



Health:

Piecing Together the Health Domain Content Puzzle

Focus Statement

Students become familiar with the content and structure of the health domain foundations as they assemble the strands, substrands, and foundations of the domain.

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
- Health, Safety and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Categorizing
- Class discussion
- Pairs or small group work
- Problem solving
- Reflection—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
- Learning Environments and Curriculum
- Health, Safety, and Nutrition



Health:

Piecing Together the Health Domain Content Puzzle

Before You Start

In this learning experience, students will review the organizational structure and content of the health domain of the *California Preschool Learning Foundations, Volume 2*. In addition to acquainting students with the specific content of this domain, the learning experience can serve as an introduction to the organizational structure of all the preschool learning foundations domains because their structures are very similar.

Students will be assembling puzzles of the domain elements, and Handout 2 is included if you wish to use it. The pieces may be cut and packaged in an envelope prior to the class session. An electronic version of the handout will be available when this instructional guide is available online at www.wested.org/facultyinitiative. You could also make your own puzzle pieces by making a large card for each strand, a paper strip for each of the substrands (including the wording “At around 48 months of age” and “At around 60 months of age” on a line below the substrand name), and strips for each of the foundations. The number of sets will depend on how you choose to group the students—individually, in pairs, or in small groups.

It will also be helpful to have several copies of the *California Preschool Learning Foundations, Volume 2* available for students to check their work. A copy of the strands, substrands, and foundations for this domain is included as Handout 1 of this learning experience. It can also be found in the Appendix C of this instructional guide. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

The health domain has three strands: Health Habits, Safety, and Nutrition. The Health Habits strand has four substrands, the Safety strand has one substrand, and the Nutrition strand has three substrands. A listing can be found on page 79 of the *California Preschool Learning Foundations, Volume 2* and is provided here for quick reference:



Slide 2

Health Habits (Strand)

1.0 Basic Hygiene (Substrand)

2.0 Oral Health (Substrand)

3.0 Knowledge of Wellness (Substrand)



Slides 3-4

4.0 Sun Safety (Substrand)

Safety (Strand)

1.0 Injury Prevention (Substrand)

Nutrition (Strand)

1.0 Nutrition Knowledge (Substrand)

2.0 Nutrition Choices (Substrand)

3.0 Self-Regulation of Eating (Substrand)

Information from the *California Preschool Learning Foundations, Volume 2* will also be covered in this learning experience:

- Health domain introduction (pp. 70-79)
- Age designations of foundations (p. 79)
- Overview of the three strands in the Bibliographic Notes (pp. 88–93)

This information may be delivered through lectures or assigned readings.

Active Learning

Getting it started

Introduce the domain by reviewing the overview of the three strands and their substrands. If students have not read the material on pages 75–79 and 88-93 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2) prior to class, ask them to do so and note any terms or concepts that may be new to them.

Then discuss the age designations (that is, “*At around 48 months of age*” and “*At around 60 months of age*”) and how the foundations focus on knowledge and skills that most children can acquire by the end of their first or second year in a high-quality preschool. Review some of the examples under a few foundations for each age grouping so that students develop a sense of the progression of knowledge and skill acquisition. Make sure students understand “that the foundations are age-related and not age-dependent” (PLF, V2, p. 79).



Slide 5

Keeping it going

Distribute the puzzle sets to the students and explain that they are to assemble them by first identifying the three strands and then placing the appropriate substrands and foundations under each strand. Point out that some of the foundations are very



similar because one is related to “*around 48 months of age*” and the other to “*around 60 months of age*.”

Having students work in pairs or small groups promotes discussion of the content as students determine where each foundation goes. Encourage them to discuss their choices and be ready to explain them to others.

Putting it together

Ask students to compare their completed puzzles with the actual organization of the foundations in the *California Preschool Learning Foundations, Volume 2*. Ask them to note where their puzzles differed from the actual foundations and why they think the foundations are ordered the way they are.

Taking it further

Ask students to discuss which foundations they believe are the most important for teachers to know about and where there is the most need for teachers to support children’s development. Students then are to rearrange the foundation puzzle pieces to reflect these priorities and be able to explain why.

Online Options

Instead of putting together puzzles of the strands, substrands, and foundations, students could first review Handout 1 of the domain foundations and then prioritize the foundations as described in the “Taking it further” section. Students would then post their lists online for discussion.

Another approach/way

Depending on the number of students and the time allotted for this learning experience, you may choose to assign the Health Habits strand to half the class and the Safety and Nutrition strands to the other half. Students would then share their completed puzzles with the whole class.

Reflection



Slide 6

After the students have reviewed and compared their puzzles, ask them to respond to the following questions:

- As you look at the completed puzzles, what stands out to you?
- Were some strands and substrands easier to put together than others? Which ones and why? Which strand and substrands were most challenging? Why?
- What are some examples you have seen of any of these foundations?



- | | |
|---|--|
| <ul style="list-style-type: none">• Which substrand do you want to know more about? How could you discover more about that substrand? | |
|---|--|



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.
--	---

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.
--	---



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.
--	--

Copyright © 2010 California Department of Education, Child Development Division



Health Domain Puzzle

Health Domain: Piecing Together the Health Domain Content Puzzle
Handout 2 – Health Domain Puzzle

Health Habits	
At around 48 months of age	At around 60 months of age
<i>Basic Hygiene</i>	
Demonstrate knowledge of some steps in the handwashing routine.	Demonstrate knowledge of more steps in the handwashing routine.
Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	Begin to independently practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.
<i>Oral Health</i>	
Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.
<i>Knowledge of Wellness</i>	
Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
Begin to understand that health-care providers try to keep people well and help them when they are not well.	Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.



Health Habits -- Continued	
At around 48 months of age	At around 60 months of age
<i>Knowledge of Wellness -- Continued</i>	
Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.
<i>Sun Safety</i>	
Begin to practice sun-safe actions, with adult support and guidance.	Begin to practice sun-safe actions with decreasing adult support and guidance.

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



Nutrition	
At around 48 months of age	At around 60 months of age
<i>Nutrition Knowledge</i>	
Identify different kinds of foods.	Identify a larger variety of foods and may know some of the related food groups.
<i>Nutrition Choices</i>	
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.	Demonstrate a 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.
Indicate food preferences that reflect familial and cultural practices.	Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.
<i>Self-Regulation of Eating</i>	
Indicate awareness of own hunger and fullness.	Indicate greater awareness of own hunger and fullness.