



# GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

## EDUCATION

**PATHWAY:** Early Childhood Education

**COURSE:** Health, Safety & Nutrition

**UNIT 8:** Health & Sanitation

HSN 4a – Health and Sanitation Habits



## INTRODUCTION

### Annotation:

Habits formed in the early years will follow children into their adulthood. Healthy habits, good or bad, are learned mainly from the child's parents and family. Educating parents, as well as young children, is important in teaching good health. It is the responsibility of those who work with young children to provide appropriate education in health topics as well as providing a clean environment that helps guard against the spread of illness and disease.

### Grade(s):

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

**Time:** 1 to 2 hours

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**Academic Reviewer:** Sharon Bickford

**Special Education Reviewer:** Holly Spivey

**Resources:** [www.earlychilded.delmar.com](http://www.earlychilded.delmar.com); Health Safety & Nutrition for the Young Child 7<sup>th</sup> edition (2009)

**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- HSN 4 –**

**Students will provide a healthy environment for children.**

- a. Implement strategies to teach children health and sanitation habits.

**GPS Academic Standards:**

- ELA11W3. The student uses research and technology to support writing.
- SCSH 2. Students will use standard safety practices for all classroom laboratory and field investigations.
- SCSH3. Students will identify and investigate problems scientifically.



## UNDERSTANDINGS & GOALS

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**Enduring Understandings:**

- Habits formed in the early years will follow children into their adulthood.
- Healthy habits, good or bad, are learned mainly from the child's parents and family.
- Educating parents, as well as young children, is important in teaching good health.
- It is the responsibility of those who work with young children to provide appropriate education in health topics as well as providing a clean environment that helps guard against the spread of illness and disease.

**Essential Questions:**

- Why is it important to teach young children about good health and sanitation habits?
- Why is it important to involve parents/families in health and sanitation lessons?
- What is the difference between mental, social/emotional, and physical health?
- How do you guard against disease and illness?

**Knowledge from this Unit:**

- Students will know or review how to write an appropriate objective for lesson plans.
- Students will define ways illnesses are transmitted and ways to guard themselves and others against those illnesses.
- Students will know the responsibilities of teachers concerning children's health and the maintenance of children's health.

**Skills from this Unit:**

- Students will interpret how to best guard against food-borne illnesses, air-borne illnesses, and communicable diseases.
- Students will practice how to educate young children concerning health education topics.

- Students will practice how to write an appropriate objective.



## ASSESSMENT(S)

**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

**Assessment(s) Title:**

**Assessment(s) Description/Directions:**

**Attachments for Assessment(s):**



## LEARNING EXPERIENCES

**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.

EDU- HSN 4 - **Students will provide a healthy environment for children.**

- b. Implement strategies to teach children health and sanitation habits.

2. Review Essential Questions.

Why is it important to teach young children about good health and sanitation habits?

Why is it important to involve parents/families in health and sanitation lessons?

What is the difference between mental, social/emotional, and physical health?

How do you guard against disease and illness?

3. Identify and review the unit vocabulary:

**Unintentional injury** – An unexpected or unplanned event that may result in physical harm or injury.

**Liability** – Legal responsibility or obligation for one's actions owed to another individual.

**Negligence** – Failure to practice or perform one's duties according to certain standards; carelessness.

**Attitudes** – Beliefs or feeling one has toward certain facts or situations.

**Values** – The beliefs, traditions, and customs an individual incorporates and utilizes to guide behavior and judgments.

**Incidental learning** – Learning that occurs in addition to the primary intent or goals of instruction.

**In-service** – Educational training provided by an employer.

**Concepts** – Combinations of basic and related factual information that represent a more generalized statement or idea.

**Objectives** – Clear, meaningful descriptions of specific behavioral outcomes; can be observed and measured.

**Retention** – The ability to recall or remember previously learned material.

**Evaluation** – A measurement of effectiveness for determining whether or not educational objectives have been achieved.

**Supervision** – Watching carefully over the behaviors and actions of children and others.

**Airborne transmission** – When germs are expelled into the air through coughs/sneezes, and transmitted to another individual via tiny moisture drops.

**Fecal-oral transmission** – When germs are transferred to the mouth via hands contaminated with fecal material.

**Food-borne illness** – A food infection due to ingestion of food contaminated with bacteria, viruses, some molds, or parasites.

**Social/emotional health** – Students will learn/discuss this in PowerPoint project.

**Mental health** – Students will learn/discuss this in PowerPoint project.

**Physical health** – Students will learn/discuss this in PowerPoint project.

#### 4. Interest approach-Mental set

##### Lesson 1

1. Have students read and discuss in class chapters in class book covering safety management and planning for children's health and safety education. In Health, Safety, and Nutrition for the Young Child (7<sup>th</sup> ed.) It is chapters 9 and 12. If it fits your class better, have them complete a worksheet. (worksheet attached)
2. Assign or have students break up into groups of 2-4. Assign each group a topic to research. Students will create and present to the class their PowerPoint presentation. Some groups can have the same topic, but attention to the presentations may lag if they are too repetitive. Topics: communicable diseases, food-borne illnesses, and air-borne illnesses. (Rubrics attached)
3. PowerPoint presentations – distribute graphic organizers (attached) for students to complete as peers present their topics. You may need to stress certain points and information if the students do not.
4. Class discussion –
  - a. What does an interesting lesson for a preschool child entail? (you may want to warn students away from coloring activities)
  - b. Where do children learn their early health habits?
  - c. Why is it important to involve parents in health lessons?
  - d. What are some ways to involve parents in health lessons?
  - e. Discuss legal responsibilities of teachers concerning health and safety.
  - f. What are some health and safety topics appropriate for preschool age children?

- g. Discuss objectives – clear and meaningful terms, measurable.
5. Assign students (in groups of 3-5) the development of a lesson plan (attached) to teach preschool children a health lesson. When possible, use the Georgia Bright from the Start Standards for preschool. This helps the high school student understand that all lessons should be standard based. Students should present the lesson to the high school class (as practice) and then, if possible, to the preschool class. Topics: germs and prevention of illness, hand washing, dressing appropriately for weather, dental health, tooth brushing, understanding feelings, and poison prevention.
  6. As a class, define mental health, social/emotional health, and physical health. Complete the graphic organizer (attached) as the discussion progresses. Create a stack of cards labeled with different words, such as: self-esteem, exercise, writing, reading, fruits, sharing, etc. Have students draw a card. As each student reads their card(s) have class decide what it relates to – mental, social/emotional, or physical health. As a class, discuss different ways lessons can be taught to improve each of the areas of health for children.

\*Additional idea: Have students create a pamphlet, poster, etc. informing parents of health lessons or have them create ways to involve parents in preschool lessons.

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

- Information/discussion questions
- Power Point rubric
- Graphic organizer (PowerPoint)
- Graphic organizer (health(s))
- HSN Unit 8-4a – Lesson Plan template

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

For this lesson make sure that you really emphasize the importance of teacher responsibility for cleanliness and supervision. Stress how important it is to wash your hands frequently and to be good role models in health.



## UNIT RESOURCES

### Resources:

Marotz, L. (2009) *Health, Safety, and Nutrition for the Young Child*. (7th ed.). Clifton Park, NY: Thomson Delmar Learning.

### Attachment(s):

### Materials & Equipment:

“Health, Safety & Nutrition for the Young Child” eResource CD (includes basic PowerPoint for each chapter and test-bank) – <http://www.earlychilded.delmar.cengage.com/>

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

<input checked="" type="checkbox"/>	Slide Show Software
<input type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input type="checkbox"/>	Graphing Software
<input type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker