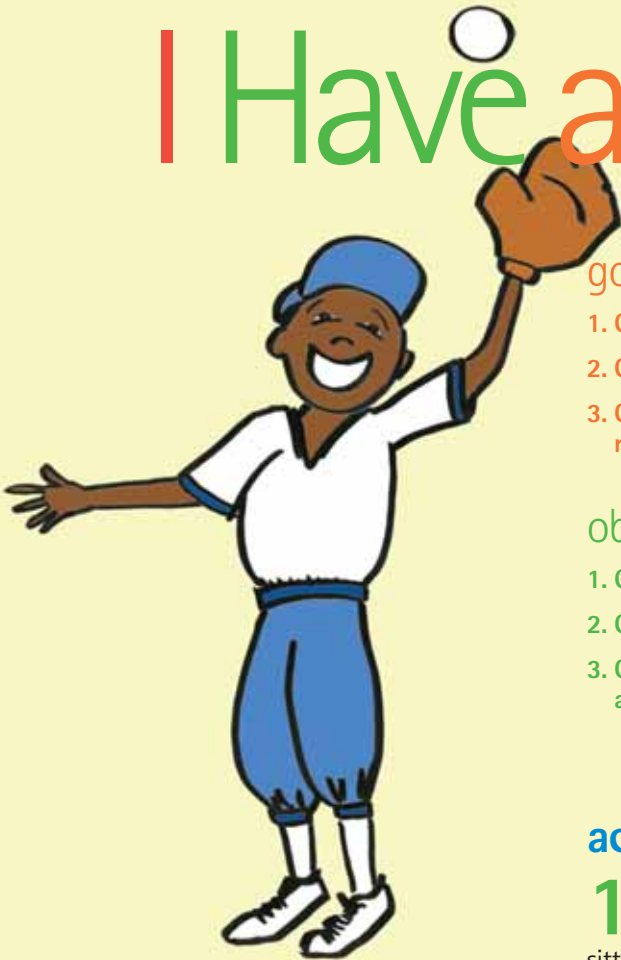


concept

Introduce children to the benefits of regular physical activity and encourage family and community support.

I Have a Healthy Body!



goals

1. Children are introduced to the health benefits of regular physical activity.
2. Children are made aware of different types of physical activity.
3. Children will be made aware that eating healthy foods and getting regular physical activity can make healthier bodies.

objectives

1. Children recognize physical activity as a healthy behavior.
2. Children repeat various forms of physical activity.
3. Children can name a healthy food choice and demonstrate a physical activity.

activities

1 Have the children sit in a circle or group on the floor and discuss what it means to be healthy with them. Say "I see very healthy boys and girls sitting in front of me. Being healthy means we eat foods that are good for our bodies and we play and exercise. Can you say, 'healthy?'"

A. When the children reply "healthy," congratulate them for saying it correctly by saying "Good job."

B. Continue by asking, "What foods do you like to eat that are good for your bodies?" Allow children time to respond, and encourage their responses by saying "Yes" and "That's right." Be ready to give the children examples of healthy foods like 1% lowfat milk, bananas, whole wheat bread, broccoli, eggs, and chicken, in case they have trouble thinking of healthy foods.

C. Ask, "What is your favorite type of physical activity?" Start out by telling them your favorite activity such as walking, jogging, or riding a bicycle. Again, allow time for children to respond and encourage them to demonstrate their favorite physical activity. Praise the children for demonstrating. If they have trouble thinking of different types of physical activity, provide examples such as running, hopping, and playing hide-and-go-seek.

MATERIALS NEEDED

- Variety of healthy and unhealthy food pictures (use pictures from magazines, the internet, or other lessons)
- Variety of physical activity and inactivity pictures (included)
- Lightweight scarves or material (use 100% polyester sheer material) cut into 12" x 12" squares
- Jump ropes
- Music CD *Shake & Bake: Music of Fitness and Food* (optional, see references)
- *From Head to Toe* by Eric Carle
- Variety of soft fruit that can be easily cut into pieces by teacher
- Plastic plates and napkins (1 for each child)
- Plastic drinking straws (1 for each child)

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2 Say, "To have healthy bodies when you are older (like me and your mom or dad or grandma or grandpa), it is important to be healthy when we are kids."

Show the children a variety of pictures of healthy foods and physical activity and unhealthy foods and inactivity. As you hold up each picture for the children to see, ask "Is this food or activity healthy or unhealthy for our bodies?"

You may want the children to use a thumbs-up sign for healthy and a thumbs-down sign for unhealthy.

3 Role model and perform movements with the children by doing one or more of the following activities:

A. Have the children stand up and sing the following version of "If You're Happy and You Know It" with you and do the actions*—make up actions as you go along!

"If you're healthy and you know it, clap your hands. (clap clap)

If you're healthy and you know it, clap your hands. (clap clap)

If you're healthy and you know it, then your body will surely show it.

If you're healthy and you know it, clap your hands."

*Flap your arms

*Stomp your feet

*Hop around

B. Pair up children so each child (and teacher!) has a partner. Provide a lightweight scarf or square of material for each pair of children. A 100% polyester sheer material is lightweight and allows flowing movements and is easy for young children to catch. Have children toss scarves back and forth to each other. Demonstrate the following with a partner and have the children do the same when saying:

"Can you catch the scarf before it hits the ground if I throw the scarf this high?" (toss gently in the air)

"Can you catch the scarf before it hits the ground if I throw the scarf higher?" (toss quickly and higher in the air)

"Can you clap your hands one time before you catch the scarf and before it hits the ground?"

"Can you clap your hands two times before you catch the scarf and before it hits the ground?"

"Can you turn around one time before you catch the scarf and before it hits the ground?"

"Can you turn around two times before you catch the scarf and before it hits the ground?"

C. Using one or more jump ropes, make different letters (for example, O, S, P, and N) or shapes (for example, circle, line) on the ground. Have children hop, tip-toe, jump, or crisscross the rope letter(s). Involve the children by asking them for suggestions of letters and actions.

The above activities can be done indoors or outdoors depending on the weather. Also, using music (such as the song "Can You Move Like Me?"[©] from the CD *Shake & Bake: Music of Fitness and Food*) will help encourage physical activity.

4 Read the book *From Head to Toe* by Eric Carle.

Read the book with great animation to keep the children's attention. Encourage the children to follow along by demonstrating what the characters of the book are doing.

5 Make a healthy snack: Fruit Kabobs.

Prior to the snack activity, cut bite-size pieces of a variety of soft fruits such as peaches, bananas, pears, kiwi, watermelon, and cantaloupe into a large bowl(s). Have children wash their hands. Give each child a plate, napkin, and plastic drinking straw.

Have children make their own kabobs by putting a few pieces of different kinds of fruit on the straw—demonstrate and assist children as needed. This activity can be done in 2 or more groups depending on class size.

Remember to make copies of the parent letter with the take-home activity sheet printed on the reverse side to send home with each child. The community fact sheet is also included for you to copy and display at your center or distribute as appropriate.

concept

Introduce children to the benefits of regular physical activity and encourage family and community support.

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MATERIALS NEEDED

- Brown craft paper (enough to trace every child's body)
- Non-toxic markers
- Variety of healthy and unhealthy food pictures (use pictures from magazines, the internet, or other lessons)
- Plastic sandwich bags (1 for each child)
- Scissors for the teacher
- Non-toxic glue
- Lightweight scarves or material (use 100% polyester sheer material) cut into 12" x 12" squares
- Jump ropes
- Music CD, *Shake & Bake: Music of Fitness and Food* (optional, see references)
- *From Head to Toe* by Eric Carle
- Variety of soft fruit that can be easily cut into pieces
- Plastic knives (1 for each child)
- Plastic plates and napkins (1 for each child)
- Plastic drinking straws (1 for each child)

goals

1. Children are introduced to the health benefits of regular physical activity.
2. Children are made aware of different types of physical activity.
3. Children will be made aware that eating healthy foods and getting regular physical activity can make healthier bodies.

objectives

1. Children describe a physical activity as a healthy behavior.
2. Children demonstrate various forms of physical activity.
3. Children express that physical activity and healthy food choices can help make a healthy body.

activities

- 1 Have the children sit in a circle or group on the floor and introduce the lesson. Ask the children, "Do you know what it means to be healthy?"

Allow time for children to offer their responses. Provide encouragement and praise with "Great job!" and "Awesome!"

Continue by asking the children the following questions. Explain that after you ask the question, if they think the answer is yes, they should stand up and say "Yes" then sit back down and wait for the next question. If they think the answer is no, they should remain seated and say "No."

Ask, "Is it healthy for our bodies to have strong bones and muscles?"

The children should stand up and say "Yes," then ask the children to sit back down for the next question.

Ask, "Is it healthy for our bodies to do things like play ball, skip rope, run, and swim?"

After the children stand back up and reply "Yes," say, "Good job," and ask the children to sit back down for the next question.

Ask, "Is it healthy for our bodies to lie on the couch and watch TV?"

The children should remain seated and say, "No.">>>

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>>>Ask, "Is it healthy for our bodies to eat foods like carrots, broccoli, apples, and bananas?"

After the children stand back up and reply "Yes," say, "Good job," and ask the children to sit back down for the next question.

Ask, "Is it healthy for our bodies to eat candy and drink soda?"

The children should remain seated and say, "No."

Ask, "Is it healthy for our bodies to ride in an elevator when we could have taken the stairs?"

The children should remain seated and say "No" (encourage a no answer if needed).

Ask, "Is it healthy for our bodies to take a walk with our parents after we eat supper?"

The children should stand up and say, "Yes."

After the last question, have the children clap for themselves while telling them what a great job they did answering the questions.

2 Then say, "Eating foods that are good for us and being physically active everyday can help our bodies be healthy. Now we are going to trace a picture of our bodies on paper then glue pictures of healthy foods and physical activity on our paper bodies to show everyone how healthy we are."

A. This activity can be done in groups—have some of the children form a line so that you can start tracing each child by having the child lie down on brown craft wrapping paper and trace an outline of their body with a marker. After tracing, have the child go to the "picture-finding station." Be sure and write the child's first name on their traced body.

B. Have the remaining children go to the "picture-finding station." At a table, provide a variety of pictures of healthy foods and physical activity. Have children find pictures they like and will want to glue on their "healthy paper body." Provide a plastic sandwich bag for each child to put their pictures in. You may need to limit the number of pictures they are allowed to take depending on how many children you have and how many pictures you collected. When they are finished they will go to have their body traced.

C. After all the children have been "traced," cut out each child's body and have the children glue their pictures of healthy foods and physical activity onto their "healthy paper bodies." Hang up their pictures in the classroom or hallway.

3 Role model and perform movements with the children by doing one or more of the following activities:

A. Have children stand up and sing the following version of "Head, Shoulders, Knees, and Toes" to the tune of "London Bridge." While singing, use both hands and touch each part of the body as stated in the song. For the chorus "It's my healthy body," make a big motion with both arms stretched high over head then out by each side.

"Head and shoulders, knees, and toes,
Knees and toes,
Knees and toes,
Head and shoulders, knees, and toes,
It's my healthy body
Eyes and ears and mouth and nose,
Mouth and nose,
Mouth and nose,
Eyes and ears and mouth and nose,
It's my healthy body
Ankles, elbows, feet, and seat,
Feet and seat,
Feet and seat,
Ankles, elbows, feet, and seat,
It's my healthy body.">>>

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>>>B. Pair up children so each child (and teacher!) has a partner. Provide a lightweight scarf or square of material for each pair of children. A 100% polyester sheer material is lightweight and allows easy flowing movements and is easy for young children to catch. Have children toss scarves back and forth to each other. Demonstrate the following with a partner and have the children do the same by saying:

"Can you catch the scarf before it hits the ground if I throw it this high?" (toss gently in the air)

"Can you catch the scarf before it hits the ground if I throw it higher?" (toss quickly and higher in the air)

"Can you clap your hands two times before you catch the scarf and before the scarf hits the ground?"

"Can you clap your hands three times before you catch the scarf and before the scarf hits the ground?"

"Can you turn around one time before you catch the scarf and before the scarf hits the ground?"

"Can you turn around two times before you catch the scarf and before the scarf hits the ground?"

"Can you switch places with your partner before you catch the scarf and before the scarf hits the ground?"

C. Using a jump rope demonstrate and lead the children in the following exercises:

Make a line on the ground or floor. Have children hop on one foot while crisscrossing the jump rope "line" on the ground.

Using one or more jump ropes, make different letters (for example, O, S, P, and N) on the ground. Have children hop, tip-toe, jump, or crisscross the rope letter(s). Involve the children by asking them suggestions of letters and actions.

The above activities can be done indoors or outdoors depending on the weather. Also, using music (such as the song "Can You Move Like Me?"[©] from the CD *Shake & Bake: Music of Fitness and Food*) will help encourage physical activity.

4 Read the book *From Head to Toe* by Eric Carle. Read the book with great animation to keep the children's attention. Encourage the children to follow along by demonstrating what the characters of the book are doing.

5 Make a healthy snack: Fruit Kabobs.

Have children wash their hands.

Provide plastic knives to the children, and with supervision, allow them to help cut bite-size pieces of a variety of soft fruits such as peaches, bananas, pears, kiwi, watermelon, and cantaloupe, into a large bowl(s). Give each child a plate, napkin, and plastic drinking straw.

Have children make their own kabobs by putting a few pieces of different kinds of fruit on the straw—demonstrate and assist children as needed.

This activity can be done in 2 or more groups depending on class size.

Remember to make copies of the parent letter with the take-home activity sheet printed on the reverse side to send home with each child. The community fact sheet is also included for you to copy and display at your center or distribute as appropriate.

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references and resources

1. Carle, Eric. *From Head to Toe*, Mexico: HarperCollins Publishers, 1999.
2. Figiel C., & Jones D. *Shake & Bake: Music of Fitness and Food* CD; "Can You Move Like Me?"[©]. Atlanta, GA, 2006. Website: www.carolineanddanny.com
3. Evers, Connie. *Nutrition for Kids*. Website: www.nutritionforkids.com
4. Fit 4 Fun WorkNotes "Fun with Scarves." Website: worknotes.com/il/chicago/fit4funkidsfitness/NewsFlash2.stm
5. WECAN "Ways to Enhance Children's Activity & Nutrition." Website: www.nhlbi.nih.gov/health/public/heart/obesity/wecan_mats/parent_hb_en.pdf
6. Florida Department of Education: Office of Early Learning, 2008 Voluntary Prekindergarten Education Standards. Website: www.fldoe.org/earlyLearning/pdf/FINALVPKEducationStandards.pdf
7. U.S. Department of Agriculture Food and Nutrition Service's Core Nutrition Messages. Website: www.fns.usda.gov/fns/corenutritionmessages/default.htm