




## Healthy Session Facilitator Guide

# Introduction




This session will take a closer look at the important aspects of keeping children healthy in the learning environment. It will also explore the teaching of lifelong healthy practices.

## 1. Promoting Wellness





Activity 1.1: The Proactive Professional	
<b>Objective:</b> Participants will decide on a plan of action to be proactive in classroom health practices.	
<b>Materials:</b>	
<ul style="list-style-type: none"> <li>• <i>Essentials</i> text, pp. 58-61</li> <li>• “What Would You Do?” slide in section 1 of the session</li> <li>• Online dictionary: <a href="https://www.merriam-webster.com/dictionary/proactive">https://www.merriam-webster.com/dictionary/proactive</a></li> </ul>	
  	<p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• Share this definition of the word “proactive”: you can take a proactive approach by preventing illnesses and maintaining a healthy early learning environment</li> <li>• Ask participants for their interpretation of word or concept of “proactive.”</li> <li>• Refer to the dictionary definition of “proactive”: acting in anticipation of future problems, needs, or change. Tell participants, “Sometimes as a teacher, you can’t depend on someone else to take care of problems. It’s up to you as a teacher to act.”</li> <li>• In each of the following, ask, “Was there something I should have done before this came up?” and “What can I do now?”             <ul style="list-style-type: none"> <li>○ There are no paper towels. <i>Did you notice the supply was low? Did you mention to anyone? Can you borrow from another classroom?</i></li> <li>○ The cleaning crew missed the children’s bathroom area. <i>Has this happened before? Is the director aware? Are you willing to clean it now?</i></li> <li>○ A stomach bug is going around the center. <i>Review handwashing procedures with children; remind children often during the day to wash hands.</i></li> <li>○ There is broken glass on the riding path on the playground. <i>Did you do a morning inspection before children arrived? Is there a staff member assigned to check the playground early?</i></li> <li>○ There is rain in the forecast for the afternoon. <i>What is your Plan B for physical activity in the event of rain? Are you making sure to play outside while weather is good?</i></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Summarize: The proactive professional is always aware of potential problem areas, and takes action without delay, or without waiting for someone else to do the job.</li> </ul>
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## 2. Supporting Wellness during Routines

Activity 2.1: Food for Thought	
<b>Objective:</b> Participants will explore the rationale and benefits of family-style dining.	
<b>Materials:</b> <ul style="list-style-type: none"> <li><i>Essentials</i> text, pp. 86-87</li> <li>“Family Style Dining” interactive slides in section 2 of the session</li> </ul>	
  	<p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>On whiteboard or chart paper, write “Family-Style Dining.”</li> <li>Tell participants they will be going on a “hunt for answer” to the following questions:             <ul style="list-style-type: none"> <li>First ask, “What is meant by a ‘home-like mealtime experience?’” <i>Discuss traditional mealtimes vs possible scenario for a busy family of today.</i></li> <li>Then direct participants to <i>Essentials</i> text pp. 86-87 to answer these questions:                 <ul style="list-style-type: none"> <li>■ How many children and adults should be at one table?</li> <li>■ Is food passed clockwise or counterclockwise?</li> <li>■ Who should pour the milk?</li> <li>■ Should children have to finish all the food on their plate?</li> <li>■ What is the adult at the table supposed to model?</li> <li>■ What social skills are children learning during family style dining?</li> <li>■ How can the adult encourage more language skills?</li> <li>■ What are some self-help skills children can learn?</li> </ul> </li> <li>Summarize by describing another mealtime experience in a child care center where the teacher does all the work, and ask, “In which situation do the children learn more?”</li> </ul> </li> </ul>

## 3. Responding to Illness

Activity 3.1: Get It Right or It's Wrong	
<p><b>Objective:</b> Participants will list all the ways teachers must 'get it right' when administering medication.</p>	
<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <i>Essentials</i> text, pp. 93-94</li> <li>• "Think It Through – Scenarios" slide in section 3 of the session</li> <li>• "Think It Through – Scenarios" handout (download from the session)</li> </ul>	
   	<p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• On whiteboard or chart paper, write "Get it Right, or It's Wrong!"</li> <li>• Ask prompting questions to encourage a discussion of how medication is administered in a child care program. Participants can refer to <i>Essentials</i> pp. 94 for reference.             <ul style="list-style-type: none"> <li>○ Why are there so many rules and guidelines about administering medication to children?</li> <li>○ Who makes the rules?</li> <li>○ What can happen if rules are not followed?</li> <li>○ Who is responsible for ensuring all steps are followed?</li> </ul> </li> <li>• After class discussion, provide a handout to each participant and offer these two scenarios for groups of 2-3 participants to decide how to handle:             <ul style="list-style-type: none"> <li>○ Barrett's dad drops him off, obviously in a hurry to get to work. He says "There's some cough medicine in his bag if he starts coughing." You find a baggie with a bottle of over-the-counter cough syrup, but with no other information. What information do you or the director need to get in order to administer this medication?</li> <li>○ Miss Mary, the assistant director, passes out the medications around lunchtime every day. On this day, there are several children in your room who need their medication. Miss Mary comes into the room, and reads off the names of the children one at a time. The last name is Emily, and Miss Mary give a teaspoon of Tylenol to the girl who comes up. As soon as the girl swallows the medicine, Miss Mary and the teacher realize it's the wrong Emily, as there are two in the room.                 <ul style="list-style-type: none"> <li>■ What's the next and right thing to do?</li> <li>■ After discussing both of these scenarios, remind participants that sometimes it can become an emotional issue when talking with parents about your policies. It's important to remain calm, and keep referring to the state and center guidelines.</li> </ul> </li> </ul> </li> </ul>

## 4. Helping Children Develop Good Health Practices

### Activity 4.1: Self-Help Skills

**Objective:** Participants will explore the benefits to children of learning to do things for themselves and becoming more independent.

**Materials:**

- *Essentials* text, pp. 95-100
- “Reflect” slide in section 4 of the session
- Website for further information at <http://articles.extension.org/pages/26436/ways-to-encourage-self-help-skills-in-children>



**Procedure:** (This can be done individually, or in groups of two.)

- Start by defining self-help, as meaning learning to do things for oneself, instead of relying on help from others.
- In each of the following areas, list the self-help skill that needs to be learned. For example, for independent dressing: pull on socks, pull up pants, put arms through coat sleeves, and later zipping and buttoning.
- Share the “Reflect” slide in the session with participants (information copied below):
  1. Independent dressing
  2. Hygiene:
    - a. Tooth brushing
    - b. Toileting
    - c. Handwashing
  3. Self-feeding
    - a. Finger foods
    - b. Using utensils
    - c. Pouring milk or water
  4. Daily chores:
    - a. Clean up toys
    - b. Push in chairs
    - c. Carry plates
  5. Reconvene as a whole group. Ask the following questions:
    - a. Which of these skills will last a lifetime?
    - b. Which skills encourage independence?
    - c. Which skill could be the basis for a direct instruction lesson?
    - d. Do you know any children’s books that are related to any of the above?

## 5 Partnering with Families

### Activity 5.1: We Need to Talk

**Objective:** Participants will take a closer look at teacher-parent communication strategies involving health topics.

**Materials:**

- *Essentials* text, pp. 101-103
- *Essentials* workbook, pp. 27, Q28
- “Reflect” slide in section 5 of the session



**Procedure:**

- Ask participants to complete this sentence: Communication with parents must be \_\_\_\_\_.
- List their responses on the whiteboard or chart paper. Look for similar descriptive words to include such as “open,” “frequent,” “respective,” “effective,” “positive”
- List the health-related topics often discussed with parents, related to areas of health of their child. Examples: Toilet training, biting, immunizations, allergies, medication policies.
- Assign each of the topics to one group of participants. The participants will work together to agree on the answers to these questions:
  - Would this topic make a good parent workshop? Why or why not?
  - What are the different ways you can find and share information on this topic?
  - Should information on this topic be included in the parent handbook? Why?
  - What are some situations where a personal, one-on-one conversation would be better, as it relates to your topic?
  - In what kind of situation would this become a “hot topic”?
- Ask each small group to report on their topic, answering some or all of the questions.

## Summary

Maintaining a healthy environment for children is the responsibility of the classroom teacher. The environment must foster the wellness of children while also teaching them healthy routines and practices. Caregivers must know how to prevent and respond to illness, and partner with families in all ways that keep their children in good health.

## CHECK YOUR KNOWLEDGE

Look for the answer to these questions in the Healthy Session (section hint provided.)

### Section 1

An easy way to disinfect tables chairs and toys in the classroom is to mix water with \_\_\_\_\_.

### Section 2

One suggestion for parents to encourage more conversation at mealtime is to turn off \_\_\_\_\_.

Discard contents of any unused breast milk after \_\_\_\_ \_\_\_\_\_.

### Section 3

The rules and guidelines that spell out when children may not attend school is called the \_\_\_\_\_ policy.

Prescription medication that is brought to the center must be in a \_\_\_\_\_ container.

### Section 4

What children's book can be the basis for an activity on healthy vs. unhealthy food?

### Section 5

1. What phone number should be listed in every licensed child care facility in Texas?
2. Signs of psychological abuse have no \_\_\_\_\_ \_\_\_\_\_.