# HEALTHY ME

## Alief ISD

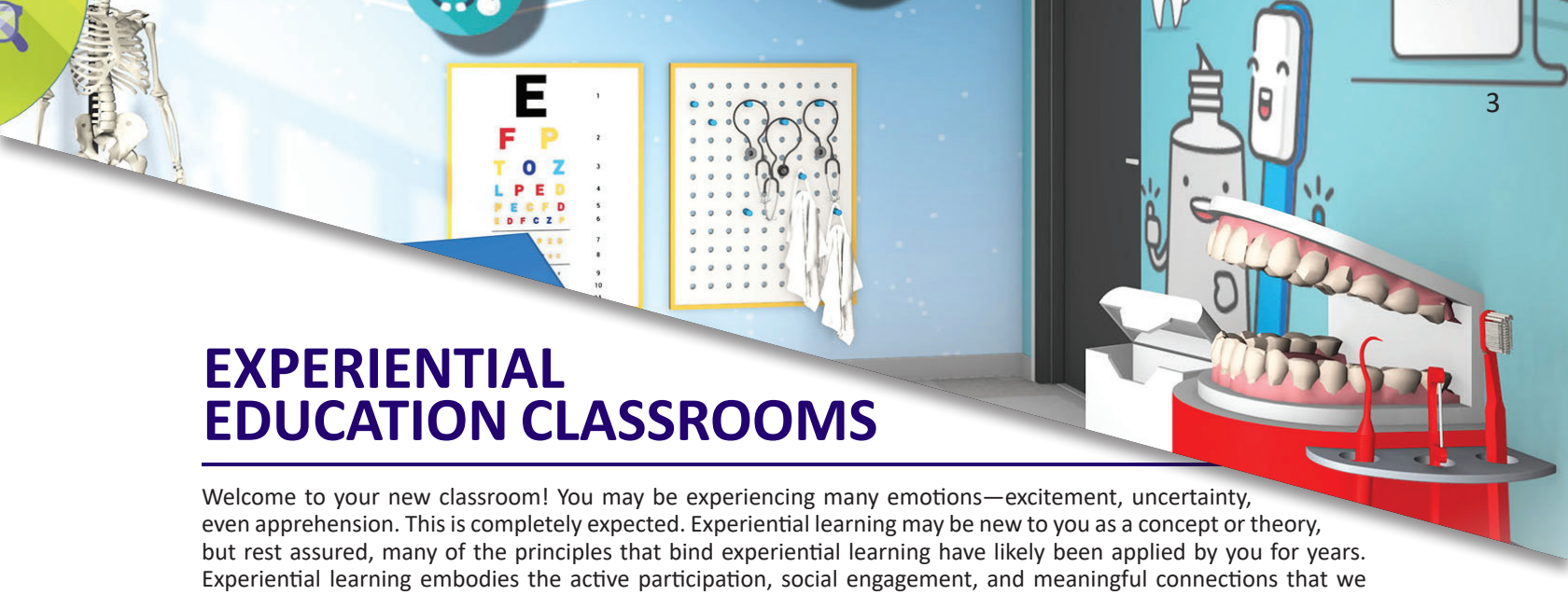
*Early Childhood Center*



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# EXPERIENTIAL EDUCATION CLASSROOMS

Welcome to your new classroom! You may be experiencing many emotions—excitement, uncertainty, even apprehension. This is completely expected. Experiential learning may be new to you as a concept or theory, but rest assured, many of the principles that bind experiential learning have likely been applied by you for years. Experiential learning embodies the active participation, social engagement, and meaningful connections that we know are the pillars of play-based learning. Play is how young children learn!

This guide is intended to support you as you transition to a new classroom environment. You will find helpful background information on the theory, activity ideas organized by skill domains, experiential learning resources, and tools to assist you in reflective teaching practices. Most importantly, have fun with your students in this new learning environment. The classroom space really is a second teacher and the possibilities are endless!

## What is Experiential Education?

Experiential education is a theory that acknowledges humans as active participants in the learning process. In the classroom, students are at the center of the learning process, actively engaging and participating in decision-making. Students' interests and needs drive topics of study with small group and individual projects evolving from their curiosities and real-life events. Experiential learning environments, like museums and zoos, naturally provide opportunities for inquiry-based learning that inspire curiosity and passion. These same features and opportunities are available in experiential learning classrooms.

### *How does experiential education impact your role as a teacher?*

Teachers learn about students by actively listening and observing. You listen to conversations, observe students' choices, and communicate with families. Through this listening and observing, you can make assumptions about what students know and provide new materials, activities, and experiences that help expand upon this knowledge. By asking open-ended questions and encouraging students to make observations, students begin to build a schema that continues to grow.

### *How does experiential education impact the students' role?*

Students are at the center of the learning process. Students' interests and needs drive topics of conversation and participation in activities. Students in experiential learning classrooms make choices and decisions throughout the day. They choose whether they play alone or in a group, they choose activity options that sound most appealing, and they choose to engage with interesting materials and equipment.

## How Do I Use an Experiential Education Classroom?

A new classroom can be overwhelming, not only for you, but for your students too. Being prepared can help manage those overwhelming feelings and set you up for success in your new environment. Before introducing the classrooms to your students, take a gallery walk in each classroom, taking in the sights and sounds without interruptions. As you are noticing and observing features in the classroom, think about big ideas or themes that might naturally stem from these features. You can list activities or play-based items that might align with these ideas; several activity ideas and accompanying items are provided in the educator guide to help you get started. Introduce the classrooms to the students by taking a community gallery walk. Ask students to describe what they notice, how they feel, and what they would like to know more about.

## What Will I Find in Each Experiential Education Classroom?

Each experiential education classroom includes similar best practices and strategies for working with young children, not only in the design but in the supportive activities. The unique themes and content can lead to new ideas and projects stemming from students' interests and questions. Each classroom includes:

- **A General Supply Kit:** A collection of materials that can be used in open-ended ways
- **Magnetic Boards:** Engagement tools for group learning or individual interactions
- **A Classroom Library:** Developmentally appropriate Spanish and English, non-fiction and fiction books, that support the theme
- **Sensory Exploration:** A station or area that encourages inquiry-based investigations
- **An Educator Guide:** A facilitation tool that includes supportive activities and ideas for assessment

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# ACTIVITIES



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# HEALTHY ME

## I Can Be Anything!

*HM.01*

I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.
VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.
VIII.C.1 Child creates stories and experiences through dramatic representations.

Children explore aspects of identity through role playing. After reading *I Can Be Anything! Don't Tell Me I Can't* by Diane Dillon, students are offered dress-up materials and tools that allow them access to a range of roles, expressions, and identities related to health professions.

## DOING THE ACTIVITY

1. Read *I Can Be Anything! Don't Tell Me I Can't* by Diane Dillon, pausing after each profession and discussing the role that profession plays. Share tools and materials that help each profession succeed. Ask students to describe the different types of work their family members do either in their home or at their jobs.
2. Introduce the career costumes and manipulatives, and include them in the dramatic play area. It's beneficial to rotate items in and out, rather than provide them all at once, as to not overwhelm the students. Encourage free exploration of the materials.

## TEACHING STRATEGIES

- Ask students to make labels for costumes. Write professions on sentence strips and leave in the dramatic play area. Students can copy profession labels onto stickers or other adhesive materials.
- Include career-related posters and images in the dramatic play area to help students recreate look and feel.

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# HEALTHY ME

## Healthy Routines

*HM.02*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
IX.C.2 Child practices good havits of personal health and hygiene.
VIII.C.1 Child creates stories and experiences through dramatic representations.

Everyday routines help children develop healthy eating and hygiene habits. Educators build routines into the daily schedule, teaching children new skills and increasing the number of opportunities for independent engagement. Play-based materials that encourage healthy routines are provided for children to practice using these skills sets.

## DOING THE ACTIVITY

1. Develop a daily schedule with the students, including routines that build healthy habits (eating nutritious foods, practicing good hygiene, participating in physical activity, recognizing positive feelings, and getting plenty of sleep). You can create a daily schedule on chart paper or record on a dry erase board, with input from students. Use the routine cards to support the conversation, helping students recognize the routines that occur at school.
2. Students can reiterate the importance of healthy routines through play-based experiences using health/hygiene play manipulatives, dolls, and routine cards.

## TEACHING STRATEGY

Make a classroom schedule collage. Students can cut out pictures of healthy routines from old magazines and grocery store advertisements or draw pictures to depict routines.

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# HEALTHY ME

## My Restaurant

*HM.03*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
VII.A.1 Child identifies similarities and differences between himself, classmates, and other people through specific characteristics and cultural influences.
VIII.C.1 Child creates stories and experiences through dramatic representations.

Students work together to create a classroom restaurant. They prepare the restaurant for guests, take guests' orders, cook food, and accept payment for service. A restaurant dramatic play center encourages group discussion around food diversity and exposes children to the inner workings of a restaurant, common pillars of many communities.

## DOING THE ACTIVITY

Review roles and responsibilities in a restaurant. Students can use the restaurant manipulatives to assume roles and responsibilities to express their own thoughts, ideas, and feelings about working and being a guest in a restaurant.

## TEACHING STRATEGIES

- Encourage students to make their own menus by cutting out images from old magazines or grocery store advertisements and gluing them onto paper or manila folders.
- Set out a dish pan filled with soapy water for students to "wash" dirty dishes.

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# HEALTHY ME

## X-Ray Exploration

*HM.04*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
III.A.1 Child engages in story-related pre-reading activities.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Authentic X-rays are a great tool for students to use to work on verbalizing observations. By engaging in a picture walk using *My Body* by Andrea Pinnington, students begin to understand that their body is a system working together. Using developmentally appropriate X-rays and a table-top light table, students can verbally make comparisons to parts of their body and continue contrasting and comparing to animal body parts.

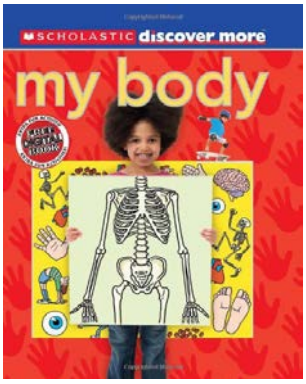
## DOING THE ACTIVITY

1. Read *My Body* by Andrea Pinnington by taking a picture walk, pausing after each page to review key body parts and how they relate to the whole body. Read the text if students seem interested.
2. Leave the human X-rays and tabletop light panel out for students to explore. Ask students the following: "What do you notice about the X-rays?," "Are you able to match to a body part?," and "Are there any X-rays that are surprising?"

## TEACHING STRATEGY

Make X-ray ink by combining liquid watercolors with water. Ask students to trace their hand onto paper and "draw" bones using liquid glue. Once the glue dries, use a pipette to transfer the X-ray ink onto the paper and watch the "bones" appear.

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# HEALTHY ME

## Breathe Like a Bear

*HM.05*

I.A.1 Child is aware of where own body is in space and respects peronal boundaries.
I.B.2.a Child begins to understand the connection between emotions and behaviors.
II.A.1 Child shows understanding by responding appropriately to what has been communicated by adults and peers.

Young children can learn mindfulness exercises to help manage stress and uncomfortable feelings. Students learn how to communicate with their body, practice mindfulness techniques, and control their emotions by participating in breathing exercises. Using the book, *Breathe Like a Bear* by Kira Willey, students practice communicating with their body and recognizing their feelings.

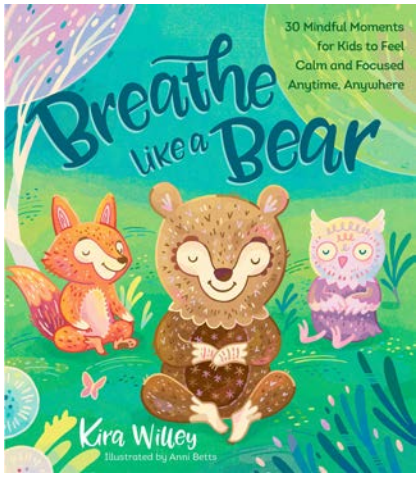
## DOING THE ACTIVITY

1. Introduce mindfulness exercises to young children to help them learn to focus, control body movements, and recognize extreme emotions. Give each child an individual foam mat and explain the purpose (everyone has their own space). Read *Breathe Like a Bear* by Kira Willey, practicing the exercises as they are introduced.
2. Encourage students to use the exercises during routine and transition periods as a way to control body movements and communicate with peers. Revisit the book often to remind students how to calm their bodies, focus, and communicate their needs.

## TEACHING STRATEGIES

- Start the day with several mindfulness activities. Ring a “mindfulness bell” to alert students to the start of mindfulness activities.
- Take students on a listening walk either outside or inside. As an outdoor activity, ask students to listen for sounds they hear outdoors. As an indoor activity, play music or sounds and ask students to listen for specific sounds (i.e., listen to the frog croaking).

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# HEALTHY ME

## Healthy Me Word Bank: Letter Tiles

*HM.06*

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.

Each themed classroom includes a word bank. A featured activity will be included with each themed word bank. **Letter Tiles:** Students use letter tiles to match letters to word bank words.

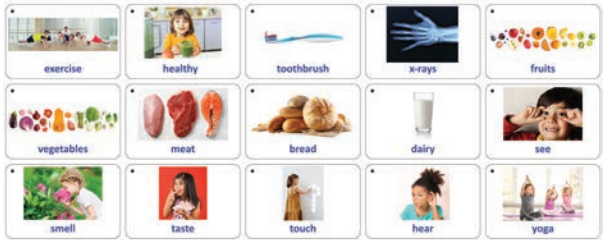
## DOING THE ACTIVITY

Review the word bank words as a large or small group. Add the letter tiles, sentence strips, and word bank words to the writing center and encourage students to match letter tiles to letters in word bank words on sentence strips.

## TEACHING STRATEGIES

- Write word bank words on sentence strips and provide small stickers to place along the letters that make up the words.
- Inspire students to participate in connect the dot process art. Have students place dots randomly on paper and then connect the dots. Students can add detail to turn their art into a creation.

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# HEALTHY ME

## We All Have Feelings

*HM.07*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
I.D.1 Child demonstrates an understanding that others have perspectives and feelings that are similar and/or different from her own.
I.B.2.a Child begins to understand the connection between emotions and behaviors.

Emotions are the way we feel. Young children learn about emotions through experience and conversations. After reading *The Way I Feel* by Janan Cain, students use self-made emotion cards to show how they would feel in different situations. Students can extend the experience by using the Moods and Emotions mirrors in connection with the classroom Magic Mirror.

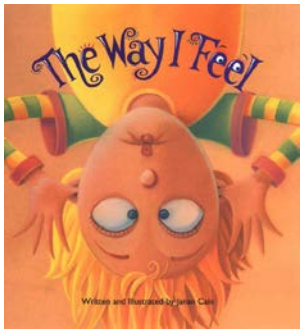
## DOING THE ACTIVITY

1. Read *The Way I Feel* by Janan Cain, reviewing each emotion and asking students to think of a time when they felt that emotion. After reading, ask students to show you the various emotions through facial expressions (i.e., show you what a happy person looks like and show you what a sad person looks like).
2. Tell students they will be making emotion signs to share how they feel in different situations. Give each student a precut green circle and a precut red circle and have them draw a happy face on the green circle and a sad face on the red circle. Students can glue the circles together using a craft stick in the center as a handle. Students can use the signs to show how they would feel in the different situations that you call out. A few examples include:
    - It's your birthday!
    - You fell down and skinned your knee.
    - A new puppy came to live with you.

## TEACHING STRATEGY

Include the Moods and Emotions Mirrors as a support in your discussions. After asking students to show you various emotions through facial expressions, you can show the Moods and Emotions Mirrors as a reiteration. Students can also use the Moods and Emotions Mirrors during free- choice exploration opportunities.

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# HEALTHY ME

## Retelling a Story

*HM.08*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
II.A.1 Child shows understanding by responding appropriately.
VIII.C.1 Child creates stories and experiences through dramatic representations.

Young children retell familiar stories to revisit the tale and refine their understanding. This repetition helps children develop concepts about words, print, and books. After reading stories like *The Little Red Hen* by Byron Barton and *Old MacDonald Had a Farm* by Little Hippo Books, children use storytelling puppets and art materials to recall characters and events from the stories.

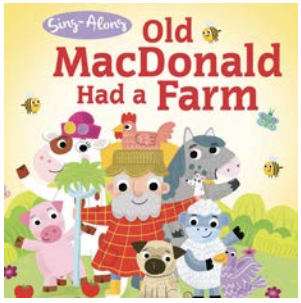
## DOING THE ACTIVITY

Read *The Little Red Hen* by Byron Barton and *Old MacDonald Had a Farm* by Little Hippo Books. During a first reading of each book, focus on the characters and character behaviors. During future readings, enlist the help of students to "retell" the story using the storytelling glove and puppets. Students can use the storytelling puppets to create new versions of the stories.

## TEACHING STRATEGIES

- Print story maps from education sites such as https://www.twinkle.com and https://www.teacherspayteachers.com and have students follow along as you read the story.
- Ask students to make props for retelling the stories using tissue paper or construction paper. Simple shapes can serve as props to enhance the storytelling experience.

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# HEALTHY ME

## Healthy Me Alphabet: Rock Writing Tray

*HM.09*

III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
IV.A.1 Child intentionally uses marks, letters, or symbols to record language and verbally shares meaing.
IX.B.1 Child control of tasks that require small muscle strentgh and control.

Each themed classroom includes a magnetic alphabet. A featured activity will be included with each themed magnetic alphabet. **Rock Writing Tray:** Using the magnetic alphabet letters as a guide, students create letters with rocks in faux dirt (modeling dough) to reinforce the shapes of the magnetic letters.

## DOING THE ACTIVITY

Give students a handful of modeling clay, a handful of rocks, and a craft tray. Ask students to flatten their modeling clay using their hand. Using the magnetic letters as a reference, encourage students to recreate letters in the clay using the rocks.

## TEACHING STRATEGIES

- Students can use the modeling clay in other ways to recreate letters. Encourage students to try squishing, rolling, sculpting, and modeling the clay into letters with their hands to build upon fine motor development.
- Use the modeling clay to practice forming basic shapes such as a ball, egg shape, pancake, volcano, and snake. You can draw the shapes onto sentence strips and encourage students to practice building the shapes using clay in a free-choice learning center.

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# HEALTHY ME

## MyPlate

*HM.10*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
IX.C.3 Child identifies good habits of nutrition.
V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

After reviewing healthy and unhealthy foods on MyPlate, children sort felt pictures of food items into categories. Students can extend the learning by preparing a complete healthy meal in dramatic play with fruits, vegetables, bread, meat, and dairy, using the MyPlate sorting plates. This activity lends to discussions around portion size and daily healthy eating.

## DOING THE ACTIVITY

1. Show students the healthy eating flannel board, highlighting the food groups and sharing examples of foods that belong in each category. Ask students to help you fill in the flannel board with the flannel food choices.
2. Encourage students to “build a plate” using the food sets and sorting plates. Continue the discussion by sorting foods into two categories, healthy and unhealthy foods.

## TEACHING STRATEGIES

- Brainstorm some favorite foods with your class. How does the food fit into the different food groups? You can help students breakdown the foods into parts. For example, a favorite food might be bread, which is made from wheat.
- Have students draw their own MyPlate and draw foods to incorporate into each food group. Help students label their foods, either using word bank words or through dictation.

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# HEALTHY ME

## My Five Senses

*HM.11*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
V.E.1 Child sorts objects that are the same and differenet into groups and use language to describe how the groups are similar and different.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Young children use their senses every day to get to know and understand the world around them. After reading *My Five Senses* by Aliki, students reinforce their understanding of the five senses by participating in a Mr./Mrs. Potato Head sorting and matching activity.

## DOING THE ACTIVITY

1. Read *My Five Senses* by Aliki, pausing after each page to talk about the senses and body part correlation. After reading the book, ask the small group of students to work together to sort the Potato Head accessories by type.
2. Give each student a Potato Head body. Ask students to spin the wheel, observe where the spinner lands, and determine the matching (sense) accessory. Ask students to place the accessory on their Potato Head body. Students can share their creation once all of the accessories have been accounted for.

## TEACHING STRATEGIES

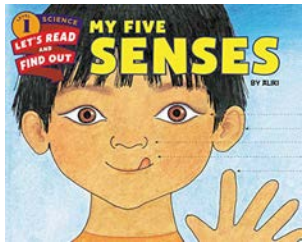
- Place the Potato Head accessories in the writing center and encourage students to trace the pieces to create unique portraits.
- Use the Potato Head and accessories to practice following and giving directions. Give students specific directions to follow in order to build their Potato Head. For example, “Put the blue hat on the Potato Head.” Switch roles and encourage students to provide directions with a focus on using adjectives.

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# HEALTHY ME

## Rainbow Food Sort

*HM.12*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
III.C.1 Child recognizes and names at least 20 letters (upper- or lower-case letters).
V.E.1 Child sorts objects that are the same and different into groups and uses language to describe how the groups are similar and different.

Generally, fruits develop from a flowering plant and vegetables are other plant parts, such as roots, leaves, and stems. After reading *Eating the Alphabet* by Lois Ehlert, students discuss various sorting categories. First, students sort faux fruits and vegetables by color on a large-scale rainbow and move to other categories as their understanding grows.

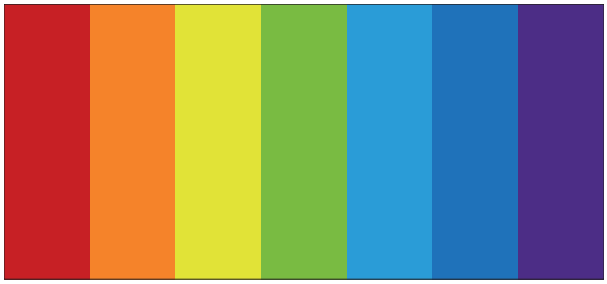
## DOING THE ACTIVITY

1. Show students the cover of the book and ask them what they notice (fruits, vegetables, lots of colors). Ask students what they know about fruits and vegetables (healthy, seeds, roots, leaves, stems, etc.). Read *Eating the Alphabet* by Lois Ehlert, pointing out the letter associations and drawing attention to fruit and vegetable details.
2. Ask students to sort the fruits and vegetables by color on the rainbow sorting board. Ask students to sort by other categories, such as fruit (flower)/ vegetable and size.

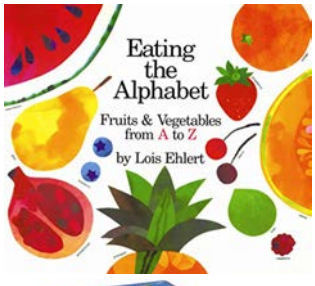
## TEACHING STRATEGY

The book highlights some unique fruits and vegetables. During a second reading, point out the unique fruits and vegetables and share where they are grown using a map or globe.

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# HEALTHY ME

## Night and Day

*HM.13*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
III.A.2 Child self selects books to engage in pre-reading behaviors.
VI.C.3 Child observes and describes what happens during changes in the earth and sky.

When we look at the Sun during the day, it appears to be moving across the sky. The Sun isn't moving, it's actually the Earth rotating on its axis. As the Earth rotates, the Sun hits different parts of the Earth, giving us night and day. Students explore the differences between night and day, including the different activities we do during each and how the Earth rotates on its axis. Students make connections to the classroom What Time Is It? magnetic activity wall.

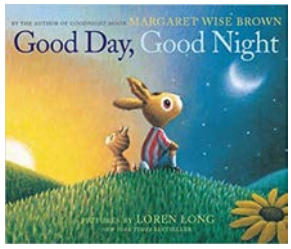
## DOING THE ACTIVITY

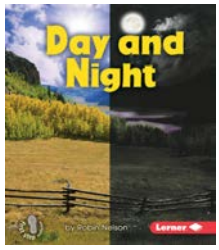
1. Read several books comparing day and night, such as *Good Day, Good Night* by Margaret Wise Brown and *Day and Night* by Robin Nelson. Discuss the things we see during the day, night, and both. Record responses on a two-column chart (drawn on chart paper or a dry erase board). Ask additional open-ended questions such as, "Why does nighttime look different than daytime?" and "Where do the Sun and Moon go when we can't see them?"
2. Invite students to make daytime and nighttime drawings on white and black construction paper. Students can consider activities from the two-column chart or think of new activities to draw. Provide markers, crayons, and chalk. Tape both the daytime and nighttime drawings together to make one large drawing when students are finished.

## TEACHING STRATEGY

Students can observe a day and night simulation using a sphere and a flashlight. Tell students that the sphere represents our Earth. Shine the flashlight on the sphere and ask students to describe what they see as the sphere rotates. Make day and night connections.

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# HEALTHY ME

## What's Inside Me

*HM.14*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
V.E.1 Child sorts objects that are the same and different into groups.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Anatomically correct doll patients highlight the intricate systems that make up our body. Students explore these systems in a self-directed way or can learn body functions and compositions through direct educator instruction. Students' understanding can be further enhanced using additional human body replica.

## DOING THE ACTIVITY

Introduce the What's Inside Me doll, showing students the inside organs that work together to keep us healthy. Students can reinforce their understanding of body parts, organs, and systems by interacting with the What's Inside Me dolls through play. The magnetic play sets can further enhance and reinforce their understanding.

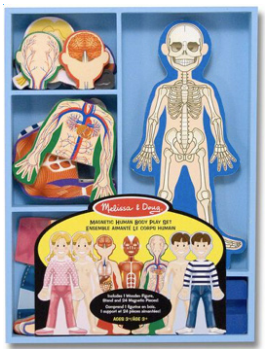
## TEACHING STRATEGIES

- Make life-sized portraits. Roll out butcher paper and trace the students as they lay on the paper. Students can spend several days adding details inside and outside of their portrait, using the anatomy models as resources.
- Play Hokey Pokey consistently to learn the parts of the body. Have students stand and form a circle. Model and lead the movements throughout the song, calling out body parts.

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# HEALTHY ME

## Making Skeleton Observations

*HM.15*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
IV.A.1 Child intentionally uses marks, letters and symbols to record language and verbally shares meaning.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Young children engage in scientific thinking and actions before they enter a classroom, as they are curious and inquisitive about the world around them. Through observations, children make inferences and predictions with adult guidance and support. A human skeleton can provide a real-world example for students to manipulate and observe. In this activity, students learn what it means to observe like a scientist and build whole models (parts to whole).

## DOING THE ACTIVITY

1. Introduce the skeleton model, pointing out the major bones and their functions: the skull protects the brain, the ribcage protects the heart and lungs, and the spine holds up the rest of the body. Ask students to share other bones/features they recognize and where the bone(s) reside on their own body.
2. Students can use the anatomy and skeleton puzzles to reinforce conversations about systems and bones.

## TEACHING STRATEGIES

- Recreate skeletons using Q-Tips or paper straws. Cut the Q-Tips or straws into various sizes and ask students to glue the bones onto black construction paper in a skeleton pattern. Students can use the skeleton model and skeleton puzzle as references.
- Demonstrate bone decay through simple science projects. Gather bones from food products and soak in acid (vinegar, fruit juice, or soft drinks) and in water. After several days, students can make observations and comparisons between the bones soaked in acid and the bones soaked in water.

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# HEALTHY ME

## Just Breathe

*HM.16*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
V1.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Healthy lungs are vital to our body. Students learn where the lungs are located and participate in an exercise that simulates lung function using simple materials. Students explore the power of their lungs by moving objects with air.

## DOING THE ACTIVITY

1. Using a turkey baster, demonstrate how the lungs work by pressing and releasing the bulb. Have the students feel the air coming out. Pass the turkey basters around, explaining that our lungs work similarly. When we inhale, our lungs expand like the bulb. When we exhale, we can feel the air coming out of our nose or mouth.
2. Students can use their lungs to blow through a straw to move a cotton ball. As they are blowing through the straw, ask them to put one hand on their chest as their lungs fill with air and release the air. Use the Play-Doh and straws to make a target (goal) for the cotton as it moves.

## TEACHING STRATEGIES

- Place the turkey basters and cotton balls in a free-choice center for further exploration.
- Blow up a balloon and let it deflate. Share the similarities between this action and what their lungs do when they breathe.

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# HEALTHY ME

## Keeping My Body Healthy

*HM.17*

V.D.4 Child uses language to describe concepts associated with the passing of time within a day.
IX.C.2 Child practices good havits of personal health and hygiene.
VI.B.1 Child observes, investigates, describes, and discusses the characteristics of organisms.

Teaching young children about good hygiene and healthy body practices at an early age sets them up for healthy decisions throughout life. After reading *Germs Make Me Sick* by Melvin Berger, students practice good hygiene and healthy body practices by participating in disease prevention strategies like washing hands and brushing teeth. Visual action cards and sand timers are provided to reinforce concepts and time.

## DOING THE ACTIVITY

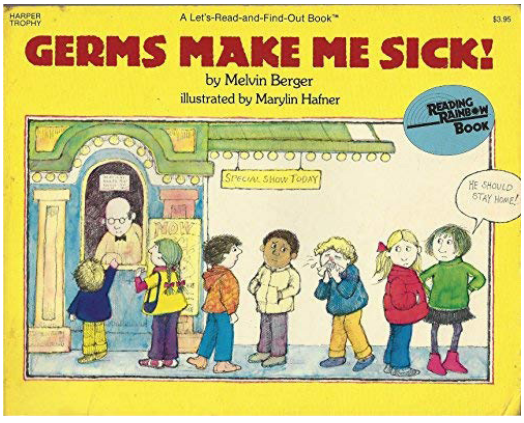
1. Read *Germs Make Me Sick* by Melvin Berger, to help reinforce the importance in hand washing. Discuss other practices and routines that students participate in to stay healthy.
2. Introduce the Good Hygiene and Healthy Practice cards. Talk about the time it takes to participate in the activities. Ask students the following: "Which activities take a long time to do?" and "Which activities take a short time to do?" If the activity is school friendly, ask students to participate in the activity, using a sand timer to target a time (use the 30 second sand timer for appropriate hand washing timing).

## TEACHING STRATEGY

Include dental care as part of your daily programming by helping students brush their teeth (using a sand timer) after every snack and meal. Contain personal items in individual bags or containers for sanitary purposes.

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# HEALTHY ME

## Let's Build a Healthy School Community

*HM.18*

IV.B.1 Child discusses and contributes ideas for drafts composed in whole/small group writing activities.
IX.C2 Child practices good habits of personal health and hygiene.
VII.A.3 Child-connects their life to events, time, and routines.

Students build a healthy classroom community by creating a healthy practice chart. A classroom "share bear" provides students with the confidence and platform for sharing healthy practices during morning meeting. This healthy practice chart continues to evolve as children brainstorm additional ways to stay healthy in the classroom, in the community, and at home.

## DOING THE ACTIVITY

Pass out the spot circles for students to use as flexible seating. Tell students they will create a classroom healthy chart with their friends. As students pass around the share bear, encourage them to share a healthy home or classroom practice that you can record on the healthy chart. Continue to review healthy practices and add new practices as students read about or practice healthy choices.

## TEACHING STRATEGY

Be sure to practice the healthy ideas recorded on the chart as part of the classroom routines. Incorporating healthy habits early and regularly increases the likelihood of sustainability.

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# HEALTHY ME

## Shakin' the Chute

*HM.19*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.
VIII.B.2 Child responds to different musical styles through movement and play.

Using music from *Shakin' the Chute* as inspiration, students move their body to musical rhythms. Adding music and movement tools like instruments, parachutes, movement scarves, and ribbons help dramatize the expression and extend physical development. Students can follow beats to music or create their own beats and rhythms.

## DOING THE ACTIVITY

1. Introduce the parachute and parachute play CD, *Shakin' the Chute*. The songs and activities are designed to get students moving and building muscle control.
2. Set out the instruments and movement props, encouraging students to create their own music and physical expressions. Play a variety of musical styles to help students listen for repetitive words, lyrics, and beats.

## TEACHING STRATEGIES

- Provide a music center where students can explore sound-making objects
- Add several balls to the parachute while listening to music and encourage students to keep the beat while bouncing the balls.

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# HEALTHY ME

## I Like Me!

*HM.20*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
I.A.2 Child shows self-awareness of physical attributes, personal preferences, and own abilities.
VIII.A.2 Child uses art as a form of creative expression.

Students recognize that each person has unique features that make them special. After reading the book, *I Like Me!* by Nancy Carlson, students create a reflected image of themselves using a variety of art materials such as paper, crayons/markers, yarn, sequins, and buttons.

## DOING THE ACTIVITY

1. Ask students to share some things they like about themselves, including special food choices that help keep them healthy. Share several favorites of your own to help spark ideas. Read *I Like Me* by Nancy Carlson, asking the following questions: "What are some things the pig really liked about herself?," "How does it feel to try new things?," and "How do you and the pig similarly stay healthy?"
2. Provide students with a variety of art materials for them to use to create self-portraits. Ask students to "study" their facial features in the handheld mirrors and share similarities with one another.

## TEACHING STRATEGIES

- Reinforce body parts and physical features by singing songs and rhymes like *Head, Shoulders, Knees, and Toes* and *If You're Happy and You Know It.*
- Draw self-portraits on handheld mirrors. Students can view themselves in the mirror and draw their portrait directly on the mirror with a dry erase marker.

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# HEALTHY ME

## It's Fitness Time

*HM.21*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
I.A.1 Child is aware of where own body is in space and respects peronal boundaries.
IX.A.2 Child coordiates sequence of movements to perform tasks.

Quick and creative physical routines built into the daily schedule help keep children physically active and build awareness around physical health importance. By including 2-3 active opportunities, you can set students up for early development of life-long fitness habits. Items in the Exercise and Yoga activity area include bean bags, balance stepping stones, hopscotch, cones, hula hoops, and yoga mats.

## DOING THE ACTIVITY

1. Talk about how you move your body during the day. Ask students, "How does moving around help your body?" and "How does moving your body make you feel?" Reiterate the importance in moving our bodies to stay healthy through conversation and books from the non-fiction classroom library.
2. Introduce the indoor fitness items and encourage unstructured free play.

## TEACHING STRATEGY

Additional structured activity ideas include: arranging an obstacle course, playing beanbag toss, and using the spot circles (HM.18) as hopping and jumping targets.

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# HEALTHY ME

## Sensory Exploration
*HM.22*

VI.A.1 Child observes, investigates, describes, and discusses characteristics of common objects.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.
VIII.C.1 Child creates stories and experiences through dramatic representation.

Open-ended sensory exploration encourages creativity, self-expression, imagination and provides opportunities for children to be successful, regardless of their language or cognitive abilities. Materials that align with the classroom Window Box sensory bin will be provided such as kinesthetic play dirt, shovels, rakes, manipulative insects, faux plants, and a gardening kit.

## DOING THE ACTIVITY

Empty the faux dirt into the Window Box (or portable container) sensory bin. Add the additional items (gardening kit, faux insects, and faux fruits/vegetables). Provide several play-based scenarios, such as: growing your own garden, sharing the Earth with other living creatures, and sorting fruits and vegetables into categories.

## TEACHING STRATEGIES

- Make your own taste-safe dirt by combining cocoa powder, water, and flour. Mix two tablespoons of cocoa powder and one cup of flour in a container. Slowly add one cup of water and mix.
- Add water, soap, and paper towels to the Window Box (or portable container) sensory bin. Ask students to practice washing the germs away. Students can use the sand timers (HM.17) to allocate the appropriate amount of time for hand washing.

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# HEALTHY ME

## I Can Floss

*HM.23*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
IX.B.1 Child shows control of tasks that require small-muscle strengh and control.
IX.C.2 Child practices good habits of personal heath and hygiene.

Early and consistent practice in dental health routines help prevent cavities and tooth decay. Students work on fine motor development by role playing and constructing their own mouth model. Students use pre-constructed and student-constructed models to practice brushing and removing the “plaque” from the mouth models. A classroom “toothbrush” reinforces the need to brush multiple times a day.

## DOING THE ACTIVITY

1. Show students the mouth and toothbrush, identifying the two main parts of the toothbrush, the handle and the bristles. Have the students hold out their hands, palms facing upward. Gently rub the bristles across their hands asking them how it feels. Share words like rough, prickly, and wiggly. Explain that a toothbrush is used to clean teeth. Open up the discussion, allowing students to share how they clean their teeth at home.
2. Use dough and Duplo bricks to make several mouth models. Place small amounts of dough in between the pegs of the Duplo bricks to simulate plaque. Ask students to practice brushing (giant toothbrush) and flossing (yarn) on the classroom models.

## TEACHING STRATEGY

Include dental care as part of your daily programming by helping students brush their teeth (using a sand timer) after every snack and meal. Contain personal items in individual bags or containers for sanitary purposes.

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# HEALTHY ME

## I Can Fasten

*HM.24*

II.D.1 Child understands (receptive) and uses (expressive) a wide variety of words to label, describe and make connections among objects, people, places, actions, and events.
IX.B.1 Child shows control of tasks that require small-muscle strength and control.
III.A.2 Child self selects books to engage in pre-reading behaviors.

Through repeated exposure to fine motor activities, children begin to develop the skills necessary to manipulate fasteners, tie shoes, and engage in other self-help activities. Using the book like *I Can Tie My Own Shoes* by Oakley Graham and *Zip It: A First Book of Fasteners* by Patricia Hegarty, as inspiration, students learn fundamental self-help skills as they listen to the story and then practice using manipulatives and models.

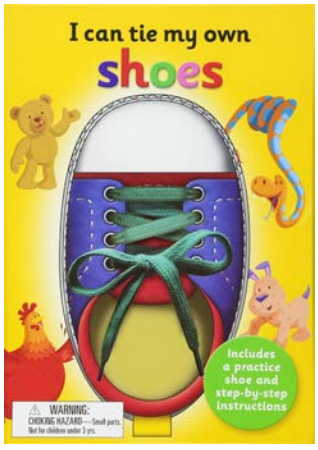
## DOING THE ACTIVITY

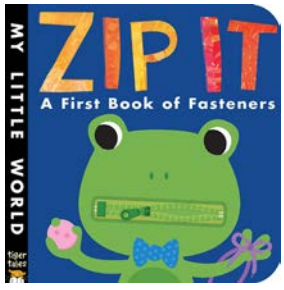
1. Picture walk *I Can Tie My Own* Shoelaces by Oakley Graham and *Zip It: A First Book of Fasteners* by Patricia Hegarty, relating the content in the books to fasteners and self-help activities students may do at home or at school.
2. Include the books and dressing frames in a free- choice learning center. Encourage students to manipulate the various fasteners and lacing materials with limited expectations.

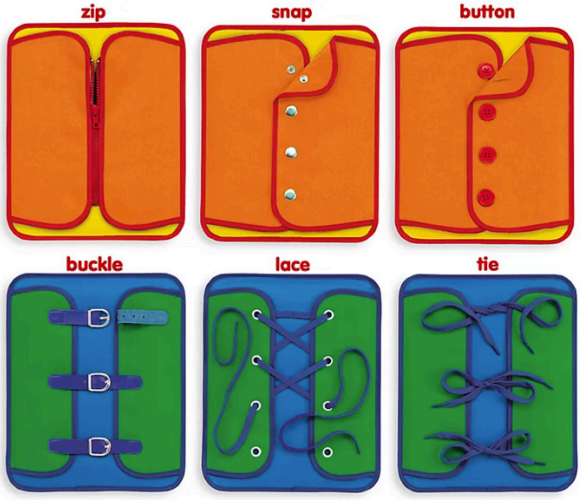
## TEACHING STRATEGY

Be sure to include several “pre-fastener” activities in your classroom such as stringing beads, lacing cards, and threading buttons, and peeling stickers. Pre-fastener activities help students develop fine motor skills that are necessary for manipulating fasteners.

## IN THIS KIT




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# HEALTHY ME

## Application Explorations
*HM.25*

1.B.1.c Child regulates own behavior with occasional reminders or assistance from adults.
X.A.1 Child opens and navigates through digital learning applications and programs, when appropriate.
X.A.5 Child practices safe behavior while using digital tools and resources.

With the support of adults, young children can use technology applications actively to improve language skills and prepare for school readiness. Two applications to explore in **Healthy Me** include: Biba and Monkey Spot Scavenger Hunt.

## DOING THE ACTIVITY

Introduce the applications Biba and Monkey Spot Scavenger Hunt, modeling the appropriate use. Provide time for students to explore the applications, asking probing questions to help students think critically about the content they are interacting with. Question starters like, "What do you think if …" and "Can you compare this with …" provide students with opportunities to dig deeper.

## TEACHING STRATEGY

Technology and media can support early learning and relationship building if used intentionally. Educators learn about the challenges and opportunities with integration of technology to best support their students. Ask yourself the following questions:

- Is the media age appropriate, individually appropriate, and culturally and linguistically appropriate?
- Is the media active, hands-on, and empowering?
- Is assistive technology available to children with special needs?

## IN THIS KIT

Activity requires a device suitable for downloading applications in the preschool classroom.



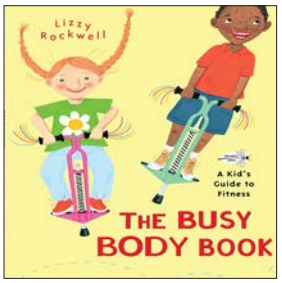
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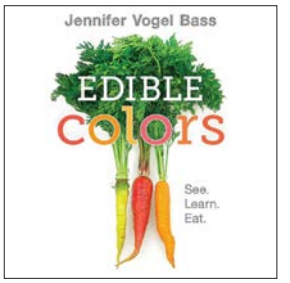
# NON-FICTION



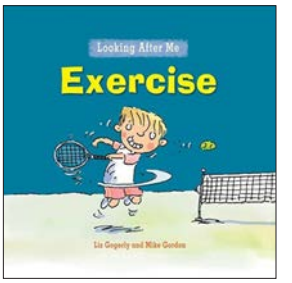
The Busy Body Book



Eat More Colors



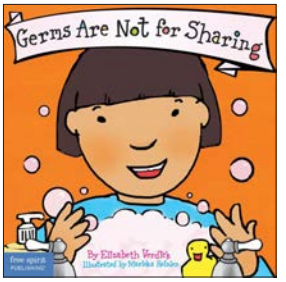
Edible Colors



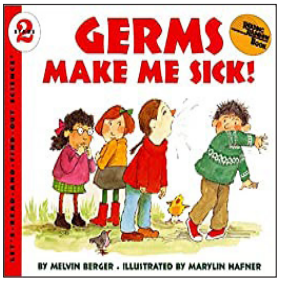
Exercise



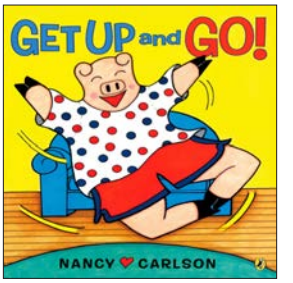
Los Gérmenes no son para Compartir



Germs are Not for Sharing



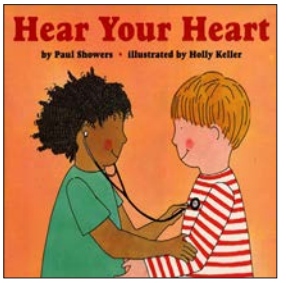
Germs Make Me Sick



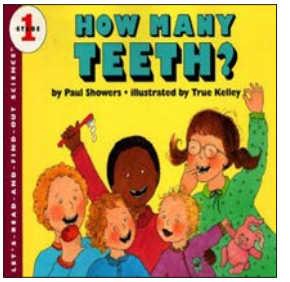
Get Up and Go



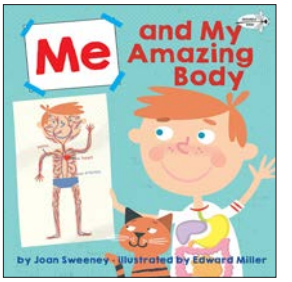
Healthy Kids



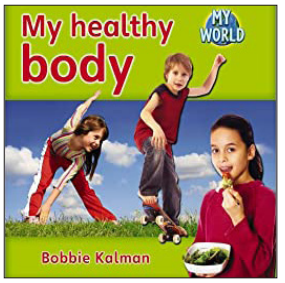
Hear Your Heart



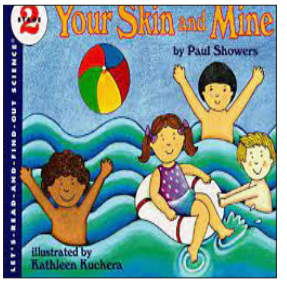
How Many Teeth



Me and My Amazing Body

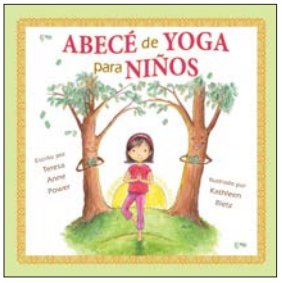


My Healthy Body

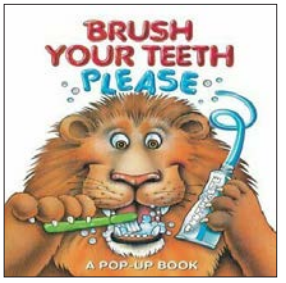


Your Skin and Mine

# FICTION



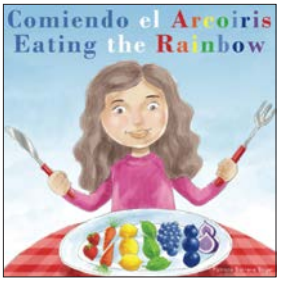
Abecé de Yoga para Niños



Brush Your Teeth Please



El Color de mi Piel

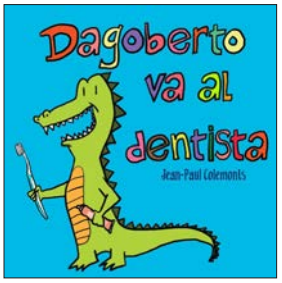


Comiendo el Arcoíris Eating the Rainbow

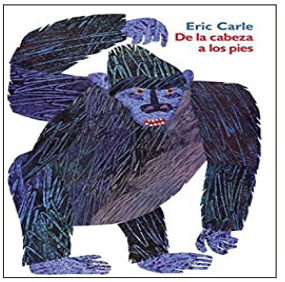
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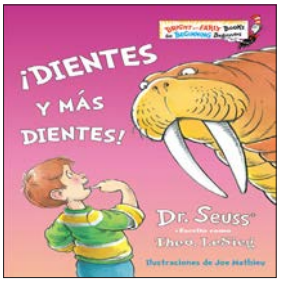
# FICTION



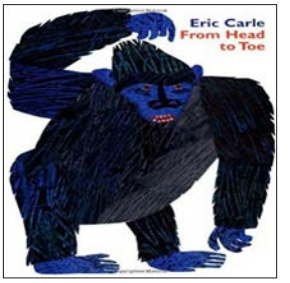
Dagobert va al Dentista



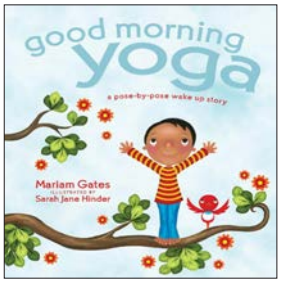
De la Cabeza a Lost Pies



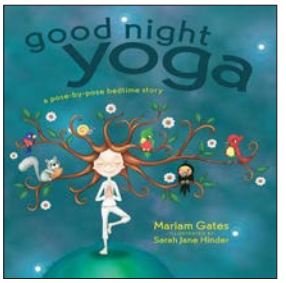
Dientes y Más Dientes!



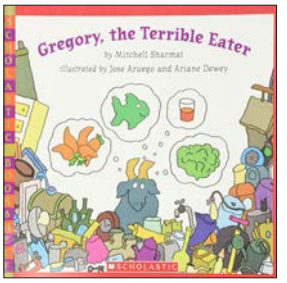
From Head to Toe



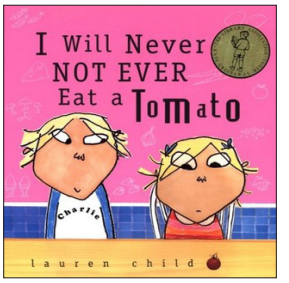
Good Morning Yoga



Good Night Yoga



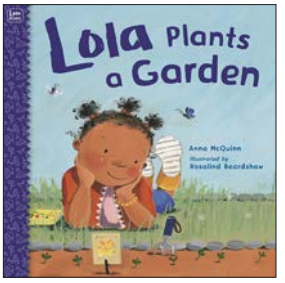
Gregory, the Terrible Eater



I Will Never Not Ever Eat a Tomato



Lola Planta un Jardín



Lola Plants a Garden



Me Encanta Comer Frutas y Verduras



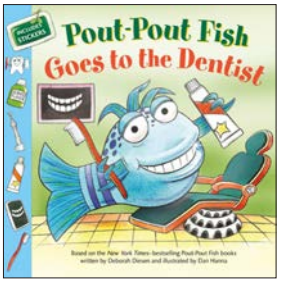
Me Encanta Lavarme los Dientes



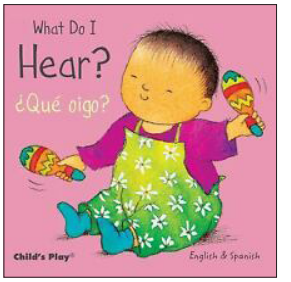
La Paloma Necesita un Baño



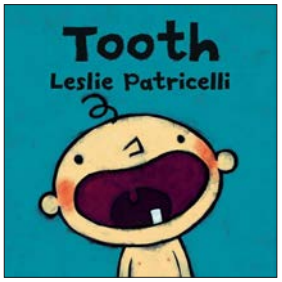
The Pigeon Needs a Bath



Pout-Pout Fish Goes to the Dentist



¿Qué Oigo? What Do I Hear



Tooth

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# GENERAL SUPPLY KIT



















































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# ASSESSMENT TOOLS



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# HEALTHY ME

## Activity Rubric Scale

Student:_____ Class:_____

Date:_____

Activity or Skill:_____

_____

**4** **Achieved-** The student frequently demonstrates the ability to apply the knowledge or perform the skill accurately in several environments without support.

**3** **Progressing-** The student demonstrates understanding or use of the knowledge or skill in one or more environments with some support.

**2** **Emerging-** The student is beginning to show understanding or use of the knowledge or skill in one environment with extensive support. The student is unable to demonstrate the skill without assistance.

**1** **Introduced-** The student has been exposed to the knowledge or skill as part of the educational curriculum but demonstrates no measurable understanding of the knowledge or skill at this time.

Notes:_____

_____

_____

_____

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# HEALTHY ME

## Anecdotal Note Observation Form

Student:_____ Date:_____ Time:_____

Objective for this observation:

List of others in the context:

Context:

Notes:

Preliminary thoughts regarding observation:

Educator's Signature:_____

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# HEALTHY ME

## General Observations

| DATE | TIME | SKILL | OBSERVATIONS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |



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# HEALTHY ME

## Picture Portfolio

Student:_____

Date:_____

Learning Center:_____

**(Include photo or sample of student's work)**

Notes:_____

_____

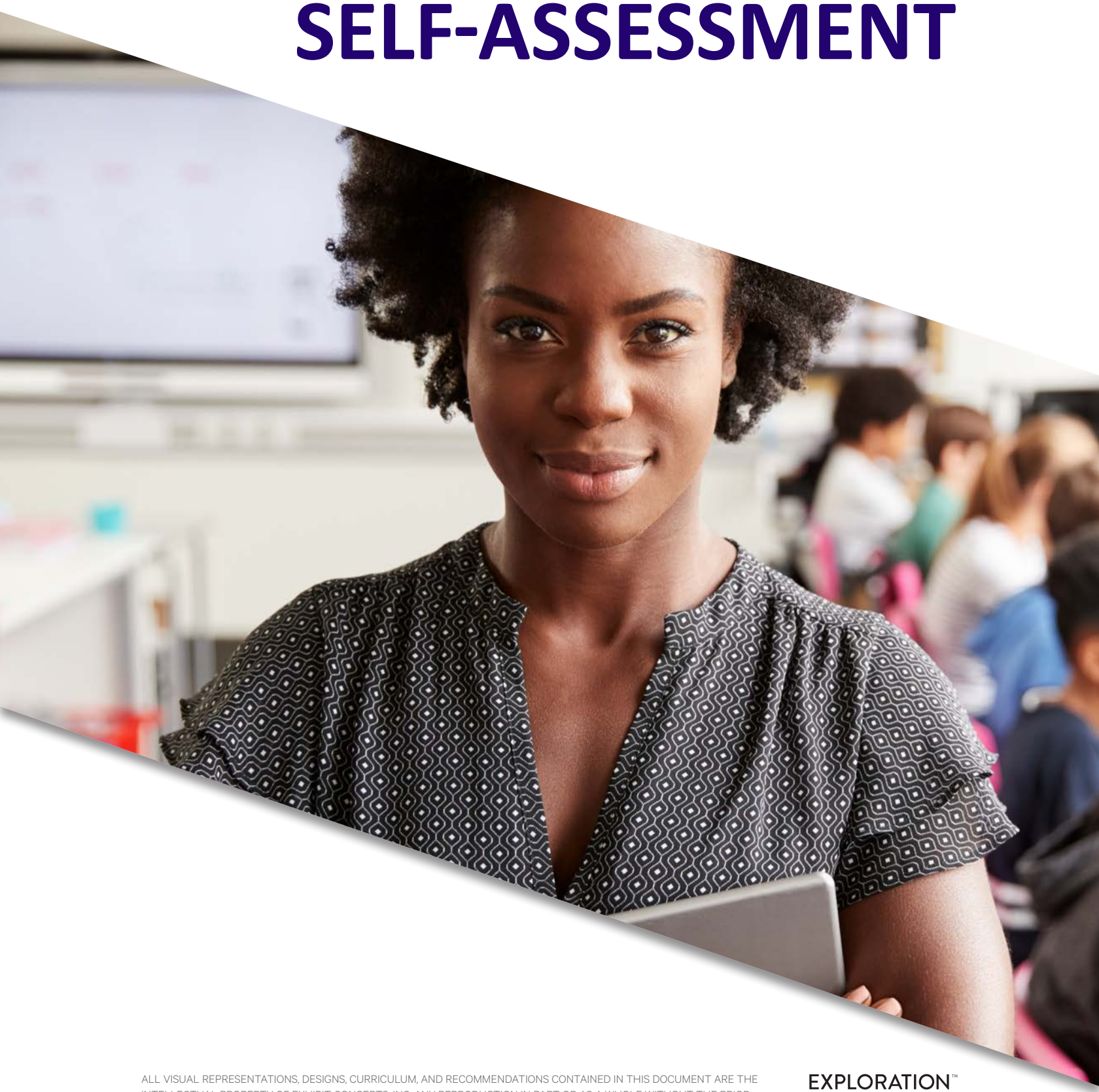
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# TEACHER SELF-ASSESSMENT



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# HEALTHY ME

## Self-Assessment of Benchmarks of Experiential Education Implementation

Name:_____ School:_____ Date:_____

| WHEN I PLAN... | LACKING | EMERGING | PRACTICING |
|---|---|---|---|
| I plan activities and experiences that follow the interests of my students. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| I consider multiple learning modalities. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| I consider new and novel items to engage students. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| **WHEN I TEACH...** | **LACKING** | **EMERGING** | **PRACTICING** |
| I give students choices. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| I ask open-ended questions that help students think creatively and critically. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| I observe my students. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| I identify and respond to the existing knowledge and skills each student brings to an activity or experience. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| I help students make connections between existing and new knowledge. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| I use developmentally appropriate concepts and vocabulary to introduce new content. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| I individually reflect on how to continuously improve my instruction. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| **IN MY CLASSROOM...** | **LACKING** | **EMERGING** | **PRACTICING** |
| **My students** are active in the learning process by: | | | |
| • choosing items to engage with and participating in activities that interest them. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| • working through problems and activities in real-life situations. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| • collaborating with peers, as developmentally appropriate. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| • initiating their own investigations. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| • asking questions. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| • making observations. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| **My students** recognize and use developmentally appropriate vocabulary and concepts. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |
| **My students** are intrinsically motivated. | ☐☐☐☐ | ☐☐☐☐ | ☐☐☐☐ |

My definition of experiential education is:

I'd like to know more about the following in regard to experiential education:

My strengths:

Areas I'd like to improve upon:

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