### Trial Course or New Course Proposal

**Submitted By:**

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<tr>
<th>Department</th>
<th>Early Childhood Education</th>
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<tr>
<td>Prepared by</td>
<td>Sharon Vaska, Assistant Professor, ECE</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:lsrv@uaf.edu">lsrv@uaf.edu</a></td>
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<tr>
<td>College/School</td>
<td>CRCD</td>
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<td>Phone</td>
<td>907-543-4555</td>
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<tr>
<td>Faculty Contact</td>
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See [http://www.uaf.edu/uafgov/faculty/cd/cdman.html](http://www.uaf.edu/uafgov/faculty/cd/cdman.html) for a complete description of the rules governing curriculum & course changes.

1. **ACTION DESIRED (check one):**
   - [ ] Trial Course
   - [x] New Course

2. **COURSE IDENTIFICATION:**
<table>
<thead>
<tr>
<th>Dept</th>
<th>ECE</th>
<th>Course #</th>
<th>No. of Credits</th>
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<tr>
<td>ECE</td>
<td>118</td>
<td>3</td>
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Justify upper/lower division status & number of credits:

Course combines existing required courses ECE 111(1), ECE 112 (1) and ECE 113 (1).

3. **PROPOSED COURSE TITLE:**
   - Nutrition, Health and Safety

4. **CROSS LISTED?**
   - [ ] Yes
   - [x] No
   - If yes, Dept: 
   - Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. **STACKED?**
   - [ ] Yes
   - [x] No
   - If yes, Dept: 
   - Course #

6. **FREQUENCY OF OFFERING:**
   - Every Fall
   - (Every or Alternate) Fall, Spring, Summer — or As Demand Warrants

7. **SEMESTER & YEAR OF FIRST OFFERING (if approved):**
   - Fall, 2009

8. **COURSE FORMAT:**
   - **NOTE:** Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.
   - **COURSE FORMAT:**
     - [x] 6 weeks to full semester
   - **OTHER FORMAT (specify):**
     - Lecture and lab.

9. **CONTACT HOURS PER WEEK:**
   - 2 LECTURE hours/week
   - 2 LAB hours/week
   - [ ] PRACTICUM hours/week

   **Note:** # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See [http://www.uaf.edu/uafgov/faculty/cd/credits.html](http://www.uaf.edu/uafgov/faculty/cd/credits.html) for more information on number of credits.

10. **COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):**
    - Establishing and maintaining physically and psychologically safe, healthy inclusive and appropriate environments for children ages 0-8 that emphasize local and community knowledge. Includes
nutrition and safe food handling, common illnesses, preventive health care, safety practices indoors and outdoors. Incorporates laws and regulations relative to course content. Lab required. Offered Fall.

11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

   - **H** = Humanities
   - **N** = Natural Science
   - **S** = Social Sciences

   Will this course be used to fulfill a requirement for the baccalaureate core?  
   - [ ] YES  [X] NO

   IF YES, check which core requirements it could be used to fulfill:
   - O = Oral Intensive, Format 6
   - W = Writing Intensive, Format 7
   - Natural Science, Format 8

12. **COURSE REPEATABILITY:**

   Is this course repeatable for credit?  
   - [ ] YES  [X] NO

   Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

   How many times may the course be repeated for credit?  
   - TIMES

   If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  
   - CREDITS

13. **GRADING SYSTEM:**

   - LETTER:  [X]
   - PASS/FAIL:  

14. **PREREQUISITES**

   **ECE 101, or permission of instructor; qualification for or successful completion of ENGL111X**

   These will be required before the student is allowed to enroll in the course.

   **RECOMMENDED**  
   - Computer with adequate and appropriate software, access to printer, audio conference and internet, and fax machine as needed.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

16. **PROPOSED COURSE FEES**

   $0

   Has a memo been submitted through your dean to the Provost & VCAS for

17. **PREVIOUS HISTORY**

   Has the course been offered as special topics or trial course previously?  
   - Yes/No

   If yes, give semester, year, course #, etc.:
### 18. ESTIMATED IMPACT

**WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.**

None

### 19. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (ffklj@uaf.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

### 20. IMPACTS ON PROGRAMS/DEPTS

**What programs/departments will be affected by this proposed action?**

Include information on the Programs/Departments contacted (e.g., email, memo)

This is a proposed combination course to the required one-credit courses ECE 111, ECE 112 and ECE 113 for the ECE Certificate and AAS Program. This change will impact the BA in Child Development and Family Studies.

### 21. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative impacts on other courses, programs and departments resulting from the proposed action.**

**Positive:** ECE 118 will combine courses that have common factors for ECE students (Nutrition, Health and Safety) and will be a three-credit course, allowing for the connections between these subject areas to be addressed and strengthen the content and impact.

**Possible Negative:** Students needing individual courses ECE 111, ECE 112, or ECE 113 will require that these courses be offered, offered independent study, or take this three credit course.

### JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

This course combines three one credit courses that are similar in focus for young children and their care and development (Nutrition, Health and Safety). Repackaging these one credit courses will bring our program into greater congruence with our partner UAS with whom we deliver the AAS course of study. This course will be required for many of the AAS courses (ECE 127, 128, 140, 210, 240, 242, 270 and 271) to ensure students have a strong foundation in child development prior to application classes.
**APPROVALS: SIGNATURES ON FILE AT THE GOVERNANCE OFFICE**

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<th>Signature, Chair, Program/Department of:</th>
<th>Early Childhood Education</th>
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<th>Signature of Provost (if applicable)</th>
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**Offerings above the level of approved programs must be approved in advance by the Provost.**

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**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE**

<table>
<thead>
<tr>
<th>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</th>
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**ADDITIONAL SIGNATURES: (If required)**

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ATTACH COMPLETE SYLLABUS (as part of this application).
Note: syllabus must follow the guidelines discussed in the Faculty Senate Guide
http://www.uaf.edu/uafgov/faculty/cd/syllabus.html.
The department and campus wide curriculum committees will review the syllabus to
ensure that each of the items listed below are included. If items are missing or
unclear, the proposed course change will be denied.

SYLLABUS CHECKLIST FOR ALL UAF COURSES
During the first week of class, instructors will distribute a course syllabus.
Although modifications may be made throughout the semester, this document will
contain the following information (as applicable to the discipline):

1. Course information:
   - Title, number, credits, prerequisites, location, meeting time
     (make sure that contact hours are in line with credits).

2. Instructor (and if applicable, Teaching Assistant) information:
   - Name, office location, office hours, telephone, email address.

3. Course readings/materials:
   - Course textbook title, author, edition/publisher.
   - Supplementary readings (indicate whether required or recommended) and
     any supplies required.

4. Course description:
   - Content of the course and how it fits into the broader curriculum;
   - Expected proficiencies required to undertake the course, if applicable.
   - Inclusion of catalog description is strongly recommended, and
   - Description in syllabus must be consistent with catalog course description.

5. Course Goals (general) and Student Learning Outcomes (more specific)

6. Instructional methods:
   - Describe the teaching techniques (eg: lecture, case study, small group
discussion, private instruction, studio instruction, values clarification,
games, journal writing, use of Blackboard, audio/video conferencing, etc.).

7. Course calendar:
   - A schedule of class topics and assignments must be included. Be specific
   so that it is clear that the instructor has thought this through and will
   not be making it up on the fly (e.g. it is not adequate to say “lab”.
   Instead, give each lab a title that describes its content). You may call
   the outline Tentative or Work in Progress to allow for modifications during
   the semester.

8. Course policies:
   - Specify course rules, including your policies on attendance, tardiness,
class participation, make-up exams, and plagiarism/academic integrity.

9. Evaluation:
   - Specify how students will be evaluated, what factors will be included,
   their relative value, and
   - how they will be tabulated into grades (on a curve, absolute scores,
   etc.)

10. Support Services:
    - Describe the student support services such as tutoring (local and/or
regional) appropriate for the course.

11. Disabilities Services:
The Office of Disability Services implements the Americans with Disabilities
Act (ADA), and insures that UAF students have equal access to the campus and
course materials.
    - State that you will work with the Office of Disabilities Services (203
WHIT, 474-7043) to provide reasonable accommodation to students with
disabilities.”
ECE F118 Nutrition, Health and Safety (3)(2.5 + 1)

Instructor:
TBA
Address/Phone/Email

Class Meeting Times and Dates and Audio-Conference Information:
Class meetings/lecture time will be 2.5 hours per week
Class lab time will be 1.5 hours per week

Day, time, dates:
Audio-Conference Bridge Number: 1-800-570-3591, PIN:
Audio Help Desk: 1-800-290-5900
The Encounter Audio Conference System has the following commands:
Mute: *6; Unmute: #6; During a call, if you need help, dial O
To listen to a recorded class: Dial 1-800-230-8546, enter the PIN for the class and then the date of the call (six digits as 09/22/08).

Texts
Required:
Aronson, S., Ed. (2002), Healthy Young Children: A Manual for Programs, 4/E, NAEYC.

Recommended Texts:

Course Description
Establishing and maintaining physically and psychologically safe, healthy inclusive and appropriate environments for children ages 0-8 that emphasize local and community knowledge. Includes nutrition and safe food handling, common illnesses, preventive health care, safety practices indoors and outdoors. Incorporates laws and regulations relative to course content. Lab required. Offered Fall. (Alternative: ECE 111, and 112, and 113.)

Course Objectives/Student Outcomes
1. Students will demonstrate knowledge and understanding of preventive and promotional health practices for young children that include nutrition, health, physical, dental, safety and mental health, in the context of child development ages and stages.

2. Students will develop an understanding of nutritional, health, and safety needs, issues and solutions that impact young children and their families, including the need for safe and accessible indoor and outdoor play environments.

3. Students will increase their knowledge of available resources to teach nutritional, health and safety concepts to young children, resources to assist them in providing positive environments and programs for young children, and their role in promoting health practices
for young children. Students will develop, implement and observe responses to nutritional, health and safety activities they plan and provide for young children.

4. Students will demonstrate ways to assist parents in understanding the importance of preventive and promotional nutritional, health and safety practices with their child, and resources to help them.

5. Students will develop skills in observing and assessing young children’s development as it pertains to helping children develop positive eating habits, learn to play safely, make healthy choices and develop in an emotionally healthy way.

Methods of Instruction
This course is taught through an audio-conference format and will include in-class discussion of material and concepts. Each student’s experience, ideas and beliefs are considered to be part of the course instruction. Each student is a critical component of the “learning community.” Reading the texts, formulating questions and comments about the reading, observations of young children, and the assignments are all considered “methods of instruction.”

Course Policies
1. Attendance: As part of the “Learning Community” all students are expected to attend and participate in all classes.

2. Absences and Make-ups: If necessary, excused absences must be arranged ahead of time with the Instructor.

3. Tardiness: Students are expected to arrive in class prior to the start of each class. If a student does arrive late, they are expected to do so quietly and inform the instructor without disturbing the class.

4. Participation and Preparation: Students are expected to come to class with assigned reading and other assignments completed as noted in the Syllabus.

5. Assignments: All assignments must be received by the Instructor no later than 12 p.m. on the due date as noted in the Schedule unless otherwise prior-arranged with the Instructor. Each assignment must have the following to ensure it is able to be graded: Your Name; Course Number; Semester/Year; Instructor’s Name; Assignment Title; Date. Second pages of faxed assignments must also have student name and course number on each page.

6. Extra credit assignments: Extra credit assignments will only be considered under extenuating circumstances. If a student feels that these conditions apply, they may request extra credit assignments and make arrangements individually with the Instructor.

7. Graded Assignments: It is the instructor’s intention to grade and respond to student assignments within seven days of their receipt. At any time you may call and ask what you received on a specific assignment if you haven’t yet received it back.

8. Reporting Grades: All student grades, transcripts and tuition information are available on line at http://www.uaonline.alaska.edu. If you have difficulty accessing this web site, contact the registrar at your local campus.

9. Written paper assignments: All papers are expected to be typed and double spaced, with no misspelled words. Sentences should be grammatical and the paper easy to read. The burden is always on the writer to communicate with the reader. UAF has a writing lab and other tutoring services available to students (474-5314). It is also recommended that you have another person review your draft before final submission for a grade. Written assignments may be emailed or faxed to the instructor.

10. Plagiarism: Plagiarism is using what another person has written, and using it as your own words and thoughts. Plagiarism is never acceptable. According to the University, plagiarism is preventable by students “not representing the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses and other reports.”
11. All UA student academics and regulations are adhered to in this course. You may find these in UAF/UAS Catalogs.

12. Confidentiality: An important part of this course is the sharing of insights and experiences with other students. To benefit from this discussion, it is essential that we all maintain the confidentiality of children, families, programs and staff. We do not use names. We talk and write about children, families and staff in respectful ways.

13. Incompletes, Withdrawal and No Basis Grading: A student may request an Incomplete grade if there are factors beyond his/her control that effect the completion of the course AND the student has a C grade or higher at the end of the semester/course. A Faculty-Initiated Withdrawal is done by the instructor when the student has not met the criteria for passing the class, and is within the University-allowed drop period. A No Basis (NB) grade is provided if the student has not met attendance/assignment criteria, in lieu of a failing grade, provided it is after the University-allowed drop period. All are at the discretion of the Instructor.

14. Ethical Behavior: It is expected that, while on the audioconference, you are present and paying attention. If you must “step out of the room” and not be present, it is your responsibility to inform the instructor or the class. Behavior such as not answering when called upon, not being prepared when called upon, etc. will result in grade reduction for participation.

**Student Support Services**
You may contact the Office of Student Support Services if you are in need of additional support. Their phone number is 474-6844 (UAF) and 796-6000 (UAS, Juneau).

**Disabilities Services**
The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UA students have equal access to the campus and course materials. State that you will work with the Office of Disabilities Services (UAF: 474-7043; UAS: 796-6000) to provide reasonable accommodation to students with disabilities.

**Writing Center**
[http://www.alaska.edu/english/studentresources/writing/](http://www.alaska.edu/english/studentresources/writing/)
The Writing Center is a student-staffed, student-oriented service of the English Department.
801 Gruening Bldg., P.O. Box 755720
Fairbanks, Alaska 99775-5720
Phone: (907) 474-5314
Fax: 1-800-478-5246
* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

**Library Services for off campus students**
Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.
Contact us at
[http://library.uaf.edu/offcampus](http://library.uaf.edu/offcampus)
Off-Campus Services, Elmer E. Rasmuson Library
310 Tanana Loop, PO Box 756800
Fairbanks, Alaska USA 99775-6800
Phone: 1-800-478-5348 Email: fyddl@uaf.edu
For more off campus help go to:
Computer, Internet, and software Problems:

You cannot get your email: Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads. If you are having problems with a UAF account, you will need to contact the UAF help desk 1.800.478.4667. If it is another company’s account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email. Also check with your email program’s Help.

You forgot your password: Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

You are having problems with Blackboard: You will need to contact the Blackboard administrator, at: http://classes.uaf.edu/ Office of Information Technology Help Desk 474.6564 or 1.800.478.4667.

Evaluation:
(NOTE that you must achieve a C or higher for this course to count towards your ECE Degree)
Grading is based on
10% attendance/participation
10% class presentations on material in the texts
50% Observations, Activities, Reflections
30% Child Guide on Health, Safety and Nutrition
Letter grades for the course will be determined as follows and will reflect the Grading System and Grade Point Average Computation policy stated in the current UAF Catalog.

<table>
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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tr>
<td>A+</td>
<td>100–97%</td>
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<tr>
<td>A</td>
<td>96–93%</td>
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<tr>
<td>A-</td>
<td>92–90%</td>
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<tr>
<td>B+</td>
<td>89–87%</td>
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<td>D-</td>
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Course Assignments and Calendar:

Class Calendar

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<th>Topic and Assignment</th>
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<td>Week 1</td>
<td>In class today</td>
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<td>• Introductions including what you hope to get out of the course; Review course expectations and assignments</td>
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<td>Preparation for next class:</td>
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<td></td>
<td>• Review the class calendar and assignments</td>
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<tr>
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<td>• Read Chapter 1 Aronson</td>
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| Week 2 | In class today.  
|---|---|
| • Go over any student questions regarding the class calendar and assignments.  
| • Group discussion: Chapter 1 Aronson  
| • Lecture topic: Health promotion and preventive health practices | Preparation for next class:  
| • Read Chapter 2 Aronson  
| • Child Guide Part I: Personal Reflection: due next week  
| • Assignment 2: Observation of child care/preschool environment: how is health promoted, prevention practices noted, schedule accommodating developmental needs. (Total estimated lab time: 2 hours.) |

| Week 3 | In class today:  
|---|---|
| • Group discussion: Chapter 2 Aronson, and observation.  
| • Lecture topics: Providing a physically and psychologically healthy environment for young children; health and its integration with learning | Preparation for next class:  
| • Read Chapter 3 Aronson  
| • Read Growing Strong Chapters 2 & 3 Safety  
| • Assignment 3: Prepare ideas for activities that teach health and promote healthy practices for young children; implement plan and observe outcome. |

| Week 4 | In class today:  
|---|---|
| • Group discussion: Chapter 3 Aronson  
| • Lecture topics: Safety issues related to development; preventive safety practices; resources. | Preparation for next class:  
| • Read Chapter 4 Aronson  
| • Read Growing Strong Chapters 4 & 5  
| • Complete report on plans and outcomes of activities that teach health and promotion, for young children  
| • Assignment 4: Child Guide Part I: on Health and Safety  
| • Assignment 5: Prepare ideas for activities that teach safety and preventive safety practices for young children; implement plan and observe outcome. |

| Week 5 | In class today:  
|---|---|
| • Group discussion: Chapter 4 Aronson and Growing Strong Chapters 4 & 5  
| • Lecture topic: Teaching health and safety to young children | Preparation for next class:  
| • Read Chapter 5 Aronson  
| • Read Growing Strong Chapters 6 & 7  
| • Complete report on plans and outcomes of activities that teach safety and preventive safety practices, for young children |
| Week 6 | **In class today:**  
• Group discussion: Chapter 5 Aronson.  
• Lecture topics: Child abuse and neglect: prevention, reporting and the long-term impact of abuse and trauma in later life; resources.  

**Preparation for next class:**  
• Read Chapter 6 Aronson  
• Assignment 6 Activity on Feelings (See below) |
|---|---|
| Week 7 | **In class today:**  
• Group discussion: Chapter 6 Aronson.  
• Lecture topic: Stress and mental health issues in the lives of young children, and their families; resources.  

**Preparation for next class:**  
• Read Chapter 7 Aronson  
• Assignment 7: Observe outdoor play, and play environment (See below).  

**In class today:**  
• Group discussion: Chapter 7 Aronson  
• Lecture topic: The importance of providing for outdoor play in a culturally, safe and appropriate way.  

**Preparation for next class:**  
• Read Chapter 8 Aronson  
•  
| Week 9 | **In class today:**  
• Group discussion: Chapter 8 Aronson.  
• Lecture topic: The importance of adult health, and adults as positive role models for health and safety  

**Preparation for next class:**  
• Read Chapters 1 & 2 in Food/Nutrition |
|---|---|
| Week 10 | **In class today:**  
• Group discussion: Chapters 1 & 2 Food/Nutrition.  
• Lecture topic: Nutrition for young children, breastfeeding, nutritional needs and issues  

**Preparation for next class:**  
• Read Chapters 3 & 5 Food/Nutrition  
• Read Chapters 5 & 6 Growing Strong  
• Assignment 8 (See below) |
| Week 11 | **In class today:**  
• Group discussion: Chapters 3 &5 Food/Nutrition, Chapters 5 & 6 Growing Strong.  
• Lecture topics: Meals for young children; Food program requirements  

**Preparation for next class:**  
• Read Chapters 6 & 7 Food/Nutrition  
• Read Chapter 7 Growing Strong  
• Assignment 9 (See below) |
| Week 12 | **In class today:**  
| | • Group discussion: Chapters 5 & 6 Food/Nutrition and Chapter 7 Growing Strong  
| | • Lecture topic: Involving, understanding, respecting and supporting parents in health, nutrition and safety of young children  
| | **Preparation for next class:**  
| | • Prepare for group discussions  
| | • Assignment 10 Child Guide Part III Nutrition (See below)  
| Week 13 | **In class today:**  
| | • Share activities you did with young children (Assignment 9)  
| | **Preparation for next class:**  
| | • Bring Child Guide to class.  
| Week 14 | **In class today:**  
| | • Present your Child Guide on Health, Safety and Nutrition  
| | • Reflection and Evaluation  
| | All tasks completed and class is done!! 😊  

**Directions for Specific Assignments**

**Assignment 1:**  
**Child Guide Part I: Personal Reflection:** This is the introduction to your Child Guide on Health, Safety and Nutrition. In this personal history I want you to think back and remember about these issues and write you own personal history of the events and memorable experiences that occurred. Write about your experiences from your own cultural perspective and viewpoint. What is your experience?

- What were the safety rules in your family.
- What do you remember about accidents that occurred in you community or among your relatives? What were the effects of these accidents on you and the adults in your life?
- Did the accidents result in some actions being taken to prevent them?
- What do you remember about illness in childhood? How were you cared for? Did your parents use “home remedies? Were medicines from your culture a big part of the home remedies that were used? What do you remember about immunizations or “shots?” Did you have “shots?”
- Do you remember your parents or grand parents talking about the “great death” or another epidemic that killed large numbers of people from the region you live in?
- What do you remember about caring for your teeth. Was there a high awareness of taking good care of your teeth? Was there advice and direction from elders in your family on tooth care?
- What do you remember about Drs, or Dentists, or other health care providers i.e. nurses who came to your communities. Were they helpful, scary, what was your own personal experience with people from outside the community.
- What was the focus for safety and health when you went to school? What was different about it from your home-life?
- What do you remember about the value and importance to your health of the traditional foods that your culture values. Do you remember always having your traditional foods?
Where there changes that occurred in your food and eating habits that have impacted your health. Do you remember obese children or adults as common in your community? What is your experience now?

- Were diabetes, and cancer common among the causes of death in your community or did you know what the causes of death were other than accidents?
- What do you remember about drinking water, was there safe drinking water. What did your parents do to ensure safe water

**Assignment #2**: Make an observation of a child care or preschool. Complete the check list for Assignment #2 and use the checklist to analyze your environment. Is the environment safe and describe how the environment contributes to the children’s health. (Last page in the assignment section.)

**Assignment #3**: Activities that teach and promote Health and prevention. Design some activities that you can do with young children that promote health practices; implement these activities.

**Assignment 4**: 
**Child Guide: Part II: Health and Safety.** This is the second part of your Child Guide on Health, Safety and Nutrition. Interview an elder and a community health aide. Choose an elder to interview who has a perspective on the changes that occurred in the elders’ life time. Chose an elder who understands both the negative and positive impacts of change and who also has a strong connection to traditional life style. In other words, an elder who knows what has been lost and gained and who can provide you with information to compare and contrast the past with the present. Explain to the elder that you are compiling information on a child guide for you program, other teachers and parents on safe, health learning environments. If you would like, please invite this elder to come and talk on the audio conference for this class with you. We can all learn from elders this way.

Here are some questions to get you started with your interview. You can add your own questions to these.

- What were the main safety issues that people had to contend with in your youth or young adulthood? What do you remember being the some of the most important safety practices that had to be considered?

- How did people stay healthy when you were growing up? How did they avoid catching flu or other deadly infections that killed so many people upon contact with whites and can continue to be an issue in remote areas.

- What do elders believe about health, and personal well-being? What changes have occurred that have had serious negative effects on personal wellbeing? What you think are major factors that influence and will influence our communities’ mental health.

- What is the role that traditional foods play in a person’s health? What are your concerns about the availability of traditional local foods in people’s lives?

- What stories do you think would help younger people understand some important steps they need to take to insure their own health and safety?

- How does the health of children now compare to when you (elder was a child) were a child? What is different? What was better then and what is better now?
• What is the best way for young children to be taught about, and learn about, health, safety and nutrition?

• Ask the community Health Aide what her/his opinions are on what is good in the community. What do they notice that they feel positive about and that they feel real progress is being made toward better health in all the population of the community?

Assignment #5: Activities that teach Safety and prevention of accidents. Prepare ideas for activities that teach safety and preventive safety practices for young children; implement plan and observe outcome. Consider a field trip in your community to teach children about any one of these things or any others that you think are important. 1) Water safety, this includes showing and talking with children about eroding stream banks, ponds, or other unsafe water and how they should be safe around these unsafe water spots. Give example of open-end questions that you ask. 2) Walking and riding safety. You can talk with the children about things e.g. how many people should ride on a four-wheeler? Should drivers of four wheelers or snow machines wear helmets? Why or why not? What trails are not safe for young children to be on? What should you do if you hear a car, four-wheeler or snow machine coming? What do you need to do at a cross road or street? Which side of the road should you walk on? Why are driveways dangerous? What should the children do when they come to a drive way? Should children wear safety belts? Are infants in car seats? 3) Pet and animal safety, every year there seems to be a news item about a young child being hurt of killed by a dog or dogs. What do children need to know about keeping themselves safe from dogs running loose, dogs chained in a dog yard? Submit your assignment in a two to three page description of what you did on the field trip, where you were, how many children went, their ages and what topic you chose to conduct your educational experience on and why you thought the topic was of particular importance. Provide your evaluation of how the field trip went and how the planning support its success or not. What would you do differently next time.

Assignment 6: Choose one activity on Feelings:
Assignment #6a. Activity on Feelings: During the week find photos in magazines of people expressing a variety of emotions and invite parents to help you create cards with the photos on them to be used for #7. I used manila folders to paste the photos onto so the children and I could play a guessing game. “What do you think this person is feeling?”
Assignment #6b. Guessing Game: Invite the parents to participate with you playing a guessing game about feelings, learning the names for feelings and supporting building a vocabulary of feeling words that children will learn and can use to communicate how they are feeling with others. Parents can decide to make their own picture guessing games to play at home. Or choice 2: Assignment 7b. Find and read books about feelings. One example is Mean Soup, or Feelings by Aliki. Google “books for children about feelings“ to find titles and authors of books that you would like to read and get for the children. Explain why you chose the story to read to the children. What is reason that this book should and is meaningful to the children? Chose one book that you have, read it to a child or small group of children. Describe the child(rens’) response to the story.

Assignment 7: Observe outdoor play, and play environment. Write up a summary of what would be healthy, safe and fun for young children in the play environment, as well as what in the environment would be of concern for safety and health.

Assignment #8: This assignment involves an analysis of your snack and meal times. Carefully observe and document what the children are doing and saying at snack and meal times. What goes well? Is the transition smooth or difficult? Do you/Does the teacher spend a lot of time
policing and telling children what to do? Is there too much wasting of food that the children don’t like? Does this bother you?
Invite the other teachers and the parents to discuss with you what could be changed to create more open experience for the children that meets their needs better. For example, would a snack center work better than having to get all the children to stop playing or working on their interests to come to the table and sit down, first washing their hands. Is there a way that they could come to a center where they can get snack sit and eat it during a period of time and go back to playing? What would you need to do to make this work. What input did you get from the parents and the other staff. What local foods can you use and make available, what traditional foods can you use and have available. What do parents want to do about this aspect of making eating more healthy and met children’s needs better?

Assignment 9: Choose one project from one of the following suggested projects.

1. Cooking activity with 2 or more children. Help the children make a nutritious snack with age appropriate preparation steps. Describe the project in detail, include recipe(s), rationale, children’s reactions/comments, your evaluation including how you improve on the activity if it were repeated. Explain what you believe the children learned. Photos would be a plus!

2. Find a three websites related to child nutrition that you believe would be good for parents. Describe the site and why you believe it is credible and useful. Explain how you would introduce parents to the site and how you would advise them to use it. Find one website related to child nutrition that you would not recommend. Explain why. Your report should be 4 – 5 pages in length.

3. Write a four to five page report on the topic of food insecurity in the United States. Be sure to discuss the impact of food insecurity on a child’s emotional and physical development.

4. Investigate the community nutrition resources in your area. Make a directory of these resources. Do you believe your community has adequate resources? Why or why not? Visit one agency/resource and report on their activities and the services they offer. Describe in detail three ways you would improve or enhance the services they offer and why you would do so.

5. Develop menus for breakfast, lunch, and an afternoon snack for five days for a day care center. Follow the United States Department of Agriculture’s Child and Adult Care Food program requirements for 3 – 5 year olds and identify how the specific food components meet the meal pattern requirements.

Assignment 10: Child Guide: Part III: Nutrition. This is the third and final part of your Child Guide on Health, Safety and Nutrition. Follow the instructions for the other parts of this assignment (see above).
Safe, Healthy Environment Checklist – ECE F118

Your Name: ___________________ Your fax # ______________________

_____ Are materials easy for children to reach and get for themselves? Why? Why Not?

_____ Are there several toys of the same kind that children like to play with? Why? Why Not?

_____ Are there learning centers that children can freely choose to play during play & choice
times? Why? Why Not?

_____ Is there a quiet, secluded place for children to go and be alone or with just one other
child? Why? Why not?

_____ Can children clearly see boundaries of play and learning centers? Why? Why Not?

_____ As parents and children enter your environment are there welcoming and informational
materials that create a sense of welcome? Why? Why Not?

_____ Are there ceiling and wall hangings that create a feeling of coziness and beauty? Why?
Why Not?

_____ Is there a “child” scale to the room(s), materials and equipment? Why? Why not?

_____ Is there evidence that there are many sensory experiences available? Why, Why Not?

_____ Does the environment include many materials, photos, and other materials that are local
and that make a statement about the place where the program is located? Why? Why not?

_____ Are all broken toys, sharp corners, unstable shelves, chairs removed or carefully fixed.
Why? Why not?

_____ Is there water for drinking that the children can get themselves available? Why? Why not?

_____ Can children use the toilet, sinks, soap and towels themselves for toileting and hand-
washing? Why? Why not?

_____ Are there comfortable adult chairs for the staff and the parents to staff to sit in. Why?
Why not?