
Preschool Wellness Training Outline

Month	Employee Wellness Topic	Healthy Habits for Life (HHL) Classroom Activity	HHL Pages Used
Month 1	Benefits of Walking	Movement Cube	14-16, 18-19
Month 2	Stress Management	Heart Dance	21, 27-28
Month 3	Stretching and Physical Activity Tips	Energy Dance, Feel Good Mask	33, 34, 35, 37-38
Month 4	Healthy Potluck	Build Me A Salad	44-45, 47-48
Month 5	Family Style Meal Service	Adding Up To Five	34, 45, 54, 62, 55-58
Month 6	Portion Control & Eating to Control Hunger	If You're Hungry and You Know It, Hungry Full Meter	60, 64-65, 67-68
Month 7	Communicating BMI	Healthy Land	73-74, 77-78, 100

Monthly Implementation Survey is a recommended tool to assess monthly implementation, the effect of the wellness lessons and receive feedback.

Classroom: _____

Date: ___/___/___

Dear Teacher/Assistant Teacher,

Please answer these questions about the classroom Wellness Activities from the “Healthy Habits for Life” curriculum.

1. In the past 4 weeks how often have you used a lesson/activity from “Healthy Habits for Life” to promote physical activity or nutrition in your classroom? (circle one)

0

1-3

4-6

7-9

10 or more

2. In the past 4 weeks how many DIFFERENT lessons/activities from “Healthy Habits for Life” did you use to promote physical activity or nutrition in your classroom? (circle one)

0

1

2

3

4 or more

3. In the past 4 weeks have you had any successes in using the “Healthy Habits for Life” curriculum? Describe briefly.

4. In the past 4 weeks have you run into any problems or challenges in using the “Healthy Habits for Life” curriculum? Describe briefly.

5. Please answer these questions about your own health and wellness in the past 4 weeks. Circle “yes” or “no.”

a. Have you seen an improvement in your knowledge and skills of physical activities?	YES	NO
b. Have you seen an improvement in your knowledge and skills of nutrition and healthy eating?	YES	NO
c. Have you seen an increase in physical activity?	YES	NO
d. Have you been choosing water over soda and sugary	YES	NO

drinks?		
e. Have you been eating more vegetables and fruits?	YES	NO
f. Have you been reducing your portion size?	YES	NO
g. Have you seen an improvement in your overall physical healthy?	YES	NO
h. Have you seen any loss of body weight?	YES	NO
i. Have you seen any improvement in your cholesterol?	YES	NO
j. Have you seen any improvement in your blood pressure?	YES	NO
k. Have you seen any improvement in your mental health?	YES	NO

Adapted from Yin et al, 2012. *Childhood Obesity*, 8(5), 429-439.

Benefits of Walking Training

Title: Benefits of Walking

Area of Training: Physical Activity

Audience: Preschool teachers and aides

Objectives: To increase knowledge on benefits of walking and encourage teachers to increase physical activity through walking

Materials Needed: Walktober to Movemeber Handout, Walktober to Movemeber tracking sheet, pedometer, "Walk-a-mile" map if available.

Brief Description:

The 15 minute class will provide training to teachers and staff on the benefits of walking and provide tips on how to increase daily physical activity levels through walking. Teachers will be given the opportunity to track steps with a pedometer and record steps with a tracking sheet.

Lesson:

Introduction (2 minutes)

- Introduce instructor and goal of class
- Goal of the class is to:
 - o Share the benefits of walking
 - o Encourage teachers to become more physically active through walking.

Walktober to Movemeber Handout (6 minutes)

- Go over different stages of readiness/change
- Review benefits and tips for each stage
 - o Point out difference in tips based on stage of readiness

Walktober to Movemeber tracking sheet and Pedometer (7 minutes)

- Distribute tracking sheet and pedometer
 - o Demonstrate how to wear pedometer and what it does
 - o Encourage teachers to wear the pedometer and try to track the steps they take each day
 - o If available, provide "walk-a-mile" maps for each center
 - *These maps were developed by University of Hawaii EFNEP and depict a walking route around Head Start sites that equals a mile.*
 - *If not map is available, encourage teachers and staff to identify a safe walking route/path around or near their workplace.*

Classroom Activity (5 minutes)

- Go over "Movement cube" classroom activity
- Let them know they will need scissors and glue for this classroom activity.
- Show them an example of the activity.
- Ask if there are any questions. Ask how many will do this activity in their classroom?

Closing (1 minute) – Ask if there are any questions. Give out handouts to take home

Handouts:

Walktober to Movemeber

Walktober to Movember Tracking Sheet
Optional: Walk-a-Mile map

Healthy Habits for Life Activities:
"Movement Cube" p. 14-16

Healthy Habits for Life Family Newsletter p. 18-19

Assessment: "Monthly Implementation Survey" for past month's activities.

Walktober to Movember

Goal: Increase minutes of walking or number of steps taken each day.

Recommendations: The American Heart Association recommends getting 8,000-10,000 steps a day.

Tools: A pedometer, tracking sheet to record the number of steps you take and walk a mile map for your preschool site

What next? Everyone is on their own journey to health and wellness. The chart below describes different stages of “readiness” for starting to be more active. Read to find out how “ready” you are and what steps you can take to get walking more.

Contemplation

You have been thinking about starting to be more active in the next month or so.

Consider your motivation to be active. Do you want more energy, to improve your health, to be a good role model to others?

Why wear a pedometer? They tell you how many steps you have taken, can increase confidence and motivation.

Start making a plan. Set some goals, identify some barriers and work to solve them. Enlist the help of a walking ally.

Power of walking Walking can lift your mood as much as antidepressant drugs. With all of the stressors of daily life we could all use some anxiety relief!

Preparation

You are getting ready to start being more active soon.

Make time. Schedule time for you and an ally to walk. Pencil it in on a calendar!

Getting started. Warm up for 5 minutes then stretch. Wear comfy shoes and walk in a well lit area. Try walking in place at your desk or while you are watching TV or keiki play outdoors.

Power of walking. Meditation doesn't always mean sitting still. As you walk you could repeat a saying in your head, "I am moving, I am breathing"

Action

You may have already started trying to be more physically active.

Stick with the plan! Be conscious of big and small benefits. Focus on positive self talk and believe in yourself.

How to get 30 minutes a day. Start with 10 minutes at a time. Try walking at lunch, having walking meetings or parking further from store/work entrances.

Track. Track your progress in the amount you walk and notice other changes like more energy, less muscle stiffness.

Maintenance

You are already being physically active!

Stay on track. Be realistic with the goals you set. Be flexible with yourself. Avoid the all or nothing mentality, if you miss a day get back on ASAP.

Keep it fun. Use the time to talk story with your ally. Share uplifting stories. Join a charity walk with a group of friends.

Make this "you time." Often taking care of others becomes our priority. Taking care of ourselves will let us do that.

Share. Share your new habits with others who are ready to start walking.

Stress Management Class

Title: Thriving with Stress

Area of Training: Worksite Wellness

Audience: Preschool teachers and aides

Objectives: To build skills to improve resilience and manage stress

Materials Needed: Flip Chart, easel, markers, Stress handout

Brief Description:

The 20 minute class will identify the sources of chronic stress and talk about the common effects of stress on the body, mind, and behavior. There will be three activities to practice skills to manage stress.

Lesson:

Introduction (2 minutes)

- Introduce instructor and goal of class
- Goal of the class is to:
 - o provide an overview of chronic stress
 - o have participants practice a few stress management and prevention activities

Common Effects of Chronic Stress (3 minutes)

Common effects of stress ...		
... On your body	... On your mood	... On your behavior
<ul style="list-style-type: none">• Headache• Muscle tension or pain• Chest pain• Fatigue• Change in sex drive• Stomach upset• Sleep problems	<ul style="list-style-type: none">• Anxiety• Restlessness• Lack of motivation or focus• Irritability or anger• Sadness or depression	<ul style="list-style-type: none">• Overeating or undereating• Angry outbursts• Drug or alcohol abuse• Tobacco use• Social withdrawal

Sources of chronic stress (5 minutes) *need flip chart with sources on chart*

- External stressors – events and situations that happen to you
 - o Major life changes

- Environment (i.e. sudden noises, car horns, too much/too little light in a room, a lot of noise or commotion)
- Unpredictable events (i.e. unexpected guests, raise in rent, cut in pay)
- Workplace (i.e. impossible workload, endless emails, urgent deadlines, demanding boss)
- Social (i.e. meeting new people, family relationships, group dynamics)

Ways to manage:

- lifestyle (healthy eating, physical activity, getting enough sleep) – all help boost your resiliency
- ask for help
- use humor
- learn to be assertive
- practice problem solving
- time management

You can't control others actions but you can control your reaction

- Internal stressors

- Fears (i.e. fear of public speaking, fear of flying, etc)
- Uncertainty and lack of control (i.e. waiting for a medical result, waiting to hear back about a job interview, waiting for someone to answer your request)
- Beliefs (i.e. expectations you set for yourself to create the perfect holiday celebration, excelling at work, etc.)

Ways to manage:

- reframe your thoughts
- challenge negative thoughts
- use relaxation techniques
- talk with a trusted friend or counselor

It takes time and some effort to change what we fear, believe and expect.

Activity 1: Eight count dance (5 min)

Break into 3 groups

Give each individual group the following instructions:

Create a routine that has an eight count rhythm. *(For example – demonstrate the Macarena)*

Let them know they will be teaching it to the other groups. Allow each group to start as soon as they receive the instructions.

Once the last group has received the instructions, give one minute – then have the last group go first. They will teach the other groups their eight count routine.

Then the second group will teach their eight count routine. All groups will perform both routines.

The first group will teach their eight count routine. Then all groups will perform all three routines.

Purpose: The structure of this activity allows the first group more time to come up with a routine but the last group is required to go first. This arrangement is on purpose. It is to demonstrate the stress that is felt when there is a short timeframe given to accomplish a task, especially when others have

had more time to do the same task. It serves as well to demonstrate the results of procrastination of tasks.

A second purpose of the activity is to show how physical activity and connecting with others can help with symptoms of stress.

Activity 2: Guide Progressive Relaxation (3 minutes)

Participants are comfortably seated and are given an oral progressive relaxation that focuses on breath and letting go of muscular tension. They are then to focus on the breath and allow the mind to calm. At the end, they will be asked to think of something they are grateful for.

Purpose: Guided relaxation and deep breathing help alleviate symptoms of stress. Gratitude focuses on the positive which is a technique for managing stress.

Closing (1 minute) – Give out handouts to take home

Handouts:

“Thriving with Stress” TTM handout

Healthy Habits for Life (HHL) Activities:

Classroom Activity

Heart Dance p. 21

Family Newsletter

HHL Family Newsletter p. 27 and 28

Assessment: Monthly Implementation Survey for activities completed last month

Thriving with Stress

Goal: To build skills to improve resilience and manage stress.

Recommendations: To help effectively handle stress, the Centers for Disease Control and Prevention recommends: eating a balanced healthy diet, exercise regularly, get plenty of sleep, give yourself a break when feeling stressed out, try to maintain a normal routine, and avoid alcohol and drugs

Strategies: Identify sources of stress then Change the Situation or Change your Reaction. Focus on what works for YOU!

What next? Everyone is on their own journey to health and wellness. The chart below describes different stages of “readiness” for starting to effectively handle stress. Read to find out how “ready” you are and what steps you can take to get begin get a handle on stress.

Contemplation

You have been thinking about starting to effectively manage your stress in the next 6 months or so.

Consider your motivation to manage stress. Do you want more energy, improve your health, be a good role model to others, improve your productivity, your outlook on life?

Why manage stress? Stress symptoms may be affecting your health: headaches, anxiety, stomach aches, insomnia, chronic tiredness are some of the symptoms of chronic stress.

Start thinking of what causes you stress. Start a stress journal. Record what causes you stress. Note when you feel anxious, can't sleep, or get a headache.

Preparation

You are getting ready to start effectively manage stress within the next month.

Explore stress management activities.
Such as: physical activity, relaxation techniques, yoga, meditation, Tai chi, gratitude journals, time management, finding humor in stressful situations

Track your health habits.
Keep track of how much sleep you are getting; what you are eating; how much physical activity you are getting each day.

Look at how you handle stress now. What are the healthy things you do now? What are things you do that you would like to change? Why?

Action

You have already started trying to effectively manage your stress.

Stick with the plan! Be conscious of big and small benefits. Focus on positive self talk and believe in yourself. Practice develops your skills!

Practice daily. Plan activities into your day. Reach out to supportive family, friends or co-workers. Stay in the present. Thriving with stress takes practice and noting small changes.

Track. Track your progress as you practice stress management. Notice changes like more energy, a better outlook, being calmer, more "down time", smiling or laughing more or more in control of your reactions.

Maintenance

You are already managing your stress effectively!

Stay on track. Be realistic with the goals you set. Be flexible with yourself. Avoid the all or nothing mentality, if you have a set back get back on ASAP.

Keep practicing. The more we practice the better we become. Look at other ways that are effective at managing stress.

Make this "you time." Often taking care of others becomes our priority. Taking care of ourselves will help us do that.

Share. Share your new habits with others who are ready to effectively manage their stress.

The Heart Dance

Say it, do it! Sing and dance!

As children dance together they will learn that moving their bodies makes their hearts and lungs work harder, and this keeps them strong and healthy.

Lead children in the actions listed in the song.

Help them notice their quicker breathing and heart rates and guide them to understand that movement causes a change in heartbeat.

Work on rhyming words by shouting out the rhyming word at the end of each line.

Wiggle, wiggle, **wiggle.**

Jiggle, jiggle, **jiggle.**

Dance, dance, **dance.**

(Now dance really fast!)

Prance, prance, **prance.**

Hop, hop, **hop.**

Stop, stop, **stop!**

Feel your lungs breathe in and out,

As you laugh and sing and dance about!

Now here comes the resting **part,**

Stop right there and feel your **heart.**

Is it beating fast? How do you **know?**

When you're ready to move say, "Go! Go! **Go!**"



Physical Activity Everyday Class

Title: Physical Activity Everyday

Area of Training: Worksite Wellness

Audience: Preschool teachers and aides

Objectives: To have teachers and aides learn the benefits of stretching and to practice stretching exercises.

Materials Needed: Physical Activity Handouts- stretching and movements at the workplace.

Instructor: If fitness trainer or exercise expert from community is available (ie: Fitness Specialist from local YMCA, fitness center, etc).

Brief Description:

The 25 minute class will reinforce the benefits of physical activity and stretching and provide some examples of simple and safe stretches and exercises that can be completed in many places (home, Head Start classroom, etc). There will be two activities to practice stretches and exercise movements.

Lesson:

Introduction (2 minutes)

- Introduce instructor and goal of class
- Goal of the class is to:
 - o provide an overview of the benefits of physical activity and stretching
 - o have participants practice a few stretches and exercise movements

Benefits of Physical Activity (5 minutes)

... On your body	... On your mood	... On your behavior
<ul style="list-style-type: none">• Control your weight• Reduce your risk of cardiovascular disease• Reduce your risk for type 2 diabetes and metabolic syndrome• Reduce your risk of some cancers• Strengthen your bones and muscles• Improve your ability to	<ul style="list-style-type: none">• Helps keep your thinking, learning, and judgment skills sharp• Can reduce risk of depression• May help you sleep better• Stimulates the production of endorphins, the body's natural painkillers and mood elevators	<ul style="list-style-type: none">• Regular exercise can improve your self-image• Increases in strength and stamina can increase self-confidence• Exercise and sports also provide opportunities to enjoy some solitude or to make friends and build networks

do daily activities and prevent falls, if you're an older adult <ul style="list-style-type: none"> • Increase your chances of living longer 		

Activity 1: Stretches (10 min)

Go over “Straighten Up” handout with participants. Have them follow along as each stretch is demonstrated. Then have participants perform stretches.

Activity 2: Exercises (7 minutes)

Go over “No Equipment Workout” handout with participants. Have instructor demonstrate exercises and answer questions.

Classroom Activity

Go over “Energy Dance”, “Feel Good Mask” handouts.

Closing (1 minute) – Give out handouts to take home

Handouts:

Straighten Up Handout

No Equipment Workout handout

50 Fitness Tips to do at Work

Healthy Habits for Life (HHL) Activities:

Classroom Activity

Energy Dance p. 33

Feel Good Mask p. 34 and 35

Family Newsletter

HHL Family Newsletter p. 37 and 38

Assessment: Monthly Implementation Survey for activities completed last month

Straighten Up

Straighten Up is an enjoyable 3-minute spinal health program designed to help you feel and look your best.

Basic Rules:

1. Think positively
2. Straighten Up. Stand tall with confident "inner winner" posture (ears, shoulders, hips, knees, & ankles should be in a straight line).
3. Breathe calmly, deeply & slowly from your stomach region.
4. Move smoothly. Do not jerk or bounce.

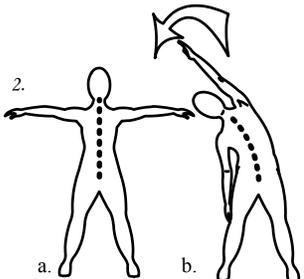
Notice: Check with your chiropractor or other healthcare practitioner before starting "Straighten Up" to make sure the exercises are appropriate for your specific needs.

A. Star Series Warm



INNER WINNER

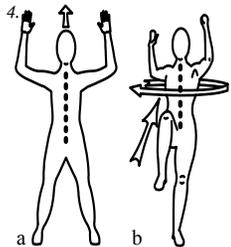
-Straighten up. Stand tall in the "inner winner" posture. Ears, shoulders, hips, knees, & ankles should be in a straight line.
-Pull your belly button in towards your spine.



STAR TILTING STAR

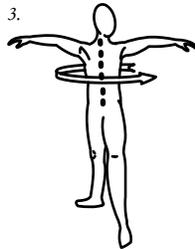
-From the inner winner posture, spread your arms and legs into the Star (2a).
-Facing forward, place one hand in the air with the other at your side. Breathe in as you slowly stretch one arm overhead, while slowly bending your entire spine to the opposite side and sliding the other hand down your thigh (2b). Relax at the end of the stretch, breathing out and in again. Perform slowly twice to each side. Easy does it.

-In the Star position with belly button drawn inward, gently turn your head to look at one hand. Slowly twist your entire spine to watch your hand as it goes behind you. Relaxing in this position breathe out and in.
-Perform slowly twice to each side. Enjoy the slow gentle stretch.



STAR TWISTING

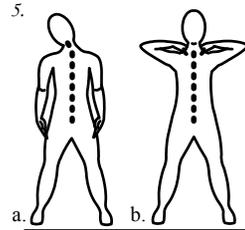
-(4a) From the Star position, raise your arms in "hands up" position. (4b) Bring your left elbow across your torso toward your right knee. Repeat the movement using your right elbow and left knee.
-Remain upright as you continue to alternate sides for 15 seconds. Breathe freely. Enjoy.
-Individuals with balance disorders should use caution if attempting this exercise.



TWIRLING STAR

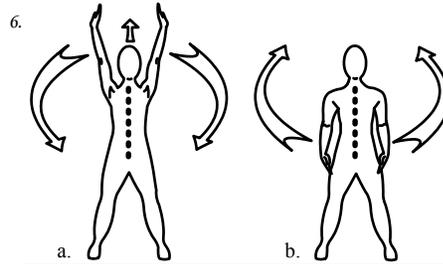
FISSNESS FUN

B. Flying Friends



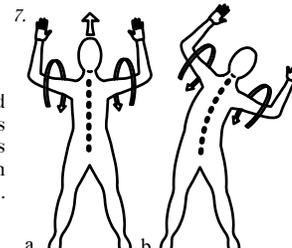
TRAP OPENERS

-Breathe deeply & calmly relaxing your stomach region. (5a) Let your head hang loosely forward & gently roll from one side to the other.
-(5b) Using your fingers, gently massage the area just below the back of your head. Move down to the base of your neck.
-Then relax your shoulders & slowly roll them backwards & forwards. Enjoy for 15 seconds.



THE EAGLE

-In inner winner posture, bring your arms out to the sides and gently draw your shoulder blades together. (6a) Breathe in as you slowly raise your arms, touching your hands together above your head. (6b) Slowly lower your arms to your sides as you breathe out. Perform 3 times.



HUMMINGBIRD

-(7a) Next, make small backward circles with your hands and arms drawing your shoulder blades together. (7b) Sway gently from side to side in the "Hummingbird". Enjoy for 10 seconds.

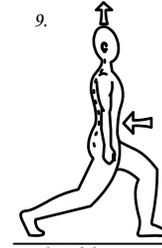


BUTTERFLY

-Place your hands behind your head and gently draw your elbows backward. Slowly and gently press your head backwards and resist with your hands for a count of two and release. Breathe freely. Perform 3 times.
-Gently massage the back of your neck and head as you relax your stomach region with slow, easy breathing.

Everyday for Everyone

C. Core Balance & Wrap Up



TIGHT ROPE

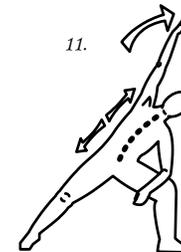
-Stand in the inner winner position with your belly button drawn in.
-Take a step forward as if on a tight rope. Make sure your knee is over your ankle & not over your toes. Allow the heel of your back foot to lift. Balance in this position for 20 seconds. Repeat on the opposite side.

-Standing tall in inner winner posture with your feet wider than shoulders, gently rotate your trunk from side to side. Easy does it.
-Let your arms flop loosely, as you shift your weight from knee to knee.
-Swing gently from side to side. Breathe calmly and deeply. Enjoy for 15 seconds.



THROWING WATER

-Stand in the star position, keeping your stance wide with your belly button in.
-Turn your foot outward as you shift your weight to one side. Feel the groin area gently stretching. Place your knee over ankle and elbow above your knee as you extend your arm, torso, and ribs. Easy does it.
-Older adults should place their hand on their knee. Stretch for 10 seconds to each side.



EXTENDING THE SWORD

-Shake limbs loosely for 15 seconds.
-This one is pure fun. We are done!



SHAKING IT LOOSE

***** If you experience recurring or sharp pain at any time, STOP & report to your doctor. You may need to modify the exercises.**

Practice Straighten Up daily as an important feature of an active healthy lifestyle.

Artistic Design by Nimo Sheikhzadeh @ Life University



OFFICE STRETCHES



Shoulder Stretch
FRONT: interlock fingers in front of body, turn palms away from body. Gently straighten elbows and reach forward.
Hold stretch for 15 seconds



Shoulder Stretch
BACK: interlock fingers behind your back, palms facing upwards. Gently straighten elbows while reaching up and back.
Hold stretch for 15 seconds

Shoulder Pull

Grab under your right upper arm and pull the arm at shoulder height across your chest. Repeat for other shoulder.
Hold stretch for 15 seconds



Triceps and Shoulder Stretch

Reach behind your head with elbow bent. Use opposite hand to push downwards on elbow so that your hand moves further down your back. Repeat for other arm.
Hold stretch for 15 seconds



Neck Stretch
Reach with right hand over your head and shrug your left shoulder. Slowly pull your head away from left shoulder then drop your left shoulder down. Repeat for other side.
Hold for 10 seconds



Neck Flexion
Interlock hands and place hands on back of head. Pull chin down towards chest.
Hold for 10 seconds

Knee to Chest

In a seated or standing position with back supported, slowly pull one knee up towards your chest. Repeat for other side.
Hold for 15 seconds



Back Rotation

Sitting on a chair with left leg crossed over your right leg. Place right hand on left thigh just above knee and pull leg towards right. At the same time turn your body towards the left looking over left shoulder. Repeat for other side.
Hold for 15 seconds



Side Stretch
While standing, slide right hand down right leg as far as possible, ensuring you are facing straight ahead. Repeat for opposite side.
Hold for 15 seconds

Chest Stretch

Bend elbows and place hands and forearms on each edge of a doorway at elbow height. With feet shoulder width apart, lean body forward through doorway.
Hold for 15 seconds



Quadriceps Stretch

Support yourself with left hand on a wall. Grasp left foot with right hand and gently pull heel towards buttocks. Repeat for right side.
Hold for 20 seconds



Hamstring Stretch

Place one foot on a stable chair or similar height surface. Whilst keeping leg and back straight and pelvis square, lean forwards towards your foot until you feel a stretch in the back of your thigh. Repeat for other leg.
Hold for 15 seconds



Buttocks Stretch
Sitting on a chair, position right ankle on left knee. Place hands on right lower leg and slowly bend forwards towards legs. Keep back straight. Repeat for other side.
Hold for 15 seconds

Wrist/Forearm Stretch

With a straight elbow and palm facing upwards, pull hand downwards to stretch the front of your forearm and wrist. Then turn hand over so that your palm is facing downwards and pull hand downwards to stretch the back of your forearm and wrist. Repeat for other arm.
Hold both for 10 seconds



Biceps Stretch

Hold onto a door frame at arms length, thumb down. Turn the body away from arm and allow your shoulder to roll in. Repeat for other side.
Hold for 15 seconds



50 Fitness Tips to do at Work

Plan Ahead

- 1** Set a goal for the length of time you will exercise or the distance you will cover while exercising.
- 2** Don't forget to bring your walking shoes to work. Comfort is a must!
- 3** Schedule a convenient time for your workday workout and do it!
- 4** Make plans to meet a coworker for a walk break.
- 5** Write in your planner when you'll exercise.
- 6** "Warm up" for a few minutes before getting into a fast paced exercise.

At Your Desk

- 12** Stretch throughout the day, it is a vital part of exercise.
- 13** Squeeze a tennis ball to help strengthen your hand and wrist.
- 14** Try doing bicep curls with a paperweight or tape dispenser.
- 15** Using a chair to brace yourself, do some calf raises to increase muscle strength.
- 16** How about using that speakerphone. Did you know that more calories are burned while standing?
- 17** Shoulder rolls: forward ten times, then repeat circling backward.
- 18** While sitting at your desk, rotate one foot to "write" each letter of the alphabet. Switch feet and repeat.
- 19** Wall sits: stand with back against wall. Slowly lower into a sitting position. Hold for 30 seconds. Repeat.
- 20** Get out of your chair and move around for a few minutes every hour.
- 21** Shoulder shrugs are a great way to loosen up tight muscles. Repeat 5-10 times.
- 22** Keep a water cup close by, but don't forget to get up and fill it up. Everyone should drink eight glasses of water each day.
- 23** Stretch your lower back. While seated, slowly bend forward at the waist. Reach forward with your hands until they touch the floor. Hold for 15 seconds before slowly coming up.
- 24** Move your feet and legs while you're sitting at your desk to burn calories and increase energy!

Getting to Work

- 7** Ride your bicycle to work!
- 8** Get off the bus a few stops from your work and walk the rest of the way.
- 9** Park your car as far away as possible and allow extra time to walk to work.
- 10** Come to work 1/2 hour early or stay after to jog or walk.
- 11** Try taking the stairs instead of the elevator. At first you may want to ride the elevator halfway before starting your climb. Add more floors as you increase your energy.



Take a Break

- 25** Spice up your breaks with a jaunt around the building.
- 26** Do you need to clear your head? Get up and take a five minute walk.
- 27** If you can't take a break to walk for 20 minutes, try taking two 10 minute breaks.
- 28** Leave a few minutes early for meetings to allow time to stretch your legs a bit.
- 29** Using the phone to talk to the person down the hall? Get up and get moving. The walk will do you good.



Lunch

- 30** Top off your lunch hour with a 15-minute walk.
- 31** Going out to lunch? Why not choose a spot some distance away and walk.
- 32** Eat some carbohydrates, fruits, and vegetables for energy.

Business Trips

- 33** Going on a business trip? Take advantage of fitness facilities at your hotel.
- 34** Walk instead of using the moving airport walkways.
- 35** Pack hand and ankle weights for strength training on trips.

Staying Motivated

- 36** Try selecting indoor and outdoor activities to add some variety.
- 37** Grab a buddy, exercising is always more fun with a friend.
- 38** Join a local health club for workday workouts.
- 39** Keep track of your mileage. Choose a vacation spot and walk to it.
- 40** Have you met your goal? Don't forget to reward yourself.
- 41** Bring along a Walkman to play your favorite tunes.
- 42** Habits are much easier to keep if you enjoy them.
- 43** If you aren't too excited about a vigorous workout, try a more leisurely approach. The important thing is to get up and get moving.
- 44** To prevent boredom: change activity or location of activity often.
- 45** Don't get down if you miss a chance to exercise, just do it the next time.
- 46** Keep a record of your daily workouts.
- 47** Get a coworker to join you for a walk.
- 48** Pick activities that you like to do!
- 49** Buy some new exercise shoes or clothes.



Just Do It....

50

Start out slow! Over time you can increase your duration and intensity.



No Equipment Workout

This workout targets the entire body and is great for those who don't have a lot of equipment. All you need is a thick phone book (or any other thick, heavy book) and a stool or chair. Some exercises are very advanced, so use caution and modify the workout to fit your fitness level.

1. Begin with a warm up of light cardio
2. Beginners perform 1 set of 12-16 reps of each exercise, modifying each move to fit your fitness level
3. Intermediate/Advanced: Performs 2-3 sets of 10-16 reps with short rests in between
4. Add intensity by adding weights or slowing the movements down
5. See your doctor if you have any injuries or illnesses
6. Click on pictures for a closer view

Staggered Pushups

Try a different version of your usual pushup by putting one hand on a phone book (or any other object) and the other on the floor. On your knees or toes (and with body straight) lower down into a pushup and push back up. Do as many as you can and move on.



Good Mornings

Stand with feet about hip-width apart holding phone book (or medium weight) straight up overhead. Keeping abs braced and knees slightly bent, tip from the hips and lower the torso until it is parallel to the floor, keeping the arms in line with ears. Lift up and repeat. Keep the abs braced throughout the move. If you have any back problems, skip this move!



Rear Delt Fly

With feet hip-width apart, tip from the hips until back is flat and parallel to the floor, abs braced. Lift the arms straight out to the sides to shoulder level with thumbs pointing up to the ceiling. Lower and repeat. Add light weights for intensity...if this hurts your shoulders, skip it!



Triceps Dips

Sit on a bench or chair with hands resting next to thighs. Push up and bring the hips out, butt just brushing the bench, knees bent. Bend the elbows and lower body down (staying close to bench) until elbows are 90 degrees. Push up and repeat. Straighten the legs for more intensity.



Triceps One-Armed Pushup

Lie down on left side, hips and knees stacked. Wrap the left arm around torso so that left hand is resting on the right waist. Place the right hand on the floor in front of you, palm parallel to the body. Squeeze the triceps and push your body up. Lower and repeat before switching sides.



Squats on Tiptoes

With feet wider than hips, squat down and place hands on phone book in front of you. Raise up on the tips of your toes. Staying on tiptoes and fingertips, lift hips up towards the ceiling and straighten the knees as much as you can. Squat back down and repeat, staying in tiptoes the entire time. Modify by placing hands higher (on a chair or bed).



Lunge with Arms Overhead

Stand in split stance with feet about 3 feet apart. Hold phone book or weight straight up overhead. Bend the knees and lower into a lunge, bringing both knees to 90 degree angles, front knee behind toe. Keeping weight overhead, push back up and repeat before switching legs.



Single Leg Lift and Squat

Place hands behind the back and tip forward until back is parallel to the floor and flat, abs braced. Take right leg out to the side, resting on toe. Squat down with the left leg while simultaneously lifting the right leg a few inches off the ground and out to the side, leg straight. Straighten and repeat for all reps before switching sides.



Calf Raise

Stand on phone book with heels hanging off the back. Keeping body straight, lift the body up onto tiptoes by contracting the calves. Lower and repeat. You can do this on the floor as well.



Oblique Abs

Sit with legs bent, back straight, arms extended straight out in front of you. Contract the abs and sweep right arm down and behind you in a half-circle motion, leaning the torso back a few inches. Sit back up and repeat on other side.



Eat a Rainbow: Build a Healthy Potluck Class

Title: Eat a Rainbow: Build a Healthy Potluck

Area of Training: Worksite Wellness

Audience: Preschool teachers and aides

Objectives: To increase knowledge on importance of eating a variety of fruits and vegetables and complete healthy salad bar demonstration.

Materials Needed: Fruit and Vegetable: Eat from a Rainbow handout, Salad bar ingredients (1 type of dark leafy green lettuce, 3-4 different colored fruits and vegetables for salad bar toppings, low-fat or olive-oil based salad dressing, serving bowls, serving utensils, disposable salad bowls, eating utensils, and napkins.

Brief Description:

The 25 minute class will identify the sources the benefits of eating a variety of fruits and vegetables of different colors and demonstrate the simplicity of building a healthy salad bar for the next employee potluck.

Lesson:

Introduction (2 minutes)

- Introduce instructor and goal of class
- Goal of the class is to:
 - o Experience a healthy and flavorful vegetables and provide healthy lunch options

Activity 1: Eating from a Rainbow: Building a Healthy Potluck (10 min)

Invite teachers to build a salad from a variety of fruits and vegetables of different colors. Discuss the logistics and costs to hosting a salad bar at the next employee potluck and the benefits of serving fruits and vegetables vs. other typical potluck dishes.

Why Eat from the Rainbow (3 minutes)

Benefits of Fruits and Vegetables ...		
Fruits	Vegetables	Why Different Colors?
<ul style="list-style-type: none">• People who eat more fruits and vegetables as part of an overall healthy diet are likely to have a reduced risk	<ul style="list-style-type: none">• Eating a diet rich in vegetables and fruits as part of an overall healthy diet may reduce risk for heart	<ul style="list-style-type: none">• Provides visual appeal• Gives a broad range of nutrients• Makes it FUN

<p>of some chronic diseases.</p> <ul style="list-style-type: none"> • Most fruits are naturally low in fat, sodium, and calories. None have cholesterol. 	<p>disease, including heart attack and stroke.</p> <ul style="list-style-type: none"> • Eating foods such as vegetables that are lower in calories per cup instead of some other higher-calorie food may be useful in helping to lower calorie intake. 	
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Give ideas for organizing a healthy potluck (3 minutes)

- **“Salad bar” potluck:** Here’s an idea for a different kind of potluck. Assign everyone to a bring one item: sliced cucumbers, chopped celery, grape tomatoes, cauliflowerettes, broccoli tops, baby carrots, sprouts, canned garbanzo and kidney beans, shredded low-fat cheese, whole wheat mini pitas or small whole grain rolls, and an assortment of low-fat salad dressings. Arrange lettuce in 1 to 2 large bowls and set up your own salad bar on a couple of long tables. A crock pot of low-fat soup or chili adds a heartier touch.
- See if there is a company that will cater a “salad lunch” where people can order what toppings they want (from a list).
- Pass around a sign-up sheet with indications for healthy options. Offer suggestions for fresh fruit (salads or kebabs), raw vegetable plates and salads. Picking up ready-made vegetable platters and fruit plates can be a time-saving option for the busy co-worker or the person who doesn’t like to cook.

Classroom Activity (5 minutes) – “Build Me A Salad”

- Need a copy of coloring sheet for each student
- Crayons or paints

Go over activity sheet with teachers and ask if they have any questions. Then ask if they can think of ways to modify activity for their classroom.

Closing (1 minute) – Give out handouts to take home

Handouts:

How to Use Fruits and Vegetables to Help Manage Your Weight

Healthy Habits for Life (HHL) Activities:

Classroom Activity

Build Me a Salad p. 44-45

Family Newsletter

HHL Family Newsletter p. 47 and 48

Assessment: Monthly Implementation Survey for activities completed last month



How to use

fruits
and
vegetables



to help manage
your weight.



DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION



Fruits and vegetables are part of a well-balanced and healthy eating plan.

There are many different ways to lose or maintain a healthy weight. Using more fruits and vegetables along with whole grains and lean meats, nuts, and beans is a safe and healthy one. Helping control your weight is not the only benefit of eating more fruits and vegetables. Diets rich in fruits and vegetables may reduce the risk of some types of cancer and other chronic diseases. Fruits and vegetables also provide essential vitamins and minerals, fiber, and other substances that are important for good health.

To lose weight, you must eat fewer calories than your body uses.

There are many reasons why people eat more food than they need. Sometimes people eat to make themselves feel good. Others may eat because they are tired and want a "boost." This pamphlet does not cover these reasons for eating. We will give you tips for eating to satisfy basic hunger until you feel full and do not feel hungry.

This doesn't necessarily mean that you have to eat less food. You can create lower-calorie versions of some of your favorite dishes by substituting low-calorie fruits and vegetables in place of higher-calorie ingredients. The water and fiber in fruits and vegetables will add volume to your dishes, so you can eat the

same amount of food with fewer calories. Most fruits and vegetables are naturally low in fat and calories and are filling.

As people become less active, their bodies need fewer calories. Even if you do not need to lose weight, you may still need to reduce calories simply to maintain your current weight.

Here are some simple ways to cut calories and eat fruits and vegetables throughout your day:

Breakfast: Start the Day Right.

- Substitute some spinach, onions, or mushrooms for one of the eggs or half of the cheese in your morning omelet. The vegetables will add volume and flavor to the dish with fewer calories than the egg or cheese.
- Cut back on the amount of cereal in your bowl to make room for some cut-up bananas, peaches, or strawberries. You can still eat a full bowl, but with fewer calories.



Lighten Up Your Lunch.

- Substitute vegetables such as lettuce, tomatoes, cucumbers, or onions for 2 ounces of the cheese and 2 ounces of the meat in your sandwich, wrap, or burrito.

The new version will fill you up with fewer calories than the original.

- Add a cup of chopped vegetables, such as broccoli, carrots, beans, or red peppers, in place of 2 ounces of the meat or 1 cup of noodles in your favorite broth-based soup. The vegetables will help fill you up, so you won't miss those extra calories.



Dinner

- Add in 1 cup of chopped vegetables such as broccoli, tomatoes, squash, onions, or peppers, while removing 1 cup of the rice or pasta in your favorite dish. The dish with the vegetables will be just as satisfying but have fewer calories than the same amount of the original version.



- Take a good look at your dinner plate. Vegetables, fruit, and whole grains should take up the largest portion of your plate. If they do not, replace some of the meat, cheese, white pasta, or rice with legumes, steamed broccoli, asparagus, greens, or another favorite vegetable. This will reduce the total calories in your meal without reducing the amount of food you eat. BUT remember to use a normal- or small-size plate—not a platter. The total number of calories that you eat counts, even if a good proportion of them come from fruits and vegetables.

Smart Snacks

Most healthy eating plans allow for one or two small snacks a day. Choosing most fruits and vegetables will allow you to eat a snack with only 100 calories.

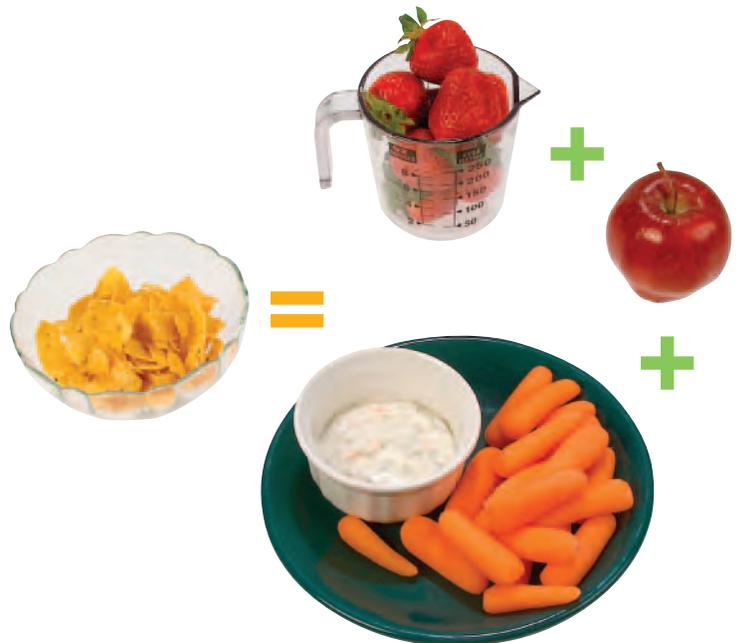
About 100 Calories or Less

- a medium-size apple (72 calories)
- a medium-size banana (105 calories)
- 1 cup steamed green beans (44 calories)
- 1 cup blueberries (83 calories)
- 1 cup grapes (100 calories)
- 1 cup carrots (45 calories), broccoli (30 calories), or bell peppers (30 calories) with 2 tbsp. hummus (46 calories)

The fruits and vegetables in the box above all have about 100 or fewer calories.

Instead of a high-calorie snack from a vending machine, bring some cut-up vegetables or fruit from home. One snack-sized bag of corn chips (1 ounce) has the same number of calories as a small apple, 1 cup of whole strawberries, AND 1 cup of carrots with 1/4 cup of low-calorie dip.

Substitute one or two of these options for the chips, and you will have a satisfying snack with fewer calories.



Remember: Substitution is the key.

It's true that fruits and vegetables are lower in calories than many other foods, but they do contain some calories. If you start eating fruits and vegetables in addition to what you usually eat, you are adding calories and may gain weight. **The key is substitution.** Eat fruits and vegetables *instead* of some other higher-calorie food.

Fruits and Vegetables for Weight Control

Eat fruits and vegetables the way nature provided—or with fat-free or low-fat cooking techniques.



Try steaming your vegetables, using low-calorie or low-fat dressings, and using herbs and spices to add flavor. Some cooking techniques, such as breading and frying, or using high-fat dressings or sauces will greatly increase the calories and fat in the dish. And eat your fruit raw to enjoy its natural sweetness.

Canned or frozen fruits and vegetables are good options when fresh produce is not available.

However, be careful to choose those without added sugar, syrup, cream sauces, or other ingredients that will add calories.

Choose whole fruit over fruit drinks and juices.

Fruit juices have lost fiber from the fruit. It is better to eat the whole fruit because it contains the

added fiber that helps you feel full. One 6-ounce serving of orange juice has 85 calories, compared to just 65 calories in a medium orange.

Whole fruit gives you a bigger size snack than the same fruit dried—for the same number of calories.

A small box of raisins (1/4 cup) is about 100 calories. For the same number of calories, you can eat 1 cup of grapes.



Want More Information?

Check out these Web sites for more information about how fruits and vegetables can help you manage your weight:

Centers for Disease Control and Prevention:
www.cdc.gov/5aday

US Department of Agriculture, Center for Nutrition Policy and Practice:
www.usda.gov/cnpp

National Cancer Institute:
www.5aday.gov

Produce for Better Health Foundation:
www.5aday.org
www.healthierus.gov/dietaryguidelines

This brochure is available at
www.cdc.gov/nccdphp/dnpa



DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION
NATIONAL CENTER FOR
CHRONIC DISEASE PREVENTION AND HEALTH PROMOTION
DIVISION OF NUTRITION AND PHYSICAL ACTIVITY





Healthy Meetings Checklist

Our food choices, physical activity, lifestyle and environment all affect our health. So much of our time is spent in meetings, workshops, conferences, presentations, seminars and catered events that they become part of our worksite reality. For these functions, we can model our commitment to wellness by (1) providing healthy food choices and (2) by including opportunities for physical activity.

Healthy eating does **not** mean that everything served has to be low fat, low sodium and sugarless. It **does** mean that choices and options are offered. Consider the following:

Are there enough variety and choices over the course of the day(s)?

It takes a variety of foods to get the energy, protein, vitamins, minerals, and fiber we need every day. Colors, textures and aromas all add to the sensory pleasures of eating. Offering choices and options is a key to meeting diverse needs.

Have smaller portions of foods high in sugar, salt and fat, and larger portions of foods lower in fat and calories.

Try offering smaller portions of foods higher in sugar, salt, and fat, such as mini muffins, mini doughnuts, and mini cookies. For main dishes, consider having plant foods as the foundation with meat as a garnish such as stir-fries and salads. Offer larger portions of foods lower in sugar, salt and fat like whole fruit, bagels with jelly, summer rolls, and rice balls as choices and options.

Are lower fat, salt and sugar options available?

There are foods naturally low in fat, salt and sugar. Lower fat, salt and sugar versions of many foods are also available. How about tortilla chips with bean dip and salsa, pretzels and popcorn, or reduced-fat cookies and crackers?

Are fruits and vegetables offered?

Fruits and vegetables are good choices. Check to make sure that dips and dressings are not high in fat. Try to use many colors, kinds, and forms (fresh, frozen, canned, dried) of fruits and vegetables. Do you have fruit and vegetables that are the colors of the rainbow?

Are locally produced options offered?

Consider offering local produce to support our local economy.

Is water offered as a beverage?

Water is the essential nutrient, so drink it often. Cool, clear water has fast become the crowd favorite, so offer it with all meals, snacks, and breaks.



Visit our Nutrition Education for Wellness (NEW) website at www.ctahr.hawaii.edu/NEW



Are enough breaks offered with opportunities for physical activity?

Physical activity is probably not what comes to mind when we think of meetings. Long periods of sitting and listening can have an effect on energy and attention levels, and enthusiasm can wane. Have “activity” breaks like stretching, walking discussion sessions, songs and dances, or discovery learning hunts. There are many simple strategies, just be creative.

Are choices available for indicated special needs and preferences?

Have a variety of foods available to meet common preferences and special needs. Consider having vegetarian choices available for all meals and snacks. Include a question about special dietary needs on the registration form. Buffets offer creative opportunities to include choices for special needs and preferences. Work with the caterer.

Is safe food handling practiced?

Cleanliness is essential when handling food. Wash your hands with soap and water often, and keep surfaces (tables and counters) clean. To serve food safely, keep hot foods hot and cold foods cold. Keep vermin and pests like flies, ants, roaches and other critters out of all food.

Are whole grain choices available?

Foods made from whole grains offer many possibilities. Combine them, offer them in new ways, or include historical ethnic versions. Try adding 2-3 whole grain cereals to a trail mix, have sandwiches with whole grain, offer whole grain tortillas rollups, or try a whole grain barley squash soup.

Are whole foods (closest to the form found in nature) available?

Offer foods in their natural, unprocessed form. For example, fresh apples are in their “whole” form that nature gave us. Applesauce and apple juice are more processed while flavored apple products may not contain any real apples.

Are the foods visually appealing and tasty?

Check foods offered for visual, aroma and taste appeal. We enjoy foods with all of our senses.

Consider not offering food at mid-morning or mid-afternoon meetings, presentations and seminars. Only offer beverages, like water. How about a physical activity break instead??

We are surrounded by food—we live in a food-saturated environment. With the increasing rates of overweight and obesity, we may want to consider whether it is necessary to provide food at meetings, presentations and seminars, especially for mid-morning and mid-afternoon breaks.

Consider having physical activity breaks with water as the only beverage. We can try to create a new “norm” where food is not central to every thing.



Visit our Nutrition Education for Wellness (NEW) website at www.ctahr.hawaii.edu/NEW



HEALTHY MEETINGS CHECKLIST

Use the “checklist” below for planning your next meeting, workshop, or conference. Take notes for sharing and for future events. Use it when planning with caterers.

	YES	NO
✓ Are there enough variety and choices over the course of the day?	<input type="checkbox"/>	<input type="checkbox"/>
✓ Are fruits and vegetables offered?	<input type="checkbox"/>	<input type="checkbox"/>
✓ Are locally produced foods offered?	<input type="checkbox"/>	<input type="checkbox"/>
✓ Are lower fat, salt and sugar options available?	<input type="checkbox"/>	<input type="checkbox"/>
✓ Is water offered as a beverage?	<input type="checkbox"/>	<input type="checkbox"/>
✓ Are enough breaks offered with opportunities for physical activity?	<input type="checkbox"/>	<input type="checkbox"/>
✓ Are choices available for indicated special needs and preferences?	<input type="checkbox"/>	<input type="checkbox"/>
✓ Is safe food handling practiced?	<input type="checkbox"/>	<input type="checkbox"/>
✓ Are whole grain choices available?	<input type="checkbox"/>	<input type="checkbox"/>
✓ Are whole foods (closest to the form found in nature) available?	<input type="checkbox"/>	<input type="checkbox"/>
✓ Are the foods visually appealing?	<input type="checkbox"/>	<input type="checkbox"/>

Visit our Nutrition Education for Wellness (NEW) website at www.ctahr.hawaii.edu/NEW

Family Style Meal Service Training

Title: Family Style Meal Service

Area of Training: Child Nutrition and Feeding

Audience: Preschool teachers and aides

Objectives: To increase knowledge on how to conduct family style meal service

Materials Needed: Family Style Meal Service Prezi Presentation, laptop, projector

Brief Description:

The 30 minute class will provide training to Head Start teachers and staff on how to deliver meals in family style with suggestions on before, during and after meal practices that will ensure a pleasant and healthy meal time environment.

Lesson:

Introduction (2 minutes)

- Introduce instructor and goal of class
- Goal of the class is to:
 - o provide an overview of family style meal service
 - o increase teachers knowledge and confidence related to delivering family style meal service.

Family Style Meal Service presentation (20 minutes)

- Power Point presentation of family style meals
- Benefits of family style meals
 - o Provides opportunity for learning
 - o Supports healthy eating habits
- Explains the different components of family style meals
 - o Preparation
 - o Transition
 - o Serving and Eating
 - o Clean-Up

Classroom Activity (5 minutes)

- Go over “Adding Up to Five”, “Try for Five” classroom activity
- Let them know they will need paper plates, scissors, and glue for this classroom activity.
- Show them an example of the activity.
- Ask if there are any questions. Ask how many will do this activity in their classroom?

Closing (1 minute) – Ask if there are any questions. Give out handouts to take home

Handouts:

Family Style Meal Service presentation

Try for Five handout

Healthy Habits for Life (HHL) Activities:

Classroom Activity

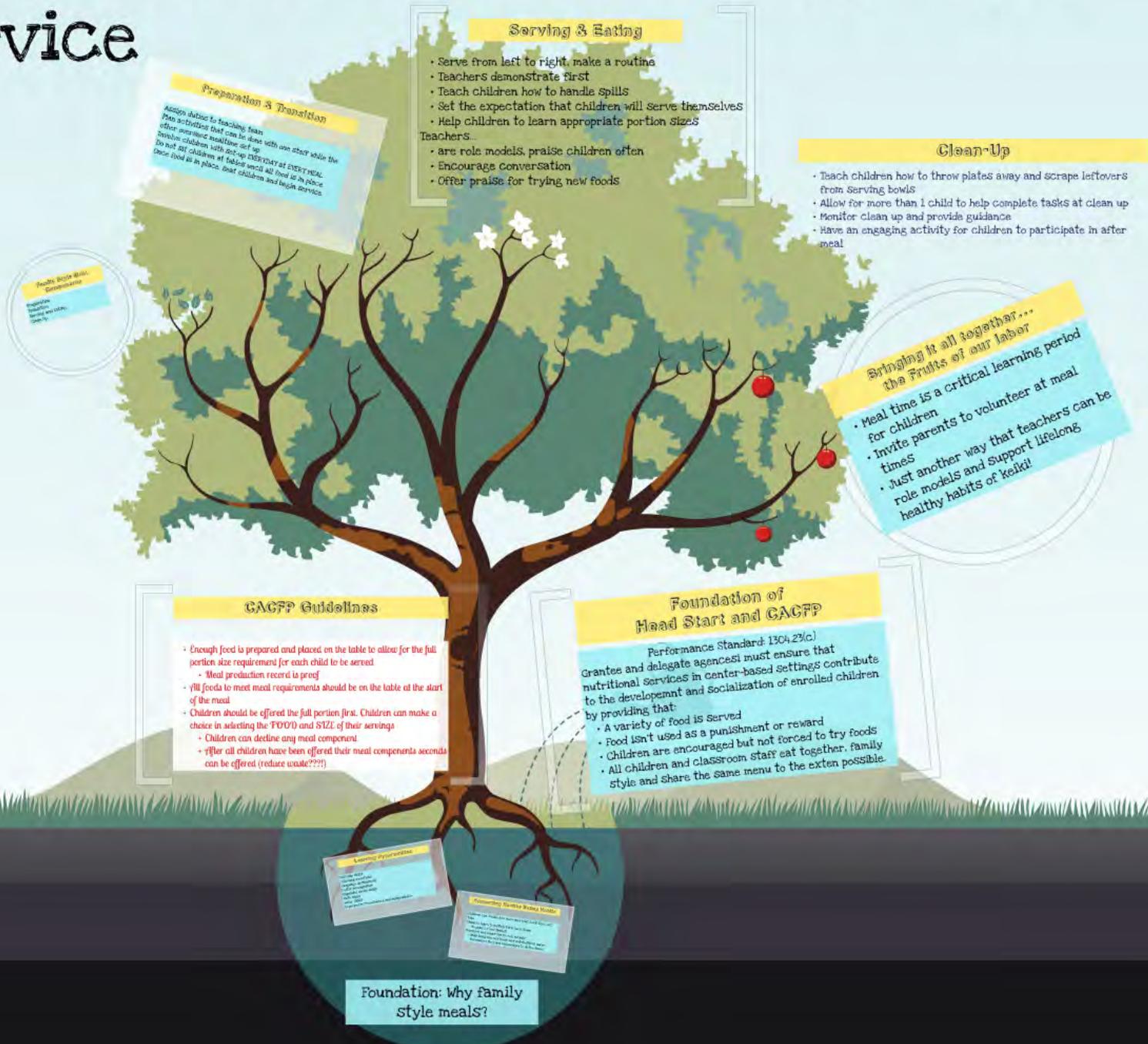
Adding up to Five p. 34, 45, 54

Family Newsletter

HHL Family Newsletter p. 55 to 58

Assessment: Monthly Implementation Survey for activities completed last month

Roots of Nutrition: Basics of Family Style Meal Service



Preparation & Transition

Assign duties to teaching team
Plan activities that can be done with an adult while the other mealtime routine set up
Involve children with set-up
Do most of children of table until all food is in place
Once food is in place, adult children and begin service

Serving & Eating

- Serve from left to right, make a routine
 - Teachers demonstrate first
 - Teach children how to handle spills
 - Set the expectation that children will serve themselves
 - Help children to learn appropriate portion sizes
- Teachers...
- are role models, praise children often
 - Encourage conversation
 - Offer praise for trying new foods

Clean-Up

- Teach children how to throw plates away and scrape leftovers from serving bowls
- Allow for more than 1 child to help complete tasks at clean up
- Monitor clean up and provide guidance
- Have an engaging activity for children to participate in after meal

Ready, Set, Go!

- Assign duties to teaching team
- Plan activities that can be done with an adult while the other mealtime routine set up
- Involve children with set-up
- Do most of children of table until all food is in place
- Once food is in place, adult children and begin service

Bringing it all together... the Fruits of our labor

- Meal time is a critical learning period for children
- Invite parents to volunteer at meal times
- Just another way that teachers can be role models and support lifelong healthy habits of keiki!

GACFP Guidelines

- Enough food is prepared and placed on the table to allow for the full portion size requirement for each child to be served
 - Meal production record is proof
- All foods to meet meal requirements should be on the table at the start of the meal
- Children should be offered the full portion first. Children can make a choice in selecting the FOOD and SIZE of their servings
 - Children can decline any meal component
 - If all children have been offered their meal components seconds can be offered (reduce waste???)

Foundation of Head Start and GACFP

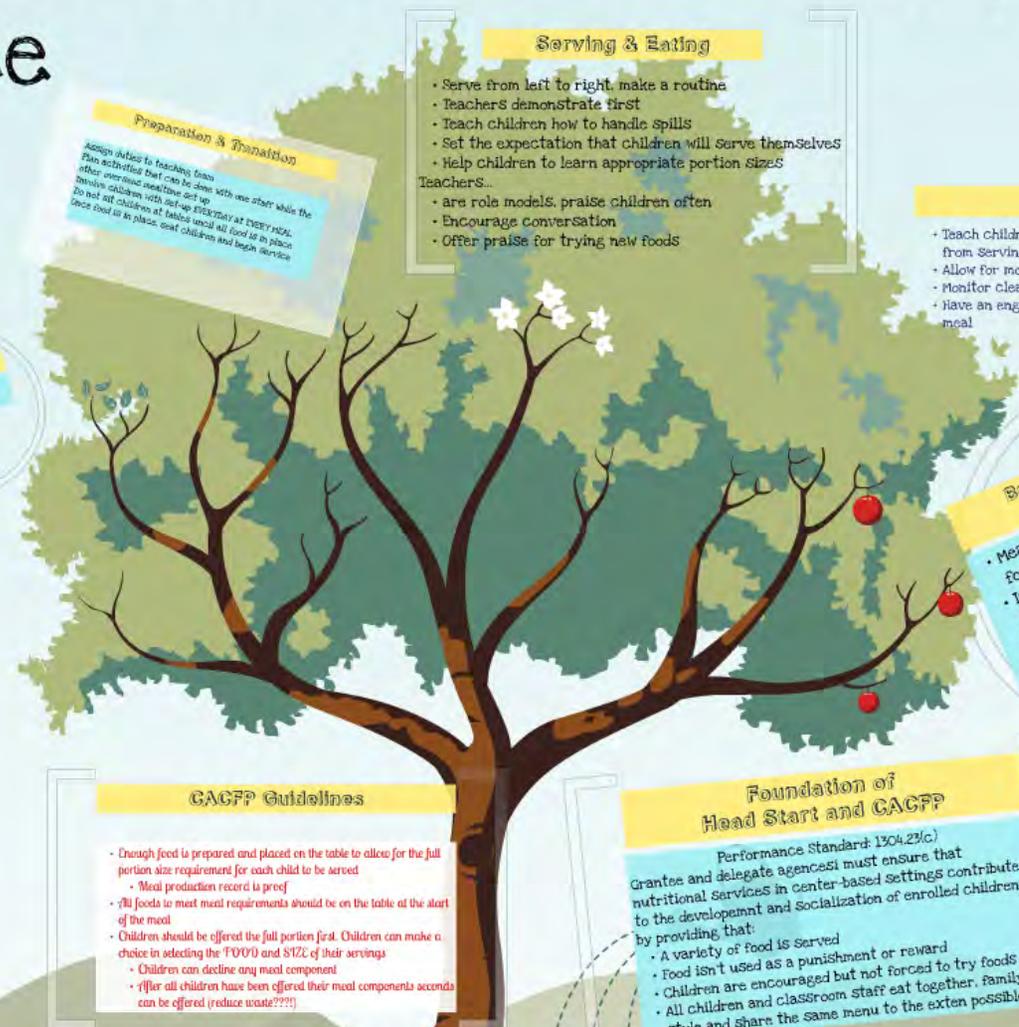
Performance Standard: 1304.23(c)
Grantees and delegate agencies must ensure that nutritional services in center-based settings contribute to the development and socialization of enrolled children by providing that:

- A variety of food is served
- Food isn't used as a punishment or reward
- Children are encouraged but not forced to try foods
- All children and classroom staff eat together, family style and share the same menu to the extent possible.

Foundation: Why family style meals?

- Learning Objectives
- Assessment/ Student Reflection Monitor

Roots of Nutrition: Basics of Family Style Meal Service



Preparation & Transition

Assign duties to teaching team
Plan activities that can be done with one other while the
other are seated/one they set up
Involve children with set up & clean up at every meal.
Do not sit children at tables until all food is in place
Place food in its place, seat children and begin service

Serving & Eating

- Serve from left to right, make a routine
- Teachers demonstrate first
- Teach children how to handle spills
- Set the expectation that children will serve themselves
- Help children to learn appropriate portion sizes

Teachers...

- are role models, praise children often
- Encourage conversation
- Offer praise for trying new foods

Clean-Up

- Teach children how to throw plates away and scrape leftovers from serving bowls
- Allow for more than 1 child to help complete tasks at clean up
- Monitor clean up and provide guidance
- Have an engaging activity for children to participate in after meal

Provide
visual
reminders
of the
steps to
follow

Bringing it all together...
the Fruits of our labor

- Meal time is a critical learning period for children
- Invite parents to volunteer at meal times
- Just another way that teachers can be role models and support lifelong healthy habits of kids!

CACFP Guidelines

- Enough food is prepared and placed on the table to allow for the full portion size requirement for each child to be served
 - Meal production record is proof
- All foods to meet meal requirements should be on the table at the start of the meal
- Children should be offered the full portion first. Children can make a choice in selecting the FOOD and SIZE of their servings
 - Children can decline any meal component
- If/for all children have been offered their meal components accounts can be offered (reduce waste????)

Foundation of Head Start and CACFP

Performance Standard: 1204.23(c)
Grantee and delegate agencies must ensure that nutritional services in center-based settings contribute to the development and socialization of enrolled children by providing that:

- A variety of food is served
- Food isn't used as a punishment or reward
- Children are encouraged but not forced to try foods
- All children and classroom staff eat together, family style and share the same menu to the extent possible.

Foundation: why family style meals?

Learning Opportunities

Self-help skills
Following directions
Language development
Letter recognition
Expanded social skills
Math skills
Motor skills
Improved self-confidence and independence

Supporting Healthy Eating Habits

Children can decide how much and what foods they will take
Children learn to politely turn foods down
• No peas for me! Thanks!
Teachers and peers can be role models
• When keiki see new foods and watch others serve themselves they are encouraged to do the same!

Foundation: Why family style meals?

Learning Opportunities

Self-help skills

Following directions

Language development

Letter recognition

Expanded social skills

Math skills

Motor skills

Improved self-confidence and independence

Supporting Healthy Eating Habits

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Foundation of Head Start and CACFP

Performance Standard: 1304.23(c)

Grantee and delegate agencies must ensure that nutritional services in center-based settings contribute to the development and socialization of enrolled children by providing that:

- A variety of food is served
- Food isn't used as a punishment or reward
- Children are encouraged but not forced to try foods
- All children and classroom staff eat together, family style and share the same menu to the extent possible.

CACFP Guidelines

- Enough food is prepared and placed on the table to allow for the full portion size requirement for each child to be served
 - Meal production record is proof
- All foods to meet meal requirements should be on the table at the start of the meal
- Children should be offered the full portion first. Children can make a choice in selecting the FOOD and SIZE of their servings
 - Children can decline any meal component
 - After all children have been offered their meal components seconds can be offered (reduce waste???)

Family Style Meal Components

Preparation
Transition
Serving and Eating
Clean Up

Preparation & Transition

ASSign duties to teaching team

Plan activities that can be done with one staff while the other oversees mealtime set up

Involve children with set-up EVERYDAY at EVERY MEAL

Do not sit children at tables until all food is in place

Once food is in place, seat children and begin service

Serving & Eating

- Serve from left to right, make a routine
- Teachers demonstrate first
- Teach children how to handle spills
- Set the expectation that children will serve themselves
- Help children to learn appropriate portion sizes

Teachers...

- are role models, praise children often
- Encourage conversation
- Offer praise for trying new foods

Clean-Up

- Teach children how to throw plates away and scrape leftovers from serving bowls
- Allow for more than 1 child to help complete tasks at clean up
- Monitor clean up and provide guidance
- Have an engaging activity for children to participate in after meal

all together...
labor

period

Bringing it all together... the Fruits of our labor

- Meal time is a critical learning period for children
- Invite parents to volunteer at meal times
- Just another way that teachers can be role models and support lifelong healthy habits of keiki!

Portion Control Class

Title: Portion Control

Area of Training: Worksite Wellness

Audience: Preschool teachers and aides

Objectives: To increase teachers knowledge on portion control and tips to avoid overeating.

Materials Needed: Portion Options, Portion is In your Hands, Eating to Control Hunger Handouts, "Hungry- Full Meter" activity, "If You're Hungry and You Know It" poster
Instructor: Dietitian

Brief Description:

The 15 minute class will increase awareness of appropriate portion sizes as well as tips for avoiding overeating.

Lesson:

Introduction (2 minutes)

- Introduce instructor and goal of class
- Goal of the class is to:
 - o Increase teachers' awareness of appropriate portion sizes for different foods
 - o Provide tips for avoiding overeating.

"Portion is in Your Hands" handout (5 minutes)

- Review handout
- Benefits of portion control and issues in food environment
 - o "Super-sized" portions are the norm
 - o Portion control supports a healthy diet, can ensure a balanced diet

"Eating to Control Hunger" Handout (8 minutes)

- Review handout
- Reinforce difficulty with exercising portion control in the food environment
 - o "Super-sized" portions are typical
 - o Share each tip
 - o Discuss other tips teachers have heard of before and some ways they could incorporate these into their daily habits.

Classroom Activity (5 minutes)

- Go over "If You're Hungry and You Know It" poster and the "Hungry Meter" classroom activity

- Let them know they will need scissors and small pipe cleaners or paper fasteners for this classroom activity.
- Show them an example of the activity.
- Ask if there are any questions. Ask how many will do this activity in their classroom?

Closing (1 minute) – Ask if there are any questions. Give out handouts to take home

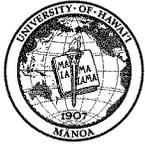
Handouts:

Portion Options
Portion is In your Hands
Eating to Control Hunger

Healthy Habits for Life Activities:

“If You’re Hungry and You Know It” p. 60
“Hungry Full Meter” p.64-65
Healthy Habits for Life Family Newsletter p. 67-68

Assessment: “Monthly Implementation Survey” for activities in the past month



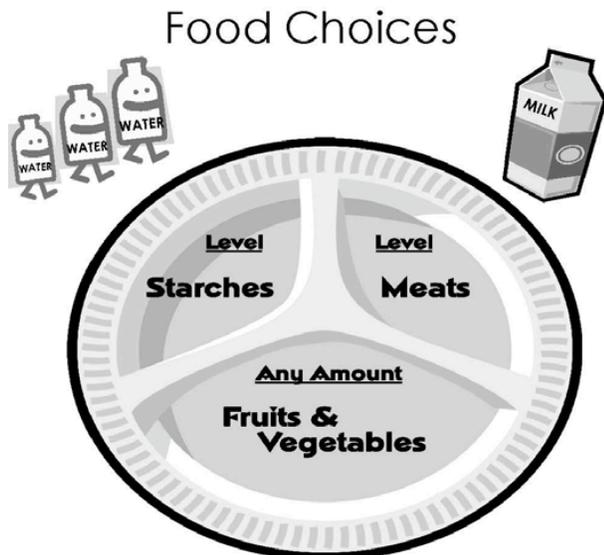
FACTOID 6: PORTIONS & OPTIONS

Healthy Meetings Checklist Items: *Are lower fat, salt and sugar options available?*
Are choices available for indicated special needs and preferences?

Eating right and being physically active aren't just a "diet" or a "program"—they are keys to a healthy lifestyle. We need to make smart choices from every food group, find our balance between food and physical activity, and get the most nutrition from our calories. Depending upon our age, activity level, and whether we are trying to gain, maintain, or lose weight, there is a right number of calories for each of us to eat each day.

Portions on a Plate

How can we simplify eating right? One suggestion is to "eat proportionally" and to use a 9-inch round (eating surface area) plate as a guide to eating. A compartmented plate may also be helpful as a startup practice tool; paper, plastic and ceramic versions are readily available.



Vegetables and fruits fill half the plate.

Pile vegetables and fruits as high as desired and if you're still hungry for seconds, go right ahead. Vary your choices and eat vegetables and fruits of different colors. Choose a low-fat dressing, like the recipes below. If you're using a compartmented plate, vegetables and fruits fill the largest section.

A grain food (or starch) fills a fourth of the plate and not more than 1/2 inch high. Choose whole grains whenever possible. Choices should also generally be low in fat. With the occasional high fat choice such as French fries, your portion size would be limited to approximately half of a small package. If using a compartmented plate, this is one of the small sections.

A protein food fits in the remaining fourth of the plate. Choices should generally be low in fat. The occasional high fat choice such as fried chicken would be limited to one thigh. If using a compartmented plate, this is one of the small sections.

Drink water with and between meals.

Consider drinking low-fat or fat-free milks.

Visit our Nutrition Education for Wellness (NEW) website at www.ctahr.hawaii.edu/NEW



Low-fat dressings

Mix all ingredients together for each recipe.

Thousand Island Dressing

1 carton (6-8 ounces) low-fat or nonfat vanilla yogurt
1/4 cup tomato catsup
1/4 cup pickle relish
Pepper to taste

Piña Colada Sauce

1 carton (6-8 ounces) low-fat or nonfat vanilla yogurt
1 carton (6 ounces) frozen pineapple juice concentrate
Coconut extract to taste

Ginger Citrus Dressing

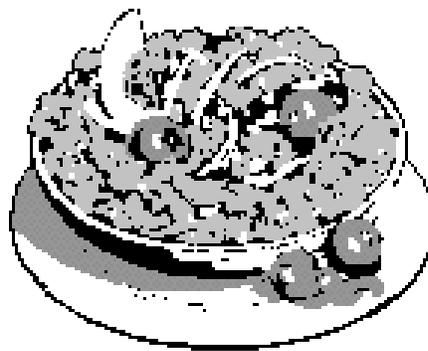
1/4 cup grated ginger root
2-4 tablespoons fresh lemon or lime juice with grated peel
1 cup rice vinegar
1/4 cup honey

Salsa

1 can (28 ounces) tomatoes, crushed
1/4 cup minced onions (round and/or green)
1-2 teaspoons lemon or lime juice
2 tablespoons cilantro (Chinese parsley)
Chili peppers or hot sauce to taste

Tartar Sauce

1 carton (6-8 ounces) low-fat vanilla yogurt
1/4 cup pickle relish
1 teaspoon minced pickled capers
Pepper to taste



Visit our Nutrition Education for Wellness (NEW) website at www.ctahr.hawaii.edu/NEW

Serving Sizes Based on Your Hand:



1 fist = 1 cup

The size of your fist also = 1 medium-sized whole fruit



**Palm = 3 oz. of meat,
fish or poultry**

*I've also heard this measurement equated to the size of a deck of cards.

**Thumb (tip to base) =
1 oz. of cheese**



Thumb tip = 1 teaspoon

3 teaspoons = 1 tablespoon



**Index finger
(1st joint to 2nd
joint) = 1 inch**



Handful = 1-2 oz. of snack food

I think this is a great one!
How often do we have a snack like
this and eat handful after handful?
Now we know that ONE handful is
enough!



1 tennis ball = 1/2 cup

1/2 your fist also = 1/2 cup

If You're Hungry and You Know It

If you're hungry and you know it, say "I'm Hungry!" (2 times)

If you're hungry and you know it
And you really want to show it.

If you're hungry and you know it
Eat a pear!

If you're thirsty and you know
it say, "I'm thirsty!" (2 times)

If you're thirsty and you know it
And you really want to show it.

If you're thirsty and you know it
Drink some water!

If you feel full and you know it,
Say, "No more, please!" (2 times)

If you feel full and you know it,
Then say "No" so you can show it.

If you feel full and you know it
Just say, "No more food."

*Say it, do it! Sing and dance!
After the first stanza, STOP!
Children now pretend to eat
different HEALTHY anytime foods.
Ask children to call out what they
are eating as they pretend to put
these foods into their mouths. Now
STOP eating! And sing again....
After the second stanza, STOP!
Children now pretend to drink
different HEALTHY anytime drinks.
Ask children to call out what they
are drinking as they pretend.
Now...STOP drinking! And sing
again... After singing with children
ask them to listen to their bodies.
How are they feeling now? Hungry?
Thirsty? Full?*



Communicating BMI Training

Title: Communicating BMI

Area of Training: Child Nutrition and Parent Communication

Audience: Preschool teachers and aides

Objectives: To increase teachers' and staff's self-efficacy in communicating nutrition and BMI-related information with parents of preschool children.

Materials Needed: BMI Workbook

Brief Description:

The 30 minute class will provide training to teachers and staff on how to share BMI information with parents of children in an effective and sensitive way.

Lesson:

See BMI workbook.

Handouts:

BMI workbook

Healthy Habits for Life Activities:

"Healthy Land" p. 73-74

Healthy Habits for Life Family Newsletter: pg. 77-78

Assessment: "Monthly Implementation Survey"

The Children's Healthy Living Program for Remote Underserved Minority Populations in the Pacific Region (CHL)

Talking to Parents/Caregivers About BMI categories



*Developed by the Intervention Work Group for use in the
CHL Pacific Region*

Introduction

This workbook provides guidance for you to deliver Body Mass Index (BMI) results and information to parents/caregivers in a way that is sensitive, effective, and relates to where the parents/ caregivers are at.

To put this in context, the Children's Healthy Living (CHL) program has identified six behavioral targets that help address weight. *We are working together to help children and adults achieve the following:*

1. Increase sleep
 - a. Children, 11-13 hours/day
 - b. Adults, 7-9 hours/day
2. Increase physical activity
 - a. Children, 1 hour/day moderate to vigorous
 - b. Adults, 30 min/day moderate
3. Increase consumption of fruits and vegetables
 - a. Children, 1 cup fruit and 1 heaping cup vegetables daily
 - b. Adults, 2 cups fruit and 3 cups vegetables daily
4. Increase water intake
 - a. Children, 32 to 40 ounces (4-5 cups) per day
 - b. Adult, females 72 ounces (9 cups) per day; adult males 104 ounces (13 cups) per day
5. Decrease recreational screen time
 - a. Children, less than 2 hours/day
 - b. Adults, less than 2 hours/day
6. Decrease sugar-sweetened beverages
 - a. Children, almost none
 - b. Adults, almost none

Why these targets? Research has shown that reaching these behavioral targets decreases the risk of unhealthy weight gain in young children. The targets are established by the United States Department of Agriculture (USDA), the Centers for Disease Control and Prevention (CDC), and the American College of Sports Medicine. Currently, it is estimated that has 60-90% of adults and 15-45% of 2-8 year olds are overweight!

This workbook is intended to help further develop of your skills as an effective communicator. It also provides you with a way to deliver your message in an adaptable and effective way. The goal is to empower you, as teachers, to better help others in your community practice behaviors that lead to healthy children.

Thank you, from the CHL Staff



PARENT BMI CHECKLIST

1. BEFORE MEETING WITH PARENTS/CAREGIVERS

- Organize any materials needed for meeting (BMI chart, information materials, referral information etc.).
- Practice being present and remember listening skills.
- Formulate positive first interaction.

2. TALKING WITH PARENTS/CAREGIVERS

- Reestablish trusting relationship.
- Inform parents why you are meeting with them today.
- Together find child's BMI on chart.
- Ask them how they feel about the BMI result. Address any concerns.
- Ask them if they would like to see their child's BMI changed.
- Ask how they would go about seeing this change.
- Give a short summary/reflection of their motivation to change
- Then ask: "So what do you think you will do about it?" And just listen

3. CONCLUSION

- Provide appropriate materials based on the parents/caregiver's stage of change and motivation to change.
- Review materials to make sure they understand how to use them.
- Ask if they have any questions or concerns.
- Thank them for coming. Say something positive about the encounter.



Workbook Principles

This workbook focuses on how to communicate BMI information effectively to parents/caregivers of Head Start students in a timely and positive manner. To achieve this goal, a checklist has been created for your use. The checklist can be found on the previous page. It consists of three sections: Before Meeting with Parents/Caregivers; Talking with Parents/Caregivers; and Conclusion. In addition, there are materials that you can share with parents/caregivers in the appendix. The workbook follows the checklist and explains the sections more fully.

Before the Meeting

Be prepared. Being prepared for the meeting is helpful in setting the stage for the conversation. A trusting relationship

The four principles upon which the workbook is based are:

1. **Trust.** This is the most important principle. People need to feel that what they say is not being judged or repeated. They need to know they can count on you. They need to know that you will follow through on promises. *A good tip: Under-promise and Over-deliver.*
2. **Active Listening.** Truly listen to what others are saying. It means letting go of our own biases and desire to “tell others what to do.” It takes an open mind to full attend to the conversation. *Listen until you don’t exist.* This means letting go of your own agenda and not just waiting for the other person to finish talking so you can say what you want. Rather, focus on their words and meanings. It is all about what **they** are saying.
3. **Positive Psychology.** Look at what went well, not at what isn’t going well. Focusing on the positive creates a positive spiral where good thoughts and ideas generate more good thoughts and ideas.
4. **Strength-based Approach.** Focus on a person’s strengths, not the weaknesses. Identify positive traits and behaviors. Help people build on their strengths.

with the parents/caregivers is key to effective communication. Having the necessary materials available demonstrates that you care about them and the information you are presenting.

Make the space confidential. Make sure that the meeting takes place in a place where you can maintain confidentiality. That other parents/caregivers aren’t able to hear the conversation establishes a deeper trust and helps build a comfortable space to encourage interaction.

Be mindful. Take a few minutes before the meeting to organize your thoughts and let go of other things that are going on. One way to do this is by organizing the materials that you need, laying them out for easy access, taking a few minutes to look over the materials, and then to let go of other things that might be vying for your time and attention. This is called “mindfulness.”



What are some other ways you can practice being mindful? List them below for future reference:

Remember, the first interaction is important!

Set the tone. The tone of a conversation can be set in the very first exchange. In face-to-face conversations, your body language can set the tone. A smiling face, a relaxed body position, or a calm look can set others at ease and set the tone for positive interactions and creates open inviting body language.

A positive statement can go a long way. The way you begin a conversation is critical as well. It can be as simple as saying “What a beautiful day.” Just finding the good in the moment is enough. For an experiment, try asking “What is the best thing that happened to you today?” and see what happens.

A good tone and a positive statement help relax both you and the parent/caregiver. They draw attention to what is going well and set the stage for a solution-based exchange.

Please jot down below some ideas you have for a positive first exchange:

The steps listed above are ways that you can prepare before the meeting, to create a space that is accepting, trusting, and non-judgmental. Now you are ready to welcome the parents/caregivers into a welcoming space!

At the Meeting: Talking to Parents/Caregivers

Start the conversation with a positive statement, and remember the importance of open inviting body language. These actions reinforce the trusting relationship between you and the parents/caregivers.

Next let them know why you are meeting with them today. Be clear. Let them know that you are going to talk about their child’s body mass index (BMI). If they are unfamiliar with the term BMI, explain it in a way they can understand. BMI stands for Body Mass Index and provides a measure of weight status—for example, underweight, healthy weight, overweight, and obese. It is determined using a chart developed by the Centers for Disease Control and Prevention.



Let parents know that you will plot the child’s height and weight together on the chart. Lay out the appropriate chart with the child’s age, weight, and stature (height), and BMI calculations on the chart. Using the child’s age and BMI, discover (together with the parents/caregivers) the BMI percentile. Explain the relationship between the weight status category and the percentile range.

Weight Status Category	Percentile Range
Underweight	Less than the 5th percentile for age.
Healthy weight	5th percentile to less than the 85th percentile for age.
Overweight	85th to less than the 95th percentile for age.
Obese	Equal to or greater than the 95th percentile for age.

Before we ask them how they feel about their child’s BMI category, let’s talk about how to communicate in a way that works for you. Please list below strategies that have worked for you when speaking with parents/caregivers and why you feel they have been successful.

Strategy:

Why it was successful:

Strategy:

Why it was successful:

Are there any common elements? If so, what were they? Please list below.

Were any based on your relationship with the parent/caregiver? Did your successful strategies draw attention to something positive? Did you communicate in a way that was comfortable to you and the parents? When we communicate to others in a way we are comfortable with, we are coming from a place that is “true” to you.



Below are some more ideas for finding your own style.

Use your strengths to develop your own style. The understanding of “where you are coming from” makes your interactions with others genuine and enjoyable. Most of us know we are not perfect. Perhaps we struggle with our own BMI. But remember, no one expects us to be perfect.

The style that feels true to you is yours. There is no single perfect way to communicate effectively. Your style may be what you are already doing. The best way to find out your style is to practice. See what works best. A thing to remember: *Humor is good, but make sure it is not at the expense of others. It is okay to make light of yourself, but not okay to make light of others.*

There is no “right” style. As was stated earlier, there is no style that is the best. Your style depends on who you are.

Adapt to fit your style and culture in a way you are comfortable with. You know your culture, your environment, and social norms best. If you are working with person or group that is unfamiliar to you, you may want to ask someone who knows more. And then try to actively listen, withhold judgment, be respectful, be sincere, and show humility. These traits will go a long way in bridging any cultural gaps. That doesn’t mean you won’t make mistakes. But these skills let others know that your intentions are good.

Go from what you know, and be honest. There is no need to act like you know more than you do. If others want more than you feel comfortable providing, you can refer to the information provided or help them find the information or help they are seeking.

The next box on the checklist is to ask the parents/caregivers how they feel about their child’s BMI category. Now is the time to start actively listening to their response.

What is active listening? Active listening is truly listening to what the other person is saying.

- You let go of your own agenda, judgments, and desire to give advice.
- It is simply just listening.
- To show you are listening, every now and then summarize and restate what you are hearing.

For more information on developing your listening skills, please see the box on the following page.

By actively listening, we show that we respect what they have to say and are not judging them. This empowers them and gives them a “voice”.



Developing Active Listening Skills

Everyone can develop good listening skills. The more you practice, the better you become. Even good listeners need to keep practicing their skills. Good listening is a “journey not a destination.” The key is to practice and note how much more you learn from others when you practice good listening skills.

How does one practice listening skills?

- **Be present in the moment.** Be mindful of what you are doing, and focus on the person speaking.
- **Limit distractions.** Put your phone down, turn off the TV, and look away from your computer. Go to a place where there are few distractions.

It is helpful to know how your feelings affect your listening skills.

- Being tired, hungry, upset, or stressed can affect our ability to actively listen. It may be helpful to recognize how physical and emotional aspects affect us, and learn what we can do to lessen those effects.
- Practice behaviors that help us feel our best. Getting enough sleep, eating healthy foods, being physically active, and/or drinking enough water can help us feel better and may increase our ability to handle a variety of situations.

Reflective listening provides a sounding board for people.

- **Simple reflections repeat or restate what the person says.** It is like a mirror. It allows a person to make slight changes or adjustments to clarify what he or she said or meant to say.

Reflections are not questions. They are statement. So try not to have your voice go up at the end of a sentence. This makes what you said more of a question than a statement.

Allow the person to finish speaking before responding. By letting people finish their thoughts, it shows that you care about what they are saying and are curious about what they are thinking.

Allow for silence. Silence can be golden. Silence can bring about shifts that are unexpected. It allows for deeper reflection and for the speaker to process his or her thoughts.

Ask open-ended questions. Open-ended questions allow for others to open up and tell their story. Instead of answering “yes” or “no,” they are given the opportunity to expand and explain their answers to you and maybe to themselves.

Listening is a skill. It takes time and effort to fully listen to others. But the results are rewarding for the person speaking and for you as the listener.

The next on the checklist, is to ask if they would like to see a change in their child’s BMI category.



Again, actively listen for their response and follow up with the following question. **“How would you go about making changes that would improve your child’s BMI category?”**

Their responses will help you in determining how ready they are to change behaviors that would lead to a healthier BMI category. Depending on how ready they are to make changes will influence how you respond.

This is a good time to reflect and summarize what you have heard and to make a determination on their motivation to change.

Some may be already making changes and others may have no desire to change. It is “where they are at” right now. By determining where they are at right now, you will be able to communicate the information they are ready to hear.

People do not resist change, they resist being changed.

Theory behind this Approach - the Transtheoretical Model (TTM) of Change

There are five stages of change: pre-contemplative, contemplative, preparation, action, and maintenance. Below the stages of change are listed with the type of information that would be most acceptable for that stage of change.

- **Pre-contemplative.** For a person in this stage, change is not important. They have little or no desire to change.
 - For these people provide them information about recommended behaviors.
- **Contemplative.** People in this stage are thinking about changing a behavior, but not anytime soon. They are seeking information about the behavior and are comparing the benefits of the new behavior to the cost of changing the behavior.
 - For them, provide information about benefits of the new behavior and the costs of maintaining the current behavior.
- **Preparation.** People in this stage are making plans to change behavior fairly soon. They want to know how to change the behavior.
 - For them, brainstorm ways they could make changes, and provide information about behavior.
- **Action.** People in this stage are taking steps to change a behavior. They have recently started actively practicing the new behavior.
 - For them, provide support and encouragement, and connect them with others doing the behavior.
- **Maintenance.** People in this stage have been doing the new behavior for 6 months or more.
 - For them, provide encouragement, help them think of new ways to do the behavior if they are getting in a “rut,” and encourage them to be a role model to others.

To assist with providing information, the appendix at the end of this workbook has materials you can give to parents/caregivers that correspond to their stage of change.

Just listen. After you have talked with the parent/caregiver, ask them what they plan to do about their child’s BMI category and then just listen. Do not assume you know. Even if you do know, let them say it. It makes it “their own.”

Let them find the answers. Every person is different. Each has his or her own strengths, strategies, and abilities to find what will work for them. There are many paths that lead to the same result.

Referral Information. An important thing to remember is to have available referral services for those who need or desire them. Your family advocate is a good resource and can help you.



Conclusion

The last section of the checklist is the conclusion. Once parents have decided what they want to do and are ready to leave:

- Review with them the appropriate materials so they understand how these materials can be used
- Ask if they have any questions or concerns
- Thank them for coming
- Finish the meeting with a positive comment

The goal of this workbook is to help you feel more confident to speak with parents/caregivers about their child's BMI category and how to communicate in a way that is more accepting and effective. It is meant to be another tool and reference resource. Please refer back to it and share it with others.

If you would like more information or further workshops on effective communication, please contact Jeannie Butel – email: jbutel@hawaii.edu phone: 808-956-7069

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American College of Sports Medicine <http://www.acsm.org/>

Appreciative Inquiry, Stowell and West (1991)

Centers for Disease Control and Prevention <http://www.cdc.gov>

Positive Psychology, Seligman and Csikszentmihalyi (1998) <http://www.ppc.sas.upenn.edu/>

Transtheoretical Model, Prochaska (1977)

United States Department of Agriculture Food and Nutrition Information Center. <http://fnic.nal.usda.gov/dietary-guidance/dietary-reference-intakes>

Wellcoaches® <http://www.wellcoachesschool.com/>



Appendix

Pre-Contemplative Materials

- CHL 6 Target Behaviors flyer
- Effects of obesity flyer

Contemplative and Preparation Materials

- Benefits of behavior flyer
- CHL Tip Sheets

Action and Maintenance Materials

- Tips for behavior flyer
- CHL Tip Sheets – See CHL Tip Sheets above
- CHL scorecard





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To learn more about **Sesame Street's Healthy Habits for Life** initiative, visit www.sesameworkshop.org/healthyhabits.

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KidsHealth comes from The Nemours Foundation, one of the largest nonprofit organizations devoted to children's health. For more information about KidsHealth, please visit KidsHealth.org.

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NHPS sees its role as one of catalyst, "planting the seeds for better health" by working with community partners to reach children where they live, learn, and play. Its initial areas of emphasis are childhood obesity prevention and child emotional/behavioral health. The goal is to impact long-term changes in policies and practices that promote child health and to leverage community strengths and resources to have the greatest impact on the most children. Visit us online at www.GrowUpHealthy.org.

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Welcome to the Healthy Habits for Life Child Care Resource Kit



Childhood is an exciting time when children begin to learn about themselves and the world around them.

These years are also the time when children begin to develop habits relating to eating and playing. Such habits can affect them throughout their lives.

As a child care provider, you have the wonderful opportunity to help lay a healthy foundation. In addition to their families, you are their model for food and fitness. The *Healthy Habits for Life Child Care Resource Kit* and accompanying DVD will give you the tools you need to teach children about eating right and being physically active so that they can establish healthy habits for life. On the following pages, you will find:

- < easy-to-use, fun lessons and activities that will fit in with your existing routines;
- < ways to establish a connection with children's families so that children continue to practice healthy habits at home.

Plus, the familiar *Sesame Street* characters will help you engage children as they learn!

What YOU Will Learn

In order to teach the basic concepts of nutrition and physical fitness to the children in your care, this kit will:

- < offer information about nutrition and physical activity for young children,
- < help you to use this knowledge in your group setting, and
- < present you with exciting options for improving nutrition and increasing physical activity during the course of your day.

What CHILDREN Will Learn

Because the greatest learning takes place in an atmosphere of fun, this kit, featuring the *Sesame Street* friends, is designed to provide an entertaining environment in which children will:

- < understand the health benefits of eating well and playing actively,
- < be able to name some healthy foods,
- < be more likely to try new foods, especially fruits and vegetables,
- < take part in a variety of physical activities, and
- < be able to explore at home the lessons they learned in your program.

Contents

Introduction	6	Section 2: Food and Drink to Grow On	39
Section 1: Get Moving!	9	Chapter 1: Nutritious and Delicious!	40
Chapter 1: Moving and Playing	10	Group Poem: I Say Fruits and Vegetables	41
Group Poem: Move Together!.....	11	Mystery Food Box.....	42
Movement Grab Bag.....	12	View and Do: <i>I Eat the Colors of the Rainbow!</i>	43
Move Along!.....	13	Build Me a Salad	44
The Count Counts Moves.....	14	Handout: Salad Ingredients.....	45
Handout: Movement Cube.....	15	Pick and Pull.....	46
Handout: Number Cube.....	16	Family Newsletter.....	47
View and Do: <i>Follow Me: Hips Dance</i>	17	Family Handout: Great Grocery Shopping Tips.....	48
Family Newsletter.....	18	Chapter 2: Making the Healthy Choice	49
Family Handout: Move to Me Maze.....	19	Poem/Activity Page: A Meal for a Monster and Me.....	50
Chapter 2: Go and Grow	20	View and Do: <i>Cookie Is a Sometime Food</i>	51
Group Poem: The Heart Dance	21	Anytime Apples.....	52
Hokey Pokey Muscles and Bones.....	22	The Sometime/Anytime Café	53
Raindrops Can't Make the Action Stop!	23	Adding Up to Five.....	54
Handout: Raindrops.....	24	Handout: Try for Five!	55
View and Do: <i>Get Up and Move!</i>	25	Family Newsletter.....	56
Telly's Triangle Tag	26	Family Handout: Amazing Apple Recipes	57
Family Newsletter.....	27	Family Handout: Now and Later Zucchini Muffins.....	58
Family Handout: Activity Chart.....	28	Chapter 3: What My Body Tells Me	59
Chapter 3: What My Body Tells Me	29	Group Song: If You're Hungry and You Know It.....	60
Group Poem: Listen to Your Body.....	30	A Bit of This, a Bit of That	61
Sesame Super Stretch.....	31	Handout: Food Cards	62
Handout: Sesame Super Stretch Chart.....	32	Cookie Monster and the Four Bears	63
Energy Dance	33	Hungry-Full Meter	64
Handout: Food Cards.....	34	Handout: Hungry-Full Meter.....	65
Feel Good Mask	35	View and Do: <i>TJ Fruit Samba</i>	66
View and Do: <i>Super Wendy!</i>	36	Family Newsletter.....	67
Family Newsletter.....	37	Family Handout: Building a Balanced Meal	68
Family Handout: Recipe for a Healthy Weekend	38		

Section 3: Every Day Is a Healthy Day 69

Chapter 1: Bringing It All Together 70

Group Poem: Choose a Move.....	71
Healthy Week Banner.....	72
Healthy Land	73
Handout: Adventure in Healthy Land.....	74
Your Healthy Team.....	75
View and Do: <i>Mango Tango</i>	76
Family Newsletter.....	77
Family Handout: Weekend Update	78

Chapter 2: The Power to Make Healthy Choices Every Day 79

Group Song: Healthy Choice Voice.....	80
Nutritious and Delicious	81
Help Grover Decide	82
Healthy Day Hunt.....	83
Handout: Healthy Hunt	84
View and Do: <i>Elmo Tricycle</i>	85
Family Newsletter.....	86
Family Handout: Elmo's Happy Healthy Day	87

Chapter 3: Celebrating What We've Learned Together 88

Cookie, Cookie, Cucumber	89
Hoppity Hopscotch	90
View and Do <i>Get Healthy Now</i>	91
Super Healthy Heroes.....	92
Handout: Super Healthy Hero Bracelets	93
View and Do: <i>Fruit and Veggie Dance</i>	94
Healthy Happy Party Time.....	95
Family Newsletter.....	96
Family Handout: Certificate	97

Fruits and Vegetables Rainbow..... 98-99

Sometime and Anytime Foods..... 100



Introduction

The *Healthy Habits for Life Child Care Resource Kit* is a comprehensive tool to help you integrate nutrition and physical activity into your program.

Here's a fun-filled, hands-on resource kit to help you and your children find ways to get moving and make healthy food choices along with *Sesame Street* friends. You'll find tons of activities, games, poems and songs, dances, and ways to include learning about healthy choices into your everyday routines.

It's easy to use. This kit is designed to be used throughout the day and to easily fit into your daily routine. The activities don't require a lot of time or preparation, and they're versatile. You'll find activities for large and small groups, indoor and outdoor learning, and active and quiet play. Choose the activities that work best for your group.

It's fun for everyone – even you! All of the activities are designed to include all children – and you! When children see that you are excited about staying healthy and learning along with them, they are more likely to be engaged. The silly and joyful *Sesame Street* characters will add to the fun you'll have together.

- < **Section 1, Get Moving!** focuses on physical activity and how it builds strong, healthy bodies.
- < **Section 2, Food and Drink to Grow On,** highlights ways we can make healthy food choices.
- < **Section 3, Every Day Is a Healthy Day** builds upon the first two sections to help children remember what they've learned – and celebrate their new knowledge.

As you already know, children learn best when there is a strong partnership between home and school, so the *Healthy Habits for Life* kit also helps you involve families.

Now turn the pages and begin building healthy lifestyles!

Allergies & Choking Hazards

- < **You know your children best and should, as always, make adaptations based on food allergies and children's unique needs. Of course, be aware of possible choking hazards for preschoolers (e.g., raw carrots or whole grapes).**

Using This Kit

Within this kit, you'll find a DVD with *The Get Healthy Now Show* and other segments, plus a companion storybook that helps your children interact with what they see in the video. You can view *The Get Healthy Now Show* as you begin using this kit, and share the storybook after children have seen the DVD. The "View and Do" segments on the DVD can be used with the "View and Do" lessons (see page 8) in each chapter.

This binder has three sections and each section has three chapters. Each chapter has:

Group Poems/Songs

Here you'll find poems or songs that introduce the theme of the chapter in fun and active ways.

- < Use them during large group gatherings or in meeting time.
- < Make a copy for each child for use as a personalized coloring page.
- < Look for specific "Say it! Do it!" suggestions, which highlight ways you can enjoy the poems and songs together.
- < Use a copier to enlarge the poem/song sheets for display in your room.

Activities and Handout Pages

You'll see plenty of hands-on activities that help children explore the theme of each chapter.

- < Look for the list of goals to help you identify the skills children will be building.
- < Easily integrate the activities into lessons about literacy, math, and more.
- < Reproduce the handouts for children to use.
- < Read the "Try This" section for ideas to extend learning.





“View and Do” Pages

Besides *The Get Healthy Now Show*, the kit’s DVD features a variety of *Sesame Street* video segments about healthy habits. These short segments are an exciting, interactive way to involve children.

- < The “View and Do” pages involve showing children a certain segment on the DVD (use the DVD menu to select the title you need) and then doing a fun activity that explores its key messages.

The Family Newsletter

The newsletter is an appealing resource to share with families. You can use it to stay in touch with families and fill them in on everything children are experiencing in your program.

- < Each newsletter highlights specific information children are learning and offers ideas for how to extend this learning at home.
- < Copy the newsletter and the page that follows and send them home with your children to help everyone stay healthy and strong together!

Did You Know?

The *Did You Know?* facts are interesting bits of information to keep in mind as you help your children stay healthy each day. There’s also a *Did You Know?* fact in each Family Newsletter to help families stay informed.

At the back of this binder

- < In the last pages of the binder (98-100), you’ll find important references and lists. Look here when you need a simple explanation of which foods are “sometime” or “anytime” foods, or when you need a color-coded list of fruits and vegetables.

Get moving!

This section offers easy and fun ideas and activities to get moving:

Chapter 1: Moving & Playing
Children explore how their bodies work and discover how it feels to jump, dance, and play together.

Chapter 2: Go & Grow
Children find ways to move every day. They explore the health benefits of moving – and how it affects their hearts, lungs, bones, and muscles.

Chapter 3: What My Body Tells Me
Children learn to listen to the signals their bodies send, so they know what they need to be happy and healthy.

Children just love to move. Physical activity is good for children's bodies and their minds.

Moving helps everyone feel good, and it supports the healthy development of our entire bodies: hearts, lungs, muscles, bones, and more.

All children need, and benefit from, at least 60 minutes of physical activity every day. You can help your children reach this goal by adding to the active play you already do as a part of the daily routine. Add several 10- to 15-minute bursts of activity to each day – it makes a difference! If you're looking for specific ideas, the **Healthy Habits for Life Child Care Resource Kit** has a bunch of fun and easy activities, so you can keep your children active – even when it rains.

You set the stage – so have fun moving with your children! You'll all be building stronger bodies and boosting the energy you'll need for many happy, healthy days together.

Watching The Get Healthy Now Show < On the DVD in this kit, you'll find a fun, furry story starring Elmo, Telly, Rosita, the Count – and plenty of their fruit and veggie friends! Before you begin any of the activities in this section, watch the DVD with children. Explain that these friends are singing, dancing, and learning all about staying healthy, and that they will soon be doing the same.



Chapter 1 Introduction



Moving and Playing

This chapter focuses on finding new, fun ways to move. These activities help children see that moving makes them healthy and happy.

* Did You Know?

During an average day at child care, preschoolers might not be getting enough physical activity. One study found they got only 20-25 minutes of activity that got their little hearts pumping. But you can help by scheduling more active time into every day.

In this chapter, you'll find activities and strategies to integrate "active time" into your day (and to help families do so at home). You can model healthy behavior by moving along with the children.

- < Get moving with the **Move Together!** poem – jump, hop, wiggle, and twist! (page 11)
- < Add bursts of activity throughout the day with the **Movement Grab Bag**. (page 12)
- < Show children that even reading can be active, as everyone moves along with **Move Along!** an interactive **Sesame Street** story. (page 13)
- < Roll the **Count's Movement Cubes** to combine physical activity with early math skills. (page 14)
- < Celebrate the joys of moving as everyone watches the DVD segment **Follow Me: Hips Dance**. Don't forget to make up your own moves and grooves. (page 17)
- < Send home the **Family Newsletter**, which updates families on everything children have been learning and doing to keep themselves healthy and offers tips and activities for extending the learning at home. (pages 18-19)

Most of all... have fun with your children!

Move Together!



Look at me! Look at you!
Look what our bodies can do.

Dance! Dance!
Run! Run!
Moving our bodies is so much fun!
We can jump. Jump!
We can hop. Hop!
We can wiggle. Wiggle!
We can stop. Stop!
We can twist. Twist!
We can tap. Tap!
We can stomp. Stomp!
We can clap. Clap!

And we can sit...sit (*whisper slowly*)
And we can rest...rest
So that we can be our very best.

We whisper. We breathe.
We smile and then,
We start to move all over again!

Say it, do it! < Copy this poem, post it, and use it over and over again.

Read the poem together in an area where everyone has space to move.

When you come to an "action word," encourage children to demonstrate it. To really get moving, repeat several times.

Use a louder voice for action words, like "jump." Whisper the "calm" words like "sit" so that children experience the difference between moving actively and calming down.

Ask children to add their own moves. Every time you come to "We can _____," point to a child and ask her to make up a move for other children to copy. Record your new poem on a large sheet of paper.



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Activity

Movement Grab Bag

Pretending to be animals helps children discover new and energetic ways to move their bodies.

* Try This!

Use the animal cards to help children go from one activity to the next. Ask children to move like sleepy turtles when they are moving too quickly. If you need children to move faster, ask them to be “busy bees” so they can fly quickly to their coats before going outside.

Children will:

- < Get physically active, even during transition times
- < Become more aware of their bodies and how they move

Materials:

- < Index cards or small pieces of paper
- < Crayons
- < Old magazines
- < Glue
- < Paper bag

Ask children:

How do animals move? Which animals move fast? Which move slowly? Which animal is your favorite, and how does it move?

Activity:

1. Cut animal pictures from magazines and glue to index cards, or have children draw their own animal on an index card. Put all cards in a paper bag; now you have a Movement Grab Bag.
2. At different times during the day (perhaps when children are on the way to the dramatic play area or another center), ask a child to choose an animal card from the bag.
3. Call out the animal so that children can move like this animal. Help children to name the body parts they move.



Move Along!

When children act out stories, circle time can be filled with wonderful, healthy movement.

* Try This!

Bring other storybooks to life by acting out the movement words. In "The Gingerbread Man," for instance, you can act out "run, run as fast as you can."



Children will:

- < Act out stories
- < Build listening comprehension

Activity:

1. At circle time or story time, explain that you are going to read a story that children can tell with their bodies as they move in many different ways.
2. As you read the story below, pause at the capitalized action words so the children can move like Elmo, Zoe, and Big Bird.

On the Move to Hooper's Store

Elmo, Zoe, and Big Bird are delivering Gina's grocery list to Hooper's Store, and they need your help! As they are **WALKING**, Elmo sees a giant puddle in front of them. What should they do? Elmo thinks they should **RUN** through the puddle as quickly as possible, but they could get very wet! Zoe thinks they should **LEAP** over the puddle. Big Bird wonders if he could just take one giant **STEP** over the puddle with his long legs. What do you think they should do? (Ask for children's ideas.)

Good thinking! They are almost at Hooper's Store when a sudden gust of wind carries the list up into the air. It gets stuck in a tree! Zoe thinks she could **JUMP** high enough to reach the list. Elmo imagines that he could **CLIMB** to get to it. Big Bird thinks he could **STRETCH** and **REACH** his arm up to get to the list. What do you think they should do? (Ask for responses.)

Now they are in a humongous hurry. They all decide they need to **ZOOM** as fast as they can right to Hooper's Store! How do you **ZOOM**? Great work!

Activity

The Count Counts Moves

Count every hop, skip,
and jump with
The Count. There are so
many ways to move.

* Try This!

Ask one child to roll the movement cube once to see what the first move will be. Then have a second child roll the same cube. See if children can do the first move, then the second, then the first again, switching back and forth until you say, "Freeze!" You can also play this game outdoors.



Children will:

- < Try different movements and label them
- < Practice counting

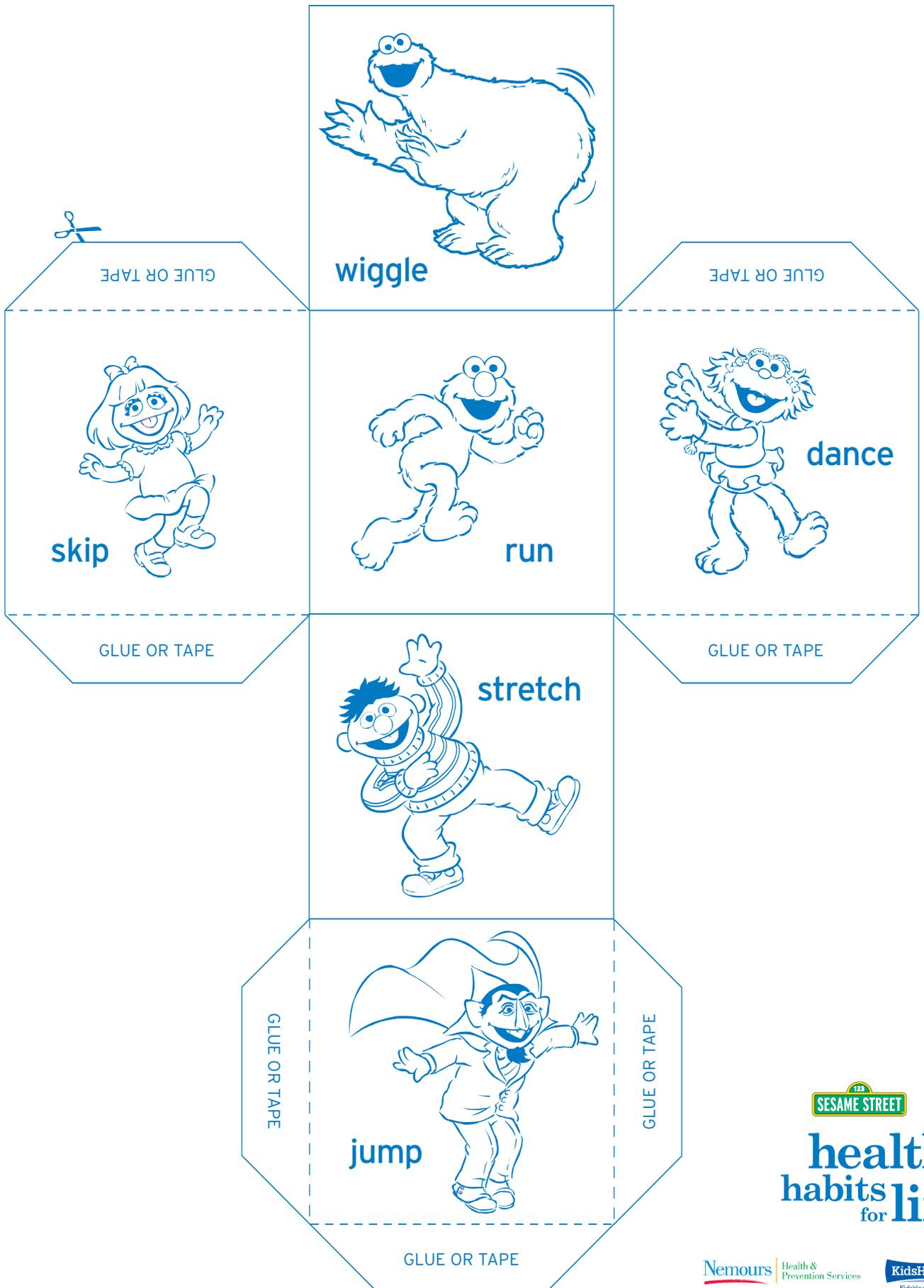
Materials:

- < Movement cube cutouts (see pages 15 and 16)
- < Scissors
- < Heavy construction paper
- < Glue

Activity:

1. Copy pages 15 and 16, and glue each to a piece of construction paper. Cut out the cube outlines. Fold the cutout on all the black lines and glue or tape the tabs to form a cube.
2. Gather children in an open space. Have one child roll the movement cube. The movement it lands on is the movement everyone will do.
3. Choose someone to be The Count. This child will roll the number cube to figure out how many times everyone will do the movement. The Count should ask everyone to count along!
4. Repeat so that everyone has a turn to roll either the movement cube or the number cube.

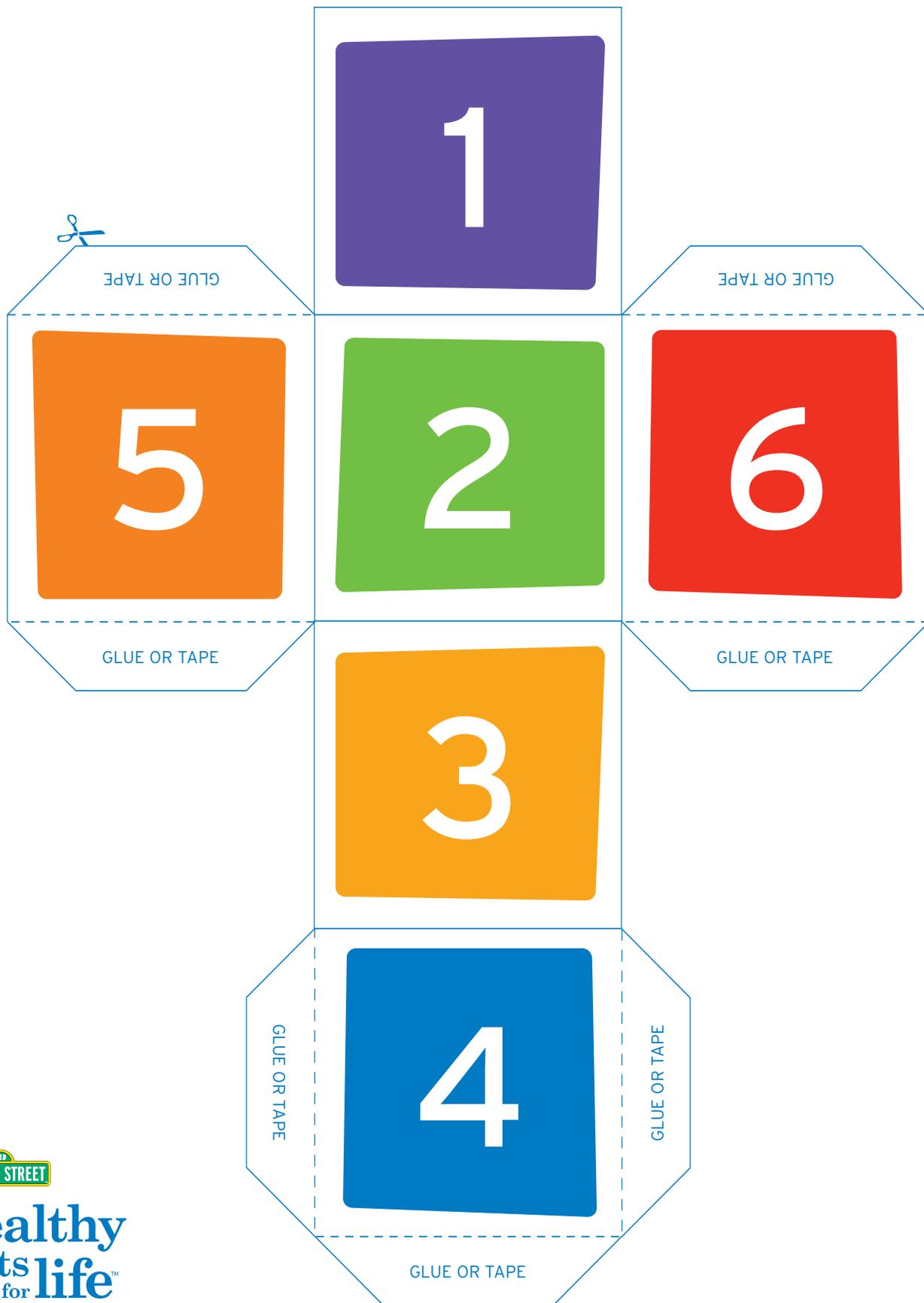
Handout: Movement Cube (see page 14)



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Handout: Number Cube (see page 14)



View and Do:

Follow Me: Hips Dance

Watch **Follow Me: Hips Dance!** Get up and move with the girl on the screen who asks us to move and shake our hips. Then play the “Follow My Beat” game to help children think about different body parts.



Children will:

- < Imitate movements
- < Move in playful ways
- < Create and repeat various rhythms

Viewing:

Ask children to pay close attention to what they **see** and **hear** in **Follow Me: Hips Dance** on the DVD (segment #1). Encourage them to move to the music as they watch. Afterward, ask how moving made them feel.

Materials:

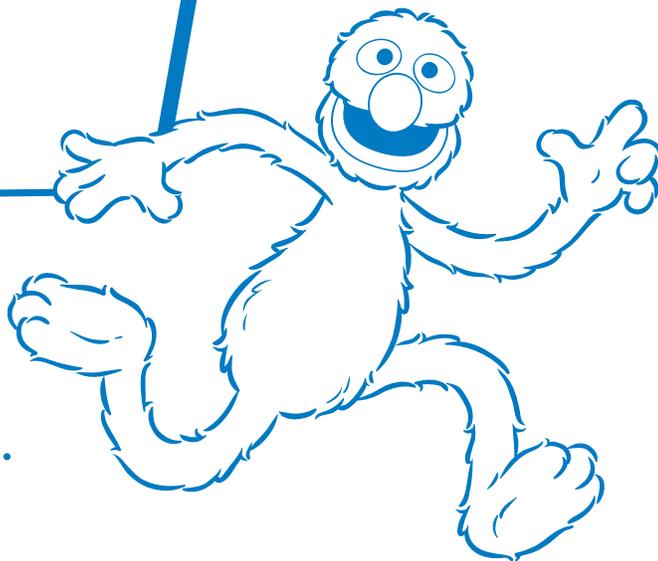
- < Any classroom rhythm instruments such as rhythm sticks, tambourines, or shaking instruments

Doing:

1. Begin the “Follow My Beat” game by introducing a simple beat such as, “Clap, clap, clap, **hands!** (Everyone holds out their hands.) Clap, clap, clap, **hands!**” Ask children to play along.
2. Introduce a few more beats using other body parts (such as “stomp, stomp, **feet**, stomp, stomp, **feet**”) and mix in the musical instruments. Tap rhythm sticks against your feet and then against the floor. Use tambourines against your shoulders! Ask children to name the body parts they use to make their beats.
3. Children can take turns introducing new beats for the class to try.
4. Let children dance and move as they improvise with their instruments.



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Hello, families!

In our program, we love to get moving.

In the program, children have been:

Moving their bodies in different ways, grooving to new songs and acting out stories.

You and your child are partners:

Being active is something children are usually very good at, but sometimes they need a little encouragement from all of the adults who love them.

* Did You Know?

Your preschooler might not be getting as much physical activity as you think. One study shows that on an average day they get only 20-25 minutes of the kind of activity that gets their little hearts pumping! But you can help! Encourage more play and keep moving – so it all adds up to at least 60 minutes a day.

We're exploring all of the ways that moving is fun and healthy, and we found out that it makes us happy, too.

You can help at home!

Try these creative moves to liven up your time at home.

< **Animal Moves** As your child is picking up his toys, call out the name of a fast-moving creature, like a bee, and move like that creature as you work together. As you are getting ready for bed, you might move like an elephant or a turtle to help your child calm down. (We've been doing this in school. Ask your child about it.)

Story time can be an active time, too!

< **Action Tales** In our group, we've been moving along to the actions of stories. The next time you're sharing your child's favorite book, move along! For instance, if someone in the story is running, you and your child can run in place. If children in the book are dancing, dance along. You can also make up your own action stories together. Go on an adventure as you jump over a puddle, crawl under a bush, and spin around on a windy beach.

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Move to Me Maze

You and your child can help Big Bird get to his friend Snuffy.

Have your child follow the path with his finger. Each time he comes to Big Bird, you can both do the move that Big Bird is doing. Then keep on going. (You can also use a game marker, such as a piece of paper or a small block, so children don't lose their places.) Once you get to Snuffy, it's time to celebrate! Use the moves in any order to make up your own Funny Family Dance.

START

balance

skip

fly

run

jump

STOP



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Chapter 2 Introduction



Go and Grow

This chapter offers ways to teach children how being physically active affects their bodies. Help children see how moving quickly gets their hearts pumping – and all that pumping makes their hearts stronger.

* Did You Know?

When children play, they're practicing important skills, such as running, throwing, and kicking. Once they master those, they can move on to more difficult skills, like hopping on one foot.

Mix it up with a variety of activities, such as nature hikes and stretching, to keep children's bodies growing healthy, flexible, and strong. Most of all, encourage children to move in different ways and play a lot every day. Moving for at least 60 minutes each day is the goal. To keep children moving, build on the active time that's already in their routine. If you'd like to add shorter bursts of activity, aim for at least 10-15 minutes. It can really add up.

Children love to be in charge – and they can be when you present them with healthy options (Apple or banana? Hokey Pokey or jump rope?). In this chapter, you'll find ideas for staying physically active each day – even when it's pouring rain outside.

- < Learn how dancing up a storm quickens breathing and heart rates in **The Heart Dance**. (page 21)
- < Dance to **Hokey Pokey Muscles and Bones** and learn what's inside the body. (page 22)
- < Learn how to keep moving even when it rains with **Raindrops Can't Make the Action Stop!** (page 23)
- < Watch **Get Up and Move!** to send the message that it's good to be physically active a lot every day. (page 25)
- < Play **Telly's Triangle Tag** to stay active AND learn about shapes. (page 26)
- < Send home the **Family Newsletter** to share how much you've been moving and grooving at school – and to let families know how they can keep the fun going at home. (page 27)

The Heart Dance

**Wiggle, wiggle, wiggle.
Jiggle, jiggle, jiggle.
Dance, dance, dance.**

(Now dance really fast!)

**Prance, prance, prance.
Hop, hop, hop.
Stop, stop, stop!**

**Feel your lungs
breathe in and out,
As you laugh and sing
and dance about!**

**Now here comes the resting part,
Stop right there and
feel your heart.**

**Is it beating fast?
How do you know?
When you're ready to move
say, "Go! Go! Go!"**



Say it, do it! < Sing and dance!
As children dance together, they will learn that moving their bodies makes their hearts and lungs work harder, and this keeps them strong and healthy.

- Lead children in the actions listed in the song.
- Help them notice their quicker breathing and heart rates and guide them to understand that movement causes a change in heartbeat.
- To work on rhyming skills, shout out the rhyming word at the end of each line (out/about, part/heart, and so on).



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Activity

Hokey Pokey Muscles and Bones

Children dance as they sing this variation on “The Hokey Pokey,” which can help them think about what’s inside their bodies: bones and muscles.

* Try This!

Have children make up their own words to the song. Try singing a verse about the heart! How would that go?

Children will:

- < Feel some of the muscles and bones in their bodies
- < Label body parts as they move

Ask children:

- < Where are your bones? What do they feel like? Please show me your knee bone. Can you feel the small bones in your wrists and fingers?
- < Now, please show me the muscles in your arms. Where are your leg muscles? (Encourage children to show how strong they are by flexing and relaxing their muscles.) Your tongue is a muscle, too! Did you know that your heart is also a muscle? You can’t feel it the way you feel arm muscles, but you can feel it beating.
- < Did you know that you need your muscles to move your bones?

Activity:

Form a circle and face one another with room to move. Sing and act out the song below.

You put your hand bones in.
You take your hand bones out!
You put your hand bones in,
And you move them all about.
You do the Hokey Pokey and
You turn yourself around!
Bones are what it’s all about!

You put your knee bones in.
You take your knee bones out!
You put your knee bones in,
And you move them all about.
(repeat chorus)

You put your toe bones in.
You take your toe bones out!
You put your toe bones in,
And you move them all about!
(repeat chorus)

You put your leg muscles in,
You take your leg muscles out!
You put your leg muscles in,
And you move them all about.
You do the Hokey Pokey and,
You turn yourself around!
Muscles move us all about!

You put your stomach muscles in,
You take your stomach muscles out!
You put your stomach muscles in,
And you move them all about!
(repeat chorus)

You put your shoulder muscles in,
You take your shoulder muscles out!
You put your shoulder muscles in,
And you move them all about!
(repeat chorus)

Raindrops Can't Make the Action Stop!

It's a rainy day?
That's okay! Children can find plenty of indoor ways to get the heart pumping and lungs working.

Children will:

- < Recognize they can be active even if they can't go outside
- < Discover many fun ways to be active indoors

Materials:

- < Copies of raindrops on page 24 (one per child and a few extra for you)
- < Pencil or marker
- < Bucket (or any plastic container)

Activity:

1. In advance, write each rainy day idea listed below on the back of a raindrop. Children can each color a raindrop. Gather ideas from children, as well.
2. When it rains and you are not able to go outside, help children learn that a little rain doesn't mean they can't play and move. Ask children to take turns picking a raindrop from the bucket.
3. Read the activity aloud to the children so everyone can move.



Rainy Day Activity Suggestions (to write on the raindrops):

- **Jump (using both feet) up and down in place with your arms above your head! Now jump faster with your arms out to the side. Stop!**
- **Start a parade! Form a line and march around the classroom with your strong marching legs. Take turns being the parade leader and introduce new marching moves.**
- **Turn on some fun music and do a happy dance to chase the rain away!**
- **It's time to stretch! Do some simple stretches or try some yoga together. Try standing like a tree, then bend forward to touch your toes. Now place your hands and feet apart on the floor to make an upside down V (this pose is called Downward Dog). Try other yoga animals like cat, frog, or snake, or make up your own!**
- **BE the weather! Move like the rain, swirl like the wind, stomp like thunder.**

Handout: Raindrops (see page 23)



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View and Do: *Get Up and Move!*

Watch **Get Up and Move** and create an Activity Spinner for the classroom. Use the spinner when you need a burst of activity, so you can all make sure to move as much as possible each day.

* Try This!

Help children remember the sequence of their activities based on color category. ("First, we did a red activity, then blue, then orange," and so on.)



Children will:

- < Talk about the ways they like to move
- < Learn that physical activity makes our bodies healthy and strong
- < Use colors to group activities

Materials:

- < Large paper plate (Use colored markers to divide the plate into four equal triangular sections in four different colors – red, orange, green, and blue. Label the sections **Red: Get Strong!**, **Orange: Move a Lot!**, **Green: Raise Your Heart Rate!**, and **Blue: Streeeeetch!** Make a dime-size hole in the center of the plate.)

Viewing:

Watch **Get Up and Move!** on the DVD (segment #2).

Doing:

1. Ask one child to place his index finger (or crayon) through the hole in the plate, fingertip against the wall or table. This child can spin the plate while a friend marks a spot on the wall or table with his finger.
2. When the spinner stops spinning, see which color is next to his finger. You choose an activity from the list and call it out so children know what to do!

Movement Ideas

Red: Get Strong!

Arms: push-ups (with knees touching ground) • Crab walk • Legs: Knee bends • Walking on tiptoes

Abdomen: Row, Row, Row Your Boat

Orange: Move a Lot!

Nature hike • Cleanup (chores) • Parade • Follow the Leader • Simon Says

Green: Raise Your Heart Rate!

Tag • Jumping jacks • Outdoor play • Dancing • Soccer

Blue: Streeeeetch!

Shoulders: roll shoulders front and back

Arms: clasp hands and reach front, back, and overhead

Hands and wrists: close hand in fist, open hand, and spread fingers

Legs: touch toes • Feet: point and flex

Back: sit and twist • Cat stretch

Activity

Telly's Triangle Tag

Did you know that Telly Monster loves triangles? This **Sesame Street** spin on the classic game of Freeze Tag will help children learn about triangles as they play together.

* Try This!

During circle time, invite children to make shapes with their bodies:

Square or diamond:
By sitting with legs spread into a V shape and touching feet with another child.

Circle: By curving arms into a circle overhead.

What other ways can children make shapes with their bodies?

Children will:

- < Engage in vigorous movement
- < Learn that triangles have three sides

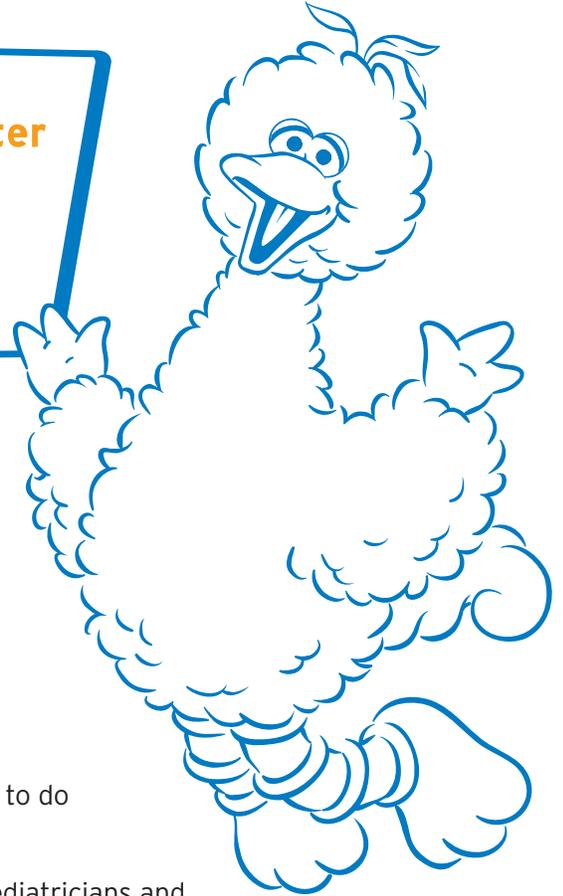
Activity:

1. Gather outside or in a large play space. Ask children to name their favorite shapes and discuss how many sides common shapes have. Remind them that the triangle is Telly Monster's favorite shape. Explain to children that Telly's Triangle Tag is just like Freeze Tag where one child will be "It" and he or she will tag other children to freeze them.
2. Children can take turns being "It," and you can play, too! Start off by being "It," and as you tag children, say "Freeze!" Once children are frozen, they stay in their place with their hands touching at the wrists, forming a V.
3. Any child can unfreeze their "frozen" friends at any time by making the V into a triangle by putting their hands across it to make the third side of the triangle.





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Hello, families!

In our program, we are moving to keep our bodies strong and healthy!

In the program, children have been:

Learning about different body parts, exploring their heartbeat, and breathing and discovering ways to stay active – even on rainy days.

As they move and explore, children are also learning about shapes, colors, sequencing, and rhyming.

* Did You Know?

When children play, they're practicing important skills, such as running, throwing, and kicking. Once they master those, they can move onto more difficult skills, like hopping on one foot. Lots of play time means lots of time to practice. Before you know it, your child will be saying, "Look at what I can do!"

Children are learning that something they already love to do is also very good for them.

You can help at home! Pediatricians and health experts agree that children need at least 60 minutes of physical activity every day. (Preschoolers will not usually understand time in this way. They just need to focus on moving and playing as much as possible every day.)

Be active right from the start.

< **J Is for...** Make jumping jacks part of your morning routine. At some point before leaving the house, say, "J is for jumping jacks!" and count along as your child does 10 jumping jacks. Do the same for other letters of the alphabet.

Stairs can be a healthy way to travel!

< **Up, Up, and Away** Forget about the elevator or escalator – take the stairs. Walk when you can, or hold hands and move really fast with your child as you "run" your errands.

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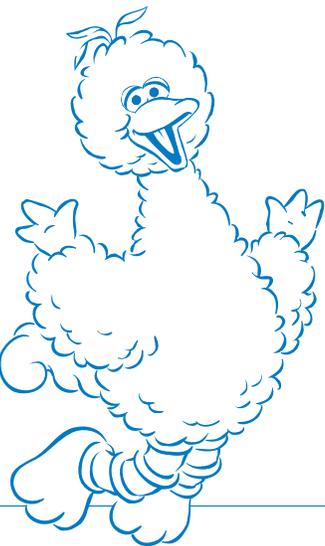
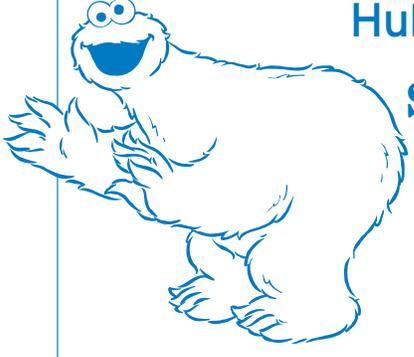
Family Handout

Activity Chart

Cut out the Activity Chart below and put it on your refrigerator at a level your child can reach.

At different points each day when you and your child need to move, you can play "Magnet Mystery Move!" together. Take turns closing your eyes and placing a magnet on the chart. (If you don't have a magnet, just use your finger.) Which section did you choose? Pick a movement activity from this list and move together. Now close your eyes and choose again.



<p>Stomp! Jump! Run! Hop!</p> 	<p>Cycle your legs! Dance! Swim! March!</p> 
<p>Wiggle! Walk! Zoom! Twist!</p> 	<p>Do jumping jacks! Hula! Skate! Stretch!</p> 



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Chapter 3 Introduction

What My Body Tells Me

Children have been learning that it feels wonderful to move and that moving is also very important in keeping the body healthy and strong. Now children can focus on listening to what their bodies tell them. They can learn to think about their bodies as machines that need energy to run well, just as a car needs gas.

* Did You Know?

Many young children don't get enough sleep – and without enough sleep, children aren't at their best. Create a peaceful environment for naps, and provide a good balance of activity and rest.

In simple ways, children can begin to understand the idea of balancing the right amount of healthy food with the right amount of physical activity:

- < Help children tune in to how their bodies are feeling with the **Listen to Your Body** poem. (page 30)
- < Show children how good it feels to stretch their muscles in **Sesame Super Stretch Game**. (pages 31-32)
- < Encourage children to think about when to move, when to rest, when to let their energy out, and when they need to eat healthy foods and keep moving so they can think and play, with the activities **Energy Dance** and the **Feel Good Mask**. (pages 33-35)
- < Watch the DVD segment **Super Wendy** and then create an Energy City where children can pretend to refuel their own super bodies. (page 36)
- < Send home the **Family Newsletter** to help families create a healthy home for their children. This newsletter offers ideas for a balanced lifestyle and tips for healthy eating habits, as adults support children's energy needs at home. (pages 37-38)



Group Poem

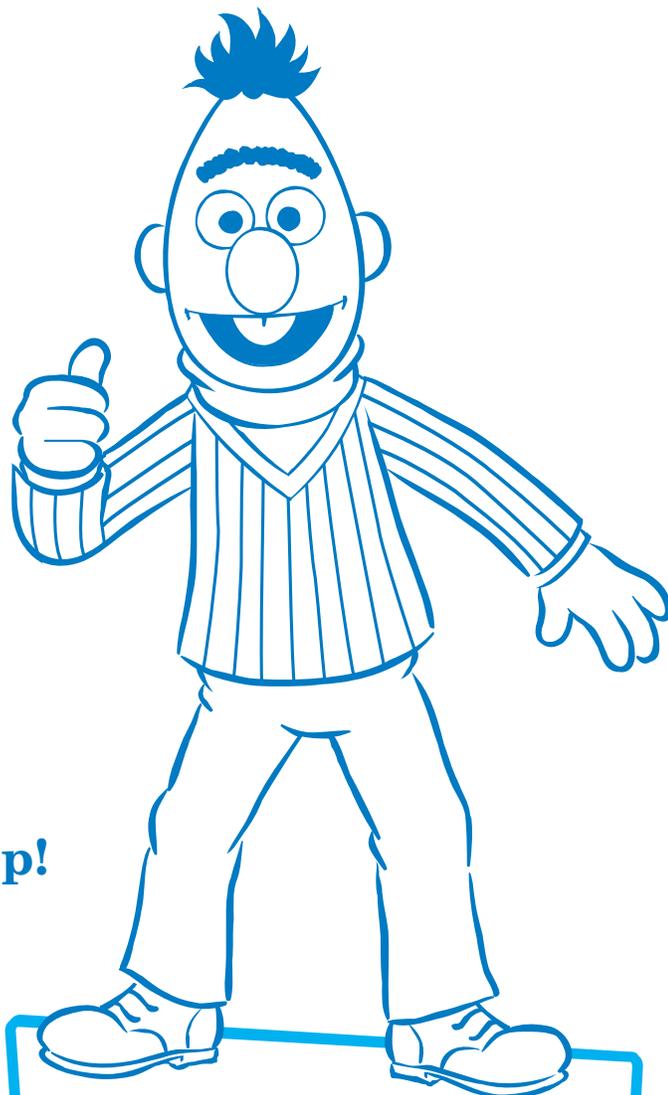
Listen to Your Body

Listen to your body, *(whisper)*
Listen to your body, *(louder)*
Listen to your body, *(really loud!)*
As you jump, jump, jump!

Listen to your heart, *(whisper)*
Listen to your heart, *(louder)*
Listen to your heart, *(really loud!)*
And hear it pump, pump, pump!

Listen to your stomach, *(whisper)*
Listen to your stomach, *(louder)*
Listen to your stomach, *(really loud!)*
**Does it say, “I’m hungry”
or “I’m full”?**

Listen to your body, *(whisper)*
Listen to your body, *(louder)*
Listen to your body, *(really loud!)*
What is it telling you?



Say it, do it! < After reading the poem with children, ask them to listen to their own bodies.

How are they feeling? (They may be breathing harder, feeling warmer, or noticing a faster heartbeat.) Why might they be feeling this way?

Tired? What should they do?

Energetic? What can they do to use their energy?

Hungry? Thirsty? What can they do?

Do this activity at various times of the day: first thing in the morning, before lunch, after outside play, and so on. Pay attention to the way time of day affects how kids feel.



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Sesame Super Stretch

Stretching keeps us flexible, which means we're able to move and bend our bodies easily – without tightness or pain. Most kids are pretty flexible, but they still can enjoy the best part of stretching: It feels great!

* Try This!

After sitting still in circle time, this is a great way to get children up and moving.

Children will:

- < Stretch their bodies in a variety of ways
- < Learn that stretching helps “wake their bodies up”
- < Mirror movements they see in pictures

Materials:

- < Sesame Super Stretch Chart (copy page 32)
- < Small block

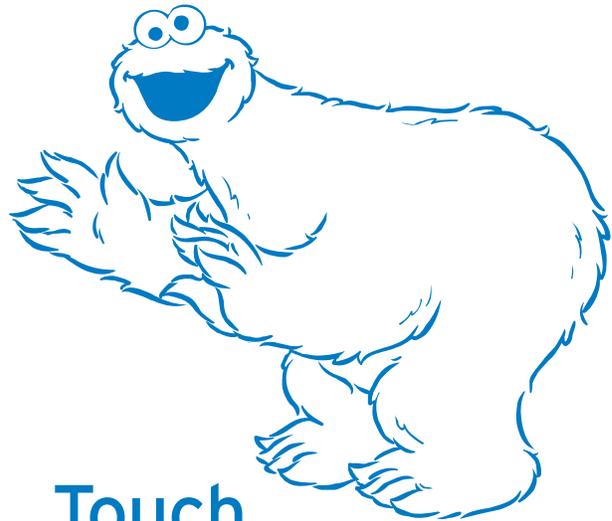
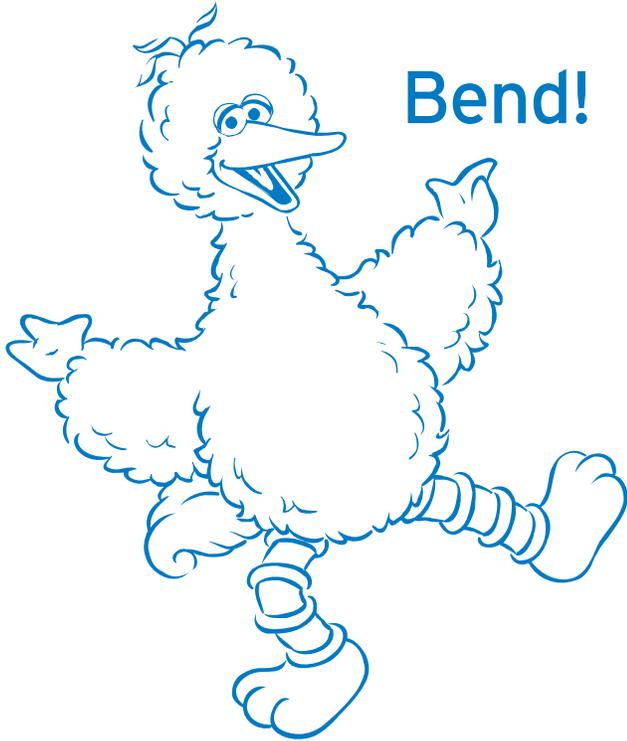
Ask children:

Can you pretend you are waking up in the morning? How does your body feel? Now pretend you are sitting in the car for a long time. How do you feel? How does your body feel right now?

Activity:

1. Do some warm-up exercises (run or jump in place).
2. Introduce different stretching moves:
 - Stretch UP! (reach up to the ceiling)
 - Stretch DOWN! (reach down to your toes)
 - Stretch all AROUND! (hold your arms out to the sides and move them around slowly in BIG circles)
3. Have children take turns tossing the block onto the Stretch Chart to see which stretch it lands on. All children then stretch the way their Sesame Street friend is stretching on the chart.
4. Ask, “What does it feel like after you stretch your muscles? Check your body – are there any spots you want to stretch more so you can move more easily?”

Handout: Sesame Super Stretch Chart (see page 31)



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Energy Dance

Children can begin to understand how food gives them energy and that they use that energy for physical activity. Help children understand that, like a car, we need fuel to go.

Children will:

- < Learn that food gives us energy
- < Dance to music
- < Engage in pretend play

Materials:

- < Food cards (copy page 34 and cut along lines)
- < Scissors
- < Music (any CDs or tapes you listen to in your program)

Ask children:

What is energy? What does energy help you do? What do we put in a car? (Explain that gas keeps a car moving and food keeps us going because it gives us energy. We need to eat healthy foods to have the energy to move and play each day.)

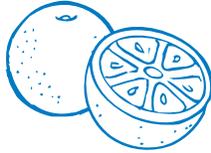
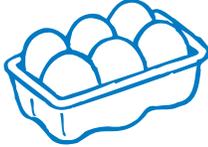
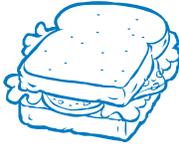
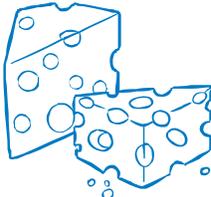
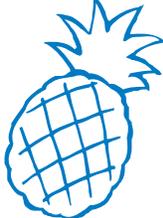
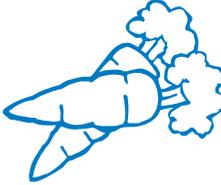
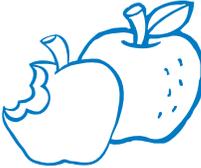
Activity:

1. Gather children in an open space, and give each child some food cards.
2. Turn on music and dance! Turn the volume down gradually, and tell children to slow their movements to match the music. They are pretending to run out of energy.
3. Turn the volume down even more as children slow their dancing. When the volume is so low that children can't hear the music anymore, they have completely "run out of energy." They need to pretend to eat their healthy foods.
4. Now crank the music up again and DANCE with lots of energy.



Handout: Food Cards (see page 33)



 <p>Oranges</p>	 <p>Eggs</p>	 <p>Broccoli</p>	 <p>Whole-grain sandwich</p>
 <p>Lowfat cheese</p>	 <p>Tomatoes</p>	 <p>Lowfat milk</p>	 <p>Pineapple</p>
 <p>Whole-grain rice</p>	 <p>Avocado</p>	 <p>Carrots</p>	 <p>Bananas</p>
 <p>Lowfat yogurt</p>	 <p>Fish</p>	 <p>Apples</p>	 <p>Peas</p>



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Feel Good Mask

Children can explore how they are feeling as they use their energy masks and think about why they might be feeling this way.

Children will:

- < Think about how their bodies are feeling
- < Communicate their feelings to one another
- < Explore ways to balance rest and activity

Materials:

- < Large paper plates (one per child)
- < Crayons or markers

Activity:

1. Help children make “feel good” masks to show how they are feeling. On one side of the plate, children draw a face that looks tired; on the other side, children draw an energetic, happy face. As children color, discuss why someone might be feeling tired or happy and energetic.



Feeling Good

- I ate a healthy meal
- I got a good night's sleep
- I played ball with my friends
- I ran with my friends

Feeling Bad

- I didn't eat breakfast
- I went to bed late
- I sat around all day and did nothing

2. During circle time use the energy masks to role play. Ask children to take turns putting their masks up to their faces to show how they are feeling. Are they tired and s-l-o-w, or are they feeling ENERGETIC? Why? What might help if they are feeling tired? Maybe a healthy snack.
3. Send the masks home with children so they can help their families understand how they are feeling.

View and Do

View and Do: *Super Wendy!*

Children watch **Super Wendy** eat just the right amount of healthy food for energy. Children can explore how they can have “super energy” too, by eating healthy foods and being physically active.

* Try This!

Choose a spot in the classroom to be the “Saving for Later” place where children can store their food blocks until they need more energy later.



Children will:

- < Explore ways healthy foods and drinks give us energy
- < Practice listening to their bodies

Materials:

- < Crayons
- < Blocks
- < Food cards (copy page 34)
- < Tape

Viewing:

Watch **Super Wendy** on the DVD (segment #3) together. Explain to children that when they are finished watching, they can build their very own Energy City, a place where each child can pretend to be a superhero like Super Wendy. (Point out that all superheroes need healthy foods and sleep.)

Doing:

1. Choose a certain space for Energy City, like the block center. Children can color the food cards and then tape them to blocks. They can now use these blocks in their Energy City.
2. Encourage children to pretend to be superheroes! You can call them by their superhero names (such as Super Marco! or Super Rebecca!).
3. As they build their city, suggest that kids include a Resting Space in the city where children can go to take a break if they are feeling they need more energy; an Active Place where they can run, climb, and fly; and a Healthy Food Stop where they can pretend to eat the healthy food blocks they've made to boost their energy. When children are pretending to eat, remind them to stop when they feel full, just like Super Wendy.



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Hello, families!

We've been busy listening to our bodies!

In the program, children have been:

Listening to their bodies, stretching and dancing as they explore energy and the importance of getting the right balance of healthy foods, physical activity, and rest.

* Did You Know?

Many young children don't get enough sleep – and without enough sleep, children are not at their best. Preschoolers need about 11-12 hours, including nighttime and naps.

Your child is learning to listen to what his body may be saying, like:

- < "I'm tired. I need to rest."
- < "I've been sitting for a long time. I need to move my body!"
- < "I'm hungry. I need to eat a healthy snack, please!"
- < "I'm full. It's time to stop eating."

This allows us to balance our "energy in" (the food we eat and the sleep we need) with our "energy out" (the energy we use running, playing, working, and so on).

You can help at home! For children to move, think, and play at school, they need energy when they get here. They can get this energy from eating healthy foods, sleeping to restore their bodies, drinking water, and staying active throughout the day.

< **Healthy Eating Tip** Preschool children need to have regularly scheduled, healthy meals and snacks. Offer your child the right fuel to keep him or her going between meals, such as fresh fruit, vegetables, whole grains, and lowfat dairy products. By fueling their bodies this way, children don't become too hungry, which can lead to overeating. Limit sugar-sweetened beverages and turn off the TV while eating.

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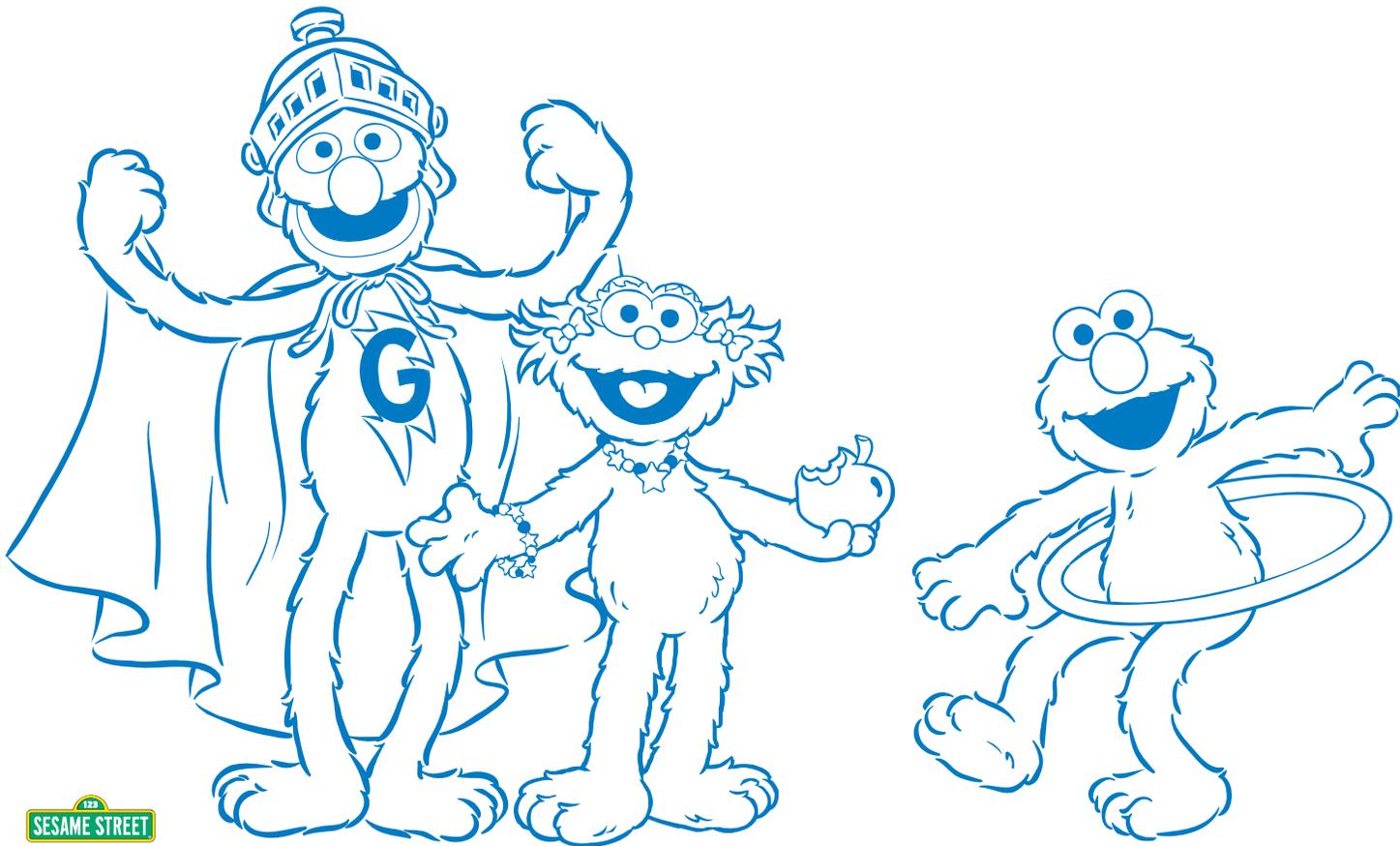
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Family Handout

Recipe for a Healthy Weekend

Put this list on your refrigerator, and refer to it during the weekend to be sure you're on a healthy track.

- Eat meals as a family
- Limit TV time
- Eat fruits and vegetables
- Take a walk outside together
- Read a book inside together
- Get a good night's sleep



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Food and Drink to grow on

This section offers easy and fun ideas and activities to help children learn about fruits, vegetables, and other healthy foods.

Chapter 1: Nutritious and Delicious!
Children explore wonderful, colorful foods.

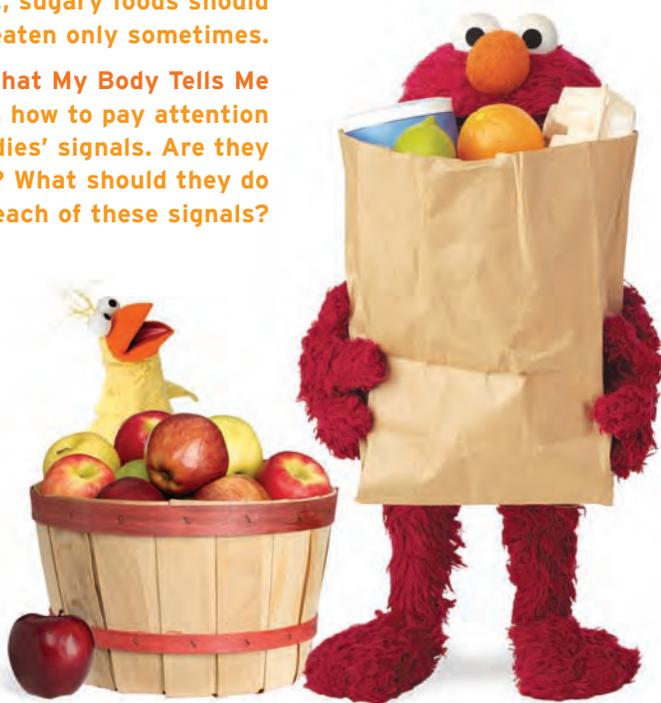
Chapter 2: Making the Healthy Choice
Children discover what makes a healthy meal or snack. They begin to understand that they can eat certain healthy and nutrient-rich foods anytime, but high-fat, sugary foods should be eaten only sometimes.

Chapter 3: What My Body Tells Me
Children learn how to pay attention to their bodies' signals. Are they hungry? Full? What should they do with each of these signals?

Healthy food keeps us happy and strong! There are so many foods to choose from, but which are best for growing children?

You can guide children to the right choices by helping them learn about healthy eating and allowing them to choose from a variety of nutritious foods. You'll also learn how to help children understand important body signals – like feeling hungry or full – and simple ways to express these sensations.

Food is colorful and it's delicious. Enjoy it together!



Chapter 1 Introduction

Nutritious and Delicious!

This chapter focuses on celebrating all of the healthy foods that give children the fuel they need to play and grow.

* Did You Know?

A child might have to try a new food ten or more times before he accepts it. In other words, even if a child says “yuck” at first, he might still end up liking that food. You can help by encouraging children to taste new foods.

Healthy food is delicious and naturally comes in many colors – the more colors you have on the plate, the more nutritious your meal is.

- < Chant **“I Say Fruits and Vegetables”** and think about healthy foods together. (page 41)
- < Play with the **Mystery Food Box** to help children explore different healthy foods. (page 42)
- < Notice the colors of different healthy foods in **I Eat the Colors of the Rainbow**. (page 43)
- < Discover different food combinations as you **build healthy salads** together. (pages 44-45)
- < Move and chant **“Pick and Pull”** together as children think about where fruits and vegetables grow. (page 46)
- < Send home the **Family Newsletter**, which updates families about everything children have been learning and offers ideas for healthy eating at home. (page 47)

Most of all... enjoy healthy food with your children!



I Say Fruits and Vegetables



We eat a rainbow
of colors every day.
They help make us
strong so we can play!

I say red.
We say apples and cherries!
I say blue.
We say big blueberries!
I say green.
We say zucchini would be yummy!
I say purple.
We say plums will please our tummy!
I say yellow.
We say squash would be nice!
I say orange.
Let's have a carrot by the slice!

We eat a rainbow of colors
every day.
They help make us strong
so we can play!

Say it, do it! < Copy this poem, post it, and use it over and over again. Say the poem together in an area where everyone has the space to move.

When you come to a fruit or vegetable, encourage children to strike a pose. If you say cherries, children might ball up on the floor. If you say carrot, they might stand up on their tiptoes. Name various movements rapidly so children are moving around!

Add your own colorful foods to the poem. Say the first part of each line ("I say red..." or "I say green...") and encourage children to call out their own healthy red or green fruits and vegetables.



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Activity

Mystery Food Box



Children can begin to understand what “healthy food” means by exploring the variety of foods that make up a healthy diet and talking about the foods they like.

* Try This!

When finished, wash and cut up fruits and vegetables and have a taste test during snack time. This is a great opportunity to explore foods from around the world.

Children will:

- < Use their senses to explore healthy foods
- < Learn about the health benefits of different foods
- < Taste fruits and vegetables

Materials:

- < An assortment of real fruits and vegetables, whole grains, and lowfat dairy products
- < Empty cardboard box (cut a hole in it so children can reach inside)
- < Scissors

Ask children:

What’s your favorite vegetable? Your favorite fruit?
When do you drink milk? When do you eat yogurt and cheese?

Activity:

1. Show children the foods you have brought (e.g., an apple, banana, orange, cucumber, broccoli, yucca, bok choy, small piece of cheese, whole wheat pita, empty yogurt container, clean dry lowfat milk carton, etc.) and talk about their colors and shapes. Tell children that this box is a healthy food box.
2. Turn around so children can’t see what you are hiding in the box and place a fruit or vegetable inside the box.
3. Encourage children to take turns reaching inside the box, feeling the food (or the container it’s in) inside, and guessing what it is. Ask the child to describe what he feels to the other children. Is the food smooth? Bumpy? Is it big or small? What could it be? What makes you think that’s what might be inside?
4. Open the box and show the food inside. Discuss the health benefits of each food.

View and Do: *I Eat the Colors of the Rainbow!*



Children can think about what they are eating and understand that colorful fruits and vegetables are good for them because they have lots of vitamins and other nutrients.

* Try This!

Say this cheer together and ask a child to point to the colors on the Healthy Food Rainbow as you cheer:

**Red! Orange! Yellow!
Purple! Green! Blue!**

All these foods are good for you.

They give you vitamins to help you grow. (reach up to the sky)

And the energy you need to go, go, go. (jump around to show your energy)

Children will:

- < Explore the different colors of fruits and vegetables
- < Sort items by colors

Viewing:

Watch **I Eat the Colors of the Rainbow** on the DVD (segment #4). Have children see how many different colors they can identify.

Materials:

- < Construction paper (red, orange, yellow, green, blue, and purple)
- < Crayons in a variety of colors
- < Magazines and/or food circulars
- < Tape
- < Scissors

Doing:

1. Post the colored paper along the wall – red, orange, yellow, green, blue, purple. Make sure it is low to the ground in an area that all children can easily access. Explain that together children will work to create a Healthy Food Rainbow.
2. Point to a color and ask, “What vegetables or fruits are this color?”
3. Ask children to find and cut out of a magazine or draw a fruit or vegetable (see full list on pages 98-99). Throughout the week, help children add their healthy food creations to the rainbow wall, posting each one on the color that matches. “Where does broccoli go?...On the green square, right!”

Red & Pink: apples, cherries, strawberries, tomatoes, watermelon

Yellow & White: bananas, squash, pineapple, corn

Green: beans, peas, lettuce, grapes, pears, broccoli

Orange: oranges, carrots, peaches, cantaloupe

Blue & Purple: blueberries, plums, grapes, eggplant

4. Ask children to gather in front of their beautiful rainbow. What healthy foods do they see? All those colors mean so many vitamins and minerals that are good for our bodies.

Activity

Build Me a Salad

Now that children have thought about healthy fruits and vegetables and learned about eating colors, they can create their own healthy salad.

* Try This!

Have a salad bar day and have each child bring in a different salad ingredient, and then bring their recipes to life! Encourage children to taste all the different fruits and vegetables.

Children will:

- < Practice counting and writing numbers
- < Explore different ways to combine healthy fruits and vegetables

Materials:

- < Copies of page 45 (one per child)
- < Crayons or paint

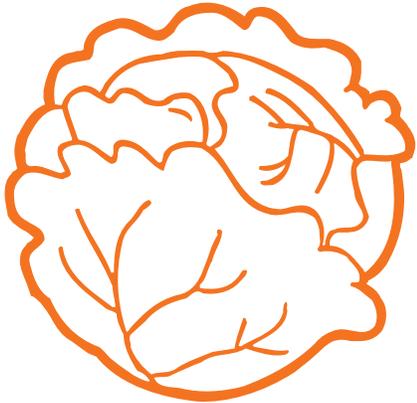
Activity

1. Have children sit in small groups at tables with crayons and paint. Let them know they will be creating their very own healthy salads.
2. Encourage children to use a crayon to circle each fruit or vegetable they would like to include in their healthy salad. It's okay to mix fruits and vegetables – grapes and apples are delicious with lettuce in a salad! Ask, "What green vegetable are you going to put in your salad? How about a red fruit? What tasty red fruit can you add?"
3. When children have circled the fruits and vegetables they want to include in their salads, ask them to count how many foods they have circled.
4. Go around to each child and help them write the number on their paper: 6 healthy foods! 7 healthy foods! and so on.
5. Now ask children to paint or color the fruits and vegetables on this page and ask them to think about the colors they need for each food.

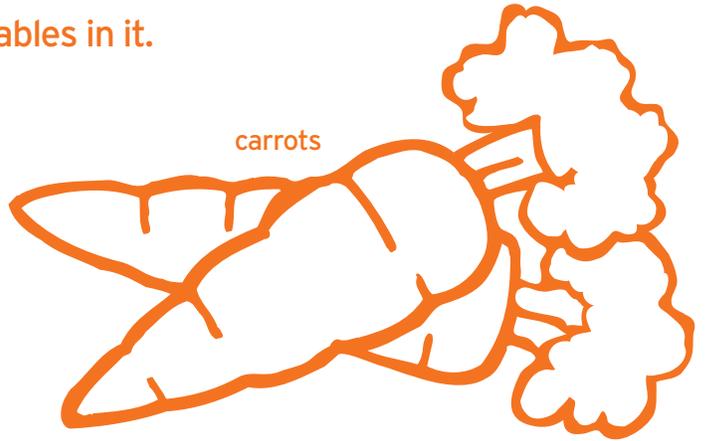


_____ 's Healthy Salad

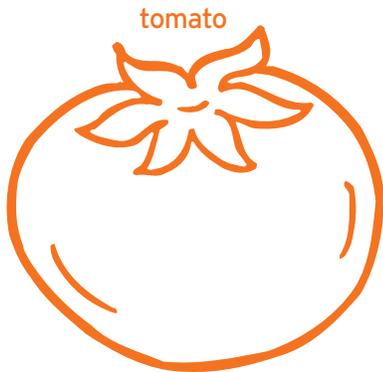
I put _____ different fruits and vegetables in it.



lettuce



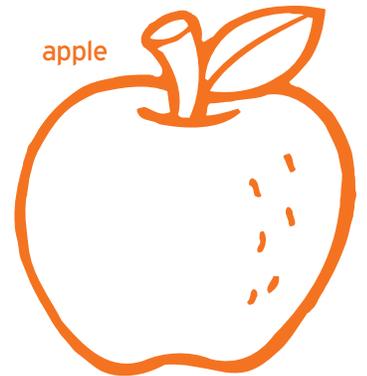
carrots



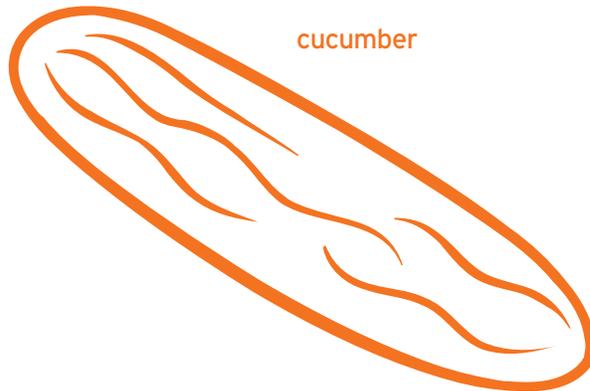
tomato



avocado



apple



cucumber



orange



pear



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Activity

Pick and Pull

Children can think about where healthy foods come from and move their bodies to show where the foods grow. Do we pull them from the ground or pick them from a tree or a bush?

* Try This!

Explore what happens next – after farmers pull those carrots up. (The carrots travel on a truck to the store and your family buys them, cleans them, and cuts them up to eat.) Invite children to act out the different steps in sequence. What happens first? Next? Last?



Children will:

- < Think about how different fruits and vegetables grow
- < Move their bodies in fun ways
- < Build spatial awareness

Ask children:

Where do fruits and vegetables come from?
We buy them in a store, but where do they grow?
What fruits can you think of that grow on trees?
What foods grow in the ground?

Activity:

1. Ask children to close their eyes for a moment and really imagine they are standing under an apple tree – how high do they have to reach for an apple? When they pull from the ground, can they picture the carrot in the dirt? How about a big raspberry bush; how far forward do they have to reach?
2. Encourage children to think about how high they can stretch their arms when they PICK, PICK, PICK and how low they can go when they PULL, PULL, PULL. Try pretending you are all in a big field – you can call out between lines, for instance, “Now let’s run (in place) to the orange tree!”

Pick and Pull Song

I see an apple tree. Reach up and PICK! PICK! PICK!
I see a mango tree. Reach up and PICK! PICK! PICK!
I see a blueberry bush. Reach in front of you and PICK! PICK! PICK!
I see a raspberry bush. Reach in front of you and PICK! PICK! PICK!
I see a carrot. Reach down and PULL! PULL! PULL!
I see a potato. Reach down and PULL! PULL! PULL!



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Hello, families!

In our program, we have been learning all about delicious, healthy foods.

In our program, children have been:

Singing about healthy foods and learning that "eating their colors" is fun, nutritious, and delicious.

As they explore healthy eating, children have also been learning about numbers, counting, identifying colors, and engaging in pretend play.

* Did You Know?

Young children may need to try a new food more than 10 times before they learn to like it, so put a little on the plate, and ask your child to just taste it.

We've been exploring what foods look like in all their gorgeous, bright colors and we've tasted these healthy, colorful foods as well.

You can help at home! There are so many healthy foods to try and explore.

Activity ideas:

< **Rainbow Parfaits** We've been learning that colorful foods are healthy foods, so enjoy this snack together.

What you need:

Plain or vanilla-flavored lowfat yogurt
Colorful cut-up fruit (strawberries, peaches, kiwi, blueberries, bananas, etc.)
Crushed graham crackers
Clear plastic cups

What to do:

In each cup, make layers of yogurt, fruit, and crushed graham crackers.

< **Colorful Menus** Plan a meal with your child that includes at least three different colors, like red peppers, black beans, and brown rice. Buy the items together. While you're preparing the meal, have your child create a dinner menu or draw a plate with all the foods on it. Display the menu near the table, if possible. Have your child count up all the colors on the plate.

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Family Handout

Great Grocery Shopping Tips

Going to the supermarket can be a great learning opportunity. Your child can help make healthy choices as you shop together.

* Try This!

Pretend you are running a Healthy Family Restaurant at home. You can start at the grocery store by shopping for healthy foods. Ask your child what you should name your family restaurant.

When you're grocery shopping, focus on the outermost aisles of the store. Often, that's where you'll find the healthiest foods, such as fresh produce, dairy products, meats, and seafood. Head down the other aisles with a plan for what you want, instead of giving your child the chance to spot sugary cereals, unhealthy snacks, or other foods you don't want to buy.

Involve your child as you shop:

- < Let your child push a kid-size cart, if the store offers them.
- < Give your child a small list of items (from your master list) to look for and check off as they're found.
- < Challenge your child to select a new food to try, focusing on fruits, vegetables, whole grains, or lowfat dairy products.
- < Play "I Spy Colors" to find all the red foods, the green foods, etc.



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Chapter 2 Introduction



Making the Healthy Choice

This chapter focuses on helping children make healthy choices each day. When given the chance to choose from two healthy foods, children can feel proud of themselves for making a healthy decision.

* Did You Know?

Children who get five servings of fruits and vegetables each day are more likely to get the nutrients they need.

Adults play a very important role in helping children understand the nutritional value of foods and drinks. You don't want to overload them with information, but children can explore the differences between healthy and less healthy foods and drinks. Help them understand that healthy foods and drinks are great anytime, while less healthy foods and drinks should be enjoyed only sometimes. You can also help children count how many fruits and vegetables they are eating each day. Aim for at least 1, 2, 3, 4, **5!**

- < Begin by making a **meal for a monster** and pay attention to the rhyming clues! (page 50)
- < Watch **Cookie Is a Sometime Food** on the DVD and then help children learn the difference between sometime foods and anytime foods. (page 51)
- < Encourage children to think about their favorite healthy foods as you do the **Anytime Apples** activity together. (page 52)
- < Create a **Sometime/Anytime Café** and help children plan the menu, name the restaurant, and decide what they will need to do. (page 53)
- < Think about the many ways to combine delicious fruits and vegetables to **add up to five**. (page 54)
- < Send home the **Family Newsletter** to help families foster healthy eating habits at home! (page 56)

Activity

A Meal for a Monster & Me

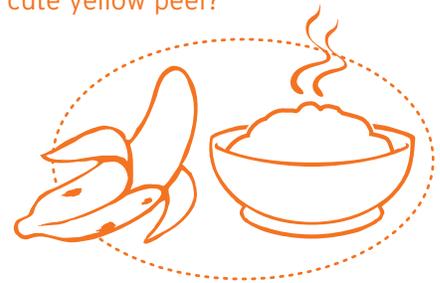
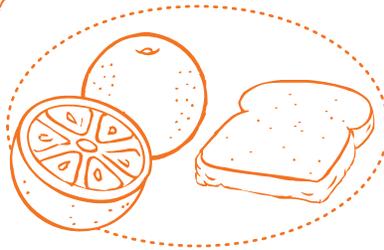
Copy this page (one per child) and ask children to circle or color in the meal they'd like to eat.

Grover, Elmo, and Zoe are really hungry, but they need your help to decide what to eat. Please listen to their rhymes so you can help choose the delicious and healthy meal that you like best. Point to the healthy meal each monster might like to eat as much as you do.



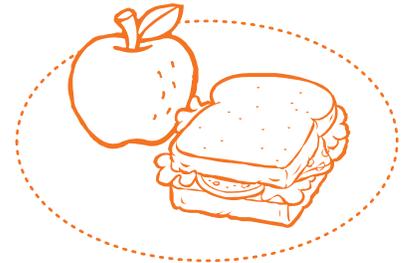
It's breakfast time! Let's choose a nice healthy meal.

Should we choose whole-grain toast and an orange?
Or oatmeal and banana with its cute yellow peel?



It's time for lunch! We need healthy food to eat.

Should we choose chicken with salad? Or turkey on whole wheat?



Let's choose a healthy dinner! Do you know what I mean?

Should we choose soup, bread, and tasty veggies? Or chicken, brown rice, and something green?



After you've listened to the rhymes and chosen meals for Grover, Elmo, and Zoe, ask children what they think Telly, Oscar, and Rosita should eat. Make sure their meals include fruits or vegetables – or both.



View and Do: *Cookie Is a Sometime Food*

We need to stop and think before we eat foods with a lot of sugar, fat, and salt. But anytime foods have all of the nutrients we need to grow, play, and learn.

* Try This!

Help children understand anytime foods by thinking about activities we do every single day. We brush our teeth and wash our hands every day; children can pretend to brush their teeth and wash their hands. Then explain that we can eat anytime foods, such as apples, lowfat milk, and carrots, every day.



Children will:

- < Learn the difference between a sometime food and an anytime food
- < Practice labeling foods as sometime and anytime

Viewing:

Watch **Cookie Is a Sometime Food** on the DVD (segment #5).

Ask children:

- < Help me think of some other foods and drinks like cookies, soda, chips, and french fries that we only eat sometimes.
- < What are some of the healthy foods we've talked about so far? What are some healthy drinks?
- < What vegetables do you like to eat? What fruits?
(Write answers on big paper with sometime foods in red and anytime foods in green.)

Doing:

Help children to think about sometime and anytime foods.

Materials:

- < Old magazines/supermarket circulars
- < 2 large pieces construction paper
- < Tape or glue stick
- < Scissors
- < Paper and crayons

Activity:

1. Before beginning, cut out pictures of healthy anytime foods and sometime foods. Use the Sometime/Anytime Food List for your reference (page 100). Show children the sometime and anytime foods you've found.
2. Together, tape or glue the pictures onto construction paper (labeled "sometime" and "anytime") to make sometime and anytime food collages.

Activity

Anytime Apples

An apple a day helps us live the healthy way. In this taste test activity, children can decide which apples they love the most.

* Try This!

Say the following rhyme with children to remind them that not only are apples delicious, they are also anytime foods.

Apples, apples, we love you!
 You taste so good and you're healthy too.
 You're green and yellow and Red Delicious,
 You're crunchy and colorful and so nutritious!
 We love apples!



Children will:

- < Participate in graphing activity
- < Notice similarities and differences in a favorite anytime snack

Materials:

- < A variety of apples
- < Large sheet of paper
- < Plates
- < Markers

Activity:

1. Ask children to bring in their favorite apple or bring in a few different kinds of apples yourself (try for a variety of red, green, and yellow). Tell children they are going to be “apple researchers” – they will find out how many kids like each different type of apple.
2. Cut up the different types of apples and place each type of apple on a plate.
3. Ask children to taste each apple and record their favorites on a large sheet of paper. Help children make a graph to display the voting results. Do they like red the best? Yellow? Green? Which color apple did most children choose as their favorite?
4. You can also check children’s favorite types of apples. Within the red apple group, did children like Red Delicious the best? Fuji apples? Macintosh?
5. Healthy snack time – eat the apples!

The Sometime/Anytime Café

Plan a grand opening of a healthy restaurant right in the play area! Children can think about what they need for their restaurant and work together to make the restaurant a healthy and delicious success.

* Try This!

Play the DVD segment “Breakfast Is the Best Meal of the Day” (#6) as families drop children off. Invite families to visit the children’s pretend restaurant for breakfast. Children can take their orders and “serve” them healthy and delicious food.

Children will:

- < Name and identify healthy foods and drinks
- < Explore healthy eating through pretend play
- < Develop print awareness through menus, labels, and signs

Materials:

- < Large white paper (two pieces)
- < Plastic healthy foods (fruits/veggies/milk/juice)
- < Ask children’s families to send in empty food containers (use healthy food containers and safe containers like boxes; avoid cans)

Activity:

1. During a group gathering, tell children that today they get to build a new restaurant. They can think of a name for their restaurant, make a sign, and create a menu together.
2. Use one of the large white pieces of paper to start a menu. Ask children to help you make a list of some healthy food choices (anytime foods) such as a grilled cheese sandwich on whole-grain bread, a salad, broccoli and carrots, lowfat yogurt, lowfat milk, water, etc. and have children choose. What sometime foods would children like to include? Make sure that there are more anytime foods on the menu than sometime foods.
3. Ask: What should we name our restaurant? Work together to make a colorful sign using the other piece of paper. Then, have a grand opening! Hang the sign in the pretend area. Children can take turns running the restaurant or being the customers. Talk with the children as they pretend to be customers. For example, “Oh, you chose some of the delectable macaroni and cheese. What vegetable could you order to go with that?” By helping children to think through their orders, you can reinforce healthy eating habits.



Activity

Adding Up to Five

Children can find different ways to “make five” with healthy fruits and vegetables.

* Try This!

Copy the Try for Five Chart on page 55 to encourage children to keep track of how many fruits and vegetables they eat during the day. Any for breakfast? Lunch at school? Snack? Help children add up the total and fill in the numerals: “I ate ___ servings of fruits and vegetables today. I need to eat ___ more fruits and vegetables today to make five.”

Children will:

- < Practice adding and subtracting

Materials:

- < Large paper plates (one per child)
- < Reuse the handouts on pages 34, 45, and 62 (one copy of each per child)
- < Scissors
- < Glue sticks

Activity:

1. Help children cut apart the fruits and vegetables on their pages and spread them out where there is space. (Set aside cards that show foods other than fruits and vegetables. Put them in the play kitchen area for children to use during dramatic play.)
2. Have each child select five fruits and vegetables they’d like to have in a day by counting them and placing them on their plate. Encourage children to count out loud as they add each item (e.g., broccoli, banana, apple, carrots, and grapes - 1, 2, 3, 4, 5!).
3. They can then bring the plates to a large group meeting to share what they have selected. Now, start adding or subtracting. What happens if children “eat” or subtract two fruits or vegetables? How many do they have left over? Remind children that when it comes to eating fruits and vegetables every day, they don’t have to stop at five!
4. Children can glue their favorite combination of five fruits and vegetables to their plates and write the numeral 5 on the back. They can take their plates home with their “Try for Five!” charts.





Try for Five!

Keep track of all the fruits and vegetables you eat today.
 You can color in the boxes, make an X, draw a picture,
 or write the name of the fruit or vegetable.



FRUITS	VEGETABLES



How many spaces did you mark?

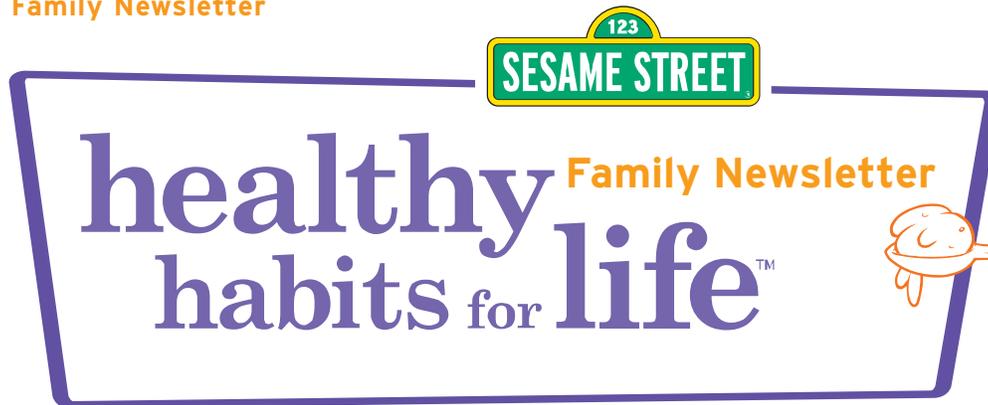
I ate ___ fruits and vegetables today.

I need ___ more to make five!



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Hello, families!

In our program, we've been making sure that we are eating lots of nutritious foods that are low in sugar, fat, and salt.

In the program, children have been:

Learning about sometime and anytime foods and drinks and the importance of eating five fruits and vegetables every day.

Rhyming, sorting, counting, and adding and subtracting.

* Did You Know?

Children who get all five servings of fruits and vegetables each day are more likely to get the nutrients they need.

We call these healthy foods "anytime foods" because we can eat them every day. We've also been learning that foods like cookies, chips, sodas, and other snacks that are high in sugar, fat, and salt are called "sometime foods" because we should only eat them once in awhile.

You can help at home! Children need healthy options in order to make healthy choices. At home, give children lots of healthy foods and drinks to choose from so that no matter what they pick, you'll know they are getting the nutrients they need to grow and learn every day ("Would you like an apple or a banana? Would you like some salad or some yogurt?") You can empower children as they make their own choices.

ANYTIME foods and SOMETIME foods Take a tour around the kitchen together and look at the foods you are eating every day to make sure you have lots of the anytime foods such as fruits, vegetables, whole grains, lowfat milk/cheese/yogurt, and lean meats. If you discover any chips, cookies, candy, sodas, or sports drinks, pause to remember that these foods are high in sugar, fat, and/or salt and are only sometime foods.

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Amazing Apple Recipes

Your child has learned that some foods are “anytime foods” - nutritious enough to be eaten anytime. Here are some great anytime snacks to try at home.

Anytime Apple Dip

What you need

Apples cut into thin slices
Vanilla-flavored yogurt
Whole-grain cereal “O”s

What to do

Set up an apple dipping station by setting out your plate of sliced apples along with bowls of yogurt and cereal. Let your child dip the apple slices.

Microwaved Baked Apples

Looking for an easy and delicious way to add fruit to your child’s lunch? Pack these baked apples in single serving containers.

Ingredients

2 small apples, sliced (peel if desired) 1 Tbsp. apple juice
1/2 tsp. brown sugar dash of cinnamon

Directions

1. Combine ingredients in a microwave-safe bowl.
2. Cover with plastic wrap.
3. Microwave 2-3 minutes, or until apples are soft.
Stir. Serve when cool.



Family Handout: Recipes

Now and Later Zucchini Muffins

Your child has been learning that it's healthy to eat when you're hungry and to stop when you're full.



Make this recipe together with your children – it makes enough so that you can enjoy a muffin now and save the rest for later.

What you need

1 1/2 c. shredded zucchini (about 2 small)
 2 c. whole-grain pancake or biscuit mix
 1 tsp. cinnamon
 1 tsp. allspice
 2 eggs
 3/4 c. brown sugar
 1/4 c. unsweetened applesauce
 2 tsp. fresh lemon juice
 plastic grater
 measuring cups and spoons
 muffin tin and paper liners

What to do

1. Preheat oven to 375°F. Wash zucchini, remove ends (leave skin on for extra fiber), and shred.
2. Place grated zucchini on paper towels and squeeze to remove water. Measure 1 1/2 cups of squeezed-dry zucchini.
3. In a large bowl, mix whole-grain pancake mix (or biscuit mix) with spices.
4. In a separate bowl, whisk together eggs, brown sugar, applesauce, and lemon juice.
5. Fold the egg-sugar mixture and shredded zucchini into the pancake-spice mixture (do not overmix).
6. Line a 12-cup muffin tin with paper liners. Fill each muffin cup 2/3 full with batter.
7. Bake 10-15 minutes or until golden. Remove muffins from tin and cool on a wire rack.



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Chapter 3 Introduction

What My Body Tells Me

Children have been learning all about the healthy, colorful, anytime foods that we should eat each day.

* Did You Know?

When children are urged to "clean their plates," it can lead to overeating. Instead, serve preschoolers small portions of food. A child who's still hungry can have a second small portion. This minimizes waste and encourages children to stop eating when they're full.

Children have already grouped foods into categories of anytime and sometime foods, thought about different ways to eat five fruits and vegetables each day, and learned where these foods come from. Now children can think about when to eat and how much to eat by listening closely to what their bodies tell them.

- < Sing **"If You're Hungry and You Know It"** and encourage children to talk about how they are feeling. (page 60)
- < Sort foods into different food groups in **A Bit of This, a Bit of That**. (pages 61-62)
- < Read children the story of **"Cookie Monster and the Four Bears"** and help them learn about how to eat an amount that is just right for them. (page 63)
- < Use the **Hungry-Full Meter** to help children express how they are feeling during snack and lunch time. (pages 64-65)
- < Watch **"TJ Fruit Samba"** and march in your very own healthy parade. (page 66)
- < Send home the **Family Newsletter** and encourage families to think about how to eat appropriate portions. (pages 67-68)

Have fun singing, sorting, and learning together.



Group Song

If You're Hungry and You Know It

If you're hungry and you know it,
say, "I'm hungry!" (2 times)

If you're hungry and you know it
And you really want to show it.
If you're hungry and you know it
Eat a pear!

If you're thirsty and you know it,
say, "I'm thirsty!" (2 times)

If you're thirsty and you know it
And you really want to show it.
If you're thirsty and you know it
Drink some water!

If you feel full and you know it,
say, "No more, please!" (2 times)
If you feel full and you know it,
Then say "No" so you can show it.
If you feel full and you know it
Just say, "No more food."



Say it, do it! < After the first stanza, STOP! Children now pretend to eat different HEALTHY anytime foods. Ask children to call out what they are eating as they pretend to put these foods into their mouths. Now... STOP eating! And sing again...

After the second stanza, STOP! Children now pretend to drink different HEALTHY anytime drinks. Ask children to call out what they are drinking as they pretend. Now... STOP drinking! And sing again...

After singing with children, ask them to listen to their bodies. How are they feeling now? Hungry? Thirsty? Full?



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A Bit of This, a Bit of That

Children can learn about the different food groups as they explore the concept of a balanced meal.

* Try This!

During snack time or lunch, encourage children to think about the foods they are eating. What food groups do they belong to? They are having carrots and cheese, so they have two groups! They have vegetable AND dairy. What if they added a piece of whole-grain bread?



Children will:

- < Learn about food groups: vegetables, fruits, dairy, meats, grains
- < Discover how to create a balanced meal

Materials:

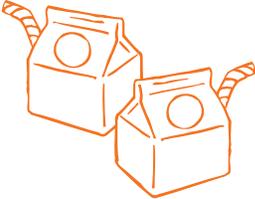
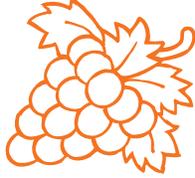
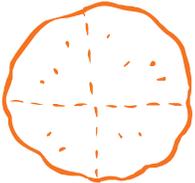
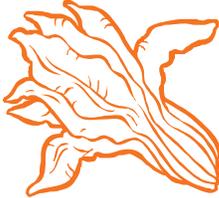
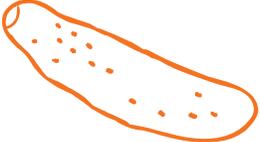
- < One copy of the food sheets on pages 34 and 62
- < Scissors
- < Paper plates
- < Five paper bags
- < Large sheet of paper

Activity:

1. Cut out the foods from the sheet and place them on the blank paper for all to see.
2. Introduce the five bags and explain that you have one for each food group. Write a food group label across each bag: **Fruits, Vegetables, Meat and Beans, Milk and Dairy, and Grains**. Together, look at each card and put it in the appropriate bag.
3. Explain that at meal time it is important to have food from each group. Take out a paper plate and draw a food card from each bag. Place the food cards on the plate to show off your balanced meal. Discuss this meal together – what types of food do you notice?
4. Before snack time or before children head home for the day, give a paper plate to a child. Have him come up and draw a food from each food group bag. What did he get? You can choose a different child each day.

Handout: Food Cards (see page 61)



 <p>Lettuce</p>	 <p>Cucumber</p>	 <p>Lowfat milk</p>	 <p>Grapes</p>
 <p>Soup</p>	 <p>Sweet potato</p>	 <p>Beans</p>	 <p>Chicken</p>
 <p>Plum</p>	 <p>Whole-wheat tortilla</p>	 <p>Spinach</p>	 <p>Oatmeal</p>
 <p>Pears</p>	 <p>Corn</p>	 <p>Papaya</p>	 <p>Zucchini</p>



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Cookie Monster and the Four Bears

Baby Bear and his family help Cookie Monster (and children) think about appropriate portions of food.

* Try This!

At the water table or sandbox, encourage children to explore the concept of empty and full with a variety of containers (plastic cups, ice cube trays, etc.).

Children will:

- < Think about portion size
- < Explore the concepts of empty and full

Activity:

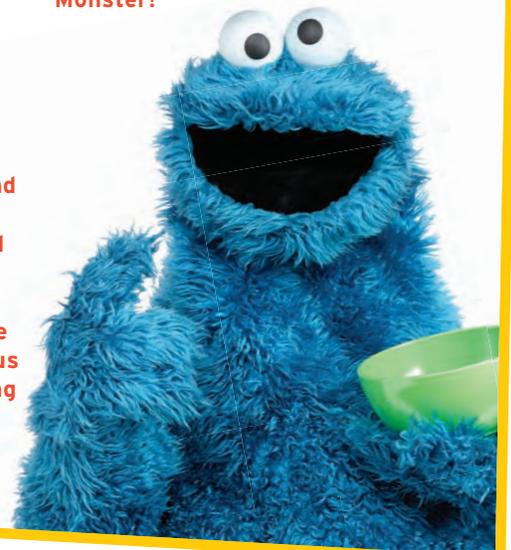
Read the following story.

Cookie Monster and the Four Bears

Once upon a time, there was a family of four bears – Baby Bear, Mama Bear, Papa Bear, and little Curly Bear. Every day they loved to eat a delicious, healthy breakfast of oatmeal with bananas. One day a friendly blue monster knocked on their door. It was Cookie Monster! He ran into the room and started to eat all the bears' oatmeal. All of a sudden he said, "Ugh, me feeling so sick. Why me tummy feeling so sick?" Baby Bear said, "You ate too much. You need to eat an amount that is just right for you. Watch, I will show you."

Baby Bear went to the kitchen and brought back more oatmeal and four bowls. Baby Bear put a small amount of oatmeal in each of the four bowls and he added some sliced bananas. Yummy! All of the bears started to eat their delicious oatmeal. Papa Bear stopped eating and said, "I'm full. I'm not going to eat any more oatmeal."

Cookie Monster said, "Oh, me see. Papa Bear not eat more because he not too hungry anymore." Baby Bear was still eating. He said, "I played outside all morning and I am really hungry. I'm going to eat some more oatmeal!" and he put another scoop of oatmeal in his bowl. Baby Bear asked Cookie Monster, "Do you need any more oatmeal?" Cookie Monster put his hand on his stomach and said, "No thank you, Baby Bear. Me full! Me think me already had more than right amount for one Cookie Monster!"



Activity

Hungry-Full Meter

Sometimes it can be helpful for children (and adults!) to have a visual reminder that says “stop and listen to your body. How are you feeling?” Remember: You can let children decide how much to eat. Eat slowly together and enjoy the food.

* Try This!

Use the meter during lunch time as well.

When children go home for the day, encourage them to take their meters home.

They can show their families how they remind themselves to check if they are hungry or full when they are eating.

(Children can explain to families how they use the Hungry-Full Meter in your program.)

Children will:

- < Think about when they feel hungry and full
- < Pause during snack time to decide what is an appropriate amount of food for them

Materials:

- < Hungry-Full Meter (copy page 65, one per child; cut and assemble with brass brads or use plastic spoons as arrows)

As you start snack time, ask children:

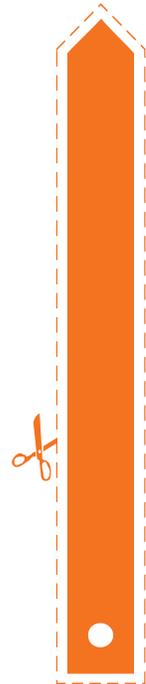
How hungry are you? Think about how you are feeling right now. You may be feeling hungry because it's been a long time since you ate breakfast. Or, you may still be full from a big breakfast.

Activity:

1. As you are eating snack, pause and get the whole group's attention. Show them how you are using your Hungry-Full Meter.
2. Say, for instance, “I've had two crackers and three apple slices. How do I feel now? I think I'm still a little bit hungry.” Move the arrow, and then have a bite. “Now I feel just right.” Move the arrow again. Point out that it's not a good idea to be on the marks below the words “hungry” and “full.” Tell children that the thick middle tick mark means “just right.”
3. Now give each child a meter. As they eat and drink, encourage them to pause and think. Are they still eating because they are still hungry? Or are they already full? They can then use the meter to express themselves.



Handout: Hungry-Full Meter (see page 64)



Cut out arrow and attach to Hungry-Full Meter with a brass brad. Or use a plastic spoon as an arrow.



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View and Do

View and Do:

TJ Fruit Samba

Celebrate colorful, delicious fruits – and the energy they give us.

* Try This!

Watch this again before a regularly scheduled snack time.

Have a healthy snack by offering children a selection of real fruits to choose from.

Kids can reach for sliced apples, bananas, blueberries, etc.



Children will:

- < Recall the names of different fruits
- < Think about choosing fruit when they are feeling hungry

Viewing:

Watch **TJ Fruit Samba** on the DVD (segment #7) together and ask children about what they saw. What was TJ singing about? There are so many healthy fruits to choose from when kids need an anytime snack.

Doing:

1. Play music and start a conga line.
2. To get into the line, each child calls out the name of a fruit. They can conga around the room, down the hall, and even outside.
3. Try different ways of inviting children into the line, such as “Anyone wearing purple like a fig, join us!” or “Who loves guava? Come along!” Children might also like to take turns leading the conga line.

Children might be curious about TJ's wheelchair. If children ask questions, it's a wonderful opportunity to explain that TJ uses his wheels to get around, just as other kids use their feet. TJ has to be very strong to move the chair with his arms, and he is active in many ways every day. He plays basketball, he dances, and sometimes he needs a rest too.



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Hello, families!

We are focusing on how to tell when we are hungry or full.

In our program, children have been:

Exploring food groups, building balanced meals, and learning to eat just the right amount of healthy foods – not too little and not too much.

* Did You Know?

When children are urged to “clean their plates,” it can lead to overeating. Instead, serve preschoolers small portions of food. A child who’s still hungry can have a second small portion. This minimizes waste and encourages children to stop eating when they’re full.

Need a breakfast on the go?
Try these instead of doughnuts or toaster pastries:

Fruit and cream cheese sandwich:
Layer lowfat cream cheese and sliced fruit on whole-grain bread, 1/2 bagel, or English muffin.

Breakfast taco: Sprinkle shredded lowfat cheese on a whole-wheat tortilla. Microwave for 20 seconds and serve with a spoonful of salsa, if desired.

We’ve been doing activities to help children think about portion size, and children have built balanced meals together.

You can help at home! Every child has different food needs. It’s okay for a child to take only a little bit of food and then say he is full. However, it is not okay for him to then want to eat cake, or other sometime foods instead! By paying attention to your child’s cues and listening to him, you can make sure he’s eating the right amount. One way to think about this balance is that you provide the healthy choices, but your child can decide how much to eat.

Activity Ideas

< **Eating Healthy Foods Together** Whether you are serving your child or he is serving himself, start by putting small amounts of each food on the plate and letting him choose if and what to eat. When he finishes eating, ask, “Are you still hungry?” Giving him the chance to respond helps your child learn to make healthy choices. Encourage everyone at the table to mention how they are feeling: “Hmmm, I’m just a little bit hungry. I’ll have a couple more bites and then I’ll be finished.”

< **Explore Full and Empty** The next time your child is taking a bath or playing with sand, encourage her to explore filling and emptying small and big containers (e.g., pails, plastic measuring cups). Point out that our stomachs also can be empty or full.

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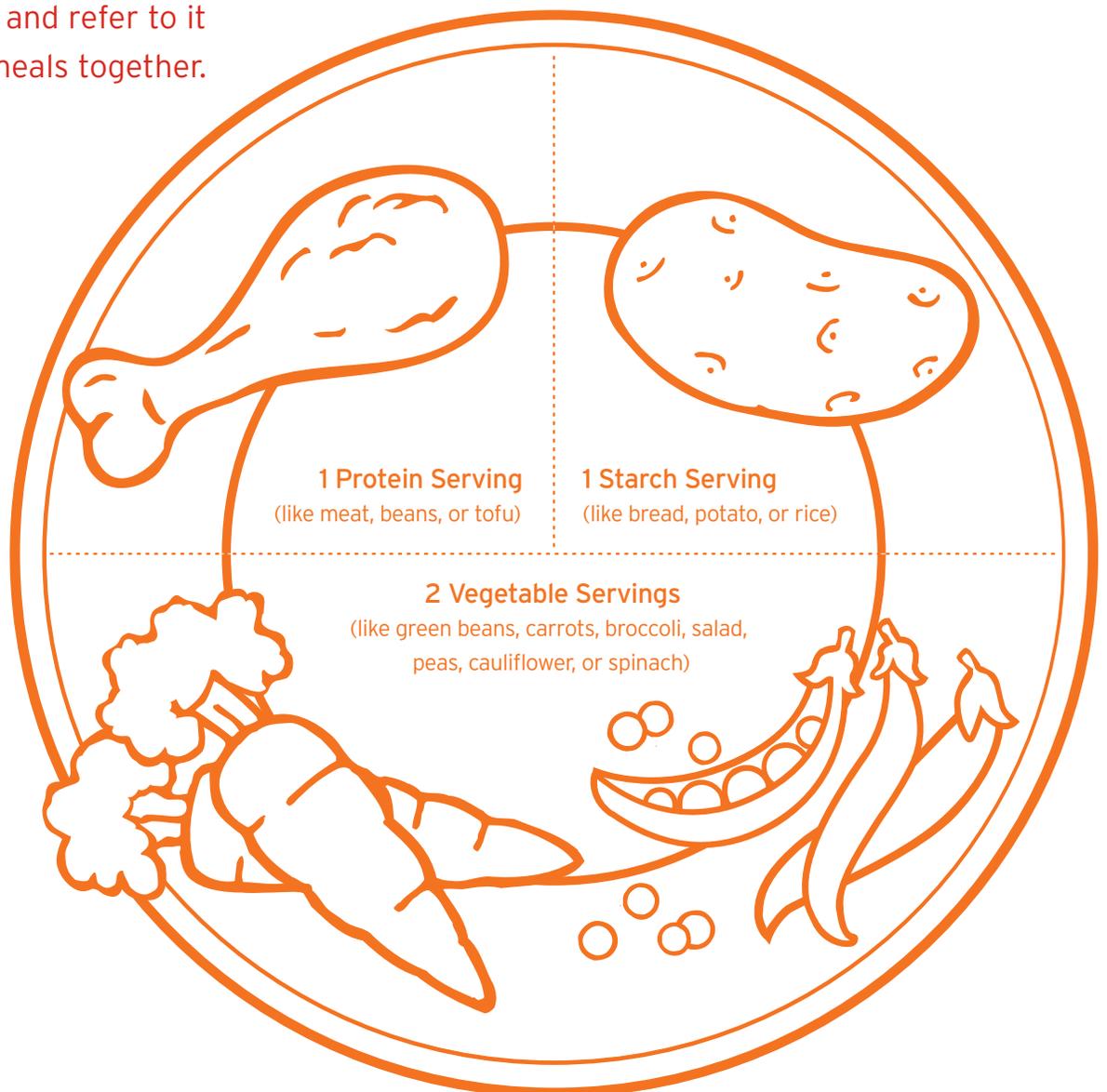
Family Handout

Building a Balanced Meal

You can help at home.

Use this picture of a plate to help remind your child how to build a delicious, nutritious, and colorful meal. Display it on the refrigerator and refer to it as you plan meals together.

Think of your plate divided into four equal sections. Use one of the top quarters for protein. Use the other top quarter for starch, preferably a whole grain. Then fill the bottom half with vegetables! None of the foods should overlap or be piled high. Dividing your plate like this can help you keep portion sizes under control, and it will also help you balance your meals.



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Every day is a healthy day

It's true – every day **can** be a healthy day for you and your children.

Help children bring together the learning they've done so far. Celebrate their achievements as you all stay healthy and strong – every day.

Chapter 1 < Bringing It All Together

Children reinforce what they've learned through activities focusing on healthy eating and movement.

Chapter 2 < The Power to Make Healthy Choices Every Day

Children practice using the knowledge they've gained to make healthy choices – even when there are obstacles, like a rainy day.

Chapter 3 < Celebrating What We've Learned Together

To help children take pride in all the learning that's been happening in your program, you can play games together, help them make healthy superhero bracelets, and plan a Healthy Happy Party for all.



Chapter 1 Introduction

Bringing It All Together

This chapter focuses on reviewing everything children have learned so far.

* Did You Know?

Children at this age love to imitate adults, so show them your healthy side by eating nutritious foods and getting lots of physical activity.



You can integrate everything you've learned into various activities that pull it all together into one big picture. Together, you and your children can make good choices and build a foundation of healthy habits for life. The following activities offer fun ways to make these habits part of children's everyday routine.

- < Celebrate movement with the **Choose a Move** poem. (page 71)
- < Help children create a **Healthy Week Banner** so they can proudly share their healthy choices. (page 72)
- < Play the **Healthy Land** board game (pages 73-74).
- < Reinforce the concepts in the last two sections of this binder by becoming a **Healthy Team**. (page 75)
- < Watch **Mango Tango** on the DVD and play a silly rhyming game about dancing with healthy foods. (page 76)
- < Send home the **Family Newsletter** to update families about everything children have been learning, and offer adults ideas to help children learn at home. (pages 77-78)

Have fun singing, dancing, and rhyming together as children integrate everything they've learned.

Choose a Move

**Choose a move.
Choose any one!
Let's keep on moving.
It's so much fun!**

Say it, do it! < Help children get moving in a way that gets their hearts pumping.

Start a movement parade! March around the room or outside and say the poem together. Say "Stop" and call out one of the moves from this page. Children do that move until you say "March"!



**hop!
balance on
one foot!
skip!**



**stretch! fly!
do some
jumping jacks!**



**run!
walk!
jog!**



**twirl!
leap!
dance!**



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Activity

Healthy Week Banner

Children can create a banner together listing the healthy choices they're making each day of the week.

* Try This!

Children can draw pictures to go with their choices. You might choose a different child to be the illustrator each day.



Children will:

- < Recall key messages about eating healthy foods and staying physically active
- < Share the choices they have made

Materials:

- < Large white piece of paper (long enough to be divided into five sections for the days of the week)
- < Tape

Activity:

1. Show children the large paper you've taped to the wall (or put on the easel) at the front of the group.
2. Write "Our Healthy Week" at the top of the paper. Create five sections and write each weekday at the top of each section. Explain that you are all going to keep track of the many things you're doing each day to stay healthy and strong.
3. Each day during circle time, ask children a different question about food or physical activity choices. Try these questions:
 - < What fruits did you eat today? What vegetables?
 - < How did you move your body today?
 - < When did you drink lowfat milk or water today?
 - < What games have you played outside today?

Write children's responses on the banner. They can be individual achievements ("Ryan ate broccoli at lunch") or group achievements ("We all had lowfat milk at snack time").

Healthy Land

Children will think about the effects of healthy foods as opposed to unhealthy alternatives as they play this board game.

* Try This!

Use double-sided tape or glue to paste a copy of the game to a piece of cardboard to make it into a real board game. (You might also laminate the paper first.) You can also send the game home for children to play with their families.

Children will:

- < Reinforce their understanding of healthy foods and drinks
- < Engage in basic rule-based play
- < Build math skills

Materials:

- < Small blocks or any small, colored manipulatives as game pieces
- < Six index cards (numbered as follows: 1, 1, 2, 2, 3, 3)
- < Copies of the Adventure in Healthy Land game on page 74 (one for every three or four children)

Activity:

During a large group meeting, share the game board and point out the pictures. Say that in this game, landing on anytime foods gives them energy to play with the Sesame friends!

Demonstrate the rules by modeling:

1. Choose a game piece (a manipulative or small block). Place number cards facedown and let a child choose from the deck.
2. Start at Salad Meadow. Move the game piece forward the number of spaces on the card. If you land on an anytime food, you get to choose another card. If you land on a sometime food, stop on that space until your next turn. (After each move, place card in discard pile. If you run out of cards, shuffle cards from discard pile and use again.) The goal is to get all pieces to the end.
3. Place the games on a shelf in your room. Groups of three or four children can play during free time.



Handout: Healthy Land (see page 73)

Adventure in Healthy Land

START

Salad Meadow

Banana Bend

Bananas are a fruit. What's your favorite fruit?

Move 2 spaces.

Raspberry Patch

Name another red fruit.

Move 1 space.

Orange Grove

Name another healthy, round food. 1 space.

Move 1 space.

FINISH!

Illustrations include: a bowl of salad, a tomato, a lollipop, a slice of cheese, a banana, a carton of low-fat yogurt milk, a glass of milk, a turkey, a chicken, a carrot, a cupcake, a round fruit, a cookie, a broccoli, a corn, and an ice cream cone.



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Your Healthy Team

Being healthy is a team effort. Children can't do it alone, so show them who's on their team and how teams can get the job done.

* Try This!

Ask children about ways to help grown-ups with healthy habits. For instance, they can suggest fruits and vegetables for snacks and lowfat milk and water for drinks. Encourage children to be the teachers!



Children will:

- < Learn they have help and support to be healthy
- < Discover that they can inspire adults to be healthier
- < Get an introduction to the “healthy team” concept

Activity:

1. Begin with a conversation about teams. What is a team? What are some different kinds of teams (sports teams, a class at preschool, a family, a community)? Explain that children are also part of a healthy team – a group of people who care for one another and want to be healthy together.
2. Ask children to think about who helps them eat nutritious food and be active (play). Write their answers on a large sheet of paper. The list can include grown-ups (parents, other relatives, teachers, coaches) and children (siblings, cousins, friends). Help children think about what each member does (a parent might make meals, a friend can play outside with the child, etc.).
3. Share these scenarios and ask children to call out which member of their healthy team would be able to help.
 - < It's dinnertime and you're hungry. Someone is at the stove in the kitchen cooking dinner. Which team member is it? (Dad, Mom, grandmother, babysitter, etc.)
 - < You're on the playground and you want to play tag. Who can you play with? (Friends)
 - < Your family is deciding how to spend the day on Saturday. Who can suggest some great ways to be active and have fun? (The child)

View and Do



View and Do: *Mango Tango*

Children will watch **Mango Tango** on the DVD and then play a rhyming dance game that focuses on healthy foods and healthy moves.

* Try This!

During snack time, ask children to fill in the missing word for these silly rhymes.

**I'm dancing with an apple
And I'm wiggling like an otter.**

**I dance, and dance,
and dance, and dance.
And then I drink
a little _____. (water)**

**I'm dancing with a bean
who's long and thin and green.**

**I dance and groove,
but the bean won't jam.
Maybe next time
I'll ask a _____. (yam)**

Children will:

- < Rhyme about some of the healthy foods they've learned
- < Dance together in various ways
- < Learn about letter sounds
- < Reinforce the relationship between healthy eating and active movement

Viewing:

Watch **Mango Tango** on the DVD (segment #8). Together, discuss what you see and hear. What words did children hear over and over again? Did they hear words that rhyme, or sound the same?

Doing:

1. Invite children to make up silly rhymes like Mango Tango for different fruits and vegetables. Nonsense words like Apple Bapple are fine.
2. Turn on music and let them make up the Apple Bapple dance. This focus on dance combined with healthy foods helps children link two elements of a healthy life: eat healthy foods and stay physically active every day.



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Hello, families!

In our program, we've been reinforcing what we've learned so far about healthy habits.

Weekend Update:

We'd like to celebrate the good choices your family makes on the weekends. Complete the Weekend Update chart with your child to record the ways your family ate right and stayed physically active. Children can share their healthy news on Monday.

* Did You Know?

Children at this age love to imitate adults. So show them your healthy side by eating healthy foods and getting lots of physical activity. It's your chance to inspire a lifetime of healthy habits!

But we know children can't do it alone. Who's on your child's team? You, your child, and the whole family are important members of your own Healthy Team. You lead the way by choosing to serve healthy foods and planning physical activity into your days. And let your child take the lead once in awhile. She will love sharing all she has learned about eating right and being physically active.

You can help at home!

Here's a recipe for a healthy day:

5 fruits and vegetables
+ 60 minutes of physical activity
= a great start!

Can you dance and rhyme at the very same time?

Say this Silly Food and Dance Rhyme with your child. Make sure he moves the whole time you are talking and then let him fill in the silly rhyme.

< **I am dancing with my string cheese,**
With its loopy, loopy loops.
We dance, and dance, and dance, and dance.
Then we try our hula _____ . (hoops)

What other silly rhymes can you make up about dancing with food?

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Family Handout

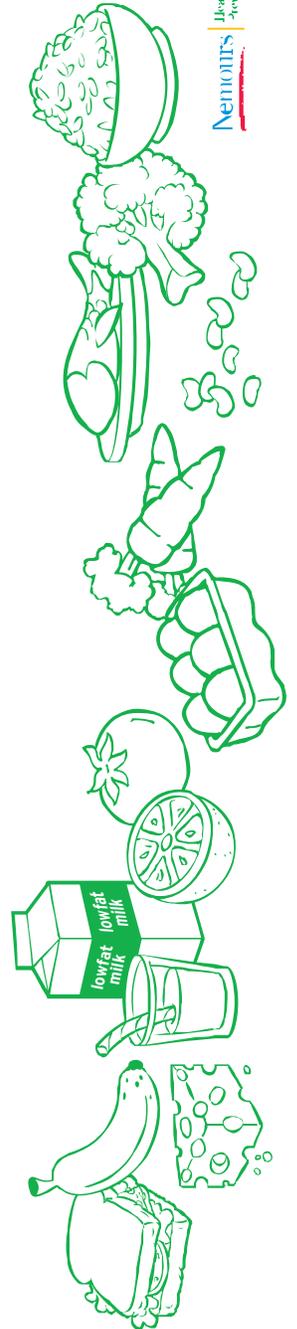
- What fruits did you eat this weekend?
- What vegetables?
- Did you drink nonfat milk or water instead of other drinks?
- How did you move your body this weekend?
- What games have you played outside?



Weekend Update

What have you been doing over the weekend to stay healthy and strong?

Write it down and then invite your child to draw a picture of a favorite healthy moment.



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Chapter 2 Introduction

The Power to Make Healthy Choices Every Day

Children have learned what they need to do to stay healthy and strong. This chapter focuses on helping children to use the information they've gained to make healthy choices.

* Did You Know?

When adults provide meals and snacks on a regular schedule and offer children a variety of healthy foods and drinks, children are more likely to develop healthy eating habits.

Even when children have the knowledge to make healthy choices, they need adults to provide healthy options. For instance, if you offer a banana, apple, or melon as a snack, children can make healthy choices on their own. Through teamwork, along with children and their families, you can help build this foundation.

- < Begin by singing **Healthy Choice Voice** and encourage children to notice how healthy foods make them feel. (page 80)
- < Bring children together to prepare **nutritious and delicious** choices to enjoy with friends. (page 81)
- < Help Grover make healthy choices in **Help Grover Decide**. (page 82)
- < Go on a **Healthy Day Hunt**. (pages 83-84)
- < Watch **Elmo Tricycle** on the DVD and explore what it means to be "proud" of their healthy choices. (page 85)
- < Send home the **Family Newsletter** to help adults foster children's learning at home. (pages 86-87)

Have fun making healthy choices together!



Group Song

Healthy Choice Voice

Sing words to the tune of "Old MacDonald Had a Farm":

**If you make a healthy choice,
there's so much you can do.
You'll move, and grow, and learn, and play,
And feel so healthy too.**

(Say: What if I sit around all morning and I'm feeling really s-l-o-w?)

**Then jump up and go out to play
and run and dance and move.
You'll feel so good you'll shout, "Hooray!"
You're in a healthy groove.**

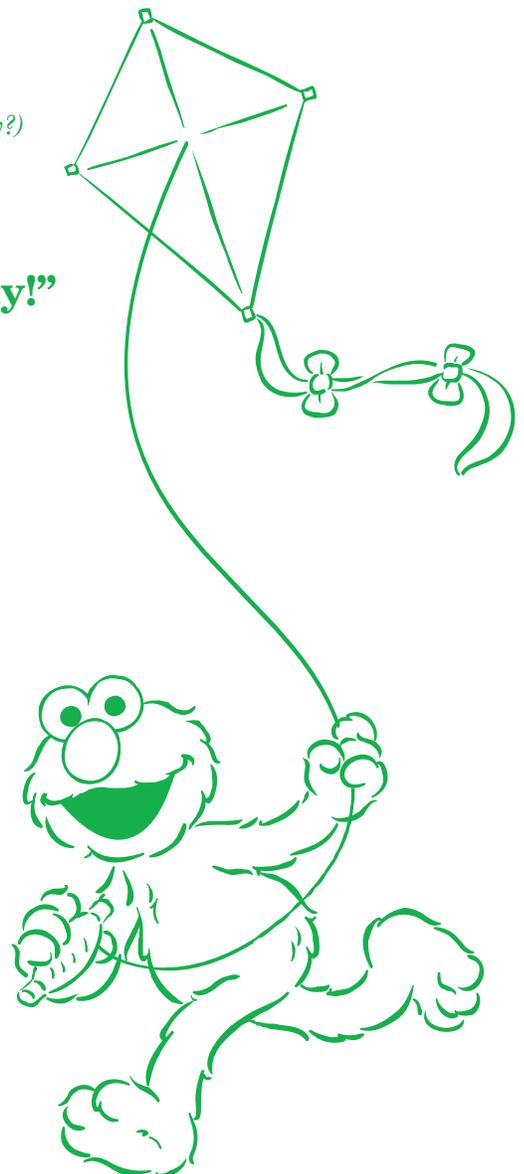
(Say: I'm at a birthday party and there's cake.)

**Eat a little cake, yum, yum,
but have some fresh fruit too.
It's juicy and it's sweet and nice,
it is so good for you!**

*(Say: I'm really thirsty and in front of me there is a big glass
of soda and a glass of water.)*

**Drink a glass of water now
to help you feel okay!
Water keeps us healthy as
we jump, and skip, and play.**

Say it, do it! < Pose the questions between verses to children. Then sing to provide the solution. You can add children's healthy choices into the song: "Sadie stretched at circle time, she stretched up really high. She stretched and stretched and stretched so much, she almost touched the sky."



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Nutritious and Delicious

A nutritious snack can keep children feeling good and tide them over until the next meal. Children can work together to prepare these delicious snacks.

They're great alternatives to sometime foods, and perfect for a Happy Healthy Party.

As they share the food, children see how wonderful it can be to relax and enjoy food with friends. You can also copy this page and send it home with children.

Children will:

- < Practice counting and identifying shapes
- < Enjoy healthy food with their friends

Celebrate with healthy snacks:

Choose these alternatives to typical party snacks.

1,2,3 Sesame Salsa

Mix equal parts black beans (rinsed), corn, and mild salsa. Serve with baked tortilla chips.

Self-Serve Fruit Salad

A variety of cut-up colorful fruits in different bowls. Try strawberries, blueberries, orange sections, kiwi, and banana! Give each child a small bowl and invite them to create a very colorful fruit snack!

Super Shapes

Presentation makes a difference. Try cutting whole-grain bread into fun shapes.

- < Squares: Cut a sandwich into four squares to make mini-sandwiches.
- < Triangles: Take a whole-wheat pita and slice into wedges, like a pizza.
- < Circles: Work some magic with whole-grain tortillas. Add children's favorite toppings, roll, then slice into pinwheel-shaped sections.



Activity

Help Grover Decide

Calling all children!
Grover needs their help.



Children will:

- < Discover that they can help others make healthy choices

Activity:

Read the following out loud. Children can also suggest their own ideas and discuss why they are (or are not) good choices.

Hello everybodeee! It is I, your fuzzy and adorable pal Grover, and do you know what? I need YOUR help. Yes! It is true. Can you help me please? PLEASE? You can? Oh, you are so NICE, and smart too!

I want to make sure I keep my fuzzy and blue body healthy and strong, but I'm not sure what to do. A little bird told me that you know all about how to be healthy, so YOU can help me choose. Oh, it is going to be such a healthy day!

Hello! I have just woken up after a nice long night of beauty sleep. Perhaps I should go right back to sleep and stay in bed for the whole day. Is this a good way to keep this fuzzy and blue body healthy and strong?... No? Oh, well what do YOU think I should do?... I should eat a healthy breakfast? Okay, then what should I do?

A) Play soccer OR B) Watch TV all day long

Now my cute and adorable tummy is telling me that I am ready for a snack. Maybe I can be SUPER healthy if I eat five pepperoni pizzas and drink soda. Do you think this is a healthy snack? ...NO? It is not? Well then, what do you think I should eat so I can have energy for my day?

A) An apple with string cheese OR B) A plate of cookies

Now I would like to build some cute and strong muscles and bones. I should probably eat candy and then take a nap. Is this a healthy choice? ...No again? Oh well, I guess I am not very good at this. What do you think I should do?

A) Play LOTS of video games OR B) Play hopscotch with my friends

Thank you SO much for your help!

Love, your fuzzy, blue, and HEALTHY friend, Grover

Healthy Day Hunt

Children can make healthy choices even when they are faced with less-than-ideal circumstances, such as being stuck inside on a rainy day.

* Try This!

Encourage children to be Healthy Detectives for the day, searching for healthy activities.

If you are outside on a walk, what healthy activities can the Healthy Detectives find and do? If you are playing outside, what healthy things do children see their friends doing? Be sure to join them.

At lunchtime, what healthy foods can the Healthy Detective spot? What about at home?

Children will:

- < Discover how to make healthy choices even when there are obstacles
- < Practice identifying anytime foods and healthy activities

Materials:

- < Copies of page 84 (one per child)
- < Crayons

Activity:

1. Have children find and color in the healthy choices in the house.
2. When children have finished coloring their pictures, everyone can share their work. What did children color and what did they leave blank? Why?



Handout: Healthy Hunt (see page 83)



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Color the healthy choices in the house.

View and Do: *Elmo Tricycle*

Children can feel proud about what they've learned as they watch Elmo zoom around on his tricycle.

* Try This!

When you can play outside, set up an obstacle course and have children work in teams to complete the course in a relay.

Have each child jump over a line of blocks on the grass, run around a cone five times, then jump in and out of three hoops before tagging the next team member to complete the course.

They did it! They can say this cheer together:

We feel healthy, we feel proud.

We feel so good we'll shout out loud – YEAH!



Children will:

- < Explore new vocabulary related to self-esteem, such as “confident,” “proud,” and “I can do it!”
- < Move in playful ways as they imagine biking, swimming, and running

Viewing:

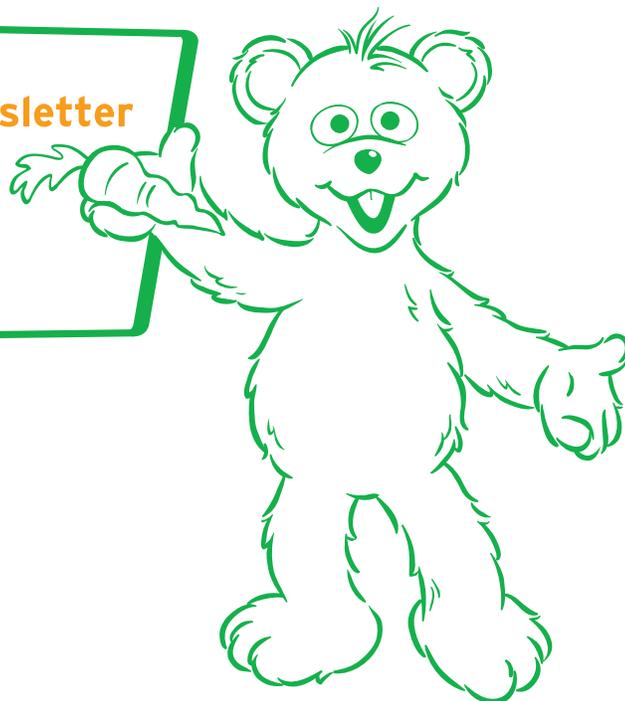
Watch **Elmo Tricycle** on the DVD (segment #9) and talk to children about what they've seen.

Doing:

1. Ask children how they think Elmo feels when riding his tricycle. Point out that he had to practice and practice!
2. Introduce the word “confident” and explain that it means Elmo knew he could ride his tricycle if he tried hard enough. Riding around Sesame Street makes Elmo feel proud. Ask, “What do you do that makes you feel proud?” (Learning to ride a bike like Elmo? Catching a ball? Learning to swim? They've probably been running for a long time, but when they were babies they couldn't even walk.)
3. Invite children to try an inside triathlon (in a space where they can move safely from one wall to another). A triathlon is a race made up of three parts – swimming, biking, and running.
4. Children can take turns in groups of three or four pretending to “swim,” “bike,” and “run” in their first triathlon. Children can pretend to swim from one side of the room to the other, reaching out with their arms as far as they can. Then they touch the wall and ride their bike back to the other side – cycling their legs high and bending their knees. Then children can turn and run to complete their triathlon.
5. Ask children how they are feeling when they finish the run! Are they feeling confident and proud?



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Hello, families!

In our program we've been practicing how to make healthy choices.

In our program:

We've been thinking about the foods and drinks we put in our bodies and the activities we do with our bodies.

* Did You Know?

When adults provide meals and snacks on a regular schedule and offer children a variety of healthy foods and drinks, children are more likely to develop healthy eating habits.

It's hard for children to choose cucumbers over a cookie – and they don't always have to. **Sometimes** it's okay to have cookies – as Cookie Monster says, "Cookie is a sometime food!" But focus on **anytime** foods every day by letting children choose from a variety of healthy foods, including fruits and veggies, and offering water and lowfat milk to drink.

You can help at home. Offer your child the choice between two healthy options such as tomatoes and cucumbers, rather than between vegetables and a cookie or other sweet. In addition to offering children lots of healthy foods, you can model healthy eating and a physically active lifestyle.

Let him do it. Children enjoy eating snacks they make themselves. A turkey cheese rollup is the perfect "recipe" for the first-time cook. Set out a piece of lean turkey deli meat, lay a slice of cheese on top and roll it up.

Throw your child a curve. Try clever new combinations:

- < Cream cheese and peach or nectarine
- < Chocolate graham crackers with strawberries or banana
- < Steamed broccoli and cauliflower florets with ketchup
- < Cucumbers or red bell pepper with hummus
- < Melons or grapes with cheddar or American cheese
- < Mushrooms and fresh greens with lowfat ranch dressing
- < Fresh tomato, mozzarella cheese, and fresh basil

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Elmo's Happy Healthy Day

After a long day of learning and playing, it's time to let your body and mind rest. Before bedtime, share Elmo's Happy Healthy Day with your child. Fill in the blanks with healthy foods and activities of your child's choice.

It was morning. Elmo ate a healthy breakfast of _____, with a glass of _____.
breakfast food *anytime drink*

Everything was delicious!

Elmo ran outside to meet his friend Zoe at the park. Ernie came along with a ball. They all decided to play a game of _____ together.
physical activity

Then they went to Hooper's Store for a healthy lunch. They each ordered _____ with _____ and a tall glass of _____.
anytime food *anytime food* *anytime drink*

They played all afternoon. Then Elmo said good-bye to his friends and washed his hands before dinner. Elmo and his family ate _____, _____, and _____ together.
vegetable *whole grain* *fruit*

Afterward, Elmo read a book and talked to his Mommy and Daddy. Then it was time for bed. Good night!



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Chapter 3 Introduction

Celebrating What We've Learned Together



In this chapter, it's time to celebrate. The following pages offer ways to have fun while motivating children to continue to do all they've learned together.

* Did You Know?

Preschoolers can learn from friends – they're more likely to try a new healthy snack if it's being shared in a group setting. So the next time your class is celebrating a birthday or holiday, celebrate with healthy snacks.

At the end of Chapter 3, you'll find ideas for throwing a Healthy Happy Party. Let the celebration begin!

- < Play **Cookie, Cookie, Cucumber**, a healthy twist on the classic Duck, Duck, Goose. (page 89)
- < Play **Hoppity Hopscotch** together and help children remember delicious fruits and vegetables. (page 90)
- < Watch **Get Healthy Now** together on the DVD. (page 91)
- < Become **Super Healthy Heroes** to celebrate all you've learned about nutrition and fitness. Help children make their own Super Healthy Hero bracelets and let them zoom around the room. (pages 92-93)
- < Watch **Fruit Dance** and **Veggie Dance** (2 different segments) on the DVD and sing and dance along. (page 94)
- < Throw a **Healthy Happy Party** in your program – invite families too. (page 95)

Have fun playing games, celebrating, and learning together.

Cookie, Cookie, Cucumber

Children can stay physically active **and** celebrate what they've learned about sometime foods and anytime foods as they play this healthy twist on Duck, Duck, Goose.

Children will:

- < Play an active game together
- < Recall important messages about sometime/anytime foods

Activity:

1. Ask children to name some anytime foods, then some sometime foods. Refer to the list on page 100 to be sure which is which.
2. Say you are going to play a game of Cookie, Cookie, Cucumber, which is a lot like Duck, Duck, Goose. You can take a turn first to demonstrate. Have all children stand up in their places. As one child is walking around, children can run or march in place – so everyone is active for the entire game.
3. Choose one sometime food and one anytime food (e.g., candy and spinach). As you walk around the outside of the circle touching each child say, "Candy, candy, candy." When you choose a child to chase, say, "Spinach." This healthy anytime food gives the child the energy she needs to run after you! Try to get to her spot before she catches you. Then it is her turn.
4. Help her choose a sometime food and an anytime food; continue the game. Play until all children have had a chance to be the "chaser."



Activity

Hoppity Hopscotch

Children can learn the difference between hopping and jumping and think about healthy anytime foods as they play this twist on the classic Hopscotch game.

* Try This!

Try this new way to play. Cut small pieces (no bigger than two-inch squares) of colored construction paper in red, orange, yellow, green, and blue. Tape the colored squares in the corner of each hopscotch square. When children toss the block to a square and hop or jump to it, they can name the color they've landed on and call out a fruit or vegetable to match:
Red - strawberry!
Yellow - pepper!
Green - broccoli!

They're jumping on a rainbow of healthy colors. If you are playing outside, use different colors of chalk for each square.

Children will:

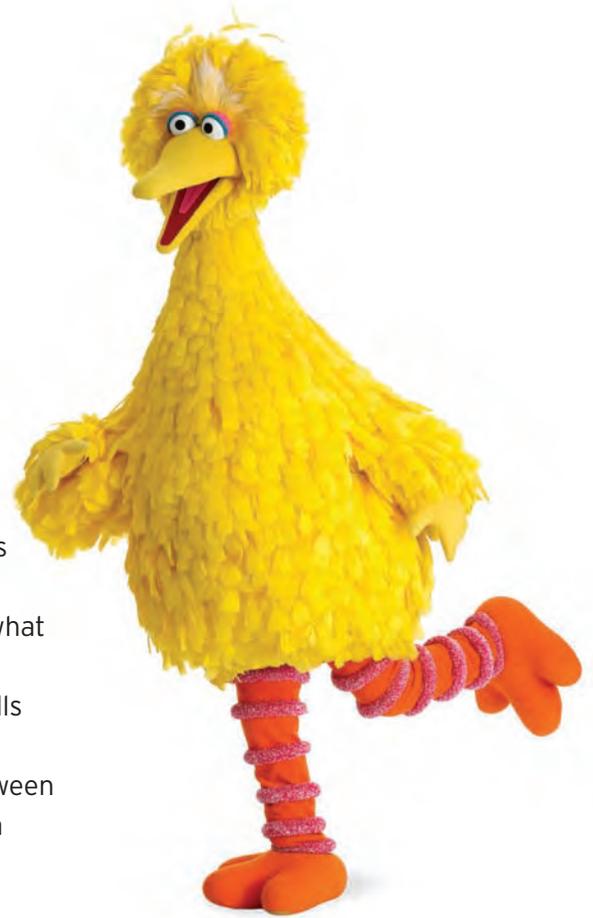
- < Recall the names of fruits and vegetables
- < Work together to share what they've learned
- < Strengthen balancing skills through play
- < Learn the difference between a hop (on one foot) and a jump (on two feet)

Materials:

- < Chalk (for outside play) or tape (for inside)
- < Small block or other marker

Activity:

1. Make a hopscotch board with at least ten squares on the ground outside or on the floor.
2. Encourage children to take turns tossing a small block onto a square. This is the square they need to hop or jump to. Before children move, ask them if they are going to HOP on one foot or JUMP on two feet.
3. Once a child reaches the block, he calls out an anytime food (any fruit, vegetable, whole grain, lowfat dairy, or water). If he cannot think of one, the group can help. Then it's another child's turn to play.



View and Do: *Get Healthy Now*

Children can share what they've learned about the importance of "eating your colors" as they pretend to be the Fruit-n-Veggie Five – the performers in the video.

* Try This!

Have children think of anytime foods in food groups other than fruits and vegetables.



Children will:

- < Think about eating colorful anytime foods
- < Remember that they should eat five fruits and vegetables every day
- < Sing together
- < Explore sequencing

Viewing:

Watch **The Get Healthy Now Show** on the DVD in **separate segments throughout the day**. Encourage children to sing and dance along with the video as they watch.

Materials:

- < Five pieces of construction paper (red, orange, yellow, green, and purple)

Doing:

1. When you've finished watching all three segments, children can take turns (five at a time) being the Fruit-n-Veggie Five. The rest of the group can be the audience at their concert.
2. Hand out the construction paper (one to each of the fruit-n-veggie five) and have each child tell you what fruit or veggie they are. (Red = apple, orange = carrot, green = broccoli, yellow = pineapple, and purple = eggplant.)
3. Have the group stand in front of the "audience" on the rug. Then choose one child to be the Big Tomato! He can call the band up "on stage" (in any order) by calling out colors until all of the Fruit-n-Veggie Five are ready on stage.
4. The Fruit-n-Veggie Five can lead a call and response song, just like in the video. (The child with red paper jumps up and says "apple." Everyone repeats "apple.") Continue until all colors have been repeated.
5. Hand the paper to five more children – and bring on the next Fruit-n-Veggie Five!

Activity

Super Healthy Heroes

Children share what they've learned about eating well and staying physically active with their own Super Healthy Hero bracelets, which they can wear home.

*** Try This!**

Say this cheer together as superheroes hold their bracelets up to the sky. Let children run and "fly" around the room or outside as they pretend to be superheroes. You can laminate or use clear tape to protect the bracelets.

**We're the Super Healthy Heroes!
We're healthy every day.
We eat our fruits and veggies.
We run and jump and play!**

Children will:

- < Feel proud of all they've learned about staying healthy
- < Enjoy pretending to be a superhero

Materials:

- < Copy the bracelets on page 93 (one per child)
- < Crayons

Activity:

1. Tell children they've learned so much about how to stay healthy every day that they are now officially Super Healthy Heroes. They can make their healthy power bracelets so everyone can see how healthy and strong they are.
2. Have children color their bracelet pages. They can use the crayons to draw pictures of favorite fruits and vegetables, or games they like to play outside.
3. When children have finished decorating their bracelets, cut them out and tape them together around children's wrists. Now you have a whole room full of Super Healthy Heroes!



Handout: Super Healthy Hero Bracelets (see page 92)



Decorate your bracelet with pictures of your favorite fruits and vegetables, or games you like to play outside.



healthy
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View and Do

View and Do: *Fruit and Veggie Dance*



Children can watch **Fruit Dance** and **Veggie Dance** on the DVD and dance along.

*** Try This!**

Bring a CD player and some of children's favorite CDs. Show **Fruit Dance** and **Veggie Dance** first to get children up and moving and then turn on some tunes. Move and groove together at your very own dance party. If it's cold or raining outside, this is a great way to stay active for 15 or 20 minutes straight.

Children will:

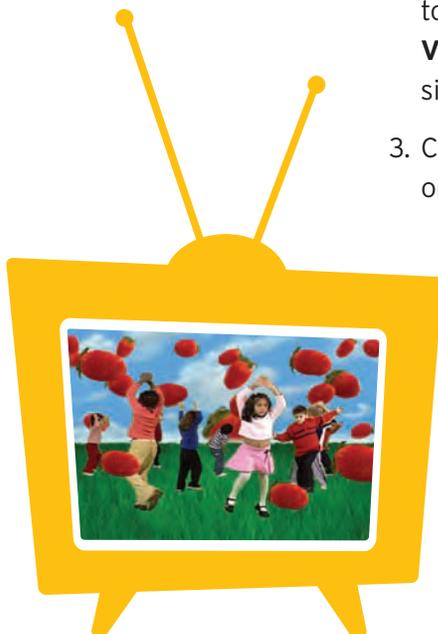
- < Name various fruits and vegetables
- < Move together in playful ways
- < Prepare a dance for the Healthy Happy Party

Viewing:

Watch **Fruit Dance** and **Veggie Dance** on the DVD (segments #11 and #12 have similar songs and dances, one for fruits and one for vegetables). Encourage them to sing and dance along.

Doing:

1. Have children gather (make sure they have room to move safely). Play the DVD and dance along together.
2. Encourage the group to copy some of the moves children are doing on screen and then see if they can make up their own moves. If you watch **Fruit Dance** first, encourage children to pay close attention to the words in the song. Now play **Veggie Dance** and see if they can sing along. The songs are similar, following the same rhythm.
3. Children can call out the names of the foods they see on the screen.



Healthy Happy Party Time

Children can help you plan a party for their families to attend to celebrate everything they've learned.

Planning a party will get everyone working together as a team and let them celebrate their accomplishments with their families.

Children will:

- < Celebrate what they have learned
- < Teach others what they know
- < Plan an event together

Materials:

- < Invitations, with a request to bring a favorite "anytime" snack (see ideas on page 81)
- < Markers or crayons
- < Paper plates and napkins
- < CDs and CD player, Healthy Habits for Life DVD

Plan the party:

Tell children that together, you will throw a Healthy Happy Party so that everyone can celebrate what they've learned. Suggest that children decorate the invitations to take home to their families.

Have the party! Here are some ways you might celebrate:

- < Choose a few songs, dances, or activities to share with everyone who comes to the party.
- < Tape the poster pages from previous chapters up on the wall and choose one to say as a group.
- < Create a Healthy Museum and highlight all the artwork and other projects children have done.
- < Have children put on a show with one of the songs or poems.
- < Show the **Fruit Dance** and **Veggie Dance** on the DVD so that children can dance along. Then have a dance party - play CDs and encourage everyone to stay active together. (What dance moves can adults teach children? What moves do children want to share with adults?)
- < Meet on the rug. You can go around the circle asking adults and children alike to name their favorite fruit (or their favorite vegetable, physical activity, etc.). You might even graph the results of your survey.

Send home the family newsletter.





healthy Family Newsletter habits for life™



Hello, families!

Families and children
deserve a BIG congratulations!

* Did You Know?

Children who eat family meals eat more nutritious food, but that's not all. Family meals give children and families a chance to reconnect. Whether you're having pizza or a full-course feast, it's a chance to celebrate something very important – being together.

We've completed the Healthy Habits for Life program.

We've learned to make healthy choices, stay physically active, limit sedentary time, eat our colors, eat at least five servings of fruits and vegetables a day, and listen to our bodies. We want to thank you for being a key member of your child's healthy team. You can congratulate your child with the certificate you received. Have your child fill in his name and color it, then display it on the refrigerator.

You can help at home. We've made nutritious food and physical activity part of our daily routine and hope you'll find ways to do the same at home. Take advantage of the everyday moments you share with your child. In the kitchen, talk about why you chose a certain vegetable for dinner. Or whip up a healthy snack together. Also be ready with activity ideas (especially on bad weather days) so your child doesn't spend too much time on the couch.

Little by little, you can weave healthy habits into your family's routines. For inspiration (or a few good ideas), look no further than your child. Do you know how to dance the Mango Tango? Your child can show you how.

Produced in partnership with

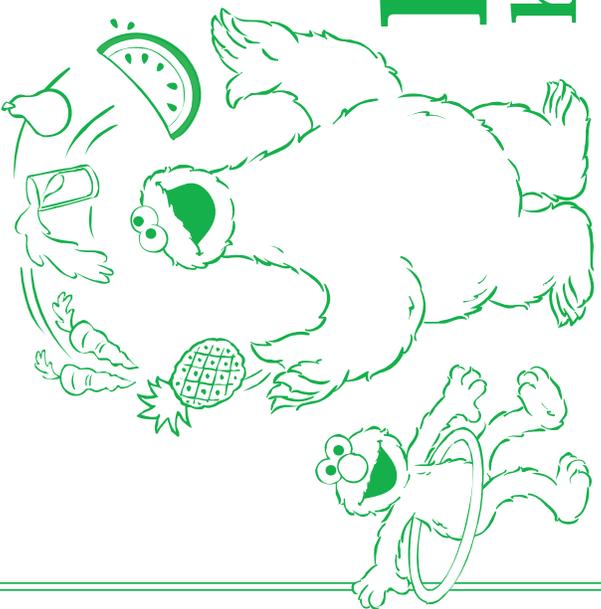


Health & Prevention Services and

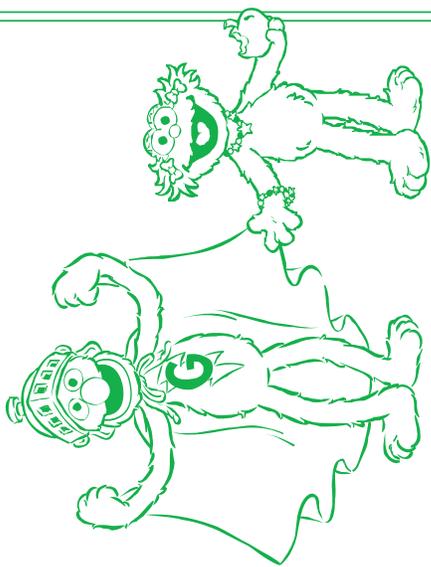


KidsHealth.org

Family Handout: Certificate



healthy™ habits for life



Keep up the great work,



You are building Healthy Habits for Life!



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Nomous | The Low Prevalence Services and
KidsHealth | kidshealth.org

Fruits and Vegetables Rainbow

Here's a handy list of fruits and vegetables by color.
Remind children to "eat their colors"!

Purple

- < Blackberries
- < Elderberries
- < Plums
- < Purple cabbage
- < Purple Belgian endive
- < Black currants
- < Purple figs
- < Raisins
- < Purple carrots
- < Purple peppers
- < Dried plums
- < Purple grapes
- < Purple asparagus
- < Eggplant
- < Potatoes (purple fleshed)

Red

- < Blood oranges
- < Cranberries
- < Red pears
- < Strawberries
- < Red peppers
- < Red onions
- < Tomatoes
- < Red apples
- < Red grapes
- < Pomegranates
- < Watermelon
- < Radishes
- < Red potatoes
- < Cherries
- < Red grapefruit
- < Raspberries
- < Beets
- < Radicchio
- < Rhubarb

Yellow

- < Yellow apples
- < Grapefruit
- < Pineapples
- < Yellow peppers
- < Yellow winter squash
- < Cape gooseberries
- < Lemon
- < Yellow watermelon
- < Yellow potatoes
- < Sweet corn
- < Yellow figs
- < Yellow pears
- < Yellow beets
- < Yellow tomatoes
- < Yellow summer squash

Orange

- < Apricots
- < Nectarines
- < Peaches
- < Butternut squash
- < Rutabagas
- < Cantaloupe
- < Oranges
- < Persimmons
- < Carrots
- < Sweet potatoes
- < Mangoes
- < Papayas
- < Tangerines
- < Pumpkin

Continued on page 99.

Continued from page 98.

Green

- | | | |
|------------------|--------------------|-------------------|
| < Avocados | < Green apples | < Green grapes |
| < Honeydew | < Kiwifruit | < Limes |
| < Green pears | < Artichokes | < Arugula |
| < Asparagus | < Broccoflower | < Broccoli |
| < Broccoli rabe | < Brussels sprouts | < Chinese cabbage |
| < Green beans | < Green cabbage | < Celery |
| < Chayote squash | < Cucumbers | < Endive |
| < Leafy greens | < Leeks | < Lettuce |
| < Green onions | < Okra | < Peas |
| < Green peppers | < Snow peas | < Sugar snap peas |
| < Spinach | < Watercress | < Zucchini |

White

- | | | |
|----------------------------|------------------------|--------------------|
| < Bananas | < Brown pears | < White nectarines |
| < White peaches | < Cauliflower | < Garlic |
| < Ginger | < Jerusalem artichokes | < Jicama |
| < Kohlrabi | < Onions | < Mushrooms |
| < Parsnips | | |
| < Potatoes (white fleshed) | | |
| < Shallots | | |
| < Turnips | | |



Sometime & Anytime Foods

“Anytime” Foods < These are foods that are good to eat anytime. They are the healthiest foods with nutrients to help you grow up healthy. Examples: fruits and vegetables, nonfat and lowfat milk.

“Sometime” Foods < These foods are the least healthy. That's why they're once-in-awhile foods. Examples: French fries, cookies, ice cream.

FOOD GROUP	“ANYTIME” FOODS	“SOMETIME” FOODS
Vegetables	Fresh, frozen, steamed, or canned vegetables (low sodium) without added fat (such as butter) or sauces	Any vegetable fried in oil
Fruits	All fresh and frozen fruits, canned fruits packed in their own juice	Fruits canned in syrup, dried fruits
Breads & Cereals	Whole-grain breads, pitas, and tortillas; whole-grain pasta, brown rice, oatmeal; hot and cold unsweetened whole-grain breakfast cereals	Doughnuts, muffins, croissants, and sweet rolls; sweetened breakfast cereals; crackers, cookies, and chips; cakes and pies
Milk & Milk Products	Nonfat and lowfat milk; nonfat and lowfat yogurt; lowfat and nonfat cheese; lowfat and nonfat cottage cheese	Whole milk; full-fat cheese and cheese spreads; cream cheese; yogurt made from whole milk; ice cream, ice milk, and frozen yogurt; puddings
Meats, Poultry, Fish, Eggs & Beans	Beef and pork that have been trimmed of their fat; extra-lean ground beef; chicken and turkey without skin; tuna canned in water; fish and shellfish that's been baked, broiled, steamed, or grilled; beans; split peas and lentils; tofu; egg whites and substitutes	Beef and pork that haven't been trimmed of their fat, fried hamburgers, ribs, bacon, fried chicken, chicken nuggets, hot dogs, deli lunch meats, pepperoni, sausage, salami, fried fish and shellfish, whole eggs cooked with added fat
Drinks	Water, nonfat and lowfat milk, unsweetened iced teas and lemonade	Whole milk, regular soda, sweetened iced teas and lemonade, fruit drinks with less than 100% juice