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INSTRUCTOR'S GUIDE

# Training and Health Education



First Edition, 2006



California Childcare Health Program  
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This *Instructor's Guide* is a supplement for trainers of the California Training Institute's curriculum for Child Care Health Advocates.

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# INTRODUCTION TO THE TRAINING AND HEALTH EDUCATION MODULE

This *Instructor's Guide* provides trainers with an outline for the teaching of the *Training and Health Education* module. Participants will learn the difference between training and health education. They will also learn about the role of the Child Care Health Advocate (CCHA) in promoting healthy and safe policies and practices. The role of the CCHA is to provide staff training, to provide health education for parents and to be a role model for young children so they may form healthy habits.

## Learning Objectives:

1. To describe the different learning styles and strategies of adult learners.
2. To create an environment conducive for training adults.
3. To plan an engaging and educational health and safety activity for early care and education (ECE) staff.

## Primary Messages:

1. Training and health education are different: The goal of training is to improve job performance in the areas of health in ECE programs, while the goal of health education is to improve healthy development and health-seeking behavior.
2. The role of the CCHA is to provide training to staff and to provide health education to staff, parents and children.
3. Training occurs through various methods and at different times—pre-service, orientation, ongoing and continuing education.
4. Health education methods are appropriate for children, staff and parents.
5. CCHAs can gain skills and use techniques to become effective trainers and health educators.
6. Adults learn differently from children.

## Materials and Equipment Needed:

1. Copy of module: *Training and Health Education*
2. Copy of *Instructor's Guide: Training and Health Education*
3. Copies of pages 17 to 21 of *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, Second Edition*
4. Flip chart/whiteboard and markers, or chalkboard and chalk
5. Masking tape for posting flip chart paper
6. LCD projector or overhead projector
7. Computer for PowerPoint slides
8. CDs of slides or transparencies
9. Handouts
  - a. Handouts in the *Training and Health Education* module
    - i. Handouts from California Childcare Health Program (CCHP), Oakland, CA

Handout Title	Page Number in Module
<i>Tools for Effective Training in the Child Care Field</i> (handed out as a booklet separate from this module)	—

- ii. Handouts from other sources

Handout Title	Page Number in Module
<i>90/20/8 Rule</i>	13
<i>Cherry's Seven Perceptual Styles</i>	14

- b. Handouts in the *Instructor's Guide*

Appendix Title	Appendix Number
<i>Using the Training and Health Education Module</i>	6A

## SUGGESTED TRAINING OUTLINE

Outline	Method	Time (Minutes)
I. Introduction to the Training and Health Education Module	—	5
A. Assessment of Group Knowledge	Questioning	2
B. Introduction/Rationale to Training and Health Education	Lecture	3
II. Training and Health Education	—	60
A. The Role of the CCHA	Lecture	5
B. Staff Training	Lecture and Discussion	10
C. Adult Learners	Large Group Activity	15
D. Developing a Staff Training Session	Small Group Activity	30
III. Summary and Closure	—	10–20
A. <i>Optional: Using the Training and Health Education Module</i>	<i>Small Group Activity</i>	<i>10</i>
B. Next Steps for the CCHA	Large Group Discussion	5
C. Summary and Closure	Brief Closing Activity	5

Total time: 75–85 minutes

# OUTLINE AND INSTRUCTIONS

## Training and Health Education

### I. Introduction to the Training and Health Education Module

#### A. **Topic:** Assessment of Group Knowledge

**Method:** Questioning

**Instructions:**

1. Ask participants several of the following questions, choosing questions most appropriate for your participants. Ask them to raise their hand if they:
  - Currently provide assessment of staff training needs.
  - Underwent training when they began their jobs.
  - Provide training for new staff.
  - Provide health education for parents.
  - Teach children about health and safety.

#### B. **Topic:** Introduction/Rationale to Training and Health Education

**Method:** Lecture

**Instructions:**

1. Begin by asking participants what the difference is between training and health education. After taking some answers, state that training is education of staff to help them do their jobs better. Health education is geared toward improving health and safety practices. The CCHA is responsible for providing training on health and safety topics to improve ECE staff knowledge and skills, as well as for providing health and safety education to children, parents and staff in ECE programs.
2. State that successful health education will encourage healthy behaviors and development. To effectively educate both adults and children, it is important for CCHAs to understand how adults and children learn in real-life settings. This understanding will make it easier to conduct formal and informal training sessions for ECE professionals, parents and other support staff in ECE programs.

### II. Training and Health Education

#### A. **Topic:** The Role of the CCHA

**Method:** Lecture

**Instructions:**

1. Define *Training*: Staff training is education with the purpose of improving staff performance in the areas of health, safety and quality.
2. Define *Health Education*: Health education is education that helps families, children and staff engage in safe and healthy behaviors.
3. State that it is the role of the CCHA to:
  - a. Assess the training and health education needs of his or her own ECE program.
  - b. Work with the director, the Child Care Health Consultant (CCHC) and staff to determine training and health education priorities.

- c. Develop training and health education programs for staff, family and children.
4. Ask participants to describe their current work in the areas of staff training and health education.
5. Ask participants to describe what their own training needs are. State that their own training needs can be a guide to the training needs of other staff.

**B. Topic:** Staff Training

**Method:** Lecture and Discussion

**Instructions:**

1. Ask participants again what the purpose of staff training is. The purpose of staff training is to improve staff's performance in the areas of health, safety and quality. The AAP recommends that staff be trained at orientation, 3 months after orientation, annually and then routinely every 3 years.
2. Ask them to brainstorm all the topics that should be included in orientation, on-the-job training and continuing education. Refer to page 3 of the module for orientation topics.
3. State that *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, Second Edition* describes the standards for staff training. Encourage staff to become familiar with the training requirements.
4. *Optional: Make copies of pages 17 to 21 of Caring for Our Children. These pages list the national health and safety performance standards that relate to staff orientation. Direct participants to review this list.*

**C. Topic:** Adult Learners

**Method:** Large Group Activity

**Instructions:**

1. Now that participants see how much staff training goes into providing quality care for children in ECE settings, state that it is important to know how to effectively engage adults as learners. Adults learn differently from children.
2. Ask participants to describe what is unique about adult learners:
  - a. Adult learners like to be included in the process of choosing topics.
  - b. Adult learners want to know why they need to learn something.
  - c. Adult learners draw on their own experiences.
  - d. Teachers can be facilitators rather than experts.
  - e. Adult learners like topics to be practical.
  - f. Adult learners have developed learning strategies.
3. Ask participants to think about a recent pleasant and successful learning experience that they have had and about a recent negative experience. Ask them to write down what made the positive experience positive and what made the negative experience negative. Have participants share their responses with the larger group.
4. Ask participants to generate a list of suggestions for training adult learners, based on those experiences. Refer to pages 3 to 4 of the module and refer to *Tools for Effective Training in the Child Care Field*. Here are some examples:
  - a. Include staff in choosing topics.
  - b. Spend time in the beginning discussing the reasons the topic is important.

- c. Provide case studies that are both similar to participants' experiences and new to their experiences.
  - d. Draw on participants' experiences.
  - e. Provide an opportunity for participation.
  - f. Focus the training on the ECE program's current issues and challenges.
  - g. Create an environment that encourages discussion and interaction.
  - h. Acknowledge and address barriers or challenges (e.g., staff have just worked a full day, and the training is during lunchtime).
  - i. Tailor the training to your audience.
  - j. Break into small groups.
  - k. Use a variety of teaching methods.
5. *Optional: State that each adult learns differently. Direct participants to Handout: Cherry's Seven Perceptual Styles on page 14 of the module. Ask participants to think about which perceptual style they mostly use. Next, break into small groups, one for each of the seven perceptual styles. Ask participants to teach one thing to a learner who has the perceptual style of their group. For example, if participants are teaching about environmental toxins, they would try to incorporate several of the seven methods in their teaching:*
- a. *A Print-Oriented Learner: Provide written information about toxins and policies.*
  - b. *An Aural (Auditory) Learner: Ask participants to write a song about toxins.*
  - c. *A Visual Learner: Show participants a chart of the effects of different toxins.*
  - d. *A Haptic (Tactile) Learner: Bring in bottles of toxins and safe alternatives to hold and pass around.*
  - e. *An Interactive Learner: Ask participants to list toxins and describe why they are unsafe.*
  - f. *A Kinesthetic Learner: Give participants bleach and instructions to dilute it to the correct solution.*
  - g. *An Olfactory Learner: Ask participants to smell all the different nontoxic alternatives.*

#### D. **Topic:** Developing a Staff Training Session

**Method:** Small Group Activity

**Instructions:**

1. Review *Handout: 90/20/8 Rule* on page 13 of the module.
2. Divide participants into small groups. Hand out *Tools for Effective Training in the Child Care Field*. Direct participants to *Activity: Developing a Training Session* on page 7 of the module. Ask them to choose an area in which it is necessary for ECE providers to increase the health and safety of children in the ECE setting. Follow the instructions on page 7 for developing the training session.
  - a. *Optional: Activity: Developing a Training Session on page 7 of the module is directed to ECE providers only. You may expand this activity to health education for families and children as well.*
    - i. *State that there are many health and safety topics that a CCHA can cover. Ask them to think of health and safety topics for families, children and staff. Go around the room, taking their suggestions and writing them down on the flip chart in three separate lists: one for families, one for children and one for staff. Refer to pages 5 and 6 of the module for suggested topics.*



3. Ask participants to think of all of the ways that training and health education could take place in their ECE settings and list these on the flip chart.

C. **Topic:** Summary and Closure

**Method:** Brief Closing Activity

**Instructions:**

1. Summarize the key points shared by participants. Review by stating that it is the role of the CCHA to assess training and health education needs, and to develop and implement training and health education programs for families, children and staff.
2. Next Steps: Direct participants to write down one next step they will take as a result of this training. Ask participants to share these with the group.

# APPENDIX 6A

## Using the Training and Health Education Module

**Topic:** Using the Training and Health Education Module

**Method:** Small Group Activity

**Instructions:** Review the module and find the answers to the following questions.

According to the module:

1. What are three types of adult learning strategies?
2. What are three resources for training and health education?
3. How can a CCHA assess staff training needs?
4. What are some of the ways health and safety education can be presented for young children?