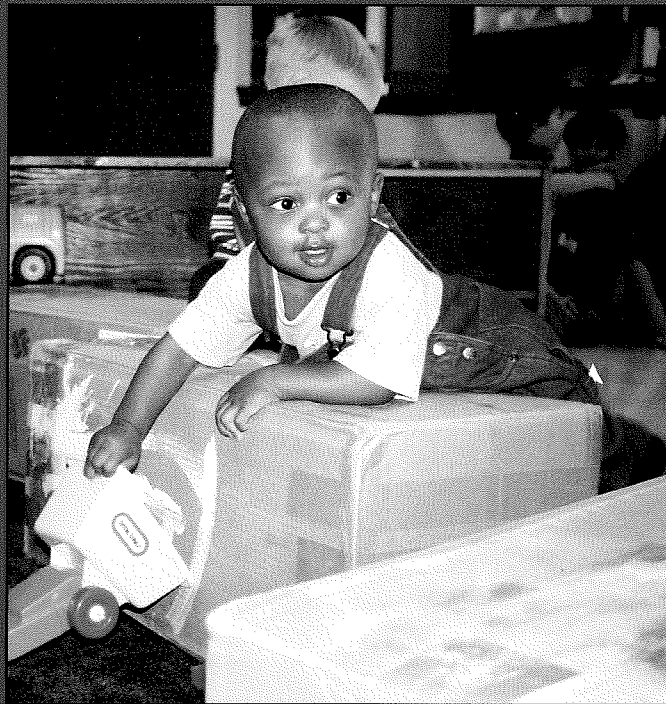




Baby Moves — Movement Activities for Infants and Toddlers



HighScope Infant and Toddler Key Developmental Indicators (KDIs)

A. Approaches to Learning

1. **Initiative:** Children express initiative.
2. **Problem solving:** Children solve problems encountered in exploration and play.
3. **Self-help:** Children do things for themselves.

B. Social and Emotional Development

4. **Distinguishing self and others:** Children distinguish themselves from others.
5. **Attachment:** Children form an attachment to a primary caregiver.
6. **Relationships with adults:** Children build relationships with other adults.
7. **Relationships with peers:** Children build relationships with peers.
8. **Emotions:** Children express emotions.
9. **Empathy:** Children show empathy toward the feelings and needs of others.
10. **Playing with others:** Children play with others.
11. **Group participation:** Children participate in group routines.

C. Physical Development and Health

12. **Moving parts of the body:** Children move parts of the body (turning head, grasping, kicking).
13. **Moving the whole body:** Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
14. **Moving with objects:** Children move with objects.
15. **Steady beat:** Children feel and experience steady beat.

D. Communication, Language, and Literacy

16. **Listening and responding:** Children listen and respond.
17. **Nonverbal communication:** Children communicate nonverbally.
18. **Two-way communication:** Children participate in two-way communication.
19. **Speaking:** Children speak.
20. **Exploring print:** Children explore picture books and magazines.
21. **Enjoying language:** Children enjoy stories, rhymes, and songs.

E. Cognitive Development

22. **Exploring objects:** Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
23. **Object permanence:** Children discover object permanence.
24. **Exploring same and different:** Children explore and notice how things are the same or different.
25. **Exploring more:** Children experience "more."
26. **One-to-one correspondence:** Children experience one-to-one correspondence.
27. **Number:** Children experience the number of things.
28. **Locating objects:** Children explore and notice the location of objects.
29. **Filling and emptying:** Children fill and empty, put in and take out.
30. **Taking apart and putting together:** Children take things apart and fit them together.
31. **Seeing from different viewpoints:** Children observe people and things from various perspectives.
32. **Anticipating events:** Children anticipate familiar events.
33. **Time intervals:** Children notice the beginning and ending of time intervals.
34. **Speed:** Children experience "fast" and "slow."
35. **Cause and effect:** Children repeat an action to make something happen again, experience cause and effect.

F. Creative Arts

36. **Imitating and pretending:** Children imitate and pretend.
37. **Exploring art materials:** Children explore building and art materials.
38. **Identifying visual images:** Children respond to and identify pictures and photographs.
39. **Listening to music:** Children listen to music.
40. **Responding to music:** Children respond to music.
41. **Sounds:** Children explore and imitate sounds.
42. **Vocal pitch:** Children explore vocal pitch sounds.

The Importance of Movement

Movement...

- ◆ **Helps children learn about their bodies**

Using their bodies to explore and communicate provides the exercise babies need to grow strong, healthy bodies. As they learn to distinguish themselves from others, they learn more about their own bodies.

- ◆ **Makes children grow stronger**

Children build both their large muscle and small muscle skills through everyday movements. This begins with very simple random movements, such as moving an arm, to very complex movements, such as pushing themselves on a riding toy.

- ◆ **Stimulates connections between the mind and body**

Physical activities stimulate the connection between thought and physical actions.

- ◆ **Offers opportunities for learning problem-solving skills**

Children encounter problems and discover solutions as they move and explore their environments and try out different actions.

- ◆ **Promotes communication**

Movement is an essential means of communication and is one of the earliest ways in which children express their thoughts and feelings.

- ◆ **Allows children to connect to others**

For infants and toddlers, building strong relationships is very important. As they move and interact with others they learn about trust, love, joy, and closeness.

- ◆ **Enables children to gain confidence, knowledge, and skills as they explore their surroundings**

As young children use their bodies to discover their world, they gain understanding and skills and learn about the world that they live in.

Adapted from *On The Move: The Power of Movement in Your Child's First Three Years* by Suzi Tortora and Claire Lerner with Lynette Ciervo. Washington, DC.: Zero to Three.

Plan for Movement in Your Home

- ◆ If there is enough space, use the middle space of the room.
- ◆ Change equipment as children's motor needs change.
- ◆ To prevent clutter, arrange proper storage for movement materials.

Materials for Toddler Movement

- ___ Things to climb on and jump off
- ___ Things to get inside of
- ___ Push toys and pull toys
- ___ Ride-on toys
- ___ Balls
- ___ Simple musical instruments

Materials for Outdoor Play

- | | |
|--|---------------------------------------|
| ___ Natural features of the environment | ___ Swings |
| ___ Movement materials | ___ Balls for toddlers |
| ___ Things that move in the wind | ___ Ride-on toys for toddlers |
| ___ Crawling surfaces | ___ Push toys and pull toys |
| ___ Water play materials for mobile infants | ___ Loose materials for toddlers |
| ___ Things for toddlers to climb | ___ Play-space boundaries |
| ___ Things for toddlers to get inside of | ___ Things for toddlers to balance on |
| ___ Sand and water play materials for toddlers | |

Movement: How Do I Get Around?

Key Developmental Indicators (KDIs) That Involve Movement (see the Physical Development and Health Category, p. 1)

- Moving parts of the body (turning the head, grasping, kicking)
- Moving the whole body (rolling, crawling, cruising, walking, running, balancing)
- Moving with objects
- Feeling and experiencing steady beat

Main Ideas

1. Physical movement plays a major role in all infant and toddler learning because infants and toddlers are sensory-motor learners. That is, they learn directly through their actions and all their senses.
2. Movement develops in children from head to toe: that is, babies gain control over their heads, then their arms and hands, and finally their legs and feet. Also, it is initially easier for babies to hold and handle objects very close to their bodies. Gradually, they develop the ability to hold and handle things further from themselves.
3. Children learn to roll over, sit, creep and crawl, pull themselves into a stand, cruise, walk, and run at their own individual pace.

4. Children gain increasing control over their actions and their ability to move in a supportive environment where they are free to try out, imitate, practice, and repeat actions.

5. Feeling and expressing steady beat helps children to organize their actions into movement patterns that eventually become smooth and automatic.

Your Definition of Movement

Movement Support Strategies

Moving parts of the body (turning the head, grasping, kicking)

- ___ Provide children with ample space and time for wiggling, lifting and turning their heads, pushing up, stretching, reaching, grasping, and kicking.
- ___ Provide appealing materials for children to explore and use with their hands and feet.
- ___ Place appealing materials near nonmobile children to look at, reach for, hold, and kick at.
- ___ Play simple movement games with children as they lie and sit.
- ___ Roll, throw, and kick balls with children.
- ___ Name and talk about children's actions.
- ___ Support and encourage children's use of one hand (arm, leg, foot, or side of the body) and then the other.
- ___ Provide toddlers with materials that encourage them to use both hands at the same time (such as large wooden beads and stiff laces).

Moving the whole body (rolling, crawling, cruising, walking, running, balancing)

- ___ Provide ample indoor and outdoor space for movement.
- ___ Provide children with as much time as they need to try out and repeat a way of moving.
- ___ Let children's actions tell you when they are ready to try moving in a different manner; follow their pace of physical development rather than expecting all children to learn to walk, for example, by a certain age.
- ___ Provide steps, ramps, stairs, ladders, climbers, and other movement-oriented equipment.
- ___ Provide sturdy ledges, furniture, fixtures, and equipment children can use to pull themselves up into a stand.
- ___ When children are learning to walk, leave their hands and arms free so they can use them for balance.
- ___ Provide opportunities for jumping off things and landing on soft surfaces.
- ___ When children stumble and fall in the course of exploration, play, and learning to walk, give them the opportunity to get up by themselves.
- ___ Join children in their movement activities.

- ___ Carry, twirl, and dance with children.
- ___ Give children choices about how to move from place to place.
- ___ Throughout the day, give children the freedom to move rather than confining them to infant seats, walkers, swings, playpens, or cribs.
- ___ Talk with children about how you see them moving.
- ___ Plan activities around moving the whole body.

Moving with objects

- ___ Provide a variety of materials for children to hold, shake, bang, drop, carry, wave, roll, push, pull, throw, and kick.
- ___ Provide riding toys with and without pedals.
- ___ Provide ample time and space for children to move with objects.
- ___ Encourage and support children's attempts at using alternate hands and feet when moving with objects.
- ___ Plan activities around moving with objects.

Feeling and expressing steady beat

- ___ Rock children as you chant and sing to them.
- ___ Hold children and pat them to the steady beat of music.
- ___ Hold children as you dance to music.
- ___ Provide children with rocking horses and pedal toys.
- ___ Play music children can bounce, rock, dance, and move to.
- ___ When children move on their own, imitate their actions and chant or sing in time to their motions.
- ___ Plan activities around feeling and expressing steady beat.

Movement Key Developmental Indicators (KDIs) Stations Activity

With your partner(s), follow the instructions for each station.

Station 1: Moving parts of the body (turning the head, grasping, kicking)

Materials needed: different-sized balls (beach ball, tennis ball, soft ball, Wiffle ball, rubber ball)

- Develop a simple movement game that can be done with children (infants, toddlers) as they lie and sit. Then do the game together.
- Using the different-sized balls, roll, throw, and kick the balls with your partner(s) while standing in one place or sitting.
- Brainstorm some action words that describe children's movements. Look around the room and use these words as you see others in action.

Station 2: Moving the whole body (rolling, crawling, walking, running, balancing)

Materials needed: masking tape

- With your partner(s), find ways to twirl, dance, sway, bounce, stretch, glide, and turn your whole body.
- Find something sturdy in the room to climb on, jump off of, and crawl through. Repeat the actions.
- Lay a straight piece of tape on the floor. Balance yourself as you walk straight on the tape. Discuss ways infants and toddlers balance themselves as they learn to walk.

Station 3: Moving with objects

Materials needed: Streamers (made from ribbon or fabric strips, tied to a bangle bracelet).

- Hold, shake, drop, or wave the streamers the way an infant or a toddler would use them.
- Walk around the room while holding a chair with both hands and then with one hand. Discuss the difficulties you see mobile infants and toddlers having when moving with something in their hands.

Station 4: Feeling and expressing steady beat

Materials needed: Fast and slow instrumental music, CD player, and speakers

- Sing a favorite song or nursery rhyme while rocking to the beat. Then do the same while patting your partner(s) on the back to the beat.
- Select a fast song and move your body to the beat; then select a slow song and do the same.

Elements of an Infant and Toddler Day

With a partner or in small groups, brainstorm ways to build movement into each part of the day for infants and toddlers.

1. Arrival and departure times:

2. Play time:

3. Activity time:

4. Outside time:

5. Feeding and mealtimes:

6. Bodily care times:

7. Naptime:

8. Transitions:

Build Movement Into Transitions and Throughout the Routine

- ◆ Plan playful ways of moving for children going from one part of the day to the next (e.g., crawl like kitties, hop like bunnies).
- ◆ Slow down and allow for individual children's pace of moving.
- ◆ Plan movement activity times (for example, moving in different ways to music, bouncing different-sized balls, throwing newspaper balls).
- ◆ When children have to do a routine task (for example, a diaper change) ask them how they want to move. ("Can you think of a special way to move to the changing table?")
- ◆ Place appealing materials just beyond infants' reach to encourage them to move toward the material.
- ◆ Do fingerplays or simple hand movements during diaper changes (for example, have the infant point to different body parts, clap hands, move hands up and down).
- ◆ Do fingerplays or have children move various parts of their bodies when they need to wait for more than a few minutes (for example, when waiting for food to cool down, have children walk or hop around the table with you).
- ◆ Give nonmobile infants time on the floor in a safe place (for example, inside a small plastic pool, with pillows built up around the infant).
- ◆ Set up an obstacle course during choice time.
- ◆ Make an instrument band and walk around the house playing the instruments.
- ◆ Play simplified hide and seek and chasing games.
- ◆ Additional Ideas:

Supporting Children at Outside Time

- ◆ Provide loose materials for children's comfort and play.
- ◆ Provide a variety of experiences for nonmobile infants.
- ◆ Use the support strategies appropriate at choice time.
- ◆ Observe nature with children.
- ◆ Bring outside time to a gentle close.

"I believe an outdoor play area is a must. The more that children play outdoors, the better they eat, sleep, and feel. There is plenty of natural stimulation outdoors with the sky, clouds, and earth. Even the youngest baby may watch the changing patterns of shade and light."

— Magda Gerber and Allison Johnson.
(1998). *Your Self-Confident Baby*.
New York: John Wiley and Sons, Inc.,
p. 115.

Benefits of Outdoor Play

- ◆ Air temperature changes improve children's ability to adapt to cold and heat.
- ◆ Cool and colder air improves appetite and energizes people of all ages.
- ◆ Exercise and fresh air support children's natural rhythm of sleep and wakefulness.
- ◆ Cooler, outdoor air generally contains more moisture and is easier on the body's airways and immune system than drier, heated indoor air.
- ◆ Outdoor play provides a relaxing alternative to crowded living conditions.
- ◆ Outdoor play provides many opportunities for sensory-motor learning.
- ◆ Outdoor play puts children in direct contact with nature and living things.

Materials for Movement

When children are...

Moving their limbs, turning themselves over, and rolling, they need

- Safe, soft spaces on the floor and ground for lying, turning over, and rolling
- Interesting, graspable toys, materials, and people to reach for, hold on to, and let go of

Sitting, they need

- Safe, comfortable places to sit, on a variety of physical levels, with a variety of vistas, both indoors and outside
- Very low tables to use while sitting on the floor
- Materials to explore, grasp, bang, and drop while sitting

Scooting and crawling, they need

- Safe open spaces and pathways for scooting and crawling on the floor and ground
- Ramps and steps for crawling up and down to different levels
- Tunnels to crawl through
- Boxes and other cozy spaces to crawl into
- A variety of appealing materials and vistas to crawl toward
- Balls to crawl after

Cruising, they need

- Sturdy, well-anchored equipment and materials they can hold onto, pull themselves up to a stand with, or lean against (chairs, benches, tables, handrails and handholds)
- Sturdy push toys with long handles (to push, lean against, and to help them keep their balance)

Walking, riding, and rocking, they need

- Clear pathways with safe surfaces for walking both indoors and outside
- Ramps and steps with railings for practicing walking up and down

- Pull toys big enough to ride in (wagons, sleds)
- Rocking chairs, rocking boats, rocking horses, and low deep hammocks
- A variety of riding toys to sit on and propel by scooting with their feet

Climbing, jumping, and running, they need

- Safe spaces both indoors and outside for climbing, jumping, and running
- A variety of safe climbers, slides, steps, and ladders
- A variety of levels and padded landing areas for safe jumping
- Interesting things to run toward, around, and up and down on (trees, boulders, benches, bales of straw, ramps, hills)

Source: Jacalyn Post and Mary Hohmann. (2000). *Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings*. Ypsilanti, MI: HighScope Press, p. 173.

Current Space and Movement Materials

	Space for Movement	Materials for Movement
Strengths		
Issues		
Solutions		
Wish list		

