

Eat Healthy Be Active

Days 6-10



 **FACS**
THE UNIVERSITY OF GEORGIA
COLLEGE OF FAMILY AND CONSUMER SCIENCES
Department of Human Development and Family Science

An Early Childhood Initiative to Promote Healthy Eating and Physical Activity

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EAT HEALTHY, BE ACTIVE: AN EARLY CHILDHOOD INITIATIVE TO PROMOTE HEALTHY EATING AND PHYSICAL ACTIVITY

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The procedures and language for all activities included in this initiative were developed by project staff based on extensive professional experience with young children, and were revised based on feedback from early childhood teachers and parents of young children. Any similarity to previously published and copyrighted activities is entirely unintentional. The copyright for all children's books and songs listed here remains with the original copyright holders, and no right to reproduce those items is intended.

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EAT HEALTHY, BE ACTIVE THREE-WEEK CURRICULUM PLAN

Week 2: Healthy Eating

	DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
THEME FOR DAY	Dairy	Review: Eat a Variety of Foods	Eat Breakfast	Stop Eating When You're Full	Healthy Eating Review
	Healthy Bear Says, "Drink Dairy"	Healthy Bear Asks, "Which One Doesn't Belong?"	Healthy Bear Says, "Eat Breakfast"	Healthy Bear Says, "Stop Eating When You're Full"	Healthy Bear's Healthy Lunch
	Growing Bodies Song (v. 1 – 6)	Growing Bodies Song (v. 1 – 6)	Eat Your Breakfast Song	If You're Full and You Know It Song	Eat Your Breakfast Song
	Let's Paint with Yogurt	Growing Colors	Breakfast Container 3-D Art	Caterpillar 3D Art	Fruit and Vegetable Prints
	Let's Be Merry – Drink Dairy	Fishing for Healthy Food	Breakfast Foods Lotto	Full or Empty?	Taste the Rainbow
	Fun Frozen Yogurt	It's Pizza Time!	Oatmeal Makes a Tasty Breakfast	Fill and Compare	Exploring Fruit Peels
	Grocery Store				
	Milking a Cow	MyPlate Treasure Hunt	Making Breakfast Campside	Stop or Go	Colorful Foods Tricycle Course
	<i>The Milk Makers</i>	<i>Lunch</i>	<i>If You Give a Pig a Pancake</i>	<i>The Very Hungry Caterpillar</i>	<i>I Will Never Not Ever Eat a Tomato</i>

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Eat Healthy Be Active

DAY 6

DAIRY



EAT HEALTHY, BE ACTIVE: DAY 6 ACTIVITIES



Large Group: HEALTHY BEAR SAYS, "DRINK DAIRY"

Talk with Healthy Bear about dairy foods, and help children learn where milk comes from and how it is processed.



Music: GROWING BODIES SONG

Lead children in singing the Growing Bodies song, and encourage them to clap, stomp, or make up their own movements as they sing.



Art: LET'S PAINT WITH YOGURT

Encourage children to paint graham crackers with yogurt and eat them, while talking about dairy foods.



Math: LET'S BE MERRY – DRINK DAIRY

Help children compare the taste of goat's and cow's milk, and create a chart to keep track of their preferences.



Science: FUN FROZEN YOGURT

Work together to create a tasty and healthy frozen yogurt. Have children measure ingredients and take turns mixing the yogurt, then taste the finished product.



Dramatic Play: GROCERY STORE

Set up a dramatic play area as a grocery store where children can practice choosing and buying different types of healthy food.



Outdoor Activity: MILKING A COW

Talk about where milk comes from, and have children take turns pretending to milk a cow.



Literature and Story-Stretching Activities: *THE MILK MAKERS* BY GAIL GIBBONS

Help children learn how milk comes from the farm to their home as you read this informative book.

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HEALTHY BEAR SAYS, "DRINK DAIRY"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify the dairy group on MyPlate.
- › Children will name and describe foods in the dairy group.
- › Children will explain that milk comes from cows.
- › Children will begin to recognize the words "Healthy Bear" and "dairy" and the beginning letters of these words.

MATERIALS:

- › Healthy Bear puppet
- › Large poster of MyPlate
- › Templates 1 – 6 (pictures of the process of delivering milk from cow to table)
- › Chart paper with the words "Healthy Bear" and "dairy"



PROCEDURE:

1. Transition the children to group time by telling them that a special visitor is coming to see them. Point to the words "Healthy Bear" on the chart and ask the children if they know who is coming to visit. Point out the beginning letters "h" and "b." Tell the children that Healthy Bear is here to teach them about foods in the dairy group. Point out the word "dairy" and ask someone to tell you the first letter.
2. Have Healthy Bear show the children the dairy group on MyPlate. Suggested phrases:
 - a. *Does anyone know what the blue group is called? That's right; it's the dairy group.*
 - b. *What are some dairy foods? There's milk, cheese, yogurt, etc.*
3. Have Healthy Bear ask if the children know where milk comes from. Show templates 1 – 6 to illustrate the process. Suggested phrases:
 - a. *Does anybody know where milk comes from? That's right, from cows.*
 - b. *But we don't have cows in our back yard, do we? No, we buy our milk at the store. How does it get there?*
 - c. *Cows live on farms, and they have milk in their udders. (Show template 1.)*
 - d. *When their udders get full, a farmer or a machine milks the cows. (Show template 2.)*
 - e. *The milk truck carries the milk from the farm to the dairy. (Show template 3.)*

Day 6: Dairy

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- f. At the dairy, the milk is cleaned and put into cartons or bottles (Show template 4), and then delivered to the store. (Show template 5.)
 - g. People buy milk at the store and take it home to drink. (Show template 6.)
4. Encourage the children to talk about times they drink milk (e.g., breakfast, snacks, other meals), and ask what foods they like to drink milk with (e.g., peanut butter and jelly sandwiches, cereal, etc.).

ADAPTATIONS/EXTENSIONS:

Language: Read a book that shows the journey of milk from a cow to the refrigerator. Examples include *Milk: From Cow to Carton* by Aliki or *The Milk Makers* by Gail Gibbons. Use photos from the book to illustrate how milk gets to the table.

Nutrition: Bring different types of milk (e.g., whole, skim, evaporated, dry or powdered milk, buttermilk, half and half) for the children to try. Have them decide which one they like best.

Science: Make cottage cheese by heating a quart of whole milk until it starts to steam, but is not quite boiling. Remove from heat. Add the juice of one lemon and stir for several minutes. Give the curds and whey time to separate. Pour through a strainer or cheesecloth. Eat the homemade cottage cheese on crackers.



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DRINK DAIRY TEMPLATE 1

Cows live on farms. They have milk in their udders.



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DRINK DAIRY TEMPLATE 2

When their udders get full, a farmer or machine milks the cow.



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DRINK DAIRY TEMPLATE 3

A milk truck carries the milk from the farm to the dairy.



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DRINK DAIRY TEMPLATE 4

At the dairy, the milk is cleaned and put into bottles or cartons.



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DRINK DAIRY TEMPLATE 5

The milk is delivered to the store.



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DRINK DAIRY TEMPLATE 6

People buy milk at the store and take it home to drink.



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GROWING BODIES SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will enhance language and rhythm by singing.
- › Children will discuss the importance of choosing healthy foods.

MATERIALS:

- › Song chart with words

PROCEDURE:

1. Discuss the importance of choosing foods that are good for us to keep our bodies healthy.
Suggested phrases:
 - a. *When we eat healthy foods, they give our bodies energy to work and play all day long.*
2. Lead the children in the Growing Bodies song. Encourage children to create motions to incorporate into the song.

ADAPTATIONS/EXTENSIONS:

Language: Invite children to create their own verses for this song using their favorite healthy foods.

Literature: Provide materials for children to make a book with pictures of different kinds of healthy foods from each section on MyPlate. Use this book as a visual when children sing the Growing Bodies song.



Day 6: Dairy

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GROWING BODIES SONG

(Sing to the tune of "Row, Row, Row, Your Boat")

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*

*Eat, eat, eat berries
Pears and apples too!
These are just some healthy fruits
That make my body grow*

*Eat, eat, eat, green beans
Broccoli and potatoes
These are healthy vegetables
That make my body grow*

*Eat, eat, eat, lean beef
Beans and chicken, oh!
These are all protein foods
That make my body grow*

*Eat, eat, eat, sliced cheese,
Drink your milk and know:
These are healthy dairy foods
That make my body grow.*

*Eat, eat, eat, pasta,
Cereal and toast.
These are healthy whole grains
That make my body grow.*

*Big, big, big, and strong.
This is what I know:
If I eat healthy foods,
My body's sure to grow*



Day 6: Dairy

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LET'S PAINT WITH YOGURT

TYPE OF ACTIVITY: Art

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- Children will identify yogurt as a dairy food.
- Children will use fine motor skills to paint graham crackers with yogurt.
- Children will compare the tastes of different yogurt flavors.

MATERIALS:

- Different flavors of yogurt
- Graham crackers
- New paint brushes, plastic spoons or plastic knives
- Bowls
- Plates



PROCEDURE:

1. Set-up: Place small amounts of the different flavors of yogurt into bowls.
2. Have the children wash their hands before beginning the activity.
3. Show them the different flavors of yogurt. Ask them to identify the flavors by looking at the labels on the packaging. Remind them that yogurt is a dairy food. Suggested phrases:
 - a. *Can you tell me what flavor yogurt this is? What is this picture on the side of the carton? Yes, it's lemon.*
 - b. *What food group is yogurt in? It's a dairy food, and it is made from cow's milk.*
4. Set bowls with several flavors of yogurt where children can reach them. Give each child a graham cracker, a plate and a utensil for painting. Have children place some yogurt on their plate, and encourage them to paint their crackers with the yogurt. Suggested phrases:
 - a. *We are going to share these bowls of yogurt, but everyone will paint your own graham cracker.*
 - b. *You can use any flavor you want on your cracker.*
 - c. *I'm going to paint my cracker with some strawberry yogurt.*
5. When the children are finished painting, invite them to eat their yogurt paintings. Encourage them to talk about the taste of the yogurt.

ADAPTATIONS/EXTENSIONS:

Math: Graph the children's favorite flavors of yogurt. Count how many children choose each flavor, and write the totals on the graph.

Block play: Encourage children to build structures by stacking clean yogurt cups.



Day 6: Dairy

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LET'S BE MERRY – DRINK DAIRY

TYPE OF ACTIVITY: Math

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- Children will compare cow's and goat's milk before and after tasting them.
- Children will decide whether they like goat's or cow's milk better.
- Children will count the number of likes and dislikes.
- Children will identify the word dairy and the beginning letter ("d").

MATERIALS:

- Goat's milk
- Cow's milk
- Cow and goat toys or photos (optional)
- Small cups
- MyPlate poster
- Slips of paper (two per child)
- 2 containers, each marked "Yes" with a happy face
- 2 containers, each marked "No" with an unhappy face



PROCEDURE:

1. Set-up: Pour small cups of goat's milk and cow's milk for each child to try.
2. Show the toy cow and goat to a small group of children. Discuss cow's and goat's milk. Suggested phrases:
 - a. *We have some friends that came to visit us today. This is Betsy the Cow and Gail the Goat.*
 - b. *Can you tell me things that Betsy the Cow and Gail the Goat have in common? Some possible things to mention if the class doesn't:*
 - *How many legs do they both have? (Four legs.)*
 - *Where do they live? (Outside on a farm.)*
 - *Are they humans or animals? (Animals.)*
 - *What covers their bodies? (Hair.)*

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- c. *Did you also know that both Betsy the Cow and Gail the Goat make milk that YOU can drink?*
 - d. *Have you ever seen a cow or goat being milked?*
- 3. Show the MyPlate poster and point out the dairy group. Suggested phrases:
 - a. *Which group includes milk? Milk is a dairy food.*
 - b. *This word says dairy. What other words start with the same sound?*
- 4. Tell the children that they can try some goat's and cow's milk. Explain that they will decide whether they like or don't like each kind of milk. Encourage children to try the milk, but do not pressure or force those who decide not to try it. Suggested language:
 - a. *Betsy and Gail have brought some of their milk for you to try.*
 - b. *Here is a cup with goat's milk for you to try. If you like it, put your name in the 'yes' box. If you don't like it, put your name in the 'no' box.*
- 5. Repeat step four with the cow's milk. Have children put their slips in the second set of containers.
- 6. Have children count the number of slips in the "yes" and "no" boxes for goat's and cow's milk. Discuss the results.

ADAPTATIONS/EXTENSIONS:

Snack: Serve goat's cheese for snack. Talk to children about cheese as a type of dairy food.

Language: Encourage children to come up with words that rhyme with "dairy" (e.g., berry, fairy, carry, merry), "goat" (e.g., boat, coat, float, moat), and "cow" (e.g., wow, now, sow, pow, plow).



FUN FROZEN YOGURT

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- Children will practice measuring the ingredients.
- Children will identify frozen yogurt as a dairy food.
- Children will use gross motor skills to shake or roll the coffee can.

MATERIALS:

- | | |
|--------------------------------------|--------------------------------------|
| ➤ 1 quart half & half or milk | ➤ Large coffee can (3 lb.) with lid* |
| ➤ 1 tablespoon vanilla | ➤ Ice |
| ➤ ¾ cup and 2 tablespoons sugar | ➤ 1 cup rock salt |
| ➤ 4 cups low-fat yogurt | ➤ Cups |
| ➤ Measuring cups and spoons | ➤ Spoons |
| ➤ Small coffee can (1 lb.) with lid* | ➤ Duct tape |



*If you don't have coffee cans, place the yogurt mixture in a quart-sized zippered bag and place it inside a gallon-sized zippered bag with the ice and rock salt. Tape the zippered bags closed.

PROCEDURE:

1. Introduce the activity to a small group of children. Suggested phrases:
 - a. *Has anyone ever tasted frozen yogurt?*
 - b. *Did you know you can make homemade frozen yogurt in cans (or bags)?*
 - c. *Can anyone tell me which food group includes frozen yogurt is in? It is the same one as cheese and milk.*
2. Let children help measure, add, and mix the ingredients in the smaller coffee can. Use duct tape to seal the can before placing it in the larger can. Suggested phrases:
 - a. *Why do we measure the ingredients before adding them to the can?*
 - b. *When we measure the right amounts of everything, the ingredients come together to make frozen yogurt.*
 - c. *Do you think the yogurt would still taste good if you didn't measure out the right amount of ingredients?*
3. Place the smaller can inside the larger one. Have children fill the large can with as much ice

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as you can. Have a child add the rock salt. Put the lid on the can and seal it with duct tape. Suggested phrases:

- a. *Does anyone know why we need ice to make the frozen yogurt? It needs to be cold in order to freeze.*
- b. *Where do you usually find ice in your house? That's right, the freezer.*
- c. *Why do you add salt? When you add salt to the ice, it makes the ice colder. This helps our yogurt freeze while it is in the can.*
4. Encourage everyone to form a small circle. Explain that everyone will take turns rolling the can to mix and freeze all of the ingredients. Suggested phrases:
 - a. *When you roll the can around, that helps mix up the ingredients.*
 - b. *Touch the can. How does it feel?*
 - c. *How long do you think it will take to freeze the frozen yogurt?*
5. Roll the can around for about 15 minutes, or until the yogurt is frozen. Consider using music to make the time go more quickly, or dividing into teams and taking turns. Teachers may want to consider having a "dance and shake" time when the teacher picks up the can and shakes it, while the children dance around. Encourage children to shake the can too.
6. Remove the duct tape. Be careful not to let any salty water into the smaller can. If the yogurt is not frozen, you may need to roll it around a little longer. Allow the children to taste the yogurt. Talk about the results. Suggested phrases:
 - a. *What does the yogurt taste like?*
 - b. *Is it cold? Is it creamy?*

ADAPTATIONS/EXTENSIONS:

Ice cream in individual bags: Make individual ice cream by placing $\frac{1}{4}$ cup milk, $\frac{1}{4}$ teaspoon vanilla, and 1 tablespoon sugar in a small (sandwich-sized) zippered bag. Tape the bag shut and place it in a quart-sized bag with 6 tablespoons rock salt and ice. Seal the outer bag with tape. Smaller bags will make a single serving in about 10 minutes and can be eaten directly out of the bag.

Adding fruit or nuts: If you want to add fruit or nuts to the frozen yogurt, roll the can back and forth for about 15 minutes. Open the large can and pour out the ice, water, and salt. Take the smaller can out, mix the yogurt, and add the additional ingredients. Repack the smaller can inside the larger can. Refill the larger can with fresh ice and salt, and continue to roll the can back and forth for 10 more minutes.

FUN FROZEN YOGURT, KIDS RECIPE

INGREDIENTS



1 QUART MILK



ICE



YOGURT



ROCK SALT



SUGAR



TABLESPOON



VANILLA



CUPS



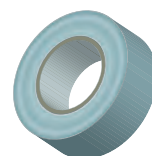
LARGE COFFEE CAN



SPOONS



SMALL COFFEE CAN



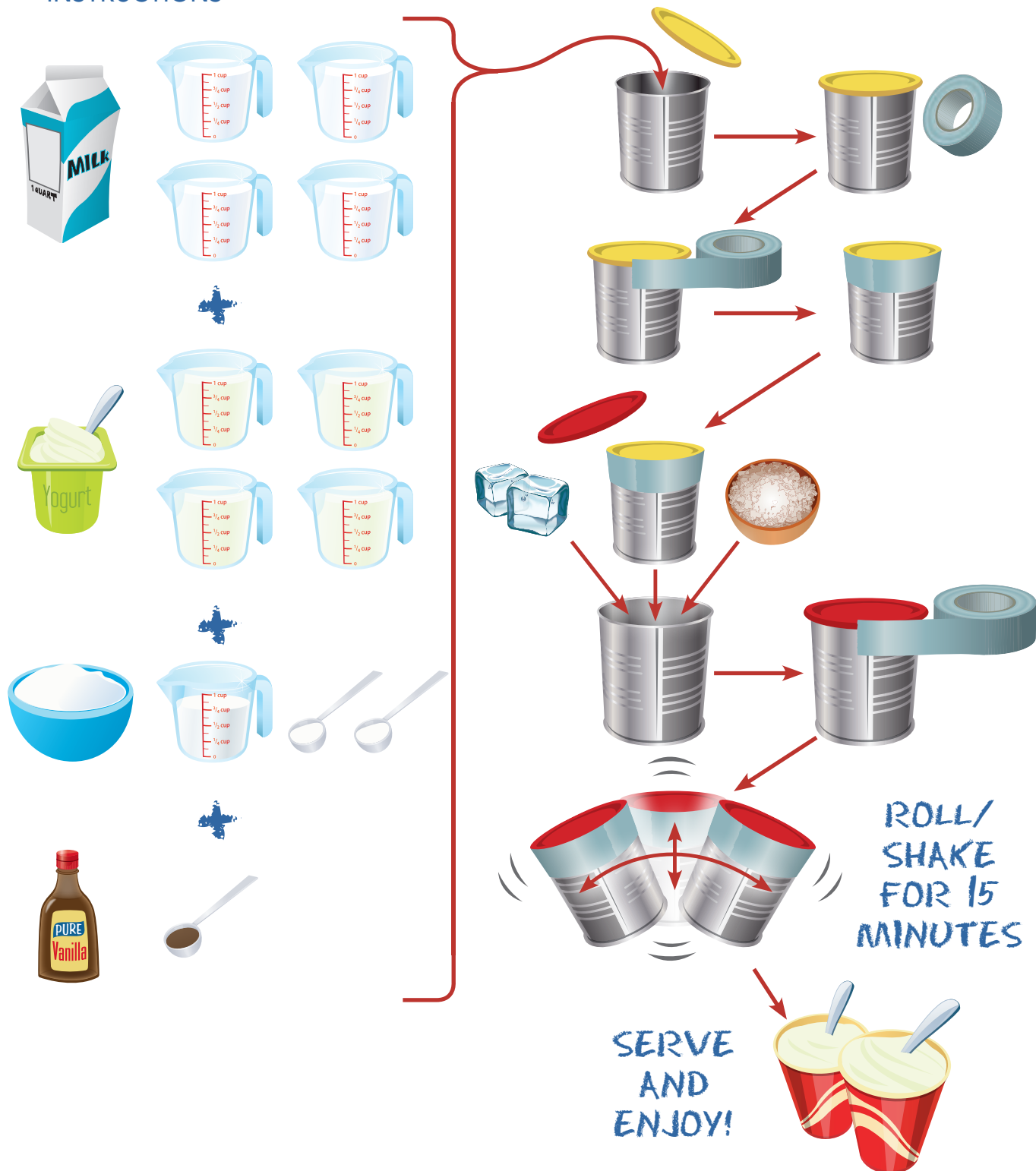
DUCT TAPE

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FUN FROZEN YOGURT, KIDS RECIPE

INSTRUCTIONS





GROCERY STORE

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will act out going to the grocery store and the associated roles (e.g., cashiers, customers, stockers, baggers).
- › Children will choose foods from all five food groups when they select their groceries.
- › Children will act out events in the appropriate sequence by finding their foods/groceries and paying at the checkout counter.
- › Children will begin to identify words associated with food group names (i.e., vegetables, fruits, proteins, grains and dairy) and their beginning letters.

MATERIALS:

- › Pretend grocery carts or baskets
- › Cash registers
- › Table for checkout line and register
- › Play money (bills and coins)
- › Play debit cards
- › Pretend food items from the five food groups
- › Paper or plastic shopping bags
- › Shelves to organize foods
- › Signs to label areas of the grocery store
- › Paper and pencils to make pretend shopping lists



PROCEDURE:

1. Set up: Arrange the materials in the dramatic play area to resemble a grocery store. Place food on shelves, provide carts or baskets for the children to shop with, and make a checkout area with cash registers.
2. Hang a sign with the name of the grocery store near the entrance. (Children could help come up with the name). Put up signs that read, "Check out here," and signs to identify each of the MyPlate food groups (vegetables, fruits, dairy, proteins, and grains). Label the food groups with pictures as well as words, and have a picture of a cash register on the checkout sign.

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3. Introduce the grocery store to the children. Point out the different areas of the grocery store. Go over what the signs say (vegetables, fruits, proteins, dairy, and grains) and how the foods are organized.
4. Discuss the various roles that children can act out, including the cashiers, customers, food stockers, etc. The majority of the children will probably be customers, but it would be good to have at least 2 cashiers.
5. Talk about the general sequence of going to the grocery store: get a cart, look for foods on your list, take foods to the checkout area, and pay the cashier for your groceries. Be prepared during the acting out of these events to facilitate if needed. Suggested phrases:
 - a. *Good afternoon. May I help you find some fruits and vegetables to put in your basket today? Right this way!*
 - b. *Mr. Cedric wants to pay for his groceries. How much will they cost?*
 - c. *You have chosen some foods, but it looks like you're missing fruits and vegetables today. Are those on your shopping list?*
6. Encourage children to make lists to plan what they want to get at the grocery store. Encourage children to choose a variety of foods from different food groups to make up their grocery list.

ADAPTATIONS/EXTENSIONS:

Math: Encourage children to practice math skills by counting play money as they pay for their groceries or take money from a customer when they are a cashier.

Family Involvement: If your classroom does not already have food items to use for this dramatic play area, ask families to help you gather empty food containers (cereal boxes, milk and juice cartons, egg cartons, etc.). You can also use empty cans (with smooth edges) or canned foods that have not been opened.



MILKING A COW

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Eat a variety of foods

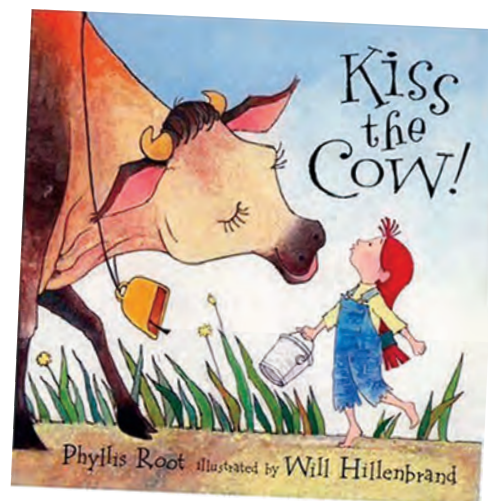


OBJECTIVES:

- › Children will explain or demonstrate how to milk a cow.
- › Children will state that milk is in the dairy group.
- › Children will increase fine motor skills and eye-hand coordination by milking the pretend cow udders.

MATERIALS:

- › Book: *Kiss the Cow* by Phyllis Root
- › Paper towels
- › Latex or vinyl glove filled with watered-down milk (tied closed at top)
- › Pail
- › Pin
- › Milk
- › Small cups
- › Optional: Poster-size cow cut-out



SAFETY ALERT – Some children are allergic to latex. Be sure to use vinyl or other non-latex gloves if a child in your group is allergic.

PROCEDURE:

1. Gather the children and read the book. Invite children to join in repeating the predictable text from the story: *"Lovely Luella, your milk never fails. My children are hungry, so please fill my pails."* Remind children that milk is in the dairy group. Ask them to think of other dairy foods (e.g., yogurt, cheese).
2. Ask children if they'd like to milk a cow like Mama May milked Luella. Bring out the cut-out cow and glove filled with watered-down milk. Set a pail on the ground and prick holes in the fingers of the glove with a pin. Give the children turns squeezing the glove fingers and making milk come out into the pail. Repeat the text from the book while children pretend to milk the

cow. Suggested phrases:

- a. Pretend this glove is like udders on a real cow. Does anyone want to try to squeeze out the milk into this pail?
- b. Lovely Luella, your milk never fails. My children are hungry, so please fill my pails.

ADAPTATIONS/EXTENSIONS:

Field Trip: Visit a dairy farm to see cows, a pasture, and a milking station, or visit a creamery to see milk being processed.



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Eat Healthy Be Active

DAY 7

REVIEW: EAT A VARIETY OF FOODS



EAT HEALTHY, BE ACTIVE: DAY 7 ACTIVITIES



Large Group: HEALTHY BEAR ASKS, "WHICH ONE DOESN'T BELONG?"

Play the "Which One Doesn't Belong" game by helping Healthy Bear decide which food in a set does not fit in the same food group as the others.



Music: GROWING BODIES SONG

Lead children in singing the Growing Bodies song, and encourage them to clap, stomp, or make up their own movements as they sing.



Art: GROWING COLORS

Read the book *Growing Colors* by Bruce McMillan, and give children the opportunity to paint their own colorful artwork.



Math: FISHING FOR HEALTHY FOOD

Set up a fishing pond where children can catch pictures of healthy foods and classify them into MyPlate food groups.



Science: IT'S PIZZA TIME!

Explore different vegetables with children, and have them make their own mini pizzas.



Dramatic Play: GROCERY STORE

Set up a dramatic play area as a grocery store where children can practice choosing and buying different types of healthy food.



Outdoor Activity: MYPLATE TREASURE HUNT

Hide food models from different food groups around the playground. Encourage children to find and classify the foods.



Literature and Story-Stretching Activities: LUNCH BY DENISE FLEMING

Explore the different fruits and vegetables that a hungry mouse samples for lunch.

For more activities, visit eathealthybeactive.net

HEALTHY BEAR ASKS, "WHICH ONE DOESN'T BELONG?"



TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will classify foods into MyPlate food groups.
- › Children will identify foods that do not belong in a given food group.

MATERIALS:

- › Healthy Bear puppet
- › Large MyPlate poster
- › Food set templates
- › Food models or real foods (optional)

PROCEDURE:

1. Set-up: Cut apart the four pictures in each food set. Clip each set together, or put each set in a separate bag.
2. Tell the children that Healthy Bear is coming back to visit, and he is confused. Explain that he was trying to make pictures of different food groups, but some of the foods are not in the right food group.
3. Have Healthy Bear show an example. Show children the four pictures in one set, and ask children to name the foods. Encourage children to decide which food is not in the same group as the other foods. Suggested phrases:
 - a. *What foods do you see in this set?*
 - b. *Which one is from a different food group than the others?*
 - c. *The milk doesn't belong in this picture, because it is not a fruit like the others. Can you think of another fruit that could go in this set?*
4. Pass out food card sets to small groups of children. Encourage each group to look at the pictures and decide which one does not belong to the same food group.
5. Have Healthy Bear visit each small group. Have the group tell Healthy Bear which picture in their set does not belong. When several groups are finished, have them trade card sets and play the game again.
6. Optional: Repeat the activity with sets of food models or real foods.



ADAPTATIONS/EXTENSIONS:

Math: Place the card sets in the math area. Encourage children to find the one that doesn't belong, or to sort the cards into food groups.

FOOD SET TEMPLATE 1



Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net

FOOD SET TEMPLATE 2



Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net

FOOD SET TEMPLATE 3



Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net

FOOD SET TEMPLATE 4



Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net

FOOD SET TEMPLATE 5



Day 7: Review: Eat a Variety of Foods

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GROWING BODIES SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will enhance language and rhythm by singing.
- › Children will discuss the importance of choosing healthy foods.

MATERIALS:

- › Song chart with words

PROCEDURE:

1. Discuss the importance of choosing foods that are good for us to keep our bodies healthy.
Suggested phrases:
 - a. *When we eat healthy foods, they give our bodies energy to work and play all day long.*
2. Lead the children in the Growing Bodies song. Encourage children to create motions to incorporate into the song.

ADAPTATIONS/EXTENSIONS:

Language: Invite children to create their own verses for this song using their favorite healthy foods.

Literature: Provide materials for children to make a book with pictures of different kinds of healthy foods from each section on MyPlate. Use this book as a visual when children sing the Growing Bodies song.



Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net

GROWING BODIES SONG

(Sing to the tune of "Row, Row, Row, Your Boat")

*Big, big, big, and strong
This is what I know
If I eat healthy foods
My body's sure to grow*

*Eat, eat, eat berries
Pears and apples too!
These are just some healthy fruits
That make my body grow*

*Eat, eat, eat, green beans
Broccoli and potatoes
These are healthy vegetables
That make my body grow*

*Eat, eat, eat, lean beef
Beans and chicken, oh!
These are all protein foods
That make my body grow*

*Eat, eat, eat, sliced cheese,
Drink your milk and know:
These are healthy dairy foods
That make my body grow*

*Eat, eat, eat, pasta,
Cereal and toast
These are healthy whole grains
That make my body grow*

*Big, big, big, and strong
This is what I know:
If I eat healthy foods,
My body's sure to grow*



Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net



GROWING COLORS

TYPE OF ACTIVITY: Art

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify the colorful fruits and vegetables in the book.
- › Children will distinguish between foods that grow in, on, or above the ground.
- › Children will practice fine motor skills by using paintbrushes to create art.
- › Children will practice social skills by sharing the art materials.

MATERIALS:

- › Book: *Growing Colors* by Bruce McMillan
- › White Paper
- › Tempera paint in the colors from the book (red, yellow, blue, orange, green, purple, tan, brown, white, and black)
- › Paint cups
- › Small paintbrushes
- › Markers
- › Smocks
- › MyPlate poster



PROCEDURE:

1. Set-up: Pour a small amount of tempera paint into cups, and place a small paintbrush or two in each cup. Make sure there are enough smocks for each child participating.
2. Show the MyPlate poster and remind children that they should eat foods from all food groups each day. Point to each food group, and encourage children to read the words along with you. Suggested phrases:
 - a. *Remember that in order to be healthy, we need to eat food from all of the groups.*
 - b. *We're going to read a book that has photographs of colorful fruits and vegetables. Fruits and vegetables are two of the food groups. Help me read these words: "fruits" and "vegetables".*

3. Read the book and invite children to identify the colors and names of each fruit and vegetable. Ask them to observe how each food grows (e.g., in the ground, on a bush, on a vine, under or above the ground). Explain that we should eat fruits and vegetables of many colors to get all the vitamins and nutrients our bodies need.
4. Tell children that they are going to paint with the colors in the book. Help children put on smocks and show them the paint colors. Help children recall which fruits and vegetables are each color. Suggested language:
 - a. *Here is some red paint that you can use in your picture. Do you remember a fruit or vegetable that was red? Yes, the raspberries were red. The potatoes were also red.*
 - b. *What was the blue fruit that was growing on a bush? The blueberries are blue like the paint we're going to use.*
5. Give each child a piece paper, and encourage children to choose a color to paint with first. Make sure children can reach and share the paint colors easily.
6. As children paint, encourage them to talk about their art. Help them compare the colors they are using to the colors of fruits and vegetables in the book.

ADAPTATIONS/EXTENSIONS:

Family Involvement: Hang children's creations together in an area for families to see at a special event. Encourage children to tell their families about their pictures and how they made them.



Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net



FISHING FOR HEALTHY FOOD

TYPE OF ACTIVITY: Math

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will name the foods on the food cards.
- › Children will classify the foods into MyPlate food groups.
- › Children will practice motor skills by “catching” pictures of different foods and placing them onto the MyPlate poster.

MATERIALS:

- › Pictures of foods from all 5 food groups
- › Large paper clips
- › Child-sized fishing poles (can be made from sticks and string)
- › Magnets
- › MyPlate poster



PROCEDURE:

1. Set-up: Create fishing poles by attaching string to a stick or rod. Tie a magnet to each string. If a real child-sized fishing pole is used, remove the hook and tie a magnet to the end of the line. Limit the amount of line on the fishing pole. Attach a large paper clip to each food picture.
2. Show children the MyPlate poster and discuss the foods in each group. Suggested language:
 - a. *Our bodies need foods from all the groups of MyPlate to stay healthy.*
 - b. *The orange group is for grains. Can you name a food that's a grain?*
3. Tell the children that they will be fishing for food. After they catch a food, encourage them to place it in the correct area of MyPlate. Demonstrate if needed. Suggested language:
 - a. *In this game, we're going fishing for food. When you catch a food, look at MyPlate and choose the group it belongs to.*
 - b. *Karl, you caught a banana. What group does a banana belong in? Yes, it's a fruit. What color is the fruit group on MyPlate? That's right – it's red. Can you put the banana in the red group?*

ADAPTATIONS/EXTENSIONS:

Age Adaptation: Younger children may need very common foods and fewer options to choose from in the fishing game.

Math: After children have fished for foods, have them match the pictures to plastic food models. Encourage them to sort the foods into different food groups using baskets or other containers.



IT'S PIZZA TIME!

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify different fruits and vegetables that can be used as pizza toppings and name their food groups.
- › Children will predict how the ingredients on their pizzas will change during baking.
- › Children will describe the smell, color, and taste of each pizza topping.

MATERIALS:

- › Tomato/pizza sauce
- › 2 bell peppers (1 chopped)
- › Shredded mozzarella cheese (reduced fat, if possible)
- › 2 sweet onions (1 chopped)
- › 1 whole pineapple, 1 large can of pineapple chunks
- › 3-4 tomatoes (2-3 cut into small pieces)
- › Small whole wheat tortillas or English muffins for each child
- › Cookie sheet(s)
- › Bowls
- › Spoons
- › Paper plates

PROCEDURE:

1. Set-up: Set aside the whole fruits and vegetables for children to examine. Chop vegetables and put them in separate bowls. Drain the pineapple chunks and place in a bowl. Place one tortilla/English muffin on a plate for each child. Preheat the oven to 350 degrees. Place all ingredients on the table.
2. Have children wash their hands. Gather a small group of children at the table. Introduce the activity. Suggested language:
 - a. *Guess what we are going to make for our science activity today? Pizza! Let's look at our ingredients.*
3. Show the children the various whole fruit and vegetables, one at a time. Talk about the smell, color, and shape. Identify the food group of each. Suggested language:
 - a. *Have you ever seen this? It's an onion. What color is this onion? What does it smell like? What kind of food is an onion? That's right, it's a vegetable.*
 - b. *Did you know you can cut vegetables into small pieces? Has anyone ever had cut up tomatoes? What about cut up onions?*
 - c. *What's in this bowl? It's a cut up onion. We had to take the papery skin off and chop up the inside. What does it smell like?*

Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net

4. Give the children a tortilla or English muffin. Ask them if they have ever baked a pizza using something other than dough. Explain that you are using a whole wheat tortilla as the pizza dough.
5. Help children prepare their individual pizzas. Explain that they will start with the tomato sauce. Show the sauce, and explain that it is made of tomatoes. Encourage children to spread tomato sauce on their pizzas.
6. Show them the shredded cheese. Encourage the children to take turns adding cheese to their pizzas. Help them identify cheese as a dairy food.
7. Encourage children to choose fruits and vegetables to add to their pizzas.
8. Place pizzas on cookie sheets and bake them in the oven at 350 degrees until the cheese is melted. While the pizzas are baking, ask the children what they think their pizzas will look like when they come out of the oven. Talk about how the different ingredients might change when they bake.
9. Once the pizzas are finished baking, let them cool. Encourage the children to try them.

ADAPTATIONS/EXTENSIONS:

Family involvement: Encourage parents to help children prepare individual pizzas at home. Have parents and children share their pizza recipes with others in the class.

Art/Literacy: Have children draw pictures of their favorite pizzas. Encourage them to talk about what they like. Write their words down, or let them write them on their pictures.



Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net

IT'S PIZZA TIME, KIDS RECIPE

INGREDIENTS



TOMATO/PIZZA
SAUCE



ENGLISH
MUFFINS

OR



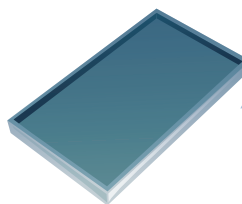
2 BELL
PEPPERS



TORTILLAS



SHREDDED
MOZZARELLA
CHEESE



COOKIE SHEET



2 ONIONS



BOWLS



1 PINEAPPLE,
CAN OF PINEAPPLE



SPOONS



3-4 TOMATOES



PAPER PLATES

Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net

IT'S PIZZA TIME, KIDS RECIPE

INSTRUCTIONS



BOWLS OF
CHOPPED
FOOD



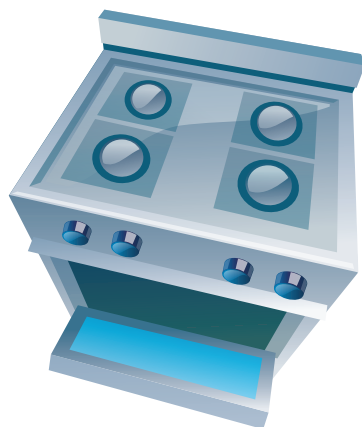
ADD SAUCE
TO TORTILLA
OR ENGLISH
MUFFIN



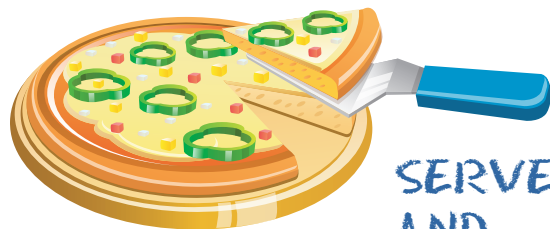
ADD
CHEESE



ADD
TOPPINGS



BAKE AT
350°



SERVE
AND
ENJOY!

Day 7: Review: Eat a Variety of Food

For more activities, visit eathealthybeactive.net



GROCERY STORE

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will act out going to the grocery store and the associated roles (e.g., cashiers, customers, stockers, baggers).
- › Children will choose foods from all five food groups when they select their groceries.
- › Children will act out events in the appropriate sequence by finding their foods/groceries and paying at the checkout counter.
- › Children will begin to identify words associated with food group names (i.e., vegetables, fruits, proteins, grains and dairy) and their beginning letters.

MATERIALS:

- › Pretend grocery carts or baskets
- › Cash registers
- › Table for checkout line and register
- › Play money (bills and coins)
- › Play debit cards
- › Pretend food items from the five food groups
- › Paper or plastic shopping bags
- › Shelves to organize foods
- › Signs to label areas of the grocery store
- › Paper and pencils to make pretend shopping lists



PROCEDURE:

1. Set up: Arrange the materials in the dramatic play area to resemble a grocery store. Place food on shelves, provide carts or baskets for the children to shop with, and make a checkout area with cash registers.
2. Hang a sign with the name of the grocery store near the entrance. (Children could help come up with the name). Put up signs that read, "Check out here," and signs to identify each of the MyPlate food groups (vegetables, fruits, dairy, proteins, and grains). Label the food groups with pictures as well as words, and have a picture of a cash register on the checkout sign.

Day 7: Review: Eat a Variety of Foods

For more activities, visit eathealthybeactive.net

3. Introduce the grocery store to the children. Point out the different areas of the grocery store. Go over what the signs say (vegetables, fruits, proteins, dairy, and grains) and how the foods are organized.
4. Discuss the various roles that children can act out, including the cashiers, customers, food stockers, etc. The majority of the children will probably be customers, but it would be good to have at least 2 cashiers.
5. Talk about the general sequence of going to the grocery store: get a cart, look for foods on your list, take foods to the checkout area, and pay the cashier for your groceries. Be prepared during the acting out of these events to facilitate if needed. Suggested phrases:
 - a. *Good afternoon. May I help you find some fruits and vegetables to put in your basket today? Right this way!*
 - b. *Mr. Cedric wants to pay for his groceries. How much will they cost?*
 - c. *You have chosen some foods, but it looks like you're missing fruits and vegetables today. Are those on your shopping list?*
6. Encourage children to make lists to plan what they want to get at the grocery store. Encourage children to choose a variety of foods from different food groups to make up their grocery list.

ADAPTATIONS/EXTENSIONS:

Math: Encourage children to practice math skills by counting play money as they pay for their groceries or take money from a customer when they are a cashier.

Family Involvement: If your classroom does not already have food items to use for this dramatic play area, ask families to help you gather empty food containers (cereal boxes, milk and juice cartons, egg cartons, etc.). You can also use empty cans (with smooth edges) or canned foods that have not been opened.



MYPLATE TREASURE HUNT

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify foods and classify them into different food groups.
- › Children will practice motor skills by hunting for food models outdoors.

MATERIALS:

- › MyPlate poster
- › Models of foods from all MyPlate food groups (if models are not available, pictures can be used)

PROCEDURE:

1. Set-up: Hide the food models around the playground or outdoor space. Make sure to have enough models for each child to find at least one.
2. Show the children the MyPlate poster. Review the food groups, and name foods from each group.
3. Explain to the children that they will be going on a treasure hunt to find food models. Invite them to search the outdoor space to find foods. Tell them once they find one food, they should bring it back and place it on its group on the MyPlate poster. When they are done, encourage them to help their friends find a food. Suggested language:
 - a. *We are going on a treasure hunt to find foods from the different food groups.*
 - b. *Grains, vegetables, fruits, dairy products and meats are all foods that our bodies need to be healthy, so look for all of these foods.*



ADAPTATIONS/EXTENSIONS:

Outdoor activity: Allow a few children to hide the food models, then have others find them and place them on MyPlate. If children have trouble finding food models, encourage those who hid them to give “hot” and “cold” clues.

Eat Healthy Be Active

DAY 8

EAT BREAKFAST



EAT HEALTHY, BE ACTIVE: DAY 8 ACTIVITIES



Large Group: HEALTHY BEAR SAYS, "EAT BREAKFAST"

Help Healthy Bear choose a variety of foods to eat when he first wakes up.



Music: EAT YOUR BREAKFAST SONG

Review the reasons why eating breakfast is important as you sing this simple song.



Art: BREAKFAST CONTAINER 3-D ART

Collect containers of healthy breakfast foods. Encourage children to build creative structures with the containers.



Math: BREAKFAST FOODS LOTTO

Match pictures of breakfast foods in this game of lotto.



Science: OATMEAL MAKES A TASTY BREAKFAST

Explore old-fashioned oats and instant oatmeal, and help children make bowls of oatmeal for breakfast.



Dramatic Play: GROCERY STORE

Set up a dramatic play area as a grocery store where children can practice choosing and buying different types of healthy food.



Outdoor Activity: MAKING BREAKFAST CAMPSIDE

Encourage children to pretend to cook breakfast over a campfire during this outdoor dramatic play activity.



Literature and Story-Stretching Activities: *IF YOU GIVE A PIG A PANCAKE* BY LAURA NUMEROFF

Enjoy the funny consequences of serving pancakes to a pig for breakfast in this amusing story.

For more activities, visit eathealthybeactive.net



HEALTHY BEAR SAYS "EAT BREAKFAST"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat breakfast



OBJECTIVES:

- › Children will identify breakfast as the first meal they eat each day.
- › Children will state that eating something in the morning gives them energy.
- › Children will list a variety of possible breakfast foods.
- › Children will begin to recognize the word "breakfast" and identify its beginning letter ("b").

MATERIALS:

- › Healthy Bear puppet
- › Chart paper with the word "breakfast"
- › Markers
- › Breakfast food models or photos



PROCEDURE:

1. Explain to the children that a special visitor is coming. Explain that the special guest might be a little sleepy, so everyone needs to sit as quietly as they can.
2. Have Healthy Bear come to visit, and explain that he is hungry. Suggested language:
 - a. *This is our special friend, Healthy Bear. Healthy Bear just woke up, and his stomach is feeling really empty.*
 - b. *Healthy Bear: I'm so hungry! Are you hungry when you wake up in the morning? What does your stomach feel like when you first wake up?*
 - c. *Healthy Bear: What can I do to make myself feel less hungry? I'm afraid if I don't eat, then I will be tired and won't have any energy.*
3. Ask children if they know what breakfast is. Point to the word "breakfast" and invite the children to read it with you. Explain that breakfast begins with the letter "b" and is the first food you eat each day, so you have energy to do many things.
4. Help children make a list of what they like to eat for breakfast. Write the foods the children name on the chart paper. Be sure to add less traditional breakfast foods (e.g., a turkey sandwich) if children do not mention them. If children eat breakfast at school, help them list what they ate for breakfast that morning.
5. Remind children that Healthy Bear is still hungry. Have children tell him, "Healthy Bear, eat

Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net

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

ADAPTATIONS/EXTENSIONS:

Nutrition: Invite children to try different foods for breakfast by setting up a tasting table of traditional and less traditional breakfast foods.

Transition: Ask children to name their favorite breakfast food before moving to the next activity.

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



Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net



EAT YOUR BREAKFAST SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Eat breakfast



OBJECTIVES:

- › Children will identify breakfast as the first meal of the day.
- › Children will name breakfast foods while singing the song.
- › Children will use imagination to act out eating breakfast during the song.

MATERIALS:

- › Words to the Eat Your Breakfast song
- › Pictures of breakfast foods used in the song (optional)

PROCEDURE:

1. Introduce the song, and sing the first verse. Talk about why eating breakfast is important. Suggested language:
 - a. *Who remembers what breakfast is?*
 - b. *It is important to eat breakfast every day because breakfast gives us energy.*
2. Sing through the song and act out the motions. Encourage children to sing along.
3. (Optional) Before singing the song again, show the pictures of different breakfast foods and talk about them. Have children identify each food.
4. Sing the song through again, and encourage children to do the motions. Consider singing the song several days in a row so children can learn it.



ADAPTATIONS/EXTENSIONS:

Literacy: Encourage children to think of other foods to include in the song. Help them make up additional verses.

Family involvement: Share the lyrics of the song with families, and encourage them to sing the song at home.

LYRICS TO EAT YOUR BREAKFAST SONG

(Sing to the tune of "Frere Jacques")

Eat your breakfast, eat your breakfast.

Every day, every day:

Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday,

Sunday, too, Sunday, too.

Eat your breakfast, eat your breakfast.

All food groups, all food groups:

Eggs and ham,

Orange juice and toast,

Oatmeal, too, oatmeal, too.

Eat your breakfast, eat your breakfast.

Every day, every day.

Fill your hungry tummy;

Make your body happy,

And strong too, and strong too.

Eat your breakfast, eat your breakfast.

Why you say? Why you say?

Eating a good breakfast,

Starts your day with energy.

Why don't you? Why don't you?

MOTIONS

(Pretend to eat)

(Count days on fingers)

(Pretend to eat)

(Hold up food pictures)

(Pretend to eat)

(Rub your tummy)

(Frame face and smile)

(Hold up and flex arm muscles)

(Pretend to eat)

(Hold up hand to cup ear)

(Point to class/a friend)



Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net



BREAKFAST CONTAINER 3D ART

TYPE OF ACTIVITY: Art

KEY CONCEPT: Eat breakfast



OBJECTIVES:

- › Children will practice fine motor skills by manipulating art materials.
- › Children will identify breakfast food packages.
- › Children will demonstrate creativity by creating art using empty breakfast food packages.

MATERIALS:

- › Empty breakfast food packages (e.g., cereal boxes, yogurt containers, egg cartons, cheese packages, milk cartons, breakfast bar boxes, etc.)
- › Collage materials to decorate creations (e.g., pompoms, rhinestones, cotton balls, wiggly eyes, etc.)
- › Glue
- › Masking tape
- › Markers and crayons



PROCEDURE:

1. Asking children to list foods they eat for breakfast. Help them identify breakfast as the first meal you eat each day. Suggested language:
 - a. *Can anyone name the first meal of the day? That's right, it's breakfast.*
 - b. *What did you eat for breakfast today?*
2. Discuss with the children why breakfast is important. Explain that it gives them energy. When they don't eat breakfast, they may feel tired. Ask them how their stomachs feel in the morning. Suggested language:
 - a. *Breakfast is important because it gives you energy for the day.*
 - b. *What does your stomach feel like when you first wake up? I know mine feels hungry.*
3. Introduce the breakfast collage activity. Demonstrate gluing or taping breakfast food packages together to make a three-dimensional structure.
4. As children choose their materials, ask them to identify some of the breakfast food containers.

Ask them if they have ever eaten that food for breakfast or if they'd like to try that food.

5. Encourage the children to be creative as they assemble packages to create art. Assist them in decorating their art creations if they need help gluing or taping their materials.

ADAPTATIONS/EXTENSIONS:

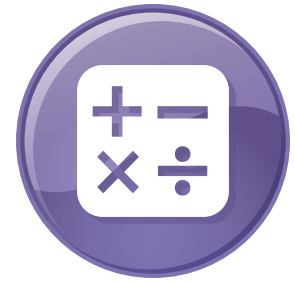
Family involvement: Send collages home and encourage parents to talk to their children about their breakfast art. Share information with families about the importance of eating breakfast.

Literacy: Read a book about breakfast, such as *Two Eggs, Please* by Sarah Weeks and Betsy Lewin.



Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net



BREAKFAST FOODS LOTTO

TYPE OF ACTIVITY: Math

KEY CONCEPT: Eat breakfast



OBJECTIVES:

- › Children will identify and match breakfast foods on the lotto boards.
- › Children will improve fine motor skills by placing lotto pieces on corresponding pictures.

MATERIALS:

- › Breakfast Foods Lotto boards (See templates)
- › Pictures of breakfast foods to match lotto board pictures
- › MyPlate poster

PROCEDURE:

1. Show the pictures of breakfast foods to a small group of children and encourage children to name the foods and their food groups. Ask them questions to help them relate the pictures to foods they've eaten for breakfast. Suggested language:
 - a. *What is this breakfast food? Yes, it is peanut butter! Can you eat peanut butter for breakfast?*
 - b. *Here's a picture of a piece of toast. Do you ever eat toast for breakfast? What kind of food is toast?*
2. Show children one lotto board and encourage them to match a few breakfast food pictures to the ones on the board. Demonstrate how to place a corresponding picture on top of the correct picture.
3. Spread the individual pictures of breakfast foods out on the table, and give each child a lotto board.
4. Encourage children to take turns drawing a card and finding matches for all of the breakfast foods on their lotto board. Talk about the pictures they are matching, and encourage them to name the foods as they find them.
5. When children finish matching all of the foods on their lotto board, encourage them to play again with a different board.

ADAPTATIONS/EXTENSIONS:

Math: Have children match food models to the pictures on the lotto boards.

Math: Sort food pictures into groups (e.g., food groups, colors, shapes).

Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net

BREAKFAST FOODS LOTTO TEMPLATES



Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net

BREAKFAST FOODS LOTTO TEMPLATES



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BREAKFAST FOODS LOTTO TEMPLATES



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BREAKFAST FOODS LOTTO TEMPLATES



Day 8: Eat Breakfast

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BREAKFAST FOODS LOTTO TEMPLATES



Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net



OATMEAL MAKES A TASTY BREAKFAST

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat breakfast



OBJECTIVES:

- › Children will explain that eating breakfast gives them energy to start the day.
- › Children will identify oatmeal as a potential breakfast food.
- › Children will classify oatmeal as a grain.

MATERIALS:

- › Packets of instant oatmeal (low-sugar varieties)
- › Old-fashioned oats (not instant)
- › Bowls and spoons
- › Hot water
- › MyPlate poster
- › Small pieces of fruit or chopped nuts (optional)



PROCEDURE:

1. Ask the children to name the first meal of the day. Explain that breakfast is important because it gives them energy. Using the MyPlate poster, help the children identify which group oatmeal belongs to. Suggested language:
 - a. *Can you tell me which food group you think oatmeal is in? That's right; it's a grain.*
 - b. *Have you ever tried oatmeal? What does it taste like? Do you like it hot or cold? Do you like to mix things in with it?*
2. Show the children a packet of instant oatmeal. Have one child open the packet and pour it into a bowl. Have another child pour old-fashioned oats into another bowl. Explain that both of these are kinds of oatmeal. Help children compare and contrast the two types of oatmeal, and predict what will happen when water is added. Suggested language:
 - a. *These are two different kinds oatmeal, so they are both part of the grains group. How are they alike? How are they different?*
 - b. *Do they feel the same or different? What do you think they will taste like?*
 - c. *What do you think will happen when you pour water on the oats?*
3. Explain to children that they are going to make instant oatmeal today. Give children packets of instant oatmeal, and encourage them to pour them into individual bowls. As the adult

pours hot water into their oatmeal encourage children to stir it with a spoon. Discuss how the oatmeal changes when water is added. Ask children how the cooked oatmeal is different from the dry oatmeal. Encourage children to try the oatmeal. Suggested language:

- a. *This kind of oatmeal is called instant oatmeal. It doesn't have to be cooked on the stove. All you do is add hot water and mix it up.*
 - b. *What happens when you mix it? How is it changing?*
4. Optional: Allow children to add fruit or nuts to their oatmeal and describe the taste. Remind them that fruit and nuts are from different food groups. Suggested language:
- a. *Adding fruit is also a good way to eat food from a different food group. Which color on MyPlate is the fruit group?*
 - b. *What does the oatmeal taste like with the fruit in it?*

ADAPTATIONS/EXTENSIONS:

Family involvement: Encourage families to try different types of oatmeal at home, and add various healthy toppings to the oatmeal. (e.g., fruit, cinnamon, nuts).

Cooking: Make another food with oatmeal, such as muffins. Include other food groups in the recipe if possible.



Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net



GROCERY STORE

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will act out going to the grocery store and the associated roles (e.g., cashiers, customers, stockers, baggers).
- › Children will choose foods from all five food groups when they select their groceries.
- › Children will act out events in the appropriate sequence by finding their foods/groceries and paying at the checkout counter.
- › Children will begin to identify words associated with food group names (i.e., vegetables, fruits, proteins, grains and dairy) and their beginning letters.

MATERIALS:

- › Pretend grocery carts or baskets
- › Cash registers
- › Table for checkout line and register
- › Play money (bills and coins)
- › Play debit cards
- › Pretend food items from the five food groups
- › Paper or plastic shopping bags
- › Shelves to organize foods
- › Signs to label areas of the grocery store
- › Paper and pencils to make pretend shopping lists



PROCEDURE:

1. Set up: Arrange the materials in the dramatic play area to resemble a grocery store. Place food on shelves, provide carts or baskets for the children to shop with, and make a checkout area with cash registers.
2. Hang a sign with the name of the grocery store near the entrance. (Children could help come up with the name). Put up signs that read, "Check out here," and signs to identify each of the MyPlate food groups (vegetables, fruits, dairy, proteins, and grains). Label the food groups with pictures as well as words, and have a picture of a cash register on the checkout sign.

Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net

3. Introduce the grocery store to the children. Point out the different areas of the grocery store. Go over what the signs say (vegetables, fruits, proteins, dairy, and grains) and how the foods are organized.
4. Discuss the various roles that children can act out, including the cashiers, customers, food stockers, etc. The majority of the children will probably be customers, but it would be good to have at least 2 cashiers.
5. Talk about the general sequence of going to the grocery store: get a cart, look for foods on your list, take foods to the checkout area, and pay the cashier for your groceries. Be prepared during the acting out of these events to facilitate if needed. Suggested phrases:
 - a. *Good afternoon. May I help you find some fruits and vegetables to put in your basket today? Right this way!*
 - b. *Mr. Cedric wants to pay for his groceries. How much will they cost?*
 - c. *You have chosen some foods, but it looks like you're missing fruits and vegetables today. Are those on your shopping list?*
6. Encourage children to make lists to plan what they want to get at the grocery store. Encourage children to choose a variety of foods from different food groups to make up their grocery list.

ADAPTATIONS/EXTENSIONS:

Math: Encourage children to practice math skills by counting play money as they pay for their groceries or take money from a customer when they are a cashier.

Family Involvement: If your classroom does not already have food items to use for this dramatic play area, ask families to help you gather empty food containers (cereal boxes, milk and juice cartons, egg cartons, etc.). You can also use empty cans (with smooth edges) or canned foods that have not been opened.



MAKING BREAKFAST CAMPSIDE

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Eat breakfast



OBJECTIVES:

- › Children will act out camping and cooking breakfast on a campfire.
- › Children will explain that breakfast gives you energy.
- › Children will practice language skills as they plan and cook a pretend breakfast in the camping area.

MATERIALS:

- › Tent
- › Sleeping bags
- › Cooler
- › Plastic food models (e.g., bread, eggs, bacon, fruit, pancakes, etc.)
- › Pots, pans, and cooking utensils
- › Plastic plates and tableware
- › Logs to make pretend fire
- › Other camping equipment, if desired



PROCEDURE:

1. Introduce the activity by showing the children the camping equipment and the food models. Talk about what people do when they go camping. Demonstrate cooking food on a pretend campfire. Suggested language:
 - a. *Have you ever cooked breakfast outside on a fire?*
 - b. *We have lots of tasty breakfast foods that you can make on your camping trip.*
2. Encourage the children to work together to make breakfast over the campfire. Suggest roles (e.g., fire starter, cooks, eaters, etc.). Suggested language:
 - a. *Sleeping outside makes me hungry. Would you cook me some breakfast over the fire?*
 - b. *What are you cooking for breakfast? It smells delicious!*
 - c. *Does anyone have a protein food? I really want some protein with my breakfast.*
 - d. *I love the breakfast that you cooked for us this morning. It will help us have more energy to go hiking on our camping trip.*

Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net

3. Leave the campsite set up for a few days so everyone gets a turn to go camping and cook breakfast.

ADAPTATIONS/EXTENSIONS:

Language: At large group time, encourage children to talk about their camping dramatic play, and list some of the foods that they made for breakfast. Make a list of some of their favorite meals on a chart, and hang it at their level along with photos of them camping and cooking.

Family involvement: Take photos of the children doing this activity, and send them home with each child. Encourage families to talk about the photos and the importance of breakfast.



Day 8: Eat Breakfast

For more activities, visit eathealthybeactive.net



DAY 9

STOP EATING WHEN YOU'RE FULL



EAT HEALTHY, BE ACTIVE: DAY 9 ACTIVITIES



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

Help Healthy Bear identify what a full stomach feels like, and encourage him to stop eating when full.



Music: IF YOU'RE FULL AND YOU KNOW IT SONG

Sing a song to remind children to stop eating when their stomachs are full.



Art: CATERPILLAR 3D ART

Read *The Very Hungry Caterpillar* together, and encourage children to make their own 3D caterpillars using recycled containers.



Math: FULL OR EMPTY?

Invite children to fill different containers with food models. Count the number of foods that fit in each container.



Science: FILL AND COMPARE

Fill different containers with equal amounts of water. Help children identify the containers as completely full or partly full.



Dramatic Play: GROCERY STORE

Set up a dramatic play area as a grocery store where children can practice choosing and buying different types of healthy food.



Outdoor Activity: STOP OR GO

Practice the concepts of "stop" and "go" by holding up signs. Have children stop moving when they see the stop sign.



Literature and Story Stretching Activities: *THE VERY HUNGRY CATERPILLAR* BY ERIC CARLE

Read the familiar story of a caterpillar who eats too much food.

For more activities, visit eathealthybeactive.net

HEALTHY BEAR SAYS "STOP EATING WHEN YOU'RE FULL"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Stop eating when you're full

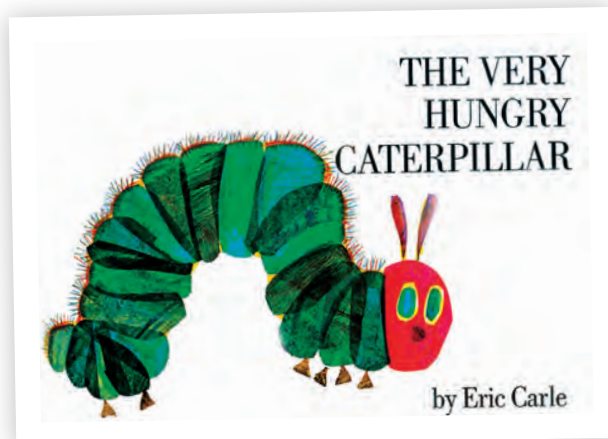


OBJECTIVES:

- Children will identify their stomachs as the place where food goes when they eat.
- Children will identify the difference between a full and an empty stomach.

MATERIALS:

- Healthy Bear puppet
- Book: *The Very Hungry Caterpillar* by Eric Carle



PROCEDURE:

1. Explain to the children that Healthy Bear is coming to help them learn more about their stomachs. Ask children to point to or rub their stomachs. Explain that their stomachs are the place where food goes when they eat. Suggested language:
 - a. *Do you know where your stomach is?*
 - b. *When your body needs food, a message goes to your brain to tell you to eat. Sometimes, when your stomach is empty, it makes a rumbling sound.*
 - c. *When you see or smell food, your body gets ready to eat.*
2. Introduce Healthy Bear to the children, and introduce the concept that eating too much can make your stomach ache. Use words like "full" and "stomach ache." Suggested language:
 - a. *Healthy Bear has a problem. He just got home from a birthday party, and he ate too much food. Have you ever eaten too much food? What did your stomach feel like when you ate too much?*
 - b. *Let's see how Healthy Bear is feeling after eating too much food at that birthday party. Healthy Bear, do you feel good? What doesn't feel good?*
 - c. *If we are eating, and our stomachs start feeling full, we should stop eating. If we don't stop, our stomachs will ache.*
 - d. *Healthy Bear thinks that eating a little bit to start out with, and then waiting to feel if our stomachs are full, is much healthier than eating too much.*
3. Have Healthy Bear introduce the book, *The Very Hungry Caterpillar*. Tell the children that the

caterpillar in this book also eats too much food.

4. When you read the pages in the book where the caterpillar has a stomach ache, ask the children why the caterpillar has a stomach ache. Look back and talk about the large amount of food the caterpillar has eaten. Suggested language:
 - a. *The hungry caterpillar ate too much food, didn't he? Let's count all the foods he ate. Maybe he shouldn't have eaten so much at the same time.*
 - b. *If I ate that much food at once, I'd have a stomach ache too. What about you?*

ADAPTATIONS/EXTENSIONS:

Literature: Read the book, *I Know an Old Lady Who Swallowed a Pie* by Alison Jackson. Help children notice how empty the old lady's belly is at the beginning of the story and then how full it is after eating so many things. Give children opportunities to talk about how silly it is to eat too much food at one time.



IF YOU'RE FULL AND YOU KNOW IT SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Stop eating when you're full



OBJECTIVES:

- › Children will explain that they should stop eating when their stomachs are full.
- › Children will practice language by singing the song.
- › Children will practice large motor skills by moving as they sing the song.

MATERIALS:

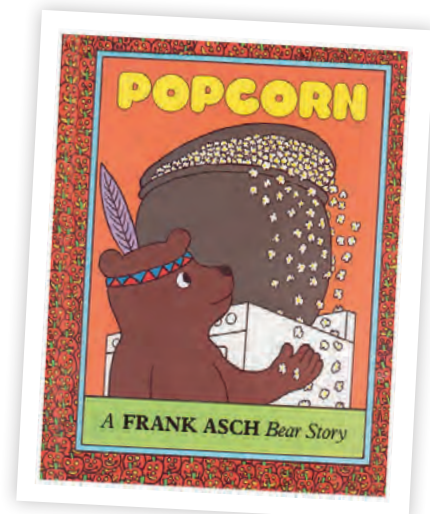
- › Chart paper with song words

PROCEDURE:

1. Begin by singing the first verse of the song for the children.
2. Ask children how their stomachs might feel if they eat too much food at once. Tell them that you should stop eating when you are full. Suggested language:
 - a. *When I eat too much, my stomach gets too full and it hurts.*
 - b. *What do you do to keep from eating too much food? I sit for a few minutes and pay attention to how my stomach feels.*
3. Sing through the entire song. Encourage children to sing along with you.
4. Before singing the song again, encourage children to come up with gestures to illustrate the ideas in the song. Sing the song through several more times. Encourage children to think of new actions to add to the song.

ADAPTATIONS/EXTENSIONS:

Literacy: Read the book *Popcorn* by Frank Asch. Encourage children to talk about what would happen if Bear and his friends ate all the popcorn.



IF YOU'RE FULL AND YOU KNOW IT SONG

(Sing to the tune of "If You're Happy and You Know It")

*If you're full and you know it,
Stop and wait
If you're full and you know it,
Stop and wait
If you're full and you know it,
Then your body will surely feel it!
If you're full and you know it,
Stop and wait*

*Additional verses:
– take a break
– rub your stomach*



Day 9: Stop Eating When You're Full

For more activities, visit eathealthybeactive.net



CATERPILLAR 3D ART

TYPE OF ACTIVITY: Art

KEY CONCEPT: Stop eating when you're full

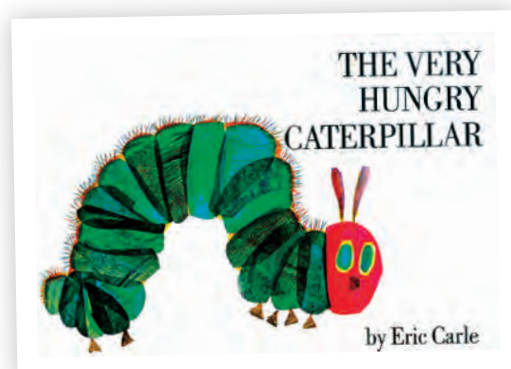


OBJECTIVES:

- › Children will discuss what happened to the caterpillar when he ate so many foods.
- › Children will demonstrate fine motor skills by using art materials to make caterpillars.
- › Children will demonstrate creativity by coming up with their own ideas to make caterpillars using recycled containers.

MATERIALS:

- › Book: *The Very Hungry Caterpillar* by Eric Carle
- › Colored construction paper cut into smaller pieces
- › Recycled containers with lids (e.g., plastic jars, coffee cans, oatmeal cartons)
- › Decorations for caterpillars (e.g., chenille sticks, wiggly eyes, pompoms, feathers, sequins, foam shapes)
- › Glue
- › Markers and crayons
- › Child-sized scissors
- › Small food models



PROCEDURE:

1. Reread the story, *The Very Hungry Caterpillar*. Encourage children to talk about all of the different foods the caterpillar ate. Show the page where the caterpillar has finished eating, and ask the children to guess how the caterpillar felt after eating so much. Suggested phrases:
 - a. *How many different foods did the caterpillar eat?*
 - b. *What happened to the caterpillar when he ate the fruit? Yes! He was still hungry! What happened after he ate one piece of cake?*
 - c. *Look at the caterpillar here. Why is he frowning? Yes, he has a stomach ache from eating all of that food.*
 - d. *Have you ever eaten too much and had a stomach ache? Show me how you look when your stomach hurts.*
2. Explain to the children that they are going to make their own caterpillars, using recycled containers. Encourage children to be as creative as they want as they make their caterpillars. If possible, make sure they leave the ends of the containers with the tops empty so they can

be opened later.

3. After the caterpillars dry, remind the children again about the Very Hungry Caterpillar who ate too much food and had a stomach ache. Show the children the food models and demonstrate how the caterpillars can “eat” food by placing the food models inside.
4. Encourage children to explore “feeding” their caterpillars different foods. Ask them if their caterpillars are still hungry or full.

ADAPTATIONS/EXTENSIONS:

Language Arts: Have a child help you tell the story of the very hungry caterpillar at a group time, using his/her caterpillar as a prop.

Family Involvement: When the children take home their caterpillars, send a note to the parents and encourage them to ask their children to retell the story of *The Very Hungry Caterpillar*.



Day 9: Stop Eating When You're Full

For more activities, visit eathealthybeactive.net



FULL OR EMPTY?

TYPE OF ACTIVITY: Math

KEY CONCEPT: Stop eating when you're full



OBJECTIVES:

- Children will identify containers as either full or empty.
- Children will make predictions about how much food it will take to fill the containers.

MATERIALS:

- Different sizes of containers with lids
- Food models

PROCEDURE:

1. Show children the different containers. Help them recognize that the containers are different sizes. Explain that our stomachs are different sizes as well. Suggested language:
 - a. *Everybody's stomach can hold different amounts of food, just like these containers.*
 - b. *Do you ever get full faster than other people in your family or than your friends?*
2. Give each child a container with a lid and a variety of food models. Encourage them to predict how much food will fit into the containers while still being able to close the lid. Suggested language:
 - a. *See if you can guess how much food can fit in the container.*
3. Invite the children to fill up their containers and count the number of foods. Compare the actual number to their guess. Suggested language:
 - a. *Did you guess correctly? What happened to your container?*
 - b. *Your container was too full. Sometimes we think we can fit more food into the container than we can.*



ADAPTATIONS/EXTENSIONS:

Sensory: Place containers with lids in the sand table or on a table with play dough. Encourage the children to experiment with filling them.



FILL AND COMPARE

TYPE OF ACTIVITY: Science

KEY CONCEPT: Stop eating when you're full



OBJECTIVES:

- Children will identify containers as empty, full, or partly full.
- Children will recognize that water takes the shape of the container it's in.
- Children will recognize that different containers can hold different amounts of water.

MATERIALS:

- Several containers of different sizes
- Measuring cups
- Water



PROCEDURE:

1. Show children two identical empty containers, and explain that both containers are the same size. Fill a measuring cup with water, and ask a child to pour it into one of the containers until the container is full. Encourage the children to explain what they see and make connections. Suggested phrases:
 - a. *At first, both containers were empty. Now that we poured water into one of the containers, it's full.*
 - b. *Remember when we talked about our stomachs and how they get full after we eat? The container got full after we poured water into it.*
2. Fill the measuring cup with the same amount of water and pour it into the second container. The containers should have the same amount of water and should both be full.
3. Show the children an empty container that is a different shape. Ask them what will happen if you pour the same amount of water into this container. Suggested phrases:
 - a. *Look at this container. It's a different shape. It's a lot bigger/smaller, taller/shorter, and/or wider/skinnier.*
 - b. *What do you think will happen if we pour the same amount of water into this container? Will it get full?*
4. Encourage a child to use the measuring cup to pour the same amount of water into the container. Talk about the amount of water in the new container. Suggested phrases:

- a. *What happened? We poured the same amount of water into this container, but it isn't full (or won't hold all of the water). That's because it's a different size and this container can hold more water (or doesn't hold as much).*
5. Allow children to explore filling the different containers with different amounts of water. Help them identify when containers are partly full and when they are completely full.

ADAPTATIONS/EXTENSIONS:

Math: Encourage children to help you measure the water. Count how many cups it takes to fill the different containers. Use a ruler to measure the depth of the water.





GROCERY STORE

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will act out going to the grocery store and the associated roles (e.g., cashiers, customers, stockers, baggers).
- › Children will choose foods from all five food groups when they select their groceries.
- › Children will act out events in the appropriate sequence by finding their foods/groceries and paying at the checkout counter.
- › Children will begin to identify words associated with food group names (i.e., vegetables, fruits, proteins, grains and dairy) and their beginning letters.

MATERIALS:

- › Pretend grocery carts or baskets
- › Cash registers
- › Table for checkout line and register
- › Play money (bills and coins)
- › Play debit cards
- › Pretend food items from the five food groups
- › Paper or plastic shopping bags
- › Shelves to organize foods
- › Signs to label areas of the grocery store
- › Paper and pencils to make pretend shopping lists



PROCEDURE:

1. Set up: Arrange the materials in the dramatic play area to resemble a grocery store. Place food on shelves, provide carts or baskets for the children to shop with, and make a checkout area with cash registers.
2. Hang a sign with the name of the grocery store near the entrance. (Children could help come up with the name). Put up signs that read, "Check out here," and signs to identify each of the MyPlate food groups (vegetables, fruits, dairy, proteins, and grains). Label the food groups with pictures as well as words, and have a picture of a cash register on the checkout sign.

3. Introduce the grocery store to the children. Point out the different areas of the grocery store. Go over what the signs say (vegetables, fruits, proteins, dairy, and grains) and how the foods are organized.
4. Discuss the various roles that children can act out, including the cashiers, customers, food stockers, etc. The majority of the children will probably be customers, but it would be good to have at least 2 cashiers.
5. Talk about the general sequence of going to the grocery store: get a cart, look for foods on your list, take foods to the checkout area, and pay the cashier for your groceries. Be prepared during the acting out of these events to facilitate if needed. Suggested phrases:
 - a. *Good afternoon. May I help you find some fruits and vegetables to put in your basket today? Right this way!*
 - b. *Mr. Cedric wants to pay for his groceries. How much will they cost?*
 - c. *You have chosen some foods, but it looks like you're missing fruits and vegetables today. Are those on your shopping list?*
6. Encourage children to make lists to plan what they want to get at the grocery store. Encourage children to choose a variety of foods from different food groups to make up their grocery list.

ADAPTATIONS/EXTENSIONS:

Math: Encourage children to practice math skills by counting play money as they pay for their groceries or take money from a customer when they are a cashier.

Family Involvement: If your classroom does not already have food items to use for this dramatic play area, ask families to help you gather empty food containers (cereal boxes, milk and juice cartons, egg cartons, etc.). You can also use empty cans (with smooth edges) or canned foods that have not been opened.



STOP OR GO

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Stop eating when you're full



OBJECTIVES:

- › Children will demonstrate the concepts of "stop" and "go" by moving their bodies at appropriate times.
- › Children will distinguish between the red stop sign and the green go sign.
- › Children will identify the beginning letters of the words "stop" and "go."

MATERIALS:

- › Red "stop" sign (see template)
- › Green "go" sign (see template)

PROCEDURE:

1. Gather a small group of children outside. Show children the "stop" and "go" signs. Encourage them to name the letters, and point out the different colors. Explain the difference between "stop" and "go." Suggested phrases follow:
 - a. Have you ever seen this red sign before? It's called a stop sign, and sometimes we see it on a corner to tell cars to stop.
 - b. What color is the stop sign? How many sides does it have?
 - c. What does "stop" look like? If you're moving your body, and I say, "Stop," what should you do?
2. Encourage children to name some times that they should stop doing something (e.g., stop to wait for an adult before crossing the street, stop eating when your stomach is full, stop talking when it's someone else's turn to talk).
3. Explain that you are going to play a game to help them practice "Stop" and Go." Explain that you are going to name an activity. When you hold up the "Go" sign, children should begin doing that activity, and continue doing it until they see you hold up the "stop" sign. Examples of activities might include marching in place, walking backward, crawling, turning in a circle, jumping up and down, etc. Vary the amount of time between "go" and "stop" signals.

ADAPTATIONS/EXTENSIONS:

Movement: Have children take turns leading the activity. Encourage the leader to name an activity, hold up the "go" sign, and then show the "stop" sign when they want the others to stop.

Observation Skills: Use the "stop" and "go" signs to play a version of the classic children's game "Green Light, Red Light." Instead of shouting "green light" and "red light," hold up the appropriate signs. Encourage children to watch closely to know when to move and when to stop.



Day 9: Stop Eating When You're Full

For more activities, visit eathealthybeactive.net



Day 9: Stop Eating When You're Full

For more activities, visit eathealthybeactive.net



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COLLEGE OF FAMILY AND CONSUMER SCIENCES
Department of Human Development and Family Science

Eat Healthy Be Active



DAY 10

HEALTHY EATING REVIEW



EAT HEALTHY, BE ACTIVE: DAY 10 ACTIVITIES



Large Group: HEALTHY BEAR'S HEALTHY LUNCH

Encourage children to identify foods Healthy Bear has brought in his lunchbox, and decide whether he has included foods from all food groups.



Music: EAT YOUR BREAKFAST SONG

Review the reasons why eating breakfast is important as you sing this simple song.



Art: FRUIT AND VEGETABLE PRINTS

Slice fruits and vegetables and encourage children to examine their insides. Use the cut-up fruits and vegetables to make prints with paint.



Math: TASTE THE RAINBOW

Give children chances to taste fruits and vegetables of different colors. Talk about the textures and flavors of the different foods.



Science: EXPLORING FRUIT PEELS

Have children peel fruits and explore the smell, color, and texture of the peels and fruits.



Dramatic Play: GROCERY STORE

Set up a dramatic play area as a grocery store where children can practice choosing and buying different types of healthy food.



Outdoor Activity: COLORFUL FOODS TRICYCLE COURSE

Set up a simple outdoor course for children to follow on tricycles as they collect foods from different food groups.



Literature and Story Stretching Activities: *I WILL NEVER NOT EVER EAT A TOMATO* BY LAUREN CHILD

Share the story of Lola, who refuses to eat many different foods until her brother Charlie explains that they are not what they appear to be.

For more activities, visit eathealthybeactive.net



HEALTHY BEAR'S HEALTHY LUNCH

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify foods in Healthy Bear's lunchbox.
- › Children will sort foods into the different MyPlate food groups.
- › Children will decide whether Healthy Bear's lunch has foods from all of the food groups.

MATERIALS:

- › Healthy Bear puppet
- › Lunchbox or lunch bag
- › Food models from each food group that could be packed in a lunch
- › MyPlate poster (optional)



PROCEDURE:

1. Set-up: Pack a lunchbox with food models that could represent a healthy lunch (e.g., sliced turkey, whole wheat bread, fruit, carrot sticks, and yogurt).
2. Introduce Healthy Bear and show children Healthy Bear's lunchbox. Tell them that Healthy Bear has packed a lunch with foods he likes to eat. Suggested language:
 - a. *Healthy Bear has packed this lunch and wants us to look at what's inside.*
 - b. *Let's open Healthy Bear's lunchbox and see what he has packed for lunch.*
3. Have the children remove the foods from the lunchbox one at a time. Have children identify and describe the different foods. Help children identify the food group of each food (i.e., fruit, protein, dairy, grains, vegetables). Identify the food group on the MyPlate poster (optional). Suggested language:
 - a. *Healthy Bear has packed an apple. What color is this apple? What do you think it would sound like if we took a bite? Apples are crunchy.*
 - b. *An apple is a fruit. Can you name other fruits?*
 - c. *On the MyPlate poster, orange is for grains. Let's look at Healthy Bear's lunchbox. Does he have any foods that belong to the grains group?*

- d. *Healthy Bear* needs to eat foods from all the different food groups. Let's look at his lunch. Does he have a food from each food group?

ADAPTATIONS/EXTENSIONS:

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

Dramatic play: Place *Healthy Bear's* lunchbox and a variety of foods in the dramatic play area. Encourage one child to be *Healthy Bear*, and have the other children help *Healthy Bear* pack his lunchbox with a variety of foods. Provide familiar and less familiar foods to include in *Healthy Bear's* lunchbox.

Nutrition: Give children a lunchbox for *Healthy Bear*, packed with foods from only one food group. Encourage children to add variety to the lunch using foods from different MyPlate groups.



Day 10: Healthy Eating Review

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EAT YOUR BREAKFAST SONG

TYPE OF ACTIVITY: Music

KEY CONCEPT: Eat breakfast



OBJECTIVES:

- › Children will identify breakfast as the first meal of the day.
- › Children will name breakfast foods while singing the song.
- › Children will use imagination to act out eating breakfast during the song.

MATERIALS:

- › Words to the Eat Your Breakfast song
- › Pictures of breakfast foods used in the song (optional)

PROCEDURE:

1. Introduce the song, and sing the first verse. Talk about why eating breakfast is important. Suggested language:
 - a. *Who remembers what breakfast is?*
 - b. *It is important to eat breakfast every day because breakfast gives us energy.*
2. Sing through the song and act out the motions. Encourage children to sing along.
3. (Optional) Before singing the song again, show the pictures of different breakfast foods and talk about them. Have children identify each food.
4. Sing the song through again, and encourage children to do the motions. Consider singing the song several days in a row so children can learn it.



ADAPTATIONS/EXTENSIONS:

Literacy: Encourage children to think of other foods to include in the song. Help them make up additional verses.

Family involvement: Share the lyrics of the song with families, and encourage them to sing the song at home.

LYRICS TO EAT YOUR BREAKFAST SONG

(Sing to the tune of "Frere Jacques")

Eat your breakfast, eat your breakfast.

Every day, every day:

Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday,

Sunday, too, Sunday, too.

Eat your breakfast, eat your breakfast.

All food groups, all food groups:

Eggs and ham,

Orange juice and toast,

Oatmeal, too, oatmeal, too.

Eat your breakfast, eat your breakfast.

Every day, every day.

Fill your hungry tummy;

Make your body happy,

And strong too, and strong too.

Eat your breakfast, eat your breakfast.

Why you say? Why you say?

Eating a good breakfast,

Starts your day with energy.

Why don't you? Why don't you?

MOTIONS

(Pretend to eat)

(Count days on fingers)

(Pretend to eat)

(Hold up food pictures)

(Pretend to eat)

(Rub your tummy)

(Frame face and smile)

(Hold up and flex arm muscles)

(Pretend to eat)

(Hold up hand to cup ear)

(Point to class/a friend)



Day 10: Healthy Eating Review

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FRUIT AND VEGETABLE PRINTS

TYPE OF ACTIVITY: Art

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify and describe fruits and vegetables.
- › Children will practice fine motor skills by making prints.

MATERIALS:

- › Paper
- › Tempera paint
- › Fruits and vegetables for printing (e.g., broccoli, carrots, peppers, apples, potatoes)
- › Sharp knife (for adult use only)



PROCEDURE:

1. Set-up: Cut fruits and vegetables into pieces small enough for children to grasp. Create a variety of shapes.
2. Invite children to dip fruits and vegetables into the paint colors of their choice and make prints on their paper. If needed, demonstrate how to make a print.
3. As children make prints, talk about the colors and shapes of the fruits and vegetables they are using. Suggested language:
 - a. *What color is that piece of broccoli?*
 - b. *What shape is the vegetable you are using to make a print?*
 - c. *What kind of food is an apple? What do apples taste like when you eat them?*

ADAPTATIONS/EXTENSIONS:

NOTE: Some programs do not allow children to use foods for art projects. Consider using fruit and vegetable shaped stamps as a replacement.

Literature: Read *Tops and Bottoms* by Janet Stevens. Talk about foods that grow above and below the ground.



TASTE THE RAINBOW

TYPE OF ACTIVITY: Math

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- Children will taste a variety of colorful fruits and vegetables.
- Children will describe food textures and tastes.

MATERIALS:

- Plates or bowls
- MyPlate poster
- Fruits and vegetables in a variety of colors

Suggestions include:

- Red – apples, red peppers, watermelon, strawberries
- Orange – carrots, cantaloupe, sweet potato
- Yellow – bananas, squash, grapefruit, pineapple
- Green – green beans, cucumber, honeydew melon, green grapes
- Blue/purple – blueberries, purple grapes, plums, eggplant



PROCEDURE:

1. Set-up: Cut the foods into small bite-sized pieces. Sort the fruits and vegetables into bowls or plates by color. Have children wash their hands.
2. Talk with the children about how it's important to eat many different foods, including foods that are every color of the rainbow. Suggested language:
 - a. *What colors do you see on the table?*
 - b. *These are the colors of the rainbow. You can create a picture on your plate, and then try the foods you use.*
3. Encourage children to choose foods and create a picture on their plate. Be sensitive to children's food preferences by allowing them to select the foods they want to try. Do not force children to sample any food. While children are creating, talk about the colors, textures, and tastes of the foods. Help them identify which foods are fruits and which are vegetables.

ADAPTATIONS/EXTENSIONS:

Math: Show children the whole fruits and vegetables, and encourage children to compare them with the cut-up pieces.



EXPLORING FRUIT PEELS

TYPE OF ACTIVITY: Science

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Students will practice fine motor skills by peeling fruits.
- › Students will engage their senses by observing, smelling, touching, and tasting different fruits and their peels.
- › Students will experiment with different ways to remove fruit peels.

MATERIALS:

- › A variety of fruits that children could peel (e.g., bananas, oranges, apples, pears, tangerines)
- › Plastic or metal table knives
- › Paper towels
- › Apple slicer (for adult use only)
- › Sharp knife (for adult use only)
- › Chart paper and marker
- › Bowls



PROCEDURE:

1. Set-up: Wash all fruits before the activity.
2. Discuss fruits as foods that help our bodies stay healthy. Invite children to name fruits they like. Ask them if they've ever peeled fruit before they ate it. Suggested language:
 - a. *We're going to explore the peels or skins of different fruits with our senses, and figure out the best way to get the peels off the fruits. You can even taste the fruit peels and see if you like the taste.*
 - b. *Has anyone ever peeled an orange before? Oranges have vitamin C, which helps us stay healthy.*
 - c. *What do you think would be the best way to remove the peel from this orange?*
 - d. *Have you ever tasted the peel of an orange? What do you think it will taste like?*
3. Have children wash their hands. Allow children to explore the fruits and try to remove the peel. Invite them to hold and smell each fruit. After the children explore the whole fruit. Some fruits (like apples and pears), may need to be sliced into smaller pieces using a slicer or sharper knife. Offer

plastic or metal table knives if needed. Give children the opportunity to taste the peels and the fruits. Suggested phrases:

- a. *What is the best way to get the peel off this fruit? Will you use your fingers, or do you need a tool?*
 - b. *What does the banana peel smell like?*
4. Encourage children to talk about how the fruits and their peels smell, feel, look, and taste. Remind them that they should eat a variety of fruits every day. Suggested language:
- a. *I like the way oranges smell when I'm peeling them. I also like that they squirt a little juice while I'm trying to get the peel off.*
 - b. *Have you ever eaten a whole apple without peeling it? The peel also contains vitamins that are good for you.*

ADAPTATIONS/EXTENSIONS:

Science: Teach children about composting as a way to dispose of leftover foods. Add the peels and cores to the class compost pile if you have one. Talk about what happens to the peels and cores in the compost pile.





GROCERY STORE

TYPE OF ACTIVITY: Dramatic Play

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will act out going to the grocery store and the associated roles (e.g., cashiers, customers, stockers, baggers).
- › Children will choose foods from all five food groups when they select their groceries.
- › Children will act out events in the appropriate sequence by finding their foods/groceries and paying at the checkout counter.
- › Children will begin to identify words associated with food group names (i.e., vegetables, fruits, proteins, grains and dairy) and their beginning letters.

MATERIALS:

- › Pretend grocery carts or baskets
- › Cash registers
- › Table for checkout line and register
- › Play money (bills and coins)
- › Play debit cards
- › Pretend food items from the five food groups
- › Paper or plastic shopping bags
- › Shelves to organize foods
- › Signs to label areas of the grocery store
- › Paper and pencils to make pretend shopping lists



PROCEDURE:

1. Set up: Arrange the materials in the dramatic play area to resemble a grocery store. Place food on shelves, provide carts or baskets for the children to shop with, and make a checkout area with cash registers.
2. Hang a sign with the name of the grocery store near the entrance. (Children could help come up with the name). Put up signs that read, "Check out here," and signs to identify each of the MyPlate food groups (vegetables, fruits, dairy, proteins, and grains). Label the food groups with pictures as well as words, and have a picture of a cash register on the checkout sign.

3. Introduce the grocery store to the children. Point out the different areas of the grocery store. Go over what the signs say (vegetables, fruits, proteins, dairy, and grains) and how the foods are organized.
4. Discuss the various roles that children can act out, including the cashiers, customers, food stockers, etc. The majority of the children will probably be customers, but it would be good to have at least 2 cashiers.
5. Talk about the general sequence of going to the grocery store: get a cart, look for foods on your list, take foods to the checkout area, and pay the cashier for your groceries. Be prepared during the acting out of these events to facilitate if needed. Suggested phrases:
 - a. *Good afternoon. May I help you find some fruits and vegetables to put in your basket today? Right this way!*
 - b. *Mr. Cedric wants to pay for his groceries. How much will they cost?*
 - c. *You have chosen some foods, but it looks like you're missing fruits and vegetables today. Are those on your shopping list?*
4. Encourage children to make lists to plan what they want to get at the grocery store. Encourage children to choose a variety of foods from different food groups to make up their grocery list.

ADAPTATIONS/EXTENSIONS:

Math: Encourage children to practice math skills by counting play money as they pay for their groceries or take money from a customer when they are a cashier.

Family Involvement: If your classroom does not already have food items to use for this dramatic play area, ask families to help you gather empty food containers (cereal boxes, milk and juice cartons, egg cartons, etc.). You can also use empty cans (with smooth edges) or canned foods that have not been opened.



COLORFUL FOODS TRICYCLE COURSE

TYPE OF ACTIVITY: Outdoor

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will use gross motor skills to ride tricycles.
- › Children will identify a variety of foods and their food groups.

MATERIALS:

- › Tricycles and helmets
- › Healthy Bear
- › Large red stop signs (see template)
- › Trays
- › Items for obstacles
- › Food models
- › MyPlate poster (optional)
- › Bags



PROCEDURE:

1. Create an obstacle course with a variety of items to navigate around on tricycles. Station adults at several stopping points along the course. Give each of them a large red stop sign and a tray with food models from all the food groups.
2. Explain that children will begin the obstacle course and stop whenever they reach a stop sign. At the stop sign, they will choose one food from the food tray and place it in the bag on their handlebars. Encourage them to choose foods from different food groups.
3. At the end of the course, have children empty their bags. Have Healthy Bear talk with them about the foods they have chosen and their food groups. Help children be sure that they have foods from all of the food groups in their bags, using the MyPlate poster if needed. Provide additional food models if necessary.

ADAPTATIONS/EXTENSIONS:

Physical activity: Have children complete the course while running, hopping, or skipping. Encourage them to think of different movements they could do to complete the course.



Day 10: Healthy Eating Review

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