



# Health:

## Linking the Research and Rationale for the Health Domain to Children's Health Issues

**Health Domain:**  
Linking the Research and Rationale for the Health Domain to Children's Health Issues

### Focus Statement

Students review the research base regarding current issues around children's health that are related to the health domain foundations.

### 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
- Observation and Assessment
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

### Instructional Methodologies

- Class discussion
- Interviews of community members
- Literature review
- Panel presentation
- 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
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Health, Safety, and Nutrition
- Professionalism
- Administration and Supervision



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### Before You Start

Concerns regarding children's health and physical well-being have been raised and received considerable attention during the past years. Childhood obesity and increased prevalence of diseases such as diabetes and heart disease in young children have been linked to health choices and practices and access to health care, health information, and nutritious food. These access issues as well as certain practices may be related to family beliefs, values, language, and economic circumstances.

Because of the importance of health, safety, and nutrition in children's preschool experiences, students should be aware of some of the research around these issues and how they inform the foundations in the health domain.

### Information Delivery



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Students will be asked to read the introductory material in the health foundations of the *California Preschool Learning Foundations, Volume 2* (PLF, V2):

- 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

Ask students to review the introductory material on pages 70–79 of the *California Preschool Learning Foundations, Volume 2*



(PLF, V2) and then list the key issues or topics as a large group. Review the list to clarify any items, and make sure that similar ones are combined or grouped together.

### Keeping it going

Have students form teams of three or four and either assign each team an issue or let each team select one. The teams are then to research the topic and prepare a panel presentation that includes the following elements:



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- Brief overview of the topic/issue
- Research citations
- Summary of the research findings
- Explanation of how the findings relate to any of the foundations (specify which foundations)

Depending on the students' experience in doing literature reviews, you may choose to have them work only from the references in the bibliographic notes (PLF, V2, pp. 88–93) and the references and source materials (PLF, V2, pp. 96–101) or find additional materials.

### Putting it together

Have each panel present its findings and provide time for the other students to pose questions to the panel.

#### Online Options

Students could prepare written reports on their topics and post these online instead of doing panel presentations.



Slide 4

### Taking it further

Ask students to further explore their issue or topic by interviewing someone in their community who can address the issue from a local perspective. For example, someone in the county public health department may be able to cite local incidence rates of diabetes in different demographic groups or occurrence of children's accidents by type and age. Students can summarize the interviews and discuss how this information influences their thinking about specific foundations.

#### Online Options

Students could prepare written summaries of their interviews and post these online.



Slide 5

### Another approach/way

You may ask students to bring in health-related material from the mainstream/popular press (for example, magazines, newspapers, television and radio shows, and so forth) and



identify topics or issues from these sources. The student groups then review the introductory material, bibliographic notes, and references and source materials in the *California Preschool Learning Foundations, Volume 2* (PLF, V2) to prepare their panel presentations on an assigned or chosen issue. The presentations should include the following content:

- Brief overview of the topic/issue
- References cited in the health domain of the PLF, V2 that were reviewed
- Summary of the findings or conclusions
- Discussion of how information in the popular press relates to content in the health domain of the PLF, V2

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### Reflection

After all the groups have presented, conclude the learning experience by having a class discussion or asking students to individually respond to these questions:



Slide 6

- What information from the panels caught your attention or stood out for you?
- Which topics or issues were especially meaningful to you? Why?
- What new or different perspectives do you have? How have the panel presentations been helpful in developing these perspectives?
- What information do you want to remember as you use the health domain foundations in your work with children and families?