



# Health: Exploring the Content of the Health Domain Foundations

## Focus Statement

Students explore the content of the health domain foundations by creating a poster or brochure of the domain's key content.

## 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

- Class discussion
- Creation of a visual representation
- Literature review
- Peer review and feedback
- Reflection—individual or large group
- Short paper

## 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

**Health Domain:**  
Exploring the Content of the Health Domain Foundations



particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



# Health:

## Exploring the Content of the Health Domain Foundations

### Before You Start

In this learning experience, students summarize the knowledge and skills described in the health domain foundations by creating a poster that illustrates the foundations for a substrand.

If you do this learning experience in class, it would be helpful to provide poster materials such as chart paper, colored markers or pencils, crayons, scissors, tape/glue sticks, and colored paper.

### Information Delivery

Students will be asked to become familiar with the strands and substrands in the health domain. These are found on pages 79–87 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2), and a summary of the strands and substrands is listed here for reference:



Slides 2-4

#### Health Habits (Strand)

1.0 Basic Hygiene (Substrand)

2.0 Oral Health (Substrand)

3.0 Knowledge of Wellness (Substrand)

4.0 Sun Safety (Substrand)

#### Safety (Strand)

1.0 Injury Prevention (Substrand)

#### Nutrition (Strand)

1.0 Nutrition Knowledge (Substrand)

2.0 Nutrition Choices (Substrand)

Self-Regulation of Eating (Substrand)

A summary of the strands, substrands, and foundations for this domain can be found in the Appendix C of this instructional guide. An electronic version of Appendix C will be available



when this instructional guide is online at  
[www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

## Active Learning

### Getting it started

You may have students do this learning experience individually, in pairs, or in small groups. You can also have the students choose the substrand they want to work on, assign the substrands to individual or groups of students, or let students randomly select a substrand by selecting one from strips of paper, each with the name of a different substrand.

Have students review the foundations and examples in their substrand so they develop a good understanding of the content. Have them note any vocabulary that is new or unfamiliar and find definitions for those terms.

### Keeping it going

Then explain to students that they are to develop a poster illustrating their substrand. If there is more than one foundation in the substrand, they should try to reflect all the foundations in their poster.

### Putting it together

Have students display their posters around the room and provide time for the students to look at all the posters. Ask them to note which substrand is represented by each poster.

### Another approach/way

Instead of a poster, have students develop a fact sheet for their substrand such as a brochure or pamphlet that can be shared with parents. Provide an opportunity for students to review the other students' products. A group discussion could include these questions:

#### Online Options

Students could post their fact sheets or brochures online. Students could also respond to the suggested discussion questions online.

- What stood out for you from these fact sheets/brochures?
- What was easy to do in creating your fact sheet/brochure? What was more challenging?
- What did you need to keep in mind when developing the messages in these fact sheets/brochures?
- How might you share these with families?



Slide 5

**Reflection**

Slide 6

After the students have reviewed all the posters, have them respond to the following questions:

- Which images stood out for you from these posters?
- What was surprising or intriguing? Was anything puzzling?
- What did you learn from creating posters of the substrands in the health domain? What were some challenges and how did you address them?
- After seeing all the posters, what might you do differently in your poster?

**Deeper Understanding**

Slide 7

From the *California Preschool Learning Foundations, Volume 2*, ask students to find two or three articles in the “Bibliographic Notes” (pp. 88–93) or in the “References and Source Materials” (pp. 96–101) that relate to their poster. Ask them to prepare a short summary of the articles that includes the following elements:

- Summary of each article
- Key points
- Implications for practice in preschool programs and/or with families of young children