



# Snactivity Box

Activities For Promoting Healthy Eating  
& Active Living Habits For Young Children



calgary health region



Alberta Cancer Board



# **Snactivity Box:**

## **Activities for promoting healthy eating and active living habits for young children**

### **Idea of the Snactivity Box:**

Childhood is an optimal time for helping children to develop healthy eating and safe active living habits for life. Developing healthy eating and safe active living habits early in life helps provide a foundation of wellness to help children grow up healthy.

We have consulted with Early Childhood Professionals to develop the “Snactivity Box: Activities for promoting healthy eating and active living habits for young children”. This box contains a series of “Snactivities” or activities that Early Childhood Professionals can use to promote healthy eating and active living to children ages 2-6 within their childcare settings. These activities are to be delivered by Early Childhood Professionals, who are encouraged to help children take the healthy eating and active living messages home.

Do a “Snactivity a Day”! Children need to eat several times throughout the day and should be physically active every day. Therefore, there are many opportunities for teaching children about healthy eating and active living.

Help the Snactivity Box grow!! Add in your own ideas to the Snactivity Box! Have fun!

### **Each activity is divided into the following sections:**

**Objective:** Described the purpose of the activity that will help providers promote healthy eating and/or physical activity/active living in children attending dayhomes/daycares.

**Supplies:** Supplies needed are specific for each activity and are outlined under the activity’s description. Most supplies for activities are provided for ease of activity administration in this kit. Supplies not provided in the kit are outlined.

**What to do:** Detailed instructions for each activity are provided. In promoting physical activity/active living, activities focus on children’s developmental capabilities and on activities that are done inside and require minimal space.

**Taking the message home:** This section provides ideas that may help parents incorporate the healthy eating and/or active living message at home.

### **Build your own Snactivity Box: Activities for Promoting Healthy Eating and Active Living Habits for Young Children**

The materials needed to complete each activity are listed either under *Supplies Provided* or *Supplied Needed*. The *Supplies Provided* are materials that may not be readily available in your centre and so are listed on this page. The *Supplies Needed* lists materials that are likely available within your centre.

<b>Item</b>	<b>How/where to order</b>	<b>Cost/kit</b>
Printing of resource on your printer. Can print at local library for a small charge.		
Food Picture Cards Deluxe Set	Alberta Milk <a href="http://www.albertamilk.com">www.albertamilk.com</a> or 1-800-252-7530 ext 315	\$24.00
Bread, Bread, Bread by Ann Morris 1994	Any bookstore ex: Chapters, Coles, etc	\$10.00
E is for Egg book by Alberta Egg Producers	Alberta Egg Producers <a href="http://www.eggs.ab.ca/teachers/index.htm">www.eggs.ab.ca/teachers/index.htm</a>	FREE
Chris and Sally in Chicken Farm Summer Adventure	Alberta Chicken Producers 1-780-488-2125	FREE
Canada's Food Guide Tearsheet	Health Canada <a href="http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html">http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html</a> or local public health office.	FREE
Flyers from local grocery store	Front entrance of grocery store	FREE
Page protectors	Any office store	\$6.00
Constructon paper	Any dollar store	\$3.00
Packaging of the resource. We like the Sterilite Box 1896	London Drugs	\$8.99
Bright orange piece of fleece	Dollar Store	\$1.00
	<b>TOTAL:</b>	\$52.99

Snactivity Box – Activities for promoting healthy eating and active living habits for young children



# Table of Contents

## ACTIVE LIVING SECTION

- Importance of Physical Activity
- Parade Day
- Camping Day
- Charades
- Sad Forest
- Blind-Fold Navigation
- Exploring the Enchanted Forest
- Contact Color
- Musical Blanket
- Chasing Bubbles
- Pigs Fly
- Dancing
- Meet Sun Safe Animals – Who Am I?

## NUTRITION SECTION

- Food Discussion Questions
- Create a Collage
- Learning about Where to Eat Food
- Design a Placemat
- Learning about Each Food Group
- Restaurant
- Build Yourself a Healthy Lunch
- Let's Read *Bread, Bread, Bread* (Learning about the Grain Products Group)
- Give Me 5! (Learning about the Vegetables and Fruits Group)
- Five Dairy Cows (Learning about the Milk Products Group)
- E* is for Eggs (Learning about the Meat and Alternatives Group)
- Chicken Farm Summer Adventure (Learning about the Meat and Alternatives Group)
- Food Themes
  - Halloween Theme – P is for Pumpkin
  - Halloween Pancakes
  - Pumpkin song list, poem, coloring sheet
  - Shamrock Shakes Recipe
  - Sparkly Juice Recipe
  - Easy Guacamole Recipe
  - Carrot and Raisin Sunshine Salad
  - Trees in a Broccoli Forest
  - Food Sheep
  - Cheesy Spiders
- Handwashing

Snactivity Box – Activities for promoting healthy eating and active living habits for young children

## Importance of Physical Activity

Children need to understand the benefits and necessity of physical activity. Included below are some key concepts to present to the children prior to each activity. Keep it simple to drive the message home that activity is vital for a healthy life. Use these key phrases before and after the activity. Through acting as a role model and presenting the children with daily activities you can help facilitate behavioral changes in these children. This “**Teachable Moment**” message should be communicated to the children at least before each activity and included in some form at the end of the activity.

### Teachable Moment:

Moving our bodies is called physical activity. We can do physical activity by jumping up and down, by running, walking, hopping, squirming, and climbing (demonstrate actions to children).

Physical activity is good for our health because it strengthens our heart, our lungs, our muscles and our bones (childcare provider can point to these body parts). Both girls and boys need to do physical activity everyday to stay healthy and to grow up to be healthy adults!

**Try this out** – Ask children to put their hand over their heart and see if you can feel it beat. Ask them to jump up and down or hop around the room for a few minutes. Then, ask children to check their heartbeat. Their heartbeat should be easier to feel because they have just put it to work and it is working harder. Activity can help make their heart stronger.

## PARADE DAY

Children often attend parades. This activity gives them a chance to act out characters that are often associated with parades. This activity could be played indoors or outdoors.



### Refer to Importance of Physical Activity: Teachable Moment

#### Objective:

Children will perform roles using creative thinking and their imaginations. In addition, children will gain motor skills through this role while playing and moving at the same time.

#### Supplies:

##### Provided:

- ❑ 12 cards of people in parades: Drummer, Baton Twirler, Flag Bearer, Clown (2 cards), Dancer, Trombone player, Leader of the band, Trumpet player, Juggler, Acrobat, Musicians.

##### Needed/Optional:

- ❑ Hat/box/bag – to hide cards
- ❑ Music - can be anything that maintains a steady beat. Instead caregiver could also provide a steady beat by clapping or stomping his/her own feet.

#### Warm Up Song:

This song can be used to get the children warmed up and have body awareness for the upcoming activity.

Hop. Hop. Stop. (Hop up and down and then stop)

Hop. Hop. Stop.

Run a little. Run a little. (Run in place)

Sit down PLOP! (Sit down)

(Song from: Campbell M. Hip Hop Happy! Adventures in Physical Activity for 3-5 year olds. Serious Fun Enterprises, 1994.)

#### What to do:

1. Sing the Warm Up Song Together.
2. Assign children roles in the parade. Do this by placing cards in a hat and letting the children pick from the hat as to which role they will act out.
3. Let the children practice their role. At first see if the children have their own ideas about how to act out the role, if they are having problems or do not know what he/she should be acting out help them.

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## PARADE DAY continued...

- Flag Bearer – holds the flag nice and high, and waves it slightly side to side.
  - Drummer – beats a drum from the side.
  - Baton Twirler – pretends to throw a baton in the air, twirling of the wrist, spinning and catching the imaginary baton; could even do a little dance routine. Caution: Actually using a stick or object to throw may cause injury to the other children or baton twirler themselves.
  - Juggler – pretends to throw balls up in the air and catch them.
  - Marching band –the children will pick cards representing trumpet players, trombone players or other musicians. Help assemble the band. You can have them walk single file.
  - Clown – roams outside the parade line and skips around the other children, acts goofy, pretends to shake hands with the crowd.
  - Acrobat – ventures outside the parade line and could do some summersaults (depending on space), spins, and jumps.
  - Dancers – move anyway the child wants.
4. Assemble the children in a line leaving enough room between them so they are not bumping into one another. The order of the line does not matter, try and be fair in who goes where; you may need to draw from the hat again to determine the order.
  5. Start the music or the clapping and stomping.
  6. Introduce the parade and let them start marching around the play space.

Alternative: take the children up the stairs or make pretend bumps in the road with pillows where every child has to walk over them. This can be a fun way to get the children moving through the play space in a controlled fashion. Play more than once to allow the children to play different roles.

### **Taking the Message Home:**

All parades are different. Parents can help the child with new roles and acting them out. Families can form their own parades. Keeping moving will help the whole family to become more physically active.

### Musicians for the Marching Band



Idea: assemble marching band: trombone, drummer, trumpet and other musicians you can think of. Have them walk in single file  
Parade Day

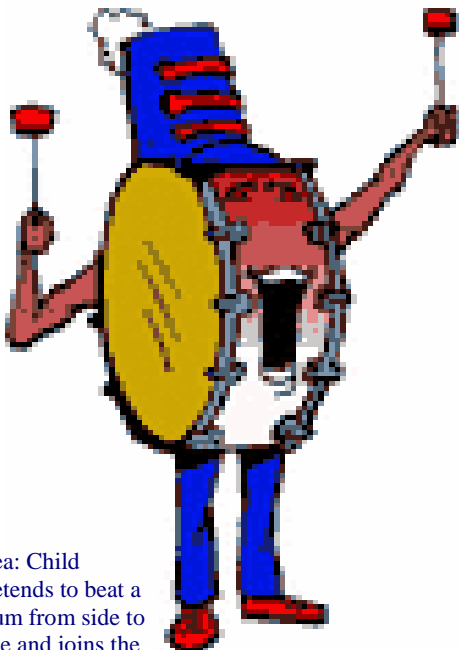
### Trombone Player

Idea: assemble marching band: trombone, drummer, trumpet and other musicians you can think of. Have them walk in single file



Parade Day

### Drummer



Idea: Child pretends to beat a drum from side to side and joins the marching band

Parade Day

### Clown



Idea: Child roams outside the parade line and skips around the other children, acts goofy, and can pretend to shake hands with the imaginary crowd

Parade Day

### Clown



Idea: Child roams outside the parade line and skips around the other children, acts goofy, and can pretend to shake hands with the imaginary crowd

Parade Day

### Flag Bearer



Idea – Child pretends to hold the flag nice and high, and waves it slightly side to side

Parade Day

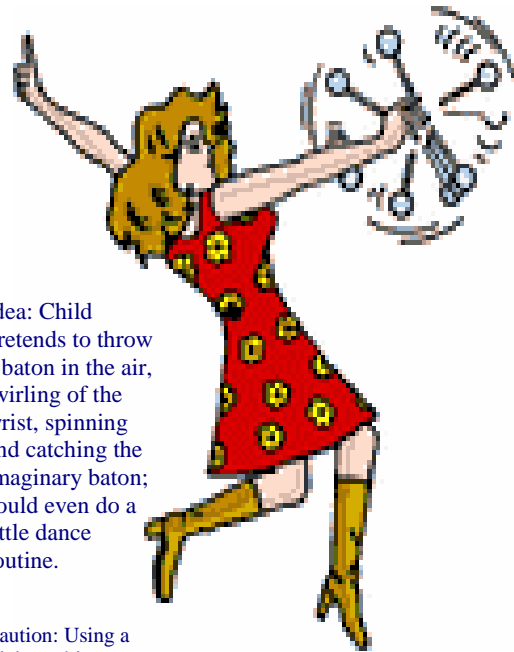
### Juggler



Idea: Child pretends to throw balls up in the air and catches them

Parade Day

### Baton Twirler



Idea: Child pretends to throw a baton in the air, twirling of the wrist, spinning and catching the imaginary baton; could even do a little dance routine.

Caution: Using a stick or object to throw may cause injury to the other children or baton twirler themselves

Parade Day

### Acrobat



Idea: Child ventures outside the parade line and could do some summersaults (depending on space), spins and jumps

Parade Day

### Dancer



Idea: Child pretends to dance with the parade line, moving anyway the child wants to. The key would be to keep moving throughout the parade

Parade Day

### Trumpet Player



Idea: assemble marching band: trombone, drummer, trumpet players and other musicians you can think of. Have them walk in single file

Parade Day

### Leader of the Band



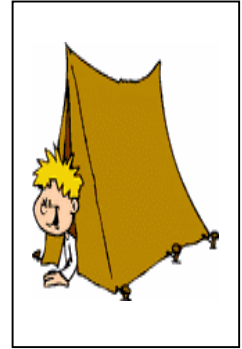
Idea: assemble marching band: Have them walk in single file behind a marching leader of the band

Parade Day

## CAMPING DAY

### Refer to Importance of Physical Activity: Teachable Moment

**Objective:** Children will recognize and perform skills needed to set up a camp.



### Supplies:

#### Provided:

- ❑ Bright orange piece of fleece,
- ❑ Poison ivy picture
- ❑ 6 activity cards: chopping wood, gathering water, fishing, picking berries, swimming in a lake, setting up the tents and sleeping area.

#### Needed/Optional:

- ❑ Create a more camp-like atmosphere by making a tent out of a table or two chairs and putting a blanket over them.
- ❑ Glow in the dark stars on the ceiling or around the room, use nature tapes.

### What to do:

1. Set up the room to facilitate a camp setting. Place the bright orange piece of fleece representing fire in the middle of the room.

2. Go over the cards with the whole group and talk about what they mean in a camping setting.

Assign children to these varying tasks.

Some tips about camping safety:

- Chopping wood is typically an adult task, explain to the children that they are just pretending and for safety they would get their parents to chop the wood when camping outside.
  - Discuss water safety with the children for the activities of gathering water, swimming and fishing. Explain that outside each of these activities would be supervised by an adult. When fishing and swimming a lifejacket is worn. Swimming in designated areas only will help to avoid dangerous zones and deep waters.
  - In Canada animals such as bears, cougars, moose, and ticks are common. Playing in groups and around adults is safer than venturing out into the woods alone.
  - For plant safety inform the children not to eat berries or plants that they do not know are safe. Included is a picture of poison ivy. Ask if any of the children have touched poison ivy or if they know what happens when they touch it (it makes you itchy). The oil from the leaves is what causes the itchiness. Poison ivy has reddish leaves in the spring and they turn green in the summer. Poison ivy grows close to the ground or in trees. Give them this little rhyme to remember “Leaves of three, let them be”. Poison Ivy leaves grow in bunches of three where the middle leaf is longer than the 2 side ones.
  - If applicable you could gather some sticks and twigs from outside and place in the play area for the children to gather up. Depending on time one could play again and let the children switch roles
3. Lead into a sing song and dance around the fire once all the tasks have been completed.

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CAMPING DAY continued...

**A Camping We Will Go (to the tune Farmer in the Dell)**

A camping we will go, a camping we will go, hi ho we're off to the woods a camping we will go.  
(Child's name) will bring the tent, oh (child's name) will bring the tent, and hi ho were off to the woods a camping we will go.

(Child's name) will chop the wood, oh (child's name) will chop the wood, hi ho were off to the woods a camping we will go.

Suggestion: Sing the song while skipping around the fire, can continue through the song until you have sung about all the activities or have included all the children).

(Children Family Website. Seasonal Activities: Camping Activities.

<http://www.childfun.com/modules.php?name=News&file=article&sid=161>)

**Taking the Message Home:**

Camping during the day is fun, what about at nighttime? Parents could be encouraged to continue the camp day into the evening. Suggest glow in the dark stars and/or putting up a tent they may have at home for the child to sleep in. Moving will help the whole family to become more physically active. Doing activities outside can be a great way to keep physically active.

### Swimming in a lake



Camping

### Picking berries



Camping

### Chopping wood



Camping Day

### Poison Ivy – ‘Leaves of Three, Let it be’

- leaves are in bunches of three and the middle leaf is longer
- reddish in the spring and green in the summer



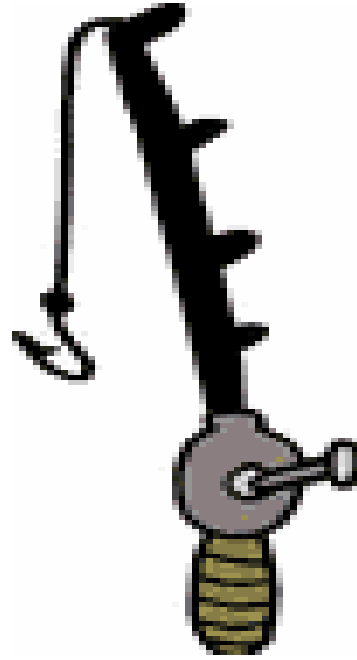
Camping Day

**Setting up tents and sleeping**



Camping Day

**Fishing**



Camping Day

**Gathering water**



Camping Day

g healthy eating and active living habits for young children



# CHARADES



## Refer to the Importance of Physical Activity: Teachable Moments

### Objective:

Children will learn to recognize pictures and the corresponding action that represents the picture.

### Supplies:

### Provided:

#### CARDS

- ❑ **Animal (14)** = rabbit, horse, cat, dog, tortoise, duck, bird, chick, mouse, goat, hen, pig, cow, goose
- ❑ **Action (6)** = Throwing a baseball, Skipping, Snowboarding, Cross Country Skiing, Roller Blading, Window washing
- ❑ **Object (5)** = Car, Spinning Top, Plane, Table, Sprinkler
- ❑ **People (5)** = robot, Santa Claus, Easter Bunny, Baseball player, Teacher

### What to do:

1. Place children in groups of 2 or 3. Keep groups small to keep all the children participating and not worrying about being put on the spot in front of a large group.
2. Cards are placed in a hat or box where the caregiver is standing. A person from the group will come to that location to pick out a card.
3. A child picks a card from the hat or box. At this time the caregiver can help those that may not know what the picture is or how to act out the picture.
4. The child should try to act out the item on the card without making any sounds. If the children cannot guess the animal/action/object/person, ask the child doing the charade what kind of noise that it makes.
5. The other children or child tries to guess what is being acted out.
6. The children switch and the next person in the group picks a card to act out.

### Injury Prevention Tips:

Remind the children that they are just to act out the pictures and there is no need to use props. Make reference to some of the action pictures, showing the children that the snowboarder is wearing a helmet and kneepads and the roller blader is fully equipped with protective gear.

### Cool Down Song:

This fun song will help the children wind down from the activity.

I wiggle my fingers, I wiggle my toes.

I wiggle my shoulders, I wiggle my nose.

Now the wiggles are out of me, and I'm just as still as I can be.

(Song from: Campbell M. Hip Hop Happy! Adventures in Physical Activity for 3-5 year olds. Serious Fun Enterprises, 1994.)

### Taking the Message Home:

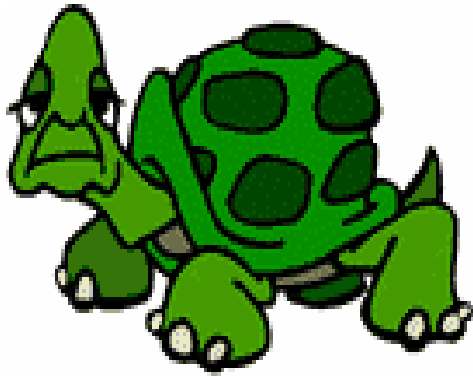
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Children can see if parents can guess what they are suppose to be and the parents can act something out to get the children guessing. It is fun to get the whole family involved and keep everyone physically active.

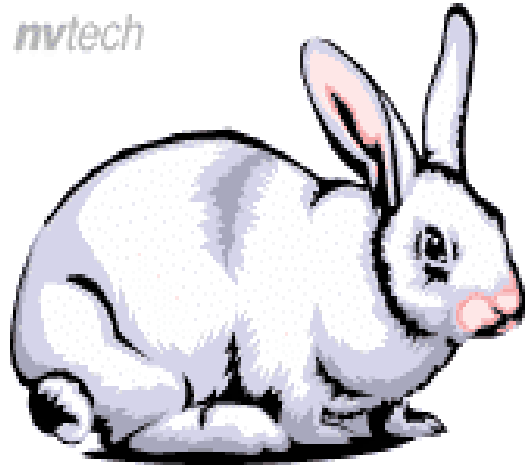
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Tortoise/turtle – CHARADES (animal)

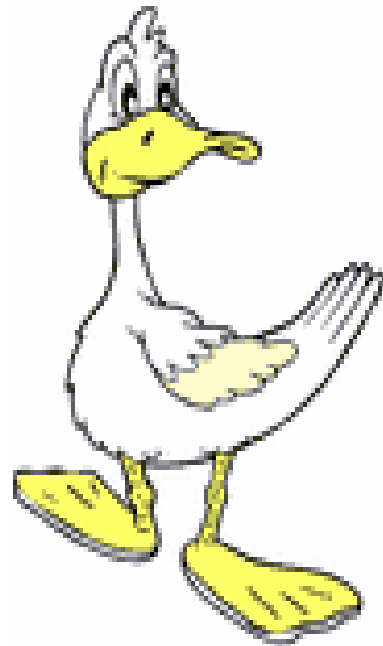
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Rabbit – CHARADES (animal)



Horse – CHARADES (animal)



Duck – CHARADES (animal)

Healthy eating



Mouse – CHARADES (animal)



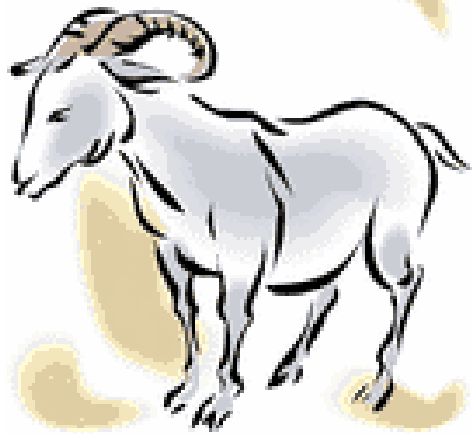
Dog – CHARADES (animal)



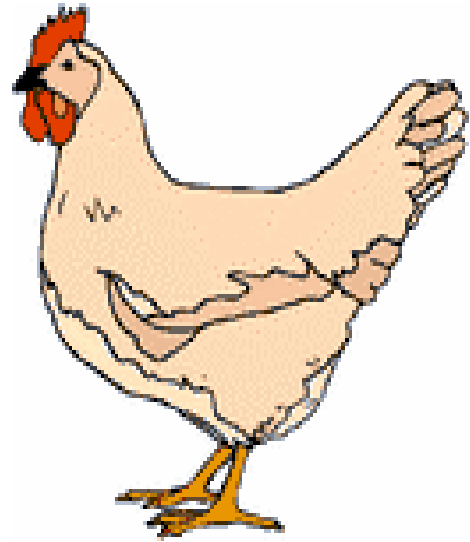
Cat – CHARADES (animal)



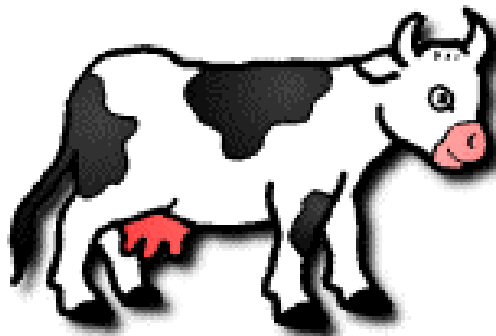
Chick – CHARADES (animal)



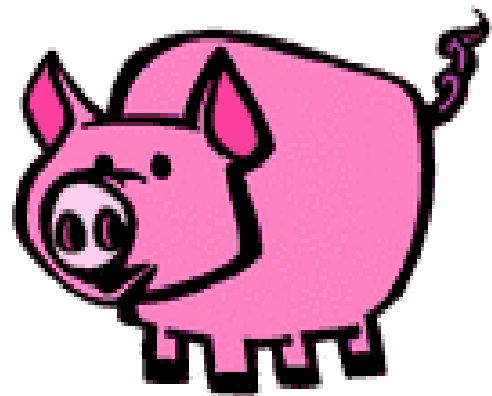
Goat – CHARADES (animal)



Hen – CHARADES (animal)



Cow – CHARADES (animal)



Pig – CHARADES (animal)

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Bird – CHARADES (animal)



Throwing a baseball – CHARADES (action)



Skipping – CHARADES (action)



Cross Country Skiing – CHARADES (action)



Snowboarding – CHARADES (action)



Plane (Airplane) – CHARADES (object)

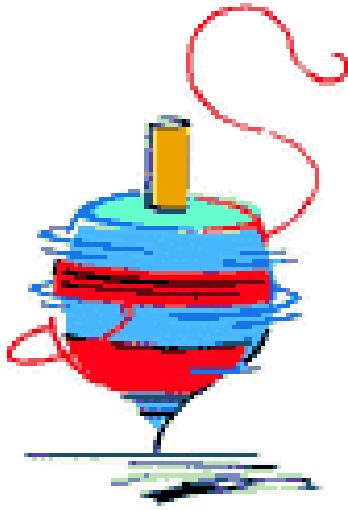


Car – CHARADES (object)



Roller Blading – CHARADES (action)

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Spinning Top – CHARADES (object)

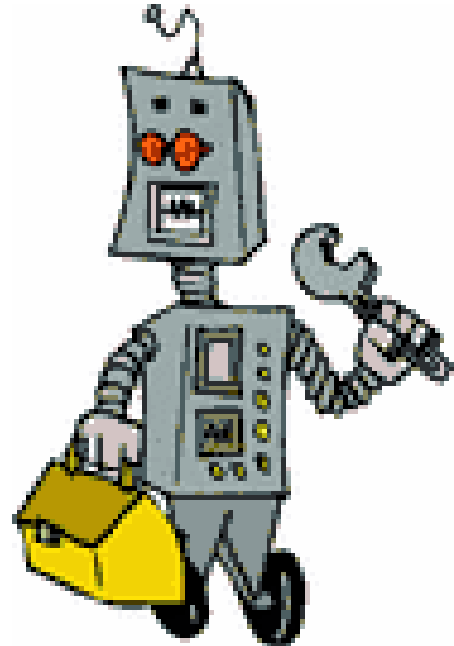


Window washing – CHARADES (action)

Snactivity Box – Activities for promoting healthy eating and active living habits for young children



Teacher – CHARADES (people)



Robot – CHARADES (people)

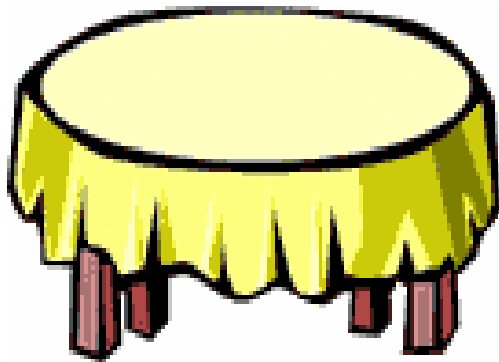
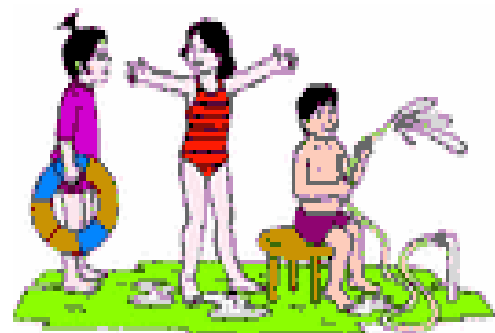


Table – CHARADES (object)



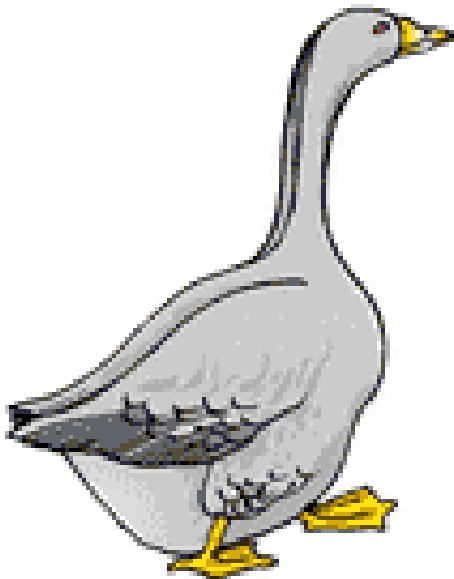
Sprinkler – CHARADES (object)



Baseball Player – CHARADES (people)



Easter Bunny – CHARADES (people)



Goose – CHARADES (animal)



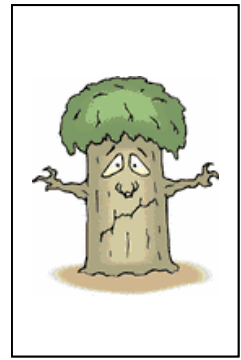
Santa Claus – CHARADES (people)

## SAD FOREST

### Refer to the Importance of Physical Activity: Teachable Moment

#### Objective:

To get children laughing!



#### Supplies:

None

#### Warm up or Cool Down Song:

Get the children thinking about creating a forest with this song about trees. This song can be performed before or after the game.

#### *TREES*

Elm trees stretch and stretch so wide (Extend arms out to sides)

Their limbs reach out on every side. (Stretch)

Pine trees stretch and stretch so high (Extend arms upward)

They nearly reach up to the sky. (Stretch)

Willows droop and droop so low (Arms hang loosely down)

Their branches sweep the ground below. (Fingers sweep the floor)

(Song from: Campbell M. Hip Hop Happy! Adventures in Physical Activity for 3-5 year olds. Serious Fun Enterprises, 1994.)

#### What to do:

1. Children stand still as if they were a tree.
2. One person walks around and tries to make the children standing still laugh. When a child is laughing hard enough to show teeth the person has succeeded in making a happier forest. You can't touch, tickle the person but one can jump around, make noises and faces to make the other people laugh.
3. Rotate who is making the others laugh.

#### Taking the message home:

Children can play this game at home. Can I make mom and dad laugh? Can they make me laugh? Can I make my brother and sister laugh? Laughing helps to make strong stomach muscles. Strong muscles are important to stay healthy.

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## BLIND-FOLD NAVIGATION

### Refer to Importance of Physical Activity: Teachable Moment

#### Objective:

Children will build on communication skills by giving and receiving directions to find hidden toys.



#### Supplies:

#### Needed:

- Blind folds (cloth)
- Toys to hide, any object that the children can hide and carry will do.

#### Warm Up Song:

Warm up the children with this action song;

Bend and stretch, reach for the stars  
There goes Jupiter, here comes Mars.  
Bend and stretch, reach for the sky  
Stand on tippy toes, oh so high.

(Song from: Campbell M. Hip Hop Happy! Adventures in Physical Activity for 3-5 year olds. Serious Fun Enterprises, 1994.)

#### What to do:

1. Divide children into groups of 2
2. Have one group decide on who will hide the object first. Have these children stay in the room (Group A) and have the other children leave the room for a couple of minutes (Group B) or cover their eyes/face the wall.
3. The children in Group A hide the objects around the room.
4. Group B re-enters the room and the caregiver could blind fold these children or ask them to close their eyes. Caution: It is important to have an obstacle free area for this activity so that the children wearing the blindfolds do not run into anything and get hurt. Before playing this activity clear the area of any potential hazards.
5. Children in Group A then describe to their partner from Group B how to get to the object with very detailed directions e.g. Take 3 small steps left, turn straight, and then take 4 steps forward.
6. Once a child in Group B retrieves the object have the child in Group A give directions to place the object in a designated box.
7. Have children switch roles.

Try to make it a group effort to get all the items in the box instead of having one group winning. Once a team finishes tell them to be very quiet so directions can be heard for the other children.

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BLIND FOLD NAVIGATION continued...

**Alternatives:** CLEANING UP THE TOYS. Have half the children leave the room and the other half will pick a toy that their partner is going to put away. Blindfold the children that left the room and let their partner direct them to put the toy into the toy box or to wherever it is supposed to go. Although younger children may not know left from right, they can use terms like, “turn the other way”, “that way”.

**Taking the Message Home:**

Can I give directions for my mom to find a toy in my room or outside? Can my dad give me directions to find his paper?

# EXPLORING THE ENCHANTED FOREST



## Refer to the Importance of Physical Activity: Teachable Moment

### Objective:

Children will develop balance and coordination through following the caregiver around an obstacle course that is described as an enchanted forest.

### Supplies:

#### Needed:

- String or chord, or skipping rope
- Duct tape or masking tape,
- Blanket,
- Boxes and 4 chairs,
- Flashlight

### Warm Up Song:

Create actions that match the words of the song.

Around and about, around and about  
Over and under, and in and out.  
Run through the meadow, swim in the sea  
Slide down a mountain, climb up a tree!

(Song from: Campbell M. Hip Hop Happy! Adventures in Physical Activity for 3-5 year olds. Serious Fun Enterprises, 1994.)

### What to do:

1. Create a scenario that might depict a swamp, hobbit countryside, or enchanted forest. Tape a skipping rope, string or cord to the floor (to be used as a log to walk along). Make circles out of the string and tape to the floor. The circles should be big enough for the children to step into and could represent rocks for a creek crossing. The circles can also be created with tape. Put 4 chairs or small tables in a box formation and cover with a blanket to make a cave. Have a flashlight in the cave. Here you can tell a story about animals that live in caves (refer to the dialogue in point 2). Create steps with boxes having the children step over them and place tables in areas that the children will have to crawl under them.
2. Pick a starting point for the trip and explain to the children that they will be walking through the area and have to be aware of the creek crossings, log bridges, stepping stones, caves, flying bats.

Have one child start and leave enough room between each child so they are not running into each other. Once they reached the cave have them stop. Try and fit as many children in the cave as possible, you may need to make another cave and have another leader talk in that cave. Turn on the flashlight and ask the children “What animals do you think live in caves?”

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## EXPLORING THE ENCHANTED FOREST continued...

### **Dialogue that can be used by caregiver when in the cave**

Some animals have adapted to life in the dark. Can you name any animals that like the dark? Spiders, beetles, small rodents, earthworms, millipedes, and salamanders.

The entrance to caves also gives shelter to more animals in bad weather. Deeper into the cave you will find less animals because there is less light. Here you might find some cave crickets.

The furthest into the cave; the dark zone, you will find animals that spend their entire life here. It is mostly insects that live here.

Lots of these animals living in the cave don't see well and do not need color to hide. Other senses become more important when living in the dark. Can you name the other senses beside sight? (smell, touch, hearing, taste)

3. Have the children crawl out of the cave and continue with their exploration of the forest.

### **Injury Prevention Tips:**

Remind the children to go slow enough to focus on not falling off the log or falling off the rocks into the water. Try and avoid any tripping hazards by fully taping down the string on the floor.

### **Taking the Message Home:**

Walking outdoors involves coordination, balance, and awareness. Children will be more prepared for outdoor hiking trips and may want to continue exploring areas in and around their homes.

## CONTACT COLOR

### Refer to Importance of Physical Activity: Teachable Moment

#### Objective:

Children will develop color recognition at the same time as working on balance and muscle endurance.



#### Supplies:

##### Provided:

- List of colors and body parts, color blotches from construction paper, 6 per color (blue, red, pink, yellow, green, and orange).

##### Needed:

- Tape

#### Warm Up Songs:

This song will help children think about the different body parts.

1. Have children point to body parts as song is sung.  
Head and Shoulders, knees and toes, knees and toes, knees and toes.  
Head and shoulders, knees and toes  
Eyes, ears, mouth and noes.
2. Hokey Pokey – have children do actions  
You put your left foot in, you put your left foot out, your put your left foot in and you shake it all about. You do the Hokey Pokey and you turn yourself around. That’s what it’s all about. CLAP  
Repeat the song with right foot, left hand, right hand, head, arm etc.

#### What to do:

1. Take the colored squares and stick in high and low places on the wall. You can also stick the squares to boxes, chairs, tables or stuffed animals.
2. Next pick a color from the color list and a body part from the body part list. Shout out your picks to the children.
3. The child then goes to find the color blotch and touches it with the correct body part. It is not necessary to distinguish left or right for hands, feet, arms or legs, focus more on keeping the children moving. For example “Foot on a red” or “Hand on blue”, “head on green”, or “knee on black”. All children search for the same color and use the same limb called out. There should be enough color blotches for each child.
4. To work on balance and muscle endurance have the child hold the position while everyone sings a song.

See Example song to sing on following page (Hinges)

CONTACT COLOR continued...

Example song to sing: **Hinges**

I'm all made of hinges, and everything bends  
From the top of my head way down to the ends.  
I'm hinges in the front, I'm hinges in back,  
If I didn't have hinges I surely would crack!

(Song from: Campbell M. Hip Hop Happy! Adventures in Physical Activity for 3-5 year olds. Serious Fun Enterprises, 1994.)

5. Pick a new color and body part and repeat steps 1-4.

### **Taking the Message Home:**

Encourage kids to play Contact Color at home with family members or friends. This will encourage children to learn about new colors in their homes.

## **Limbs to Call Out**

HAND      HEAD      ELBOW      SHOULDER      KNEE  
FOOT      BIG TOE      NOSE      BACK      THUMB  
LITTLE FINGER

## **Colors to Call Out**

YELLOW      BLUE      RED      ORANGE  
GREEN      PINK

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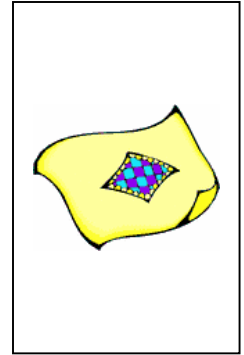


## MUSICAL BLANKET

### Refer to the Importance of Physical Activity: Teachable Moment

#### Objective:

Children will learn cooperation through learning to share limited space.



#### Supplies:

#### Needed:

- different size towels and/or blankets
- music
- carpeted area (any non skid surface to avoid children slipping and sliding)

#### What to do:

1. Lie blankets and/or towels on floor, making sure they are spread all across the room.
2. Have children march around the room to music.
3. When the music stops children run and sit on a towel, sharing if necessary.
4. Start the music and marching again. Remove smallest blanket or towel.
5. Stop music and have children run and sit again. Keep removing the smallest blanket or towel until all children are sitting (standing) on one.

#### Cool Down Song:

After this fun activity, sit the children down for a little song. (Suit actions to words)

My hands upon my head I place

On my shoulders, on my face

On my knees, and at my side, then behind me they will hide.

Then I raise them up SO high, 'till they almost reach the sky.

Swiftly count them – 1,2,3 (Bring arms down slowly and place them in lap)

And see how quiet they can be.

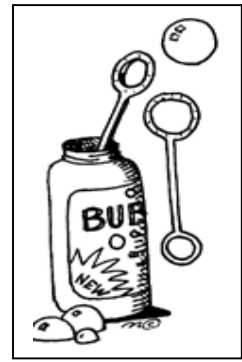
(Song from: Campbell M. Hip Hop Happy! Adventures in Physical Activity for 3-5 year olds.

Serious Fun Enterprises, 1994.)

#### Taking the Message Home:

We can make it work! Through this activity the children learn that everyone must work together when space is limited. It may help reinforce sharing space and develops teamwork.

# CHASING BUBBLES



**Refer to Importance of Physical Activity: Teachable Moment**

## Objectives:

Children will learn hand eye coordination by popping bubbles.

## Supplies:

### Provided:

- Magic Bubble Recipe

### Needed:

- Bubble solution optional
- Drinking straws, pipe cleaners or paper cups to make wands

## Magic Bubble Recipe – to make bubble solution

2 table spoon of glycerine (this makes the bubbles firmer, it is not necessary for the recipe to work)

4 tablespoons of dish soap

2 cups water

## What to do:

1. Make own bubble wands by bending and twisting pipe cleaners, drinking straws, cut out the bottom of a paper cup, or slotted spoon.
2. Dip wand into bubble mixture.
3. Blow bubbles at various levels so the children can watch them fall and then pop them or follow them around the room to pop them. Tip: Blowing bubbles outside in the winter is also an idea, the bubbles freeze and last a bit longer
4. Try and pop as many bubbles as one can in a specific time.
5. Ensure there is enough space to avoid the children running into each other. If space is limited take turns at chasing the bubbles.

## Cool Down Song:

Try this song to get the children to wind down

### *Bubbles*

Down the little bubbles fall (Flutter fingers downward)

Down, down, down, to the ground.

Falling, falling, oh so softly (Bend to the ground)

They never seem to make a sound. (Put your index finger to your mouth and make a shushing noise)

(Adapted from: Campbell M. Hip Hop Happy! Adventures in Physical Activity for 3-5 year olds. Serious Fun Enterprises, 1994.)

## Taking the Message Home:

This is an activity that is fast and easy that children can play at home indoors or outdoors. A fun afternoon where children can explore different shapes and sizes using various objects to make wands. Popping bubbles is a great way to keep children moving!!

Source: [http://www.creativekidsathome.com/activities/activity\\_5a.html#Bubble Recipes](http://www.creativekidsathome.com/activities/activity_5a.html#Bubble%20Recipes)

Snactivity Box – Activities for promoting healthy eating and active living habits for young children

## "PIGS FLY"



### Refer to Importance of Physical Activity: Teachable Moment

#### Objectives:

Children will be active through arm movements and walking around.  
Children will also learn various animals that do and do not fly.

#### Supplies:

##### **Provided:**

- List of animals, birds, and reptiles; those that are less common have some background information on them.
- 7 pictures of flightless birds (Emu, Penguin, Cassowary, Kiwi, Kakapo, Nandu (Common Rhea), Ostrich

#### What to do:

Younger children may need to be taught the motion of flying and which animals can and cannot fly. Best to lead the game yourself the first couple of times and then let the children start leading. Make sure each child has enough room to flap their arms to avoid children from hitting one another. Before you start the game have the children extend their arms fully to ensure they do not hit any other person.

1. Face the group and call out an animal from the list for example "Ducks Fly".
2. When an animal/bird/reptile is named that flies the children should be flapping their arms and when an animal is named that doesn't fly then they should not be flapping their arms.
3. Pick another animal from the list and call out "Horses Fly", as the leader you fly to everything. With horses the children should not be flapping their arms.
4. This can be an opportunity to teach children about new animals. You can yell out uncommon animals and insects. A lot of the children will not know if they fly or not. For example an Emu is a bird but it does not fly. Attached is a copy of examples of animals and birds you can yell out. As well a description and picture of some flightless birds have been included. You can pick one each time you play the game to teach the children about a new bird

Group games to play with children. Live and Learn. <http://www.liveandlearn.com/daycaregame.html>

#### Cool Down Song:

This song gets the children doing the action of various animals and then ending with them being still.

Can you hop like a rabbit? Can you jump like a frog?

Can you walk like a duck? Can you run like a dog?

Can you fly like a bird? Can you swim like a fish?

And be still like a child as still as this.

(Song from: Campbell M. Hip Hop Happy! Adventures in Physical Activity for 3-5 year olds. Serious Fun Enterprises, 1994.)

Snactivity Box – Activities for promoting healthy eating and active living habits for young children

PIGS FLY continued...

**Alternatives:** Have a different action “Kangaroos Hop”, create a list of animals (rabbits, frogs), and those that do not hop. Also, the children could think up different actions that an animal might do and work around that.

**Taking the Message Home:**

For parents, the child could tell them their favorite animal and play the game based on that animal’s movement. Playing active games is a good way to be physically active.

## **List of Animals to Use for “PIGS FLY” activity**

### **Animals that fly**

Mammal - Bats

Birds – Duck, Chicken, Goose, Blue bird, Owl, Hawk, Pelican, Condor,

Insects – Mosquito, Bumblebee, butterflies

### **Animals that don’t fly**

Mammals – Horse, Cow, Pig, Cat, Dog, Monkey, Elephant, Lion, Zebra, Orangutan, Mice, Hamsters, Rabbits, Guinea pigs

Birds (cards included) - Ostrich, Cassowary, Emu, Kiwi, Penguin, Nandu, Kakapo

Reptiles – Snakes, Geckos

Information on cards about flightless birds adapted from

All about Birds: Flightless Bird Printouts. <http://www.enchantedlearning.com/subjects/birds/printouts/Flightless.shtml>

**Emu** – The Emu is a large, flightless bird from Australia. It is the 2<sup>nd</sup> biggest bird in Australia and the 3<sup>rd</sup> biggest bird in the world (Ostrich and Cassowary are bigger). The Emu is very fast and can swim very well



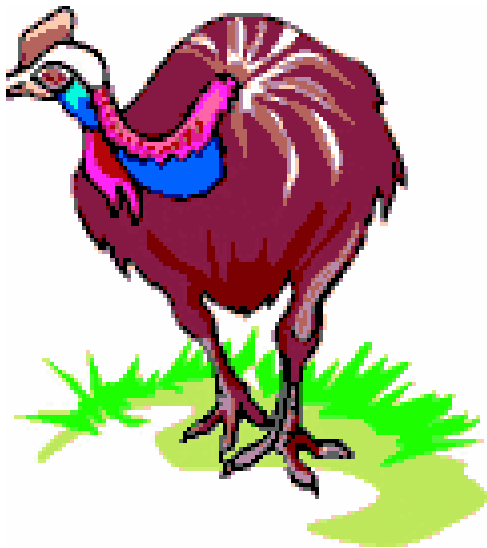
Pigs Fly

**Penguin** – Penguins swim very well and spend most of their lives in the sea. The emperor Penguin lives in Antarctica and is kept warm by a thick layer of blubber (fat) and insulating feathers. These feathers are also waterproof and keep skin dry



Pigs Fly

**Cassowary** – from Australia and New Guinea, biggest bird in Australia and 2<sup>nd</sup> biggest in the world. It is endangered due to loss of living space (lives in rainforests and swampy forests). Cassowaries grow to be 2 m tall(6.5 feet) and weigh 60 kg (130 lbs).



Pigs Fly

**Kiwi** – native to New Zealand, lives in forests, scrub, swamps and/or grasslands. It is the size of a chicken and lives in pairs.



Pigs Fly

**Kakapo** – The only flightless and nocturnal parrot. Native of New Zealand, it has a life span of about 60 years. It is the heaviest parrot in the world, weighs 4 kg (8.8 lbs) and about 60 cm (2 feet) long.



Pigs Fly

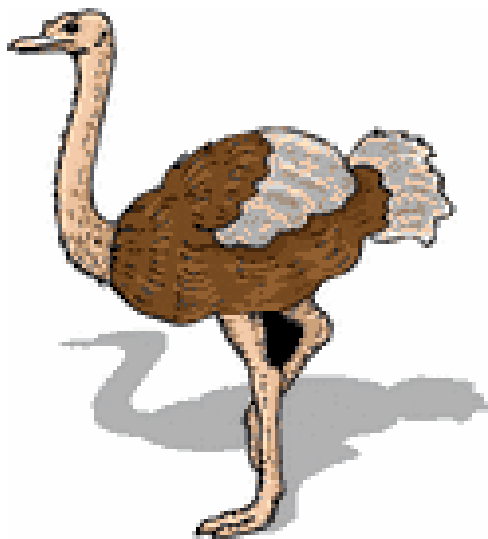
**Nandu (Common Rhea)** – is from forests of South America. It is a fast runner. It can grow up to 1.5 meters tall (5 feet)



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Pigs Fly

**Ostrich** – is the largest and heaviest bird. It is also the fastest running bird, and can outrun most predators, but can also kick to protect itself.



Pigs Fly

# DANCING

## Refer to the Importance of Physical Activity: Teachable Moment

### Objectives:

Children enjoying moving and listening to music. Children will develop rhythm and coordination by doing an action and keeping beat simultaneously.



### Supplies:

#### **Needed:**

- ❑ Music with a good beat and preferably one without singing.

#### **Provided:**

- ❑ List of various objects or sports to act and dance out (see list below).

### What to do:

Ensure there is enough room for the children to move around. Start the music, shout out one of the words below and start doing the related movement that represents that word. For example “shopping cart”, then raise the arm and pretend to pick things off the shelf, lower the arm and pretend to place the item in a shopping cart. You can either let the children move to the beat in their own style or at the beginning you can start them off with a regular pattern with the feet to keep time to the music. To add a twist, stop the music randomly and have the children make a statue pose.

### Words:

**Shopping Cart** = explained above

**Wheel Chair** = close hands into an open fist, face palms in, bend elbows. Make a big circle with the arms bending and straightening in this position to mimic rotating a wheel on a wheelchair. You can even get the shoulders moving up and down and make the movement bigger.

**Sprinkler** = have one arm bent, hand touching the shoulder. The other arm is straight and touching the other bent arm. Move the arms to the other side and at the same time move the elbows together and apart (small quick movements). Going back to the starting point keep arms together and shake them as you move them.

**Jackhammer** = make fists, knuckles up. Put fist side by side at waist level, quickly move fists up and down (small movements).

**Pushing the ceiling** = Have hands above the head, palms up, pretend to push up and down in time with the music. Can also push the walls (move hands to the sides) and the floor (move hands to knee level and push down).

DANCING continued...

**Churning the Butter** = hold fists close to the chest, move them from the starting position to the right and make a full circle out and in front of the body. End back at the chest.

**Digging a hole** = pretend to be holding a shovel, put the shovel in the ground, lift some dirt and throw it over the shoulder, and then one could wipe the forehead afterwards.

**Cool Down Songs:**

Below is a stretching song to be sung after the activity.

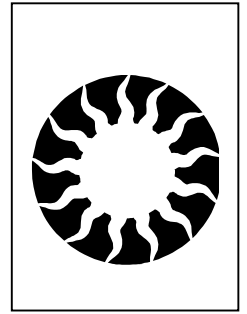
**Stretch, Stretch, Stretch your arms** (sung to the tune of Row, Row, Row Your Boat)  
Stretch, stretch, stretch your arms high above your head,  
Stretch so high, reach the sky, and then we'll stretch again. (Repeat)

**Taking the Message Home:**

Dancing is fun, anyone can do it!

## Meet Sun Safe Animals – Who Am I?

(The Science of Skin)



### Objectives:

Children will learn the importance of protecting themselves from the sun.

They will also learn how different animals protect themselves.

### Supplies:

#### **Provided:**

- 5 pictures of animals that protect themselves from the sun along with fun rhymes to remember them by

### What to do:

Using a series of flash cards, ask children to identify the sun safe animal. Five animals have been selected to be on the flashcards – koala, elephant, hippopotamus, meerkats, and tortoises. Have children act out these animals.

#### Sun Safety clues:

1. From morning till afternoon, I keep away from the sun. But at night I eat eucalyptus leaves and have fun! (Koala)

**Koalas** spend most of the day sleeping in a eucalyptus tree. In addition to providing a food source for koalas, the leaves of the tree protect koalas from the sun's strong rays. Koalas are nocturnal animals – they sleep during the day when the sun's rays are the strongest and are awake in the evening and at night when it's cooler.

2. I put dirt and sand on my back to block out the sun, and drink trunks-full of water, being thirsty is no fun. (Elephant)

**Elephants** use dirt and hay as a natural sun block – they spread it on their backs to cover their skin. Elephants keep cool by snuffing up trunks full of water and spraying themselves.

3. In water and mud I love to stay. My body makes an oily, pink sunscreen to protect my skin so I can play. (Hippotamus)

**Hippos** secrete a pinkish coloured oil that helps keep their skin moist in the hot sun and acts like a sunscreen to protect their skin from sunburn.

## MEET SUN SAFE ANIMALS – WHO AM I continued...

4. My black eye-ring “sunglasses” protect my eyes from the sun’s glare. I’m the coolest “kat” around with a social flare. (Meerkat)

**Meerkats** have black rings around their eyes to absorb the sun’s rays protecting their eyes from sun damage.

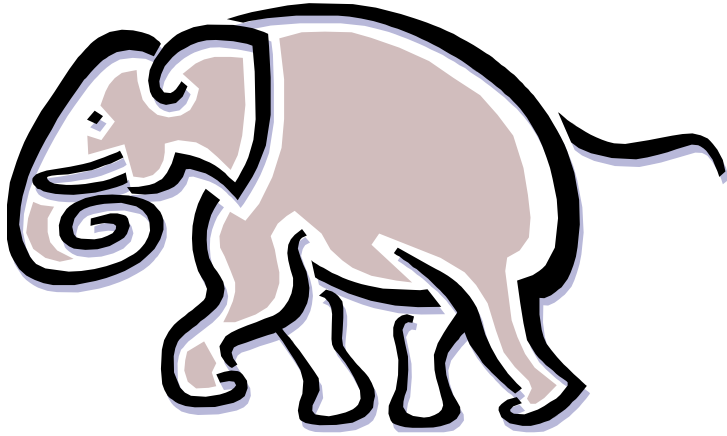
5. I’m low on the ground and I move real slow. My “clothing” protects me from the sun wherever I go. (Tortoise)

**Tortoises** have a shell that protects them from many dangers in the environment, including predators, rain, and the sun’s strong rays.

Other Sun Safe Animals include:

- **Pigs and warthogs** do not have sweat glands. They wallow in mud to keep cool and protect their skin from the sun’s harmful rays.
- **Chimpanzees** avoid the peak hours of the sun. Most of their activity is in the early morning and late afternoon hours.
- **Rabbits** are nocturnal animals. This means that most of their activity is in the evening or night and they rest during the day when the sun’s rays are the strongest.
- **Camels** have bumps over their eyes that act as built-in sun visors to help keep out bright sunlight.
- **Gorillas** avoid the peak hours of the sun. Most of their activity is in the early morning and late afternoon hours.
- **Polar bears** have special eyelids that act like sunglasses, shielding them against the blinding glare of the sun’s rays hitting the snow.
- **Giraffes** have a dark-coloured tongue that prevents it from becoming sunburned.
- **Ducks and Geese** have webbed feet which allows heat to escape from their body. This keeps them cool even on very hot days.

**Take the Message Home:** \_  
Protect yourself from the sun!



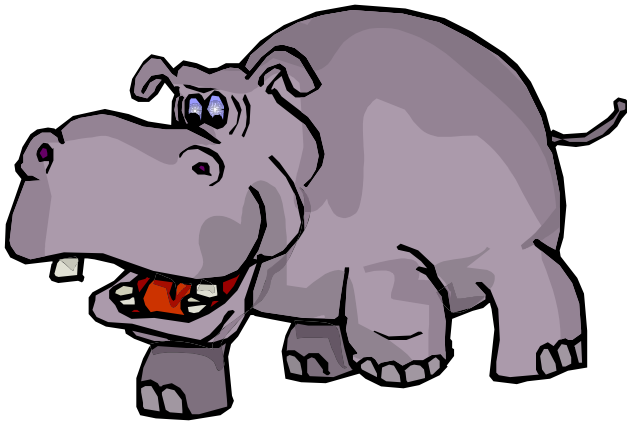
**Who Am I?**

I put dirt and sand on my back to block out the sun and drink trunks full of water. Being thirsty is no fun.

**More info**

Elephants use dirt and hay as a natural sunblock. They spread it on their backs to cover their skin. Elephants keep cool by snuffing up trunks full of water and spraying themselves.

**Meet Sun Safe Animals – Who am I?**



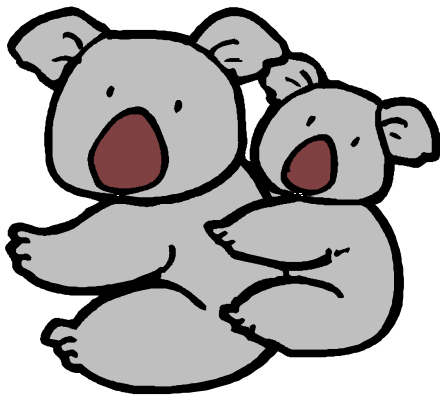
**Who am I?**

In water and mud I love to stay. My body makes an oily pink sunscreen so I can play.

**More info**

Hippos secrete a pinkish coloured oil that helps keep their skin moist in the hot sun and acts like a sunscreen to protect their skin from sunburn.

**Meet Sun Safe Animals – Who am I?**



**Who am I?**

From morning till afternoon,  
I keep away from the sun. But at night I  
eat eucalyptus leaves and have fun!

**More info**

Koalas spend most of the day sleeping in eucalyptus trees. In addition to providing a food source for koalas, the leaves of the tree protect koalas from the sun's strong rays. Koalas are nocturnal animals they sleep during the day when the sun's rays are the strongest and are awake in the evening and at night when it's cooler.

**Meet Sun Safe Animals – Who am I?**



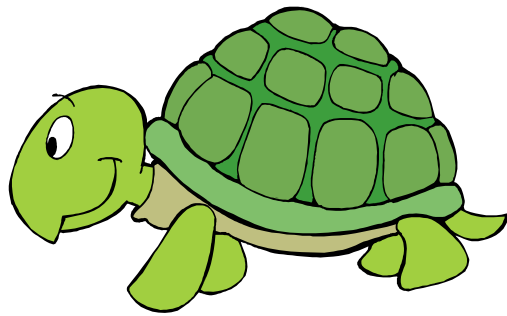
**Who am I?**

My black eye-ring "sunglasses"  
protect my eyes from the sun's  
glare. I'm the coolest "kat" around  
with a social flare.

**More info**

Meerkats have black rings around their eyes to absorb the sun's rays and protect their eyes from sun damage.

**Meet Sun Safe Animals – Who am I?**



**Who am I?**

I'm low to the ground and I move real slow. My "clothing" protects me from the sun wherever I go.

**More info**

Tortoises have a shell that protects them from many dangers in the environment, including predators, rain and the sun's strong rays.

**Meet Sun Safe Animals – Who am I?**

# FOOD DISCUSSION QUESTIONS



## **Objective:**

To stimulate discussion with children around the foods they eat.

## **Supplies:**

None

## **What to do:**

Here is a selection of questions you might ask children depending on the topic or activity. You do not have to ask them all, and you may have questions you would like to add. Follow the lead of the children and go where the discussion takes you. Children generally have a wealth of things to say with a little prompting. Stay focused on eating and food. Stay positive, use your imagination, and have fun! Try using these ideas during “Circle Time” discussion as well as throughout playtime.

What is this food?

What color is this food?

What does it feel like? (smooth, bumpy, rough)

What is one of the foods seen here?

Who has tasted this food?

What did it taste like? (hot, cold, sweet, sour, bitter, salty, crunchy, soft, juicy, chewy)

Where does this food come from?

How does it get to the grocery store?

How does this food grow?

How is this food made?

How is this food cooked?

What food group does this food belong to?

What are other foods that belong in this food group?

What are the 4 Food Groups of Canada’s Food Guide?

Why do we eat healthy foods?

What does this food do for our bodies?

What do you feel like when you eat ...? (good, energetic, happy)

Is this an “everyday” food or a “sometimes” food?

What special foods do you and your family eat when it is (name of holiday, event, celebration)?

## **Taking the message home:**

Encourage parents and children to talk about the food they eat.

## CREATE A COLLAGE

### Objective:

To increase the children's awareness of Canada's Food Guide  
To Healthy Eating and where foods belong in the 4 Food Groups.

### Supplies:

#### **Provided:**

- ❑ Canada's Food Guide tearsheet
- ❑ *Food Discussion Questions*

#### **Needed:**

- ❑ Poster size paper
- ❑ Tape or glue
- ❑ flyers (from local grocery store, available free at the entrance) or use old magazines,
- ❑ scissors with rounded ends,
- ❑ crayons.



### What to do:

Here is an outline of what this activity is about:

- Instruction about Canada's Food Guide to Healthy Eating
  - Making our own food guide by coloring our own rainbow
  - Covering it with foods we like to eat by cutting out magazine pictures and drawings.
- 1) *Instruction about Canada's Food Guide to Healthy Eating:*  
Show children the copy of Canada's Food Guide to Healthy Eating tearsheet (provided).  
Explain the food guide to the children by telling them:
    - Foods come in many different colors – just like the rainbow.
    - We need to eat foods from all 4 sections of the rainbow so we can grow big and strong, and for lots of energy to play and learn! These are foods we need to eat every day.
    - We need foods like Grain Products to give us energy to learn and play.
    - We need Vegetables and Fruits to help us heal cuts and bruises and to stay healthy.
    - We need Milk Products to build strong teeth and bones.
    - We need Meat and Alternatives to build a strong body.
    - Other foods like candy, cookies, and pop are not foods we eat every day. They should be eaten only once in a while. They are fun to eat, but they don't help us grow and stay healthy. These are "sometimes" foods.
  - 2) *Making our own food guide by coloring our own rainbow:*  
Adult tapes the poster size paper to the wall\*. Draw 4 rainbow bands and have children color them to match Canada's Food Guide (yellow, green, blue and red).  
\* Can also do activity on the table or floor.
  - 3) *Covering it with foods we like to eat by cutting out magazine pictures and drawings:*  
Have the children look through old magazines or flyers from your local grocery store and cut out pictures of food. If children do not have motor skills to be able to cut out pictures, have pictures pre-cut for the children.
  - 4) Have the children take turns and glue their picture on the appropriate rainbow band/Food Group that their food belongs in. If it is a mixed food, then choose one food group that the food fits into.

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CREATE A COLLAGE continued...

- 5) If magazines or flyers are not available, then have children draw pictures of food and cut them out. Try to have a variety of foods that represent all food groups. Hang the completed rainbow up in the room.
- 6) If time permits, when everyone is done, sit in a circle facing the collage and discuss the Food Guide Rainbow and what each section represents.

Discuss the food pictures. See *Food Discussion Questions*

**Taking the message home:**

Children can be given a Canada Food Guide tearsheet to take home.

## LEARNING ABOUT WHERE TO EAT FOOD



### Objective:

To help children learn what they can do at the kitchen table (Part 1), and to learn how to set a kitchen table (Part 2)

### Supplies:

#### **Part 1 - Provided:**

- ❑ *Where do I eat my meals and snacks?* worksheet

#### **Part 2 - Needed:**

- ❑ Paper/plastic plate (1 per child)
- ❑ One plastic spoon, fork and dull knife\*\* (1 per child)
- ❑ \*\* for young children eliminate knife. Consider using utensils from other cultures, like chopsticks.
- ❑ Napkin (1 per child)
- ❑ Plastic cup (1 per child)
- ❑ Paper table cloth
- ❑ Table
- ❑ Chair (1 per child)

### What to do:

**Part 1** – Consider doing this activity at circle time just before lunch.

1. Explain to the children that today we are going to learn about what they can do at the kitchen table.
  - ~ Ask the children what they do at their kitchen table at home?
  - ~ Ask the children why do we sit at the kitchen table when we eat?
2. Hand out the *Where do I eat my meals and snacks?* worksheet to each child. Read worksheet to the children.
3. Ask the children what they think are proper manners at the kitchen table. Give some examples.

For example:

  - ~ Do I throw food on the floor?
  - ~ Do I try to use my fork, spoon and knife when I eat?
  - ~ Do I say my “please and thank-you” at the kitchen table?
4. Once they finish ask them to show what they have learned today about their job at the kitchen table. The children can pretend to eat their meal on the paper plate.

Part 2 Instructions – see next page.

## LEARNING ABOUT WHERE TO EAT FOOD continued...

### Part 2

1. Have children wash their hands (See *Hand Washing* sheet for information on how to wash hands).
  2. Before the children arrive have the plates, utensils and cups ready on a side table.
  3. Lay out the paper tablecloth on the kitchen table where groups of children eat. At each chair draw a square representing a place mat. Have at least one adult per table.
  4. Ask children to come to the kitchen table. Ask if any of the children set their kitchen table at home before a meal.
  5. Pass out one plate, set of utensils, napkin and plastic cup to each child. Demonstrate how you set your place mat. Place the plate down on the table. Fold your napkin and set it on the right side of your plate. Place one plastic spoon and knife (if using) on top of the napkin (knife on the inside). Place one plastic fork on the left side of the plate. Place the cup on the right side of the plate above the fork. Ask the children to set their place mats.
- \*\* This is an opportunity for discussing diversity. Can ask children if this is what their dinner table looks like. Some cultures eat with their hands rather than using utensils, while other cultures may use different utensils, like chopsticks (Chinese). Some cultures eat on the floor (Japanese), while others eat at the table.

### Taking the message home:

1. Provide the parents with, “The feeding relationship in toddlers, preschoolers and Children” handout.
2. “Where do I eat my meals and snacks?” handout.

**Source:** Calgary Health Region

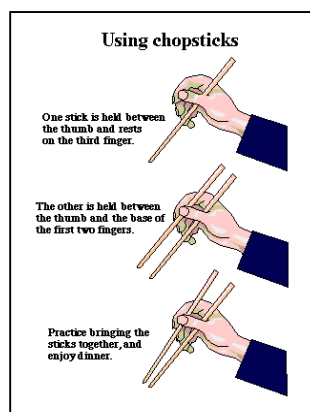
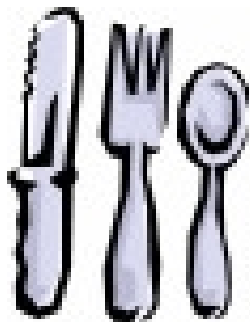
# Where do I eat my meals and snacks?

Some cultures eat at a kitchen table  
Other cultures sit on the floor



I sit when I eat.

I eat when I am hungry.  
I stop eating when I am full.



I try to learn how to use my spoon, knife, fork or other utensils.

# DESIGN A PLACEMAT



## **Objective:**

To increase awareness of which food groups the children's favorite foods belong in and where they fit into a healthy diet.

## **Supplies:**

Needed:

- 8 ½ x 11 inch paper
- Crayons
- Markers

## **What to do:**

1. Have each child draw a picture of their favorite food on the paper.
2. Discuss where the foods come from, and what food group they come from.  
E.g. Macaroni and Cheese  
Which food group does macaroni and cheese belong in? Grain Products and Milk Products.  
Grain Products because macaroni is made from wheat. Where does wheat grow? What does the Grain Group do for our bodies? It is a "GO" food. Gives us energy.  
Milk Products because it has cheese, which is made out of milk. Where does milk come from? Why is milk good for us? Would it be good to eat this food every day? Why or why not? Has anybody tasted homemade macaroni and cheese?
3. If possible, laminate the picture so they can be used as a placemat. If lamination is not possible, can put the placements into a plastic page protector, available at most office stores. Mack Tack could also be used.

Optional Activity: Another idea for this activity is to have children cut out pictures of their favourite foods and glue the pictures on some paper to make a placemat. Have placemats laminated.

## **Taking the message home:**

Have children take home their placemat for using at home.

# LEARNING ABOUT EACH FOOD GROUP



## Objective:

To have children be able to name the four food groups and be able to name one food from each food group.

## Supplies:

### **Provided:**

- *Food Picture Cards* sorted into the 4 food groups.

### **Needed:**

- Samples of some of the food for children to try (optional)

## What to do:

### **GRAIN PRODUCTS:**

1. Show children foods from the Grain Products food group. Ask children to name the food in the pictures.
2. Explain that the foods shown are from the same food group. Ask children if they know the name of the food group (Grain Products)?
3. Ask children which foods they have eaten before? Which ones would they like to try?

### **VEGETABLES AND FRUIT:**

1. Show children foods from the Vegetables and Fruit food group. Ask children to name the food in the pictures.
2. Explain that the foods shown are from the same food group. Ask children if they know the name of the food group (Vegetables and Fruits)?
3. Ask children if there are other vegetables and fruits we eat that are not in the pictures?
4. What vegetables and fruits are often made into juice (tomato, carrot, apple, orange, grape, grapefruit, mango)?
5. Ask children which foods they have eaten before? Which ones would they like to try?

### **MILK PRODUCTS:**

1. Show children foods from the Milk Products food group. Ask children to name the food in the pictures.
2. Explain that the foods shown are from the same food group. Ask children if they know the name of the food group (Milk Products)?
3. Ask children which foods they have eaten before? Which ones would they like to try?
4. Where does milk come from? (cows)
5. Cheese can be used in different ways. What other foods are made with cheese (Ex: Macaroni and cheese, cheese sandwich, cheeseburger, lasagna, taco with grated cheese)?
6. What other foods are made with milk (Ex: pudding, casseroles, soups, ice cream, yogurt)?

### **MEAT AND ALTERNATIVES:**

1. Show children foods from the Meat and Alternatives food group. Ask children to name the food in the pictures.
2. Explain that the foods shown are from the same food group. Ask children if they know the name of the food group (Meat and Alternatives)?
3. Ask children which foods they have eaten before? Which ones would they like to try?

**Taking the Message Home:** Ask children to come back the next day and share what they ate for supper. Help children identify which food groups each food came from.

# RESTAURANT

## Objective:

To play restaurant and help choose healthy foods when eating out, and to help teach children proper table manners.



## Supplies:

### **Provided:**

- Menu

### **Needed:**

- A menu is provided. However you can have children make their own menus. Use pictures of foods in flyers from your local grocery store (available for free usually in the entrance to the grocery store) or old magazines.
- Glue
- Paper plate or toy plate
- Disposable cup or toy cup
- Napkins
- Toy cutlery if available

## What to do:

1. Use menu provided OR have children make menus with pictures of vegetables and dinners from flyers from your local grocery store or magazines, etc.
2. Help children to set up a play kitchen and restaurant area with play food or pictures of food.
3. Encourage children to set the table with a plate, cup, napkin and toy cutlery if available. If children did “making a placemat” activity, then offer for them use their placemat to help set the table.
4. Encourage children to take turns being the waiter, cook and customer. Encourage children to order foods from the different food groups.

This can be a great opportunity to teach the children about proper table manner. For example, sitting down at the table to eat, not talking with food in your mouth (to decrease risk of choking), not taking food from your neighbour’s plate unless invited to do so, etc.

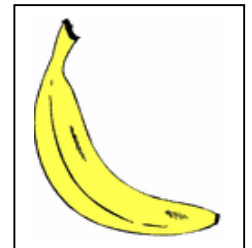
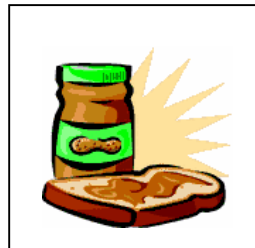
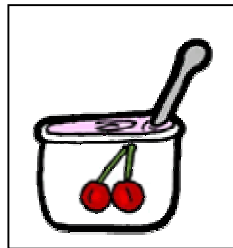
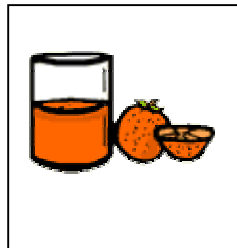
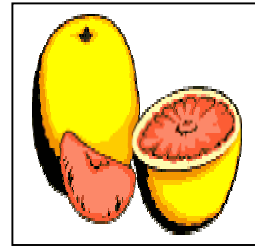
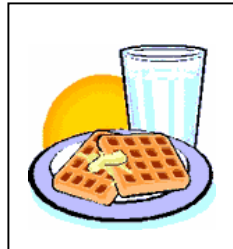
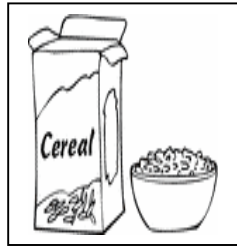
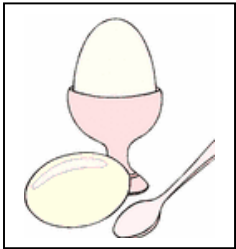
## Taking the message home:

Children can take home copies of the menus.

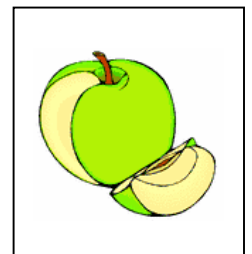
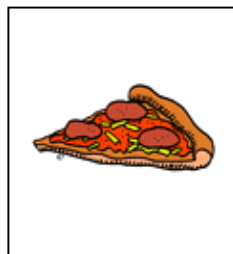
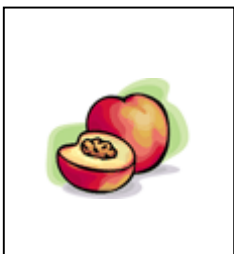
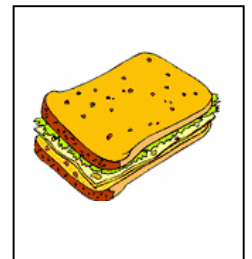
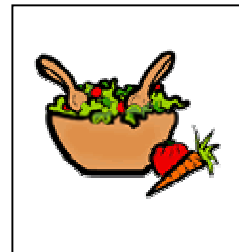
**Source/concept:** <http://atozteacherstuff.com/lessons/NutritionUnit.shtml>

# Sample Menu

## Breakfast



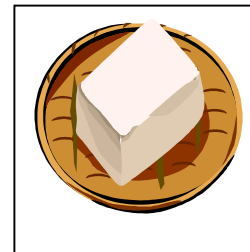
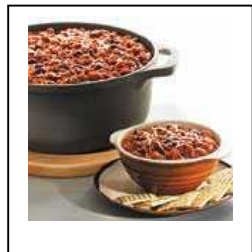
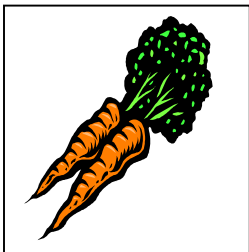
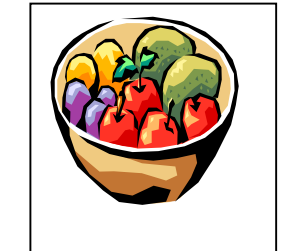
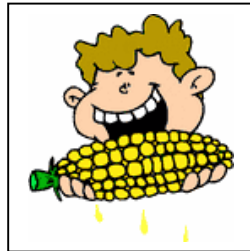
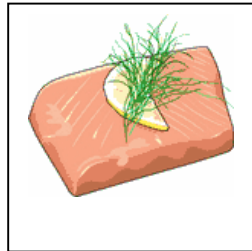
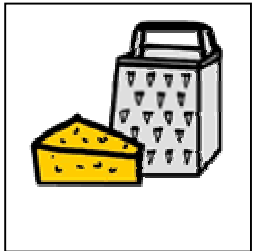
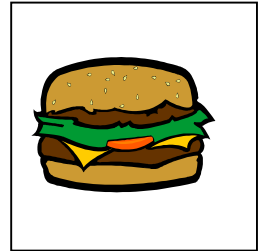
## Lunch



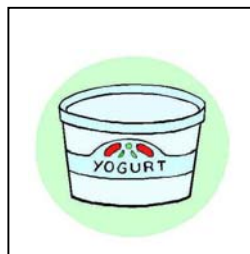
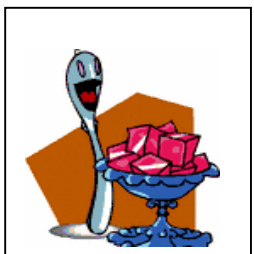
Activity: Restaurant

Snactivity Box – Activities for promoting healthy eating and active living habits for young children

# Supper



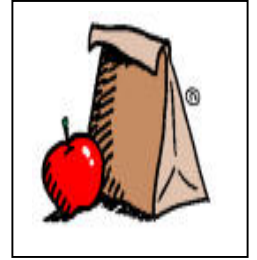
# Dessert



Activity: Restaurant

Snactivity Box – Activities for promoting healthy eating and active living habits for young children

## BUILD YOURSELF A HEALTHY LUNCH



### **Objective:**

To have children learn which foods belong to which food group and how to build themselves a nutritious lunch.

### **Supplies:**

#### **Provided:**

- *Food Picture Cards*

#### **Needed:**

- Paper
- Crayons
- Brown paper bags

### **What to do:**

- 1) Have *Food Picture Cards* out on a table for children to select.
- 2) Give each child a brown paper bag. Explain to the children that they are going to make themselves a delicious and nutritious lunch for themselves. Have children select a picture of a food and put it in their lunch bag. Encourage children to select at least 3 out of 4 food groups in their lunch.

### **There are many variations of this activity.**

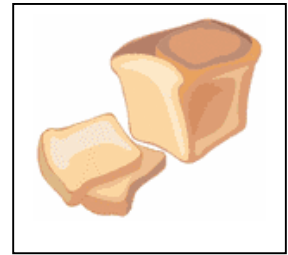
\*\* You could pre-fill each child's lunch bag with a few *Food Picture Cards*, and ask children what foods they have in their lunch, and what food groups they have in their lunch. If there are food groups missing from the child's lunch (for example, a child has an apple, a yogurt and a hard boiled egg), you could have the child pick out a food from the missing food group (ex: pick out a bun or a piece of bread).

\*\* You could have children pretend they are going grocery shopping, and encourage children to pick out a variety of foods from the *Food Picture Cards*.

### **Taking the message home:**

Have children draw a picture of the lunch they selected.

## LET'S READ *BREAD, BREAD, BREAD* (Learning about the Grain Products Group)



### Objective:

To have children be able to see the variety of breads available, learn how bread is made, and to know the different foods which contain bread.

### Supplies:

#### Provided:

- Book: *Bread, Bread, Bread* by Ann Morris, A Mulberry Paperback Book, New York, New York, 1994.

**Pick one of the next listed activities to go along with the reading of the book.**

- Making a sandwich (option 1):
  - ~ Whole wheat bread                      ~ Any other sandwich fillers
  - ~ Cheese slices
  - ~ Lettuce
  - ~ Plates
  
- Sampling bread (option 2):
  - ~ Pick 3-4 breads like pita bread, tortillas, slices of rye bread, pumpernickel bread, whole wheat bread, crackers or pretzels
  - ~ Paper plates or paper towels
  
- Making Dough (option 3):
  - ~ White flour                      ~ Stove                      ~ Large bowl
  - ~ Cream of tartar                ~ Pan
  - ~ Salt                                ~ Spoon
  - ~ Water                              ~ Wax paper
  - ~ Vegetable oil                    ~ Large plastic bag or container
  
- Using Pictures (option 4):
  - ~ Pictures of bread cut from flyers from your local grocery store (available for free usually in the entrance to the grocery store) OR old magazines
  - ~ Scissors

**Note:** As you read the book *Bread, Bread, Bread*, young children can participate by pointing to the pictures in the book. Older children can answer the question and talk about the book.

LET'S READ BREAD, BREAD, BREAD continued...

**What to do:**

Book Reading: *Bread, Bread, Bread*

1. Show the children the cover of the book. Tell them the names of the author and photographer. Ask them questions like:
  - ~ What do you think the book will be about?
  - ~ Do you like bread?
  - ~ Who do you know that eats bread?
2. As you read the book to the children ask them questions like:
  - ~ What shape of bread do you eat?
  - ~ Does your bread come in a package?
  - ~ Is your bread crunchy?
  - ~ When do you eat bread?
  - ~ Where do you put bread at your home?
  - ~ Do you know anyone who makes bread?
  - ~ Where do you get bread?
  - ~ Who makes the bread in the store?
  - ~ Do you ever eat bread with other people?
  - ~ Who else do you know that eats bread?
  - ~ What do they put on the bread?

Let the children bring up topics and ask questions as you read.

**Pick one of the next listed activities to do along with the reading of the book.**

**Making a Sandwich (option 1):**

1. Have the children wash their hands (See Hand Washing sheet for information on how to wash hands) before starting to make their sandwiches. Let each child make a cheese sandwich using whole wheat bread.
2. Discussion with older children could include topics such as how the sandwich they made is like what they saw in *Bread, Bread, Bread*.

**Sampling Breads (option 2):**

1. Buy different types of bread at the grocery store and taste them in class. For example, have the children try pita bread, tortillas, slices of rye bread, whole wheat bread, crackers or pretzels.
2. Make sure that the children wash their hands before they eat (See Hand Washing sheet for information on how to wash hands).

LET'S READ BREAD, BREAD, BREAD continued...

**Making Dough (option 3):**

Mix up this recipe at home before you present it to the children.

1. Kid's dough
  - ~ 1 cup white flour
  - ~ 2 tablespoons cream of tartar
  - ~ ¼ cup salt
  - ~ 1 cup water
  - ~ 1 tablespoon vegetable oil
2. Mix dry ingredients in medium saucepan. Add remaining ingredients. Cook on medium heat on the stovetop. Stir frequently. After 3-5 minutes there will be a ball in the bottom of the pan. Put it onto a floured piece of waxed paper and knead. Can be made ahead and put into a plastic container or large plastic bag.
3. Use a large bowl in the daycare to show the children what the dough looks like. Let them touch it and play with it. Make sure children have washed their hands, (See Hand Washing sheet for information on how to wash hands).
4. Compare what you have to the pictures of the woman baking bread in the book. This is a good chance to ask the children about where their bread comes from. Ask them who they think makes the bread they eat, or ask them who made the bread in the pictures in the book.

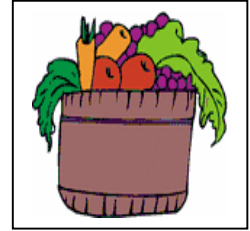
**Using Pictures (option 4):**

1. Cut out pictures of bread. Show children the pictures and ask them to raise their hands if they had eaten bread like the one shown in the picture. Ask them where they have eaten the bread and when?

**Source:** [www.tdh.state.tx.us/kids/lessonplans/chap9\\_1.htm](http://www.tdh.state.tx.us/kids/lessonplans/chap9_1.htm)

## GIVE ME 5!!

(Learning about the Vegetables and Fruit Group)



### Objective:

Children will be able to state the number of vegetables and fruits that children should eat each day.

### Supplies:

#### **Provided:**

- ❑ *Food Picture Cards* or pictures of foods found in flyers from your local grocery store (available for free in the entrance of the grocery store) or old magazines.

#### **Needed:**

- ❑ Construction paper
- ❑ Crayons
- ❑ Pencils
- ❑ Optional: sample of real vegetables and fruit. If possible, bring in some unusual vegetables and fruit such as kiwi, eggplant, etc. that would be even more interesting!

### What to do:

- 1) Ask children where vegetables and fruits come from?
  - Some grow on trees ex: oranges, apples, bananas
  - Some grow in the ground ex: potatoes, beets, carrots
  - Some grow on vines or plants ex: peas, corn, melons
- 2) Ask children to show you with their fingers the minimum number of Vegetable and Fruit servings needed each day? (*Raise 5 fingers and asked them to say aloud how many fingers*).
- 3) Show pictures of vegetables and fruit (or have a display of the real thing). Use *Food Discussion Questions* with the children. Ex: What is this food? Has anyone tried this food? Why is it good to eat many different kinds of vegetables and fruit? (*E.g., it gives us different tastes and textures; lets us explore new foods; provides the many nutrients our body needs!*)
- 4) Pass out construction paper. Have the children trace their hand with a pencil to make a food tree (children may need assistance)
- 5) In each branch have the children write or draw one of their favorite fruit or vegetable.

Variation: Can expand on the idea by doing 'show-and-tell', where each child brings in a fruit or vegetable and they show it to the class and tell why it is their favourite. (This could be an opportunity to learn about different ethnic groups if in a multicultural setting). If tasting various vegetables and fruits, have children wash their hands first (See *Hand Washing* sheet for information on how to wash hands).

### Taking the message home:

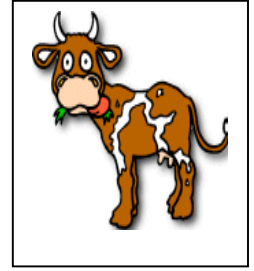
Children can be assigned to find out which vegetables and fruit are their family's favorite foods.

**Source:** <http://atozteacherstuff.com/lessons/NutritionUnit.shtml> and [www.healthychoices.org/ch3/ch3-pg3-4.html](http://www.healthychoices.org/ch3/ch3-pg3-4.html)



## 5 FIVE DAIRY COWS

(Learning about the Milk Products Group)



### Objective:

To have children be able to colour, cut and assemble one “dairy cow” and “dairy product” finger puppet, to listen and observe the teacher do a “Five Dairy Cows Finger Play,” and then participate, using finger puppets they have made.

### Supplies:

#### **Provided:**

- ❑ 5 Laminated Cow puppets (assemble puppets before class)
- ❑ 5 Laminated Dairy puppets (cheese, pudding, “Five Dairy Cow” finger play)

#### **Needed:**

- ❑ Crayons and markers
- ❑ Paper copies of the Cow Finger Puppets
- ❑ Paper copies of Dairy Finger Puppets
- ❑ Tape

### What to do:

1. Place all of the cow finger puppets on one hand and five different dairy food puppet on the other hand.
2. Explain to the children they’re going to meet five special friends, and these friends want boys and girls to grow up to be strong and healthy.
3. Read the “Five Dairy Cow” play.
4. Give each child two finger puppet patterns (one cow and one dairy food) to color and cut. Help the children identify their dairy product puppet. When they are done, help children assemble the finger puppets to put on their fingers (Tape the tabs to hold them together)  
Note: Make sure each child has a different dairy food puppet.
5. Repeat the “Five Dairy Cow” play. This time, have the children “pop up” their finger puppets at the appropriate time as you read the “Five Dairy Cow” play.
6. Collect the children’s paper finger puppets to use with the activity, “A Milk Treat Day.”

### Taking the message home:

Have children take home the “Introducing the Milk Group” worksheet.

**Source:** [www.nutritionexplorations.org/ed...fivedairy cows.asp](http://www.nutritionexplorations.org/ed...fivedairy cows.asp)

# FIVE DAIRY COW FINGER PLAY

## Poem:

Five friendly cows  
Were eating ice cream cones  
Trying to think how to give  
All kids strong teeth and bones

So the five friendly cows  
On a bright and sunny day  
Planned a list of dairy treats  
To make without delay

The first cow said, "with my  
milk I'll make a tray of  
cheese."

The second cow said, "With my  
milk I'll make pudding! It  
always pleasing."

"My milk," said a third cow,  
"will make Cottage cheese."

"My milk," said a fourth cow,  
"will make Yogurt that's like a  
dream."

The fifth cow thought and thought,  
and thought and then she thought  
some more,  
Finally she said, "With my milk  
I'll make drinking milk galore."

The dairy cows went to sleep  
And had dreams that were so  
Sweet,  
Of girls and boys throughout the land  
With strong bones and teeth!

## Finger Puppet Actions:

Pop up all five dairy cows.  
Curl fingers towards each other and  
nod the heads,  
So it looks like the cows are talking  
with each other.

Put the cows back down

Pop up the thumb cow.  
Pop up the cheese

Pop up the pointer finger cow  
Pup up the pudding.

Pop up the middle finger cow.  
Pop up the cottage cheese

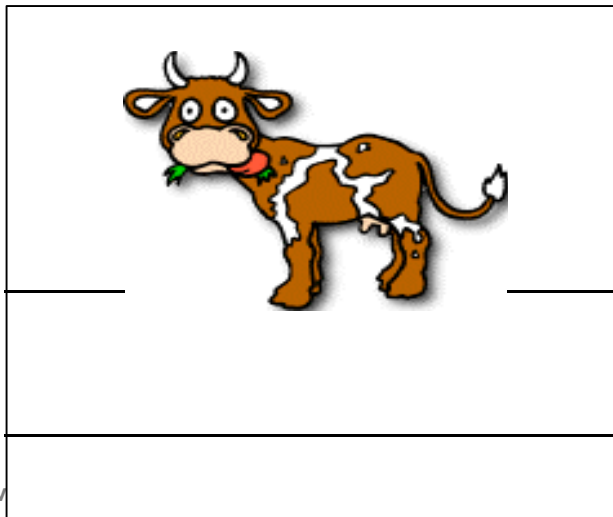
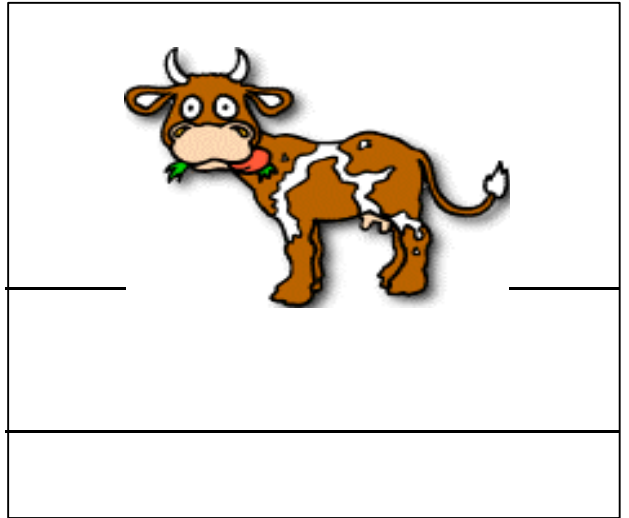
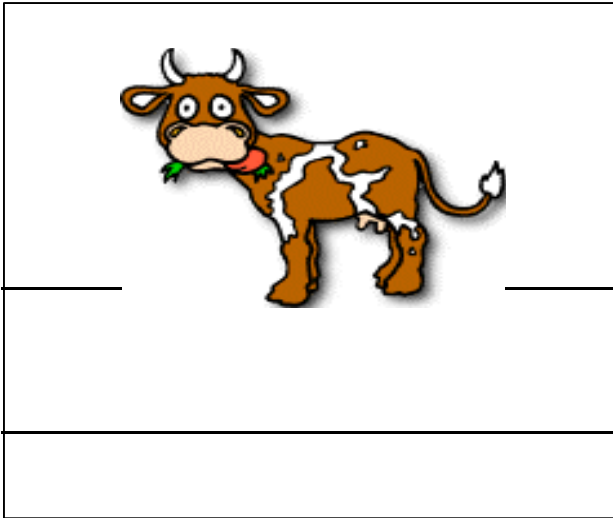
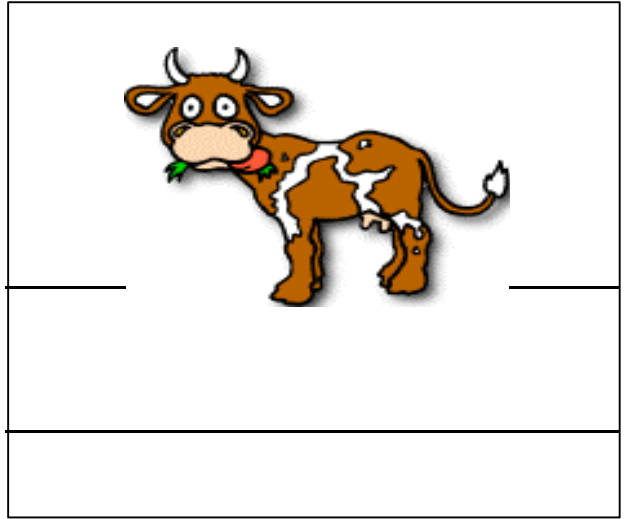
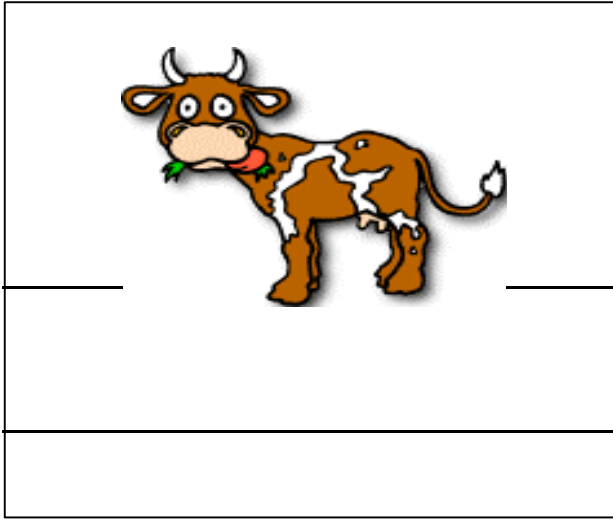
Pop up the fourth finger cow.  
Pop up the yogurt

Pop up the baby finger cow.

Pop up the milk.

Have the cows stretch.  
Put the cows down.

# Cow Finger Puppet Patterns

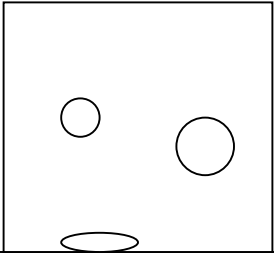


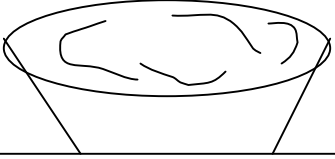
Activity: Five Dairy Cows

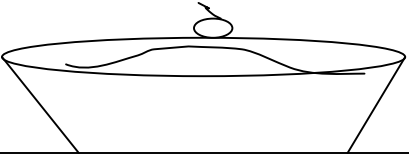
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bits for young children


Dairy Finger Puppet


Cheese
Activity: Five Dairy Cows


Cottage cheese
Activity: Five Dairy Cows


Pudding
Activity: Five Dairy Cows


Yogurt
Activity: Five Dairy Cows

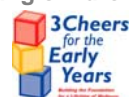

Milk
Activity: Five Dairy Cows

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Activity: Five Dairy Cows

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Activity: Five Dairy Cows

## **E IS FOR EGG**

**(Learning about the Meat and Alternatives Group)**

This is a great activity for any time of the year!



### **Objectives:**

To have children learn about eggs (a food in the Meat and Alternatives Food Group) through a variety of crafts, stories, songs and puzzles.

### **Supplies:**

- *E is for Eggs* booklet from Canadian Egg Marketing Agency.

### **What to do:**

1. In the *E is for Eggs* booklet, there are a variety of activities to help children learn about eggs:

- Egg Story
- Egg Chants
- Eggs at Home
- Egg Matching Game
- Egg Counting
- Egg Puzzle
- Cooking with Eggs
- Egg Match-Up
- Connect the Dots
- Craft ideas
- Science and Inquiry about Eggs

### **Taking the message home:**

Photocopy recipes from *E is for Eggs* booklet, page 4.

Source: *E is for Eggs* booklet from Canadian Egg Marketing Agency. You can order more copies free through the Alberta Egg Producers by calling (403) 250-1197 or ordering on line at [www.eggs.ab.ca](http://www.eggs.ab.ca)

## CHRIS AND SALLY IN CHICKEN FARM SUMMER ADVENTURE

(Learning about the Meat and Alternatives Group)



### **Objective:**

Children will learn how chickens and turkeys are raised.

### **Supplies:**

- **Provided:** comic book - Alberta Chicken Producers Present *Chris and Sally in Chicken Farm Summer Adventure*

### **What to do:**

1. Read the story *Chris and Sally in Chicken Farm Summer Adventure*.

### **Taking the message home:**

Copy the Chicken Burger recipe in booklet for children to take home.

Source:

Alberta Chicken Producers

#111, 4208 - 97 Street, Edmonton, AB T6E 5Z9

Telephone: (780) 488-2125

Fax: (780) 488-3570

[www.chicken.ab.ca/](http://www.chicken.ab.ca/)

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## FOOD THEMES



### Objective:

To help children have increased awareness of the diversity of food in the world, and realize that food is related to many things including: culture, religion, special events, holidays and celebrations. Children will be able to recognize that different cultures eat different foods.

### Supplies

#### **Needed:**

- Book
- Song
- Picture
- Food, or some other prop related to your chosen topic

### What to do:

1) At appropriate times of the year, read a story, sing a song, show a picture or other prop (e.g. chopsticks, eggplant, or something that is common in another culture) or simply have a discussion around the event, holiday or celebration and the food associated with it. This may take some advance preparing a couple of days or weeks ahead. You may want to get some help from the parents if you are planning on focusing on certain ethnic dishes. Try and get the children involved as much as possible and in turn they can ask their parents. It is always nice to share a part of culture with others.

Examples:

January - New Year, Chinese New Year

February - Valentine's Day, red and orange colored foods

March - St. Patrick's Day, green colored foods

April - Easter, Passover, eggs

May - Planting a Vegetable Garden

June - Summer Fruits and Water

July - Food that we BBQ or eat when camping

August - Birthdays

September - Autumn Harvest

October - Thanksgiving, Halloween

November - Foods from Different Cultures, Ramadan (Muslim)

December - Christmas, Hanukkah (Jewish)

Use your imagination. Use ideas from the children. Find out what nationality they are and go from there.

See next page for a sample Halloween Theme.

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## HALLOWEEN THEME - P IS FOR PUMPKIN



### **Objective:**

To have children be able to explore pumpkins and practice the letter P, and to discuss what food group a pumpkin comes from.

### **Supplies:**

Provided:

- ❑ Pumpkin Color poster (available at [www.firstschool.ws/t/alpha3\\_pumpkinc.htm](http://www.firstschool.ws/t/alpha3_pumpkinc.htm))
- ❑ “Pumpkin is from the Vegetables and Fruit Group”
- ❑ Pumpkin Coloring Sheet (available at [www.first-school.ws/t/alpha3\\_pumpkinbw.htm](http://www.first-school.ws/t/alpha3_pumpkinbw.htm))
- ❑ Pumpkin poem sheet (On the web: [www.dltk-kids.com/t/fall/bpumpkinpoem.html](http://www.dltk-kids.com/t/fall/bpumpkinpoem.html))
- ❑ Pumpkin song list sheet (available at [www.firstschool.ws/theme/mini\\_theme/pumpkins.htm](http://www.firstschool.ws/theme/mini_theme/pumpkins.htm))

### **What to do:**

1. Hand out the Pumpkin Color Poster
2. Ask the children to identify the colors on the Pumpkin Color poster
3. Ask what food group a pumpkin comes from? Review the “Pumpkin is from the Vegetable and Fruit Group” Worksheet.
  - Ask the children what other foods fall into the vegetable and fruit group?
4. Distribute the Pumpkin Coloring sheet, make sure children have orange, brown and green crayons or markers. Children will color the pumpkin in other colors and that is ok. The main thing is that children understand what color the pumpkin really is.
5. Demonstrate how to draw the letter “P” and encourage the older children to trace and color the large upper and lower case letter on the Pumpkin Coloring sheet.
6. Encourage the children to color the rest of the image on the Pumpkin Coloring sheet.
7. Read the “Pumpkin Poem” to read to the children.
8. (Optional): Include a selection of songs to sing with the children. See the Pumpkin song list sheet.

### **Taking the message home:**

Children can take home the pumpkin coloring page, Pumpkin is from the Vegetable and Fruit Group Worksheet, Halloween Pancakes Recipe, Handwashing Poster.

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

# HALLOWEEN PANCAKES



## Supplies:

- ◆ Large bowl
- ◆ Sifter
- ◆ Medium bowl
- ◆ Spoons
- ◆ Measuring cup
- ◆ Teaspoon/ Tablespoon
- ◆ Griddle or heavy skillet
- Paper plates (1 per child)
- Plastic utensils, fork and knife (1 per child)
- Napkins (1 per child)
- Plastic cups (1 per child)

## Grocery List

- ◆ All purpose flour (1 cup)
- ◆ Baking powder (1 tsp)
- ◆ Salt (1/2 tsp)
- ◆ Pumpkin pie spice (1 tsp)
- ◆ Egg (1)
- ◆ Canned Pumpkin puree (not pie filling) (2 cups)
- Molasses or honey (1/2 cup)
- Buttermilk or milk (3-4 tbsp)
- Unsalted butter or margarine (2 tbsp)

## Instructions:

1. In a large bowl, sift together flour, baking powder, salt and pumpkin pie spice. Set aside.
2. In another bowl, beat egg slightly. Add pumpkin puree, molasses or syrup, milk or buttermilk and melted butter or margarine. Mix until smooth.
3. Blend in dry ingredients all at once. Mix until batter is smooth. Allow batter to rest for 30 minutes or more.
4. Add additional tablespoon of buttermilk or milk if batter is too thick.
5. To make pancakes, spoon a heaping tablespoon of batter onto a lightly greased preheated griddle or heavy skillet. With the back of the spoon, flatten batter to about 1/2-inch thickness. Cook slowly until bubbles appear on top and bottom is golden brown. Lift edges to check. Turn and cook until other side is golden brown.
6. Place on a platter and set platter in a warm oven. Continue making pancakes until all batter is used. Makes about 24, 3-inch pancakes. Garnish with yogurt, fruit or serve with a small amount of syrup.

# Pumpkin is from the Vegetable and Fruit Group

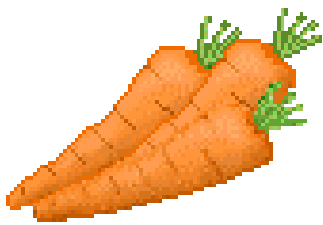


The color Orange tells us that the pumpkin is filled with vitamins (beta carotene and vitamin A).

Vitamins are good for  
growing a healthy body.



What other fruits or vegetables are the color orange?



Carrots



Orange



Peach

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# Pumpkin Song List

Mr. Pumpkin (tune: Where is Thumkin or Frere - Jacques)

Mr. Pumpkin, Mr. Pumpkin

Round and fat. Big and Round.

Harvest time is coming. Harvest time is coming.

Yum, yum, yum.

That is that!

Pumpkin Song (tune: I'm a little teapot)

I'm a little pumpkin

Orange and round.

Here is my stem

There is the ground

When I get all cut up

Don't you shout!

Just open me up

And scoop me out

Pumpkin Song (tune: Have you ever seen a lassie?)

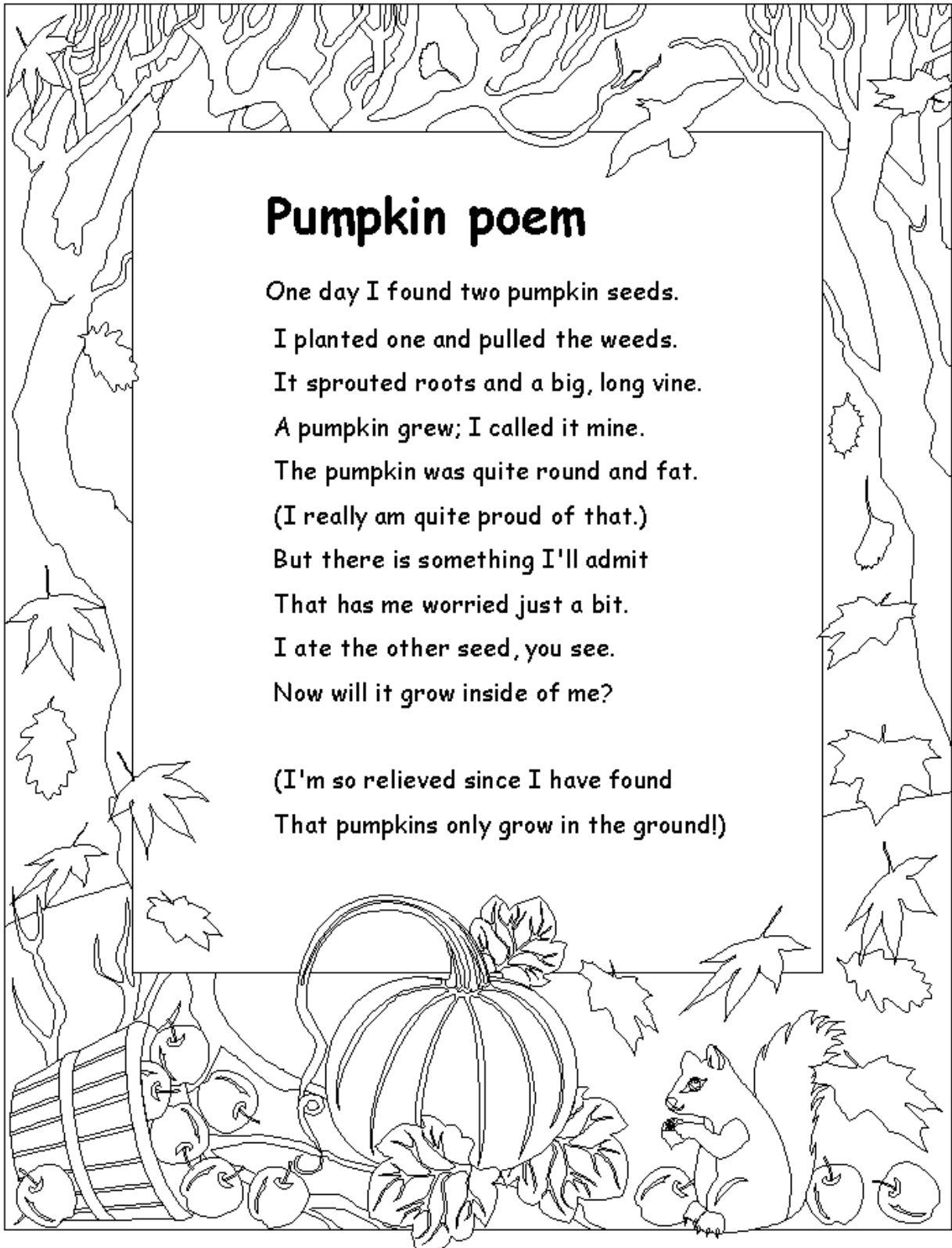
Have you ever seen a pumpkin, a pumpkin, a pumpkin,

Have you ever seen a pumpkin that grows on a vine?

A round one, a tall one, a fat one, a small one.

Have you ever seen a pumpkin that grows on a vine?

Find songs at: [www.firstschool.ws/theme/mini\\_theme/pumpkins.htm](http://www.firstschool.ws/theme/mini_theme/pumpkins.htm)



## Pumpkin poem

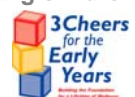
One day I found two pumpkin seeds.  
I planted one and pulled the weeds.  
It sprouted roots and a big, long vine.  
A pumpkin grew; I called it mine.  
The pumpkin was quite round and fat.  
(I really am quite proud of that.)  
But there is something I'll admit  
That has me worried just a bit.  
I ate the other seed, you see.  
Now will it grow inside of me?

(I'm so relieved since I have found  
That pumpkins only grow in the ground!)

Find this picture at: <http://www.dltk-kids.com/t/fall/bpumpkinpoem.html>

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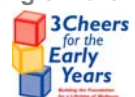
Pumpkin pumpkin

Find picture at: [http://www.first-school.ws/t/alpha3\\_pumpkinbw.htm](http://www.first-school.ws/t/alpha3_pumpkinbw.htm)

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# TAKE HOME RECIPES

## Shamrock Shakes

(St. Patrick's Day theme)

### Ingredients

- ✓ 2 cups milk
- ✓ 2 cups lime yogurt
- ✓ 2 ripe bananas
- ✓ Optional green food coloring
- ✓ Blender

### Directions

- 1) Put the ingredients in a blender (add a bit of green food coloring if you like to make it a brighter green) and blend until frothy.
- 2) Serve immediately.

**Source:** [www.dltk-holidays.com/patrick/shakes.htm](http://www.dltk-holidays.com/patrick/shakes.htm)

**Note:** This recipe can be adapted for other holidays such as for Valentine by replacing the lime yogurt with strawberry or cherry yogurt and the green food coloring with red

## Sparkly Juice

(Mexican theme)

### Ingredients:

- ✓ 1/2 cup grape juice
- ✓ 1/4 cup orange juice
- ✓ 1/4 to 1/2 cup sparkling juice (carbonated or fizzy)
- ✓ OPTIONAL: orange slice

### Directions:

- 1) Mix ingredients, add ice cube or frozen fruit and serve!

**Source:** [www.dltk-kids.com/world/mexico/nonalcoholic\\_sangria\\_recipe.htm](http://www.dltk-kids.com/world/mexico/nonalcoholic_sangria_recipe.htm)

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## Easy Guacamole Recipe

(Mexican theme)

### Ingredients:

- ✓ 2 ripe avocados
- ✓ 1 small onion
- ✓ 1 clove garlic
- ✓ 1 small tomato
- ✓ 1 1/2 Tbsp lime juice (or juice of 1 fresh lime)
- ✓ salt and pepper to taste

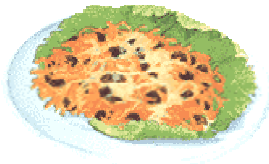
### Directions:

- 1) Peel avocados and remove the pit.
- 2) Peel and mince the onion and the garlic.
- 3) Chop the tomato.
- 4) Mash the avocado in a bowl (fun for the children) and then stir in the remaining ingredients.
- 5) Serve cold with tortillas.

Source: [www.dltk-kids.com/world/mexico/easy\\_guacamole\\_recipe.htm](http://www.dltk-kids.com/world/mexico/easy_guacamole_recipe.htm)

## Carrot and Raisin Sunshine Salad

(summer theme)



(Makes 4 to 6 servings)

### Ingredients:

- ✓ 1 pound carrots (5 to 6) peeled and shredded
- ✓ 1/2 cup raisins (Cut in halves. **Caution: raisins can be a choking hazard!**)
- ✓ 1 carton (8-ounce) vanilla yogurt
- ✓ 4 to 6 iceberg lettuce leaves

### Directions:

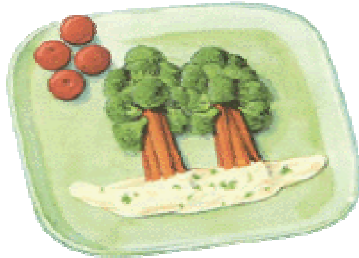
- 1) Mix all ingredients together, except lettuce leaves, in a mixing bowl.
- 2) Cover with plastic wrap and refrigerate for 15 minutes.
- 3) Toss again before serving.
- 4) Serve on lettuce leaves (optional).

Source: [www.dole5day.com/CookBook/Salad\\_CarrotRais.jsp](http://www.dole5day.com/CookBook/Salad_CarrotRais.jsp)

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## Trees In A Broccoli Forrest

(summer theme)



(Makes 4 servings)

### Ingredients:

- ✓ 2 carrots, peeled
- ✓ 3 cups broccoli florets
- ✓ 4 cherry tomatoes (Cut in halves. **Caution: can be a choking hazard!**)
- ✓ 3 tablespoons parsley leaves

### Dipping Sauce:

- ✓ 1/4 cup plain yogurt
- ✓ 1/4 cup light sour cream
- ✓ 2 teaspoons honey (**Caution: some children may be allergic to honey!**)
- ✓ 2 teaspoons spicy brown mustard

### Directions:

1. To prepare dipping sauce, combine yogurt, sour cream, honey, and mustard in a small bowl.
2. Hold carrots against cutting board and trim off ends. Cut each half, crosswise, then lengthwise to make four pieces.
3. Arrange each plate by putting two carrot pieces side-by-side in the center. Arrange broccoli around the carrots forming a cluster. Arrange the tomatoes at the top of the plate. Spoon dip around the base of carrots and sprinkle with parsley.

Source: [www.dole5day.com/CoolBook/Salad\\_BroccForest.jsp](http://www.dole5day.com/CoolBook/Salad_BroccForest.jsp)

## Food Sheep

“Make-it-myself” recipe that children love!

### Ingredients:

- 1 piece of cooked cauliflower (stem removed)
- 3 raisins (Cut in halves. **Caution: raisins can be a choking hazard!**)
- ½ piece of string cheese OR cut out small rectangular pieces of cheddar cheese of equal length
- OR 4 small mini carrots
- 1 tablespoon cheese spread

### Directions:

- Put a piece of cauliflower on the plate
- Cut the ½ piece of string cheese into 4 equal pieces.
- Spread cheese spread over the flat side of the cauliflower.
- Lay out 4 pieces of string cheese to make legs.
- To make the eyes and nose, dip three raisins in the cheese spread and attach to the cauliflower.

**Source:** <http://www.nutritionexplorations.org/educators/lessons/chef-combo/chef-act-noisysheep.asp>

Simple children-friendly recipe ideas

## Cheesy Spiders

(Halloween idea – alternative to candies)

### Ingredients:

- ✓ 8 round crackers
- ✓ 12 thin pretzel sticks
- ✓ 8 raisins (Cut in halves. **Caution: raisins can be a choking hazard!**)
- ✓ 5tbsp. of cheese spread or cream cheese

### Directions:

- 1) Make a cheese sandwich using 1 tbsp of cheese spread or cream cheese and two round crackers.
- 2) Insert three (4) pretzel “legs” into the filling on each side of the cheese sandwich (so there are 8 legs in total).
- 3) Put a dab of cheese spread or cream cheese on two raisins.
- 4) Place raisins on top to make “eyes”.
- 5) Repeat steps 1-4 for all “spiders”!

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

# HAND WASHING

Children should wash their hands before and after meals, snacks or food activities. This is because children often eat with their fingers and hands, which can transfer germs to other children and toys.



## Here are four simple steps for scrubbing those germs away:

1. Wet your hands with water and apply a small amount of soap.

2. Rub your hands together until you see lots of suds (around 10-15 seconds).

To make it fun for the children and to make sure they wash long enough, sing the ABCs or this special song with them (to the tune of London Bridge):

*Wash your hands and clean them well*

*Clean them well, clean them well*

*Wash your hands and clean them well*

*Until the germs are gone.*

3. Rinse the suds off your hands with warm water.

4. Dry your hands with paper towel or a single-use towel.

Source: Circle of Health: A Resource Guide for Early Childhood Professionals, 3 CHEERS for the Early Years, Calgary Health Region, 2004.