



Introduction to Physical Development and Health Domain for Mobile Infants

Domain Components

PH1. Gross Motor

PH2. Fine Motor

PH3. Health and Well-Being

Here are some important things to know about mobile infants and their physical development and health:

- ❑ They develop many gross motor skills: creeping, crawling, pulling up to standing by holding on to furniture, standing alone without support, cruising around furniture, walking with assistance, walking alone, and climbing. This is referred to as locomotor skills.
- ❑ They roll and throw balls. This is referred to as gross motor manipulative skills
- ❑ They develop fine motor skills: emptying objects from containers, stacking two or three blocks, one on top of the other, turning pages of board books, placing nesting toys one inside the other, holding crayons, beginning with dots and progressing to vertical lines.
- ❑ They coordinate eye and hand movements as they attempt to put shapes into holes in a shape box or put round pegs in pegboard.
- ❑ They develop self-help skills such as using spoon and cup (but may spill), feeding self with fingers, removing loose clothing such as socks and hat, transitioning from sleeping in crib to staying on cots or mats for napping.
- ❑ They need adequate and proper nutrition and sleep for health development.
- ❑ They are dependent on adults to protect them and keep them physically safe.

By knowing these special things about mobile infants, families and caregivers can better understand how to promote their physical development, health, nutrition and safety.

This is what happens when families and other caregivers support the physical development and insure the health and safety of mobile infants.

- They are developing gross motor skills, becoming more and more mobile.
- They are developing fine motor skills and eye-hand coordination that will gradually allow them to begin to work simple shape puzzles, to play with playdough, and to use paint brushes, for example.
- They are developing the ability to do more and more things for themselves.
- They are being provided the essentials to help them grow and develop in a safe and healthy environment.



Connecting with Mobile Infants

PH Activity: Climbing Pillow Mountain

**Learning Goals: PH1.1 Demonstrates locomotor skills
PH1.2 Shows stability and balance**

You will need: A variety of covered foam cushions and/or pillows in various shapes

Before you begin:

- Build a mountain with the pillows you have collected. Build it so that there is a soft surface for infants who roll off.
- Consider the steepness and height of the mountain based on your observations of the mobile infants in your care. Make sure that the structure is stable.
- Plan to stay near the activity to insure the safety of the children.

Try this!

- Allow the children to discover and freely explore the mountain.
- Reflect the children's experiences to them. For example, say "Eduardo, you crawled over that mountain all by yourself. Now you want to do it again."
- Stay near pillow mountain in case you are needed to guide the children as they climb over pillows and each other.

Teacher Note: *Mobile infants will climb over each other to get to where they want to go.*

Teacher Note: *School supply catalogs offer indoor climbing equipment for mobile infants. Before purchasing, read the recommended ages of children (such as 8 months and up), and make sure the equipment meets safety standards. Consider trying this Climbing Pillow Mountain to determine which piece of equipment will best meet the needs of the children in your group.*



Connecting with Mobile Infants

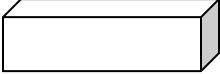
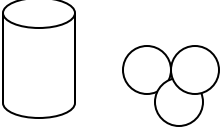
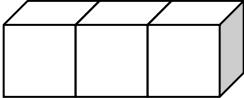
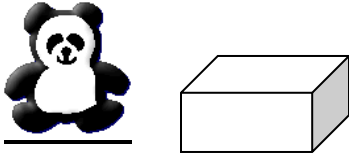
PH Activity: “Boxes Are So Much Fun”

Learning Goal: PH1.1 Demonstrates locomotor skills

You will need: Collection of cardboard boxes of all sizes

Before you begin:

- Decide on the box activity you think the child will enjoy most and try it first.
- Prepare the box as needed for the activity. Make sure the height of the box allows your child to safely climb in and out.
- Collect items needed for the activity.

<p><u>In and Out the Box – Cardboard box</u></p> <ul style="list-style-type: none"> • Select a cardboard box large enough for mobile infant to crawl in and out of. <p>This is a great indoor and outdoor activity.</p>	
<p><u>Boxes for Dumping and Filling – Box and tennis balls</u></p> <ul style="list-style-type: none"> • Select a box such as an oatmeal box. • Give the child soft balls such as tennis balls. • Observe as the child plays with the box and balls. Does she put the balls in the box, dump them out, and repeat the process? 	
<p><u>Box Tunnel – Several cardboard cartons, masking tape</u></p> <ul style="list-style-type: none"> • Remove the ends of several large cardboard cartons. • Cut windows in the top or sides of the box so light comes through. • Tape the boxes end to end to create a long tunnel. • Observe the child. Does he crawl through the tunnel? • Place a favorite toy in the tunnel if your child is hesitant about crawling through the box. Encourage the child to crawl toward the toy. • Offer encouragement. Get at one end and say, “<i>Gerald, crawl to me.</i>” 	
<p><u>Box Car – Large grocery box without lid, dolls and stuffed animals</u></p> <ul style="list-style-type: none"> • Give your child a large grocery box without a lid. • Add dolls and stuffed animals. • Observe the child? Does she put the dolls and stuffed toys in the box? Does she push the box around the room? Does she climb in and out the box? 	



Connecting with Mobile Infants

PH Activity: Stepping in and out of a Hoop

Learning Goal: PH1.1 Demonstrates locomotor skills

You will need: A hoop

Before you begin:

- Find a clear area inside or outdoors.
- Place a hoop on the floor or ground.

Try this:

- Begin to walk around the hoop, describing what you are doing. "I'm walking around this hoop."
- Encourage a child or children to walk around the hoop behind you.
- Change the activity to stepping inside the hoop, again describing what you are doing. "I'm stepping inside the hoop. Can you step inside the hoop with me?"
- Step outside the hoop, again describing what you are doing. "I'm stepping outside the hoop. Can you step outside the hoop with me?"
- Continue this activity as long as children remain interested.
- Place the hoop on the floor or ground at other times and observe to see if children repeat the hoop activities.
- Stay near the activity to make sure the children are using the hoop in a safe way. Remove the hoop if children begin to use it in an unsafe way.

Try this:

- Place a piece of rope on the floor and encourage children to step over it.

Try this:

- Use yarn or tape to create a simple path on the floor.
- Show the children how to crawl and/or walk on the path.
- Be patient with the child. It may take her several times to get the idea of following the path.



Connecting with Mobile Infants

PH Activity: Dancing around the Room

Learning Goals: PH1.1 Demonstrates locomotor skills
PH1.2 Shows stability and balance
PH3.3 Engages in a variety of developmentally appropriate physical activities
CA1.1 Explores through listening, singing, creating, and moving to music

You will need: CDs with music that encourages dancing
CD player

Before you begin:

- Select a CD that you think will encourage children to move to the music. Make sure that the tempo is not so fast that children are unable to rhythmically move their bodies.
- Clear an area of the room so that children have room to move without bumping into each other.

Try this:

- Select a song for dancing and say to the children, "I have some special dancing music. We'll listen to the music and dance."
- Turn on the music and begin dancing.
- Model and encourage different ways to dance: wiggling to the beat, squatting while bouncing to the beat, crawling to the beat, and walking while bouncing to the beat.
- Allow children to move to the music in their own way.
- Conclude the dancing activity when it appears that children are tiring or becoming overly excited.
- Repeat this activity daily, using the same songs, and gradually adding new ones.

Extend the activity:

- Add dancing with scarves if you think your children are ready for this.
- Provide one scarf for each child and select music that suggests slower dancing while waving the scarves.



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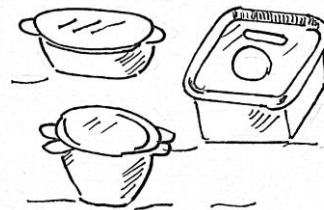
PH Activity: "Stacking Bowls"

Learning Goals: PH2.1 Demonstrates fine-motor strength, control and coordination (*hand-eye coordination and grasp and manipulation*)

You will need: Collection of plastic bowls of different sizes and lids for each bowl

Before you begin:

- Collect plastic bowls and lids that your child can have as his very own.
- Store the bowls and lids in a container such as a plastic basket.



Try this!

- Place the plastic bowls, without lids, on the floor within your child's reach.
 - Observe to see if the child tries to nest the bowls in each other. Does he discover that the bigger bowls go on the bottom?
 - Allow the child to play with the bowls at other times.
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Try these variations of the activity!

- Place the lids on the bowls.
- Observe to see if child tries to stack the bowls. Does he try to take the lids off the bowls and put them back on?
- Add the storage container as the child is playing with the bowls and lids. Your child will enjoy taking the bowls and lids out of the basket and putting them back in.
- Add a variety of objects to place in the containers.
- Observe to see how the child organizes the objects in the containers (by color, by object or does she put the objects in and dump them out?)



Connecting with Infants

PH Activity: Working Puzzles

Learning Goal: PH2.1 Demonstrates fine motor strength, control, and coordination (*hand-eye coordination and grasp and manipulation*)

You will need: 2 or 3 piece wooden puzzles with jumbo knobs and pictures underneath (animal puzzles, for example)
A low table that children can stand around

Before you begin:

- Place two puzzles on the table.

Try this:

- Invite a child to join you and say, "Joshua, look at what's on the table. This is an animal puzzle." Encourage the child to name the animals.
- Show the child how to take out the pieces one by one and to look at the animals underneath the pieces.
- Place one piece in the correct slot and encourage the child to repeat your actions with the other two pieces.
- Invite the child to take the pieces out one by one, then to put them back in the correct slot.
- Provide positive reinforcement while supporting the child if he needs help.

Extend this activity:

- Introduce new puzzles for variety
- Add shape puzzles.
- Add puzzles with more pieces as children are ready for this.

Teacher Note: Consider assigning a number to each puzzle base and each puzzle piece for that base to make keeping track of puzzle pieces easier. For example, with a permanent marker, write #1 under the base and each puzzle piece for that puzzle. Continue with #2, #3 and so on.

Teacher Note: Limit the number of puzzles you have available at one time to prevent puzzle pieces from getting mixed up. To prevent puzzle pieces from getting lost, check the puzzles each day to make sure no pieces are missing.



Connecting with Mobile Infants

PH Activity: Scribble Table

- Learning Goals:** PH2.1 **Demonstrate fine-motor strength, control, and coordination** (*hand-eye coordination*)
- PH2.2 **Adjusts grasp and coordinates movements to use tools** (writing and drawing tools)
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You will need: A low table that children can stand around.
Piece of light, preferably white, butcher paper large enough to cover the entire table (light or white paper allows children to see their marks)
Masking tape
Chunky crayons in a plastic container (red, blue, green and orange)

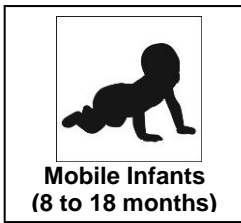
Before you begin:

- Cover the table with the butcher paper and secure it with masking tape.
- Place the container of crayons on the table.

Try this:

- Introduce the activity to a child who toddles to the table by holding out the container and saying, "Mira, choose a crayon. You can mark on the paper with the crayon."
- Demonstrate using the crayon if the child does not seem to know how to do this.
- Repeat this with other children who come to the table. Help children have their own space so they are not in another child's space.
- Observe and make comments about what the children are doing with the crayons; the colors they are using, the types of marks they are making.
- Stay near this activity to make sure children do not put the crayons in their mouth or color on something other than the paper.

Teacher Note: *Crayons are best kept away from children except for closely supervised activities such as this one. This will prevent scribbling on walls, floors, furniture, or self.*



Connecting with Mobile Infants

PH Activity: Dropping Balls and Throwing Balls

Learning Goals: PH1.3 Demonstrates gross-motor manipulative skills
PH2.1 Demonstrates fine-motor strength, control, and coordination (*hand-eye coordination*)

You will need: Tennis balls (about 6)
Bucket

Before you begin:

- Find a clear area inside or outside.
- Place the balls on the floor or ground next to the bucket.
- Observe to see what a child does with the balls and bucket. She may choose to put the balls in the bucket, take them out, and put them back in. Or she may choose to walk around the room with the balls in the bucket. Both of these activities are good for physical development.

Try this:

- Say to a child who is playing with the balls and the bucket, "Holly, let's see if you can drop the balls in the bucket."
- Demonstrate dropping the balls in the bucket and encourage the child to try.
- Comment on what she is doing as she tries to drop the balls in the bucket. Say, for example, "Holly, you dropped three balls in the bucket." Hand her the other three balls one at a time and say each time, "Now let's see if you can drop this ball in the bucket."
- Involve other children who join you by giving each a turn with two of the balls.

Try this with children you think are ready to throw objects:

- Place a box or basket with large opening on the floor or the ground and place the balls nearby.
- Observe to see if she drops the balls in the box.
- Demonstrate and encourage the child to throw the ball in the box or basket.

Teacher Note: *Bean bags or rolled up sock balls may be substituted for tennis balls.*