



# Health:

## Exploring the Relationships of the Foundations in the Health Domain to Foundations in Other Domains

**Health Domain:**  
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### Focus Statement

Students explore the relationships between the health foundations and foundations in other domains of the *California Preschool Learning Foundations, Volume 2*. Students can work with focused comparisons as pairs or in small groups and then expand their explorations to other domains through group discussion.

### 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
- Lecture
- Pairs or small group work
- Reflection—individual or 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 learning



experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum



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### Before You Start

This learning experience will explore relations across domains where the health foundations may be related to foundations in other domains. Students will look at which foundations might be co-developing or which foundations might support the development of other foundations in other domains. Similar learning experiences are in the visual and performing arts domain and the physical development domain in this instructional guide where students will do similar work focusing on those two domains in the *California Preschool Learning Foundations, Volume 2* (PLF, V2).

Recognize that the relationships are many and pervasive and that they cannot all be described in one class session. However, students can begin to see how the foundations are part of an integrated approach to child development.

Before you start, become familiar with the foundations, as well as the introduction and bibliographic notes for the health domain. It will support this work if students also have read through this domain, including the introduction, foundations, bibliographic notes, and glossary.

Note that the relation between the health domain and the English-language development domain is explored in a separate learning experience in this instructional guide, titled “Exploring English-language Development in the Health Foundations: Critical Vocabulary.” This is because the structure of the English-language development domain is different from all the other domains and requires some groundwork in that structure before looking across domains.

Handout 1 is provided with this learning experience. 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

Before class, assign students to read the health domain on pages 70-101 from the *California Preschool Learning Foundations, Volume 2*. Be sure they read the introduction and the bibliographic notes and review the strands, substrands, and foundations.

Be sure students are familiar with the strands and substrands in the health domain. You may choose to review them as a class.

Integrated learning is addressed as one of the eight overarching principles that guided the development of the California Department of Education’s *California Preschool Curriculum*



*Framework*. On page 6 of Volume 1 of the framework, there is a short summary about the importance of understanding that young children's development is integrated. Review this with your students, and let them know that they will be looking at some of that integrated development.

## Active Learning

### Getting it started

Let students know that, to understand how the foundations relate to understanding integrated development, they will be exploring the relationships between the health strands and the other domains in the *California Preschool Learning Foundations, Volume 2* (PLF, V2). In pairs or small groups, students will work with one strand of the health domain and consider how it might be related to one of the other domains of the PLF, V2.



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Assign one of the three strands in the health domain to each pair. Then assign each pair to one of the other domains in the PLF, V2: physical development or visual and performing arts. Depending on time and/or the number of students, you could assign a whole domain for comparison, or you could assign strands or even substrands. However, students will have fewer opportunities to find relationships if you assign strands or substrands. Provide them with Handout 1 that accompanies this learning experience.

Ask each pair to think about the foundations in their health strand and consider what foundations in their assigned domain would support or be required for development of skills in that strand. For example, how would manipulative skills be related to skills in health such as handwashing, or how could music skills be related to nutrition choices?

After the students have worked on their strands for a while, if you have the time you can rotate the strands of the health domain to new pairs and also rotate the other two domains so that students are working with a strand and/or a domain they did not work with previously.

### Putting it together

When students have had time to generate some relationships, reconvene as a large group and lead a discussion with the following questions:

#### Online Options

Students can respond to questions online.



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- Where was it easy? Were there some that seemed almost the same? Where did you find strong relationships?
- Where was it hard to see relationships? Are there some that just are not connected? What does this suggest?

### Taking it further



There are some ways that you can help students see the scope of these relationships. You could develop a master matrix with the relationships displayed for all three strands of the health domain. This could duplicate the handouts used by the students but on a larger scale. You would need a matrix for visual and performing arts and one for physical development. This could be done with chart paper, a whiteboard, or electronically. Whatever way it is done, it will be important to duplicate the matrix and make it available to students as a resource for curriculum planning.

#### Online Options

Develop an online matrix of domain relationships. This could be enhanced as students work through other domains.

#### Another approach/way

You could expand this to look at the relationship between the health domain and the four domains in the *California Preschool Learning Foundations, Volume 1*.

A handout is not provided for these comparisons, but students could develop their own based on the way it was done here for just the domains in Volume 2. This could also be done as an in-class experience.

#### Reflection



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Students can reflect on this learning experience individually or through a group discussion by responding to these questions:

- What stood out for you in this experience?
- Did any insights emerge for you regarding the health domain or other domains?
- How has this helped you understand the integrated nature of early development?



### Looking for Relationships Across Domains: Visual and Performing Arts and Health

Which skills (foundations) in the visual and performing arts would support or be required for development of skills in the Health domain?

<b>Health Strands</b> ↓	<b>Visual and Performing Arts Domain Strand: Visual Arts</b> <i>Visual Arts</i> <ul style="list-style-type: none"> <li>• Notice, Respond, and Engage</li> <li>• Develop Skills in Visual Art</li> <li>• Create, Invent, and Express Through Visual Art</li> </ul>	<b>Visual and Performing Arts Domain Strand: Music</b> <i>Music</i> <ul style="list-style-type: none"> <li>• Notice, Respond, and Engage</li> <li>• Develop Skills in Music</li> <li>• Create, Invent, and Express Through Music</li> </ul>	<b>Visual and Performing Arts Domain Strand: Drama</b> <i>Drama</i> <ul style="list-style-type: none"> <li>• Notice, Respond, and Engage</li> <li>• Develop Skills to Create, Invent, and Express Through Drama</li> </ul>	<b>Visual and Performing Arts Domain Strand: Dance</b> <i>Dance</i> <ul style="list-style-type: none"> <li>• Notice, Respond, and Engage</li> <li>• Develop Skills in Dance</li> <li>• Create, Invent, and Express Through Dance</li> </ul>
<b>Health Habits</b>				
<b>Safety</b>				
<b>Nutrition</b>				

**Health Domain:** Exploring the Relationships of the Foundations in the Health Domain to Foundations in Other Domains  
**Handout 1** – Looking for Relationships Across Domains

### Looking for Relationships Across Domains: Physical Development and Health

Which skills (foundations) in the physical development domain would support or be required for development of skills in the health domain?

Health Strands ↓	Physical Development Domain Strand: <i>Fundamental Movement Skills</i> • Balance • Locomotor Skills • Manipulative Skills	Physical Development Domain Strand: <i>Perceptual-Motor Skills and Movement Concepts</i> • Body Awareness • Spatial Awareness • Directional Awareness	Physical Development Domain Strand: <i>Active Physical Play</i> • Active Participation • Cardiovascular Endurance • Muscular Strength, Muscular Endurance, and Flexibility
Health Habits			
Safety			
Nutrition			