

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY BULLETIN

NORTH CAROLINA CHILD CARE HEALTH AND SAFETY RESOURCE CENTER

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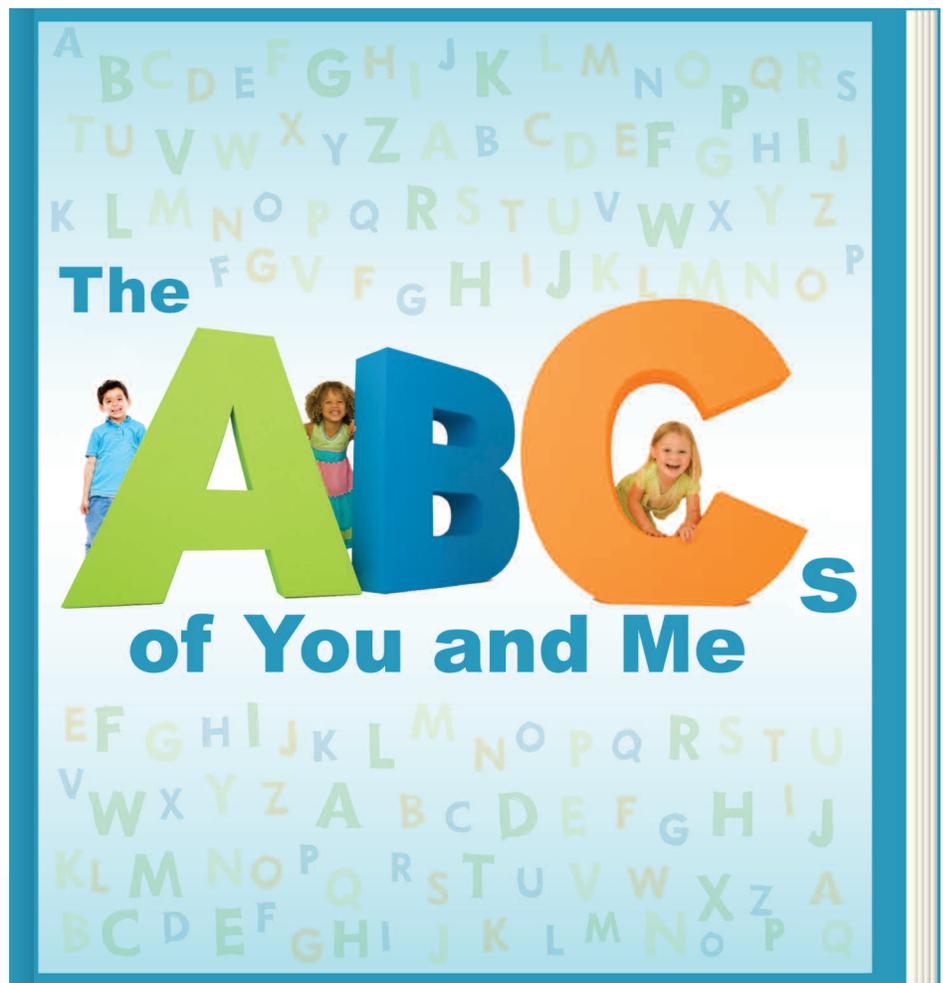
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The NC Child Care Health and Safety Resource Center promotes safe and healthy environments for children in child care settings. Project Director: Dr. Jonathan Kotch, MD, MPH, FAAP.

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The *ABCs of You and Me* is an invitation to early educators in North Carolina to complete the alphabet book using activities around the themes of nutrition and physical activity. Try at least one activity for the letters A through J, found on pages 2 through 11 of this Bulletin. Complete the rest of the alphabet with activities of your own. Document the activities with photos, graphics, and words. Laminate the pages and bind them into a book. Children and families will enjoy reading it over and over again.

Don't miss out!

Send us a copy of one of the pages from your book, along with a description of how to do the activity. Some of the activity ideas will be shared with early educators in future issues of the Bulletin. The first fifty people submitting activities will receive a gift. Send your activities to: NC Child Care Health and Safety Resource Center, Children and Youth Branch, 1928 Mail Service Center, Raleigh, NC 27699-1928.



Apricot, apricot
Small and round,
Sitting on my plate,
A small, orange mound.

Apricot, apricot
One little bite,
Apricot, apricot
You're alright!



For Families: Nutrients in apricots help protect hearts and eyes and add fiber to a person's diet. Add apricots at breakfast, lunch, or dinner.

- Slice fresh or dried apricots and add them to cereal or pancakes.
- Diced dried apricots give a Middle Eastern flavor to chicken or vegetable stews.
- Fresh apricots add flavor and color to a green salad.

For Educators: Apricots are an excellent source of vitamin A, a powerful antioxidant that protects the eyes. Vitamin A helps stop free radical damage to the blood supply to the eyes, which can cause macular degeneration, a disease that impairs central vision. A high intake of vitamin A reduces women's risk of developing cataracts by up to 40%.



References:
The World's Healthiest Foods, George Mateljan Foundation. *Apricots*. Retrieved June 18, 2012 from www.whfoods.com/genpage.php?tname=foodspice&dbid=3

The Children's Hospital of Philadelphia. *Nutrition in the Kitchen*. Retrieved June 15, 2012 from www.chop.edu/service/healthy-weight-program/cookbook-of-healthy-recipes.html



Ahh...Apricots



For many children apricots may be a new food. Some children will be eager to try apricots and others will refuse them. Each time apricots are served they look a little more familiar and appealing to reluctant eaters. It may take offering apricots ten times or more before those children decide they like them. Ask children to try a bite or two when they are served.

Preschool Chefs

Slightly Sweet Ingredients

- 1/4 cup raisins
- 1/4 cup chocolate chips
- 1/4 cup Cheerios or Wheat Chex
- 1/4 cup low-fat granola

Slightly Salty Ingredients

- 1/2 cup mini pretzel sticks or squares
- 1/2 cup goldfish crackers
- 2 Tablespoons sunflower seeds
- 2 Tablespoons peanuts or soy nuts

Let preschoolers be the chefs. Set up a cooking center with a limit of 4 children. Supply it with ½ measuring cups, tablespoons, zip-lock baggies, plastic gloves and the ingredients listed above. Each child starts with a plastic baggy. Then they put on plastic gloves and add ¼ cup dried apricots to their bag. One by one they pick four slightly sweet or slightly salty ingredients to mix with the apricots in their baggies. For the best-tasting snack, they should pick ingredients from both groups. Eat outdoors on a Teddy Bear's Picnic!



Let's Look Inside!

Bring in two of each of these fruits: apricots, apples, grapes, oranges, and plums. Ask the children to compare the color, shape, and size of the fruits. Then with each type of fruit, cut one piece in half lengthwise and the other in half widthwise. Discuss what children notice: color, texture, arrangement of seeds, type of seeds, smell. Ask them, "What do you think the seeds are for?" "Which fruits have you eaten? Which ones did you like?" Extend the activity: Ask the children to pick a fruit and draw what the inside of their fruits looks like when cut lengthwise and widthwise.



Children's Books

Apricots at Midnight by Adele Geras 2011

Eating the Rainbow by Star Bright Books 2009

Apricot ABC by Miska Miles 1969



Weeble Wobble.....Getting My Balance!

Balance is the even distribution of weight enabling someone to remain upright and steady. Children begin to develop balance in early infancy. Newborns try to gain control of their bodies, first by holding up their heads and then by sitting. "Tummy time" improves neck and upper-body strength, and offers an opportunity for visual tracking from a new perspective. Infants balance as they lift themselves off the floor.



Include a variety of activities daily to improve young children's strength and balance. Sing songs and recite nursery rhymes to keep the children's attention and make balancing fun. Encourage them to problem solve. "Did you know that arms help with balance?" Weeble Wobble.....Here they go!

Dance to the Music

Hold and support an infant while slowly moving him up and down, round and round to the music. Sit on the floor and rock him backwards and forwards gently.

Beanbag Balance

- Place a beanbag on a child's head.
- Encourage her to walk from across the classroom or outdoor space without dropping the beanbag.
- Offer a hand to help balance wobbly bodies. Extend the activity: Vary the motion. Walk slowly and quickly, in different directions (forward, backward, or sideways) and in different pathways (straight, curving, and zigzagging). Try balancing the beanbag on other body parts: hand, shoulder or elbow.
- For additional fitness activities for young children, visit: www.fitness.gov/Reading_Room/Kidsinactionbook.pdf



Balancing Act

Encourage children to walk along a foam balance beam or taped line on the floor. Too easy? Have children come up with ideas to add challenge. What about walking with a plastic plate on their heads? Walk backwards or with a ball on a paddle. As children practice controlling their bodies, they can balance more easily. They begin to understand the concept in a scientific way. "How can you add objects on a balance scale and keep it balanced?"

Now put your arms down low
And stretch your neck up high,
Like a tall giraffe with
his head in the sky.

Then bend your body down
And put your arms back flat,
Just like a cuckoo bird
or a super jet, yeah.

Now spread your legs out wide,
Pointing your hands up high.
Make a mountain like that
In the Balancing Act.

~ *The Balancing Act* by Kevin Quinn

For Families: Watch children steady themselves when they are unstable. Balancing promotes body awareness, coordination, and concentration. Start with basic balancing tasks. See who can stand on one foot. For how long? Then walk along a straight line, next a curvy one. Add an object, or two, to carry. Join in the family balancing act!



For Educators: Support family involvement in physical activity. Send home materials that promote balance, such as homemade ribbon sticks, jump ropes, and hoops. Offer ideas for using the materials. Host family events that include music and movement. Set up activity centers such as an obstacle course. Suggest ways to repeat the activities at home.

References:

Iowa State University, University Extension. Growing Up Fit Preschool Fitness Activities. Retrieved June 10, 2012 from www.extension.iastate.edu/Publications/PM1359B.pdf

National Association for the Education of Young Children. Tots in Action on and Beyond the Playground. Retrieved June 1, 2012 from www.naeyc.org/files/naeyc/Tots_In_Action_Playground.pdf

Children's Books

Balancing Act by Ellen Stoll Walsh 2010

Little Yoga: A Toddler's First Book of Yoga by Rebecca Whitford 2005

Ten Apples Up On Top! by Theodore Lesieg (Dr. Seuss) 1961





What's Your Name?

Mary Jane

What's your number?

Cucumber

Where do you live?

Down the lane

What's your address?

Watercress

What's your shop? Lollipop.

~ Traditional English Children's Song

For Families: Make a healthy and refreshing cucumber dip.

Ingredients:

- 1/4 cup shredded cucumber
- 1 cup plain low-fat yogurt
- Fresh (or dried) dill
- Salt and pepper to taste

In a mixing bowl, stir the cucumber into the yogurt. Add chopped dill, then salt and pepper to taste. Serve immediately with favorite veggies. Refrigerate any extra in a sealable plastic container and enjoy it later.



For Educators:

Cucumbers are low in calories and fat. They are a valuable source of conventional antioxidants including vitamin C, beta-carotene, and manganese. With 96%

water content, cucumbers help in keeping the body hydrated and regulating body temperature. Eating them also helps in flushing toxins from the body.

References:

Family TLC. *Cucumber Crocodiles*. Retrieved June 20, 2012 from www.familytlc.net/issues/august2011/cooking_4_103.html

Nick Jr. *Cucumber Yogurt Dip*. Retrieved June 20, 2012 from www.nickjr.com/recipes/cucumber-yogurt-dip.jhtml

TLC. *Garden Activities for Kids*. Retrieved June 20, 2012 from <http://tlc.howstuffworks.com/family/garden-activities-for-kids10.htm>



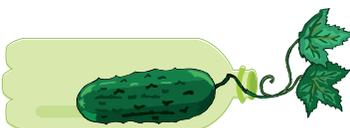
Cool as a Cucumber!



Cucumber in a Bottle

Growing cucumbers is a good beginning gardening activity for children. Once the plant is a seedling, add a little challenge. Try growing a cucumber in a bottle. It might take several tries but eventually one cucumber grows to full size!

1. Place soil in a pot and then sow the cucumber seeds. Place the pot in sunny window. Keep the soil moist.
2. Once tiny cucumbers start to develop, take a two-liter plastic soda bottle and poke several holes in it.
3. Gently insert one cucumber through the bottle's top. Keep the cucumber attached to the vine, which supplies the cucumber with water and nutrients.
4. Place the bottle on its side under some cucumber leaves. The small "cukes" will wilt from too much sun.
5. Water the plant every few days.



Questions to ask the children:

- How long is the cucumber? How tall? Did it fill the bottle?
- Why did this cucumber die (or live)?

Cucumber Crocodiles

Five little monkeys swinging in the tree.

Teasing Mr. Crocodile,

"You can't catch me, You can't catch me"

Along comes Mr. Crocodile, as quiet as can be...



Assist children as they practice fine-motor skills and prepare an edible veggie treat! Yum, Yum, crocodiles!

Materials: cucumber, red pepper or tomato, child-safe plastic knives.

1. Wash hands.
2. Help each child cut a thin slice off one end of a cucumber.
3. Cut a wedge for a mouth, placing a bit of red pepper or tomato inside for the tongue.
4. Place two bits of tomato or red pepper "eyes" above the mouth.
5. Guide each child as they cut ridges along the back of the cucumber crocodile.
6. Time to eat! Add cucumber dip – a pond for dunking and eating.

Questions to ask the children:

- What is your favorite vegetable? What animal could we turn that vegetable into?
- What other vegetables could we use for the crocodile's face?
- What colors are these vegetables?



Children's Books

Cool as a Cucumber (Things I Eat series) by Sally Smallwood 2005

Cucumber Soup by Vickie Leigh Krudwig 1998

The Vegetables We Eat by Gail Gibbons 2008



Dancing...Delightful!



Children move to get from place to place, to communicate, or simply because it feels good. Whenever children make consciously structured movement for its own sake, they are already dancing. Most children begin to dance before they can talk.

Dancing involves the arms, hands, legs, feet, trunk and head. Encouraging children's ability to dance helps them develop strength, endurance and coordination. By responding to music and following directions, they learn control of their bodies, as well as critical thinking and social skills.

Anyone, including those with physical and developmental disabilities, can participate in dance activities with a little help and creativity.



Choose fun, appropriate music with a catchy rhythm or varied beats for slow and fast dance movements. Add props like scarves, hula hoops and musical instruments.

- Sing familiar nursery rhymes with infants and young toddlers. Add simple motions and help them **move to the music**. Provide small, safe instruments or noise makers so they can make music. Have toddlers and preschoolers copy motions made to music. For example, "Sway back and forth like a tree. Slither like a snake. Jump like a kangaroo. Now spin in a circle." Then have the children invent their own dance moves. Ask children, "What parts of your body danced?" Talk about how it feels to dance.
- Moving with **imaginary limitations** creates a cognitive problem for children to solve. Have the children dance with one hand "glued" to the floor or a neighbor.
- Create a "**dance words bank**." Encourage the children to use different words to describe their dance moves, such as wiggle, twist, bend, shake, etc. Write these words down in one column, along with moveable body parts in another column. Have children select one word from each column to try new dance moves



Through dance, children keep their whole bodies active and they discover how to move their bodies when alone and with others.

Children's Books

The Human Alphabet by Pilobolus and John Kane 2005

How Can You Dance? by Rick Walton and Ana Lopez-Excriva 2001

Giraffes Can't Dance by Giles Andreae and Guy Parker-Rees 2001

"Dancing is just discovery, discovery, and discovery."

~ Martha Graham



For Families: Instead of watching TV after dinner, turn on the music and do some dancing. Young children usually love music. They have favorite songs and can often keep a steady beat. Parents can encourage this skill by clapping or tapping to music and asking children to join in. Listen for beats in everyday sounds and encourage movement.

For Educators: Be prepared to adapt dancing activities for children with special needs. Focus on the child's strengths and include prompts for body parts he or she can move. Children with less mobility can participate by sharing their favorite music from home, or tapping out their rhythms on a drum.

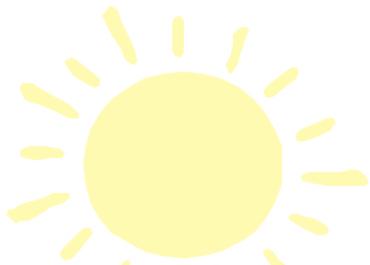
References:

KidsHealth.org. *Introducing Preschoolers to Music*. Retrieved June 4, 2012 from http://kidshealth.org/parent/growth/learning/preschool_music.html

Marigliano, Michelle and Russo, Michele. *Moving bodies, Building minds: Foster Preschoolers' Critical Thinking and Problem-solving through Movement*. Young Children. NAEYC, September, 2011.

National Dance Organization. *Standards for Dance in Early Childhood*. Retrieved June 6, 2012 from www.ndeo.org/content.aspx?page_id=22&club_id=893257&module_id=55419





There are no seven wonders of the world in the eyes of a child. There are seven million.

~ Walt Streightiff

For Families:

Most children love water and wet sensations. For outdoor water fun, find some safe household or backyard items. Put out bins of water so that children can wash, rinse, dunk and splash these items.



Let children see what happens when a leaf, a rock or a sponge gets wet. Supervise water play carefully, and make sure children wear clothes that allow them to get wet.

For Educators: Start exploring outdoors and then move indoors to avoid the heat. Place a hula hoop over a piece of ground to focus children's attention, and give them

magnifying glasses to examine what they find there. Children can explore nature from indoors by watching a bird feeder, looking at picture books, or helping to grow potted plants.



References:

Garish, Molly. *Scavenger Hunts Encourage Learning*, Teaching Young Children; 2011 April/May 4:4

Kidshealth.org. *Safe Exploring for Toddlers*. Retrieved July 5, 2012 from <http://kidshealth.org/parent/growth/learning/exploring.html>

Kidshealth.org. *Safe Exploring for Preschoolers*. Retrieved June 29, 2012 from http://kidshealth.org/parent/growth/learning/preschool_explore.html?tracking=P_RelatedArticle



EXPLORING

Children begin to explore from a very young age. Exploring is how they learn about the world. It builds intelligence, social skills and physical abilities. Encourage children's curiosity by providing a safe and inviting learning environment.



One way to encourage safe exploration is through a scavenger or "treasure" hunt. For infants and young toddlers, the hunt can be as simple as playing a game of peek-a-boo or "finding" a favorite toy hidden under a blanket.

Give toddlers a chance to hold, touch or even taste everyday items. For example, put out a bowl of whole fruit or scatter the fruit round the room for toddlers to find. Ask toddlers simple questions like "What color is that apple? Is that orange big or little?"

For preschool children, gradually increase the complexity of the hunt, based on their developmental abilities.

- Create a list of clues that encourage problem solving. For example, find five things that are alike and one that is different (five pebbles and one leaf).
- Give children a small container. Ask the children to find things that fit inside: a leaf, a blade of grass, a rock, a flower, etc. Try putting them in a different container. Did they fit? This simple, fun task encourages thinking skills.
- After the hunt, encourage children to compare their items. They exercise their minds when they learn to organize by size, shape and color.
- Save the found objects to use in craft projects. Offer pencils to trace objects; glue to create a collage or decorate a box. Encourage children to determine how they want to use their objects at the art table.



Be open to new ideas. Let children lead the way, and share what they discovered on their own. A scavenger hunt starts with a list, and who knows where it will end.

Children's Books

ABCs Naturally: A Child's Guide to the Alphabet Through Nature by Lynne Smith Diebel 2003

Peek-A Who? by Nina Laden 2000

Treasure Hunt Can You Find Me? by Roger Priddy 2008



Fun with Figs – The Flowery Fruit



Considered a fruit, the fig is actually a flower inverted into itself. The tiny flowers produce seeds inside the fruit, which give figs their unique crunchy texture when eaten. They are the only fruit to ripen on the tree. They are tasty eaten fresh, canned, preserved, stewed, or dried.

Taste a Fig

Set up a tasting station in the science center with a variety of dried and fresh figs. Include a number of varieties, including: Black Mission, Brown Turkey, Calimyrna, Celeste, and Kadota, Encourage children to describe the color, shape, size, texture and taste of the fruits.



1. Show the children what the dried fruit looks like. Use photos or fresh figs to match the dried fruit to its original fresh fruit.
2. Slice the figs in half. Show the children the different varieties. Have children note the color, shape, and size of each fig. Describe how and where each grows. *Figs 4 Fun* provides information and photos, at: http://figs4fun.com/Var_A_info.html
3. Encourage each child to taste each variety, choosing fresh and dried figs. Discuss the taste, smell and texture of the fruit. Which one is the sweetest? Which one smells the best? Talk about the texture. Are they soft, crunchy, mushy...?
4. Extend the activity: Compare and contrast a dried fig with a dried grape (raisin) and dried plum (prune).

*Oh, bring us a figgy pudding;
Oh, bring us a figgy pudding;
Oh, bring us a figgy pudding
and a cup of good cheer.*

~ Traditional Christmas Carol
We Wish You a Merry Christmas

For Families: Many people only associate figs with fig newton cookies, which have a filling made from dried figs. Figs are versatile enough to go with both sweet and savory dishes.

- Pull stems out of fresh figs and scoop a little of the insides out. Stuff the inside with yogurt or vanilla pudding.
- For healthy snacking, make a trail mix with almonds, sunflower or/ pumpkin seeds, raisins and dried figs.

For Educators: Figs are packed with fiber and are low in calories. An antioxidant, they prevent the type of cell damage that may lead to cancer. They are a good source of potassium, a mineral that helps to control blood pressure.

References: N.C. Office of Early Learning. *Getting Started: Ten Free or Inexpensive Ideas to Enrich Your Outdoor Learning Environment Today*. Retrieved July 5, 2012 from <http://www.earlylearning.nc.gov/OLE/pdf/Getting%20Started.pdf>

Department of Public Health, County of Los Angeles. *Harvest of the Month Preschool Activity Packet*. Retrieved July 1, 2012 from http://publichealth.lacounty.gov/nut/LACOLLAB_Files/documents/HOTM/Cycle%202%20December-Dried%20Fruits/2008_12%20Dried%20Fruit%20Preschool%20Packet.pdf



Plant a Tree

A three foot tall fig tree will double in size in one year. It will provide a shady retreat where children can play while still in sight. Fig leaves grow singly on the tree. The leaves are a bright, brilliant green and can grow quite large. Some have measured up to 1 foot long. When the fruit matures, the children can harvest figs for cooking activities. Delicious!

Planting instructions can be found on the National Gardening Association website, at: www.garden.org/plantguide/?q=show&id=3328

Children's Books

Eating the Alphabet: Fruits & Vegetables from A to Z by Lois Ehlert 1994

The Sweetest Fig by Chris Van Allsburg 1993

Three Scoops and a Fig by Sara Laux Akin 2010





GREEN BEANS



Weather means more when you have a garden. There's nothing like listening to a shower and thinking how it is soaking in around your green beans.

~ Marcelene Cox

For Families: Snapping green beans is a job for young children interested in helping in the kitchen. They wash their hands first. They can wash the beans in cold water.

Adults remove the strings and trim the ends and the children "snap" the green beans into bite sized pieces. Enjoy green beans raw, steamed, stir-fried, or grilled.



For Educators: One serving of green beans provides an adult 12% of the recommended daily allowance (RDA) of dietary fiber. Dietary fiber adds bulk to a diet. Bulk works as a laxative and helps protect the colon from exposure to substances that are toxic to the body. Dietary fiber also helps reduce blood cholesterol levels.



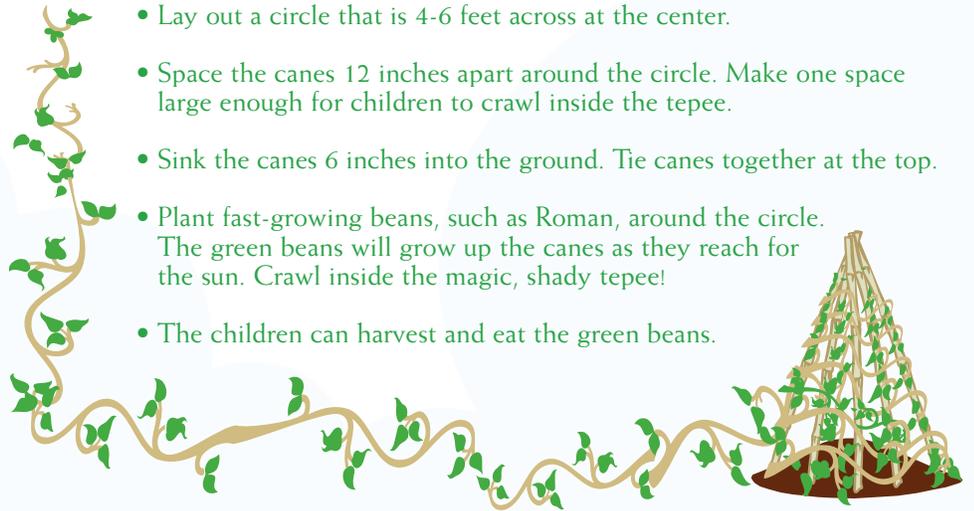
Fresh, crunchy green beans offer a good source of fiber and vitamin C. Green beans, which are available year round, are picked when they are tender and not quite fully developed. Not only are green beans delicious, they can also inspire young artists and actors.

WHAT'S IN A GREEN BEAN? Bring in 3 or 4 varieties of green beans. Which ones are fatter? longer? darker? Which has the snappiest sound? How many bean seeds are inside? Over a few weeks serve green beans in soup or raw with salad dressing or cottage cheese.

FEE FI FO FUM! Read *Jack in the Beanstalk* by Steven Kellogg. With the children create a beanstalk using green construction paper, straws, and yarn for the tendrils. Let the beanstalk meander up a wall or along the floor. Children can make golden eggs for the hen to lay and a golden harp to play. Add costumes in dramatic play for the giant, Jack, Jack's mother, and the hen. Let the children act out the story while it is read aloud. Soon they will act it out independently.

JACK IN THE BEANSTALK TEPEE Bring the costumes out again and reread the story in the late spring. Make a beanstalk tepee to add to the theme.

- Obtain 18 bamboo or sapling canes that are 8-12 feet long.
- Find a sunny spot outdoors for the tepee. Prepare the soil for digging.
- Lay out a circle that is 4-6 feet across at the center.
- Space the canes 12 inches apart around the circle. Make one space large enough for children to crawl inside the tepee.
- Sink the canes 6 inches into the ground. Tie canes together at the top.
- Plant fast-growing beans, such as Roman, around the circle. The green beans will grow up the canes as they reach for the sun. Crawl inside the magic, shady tepee!
- The children can harvest and eat the green beans.



Children's Books

Green Start: In the Garden by IKids 2009

Jody's Beans by Malachy Doyle 2002

Tepee: The Inside Story by Dana Meachen Rau 2008

Reference: Encyclopedia of Children's Health. *Gross Motor Skills*. Retrieved July 31, 2012 from www.healthofchildren.com/G-H/Gross-Motor-Skills.html

HOPPING! HOPPING! NEVER STOPPING...



A child must be able to jump with both feet and balance on one foot before they can hop. Toddlers first "jump" with both feet stuck to the ground. Two years old can jump off the ground. Preschoolers can balance on one foot while lifting the other foot off the ground. Demonstrate hopping: lift a foot and lightly jump with the other foot, or hop up one foot and land on the other. Offer a steady hand while balance develops.

Hop holding hands, Hop side by side, Hop forwards, then backwards,
Hop, Hop, Hop!

HOPSCOTCH

What game played all over the world only needs chalk and a "scotch"? Hopscotch!



1. Use chalk to draw a hopscotch court on pavement or bare ground and masking tape for the floor. Draw a column of three single squares, add two side-by-side squares, a single square, another pair of squares and end with a semi-circle. Number the boxes 1 to 8 and label the semi-circle Home.
2. Find a flat stone or small object that will be the "scotch", also called the puck or pottsie.
3. Toss the "scotch" into a square.
4. Always hop on the same foot in single squares. Where two squares are side-by-side, land with one foot in each square. Hop over the space containing the "scotch" and continue hopping down the court toward Home.
5. Land on both feet in Home. Turn around.
6. Hop back, pausing before the square with the "scotch". Bend over and pick up the "scotch". Hop in the square and back to the beginning of the court. Losing balance is a "miss".
7. Step off the court after a "miss" or after successfully getting to Home and back.
8. Next player's turn.



As children gain skills, they toss the "scotch" in order of the numbers on the squares.

Oh, hopping on one foot
Hopping on one foot
Hopping, hopping,
never stopping
Hopping on one foot

~ Traditional Children's Song
Knees Up Mother Brown

For Families: Instead of walking to or from the car or around the block or from one room to another, make a game of skipping or hopping to the destination. Get out the musical instruments (or pots and wood spoons), start marching and have a parade.

For Educators:

People hop by jumping lightly on one leg. They use two legs to jump. Hopping and jumping develop gross motor skills, and strengthen large muscles and balance. Young children may hop with two legs initially, like rabbits do. Bunny hopping prepares children for single leg hops. Try 3 (5, 8, 10) hops on the right leg, then the left. Now jump. Feel the difference?

Resource: *Hopping, Jumping, Creeping*.
www.betterkidcare.psu.edu/BKCKitActivities/Activities75.pdf



Reference: Encyclopedia of Children's Health.
Gross Motor Skills. Retrieved July 31, 2012 from
www.healthofchildren.com/G-H/Gross-Motor-Skills.html

Children's Books

Hop Jump by Ellen Stoll Walsh 1996

Hop on Pop by Dr. Seuss 1963

The Hopping Book (Let's Get Moving) by Jennifer Way 2004





...but Peter, who was very naughty,
ran straight away to Mr.
McGregor's garden,
and squeezed under the gate!
First he ate some lettuces and
some French beans;
and then he ate some radishes;
and then feeling rather sick,
he went to look for some parsley.

~ *The Tale of Peter Rabbit*
by Beatrice Potter

Iceberg Lettuce



Iceberg lettuce is a crisp, leafy vegetable that has no fat or cholesterol and only fifteen calories per serving. A serving provides small amounts of iron, vitamins C and A, calcium, and one gram of protein.

Latino Restaurante



Explore Latino culture. Invite a Spanish speaking family member or friend to share aspects of their culture: songs, stories, and special foods. Read books, such as *The Day It Snowed Tortillas / El Dia Que Nevaron Tortillas* by Joe Hayes and Antonio Castro Lopez and *Fruits and Vegetables / Frutas y vegetales* by Gladys Rosa-Mendoza.

Set up el restaurante Latino in the dramatic play center. Add tacos, corn, sweet potatoes, plantains or peppers to the kitchen in dramatic play. Ask families to contribute Spanish music and table clothes or napkins made from traditional cloth. Decorate with images from Mexico, Guatemala, and Ecuador. Prepare children to be *jefes de cocina* (chefs) with the following recipes.

Lettuce Burrito

Preschool children can make a burrito for lunch using iceberg lettuce for the tortilla.

Ingredients:

- Iceberg lettuce, whole leaves
- Shredded cheese or a slice of cheese
- Chicken slice or strips, warm or cold
- Slice of tomato
- Shredded carrots



Directions:

1. Wash hands.
2. Take a lettuce leaf.
3. Place cheese, chicken, tomato and carrots on top of the lettuce leaf.
4. Take the bottom of the lettuce leaf and fold over the other foods. Fold in the sides and then roll up to make the burrito.
5. Serve with corn bread or corn chips and milk.

Salada

Toddlers and twos can tear it up with a *salada* (salad) for snack!

Directions:

1. Wash hands.
2. Give young children a couple of large iceberg lettuce leaves in a bowl.
3. Children tear their lettuce leaves into pieces for their salad snack.
4. Offer shredded cheese, black beans, and diced tomatoes to add to the salad.
5. Serve with milk or water.



For Families:

Nearly all bodily functions rely on water. When only five percent of body water is

lost, the body becomes seriously dehydrated. Iceberg lettuce is higher in water than other green leafy vegetables. In addition to offering water to young children throughout the day, serve children iceberg lettuce and other raw fruits and vegetables during the day.

For Educators:

Iceberg lettuce is a cool and refreshing addition to salads.

High in water, iceberg lettuce crisps up when refrigerated.

Combine it with dark green leafy lettuces and spinach to add flavor and other minerals. Berries, mandarin oranges and roasted almonds or walnuts add color, texture, and nutrients. Toss in a light vinaigrette salad dressing and serve.



Reference: Produce for Better Health Foundation. *Iceberg Lettuce: Nutrition, Selection, Storage*. Retrieved July 3, 2012 from www.fruitsandveggiesmorematters.org/iceburg-lettuce

Children's Books

Lettuce Grows on the Ground by Mari C. Schuh 2011

Lettuce In!: And Other Knock-Knock Jokes by Tina Gallo 2011

Lovisa Loves Lettuce! by Talani Sanislo 2008



Join In and Jam Out!



Humans everywhere respond to music. Invite children to "jam," joining with others to make rhythmic sounds into music. Jamming offers children an easy way to join with a group. Through music young children add to their developing sense of self and build social skills.

Jamming instruments can be noisemakers of any kind. They can be store bought or homemade. Older children may enjoy making

instruments for their own use or for younger children to use. Seal a box with tape. Hands or wooden spoons work well as drum sticks. Make rattles or rain-sticks by cutting a wrapping paper tube into 6 inch lengths. Flatten one end and tape it closed with heavy duty tape such as colorful electrical tape. Add a small amount of pea-sized stones or dried beans. Flatten the other end and seal. Add tape around the middle to strengthen the rattle. The human body is its own instrument: clap hands, stamp feet, pat tummies and cheeks, and sing sounds or words.

♪ **Blanket Boogey** Bring 3-4 infants outside for a blanket boogey. Offer the infants noisemakers to shake while music is sung or played on a CD player. Help young infants rock, bounce or sway with the beat of the music. Add clapping when infants learn that skill.

♪ **Fun Fence** Hang pots, pie plates, pan lids, plastic measuring cups, wooden blocks etc. to the fence within toddlers' reach. Set out a bucket of metal and wooden spoons. Begin with exploring the sounds made when hitting the objects on the fence. Try hitting objects slowly, then faster; quietly, then LOUDLY. Add a beat by singing a familiar song.



♪ **Partner Parade** Have preschoolers choose a noise maker and a partner. Ask them to line up outside or indoors. Sing a snappy tune, such as *The Ants Go Marching* or *The Bear Went Over the Mountain*, to start the children marching together.



The more we get together
Together, together,
The more we get together
The happier we'll be.

For your friends
are my friends,
And my friends
are your friends.

Oh, the more
we get together,
The happier we'll be!



For Families: Join together as a family with a music jamming session. Singers can use a spoon "microphone" to sing their made up songs or to sing along with a CD. Musicians can use kazoos, rattles, and drums of any kind to accompany the singer. Take the show on the road and parade around the neighborhood.

For Educators: Joining in play is a social skill that some children need to be taught. Try using puppets to demonstrate joining in skills. This will help all the children learn to use words such as "Can I play?" and how to make another choice when children say no. See <http://csefel.vanderbilt.edu/resources/strategies.html> for Practical Strategies to help children develop social and emotional skills.

References: Penn State Extension Better Kid Care. *Make Your Own Kind of Music*. Retrieved August 3, 2012 from www.betterkidcare.psu.edu/TIPS/TIPS311.pdf

Supported Inclusion. *Joining in Play*. Retrieved August 11, 2012 from www.emilygoodmanscott.com/wp-content/uploads/2012/06/Joining-In-Play.pdf

Children's Books

Barnyard Dance! by Sandra Boynton 1993

The Jazz Fly (Book and CD) by Matthew Gollub 2000

Young Masters - The Friendship Seed (Book and CD) by Bunny Hull 2007





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POSTMASTER: Please deliver as soon as possible – time dated material enclosed

Bulletin Board

September 1-8 is International Enthusiasm Week



According to MerriamWebster.com, the word enthusiasm means "a strong excitement of feeling." The right amount of enthusiasm can make an ordinary day extraordinary! Use this week to organize activities that help children develop their passions. Set up fun challenges that everyone can take part in: "Want to see how many different fruits we can eat in one week?" "Can we use every single block to make a zoo?" "You like to run! So do I! Let's see who wants to run around the playground with us." Share enthusiasm – excitement is contagious!

September is National Childhood Obesity Awareness Month

To help prevent obesity and promote healthy habits, serve family style meals and snacks. Place enough nutritious foods on the table to meet meal pattern requirements and allow for seconds. Some children will need help and guidance serving themselves with child-sized utensils. Be prepared to clean up a few spills as children acquire skills. Choosing what to eat gives children a sense of control and responsibility. Children learn table manners waiting to take turns and saying please and thank you. Children often want to try new, healthy foods when they see others eating them. Family style dining creates a fun, relaxing meal children and early educators can enjoy together. *Feeding Young Children in Group Settings* has more information about family style dining: www.ag.uidaho.edu/feeding/forparents/faq.html



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August is

National Breastfeeding Month



National Immunization Awareness Month

Get ready for Kindergarten Month

September is

National Childhood Obesity Awareness Month

Library Card Sign-up Month

Whole Grains Month



Fruits and Veggies – More Matters Month

Newborn Screening Awareness Month

13: Kids Take over the Kitchen Day



19: National School Backpack Awareness Day

29: Family Health & Fitness Day USA®