



# healthy habits for life™



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

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# Welcome to the Healthy Habits for Life Child Care Resource Kit



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

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

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

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

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

## What YOU Will Learn

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

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

## What CHILDREN Will Learn

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

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

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# Introduction

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

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

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

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

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

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

Now turn the pages and begin building healthy lifestyles!

## Allergies & Choking Hazards

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

# Using This Kit

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

## **Group Poems/Songs**

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

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

## **Activities and Handout Pages**

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

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





### **The Family Newsletter**

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

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

### **Did You Know?**

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

### **At the back of this binder**

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



# Get moving!

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

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

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

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

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

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

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

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



## Chapter 1 Introduction



# Moving and Playing

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

### \* Did You Know?

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

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

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

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

# Move Together!



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

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

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

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

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

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

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

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

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



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## Activity

# Movement Grab Bag

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

## \* Try This!

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

### Children will:

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

### Materials:

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

### Ask children:

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

### Activity:

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



# Move Along!

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

## \* Try This!

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



### Children will:

- < Act out stories
- < Build listening comprehension

### Activity:

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

### On the Move to Hooper's Store

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

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

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

## Activity

# The Count Counts Moves

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

## \* Try This!

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



### Children will:

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

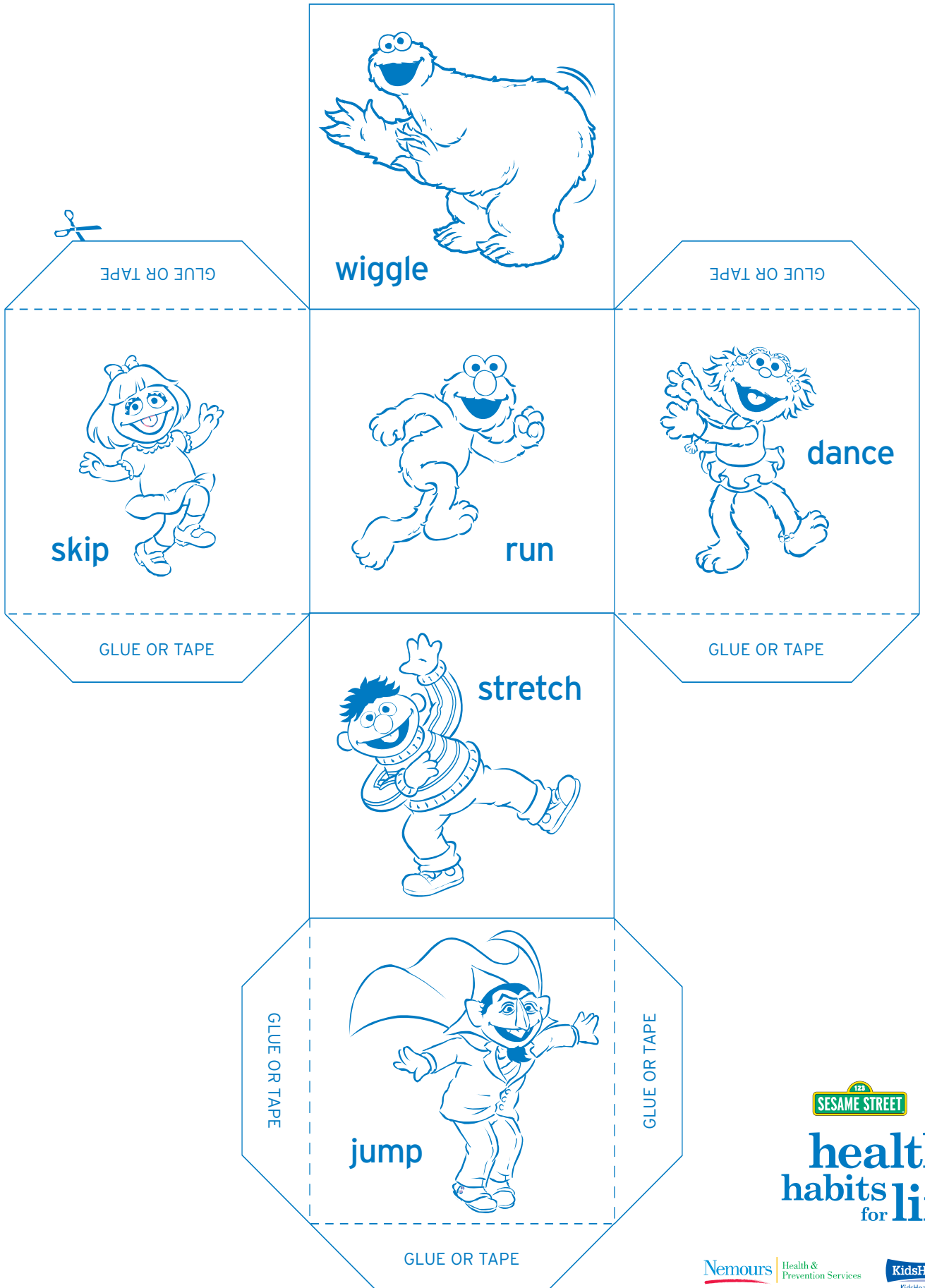
### Materials:

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

### Activity:

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

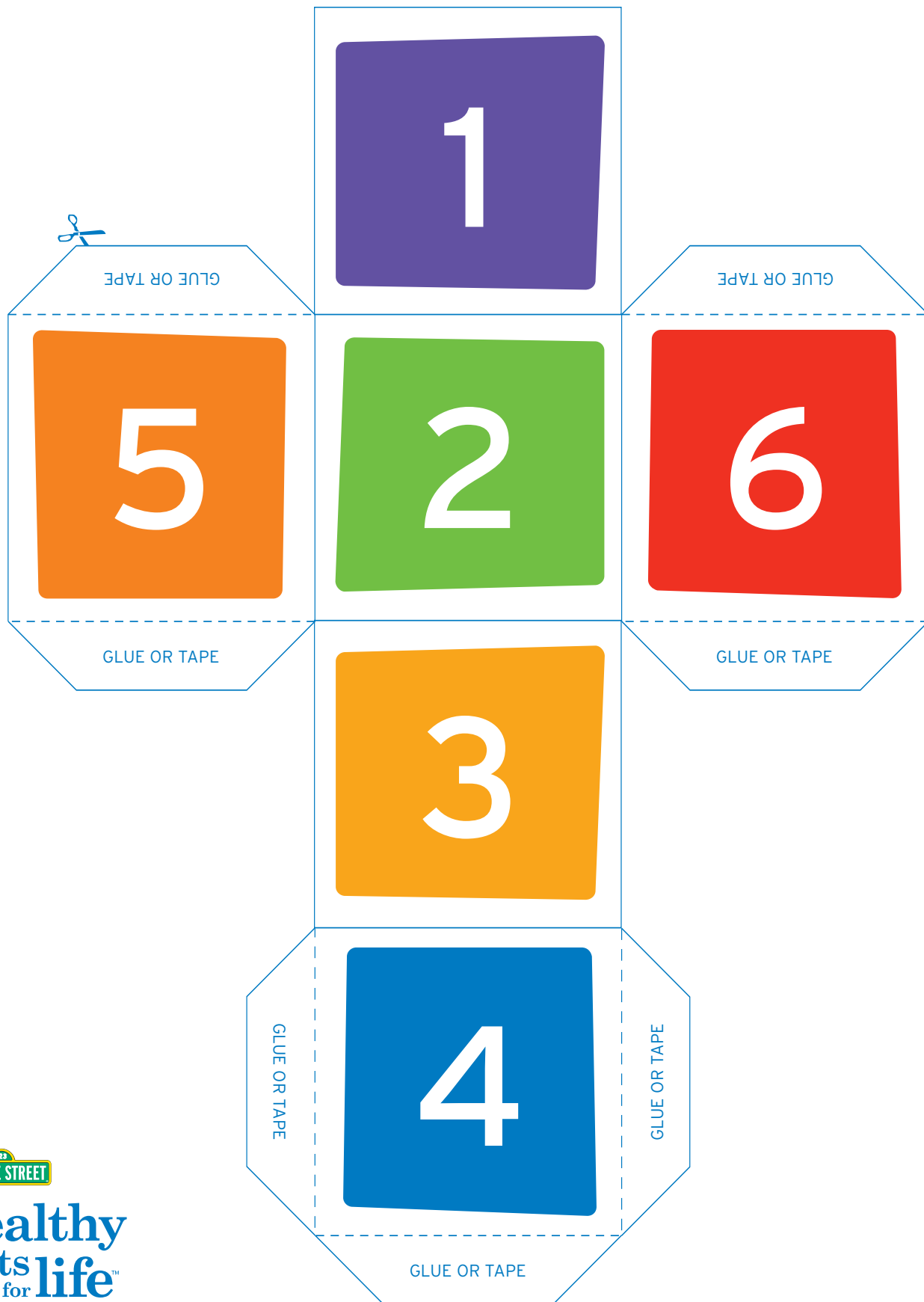
Handout: Movement Cube (see page 14)



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Handout: Number Cube (see page 14)





# *Follow the Beat Dance*



Get up and move and shake our hips. Then play the “Follow My Beat” game to help children think about different body parts.

## **Children will:**

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

Encourage children to dance to music. Afterward, ask how moving made them feel.

## **Materials:**

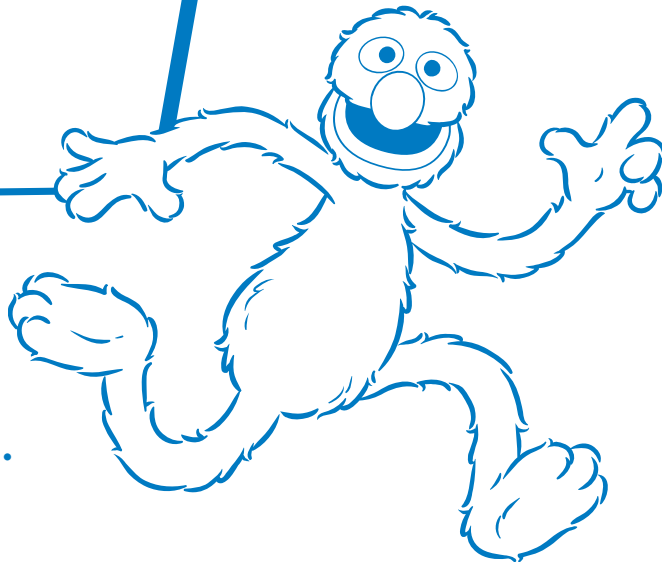
- < Recorded music, and any classroom rhythm instruments such as rhythm sticks, tambourines, or shaking instruments

## **Doing:**

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



# healthy Family Newsletter habits for life™



## Hello, families!

In our program, we love to get moving.

### In the program, children have been:

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

### You and your child are partners:

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

### \* Did You Know?

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

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

### You can help at home!

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

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

#### Story time can be an active time, too!

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

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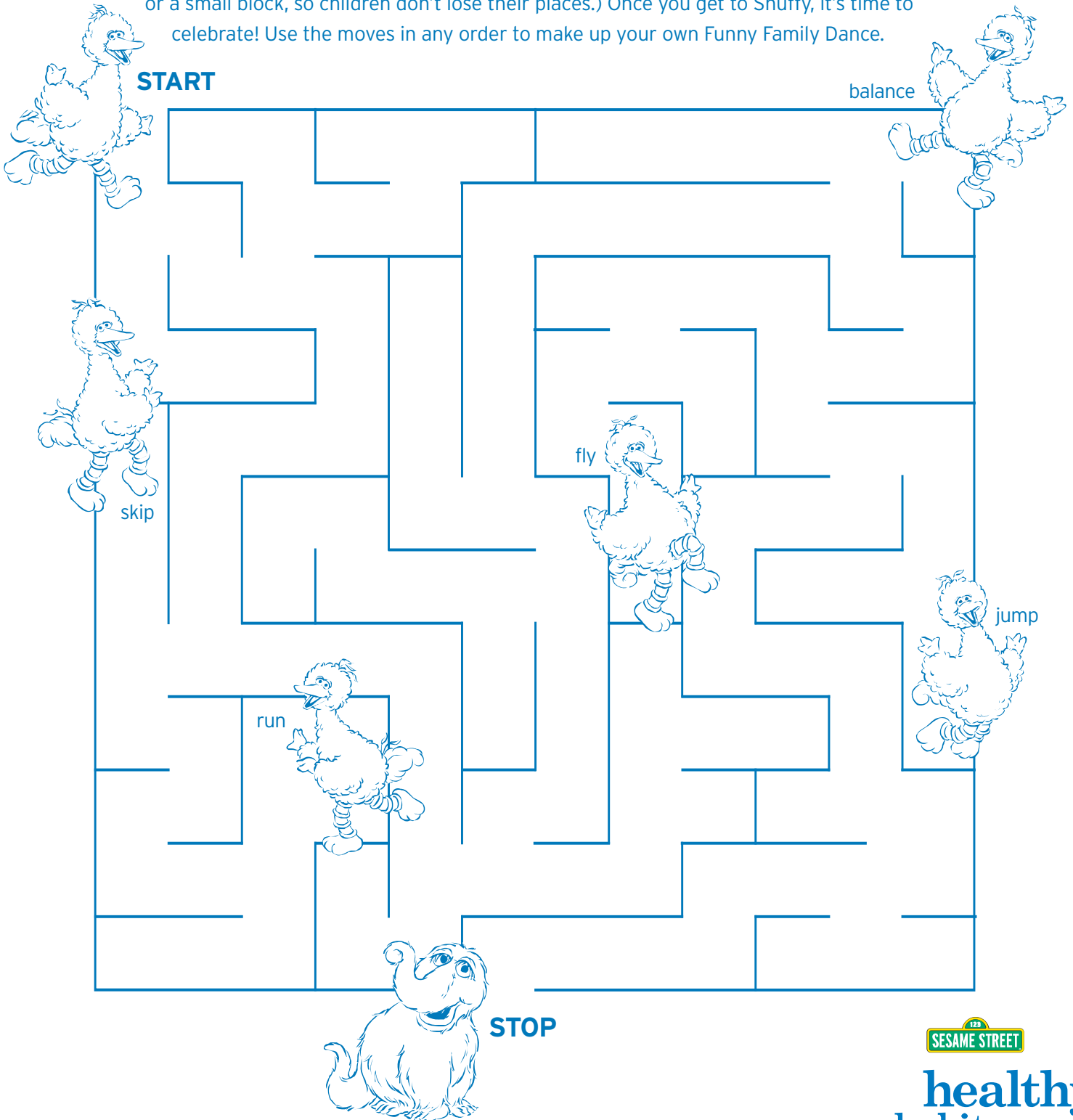
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# Move to Me Maze

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

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



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## Chapter 2 Introduction



# Go and Grow

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

### \* Did You Know?

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

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

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

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

# The Heart Dance

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

*(Now dance really fast!)*

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

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

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

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



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

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



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## Activity

# Hokey Pokey Muscles and Bones

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

## \* Try This!

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

### Children will:

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

### Ask children:

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

### Activity:

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

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

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

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

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

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

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

# Raindrops Can't Make the Action Stop!

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

## Children will:

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

## Materials:

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

## Activity:

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



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

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

Handout: Raindrops (see page 23)



**rainy day activity**

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**rainy day activity**

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# Get Up and Move!



Create an Activity Spinner for the classroom. Use the spinner when you need a burst of activity, so you can all make sure to move as much as possible each day.

## \* Try This!

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

### Children will:

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

### Materials:

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

### Doing:

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

### Movement Ideas

#### Red: Get Strong!

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

Abdomen: Row, Row, Row Your Boat

#### Orange: Move a Lot!

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

#### Green: Raise Your Heart Rate!

Tag • Jumping jacks • Outdoor play • Dancing • Soccer

#### Blue: Streeeeetch!

Shoulders: roll shoulders front and back

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

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

Legs: touch toes • Feet: point and flex

Back: sit and twist • Cat stretch

## Activity

# Telly's Triangle Tag

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

## \* Try This!

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

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

**Circle:** By curving arms into a circle overhead.

**What other ways can children make shapes with their bodies?**

### Children will:

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

### Activity:

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





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## Hello, families!

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

### In the program, children have been:

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

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

### \* Did You Know?

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

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

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

### Be active right from the start.

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

### Stairs can be a healthy way to travel!

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

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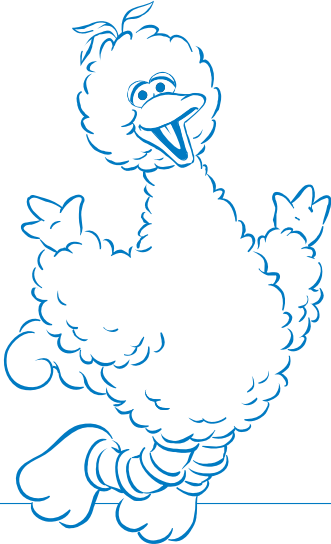


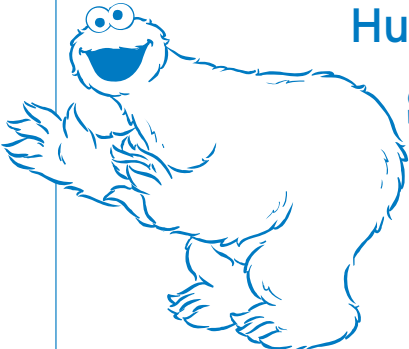
Family Handout

# Activity Chart

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

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

✂

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



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## Chapter 3 Introduction

# What My Body Tells Me

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

### \* Did You Know?

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

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

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



Group Poem

# Listen to Your Body

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

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

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

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



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

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

Tired? What should they do?

Energetic? What can they do to use their energy?

Hungry? Thirsty? What can they do?

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



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# Sesame Super Stretch

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

## \* Try This!

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

### Children will:

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

### Materials:

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

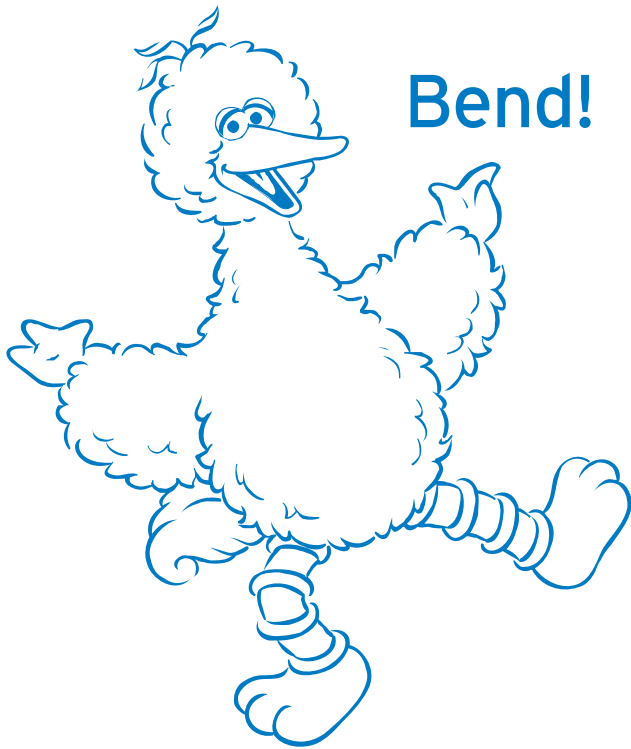
### Ask children:

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

### Activity:

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

Handout: Sesame Super Stretch Chart (see page 31)



**Bend!**



**Wiggle!**



**Reach!**



**Touch  
your toes!**



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# Energy Dance

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

## Children will:

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

## Materials:

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

## Ask children:

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

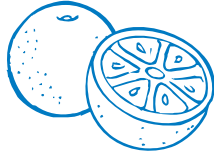
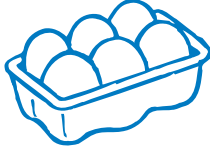

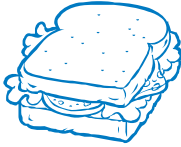
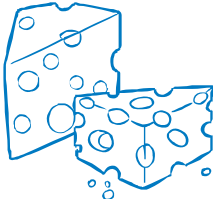

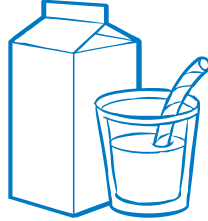
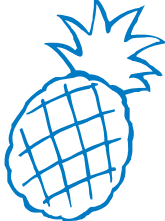


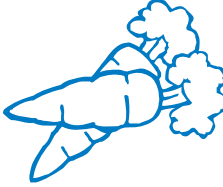



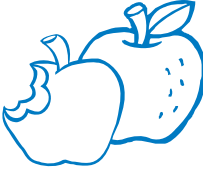

## Activity:

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



Handout: Food Cards (see page 33)



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



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# Feel Good Mask

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

## Children will:

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

## Materials:

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

## Activity:

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



### Feeling Good

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

### Feeling Bad

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

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

# Super energy



Children can explore how they can have “super energy” by eating healthy foods and being physically active.

## Children will:

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

## Materials:

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

## \* Try This!

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

Explain to children that they can build their very own Energy City, a place where each child can pretend to be a superhero. (Point out that all superheroes need healthy foods and sleep.)

## Doing:

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



# healthy Family Newsletter habits for life™



## Hello, families!

We've been busy listening to our bodies!

### In the program, children have been:

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

### \* Did You Know?

Many young children don't get enough sleep – and without enough sleep, children are not at their best. Preschoolers ages 3 to 5 need about 10 to 13 hours, including nighttime and naps.

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

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

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

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

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

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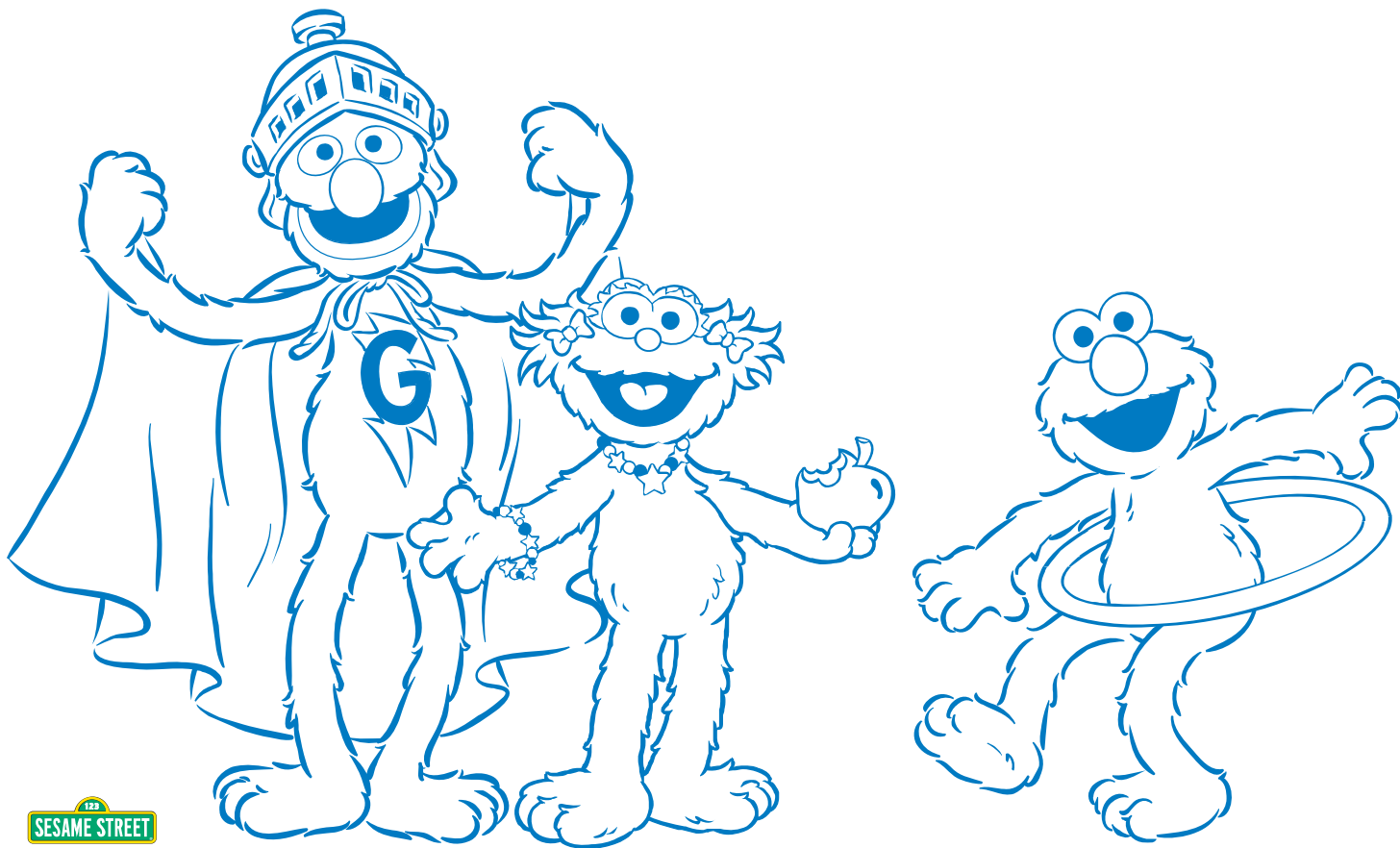
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## Family Handout

# Recipe for a Healthy Weekend

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

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



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