
Module for B.Ed Early Childhood Education Programme

EBS 346SW: DEVELOPMENTAL PHYSICAL ACTIVITIES IN EARLY CHILDHOOD EDUCATION

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UNIT 1: GROWTH AND DEVELOPMENT IN CHILDREN

This unit is designed to introduce learners to the concept of growth and development, stages of development, laws of growth and development, as well as the areas of development in children. After going through this unit, learners are expected to demonstrate knowledge and understanding of the physical growth milestones of young children and the biological and environmental requirements responsible for smooth growth and development. As you read, take note of keywords that have not been explained and search for their meanings using the internet.

Learning outcome(s)

By the end of the unit, the learner will be able to:

- Explain the concept of growth and development in children
- Outline the Stages of development
- State and explain the laws of growth and development
- Identify areas of development in children

Content:

SESSION 1: CONCEPT OF GROWTH, DEVELOPMENT, CHILD DEVELOPMENT AND STAGES IN DEVELOPMENT

In this session, we will focus on the basic definitions of growth and development. Specifically, we will compare the differences in meaning of the terms ‘growth’ and ‘development’. We will also study the definition of child development and have a closer look at the different stages of development.

Learning outcomes

By the end of the session, the learner will be able to:

1. Define the term growth, development and child development.
2. Explain the differences between growth and development
3. State the stages of growth and development in children.

Growth

Growth is a natural process of increasing in size. It includes changes in terms of height, weight, body proportions and general physical appearance (that is, it can be defined as a process of increasing or maturing). It is the process of becoming larger and more mature through natural development.

We have different types of growth but our attention is on physical growth. Physical growth is a child's physical increase in size or amount that is easily observed and can be measured. This makes growth a quantitative change. Nutrients are needed for healthy growth.

Development

Development refers to the qualitative changes that an individual undergoes throughout life. This makes development a continuous process through which physical, emotional, and intellectual changes occur. It is both qualitative and quantitative in nature.

Development therefore is a process of change in the way of doing things; the ability of a child to do complex and difficult things. It is the process of changing and becoming more impressive, successful, or advanced. The process of development involves the gradual acquisition of a wide range of talents (abilities), including speaking, learning, expressing one's emotions, and interacting with others.

Table 1: Comparison of the meaning of Growth and Development

GROWTH	DEVELOPMENT
Growth refers to physiological changes.	Development refers to overall changes in the individual. It involves changes in an orderly and coherent type towards the goal of maturity.
Changes in the quantitative aspect.	Changes in the quality along with quantitative aspects.
Growth does not continue throughout life.	Development continues throughout life.
Growth stops after maturation.	Development is progressive.
Growth occurs due to the multiplication of cells.	Development occurs due to both maturation and interaction with the environment.
Growth is cellular.	Development is organizational.
Growth is one of the parts of the developmental process.	Development is a wider and more comprehensive term.

Child Development

The biological, psychological, and emotional changes that take place between conception and the end of puberty are referred to as child development. The progression of a child's physical, linguistic, cognitive, and emotional changes from birth to the start of adulthood is known as child development.

Child development refers to the sequence of physical, language, thought and emotional changes that occur in a child from birth to the beginning of adulthood. During this process a child progresses from dependency on their parents or guardians to increasing independence.

Child development covers the full scope of skills that a child masters over their life span including development in:

- Cognition – the ability to learn and solve problems.
- Social interaction and emotional regulation – interacting with others and mastering self-control.
- Speech and Language – understanding and using language, reading, and communicating.

- Physical skills – fine motor (finger) skills and gross motor (whole body) skills
- Sensory awareness – the registration of sensory information for use.

Stages of Development in Children

There are five stages of development and these are as follows:

1. Infancy -- birth to 12 months.
2. Toddler -- 12 months to 3 years.
3. Preschool -- 3 years to 6 years.
4. School age -- 6 years to 12 years.
5. Adolescents -- 13 years to 18 years.

Key Ideas

- Growth is a natural process of increasing in size. It includes changes in terms of height, weight, body proportions and general physical appearance (that is, it can be defined as a process of increasing or maturing).
- Development is the qualitative changes that an individual undergoes throughout life.
- Child development refers to the sequence of physical, language, thought and emotional changes that occur in a child from birth to the beginning of adulthood.
- There are five stages of development in children: infancy, toddler, pre-school, school-aged and adolescent stage.

Reflection

- Growth and development are the total change of a person in terms of physical, social, emotional, and mental development. These processes are interconnected in the life of an individual. However, the majority of people accept the terms "growth" and "development" to mean the same thing and use them interchangeably. But in reality, these two phrases have different meanings.
- How have you been thinking growth is?
- How have you been thinking development is?

Discussion

- How has this session equipped you to get a better understanding of growth, development and child development?
- How different is growth from development?
- How will this knowledge help an early childhood teacher?

SESSION 2: LAWS OF GROWTH AND DEVELOPMENT, DEVELOPMENTAL MILESTONES AND AREAS OF DEVELOPMENT IN EARLY CHILDHOOD

In this session, we will focus on the both specific and general laws and principles that guide growth and development. We will also pay attention to certain developmental milestones in the lives of children in order to recognise any developmental delays. We will then look at various areas that development occurs in early childhood.

Learning outcomes

By the end of the session, the learner will be able to:

1. Explain the laws and principles of growth and development.
2. Explain the various developmental milestones in early childhood.
3. Identify areas of development and factors that influence physical growth in children.

Laws of Growth and Development

There are some specific laws of growth and development which are worth learning. They are as follows:

1. Growth proceeds from head to foot (cephalo=head, caudal=tail)
2. Growth proceeds from near to far (proximal-distal) -- from body trunk outward, scoot (Move Fast) body, wave arms, grab an object, and pick up an object.
3. Growth proceeds from the simple to the complex -- sleeping, being fed, holding the bottle, feeding self.
4. Growth is continuous and orderly -- both legs grow at the same time and rate.

Generalizations of Growth and Development

These are statements or conclusions presented as general truths about growth and development.

1. The tempo of growth is not even.
2. Different aspects of growth develop at different rates.
3. Both the rate and pattern of growth can be modified by conditions within and outside of the body.
4. Each child grows in his/her own unique way.
5. Every individual normally passes through every stage of development.
6. Growth is complex. All of its aspects are closely interrelated.
7. Growth is predictable since individual differences remain constant.
8. Growth proceeds from the general to the specific.
9. Each developmental phase has characteristic traits (individual or inherited or genetic characteristics).
10. Many forms of problem behaviour are normal due to the age at which they occur.
11. Most traits in development are correlated (mutual relationship).
12. Behaviour is caused.
13. The impulse to use the capacity or power in an exaggerated way is associated with the development of a capacity or power.
14. Learning must wait on maturation.

15. Whenever an act results in a feeling of satisfaction to an individual, the act is likely to be repeated.
16. Children's concepts grow out of their experiences.
17. Experimentation is an important part of learning.
18. The urge to grow is innate.

Developmental Milestones in Early Childhood

Developmental milestones are a collection of abilities or actions that most children within a given age range can perform. Even though children develop at their own pace, there are some tasks that children should be able to do by the time they reach particular ages. These developmental milestones include speech and language, physical, social, cognitive, and emotional development.

In the first five years of a child's life, growth and development happens so quickly. That is why it is very important to monitor both their growth and development. Pre-schoolers attain developmental milestones between the ages of two and five with boundless energy and improving physical coordination.

However, in order to manage these children in a special way, it is crucial for teachers and other caregivers to be aware of these changes and get familiar with children's physical traits. Let's look at some of the things that children are supposed to do when they get to particular ages.

AGE 3 (Children are expected to be able to):

- Climb well
- Run easily
- Paddle a tricycle
- Walks up and down stairs, with one foot on each step
- Washes and dries hands

AGE 4 (Children are expected to be able to):

- Hops and stands on one foot up to 2 seconds.
- Pours, cut with supervision, and mashes own food.
- Catches a bounced ball most of the time.
- Draws a person with two or four body parts.
- Uses scissors.

AGE 5 (Children are expected to be able to):

- Stands on one foot for 10 seconds and longer.
- Can do somersault
- Hops and may be able to skip.
- Uses fork and spoon and sometimes a table knife.
- Swings and climb well.

Even though the skills mentioned above progress in a predictable sequence over the preschool years, each child is unique (Individual differences). Therefore the goal of an early childhood teacher is to help all children grow and learn to achieve their full potential. However, some children may experience a delay in their development as a result of certain factors that will be highlighted later in this unit.

A developmental delay occurs when a child is far behind in achieving the developmental milestones anticipated at a specific age. When children do not reach their developmental milestones when they are expected to, then it has to be questioned. Developmental screening can be done to identify children who are not developing as expected and who might need support by detecting delays in any area of development. A healthcare professional or a trained member of the staff at a public school can do the screening.

Areas of Development

The areas of development that are expected to be developed during early childhood include:

- 1. Physical development:** refers to the advancements and refinements of motor skills or children's abilities to use and control their bodies for a particular activity. Includes muscle coordination and control, growth in size (height and weight), and in proportion. Early childhood is the time period when most children acquire the *basic skills for locomotion*, such as running, jumping, and skipping, and object control skills. Examples: a child rolling over, lifting their head, or sitting up.
- 2. Cognitive development:** The ability of the brain or mind to take in and process information. Examples: a child recognizing their name, or recognizing a parent, recognizing that when they shake a rattle it will make a noise.
- 3. Social development:** A child learning and discovering the expectations and rules for interacting with others. Examples: a child smiling at the mother, a child learning to share a toy with a friend. For children to build relationships and live with others in society, their social development is core. They need social skills to make friends, get along with others, and be part of a team.
- 4. Emotional development:** The ability to recognize and understand feelings and how to respond to them appropriately. A child's physical (such as food, sleep, and safety) and emotional requirements must be satisfied for optimal development. Children need to feel loved and cherished by their parents. When they are upset, they need to be comforted. These emotional building blocks allow them to develop self-confidence and self-esteem, which helps them learn to develop their emotions. Example: a child feeling jealousy due to a new baby in the family, a child feeling love for another person, a child being afraid of the dark.
- 5. Moral development:** Identifying personal values. Examples: right or wrong, behaving according to what others need or want, respecting human rights, developing principles to guide behaviour.

Factors that Influences Physical Growth during Early Childhood

Numerous factors might either hinder or boost a pre-schooler's growth. The following are some factors that influence the growth and development of children:

1. **Hereditary:** refers to the genetic transfer of physical traits from parents to offspring. It affects every aspect of physical appearance, including height, weight, body type, eye colour, hair texture, and even aptitude and intelligence.
2. **Environment:** The child's growth is influenced by the physical surroundings, geographical conditions, social environment, and interactions with peers and family. A child's environment can influence how they succeed in all aspects of life.
3. **Gender/Sex:** Boys and girls naturally develop differently from one another, especially as puberty approaches. Their temperaments also differ, which causes individuals to have a variety of interests.
4. **Exercise/Play:** these are everyday play and athletic endeavours that help the body build more bone mass and develop muscle strength. Children who exercise regularly grow well and hit milestones on schedule or earlier. Additionally, exercise keeps children healthy and boosts their immune systems to help them fight off illnesses, especially if they play outside.
5. **Nutrition:** For healthy growth and development, proper nutrition is crucial. The growth of the brain, organs, and other body parts depends on a balanced diet full of vitamins, minerals, proteins, carbohydrates, and fats.
6. **Family Influence:** Families who devote time, effort, and love to their children's development through activities like reading to them, playing with them, and having in-depth meaningful talks will witness their children's development in the most favourable ways.

Key Ideas

- There are specific laws as well as general statements of truths about growth and development.
- Developmental milestones in early childhood include speech and language, physical, social, cognitive, and emotional development.
- Areas of development during early childhood include physical, cognitive, social, emotional and moral development.
- Several factors influence the growth and development of children such as heredity, environment, sex/gender, nutrition, family among others.

Reflection

- Two children in their early childhood years are growing in different continents in the world.
- Is growing up as a baby in African or growing up outside Africa going to affect their growth and development?

Discussion

- Explain any 2 factors that influence the physical growth and development of preschool children.
- Mention 4 key areas that children need to develop as they grow?
- As an early childhood teacher how will you explain developmental delay to a parent?

UNIT 2: CONCEPT OF PHYSICAL ACTIVITY AND CHILD DEVELOPMENT

This unit is designed to introduce learners to the concept of Physical activity. Upon successful completion of this unit, learners should be able to demonstrate knowledge and understanding what physical activities are and how to plan physical activities for young children as well as the safety practices involved. Learners will also be exposed to some of the factors that influence children's participation in physical activities. As you read, take note of keywords that have not been explained and search for their meanings using the internet.

Learning outcome(s)

By the end of the unit, the learner will be able to:

- Explain the concept of physical activity.
- Enumerate the benefits of physical activity for children
- Mention the role of physical literacy in the growth and development of children
- Discuss factors that influence children's participation in physical activities

Content:

SESSION 1: CONCEPT OF PHYSICAL ACTIVITY

Early childhood is a vital opportunity to increase physical activity and establish healthy habits. In this session, we will study the concept of physical activity by delving into the various types as well as some examples of activities that falls under each physical activity. We will also look at the benefits of physical activities to children

Learning outcomes

By the end of the session, the learner will be able to:

1. Define the term physical activity.
2. State the different types and elements of physical activities.
3. Explain the benefits of physical activities for children.

Physical Activity

Physical activity, broadly defined, is a bodily movement that enhances or maintains physical fitness, overall health, and wellness. Physical activity involves bodily movement of any kind. Physical activity is defined as any voluntary bodily movement produced by skeletal muscles that require energy expenditure. All activities, regardless of intensity or time of day or night, can be considered physical activity.

Both physical activity and unplanned activities incorporated into everyday routines are included. The activity should be such that children of all ages and fitness levels are able to participate in it and feel successful. Also, the activities should be easy, simple, and enjoyable.

Types/Examples of Physical Activity

Physical activities may include;

- **Recreational activities:** Jumping rope, Playing soccer, Roller-skating and Games of any kind.
- **Daily Activities:** walking, gardening, raking leaves, sweeping the house, taking the stairs, walking to school etc.
- **Exercises:** Exercise is a subset of physical activity that is planned or structured. It is done to improve or maintain one or more of the components of physical fitness. Examples are: Aerobics, Push-ups, Resistance bands, Sit-ups, Weight lifting etc.

Elements of Physical Activity

There are some key elements that play important roles when it comes to physical activities. These are discussed below.

1. **Time:** Children and adolescents need 60 or more minutes of physical activity each day. 60 minutes of physical activity does not have to be done all at one time. Short 10-minute activity breaks can really add up.
2. **Intensity:** Most of this time needs to be spent on moderate to vigorous-intensity aerobic physical activity, with vigorous-intensity physical activity at least three days a week.
3. **Facilities:** The school provides safe, healthy, and appropriate indoor and outdoor facilities for physical activities. Safety considerations include space for children and adolescents to safely move without bumping into each other, appropriate temperature, sufficient lighting, activity space void of hazards and access to drinking water.
4. **Equipment:** The school maintains safe and age-appropriate equipment for children, is sufficient to engage all participants and adequate storage space for equipment. Some Activities require equipment and others do not require equipment. Popular equipment items include; a. Assorted balls; basketballs, football, softball, handball etc. b. Rings and hoops, c. Jump ropes, d. Flags, e. Bases, f. Cones, g. Parachutes, h. Bean bags and i. Music, j. Equipment also includes appropriate attire.

Benefits of Physical Activity

Regular physical activity has been proven to provide many positive outcomes for children in the following areas: physical, emotional, social, cognitive development as well as brain development.

Physical Development: Regular physical activity:

1. Helps a child grow
2. Builds and maintains a healthy heart, lungs, bones, muscles, and joints
3. Fosters the development of motor skills including fundamental movement skills
4. Gives energy during the day

5. Helps a child sleep better at night
6. Enhances flexibility
7. Develops good posture
8. Improves coordination and balance
9. Helps achieve and maintain a healthy body weight
10. Improves fitness levels

Emotional development

1. Provides enjoyment and makes children feel happy
2. Reduces anxiety and relieves stress
3. Prevents, reduces and helps manage depression
4. Helps build confidence and positive self-esteem
5. Improves the ability to deal with stress

Social Development: Regular physical activity

1. Provides opportunities to practice and develop social skills
2. Encourages interactions with others
3. Helps develop friendships
4. Encourages healthy family engagement
5. Teaches life skills
6. Promotes leadership skills
7. Develops confidence
8. Helps nurture imagination and creativity
9. Promotes positive behaviour

Cognitive Development: Regular physical activity

1. Enhances the development of brain function
2. Improves problem-solving abilities
3. Increases attention and concentration
4. Improves memory
5. Enhances creativity
6. Increases readiness to learn
7. Improves learning and academic performance

Physical Activity and Brain Development

1. Physical Activity increases blood flow to the brain which increases alertness and mental focus.
2. Physical Activity builds new brain cells in the same region linked to memory.
3. Children who are active have a larger region of the brain responsible for maintaining attention.
4. Physical Activity reduces stress which can damage the brain.
5. Physical Activity that requires coordination builds connections between the left and right hemispheres of the brain.

SESSION 2: PHYSICAL LITERACY

In this session, we will take a closer look at what physical literacy means and what goes into it. We will also study the role of physical literacy in child development. We will then look at the various physical activities that can be planned for children during the early childhood period.

Learning outcomes

By the end of the session, the learner will be able to:

1. Define the term physical literacy and its role in child development.
2. State the various physical activities appropriate for each stage of child development.
3. Explain the factors that influence children's participation in physical activities.

Physical Literacy

Physical literacy involves having knowledge of or competence in movement skills in the area of physical activity. Physical literacy is a fundamental and important human ability that can be defined as a disposition human beings develop that includes the drive, self-assurance, physical competence, knowledge, and understanding that make deliberate physical pursuits an essential part of their lives.

Role of Physical Literacy

Physical Literacy is an important component of physical activity. It includes motivation, confidence, competence, and understanding. It uses fundamental movement skills as building blocks:

1. Literacy = letters → words → sentences
2. Numeracy = numbers → fractions → equations
3. Physical literacy = movement skills → sequences → tasks

Fundamental Skills: Children must possess fundamental skills in order to enjoy their lives successfully. The foundation for successful involvement in low-organizational games, dance, sports, gymnastics, and swimming activities is laid by these fundamental skills. They are also known as "functional skills." The three categories of fundamental skills are locomotor, non-locomotor, and manipulative skills.

1. **Locomotor Skills:** These are skills used to move the body between positions or from one place to another. They are techniques used for projecting the body from one point to another. Examples of these skills are hopping, stepping, sprinting, galloping, skipping, sliding, jumping, climbing etc.
2. **Non-Locomotor skills:** These are movements that the body can make so that there is no apparent movement from one point to another. The positions that the body assumes without moving its support base are known as non-locomotor skills. While other body parts move in different directions when non-locomotor skills are employed, one or more body parts remain in contact with the supporting surface. Dodging, bending, stretching, swinging, twisting, turning, pushing, pulling, rocking, swaying, hoisting, stretching, lifting, and similar actions are examples of non-locomotor skills.
3. **Manipulative Skills / Object-Control Skills:** These are skills in which the body or parts of it are used for projecting an object. These are movement skills that require the ability to handle an object or piece of equipment with control. They include skills such as kicking, striking, dribbling, catching or throwing a ball, volleying, batting, bouncing, rolling, lifting, pulling, etc. These manipulative skills can be in the following forms:
 - a. Propulsion - Propel, throwing, kicking, heading, dribbling, serving, rolling.
 - b. Reception – Catching, trapping, receiving a ball with the chest.
 - c. Rebounding – Diggings, volleying, batting, striking.

Tips to help children develop physical literacy:

1. Try new activities and movement skills.
2. Provide plenty of opportunities for practice.
3. Be active in different places (on the ground, in the air, in the water and on snow/ice).
4. Choose activities that suit your children's skills and development.

Physical Activities for the Stages of Child Development

Physical Activity for Infants

For babies aged 0-18 months, physical activity is all about exploration, experiencing simple movements, and learning about the world.

Skills to develop:

1. 0-3 months: neck control, reaching, grabbing, arm and leg movements
2. 4-6 months: rolling over, sitting, pushing with their legs
3. 7-9 months: moving forward (crawling or scooting), moving objects between hands, standing
4. 10-12 months: cruising (walking while holding onto furniture), playing with balls
5. 12-18 months: walking upstairs, pushing and pulling objects while walking forward

Physical Activity for Toddlers

For toddlers, physical activity is all about exploring new challenges and having fun with movement!

Skills to develop: Walking up the stairs, Pushing and pulling objects while walking forward, Running, Walking backwards, Kicking a ball, Jumping with 2 feet.

Physical Activity for Preschoolers

For pre-schoolers, physical activity is all about exploring new challenges and having fun with movement.

Skills to develop: Walking up the stairs, Running, Kicking a ball, Throwing a ball, Jumping off both feet, Balancing on 1 foot, Hopping on 1foot.

Physical Activity for Kindergarten-aged Children

For children aged 4-6, physical activity is all about energetic play that causes a child to sweat and breathe a little harder.

Skills to develop: Walking in a straight line, changing directions when running, Throwing and catching a ball, Climbing playground equipment, Hopping on 1 foot, Skipping.

Factors that Influence Children's Participation in Physical Activities

Readiness: Children must be physically, socially, mentally, and emotionally mature to enjoy physical activity. Children who are forced into physical activity too young may grow to dislike it as a result of bodily harm and other undesirable experiences. Therefore, every activity prescribed for children should suit their ages and abilities.

Time: Time must be allotted for children to engage in physical activity. Many educators and parents fail to allot time for children to engage in physical activities and this can affect their participation.

Instruction: It is significant to teach children how to use equipment and engage in physical activity. Many school children would not benefit very much from physical activity when they are not introduced to it. In most cases, some children are hesitant to engage in physical activity because they lack the necessary fundamental movement skills.

Facilities and equipment: Participation in physical activity depends on the availability of facilities and equipment. A play area is necessary for children to engage in physical activities.

Safety: One of the most crucial aspects of children's physical activity involvement is safety. Injury-causing behaviours include executing an activity while not ready, utilizing the incorrect equipment, failing to maintain facilities and equipment, organizing learning environments poorly, pairing children with varying degrees of maturity, and going unsupervised. To encourage children to engage in safe physical activities, it is crucial for teachers, parents, and guardians to take into consideration these safety issues.

Key Ideas

- Physical literacy involves having knowledge of or competence in movement skills in the area of physical activity.
- There are different physical activities for each stage of child development.
- Factors such as readiness, time, instruction, safety, facilities and equipment influences children's participation in physical activities.

Reflection

- Reflect on how the parents, teachers and the nation as a whole is creating opportunities for children to engage in physical activities.
- Are our physical environments conducive for children in their early years to engage in physical activities?

Discussion

- Explain any 2 ways to help children develop physical literacy.
- What are the differences in physical activities for infants, toddlers and pre-schoolers?

UNIT 3: QUALITY PHYSICAL ACTIVITY EXPERIENCES IN EARLY CHILDHOOD PROGRAMMES

This unit is designed to introduce learners to the importance of quality physical activity experiences during the early years. Upon successful completion of this unit, learners should be able to demonstrate knowledge and understanding of the principles and guidelines for involving children in physical activities. Learners will also know some of the benefits children gain as they engage in active play. As you read, take note of keywords that have not been explained and search for their meanings using the internet.

Learning outcome(s)

By the end of the unit, the learner will be able to:

- Outline the principles and guidelines for engaging children in physical activities.
- Define the term Active Play.
- Differentiate between Structured and Unstructured play.
- State the importance of Active Play for children

Content:

SESSION 1: PRINCIPLES AND GUIDELINES FOR ENGAGING CHILDREN IN PHYSICAL ACTIVITIES

The provision of quality movement or play experiences for children is one of the processes of preparing children for a successful school experience. These experiences are gained through the use of the developmentally appropriate practice in movement or play programmes. In this session, we will study the principles and guidelines for engaging young children in physical activities.

Learning outcomes

By the end of the session, the learner will be able to outline and explain the principles and guidelines for engaging children in physical activities.

Principles and Guidelines for Engaging Children in Physical Activities

The National Association for Sport and Physical Education (NASPE) and Council on Physical Education for Children (COPEC) have outlined the following Principles and Guidelines for young children.

1. *Three, Four, and Five-Year-Old Children Are Different from Elementary School-Age Children.* Activity should match the age and level of the children. There is a vast difference between capacity and interest of three-year-olds and those of six-year-olds.
2. *Young Children Learn through Interaction with Their Environment.* Early years children learn only through active play and active interaction with their environment. They do not

learn by watching someone else perform or by listening to directions – they learn by doing, experimenting, and experiencing.

3. *Teachers of Young Children are guides or facilitators.* The early childhood educator best serves pre-schoolers by becoming a facilitator of learning. Support the child's play by providing adequate time and appropriate equipment and materials to challenge the child.
4. *Young Children Learn and Develop in an Integrated Fashion.* The movement or physical activity must be an integral part of every special activity. Movement must be an integral part of all learning all day.
5. *Planned Movement Experiences Enhances Play Experiences.* The movement programme for young children with young children must be designed to meet their needs and be responsive to their interests.

SESSION 2: ACTIVE PLAY

Physical activity is vital for a child's development and lays the foundation for a healthy and active life. And when it comes to children, the best form of physical activity is play. It is good for children to participate in both structured and unstructured play. In this session, we will study what is considered as an active play. We will also look at the definitions of structured and unstructured play for young children.

Learning outcomes

By the end of the session, the learner will be able to:

1. Define the terms 'play' and 'active play'.
2. Differentiate between structured and unstructured play
3. State the various characteristics of play.
4. Explain the importance of active play for children.

Definition of Play and Active Play

Play is the act of engaging in something for pure enjoyment. Play is an elusive concept, and it is an essential part of life, not just childhood. Active play is essentially physical activity with spontaneous and occasional bursts of high energy.

Types of Play

Play can either be structured or unstructured in nature.

1. **Structured play** is usually an organized form of play and it may involve rules, time limits and special equipment. Structured physical activity is planned, directed, and has an instructional purpose. The purpose may be to develop gross motor skills, develop health-related physical fitness, or improve object control skills. Structured physical activity is specifically designed for the child's developmental level in mind and can ensure that

children are learning fundamental skills essential for Activities of Daily Living (ADL) such as coordination, stability, and spatial awareness.

2. **Unstructured play** is less restricted and often made up on the spot by those playing. Unstructured physical activity is self-directed and allows children to explore their environment without restraint. Giving children time to engage in unstructured physical activity enhances creativity, self-expression, and cooperation. It can include such things as playing alone or with friends and family, imaginative play, going for a walk, dancing to music at home, or playing on the field.

Characteristics of Play

The following are some of the characteristics of play:

- It is pleasurable and enjoyable
- It has no extrinsic goals
- It is spontaneous and voluntary
- It requires active movement
- It is imaginative

Importance of Active Play

Active play is important for your child's health, growth and development. Regular activity and play have many benefits for children. These include:

- It helps in building strong hearts, muscles, and bones
- Fostering social interaction skills, teamwork, and collaboration.
- It helps in developing movement and coordination.
- It helps in improving thinking skills.
- Play builds self-esteem and confidence.
- Play develops problem-solving skills.
- Play encourages new vocabulary usage.
- Play teaches children to be independent.
- Play allows children to release their emotions.

Key Ideas

- Early childhood teachers need to follow the recommended principles and guidelines when engaging children in physical activities.
- Play is the act of engaging in something for pure enjoyment.
- Active play has a lot of benefits that contributes to a child's health, growth and development.

Reflection

- Reflect on your early childhood days and list the different physical activities you engaged yourself in.
- Are there some of the physical activities you engaged in that children are also currently engaging in?

Discussion

- Explain any 2 guidelines for engaging children in physical activities.
- What is the difference between structured and unstructured play?

UNIT 4: NEURO-DEVELOPMENTALLY APPROPRIATE PRACTICES

The focus of this unit continues to be the need for movement and play programmes for young children with and without disabilities to focus on the needs and interests of the children, not the needs and interests of the adults. This unit is designed to introduce learners to what is recognised as developmentally appropriate practices when it comes to children. Upon successful completion of this unit, learners should be able to demonstrate knowledge and understanding of the principles and guidelines for handling children in early year's classroom. Learners will also be exposed to physical activities that are neuro-developmentally appropriate. A session in this unit will require self-directed learning. You will be asked to use the internet to search for information on some selected topics.

Learning outcome(s)

By the end of the unit, the learner will be able to:

- Define the term “developmentally appropriate practice”.
- Outline the recommended guidelines for developmentally appropriate practice.
- List a number of neuro-developmentally appropriate activities for children.

Content:

SESSION 1: DEVELOPMENTALLY APPROPRIATE PRACTICE

The core of the professional responsibilities of early childhood teachers is the responsibility to plan and implement intentional, developmentally appropriate learning experiences that promote the social and emotional development, physical development and health, cognitive development, and general learning competencies of children under your care. In this session, we will delve into what developmentally appropriate practice is and also discuss the recommended guidelines for these practices.

Learning outcomes

By the end of the session, the learner will be able to:

1. Define the terms “developmentally appropriate practice”
2. Outline the guidelines and recommendations for developmentally appropriate practice.

Developmentally Appropriate Practice

National Association for the Education of Young Children (NAEYC, 2020) defines “developmentally appropriate practice” as methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.

Guidelines and Recommendations for Developmentally Appropriate Practice

NAEYC's guidelines and recommendations for developmentally appropriate practice are based on the following nine principles and their implications for early childhood education professional practice.

1. Development and learning are dynamic processes that reflect the complex interplay between a child's biological characteristics and the environment, each shaping the other as well as future patterns of growth.
2. All domains of child development—physical development, cognitive development, social and emotional development, and linguistic development (including bilingual or multilingual development), as well as approaches to learning—are important; each domain both supports and is supported by the others.
3. Play promotes joyful learning that fosters self-regulation, language, cognitive and social competencies as well as content knowledge across disciplines. Play is essential for all children, birth through age 8.
4. Although general progressions of development and learning can be identified, variations due to cultural contexts, experiences, and individual differences must also be considered.
5. Children are active learners from birth, constantly taking in and organizing information to create meaning through their relationships, their interactions with their environment, and their overall experiences.
6. Children's motivation to learn is increased when their learning environment fosters their sense of belonging, purpose, and agency. Curricula and teaching methods build on each child's assets by connecting their experiences in the school or learning environment to their home and community settings.
7. Children learn in an integrated fashion that cuts across academic disciplines or subject areas. Because the foundations of subject area knowledge are established in early childhood, educators need subject-area knowledge, an understanding of the learning progressions within each subject area, and pedagogical knowledge about teaching each subject area's content effectively.
8. Development and learning advance when children are challenged to achieve at a level just beyond their current mastery and when they have many opportunities to reflect on and practice newly acquired skills.
9. Used responsibly and intentionally, technology and interactive media can be valuable tools for supporting children's development and learning.

SESSION 2: NEURO-DEVELOPMENTALLY APPROPRIATE PRACTICE

Physical activities that children are engaged in must be done within the broader framework of developmentally appropriate practice. If the movement activities are appropriate, most children will be drawn to them and will want to participate. If the movement activities are inappropriate, children will choose not to participate, will act out if made to participate, or will lose interest quickly. In this session, the learner will be required to do self-directed learning.

Learning outcomes

By the end of the session, the learner will be able to:

1. Use the internet to search for terms related to neuro-developmentally appropriate practice.
2. List various physical activities that are neuro-developmentally appropriate practice.

Learner's Self-Directed Learning Task

Read about the following terms that can be developed through developmentally appropriate activities and list at least 3 physical activities that can develop them:

1. Equilibrium
2. Sensory discrimination
3. Sensory motor function
4. Locomotor and non-locomotor competency
5. Cross-lateral integration
6. Object-control skills
7. Fitness

Key Ideas

- Developmentally appropriate practices are methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning.
- Developmentally appropriate practice has implications for early childhood education professional practice.
- Selecting appropriate physical activities for early childhood class is a developmentally appropriate practice because it will lead to proper physical development of the child.

Reflection

- Do you think it is important that early childhood teachers become cautious of providing developmentally appropriate physical activities for child?
- Are there some physical activities that children are currently engaging in that are not developmentally appropriate?

Discussion

- What is a developmentally appropriate practice?
- State any 2 guidelines and recommendations for developmentally appropriate practice.

UNIT 5: INDOOR AND OUTDOOR PHYSICAL ACTIVITY CENTRES

Physical activity is vital for a child's development and lays the foundation for a healthy and active life. And when it comes to children, the best form of physical activity is play. Indoor and outdoor active play experiences are important for a child's development and should always be supervised by a facilitator. This unit is designed to introduce learners to activities that can be organised at both indoor and out-door active learning centres.

Learning outcome(s)

By the end of the unit, the learner will be able to:

- List and describe indoor and outdoor physical activities for children.
- Explain the benefit of indoor and outdoor physical activities for children.
- Outline the safety precautions that must be followed in organising physical activities for children.

Content:

SESSION 1: INDOOR AND OUTDOOR PHYSICAL ACTIVITY LEARNING CENTRES

Children nowadays spend most of their time playing games on phones and watching cartoons and videos on the internet. They hardly go out to play games. Early childhood educators must be looking for ways to get children play actively both indoors and outside the classrooms. In this session, we will look at various physical activities that children in early years can do both indoors and outdoors.

Learning outcomes

By the end of the session, the learner will be able to:

1. State materials and equipment for indoor and outdoor active learning centres.
2. Describe different indoor and outdoor physical activities for early childhood.

Creating an indoor active learning centre

The indoor active learning centre provides a wide range of opportunity for children to explore and move. The following materials and equipment enhance the learning environment and encourage active exploration and active experiences in movement and play;

- Mats of different types and densities, including “crash-type” mats
- Large foam for children to roll on, jump on and climb in, around, over, and through.
- Large empty boxes.
- Large balls for catching.
- A wild variety of small balls and beanbags to throw.
- Tricycles and child-sized safety helmet
- Wagons and wheelbarrow
- Sheets and blankets
- Net and ropes for climbing

- Tug of war rope and shorter ropes for pulling and jumping over
- Cones and skittles
- Paper and markers to identify play area
- Ribbons
- First aid kits

Indoor Physical Activities for Toddlers

Children of this age are too young to be left alone and will require adult assistance. Keeping this in mind, here are some physical activities for children.

- **The Animal Kingdom:** This game is quite fun and children are made to act like animals of the jungle. Ask your children to hop like a frog or walk like a penguin. Imitating the movements of different animals will develop his physical strength and he or she will even learn something about the animals they imitates.
- **Over and Under:** For this activity, you need to lie on the ground. Elevate your hips so that you form a bridge with your body. Ask your child to crawl from under the bridge. Get in the plank position then and ask your child to jump over. Not only is this a fun activity for your child, but you can consider this to be a small workout for yourself.
- **Keep the Balloon Up:** This activity can prove to be a lot of fun for your child but you must make sure that your child tries this activity in an open space or in a room where there are no harmful toys or glass objects. For this activity, blow some balloons and then ask your child to keep the balloons floating up in the air and they should not touch the ground. If you want to make it more fun, you can turn it into a competition.
- **Freeze Dance:** Play some music, your child's favourite music and let your child dance his heart out. Pause the music every once in a while, and your child to freeze when the music stops. He should freeze in whatever position he happens to be in.
- **Balance Beam:** For this activity, all you will need is masking tape. Roll out the tape on the floor such that you form a line, and then ask your child to walk only on that line. You can even stick the tape in a zigzag to make it more fun for your child. This activity will help improve the balance of your child.

Outdoor Activities for Toddlers

- **Hot Potato:** This is the game your child can play with his friends. Ask the children to stand in a circle – one child should stand in the centre of the circle holding a ball. The ball is the “hot potato”, and the circle is the “oven.” The child has to try and get out of the circle while pushing the ball around with his feet. The rest of the children have to try and stop the child from getting the ball out, and they too are only allowed to use their feet. Pick a different child for the next round.

- **Hula Hooping:** One of the best outdoor physical activities for pre-schoolers is hula hooping. Place some different coloured hula hoops on the ground randomly. Then allow the children to gather around to follow instructions such as “hop into the green hoops in groups of four.”
- **Treasure Hunt:** You will need a small treasure box decorated by the children and collect some inexpensive treasures like a few beaded necklaces and small rings, play money and perhaps some candy. Hide the treasure box somewhere in the yard then make some instructions or clues to help the children find the treasure. The clues or instructions should also be spread about and simple enough for the children to understand like “Go to the place where the flowers grow” or “Take ten steps to the right from the benches.” Children will definitely enjoy the activity ‘Treasure Hunt’ and even thank you for introducing this activity to you.
- **Outside Animals:** Ask the children to stand in a line in the garden facing the direction they will be running in. Draw a line at some distance – it will be the finish line. The children will need to go to the finish line the same way a particular animal would. If you call out “Penguin!” then they will have to race by walking like penguins to the finish line.
- **Blind Trust:** This activity will help children to pay attention to and follow instructions. Set up a simple obstacle course like a few hula hoops, cones, skipping ropes and a few small boxes. Give them a ball, blindfold them and then guide him or her around the obstacle course with verbal directions.

Indoor Activities for Children (Ages 5 to 8)

- **Headstands:** A great way to harness your child’s energy into one thing is through gymnastic activities. Handstands can be tricky, but fun to do. Place a pillow in a corner against the wall and help your child learn to do a handstand. Always supervise as you do not want your little one to get hurt.
- **Musical Chairs:** This game is a lot of fun and is loved by all. Set up a bunch of chairs and ask children to run around them while the music is being played. When the music stops, the children should sit down on the chair near them. Whoever is left without a chair will be out of the game. This means you will need to have one chair less than the number of children playing, so be ready to shuffle those chairs about.
- **Jumping Rope:** Get a skipping rope for your child and have some fun. You can teach your child how to skip the normal way, backwards and even have him jump rope while singing some rhymes.
- **Duck, Duck, Goose!:** Make the children sit in a circle and have one of them be the “goose” while the rest will play “ducks”. The child will then have to walk around the circle tapping everyone on the shoulder and saying “duck”. The goose should randomly

tap someone and say “goose”. The child who got called a goose will have to then chase the other around before he sits in the empty spot.

- **Counters ball:** This intriguing game of football played with bottle tops and deodorant balls is a childhood game.

Indoor Activities for Children (Ages 5 to 8)

- **Hiking:** Not only does hiking work out the muscles but it also builds endurance in your children. Hiking is a way to also show your child the outdoors and drift their attention from screens. It is one of the best ways to get your child to interact with nature.
- **Swimming:** Swimming is one of the best exercises for those who are not able to cope well with too much stress on their muscles. The water soothes the muscles and also provides an element of fun in the midst of this incredible workout. It is a very good physical activity for children.
- **Chaskele:** With pieces of sticks, empty milk tin and a tyre or empty container, the game begins. One player tries to throw the empty milk tin into a car tyre on the floor. And it is up to the defender to prevent the ‘ball’ or the empty milk tin from entering the goal post (which is usually an old car tyre or an empty bin).
- **Pilolo:** Similar to hide and seek, only this time around you are seeking for a piece of stick. The one who finds the shortest piece is out of the game.
- **Walk the Dog:** Dogs are the best companions for children as they are loving, playful and, if well trained, obedient. Your child will have a great time playing with the dog, especially if they are an only child. Getting your child involved in exercising the dog will help him get more exercise, while also teaching him how to be responsible for another living creature.

Key Ideas

- Indoor active learning centre provides a wide range of opportunity for children to explore and move.
- There are a lot of indoor activities specifically for each age category in early childhood education.
- There are a lot of outdoor activities specifically for each age category in early childhood education.

Reflection

- What indoor game or physical activity do you remember you engaged in as a child?
- Did you ever play outdoors? What games or physical activity do you remember you engaged in outside the house or school as a child?

Discussion

- State three materials and equipment that can enhance indoor physical activities.
- Describe two indoor and outdoor activities that toddlers can be engaged in.

SESSION 2: BENEFITS OF INDOOR AND OUTDOOR PHYSICAL ACTIVITIES

A significant number of children do not meet the daily physical activity requirements that will facilitate their growth and development. However there are a lot of benefits that children gain from participating in indoor and outdoor activities. In this session, we will look at the benefits of indoors and outdoors activities to children. Issues of safety will also be tackled in this session.

Learning outcomes

By the end of the session, the learner will be able to:

1. Explain the benefits of indoor and outdoor activities for children.
2. Outline the safety precautions for indoor and outdoor activities for children.

Benefits of Indoor Physical Activities for Children

Some of the benefits of indoor activities are as follows:

- **Helps provide new experiences to children:** Children get new experiences during indoor play activities. Whether there are ball pools or trampolines or sand pits, there is something that children will learn from it. Activities like pretend play and role-playing provides them with new experiences of handling different situations. These experiences help build their social skills. Children also become more confident individuals. They become open to experimenting with new play surroundings.
- **Encourages creative thinking:** Indoor activities for children encourage creative thinking. Role play theme parks provide ample indoor activities for children. Children can engage in different role plays individually or in groups. When children impersonate a character like a doctor or an astronaut, they automatically tend to think like that person. This creative thinking is the biggest advantage of indoor activities for children.
- **It provides a safe, pollution free environment to your children:** Young children cannot be left unattended at any time. Indulging in outdoor activities means enrolling in sports and physical classes. This does not leave any time for free play as children like to watch television at home. Encouraging indoor activities for children means that you meaningfully engage them. Indoor activities for children also reduce screen time and helps in building independent thought process.
- **It is weather-proof:** Whichever part of the country you live in, there are chances that there will be a time when children will not be able to go out. Sometimes it is too hot or too cold for the children to go out. At this time, indoor activities for children are the best thing to do. The best part about indoor activities for children is that it is weather-proof. If you start encouraging new indoor activities for children, you can sustain those irrespective of the weather outside.

- **It keeps children active:** Play areas and theme parks keep children active and healthy. This kind of indoor activities for children involve a lot of physical movement. Children may feel bored at home if you do not encourage indoor activities. These can be done at home or outside.
- It helps in developing conversational and communication skills.
- It improves problem-solving and logical thinking ability among children.
- It helps children relate to the situations and the world around them

Benefits of Outdoor Physical Activities for Children

- **It gives children an opportunity to learn new things:** Playing outdoor games can be a brilliant way to enhance learning abilities in children. They may learn important life lessons and skills; develop a problem-solving attitude, get to explore nature, acquire new information and an elementary understanding of science. Moreover, when children learn outside, they think of learning as an on-going and fun activity not as boring activity which is something they should do in the classroom.
- **It can enhance the physical development of children:** Outdoor play keeps children active and can boost their physical stamina and fitness. Playing outdoor games can also strengthen their muscles and bones, build immunity, and lower the risk of many diseases like diabetes, heart problems, and obesity. Being in the fresh air and sunshine can naturally provide them with Vitamin D. Being exposed to electronic gadgets for longer duration can impair the vision of children. But outdoor play can improve their eyesight.
- **It boosts their creativity:** Indulging in outdoor games can make children more creative and boost their imagination skills. Being in the open and surrounded by plants and trees, and other objects can stimulate a child's imagination power and tap into their creativity.
- **It enables children to acquire social skills:** Children who spend time outdoors and play games with each other tend to interact effectively with other children in contrast to children who remain indoors and are isolated and withdrawn. If your child spends more time indoors and lives within a shell of his own, you should urge him to go out and play with other children. When children make new friends, take turns to play without adult supervision, or simply talk to each other, they acquire and improve their social and communication skills without realising. And this skill can help them in the future.
- **It helps children to develop positive attitude:** Children who play outdoors tend to develop a positive attitude towards life and have a calmer and happier disposition. Also, outdoor play provides a great opportunity to channelize their energy in a meaningful way.
- **It promotes personality development in children:** Outdoor play aid in the personality development of children. They learn to be independent and self-reliant. They learn to deal with emergency situations, setbacks, etc. This instils confidence in them and equips them to

tackle life situations later on. Outdoor play also helps them develop qualities like discipline, sportsmanship, and leadership – all of which are useful later in life.

- **It helps improve the attention span in children:** Playing outdoor games can also improve attention span in children. By playing outdoor games, the child's concentration, observational and reasoning skills will improve. Children with ADHD (attention deficit hyperactivity disorder) can also benefit from outdoor play – it can improve their attention spans too.
- **It strengthens their motor skills:** Engaging in outdoor games can help children develop their gross and fine motor skills. They achieve better agility, coordination, flexibility, power, speed, and balance by playing outdoor games.
- **It makes them lead a healthier lifestyle:** Children who productively involve in outdoor games are more likely to lead a well-balanced and healthy lifestyle later in their adulthood. They have good decision-making abilities. They learn to challenge themselves and push their limitations thus becoming better at risk assessment.

Safety Precautions during Physical Activities for children

Safety awareness, practised by the teacher, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming. The following safety precautions must be carefully followed in organising physical activities for children:

- **Seek permission from Child's parent or guardian:** A signed parent/guardian acknowledgement/permission form must be received from each participant. Parents/guardians must also be made aware of safety precautions related to environmental factors. Consideration must also be given to informing parents of activities which take students off the immediate school property, where transportation is not required.
- **Teachers must establish routines:** Establish rules of acceptable behaviour and appropriate duties of students at the beginning of the year and reinforce throughout the year. Teachers must sanction students for unsafe play or unacceptable behaviour, and must exercise that responsibility at all times.
- **Teachers or facilitators must make provision for first-aid:** An emergency action plan to deal with accidents in physical activity lessons must be developed and implemented. A fully-stocked first aid kit must be readily accessible to the gymnasium or play area. When activities are offered off school property, an appropriate and portable first aid kit must be readily accessible.
- **To provide a safe environment for class activities:** The teacher must make a pre-activity check of the equipment to be used. Hazards must be identified and removed or isolated as a factor in the activity. Potentially dangerous and immovable objects (e.g., goalposts, protruding stage) must be brought to the attention of students and administration.

- Class activity must be modified according to the age and ability levels of students and the facility available.
- Teachers must be encouraged to stay current with respect to safe exercise techniques.
- All class sessions must include appropriate warm-ups and cool-downs.
- Games and activities must be based on skills that have been taught.
- Children should wear appropriate footwear.
- Make sure you use safe and age appropriate equipment. All equipment should be checked regularly for wear and tear.
- Children should be encouraged to drink plenty of water when they are being active or playing outdoors.

Key Ideas

- Children in early childhood education must be exposed to indoor physical activities because of it numerous benefits.
- Children in early childhood education must be exposed to outdoor physical activities because of it numerous benefits.
- Early childhood educators need to consider all the safety precautions when engaging children in both indoor and outdoor physical activities.

Reflection

- What benefits do you remember gaining from playing indoors as a child?
- What benefits do you remember gaining from playing outdoors as a child?

Discussion

- Explain two benefits children gain from indoor and outdoor activities.
- State three safety precaution to be considered when engaging children in indoor and outdoor physical activities.

UNIT 6: MUSIC AND MOVEMENT

This unit is designed to introduce learners to the role music plays in movement activities for children. After going through this unit, learners are expected to demonstrate knowledge and understanding of how music enhances physical activity participation among children. As you read, take note of keywords that have not been explained and search for their meanings using the internet.

Learning outcome(s)

By the end of the unit, the learner will be able to:

- Explain the benefits of integrating music in movement activities.
- Describe how young children learn other things when they are exposed to various movement activities with music.
- List songs with movement patterns for children in early childhood education.

Content:

SESSION 1: INTEGRATING MUSIC AND MOVEMENT ACTIVITIES

Music is a powerful tool in the performance of physical activities. Early childhood educators must look for ways to get music incorporated in the physical activity classes for children. In this session, we will study the benefits of adding music to physical activities.

Learning outcomes

By the end of the session, the learner will be able to:

1. Describe how young children learn other things when they are exposed to various movement activities with music.
2. Explain the benefits of integrating music in movement activities.
3. Mention songs with movement patterns for children in early childhood education.

Things Children Learn through Music

The attention span of children is short and therefore other means of sustaining their interest during physical activities has to be employed.

- Children naturally enjoy music and will begin reacting to it even at an early stage.
- When children take part in music and movement activities, they are able to have fun by creating their own movement patterns.
- The use of “Jama songs” in Ghana brings about joy and happiness for both children and adults.

Early childhood educators needs to give children opportunities to verbalize and to visualize musical and play-related activities, such as

- chanting,
- imitating sounds
- rocking
- patting
- touching and

- moving.

Benefits of Integrating Music and Movement Activities

Some of the benefits include:

- Development of fundamental movement skills.
- Expression of emotions.
- Improvement in listening and speaking skills.
- Sustains the interest of children during physical activities.
- Improves balance, flexibility and coordination.
- Promotes group learning, team work, social skills and cooperation amongst children.
- Children develop creativity in movement patterns and song composition.
- Serves as a form of fun making, enjoyment and recreation.
- Enhances mental alertness, sensory-motor development and the overall cognitive domain of children.
- Enhance self-concept by sharing music and dance of each other's culture.
- Awareness of movement and body positions.
- Creativity and imagination.
- Learn new movement patterns, rhythmic dance, words and concepts.

Songs with movement patterns for children

There are numerous physical activities incorporated with songs for children. Some of these songs are commonly referred to as action songs. Examples of these songs that involve physical movements commonly used in Ghana include the following:

1. A lion
2. My head, my shoulders, my knees and toes...
3. Hot cross buns
4. Sansa kroma
5. Bambabaliika
6. Kye kye kule
7. Antoakyire
8.among others.

SESSION 2: MUSIC AND MOVEMENT ACTIVITIES IN EARLY CHILDHOOD EDUCATION

Learning outcomes

By the end of the session, the learner will be able to:

1. Use the internet to search for songs with movement patterns (action songs) that are appropriate for early childhood class.

Learner's Self-Directed Learning Task

Your task for this session is as follows:

- Learners should identify and describe **four (4)** physical activities with songs appropriate for the follow stages:

- Infants
- Toddlers
- Pre-schoolers and
- Kindergarten.

Key Ideas

- Music is a powerful tool in the performance of physical activities.
- Music sustains children's interest during physical.
- There are a lot of benefits children gain when engaged in physical activities with music.
- There are numerous physical activities incorporated with songs for children.

Reflection

- Do you remember any song with physical movement or actions?
- Do you remember how the movement is done?
- How do you feel remembering and performing these action songs?

Discussion

- Explain three benefits of integrating music with movement.
- List five local songs with movement pattern (action songs) in Ghana.

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