

Academic Year/course: 2022/23

26514 - Childhood, Health and Food

Syllabus Information

Academic Year: 2022/23

Subject: 26514 - Childhood, Health and Food

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

ECTS: 6.0

Year: 2

Semester: First semester

Subject Type: Compulsory

Module:

1. General information

1.1. Aims of the course

Once the basic contents and theories that currently best explain how to learn and how it should be taught have been completed in the first year of the degree in Early Childhood Education, those basic psychological and pedagogical knowledge should be applied in specific areas or subjects.

It is essential to analyze the scientific content indicated by current legislation to be treated at this stage (according to the curriculum). This kind of content, related to the health, nutrition and hygiene of students, will be part of this subject entitled Childhood, health and Food.

It is essential to analyse the scientific content indicated by current legislation. According to the recently approved Royal Decree 95/2002 on the teaching of early childhood education, the area "growth in harmony" incorporates knowledge related to children's health and wellbeing.

Therefore, as a fundamental objective of the subject, we can point out that students must know and be critical with the information present in society- in terms of health and nutrition. We have to take into account that school is the meeting place for children from early ages where the teacher assumes the role of guide and example in matters of healthy life habits, and, therefore, of health promotion.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of Subject learning provides training and competence to contribute to some extent to its achievement: Goal 2: Zero hunger; Objective 3: Health and well-being; Objective 4: Quality education; Objective 6: Clean water and sanitation and Objective 12: Responsible consumption.

In response to SDG 2: the related goals promote reflection and awareness about the proper use of resources.

Goal 2 is about ending hunger, achieving food security and improved nutrition, and promoting sustainable agriculture.

The contribution to the students learning in this objective is to promote healthy food and avoid forms of malnutrition, including the high consumption of ultra-processed foods in our society, which is related to unsustainable agriculture. Awareness is raised with the help of the use of United Nations tools and material, among other related activities.

In reference to SDG 3: The goals are related to the protection of one's own health and that of our environment to promote well-being at all ages. Today, the world is facing an unprecedented global health crisis; COVID-19 is spreading human suffering, destabilizing the global economy and dramatically changing the lives of billions of persons. However, more efforts are needed to completely eradicate a wide variety of diseases and address a large number of health problems, both ongoing and emerging. This objective contributes to the literacy of Teaching students in both contagious and chronic diseases, so that they understand their mechanisms of action and prevent with different measures in their future jobs as teachers.

Regarding SDG 4. Education enables upward socioeconomic mobility and is key to escaping poverty, empowering people around the world to lead healthier and more sustainable lives. Education is also essential to promote tolerance among people, and contributes to creating more peaceful societies. In general, it contributes to increasing students' health literacy, favoring effective learning outcomes in their daily lives by promoting healthy lifestyles and disease prevention measures.

In relation to SDG 6: the closest target is 6.3. Take care of water by raising awareness and actions to improve its quality and reduce its pollution. This objective is selected to work on the subject because the COVID-19 pandemic has highlighted

the vital importance of sanitation, hygiene and adequate access to clean water to prevent and contain disease. Hand hygiene saves lives. According to the World Health Organization, hand washing is one of the most effective actions that can be taken to reduce the spread of pathogens and prevent infections. This objective promotes and raises awareness about hygiene standards, such as hand washing, to cut the cycle of transmission of contagious diseases, both in COVID-19 and in other diseases. In the same way, reference is made to the number of people who do not have basic drinking water and sanitation services, with the consequent spread of all kinds of diseases

Finally, SDG 12 and targets 12.5 are incorporated. Inform and practice prevention, reduction, recycling and reuse. And goal 12.8. Orient actions towards sustainable development and lifestyles in harmony with nature.

Today, the world wastes or loses almost a third of the food that is produced while almost 690 million people suffer from hunger. Sensitizes the student in responsible consumption allows to reflect on the importance of the environmental impact generated by food and its ecological footprint. As well as the positive results that a proper management and disposal of waste entails, creating habits from childhood.

1.2. Context and importance of this course in the degree

It is especially relevant in the preparation of Early Childhood Education teachers for their professional practice because it highlights the need to combine the nature of the discipline with its didactics. It contributes especially to the development of scientific skills, content transposition for the design of activities related to health and food, and critical thinking strategies. The subject also contributes to a training in sustainability that prepares professionals and citizens united in a global mission with a vision focused on the future generations from the childhood stage.

1.3. Recommendations to take this course

To take this course it is required to have acquired the knowledge established to pass Secondary Education. Likewise, since it is a subject that requires debates and proposals for possible solutions to problems, it is recommended to carry out in a sequenced manner all those practical activities that are indicated, as well as to update the contents that are being worked on in the classroom. In this way, it will be more feasible to achieve educational objectives and competencies in a gradual way, thus ensuring that teaching time be as close as possible to learning time.

2. Learning goals

2.1. Competences

GENERAL COMPETENCES

CG01 - Know the objectives, curricular contents and evaluation criteria of early childhood education

CG02 - Promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions

CG03 - Design and regulate learning spaces in diverse contexts that meet the unique educational needs of students, gender equality, equity and respect for human rights

CG08 - Know the basics of dietetics and child hygiene. Know the basics of early care and the bases and developments that allow understanding the psychological, learning and personality-building processes in early childhood

CG09 - Know the organization of early childhood education schools and the diversity of actions that their operation comprises. Assume that the exercise of the teaching function has to be perfected and adapted to scientific, pedagogical and social changes throughout life.

BASIC SKILLS

CB1 - Demonstrate to possess and understand knowledge in an area of ??study that starts from the base of general secondary education, and is usually found at a level that, although it is supported by textbooks advanced, also includes some aspects that involve knowledge from the forefront of your field of study

CB2 - Know how to apply their knowledge to their work or vocation in a professional way and possess the competencies that are usually demonstrated through the development and defense of arguments and problem solving within their area of ??study

CB3 - Have the ability to gather and interpret relevant data (usually within their study area) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature

CB4 - Transmit information, ideas, problems and solutions to both specialized and non-specialized audiences

CB5 - Develop those learning skills necessary to undertake further studies with a high degree of autonomy.

TRANSVERSAL COMPETENCES

To participate actively in center activities that promote education in sustainability and that generate values ??that can be replicated to new generations through teaching.

CT01 - Integrate the competences of the different subjects to guide the Final Degree Project and be able to apply the knowledge to professional practice

CT02 - Understand learning as a global, complex and transcendent fact, designing and developing situations that address the diversity of students and involve them in their learning and work.

CT03 - Manage and self-regulate the progression of learning, adapting to new situations and interrelating knowledge to develop new ones.

CT04 - Work in a team being able to exercise different roles within the group.

CT05 - Use and apply Information and Communication Technologies (ICT) to learn, communicate and share knowledge in different contexts.

CT06 - Develop the ability to communicate to teach in one's own language and in one or more other European languages.

CT07 - Facing the duties and ethical dilemmas of the profession.

CT08 - Search, manage, process, analyze and communicate information effectively, critically and creatively. CT09 - Understand and reflect on educational practice in rural settings.

CT10 - Develop, manage, process and analyze the processes related to research applied to education.

SPECIFIC COMPETENCES

CE15 - Know the basic principles of healthy development and behavior

CE16 - Identify disorders in sleep, eating, psychomotor development, attention and auditory and visual perception

CE17 - Collaborate with specialized professionals to solve these disorders

CE18 - Detect emotional, nutritional and well-being deficiencies that disturb the adequate physical and mental development of students. Goal 2: Zero hunger; Objective 3: Health and well-being; Objective 4: Quality education; Objective 6: Clean water and sanitation and Objective 12: Responsible consumption.

2.2. Learning goals

The following results are essential for passing the subject:

- The student gives an overview about the meaning and the importance of Health Education in School (SDGs: 3 and 4)
- The student has to know, understand and analyze about the theoretical and scientific bases needed for the practice of Promotion and Health Education. (SDGs: 2,3,4, 6 y 12)
- The student points the methodology to work with the contents related to health in the child stage. (SDGs: 3 and 4)
- The student develops the knowledge, attitudes and skills for working in different Health Promotion issues and areas, from a scientific and social approach. (SDGs: 3).
- The student uses the methodology of programming and evaluation for activities and projects.
- The student applies educational methods and techniques for the teaching-learning about Health Education in the child stage.
- The student analyzes and uses the media and other information and social communication resources, as well as those which are needed for the development of the Health Promotion. (SDGs: 3 and 12).
- The student uses a proper vocabulary from both scientific and grammar and spelling points of view.

2.3. Importance of learning goals

From the point of view of the needs of Early Childhood Education teachers, it constitutes the starting point for the construction of a Didactic Knowledge of Content (CDC) on issues of Childhood, Health and Nutrition in relation to Early Childhood Education, that provides them with adequate professional development linked to training in sustainability.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Total or partial fraud or plagiarism in any of the evaluation tests will lead to the subject failing with the lowest grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

The student must demonstrate that they have achieved the expected learning outcomes through the following assessment activities.

* Report or reports on the topics discussed from a theoretical and practical point of view. This information will be provided by the responsible teacher at the beginning of the course:

- TOPIC 1: HEALTH. Report on Health Education projects in the Autonomous Community.
- TOPIC 2: FOOD. Development of activities related to healthy eating in childhood.
- TOPIC 3: HYGIENE AND HEALTH. Preparation of some activities on the hygiene habits of schoolchildren and the sanitary conditions of the School Centers.

* Final exam of the subject on the official date called.

Evaluation criteria:

The student must:

- know the basic principles of health and how to develop healthy behaviors.
- identify eating disorders and collaborate with professionals specialized in these problems.
- be able to recognize the elements that make up a diet adapted to the age and characteristics of the students.
- identify affective and physical deficiencies that condition the health and hygiene of the students.
- assume the changes that occur in health knowledge and is able to keep up to date on those issues that are needed for his work in the classroom.
- be capable of preparing a hygiene and health plan or similar adapted to the specific conditions of the school work center.
- demonstrate their ability to work in a team for the development of projects related to hygiene and health and the link with the SDGs.

Qualification criteria and requirements to pass the course.

The final grade will be calculated as follows:

- 70%: written exam.
- 30%: practical work (exam about the laboratory practices and from the report/s).

In order to average the two grades (written exam and practical work), students must achieve at least 50% of the total score in each section (that is, a minimum of 5 points out of 10).

In cases in which the participation and assistance referred to above has not been possible, students will have the option of presenting both works on the global test date.

Attendance at practical activities is a necessary aspect to obtain the information developed in them to carry out their evaluation.

Global test and second call

In all cases, the partial qualifications of the written exam or of the practical work passed in the first call, will be kept exclusively for the second call of the academic year.

Fifth and sixth call

It will be carried out under the same terms as the global test described in the previous section.

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning process that has been designed for this subject is based on the development of the contents on the three main blocks (developed in point 4.3): health, food and hygiene / health alterations in childhood both in theoretical sessions as in practical, classroom and laboratory activities. These topics will be deepened by following the structure of the subject in the works that students will present, and which have been described in section 3.1.1.

The approach, methodology and evaluation of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

4.2. Learning tasks

The program offered to the student to help him to achieve the expected results comprises different activities.

Students will carry out their work related to:

1. Reading and analysis of documents (scientific articles, etc.)
2. Use of virtual platforms, information search (official web pages of topics related to the contents to be treated), classroom activities.
3. Carrying out practical activities. The practical activities of those included in the program will be carried out in groups or individually (as indicated by the corresponding teacher).
 - Evaluation and review of Health Education projects
 - Development of activities related to healthy feeding

- Design of activities related to hygiene and / or the alteration of health in the infant stage.

4.3. Syllabus

THEME 1: HEALTH

Health. Promotion and Education for Health in the infant stage. Determinants of health.

Aspects to be taken into account in the design of activities in education and health promotion in childhood. Health Education Projects.

THEME 2: FOOD

Food and nutrition: implications for health. The conceptions of children of the infant stage about their own body and about food.

Growth periods in childhood (percentiles). Food during the school period.

Food and nutrition concepts. Nutrients. The food. Balanced diet. The digestion. Review of programs and studies related to healthy eating.

THEME 3: HYGIENE AND HEALTH

Hygiene habits related to the health of schoolchildren. Health alterations in the school environment, main diseases in children in the Infant-Primary Education stage.

The Digital Teaching Ring (ADD) site of the course will supply different information in addition to that provided in the class sessions.

4.4. Course planning and calendar

The detailed program and the evaluation of the subject, with the specific theoretical and practical sessions, as well as the classrooms in which they will be taught, will be presented to the students during the first week of the corresponding semester.

The activities and key dates of works delivery will be communicated through the Digital Teaching Ring (ADD) at the beginning of the school term of the subject. The dates of the final tests can be consulted on the centre's website.