

## SESSION 9

**Topic:** Being Active in the Garden!

**Objective:** Children will understand that gardening is a fun way to be physically active.

**Key Concepts:** Gardening provides many opportunities to be physically active. Eating fruits and vegetables provides our bodies with fuel for physical activity so that the children can grow strong muscles and bones. Plants also need food so that they grow strong leaves and stems.

### Materials Needed

- “Head, Shoulders, Knees, and Toes” song lyrics
- Session 9 discussion card
- “The Little Gardener” book
- “Exercise When We Rhyme” game instructions
- Tummy Mindfulness and Experiential Eating protocol
- Fruit, vegetables, and napkins for tasting
- Tummy dolls
- Watering cans
- “Seedling Song” lyrics
- Measuring tape
- “Plant Splash Relay” game instructions
- 2 Baskets
- Small blue balls for each child

### Diet or Physical Activity Guideline or Recommendation

Physical Activity Guidelines for Children (CDC):

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

### 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 [5 minutes—song]

- **Song:** In order to review the importance of eating a variety of fruits and vegetables to have a healthy and strong body, the teacher leads the children in the “Head, Shoulders, Knees, and Toes” song.

### Classroom Activity [20 minutes—discussion, game]

- **Discussion 9a:** The teacher reads the “The Little Gardener” to the children to teach them about what is needed to take care for a garden besides water and seeds.
  - The teacher has the children stand during the reading and encourages them to act out each page as it is read using pretend play.
  - The teacher reviews the importance of being physically active and reminds the children that gardening is a great way to be physically active.
- **Game:** In order to emphasize fruits and vegetables give us energy for physical activity, the teacher leads the children in a game of “Exercise When We Rhyme” game.

### 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 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.
- **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.
- The teacher measures the lima bean so that we can continue to chart its growth. Ask the children if the lima bean is getting the nutrients it needs and if there are any weeds that need to be removed to help the lima bean grow.
- **Game:** In order to reinforce how watering plants is a fun way to get physical activity, the children play “Plant Splash Relay.”

### Wrap Up/Review [10 minutes—discussion and song]

- **Discussion 9b:** The teacher reviews the concepts of the session, prompting children when necessary.
  - The teacher asks the children questions, such as:
    - “What are some physical activities you can do in the garden?”
    - “What do the plants in our garden need to be healthy and strong?”
    - “What do you need to be healthy and strong?”
    - Ask the children questions about the plants growing in the garden (e.g., how they look, are they getting enough nutrients)
- **Song:** The teacher leads the class in the “Seedling Song.”