

**COMPETENCY SKILL AREA:
PLANNING LEARNING EXPERIENCES/CURRICULUM**

**Self-Assessment
Nebraska Core Competencies for Early Childhood Professionals
Skill Area: Planning Learning Experiences Curriculum
Focus Area: Health and Physical Development**

Scale for Evaluating Skill

0= Never/Rarely uses this skill

1=Occasionally uses this skill

2=Regularly uses this skill

Skill Area: Planning Learning Experiences	0	1	2
Focus Area: Health and Physical Development			
Level 1			
1.1 Understand the value of play.			
1.2 Provides time and appropriate materials for fine motor skills such as cutting with scissors, drawing, and playing with musical instruments.			
1.3 Acknowledges and supports children’s natural tendency to move and be active throughout the day.			
1.4 Provides time for active physical play both inside and outside on daily basis.			
Level 2			
2.1 Plans activities, indoors and outdoors, that encourage the development of large and small motor skills.			
2.2 Introduces sensory experiences to children.			
2.3 Plans for outdoor activities on a daily basis.			
2.4 Provides instruction for basic health and safety rules.			
Level 3			
3.1 Provides adequate time for children to practice, explore and expand their motor skills and interests.			
3.2 Integrates physical development across all curriculum areas.			
3.3 Models health and safety practices during regular activities including meals and snacks.			

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Level 4			
4.1 Plans for scheduled activities and encourages spontaneous activities that support the development of fine and gross motor skills.			
4.2 Integrates physical development across all curriculum areas.			
4.3 Adapts activities for children with special needs.			
4.4 Incorporates activities and materials that focus on the world of nature and the importance of outdoor play.			
4.5 Incorporates a variety of equipment, activities and learning opportunities to promote physical development of all children.			
Level 5			
5.1 Uses on-going assessment of children to adapt and modify the health and physical development needs of individual children.			
5.2 Observes and documents the physical development of individual children.			
5.3 Plans and implements experiences that promote healthy living habits.			
5.4 Facilitates mutual problem-solving with care providers, families and/or teachers regarding strategies for addressing children's unique health and/or physical development needs.			
Level 6			
6.1 Communicates to others the process for developing curriculum that promotes health and physical development.			
6.2 Articulates the process of how to design and adapt the curriculum to address children's health and physical development needs.			
6.3 Communicates the link between physical health and children's social, emotional and cognitive development and learning outcomes.			
6.4 Monitors the need to adapt, adjust, and update the learning experiences to advance children's health and physical development.			

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6.5 Creates a classroom community that fosters children’s health and physical development in the home or in the classroom.			
6.6 Evaluates the suitability of curriculum and programs on health and physical development for use with a particular child or group of children.			

Self-Reflection Questions

a. If the skill is rarely used is it because the skill isn’t needed in your early childhood setting?

_____ Yes _____ No Explain

b. If the skill is rarely used is it because you need to know more about the skill?

_____ Yes _____ No Explain

Is there someone you know who could help you better understand this skill? Who would that be?