

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

Age Group
3-5yrs

Lesson Overview

This preschool centre staff resource explains how to conduct an in-centre activity to prepare for the Life Education visit. It explores common healthy lifestyle choices encountered by young children. During the pre-visit activity children will discuss and engage in thought provoking experiences through activities promoting healthy lifestyle choices.

Aims and Objectives

The aim of the game is to learn about healthy food and drinks by building a healthy food table together, by placing a piece of 'everyday' or 'sometimes' food on a visual board.

- 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 around the topic of healthy lifestyle choices.

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, place technologies and materials

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

Early Years Learning Framework Content

When Children:

- Recognise and communicate their body needs (e.g. thirst, hunger, rest, comfort and physical activity)
- 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 and safety 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
- Support children to construct multiple solutions to problems and use different ways of thinking
- Provide opportunities and support for children to engage in meaningful learning relationships
- Provide resources that encourage children to represent their thinking
- Provide resources that encourage children to experiment with images and print

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 Standards 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, Literacy and Communication skills

Resources/Materials

- Two hula-hoops or two large pieces of paper (what available at centre)
- A variety of foods; there could be felt and felt board, plastic or wooden food pieces or pictures



Language/Vocabulary

Healthy, energy, body knowledge, active, breakfast, lunch, dinner, food, grains, vegetables, meat, dairy, sweets, water, 'everyday and sometimes' foods.

Higher Order Thinking Skills or Inquiry Model

Higher Order Thinking:

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

Suggestions for introducing the activity and for ongoing discussion during play and small group experiences.

Explain that soon the children will be having a very special visitor to the centre, Life Education and Healthy Harold. Generate anticipation and excitement by watching the animated video as a centre activity and displaying the poster for both children and parents to see.

Life Education and Healthy Harold will be coming to teach the students about 'Healthy lifestyle choices' and how they can look after themselves. As a practice today, the children will be learning about healthy eating so they can prepare for Healthy Harold's visit.

Sit in a circle on the floor to foster unity and inclusion.

Begin by introducing the game to small groups of children (maximum 10 in each group) in a group time situation, to ensure that all children have an opportunity to participate and engage in the follow up activity.

Main Body of Teaching

In the middle of the circle on the floor, place two hula hoops or two large pieces of paper. Explain to the children that one hoop/piece of paper is for 'Everyday' food and the other is for 'Sometimes' foods.

Each child is given a paper cut out of a food/ drink to place in the 'Healthy hula/foods' game/challenge. Take turns inviting a child to the middle of the circle to the hula hoop/piece of paper and encourage them to name their food, and decide whether it is an 'everyday' or a 'sometime' food and then to place it in the appropriate place.

Throughout this experience, children will share thoughts and ideas about healthy eating practices everyday through their play. Children are encouraged to voice their opinions and possible differences in opinion fostering higher order thinking, respecting different perspectives and collaborating in shared exploration and knowledge.



Learning

Food groups

‘Everyday’ and ‘sometimes’ foods and drinks (the importance of milk and water for pre-school children)

Meal planning

Healthy options/lifestyle

Conclusion

Lesson concludes as children complete game. Can be revisited as an activity in the playroom. Remind children of healthy foods as ongoing discussion adapted within the centre.

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.

Additional Comments/Notes

This experience can be adapted to blend with each individual childcare environment with an awareness of the range of cultural and religious diversity.

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

