

SESSION 10

Topic: Nutrients to Stay Healthy

Objective: Children will understand that plants and humans need water and nutrients in order to remain healthy and have energy for physical activity.

Key Concepts: Children need water and the healthy nutrients found in fruits and vegetables just like plants need water and sunshine in order to grow healthy and strong bones and muscles so that they can lead a physically active lifestyle.

Materials Needed

- “Plant Splash Relay” game instructions
- 2 Baskets
- Small blue balls for each child
- “Follow the Leader” game instructions
- Tummy Mindfulness and Experiential Eating protocol
- Fruit, vegetables, and napkins for tasting
- Tummy dolls
- Watering cans
- “Seedling Song” lyrics
- Measuring tape
- “Red Apple, Green Apple” game instructions
- Pictures of yellow, green, and red apples
- “Head, Shoulders, Knees, and Toes” song lyrics
- Session 10 discussion card

Diet or Physical Activity Guideline or Recommendation

Dietary Guidelines for Americans, 2010 (USDA): <http://www.cnpp.usda.gov/DGAs2010-PolicyDocument.htm>

Early Childhood Obesity Prevention Policies (IOM): Recommendation 3-1, Recommendation 3-2, Recommendation 3-4, Recommendation 4-2, Recommendation 4-4, Recommendation 4-6
<http://bit.ly/2I5K6aD>

NAEYC Recommendations Satisfied

Curriculum 2.A.03, Curriculum 2.A.08, Curriculum 2.A.10, Curriculum 2.A.11, Curriculum 2.A.12, Curriculum 2.B.05, Curriculum 2.C.03, Curriculum 2.C.04, Curriculum 2.D.02, Curriculum 2.D.03, Curriculum 2.D.07, Curriculum 2.G.02, Curriculum 2.G.06, Curriculum 2.G.08, Curriculum 2.K.01, Health Standard 5.A.06

Review [10 minutes—game]

- **Game:** In order to reinforce physical activity, the children play “Plant Splash Relay.”

Classroom Activity [10 minutes—game]

- **Game:** In order to emphasize the importance of fruits and vegetables for growing healthy and strong the teacher leads the students in a game of “Follow the Leader.”

Mindful Eating [15 minutes—tummy mindfulness, experiential eating]

- **Tummy Mindfulness and Experiential Eating Protocol**
 - Direct children to wash their hands before their taste testing.
 - Food should be served to the children with gloved hands.
 - After washing their hands, the children are presented with fruits and vegetables from the garden (or grocery store if needed) to sample. Images of a body with an empty belly, full belly, and half full belly are available for the children to compare. The teacher describes the feelings of hunger and fullness to the children to increase their understanding of these concepts.
 - Before sampling the fruits and vegetables, the teacher asks the children if they are too full, just right, or hungry by asking them to point to the appropriate images.
 - The teacher then calls on a few children and asks them to describe what hunger or fullness feels like. The teacher tells the children that if they are not hungry then they should only take a small taste and a bigger taste if they are hungry.
 - After sampling the fruits and vegetables, the teacher asks the children if they are too full, just right, or hungry (point to the images).

***While the children are tasting, encourage positive conversation by making statements and asking questions that prompt the children to identify the color, smell, taste, and texture of the fruit or vegetable they are tasting, the sounds they make when they bite and chew, and what do they feel happening inside their mouths while they are chewing. Avoid statements that are coercive, like “just take a polite taste,” or “everyone has to try it.”**

For example:

“What **sound** was made when you chewed the celery? What do you feel happening inside your mouth while you chew? [*That celery was really crunchy and juicy.*]”

“How does the tomato **taste**?”

“What does the bell pepper **smell** like?”

“What does the cucumber feel like in your **hand**? [*It’s nice and cool.*]”

“What **color** are the strawberries that we are tasting?”

Garden Activity [20 minutes—garden maintenance, song, garden exploration, game]

- **Garden Maintenance and Song:** The teacher leads the children outdoors to water the garden. Once finished, the students set their water cans down. Encourage students to sing the “Seedling Song” while they water.
- The teacher measures the lima bean so that we can continue to chart its growth. Ask the children what stage in the lifecycle the lima bean is in.
- **Garden Exploration:** While outside, the children are encouraged to feel the soil and are reminded that it has important nutrients the plants need in order to grow healthy and strong. The children are also encouraged to feel the sunshine on their arms and are reminded that the sun gives the plants important nutrients that it needs in order to grow healthy and strong.
- **Game:** In order to emphasize the importance of eating healthy foods in order to have energy for physical activity, the teacher leads the children in a game of “Red Apple, Green Apple.”

Wrap Up/Review [10 minutes—song, discussion]

- **Song:** The teacher leads the children in the “Head, Shoulders, Knees, and Toes” song.
- **Discussion 10a:** The teacher reviews the concepts of the session, prompting children when necessary. For example:
 - “What do plants need to grow healthy and strong?”
 - “What do you need to grow healthy and strong?”
 - “Why do you need [water, fruit, vegetables, physical activity]?”