

Using the MN ECIPs in Your Program: Physical and Movement Development Domain Participant Guide

(2 hours)

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Session Overview

Minnesota's Knowledge and Competency Framework (KCF) for Early Childhood Professionals Content Areas and Child Development Associate (CDA) Subject Areas

The Minnesota's Knowledge and Competency Framework for Early Childhood Professionals Content Areas and the Child Development Associate (CDA) Subject Areas are listed here to help participants understand what competencies, content, and subject areas are addressed in the training.

- KCF Content Area: I. Child Development and Learning
- CDA Subject Area: VIII. Understanding the principles of child development and learning

Course Description: Explore the Physical and Movement domain from the Minnesota Early Learning Standards. Develop specific ideas and activities that can support the development of physical and movement in a program. It is recommended to take Intro to the ECIPS prior to taking this course.

Learning Objectives

Throughout this training, participants will:

- Describe the purpose and structure of the ECIPs
- Identify indicators of the Physical and Movement Development domain in current classroom and indicate how these can be embedded into daily routines and activities
- Develop an action plan that includes at least one new strategy for integrating the Physical and Movement Development domain into the classroom or program setting

Session Outline

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
A	15 minutes	Welcome/Introductions Objectives Review	Large Group Discussion	
B	30 minutes	Purpose of the ECIPs	Mini-Lecture Large Group Activity	1
C	20 minutes	Overview of Physical Movement and Development Domain	Mini-Lecture Large Group Discussion	1

Section	Section Time	Key Concepts	Teaching Techniques	Learning Objective Met
D	40 minutes	Practice and Application	Small Group Activity	2 & 3
E	15 minutes	Objectives Review/Closing	Individual Reflection	
	Total Time: 2 hours			

The 8 Domains of the ECIPS

Domain	Components
Approaches to Learning	Curiosity and Inquisitiveness, Attentiveness, Imagination, Processing and Using Information
The Arts	Exploring the Arts, Using the Arts to Express ideas and Emotions
Language, Literacy, and Communication	Receptive Language (Listening and Understanding), Expressive Language (Communicating and Speaking), Emergent Reading, Writing
Mathematics	Number Knowledge, Measurement, Patterns, Geometry and Spatial Thinking, Data Analysis
Physical and Movement Development	Gross Motor, Fine Motor and Self-Care
Scientific Thinking and Exploring	Explore, Discover, Explain
Social & Emotional Development	Self and Emotional Awareness, Self-Regulation, Social Understanding and Relationships
Social Systems	Self-Identity, Family, and Community, Concept of Time, Environment, Geography, and Our Role in Society, Economics: Wants, Needs, and Choices, Technology

Activity – Connecting Domains

- How do these connections influence curriculum planning?
- What strategies can support integration across domains?

Components of Physical and Movement Development

- Gross motor development describes how children use their whole body to move through space.
- Fine motor and self-care development describe how children use their hands, fingers, and bodies to interact with materials and care for themselves.

Matching Activity

Match each of the indicators below to one of these four subcomponents:

- Locomotion
- Object Control
- Dexterity
- Self-Care

<u>Indicator</u>	<u>Subcomponent</u>
Crosses the midline of their body with or without an object	
Holds and or moves objects with hands	
Pulls their body upright to explore their environment	
Helps clean up	
Demonstrates increasing independence with toileting	
Kicks a ball close to a wide target	
Grasps and uses items in a fistful grip to scribble	
Explores on play equipment	

Strategy or Activity for each subcomponent

- Locomotion
- Object Control
- Dexterity

- Self-Care

Resources

Early Childhood Indicators of Progress: Minnesota's Early Learning Standards 2028 version
- <https://dcyf.mn.gov/sites/default/files/2025-08/els-ecips-2028.pdf>