



Unit 4 – Health: Key Topic 3

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## Health



### Intentional teaching

Teaching that is done “with knowledge and purpose to ensure that young children acquire the knowledge and skills they need...”

(p. 7) *California Preschool Curriculum Framework, Volume 2*

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### Scaffolding

Supporting children's learning of new skills or concepts until they are able to complete a skill or understand a concept on their own and the supports are withdrawn.

### Scripts

Rules and sequence(s) of behavior associated with a given situation.

(p. 293) *California Preschool Curriculum Framework, Volume 2*

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The “preschool health foundations represent a vision of young children's developmental progress, not an expectation.”

(p. 226) *California Preschool Curriculum Framework, Volume 2*

- Important to recognize that children entering preschool may have varied backgrounds and experiences with health habits, safety, and nutrition.
- The teacher's role is to support children, beginning where they are and with respect for family and community practices.

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## Health

- **Group 1 (20 interactions and strategies)**  
Basic Hygiene (7)  
Oral Health (6)  
Knowledge of Wellness (7)
- **Group 2 (19 interactions and strategies)**  
Sun Safety (9)  
Injury Prevention (10)
- **Group 3 (20 interactions and strategies)**  
Nutrition Knowledge (7)  
Nutrition Choices (7)  
Self-Regulation of Eating (6)

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Consider which interactions and strategies would best be opportunities for intentional teaching:

1. Planned learning experiences, such as story time, small group art activity, etc.
2. Intentional preparation of environments and materials .
3. Intentional responses to in-the-moment interactions, interactions with other teachers, or those interactions requiring shifts in the role of the teacher.

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## Health

- What did you learn about intentional teaching?
- What did you learn about this domain? Was anything surprising?
- Were there any recommended interactions and strategies that are different from those your family practices?
- Which ones and how would you want them approached in an early care and education setting for yourself or a child in your family?
- What was familiar, what was new, and what was challenging?
- How will you use this in your work now or in the future?

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- Where were you surprised or challenged?
- How did the discussion help you reflect on your engagement with this learning experience?
- Were there some questions that were particularly thought-provoking? Which ones were they and what was some of your thinking?
- How will this discussion and/or this reflection help you in your work with young children now or in the future?

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