

Eat Healthy Be Active

Days 11-15



 **FACS**
THE UNIVERSITY OF GEORGIA
COLLEGE OF FAMILY AND CONSUMER SCIENCES
Department of Human Development and Family Science

An Early Childhood Initiative to Promote Healthy Eating and Physical Activity

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EAT HEALTHY, BE ACTIVE: AN EARLY CHILDHOOD INITIATIVE TO PROMOTE HEALTHY EATING AND PHYSICAL ACTIVITY

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The procedures and language for all activities included in this initiative were developed by project staff based on extensive professional experience with young children, and were revised based on feedback from early childhood teachers and parents of young children. Any similarity to previously published and copyrighted activities is entirely unintentional. The copyright for all children's books and songs listed here remains with the original copyright holders, and no right to reproduce those items and songs is intended.

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EAT HEALTHY, BE ACTIVE THREE-WEEK CURRICULUM PLAN

Week 3: Days 11 – 15: Water and Physical Activity



	DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
THEME FOR DAY	Drink Water	Be Physically Active	Be Physically Active	Review – Healthy Eating	Review—Physical Activity
LARGE GROUP	Healthy Bear Says, "Drink Water"	Healthy Bear Says, "Get Up and Go!"	Follow the Activity Leader	Nutrition Ball	Healthy Bear Says, "Freeze!"
MUSIC	Drink Your Water Song	My Healthy Body Song	My Healthy Body Song	Food Groups Song	Animal Movement Song
ART	Ice Cube Painting	Silly Stretch Art	Sponge Toss Art	Mystery Paintings	Physical Activity Collage
MATH	Water Drinking Chart	Body Shapes	Let's Play Ball	Food Groups Bingo	Find Your Activity Partners
SCIENCE	Water with a Slice	Silly Sack Jumping	Making Activity Predictions	Banana Cream	Hydration
DRAMATIC PLAY	Bop 'Til You Drop Dance Studio				
OUTDOOR ACTIVITY	Water Helps us Grow!	Bubble Wrap Dance	I Want to Be Active Obstacle Course	MyPlate Spin and Stretch	Healthy Bear's Great Adventure
LITERATURE AND STORY STRETCHING ACTIVITIES	<i>A Cool Drink of Water</i>	<i>A Zany Zoo Day</i>	<i>Get Up and Go</i>	<i>Eating the Alphabet</i>	<i>From Head to Toe</i>

For more activities, visit eathealthybeactive.net

Eat Healthy
Be Active

DAY 11

DRINK WATER



EAT HEALTHY, BE ACTIVE: DAY 11 ACTIVITIES



Large Group: HEALTHY BEAR SAYS, "DRINK WATER"

Help Healthy Bear learn about drinking water by reading *A Cool Drink of Water* by Barbara Kerley, and by making a list of times to drink water during the day.



Music: DRINK YOUR WATER SONG

Sing a song about drinking water, to the tune of "The Itsy Bitsy Spider." Encourage children to practice motions to go with the song.



Art: ICE CUBE PAINTING

Explore different forms of water by painting with ice cubes colored with food coloring or tempera paint.



Math: WATER DRINKING CHART

Encourage children to keep track of the amount of water they drink with this simple chart activity.



Science: WATER WITH A SLICE

Encourage children to explore the taste of water when different slices of fruit are added.



Dramatic Play: BOP 'TIL YOU DROP DANCE STUDIO

Set up a dramatic play area where children can practice being physically active by dancing in many different ways to a variety of music.



Outdoor Activity: WATER HELPS US GROW

Plant seeds with children, and encourage them to see what happens when they keep the seeds well-watered.



Literature and Story-Stretching Activities: *A COOL DRINK OF WATER* by BARBARA KERLEY

Show children the different ways that people around the world drink water in this colorful book.

For more activities, visit eathealthybeactive.net



HEALTHY BEAR SAYS, "DRINK WATER"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Drink water



OBJECTIVES:

- › Children will identify drinking water as an important way to keep their bodies healthy.
- › Children will list different ways people drink water.

MATERIALS:

- › Healthy Bear puppet
- › Flip chart paper
- › Markers
- › Book: *A Cool Drink of Water* by Barbara Kerley



PROCEDURE:

1. Have Healthy Bear tell the children that he likes to drink water, and ask them why we need to drink water. Suggested phrases:
 - a. *Why do we need to drink water? Water hydrates our bodies. "Hydrate" means to fill your body with enough water to stay healthy.*
 - b. *I really like to drink water after riding my bike or going for a long walk. Water cools my body off and replaces water I lose when I sweat.*
 - c. *Even when we play quietly, our bodies need water. When you feel thirsty, water is great to drink. It helps your body work better.*
2. Have Healthy Bear introduce the book, *A Cool Drink of Water*. Read the book and give children opportunities to make observations about the pictures of people around the world drinking water in different ways. Help them see that everyone in the world needs water. Suggested phrases:
 - c. *What are the different ways you see people drinking water?*
 - d. *How do people carry water in different places?*
3. Help children make a list of times to drink water during the day. Write their ideas on flip chart paper.
4. Remind children that Healthy Bear is still very thirsty. Have children tell him, "Healthy Bear, drink your water!"

ADAPTATIONS/EXTENSIONS:

Creative thinking: Encourage children to think of ways they can remember to drink water. Try some of the children's ideas (e.g., making a sign, decorating a water bottle).

Go for a walk: Go on a nature walk and take water bottles along. Remind children to drink their water.



Day 11: Drink Water

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DRINK YOUR WATER SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Drink water



OBJECTIVES:

- › Children will state that drinking water keeps our bodies healthy.
- › Children will demonstrate listening and memory skills by singing the words and acting out the motions of the song.

MATERIALS:

- › Flip chart paper

PROCEDURE:

1. Set-up: Write the words to “Drink Your Water” on flip chart paper.
2. Introduce children to the song. Sing it one time through by yourself. While singing the song, point to the words on the flip chart and demonstrate the motions (drinking a glass of water, motions for home and school, motions for morning and night). Encourage the children to make the motions while singing along.
3. Have children sing the song and act out the motions with you.

ADAPTATIONS/EXTENSIONS:

Language: Ask children to name places where we see water. Write down children’s words on a flip chart. Some examples might be puddles, wells, fountains, drinking fountains in the classroom, swimming pools, bird baths, etc.

Literature: Read the book *A Cool Drink of Water* by Barbara Kerley. Talk about the different ways that people drink water all around the world.



Day 11: Drink Water

For more activities, visit eathealthybeactive.net

DRINK YOUR WATER SONG

(Sung to the tune of "The Itsy Bitsy Spider")

Drink, drink your water (pretend to drink water)

When you're hot or cool.

Drink it at home (pretend to drink water)

And drink it at school.

Drink it in the morning (hold hands over head like sun)

And drink it at night. (pretend to sleep)

Drink, drink your water, (pretend to drink water)

So your body works right.



Day 11: Drink Water

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ICE CUBE PAINTING

TYPE OF ACTIVITY: Art

KEY CONCEPT: Drink water



OBJECTIVES:

- › Children will identify ice as frozen water.
- › Children will use their imagination to make art using ice cubes.

MATERIALS:

- › Ice cube trays
- › Food coloring or tempera paint
- › Paper
- › Water
- › Craft sticks (optional)



PROCEDURE:

1. Set-up: A day before the activity, place water in ice cube trays. Mix different colors of food coloring or paint into the water. Place trays in the freezer. If desired, place craft sticks in the water as it begins to freeze to make handles for the children to hold.
2. Review the concept of freezing with the children. Let them know that they are going to paint with different colored ice cubes. Suggested phrases:
 - a. Does anyone know what ice is made of? That's right, ice is made of frozen water.
 - b. Water helps keep our bodies healthy.
 - c. Today we are going to paint with colored ice cubes.
 - d. What do you think will happen when you paint with ice?
3. Invite the children to pick up the ice cubes and paint on the paper. Encourage them to describe their experiences as they paint. Suggested phrases:
 - a. What does the ice feel like when you paint?
 - b. What happens when you mix the colors?
 - c. How is the ice changing as you paint?

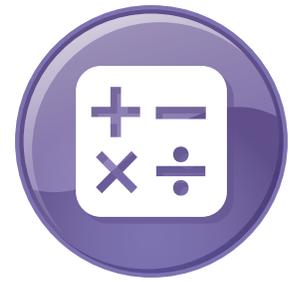
ADAPTATIONS/EXTENSIONS:

Sensory activity: Place ice in a sensory table or a large container so children can explore the ice and observe it melting.

Science: Have the children prepare and freeze the ice cubes for painting. Talk about how the water will change in the freezer.

Day 11: Drink Water

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WATER DRINKING CHART

TYPE OF ACTIVITY: Math

KEY CONCEPT: Drink water



OBJECTIVES:

- › Children will count and chart the number of cups of water they drink.
- › Children will name drinking water as a way to keep their bodies healthy.
- › Children will begin to identify “W” as the first letter of “water.”

MATERIALS:

- › Individual cups for each child
- › Markers or crayons
- › Water chart (see template)

PROCEDURE:

1. Set-up: Create a “Water Drinking Chart” (see template). Write each child’s name in one of the spaces. If needed, create several charts so each child has a space.
2. Introduce the chart by talking about the importance of drinking water to keep their bodies healthy. Read the words, “Water Drinking Chart” to them. Encourage children to name the beginning letters of the words.
3. Allow children to find their names on the chart and identify the beginning letter of their name.
4. Give children small cups with their names on them, and tell them to cross out a cup on the chart each time they finish a cup of water.
5. Remind children at different times to drink water and mark the chart each time. Encourage children to count how many cups of water they’ve had.



ADAPTATIONS/EXTENSIONS:

Family involvement: Have the children chart their water drinking at home. Give them a chart, and encourage all family members to track their water intake.

Day 11: Drink Water

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Write each child's name on the chart below. Record how much water is consumed by drawing Xs through the cups of water.

WATER DRINKING CHART

NAME	WATER CONSUMED
	
	
	
	
	
	
	
	
	
	

Day 11: Drink Water

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WATER WITH A SLICE

TYPE OF ACTIVITY: Science

KEY CONCEPT: Drink water



OBJECTIVES:

- › Children will name drinking water as a way to keep their bodies healthy.
- › Children will explain that fruit slices give flavor to water.
- › Children will list different fruit slices they could add to water

MATERIALS:

- › Slices of various fruits (lemons, limes, oranges, grapefruit)
- › Whole fruits or pictures of fruits sampled
- › Small cups of water



PROCEDURE:

1. Talk about drinking water as a way to keep our bodies healthy. Ask children to describe what water tastes like.
2. Tell them that one way to change their drinking water is by flavoring it water with a slice of fruit. Show them the fruit slices that could flavor water. Have them identify the fruits.
3. Give each child a cup of water, and let him/her choose a fruit slice to squeeze into the water. Ask children to predict what the water will taste like with the fruit. Invite children to share how the water tastes after they've added fruit slices.
4. Repeat the activity with other fruits, if children desire. Suggested phrases:
 - a. *How does the lemon change how the water tastes? What about the orange? Are they different?*
 - b. *Which flavor do you like best? Why? I like the lemon-flavored water because it is a little tart.*

ADAPTATIONS/EXTENSIONS:

Science: Peel fruits together, and encourage children to explore the peels.



BOP 'TIL YOU DROP DANCE STUDIO

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will act out a variety of dance moves.
- › Children will state that dance is a type of physical activity.

MATERIALS:

- › Dance costumes (e.g., leotards, ballet slippers, tap shoes, jazz shoes, tutus)
- › Dance props (e.g., ribbons, scarves, top hats)
- › Water bottles or cups
- › CD player/iPod and Docking station and a variety of music
- › Posters and photos of dancers and/or dance moves
- › Children's books about different types of dance (jazz, hip hop, tap, ballet, etc.)
- › Full-length mirrors
- › "Dance Studio" sign



PROCEDURE:

1. Set-up: Create a dramatic play area to resemble a dance studio. Place mirrors along a wall or in the corners. Set out a variety of dance costumes and props. Hang photos and posters at children's eye level.
2. Explain to children that they are going to pretend to be dancers. Ask if they have ever taken dance classes, such as ballet, tap, or hip hop. Encourage children to try on costumes and share dance moves.
3. Familiarize children with different types of dance by looking at pictures of dancers in books. Talk about what the dancers are doing. Suggested phrases:

Day 11: Drink Water

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- a. *These dancers are doing ballet. They have on special pointe shoes, so they can balance on the tips of their toes.*
 - b. *These dancers are doing tap. They have special metal plates on the bottoms of their shoes that click.*
4. Explain that dancing is a kind of physical activity that makes our hearts beat faster, which helps keep our bodies healthy.
 5. Play music and encourage children to dance to the music. Vary the music and encourage children to dance in different ways.
 6. When children have been dancing for a while, explain that their bodies may need water. Take a group water break.

ADAPTATIONS/EXTENSIONS:

Follow the dance leader: Ask a child to lead the group in a dance while others in the group copy the dance moves.

Visitors: Have different dancers come and demonstrate dance moves. Encourage visitors to teach dance moves to the children, and encourage children to incorporate the different dances into their dance routines.

Field trip: Visit a dance studio and observe dancers.



WATER HELPS US GROW

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Drink water



OBJECTIVES:

- › Children will explain that all living things, including people, need water to stay healthy.
- › Children will explain that water helps plants grow.

MATERIALS:

- › Potting soil
- › Seeds or small plants
- › Small pots or garden bed
- › Photos of plants
- › Watering cans or pitchers



PROCEDURE:

1. Introduce the activity by discussing water. Suggested phrases:
 - a. *Water helps keep our bodies healthy.*
 - b. *What other things need water to live?*
 - c. *Did you know that water helps cool off our bodies when we are hot?*
 - d. *Water is important for plants, too. Just like people, plants need plenty of water to be healthy and growing.*
2. Show photos of plants at different stages of growth/blooming. Explain that the growing process takes time, and that many plants need dirt, sunlight, and water to grow.
3. Explain that we are going to observe how water helps plants grow. Give each child a pot and some soil. Have each child half-fill their pot with soil. Give each child a few seeds and show them how to press the seeds gently into the soil. Cover their seeds loosely with more potting soil. Have children water their plants. If you have an outdoor garden, encourage children to also plant their seeds there.
4. Explain that children will water the seeds every day for several weeks. Ask children to predict what will happen to the seeds. Write down their predictions.
5. Have the children water their plants daily and observe any changes taking place. As the plants grow, talk about what the plants look like and compare them to the children's predictions. Suggested phrases:

Day 11: Drink Water

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- a. *What did we think would happen to the plants as we watered them?*
 - b. *What actually happened?*
 - c. *What do you think would have happened if we didn't water them?*
6. Help children make the connection between the effect of water on plants and the effect of water on their own bodies. Suggested phrases:
- a. *Water helps keep our bodies healthy.*
 - b. *We need water just like plants do. If our bodies don't have enough water, we'll get tired and we won't have energy to play.*

ADAPTATIONS/EXTENSIONS:

Veggie patch: Set aside a small area as a garden to grow vegetables. Talk to the class about the importance of eating a variety of vegetables. Give children the chance to taste the vegetables you grow.

Science: Compare the effects of watering a plant with soda, water, or not watering at all. Encourage children to predict how each plant will grow, and compare their observations to their predictions.



Day 11: Drink Water

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Eat Healthy Be Active

DAY 12

BE PHYSICALLY ACTIVE



EAT HEALTHY, BE ACTIVE: DAY 12 ACTIVITIES



Large Group: HEALTHY BEAR SAYS, "GET UP AND GO!"

Encourage children to explore how being active changes their heartbeat. Have Healthy Bear lead them in jumping, marching, and running in place, and then feel the changes in their heartbeat.



Music: MY HEALTHY BODY SONG

Sing the My Healthy Body Song, and have children practice moving their bodies along to the lyrics.



Art: SILLY STRETCH ART

Lead children in stretching their bodies in new directions as they create art on large sheets of paper or the sidewalk.



Math: BODY SHAPES

Encourage children to move their bodies to match shapes on picture cards. As children become good at matching the shapes, have them change shapes more and more quickly.



Science: SILLY SACK JUMPING

Hand out pillow cases and encourage children to jump around in them. Help them compare their heartbeats before and after jumping.



Dramatic Play: BOP 'TIL YOU DROP DANCE STUDIO

Set up a dramatic play area where children can practice being physically active by dancing in many different ways to a variety of music.



Outdoor Activity: BUBBLE WRAP DANCE

Choose your favorite music, and dance with children as you try to pop bubble wrap with your feet.



Literature and Story-Stretching Activities: A ZANY ZOO DAY by BARBARA BAKOWSKI

Read this story about Max and Anna's trip to the zoo, and see how they practice posing like different animals.

For more activities, visit eathealthybeactive.net



HEALTHY BEAR SAYS, "GET UP AND GO!"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Be physically active

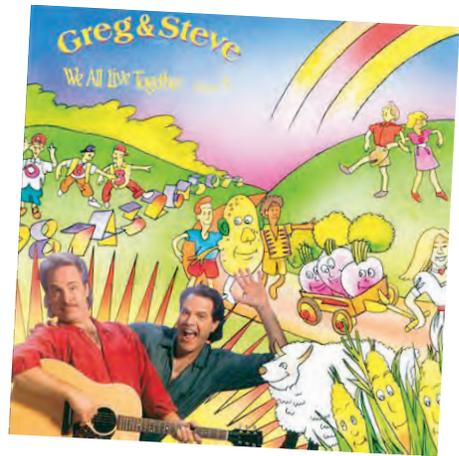


OBJECTIVES:

- › Children will practice gross motor skills by moving.
- › Children will explain that being physically active speeds up their heartbeat and pulse.
- › Children will identify the connection between physical activity, increased heart rate, and good health.

MATERIALS:

- › Healthy Bear puppet
- › Songs that describe or encourage specific movements, such as "Get Up and Go" by Steve and Greg (album: We All Live Together, Volume 5)
- › CD player or iPod and docking station
- › Posters of the body, showing the location of the heart (optional)



PROCEDURE:

1. Have Healthy Bear tell children that they are going to move their bodies today. Explain that when they move they are using energy, which makes their hearts beat faster. If you have a poster that includes the heart, point it out. Have children place hands on their chests to feel their hearts beating or fingers on their wrists/necks to feel their pulses. Suggested language:
 - a. *Do you know where your heart is? Put your hand on your chest over your heart. Can you feel your heart beating?*
 - b. *Our heart is a muscle that keeps our blood pumping all around our bodies, so we can run, jump, and play.*
 - c. *You can feel for your pulse by placing your hand or fingers on your wrist or on your neck.*
2. Play a song that guides children through movement. As the music plays, encourage children to move in suggested ways. Dance along with them and notice children who dance with the music. If some children are hesitant to participate, allow them to stand or sit and watch.
3. When the song finishes, have the children feel their heartbeat/pulse again. Give them opportunities to talk about how fast their hearts are beating after they have moved to the music.
 - a. *You've really been moving. You are using energy.*
 - b. *Your heart is beating faster now. This will make your heart strong and healthy.*

ADAPTATIONS/EXTENSIONS:

Self-concept: Replace Healthy Bear with the name of a child in the classroom. Allow that child to lead a movement activity of his or her choice. Choose as many children as time allows.

Science: Invite a health care provider to visit the classroom and show children how a stethoscope works. Place stethoscopes in the dramatic play area for children to use as they play with dolls or pretend to be health care providers.



Day 12: Be Physically Active

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MY HEALTHY BODY SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will use gross motor skills to act out motions to the song.
- › Children will explain that physical activity and eating healthy foods are ways to keep their bodies healthy.

MATERIALS:

- › Song chart with words

PROCEDURE:

1. Discuss the importance of moving our bodies to keep them healthy. Suggested phrases:
 - a. *When we run and jump and swing and dance, we are moving our bodies.*
 - b. *Moving our bodies helps keep our heart strong and healthy.*
2. Lead children in the song. Encourage children to act out the motions as they sing.

ADAPTATIONS/EXTENSIONS:

Language: Encourage children to make up additional verses. Sing the song and act out the motions using the children's verses.



MY HEALTHY BODY SONG

(Sung to the tune of "Here We Go 'Round the Mulberry Bush")

I like to move my whole body, (Children move all body parts)
Whole body, whole body.
I like to move my whole body
To keep me strong and healthy. (Children flex muscles)

I use my feet to jump and run, (Children jump and run in place)
Jump and run, jump and run.
I use my feet to jump and run
To keep me strong and healthy. (Children flex their muscles)

I use my legs to bend and stretch, (Children bend and stretch their legs)
Bend and stretch, bend and stretch.
I use my legs to bend and stretch
To keep me strong and healthy. (Children flex their muscles)

I use my waist to twist and turn, (Children twist at their waists)
Twist and turn, twist and turn.
I use my waist to twist and turn
To keep me strong and healthy. (Children flex their muscles)

I use my arms to bounce a ball, (Children pretend to bounce a ball)
Bounce a ball, bounce a ball.
I use my arms to bounce a ball
To keep me strong and healthy. (Children flex their muscles)

I use my mouth to eat good food, (Children pretend to chew food)
Eat good food, eat good food.
I use my mouth to eat good food
To keep me strong and healthy. (Children flex their muscles)

I'm growing bigger every day, (Children stretch their arms up high above their heads)
Every day, every day
I'm growing bigger every day
Because I'm strong and healthy. (Children flex their muscles)



SILLY STRETCH ART

TYPE OF ACTIVITY: Art

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will practice stretching their bodies.
- › Children practice moving in specific directions, such as “in front,” “behind,” and “to the side.”
- › Children will explain that stretching helps their bodies be ready to move.

MATERIALS:

- › Large sheets of paper
- › Crayons, markers, or chalk
- › Tape

PROCEDURE:

1. Place paper on the floor. To prevent sliding, tape the paper to the floor.
2. Introduce the concept of stretching. Demonstrate a few simple stretch movements, and invite the children to join you. Discuss the importance of stretching their bodies before they are physically active. Suggested phrases:
 - a. *Stretching helps keep your body flexible, so you can move in all different directions.*
 - b. *Stretching helps your body be ready to do things like climbing steps and reaching up high.*
3. Explain that today they are going to use stretching in art. Ask children to stand in the center of the paper. Give each child a marker or crayon. Using positional words, instruct children to draw on the paper. Suggested phrases:
 - a. *“Squat and draw in front of you.”*
 - b. *“Stretch and draw to your side.”*
 - c. *“Reach between your legs and draw behind you.”*
 - d. *“Bend at the waist and draw a circle.”*



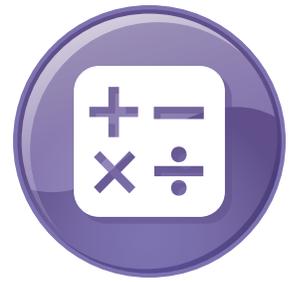
ADAPTATIONS/EXTENSIONS:

Outside activity: Try this activity outside with chalk.

Social skills: Have children work in groups or pairs. Assign each child one part of a specific drawing, or give directions that require interaction (e.g., “Stretch and draw a line behind your partner’s foot” or “Reach to the side and draw a line that connects with your partner’s line.”)

Day 12: Be Physically Active

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BODY SHAPES

TYPE OF ACTIVITY: Math

KEY CONCEPT: Be physically active



OBJECTIVES:

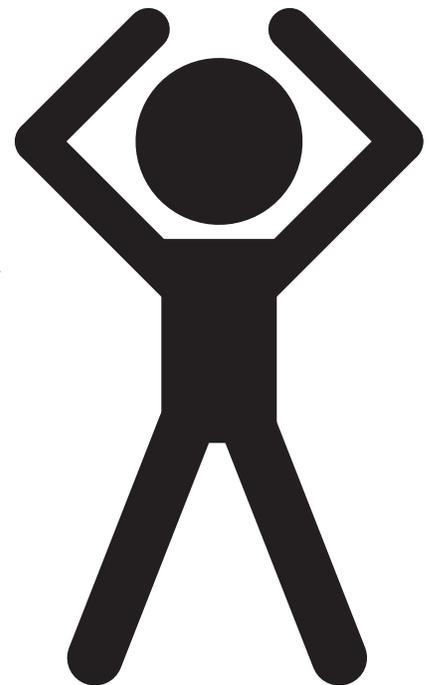
- › Children will practice matching by moving their bodies to shapes on cards.
- › Children will practice gross motor skills by moving their bodies through a sequence of shapes.

MATERIALS:

- › Body shape cards (see templates)

PROCEDURE:

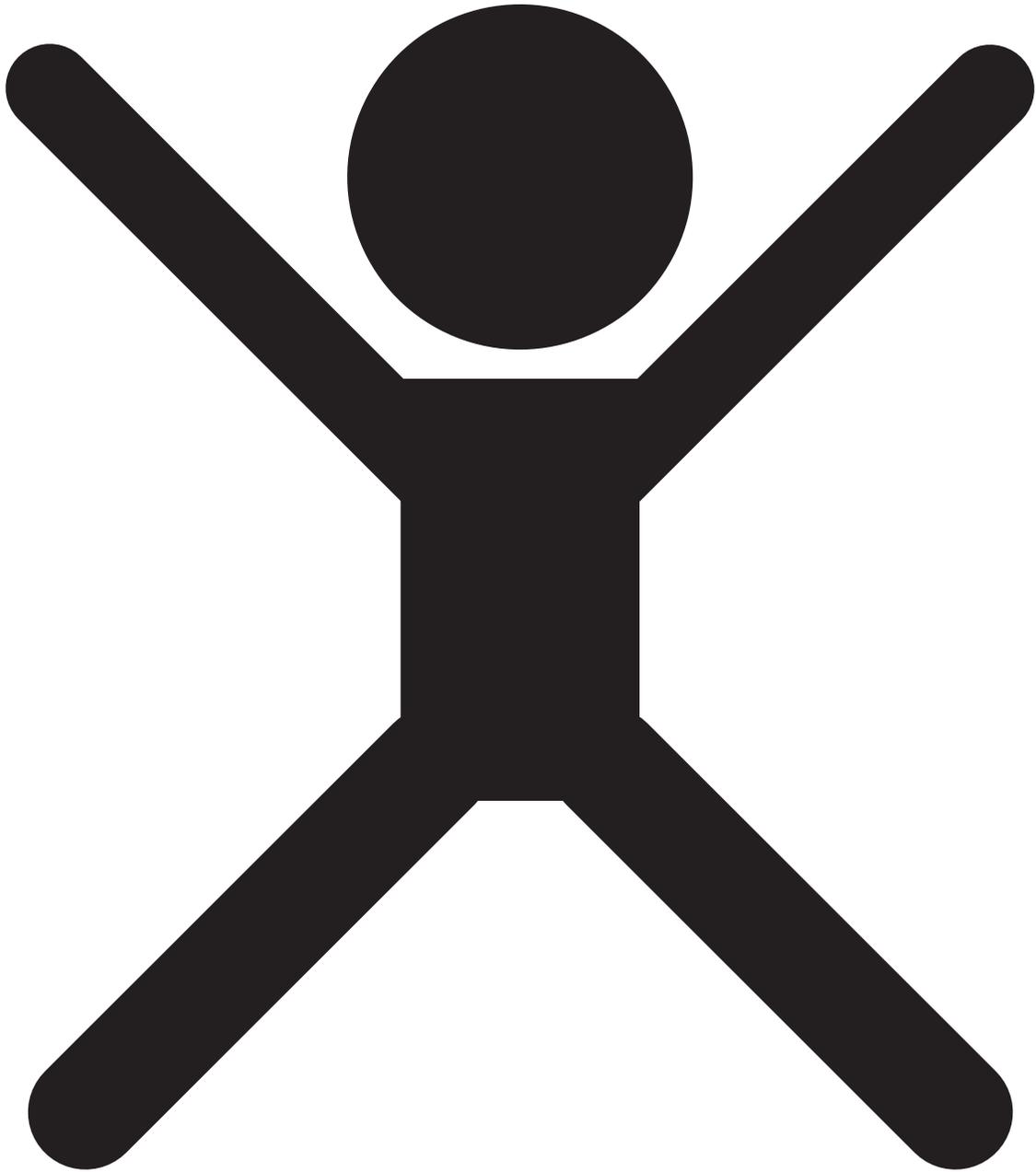
1. Talk with children about the importance of moving their bodies to keep themselves healthy. Help children list examples of physical activities they like to do.
2. Hold up a body shape card. Encourage children to move their bodies into positions that match the shape on the card. Talk about the shapes their bodies make. Suggested phrases:
 - a. *Your arms are above your head. Does that match the picture on the card?*
 - b. *The feet in this picture are spread wide apart. They look like the sides of a triangle.*
3. Go through each card slowly, and have children copy each shape with their bodies. Repeat shapes as needed until children can make them easily.
4. Shuffle the cards, and tell children you are going to see how quickly they can make the shapes. Go through the cards quickly, and encourage children to follow along. As children become better at making the shapes, change the cards more quickly.



ADAPTATIONS/EXTENSIONS:

Outdoor activity: Encourage children to think of new ways to move their bodies. Ask one child to demonstrate a shape, and have the other children copy that shape. Repeat with other children as leader.

Social skills: Have children find a partner (or two), and come up with a creative shape using their bodies together. Encourage other groups of children to copy that shape.



Day 12: Be Physically Active

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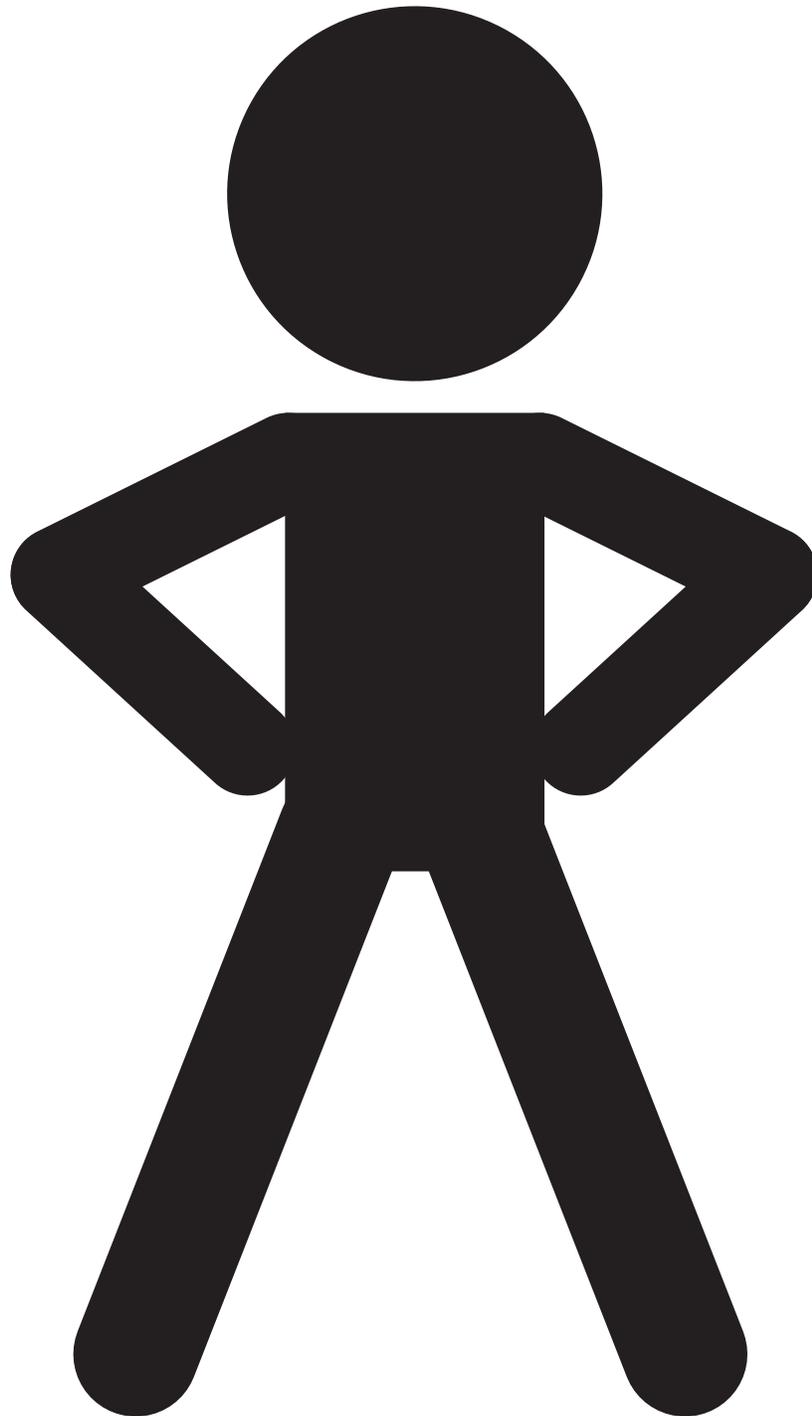
Day 12: Be Physically Active

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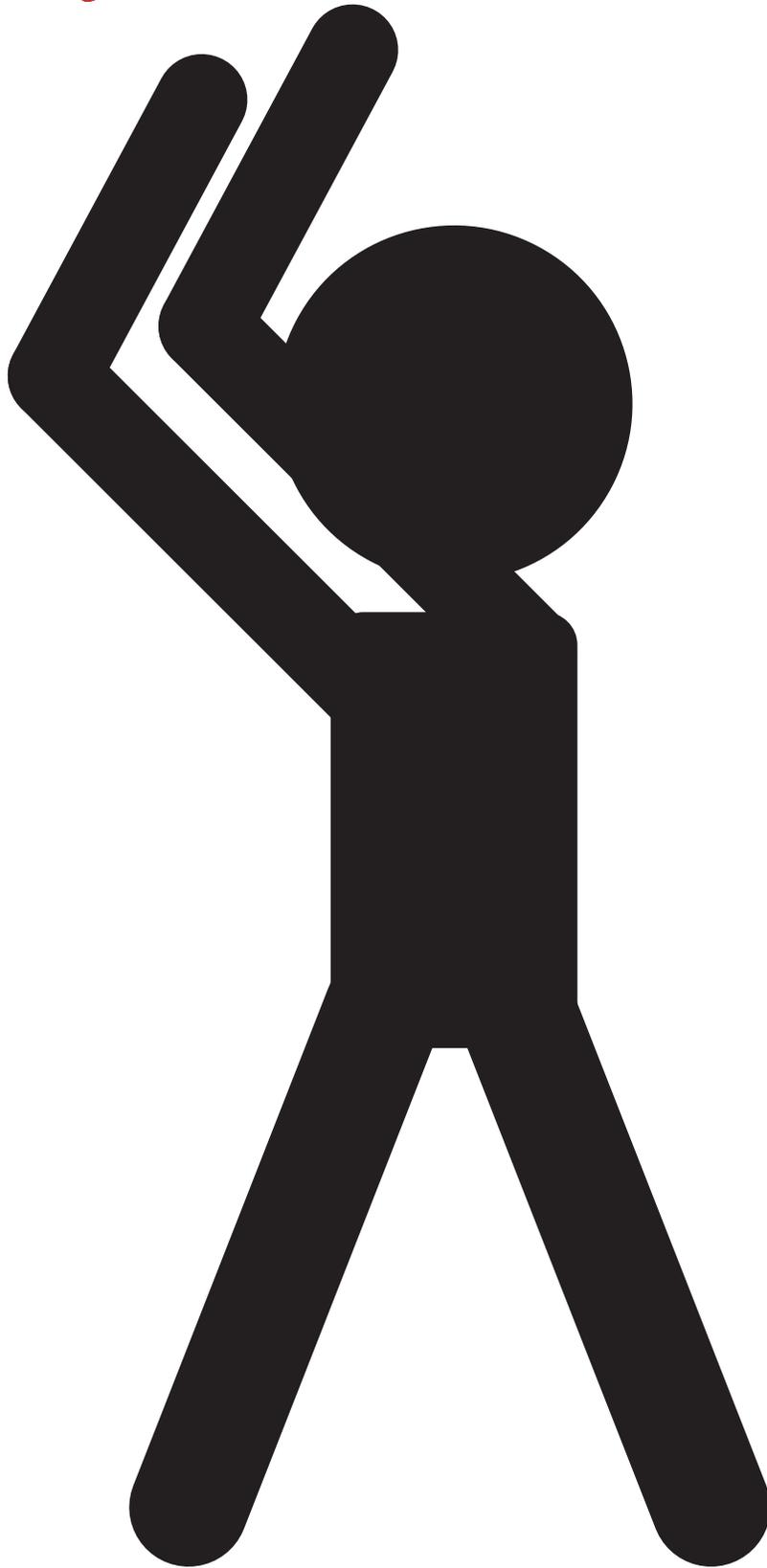
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SILLY SACK JUMPING

TYPE OF ACTIVITY: Science

KEY CONCEPT: Be physically active



OBJECTIVES:

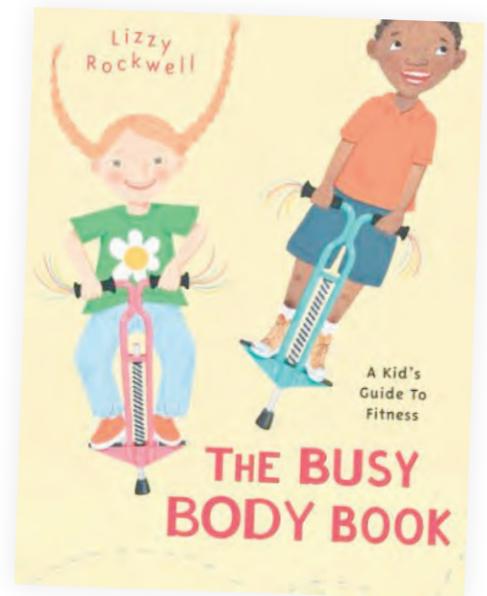
- › Children will recognize that physical activity makes their hearts beat faster.
- › Children will practice gross motor skills by jumping in sacks.

MATERIALS:

- › Book: *The Busy Body Book—A Kid's Guide to Fitness* by Lizzy Rockwell
- › Stethoscopes
- › Sacks or pillow cases for jumping
- › Optional: Hoops or chalk

PROCEDURE:

1. Set-up: Draw big circles with chalk on the sidewalk or set out hoops in a grassy area (optional).
2. Read the book to a small group of children (preferably no more than 5-6). Focus on the pages about the importance of physical activity (pp. 1-6). Be sure to read the pages about the heart moving oxygen through the body and through blood vessels (pp. 15, 17, and 18). Ask children to point to their hearts, and explain that their hearts are the strongest muscles in their bodies. Remind them that their hearts beat faster when they are being active.
3. Show children a stethoscope, and ask if they know what it is. Tell them that doctors and nurses use stethoscopes to listen to our heartbeats. Ask for a volunteer to demonstrate how to use a stethoscope. Allow children time to use stethoscopes to listen to each other's heartbeats. Suggested phrases:
 - a. *Can you hear Charlie's heart beat? Is his heart beating fast or slow?*
 - b. *What do you think would happen if Charlie ran around, and then you listened again?*
4. Have children feel their heartbeats with the palms of their hands before they jump around in a sack or pillow case. Ask them to predict how their heartbeats will change after they jump.
5. Distribute sacks or pillow cases to children. Encourage each child to climb into a sack and jump around. Children can jump in, around, or in and out of a circle drawn on the sidewalk or a hoop in the grass.



6. After jumping in the sacks or pillow cases for a few minutes, encourage children to feel their heartbeats again. Distribute stethoscopes and have children listen to their heartbeats. Explain that when you move your body, your heart beats faster.

ADAPTATIONS/EXTENSIONS:

Outdoor activity: Allow children to choose other physical activities that increase their heart rates. Encourage children to listen and compare their heartbeats before and after doing these activities.



Day 12: Be Physically Active

For more activities, visit eathealthybeactive.net



BOP 'TIL YOU DROP DANCE STUDIO

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will act out a variety of dance moves.
- › Children will state that dance is a type of physical activity.

MATERIALS:

- › Dance costumes (e.g., leotards, ballet slippers, tap shoes, jazz shoes, tutus)
- › Dance props (e.g., ribbons, scarves, top hats)
- › Water bottles or cups
- › CD player/iPod and Docking station and a variety of music
- › Posters and photos of dancers and/or dance moves
- › Children's books about different types of dance (jazz, hip hop, tap, ballet, etc.)
- › Full-length mirrors
- › "Dance Studio" sign



PROCEDURE:

1. Set-up: Create a dramatic play area to resemble a dance studio. Place mirrors along a wall or in the corners. Set out a variety of dance costumes and props. Hang photos and posters at children's eye level.
2. Explain to children that they are going to pretend to be dancers. Ask if they have ever taken dance classes, such as ballet, tap, or hip hop. Encourage children to try on costumes and share dance moves.
3. Familiarize children with different types of dance by looking at pictures of dancers in books. Talk about what the dancers are doing. Suggested phrases:

- a. *These dancers are doing ballet. They have on special pointe shoes, so they can balance on the tips of their toes.*
 - b. *These dancers are doing tap. They have special metal plates on the bottoms of their shoes that click.*
4. Explain that dancing is a kind of physical activity that makes our hearts beat faster, which helps keep our bodies healthy.
 5. Play music and encourage children to dance to the music. Vary the music and encourage children to dance in different ways.
 6. When children have been dancing for a while, explain that their bodies may need water. Take a group water break.

ADAPTATIONS/EXTENSIONS:

Follow the dance leader: Ask a child to lead the group in a dance while others in the group copy the dance moves.

Visitors: Have different dancers come and demonstrate dance moves. Encourage visitors to teach dance moves to the children, and encourage children to incorporate the different dances into their dance routines.

Field trip: Visit a dance studio and observe dancers.



BUBBLE WRAP DANCE

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will practice gross motor skills while dancing on bubble wrap.
- › Children will explain that jumping on bubble wrap increases their heart rate.

MATERIALS:

- › Large pieces of bubble wrap
- › Music and CD or iPod/docking station
- › Tape (optional)

PROCEDURE:

1. Explain to the children that they are going to do a bubble wrap dance. Suggested phrases:
 - a. *Do you know what bubble wrap is?*
 - b. *Sometimes it's used to wrap things so they won't break. Today we're going to dance on it. It may pop when you step on it.*
2. Lay the bubble wrap on the ground. Tape the bubble wrap to the floor if needed to reduce sliding. Turn on the music and invite children to dance on the bubble wrap. Encourage them to pop as many bubbles as they can.
3. After everyone finishes, discuss their experiences. Encourage children to feel their heartbeat. Suggested phrases:
 - a. *How did you like dancing on the bubble wrap? What did it feel like? Was it harder or easier than dancing on the ground?*
 - b. *Did your heart beat faster while you were dancing? That means you were being physically active, which is healthy for your body.*



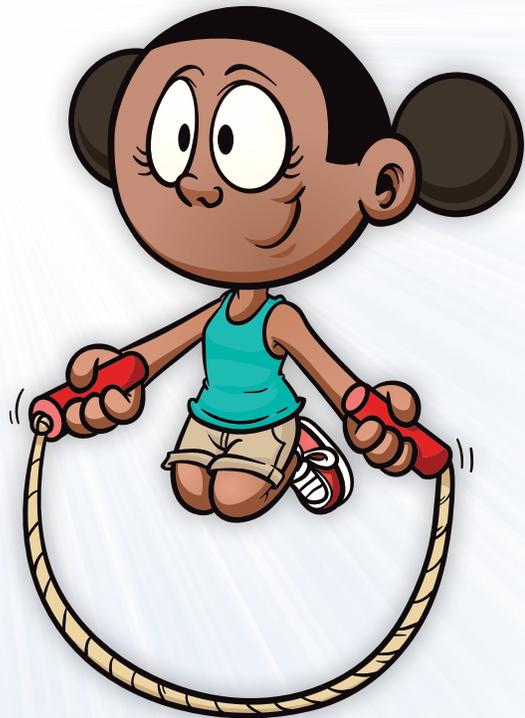
ADAPTATIONS/EXTENSIONS:

Art: Give children small pieces of bubble wrap. Have them paint the bubbles, then press the bubble wrap to a piece of paper to make a print.

Eat Healthy Be Active

DAY 13

BE PHYSICALLY ACTIVE



EAT HEALTHY, BE ACTIVE: DAY 13 ACTIVITIES



Large Group: FOLLOW THE ACTIVITY LEADER

Take turns leading the group in a physical activity as you move from letter to letter outdoors.



Music: MY HEALTHY BODY SONG

Sing the My Healthy Body Song, and have children practice moving their bodies along to the lyrics.



Art: SPONGE TOSS ART

Encourage children to be active outdoors by throwing sponges dipped in washable paint at a large sheet of paper to make a colorful creation.



Math: LET'S PLAY BALL

Teach children about being physically active by encouraging them to throw, catch, roll, and kick different balls as far as they can. Encourage children to classify balls by color and size as they play with them.



Science: MAKING ACTIVITY PREDICTIONS

Explain to children what a "prediction" is. Have them predict which activity will make their heart beat faster, and then test out their predictions.



Dramatic Play: BOP 'TIL YOU DROP DANCE STUDIO

Set up a dramatic play area where children can practice being physically active by dancing in many different ways to a variety of music.



Outdoor Activity: I WANT TO BE ACTIVE OBSTACLE COURSE

Build an obstacle course outdoors, and cheer on children as they move their bodies through the course.



Literature and Story-Stretching Activities: GET UP AND GO by NANCY CARLSON

Learn about the benefits of exercise as you follow the activities of a pig and a rabbit.

For more activities, visit eathealthybeactive.net



FOLLOW THE ACTIVITY LEADER

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will use gross motor skills to be physically active.
- › Children will state that being physically active helps keep their bodies healthy.

MATERIALS:

- › Paper
- › Markers

PROCEDURE:

1. Set-up: Write one capital letter on each piece of paper. Be sure the letters are large enough for children to see from a distance. Place letters in different locations around the playground.
2. Discuss the fact that moving our bodies helps keep them strong and healthy. Explain that running, skipping, jumping, playing ball, and other physical activities make our hearts beat faster and our lungs breathe deeper.
3. Point out the letters on the playground. Explain that the children are going to take turns being the leader. The leader's job is to choose a letter and a physical activity. When the leader says "go," everyone will do the suggested activity as they move to the chosen letter. Movements can include running, jumping, skipping, hopping, crawling, walking backward, wiggling, shaking arms, etc. Suggested phrases:
 - a. *I'm going to be the leader. I choose "G," and I want us to jump like frogs as we go to the letter "G."*
 - b. *Can you pick a different movement than the person before you? How else could we move our bodies?*
 - c. *Our hearts are beating faster. Can you feel yours?*



ADAPTATIONS/EXTENSIONS:

Math: Replace the letter cards with numbers, colors, or food groups and repeat the activity.



MY HEALTHY BODY SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will use gross motor skills to act out motions to the song.
- › Children will explain that physical activity and eating healthy foods are ways to keep their bodies healthy.

MATERIALS:

- › Song chart with words

PROCEDURE:

1. Discuss the importance of moving our bodies to keep them healthy. Suggested phrases:
 - a. *When we run and jump and swing and dance, we are moving our bodies.*
 - b. *Moving our bodies helps keep our heart strong and healthy.*
2. Lead children in the song. Encourage children to act out the motions as they sing.

ADAPTATIONS/EXTENSIONS:

Language: Encourage children to make up additional verses. Sing the song and act out the motions using the children's verses.





MY HEALTHY BODY SONG

(Sung to the tune of "Here We Go 'Round the Mulberry Bush")

I like to move my whole body, (Children move all body parts)
Whole body, whole body.
I like to move my whole body
To keep me strong and healthy. (Children flex muscles)

I use my feet to jump and run, (Children jump and run in place)
Jump and run, jump and run.
I use my feet to jump and run
To keep me strong and healthy. (Children flex their muscles)

I use my legs to bend and stretch, (Children bend and stretch their legs)
Bend and stretch, bend and stretch.
I use my legs to bend and stretch
To keep me strong and healthy. (Children flex their muscles)

I use my waist to twist and turn, (Children twist at their waists)
Twist and turn, twist and turn.
I use my waist to twist and turn
To keep me strong and healthy. (Children flex their muscles)

I use my arms to bounce a ball, (Children pretend to bounce a ball)
Bounce a ball, bounce a ball.
I use my arms to bounce a ball
To keep me strong and healthy. (Children flex their muscles)

I use my mouth to eat good food, (Children pretend to chew food)
Eat good food, eat good food.
I use my mouth to eat good food
To keep me strong and healthy. (Children flex their muscles)

I'm growing bigger every day, (Children stretch their arms up high above their heads)
Every day, every day
I'm growing bigger every day
Because I'm strong and healthy. (Children flex their muscles)



SPONGE TOSS ART

TYPE OF ACTIVITY: Art

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will practice gross motor skills by tossing sponges.
- › Children will identify the connection between physical activity, increased heart rate, and good health.
- › Children will identify colors as they create art.

MATERIALS:

- › Large sheets of paper
- › Tape
- › Sponges
- › Washable tempera or watercolor paint
- › Paint containers
- › Smocks
- › Disposable gloves (optional)



PROCEDURE:

1. Set-up: Cut sponges into different sizes and shapes. Pour a small amount of paint into each container and dilute with water. Hang paper on a fence or wall outdoors, or spread it on the ground.
2. Talk to children about physical activity. Remind them that when they move their bodies, their hearts beat more quickly, which help keep their bodies healthy. Explain that throwing is one type of physical activity.
3. Explain that children are going to create art by throwing sponges at a large sheet of paper. Demonstrate by dipping a sponge in paint and throwing it at the paper.
4. Have children put on smocks. Offer disposable gloves if children do not want to touch the paint (optional).
5. Encourage the children to dip sponges in the paint and toss them to make a piece of art.

Encourage them to identify the paint colors as they dip their sponges. Have them describe the art as they are creating it.

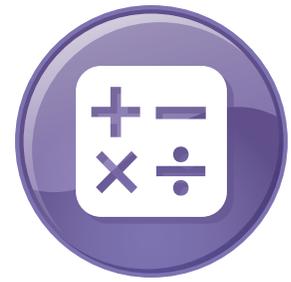
6. If paper becomes saturated with paint, provide additional paper and continue the activity.

ADAPTATIONS/EXTENSIONS:

Physical activity: Name a way to toss the sponges, and encourage children to try creating art that way (e.g., toss underhand, toss overhand, toss from the side, toss with your other hand).

Motor skills: Encourage children to take one or two steps back, and try tossing the sponges from farther away. If children miss the paper, encourage them to throw harder. This may work better if the paper is on the ground.





LET'S PLAY BALL

TYPE OF ACTIVITY: Math

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will use gross motor skills to throw, bounce, catch, roll, and kick balls.
- › Children will explain that being physically active makes their hearts beat faster.
- › Children will describe differences in the shapes and sizes of different types of balls

MATERIALS:

- › Variety of different balls of various sizes, shapes, and colors (e.g., footballs, basketballs, soccer balls, rubber balls, textured balls, plastic playground balls, foam balls)



PROCEDURE:

1. Review with children the idea that it is important to stay physically active. Have them find their heartbeat with their hand or fingers. Explain that as they move their bodies, their hearts will beat more quickly. Suggested phrases:
 - a. *Moving keeps our bodies healthy. Running, skipping, jumping, and playing ball all make our hearts beat faster.*
 - b. *Can you feel your heartbeat with your hand? When you play ball, your heart will start beating more quickly.*
 - c. *Today we're going to play with different balls to keep our bodies moving. You can kick, throw, roll, bounce, and catch the balls.*
2. Encourage children to choose a ball, and practice throwing, catching, kicking, bouncing, and rolling it. Remind them that they need to move their bodies quickly to get their hearts beating faster.
3. Have children name, describe, and compare the balls as they explore them. Talk about how people use balls, and encourage children to explore different ways to use them. Suggested phrases:
 - a. *That ball is so big you almost can't get your arms around it.*
 - b. *What do we call that ball? It's a football. How do you throw a football? What will happen if you try to bounce the football?*
 - c. *If we both kick them, I wonder which one will go farther.*

4. Have children find a partner and kick or throw the ball back and forth. Encourage them to move farther apart and continue kicking or throwing.
5. When children have been active for several minutes, encourage them to feel their heartbeat again and talk about how it has changed. Remind them that moving their bodies increases their heart rate and helps them stay healthy.

ADAPTATIONS/EXTENSIONS:

Thinking skills: Encourage children to list as many different kinds of balls as they can. Write down the different types on flip chart paper and count the total number. Ask each child to name a favorite activity that requires a ball. Brainstorm other objects that could be used in place of a ball (e.g., a sock filled with sand, a crumpled-up piece of paper).





MAKING ACTIVITY PREDICTIONS

TYPE OF ACTIVITY: Science

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will state that physical activity keeps their bodies healthy.
- › Children will make predictions about their physical activity.
- › Children will test their predictions and compare them to actual results.

MATERIALS:

- › Stopwatch

PROCEDURE:

1. Review the idea that physical activity keeps our bodies healthy. Suggested phrases:
 - a. *Moving our bodies makes our hearts beat faster, which helps keep us healthy.*
 - b. *Being physically active also helps our lungs breathe deeper, so we can walk and run faster.*
2. Tell the children that they are going to be scientists and make predictions about physical activity. Explain that a prediction is a guess about something that we think is going to happen. Suggested phrases:
 - a. *When we do a science experiment, we start by guessing what is going to happen. This guess is called a prediction.*
 - b. *Let's practice making a prediction. If you put an ice cube in the hot sun, what will happen to it?*
3. Have children predict which activity will make their hearts beat faster, walking or running.
4. Test the prediction with the children. Teach them how to feel their heartbeat using their fingertips or palm. When children have felt their heartbeat, encourage them to walk to a designated place and back, and then feel their heartbeat again. Talk about the changes in their heartbeats. Encourage children to guess how their heartbeats will change after running. Suggested phrases:
 - a. *How did your heartbeat change after you walked? Was it faster, slower, or about the same?*
 - b. *When you move your body by walking, your heart beats a little faster than when you are standing still.*



5. Repeat step 5, but have children run to a designated place and back instead. Suggested phrases:
 - a. *What do you think will happen to your heartbeat when you run?*
 - b. *My heart is beating much faster after I ran. My prediction was right.*
6. Encourage children to make and test other predictions related to physical activity. Choose from the following examples, or have children come up with their own idea. Use the stopwatch for timed predictions.

Example Predictions

- Will it take you longer to run to the swings or the sandbox?
- How many jumping jacks can you do in one minute?
- How many balls can you toss into the bucket in one minute?
- How many tries will it take you to kick the ball to a target?
- How many jumps will it take to get to the slide?

ADAPTATIONS/EXTENSIONS:

Art: Encourage children to choose two paint colors and predict the color that will result when they are mixed together. Have children test their predictions.

Science: Create a chart to track the number of repetitions of a physical activity each child does in a minute (e.g., jumping jacks, tossing a ball, jumping). Test their abilities from time to time, and record any changes.



BOP 'TIL YOU DROP DANCE STUDIO

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will act out a variety of dance moves.
- › Children will state that dance is a type of physical activity.

MATERIALS:

- › Dance costumes (e.g., leotards, ballet slippers, tap shoes, jazz shoes, tutus)
- › Dance props (e.g., ribbons, scarves, top hats)
- › Water bottles or cups
- › CD player/iPod and Docking station and a variety of music
- › Posters and photos of dancers and/or dance moves
- › Children's books about different types of dance (jazz, hip hop, tap, ballet, etc.)
- › Full-length mirrors
- › "Dance Studio" sign



PROCEDURE:

1. Set-up: Create a dramatic play area to resemble a dance studio. Place mirrors along a wall or in the corners. Set out a variety of dance costumes and props. Hang photos and posters at children's eye level.
2. Explain to children that they are going to pretend to be dancers. Ask if they have ever taken dance classes, such as ballet, tap, or hip hop. Encourage children to try on costumes and share dance moves.
3. Familiarize children with different types of dance by looking at pictures of dancers in books. Talk about what the dancers are doing. Suggested phrases:

- a. *These dancers are doing ballet. They have on special pointe shoes, so they can balance on the tips of their toes.*
 - b. *These dancers are doing tap. They have special metal plates on the bottoms of their shoes that click.*
4. Explain that dancing is a kind of physical activity that makes our hearts beat faster, which helps keep our bodies healthy.
5. Play music and encourage children to dance to the music. Vary the music and encourage children to dance in different ways.
6. When children have been dancing for a while, explain that their bodies may need water. Take a group water break.

ADAPTATIONS/EXTENSIONS:

Follow the dance leader: Ask a child to lead the group in a dance while others in the group copy the dance moves.

Visitors: Have different dancers come and demonstrate dance moves. Encourage visitors to teach dance moves to the children, and encourage children to incorporate the different dances into their dance routines.

Field trip: Visit a dance studio and observe dancers.



I WANT TO BE ACTIVE OBSTACLE COURSE

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will use their gross motor skills to run, climb, crawl, and jump.
- › Children will explain that being physically active helps keep their bodies healthy.

MATERIALS:

- › Various obstacles (cones, balance beam, ladder, tunnel, balls, hoops, chairs, etc.)

PROCEDURE:

1. Set-up: Arrange an obstacle course for children to follow. It can include things to climb over, things to crawl under, hoops to jump through, plastic cones to navigate between, tunnels to crawl through, balance beams to walk across, and other obstacles.
2. Before children begin the course, explain that climbing and jumping and crawling and running are all types of physical activity that help keep their bodies healthy.
3. Encourage children as they navigate the obstacle course. When they complete the course, encourage them to talk about movements. Suggested phrases:
 - a. *What movements did you do during this course?*
 - b. *What was the hardest obstacle?*
 - c. *Feel your heartbeat. It's beating faster since you finished the obstacle course.*
4. Have children go through the obstacle course again, and encourage them to come up with new ways of moving (e.g., pretend to swim between cones, slither like a snake under an obstacle)



ADAPTATIONS/EXTENSIONS:

Thinking skills: Encourage children to create their own obstacle course with materials on the playground. Have them teach other children how to go through the obstacle course.

Day 13: Be Physically Active

For more activities, visit eathealthybeactive.net

Eat Healthy Be Active

DAY 14

REVIEW – HEALTHY EATING



EAT HEALTHY, BE ACTIVE: DAY 14 ACTIVITIES



Large Group: NUTRITION BALL

Toss a ball around the circle, and have each person name a food in a specific food group when catching the ball.



Music: FOOD GROUPS SONG

Review the food groups and practice spelling the names of different foods in this simple song to the tune of "Bingo."



Art: MYSTERY PAINTINGS

Show children how to reveal hidden crayon pictures of fruits and vegetables using watered-down tempera paint.



Math: FOOD GROUPS BINGO

Review foods in different food groups by playing this version of the game Bingo.



Science: BANANA CREAM

Observe how freezing and blending changes bananas in this recipe, and encourage children to taste the finished banana cream.



Dramatic Play: BOP 'TIL YOU DROP DANCE STUDIO

Set up a dramatic play area where children can practice being physically active by dancing in many different ways to a variety of music.



Outdoor Activity: MYPLATE SPIN AND STRETCH

Spin the spinner, and have children stretch their hands or feet to touch different foods in this active review game.



Literature and Story Stretching Activities: *EATING THE ALPHABET* BY LOIS EHLERT

Learn about foods that start with each letter of the alphabet in this colorful book.

For more activities, visit eathealthybeactive.net

NUTRITION BALL

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will practice gross motor skills while throwing and catching a ball.
- › Children will identify foods in each of the MyPlate food groups.

MATERIALS:

- › Large ball
- › MyPlate poster

PROCEDURE:

1. Review MyPlate point to each group, and have children identify the group and name a food in that group. Suggested phrases:
 - a. *What is the name of this food group? It's the vegetable group.*
 - b. *Someone tell me a food in the vegetable group.*
 - c. *Explain that you are going to play a game of naming foods by naming a category (fruits, vegetables, grains, etc.).*
2. Pass the ball to someone in the circle. The child who catches the ball should name a food in that group and then pass the ball to another child, who will name a different food in that group.
3. Continue the game with new food groups.



ADAPTATIONS/EXTENSIONS:

Physical activity: Create a ball with pictures or names of simple physical activities (jumping, crawling, etc.). Pass the ball to a child, and encourage that child to demonstrate the activity that is on top. Have the child pass the ball to another child and continue the game.



FOOD GROUPS SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will practice language and rhythm by singing the Food Groups song
- › Children will practice letter identification by holding up letters at appropriate times during the song

MATERIALS:

- › Words to the Food Groups song
- › Letters for each word, on individual cards (see template)
- › Pictures of each food in the song
- › MyPlate poster (optional)

PROCEDURE:

1. Set-up: Cut apart the letters, and place letters for each word in an individual bag. Attach pictures of each word on the backs of the letters (optional).
2. Lead the children in singing through the Food Groups song once. Encourage children to clap along as they sing.
3. Sing through the song again. Show the letters and pictures as the words come up in the song.
4. Distribute letters to different children. As you sing the song again, encourage children to hold up their letters as they are named.

ADAPTATIONS/EXTENSIONS:

Language/literacy: Ask children to think of other foods to use in this song (e.g. grape, bread, salad, mango, peach). Sing the song with children's suggestions.

Music: Choose one verse of the song. Sing that verse multiple times, replacing one letter with a clap or stomp each time (e.g., clap-E-A-C-H, clap-clap-A-C-H).

FOOD GROUPS SONG

(Sung to the tune of "BINGO")

*I know a food that is a fruit
And peach is its name-0:
P-E-A-C-H,
P-E-A-C-H,
P-E-A-C-H,
And peach is its name-o.*

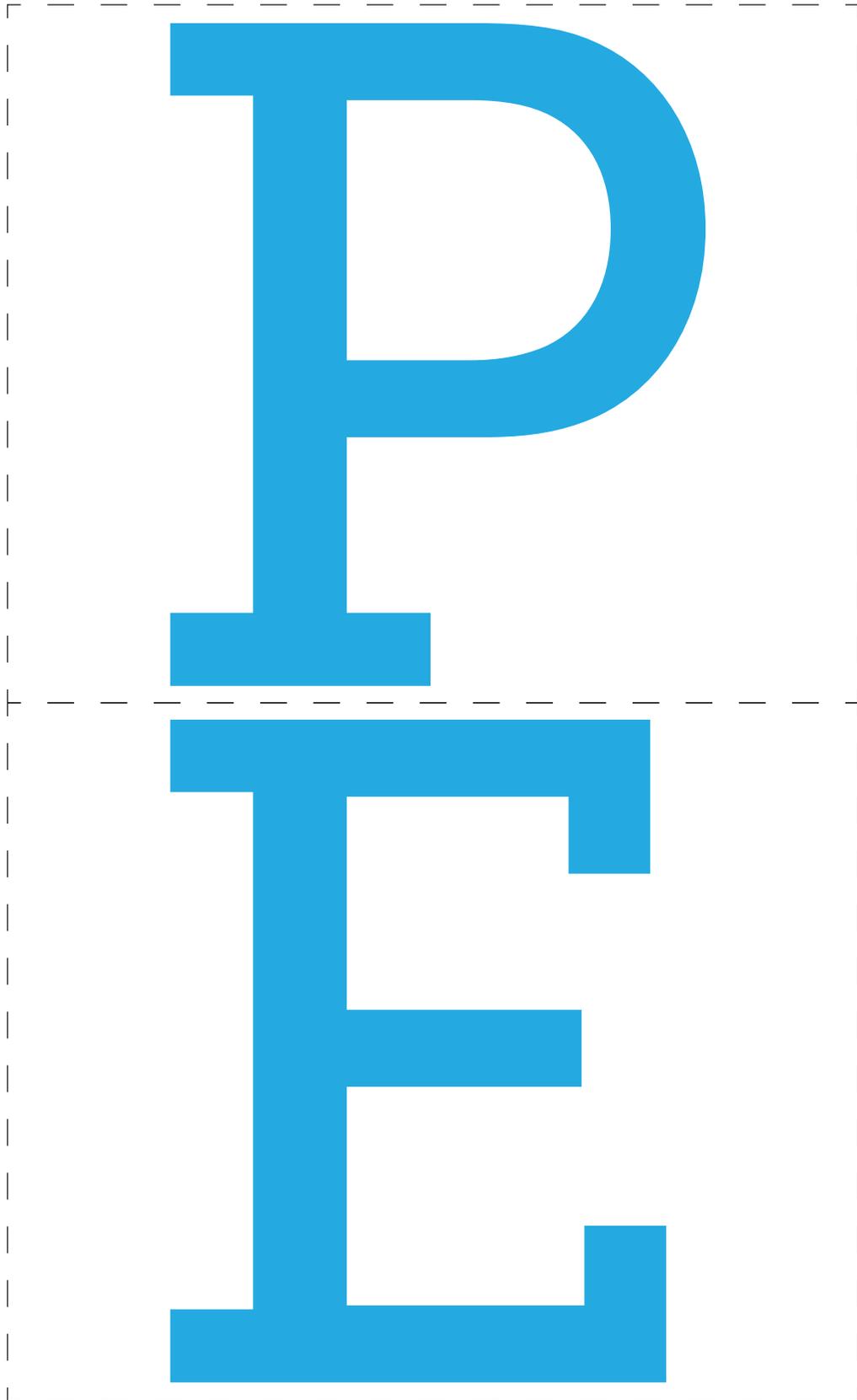
*I know a food that is a grain
And bread is its name-0:
B-R-E-A-D,
B-R-E-A-D,
B-R-E-A-D,
And bread is its name-o.*

*I know a kind of dairy food
And cheese is its name-0:
C-H-E-E-S-E,
C-H-E-E-S-E,
C-H-E-E-S-E,
And cheese is its name-o.*

*I know a kind of protein food:
And steak is its name-0:
S-T-E-A-K,
S-T-E-A-K,
S-T-E-A-K,
And steak is its name-o.*

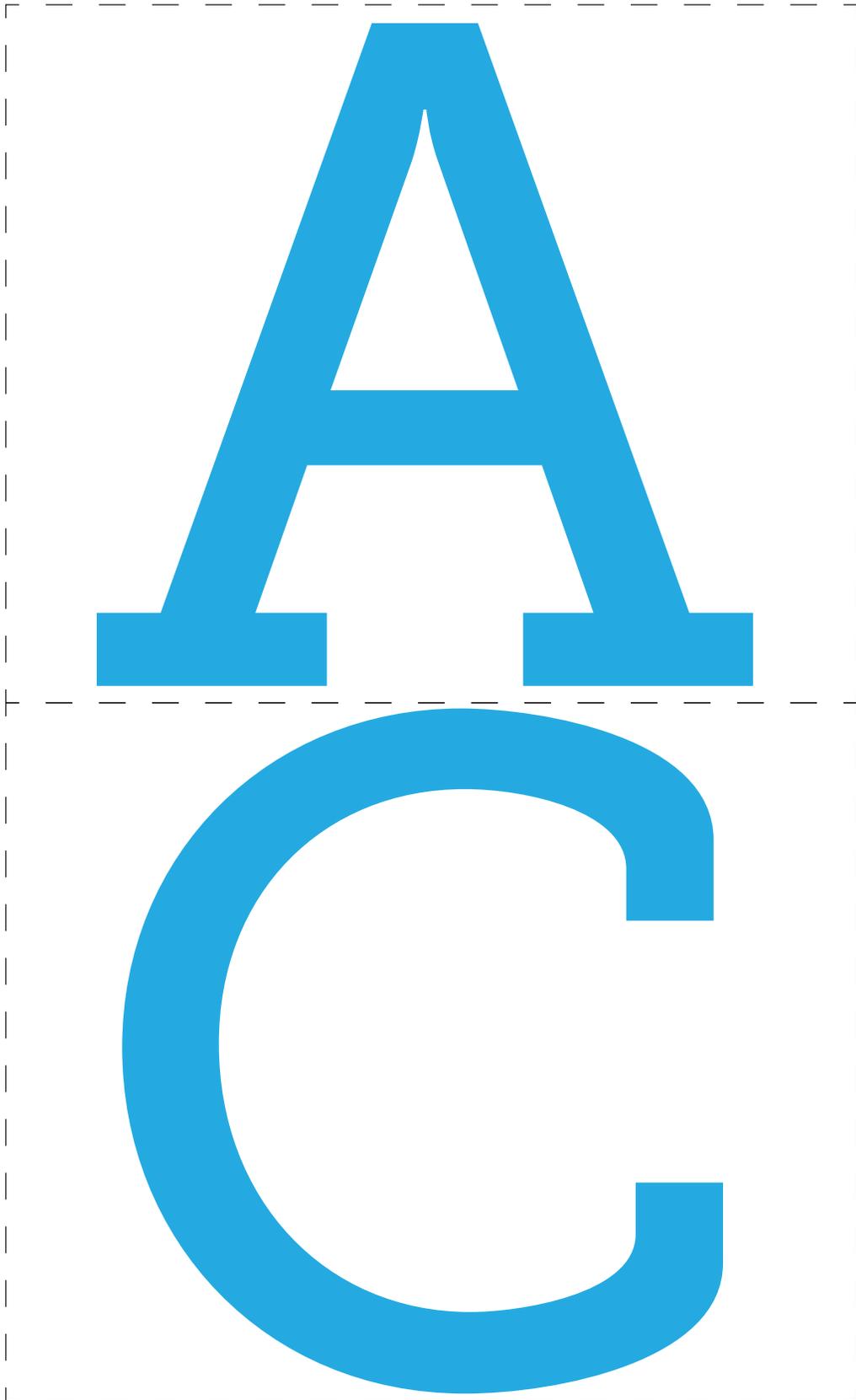
*I know a kind of vegetable
And carrot is its name-0:
C-A-R-R-O-T,
C-A-R-R-O-T,
C-A-R-R-O-T,
And carrot is its name-o*





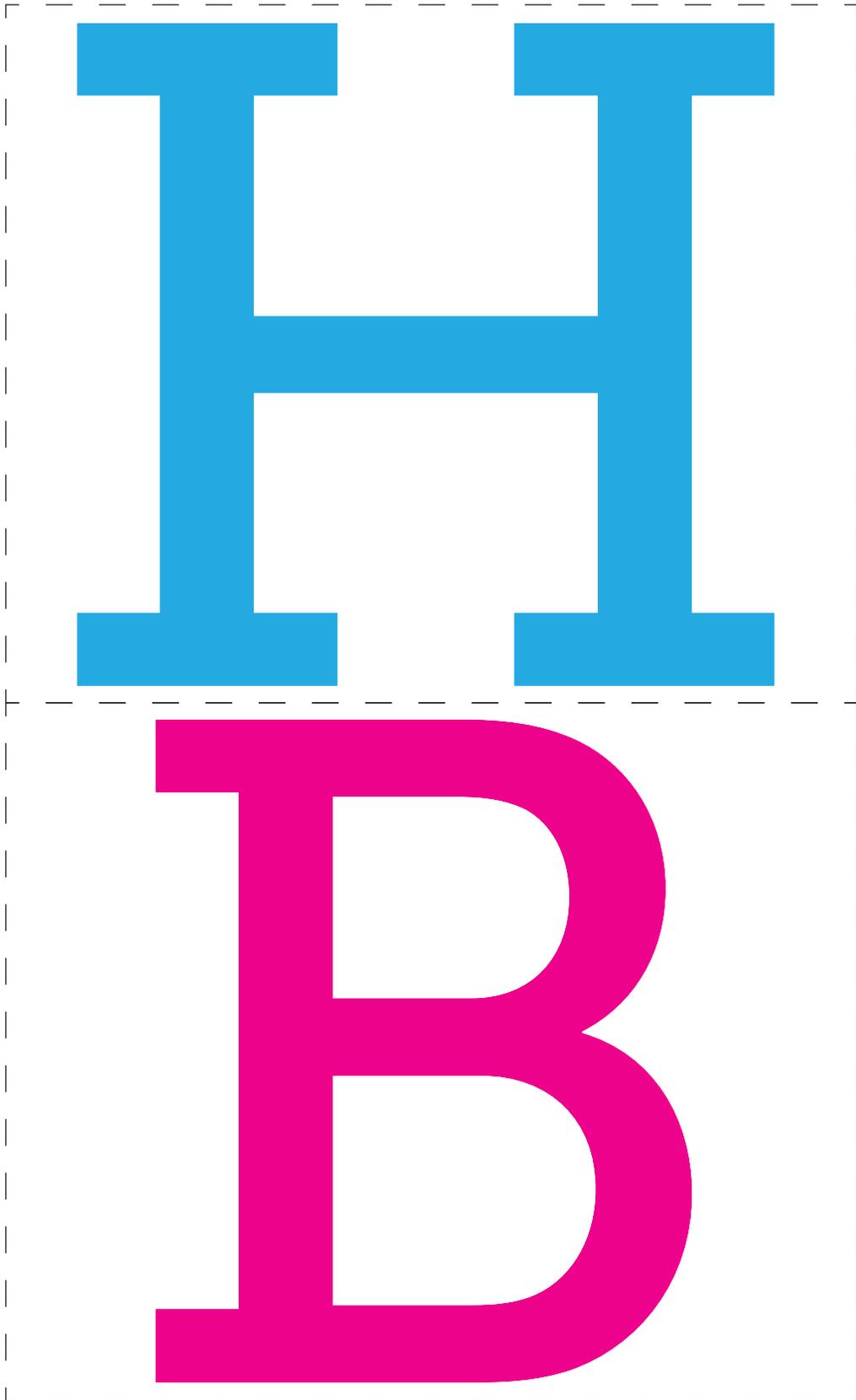
Day 14: Review – Healthy Eating

For more activities, visit eathealthybeactive.net



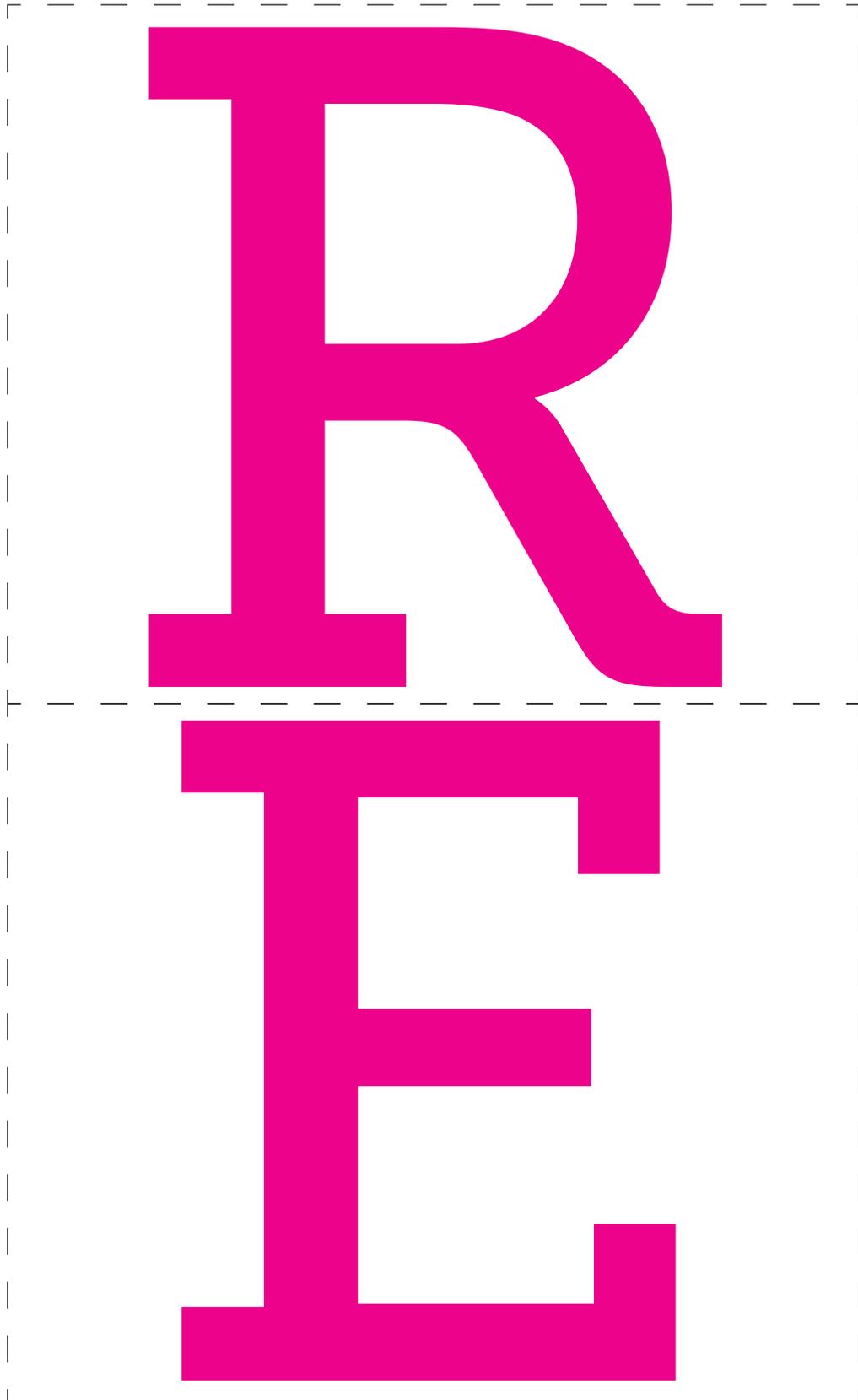
Day 14: Review – Healthy Eating

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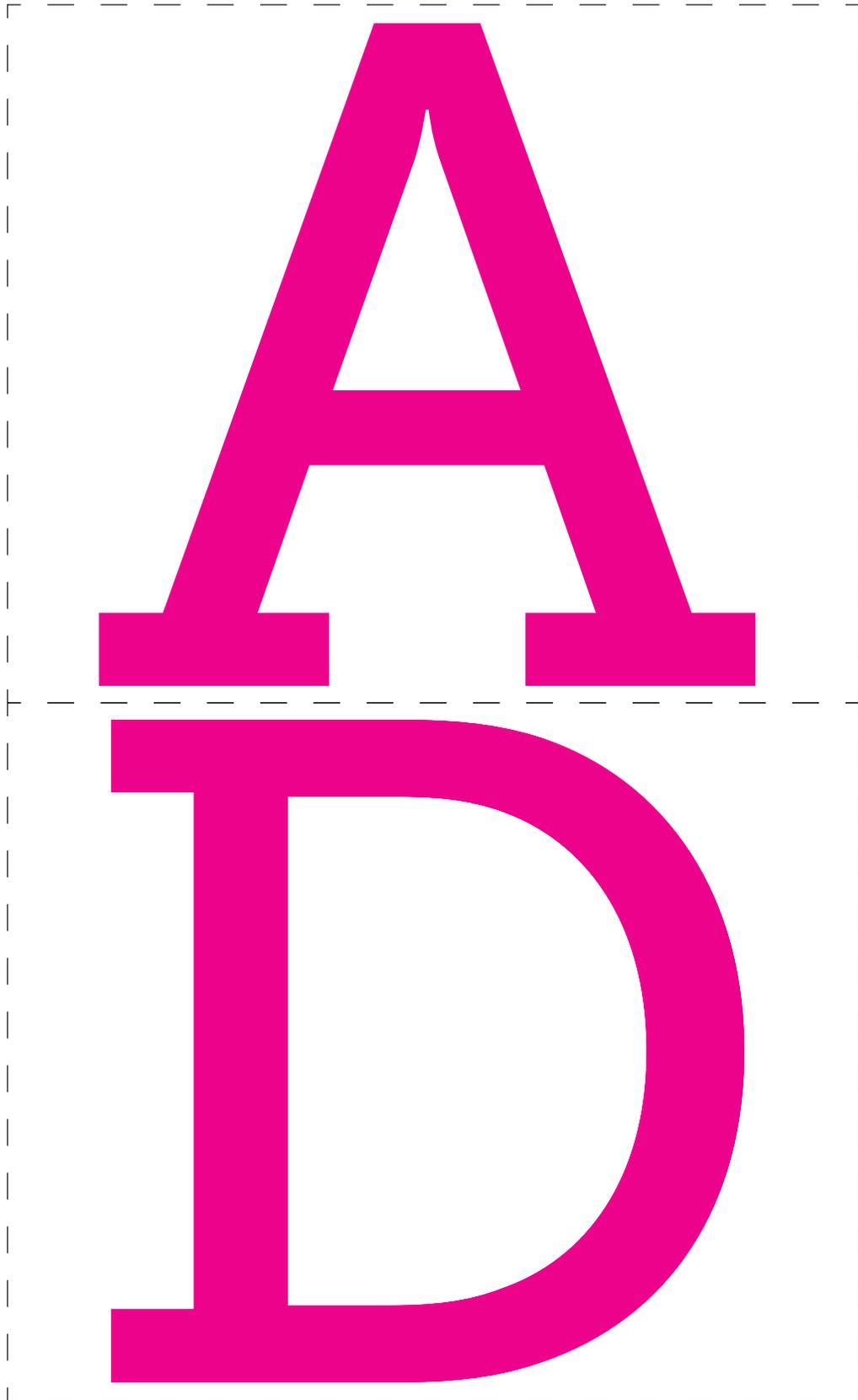
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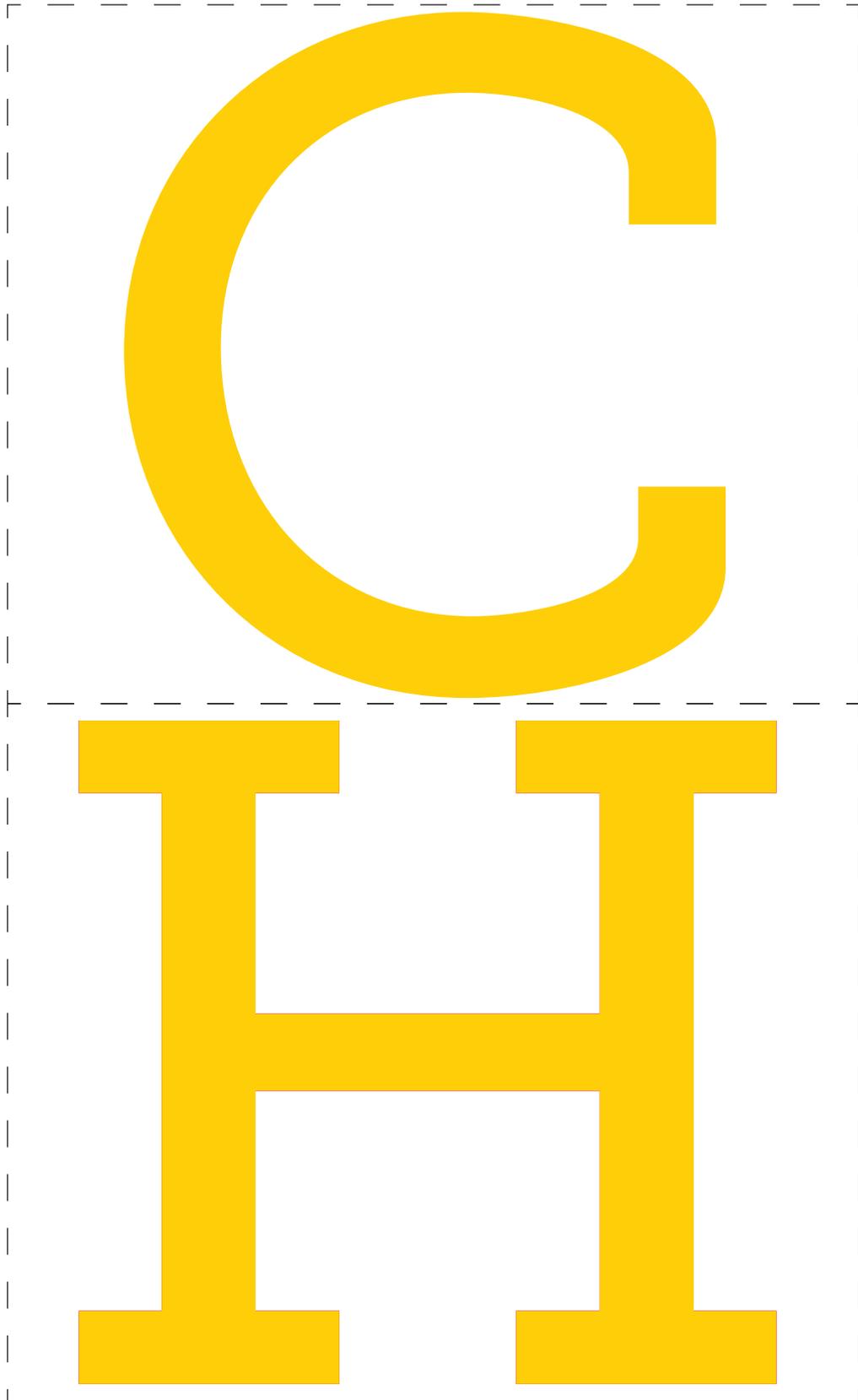
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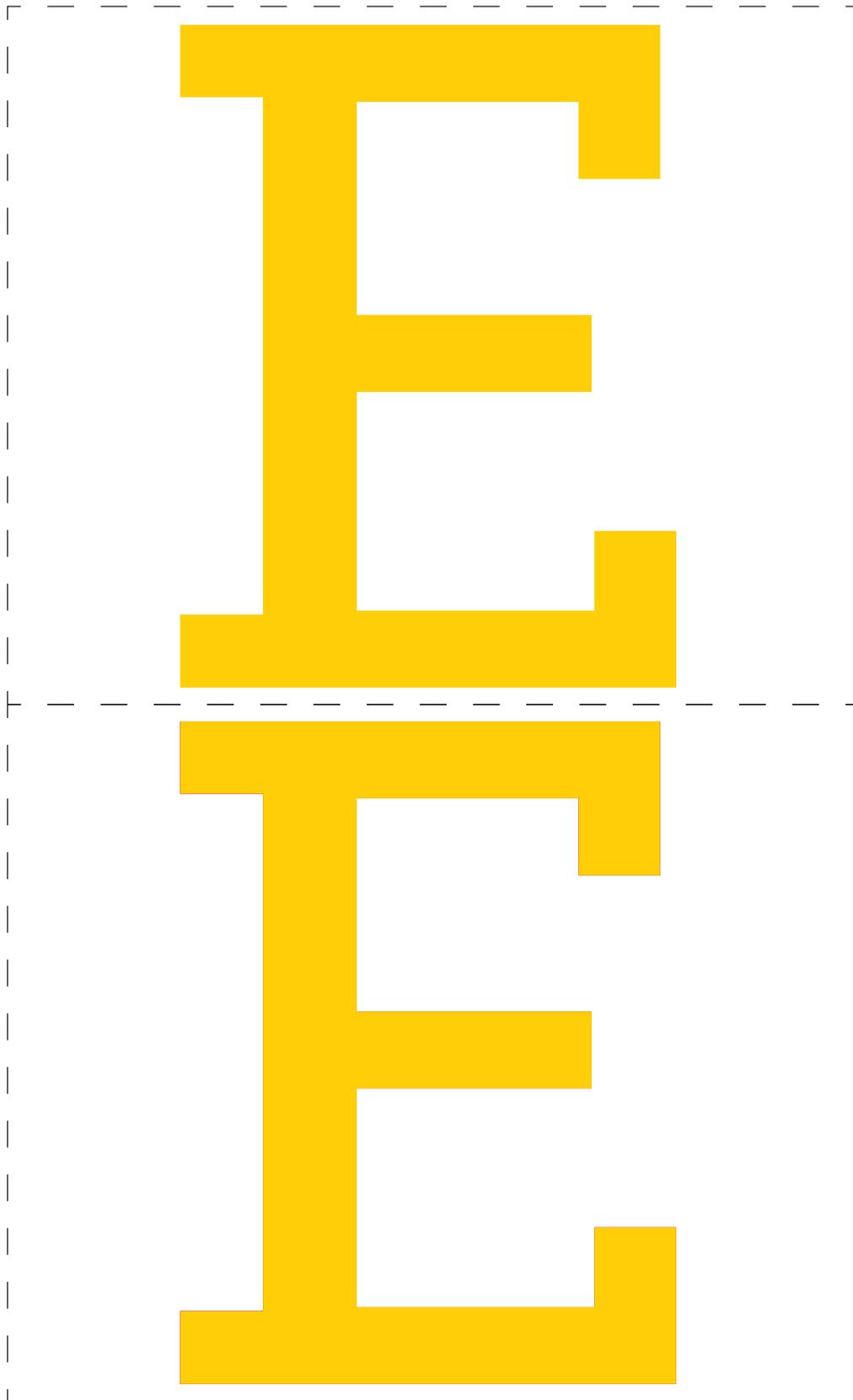
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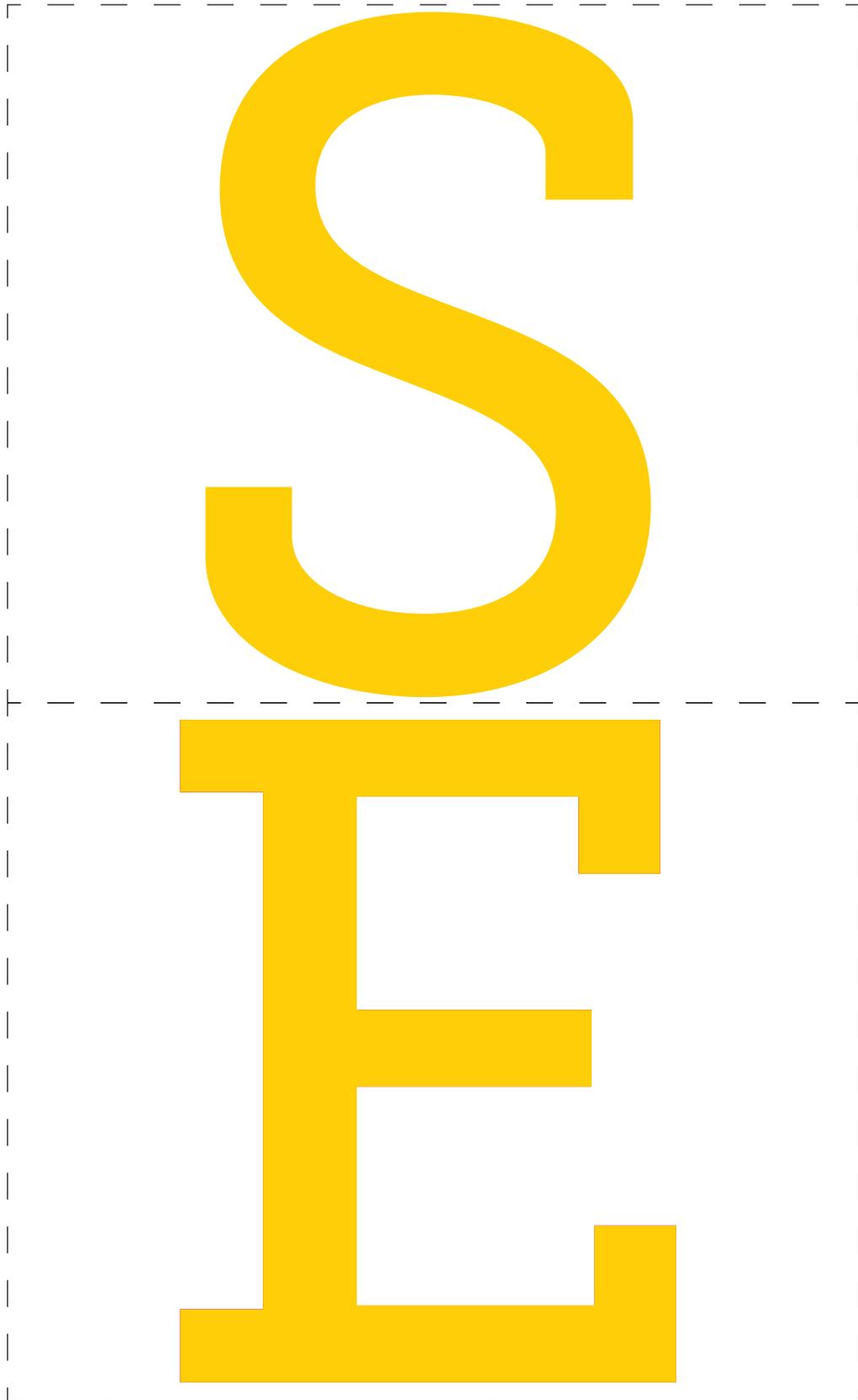
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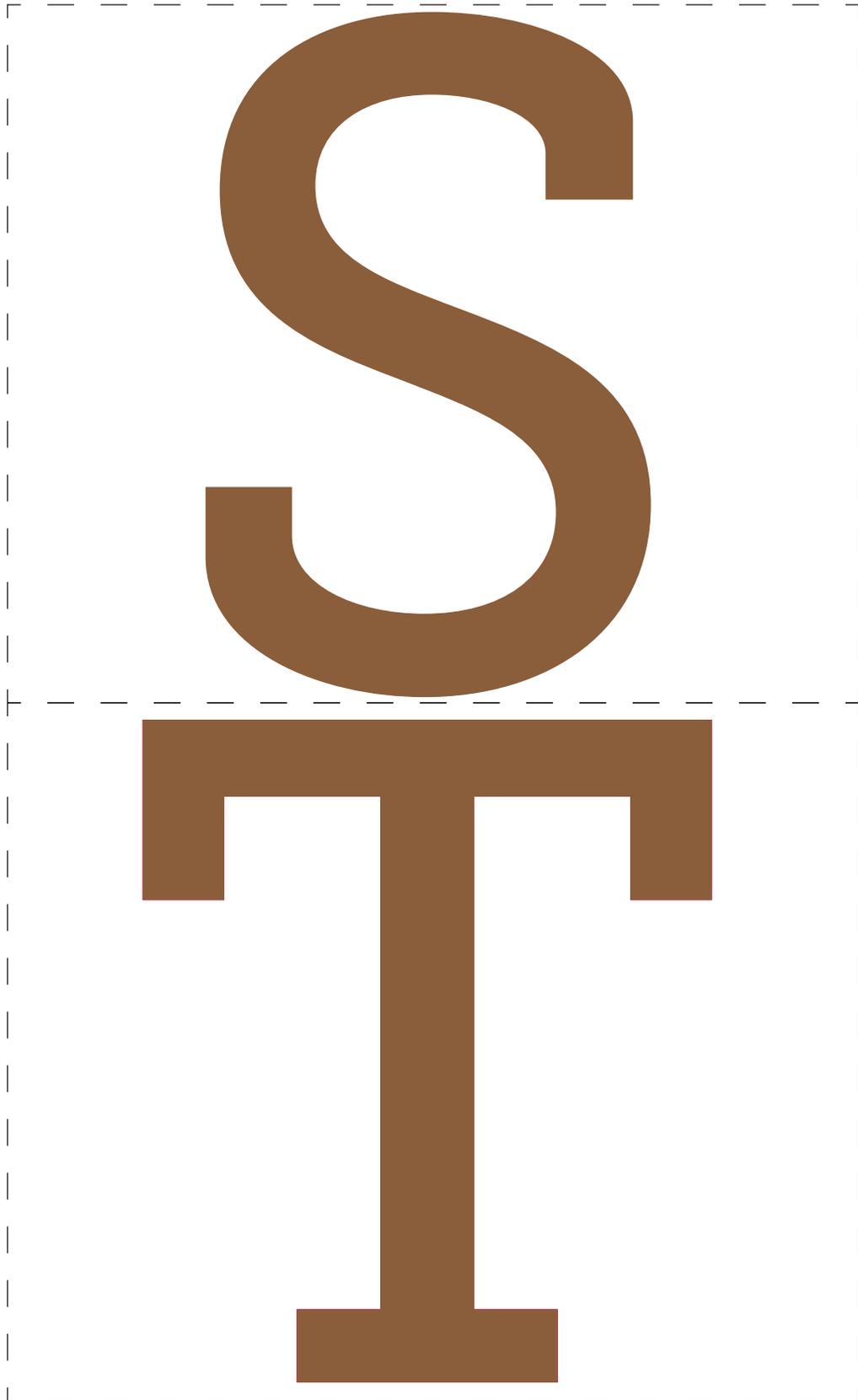
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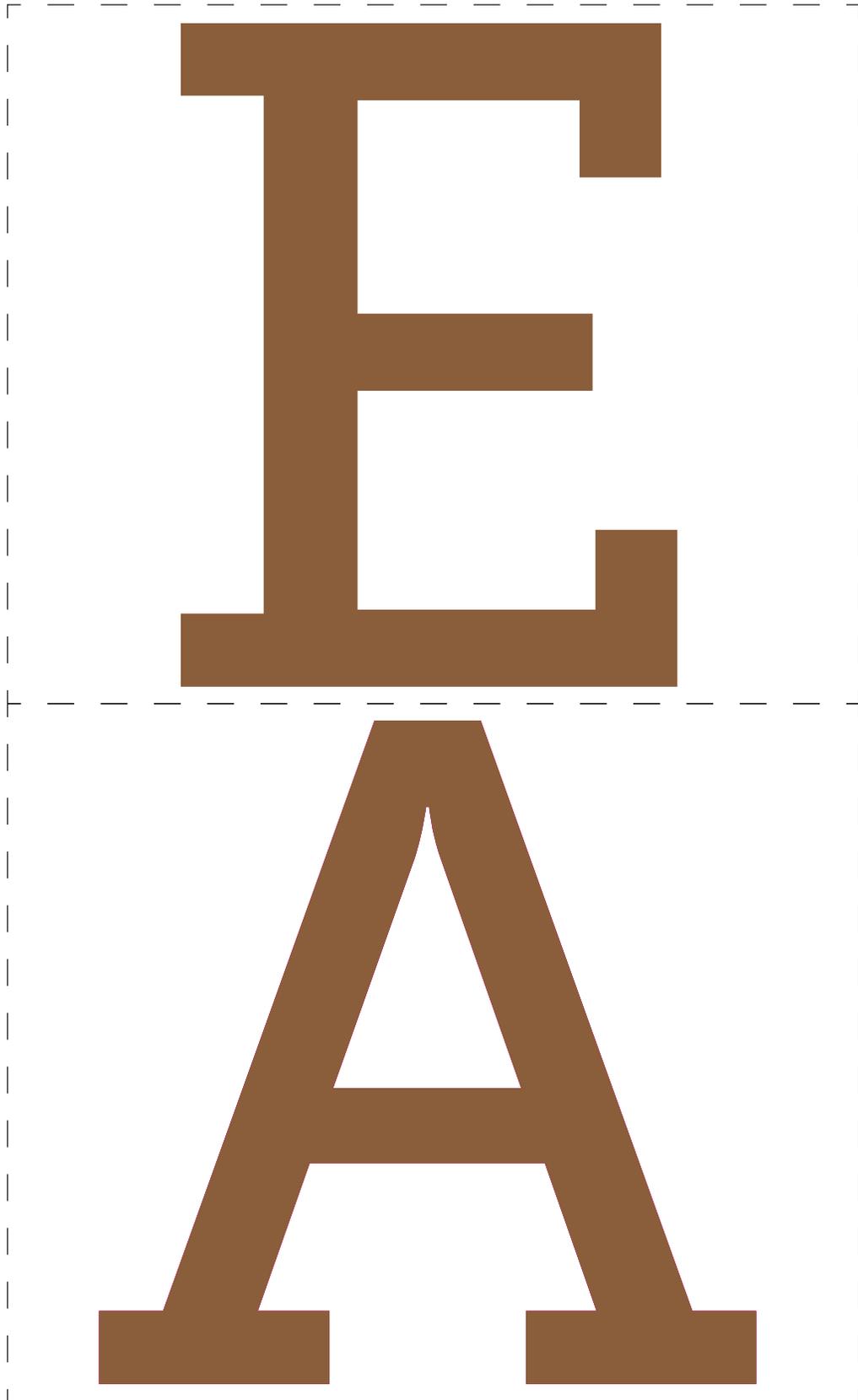
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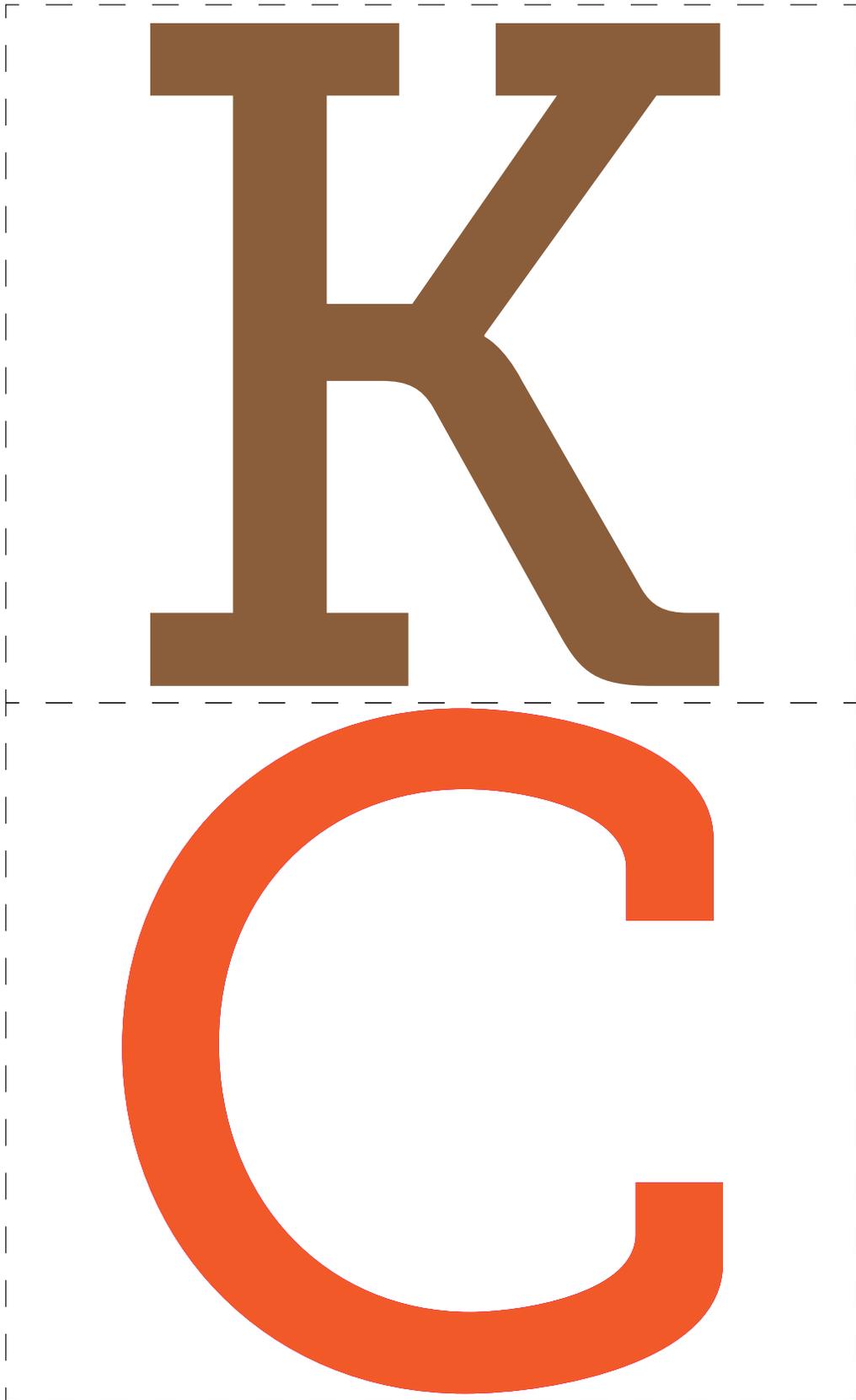
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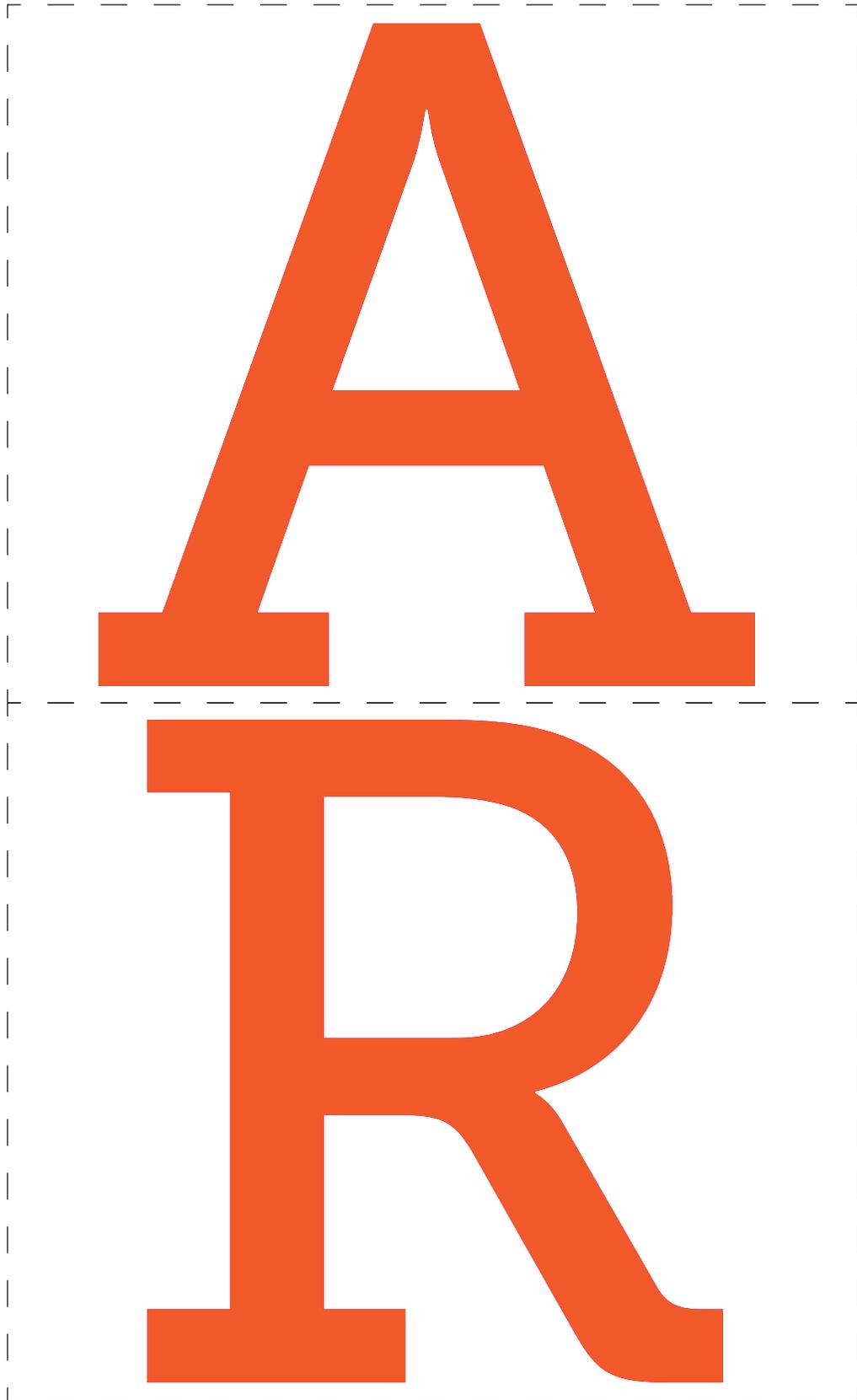
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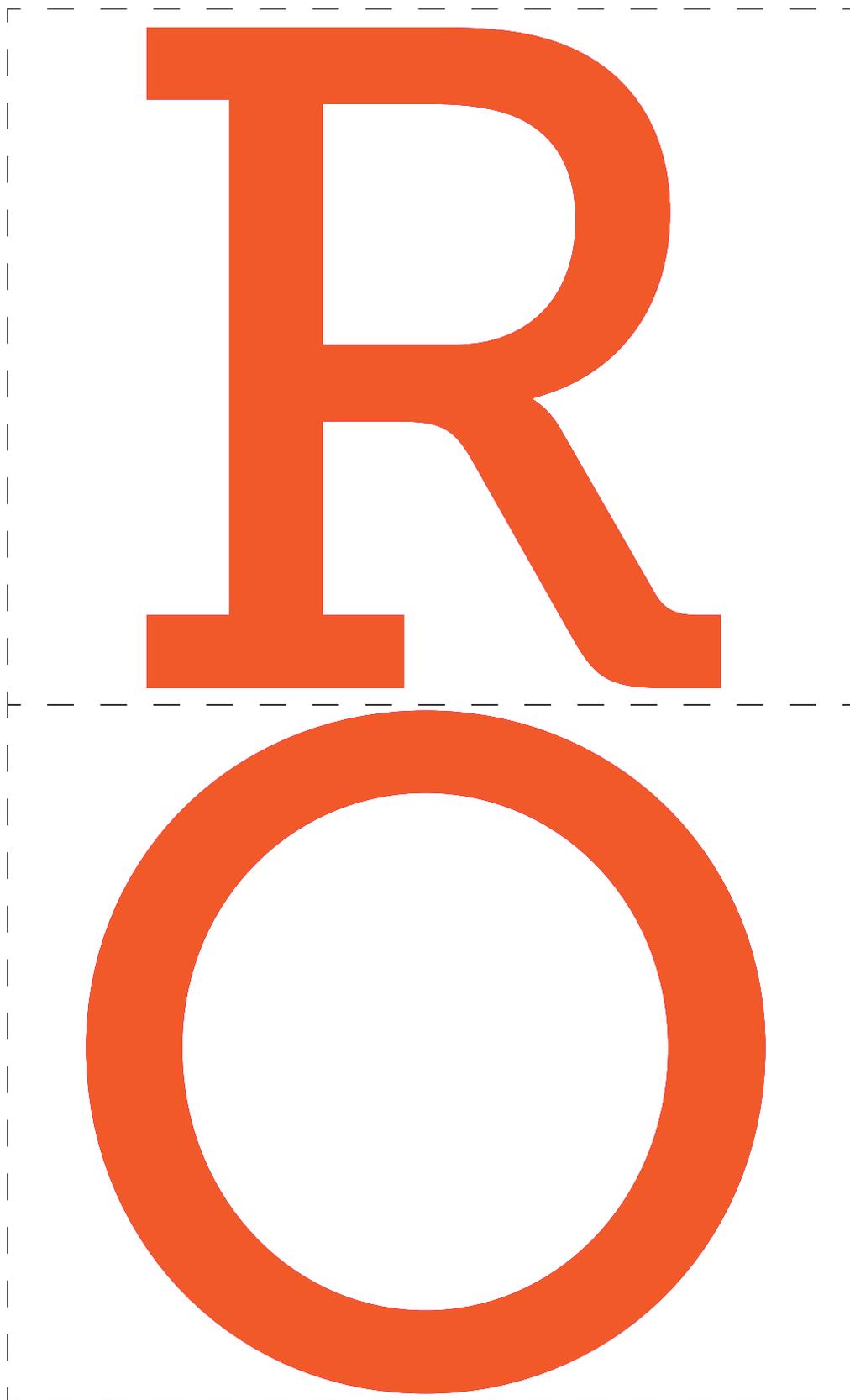
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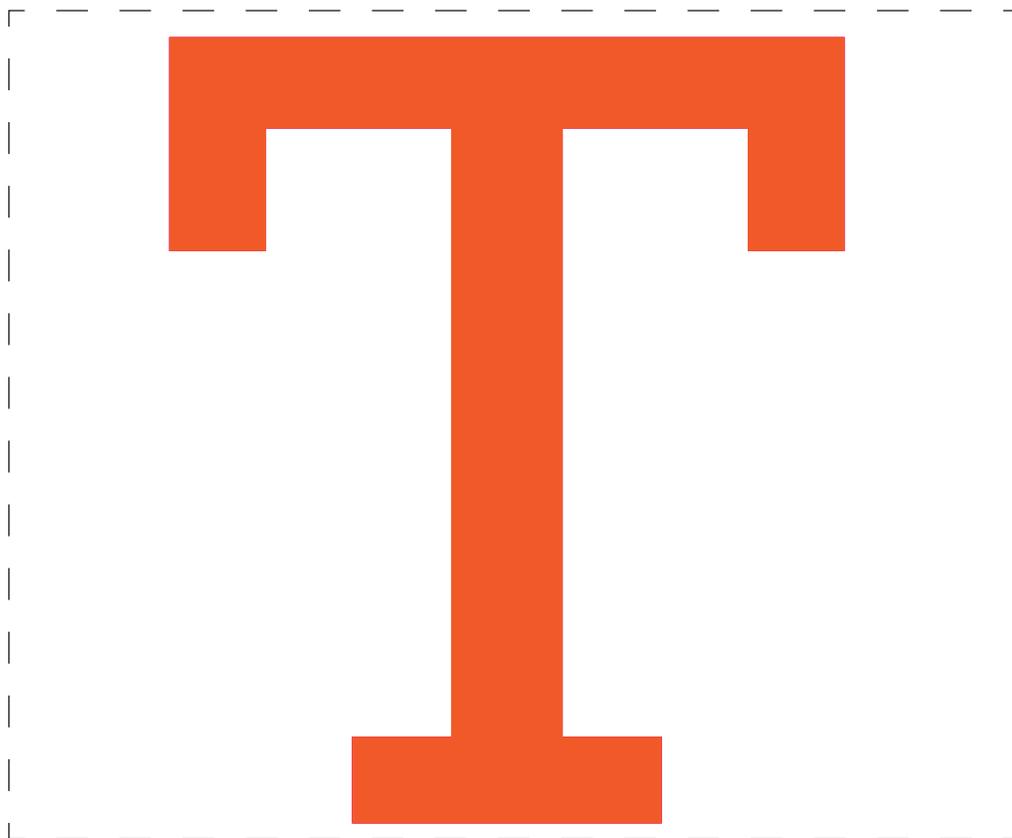
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MYSTERY PAINTINGS

TYPE OF ACTIVITY: Art

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will name fruits and vegetables
- › Children will practice fine motor skills by painting

MATERIALS:

- › Paper
- › Crayons (same color as paper: white on white, yellow on yellow, etc.)
- › Tempera paint
- › Paint brushes
- › Paint cups
- › Smocks or paint shirts

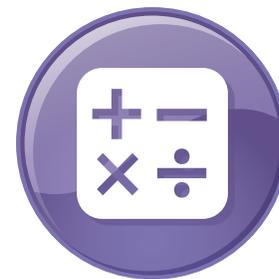


PROCEDURE:

1. Set-up: Pour paint into cups, and add water to make the paint thinner. Draw an outline of a fruit or vegetable on each piece of paper, using a crayon the same color as the paper. Press hard as you draw. Prepare enough sheets for all children in the small group to have at least one.
2. Review fruits and vegetables with the children. Encourage children to name several different fruits and vegetables.
3. Have children put on smocks. Explain to the children that they are going to solve a mystery as they paint. Distribute a fruit or vegetable drawing to each child. Have children use the paint brushes to paint the entire piece of paper. As they paint, the crayon image should show through the paint. Encourage children to name the fruits or vegetables that appear, and say whether they belong in the fruit or the vegetable groups.

ADAPTATIONS/EXTENSIONS:

Art: Have children draw pictures of foods, using crayons and paper that are the same color. Encourage pairs of children to exchange drawings and then use paint to reveal their partner's picture.



FOOD GROUPS BINGO

TYPE OF ACTIVITY: Math

KEY CONCEPT: Eat a variety of foods

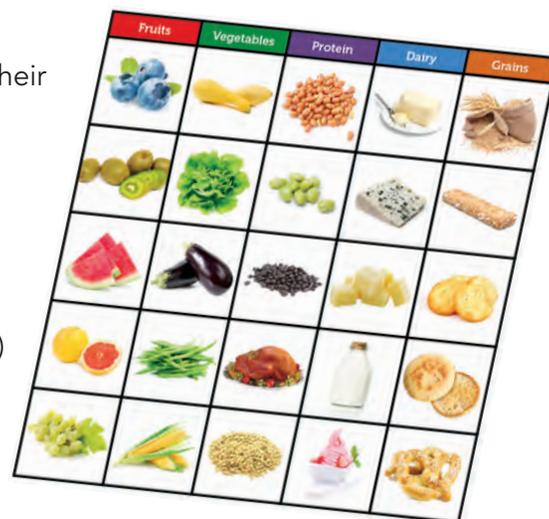


OBJECTIVES:

- Children will identify the foods on their bingo cards.
- Children will practice listening and matching skills by listening to food names called and marking them on their cards.

MATERIALS:

- Bingo cards (see templates)
- Tokens to mark bingo cards
- Small pictures of foods on bingo cards (see templates)



PROCEDURE:

1. Set-up: Cut apart small food pictures and place them in a bag or bowl. Copy enough bingo cards for all children in the group. Laminate bingo cards if desired.
2. Explain to children that they are going to play bingo with pictures of foods from all five food groups. Distribute bingo cards and tokens to children. Point out the different food groups on the cards. Suggested phrases:
 - a. *This game is called Bingo.*
 - b. *Each of your cards is a little bit different. You may have some foods on your card that your neighbor does not have, and they may have some that you don't have.*
 - c. *Each time you hear me call a food on your card, mark it with a token. Your goal is to get five in a row, either up and down or across, or even diagonally. When you get five in a row, call out "Bingo!"*
3. Play bingo with the children. Draw a card, name the food and its food group, and encourage children who have that food on their card to mark it with a token. Continue until a child gets five in a row.
4. Continue playing bingo as long as the children are interested.

ADAPTATIONS/EXTENSIONS:

Family involvement: Allow the children to take home bingo cards for each member of their families and a bag of paper pieces to use as tokens. Encourage families to play bingo together as a review of foods and food groups.

FOOD GROUPS BINGO CARD

Fruits	Vegetables	Protein	Dairy	Grains
				
				
				
				
				

Day 14: Review – Healthy Eating

For more activities, visit eathealthybeactive.net

FOOD GROUPS BINGO CARD

Fruits	Vegetables	Protein	Dairy	Grains
				
				
				
				
				

FOOD GROUPS BINGO CARD

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FOOD GROUPS BINGO CARD

Fruits	Vegetables	Protein	Dairy	Grains
				
				
				
				
				

FOOD GROUPS BINGO CARD

Fruits	Vegetables	Protein	Dairy	Grains
				
				
				
				
				

THESE ARE THE FOODS PICTURED ON THE BINGO CARDS. CUT APART THESE FOODS AND PLACE THEM IN A BAG OR BOWL.



Day 14: Review – Healthy Eating

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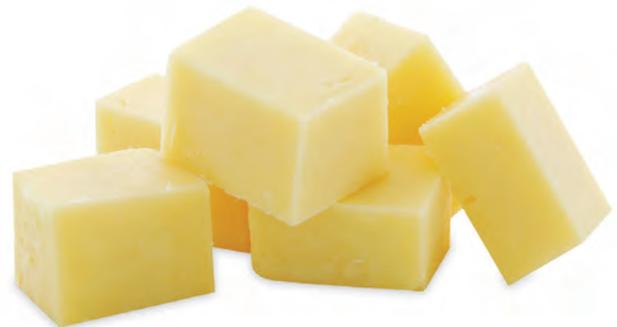
FOODS PICTURED ON BINGO CARDS



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FOODS PICTURED ON BINGO CARDS



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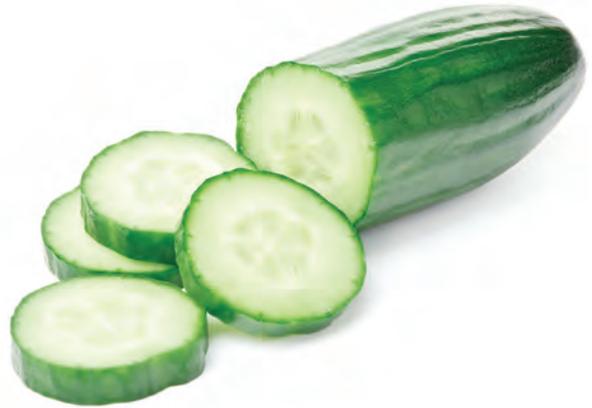
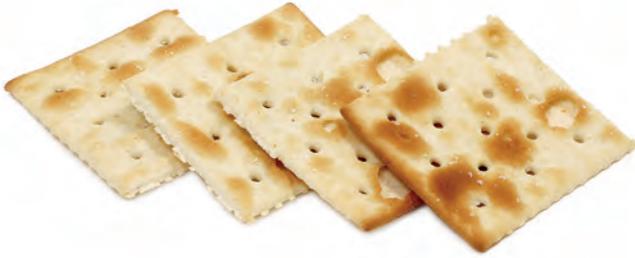
FOODS PICTURED ON BINGO CARDS



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FOODS PICTURED ON BINGO CARDS



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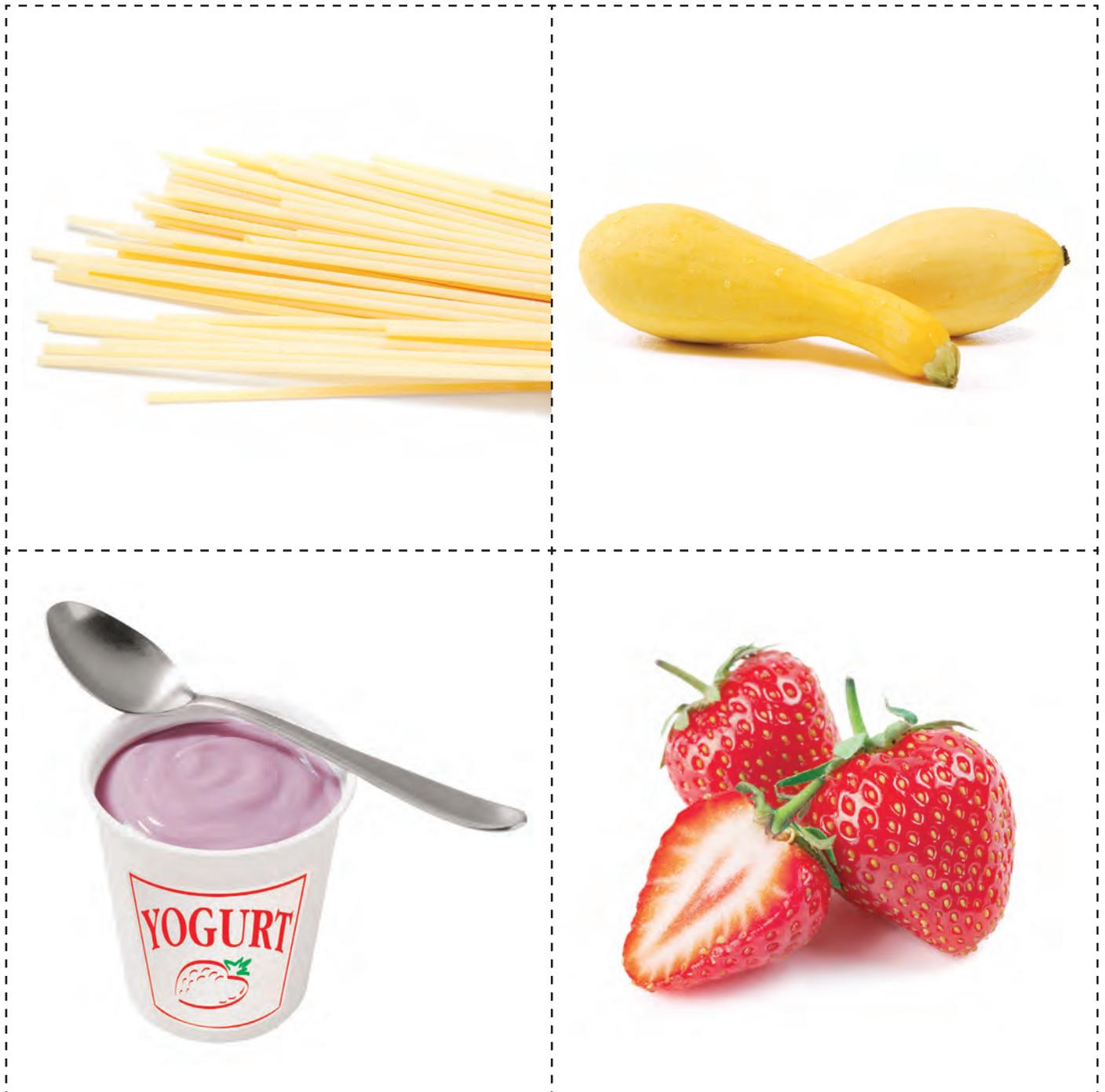
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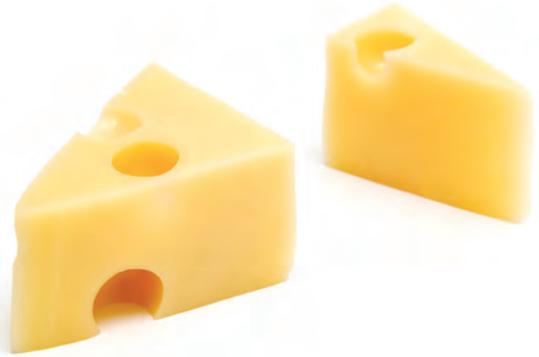
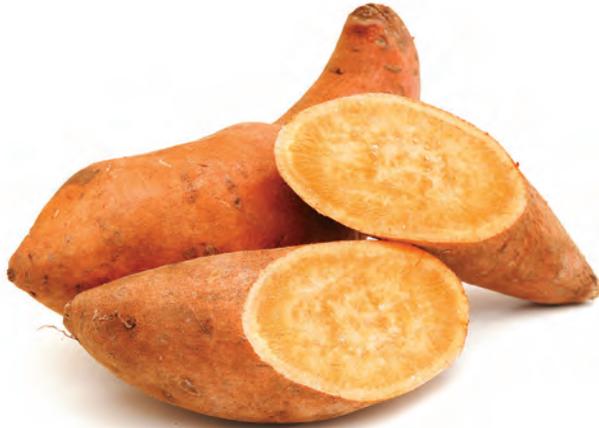
FOODS PICTURED ON BINGO CARDS



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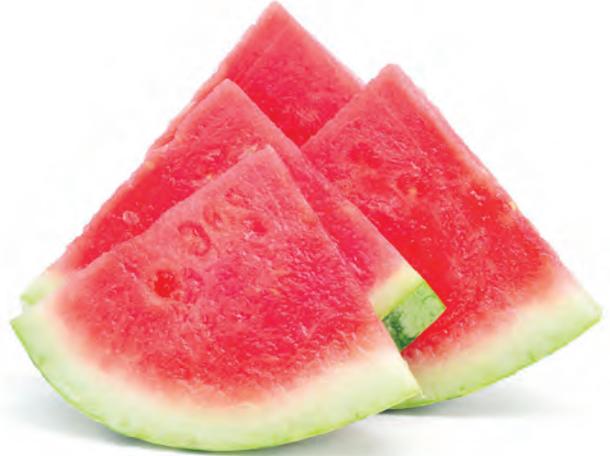
FOODS PICTURED ON BINGO CARDS



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FOODS PICTURED ON BINGO CARDS



Day 14: Review – Healthy Eating

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BANANA CREAM

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify bananas as a fruit.
- › Children will describe the concept of “blending.”
- › Children will use their senses to sample the banana cream.

MATERIALS:

- › Ripe bananas
- › Blender
- › Large spoon or spatula
- › Large bowl
- › Bowls and spoons



PROCEDURE:

1. Set-up the day before the activity; Cut the bananas into chunks, and place them in the freezer overnight.
2. Explain to a small group of children (no more than 4-5) that they are going to make a snack from bananas. Have children wash their hands. Hand out a few chunks of frozen banana, and ask children what they feel like. (Do not use the chunks children explore to make the banana cream.) Suggested phrases:
 - a. *How do bananas usually feel? What’s different about these bananas?*
 - b. *How do you think these bananas got this way?*
3. Work with the children to place banana chunks in the blender. Blend the bananas for 10-15 seconds. Scrape the sides and blend more if needed. Pour the banana cream into the large bowl, and have a child stir the mixture. Serve the banana cream, and talk about what it tastes like. Suggested phrases:
 - a. *What does the banana cream taste like?*
 - b. *What food group are bananas in?*

ADAPTATIONS/EXTENSIONS:

Science: Ask children to predict what the banana cream will look like if you add blueberries. Add a few blueberries to the banana cream and blend again to test their predictions.

Recipe adaptations: If no children are allergic, add a small amount of peanut butter to the banana cream and compare tastes. Blend other frozen fruits, and encourage children to compare the tastes and colors.

Family involvement: Send the recipe for banana cream home for children to try with their families.



Day 14: Review – Healthy Eating

For more activities, visit eathealthybeactive.net



BOP 'TIL YOU DROP DANCE STUDIO

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will act out a variety of dance moves.
- › Children will state that dance is a type of physical activity.

MATERIALS:

- › Dance costumes (e.g., leotards, ballet slippers, tap shoes, jazz shoes, tutus)
- › Dance props (e.g., ribbons, scarves, top hats)
- › Water bottles or cups
- › CD player/iPod and Docking station and a variety of music
- › Posters and photos of dancers and/or dance moves
- › Children's books about different types of dance (jazz, hip hop, tap, ballet, etc.)
- › Full-length mirrors
- › "Dance Studio" sign



PROCEDURE:

1. Set-up: Create a dramatic play area to resemble a dance studio. Place mirrors along a wall or in the corners. Set out a variety of dance costumes and props. Hang photos and posters at children's eye level.
2. Explain to children that they are going to pretend to be dancers. Ask if they have ever taken dance classes, such as ballet, tap, or hip hop. Encourage children to try on costumes and share dance moves.
3. Familiarize children with different types of dance by looking at pictures of dancers in books. Talk about what the dancers are doing. Suggested phrases:

- a. *These dancers are doing ballet. They have on special pointe shoes, so they can balance on the tips of their toes.*
 - b. *These dancers are doing tap. They have special metal plates on the bottoms of their shoes that click.*
4. Explain that dancing is a kind of physical activity that makes our hearts beat faster, which helps keep our bodies healthy.
 5. Play music and encourage children to dance to the music. Vary the music and encourage children to dance in different ways.
 6. When children have been dancing for a while, explain that their bodies may need water. Take a group water break.

ADAPTATIONS/EXTENSIONS:

Follow the dance leader: Ask a child to lead the group in a dance while others in the group copy the dance moves.

Visitors: Have different dancers come and demonstrate dance moves. Encourage visitors to teach dance moves to the children, and encourage children to incorporate the different dances into their dance routines.

Field trip: Visit a dance studio and observe dancers.



MyPLATE SPIN & STRETCH

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Eat a variety of foods

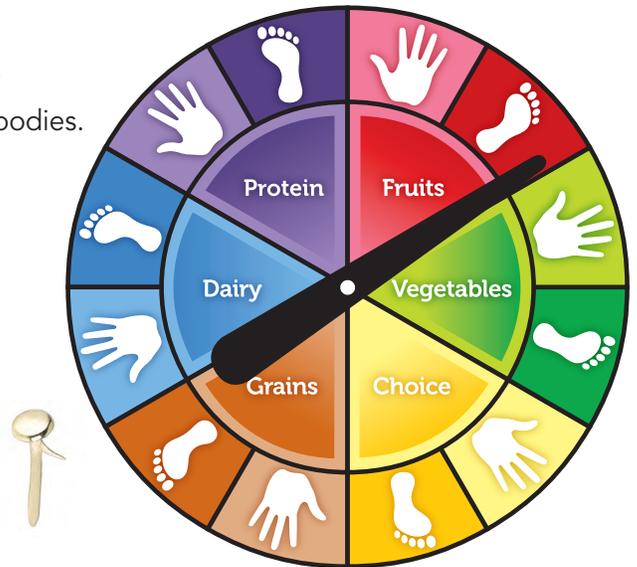


OBJECTIVES:

- › Children will name the food groups on MyPlate.
- › Children will identify foods and their food groups.
- › Children will use gross motor skills to move their bodies.
- › Children will work together to play the game.

MATERIALS:

- › MyPlate poster
- › Plastic floor mat with colored circles
- › Pictures of foods from the food groups
- › Spinner (see template) and metal brad fastener
- › Tape

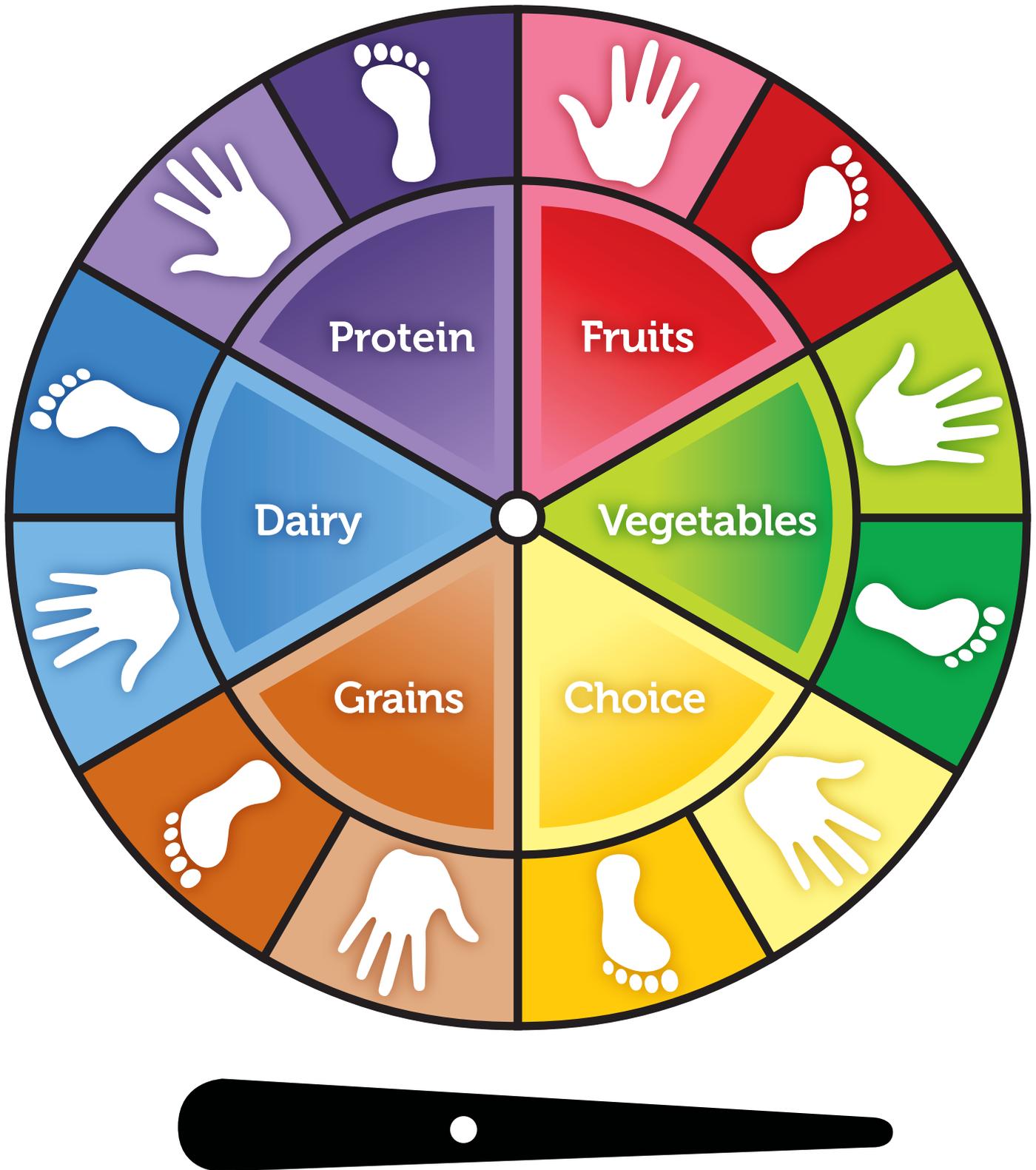


PROCEDURE:

1. Set-up: Tape the pictures of the foods to the circles of the floor mat. Create a spinner (see template) by copying the pieces on cardboard, cutting out the arrow, and attaching it to the center with a metal brad fastener.
2. Gather a small group of about 3-4 children to play the game. Explain that you are going to play a game called MyPlate Spin and Stretch. Suggested phrases:
 - a. *In this game, you will stretch your body and put a hand or foot on one of these foods.*
 - b. *I am going to spin the spinner and tell you whether to use your hands or feet, and what kind of food to find.*
 - c. *If the spinner lands on fruit, which of the pictures on the mat could you choose? Which ones are fruits?*
 - d. *Try to stay on your feet as you reach for a food. If you lose your balance, get up and try again.*
3. Start the game by spinning the spinner. Call out "hand" or "foot" and the food group. Encourage children to play by placing a hand or foot on a food that is in the food group you call.

ADAPTATIONS/EXTENSIONS:

Thinking skills: Encourage children to think of new rules for MyPlate Spin and Stretch, or have them come up with another game to review the food groups and their foods. Play the children's games.



Day 14: Review – Healthy Eating

For more activities, visit eathealthybeactive.net

Eat Healthy Be Active

DAY 15

REVIEW – PHYSICAL ACTIVITY



EAT HEALTHY, BE ACTIVE: DAY 15 ACTIVITIES



Large Group: HEALTHY BEAR SAYS, "FREEZE"

Join Healthy Bear in reviewing the importance of being physically active by playing a listening game and freezing in place when the music stops.



Music: ANIMAL MOVEMENT SONG

Encourage children to move their bodies like a frog, a snake, and a bear as you sing this catchy song.



Art: PHYSICAL ACTIVITY COLLAGE

Have children cut out pictures of their favorite physical activities from magazines, or draw their own pictures, to contribute to an individual or class collage.



Math: FIND YOUR ACTIVITY PARTNERS

Hand out cards illustrating different physical activities. Encourage children to find a partner with the same activity card, and work together to act out that activity.



Science: HYDRATION

Illustrate the importance of keeping the body hydrated when you are physically active using wet and dry sponges.



Dramatic Play: BOP 'TIL YOU DROP DANCE STUDIO

Set up a dramatic play area where children can practice being physically active by dancing in many different ways to a variety of music.



Outdoor Activity: HEALTHY BEAR'S GREAT ADVENTURE

Follow Healthy Bear on an adventure to find his hidden friend, using different kinds of physical activity to get there.



Literature and Story Stretching Activities: FROM HEAD TO TOE BY ERIC CARLE

Work together to practice moving your bodies like the different animals in this story.

For more activities, visit eathealthybeactive.net



HEALTHY BEAR SAYS, "FREEZE!"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will practice gross motor skills by moving their bodies.
- › Children will identify the connection between physical activity, increased heart rate, and good health.
- › Children will practice following verbal directions.

MATERIALS:

- › Healthy Bear puppet
- › CD player or iPod and docking station
- › Music with a fast beat



PROCEDURE:

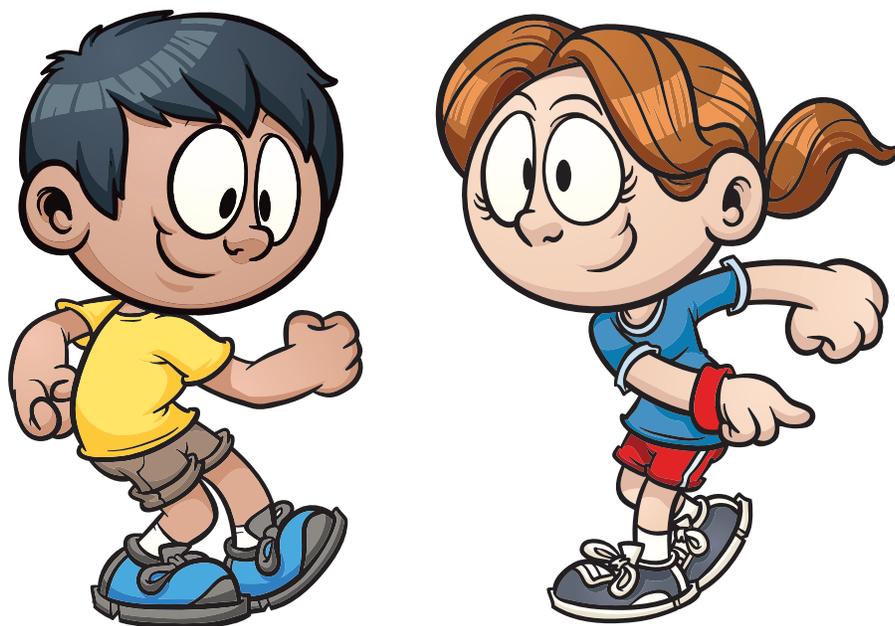
1. Have Healthy Bear remind children that when they move, their hearts beat faster. Have children place hands on their chests to feel their hearts beating or fingers on their wrists/necks to feel their pulses. Suggested phrases:
 - a. *Put your hand on your chest and feel your heart beating.*
 - b. *Your heart is a big muscle that keeps blood pumping all around your body.*
 - c. *One way to make your heart strong is to be physically active by moving your body.*
2. Have Healthy Bear introduce the "Freeze!" game to the children. Explain that they are going to move their bodies in different ways. Healthy Bear will tell them a movement, and they will move in that way while the music is playing. When they hear Healthy Bear say, "Freeze," and the music stops, they need to freeze in place, and not move their bodies again until Healthy Bear tells them the next movement.
3. Have Healthy Bear lead children in practicing the game once. Healthy Bear should call out an action (such as "jump in place"), and then start the music. Encourage children to jump in place until they hear Healthy Bear say, "Freeze!"
4. Play the "Freeze!" game, with Healthy Bear as the leader. Have Healthy Bear call out a different movement for each round of the game. Repeat the game several times.

Movement Ideas

- Jump in place
- Wiggle whole body
- Wiggle one body part (e.g., hips, arms, elbows, feet)
- Twirl arms
- March in place
- Jog in place
- Tiptoe on a sticky floor
- Do jumping jacks
- Dance
- Swim
- Pretend to roller skate
- Rub elbows (or knees) together
- Turn around in a circle
- Hop on one foot

ADAPTATIONS/EXTENSIONS:

Small group: Play the game with a small group of children. Give each child the opportunity to decide the movement, and let them take turns being the leader who stops the music and says, “Freeze!”



Day 15: Review – Physical Activity

For more activities, visit eathealthybeactive.net



ANIMAL MOVEMENT SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will practice language and rhythm by singing the Animal Movement song.
- › Children will move their bodies like the animals in the song.

MATERIALS:

- › Words to the Animal Movement song

PROCEDURE:

1. Remind children that being physically active by moving their bodies is one way to keep their bodies healthy.
2. Explain that you will be singing a song about animal movements. Lead the children in singing the song. Act out the movements as you sing them, and encourage children to follow along.
3. Sing the song several times. As children become more comfortable with the movements, try singing the song more quickly.



Day 15: Review – Physical Activity

For more activities, visit eathealthybeactive.net

ANIMAL MOVEMENT SONG

(Sung to the tune of "Do Your Ears Hang Low?")

*Can you hop like a frog? Can you hop like a frog,
From lily pad to lily pad across your bog?
Can you take a quick drink while you rest on a log?
Can you hop like a frog?*

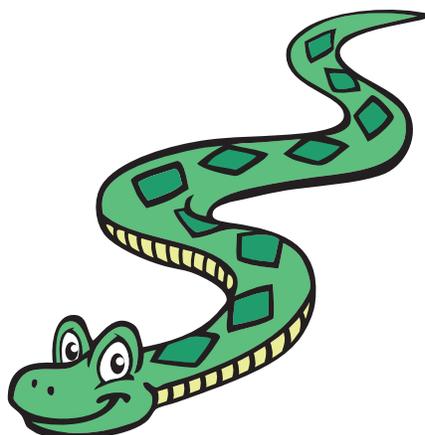
*Can you slither like a snake? Can you slither like a snake?
Can you slide down the bank into the cold lake?
Can you startle all the people and make sure they're awake?
Can you slither like a snake?*

*Can you lumber like a bear? Can you lumber like a bear?
Can you turn yourself around and sit down in a chair?
Can you show your scary teeth as you growl and glare?
Can you lumber like a bear?*

ADAPTATIONS/EXTENSIONS:

Music/language: Have children think of other animals and movements. Work together to write more verses for the song. Sing the new verses and act out the movements.

Large group/social skills: Have children take turns acting out animal movements. Encourage the other children to guess the animals.



Day 15: Review – Physical Activity

For more activities, visit eathealthybeactive.net



PHYSICAL ACTIVITY COLLAGE

TYPE OF ACTIVITY: Art

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will use fine motor skills to cut and glue.
- › Children will identify physical activity as an important way to keep their bodies healthy.

MATERIALS:

- › Magazines with pictures of people participating in physical activities (sports and fitness magazines are ideal, but other magazines will work)
- › Scissors
- › Paper (individual sheets or large sheet for class collage)
- › Glue sticks
- › Pictures of adults or children being physically active



PROCEDURE:

1. Review the concept of physical activity. Hold up a few pictures of children and adults engaging in physical activity (e.g., an adult walking, a child riding a bike). Explain that when we are physically active, we move our bodies so that our hearts beat more quickly. Encourage children to list kinds of physical activity that increase their heart rate (e.g., running, jumping, swinging, playing soccer).
2. Distribute magazines, and encourage children to find pictures of people who are being physically active. Encourage children to cut out their pictures and glue them to the paper. If a child chooses a picture that is not a movement activity, discuss the picture with the child. Suggested phrases:
 - a. *Here's a person who is swimming. Swimming is a kind of physical activity.*
 - b. *I see that the little boy is sleeping. Sleep is important too. After we move our bodies, our bodies need rest. Now can you find a picture of someone being physically active?*

ADAPTATIONS/EXTENSIONS:

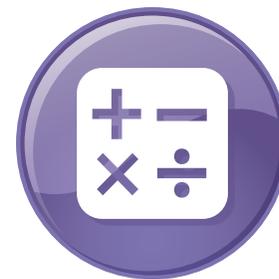
Active play: Encourage children to choose an activity from their collage and act it out. Play a game of Follow the Leader, with each child leading the group in a type of physical activity they choose.

Language/literacy: Write the words “Physical Activity Ideas” at the top of a piece of flip chart paper. As children name different types of physical activity, list their ideas on the paper with a marker. Encourage children to locate pictures of those types of physical activity in the magazines, or draw their own pictures. Have children glue the pictures next to the words, and post the “Physical Activity Ideas” list in the classroom.



Day 15: Review – Physical Activity

For more activities, visit eathealthybeactive.net



FIND YOUR ACTIVITY PARTNERS

TYPE OF ACTIVITY: Math

KEY CONCEPT: Be physically active



OBJECTIVES:

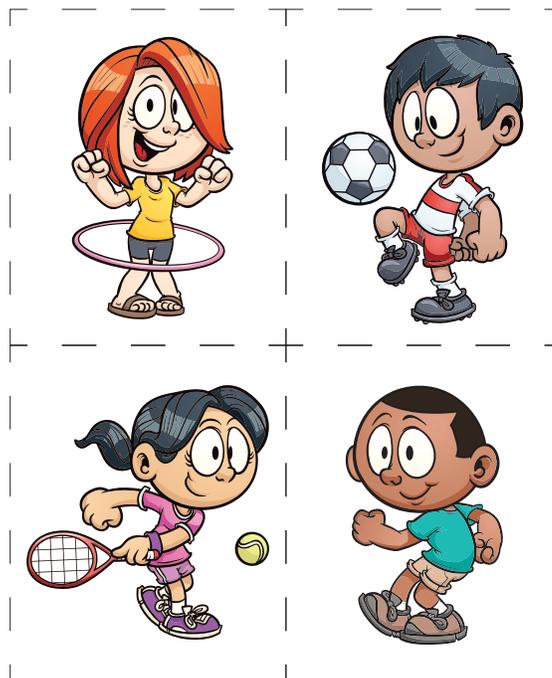
- › Children will identify different types of physical activity.
- › Children will practice gross motor skills by acting out the activity on their card.
- › Children will match their activity with the activities of other children.

MATERIALS:

- › Physical activity cards (see template)

PROCEDURE:

1. Set-up: Create enough activity cards so each child in the group can have one. Be sure to include at least two cards for each activity you use (e.g., two or more of swimming, two or more of basketball). Create one extra activity card to demonstrate the game.
2. Talk to a small group of children (no more than about 6 – 8) about being physically active. Remind them that when they are active, their hearts beat more quickly. Explain that increased heart rates help keep their bodies healthy. Ask children to name physical activities that they enjoy.
3. Explain to the children that they are going to play a matching game, where they will find partners who are doing the same activity. Hold up the demonstration card, and ask children to identify the picture. Have them act out the activity represented by the picture. Suggested phrases:
 - a. *What is on this card? It's a child playing football.*
 - b. *Can you pretend to throw a football?*
4. If children are young, go through each card, name the activity, and practice acting it out. (This step may not be necessary for older children.)
5. Explain that this is a silent game, and that children should not say anything while playing. Distribute cards, and give a signal for children to begin acting out their activity. Encourage children to find others doing the same activity. Give hints to children who may be having



trouble finding their partners.

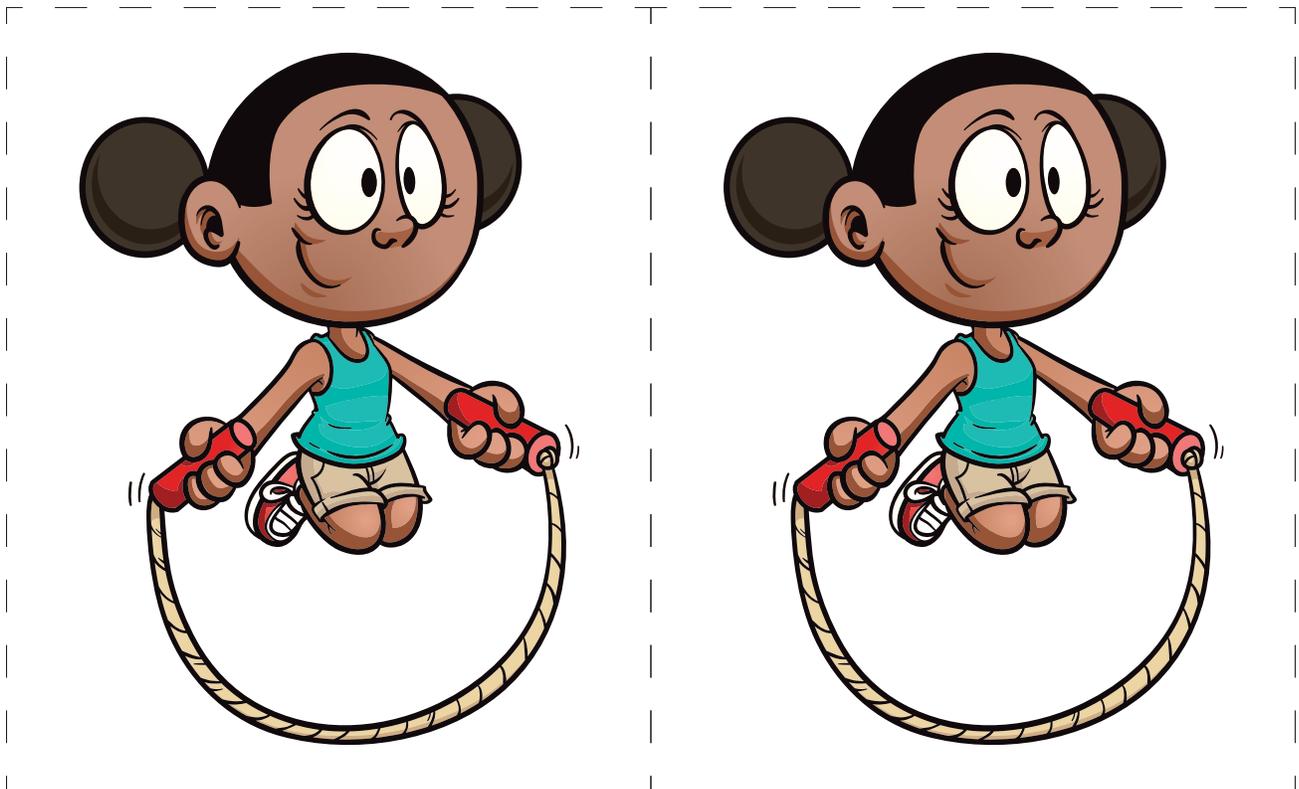
6. When children think they have found their partners, encourage them to compare cards to see if their activities match. If not, encourage them to keep looking for a match.

ADAPTATIONS/EXTENSIONS:

Age adaptation: Repeat the activity with the entire class. Include more types of physical activity to make the game more challenging.

Literacy/thinking skills: Help children identify the first letter of the activity on their card. Have children come up with other words that start with the same letters or sounds as the original words (e.g., "rowing" and "red" both start with "r").

PHYSICAL ACTIVITY CARDS



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Day 15: Review – Physical Activity

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HYDRATION

TYPE OF ACTIVITY: Science

KEY CONCEPT: Be physically active/Drink water



OBJECTIVES:

- › Children will explain that physical activity causes our bodies to lose water through sweat.
- › Children will describe and compare wet and dry sponges.
- › Children will explain why drinking water during and after physical activity is important.

MATERIALS:

- › Dry sponges
- › Water
- › Bowl



PROCEDURE:

1. Begin by talking with children about physical activity and sweat. Explain that when we are physically active, or moving our bodies, cool themselves by sweating. Suggested phrases:
 - a. *When we move our bodies we get hotter. The body cools itself by sweating.*
 - b. *When we sweat, we lose water through our skin. We need to drink water to keep our bodies hydrated. Has anyone heard that word before? Do you know what it means? Being hydrated means our bodies have enough water to work the way they are supposed to work.*
2. Distribute dry sponges, and encourage children to observe them. Invite them to look at the sponges, feel them, and talk about their observations. Suggested phrases:
 - c. *How did you use a sponge? What is its job?*
 - d. *How does your sponge feel right now? If you tried to wipe the table with this sponge, how would it work?*
3. Invite the children to try to use the dry sponges to wipe off the table. Encourage them to talk about how it works. Explain that the dry sponge is dehydrated, so it does not have enough water in it. When it is like this it can't do its job.
4. Have children place their sponges in bowls, and encourage them to wet the sponges with the water. Allow children to explore the differences between dry and wet sponges. Discuss how the sponges feel different as they absorb the water.

5. Invite the children to use the wet sponges to wipe off the table. Help them make a connection between the wet sponges and the importance of drinking water to keep their bodies healthy during physical activity. Suggested phrases:
 - a. *Because the sponge has become saturated with water, it can now do its job.*
 - b. *Our bodies are like sponges. If our bodies don't have water, it is hard for them to do their jobs and stay healthy.*
 - c. *When we are physically active, our bodies use up water by sweating. We need to drink more water when we are physically active, so our bodies have enough water to keep moving.*

ADAPTATIONS/EXTENSIONS:

Art: Encourage children to decorate their own water bottles or cups. Help them put their names on the bottles or cups, and encourage them to refill them and drink water throughout the day.





BOP 'TIL YOU DROP DANCE STUDIO

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will act out a variety of dance moves.
- › Children will state that dance is a type of physical activity.

MATERIALS:

- › Dance costumes (e.g., leotards, ballet slippers, tap shoes, jazz shoes, tutus)
- › Dance props (e.g., ribbons, scarves, top hats)
- › Water bottles or cups
- › CD player/iPod and Docking station and a variety of music
- › Posters and photos of dancers and/or dance moves
- › Children's books about different types of dance (jazz, hip hop, tap, ballet, etc.)
- › Full-length mirrors
- › "Dance Studio" sign



PROCEDURE:

1. Set-up: Create a dramatic play area to resemble a dance studio. Place mirrors along a wall or in the corners. Set out a variety of dance costumes and props. Hang photos and posters at children's eye level.
2. Explain to children that they are going to pretend to be dancers. Ask if they have ever taken dance classes, such as ballet, tap, or hip hop. Encourage children to try on costumes and share dance moves.
3. Familiarize children with different types of dance by looking at pictures of dancers in books. Talk about what the dancers are doing. Suggested phrases:

- a. *These dancers are doing ballet. They have on special pointe shoes, so they can balance on the tips of their toes.*
 - b. *These dancers are doing tap. They have special metal plates on the bottoms of their shoes that click.*
4. Explain that dancing is a kind of physical activity that makes our hearts beat faster, which helps keep our bodies healthy.
 5. Play music and encourage children to dance to the music. Vary the music and encourage children to dance in different ways.
 6. When children have been dancing for a while, explain that their bodies may need water. Take a group water break.

ADAPTATIONS/EXTENSIONS:

Follow the dance leader: Ask a child to lead the group in a dance while others in the group copy the dance moves.

Visitors: Have different dancers come and demonstrate dance moves. Encourage visitors to teach dance moves to the children, and encourage children to incorporate the different dances into their dance routines.

Field trip: Visit a dance studio and observe dancers.



HEALTHY BEAR'S GREAT ADVENTURE

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Be physically active



OBJECTIVES:

- › Children will practice gross motor skills with Healthy Bear.
- › Children will practice listening skills and following directions.

MATERIALS:

- › Healthy Bear puppet
- › A puppet or stuffed animal (Healthy Bear's friend)
- › Additional puppet, stuffed animal, or picture for children to find

PROCEDURE:

1. Set-up: Hide a puppet, stuffed animal, or picture in the outdoor space.
2. Have Healthy Bear explain to a small group of children that they are going on a great adventure to find his friend.
3. Begin the adventure. Have Healthy Bear tell the children to follow him. After a few steps, stop abruptly and have Healthy Bear explain that they have come to a river. Encourage children to find a way to get across the river. Suggested phrases:
 - a. *Oh, no! We've come to a river! What will we do? I know – let's...* (encourage children to fill in an activity)
 - b. *As fast as you can, everybody swim across this river.*
4. Continue the adventure, adding new obstacles from time to time. (See list below for ideas and choose the ones you like best, or come up with your own ideas.) Have Healthy Bear lead children in saying, "Oh, no! We've come to a _____. What will we do? I know – let's..." Encourage the children to come up with creative ways to go around, over, or through the obstacles.



Obstacle Ideas

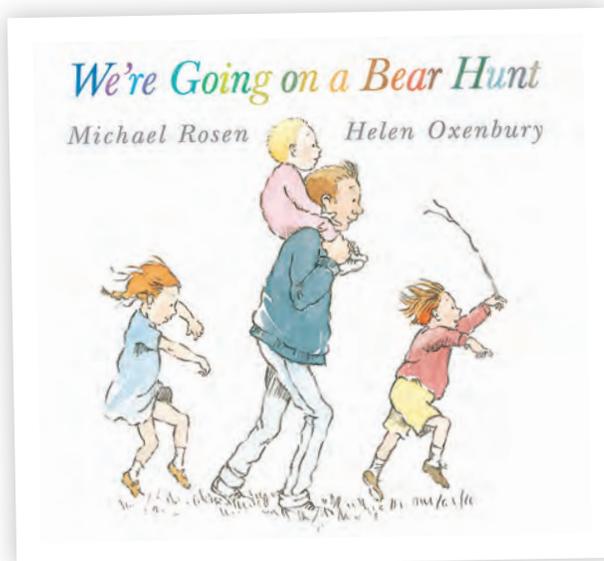
- Mountain
- Huge road made of sticky bubble gum
- Mud puddle

- Pond made of ice
 - Giant tree
 - Tiny little house
 - Dark cave
 - Mammoth skyscraper
 - Swarm of giggling children
 - Big trampoline
5. At the end of the game, have Healthy Bear lead children to the spot where his friend is. Encourage children to guess what the friend will look like. Have Healthy Bear pull out the friend and introduce him to the children.
 6. Review the activity by telling Healthy Bear's friend all of the different obstacles you found and how you got past them.

ADAPTATIONS/EXTENSIONS:

Literature: Read the book *We're Going on a Bear Hunt* by Michael Rosen, and lead the children in the actions as you read.

Self-concept: Before starting the game, hide pictures of the children. Have Healthy Bear give clues to help the children find their pictures.



Day 15: Review – Physical Activity

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