



Unit 4 – Health:

Key Topic 5: Exploring the Research Highlights of the Health Domain

Health Domain:
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Focus of Unit 4 – Key Topic 5

Students become familiar with the research highlights related to the health domain by identifying the source articles for the research highlights.

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

Instructional Methodologies

- Pairs work and discussion in pairs
- Small group work
- Jigsaw reading
- Development of resource tool
- Short report
- Class presentation
- Individual reflection
- Reflective discussion—large group



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
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



Unit 4 – Health

Key Topic 5: Exploring The Research Highlights of the Health Domain

Before You Start

This key topic is intended to acquaint students with the research base of the health domain and with the resources available for further exploration of health, safety, and nutrition information. Much of this is done online. Some of it can be done online in the classroom if such resources are available. Instructors can assess and define the intersection of technological resource and individual student need, suggesting locations that allow for student exploration. Because early care and education professionals are increasingly using Web-based and electronic mail vehicles for finding resources and for communicating with each other and with families, this key topic is intended to provide some experience with that while focusing on health topics.

Four specific resources are suggested for the active learning segment of this key topic. These have been selected as representatives of state, national, and private efforts to enhance child health and safety in early care and education. While these four resources are suggested, they are not meant to be an exhaustive list; expanded review of the below-mentioned “Teacher Resources” section is also encouraged.

Information Delivery

Remind students that the information and recommendations in the health domain of the *California Preschool Curriculum Framework, Volume 2* are supported by research; they are research-based. This research is presented as research highlights and is distributed throughout the domain chapter. The sources for these highlights are listed in the endnotes on pages 280–282 of the curriculum framework.

The eight research highlights of the health domain can be found on the following pages 230, 234, 235, 246, 253, 257, 262, and 270.

Active Learning



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Getting it started

Ask students to form pairs or groups of three. Assign each pair or group to at least one research highlight in the health domain. Instructors can organize the assignment of the eight research highlights according to class size. These research highlights are found on pages 230, 234, 235, 246, 253, 257, 262, and 270 of the *California Preschool Curriculum Framework, Volume 2*.



Ask students to read their research highlight and develop a one-sentence summary to share with the whole class. Also ask them to check the endnote sources that are referred to in each research highlight. These summaries can be reported back verbally or collected and/or shared electronically. They could then be compiled so that they could be available to all students.



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Keeping it going

Ask students to review the “Teacher Resources” on pages 278–279 of the *California Preschool Curriculum Framework, Volume 2*.

Then focus on these resources:

- California Childcare Health Program (CCHP) (<http://www.ucsfchildcarehealth.org/>)
- <http://www.childhealthonline.org>
- Healthy Childcare Magazine (<http://www.healthychild.net/>)
- National Resource Center for Health and Safety in Child Care and Early Education (<http://nrckids.org/>)

If instructors have the capability to review these Web sites in the classroom, it would be helpful to do so. Point out that there are many excellent resources on the “Teacher Resources” pages of the *California Preschool Curriculum Framework, Volume 2*, but the above four are good examples to explore. They represent, state, national, and private efforts to enhance child health and safety in early care and education.

Taking it further

The following is suggested whether or not the instructors have had the opportunity to explore these Web sites with the whole group.



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Instructors could assign to each student one of the Web sites. Ask students to explore their assigned Web site and prepare a summary to present to the class.

The summary should include these elements:

- Name and URL for the Web site
- Sponsoring or funding source
- Resources available on the Web site



- Examples of resources (either hardcopy or selected URLs for the resources)
- Ways in which this Web site and/or its resources would be helpful in working on developing healthy habits for young children
- Ways in which the Web site could be used in working with families of young children

Putting it together

Ask students to bring their summaries and make an oral or visual presentation to the class. Ask students: What connections did you find between the research highlights and the teacher resources?

Online Options

Have students post online their one-sentence summaries of their assigned research highlights and their Web site summaries. These could then be compiled into a resource tool. Students could also be asked to review these in preparation for a class discussion.

Reflection

Responses to the following questions could be done as a journaling exercise, as an online discussion, or as a class discussion.



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- What was most helpful about this learning experience?
- What would you like to explore more?
- Where would you need help in further explorations?
- How will this information influence your work with young children and their families now or in the future?