

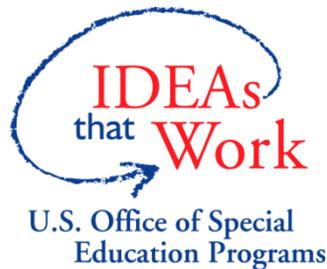
PROJECT P²ECE: PREPARING PARAPROFESSIONALS
FOR EARLY CHILDHOOD EDUCATION

ECE 205: Nutrition, Health, and Safety

Bank of Resources

PREPARING PARAPROFESSIOANLS FOR EARLY CHILHDOOD EDUCATION

ECE 205: Bank of Resources



This Bank of Resources was developed under Project P2ECE (Award# H325N110018) funded by the U.S. Department of Education, Office of Special Education Programs. Project P2ECE is collaboration between the PAR2A Center of the University of Colorado Denver, the University of Northern Colorado and the Early Childhood Education programs at Colorado Community College System.



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Acknowledgements

The **Preparing Paraprofessionals for Early Childhood Education** project (**Project P²ECE**) is funded by the Office of Special Education, U.S. Department of Education. Project P²ECE is a partnership between the Paraprofessional Resource and Research (PAR²A) Center at the University of Colorado Denver, University of Northern Colorado, and the ECE Statewide Community College Faculty Coalition. The project addresses the critical need for well-prepared professionals who are equipped with knowledge and skills to provide instructional support to children in a variety of preschool settings, including local school districts, Head Start, and community-based preschool programs for 3- to 5-year-olds.

An expert panel reviewed and adapted course competencies addressed in existing ECE-related certificate coursework and Associates of Arts programs in various community colleges in Colorado, by incorporating standard-based and evidence-based special education content and practices. After extensive review, the expert panel provided their recommendations for the **ECE 205: Nutrition, Health, and Safety** course syllabus, course outline and resources, which were later collated as the **ECE 205: Recommended Syllabus & Bank of Resources** booklet. This booklet addresses all of the course competencies by providing relevant resources for ice breakers, readings, assignments/assessments, websites, and video clips.

We would like to acknowledge the ECE professionals who supported the development of this booklet through their input and guidance. We appreciate their invaluable assistance in reviewing the recommended syllabus for the ECE205 course, and contributing resources to address each competency. We express our gratitude to the following members of the expert panel and community college faculty members:

- Linda Forrest, University of Northern Colorado
- Susan Hill, Arapahoe Community College

We also like to thank the following individuals for their efforts in bringing the **ECE 101: Recommended Syllabus & Bank of Resources** to its current form:

- Rashida Banerjee, University of Northern Colorado
- Ritu V. Chopra, University of Colorado Denver
- Namita A. Mehta, University of Colorado Denver
- Geraldine I. DiPalma, University of Colorado Denver
- Cathy Smyth, University of Northern Colorado

We would also like to place on record our appreciation for the invaluable support rendered by the members of the ECE Statewide Community College Faculty Coalition for endorsing and helping the effort to make the recommendations a part of the statewide common core syllabus.

Introduction to the Bank of Resources

The following document provides a Bank of Resources (BoR) for instructors who are teaching the course *ECE 205 – Health, Nutrition, and Safety* at the Colorado Community College. The course focuses on nutrition, health and safety as a key factor for optimal growth and development of young children. This course includes nutrient knowledge, menu planning, health practices, management and safety, and communicating with families.

What is BoR?

The BoR booklet provides a menu of teaching resources for instructors to use in their college teaching. The content is specifically designed to include evidence-based resources to prepare early childhood professionals for inclusive classrooms that serve *all* children, including those with identified disabilities.

Each BoR booklet focuses on particular course content and includes the following:

1. A syllabus template for instructors
2. A matrix with the resources, and
3. Appendix with examples of assignments

Developed through multiple iterations and field input, the matrix with resources is arranged in columns that include (a) reading materials, (b) icebreakers and assignments, (c) websites, and (d) videos. These resources are arranged in rows according to the competencies stated for each course in the Colorado Community College Common Course Numbering System (CCCNS).

Who can use BoR?

While the booklet was designed with Colorado Community College faculty who teach in early childhood programs in mind, the content can easily be used by instructors in other programs and by professional development providers who are seeking resources to enhance their teaching and professional development materials.

How do I use BoR?

We recommend that instructors print out the document and review the document prior to developing the course syllabus. Instructors can then select specific resources for their courses based on their individual course goals, course format, and student needs. Since the BoRs are presented by competencies, the instructors may need to align the resources with their course schedules. For example, instructors may decide that the competency C in the BoR relates to the topics for Units 3 and 7. Thus, when planning for Units 3 or 7, the instructors will review the resources provided in Competency C and select those that they want to include in their teaching.

ECE 205: Health, Nutrition, and Safety Recommended Syllabus & Bank of Resources

Recommended Syllabus

Course Title (short): Nutrition, Health, and Safety

Course Title (long): Nutrition, Health, and Safety

Minimum Credit: 3

Maximum Credit:

Status Notes: Prefix change, Course title
change

Origin Notes: ACC

Section:

Location:

Day/Time:

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Required Textbook:

COURSE DESCRIPTION

Focuses on nutrition, health and safety as a key factor for optimal growth and development of young children. Includes nutrient knowledge, menu planning, food program participation, health practices, management and safety, appropriate activities and communication with families. Addresses ages from prenatal through age 8.

COURSE COMPETENCIES & OBJECTIVES

- A. Identify nutritional components, diet modifications, physical activity needs and skills of each stage of child development.
- B. Use food guides and standards to prepare and evaluate menus that support individualized healthy growth and development for all children.
- C. Identify rules, regulations and best practices as they pertain to essential nutrition, health and safety standards for all infants and children.
- D. Identify and describe the health, safety and nutrition roles of local, state, and national agencies for licensed child care.
- E. Demonstrate the ability to identify current and reliable informational resources that assist programs and families to support optimal health, safety, and nutrition practices.
- F. Assess the effectiveness of current nutrition, health and safety policies, procedures and practices that meet the needs of all children within licensed child care programs.
- G. Design and demonstrate a learning activity in health, safety and nutrition that encourages child independence and knowledge about healthy living.
- H. Examine the importance of family/program partnerships that are responsive to diverse health, nutritional, developmental and cultural needs.
- I. Describe practices within the learning environment to reduce the risk of preventable injuries and emergencies, inclusive of disaster preparedness.
- J. Identify infection control practices and illness guidelines in collaboration with program, family, and community health resources.
- K. Use technology to identify resources at the local, state and national level

TOPICAL OUTLINE

- A. Introduction to nutrition, health, and safety**
 - a. Definition
 - b. Historical perspectives

- c. Identification of reliable resources
 - d. Socio-cultural implications
 - B. Nutrients and their functions**
 - a. Basic nutrients
 - b. Sources
 - c. Essential functions
 - C. Food guides and standards**
 - a. My food pyramid
 - b. Food labels
 - D. Child and Adult Food Care Program – CAFCP**
 - E. Developmental guidelines for food**
 - a. Prenatal through age 8
 - b. Menu planning
 - c. Food program requirements
 - d. Special diets
 - e. Evaluation
 - f. Cost analysis
 - F. Health**
 - a. Promoting good health
 - i. Health practices and records
 - ii. Assessing health status
 - iii. Staff wellness
 - b. Infection control
 - i. Identification
 - ii. Immunizations
 - iii. Universal precautions
 - iv. Medication administration
 - G. Safety**
 - a. Managing a safe environment
 - b. Policies and procedures
 - c. Injury prevention
 - d. Safety plans
 - H. Emergency plans and procedures**
 - a. Weather-related
 - b. Human caused
 - c. Drills
 - d. Disaster preparedness
 - i. Policy
 - ii. Practice communication connections
 - 1. Colorado Office of Emergency Management
 - 2. Local disaster managers
 - I. Indoor safety**
 - a. Poison control
 - b. Equipment
 - c. Fire
 - J. Outdoor safety**
-

- a. Playgrounds
- b. Traffic and transportation
- c. Water safety

K. Personal safety

- a. Child abuse
 - i. Reporting
 - ii. Resources

L. Management and safety

- a. Regulatory agencies
- b. Sanitation
- c. Maintenance
- d. Center policies
- e. Personnel

M. Curriculum

- a. Concepts
- b. Activities

N. Partnerships

- a. Families
- b. Community

O. Resources and Information

- a. National, state, and local agencies
- b. Online resources and research

PARAPROFESSIONAL STANDARDS ADDRESSED

1. ECP5S1: Collaboration with families and early childhood professionals to implement basic health, nutrition and safety practices and procedures for young children.
2. ECP5S2: Universal precautions to assist in maintaining a safe, healthy learning environment for young children and their families.
3. EIP8S1: Record of information in various formats.
4. ECP9S3: Welfare and safety of young children at all times.

ASSIGNMENTS & ASSESSEMENT OF ASSIGNMENTS

Faculty will list the required assignments for this course and include rubrics, grading sheets, checklist, etc., that accompany each assignment. See [Bank of Resources](#) for suggestions.

- 1.
- 2.
- 3.
- 4.

GRADING

In order to receive a course grade as indicated relative to the point distribution, all required activities and projects must be completed.

94% to 100% – A

90% to 93% – A-

87% to 89% – B+
83% to 86% – B
80% to 82% – B-
75% to 79% – C
74 and below – F

COURSE OUTLINE

Faculty will list the schedule of topics/requirements in this area. See **Bank of Resources** for suggestions.

Week	Dates	Topics	Activities/Reading	Graded Assignment Due
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

SUDENT ETHICS & POLICY INFORMATION

Each community college must include policies regarding incomplete process, academic honesty, access, disability, communication, etc.

Bank of Resources

The following table outlines possible readings, ice breakers and assignments, websites, and video clips that can be used for each competency in the course.

Note: Some longer and more detailed assignments are hyperlinked and available in the Appendices.

Competency A: Nutritional components, diet modifications, physical activity needs, and skills of each stage of child development.			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Division for Early Childhood’s position paper on Promoting the Health, Safety and Well-Being of Young Children with Disabilities and Developmental Delays. http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Health%20Position%20Statement.pdf</p> <p>HAPPE: Toddlers in Physical Play http://www.naeyc.org/files/naeyc/Food_Friends.pdf</p>	<p>Ice Breaker A1: When you think of the words “health”, “safety” and “nutrition” what comes to mind?</p> <p><u>Assignment A2: A Day in an Early Childhood Classroom</u></p> <p>Assignment A3: In a minimum of two pages, explain how the preventative health concept differs from traditional ideas about health care. Include nutritional components, physical activity needs and skills of each stage of child development.</p> <p><u>Assignment A4: Menu Planning and Cost Worksheet</u></p>	<p>Zero to Three Health and Nutrition http://www.zerotothree.org/child-development/health-nutrition/?referrer=https://www.google.com/</p> <p>National Resource Center for Health and Safety in Child Care and Early Education http://nrckids.org/</p> <p>NAEYC Child Obesity http://www.naeyc.org/childhood_obesity_resources</p>	<p>The Impact of Poor Nutrition on Child Development and Educational Attainment https://www.youtube.com/watch?v=SLPJ-3k6pY0</p>

Competency B: Food guides and standards to prepare and evaluate menus that support individualized healthy growth and development for all children.			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Food and drug Administration for Kids http://www.fda.gov/ForConsumers/ByAudience/ForKids/</p> <p>“Early Sprouts” Establishing Healthy Food Choices for Young Children http://www.naeyc.org/files/naeyc/Early%20Sprouts.pdf</p> <p>Healthy Lunches and More http://www.naeycdev.org/files/naeyc/Healthy_Lunches.pdf</p> <p>Smart School Snacks: A Comprehensive Preschool Nutrition Education Program http://www.naeyc.org/files/naeyc/Smart_School_Snacks.pdf</p>	<p>Ice Breaker B1: Using food guides and standards, each student will share a recipe with the group. Does the recipe demonstrate healthy growth and development?</p> <p>How might culture play a role in the type and/or quality of food you eat?</p> <p>Assignment B2: <u>Child Observation</u></p>	<p>Choose My Plate: Health and Nutrition Information for Preschoolers</p> <p><u>More Information about Preschoolers - ChooseMyPlate.gov</u></p>	<p>Nutrition in Early Childhood https://www.youtube.com/watch?v=b8gIyqBlr0A</p> <p>Easy Steps to Your Child’s Nutrition http://www.webmd.com/children/child-nutrition-8/child-nutrition-video</p>

Competency C: Rules, regulations and best practices as they pertain to essential nutrition, health and safety standards for all infants and children

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>State of Colorado Rules Regulating Child Care Centers http://www.coloradoofficeofearlychildhood.com/#/child-care-centers/c1dos</p> <p>Colorado Quality Standards for Health and Safety https://www.cde.state.co.us/sites/default/files/documents/cpp/download/qualitystandards/colorado_quality_standards_i.pdf</p>	<p>Assignment C1: Evaluate a classroom for its compliance with the rules and regulations and quality standards.</p> <p>Assignment C2: Child Health Promotion</p>	<p>Healthy Child Care Colorado http://www.qualistar.org/healthy-child-care-colorado.html</p> <p>USDA: Center for Nutrition Policy and Promotion http://www.cnpp.usda.gov/</p>	<p>Child Care Aware: Health & Safety http://childcareaware.org/parents-and-guardians/helpful-tools/watch-high-quality-child-care-videos/health-safety</p>

Competency D: Health, safety and nutrition roles of local, state, and national agencies for licensed child care.

Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Promoting the Health, Safety, and Well-Being of Young Children With Disabilities and Developmental Delays http://dec.membershipofaware.org/files/Position%</p>	<p>Assignment D1: Integrating Health and Fitness into the Young Child's Day</p> <p>Assignment D2: Create a menu for an early childhood program that includes USDA guidelines</p>	<p>Colorado Quality Standards for Early Childhood Care and Education Services http://www.cde.state.co.us/cpp/qualitystandards</p> <p>NAEYC Health, Fitness, Nutrition,</p>	<p>Child Care Aware: Health & Safety http://childcareaware.org/parents-and-guardians/helpful-tools/watch-high-quality-child-care-videos/health-safety</p>

<p>20Statement%20and%20Papers/Health%20Position%20Statement.pdf</p> <p>Feeding Problems Among Children with Disabilities and Other Access and Functional Needs http://www.nfsmi.org/DocumentDownload.aspx?id=3529</p> <p>State Efforts to Address Obesity Prevention in Child Care Quality Rating and Improvement Systems http://altarum.org/sites/default/files/uploaded-related-files/QRIS-Report-22Feb12-FIN_0.pdf</p> <p>Food allergies in children http://www.niaid.nih.gov/topics/foodallergy/understanding/Pages/foodAllergy8Allergens.aspx</p> <p>Resources on Health and Safety in Early Child Care http://www.naeyc.org/files/naeyc/Resources_Health_Safety_ECC.pdf</p>	<p>for nutrition.</p> <p>Assignment D3: Check the safety of an early childhood playground and report on it using the CO Quality Standards</p>	<p>and Safety Resources http://www.naeyc.org/tyc/links/healthandfitness</p> <p>Kitchen Activities for Preschoolers http://www.choosemyplate.gov/preschoolers-picky-eating</p> <p>USDA Child Nutrition Program http://www.fns.usda.gov/school-meals/child-nutrition-programs</p> <p>Q&A Feeding children with special needs: http://www.abilitypath.org/health-daily-care/daily-care/feeding-and-meals/articles/feeding-children-with-special-needs.html</p> <p>National Resource Center for Health and Safety in Child Care and Early Education http://nrckids.org/</p>	<p>Creating a Safe Program https://www.ecetp.pdp.albany.edu/video/creating_a_safe_program.shtm</p>
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Competency E: Current and reliable information resources that assist programs and families to support optimal health, safety and nutrition			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>The Impact of Teachers and Families on Young Children’s Eating Behaviors http://www.naeyc.org/files/naeyc/Eliassen_0.pdf</p> <p>“Early Sprouts” Establishing Healthy Food Choices for Young Children http://www.naeyc.org/files/naeyc/Early%20Sprouts.pdf</p> <p>The Food Friends: Encouraging Preschoolers to Try New Foods http://www.naeyc.org/files/naeyc/Food_Friends.pdf</p> <p>DEC Position Statement on Promoting the Health, Safety, and Well-Being of Young Children with Disabilities and Developmental Delays (Executive Summary)</p>	<p>Assignment E1: Resource File</p> <p>Assignment E2: Identify the rules/regulations in the Colorado Rules and Regulations for Child Care Centers that relate to nutrition, health and safety standards for all infants and young children.</p>	<p>Choose My Plate http://www.choosemyplate.gov</p> <p>USDA Child Nutrition Program http://www.fns.usda.gov/school-meals/child-nutrition-programs</p> <p>CDC: Infants & Toddlers-Safety in the Home and Community http://www.cdc.gov/parents/infants/safety.html</p> <p>Promoting Young Children’s Health and Development http://www.nccp.org/publications/pub_941.html</p> <p>Safe Sleep Practices and SIDS/Suffocation Risk Reduction http://cfoc.nrckids.org/StandardView/SpcCol/Safe_sleep</p>	<p>MyPlate videos http://www.choosemyplate.gov/videos.html</p>

http://dec.membershipsoftware.org/files/Position%20Statement%20and%20Papers/Health%20Executive%20Summary.pdf			
Competency F: Assessment of the effectiveness of current nutrition, health and safety policies, procedures and practices that meet the needs of all children within licensed child care programs			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8 https://www.naeyc.org/file/s/naeyc/file/positions/CAPExpand.pdf</p>	<p>Icebreaker F1: Brainstorm ideas of how childcare providers can assess the effectiveness of current nutrition, health and safety policy and procedures for children in licensed child care programs. Do any specific disability or condition impact the child’s eating habits?</p> <p><u>Assignment F2: Daily Health Check</u></p>	<p>Child Care Background Check Information http://www.colorado.gov</p> <p>Colorado Child Care Assistance Program Child Health Liaison training. The training can be found at: https://www.co.train.org/DesktopShell.aspx</p> <p>Colorado Department of Human Services, Division of Early Care and Learning – Office of Early Childhood http://www.coloradoofficeofearlychildhood.com/</p> <p>What Works for Health http://whatworksforhealth.wisc.edu/program.php?t1=21&t2=12&t3=78&id=491</p>	<p>How to Make a Child’s Nutritional Assessment Chart https://www.youtube.com/watch?v=EggM-pfH0zw</p>

		Office of Head Start’s Nutritional Assessments http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/nutrition/nutrition-assessment/NutritionalAsses.htm	
Competency G: Learning activities in health, safety and nutrition that encourage child independence and knowledge about healthy living.			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>The Food Friends: Encouraging Preschoolers to Try New Foods http://www.naeyc.org/files/naeyc/Food_Friends.pdf</p> <p>Get Moving Today! Activity Calendar http://www.healthychildcare.org/PDF/LetsMove%20CalendarENGLCalendarFULL.pdf</p>	<p>Icebreaker G1: Play a game of Charades where the student(s) have to demonstrate a learning activity that relates to health, safety and/or nutrition.</p> <p>Assignment G2: Using the Colorado Rules and Regulations for Child Care Centers, identify the rules/regulations that relate to nutrition, health and safety standards for all infants and young children.</p> <p><u>Assignment G3: Agency List</u></p>	<p>Food Friends http://www.foodfriends.org/</p> <p>Culture of Wellness in Preschools https://www.cowpcolorado.com</p> <p>Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program http://www.fns.usda.gov/tn/nutrition-and-wellness-tips-young-children-provider-handbook-child-and-adult-care-food-program</p>	<p>Preschool Preparation: Preschool Exercises https://www.youtube.com/watch?v=BgUZDPsuafs</p> <p>The Role You Play in Physical Development https://www.ecetp.pdp.albany.edu/video/Dr_Walkuski.shtm</p> <p>Obstacle Course https://www.ecetp.pdp.albany.edu/video/Obstacle_Course.shtm</p> <p>Infant Activities https://www.ecetp.pdp.albany.edu/video/Infant_Activities.shtm</p>

Competency H: Family/program partnerships that are responsive to diverse health, nutrition, developmental and cultural needs.			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>Healthy from the Start: How Feeding Nurtures Your Young Child’s Body, Heart and Mind English Version http://www.zerotothree.org/child-development/health-nutrition/health_eng.pdf</p> <p>Spanish Version http://www.zerotothree.org/child-development/health-nutrition/health_sp.pdf</p> <p>The Impact of Teachers and Families on Young Children’s Eating Behaviors http://www.naeyc.org/files/naeyc/Eliassen_0.pdf</p>	<p>Icebreaker H1: Identify and describe the health, safety and nutrition roles of local, state, and national agencies for licensed child care</p> <p>Assignment H2: Resource File</p>	<p>Share Our Strength’s Cooking Matters http://co.cookingmatters.org/</p> <p>Meeting the Nutrition Needs of Children with Disabilities http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Services%20to%20Children%20with%20Disabilities/Health%20and%20Safety/health_art_11069_031506.html</p> <p>USDA: Special Needs Kids http://fnic.nal.usda.gov/consumers/ages-stages/special-needs-kids</p> <p>USDA: Allergies and Food Sensitivities http://fnic.nal.usda.gov/diet-and-disease/allergies-and-food-sensitivities</p>	<p>Kids Rock Nutrition in the Kitchen http://www.nutrition.gov/life-stages/children/kids-kitchen</p>
Competency I: Practices within the learning environment to reduce the risk of preventable injuries and emergencies, inclusive of disaster preparedness			
Readings	Ice Breakers and Assignments	Websites	Video Clips

<p>Including Children with Special Needs: Are You and Your Early Childhood Program Ready? https://www.naeyc.org/files/yc/file/200903/BTJWats-on.pdf</p> <p>Let's Get Ready: Planning Together for Emergencies http://www.sesamestreet.org/cms_services/services?action=download&uid=4ba2889a-bda2-4aba-9ba2-a06e9f290ff6</p>	<p><u>Assignment I2: Daily Health Checks</u></p> <p>Icebreaker I2: Share three current and reliable resources that can assist families and providers with support regarding health, safety and nutrition practices.</p>	<p>NAEYC Coping with Disaster https://www.naeyc.org/newsroom/Resources-on-coping-with-disasters</p> <p>Child Care Aware: Indoor and Outdoor Environment http://childcareaware.org/child-care-providers/program-planning/indoor-and-outdoor-environment</p>	<p>Preschool Playground Safety https://www.youtube.com/watch?v=TW8ztG-fgkU</p>
<p>Competency J: Infection control practices and illness guidelines in collaboration with program, family and community resources.</p>			
<p>Readings</p>	<p>Ice Breakers and Assignments</p>	<p>Websites</p>	<p>Video Clips</p>
<p>Lather Up for Good Health http://www.colgate.com/LatherUpForGoodHealth/v3/US/EN/downloads/ClassroomGuide.pdf</p> <p>For Young Children: Teaching Hand Washing http://columbus.gov/uploadedfiles%5CPublic_Health%5CContent_Editors%5CResources_For%5C</p>	<p>Ice Breaker J1: Brainstorm ideas of how child care providers can assess the effectiveness of current nutrition, health and safety policy and procedures for children in licensed child care programs.</p> <p>Assignment J2: Infection Control Plan Create an infection control plan that works with the program,</p>	<p>Child Nutrition Programs National School Lunch Program (NSLP) www.fns.usda.gov</p> <p>School Breakfast Program (SBP) www.fns.usda.gov</p> <p>Child and Adult Care Food Program (CACFP) http://www.cacfp.org</p>	<p>Wash Your Hands http://www.cdc.gov/cdctv/healthyliving/hygiene/wash-your-hands.html</p> <p>Ear Infections https://www.ecetp.pdp.albany.edu/video/ear_infections.shtm</p>

<p>Educators%5CTeaching%20young%20children%20handwashing.pdf</p> <p>Infection Control in the Child Care Center and Pre-school http://www.jcdh.org/misc/ViewBLOB.aspx?BLOBId=203</p>	<p>families, and community.</p>		
<p>Competency K: Technology to identify resources at the local, state and national level.</p>			
Readings	Ice Breakers and Assignments	Websites	Video Clips
<p>What is the effect of nutrition education delivered via digital media and technology on children’s dietary intake-related behaviors? http://www.nel.gov/evidence.cfm?evidence_summary_id=250341</p>	<p>Icebreaker K1: Brainstorm technology resources families may access at local, state and national levels</p> <p>Assignment K2: How to Use Technology to Promote Health and Wellness</p> <p>Assignment K3: Build a resource notebook that families can use when needed.</p>	<p>6 Great Apps to Teach Kids About Nutrition http://www.eatright.org/resource/food/nutrition/healthy-eating/6-great-apps-to-teach-kids-about-nutrition</p> <p>Ed Tech Ideas: 14 Nutrition Sites for Kids http://edtechideas.com/2009/12/28/14-nutrition-sites-for-kids/</p> <p>USDA’s Nutrition Apps and Games http://snap.nal.usda.gov/resource-library/nutrition-apps-and-games</p>	

Selected Examples of Assignments

Competency A: Nutritional components, diet modifications, physical activity needs and skills of each stage of child development

Assignment A2: A Day in an Early Childhood Classroom

Design a day in an early childhood classroom (any age from birth to age 8) that integrates nutrition, safety, and physical activity.

How did you integrate nutrition into the classroom? How did you involve the children? How did you teach children about nutrition? Did you integrate families or the community?

What safety procedures did you enforce? How did you teach children about these procedures?

What methods did you use to increase the physical activity of the children in your classroom? Did you just do physical activity during recess or did you integrate it into other routines?

In order to implement your design, how would you collaborate with families, your administrator and other adults in the program?

Competency A: Nutritional components, diet modifications, physical activity needs and skills of each stage of child development

Assignment A4: Menu Planning and Cost Worksheet

The *Independent Child Care Centers: A Child and Adult Food Program Handbook* can be found at:

<http://www.fns.usda.gov/sites/default/files/cacfp/Independent%20Child%20Care%20Centers%20Handbook.pdf>

Part 1: Using this guide, plan one week (Monday-Friday) of meals for a center. The meal plan should include breakfast, lunch, and snack. You can use a template such as the one below:

	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast					
Lunch					
Snack					

Part 2: Cost out the meals developed in the meal plan above.

Competency B: Food guides and standards to prepare and evaluate menus that support individualized healthy growth and development for all children.

Assignment B2: Child Observation

Observe a child eating and consider the following questions:

What foods does the child eat? Why do you think that is?

What foods are refused? Why do you think that is?

Using the food guides & standards, is this child developing good eating habits?

Do the adults' food likes and dislikes have any influence on what the child eats?

Does the child's disability or specific needs have any influence on what the child eats?

Based on the food guidelines, what recommendations do you have?

Competency C: Rules, regulations and best practices as they pertain to essential nutrition, health and safety standards for all infants and children
Assignment C2: Child Health Promotion

The new Colorado Shines QRIS allots 14 points for child health promotion. The design guide is available at:

http://media.wix.com/ugd/97dde5_c99eb944c87f48639476ecb766f76e5b.pdf

Brainstorm ideas for child health promotion. What health topics would you include? How would you specifically support children with special needs and their families?

Competency D: Best practices and state standards for health, safety, and nutrition for young children in early childhood setting.

Assignment D1: Integrating Health and Fitness into the Young Child's Day

How would you integrate best practices and state standards for health, nutrition, and safety into a child's day? What topics would you cover? What techniques would you use? How would you ensure to include children with special needs?

Mealtimes (Breakfast, Lunch, Snack)

Free Play

Centers (art activities, water play, etc.)

Outside Time

Circle Time

Competency E: Current and reliable information resources that assist programs and families to support optimal health, safety and nutrition
Assignment E2: Resource File

Part 1: Visit the following online resources:

ChooseMyPlate.gov <http://www.choosemyplate.gov/>

NIH <http://www.nih.gov/>

Colorado Shines <http://coloradoshines.force.com/ColoradoShines>

Colorado Office of Early Childhood <http://www.coloradoofficeofearlychildhood.com/>

Part 2: Find four more resources that you can add to your resource file for programs and families to support health, nutrition, and safety with young children.

Competency F: Assessment of the effectiveness of current nutrition, health and safety policies, procedures and practices that meet the needs of all children within licensed child care programs

Assignment F2: Daily Health Check

Conduct a daily health check using the checklist available at:

http://www.healthychildcarenc.org/PDFs/daily_health_check.pdf

What do you see as the purpose of doing such a regular health check?

Are there things you would adjust in this checklist to make it more inclusive of children with disabilities?

What other initiatives would you implement to continually check the health of the children in your classroom? How would you work with families?

Competency G: Learning activities in health, safety and nutrition that encourage child independence and knowledge about healthy living.

Assignment G3: Agency List

Develop a list of local, state, and national agencies that promote health, nutrition, and safety to share with families and providers.

- What types of accommodations might be needed for children with significant physical needs that cannot eat by themselves?
- List rules and regulations that relate to nutrition, health and safety standards for young children. With adult guidance, if needed, have the children in groups of three design and demonstrate a learning activity that encourages child independence and knowledge of healthy living. Teacher guidance may be needed with this activity.

Competency H: Family/program partnerships that are responsive to diverse health, nutrition, developmental and cultural needs.

Assignment H2: Resource File

Develop a list of available resources in your state and local community for children who have vision and/or hearing impairments, speech problems, autism, cerebral palsy and learning disabilities. How might each of these conditions impact the child's nutrition, safety, and development?

Name state, local and national agencies that support quality child care in Colorado

Competency I: Professionalism in Early Childhood Education
Icebreaker I1: Daily Health Check

Describe the daily health check routine. What are some of the common health problems/conditions teachers should be looking for?

Communicable illness

Develops in predictable stages: incubation, prodromal (first nonspecific signs of illness, acute and convalescence).

Perform a daily health observation on each child. Demonstrate to families how they can become involved with the health appraisal process. Become familiar with the health observation checklist.

Competency J: Infection control practices and illness guidelines in collaboration with program, family and community resources.

Assignment J2: Infection Control Plan

Create an infection control plan that works with the program, families, and community.

How would you promote infection control in your classroom and program?

How would you partner with families and use community resources to implement infection control?

Competency K: Technology to identify resources at the local, state and national level.

Assignment K2: How to Use Technology to Promote Health and Wellness

How would you use technology to support nutrition education?

How would you use technology to promote health and physical activity?

How would you use technology to teach indoor and outdoor safety?