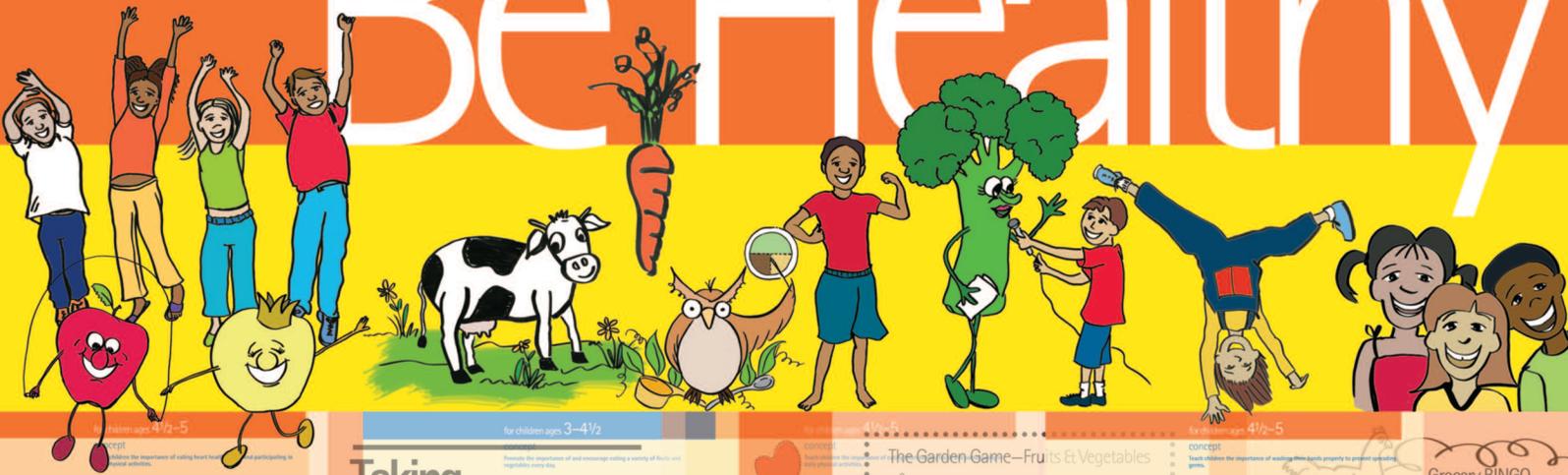


# A Dozen Ways to Be Healthy



## Let's Take a Trip to the Grocery Store

**objectives**

- Children will become aware of the different sections of the grocery store.
- Children will learn where foods come from before they get to the store and where you can find them once they are in the store.

**activities**

- Have the children sit in a circle on the floor and discuss grocery stores with them. The teacher asks, "What is a grocery store?" After going each child a chance to answer, explain, "Supermarkets and grocery stores are the same thing. Grocery stores are places that sell food for us to eat. Supermarkets have lots of aisles with lots of different foods. Today we are going to learn about some of the aisles in the grocery store where the foods come from before they get to the store and where you can find them once they are in the store." Enthusiastically read the book, *A Day at the Supermarket*.
- Ask, "What types of things can you buy from the grocery store?" Give each child a chance to answer. Show examples (bananas, food containers, olive food, etc.) of items bought or seen at the grocery store. Pictures can be taken from magazines, newspapers, or the internet.
- Say, "There are many different sections in the grocery store. There's a fruit and vegetable section (leafy fresh produce), the meat section, the dairy section, frozen food section, canned goods section, and the bakery."

## Taking My Plate Home

**objectives**

- Children will become aware of the different sections of the grocery store.
- Children will learn where foods come from before they get to the store and where you can find them once they are in the store.

**activities**

- Have the children sit in a circle on the floor and discuss grocery stores with them. The teacher asks, "What is a grocery store?" After going each child a chance to answer, explain, "Supermarkets and grocery stores are the same thing. Grocery stores are places that sell food for us to eat. Supermarkets have lots of aisles with lots of different foods. Today we are going to learn about some of the aisles in the grocery store where the foods come from before they get to the store and where you can find them once they are in the store." Enthusiastically read the book, *A Day at the Supermarket*.
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- Say, "There are many different sections in the grocery store. There's a fruit and vegetable section (leafy fresh produce), the meat section, the dairy section, frozen food section, canned goods section, and the bakery."

## Heart Healthy

**objectives**

- Children will become aware of the different sections of the grocery store.
- Children will learn where foods come from before they get to the store and where you can find them once they are in the store.

**activities**

- Have the children sit in a circle on the floor and discuss grocery stores with them. The teacher asks, "What is a grocery store?" After going each child a chance to answer, explain, "Supermarkets and grocery stores are the same thing. Grocery stores are places that sell food for us to eat. Supermarkets have lots of aisles with lots of different foods. Today we are going to learn about some of the aisles in the grocery store where the foods come from before they get to the store and where you can find them once they are in the store." Enthusiastically read the book, *A Day at the Supermarket*.
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## The Garden Game—Fruits & Vegetables

**objectives**

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- Children will learn where foods come from before they get to the store and where you can find them once they are in the store.

**activities**

- Have the children sit in a circle on the floor and discuss grocery stores with them. The teacher asks, "What is a grocery store?" After going each child a chance to answer, explain, "Supermarkets and grocery stores are the same thing. Grocery stores are places that sell food for us to eat. Supermarkets have lots of aisles with lots of different foods. Today we are going to learn about some of the aisles in the grocery store where the foods come from before they get to the store and where you can find them once they are in the store." Enthusiastically read the book, *A Day at the Supermarket*.
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## Grocery BINGO

**objectives**

- Children will become aware of the different sections of the grocery store.
- Children will learn where foods come from before they get to the store and where you can find them once they are in the store.

**activities**

- Have the children sit in a circle on the floor and discuss grocery stores with them. The teacher asks, "What is a grocery store?" After going each child a chance to answer, explain, "Supermarkets and grocery stores are the same thing. Grocery stores are places that sell food for us to eat. Supermarkets have lots of aisles with lots of different foods. Today we are going to learn about some of the aisles in the grocery store where the foods come from before they get to the store and where you can find them once they are in the store." Enthusiastically read the book, *A Day at the Supermarket*.
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PLANS, GOALS, OBJECTIVES, ACTIVITIES, MATERIALS LISTS, RESOURCES, TEMPLATES, RECIPES, SONGS, GAMES, PARENT INFORMATION



# 12 Plans a Year!

This publication provides easy-to-follow lesson plans to child care providers participating in the Child Care Food Program. The main focus of the 12 lesson plans is to teach nutrition and physical activity throughout the year.

The following calendar of health observances may help you determine the order that you conduct the lesson plans. You may wish to begin in January and finish in December. Another option is to start with the beginning of the school year—start in August and finish in June. You can teach one lesson a month or more—whatever fits your calendar the best. Many lessons reference the *Choose MyPlate* lesson plan so it is recommended to do this one first.

## The Healthy Kids Calendar

### JANUARY

National Bean Day: Try a taste test with different kinds of beans!  
National Oatmeal Month: Try topping oatmeal with chopped apples or banana instead of brown sugar.

### FEBRUARY

National Children's Dental Health Month: Encourage healthy smiles with lesson 10!  
National Snack Month: Snack smart with lesson 8!

### MARCH

National Nutrition Month  
National Sauce Month: Use a few healthy sauces (hummus, yogurt, bean dip) for the children to dip whole grain crackers or vegetable sticks.

### APRIL

Earth Day: Enjoy the spring weather and get outside to celebrate!  
National Garden Month: Teach the children about gardening with lesson 9

### MAY

National Herb Week: Have a "smell test" with herbs like mint, lemon thyme, pineapple sage, or basil.  
National Strawberry Month: Make a smoothie with frozen strawberries and low-fat milk for a cold treat!

### JUNE

National Dairy Month: Try lesson 6!  
National Fresh Fruit and Vegetable Month

### JULY

National Blueberries Month  
National Picnic Month

### AUGUST

National Farmers Market Week  
National Peach Month

### SEPTEMBER

National Child Obesity Awareness Week  
Whole Grains Month: Ride the Whole Grain Choo-Choo Train in lesson 3!

### OCTOBER

National Apple Month: Try lesson 5!  
National Farm to School Month: Start or expand your Farm to Preschool program!

### NOVEMBER

National Pepper Month: Have a tri-color bell pepper taste test!  
Thanksgiving: Make half of your plate fruits and vegetables with lesson 1!

### DECEMBER

Hand Washing Awareness Week: Try lesson 12!  
Tropical Fruits Month: Mix up a tropical fruit salad with pineapple, mango, bananas, and oranges!

The Child Care Food Program offers a sincere thank you to the following people who contributed their time, expertise, and creativity to develop this nutrition education resource:

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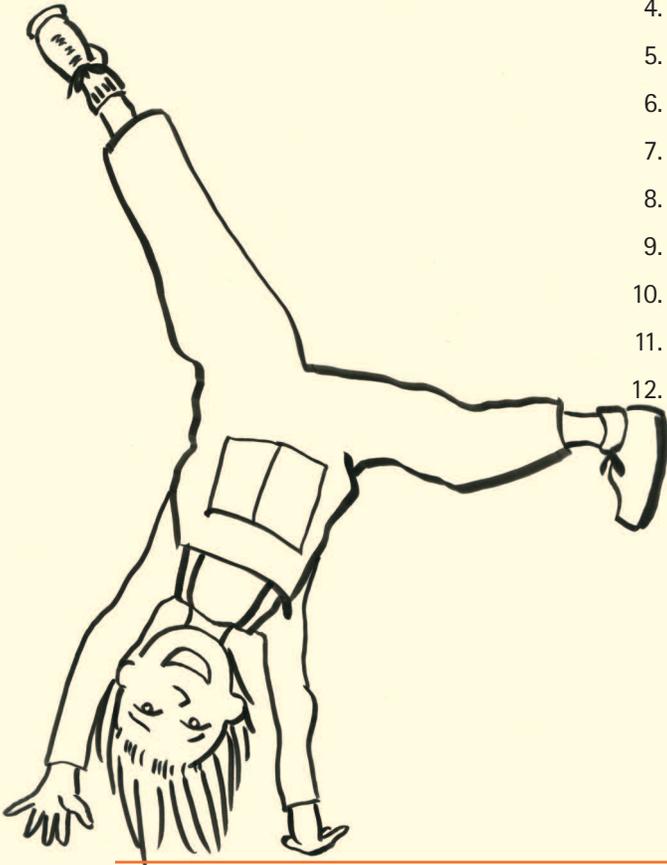
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# Things to Remember When Teaching Young Children

## Children's Age, Ability, and Behavior

**Keep in mind that age does not necessarily reflect the child's learning ability.** Thus, the teacher should use his/her better judgment to decide whether it is appropriate to divide children into groups by age or level of development. Some four-year-olds may be more comfortable working with three-year-olds whereas those more developed may be more suited for working with five-year-olds.

■ If the activities with 3 year olds are too easy, their attention might wander because they are not being challenged to learn. If this is the case, these children should work with the older age group.

■ If the more advanced lessons are too challenging for some of the older children, their attention may also stray. Invite these children to work with the younger group for that particular lesson.

**Make the transition from one group to the next easy and unpronounced.**

■ Let the children know they are switching groups because the teacher thought they would enjoy the other activities better.

■ Parents have more concern for such transitions than do the children, so it is important for the teacher to put the parents at ease.

**All adults who take care of children should note two important facts about behavior.**

■ Boys have a tendency to get more attention than the girls in the classroom, especially when the teacher is female.

□ Teachers should notice if they have the tendency to give more attention to one group of children. If so, they can work toward treating boys and girls more similarly as they interact with them.

□ It is generally acknowledged that boys learn through competitive activities, while girls learn better through cooperative activities.

□ Working with young children provides an opportunity to introduce these two types of activities to both sexes so they can learn from both styles.

□ On average, learning activities are more competitive oriented so girls might not perform as well or with as much confidence as boys.

□ It is a good challenge for teachers and parents to monitor their biases and eliminate them as much as possible.

■ Children who have a tendency to make more noise in the classroom often get more attention from teachers.

□ Teachers should make sure that quieter children who sit or play alone get the important attention that all children deserve.

## You are the ROLE MODEL.

Ask yourself, "What are my eating habits?" and "What is it that I do for physical activity?" As adults, we need to make sure that we are practicing the same habits we are asking the children around us to practice.

**Children copy the way their parents and teachers act, think, and talk.** Children are much less likely to smoke, for example, if their parents do not smoke. Keep in mind:

- Adults can easily forget how their actions affect children.
- Adults can easily misjudge the amount of information children retain at young ages.

As parents and teachers, we need to remember to "practice what we preach" by being good examples for children.

## Children Love to REPEAT Things

Repeating new words and ideas is one of the best ways children from birth to 6 years old remember and learn.

- Repetition helps them learn how to pronounce words correctly. This is why children like to read the same book over and over again, even if it is boring for adults!
- Repetition should be incorporated throughout a lesson plan for young children.

## Emphasize POSITIVE WAYS to Talk and Act

Parents and teachers should tell children what they want them to do rather than what they don't want them to do.

- When a child is talking too loudly for example, the teacher can say, "Please talk quietly" rather than, "Do not talk so loudly."
  - From "Do not talk so loudly," children mainly hear the word, "loudly."
  - From "Please talk quietly," children mainly hear the word, "quietly."
  - Very young children rarely pay attention to words like, "not" or "but."

Teaching children positive ways to eat and move is also a better approach than focusing on the negative.

**EXAMPLE:** We do not want them to think it is wrong to eat a piece of cake or a cookie once in a while or to be still (inactive) at different times during the day.

## Listen, See, and Do Things

Increase opportunities for children to learn by having them listen while the teacher shows pictures of the subject being taught.

- This is the same activity as children playing "show and tell" at school.
- Children remember more of what they are taught when we show and tell them what they are learning.

**EXAMPLES:** Say the new word, spell it aloud, and write the word on the board for children to see what it looks like. Show photos or drawings of different fruit while describing each one and its taste.

Expand the "show and tell" idea by including the children in activities related to the new subject being taught.

**EXAMPLE:** Talk about an apple, show the children what a real apple looks like, and cut it into slices for the children to taste. Ask the children to draw or color a picture of an apple.

## Teach Children New Things that Go Along with What They Already Know

Easier and possibly faster ways to have children learn is by introducing new ideas that go along with those they already know.

**EXAMPLE:** Fruit, a new subject for young children, can be taught through "food," a word and idea they already know. Ask children about their favorite foods and tell them that a specific group of food is called "fruit." Once children are familiar with the idea of fruit, specific kinds of fruit, such as apples or oranges, can be introduced to them.

## Gradually Introduce New Words and Concepts

**When teaching children new words and concepts, choose words that are within their level of understanding.** Words that are too difficult to understand can frustrate children and make them feel disappointed in themselves.

**EXAMPLE:** "Avocado" may be a new and difficult word for children to understand.

**New words need to be slowly introduced to children through repetition, listening, seeing, and doing.** Words taught too quickly makes learning more difficult, which can cause frustration and disappointment.

## Self-Esteem and Confidence

**An important way to help children build self-esteem is by encouraging them to be proud of themselves and what they do.** Young children build personal confidence when parents and teachers encourage them to congratulate themselves by clapping their hands or hugging themselves.

**By repeating activities a few times each week, children are more likely to learn and remember long term.** Through their successes, they develop self-esteem.

## Reminders for All Adults

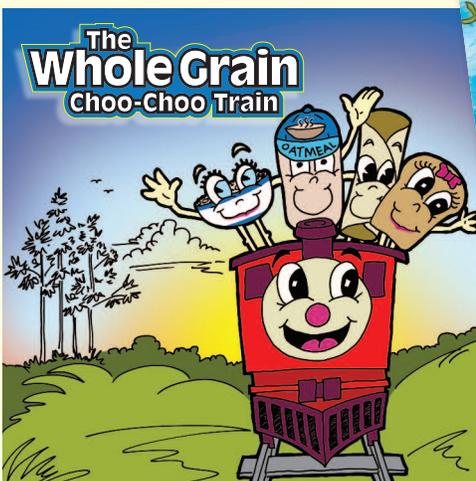
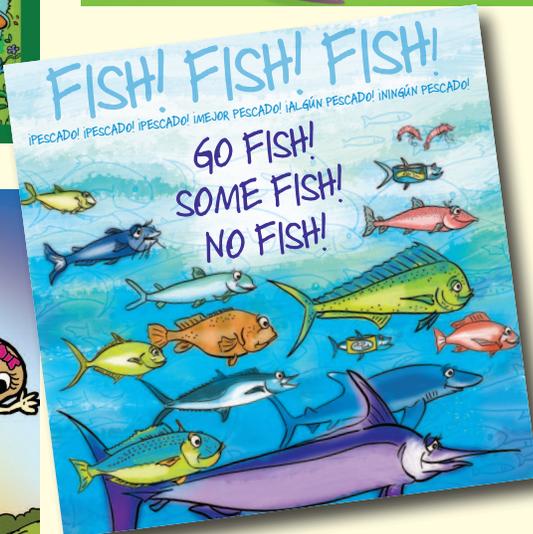
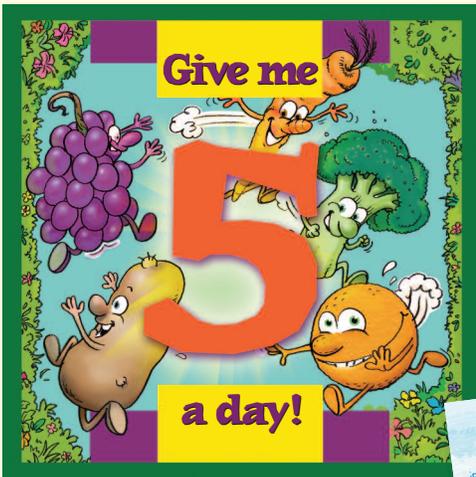
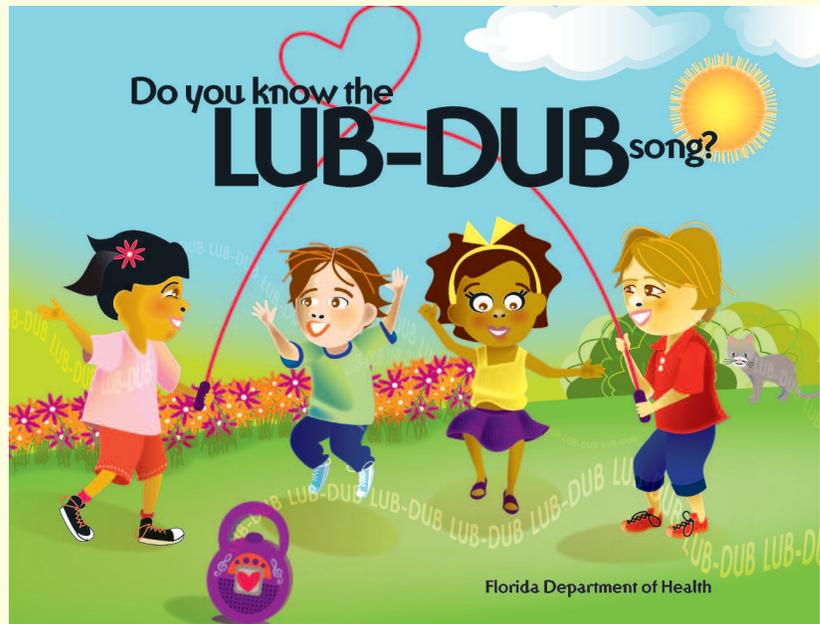
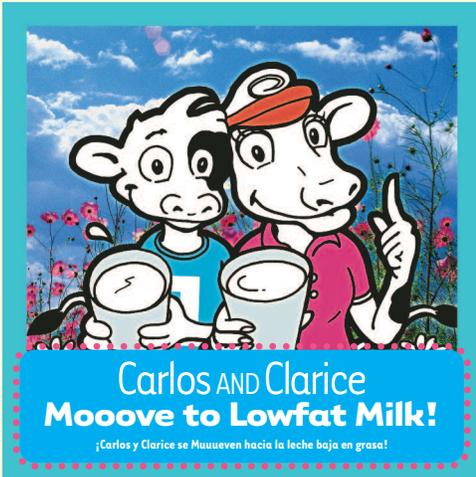
- For many young children, the concepts included in a lesson plan are being explained for the first time.
- When taught similar principles, younger children might have a harder time grasping some concepts than the older children.
- Adults who teach younger children should give themselves credit for taking on such educational challenges. You are laying the foundation for these concepts so children will be more likely to maintain these principles as they grow older.
- The dialogue written in a lesson plan is designed to help teachers communicate concepts and principles to the children. However, the teachers have the flexibility, if they wish, to change the dialogue as they see fit.

- Adults coordinating the activities for the lesson plans should make sure that only school arts and crafts materials that are labeled non-toxic are used.
- The lesson plans have been cross-referenced with the Voluntary PreKindergarten Education Standards (see Appendix).

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4. USDA Health and Human Service, *Caring for Our Children: National Health and Safety Performance Standards*. (2002)

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# Lesson Plan Evaluation

Please take a few minutes to complete this form for each lesson plan taught. Your feedback is very important to us.

LESSON PLAN TAUGHT:

---

DATE(S) LESSON PLAN WAS CONDUCTED:

---

FACILITY NAME (OPTIONAL):

---

INSTRUCTOR (OPTIONAL):

---

USEFULNESS OF LESSON PLAN	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Topic					
Format					
Activities					
Handouts					
Overall Usefulness					

What did you like best about the lesson?

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What could be done to improve it?

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How have the children's attitudes about nutrition or physical activity changed as a result of the lesson plan?

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Other comments or suggestions?

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Please fax completed form to 850.414.1622 or mail to: Florida Department of Health, Child Care Food Program; 4052 Bald Cypress Way, Bin A-17; Tallahassee, FL 32399 (phone, 850.245.4323).