

Lesson 10: Health Feels Great!

TEKS: Prekindergarten

Language and Communication Domain:

II.D.1 Child uses a wide variety of words to label and describe people, places, things and actions.

Reading Domain:

III.D.1 Child retells or re-enacts a story after it is read aloud.

III.D.4 Child will make inferences and predictions about text.

Mathematics Domain:

V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

V.E.3 Child recognizes and creates patterns.

Science Domain:

Physical Science Skills:

VI.A.1 Child observes, investigates, describes and discusses properties and characteristics of common objects.

Social Studies Domain:

VII.A.1 Child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences.

Physical Development Domain:

IX.C.3 Child identifies good habits of nutrition and exercise.

Objectives:

- Students will be able to explain why nutrition and movement are important for maintaining a healthy body.
- Students will name five or more healthy choices they can make daily and explain why they are healthy choices.

Activities:

1. Introduce the Video (5 minutes) – The *Health Feels Great* video and discussion.
2. Survey (15 minutes) – Students will take a quick survey about healthy choices they make daily.
3. Shared Reading (15 minutes) – Explore a book, Your Body is Awesome that demonstrates good habits for a healthy life. (Author: Digrun Danielsdottir)
4. Activities We Like (20 minutes) – An activity that discusses the importance of physical activity.
5. My Healthy Habits Book (20 minutes) – A culminating activity.

6. Points to Ponder (5 minutes) – Options for further discussion.
7. Extension Activities- Further exploration of concept.
8. Family Activity (20 minutes) - Family activity to be done at home and reported about at school.

Materials:

Introduction- Video: *Health Feels Great!*

Survey: chart paper (with questions), markers, masking tape

Shared Reading: [Your Body is Awesome](#) by Digrun Danielsdottir

Active Living: jumbo sized action activity cards (i.e. running, sitting, jumping, throwing, hopping, swimming)

My Healthy Habits: chart tablet, markers, premade books with blank paper, crayons

Extension Activities:

Physical Activity Stations: masking tape, socks, laundry basket, tunnels, carpet squares, child-sized rakes, shovels, and brooms)

Healthy Toothbrush Habits: laminated photos of teeth, dry/erase markers, floss, toothbrushes, cups

Bedtime Routines: pajamas, robes, pretend sink, toothbrushes, cup, stuffed dolls, soft throws, books

Gross Potato: two peeled potatoes, cold water, Ziploc bags, science journals, pencils

Get Moving: selection of books, musical instruments, scarves, streamers

Habits of Healthy Kids: poster boards, boxes, or butcher paper, markers, crayons, yarn, fabric, list of healthy habits

Pedagogy:

Remember to use Bloom's Taxonomy and Gardner's Theory of Multiple Intelligences. In this lesson, you might ask the students to draw a picture showing how your body is amazing and the benefits of good health (Bloom). For a verbal style of learner (Gardner), work with your students at Circle Time to write a letter thanking the body for all the amazing things it does.

Did You Know?

Children need 60 minutes or more of physical exercise each day.¹

When your body is moving you are using energy. When you are resting, your energy is being stored.

¹ <http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>

Brain Builder Vocabulary:

nutrition

movement

exercise

survey

energy

habit

awesome

Other Resources:

[Active for Life](#) by Stephen Sanders

[Sleep is for Everyone](#) by Paul Showers

[Hear Your Heart](#) by Paul Showers

[Bread, Bread, Bread](#) by Ann Morris

[Everybody Cooks Rice](#) by Norah Dooley

[Beans](#) by Terry Jennings

<http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>

<http://www.choosemyplate.gov/>

Health Feels Great! Activities

Introduction (5 minutes)

1. **Before you co-view the video**, welcome the students by saying, “Hello boys and girls. Today we are going to visit with SP, Yukon, and Russet and learn more about our bodies and what makes them healthy. As you look at the video, look for healthy choices that the characters make.”
2. Watch the *Health Feels Great!* video.
3. **After you co-view the video**, explore the following questions: What do the potatoes want us to remember? What two healthy habits made Russet feel great? What healthy habit made Yukon get stronger?

Survey (15 minutes)

Materials: chart paper (with questions), markers, masking tape

1. Explain that a survey is a quick way to see how many people are participating in an activity. “For example, raise your hand if you have a pet.” Count the number of people who raised their hands. Explain that you surveyed them and you learned new information.
2. Introduce the chart. “On this chart there are questions. I will read the question and if your response to the question is yes, stand up. I will count the number of people standing and I will tally the responses next to the question.”
 - Who exercised after school yesterday? (i.e. rode a bike, walked home, played outdoors)
 - Who has a bedtime routine?
 - Who brushed their teeth this morning?
 - Who ate breakfast this morning?
 - Who feels tired today?
 - Who is hungry right now?
3. Tally the number of people who answered, yes, to each question. Talk with the students about the results. Discuss which questions had the most affirmations and which had the least. Reemphasize the importance of developing healthy habits- diet, activity, and sleep.
4. Ask the class, “What two healthy habits does our class practice the most? Which two healthy habits does our class practice the least?”

Shared Reading (15 minutes)

Your Body is Awesome by Sigrun Danielsdottir

1. Do a “picture walk” as you share the cover, title, author and illustrator and browse through a few pictures with the children. Ask them to share their thoughts about what they think the story might be about.

Encourage the children to make observations about the book (possibilities may include: illustrations, about the font or print; the types of characters; vocabulary mentioned in the title, etc.). Ask them what they think the story might be about.

2. Read the book, Your Body is Awesome, by Sigrun Danielsdottir. Pause as needed to introduce new vocabulary.
3. Review the key points of the text and ways to stay healthy: choose fresh healthy foods, bathe, brush your teeth, be physically active, drink water, eat healthy snacks and get plenty of sleep. Encourage them to share information they have learned.
4. Ask the class, “Did SP, Yukon, or Russet share any of these ideas with us in our lessons?” Circle the healthy habits the students remembered.
5. Ask, “What good things can happen to your body if you make healthy choices?”
6. Challenge the students to encourage a family member or friend to practice a healthy habit, to try a new, healthy food, or to try a new active game.

Circle Time: Active Living (20 minutes)

Materials: jumbo sized action activity cards (i.e. running, sitting, jumping, throwing, hopping, swimming)

Students will need plenty of room; go outdoors to a covered space.

1. Students will imitate the following actions as you call them out.
 - popcorn popping
 - toast popping out of a toaster
 - fish swimming
 - peeling a banana
 - an egg in a nest
2. Discuss the following: How were the actions different? Which activities made their heart beat faster? Which activities made them breathe harder? Explain that each activity required a different amount of energy.
3. Show the jumbo sized action cards one at a time. Students will raise their arm if requires “Little Energy” or students will jump up two times if it requires “A Lot of Energy.”
4. Talk with the students about: were any of these activities new to you? How did they make you feel? Did SP, Russett, and Yukon try new things in the video? How did it make them feel?
5. As a group, talk about which activities they like most.

Points to Ponder (5 minutes)

1. Energy is the ability to do work. Our energy comes from the food we eat! Food gives our bodies nutrients which keeps them strong.
2. Bodies store energy to have and use when needed. Eating right, drinking plenty of fresh water, getting enough sleep, and staying active are some ways we recharge our bodies.
3. Different activities require different amounts of energy.
4. There must be a balance between food, exercise and sleep.
5. Human bodies recharge through sleep and rest.
6. Illustrate the concept of balance by having students balance on one foot.

My Healthy Habits Book (20 minutes)

Materials: chart tablet, markers, premade books with blank paper, crayons

Each student will author a book titled: My Healthy Habits. Brainstorm health activities with them (going to bed early, exercising daily, making good food choices, or brushing teeth). Add their ideas to the list.

1. Each student will get a blank book and will write their name on the front cover. They will work independently to author their book and draw pictures about their healthy habits. As the teacher, help them add text to explain their pictures or ideas. Those that can write independently should.
2. Encourage the children to share their book at Circle Time. Offer them the opportunity to place it in the Library Center or to take it home and share it with their families.

Extension Activities:

Gross Motor: Physical Activity Stations

Materials: masking tape, socks, laundry basket, tunnels, carpet squares, child-sized rakes, shovels, and brooms)

Offer these gross motor activities for the children as physical activity stations and during outdoor play. Help students learn how their heart rate changes as they move through different stations.

- Build a road made from masking tape. Children will practice hopping on top of the road and from one side of the road to the other.
- Children will toss socks into an empty laundry basket. You can create predetermined distances to challenge them.
- Create an obstacle course using tunnels, carpet squares, and masking tape.
- Provide child-sized rakes, shovels and brooms as they practice digging, raking, or sweeping.

Sensory Tub: Healthy Toothbrush Habits (5 minutes)

Materials: laminated photos of teeth, dry/erase markers, floss, toothbrushes, cups

Create an area where students can practice brushing teeth. They should use the dry/erase markers to create stains on the teeth. They will use the toothbrushes to

clean the teeth models and can pretend to fill the cup with water to practice conserving water when they brush their teeth.

Drama Center: Bedtime Routines (10 minutes)

Materials: pajamas, robes, pretend sink, toothbrushes, cup, stuffed dolls, soft throws, books

In the Drama Center, provide materials for children to practice healthy bedtime routines. Model for them a healthy routine- a pretend bath time, putting on pajamas, brushing teeth, combing hair, and reading a book. Emphasize the importance of health bedtime routines. Children can practice

Science: Gross Potato (10 minutes)

Materials: two peeled potatoes, cold water, Ziploc bags, science journals, pencils

1. Students will learn about germs and the importance of hand washing. Be sure to wash your hands before you touch the potatoes. Demonstrate proper handwashing for the students. Then, peel two potatoes, rinse and store them in cold water. Remove one potato from the water and place it in a zip lock bag and mark it "control".
2. Next, pass the second potato around the circle. Ask the students to rub it with their hands. Place this second potato in a Ziploc bag and label it "test". Throw the water away.
3. Place the bags in the Science Center. Children should visit the center to observe the two potatoes each day and to document what they see. The potato in the bag labeled "test" will begin to grow black mold from the bacteria. Talk with the children about what is happening and emphasize the importance of proper handwashing.

Music: Get Moving (10 minutes)

Materials: selection of books, musical instruments, scarves, streamers

1. Make reading an active experience by integrating actions that are happening in the story. Is a character running? Run in place. Are children in the story dancing? Dance along with the characters.
2. Play a selection of the class' favorite music. Have an impromptu dance as you play the music. Select music with different beats and tempos and encourage the children to dance in tune with the music. Offer additional pieces like instruments, scarves or streamers.

Family Activity: Habits of Healthy Kids (20 minutes)

The family activity will allow the child and their family to explore habits of healthy kids. Encourage the child to share what they learned at school.

Print this letter to share activity ideas for families to explore at home.

Note: The following is a suggested list of healthy habits. Involve your students to generate a class list together to personalize it.

Habits of Healthy Kids:

- *Spend time being physically active.*
- *Limit screen time.*
- *Eat at least 5 fruits and vegetables each day.*
- *Snack on healthy foods like fruits and vegetables instead of potato chips.*
- *Drink or eat at least 3 dairy foods each day.*
- *Drink water each day.*
- *Make healthier choices when eating fast food.*
- *Eat appropriate portions.*

Dear Families,

In our class, we introduced the children to The Healthy Kids Project, brought to you by KLRN Public Television and Gottalook Productions. We explored the video, **Health Feels Great**. (View it at: www.klrn.org/healthy-kids.)

We have been learning about how to adopt healthy lifestyles. I would like to share a list, "Habits of Healthy Kids," that we created as a class. Ask your child to talk with you about what he/she has learned. For this activity you will need: poster boards, boxes, or butcher paper, markers, crayons, and the list of healthy habits.

- Talk with your child about at least 3 healthy habits that your child practices.
- Then, identify 3 healthy habits that your child would like to practice or adopt.
- Create a life size poster of a child's outline.
- Help your child write about these chosen habits on the reverse side of the outline. Your child should bring the poster, created by your family, to share with the class.

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- Make healthier choices when eating fast food.
- Eat appropriate portions.

Choose health. It feels great.