

SESSION 3

Topic: I Don't Want to be a Couch Potato!

Objective: Children will understand the importance of having a healthy diet so that they have energy to be physically active.

Key Concepts: Eating fruits and vegetables provides our bodies with fuel for physical activity so that we can grow strong muscles and bones. Plants also need food (sunshine and water) so that they can grow strong leaves and stems and beautiful flowers.

Materials Needed

- “Fitness Foods” game instructions
- Large pictures of fruits and vegetables and unhealthy foods
- Session 3 discussion card
- Large pictures of active activities including gardening activities
- Large pictures of sedentary activities
- “Gardener Says” game instructions
- Tummy Mindfulness and Experiential Eating protocol
- Fruit, vegetables, and napkins for tasting
- Tummy dolls
- Watering cans
- “Seedling Song” lyrics
- “Exercise When We Rhyme” game instructions
- Measuring tape

Diet or Physical Activity Guideline or Recommendation

Physical Activity Guidelines for Americans- Active Children and Adolescents (U.S. Department of Health and Human Services): <http://www.health.gov/paguidelines/guidelines/chapter3.aspx>

The Importance of Physical Activity (USDA):

<http://www.choosemyplate.gov/printpages/PhysicalActivity/physical-activity.why.pdf>

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.K.01, Health Standard 5.A.06

Review [10 minutes—game]

- **Game:** In order to review concepts from the Nutrients for Growth session, play “Fitness Foods.”

Classroom Activity [20 minutes—discussion, game]

- **Discussion 3a:** Children are led through a discussion on the importance of being physically active.
 - Children are taught that moving around is good for their bodies, gives them energy, and keeps them healthy and strong.
 - The teacher asks the children to name some of the physical activities that they participate in? The teacher reminds the children that they help maintain the garden which is an excellent source of physical activity!
 - Children are shown pictures of various activities. Some pictures will be of garden activities such as digging, raking, and harvesting and other pictures will be of sedentary behaviors such as playing video games and watching TV. The teacher holds up a picture and ask the children if the person in the picture is being physically active.
 - Using just the pictures with gardening tools, the teacher uses pretend play to show the children how each tool is used. The teacher encourages the children to perform the actions as well.
- **Game:** In order to further emphasize gardening as physical activity and practice the use of gardening tools, the teacher leads the children in a game of “Gardener Says” (played like Simon Says).
 - Children line up and the “gardener” says “Gardener Says to Dig,” and the children make a digging motion pretending to have a shovel in their hands.
 - This game is repeated as the children practice other gardening actions such as raking, watering, harvesting down low (bend at waist and bend their arms at the waist, moving them back and forth to pretend like they are picking fruits and vegetables), and harvesting high (children stand on their tip toes and pretend to pick apples from the top of the tree by reaching up high with their left and right hand).

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 will be 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 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.
- **Garden Exploration:** Using real fruits and vegetables, the teacher brings the children around the garden and shows the children the fruits and vegetables that are growing in the garden. Children are encouraged to identify the fruit or vegetable, its color, its shape, how it feels (i.e. smooth, fuzzy, etc.), what stage of the life cycle, what it needs to grow, and whether it is ready for harvesting.
- **Game:** The teacher leads the children in singing the “Exercise When We Rhyme” game: If two words rhyme they must perform the activity identified and if two words don’t rhyme they must jump up and down.
 - The additional word pairs are parentheses can be substituted for more options.

Lyrics

Chorus:

[Get your heart pumping

Get your legs running (Run in place)

Get your brain jumping (Jump in place)

Exercise when we rhyme]

If I say **two words that rhyme, jog in place**

If I say **two words that don't rhyme, jump up and down**

Yellow – Hello (Mango – Tango)

(You may have to prompt the students asking-do those words rhyme?)

Beet – Grape (Asparagus – Watermelon)

Carrot – Parrot (Beans – Greens)

Berry – Cherry (Pear – Air)

Apple – Avocado (Radish – Orange)

If I say **two words that rhyme, clap side to side**

If I say **two words that don't rhyme, jump up and down**

Potato – Tomato (Parsnips – Turnips)

Lime – Dime (Broccoli – Kohlrabi)

Lettuce – Lemon (Apricot – Squash)

Kiwi – Pee Wee (Yam – Ham)

(Repeat Chorus)

If I say **two words that rhyme, jump side to side**

If I say **two words that don't rhyme, jump up and down**

Banana – Cucumber (Cabbage – Fig)

Pea – Bee (Zucchini – Fettuccine)

Corn – Horn (Kale – Whale)

Spinach – Milk (Cauliflower – Watermelon)

(Repeat Chorus)

C'mon, exercise when we rhyme

Wrap Up/Review [5 minutes—discussion, song]

- The teacher measures the lima bean so that we can continue to chart its growth. Ask the children what is needed for the lima bean to grow and relate back to what children need (prompt the children to identify water, sunlight, and food-fruits and vegetables, and soil).
- **Discussion 3b:** The teacher asks the children why we need to eat a variety of fruits and vegetables. Prompt the children to the answer, to have energy to be physically active and play.
- **Song:** If there is time, the teacher leads the “Seedling Song.”