



Unit 4 – Health:

Key Topic 3: Getting to Know Interactions and Strategies That Support Health

Health Domain:
 Key Topic 3 – Getting to Know Interactions and Strategies That Support Health

Focus of Unit 4 – Key Topic 3

Students become familiar with interactions and strategies that can be used to support children’s health, safety, and nutrition.

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.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Small group work
- Class discussion
- Role playing
- Class presentation
- Individual reflection

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
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



Unit 4 – Health:

Key Topic 3: Getting to Know Interactions and Strategies That Support Health

Health Domain:
Key Topic 3 – Getting to Know Interactions and Strategies That Support Health

Before You Start

This key topic emphasizes the role of intentional teaching in supporting children’s development of healthy and safe lifestyles. Intentional teaching is addressed as one of the overarching principles in the introduction of the *California Preschool Curriculum Framework, Volume 2*, on page 7. Intentional teaching is described as teaching that is done “with knowledge and purpose to ensure that young children acquire the knowledge and skills they need . . .” In the case of health, safety, and nutrition, there are specific skills, knowledge, and behaviors that will lead to healthy lifestyles. Key Topic 2 offers students an opportunity to consider where and when they can prepare environments and materials that will support development of these skills and knowledge as children engage in routines of the day. This key topic, on the other hand, offers students an opportunity to see where intentional teaching is needed. This might be intentionally planned and implemented activities in large or small groups or intentional responses to whatever the child is doing. In this domain, the use of scaffolding and scripts is encouraged, and these will be explored as well.

It is always helpful to remember that engaging children in learning during routines and developing intentional teaching are not necessarily distinct. These instructional approaches are presented separately in these two key topics to provide experience for students to more fully explore these approaches.

It will help if students have read through the health domain chapter in the *California Preschool Curriculum Framework, Volume 2*. If they have not read it as an assignment, they will need extra time to read relevant sections in class as they work through the active learning exercise.

There are 59 interactions and strategies recommended in the health domain. The following table (Table 3) lists the number of vignettes and interactions and strategies for each strand and substrand. This table may help determine student groupings for the active learning experiences.

Note to Faculty: Students are asked to complete handouts in the “Getting it started” section. These three handouts are provided at the end of this key topic. Handout 4 is a complete list of the interactions and strategies for this domain. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.



Table 3. Total number of vignettes, interactions, and strategies for the health domain by strand and substrand.

California Preschool Curriculum Framework, Volume 2 (PCF, V2)		
Strands and Substrands	Vignettes	Interactions and Strategies
Strand: Health Habits (pp. 233-251)	4	29
1.0 Basic Hygiene	1	7
2.0 Oral Health	1	6
3.0 Knowledge of Wellness	1	7
4.0 Sun Safety	1	9
Strand: Safety (pp. 252-261)	1	10
1.0 Injury Prevention	1	10
Strand: Nutrition (pp. 262-275)	4	20
1.0 Nutrition Knowledge	1	7
2.0 Nutrition Choices	2	7
3.0 Self-Regulation of Eating	1	6

Source: *California Preschool Curriculum Framework, Volume 2*

Information Delivery

Ensure that students understand what is meant by intentional teaching. Intentional teaching is addressed as one of the overarching principles in the introduction of the *California Preschool Curriculum Framework, Volume 2*, on page 7. Intentional teaching is described as teaching that is done “with knowledge and purpose to ensure that young children acquire the knowledge and skills they need . . .” Discuss what this



Slides 2-4

means in terms of planning curricular activities for specific purposes. For example, if children are to learn a specific safety habit, such as “hold hands when crossing the street,” consider planning a story time based on that or making a large street with a crosswalk for the dramatic or outdoor play area; practice that habit with the children.

However, ensure that students understand that intentional teaching occurs in many forms. In addition to the planned activities in the example in the preceding paragraph, intentional teaching includes the intentional development and placement of environmental arrangements and materials as well as the intentional use of specific responses, including scripts, as well as in-the-moment interactions or events.

Refer students to pages 290-293 of the *California Preschool Curriculum Framework, Volume 2* glossary. Review the terms “scaffolding” and “scripts,” since they are important concepts for intentional teaching in the health domain.

Remind students that, as described on page 226 of the introduction to the health domain in the curriculum framework, the “preschool health foundations represent a vision of young children’s developmental progress, not an expectation.” In this domain, it is particularly important to recognize that children entering preschool may have varied backgrounds and experiences with health habits, safety, and nutrition. The teacher’s role is to support children, beginning where they are and with respect for family and community practices.

Active Learning

Getting it started

Let students know that in small groups of three or four they will be looking at opportunities for intentional teaching in the interactions and strategies in the health domain.

There are 59 interactions and strategies recommended in the health domain. These can be divided into the following three groups of substrands:



Slides 5-6

- **Group 1 (20 interactions and strategies)**
 - Basic Hygiene (7)
 - Oral Health (6)
 - Knowledge of Wellness (7)
- **Group 2 (19 interactions and strategies)**
 - Sun Safety (9)
 - Injury Prevention (10)



- **Group 3 (20 interactions and strategies)**

Nutrition Knowledge (7)

Nutrition Choices (7)

Self-Regulation of Eating (6)

These substrand groupings provide each small group of students with roughly equivalent numbers of interactions and strategies to work with. Each group could also work with one substrand if that is a better fit for the students and the class schedule.

Handouts 1, 2, and 3 are provided for each of these groupings. Review the handouts with students. Each handout lists the interactions and strategies for the designated substrands.

Ask students to consider which of these interactions and strategies would best be opportunities for intentional teaching through

1. planned learning experiences, such as story time, small group art activity, etc.;
2. intentional preparation of environments and materials;
3. intentional responses to in-the-moment interactions, interactions with other teachers, or those interactions requiring shifts in the role of the teacher.

Many of these interactions and strategies will relate to intentional teaching in more than one of these categories.

Reading the publication text for each of the interactions and strategies as they work through them will help students gain a better understanding of what they look like in action.

Online Options

Students could work individually or in small groups outside of class and complete an assigned portion of the handout. The handouts could then be posted online for all students to review before a class discussion.

Depending on students' experience, they may (1) make use of the textual examples as a basis for their responses to handout exercises or (2) develop their own examples based on the suggestions within the handouts.

Handout 4 is a complete list of all the interactions and strategies for this domain.

Keeping it going

Reconvene as a whole group and discuss the following questions:



Slide 7

- What did you learn about intentional teaching?
- What did you learn about this domain? Was anything about this domain surprising?
- Were there any recommended interactions and strategies that are different from those your family practices? What were they and how would you want them approached in an early care and education setting for yourself or a child in your family?
- What was familiar, what was new, and what was challenging?
- How will you use this in your work now or in the future?

Taking it further

Ask students to choose one of the interactions and strategies recommendations they have been working with and develop a scenario to role-play. The role playing should illustrate what intentional teaching would look like for that interaction and strategy recommendation. They might combine more than one recommendation into their role playing. Ask students to present these to the entire group.

Reflection



Slide 8

Following the discussion in the “Keeping it going” section, responses to these reflection questions could be done as journaling, as an online assignment, or to be handed in as a written assignment. Students might need a copy of the questions used for discussion in the “Keeping it going” section.

- Where were you surprised or challenged?
- How did the discussion help you reflect on your engagement with this learning experience?
- Were there some questions that were particularly thought-provoking? Which ones were they and what was some of your thinking?
- How will this discussion and/or this reflection help you in your work with young children now or in the future?



Group 1 – Substrand: Basic Hygiene
Consider which of these seven Interactions and Strategies
would provide opportunities for Intentional Teaching

Health Domain: Key Topic 3 - Getting to Know Interactions and Strategies That Support Health
Handout 1

Substrand: Basic Hygiene	Planned Activity	Environments and Materials	Intentional Responses	Other
1. Teach children how to wash hands.				
2. Model basic hygiene and disease-prevention actions throughout the day.				
3. Remind children about health practices throughout the day.				
4. Incorporate handwashing and other health practices in the daily routine.				
5. Use visual aids to demonstrate invisible germs.				
6. Reinforce learning with stories and music.				
7. Observe individual children attentively.				



Group 1 – Substrand: Oral Health

Consider which of these six Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Oral Health	Planned Activity	Environments and Materials	Intentional Responses	Other
1. Practice toothbrushing skills.				
2. Include toothbrushing in the daily routine.				
3. Integrate oral health and nutrition education through cooking activities.				
4. Incorporate music.				
5. Build communication and vocabulary skills.				
6. Encourage pretend play.				

Group 1 – Substrand: Knowledge of Wellness

Consider which of these seven Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Knowledge of Wellness	Planned Activity	Environments and Materials	Intentional Responses	Other
1. Encourage children to explore and accept differences.				
2. Use correct terminology throughout the day.				
3. Familiarize children with health helpers.				
4. Establish special interest areas.				
5. Integrate health promotion with other domains.				
6. Enhance children's knowledge and understanding through problem solving.				
7. Model and share information each day.				



Group 2 – Substrand: Sun Safety
Consider which of these nine Interactions and Strategies
would provide opportunities for Intentional Teaching

Health Domain: Key Topic 3 - Getting to Know Interactions and Strategies That Support Health
Handout 2

Substrand: Sun Safety	Planned Activity	Environments and Materials	Intentional Responses	Other
1. Introduce vocabulary related to sun safety.				
2. Integrate sun safety with emergency preparedness and safety.				
3. Encourage dramatic play.				
4. Integrate sun safety with other health topics.				
5. Combine sun safety with other domains.				
6. Encourage decision making.				
7. Integrate sun safety into daily routines.				
8. Promote sun safety everywhere, every day, all year long.				
9. Ensure that children have access to appropriate sun-safety items.				

Group 2 – Substrand: Injury Prevention
Consider which of these 10 Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Injury Prevention	Planned Activity	Environments and Materials	Intentional Responses	Other
1. Incorporate safety activities into the daily routine.				
2. Involve children in creating rules.				
3. Provide coaching and gentle reminders to help children follow safety rules.				
4. Promote independence while developing other skills.				
5. Provide time for children to practice individual skills.				
6. Introduce concepts and behaviors in simple steps.				
7. Role-play safety helpers.				
8. Practice problem solving.				
9. Introduce safety signs.				
10. Incorporate music.				



Group 3 – Substrand: Nutrition Knowledge
Consider which of these seven Interactions and Strategies
would provide opportunities for Intentional Teaching

Health Domain: Key Topic 3 - Getting to Know Interactions and Strategies That Support Health
Handout 3

Substrand: Nutrition Knowledge	Planned Activity	Environments and Materials	Intentional Responses	Other
1. Introduce many different foods.				
2. Recognize and accommodate differences in eating habits and food choices.				
3. Provide opportunities and encouragement in food exploration.				
4. Integrate nutrition with other areas of learning through cooking activities.				
5. Show children where food is produced.				
6. Establish special interest areas.				
7. Integrate nutrition education with basic hygiene education.				

Group 3 – Substrand: Nutrition Choices
Consider which of these seven Interactions and Strategies
would provide opportunities for Intentional Teaching

Substrand: Nutrition Choices	Planned Activity	Environments and Materials	Intentional Responses	Other
1. Model and coach children's behavior.				
2. Encourage children to share information about family meals.				
3. Encourage role playing.				
4. Serve meals and snacks family-style.				
5. Encourage tasting and decision making.				
6. Integrate nutrition education with other learning areas.				
7. Provide choices for children.				



Group 3 – Substrand: Self-Regulation of Eating
Consider which of these six Interactions and Strategies
would provide opportunities for Intentional Teaching

Substrand: Self- Regulation of Eating	Planned Activity	Environments and Materials	Intentional Responses	Other
1. Offer a variety of nutritious, appetizing foods in small portions.				
2. Encourage children to chew their food well and eat slowly.				
3. Teach children to recognize signs of hunger.				
4. Discuss how the body uses food.				
5. Reinforce learning throughout the day.				
6. Integrate eating with language and socialization.				



Getting to Know Interactions and Strategies That Support Health

Health Domain: Key Topic 3 - Getting to Know Interactions and Strategies That Support Health
Handout 4

Strand: Health Habits			
Substrand: Basic Hygiene	Substrand: Oral Health	Substrand: Knowledge of Wellness	Substrand: Sun Safety
Teach children how to wash hands.	Practice toothbrushing skills.	Encourage children to explore and accept differences.	Introduce vocabulary related to sun safety.
Model basic hygiene and disease-prevention actions throughout the day.	Include toothbrushing in the daily routine.	Use correct terminology throughout the day.	Integrate sun safety with emergency preparedness and safety.
Remind children about health practices throughout the day.	Integrate oral health and nutrition education through cooking activities.	Familiarize children with health helpers.	Encourage dramatic play.
Incorporate handwashing and other health practices in the daily routine.	Incorporate music.	Establish special interest areas.	Integrate sun safety with other health topics.
Use visual aids to demonstrate invisible germs.	Build communication and vocabulary skills.	Integrate health promotion with other domains.	Combine sun safety with other domains.
Reinforce learning with stories and music.	Encourage pretend play.	Enhance children's knowledge and understanding through problem solving.	Encourage decision making.
Observe individual children attentively.		Model and share information each day.	Integrate sun safety into daily routines.
			Promote sun safety everywhere, every day, all year long.
			Ensure that children have access to appropriate sun-safety items.



Getting to Know Interactions and Strategies That Support Health

Strand: Safety	Strand: Nutrition		
Substrand: Injury Prevention	Substrand: Nutrition Knowledge	Substrand: Nutrition Choices	Substrand: Self-Regulation of Eating
Incorporate safety activities into the daily routine.	Introduce many different foods.	Model and coach children's behavior.	Offer a variety of nutritious, appetizing foods in small portions.
Involve children in creating rules.	Recognize and accommodate differences in eating habits and food choices.	Encourage children to share information about family meals.	Encourage children to chew their food well and eat slowly.
Provide coaching and gentle reminders to help children follow safety rules.	Provide opportunities and encouragement in food exploration.	Encourage role playing.	Teach children to recognize signs of hunger.
Promote independence while developing other skills.	Integrate nutrition with other areas of learning through cooking activities.	Serve meals and snacks family-style.	Discuss how the body uses food.
Provide time for children to practice individual skills.	Show children where food is produced.	Encourage tasting and decision making.	Reinforce learning throughout the day.
Introduce concepts and behaviors in simple steps.	Establish special interest areas.	Integrate nutrition education with other learning areas.	Integrate eating with language and socialization.
Role-play safety helpers.	Integrate nutrition education with basic hygiene education.	Provide choices for children	
Practice problem solving.			
Introduce safety signs.			
Incorporate music.			