



## **Kids in Motion: A Healthy Start**

In this package you'll find 2 interactive lessons that you can do at home using materials found around your house! These lessons are all about healthy eating and are connected to the Ontario Science and Healthy and Physical Education Curriculum for Grade 1. These lessons are suitable for kids in JK, SK and Grade 1.

We hope you enjoy these lessons and are awed, inspired and enlightened!

### **Program Basics**

#### **PICTURE YOURSELF**

(Lesson time: 50 minutes)

Children will discuss how they get exercise through physical activity. Children will get a chance to speak about their favourite activity or game and then illustrate themselves in action.

#### **FOOD RAINBOW**

(Lesson Time: 50 minutes)

Introduce your child to different fruits and vegetables by creating their own food rainbow.

### **Curriculum Connections**

#### ***Science and Technology***

Grade 1 - 3.3 Identify the location and function of major parts of the human body, including sense organs.

#### ***Healthy and Physical Education***

Grade 1 - C2.1 Describe how the food groups in Canada's Food Guide can be used to make healthy food choices.

## **PICTURE YOURSELF**

(Lesson time: 50 minutes)

Children will discuss how they get exercise through physical activity. Children will get a chance to speak about their favourite activity or game and then illustrate themselves in action.

### **Materials**

- Paper
- Pencils
- Crayons/markers/pencil crayons
- Optional: props (hockey stick, soccer ball, skipping rope, etc.)

### **Pre Lesson Set-Up**

Have the paper, pencils and colouring materials organized for after the discussion. If you have props in your room, have them out as well.

### **Instructions**

#### ***Introduction (10 minutes)***

Introduce the word 'exercise' to your kid(s). Exercise means playing and being physically active. Explain to the kids that we will be talking about exercise and the different ways we can get physical activity. Some of the questions below may start the lesson off:

1. Can you name some activities that include exercise? Games?
2. Why do we need exercise?
3. What does it do for our bodies?
4. What happens to our bodies when we exercise?
5. How can we tell we are getting exercise?
6. How do we feel if we don't get exercise?
7. Do we have to exercise all day long?

#### ***Development (15 minutes):***

After the initial discussion, ask them if they can think of different games or activities that they enjoy that also give them exercise (physical activity). Talk about a few answers and show props if available.

To give every kid a chance to contribute, go around the circle and ask each kid to tell the group their favourite game or activity. If there are props left over that were not mentioned during the discussion, introduce them to the kids and explain what the game is.

Have the kids get up and find some space. Tell them we are going to do a little physical activity *RIGHT NOW!* Introduce the game Simon Says: Exercise Style. Use forms of exercise as the commands, and when not using a command, instruct the students to do something stationary (ie: Now, sit on the floor. Oh, I didn't say Simon Says, and sitting down isn't exercise!)

Examples:

- Simon says everyone touch their toes and reach up to the ceiling as high as they can.
- Simon says everyone do 5 jumping jacks.
- Simon says everyone march on the spot.
- Simon says everyone run on the spot really fast!
- Simon says everyone reach up to the ceiling as high as they can.
- Simon says everyone crouch down into a tiny little ball, and then come back to a seated position.

Explain to the kids that we JUST got some exercise. See! It wasn't that difficult. The more you move and the faster you do it, the more exercise you are getting. Just remember to stay safe and don't go too fast because you don't want to hurt yourself.

**Conclusion (20-30 minutes):**

After the mini-exercise session, explain to the students that you would like them to draw a picture of themselves playing their favourite game or doing their favourite activity. Grade 1s could write a little about their favourite snack underneath the image or on the back. Make the drawings as colourful as possible!

## **FOOD RAINBOW**

(Lesson Time: 50 minutes)

Introduce your child to different fruits and vegetables by creating their own food rainbow.

### **Materials**

- A book about healthy food choices (e.g. The Berenstain Bears and Too Much Junk Food, Gregory the Terrible Eater, Bread and Jam for Frances, Gobble and Gulp, No More Vegetables!)
- A variety of fruits and vegetables (different shapes, colours etc.)
- Copies of the rainbow worksheet

### **Pre Lesson Set-Up**

Have the different fruits and vegetables in the middle of the floor for the kids to sit around. Have copies of the worksheets printed and have your choice of book picked out.

### **Instructions**

#### ***Introduction (15 minutes)***

Gather the kids in a circle on the floor. Make sure that each kid can see the middle of the circle where you will be putting the fruits and vegetables. Explain to the kids that you will be looking closely at different types of fruits and vegetables and will be sorting them into groups according to different characteristics about the fruits.

First, read the story to the kids.

Introduce the fruit and vegetable food groups. Tell kids that fruits and vegetables are “everyday” foods that should be eaten at every meal. Give examples of how fruits and vegetables can be used for breakfast, lunch, and dinner. Ask kids to share their favourite fruits and vegetables with the class. Explain that fruit and vegetables are important because they give us energy to learn, play, and grow.

#### ***Development (15 minutes)***

Begin the sorting activity by asking kids if they can name the fruits and vegetables in the middle of the circle. Pass around some of the more unusual food items for the kids to explore through smell and touch. As a class, have students sort the collection of food into fruits and vegetables. Hold up food items and ask kids if they should be placed in the “fruit” or “vegetable” pile. You can ask kids to think about whether or not the foods have seeds or not.

After kids have mastered the initial sorting task, try more difficult categories. For example, ask kids to sort the food items by colour, or into categories of eaten with peel/eaten without peel, grown underground/grown above ground, smooth/rough to touch, etc.

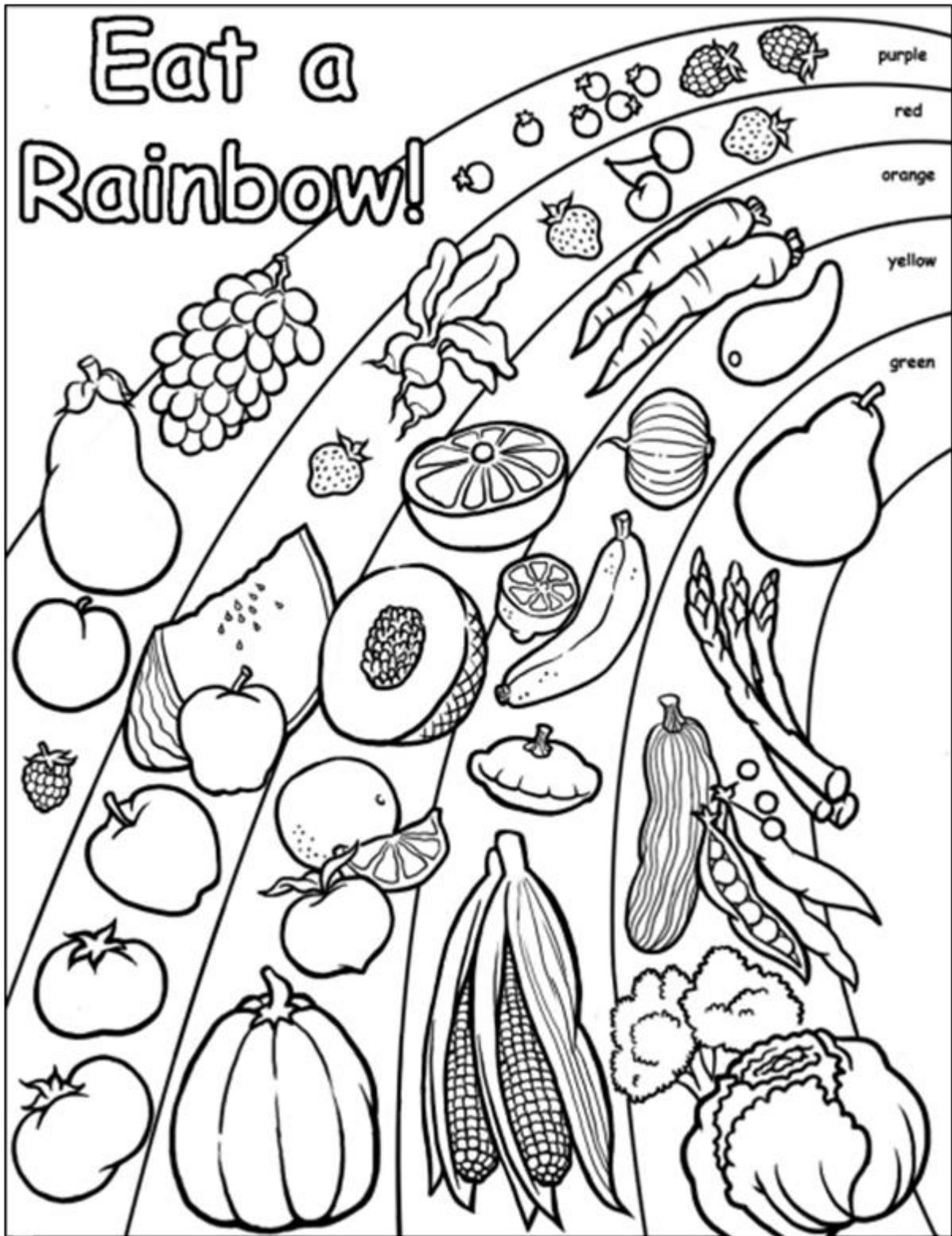
#### ***Conclusion (20 minutes)***

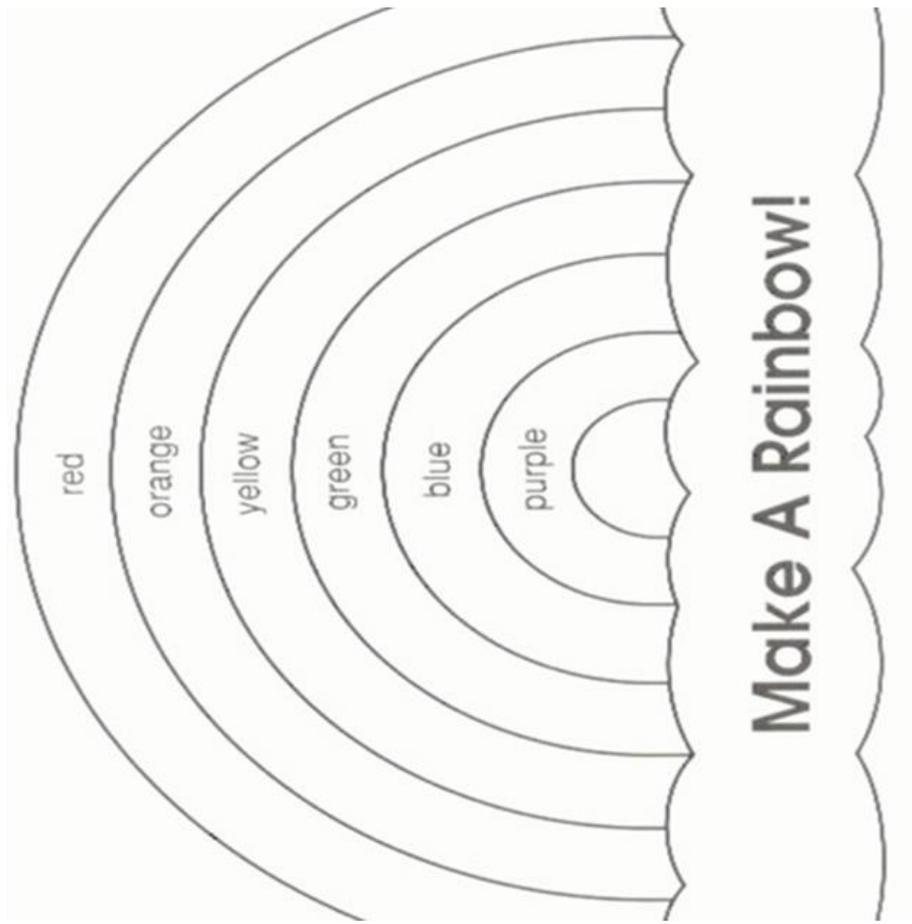
Using the attached template, have kids cut out images of (or draw) the different fruits and vegetables they sorted. Have the kids put the food in the right food group colour of the rainbow and then colour the rest of the rainbow and space behind the images.

## **THE FOOD RAINBOW**

Colour the pictures of the different foods. Cut out the pictures and paste them in the correct section.

# Eat a Rainbow!





**Make A Rainbow!**