



Grade K Sample Lesson Plan: Unit 1 – Nutrition, Physical Activity, and Health Promotion

SOLs

- K.1.A Recognize the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day).
- K.2.A Describe healthy meal choices that include all food groups.
- K.3.A Describe a variety of healthy snacks foods.
- K.3.B Recognize that not all food products advertised or sold are healthy.
- K.1.B Recognize the need for regular physical activity.
- K.1.C Describe different types of physical activity.
- K.2.B Identify positive physical activity options and the benefits of being physically active every day.
- K.2.C Describe alternatives to television watching.
- K.1.D Recognize the importance of a regular bedtime routine and enough sleep.
- K.3.C Describe ways to participate regularly in physical activities inside and outside of school.
- K.3.D Describe ways to calm down before bed to prepare for sleeping.
- K.1.G Identify adults that keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, doctors).
- K.1.H Identify that hand washing reduces the chance of becoming sick.
- K.1.I Describe the function of the teeth and how to take care of them.
- K.2.F Describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu).
- K.2.G Explain how hand washing helps remove bacteria and viruses that can make people sick, and describe situations where it is important to wash hands.
- K.2.H Discuss the benefits of personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).
- K.3.G Demonstrate proper hand washing.
- K.3.H Demonstrate how to brush and floss teeth correctly.

Objectives/Goals

- Students will understand the importance of nutrition, physical activity and hygiene.
Students will demonstrate skills in nutrition, physical activity and hygiene.

Procedure

Following are a few activity ideas. The Health Smart Virginia website provides a bank of more detailed lesson plans to meet the Kindergarten Health Promotion SOLs in the *Related Resources* listing under this lesson on the website. To directly access these on their source sites, click the links on the references below.

Nutrition

- Present a nutrition lesson and share games, videos, activity sheets from the interactive My Plate – Kids Place site <https://www.choosemyplate.gov/kids>.
- Have students color in a paper plate using the recommended proportions of food groups or color in the plate outline from My Plate. Ask students to identify various foods that belong to each food group and encourage them to eat a variety of foods from all food groups.
- Explain why breakfast is important. Provide students with paper plates. Provide stickers that represent various foods and have them build a healthy breakfast plate consistent with the groupings on myplate.gov; you can also have them build healthy lunch and dinner plates.
- Create a mobile or poster of the five healthy food groups and ask students to identify them (bread, cereal, rice, and pasta group; fruit group; vegetable group; meat, poultry, fish, dry beans, eggs, and nuts group; and milk, yogurt, and cheese group). Talk to students about why they should eat foods from each food group (different foods give your body energy to move, think, and grow).
- Have students identify fats, oils, and sweets and discuss why these should be eaten in moderation (i.e., few fats and oils because they block blood vessels, and few sweets because they cause cavities) and ask them to identify one healthy food to eat more of every week.
- Describe a variety of healthy snack foods and plan a healthy snack party.
- Have students call out some of the food products they have seen advertised on television or on billboards and discuss how not all food products advertised and sold are healthy and encourage them to eat five fruits or vegetables a day.

Physical Activity

- Have a conversation with students about physical activity and exercise (that these help them move their muscles in different ways).
- Discuss the benefits of physical activity (to exercise muscles, help blood flow to brain to help them think clearly, and to build a strong heart).
- Have students name different types of physical activity and specific exercises to build heart fitness (walking, running, jumping rope, swimming, hiking, playing basketball and soccer).
- Prepare a worksheet for students. Ask them to circle activities that are good for heart fitness.

- Have students talk about what they did from the time they woke up to the time they arrived at school that morning and list the different types of physical activity they engaged in during that time. Have students talk about recess and the different types of physical activity they engage in during recess. Have students identify after-school physical activity opportunities.
- Have students engage in “[Energizers](#) “ - brief in-class physical activity exercises- during this unit and throughout the year (http://www.ecu.edu/cs-hhp/exss/upload/Energizers_for_Grades_K_2.pdf . Reinforce that movement exercises keep the muscles, heart, and brain strong.
- Talk about the importance of limiting screen-time and go around in a circle and have students call out other activities that are as fun or more fun than watching TV.
- Discuss the importance of sleep as a way of resting the muscles, body, and brain after a busy day. Ask students the following questions: Why is sleep so important? How much sleep do you get every night? How do you feel when you don't get enough sleep? What
- helps you fall asleep? What are dreams? What kind of dreams have you had? Suggest ways to calm down before sleep and give students a coloring sheet related to bedtime. In addition to coloring, have the students draw or write various actions and items that help them calm down before sleep.

Hygiene

- Describe grooming – personal hygiene practices (tooth brushing, flossing, hand washing, shampooing and cleaning up) as ways to take care of body and appearance.
- Describe how germs (bacteria, viruses) are tiny, invisible organisms that may cause common illnesses (cold, flu) but that we can stop their spread by washing our hands often. Hand washing removes these bacteria and viruses.
- Have students call out situations where it is important to wash hands.
- Show a video (e.g. *Children's Pack Animation - Wash Your Hands* <https://youtu.be/07YNCFlS0il>), then physically demonstrate proper hand washing procedures and have students go to the sink to practice
- Show a video such as: *How to Brush Your Teeth Properly - For Kids* <https://youtu.be/hDZXSMU2IAk> to demonstrate how to brush and floss correctly; have students practice in class with clean toothbrushes and water (no toothpaste).

Assessment Idea

- Evaluate student completion of class activities or worksheets and student participation in discussion and activity.

References

Nutrition

Interactive site

- My Plate Kids Place <https://www.choosemyplate.gov/kids>
- *Other*
- American Heart Association (AHA) - Elementary Lesson Plans
<http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans>
- [/Elementary-Lesson-Plans UCM_001258_Article.jsp#.WHVMj2VNGs0](http://www.heart.org/HEARTORG/Educator/FortheClassroom/ElementaryLessonPlans/Elementary-Lesson-Plans_UCM_001258_Article.jsp#.WHVMj2VNGs0)
- Food Plate Game - <https://lesson-plans.theteacherscorner.net/health/food-plate-game.php>
- Fuel Up to Play 60- 101 Tips for Teaching Nutrition in Physical Education
<http://westerndairyassociation.org/download/101-tips-for-teaching-nutrition-in-pe/>
- Great Body Shop - <http://www.thegreatbodyshop.net/curriculum/k-six/topics>
- Kids Health Teacher's Guides:
- *-Breakfast*
- <https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/breakfast.pdf>
- *-Food and Cooking Safety*
- https://classroom.kidshealth.org/classroom/prekto2/personal/safety/food_safety.pdf
- *-Healthy Snacking*
- https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/healthy_snacking.pdf
- *-School Lunch*
- https://classroom.kidshealth.org/classroom/prekto2/personal/nutrition/school_lunch.pdf
- Learning to Give- What Is a Balanced Menu?
<http://www.learningtogive.org/units/helping-others-feed-themselves/what-balanced-menu>
- Learning to Give- What Is My Plate -
<http://www.learningtogive.org/units/helping-others-feed-themselves/what-my-plate>
- Learning to Give- World Hunger - <http://www.learningtogive.org/units/helping-others-feed-themselves/world-hunger>
- My Plate-based Grade K-2 Curriculum
<http://www.maricopaschoolwellness.org/grades-k-2>
- NIH We Can! Eat Play Grow site
<http://www.nhlbi.nih.gov/health/educational/wecan/>
- NIH Eat Play Grow Curriculum
<https://www.nhlbi.nih.gov/health/educational/wecan/downloads/eatplaygr>

- [ow.pdf](#)
- PBS Arthur Nutrition – Eat Well <http://pbskids.org/arthur/health/nutrition>
- PBS Fizzy’s Lunch Lab site <http://pbskids.org/lunchlab/>
- PBS Fizzy’s Lunch Lab videos
<http://www.pbslearningmedia.org/collection/fizzys-lunch-lab/>
- PE Central Lessons <http://www.pecentral.org/lessonideas/pelessonplans.html>
- There's a Rainbow on My Plate
http://www.pbhfoundation.org/pub_sec/edu/cur/rainbow/
- Together Counts K-2 Nutrition curriculum <http://www.togethercounts.com>
- -*Food for Thought*
[http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K T_hru 5/ K-2 2.3 Food For Thought.pdf](http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_T_hru_5/K-2_2.3_Food_For_Thought.pdf)
- -*Healthy Eating Patterns*
[http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K T_hru 5/ K-2 2.1 Healthy Eating Patterns.pdf](http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_T_hru_5/K-2_2.1_Healthy_Eating_Patterns.pdf)
- -*Job of a Nutrient*
[http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K Thru 5/ K-2 2.2 Job of a Nutrient.pdf](http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_Thru_5/K-2_2.2_Job_of_a_Nutrient.pdf)
- USDA - Serving Up My Plate – A Yummy Curriculum Grades 1-2
<https://www.choosemyplate.gov/kids-parents-educators>
http://www.fns.usda.gov/multimedia/tn/sump_level1.pdf
<http://www.fns.usda.gov/tn/serving-myplate-yummy-curriculum>

Physical Activity

- Action for Healthy Kids - Instant Recess, Brain Breaks, and Energizers
- <http://www.actionforhealthykids.org/tools-for-schools/1252-brain-breaks-instant-recess-and-energizers>
- Activity Breaks <http://www.healthworldeducation.org/industry-trends/item/183-activity-break-5-ways-add-burst-physical-activity-classroom>
- American Heart Association (AHA) - NFL Play 60 Challenge
[http://www.heart.org/HEARTORG/Educator/FortheClassroom/Play60Challenge/PLAY-60-Challenge UCM 304278 Article.jsp#.WHVKCWVNGs0](http://www.heart.org/HEARTORG/Educator/FortheClassroom/Play60Challenge/PLAY-60-Challenge_UCM_304278_Article.jsp#.WHVKCWVNGs0)
- East Carolina University -Energizers for Grades K-2
[https://www.ecu.edu/cs-hhp/exss/upload/Energizers for Grades K 2.pdf](https://www.ecu.edu/cs-hhp/exss/upload/Energizers_for_Grades_K_2.pdf)
- Fuel Up to Play 60 https://www.fueluptoplay60.com/tools#tab_why-physical-activity
- Fast Breaks https://kidshealth.org/classroom/posters/nba_fit_classroom_color.pdf
- Kids Health Teacher’s Guides:
- -*Fitness*

- <https://classroom.kidshealth.org/classroom/prekto2/personal/fitness/fitness.pdf>
- -Sportsmanship
- <https://classroom.kidshealth.org/classroom/prekto2/personal/fitness/sportsmanship.pdf>
- National Institutes of Health (NIH)- We Can! Eat Play Grow site
<http://www.nhlbi.nih.gov/health/educational/wecan/>
- National Institutes of Health (NIH) Eat Play Grow Curriculum
<https://www.nhlbi.nih.gov/health/educational/wecan/downloads//eatplaygrow.pdf> PE Central Lessons Site
<http://www.pecentral.org/lessonideas/pelessonplans.html>
- Safe Routes to School -<http://www.saferoutesinfo.org/program-tools/access-classroom-resources>

Sleep and Hygiene

- Al's Pals: Kids Making Healthy Choices <http://wingspanworks.com>
- CDC Cover Your Cough Poster http://www.cdc.gov/flu/pdf/protect/cdc_cough.pdf
- CDC Hand Washing Experiment -
https://www.cdc.gov/bam/teachers/documents/epi_4_hand_wash.pdf
- Germs – video <https://www.youtube.com/watch?v=DYKADcR34Y8>
- Getting Ready for Bed -
<https://www.teachervision.com/healthy-lifestyle/printable/33800.html>
- Hand Washing _ It's a Snap (Middle School Curriculum)
<http://www.itsasnap.org/snap/pdfs/SNAP%20Toolkit%20FINAL%2004.pdf>
- Henry the Hand – 4 Principles of Hand Awareness <http://www.henrythehand.com>
- How to Brush Your Teeth Properly - For Kids- video
<https://youtu.be/hDZXSMU2IAk>
- How to Wash Your Hands –video
<https://www.youtube.com/watch?v=LQ24EfM7sEw>
- Kids Health Teachers Guides:
- -Germs
<https://classroom.kidshealth.org/classroom/prekto2/personal/hygiene/germs.pdf>
- -Sleep
<https://classroom.kidshealth.org/classroom/prekto2/body/functions/sleep.pdf>
- NIH Open Wide and Trek Inside – Oral Health Lesson
<https://science.education.nih.gov/customers/ESDental.html>
- Oral Health Education: Saving Smiles Series- “Healthy Mouth, Healthy Body”
http://www.vdh.virginia.gov/content/uploads/sites/30/2016/08/Saving_Smiles_K-5_Oral_Health_Education_Curriculum.pdf
- PE Central – Rush to Brush -Grades K-2

http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=922#.V7_RU8dNFho

- Seuss Sleep Book Lesson Plan - <http://www.brighthub.com/education/k-12/articles/20926.aspx>
- Sleep Education K-2 <http://school.sleepeducation.com/K-2.aspx>
- Sleep – BrainPop <https://www.brainpop.com/science/ecologyandbehavior/sleep/>
- Virginia Department of Health Dental Program <http://www.vdh.virginia.gov/oral-health/>
- When and How to Wash Hands <http://www.cdc.gov/handwashing/when-how-handwashing.html>
- Why We Need Sleep - <http://www.instructorweb.com/lesson/sleep.asp>