



Health:

Observing Examples of the Health Foundations During Preschool Routines

Focus Statement

Students explore the examples for the foundations in this domain. They then expand their understanding of the foundations by systematically observing routines in early care and education settings for more examples.

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
- Observation
- Pairs work
- Reflection—individual

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
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition



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Before You Start

Students are asked to observe specific daily routines in group settings and watch for examples of children's behavior that demonstrate foundations in the health domain. There are other times during a typical day when they will observe these foundations. However, the important experience here is for students to observe where they are most likely to see children developing toward the foundation behaviors in this domain. At a different point in their professional development when they are considering curriculum that supports these foundations, students will be working with ideas about where and when they can intentionally support children in working on these foundations. Focusing on routines for this learning experience also supports students in understanding the rich learning potential to be found in daily routines.

Before doing this learning experience, it will be helpful to acquaint your students with the structure and content of this domain. The learning experience in this instructional guide titled "Piecing Together the Health Domain Content Puzzle" would be appropriate for this purpose. It will be important to acquaint students with the strands and the substrands in this domain.

Become familiar, yourself, with the examples in this domain. Also recognize the importance of helping students understand that the examples provided in the *California Preschool Learning Foundations, Volume 2* (PLF, V2) publication are examples and not criteria that children must demonstrate. Children are expected to demonstrate the foundations in a variety of ways and settings using a wide range of materials.

You will need a copy of the *California Preschool Curriculum Framework, Volume 1* to review the description of the daily routines in the "Getting it started" section of this learning experience.

Two handouts are provided with this learning experience: Handout 1 has the summary of the health domain strands, substrands, and foundations (also found in Appendix C of this instructional guide) and Handout 2 is an observational guide. Electronic versions of both will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Review the strands and substrands in the health domain. This can be done by having the students read them aloud in turn or



Slides 2-4

by having already completed the learning experience mentioned previously, “Piecing Together the Health Domain Content Puzzle.” There is also a summary list of the health domain foundations in the Appendix of the *California Preschool Learning Foundations, Volume 2* publication on pages 111–112.

Active Learning

Getting it started

The routines that are listed below in this learning experience are from page 18 of the introduction to the *California Preschool Curriculum Framework, Volume 1* publication. In a large group discussion, ask students if they can give a short description of each of these terms, including when in the day and where in a group setting they might occur, as well as what typically happens during these routines.

Chart these descriptions as they are given so that students can see them as they proceed. Be sure they include both indoor and outdoor settings, since that could influence which of the foundations they might see in action:



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- Arrivals
- Departures
- Transitions
- Mealtimes
- Naptimes
- Setup
- Cleanup

Next, have students work in pairs and spend some time examining the examples provided for each of the foundations in the health domain. Because the strands in this domain are not lengthy, it will be better to assign each pair of students to a strand.

The examples for the Safety strand do not easily illustrate safety foundations during routines. You can ask some pairs of more experienced students what some safety foundations might be that could be seen during routines, or you might decide to focus on the Health Habits and Nutrition strands.



Slide 6

Using Handout 2 provided for recording examples relating to routines, ask the pairs of students to read through the examples for their assigned strand or substrand and discover examples that they have seen or heard in young children. Ask students to write them down in the column that indicates during what routine they might be seen.



Then ask if they have seen or heard or can think of other ways in which children might demonstrate each foundation in their strand during routines. Ask students to write those down as well.

Keeping it going

To extend this understanding, ask students to build an example bank for health foundations. Through observing children during specific routines in preschool settings, students will discover examples of the foundations that might not be found in the *California Preschool Learning Foundations, Volume 2*.

Ask students to observe children in a preschool classroom. This could be where they are currently working or where they might have approved access to do an observation. If the observation can be done in pairs, it will increase the learning as each pair reviews and discusses their observations. Assign the students, in pairs or individually, to specific strands as the focus for their observations.

Provide students with a list of the foundations for the specific strand of the health domain they are observing and the observation guide handout for this learning experience.

Remind the students that, when they look for examples in settings in which they are working or with children they know, they are looking for observable behaviors or actions that demonstrate the foundations in action. Remind them also to focus on the particular routines that have been discussed.

The point of this learning experience is not to assess children's development but rather to explore the foundations and see where and how children demonstrate aspects of these foundations in their daily routines.

Students might be unsure if something is an example or they might be reluctant to label the development that they are observing, but suggest that they just document what they see as examples of the foundations and bring them back to class for discussion. It is in the discussion that greater understanding and clarity will emerge.

Putting it together

Ask students to bring their lists of examples to class. Give students chart paper or whiteboard space so that they can display the examples they observed.

Each student can write the examples out on strips of paper or list them on chart paper so that the entire class can see them. Be sure the examples are arranged by the strands or

Online Options

Students' examples could be submitted online prior to class discussion and organized online by strands for all students to see and save.



substrands that were observed and that they indicate the routine(s) during which they were observed.

Give students time to walk about and see what has emerged.

The following questions could be used to have the students discuss their review of the examples:



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- Is there anything you particularly noticed about all the examples?
- Were there some routines in the classroom where it was easy to see certain foundations in action?
- Did some foundations appear in some routines and not others? Which were they and during which routines did they appear?
- Were there some routines in the classroom where it was difficult to see certain foundations in action?
- What does this tell you about the importance of ongoing observation in early care and education settings?
- What are the implications of this for your current or future work with young children?

Online Options

The set of questions for reflection above could also be responded to in an online format.

Be sure that the examples are collected and made available as a resource to students. This can be their example bank.

Reflection

Ask students to individually reflect on their experience and list several things they have learned about the relationship between observation and children demonstrating the foundations.

For example, they might have learned that you have to observe children over time and in multiple settings to see whether or not they are demonstrating foundations in action, or where they are in their development of the behaviors described in the foundations.

They might also have learned that children will demonstrate the foundations in many ways and, although the examples are helpful, adults need to be alert to other ways in which they might see examples of the foundations.

Discuss what they have learned as a whole class.



Health

Health Habits

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Handout 1 – Health Foundations

1.0 Basic Hygiene

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.

2.0 Oral Health

2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.
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3.0 Knowledge of Wellness

3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.

4.0 Sun Safety

4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.
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Safety

1.0 Injury Prevention

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.

Nutrition

1.0 Nutrition Knowledge

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.

2.0 Nutrition Choices

2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.

3.0 Self-Regulation of Eating

3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.
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Observation Guide: Exploring Examples of the Health Domain

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Handout 2 – Observation Guide: Exploring Examples of the Health Domain

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

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

<i>Strand: Nutrition</i> Substrand: Nutrition Choices
Setting: Examples:
<i>Strand: Nutrition</i> Substrand: Self-Regulation of Eating
Setting: Examples: