



Health:

Reviewing the Research and Rationale for the Health Domain

Focus Statement

Students become familiar with the rationale and key concepts for the health domain foundations by reviewing and identifying key concepts in the introductory material and exploring other references and resources.

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

- Jigsaw reading
- Literature review
- Note-taking guide or outline
- Reflection paper
- 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
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



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Health Domain:
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The foundations in the health domain reflect the increasing research on and recognition of the importance of health education in early childhood. There are both direct and indirect health benefits for children—particularly for those with risk factors—who attend comprehensive and high quality early childhood programs. Some research indicates that individual health habits can begin at a very young age (for example, risk factors for heart disease) and last a lifetime.

Research also shows that children’s health understanding and practices are most commonly acquired at home and through their family relationships. In addition to different cultural beliefs and practices, families’ daily schedules and home and community environments may impact children’s nutrition and physical activity. It is important for students to be aware that the children in their programs will have a wide variety of experiences with health care and understandings of health and health practices.

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 (p.75–76)
- Oral Health (p. 76)
- Injuries (p. 77)
- Nutrition (pp. 77–79)

They will also review the glossary for the health domain (PLF, V2, pp. 94–95).



Active Learning

Getting it started

Divide the students into groups of nine and assign one of the nine topics in the introductory pages to each group. Have the students individually read their assigned section.

Keeping it going

Each student is then to develop an outline of the following information from the assigned section:



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- Key points
- Research or sources
- Glossary terms

Online Options

Students could be assigned to review and prepare an outline of a specific section of the introductory material. These outlines are then posted online for all students.

Putting it together

Then have the students take turns sharing their outlines with the other members of their group. Encourage students to ask for clarification during this process.

Taking it further

After all the students in a group have shared their information, ask the group to prepare a summary that addresses these questions:



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- Which three to five key points stood out for you?
- What themes did you note across the outlines?
- What key messages might be shared with families?
- What will be important for you to remember when you use the foundations in your work?

Another approach/way

Have the students form nine groups, and assign each group one of the nine topics from the introduction. Have the students first individually read the assigned section. Then the students are to develop a joint summary of the following information:



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- Key points
- Research or sources
- Glossary terms

Ask the students to form new groups so that one member of each of the original nine is in each new group. The number of new groups will depend on the size of your class. If one of the new groups does not have a member from one of the original nine groups, a student from that original topic group will be



asked to share the group's outline with more than one of the new groups.

Then the nine students in the new groups take turns sharing the summary from their group with the other eight members.

Reflection

After students have shared their outlines or summaries, ask them to individually write a short response to each of these questions:



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- What key phrases or ideas stood out for you from all the outlines or summaries?
- What was something new you learned? What surprised you?
- How will this information help you understand the foundations?
- What is a topic that you would like to learn more about?

Deeper Understanding

Students choose one of the nine topic areas and find additional information in the bibliographic notes or references and source materials. Students then develop a short paper on the topic that is framed by these questions:



Slide 7

- Why did you choose this topic?
- What references and resources did you review?
- What information from those references/resources expanded your knowledge and understanding of the topic?
- How will you apply this information to your work with children and the health foundations?