# Projects for learning - Healthy lifestyle

This template has been designed for use during a preschool or early intervention class closure or extended absence. It is a resource that teachers can use to plan for children’s continuity of learning in the home environment while they are unable to access formal early childhood education. It has been designed to help teachers work with families to continue their child’s learning through planned experiences.

Links to the Early Years Learning Framework (EYLF) and the teaching and learning planning cycle are included throughout this template.

## Planned learning

### **Observations of learning and current interests of children**

**Include observations from home and preschool.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### **Intended learning outcomes**

**Consider key components of the five learning outcomes.**

Child/ren will:

* demonstrate an increasing awareness and understanding of nutrition, physical activity and personal care
* develop a positive attitude towards maintaining a healthy body and healthy mind
* recognise and communicate their need for nutritious foods and physical activity
* display competence and independence in personal hygiene practices
* feel empowered to make food choices independently with an understanding of how food fuels the body
* be confident to explain their nutrition and physical activity decisions.

### **Intentional teaching strategies**

**Consider how the learning outcomes will be promoted through your actions, conversation and questions. Draw on strategies from each of the five learning outcomes.**

* Use a range of strategies, experiences and opportunities to help children explore and understand nutrition, physical activity and hygiene.
* Observe and acknowledge when child/ren represent healthy lifestyle choices in their play and scaffold knowledge and understanding of this.
* Introduce vocabulary to support understanding and articulation of healthy lifestyle concepts, for example nutrition, healthy, dietary requirements, energy, physical activity, movement, habits, choices, hygiene, safety, germs, behaviour.
* Provide opportunities for child/ren to make choices related to a healthy lifestyle and engage in conversation about how and why they came to the decision.
* Use open-ended questions to engage in sustained conversations about the purpose of nutrition, physical activity and personal hygiene and finding enjoyment in these.
* Revisit concepts and make links across experiences to deepen understanding and clarify thinking.
* Support child/ren to investigate the relationship between nutrition, physical activity and wellbeing, and how all these contribute to a healthy lifestyle.
* Experiment with and utilise technology to assist learning and development of skills.

### Holistic approaches to learning

|  |  |
| --- | --- |
| Concepts to be developed  (Draw on the outcomes of the Early Years Learning Framework and consider how these provoke higher order thinking) | Experiences and resources for various learning environments  (Think about learning which may occur in various spaces across the day – indoors, outdoors, small and large group times and during routine times) |
| Eating healthy foods provides energy  Benefits and effects of nutrition choices  Agency / independence to make food choices  Developing a positive relationship with food. | **Healthy food**  Engage the child/ren in a range of discussions and learning experiences that explore healthy foods:   * Discuss: Why healthy foods should be eaten? How often each of these food types should be eaten? When have you made a healthy food choice? * Using either real foods from your pantry or pictures of foods from magazines, encourage the child/ren search for healthy foods. * Using information from Australian Dietary Guidelines discuss the food groups and daily recommendations. How do each of food groups supply fuel for energy and support the body’s functioning e.g. calcium for bone strength. [eatforhealth.gov.au/guidelines](https://www.eatforhealth.gov.au/guidelines) * Discuss why some people have special dietary requirements and/or allergies to certain foods * Discuss: How do you know when you are hungry and/or full? What times of the day do you feel most hungry and why might that be? What can help you make food choices e.g. food labels? How does healthy food make our bodies and brains feel? * Set up a restaurant and ask the child/ren to design a menu of their favourite healthy foods. * Engage in a range of cooking experiences using healthy foods and cooking methods. * Discuss different fruits or vegetables. Are they new or familiar? How do they taste and feel? For example, sweet, crunchy. * Read The Very Hungry Caterpillar by Eric Carle and discuss the healthy foods that the caterpillar eats. Retell or re-create the story, using the healthy foods that they like to eat. * Read The Magic Lunchbox by Angela Barrett and discuss why the lunchbox kept certain foods. Using a lunchbox or container, create your own magic lunchbox with the child/ren. With a variety of foods and drinks as props, take turns in adding nutritious items to the lunchbox. |
| Relationships between physical activity and health  Physical activity habits and benefits  Patterns of physical activity i.e. active free play, everyday physical tasks, planned physical play  Physical activity for purpose and enjoyment  Movement and physical activity skills development. | **Healthy body – physical activity**  Parts of the body   * Ask a child to lay down on a large piece of paper, or outside on the concrete. Trace around their body shape. Label the parts of the body they know.   + Talk about what each part of the body does to help us move. For example, our brain lets us feel our body and know what our body can do, our heart pumps blood and oxygen around the body, our lungs help us to breathe, our arms and legs are for walking, running, lifting, jumping, swinging, skipping, hopping etc. * Use magazines/pamphlets/child/ren’s drawings to create a collage of the body. Discuss the parts they have chosen, and whether the body has all the parts necessary to make the body move.   Resting vs moving – how our bodies react   * Look at how our bodies react if we are resting vs exercising, for example, sit quietly and count how many breaths you take in 15 seconds. * Stand up and do 10 star jumps. Sit back down and count your breaths and heartbeat. Discuss what happened? Is it different?   Fundamental movement skills   * Use the fundamental movement skill cards from Munch and Move: [healthykids.nsw.gov.au/campaigns-programs/munch-move-resources.aspx](https://www.healthykids.nsw.gov.au/campaigns-programs/munch-move-resources.aspx)   Active / Movement   * Dance with the child/ren e.g. Hokey Pokey, Chicken Dance, Heel and Toe Polka, Macarena, Nut bush (Bus Stop), YMCA. * Action songs and nursery rhymes e.g. Baby Shark, Open Shut Them, Hickory Dickory Dock, What’s the time Mr Wolf?, Duck, Duck, Goose, Five Cheeky Monkeys, * Indoor games and outdoor games, for example obstacle courses * Whole group games, small group games, individual games * Scavenger hunts and make a list of objects to collect in a set amount of time, for example one red object, one round object, something that rattles when you shake it. |
| Relationships between personal hygiene and safety for self and others  Hygiene and personal care supports health  Effective hygiene practices. | **Healthy hygiene**  Germs   * Investigate germs: What are germs? What do they look like? How they can spread? What can they do to us? What can we do to fight germs? * Conduct experiments to show the spread of germs. For example, sneezing. Using a picture of child’s face drawn on A4 paper, cut a small hole over the nose. Place a spray bottle nozzle (filled with water) through the hole. Now you’ve got your own ‘sneezy’. * Watch and discuss ‘Germs, Germs, Germs’ on You Tube:   [youtube.com/watch?v=uMbCZfb5k3M](https://www.youtube.com/watch?v=uMbCZfb5k3M)   * Read and create germ poems, songs, jokes or catchphrases, for example catch it, bin it, kill it.   Handwashing   * Demonstrate and model effective handwashing. * Conduct experiments to show effective handwashing, for example:   + Fill light coloured bowl with water and sprinkle in some black pepper (germs).   + Ask child to put their finger in the water and pepper solution (pepper sticks to finger).   + Direct child to put dishwashing liquid onto another finger and dip it in the pepper and water (the pepper will disperse from the soap). * Listen to and sing handwashing songs:   + Wiggles   [youtube.com/watch?v=DJD9zPv2NmM](https://www.youtube.com/watch?v=DJD9zPv2NmM)   * + Washy Washy Clean [youtube.com/watch?v=DJD9zPv2NmM](https://www.youtube.com/watch?v=DJD9zPv2NmM)   + Playschool   [abc.net.au/abckids/shows/play-school/covid-19/12114308](https://www.abc.net.au/abckids/shows/play-school/covid-19/12114308)   * Create a handwashing procedure - ask child/ren to explain and demonstrate each step of hand washing. Take photos or get the child/ren to draw each step and create a display. * Discuss and identify times to wash hands, for example after using toilet, petting animals, before and after eating, after blowing nose and coughing, visibly dirty, handling rubbish. * Discuss other personal care and hygiene practices, routines and habits and how these support health, for example, shower/bath, cleaning hair, changing clothes coughing, blowing nose. |

### Evaluating the learning experiences

#### Observations of learning

(Reflect on the learning intentions as you consider these prompts)

How did the child respond – what did they do, what did they say?

What did the child enjoy?

What was a challenge?

What other things were of interest?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Reflection on teaching

**Reflect on the learning intentions as you consider these prompts. Consider ways you could gather feedback to demonstrate the child’s learning, for example recording children’s words or a conversation with an adult, photos, describe what the child did, work samples.**

Were the planned teaching strategies appropriate?

What strategies worked well?

What didn’t?

Where to next?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Critically reflecting on the learning

#### Discussions between educators, families and children

**Reflections of learning – consider how the principles, practices and outcomes of the EYLF have contributed to the child’s learning.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### Where to next?

**What might you do to follow up or extend on the learning based on this experience?**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_