

# Taking Care Of Your Body

**Grade Level or Special Area:** Kindergarten

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**Length of Unit:** 10 lessons (approximately 2 weeks (5 days); 1 day = 1 hour)

## I. ABSTRACT

This unit uses a variety of teaching methods to help kindergartners practice healthy lifestyles. Through the use of songs, movement, hands-on experiments, discussions, and authentic assessments, the students learn how exercise, healthy eating habits, good rest patterns, and proper hygiene can keep them well and makes them feel good about themselves.

## II. OVERVIEW

- A. Concept Objectives
  - 1. Students will understand that good health contributes to self-esteem.
  - 2. Students will understand that proper nutrition promotes good health.
  - 3. Students will comprehend that exercise contributes to a healthy lifestyle.
- B. Content from the *Core Knowledge Sequence*
  - 1. Taking care of your body: exercise, cleanliness, healthy foods, rest. (p. 19)
- C. Skill Objectives
  - 1. Students will identify the major food groups (dairy, meat, fruits and vegetables, and grains) and why they are needed for good health.
  - 2. Students will identify foods that are high in fat and sugar content.
  - 3. Students will demonstrate healthy food choices.
  - 4. Students will identify water as essential for human survival.
  - 5. Students will describe benefits of fitness and show examples of exercise.
  - 6. Students will identify ways of using proper hygiene.
  - 7. Students will comprehend the need for proper rest.
  - 8. Students will use pictures and other pre-writing skills to communicate a message.

## III. BACKGROUND KNOWLEDGE

- A. For Teachers
  - 1. Meeks, Linda and Heit, Philip. *Health: Focus on You. Teachers Edition.* Columbus, Ohio: Merrill Publishing Company, 1990. ISBN 0-675-03260-1
  - 2. Richmond, Julius B. and Pounds, Elenore T. *Health for Life: Teacher's Edition.* Glenview, Illinois: Scott, Foresman and Company, 1987. ISBN: 0-673-29511-7
  - 3. Zeller, Paula Klevan and Jacobson, Michael F. *Eat, Think, and Be Healthy!* Washington, D. C.: Center for Science in the Public Interest, 1987. ISBN: 0-89329-016-5
- B. For Students
  - None

## IV. RESOURCES

- A. *The Edible Pyramid* by Loreen Leedy (Lesson One)
- B. *Germ's Make Me Sick!* by Melvin Berger (Lesson Five)
- C. *The Crocodile and the Dentist* by Taro Gomi (Lesson Six)
- D. *The Hare and the Tortoise* from *What Your Kindergartner Needs to Know* by E.D. Hirsch, Jr. (Lesson Eight)

## V. LESSONS

### Lesson One: Taking Care of Your Body by Eating Healthy Food, Part 1 (approximately one hour)

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that proper nutrition promotes good health.
2. Lesson Content
  - a. Taking care of your body: exercise, cleanliness, healthy foods, rest.
3. Skill Objective(s)
  - a. Students will identify the major food groups (dairy, meat, fruits and vegetables, and grains) and why they are needed for good health.

#### B. *Materials*

1. Send out copies of Appendix A (Parent Letter) to each family two weeks prior to the start of the unit
2. *The Edible Pyramid* by Loreen Leedy
3. A picture of a train from a book or magazine
4. A poster of the food pyramid complete with drawings or pictures of food in each of the groups
5. A large piece of butcher paper with a large version of the pyramid drawn on it (just label the food groups, do not draw on food items)
6. Clippings from books or magazines of food from each of the food groups (make sure there is one clipping per student)
7. A glue stick
8. Copies of Appendix B (Food Pyramid Assessment) for each child
9. A baggie for each student that contains: six pretzels, two carrot sticks, two apple spears, a piece of beef jerky, and one piece of candy.
10. A small milk per child
11. A camera, optional

#### C. *Key Vocabulary*

1. Food pyramid – a device developed by the US Department of Agriculture to encourage people to improve their diets-it is based on the USDA’s research on what foods Americans eat, what nutrients are in these foods, and how to make the best food choices; the pyramid is an outline of what to eat each day

#### D. *Procedures/Activities*

1. Gather the children in the circle area. Show the children a picture of a train and explain that the train moves because of fuel. Fuel provides energy for the engine. Allow the children to move like a train around the room for two minutes. Re-gather them back at the circle area. Ask: What fuel gives you the energy to move like you just did? Food! Explain to the students that for the next three days they will be learning about foods that provide the best fuel for their bodies.
2. Read the book *The Edible Pyramid* by Loreen Leedy. Talk about the concept of the Food Pyramid, which was introduced in the book. Say: The food pyramid is a way to think about food so that you can make healthy food choices. Why do you think it is important to eat healthy food? (to have energy, to not get overweight, to live a long life, etc.) The food pyramid separates foods into categories just like when you go to the grocery store and the food is put in special places. All of the fruit and vegetables are in one place; all of the dairy products are in another; and all of the meats are in still another place.
3. Point to the poster of the food pyramid and talk about the different food categories or groups. Explain how each food group helps our bodies. Say: At the bottom of the pyramid is the grains group. Do you see the pictures of the

different kinds of foods in this group? What are some of the examples on this poster? (pasta, bread, cereal, etc.) Can you think of any other grains that aren't on this poster? These types of foods are called carbohydrates, and our bodies use these the most to give us energy.

4. The next category is vegetables and fruits. Go through the same questions as above asking the children to look at the pictures on the poster and offer their own additions. Explain that these foods help make their bodies grow and help our injuries such as cuts and scraps heal more quickly.
5. The next category is dairy products. Explain that these foods make bones and teeth strong. The next category is meats. Explain that these foods help them grow strong and tall. The last category is fats. Explain that these foods do not help our bodies become healthy. But these are all foods that many people really enjoy to eat, and if they eat just a little of them, they can still be healthy.
6. Ask the children to look at the pyramid and notice that it is bigger at the bottom and smaller at the top. That is because it is to remind people to eat more of the foods at the bottom of the pyramid and less of the foods at the top, if they want to lead a healthy lifestyle.
7. Tell the children that they are going to get to practice putting foods into the proper food group on a gigantic food pyramid. Post the large butcher paper pyramid. Distribute a food clipping to each student. Call on the students one at a time to come and point to the place where their food item should go. Put a dab of glue on the clipping for the student and allow him/her to paste it in the appropriate category. The pyramid should develop before the students' eyes!

E. *Assessment/Evaluation*

1. Send the students back to their seats. Distribute a copy of Appendix B (Food Pyramid Assessment) to each student with a baggie contain various food items and a small milk. Ask the students to arrange the food on the pyramid into food groups. Take a picture of the finished product, for record keeping purposes. Allow the students to eat their creation.

**Lesson Two: Taking Care of Your Body by Eating Healthy Food, Part 2 (approximately 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that proper nutrition promotes good health.
2. Lesson Content
  - a. Taking care of your body: exercise, cleanliness, healthy foods, rest.
3. Skill Objective(s)
  - a. Students will identify foods that are high in fat and sugar content.

B. *Materials*

1. One soft drink such as Coke
2. One Twinkie
3. One doughnut
4. A bag of white sugar
5. A box of plastic spoons
6. Three clear glass or plastic bowls
7. A brown lunch bag per student cut so that it will lay flat (placed at each student's desk)
8. A paper plate for each group of four students with the following food items on it: fresh fruits and vegetables, beans, bread, rice, macaroni, and a piece of cake
9. A small cup of skim milk and a small cup of water per group of four students

10. A crayon per student
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Gather the children in the circle area. Discuss what was learned the previous time. Go over the food pyramid again briefly. Say: Today we are going to focus on the top of the pyramid, the fats. Who remembers why the fats are at the top of the pyramid? (because it is the smallest part of the pyramid to remind us to only eat a little bit of these foods because they are unhealthy.) We are going to do two experiments or tests today to see firsthand the sugar and fats that is in foods.
  2. Begin by telling the students that enough sugar is added to foods to provide about 125 pounds of it per person each year. Use your weight as a rough example of how much sugar that is. Tell the children that most of the sugar comes from soft drinks, candy, jellies, syrups, and desserts. Explain that fruits and some dairy products have naturally occurring sugars, and that's fine. The sugars in fruit and milk always have something else going for them, like vitamins, minerals, and fiber. The foods we're talking about today have nothing to offer, and they make us feel full and crowd out other more nutritious foods. If we eat a lot of sugary or fatty foods we can gain extra weight, and it can make us get cavities in our teeth.
  3. To demonstrate how much sugar is in some common foods, hold up a soft drink such as Coke and ask the children how much sugar they think is in that can of pop. Tell them there is approximately 10 teaspoons of sugar in each can. Show them how much this is by spooning out 10 teaspoons into a clear glass or plastic bowl. Ask the children to count each teaspoon aloud. Repeat the process for a Twinkie (5 teaspoons) and a doughnut (2 teaspoons). Consult the resource book *Eat, Think, and Be Healthy!* By Paula Klevan Zeller and Michael F. Jacobsen (p. 37-38) for a more complete list of sugar content in many common foods. Finally, ask the children if they would like to taste what just one teaspoon of sugar tastes like to get an idea of just how much sugar is in each of these food/drink items. Using clean spoons each time, allow the children to taste one teaspoon of sugar and watch their astonished looks! (You may want to do this at the end of the day because of the hyper factor!)
  4. Next, explain to the children that sugar in food is one indicator that the food is unhealthy. Another factor is fat. Fat in foods can make us overweight and a lot of it in our diets can even make our hearts sick and give us cancer. Tell the children they are going to test some foods to see if they contain fat.
  5. Have the children go to their seats. They should test some of the foods set out on the paper plates by rubbing them on the pre-cut bags that are at their seats. Along with their chosen foods, each child also should put a water spot somewhere on their paper. Tell the children to use a crayon to circle each test area and have an adult help them write the name of the item beside it. After the marks have completely dried, have the children examine them closely. What happened to the watermarks? What about the marks of fresh fruits and vegetables, beans, bread, rice, macaroni, cake, and skim milk? Tell the children to hold their papers up to the light and put their hands behind these spots. Do these areas look any different than the untested paper? Discuss the results.
- E. *Assessment/Evaluation*
1. In the concluding discussion, question students to see if they understood the concept that fatty and sugary foods, if ate all the time, can make a person unhealthy.

**Lesson Three: Taking Care of Your Body by Eating Healthy Food, Part 3 (approximately 20 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that proper nutrition promotes good health.
2. Lesson Content
  - a. Taking care of your body: exercise, cleanliness, healthy foods, rest.
3. Skill Objective(s)
  - a. Students will demonstrate healthy food choices.
  - b. Students will identify water as essential for human survival.
  - c. Students will use pictures and other pre-writing skills to communicate a message.

B. *Materials*

1. One orange cut in half
2. A juicer
3. A scale
4. A cup
5. Paper towels
6. A two-inch in diameter circle cut out of tag board for each student. Tape or glue a safety pin on the back of the circle to create a button.

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Ask the children to shake their heads. Do they hear anything? No sloshing?!! They might be surprised to know that their brains are made mostly of water – 75 percent! Of course, the water is part of their brain tissue and isn't just floating around.
2. Tell the children that water serves some very important functions: It carries nutrients and oxygen to our cells. It helps eliminate waste; it helps keep our body tissues from sticking together. It helps keep our bodies cool.
3. Liquids aren't the only way to get water. Many solid foods have a lot of it – especially fresh fruits and vegetables. Pick up half of orange to demonstrate. Show the children how to weigh the orange on a scale. Then use a juicer to squeeze out all the juice and then weigh the empty rind. Show the children how much liquid (which is mostly water) is in the orange.
4. Ask the children to name their favorite beverages. List them on the board in two categories: healthy and not healthy. Enlist the children's help to pick which category their drink choices would go in.
5. Tell the children that it's a good idea to drink about six to eight cups of liquid a day to get all the water our bodies need. When it's hot or when we're working or playing hard, it's important to drink even more.

E. *Assessment/Evaluation*

1. Have the children go back to their seats and create buttons that inform others about the important role of water in a healthy diet. The buttons may have a funny slogan (that an adult helps write on it) such as "You're All Wet!" or a funny picture.

**Lesson Four: Taking Care of Your Body by Eating Healthy Food, Part 4 (approximately one hour)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand that proper nutrition promotes good health.
2. Lesson Content
  - a. Taking care of your body: exercise, cleanliness, healthy foods, rest.
3. Skill Objective(s)
  - a. Students will identify the major food groups (dairy, meat, fruits and vegetables, and grains) and why they are needed for good health.
  - b. Students will identify foods that are high in fat and sugar content.
  - c. Students will demonstrate healthy food choices.
  - d. Students will use pictures and other pre-writing skills to communicate a message.

B. *Materials*

1. Three other adult or parent helpers other than the classroom teacher
2. For Center #1, arrange these items on a table:
  - a. A collection of magazine clippings showing various foods from the food groups (there needs to be a lot as each student will need one food item from each of the food groups; a good source for clippings of this sort is seed catalogues and food magazines)
  - b. One paper plate per student
  - c. A glue stick per student
3. For Center #2, arrange these items on a table:
  - a. Markers
  - b. Four pieces of poster board
4. For Center #3, tape a large version of the food pyramid on the floor or draw it on the cement outside with chalk; put various food cut-outs that represent the food groups into a hat
5. For Center #4, you'll need:
  - a. One orange or grapefruit per student
  - b. Two boxes of dried cloves
  - c. Various kinds of dried fruit
  - d. Any other kind of food items you want for the children to use to decorate their oranges
  - e. You'll also need to put out toothpicks, markers, and glue at this center (You may want to ask the parents to donate the food items or perhaps your school will reimburse you for purchasing these items.)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Gather the students in the circle area. Review the food pyramid and discuss the sugar and fat experiments the students conducted the last class period. Explain that today the children are going to do four centers to once again learn about the importance of eating healthy foods. Divide the students into four groups.
2. Send one group to each of the adult-led centers. Rotate the groups every 10 minutes. At center #1, the children will look through the collection of magazine clippings of food items and pick out a food item from each of the food groups and then glue these on to a paper plate. Make sure the students put their names on the back of their projects.

3. At center #2, the students will prepare a TV commercial to sell one of the food groups for its nutritional value. The adult helper should help the students work as a group to pick one food group (ex. the dairy group) and act out skit that promotes this group (such as “You should eat lots of dairy products if you want to have strong teeth.) Students can make up songs or raps or make posters to try to sell their point. Remind them that they only have 10 minutes though to prepare the skit. At the end of the center time, each of the groups will perform their skits for the whole group.
  4. At center #3, the students gather around the food pyramid that has been constructed with tape on the floor or drawn on the cement outside. Each student draws a food clipping out of a hat and then walks to the proper food group on the large pyramid. Once all the students are in place, check to make sure they are in the right spots. Repeat the activity as long as there is time.
  5. At center #4, the students will make food puppets by using food. They can use a real orange or grapefruit and poke dried cloves into it to make a face. Dried fruits can be attached with toothpicks for other facial features. The children may want to use felt-tipped markers to decorate their fruits. Students can make their puppet “talk” about healthy eating, while they wait to go on to the next center.
  6. Once all of the children have been through each of the centers, re-gather the group. Have each of the groups perform their TV commercials for the group. Have the students show off their puppets, if they wish. Lastly, have the students pair up and share one thing they have learned about eating healthy.
- E. *Assessment/Evaluation*  
None

**Lesson Five: Taking Care of Your Body by Personal Hygiene, Part 1 (approximately 30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand that good health contributes to self-esteem.
  2. Lesson Content
    - a. Taking care of your body: exercise, cleanliness, healthy foods, rest.
  3. Skill Objective(s)
    - a. Students will identify ways of using proper hygiene.
- B. *Materials*
1. A bottle of shampoo and conditioner
  2. Nail clippers, an emery board, and/or a nail file
  3. Various brushes and combs
  4. A bottle of hand soap
  5. Copy of Appendix C (Personal Hygiene Song Lyrics) for teacher
  6. A piece of paper and pencil per child
  7. Crayons or markers for each child
  8. *Germs Make Me Sick!* By Melvin Berger
- C. *Key Vocabulary*
1. Hygiene – keeping your body clean
  2. Germs – are too tiny to see and some can make you sick
- D. *Procedures/Activities*
1. Gather the children in the circle area. Have a wide range of grooming products arranged on a table for display. Discuss products used for good grooming with your students. Show them bottles of shampoo and conditioner. Ask the students to tell you what shampoo and conditioner are used for. Show the students

different types of brushes and combs and get their opinions on uses for these. Show them nail files, emery boards, and nail clippers and discuss usage. Demonstrate how they are used. Explain that their families buy products like these to help keep them clean.

2. Discuss the importance of maintaining good hygiene around others. Say: When you body is clean, you have a pleasant smell. When you body is dirty, there may be an odor. When you keep your body clean, you feel good about yourself and others feel good about you too. Emphasize that not all people have formed these healthful habits. It is important for students to know that it is inappropriate to make rude comments to these people.
  3. Teach the children the song “This is the way we keep our bodies healthy” using the words and motions given on Appendix C.
  4. Talk to the children specifically about hand washing. Explain that soap breaks down the oil on the skin. Germs and dirt get trapped in this oil. Hands should be properly rinsed and dried as well. Inform students that using the same towel as another person may put germs back on your hands. Write the word “germs” on the chalkboard. Explain that germs are too small to be seen without a microscope but are present just the same. If possible, show students pictures of germs taken through a microscope. Read the story *Germs Make Me Sick!* By Melvin Berger.
  5. Teach the children how to wash their hands properly by emphasizing that students wash with soap and warm water on the front and backsides of their hands. Ask the children when they should wash their hands? (Wash them before you eat, after you touch a pet, after using the toilet, etc.)
  6. Ask the children to trace their hands on a piece of paper. Then let them make drawings on the outline of their hands showing what germs might look like if they were large enough to be seen.
- E. *Assessment/Evaluation*  
None

**Lesson Six: Taking Care of Your Body by Personal Hygiene, Part 2 (approximately 30 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand that good health contributes to self-esteem.
  2. Lesson Content
    - a. Taking care of your body: exercise, cleanliness, healthy foods, rest.
  3. Skill Objective(s)
    - a. Students will identify ways of using proper hygiene.
- B. *Materials*
1. *The Crocodile and the Dentist* by Taro Gomi
  2. A hard-boiled egg shell
  3. A hard-boiled egg shell that has soaked in vinegar overnight
  4. A cup of water
  5. A cup of cola
  6. A hard-boiled egg
  7. A new toothbrush for every student (donated by a local dentist or brought in by parents)
  8. Toothpaste
  9. Dental floss
  10. A copy of Appendix D (Teeth Song Lyrics) for teacher

11. An enlarged copy of Appendix E (Tooth Painting Projects) for each student on manila paper
  12. Old tooth brushes
  13. White paint
- C. *Key Vocabulary*
1. Cavity – a hole in a tooth
  2. Enamel – the hard coating on the outside of a tooth
- D. *Procedures/Activities*
1. Gather the student in the circle area. Read the book *The Crocodile and the Dentist* by Taro Gomi. After having a chuckle about the funny book, get down to business by asking the students why they think it's important to brush their teeth. Explain that germs can get on teeth and cause cavities, or tiny holes, in teeth. Tell the students that toothpastes have a chemical in them called fluoride that helps prevent cavities. Explain that cavities harm teeth, and if not fixed by a dentist, could even cause the tooth to come out.
  2. To show students how important brushing is, conduct these two experiments. First to show students how plaque can eat through enamel, have students carefully feel the shell of a hard-boiled egg and compare it to the feel of a tooth. Then show them an eggshell that you have soaked overnight in vinegar. Compare the action of the vinegar on the eggshell to plaque on a tooth.
  3. Next to demonstrate how easily teeth can be stained, place one egg in a jar of water and one egg in a jar of cola. The following day remove the eggs and compare them. Then use a toothbrush and toothpaste to brush away the stain from the cola-tinted egg.
  4. After brushing the egg, teach the students how to brush their own teeth. Give each student a toothbrush and some toothpaste. Instruct them to brush the top teeth first starting on one side of the mouth and working to the other side. Repeat the procedure on the bottom teeth. Encourage the students to brush behind their teeth and on the sides of the back teeth. Tell them to brush their tongue as well to promote fresh breath. Help them come to the sink and spit out the remaining toothpaste foam. Explain to the children that it is harmful to their stomachs to swallow toothpaste. Then demonstrate how to use dental floss. Explain that floss helps get food and germs out from between your teeth.
  5. Next, teach the students the words to “Do You Brush Them” and “Care For Your Teeth” (Appendix D).
  6. Lastly, practice brushing one more time with this fun art project. Give the students an enlarged copy of Appendix E on manila paper. Allow them to paint the large tooth using old toothbrushes and white paint. Encourage them to cover the brown paper and make the tooth gleaming white.
- E. *Assessment/Evaluation*  
None

**Lesson Seven: Taking Care of Your Body by Personal Hygiene, Part 3 (approximately 20 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand that good health contributes to self-esteem.
  2. Lesson Content
    - a. Taking care of your body: exercise, cleanliness, healthy foods, rest.
  3. Skill Objective(s)
    - a. Students will identify ways of using proper hygiene.

- b. Students will comprehend the need for proper rest.
  - c. Students will use pictures and other pre-writing skills to communicate a message.
- B. *Materials*
  - 1. A piece of paper per student
  - 2. Crayons for each student
  - 3. Copies of Appendix F (Personal Hygiene Assessment) for each student
  - 4. A pencil for each student
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
  - 1. Tell the students to pretend that they are at home in bed and are just waking up in the morning. Ask them to act out what they do when they first wake up. (yawn, stretch, open their eyes, stand up) Ask the students how they feel when they first wake up. (sleepy, hungry, rested) How do you feel when you haven't had enough sleep? (headache, sleepy, grouchy)
  - 2. Discuss the benefits of sleep. (helps you keep healthy and gives a person energy) Tell students that different people of different ages need different amounts of sleep. Babies sleep about 16 hours each day whereas most adults need only about seven or eight hours of sleep each night. Kindergartners usually sleep around 12 hours each night. Have the students divide a piece of paper in two and draw a picture of themselves after a good night sleep on one side and on the other side a picture of them after a not-so-good night sleep.
- E. *Assessment/Evaluation*
  - 1. Give students a copy of Appendix F (Personal Hygiene Assessment) and a pencil.

**Lesson Eight: Taking Care of Your Body by Exercising, Part 1 (approximately 20 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will comprehend that exercise contributes to a healthy lifestyle
  - 2. Lesson Content
    - a. Taking care of your body: exercise, cleanliness, healthy foods, rest.
  - 3. Skill Objective(s)
    - a. Students will describe benefits of fitness and show examples of exercise.
- B. *Materials*
  - 1. *The Hare and the Tortoise* from *What Your Kindergartner Needs to Know* by E.D. Hirsch, Jr.
  - 2. One cooked noodle and one uncooked noodle
  - 3. Access to a radio and your choice of motivational background music
- C. *Key Vocabulary*
  - 1. Exercise – to move your muscles
- D. *Procedures/Activities*
  - 1. Read *The Hare and the Tortoise* from *What Your Kindergartner Needs to Know* p. 38. Explain that the two animals moved in different ways. One was very slow and poky. The other could move very fast. Ask the students to decide if they would rather be the tortoise or the hare. Have them explain their answers. Talk about the benefits of being able to use muscles to move in different ways.
  - 2. Explain to the students that we have muscles under our skin that help us move. Have them touch their toes and feel the backs of their legs at the same time. They will feel their leg muscles. Next, have the students flex their arms. Ask

where they feel muscles working. Then ask the students to pull in their stomachs so that they are as flat as possible. They are exercising their abdominal muscles. Explain that people do exercise to strengthen muscles. The reason people do a variety of exercises is so that all muscles can move and, therefore, get strengthened.

3. Tell the students that they are going to learn some exercises today that will help their muscles get bigger. Say: First it is important to do warm-up exercises to get our muscles ready to work. Our muscles are like this noodle (show uncooked noodle) before we exercise. If we don't stretch and warm up, our muscles can get injured because it's not ready to move that way. (Snap the noodle in half) If we warm up, our muscles are like this noodle (show cooked noodle). The muscles can move many different directions without getting injured.
4. Put on some motivational music quietly in the background. Lead the students in the cat stretch by asking the students to sit on the floor with their legs straight out in front of them. Instruct them to stretch forward, reaching for the right foot with the right hand and the left foot with the left hand. Ask the students to hold the stretch while you count to 10. Direct the students to repeat the exercise three times. If a student has discomfort while stretching, suggest that he/she only reach as far as he/she can without pain.
5. Next, warm up by doing the flying eagle stretch. Tell the students to stand with their feet about shoulder width apart and their arms straight out to the sides. Direct them to slowly twist the upper body to the left as far as possible. Encourage them to hold the stretch while you count to five. Tell them to return to the starting position. Next, ask students to twist the upper body slowly to the right and hold the stretch while you count to five. Repeat the activity three times in each direction.
6. The last warm-up exercise is the inchworm. Tell the students to start the exercise by bending forward from a standing position and placing their hands out in front of them on the floor, shoulder-width apart. Direct students to keep their legs straight as they slowly walk their hands forward, moving one hand and then the other. Encourage the students to continue walking their hands forward until they are balancing on their toes and their leg muscles feel stretched. Then tell students to keep their legs straight while they walk their feet forward towards their hands. When their feet are close to their hands, encourage the students to repeat the exercise, moving their hands forward again.
7. Now that the group is warmed up, go for a jog around the schoolyard or another safe place. Lastly, explain that it is important to cool down after you've exercised to slowly let your heart rate come down. Cool downs also keep muscles from being sore the next day. Cool down by doing the cat stretch, the flying eagle, and the inchworm. Re-gather the group and discuss what you have learned.

E. *Assessment/Evaluation*

1. Watch the children to make sure they are doing the exercises correctly.

**Lesson Nine: Taking Care of Your Body by Exercising, Part 2 (approximately 20 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will comprehend that exercise contributes to a healthy lifestyle
2. Lesson Content
  - a. Taking care of your body: exercise, cleanliness, healthy foods, rest.

3. Skill Objective(s)
  - a. Students will describe benefits of fitness and show examples of exercise.
- B. *Materials*
  1. Access to a radio and motivational music of your choosing
- C. *Key Vocabulary*

None
- D. *Procedures/Activities*
  1. Put on some motivational background music and gather students in a large, clear area. Lead the students through the warm-up exercises in lesson eight. Teach the students these new exercises:
  2. The crab walk: Ask students to sit on the floor with their knees bent and their feet flat on the floor. Instruct them to place their hands on the floor behind them, with their fingers pointing backward. Tell the students to lift their bodies off the floor, supporting their weight on their hands and feet. Encourage students to walk by moving their hands and their feet in the same direction.
  3. The frog leap: Tell students to crouch down into a half squat with their hands touching the floor and feet flat. Then, tell the students to lift their hands and push with their legs to spring forward in a hop. Instruct students to land on their feet, slowly bending their knees.
  4. The gorilla walk: Tell the students to stand with their feet shoulder-width apart. Tell them to bend slightly forward at the waist and to let their arms swing loosely at their sides. Instruct them to walk forward, taking big steps and swinging both their arms first forward and then backward. Explain that if this exercise is done for a long time, it helps strengthen the heart and lungs.
  5. The butterfly swing: Direct the students to stand up straight with their feet apart and their arms at their sides. Next, tell them to jump up and lift their arms so that their arms move above the head. Then tell students to jump again and land in the starting position with their arms down at their sides.
  6. The kangaroo jump: Tell the students to stand holding their arms close to the chest, bending them at the elbows with the hands cupped. Instruct students to bend their knees and squat down until their upper legs are almost parallel to the floor. Direct the students to jump as far forward as they can from this squatting position. Encourage them to jump as a kangaroo jumps, without using arms.
  7. Cool down by doing the cat stretch, flying eagle, and inchworm, as described in lesson eight. Have a closing discussion about why it is important to exercise.
- E. *Assessment/Evaluation*
  1. Check to be sure the students are doing the exercises properly to avoid injury.

**Lesson Ten: Taking Care of Your Body by Exercising, Part 3 (approximately one hour)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students will comprehend that exercise contributes to a healthy lifestyle.
  2. Lesson Content
    - b. Taking care of your body: exercise, cleanliness, healthy foods, rest.
  3. Skill Objective(s)
    - a. Students will describe benefits of fitness and show examples of exercise.
- B. *Materials*
  1. Access to a radio and your choice of motivational music
  2. A soft ball such as a Nerf fluff ball
  3. Three blindfolds
  4. A ball for every two students

5. Access to a low balance beam or tape a long piece of tape in a straight line on the floor
  6. A light-weight hardcover book
  7. Copies of Appendix G (Physical Fitness Assessment) for each child
  8. “Gold medals” made for each child out of materials of your choice
  9. Crayons for each child
- C. *Key Vocabulary*
1. Balance – helps keeps you from falling
  2. Coordination – using two body parts together
  3. Speed – to run fast
  4. Power – strength
- D. *Procedures/Activities*
1. Tell the children that they will be participating in the Fitness Skills Olympics. Explain to them that the purpose of the Olympics is not to compete or to see who wins each event but to have fun and to encourage their classmates. Give examples of what it means to be encouraging such as saying, “You can do it!” or “Great job! I liked how you tried your hardest.”
  2. Put on some background music and lead the students in the warm up exercises. Ask them why it is important to do warm ups. (To get the muscles ready for exercise so that they won’t get injured.)
  3. Explain the first event of the Olympics is to play catch. The event focuses on the use of coordination. Tell the children that coordination is the skill to use two body parts together. For example, to catch a ball, the hands and eyes work together. When you climb, your arms and legs are working together. Have the students sit in a circle. Blindfold three students. First, throw a very soft ball such as a Nerf fluff ball to a student who is not blindfolded. This student should try to catch the ball. Then repeat, throwing the ball to each of the blindfolded students. Tell them when you throw the ball. Have the blindfolded students describe what happened. (They moved their arms to catch the ball but their eyes could not help them.) Catching a ball depends upon two body parts – the eyes and the hands. Pair the students up and give them each a ball. Allow them to play catch for five minutes to practice coordination.
  4. The next event is kick ball. This event focuses on power. Have the students assemble on the playground. Find a starting line. The students should take turns kicking a ball as far as they can from the starting line. They will each get three tries. Students will probably improve with practice. Explain that power or strength is needed to kick a ball a distance.
  5. The next event is relays. The event focuses on the skill of speed. Line four students up with 20 paces between them. Explain how to run a relay by tagging the next person in line. Encourage the students to use speed by running as fast as they can.
  6. The next event is balance beam. This event focuses on balance. Have the students practice walking on either a low balance beam or on a piece of tape stuck to the floor. See if the students can walk backwards without losing their balance. Lastly, for a greater challenge, encourage the students to walk the beam or tape line with a book on their heads, keeping the book from falling off.
  7. Gather the students together and do the cool down activities from lesson five. Hand out the “gold medals” to each student, encouraging everyone to clap and cheer on their classmates.

- E. *Assessment/Evaluation*
1. Give each child a copy of Appendix G (Physical Fitness Assessment) and some crayons. In a large area, instruct the students to perform the exercise indicated on the assessment. If the child is correctly performing the exercise, let him know that he can color in the icon that represents that particular exercise. If the child can't remember or isn't doing the exercise properly, you can either show him and then have him color in the icon or you can treat it as a true test and have him not color in the icon.

## **VI. CULMINATING ACTIVITY**

- A. Please see lesson assessments at the end of Lessons One, Seven, and Ten.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Parent Letter  
B. Appendix B: Food Pyramid Assessment  
C. Appendix C: Personal Hygiene Song Lyrics  
D. Appendix D: Teeth Song Lyrics  
E. Appendix E: Tooth Painting Project  
F. Appendix F: Personal Hygiene Assessment  
G. Appendix G: Physical Fitness Assessment

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## Appendix A

Dear Parents,

The kindergarten will be starting an exciting unit on the human body in two weeks. The key to success of this unit (and many others) is getting you involved so that the good things we are teaching in the classroom can be practiced and reinforced at home. When this happens, the children are better able to live what they learn. To give you an overview of the unit, we will be:

- \* Studying the food pyramid and making healthy food choices.
- \* Learning exercises, including warm-ups and cool downs, and how they contribute to a healthy life style.
- \* Practicing fitness skills such as coordination, strength, speed, and balance to help in physical development.
- \* Learning about personal hygiene such as hand washing, teeth brushing, and getting enough rest.

The first area of study will be nutrition. The students will learn about the food groups and how to pick foods that contribute to a healthy lifestyle. The students will learn how to determine if a food is high in sugar or fat and also will learn to eat these foods in moderation. We will need some supplies donated for this unit. If you are willing to contribute one or more of the following items, please let me know by \_\_\_\_\_: 1 loaf of bread, any old food magazines or seed catalogs, 1 bag of pretzels, 1 bag of baby carrots, 5 apples, 1 carton of skim milk, 1 bag of hard candy such as peppermints, 1 carton of plastic spoons, 1 orange per student in the class, 1 box of toothpicks, 1 large box of raisins, 1 large box of dried whole cloves, 1 brown lunch bag per student. Lastly, we will need these cooked food items on \_\_\_\_\_ for a lesson on making healthy food choices: a veggie and fruit tray, cooked macaroni, baked beans, and one cake. We will also need three adult volunteers on \_\_\_\_\_ to lead centers.

The next area of study will be personal hygiene. Each child will need to bring in one toothbrush (either new or his/her own) on \_\_\_\_\_. Please mark the toothbrush with his/her name. Also, I need one tube of toothpaste, one container of dental floss, and any old toothbrushes you may have for a painting project. If you can donate either of these items, please let me know.

The last area of study is fitness. The children will be participating in the Fitness Skills Olympics. This fun event will focus on cooperation instead of competition. We will be teaching the children how to improve key fitness skills that help them develop physically. Each child will get a “gold” medal for his/her efforts in the Olympics.

Finally, I am including a list of activities that you and your child can do at home to reinforce what we are learning at school. Have fun with these simple ideas!

### **Nutrition**

\* Make a list of the family’s favorite treats. How many of these fatty, sugary, or salty foods did you name? **Fatty foods**: hot dogs, bacon, fatty steaks or burgers, fried chicken, fried fish, French fries, ice cream, butter, whole milk, cheese, buttered popcorn, margarine, potato chips. **Sugary foods**: soft drinks, candy, cake, pies, cookies, many breakfast cereals. **Salty foods**: most canned soups, pretzels, ham, frozen dinners, potato chips, sunflower seeds, Chex mix. For each one, vow to substitute a healthier food, such as fresh fruit and vegetables, skim milk, whole grain bread and cereals, or a lean meat.

## Appendix A, page 2

\* Next time you go to the movies, pack some healthful snacks together. You'll save calories – and money! How about unbuttered popcorn with herbs instead of salt? Or mini-sandwiches on whole grain bread?

\* Make your next shopping trip a label-reading adventure. Put your heads together and look for fat, sugar, and salt on the grocery shelves.

\* Plan a “no junk food” week. Your home should be free and clear of all fatty, sugary, and salty snacks. Your refrigerator and cupboards should be full of good-for-you treats, like fresh fruits and vegetables. Try to motivate each other and the rest of the family to stick with it – at home and away from home. Who knows, at the end of the week maybe you'll want to junk “junk food” forever!

### **Fitness**

\* Physical fitness is important for you and your child. What are the benefits? To name a few – weight control, healthier heart, stronger bones, sounder sleep, and more peace of mind. Find an activity that you and your child like to do together, and do it as often as you can. Here are some ideas: bike riding, walking, aerobic dancing, Frisbee throwing, skating, and kite flying.

### **Personal Hygiene**

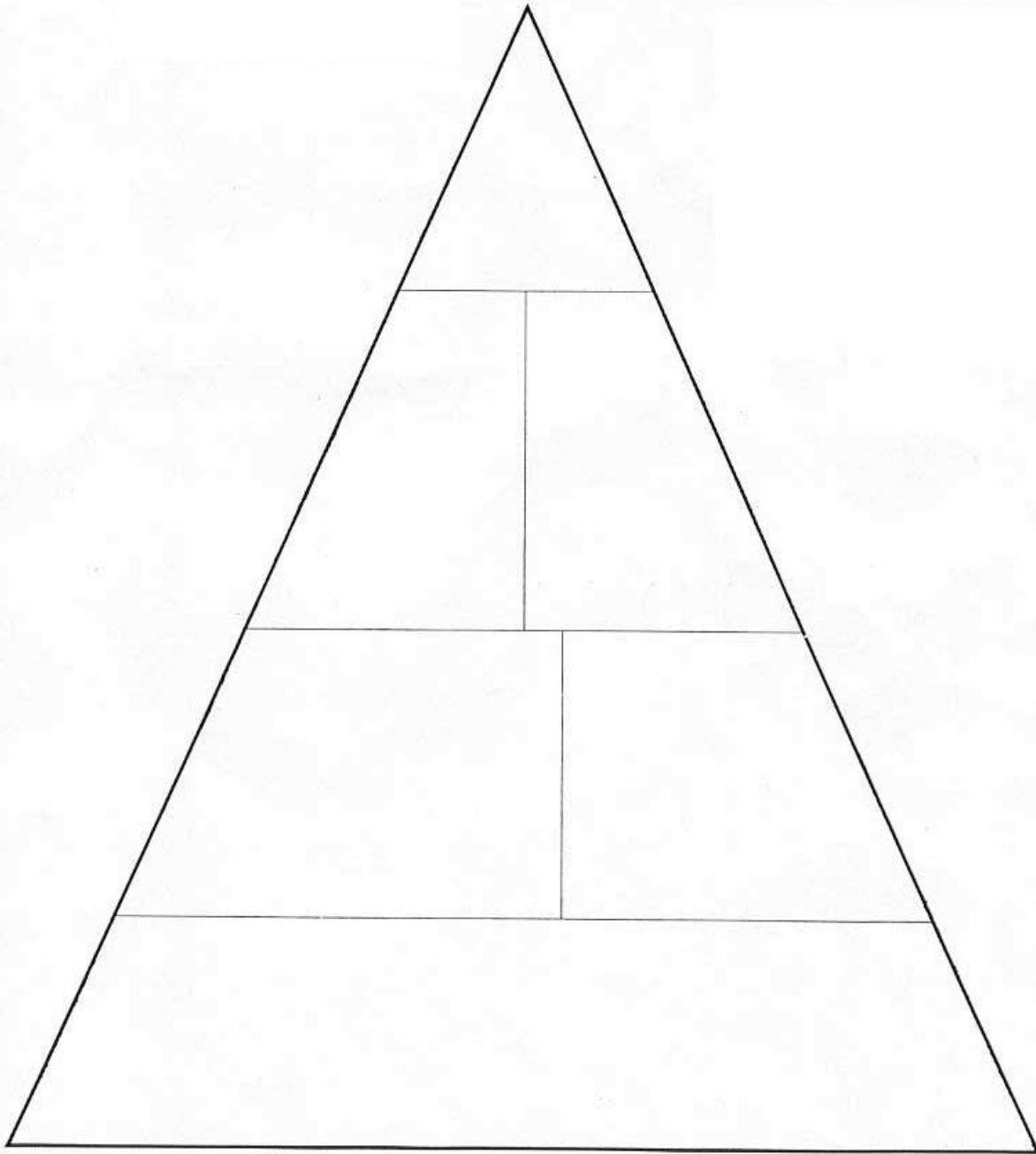
\* Help your child become more independent at washing her own hands, hair, body, and brushing her teeth. Give your child praise when he attempts these life-long skills on his own. Reward her by letting her pick out a new toothbrush at the store or her very own bottle of shampoo.

As always, thank you for your continued support. Here's to a happy and healthy school year!

Sincerely,

**Appendix B**

**Food Pyramid Assessment**



## Appendix C

### Personal Hygiene Song Lyrics

(Sung to the tune of “Here We Go Round the Mulberry Bush”)

This is the way we brush our teeth (simulate brushing teeth)  
Brush our teeth, brush our teeth.  
This is the way we brush our teeth  
To keep our bodies healthy.

This is the way we wash our hands... (simulate washing hands)

This is the way we exercise... (do jumping jacks)

This is the way we take a nap... (tilt head, place on folded hands)

This is the way we eat good food... (simulate spooning food into mouth)

This is the way we wash our face... (simulate washing face)

This is the way we take a bath... (rub arms as if washing)

This is the way we wash our hair... (simulate washing hair)

## Appendix D

### Teeth Song Lyrics

#### **DO YOU BRUSH THEM**

(Sung to the tune of “Are You Sleeping?”)

Do you brush them? Do you brush them?  
Every day? Every day?  
Yes, I always brush them.  
Yes, I always brush them.  
Every day. Every day.

Do you brush them? Do you brush them?  
Back and forth? Back and forth?...

Do you brush them? Do you brush them?  
Up and down? Up and down?...

Do you brush them? Do you brush them?  
On the tops? On the tops?...

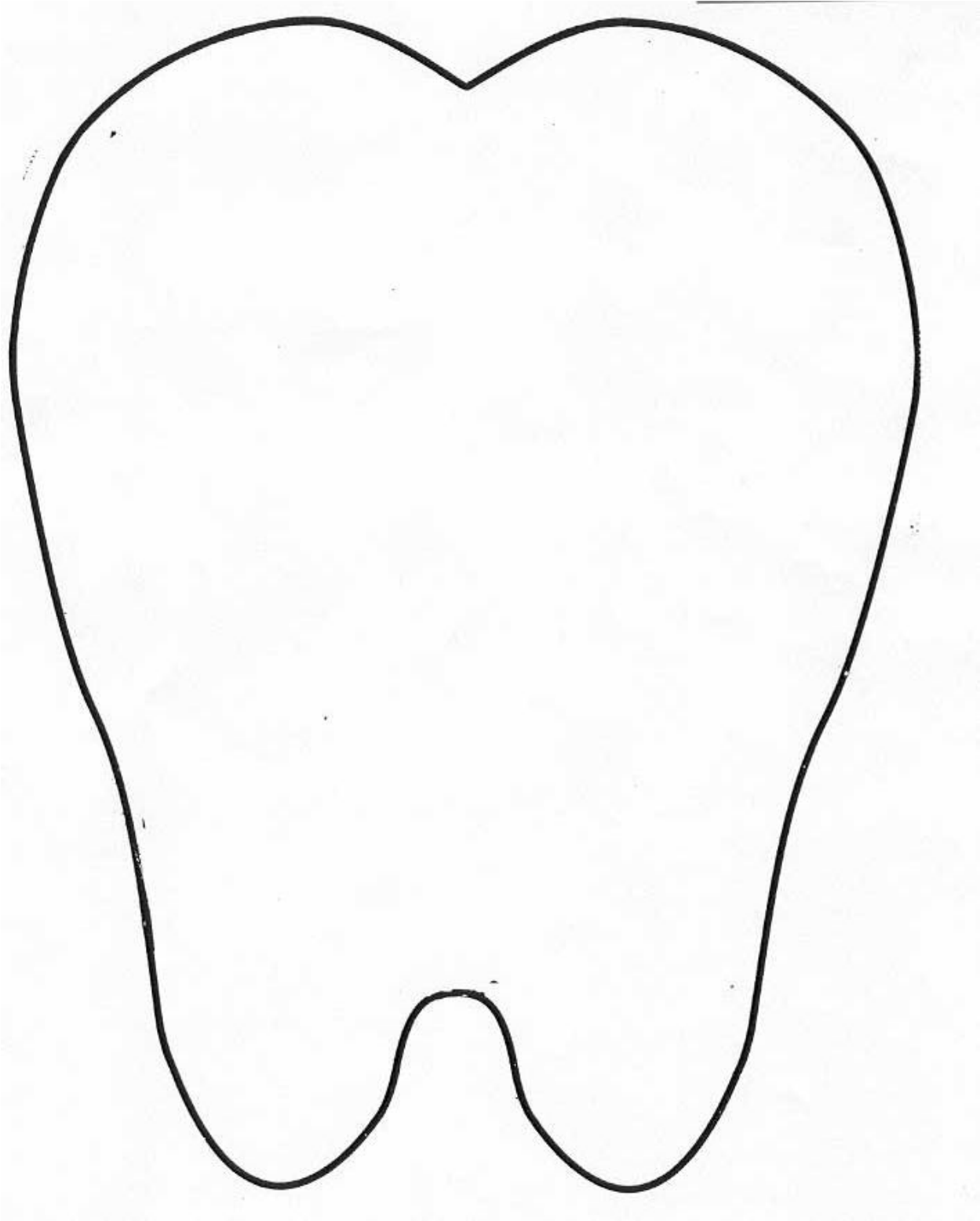
#### **CARE FOR YOUR TEETH**

(Sung to the tune of “Old MacDonald”)

Care for your teeth every day,  
Brush and brush and brush.  
Care for you teeth every day,  
Brush and brush and brush.  
With a brush, brush here,  
And a brush, brush there,  
Here a brush, there a brush,  
Everywhere a brush, brush.  
Care for your teeth every day  
Brush and brush and brush.

**Appendix E**

**Tooth Painting Project**



Appendix F

**Personal Hygiene Assessment**

(This test can be given orally to individual students or taken individually by the students, depending on their reading levels.)

Circle Yes 😊 or No ☹️

1. Should you brush your teeth every day? 😊 ☹️

2. Should you sleep just six hours? 😊 ☹️

3. Should you cover sneezes and coughs? 😊 ☹️








4. Should you drink more pop than water? 😊 ☹️

5. Can you help yourself stay well?  
😊 ☹️

## Appendix G

### Physical Fitness Assessment

Listen to your teacher for instructions on which exercise you need to do. When your teacher tells you that you've done the exercise correctly, you may color in the animal that goes with each exercise.

1. Cat Stretch 
2. Flying Eagle 
3. Inchworm 
4. Crab Walk 
5. Frog Jump 
6. Gorilla Walk 
7. Butterfly Swing 
8. Kangaroo Jump 