

Engaging Infants and Toddlers at Outside Time

The What, Why, and How

Week 4 Learning Unit

Incorporating Key Developmental Indicators (KDIs) During Outside Time



Week 4 Learning Unit Topics

Incorporating Key Developmental Indicators (KDIs)
During Outside Time:

- The Infant-Toddler Key Developmental Indicators (KDIs).
- How KDIs can be incorporated during outside time.
- Intentionally using materials to create KDI experiences.

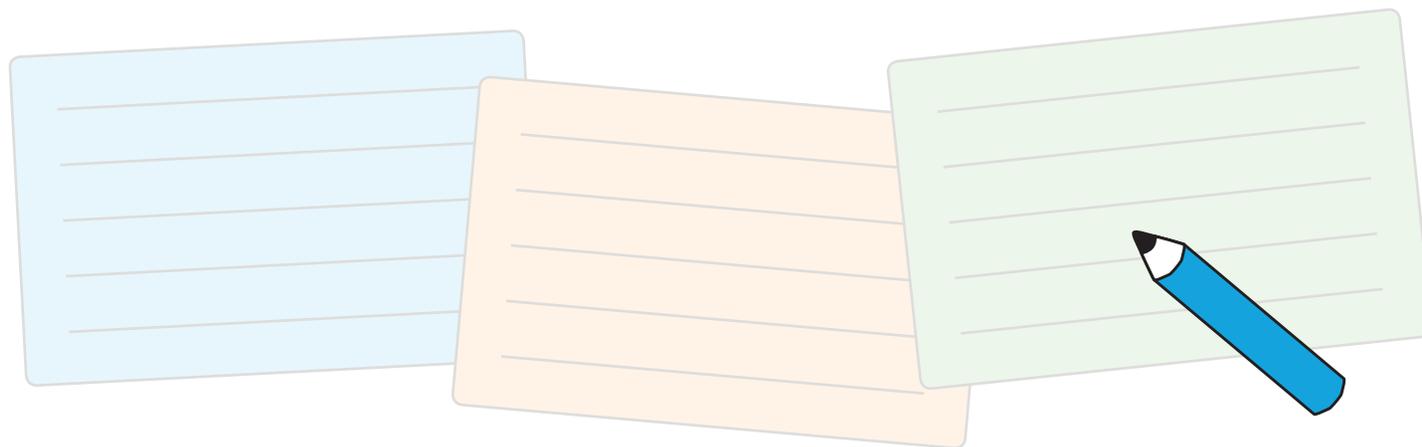


Let's Reflect...

Take a moment to jot down some notes about how the children in your classroom experience the outdoors.

What learning do you see taking place?

How are you currently supporting that learning?



Key Developmental Indicators

- Key Developmental Indicators (KDIs) are a set of guidelines which frame the content of early learning and development.
- The KDIs are organized into six content areas:
 - Approaches to Learning
 - Social and Emotional Development
 - Physical Development and Health
 - Communication, Language, and Literacy
 - Cognitive Development
 - Creative Arts
- The KDIs help caregivers organize, interpret, and act on what they see children doing.



Key Developmental Indicators (continued)

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.

Key developmental indicators (KDIs)
are the building blocks of thinking,
reasoning, and learning at each stage
of development.



Approaches to Learning

- Approaches to learning refers to how children go about acquiring knowledge and skills.
- Each child brings a unique set of attitudes, habits, and preferences to their exploration.
- A supportive active learning setting enables infants and toddlers to develop constructive approaches to learning.



How does culture influence how young children express their innate motivation to learn? For example, does a child's home culture value personal initiative or group cohesion? Does a culture view self-help as a positive?

Approaches to Learning KDIs During Outside Time

	1. Initiative	2. Problem Solving	3. Self-Help
What Children Do	<ul style="list-style-type: none"> Choose what area of the outdoor space to explore. 	<ul style="list-style-type: none"> Solve problems with dirt, water, wheeled toys, and buckets. 	<ul style="list-style-type: none"> Learn to put on coats, hats, and mittens on their own.
What Caregivers Do	<ul style="list-style-type: none"> Narrate to infants and young toddlers about their choices and actions. Ask older toddlers what their plan is for outside time. 	<ul style="list-style-type: none"> Support children in solving problems with materials. 	<ul style="list-style-type: none"> Allow children to work on self-help skills.

Approaches to Learning During Outside Time

- What Approaches to Learning KDI(s) can you observe in these pictures?



Social and Emotional Development

- Social-emotional development begins at birth and continues into adulthood.
- Social-emotional growth in the early years affects, and is affected by, virtually every other aspect of children's development.
- Infants and toddlers learn how human beings act and treat one another through their day-to-day interactions with parents, family members, caregivers, peers, and other adults.



Social and Emotional Development During Outside Time

	4. Distinguishing Self and Others	5. Attachment	6. Relationship With Adults	7. Relationship With Peers
What Children Do	<ul style="list-style-type: none"> • Go off and explore the playground on their own. • Hold tight to a toy another child is trying to take and say, “mine!” 	<ul style="list-style-type: none"> • Spend time with caregivers on blankets reading books. 	<ul style="list-style-type: none"> • Engage with caregivers in the sandbox, on a swing, or on the play structure. 	<ul style="list-style-type: none"> • Begin to resolve conflicts, such as who gets to use the red shovel.
What Caregivers Do	<ul style="list-style-type: none"> • Narrate and comment on what children are doing. • Reference children’s actions to one another. 	<ul style="list-style-type: none"> • Spend time with their primary care group on the playground. 	<ul style="list-style-type: none"> • Engage with children during outside time. 	<ul style="list-style-type: none"> • Encourage children to work and play together. • Use conflict resolution steps with children in conflict.

Social and Emotional Development During Outside Time (continued)

	8. Emotions	9. Empathy	10. Playing With Others	11. Group Participation
What Children Do	<ul style="list-style-type: none"> Shout with glee when a worm tickles their finger. 	<ul style="list-style-type: none"> Watch when another child is expressing emotions. Bring a toy to another child who is in distress. 	<ul style="list-style-type: none"> Share a ride on a sled. Squat side by side to look at a caterpillar. 	<ul style="list-style-type: none"> Engage in large-group activities such as playing chase, hide and seek, and gardening.
What Caregivers Do	<ul style="list-style-type: none"> Acknowledge children's emotions. 	<ul style="list-style-type: none"> Acknowledge and comment on children's emotions and actions. 	<ul style="list-style-type: none"> Encourage children to work together with materials. 	<ul style="list-style-type: none"> Plan group time activities during outside time.

Physical Development and Health

- For sensory-motor infants and toddlers, physical movement plays a major role in all learning.
- It is important to provide infants and toddlers with safe and ample space in which to exercise their inherent desire to move.
- When infants and toddlers have the space and freedom to move without constraint, they can learn their own physical strengths and limits and practice movement patterns until mastery propels them to the next physical challenge.



Physical Development and Health During Outside Time

	12. Moving Parts of the Body	13. Moving the Whole Body	14. Moving With Objects	15. Steady Beat
What Children Do	<ul style="list-style-type: none"> • Explore the grass during tummy time. • Lie on their back looking at the trees, sky, birds. • Zip their jacket for outside time. 	<ul style="list-style-type: none"> • Crawl and roll on the grass. • Climb on a tree stump. • Straddle a log. • Run between the picnic table and the tree repeatedly. 	<ul style="list-style-type: none"> • Carry their discoveries from one part of the outdoor space to another. • Push a stroller around the outdoor space. 	<ul style="list-style-type: none"> • Explore the beat of hitting a sand toy with a scoop. • Tap sticks on the ground or together.
What Caregivers Do	<ul style="list-style-type: none"> • Provide opportunities for nonmobile infants to explore nature. • Provide fine-motor experiences and materials. 	<ul style="list-style-type: none"> • Provide gross-motor opportunities. • Provide materials that encourage whole body movement (e.g., large stumps, climber, open space for running). 	<ul style="list-style-type: none"> • Provide materials for gathering and carrying. • Provide materials for pushing and pulling. 	<ul style="list-style-type: none"> • Explore sounds and steady beats with children. • Plan music and movement group times outside.

Physical Development and Health During Outside Time (continued)

- What Physical Development and Health KDIs can you observe in these pictures?



Communication, Language, and Literacy

- In infants and toddlers, communication, language, and literacy are intertwined. Emerging literacy skills depend on language, and language, in turn, is driven by the child's need to communicate.
- Infants and toddlers communicate their feelings and desires through an increasingly complex system of cries, motions, gestures, and sounds.



Communication, Language, and Literacy During Outside Time

	16. Listening and Responding	17. Nonverbal Communication	18. Two-way Communication
What Children Do	<ul style="list-style-type: none"> Listen to the sounds of the outdoors (e.g., the wind, the birds or other animals, sounds from the surrounding neighborhood). 	<ul style="list-style-type: none"> Point to objects in the environment. Smile when going back and forth on the swings. Make a face when putting a handful of dirt in their mouth. 	<ul style="list-style-type: none"> Talk about interesting things they discover on a branch or burrowing in the ground.
What Caregivers Do	<ul style="list-style-type: none"> Point out the sounds of the outdoors. Respond to children's vocalizations. 	<ul style="list-style-type: none"> Narrate and comment on children's nonverbal communication. 	<ul style="list-style-type: none"> Engage in two-way communication with children by providing opportunities for investigation and conversation during outside time.

Communication, Language, and Literacy During Outside Time (continued)

	19. Speaking	20. Exploring Print	21. Enjoying Language
What Children Do	<ul style="list-style-type: none"> • Enjoy the sound of their voices yelling in the open air. • Ask why and what questions. 	<ul style="list-style-type: none"> • Sit on a blanket with books to explore. 	<ul style="list-style-type: none"> • Bring books outside. • Sing songs together.
What Caregivers Do	<ul style="list-style-type: none"> • Engage in conversations with children. • Respond to children's questions and communication. 	<ul style="list-style-type: none"> • Bring basket of books outdoors. • Label the areas of the outdoor space with weather protected labels. 	<ul style="list-style-type: none"> • Sing songs with children. • Plan a group time with music and movement for outside time.

Communication, Language, and Literacy During Outside Time (continued)

- What Communication, Language, and Literacy KDIs can you observe in this interaction?



Cognitive Development

- Early cognitive development encompasses many areas of learning.
- Young children explore objects to discover their basic physical properties and investigate concepts that will later form the foundations of mathematical thinking in quantity, space, and time.



Cognitive Development During Outside Time

	22. Exploring Objects	23. Object Permanence	24. Exploring Same and Different	25. Exploring More
What Children Do	<ul style="list-style-type: none"> • Explore natural objects. • How does the dried leaf feel? How does it smell? 	<ul style="list-style-type: none"> • Search for a ball that rolled away. • Enjoy playing peek-a-boo outside. 	<ul style="list-style-type: none"> • Notice that things are the same and different; the grass and woodchips have different textures. 	<ul style="list-style-type: none"> • Ask for more pushes on the swing. • Gather many natural objects.
What Caregivers Do	<ul style="list-style-type: none"> • Comment on what children are exploring. • Explore nature objects alongside children. 	<ul style="list-style-type: none"> • Comment and narrate on children's observations. • Provide materials to support object permanence. 	<ul style="list-style-type: none"> • Point out the differences and similarities of objects. • Create a treasure basket with varying textures and materials. 	<ul style="list-style-type: none"> • Engage children in activities and opportunities to explore more.

Cognitive Development During Outside Time (continued)

	26. One-to-One Correspondence	27. Number	28. Locating Objects	29. Filling and Emptying
What Children Do	<ul style="list-style-type: none"> Line up rocks and walk along them, one by one. 	<ul style="list-style-type: none"> Count the number of objects collected. 	<ul style="list-style-type: none"> Remember where they left a toy. Put toys in containers. 	<ul style="list-style-type: none"> Fill and empty pails in the sandbox. Gather natural materials in a wheelbarrow.
What Caregivers Do	<ul style="list-style-type: none"> Count objects along with children while pointing with one-to-one correspondence with children. 	<ul style="list-style-type: none"> Point out the number of objects during exploration. 	<ul style="list-style-type: none"> Create storage for outside materials that is easily accessible and organized. 	<ul style="list-style-type: none"> Provide containers, baskets, buckets, etc., for filling and emptying.

Cognitive Development During Outside Time (continued)

	30. Taking Apart and Putting Together	31. Seeing From Different Viewpoints	32. Anticipating Events
What Children Do	<ul style="list-style-type: none"> • Explore materials on the playground that can be put together or taken apart. 	<ul style="list-style-type: none"> • Look at the same thing from a different perspective (e.g., from under the climber, behind the bush, lying on their back or stomach). 	<ul style="list-style-type: none"> • Go to the door when a teacher says it is time for outside time.
What Caregivers Do	<ul style="list-style-type: none"> • Provide materials that can be put together or taken apart as loose materials or materials brought from inside. 	<ul style="list-style-type: none"> • Provide opportunities for seeing things from a different perspective. 	<ul style="list-style-type: none"> • Provide a consistent schedule. • Use the parts of the schedule in your daily talk with children.

Cognitive Development During Outside Time (continued)

	33. Time Intervals	34. Speed	35. Cause and Effect
What Children Do	<ul style="list-style-type: none"> • After going down the slide, comment, “done.” • Run to the fence and say, “truck,” recalling the garbage truck they saw yesterday. 	<ul style="list-style-type: none"> • Use their body to move through space at different speeds. 	<ul style="list-style-type: none"> • Explore a ball rolling down the slide. • Pop bubbles by reaching out and touching them.
What Caregivers Do	<ul style="list-style-type: none"> • Provide gentle warnings for the end of outside time. • Comment on past events or acknowledge when children are done with an event. 	<ul style="list-style-type: none"> • Encourage children to explore ways they can move their body outside. 	<ul style="list-style-type: none"> • Provide loose materials for children to explore. • Encourage children to explore materials in multiple ways.

Cognitive Development During Outside Time (continued)

- What Cognitive Development KDIs can you observe in these pictures?



Creative Arts

- Engaging in extensive sensory-motor experiences — acting on objects with their whole body and all their senses and repeating these actions at will — enables very young children to experience representation in many forms.



Creative Arts During Outside Time

	36. Imitating and Pretending	37. Exploring Art Materials	38. Identifying Visual Images	39. Listening to Music
What Children Do	<ul style="list-style-type: none"> • Pretend to be dogs and crawl on all fours. • Bake/cook food in the sand box. 	<ul style="list-style-type: none"> • Mold shapes with snow and make marks in the dirt with sticks and shells. • Draw with chalk on the pavement. 	<ul style="list-style-type: none"> • Point to and talk about the images in pictures around the outdoor space. 	<ul style="list-style-type: none"> • Listen to the musical sounds of insects, birds, and wind chimes.
What Caregivers Do	<ul style="list-style-type: none"> • Partake in children's imaginary play. 	<ul style="list-style-type: none"> • Provide a variety of art materials for children to explore in the outdoor space. 	<ul style="list-style-type: none"> • Bring books/pictures into the outdoor space. • Display pictures in weather protected frames/displays. 	<ul style="list-style-type: none"> • Provide wind chimes. • Plan a music and movement activity with instrumental music.

Creative Arts During Outside Time (continued)

	40. Responding to Music	41. Sounds	42. Vocal Pitch
What Children Do	<ul style="list-style-type: none"> • Move their bodies to music in the outdoor space. 	<ul style="list-style-type: none"> • Listen to the sounds of the outdoors (birds, traffic, other children). 	<ul style="list-style-type: none"> • Explore how their voices sound different in the open air than they do indoors.
What Caregivers Do	<ul style="list-style-type: none"> • Plan music and movement opportunities. 	<ul style="list-style-type: none"> • Point out the sounds that can be heard in the outdoor space. 	<ul style="list-style-type: none"> • Sing songs. • Make silly sounds with children.

Connecting Materials, Adult-Child Interactions, and KDIs

Creating intentional outdoor experiences:

- Think back to Week 2 Learning Unit based on materials and Week 3 Learning Unit based on adult support.
 - Add those thoughts to this week's learning unit based on incorporating KDIs.
 - Now reflect on how you can intentionally plan for all three of these (materials, adult support, and KDIs) during outside time so children have the opportunity for rich learning experiences.
 - What are children's interests while outside?
 - What KDIs do you want to expose children to for new experiences?
 - What KDIs can you extend on and go deeper with based on children's current play?
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- What materials will you need to support children's interests and KDIs?
 - What outside time strategies will you use to support children?

Adult-Child Interactions

- What support strategies is the caregiver using?
- What materials did they provide?
- What KDI(s) are the children experiencing?



KDIs

- What KDI(s) is the child experiencing?
- What materials were provided?
- What support strategies is the caregiver using?



Reflecting Back...

Referring to your notes from the beginning of this learning unit, what additional learning will the children in your classroom experience during outside time?
How are you going to support that learning?

