

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



MASTER SYLLABUS

ECHD 303: Physical Activity Indoors and Out

CIP Code: 13.1210

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
SOCIAL SCIENCE DEPARTMENT
Spring 2026**

- 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:**

<u>Student Learning Outcomes [SLO]</u>	<u>PLO</u>	<u>ISLO</u>
<u>PLO 3:</u> Apply skills of curriculum and program planning for inclusive early childhood settings that support the development of children from infancy to age 5.		
a. Explain how integrating daily movement and physical activities in the early childhood classroom impacts a child's health, wellness, and development.	PLO 3	5 Industry, Professional, Discipline-Specific
b. Create appropriate movement experiences and physical activities for children, ranging from infancy to age 5.	PLO 3	5 Industry, Professional, Discipline-Specific
c. Develop and design an outdoor curriculum that offers a balance of nature exploration and physical engagement.	PLO 3	5 Industry, Professional, Discipline-Specific
d. Explain the role of the early childhood educator in promoting physical movement, exercises, and activities in early childhood programs.	PLO 3	5 Industry, Professional, Discipline-Specific
e. Determine and design adequate and functional spaces for exploration, movement experiences, and, physical development activities for indoor and outdoor environments.	PLO 3	5 Industry, Professional, Discipline-Specific

J. APPLIED LEARNING COMPONENT: Yes
Classroom/Lab

K. TEXTS: To be determined by instructor

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.

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.

M. EQUIPMENT: University Supplied Equipment / Learning Management System

N. GRADING METHOD: A-F

O. SUGGESTED 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

A. 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

02-23-2025