-taking outline
- Guest speaker
- Class discussion
- Reflective discussion—large group
- Small group work
- Interview—teacher
- Observation—classroom
- Class presentation



- Individual reflection
- Literature review
- Short paper

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 key topics.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Professionalism



Unit 3 – Physical Development:

Key Topic 2: Getting to Know Environmental Factors That Support Physical Development

Before You Start

The environmental factors described in the physical development domain refer to both the physical environment of the preschool program and teacher actions that contribute to the environment. This section differs slightly from the environments and materials sections found in other domains of Volumes 1 and 2 of the *California Preschool Curriculum Framework*. Whereas those domains contain specific items about materials, there are not distinct items related to materials in the list of environmental factors in the physical development domain. Some equipment and materials are suggested within some of the environmental factors; others can be found in the interactions and strategies for each substrand.

This learning experience focuses on having a preschool teacher as a guest speaker for the class. The purpose of the presentation is to provide students with concrete examples of how the teacher has addressed the seven environmental factors in the physical development domain. Students prepare some interview questions for the guest speaker that can be shared with the speaker prior to the presentation. Also, the guest speaker should be provided with a copy of the *California Preschool Curriculum Framework, Volume 2* to become familiar with the environmental factors.

Encourage the guest speaker to bring photos or slides of his or her classroom—both indoor and outdoor areas—that are used for active physical play and physical development activities; these photos or slides should illustrate one or more of the environmental factors. Also ask the speaker to be prepared to describe any adaptations that ensure the participation of children with disabilities or children who may be young dual language learners.

This learning experience is presented as part of two class sessions but could be done in one class session. If instructors plan just one session, students could do the reading and develop their key points and questions prior to class. Then the class could develop the questions before the guest speaker arrives. If instructors plan this over two sessions, the “Getting it started” and “Keeping it going” segments could be done in addition to other work.

An alternative approach would be to have students visit a preschool program and interview the teacher. These observations and interviews could be done individually or in small groups. It is suggested that the students prepare some questions as a full class. If instructors choose to have students conduct interviews, it may be helpful to remind them to first find out what the protocol is for observations at that preschool program.



Information Delivery



Slides 2-4

The seven environmental factors on pages 136–137 of the *California Preschool Curriculum Framework, Volume 2* are the main content for this key topic.

Depending on the students' background, instructors may also want them to become familiar with these topics in the framework:

- “*The environment as curriculum: Interest areas to support children’s play and child-initiated learning*” (pp. 17–19)
- “The Daily Schedule” (pp. 19–25)

Active Learning



Slides 2-4

Getting it started

Begin by having students review the environmental factors described on pages 136–137 of the *California Preschool Curriculum Framework, Volume 2*. Ask them to note key points for each factor and any questions about how the factor would look in practice. Point out to students how the section on environmental factors differs from the environments and materials sections in other chapters of Volumes 1 and 2 of the *California Preschool Curriculum Framework*. This review could be done by students individually, in pairs, or in small groups.

Keeping it going

Then explain to the class that a guest speaker will be at the next class session to share how she or he implements the environmental factors. Invite students to share the questions they generated. Similar questions could be grouped together and summarized in an overarching question. Depending on the number of questions identified, instructors may ask students to come to agreement on the top five to eight.

Online Options

Students could post interview questions online and review the other students' questions prior to the class session. Then the full class could decide which questions to ask the guest speaker or to use in their interviews.

Taking it further

At the next session, ask the guest speaker to make their presentation. In addition to having the speaker respond to the prepared questions, encourage students to ask additional questions suggested by the presentation.

Putting it together

After the speaker leaves, ask the students to reflect on the presentation by discussing these questions:



Slides 5-6

- Which environmental factor and example described by our guest speaker stood out for you?
- How did the presentation help you better understand some of the environmental factors that can support children's physical development and active physical play? Which ones?
- What are some new or different perspectives to the environmental factors because of this presentation?
- What are three examples from the presentation that you want to use when planning active physical play environments for young children?

Online Options

If students interview teachers, the interview summaries could be posted online. Students would then review their peers' summaries and write responses to the reflective questions individually or be prepared to discuss the questions in class.

Another approach

Students could interview a teacher instead of having a guest speaker. Depending on students' access to preschool programs and teachers, instructors may suggest that small groups of students interview a teacher together. The whole class could develop the questions that each student or group of students would use.

If an observation of part of the preschool program day is possible before the interview, ask students to look for examples of one or more of the environmental factors. These observations could inform their interview with the teacher. If an observation while the children are present is not feasible, suggest to students that they ask the teacher to give them a tour of the classroom and explain the daily schedule.

Students would then share summaries or highlights of their observations and interviews at a class session. The summaries could also include responses to the reflective questions in the "Putting it together" section, or instructors could again use those questions for a class discussion about the students' interviews.

Reflection

The two sets of reflective questions offered for this key topic could be used as a class discussion or for students to respond to individually in journals or another written format. This first set focuses on the work done specifically on the environmental



Slides 7-8

factors for the physical development domain:

- Which concepts and examples about the environmental factors from your reading or the presentation (or interview) stood out for you?
- Which environmental factors do you think you could easily address? Which ones might be more challenging? Why?
- What should you keep in mind regarding the environmental factors in a preschool when thinking about your city or community—the cultural, linguistic, and socioeconomic diversity of the children and families?
- What skills as a teacher would you like to improve so that you can better implement or address the environmental factors to support children’s physical development?

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today’s work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding

Remind students that the teacher resources (pp. 216–218), endnotes (pp. 219–221), and bibliography (pp. 222–224) of the chapter on physical development in the *California Preschool Curriculum Framework, Volume 2* list books, articles, Web sites, and organizations that provide additional information on environmental considerations for young children’s physical development and active physical play. Ask students to review these pages as a starting point for a literature review on the topic of environmental factors. They could then identify three



resources and write a one-page summary of each resource. Instructors may wish to suggest that the following information is included in each summary:

- Full citation for the resource
- Description of the resource
- Key points or concepts related to environmental considerations in planning curriculum for all children's physical development and active play
- Linkage between the key points and one or more of the seven environmental factors described on pages 136-137 in the *California Preschool Curriculum Framework, Volume 2*.

Unit 3 – Physical Development: Key Topic 2 <http://www.wested.org/facultyinitiative/> 1

Physical Development

Environmental Factors

- Teachers promote optimal physical development when they provide children with positive encouragement and quality instruction.
- The immediate physical environment is a powerful influence on children’s physical development.

(page 136-137) *California Preschool Learning Foundations, Volume 2*

Unit 3 – Physical Development: Key Topic 2 <http://www.wested.org/facultyinitiative/> 2

Physical Development

Environmental Factors

- Indoor and outdoor play environments should include a variety of appropriately sized equipment that promotes both gross and fine motor development.
- Learning is most meaningful when the environment and materials reflect and accommodate children's individual interests, backgrounds, and present abilities.

(page 136-137) *California Preschool Learning Foundations, Volume 2*

Physical Development

Environmental Factors

- Take time to build safety into both indoor and outdoor play environments.
- Movement experiences should include exploration, discovery, and appreciation of the natural environment.
- Thoughtfully designed movement experiences, guided by adults, support children's physical development.

(page 136-137) *California Preschool Learning Foundations, Volume 2*

Physical Development

- Which environmental factor and example described by our guest speaker stood out for you?
- How did the presentation help you better understand some of the environmental factors that can support children's physical development and active physical play? Which ones?

Unit 3 – Physical Development: Key Topic 2

<http://www.wested.org/facultyinitiative/> 5

Physical Development



- What are some new or different perspectives to the environmental factors because of this presentation?





- What are three examples from the presentation that you want to use when planning active physical play environments for young children?

Unit 3 – Physical Development: Key Topic 2

<http://www.wested.org/facultyinitiative/> 6

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- Which concepts and examples about the environmental factors stood out for you?
 - Which environmental factors do you think you could easily address? Which ones might be more challenging? Why?
 - What should you keep in mind regarding the environmental factors in a preschool when thinking about your city or community—the cultural, linguistic, and socioeconomic diversity of the children and families?
 - What skills as a teacher would you like to improve so that you can better implement or address the environmental factors to support children’s physical development?

- 
- 
- What part of this class session stood out most for you today?
 - Which ideas or concepts from today’s work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
 - How might you apply a new idea or perspective to your work now or in the future?
 - What information or support do you need to do this?
 - What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?



Unit 3 – Physical Development:

Key Topic 3: Getting to Know Interactions and Strategies That Support Physical Development

Focus of Unit 3 – Key Topic 3

Students become familiar with interactions and strategies that can be used to support 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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience

Instructional Methodologies

- Small group work
- Categorizing
- Class discussion
- Creation of a visual representation
- Reflective discussion—large group
- Individual reflection
- Development of resource tool
- Literature Review



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 key topics.

- Child Development and Learning
- Relationships, Interactions, and Guidance
- Learning Environments and Curriculum
- Professionalism



Unit 3 – Physical Development: Key Topic 3: Getting to Know Interactions and Strategies That Support Physical Development

Physical Development Domain:
Key Topic 3 – Getting to Know Interactions and Strategies That Support
Physical Development

Before You Start

In this key topic, students become familiar with the interactions and strategies first as they apply to that substrand. Students then sort the interactions and strategies into different categories and explore how the interactions and strategies can be used more broadly across other substrands and strands. Finally, students have an opportunity to review other resources on physical development and put together a beginning resource tool of strategies that can be used in their curriculum planning for physical development.

There are 116 interactions and strategies in Chapter 3 of the *California Preschool Curriculum Framework, Volume 2*. As in Volume 1 of the *California Preschool Curriculum Framework*, these interactions and strategies are found after the vignettes presented in the substrands. The following table lists the number of vignettes and interactions and strategies for each strand and substrand. This table may help instructors to determine student groupings for the active learning experiences.

Note that the number of interactions and strategies for each substrand varies, most ranging from 7 to 13. However, the spatial awareness and manipulative skills substrands have 17 and 28 respectively. Instructors may want to review the number of interactions and strategies for each substrand prior to the class session in which small groups of students are assigned certain substrands.

In the “Getting it started” segment, students form small groups and summarize the interactions and strategies in a substrand on shapes cut out of colored paper. It is suggested that paper in three colors is provided—one color per strand. Markers will also be needed in colors that are dark enough to be read on the colored paper.

In the “Putting it together” segment, students create mobiles of the interactions and strategies. Materials to make the mobiles could include heavy thread, chopsticks, paper clips, scissors, glue, and tape.

Note to Faculty: Handout 1, included with this key topic, provides a full list of the interactions and strategies for this domain.



Table 2. Total number of vignettes, interactions, and strategies for the physical development domain by strand and substrand.

California Preschool Curriculum Framework, Volume 2 (PCF, V2)		
Strands and Substrands	Vignettes	Interactions and Strategies
Strand: Fundamental Movement Skills (pp. 139-175)	6	52
1.0 Balance	2	11
2.0 Locomotor Skills	1	13
3.0 Manipulative Skills	3	28
Strand: Perceptual-Motor Skills and Movement Concepts (pp. 176-191)	4	40
1.0 Body Awareness	1	11
2.0 Spatial Awareness	2	17
3.0 Directional Awareness	1	12
Strand: Active Physical Play (pp. 192-210)	4	24
1.0 Active Participation	2	9
2.0 Cardiovascular Endurance	1	8
3.0 Muscular Strength, Muscular Endurance, and Flexibility	1	7

Source: *California Preschool Curriculum Framework, Volume 2*



Information Delivery

As students begin work on this key topic, the following information from the *California Learning Foundations, Volume 2* and the *California Preschool Curriculum Framework, Volume 2* may be helpful as an introduction or review of the physical development domain.



Slides 2-4

California Preschool Learning Foundations, Volume 2

- Discussion of the physical development strands (pp. 37–45)
- Review of the research for each strand (pp. 58–60)
- Glossary for the physical development domain (pp. 61–63)

California Preschool Curriculum Framework, Volume 2

- Introduction to physical development and the role of preschool programs (pp. 132–133)
- Discussion of the physical development strands (pp. 139, 176–177, and 192)
- Research highlights (pp. 133, 137, 148, 170, 172, 198, and 204)

Active Learning

Getting it started

If students are not already familiar with the organizational structure of the *California Preschool Curriculum Framework, Volume 2*, it is suggested that they begin this key topic by reading pages 9–11 of the framework. Key Topic 1 in Units 2, 3, and 4 of this instructional guide also provide learning experiences that will help students understand the structure of each domain chapter in the *California Preschool Curriculum Framework, Volume 2*.

Introduce this key topic by explaining that students will be examining interactions and strategies in the *California Preschool Curriculum Framework, Volume 2* that support children's physical development. Review with students the format in each substrand: one or more vignettes followed by teachable moments and/or opportunities to plan learning and interactions and strategies related to the vignette.



Slides 4-5

Next ask students to form small groups; each group will focus on one or more substrands or a part of a substrand. The number of small groups and their assignments will depend on the size of the class. Provide each group of students with several sheets of paper in the color of their strand.

The following are the directions for their small group work:



- Ask students to review the vignettes, teachable moments, and opportunities for planning learning, as well as interactions and strategies for their assigned substrand.
- Students decide on a shape for their substrand—one that is large enough to write a few words that capture the key idea of each interaction or strategy and is simple to make. Students cut the paper into that shape—one shape per interaction or strategy.
- Students then summarize each interaction and strategy into five to seven words and write each on one of the shapes.

Keeping it going

Next lead a discussion of the possible different categories into which the interactions and strategies might be sorted. It may be helpful to start by suggesting the following categories and either provide or ask students to identify one of the interactions or strategies as an example:



Slide 6

Category (symbol)	Interaction or Strategy
Language/communication (L)	Use body-parts vocabulary (Perceptual-Motor Skills and Movement Concepts/Body Awareness)
Family/culture (F)	Provide opportunities that include diverse cultural themes (Fundamental Movement Skills/Balance)
Environments and materials (E)	Create an activity environment that is nurturing and supportive and allows likely success (Physical Play/Active Participation)
Developmental (D)	Promote progressive development of leg strength (Fundamental Movement Skills/Locomotor Skills)
Music, singing, and dancing (M)	Promote cardiovascular endurance through dance and rhythmic activities (Physical Play/Cardiovascular Endurance)



Repetition/daily routine (R)	Promote cardiovascular endurance through repeated muscular endurance activities (Physical Play/Muscular Strength, Muscular Endurance, and Flexibility)
Individualizing (I)	Adapt movement experiences as needed for children with physical disabilities (Perceptual-Motor Skills and Movement Concepts/ Directional Awareness)
Teacher support (T)	Promote children’s ability to manipulate objects by feel (Fundamental Movement Skills/Manipulative Skills)
Social-emotional (S)	Provide pushing and pulling games with peers (Perceptual-Motor Skills and Movement Concepts/Spatial Awareness)

Instructors and the class may opt to add to this list, delete any portion, or develop a different set of categories. Whichever option is chosen, guide the students toward agreement regarding the categories before proceeding to the next step in this learning experience.



Slide 6

Taking it further

Each group then reviews its list and identifies into which of the different categories each interaction or strategy falls.

The students then write on the shape that corresponds to their strategy or interaction the letter that symbolizes the category, i.e., “S on the shape of Perceptual-Motor Skills and Movement Concepts/Spatial Awareness).

Online Options

Students could agree on the different categories by voting online and proposing the deletion or addition of categories. One student or the instructor could be responsible for tallying the votes and posting the final categories. Students could then individually sort the interactions and strategies for an assigned substrand into the different categories and post their categorizations online. Students in the same small group could review their partners’ groupings so they are prepared to finalize them in the class session.



Slide 7

If the students are unable to identify a category for an interaction or strategy, suggest that they come up with a new category.

Putting it together

First ask the groups if they identified any new categories. Discuss the new categories and ask if any other groups would like to also use that category. If so, provide a few minutes for groups to revise their labeling on their interactions or strategies.

Then ask students to place all the interactions and strategies of the same category into a pile no matter which strand/substrand they are from. Count the number of categories and have the students regroup into the same number of small groups. Each group takes a pile of the colored shapes and creates a mobile with the shapes, adding one larger shape with the name of the category.

After the groups have hung or shared their mobiles, ask the students to discuss these questions:

- What do you notice about the mobiles?
- Where are there similarities among them? Where are there differences?
- What do the different colors in each mobile suggest to you? What about the number of pieces in each mobile?
- What did you learn about the interactions and strategies from creating these mobiles?

Reflection

Conclude this learning experience by asking students to respond to the following questions:

- Which interactions and strategies from the physical development substrands stood out for you?
- Which ones were familiar to you? Which were new strategies?
- Which interactions or strategies might be particularly useful with children who are dual language learners? With children who have disabilities?
- What are some key messages that surfaced from the interactions and strategies in your substrand?



Slides 8-9

What is one thing you will take from today to use in supporting young children's physical development?

Students could write their responses in a journal or submit them if instructors decide to have the students do the reflection individually.



This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding



Slide 10

There are several physical development resources in the teacher resources and bibliography of Chapter 3 in the *California Preschool Curriculum Framework, Volume 2* that contain strategies for promoting young children's active physical play and physical development. One example is *Developmental Physical Education for All Children* (Fourth edition) by David L. Gallahue and Frances Cleland-Donnelly. This book includes some teacher tips that could be compared with the interactions and strategies.

Another example is *Appropriate Practices in Movement Programs for Young Children Ages 3–5*, a position statement by the National Association for Sport and Physical Education (NASPE). This document contains five premises and instructional strategies presented as appropriate or inappropriate practices.

Ask students to select one of the three physical development strands and create a resource list of instructional strategies for that strand. Students should review enough resources to identify strategies for each substrand and cite the source for each strategy. Students can format their lists in any way that will be useful for them in their work with children.

Online Options

Student could post their resource lists online so that all students have lists for all three strands.



Getting to Know Interactions and Strategies That Support Physical Development

Strand: Fundamental Movement Skills		
Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills
Design spaces and activities to develop balance following a developmental progression.	Observe and analyze children's locomotor skills to facilitate planning for learning opportunities.	Observe developmental sequences of fundamental manipulative skills.
Provide opportunities that include diverse cultural themes.	Promote progressive development of leg strength.	Vary the focus of the manipulative skills.
Incorporate balance activities into the children's world.	Promote progressive development of balance.	Provide a variety of equipment to accommodate individual differences in body size, skill level, and the development of children's physical and sensory systems.
Provide opportunities for activities that include both active movements and still body positions.	Promote and be aware of the progressive development of coordination of locomotor skills.	Create meaningful scenarios that provide the opportunity for the integration of fundamental movement skills with other curriculum concepts.
Challenge children's balance abilities by asking questions.	Encourage practice of locomotor movements in both indoor and outdoor environments.	Use both unstructured and structured strategies, as well as multisensory experiences, in your teaching.
Encourage persistence during challenging balance tasks.	Use vivid visual information and visual aids that communicate to children in simple ways how to move.	Create developmental activities that provide a sense of success.
Post pictures of balance positions and balance activities.	Use music, songs, rhymes, and stories to provide rhythmic patterns.	Provide opportunities for repeated practice in a safe environment.

Physical Development Domain:
Key Topic 3 – Getting to Know Interactions and Strategies That Support Physical Development
Handout 1

Strand: Fundamental Movement Skills		
Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills
Design the environment so children combine balance skills with fundamental movement skills and movement concepts.	Plan meaningful, purposeful, and connected locomotor activities and games.	Understand gender-based expectations of the children's culture when teaching manipulative skills.
Provide a variety of sensory cues that facilitate a multisensory learning.	Create picture cards representing different ways to move related to children's cultural background.	Provide plenty of encouragement.
Modify balance activities to increase participation by children with disabilities and special needs.	Create culturally diverse scenarios for practicing locomotor skills.	Create manipulative activities that provide automatic feedback and a sense of accomplishment.
Use visual aids, foot and handprints, and objects on the floor to promote balancing skills.	Encourage persistence during challenging locomotor skills.	Learn about children's cultural context for fine motor activities.
	Provide appropriate challenges for children with special needs.	Learn about families' values related to fine motor activities.
	Express enthusiasm for locomotor skills.	Learn about children's prior experiences and personal interests related to fine motor activities.
		Focus on the quality of movement rather than the end product.
		Provide clear, specific feedback to facilitate children's problem-solving process.
		Provide a variety of tools and media to promote participation.

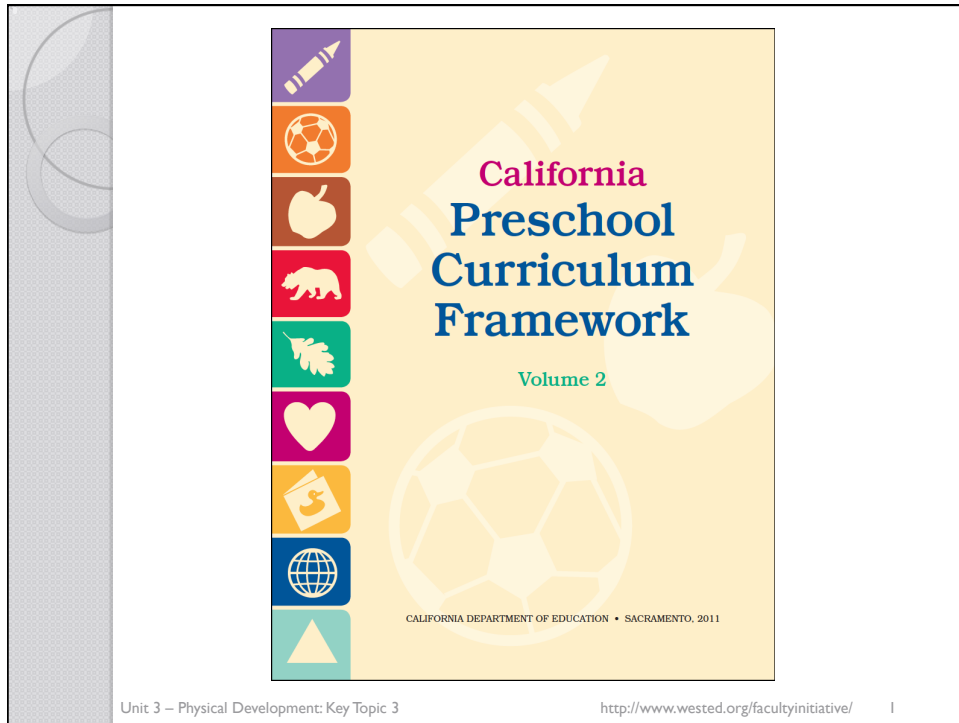
Strand: Fundamental Movement Skills		
Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills
		Design meaningful fine motor activities by incorporating children's diverse backgrounds.
		Provide adaptations to support participation of children with disabilities or other special needs.
		Promote children's ability to manipulate objects by feel.
		Provide opportunities for children to engage in fine motor activities in a variety of positions.
		Promote optimal postural support during challenging fine motor activities.
		Position materials vertically.
		Engage children in "heavy work" activities to develop trunk and shoulder muscles.
		Provide resistive activities to develop hand strength.
		Provide activities to develop hand precision.
		Assist children with proper fit and positioning of scissors.
		Provide a variety of media for cutting with scissors.
		Be aware of children's handedness when providing assistance with fine motor activities.

Strand: Perceptual-Motor Skills and Movement Concepts		
Substrand: Body Awareness	Substrand: Spatial Awareness	Substrand: Directional Awareness
Use multisensory teaching strategies to reinforce children's learning.	Set up obstacle courses.	Provide opportunities for child-initiated play in areas with open space.
Use body-parts vocabulary in the child's home language.	Provide opportunities for children to experience moving at different levels of body positioning, ranging from high to low.	Provide safe environments in which children can climb up and down.
Use alternative communication methods, as appropriate, to teach body-parts vocabulary.	Provide games for children to explore changing the size of their bodies.	Encourage children to move in different directions and in different types of pathways (e.g., straight, curved, or zigzag) during group movement games.
Use body-parts vocabulary in the natural context of daily living activities and child-initiated play.	Play games that allow children to move around with objects balanced on different parts of their body.	Design activities for children to practice moving alongside or in a line with other people.
Introduce body-parts vocabulary during structured group games.	Provide pushing and pulling games with peers.	Play games that require children to coordinate moving with others to manage a physical object or prop.
Engage children in singing and movement activities to teach body parts.	Play games that require two to three children to work together to transport a large, lightweight object.	Provide opportunities for children to move and use their bodies with force.
Encourage children to identify and describe body parts in books or in pictures of themselves and family members.	Use dancing and musical games to promote the development of spatial awareness and body control.	Provide opportunities for children to move and use their bodies lightly.
Provide opportunities for dress-up play.	Use positional-concepts vocabulary within the natural context of daily routines.	Engage children in two-handed play activities.

Strand: Perceptual-Motor Skills and Movement Concepts		
Substrand: Body Awareness	Substrand: Spatial Awareness	Substrand: Directional Awareness
Provide opportunities for children to see external representations of their bodies.	Have children participate in cleanup routines by putting away toys.	Position drawing activities vertically.
Provide constructional play for children to build or put together body parts.	Engage children in helper roles by performing “heavy work” activities.	Provide parent-play activities to reinforce directional concepts.
Ask children to describe their drawings of people.	Narrate or ask questions about children’s play using positional-concepts vocabulary in English and the child’s home language.	Use the child’s home language for introducing directional-concepts vocabulary.
	Engage children in songs and rhymes with body movements or spatial concepts.	Adapt movement experiences as needed for children with physical disabilities.
	Reinforce spatial concepts when reading or looking at books.	
	Use props or play objects to guide children in positioning their bodies.	
	Use the child’s home language to introduce spatial-concepts vocabulary.	
	Provide alternative ways for children with physical disabilities or other special needs to learn spatial concepts.	
	Provide additional cues and assistance as needed to ensure safety for children who have spatial-awareness challenges.	

Strand: Active Physical Play		
Substrand: Active Participation	Substrand: Cardiovascular Endurance	Substrand: Muscular Strength, Muscular Endurance, and Flexibility
Provide ample opportunities for children to engage daily in active play.	Design the physical setting of the play environment to encourage moderate or vigorous physical activity.	Encourage the development of muscular strength and endurance through building activities that involve performing “work” repeatedly.
Create inviting activity environments in which children can be physically active.	Engage children of all ability levels in activities that promote increased cardiovascular endurance.	Promote cardiovascular endurance through repeated muscular endurance activities.
Help children identify appropriate places for different type of physical activity.	Promote increased cardiovascular endurance through chasing and fleeing activities.	Promote muscular endurance and strength in the muscles of the upper body through the use of playground equipment that encourages climbing, hanging, and swinging.
Create an activity environment that is nurturing and supportive and allows likely success.	Promote cardiovascular endurance through the use of riding toys that require sustained pedaling or cranking.	Allow for supervised risk taking.
Encourage children to continue participation by providing opportunities for short but frequent rest periods during vigorous activity.	Use imagery as an effective tool in promoting moderate to vigorous physical activity.	Engage children in the setup of the play space and the return of materials to their original space.
Ensure that physical activity is sustained by providing personally meaningful and purposeful opportunities for children.	Provide positive encouragement for participation.	Promote increased joint flexibility through animal walks, nursery rhymes, and story plays.
Recognize and take into account any environmental constraints.	Promote increased physical activity through story plays.	Encourage practice in fundamental movement skills and perceptual-motor activities that contribute to children’s physical fitness.


Strand: Active Physical Play		
Substrand: Active Participation	Substrand: Cardiovascular Endurance	Substrand: Muscular Strength, Muscular Endurance, and Flexibility
Encourage physical exploration through play equipment and materials.	Promote cardiovascular endurance through dance and rhythmic activities.	
Respect differences in children's temperament and find creative ways to engage all children in active physical play.		



Physical Development

Summary of the Strands and Substrands

Fundamental Movement Skills



- Substrand 1.0 Balance
- Substrand 2.0 Locomotor Skills
- Substrand 3.0 Manipulative Skills (fine and gross motor)

Physical Development

Perceptual-Motor Skills and Movement Concepts

Substrand 1.0 Body Awareness

Substrand 2.0 Spatial Awareness

Substrand 3.0 Directional Awareness

Active Physical Play

Substrand 1.0 Active Participation

Substrand 2.0 Cardiovascular Endurance

Substrand 3.0 Muscular Strength, Muscular Endurance, and Flexibility

Physical Development



- Interactions
- Strategies
- Teachable Moments

Physical Development

1. Review the vignettes, teachable moments, opportunities for planning learning, interactions, and strategies for your substrand.
2. Get the color of paper assigned to your strand.
3. Decide on a simple shape for your substrand.
4. Cut the paper into that shape; use one shape per interaction or strategy.
 - The shape should be large enough to write the key idea of each interaction or strategy.
5. Summarize each interaction and strategy into 5-7 words and write each on one of the shapes.

Physical Development

What possible categories might the interactions and strategies be sorted?

- Language/communication (L)
- Family/culture (F)
- Environments and materials (E)
- Developmental (D)
- Music, singing, and dancing (M)
- Repetition/daily routine (R)
- Individualizing (I)
- Teacher support (T)
- Social-emotional (S)



Physical Development

- What do you notice about the mobiles?
- Where are there similarities among them? Where are there differences?
- What do the different colors in each mobile suggest to you? What about the number of pieces in each mobile?
- What did you learn about the interactions and strategies from creating these mobiles?

- Which interactions and strategies related to physical development stood out for you?
- Which ones were familiar? Which were new strategies?
- Which interactions or strategies might be particularly useful with children who are dual language learners? With children who have disabilities?
- What key messages surfaced from the interactions and strategies in your substrand?
- What one thing from today will you use in supporting young children's physical development?



- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need?
- What first step could you take to locate this support or information? What steps could you take to start applying the new idea or perspective?



Physical Development

- Select one of the 3 physical development strands and create a resource list of instructional strategies for that strand.
- Identify strategies for each substrand.
- Cite the source for each strategy.





Unit 3 – Physical Development: Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Focus of Unit 3 – Key Topic 4

Students become familiar with the concepts of universal design, individualized curriculum decisions, and the rationale for family partnerships in the context of supporting children’s physical development. Students also explore methods for approaching these three topics.

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 key topic. 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
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Lecture
- Small group work
- Creation of a visual representation
- Class presentation
- Class discussion
- Pairs work/discussion in pairs
- Reflective discussion – large group



- Panel or guest speaker
- Categorizing (categorize I & Ss that focus on individualizing specifically)
- Development of a resource tool
- Game
- Brainstorming – small group
- Interview – community member or parent
- Short paper

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism



Unit 3 – Physical Development: Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Before You Start

Children come to preschool to engage in active play with a very wide range of movement skills and understanding of movement concepts and abilities. This diversity has many reasons, such as individual developmental and fitness levels, prior experiences, family and cultural values and practices, neighborhood safety and community resources, socioeconomic influences on opportunities, and the presence of disabilities or special needs. Because some teachers assume that children's physical development occurs naturally, they may not be as aware of the importance of curriculum planning for physical development and active physical play.

This key topic engages students in three subtopics that will help them better understand the importance of planning curriculum that considers the diversity of children's physical development and the teacher's role. The three subtopics are universal design, individualization, and family partnerships.

Note: The suggestions in this key topic relate to children who might need special consideration for intentional teaching strategies or materials, whether or not they have active Individualized Education Plans (IEP). For any child with an IEP, the design or use of adaptations will benefit from collaboration with the early childhood special educator or therapist working with that child and family. Consultation with the family and specialists is especially important for some children who have more significant physical disabilities and/or medical conditions.

The following are considerations for some of the active learning experiences in the three subtopics:

- **Subtopic 1: Universal Design.** As another approach to this subtopic, a guest speaker or panel may be invited to present on approaches for planning and adapting curriculum for children with disabilities or special needs. Suggested presenters include early childhood special education teachers, speech and language therapists, occupational therapists, assistive technology specialists, preschool teachers with experience in including children with disabilities in their classes, and parents of children with disabilities or special needs. This presentation should include discussion of how to develop collaborations between early care and education and special education staff.

Handout 1, which lists where universal design strategies can be found in the physical development domain of the *California Preschool Curriculum Framework, Volume 2* is provided at the end of this key topic. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.



It is suggested that students summarize their work with the adaptations by creating a visual representation such as a poster or collage. If instructors choose to have students do this in class, they may want to provide materials such as large chart paper, colored markers, colored paper, tape or glue sticks, and scissors.

- **Subtopic 2: Individualization.** Handouts 2, 3, and 4 are provided for this subtopic that students can use when considering how the interactions and strategies in the physical development domain address individualizing for children. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.
- **Subtopic 3: Family Partnerships.** Materials for a game about engaging families include Handout 5, a list of family engagement suggestions from the physical development chapter of the *California Preschool Curriculum Framework, Volume 2*. Handout 5 could be cut into slips of paper for teams of students to consider. Instructors may want to be prepared to keep time for this game. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Instructors may also want to have some hand bells or other noisemakers available for teams to use when they want to signal taking a turn.

Please note that the same active learning segments for the universal design, individualizing, and family partnerships subtopics are used in the visual and performing arts and health domains. Slight modifications are made in each domain to reflect its specific content. This should enable instructors to use each key topic individually in each domain or to collapse the subtopics across domains.

Information Delivery

Content regarding the diversity of California's preschool children and families, universal design for learning, and building partnerships with families may be helpful background for the students. Instructors may choose to have students become familiar with this material in the *California Preschool Curriculum Framework, Volume 2* through lectures and/or assigned readings:

- California's Preschool Children (pp. 3–5)
- Overarching principle: "Family and community partnerships create meaningful connections" (pp. 7–8)
- Overarching principle: "Individualization of learning includes all children" (p. 8)
- Overarching principle: "Responsiveness to culture and language supports children's learning" (pp. 8–9)
- Universal Design for Learning (p. 14)
- Partnering with families in curriculum planning (pp. 31–32)



Active Learning



Slides 2-4

Subtopic 1: Universal Design

Getting it started

If students are not familiar with the definition of universal design for learning, review the definition and key points that are described on page 14 of the *California Preschool Curriculum Framework, Volume 2*. Make sure that students understand what is meant by multiple means of representation, multiple means of expression, and multiple means of engagement. Encourage students who may have experiences working with children with disabilities or special needs to share adaptations they have observed or used.

Next, explain to students that there is information about children with special needs and examples or strategies of universal design principles in the introduction, guiding principles, environmental factors, descriptions of planning learning opportunities and teachable moments, a vignette, and interactions and strategies in Chapter 3 of the *California Preschool Curriculum Framework, Volume 2*, “Physical Development.” Handout 1, included with this key topic, is a summary list of where these strategies, suggestions, or examples can be found. Ask students to locate and read these examples in the *California Preschool Curriculum Framework, Volume 2*. There are approximately 35 strategies, suggestions, or examples. It will be helpful to review some of these with students so that they have a sense of what these look like in the text.



Slide 4

Keeping it going

Although many of the examples from the physical development chapter of the *California Preschool Curriculum Framework, Volume 2* are described for a specific strand and substrand, the adaptations may be applicable to other strands or substrands. The next step in this learning experience is to have students identify ways the adaptations they found in the curriculum framework could be used in one or more of the three strands—Fundamental Movement Skills, Perceptual-Motor Skills and Movement Concepts, and Active Physical Play—and their substrands. Depending on class size, students may form three or six small groups. Assign one or two groups to each strand.

Ask each small group to review all the examples and discuss if and how an adaptation might be used in the group’s assigned strand. For example, an interaction and strategy on page 179 of the *California Preschool Curriculum Framework, Volume 2* under the substrand Body Awareness of the Perceptual-Motor Skills and Movement Concepts strand suggests this strategy: “Use alternative communication methods, as appropriate, to teach body-parts vocabulary. Some children with special needs may communicate by using sign language, picture



communication systems, or other augmentative communication methods. Incorporate the child's familiar communication method when introducing body-parts vocabulary."

The same approach could apply to introducing positional-, spatial-, or directional-concepts vocabulary; giving directions for balance and locomotor skills activities; describing how to perform a manipulative skill; teaching the names of equipment and tools; and explaining how to use a piece of outdoor play equipment.

Taking it further

The students could then create a visual representation such as a poster or collage to show some of the adaptations they have identified for their assigned strand. Remind students to try to show examples for each of the three elements of universal design: multiple means of representation, multiple means of engagement, and multiple means of expression.



Slides 5-7

Online Options

Subtopic 1: Students could list online examples of how the universal design adaptations and ideas can be used in the three strands. Individual students could be assigned a strand to consider, and students could review other students' lists prior to the class when the visual representation is to be created. Upon instructor's recommendation, groups of students could also work out-of-class to create their visual representations and post photographs of the visual representations online.

Putting it together

Provide time for each group to share its poster, collage, or other visual representation. This could be done through small group presentations or by hanging the visuals on the wall and asking students to walk around and individually review each one.

Begin summarizing this learning experience by asking if any students have questions or would like clarification about any of the adaptations presented or viewed. Then conclude with a class discussion of these questions:

- Which adaptations stood out for you?
- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?
- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all three strands?



- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities engage in active physical play, learn movement skills and concepts, and develop physically?

Another approach

In the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, a suggestion is made to invite a speaker or panel to discuss planning and making adaptations for children with disabilities or special needs. A description of the speaker or panel can be found on pages 130–131 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, and is presented here, with modifications, for easy reference.



Slides 8-9

Explain to students that they will be hearing from a guest speaker or panel to discuss considerations when planning for children with disabilities or special needs. Note that this is not intended as an in-depth exploration but as an introduction to some of the ways in which curriculum can be adapted to meet the needs of all children.

Ask the presenters to address the importance of including children with special needs in active physical play and supporting their physical development. Provide the presenters with the information on universal design from page 14 of the *California Preschool Curriculum Framework, Volume 2*, and ask them to include examples of the three approaches: multiple means of representation, multiple means of engagement, and multiple means of expression. If students are not familiar with special education, ask the presenters to also give a brief overview that includes: a summary of the assessment and IEP process; how services are provided; and ways that the special education teachers, therapists, other specialists, and parents can work with teachers in preschool programs to figure out and/or provide the adaptations for a child with a disability or special need.

Ask the students to listen for examples of each of the three universal design approaches that the speaker or panelists describe to ensure all children's access to physical development activities in a preschool program.

After the speakers have left, have the class reflect on the presentation by responding individually or through a class discussion to the following questions:

- What information from the presenter(s) caught your attention or stood out for you?



- What are you most confident about in supporting the development of children with disabilities in the three physical development strands?
- What new or different perspectives do you have? How has this presentation been helpful?
- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the physical development curriculum?

Subtopic 2: Individualizing



Slides 10-11

Getting it started

Begin this subtopic by having a class discussion on the diversity of young children and families in California’s preschool programs. Encourage any students who are currently working in early care and education programs to share some of the characteristics of children and families in their programs. Remind students to describe the children and families in general terms and not identify any specific child or parent.

Instructors may ask students to review the section titled “California’s Preschool Children” on pages 3–5 of the *California Preschool Curriculum Framework, Volume 2* before or after the class discussion.

Also have students review the sixth overarching principle, “Individualization of learning includes all children,” on page 8 of the *California Preschool Curriculum Framework, Volume 2*. Discuss with the students what is meant by each of the characteristics listed in this principle: “. . . temperament, family and cultural experiences, language experiences, personal strengths, interests, abilities, and dispositions . . .” Remind students that universal design is one way of supporting the needs of individual children. It is not something separate from individualizing.

Keeping it going

If students are not familiar with the interactions and strategies for the physical development domain, instructors may wish to do all or part of the active learning segments in Key Topic 3 from this unit to introduce the interactions and strategies. The “Getting it started” segment provides an opportunity for students to review the interactions and strategies, as well as to learn how the vignettes, teachable moments, planning learning opportunities, and interactions and strategies are related.



If students have already done some exploration of the interactions and strategies, point out that some of them directly emphasize considering children's individual and family characteristics. An example is the strategy in the Active Participation substrand on page 198 of the *California Preschool Curriculum Framework, Volume 2*: "Respect differences in children's temperament and find creative ways to engage all children in active physical play." Another example in the Manipulative Skills substrand is on page 166 of the *California Preschool Curriculum Framework, Volume 2*: "Learn about children's prior experiences and personal interests related to fine motor activities."

Ask students to review the rest of the interactions and strategies and identify those they feel also focus specifically on individualizing the curriculum for children. Depending on class size, instructors may ask the students to do this work in pairs or small groups. In Key Topic 3 of this instructional guide unit, Handout 1 lists interactions and strategies by strand and substrand. The handout may help instructors to decide how many pairs or groups and which strand or substrand(s) to assign to each grouping.

Also, Handouts 2, 3, and 4, included with this key topic, can be used by students to record their decisions about how each interaction and strategy might support individualization. Because of the unequal number of interactions and strategies among the strands, instructors may have each group of students work on just part of a handout.

Taking it further

After students have completed their lists, ask them to review the interactions and strategies in their assigned strand/substrand(s) again. During this review, ask them to consider what implications for individualizing are addressed in some of the other strategies that are not on their lists. Ask them to add the strategy and considerations to their lists.

For example, what considerations regarding temperament, family and cultural experiences, or interests should teachers be aware of with the strategy on page 161 of the *California Preschool Curriculum Framework, Volume 2* "Create developmental activities that provide a sense of success?" What considerations regarding children's interests or language experiences should teachers think about when using the strategy on page 153 of the *California Preschool Curriculum Framework, Volume 2* "Use music, songs, rhymes, and stories to provide rhythmic patterns?"

**Putting it together**

Provide an opportunity for each group to share a few interactions and strategies from their lists. Be sure that each group points out one interaction or strategy from their first and second reviews of the strategies.

Conclude the session by asking students to respond to these questions:

- What stands out for you from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum for children? What was more challenging about creating your lists?
- Do you think it would be more difficult for you to individualize the curriculum in one of the physical development strands or substrands than the others? Which one and why?
- What is a first step you can take to find more resources or support in individualizing the curriculum for that strand or substrand?

Online Options

Subtopic 2: Students could individually or in teams develop their lists of interactions and strategies that focus specifically on individualizing and post them online. Students could be assigned interactions and strategies from a specific strand or substrand to review. Students could also review the lists developed by the other students and then send to the instructors their individual responses to the discussion questions.

Subtopic 3: Family Partnerships

Slide 12

Getting it started

Begin this subtopic by asking students to review pages 7-8 of the *California Preschool Curriculum Framework, Volume 2* for the fifth overarching principle: “Family and community partnerships create meaningful connections.” Also refer to the section on pages 3-5 in the curriculum framework that describes the children in California preschools and their families. This could be a review if the students have already done Subtopic 2 of this key topic. Discuss some of the benefits for children, families, and teachers when strong partnerships are built between the school and home. Also ask students if there are some challenges in developing these partnerships and possible ways to address them.



Keeping it going

If students are familiar with the organizational structure of the chapter domains of the *California Preschool Curriculum Framework, Volume 2*, remind them of the suggestions for involving families at the end of each strand. If students have not reviewed these suggestions before, provide some time for them to do so.

Engage the class in a discussion about these suggestions by asking for both examples of ways teachers can engage families and then for examples of suggestions that teachers can make to families. Encourage students who are working or have worked in preschool programs to share if they have already tried any of these suggestions.

Taking it further

Explain to students that they could now consider some of the diverse characteristics of families when using any of these suggestions. For example, one of the suggestions in the Active Physical Play strand is that children must wear proper clothing for indoor and outdoor family activities. Teachers might want to think about the ability of families to provide this clothing, families' values about the importance of physical play for their children, families' values about their children's appearance, and families' interests in and practices around indoor and outdoor activities.

Ask students to form teams of two or three. Each team could pick a slip of paper that has one of the suggestions for engaging families and read it to the class; Handout 5 provides a list of the suggestions that could be cut into separate strips. The team proceeds to identify considerations that should be reflected upon before using this suggestion with families. The team has one minute to come up with as many considerations as possible. The team gets a point for each consideration that it identifies. If the team cannot come up with any considerations, one of the other teams can ask to try. This team then has one minute to come up with its considerations. If none of the other teams elect to try, have the next team choose a slip of paper.

Continue having teams take turns drawing the suggestions until all the suggestions have been done or a predetermined time limit has been reached.

Putting it together

Conclude the subtopic with a class discussion on the following questions:

- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about children's physical development and active physical play?



Slide 13



- Which ones seem especially important based on your experiences with families?
- What are some concrete steps you would take as a teacher to find out about families' experiences, culture, beliefs, and interests in children's physical development and active physical play?

Another approach

Instead of doing a game, students could work individually or in teams to prepare lists of considerations for each suggestion for engaging families. There are 24 suggestions in the physical development domain, so instructors may want to assign to students specific suggestions for consideration. Ask students to prepare enough copies of their lists for the entire class. Then ask the students to review the lists prior to a class discussion of the "Putting it together" questions. Instructors could also have students respond individually to the discussion questions, recording their responses in a journal or submitting them for instructor review.

Online Options

Subtopic 3: Students could prepare their lists of considerations for the family engagement suggestions out-of-class and post them online. Students would then review the other students' lists prior to a class discussion. Or the active learning steps described in "Another approach" could all be done online. Students would then have a resource tool to use in their current or future work with families.

Reflection

Reflection questions are provided for each subtopic as suggestions for class discussion.



Slide 14

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?



- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding



Slide 15

Instructors may wish to offer students a choice of which subtopic they wish to further explore. Ask students to identify two resources that will help them (1) ensure that children with disabilities are engaging in active physical play and developing movement skills and concepts, (2) develop additional strategies for individualizing the physical development curriculum, or (3) involve families in their children’s active physical play and physical development. Instructors may also suggest to students that they focus on one of the three strands.

A resource could be: a professional—such as a preschool teacher or an early childhood special educator, parent or other family member, Web site, organization, research article, or book. Remind students that the research highlights, endnotes, and bibliography of the *California Preschool Curriculum Framework, Volume 2* may be good starting points to investigate.

Also, students who are interested in learning more about universal design may want to review pages 319-322 of Appendix D in the *California Preschool Curriculum Framework, Volume 1*, “Resources for Teachers of Children with Disabilities or Other Special Needs.”

Ask students to write a short paper on each resource, summarizing the information they learned and how they can use this information in their work.



Physical Development Domain: Key Topic 4 - Universal Design,
 Individualizing, and Family Partnerships
 Handout 1 – Universal Design Strategies

Universal Design Strategies

Page	Strand/Substrand	Type
Chapter introduction		
133		Guiding principles
134		Guiding principles
135		Guiding principles
136		Environmental factors
137		Environmental factors
Strand: Fundamental Movement Skills		
141	Substrand 1.0 – Balance	Planning Learning Opportunities
143	Substrand 1.0 – Balance	Interactions and strategies
146	Substrand 1.0 – Balance	Interactions and strategies
149	Substrand 2.0 – Locomotor Skills	Teachable moment
151	Substrand 2.0 – Locomotor Skills	Interactions and strategies
152	Substrand 2.0 – Locomotor Skills	Interactions and strategies
154	Substrand 2.0 – Locomotor Skills	Interactions and strategies
155	Substrand 2.0 – Locomotor Skills	Interactions and strategies
160	Substrand 3.0 – Manipulative Skills	Interactions and strategies
161	Substrand 3.0 – Manipulative Skills	Interactions and strategies
167	Substrand 3.0 – Manipulative Skills	Interactions and strategies
168	Substrand 3.0 – Manipulative Skills	Interactions and strategies
169	Substrand 3.0 – Manipulative Skills	Interactions and strategies
170	Substrand 3.0 – Manipulative Skills	Interactions and strategies

Page	Strand/Substrand	Type
Strand: Perceptual-Motor Skills and Movement Concepts		
179	Substrand 1.0 – Body Awareness	Interactions and strategies
184	Substrand 2.0 – Spatial Awareness	Interactions and strategies
185	Substrand 2.0 – Spatial Awareness	Interactions and strategies
188	Substrand 3.0 – Directional Awareness	Interactions and strategies
189	Substrand 3.0 – Directional Awareness	Interactions and strategies
190	Bringing It All Together	Vignette
Strand: Active Physical Play		
194-195	Substrand 1.0: Active Participation	Planning Learning Opportunities
200	Substrand 2.0 – Cardiovascular Endurance	Interactions and strategies
202	Substrand 3.0 – Muscular Strength, Muscular Endurance, and Flexibility	Introduction
205	Substrand 3.0 – Muscular Strength, Muscular Endurance, and Flexibility	Interactions and strategies



Individualizing within the Fundamental Movement Skills Strand

**Physical Development Domain: Key Topic 4 - Universal Design,
Individualizing, and Family Partnerships**
Handout 2 – Individualizing within the Fundamental Movement Skills Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Balance		
Design spaces and activities to develop balance following a developmental progression.		
Provide opportunities that include diverse cultural themes.		
Incorporate balance activities into the children’s world.		
Provide opportunities for activities that include both active movements and still body positions.		
Challenge children’s balance abilities by asking questions.		
Encourage persistence during challenging balance tasks.		
Post pictures of balance positions and balance activities.		
Design the environment so children combine balance skills with fundamental movement skills and movement concepts.		
Provide a variety of sensory cues that facilitate a multisensory learning.		
Modify balance activities to increase participation by children with disabilities and special needs.		
Use visual aids, foot and handprints, and objects on the floor to promote balancing skills.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Locomotor Skills		
Observe and analyze children's locomotor skills to facilitate planning for learning opportunities.		
Promote progressive development of leg strength.		
Promote progressive development of balance.		
Promote and be aware of the progressive development of coordination of locomotor skills.		
Encourage practice of locomotor movements in both indoor and outdoor environments.		
Use vivid visual information and visual aids that communicate to children in simple ways how to move.		
Use music, songs, rhymes, and stories to provide rhythmic patterns.		
Plan meaningful, purposeful, and connected locomotor activities and games.		
Create picture cards representing different ways to move related to children's cultural background.		
Create culturally diverse scenarios for practicing locomotor skills.		
Encourage persistence during challenging locomotor skills.		
Provide appropriate challenges for children with special needs.		
Express enthusiasm for locomotor skills.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Manipulative Skills		
Observe developmental sequences of fundamental manipulative skills.		
Vary the focus of the manipulative skills.		
Provide a variety of equipment to accommodate individual differences in body size, skill level, and the development of children's physical and sensory systems.		
Create meaningful scenarios that provide the opportunity for the integration of fundamental movement skills with other curriculum concepts.		
Use both unstructured and structured strategies, as well as multisensory experiences, in your teaching.		
Create developmental activities that provide a sense of success.		
Provide opportunities for repeated practice in a safe environment.		
Understand gender-based expectations of the children's culture when teaching manipulative skills.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Provide plenty of encouragement.		
Create manipulative activities that provide automatic feedback and a sense of accomplishment.		
Learn about children's cultural context for fine motor activities.		
Learn about families' values related to fine motor activities.		
Learn about children's prior experiences and personal interests related to fine motor activities.		
Focus on the quality of movement rather than the end product.		
Provide clear, specific feedback to facilitate children's problem-solving process.		
Provide a variety of tools and media to promote participation.		
Design meaningful fine motor activities by incorporating children's diverse backgrounds.		
Provide adaptations to support participation of children with disabilities or other special needs.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Promote children's ability to manipulate objects by feel.		
Provide opportunities for children to engage in fine motor activities in a variety of positions.		
Promote optimal postural support during challenging fine motor activities.		
Position materials vertically.		
Engage children in "heavy work" activities to develop trunk and shoulder muscles.		
Provide resistive activities to develop hand strength.		
Provide activities to develop hand precision.		
Assist children with proper fit and positioning of scissors.		
Provide a variety of media for cutting with scissors.		
Be aware of children's handedness when providing assistance with fine motor activities.		

Individualizing within the Perceptual-Motor Skills and Movement Concepts Strand



Physical Development Domain: Key Topic 4 - Universal Design, Individualizing, and Family Partnerships
Handout 3 – Individualizing within the Perceptual-Motor Skills and Movement Concepts Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Body Awareness		
Use multisensory teaching strategies to reinforce children’s learning.		
Use body-parts vocabulary in the child’s home language.		
Use alternative communication methods, as appropriate, to teach body-parts vocabulary.		
Use body-parts vocabulary in the natural context of daily living activities and child-initiated play.		
Introduce body-parts vocabulary during structured group games.		
Engage children in singing and movement activities to teach body parts.		
Encourage children to identify and describe body parts in books or in pictures of themselves and family members.		
Provide opportunities for dress-up play.		
Provide opportunities for children to see external representations of their bodies.		
Provide constructional play for children to build or put together body parts.		
Ask children to describe their drawings of people.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Spatial Awareness		
Set up obstacle courses.		
Provide opportunities for children to experience moving at different levels of body positioning, ranging from high to low.		
Provide games for children to explore changing the size of their bodies.		
Play games that allow children to move around with objects balanced on different parts of their body.		
Provide pushing and pulling games with peers.		
Play games that require two to three children to work together to transport a large, lightweight object.		
Use dancing and musical games to promote the development of spatial awareness and body control.		
Use positional-concepts vocabulary within the natural context of daily routines.		
Have children participate in cleanup routines by putting away toys.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Engage children in helper roles by performing “heavy work” activities.		
Narrate or ask questions about children’s play using positional-concepts vocabulary in English and the child’s home language.		
Engage children in songs and rhymes with body movements or spatial concepts.		
Reinforce spatial concepts when reading or looking at books.		
Use props or play objects to guide children in positioning their bodies.		
Use the child’s home language to introduce spatial-concepts vocabulary.		
Provide alternative ways for children with physical disabilities or other special needs to learn spatial concepts.		
Provide additional cues and assistance as needed to ensure safety for children who have spatial-awareness challenges.		
Substrand: Directional Awareness		
Provide opportunities for child-initiated play in areas with open space.		
Provide safe environments in which children can climb up and down.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Encourage children to move in different directions and in different types of pathways (e.g., straight, curved, or zigzag) during group movement games.		
Design activities for children to practice moving alongside or in a line with other people.		
Play games that require children to coordinate moving with others to manage a physical object or prop.		
Provide opportunities for children to move and use their bodies with force.		
Provide opportunities for children to move and use their bodies lightly.		
Engage children in two-handed play activities.		
Position drawing activities vertically.		
Provide parent-play activities to reinforce directional concepts.		
Use the child's home language for introducing directional-concepts vocabulary.		
Adapt movement experiences as needed for children with physical disabilities.		



Individualizing within the Active Physical Play Strand

Physical Development Domain: Key Topic 4 - Universal Design, Individualizing, and Family Partnerships
Handout 4 – Individualizing within the Active Physical Play Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Active Participation		
Provide ample opportunities for children to engage daily in active play.		
Create inviting activity environments in which children can be physically active.		
Help children identify appropriate places for different type of physical activity.		
Create an activity environment that is nurturing and supportive and allows likely success.		
Encourage children to continue participation by providing opportunities for short but frequent rest periods during vigorous activity.		
Ensure that physical activity is sustained by providing personally meaningful and purposeful opportunities for children.		
Recognize and take into account any environmental constraints.		
Encourage physical exploration through play equipment and materials.		
Respect differences in children’s temperament and find creative ways to engage all children in active physical play.		
Substrand: Cardiovascular Endurance		
Design the physical setting of the play environment to encourage moderate or vigorous physical activity.		
Engage children of all ability levels in activities that promote increased cardiovascular endurance.		
Promote increased cardiovascular endurance through chasing and fleeing activities.		



Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Promote cardiovascular endurance through the use of riding toys that require sustained pedaling or cranking.		
Use imagery as an effective tool in promoting moderate to vigorous physical activity.		
Provide positive encouragement for participation.		
Promote increased physical activity through story plays.		
Promote cardiovascular endurance through dance and rhythmic activities.		
Substrand: Muscular Strength, Muscular Endurance, and Flexibility		
Encourage the development of muscular strength and endurance through building activities that involve performing “work” repeatedly.		
Promote cardiovascular endurance through repeated muscular endurance activities.		
Promote muscular endurance and strength in the muscles of the upper body through the use of playground equipment that encourages climbing, hanging, and swinging.		
Allow for supervised risk taking.		
Engage children in the setup of the play space and the return of materials to their original space.		
Promote increased joint flexibility through animal walks, nursery rhymes, and story plays.		
Encourage practice in fundamental movement skills and perceptual-motor activities that contribute to children’s physical fitness.		



Family Partnerships Handout

Physical Development Domain: Key Topic 4 - Universal Design, Individualizing, and Family Partnerships
Handout 5 – Family Partnerships Handout

<p>Create a newsletter to be given to parents and family members periodically. Photos of their children, pictures, and documents in the family’s home language about what their children are learning about fundamental movement skills can be included.</p>
<p>Provide suggestions for activities that will support children’s continuous fundamental motor skill development. Be specific about how.</p>
<p>Ask parents and family members about the kind of balance, locomotor, and manipulative activities they did when they were young children. They can write them down or verbally communicate with the teachers and their children.</p>
<p>Encourage parents and family members to ask their children about the movement skills the children are learning at their preschool.</p>
<p>Inform parents about the importance of having their children wear comfortable clothes and shoes so they can move easily and freely during physical development activities.</p>
<p>Ask children to show their parents and family members the movements they are learning at their preschool.</p>
<p>Have a parents’ “Show and Tell Day” where children show and tell parents their favorite fundamental movement skills.</p>
<p>Ask children to identify the movement skills of the athletes in sport games family members are watching and then demonstrate those skills.</p>
<p>Suggest ways for children to help around the home and at the same time practice their fundamental movement skills. Examples include matching and rolling their socks and tossing them from a short distance into the laundry basket or drawer.</p>
<p>Encourage parents and family members to provide time for children to perform independent daily living activities, such as brushing teeth or getting dressed.</p>

Encourage parents and family members to take their children outside to safe, open spaces and play areas where they can use fundamental movement skills.

Encourage children to use words or signs to identify or describe their body parts when they are completing personal-care activities such as getting dressed or bathing.

Provide opportunities for children to interact with adults and help around the home with activities such as putting away their toys, putting away groceries, sorting laundry, or bringing dirty dishes to the kitchen.

When out in the community, such as at the park or grocery store, communicate with children about objects in the environment.

When looking at books or pictures together, talk about how the characters are positioned and how they are moving their bodies.

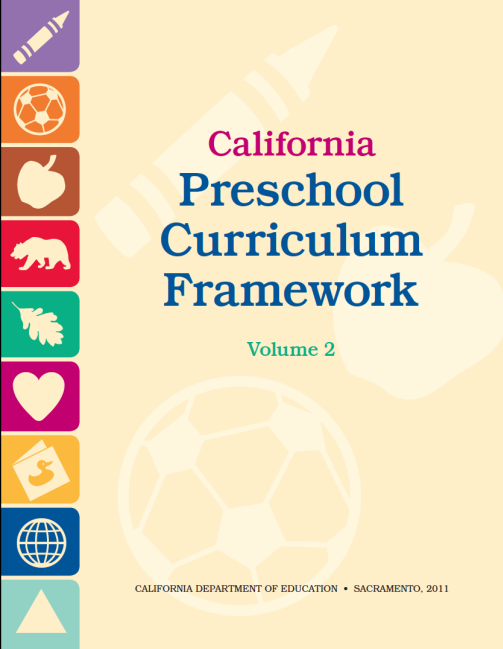
When children are playing, ask them to describe what they are doing with their bodies.

Create an “Activity Recall Chart” to be used in the classroom first, then at home. To begin, teachers can use photocopied pages from a date book or daily planner, and colorful letters creatively drawn as an *S*, *M*, and *V* by the children in class as they learn about the differences in the levels of physical activity in which they can participate: ***Sedentary***, ***Moderate***, and ***Vigorous***. It will be helpful to first try this activity in the classroom and then introduce it later at a family night for possible use at home.

First, as a classroom activity help children chart their physical activities over the course of a school day. Young children will need help to recall their activities and how long they lasted. Classify each activity as ***S*** (*sedentary physical activities*, such as story or nap time); ***M*** (*moderate physical activities*, such as playing in the sandbox or doing other fine motor activities); or ***V*** (*vigorous physical activities*: such as climbing stairs, riding a tricycle, running, or engaging in rough-and-tumble play).

Later, as a family activity, use the same letters drawn in school: colored stickers (e.g., red for sedentary, white for moderate, blue for vigorous) or animal stickers (hibernating animals such as bears for sedentary, cuddly animals such as koalas for moderate, speedy animals such as jaguars for vigorous). At the end of the 24-hour period, family members total up the number of each letter (*S*, *M*, *V*), color (*red*, *white*, *blue*), or animal (*bears*, *koalas*, *jaguars*) representing physical activities. Be sure to take time to discuss what you can do as a family to put more moderate to vigorous activity into your day and why it is important.

Have a “Family Dance Party.”
Model healthy behavior.
<p>Take an adventure walk to school. Children in a neighborhood preschool program can become part of an adult-led Walk to School Day. Although it is not recommended that young children walk to school unaccompanied by a responsible adult, they can take part in an adult-led adventure walk.</p> <p>With an adult in the lead and one in the back, turn your walk to school into a journey by “train.” The adults are the engine and cabooses, and the children are the freight cars in between. Take time to stress safety by obeying traffic signs, crossing only at designated areas, and looking both ways before crossing streets.</p>
Develop a list of “can do” family rules for active physical play.
Take part in family rough-and-tumble play that respects the rights and wishes of all.
Proper clothing for indoor and outdoor family activities is a must.
<p>Make a FITT activity chart. At a family meeting, discuss the different types of activities that each family member likes; emphasize activities that get the heart pumping and muscles working. Try to follow the FITT principles: F stands for <i>Frequency</i> (how many times the activity is performed each week); I stands for <i>Intensity</i> (how hard one plays). T stands for <i>Type</i> (of activity). And the second T stands for <i>Time or duration</i> (length of time of the activity).</p> <p>Make a weekly chart with the names of each family member and the physical play activities each one wants to engage in (e.g., walking, running, playing an active game, tricycling). Put a check mark or star by each activity in which the family member participates during the week. At the end of the week, discuss what everyone did and whether the four FITT principles were followed.</p>




Unit 3 – Physical Development: Key Topic 4 <http://www.wested.org/facultyinitiative/> 1

Physical Development

Universal Design for Learning

- Provides for multiple means of representation, multiple means of engagement, and multiple means of expression.



(page 14) *California Preschool Curriculum Framework, Volume 2*

Unit 3 – Physical Development: Key Topic 4 <http://www.wested.org/facultyinitiative/> 2

Physical Development

Multiple means of representation

- Providing information in a variety of ways to meet the learning needs of all children

Multiple means of expression

- Allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling

Multiple means of engagement

- Offering choices in the setting or program that facilitate learning by building on children's interests

(page 14) *California Preschool Curriculum Framework, Volume 2*

Unit 3 – Physical Development: Key Topic 4

<http://www.wested.org/facultyinitiative/> 3

Physical Development

- Look for universal design principles in the guiding principles, environmental factors, descriptions of planning learning opportunities and teachable moments, vignettes, and interactions and strategies (Chapter 3).
- Identify how the adaptations you found in the curriculum framework could be used in one or more of the three strands and their substrands:
 - Fundamental Movement Skills
 - Perceptual-Motor Skills and Movement Concepts
 - Active Physical Play

Unit 3 – Physical Development: Key Topic 4

<http://www.wested.org/facultyinitiative/> 4

Physical Development

- Create a visual representation to show the adaptations you have identified for your strand.
- Show examples of each of the three elements of universal design:
 - multiple means of representation
 - multiple means of engagement
 - multiple means of expression

Physical Development

- Which adaptations stood out for you?
- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?
- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all three strands?

Physical Development

- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities engage in active physical play, learn movement skills and concepts, and develop physically?

Physical Development

- What information from the presenter(s) caught your attention or stood out for you?
- What are you most confident about in supporting the development of children with disabilities in the three physical development strands?
- What new or different perspectives do you have? How has this presentation been helpful?

Physical Development

- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the physical development curriculum?

Unit 3 – Physical Development: Key Topic 4

<http://www.wested.org/facultyinitiative/> 9

Physical Development



“Individualization of learning includes all children.”

(page 8) *California Preschool Curriculum Framework, Volume 2*

Unit 3 – Visual and Performing Arts: Key Topic 4

<http://www.wested.org/facultyinitiative/> 10

Physical Development

- What stands from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum? What was more challenging?
- Do you think it would be more difficult to individualize the curriculum in one of the visual and performing arts strands or substrands than the others? Which one and why?
- What first step can you take to find more resources or support in individualizing the curriculum for that strand or substrand?

Unit 3 – Visual and Performing Arts: Key Topic 4

<http://www.wested.org/facultyinitiative/> 11

Physical Development

“Family and community partnerships create meaningful connections.”



(pages 7-8) *California Preschool Curriculum Framework, Volume 2*

Unit 3 – Visual and Performing Arts: Key Topic 4

<http://www.wested.org/facultyinitiative/> 12

Physical Development

- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about children's physical development and active physical play?
- Which ones seem especially important based on your experiences with families?
- What are some concrete steps you would take as a teacher to find out about families' experiences, culture, beliefs, and interests in children's physical development and active physical play?

Unit 3 – Visual and Performing Arts: Key Topic 4

<http://www.wested.org/facultyinitiative/> 13

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need?
- What first step could you take to locate this support or information? What steps could you take to start applying the new idea or perspective?



Unit 3 – Physical Development: Key Topic 4

<http://www.wested.org/facultyinitiative/> 14

Physical Development

- Identify two resources that will help you:
 - Ensure that children with disabilities are engaging in active physical play and developing movement skills and concepts.
 - Develop additional strategies for individualizing the physical development curriculum.
 - Involve families in their children's active physical play and physical development.
- Write a paper on each resource, summarizing what you learned and how you can use the information in your work.



Unit 3 – Physical Development: Key Topic 5: Exploring the Research Highlights of the Physical Development Domain

Focus of Unit 3 – Key Topic 5

Students become familiar with the research highlights related to the physical development domain by examining the source articles for the research highlights.

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 key topic. 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

- Class discussion
- Small group work
- Short paper
- Creation of a visual representation
- Class presentation
- Reflective discussion—large group
- Individual reflection
- Development of resource tool
- Literature review



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 key topics.

- Child Development and Learning
- Learning Environments and Curriculum
- Observation, Screening, Assessment, and Documentation
- Professionalism



Unit 3 – Physical Development: Key Topic 5: Exploring the Research Highlights of the Physical Development Domain

Before You Start

There are seven research highlights in the physical development domain chapter of the *California Preschool Curriculum Framework, Volume 2*. Some of the highlights address themes that are threaded throughout the domain while others provide information related to a specific component such as an interaction or strategy. All provide an opportunity for students to become more engaged in a particular topic and could encourage further reading on that topic.

The research highlights may be an introduction to the research base of the physical development domain in the *California Preschool Curriculum Framework, Volume 2*. By becoming more familiar with this research base, students will increase their understanding of how research influences and impacts their work as preschool teachers. Students may also find research—and these research highlights in particular—helpful in explaining to parents why the physical development curriculum is designed the way it is and how it will support their children’s growth and learning in many developmental areas.

In this key topic, students begin their work by reviewing and discussing the seven research highlights. They then choose one research highlight that is particularly interesting to them and form a group with other students who selected the same highlight. The students locate the references in the research highlight and create a poster for a class poster session.

Some students may be unfamiliar with poster sessions at conferences; it might be helpful to share examples. Remind students that their posters need not be as elaborate or as in-depth as the shared examples, but should demonstrate the main theme(s) of their chosen research highlight and the research that supports it. One resource for explaining poster sessions is provided in the “Information Delivery” section.

Information Delivery



Slide 2

The following research highlights from the physical development domain of the *California Preschool Curriculum Framework, Volume 2* are used in this key topic:

- Physical Activities Enhance Young Children’s Brain Development (p. 133)
- Must Young Children Sit Still in Order to Learn? (p. 137)



California Preschool Curriculum Framework, Volume 2

- Locomotor Skills (p. 148)
- Development of Handedness in Children (p. 170)
- Beyond the Five Senses (p. 172)
- Does Increasing Children’s Physical Activity Really Make a Difference? (p. 198)
- Strength Training for Young Children: Is It Okay? (p. 204)

Students are asked to create a poster similar to the kinds that are presented in poster sessions at conferences. Faculty may choose to describe a poster session or refer students to the definition and summary from the Colorado State University’s Writing Studio—Writing@CSU – 2012.

<http://writing.colostate.edu/guides/guide.cfm?guideid=78>

Active Learning



Slides 2-4

Getting it started

Begin this key topic by discussing with students how research in the different aspects of physical development has increased our understanding of (1) how children’s physical development and active physical play relate to other areas of children’s development and learning, and (2) what children’s physical development looks like and how intentional teaching supports this development. The seven research highlights in the physical development chapter of the *California Preschool Curriculum Framework, Volume 2* represent both areas of research.

Ask students to read the research highlights in the three strands and list key points or questions that arise for them. It is suggested that students do this reading individually so that they become familiar with the research in each of the three strands:

- Fundamental Movement Skills
- Perceptual-Motor Skills and Movement Concepts
- Active Physical Play.

Keeping it going

Next, conduct a class discussion on the students’ reading. The following questions could be used to guide the discussion:

- What caught your attention in these research highlights?

Online Options

Ask students to read the research highlights outside of class and post their responses to these four questions.



- What was something new or surprising that you learned?
- How does the information from the research highlights change the way you plan learning experiences for children's physical development? What questions came up for you?
- Which highlight do you want to explore further?

Taking it further

Ask the students to group themselves according to the research highlight they selected for additional exploration. Depending on class size and the number of students for each highlight, forming multiple exploratory groups for one or more highlights could prove beneficial.



Slide 5

Ask students to locate the references listed in their research highlight and write a brief summary of each reference. They can then use the research highlight and their summaries to create an informational poster similar to the type found in poster sessions at

conferences. The posters could include both text and graphics. If students do not have experience creating this type of poster, it may be helpful to show them a sample or describe the purpose and key elements; posters should demonstrate the main theme(s) of their chosen research highlight and the research that supports it. Because these posters will require time for planning and assembly, consider providing sufficient time for completion.

Online Options

Ask students to group themselves according to the research highlight they selected for additional exploration. Students can plan how to write summaries of the reference(s) for each highlight. These groups can then go on to develop their accompanying posters.

Putting it together

Hold a poster session during a class session. Students from each group can take turns remaining with the poster to describe it and answer questions from the other students. Using an informal timer system could ensure that all students have adequate time to see and reflect upon all the posters.



Slide 6

Conclude the poster session with a class discussion on the following questions:

- Which elements from the posters caught your attention?
- What was the most challenging part of creating your poster?
- What did you learn from creating a poster?
- How could you use posters to explain to family members some of the research highlights that describe children's physical development?



Reflection

The following questions provide students an opportunity to think about the content of the research highlights:

- Which facts from the research highlights do you remember?
- Which ones were the most intriguing to you?
- How does an understanding of the research help you in your curriculum planning around children's physical development and active physical play?
- Which research highlight other than the one you selected do you want to explore further?



Slides 7-8

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding

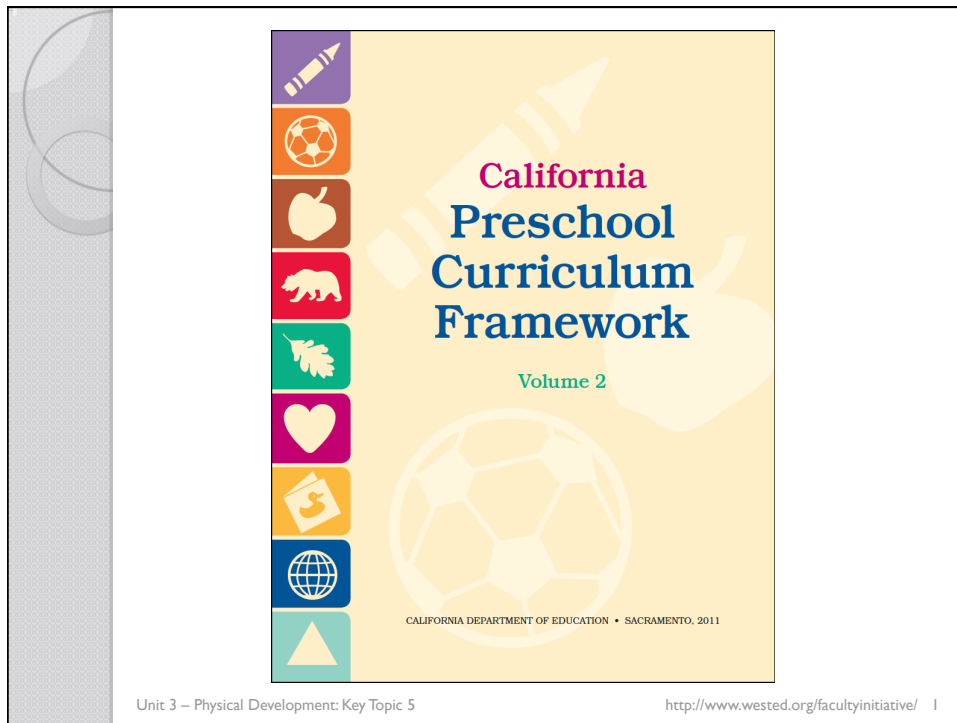
Some of the endnotes refer to research journals related to physical development. Ask students to review the endnotes or bibliography to identify these.



Slide 9

Students could then choose one journal and find two articles related to some aspect of young children's physical development that are not listed in the *California Preschool Curriculum Framework, Volume 2*.

Students then could write a brief summary of the articles, including a full journal citation. Compile the students' summaries so that each student has a complete annotated bibliography of these additional research articles.



Physical Development

Research Highlights

- Physical Activities Enhance Young Children’s Brain Development (p. 133)
- Must Young Children Sit Still in Order to Learn? (p. 137)
- Locomotor Skills (p. 148)
- Development of Handedness in Children (p. 170)
- Beyond the Five Senses (p. 172)
- Does Increasing Children’s Physical Activity Really Make a Difference? (p. 198)
- Strength Training for Young Children: Is It Okay? (p. 204)

Unit 3 – Physical Development: Key Topic 5 <http://www.wested.org/facultyinitiative/> 2

Physical Development

Research Highlights

- What caught your attention in these research highlights?
- What was something new or surprising that you learned?
- How does the information from the research highlights change the way you plan learning experiences for children's physical development? What questions came up for you?
- Which highlight do you want to explore further?

Unit 3 – Physical Development: Key Topic 5

<http://www.wested.org/facultyinitiative/> 3

Physical Development

Research Highlights

- What caught your attention in these research highlights?
- What was something new or surprising that you learned?
- How does the information from the research highlights change the way you plan learning experiences for children's physical development? What questions came up for you?
- Which highlight do you want to explore further?

Unit 3 – Physical Development: Key Topic 5

<http://www.wested.org/facultyinitiative/> 4

Physical Development

Research Highlights

- Locate the references listed in the research highlight.
- Write a brief summary of each reference.
- Create an informational poster.
 - Include text and graphics.
 - Demonstrate the main themes of your research highlight and the research that supports it.

Physical Development

- Which elements from the posters caught your attention?
- What was the most challenging part of creating your poster?
- What did you learn from creating a poster?
- How could you use posters to explain to family members some of the research highlights that describe children's physical development?



- Which facts from the research highlights do you remember?
- Which ones were the most intriguing to you?
- How does an understanding of the research help you in your curriculum planning around children's physical development and active physical play?
- Which research highlight other than the one you selected do you want to explore further?



- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need?
- What first step could you take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Physical Development

- Review the endnotes or bibliography to identify research journals related to physical development.
- Choose a journal and find two articles related to some aspect of young children's physical development that are not listed in the *California Preschool Curriculum Framework, Volume 2*.
- Write a brief summary of the articles, including a full journal citation.