

1 May Lesson: From Slow to Go

Goals:

- *Students will be able to classify foods as 'slow' or 'go.'*
- *Students will understand the health benefits of eating a well-balanced diet.*
- *Students will learn how to identify unhealthy habits and offer suggestions for how to make better choices.*

Audience: 1st

Optional Craft, Activity, Snack:

- *All About Me handout*
- *Simon Says Go or Slow*

Materials:

- From Slow to Go Visual
- Flip chart or blackboard

Common Core Standards:

- English Language Arts: Speaking and Listening: 1.3
 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- English Language Arts: Speaking and Listening: 1.4
 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Lesson:

This year we learned all about healthy habits. Can you think of things that you can do to be healthy?

(Eat go foods, eat more fruits and vegetables, exercise, rest, drink water).

Eating well and exercising builds a healthy body and gives us energy to do the things we love.

I'm going to show some descriptions of people who need some help. They want to be healthy, but don't know where to start. As a class, maybe we can think of some ways to help them be healthier?

Are you ready?

This is Ted. Ted loves to stay up late. In the morning, he has a hard time waking up. He often stays in bed, even when his mom calls him down for breakfast. On most days, Ted doesn't eat breakfast because he doesn't have time. Once Ted gets to school, he still feels tired and wishes he had more energy. By the time lunch rolls around, Ted is really hungry and sometimes has a headache.

What could Ted do to have more energy and avoid getting a headache?
(Brainstorm as a class and write tips on the board).

(Move to the next picture). This is Beth. For her birthday, Beth got a new computer game. As soon as Beth gets home from school, she heads straight to computer to play her new game. Beth will play on the computer from the time she gets home until dinner time. Lately, Beth's friends have been upset because they don't see her anymore. When they do see her, she never wants to play outside. Beth tells her friends that she is too tired to play and that she would rather play computer games and watch TV.

What could Beth do to have more energy and spend more time with her friends?
(Brainstorm as a class and write tips on the board).

(Move to next picture). This is Alex. When Alex gets home from school he is very hungry. He heads straight for the pantry and loads up on potato chips, cookies, and soda. After Alex eats, he will play outside for a little bit, but then he runs out of energy, so he goes home and watches TV.

What could Alex do to have more energy?
(Brainstorm as a class and write tips on the board).

(Move to next picture). This is Jude. Jude is always catching a cold. Jude mostly eats grains, milk, and meat, but she doesn't like fruits and vegetables. Jude doesn't want to keep catching colds.

What are things that Jude could do to stay healthy?
(Brainstorm as a class and write tips on the board).