

# Eat Healthy, Be Active:

Hands-On Educational Activities  
for the Early Childhood Classroom



2006

An Early Childhood  
Curriculum Unit



**The University of Georgia**

College of Family and Consumer Sciences  
Department of Child and Family Development

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This project is funded (in part) by Bright from the Start: Georgia Department of Early Care and Learning with funds provided by the federal Child Care and Development fund.

# EAT HEALTHY, BE ACTIVE: HANDS-ON EDUCATIONAL ACTIVITIES FOR THE EARLY CHILDHOOD CLASSROOM

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Thanks to Valerie Cown, Phillip Baumgarner, and the teachers and children in the Head Start classes at the McPhaul Child Development Center for their willingness to pilot the activities in this curriculum. Thanks to Kelly Bryant and Gail Hanula, University of Georgia Cooperative Extension Nutrition Specialists, for their extensive feedback on the nutrition education components of this curriculum unit.

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# INTRODUCTION TO THE EAT HEALTHY, BE ACTIVE CURRICULUM UNIT

Welcome to Eat Healthy, Be Active. The purpose of this curriculum unit is to provide early childhood teachers with classroom activities that are designed to introduce children ages 3 to 5 years to basic health concepts related to preventing childhood overweight.

## **The Curriculum Unit**

The activities in this unit can be incorporated into all areas of the early childhood classroom, including science, art, outdoor play, dramatic play, music, language arts, and large group. Each activity includes the following:

- A goal statement
- Learning objectives
- A list of materials needed to carry out the activity
- Procedures to follow in conducting the activity
- Tips on how the activity might be adapted or extended

The activities in this unit are designed to teach young children basic concepts of healthy eating and exercise. They will learn about a variety of foods, find out why eating breakfast is important, discover that drinking water is important for good health, and practice exercise and stretching. Early childhood teachers may choose to conduct only a few of the activities, or they may choose to conduct all the activities.

## **Resource Kits for Loan**

In order to support early childhood teachers' use of the Eat Healthy, Be Active curriculum unit, we have developed a resource kit with a variety of materials. The kit is optional, but is available for use. There is no charge for checking out the kit except for return postage. The kit can be checked out for a period of three weeks. Kits are available for check-out at UGA and at your local child care resource and referral agency. For more information, contact Diane Bales at 706-542-7566 or [dbales@uga.edu](mailto:dbales@uga.edu).

# BACKGROUND INFORMATION FOR EARLY CHILDHOOD PROFESSIONALS

As the prevalence of childhood overweight has increased over the past decade, there is a need to begin teaching healthy habits in early childhood. This section provides you with background information on health that forms the basis of this curriculum unit.

## Defining Health and Health Educators

**Health.** Health is a complex concept that involves cognitive, physical, social, and emotional well-being (Pollock, 1994). For example, you may work with a child whose cognitive skills sometimes threaten his ability to identify and assess health and safety threats, but who is nonetheless able to compensate for this challenge because of his ability to use his social skills to seek help and advice from others. Or you may work with a child who is in excellent physical health, but whose lack of problem-solving skills sometimes leads to her taking health risks. Both of these situations highlight the need to think about children's health and safety from a holistic perspective. Two other key characteristics of health that define our curriculum include the following (Pollock, 1994):

- *A continuum of health.* The quality of our health exists along a continuum from very healthy to very unhealthy. Daily pressures, illnesses, and social relationships constantly change, thereby altering our overall sense of well-being. We can, therefore, consider ourselves more or less healthy at any given point in time.
- *Life choices and health.* The quality of our health results from the personal choices we make about our lifestyle. Healthy people assume responsibility for their personal health and safety. Rather than just thinking about exercising or relying upon fads that promise an “easy” way to stay healthy, healthy people take steps to educate themselves about what it means to lead a healthy and safe lifestyle. Equally important, they plan and implement diet, exercise, and other practices that are recommended by health professionals.

**Health educators.** Beyond families and early childhood teachers, a number of community professionals address children's health and safety. A sampling of these professionals is provided in Table 1.

The complexity of health and the importance of health educators in addressing various aspects of our well-being are better understood when we consider the short- and long-term costs that can result from poor health practices. Some specific examples of these costs are summarized in the following section.

## Costs Associated with Children's Poor Health

There are multiple costs associated with children who are in poor health, including costs to children, costs to families, and costs to society.

**Costs to children.** Being in poor health limits many aspects of children's lives, including their classroom attendance and performance, their social development, and their ability to participate in physical activities (Brown et al., 1999). These limitations represent personal costs to children who may never fully establish the knowledge, skills, and behaviors needed to lead healthy and productive

lives, form meaningful social relationships, and develop their full potential. In 1997, 3% of children below the age of 5 were limited in their activities because of one or more chronic health conditions, e.g., asthma and hearing impairments, that lasted for more than 3 months (Federal Interagency Forum on Children and Family Statistics, 2000).

**Costs to families.** The family income is negatively impacted when family members must take time off from work to care for a sick child. The resulting loss of income can lead to family stress. Such stress is compounded when families lack health insurance, since they must find ways to pay for their children's medical care. Unfortunately, it is currently estimated that 10.8 million children in the United States under the age of 19 do not have access to health insurance (Children's Defense Fund, 2001). Thus, a sick child represents both a financial and emotional cost to families, and especially to families with limited financial resources.

**Costs to society.** Childhood illnesses also contribute to escalating health care costs. Children with chronic or disabling health conditions need a number of costly health services, including outpatient visits to the doctor, prescription drugs, lab work or x-rays, and medical equipment (Children's Defense Fund, 2001). In addition, special social and educational programs must be funded through tax dollars for those children who have chronic health conditions.

Given these various costs, it is clear that education can play a major role in helping young children begin to develop the basic knowledge and skills that can help to keep them healthy. The Eat Healthy, Be Active curriculum unit is intended to build these skills and habits at an early age.

### **Principles for Developing the Eat Healthy, Be Active Curriculum Unit**

This curriculum unit is based on three foundations: childhood health objectives, teaching young children about health, and the Health Belief Model.

**Childhood health objectives.** The activities in our curriculum reflect some of the leading national health indicators set by the U.S. Department of Health and Human Services (2000), including regular physical exercise, and reducing the risk of childhood overweight. Other activities in the curriculum are based on objectives traditionally associated with healthy and safe childhood environments, including helping young children to learn age-appropriate ways to assume personal responsibility for their health (Lloyd-Kolkin, & Hunter, 1990; Kendrick, Kaufmann, & Messenger, 1995).

**Teaching young children about health concepts.** Early childhood professionals have identified developmentally appropriate principles for how to teach health concepts to young children. These principles include the following (Kendrick, Kaufmann, & Messenger, 1995):

- *Principle 1:* Use hands-on and concrete learning activities.
- *Principle 2:* Gear activities to the interests and skills of young children.
- *Principle 3:* Integrate health issues into children's daily learning experiences.
- *Principle 4:* Integrate health issues into all parts of the classroom.
- *Principle 5:* Strengthen new health skills and concepts through practice.
- *Principle 6:* Involve families, because they play an important role in managing the home environment and modeling appropriate health behaviors (Bridgeman & Zill, 1999).

All of these principles are incorporated into the activities contained in our curriculum unit. For example, activities are spread across different classroom learning centers (Principles 3 and 4),

including science, art, music, outdoor play, dramatic play, language arts, and large group. The activities were piloted in early childhood classrooms to make sure that they were interesting, fun, easily understood by young children, and had educational value (Principles 1 and 2). The activities can be repeated, adapted, and extended to help children with various skill levels practice and consolidate their new concepts and skills (Principle 5). Finally, this curriculum unit includes family involvement materials to help families reinforce their children's classroom learning experiences at home (Principle 6).

## **Conclusion**

We believe that you will find the activities in the Eat Healthy, Be Active curriculum unit beneficial in your work with young children, especially as it integrates basic principles and practices from the early childhood and health education fields. In particular, we have

- taken a holistic perspective of health education that recognizes the importance of children's cognitive, physical, social, and emotional well-being.
- recognized that addressing the health education needs of young children can help us to avoid childhood, family, and societal costs in the short- and long-term future.
- followed health objectives set forth by health and early childhood professionals.
- followed developmentally appropriate principles for how to teach health concepts to young children.
- designed age-appropriate activities that can help young children to identify the causes and consequences of poor health, as well as the actions that they can take to ensure their overall well-being.



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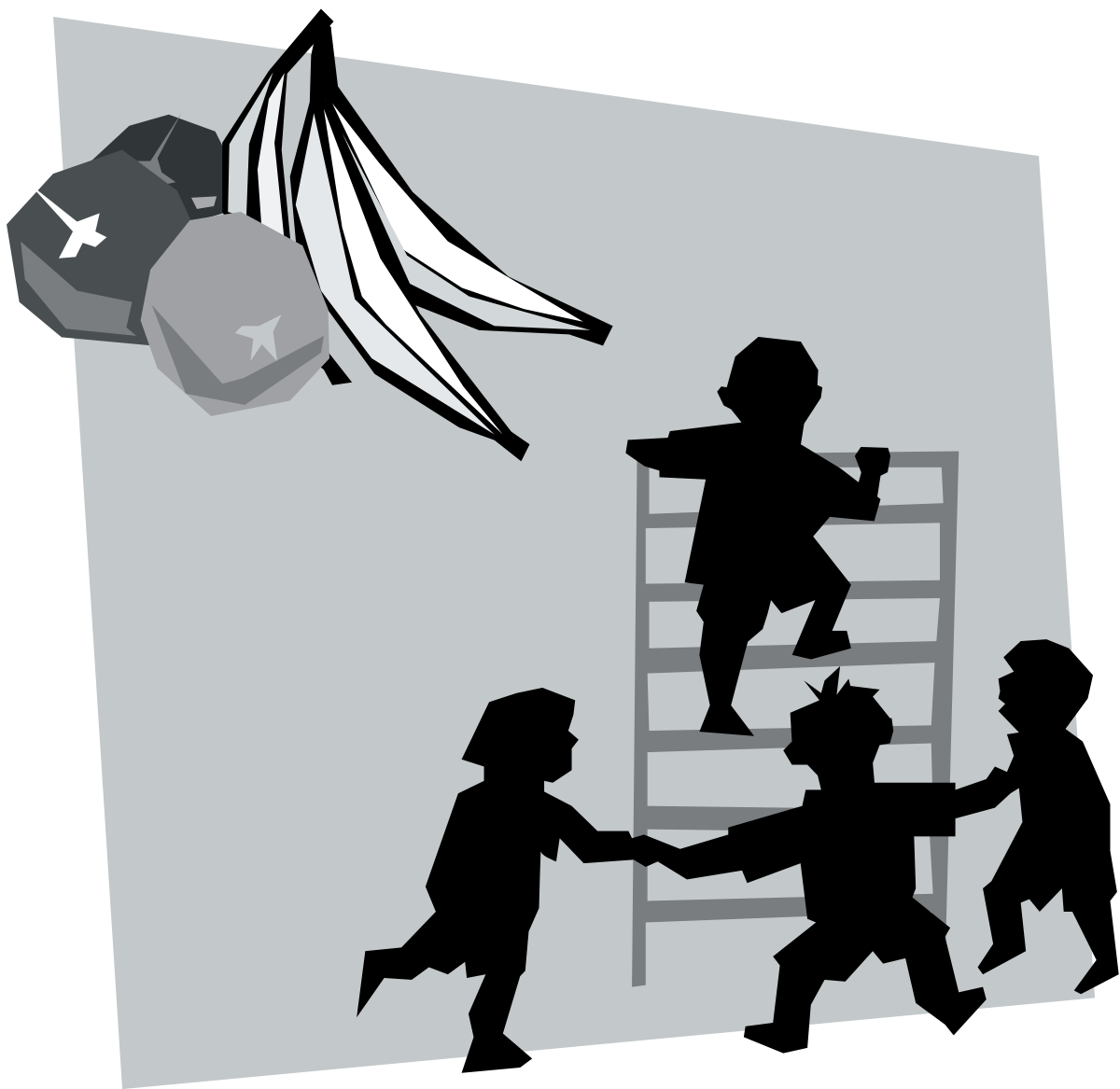
**Table 1**

**Community Health and Safety Professionals**

The following professionals work with different aspects of our cognitive, physical, social, and emotional health and safety. Call upon these individuals to help answer your questions about health issues, to serve as guests in your classroom to lead children in health activities related to their jobs, to help you to expand the activities in this curriculum, or to help you develop new health and related activities.

- Health Educators...teach us how to stay healthy and safe.
- Medical Doctors...know how to help us feel better when we are sick or injured.
- Mental Health Counselors...help us when we are sad or fearful.
- Nurses...help doctors. They also know how to help us feel better when we are sick.
- Nutritionists...help us learn to eat healthy foods.
- Physical Education Teachers...show us ways to exercise our bodies.
- Personal Trainers...help us develop plans for exercising and healthy eating.

# Eat Healthy, Be Active





# EAT HEALTHY, BE ACTIVE CURRICULUM UNIT OVERVIEW

## GOAL:

The goal of this curriculum unit is to increase children's knowledge of healthy habits, including eating something in the morning, eating a variety of foods, drinking water, and being physically active.

## OBJECTIVES:

- Children will identify foods using MyPyramid for Kids.
- Children will classify foods into groups (fruits, vegetables, grains, etc.).
- Children will recognize that eating a variety of foods helps keep their bodies healthy.
- Children will recognize that exercise is important for good health.
- Children will recognize when they are full and stop eating when full.
- Children will identify breakfast as the first meal of the day and will recognize that eating something in the morning helps keep them healthy.
- Children will identify drinking water as a way of keeping their bodies healthy.
- Children will demonstrate growth in their cognitive, physical, social, and emotional development.

## SUGGESTED LARGE GROUP ACTIVITIES:



### Large Group: HEALTHY BEAR SAYS, "MOVE!"

Join Healthy Bear as he invites children to engage in movement activities that are fun and healthy. Children will listen to their hearts and feel their pulses as they learn about the connection between exercise and a healthy heart.



### Large Group: HEALTHY BEAR SAYS, "EAT BREAKFAST."

Healthy Bear will help children learn why breakfast is important. Children will share what they like to eat for breakfast and help Healthy Bear choose healthy food for his breakfast.



### Large Group: HEALTHY BEAR SAYS, "STOP WHEN YOU'RE FULL."

Healthy Bear will lead children in a game to help them identify cues for when they are hungry and full. Children will discuss what they feel like when they are hungry and when they eat too much.



### Large Group: TASHA'S LUNCHBOX ADVENTURE

Use Tasha's lunchbox to help children learn about the importance of eating a variety of foods. Encourage children to identify the color, tastes, textures and smells of foods found in Tasha's lunchbox. Help sort the foods into categories using MyPyramid for Kids.

## OTHER SUGGESTED ACTIVITIES:



### **Art: SILLY STRETCH ART**

Stretching can be fun and creative. Help children stretch their bodies to draw pictures, and talk about why stretching is healthy.



### **Art: EXERCISE COLLAGE**

Exercise activities are all around us. In this activity, children will use pictures from magazines to identify the different ways people exercise their bodies.



### **Art: PLACEMAT ART**

Make mealtime fun with homemade placemats. Children will make their own placemats using pictures of their favorite foods, cover them with contact paper, and use them for lunch and snack.



### **Music: MY HEALTHY BODY SONG**

Lead children in the My Healthy Body Song as they act out fun movements that are healthy for their bodies.



### **Music: MY HEALTHY DAY RAP**

In this activity, children will enjoy a musical rhythm as they rap about the different things they do throughout the day that are healthy for their bodies.



### **Music: I LIKE TO MOVE!**

Move, move, move! Children will enjoy singing about different movements as they act them out.



### **Science: AWESOME APPLESAUCE**

Yum, applesauce! Children will learn how to make applesauce from apples. In the process, they will learn to follow directions, measure ingredients, make observations, and tests their hypotheses ... just like scientists.



### **Science: LET'S MAKE A HEALTHY FRUIT SALAD**

Making a fruit salad can be fun and educational as children compare the colors and tastes of individual fruits and combinations of fruit. Experiment with a new fruit. Encourage children to serve themselves to reinforce their understanding of early math concepts.



### **Math: PATTERN PARTY**

Patterns are all around us and are important to architects and other design professionals. In this activity, children will use fruit counters to identify and create different patterns.



### **Math: LET'S TASTE SOME VEGGIES!**

Veggies can be fun and tasty. Children will describe the appearance of vegetables and predict what veggies taste like before tasting them. How do their predictions turn out?



### **Outside: FIELD DAY EXTRAVAGANZA**

What fun! Children will take part in sack races, run through obstacle courses, jump over and crawl through obstacles, and ride tricycles. In some cases, Healthy Bear will be there

to direct them and cheer them on. All the while, children will be learning about exercise, drinking water, and healthy eating.



**Dramatic Play: SNACK SHACK**

Children will act out different roles as they learn how to order and serve healthy snacks in their own Snack Shack.



**Dramatic Play: BOP ‘TIL YOU DROP DANCE STUDIO**

The title says it all. Children will experience different styles of music as they learn about different dance styles. They will then practice stretch exercises, just like dancers, before experimenting with dance steps.



**Dramatic Play: WORKOUT WORLD**

Turn the dramatic play area into a child-sized gym. The equipment and activities that are suggested are developmentally appropriate for young children. Introduce children to the different roles that are played out in a gym, and supervise their play as they try out these roles.



**Literature: Selected Books**



**Family Involvement Materials**

- Family Take-home materials: STARTING OUT RIGHT WITH A HEALTHY BREAKFAST and TIPS TO GET YOUR FAMILY MOVING
- Interactive Bulletin Board: COOKING UP A DAILY DIET
- Family Night Workshop: FAMILY NUTRITION NIGHT
- Activity Calendar: A MONTH OF ACTIVITIES TO PROMOTE HEALTHY EATING AND EXERCISE
- Family Backpack Activity: FIXING A HEALTHY BREAKFAST

# BACKGROUND INFORMATION FOR EAT HEALTHY, BE ACTIVE CURRICULUM UNIT

Childhood overweight is a growing problem both nationwide and in Georgia. Various studies indicate that the prevalence of overweight has increased steadily over the last 30 years. More and more children are at risk of serious health complications because they are overweight or at risk of becoming overweight.

## Definition of Childhood Overweight

The term “obesity” is used to describe adults whose body mass index (i.e., the ratio of weight to height) is 30 or above. Adults whose body mass index is between 25 and 29.9 are considered overweight. Because children’s bodies are growing and changing quickly, the term obesity is not used to describe children under age 20. Children’s body mass index (BMI) varies with their age and gender. Healthcare providers use a measure called BMI-for-age to observe changes in children’s body mass over time. Children with a BMI-for-age at the 95th percentile or higher are considered to be **overweight**. Children whose BMI-for-age is between the 85th and 94th percentile are considered **at risk of overweight** (Centers for Disease Control and Prevention, 2005).

Childhood overweight and adult obesity are the result of taking in more calories than the body uses. People who are overweight or obese eat or drink more calories than they burn through physical activity (U. S. Department of Health and Human Services, 2001).

## Statistics on Childhood Overweight

More and more children in our country have become overweight in recent years. Studies of children who receive WIC nutrition assistance have found that the number of low-income overweight children ages 2 to 5 has increased steadily, from 10.9% in 1994 to 14.7% in 2003 (Polhamus et al, 2004). The number of overweight children ages 6 to 11 has more than doubled, from 7% between 1976 and 1980 to 16% between 1999 and 2002 (National Center for Health Statistics, 2004). Children who are overweight are at higher risk of being overweight or obese as adults (Whitaker et. al, 1997).

Childhood overweight has consequences. Being overweight is a risk factor for a number of different medical problems. As the number of overweight children increases in the United States, doctors are reporting increased prevalence of chronic diseases linked to weight. About 61% of overweight children have at least one risk factor for cardiovascular disease such as high blood pressure or high cholesterol (Freedman et al, 1999). Type II diabetes, once believed to be an adult disorder, is becoming more frequent in children (Ludwig & Ebbeling, 2001). Diabetes is also a significant risk factor for cardiovascular disease. Overweight children are also at greater risk of other complications. The risk of asthma is higher in overweight children (Gilliland et al, 2003). Being overweight is also linked to orthopedic problems and skin disorders (Fowler-Brown & Kahwati, 2004) in many children. In addition, being overweight as a child can have powerful negative effects on children’s self-image and self-esteem (Williams et al, 2005). According to one report, because of the increased prevalence of childhood overweight, young children today may actually live shorter and less healthy lives than their parents (Olshansky et al, 2005).

## Factors Contributing to Childhood Overweight

Risk factors in our society, our families, and our homes contribute to the problem of childhood overweight. Although none of these factors is completely to blame for the current overweight epidemic, at least six different types of factors may exacerbate problems of overweight and obesity, both in children and in adults.

**The food environment.** The easy availability of high-fat, high-calorie foods may contribute to problems of childhood overweight (Muller et. al, 1999). Children tend to drink more sugar-sweetened beverages than is ideal for good health (Ludwig et. al, 2001). Portion sizes have become larger over time, so that people tend to eat more food. Food advertising can be misleading, making it more difficult to make healthy food choices (Kotz & Story, 1994). And healthy foods, such as fresh fruits and vegetables and lean meats, tend to be more expensive than higher-fat, higher-calorie alternatives.

**Schedules.** We live in a hurried society, where taking time for healthy eating and exercise are not high priorities for many people. Because of busy schedules, many families tend to rely on convenience foods and fast foods, both of which are often higher in fat and calories and contain fewer nutrients than fresh foods. More foods are also eaten away from home because of families' schedules (Schwenk, 1995). Meals eaten away from home tend to be higher in fat and calories (Cusatis & Shannon, 1996).

**Technological advances.** The increasing availability of television, computers, the internet, video games, MP3 players, and other types of technology may contribute to the problem of childhood overweight (Robinson, 1999). Children who spend most of their free time watching television or playing video games are less likely to engage in active physical play, and are therefore at higher risk of becoming overweight (Muller, 1999).

**Neighborhoods.** Many neighborhoods are not designed to make physical activity easy or convenient. More and more neighborhoods are being built without sidewalks, which makes walking less safe. Heavy traffic also poses a risk to walkers, joggers, bicyclists, and others who seek to exercise in the neighborhood. In some communities where neighborhoods are not safe, many parents are afraid to send children outside to play (Cohen, 2000).

**Physical activity in school.** Many elementary and secondary children do not receive adequate opportunities for physical activity at school. As our emphasis on academic performance has increased, recess time has been eliminated or shortened in many school districts, and "optional" classes such as physical education are being limited or removed from the curriculum (Bradley et. al, 2000; Pratt et. al, 1999).

**Adult-child feeding dynamics.** The way that adults feed their children has powerful influences on that child's eating habits now and as an adult. Adults create the food environment for children. They are responsible for selecting, preparing, and offering to children a variety of foods to meet their nutritional needs. Adults are also responsible for scheduling regular meals and snacks, and for creating a pleasant mealtime atmosphere. Children should be responsible for deciding whether to eat, what to eat of the foods offered, and how much to eat. Many adults mistakenly take over children's responsibilities by pushing them to eat when they are not hungry, by insisting that they clean their plates, or by forcing children to try foods before they are ready. All of these dynamics contribute to children's attitudes about food and eating, which may contribute to problems of childhood overweight (Birch, 1998; Fisher & Birch, 1999).



### **The Need for the Eat Healthy, Be Active Curriculum Unit**

The American Dietetic Association recommends that nutrition education for children and for their parents be a component of child care programs (American Dietetic Association, 2005). The Eat Healthy, Be Active curriculum unit was developed as a tool to help early childhood professionals and parents educate young children about nutrition and exercise, in order to build healthy habits that reduce young children's risk of becoming overweight. The unit provides activities for 3- to 5-year-olds that encourage healthy eating and physical activity. The unit also includes family involvement materials that provide families with strategies to reinforce concepts of healthy eating and physical activity with their children.

Of course, this curriculum unit does not address all needs or issues related to the prevention of childhood overweight. When used with other resources, however, the curriculum unit provides an effective way of educating young children about nutrition and physical activity, in the hope that such healthy habits will help reducing the risk of childhood overweight and adult obesity.

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# EAT HEALTHY, BE ACTIVE

## LARGE GROUP ACTIVITY

**TITLE:** HEALTHY BEAR SAYS, “MOVE!”

**GOAL:**

The goal of this activity is to introduce children to the idea that physical activity helps keep them healthy by increasing their heart rate.

**OBJECTIVES:**

- Children will identify movement as a positive means of “using energy.”
- Children will demonstrate different types of movement.
- Children will listen to their heartbeats before and after exercise.
- Children will recognize that movement causes their heartbeats to increase, which helps keep their bodies healthy.

**MATERIALS:**

- Healthy Bear puppet
- Stethoscopes
- Posters of the body, showing the location of the heart

**PROCEDURE:**

1. Transition children to a large group by playing a game of “Healthy Bear Says” that incorporates movement. See suggested phrases below.
  - a. *Healthy Bear says point in the air.*
  - b. *Healthy Bear says clap your hands three times.*
  - c. *Healthy Bear says jump up and down.*
2. Finish game by instructing, “Healthy Bear says sit down in your place.” As the game concludes, ask students how they feel when they jump up and down or run around. Use the word “energy” with the children. Explain that the foods we eat give us energy, and that it is important to move around to use energy in order to keep their bodies healthy and strong. Help them recognize that energy is what they use to stay awake during the day. Energy helps them do things like run or jump or climb.
3. Explain to children that they are going to do an activity that helps their hearts. Have children point to their hearts. Show children the location of your heart, and encourage them to put their hands where their hearts are. Show the posters of the body, and point out the heart.
  - a. *Our hearts are an important part of our bodies. They keep our blood pumping all around the body, so we can run and jump and play.*

- b. *One way of keeping our bodies healthy is to increase our heartbeats by moving our bodies. Did you know that you can feel your heartbeat? Can you put your fingers on your neck or wrist? (Help children find their pulse, or have them feel your pulse.) What you feel is your heart beating.*
  - c. *When your heart beats fast, you use a lot of energy. When your heart is beating slower, you do not use as much energy. Doing exercise like riding your bike makes your heart beat faster and uses energy so your body will be strong.*
4. Tell the children they are going to play a game to feel how their heartbeats increase when they “use energy.” Show children the stethoscopes and ask where they may have seen this instrument before. Tell the children that a stethoscope is used to listen to the heart. Let them know that the stethoscope does not hurt. Model how the instrument is used, and allow children to test out the stethoscopes.
5. Begin the game. The “Healthy Bear Says Move” game is based on the traditional “Simon Says” game, but incorporates movement that will increase children’s heart rate. The movements suggested below are intended to increase the heart rate more as the game progresses. Have Healthy Bear tell the children to move, jump, hop, run in place, and do other activities.
6. Select a few children to be in charge of checking the others’ heartbeats with the stethoscopes between activities. Rotate the stethoscopes so all children have opportunities to try them. Help children adjust the stethoscopes so they can hear their hearts beating fast when they are active. Have children stop and check their heart rates after every few activities. Suggested phrases are below.
  - a. *Stand up and feel your heart beating on your neck or arm. Now Healthy Bear says, “March in place.” Healthy Bear says, “Turn around in a circle.” Healthy Bear says, “Stop and listen.”*
  - b. *You’ve really been moving and exercising! Let’s see if you are using energy by checking to see how fast your heart is beating. Can you hear your heart beating? Let’s use the stethoscopes to find out.*
  - c. *Healthy Bear says, “Do jumping jacks.” This is much harder than marching. Let’s see if your heart is beating faster than when we were marching. Do you feel like your heart is beating faster? Healthy Bear says, “Run in place.” Do you think this is making your heart beat faster? Let’s use the stethoscopes to find out.*
  - d. *Your hearts are beating faster now. You are burning the energy from the foods you ate. You are making a healthy choice about getting active and exercising.*
7. As a conclusion, Healthy Bear can ask children to sit back down, take a couple of deep breaths, and stretch.

## REFERENCE:

The procedure for this activity was developed by project staff.

## ADAPTATIONS/EXTENSIONS:

**Self-image:** Replace “Healthy Bear” with the name of a child in the classroom. Allow that child to lead an activity of his or her choice. Choose as many children as time allows.

**Math:** Make a chart that records which activities make their hearts beat fast, and which activities don’t make their hearts beat as fast.



# EAT HEALTHY, BE ACTIVE

## LARGE GROUP ACTIVITY

**TITLE:** HEALTHY BEAR SAYS, “EAT BREAKFAST”

**GOAL:**

The goal of this activity is to introduce children to the idea that eating something in the morning helps keep them healthy.

**OBJECTIVES:**

- Children will identify “breakfast” as the first meal they eat each day.
- Children will recognize that eating something in the morning gives them energy.
- Children will list a variety of possible breakfast foods.

**MATERIALS:**

- Healthy Bear puppet
- Flip chart paper
- Markers
- Models of traditional and less traditional breakfast foods from different groups (e.g., banana, cereal, toast, milk, eggs, cheese, oatmeal, etc.). If models are not available, photos can be used.

**PROCEDURE:**

1. Transition the children to group time by telling them there is a special visitor coming. Explain that the special guest might be a little nervous, so everyone needs to sit as quietly as they can.
2. Introduce Healthy Bear to the children. Sample questions and statements include:
  - a. *“This is our special friend, Healthy Bear. Healthy Bear just woke up, and his stomach is feeling really empty. He’s really hungry. What does your stomach feel like when you first wake up?”*
  - b. What can Healthy Bear do to make himself feel less hungry? He should eat something before he goes out to play, because if he doesn’t eat he will be tired and won’t have any energy.
3. Ask children if they know what “breakfast” is. Help them understand that “breakfast” is the first food you eat at the start of the day, so you have energy to do things.
4. Help children make a list of what they like to eat for breakfast. Write all foods the children suggest on a piece of flip chart paper. After the list is complete, tell the children that Healthy Bear will help them decide if they have lots of different foods on their list. Help children come up with other foods to add to the list to create a variety of breakfast options (e.g., toast, fruit, milk). Be sure to include less traditional “breakfast” foods (e.g., a turkey sandwich) as well as more traditional ones. If children eat breakfast at school, ask them to remember what they ate for breakfast that morning.

5. Remind children that Healthy Bear is still hungry. Have children tell him, “Healthy Bear, eat your breakfast!” Show children the food models or photos. Have children take turns choosing foods and offering them to Healthy Bear. Have Healthy Bear eat several foods, and then say that his stomach is full. Congratulate children on helping Healthy Bear get a good start to the day by eating his breakfast.

#### REFERENCE:

The procedure for this activity was developed by project staff.

#### ADAPTATIONS/EXTENSIONS:

**Nutrition/Math Activity:** Invite children to try different foods for breakfast by setting up a tasting table of traditional and less traditional breakfast foods. Have children make a graph of their “likes” and “dislikes.”

**Transition Activity:** Ask children to name their favorite breakfast food before moving to the next activity. Have them move like Healthy Bears to the next activity.

**Puppet Adaptation:** Any puppet can be substituted for Healthy Bear. Other suggestions might include Carl Carrot, Barney Broccoli, or Gretchen Grapefruit.

**Dramatic Play:** Set up a “breakfast room” in the dramatic play area. Include breakfast foods such as eggs, pancakes, toast, juice, and fruit. Costume ideas could include pajamas, bathrobes, and slippers. Encourage children to pretend to wake up, go to the kitchen, and prepare a healthy breakfast to start the day.





# EAT HEALTHY, BE ACTIVE

## LARGE GROUP ACTIVITY

**TITLE:** HEALTHY BEAR SAYS, “STOP WHEN YOU’RE FULL”

**GOAL:**

The goal of this activity is to introduce children to the concept that it is important to stop eating when their stomachs are full.

**OBJECTIVES:**

- Children will point to their stomachs.
- Children will identify their stomachs as the place where food goes when they eat it.
- Children will recognize the difference between a full and an empty stomach.
- Children will discuss when to eat more and when to stop eating, based on how their stomachs feel.

**MATERIALS:**

- Healthy Bear puppet
- Models of foods from the different groups on MyPyramid for Kids (i.e., fruit, grains, meat, vegetables, dairy products)

**PROCEDURE:**

1. Transition the children to group time by telling them that a special visitor is coming back to see them at group time. Tell children that the visitor is there to help them learn more about their stomachs. Ask children to point to their stomach, or rub their stomach.
2. Explain to children that their stomach is the place where food goes when they eat it. Suggested phrases follow:
  - a. *Do you know where your stomach is?*
  - b. *What happens in your stomach?*
  - c. *When you swallow your food, it goes into your stomach where your body uses it for energy.*
3. Introduce Healthy Bear to the children. Introduce the concept that eating too much can make your stomach hurt. Suggested phrases follow:
  - a. *“Who remembers our friend, Healthy Bear? Healthy Bear has a problem. He just got home from a birthday party, and he ate way too much food. Have you ever eaten too much food? What did your stomach feel like when you ate too much food? (Discuss words like “full”, “stomachache,” “tired.”)*
  - b. *Let’s see how Healthy Bear is feeling after eating too much food at that birthday party. Healthy Bear, do you feel good? (Healthy Bear shakes his head.) What doesn’t feel good? (Healthy Bear rubs his stomach.)*

- c. *Healthy Bear's stomach isn't feeling too good because he ate too much food. Eating too much made his stomach hurt.*
  - d. *If we are eating and we start feeling full, we should stop eating. If we don't stop, our stomachs will start to hurt.*
  - e. *Everybody is different. Some people get full after eating just a little. Other people's bodies need more food to be full.*
  - f. *Healthy Bear thinks that eating a little bit to start out with, and then listening to when our stomachs are full, is much healthier than eating too much.*
4. Tell children that Healthy Bear is going to play a game with them to help them remember to stop eating when their stomachs are full. Give each child a plastic food model. When Healthy Bear says, "eat!" have children pretend to eat the food. When Healthy Bear says, "Is your stomach full?" have children reply "yes" or "no." When children say "no", have Healthy Bear instruct them to eat a little more. When children say "yes", have Healthy Bear ask, "What do we do when our stomachs are full?" Encourage the children to reply "Stop eating when you're full!"
  5. After children have stopped eating, tell them to pretend that their stomachs are empty again. Give each child a new food, and repeat the game.

#### REFERENCE:

The procedure for this activity was developed by project staff.

#### ADAPTATIONS/EXTENSIONS:

**Transition Activity:** As a transition to the next activity, encourage children to feed Healthy Bear until his stomach is full. Show children the food models. Have children take turns choosing foods and offering them to Healthy Bear. Have Healthy Bear eat several foods, and then say that his stomach is full. Have the remaining children put the leftover foods in the "refrigerator" or a bag to store it until Healthy Bear is hungry later. Congratulate children on helping Healthy Bear eat when his stomach is empty, and stop eating when his stomach is full.

**Math Activity:** Have children practice the concepts of full and empty using containers with lids and food models. Show children the containers and explain that they are empty. Encourage children to fill the containers with food. Help them recognize when the containers are full. Encourage them to experiment with overfilling the containers and then trying to put the lids in place. Help them make a connection between filling the containers too full and eating too much.



# EAT HEALTHY, BE ACTIVE

## LARGE GROUP ACTIVITY

**TITLE: TASHA'S LUNCHBOX ADVENTURE**

**GOAL:**

The goal of this activity is to introduce children to the concept of eating a variety of foods.

**OBJECTIVES:**

- Children will identify a variety of foods.
- Children will sort foods into different food groups (i.e., protein, fruits, vegetables, grains, and dairy foods).
- Children will recognize the importance of eating a variety of foods from the different food groups.

**MATERIALS:**

- Tasha doll or puppet
- Lunchbox or lunch bag
- Plastic models of foods from all food groups that could be packed in a lunch (i.e., fruits, vegetables, grains, proteins, and dairy foods)
- Blue ice pack
- Poster with words to “Healthy Food Is Good for Me” song
- Large MyPyramid for Kids poster

**PROCEDURE:**

1. Before the session begins, pack a lunchbox with food models that could represent a healthy lunch (e.g., sliced turkey, whole wheat bread, fruit, and carrot sticks.) Have a variety of other food models available for children to pack in the lunchbox as the activity progresses.
2. Explain that there are lots of things we can do to keep our bodies healthy. Help children recognize that eating a variety of different foods every day is one way to keep our bodies healthy. Show children MyPyramid for Kids, and explain that the bars on the pyramid represent different kinds of foods. Point to the different bars and identify the corresponding food groups. Encourage children to list examples of each type of food. See suggested phrases below.
  - a. *There are lots of different kinds of foods that help keep us healthy. This pyramid has bars that tell us what kinds of foods to eat to stay healthy. It's important for us to eat foods from all of the different bars.*
  - b. *What color is this bar? It's orange. The orange bar is for grains. Grains are foods like bread and rice and crackers. Can you think of some foods that are in the grain group?* (Repeat for vegetables, fruit, milk, and meat and beans.)

3. Introduce the song, “Healthy Food is Good for Me” and sing the first verse. See suggested phrases below.
  - a. *When we do things that are good for our bodies, we are making healthy choices.*
  - b. *Some things we can do to keep our bodies healthy are brushing our teeth, washing our hands, taking a bath, playing outside, and eating healthy foods. We are going to talk about foods today.*
  - c. *When we eat foods like fruits and vegetables and meat and milk, they give us energy so we can play throughout the day. Let’s sing a song about how healthy foods give us energy.* (Sing verse 1 with the children.)
4. Show children the lunchbox. Tell them that a friend named Tasha has packed her lunchbox with foods she likes to eat. Introduce the second verse of the song “Healthy Food is Good for Me.” See suggested phrases below.
  - a. *I have a friend named Tasha. She has packed this lunchbox, and wants us to look at what’s in it. Let’s sing a song about healthy foods.* (Sing verse 2 with the children.)
  - b. *Let’s open Tasha’s lunchbox and see what she has packed for lunch.*
5. Open the lunchbox and have a different child pull each food, one at a time. Have children help identify the different foods, and talk about what they smell and taste like. Help children identify the category of each food (e.g., fruits, vegetables, grains, meats and beans, or dairy) using MyPyramid for Kids. Empty the lunch box completely. See suggested phrases below.
  - a. *Here is a turkey sandwich that Tasha has packed. What does turkey taste like? Did you know that turkey is a kind of a meat, like chicken and hamburgers? And the bread in Tasha’s sandwich is in the grain group.*
  - b. *Tasha has packed an apple. What color is this apple? What do you think it would sound like if we took a bite? Apples are crunchy. An apple is a fruit. Can you name other fruits?*
6. Tell the children that Tasha has eaten this same lunch every day for a long time, and wants to try some different foods. Introduce verse three of the song “Healthy Food is Good for Me” and sing it with the children. Ask one child to choose a vegetable for Tasha’s lunchbox. Talk about that food and what it might taste like. Repeat with fruits, grains, meat and beans, and dairy products. See suggested phrases below.
  - a. *Tasha’s lunchbox is empty now. She’s been eating the same foods every day, and wants to try some new things. What can we pack in her lunchbox for tomorrow so she’ll have some different foods to try?*
  - b. *Can you pick out a meat or beans for Tasha? You have chosen some baked chicken. Do you think Tasha will like the chicken?*
  - c. *I think Tasha would like some fruit in her lunch tomorrow. Can you pick out a fruit? You chose an orange. What does an orange smell like? What does it taste like?*
7. When the children have finished selecting Tasha’s lunch, tell them that we also want to be sure her food does not spoil before lunchtime. Have one child put a blue ice pack in the lunchbox to keep the foods cold. (If possible, show the children a frozen ice pack. Pass it around so they can feel the cold.)
8. Thank the children for helping Tasha pack her lunch. Sing the song again with children. Transition the children to the next activity with each child saying, “Healthy food is good for me!”

## REFERENCE:

The procedure for this activity was developed by project staff.

## ADAPTATIONS/EXTENSIONS:

**Nutrition:** Provide an assortment of vegetables, fruits, cheese cubes, and whole wheat crackers, as well as plastic bags and lunch bags. Encourage children to pack their own snack for outdoor play or a picnic in the classroom.

**Dramatic Play:** Place Tasha's lunchbox and a variety of foods in the dramatic play area. Encourage one child to be Tasha and other children to help Tasha pack her lunchbox with a variety of foods. Provide a variety of familiar and unfamiliar foods to include in Tasha's lunchbox.

**Art:** Children can decorate white cardboard "lunch boxes." Encourage children to talk about what foods they will put in their lunch boxes.

## LYRICS TO SONG FOR TASHA'S LUNCHBOX ADVENTURE

**Healthy Food Is Good For Me** (Tune: "London Bridge")

*Healthy food is good for me,  
Good for me, good for me.  
Healthy food is good for me—  
It gives me energy!*

*Healthy food is good for me,  
Good for me, good for me.  
Healthy food is good for me—  
Let's look and see.*

*It's time for us to pack our lunch,  
Pack our lunch, pack our lunch.  
It's time for us to pack our lunch—  
Won't you help me?*



# EAT HEALTHY, BE ACTIVE ART ACTIVITY

## TITLE: SILLY STRETCH ART

### GOAL:

The goal of this activity is to help children recognize the importance of movement and stretching for a healthy body.

### OBJECTIVES:

- Children will respond appropriately to directional words such as “in front”, “behind”, and “to the side.”
- Children will practice fine motor skills using crayons, markers, or chalk.
- Children will discuss the importance of movement and stretching in maintaining a healthy body.
- Children will practice stretching their bodies.

### MATERIALS:

- Large sheets of butcher paper (large enough for children to stand on and draw)
- Crayons, markers, or chalk
- Masking tape

### PROCEDURE:

1. Place large sheets of paper on the floor. To prevent sliding, you may want to tape the paper to the floor. Place crayons, markers, or chalk in the area so the children can select them easily. Invite children to participate in the art activity.
2. Review the concept of stretching by demonstrating a few simple stretch movements. Invite the children to join you. Discuss with children the importance of warming up or stretching their bodies before they play or exercise. See suggested phrases below:
  - a. *Stretching protects our muscles and our bodies when we are playing or exercising. When we stretch, it helps our bodies be ready to move farther and easier when we jump or run. Stretching will help us so that we will not hurt our bodies.*
  - b. *Stretching will make you be able to run and jump (provide examples of other activities as well) better than you could before. Stretching will also help you breathe better when you are tired from running and jumping.*
3. Explain to children that today we are going to use stretching in our art activity. Ask children to stand in the center of the paper and tell them that they should not move from that place. Using positional words, instruct children to mark on the paper. Demonstrate each movement for the children. Some phrases that can be used are listed below:

- a. *“Squat and draw in front of you.”*
- b. *“Stretch and draw to your side.”*
- c. *“Reach between your legs and draw behind you.”*
- d. *“Bend at the waist and draw a circle.”*

#### REFERENCE:

The procedure for this activity was developed by project staff.

#### ADAPTATIONS/EXTENSIONS:

**Outside Activity:** If space is a consideration, teachers might want to do this project outside on a flat surface. If the activity is done outside, teachers could also introduce paint to the activity. Be sure to use smocks or other protective wear to keep paint off children’s clothes.

**Cognitive Skills:** Teachers can encourage children to draw specific objects such as shapes or letters, or teachers can provide children with an example and encourage them to copy it.

**Social Skills:** This would make a wonderful cooperative learning activity by having children work in groups or pairs. Assign each child one part of a specific drawing, or give directions that require interaction (e.g., “Stretch and draw a line behind your partner’s foot” or “Reach to the side and draw a line that connects with your partner’s line.”)





# EAT HEALTHY, BE ACTIVE ART ACTIVITY

## TITLE: EXERCISE COLLAGE

### GOAL:

The goal of this activity is to help children recognize that there are many different types of exercise that can help keep their bodies healthy.

### OBJECTIVES:

- Children will practice their fine motor skills by cutting and gluing.
- Children will identify movement and exercise activities.
- Children will discuss movement activities that they enjoy, and will discuss why exercise is important for healthy bodies.

### MATERIALS:

- Old magazines with pictures of children and adults participating in movement and exercise activities (fitness magazines are ideal)
- Age-appropriate scissors
- Construction paper
- Glue sticks
- Laminated pictures of adults and children exercising
- Clear contact paper

### PROCEDURE:

1. Place all materials on the table and invite children to participate in the art activity.
2. Review the concept of exercise. Explain that the word exercise means moving our bodies in ways that are healthy (e.g., running, swinging, swimming, walking). Explain that there are many different kinds of activities they can do that are exercise. Encourage children to help you list activities that they have to move their bodies to do.
3. Help the children get started by holding up a few pictures of exercise activities (e.g., an adult walking, a child riding a bike). Discuss how these activities help keep their bodies healthy. Reinforce correct responses.
4. Ask the children to look through magazines for pictures of people who are moving their bodies. If a child chooses a picture that is not a movement activity, discuss the picture with the child. The teacher might say, *I see that the little boy is sleeping. Sleep is important too. After we exercise, our bodies need rest. Now can you find a picture of someone moving around and exercising?* Encourage children to cut out their pictures and glue them to the construction paper. Protect the finished collage by covering it with clear contact paper.

5. Discuss each child's collage. Ask the children to name the activities they selected and to explain how the people in the pictures are moving their bodies. Review with children the idea that exercise helps keep their bodies healthy.

**REFERENCE:**

The procedure for this activity was developed by project staff.

**ADAPTATIONS/EXTENSIONS:**

**Art adaptations:** For younger children, teachers could provide pictures of people exercising and encourage children to select pictures for their collages. Younger children could also tear pictures out of magazines rather than cutting them. To encourage cooperation, children could work together to make one group collage on a sheet of butcher paper.

**Active play:** Encourage children to choose an activity from their collage and act it out. Play a game of Follow the Leader, with each child leading the group in a type of exercise they choose.

**Language/Literacy:** Write the words "Exercise Ideas" at the top of a piece of flip chart paper. As children name different types of exercise, list their ideas on the paper with a marker. Encourage children to locate or draw pictures of those types of exercise. Have children glue the pictures next to the words, and post the "Exercise Ideas" list in the classroom.



# EAT HEALTHY, BE ACTIVE ART ACTIVITY

## TITLE: PLACEMAT ART

### GOAL:

The goal of this activity is to help children recognize the importance of eating a variety of different foods.

### OBJECTIVES:

- Children will decorate a placemat with pictures of various foods.
- Children will practice reasoning skills by selecting pictures for their placemats.
- Children will practice fine motor skills by cutting out and gluing pictures.

### MATERIALS:

- Magazines with pictures of a wide variety of foods in different groups (i.e., meat and beans, fruits, vegetables, grains, and dairy foods)
- Construction paper
- Markers or crayons
- Glue sticks
- Clear contact paper
- Plastic or cloth placemats
- Plates, cups, flatware, and napkins
- Large poster of MyPyramid for Kids

### PROCEDURE:

1. Introduce children to the idea of a placemat. Explain that placemats protect the table and give us a place to put our plates, cups, napkins, and flatware. Use the placemats and tableware to demonstrate the use of a placemat. Encourage children to practice setting plates, cups, napkins, and flatware on the placemats.
2. Remind children that there are different food groups. Show children MyPyramid for Kids. Explain the different foods in each category, and remind them that it is important to eat lots of different kinds of foods. You might say, *Remember that to be healthy we need to eat foods from all of the food groups: grains, vegetables, fruits, milk, and meat and beans.* Explain to the children that they will make a placemat with pictures of different foods, so they can remember to eat a variety of foods.
3. Give each child a piece of construction paper. Place magazines, markers, and glue on the art table. Help children choose and cut out pictures. If cutting is difficult for your group, have some pictures pre-cut for children to select and glue.

4. Encourage the children to decorate their placemats in any way they choose. Children could also draw pictures of their favorite foods on their placemats. Help children write their names on the placemats.
5. Cover placemats with clear contact paper. Place each child's placemat on the table before daily meals or snacks. Encourage children to name the foods on their placemats and talk about what they smell and taste like.

**REFERENCE:**

The procedure for this activity was developed by project staff.

**ADAPTATIONS/EXTENSIONS:**

**Family/Community Involvement:** Decorate placemats using a variety of art materials. Children can give these placemats to family members or community groups (e.g. individuals in assisted living facilities).

**Math:** Have children count the number of foods on their placemats. Encourage the children to count the number of a certain type of food (e.g., bread, carrots, fruits) on all placemats. Make a graph of the numbers of fruits, vegetables, grains, meats and beans, and dairy foods on the placemats.



# EAT HEALTHY, BE ACTIVE MUSIC ACTIVITY

**TITLE: MY HEALTHY BODY SONG**

**GOALS:**

The goals of this activity are to encourage children to use music and movement in a fun way and to introduce the idea that exercise and eating healthy foods are important for healthy bodies.

**OBJECTIVES:**

- Children will use gross motor skills to act out motions to the song.
- Children will recognize that physical activity and eating healthy foods are ways to keep their bodies healthy.

**MATERIALS:**

- Song chart with words
- Food models from different food groups

**MY HEALTHY BODY SONG**

**(Sing to the tune of “Here We Go ‘Round the Mulberry Bush”)**

I like to move my whole body, Whole body, whole body.	<i>(Children move all body parts)</i>
I like to move my whole body To keep me strong and healthy.	<i>(Children flex muscles)</i>
I use my feet to jump and run, Jump and run, jump and run.	<i>(Children jump and run in place)</i>
I use my feet to jump and run To keep me strong and healthy.	<i>(Children flex their muscles)</i>
I use my legs to bend and stretch, Bend and stretch, bend and stretch.	<i>(Children bend and stretch their legs)</i>
I use my legs to bend and stretch To keep me strong and healthy.	<i>(Children flex their muscles)</i>
I use my waist to twist and turn, Twist and turn, twist and turn.	<i>(Children twist at their waists)</i>
I use my waist to twist and turn To keep me strong and healthy.	<i>(Children flex their muscles)</i>

I use my arms to bounce a ball, Bounce a ball, bounce a ball.	<i>(Children pretend to bounce a ball)</i>
I use my arms to bounce a ball To keep me strong and healthy.	<i>(Children flex their muscles)</i>
I use my mouth to eat good food, Eat good food, eat good food.	<i>(Children pretend to chew food and hold up food models)</i>
I use my mouth to eat good food To keep me strong and healthy.	<i>(Children flex their muscles)</i>
I'm growing bigger every day, Every day, every day.	<i>(Children stretch their arms up high above their heads)</i>
I'm growing bigger every day Because I'm strong and healthy.	<i>(Children flex their muscles)</i>

### PROCEDURE:

1. Discuss the importance of exercising and eating a variety of foods to keep our bodies healthy. See suggested phrases below:
  - a. *When we do things that are good for our bodies, we are making healthy choices. What are some things we can do to keep our bodies healthy?*
  - b. *When we run and jump and swing and dance, we are exercising our bodies. Exercise helps keep our hearts strong and healthy.*
  - c. *When we eat lots of different foods, we are giving our bodies energy. What kinds of foods do you like to eat?*
2. Have children stand up. Lead children in the song. Encourage children to act out the motions as they sing.

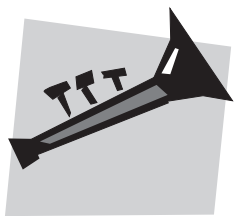
### REFERENCE:

The procedure for this activity was developed by project staff.

### ADAPTATIONS/EXTENSIONS:

**Language:** Encourage children to make up additional verses. Sing the song and act out the motions using the children's verses.

**Art:** Have children cut out or draw pictures of the activities mentioned in the song. Glue the pictures to large pieces of poster board. As you sing the song, have children hold up the pictures to remind the group of the activities they should be doing.



# EAT HEALTHY, BE ACTIVE MUSIC ACTIVITY

**TITLE:** MY HEALTHY DAY RAP

**GOALS:**

The goals of this activity are to enhance gross motor development and to reinforce the concept that eating healthy foods, exercising, and stretching are important for healthy living.

**OBJECTIVES:**

- Children will practice gross motor skills by acting out the motions in the rap.
- Children will discuss why movement and physical activity help keep their bodies healthy.

**MATERIALS:**

- Chart with words to the rap
- Chart paper
- Markers
- Rhythm sticks or recording of song rhythm (optional)

**PROCEDURE:**

1. Ask questions to help children think about the types of movement and physical activity they do throughout the day. List their responses on chart paper. See suggested phrases below.
  - a. *Today I walked to the grocery store. Where did you walk?*
  - b. *On my way to school today, I saw some children and their parents riding a bike together. I saw some other children throwing a ball. What kinds of things do you do outside?*
  - c. *Yesterday I had to clean my house. I vacuumed the floor, dusted the furniture, and put away the laundry in the laundry basket. What kinds of chores do you do at home?*
  - d. *These are all kinds of exercise that can help to keep your body healthy. I have a fun song that we can sing to help us remember how important it is to move our bodies. It's called "My Healthy Day Rap." Let's all stand up and get moving!*
2. Have children stand and participate in "My Healthy Day Rap." Encourage children to move during the rap and emphasize how exercise and movement is important for a healthy body. (NOTE: "My Healthy Day Rap" does not have a tune, so teacher may want to emphasize the action words during delivery. Gestures for songs are in parentheses. You may want to keep a rhythm with rhythm sticks, or play a pre-recorded rhythm that children can rap along with.)

**My Healthy Day Rap**

I wake up in the morning.	(Head resting on hands)
I stretch, stretch, stretch.	(Stretch)
Then I wash my knees and I wash my toes.	(Rub knees, rub toes)
I wash my elbows, I wash my nose.	(Rub elbows, rub nose)



I eat my breakfast.	(Pretend to eat with fork)
I chew, chew, chew.	(Chew – big mouth)
I ask my mom to tie my shoe.	(Put out one foot)
I ask my mom to tie my shoe.	(Put out other foot)
When I'm outside,	(Walk in place)
I like to run, run, run.	(Run in place)
I jump up and down and touch the sun.	(Jump in place)
I jump up and down 'cause it's lots of fun!	(Jump in place)
I wash my hands as careful as I can.	(Wash palms)
I wash those germs right off my hands.	(Shake hands)
I eat my lunch as happy as can be.	(Pretend to eat)
I eat healthy food 'cause it's good for me.	(Rub belly)
Now my day is winding down.	(Sit back down)
I cannot cry, I cannot frown,	(Shake head "no")
'Cause I have had a healthy day.	(Shake head "yes")
That's all right, that's o.k.!	(Give "O.K" signal)

3. After the children participate in the My Healthy Day Rap, talk about the activities they did during the rap and why those activities are healthy. See suggested phrases below.
  - a. *Stretching protects our muscles and our bodies when we are playing or exercising. When we stretch, it helps our bodies be ready to move farther and easier when we play or exercise. Stretching will help us so we will not hurt our bodies when we exercise.*
  - b. *It's important eat a healthy breakfast in the morning. Eating breakfast helps give you energy.*
  - c. *Exercise is important for a healthy body. Jumping up and down is one way that you can move your body. You should exercise every day to help keep your body healthy.*

## REFERENCE:

The procedure for this activity was developed by project staff.

## ADAPTATIONS/EXTENSIONS:

**Health and Fitness:** Before the rap, have children find their pulse and talk about how fast their heart is beating. After children have moved during the rap, have them feel their pulse again. Ask whether their hearts are beating faster after the rap. Explain that exercise helps keep their hearts healthy by making them beat faster.

**Language Activity:** Ask children to come up with additional verses for the rap that describe other kinds of movement. Help them think of rhymes. Act out their verses.

**Art:** Encourage children to draw pictures of themselves doing the activities described in the rap. Display the pictures on the wall under the heading "Our Healthy Day."



# EAT HEALTHY, BE ACTIVE MUSIC ACTIVITY

**TITLE:** I LIKE TO MOVE!

**GOAL:**

The goals of the activity are to enhance gross motor development and introduce children to a variety of different types of movement.

**OBJECTIVES:**

- Children will practice gross motor skills.
- Children will recognize that moving their bodies is one important way of staying healthy.

**MATERIALS:**

- Poster with chant words

**PROCEDURE:**

1. Explain to children that moving their bodies is an important way to stay healthy. Ask children to stand.
2. While performing the chant, have children act out the word that is repeated in each verse.

**I Like to Move**

I like to move,	(clap)
Move, move, move, move!	(clap on each word)
I like to march,	(lift knee to march)
March, march, march, march!	(alternate knees in marching fashion)
I like to twist,	(twist from the torso)
Twist, twist, twist, twist!	(twist from the torso and incorporate entire body)
I like to twirl,	(twirl in a circle)
Twirl, twirl, twirl, twirl!	(alternate directions to avoid dizziness)
I like to hop,	(hop up and down)
Hop, hop, hop, hop!	(repeat)
I like to crawl,	(crawl like a baby)
Crawl, crawl, crawl, crawl!	(repeat)
I like to bend,	(bend forward from the waist)
Bend, bend, bend, bend!	(bend different body parts)

I like to stretch,  
Stretch, stretch, stretch, stretch!

*(reach for the ceiling)*  
*(alternate reaching for ceiling and toes)*

I like to count  
One, two, three,  
And sit down as quiet as can be!

*(hold up counting fingers)*  
*(sit down and put finger to mouth)*

#### **REFERENCE:**

This procedure for this activity was developed by project staff.

#### **ADAPTATIONS/EXTENSIONS:**

**Movement/Language:** Ask children to suggest different movements to include in the chant.

**Language/Literacy:** Take photographs of the children doing each movement in the chant. Make a card for each movement with a photo and the word describing the movement. Play a “guess the movement” game. Hold up a card and have the children guess the movement activity. Encourage children to act out that movement before holding up another card.



# EAT HEALTHY, BE ACTIVE SCIENCE ACTIVITY

## TITLE: AWESOME APPLESAUCE

### GOAL:

The goals of this activity are to encourage children to eat applesauce as a healthy snack and to recognize that fruits such as apples are an important part of healthy eating.

### OBJECTIVES:

- Children will work together to create no-cook applesauce.
- Children will practice math skills by measuring and combining ingredients.
- Children will practice fine motor skills by cutting up pieces of apple.
- Children will identify apples as a fruit.

### MATERIALS:

- |                       |   |
|-----------------------|---|
| – Blender             | – Metal table knives (not sharp)              |
| – 5 or 6 large apples | – Sharp knife (keep out of children's reach!) |
| – 2 pears             | – Wooden spoon                                |
| – Sugar               | – Paper plates                                |
| – Water               | – Vinyl food service gloves                   |
| – Brown sugar         | – Small bowls or cups                         |
| – Cinnamon            | – Spoons                                      |
| – Measuring spoons    | – Poster of MyPyramid for Kids                |

### PROCEDURE:

1. If possible, select several different types of apples and pears for this activity to make it easier to compare colors. Before the activity begins, wash all fruit well. Use the sharp knife to core the apples and pears and slice them into fourths. Leave the peel on the fruits. (Be sure to keep the sharp knife out of children's reach.)
2. Gather children at a table for the activity. Show children an apple and a pear. Help children identify each fruit. Identify the peel on the fruit, and talk about its color. Show children the bowls of fruit slices, and tell them that this is what the fruits look like when they are cut up. See suggested phrases below.
  - a. *Have you ever seen this? It's an apple. What color is this apple? Did you know that apples can be different colors? Some are red, and some are green, and some are yellow.* (Repeat with pear.)
  - b. *There's a special part of the apple on the outside called the peel. The peel helps protect the apple and keep the inside juicy. The peel also has vitamins in it that will help keep our bodies healthy.*

3. Show children MyPyramid for Kids. Remind children that there are different food groups, and that it is important to eat lots of different kinds of foods. Help children recognize that apples and pears are fruits. Point to the “fruit” bar on the pyramid. Tell children that fruits are one kind of food that helps keep our bodies healthy.
4. Ask children if they have ever eaten applesauce. Talk about what applesauce looks like and tastes like. Tell the children that today they will help make applesauce for a special snack.
5. Have all children wash their hands well. (For cleanliness, children should wear vinyl food service gloves during this activity.) Give each child a paper plate, a metal table knife, and a slice of apple and pear. Encourage each child to cut the fruit into small pieces. When children are finished, have them pour the fruit pieces into the bowl of the blender.
6. Show children the measuring spoon. Identify it as a measuring spoon, and explain to children that it helps us measure out exactly the right amount of food for the recipe. Compare the teaspoon and the tablespoon, and ask children which one is larger. Show children how to measure a level tablespoon of sugar, and how to pack the brown sugar into the tablespoon to measure it. Give children measuring tablespoons and small bowls of sugar or brown sugar. Encourage them to practice measuring.
7. Have one child add 1 Tbsp. of sugar to the blender bowl. Have another child add 2 Tbsp. of water, and another child add 2 Tbsp. of packed brown sugar. Have another child add 1 tsp. of nutmeg. Have another child give the cinnamon container four shakes into the blender bowl.
8. Put the lid tightly on the blender, and blend until the fruit reaches the consistency of applesauce. You may need to stop the blender and stir the fruits with a wooden spoon to ensure that all of the fruit gets blended. Ask children to describe what happens to the fruit when the blender is turned on. See suggested phrases below.
  - a. *What do you think will happen when we turn on the blender? The fruit will get blended up, so it looks like applesauce instead of pieces of apple. The blender has a blade in the bottom that blends up the fruit.*
  - b. *What is happening while the blender is running? We need to stop it now to mix it. When we mix it with a spoon, we are making sure all the fruit gets down to the bottom so the blade can blend it up.*
  - c. *What does it look like now?* (Use words like “thick,” “chunky,” or “smooth” to describe the texture.) *The peel makes it colorful. What colors can you see in the applesauce?*
  - d. *What do you think the applesauce will taste like? It will probably taste sweet, because fruit is sweet, and sugar is sweet.*
9. Pour the applesauce into small bowls or cups. Serve immediately or refrigerate until snack time.

## REFERENCE:

The procedure for this activity was developed by project staff. The applesauce recipe was adapted by project staff from recipes on [organizedhome.com](http://organizedhome.com), [nyapplecountry.com](http://nyapplecountry.com), and [weightwatchers.com](http://weightwatchers.com) web sites.

## ADAPTATIONS/EXTENSIONS:

**Math/Science:** Make several small batches of applesauce using different types of apples, or replacing the pear with other types of fruit. Make a batch without sugar, and have them compare the tastes with and without sugar. If children do not like the taste of nutmeg, make another small

batch without the nutmeg. Have children taste the different varieties of applesauce and select the one they like best. Encourage children to graph their choices on a class graph.

**Music:** Have children come up with a song about making applesauce. Choose a familiar children's song tune (e.g. "Twinkle, Twinkle, Little Star"), and help children come up with words to describe how to make applesauce. You might start with the line "Applesauce is really good." Ask children to think of words that rhyme with "good." Write the words they come up with on flip chart paper. Sing the completed song as a group.

**Art:** Make apple prints. Cut apples into different shapes. Encourage children to dip the apple shapes into paint and press them onto paper to create their artwork. Give children metal table knives and encourage them to cut apples into shapes to make prints.

**Field Trip:** Take children to an apple orchard. Show them apple trees, and talk about how apples grow. Introduce them to different types of apples. Help them compare the appearance, feel, and taste of the different apples. Encourage them to come up with other foods that can be made from apples.

### ***Awesome No-Cook Applesauce***

#### **Ingredients**

5 or 6 large apples	2 Tbsp. packed brown sugar
1 or 2 pears	1 tsp. nutmeg
1 Tbsp. sugar	Cinnamon
2 Tbsp. water	

#### **Instructions**

- Core apples and pear. Leave peel on fruits.
- Cut fruits into small pieces. Place pieces in the bowl of a blender.
- Add sugar, water, and brown sugar to the blender bowl. Shake a small amount of cinnamon into the blender bowl.
- Cover tightly. Blend until fruits reach the consistency of applesauce.
- You may need to stop the blender and stir fruit with a wooden spoon to ensure that all fruit is blended evenly.

***Serve immediately, or store in the refrigerator until serving time.***



# EAT HEALTHY, BE ACTIVE SCIENCE ACTIVITY

**TITLE: LET'S MAKE A HEALTHY FRUIT SALAD**

## **GOALS:**

The goals of this activity are to encourage cooperation as children to make a healthy and creative snack and to emphasize the importance of eating a variety of foods, including fruits.

## **OBJECTIVES:**

- Children will identify different types of fruits and discuss their characteristics (color, shape, smell, taste, etc.).
- Children will practice fine motor skills by cutting up fruit, mixing fruit salad, and serving themselves.

## **MATERIALS:**

- Healthy Bear puppet
- 4 or 5 different types of fresh fruit  
(e.g., bananas, strawberries, grapes, pears, apples, oranges, kiwi fruit)
- Large mixing bowl
- Smaller serving bowls
- Serving spoons
- Metal table knives (not sharp)
- Vinyl food service gloves
- Individual plates or bowls
- Small measuring cup or large serving spoon

## **PROCEDURE:**

1. Check with parents before planning this activity to be sure no children in the group have fruit allergies. (If some children are allergic, omit that fruit and replace it with a different one.)
2. Before the activity begins, wash all fruit well. Core apples and pears and cut them into fourths. Cut the tops off strawberries. Peel kiwi fruit. Place each type of fruit in a separate small serving bowl. If the cost of fresh fruit is prohibitive, canned fruit packed in light syrup is an acceptable alternative.
3. Have children wash their hands and sit in a small group around a table. (For cleanliness, children should wear vinyl food service gloves during this activity)
4. Introduce the activity by telling the children that a special visitor is coming to join them. Tell children that they are going to help Healthy Bear make a fruit salad for snack. Bring out Healthy Bear, and tell them that he wants to learn how to make a fruit salad.

5. Show the children each small bowl of fruit, and ask them to describe it to Healthy Bear. See suggested phrases below.
  - a. *Can you tell Healthy Bear what this fruit is called?*
  - b. *Those are bananas. What color are the bananas? What do bananas look like before they are cut up?*
  - c. *This outside part of the banana is the peel. It helps protect the banana and keep the inside soft. Let's take the peel off the banana and see what it looks like inside. What color is the inside?*
  - d. *Has anyone ever tasted a banana? What do bananas taste like?*
  - e. *Fruits have lots of nutrients that keep our bodies healthy, like vitamin C.*
6. Give each child some pieces of fruit and a metal table knife. Encourage children to cut up the fruits into small pieces and add them to the large mixing bowl. Give some children bananas to peel and slice with their knives. Give other children oranges to peel. Show children how to separate the orange sections and add them to the bowl. Allow others to add the grapes and strawberries to the bowl. (If you are using canned fruit, have the children help open the cans, drain the fruit, and add it to the mixing bowl.) Talk with children about how the outsides of the fruits look, and what they look like inside. See suggested phrases below.
  - a. *You are cutting up an apple. What color is the outside of the apple? The inside looks really different, doesn't it? It's white, and it has juice inside. What does the juice feel like?*
  - b. *This green fruit is a kiwi fruit. Has anyone seen a kiwi before? (Show children an unpeeled kiwi fruit.) Feel the outside. It's kind of fuzzy, isn't it? And look at how different it looks inside. If we cut this kiwi open, what do you think the inside would look like? It would be green like this kiwi, wouldn't it? Let's cut it open and find out.*
  - c. *This orange has a hard peel on the outside. What do you think it will look like inside? Have you ever tasted an orange? What does it taste like?*
7. Have children take turns stirring the fruit salad. Thank the children for helping, and encourage them to talk about what the fruit salad looks and smells like, and how good it will taste.
8. At snack time, have each child serve him/herself some of the fruit salad. Remind children that they helped create the fruit salad. Talk again about the different kinds of fruits in the salad, and what they taste like. Allow children to choose whether to try any fruits and which fruits to try. Allow children who are still hungry after their first portion to serve themselves more fruit salad.

## REFERENCE:

The procedure for this activity was developed by project staff.

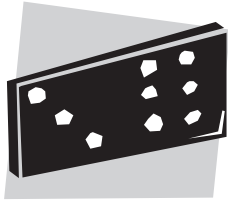
## ADAPTATIONS/EXTENSIONS:

**Math:** Have realistic food models available. Encourage children to divide them into different colors and to match the food models with the actual fruits before they are mixed into the salad.

**Art:** Make a fruit salad collage. Have children draw or cut out pictures of individual fruits and glue them to a large bowl. Encourage children to include fruits that were not in their fruit salad, as well as fruits they used.

**Language Arts:** Help children create and illustrate a recipe for fruit salad. Ask children to dictate the list of ingredients and to describe how they made the salad. Write down children's responses exactly as they say them. Make copies of the recipe for each child. Leave space at the top, and encourage children to draw a picture of their fruit salad on the recipe.





# EAT HEALTHY, BE ACTIVE MATH ACTIVITY

## TITLE: PATTERN PARTY

### GOALS:

The goals of this activity are to help children explore and refine their patterning skills and to learn more about fruits.

### OBJECTIVES:

- Children will copy and extend patterns using plastic fruit counters.
- Children will compare and contrast fruits, and discuss the similarities and differences among different types of fruit.

### MATERIALS:

- Pattern cards (see template)
- Plastic fruit counters
- Baskets
- Party hats
- Streamers, placemats, a centerpiece, and other party decorations
- Poster with words to Pattern Party Rhyme

#### **Pattern Party Rhyme**

Apples and oranges are fun fruits to eat.  
They make a healthy, yummy treat.  
When you see fruits, repeat after me.  
Get ready, set, and 1, 2, 3  
A healthy fruit pattern is what I see.  
Apple, orange, apple, orange, apple, \_\_\_\_\_

### PROCEDURE:

1. Before the activity begins, create a party atmosphere. Make the activity area look festive with a fun tablecloth, placemats, streamers, a centerpiece, etc. Place the plastic fruits in baskets in the middle of the table, and pattern cards and party hats at each chair for individual children.
2. Invite children to the Pattern Party. Encourage them to put on party hats. Tell them that patterns are things that occur over and over again. Provide some examples of patterns around the room. See suggested phrases below.
  - a. *We are going to have a Pattern Party with different kinds of fruits. A pattern is something that happens over and over again. Let's look around the room to find some patterns.*

- b. *There is a pattern in the material of your shirt, Johnny. The pattern is car, truck, car, truck, car, truck. What would come after the car? Yes, that's right, truck.*
  - c. *There is a pattern in the artwork that Omar created. The pattern is circle, circle, square, circle, circle, square. What would come next? Yes, that's right: circle, circle, \_\_\_\_\_ (square).*
3. Introduce the Pattern Party Rhyme and lead children in reciting it. Place a fruit pattern on the table for children to see. Say the pattern out loud as you point to the different fruits. At the end of the pattern, have children tell you what comes next. See suggested phrases below.
    - a. *I have some fruit in a pattern on the table. Let's say our rhyme and then see if we can tell what comes next in the pattern. (Recite the rhyme.)*
    - b. *What fruit comes next? Yes, you're right. Banana comes next in this pattern.*
  4. Encourage children to complete the patterns on their pattern cards. When children have mastered one pattern, give them a different pattern to complete. Children who have mastered several patterns could use blank pattern cards to create their own patterns. As children get more experienced with patterns, encourage them to complete more difficult patterns (e.g., "apple, pear, orange, apple, pear orange" or "apple, apple, pear, pear, apple, apple, pear, pear.")
  5. As children place fruits into the pattern, talk about what the fruits look like, what they smell like, what color they are, etc. Have them compare the different fruits.

#### REFERENCE:

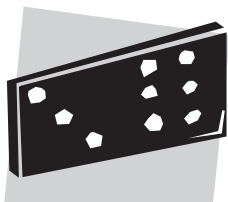
The procedure for this activity was developed by project staff.

#### ADAPTATIONS/EXTENSIONS:

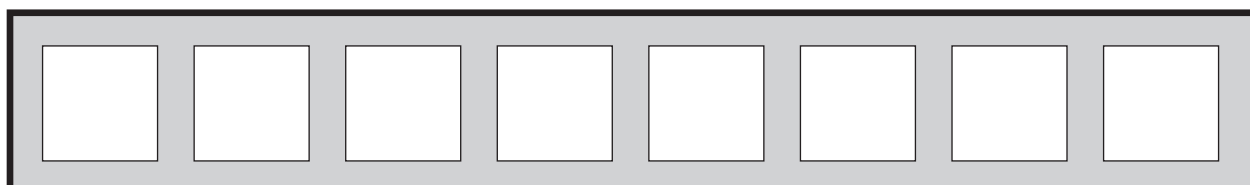
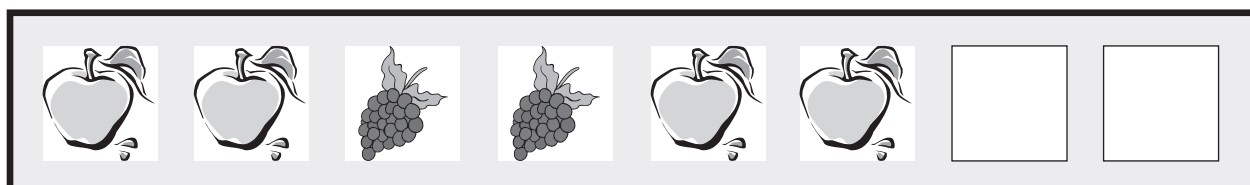
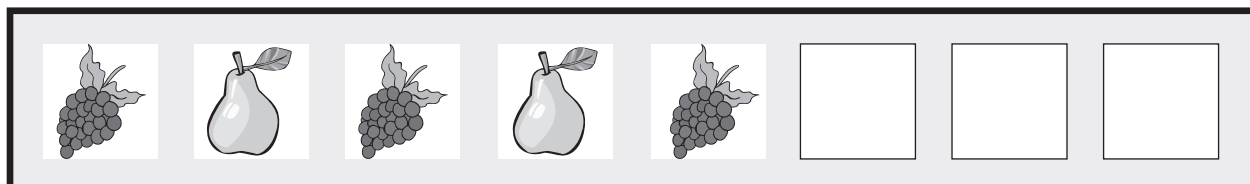
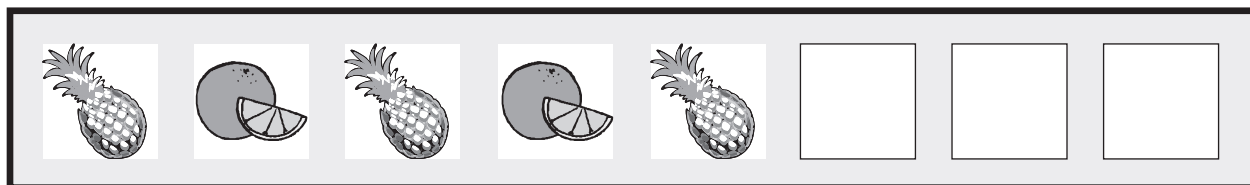
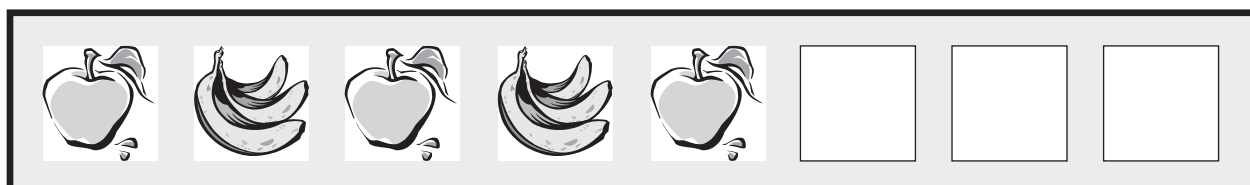
**Nutrition:** Have children list some foods they'd really like to eat at a party. Help them make sure there are a variety of foods from the grain, fruit, vegetable, milk, and meat/bean groups on their list. Have children help prepare and serve some of these foods.

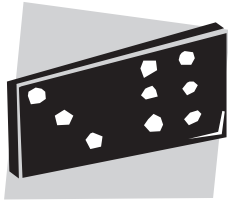
**Art:** Children can use fruit stamps or fruit stickers to create patterns on paper.

**Math:** Have the fruit pattern cards and fruit counters in the math area so children can practice patterns independently.



## PATTERN PARTY TEMPLATES





# EAT HEALTHY, BE ACTIVE MATH ACTIVITY

**TITLE: LET'S TASTE SOME VEGGIES!**

**GOALS:**

This activity will help children use all senses to explore the differences in different types of vegetables.

**OBJECTIVES:**

- Children will identify and describe different types of vegetables.
- Children will have the opportunity to sample different vegetables if they choose.

**MATERIALS:**

- Photos of different types of vegetables
- Whole vegetables (real or plastic) to match the photos
- Cut-up pieces of vegetables in the photos
- Bowl of low-fat ranch dressing
- Serving spoon
- Small bowls
- Small plates
- Toothpicks or plastic forks

**PROCEDURE:**

1. Before beginning the activity, wash all vegetables and cut them into bite-sized pieces. Some vegetables may be more palatable to children when they are cooked. You can lightly steam them, or cook them in the microwave.
2. Show children photos of different vegetables. Help the children identify the vegetables in the photos. Compare the photos to the real vegetables. Discuss the colors, shapes, sizes, smells, and tastes of the vegetables. Encourage children to talk about times when they have eaten these vegetables. See suggested phrases below:
  - a. *What does this look like? It's broccoli. Have you ever tasted broccoli? Broccoli is hard and crunchy.*
  - b. *What color is this broccoli? It's green, isn't it? How do you think the broccoli feels? It has lots of little stalks on it. I wonder if they make it feel sort of rough.*
  - c. *Broccoli and other vegetables have special nutrients in them that help keep our bodies healthy. Broccoli has lots of Vitamin A in it.*
3. Have children wash their hands well. Ask children who would like to taste the different vegetables. Give each child who wants to try the vegetables a small plate and several toothpicks

or a plastic fork. Allow them to place a spoonful of low-fat ranch dressing on their plates to use as a dip.

4. Show children how to pick up the vegetables with the toothpicks or forks and put them on their plates. Be sure that children use a clean toothpick or fork each time they take a vegetable from the serving bowl. As children choose their vegetables, talk about what the vegetables look and smell like, and encourage them to predict what the vegetables will taste like. Ask whether the vegetables taste different when they are dipped in the ranch dressing. (Include some unusual vegetables such as an avocado, eggplant, cauliflower, and radishes as well as more common vegetables such as carrots, corn, and peas.)
5. Allow children to choose whether to try any vegetables and which vegetables to try. Ask children who do sample the vegetables to describe what they feel and taste like. (Before serving vegetables, be sure that children are not allergic to any of the vegetables being served. Be sure not to push children to try vegetables if they don't want to, and not to reward children who do try them.)

#### **REFERENCE:**

The procedure for this activity was developed by project staff.

#### **ADAPTATIONS/EXTENSIONS:**

**Cooking:** Have children help prepare and serve a salad. Provide lettuce, tomato, green peppers, carrots, and other vegetables. Allow children to wash and cut up vegetables, toss them together, and serve the salad. Provide a low-fat dressing for children who want to try it.

**Art/Literacy:** Create a Favorite Vegetables mural. Have the children draw pictures of their favorite vegetables on small pieces of paper or cards. Help children write the name of the vegetable on their drawings. Encourage children to glue their pictures to a large piece of butcher paper. Allow children to cut out pictures of vegetables from magazines to add to the mural.



# EAT HEALTHY, BE ACTIVE OUTSIDE ACTIVITY

**TITLE:** FIELD DAY EXTRAVAGANZA

**GOALS:**

The goals of this activity are to encourage children's developing gross motor skills and to help children become familiar with a variety of fun physical activities.

**OBJECTIVES:**

- Children will use their gross motor skills to run races, jump in sack races, and run through an obstacle course.
- Children will recognize the importance of physical activity to keep their bodies healthy.
- Children will identify different types of foods and will recognize that eating a variety of foods is important for good health.
- Children will recognize that drinking water helps keep them healthy.

**MATERIALS:**

- Healthy Bear puppet
- Plastic models of healthy foods in all food groups (i.e., grains, fruits, vegetables, meats and beans, and dairy products)
- Two large bowls
- Stretchy body socks
- Whistle
- Gunny sacks or potato sacks
- Tricycles
- Paper or plastic bags to carry plastic foods
- Stop signs
- Drinking water and cups
- Signs to label stations
- Certificates of Merit for all children
- Objects for obstacle course:
  - ★ Climbing equipment
  - ★ Hula hoops
  - ★ Balance beams and mats
  - ★ Plastic traffic cones
  - ★ Crawling tunnels
  - ★ Objects to jump over
  - ★ Objects to crawl under

**PROCEDURE:**

1. Set up the playground before Field Day begins. Be sure there is enough space for each activity to happen without interrupting the other activities. Be sure that the distance for each race or course is an obtainable goal for the children in the group. The beginning and end of each race should have a visual cue for children (e.g., adult leaders, tape or chalk lines, or flags).
2. Select several of the following activities to include in Field Day:
  - a. **Fruit Salad Foot Races.** Divide the class into two teams. Spread a variety of plastic fruit models in the playing area. Have the children gather behind a starting line, and tell them

that they are going to work together to collect fruits that make a healthy fruit salad. Encourage team members to run out one at a time, pick up a fruit, say “I found a \_\_\_\_\_!”, and place it in a large bowl. When one child has finished, the next child can go out and collect a fruit. When all the fruits are collected, talk with the children about what fruits they found, what the fruits look and taste like, and what their favorite fruits are.

- b. **Stretchy Sock Show:** Provide children with stretchy body socks. Encourage children to climb into the body sock and make their body stretch in a variety of ways. Give them suggestions of directions to stretch their bodies (e.g., “Reach up high,” “Bend to the side,” “Touch your toes,” or “Stretch your arms behind you.”) Explain the importance of stretching. You might say, “*Stretching protects our muscles when we are playing or exercising. When we stretch, it helps our bodies be ready to move farther and easier. Stretching will help us so we will not hurt our bodies when we exercise.*” Children who are not in the body socks can imitate the stretches that the children inside the body sock are doing.
- c. **Silly Sack Races:** Distribute gunny sacks or potato sacks to children. Encourage each child to climb into the sack. Line up children behind a marked “start line.” Blow the whistle, and cheer them on as they jump to the “finish line.” Focus on how hard each child is working, and congratulate each child for making it across the finish line. (Focusing on who “won” the race is not developmentally appropriate for children at this age.) Discuss how physical activities like sack races, which make your heart beat quickly, are healthy for your body.
- d. **Colorful Foods Tricycle Course:** Tell children that Healthy Bear is there to watch them as they play a special game with their tricycles. Set up a course with a variety of obstacles to navigate around on tricycles. Station adults at several “stopping points” along the course. Place a large red Stop sign near each adult. Each adult should have a tray with plastic models of different healthy foods from all the food groups. Give each child a tricycle with a bag hanging from the handlebars, and have Healthy Bear tell them when to start navigating the course. Each time they come to a stop sign, they should stop and collect a different type of food from the adult’s tray. At the end of the course, have Healthy Bear work with the children to empty their bags and talk about the different types of foods they chose. Have additional food models available at the finish line to add to children’s variety. Help them be sure that they have foods from all of the food groups in their bags.
- e. **I Want to be Active Obstacle Course:** Arrange an obstacle course for children to follow. The obstacle course could include things to climb over, things to crawl under, hoops to jump through, plastic cones to navigate between, tunnels to crawl through, balance beams to walk across, and other obstacles. Before children begin the course, explain that climbing and jumping and crawling and running are all types of exercise that help keep their bodies healthy. Cheer on children as they navigate the obstacle course. When they complete the course, award each child a Certificate of Merit.
- f. **Water Station:** Set up a water station with large jugs of drinking water and cups. Encourage children to take a water break after they have participated in a few activities. Station a teacher near the water jugs to supervise the filling of cups. Teachers at this station should explain to children that drinking water is healthy. See suggested phrases below:
  - 1) *Water helps our muscles work so we can keep exercising.*
  - 2) *When we exercise, our bodies get hot. We start sweating to help our bodies cool off. When*

*we sweat, we lose water that our bodies need. It's important to drink water when we are sweating. Otherwise we may get really thirsty and tired.*

*3) Even when we are playing quietly, our bodies get thirsty and need more water. When you feel thirsty, water is a great thing to drink. It helps your body stay healthy.*

3. While children are participating in activities, teachers can reinforce three important ways that children can help keep their bodies healthy: (a) by exercising; (b) by eating a variety of foods from different food groups; and (c) by drinking plenty of water.
4. Be sure to maintain a non-competitive atmosphere throughout all of the games. Award certificates to everyone, and remind children that everyone is a winner when they practice healthy habits.

## REFERENCE:

The procedure for this activity was developed by project staff.

## ADAPTATIONS/EXTENSIONS:

**Additional Field Day Activities:** Come up with other active group games to include in Field Day. Some examples include Simon Says, Red Light/Green Light, Amoeba Races, and various forms of tag. Be sure the games are non-competitive. Be creative, and encourage children to help you come up with ideas!

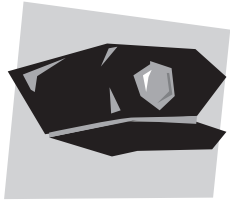
**Family Involvement:** Field Day is an excellent family involvement activity. Send letters home informing families about the events. Ask for volunteers to set up, clean up, staff some of the activity stations, create certificates, and help groups of children move from station to station. Send thank-you notes to volunteers when the activity is over.

**Social Skills:** Invite another class or the entire school to participate in Field Day. Ask other teachers to design and manage activities that all children can participate in. Encourage children to choose a partner from a different class and work together to complete some of the activities.

**Language:** Take photographs of Field Day activities. Invite children to dictate stories about their experiences during Field Day and choose pictures to illustrate the stories. Punch holes in the pages of the story and tie the pages together with yarn or ribbon to make individual Field Day books.

**Nutrition:** After the Fruit Salad Foot Races, have cut-up samples of fruits for children to taste. Encourage children to describe what the fruits taste like. Ask which fruits are their favorites. (Before serving fruits, be sure children are not allergic to any of the fruits being offered. Be sure children wash their hands immediately before eating the fruits.)





# EAT HEALTHY, BE ACTIVE DRAMATIC PLAY ACTIVITY

**TITLE: THE SNACK SHACK**

**GOAL:**

The goal of this activity is to reinforce the concept that eating a variety of foods is important for good health.

**OBJECTIVES:**

- Children will practice self-concept and social skills as they act out the roles of customer, cashier, and cook.
- Children will choose a variety of healthy snacks from the options offered.

**MATERIALS:**

- Variety of plastic models of healthy snack foods (e.g., fruits, vegetables, whole-wheat bread or crackers, lean meats, peanut butter, milk, etc.)
- Cash register with play money
- Table to be used as ordering counter
- Child-sized tables and chairs
- Background music
- Aprons
- Chef's hats
- Order pads and pencils
- Serving trays
- "To-go" bags
- Napkins
- Plastic serving dishes (plates, cups, forks, spoons)
- Menu board
- Food picture cards
- Snack Shack signs: "Welcome to the Snack Shack," "Order Here," "Food Preparation," and "Pick-Up"
- Name tags for employees

**PROCEDURE:**

1. Set up the materials in the dramatic play area to resemble a snack bar, with a food preparation area, an order counter, and tables and chairs for customers. Hang a sign that says "Welcome to the Snack Shack" near the entrance. Put up signs that read "Order Here," "Food Preparation," and "Pick-Up" in the appropriate areas. Put up a menu board at the order counter. Each item on the menu should be labeled with a picture as well as words. Create individual food cards with pictures and words for each menu item. (Children will use these cards to order their snacks.)
2. Introduce the Snack Shack to children. Begin by discussing what happens at each station ("Order Here," "Food Preparation," and "Pick-Up"). Hold up the menu board and food cards. Explain that customers can use the cards to order their snacks. Encourage children to choose a variety of foods to create a delicious snack.

3. Explain the items located in the dramatic play area. Discuss the various roles that children can act out, including server, cashier, table cleaner, customer, cook, etc. Give examples of how children can place an order from the menu.
4. Encourage children to pretend that they are visiting the Snack Shack.

### REFERENCE:

The procedure for this activity was developed by project staff.

### ADAPTATIONS/EXTENSIONS:

**Math:** Children can count the number and calculate the cost of food items ordered.

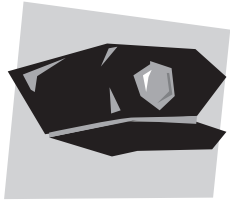
**Art:** Children can create Snack Shack décor with a healthy theme in mind. Encourage children to create pictures of healthy foods and activities on tablecloths, wall hangings, etc. Have children create collages of people exercising to decorate the walls of the Snack Shack.

**Movement:** A section of the Snack Shack could be reserved for movement and exercise activities such as jump rope, weight lifting, stretching, etc.

**Language:** Provide children with comment cards. Explain that we use comment cards to tell business owners if we liked their food or not. Invite children to write or draw their comments or suggestions about the Snack Shack and drop them into the Comment Box. Read the comments to the children during a later group activity, and talk about how the Snack Shack could be improved.

### EXAMPLES OF “SNACK SHACK” FOOD SELECTIONS

- |                 |                              |
|-----------------|------------------------------|
| – Apples        | – Green or Red Pepper Strips |
| – Oranges       | – Broccoli                   |
| – Bananas       | – Baked Chicken              |
| – Pears         | – Sliced Ham                 |
| – Peaches       | – Sliced Turkey              |
| – Grapes        | – Trail Mix                  |
| – Strawberries  | – Dried Fruit                |
| – Milk          | – Cheese Cubes               |
| – Juice         | – Whole Wheat Crackers       |
| – Carrot Sticks | – Whole Wheat Bread          |
| – Celery Sticks | – Peanut Butter              |



## EAT HEALTHY, BE ACTIVE DRAMATIC PLAY ACTIVITY

**TITLE:** BOP 'TIL YOU DROP DANCE STUDIO

**GOAL:**

The goal of this activity is to encourage children to act out dance moves as they explore a type of physical activity that can help keep their bodies healthy.

**OBJECTIVES:**

- Children will role-play a variety of dance moves.
- Children will discuss the importance of physical activity in keeping their bodies healthy.
- Children will discuss the importance of stretching before and after physical activity and will demonstrate a variety of stretches.

**MATERIALS:**

- Dance costumes
- Leotards
- Ballet slippers and toe shoes
- Tap Shoes
- Dance bags
- Dance props (ribbons, scarves, etc.)
- Water bottles or cups
- CD player and variety of music
- Posters and photos of dancers
- Poster of 5 ballet positions
- Posters of stretches
- Children's books about dancing
- Copies of dance magazines
- Full-length mirrors
- Large hollow blocks or mats(optional)

**PROCEDURE:**

1. Before the activity begins, set up the dramatic play area to resemble a dance studio. Place mirrors along a wall or in the corners. Set out a variety of dance costumes and props. Hang photos and posters of dancers on the walls at children's eye level. Use large hollow blocks or mats to create a dance floor/stage. Set up the CD player and a variety of dance music (classical, jazz, etc.).

2. Explain to children that they are going to have a chance to pretend to be dancers. Ask if any of them know how to dance. Choose volunteers to share dance moves that they have learned. Share pictures of different people in costume performing a variety of multi-cultural dances.
3. Ask whether any of the children have taken dance classes, such as ballet or tap. Explain that these are special kinds of dance that some people like to do. If possible, play a video or DVD of a ballet, tap, or other dance performance. Talk about what the dancers are doing. See suggested phrases below:
  - a. *Some of these dancers are doing ballet. They have on special shoes so they can balance on the very tips of their toes.* (If possible, pass around a pair of toe shoes, or share a photo of a ballet dancer wearing toe shoes.)
  - b. *These dancers are doing a kind of dance we call tap. They have special metal plates on the bottoms of their shoes. Those plates make a clicking sound when they move their feet. The clicking, or tapping, is part of the dance.* (If possible, pass around a pair of tap shoes, or play a recording of tap dancing.)
  - c. *Some dancers wear special clothes. This is called a leotard* (Show an example or picture of a leotard), *and it's what a lot of dancers wear when they are practicing. It fits their bodies tightly, so they won't trip on their clothes and get hurt. Some dancers wear fancy costumes when they perform. Look at this costume.* (Show an example or picture of a dance costume.) *It's really sparkly.*
4. Explain to children that dancing is a kind of exercise that can help keep our bodies healthy by making our hearts beat faster. Refer to the “Healthy Bear Says Move” large group activity for more information on explaining the heart to children.
5. Introduce children to the dramatic play area. Encourage children try on costumes from the dance apparel available.
6. Lead children through a stretching activity. Remind them that it is important to stretch our muscles before starting a physical activity. Some stretching activities might include:
  - a. *Sitting on the floor with legs spread and reaching for toes*
  - b. *Reaching for the ceiling*
  - c. *Bending from the waist while reaching from side to side*
  - d. *Bending forward and reaching for toes while standing*
  - e. *Deep breathing*
7. Play music and encourage children to explore movement that is inspired by the music. Some suggested activities are listed below:
  - a. When playing slow music the teacher might demonstrate graceful and controlled movements and say, *“When you move your body slowly and hold a position, you are building muscles that keep your body healthy.”*
  - b. When playing fast music the teacher might demonstrate hip shaking or jumping and say, *“When you move your body fast to the music, it makes your heart beat faster, which is good for keeping your body healthy.”*
8. Encourage children to try out different types of dance (including ballet, tap, modern dance, and others). Provide photos, books, and videos to help them become familiar with different types of dance. Encourage children to use different body parts while dancing. As children are dancing, ask them to talk about what body parts they are using and remind them that dancing is an activity that helps you maintain a healthy body. See suggested phrases below:

- a. *Move your arms above your head. When you do this it will make your heart beat faster, which helps keep your body healthy.*
  - b. *Can you use your legs to jump way up high? How does it feel when you twist from side to side using your waist? Dancing is a great way to build your muscles and help you stay fit.*
9. When children have been dancing for a while, explain that their bodies are working hard and may need water. Take a group water break, or fill individual water bottles and encourage children to sip water when they are thirsty. A suggested phrase might be:
- a. *Whenever you have done lots of dancing, your body works hard and gets hot. You need to take a break and drink some water. Water will help cool you down and keep you safe while you exercise.*
10. When children get ready to leave the Bop 'Til you Drop Dance Studio, remind them of the importance of stretching at the end of physical activity and encourage them to do some stretches to cool down their bodies.

## REFERENCE:

The procedure for this activity was developed by project staff.

## ADAPTATIONS/EXTENSIONS:

**Follow the Dance Leader:** Ask a child to lead the group in a dance while others in group copy the dance moves.

**The Stroll:** Ask children to create two parallel lines (with teacher help if needed). Children at the head of each line create a pair and dance down the aisle created by parallel lines.

**Visitor:** Have a variety of different dancers come and demonstrate dance moves with the children. The dancers might bring a variety of dancing apparel/shoes to discuss the different types of dance. Encourage visitors to teach dance moves to the children, and encourage children to incorporate the different dances into their dance routines.

**Art:** To cut down on the expense of dance costumes, create an art studio where children can design their own costumes. They could decorate old t-shirts, pieces of fabric, old pajamas, house slippers, and/or large pieces of paper and put them together to make dance costumes. Supply a variety of materials (e.g., sequins, paint, ribbons, crepe paper streamers, buttons, glitter, etc.) and encourage the children to create costumes that best express their personalities.



# EAT HEALTHY, BE ACTIVE

## DRAMATIC PLAY ACTIVITY

**TITLE:** WORKOUT WORLD

**GOAL:**

The goal of this activity is to encourage children to explore the importance of exercise to keep their bodies healthy as they pretend to work out in a gym.

**OBJECTIVES:**

- Children will role-play exercising at the gym.
- Children will discuss the importance of exercising to keep their bodies healthy.
- Children will recognize the importance of drinking water while they are exercising.

**MATERIALS:**

- |  |                         |
|--|-------------------------|
| – Large mirror   | – Tape measures         |
| – Exercise mats  | – Water bottles         |
| – Scale  | – Wrist bands           |
| – Jump ropes   | – Muscle shirts         |
| – Hula hoops   | – Small towels          |
| – Large exercise or balance balls  | – Weight bench          |
| – Stretchy fitness bands   | – CD player and music   |
| – Small hand weights   | – Clipboards with paper |
| – Balance beam   | – Fitness magazines     |
| – Posters illustrating exercises, muscles, and stretches   |                         |
| – Photos of people exercising on gym equipment (stationary bicycles, stair-climbers, elliptical machines, treadmills, weight machines, etc.) |                         |

**PROCEDURE:**

1. Before the activity begins, set up the dramatic play area to look like a workout gym. Hang posters on the walls at children's eye level. Arrange workout "areas" with the different types of equipment. Place magazines in a rack or on a table. Set up a weighing and measuring station with a scale, measuring tapes, and clipboards and pencils to be used to record measurements.
2. Introduce children to the activity by explaining that a gym is a place where some people go to exercise. Explain the various items in the dramatic play area and show how each is used at the gym during exercise. Show photos of people working out on stationary bicycles, stair-climbers, elliptical machines, weight machines, and other gym equipment, and explain what they are used for. See suggested phrases below:

- a. *It is important to keep our bodies healthy. There are many ways to exercise. Can you think of any? You can ride a tricycle, go for a walk, or even rake the yard.*
  - b. *Sometimes people exercise at a special place called a gym. They have weights to help build muscles and machines that will make their heart beat faster and keep their lungs healthy.*
3. Encourage children to pretend they are at the gym. Some suggested roles and activities are listed below:
- a. *Some children might want to be personal trainers. They might weigh in clients, measure their height, and take measurements of their legs, waist, bicep, etc. The personal trainer can write down the measurements on the clipboard and check them again at the end of the workout session. (Be sensitive to children's feelings about being weighed and measured. No child who feels uncomfortable should be pushed to participate.)*
  - b. *Some children might want to lead an exercise class. The teacher could get this activity started by pretending to lead children in an aerobics or yoga class until the children grasp the concept of exercising in a gym. (Supervision and good role modeling are essential here. No child should be yelling at other children to work harder, lift more weight, etc. Teach them how to encourage each other without hurting each other's feelings.)*
  - c. *Simple exercises that are easy to do to music include: jump and run, twist and shake, run in place, bend and stretch, etc.*
4. Explain that one way of “burning energy” is by increasing our heartbeats. (See the “Healthy Bear Says Move” large group activity for ideas about how to explain heart rate to children.) Encourage children to stop during their workouts, find their pulse, and see whether their hearts are beating faster. See suggested phrases below:
- a. *The slower our heart beats, the less energy we burn. When we increase our heartbeats for a long period of time, we burn energy.*
  - b. *Some activities — like riding a bike or running — make our hearts beat really fast and use a lot of energy. Other activities — like watching television — do not make our hearts beat fast and do not use much energy. It's important to do some activities that make our hearts beat fast every day.*
5. Explain that our bodies work hard and get hot when we exercise. It's important to drink water to keep our bodies working while we're at the gym. Make pretend water bottles available, and encourage children to take frequent water breaks during their workouts.

## REFERENCE:

The procedure for this activity was developed by project staff.

## ADAPTATIONS/EXTENSIONS:

**Field Trip:** Arrange for a visit to a local, family-friendly workout center. Work with the gym's owner to set up opportunities for children to observe aerobics classes, weight training, and other activities. If possible, arrange for children to test out some gym equipment.

**In-class Visitor:** Invite a weight trainer, aerobic instructor, or coach to talk about their jobs and give the children a demonstration.

**Workout World Snack Shack:** Have a snack bar set up in Workout World with pretend healthy snacks and drinks for children to purchase.





## EAT HEALTHY, BE ACTIVE LITERATURE

Please understand that these books are only possible suggestions. Teachers need to evaluate each book to decide whether it is appropriate for the children in their classroom. Books may need to be adapted depending on the developmental level of the children. This list does not include all children's books related to this topic.

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Feeney, K. (2001). *Get Moving: Tips on Exercise*. Mankato, MN: Capstone Press.

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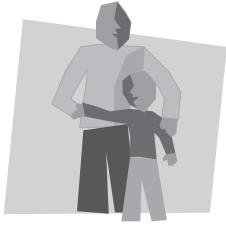
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- Rabe, T., & Ruiz, A. (2001). *Oh, The Things You Can Do That Are Good For You!* New York: Random House.
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- Sharmat, M., Dewey, A., & Aruego, J. (1983). *Gregory, The Terrible Eater*. New York: Scholastic.
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## EAT HEALTHY, BE ACTIVE FAMILY TAKE-HOME MATERIALS: Starting Out Right with a Healthy Breakfast

Eating breakfast is one important way to keep your children healthy. Breakfast gives your children energy that will help them to be ready to play and learn at school. Here are some things to think about as you plan healthy breakfasts for your children.

### **Use MyPyramid for Kids.**

Make sure you include a variety of foods from different food groups (i.e., grains, fruits, vegetables, milk products, and meat and beans) in your children's breakfast. Go to [www.mypyramid.gov](http://www.mypyramid.gov) for more information on MyPyramid for Kids.

### **Serve whole grains.**

At least half of your children's grain servings every day should come from whole-grain foods. Consider serving whole-grain cereals, 100% whole-wheat bread, or oatmeal for breakfast to get a jump-start on the whole grains.

### **Be creative!**

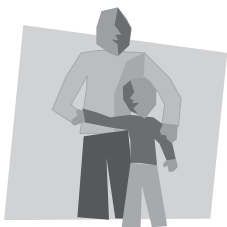
You don't have to serve only traditional "breakfast" foods in the morning. Spice up your breakfast menu with some non-traditional choices every once in a while. Your children might think it's fun and different to try baked chicken, a peanut butter sandwich, a baked potato, or even veggies and low-fat dip for breakfast!

### **Make it fun.**

Allow your children to mix food color into their milk, and talk about what color it turns. Encourage your children to help you make a simple breakfast like scrambled eggs. Keep a chart of what you have for breakfast each day, and let your children "vote" on their favorite breakfast foods.

### **Let your children choose.**

When breakfast time comes, let your children serve themselves, and decide when they are full. *Don't* require children to "clean their plates" before leaving the table. Introduce new foods for breakfast, but let your children decide whether or not to try them, and how much to eat of them. And remember that most children need to experience a new food several times before they are willing to try it, and they need to try it several times before they are willing to eat it regularly.



## EAT HEALTHY, BE ACTIVE

### FAMILY TAKE-HOME MATERIALS:

### Tips to Get Your Family Moving

Many children don't get enough exercise every day to keep their bodies healthy. The USDA recommends that children and adolescents get at least 60 minutes of physical activity nearly every day. That may sound like a tall order, but being physically active doesn't have to be difficult. Here are some tips to make exercise a fun part of your family's life.

#### **Schedule it in.**

Even if your schedule is busy, find ways to keep your family active every day — including adults as well as children. The good news is that you don't have to carve out a 60-minute block of time every day. Even short stretches of activity (such as 15 minutes riding bicycles in the evening or a 10-minute game of tag) can help increase your family's fitness.

#### **Be a role model.**

Your children learn their attitudes about exercise from you. If you show them that it's fun to be active, they are more likely to try it. Find physical activities you enjoy, and involve your children in them.

#### **Turn off the TV.**

Children who spend a lot of time watching television, playing video games, or browsing the web on their computers are less likely to be physically active. Choose at least one day a week as "turn off the TV day." Instead of watching TV that day, play hide and seek together, go for a bike ride, or take a walk to the playground.

#### **Try something new.**

Exercise can get boring if you do the same old thing every day. Choose a new activity and try it out as a family. Find a local rink and go roller skating or ice skating. Take a trip to the bowling alley. Take an afternoon hike. Find a place that rents canoes and take a family canoeing trip. Your new activities don't have to be expensive. Anything that gets your family moving will work.

#### **Play games.**

A good game of tag or hide and seek can get your children's hearts beating. Set up an obstacle course, and take turns climbing, crawling, and jumping. Have a hula-hoop or jump-rope contest.

#### **Get your pets involved.**

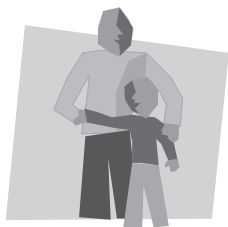
Especially if you have a dog, you have a built-in exercise partner. Taking the dog along may make that routine walk seem more fun. If you don't have a dog, many local animal shelters are looking for volunteer dog-walkers.

**Do it together.**

Make physical activity something you enjoy doing together as a family. Plan exercise into your week, and make it a time to talk and laugh with your children.

**Start out small.**

You don't have to change your family's exercise habits in one day. Choose a few easy ways to add more activity to your lives, and build from there. Even small changes can make a big difference in your family's health!



# MY HEALTHY BODY INTERACTIVE BULLETIN BOARD: *Cooking up a Daily Diet*

## GOAL:

This goal of this interactive bulletin board is to encourage parents to help children select appropriate foods from the various food groups to create a balanced diet for one day.

## OBJECTIVES:

- Children and parents will work together to sort foods into groups.
- Children and parents will create a healthy daily diet by choosing a healthy variety from the foods provided.

## MATERIALS:

- Bulletin board with background, border, and caption “Cooking Up a Daily Diet”
- Large MyPyramid for Kids ([www.mypyramid.gov](http://www.mypyramid.gov))
- Colored plates with Velcro for the appropriate number of servings from each food group for young children
- Large pocket in the shape of a soup pot to hold the food cards
- Picture cards representing a variety healthy foods in each of the five food groups, with Velcro on the back of each card (see note below)
- Directions for the activity, placed in the lower right hand corner of the board
- Additional pictures of healthy foods from magazines (optional)
- Chef hats and aprons for children and adults to wear
- MyPyramid for Kids handout for parents

## PROCEDURE:

1. Set up the bulletin board in an area where parents and children can access it easily. See diagram on p. 67 for details.
2. Place the directions sheet (on p. 67) in the lower right corner of the bulletin board.
3. Place the MyPyramid for Kids handouts on or near the bulletin board in a pocket or basket labeled “Take One.” Parents can take this home for further reading.
4. Hang aprons and chef’s hats near the bulletin board.
5. Introduce the bulletin board to parents and children. Encourage parents to read the directions to their child and complete the activity together.

## REFERENCES:

The procedure for this activity was developed by project staff.

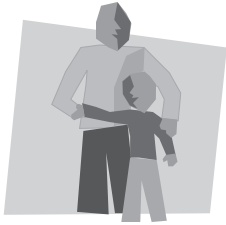
### **ADAPTATIONS/EXTENSIONS:**

**Nutrition:** Children can plan a meal by choosing what they would like for breakfast, lunch, dinner, and snacks. Parents can write it down and find the corresponding foods from the food cards to put in the pyramid. Parents can talk to children about how important it is to eat a variety of foods for that day. For instance, if the child chooses to eat all cookies and no vegetables, parents might suggest choosing some vegetables.

**Art:** Provide construction paper and markers or crayons so parents and children can draw pictures of their family's favorite foods to add to the food cards.

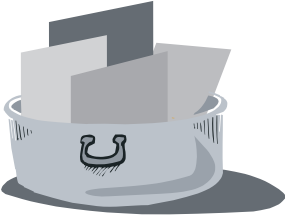
**Snack:** Have a healthy snack and copies of the snack recipe available near the bulletin board, along with a handout listing some healthy snack ideas.

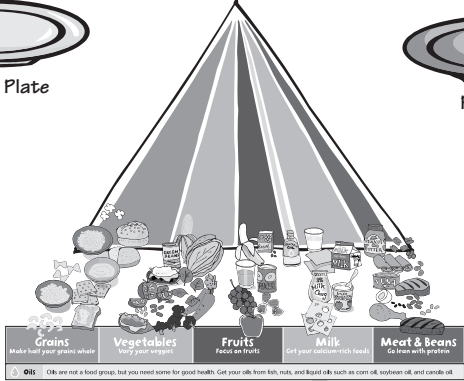
NOTE: To simplify this activity for parents and children, be sure the food cards do not include “combination” foods such as pizza or macaroni and cheese that should be placed in more than one group. Mark the back of each food card with the name and color of the appropriate food group, so parents can help their children sort the foods into the correct groups.



# MY HEALTHY BODY INTERACTIVE BULLETIN BOARD: Cooking up a Daily Diet

## COOKING UP A DAILY DIET







**MyPyramid** For Kids

**How to Cook up a Daily Diet**


- Put on the apron and chef hat so that you can “cook up” a daily diet.
- Choose a food card from the large pot.
- Place the food on the colored plate that matches its appropriate food group.
- If there is no more space in that food group, place the food back in the pot and select another food. (The number of Velcro squares on each plate matches the number of daily servings that young children should get from that food group.)
- After the pyramid is complete, talk about the kinds of foods your child has chosen for the day. Make sure he/she has chosen a good variety of different foods.




Green Plate




Red Plate



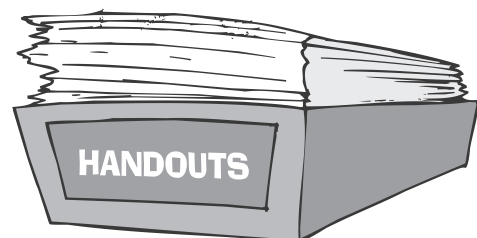
Lt. Blue Plate

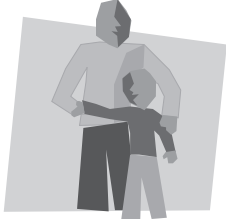


Orange Plate



Purple Plate



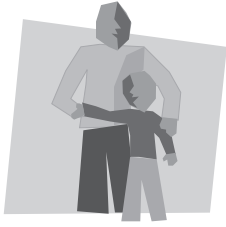


## MY HEALTHY BODY INTERACTIVE BULLETIN BOARD: Cooking up a Daily Diet

### How to Cook up a Daily Diet

- Put on the apron and chef hat so that you can “cook up” a daily diet.
- Choose a food card from the large pot.
- Place the food on the colored plate that matches its food group.
- If there is no more space in that food group, place the food back in the pot and select another food. (The number of Velcro squares on each plate matches the number of daily servings that young children should get from that food group.)
- After the plates are full, talk about the kinds of foods your child has chosen for the day. Make sure he/she has chosen a variety of different foods.





# MY HEALTHY BODY FAMILY NIGHT WORKSHOP: Family Nutrition Night

## GOAL:

This goal of this activity is to help families recognize the importance of feeding their children healthy foods, using MyPyramid for Kids as a guideline.

## OBJECTIVES:

- Families will learn the basics of MyPyramid for Kids.
- Families will develop strategies for teaching their children to make healthy food choices.
- Families will create and sample healthy snacks.

## MATERIALS:

- Guest speaker
- Ingredients to create healthy snacks
- Recipe cards
- Cups, plates, napkins, bowls, and serving utensils
- Handouts with copies of recipes and copies of MyPyramid for Kids ([www.mypyramid.gov](http://www.mypyramid.gov))

## PROCEDURE:

1. Invite a community health professional (e.g. Cooperative Extension Agent or nutrition educator) to discuss the importance of preparing healthy and nutritious snacks and meals for families. (In Georgia, you can find your county Extension agent online by clicking “local experts” at [www.fcs.uga.edu/ext/index.php](http://www.fcs.uga.edu/ext/index.php). You may also find childhood nutrition experts at your local health department or hospital.) Ask the speaker to include information on MyPyramid for Kids, the types of foods that are most important for a healthy diet, tips for making feeding time stress-free, ways to encourage children to make healthy food choices, and other tips for preventing childhood overweight and associated health problems.
2. After the speaker presents the information, give the parents an opportunity to prepare a healthy snack for themselves. Set up different “stations” around the room, and provide recipes for simple, healthy snacks that young children might enjoy. Make recipes for each snack available so parents can create the snacks at home.

## REFERENCES:

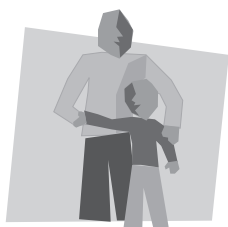
The procedure for this activity was developed by project staff.

## ADAPTATIONS/EXTENSIONS:

**Portion Practice:** Help parents understand portion sizes by placing a variety of real or plastic

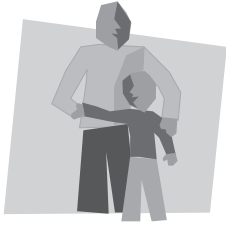
foods on a table, along with measuring spoons and cups that represent appropriate portions for young children. Have parents fill a plate with portions of foods to create a particular meal or snack. Help parents understand the importance of teaching children that they can take more food if they are still hungry, and that they need to stop eating when they are full, even if there is food left on the plate. The nutrition educator could assist with this activity.

**Parent-Child Night:** Invite families to come to a “fun foods” workshop together. Set up various stations around the room, and encourage parents and children to create healthy snacks together. Help parents encourage children to describe what the foods taste like.



# MY HEALTHY BODY ACTIVITY CALENDAR: A Month of Activities to Promote Healthy Eating and Exercise

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY	SATURDAY
<b>Awareness Week</b>	<b>Healthy Bodies</b> Discuss the importance of healthy foods and the importance of physical activity with your child.	<b>Fruit and Vegetable Sort</b> Have your child sort a basket of mixed fruits and vegetables into groups. Talk about the importance of eating fruits and vegetables.	<b>My Healthy Story</b> Write a story with your child about a family that eats healthy foods and exercises. Work together to illustrate your story and make a book.	<b>Stopping When You're Full</b> Allow children to serve themselves during a meal. Encourage them to take a small portion, to take more if they are still hungry, and to stop eating when their stomachs feel full.	<b>My Physical Fitness Field Trip</b> Take your child to visit the local gym, ballpark, roller rink, or playground. Talk about the importance of physical activity.	
<b>Nutrition Week</b>	<b>Our Weekly Meal Plan</b> Using MyPyramid for Kids, help your child create a weekly meal plan for your family. Encourage your child to choose a mix of foods from all groups.	<b>Sorting the Cabinets</b> Clean out your kitchen cabinets and have children sort the foods by food groups. Make a list of the foods that you need from the grocery store.	<b>Grocery Store</b> Help your child create a grocery store in your home. Cut out pictures of foods from magazines, or use real food from your kitchen. Go "shopping" at your child's grocery store.	<b>Daily Log</b> Help your child keep a daily log of the foods that you eat at dinner (with pictures and/or words). Talk about the different kinds of foods that you eat.	<b>Snack Party</b> Invite a friend over for a healthy snack, such as homemade applesauce or veggies and dip. Have your child and the friend help create the snack.	
<b>Nutrition Week</b>	<b>Hydration Station</b> Discuss how drinking water is good for your body. Provide a "Hydration Station" at home with water that your child can serve himself/herself.	<b>Picture Grocery List</b> Have your child create a grocery list by drawing pictures of healthy foods. When you go grocery shopping, your child can find the things on his/her list.	<b>Healthy snack</b> Work with your child to create a healthy fruit salad. Wash and cut up different fruits and mix them together. Have your child serve the fruit salad to the family.	<b>Healthy Art</b> Create an art collage with your children using pictures of healthy foods cut out of magazines.	<b>Sweet Delight</b> Have a bowl of fruit instead of a sugary snack or dessert. Encourage your child to name his/her favorite fruits.	
<b>Physical Activity</b>	<b>Fitness</b> Encourage your child to list three favorite physical activities. Pick one and do it together.	<b>T.V Turn-off Day</b> Turn off the T.V. today. Go for a ride on your bike instead	<b>Wonderful Walks</b> Talk to your child about how being active helps to keep your heart healthy. Take a brisk walk. Stop occasionally to feel your heart beat faster.	<b>Silly Stretches</b> Talk to your child about the importance of stretching. Do some stretches with your child.	<b>Cleaning for Fitness</b> Turn on some fun music, get out the cleaning supplies, and get moving.	



## MY HEALTHY BODY BACKPACK ACTIVITY: Fixing a Healthy Breakfast

Dear Families:

This week, we have been learning about the importance of eating breakfast and the importance of eating a variety of foods to keep our bodies healthy. Enclosed is a simple game to help reinforce the importance of breakfast.

1. Place the laminated “plate” on a table. Spread out the food pictures so your child can see them easily.
2. Tell your child that you are going to help them choose a healthy breakfast.
3. Review the food groups on the MyPyramid for Kids handout.
4. Encourage your child to choose a food that he/she would like to eat for breakfast and place it on the plate. Help your child select foods from different food groups to create a balanced meal. If you child chooses cereal and toast, for example, you might suggest a fruit or milk to complete the meal.
5. Remember that your child doesn’t have to stick to just traditional breakfast foods. If your child wants to include less traditional foods like a baked potato, peanut butter sandwich, or veggies and dip for breakfast, congratulate him/her on choosing a balanced meal.
6. Once your child has created a healthy breakfast, you might consider serving those foods for breakfast the next day. Remind your child that these are the choices he/she made in the Healthy Breakfast game.
7. The game can be repeated numerous times. You could also encourage your child to create a healthy lunch, dinner, or snack from the food cards. You might also cut out pictures from magazines to add to the food cards.

**Material Enclosed:**

- Laminated plate handout
- Food model cards
- MyPyramid for Kids handout (go to [www.mypyramid.gov](http://www.mypyramid.gov) for more information)

# INTRODUCTION TO THE TRAINING GUIDE

In this section, you will find a training guide for leading early childhood teachers through a workshop that addresses the lessons and activities in the Eat Healthy, Be Active Curriculum unit. The training guide includes the following sections:

- Goal of the Eat Healthy, Be Active curriculum unit
- Objectives associated with the curriculum unit
- Preparation needed to conduct the workshop
- Materials needed to conduct the workshop
- Suggested activities to carry out during the workshop

## **Structure of Workshop**

The lesson is designed to provide for hands-on exploration of the activities contained in the curriculum unit, as well as group discussions about the educational significance and application of the activities in the early childhood classroom. For example, after introducing the lesson with a large group activity, you will find several questions to ask the participants. Questions are designed to facilitate participants' discussion of how to help young children understand basic concepts like "breakfast", and how to encourage healthy behaviors such as eating breakfast.

Later in the workshop, following the exploration of some activities, we provide a number of questions that are designed to help debrief participants about the educational significance of the activities they have just completed, as well as the ways in which the activities strengthen children's development and reflect developmentally appropriate practices. Participants also discuss the ways in which the activities might need to be adapted to their own early childhood classrooms.

## **Length of Training Workshop**

The training workshop is designed to last two hours. Because of your particular situation, you may find it necessary to modify the workshop to make it shorter or longer than two hours.

## **Technical Terms**

As mentioned above, participants spend time at the beginning of the workshop discussing how to define basic concepts (such as the idea of "breakfast") for young children. Other technical terms are also found throughout the curriculum unit. In certain cases, we have provided a definition that the young children in our pilot study could understand. However, this does **not** mean that the same definitions will be understood by all young children. It is, therefore, important that we emphasize the need for early childhood teachers to carefully consider how the definitions of technical terms found in the curriculum unit might need to be modified to meet the developmental skills, life experiences, and family backgrounds of the children in their respective classrooms. Questions to help with this task are provided at the beginning and during the debriefing component of each workshop.

## **Modification of Training Guides and Curriculum Lessons**

We all know that not only is each child different, but each classroom is different. Therefore, we encourage you to emphasize the need for each early childhood teacher to decide how the language and activities used during the training workshops and in the curriculum unit might need to be

adapted to meet the skills, interests, and needs of the young children in their particular classrooms. As noted above, questions to help with this task are provided at the beginning and during the debriefing component of each workshop.

# TRAINING GUIDE FOR THE EAT HEALTHY, BE ACTIVE CURRICULUM UNIT

## LENGTH:

2 hours

## GOAL:

The goal of this lesson is to increase children's knowledge of healthy habits, including eating something in the morning, eating a variety of foods, drinking water, and being physically active.

## OBJECTIVES:

- Children will identify foods using MyPyramid for Kids.
- Children will classify a variety of foods into groups (fruits, vegetables, grains, etc.)
- Children will recognize that eating a variety of foods helps keep their bodies healthy.
- Children will recognize that exercise is important for good health.
- Children will recognize when they are full and will stop eating when full.
- Children will identify breakfast as the first meal of the day and will recognize that eating something in the morning helps keep them healthy.
- Children will identify drinking water as a way of keeping their bodies healthy.
- Children will demonstrate growth in their cognitive, physical, social, and emotional development.

## PREPARATION:

- Read through the entire workshop outline to make yourself familiar with the materials.
- Collect and arrange the materials needed for the workshop activities.
- Make copies of the Eat Healthy, Be Active curriculum activities. These will serve as handouts.
- Set up the three work stations for participants to rotate through during the workshop.
- Pay special attention to the **Transition Activity: Healthy Food Scavenger Hunt**. Hide the colored food cards in various parts of the room before participants arrive.
- Arrange the room so participants will be comfortable.

## MATERIALS:

- |  |                             |
|--|-----------------------------|
| • Sign-in sheet                                      | • Markers                   |
| • Handouts of Eat Healthy, Be Active curriculum unit | • Flip chart paper and tape |
| • Evaluation forms                                   | • Power Point slides        |
| • Certificates                                       | • Computer and projector    |
| • Materials for each activity                        | • Refreshments (optional)   |
| • Name tags  | • Resource kit (optional)   |

## SUGGESTED SCHEDULE:

### Part 1: Introduction and Overview

#### A. Issues of Childhood Overweight

Introduce the concept that childhood overweight is a serious problem in the United States. Use slides 2 through 10 to share statistics on childhood overweight and to discuss consequences, causes, and risk factors related to childhood overweight. Read the background information in the Eat Healthy, Be Active curriculum unit for information on childhood overweight.

#### B. Addressing the Problem of Childhood Overweight

Use slides 11 and 12 to introduce the concept that teaching young children about healthy eating and exercise is one strategy for preventing childhood overweight.

#### C. The Eat Healthy, Be Active Curriculum Unit

Use slide 13 to discuss the basic principles of the Eat Healthy, Be Active curriculum unit. Use slides 14 through 19 to review the goals, objectives, and activities. Distribute the Eat Healthy, Be Active curriculum activities as a handout.

### Part 2: Large Group Activity

Lead the participants through the activity **Large Group: Healthy Bear Says, “Eat Breakfast.”** After completing the activity, discuss the following questions with the participants.

- Why is it important to introduce young children to the concept of eating breakfast? (Sample answers: Breakfast is the first meal of the day, and can give children a jump start on healthy eating. Eating breakfast provides energy. Eating breakfast can curb the tendency to eat too much later in the day.)
- How can we define the term “breakfast” for young children? (Sample answers: Breakfast is the first meal of the day. Breakfast is the first thing we eat after we wake up in the morning. Breakfast is the food that gives us energy to start our day.)
- How can we encourage children to eat a variety of different foods for breakfast? (Sample answers: Help them recognize that they are hungry in the morning. Broaden our ideas about “breakfast” to include foods that are not traditionally served for breakfast, such as a baked potato, veggies and dip, fruit salad, or a peanut butter sandwich. Be sure to offer foods from several different food groups for breakfast. Give them opportunities to suggest breakfast foods, and prepare what they select.)

### Part 3: Music: My Healthy Body Song

Introduce the idea that singing songs may help children better remember ways to keep their bodies healthy. Ask participants to turn to the **Music Activity: My Healthy Body Song**. Lead the group in singing the song. Encourage participants to create other verses that could be included in the song.

### Part 4: Transition Activity: Healthy Food Scavenger Hunt

Before class begins, create cards with pictures of fruits, vegetables, and grains. Mount the fruits on red paper, the vegetables on green paper, and the grains on orange paper. (These colors are important because they match the colors on MyPyramid for Kids.) Hide the cards around the room. Before beginning this activity, give each participant a handout of MyPyramid for Kids (available at



www.mypyramid.gov). Help them identify the fruit, vegetable, and grain groups on the pyramid. Have each participant find one colored card around the room, and match it to the appropriate colored bar on MyPyramid for Kids. Divide participants into three small groups based on the colors of their cards. Assign each of the three groups to one of the three work stations in the room.

The **red fruit cards** can begin at the work station labeled **Art: Silly Stretch Art**. Have a large piece of flip chart paper near the station with the following directions for the activity:

- *Squat and draw in front of you.*
- *Stretch and draw to your side.*
- *Reach between your legs and draw behind you.*
- *Bend at the waist and draw a circle.*
- *What other ways can you stretch your body to draw?*

As each group visits this work station, draw their attention to the large pieces of flip chart paper you have provided. At the top of each sheet, write one of the following questions. Ask participants to write responses on the sheets before moving on to the next station.

- *What other instructions could you give for this activity?*
- *What questions could you ask to test children's knowledge about stretching?*
- *How could you change this activity to encourage children to work together?*

The **green vegetable cards** can begin at the work station labeled **Math: Pattern Party**. As each group visits this work station, draw their attention to the large pieces of flip chart paper you have provided. At the top of each sheet, write one of the following questions. Ask participants to write responses on the sheets before moving on to the next station.

- *How could you reinforce the concept that eating fruits is healthy during this activity?*
- *What questions could you ask children during this activity to help them recognize the similarities and differences between different kinds of fruit?*
- *How could you make this activity more challenging for children who have already mastered the patterns on the cards?*

The **orange grain cards** can begin at the work station labeled **Math: Let's Taste Some Veggies**. As each group visits this work station, draw their attention to the large pieces of flip chart paper you have provided. At the top of each sheet, write one of the following questions. Ask participants to write responses on the sheets before moving on to the next station.

- *What math concepts are children learning in this activity?*
- *How could you change this activity to include more emphasis on pre-reading and pre-writing skills?*
- *How could you reinforce the concept that eating vegetables is important during this activity?*

**NOTE: When everyone has been assigned to a group, briefly review the activities with the participants. Encourage each group to identify someone to be the “teacher.” This person will be responsible for leading the group through the activities at the different work stations.**

## **Part 5: Groups Rotate through Work Stations**

Allow each group to spend about 10–15 minutes at each work station before moving to the next work station.

**NOTE: As the workshop leader, your role during this time will be to walk around the room answering questions, pointing out novel ideas, helping with requests, giving suggestions, and reinforcing all efforts.**

### **Part 6: Debriefing**

Bring all the participants back together in one group. Use the following debriefing questions to facilitate a discussion of the educational significance of the above activities and how they might be applied in different classrooms.

- *What will the children in your classrooms learn about healthy eating, exercise, stretching, and drinking water as a result of participating in these activities?*
- *How might participating in these activities enhance children's cognitive, physical, social, emotional, and language development?*
- *What challenges might you encounter when you implement these activities with the children in your own classroom? How might you adapt these activities to make them more successful?*
- *Are there particular words or phrases that need to be changed to make these activities more relevant to the children in your classroom?*
- *What other types of activities might you use to extend children's understanding of the nutrition and exercise concepts presented in these activities?*
- *In what ways do these activities reflect developmentally appropriate practices for young children?*

### **Part 7: Literature: Selected Books**

Point out to the participants the books that you have placed at a separate work station labeled "Literature" or "Reading" (see **Literature: Selected Books**). Select one book to share with the group. Encourage the participants to review the other books at the end of the workshop. If time permits, ask the participants to divide into small groups. Ask the participants in each small group to select someone to read them a book. Have each group give a 30-second summary of their book to the entire group.

### **Part 8: Review Remaining Activities**

Talk about other activities in the lesson that they have not experienced first hand (e.g., outside activities, dramatic play). Show examples and pictures when possible. Review the family activities (i.e., family take-home materials, interactive bulletin board, family night workshop, activity calendar, and family backpack activity). Ask participants how they might use these activities to help parents reinforce the Eat Healthy, Be Active messages at home.

### **Part 9: Wrap-Up and Summary**

Use slides 19 and 20 to remind participants that a **resource kit** for Eat Healthy, Be Active will be available for them to check out from UGA and from their local child care resource and referral agency. Review the process for checking out the kit, and distribute contact information. If time allows, review the contents of the Eat Healthy, Be Active kit.

Thank the participants for being part of the workshop. Distribute the Eat Healthy, Be Active evaluation forms, and encourage participants to complete them before leaving. Distribute training certificates to participants if appropriate. Let the participants know that you are available after the workshop to answer any questions.

When the training is complete, mail the evaluation forms to Dr. Mick Coleman, Department of Child and Family Development, The University of Georgia, Dawson Hall, Athens, GA 30602. If you have any questions about the evaluation forms, you can contact Diane Bales at [dbales@uga.edu](mailto:dbales@uga.edu) or 706-542-7566.

# Eat Healthy, Be Active

Hands-On Educational Activities for  
the Early Childhood Classroom





# Overweight vs. Obesity

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- The term “obesity” is not used for children under 20.
- Children’s BMI varies with age and gender.
  - At Risk of Overweight: BMI-for-age between 85th and 94th percentile
  - Overweight: BMI-for-age at 95th percentile or higher

*(Source: Centers for Disease Control and Prevention, 2005)*



# Childhood Overweight Is Increasing

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- **The number of low-income overweight children ages 2 to 5 has increased steadily.**

*(Polhamus et al, 2004)*

- **10.9% in 1994**
- **14.7% in 2003**

- **The number of overweight children ages 6 to 11 has more than doubled.**

*(National Center for Health Statistics, 2004)*

- **7% between 1976 and 1980**
- **16% between 1999 and 2002**



# Childhood Overweight Has Consequences

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- **Cardiovascular disease**
  - About 61% of overweight children have at least one cardiac risk factor (*Freedman et al, 1999*).
- **Diabetes**
  - Type II diabetes is becoming more frequent in children (*Ludwig & Ebbeling, 2001*).
- **Asthma**
  - The risk of asthma is higher in overweight children (*Gilliland et al, 2003*).



# Childhood Overweight Has Consequences

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- **Orthopedic problems** (*Fowler-Brown & Kahwati, 2004*)
- **Skin disorders** (*Fowler-Brown & Kahwati, 2004*)
- **Psychological effects** (*Williams et al, 2005*)
  - Low self-image
  - Low self-esteem (*Gilliland et al, 2003*).





# Childhood Overweight Has Consequences

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- Because of the increased prevalence of childhood overweight, young children today may live shorter and less healthy lives than their parents.

*(Olshansky et al, 2005)*



# Cause of Childhood Overweight

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- **Childhood overweight and adult obesity are the result of taking in more calories than the body uses.**

*(U. S. Department of Health and Human Services, 2001)*

- Eating too many calories
- Not getting enough physical activity



# Risk Factors May Contribute to Overweight

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- **The Food Environment**
  - Misleading advertising
  - Portion sizes
  - Healthy foods more expensive
  - High-fat, high-calorie foods
  - Sugar-sweetened beverages



# Risk Factors May Contribute to Overweight

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- **Schedules**
  - Convenience foods
  - Overreliance on fast foods
- **Technological Advances**
  - Television
  - Video games



# Risk Factors May Contribute to Overweight

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- **Neighborhoods**
  - Inadequate sidewalks
  - Heavy traffic
- **Physical Education**
  - Recess eliminated or shortened
- **Adult-Child Feeding Dynamics**
  - The “clean plate club”



# How Do We Address the Problem?

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- Adults create the food environment for children.
- Children learn by watching adults.
- Two-pronged approach:
  - Educate children
  - Educate adults



# Rationale for Eat Healthy, Be Active

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- **Community education works!**
- **Healthy (and unhealthy) habits begin forming early.**
- **Young children need to be taught in developmentally appropriate ways.**
- **Children can help influence adults' attitudes and practices.**
- **Family involvement is crucial.**



# Basic Principles of Eat Healthy, Be Active

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- Use hands-on, concrete learning activities.
- Gear activities to the interests and skills of young children.
- Integrate health concepts into daily learning experiences.
- Include all parts of the classroom.
- Strengthen new skills through practice.
- Involve families.





# Eat Healthy, Be Active

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- **Goal:** The goal of this lesson is to increase children's knowledge of healthy habits.
  - eating something in the morning
  - eating a variety of foods
  - drinking water
  - being physically active



# Eat Healthy, Be Active

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## OBJECTIVES

- Children will identify foods using MyPyramid for Kids.
- Children will classify a variety of foods into groups (fruits, vegetables, grains, etc.).
- Children will recognize that eating a variety of foods helps keep their bodies healthy.
- Children will recognize that exercise is important for good health.
- Children will recognize when they are full and will stop eating when full.



# Eat Healthy, Be Active

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## OBJECTIVES

- Children will identify breakfast as the first meal of the day and will recognize that eating something in the morning helps keep them healthy.
- Children will identify drinking water as a way of keeping their bodies healthy.
- Children will demonstrate growth in their cognitive, physical, social, and emotional development.



# Eat Healthy, Be Active Activities

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- Large Group: Healthy Bear Says, “Move!”
- Large Group: Healthy Bear Says, “Eat Breakfast.”
- Large Group: Healthy Bear Says, “Stop When You’re Full.”
- Large Group: Tasha’s Lunchbox Adventure
- Art: Silly Stretch Art
- Art: Exercise Collage



# Eat Healthy, Be Active Activities

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- **Art: Placemat Art**
- **Music: My Healthy Body Song**
- **Music: My Healthy Day Rap**
- **Music: I Like to Move!**
- **Science: Awesome Applesauce**
- **Science: Let's Make a Healthy Fruit Salad**
- **Math: Pattern Party**
- **Math: Let's Taste Some Veggies!**



# Eat Healthy, Be Active Activities

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- **Outside: Field Day Extravaganza**
- **Dramatic Play: Snack Shack**
- **Dramatic Play: Bop ‘Til You Drop Dance Studio**
- **Dramatic Play: Workout World**
- **Literature: Selected Books**
- **Family Involvement Activities**



# Resource Kits

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- **Designed to make implementation easy and cost-effective.**
- **Contain most non-consumable materials needed for each lesson.**
- **Can be checked out by trainers or child care providers.**
- **Borrower is responsible for return postage.**



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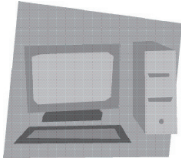




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## EAT HEALTHY, BE ACTIVE RESOURCES

The purpose of this section is to provide you with additional resources to teach children and families about nutrition, physical activity, and other concepts related to the Eat Healthy, Be Active curriculum unit. The resources in this section are divided into the following eight areas:

- a. web searching guide
- b. web sites for young children
- c. web sites for parents and families
- d. web sites for early childhood teachers
- e. federal agencies and national resources
- f. state agencies and resources

**WARNING:** Be sure to check out the web sites before you recommend them to parents or use them with children. Many web sites have excellent information, but may have to be adapted to be developmentally appropriate for your audience. Web sites listed may be relevant to more than one audience (e.g., parents and early childhood teachers, or parents and children). Remember that many web sites change their purpose, design, and content regularly, so a site that may have been useful in the past might look completely different today. Keep in mind that this is only a small percentage of the resources available on these topics.

# WEB SEARCHING GUIDE RELATED TO EAT HEALTHY, BE ACTIVE TOPICS

## RECOMMENDED ENGINES

These engines stood out above the rest when searching and displaying results.

AOL (*search.aol.com*) “Enhanced” by Google

Google (*www.google.com*)

Ixquick (*www.ixquick.com*)

Metacrawler (*www.metacrawler.com*)

Vivisimo (*www.vivisimo.com*)

Yahoo (*www.yahoo.com*)

## RECOMMENDED SEARCH TERMS

“children” and (any of the following words or combinations of words)

“food guide pyramid”

“nutrition”

“health”

“nutrition activities”

“health activities”

“nutrition games”

“health” and “exercise”

“teaching health”

“health” and “nutrition”

“teaching nutrition”

“MyPyramid”

## EDUCATIONAL MATERIALS DATABASE

Gateway to Educational Materials

*www.thegateway.org/*

Searchable database of links to educational materials (lessons plans, activities, etc.). Some are free and some are not. Put search terms in the boxes (i.e. health, nutrition, exercise, etc.); indicate the age level, and whether you want only free resources. Great resource.

# WEB SITES FOR YOUNG CHILDREN

We encourage you to check out the web sites that interest you to make sure they meet your expectations.

## HEALTH

### BAM!

*[www.bam.gov/](http://www.bam.gov/)*

Created to provide answers to questions that children have on health issues. Topics covered include disabilities, diseases, eating right, physical activity, safety and injury prevention, smoking and tobacco, sun protection, and violence prevention. The “Teacher’s Corner” includes activities for children.

### Fruit Health Education

*[www.thefruitpages.com/education.shtml](http://www.thefruitpages.com/education.shtml)*

Learn the fruit alphabet, where a different fruit is listed for each letter of the alphabet. Also contains links to other websites dealing with fruit.

### Nutrition Explorations

*[www.nutritionexplorations.org/](http://www.nutritionexplorations.org/)*

Learn about nutrition through games and activities, kitchen safety, and more fun links. There are nutrition activities and an idea exchange for teachers; active lifestyle tips, family eating and nutrition at school information for parents.

# WEB SITES FOR PARENTS AND FAMILIES

We encourage you to check out personally any web site before recommending it to parents and families.

## **The ABCs of Teaching Nutrition to Your Kids**

*[www.askdrsears.com/html/4/t040200.asp](http://www.askdrsears.com/html/4/t040200.asp)*

This site on how to educate children about nutrition has tips using each letter of the alphabet. Educates parents while suggesting activities for them to do with their children.

## **Dr. Greene**

*[www.drgreene.com/](http://www.drgreene.com/)*

The main page has links for parents on such topics as childhood obesity, car seat safety, and exercise for children.

## **Education Service Center**

*[www.esc20.net/headstart](http://www.esc20.net/headstart)*

Select “Nutrition”, then “family activities” for activity suggestions that can be done at home.

## **Healthy Start**

*[www.healthy-start.com](http://www.healthy-start.com)*

This site for parents provides information on healthy eating and physical activity from a variety of health education experts.

## **Kidsource**

*[www.kidsource.com/kidsource/pages/health.general.html](http://www.kidsource.com/kidsource/pages/health.general.html)*

This site has information about promoting physical activity and exercise in children, childhood obesity, and related topics.

## **MyPyramid for Kids**

*[www.mypyramid.gov/kids/index.html](http://www.mypyramid.gov/kids/index.html)*

This site contains the new USDA MyPyramid food guide pyramid, with information for parents on guidelines for children's nutrition. Contains tips for families on eating right and exercising. Also includes some activities for children, primarily targeted at ages 6–12.

## **Nick, Jr.**

*[www.nickjr.com](http://www.nickjr.com)*

Follow links for “Parenting” and then “Healthy kids” for information on a variety of health-related topics including nutrition and going to the doctor.

# WEB SITES FOR EARLY CHILDHOOD TEACHERS

We encourage you to check out all web sites before using them.

## **5 A Day**

*[www.5aday.com](http://www.5aday.com)*

This site provides children, parents, and educators with links and information about eating fruits and vegetables to stay healthy and fit. The site includes recipes, activities, coloring pages, and other links.

## **A to Z Kids Stuff: My Body**

*[www.atozkidsstuff.com/body.html](http://www.atozkidsstuff.com/body.html)*

Contains songs, activities, centers, and group time that relate to the body and parts of the body.

## **Activity Idea Place: An Early Childhood Educator's Resource**

*[www.123children.com](http://www.123children.com)*

Site has health-related activity ideas to use with children in the classroom. Art and physical activities are among those listed here.

## **American Diabetes Association**

*[www.diabetes.org](http://www.diabetes.org)*

This site provides information on diabetes, weight loss and exercise, and tips for preventing, managing, and living with diabetes.

## **Bright Futures in Practice: Nutrition**

*[www.brightfutures.org/nutrition/index.html](http://www.brightfutures.org/nutrition/index.html)*

This site is a link to *Bright Futures in Practice: Nutrition*, which is a guide to promoting good nutrition from infancy through adolescence. The guide includes a wide range of information related to food, including health care, disorders and diseases, and promoting a healthy body image.

## **Bright Futures in Practice: Physical Activity**

*[www.brightfutures.org/physicalactivity/about.htm](http://www.brightfutures.org/physicalactivity/about.htm)*

This site links to the *Bright Futures in Practice: Physical Activity* guide. The guide provides current information on screening, assessment, and counseling to promote physical activity and to meet the needs of health professionals, families, and communities.

## **Child Care Bureau- Fit Source**

*[www2.nccic.org/fitsource/](http://www2.nccic.org/fitsource/)*

This site links child care and after-school providers to a wide variety of physical activity and nutrition resources, including lesson plans, healthy recipes, information for parents, and many other downloadable tools that can be used to incorporate physical activity and nutrition into child care and school-age care programs.

## WEB SITES FOR EARLY CHILDHOOD TEACHERS (continued)

### **The Center for Weight and Health**

*[www.cnr.berkeley.edu/cwh/](http://www.cnr.berkeley.edu/cwh/)*

This site includes a variety of research information in the areas of weight and health. The site features an extensive reference list, a directory of health and weight professionals, and additional materials.

### **Child Care Nutrition Resource System**

*<http://www.nal.usda.gov/childcare/>*

This site, developed by the University of Maryland and the USDA, provides child care providers with information on nutrition education, healthy eating and physical activity.

### **Color Me Healthy**

*[www.colormehealthy.net](http://www.colormehealthy.net)*

Color Me Healthy is a program developed to reach children ages four and five with fun, interactive learning opportunities on physical activity and healthy eating. The site also provides links to articles about Color Me Healthy and teaching materials to help implement the curriculum in the early childhood classroom.

### **The Connecticut Association for Human Services**

*[www.kidfood.org/](http://www.kidfood.org/)*

Some of the teacher resources on this site include lesson plans, activities, and web links. It has additional information and activities for children and parents.

### **DLTK's Miscellaneous Activities for Kids**

*[www.dltk-kids.com/crafts/miscellaneous.htm](http://www.dltk-kids.com/crafts/miscellaneous.htm)*

Contains craft projects, printable coloring pages, online activities, and songs on a variety of themes. Age appropriateness is indicated in the activity description. Topics include community, dental health, fire prevention, nutrition, and safety.

### **Dole 5 A Day**

*[www.dole5aday.com/Teachers/T\\_Index.jsp](http://www.dole5aday.com/Teachers/T_Index.jsp)*

Contains facts, activities, and materials on the nutrition and health aspects of fruits and vegetables.

### **Feeding Young Children in Group Settings**

*[www.ag.uidaho.edu/feeding/](http://www.ag.uidaho.edu/feeding/)*

This site provides information on healthy feeding practices for child care providers and other professionals who work with young children. The site has a link for frequently asked questions, resources, and activities to promote the healthy feeding of young children.

### **First School**

*[www.first-school.ws/theme/safety.htm](http://www.first-school.ws/theme/safety.htm)*

Follow the links for lesson and activity ideas centered around community helpers, safety, and nutrition.

## WEB SITES FOR EARLY CHILDHOOD TEACHERS (*continued*)

### **Mealtime Memo**

*[www.nfsmi.org](http://www.nfsmi.org)*

This site provides child care programs with an opportunity to sign up for a monthly newsletter about the Child and Adult Care Food Program. The newsletter highlights nutrition issues, food safety, and menu planning ideas.

### **MyPyramid for Kids**

*[www.mypyramid.gov/kids/index.html](http://www.mypyramid.gov/kids/index.html)*

This site contains the new USDA MyPyramid food guide pyramid, with information for parents on guidelines for children's nutrition. Contains tips for families on eating right and exercising. Also includes some activities for children, primarily targeted at ages 6–12.

### **National Network for Child Care**

*[www.nncc.org](http://www.nncc.org)*

This national site contains a wide variety of resources related to early care and education, including an extensive listing of publications on many different topics. Topics related to the Eat Healthy, Be Active curriculum unit include food service, nutrition, and physical activity. A list-serve for child care providers is also available through this site.

### **Neat Solutions for Healthy Children**

*[www.neatsolutions.com/lessons/lesson\\_plans.htm](http://www.neatsolutions.com/lessons/lesson_plans.htm)*

Free lesson plans that relate to nutrition. Many of the lesson plans are in Spanish as well as English. Topics include the food pyramid, fruit, vegetables, and salads. This site also contains links to bulletin boards ideas and activities.

### **Nutrition and Physical Activity Self-Assessment for Child Care**

*[www.napsacc.org](http://www.napsacc.org)*

The Nutrition and Physical Activity Self Assessment for Child Care (NAP SACC) is a pilot intervention in child care centers aimed at improving nutrition and physical activity policies and practices through self-assessment and targeted technical assistance. Goals of the program are to improve nutritional quality of food served, amount and quality of physical activity, staff-child interactions, and center nutrition and physical activity policy.

### **Nutrition Explorations**

*[www.nutritionexplorations.org/educators/main.asp](http://www.nutritionexplorations.org/educators/main.asp)*

Contains lessons, news, and information relating to nutrition. There is also a section composed of teaching ideas submitted by educators.

### **PBS-TeacherSource: Health and Fitness**

*[www.pbs.org/teachersource](http://www.pbs.org/teachersource)*

Select “health and fitness” from the menu to find a variety of lessons and activities on health-related topics. Includes a section specifically for preschool.



## WEB SITES FOR EARLY CHILDHOOD TEACHERS (*continued*)

### **Perpetual Preschool**

*[www.perpetualpreschool.com](http://www.perpetualpreschool.com)*

Contains curriculum and activity ideas on such topics as healthy bodies, health, and nutrition submitted by educators across the country. Follow the topical links for large and small group activities, songs, snacks, art, science, and game ideas and suggestions.

### **School Meals**

*[www.fns.usda.gov/cnd](http://www.fns.usda.gov/cnd)*

This site provides information for parents on the National School Lunch Program, School Breakfast Program, and Special Milk Program. It also includes information about laws that deal with school meals, other school meal policies, and links to food safety and nutrition education resources.

### **Thematic Unit Model- Fruits and Vegetables**

*[www.libsci.sc.edu/miller/fruitveg.htm](http://www.libsci.sc.edu/miller/fruitveg.htm)*

Activities, resources, and discussion questions to use in the classroom relating to fruits and vegetables.

# FEDERAL AGENCIES AND NATIONAL RESOURCES

## **American Academy of Pediatrics (AAP)**

*[www.aap.org](http://www.aap.org)*

The AAP is “committed to the attainment of optimal physical, mental, and social health and well-being for all infants, children, adolescents, and young adults.” The AAP provides immunization, community pediatric programs, and pediatrician referral information.

## **American Alliance for Health, Physical Education, Recreation, and Dance**

*[www.aahperd.org](http://www.aahperd.org)*

“The American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) is the largest organization of professionals supporting and assisting those involved in physical education, leisure, fitness, dance, health promotion, and education and all specialties related to achieving a healthy lifestyle.”

## **American Association for Health Education (AAHE)**

*[www.aahperd.org/aahe](http://www.aahperd.org/aahe)*

*[aahe@aaahperd.org](mailto:aahe@aaahperd.org)*

“The American Association for Health Education (AAHE) advances the profession by serving health educators and other professionals who strive to promote the health of all people. The leaders and members realize the mission through a comprehensive approach which encourages, supports, and assists health professionals concerned with health promotion through education and other systematic strategies. AAHE serves professionals in all settings, such as: healthcare, community/public agencies, businesses, schools (Pre-K-12) and institutions of higher education.”

## **American Association of Family and Consumer Sciences**

*[www.aafcs.org](http://www.aafcs.org)*

*[info@aafcs.org](mailto:info@aafcs.org)*

“... its purpose is to improve the quality and standards of individual and family life through programs that educate, influence public policy, disseminate information and publish research findings. The association’s over 12,000 members work to empower individuals, strengthen families and enable communities, and include: elementary, secondary, post-secondary and extension educators and administrators; other professionals in government, business and nonprofit sectors; and students preparing for the field.”

## **American Dietetic Association**

*[www.eatright.org](http://www.eatright.org)*

“The American Dietetic Association promotes optimal nutrition and well being for all people by advocating for its members . . . ADA members are the leading source of food and nutrition services.” Provides information relating to nutrition and healthy lifestyles.

## FEDERAL AGENCIES (continued)

### American Heart Association (AHA)

*www.americanheart.org*

“The American Heart Association is a national voluntary health agency whose mission is to reduce disability and death from cardiovascular diseases and stroke.” The AHA provides information for children regarding weight and exercise on their website.

### Centers for Disease Control and Prevention (CDC)

*www.cdc.gov*

“The Centers for Disease Control and Prevention (CDC) is recognized as the lead federal agency for protecting the Eat Healthy, Be Active of people - at home and abroad, providing credible information to enhance health decisions, and promoting health through strong partnerships. CDC serves as the national focus for developing and applying disease prevention and control, environmental health, and health promotion and education activities designed to improve the health of the people of the United States.”

### Cooperative State Research, Education, and Extension Service

*www.csrees.usda.gov*

The Extension Service provides information to advance knowledge for agriculture, the environment, human health and well being, and communities. See [www.nncc.org](http://www.nncc.org) for information about child care and safety issues.

### Food and Nutrition Information Center

*www.nal.usda.gov/fnic/*

*fnic@nal.usda.gov*

“The Food and Nutrition Information Center (FNIC) is a leader in on-line global nutrition information. . . . The center itself was started in 1971 (with 2 nutritionists) under a reimbursable agreement between the US Department of Agriculture and the National Agricultural Library. The mission was to collect and disseminate information about food and human nutrition. In 1977, the Food and Agriculture Act (Farm Bill) established the Food and Nutrition Information Center as a permanent entity within the National Agricultural Library.”

### National Dairy Council

*www.nationaldairycouncil.org*

*ndc@dairyinformation.com*

“As a leader in nutrition research since 1915, the National Dairy Council® is dedicated to providing timely, scientifically sound nutrition information on the health benefits of milk, cheese and yogurt.”

## FEDERAL AGENCIES (continued)

### School Nutrition Association

*[www.asfsa.org](http://www.asfsa.org)*

*[servicecenter@asfsa.org](mailto:servicecenter@asfsa.org)*

“ASFSA has been advancing the availability, quality, and acceptance of school nutrition programs as an integral part of education since 1946. The Association strives to see that all children have access to healthful school meals and nutrition education. The primary activities of the association include: providing education and training, setting standards through certification and credentialing, gathering and transmitting regulatory, legislative, industry, nutritional, and other types of information related to school nutrition, and representing the nutritional interests of all children.”

### USDA Food and Nutrition Service

*[www.fns.usda.gov/fns/default.htm](http://www.fns.usda.gov/fns/default.htm)*

FNS provides children and low-income people access to food, a healthful diet, and nutrition education. This site contains information about federal food programs, as well as nutrition education and food safety resources for adults and children.

# STATE AGENCIES AND RESOURCES

## **Bright from the Start**

*[www.decal.state.ga.us](http://www.decal.state.ga.us)*

Bright from the Start: Georgia Department of Early Care and Learning is the state agency responsible for all areas of early childhood development, including child care licensing, professional development for child care providers, child care resource and referral agencies, and the Child and Adult Care Food Program. This site provides detailed information about Bright from the Start programs, services, information and resources, including resources from the Nutrition section.

## **Children's Healthcare of Atlanta**

*[www.choa.org](http://www.choa.org)*

Children's Healthcare of Atlanta (CHOA) is the largest healthcare facility for children in the Atlanta area. It has two main hospital campuses, Egleston and Scottish Rite. There are numerous satellite centers in the metropolitan Atlanta area. CHOA offers a variety of medical services to children and has a wealth of information about children's health and safety.

## **Division of Public Health**

Georgia Department of Human Resources

*[health.state.ga.us](http://health.state.ga.us)*

"The Georgia Division of Public Health (GDPH) is the lead agency entrusted by the people of the State of Georgia with the ultimate responsibility for the health of communities and the entire population."

## **Georgia Department of Community Health**

*[www.communityhealth.state.ga.us](http://www.communityhealth.state.ga.us)*

The Georgia Department of Community Health was created in 1999 by Governor Roy Barnes and the Georgia General Assembly. It is responsible for providing health insurance for nearly 2 million people, maximizing the state's health care purchasing power, planning coverage for uninsured Georgians, and coordinating health planning for state agencies.

## **Georgia Public Health Association**

*[www.gapha.org](http://www.gapha.org)*

"The Georgia Public Health Association (GPHA) is a non-profit organization and is organized for the purpose of promoting the public and personal health of the citizens of Georgia. GPHA is the largest public health organization in the Southeast."

## **University of Georgia Cooperative Extension**

*[www.gafamilies.com](http://www.gafamilies.com)*

Cooperative Extension provides research-based information for Georgians on a variety of topics, including child development, family relationships, nutrition, food safety, food preservation, financial management, and housing. This site includes free print publications on a wide variety of topics, including nutrition and physical activity. The site also includes a search feature to help you locate the cooperative extension agent in your county.