Health

Intentional teaching
Teaching that is done “with knowledge and purpose to ensure that young children acquire the knowledge and skills they need…”

(p. 7) California Preschool Curriculum Framework, Volume 2
Health

Scaffolding
Supporting children’s learning of new skills or concepts until they are able to complete a skill or understand a concept on their own and the supports are withdrawn.

Scripts
Rules and sequence(s) of behavior associated with a given situation.

(p. 293) California Preschool Curriculum Framework, Volume 2

The “preschool health foundations represent a vision of young children's developmental progress, not an expectation.”


- 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.
Health

• **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)

Consider which interactions and strategies would best be opportunities for intentional teaching:

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.
Health

- What did you learn about intentional teaching?
- What did you learn about this domain? Was anything surprising?
- Were there any recommended interactions and strategies that are different from those your family practices?
- Which ones 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?

- 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?