

Nurture Elementary Program: Level 1

Main focus areas

- Distinguishing between ‘go’ foods that nourish our bodies and ‘slow’ foods that don’t
- How fruits and vegetables help our bodies and how to add them to our meals
- How exercise, go foods, water and sleep keep us healthy

| Unit | Lesson | P.E. Activity | Supplemental Activity |
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| 1.1 | Food for Fuel: <u>Go</u> or <u>Slow</u>? Discuss why we eat and how to sort foods by <u>Go</u> & <u>Slow</u> | <u>Go</u> and <u>Slow</u> Relay Sort foods by <u>Go</u> & <u>Slow</u> | <u>Go Slow</u> Cartoon Draw how you feel after eating <u>Go Foods</u> & after <u>Slow Foods</u> |
| 1.2 | Energy Balance Food provides energy for activities. Eat too little or too much and you feel weak or sluggish | Energy Balance Exercises Discuss energy balance, perform balance exercises | Hungry or Full? Draw and describe a time you were hungry. Repeat for when have eaten too much |
| 1.3 | Fruits and Veggies How eating fruits and vegetables help our bodies, amount to eat | Fruit and Veggie Spud Importance of fruits and vegetables | Fruit and Veggie Math Add and subtract using fruits and veggies as the objects |
| 1.4 | Fitting in More Fruits and Veggies Adding fruit & veggies to meals & snacks | Fruit and Veggies Red Light, Green Light Use red and green fruits & veggies to play game | Calculating Fruit & Vegetable Consumption List and count the fruits & veggies eaten each day |
| 1.5 | Fitness is Fun! Importance of active play, cardiovascular, strength and flexibility exercises | Smoking Rhymes Jump rope while saying rhymes about avoiding smoking | My Healthy Heart Draw and write about things you can to do keep your heart healthy. |
| 1.6 | Growing a Strong Body Need for go foods, water, exercise and sleep | Indy 500 Reviews go and slow foods while racing | Need or Want Categorize by needs (keep us healthy) or wants |
| 1.7 | Where Does Food Come From Discusses the steps to get food from farms to our homes | Farmer and the Crow Active game reinforcing how to grow food | Growing Vegetables Students plant veggie seeds they can grow at home |
| 1.8 | From <u>Go</u> to <u>Slow</u> Case studies of helping students to reinforce concepts from the year | Simon Says <u>Go</u> or <u>Slow</u> Reinforces categorizing <u>Go</u> and <u>Slow Foods</u> | All About Me Describe and draw things they do to stay healthy |