

FARM TO PRESCHOOL

Harvest of the Month Curriculum

Physical Activity Addendum



Year # 1

The Farm to Preschool program at Occidental College is designed for preschool-age children, age 3-5 in any type of child care setting. This Physical Activity Addendum is meant to be used in conjunction with the Harvest of the Month curriculum.

Farm to Preschool is more than a program, it is a new way of thinking about fruits and vegetables, a way to teach ourselves, our children and the children we care for where our food comes from and why gardening and locally grown food is so good for us and the environment. By incorporating this Physical Activity Addendum into the curriculum, children learn that being active and eating well are mutually important for a healthy lifestyle.

Material in the Harvest of the Month—Physical Activity Addendum was developed by the Occidental College Kinesiology Department. Specific contributions were made by the following individuals: Marcella Raney, PhD, Scott Hong, Yuta Kasai, Marnie Kinnaird, Raquel Mason, Emily Rueter, Austin Wang, and David Wayne.



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***Note:** The curriculum is organized by recommended month for the California growing season. However, feel free to change the order of lessons if needed.

Tomato

September

SCHEDULE

Lesson 1: Root, Flower, Leaf, and Stem

Lesson 2: The Lifecycle of a Tomato

Lesson 3: Picking Cherries and Growing Romas*

Lesson 4: Let's Slice It



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Lesson 1: Root, Flower, Leaf, and Stem (Head, shoulders, knees and toes)

LEARNING OBJECTIVES

Educational Objectives:

- * Help students remember the key parts of plants by associating the different parts of the plants with their own bodies.

Physical Activity Objectives:

- * Practice some simple strength and flexibility movements that bring several joints through ROM.

LEARNING STANDARDS

Head Start Learning Domains

- Physical Health and Development; Gross Motor Skills; Develop Motor Control and Balance for a Range of Physical Activities
- Language Development; Receptive Language, Attends to Language; Comprehends Increasingly Complex and Varied Vocabulary
- Science Knowledge and Skills; Conceptual Knowledge of the Natural and Physical World; Observes, Describes, and Discusses Living Things and Natural Processes
- Logic and Reasoning; Symbolic Representation; Represents People, Places, or Things Through Drawing, Movement, and Three-Dimensional Objects; Engages in Pretend Play and Acts out Roles

DRDP-2015

- English Language Development; ELD1
- Pre-school Physical Development; PD1, PD2

LESSON

- 1) The educator will read the following script and demonstrate the corresponding movements for the students to observe.
- 2) After this initial run through, the educator will call out, “root, flower, leaf, and stem” to the tune of “Head, shoulders, knees, and toes” and demonstrate the movements corresponding to each of these parts, similar to the “head, shoulders, knees, and toes” dance. For the stem portion of the song and dance, the claps should synchronize with the rhythm of the song at the educator’s discretion.

Script:

“Sometimes we eat the root. That’s at the bottom of the plant, so let’s stamp our feet.

Sometimes we eat the flower. So let’s open our arms up like a flower and stand on our tippy toes.

Sometimes we eat the leaf. Let’s wave our arms in the wind like a leaf.

Sometimes we eat the stems. Let’s clap our hands above our head like a stem.

Sometimes we eat the fruit. Fruit hangs onto a plant so hug yourself!

Sometimes we eat the seed. Let’s hug our knees and pretend to be small like a seed.”



Lesson 2: The Lifecycle of a Tomato

LEARNING OBJECTIVES

Educational Objectives

- * Help students remember the lifecycle of a plant by simulating it physically .

Physical Activity Objectives:

- * Practice fine motor movements using the hands, practice flexibility training.

LEARNING STANDARDS

Head Start Learning Domains

- Physical Health and Development; Gross Motor Skills; Develop Motor Control and Balance for a Range of Physical Activities; Develops Hand Strength and Dexterity
- Language Development; Receptive Language, Attends to Language; Comprehends Increasingly Complex and Varied Vocabulary
- Science Knowledge and Skills; Conceptual Knowledge of the Natural and Physical World; Observes, Describes, and Discusses Living Things and Natural Processes
- Logic and Reasoning; Symbolic Representation; Represents People, Places, or Things Through Drawing, Movement, and Three-Dimensional Objects; Engages in Pretend Play and Acts out Roles

DRDP-2015

- English Language Development; ELD1
- Pre-school Physical Development; PD1, PD3

LESSON

See procedure included in the original curriculum supplement section.



Lesson 3: Picking Cherries and Growing Romas*

LEARNING OBJECTIVES

Educational Objectives

* Practice cooperating with others, help students remember how to distinguish between different types of tomatoes (Cherry are small, Roma are larger) reinforce the idea that how one treats a plant affects its growth and that plants need water, sun, etc. to flourish.

Physical Activity Objectives:

* Practice fine motor skills, running, waiting in line, moving cooperatively in a group.

LEARNING STANDARDS

Head Start Learning Domains

- Science Knowledge and Skills; Science Knowledge and Skills, Conceptual Knowledge of the Natural & Physical World
- Physical Development and Health; Gross Motor Skills, develops motor control and balance
- Approaches to Learning; Cooperation
- Language Development; Receptive, Comprehends an increasingly complex and varied vocabulary
- Logic and Reasoning; Reasoning and Problem Solving, Recognition of

DRDP-2015

- Social and Self Development; SSD 5, SSD 12
- English Language Development; ELD 1,
- Cognition; COG 1
- Pre-school Physical Development; PD1

LESSON

- 1) The educator should ask students to form a line by linking their index fingers with each other. Then, the educator will tell the students that their line represents tomatoes on the vine and that they represent the tomatoes. The educator will instruct the students to march in place. The educator announces that they “pick” different tomatoes and that if picked, the tomatoes must run to the end of the line and rejoin by linking fingers with the last student in line.
- 2) Next, the educator should go up to different students in the line and pretends to “pick” them by pointing at them or tapping them on the head. The instructor can also tell students that they are either “high on the vine” or “low on the vine” and have the students adjust their vine height accordingly by raising or lowering their arms.
- 3) Then, students are instructed to hold hands in a circle to represent a larger roma tomato. Educators should direct students to march in place as the educator calls out behaviors related to plant health (“I forgot to water the plant, does the plant grow bigger or get smaller?,” “The tomato plant gets sunshine and water today, does it grow bigger or get smaller?,” etc). When students correctly answer, the educator should ask the class to work together to adjust the roma tomatoes size accordingly (“If we are all part of a plant, how do we all move our bodies to make the plant smaller?”). Students should walk towards the middle to make the circle smaller or walk outwards to make the circle bigger depending on the behavior mentioned by the educator.



Lesson 4: Let's Slice It

LEARNING OBJECTIVES

Educational Objectives

- * Reinforce lesson about cutting tomatoes with physical activities that correspond to its components

Physical Activity Objectives:

- * Practice movement in a variety of different directions

LEARNING STANDARDS

Head Start Learning Domains

- Language Development; Receptive, Expressive
- Literacy Knowledge and Skills; Phonological Awareness, Alphabet Knowledge, Print Concepts & Conventions, Early Writing
- Creative Arts Expression; Music, Creative Movement and Dance
- Social Studies Knowledge and Skills; Self, Family & Community, History & Events
- Physical Development and Health; Physical Health Status, Health Knowledge & Practice, Gross Motor Skills
- Science Knowledge and Skills; Science Knowledge & Skills, Conceptual Knowledge of the Natural & Physical World
- Logic Reasoning ; Reasoning & Problem Solving, Symbolic Representation
- Approaches to Learning; Initiative & Curiosity, Persistence & Attentiveness, Cooperation
- English Learning Development; Receptive, Expressive, Engagement in English Literacy Activities

DRDP-2015

- English Language Development; ELD1
- Pre-School Physical Development; PD1

LESSON

1)The teacher recites this script and demonstrates the corresponding movements, instructing students to repeat the words and movements of each section after them:

Script:

“Before you cut a tomato it looks like this (students hold arms to form circle above head)

Now let's slice it like this (slice in air in different movement planes, different speeds)

After you cut it, you have slices that look like this (students hold arms up straight)

If you look inside you can see the seeds (students grab knees)”



SUGGESTED SCHEDULE

Lesson 1: How Do You Grow Vegetable Soup?

Lesson 2: Hot Peppers v.s. Sweet Peppers

Lesson 3: My Favorite Pepper

Lesson 4: Red Pepper, Green Pepper*



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Lesson 1: How Do You Grow Vegetable Soup

LEARNING OBJECTIVES

Educational Objectives

- * To help students understand the lifecycle of vegetables and where their food comes from

Physical Activity Objectives:

- * To help students practice gross movement in different directions

LEARNING STANDARDS

Head Start Learning Domains

- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, , Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects; Reasoning and Problem Solving, Uses Past Knowledge to Build New Knowledge

- Creative Arts Expression; Creative Movement and Dance, Uses Creative Movements to Express Concepts, Ideas, or Feelings; Participates in Musical Activities; Drama, Uses Dialogue, Actions, and Objects to Tell a Story

- Language Development; Receptive Language, Comprehends Increasingly Complex and Varied Vocabulary

- Science Knowledge and Skills; Conceptual Knowledge of the Natural and Physical World, Observes, Describes, and Discusses Living Things and Natural Processes

- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance, Participates in Structured Physical Activity

DRDP-2015

- Language and Literacy Development; LLD1, LLD2

- English Language Development; ELD1

- Pre-School Physical Development; PD1

- Health; HLTH2

LESSON

As the teacher explains each stage in vegetable growth, students perform the movements listed below.

- ⇒ First, you dig a hole in the soil--students pretend to dig with a shovel.
- ⇒ Next, you sprinkle the seeds into the hole--students pinch their fingers, pretending to hold a seed and then bend down to place the seed into the hole.
- ⇒ Then, the rain waters the seed--students demonstrate spirit fingers from above head down to waist level
- ⇒ Next, the sun shines on the plants--students stretch vertically with both arms and then bring their arms slowly back down to their sides
- ⇒ Then, the veggies grow and you pull them from the ground!--students reach laterally to the sides pretending to pull on imaginary vegetables.
- ⇒ Finally you get to eat the veggies--students pretend to eat a vegetable by motioning to their mouths



Lesson 2: Hot Peppers v.s. Sweet Peppers

LEARNING OBJECTIVES

Educational Objectives

- * To help students differentiate between different types of peppers and their tastes, to stimulate imagination

Physical Activity Objectives:

- * To practice creative movement

LEARNING STANDARDS

Head Start Learning Domains

- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects; Reasoning and Problem Solving, Uses Past Knowledge to Build New Knowledge

- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity; Gross Motor Skills, Develops Motor Control and Balance

- Language Development; Receptive Language, Comprehends Different Forms of Language – Questions and Exclamations

- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

DRDP-2015

- Language and Literacy Development; LLD1, LLD2

- Pre-School Physical Development; PD1, PD2

- English Language Development; ELD1

- Health; HLTH2

LESSON

- 1) When the teacher calls out “hot pepper” or “sweet pepper,” students must pretend that they have just eaten the pepper.
 - For “hot pepper,” the students react accordingly by jumping around, shaking their arms, panting, and pretending that the spiciness is burning hot.
 - If “sweet pepper” is called out, the students perform similar creative movement, but at a slow-motion pace.



Lesson 3: My Favorite Pepper

LEARNING OBJECTIVES

Educational Objectives

- * Help students build self-awareness and confidence in their likes and dislikes, empower students to share their opinions with classmates

Physical Activity Objectives:

- * To practice movement in different planes of motion, to improve flexibility and strength

LEARNING STANDARDS

- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, , Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects; Reasoning and Problem Solving, Uses Past Knowledge to Build New Knowledge
- Creative Arts Expression; Creative Movement and Dance, Uses Creative Movements to Express Concepts, Ideas, or Feelings;
- Language Development; Receptive Language, Comprehends Increasingly Complex and Varied Vocabulary
- Science Knowledge and Skills; Conceptual Knowledge of the Natural and Physical World, Observes, Describes, and Discusses Living Things and Natural Processes
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions, Emotional and Behavioral Help, Expresses a Range of Emotions Appropriately; Self-Concept and Self-Efficacy, Identifies Personal Characteristics, Thoughts, and Feelings
- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance, Participates in Structured Physical Activity

DRDP-2015

- Language and Literacy Development; LLD1, LLD2
- Pre-School Physical Development; PD1, PD2
- English Language Development; ELD1, ELD2
- Health; HLTH2

LESSON

- 1) The teacher asks the class to perform different movements if they like or dislike different types of peppers that were introduced in the lesson.
 - For example: “Twist if you like green peppers or touch your toes if you don’t like green peppers!”
- 2) Demonstrate the movements as you name them. You can also ask students to adjust some of the movements, as opposed to doing two different movements, based on their preferences.
 - For example: “Slow clap if you like red peppers or fast clap if you don’t like red peppers!”

<i>Movement ideas</i>	<i>Adjustment ideas</i>
Twist at hips	Slow/fast
Touch toes	-
Jazz hands	Slow/fast
Stand on toes (calf raises)	Slow/fast
Clap your hands	Slow/fast
Hop	Slow/fast, different directions
Jumping jack	Slow/fast
Chop arms in air	Slow/fast, up and down/side to side



Lesson 4: Red Pepper, Green Pepper*

LEARNING OBJECTIVES

Physical Activity Objectives:

- * To practice gross motor movement, allow students to practice listening and exhibit control over their bodies, improve speed and coordination skills

LEARNING STANDARDS

Head Start Learning Domains

- Logic and Reasoning; Reasoning and Problem Solving, Uses Past Knowledge to Build New Knowledge
- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity; Gross Motor Skills, Develops Motor Control and Balance
- Language Development; Receptive Language, Comprehends Different Forms of Language – Questions and Exclamations
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

DRDP-2015

- Language and Literacy Development; LLD1, LLD2
- Pre-School Physical Development; PD1, PD2
- English Language Development; ELD1
- Health; HLTH2

LESSON

1) Students line up on one end of the classroom or outdoor play area. The teacher calls out either “green pepper” which signals the students to run as fast as they can toward the finish line, or “red pepper” which requires students to freeze in place. If students move during “red pepper” they are eliminated from the game.



Pumpkins and Winter Squash

November

SUGGESTED SCHEDULE

Lesson 1: Jumpin' Pumpkin

Lesson 2: Pumpkin Pumpkin

Lesson 3: Steal the Squash*

Lesson 4: Finger Play Song, Pumpkin Trees

* By Deirdre Banks



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Lesson 1: Jumpin' Pumpkin

LEARNING OBJECTIVES

Educational Objectives

* To reinforce students knowledge of plant lifecycle

Physical Activity Objectives:

* Practice movement in a variety of directions

LEARNING STANDARDS

Head Start Learning Domains

- Logic and Reasoning; Reasoning and Problem Solving, Recognizes Cause and Effect Relationships; Symbolic Representation, Engages in Pretend Play and Acts Out Rolls

- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity; Gross Motor Skills, Develops Motor Control and Balance

- Language Development; Receptive Language, Attends to Language

- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

DRDP-2015

- English Language Development; ELD1

- Pre-School Physical Development; PD1, PD2

- Health; HLTH2

- Cognitive Development; COG1

LESSON

- 1) Tell students to squat to the ground to pretend to scoop up seeds.
- 2) Then tell them you'll call out what kind of vegetable the seeds are for.
 - If you call out "pumpkin," they should jump up as high as they can.
 - If you call out "winter squash" they should do 3 jumping jacks.



Lesson 2: Pumpkin Pumpkin

LEARNING OBJECTIVES

Educational Objectives

* To reinforce lessons on plant life

Physical Activity Objectives:

* Practice movement in a variety of directions and ways

LEARNING STANDARDS

Head Start Learning Domains

- Language Development; Receptive Language, Attends to Language, Comprehends Increasingly More Complex and Varied Vocabulary

- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity; Gross Motor Skills, Develops Motor Control and Balance

- Science Knowledge and Skills; Conceptual Knowledge of the Natural and Physical World, Observes, Describes, and Discusses Living Things and Natural Processes

- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects

DRDP-2015

- English Language Development; ELD1

- Pre-School Physical Development; PD1, PD2

- Health; HLTH2

- Cognitive Development; COG1

LESSON

1) Kids will start seated and hugging their knees. (seed).

2) Teacher will call out either vine, flower, small green pumpkin, or orange pumpkin.

- If teacher says vine, kids will assume squat position
- For flower, kids will reach the sky with both hands and let their hands lower on their sides.
- Then for small green pumpkin, kids will reach their arms to the left for a stretch (pretending to grab a pumpkin).
- For orange pumpkin, kids will reach their arms to the right for a stretch (pretending to grab a pumpkin).



Lesson 3: Steal the Squash*

LEARNING OBJECTIVES

Physical Activity Objectives:

- * To have students engage in aerobic physical activity

LEARNING STANDARDS

Head Start Learning Domains

- Language Development; Receptive Language, Attends to Language

- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity; Gross Motor Skills, Develops Motor Control and Balance

- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects

DRDP-2015

- English Language Development; ELD1
- Pre-School Physical Development; PD1,
- Health; HLTH2
- Cognitive Development; COG1

LESSON

- 1) Divide students into two teams and assign them numbers so that there is an equal counterpart on both teams. There is a #1 on both team 1 and team 2 and so on
- 2) Line the teams up so they are facing each other but are about 30 feet apart. Place a Squash or some other object in the middle of both teams.
- 3) Call up a number (#2 from each team step on up). Ask them what the shape of a squash is (an oval) or the moon (a circle) or a slice of watermelon (a triangle) and piece of paper (a rectangle). Once the called upon student yells out the Correct answer, they can then run after the squash (or other designated object) in the middle, grab it and run it back to their side of the line for a Point

Team with the most points by the end wins



Lesson 4: Finger Play Song, Pumpkin Trees By Deirdre Banks

LEARNING OBJECTIVES

Physical Activity Objectives:

- * To have students engage in physical activity that reinforces a story

LESSON

Look at procedure included in supplemental materials week 2

LEARNING STANDARDS

Head Start Learning Domains

- Language Development; Receptive Language, Attends to Language
- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity; Gross Motor Skills, Develops Motor Control and Balance
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions
- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects
- Science Knowledge and Skills; Conceptual Knowledge of the Natural and Physical World, Observes, Describes, and Discusses Living Things and Natural Processes
- Creative Arts Expression; Creative Movement and Dance, Uses Creative Movements to Express Concepts, Ideas, or Feelings

DRDP-2015

- English Language Development; ELD1
ELD2
- Pre-School Physical Development;
PD1,
- Health; HLTH2
- Cognitive Development; COG1



SUGGESTED SCHEDULE

Lesson 1: Persimmon Says

Lesson 2: Fruit or Veggie?

Lesson 3: The Persimmon Peel

Lesson 4: Fruits with Moods



Lesson 1: Persimmon Says*

LEARNING OBJECTIVES

Physical Activity Objectives:

- * To allow a fun exercise break while reinforcing gross movement patterns, fine movement patterns, and stretching exercises

LEARNING STANDARDS

Head Start Learning Domains

- Approaches to Learning; Cooperation, Helps, Shares, and Cooperates in a Group
- Logic and Reasoning; Reasoning and Problem Solving, Recognizes Cause and Effect
- Language Development; Receptive Language, Attends to Language
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions
- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity; Gross Motor Skills, Develops Motor Control and Balance

DRDP-2015

- English Language Development; ELD1
- Pre-School Physical Development; PD1,
- Health; HLTH2
- Cognitive Development; COG1

LESSON

1) Follow the general rules for Simon Says* but emphasize physical activity and movements.

E.g. touch your toes, reach for the sky, squeeze your hands, jump high five your neighbor, alternate fist pumps, hop on both feet, hop on two feet, balance on one leg, shake your hips from side to side, alternate touching the thumb to every finger for each hand, twist side to side.



Lesson 2: Fruit or Veggie?

LEARNING OBJECTIVES

Educational Objectives

- * Reinforce the categorization of fruits and vegetables

Physical Activity Objectives:

- * Practice ballistic movements, bringing joints through ROM

LESSON

- 1) The teacher will ask the class to perform jumping jacks as the teacher picks a student and asks them to call out their favorite fruit or vegetable.
- 2) Then, the rest of the class must either “form a seed” by grabbing their knees if it is a fruit, or clap their hands if it is a vegetable.

If Fresh Fruit and Vegetable Photo Cards are available, the teacher can show them as each fruit or vegetable is called out.

LEARNING STANDARDS

Head Start Learning Domains

- Logic and Reasoning; Symbolic Representation, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects; Reasoning and Problem Solving, Classifies, Compares, and Contrasts Objects, Events, and Experiences

- Language Development; Receptive Language, Attends to Language

- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity; Gross Motor Skills, Develops Motor Control and Balance; Fine Motor Skills, Develops Hand Strength and Dexterity

Science Knowledge and Skills; Scientific Skills and Method, Observes and Discusses Common Properties, Differences, and Comparisons Among Objects

DRDP-2015

- English Language Development; ELD1
- Pre-School Physical Development; PD1, PD3
- Health; HLTH2
- Cognitive Development; COG3



Lesson 3: The Persimmon Peel

LEARNING OBJECTIVES

Educational Objectives

- * Learning to prepare Persimmon

Physical Activity Objectives:

- * Movement patterns connect the students to the persimmon preparation and overall lesson.

LEARNING STANDARDS

Head Start Learning Domains

- Science Knowledge and Skills; Conceptual Knowledge of the Natural and Physical World, Observes, Describes, and Discusses Living Things and Natural Processes

- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play; Reasoning and Problem Solving, Recognizes Cause and Effect Relationships

- Language Development; Receptive Language, Attends to Language

- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity; Gross Motor Skills, Develops Motor Control and Balance; Fine Motor Skills, Develops Hand Strength and Dexterity

- Creative Arts Expression; Creative Movement and Dance, Uses Creative Movements to Express Concepts, Ideas, or Feelings, Participates in Musical Activities

DRDP-2015

- English Language Development; ELD1
- Pre-School Physical Development; PD1
- Health; HLTH2

LESSON

1) The teacher will lead this chant and accompanying movements to the rhythm of “Bananas.”

“Everyone Stand Up!”

Pick persimmon, pick, pick persimmon,

(Motion: reach up and across your body and pick persimmon from a tree)

Pick persimmon, pick, pick persimmon

Form persimmon, form, form persimmon,

(Motion: Form persimmon by raising one arm above head)

Form persimmon, form, form persimmon,

(Motion: Form persimmon by raising other arm above head)

Peel persimmon, peel, peel, persimmon

(Motion: lower one arm from above head)

Peel persimmon, peel, peel, persimmon

(Motion: lower other arm from above head)

Cut persimmon, cut, cut persimmon,

(Motion: move your arm in a cutting motion contacting other hand, switching off hands),

cut persimmon, cut, cut persimmon

Go persimmons, go go persimmons,

(Motion: Go crazy and dance around)

Go persimmons, go go persimmons



Lesson 4: Fruits with Moods

LEARNING OBJECTIVES

Educational Objectives

- * To invite the children to express their emotions openly.

Physical Activity Objectives

- * Short physical activity break that allows freedom of expression and individuality

LEARNING STANDARDS

Head Start Learning Domains

- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play
- Language Development; Receptive Language, Attends to Language
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions
- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity; Gross Motor Skills, Develops Motor Control and Balance

DRDP-2015

- English Language Development; ELD1, ELD2
- Pre-School Physical Development; PD1
- Health; HLTH2
- Cognitive Development; COG1

LESSON

- 1) Student will have a fruit and share to the class how their fruit is feeling
- 2) In addition to sharing how their fruit is feeling, students will perform a movement that corresponds to that emotion.
 - If the emotion of their fruit is happy: students jump up and down and throw their arms in the air excitedly
 - If the emotion of their fruit is sad: students crouch into a ball and frown



SUGGESTED SCHEDULE

Lesson 1: The Kiwi Lifecycle

Lesson 2: Kiwi v.s. Kiwi — Tic, Tac, Toe

Lesson 3: The Kiwi Taste Test

Lesson 4: Kiwi Color Run



Lesson 1: The Kiwi Lifecycle

LEARNING OBJECTIVES

Educational Objectives

- * Learn about fruit lifecycle and connect physical activity to the stages of growth to reinforce learning

Physical Activity Objectives:

- * Incorporation of a quick stretching break that reinforces knowledge and increase motor control and coordination

LESSON

- 1) Sit on the floor and hugs your knees tightly to your chest.
- 2) Let the students know that they are kiwi seeds ready to grow
- 3) Lean back and rock forwards and backwards ten times (germination)
- 4) After they complete this they can grow (stand)
- 5) Reach their hands (vines) out to the right and to the left 5 times each side.

LEARNING STANDARDS

Head Start Learning Domains

- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions, Shifts Attention Between Tasks and Moves Through Transitions with Minimal Direction

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance, Understands Movement Concepts, Awareness of Space and Directionality, Understands that the Body Can Move Independently

- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects, Recognizes Differences Between Pretend or Fantasy and Reality

DRDP-2015

- Language and Literacy Development; LLD2, LLD9

- Pre-School Physical Development; PD1, PD2

- Cognitive Development; COG1, COG3

- Health; HLTH2



Lesson 2: Kiwi v.s. Kiwi — Tic, Tac, Toe

LEARNING OBJECTIVES

Educational Objectives:

- * To use logic while working in a team setting.

Physical Activity Objectives:

- * Performing gross movement patterns while coordinating upper and lower limbs.

LEARNING STANDARDS

Head Start Learning Domains

- Logic and Reasoning; Reasoning and Problem Solving, Uses Past Knowledge to Build New Knowledge, Seeks Multiple Solutions to a Task, Recognizes Cause and Effect
- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance, Develops Motor Coordination and Skill in Using Objects for Range of Activities
- Approaches to Learning; Cooperation, Helps, Shares, and Cooperates in a Group, Joins in Cooperative Play with Others and Invites Others to Play
- Social and Emotional Development; Social Relationships, Cooperates with Others, Develop Friendships with Peers, Uses Socially Appropriate Behaviors with Peers; Self-Regulation, Follows Simple Rules, Routines, and Directions

DRDP-2015

- Language and Literacy Development; LLD8
- Pre-School Physical Development; PD1
- Social and Self-Development; SSD5, SSD8, SSD10, SSD12
- Mathematical Reasoning; MATH1
- Health; HLTH2

LESSON

- 1) Divide class into two teams. Team Kiwi Birds and Team Kiwi Fruits. This is simple game of Tic Tac Toe (three in a row)
- 2) Assign motions for each team.
 - **Birds:** Flapping wings combined with a 2-footed hop or any other motion the students want to do
 - **Fruit:** Arms out while walking in a wide stance or whatever the students want to do
- 3) Line the students up on their respective side of the board
- 4) Let each student be one marker for a game of tic tac toe and perform their team's motion on their way to one spot on the 3x3 board. Continue motion while on the board.

Each team alternates one at a time



Lesson 3: The Kiwi Taste Test

LEARNING OBJECTIVES

Educational Objectives:

- * Have students express preferences, review qualities/types of fruit sampled or discussed in class

Physical Activity Objectives:

- * Practice a variety of movements in different planes

LEARNING STANDARDS

Head Start Learning Domains

- Language Development; Receptive Language, Attends to Language, Comprehends Increasingly Complex and Varied Vocabulary
- Logic and Reasoning; Reasoning and Problem Solving, Classifies, Compares, and Contrasts Objects, Events, and Experiences
- Social and Emotional Development; Self-Concept and Self-Efficacy, Identifies Personal Characteristics, Preferences, Thoughts, and Feelings
- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance, Develops Motor Coordination and Skill in Using Objects for Range of Activities

DRDP-2015

- English Language Development; ELD1,
- Pre-School Physical Development; PD1, PD2
- Cognitive Development; COG3

LESSON

- 1) The teacher asks the class to perform different movements if they like or dislike different types of Kiwi that were introduced in the lesson.
 - For example: “Twist if you like sweet Kiwi or touch your toes if you don’t like sweet Kiwi!”
- 1) Demonstrate the movements as you name them. You can also ask students to adjust some of the movements, as opposed to doing two different movements, based on their preferences.
 - For example: “Slow clap if you like yellow kiwi or fast clap if you don’t like yellow Kiwi!”

<i>Movement ideas</i>	<i>Adjustment ideas</i>
Twist at hips	Slow/fast
Touch toes	-
Jazz hands	Slow/fast
Stand on toes	Slow/fast
Clap your hands	Slow/fast
Hop	Slow/fast, different directions
Jumping jack	Slow/fast
Chop arms in air	Slow/fast, up and down/side to side



Lesson 4: Kiwi Color Run

LEARNING OBJECTIVES

Educational Objectives:
Have students categorize a variety of fruits and vegetables into specific color categories through visualization

Physical Activity Objectives:

* Increase heart rate while increasing motor control and coordination.

LEARNING STANDARDS

Head Start Learning Domains

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance, Develops Motor Coordination and Skill in Using Objects for Range of Activities

- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

- Logic and Reasoning; Reasoning and Problem Solving, Classifies, Compares, and Contrasts Objects, Events, and Experiences

DRDP-2015

- Language and Literacy Development; LLD2

- Pre-School Physical Development; PD1

- Social and Self-Development; SSD8

- Mathematical Reasoning; MATH3

- Health; HLTH2

- Cognitive Development; COG3

LESSON

- 1) To promote a fun run-in-place break, have the class stand up and run in place at a yellow pace.
- 2) Green colored fruits/vegetables mean go faster, yellow colored fruit means slow and red colored fruits mean stop
 - Green: kiwi (inside), avocado, honeydew, granny smith apples
 - Yellow: Golden apples, Lemons, Pineapple, banana, Mango
 - Red: apple, pomegranate, strawberry, watermelon (inside), raspberry, cherries

**You can make it more challenging by switching quickly in between to see how fast the students can relate the change in fruits to the change in speeds.



The Cabbage Family

February

SUGGESTED SCHEDULE

Lesson 1: Preparing the Vegetables of the Cabbage Family

Lesson 2 : Winter Plant Stretches

Lesson 3 : Cabbage Family Dance Party

Lesson 4: Pass the Cabbage



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Lesson 1: Preparing the Vegetables of the Cabbage Family

LEARNING OBJECTIVES

Educational Objectives:

* To reinforce students understanding of vegetable preparation

Physical Activity Objectives:

* Gross motor movement and increasing heart rate

LEARNING STANDARDS

Head Start Learning Domains

- Science Knowledge and Skills; Conceptual Knowledge of the Natural and Physical World, Observes, Describes, and Discusses Living Things and Natural Processes

- Creative Arts Expression; Creative Movement and Dance, Uses Creative Movements to Express Concepts, Ideas, or Feelings

- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance; Health Knowledge and Practice, Participates in Structured Physical Activity

DRDP-2015

- English Language Development; ELD1, ELD2

- Pre-School Physical Development; PD1

- Social and Self-Development; SSD5

- Health; HLTH2

- Cognitive Development; COG3

LESSON

- 1) Rinse the produce clean for preparation
- 2) Ask each student what vegetable from the Cabbage Family they are going to prepare and have everyone else repeat and clap twice
 - E.g Teacher: "Scott what vegetable are you going to be?"
 - Scott: "I'm going to be collards greens!"
 - Everyone: Collard Greens! *with 2 claps
- 3) Proceed to asking another student what vegetable they will be
- 4) Using a ball have students circle it around their bodies while making their best water noises as they rinse their vegetables. Now our vegetables are clean and ready to eat
- 5) Chop the vegetable
- 6) Have students do side bends to gather the vegetables in place, and do jumping jacks to chop
- 7) Enjoy

Suggestions:

- Brainstorm ways to prepare different vegetables in the cabbage family
- E.g. salads, in a wrap, steamed
- Have students create their own motion for how they would like to eat their vegetable



Lesson 2: Winter Plant Stretches

LEARNING OBJECTIVES

Educational Objectives:

- * To reinforce lesson on plant lifecycle

Physical Activity Objectives:

- * Have students go through basic yoga poses and incorporate fine motor movement

LEARNING STANDARDS

Head Start Learning Domains

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance; Health Knowledge and Practice, Participates in Structured Physical Activity
- Creative Arts Expression; Creative Movement and Dance, Uses Creative Movements to Express Concepts, Ideas, or Feelings
- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects
- Science Knowledge and Skills; Conceptual Knowledge of the Natural and Physical World, Observes, Describes, and Discusses Living Things and Natural Processes
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

DRDP-2015

- Language and Literacy Development; LLD2
- English Language Development; ELD1,
- Pre-School Physical Development; PD1, PD2
- Health; HLTH2
- Cognitive Development; COG1

LESSON

Fall

- Winter plants are seeds at this time of the year
- Lets get ready to plant our seed
 - Have students enter child's pose
 - Teacher acts as farmer and give sun/water gives sun and water by touching fingertips to the teacher

Winter

- In the winter, plants are full grown
- Make yourself big and strong
 - Have students enter tree pose
 - Tell need to balance and stand strong because they are full of health vitamins that make people strong

Spring/ Summer

- Giving everyone energy
 - Enter warrior's pose as they give people energy



Lesson 3: Cabbage Family Dance Party

LEARNING OBJECTIVES

Physical Activity Objectives:

* To have students engage in rhythmic movement

LEARNING STANDARDS

Head Start Learning Domains

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance; Health Knowledge and Practice, Participates in Structured Physical Activity

- Creative Arts Expression; Creative Movement and Dance, Uses Creative Movements to Express Concepts, Ideas, or Feelings; Music, Participates in Musical Activities

- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

DRDP-2015

- Language and Literacy Development; LLD2

- English Language Development; ELD1,

- Pre-School Physical Development; PD1, PD2

LESSON

1) Place the students in a dance circle

2) Teach them the cabbage patch dance (put their hands in fists and move their arms in a circular motion in a transverse plane) to add complexity to the movement, students can bend their knees and rock their hips in rhythm with their hands

3) After students have mastered their new dance move call out different names of vegetables and teach students different dance moves provided

- Broccoli Bounce- bob on their knees two times, then draw a b with your foot
- Swiss Chard Swing- Swing arms above head four times, clap hands four times, stop each foot four times, can continue and increase pace with each round
- The Lettuce Arms- have students raise left arm up and push right arm down and then switch



Lesson 4: Pass the Cabbage

LEARNING OBJECTIVES

Physical Activity Objectives:

- * Have students engage in physical activity that raises heart rate and work in teams

LESSON

- 1) Split class into two teams and have them line up
- 2) The person at the front of each line will have a bean bag (the vegetable)
- 3) The teams will race to see who can pass the bean bag from the back to the front first they will pass the bean bag between their legs and over their heads, alternating each action

LEARNING STANDARDS

Head Start Learning Domains

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance; Health Knowledge and Practice, Participates in Structured Physical Activity
- Approaches to Learning; Cooperation, Helps, Shares, and Cooperates in a Group
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

DRDP-2015

- English Language Development; ELD1, ELD2
- Language and Literacy Development; LLD2
- Pre-School Physical Development; PD1, PD3
- Social and Self-Development; SSD4, SSD5, SSD8
- Health; HLTH2



Grapefruit

March

SUGGESTED SCHEDULE

Lesson 1: Citrus?

Lesson 2 : Your Favorite Grapefruit

Lesson 3 : Healthy Activities

Lesson 4: Roundfruits*



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Lesson 1: Citrus?

LEARNING OBJECTIVES

Educational Objectives:

- * Apply knowledge acquired in lesson about categorizing citrus fruits

Physical Activity Objectives:

- * Practice ballistic and lateral movements

LEARNING STANDARDS

Head Start Learning Domains

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance; Health Knowledge and Practice, Participates in Structured Physical Activity
- Language Development; Receptive Language, Attends to Language, Comprehends Increasingly Complex and Varied Vocabulary
- Science Knowledge and Skills; Scientific Skills and Method, Observes and Discusses Common Properties, Differences, and Comparisons Among Objects, Observes, Describes, and Discusses Living Things and Natural Processes
- Logic and Reasoning; Reasoning and Problem Solving, Classifies, Compares, and Contrasts Objects, Events, and Experiences

DRDP-2015

- English Language Development; ELD1, ELD2
- Pre-School Physical Development; PD1, PD2
- Cognitive Development; COG3

LESSON

- 1) The teacher instructs students to march in place.
- 2) Then, the teacher will call out an example of a food.
- 3) The teacher tells students that they should jump from side to side if it is a citrus fruit, and stand on one leg if it is not a citrus fruit.



Lesson 2: Your Favorite Grapefruit

LEARNING OBJECTIVES

Educational Objectives:

- * Have students express preferences, review qualities/types of fruit sampled or discussed in class

Physical Activity Objectives:

- * Practice a variety of movements in different planes

LEARNING STANDARDS

Head Start Learning Domains

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance; Health Knowledge and Practice, Participates in Structured Physical Activity
- Logic and Reasoning; Reasoning and Problem Solving, Classifies, Compares, and Contrasts Objects, Events, and Experiences
- Language Development; Receptive Language, Attends to Language, Comprehends Increasingly Complex and Varied Vocabulary
- Social and Emotional Development; Self-Concept and Self-Efficacy, Identifies Personal Characteristics, Preferences, Thoughts, and Feelings

DRDP-2015

- English Language Development; ELD1, ELD2
- Pre-School Physical Development; PD1, PD2
- Cognitive Development; COG3

LESSON

1) The teacher asks the class to perform different movements if they like or dislike different types of grapefruit that were introduced in the lesson.

- For example: “Twist if you like sweet grapefruit or touch your toes if you don’t like sweet grapefruit!”

2) Demonstrate the movements as you name them. You can also ask students to adjust some of the movements, as opposed to doing two different movements, based on their preferences.

- For example: “Slow clap if you like yellow grapefruit or fast clap if you don’t like yellow grapefruit!”

<i>Movement ideas</i>	<i>Adjustment ideas</i>
Twist at hips	Slow/fast
Touch toes	-
Jazz hands	Slow/fast
Stand on toes (calf raises)	Slow/fast
Clap your hands	Slow/fast
Hop	Slow/fast, different directions
Jumping jack	Slow/fast
Chop arms in air	Slow/fast, up and down/side to side



Lesson 3: Healthy Activities

LEARNING OBJECTIVES

Educational Objectives:

- * To help students remember the importance of eating fruits, to allow students to vocalize what they have learned

Physical Activity Objectives:

- * To practice gross motor movement

LEARNING STANDARDS

Head Start Learning Domains

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance; Health Knowledge and Practice, Participates in Structured Physical Activity
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions
- Language Development; Receptive Language, Comprehends Different Forms of Language – Questions and Exclamations
- Creative Arts Expression; Creative Movement and Dance, Uses Creative Movements to Express Concepts, Ideas, or Feelings
- Logic and Reasoning; Reasoning and Problem Solving, Uses Past Knowledge to Build New Knowledge

DRDP-2015

- English Language Development; ELD1, ELD2
- Language and Literacy Development; LLD2
- Pre-School Physical Development; PD1, PD2
- Cognitive Development; COG3
- Health; HLTH2

LESSON

- 1) The teacher asks the students questions that encourage them to think of how eating fruit helps gives them the ability to move and exercise.
- 2) The teacher calls on students that volunteer to answer “How does the grapefruit help you...” questions, and that student shares an answer and performs the motion in place.
- 3) Then, the rest of the class follows along until the teacher calls on the next student.
 - Example: How does the grapefruit help you move your arms?
ex: lift arms up, touch your toes, clap your hands, etc.
 - Example: How does the grapefruit help you move your legs?
ex: skip, gallop, marching, etc.



Lesson 4: Roundfruits*

LEARNING OBJECTIVES

Educational Objectives:

- * To help students identify shapes and connect them to knowledge of fruits, allow students to vocalize what they have learned

Physical Activity Objectives:

- * To practice fine motor skills, practice aim, precision, and coordination skills

LEARNING STANDARDS

Head Start Learning Domains

- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play; Reasoning and Problem Solving, Uses Past Knowledge to Build New Knowledge
- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance; Health Knowledge and Practice, Participates in Structured Physical Activity; Fine Motor Skills, Manipulates a Range of Objects
- Creative Arts Expression; Creative Movement and Dance, Uses Creative Movements to Express Concepts, Ideas, or Feelings
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions; Symbolic Representation, Engages in Pretend Play and Acts Out Roles
- Language Development; Receptive Language, Comprehends Increasingly Complex and Varied Vocabulary; Expressive Language, Uses Language to Express Ideas and Needs

DRDP-2015

- English Language Development; ELD1, ELD2
- Language and Literacy Development; LLD1, LLD2
- Pre-School Physical Development; PD1, PD2, PD3
- Cognitive Development; COG3
- Health; HLTH2

LESSON

- 1) First, each student crumples 3 pieces of newspaper into “round” fruits and a trashcan is labeled as the mouth.
- 2) Students line up at an appropriate distance and attempt to throw their fruits into the mouth.
- 3) Before attempting their shot, each student must share an example of a round fruit.
 - If they make their shot, the students side shuffle to the trashcan to retrieve their newspaper fruit. If they don’t make their shot, they must bunny hop to pick it up.
 - If more space is available, this game can be played outside using playground balls and a trashcan as the mouth.



Asparagus

April

SUGGESTED SCHEDULE

Lesson 1: Asparagus Stretch

Lesson 2 : Eating a Rainbow of Fruits and Veggies

Lesson 3 : Your Favorite Asparagus



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Lesson 1: Asparagus Stretch

LEARNING OBJECTIVES

Educational Objectives:

- * To help students understand the shape and different parts of asparagus

Physical Activity Objectives:

- * To help students improve flexibility

LEARNING STANDARDS

Head Start Learning Domains

- Language Development; Receptive Language, Attends to Language, Comprehends Increasingly Complex and Varied Vocabulary

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance, Develops Motor Coordination and Skill in Using Objects for Range of Activities

DRDP-2015

- Pre-School Physical Development; PD1, PD2

LESSON

- 1) Teacher instructs students to stand like a stalk of asparagus.
- 2) Then, they reach their arms all the way to the top stretching their entire body out
- 3) Students then reach for the sky on tippy toes (for added difficulty have students go on one foot and hold for 10 seconds)
- 4) Breath out reach down and touch toes and hold for 10 seconds - ask the students which part of the asparagus is eaten: the stem
- 5) Have students walk around with hands up on their toes to show that they are asparagus stalks



Lesson 2: Eating a Rainbow of Fruits and Veggies

LEARNING OBJECTIVES

Educational Objectives:

- * To help students learn the colors and matching vegetables

Physical Activity Objectives:

- * To help students practice gross movement, and to practice movement in different planes

LEARNING STANDARDS

Head Start Learning Domains

- Language Development; Receptive Language, Comprehends Increasingly Complex and Varied Vocabulary
- Logic and Reasoning; Reasoning and Problem Solving, Classifies, Compares, and Contrasts Objects, Events, and Experiences
- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance, Develops Motor Coordination and Skill in Using Objects for Range of Activities

DRDP-2015

- English Language Development; ELD1, ELD2
- Pre-School Physical Development; PD1, PD2
- Cognitive Development; COG3
- Health; HLTH2
- Mathematical Reasoning; MATH3
- Social and Self-Development; SSD8

LESSON

- 1) Call a student and tell them to name a color of the rainbow and a fruit or vegetable that corresponds to that color.
- 2) Have all the kids do the motion that corresponds to each color
 - o Red = you spread! Spread your arms and legs wide
 - o Orange = March!
 - o Yellow = like jell-o! Shake and wiggle your body like jell-o
 - o Green = Green you Lean! Put one arm over your head and bend to the opposite side and repeat for other side
 - o Blue = You stew! Put your hands together and stir your cauldron
 - o Purple = Whirlpool! Hop in circles
- 3) Once complete have all the students form a rainbow!
- 4) Instruct students to find a partner and use their arms to make the arc of a rainbow



Lesson 3: Your Favorite Asparagus

LEARNING OBJECTIVES

Educational Objectives:

- * To have students express preferences, review qualities/types of fruit sampled or discussed in class

Physical Activity Objectives:

- * To practice a variety of movements in different planes

LEARNING STANDARDS

Head Start Learning Domains

- Language Development; Receptive Language, Attends to Language, Comprehends Increasingly Complex and Varied Vocabulary

- Logic and Reasoning; Reasoning and Problem Solving, Classifies, Compares, and Contrasts Objects, Events, and Experiences

- Social and Emotional Development; Self-Concept and Self-Efficacy, Identifies Personal Characteristics, Preferences, Thoughts, and Feelings

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance, Develops Motor Coordination and Skill in Using Objects for Range of Activities

DRDP-2015

- Pre-School Physical Development;

PD1,

- Health; HLTH2

- Social and Self-Development; SSD1, SSD6

LESSON

- 1) The teacher asks the class to perform different movements if they like or dislike different types of asparagus that were introduced in the lesson.
 - For example: "Twist if you like green asparagus or touch your toes if you don't like green asparagus!"
- 2) Demonstrate the movements as you name them. You can also ask students to adjust some of the movements, as opposed to doing two different movements, based on their preferences.
 - For example: "Slow clap if you like purple asparagus or fast clap if you don't like purple asparagus!"



Cucumber

May

SUGGESTED SCHEDULE

Lesson 1: Cool as a Cucumber

Lesson 2 : Vegetable Clumpings

Lesson 3 : Salad Tag*



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Lesson 1: Cool as a Cucumber

LEARNING OBJECTIVES

Educational Objectives:

- * To reinforce students knowledge of cucumber characteristics

Physical Activity Objectives:

- * Gross motor movement and increasing heart rate

LEARNING STANDARDS

Head Start Learning Domains

- Creative Arts Expression; Creative Movement and Dance, Uses Creative Movements to Express Concepts, Ideas, or Feelings
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions
- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects
- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance; Health Knowledge and Practice, Participates in Structured Physical Activity

DRDP-2015

- Cognitive Development; COG3, COG4
- Pre-School Physical Development; PD1
- Health; HLTH2

LESSON

1) Instructor reminds students that cucumbers are full of water and asks: what is something we can do in the water?

- Swim
- Splash
- Float

2) Have students mimic these actions about the room

- Various swim strokes
- Practice floating

3) Have students put arms out, squat and then move their foot forward and squat again, students can continue to walk and squat about



Lesson 2: Vegetable Clumpings

LEARNING OBJECTIVES

Educational Objectives:

- * To reinforce lesson on serving sizes and work with numbers

Physical Activity Objectives:

- * Increase heart rate

LESSON

- 1) Start with kids spread out around the room
- 2) Teacher, stand at front of room and call out a number
- 3) Students all clump into that number. For example instructor yells 6, students will need to group into “serving sizes” of 6

**The number yelled represents a proper serving size for some fruit or vegetable

#

LEARNING STANDARDS

Head Start Learning Domains

- Logic and Reasoning; Symbolic Representation, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects

- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance

- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity

- Approaches to Learning; Cooperation, Helps, Shares, and Cooperates in a Group

- Mathematics Knowledge and Skill; Number Concepts and Quantities, Recognizes Number Quantities in Everyday Environment; Number Relationships and Operations, Recognizes That Numbers Can Be Combined or Separated to Make Another Number Through the Grouping of Objects

DRDP-2015

- Social and Self Development; SSD8, SSD10, SSD12

- Cognitive Development; COG4

- Mathematical Reasoning; MATH1, MATH3



Lesson 3: Salad Tag

LEARNING OBJECTIVES

Physical Activity Objectives:

- * To have students engage in aerobic physical activity

LEARNING STANDARDS

Head Start Learning Domains

- Logic and Reasoning; Symbolic Representation, Engages in Pretend Play, Represents People, Places, or Things through Drawings, Movements, or Three-Dimensional Objects
- Physical Health and Development; Gross Motor Skills, Develops Motor Control and Balance
- Physical Health and Development; Health Knowledge and Practice, Participates in Structured Physical Activity
- Social and Emotional Development; Self-Regulation, Follows Simple Rules, Routines, and Directions

DRDP-2015

- Social and Self Development; SSD8, SSD12
- Cognitive Development; COG4
- Mathematical Reasoning; MATH1
- Pre-school Physical Development; PD1, PD2
- Health; HLTH2

LESSON

1) Begin by having most of the kids pretend to be ingredients and a few be chefs who are trying to make a salad

- The chefs have to run and tag the ingredients into their salad mixture
- Chefs are chopping and jumping on two legs to try and tag their vegetables

2) All students will pretend to be one of the below ingredients. Consequent rounds of the game can be played by switching chefs and ingredient.

- Twisting Tomatoes
- Crawling cucumbers
- Shaking Spinach
- Arm Raises Asparagus
- Bolting Bok Choy-get to run as fast they can

3) The first chef to create a full salad first wins!

*Once caught, the vegetables will be placed into a “bowl” or a designated area and remain tossing (hopping up and down) until the rest of the ingredients are caught.

