



3–5 Years

Physical/Health: Good Health Practices

WHEN INTRODUCED AND EMPHASIZED: Weeks 1–3, 11, 13, 19–20, 24–27, and 33–36

BEHAVIORS TO OBSERVE

- Understanding of Safety Rules, Routines, and Emergency Procedures
- Understanding of How to Take Good Physical Care of Self

OBSERVATION OPPORTUNITIES

Understanding of Safety Rules, Routines, and Emergency Procedures

How does the child show an understanding of safety rules, routines, and emergency procedures as he/she:

- places the handwashing sequence cards in the correct order; describes pictures on handwashing sequence cards (Week 1, Day 5 center activity)?
- follows safety rules and routines (any free play period after Week 3, Day 4)? Examples: washes hands after using the toilet, wears bicycle helmet, walks in classroom)
- identifies safe choices as part of a book discussion (Week 26, Day 4 group activity)?

Understanding of How to Take Good Physical Care of Self

In what ways does the child show an understanding of how to take good physical care of himself or herself as he/she:

- uses proper technique to brush teeth (any toothbrushing after Week 11, Day 5)? Examples: holds toothbrush sideways against teeth, brushes all teeth, and brushes back sides of teeth
- rests quietly on his/her cot (any rest time after Week 13, Day 4)? Examples: takes deep breaths, participates in quiet activities, closes eyes
- chooses one food item from each food group at a pretend meal (Week 20, Day 5 center activity)?
- discusses healthy practices? Examples: asks for or describes ways to protect his/her skin from the sun (after Week 33, Day 4); talks about why he/she should go to a health care provider (after Week 34, Day 4)



FOLLOW-UP LEARNING SUPPORTS

Reinforce

The following activities are designed to support the ongoing development of emerging good health practice skills.

Understanding of Safety Rules, Routines, and Emergency Procedures

- Invite children to describe reasons for one or more of your room's safety rules. Examples: "Why is it important to wear helmets when riding a bicycle?" "Why do we go to a small interior room in our building when there is a possibility of a tornado?"
- During emergency procedure drills, encourage a child who is familiar with your room's safety procedures to be a partner with a child who is less familiar with safety procedures.
- Invite children to make up a story about how a classroom rule is helpful.

Understanding of How to Take Good Physical Care of Self

- Invite children to pretend to be chefs at a famous restaurant. The chefs insist on serving plates of healthy foods to each customer. Invite children to decide what the restaurant should serve, including options from each food group (fruit, vegetable, dairy, food with protein, and food made from grains).
- Ask children at mealtimes about origins of food. Example: "We are eating yogurt. What food is used to make yogurt? Where do the people who make the yogurt get the milk?"
- Verbally acknowledge children's positive toothbrushing skills and handwashing skills.
- Invite children to describe their visits to a health care provider or dentist.
- Introduce technical terms for various body parts, as appropriate, when children are labeling their body tracings. Examples: small intestine, large intestine, colon
- Provide books for children to explore about the human body, such as *Inside Your Outside: All about the Human Body* by Tish Rabe and Aristides Ruiz, *The Digestive System* by Jennifer Prior, *Anatomy Book: Learn about Your Body Parts Edition* by Speedy Publishing LLC, and *Little Explorers: My Amazing Body* by Ruth Martin.
- If possible, describe what you are doing as you provide first aid to a child.



Reintroduce

The following activities are designed to support the development of good health practice skills among children who find it challenging to understand good health practices. These activities are also appropriate for all children.

Knowledge of Safety Rules, Routines, and Emergency Procedures

- Repeat the Week 1, Day 5 group activity. Emphasize how and when to wash hands, and provide practice in singing the handwashing song used in your room.
- Put numbers on the backs of the handwashing sequence cards to provide an opportunity for children to check their accuracy.
- Repeat the Week 3, Day 4 group activity. Remind children what it means to be safe. Invite children to name rules in the classroom designed to keep them safe. Read a book, such as *How do Dinosaurs Stay Safe* by Jane Yolen to provide additional reminders.
- Use the Week 3, Day 5 activity plan to support children's understanding of an emergency. Spend time explaining why children and staff go to particular destinations for emergency procedures, such as a room without windows for a tornado drill.
- Repeat the Week 26, Day 4 group activity for a fun way to review things that are safe and things that are not safe.

Knowledge of How to Take Good Physical Care of Self

- Use the Week 11, Day 5 group activity to review how to keep teeth healthy.
- Review the Week 20, Day 4 group activity to remind children of food groups. Provide plastic representations of foods for children to sort into groups.
- Display pictures from the Week 20, Day 4 group activity at a mealtime. Encourage children to discuss foods that match various pictures. Invite children to think of and talk about other foods related to the pictured categories (fruit, vegetable, dairy, food made from grains, and food with protein.)
- Use mealtimes to discuss foods on children's plates. Example: "I see chicken, green beans, apple slices, quinoa, and yogurt on Jaishaun's plate. Chicken is a food with protein, green beans are from the vegetable group, apples are from the fruit group, quinoa is made from grains, and yogurt is a dairy food. These are healthy choices."
- Use transitions to rest time as opportunities to remind children of the importance of allowing our bodies to rest. The Week 13, Day 4 activity plan has helpful information. Also use transitions to rest time to remind children how to give their bodies rest. See the Week 13, Day 5 activity plan for helpful information.
- As preparation for outside time, remind children of ways to protect their skin from the sun and ways to protect themselves when playing outside in hot weather.

Guide for Observing and Individualizing



- Invite children to interact with the materials provided in Week 34's center activities to explore going to a health care provider and to a dentist.
- Use books suggested in the Week 35, Day 5 center activity to strengthen children's awareness of names and functions of different body parts.