

Post Activity: Becoming Healthy - Harold's Healthy Play Day

Age Group
3-5yrs

Lesson Overview

This pre school centre staff resource explains how to conduct an in-centre activity to consolidate children's learning after the Life Education visit. It explores common healthy lifestyle issues encountered by young children. During the post-visit activity children will discuss and engage in thought provoking experiences through activities promoting children's personal health and hygiene.

Aims and Objectives

- Foster children's knowledge and problem solving skills in relation to issues of health in their everyday lives.
- Promote higher order thinking through engaging experiences and discussions on topic.

Early Years Learning Framework Outcomes

Outcome 3

Children have a strong sense of wellbeing

Outcome 4

Children are confident and involved learners

Outcome 5

Children are effective communicators

Early Years Learning Framework Codes

3.2 - Children take increasing responsibility for their own health and physical wellbeing

4.3 - Children transfer and adapt what they have learnt from one context to another

4.4 - Children resource their own learning through connecting with people, places, technologies and materials

5.3 - Children express ideas and create meaning by using a range of media

Early Years Learning Framework Content

When Children:

- Show an increasing awareness of healthy lifestyles and good nutrition
- Engage with and co-construct learning
- Use processes of play, reflection and investigation to solve problems
- Explore the purpose and function of a range of tools, media, sounds and graphics
- Use feedback from themselves and others to revise and build on an idea
- Experiment with ways of expressing ideas and meaning using a range of media

When Educators:

- Discuss health issues with children and involve them in developing guidelines to keep the environment safe for all
- Engage children in experiences, conversations, and routines that promote healthy lifestyles and good nutrition
- Model and reinforce health, nutrition and personal hygiene practices with children
- Provide opportunities and support for children to engage in meaningful learning relationships



- Provide resources that encourage children to represent their thinking
- Build on children’s family and community experiences with creative and expressive arts
- Plan for time and space where children can reflect on their learning to see similarities and connections between existing and new learning

National Quality Framework Content

Quality Area 1:
Educational program and practice

Quality Area 2:
Children’s health and safety

Quality Area 3:
Physical environment

Quality Area 5:
Relationships with children

Quality Area 6:
Collaborative partnerships with families and communities

National Quality Standard Content

Standard 1.1: Element 1.1.2, 1.1.5, 1.1.6.

Standard 1.2: Element 1.2.2.

Standard 2.1: Elements 2.1.1, 2.1.2, 2.1.3.

Standard 2.2: Element 2.2.1, 2.2.2.

Standard 3.2: Element 3.2.1.

Standard 5.1: Elements 5.1.1, 5.1.2, 5.1.3.

Standard 5.2: Element 5.2.1, 5.2.2, 5.2.3.

Standard 6.2: Element 6.2.1, 6.2.2.

Standard 6.3: Element 6.3.1, 6.3.2.

Developmental Areas

Social/Emotional Language, Health, Body awareness, Creativity, Literacy and Communication skills

Resources/Materials

- Paper plates of any size
- Media for drawing - paper, pencils, crayons, water, coloured pencils

Language/Vocabulary

Healthy, energy, body knowledge, active, breakfast, lunch, dinner, food, grains, vegetables, meat, dairy, sweets, ‘everyday and sometimes’ foods, cookbook, favourite meal.



Higher Order Thinking Skills or Inquiry Model

Howard Gardner - Theory of Multiple intelligence's: “Visual/spacial Intelligence”

Visual cues and communication to foster learning

Constructivism

Lev Vygotsky - “Play based, social learning”

Social development, child actively engaging and connecting with others

Collaborative learning and participation

Lesson Introduction

Utilise the Life Education “Happy Healthy Song” from the Educator Resource section online as an ongoing reinforcement of healthy behaviour.

Happy Healthy Song:

*“This is our happy healthy song
Come sing with us & clap along*

*Clap, clap, clap - clap all day
It's fun to go outside and play*

*This is our happy healthy song
Come sing with us & clap along*

*Stamp, stamp, stamp - stamp your feet
Now smile at all the friends you meet*

*This is our happy healthy song
Come sing with us & clap along*

*Jump, jump, jump - jump with me
Healthy food gives us energy*

*This is our happy healthy song
Come sing with us & clap along*

*Rub, rub, rub - rub your tum
Fruit and vegetables are so yum*

*This is our happy healthy song
Come sing with us & clap along*

*Slow down now without a care
Take a breath of fresh clean air... ahhh!*

*This is our happy healthy song
Come sing with us & clap along*

*Sway, sway, sway - now it's best
To have quiet time and have some rest*

*This is our happy healthy song
Come sing with us & clap along”*

Main Body of Teaching

On a paper plate, children are encouraged to draw their favourite healthy breakfast, lunch or dinner incorporating learning and discussion from Healthy Harold's visit and pre activity. On the back educator or child writes “My favourite healthy meal is.....” If possible a photo of the child is placed on the back with this information fostering a sense of identity, ownership and pride. (Gardner-visualisation in drawing)

Plates are joined together in categories of ‘My healthy...’ breakfast, lunch and dinner as a cookbook for use in the Home Corner created by the preschool community of learners. (Vygotsky)

This is a tabletop activity with a small group of children and an educator to prompt discussion, problem solving and revise healthy options.



Conclusion

Conclude experience once each child has made a plate and by creating a cookbook with these plates. Revise healthy eating through ethical questions (i.e., presenting a problem or situation that requires children to consider ethical alternatives or choices; e.g., “why would a person choose to eat....?”) and ongoing discussion.

For the Educator

The content given to Early Childhood educators will be sufficient enough for them to be highly capable of adapting the content to teach into their individual setting, taking into account their individual children and their centre culture.

Assessment (in Centre)

Preschool educators assess the children’s learning as they engage in the experience and in their play after the experience, fostering their sense of agency, revisiting experiences when they choose to.

Additional Comments/ Notes

Possible Extension

Paper plate meals can be used in the Home Corner as props.

Involve parents and families by: engaging them in helping to create a bound cookbook of recipes of the children’s favourites to share with the wider community and encouraging them to download and explore Life Education’s game *Heathy Harold, Healthy Me* with their children.

Sources

- DWEER, (2009). ‘Belonging, Being & Becoming’, The Early Years Learning Framework for Australia.
- Australian Children’s Education & Care Quality Authority, (2011). National Quality Framework, National Quality Standards, www.acecqa.gov.au
- Vygotsky, L. (2013), Theories of Childhood, Second Ed: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky, Redleaf Professional Library.
- Gardner, H. http://www.niu.edu/facdev/resources/guide/learning/howard_gardner_theory_multiple_intelligences.pdf

