



# Health:

## Mind Mapping the Health Domain to Discover Our Connection to the Health Foundations

### Focus Statement

Students brainstorm words and/or phrases that relate to the health strands. They then organize the results of their brainstorming and consider what this suggests about their connection to the health 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
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

### Instructional Methodologies

- Brainstorming—small or large group
- Categorizing
- Class discussion
- Reflection—individual or large group
- Reflective discussion—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
- Family and Community Engagement
- Dual-Language Development
- Learning Environments and Curriculum
- Health, Safety, and Nutrition



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### Before You Start

Mind mapping is a tool that requires students to think creatively and helps them reflect on their own understanding of a topic. It also helps faculty discover their students' comprehension of a topic. This mind mapping learning experience is a brainstorming session to uncover the ideas and understandings of students related to the health domain. Students brainstorm words or phrases related to each of the strands in this domain, organize these words or phrases, and then reflect on the results.

This is most effective if done before students are familiar with the health domain in order to clarify the understanding students are bringing to this domain.

Before you begin this experience, prepare three pieces of chart paper. Have one piece of chart paper headed by the name of the strand for each of the three health strands. Under the name of the strands, create columns for each of the substrands. You might need to use additional sheets depending on the strand, the substrand, the size of your class, and the number of Post-it® notes generated. Also have at least one piece of unlabelled chart paper for words or phrases that do not fit under the strands or substrands.

You will also need markers for working with these charts.

At the start of the brainstorming, have the charts covered or in some way not visible to the students.

The strands and substrands are listed on page 79 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2). It is important for you to be familiar with them and to be prepared, but this learning experience will work best if students are not introduced or reintroduced to the domain before starting their brainstorming. A copy of the strands, substrands, and foundations for this domain is included as a Handout 1 with this learning experience. It can also be found in Appendix C. 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).

### Active Learning

#### Getting it started

Divide students into groups of three. Start by assigning one of the three strands in this domain to each group. Each group will be working on one strand: health habits, safety, or nutrition. There will probably be more than one group assigned to each



strand, which can yield interesting comparison for discussion. It is important that students NOT work with substrands or foundations at this point.

Ask each group to put the name of their assigned strand in the center of a piece of paper—letter-size or larger. Then ask them to brainstorm words or phrases that come to mind when they think of the following topics:

#### Online Options

Students could be asked to do their brainstorming online and post their words or phrases online.



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- Healthy habits for preschoolers
- Safety for preschoolers
- Nutrition for preschoolers

Ask students to put each word or phrase on a Post-it® note and place it around the name of the strand.

The words or phrases can relate to behaviors, ideas, experiences, or anything that comes to mind. They can relate to ways to keep children healthy or behaviors that are unhealthy, things that keep children safe or things that are unsafe for children, or things that provide good nutrition or things that provide poor nutrition.

Give students three minutes for the initial brainstorming. Stop after three minutes and ask what questions or challenges have emerged so far. At this point, you could use the substrand topics within each strand for prompts to strengthen the brainstorming. It is still important, however, not to narrow the students' thinking by limiting them to specific concepts in the foundations.

Give them a few minutes more to work on their brainstorming sheets.

#### Keeping it going

After the allotted time, uncover the chart papers and ask students to attach their Post-it® notes where they think they are most appropriate. They will probably find some that fit, some that do not, and some that could be in more than one category.



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#### Putting it together

Ask students to turn to the summary of the health foundations on pages 111–112 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2). This summary is also provided as Handout 1 following this learning experience.

Go through the foundations by strand and substrand and find Post-it® notes that match the foundations or suggest a similar concept. Group these in a column under the substrand. Then



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ask these two questions:

- Are there foundations that did not come up in our brainstorming?
- What ideas came up in our brainstorming that are not in the foundations?

If there are Post-it® notes that do not relate well to a substrand, place them on the empty chart papers.

Do this for each strand and substrand.

Then, conduct a final discussion with the following questions:

- What does this tell us about our relationship to the foundations in the health domain?
- Are there some substrands or foundations that are very familiar and are part of our own health behaviors?
- Are there some things that are important to us that we want to support in young children that are not in the foundations?
- What can we learn from words or phrases that do not seem to be related to the foundations?
- Which of the above are part of our family or cultural practices?
- How can this impact our work with young children?

#### Online Options

Students could respond to the discussion questions in written format and submit them online.

#### Another approach/way

The brainstorming could be done as a whole group, strand by strand or all three strands at once. Students will still need to have Post-it® notes for writing their words or phrases and will still need to post them on chart paper or a whiteboard so that all students can see them.

The discussion would then proceed as described in the “Putting it together” section.

#### Reflection



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

- What new insights emerged as you went through this learning experience?
- How might these insights affect your work with young children now or in the future?



# Health

## Health Habits

### 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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