



# Health: Conversations About Key Content in the Health Domain

**Health Domain:**  
Conversations About Key Content in the Health Domain

## Focus Statement

Students become familiar with the key concepts in the health domain by reviewing the introductory sections to the health foundations and having conversations about these concepts with other students.

## 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
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

## Instructional Methodologies

- Class discussion
- Conversation grid
- Jigsaw reading
- Literature review
- Reflective discussion—large group
- Short paper



### **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
- Family and Community Engagement
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



# Health:

## Conversations About Key Content in the Health Domain

Health Domain:  
Conversations About Key Content in the Health Domain

### Before You Start

It is important for students to develop an awareness of the many factors that play a part in children's health. The impact of preschool can be significant as health knowledge and practices that children acquire during the preschool years can last a lifetime. Becoming familiar with children's cognitive abilities regarding health concepts is also part of students' acquiring an understanding of the health foundations. Students should also be aware of the family's role in children's health, such as the influences of the families' culture, education, attitudes, and resources. This knowledge will help students when, as teachers, they develop partnerships with the families of the children in their classes.

Students will explore the information presented in the introductory material of the health domain by individually reviewing sections of the introduction, identifying key concepts, and sharing these key concepts with their classmates through a conversation grid. Handout 1, a conversation grid, can be used and is included with this learning experience. An electronic version of Handout 1 will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative). Students will also need access to the *California Preschool Learning Foundations, Volume 2* to read the assigned sections.

For the class comparison of their conversation grids, you will also need several sheets of chart paper or a large whiteboard and appropriate markers.

### Information Delivery



Slide 2

Students will be asked to become familiar with the introductory material in the health domain, which is found on pages 70–79 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2). The introductory topics are listed here for quick reference:

- The Impact of Preschool on Children's Health (p. 70)
- Factors Shaping Preschool Children's Health (p. 71)
- The Role of Families in Children's Health (p. 72)
- The Role of Preschool in Children's Health (pp. 72–73)
- The Ability to Reason About Health Concepts (pp. 73–75)



- Health-Related Practices and Routines in Preschool (pp. 75–76)
- Oral Health (p. 76)
- Injuries (p. 77)
- Nutrition (pp. 77–79)

## Active Learning

### Getting it started

Begin by assigning students a section of the introductory material in the health domain to review. Depending on the size of your class, more than one student will probably be assigned to each section. You may wish to assign more students to the sections that have more content, such as “The Ability to Reason About Health Concepts” and “Nutrition”.



Slide 3

### Keeping it going

Have students list the key points for each section and then identify those they think are the top three. Give the students the sample conversation grid (included as Handout 1) or have each student make a similar grid.

### Putting it together

Explain that the students are to introduce themselves to their classmates and exchange the three key points for the sections they have read. Each student is to write the other student’s name on the grid and the three key points the other student shares. Students are to mingle and interview classmates until they have at least three key points for each of the nine sections. Remind students to ask their peers for explanations if the key points do not seem clear.

#### Online Options

Students could post their key points online and then complete a conversation grid.

### Taking it further

Prepare a sheet of chart paper per section, and write the name of each section at the top. Have the students who originally developed the key points for a section write their top three key points on the appropriate chart. Students can then compare their individual conversation grids with the list of points on the chart papers and add other points to their grids.

### Another approach/way

Divide the class into nine groups and assign each group one of the sections. The groups discuss their assigned section and develop a list of key points. They then agree on three key points that they will present to the rest of the class. As each group



makes its presentation, the other students complete the conversation grid, noting the names of the students in the group as well as the key points.

---

## Reflection



Slide 4

Complete the session with a class discussion based on the following questions:

- What ideas stood out most for you today?
- Which ones reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new perspective to your work now or in the future?
- What further information or support do you need?
- What first step do you need to take?

---

## Deeper Understanding



Slides 5-6

The chapter on the health foundations in the *California Preschool Learning Foundations, Volume 2* (PLF, V2) begins with the following quotation on page 70: “The earliest years of our lives set us on paths leading toward—or away from— good health.” (Robert Wood Johnson Foundation 2008)

Students are to write a short paper that provides evidence for this quotation, using some of the key points from their conversation grids as a starting point. They can develop their papers by using additional material from the “Bibliographic Notes” (PLF, V2, pp. 88–93) and the “References and Source Materials” (PLF, V2, pp. 96–101).



## Conversations About Key Content in the Health Domain

(Page 1 of 3)

**Health Domain: Conversations About Key Content in the Health Domain**  
**Handout 1 – Conversations About Key Content in the Health Domain**

| Names   | Key Points |
|---|------------|
| <b>The Impact of Preschool on Children’s Health</b> |            |
|   | 1.         |
|   | 2.         |
|   | 3.         |
|   | Other      |
| <b>Factors Shaping Preschool Children’s Health</b>  |            |
|   | 1.         |
|   | 2.         |
|   | 3.         |
|   | Other      |
| <b>The Role of Families in Children’s Health</b>    |            |
|   | 1.         |
|   | 2.         |
|   | 3.         |
|   | Other      |

## Conversations About Key Content in the Health Domain

(Page 2 of 3)

| Names   | Key Points |
|---|------------|
| <b>The Role of Preschool in Children’s Health</b>         |            |
|   | 1.         |
|   | 2.         |
|   | 3.         |
|   | Other      |
| <b>The Ability to Reason About Health Concepts</b>        |            |
|   | 1.         |
|   | 2.         |
|   | 3.         |
|   | Other      |
| <b>Health-Related Practices and Routines in Preschool</b> |            |
|   | 1.         |
|   | 2.         |
|   | 3.         |
|   | Other      |
|   |            |

## Conversations About Key Content in the Health Domain

(Page 3 of 3)

| Names              | Key Points |
|--------------------|------------|
| <b>Oral Health</b> |            |
|                    | 1.         |
|                    | 2.         |
|                    | 3.         |
|                    | Other      |
| <b>Injuries</b>    |            |
|                    | 1.         |
|                    | 2.         |
|                    | 3.         |
|                    | Other      |
| <b>Nutrition</b>   |            |
|                    | 1.         |
|                    | 2.         |
|                    | 3.         |
|                    | Other      |