



## Health: Exploring *Scripts* for the Health Domain in the Early Care and Education Setting

### Focus Statement

Students focus on the concept of *scripts* for children in this domain and explore *scripts* that are familiar and common in the early care and education setting.

### 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 learning experience. 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

- Class discussion
- Development of resource tool
- Interviews
- Lecture
- Observation
- Reflection—individual or large group
- Small group work

### 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 learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



# Health:

## Exploring *Scripts* for the Health Domain in the Early Care and Education Setting

### Before You Start

This learning experience will enable students to see that many of the health foundations must be intentionally supported by adults in the classroom. Achieving the foundations in this domain frequently involves internalizing sequences of behavior and knowing when to apply them, such as handwashing. Although this learning experience involves some understanding of curriculum development in the health domain, such as developing *scripts* and using them repeatedly, it will familiarize students with the contexts in which young children can develop healthy and safe habits and the role of adults in creating those contexts.

You will need to prepare one chart paper for each strand, or assign space on a whiteboard for each strand. You will need markers so that you or the students can record the results of their small group work. Handout 1 is provided for students to use when developing their lists of *scripts*. An electronic version of the handout will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

### Information Delivery

Introduce students to the concept of *scripts* for the health domain. A good way to do this is to have students read the introduction to the health domain in the *California Preschool Learning Foundations, Volume 2* (pp. 70–79), with special attention to pages 75 and 77, where *scripts* are described.



Slide 2

Be sure they understand that *scripts*

- are rules for behavior;
- describe what we do in certain situations;
- can be sayings, songs, or rhymes; and
- are the same over and over again.

### Active Learning

#### Getting it started

Ask students to think of some *scripts* in their own lives relating to safety. One safety *script* that most students will probably know is “look both ways before crossing the street.”

Point out that we have learned these because adults repeated them until they became automatic and shaped our behavior.

#### Keeping it going

Next, let students know that they will be building a list of *scripts*



to use as a resource in their work with young children. This will help them in supporting children as they develop toward achieving the foundations in this domain.

There are several ways for students to develop their lists. If you have students who are currently working in early care and education settings, you could ask them to serve as a panel. You could assign each student with extensive experience to a pair or group of three other students who might not have as much experience. Or if you have many with experience, they can be grouped in pairs for this work.

#### Online Options

The small group work could be done online in assigned groups.



Slide 3

Using Handout 1, ask students to try to think of *scripts* they use or have heard throughout the day that are related to the health domain. Remind them that there will be other *scripts* used in the early care and education setting, such as “we take turns with the paint jars,” that do not relate to the health domain. They might want to record such scripts for themselves, but the assignment is to think specifically of *scripts* related to the health domain. The idea is not to generate a large number of *scripts* but to develop a meaningful and useful set of *scripts*.

#### Putting it together

On the prepared chart paper or whiteboard, ask students to list the *scripts* they have discussed in their pairs or small groups.

They can do this by writing them on the chart paper or whiteboard, or they could write them on large Post-it® notes and place them in the appropriate strand.

#### Online Options

Putting the *scripts* together in groups can be done online.

Lead a discussion to review the *scripts* that have been generated:

- Are they all relevant to the health domain?
- Are some familiar to everyone?
- Are some familiar to a few but not everyone?
- Are some related to family or cultural practice?
- What does this suggest about developing and using *scripts* for young children related to the health domain?

#### Online Options

Questions could be answered online and be submitted for review.



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For example, would staff have to agree on what they would use? Would some children hear different *scripts* at home from what they would hear at school?

**Another way or taking it further**

Identifying or building a list of *scripts* could be further developed or done alternatively as an interview or observation assignment.

As an interview assignment, students could be asked to find an experienced early care and education teacher or administrator and go through Handout 1 with that person.

As an observation assignment, students could be asked to use Handout 1 as they observe in an early care and education setting and listen and watch for *scripts* related to the health foundations. It will also help to remind students again that they will see and hear *scripts* related to other activities but they are to look for *scripts* related to the health domain strands and substrands.

For an observation assignment, it will be important to point out to students certain routines, such as mealtime, naptime, or other times of the day such as outdoor time, when *scripts* related to the health domain strands and substrands are most likely to be heard.

Following either of these alternatives, ask students to bring their lists to class and engage in the same discussion described in the “Putting it together” section.

Be sure to record the *scripts* and make them available as a resource list for students.

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**Reflection**

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Ask students to reflect on their experience through the following questions:

- What was new information for you?
- What new ideas for your work did you get from this experience?
- What did you learn about your own experiences in health, safety, and nutrition?



## Identifying *Scripts* for the Health Domain

**Health Domain:** Exploring *Scripts* for the Health Domain in the Early Care and Education Setting  
**Handout 1** – Identifying *Scripts* for the Health Domain

Strand: <i>Health Habits</i> Substrand: Basic Hygiene
<i>Scripts:</i>
Strand: <i>Health Habits</i> Substrand: Oral Health
<i>Scripts:</i>
Strand: <i>Health Habits</i> Substrand: Knowledge of Wellness
<i>Scripts:</i>

<i>Strand: Health Habits</i> Substrand: Sun Safety
<i>Scripts:</i>
<i>Strand: Safety</i> Substrand: Injury Prevention
<i>Scripts:</i>
<i>Strand: Nutrition</i> Substrand: Nutrition Knowledge
<i>Scripts:</i>

*Strand: Nutrition*  
Substrand: Nutrition Choices

*Scripts:*

*Strand: Nutrition*  
Substrand: Self-Regulation of Eating

*Scripts:*