

# Lesson 1: Gus Goodfood Helps a Friend

## Teacher Planning Notes

1. This lesson can be taught in separate sections as follows:

**CIRCLE/LINE/READING TIME:** Program Introduction; Story and Discussion

**MUSIC AND MOVEMENT TIME:** Song

Alternatively, the sections can be taught without a break between them if scheduling allows.

2. Words marked with an asterisk (\*) are key words that have been translated into Spanish and French. These lists of translated words are located [here](#). You may use these translated words in the classroom with the lessons and activities and/or post them on your classroom Word Wall.

## Outline

Activities	Materials
<a href="#">1. Introduction</a> 2 minutes	
<a href="#">2. Story and Discussion</a> 10 minutes	<ul style="list-style-type: none"><li>• <a href="#">"Gus Goodfood Helps a Friend" Story Illustrations</a></li><li>• Gus Goodfood and Jumping Jacki Puppets<ul style="list-style-type: none"><li>○ <a href="#">Cloth Hand Puppets</a></li><li>○ <a href="#">Paper Cut-Outs for Stick Puppets</a></li></ul></li></ul>
<a href="#">3. Song</a> 8 minutes	
<b>Total Time: 20 minutes</b>	

# Learner Objectives

## Children will:

- Be introduced to program characters
- Identify healthy eating behaviors

## Activity 1:

# Introduction

## 2 minutes

- Introduce the CATCH Early Childhood *Good Food Kids* classroom component.
- **Let's talk about being healthy. When you're healthy, you feel good and you don't get sick as much. When you're healthy, you feel strong and you can play for a long time. It's fun to be healthy! *It's fun to be healthy!* Let's all say that together.** [Have children repeat this sentence once or twice.]
  - **Since it's fun to be healthy, you need to know what you can do to stay healthy. One way to stay healthy is to move your body. That's why it's good to run and jump and play.**
  - **Another way to stay healthy is to eat foods that help your body grow and be strong. You're going to learn about these foods in a program we're starting today. The program is called *Good Food Kids*.**
  - **Two special characters are going to help you learn about foods that help your body grow and be strong. One character is named Gus Goodfood.** [Show the Gus Goodfood puppet, if available.] **What's his name?** [Have children repeat the name once or twice.]
  - **The other character is Gus Goodfood's friend. Her name is Jumping Jacki.** [Show the Jumping Jacki puppet, if available.] **What's her name?** [Have children repeat the name once or twice.]
  - **Let's start our *Good Food Kids* program with a story. Gus Goodfood and Jumping Jacki are characters in the story. Listen carefully, and see what Gus Goodfood says to Jumping Jacki about foods that will help her be healthy.**

## Teacher Note

For background information, see [FYI: The Importance of Physical Activity](#).

### Activity 2:

## Story and Discussion

10 minutes

- Read the story, showing the [illustrations](#) as indicated. Show the Gus Goodfood and Jumping Jacki puppets, if available, whenever they talk or sing.
- The song in the story should be sung to the tune of "London Bridge Is Falling Down" (two verses). The underlined, boldfaced words and syllables are the strong beats and should be given the most stress.

## Gus Goodfood Helps a Friend

Gus Goodfood lived on a planet far, far away from our own planet, Earth. Gus Goodfood's planet was called Planet Strongheart.

One day after school, Gus Goodfood wanted to visit his friend Jumping Jacki. He asked his mother, "After I eat a snack\*, can I go play ball with Jumping Jacki? She wasn't at school today. I hope she's okay."

Mama Goodfood said, "Sure. I'll walk with you to her house after you eat." She gave him apple\* slices and carrot sticks\*. [[Show Illustration 1](#)]

"Thanks for the snack, Mama," said Gus Goodfood. "Did you know that carrot sticks and apples are GO Foods\*? All fruits\* are GO Foods. So are all vegetables\*. My teacher says that eating GO foods can help you be healthy. I'm happy we eat mostly GO foods at our house."

"Why does that make you happy, Gus?" Mama Goodfood asked.

"Because I like to be healthy!" said Gus Goodfood. "When I'm healthy, I feel big and strong. When I'm healthy, I can play for a lo-o-ng time. And you *know* how much I like to play!"

Mama Goodfood smiled. "Yes, I know."

After Gus Goodfood finished his snack, he found his ball. Then he and Mama Goodfood walked to Jumping Jacki's house. When Gus Goodfood knocked on the door, Jumping Jacki's mother opened it and said, "Hello! Jumping Jacki will be so happy to see you. She's been sick. But now she's getting better."

Gus Goodfood gave the ball to Mama Goodfood and went to Jumping Jacki's room. "I'm glad you're better!" he told his friend.

Jumping Jacki looked sad. "Hi, Gus," she said. "I wish I didn't get sick so much. When I'm sick, I can't play." [*Show Illustration 2*]

Gus Goodfood said, "Remember what our teacher said to do to be healthy? Eat GO foods most of the time and WHOA foods\* only once in a while."

Jumping Jacki said, "Uh-oh. I eat lots of WHOA foods-like candy\* and chips\* and cookies\*. Maybe I shouldn't eat so many."

"That's a good idea," said Gus Goodfood. "Hey! Let's sing the song we learned about GO and WHOA foods!"

This is the song they sang:

**WHO-OA** foods can **make** us feel  
**Tired** and slow  
**Tired** and slow  
**WHO-OA** foods can **make** us feel  
**Tired** and **slow**.

GO-O foods help us grow  
Big and strong  
Big and strong  
GO-O fo-ods helps us grow  
Big and strong.

Then Jumping Jacki said, "From now on, I'm going to try to eat mostly GO foods." [[Show Illustration 3](#)] "Hurray!" shouted Gus Goodfood.

- Ask children the following questions about the story.

- **What was the snack that Gus Goodfood ate?** (Apple slices and carrot sticks)
- **Did Gus Goodfood call apple slices and carrot sticks GO foods or WHOA foods?** (GO foods)
- **GO foods are foods that help you be healthy. Why does Gus Goodfood like to eat GO foods?** (Eating GO foods helps him be healthy, and when he's healthy he feels big and strong and can play for a long time.)
- **Since GO foods help you be healthy, you should eat mostly GO foods. You can even eat GO foods every day.**
- **What foods did Jumping Jacki eat a lot?** (Candy, chips, and cookies)
- **Are candy, chips, and cookies GO foods or WHOA foods?** (WHOA foods) **Eating WHOA foods doesn't help Jumping Jacki, or you, or anyone to be healthy. That's why you should eat WHOA foods only once in a while.**
- **Gus Goodfood wants Jumping Jacki to be healthy. In the story, what did he tell her to do?** (To eat GO foods most of the time and WHOA foods only once in a while)
- **So should you eat more GO foods or more WHOA foods?** (More GO foods) **That's right. You should eat a lot more GO foods than WHOA foods.**

## Teacher Note

For background information, see [FYI: GO Foods and WHOA Foods](#).

Note that in the CATCH Program, foods are divided into three categories: GO, SLOW, and WHOA. However, in the CATCH Early Childhood (CEC) lessons, in consideration of developmentally appropriate instruction only two of those categories, GO and WHOA, are taught.

A GO-SLOW-WHOA list of foods follows [FYI: GO Foods and WHOA Foods](#). *Reviewing the GO-SLOW-WHOA List is strongly recommended*, since this will help you answer children's questions about which categories foods belong in. If children ask which category a food in the SLOW column of this list belongs in, an appropriate response is "That food is in between GO and WHOA. So it's best to eat the food only sometimes."

## Activity 3:

### Song

8 minutes

- Tell the children they are going to learn the song from the story.

**Now we're going to learn the song that Gus Goodfood and Jumping Jacki sang. Did the music part of the song sound like something you've heard before? It's the music to "London Bridge Is Falling Down." But we're going to sing different words to that music.**

Teach children the song. Explain the following movements that go with it:

1. Children should sing the first verse (about WHOA foods) slowly, while walking slowly and slumped over--as if they are tired.
2. As they begin the second verse (about GO foods), they should stand up straight.
3. They should sing the second verse faster and with more energy. When they sing "Big and strong," they should bend and raise their arms and clench their fists, as if showing off their muscles.

## GO Food and WHOA Foods

(Sung to the tune of "London Bridge Is Falling Down")

(**Note:** Underlined, boldfaced words and syllables are the strong beats and should be given the most stress.)

**WHO**-OA foods can **make** us feel  
**Tired** and slow  
**Tired** and slow  
**WHO**-OA foods can **make** us feel  
**Tired** and **slow**.

**GO**-O foods **help** us grow  
**Big** and strong  
**Big** and strong  
**GO**-O fo-ods helps us grow  
**Big** and **strong**.

## Extension Activity

- Have children sing "GO Foods and WHOA Foods" outside the program lessons. (They will sing this song again in Lesson 9.)

Curriculum Connectors	Materials	Task
<b>Language Center</b>	Audio equipment; a recording you have made of the story "Gus Goodfood Helps a Friend"	Children listen to the recording. <b>Notes:</b> You may also want to record the discussion questions provided in the lesson, or other questions of your own, and have children respond quietly to them. You may want to provide a copy of the illustrations for children to view as they listen to the recording.
<b>Language Center</b>	Copies of the <a href="#">"Gus Goodfood Helps a Friend" Story Illustrations</a>	Children working in pairs order the illustrations according to when the events occurred and then re-tell the story using the illustrations. <b>Note:</b> You may want to also provide the Gus Goodfood and Jumping Jacki

		puppets, if available, for children to use to re-tell the story.
<b>Art Center</b>	Copies of the <a href="#">Black-and-White "Gus Goodfood Helps a Friend" Illustrations</a>	Children color the pictures.