

Lesson Plan: My Body is a Super Machine!

Materials Needed:

- Construction paper (various colors, including green, yellow, and red)
- A paper plate or a large sheet of white paper
- Markers, crayons, or colored pencils
- Child-safe scissors and glue stick
- Old magazines with pictures of food (optional)
- A small box or bag
- Index cards or small pieces of paper

Lesson Details

Subject: Health and Wellness

Grade Level: Homeschool, Ages 5-7

Time Allotment: 45-60 minutes

1. Learning Objectives

By the end of this lesson, the student will be able to:

- Categorize foods into simple "Go," "Slow," and "Whoa" groups.
- Demonstrate and explain why different physical activities are good for the body.
- Design a creative representation of a healthy meal or a healthy day.

2. Introduction: The Super Machine (5 minutes)

- **Hook:** Start by asking, "Did you know your body is like a super machine? Like a car or a rocket ship, it needs the right kind of fuel to go fast and do amazing things! What kind of fuel do you think our bodies need?"
- **Connect:** Discuss what happens if you put the wrong fuel in a car (it sputters and stops). Explain that our bodies are the same—they work best when we give them good "Go" fuel. Bad fuel makes us feel tired and sluggish.

3. Activity 1: "Go, Slow, Whoa" Food Sort (15 minutes)

This activity helps the student categorize foods based on how they fuel our bodies.

- **Preparation:**
 - Label three pieces of construction paper: **Green for "Go," Yellow for "Slow,"** and **Red for "Whoa."**
 - Before the lesson, cut out 15-20 pictures of different foods from magazines or draw them yourself. Include a mix of healthy and less-healthy options (e.g., apple, banana, carrots, bread, chicken, milk, cookies, chips, soda, candy).
- **Instructions:**
 1. Explain the categories in simple terms:

- **GO Foods (Green):** "These are super-fuel! We can eat them almost anytime. They give us lots of energy to run and play. " (Examples: Fruits, vegetables)
 - **SLOW Foods (Yellow):** "These are good foods, but we should eat them in smaller amounts. They give us energy, but not as much as Go foods." (Examples: Bread, pasta, cheese, chicken)
 - **WHOA Foods (Red):** "These are 'once-in-a-while' foods. They are fun treats, but they don't give our super machine good fuel. We should say 'Whoa! Not too much!'" (Examples: Candy, chips, soda)
2. Place all the food pictures in a pile. Have the student pick one picture at a time, name the food, and decide if it's a "Go," "Slow," or "Whoa" food.
 3. They will then glue or place the picture onto the correct colored paper. Discuss their choices as they go. For example, "Great choice! An apple is definitely a 'Go' food. It helps you have energy to play outside."

4. Activity 2: Healthy Body Action Game (10 minutes)

This kinesthetic game connects physical activity to its benefits.

- **Preparation:** On index cards, write or draw simple actions like: **Jumping Jacks, Running in Place, Stretching High, Dancing, Hopping on one foot.**
- **Instructions:**
 1. Put the cards in a box or bag. Have the student draw a card without looking.
 2. The student performs the action for 20-30 seconds.
 3. After each action, ask a guiding question:
 - (After Jumping Jacks): "How does your chest feel? Your heart is beating fast! That's your heart getting a great workout to become stronger."
 - (After Stretching): "How do your arms and legs feel? Stretching helps our muscles feel good and keeps them from getting hurt when we play."
 - (After Dancing): "Was that fun? Moving our bodies in fun ways like dancing makes us happy and strong at the same time!"

5. Creative Application: My Super Meal Plate (15 minutes)

This project allows the student to apply what they've learned in a creative, hands-on way.

- **Instructions:**
 1. Give the student a paper plate or a large sheet of paper. Tell them, "Now you get to be the chef! Design the perfect super-fuel meal for your body."
 2. Using crayons, markers, or leftover food cutouts, the student will create a balanced meal on their plate. Encourage them to include mostly "Go" foods and maybe one "Slow" food.
 3. On the back of the plate (or around the drawing), ask them to draw a picture of themselves doing one of the healthy actions from the game earlier.

6. Conclusion & Assessment (5 minutes)

- **Show and Tell:** Have the student present their "Super Meal Plate."
- Ask them to explain their choices: "Tell me about your meal. Why did you choose those foods?" and "What healthy activity did you draw? Why is that good for our super machine?"
- **Praise and Reinforce:** Praise their creativity and understanding. Conclude by saying, "You did an amazing job learning how to fuel your super machine today! By choosing Go foods and moving your body, you are helping yourself grow strong and healthy."

7. Differentiation and Extension

- **For Extra Support:** Provide fewer food choices in the sorting game to avoid overwhelm. Give sentence starters for the show-and-tell, such as "I chose a carrot because it is a ___ food."
- **For an Extra Challenge:** Ask the student to plan a whole day of "Go, Slow, and Whoa" foods (breakfast, lunch, and dinner). Introduce another health concept like hydration (drinking water) or sleep, and ask how that helps our "super machine." They could also try writing the names of the foods on their plate.