

# MVPA

## Key Concepts, Ah-has, and IMILisms

MVPA = Moderate to Vigorous Physical Activity

- Moderate = Slightly elevating the heart rate (a brisk walk)
- Vigorous = A heart rate accelerated greatly (jogging or stairmaster); a shower is needed after a vigorous workout

MVPA applies to **Families, Staff, and Children:**

### Families

- Engage families in ACTIVE family nights; take family members for a walk; listen to children and take a play break.
- Demonstrate activities to families that can be done with all family members, including older siblings.
- Perform some of the activities modeled in the workshop with all family members; choose activities that will engage older siblings, as well.

### Staff

- Encourage active staff meetings. If staff participate with children, they are modeling movement and they get their recommended 60 minutes of physical activity a day, too!!

### Children

- MVPA is important because it:
  - Helps children meet the national guidelines for movement activity and helps reverse the nationwide health crisis
  - Represents how children learn best—through doing (sensorimotor learners)
  - Enhances brain development
- Most children do not get MVPA during their regular day.
- We must be role models and facilitators of movement; think MVPA Every Day!
- We need to have a variety of props and materials to facilitate MVPA activities; they do not have to cost a lot of money. We can make many of the props ourselves with free and inexpensive materials.
- The heart is made up of muscle fibers; it needs to be exercised to remain healthy.
- Some children avoid and are afraid of vigorous physical activity. When children feel their heart rate increasing, they must learn that it is a GOOD thing and say, “Thank you, thank you, thank you!”

- Activities demonstrated in the workshop are for both inside and outside; some require more space than others, but many can be done in limited space.
- Music encourages instant activity. We need to use children's music to promote quality movement.
- We must adapt activities so they are appropriate for the various developmental levels of children in our classrooms and recognize where they are developmentally
- MVPA can be used to support all domains of the child outcomes framework, not just Domain 8: Physical Health and Development. We can use MVPA to support children's language development, literacy, math skills, science skills, creative arts, social and emotional development, and approaches to learning. We can use movement to support the domain elements and help children demonstrate the various indicators within each domain (shapes, numbers, letters, patterns, body part identification, cooperation, etc.)
- MVPA is a recommended approach to teaching school readiness skills.
- Intentionality is key; adults must be intentional in planning MVPA activities for children so they have opportunities to learn new skills while they are engaged in healthy movement.
- We can use information we learn from families and our knowledge of cultures represented in our program to design music and movement activities that are culturally relevant.
- MVPA CAN be done effectively in a limited space.
- We can combine children's literature with movement activities; find books where children can move while they hear the rhythm of the language.
- There are creative ways to turn clean-up time into a movement/learning opportunity.
- MVPA is NOT something we **add** to our curriculum; it is not another layer. MVPA should be infused into what we already do.
- Head Start content area managers should assess their program to determine pre-existing strengths in the area of MVPA and identify areas where MVPA can be infused in:
  - Staff meetings/staff activities
  - Family activities conducted within the program and family activities that can be done within the home
  - Children's activities demonstrating integration of movement and lessons in the classroom as well as outside on the playground



## **MVPA Every Day**

### **Workshop**

#### **LEARNING OUTCOMES**

1. Understand the importance of deliberately integrating movement activities with children to achieve 60 minutes of structured moderate to vigorous physical activity (MVPA) per day
2. Experience MVPA activities that can be done with preschool-aged children
3. Recognize how school readiness skills across all learning areas of the PA Learning Standards for Early Childhood are supported through MVPA activities
4. Apply MVPA principles to staff and families in early childhood programs

# Action Books – Integrating Literacy and Movement

The following is a list that promotes movement while the book is being read. Hearing the language is important but moving to the words is FUN! Invest a little time, read to a child, use your imagination, and move to literature!

| <b>Book Title</b>                                    | <b>Author</b>              | <b>Publishing Company</b>           | <b>ISBN #</b>     |
|--|----------------------------|-------------------------------------|-------------------|
| <u><i>Amazon Sun, Amazon Rain</i></u>                | Ximena de la Piedra        | Scholastic, Inc. (1994)             | 0-590-73987-5     |
| <u><i>Anna Banana, 101 Jump-Rope Rhymes</i></u>      | Joanna Cole                | Beech Tree Books (1989)             | 0-688-08809-0     |
| <u><i>The Ants Came Marching</i></u>                 | Martin Kelly               | Handprint Books, Inc. (2000)        | 1-929766-11-4     |
| <u><i>Barnyard Dance</i></u>                         | Sandra Boynton             | Workman Publishing Co., Inc. (1993) | 1-56305-442-6     |
| <u><i>Beep, Beep, Vroom, Vroom</i></u>               | Stuart J. Murphy           | Harper Children (2000)              | 978-0-06-446728-5 |
| <u><i>Boom Chicka Rock</i></u>                       | John Archambault           | Scholastic, Inc. (2004)             | 4-439-85377-X     |
| <u><i>Catch The Ball!</i></u>                        | Eric Carle                 | Scholastic, Inc. (1982)             | 0-590-32845-X     |
| <u><i>The Caterpillar Fight</i></u>                  | Sam McBratney              | Scholastic, Inc. (1996)             | 0-590-99286-4     |
| <u><i>Clap Your Hands</i></u>                        | Lorinda Bryan Cavley       | Scholastic, Inc. (1992)             | 0-590-47067-1     |
| <u><i>Dinosaurumpus</i></u>                          | Tony Milton                | Orchard Books (2002)                | 0-439-39514-3     |
| <u><i>Down By The Bay</i></u>                        | Raffi                      | Crown Publishers Inc. (1988)        | 0-517-56645-1     |
| <u><i>Five Green and Speckled Frogs</i></u>          | Martin Kelly & Phil Legris | Handprint Books, Inc. (2000)        | 1-929766-12-2     |
| <u><i>Five Little Ducks</i></u>                      | Raffi                      | Crown Publishers Inc. (1989)        | 0-517-80057-8     |
| <u><i>Five Little Monkeys Jumping on the Bed</i></u> | Eileen Christelow          | Scholastic, Inc. (1989)             | 0-590-99459-X     |
| <u><i>Freight Train</i></u>                          | Donald Crews               | Scholastic Inc. (1978)              | 0-590-42694-X     |
| <u><i>From Head to Toe</i></u>                       | Eric Carle                 | Harper Collins Publishers (1997)    | 0-06-443596-2     |
| <u><i>Gallop!</i></u>                                | Rufus Butler Seder         | Workman Publishing Co., Inc. (2009) | 978-0-7611-4763-3 |
| <u><i>Growing Vegetable Soup</i></u>                 | Lois Ehlert                | Scholastic Inc. (1987)              | 0-590-45030-1     |
| <u><i>Hey! Wake Up!</i></u>                          | Sandra Boynton             | Workman Publishing Co., Inc. (2000) | 0-7611-1976-0     |
| <u><i>Hop Jump</i></u>                               | Ellen Stoll Walsh          | Harcourt Brace & Co. (1993)         | 0-15-201375-X     |
| <u><i>Hop! Hop! Hop!</i></u>                         | Ann Whitford Paul          | Random House (2005)                 | 0-375-82857-5     |
| <u><i>If You're Happy and You Know It!</i></u>       | Jane Cabrera               | Scholastic Inc.                     | 0-439-82859-7     |

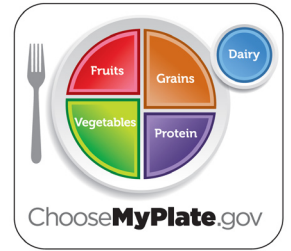
| <b>Book Title</b>                                     | <b>Author</b>                      | <b>Publishing Company</b>            | <b>ISBN #</b>     |
|---|------------------------------------|--------------------------------------|-------------------|
| <u><i>The Itsy Bitsy Spider</i></u>                   | Iza Trapani                        | Whispering Coyote Press (1993)       | 1-879085-69-0     |
| <u><i>Jump, Kangaroo, Jump!</i></u>                   | Stuart J. Murphy                   | Scholastic Inc. (1999)               | 0-439-22241-9     |
| <u><i>Monkey See, Monkey Do</i></u>                   | Marc Gave                          | Scholastic Inc. (1993)               | 0-590-45801-9     |
| <u><i>Monster Musical Chairs</i></u>                  | Stuart J. Murphy                   | Scholastic Inc. (2000)               | 0-439-34369-0     |
| <u><i>One, Two, Skip a Few!</i></u>                   | Roberta Arenson                    | Scholastic Inc.                      | 0-439-08277-3     |
| <u><i>Over in the Grasslands</i></u>                  | Anna Wilson and<br>Alison Bartlett | Scholastic Inc. (1999)               | 0-439-31412-7     |
| <u><i>Polar Babies</i></u>                            | Susan Ring                         | Scholastic Inc. (2000)               | 0-439-30922-0     |
| <u><i>Shake My Sillies Out</i></u>                    | Raffi                              | Crown Publishers Inc. (1987)         | 0-517-56647-9     |
| <u><i>Sheep Wants to Jump</i></u>                     | Clive Batkin                       | Parragon Publishers (2003)           | 0-75257219-9      |
| <u><i>Sometimes I Like To Curl Up In A Ball</i></u>   | Vicki Churchill                    | Sterling Publishing Co., Inc. (2003) | 0-8-69-7943-7     |
| <u><i>Spider On The Floor</i></u>                     | Raffi                              | Crown Publishers Inc. (1987)         | 0-517-88553-0     |
| <u><i>Stomp, Stomp!</i></u>                           | Bob Kolar                          | Scholastic Inc. (1997)               | 0-590-86862-4     |
| <u><i>Stop Drop and Roll</i></u>                      | Margery Cuyler                     | Scholastic Inc. (2001)               | 0-439-38847-3     |
| <u><i>Swing!</i></u>                                  | Rufus Butler Seder                 | Workman Publishing Co., Inc. (2008)  | 978-0-7611-5127-2 |
| <u><i>The Hokey Pokey</i></u>                         | Larry La Prise                     | Scholastic Inc. (1997)               | 0-439-04534-7     |
| <u><i>The Way I Feel</i></u>                          | Janan Cain                         | Scholastic Inc. (2000)               | 0-439-32116-6     |
| <u><i>There Was a Bold Lady Who Wanted a Star</i></u> | Charise Mericle<br>Harper          | Scholastic Inc. (2002)               | 0-439-63241-2     |
| <u><i>This Is The Hat</i></u>                         | Nancy Van Laan                     | Hyperion Paperbacks (1992)           | 0-7868-1030-0     |
| <u><i>Under The Sea</i></u>                           | Emma Lynch                         | Raintree (2005)                      | 1-410-90869-8     |
| <u><i>Waddle!</i></u>                                 | Rufus Butler Seder                 | Workman Publishing Co., Inc. (2009)  | 978-0-7611-5112-8 |
| <u><i>Walking Through the Jungle</i></u>              | Debbie Harter                      | Scholastic Inc. (1997)               | 0-439-20749-5     |
| <u><i>We All Went On Safari</i></u>                   | Laurie Krebs                       | Scholastic Inc. (2003)               | 0-439-63826-7     |
| <u><i>We're Going On A Bear Hunt</i></u>              | Michael Rosen                      | Margaret K. McElderry Books (1989)   | 0-689-50476-4     |

List created by Patty Kimbrell, IMIL Trainer  
See [pkimbrell.com](http://pkimbrell.com) for more information

# 10 tips

Nutrition Education Series

# add more vegetables to your day

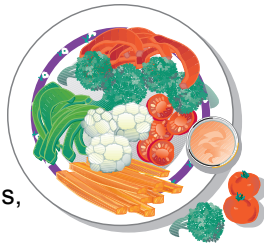


## 10 tips to help you eat more vegetables

**It's easy to eat more vegetables!** Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your meals, follow these simple tips. It is easier than you may think.

**1 discover fast ways to cook**  
Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or broccoli in a bowl with a small amount of water in the microwave for a quick side dish.

**2 be ahead of the game**  
Cut up a batch of bell peppers, carrots, or broccoli. Pre-package them to use when time is limited. You can enjoy them on a salad, with hummus, or in a veggie wrap.



**3 choose vegetables rich in color**  
Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but also are good for you, too.

**4 check the freezer aisle**  
Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen corn, peas, green beans, spinach, or sugar snap peas to some of your favorite dishes or eat as a side dish.

**5 stock up on veggies**  
Canned vegetables are a great addition to any meal, so keep on hand canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets. Select those labeled as "reduced sodium," "low sodium," or "no salt added."



**6 make your garden salad glow with color**  
Brighten your salad by using colorful vegetables such as black beans, sliced red bell peppers, shredded radishes, chopped red cabbage, or watercress. Your salad will not only look good but taste good, too.



**7 sip on some vegetable soup**  
Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups.

**8 while you're out**  
If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or side salad instead of the typical fried side dish.

**9 savor the flavor of seasonal vegetables**  
Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best-in-season buys. Or visit your local farmer's market.



**10 try something new**  
You never know what you may like. Choose a new vegetable—add it to your recipe or look up how to fix it online.

## **Play with Me**

**Their Favorite Toy** - YOU are your child's favorite toy. Remember your child really loves to play with YOU!

**Make Memories** - Playing with your child brings you closer together. Children will remember who took time to play with them.

**Let Kids be Kids** - Celebrate your child's early years with play, not sports. Children are not little athletes. Sports can come later.

**Play is the Best Fit** - Your child will stay fit through active, supervised play and doesn't need to "do exercises" for fitness.

## **This is My Body**

**I Love Me!** - Each child's body is special and deserves to be treated that way. "Whether I'm thick or thin, I love the body I'm in!"

**I Respect My Body!** - What I eat and how much I move tells my body how much I love and respect it.

**Everyone's a WINNER** - Children need lots of praise from us to keep trying when learning new skills. Don't worry about how other children are doing - your child is moving at just the right pace!

## **Celebrate Feeling Great**

**Music Moves Me** - Moving to your favorite music helps your heart AND your mood!

**Fun and Fit** - Always make physical activity fun. Exercise should never be used as a punishment.

**Take Ten** - It just takes 10 minutes of active movement several times during the day to keep you healthy and happy. So try to give yourself and your kids lots of 10 minute "activity breaks" every day.

**Boost and Burn!** - Active play, exercise, and moving to music ALL give you and your children more energy and help you burn calories.

## **Be Choosy Outside**

**Outside Everyone** - Outdoor play is a great way for children to use their bodies to learn in nature.

**Off to the Playground** - Playgrounds and parks are great for exploring, learning to play with others, and figuring out how things "work." And they are so much FUN!

**The Great Outdoors** - Going on walks with your child encourages talking, sharing new experiences, and learning new words.

**Let the Sun Shine** - Playing outside wakes up your senses and the sunshine gives you lots of good Vitamin D.

**It's Easy Being Green** - Choosy says taking care of plants is a great way to be active. Children tend to eat veggies that they plant and water. In smaller spaces, plant seeds in flower pots!

## Body Language

**Choosy Says** - Talking about moving lets your children know what their bodies can do. Choosy says "Bend and stretch to touch our toes! What does it mean to stretch?"

**I'm My Own Boss** - Let children know they are in charge of their bodies and their muscles. "Tell your feet to stop when the music stops."

**Look at You** - Celebrate all achievements, big and small. "Wow! I like how you hop on just one foot!" Be sure to cheer your children on when they try something new - no matter how it goes.

**Movement Makes Me Smarter** - Movement and active play helps your child's brain grow while the body is learning new skills. Plus, active learning is FUN!

**Change is Good** - Be active in different ways with your children. What they learn now builds skills for playing games and sports later.

## Move More

**It's Child's Play** - Children need active play that adds up to at least 2 hours a day. Let your children choose activities that get them moving everyday. Suggest new activities sometimes.

**The More the Merrier** - Add more "active minutes" by finding ways to have your children play childhood games with other children about the same age.

**My Heart Says Thanks** - Physical activity makes your heart say thanks each time it beats. The faster your heart beats, the more it says THANK YOU!

**Moving is the Best Medicine**- The best prescription for being healthy and fit is to move more.

**Be Choosy** - Choosy says, "Choose **Healthy Options Often and Start Young**"<sup>®</sup>

## Be Choosy, Be Healthy® Nutrition Messages

### Make Time to be Healthy

**I Want To Be Like You!** -Your child will do what you do. If *you* eat healthier food, your child will too.

**Together Is Better** - Have your child help set the table, make the meal, and clean up. This is great “together” time after a busy day!

**Happy Talk = Happy Tummies!** Talk about nice things at meals because it helps food digest better! Show your child how to chew food slowly to help with digestion.

**Turn Off To Tune In!** At meal time, turn off phones, TVs, and computers so families can pay attention to each other. Bring everyone to the table to eat together for a family meal.

### Choosy Snacks

**Size Up Your Snacks!** Serve snacks in small bowls or plates to keep family members from overeating at snack time.

**Snack Helpers** – Invite your kids to help fix fun and healthy snacks. They will want to eat what they make!

**Reach For A Peach** - Keep healthy snacks like fresh fruit and vegetable sticks ready for family snack attacks!

**I Spy Something...Healthy!** – Kids will ask for things they can see. Keep healthy snacks on the lower shelves in the fridge or at eye level for children.

**Snack Smart** – Check snack labels for sugar, salt (sodium), and fat before giving them to your child. Lots of “healthy” snacks aren’t so healthy! Pick snacks that say “no artificial colors or flavors” or that have no labels, like fruit.

### Crave Your F.A.V

**F.A.V.** - Fruits and Veggies are the healthiest foods.

**Eat A Rainbow** – Eat fruits and vegetables of different colors to build healthy bodies.

**Fresh Is Best!** Fresh foods like fruits and veggies have vitamins and other good things that our bodies need to grow. Fresh foods also help keep us healthy and fit because they are low in calories!

**Balancing Act** – Make sure your meals have one of each: **whole grain** (whole wheat bread/brown rice), **low-fat dairy** (yogurt/skim milk), **lean meat** (chicken/fish), **fruit** and **vegetable**.

**Food For Thought** – Make sure children eat a healthy breakfast every day to help them think better all day long!

**Cook With Kids** – Children are more likely to eat foods they help to make. This is a good time to talk about what is healthy.

## Be Choosy, Be Healthy® Nutrition Messages

### Shop Smart

**Kick The Can (and the box!)** – Boxed foods and canned foods with sauces, or syrups have more salt, sugar, and preservatives. Try to eat more fresh foods instead.

**Shop Around** – The sides of food stores have the “good for you” foods like milk, fresh meats, and fresh fruits and vegetables.

**You’re The Boss!** Children eat what we give them, so buy and cook healthy foods.

**The Family That Shops Together** – Have your children help you find healthy foods at the store. The more they help, the more they learn about healthy foods.

**Label Before Table** – Look on labels for low fat, low sugar, and low salt (sodium) before you buy. Avoid labels with long lists of big words.

### Drink Less Sugar

**Less Is Better** – Less sugar can help keep kids fit and keep away problems like high blood sugar (diabetes), weight gain, and cavities.

**Water Your Juice** – Try adding water to 100% juice to cut down on sugar, calories and cavities.

**Why Buy?** - Soda pop, powdered drinks, and punches have calories and lots of sugar, but no nutrition. Why buy things that make children gain weight and get cavities?

**Water Your Kids!** Children need water every day to help their brains and bodies work their best – and it’s cheap!

**Wow Your Water** - Put slices of lemon, lime, orange, or cucumber in your child’s water to add flavor and vitamins.

### Think Tiny Tummies

**Serve Them Up!** A serving size of food is about one tablespoon for each year of age up to age five.

**Small-size Not Super-size!** No need to ever super-size meals.

**I Feel Full** – Insisting on “clean plates” can lead to overeating. Children will let you know when they feel full. Fruits and Veggies give us a feeling of being full for a longer time than junk foods.

**Keep Trying!** Even if your child refuses to try new food, keep trying. Just because they have refused it nine times, doesn’t mean children won’t eat it after 10, 12, or 15 tries!



www.choosykids.com

“I am learning to be **CHOOSY** about **WHAT** my body does, **HOW** and **WHERE** my body moves, the relationships my body creates **WITH** myself, other movers and objects, and **ABOUT** healthy habits.”

**Nutritional Awareness (ABOUT healthy eating and drinking)**

| <u>Food &amp; Drink Choices</u>                                     | <u>Food &amp; Drink Sources</u>    | <u>Food &amp; Drink Characteristics</u>  | <u>Food &amp; Drink Skills</u>   |  | <u>Mealtime Behaviors</u>   |
|---|------------------------------------|--|--|--|---|
| Healthy<br>Not So Healthy<br>Variety<br>Meals<br>Snacks<br>Cultural | Animals<br>Plants<br>Soil<br>Trees | Colors Tastes<br>Textures Flavors<br>Smells<br>Shapes<br>Sizes<br>Temperatures | Scrubbing<br>Washing<br>Mixing<br>Pouring<br>Tearing<br>Utensil Use<br>Spreading | Scooping<br>Slicing<br>Stirring<br>Breaking<br>Storing<br>Rolling<br>Dipping | Kneading<br>Snapping<br>Peeling<br>Mashing<br>Measuring<br>Squeezing                |
|   |                                    |  |  |  | Table setting<br>Chewing<br>Enjoying (Food is Fun)<br>Pacing<br>Portions<br>Manners |

**Dental Awareness (ABOUT keeping a healthy smile)**

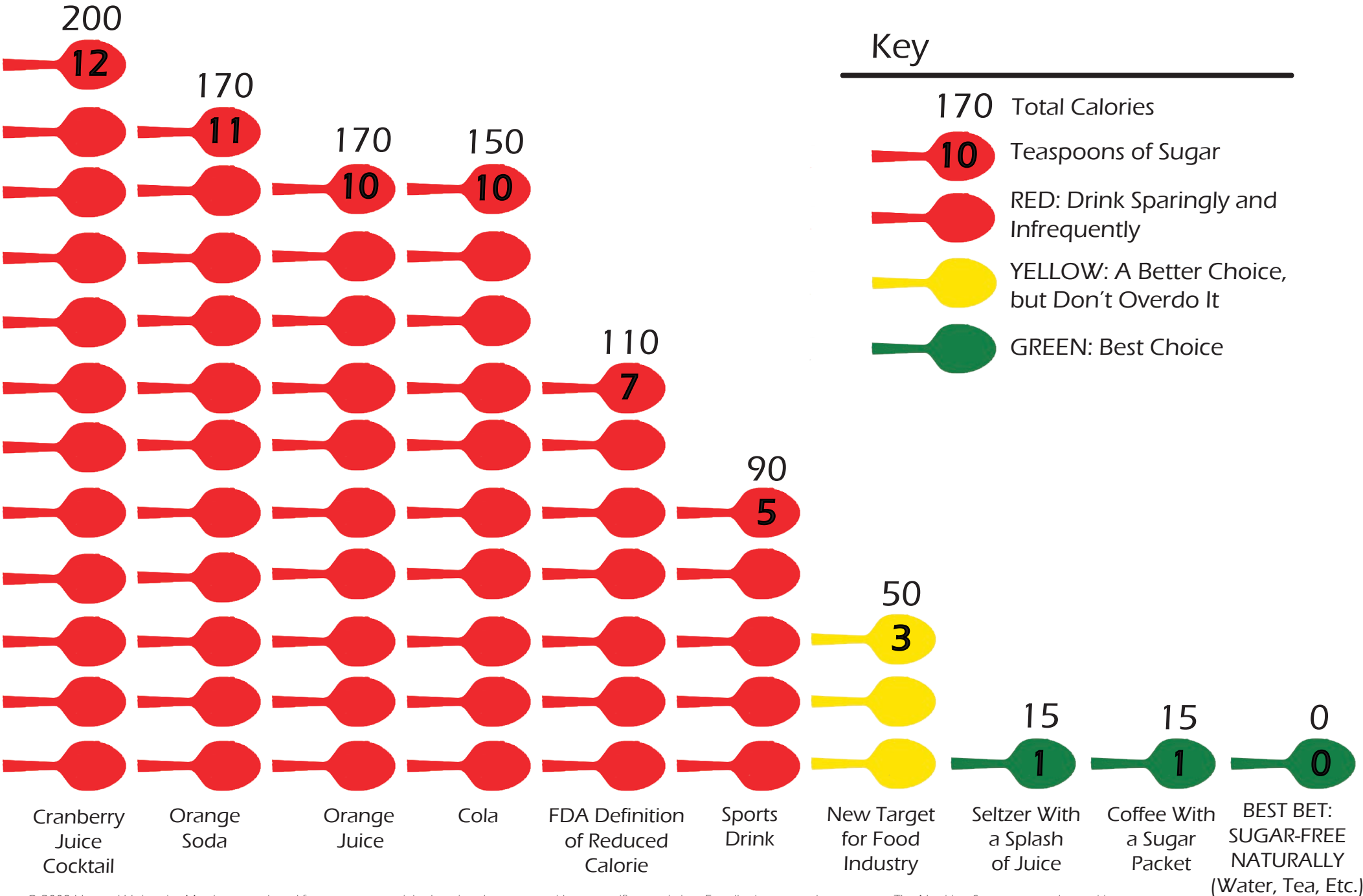
| <u>Healthy Smile Parts</u>     | <u>Healthy Smile Actions</u> | <u>Healthy Smile Helpers</u>  | <u>Healthy Smile Tools</u>   |   | <u>Not So Healthy Smiles</u>   |
|--------------------------------|------------------------------|---|--|---|--|
| Mouth<br>Tongue<br>Gums<br>Lip | Root<br>Teeth<br>Cheek       | Brushing<br>Rinsing<br>Smiling<br>Don't Rush<br>2 Minutes<br>Check Up | Dentist<br>Hygienist<br>Family<br>Teacher<br>Choosy<br>Child<br>Doctor | Toothbrush<br>Flouride toothpaste<br>Mirror<br>Sink<br>X-ray<br>Chair | Mask<br>Gloves<br>Light<br>Glasses<br>Bib<br>Scrapper<br>Floss                                 |
|                                |                              |   |  |   | Cavities<br>Germes<br>Pain<br>Holes<br>Soda<br>Bad Breath<br>Sugar<br>Candy<br>Spots<br>Plaque |

www.choosykids.com

# How Sweet Is It?

Calories and Teaspoons of Sugar in 12 Ounces of Each Beverage

For more information, see The Nutrition Source, [www.hsph.harvard.edu/nutritionsource/healthy-drinks/](http://www.hsph.harvard.edu/nutritionsource/healthy-drinks/)



# Calories, Grams of Sugar, and Teaspoons of Sugar in 12 Ounces of Each Beverage

**RED:** Drink Sparingly and Infrequently >12 g sugar/12 oz

**YELLOW:** A Better Choice, but Don't Overdo It 6 to 12 g sugar/12 oz\*

**GREEN:** Best Choice 0 to 5 g sugar/12 oz

**1 TEASPOON OF SUGAR = 4.2 GRAMS OF SUGAR**

The Nutrition Source does not endorse specific brands, and the inclusion of brand-name beverages on this list does not constitute an endorsement.

Calories, grams of sugar, and teaspoons of sugar are calculated or obtained from Nutrition Facts information provided by beverage manufacturers' Web sites. Values are calculated with the assumption that all carbohydrate is from sugar. Calculations are approximate, due to rounding. Some products are available in sizes that are smaller or larger than 12 ounces. Beverage manufacturers may change product formulation and availability at any time. Use beverage manufacturers' Web sites as the best source of information on nutrient content.

For complete source information, see [www.thenutritionsource.org](http://www.thenutritionsource.org).

|  | CAL | G  | TSP |
|--|-----|----|-----|
| <b>Carbonated Soft Drinks</b>  |     |    |     |
| A&W® Root Beer   | 180 | 47 | 11  |
| Blue Sky® Natural Orange Soda  | 160 | 44 | 10  |
| Coca-Cola® Classic   | 146 | 41 | 10  |
| Fanta® Orange  | 165 | 45 | 13  |
| Mountain Dew®  | 170 | 46 | 11  |
| Pepsi® Cola  | 150 | 41 | 10  |
| Schweppes® Ginger Ale  | 120 | 34 | 8   |
| Schweppes® Tonic Water   | 130 | 35 | 8   |
| <b>100% Juice</b>  |     |    |     |
| Apple and Eve® Naturally Cranberry 100% Juice  | 195 | 48 | 11  |
| Low Sodium V8® 100% Vegetable Juice  | 75  | 12 | 3   |
| Minute Maid® Orange Juice  | 165 | 41 | 10  |
| Mott's® Plus for Kids' Health Juice Apple Grape  | 195 | 48 | 11  |
| Naked® Juice 100% Juice Pomegranate Blueberry  | 225 | 54 | 13  |
| POM Wonderful® 100% Pomegranate Juice  | 240 | 60 | 14  |
| Welch's® 100% Grape Juice  | 255 | 63 | 15  |
| <b>Sparkling Juices and Sparkling Water</b>  |     |    |     |
| Fizz Ed.™ Pomegranate Cherry   | 129 | 31 | 7   |
| IZZE® Sparkling Grapefruit Juice   | 120 | 31 | 7   |
| R.W.® Knudsen Lemon Lime   | 120 | 28 | 7   |
| Poland Spring® Brand Sparkling Water   | 0   | 0  | 0   |
| Polar Seltzer® with Vanilla  | 0   | 0  | 0   |
| <b>Sweetened Water and Flavored Water</b>  |     |    |     |
| Berry Bot® Fortified Water   | 40  | 10 | 2   |
| Old Orchard® FruitSense® Accelerate Key Lime   | 68  | 18 | 4   |
| Glacéau Vitamin Water® Essential   | 75  | 20 | 5   |
| Hansen's® Organic Junior Water™ Beverage   | 85  | 23 | 5   |
| Homemade Spa Water <small>(recipe on <a href="http://www.thenutritionsource.org">www.thenutritionsource.org</a>)</small> | 0   | 0  | 0   |
| TalkingRain® Twist™  | 15  | 3  | 1   |
| Wild Waters™ Flippin' Fruit  | 75  | 20 | 5   |
| <b>Fruit Punch and Fruit Drinks</b>  |     |    |     |
| Capri Sun® Juice Drink Strawberry Kiwi   | 125 | 34 | 8   |
| Hawaiian Punch® Fruit Juicy Red  | 180 | 45 | 11  |
| Odwalla® Strawberry C-Monster®   | 240 | 57 | 14  |
| Snapple® Fruit Punch Juice Drink   | 165 | 41 | 10  |
| SunnyD® Tangy Original Style   | 180 | 44 | 10  |

|   | CAL | G  | TSP |
|---|-----|----|-----|
| <b>Lemonade</b>   |     |    |     |
| Minute Maid® Lemonade   | 150 | 42 | 10  |
| Newman's Own® Lightly Sweetened Lemonade  | 120 | 30 | 7   |
| <b>Sports Drinks and Energy Drinks</b>  |     |    |     |
| Capri Sun® Sport® Sports Drink Lemon Lime   | 133 | 28 | 7   |
| Full Throttle® Original   | 167 | 44 | 10  |
| Gatorade® G™ Orange   | 90  | 22 | 5   |
| Sport owater  | 53  | 14 | 3   |
| Odwalla® Serious Focus™ Apple Raspberry   | 255 | 60 | 14  |
| Red Bull®   | 165 | 40 | 10  |
| SoBe® Adrenaline Rush   | 195 | 51 | 12  |
| Vault™  | 179 | 48 | 11  |
| <b>Iced Tea</b>   |     |    |     |
| AriZona® Green Tea with Ginseng and Honey   | 105 | 27 | 6   |
| Steaz (Reg)® Sparkling Green Tea, Raspberry   | 135 | 35 | 8   |
| Homemade Iced Green Tea with 1 Tsp of Sugar   | 16  | 4  | 1   |
| Homemade Iced Mint Tea, Unsweetened   | 0   | 0  | 0   |
| Honest Tea® Lori's Lemon Tea  | 45  | 12 | 3   |
| Lipton® Brisk Green   | 130 | 34 | 8   |
| Nestea® Sweetened Lemon Iced Tea  | 125 | 35 | 8   |
| Snapple® Earl Grey Black Tea  | 53  | 12 | 3   |
| Snapple® Iced Tea Peach   | 135 | 35 | 8   |
| Teas' Tea® Naturally Sweet Mango Oolong   | 60  | 14 | 3   |
| <b>Coffee Drinks</b>  |     |    |     |
| Full Throttle® Coffee + Energy Mocha  | 222 | 41 | 10  |
| Iced Coffee with 1 Teaspoon Sugar   | 16  | 4  | 1   |
| Panera Bread® Frozen Drink Caramel  | 435 | 62 | 15  |
| Starbucks® Mint Mocha Chip Frappuccino w/ Whipped Cream   | 360 | 57 | 14  |
| <b>Smoothies and Flavored Milk</b>  |     |    |     |
| Homemade Fruit Cooler <small>(recipe on <a href="http://www.thenutritionsource.org">www.thenutritionsource.org</a>)</small> | 18  | 4  | 1   |
| Jamba Juice® Mango Peach Topper™  | 375 | 63 | 15  |
| Naked® Juice Protein Zone® Banana Chocolate   | 360 | 59 | 14  |
| Nesquik® Ready-to-Drink Chocolate Milk, Reduced Fat   | 300 | 48 | 11  |
| Odwalla® Original Super Protein®  | 285 | 51 | 12  |
| Silk® Chocolate Soymilk   | 210 | 32 | 8   |
| Starbucks® Vivanno™ Banana-Chocolate Blend  | 270 | 28 | 7   |
| Stonyfield Farm® Raspberry Smoothie   | 276 | 47 | 11  |

\*Some yellow-category beverages listed in this chart have slightly more than 12 g sugar in 12 oz; they have been included because they are close to the 1g/oz guideline.

# Approaches to Learning through Play

## Constructing, Organizing and Applying Knowledge

**Child demonstrates increasing ability and progress in:**

### **Constructing and Gathering Knowledge**

- Shows interest in a growing range of topics, ideas and tasks
- Utilizes all available senses to explore and learn from the environment
- Demonstrates interest in new materials that are introduced into the classroom
- Demonstrates an increased willingness to participate in both familiar and new experiences
- Engages in complex plays sequences that may be continued over several days

### **Organizing and Understanding Information**

- Completes short tasks, activities, projects, and experiences from beginning to end independently
- Tries different ways to complete a task
- Breaks simple tasks into steps and completes them one at a time

### **Applying Knowledge**

- Uses both observation and imitation to understand information
- Uses music, art, and stories to express ideas and feelings
- Produces and explains the purpose for a new creation
- Uses materials in unique ways to represent other things

### **Learning Through Experience**

- Demonstrates culture and home experiences during play
- Relates home or outside-learned knowledge to school experiences
- Understands that appropriate activities and events may differ from home to school
- Understands how behavior may impact other's response to action
- Understands who and where there is help when needed
- Attempts problem solving activities to achieve a positive outcome
- Shows pride in belonging to a family unit
- Demonstrates awareness of some physical differences among children

# Creative Thinking and Expression:

## Communicating Through the Arts

**Child demonstrates increasing ability and progress in:**

### **Production and Performance: Music and Movement**

- Responds to different forms of music and dance through participation and discussion
- Uses imagination and creativity to express self through music and dance
- Uses instruments to accompany music or songs

### **Production and Performance: Dramatic & Performance Play**

- Uses nonconforming objects to create representations of real life objects or activities
- Creates various voice inflections and facial expressions in play
- Imitates roles of people, animals or objects observed in the child's life experiences

### **Production and Performance: Visual Arts**

- Represents experiences, thoughts and ideas through visual arts
- Shares how art work is connected to own personal experience

### **Historical & Cultural Context of Works in the Arts**

- Identifies cultures represented by various art forms

### **Critical Response to Works in the Arts**

- Shares an opinion about others' art products
- Recognizes and names a variety of art forms

### **Aesthetic Response to Works in the Arts**

- Demonstrates emotional response to viewing or creating various art works

# Mathematics

## Exploring, Processing and Problem Solving

**Child demonstrates increasing ability and progress in:**

### **Numbers, Number Systems and Relationships**

- Solves oral word problems using concrete objects with assistance
- Sorts objects by two or more attributes
- Counts up to 10 objects using one to one correspondence
- Understands number concepts, vocabulary, quantities and written numerals in meaningful ways

### **Computation & Estimation**

- Solves problems using manipulatives to correspond to given numbers 1- 6
- Makes estimates of a set of objects up to 6
- Practices checking estimates

### **Measurement & Estimation**

- Practices measuring by attributes
- Practices using standard and nonstandard measures in everyday situations
- Groups objects according to common properties

### **Mathematical Reasoning & Connections**

- Predicts and verifies use of environmental objects

### **Mathematical Problem Solving & Communication**

- Uses both familiar and new strategies for solving problems
- Communicates findings from the problem solving process using math vocabulary

### **Statistics & Data Analysis**

- Uses environmental objects for data collection purposes
- Organizes and displays objects by one attribute
- Compares groups of one to five objects
- Draws conclusions with adult guidance and questioning

# Mathematics

## (Cont.)

### **Probability & Predictions**

- Predicts the probability of an event occurring based on observation and prior knowledge with scaffolding
- Completes a simple yes/no graph to make a selection with assistance

### **Algebra & Functions**

- Compares quantities of concrete objects
- Practices and counts using numbers as means of determining quantity
- Identifies and determines pattern

### **Geometry**

- Replicates simple three dimensional shapes
- Determines the attributes of basic shapes
- Observes symmetry
- Practices using directionality and appropriate vocabulary and assistance

# Scientific Thinking & Technology

## Exploring, Inquiry and Discovery

**Child demonstrates increasing ability and progress in:**

### **Biological Sciences: Living & Non-Living Organisms**

- Recognizes the difference between living and non-living things
- Uses the five senses as tools which to observe, classify, collect information and describes observations

### **Biological Sciences: Genetics**

- Identifies similar characteristics of own family such as hair color, eye color, height
- Describes observable patterns in objects

### **Biological Sciences: Evolution**

- Discusses observations and discoveries
- Investigates new materials and displays

### **Physical Sciences: Chemistry**

- Describes objects according to size, shape, color or properties of matter
- Recognizes the different types of matter

### **Physical Sciences: Physical Sciences: Physics**

- Explores and describes the motion of objects
- Predicts a reaction based on previous experiences
- Participates in scientific investigations

### **Earth & Space Sciences: Earth Structures, Process & Cycles**

- Examines change through simple observation

### **Origin & Evolution of the Universe**

- Identifies characteristics of the sun, moon, stars and clouds

# Scientific Thinking & Technology (cont.)

## Scope of Technology

- Identifies examples of technology
- Identifies the function of simple technological objects

## Technology and Engineering Design

- Uses simple tools and materials

## Technology: The Design World

- Identifies communication devices in the home
- Classifies types and uses of transportation vehicles

## Environment & Ecology

### Watershed & Wetlands

- Identifies bodies of water

### Renewable & Non-renewable Resources

- Discusses the purpose of recycling
- Identifies objects that can be recycled

### Environmental Health

- Identifies how litter can have a negative impact on animals and the environment

### Agriculture & Society

- Describes the purpose of a farm
- Describes the people, animals, and equipment found on a farm
- Identifies the products that are produced on a farm

### Ecosystems & their interactions

- Observes events that occur in a cycle

### Threatened, Endangered & Extinct Species

- Identifies some species that are extinct

### Humans & the Environment

- Identifies types of shelters that humans use

### Environmental Law & Regulations

- Discusses rules that protect the environment

# Health, Wellness & Physical Development

## Learning About My Body

**Child demonstrates increasing ability and progress in:**

### **Health & Safety Practices**

- Practices basic hygiene routines with adult reminders
- Identifies medicine and knows that it is used to stay healthy
- Identifies and locates body parts
- Identifies and follows basic safety rules
- Identifies the consequences of unsafe behavior
- Names foods that keep us healthy
- Classifies food by their food group

### **Physical Activity: Gross Motor Coordination**

- Combines large motor movements with the use of equipment
- Demonstrates coordination of body movements in active play
- Moves and stops with control
- Shows enthusiasm for mastery of gross motor movements through repetitive practice

### **Concepts, Principles & Strategies of Movement: Fine Motor Coordination**

- Uses hands, fingers & wrists to manipulate objects
- Practices manual self help skills
- Coordinates hand and eye movement to perform a task
- Uses classroom and household tools independently to accomplish a purpose

# Language & Literacy Development

## Early Literacy Foundations: Reading, Writing, Speaking and Listening

**Child demonstrates increasing ability and progress in:**

### **Learning to Read Independently**

- Uses a variety of text during play
- Associates some names of letters with their shapes and sounds
- Differentiates between words and letters
- Retells a simple story in sequence with picture support
- Applies knowledge of letters, words, and sounds to read simple sentences

### **Reading, Analyzing & Interpreting Text**

- Identifies title and author of a story
- Differentiates between real and make-believe
- States at least one important fact from informational text
- Uses illustration clues and story sequence to infer and predict what happens next in a story

### **Reading, Analyzing & Interpreting Literature**

- Selects favorite books from many by the same author
- Identifies a variety of genre with teacher support
- Responds to questions about main characters, settings and events during a read aloud
- Recognizes rhyming words in works of literature with teacher support

### **Types of Writing**

- Creates illustration and writes about it
- Shares information through pictures and dictated words

### **Quality of Writing**

- Illustrates and/or tells about a specific topic
- Generates ideas for a picture, story, or shared writing
- Writes symbols, words, or simple phrases that communicate an idea

# Language & Literacy Development (cont.)

## **Speaking & Listening**

- Listens and responds attentively to conversation
- Shares experience when asked
- Communicates using detail when relating personal experiences
- Shares information about an item of interest

## **Characteristics & Functions of the English Language**

- Uses verbal and non-verbal language to communicate for a variety of purposes
- Repeats a few words in a language other than native language

## **Research**

- Asks questions about a topic of interest to gain information
- Locates information on identified topics using resources provided by a teacher
- Produces a simple project based on research with assistance

## **Information, Communication & Technology Literacy**

- Identifies technology that can be used to gain information
- Uses age appropriate computer program after training

# **Social & Emotional Development:**

## **Learning About Myself and Others**

**Child demonstrates increasing ability and progress in:**

### **Self Concept (Identity)**

- Demonstrates awareness of self and one's own preferences
- Uses socially accepted ways to express emotions
- Recognizes and labels basic feelings
- Shows pride in own accomplishments

### **Self Regulation**

- Asks for and accepts offers of help when needed
- Knows when to withhold expressions of feelings in certain situations
- Demonstrates increased self-reliance and self-care activities
- Understands and follows simple classroom rules

### **Pro-Social Relationships with Adults**

- Seeks help from familiar adult when needed
- Engages in reciprocal conversation with familiar adults
- Demonstrates affection for familiar adults

### **Pro-Social Relationship with Peers**

- Imitates others' actions using social play and dramatic play situations
- Initiates play with 1 or 2 peers
- Responds with empathy to others who are upset
- Demonstrates polite and respectful interactions
- Shares and takes turns with adult guidance

# Social Studies Thinking

## Connecting to Communities

**Child demonstrates increasing ability and progress in:**

### **Principles and Documents of Government**

- States rules and some consequences

### **Rights and Responsibilities of Citizenship**

- Displays awareness of role as a member of a group
- Attempts to independently solve a conflict with a peer
- Shows interest in leadership opportunities

### **Economic Systems**

- States when someone has more or less

### **Markets and the Functions of Government**

- Identifies where some products originate

### **Scarcity and Choice**

- Notifies when materials are gone
- Shares or offers items to others

### **Work and Earnings**

- Names businesses and their corresponding goods and services

### **Basic Geographic Literacy**

- Demonstrates a beginning understanding of maps as actual representations of places
- Describes the characteristics of his/her home and frequently visited locations

### **Physical Characteristics of Places and Regions**

- Describes the location of items/areas in the classroom and areas at home

# Social Studies Thinking

## **Human Characteristics of Places and Regions**

- Identifies some similarities and differences of physical and personal characteristics
- Demonstrates an appreciation one's own characteristics and those of others and others' cultures

## **Interactions Between People and the Environment**

- Recognizes that environmental changes can impact what people do
- Understands how to make simple technology work

## **Historical Analysis and Skills Development**

- Demonstrates understanding of sequence of events
- Uses words to describe time (yesterday, today, tomorrow)
- Understands how things, people and places change over time

# Partnerships for Learning

## Families, Learning Environments and Communities

### **Connections: Shared Understanding of Family School Values, Philosophies and Cultures**

- Learn about the family and home setting and incorporate into the school experience, asking for updates and new information regularly
- Assure that family communications are done in culturally-sensitive ways that accommodate family literacy levels, and culture barriers.

### **Family Engagement**

- Offer family education events such as parenting classes, sign language, health and safety that reflect families' interests and needs

### **Supporting Children's Learning**

- Provide information on child development and parenting that identifies age-appropriate skill development
- Periodically assess the learning environment and provided activities for age, linguistic and cultural appropriateness and modify if needed
- Develop ongoing information-sharing processes with other agencies who work with families

### **Transition**

- Identify welcome strategies that excite children and families about their upcoming, new experience
- Assure the program's representation at county or community days
- Invite community agencies to provide special seminars or workshops for families

# Encourage Kids to Eat More Fruits & Veggies

Eating fruits and vegetables is part of a healthy diet\* for both children and adults. Finding creative ways to encourage fruits and vegetables in your child's diet can be fun for the entire family.

There are more fruits and vegetables available in fresh, frozen, canned, and dried forms than ever before. Taking the time to introduce a variety of fruits and vegetables to kids can help develop a lifetime of healthy habits.



## 10 Ways to Help Kids Eat More Fruits & Veggies

1. Keep a bowl of fresh fruits on the counter. Refrigerate cut up fruits and vegetables in small bags for easy snacks on the run.
2. Serve fruits and vegetables at every meal. Add grated or cut vegetables into entrees, side dishes, and soups. Top off cereal with fruits or add frozen fruits to smoothies.
3. Set a good example. Snack on fruit and order low-sodium, low-fat salads, soups, or vegetable sides when at restaurants.
4. Pack the refrigerator, freezer and cupboard with pre-cut, frozen and canned vegetables so that it is easier for you to prepare meals and snacks that include vegetables.
5. Challenge family members to reach their daily fruits and vegetable goal. Reward the winner with a prize of his or her choice.
6. Ask that fruits and vegetables be offered at school functions, after school programs, and in vending machines.
7. Let children choose which fruits and vegetables to serve and how to incorporate them into their favorite meals.
8. Make fruits and vegetables fun. Try dressing up sandwiches with faces and smiles made from fruits and vegetables.
9. Keep trying. For some foods, it may take multiple times before a child acquires a taste for it.
10. Encourage friends or relatives to offer vegetables and fruits to your children.



### Important Elements—Smell, Texture, and Color

- Kids are turned off to trying new foods if the smell, flavor, or color is not appealing to them. It may be more appealing to a child if the fruits or vegetables are served raw.
- Try feeding different textures of fruits and vegetables to your child. Some children prefer smooth food, where as others like lumpy, and some children like crisp foods, but others like soft.
- Offer new fruits and vegetables in combination with old favorites to show your child a variety of smells, textures, and colors. Various vegetables can be added to any whole grain pasta dish or pizza, and fruit is a great topping for low-fat or fat-free yogurt.

\*In addition to fruits and vegetables, a healthy diet also includes whole grains, fat-free or low-fat milk products, lean meats, fish, beans, eggs and nuts, and is low in saturated fats, *trans* fats, cholesterol, salt, and added sugars. A healthy diet also means staying within your daily calorie needs.



# Kid Friendly Recipes

## Trees in a Broccoli Forest

This fun recipe allows kids to be creative with their food.

- 2 carrots, peeled
- 3 cups broccoli florets
- 4 cherry tomatoes
- 3 Tbsp parsley leaves
- Dipping Sauce:
  - 1/4 cup plain non-fat yogurt
  - 1/4 cup low-fat sour cream
  - 2 teaspoons honey
  - 2 teaspoons spicy brown mustard

1. To prepare dipping sauce, combine yogurt, sour cream, honey, and mustard in a small bowl.
2. Hold carrots against cutting board and trim off ends. Cut each carrot in half, crosswise, then lengthwise to make four pieces. Arrange each plate by putting two carrot pieces side-by-side in the center. Arrange broccoli around the carrots forming a cluster. Arrange the tomatoes at the top of the plate.
3. Spoon dip around the base of carrots and sprinkle with parsley. (Makes 4 servings.)

\*Nutrition info per serving: Calories 73kcal; Fat 1.5g; Sodium 88mg; Carb 13g; Fiber 3g; Protein 4g; Vit A 180%; Vit C 100%; Calcium 10%; Iron 4%

\*Vitamin A, Vitamin C, Calcium and Iron listed as % of daily value based on 2,000 calories



## Fruity Breakfast Parfait

Breakfast is an easy time to include fruits in a child's diet. This easy breakfast parfait is as fun for kids to make as it is to eat!

- 2 cups chopped fresh pineapple
- 1 cup frozen raspberries, thawed
- 1 cup low-fat vanilla yogurt
- 1 firm, medium banana, peeled and sliced
- 1/3 cup chopped dates
- 1/4 cup sliced almonds, toasted

1. In glasses, layer pineapple, raspberries, yogurt, banana, and dates.
2. Sprinkle the top with almonds. (Makes 4 servings.)

\*Nutrition info per serving: Calories 207kcal; Fat 4.2g; Sodium 42mg; Carb 41g; Fiber 5g; Protein 5.6g; Vit A 2%; Vit C 70%; Calcium 15%; Iron 4%

## Carrot and Raisin Sunshine Salad

This salad is colorful and provides kids with many important nutrients, including vitamin A. It makes a good snack, side dish, or dessert.

- 1 pound carrots (5-6) peeled and shredded
- 1/2 cup raisins
- 1 carton (8oz) low-fat vanilla yogurt
- 4 to 6 iceberg lettuce leaves

1. Mix all ingredients together except lettuce leaves in a mixing bowl. Cover with plastic wrap and refrigerate for 15 minutes.
2. Toss again before serving. Serve on lettuce leaves. (Makes 4 to 6 servings.)

\*Nutrition info per serving: Calories 126kcal; Fat 1g; Sodium 95mg; Carb 28g; Fiber 3g; Protein 4g; Vit A 310%; Vit C 10%; Calcium 10%; Iron 4%

**Seeing Is Believing**  
Model healthy eating habits to kids by eating fruits and vegetables often. Kids tend to follow the actions of older family members.



## Keeping Your Toddler Safe

- **Modify the shape and texture of firm foods.** To avoid choking, cut grapes into quarters, chop apples and firm fruits into very small pieces, and cook carrots and hard vegetables until soft, then cut into small pieces.
- **Keep an eye on small children when they are eating.** Small children may eat in a hurry, stuff too much food in their mouths, or chew their food inadequately which may cause a child to choke.
- **Prevent injuries by prohibiting children from running or playing while chewing food.** Feed small children only when they are sitting down and are in a relaxed atmosphere. Train toddlers to chew their food thoroughly before swallowing.

To find out how many fruits and vegetables you need plus more recipe ideas, please visit [www.fruitsandveggiesmatter.gov](http://www.fruitsandveggiesmatter.gov)



# MyPyramid for Preschoolers Making Your Job Easier

MyPyramid for Preschoolers is for parents and caregivers of preschoolers ages 2-5. We encourage professionals to share this in-depth resource. Here are a few highlights of the site.

## Addresses Common Concerns



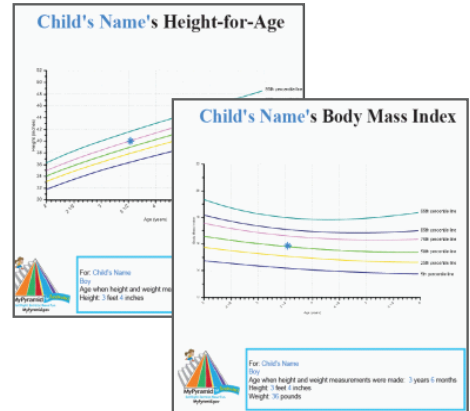
*"Michael won't eat anything green, just because of the color" or "Ebony will only eat peanut butter sandwiches!"* Combines expert guidance and real-life suggestions for parents and caregivers about their important role in helping their children develop healthy eating habits. "Mom-tested" messages communicate the information effectively to parents and caregivers.

*Cook together. Eat together. Talk together. Make mealtime a family time!*

## Body Mass Index and Height-for-Age Calculators



Users simply enter the child's height, weight, and age to receive a user friendly graph. It's ready to print and bring to their preschooler's next doctor's appointment.




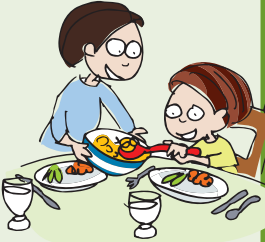


## Customized MyPyramid Plan

Parents and caregivers enter age, gender, and activity level to get a customized eating pattern of MyPyramid Plan for their preschooler. Serves as a guide for what and how much to offer from the food groups each day.

## Sample Meal and Snack Patterns

Each MyPyramid Plan calorie level has two different sample Meal and Snack Patterns. These give examples of how the MyPyramid Plan can be divided into meals and snacks. Also provides ideas to help plan meals for preschoolers.

# Features of MyPyramid for Preschoolers WEBSITE

|  |  |
|--|--|
| <p><b>MyPyramid Plan for Preschoolers</b></p>  | <p>Gives parents a customized eating plan for their preschooler, based on the child's age, gender, and physical activity level. Includes a colorful, personalized printout of the MyPyramid Plan and links to information about each food group, snacks, beverages, salt, and "extras" (solid fats and added sugars).</p>  |
| <p><b>Growth during the Preschool Years</b></p>  | <p>Provides information about influences on growth and an option to enter the child's height, weight, and age to obtain a customized growth chart. Both Body Mass Index and Height-for-Age charts can be selected, viewed, and printed.</p>  |
| <p><b>Developing Healthy Eating Habits</b></p>  | <p>Offers a wealth of advice to answer common questions from parents. Topics in this section include:</p> <ul style="list-style-type: none"> <li>● Setting a Good Example</li> <li>● Offering a Variety of Foods</li> <li>● Helping Children Know When They've Had Enough</li> <li>● Follow a Meal and Snack Schedule</li> <li>● Making Mealtime a Family Time</li> <li>● Coping with Picky Eating</li> <li>● Helping Children Eat New Foods</li> <li>● Kitchen Activities Preschoolers Can Help With</li> <li>● Behavioral Milestones Related to Eating</li> </ul>  |
| <p><b>Physical Activity</b></p>               | <p>Helps parents identify what types of physical activity are appropriate for preschoolers and why physical activity is important at this age.</p> <p>Stresses that parents need to serve as role models not just in healthy eating behaviors, but in physical activity as well. Lists ideas for family activities, age-appropriate activities, and indoor activities.</p>   |
| <p><b>Food Safety</b></p>  | <p>Provides both general food safety advice and specific messages for preschoolers. Includes information on the importance of hand washing, foods that should be avoided, and foods that can be choking hazards.</p>   |
| <p><b>Sample Meal and Snack Patterns</b></p>   | <p>Shows two examples of a meal and snack pattern to demonstrate how a MyPyramid Plan (which gives daily amounts) can be divided into three meals and two snacks. These are presented as amounts from each food group in the meal or snack.</p> <p>For each pattern, includes three menu ideas for each meal or snack in the pattern.</p>   |



## **Nutrition Building Blocks**

### **Workshop**

#### **LEARNING OUTCOMES**

1. Describe research-based information to guide adults' and children's nutrition practices.
2. Recognize the impact of healthy nutrition on other learning areas.
3. Learn new strategies for improving food choices in classrooms and in homes.

# Children's Books and Nutrition

The following is a listing of books that can be used to promote healthy eating and nutritional messages. Messages such as: 5 A Day, Fruits and Vegetables, Food Preparation, Calcium and Milk, Picnics, Recipes, Food History, Farm Animals (food origination), etc.

## Libros De Ninos y la Nutricion

Lo siguiente es una lista de los libros que pueden se usados para promover para comer sano y mensajes de nutricion. Mensajes como: 5 por dia, Frutas y Verduras; la Preparacion de Alimentos; el Calcio y la Leche; Partida de Campo; Recetas; la Historia de Alimentos; Animales de Granja (el originizacion de los alimentos).

| <i>Title</i>  | <i>Author(s)</i>                     | <i>Publisher</i>                   | <i>ISBN #</i> |
|---|--------------------------------------|------------------------------------|---------------|
| <u><i>Amanda Bean's Amazing Dream</i></u>                     | Cindy Neuschwander                   | Scholastic Inc.<br>(1998)          | 0-590-30013-X |
| <u><i>An Alphabet Salad</i></u>                               | Sarah L. Schuette                    | Capstone Press<br>(2003)           | 0-7368-1683-6 |
| <u><i>Apples</i></u>  | Melvin and Gilda<br>Berger           | Scholastic Inc.<br>(2004)          | 0-439-67894-3 |
| <u><i>Apples</i></u>  | Gail Gibbons                         | Scholastic Inc.<br>(2000)          | 0-439-22240-0 |
| <u><i>Apple Fractions</i></u>                                 | Jerry Pallotta                       | Scholastic Inc.<br>(2002)          | 0-439-38901-1 |
| <u><i>Baby Food</i></u>                                       | Saxton Freymann and<br>Joost Elffers | Scholastic Inc.<br>(2002)          | 0-439-11021-1 |
| <u><i>The Berenstain Bears and Too Much<br/>Junk Food</i></u> | Stan and Jan<br>Berenstain           | Random House<br>(1985)             | 0-394-87217-7 |
| <u><i>The Blackberry Mouse</i></u>                            | Matthew Grimsdale                    | The Templar Co.<br>(2004)          | 1-84164047-6  |
| <u><i>Blueberries For Sal</i></u>                             | Robert McCloskey                     | Viking Press<br>(1984)             | 0-67017591-9  |
| <u><i>Cecil's Garden</i></u>                                  | Holly Keller                         | Scholastic Inc.<br>(2002)          | 0-439-49622-5 |
| <u><i>The Cheerios Counting Book</i></u>                      | Barbara Barbieri<br>McGrath          | Scholastic Inc.<br>(1998)          | 0-590-68357-8 |
| <u><i>Chicken Soup With Rice</i></u>                          | Maurice Sendak                       | Scholastic Inc.<br>(1962)          | 0-06-443253-X |
| <u><i>Corn is Maize</i></u>                                   | Aliki                                | Harry Trophy<br>(1986)             | 0-06-445026-0 |
| <u><i>The Crunching Munching Caterpillar</i></u>              | Shridan Cain                         | Scholastic Inc.<br>(2000)          | 0-439-75052-0 |
| <u><i>Daddy Makes the Best Spaghetti</i></u>                  | Anna Grossnickle<br>Hines            | Houghton Mifflin<br>Company (1986) | 0-395-98036-1 |

| <i>Title</i>   | <i>Author(s)</i>                  | <i>Publisher</i>                    | <i>ISBN #</i> |
|--|-----------------------------------|-------------------------------------|---------------|
| <u><i>Dog Food</i></u>   | Saxton Freymann and Joost Elffers | Scholastic Inc. (2002)              | 0-439-45111-6 |
| <u><i>Eating The Alphabet: Fruits and Vegetables from A to Z</i></u> | Lois Ehlert                       | The Trumpet Club (1989)             | 0-15-224436-0 |
| <u><i>The Egg</i></u>  | Gallimard Jeunesse                | Scholastic Inc. (1989)              | 0-439-54621-4 |
| <u><i>The Enormous Potato</i></u>                                    | Dusan Petricic                    | Kids Can Press (1998)               | 1-55074-669-3 |
| <u><i>Fast Food</i></u>  | Saxton Freymann and Joost Elffers | Scholastic Inc. (2006)              | 0-439-91179-6 |
| <u><i>Food Fight</i></u>   | Carol Diggory Shields             | Handprint Books (2002)              | 0-929766-29-7 |
| <u><i>Food For Thought</i></u>                                       | Saxton Freymann and Joost Elffers | Scholastic Inc. (2005)              | 0-439-11018-1 |
| <u><i>Good Enough To Eat</i></u>                                     | Lizzy Rockwell                    | Scholastic Inc. (1999)              | 0-439-81977-6 |
| <u><i>Growing Apples and Pumpkins</i></u>                            | Amy and Richard Hutchings         | Scholastic Inc. (2001)              | 0-439-22352-0 |
| <u><i>Growing Colors</i></u>   | Bruce McMillen                    | Lothrop, Lee & Shepard Books (1988) | 0-688-13112-3 |
| <u><i>Growing Vegetable Soup</i></u>                                 | Lois Ehlert                       | Scholastic Inc. (1987)              | 0-15-232580-8 |
| <u><i>Handa's Surprise</i></u>                                       | Eileen Browne                     | Candlewick Press (1994)             | 0-7636-0863-7 |
| <u><i>How Are You Peeling?</i></u>                                   | Saxton Freymann and Joost Elffers | Scholastic Inc. (1999)              | 0-439-21696-6 |
| <u><i>How Groundhog's Garden Grew</i></u>                            | Lynne Cherry                      | Scholastic Inc. (2003)              | 0-439-56065-9 |
| <u><i>I Am an Apple</i></u>  | Jean Marzollo                     | Scholastic Inc. (1997)              | 0-590-37223-8 |
| <u><i>I Eat Vegetables!</i></u>                                      | Hannah Tofts                      | Zero to Ten (1998)                  | 1-87089-028-2 |
| <u><i>I Will Never Not Ever Eat a Tomato</i></u>                     | Lauren Child                      | Candlewick Press (2000)             | 0-7636-2180-3 |
| <u><i>It Looked Like Spilt Milk</i></u>                              | Charles G. Shaw                   | HarperCollins Publisher (1947)      | 0-06-443159-2 |
| <u><i>In the Kitchen</i></u>   | Susan Canizares, Betsey Chessen   | Scholastic Inc. (1999)              | 0-439-04586-X |
| <u><i>JamBerry</i></u>   | Bruce Degan                       | Harper Festival (1983)              | 0-06-443068-5 |
| <u><i>Lunch</i></u>  | Denise Fleming                    | Henry Holt & Company (1992)         | 0-8050-4646-1 |
| <u><i>More Spaghetti, I Say!</i></u>                                 | Rita Golden Gelman                | Scholastic Inc. (1993)              | 0-590-45783-7 |
| <u><i>Mrs. McNosh and the Great Big Squash</i></u>                   | Sarah Weeks                       | Scholastic Inc. (2000)              | 0-439-31239-6 |

| <i>Title</i>  | <i>Author(s)</i>                 | <i>Publisher</i>                        | <i>ISBN #</i> |
|---|----------------------------------|---|---------------|
| <u><i>My Amazing Body</i></u>                                       | Pat Thomas                       | Barron's Educational Series, Inc.(2002) | 0-7641-2119-7 |
| <u><i>My Kitchen</i></u>  | Harlow Rockwell                  | Greenwillow Books (1980)                | 0-68880236-2  |
| <u><i>Oink! Moo! How Do You Do?</i></u>                             | Grace Maccarone                  | Scholastic Inc. (1994)                  | 0-590-206559  |
| <u><i>Orange Juice</i></u>  | Betsey Chessen and Pamela Chanko | Scholastic Inc. (1998)                  | 0-590-14999-7 |
| <u><i>Pancakes, Pancakes!</i></u>                                   | Eric Carle                       | Aladdin Paperbacks (1990)               | 0-689-82246-4 |
| <u><i>Pass the Fritters, Critters</i></u>                           | Cheryl Chapman                   | Scholastic Inc. (1993)                  | 0-590-47995-4 |
| <u><i>Peanut Butter and Jelly</i></u>                               | Nadine Bernard Westcott          | Scholastic Inc. (1987)                  | 0-590-16368-X |
| <u><i>Pumpkins</i></u>  | Melvin and Gilda Berger          | Scholastic Inc. (2004)                  | 0-439-67899-4 |
| <u><i>Pumpkin Circle</i></u>  | George Levenson                  | Scholastic Inc. (1999)                  | 0-439-22883-2 |
| <u><i>Pumpkin Days</i></u>  | Melissa Nicholas                 | Sadlier-Oxford (2001)                   | 0-8215-7312-8 |
| <u><i>The Pumpkin Book</i></u>                                      | Gail Gibbons                     | Scholastic Inc. (1999)                  | 0-439-14785-9 |
| <u><i>The Pumpkin Patch</i></u>                                     | Margaret McNamara                | Scholastic Inc. (2003)                  | 0-439-57460-9 |
| <u><i>The Popcorn Book</i></u>                                      | Tomie de Paola                   | Holiday House (1978)                    | 0-82340533-8  |
| <u><i>Round Is a Mooncake</i></u>                                   | Roseanne Thong                   | Scholastic Inc. (2000)                  | 0-439-31832-7 |
| <u><i>Spaghetti and Meatballs for All: A Mathematical Story</i></u> | Marilyn Burns                    | Scholastic Inc. (1997)                  | 0-590-94464-4 |
| <u><i>The Surprise Garden</i></u>                                   | Zoe Hall                         | Scholastic Inc. (1998)                  | 0-590-10076-9 |
| <u><i>The Very Hungry Caterpillar</i></u>                           | Eric Carle                       | Scholastic Inc. (1969)                  | 0-590-03029-9 |
| <u><i>There Was an Old Lady Who Swallowed a Trout!</i></u>          | Teri Sloat                       | Scholastic Inc. (1998)                  | 0-439-13949-X |
| <u><i>Walter the Baker</i></u>                                      | Eric Carle                       | Scholastic Inc. (1972)                  | 0-590-44452-2 |
| <u><i>Why The Banana Split</i></u>                                  | Rick Walton                      | Scholastic Inc. (1998)                  | 0-439-09266-3 |
| <u><i>The Ugly Vegetables</i></u>                                   | Grace Lin                        | Talewinds Books (1999)                  | 1-57091-491-5 |
| <u><i>Up, Up, Up! It's Apple-Picking Time</i></u>                   | Jody Fickes Shapiro              | Scholastic Inc. (2003)                  | 0-439-68988-0 |

**I am *moving*  
I am *learning***  
in PA Early Care and Education

## Nutrition Building Blocks



I am *moving* I am *learning* #



## MVPA TIME



SHAKE



MIX/STIR



POUND



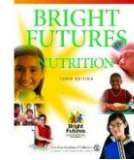
ROLL

I am *moving* I am *learning* #

## Learning Objectives

1. Describe research-based information to guide nutrition practices for children and adults.
2. Recognize the impact of healthy nutrition on other learning areas
3. Identify new strategies and experience activities for improving food choices in classrooms and homes

I am *moving* I am *learning* #



**Bright Futures – Nutrition**  
3<sup>rd</sup> Edition, 2011  
American Academy of Pediatrics

### Promising Practices in Nutrition Education

1. Nutrition must be integrated or woven into all aspects of daily living
2. Nutrition should be pleasant and FUN!
3. Good nutrition requires balance
4. Get children involved in nutrition practices.

I am *moving* I am *learning* #

Is this child being “fed” or “nourished”?



I am *moving* I am *learning* #



**Nutritional Awareness**  
(Healthy eating and drinking)

Food and Drink **Choices**  
Food and Drink **Sources**  
Food and Drink **Characteristics**  
Food and Drink **Skills**  
Mealtime **Behavior**

I am *moving* I am *learning* #

# Nutritional Awareness

(Nutritional Awareness) "I am learning ABOUT healthy eating and drinking."

## Food & Drink Choices

Healthy  
Not So Healthy  
Variety  
Meals  
Snacks  
Culture

## Food & Drink Sources

Animals Soil  
Trees Plants

## Mealtime Behaviors

Table setting  
Chewing  
Enjoying  
Pacing  
Portions  
Manners

## Food & Drink Characteristics

Color Shapes Smell  
Texture Tastes Sizes  
Flavors Temperatures

## Food & Drink Skills

Scrubbing Scooping Dipping  
Mixing Stirring Spreading  
Pouring Utensil use Peeling  
Tearing Storing Kneading  
Breaking Washing Mashing  
Slicing Rolling Measuring  
Squeezing Snapping

I am *moving* I am *learning* #

# What Children Learn While Cooking

## Math:

- Measuring--tablespoon, teaspoon, cup
- Counting
- Sequencing--recipe directions

## Science and Discovery:

- Solids to liquids, liquids to solids
- Heat and cold

## Language Arts:

- Listening skills--following a recipe
- Letter recognition--isolating letters in a recipe
- Word recognition--isolating words in a recipe



I am *moving* I am *learning* #

# "Stir the Soup"

**Characteristics:** (Colors)

Yellow is Yummy!  
Green is Great!  
Red really Rocks!

**Skills:**

Peel, Slice, Pick

**Sources:**

Trees, Plants, Roots



I am *moving* I am *learning* #

# Stir the Soup



# Associations Between Nutrition and...

- Ability to learn
- Success in school
- Fewer behavior problems



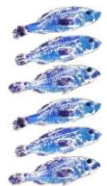
I am *moving* I am *learning* #

# Nourish Early Brain Development...

## Select foods with omega-3 fatty acids

**Essential fats - body can't make from scratch**

- Vegetable oils, nuts, walnuts, flaxseed
- Leafy vegetables, Brussels sprouts, kale, spinach, salad greens
- Salmon, fatty fish



I am *moving* I am *learning* #

## Mealtime Division of Responsibility

"Feeding children should be a shared responsibility...

the **Adult** is responsible for **WHAT**, **WHEN**, and **WHERE**; the **Child** is responsible for **HOW MUCH**, and even **WHETHER**."



*Child of Mine: Feeding With Love and Good Sense  
How To Get Your Kid To Eat - But Not Too Much*  
by Elynn Satter, M.S.W., RD

I am *moving* I am *learning* #

## Mealtime Division of Responsibility

### Adult

**When:** dinner

**What:** chicken, corn, green beans, pear

**Where:** at the dinner table

### Child

**How Much:**

"Can I have seconds?" or "I am full."

**Whether:**

"I don't want to eat any green beans tonight."

I am *moving* I am *learning* #

## Food Preferences and Acceptance of New Foods

- **Repeated experiences** with new foods increases 2 to 5-year-olds' preferences for those foods
- **The taste** of new foods promotes increased liking and eating; looking or smelling is not enough



- Leann L. Birch, Ph.D.  
Center for Childhood Obesity Research  
Pennsylvania State University

I am *moving* I am *learning* #

## Meal Time = Learning Time

- Provided a pleasant, supportive environment for structured meals
- Provided healthy food options to choose from
- Adult sat at the table with the children
- Adult engaged children in discussion about nutrition vocabulary they were experiencing
- Children used age-appropriate utensils and settings

I am *moving* I am *learning* #

## Be Choosy, Be Nourished Health Messages



Crave Your **F.A.V.** (Fruits & Veggies)

- Plant and Prepare
- Let Nature Nourish You
- Eat a Rainbow
- Fresh is Best
- Food for Thought



I am *moving* I am *learning* #

## Farmer's Market



I am *moving* I am *learning* #

## Guess the F.A.V.

### Questions about texture

How does it feel?  
What shape is it?

### What can we learn about Pears?

Is this a Fruit or a Vegetable?  
Where does it Grow?  
What do we do before we eat it?

Let's smell it  
Let's taste it



I am *moving* I am *learning* #

## Today we tasted a Pear



### How it tasted

Liked It

Liked It a lot

Didn't like it yet



### What We Learned

Pears are fruits.

They grow on trees.

You should rinse it off before you eat it.

## Crave Your F.A.V.

Something I crave means something I like  
It means I think about it everyday and night

Right now all I'm thinking about is my F.A.V.  
My F.A.V., that's right



And I'll tell you what it means:

Whoo hoo, the F is for the fruits and  
Whoo hoo, the V is for the vegetables

I am *moving* I am *learning* #

## Shop Smart

- Shop Around
- Kick the Can (and the box)!
- You're the Boss!
- The Family that Shops Together...
- Label Before Table



I am *moving* I am *learning* #

## Drink Less Sugar

- Less is better
- Why buy?
- Water your kids
- Wow your water



I am *moving* I am *learning* #

## Think Tiny Tummies

- Serve them up!
- Small Size, Not Super-size!
- I Feel Full



I am *moving* I am *learning* #

## Self Regulation



Are you Full?



- Support children to self-regulate their own appetites
- 4 and 5 year olds are at risk for losing this ability to self-regulate
- Rigid or strict control backfires



I am *moving* I am *learning* #

## Make Time to Be Healthy

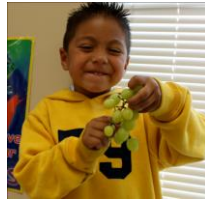
- I want to be like you
- Together is better
- Happy Talk = Happy Tummies
- Turn Off to Tune In



I am *moving* I am *learning* #

## Choosy Snacks

- Size-Up Your Snacks
- Snack Helpers
- Reach for a Peach
- I Spy Something Healthy!
- Snack Smart



I am *moving* I am *learning* #

## “Mix it All Up”



I am *moving* I am *learning* #

## 8 Simple Rules To Build Healthy Food Habits



1. Recognize children's appetites vary from day to day and meal to meal
2. Time meals and snacks to allow hunger, but not too much
3. Allow food jags to run their course
4. Don't insist on the “Clean Plate Club”



I am *moving* I am *learning* #

## 8 Simple Rules To Build Healthy Food Habits

5. Present food without talking about food likes and dislikes
6. Don't use food as a reward
7. Don't bargain, bribe, lecture, shame, or threaten with food



I am *moving* I am *learning* #

**Rule #8:**

**Accept the Division of Responsibility**

**Your responsibility as an adult**

- Provide a variety of nutritious foods in a pleasant environment
- Decide **What, When** and **Where**

**The child's responsibility**

- Decide **Which** foods to eat and **How Much**

I am *moving* I am *learning*®



## **Nutrition Building Blocks**

### **Key Concepts, Ah-has, and IMILisms**

- Children are overfed, undernourished, and dehydrated. So are adults.
- Nourish children, don't just feed them. Nourish yourself, don't just feed yourself.
- Children must be nourished to be ready to learn.
- Promote healthy food choices every day in the classroom and at home.
- Avoid referring to foods as good or bad; instead, use "healthy" and "not so healthy."

#### **Nutritional Awareness: Building Food and Drink Skills in Young Children by:**

- **Following** picture charts
- **Observing** changes (heating/cooling)
- **Comparing** quantities
- **Juicing** oranges, lemons, and limes
- **Peeling** fruits and vegetables (bananas and even onions)
- **Mashing** soft fruits and vegetables
- **Scrubbing** vegetables (carrots, potatoes, mushrooms)
- **Cutting** soft foods with a dull knife (mushrooms, hard-boiled eggs)
- **Pressing** and kneading dough
- **Measuring** dry ingredients
- **Cracking** open/breaking eggs
- **Beating** eggs with an egg beater
- **Setting** the table
- **Wiping** up after cooking
- **Clearing** the table after a meal
- **Grating** cheese or carrots
- **Stirring** batter or soup

#### **Food Preparation Experiences Teach Children:**

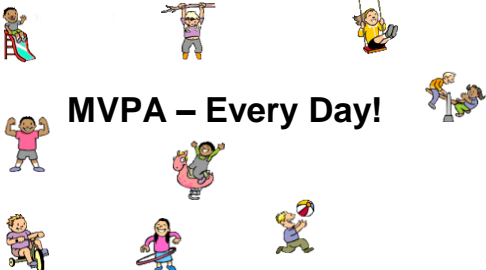
- Fine and gross motor skills
- Following directions
- Sequence and matching
- Social skills
- Observing, sorting, classifying skills
- Many learning areas

#### **Key Nutrition Messages:**

- Our job is to expose children to a variety of healthy foods, colorful choices, textures, tastes, and nutrients.
- Eat more foods found around the sides of the store like fresh dairy, fresh produce, fresh meat, fish, and whole grain breads.
- Eat an apple instead of apple juice—the fiber in a whole apple is nutritious and provides a feeling of satiety. "Satiety" is the feeling of fullness.

- Drinking more water is the single most effective change to make in your lifestyle. Allow access to fresh water at all times for children.
- It takes at least 10 to 15 exposures to new foods for children to try it. Keep trying.
- Rigid control backfires.
- Do everything in moderation.
- We need to help parents learn to CHOOSE healthy foods.
- Diets improve the more the mother knows about health and nutrition.
- Powerful parenting includes being a healthy role model. Children say what parents/adults say, and do what they see parents/adults do.
- Positive emotions and conversations aid in digestion.
- Families that eat together, eat healthier.
- Breakfast is the most important meal of the day: students who eat a healthy breakfast have higher achievement scores, lower rates of absence and tardiness, and increased concentration in the classroom.
- Avoid mindless snacking by selecting and planning snacks ahead of snack time.
- Make the healthy choice the easy choice.
- Children are more likely to select healthy foods if they participate in preparation and eat creatively designed snacks.
- Make healthy snacks readily available and within easy reach.
- Use hunger as a motivator: a picky eater who chooses to go hungry one meal will be more willing to eat at the next.
- If you try new foods and choose nutritious foods at meals and snacks, children will, too.
- Growing food in gardens builds a connection between children and healthy foods.
- Children are more likely to eat healthy foods if they help prepare the food.

**I am *moving***  
**I am *learning***  
in PA Early Care and Education




**MVPA – Every Day!**

I am *moving* I am *learning* #

**IMIL Goal**

Increase the quantity of time spent in moderate to vigorous physical activity during daily routines.

- With young children
- With families
- With staff




I am *moving* I am *learning* #

**MVPA Objective**

Integrate physical activity into all areas of learning

- School readiness skills
- Motor skills development
- Music and nutrition



I am *moving* I am *learning* #

**PA Learning Standards for Early Childhood**

- Approaches to Learning through Play
- Creative Thinking and Expression
- Mathematics
- Scientific Thinking & Technology
- Health, Wellness & Physical Development
- Language & Literacy Development
- Social & Emotional Development
- Learning about Myself & Others


**Opportunity Knocks!**

I am *moving* I am *learning* #

**What Is MVPA?**  
Answer: Moderate to Vigorous Physical Activity

**Moderate Activities**  
make your heart beat a little faster

- walking
- going up a flight of steps
- leading children's songs
- acting out an action book
- swinging




I am *moving* I am *learning* #

**What Is MVPA?**  
Answer: Moderate to Vigorous Physical Activity

**Vigorous Activities**  
make your heart beat really fast

- going up more than one flight of steps
- walking fast, jogging, or running
- pulling a child in a wagon
- pedaling uphill



I am *moving* I am *learning* #

## How do we explain this to children?

Did You Know.....

Your Heart Talks to You?



Bump-Bump = Thank-You

How fast is your heart saying "Thank You?"

I am *moving* I am *learning* #



## Physical Activity Guidelines

**Accumulated time for Daily Physical Activity**

- 60 minutes of Adult Guided Activity
- 60 minutes of Free Play

**At Least 2 Hours of Increased Heart Rates Everyday**

(NASPE, 2009) I am *moving* I am *learning* #

## Adult Guided Play – Accumulating Activity

Spurts of Activity Adding up to at Least One Hour

### Moderate Activity:

March in Place, Lead a Children's Song or Rhythmic Activity, Act out a Book, Ball Play, Climbing

### Vigorous Activity:

Running in Place or Outside, Jump High Five Times, Gallop Outside, Adult Guided Songs and Movements

I am *moving* I am *learning* #

## Adult Guided Play Fun Challenges, Music, and Modeling

Make the Activities Fun

Jump 5 Times

Jump and Grab 5 Apples

Jump Inside/Outside a Hoop on the Ground 5 Times

Walk like Your Balancing on a Log

Count How Many Floor Spots You Can Jump On

Music can be a great way to get Everyone Active!

Active Adults = Active Children

Create and Model Movements in Songs

I am *moving* I am *learning* #




Thank You  
Thank You  
Thank You

When I Eat My Fruit, My Heart Says Thanks  
When I Eat My Veggies, My Heart Says Thanks  
When I Drink My Milk, My Heart Says Thanks  
When I Rest and Sleep, My Heart Says Thanks  
But When I Move---Jump---Hop---Run  
My Happy Healthy Heart Says  
Thank You. Thank You, Thank You.....

I am *moving* I am *learning* #

## Children Should NOT be Sedentary for More than 60 Minutes at a Time

### Everyone Plays!

Classic Childhood Games

Elimination Games

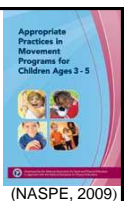
Waiting

### Plan and Practice

Plan Adult Guided Play Ahead of Time

Practice Makes Perfect

I am *moving* I am *learning* #



**Props for Active Learning**

**Children's PLAY Is Their Work!**



I am *moving* I am *learning* #

**I Move Myself in Many Ways #1**



I am *moving* I am *learning* #

**Instant Activity with Music!**

- Songs increase physical activity everywhere and for everyone
- Songs can teach school readiness skills
- Songs are ideal for limited space
- Songs liven up staff meetings



I am *moving* I am *learning* #



**Choosy Freeze**

**Auditory Cue Discrimination  
Listening Skills  
Body Control  
Practice of Motor Skills**



**Freeze**

I am *moving* I am *learning* #



**Build a Bridge**

**Cooperative Play  
Language/ Vocabulary Development  
Listening Skills/ Following Directions  
Sequencing/ Patterning  
Imaginative Play**



I am *moving* I am *learning* #

**Build a Bridge**



Bridge  
Una puente



Tunnel  
Un tunel



Road  
Una calle



Cave  
Una cueva



Tower  
Una torre



Wall  
Una pared

Music and Diagram Courtesy of Angela Russ

I am *moving* I am *learning* #



♪ ♪ ♪ ♪ ♪

♪ **With a Letter or Two** ♪

Letter and number recognition  
 Gross motor movement  
 Sensory integration  
 School-readiness skills

I am *moving* I am *learning* #

**PA Learning Standards**  
 for Early Childhood

- Approaches to Learning through Play
- Creative Thinking and Expression
- Mathematics
- Scientific Thinking & Technology
- Health, Wellness & Physical Development
- Language & Literacy Development
- Social & Emotional Development
- Learning about Myself & Others

**Opportunity Knocks!**

I am *moving* I am *learning* #

**MVPA Objective:**

*“Direct”* active learning using physical activity.

- School readiness skills
- Motor skills for development
- Music and nutrition
- Social skills

I am *moving* I am *learning* #

**Activity Ropes and Scarves**

Learn while you play!

School-Readiness Skills  
 shapes, numbers, letters,  
 patterns, body part identification, etc.

**Including Nutrition**

Draw Your Favorite Fruit or Vegetable with the Rope

I am *moving* I am *learning* #

## Describe and Compare Your Props Using Opposites



VS



Is your prop **light** or **heavy**?  
 If you drop it, does it fall **fast** or **slow**?  
 Which prop falls **faster**?  
 Is your prop **quiet** or **noisy**?

I am **moving** I am **learning** #

## Scarves are Great for Adult Guided Play Time!

Inexpensive or Homemade

Fall Slow  
 Hand-Eye Coordination  
 Experience Success Catching

**Pretend Your Scarf is:**

A Cloud Floating High in the Sky  
 The Tail of a Galloping Pony  
 A Paintbrush

I am **moving** I am **learning** #

## Scarf Challenges

### Cross the Midline:

Toss Up with One Hand, Catch with the Other  
 Around Your Back  
 Under Your Leg  
 Figure 8

### Movement Patterns

A-B Pattern  
 Around Your Back, Over Your Head



A-B-C Pattern:  
 Around Your Back, Over Your Head, Under your Leg

I am **moving** I am **learning** #

## Draw a Hand with Your Rope



I am **moving** I am **learning** #

## Identifying Parts of the Hand

Catch on the Back of Your Hand  
 Catch on the Palm of Your Hand  
 Toss Up and Catch with Same Hand

Practice Fine Motor Skills  
 Finger and Thumb Control  
 Identifying Fingers



I am **moving** I am **learning** #

## Draw a Foot with Your Rope



I am **moving** I am **learning** #

## Identifying Parts of the Leg

Balance the Scarf on:

Thigh  
Knee  
Shin  
Ankle  
Foot



I am *moving* I am *learning* #



What Do My Legs Help Me Do?

Act out 3 Actions Your Legs can Do



SQUAT



JUMP

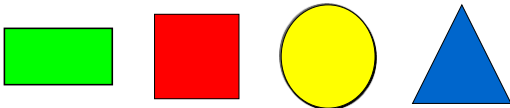


PEDAL

I am *moving* I am *learning* #

## Shapes with Ropes

Can you make a Shape with Your Rope?



Challenge:  
Try to Stay in Your Shape During the Next Song

I am *moving* I am *learning* #

## Limited Space with Scarves

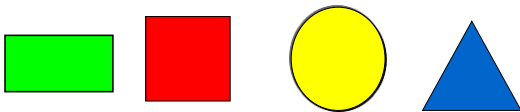
♪ Toss & Catch ♪

Hand-eye coordination



## Shapes with Scarves

Can you make a Shape with Your Scarf

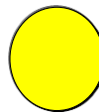


Inside of the Yarn Shape

I am *moving* I am *learning* #

## Numbers with Ropes

How many sides does Your shape have?



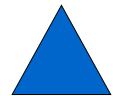
0



4



4



3

Show me that Number with your Rope

I am *moving* I am *learning* #

### What is Your Heart Saying?



Thank You  
Thank You  
Thank You

I am *moving* I am *learning* #

### How can You Make Your Heart Beat Faster?



*\*Do not Jump Scarves on Carpet or Tile. They are slippery!!*

I am *moving* I am *learning* #

### Possible MVPA Challenges

**Moderate Challenges:**

- Gallop Around the Shape/Number
- Walk Along the Outside of the Shape
- Make 4 Parts of Your Body Touch the Ground
- Balance on One Foot for 4 Seconds

**Vigorous Challenges:**

- Jump Over the Number Forward/Backward
- Run as Fast as You can Inside Your Square
- Squat Down and perform 4 Astronaut Jumps

I am *moving* I am *learning* #

### Draw one of these Pathways with Your Rope

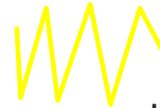
Straight-



Curved-

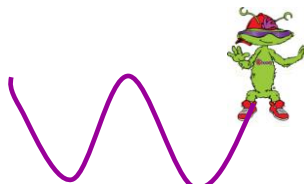
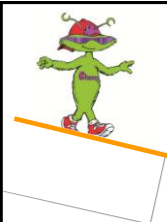


Zig-Zag



I am *moving* I am *learning* #

### Walk Along Your Path



### Slide Along Your Path

I am *moving* I am *learning* #

### Draw these Pathways in the Air with Your Scarf

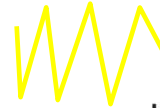
Straight-




Curved-



Zig-Zag



I am *moving* I am *learning* #



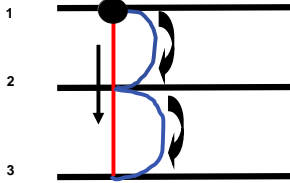
## Literacy Development

**LETTERS:**  
What letter does a child typically learn first?

Draw your favorite letter with the rope.

I am *moving* I am *learning* #

## Making Letters with Large Muscles



1  
2  
3

Make a Giant Letter with Your Ropes  
Use Everyone's Body to Make the Letter

I am *moving* I am *learning* #

## Adding with my Body

Your Group of 3 Join Another Group of 3

How many People are in Your Group?





Use All of Your Ropes to a make a Body

I am *moving* I am *learning* #

## Use a Song to Raise Heart Rates

♪ **Show Me What You Know**

1st Verse: Point to the Body Parts  
2nd Verse: Move the Body Parts

I am *moving* I am *learning* #

## Limited Space in the Classroom

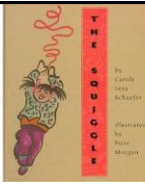
♪ **Follow the Leader**  
small group, leadership, creativity



**Moderate Activity**  
**Vigorous Activity**

I am *moving* I am *learning* #

## The Squiggle



- Action books allow children to act out stories with movements and pretend situations
- The Squiggle*, by Carole Lexa Schaefer, is an example of an action book that supports creative interpretation of walking through the park, finding a special string, and large dragons!

I am *moving* I am *learning* #

## PA Learning Standards for Early Childhood

- Approaches to Learning through Play
- Creative Thinking and Expression
- Mathematics
- Scientific Thinking & Technology
- Health, Wellness & Physical Development
- Language & Literacy Development
- Social & Emotional Development
- Learning about Myself & Others

### Opportunity Knocks!

I am *moving* I am *learning* #

## Limited Space and MVPA

### Enhance motor skill development

hand-eye coordination, space awareness  
traveling skills, etc

### Integrate school-readiness skills

shapes, letters, numbers, colors, matching,  
body part identification, etc.

### Vocabulary Building

experiencing vocabulary, cooperation,  
interaction with others

Use a variety of props such as scarves and ropes

I am *moving* I am *learning* #

## Move in Short Bursts to Accumulate Activity Time



Thank You  
Thank You  
Thank You

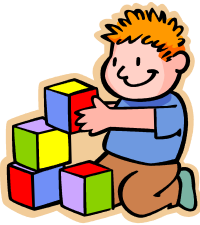
Active Adults = Active Children

### Adult Guided Play

Use Songs, Movement Challenges, and Learning  
Experiences to Elevate Heart Rates Throughout the Day

I am *moving* I am *learning* #

# MVPA—Every Day!



**Patty Kimbrell, M.Ed.**  
Physical Activity Consultant  
San Diego State University  
(619) 992-7758  
www.pkimbrell.com  
pkimbrel@mail.sdsu.edu



## Active Learning Involves:

- School readiness skills
- Motor skills for development
- Music, literature, & nutrition integration



## Instant Activity with Songs!

- Songs increase physical activity everywhere and for everyone
- Songs can teach school-readiness skills
- Songs are ideal for limited spaces
- Songs can be used as an introduction to a concept or lesson

## The Nationwide Health Crisis

- The percentage of overweight and obese children has more than tripled in the past 30 years.
- Incidence of type 2 diabetes has increased in the past 15 years. One in three children will develop type 2 diabetes in the future!
- 400,000 deaths annually are due to physical inactivity and poor diet (*JAMA, 2004*).
- 25% of young people do not participate in physical activity.
- We have the first generation of children who will have a shorter life span expectancy than their parents (*CDC, 2005*).

## Screen Time Review



1. "Screen" Time = TV, computers, Game Boys, PlayStations, etc.
2. Young children watch up to 28 hours of television a week.
3. Unhealthy snacks are consumed when watching TV.
4. Limit Screen time! Get up and MOVE!

↳ Did you know? Studies have shown the amount of physical activity a classroom has during "movement time" is directly related to how active the teacher is. Be a role model and have FUN!

## Daily Recommendation for PA, Preschool-aged children (Active Start Document, NASPE):

- ✓ Accumulate at least 60 min. a day of structured physical activity (PA).
- ✓ Engage in at least 60 min. (up to several hours per day) of unstructured PA and do not be sedentary for more than 60 minutes at a time (except sleeping).
- ✓ Develop competence in movement skills that are building blocks for more complex movement tasks.
- ✓ Be aware of the importance of PA and facilitate movement skills (individuals responsible for the well-being of preschoolers).

| Use Props! |            |
|------------|------------|
| Balls      | Bean Bags  |
| Hoops      | Yarn balls |
| Ropes      | and MORE!  |

| Traveling Skills |       |       |
|------------------|-------|-------|
| Walk             | Hop   | Leap  |
| Run              | Jump  | Skip  |
| Gallop           | Slide | March |

### SIMPLE GAMES FOR FAMILIES

#### How to Play:

1. "Over-Under Pass." With a small group (3-5), stand in a line with everyone facing the same direction. Begin with an item to pass at the front of the line, and pass the item over your head until it reaches the last person. That person runs to the front of the line and begins passing again.
2. "Hip-to-Hip Walkabout." With a small group (2-5 people), stand side to side. Place a ball between everyone's hips (no hands allow) and begin to walk forward in a cooperative effort. Try not to lose the ball!
3. "Match Game." Spread out pictures of fruit and veggies, face down, around the area. On the GO signal, everyone begins by hopping to a picture and turning it over. Figure out which category (fruit or vegetable) it belongs to, then gallop to put it in a predetermined area. Pictures can come from magazines or books, Xeroxed sheets the children have colored, or foam cutouts.

📺 Check out the "Have Fun and Be Active" DVD (in English and Spanish) for additional family activities at [www.pkimbrell.com](http://www.pkimbrell.com).

# SCARF PLAY!

Scarf play holds fascination for children of all ages. The novelty of the item is exciting as well as challenging. Scarf play helps with hand-eye coordination. For younger children, the ability to track a moving object transfers to many games and sports. Make sure your scarves are light-weight (although inexpensive paper napkins or tulle works very well too). Use caution, since scarves can be very slippery if stepped on.



## SCARF ACTIVITIES

### How To Play:

Practice school readiness skills. Identify colors, match scarves to same colors, make various shapes with the scarf, etc.

Use your imagination to pretend with the scarf. It can be a kite, a cloud in the sky, a beautiful tail on a horse, a butterfly wing, etc. Act it out, move your feet around the play area, and be creative!

Continue to move creatively and use concepts like right, left, high, low, out, in, up, down, etc.

Pick your favorite song and move the scarf to the beat. Use different music for a variety of exploration.

Practice tossing and catching with a scarf. Lay the scarf on the palm of one hand, with the thumb and pointer finger of the other hand, pinch the scarf in the middle and lift it off the palm. Now give it a flick into the air and catch it. Keep palms facing out when catching. Toss and catch with one hand, alternate hands, clap once or twice before a catch. For a challenge, try toss-spin around-catch.

Toss the scarf and watch it land on different body parts (back of hand, head, foot, back, etc.)

Pretend to be a magician. Hide the scarf in the palm of your hand and then say, "Abracadabra" as you toss the scarf into the air. For real magic, toss it into the air and catch it behind your back!

Place the scarf over your face and blow the scarf off, then catch it.

Try tossing and catching with a partner or a small group. This can be tricky!

What else can you do with your scarf?

# ROPE PLAY!

Rope play has a multitude of uses for people of all ages and can be a great cardiovascular workout. Preschool-aged children can practice flat rope exploration (ropes on the floor), whereas older children can develop jump roping skills and tricks. For young children, integration of school readiness concepts can be introduced very easily. It is recommended that young children use a 7-foot section of rope (nylon, laundry rope, yarn, string) for flat rope play.

## FLAT ROPE EXPLORATION

### **How to Play:**

Practice making shapes with the rope on the floor. Make geometric shapes (circle, square, triangle, etc.), fruit or vegetable shapes, simple drawings like a boat, flower, or house. Use your imagination!

Write your name with the rope. Practice writing letters and simple words with the rope. Try to write a few words that rhyme (i.e., bat, cat, hat).

Write some numbers. Add or subtract simple math equations. For older children, try multiplication or division problems.

Make a pattern with the ropes; make it simple for young children or complex for older ones. Example: circle, square, circle, square, etc.

Ropes can be used to draw body parts (hand, arm, foot, toes, etc.). If you have several ropes or a small group, work together and create a giant body.

Make rope lines. Using several ropes, lay them in parallel lines 6 to 8 inches apart. Then have a conga line as individuals walk sideways over each line, crossing each foot over the other. Increase the speed and the rhythm for tons of fun!

## ♪ ♪ MVPA Music List ♪ ♪

- Song: *My Heart Says Thanks*  
CD: *I'm Moving, I'm Learning*  
Artist: Choosy Kids
- Song: *I Move Myself*  
CD: *Choosy Nation*  
Artist: Choosy Kids
- Song: *Choosy Freeze*  
CD: *Choosy Kids*  
Artist: Choosy Kids
- Song: *Build a Bridge*  
CD: *Smart Moves 2*  
Artist: Angela Russ
- Song: *Build a Bridge (Instrumental)*  
CD: *Smart Moves 2*  
Artist: Angela Russ
- Song: *Be Choosy Outside*  
CD: *Choosy Nation*  
Artist: Choosy Kids
- Song: *With a Letter or Two*  
CD: *Smart Moves 2*  
Artist: Angela Russ
- Song: *Wild Vines*  
CD: *Smart & Tasty 1*  
Pre-writing with nutrition
- Song: *Show Me What You Know*  
CD: *My Little World*  
Artist: Natii Wright
- Song: *Follow the Leader*  
CD: *Smart Moves 3*  
Artist: Angela Russ

### Resource Information

- ✓ [www.pkimbrell.com](http://www.pkimbrell.com)  
Free downloadable documents
- ✓ [www.ChoosyKids.com](http://www.ChoosyKids.com)  
Music, videos, song lyrics, etc.
- ✓ [www.ABridgeClub.com](http://www.ABridgeClub.com)  
Music, books, videos, etc.
- ✓ Active Start document  
[www.AAHPERD.org](http://www.AAHPERD.org) (NASPE)
- ✓ We Can! Parent Handbook  
[www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm)

# Reflection and Goal Setting

Session Title: \_\_\_\_\_

List the Key Messages, Themes, Ah-has, and IMIL-isms

List Your Goals as a Result of this Session

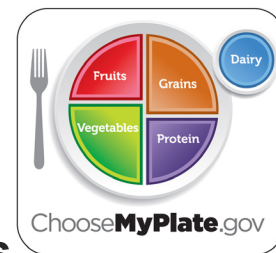
## Key Messages and Themes

Ah-ha's

IMIL isms

What are Your Goals?

# smart shopping for veggies and fruits



## 10 tips for affordable vegetables and fruits

**It is possible to fit vegetables and fruits into any budget.** Making nutritious choices does not have to hurt your wallet. Getting enough of these foods promotes health and can reduce your risk of certain diseases. There are many low-cost ways to meet your fruit and vegetable needs.

### 1 celebrate the season

Use fresh vegetables and fruits that are in season. They are easy to get, have more flavor, and are usually less expensive. Your local farmer's market is a great source of seasonal produce.



### 2 why pay full price?

Check the local newspaper, online, and at the store for sales, coupons, and specials that will cut food costs. Often, you can get more for less by visiting larger grocery stores (discount grocers if available).

### 3 stick to your list

Plan out your meals ahead of time and make a grocery list. You will save money by buying only what you need. Don't shop when you're hungry. Shopping after eating will make it easier to pass on the tempting snack foods. You'll have more of your food budget for vegetables and fruits.

### 4 try canned or frozen

Compare the price and the number of servings from fresh, canned, and frozen forms of the same veggie or fruit. Canned and frozen items may be less expensive than fresh. For canned items, choose fruit canned in 100% fruit juice and vegetables with "low sodium" or "no salt added" on the label.



### 5 buy small amounts frequently

Some fresh vegetables and fruits don't last long. Buy small amounts more often to ensure you can eat the foods without throwing any away.

### 6 buy in bulk when items are on sale

For fresh vegetables or fruits you use often, a large size bag is the better buy. Canned or frozen fruits or vegetables can be bought in large quantities when they are on sale, since they last much longer.

### 7 store brands = savings

Opt for store brands when possible. You will get the same or similar product for a cheaper price. If your grocery store has a membership card, sign up for even more savings.

### 8 keep it simple

Buy vegetables and fruits in their simplest form. Pre-cut, pre-washed, ready-to-eat, and processed foods are convenient, but often cost much more than when purchased in their basic forms.



### 9 plant your own

Start a garden—in the yard or a pot on the deck—for fresh, inexpensive, flavorful additions to meals. Herbs, cucumbers, peppers, or tomatoes are good options for beginners. Browse through a local library or online for more information on starting a garden.



### 10 plan and cook smart

Prepare and freeze vegetable soups, stews, or other dishes in advance. This saves time and money. Add leftover vegetables to casseroles or blend them to make soup. Overripe fruit is great for smoothies or baking.