



HEALTHY EATING ACTIVE LIVING IN EARLY CHILDHOOD



Summer 2019 Edition

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5 or more fruits & vegetables

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2 hours or less of recreational screen time

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1 hour of physical activity

- Background
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0 sugary sweetened beverages

- Background
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Helpful Resources

- Links to Helpful Resources
- Kitsap HEAL Coalition Resource Page



What is 5210?

5-2-1-0 Kitsap is a countywide initiative to increase physical activity and healthy eating to reduce obesity in Kitsap County. Throughout Kitsap County, people are hearing about 5-2-1-0 in work, school, healthcare, childcare, and community settings. The 5-2-1-0 behaviors are based on science and recommended by the medical community to promote good health.

Be healthy every day and strive for:

- 5** or more fruits & vegetables 
- 2** hours or less recreational screen time 
- 1** hour or more of physical activity 
- 0** sugary drinks, more water & low fat milk 

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Everyone Has a Role to Play in 5210

Early childhood is a critical time in growth and development when the mind and body are growing at a rapid rate. Children are also forming habits that will often last until adulthood. Most unhealthy dietary and physical activity behaviors are developed by age 5. Seventy percent of children in the U.S. are enrolled in early childcare facilities which makes it an ideal setting to implement chronic disease prevention programs. In early childhood facilities, children consume between 2 to 5 meals or snacks on each occasion. Mealtimes in childcare setting contribute greatly to the development of healthy eating behaviors for children.

There are many opportunities for us to work together in supporting healthy starts for our preschool aged children. Below are a few ideas:

The role of the Classroom:

- 🍏 Increase opportunities for physical activity and healthy eating during the program day using 5-2-1-0 strategies.
- 🍏 Educate children of the importance of physical activity and healthy eating.

The Role of the Child Care Program:

- 🍏 Implement a strong wellness policy that supports 5-2-1-0 strategies.
- 🍏 Role model 5-2-1-0 behaviors.
- 🍏 Create an environment that is supportive of 5-2-1-0.

The Role of the Family:

- 🍏 Create a home environment that is supportive of 5-2-1-0 behaviors.
- 🍏 Become involved in 5-2-1-0 Early Childhood and other initiatives that promote physical activity and healthy eating.
- 🍏 Role model 5-2-1-0 behaviors.

The role of the Community:

- 🍏 Local doctors, dentists, partners and other professionals share their expertise with childcare programs.
- 🍏 All school programs, childcare programs, recreation centers and libraries can promote and practice 5-2-1-0 to support consistent messaging.



5210 Early Childhood Project

Environment Scan

Today's Date

Name

Start date

School/Classroom/Center

The learning environment can be a powerful teaching tool. Please let us know about your current classroom environment, what you anticipate changing and when you completed any improvements.

| | Current Environment | | Do you anticipate making this change? | Date Changes completed |
|---|---------------------|----|---------------------------------------|------------------------|
| Healthy Eating | Yes | No | | |
| Organization has a written Healthy Eating Policy on nutrition and food service that is available and followed. | | | | |
| Provide and enforce written guidelines for healthier food brought in and served for holidays and celebrations. | | | | |
| Celebrate holidays with mostly healthy foods and non-food treats. | | | | |
| Use color as a guide when planning menus and make it a goal to include vegetables of all colors during the week. | | | | |
| Serve fruits and vegetables (without added meat fat, margarine or butter) at every meal and snack. | | | | |
| Let children help prepare foods. | | | | |
| Sit with the children and eat the same foods and drinks together; make it social and talk with children about trying and enjoying healthy foods. | | | | |
| Place food on the table in serving dishes family style and allow them to self-serve. | | | | |
| Display visible support for healthy eating with posters, pictures and displayed books. | | | | |
| Offer nutrition educational opportunities to parents 2x/year. | | | | |
| Screen time (Media Time) | Yes | No | | |
| Organization has a written Screen time Policy on appropriate amounts of media exposure via television and computers that is available and followed. | | | | |
| No screen time for toddlers and infants under 24 months of age (tv or videos). | | | | |
| Incorporate physical activity during transitions instead of screen time. | | | | |
| Play soothing nature sounds during stressful transitions. | | | | |
| Use other activities as a reward such as extra story time, outside time or stickers instead of screen time. | | | | |
| Offer take-home "physical activity bags" and utilize a check out system to track their use. | | | | |

| Physical Activity | Yes | No | | |
|---|-----|----|--|--|
| Organization has a written Physical Activity Policy that is available and followed. | | | | |
| Provide teacher-led physical activity to children 2 or more times per day. | | | | |
| Provide toddlers at least 60-90 minutes of active play time-some outdoors- each 8 hour day. (30-45 minutes each 4 hour day) | | | | |
| Provide preschoolers at least 90-120 minutes of active play time – some outdoors-each 8 hour day. (45-60 minutes each 4 hour day) | | | | |
| Active play time is never withheld for children who misbehave | | | | |
| Additional active play time is given for good behavior | | | | |
| Encourage parents to bring weather appropriate clothes so children can play comfortably outside even if it's rainy or hot. | | | | |
| Encourage children to invent games and activities. | | | | |
| Model enjoyment of physical activity by joining children in ball play, dancing, games and other physical activities. | | | | |
| Play games that incorporate music, imitation and simple directions such as animal movements, follow the leader or dancing with scarves. | | | | |
| Build time in your schedule to include daily planned structured physical activity that supports motor skill develop (jumping, skipping, hopping, etc.). | | | | |
| Visible support for physical activity with posters, pictures and displayed books. | | | | |
| Offer physical activity educational opportunities to parents 2x/year. | | | | |
| Zero Sugary Drinks | Yes | No | | |
| Organization has a written Zero Sugary Drinks Policy that is available and followed. | | | | |
| Have “water” or “milk” themed weeks. | | | | |
| Designate a “water helper” during meals or outings. | | | | |
| Include healthy drink containers in your play kitchen. | | | | |
| Add fresh fruit to flavor water. | | | | |
| Make drinking water available for self-serve both indoors and outdoors. Fill child-size water pitchers and let kids serve themselves. | | | | |
| Use a shower caddy to carry water and cups outside. Invest in a small portable water cooler for outside use. | | | | |
| If water fountains are available, allow children to take water breaks or refill water bottle from home. | | | | |
| Others | | | | |
| Include a 5210 focused activity in your weekly lesson plan. | | | | |
| Utilize an interactive display board to encourage 5210 messaging interaction with parents | | | | |



The Environment

The learning environment can be a powerful teaching tool. Set up the environment to help children develop life long healthy habits.

Healthy Eating

Share information with parents and children regarding healthy eating on display boards to foster parent interaction and reinforce classroom learning.

Physical Activity

Create space for kids to move and increase opportunities for children to engage in physical activity throughout the day.

Classroom ideas:

- Develop Healthy Policies
- Use the Early Childhood Environment Rating Scale
- Train staff on healthy eating/active living strategies
- Incorporate physical activity during transitions
- Limit use of screens as a transition between activities.
- Place different toys on the floor and let infants reach for them

This section includes:



Interactive Progress Boards



Educational Display Board



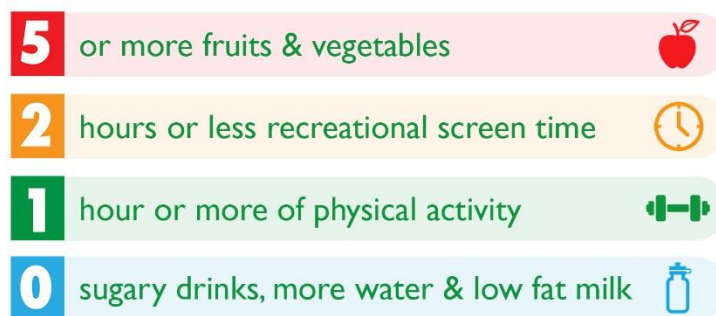
Non-Food Celebrations

Healthy Eating, Active Living in Early Childhood

Date:

Dear Families:

We have partnered with the Kitsap HEAL (Health Eating, Active Living) Coalition in an effort to promote healthy eating and active living in Kitsap County. The 5-2-1-0 initiative is one way to encourage these behaviors.



Our coalition believes that all children deserve the opportunity to be healthy and successful. Healthy eating and an active lifestyle are crucial for proper development and improve concentration, memory and mood, helping children become better learners. Therefore, we are engaging in 5-2-1-0 supportive activities. As part of our work, you may hear your child talking about 5-2-1-0. Don't hesitate to ask or get involved in what we are working on. We hope you will join us in promoting the 5-2-1-0 lifestyle. For more information about Kitsap HEAL Coalition, visit www.kitsapheal.org.

Sincerely,





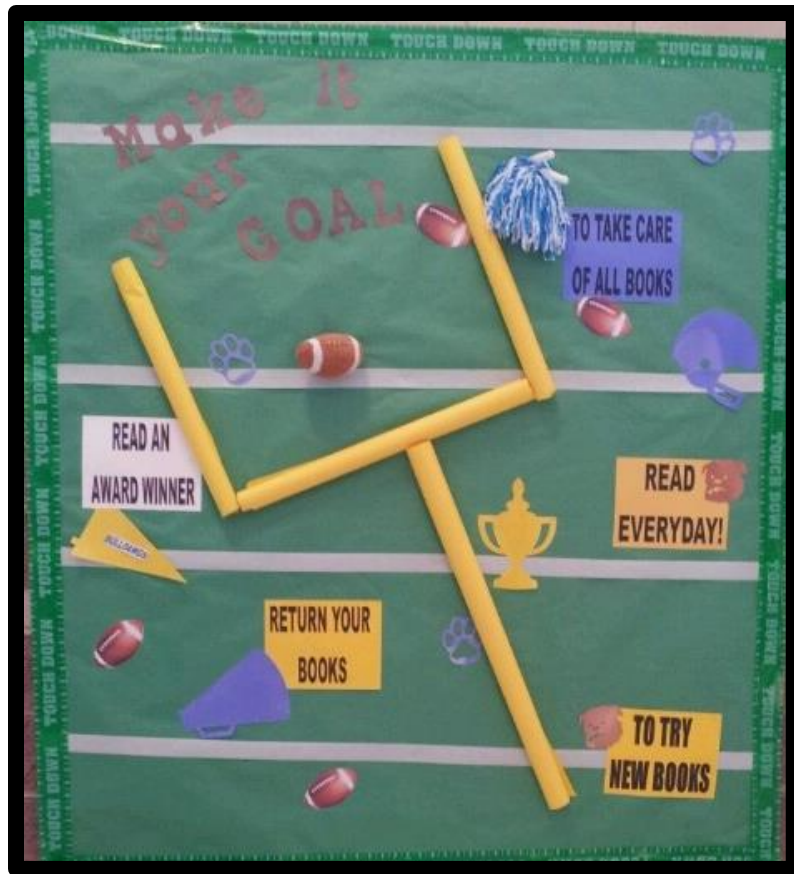
Creating a Healthy Environment:

Interactive Progress Display Boards

Display boards are also a great way to display kids' progress in different 5210 areas while fostering interaction and encouraging improvement. The interactive aspect of display boards may also be incorporated with parents when they drop off or pick up their children. Similar to the way many teachers track reading or writing progress, these display boards can offer a visual marker for kids' engagement in the core 5210 principles. Examples of this might include tracking number of vegetables kids consume each week or tracking hours spent participating in physical activity. For continuous 5210 engagement, you might try formulating a theme or question of the week and tracking progress accordingly on your display board. During drop off or pick up times, kids can share their progress with parents.

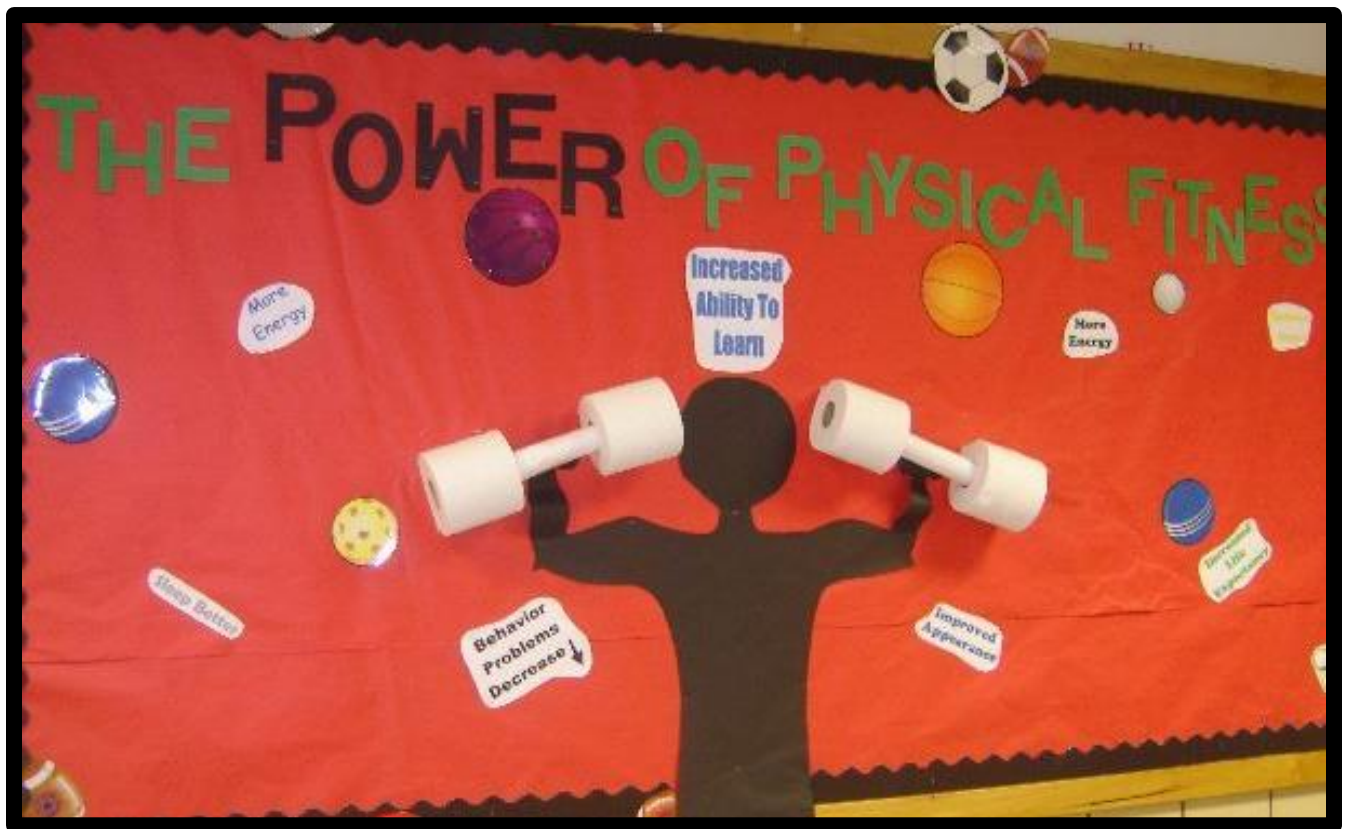
Example themes/questions of the week:

- How much broccoli did you eat this week?
 - This can be incorporated with any fruit or vegetable and provides continuity with lessons.
- Who jump roped this week instead of watching television?
 - This can be incorporated with any physical activity
 - Including the aspect of promoting physical activity over screen time emphasizes multiple 5210 principles in one message
- You can also try “food of the week” or “activity of the week”
- Choosing the healthy road
 - Create a road on your display board
 - Each time a student engages in a healthy behavior over an unhealthy one, they get to add a car to the road with a statement of their behavior
 - Example: “John chose water at lunch instead of soda”
- Building a healthy future
 - Create a construction zone or city skyline on your display board, each student has a different building
 - As students make healthy choices, they add building blocks to their building to make it grow
 - Write the healthy behaviors in the building blocks
- Health “goals”
 - Make your display board soccer themed and track progress toward identified goals
 - Goals can be 5210 themed like “eat 5 or more fruits and veggies a day” or identified by your class
 - Using the soccer theme also emphasizes physical activity!

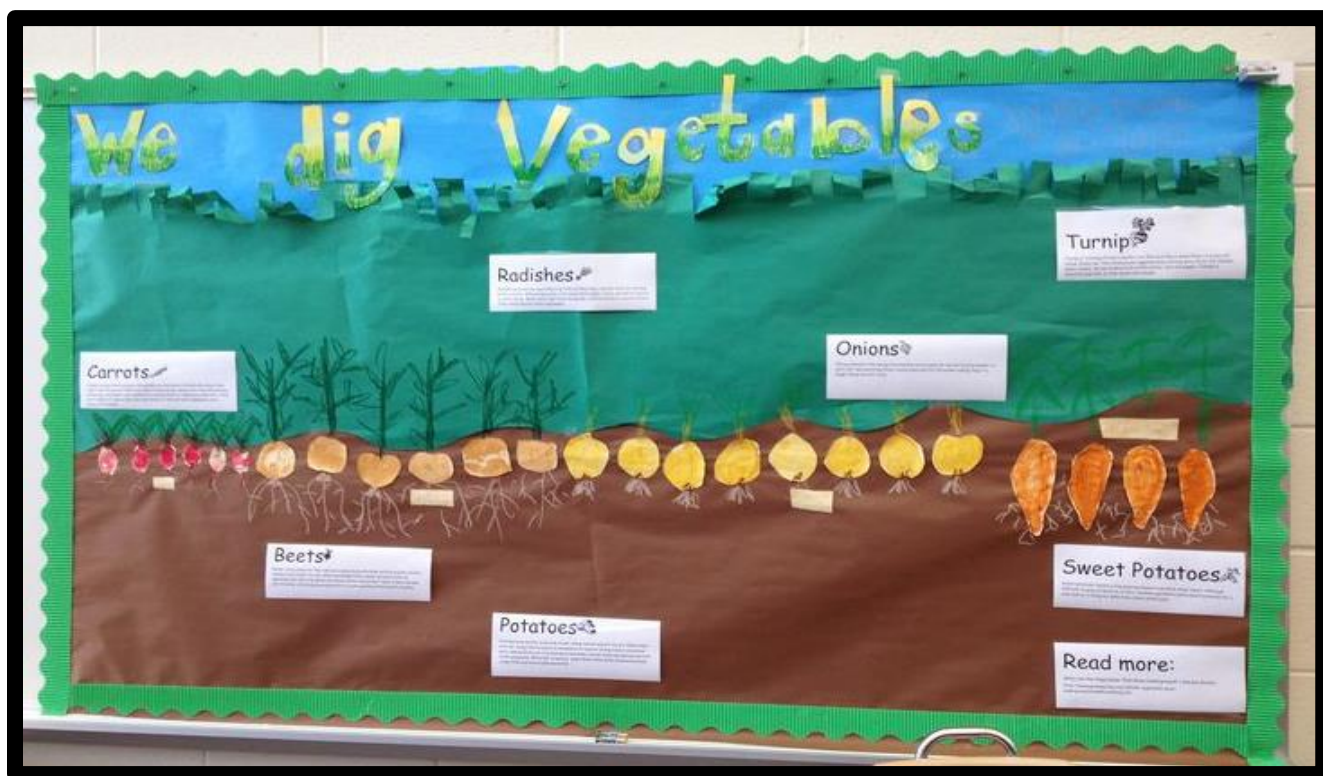


Creating a Healthy Environment: Educational Display Board Ideas

Decorating your classroom display board with 5210 messages promoting nutrition and physical activity is a great way to engage students outside of 5210 activity times and appeal to visual learners. Below are some examples of different ways you might incorporate 5210 messages in your classroom environment using display boards.





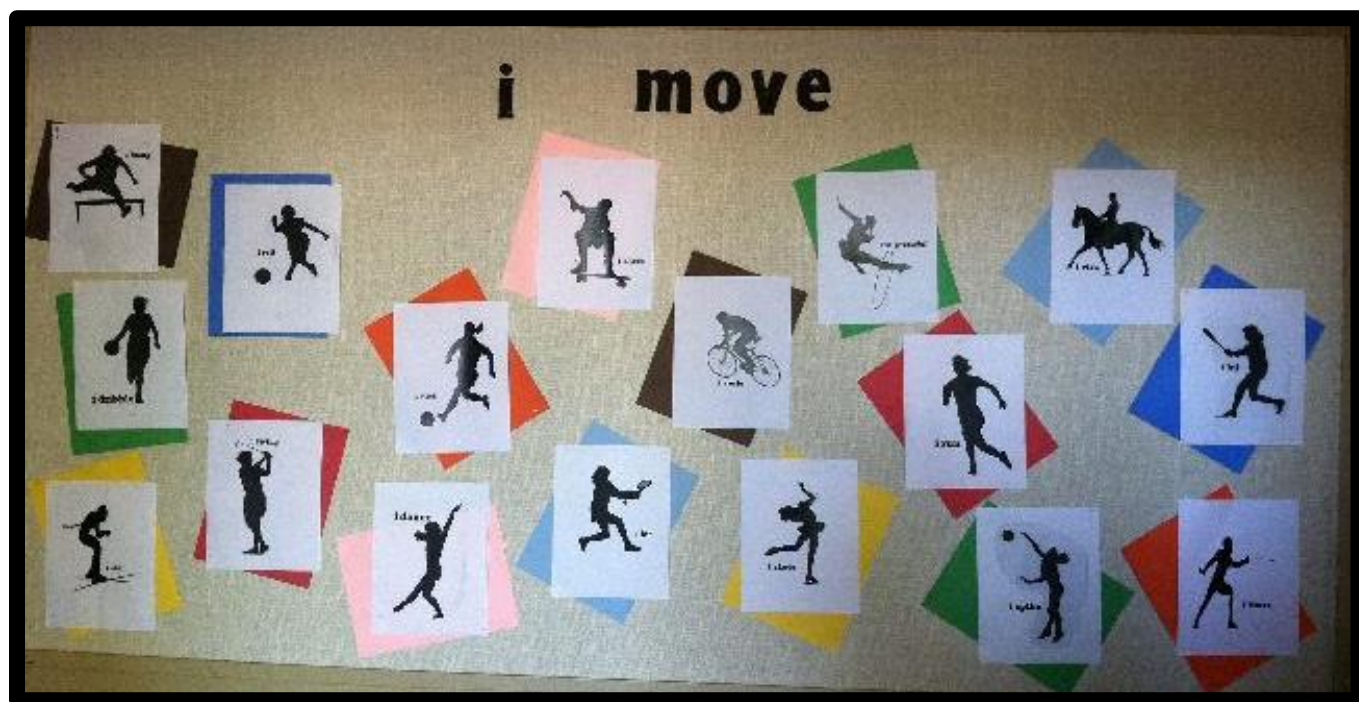
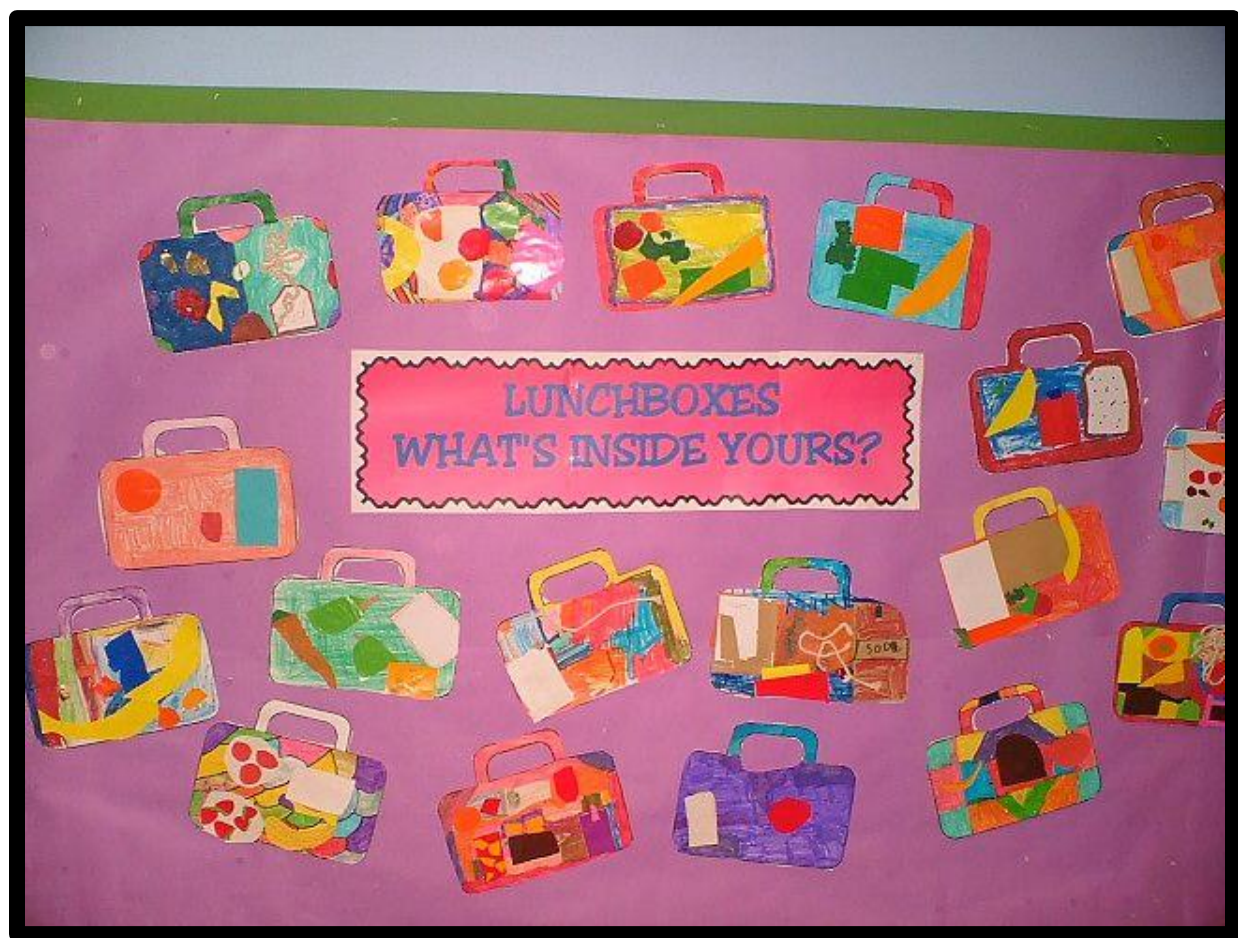












“How Much Sugar Are You Eating?” bulletin board

Supplies:

- 1 lb bag of sugar
- 3 x 2 Cork bulletin board
- Push pins
- Small bags
- Tablespoon
- Snack/drink labels

Instructions:

1. Pick a list of snacks to display
2. Get wrappers of the snacks picked
3. Note amount of sugar per serving in each snack
4. Convert the amount of sugar in grams to tablespoons using a “grams to tablespoons converter”
<http://www.convertunits.com/from/gram/to/tablespoon>
5. Using a tablespoon, measure out the amount of sugar for each snack and put the sugar into small bags
(Note: Make sure to label each bag so they don’t get mixed up)
6. Evenly distribute and tack all the snack wrappers onto the cork bulletin board
7. Tack bags filled with sugar under each corresponding snack wrapper
8. Label each bag with the amount of sugar in them (in tablespoons)



NON-FOOD CELEBRATIONS

We know that celebrations are often associated with cupcakes and cakes, but it's important to show children that they can have fun, feel special, and celebrate without all the sugar. Non-food celebrations can be some of the most fun and popular ways to honor a special event. Try some of these fun-filled ideas the next time you want to celebrate!

For the Birthday Child:

- Let the birthday child be the first to do each activity for the day.
- Create a birthday library where each child's parent donates a book to the program library on their child's birthday. Read the book aloud in honor of the child's birthday.
- Allow the birthday child to be the program assistant for the day to help with special tasks, such as making deliveries around the site.
- Create a "Celebrate Me" book. Have teachers or peers write stories or poems and draw pictures to describe what is special about the birthday child.
- Create a special birthday package. The birthday child wears a sash and crown, sits in a special chair, and receives a special birthday surprise like a sticker, birthday card, coloring book, etc. If applicable, have the child visit the director's office to receive their gift.

For Other Celebrations:

- Use games or crafts, asking parents to bring in supplies for the game or project. If possible, it's extra special to invite parents to the class to lead the activity.
- Ask parents to send in small items for a class trading event, such as pencils, stickers, or erasers.
- Have a dance party.
- Provide extra play time.
- Bring in guest story readers.
- Have a special show and tell.
- Have a themed scavenger hunt around the site.
- Stock a treasure chest for each child to choose something from. Ask parents to send in items or small trinkets to fill the chest.
- Eat lunch outside.
- Set up an obstacle course.





5 or More Fruits and Vegetables

Classroom ideas:

- Use color as your guide when planning menus and make it a goal to include vegetables of all colors during the week.
- Serve fruits and vegetables at every meal and snack.
- To increase interest in trying new foods, find ways for children to help prepare the food.
- Sit with the children and eat together, make it social.
- Place food on the table in serving dishes and allow them to self serve.

This section includes:



Why its important



What is a serving



Classroom Activities



Parent Tidbit Take-Aways



5 or More Fruits and Vegetables

Why It's Important in Early Childhood

- 🍏 A diet rich in fruits and vegetables provides vitamins, minerals and other important nutrients that are vital to the growth, development and immune function of children.
- 🍏 Children develop most of their dietary habits before the age of five, laying the foundation for either long-term health or health consequences related to poor nutrition into adulthood.
- 🍏 Most fruits and vegetables are naturally low in fat and calories.

***See Reverse side for Washington Administrative Code (WAC) for Infant and Toddler Development*

(Effective August 1, 2019)

110-300-0185

Menus, milk, and food.

To ensure proper nutrition of children in care, an early learning provider must comply with the child nutrition requirements described in this section.

(1) Meals, snack foods, and beverages provided to children in care must comply with the requirements contained in the most current edition of the *USDA Child and Adult Care Food Program (CACFP)* standards, or the *USDA National School Lunch and School Breakfast Program* standards.

(a) An early learning provider must supply dated menus.

(b) Food and beverage substitutions to a scheduled menu must be of equal nutritional value.


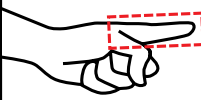



















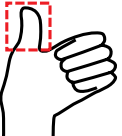
(c) An early learning provider must only serve water, unflavored milk or one hundred percent fruit or vegetable juice.

(d) An early learning provider must limit the consumption of one hundred percent fruit juice to no more than four to six ounces per day for children between one and six years old, and eight to twelve ounces per day for children seven through twelve years old.


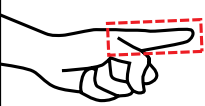

















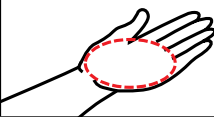


(2) An early learning provider must serve a fruit or vegetable as one of the two required components during at least one snack per day.

[WSR 18-15-001, recodified as § 110-300-0185, filed 7/5/18, effective 7/5/18. Statutory Authority: RCW [43.215.070](#), [43.215.201](#) and chapter [42.56](#) RCW. WSR 18-14-079, § 170-300-0185, filed 6/30/18, effective 8/1/19.]

Serving-Size Chart

| FOOD | SYMBOL | COMPARISON | SERVING SIZE |
|---|---|---|-----------------------------|
| Dairy: Milk, Yogurt, Cheese | | | |
| Cheese (string cheese) |  |  | Pointer finger 1½ ounces |
| Milk and yogurt (glass of milk) |  |  | One fist 1 cup |
| Vegetables | | | |
| Cooked carrots |  |  | One fist 1 cup |
| Salad (bowl of salad) |  |  | Two fists 2 cups |
| Fruits | | | |
| Apple |  |  | One fist 1 medium |
| Canned peaches |  |  | One fist 1 cup |
| Grains: Breads, Cereals, Pasta | | | |
| Dry cereal (bowl of cereal) |  |  | One fist 1 cup |
| Noodles, rice, oatmeal (bowl of noodles) |  |  | Handful ½ cup |
| Slice of whole-wheat bread |  |  | Flat hand 1 slice |
| Protein: Meat, Beans, Nuts | | | |
| Chicken, beef, fish, pork (chicken breast) |  |  | Palm 3 ounces |
| Peanut butter (spoon of peanut butter) |  |  | Thumb 1 tablespoon |































Gráfica de Comparación de Porciones

| ALIMENTO | SÍMBOLO | COMPARACIÓN | PORCIÓN |
|--|---|---|------------------------------|
| Lácteos: Leche, Yogur, Queso | | | |
| Queso (queso para deshebrar) |  |  | Dedo índice 1½ onzas |
| Leche y yogur (vaso de leche) |  |  | Un puño 1 taza |
| Verduras | | | |
| Zanahorias cocidas |  |  | Un puño 1 taza |
| Ensalada (tazón de ensalada) |  |  | Dos puños 2 tazas |
| Frutas | | | |
| Manzana |  |  | Un puño 1 mediana |
| Duraznos enlatados |  |  | Un puño 1 taza |
| Granos: Panes, Cereales, Pasta | | | |
| Cereal seco (tazón de cereal) |  |  | Un puño 1 taza |
| Fideos, arroz, avena (tazón de tallarines) |  |  | Puñado ½ taza |
| Rebanada de pan integral |  |  | Mano extendida 1 rebanada |
| Proteína: Carne, Frijoles, Nueces | | | |
| Pollo, carne, pescado, puerco (pechuga de pollo) |  |  | Palma 3 onzas |
| Crema de cacahuete (cucharada de crema de cacahuete) |  |  | Pulgar 1 cucharada |

5 or More Fruits and Vegetables

Section 5 Table of Contents

The following pages include activity ideas for the:

| Classroom | Rate the Resource |
|---|---|
| Celebrating Cultural Diversity Fruits and Vegetables |    |
| Presenting Fruits and Vegetables |    |
| Classroom Cooking Activity (Stoplight, Fruit Bugs, Broccoli Forest, Veggie Flowers) |    |
| 5210 Tasting Kits |    |
| MYSTERY: Vegetable or Fruit |    |
| Use Your 5 Senses |    |
| Grow It, Try It, Like It! Cards |    |
| Breastfeeding Friendly Areas |    |
| Parent Tidbit Take-Away's |    |
| Other _____ |    |

Early Childhood Settings

Celebrating Cultural Diversity



Our region enjoys a rich diversity of various cultures. Embracing and celebrating diversity in your classroom will enrich the learning environment. Include your families in your 5210 activity planning. Ask your families which cultural fruits and vegetables they enjoy at home and try to incorporate some into your lessons.

Fruits and Vegetables



Many cultures have a rich tradition of using fresh vegetables and fruits in their diets. Below are some commonly associated examples, please ask your families for specifics to learn about the wonderful diversity in your classroom.



African American

black-eyed peas, greens such as chard, collard greens, & mustard greens, okra, winter squash



Latino

chayote, cassava, cactus, jicama, plantains, tomatillos, mango, papaya, passion fruit, black beans, chili peppers, cherimoya, guava.



Asian Americans

taro root, daikon radish, lemongrass, napa cabbage, bitter melon, kumquats, bok choy sum

American Indian/Alaska Native

Berries, Three Sisters (corn, beans, squash), pumpkin. Various wild greens and roots are traditional foods that are no longer widely available, but some families still gather plants such as nettles and blue camas root. Dark leafy greens and Jerusalem artichoke are available in stores and have similar nutrient profiles.



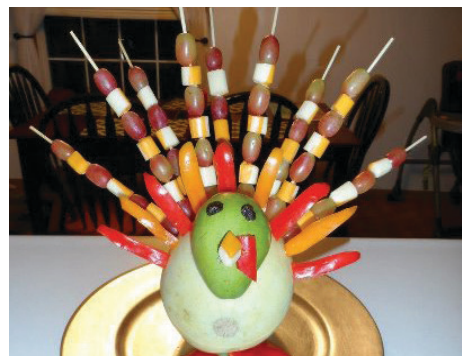
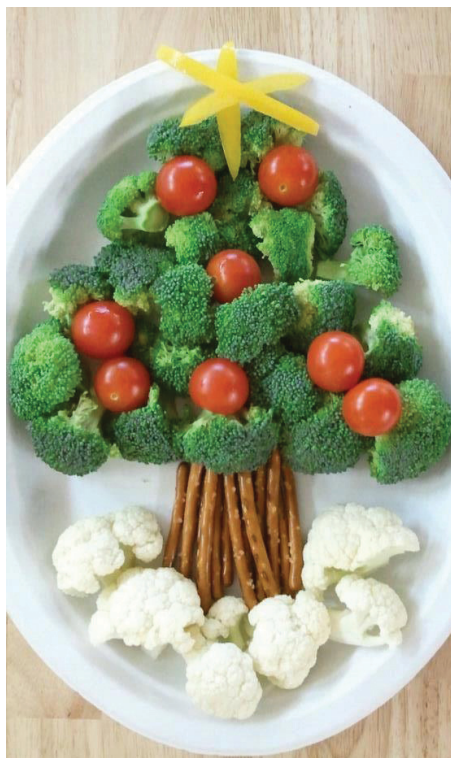
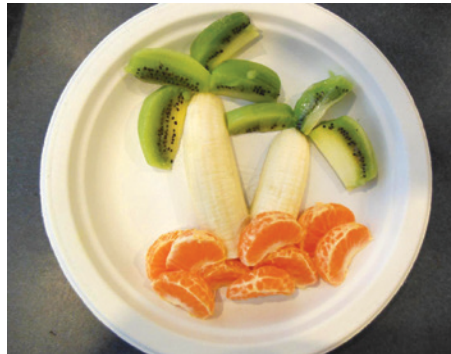
Blue Camas Root

Presenting Fruits and Vegetables in

FUN, CREATIVE WAYS

Kids are more likely to eat fruits and vegetables when you present them in fun, creative ways.

the
sky
is the
limit!



Classroom Cooking Activity:

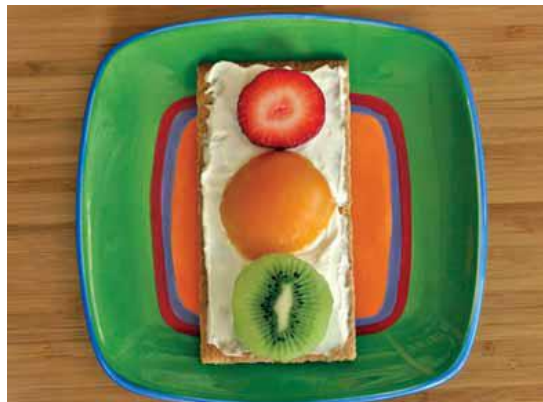
Stoplight Snack

Supplies you will need:

- Graham crackers
- Whipped cream cheese
- Kiwi
- Canned apricot halves
- Strawberries

Instructions:

- 🍏 Ahead of time, peel washed kiwis and slice to form circles. Slice washed strawberries to form circles. Open canned apricots and drain off juice.
- 🍏 Give each child a rectangle of graham cracker, one slice of kiwi, one slice of strawberry, and one apricot half.
- 🍏 Pass around cream cheese or spread cream cheese for the children.
- 🍏 Provide an example and ask the students to create a stoplight.
- 🍏 Eat and enjoy!



*Adapted from the LANA preschool program.

Classroom Cooking Activity:

Veggie Flowers

Supplies you will need:

- Peas
- Cherry tomatoes
- Carrot Sticks
- Dressing

Instructions:

- 🍏 Pass around vegetables and ask children to create their own flower design using the vegetables. Offer dip as a side dish.
- 🍏 Eat and enjoy!



*Adapted from the LANA preschool program.

Classroom Cooking Activity:

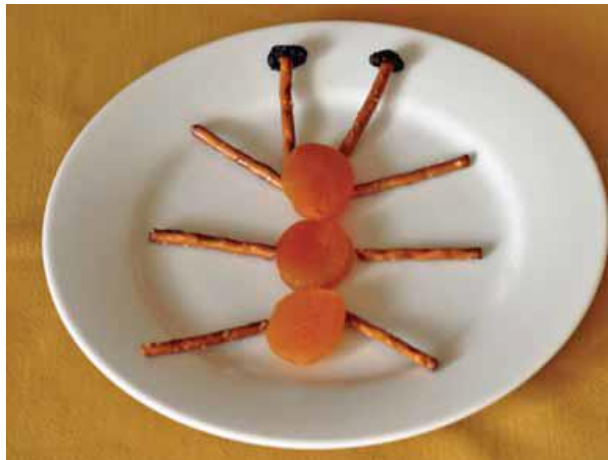
Fruit Bugs

Supplies you will need:

- Dried apricots
- Pretzel sticks
- Raisins

Instructions:

- 🍏 Give each child a paper plate and napkin.
- 🍏 Invite children to serve themselves 3 apricots, 8 pretzel rods and 2 raisins
- 🍏 Encourage them to create a fruit bug.
- 🍏 Share, eat and enjoy!



*Adapted from the LANA preschool program.

Classroom Cooking Activity:

Smile Snacks

Supplies you will need:

- Smile base: Graham crackers or bagels
- Smile layer: Whipped cream cheese (plain or flavored)
- Ingredients for face: Eyes - raisins, cherry tomatoes; mouth – mandarin orange slices, snap peas; hair- broccoli, slices fruit; etc.

Instructions:

- 🍏 Give each child a plate, disposable knife, and half of a bagel or graham cracker and ask them to spread the cream cheese on their base.
- 🍏 Give each child cut fruits and vegetables and invite them to create their own smiley face.
- 🍏 Eat and enjoy!



*Adapted from the LANA preschool program.

Classroom Cooking Activity:

Broccoli Forest

Supplies you will need:

- Broccoli flowerets
- Sour cream based dip

Instructions:

- 🍏 In a small cup, ask the children to spoon themselves some dip and serve themselves some broccoli buds.
- 🍏 Invite children to make a miniature forest in the dip.
- 🍏 Eat and enjoy!



*Adapted from the LANA preschool program.

5210 Tasting Kits

What you need:

- Paper lunch sacks
- Tasting Kit Label (drawing of the fruit or vegetable, cut to size)
- Crayons or markers
- Glue sticks
- Instructions for parents
- For larger produce, enough so that each child can have one each (kiwi, broccoli stalk, red pepper, large carrot, zucchini, sweet potato)
- For smaller produce: 5-10 grape or cherry tomatoes per child (depending on size), 12 sugar snap peas per child (place into zippered sandwich bags ahead of time)

What you do:

1. Have the child color/decorate the tasting kit label. They can then glue it to the paper sack.
2. As the children are coloring/decorating their labels it would be a good time to discuss what they will do with the tasting kit when they get home and to remind the children about taking a “No, thank you” bite if they are not sure they will like the food.
3. Let the child choose a piece or baggie of produce and place it into the paper sack, along with the instruction sheet for parents. Be sure the child’s name is on the sack. They can then place it into their cubby to bring home at the end of the day.
4. Remind the children to give the sack to their parents when they go home so that they can taste the item together.

Tips:

Fruit and vegetable Tasting Kits are a great way to bring family involvement to your center’s 5210 curriculum. It is a good way to introduce families to the fruits and vegetables that you are serving at meal and snack time in your program and to involve parents in encouraging their children to try new and/or unfamiliar foods.

Start with a fruit that many of the children already like but perhaps isn’t served in the children’s homes as often (kiwi might be a good example). Subsequent tasting kits could include vegetables that are child friendly. We have included clipart for broccoli, red pepper, carrots, peas (especially sugar snap or snow peas), zucchini, sweet potato, and grape or cherry tomatoes.

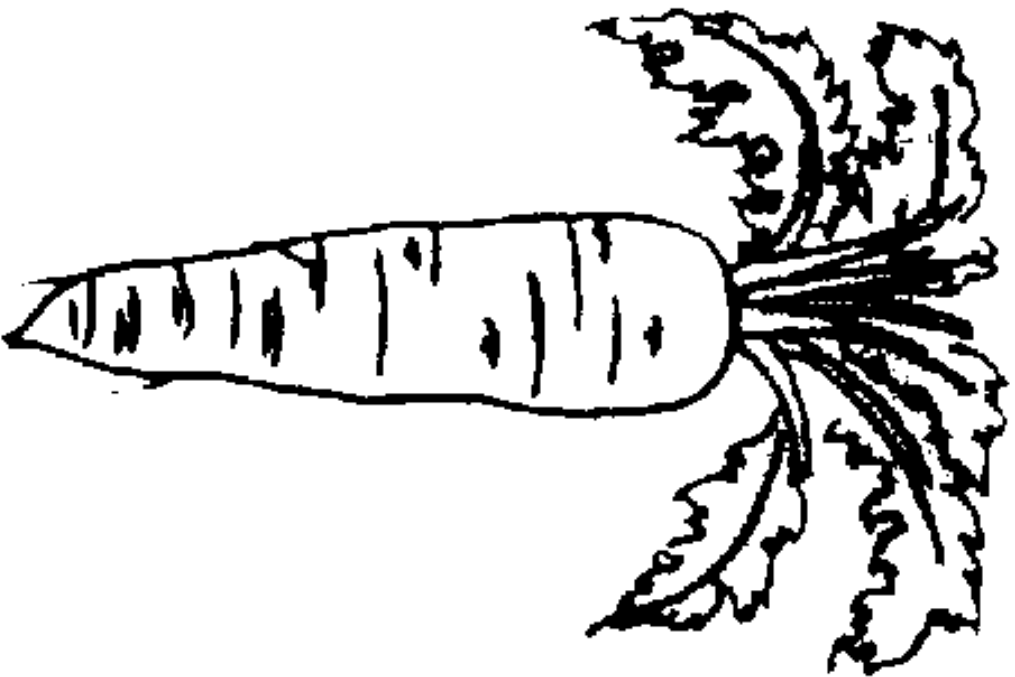
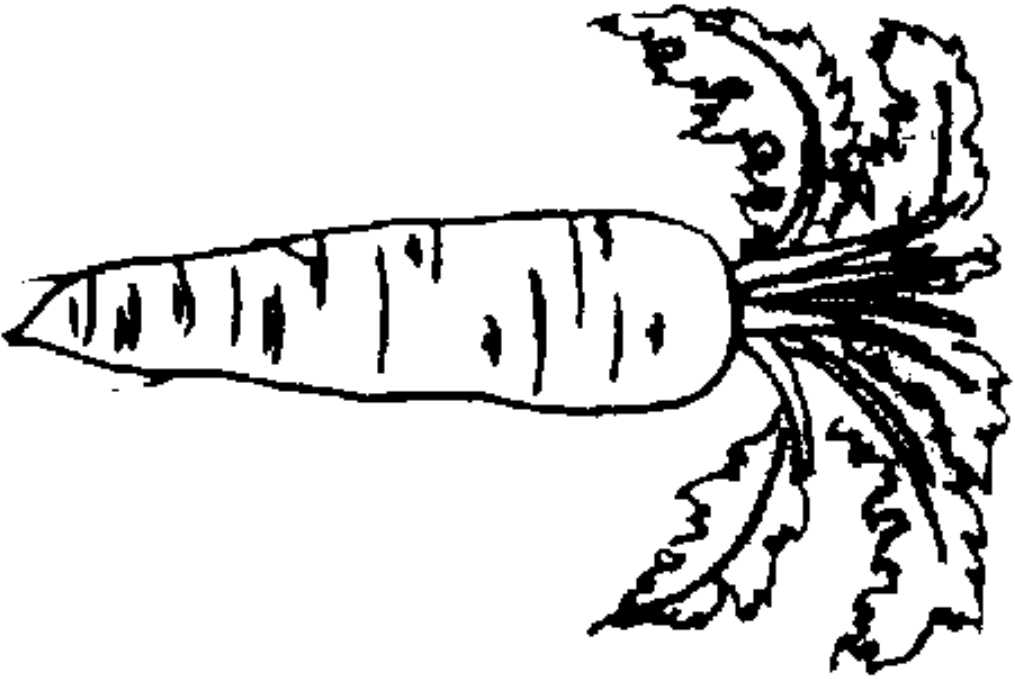
We used this website for clipart that is free for educators and other non-commercial uses:

<http://www.arthursclipart.org/index.html>

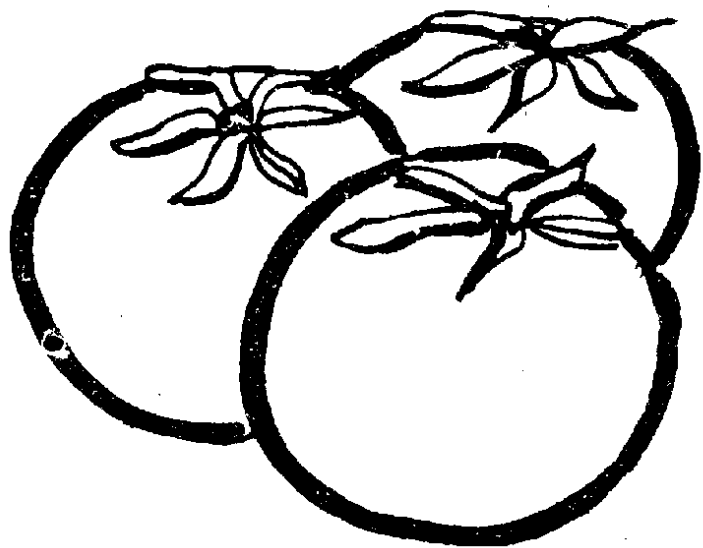
The sweet potato line drawing is from the preschool **Grow It, Try It, Like It** nutrition education kit at: <http://www.fns.usda.gov/tn/grow-it-try-it-it>. You can also find peaches, strawberries, cantaloupe, crookneck squash, and spinach line drawings there.

Carrot Tasting Kit

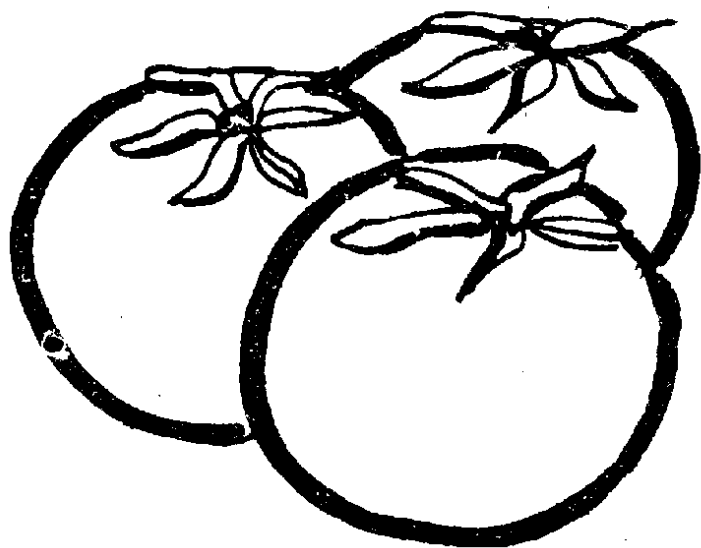
Carrot Tasting Kit



Tomato Tasting Kit

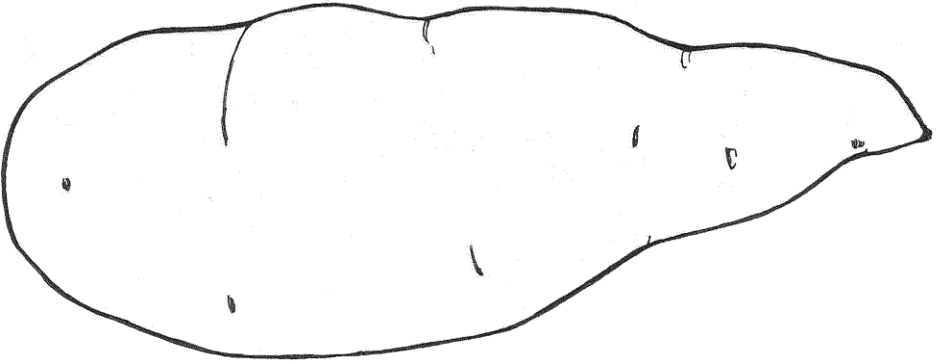


Tomato Tasting Kit



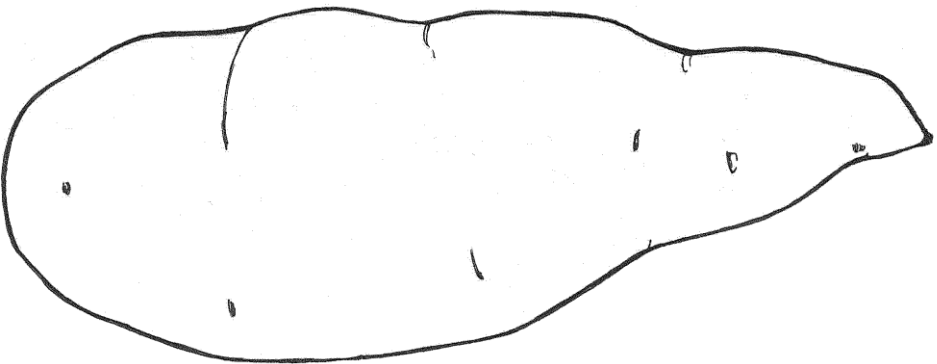
Sweet Potato

Tasting Kit

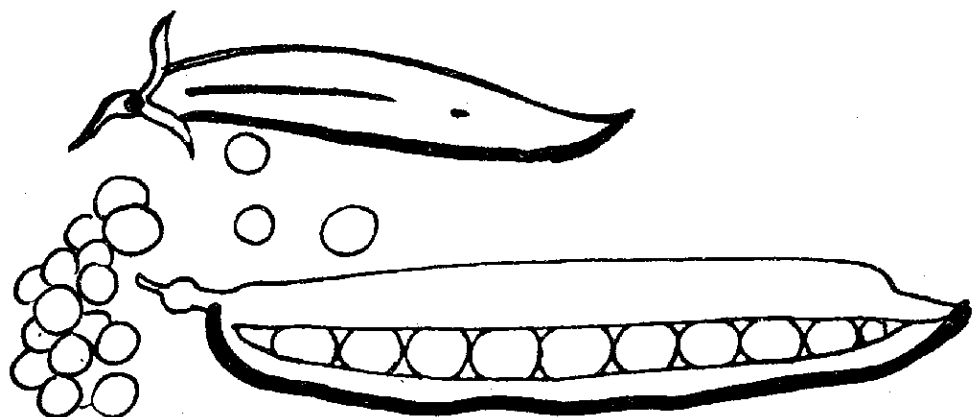


Sweet Potato

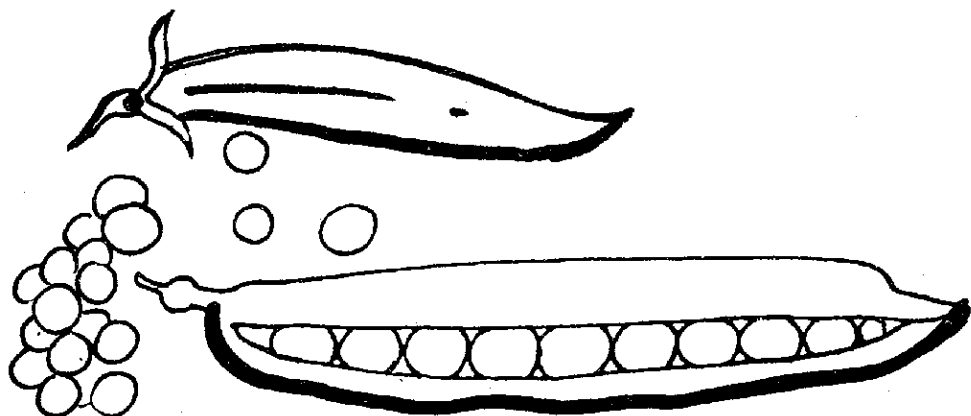
Tasting Kit



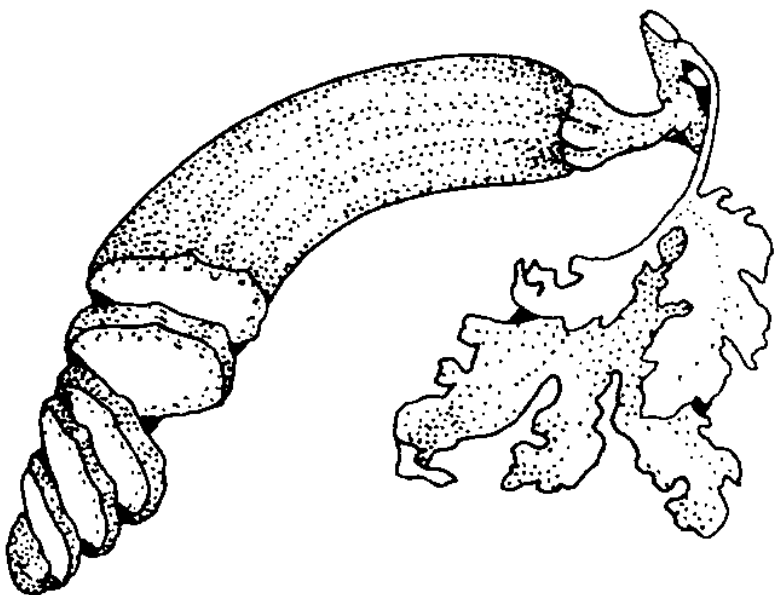
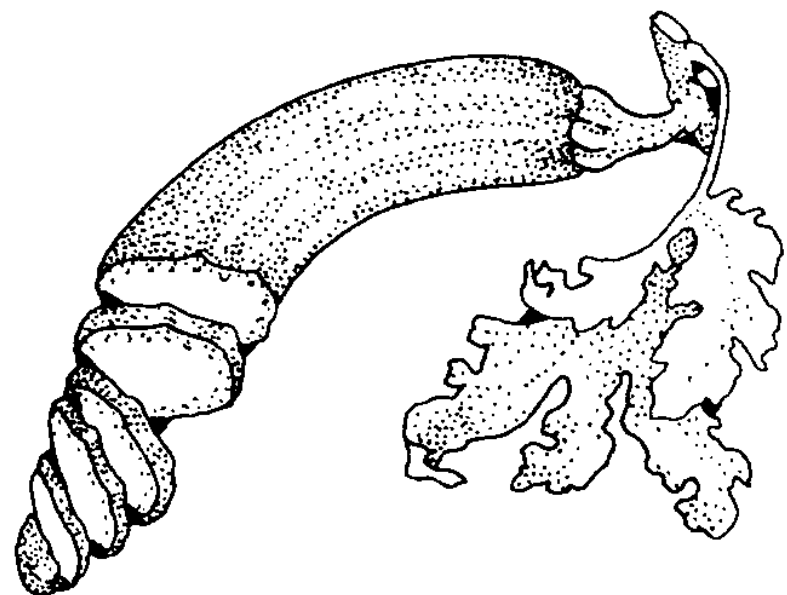
Pea Tasting Kit



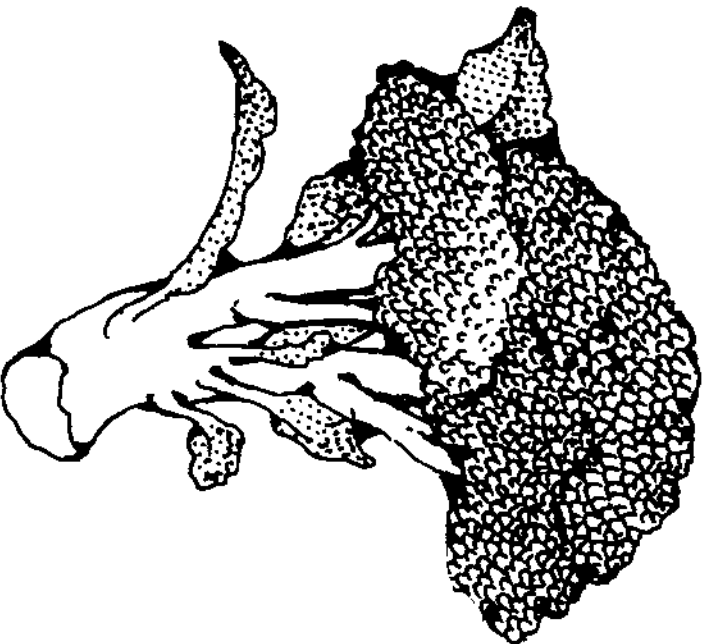
Pea Tasting Kit



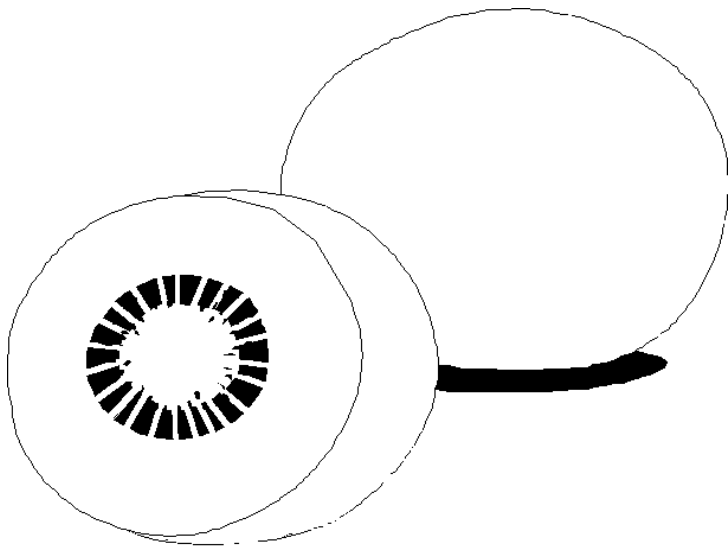
Zucchini Tasting Kit Zucchini Tasting Kit



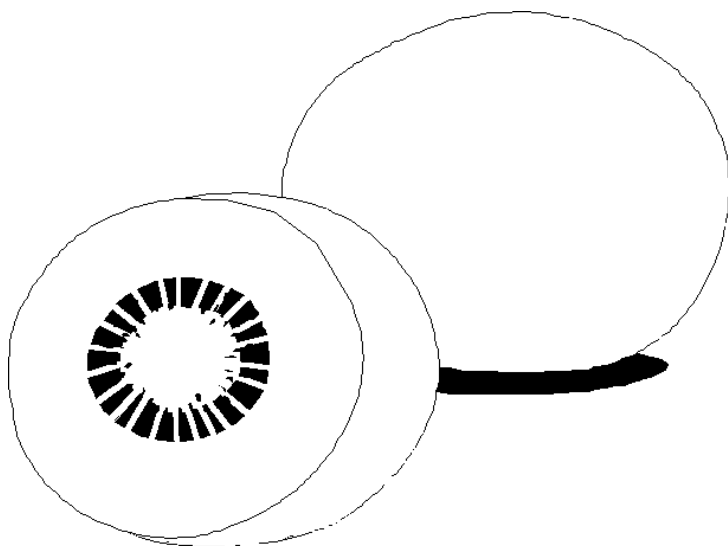
Broccoli Tasting Kit Broccoli Tasting Kit



Kiwi Tasting Kit

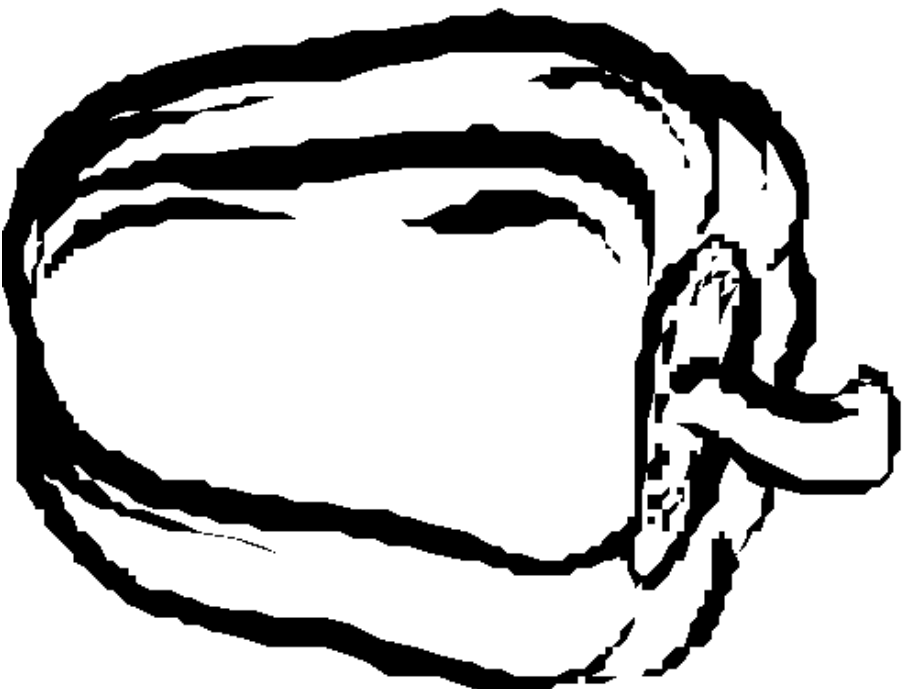
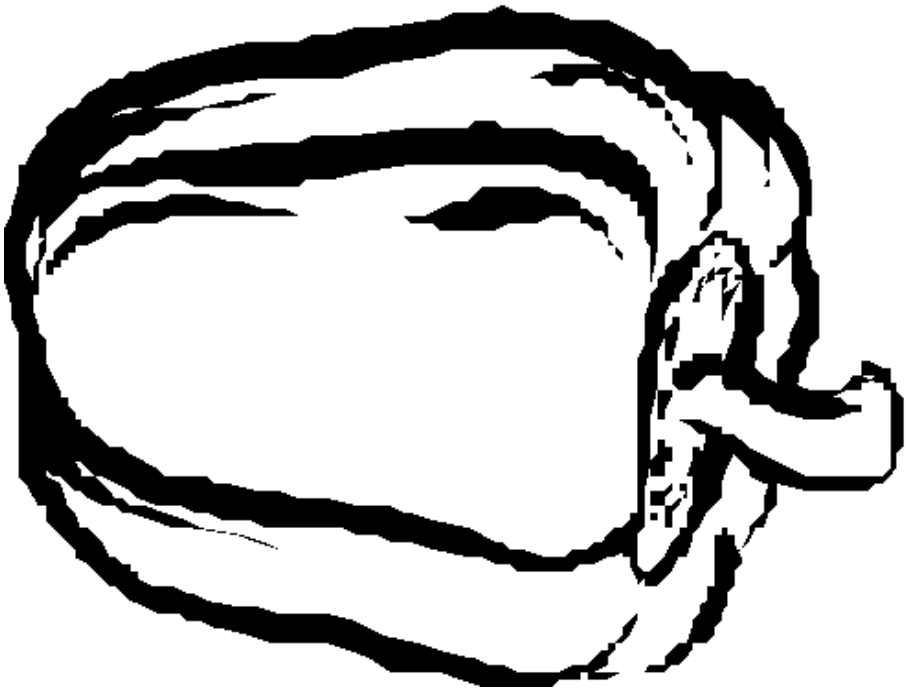


Kiwi Tasting Kit



Pepper Tasting Kit

Pepper Tasting Kit



Tasting Kit Instructions

We have been learning about vegetables and fruits in school. Your child is served a variety of fruits and vegetables during meal and snack time. We invite you to taste the _____ in this kit with your child.

1. Wash hands.
2. Have your child wash the produce under cool running water.
3. For raw fruits/veggies: trim into bite-size pieces. For cooked fruits/veggies: prick with a fork in several places and place in microwave. Cook until soft and tender; let cool and cut into bite-size pieces.
4. Your child can help arrange fruit/veggie pieces on a plate and pour salad dressing for dip, if desired.
5. Taste with your child; encourage your child to taste and let them know they can have more if they would like.

Tasting Kit Instructions

We have been learning about vegetables and fruits in school. Your child is served a variety of fruits and vegetables during meal and snack time. We invite you to taste the _____ in this kit with your child.

6. Wash hands.
7. Have your child wash the produce under cool running water.
8. For raw fruits/veggies: trim into bite-size pieces. For cooked fruits/veggies: prick with a fork in several places and place in microwave. Cook until soft and tender; let cool and cut into bite-size pieces.
9. Your child can help arrange fruit/veggie pieces on a plate and pour salad dressing for dip, if desired.
10. Taste with your child; encourage your child to taste and let them know they can have more if they would like.

MYSTERY VEGETABLE OR FRUIT

Sometimes it can be a challenge to motivate children to try new foods.

Making it fun and exciting can make all the difference. Try out this fun activity with the children the next time you want to introduce a new fruit or vegetable.

guess
again!

PREPARATION TIME: 10 min.

ACTIVITY TIME: 20 min.

Ingredients:

- 6 whole fresh vegetables or fruits
- 3 for the mystery bag
- 3 (of the same) to be prepared and served for taste testing

Supplies:

- 3 paper lunch bags
- Cutting board or sleeve
- Knife
- Utensils
- Bowls or plates
- Napkins
- Pictures of the vegetables or fruit



Preparation Prior to Class:

1. Choose the vegetables or fruits that will be in the mystery bags and set aside the additional vegetables or fruits for serving later.
2. Wash, peel (if necessary), and cut each additional mystery vegetable or fruit into enough bite-sized pieces for each child to have 1 to 2 pieces. Place each type of prepared vegetable or fruit in a serving bowl or plate. Refrigerate until the end of class when the mystery vegetables or fruits have been revealed.
3. Place one uncut fresh vegetable or fruit into each paper lunch bag.
4. Set up teaching area to display each picture of the mystery vegetables or fruits where all of the children can see them.

With the Children:

1. Ask the children to wash their hands.
2. Show the children the pictures of the vegetables or fruits, and explain that there is one of them in each mystery bag.
3. Explain that they will feel the vegetable or fruit in the bag without looking at it and try to match it to one of the pictures.
4. Take the first mystery bag around to the children, and let each child reach in and touch the vegetable or fruit inside. Ask them to look away when they reach in so they do not see the vegetable or fruit. Ask them to describe how the vegetable or fruit feels (smooth, rough, hard, soft, etc.). continued

5. Then, ask the children to match the vegetable or fruit they felt with one of the pictures.
6. Take the vegetable or fruit out and show them if they guessed correctly or not.
7. Repeat steps 3 to 5 for each of the mystery bags.
8. Then, cut the mystery vegetable or fruit, and discuss how the vegetable or fruit looks on the inside compared to the outside.
9. Bring out the bowls of bite-sized samples, and let the children choose which vegetables or fruits they would like to try. Allow each child to spoon desired vegetables or fruits into their bowls or plates.

IMPORTANT: Never force a child to either take or taste a fruit or vegetable if they don't want to. Encourage them to do what they are willing – look, smell, touch, and/or taste.

10. Give each child a utensil and napkin, and encourage them to taste their vegetables or fruits.
11. Ask them to describe how it tastes, tell you whether they like the taste, and if they would eat the vegetable or fruit at home.

That's it! A simple, yet fun and engaging activity to get the children to try more vegetables or fruits!

try new
things!



Use Your 5 Senses Activity

What you need:

- Blank 5210 sheet for activity
- Crayons/markers/construction paper/etc.
- Glue sticks
- For larger produce, (if possible) enough so that each child can have one each (kiwi, broccoli stalk, red pepper, large carrot, zucchini, sweet potato)
- For smaller produce: enough so that each child can have a few cherry tomatoes, a few sugar snap peas, etc.

What you do:

1. Have the child color/decorate the blank 5210 activity sheet.
2. As the children are coloring and decorating their activity sheets it would be a good time to talk about the produce. Where does it grow? Do animals eat the produce? How does it grow? Etc.
3. After they are done with their activity sheet pass out the individual portions and invite the children to feel, smell, and taste the produce. Ask questions. What does it feel like? What color is it? What does it smell like, what does it taste like? Etc.

Ideas: If the class is all having fruit parfaits as a healthy treat

- Use smell to describe the sweet scent of each fruit.
- Use touch to feel a piece of soft, squishy fruit or creamy yogurt.
- Use sight to describe the red of strawberries or yellow of bananas.
- Use taste to describe the tanginess of the yogurt or wetness of the fruit and finally....
- Use hearing to describe the crunchiness of the granola as they eat their parfait

Tips:

Fruit and vegetable Tasting Activities are a great way to involve the 5210 curriculum in the classroom. The Tasting Activity can be used as a monthly nutrition activity and at a family gathering. It is a good way to introduce families to the fruits and vegetables that you are serving at meal and snack time in your program and to involve parents in encouraging their children to try new and/or unfamiliar foods.

Start with a fruit that many of the children already like but perhaps isn't served in the children's homes as often (kiwi might be a good example). Subsequent tasting activities could include vegetables that are child friendly.

Additional Ideas:

Use Your 5 Senses Activity Planning Sheet

Today we tasted and talked about: _____

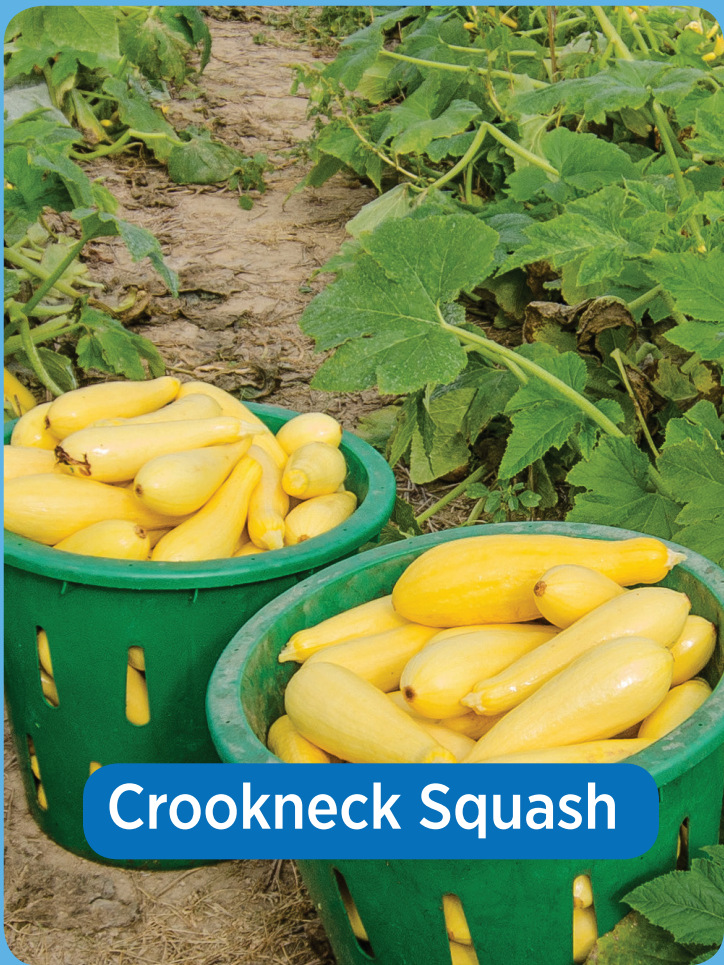
Activity: _____

What we will need:

What we will talk about and questions we can ask?

Other ideas for nutrition activity:

Suggestions for next time:



Crookneck Squash



Healthy Eating, Active Living



Crookneck Squash



Healthy Eating, Active Living



Spinach



Healthy Eating, Active Living

A close-up photograph of a clear glass bowl filled with fresh spinach leaves. The leaves are a vibrant green color, with some showing signs of being washed, as they appear slightly moist. The bowl is set against a blurred background of what looks like a wooden surface. The entire image is framed by a thick blue border.

Spinach



Healthy Eating, Active Living



Sweet Potato



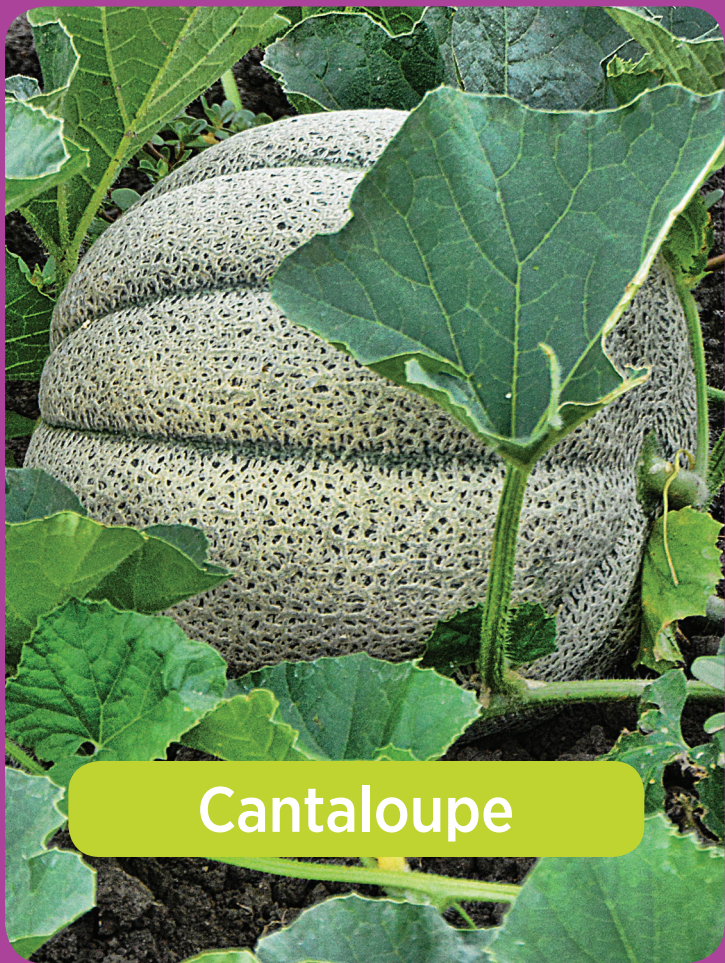
Healthy Eating, Active Living



Sweet Potato



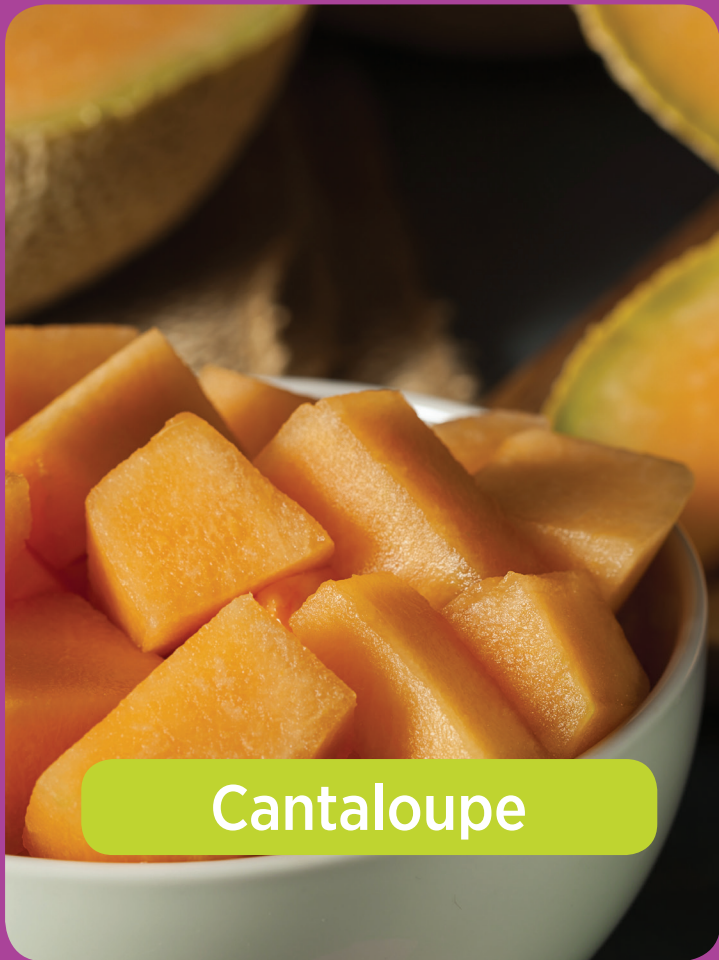
Healthy Eating, Active Living



Cantaloupe



Healthy Eating, Active Living



Cantaloupe



Healthy Eating, Active Living



Peaches



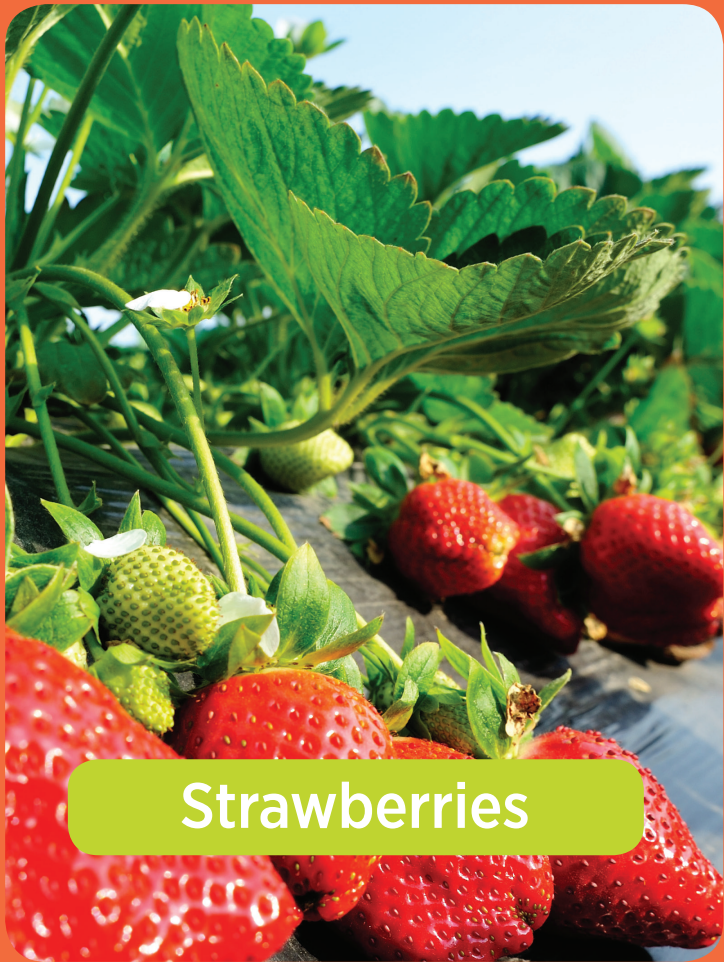
Healthy Eating, Active Living

A close-up photograph of several peach slices arranged on a white plate. The slices are cut lengthwise, revealing the yellow-orange flesh and the red, fibrous pit area. In the background, two whole peaches with red and yellow skin are visible on a light-colored wooden surface. The entire image is framed by a green border.

Peaches



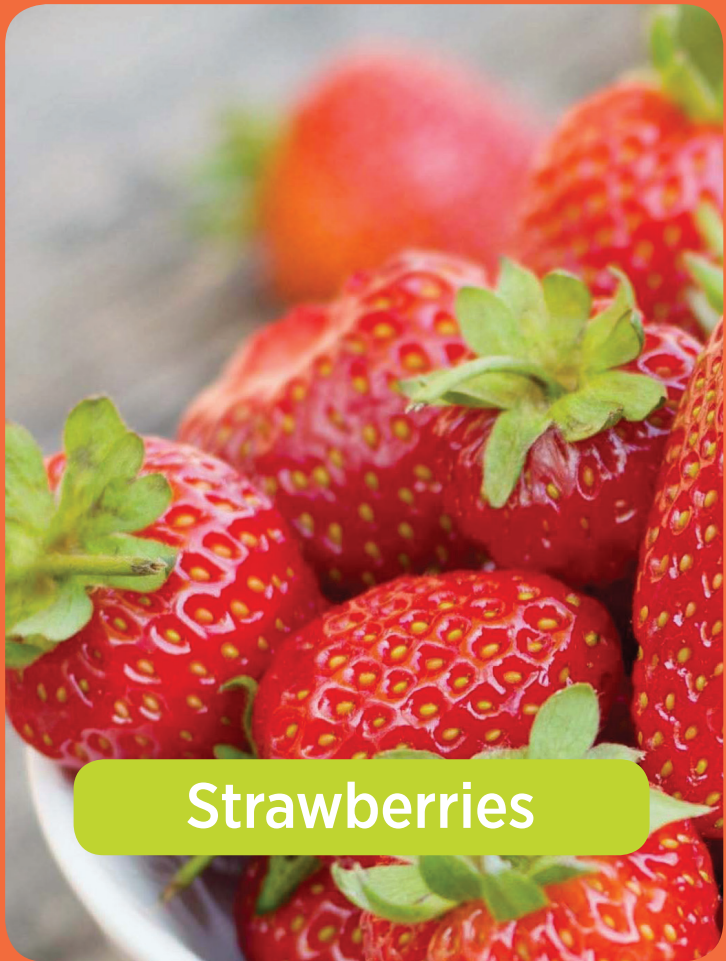
Healthy Eating, Active Living



Strawberries



Healthy Eating, Active Living



Strawberries



Healthy Eating, Active Living

Grow It, Try It, Like It!

FUN WITH FRUITS AND VEGETABLES
AT FAMILY CHILD CARE



December 2018
FNS-642-C



Healthy Eating, Active Living

Instructions

***Grow It!* Card Deck**

- 1.** Turn all cards face down on the floor.
- 2.** Have the youngest child go first, and pick two cards to match.
- 3.** If the cards are a match the child gets to add them to their pile.
- 4.** If they are not a match, turn them back over in the same place and have another child take a turn.
- 5.** The game is over when all cards are matched up.



Healthy Eating, Active Living

3 Ways to Make a Private, Comfortable Area at Your Workplace for Breastfeeding Mothers



PVC piping makes for a cheap, easy way to put up a barrier for privacy. As you can see from this picture, even a small corner could work as long as you can fit a chair, small table, a lamp in the area, and by making sure there is an outlet.



Here is an example of using privacy curtains to separate a space off. This facility was able to make two stations with one curtain. You can also use a second curtain for additional privacy, depending on the shape of your room.



If you have a space at your workplace with a longer wall or hallway area, you can split it up into two areas with a curtain in-between them.

Washington Administrative Code (WAC) for Infant and Toddler Development

(Effective August 1, 2019)

110-300-0285 Infant and toddler nutrition and feeding.

"After consulting a parent or guardian, an early learning provider must implement a feeding plan for infants and toddlers that includes:

- (a) A plan to support the needs of a breastfeeding mother and infant by:
- (b) Providing an area for mothers to breastfeed their infants; and
- (c) Providing educational materials and resources to support breastfeeding mothers."

Tidbits for 5

Use any of the following tidbits for your own newsletter, or social media pages!

1

TIPS

Be a great role model. Eat your fruits and veggies!



Snacks

Keep fresh fruits and veggies readily available. Wash and prepare ahead of time. Carrots and celery sticks are great examples! Having these ready will prevent unhealthy choices.



Combine

Include at least two of the major food groups for the best snack options. For example, you can pair an apple with peanut butter, or carrot sticks with hummus.



Habits

Kids are active and growing, so snacks are important if they become hungry between breakfast, lunch, and dinner. Help them make a healthy choice when snacking.

DID YOU KNOW?

2

In such a busy world, mealtimes often revolve around our lifestyles. As a result of this, we miss meals or eat foods that are not the best for our bodies. Experts have found that kids who eat regularly with their families are more likely to eat fruits, and vegetables, and whole grains. So, no matter how busy life may seem, it's important to make family meals a priority.

Added Sugar

- Added sugar contains zero nutrients
- Added sugar is the leading cause of obesity
- Avoid sugary foods such as candy, juice, and sugary cereals, and try foods with natural sugar such as fruit.

3






Offering 2-3 types of fruits and veggies each meal will help children get to 5 a day!



4

5

Quick Snacks for Healthy Kids

-  Veggies and Dip: Cut up your favorite veggies and mix with hummus or ranch
-  Mini Bagel w/Spread: Try cream cheese, nut butter, or hummus
-  Snack Kabobs: Veggie or Fruit Chunks Skewered onto pretzel sticks
-  Turkey Roll-Up: Turkey slice rolled up with cheese
-  Apple Treats: Sprinkle apple chunks with cinnamon and/or raisin or granola, then mix in some nut butter

6

What is a Serving



 Kids:

Size of the palm of their hand

 Adults:

**A whole fruit the size of a tennis ball
1/2 cup of chopped fruit or veggies
1 1/4 cup of dried fruits**



2 Hours or Less of Recreational Screen Time

Classroom ideas:

- No screen time for toddlers and infants.
- Instead of TV incorporate physical activity during transitions.
- Play soothing nature sounds during stressful transitions.
- Plan ahead for screen time such as Friday video day so everyone know when screen time is and isn't allowed.
- Use other activities as a reward such as extra story time, outside time or stickers.

This section includes:



Why its important



Classroom Activities



Parent Tidbit Take-Aways



2 hours or Less of Recreational Screen Time

Why It's Important in Early Childhood

- 🍏 According to the American Academy of Pediatrics (AAP), the typical child watches an average of 5-6 hours of television each day.
- 🍏 Increased recreational screen time, including watching television, playing video games or using a computer, is associated with increased rates of obesity and weight gain, decreased literacy and attention disorders.
- 🍏 Neuroscience research shows that very young children learn best via two-way communication. “Talk time” between caregiver and child remains critical for language development. Passive video presentations do not lead to language learning in infants and young toddlers.
- 🍏 Unstructured playtime stimulates creativity. Prioritize daily unplugged playtime, especially for the very young.

What's is screen time?

Screen time includes recreational TV viewing, vide/computer games, internet surfing, and other electronic devices.

***See Reverse side for Washington Administrative Code (WAC) for Infant and Toddler Development*

(Effective August 1, 2019)

110-300-0155

Use of television, video, and computers.

If an early learning provider offers screen time to children in care:

(1) The screen time available for each child:

(a) Must be educational, developmentally and age appropriate, nonviolent, and culturally sensitive; and

(b) Should be interactive with staff.

(2) Children must not be required to participate in screen time activities.

Alternative activities must be provided to children in care when screen time is offered.

(3) Screen time must not occur during scheduled meals or snacks.

(4) Total screen time must not exceed two and one-half hours per week for each child over twenty-four months of age through preschool in full-day care (one and one-quarter hours per child in half-day care).

(5) For school-age children, screen time must be limited to two and one-half hours per week for each child unless computer use is required for homework or a part of curriculum.

(6) There must not be intentional screen time for children under twenty-four months of age. An infant or toddler must be redirected from an area where screen time is displayed.

[WSR 18-15-001, recodified as § 110-300-0155, filed 7/5/18, effective 7/5/18. Statutory Authority: RCW [43.215.070](#), [43.215.201](#) and chapter [42.56](#) RCW. WSR 18-14-079, § 170-300-0155, filed 6/30/18, effective 8/1/19.]



2 hours or Less of Recreational Screen Time

Reducing Screen Time for Children




























Reducing screen time for children can be challenging at home, in childcare or at preschool. Below are some helpful ideas to reduce screen time in your setting.

1. Limit the use of screens as a transition between activities, for example, while making lunch or caring for other children.
2. Put up posters or decorate your display boards about fun, physical activities like surfing, skiing or football.
3. Have a written set of guidelines (or a policy) on limiting screen time in your childcare facility.
4. Plan ahead with the TV guide or DVD's available to select only quality or educational programs to watch that day/week.
5. Avoid using screens as a reward or punishment. For example: "if you are good, you can watch a movie."
6. Talk to parents about the importance of reducing screen time at home so that children receive a consistent message about screen time.

2 hours or Less of Recreational Screen Time

Section 2 Table of Contents

The following pages include activity ideas for the:

| Classroom | Rate the Resource | | |
|--|---|---|---|
| Read, Run, and Race About |  |  |  |
| Books to Keep Kids Active and Learn about Healthy Eating |  |  |  |
| Couch Potato |  |  |  |
| Indoor Obstacle Course |  |  |  |
| Take Home Activity Bags (Activity bag inventory and log) |  |  |  |
| Activity Cube |  |  |  |
| Active Play: Healthy Habits Start Early |  |  |  |
| Parent Tidbit Take-Away's |  |  |  |
| Other _____ |  |  |  |



Read, Run, and Race About (18-36 months)

Pick out a few favorite books from your classroom, the library or have children bring in their own books. Make sure you get some with lots of action!

Read the book aloud and encourage the children to act out the actions and expressions of the characters.

Some ideas for great children's book characters to act out:

- Maisy
- Curious George
- Skippyjon Jones
- Elmo
- Cat in the Hat

Physical Activity makes you feel good! Get one hour or more of physical activity every day.

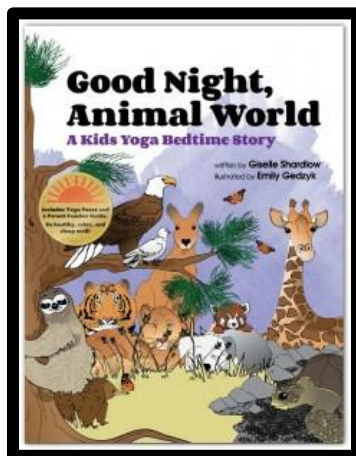
Activity adapted from "Physical Play Every Day!" NHDHHS and 5210 Let's Go!

2 Hours or Less of Recreational Screen Time: Books to Keep Kids Active and Learn about Healthy Eating

Reading is a great alternative to screen time and enhances literacy skills; Books to promote physical activity and healthy eating are incorporate multiple 5210 messages and are a fun way to interact with kids.

Good Night, Animal World: A Kids Yoga Bedtime Story by Giselle

Shardlow ISBN: 1492210447 provides children an opportunity to relax before bedtime. In this yoga-based story, children learn to calm their body and mind by journeying around the world with fun animal characters.

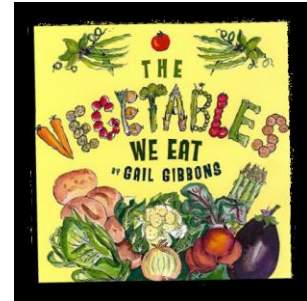


THE VEGETABLES WE EAT

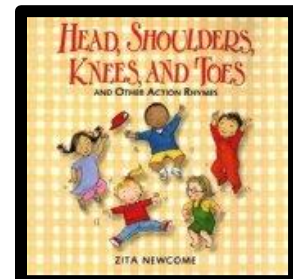
By: Gail Gibbons ISBN: 0823421538

FRUITS AND VEGETABLES: lettuce, cabbage, spinach, brussels sprouts, onion, scallions, leeks, cauliflower, artichoke, broccoli, beets, parsnips, carrots, radishes, rutabaga, turnips, potatoes, celery, asparagus,

rhubarb, tomatoes, eggplant, cucumbers, hot peppers, yellow squash, winter squash, sweet peppers, zucchini, green beans, peas, corn, soybeans A fun and informative book all about vegetables, how they are grown, and which parts we eat. A great book to show kids the difference between “leaf” vegetables, “bulbs,” “flower buds,” and more. Different sections of the book could be read to highlight different themes: how vegetables grow, what parts of vegetables we eat, how to grow your own vegetable garden, etc.



Try to keep your kids still while reading **Head, Shoulders, Knees, and Toes: And Other Action Rhymes by Zita Newcome** ISBN: 0763618993. With more than 50 sing-along songs and action illustrations, kids will enjoy clapping, jumping, dancing and moving all about as you sing together.



TOPS & BOTTOMS

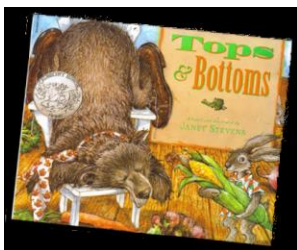
By: Janet Stevens

**AVAILABLE AT KITSAP
REGIONAL LIBRARY!**

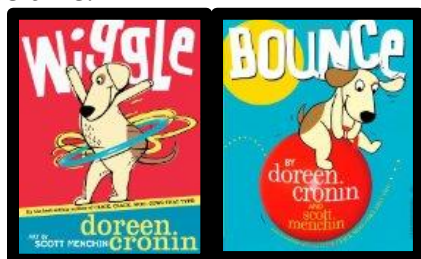
ISBN: 0152928510

FRUITS AND VEGETABLES: carrots, radishes, beets, lettuce, broccoli, celery, corn A story about a lazy bear and a clever

hare who join together as business partners in farming. Each year, Bear chooses “tops” or “bottoms” while Hare does all the work, but Hare makes sure to plant the best vegetables on his side of the dirt!

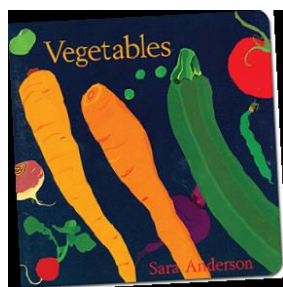


In **Wiggle and Bounce** by Doreen Cronin ISBN: 0689863756 & 141691627X, kids are encouraged to “hop like a bunny” or “wiggle out of bed”, turning story time into exercise time!

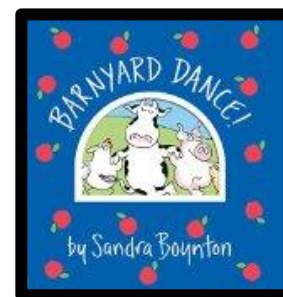


VEGETABLES

By: Sara Anderson ISBN: 097027842X
FRUITS AND VEGETABLES: celery, rhubarb, cucumbers, beans, potatoes, tomatoes, artichoke, turnips, carrots, peas, onion, eggplant, pumpkins, asparagus, lettuce, zucchini, beets, broccoli, spinach, corn, green beans, radishes, sweet potatoes, cauliflower, cabbage Book features rhyming text and illustrations of brightly colored vegetables.



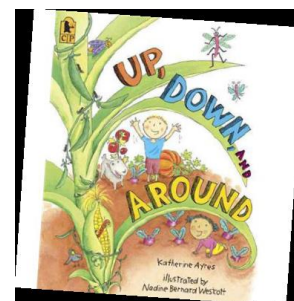
It's almost impossible to sit still while reading **Barnyard Dance!** by Sandra Boynton ISBN: 1563054426. With catchy phrases to sing along to, kids will want to “bounce with the bunny and strut with the duck”.



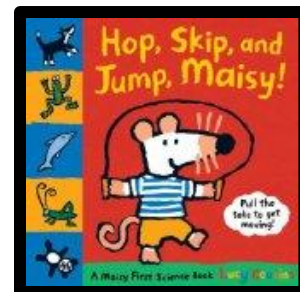
UP, DOWN, AND AROUND

By: Katherine Ayres, Illustrator: Nadine Bernard Westcott ISBN: 0763640182

FRUITS AND VEGETABLES: beets, pumpkins, broccoli, tomatoes, corn, green beans, cucumbers, peppers, potatoes, okra, onion, carrots This fun, rhyming story tells the tale of how vegetables grow (broccoli grows up/beets grow down/green beans climb around and around). Children will love the bright, realistic illustrations, and the lilting rhymes.

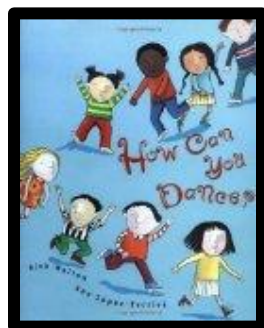


Follow along with Maisy as she moves her way around in **Hop, Skip, and Jump, Maisy!** by Lucy Cousins ISBN: 0763658138. Kids are invited to pull the tabs and get moving with this highly active and interactive book.



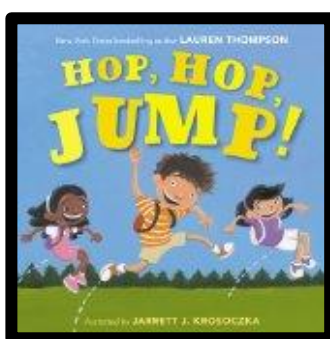
In **How Can You Dance** by Rick Walton ISBN: 039923229X, kids will learn all the many ways you can dance.

Children will be challenged with questions like, "How can you dance when you can't move your knees? Dance like a tree as it waves in the breeze."



Kids will learn about the different ways they can move their bodies in **Hop, Hop, Jump!** by Lauren

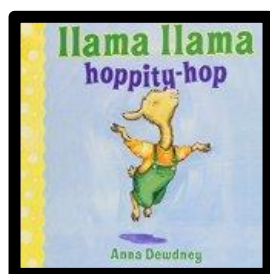
Thompson ISBN: 1416997458. With each body part labeled, kids are invited to move along with the active characters in this fun story.



In **Llama Llama Hoppity-Hop** by Anna Dewdney

AVAILABLE AT KITSAP REGIONAL LIBRARY!

ISBN:0670013293, kids can read along while Llama claps, taps and hops. After the first few reads, see if they can keep with even faster movements!



Try these other great books to keeps kids active and decrease screen time:

Row, Row, Row Your Boat by Kubler, Annie

ISBN: 0859536580

Age 9 mo-2 yr

In this traditional nursery rhyme, a group of babies and their toy animal friends row merrily down the stream.

Wiggle Waggle by London, Jonathan

ISBN: 0152165886

Age 9 mo-2 yr

Describes how various animals walk, from the wiggle waggle of a duck to the boing, boing, boing of a kangaroo to the bumble roll, bumble roll of a bear.

On the Go! by Stockham, Jess

ISBN: 1846430496

Age 9 mo-2 yr

Animals move by stretching, jumping, and climbing, and readers can flip the page to see babies doing the same action.

Head, Shoulders, Knees and Toes by Kubler, Annie

ISBN: 0859537285

Age 9 mo-2 yr

An illustrated version of the song which identifies parts of the body.

Eyes, Nose, Fingers, and Toes by Hindley, Judy

ISBN: 0763623830

Age 9 mo-2 yr

A group of toddlers demonstrate all the fun things that they can do with their eyes, ears,

mouths, hands, legs, feet—and everything in between.

***Bear About Town* by Blackstone, Stella**

ISBN: 1841483737

Age 1-3

The big, friendly bear goes on his daily walk through his neighborhood, meeting the people who live and work nearby.

***I Went Walking* by Williams, Sue**

ISBN: 0152056262

Age 1-3

During the course of a walk, a young boy identifies animals of different colors.

***Skippyjon Jones Shape Up* by Schachner, Judy**

ISBN: 0525479570

Age 1-3

Skippyjon Jones, a Siamese cat who thinks he is a Chihuahua dog, exercises using objects of different shapes.

***Jumping Day* by Esbensen, Barbara Juster**

ISBN: 1563978539

Age 2-4

The pleasures of jumping, running, skipping, and hopping are celebrated as a little girl starts her day, goes to school, and comes home to play.

***Doing the Animal Bop* by Ormerod, Jan**

ISBN: 0764178997

Age 2-4

Various animals dance to the animal bop, including ostriches, elephants, and monkeys; includes read-along compact disc.

***I'm as Quick as a Cricket* by Wood, Audrey I**

SBN: 0859536645

Age 2-4

A young boy describes himself as loud as a lion, quiet as a clam, tough as a rhino, and gentle as a lamb.

***Get Moving with Grover* by Tabby, Abigail**

ISBN: 0375830464

Age 2-4

Grover and Elmo show young readers that being fit can be fun, encouraging exercises involving jumping over, running around, and dancing around the book itself.

***Duck on a Bike* by Shannon, David**

ISBN: 0439050235

Age 2-4

A duck decides to ride a bike and soon influences all the other animals on the farm to ride bikes too.

***From Head to Toe* by Carle, Eric**

ISBN: 0061119725

Age 2-6

Encourages the reader to exercise by following the movements of various animals.

***Froggy Learns to Swim* by London, Jonathan**

ISBN: 0140553126

Age 3-6

Froggy is afraid of the water until his mother, along with his flippers, snorkle, and mask, help him learn to swim.

Hop Jump by Walsh, Ellen Stoll

ISBN: 015201375X

Age 4-6

Bored with just hopping and jumping, a frog discovers dancing.

Froggy Plays Soccer by London, Jonathan

ISBN: 0140568093

Age 5-6

Although Froggy is very excited when his Dream Team plays for the city soccer championship, he makes a mistake on the field that almost costs the team the game.

Puddles by London, Jonathan

ISBN: 0140561757

Age 5-6

When the rain stops falling and the skies clear up, it's time to put on boots and go outside to play in the puddles.

Get Up and Go! by Carlson, Nancy L.

ISBN: 0142410640

Age 5-6

Text and illustrations encourage readers, regardless of shape or size, to turn off the television and play games, walk, dance, and engage in sports and other forms of exercise.

Animal Exercises by Ross, Mandy

ISBN: 1846430445

Age 5-6

A collection of poems describes how familiar animals keep in shape.

I Love Yoga by Chryssicas, Mary Kaye

ISBN: 0756 614007

Age 5-8

Presents young readers with simple instructions for the practice of yoga, discussing how to relax, focus, and have fun through basic poses explained in step-by-step sequences.

Spriggles: Activity & Exercise by Gottlieb, Jeff

ISBN :1930439024

Age 3-5

Motivates children in the areas of physical fitness and activity with animal rhymes such as “Go for a walk, Hawk”, “Play in the park, Shark”, “Ride your bike, Pike”, and many more.

Couch Potato (3-5 years)

1. Designate one child to be “It”, and one to be the “Active Angel.”
2. Remaining children walk quickly (and safely) around the play space while “It” tries to tag someone. It can tag more than one child.
3. The child tagged by “It” must sit down and pretend to be a “couch potato.” Pretending to play video games, watch TV, eat snacks are all good ways to be a true “couch potato!” Stay pretending until...
4. The “Active Angel” taps the “couch potato” on the shoulder and, in order to be released from “couch potato land,” that child must come up with an activity that would be better for their health e.g. playing tag, climbing on the jungle gym, jumping on one foot, doing a puzzle. Once they share their activity idea, they are free to stand up and rejoin the game.
5. Switch roles and play a few times, Remember, “It” can tag more than one child at a time – the more “couch potatoes,” the more fun the “Active Angel” and everyone else has.
6. Whew! It feels good to move your body, doesn’t it!!?

Life is LOTS more fun when you join in! Limit your screen time to two hours or less every day.

Activity adapted from H.E.A.T. Club Curriculum and 5210 Let’s Go!



Indoor Obstacle Course (3-5 years)

1. Collect some “obstacles” from items in the classroom e.g. pillows, chairs, stuffed animals, pots & pans, blocks.
2. Set items up around the room to create your course.
3. Have rules for each item, such as “hop on one foot around the chair” or “walk backwards 6 steps with the pillow balanced on your head” or “play a song using a wooden spoon and a pot.”
4. Make sure that everyone gets a turn and start over with new items and rules if it’s a big hit! Adding music always makes it more fun!

TIP: Ask the children for suggestions; they’ll be sure to have some great (and potentially goofy) ideas!



Activity adapted from King County Overweight Prevention Initiative's' LIVE OUTSIDE THE BOX Toolkit and 5210 Let's Go!

Take Home

ACTIVITY BAGS

what's in
your bag?



**Looking for a way to help families unplug from screens?
Try creating Take Home Activity Bags!**

1. **Create Take Home Activity Bags or Boxes.** Fill a bag or box with new and different activities for kids and families to do at home as an alternative to screen time. Include special items that kids don't have access to every day. You want to provide desirable items that the kids want!
2. **Advertise to families.** Let families know that kids may "check out" an Activity Bag for the evening as an alternative to screen time. Consider adding the sentence below to parent newsletters.

"Attention Families! We now provide Take Home Activity Bags available to check out overnight for a fun alternative to screen time! If you'd like to have a screen-free evening, contact ____."

3. **Develop a check-out system.** Who will be responsible for the bags? How long will parents be allowed to borrow them for? How will you handle any lost or broken items?
4. **Keep the bags updated.** Use fun and exciting toys and activities!

floor puzzles • board games • activity
dice • snow block makers • directions
and supplies for special arts and crafts
• jump ropes • animal tracks book •



Activity Bag Inventory

Hello Family!

Thank you for taking such great care of our classroom activity bag. This bag is designed to be fun and give your family different activities to do at home as an alternative to screen time.

Please return the bag and all contents to school tomorrow.

Below is a list of contents in the bag, please check the list to make sure everything is in the bag.

Thank you for your cooperation and have a fun filled evening!

| Items | |
|--------------------|--|
| Jump rope | |
| ABC activity cards | |
| | |
| | |
| | |
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5210 Activity Bag Check Out/In

| Student Name | Guardian Name | Date Out | Date In | Teacher Initials |
|--------------|---------------|----------|---------|------------------|
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5210 Activity Cube

What you need:

- Activity cube outline
- Markers
- Scissors
- Glue

What you do:

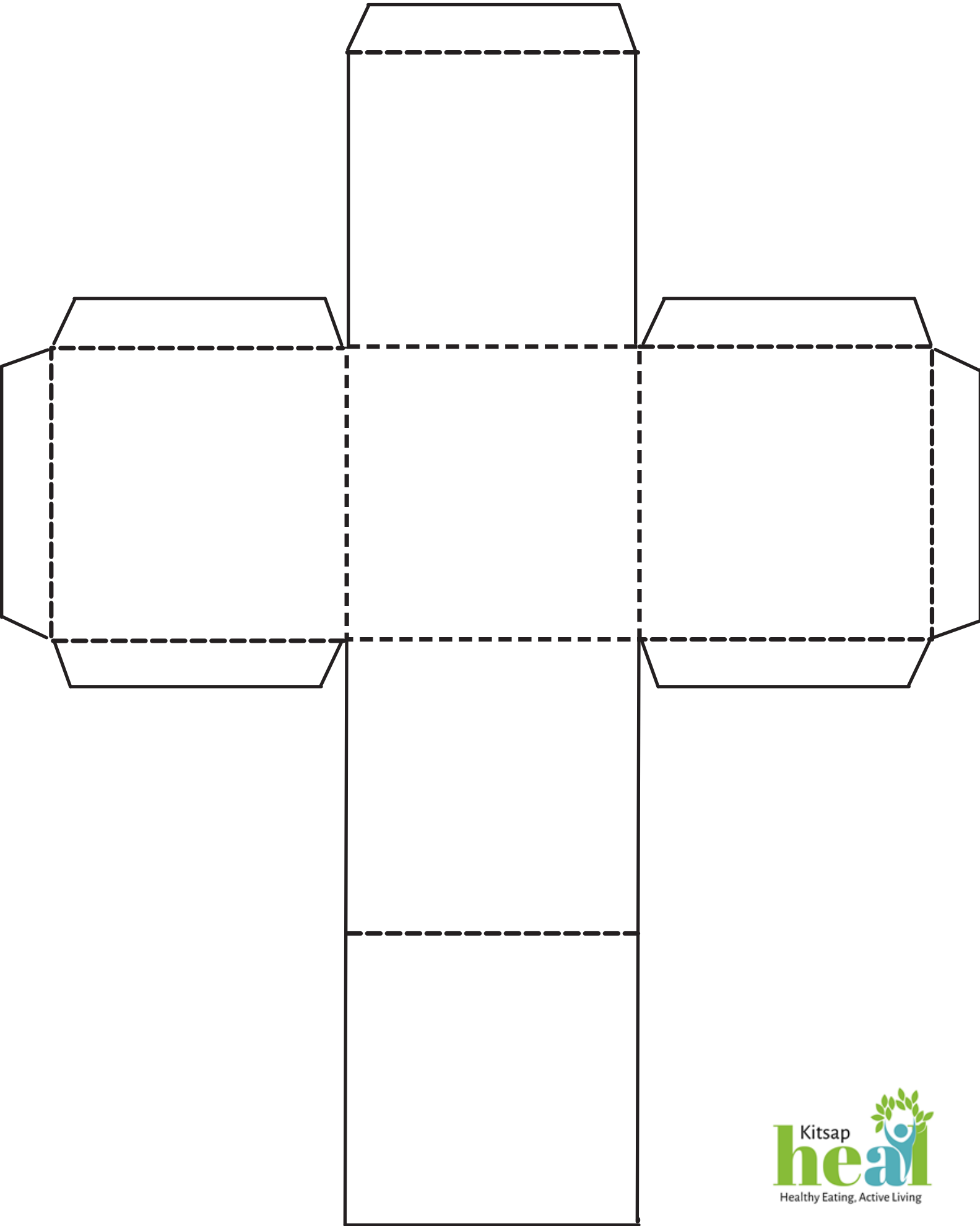
1. See the list below for alternative activities to screen-time.
2. Help your child pick 6 activities and place one per square on the activity cube outline. Have them draw a picture of the activity in the square.
3. Cut out cube and glue together.
4. To play, roll the cube and do the activity that is facing up as an alternative to screen time.

Activity Cube Ideas:

- Act like an airplane
- Do the crab walk
- Crawl like a bug
- Slither like a snake
- Hop like a bunny
- Roar like a dinosaur and make a scary face
- Skip around the room
- Touch your toes 5 times
- March in place for one minute
- Do 10 jumping jacks
- Sing “Head Shoulders Knees and Toes” and do the actions
- Climb a ladder
- Reach up to pick apples from a tree
- Sing “Ring around the rosie” together
- Dance around the room
- Run in place
- Pretend you’re a volcano
- OR Add your own idea!

Cube Pattern

Cut on solid lines - Fold on dashed lines



Healthy Habits Start Early

Good activity habits begin early in your child's life. As early as infancy, you can help your child grow lifelong healthy play habits. Your child learns from you, so while you help him be active, try to do the same activities!

Play Time Can Be Active Time!

For Your Infant

- Keep your baby active with tummy time and time spent out of the swing or bouncy chair. This will give him plenty of chances to stretch, reach, and kick so he can reach important milestones like crawling and sitting up.
- Avoid putting a TV in your baby's room. The more YOU talk to and play with your baby, the more likely he is to be healthy as he grows.

For Your Toddler

- Even very active toddlers need physical activity. Keep moving by dancing, jumping, and walking together.
- Try to limit screen time to 2 hours or less a day. Children who have lots of active play time outside and indoors are more likely to stay healthy and active as they grow up.

For Your Preschooler

- Help your child to stay active and learn at the same time by spending time outdoors.

- Try to limit TV, video games, and computer time to 2 hours or less a day. Children who watch more than 2 hours of TV a day are more likely to be overweight as they get older.

For Yourself and Your Family

- When you spend time being active, your child learns healthy habits from you.
- Set playtime, mealtime, and bedtime routines to make daily life easier to handle.
- Talk with your child's pediatrician, early care and education staff, and other parents to get ideas for making playtime active time.





Tidbits for 2

Use any of the following tidbits for your own newsletter, or social media pages!

1 How can I help my child develop positive screen time habits?

- Keep screens out of your child's bedroom.
- Turn off TV and put away handheld devices during meal time.
- Treat screen time as a privilege to be earned - not a right.
- Establish and enforce family viewing rules, like allowing screen time only after chores and homework are complete.

Did You Know? 3

Reading to your child at least 20 minutes a day is very important, even with infants. Concepts like stories, numbers, colors, shapes, and many more come to life when you read to your child and spend time together looking at the book. Reading to your child naturally helps bonding and closeness while helping a growing brain develop.

Stay Active



Stay Healthy

Try These Activities Instead of Watching TV.... 2

- Ride a bike.
- Go on a nature hike.
- Put together a puzzle.
- Turn on music and dance.
- Read a book or magazine.
- Spend time catching up with your family.
- Play board games.
- Take your kids to the park or beach.
- Walk, run, or jog.
- Start a journal.
- Play ball (basketball, catch, soccer, etc.).
- Go to the library.
- Play cards
- Explore free activities in your community.
- Rollerblade.
- Play charades.
- Go play in the snow (e.g. sled, ski, snowshoe, build a snowman or fort).
- Play outside games with friends (e.g. tag, hide and seek).

4 Screen Time & Infants

Infants need physical Activity too!



- Keep your baby active with tummy time and time spent out of the swing or bouncy chair to help him reach his milestones by stretching, kicking, and crawling.
- Avoid putting a TV in your baby's room. The more YOU talk to and play with your baby, the more likely he is to be healthy as he grows.
- Limiting screen time to 2 hours or less per day will help keep your child active. Outside playtime increases the probability of staying active as he grows.

6

5

5 or more
fruits and
vegetables

2

2 hours or less
of recreational
screen time

1

1 hour or more
of physical
activity

0

0 Sugary-
Sweetened
Beverages