



## Alabama's Standards *for* Early Learning and Development

SECTION

4

# Physical Development and Health



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ALABAMA DEPARTMENT OF  
Early Childhood  
Education

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# PHYSICAL DEVELOPMENT AND HEALTH (PDH)

## Growing Strong, Healthy and Resilient



### *Did you know?*

**Young children are able to focus and pay better attention during and after physical activity.**

Provide tummy time for babies to help them build strength through movement. Schedule both structured and unstructured play activities for toddlers and preschoolers that allow them to engage in light, moderate and vigorous levels of movement. Structured activities like organized games or tumbling and jumping, as well as providing opportunities for children to experience short bursts of activity throughout the day promote brain development and bone health. Include both indoor and out door play every day.

Add it up! Young children should be active for about 3 hours each day.

Physical or motor development occurs in all areas of learning. Motor skills support children in fully exploring their environment and interacting with people and things. Research shows children's physical skills also impact children's learning and school readiness. As children demonstrate balance, coordination and strength, they are showing that they have the necessary skills to do things such as sit still and pay attention, balance in a chair, hold a pencil or track their eyes on a line.

Gross Motor skills, sometimes called large muscle skills, refer to moving the whole body and the larger muscles of the body, such as those in the arms, legs, and core. Infants' physical development involves gaining control of the head, neck and torso to help them sit, creep, crawl, and stand properly. As they mature into toddlers, they develop the strength and coordination to walk, throw, and stretch. Preschoolers gain even greater control over their body, contributing to their increasing confidence and their ability to engage in social play.

Fine Motor skills, or small muscle skills, involve the use of small muscles such as those in the wrist and hand. Children use their eyes, mouth, hands and feet to learn to control and coordination of small, specialized motions such as picking up objects, fastening clothes, drawing and painting and completing puzzles or small block buildings.

### **PDH 1 Motor Development**

PDH1a: Gross Motor Development

PDH1b: Fine Motor Development

### **PDH 2 Healthy Living**

PDH2a: Healthy Habits

PDH2b: Safety





## PDH 1: MOTOR DEVELOPMENT

**PDH1a: Gross Motor Development:** Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	<b>1aI-1</b> Demonstrate control and strength of basic body movements such as rolling, reaching and pulling up to standing	<b>1aYT-1</b> Show coordination and control of large muscle movements by throwing or kicking a large ball	<b>1aOT-1</b> Use strength and control of large muscles to throw a large ball or to climb on playground equipment
	<b>1aI-2</b> Show increasing stability in non-locomotor skills through reaching, stretching and turning over	<b>1aYT-2</b> Demonstrate non-locomotor body movements such as shaking, wiggling and turning	<b>1aOT-2</b> Participate in non-locomotor or activities that require stability such as swaying, stretching and twisting
	<b>1aI-3</b> Master beginning movement skills such as creeping, crawling, scooting	<b>1aYT-3</b> Show control of simple body movements and postures such as walking or climbing stairs with help	<b>1aOT-3</b> Demonstrate increasing control of more complex body movements and postures such as climbing, running, moving in/out/under objects
	<b>1aI-4</b> Show beginning body awareness by exploring new positions and movements	<b>1aYT-4</b> Show awareness of where their body is in relation to other objects and people in the environment	<b>1aOT-4</b> Demonstrate body and spatial awareness by negotiating and moving around objects and people
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> <li>• Pull self up from sitting to standing</li> <li>• Stand, holding onto a table and scoot around</li> <li>• Kick legs and wiggle arms</li> <li>• Stretch to pick up a toy that's out of reach</li> </ul>	<ul style="list-style-type: none"> <li>• Push a riding toy to make it go (no pedals)</li> <li>• Walk up stairs with support, placing one or both feet on step</li> <li>• Climb and use age appropriate playground equipment</li> <li>• Roll ball back and forth to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Move body parts to an action song, "shake my sillies out"</li> <li>• Throw and catch a large ball with some accuracy</li> <li>• Participate in simple exercises</li> <li>• Climb on sliding board ladders or playground equipment</li> <li>• Participate in a simple obstacle course that goes over, under and through</li> <li>• Crawl under a chair to reach for a toy</li> </ul>
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> <li>• Show joy when child tries a new task</li> <li>• Provide wedges or pillows or safe props for child to crawl and climb</li> <li>• Put toy or object just out of reach and encourage a child to reach for it</li> <li>• Exercise child's arms and legs, up and down, in and out</li> <li>• Smile and laugh when playing "so big"</li> </ul>	<ul style="list-style-type: none"> <li>• Provide riding toys</li> <li>• Roll ball back and forth to child</li> <li>• Create safe areas for climbing</li> <li>• Stabilize shelves and furniture to avoid tipping or falling</li> <li>• Provide push toys</li> <li>• Play "chase" and ask children to catch you</li> <li>• Create simple bowling games with empty milk cartons or plastic soda bottles and a soft ball</li> </ul>	<ul style="list-style-type: none"> <li>• Play movement games like "Hokey Pokey" or "If You're Happy and You Know It"</li> <li>• Play catch with large bouncing balls</li> <li>• Start out each morning with an exercise routine</li> <li>• Allow for outdoor play as weather permits</li> <li>• Create obstacle courses or relays that ask children to climb over, crawl through or jump around objects</li> </ul>

**PDH 1: MOTOR DEVELOPMENT**

**PDH1a: Gross Motor Development:** Children will demonstrate increasing body awareness, control, strength and coordination of large muscles.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p><b>1aYP-1</b> Use arms and legs in a coordinated manner to jump, pedal a bike, bounce a ball</p> <p><b>1aYP-2</b> Gain increasing stability through practicing movements such as balancing, bending, shaking, flexing, and turning</p> <p><b>1aYP-3</b> Gain control of simple traveling skills such as galloping, running or hopping</p> <p><b>1aYP-4</b> Understand the position or orientation of their bodies to other objects and people</p>	<p><b>1aOP-1</b> Coordinate movements with accuracy such as throwing, catching or kicking a ball</p> <p><b>1aOP-2</b> Demonstrate stability in body movements by walking on balance beam, twisting and turning, curling and stretching</p> <p><b>1aOP-3</b> Show increasing levels of proficiency in traveling or movement skills: walking, climbing, running, jumping, hopping, skipping, marching, and galloping</p> <p><b>1aOP-4</b> Move with an awareness of personal space</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> <li>• Participate in relays that include running, hopping, flying</li> <li>• Bounce a large ball back and forth to another</li> <li>• Balance on a balance beam</li> <li>• Dance with a partner</li> <li>• Participate in simple exercises like knee bends or sit-ups</li> <li>• Pedal a bicycle</li> </ul>	<ul style="list-style-type: none"> <li>• Hop on one foot</li> <li>• Gallop and skip</li> <li>• Move through an obstacle course</li> <li>• Participate in action songs like the "Freeze" or "Hokey Pokey"</li> <li>• Climb the ladder of a sliding board with ease</li> <li>• Play catch with accuracy using a large ball</li> <li>• Ride bike</li> <li>• Pump legs while swinging</li> </ul>
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> <li>• Play Red Rover or other movement games</li> <li>• Provide different kinds of balls such as large bouncing balls, nerf balls, soccer balls, etc.</li> <li>• Play music that encourages fast and slow movements or dancing</li> <li>• Provide riding toys with pedals</li> <li>• Ask children to jump to the table or hop to the carpet</li> </ul>	<ul style="list-style-type: none"> <li>• Have a marching band</li> <li>• Play count and move games that ask children to make a specific number of hops, jumps, etc.</li> <li>• Help children practice pumping to swing independently</li> <li>• Put out mats for tumbling</li> <li>• Play kick ball with children</li> <li>• Add more complex movements to relay races such as walk backward, gallop or skip</li> </ul>



## PDH 1: MOTOR DEVELOPMENT

**PDH1b: Fine Motor Development:** Children will demonstrate increasing strength, control and coordination of their small muscles.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	<b>1bI-1</b> Examine objects and transfer them from one hand to another	<b>1bYT-1</b> Use eye-hand coordination to manipulate objects, feed self, or fill containers	<b>1bOT-1</b> Show moderate control of hand-eye coordination by stringing large beads, putting together simple puzzles or using simple shape sorters
	<b>1bI-1</b> Grasp object using the whole hand	<b>1bYT-2</b> Pick up small objects with index finger and thumb	<b>1bOT-2</b> Use tools that require finger and hand control such as a large paintbrush or shovel
	<b>1bI-1</b> Use hand to pat or shake objects	<b>1bYT-3</b> Stack 2-3 blocks or objects	<b>1bOT-3</b> Stack small blocks or put large pegs in pegboard
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> <li>• Hold bottle</li> <li>• Put spoon to mouth</li> <li>• Move objects from one hand to another</li> <li>• Pick up cracker or cheerio with fingers</li> <li>• Put small objects into a bigger box or container</li> <li>• Hold 2 objects in one hand</li> </ul>	<ul style="list-style-type: none"> <li>• Put together 3-4 piece puzzles with knobs</li> <li>• Turn pages of a book with help</li> <li>• Build a 2-block tower</li> <li>• Hold a crayon with a fist-grip and make marks on paper</li> <li>• Place large pegs on a pegboard</li> <li>• Stack rings</li> <li>• Remove own socks and shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Turn pages of a book</li> <li>• Stack one inch blocks into a tower</li> <li>• Use fork and spoon with control</li> <li>• Put together simple puzzles</li> <li>• String large beads</li> <li>• Make snips with scissors</li> <li>• Stir a cake mix</li> <li>• Open and close a container</li> <li>• Brush teeth with adult support</li> <li>• Turn a doorknob or handle</li> <li>• Pull up a large zipper</li> </ul>
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> <li>• Offer bottle to hold while holding child</li> <li>• Put out foods like cheerios or crackers on baby's high chair tray</li> <li>• Provide opportunities for babies to fill and dump small objects into larger ones</li> <li>• Offer baby more than one object at the same time</li> <li>• Provide pop up toys or action cubes that require pushing or pressing</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage children child to hold a board book and try to turn pages</li> <li>• Provide toddler-size lego blocks and model how to make a tower</li> <li>• Provide stacking rings or peg boards</li> <li>• Put out large crayons and paper and encourage children to make marks on paper</li> <li>• Provide simple puzzles with knobs</li> <li>• Allow time for children to remove their own clothes before bath</li> <li>• With supervision, give children golf tees to push into styrofoam</li> <li>• Invite children to match shapes with holes in shape sorters</li> </ul>	<ul style="list-style-type: none"> <li>• Put out playdough and tools so children can pound, roll, squeeze</li> <li>• Provide opportunities for children to paint with brushes or with hands</li> <li>• Encourage children to pour or fill containers in the bathtub or water table</li> <li>• Ask child to turn the pages of books while reading</li> <li>• Provide legos or wood blocks for stacking</li> <li>• Give children finger foods for snack, such as cheerios, cheese cubes</li> <li>• Offer paper and safety scissors for children to snip</li> <li>• While cooking, invite children to stir or pour an ingredient into a bowl</li> </ul>

**PDH 1: MOTOR DEVELOPMENT**

**PDH1b: Fine Motor Development:** Children will demonstrate increasing strength, control and coordination of their small muscles.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p><b>1bYP-1</b> Show control of hand-eye coordination by stringing small beads or pushing keys on a keyboard</p> <p><b>1bYP-2</b> Use simple tools that combine dexterity, strength, and control such as markers or silverware</p> <p><b>1bYP-3</b> Move puzzle pieces in different ways to fit, or mold with play dough</p>	<p><b>1bOP-1</b> Use precise control to accomplish tasks such as fastening clothes or pouring liquid from one container to another</p> <p><b>1bOP-2</b> Show increasing coordination and control of tools that require strength and dexterity such as hole punch or stapler</p> <p><b>1bOP-3</b> Build structures with small blocks or fit small objects into small holes</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> <li>• String one-inch wood beads</li> <li>• Use lacing cards</li> <li>• Put together 12-24 piece puzzles</li> <li>• Fasten shoes with Velcro ties</li> <li>• Build a tower with legos or bristle blocks</li> <li>• Cut a straight line with scissors</li> <li>• Unbutton large buttons</li> <li>• Spoon out peaches or pour milk with adult support</li> <li>• Wipe the table with a sponge or cloth</li> </ul>	<ul style="list-style-type: none"> <li>• Take the cap off a marker</li> <li>• Hold pencil with pincer grasp</li> <li>• Copy simple shapes</li> <li>• Move paper while cutting on a line</li> <li>• Use a hole punch</li> <li>• Zip jacket</li> <li>• Spread butter or jelly on bread</li> <li>• Use a computer mouse</li> <li>• Spin a game spinner</li> </ul>
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> <li>• Give children napkins and silverware to set the table</li> <li>• Give children opportunities to dish out own food or pour own milk</li> <li>• Give children tweezers or clothes pin to pick up small objects</li> <li>• Put out cereal loops or pasta to make necklaces</li> <li>• Provide opportunities for children to set and clear the table after snack</li> <li>• Use pipe cleaners and small beads</li> <li>• Use plastic canvas with large holes and yarn for sewing</li> </ul>	<ul style="list-style-type: none"> <li>• Play a board game that involves rolling dice or moving a token</li> <li>• Give children a hole punch and paper</li> <li>• Put out mini-marshmallows and toothpicks</li> <li>• Give children clothes pins and clothes to hang (mittens or socks)</li> <li>• Provide opportunities for children to count out their crackers or pretzels</li> <li>• Put out pipe cleaners and a colander and invite children to push pipe cleaners through the holes</li> <li>• Offer pencils, crayons and markers</li> </ul>



**PDH2a: Healthy Habits:** Children will show increasing independence in performing self care tasks.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
<b>DEVELOPMENTAL INDICATORS</b>	<b>2aI-1</b> Tolerate hands and face being washed teeth being brushed	<b>2aYT-1</b> Cooperate for hand and face washing and tooth brushing	<b>2aOT-1</b> Attempt to wash own hands and face and begins self-tooth brushing
	<b>2aI-2</b> Fuss to indicate a wet or soiled diaper	<b>2aYT-2</b> Begin to communicate toileting needs	<b>2aOT-2</b> Attempt toileting with adult help
	<b>2aI-3</b> Cooperate in dressing activities such as raising arm to put on shirt	<b>2aYT-3</b> Show interest in self-dressing	<b>2aOT-3</b> Begin to dress and undress self by pulling up pants, removing socks and shoes
	<b>2aI-4</b> Show engagement while adult exercises arms, legs and body in a variety of ways	<b>2aYT-4</b> Interact with adults in a variety of physical activities	<b>2aOT-4</b> Participate in physical activity that engages the arms and legs
	<b>2aI-5</b> Participate in feeding routines	<b>2aYT-5</b> Use utensils and cup to self-feed	<b>2aOT-5</b> Show increasing proficiency in self-feeding
	<b>2aI-6</b> Try new foods	<b>2aYT-6</b> Show interest in new foods as they are presented	<b>2aOT-6</b> Show preferences for foods
<b>SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS</b>	<ul style="list-style-type: none"> <li>• Tolerate face and hands being cleaned after a messy meal</li> <li>• Lift arms and legs to help with dressing</li> <li>• Indicate a messy diaper by fussing</li> <li>• Cooperate while adult exercises legs and arms out and in, up and down</li> <li>• Spit out new foods until they've been tried multiple times</li> <li>• Grab spoon from adult</li> </ul>	<ul style="list-style-type: none"> <li>• Stick out hands and arms for hand washing</li> <li>• Attempt to put on socks and shoes</li> <li>• Hide behind a chair or sit under the table to move bowels</li> <li>• "Dance" and move to action songs like the "Hokey Pokey" or "Shake My Sillies Out"</li> <li>• Self-feed finger foods</li> <li>• Try new foods with interest</li> <li>• Pick up toys with adult reminders and support</li> </ul>	<ul style="list-style-type: none"> <li>• Remove socks, shoes and jacket</li> <li>• Play "Row, Row, Row Your Boat" or "I'm a Little Teapot"</li> <li>• Use toothbrush with adult support</li> <li>• Attempt to wash face with a washcloth</li> <li>• Occasionally use the potty or show interest</li> <li>• Hang up a coat on hook</li> <li>• Set table with silverware with adult support</li> <li>• Prefer apples one week and oranges the next</li> </ul>
<b>SAMPLING OF PROFESSIONALS' PRACTICES</b>	<ul style="list-style-type: none"> <li>• Name foods while children are eating</li> <li>• Talk to children while you are wiping their faces and hands with a warm cloth</li> <li>• Play exercise games such as "so big"</li> <li>• Exercise baby's legs and arms while diaper changing (move them out, then in, up, then down)</li> <li>• Provide spoon for infant to hold during feeding</li> <li>• Introduce new foods multiple times</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a mealtime routine</li> <li>• Sing songs about routines, "It's time to brush our teeth, It's time to brush our teeth..."</li> <li>• Talk about bathrooming behaviors and encourage children's interest in using the toilet</li> <li>• Describe foods as you eat</li> <li>• Involve children in active movement games or songs</li> <li>• Allow time for children to try to put on their own socks and shoes, applauding their efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Model healthy eating habits by sitting with children during meals</li> <li>• Talk about favorite foods and the food groups</li> <li>• Schedule frequent bathroom breaks</li> <li>• Praise children's attempts to use the bathroom</li> <li>• Allow time for children to practice self-dressing</li> <li>• Introduce balls, riding toys and other equipment for outdoor play</li> <li>• Transition with action, "Fly like airplanes to your cubby."</li> </ul>



**PDH 2: HEALTHY LIVING**

**PDH2a: Healthy Habits:** Children will show increasing independence in performing self care tasks.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
<b>DEVELOPMENTAL INDICATORS</b>	<p><b>2aYP-1</b> Wash hands and face and toothbrushes with adult guidance</p> <p><b>2aYP-2</b> Use bathroom for toileting needs with adult help</p> <p><b>2aYP-3</b> Manage most dressing activities with adult support</p> <p><b>2aYP-4</b> Engage in physical activity that requires strength and stamina for at least brief periods.</p> <p><b>2aYP-5</b> Feed self independently; begin to pour and spread</p> <p><b>2aYP-6</b> Differentiate between healthy and non-healthy foods</p>	<p><b>2aOP-1</b> Wash hands and face and toothbrushes independently</p> <p><b>2aOP-2</b> Complete toileting independently</p> <p><b>2aOP-3</b> Independently dress and undress self</p> <p><b>2aOP-4</b> Engage in physical activities of increasing levels of intensity for sustained periods of time</p> <p><b>2aOP-5</b> Open food items independently; cut with plastic knife</p> <p><b>2aOP-6</b> Classify foods by their food groups</p>
<b>SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS</b>	<ul style="list-style-type: none"> <li>Independently wash hands with water and soap</li> <li>Use toilet with adult support</li> <li>Put on pants and shirt</li> <li>Pick out own clothing, with adult support</li> <li>Try to clean up a spill</li> <li>Ask to pour own milk or juice</li> <li>Participate in relay races</li> <li>Unzip and remove jacket</li> <li>Tell an adult that carrots are good for you</li> </ul>	<ul style="list-style-type: none"> <li>Cough and sneeze into elbow</li> <li>Explain that rest and sleep help keep you healthy</li> <li>Run in place or attempt sit-ups</li> <li>Explain the importance of handwashing and toothbrushing</li> <li>Take off clothes and put on pajamas</li> <li>Use the bathroom independently</li> <li>Set the table</li> <li>Talk about how certain foods keep you healthy, "Carrots help to make me strong."</li> <li>Explain, "Apples are a fruit and broccoli is a vegetable."</li> </ul>
<b>SAMPLING OF PROFESSIONALS' PRACTICES</b>	<ul style="list-style-type: none"> <li>Include dress-up dolls that have zippers, ties and snaps for children's practice</li> <li>Show children how to put on jackets or coats using the jacket flip method</li> <li>Provide a dramatic play area with cooking props</li> <li>Talk about the way in which some foods help you stay healthy, "Vegetables help you grow muscles."</li> <li>Explain the importance of exercise for good health</li> <li>Conduct simple exercises during group time</li> <li>Help children learn the steps of handwashing</li> </ul>	<ul style="list-style-type: none"> <li>Allow time for children to put on their own coats and hats before going outside</li> <li>Do simple cooking activities with children, talking about food groups as you prepare</li> <li>Put stools by the sink to support children's independent handwashing and count with them to help them thoroughly wash</li> <li>Remind children "Cover your mouth..."</li> <li>Describe the way in which specific habits keep us healthy</li> <li>Conduct relay races or movement games during outdoor play</li> </ul>



**PDH2b: Safety:** Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.

	By 9-12 months, most INFANTS will	By 18-24 months, most YOUNG TODDLERS will	By 36 months (3 years), most OLDER TODDLERS will
DEVELOPMENTAL INDICATORS	<b>2bI-1</b> Show discomfort when feeling unstable	<b>2bYT-1</b> Accept redirection from adult about safe behaviors	<b>2bOT-1</b> Differentiate between harmful and safe situations
	<b>2bI-2</b> Depend on adult for safety	<b>2bYT-2</b> Rely on adult to follow safety rules	<b>2bOT-2</b> Use adult support to follow basic safety rules
	<b>2bI-3</b> Show separation and stranger anxiety	<b>2bYT-3</b> Show strong response to separation from familiar adult	<b>2bOT-3</b> Differentiate between familiar people and strangers
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> <li>• Cling to adult while being held</li> <li>• Fuss if held in an awkward position</li> <li>• Attempt to crawl or climb on unsafe surfaces until adult intervenes</li> <li>• Cry and reach for familiar adult when a new person approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Heed warnings from adults, such as "No, no, it's hot."</li> <li>• Stop unsafe behavior when redirected or removed from situation</li> <li>• Look to adult to determine if behavior is safe or allowable</li> <li>• Cry or throw a tantrum when familiar adult leaves</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple rules such as "Use a quiet voice" or "Walk" with assistance and reminders</li> <li>• Heed basic directions about safe vs. harmful, such as "Get down, that's too high."</li> <li>• Hold an adult's hand to cross the street</li> <li>• Approach unfamiliar people but look to familiar adult for assurance</li> </ul>
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> <li>• Hold child securely in positions that feel safe to child</li> <li>• Permit children to explore climbing or exploration of materials but stay close by to ensure their safety</li> <li>• Reassure infant when unfamiliar adult comes near</li> <li>• Use gentle and soothing language when familiar adult leaves</li> </ul>	<ul style="list-style-type: none"> <li>• Provide pictures of familiar adults</li> <li>• Use simple explanations to describe what's safe and not safe</li> <li>• Comfort children when they show strong emotions after hearing "no". "I know you want to play with that." or "It makes you sad when you can't have that toy."</li> <li>• Use redirection, "Let's play with this bear." to help children move away from an unsafe behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Post and review a few simple safety rules</li> <li>• Talk about safety in positive terms, "We walk inside and look both ways before you cross a street."</li> <li>• Describe unsafe behavior and safe alternatives: "When you climb on that chair, I'm worried you could fall. Chairs are for sitting."</li> <li>• Stay nearby when a child is unsure about a new adult</li> </ul>

**PDH 2: HEALTHY LIVING**

**PDH2b: Safety:** Children will demonstrate increasing awareness of safe habits, safety rules and personal safety.

	By 48 months (4 years), most YOUNG PRESCHOOLERS will	By 60 months (5 years), most OLDER PRESCHOOLERS will
DEVELOPMENTAL INDICATORS	<p><b>2bYP-1</b> Exhibit increasing independence in following personal safety practices and routines</p> <p><b>2bYP-2</b> Identify and follow basic safety rules with adult reminders</p> <p><b>2bYP-3</b> Seek out trusted adults when feeling unsafe</p> <p><b>2bYP-4</b> Identify body parts that are “no touch”</p>	<p><b>2bOP-1</b> Avoid and alert others to danger, such as keeping a safe distance from swings</p> <p><b>2bOP-2</b> Articulate basic safety rules and explain why they are necessary</p> <p><b>2bOP-3</b> Explain how others help keep us safe</p> <p><b>2bOP-4</b> Explain what to do if someone attempts to touch private body parts</p> <p><b>2bOP-5</b> Recognize signs and symbols that indicate danger</p>
SAMPLING OF CHILDREN'S OBSERVABLE ACTIONS	<ul style="list-style-type: none"> <li>• Participate in a fire drill and practice “stop, drop, and roll”</li> <li>• Get down from a high spot when asked by adult</li> <li>• Slow bike down to avoid a crash with another</li> <li>• Explain what to do if you find matches on the ground</li> <li>• Tell why you need to stop at the corner</li> <li>• Identify a body's private parts as those that a bathing suit covers</li> </ul>	<ul style="list-style-type: none"> <li>• Remind adult to buckle safety belt</li> <li>• State and comply “Stop, look, and listen before you cross the street.”</li> <li>• Explain that police officers are our friends</li> <li>• Remind others to wear bike helmets</li> <li>• Describe purpose of stop sign or light</li> <li>• Identify Mr. Yuk's (poison control icon) intent</li> <li>• Explain that no one touches others' private parts</li> </ul>
SAMPLING OF PROFESSIONALS' PRACTICES	<ul style="list-style-type: none"> <li>• Hold safety drills regularly</li> <li>• Remind children of safety rules before they engage in new activities</li> <li>• Read books about children being safe</li> <li>• Review different situations where children are acting safely or unsafely and talk about the consequences</li> <li>• Remind children to tell an adult if they see something unsafe or feel uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>• Invite police officers to visit and explain ways to stay safe</li> <li>• Talk about bike safety and the importance of wearing helmets</li> <li>• Read books about personal safety</li> <li>• Talk about poisons and Mr. Yuk</li> <li>• Ask children to help you formulate a list of safety rules</li> <li>• Ask children to identify alternative solutions to unsafe situations</li> </ul>





## Adaptations and Accommodations for Children with Unique Needs

### Environment

- Provide enough space for children with physical limitations to maneuver around the environment.
- Make sure that the play space and activities are safe for all children.
- Use tape or signs to denote boundaries.
- Use picture cue cards to demonstrate routines such as handwashing or table-setting.
- Include unbreakable mirrors and encourage children to identify body parts and physical characteristics that make them unique.

### Daily Schedule and Routines

- Pace activities, offering active, then quiet experiences.
- Incorporate a resting time after vigorous physical activity to allow time for stimulation levels to decrease.
- Build movement activities into routines, regular activities, and transitions.
- Allow extra time, as needed, for children's physical or timed activities.
- Encourage children to complete activities in pairs.
- Give ELL students a peer partner to help them learn routines and schedules.

### Materials

- Provide a variety of small motor materials such as puzzles, lacing, sorting and stringing.
- Modify equipment for easier manipulation; add Velcro to materials; use scoops and balled socks; add pencil grips or glue small knobs to puzzle pieces.
- Use balls with sound to assist tracking.
- Use pictures and manipulatives to illustrate foods, as well as real foods when appropriate.

### Instruction and Activities

- Accommodate less-mobile children by giving them specific roles such as traffic director or weather watcher or alternate activities.
- Engage children in short bursts of active play throughout the day.
- Teach concepts one at a time, breaking into small steps.
- Provide for any food allergies and for any feeding or swallowing issues before starting any food-related activities.



Cooking with young children is a great way to introduce them to healthy eating habits, and at the same, help them develop physical and cognitive skills. A simple cooking experience for older toddlers and preschoolers can encourage children to try new foods and begin to differentiate between healthy and non-healthy foods. Stirring a pot or pouring flour into a bowl strengthens fine motor skills; "reading" a recipe or hearing new words like teaspoon or whip builds vocabulary; measuring ingredients, setting the timer, or adding "one more" supports math skills; and science concepts arise when ingredients blend into others or children watch water boil. Try a simple food experience and watch those skills grow!

## A Sampling of Foundational Practices

### Environment and Materials

- Create safe areas, inside and outside, where children can be run, jump and climb.
- Add soft materials where young children can safely climb, roll and bounce.
- Include manipulatives or materials that encourage children to use their hands and fingers, such as rattles and stacking toys, shape sorters, puzzles, blocks, stringing beads.
- Offer a variety of materials and toys that child can turn, push, poke, pull, shake, grasp, put together and pull apart.
- Include toys where children can practice buttoning, zipping and snapping.
- Make movement fun with scarves, musical instrument, rhythm sticks can make movement fun.

### Instruction

- Schedule structured and free opportunities for active play.
- Play active movement games such as ring around the rosie or head, shoulders, knees and toes.
- Use fingerplays and songs where children move their hands and fingers.
- Engage children in short bursts of active play throughout the day.
- Introduce children to new foods.
- Teach children about the importance of staying healthy.
- Make handwashing part of the regular routine.

### Children's Books

- Pete the Cat: Firefighter Pete by James Dean
- Duck on a Bike by David Shannon
- Spot Loves Sports by Eric Hill
- Get Up and Go by Nancy Carlson
- Harold's Purple Crayon
- Gregory the Terrible Eater by
- Bread Bread Bread by Ann Morris
- Wiggle, Giggle, Shake by Rae Pika
- Never Talk to Strangers by Irma Joyce and George Buckett
- Five Little Monkeys Jumping on the Bed by Eileen Christelow
- The Very Hungry Caterpillar by Eric Carle
- Eating the Alphabet board book by Lois Ehlert
- I Can Do It by Sarah Albee
- All By Myself! by Mercer Mayer
- Me and My Amazing Body by Joan Sweeney
- The Busy Body Book by Lizzy Rockwell
- The Pigeon Needs a Bath by Mo Willems

### Adult Resources

- Moving and Learning: A Physical Education Curriculum by Rae Pica
- Kids Health:  
<https://classroom.kidshealth.org/index.jsp?Grade=cc&Section=hhfl>
- Talk About Touch Personal Safety Curriculum  
<https://www.cfchildren.org/wp-content/uploads/resources/previous-programs/talking-about-touching/tatPreKTeachers.pdf>
- Caring for our Children  
<https://nrckids.org/CFOC>
- Color Me Healthy:  
<https://www.colormehealthy.com>

### Family Engagement

- Review information about children's health and habits at least annually.
- Plan educational programs that help families learn about childhood illnesses and their treatments.
- Plan family "challenges" where children and their adults participate in home-school exercise programs.
- Help families create safety evacuation routes for home practice.