



Topic: Healthy Living

Curriculum Planning Template – Somerville Early Education

Trajectory for Thematic Inquiry: Planning from the Big Idea

Consult ELA Pacing & Curriculum Guides, Big Idea Guides, & Building Blocks Math Pacing Guide

Big Ideas about Healthy Living:

- Where does food come from (farming, growing, transportation) and how does it change
- Changing foods (apples to applesauce, etc.)
- Using our 5 senses for eating and mindfulness
- Food groups and how each helps the body grow
- Creating and/or following recipes
- Ways to move our bodies
- Mindful breathing and other mindfulness activities
- The social value of food and an appreciation for a shared and mindful eating experiences

Project Approach: Working with Big Ideas

(Picturing the Project Approach 2017, Sylvia Chard, Yvonne, Kogan, Carmen Castillo)

- Phase 1: Beginning the Project
- Phase 2: Developing the Project
- Phase 3: Concluding the Project

Anti-bias Education Goals and Outcomes(Derman-Sparks, Edwards and Goins, 2020)

Goal 1: Identity - Each child will demonstrate self-awareness, confidence, family pride, and positive social identities. *Teachers will nurture each child's construction of knowledgeable and confident personal and social identities.*

Goal 2: Diversity - Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections. *Teachers will promote each child's comfortable, empathic interactions with people from diverse backgrounds.*

Goal 3: Justice - Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts. *Teachers will foster each child's capacity to critically identify bias and will nurture each child's empathy for the hurt bias causes.*

Goal 4: Action - Children will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions. *Teachers will cultivate each child's ability and confidence to stand up for oneself and for others in the face of bias.*

Selected Anti-bias Objectives:

- I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.
- I know that life is easier for some people and harder for others and the reasons for that are not always fair.

A TRAJECTORY OF INQUIRY

STARTING OUT AND SETTING THE STAGE *(Phase 1 – Beginning a Project)*

Sample Teacher Brainstorm/Planning Web - Add your own ideas!



Create a new web with children once a direction has been defined

Surfacing Prior Knowledge and Generate curiosity: Pose questions, read a high-interest book, take a field trip.

Questions you might ask children:

- Where does food come from?
- How can we explore food with our five senses?
- How do you follow a recipe?
- What do you do when you have a big feeling?
- Why are some feelings uncomfortable?
- In what ways do you move your body?
- What does it mean to be mindful?
- Who do you eat with?
- Why do we eat?
- Why do we move?
- Why do we need a break sometimes?

Make connections to children's lives

- Preschoolers have a natural curiosity about food and their bodies, as well as a need for guidance in dealing with big emotions
- Giving children the tools for mindfulness and positive food and body experiences sets the tone for the rest of their lives. All three are connected, and instilling a positive outlook and understanding of each at a young age is crucial
- Seize the opportunity to support preschoolers' fascination with these important topics and in doing so help to raise children with a positive body image, a positive relationship with food, and positive tools for dealing with tough feelings
- The adults that children spend the most time with are their role models, so it is our job as parents and teachers to exhibit a healthy attitude toward food, exercise, and mindfulness.

Social-Emotional

- Promote self esteem and independence through snack preparation for friends and family
- Taste testing- developing a taste for a variety of foods from various cultures
- Learning and implementing activities such as yoga and breathing ball to help with mindfulness and strong feelings
- Field trip to or from an expert (chef etc.)

Food safety and cleanliness habits

- Exploring with fruit and veggie washing, practicing hand washing and table setting

SURFACING KNOWLEDGE & QUESTIONS *(Phase 1 – Beginning a Project)*

Expand Children's Thinking: *So, now that we know some information and have some ideas about _____, What should we investigate?*

It seems that you are curious about _____?

Brainstorm a list of all the things the children want to know about _____.

Possible Investigations to explore your topic of interest:

Nutrition

- **Dramatic play.** Children love pretend play! Setting up the area as a kitchen or restaurant gives them the opportunity to explore and play with their nutrition knowledge. Dramatic play can be as open ended or specific as you'd like! In the photo below a teacher created menus with Go Foods and Whoa Foods!
- **"Eating the rainbow helps me grow."** Measure the children periodically with tape on the wall to show they are growing from healthy foods and exercise. Additionally, help children track all the different foods of the rainbow they are eating! Children love to record.



- **Recipe following and making.** Make or purchase easy to follow recipe cards for children to follow to learn the steps of careful snack preparation (hand washing, cutting, cleaning). If in school, children and teachers can take turns bringing in snack for peers teaching about community eating and serving snack to friends



- **Lesson: Go Foods and Whoa Foods.** Cheer and jump for “go” foods, and say “whoa” for foods we should only eat sometimes. Sort plastic or real food into these two categories!
- **Lesson: Food Groups & what they mean for our bodies.** Use a kinesthetic movement for each, and/or sort plastic or real food into the groups!
 - Protein - muscles
 - Veggies- eyes
 - Fruit- heals cuts and bruises
 - Dairy- bones
 - Grains- Energy

- **Visit to or from an expert (chef, waitress, etc).** Children can prepare questions and record answers from experts

- **Veggie/Fruit Washing & Juicing.** Fruits and veggies are so important for a growing child. Teaching kids to wash and eat them as snacks is important and fun, as well as teaching kids how to turn them into juice! Celery juice is a particularly amazing and nutrient rich juice to have your child start drinking.



- Tips for Getting Your Kids to Drink Celery Juice
- Let Them Help Wash & Juice! Kids love to be helpers, and they love water play. Using a juicer (with careful supervision of course) is exciting!
- Lead By Example. Kids love to do what Mom and Dad are doing. They become curious and typically want to do the same.
- Use Red Apple and/or Cucumber . If they don't love the taste at first, adding some red apple and/or cucumber is the perfect way to make it more palatable. And of course, organic fruits are always best if possible. Just decrease the apple and cucumber over time.



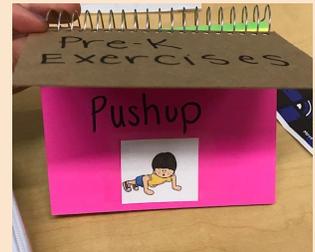
- Ice Pops! Kids will eat ice pops of fresh juice pretty easily. Also great for teething!
- Use Fun Accessories. FUN straws and cups! Never underestimate the power of a new cup or a twisty straw.
- Help Them Feel Grown Up. Let them drink their “green power juice” from a “big boy/girl cup.” Again, motivation!



- **Create a Nutrition Bingo Game.** Print out food images and help your child create and play!
- **Observation/Art.** Children enjoy using special tools like magnifying glasses to simply observe and explore their curiosity. Set up an open ended exploration for them with the food of your choice! Additionally, set up an opportunity for children to draw or paint a food!
- **Planting.** Children can help you plant seeds for veggies and fruit. Once they have grown, they can help you harvest and eat them!
- **Resources**
 - choosemyplate.gov/kids- nutrition tips and activities

Exercise

- **Dramatic play:** fitness studio, yoga studio- get creative!
- **Fitness book:** Children can help create a book of exercises, and use it whenever they need a movement break!
- **Visit to or from an expert** (coach, instructor, etc.)
- **Resources:**
 - Gonoodle.com- movement activities for kids
 - Gogoyogakids.com - yoga for kids
 - Yogafoster.com - yoga program for kids



Mindfulness

- **Calm corner of classroom or home** with books, breathing visuals, stuffies, calm down jars, etc
- **Practice belly breathing-** When having strong feelings, encourage children to pause, put their hand on their belly, name how they are feeling, and take deep breaths to calm down.
- **Create a calm down jar.** Directions:
<https://www.goodtoknow.co.uk/family/things-to-do/glitter-jars-how-to-calm-down-jar-105300>

- **Mindful Moments**

- Starfish breath- <https://www.youtube.com/watch?v=8lufGk6mog4>
- Rainbow breath- <https://www.youtube.com/watch?v=O29e4rRMv4>
- 5 Senses- stop and notice something you recognize around you for each of the five senses

- **Resources:**

- Gonoodle.com- mindfulness videos for kids
- Mindfulschools.org- mindfulness information
- Calmclassroom.com- mindfulness information
- Gogoyogakids.com- mindfulness activities for kids

EXPLORING AND LEARNING MORE *(Phase 2 – Developing a Project)*

Continue to add to knowledge base, add activities and experiences, field trip, find experts, plan class books, family engagement, etc.

POSSIBLE FIELD SITES:

- Farm
- Restaurant
- Yoga studio
- Food truck

POSSIBLE EXPERTS:

- Fitness coach
- Chef
- Mindfulness expert
- Food truck driver
- Farmer

Possible Projects (Use one of the following ideas, or co-create an emergent project with your children):

- Plan a meal:
 - Plan and prepare a meal and invite families to come in and share - prepare the recipes, shop for the food on a field trip to local supermarket, create placemats and name cards and invitations at the writing table, count how many place settings will be needed, prepare the food, use beautiful stuff to decorate the table.
- Create a dramatic play restaurant:
 - Assemble tables and chairs, decorate the restaurant with food-themed artwork, and write menus and labels for the kitchen. Act out preparing and serving a healthy meal to guests.



- Make a class exercise and mindfulness book:
 - Learn some simple exercises and mindfulness techniques that help keep our bodies healthy, and assemble a book of these practices for display in your classroom. Take pictures of children performing the healthy practices, have them draw images, or have them write captions. Display the book in your classroom or read it to another group to teach them about exercise and mindfulness.

- Create a class recipe book:
 - Discuss with children some of their favorite healthy foods, their ingredients, and how they are prepared. Involve families by asking about some of their food traditions or favorite ways to prepare dishes. Have children draw pictures of their favorite foods and write or dictate recipes for a class recipe book.

PHASE 3: Concluding the Project

Reflect on next steps, sharing the work with others, extensions of content, new directions.

Ideas for Sharing Learning/Work:

- Journaling, Recipe books

Possible Trajectory to Follow for Year Long Focus:

FALL	WINTER	SPRING/SUMMER
<p>Intro to community & nutrition</p> <ul style="list-style-type: none"> ● school tour and cafeteria worker interview ● Classroom community ● Food groups ● Go foods and Whoa foods ● Playground exercise <p>Food helpers & feelings</p> <ul style="list-style-type: none"> ● Farms ● Truck drivers ● Store workers ● Feelings are felt in our bodies ● Yoga intro 	<p>Mindful eating and moments</p> <ul style="list-style-type: none"> ● Food preparation with loved ones ● Breathing activities ● Calm down yoga <p>Food as a celebration</p> <ul style="list-style-type: none"> ● Recipes from all cultures ● Revisiting Go and Whoa foods ● Mindfulness continued ● Moving indoors when it's cold outside 	<p>Growing and Changing foods</p> <ul style="list-style-type: none"> ● Gardening ● Changing foods (juicing etc) ● Spring sports ● Nature walks for exercise and 5 sense mindfulness

Content and Room Areas	Activities Connected to Big Idea
Blocks	<p>Props/Provocations:</p> <ul style="list-style-type: none"> ● Build a restaurant: <ul style="list-style-type: none"> ○ Use blocks to create dining rooms, a kitchen, tables and chairs. Add figurines and play foods to fit your creation, or make people, foods and supplies out of beautiful stuff (clothespin people, bottlecap bowls, etc.)
Dramatic Play	<p>Generate play props and themes with children:</p> <ul style="list-style-type: none"> ● Kitchen: <ul style="list-style-type: none"> ○ How do people prepare different kinds of foods? What ingredients, utensils and appliances are found in kitchens? ○ Include pots, pans, play foods, measuring instruments, and spaces to serve as kitchen appliances such as an oven, sink, microwave or grill. Prepare foods in different ways in your kitchen and incorporate the idea of following a recipe. ● Restaurant: <ul style="list-style-type: none"> ○ How do we prepare and serve a meal for others? ○ Include utensils, plates, cups, placemats. Act out some of the roles that occur within a restaurant or other food service location, i.e. taking an order, preparing food, presenting it to guests. ● Yoga studio: <ul style="list-style-type: none"> ○ What does a yoga studio look like? What does an environment that promotes mindfulness look like? ○ Include yoga mats, meditation music, and if possible, natural light and good smells such as fresh flowers or mint. Take turns leading yoga poses or meditation practices.
Art	<p>Group and Individual Projects:</p> <ul style="list-style-type: none"> ● Paint fruits and veggies: <ul style="list-style-type: none"> ○ Introduce real or model foods to your art center. Paint those foods, paying special attention to color, texture, light and shadow. Recreate your artwork with different media such as crayons, oil pastels, clay, or beautiful stuff. ● Create a recipe book: <ul style="list-style-type: none"> ○ Have children think about their favorite foods, and have them dictate and illustrate recipes. Draw pictures of the ingredients as well as the finished dish. Make extensions to literacy by writing their dictations or if applicable, having them write their own recipes.

<p>Sensory</p>	<p>Sensory Table:</p> <ul style="list-style-type: none"> ● Wash fruits and veggies: <ul style="list-style-type: none"> ○ Discuss why we wash foods before we eat them, and fill the sensory table with play foods, sponges and brushes. ● Wash dishes etc. for snack prep ● Introduce measuring utensils: <ul style="list-style-type: none"> ○ Fill your sensory table with a material that can be scooped and poured with measuring utensils, such as rice or sand. Encourage comparing the volume of measuring cups with mathematical language like less and more. 
<p>Mathematical Thinking</p>	<ul style="list-style-type: none"> ● Food bingo: <ul style="list-style-type: none"> ○ Create bingo cards with different foods and play bingo. Periodically change the rules for the winning cards to practice counting and shape recognition (i.e. to win: get 3 in a row/4 in a row/create a square/create a letter X/etc.) ● Reading recipes and measuring: <ul style="list-style-type: none"> ○ Use different kinds of recipes to practice counting and measurement. Follow recipes using play foods, beautiful stuff “foods,” or when possible real ingredients and allow students to taste their creations. ○ Counting practice recipes: Counting out the number of berries for a smoothie, dividing ice cubes evenly across a number of glasses when serving lemonade ○ Measurement practice recipes: measuring ingredients for cookies or bread, making judgements about amounts, i.e. “Did we use more flour or sugar in this recipe?” ● Sorting food groups: Use cutouts from food magazines or old cookbooks and organize the foods by food groups. Make judgements about the groups you create using comparative language like more, less, most, and least. ● Math concepts <ul style="list-style-type: none"> ○ Following a sequence of steps: Why do we need to follow recipes in order? ○ Creating or following a pattern: Use play foods or cutouts to create patterns with different rules. Make ABAB patterns with rules such as yellow 

	<p style="text-align: center;">food/red food or fruit/vegetable.</p>
<p>Science, Technology & Engineering</p>	<ul style="list-style-type: none"> ● Observation of a garden: <ul style="list-style-type: none"> ○ What do plants need to grow? How do we grow and prepare healthy foods? Make connections between the concepts of growing and changing to how a farm functions and how we rely on them for healthy and fresh foods. ● Changing foods through cooking: <ul style="list-style-type: none"> ○ Baking: How do foods change when we cook them? Follow the recipe for a baked good such as cookies or bread. Observe the ingredients as you combine them, and compare what the ingredients looked like at the beginning of the recipe to the final product. When you bake, can you extract the individual ingredients, i.e. can you get the flour, sugar, eggs out of a cookie once it's baked? How is baking cookies different from other types of recipes, such as making a salad? ● Learning a variety of exercises: <ul style="list-style-type: none"> ○ Learn simple exercises and the muscle groups that they engage ○ Why is exercise important? How do our bodies feel when we are active? ● Sink or float experiment with food: <ul style="list-style-type: none"> ○ Create a list of foods to test in a container of water. Make predictions and record results of the experiment. Were our predictions correct or not? Why are predictions important in a science experiment? Why do we record data?



<p>Library/ Read Aloud</p>	<p>Books:</p> <ul style="list-style-type: none"> ■ Nutrition <ul style="list-style-type: none"> ● Growing Vegetable Soup, by Lois Ehlert ● I Will Never Not Eat a Tomato (Charlie and Lola Series), by Lauren Child ● The Boy Who Loved Broccoli, by Sarah A ● The Vegetables We Eat, by Gail Gibbons ● Kids' Fun and Healthy Cookbook, by Nicola Graimes ■ Mindfulness <ul style="list-style-type: none"> ● I am Peace, by Susan Verde ● I am Yoga, by Susan Verde ● You Are a Lion, by Tae Eun Yoo ● What Does it Mean to be Present, by Rana DiOrio ● Visiting Feelings, by Lauren Rubenstien ● The Sound of Silence, by Katrina Goldsaito ■ Exercise <ul style="list-style-type: none"> ● Get Up and Go! by Nancy Carlson ● You Can Do It! by Tony Dun
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<p>Balanced Literacy</p>			
<p>Vocabulary</p>	<p style="text-align: center;">Food Groups</p> <ul style="list-style-type: none"> ● Fruits ● Vegetables ● Grains ● Proteins ● Dairy 	<p style="text-align: center;">Body & Mind</p> <ul style="list-style-type: none"> ● Mindfulness ● Meditation ● Exercise ● Self-Esteem 	<p style="text-align: center;">Careers in Healthy Living</p> <ul style="list-style-type: none"> ● Fitness Instructor ● Nutritionist ● Chef ● Farmer ● Athletic Coach
<p>Oral language and Concept Development</p>	<ul style="list-style-type: none"> ● Add a healthy living survey or question to your Morning Meeting message. ● Share ideas and build understanding about healthy living during whole and small groups. ● Create opportunities for group project planning. Encourage children to share ideas, ask questions, and make comments. ● Review relevant vocabulary. Create vocabulary cards with concepts from the healthy living vocabulary section, or from other healthy living areas of interest. ● Use CROWD Strategies during read alouds. Focus on books about nutrition, health, and mindfulness 		

	<ul style="list-style-type: none"> ● Read, follow and create recipes. Make literacy connections by adding illustrations. Put class favorite recipes on posters for display in the classroom.
<p>Fine Motor, Drawing, and Writing</p>	<ul style="list-style-type: none"> ● Manipulate materials with different kitchen utensils <ul style="list-style-type: none"> ○ Develop fine motor skills by practicing transferring materials from one bowl to another with tongs or spoons, flipping with a spatula, cutting play doh. ○ Incorporate activities that involve pouring, stirring, shaking into manipulatives, sensory table, dramatic play ● Observe and paint an unknown or familiar fruit or vegetable 
<p>Expressive and Writing Language</p>	<p>Journaling: invite children to draw and illustrate a story about a time when they enjoyed their favorite food, when they had fun exercising, or a trip to a grocery store. Encourage them to label their pictures using vocabulary cards to guide them.</p> <p>STSA (StoryTelling/Story Acting)</p> <ul style="list-style-type: none"> ● Act out shopping at the grocery store, preparing a favorite food, or a particular type of exercise. ● Create healthy living provocation cards and act them out. <ul style="list-style-type: none"> ○ Take turns acting out preparing a particular food and have the rest of the class guess which food is being prepared (i.e. flipping a pancake, stirring a pot of soup, chopping an onion).
<p>Phonological and Phonemic Awareness</p>	<p>Songs and Poems</p> <ul style="list-style-type: none"> ● Make song and poem charts and engage in choral reading. <p>Sound Sorting</p> <ul style="list-style-type: none"> ● Incorporate play foods with different initial sounds (<u>a</u>pple, <u>b</u>anana, <u>c</u>arrot, etc.) Extend by challenging your students to create a healthy food alphabet. <p>Word Building and Writing:</p> <p>Use magnetic letters, letter tiles, or write letters on bottle caps for word building and other games.</p>
<p>Differentiation/ Modifications</p>	<ul style="list-style-type: none"> ● Interest groups for project ● Picture clues for ELL students. ● Language and sentence stems/starters. ● Vocabulary word wall with pictures.

