



# Unit 4 – Health

## Key Topic 1: Organization and Rationale of the Health Domain

Health Domain:  
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### Focus of Unit 4 – Key Topic 1

Students explore the rationale for including the health domain in the *California Preschool Curriculum Framework, Volume 2* and learn how the domain is organized. They also become familiar with the guiding principles for this domain.

### Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child, Growth, and Development
- Child, Family, and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Practicum-Field Experience

### Instructional Methodologies

- Class discussion
- Pairs work and discussion in pairs
- Development of resource tool
- Small group work
- Creation of a visual representation
- Class presentation
- Role playing



- Individual reflection
  - Reflective discussion—large group
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### **California Early Childhood Educator Competency Areas to Consider**

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division’s California Early Childhood Educator Competencies. The “Competency Areas to Consider” below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



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### Before You Start

There are three subtopics in this key topic.

- **Subtopic 1: Rationale for the Health Domain.** Subtopic 1 addresses the rationale for the health domain as it is presented in Chapter 4 of the *California Preschool Curriculum Framework, Volume 2*. A brief discussion is used to emphasize to students why addressing health behaviors in young children is important.
- **Subtopic 2: Organization of the Health Domain.** Subtopic 2 introduces students to the organization of Chapter 4, the health domain in the *California Preschool Curriculum Framework, Volume 2*. This is intended to help students know what is in the curriculum framework and supports their ability to use it in their work as a resource. This is designed to be done with hard copies of Chapter 4 of the *California Preschool Curriculum Framework, Volume 2*. You will need enough copies to enable students to work with it in pairs. Each pair will need a copy. This could also be done in groups of three, but as groups become larger, the possibility for each student to become familiar with the chapter could be diminished. Post-it<sup>®</sup> Notes or similar tabs will also be needed for this subtopic. Handout 1, included with this key topic, is a copy of pages 111-112 from the Appendix in the *California Preschool Learning Foundations, Volume 2*. An electronic version of this handout will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

Subtopic 2 also includes a brief exercise to explore the parallels between the foundations of the health domain in the *California Preschool Learning Foundations, Volume 2* and the structure of the health domain in the *California Preschool Curriculum Framework, Volume 2*. It is important to do this exercise so that students understand the curriculum framework as a resource for supporting children’s learning and development as described in the foundations.

- **Subtopic 3: Guiding Principles for the Health Domain.** Subtopic 3 gives students a chance to approach the guiding principles of this domain with some expressive artwork. It is suggested that collage or drawings or paintings can be used, and the choice is up to the instructor. It can depend on materials that are available and time available for working on the art products. This assignment could also be done electronically, if students have access and skills to develop a representation on an electronic device.



## Information Delivery

Begin by asking students to read the introduction to the domain on pages 226 and 227 of the *California Preschool Curriculum Framework, Volume 2*. This will be explored in the first subtopic and could be read in connection with beginning that subtopic.

Introduce students to the Glossary for the health domain, which can be found on pages 290–293 of the curriculum framework. Ask students to scan through the glossary for the health domain and find some terms that they did not know. Give them about five minutes to do so.

Discuss the terms that were not familiar to students and remind them to consult the glossary as they go through the domain. Terms in the glossary are printed in bold face throughout the chapter.

## Active Learning



Slides 2, 4

### **Subtopic 1: Rationale for the Health Domain**

#### **Getting it started**

As a whole group, discuss the two main reasons given for fostering healthy lifestyles in young children. These are presented in the first section of page 226 in the *California Preschool Curriculum Framework, Volume 2*:

1. “Preschool education about health can begin a lifelong process of learning about oneself, relationships to others, and the world.”
2. “Preschool children’s experiences with their health and ways to improve it . . . enhance their desire and ability to make healthy decisions throughout their lives.”

Ask students what these reasons suggest about the importance of helping young children develop health-promoting habits.

#### **Keeping it going**

Then organize students into pairs. Assign each pair to one of the three paragraphs in the second section of the introduction in the *California Preschool Curriculum Framework, Volume 2*. Two of these paragraphs are at the bottom of page 226, and one is at the top of page 227 in the curriculum framework. Ask each pair to find the sentence in the paragraph that they think is most important for their teaching. Ask students to select only one sentence in their paragraph.



Slide 3

#### **Putting it together**

When they have all done this, compare the decisions of those who worked on the same paragraph and ask these questions:



- Did they choose the same sentences?
- Were there others that they considered?
- When they hear all about all three paragraphs, what does it suggest about helping young children develop health-promoting habits?

### Online Options

**Subtopic 1:** Students could post their key sentences for each paragraph online and review other students' sentences. Students could then have a discussion about the similarities and differences in class or write responses to the three discussion questions in the "Putting it together" section and submit these to instructor.

### **Subtopic 2: Organization of the Health Domain**



Slides 5-11

#### **Getting it started**

Begin by having students become familiar with the organization of the health domain by reading or reviewing "Organization of the Framework" on pages 9–10 of the *California Preschool Curriculum Framework, Volume 2*.

Then, with Post-it® Notes or some similar paper or taping system, ask them to find and tab in the *California Preschool Curriculum Framework, Volume 2* the following elements of the domain:

- Domain Guiding Principles (pp. 227–228)
- Environments and Materials (pp. 229–231)
- Summary of the Strands and Substrands (pp. 231–232)
- Strands (pp. 233, 252, 262)
- Substrands (pp. 234, 238, 241, 246, 253, 263, 267)
- Research Highlights (pp. 230, 234, 235, 246, 253, 257, 262, 270)
- Engaging Families (pp. 250, 260, 274)
- Questions for Reflection (pp. 251, 261, 275)

Have students continue identifying the structure of the health domain by tabbing the following elements:

- Vignettes and teachable moments for each substrand



- Interactions and strategies for each substrand—point out that these follow each vignette

Also ask students to note that there are “Teacher Resources” on pages 278–279 of the *California Preschool Curriculum Framework, Volume 2*.

Next, let students know that they will now be taking what they have just learned about the structure and organization of the curriculum framework and looking at how it parallels the organization of California’s preschool learning foundations.

Ask the students to review the following sections:

1. Summary of the health strands and substrands on pages 231–232 of the *California Preschool Curriculum Framework, Volume 2*.
2. Appendix of the *California Preschool Learning Foundations, Volume 2* on pages 111–112, which is a summary of the strands, substrands, and foundations for the health domain.

Handout 1 with this key topic, includes the health domain portion of this Appendix.

Ask students to compare the two summaries so that they see the parallel organization of the *California Preschool Curriculum Framework, Volume 2* and the *California Preschool Learning Foundations, Volume 2*. It is important for students to understand that the *California Preschool Learning Foundations, Volume 2* describes **what** children typically learn and develop with optimal support, and the *California Preschool Curriculum Framework, Volume 2* provides guidance for **how** teachers can intentionally support this learning and development. Emphasize that this parallel structure does not mean that teachers are to apply the curriculum framework in a one-to-one match to the foundations. The *California Preschool Curriculum Framework, Volume 2* is a resource for supporting children’s learning and development as described in the foundations.

### **Taking it further**

Students could continue to explore the structure of the health domain by creating an organizational chart of the major elements.

Students can create this chart individually or in pairs or small groups. Assign each student or group of students a strand. Because the strands have different numbers of substrands, instructors may wish to assign each student or group a



substrand instead of a strand. Because all the charts will eventually be posted to show the organization of the whole domain, it is helpful if the groups use the same organizing labels.

### Putting it together

Ask students to display their charts in the order of the strands and substrands. After all the students have had a chance to look at all the charts, discuss the following questions as a whole class:

- What stood out for you when you looked at the organizational charts of the health domain?
- What surprised you? Which substrand had elements that were the most familiar to you? The most unfamiliar?
- What patterns did you see in the organizational structure of the domain?
- How might you use this organizational chart of the domain as a reference for your work in planning health environments and learning experiences for children?

#### Online Options

**Subtopic 2:** Students could develop their organizational charts out-of-class and then post them online. Students could then discuss them in class or write individual responses to the questions in the “Putting it together” section.

### Subtopic 3: Guiding Principles for the Health Domain

#### Getting Started

Pages 227–229 of the *California Preschool Curriculum Framework, Volume 2* lists nine guiding principles for the health domain. They are presented as guiding the integration of health with the other eight domains. Read through these principles with students, in a round robin from the text or on PowerPoint slides.



Slides 12-14

Ask students why they think it might be emphasized that health should be integrated with other domains.

If students do not include this in their responses, suggest that healthy habits as well as safety and nutrition behaviors occur throughout the day and throughout many of the learning experiences that children have in a group setting.

#### Keeping it going

Let students know that they will be creating visual representations of the guiding principles for the health domain.



You can choose any expressive media that will be appropriate and available for your students. This might be a collage using pictures from magazines or other print media, or it could be a drawing, painting, or pencil sketches.

Assign each of the nine principles to individuals or pairs of students. This can be done according to class size as well as the space and chosen art media. Instructors might hear students expressing lack of confidence in their expressive skills, but should encourage them to work in a way that is comfortable for them. Remind them that even stick figures can be expressive and carry a message or story.

#### Online Options

**Subtopic 3:** Students could create the visual representations of the domain principles outside class and post photos of the representations online. Students would then have a collection of visuals that could be used when explaining the principles to families.

When students have finished their work, ask each individual or pair to describe the principle represented and to give a short summary of its description from the text.

#### Taking it further

This could also be done as role playing and could be used to supplement or replace the visual representation.

### Reflection

This can be done as a journaling exercise, as an online journal or discussion, or as a discussion in class following the active learning above.



Slide 15

- In one or two sentences, state what was the most memorable thing you learned about the health domain.
- What was new information or unfamiliar in this domain?
- Are there topics in this domain that you need or want to find out more about?
- How can you do that?
- How will this affect your work with young children now or in the future?



**Health Domain: Key Topic 1 -**  
Organization and Rationale of the Health Domain  
**Handout 1 – Summary of the Health Domain Foundations**

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## Safety

### 1.0 Injury Prevention

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.

## Nutrition

### 1.0 Nutrition Knowledge

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.

### 2.0 Nutrition Choices

2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.

### 3.0 Self-Regulation of Eating

3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.
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