

*Test Bank
for*

**Nutrition, Health and Safety for Young
Children: Promoting Wellness
3rd Edition**

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Nutrition, Health, and Safety for Young Children, 3e
Chapter 1 Your Role in Children's Wellness

1.1 Multiple-Choice Questions

- 1) Which statement is used by the text to define wellness?
 - A) A positive state of health and well-being.
 - B) A positive approach to learning.
 - C) A positive attitude.
 - D) A positive style or personality.

- 2) Each of the following promotes wellness EXCEPT which one?
 - A) Having sufficient food and learning to eat a healthy diet.
 - B) Having access to health care and safe environments.
 - C) Learning healthy practices such as exercising and sleeping well.
 - D) Practicing the a-b-c's everyday.

- 3) What does it mean when we say that nutrition, health, and safety are closely aligned and interrelated?
 - A) The healthful benefit of one area affects positive outcomes in the others, and gaps or challenges in one area negatively affect outcomes in the others.
 - B) Physical health has a greater affect on social, emotional, and physical development.
 - C) Nutrition makes the most important contribution to health and safety.
 - D) Each area makes a unique contribution to wellness.

- 4) Why is it important for children to learn the healthful practices that lead to wellness during the early childhood years?
 - A) It improves children's ability to follow the rules at school.
 - B) It improves children's behavior in classroom settings.
 - C) It establishes a foundation which makes teaching easier for educators.
 - D) It improves children's ability to attain optimal development and establishes the capacity to learn.

- 5) When can diet influence gene functions, creating a positive or negative impact on health?
 - A) During the early childhood years.
 - B) During pregnancy and prenatal development, early childhood, puberty, and old age.
 - C) During the early weeks of prenatal development.
 - D) It is unknown exactly when.

- 6) Which of the following is NOT a national initiative aimed at improving children's wellness?
 - A) Healthy People, 2020.
 - B) The Healthy, Hunger Free Kids Act.
 - C) National Health and Safety Performance Standards for Child Care.
 - D) Diverse Wellness Administration.

- 7) What is the best definition of the contexts that influence a child's well-being?
- A) The environment, circumstances, and interactions that surround the child and affect the child's experiences.
 - B) The way a child behaves with people and toys.
 - C) The child's pattern of school attendance and illness.
 - D) The child's microsystem and macrosystem.
- 8) When preparing to teach in a multicultural classroom, educators should consider all of following EXCEPT:
- A) Perspectives on children's nutrition, health, and safety may vary among the families they serve.
 - B) Children who are learning English may face challenges in learning.
 - C) The likelihood of being assigned to teach in a multicultural classroom is low.
 - D) Teachers have beliefs and expectations that are rooted in their own cultural or ethnic perspectives, which may impact how and what they teach in the classroom.
- 9) Each of the following statements is true regarding children living in poverty EXCEPT:
- A) Poverty is a contributor to nearly every negative influence on children's wellness.
 - B) Poverty puts children at risk for conditions that challenge their ability to learn.
 - C) Poverty and its negative influences are overcome by a good early childhood education experience.
 - D) Poverty may require families to make difficult choices, such as paying for rent or purchasing food.
- 10) NAEYC's Code of Ethical Conduct and Statement of Commitment embodies all EXCEPT:
- A) The Code is a guide for teachers to be able to recognize and defend early childhood as a valuable and vulnerable stage of life.
 - B) The Code describes that teachers must follow practices the way they have always been done.
 - C) The Code is a beginning point for child advocacy.
 - D) The Code describes the dispositions, values, beliefs, and attitudes held by professional teachers of young children.
- 11) Why is it important to teach wellness concepts during the early childhood years?
- A) Young children are capable of learning healthful behaviors and being participants in promoting their own wellness.
 - B) Taking time to teach wellness concepts in school later may put children behind academically.
 - C) Teachers need to teach these concepts because they are not being taught at home.
 - D) Elementary school curriculum does not allow teachers to present wellness concepts.
- 12) Experience and learning change the "architecture" of the brain by:
- A) Increasing the number of neurons.
 - B) Decreasing brain plasticity.
 - C) Reinforcing the neural connections that are used and pruning those that are not used.
 - D) Decreasing the complexity of the brain cell network of connections.

13) What is brain plasticity?

- A) The brain development problems that occur due to exposure to environmental toxins.
- B) The brain's ability to hold on to past information.
- C) The decrease in the complexity of the brain cell network of connections.
- D) The brain's ability to be flexible and change when new information expands or replaces previous knowledge.

14) Children are most likely to learn, or construct knowledge, in all of the following ways EXCEPT:

- A) By acting on things and interacting with people.
- B) By following their interests and curiosity in play.
- C) By copying the teacher's art project.
- D) By testing ideas and repeating newly discovered skills.

15) Scaffolding is a teaching process that guides the learning process by:

- A) Offering challenges that are just beyond the child's current level of understanding and ability.
- B) Expecting the child to be successful with the current activity before trying something harder.
- C) Waiting for the child to ask for activities that are more challenging.
- D) Focusing on repeating structured activities that are part of the curriculum.

16) Teaching is an interactive process that involves all of the following EXCEPT:

- A) Purposeful and intentional planning.
- B) Commitment to using evidence-based approaches.
- C) Inclusion of culturally relevant experiences.
- D) Focus on a single teaching strategy.

17) Which of the following is least important when planning a wellness curriculum?

- A) Use Developmentally Appropriate Practices.
- B) Plan a majority of teacher-directed activities.
- C) Provide hands-on play activities.
- D) Review all activities for safety.

18) Which of the following statements is true about involving families in wellness curriculum?

- A) Teachers should avoid parents' personal stories about family traditions if they conflict with the teaching goals.
- B) Families should be recognized as the best resource for sharing information about their culture.
- C) Teachers should avoid talking to parents about certain unmet health needs when families are experiencing high levels of stress.
- D) Involving families should not include a forum for discussing conflicting points of view.

- 19) Which is the least important reason for teachers to collaborate with community partners when planning a wellness curriculum?
- A) Community partners will bring current information about nutrition, health, and safety.
 - B) Community partners may be willing to share information with children and families or offer training for teachers.
 - C) Community partner participation may help teachers to get a positive performance evaluation.
 - D) Community partners will gain understanding of the important roles that the early childhood program and teachers play in providing for children's health and wellness.
- 20) To increase the likelihood that wellness concepts taught at school are reinforced at home, teachers should do all of the following, EXCEPT:
- A) Share community health information with families.
 - B) Question children about health practices used at home and then speak with parents when changes need to occur.
 - C) Be healthful role models.
 - D) Communicate wellness goals to families.

1.2 True/False Questions

- 1) Wellness is a positive state of well-being that emerges from healthful practices.
- 2) Wellness is a result of genetics and cannot be changed.
- 3) The interrelationships among nutrition, health, and safety mean that the healthful benefits of one factor influence positive outcomes in the others.
- 4) The contexts in which children live give insight into child development but do not influence a child's wellness.
- 5) The factors that impact children's wellness are not well known.
- 6) Poverty contributes to nearly every negative influence on children's wellness.
- 7) Homelessness, environmental toxins, and food insecurity are adult issues that do not affect young children.
- 8) The NAEYC Code of Ethical Conduct and Statement of Commitment articulates the dispositions, values, beliefs, and attitudes held by professional teachers of young children.
- 9) Healthy brain development includes a process called brain plasticity which allows the brain to replace previous knowledge when new information is presented.
- 10) "Use it or lose it" is a phrase that refers to physical muscle strength and should not be used when discussing brain development.

- 11) Evidence based practices refer to teaching approaches that can be observed.
- 12) Structuring experiences that are familiar and interesting to children, but are just beyond their current level of understanding and ability, helps children construct knowledge through a process called scaffolding.
- 13) Learning occurs primarily through watching others.
- 14) Developmentally Appropriate Practices (DAP) focus only on the child's age.
- 15) Purposeful teaching suggests that wellness messages can be infused in all aspects of the curriculum.
- 16) Adjusting activities to meet the needs of children who have special developmental or health needs, or are learning English, is an example of using evidence based practices and purposeful teaching to enhance children's learning.
- 17) Working with families is not an expectation of professional early childhood educators.
- 18) Children benefit when teachers recognize that parents are the primary educators of young children.
- 19) Partnering with families and community members is one way that teachers advocate for the health and wellness of young children.
- 20) Making a commitment to the high standards of the teaching profession may require teachers to reflect on their current practices and set goals to become a healthful role models.

1.3 Essay Questions

- 1) Imagine that you are an early childhood teacher. You have been asked to share information with family members and other teachers about wellness; what it is and how families and teachers can influence children's wellness. How would you describe the importance of wellness and how it is developed? What challenges or threats to children's wellness would you present? What action steps would you offer to engage families and teachers in making a plan to promote children's wellness?
- 2) Identify four factors that can negatively influence children's wellness. Describe how each factor can negatively influence the child's nutrition, health, and safety. Discuss how children's learning can also be negatively impacted.
- 3) Purposeful and intentional teaching is a characteristic of professional educators. Explain what is met by evidence-based practices. Provide five examples of common teaching strategies that

teachers use, and explain how each strategy purposefully engages children in the learning process.

4) Discuss the steps to take when designing a wellness curriculum, and explain why each step is important.

5) Select a particular age group (birth to grade 3), and identify a developmentally appropriate wellness message to teach the children about healthy eating. Explain how the wellness message addresses the children's developmental needs. Describe how you will infuse the wellness message across the four developmental domains (list and describe each domain briefly as you explain).

6) Accessing resources is presented in the text as an important way to inform the wellness curriculum, keeping it current and relevant to emerging trends and appropriate for advancing healthful behaviors. Discuss some of the supports that assist teachers in designing a wellness curriculum. Which resources will you use? How will you go about using these resources? What is important for you to consider as you decide whether a resource is credible?

7) Partnering with families and community members is an important way for teachers to advocate for children's wellness and ensure that the classroom wellness focus is relevant and part of a broader community of health and wellness efforts. Describe how you would go about engaging parents and community health and wellness professionals in discussion about children's wellness. What would you do to begin this collaboration? What questions would you present to the group to encourage discussion? How would you assist the group to identify an action plan?