



EDUCATION

PATHWAY: Early Childhood Education and Care

COURSE: Health, Safety and Nutrition

UNIT 13: Planning for Children's Health and Safety Education



INTRODUCTION

Annotation:

This unit includes lessons on providing a healthy environment for children; strategies for promoting good physical and mental health in young children; reviewing examples of health education activities for young children; the interrelationship between health, safety, and nutrition; the importance of including parents in children's health and safety experiences and developing lesson plans for teaching health and safety concepts.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 8-10 hours

Author: Suzanne Mooney, ECE Instructor Whitfield Career Academy

Academic Reviewer: Sharon Bickford

Special Education Reviewer: Holly Spivey

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

EDU-HSN-4

Students will provide a healthy environment for children.

- e. Adapt activities to the early childhood surroundings.
- g. Demonstrate strategies to promote good physical and mental health in children.

EDU-HSN-8

Students will apply procedures to reduce the infectious process.

- f. Review examples of health education activities for children.

EDU-HSN-9

Students will identify components of a quality environment.

- e. Describe the interrelationship between health, safety and nutrition.

EDU-HSN-10

Students will plan for children's health and safety education.

- a. Explain the importance of including parents in children's health and safety experiences.
- c. Develop lesson plan for teaching health and safety concepts.

GPS Academic Standards:

- ELA11C2
- ELA11W3

National / Local Standards / Industry / ISTE:

- NFACS4.4



UNDERSTANDINGS & GOALS

Enduring Understandings

- Many positive changes have taken place over the last several years in attitudes and practices relative to children's health.
- The relationship between health and safety regarding children is very important.
- Understanding safety guidelines can help prevent physical problems.
- Helping promote good health and safety with young children can prevent health problems later in life.

Essential Questions:

- What is the interrelationship between health and safety in young children?
- Why is it important to teach young children about health and safety issues?
- Why is it important for parents to be involved in teaching their children health and safety guidelines?

Knowledge from this Unit:

- Discuss the importance of providing a healthy and safe environment for young children.
- Design practices for teaching young children about health and safety.
- Design practices for getting parents involved in their child's health.

Skills from this Unit:

- Demonstrate knowledge of planning, preparing and presenting lesson plans and activities that teach health and safety to young children.



ASSESSMENT(S)

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
- Self-check rubrics
 - Self-check during writing/planning process
 - Journal reflections on concepts, personal experiences and impact on one's life
 - Reflect on evaluations of work from teachers, business partners, and competition judges
 - Academic prompts
 - Practice quizzes/tests
- Subjective assessment/Informal observations
 - Essay tests
 - Observe students working with partners
 - Observe students role playing
- Peer-assessment
 - Peer editing & commentary of products/projects/presentations using rubrics
 - Peer editing and/or critiquing
- Dialogue and Discussion
 - Student/teacher conferences
 - Partner and small group discussions
 - Whole group discussions
 - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
 - Chart good reading/writing/listening/speaking habits
 - Application of skills to real-life situations/scenarios
- Post-test

Assessment(s) Title:

- Project: Necessities for Good Physical and Mental Health
- Project: Healthy Kids Lesson Plan and Activities
- Newspaper Article: The Relationship Between Health, Safety and Nutrition

- Project: How to Involve Parents in the Health and Safety Lessons for Their Children.

Assessment(s) Description/Directions:

Necessities for Good Physical and Mental Health:

In groups of 4-6, have students research what is necessary for good physical and mental health in young children. Have them prepare a PowerPoint, a brochure or a poster on their findings.

Healthy Kids Lesson Plan and Activities:

In groups of 4-6, develop a lesson plan and design two activities to do with preschool children. One is to promote good physical health and one is to promote good mental health.

Newspaper Article: The Relationship between Health, Safety and Nutrition:

Have students research the relationship of health, safety, and nutrition and write an article that could be published in a newspaper.

How to Involve Parents in the Health and Safety Lessons for Their Children

In the same small groups, have students design a way to inform parents of the importance of teaching their children health and safety strategies and routines. This can include: skits that are video taped for parents, newsletters to parents, design a children's book that teaches health and safety techniques for parents to read to their children, or design posters for parents to discuss with their children.

Attachments for Assessment(s):

- Rubric For PowerPoint
- Graphic Organizer
- Lab room project (Alternate Activity)

LEARNING EXPERIENCES

Identify the Standards. Standards should be posted in the classroom for each lesson.

1. Review Essential Questions
2. Identify and review the unit vocabulary

- Jean Piaget
- Health
- Safety
- Nutrition
- Fine Motor
- Gross Motor

- Maslow’s Hierarchy of Needs
- Safety Guidelines

LESSON 1 | Early Childhood Surroundings

Discussion

Children need chances to stretch not only their language and concrete abilities, but also their perception, social and artistic capacities. They also need physical exercise. Children need opportunities for vigorous, safe physical activity. They need touch, sounds, and images. They need social and emotional contact. They need thought-provoking activities that help intellectual development.

Piaget says that a child’s development is directly linked to its ability to interact with its environment. Children develop an understanding of themselves through their interactions with events and materials outside themselves (Piaget, 1951).

Piaget, J. (1951). Play, dreams and imagination in childhood. Loudon; Hememann

ACTIVITY 1: Divide students into three-five groups. Distribute the following activities to each group. Have each group present their activity to the group.

LESSON 1: ACTIVITY 1 Cut these apart and distribute to the three groups.

Group A: Amazing Bodies: Instructions: Group Leader will touch and identify different parts of the body. Ask other group members to show how these body parts move. Then ask the group members to show how they can use their body parts to do things like carry dishes to the table; lift things like a baby; walking from one place to another; writing; and pushing doors open.

Group B: The Air Out There: Instructions: Group Leader will talk about the concept of personal space: the air around your body that you can reach will standing in one place. Your personal space follows you wherever you go. Ask other group members to explore their personal space by standing in one place and doing different things that allow them to move around in that space, such as reaching, stretching, standing on tiptoes, kicking and bending over.

Group C: Zoo Fitness: Instructions: Group Leader will ask the other members to move from one place to another like a certain type of animal; giraffe, cheetah, dog, cat, squirrel, etc.

SOURCE: Click it! To Reduce Television in Early Childhood. University of Washington, Washington State Department of Health and Washington State ECEAP.

ACTIVITY 2: In the same three groups, have students adapt a game for the children in the lab. This can be an indoor or an outdoor game.

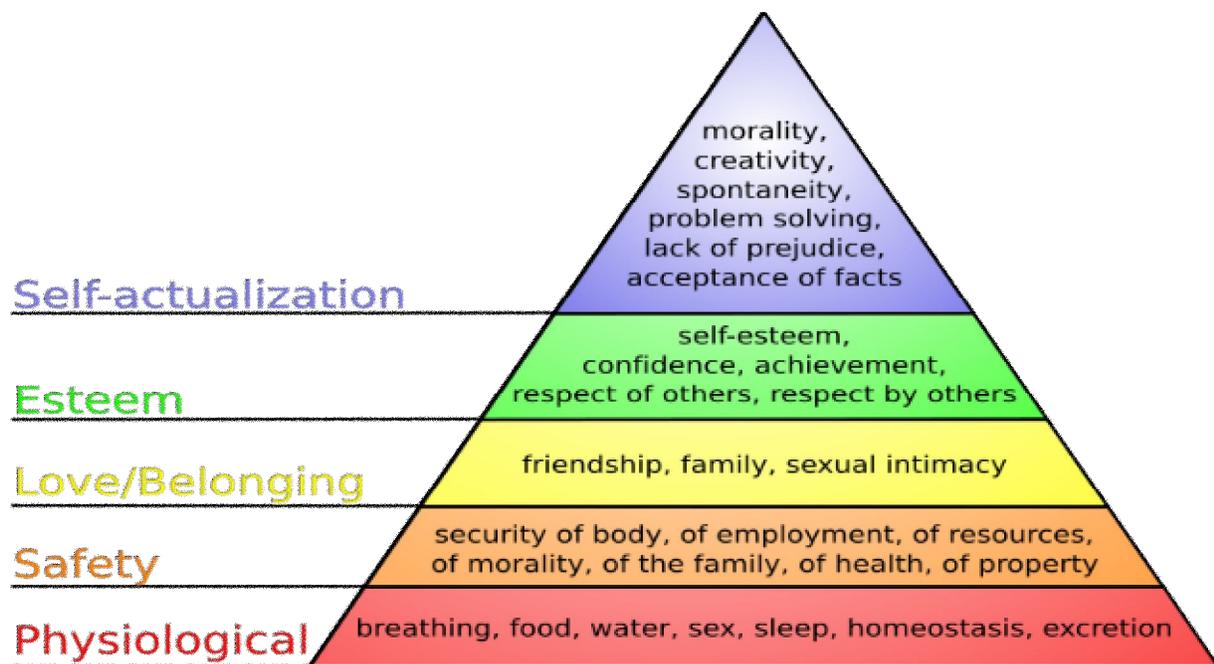
LESSON 2: Strategies to Promote Good Physical and Mental Health in Children

Discussion

Definitions of health are as numerous as the factors that affect it. In the past, the term referred only to an individual's physical status and emphasis was placed on the treatment of apparent disorders. Physical and mental healths are significant determinants of school readiness. Overall health and physical fitness include three elements: gross motor skills, fine motor skills and health status and practices.

1. What do you think of when you think about a healthy child?
2. Going back to Maslow's Hierarchy of Needs, what are a child's basic needs?
3. What is necessary for good physical and mental health in children?
4. What are some ways to encourage good physical and mental health in children?

Activity 1: Have students research what is necessary for good physical and mental health in young children. Have them prepare a PowerPoint, a brochure or a poster on their findings. Remind them to review Maslow's Hierarchy of Needs and how physical and mental health is necessary.



Maslow:

<http://changingminds.org/explanations/needs/maslow.htm>

<http://www.netmba.com/mgmt/ob/motivation/maslow/>

Physical:

<http://ag.arizona.edu/fcs/cyfernet/nowg/health.html>

<http://www.iidc.indiana.edu/ecc/content/SRUD->

<http://brightfutures.aap.org/>

<http://www.ltscotland.org.uk/lookedafterchildren/health/physicalhealth.asp>

Mental:

<http://www.nmha.org/go/information/get-info/children-s-mental-health/what-every-child-needs-for-good-mental-health>

<http://illinoisearlylearning.org/tipsheets/mental-essential.htm>

http://www.first5la.org/files/mental_health_0308.pdf

Activity 2:

Develop a lesson plan and design two activities to do with preschool children.

One is to promote good physical health and one is to promote good mental health.

Resources: Preschool activity books and internet.

<http://www.first-school.ws/THEME/nutrition.htm>

http://www.kinderart.com/littles/littles_health.shtml

LESSON 3: Health, Safety and Nutrition and How They Work Together

Discussion: It has been documented by the World Health Organization that health is a state or quality of total physical, mental, and social well-being. What does total physical health mean?

The relationship between health, safety, and nutrition regarding children is very important. Understanding certain guidelines and potential hazardous conditions can help prevent physical and emotional incidents. To help promote good health, we must realize that to a certain extent, we can prevent certain health problems. Instilling healthy habits and practices in children can help prevent accidents due to lack of proper nutrition all the way to making sure they wear helmets when they ride their bicycles.

ACTIVITY: Have students research the relationship of health, safety and nutrition and write an article that would be published in a newspaper. Students should use a graphic organizer for the information to include in the article.

Creating a Newspaper Article:

Use a graphic organizer for the information to include in the article.

1. Outline the purpose of your article.
2. Choose an article topic.
3. Research the article.
4. Write the article.
5. Edit the article - have a friend proofread it.
6. Rewrite the article and type it on the computer.
7. Do a spell check.

Lesson 4: Parental Involvement in Children’s Health and Safety Education

Discussion: Educating children about their health and safety is important, but may not be enough to affect future choices and behaviors. Research indicates that family members have a significant impact on a child's behavior. Therefore, an effective health and safety education program must include family education and support. Many parents are working however and very busy and do not have time to attend classes or come to the centers after work to attend training. So, how do we get them involved?

ACTIVITY 1: In small groups, brainstorm ways to get parents involved in their children’s health and safety experiences. Have students share with the entire class.

ACTIVITY 2: In the same small groups, have students design a way to inform parents of the importance of teaching their children health and safety strategies and routines. This can include: newsletters to parents, design a children’s book that teaches health and safety techniques for parents to read to their children, or design posters for parents to discuss with their children.

Notes & Reflections:

Health, Safety and Nutrition and How They Work Together

Some factors that may affect children’s health are heredity and the environment. Through heredity, this is when the child’s characteristics are transmitted from the parents to their children at the time of conception to determine genetic traits. Understanding a child’s heredity can help determine the predisposition of health problems including heart disease, cancer, allergies, etc. Environment can play an equally important part in a child’s development. The environment includes physical, social, economic, and cultural factors. These factors often influence how children think, perceive, and act on certain situations in their surroundings. There are some positive environmental factors that can affect children such as good dietary habits, recreation with regular exercise and adequate rest, an access to medical and dental care, limited stress, and a safe and clean place for children, also opportunities to form stable and respectful relationships.

Children’s safety is very important. Safety is the behavior and practices that protect children from risks or injury. Controlling safe environments for children such as having developmentally appropriate equipment will help prevent accidents. Even minor accidents have immediate effects on a child’s health. It is imperative that adults scan the area of which children are to eliminate and put away hazardous materials out of reach of young children. So strict monitoring is needed. Another form of protection is setting rules and limitations. Rules help children to learn what is expected, and ensures safety.

Nutrition is defined as all processes used by a child to take in food and to digest it, absorb, transport, utilize, and excrete food substances. The substances found in foods are called nutrients. Eating food is a very important component of life. Eating proper foods that ensure good nutrients increases a child’s energy, growth and development, normal behavior, resistance to illness and infection, and tissue repair. The intake of nutrients affects

the behaviors of children. A child who is well nourished is usually more alert, attentive, and has better physical and learning experiences. The way a child responds to resistance of illnesses, proper nutrition plays an important part. Well nourished children are less likely become ill, and when they are ill recovery is quicker.

All in all, health, safety, and nutrition play pertinent roles with each other. The way a child feels in each role is dependant upon the others. Each role affects the other. If a child becomes physically injured, they may become disinterested in eating. When this occurs, they begin to lack in certain nutrients causing the injury to last longer. Therefore, good nutrition plays an important part in accident prevention. There may even be cases where children who lack in nutrients become increasingly accident prone because of low blood sugar. Maintaining a healthy and safe weight can also prevent accidents. Through regular exercise, eating, and safety precautions, children can ward off many illnesses.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Students will research and write an article on the interrelationship between health, safety and nutrition.

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Attachments for Culminating Performance Task:

- Rubric for PowerPoint
- Graphic Organizer for Newspaper
- Explanation of Maslow's Hierarchy of Needs

UNIT RESOURCES

Web Resources:

Maslow:

- <http://changingminds.org/explanations/needs/maslow.htm>
- <http://www.netmba.com/mgmt/ob/motivation/maslow/>

Physical Health:

- <http://ag.arizona.edu/fcs/cyfernet/nowg/health.html>
- <http://www.iidc.indiana.edu/ecc/content/SRUD->
- <http://brightfutures.aap.org/>
- <http://www.ltscotland.org.uk/lookedafterchildren/health/physicalhealth.aspwww.kidshealth.org>

Mental Health:

- <http://www.nmha.org/go/information/get-info/children-s-mental-health/what-every-child-needs-for-good-mental-health>
- <http://illinoisearlylearning.org/tipsheets/mental-essential.htm>
- http://www.first5la.org/files/mental_health_0308.pdf

- <http://www.first-school.ws/THEME/nutrition.htm>
- http://www.kinderart.com/littles/littles_health.shtml
- http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Health/Mental_Health/MEH0201.html

Attachment/s

- PowerPoint Rubric
- Graphic Organizer
- Newspaper Article Rubric

Materials & Equipment:

21st Century Technology used in this unit?:

x	Slide Show Software
	Interactive Whiteboard
x	Student Response System
	Web Design Software
	Animation Software
	Email

	Graphing Software
	Calculator
X	Desktop Publishing
	Blog
	Wiki
x	Website

	Audio File(s)
X	Graphic Organizer
	Image File(s)
	Video
	Electronic Game or Puzzle Maker