



**PATHWAY:** Early Childhood Education

**COURSE:** Health, Safety & Nutrition

**UNIT:** 1 – HSN Course Orientation



## INTRODUCTION

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**Annotation:**

Health, Safety and Nutrition for the Young Child introduces the theory, practices, and requirements for establishing and maintaining a safe, healthy learning environment. This course develops skills for employment in early childhood-related occupations, including professional issues and work ethics; developmentally appropriate practices; health, safety and nutrition education; certification in CPR/First Aid/Fire Safety; child abuse and neglect; symptoms and prevention of major childhood illnesses and diseases; and prevention and control of communicable illnesses.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** 2-3 hours

**Author:** Amy Bergman

**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

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### **GPS Focus Standards:**

#### **EDU-FS-3-HSN 2 –**

**Students will determine career opportunities and professional requirements and issues for the child care industry.**

- a. Describe personal characteristics needed to communicate and work in a team environment.
- b. Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork and leadership.

### **GPS Academic Standards:**



## UNDERSTANDINGS & GOALS

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### **Enduring Understandings:**

- Being part of the Early Childhood Program is a privilege and there will be high expectations for each student
- Knowledge gained in the HSN course is applicable as life skills
- Team work is very challenging, yet very rewarding

### **Essential Questions:**

- Why are you enrolled in this class?
- What do you expect from this class?
- What does the teacher expect of me?
- Who are the other members of my class?
- How are health, safety and nutrition interrelated?
- Why is safety and sanitation of a childcare program essential for its continued existence?
- Why is it essential to have staff trained in CPR/1<sup>st</sup> Aid in a childcare program?
- What makes a good portfolio?

### **Knowledge from this Unit:**

- Course requirements
- Expectations of class and teacher
- Needed materials
- Criteria for developing portfolio

### **Skills from this Unit:**

- Work in teams to complete common task
- Gain knowledge from social interaction
- Develop public speaking skills
- Developing safety plans for a home and a child care center



## ASSESSMENT(S)

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**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ 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

**Attachments for Assessment(s):**



## LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

### Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.
2. Review Essential Questions.

## **Lesson 1 –**

**HSN 2 – Students will determine career opportunities and professional requirements and issues for the child care industry.**

- b. Describe personal characteristics needed to communicate and work in a team environment.
- c. Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork and leadership.

EQ -

- Why are you enrolled in this class?
- What do you expect from this class?
- What does the teacher expect of me?
- Who are the other members of my class?

- 1) Welcome class. Introduce self and give a little background.
- 2) Have students take out a sheet of paper and fold it into 8 equal sections (It's interesting to watch them struggle with this. Most of their life they've been told EXACTLY what to do. I purposely do not give more detailed directions because I use their "struggle" as a teachable moment).
- 3) "In this program, you will be required to think for yourself. You will not always be given step by step instructions. You must use decision making skills to solve problems and conflicts that arise in class. Here is your opportunity to get a glimpse of the world of education."
- 4) Have the students write the following questions, one in each square. (Make up your own questions to better suit your student body.)
  - \* What is your favorite childhood toy?
  - \* What is your favorite children's book?
  - \* What was your favorite game to play as a child?
  - \* What was a fear you had as a child?
  - \* Who was your first best friend?
  - \* Where in the world do you want to live?
  - \* Who is your mentor/hero?
  - \* What do you want to be when you "grow up"?
- 5) Use this as a mingling activity. Students must walk around and introduce themselves to another student, read a question to that student, and write their answer in the correlating block. No student should answer two questions on the same sheet.
- 6) Each student should have introduced themselves to 8 different classmates.
- 7) Sit in a circle and have each student introduce themselves, explain why they are enrolled in the HSN course and have them read the 8 answers on their page.

**Lesson 2** (Often times, the registrar is still balancing classes so it might be a good idea to postpone giving out your syllabi and student information sheets until the 2<sup>nd</sup> or 3<sup>rd</sup> day.)

EQ –

- How are health, safety and nutrition interrelated?
  - Why is safety and sanitation of a childcare program essential for its continued existence?
  - Why is it essential to have staff trained in CPR/1<sup>st</sup> Aid in a childcare program?
  - What makes a good portfolio?
- 1) Give out new student information sheet. Have students complete and put it on file for later teacher reference.

- 2) Review names of students (if done second day of class).
- 3) Pass out HSN syllabus and discuss.
- 4) Review teacher expectations of students.
- 5) Take students outside, or into a large room with an open space. Bring a beach ball or some other type of light ball.
- 6) Give the students the following instructions: “Your task is to work together as a team to keep this ball in the air. You may only hit it once each time. In the interest of safety, each student must remain on the floor (No one on shoulders!). You will need a goal. How many minutes do you think your group can keep the ball in the air?” – Help them keep it realistic. Most teams will NOT meet any of these timed goals. Walk around as they’re trying to work together and say things like “what is working for your team”, “do you hear suggestions that are being ignored”, “how could you improve this set up?” (Most teams want to make one big circle – which leaves the center empty.) After a few failed attempts, suggest a different type of goal. Suggest that their new goal be number of hits. “How many times can we hit the ball?” Then help guide them in chanting the numbers as each member hits the ball. You should notice the energy level of the group rise. Most groups will set a fairly low number, when they achieve that goal, challenge them to a more realistic goal.
- 7) During the processing of this activity, you can touch on DAP (Developmentally Appropriate Practice) and how the original goal was very vague. Only the person who was watching the clock/watch knew where the group stood in relation to their goal. But when the group got involved and chanted the numbers with each hit, everyone knew where the group stood with their goal.
- 8) Wrap up with class discussion over the Essential Questions. Ensure students have the knowledge and skills taught in this unit. Emphasize your teacher expectations and know what skills are necessary to be a team player as well as a leader.
- 9) Homework – Write down one of your favorite classroom activities from your childhood. Recall as many details as possible. Share them in class the next day. (It’s an easy class participation grade. And you get to see who your dedicated students will be!)

#### **Attachments for Learning Experiences:**

- Health Safety & Nutrition Syllabus
- New Student Information Sheet
- STAR Lesson Plan Template
- STAR Lesson Plan Rubric
- Web Links for Health Safety & Nutrition
- Bright From the Start Standards/Creative Ideas

#### **Notes & Reflections:**

Attached are STAR (Student Teacher Assessment and Review)/Creative Idea Lesson plans and rubric which are referenced in the HSN syllabus. This project covers all three ECE classes. It is not intended to be completed in one semester. The best results have come from breaking the project into sections for each class to complete. Assign one BFS standard to have the entire class complete at the same time. It makes for easier grading as each student should be creating an activity to cover the same BFS standard. Also, it’s helpful to both the instructor and the students to display a list of the standards that will be assigned to each class and the due dates.



## CULMINATING PERFORMANCE TASK (Optional)

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**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:**



## UNIT RESOURCES

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### Web Resources:

- [www.earlychilded.delmar.com](http://www.earlychilded.delmar.com) (HSN ideas and web-link information)

### Materials & Equipment:

- Beach ball
- Blank paper for each student
- Clock or watch with second hand

### What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		