

BLAST OFF!

Theme: Give It A Try

Overview: In this series of activities, students will learn how food is like fuel in a rocket ship or airplane, giving us energy to blast off so we can work and play!

Vocabulary:

- Energy: What we need to move, work and play. Some activities require more energy than others.

Activity 1: Energy to Fly

Type of Activity: Energy to Move, Energy to Perform, Energy to Read

Domain: Cognitive, Language, Physical

Students will:

- Name different things that fly.
- Practice large movements by pretending to fly.
- Follow a series of directions to simulate flight.
- Act out what happens when they run out of gas and then refuel.

Materials:

- Flip chart

Time Frame: 20-30 minutes

Directions:

1. Invite students to sit in a circle within a large area where they will be able to move around.
2. Stand in front of them and flap your arms like a bird. Tell them you have a little problem. You keep trying to flap your arms to fly, but you are not getting anywhere. Students will probably tell you that you can't fly. Ask them if they know why. They may say it's because you don't have real wings.
3. Then, ask students to name things that can fly. Write the name of and draw each answer on the flip chart. Students will probably name airplanes, rockets, helicopters, birds, and even butterflies.
4. Say: *Today we are going to pretend to be something that can fly.*
5. Ask each student to share what they would like to pretend to be.

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6. Clear a large area and ask students to pretend to fly. Caution them to make sure they give each object the flying room it needs. You can even do it outside of the classroom, if possible.
7. Give all flyers a series of directions such as:
 - Safely take off.
 - Fly as high as you can.
 - Fly as low as you can.
 - Fly as fast as you can.
 - Fly as slowly as you can.
 - Fly in circles.
 - Come to a safe landing.
8. Once students have landed, ask them what allows airplanes and rockets and even birds to be able to fly. They will probably say their wings. Then, ask if they know if anything else is needed. Explain that airplanes, rockets and helicopters need fuel (or gas) to be able to fly. Ask students if they have ever been with their parents when they have put gas into their cars. Explain that gas, also called fuel, is something that gives cars and airplanes and rockets the energy they need to fly.
9. Ask students if they know what gives them the energy they need to be able to work and play. Explain that they also need energy. That energy comes from the foods we eat and the beverages we drink.
10. Allow all students to pretend to refuel and to fly again.

Activity 2: Food is Fuel

Type of Activity: Energy to Discover, Energy to Read, Energy to Move

Domain: Cognitive, Language, Physical

Students will:

- Practice muscle movement by pretending to fly.
- Identify foods that give them energy.
- Identify activities that need energy.

Materials:

- Blast Off with Foods handout, included at the end of this activity

Time Frame: 20-30 minutes

Directions:

Note: Before this activity, cut out the cards on the Blast Off With Foods handout and sort them into food cards and activity cards.

1. Remind students that what they eat and drink gives them the fuel or energy they need to live and play.

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2. Place the two sets of cards in different places in the room.
3. Explain that one set of cards shows picture of foods they can eat (and drink) to get energy. The other set shows pictures of activities they need energy to do.
4. Direct a group of students to act like an airplane and fly over to one set of cards. Name what they see.
5. Then, ask another group of students to fly over to the other set of cards and name what they see.
6. Finally, with teacher guidance, ask them to use the pictures that are on their cards to say words that complete one of the following sentences:
 - I eat _____ and then I do _____.
 - I do _____ and then I eat _____.
7. After they say their sentences correctly, ask them to come in for a safe landing back in their seats.

Activity 3: Get Moving!

Type of Activity: Energy to Move, Energy to Read

Domain: Physical

Students will:

- Practice large, small, and gross motor muscle movements

Materials:

- Equipment/materials that can be used for an obstacle course. One should be something they can jump over, one should be something they can climb under, and one should be something they can climb through. Note: If necessary, modifications are fine!

Time Frame: 20-30 minutes

Directions:

Note: This activity should be started just before snack or lunchtime.

1. Tell students that, for this activity, they will choose whether they want to be a rocket, a plane, or a helicopter. Ask each student to name what they want to pretend to be.
2. Then, tell them they are going to need to fuel up with energy. Distribute their snack or lunch and invite them to get all of the energy they can!
3. Then, set up a flight-themed obstacle course for students to do.
4. After a countdown and takeoff, they will fly one at a time to three stops. In the first stop, they will fly over something (a beanbag, a book, or a piece of masking tape). At their second stop, they will fly under something (a long piece of string taped to two chairs, a yardstick held by two students). At their third stop, they will fly through something (a tunnel made of a blanket over chairs, a large box). They must flap their wings as they fly through the course.

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5. Finally, they must touch an imaginary star at the end of the course to come in for a safe landing!

Optional enrichment: Students can count how many seconds it takes each “student aircraft” to fly through the course or they can use a stopwatch to time them.

6. Once all aircraft has safely landed, remind students that they used energy from their snack/lunch to get through the obstacle course. Ask what they could do to get more energy again. Guide students to say they could eat or drink to get more energy!

Modifications:

Pump It Up for Older Students

- Older students can draw their own foods and activities, as well as write their own sentences for Activity 2.

Cool It Down for Younger Students

- You may need to reduce the number of obstacle course steps for younger students.

NAEYC Standards Alignment

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.
- **2.D.03** Children have varied opportunities to develop competence in verbal and non-verbal communication by (a) responding to questions and (c) describing things and events.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (b) drama.

Be Smart from the Start at Home!

Preschool-aged children are not expected to understand calories or how their bodies use energy, but they can begin to learn foundational information to help them make healthy decisions around diet and exercise. The Smart from the Start lessons are a set of flexible activities designed to introduce and reinforce these concepts, and we encourage you to integrate the rest of the activities in Me and My Choices and Give it a Try! into your existing curriculum. Throughout these activities, children will learn about energy they need to work and play; to make healthy choices about what they eat and drink from a variety of food groups; and

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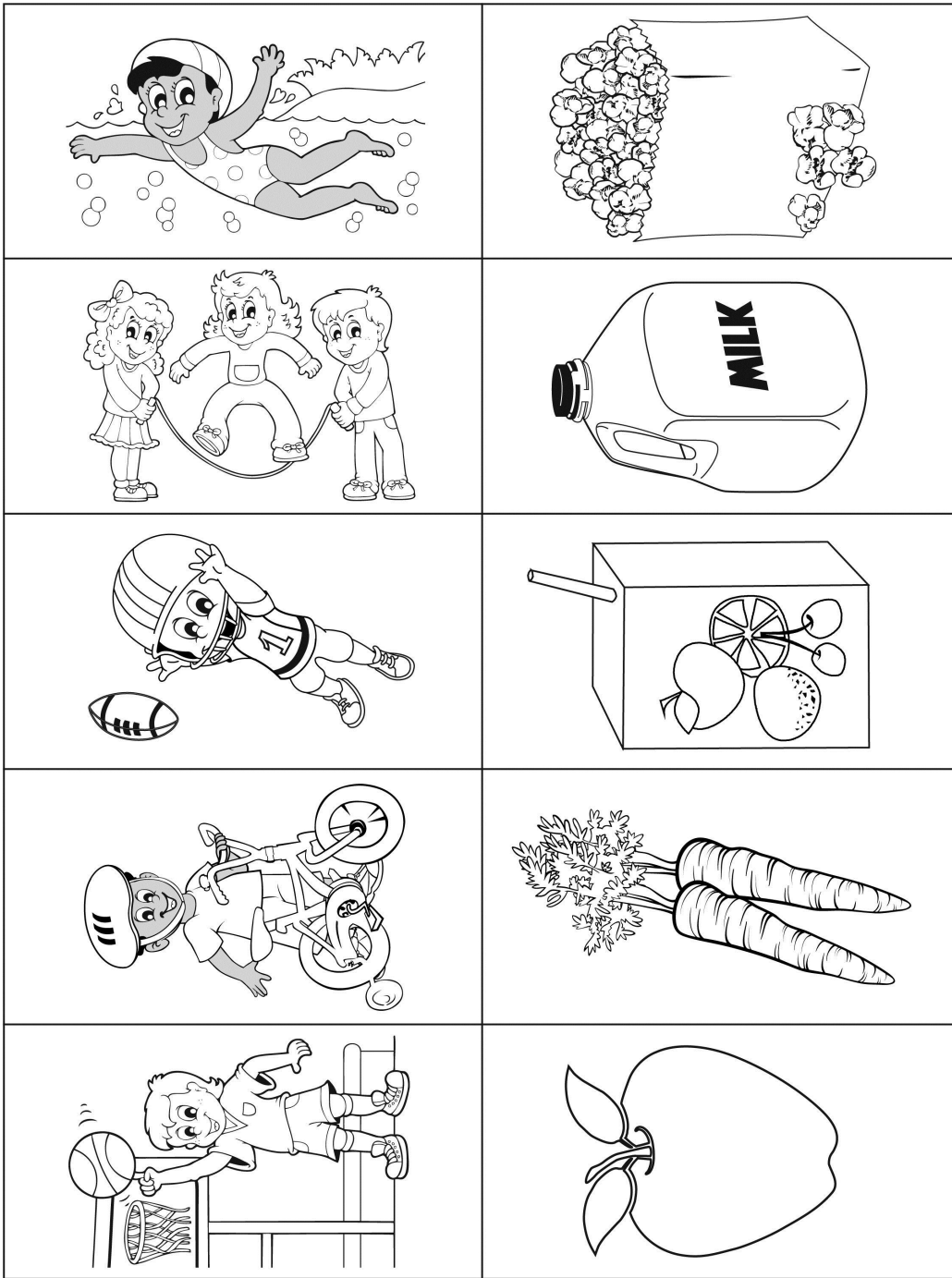
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how to move throughout the day with fun activities that help keep their hearts strong and healthy.

As your students progress to elementary school, the Healthy Decisions, Healthy Habits Together Counts™ curriculum can help them focus on more rigorous concepts related to self-esteem, decision-making, healthy nutrition and regular physical activity.

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Energy at Home

This week, your child learned how fuel is needed to power rocket ships and airplanes. The students learned that fuel is also needed to give them energy to live and play. That fuel comes from the foods they eat and the beverages they drink. To give your child the best fuel, make sure he or she is eating a balance of foods from all of the food groups.