

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ECHD 303: Physical Activity Indoors and Out

Created By: Maureen Maiocco, Ed.D.

**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCE DEPARTMENT – EARLY CHILDHOOD
FALL 2018**

- A. **TITLE:** Physical Activity Indoors and Out
- B. **COURSE NUMBER:** ECHD 303
- C. **CREDIT HOURS:** 3 lecture hours per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **COURSE DESCRIPTION:**

This course examines the importance of physical activity for the developing child. Students will research the value of such active play experiences, and the effect physical engagement has on learning, and health. Students will explore ways to incorporate movement activities into classroom schedules and lessons to best meet the needs of the young child. The outdoor space, viewed as an extension of the classroom, will be studied. Students will create and engage in movement activities throughout the course.

H. **PRE-REQUISITES/CO-REQUISITES:**

- a. Pre-requisite(s): ENGL 101; ECHD 101; PSYC 101 or permission of instructor
- b. Co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**

By the end of this course, the student will be able to

<i>Student Learning Outcomes [SLO]</i>	<i>PLO</i>	<i>GER</i>	<i>ISLO</i>
a. Explain how integrating daily movement and physical activities in the early childhood classroom impacts a child's health, wellness, and development.	[3] Develop curriculum activities and create learning environments that support the development of children from infancy to age 5.	N/A	2-Critical Thinking [CA] Critical Analysis
b. Create appropriate movement experiences and physical activities for children, ranging from infancy to age 5.	[3] Develop curriculum activities and create learning environments that support the development of children from infancy to age 5.		1-Communication [W] Written
c. Develop and design an outdoor curriculum that offers a balance of nature exploration and physical engagement.	[4] Apply skills of program and curriculum planning for inclusive early childhood settings with a focus on children from infancy to age 5.		2-Critical Thinking [PS] Problem-Solving
d. Explain the role of the early childhood educator in promoting physical movement, exercises, and activities in early childhood programs.	[5] Apply leadership knowledge and skills in early care and education settings for promoting high quality standards of excellence for teachers, families, and children.		5-Industry Professional Skills
e. Determine and design adequate and functional spaces for exploration, movement experiences, and, physical development activities for indoor and outdoor environments.	[3] Develop curriculum activities and create learning environments that support the development of children from infancy to age 5.		2-Critical Thinking [PS] Problem-Solving

J. APPLIED LEARNING COMPONENT: Yes

- Classroom/Lab

K. TEXTS:

Rivkin, M.S. (2014). *The great outdoors: Advocating for natural spaces for young children*. Washington, DC: NAEYC.

Sanders, S.W. (2002). *Active for life: Developmentally appropriate movement programs for young children*. Washington, DC: NAEYC.

L. REFERENCES:

Carlson, F.M. (2011). *Big body play: Why boisterous, vigorous, and very physical play is essential to children's development and learning*. Washington, DC: NAEYC.

Nelson, E. (2012). *Cultivating outdoor classrooms: Designing and implementing child-centered learning environments*. St. Paul, MN: Redleaf Press

Pica, R. (2013). *Experiences in music and movement birth to age eight*. Boston, MA: Cengage.

M. EQUIPMENT: University Supplied Equipment

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS

- Exams
- Quizzes
- Papers
- Projects
- Presentation
- Participation

P. DETAILED COURSE OUTLINE:

- I. Movement and Development
 - A. Infant: Physical, Social-Emotional, Cognitive
 - B. Toddler: Physical, Social-Emotional, Cognitive
 - C. Preschool: Physical, Social-Emotional, Cognitive

- II. Play Experiences and Outcomes
 - A. Health and Wellness
 - B. Peer Relationships
 - C. Self-Control
 - D. Self-Confidence
 - E. Brain Development
 - F. Problem-Solving
 - G. Creative and Critical Thinking

- III. The Early Childhood Educator's Role
 - A. Model

- B. Scheduling
 - C. Opportunities
 - D. Purposeful Planning
 - E. Establishing Rules for Running and Relaxation
- IV. Considerations
- A. Limited Physical Ed. Personnel in Child Care Programs
 - B. Limited Space: Classroom
 - C. Structured, Regimented Curriculum
 - D. Lack of Training
- V. Outdoor Spaces
- A. Design and Space
 - B. Safety and Supervision
 - C. Materials and Equipment
 - Climbing Structures
 - Balance Beams
 - Tunnels
 - Platforms
 - Swings
 - Sand
 - Riding Toys
 - Slides
 - D. Outdoor Learning Spaces
 - Garden
 - Creative Art
 - Storybook Nook
 - Nature
 - Science and Discovery
 - Exploration
 - Freedom
- VI. Physical Activities
- A. Space Considerations
 - B. Group Size
 - C. Equipment
 - D. Props
 - E. Attire
- VII. Music and Movement
- A. Creative Expression
 - B. Attention Span
 - C. Memory
 - D. Repetition
 - E. Rhythm
 - F. Language Skills
 - G. Transitions
- VIII. Physical Skill Development
- A. Locomotor
 - B. No-Locomotor

- C. Large/Gross Motor
- D. Small/Fine Motor
- E. Spatial Awareness
- F. Temporal Awareness
- G. Perceptual Motor
- H. Eye-Hand Coordination

- IX. Evaluation
 - A. Indoor Physical Development Opportunities
 - B. Outdoor Learning and Active Engagement
 - C. Physical Development Assessment

MM August 2018