

SETTING THE STAGE

Nutrition and Physical Activity Lessons For Early Childhood Settings





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These cards are intended to illustrate typical **nutrition** and physical activity lessons in early childhood settings. They were developed as a companion to the Team Nutrition curriculum for early childhood, *Food and Me*. The lessons promote the Team Nutrition goals through four messages:



- ·Eat a variety of foods
- ·Eat foods lower in fat more often
- ·Eat more fruits, vegetables and grains
- ·Be physically active

"SETTING THE STAGE: Nutrition and Physical Activity Lessons For Early Childhood Settings" was developed under direction of the Iowa Department of Education with funding from a Team Nutrition Training Grant from the United States Department of Agriculture. Project advisors included:

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Learning Center Activities are organized into lessons.

The learning center activities described in these cards are organized into two lessons: Food, Physical Activity and My Body and Food, Physical Activity and My Family.

Food, Physical Activity and My Body

The first lesson relates energy and nutrients in foods to physical activity and growth. The focus of this lesson is biological and personal. The learning centers promote exposure to:

- 1) growth and health;
- 2) a variety of foods;
- 3) physical activities.

The cards for lesson one are color-coded with a red bar.

The learning centers may be set up and accessible to the children for a day or over a period of several days. The learning center activities feature fruit, vegetables and grains because these are food groups that American children's diets are lacking.

The last two cards in this set provide information about the books, audio tapes, television shows and other resources used in the activities.

Learning Center Activities are organized into lessons.

Food, Physical Activity and My Family

The second lesson introduces the notion that food and physical activity are more than just biological necessities. The focus in this lesson is on the social and cultural aspects of food and of physical activity. Activities within learning centers provide children with an opportunity to obtain and prepare food together, explore a wide variety of foods that are unfamiliar, and participate in physical activity in groups.

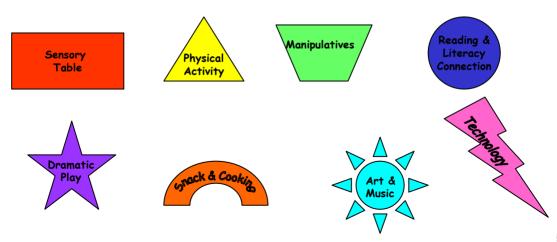
The cards for lesson two are color-coded with a green bar.

As with the first lesson, centers may be set up and accessible to the children for a day or over a period of several days. It's important that you, as a preschool teacher or child care provider, emphasize fruits, grains and vegetables.

Additional lessons

Lessons 3 and 4 of this series, *Food and My Community* and *Food and My World*, are being developed differently. Cards introducing the core concepts of these lessons are included at the end of this series. Learning center activities for these lessons will be developed during the training sessions around the state over the next two years. The resulting lessons will be posted on the Iowa Department of Education web site: www.state.ia.us/educate/ecese/fn.

The activity cards are labeled with shapes corresponding to the type of learning centers described. Most concepts are illustrated by more than one learning center, so you will see more than one shape on a card. Additionally, the concept may occupy more than one card. In these cases, the activity description includes a number in parenthesis to indicate continued development of the concept on following cards.



The cards also tie in with the *Physical Activities and Healthy Snacks for Young Children* cards. Recipes referenced in the curriculum may be found on these cards. This curriculum also incorporates materials from the *Pick a better snack* and *Go for the good stuff* social marketing campaigns. The goals of these campaigns are to increase consumption of fruits, vegetables and grains, by replacing high sugar and high fat snacks with foods lower in fat and sugar.

Snack and cooking activities which focus on grains are labeled with the *Go for the good stuff* logo.

Go for the good stuff

TEAM NUTRITION TO NOW

Those featuring fruits and vegetables are labeled with the *Pick a better snack* logo



This nutrition and physical activity curriculum encourages children and caregivers to try new foods and activities. Children should eat 5 servings of fruits and vegetables, 6 servings of grains, and engage in at least 60 minutes of physical activity each day. Thirty minutes of the physical activity should be moderate to vigorous, which means you breathe hard and sweat. Physical activity should be a minimum of 10 minutes at one time.

Goals and Background for Lesson 1: Food, Physical Activity and My Body

Objectives - Child will:

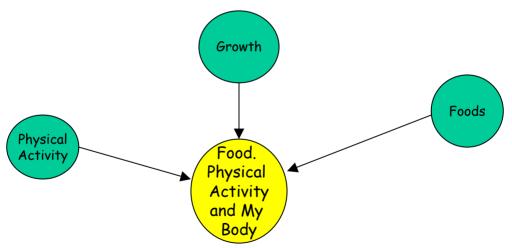
- *state that food is used for growth and energy;
- ·taste and experience a variety of foods;
- ·move demonstrating high and low energy.

Background information

During infancy and early childhood children grow rapidly. From birth to two years of age, growth is faster than at any other time. During the preschool years children continue to grow rapidly and steadily. Food and physical activity help children to grow tall with strong bones and more muscle. This means that both nutrition and physical activity are important to growth and long term health in children.

The body uses energy during rest and to move. Energy comes from the food we eat. Some foods provide many nutrients and energy, while other foods have fewer nutrients. Fruits, vegetables and grains provide many important nutrients for growth and energy.

The learning center activities are organized around three themes - physical activity, growth and foods.



Activity description: Puppet talks about growth. Explore growth through dramatic play, reading and television (1).

Activity goals:

Children understand growth is an increase in size and that growth requires food and physical activity.

Readina &

Literacy Connection

> Dramatic Play

<u>Materials:</u> 2 puppets - see puppet-making directions

small ruler and markers to mark height growth chart - Farm Safety 4 Just Kids Food Guide Pyramid for Young Children

Activity:

A puppet introduces the concept of growth. This brief presentation can set the stage for reading a book about growth or for the dramatic play activity.

Puppet 1: Wow, my sister measured me yesterday and I grew a whole inch. (Puppet holds up ruler and shows one inch space) She said I am getting bigger every day. But I can't tell every day that I'm growing. She measured me on our chart on the wall a while ago and marked where the top of my head was, and then she measured me again yesterday and made another mark. (Puppet points to the growth chart) And there was that much space between the two marks. (again, show inch between fingers)

Activity description: Puppet talks about growth. Explore growth through dramatic play, reading and television (2).



Puppet 2: I went to the doctor this week. She measured my height and weight and said that I had gotten taller. My mom said she could tell I'm getting taller because my pants are getting short on me.

Puppet 1: I wonder how we're growing. It's magic! We don't have to do anything, and we just get bigger.

Puppet 2: Well, my doctor told me there are two things I need to do to grow big and strong. I have to get lots of exercise and eat foods that are good for my body. And my doctor said that I need to eat fruits, vegetables, meat, grains and drink milk to grow big and strong. But I don't know what all these things are?

Puppet 1: I bet our friends here can help us talk about what kinds of foods can help us grow big and strong. (Puppet points to Food Guide Pyramid for Young Children) This shows different kinds of foods we need to eat.

Activity description: Puppet talks about growth. Explore growth through dramatic play, reading and television (3).

Reading & Literacy Connection Dramatic Play

Points to explore:

Briefly talk about the idea that foods can be divided into groups. Point to Food Guide Pyramid for Young Children. Younger children may not understand this concept fully. However, over time, hands-on activities exposing children to the different food groups will help them to become familiar with the concept of food groups.

Ask children for examples of foods from each food group. Direct responses to appropriate places on the pyramid. For foods that don't fit into the food groups, e.g. soft drinks, candy, say "Some foods aren't as healthy as others. If they don't fit into the groups on the picture, we shouldn't eat them too often."

Likewise explore the physical activities on the Food Guide Pyramid for Young Children.

Ask children which activities they like to do, and when they do them.

Read *The Edible Pyramid: Good Eating Every Day <u>or</u> The Very Hungry Caterpillar* Readina &

Literacy

Connection

Activity description: Puppet talks about growth. Explore growth through dramatic play, reading and television (4).

Reading & Literacy Connection

Dramatic

Play

Materials:

dress-up clothes for children. dress-up clothes for dolls. growth chart - Farm Safety 4 Just Kids "Knowing I'm Growing," Calliou TV show, episode #124.

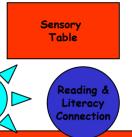
Activity:

Children explore growth by trying on different size clothes and shoes, from infant to adult size and by watching a TV show about growth.

Calliou needs new shoes and a new shirt because he is growing. He sees his height on a growth chart.

Post the Farm Safety 4 Just Kids growth chart and allow children to measure their height on the chart. Prepare a chart with rows or columns identified with height Reading & Literacy grouped by measurements Connection 6 inch increments. e.g. 2', 2' 6", 3', etc. Have each child mark their height or put a sticker in the row or column in which their height falls. Make a graph of heights. Talk about what is the shortest measurement and the tallest, what measurement has the most marks.

Activity description: Explore fruits and vegetables at the sensory table, through books and art (1)



Materials:

variety of fruits or vegetables

knife

Sensory Table

Activity goals:

Children smell, touch and see a variety of fruits or vegetables.

Activity:

Place several fruits or vegetables in paper bags on sensory table. Allow children to smell or feel the fruit or vegetable, but not see. Ask the children to try and identify the fruit or vegetable by feel or smell.

Cut a variety of fruits or vegetables. Display a variety of familiar and unfamiliar foods. Point out the segments or the texture of the fruit or vegetable, the inside, the outside and the seeds.

13

Sensory Table

Activity description: Explore fruits and vegetables at the sensory table, through books and art (2)



Encourage children to think of words to describe the fruits and vegetables, for example, their color, their taste (sweet, bitter, juicy, etc.), whether they're hard or soft, or their structure, for example for citrus fruit, that they have rind surrounding the segments.

Reading & Literacy Connection As a literacy activity, record children's descriptive words on chart paper and hang in the room.



Cut an apple in half. Show the star shape created by the seeds. Make star prints using the apple halves and tempera paint.

Read Oliver's Fruit Salad

Activity description: Explore vegetables through a variety of sensory group activities and compare fresh and processed products (1)

Sensory Table Reading & Literacy Connection

<u>Materials:</u>

corn on the cob and canned or frozen corn.

Sensory Table

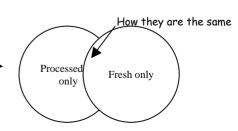
Activity goals:

Children smell, touch and feel vegetables and compare fresh and processed vegetable products.

Activity:

Children remove husks, silk. Observe corn on the cob. Remove corn from the cob, with fingers or plastic knives or forks. Compare fresh corn to canned or frozen.

Reading & Literacy Connection <u>Literacy activity:</u> Use a venn diagram to graph what is the same and different about fresh and processed foods.



Activity description: Explore vegetables through a variety of sensory group activities and compare fresh and processed products (2)

Sensory Table



Materials:

fresh beans or peas.

Activity:

Snap beans and collect the seeds. Talk about how beans or peas are the seeds that we eat.

<u>Materials:</u>

whole onion, bowl of sliced or diced onion, bottle of dehydrated onion.

Activity:

Remove layers of the peel. Smell and feel the chopped onion. Smell and feel the dehydrated onion. Talk about how dehydrated onions are like the chopped onion except they are dried.

Sensory Table

Activity description: Explore grains at the sensory table, through cooking and reading (1)



Materials:

variety of raw grains,e.g. rice, wheat berries dried corn, oats pouring and measuring utensils, e.g. funnels, cups, spoons, pitchers

Sensory Table

Activity:

Put a type of grain in the sensory table. Allow children to run their hands through the grain, or use a spoon to pick up rice, wheat berries, dried corn or other grains.

Introduce measuring cup with masking tape. Show children how to fill the measuring cup to the masking tape. Practice pouring grains from pitcher to cup or through a funnel.

Use rice to explore the way grains feel. Expand this activity by providing cooked rice or oatmeal to compare.

Activity goals:

Children touch, see and manipulate a variety of grains. Children have the opportunity to eat foods made with grains.

17

Sensory Table

Activity description: Explore grains at the sensory table, through cooking and reading (2)



The activity centers and snack time expose children to grains and foods made with grains. You may arrange to have one of the *Go for the good stuff* posters or the Food Guide Pyramid for Young Children nearby so you can point to the items on the poster while participating in the centers. Young children may not be able to make a direct connection to all the foods in the grain group, but repeated exposure to this food group over time may assist them to start forming a concept of the grain group.



Schedule the sensory table and reading activities to coincide with a cooking/snack activity that features grains, for example Three Bear's Baked Porridge or Apple Cinnamon Couscous.

Reading & Literacy Connection

Read Goldilocks and the Three Bears

Lesson 1: Food, Physical Activity and My Body Manipulatives

Activity description: Explore seeds with science activities and through books (1).

Reading & Literacy Connection

Materials:

magnifying glasses tweezers egg cartons grains and seeds of fruits and vegetables



Activity goals:

Children use a magnifying glass to see the differences between seeds from a variety of foods.

Children prepare seed strips for planting.

Activity:

Children use magnifying glass to look at a variety of seeds, for example dried beans, avocado pit, packets of seeds for planting.

Provide tweezers and egg cartons and allow them to sort grains into the compartments of the egg carton.

Read *The Carrot Seed* by Ruth Krauss or How a Seed Grows

Reading & Literacy Connection

Activity description: Explore seeds with science activities and through books (2).

Readina &



Materials:

homemade glue (1 c. flour, 1/4 c. water, green food dye) paper towels seeds

Manipulatives

popsicle sticks

Activity: (Plan this activity for spring so children can plant their seed strips. Children can

make the glue, tear the paper, dab the glue, place the seeds. They may need help with spacing the glue dabs.)

- Tear paper towel off the roll, fold it in half, and open it up.
- · Use a popsicle stick to dab glue onto one half of the paper towel. Space glue evenly and at distances apart recommended in planting directions on seed packages.
- Place a couple of seeds on each glue spot. Lettuce, radishes, carrots, spinach and beets work well.
- · Fold the paper towel over on itself, covering the seeds and glue. Press to hold closed. Seed strips dry in a couple of hours.
- · Plant, covering lightly with soil at depth recommended.

20

Activity description. Art project to expand children's recognition of foods in the grain/bread group (1).



Materials:

cardboard circles for wheels
glue stick
cardboard engine
smoke stack for front car
cardboard windows to glue onto the caboose

Activity goal:

Children identify a variety of foods from grain group.

Activity:

Ask children to bring in empty boxes/packages of food that is made with grain. Remind children of previous activities with grains to help them think about what kinds of boxes to bring in. Send home written information describing the grain train activity for parents, encouraging them to talk about grains with their children and to offer grain snacks at home. Include a list of creditable grain snacks. Refer to the Food Guide Pyramid for Young Children and to Go for the good stuff posters.



Activity description: Art project to expand children's recognition of foods in the grain/bread group (2).

Make an engine out of one of the boxes and a caboose from another. Challenge the children to make a grain train that goes all the way around the room in a set amount of time, perhaps a week. Each day take some time to talk about the new additions to the grain train.

Activity description: Prepare a fruit beverage and explore oranges.



<u>Materials:</u>

Orange Splash recipe card recipe ingredients blender cutting board and knife



Activity goals:

Children prepare and eat a fruit recipe.

Children can participate by:

- ·measuring liquids (juice and milk) and pouring liquids into blender;
- measuring dry ingredients and pouring them into the blender;
- turning the blender on and off (with close supervision);
- *squeezing orange juice and then using fresh juice in the recipe (a variation).

Discussion points:

Display a whole orange. Ask children to describe what they think the orange will look like inside. Record their predictions on chart paper. Slice the orange and let them feel the inside of the orange. Let children take turns squeezing the juice out. Allow children to taste the fresh orange juice that they have squeezed.

whack & Cookiz

Activity description: Prepare a pasta recipe

Materials:

Apricot Cinnamon Couscous recipe card Recipe ingredients Plastic knives



Activity goals: Children prepare and eat a recipe using an unusual pasta

- couscous.

Children can participate by:

- pouring juice into a measuring cup;
- dicing canned apricots with plastic knives;
- ·mixing liquid ingredients.

Discussion points while preparing or eating the snack:

- •This recipe has two foods that help us grow and have energy fruit and grain.
- •Couscous is pasta similar to macaroni, lasagna -- except that it is very small. •Couscous is popular in other parts of the world -- Middle East.
- Feel couscous when it is dry, before cooking. Compare it to couscous after it is cooked

in water. Couscous absorbs the water and becomes soft and bigger.

24

Lesson 1: Food, Physical Activity

Activity description: Sort fruits and vegetables by color

and My Body

Reading & Literacy Connection

<u>Materials:</u>

pictures of fruits and vegetables or food models



Children identify and categorize fruits and vegetables by their color

Manipulatives

Activity:



Place food models on a table. Ask children to sort them into piles according to color. For example, "Put all the red fruits into a pile. Put all the green vegetables into a pile." Ask the children to name each food in the piles.

Then, draw 3 columns on chart paper, the columns marked (by color and word) with the colors of foods you've chosen, for example, orange, red, and green. Pick up each food item in a group and have a child put a mark on the column that describes that food item. After all food items have a mark on the chart, have children count the marks. Write the total at the bottom of each column.

Reading & Literacy Connection

Read Big Birds Red Book

Activity description: Structured Physical

Activity- Growing

Materials:

Learning Basic Skills Through Music, Vol. 1 Hap Palmer (Tape, CD or Record) AR 514

Lesson goals:

The child will move to music, pretend to be growing.

Activity:

- Listen to the song "Growing" before doing this activity with the children. Arrange the children in a circle. During the introduction sway to the music swinging your arms rhythmically. To the words "trees start as a tiny seed" squat making yourself as small as possible. Follow the words, growing to a tall tree, with branches (extend you arms), then leaves that sway in the wind (wiggle hands and fingers).
- To the words "we all start out as a tiny little baby" lay down on the floor, then crawl, walk, pretend to talk, and "run (around the circle) like the wind". Cue the children verbally and demonstrate how to do the actions to the song the first time they try it. Repeat doing only the demonstration with the children. As you repeat this activity children will likely be able to do it without verbal cues or demonstrations from you.



Activity description: Unstructured Physical Activity - Balancing, catching and tossing (1)

Materials:

balance beam, walking cans, bean bags, laundry basket target, beanie launchers¹.

Activity:

- •Organization: Allow 3-4 children in the center at one time. Three or four activities are available with one child per activity.
- ·Children practice walking across the balance beam. Encourage them to walk stepping over bean bags placed on the beam or carrying bean bags from one end to the other.
- ·Children practice walking on the walking cans. The styro-foam type are preferred. Use tape or other markers to show the starting and ending point of the walking path.
- •Children toss the bean bags into the laundry basket. Allow children to select the distance, encouraging each child to increase the distance as skill increases.

Activity goals:

The child will demonstrate independent practice, toss and catch bean bag at least 1 time, walk 3 steps balancing on cans and balance beam



Activity description: Unstructured Physical Activity - Balancing, catching and tossing (2)

·Children practice catching a bean bag launched from the beanie launcher.

 1 These can be made or purchased. A 1x 4 x 36" board with a 2 x 2 x 4" fulcrum attached 2/3 of the way from either end. Place the bean bag on the launcher, launch it, and catch the "launched" bean bag.





Activity description: Structured Physical Activity-Body Parts & Tossing Challenge (1)

<u>Materials:</u>

1 bean bag per child, 1 foam 8.5 inch ball, 1 polyspot or other marker per child
•Tape of music

Activity goals:

The child will correctly identify 10 body parts and move with high and low energy.

Activity:

- The children will place the bean bag on the following parts upon your verbal request: head, knee, shoulder, foot, chest, hand, thigh, waist, neck, ankle, elbow, stomach, calf, back. Repeat in any order.
- The children will walk, under control (encourage slow, careful walking, with no touching of other children), with the bean bag balanced on their head, shoulder, wrist, chin, elbow, chest. Play music children can walk to.



Activity description: Structured Physical Activity-Body Parts & Tossing Challenge (2)

- Tossing challenge. (Return to the circle.) The children will practice the following challenges: toss the bean bag from one hand to the other, try to toss as high as possible but still catching the bean bag, toss the bean bag with one hand and catch it with that hand, after putting their bean bags on the floor, toss the ball to each child (from 10 feet away).
- Arrange the children in a long line with bean bags. Have the children throw the bean bags as far as possible. On your signal run and retrieve the bean bag returning to the same location, repeat.
- Explain that we have worked hard and so have the bean bags. The bean bags are limp, floppy and look tired. Can the children move pretending to be tired? Demonstrate. Now ask the children to move with energy (demonstrate).

Goals and Background for Lesson 2: Food, Physical Activity and My Family

Objectives - The child will:

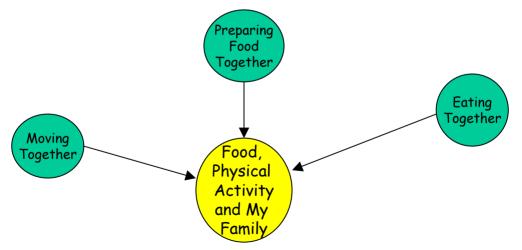
- · describe some of the steps in the process of preparing a family meal;
- describe her/his own favorite foods and the favorite food of another person, family or
- friend;taste a variety of foods and new variations of food;
- name one physical activity a family can do as a group;
 work with a partner to complete a movement task.

Background Information:

- Family traditions and tastes have the following connections to children's' well-being:
- Children who eat regular meals with their families have better diets.
 Meals and physical activity provide the opportunity for children to learn how to socialize
- and to acquire motor skills.
- Children are more likely to eat something they have helped to prepare.
 Daily physical activity is necessary for healthy growth. Group and individual activities enable children to develop skills and gain strength.

This lesson theme and center activities introduce children to social aspects of food and eating as well as physical activity.

The learning center activities are organized around three themes - preparing food together, eating food together and moving together.



Activity description: Explore pasta through a television show, reading and snack time.





Grack & Cooking

Materials:

"Amy's Pasta," Teletubbies TV show, episode #118.



Activity goals:

Children will describe ingredients and steps in making pasta.

Activity:

Have children watch the show. Talk about the connection between the flour, a grain, and pasta, a food in the grain group. Discuss other types of food that are made from wheat flour - bread, tortillas, cakes, etc.

Reading & Literacy Connection Go for the good stuff

Schedule the learning center activities to coincide with a cooking/snack activity that features pasta, for example Pasta and Trees or Pasta Vegetable Soup with Croutons

Read Spaghetti, Spaghetti

Activity Description: Identify a favorite meal



Materials:

paper plates crayons food models from Dairy Council Food Guide Pyramid for Young Children

Activity goals:

Readina &

Literacy Connection

Children select foods for a favorite meal, including fruits, vegetables and grains.

Activity:

Ask children to put their favorite family meal on the plate, either by drawing it or choosing cardboard food models. Ask them to be sure and include a grain food, fruit and vegetable. After the projects are completed, ask the children to identify the grains, fruit and vegetables. Remind them that these are some of the foods they need to be healthy, strong and to grow. Talk about how people develop new favorite foods.

Read Gregory the Terrible Eater

Lesson 2: Food, Physical Activity and My Family Activity description: Dramatic play to explore how

Readina & Dramatic Literacy Play Connection

Materials:

Read Daddy Makes the Best Spaghetti or Feast for 10

Activity: Both of these books describe children

assisting parents and other relatives to shop prepare, serve and eat meals. Explore the following with the children while reading the book or afterwards: Do they ever shop for

families shop for food, prepare the meal and enjoy

eating together. Read a book about this. (1)

they buy? Do they have a list or just buy what looks good? Do they help prepare and serve food at home? When does their family eat together? What do they like about that time? This activity sets the stage for the dramatic play activity by introducing the seguence of food purchase, preparing, serving and eating.

food with adults? If yes, who do they shop with, when, where? What kinds of things do

Activity goals:

Children will talk about their own experiences with shopping, food preparation, serving and eating with family members, relatives or friends.

Activity description: Dramatic play to explore how families shop for food, prepare the meal and enjoy eating together. Read a book about this. (2)



Materials (for both activities below)

play dishes and serving utensils, table service, place mats, napkins groceries, cart, cash register, empty cartons, boxes of packages of foods and plastic food items

Dramatic

Play

Activity:

As a literacy connection, develop a menu with the children, and then make a grocery list. Hang this list in the dramatic play area. When children choose this center, encourage them to pretend grocery shopping for the meal, thinking about the list on the wall. Record their comments on chart paper and hang in the room.

Reading & Literacy Connection

Activity:

Pretend preparing the meal. Set table and get ready for a meal. Children role-play family style meal.

Activity description: Grain art projects and read about different types of bread (1).

Materials:

variety of grains or seeds variety of bread slices made with grains used in this art project (e.g. rye bread, whole wheat bread, corn bread) alue and paper

Activity goals:

Children work with and describe grains and bread of different grains.

Activity:

Children create pictures using the grains. They can spread glue on the paper and sprinkle grains or seeds on the paper. Identify the specific grains for the children during the project. Include some whole and ground grains, e.g. wheat berries and wheat flour, corn and grits. They may group grains on the paper by type or mix them all together.

Show children bread slices and encourage them to touch, smell, and feel them.

Readina &

Activity description: Grain art projects and read about different types of bread (2).



Materials:

Bread of different grains Milk colored with food dye Paint brushes

Activity:

Paint bread using different colored milks and paint brushes. Toast the bread and eat it if you have been careful to maintain sanitary conditions during the project.



Read Bread, Bread, Bread

Activity description: Prepare a recipe using bread

Materials:

Peach Bread Pudding recipe card recipe ingredients



Activity goals:

Children help prepare and eat a new grain food group recipe.
Children talk about

wrock & Cooking

Children talk about similarities and differences between this recipe and other foods with same ingredients.

Children can participate by:

- cutting bread into cubes and peaches into chunks with plastic knife
- · measuring liquids (juice and milk)
- · measuring dry ingredients
- breaking eggs (under close supervision)
- combining ingredients

Discussion points:

- Which food groups are represented in this recipe? (grains and fruit)
- Which ingredients are also in French toast? (milk, bread eggs). Which are not? (fruit) What other dried or canned fruits would also be good?

whack & Cooking

Activity description: Prepare a recipe using vegetables and reading about vegetables.

Reading & Literacy Connection

Materials:

Snappy Vegetables with Basil Dip recipe card Recipe ingredients



Activity goals:

Children prepare and eat a vegetable recipe.

Children can participate by:

- cleaning vegetables;
- snapping vegetables;
- mixing liquid ingredients.

Discussion points:

- Sensory characteristics of the vegetables,
 i.e. crunchy, chewy, soft, crisp, the colors.
- When you serve this recipe, you can post and note the Dip, Eat vegetable poster.



Read Who is in the Garden

Activity description: Structured Physical Activity -Partner Stunts



Materials: None

Activity:

Activity goals:

The child will work with a partner to compete a movement task.

- · Arrange the children in pairs.
- · Wring the Dishrag--pairs face each other holding hands. Children lift one pair of arms upward (one child's left and one child's right), turning slowly toward the lifted arms. Continue turning until the children are back to back. Continue turning as the other pair of arms are lifted up. The stunt ends when the children are facing each other in the starting position.
- Partner walk--pairs face each other with hands on each other's shoulders. The pair walks trying to keep their toes touching (so one right and one left leg work as a unit).
- · Wheelbarrow--one child assumes a pushup position on the floor. The other child carefully lifts the first child's legs and together they walk slowly a few steps. Reverse positions.
- · Arrange pairs of children in a long line. Pairs are to move from one side of a rectangle to the other, walking, hopping, galloping, sliding, or skipping to your verbal instruction.

Activity description:
Structured Physical Activity - Moving to music

Physical Activity

Materials:

Learning Basic Skills Through Music Vol. 1 Hap Palmer (Tape, CD or Record) AR 514 or You Sing a Song and I'll Sing a Song by Ella Jenkins SF45010 (Tape, CD or Record)

Activity goals:

The child will move and speak to music.

Activity:

- ·Listen to the music before doing this with the children.
- "What is your name?" (Hap Palmer) Walk around a circle to the music. Stop when Hap sings "my name is" and point to a child who will respond with his/her name. Continue walking and repeat as the song suggests. Discuss the idea that each person in a family has a different name.
- "Did you feed my cow?" (Ella Jenkins) The children should be seated in a circle for this activity. Follow the verbal instructions for the movements. Discuss the idea that families do many things together. Some work together—like feeding the cow, most eat together and families also play together. Play can be dancing, riding bikes, walking and so forth. Ask the children what their family does together that is active.

Activity description: Unstructured Physical Activity - riding and pushing toys



Materials:

riding and pushing toys, cones and other obstacles.

Activity goals:

The child will state that riding bikes is an activity a family can do together.

Activity:

Encourage children to ride and push the toys around the obstacles. Encourage the children to do this in pairs or small groups. Challenge them to talk to each other while doing the activity.

Begin or end the activity with a discussion of families walking (pushing a stroller) or riding a bikes together.

Activity description: Unstructured physical Activity - Riding and pushing toys



Materials:

variety of riding and pushing toys, cones and other obstacles.

Activity goals

The child will state that riding bikes is an activity a family can do together.

Encourage children to ride and push the toys around the obstacles. Encourage the children to do this in pairs or small groups. Challenge them to talk to each other while doing the activity.

Begin or end the activity with a discussion of families walking (pushing a stroller) or riding bikes together.

Goals and Background for Lesson 3: Food and Physical Activity in My Community

Objectives - The child will:

- identify food sources in their community (e.g. restaurants, orchards, farmers' markets);
- ·list fruits/vegetables/grains they could get in an away-from-home setting (e.g. restaurant, sporting event, state fair);
- ·list places to be active in their community (home, park, swimming pool, roller rink, youth sport complex).

Background Information:

Physical

Activity

in My

Community

As children age, they have more opportunities to determine what they eat, both at home and away-from-home. Children need the knowledge, skills and willingness to choose healthy places and options. The focus of this lesson is supporting children in making choices.

Food and

Physical Activity

in my

Community

Food in My

Community

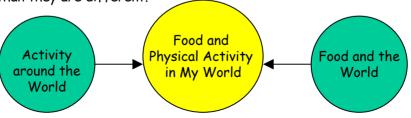
Goals and Background for Lesson 4: Food and Physical Activity in My World

Objectives: The child will:

- ·explain how food and activity help us grow;
- •name one food that is from another culture or geographic location;
- •name one physical activity that is from another culture or geographic location.

Background Information:

Food and physical activity are the basis of growth and health around the world. How we meet food and activity needs differ geographically and by culture. Geographic considerations influence the availability of foods and types of activity. Culture further shapes our choices. Children need to appreciate differences and understand that people are more alike than they are different.



The activities on these cards require a number of resources. The resources are listed on these two cards.



Big Bird's Red Book by Roseanne and Jon Cerf. Racine, WI: Western Publishing Co, Inc., c. 1990, 1997 Bread, Bread, Bread by Ann Morris. New York, NY: Scholastic Inc., c. 1989 Daddy Makes the Best Spaghetti by Anna Grossninickle Hines. New York: Clarion Books. c. 1986 Eating the Alphabet: Fruits and Vegetables A to Z by Lois Ehlert. San Diego: Harcourt Brace Jovanovich, c.

1989

Feast for 10 by Cathryn Falwell. New York, NY: Houghton Mifflin Co., c. 1993

Goldilocks and the Three Bears by James Marshall. New York, NY: Dial Books for Young Readers, c. 1988

Gregory the Terrible Eater by Mitchell Sharmat. New York: Four Winds Press, c. 1980

How a Seed Grows by Helene J. Jordan. New York, NY: Harper Collins. c. 1992

Oliver's Fruit Salad by Vivian French. New York: Orchard Books. c. 1998

The Carrot Seed by Ruth Krauss. New York: Harper and Row, c. 1945

The Edible Pyramid: Good Eating Every Day by Loreen Leedy. New York: Holiday House, c. 1994.

The Little Red Hen by Byron Barton. New York: HarperCollins Publishers, c. 1993.

The Very Hungry Caterpillar by Eric Carle, New York: Philomel Books (division of The Putnam & Grosset Group) 1987, c. 1969

Who is in the Garden? by Vera Rosenberry. New York: Holiday House Inc., c. 2001



Learning Basic Skills Through Music, Vol. 1 Hap Palmer (Tape, CD or Record) AR 514 You Sing a Song and I'll Sing a Song by Ella Jenkins SF45010 (Tape, CD or Record)

Television programming

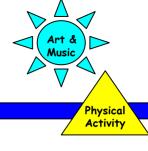
"Amy's Pasta," Teletubbies #118. Iowa Public Television provides a database of all children's programs that relate to food or physical activity. This database is available at www.iptv.org/rtl. Click on the "GET ACTIVE/EAT HEALTHY" button and follow the instructions. The broadcast time and date of "Amy's Pasta" as well as other relevant programs will be shown.

"Knowing I'm Growing," Calliou #124.

Food Models

National Diary Council Food Model Comparison Cards. Rosemont, IL: National Diary Council (1994)

Activity description: Complete actions and words to "I Am A Pizza" about making a pizza at a pizza take out store.



Materials:

"I Am A Pizza" from the 10 Carrot
Diamond CD* by Charlotte Diamond
Empty pizza box
Cardboard circle (crust)
Red felt circle (sauce)
Yellow & white bits of felt (cheese)
Red felt circles (pepperoni)
White moon shaped felt (onions)
Gray mushroom shaped felt (mushrooms)
Green strips of felt (green peppers)
Green bits of felt in a spice jar (oregano)

Activity goals:

Children take turns completing the actions to the words in the song.
Children sing with the CD.

This activity can be used in combination with a dramatic play Pizza Shop activity and/or a field trip to a Pizza restaurant.

* There is also a video and other activities available at the same address.

Activity description: Children throw and catch Frisbees.



Materials:

Several Frisbees. An empty cardboard box.

Activity:

Arrange children among three groups. Place each group on one side of a square (one side will be empty). Group 1 are customers, group 2 are the delivery crew, group 3 are the kitchen crew. Group 1 (with the teacher's help), call by saying "ring, ring, ring, please bring my pizza". Group 3 have the Frisbees, they toss a Frisbee to group 2 who catch the Frisbee (or chase it and pick it up). Group 2 runs to group 1, each child carrying a Frisbee.

Activity goals:

Children will throw Frisbees, catch Frisbees and run on command. The Frisbees are "pizzas".

The drivers give each customer a pizza. The drivers become customers. The customers toss the pizza into or toward the box which is placed near group 3. Once all Frisbees have been tossed, the kitchen crew say "quitting time" and run to the delivery area. The customers move near the box, picking up the Frisbees and the game begins again (with each group taking a new role). Repeat many times.

Activity description: Children pretend to run a pizza store, including delivery, pickup and eat in.



Materials:

Empty pizza box

Cardboard circle (crust)
Red felt circle (sauce)
Yellow & white bits of felt (cheese)
Red felt circles (pepperoni)
White moon shaped felt (onions)
Gray mushroom shaped felt (mushrooms)
Green strips of felt (green peppers)

Green bits of felt in a spice jar (oregano)

Activity goals:

Children pretend to work in a place that sells a food they may commonly eat.

Activity:

Children will make pizzas, take phone orders, serve customers and deliver pizzas. This activity can be used in combination with the song "I Am A Pizza" (Charlotte Diamond) and/or a field trip to a Pizza restaurant.



Activity description: Prepare Pepper, Pineapple and Ham Pita Pizza from *Physical Activities and Healthy Snacks for Young Children*

Materials:

recipe card ingredients cooking utensils tasting spoons

Activity goals:

Children assist with assembling pita pizzas.
Children taste a familiar food made with ingredients that may be different than those they are used to, e.g. pita instead of pizza crust, ham instead of ground meat or sausage, and pineapple.

Activity:

Children can assist with most of the steps in making the pita pizzas - spreading tomato sauce, sprinkling on oregano, shredded cheese. Placing on the pineapple chunks, green pepper and ham.

Readina & Literacy Connection

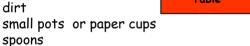
Activity description: Plan a "pumpkinfest." Explore the pumpkin, a food grown in Iowa, through a field trip and preparatory activities (1).





Materials:

pumpkin seeds dirt small pots or paper cups



Activity (spring):

Sensory Table

Activity goals:

Children touch, see and feel pumpkin inside and out

Children plant a pumpkin seed.

Children understand that pumpkins are related to other plants

Each child receives a pumpkin seed. Children are guided to place small amount of dirt in a pot or cup, put the seed in, and fill with dirt. Seeds can be planted in March and children allowed to water and observe until May. If space is available the seeds can be planted on site, or sent home for planting with family.

Activity (fall):

Provide a variety of gourds, including pumpkins, at the sensory table so children can touch, see and feel them. Provide pumpkin that is sliced to reveal pumpkin flesh. Encourage them to feel the inside and pull out the seeds.

52

Reading & Literacy Connection

Activity description: Plan a "pumpkinfest." Explore the pumpkin, a food grown in Iowa, through field trip and preparatory activities (2).

Sensory Table



Reading & Literacy Connection

Read Apples and Pumpkins

Discussion points:

Pumpkins first grew in this part of the world. Pumpkins are vegetables and one of a group called gourds.

Pumpkin was an important food for Native Americans. Pumpkins are planted in the spring and harvested in the fall.

Activity goals:

Children practice following directions, staying on course.
Children observe growing and selling food in the community.

Activity: Field trip to pumpkin patch.

Children have the opportunity to see pumpkins growing in the field. Children may also observe sale of pumpkins and pumpkin products.

Activity description: Plan a "pumpkinfest." Explore the pumpkin, a food grown in Iowa, through field trip and preparatory activities (3).

Reading & Literacy Connection

Sensory Table Phys

<u>Materials:</u>

Pumpkins or Large playground balls (13" or larger)

Physical



Activity goals: Children follow instructions, walk and lift.

Activity: Field trip to pumpkin patch (Can also be a pretend trip). Children walk around the field (or play area). The instructions should remind children not to step on the vines or pumpkins (which can be balls scattered around the area). Children are allowed to select a "pumpkin" (or ball) and carry it to a designated location. Remind children to bend their knees when picking up the pumpkin, carry it with care so not to drop it.

If you are doing this with balls, Arrange children in pairs, have them roll the ball between the pair, catching, and rolling with accuracy.

Activity description: Prepare Pumpkin Bread from *Physical Activities and Healthy Snacks for Young Children*



Go for the good stuff

Materials:

recipe card ingredients cooking utensils tasting spoons

Activity goals:

Children see, smell, feel and taste pureed pumpkin. Children assist with adding and stirring ingredients.

Activity:

Children assist observe measuring and combining of ingredients. One or two children are allowed to assist by stirring ingredients together. Reserve some pureed pumpkin to allow children to taste sample after bread is ready to go into the oven.

Activity description: Prepare food for picnic in a park. Physical activity in the park (1).



whock & Cooking

Materials:

Blanket to sit on or cloth for picnic table Cooler and ice Disposable plates, cups, napkins Water cooler

Picnic menu (see Physical Activities and Healthy Snacks for Young Children)

Wrap-ups Frozen Grapes Cheese Sticks. whock & Cooking

Activity goals:

Children help prepare food appropriate for picnic.

Art & Music

Children help pack and transport food for picnic.

Children state what kinds of foods must be kept cold.

Activity:

Children can help prepare wrap ups-spread sour cream/mayonnaise on tortilla. All foods should be transported in a cooler. Discuss with children that many foods must be kept cold if they are not eaten right away.

56

Activity description: and My Community

Prepare food for picnic in a park. Physical activity in the park(2).

Physical Reading & Literacy Connection

Materials:

CD player with batteries
"Wood Pecker" and "Roller
Coaster" on the *Rhythms on Parade* CD
633 or HP102.E by Hap Palmer

Activity Description Woodpecker:

Arrange the children in a circle around a tree (select a tree size appropriate for the size of your group). During the chorus children walk clockwise around the tree holding hands to maintain the circle. For each verse ("Woodpecker he say....") stop walking, drop hands and clap the rhythm.

Activity goals:

Children move
to the beat of the music. Children act out the words in the song.

Roller coaster: Some big parks have roller coasters. We are going to make our own! Arrange the children in a long line holding hands. Verse one move slowly, begin walking at a low level, gradually walking at a high level. Verse two race fast. Verse 3 repeat slow movements, and so forth.

Read the book and listen to the song *The Teddy* Bears' Picnic.

Reading &

Literacy

Connection

Activity description: Children explore unique and similar aspects

of cultures through touch and smell, music, and movement (1).

Cts Art & Physical Activity

Sensory

Materials:

"The Garden Song" and
"May There Always Be Sunshine"
on the 10 Carrot Diamond
CD by Charlotte Diamond
CD player

Activity: Play and sing along with "May There Always Be Sunshine". Verses are sung in English, Russian, French, Spanish, German, and Cantonese.

Play and sing along with "The Garden Song".

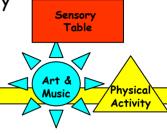
Activity goals:

Children describe similarities in gardens around the world. They need sunshine. Likewise children sing a song in different languages and learn that languages are different but the song can be the same.

Discussion points:

Gardens need sunshine to grow. Food grows in gardens. Gardens grow around the world, different foods grow in those gardens.

Activity description: Children explore unique and similar aspects of cultures through touch and smell, music, and movement(2).



Materials:

10 or more Carrots (with tops)
"10 Crunchy Carrots" on the 10 Carrot
Diamond CD by Charlotte Diamond
Toy animals (such as sasquatch, hamster, bees, to go with words in song)
Wash pan with water
CD player

Activity goals:

Touch carrots, count carrots, wash and smell carrots.

Activity:

Play "10 Crunchy Carrots" song on CD.

Allow children to play with carrots. Encourage counting, washing and smelling.

Children can also pantomime the song actions using toys and carrots.

and My World
Activity description: Children explore unique and similar aspects of cultures through touch and smell, music, and movement (3).



Sensory

Materials: CD player

Activity:

"La Bamba" on the *10 Carrot Diamond* CD by Charlotte Diamond

CD

Activity goals:
Children will move to music from a different culture.

except one verse in English.

There are 3 movements in this dance.

·Walking forward using small steps (the first 4 lines of each verse)

·Walking backward using small steps (during "Ay!....)

•Turning in a circle while clapping hands above the head (turn 3 circle during chorus "Bamba, Bamba,...").

Arrange the children in a line or circle. Play "La Bamba", the words are in Spanish,

Discussion points:

There are many countries that speak Spanish (Mexico, Spain). There are also many Latin Dances, which are also part of the Spanish culture. We are going to do a dance that is Latin and sing in Spanish.

60

Activity description: Learn about typical lunch foods around the world (1).

Reading & Literacy Connection

Read This is the Way We Eat Our Lunch: A Book About Children Around the World

Reading & Literacy Connection

Materials:

Piece of newsprint. Draw chart with 22 rows (one for each location in the book). On left side of each row, draw a picture of the food shown for the country or paste pictures of the food for the country.



Activity goals:

Children describe similarities of children around the world -- they eat lunch and some of the foods eaten in other countries are familiar here as well.

Children describe the physical activities shown in the book and discuss which are unique to the place and which are universal.

Children describe differences of children around the world -- some lunch foods are unique to a country and are unfamiliar here.

Children practice graphing skills.

Reading & Literacy Connection

whack & Cooking

Activity description: Learn about typical lunch foods around the world (2).

Activity:

As you read each page, ask children how many are familiar with the food on the page. Place hatch marks in the row next to the food item(s) for each hand raised. Then write the number designated by the hatch marks. At the end, ask children which food was best known...least known. Also ask children to vote on foods they'd like to try for lunch.

As you read each page, ask children to describe the different physical activities shown. For example the first page shows skateboarding, rollerblading, bicycle riding and gardening.

Over several weeks, prepare 3 or 4 of the new foods selected by children. Several foods in the book are featured in recipes in *Physical Activities and Healthy Snacks*

for Young Children:



- ·Apricot Cinnamon Couscous
- ·Fruit Bowl
- Sweet Potato Oven Fries and Coins

- Black Bean Salad
- ·Pasta Vegetable Soup with Croutons
- or Puree of Carrot Soup
- ·Pepper, Pineapple and Ham Pita Pizza

Activity description: Children are introduced to soccer and practice basic soccer skills.

Reading & Physical Activity

<u>Materials:</u>

8.5" playground balls or 8.5" foam balls.



Activity:

Arrange the children in a long line facing you. Each child has a ball (or pair children with a ball). Have the children kick the ball as far as possible. Run after the ball. Kick it back to the starting point. Repeat several times. Have the children kick the ball as short a distance as possible (challenge them to see who can kick it the shortest distance or the most times in a short distance). Repeat.

Activity goals:

Children practice kicking a ball short and long distances.

Discussion points:

Many cultures have games involving running and kicking a ball...soccer, football, rugby.
Soccer is played in many countries in the

world. Soccer is the most widely played game in

the world.

Reading & Literacy Connection Read about Arthur's new soccer coach in Arthur's Best Coach Ever

Activity description: Explore Chinese food and culture through reading, physical activity and educational television.

Physical Activity

> Reading & Literacy Connection

Reading & Literacy Connection Activities goals:

Children are able to describe a story, food and activities from the Chinese culture.

Materials:

TV and VCR

Reading Rainbow TV show "Liang and the Magic Painthrush" enisode #107

Magic Paintbrush," episode #107.

Read Liang and the Magic Paintbrush.

Activity:

Take children to an open area to fly a kite.

Discussion points:

Kite flying is a traditional Chinese activity.

Physica

Chinese kites are works of art.

Activity:

View the show when scheduled or as pre-recorded. The episode is based on the book, which is based on an old Chinese legend in which a boy is given a magic paintbrush that brings everything he paints to life. The show explores Chinese calligraphy, stonecarving, food and a Chinese parade.



Apples and Pumpkins by Anne Rockwell. New York, NY: Simon and Schuster Books for Young Readers., c. 1989. Arthur and the Best Coach Ever by Marc Brown. New York, NY: Little Brown and Co., c. 2001. The Teddy Bears' Picnic Words by Jimmy Kennedy and Pictures by Prue Theobalds. New York, NY: Peter Bedrick Books, words c. 1947 by Warner Brothers; illustrations c. 1987 by Prue Theobalds. This is the Way We Eat Our Lunch by Edith Baer. New York: Scholastic, Inc., c. 1995.

Audio Tapes

10 Carrot Diamond CD by Charlotte Diamond, Hug Bug Records Box 58067, Vancouver, BC Canada

Rhythms on Parade CD 633 by Hap Palmer, Hap-Pal Music, Inc. Box 323 Topanga, CA 90290

Television programming

Reading Rainbow TV show "Liang and the Magic Paintbrush," Reading Rainbow #107. Iowa Public Television provides a database of all children's programs that relate to food or physical activity. This database is available at www.iptv.org/rtl. Click on the "GET ACTIVE/EAT HEALTHY" button and follow the instructions. The broadcast time and date of Reading Rainbow episodes as well as other relevant programs will be shown.