

**Title:** Healthy Habits for Life-Physical Activity Lesson Plan for Children

**Target Audience:** Children two years of age and older and their caregivers

**Objectives:**

1. The children will demonstrate how they can be active by jumping, hopping, stomping, running, etc.
2. The children can differentiate between moving actively and calming down.
3. The children can correlate moving and being active with a healthy body.
4. The caregiver gives examples of how their family and their children can be more active.
5. The caregiver states the amount of time their children should be physically active daily.
6. The caregiver recognizes the importance of being a role model for their children by being more physically active themselves.

**Teaching Materials Needed, Including Handouts:**

1. If your local agency has already given *The Get Healthy Now Show* book and DVD to the WIC families, then bring one book/DVD to the class. If your local agency has not given these books/DVDs to the WIC families, then bring multiple copies so that one book with DVD can be given to each family attending the class.
2. Multiple copies of: *Sesame Street Activity Chart* (from the Healthy Habits for Life packet, page 28); *Playing with Your Toddler* and *Playing with Your 3 to 5 Year Old*. Make enough copies so that each child receives the *Activity Chart* and adults have the appropriate *Playing with Your...* handout.
3. One copy of the *Move Together!* poem from the Healthy Habits for Life packet, page 11.
4. One copy of the *Move to Hooper's Store*, from the Healthy Habits for Life packet, page 13.
5. Crayons, pencils and pens
6. Blank paper for the evaluation

**Advance Preparation Needed:**

1. Count out and set aside the necessary number of *The Get Healthy Now Show* book and DVD, if these will be given to each family in attendance.
2. Make the necessary copies of the handouts.
3. Have crayons, pencils, pens, and blank paper available.

**Class Outline and Methods:**

1. Explain to the children and caregivers how the lesson will be organized. If one adult leader will be giving the whole lesson, explain that the children will listen to their part, and then while they do an activity, the leader will give some more detailed information about the subject to the caregivers. Give a brief explanation of the topic. If two adult leaders will be giving the lesson, explain that the children will go with one leader for their part and the caregivers will stay with the other leader for some information for the caregivers.

2. Have the children sit in a circle with the leader. Ask the children if they know what makes a healthy body – some answers might be: healthy food, water, exercise, enough sleep, don't smoke, etc.
3. Now have everyone stand up and move so they are an arm's length from their neighbor. Explain that you are going to read a poem, and when you read an action word, everyone will do the action together. Explain that everyone will do these activities "in place." Demonstrate what running in place looks like. Have everyone practice running "in place." Now read the poem and act out the action words with the children. Be sure to whisper and have everyone sit down at the appropriate part. If time allows, repeat the poem one more time and do the action words together. If possible, have children add their own action words and act them out together. At the end, ask the children how they feel. Discuss how our hearts work harder and we breathe faster and how this is good for our bodies. An active body is a healthy body.
4. Explain that now you will read a story about Elmo, Zoe and Big Bird, and they will help act out the story. Read the short story, *On the Move to Hooper's Store*. Each time an action word is read, act out the word with the children. Ask the children if they ever read stories at home. Suggest that the next time they have a story at home that they act out the action words in the story. They need to remember, though, if it is a bedtime story, they will need to get quiet and rest at the end.
5. Give a copy of the *Activity Chart* handout to each child. Ask them to color their handout. If only one adult is leading the class, ask the children to color, while you talk to the caregivers.
6. Either while the children are working, or while the children have their lesson, discuss with the caregivers, the importance of being physically active.
7. Emphasize the health benefits of being physically active for themselves and their children. Ask the caregivers to name some of the health benefits: healthy heart and lungs, keep blood sugar normal, weight loss/control, reduce stress, reduce depression, improve sleep, improves children's coordination, helps children concentrate, etc.
8. Encourage caregivers to read the book and watch the DVD, *The Get Healthy Now Show* with their children. It is about eating healthy food and keeping their bodies active.
9. Stress that children benefit from the family doing activities together **and** having separate play/activity time.
10. Ask caregivers if they know about how many minutes a child should be active every day. (60 minutes daily) Explain that the 60 minutes can be separate instances of activity throughout the day. So, could be 30 minutes twice a day; 20 minutes three times a day; or 10 minutes six times during the day.
11. Ask caregivers to share with the group some different things that their family could do to increase physical activity. These could be things that the family does together or ideas for physical activity for the children.
12. Share the handouts, *Playing with Your Toddler* and *Playing with Your 3 to 5 Year Old*, ask caregivers to take one of each if they have children in both age groups. Encourage them to use the ideas on the handouts and those that were suggested today to add physical activity to their family's healthy habits.
13. Reinforce that they are the role models for their children – if they are more physically active, their children will learn to be active too. Also, by being more active, they are taking care of themselves.
14. Have the children show the caregivers the sheet they colored. Explain to the adults and children that they can put this on their refrigerator and use it as a chart to "get moving." When they point to a word, they will do that action word.

15. The delegated WIC staff person should ask the client if they have any questions. If yes, refer them to the staff person that can answer their questions.
16. The delegated WIC staff person should ask the client, "What is one thing you will try to do, based upon what you learned today?"
17. Upon completion of the lesson, a designated WIC staff person should record completion in the client's KWIC record. If possible, the client's goal can also be entered into KWIC.

**Other suggestions:** If desired, may choose other handouts from the resources found on the KDHE/WIC web site. Many different activity ideas, to use with children, are included in the resource, *Healthy Habits for Life*. Additional physical activity ideas are included in the resource, *Berry, Berry Good*, which many local agencies have on their shelf.

**Interactive Component:**

The client or caregiver will interact with the WIC staff as specified in the Class Outline and Methods section. One or more interactive activities will be used in this lesson from the Optional Activities above.

**Behavior Change Goal:**

The designated staff person will assist the client/caregiver to set a goal based upon the interactive display as outlined in the Methods section above.

**Procedure for Clients to Ask Questions of Trained WIC Staff:**

The designated WIC staff person will either answer the questions or guide the client to the staff person qualified to answer a question posed by the client/caregiver.

**Evaluation:**

The evaluation will consist of completing the activities and interacting with the WIC staff as outlined in the Class Outline and Methods section above.

**Comments/Other:**

**Lesson Plan Written By:** Julie Ornelas, RD, LD, 2009

**Lesson Plan Revised By:** Pat Dunavan, MS, RD, LD, 2012, 2014

**Lesson Plan Approved By:**

**Date:**