

Tohono O'odham Community College



Syllabus: *ECE 125—Nutrition, Health and Safety for the Young Child*

Course Information

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| Course Prefix/Number: ECE 125 Semester: Spring 2019 Class Days/Times: Saturday 1/26, 2/16, 2/23, 3/2, 3/16, 3/23, 4/6, 4/27, 9:00 a.m. to 3:00 p.m. | Credit Hours: 3 Course Title: Nutrition, Health and Safety for the Young Child Room: GED classroom—West Campus |
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Instructor Information:

Name: Erin Aguilar
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Course Description:

This course provides an in-depth study of the health, safety and nutritional needs of children based on current research and recommendations. It includes the study of: healthy exercise and attitudes, traditional nutritious foods, illness prevention, food safety, tribal regulations related to healthy and safe environments, and relevant community resources.

Course Objectives:

During this course Students will:

- Identify the specific health and nutritional needs and major food sources of nutrients for children at different ages and stages of development (NAEYC 1a, 1b, 1c).
- State the shared responsibilities parents, caregivers, and children must have about nutritious foods, and in feeding children (NAEYC 1a, 1b, 1c, 2a, 2b, 2c).
- Differentiate food allergies and intolerances, and make dietary recommendations for both (NAEYC 1a, 1b, 1c).
- Describe developmentally appropriate methods that promote positive attitudes towards health, safety, and nutrition in young children (NAEYC 4a, 4b, 4c, 4d).
- Identify factors that promote the spread of disease and procedures that will control the spread of illnesses (NAEYC 1a, 1b, 1c, 2a).
- Describe methods to maintain proper health records for children, and the appropriate use of records (NAEYC 3b, 3c, 3d).
- Develop teaching strategies that promote good health, safety procedures and attitudes (NAEYC 4b, 4c, 4d).
- Demonstrate knowledge of responsibilities for maintaining a safe environment including food safety practices (NAEYC 1a, 1b, 1c).
- Document health and safety resources in the community (NAEYC 2a, 2b, 2c).

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Student Learning Outcomes (SLOs) :

After completion of the course students will be able to:

- Apply knowledge of the basic principles and practices of personal, interpersonal, and community health and safety for young children, including the prevention and treatment of illness and injury.
- Use knowledge of the basic health, nutrition, and safety needs of children from birth through grade three, including specific procedures related the health, safety, and nutrition for infants and toddlers.
- Use appropriate procedures for responding to childhood illnesses and communicable diseases.
- Design learning opportunities that are responsive to the health, safety, and nutritional needs of children from birth through grade three, including specific procedures and learning opportunities related to the health, safety, and nutrition of infants and toddlers.
- Adapt strategies to meet the specific needs of all children from birth through grade three, including those with disabilities, developmental delays, or special abilities.
- Design and maintain physically and psychologically safe, healthy and productive learning environments.

Course Structure:

Students will:

1. Share information of reading assignments through classroom discussions and guided activities.
2. Create culturally-relevant developmentally appropriate activities that promote children's health, safety and nutrition (Activity presentations to classmates)
3. Research and present information on topics relating to safety, health and nutrition. (Pair and Share)
4. resources in the community for promoting health, safety and nutrition
5. Discuss program practices in early childhood settings that promote health, safety and nutrition.
6. Present respectful ways to partner with families that promote healthy lifestyles.
7. Articulate how children's health, nutrition and safety is promoted through Tohono O'odham traditions and childrearing beliefs. (Group Presentation)

Texts and Materials:

Nutrition, Health and Safety for Young Children: Promoting Wellness, 3rd Edition, Joanne Sorte, Inge Daeschel, and Caroline Amador

Attendance and Participation- *There is a direct correlation between attendance and student academic success. Students who attend every class ALWAYS earn better grades than students who miss classes. Keep in mind that what we do during class will prepare you to write your class assignments. Therefore, if life circumstances prevent you from attending class regularly, withdraw from the course and re-register when you are able to successfully complete the course. Missing more than one class will lower your grade a full grade. Missing more than 2 classes will result in a failing grade in this class. (You will receive 10 points for each class you attend and 5 of those points if you notify me of your absence in advance)*

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Parking Lot- *The Parking Lot is a space to write your unanswered questions or any concerns that you have. The Parking Lot will be open at the beginning of the class and close 10 minutes prior to the end of class. Example: identify a critical thinking question (aka deeper thinking questions) you have following reading the book(s) or a related topic that you would like additional dialogue around.*

| Evaluation, Grading & Assignments: | | |
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| Activity | Comments | # of Points |
| Attendance | 10 points per class. If absence is notified before class then student will receive half credit for that day. | 80 points |
| Vocabulary Review and Quiz | Short class review and quiz 10 points each for 50 points. | 50 points |
| <i>Reflection Questions</i> | Reflection questions are used to help you process what you learned in the last module and how you were able to put your knowledge into practice. Honest self-reflection is a research-based method to help teachers become more successful in their classrooms or programs. The questions are to be completed at the beginning of every class. 10 points per class. | 80 points |
| <i>Assignment 1: Health and Physical Development</i> <i>In Class</i> | Using the Infant Toddler Developmental Guidelines and the Arizona Early Learning Standards, identify one strategy for supporting infants and toddlers and, from a different subdomain, one strategy for supporting preschoolers. For each strategy, identify: <ul style="list-style-type: none"> • Evidence that supports the importance or relevance of this strategy • Possible cultural dimensions of this strategy • Easy to implement, no-cost ways to incorporate this strategy in daily routines at home | 20 points |

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| <p><i>Assignment 2: Grading Menus</i></p> | <p>Collect preschool and elementary school menus.</p> <ol style="list-style-type: none"> 1. Decide as a group what the criteria for earning an A, B, C, D, or F are. 2. Discuss important healthful foods that could be common to a menu and how it should be written on the menu to advocate for healthful nutrition (for example: Whole wheat bread” when serving sandwiches) 3. Grade the menus 4. Make corrections on the menus to reflect a grade of “A” (make substitutions where necessary). 5. Add healthful “language” to the menus. | <p style="text-align: right;">20 points</p> |
| <p><i>Assignment 3: Children’s Literature</i></p> | <p>Identify child-level books that promote children’s positive self-identity Student created list of a minimum of 10 books with author, title and copyright date submitted as a research assignment</p> | <p style="text-align: right;">20 Points</p> |

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| <p><i>Assignment 4: Lesson Plan Activity</i></p> | <p>In keeping with the topic of the class (Health, Safety and Nutrition) and working in small groups, students will present one lesson to the class relating to health, safety, or nutrition. This lesson may be an activity related to safety, hygiene, healthy practices or a creative food/cooking lesson. Students will be required to teach the class as if we were a group of children and will need to provide all materials necessary (except for glue, crayons and some construction paper). <u>Each presentation should be approximately 10 -15 minutes.</u> Points will be deducted for presentation that last 5 minutes or less AND for presentations that last longer than 18 minutes. <u>Students will work with a partner to complete this assignment.</u></p> | <p style="text-align: right;">20 Points</p> |
| <p><i>Assignment 5: Informational Flyer</i></p> | <p>Sharing information with families can be challenging especially when concerns arise. Working in small groups, brain storm ideas on how to share information with families about health safety and nutritional concerns. Create an informational flyer that defines a health, safety or nutrition issue Make sure to let your audience know what options are available to them for service delivery.</p> | <p style="text-align: right;">20 Points</p> |

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| <i>Midterm</i> | | 50 points |
| <i>Assignment 6: Article Review</i> | Each student will review an article that focuses on the health, safety, and/or nutrition of a young child. The article must be typed and at least 1 full pages in length with a copy of the article attached. Punctuation, spelling, grammar and neatness will be considered within the final evaluation. Extra articles may be used for extra credit – worth up to 10 points each for up to 50 points. | 20 Points |
| <i>Assignment 7: Playground Analysis</i> | Each student will be responsible for visiting a playground at a neighborhood park, preschool, or day care center, and analyze the environment for safety. Is the environment safe for young children? Are there any pieces of equipment that are designed and safe enough for the very young? Are their swings constructed appropriately for safety? Are there fences surrounding the area? Is all the equipment in working order or is it “run down and out of commission”? Are there any small slides? Is there a sandbox area? | 20 Points |

Course Grade Determination

Grades will be awarded as follows:

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| 90-100% | = | A |
| 80-89% | = | B |
| 70-79% | = | C |
| 60-69% | = | D |
| 59% or less | = | F |

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An A is awarded only in cases of clearly exceptional performance. A total of points are available to earn in this course. Any assignment may be turned in early. Late assignments will not be accepted. Please respect this policy. Please communicate with me if you have any questions or concerns that would affect your success in this class. All papers should be in APA format, double-spaced, Times New Roman Font, and Size 12. See The OWL at Purdue for an example: <http://owl.english.purdue.edu/owl/resource/557/01/>

Tentative Course Calendar

The instructor reserves the right to make changes to the syllabus and will notify students of those changes in class.

| Class Date | Before Class | During Class |
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| 1/26/19 | Chapter 1 | <i>Introduction to Course, Discussion, Assignment 1</i> |
| 2/16/19 | <i>Read Chapters 2-4 Assignment 2 and Assignment 3</i> | <i>Vocabulary Review and Quiz Discussions, Assignment 2 and 3</i> |
| 2/23/19 | <i>Read Chapters 5-7 Assignment 4</i> | <i>Vocabulary Review and Quiz Discussions, Assignment 4</i> |
| 3/2/19 | <i>Read Chapters 8-10</i> | <i>Vocabulary Review and Quiz Discussions, Assignment 5</i> |
| 3/16/19 | <i>Review</i> | <i>Midterm Assessment</i> |
| 3/23/19 | <i>Read Chapters 11- 13</i> | <i>Vocabulary Review and Quiz Assignment 6</i> |
| 4/6/19 | <i>Read Chapters 14- 16 Assignment 7</i> | <i>Vocabulary Review and Quiz Assignment 7</i> |
| 4/27/19 | <i>Review</i> | <i>Final Review and Potluck Celebration</i> |

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Himdag Cultural Component:

Students will have opportunities to examine the current research and traditional understanding of nutrition and physical activity for young children.

Students will create a meal plan that incorporates traditional foods to promote healthy eating habits using local food resources.

Students will work together to identify local resources and services available to families and young children.

Students will share their knowledge and experience in creating strong reciprocal relationships with parents.

Students will have opportunities to discuss cultural considerations in early education.

Course Outline:

Outline:

- I. Health/ Nutritional Needs of Children
 - A. Nutrients that provide energy
 - B. Nutrients that promote growth of body tissue
 - C. Nutrients that regulate body functions
 - D. Nutritional guidelines
- II. Responsibilities of Parents and Caregivers
 - A. Parent involvement
 - B. Role of the teacher
 - C. Role of the community
 - D. Health and safety resources for families
- III. Food Allergies and Intolerances
 - A. Identifying allergies
 - B. Identifying food intolerances
 - C. Modifying diets
 - D. Meal planning
- IV. Promoting Positive Attitudes towards Health
 - A. Cultural considerations
 - B. How children learn nutrition and health
 - C. Attitudes about food and illness
 - D. DAP health, nutrition, safety lesson planning
- V. Control the Spread of Illnesses
 - A. Hygiene
 - B. Food safety
 - C. Illnesses of children
 - D. Prevention strategies
- VI. Maintain Proper Health Records
 - A. Health assessment tools
 - B. Daily observation
 - C. Health records
 - D. Involving families
- VII. Teaching Strategies that Promote Good Health
 - A. Developmentally appropriate practices
 - B. Health integrated in all content areas
 - C. Nutritional concepts and activities
 - D. Health concepts and activities

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- VIII. Safe Environments
 - A. Features of quality programs
 - B. Risk assessment
 - C. Risk management
 - D. Guidelines for safe environments
- IX. Community Resources
 - A. Local resources (private and public)
 - B. Municipal resources
 - C. County resources
 - D. Federal resources

Polices and Expectations:

- **Important Deadlines:** *Drop/Refund January 29th*
Withdrawal March 29th
Final Grades May 14th
- **Americans with Disabilities Act (ADA) Compliance**
Tohono O'odham Community College strives to comply with the provisions of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you have a learning problem, physical disability, or medical illness that requires you to have any special arrangements, please inform the instructor as soon as possible at the start of the term.
- **Cultural/Religious Observance & Accommodations**
The college recognizes the importance of the religious and Native American cultural observances and practices of its students unless it will result in undue hardship for college programs. At least two weeks before the religious observance, students must submit to the instructor a written statement that contains the date of the observance. Absences for religious and cultural observance and practices do not count in the number of absences allowed by an instructor.

DISCLAIMER: This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur.

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