

Program Week 23

Section 3 Every Day is a Healthy Day

Chapter 2 The Power to Make Healthy Choices Every day!

Week 2

- [Miranos! Curriculum Planner with Learning Domains](#)
- Daily Poem: [Healthy Choice Voice](#)
- Weekly Book: Spud the Couch Potato (no video for this book)
- Weekly Activity: Sesame Street Healthy Habits for Life
 - [Healthy Day Hunt & Healthy Detectives for the Day](#)
 - [Complete](#) 2-3 times
- Physical Activities – Morning Outdoor Activities
 - Day 1 – [Vegetable Relay Game](#)
 - Day 2 – [Pull the Weeds and Dig the Garden](#)
 - Day 3 – [Counting on Vegetables](#)
 - Day 4 – [Garden Hunt](#)
 - Day 5 – [Choose your favorite games or free play.](#)
- Physical Activities – Afternoon Gross Motor Activities:
 - Day 1 – [Free Exploration](#)
 - Day 2 – [Gallop Challenges](#)
 - Day 3 – [Gallop Challenges](#)
 - Day 4 – [Horses](#)
 - Day 5 – [Choose your favorite games or free play..](#)
- Brain Breaks – Every 15 minutes
- Transitional Activities
- Learning Station ideas
- High Intensity activities – Twice a day



Miranos! Curriculum Planner with Learning Domains

Program Week 23

| Physical Activity HHL=Healthy Habits for Life (Nutrition) | | Approach to Learning | Social and Emotional Development | Language and Literacy | Cognition | Perceptual Motor Physical |
|--|---|----------------------|----------------------------------|-----------------------|-----------|---------------------------|
| Section 3 Every Day is a Healthy Day | | | | | | |
| Chapter 2 The Power to Make Healthy Choices Every day! | | | | | | |
| Monday | | | | | | |
| Poem | Healthy Choice Voice | X | X | X | X | X |
| Book | Spud the Couch Potato | | | X | | |
| Morning PA | Vegetable Relay Game | X | X | X | X | X |
| Afternoon PA | Free Exploration, Galloping | X | X | X | X | X |
| Every 15 min | Brain Breaks | X | X | X | X | X |
| | Transitional Activities | X | X | X | X | X |
| | Learning Stations | X | X | X | X | X |
| Twice per day | High Intensity | | X | X | X | X |
| Tuesday | | | | | | |
| Poem | Healthy Choice Voice | X | X | X | X | X |
| HHL | Complete 2-3 times Healthy Day Hunt & Healthy Detectives for the Day | X | | X | X | X |
| Morning PA | Pull the Weeds and Dig the Garden | X | X | X | X | X |
| Afternoon PA | Galloping Challenges | X | X | X | X | X |
| Every 15 min | Brain Breaks | X | X | X | X | X |
| | Transitional Activities | X | X | X | X | X |
| | Learning Stations | X | X | X | X | X |
| Twice per day | High Intensity | | X | X | X | X |
| Wednesday | | | | | | |
| Poem | Healthy Choice Voice | X | X | X | X | X |
| Book | Spud the Couch Potato | | | X | | |
| Morning PA | Counting on Vegetables | X | X | X | X | X |
| Afternoon PA | Galloping Challenges | X | X | X | X | X |
| Every 15 min | Brain Breaks | X | | | | X |
| | Transitional Activities | X | X | X | X | X |
| | Learning Stations | X | | | | X |

| | | | | | | |
|---------------|--|---|---|---|---|---|
| Twice per day | High Intensity | X | X | X | X | X |
| | | | | | | |
| Thursday | | | | | | |
| Poem | Healthy Choice Voice | X | X | X | X | X |
| HHL | Complete 2-3 times Healthy Day Hunt & Healthy Detectives for the Day | X | | X | X | X |
| Morning PA | Horses | X | X | X | X | X |
| Afternoon PA | Hoop Colors | X | X | X | X | X |
| Every 15 min | Brain Breaks | X | X | X | X | X |
| | Transitional Activities | X | X | X | X | X |
| | Learning Stations | X | X | X | X | X |
| Twice per day | High Intensity | X | X | X | X | X |
| | | | | | | |
| Friday | | | | | | |
| Poem | Healthy Choice Voice | X | X | X | X | X |
| Book | Spud the Couch Potato | | | X | | |
| Morning PA | Choice | X | | | | X |
| Afternoon PA | Choice | X | | | | X |
| Every 15 min | Brain Breaks | X | X | X | X | X |
| | Transitional Activities | X | X | X | X | X |
| | Learning Stations | X | X | X | X | X |
| Twice per day | High Intensity | X | X | X | X | X |

Healthy Choice Voice

Sing words to the tune of “Old MacDonald Had a Farm”:

**If you make a healthy choice,
there’s so much you can do.
You’ll move, and grow, and learn, and play,
And feel so healthy too.**

(Say: What if I sit around all morning and I’m feeling really s-l-o-w?)

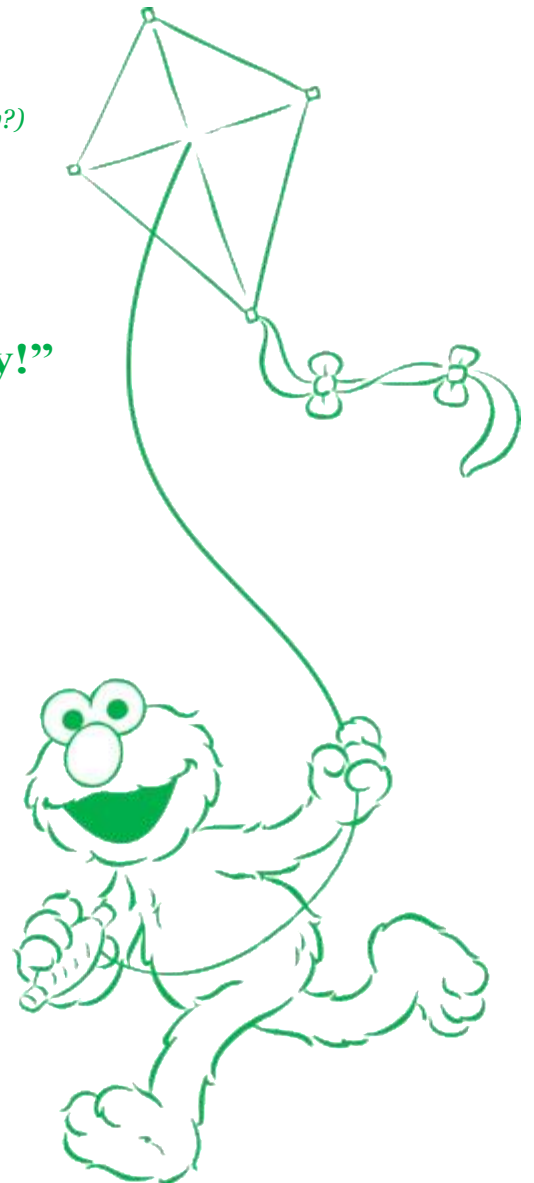
**Then jump up and go out to
play and run and dance and
move.
You’ll feel so good you’ll shout, “Hooray!”
You’re in a healthy groove.**

(Say: I’m at a birthday party and there’s cake.)

**Eat a little cake, yum, yum,
but have some fresh fruit too.
It’s juicy and it’s sweet and nice,
it is so good for you!**

*(Say: I’m really thirsty and in front of me there is a big glass
of soda and a glass of water.)*

**Drink a glass of water
now to help you feel
okay!
Water keeps us healthy as
we jump, and skip, and play.**



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habits
for life™**

Nemours | Health & Prevention Services

KidsHealth
KidsHealth.org

Healthy Day Hunt

Children can make healthy choices even when they are faced with less-than-ideal circumstances, such as being stuck inside on a rainy day.

* Try This!

Encourage children to be **Healthy Detectives** for the day, searching for healthy activities. If you are outside on a walk, what healthy activities can the **Healthy Detectives** find and do? If you are playing outside, what healthy things do children see their friends doing? Be sure to join them. At lunchtime, what healthy foods can the **Healthy Detective** spot? What about at home?

Children will:

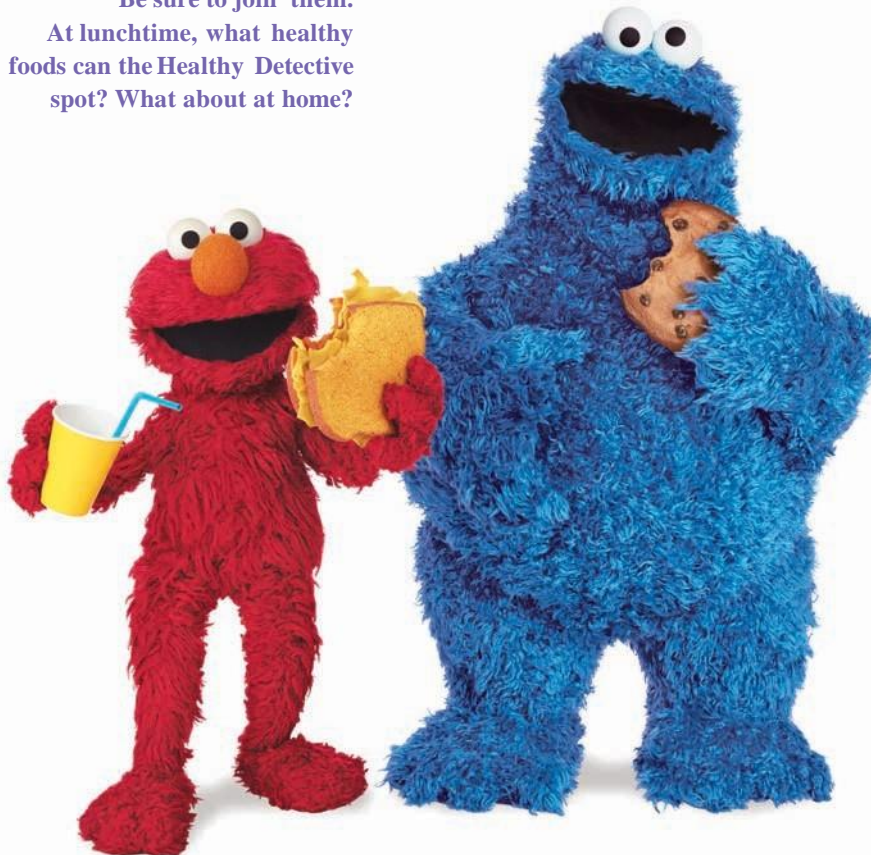
- < Discover how to make healthy choices even when there are obstacles
- < Practice identifying anytime foods and healthy activities

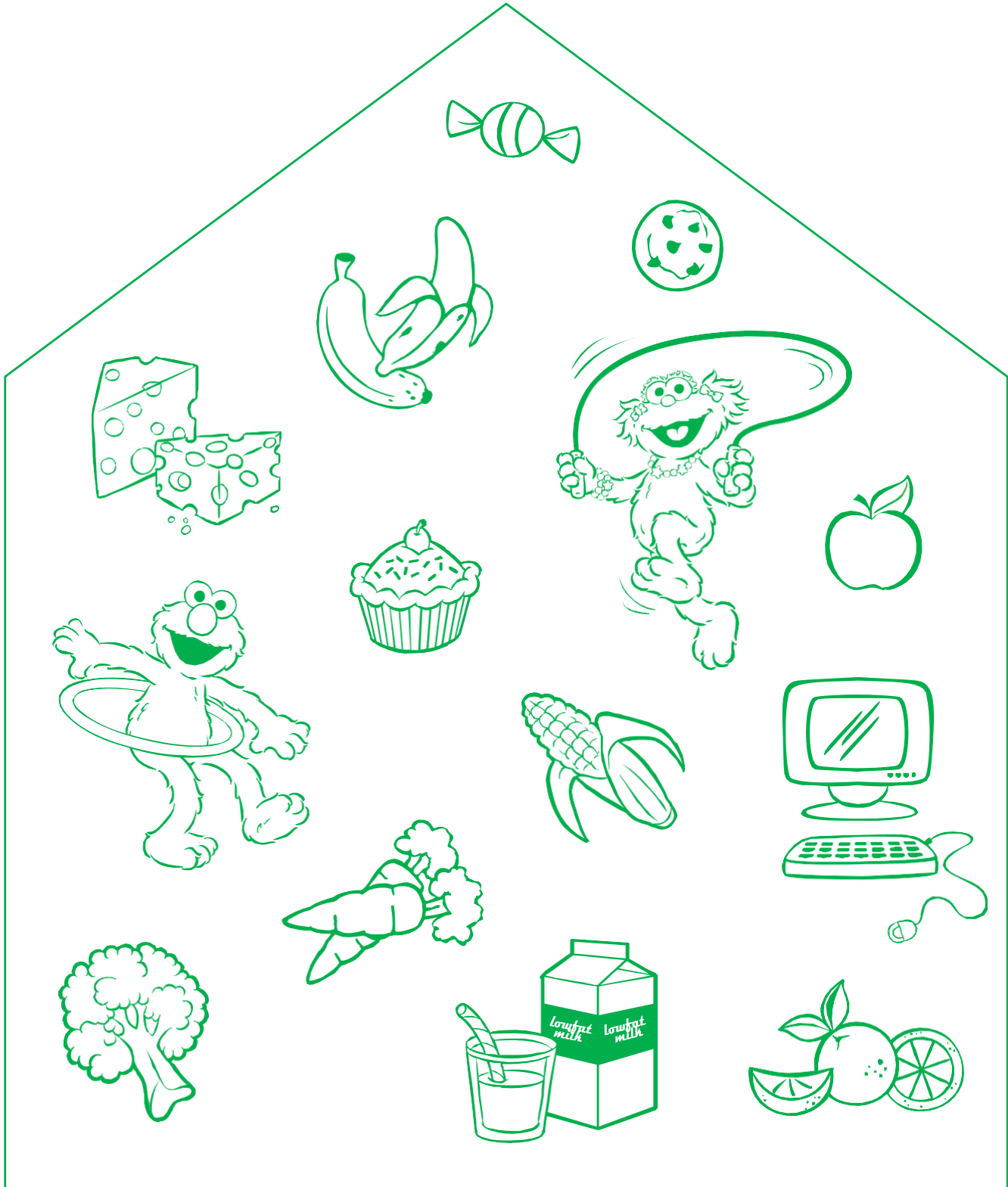
Materials:

- < Copies of page 84 (one per child)
- < Crayons

Activity:

1. Have children find and color in the healthy choices in the house.
2. When children have finished coloring their pictures, everyone can share their work. What did children color and what did they leave blank? Why?





healthy
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for life™



Color the healthy choices in the house.

Physical Activity Curriculum

Morning Activities Section 3, Chapter 2, Week 2

Day 1

Vegetable Relay Race

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/Running

Equipment: Cones (track), bean bags, poly spots, etc. (anything you have a lot of)

Emphasis: Talk about what foods the beanbag represents and about health food choices.

Activities: Students are divided into groups of 3 around the outside of the running area.

4 cones designate the track.

The first student runs one lap then goes to the center of the running area to retrieve one vegetable (bean bag, poly spot etc.).

Children high five the next child in line to go who repeats the activity.

The team is finished when all 3 members have 3 vegetables each or all vegetables are gone.

Closing: Talk about Fresh vegetables have many vitamins that help to keep you healthy.

Ask Children to name their favorite vegetable. Tell how they look (color, shape)

And how they taste.



Physical Activity Curriculum

Morning Activities Section 3, Chapter 2, Week 2

Day 2

Pull the Weeds and Dig the Garden

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/jogging/galloping/Chasing and fleeing.

Equipment: Tagging Noodles

Emphasize: Fresh vegetables have many vitamins that help to keep you healthy

Activity: Practice whole group: movements to pull weeds and dig the garden

Pick two students to be "it" and these students hold the noodle tag wands.

On your "go" signal the game begins. The taggers then proceed to tag as many students as possible.

If a student gets tagged, he or she goes to the designated area and pretends to pull weeds and dig the garden three times each move.

After a short duration, have the students with the noodle tag wands hand it to another student who has not had it already.

Modification:

After 2 minutes of tagging, stop everyone and pretend to weed and dig gardens.

Choose new taggers and continue play.

Every two minutes, stop, weed, and dig garden and choose new taggers.

This game may be played inside. Instead of running have students walk, jog or jump.



Physical Activity Curriculum

Morning Activities Section 3, Chapter 2, Week 2

Day 3

Counting on Vegetables

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/jogging

Equipment: Cones to mark playing area, noodle tag wands, one beanbag for each player.

Emphasize: Fresh vegetables have many vitamins that help to keep you from getting sick.

Talk about what foods the beanbag represents and about health food choices.

Activity:

Two students are designated as taggers.

When tagged, stop, and hold up your beanbag (vegetable).

To become unfrozen, you must exchange your beanbag (vegetable) with another player.

Modification:

After 2 minutes of running and tagging, stop and students hold up their bean bag and name a fruit or vegetable.

This game may be played inside. Instead of running have students walk, jump or gallop.



Physical Activity Curriculum

Morning Activities Section 3, Chapter 2, Week 2

Day 4

Garden Hunt

Activity Level: Moderate to Vigorous

Locomotor Skill: Walking/jogging

Equipment: Hula Hoops, one per student

Emphasize: Fresh vegetables have many vitamins that help to keep you from getting sick.

Activity:

Scatter the hoops about the playing area, leaving enough space between the hoops for the children to move freely.

Tell children as they move around the playing area, they will be children wandering about looking for land to plant gardens.

The children to perform a locomotor skill during this activity. (Hopping, galloping, and jumping work well.)

When the signal is given to stop, children must jump into a garden (hoop) and tell what vegetables they will plant.

This activity can be played inside. Instead of running have students walk or jump.



Physical Activity Curriculum

Morning Activities Section 3, Chapter 2, Week 2

Day 5 Choose your favorite games or have free play



Gross Motor Activities

Section 3, Chapter 2, Week 2 – Afternoon Outdoor Activities

Locomotor Skill: Galloping

Day 1 Free exploration, Children practice galloping

Hint: Encourage children to gallop

Activity Level: Moderate to Vigorous

Locomotor Skill: Galloping

Equipment: None

Layout: Scattered

Form: Arms bent and lifted to waist level at takeoff

Step forward with lead foot followed by a step with the trailing foot
to a position adjacent to or behind the lead foot

Brief period when both feet are off the floor

Gross Motor Activities

Section 3, Chapter 2, Week 2 – Afternoon Outdoor Activities

Locomotor Activity: Galloping

Day 2

Activity Level: Moderate to Vigorous

Locomotor Skill: Galloping

Equipment: None

Layout: Scattered

Teacher asks students to:

Gallop with your right foot in front,

Gallop with your left foot in front,

Gallop around the play area,

Gallop with everyone in a large circle and change directions in the circle?

Gallop as quickly as you can.

Gallop as slowly as you can.

Gallop like a horse.

Gallop like a giraffe.

Gallop like a rhinoceros.

Question: Can you name an animal that gallops?



Gross Motor Activities

Section 3, Chapter 2, Week 2 – Afternoon Outdoor Activities

Locomotor Skill: Galloping

Day 3

Activity Level: Moderate to Vigorous

Locomotor Skill: Galloping

Equipment: None

Layout: Scattered

Teacher asks students to:

Gallop with your right foot in front,

Gallop with your left foot in front,

Gallop around the play area,

Gallop with everyone in a large circle and change directions in the circle?

Gallop as quickly as you can.

Gallop as slowly as you can.

Gallop like a horse.

Gallop like a giraffe.

Gallop like a rhinoceros.

Question: Can you name an animal that gallops?



Gross Motor Activities

Section 3, Chapter 2, Week 2 – Afternoon Outdoor Activities

Day 4

Activity Level: Moderate to Vigorous

Locomotor Skill: Galloping

Equipment: 4 hula hoops

Layout: Scattered

Horses

Activity

Students and hoops are scattered in a designated activity area. two students are taggers.

On signal, students gallop around attempting to avoid being tagged.

To avoid being tagged, students may stand in a hoop, However, only one student is allowed in a hoop at any given time.

A student may enter a hoop that is already occupied by standing in the hoop and saying to the student who is there, “Horse!”

Upon hearing “Horse!” the students must immediately leave the hoop.



Gross Motor Activities

Section 3, Chapter 2, Week 2 – Afternoon Outdoor Activities

Day 5 Free Play or teacher choice,

