

Fairfax County



Office for Children

**EAT AND RUN**







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# INTRODUCTION

Welcome to EAT and RUN. The 15 EAT and 15 RUN activities were developed for family child care providers in an effort to help incorporate good nutrition and fitness into daily programs. The Office for Children received funds to support providers in implementing changes to the local child care ordinance, now requiring family child care providers to follow the USDA guidelines for healthy eating and to provide space for developmentally appropriate active play inside and outside. Some activities may be a twist on familiar things; others may be entirely new. All will contribute to children's well-being.

Start each activity by assembling all the needed materials and by explaining the activity to the children. For EAT activities, the children must wash their hands before and after handling foods.

Most of the RUN activities are meant to be noncompetitive. Children will strive to perform their personal best.

In both EAT and RUN activities, there is a "How you do this" section featuring children of varying ages. This section is included so family child care providers can present the activity to children of varying ages and developmental levels. Every EAT and every RUN activity can be done in any family child care home. The examples are provided only to offer guidance.

One of the learning themes in the EAT activities is to help children understand how the food we grow ends up on our tables. If you do not already have a garden, consider starting one. Children learn healthy eating by assisting in planting and maintaining vegetable, fruit, and herb gardens. The following Web sites will guide you through the process: [www.tinyurl.com/indoor-veggies](http://www.tinyurl.com/indoor-veggies) and [www.colostate.edu/Depts/CoopExt/4DMG/Children/children.htm](http://www.colostate.edu/Depts/CoopExt/4DMG/Children/children.htm).

- Fairfax County has many farmers markets and farms where you can purchase fresh, locally grown produce and pick-your-own fruits — or even press apples for cider.
- To locate Fairfax County farmers markets, consult: [www.fairfaxcounty.gov/Parks/Wp-Farm-Mkt.Htm](http://www.fairfaxcounty.gov/Parks/Wp-Farm-Mkt.Htm).

- For a guide to pumpkin patches, mazes, and farms in Northern Virginia, look at: [www.pumpkinpatchesandmore.org/VApnorthen.php](http://www.pumpkinpatchesandmore.org/VApnorthen.php).
- To find Northern Virginia pick-your-own farms, check: [www.pickyourown.org/VAnorthern.htm](http://www.pickyourown.org/VAnorthern.htm).

Many activities include gardening and outdoor play. They can be done even if you do not have a backyard. Some gardening can be done indoors, in small contained outdoor spaces, and at community plots. The RUN activities that involve movement and exercise can be done on a grassy area near your home or at a nearby park. Locations of Fairfax County parks can be found at: [www.fairfaxcounty.gov/living/parks](http://www.fairfaxcounty.gov/living/parks).

Supervision is an important part of every EAT and RUN activity. Certain materials and foods can become choking hazards if not handled properly. With cooking, it is especially important to be close at hand. Adults need to operate the oven, stove, and equipment such as blenders. They also need to teach children about fire and heat safety. It is safer for children to use real equipment, rather than toys or plastic. When cooking with children, begin by giving them butter/table knives to use. For more information check: [www.montessorimotherload.wordpress.com/2012/01/31/toddler-knife-skills-no-really](http://www.montessorimotherload.wordpress.com/2012/01/31/toddler-knife-skills-no-really).

The RUN activities also require supervision. It is important to find the developmental point where you are challenging, but not frustrating, children so they feel successful and learn that exercise is fun.

Include these EAT and RUN activities in your curriculum and follow up with your own variations that meet children's needs. Healthy eating and exercise are life patterns that will serve children well for the rest of their lives.

EAT and RUN supports First Lady Michelle Obama's Let's Move! Child Care Initiative to create healthier environments for children in child care. For free resources visit: [www.letsmove.gov/child-care-providers](http://www.letsmove.gov/child-care-providers) or [www.healthykidshealthyfuture.org](http://www.healthykidshealthyfuture.org).





# EAT

## LET US MAKE LETTUCE ROLL-UPS

### WHY?

These wraps are easy and fun — a healthy vegetarian and gluten-free choice. They contain protein from beans, fiber from beans and corn, vitamin-rich peppers, avocado with heart-healthy fats, and tomatoes rich in antioxidants.

### RECIPE

#### Ingredients

- 1 cup canned black beans (low sodium)
- 1 cup canned black-eyed peas (low sodium)
- 1 cup canned corn kernels (low sodium)
- 1 tomato, chopped
- 1 avocado, chopped
- 1 green bell pepper, seeded and chopped
- 3 tablespoons plain yogurt
- 1/4 teaspoon cumin
- 1/4 teaspoon garlic powder
- juice of 1 lemon
- 8-10 large romaine lettuce leaves

### METHOD

1. Combine beans and vegetables in large mixing bowl.
2. Mix yogurt, cumin, garlic powder, and lemon juice in small bowl. Pour over veggies. Mix.
3. Wash and dry lettuce leaves. Spread out flat.
4. Spoon several teaspoons of mixture — on middle of leaf. Roll leaf.
5. Fill and wrap leaves until enough for each child. To strengthen rolled lettuce, wrap a paper towel around one end. Use this as the handle for eating.

### HOW YOU DO THIS

Suppose that you care for:

Emily = 13 months	Devine = 4 years
Sean = 2 years	Jack = 4 years (your child)
Tiffany = 3 years	Eduardo = 8 years (before and after school)

- Place Emily in chair facing the table.
- Ask Tiffany, Devine, and Jack to drain canned vegetables, using a colander at the sink. Empty contents into bowl. Have Devine mix everything together using a wooden spoon.
- Ask Eduardo to wash and dry lettuce. When done, have him give a leaf to Emily to munch.

- Give Devine and Tiffany knives, cutting board, and the avocado. As children watch, show them how to pit an avocado. Use knife to cut a circle lengthwise through skin; twist avocado into halves. Save pit to sprout in water.
- Help the girls remove the skin. Demonstrate how to chop the avocado into small pieces; place in bowl.
- Cut tomato in half. Remove seeds from pepper. Work with Sean and Jack to chop tomato and pepper and put in bowl. Ask: What colors do you see? What shapes? What does this smell like?
- While Eduardo measures yogurt, cumin, and garlic powder into a small bowl, cut lemon in half. Help Eduardo to squeeze the juice into yogurt mixture. Ask Jack and Devine to remove any seeds.
- Have Eduardo stir yogurt mixture and add to vegetables. Mix all together. Ask Eduardo how yogurt affects the texture of the vegetables.
- Have each child (except Emily) put some spoonfuls of mixture on middle of a lettuce leaf. Ask Devine to put a little mixture on Emily's leaf; tell Emily she can eat her snack.
- Demonstrate how to roll lettuce, keeping vegetables inside. Help each child wrap paper towel on one end of roll-up.
- As children eat, ask: How does the lettuce keep the filling inside? What else could wrap food? What part of making roll-ups was most fun?

### FOLLOW-UP

- For variety, add cubed cooked chicken, turkey, tuna or chicken salad, or tofu.
- Use a cheese slice to make smaller roll-ups. Brainstorm other fillings.
- Grow avocado pit into a plant. See: [www.thehungrymouse.com/2009/09/09/how-to-grow-an-avocado-tree-from-an-avocado-pit](http://www.thehungrymouse.com/2009/09/09/how-to-grow-an-avocado-tree-from-an-avocado-pit).

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.whatscookingamerica.net/Sandwich/LettuceWraps.htm](http://www.whatscookingamerica.net/Sandwich/LettuceWraps.htm)
- [www.huffingtonpost.com/2013/06/04/lettuce-wraps-chicken-recipe\\_n\\_3378980.html](http://www.huffingtonpost.com/2013/06/04/lettuce-wraps-chicken-recipe_n_3378980.html)

Fiesta little lettuce wraps recipe:  
[www.superhealthykids.com/recipes-blog/fiesta-little-lettuce-wraps.php](http://www.superhealthykids.com/recipes-blog/fiesta-little-lettuce-wraps.php)







# RUN

## STUFFED ROLLERS

### THE ACTIVITY

Help children put on adult-sized t-shirts upside down, which are then filled with styrofoam peanuts, and taped closed. Children then roll themselves from a start to finish line.

### WHY?

Children are attracted to exercises that are unique. This new outdoor activity will be fun and will get children moving.

### WHAT YOU DO

- Provide one t-shirt per child.
- In advance, close the neck opening of the t-shirt using packing or fabric tape.
- Turn the t-shirt upside down and have a child step into the armholes.
- Tighten the holes by taping the sleeves around the child's leg.
- Place the stuffing in the t-shirt. As an alternative to Styrofoam peanuts, you can use bubble wrap, foam rubber, or old t-shirts/dish towels. Make sure there is stuffing all around the child.
- Pull up the t-shirt up so that it reaches from the child's waist to under the child's arms. Tighten the end by taping around the shirt.
- The child is now ready to do a stuffed roll.

### HOW YOU DO THIS

Suppose that you care for:

Sean = 3 years      Jack = 4 years (your child)  
Tiffany = 3 years      Eduardo = 8 years (before and after school)  
Devine = 4 years

- Materials you will need: old t-shirts, stuffing, packing or fabric tape, masking tape, scissors, an old bedspread or sheet, and crayons.
- Ask Jack, Devine, and/or Eduardo to be your helpers.

- Have all of the children participate in stuffing one another in t-shirts. As the children work, ask questions: How will we know when Devine is fully stuffed? What could we put in the t-shirts besides packing peanuts to make them stuffed like this?
- Spread an old bedspread or sheet on a soft, grassy area. The bedspread outlines the area where the children will be rolling. Along the edges, at two opposite sides of the bedspread/sheet, make lines with masking tape. Have the children color the tape with crayons to make them stand out. Point out these colored lines to the children as their start and stop places.
- One at a time, have the children lay down on the start tape. Have each child roll to the finish line. Should a child get stuck and not be able to roll over, have the others push him or her along.

### FOLLOW-UP

Have the children come up with other fitness games and activities they can play in their stuffed t-shirts. For instance, the children might want to:

- Tie their legs together and have a stuffed relay race.
- Run an obstacle course in their stuffed shirt.
- Do tumbling routines.

### FOR FURTHER INFORMATION

Find other movement activities children can do while stuffed by reading books that feature fitness activities:

- *Music and Movement: A Way of Life for the Young Child* (7th Edition) by Linda Edwards
- *The Wiggle & Giggle Busy Book: 365 Fun, Physical Activities for Toddlers and Preschoolers* by Trish Kuffner
- *Mix, Match, and Motivate: 107 Activities for Skills and Fitness* by Jeff Carpenter.







# EAT

## GOOD LUCK: IT'S TIME FOR HOPPIN' JOHN

### WHY?

Hoppin' John is traditionally eaten in the South to bring good luck for the New Year. Black-eyed peas are thought to resemble coins. You can place real coins under children's bowls to help bring good luck. (For children younger than 3 years old, use a coin picture.) Serve this year-round for an inexpensive, tasty, and healthy meal.

### RECIPE

#### Ingredients

- 1-2 tablespoons olive oil
- 1 cup chopped onion
- 1 pound cooked, cubed ham (or chicken)
- 1/2 cup chopped celery
- 1/2 cup chopped green pepper
- 1 lb. frozen black-eyed peas (defrosted)
- 1 quart low-sodium chicken stock
- pinch of cayenne pepper
- pinch of salt
- 3 cups cooked rice

### METHOD

1. Pour olive oil into frying pan. Allow to heat.
2. Add onions. Sauté until translucent.
3. Add ham, celery, and pepper. Cook until soft and browned — 6 or 7 minutes.
4. Add remaining ingredients except rice. Bring to boil; reduce to simmer. Cook for 40 minutes.
5. Serve over rice.

**Hint:** To prevent tears, place onion in freezer for 15 minutes before chopping. Chilling reduces the amount of enzyme acid released into the air that irritates eyes.

**Source:** *Food Detectives*

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years  
Madison = 4 1/2 years  
Matthew = 4 1/2 years

Keisha = 5 years  
Marta = 10 years  
(your own child; before and after school)

- Explain Hoppin' John's history — that it has been made in the South for many years. No one knows how the dish was named. Emphasize that Hoppin' John brings good luck. Marta can eat leftovers when she gets home.
- Ask Matthew to measure oil and add it to the warming pan.
- Provide Keisha and Madison cutting boards and knives. Take the onion from the freezer. Show them how to peel and chop it. Demonstrate chopping celery, pepper, and ham. Help children cut vegetables and ham into small pieces.
- Increase heat in the pan. When oil is hot, place onions in pan. Stir with wooden spoon until translucent.
- Ask Madison to add pepper, celery, and ham to onions. Have Jennifer stir everything with wooden spoon.
- Ask Keisha to add all remaining ingredients, except rice, to pan and stir until mixture boils.
- Turn down the heat and ask: Why did the recipe have us chop the vegetables and ham? What will happen to the ingredients when they cook? What does this smell like?
- While food is cooking, have children draw what they think the food will look like when it is finished and sign their names.
- After about 40 minutes, place a scoop of rice in each child's bowl — cover with Hoppin' John. As you place bowls on dining table, sneak a coin under each. Have children compare their drawings to the real thing. Collect drawings, and sit down with your own bowl of Hoppin' John. As everyone savors the meal they made, see who finds the first coin!

### FOLLOW-UP

- Research other foods considered lucky to eat — circular-shaped foods, cabbage, and pork. Serve some of these at future meals.
- Brainstorm with the children other ingredients to add to Hoppin' John, and try them.

### FOR FURTHER INFORMATION

Check out this web site:

[www.history.com/news/hungry-history/hoppin-john-a-new-years-tradition](http://www.history.com/news/hungry-history/hoppin-john-a-new-years-tradition).



# RUN

## HULA HOOP HOPPIN'

### THE ACTIVITY

Place hula hoops flat on the ground in a pattern. Children will hop or jump from hoop to hoop in an individualized course that challenges but does not frustrate them.

Note: Shapes made from masking tape can be substituted for hula hoops.

### WHY?

Children will enjoy using hula hoops in a different way. This activity encourages children to do their personal best.

### WHAT YOU DO

- Gather 8 hula hoops and take the children outside.
- Choose a pattern that will interest the children: a wavy line, a straight line, a circle, or a letter of the alphabet. The younger the child, the closer the hoops should be to one another. For some children, the hoops may need to be touching. In the beginning, the child stands near the edge of the hoop and decides whether to jump or hop from hoop to hoop. As the last hoop is reached, ask the child to reverse directions and return to the original starting hoop.
- As children are successful, move the hoops slightly farther apart.

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years      Keisha = 5 years  
Madison = 4 1/2 years      Marta = 10 years  
Matthew = 4 1/2 years      (your own child; before and after school)

- Gather the hula hoops and ask Marta to be your helper. Take the children outside.
- Explain the activity to the children. Ask the children what pattern they want and whether they will jump or hop.
- Ask Marta to help you lay out the hoops, according to the children's skill

levels. The younger and less skilled the child, the closer the hoops should be to one another.

- Position each child near the edge of the hoop, where he or she will be closest to the hoop she is hopping/jumping to.
- Repeat the activity until each child has successfully had a turn.

### FOLLOW-UP

- Do the activity to music with a loud beat.
- Have children try jumping/hopping hoops with partners. See if the whole group can manage to jump through the hoops together. If not, what is the largest size group that can do this? What size masking tape circles would you need for the whole group to jump to?
- What other fitness activities can the children think of that would use hula hoops? For example, children might toss hoops over construction cones.

### FOR FURTHER INFORMATION

Check out the following:

- *101 Hula Hoop Games for Kids* by Joe Dinoffer
- Physical activities for children using hula hoops: [everydaylife.globalpost.com/physical-activities-children-using-hula-hoops-7647.html](http://everydaylife.globalpost.com/physical-activities-children-using-hula-hoops-7647.html)
- Hula Hooping: [www.hulahooping.com](http://www.hulahooping.com)





# EAT

## BUTTERFLY BITES

### WHY?

This is a quick, easy snack children can make themselves. Making food that resembles something real (in this case, a butterfly) gets children excited about eating. That it is healthy is an added bonus.

### RECIPE

#### Ingredients

- Celery sticks\* or endive lettuce leaves (washed and dried)
- Small pretzels (braided twists)
- Hummus (homemade):
  - One 15-ounce can chickpeas (also called garbanzo beans)
  - Juice of 1 lemon
  - 1/4 cup tahini
  - Half a clove of garlic
  - 3 tablespoons olive oil
  - 1/2 teaspoon each of salt and cumin

Combine in a food processor or blender. Blend everything, adding water to thin, if necessary.

Note: Cottage cheese, pimento cheese, or prepared hummus may be substituted for homemade hummus.

### METHOD

1. Fill celery stalk or endive leaf with filling.
2. Place one pretzel at an angle on each side of the celery/endive, toward the middle. Have the buried sections meet in the middle to resemble wings.
3. Put small pretzel pieces at one end to form antennae.
4. Make one or two butterflies per child.

### HOW YOU DO THIS

Suppose that you care for:

Tonio = 11 months      Pedro = 3 years      Annie = 3 years  
Tassneem = 11 months      Julian = 4 years

- Place ingredients on kitchen table. Place Tonio and Tassneem in their seats. Invite other children to pick where to sit.
- Introduce the activity as you make a butterfly bite. Give children opportunities to guess what comes next.
- Hand Tonio and Tassneem some endive lettuce that has been torn into small pieces, with a small bowl of filling and a spoon to eat with while the

others make their butterflies.

- Encourage Pedro, Annie, and Julian to make butterflies on their own.
- Ask children questions while they assemble the butterflies: What's the difference between using celery and lettuce as bodies? What holds the pretzels better — hummus, cottage cheese, or pimento cheese? What could we use to put eyes on the butterflies?
- Have children “fly” their butterflies into their mouths.

### FOLLOW-UP

- Brainstorm other snack foods to make with the children that would look like familiar animals, insects, people, or objects — for example, melon balls on a straw would look like a caterpillar, spaghetti easily turns into worms, sliced apples make lips, and people and faces can be created with salad fixings, such as tomato halves, olives, and pepper slices.
- Read some of the many wonderful books about butterflies, such as:
  - *A Butterfly is Patient* by Diana Hutts Aston
  - *Butterfly House* by Eve Bunting
  - *Butterfly, Butterfly: A Book of Colors* by Petr Horacek
- Provide the children with crepe paper and scissors. With your assistance, they can create a butterfly with paint, crayons, markers, and glitter. When completed, attach it to string and tape it to the ceiling near a window. When the window is open, they can watch their butterflies move with the wind.

### FOR FURTHER INFORMATION

- To find templates for transforming food into faces and objects, consult some of the many charming books by Joost Elfers. These include:
  - *Play with Your Food*
  - *Fast Food*
  - *Food for Thought*
  - *Food Play*
- Check out these web sites:
  - [www.foodnetwork.com/recipes-and-cooking/play-with-your-food/pictures/index.html](http://www.foodnetwork.com/recipes-and-cooking/play-with-your-food/pictures/index.html)
  - [www.parenting.com/gallery/fun-recipes-for-kids](http://www.parenting.com/gallery/fun-recipes-for-kids)

\* Celery is a choking hazard for children under 3.



# RUN



## CATERPILLAR/BUTTERFLY ROMP

### THE ACTIVITY

After reading and discussing *The Very Hungry Caterpillar* (Eric Carle), children recreate movements of caterpillars, chrysalises, and butterflies to music.

### WHY?

Research tells us the more experiences children have, the better learning is hard-wired in their brains. This movement activity reinforces what children learn after reading *The Very Hungry Caterpillar*. Learning through gross motor movement also contributes to fitness.

### WHAT YOU DO

- Introduce the activity by going over the life cycle of the butterfly — from caterpillar to chrysalis to butterfly.
- Play background music (for example, *Tramp, Tramp, Tramp the Bugs are Marching*) to inspire children to move like caterpillars, chrysalises, and butterflies.
- Give children challenges — pretend to move in the rain or a windstorm, to find food to eat, to find shelter from a hedgehog, etc.

### HOW YOU DO THIS

Suppose that you care for:

Tonio = 11 months      Pedro = 2 1/2 years      Julian = 4 years  
Tassneem = 22 months      Annie = 3 years

- Place Tonio on your lap and Tassneem near you as you read aloud Eric Carle's *The Very Hungry Caterpillar*. Discuss it with the children. Ask: How did the caterpillar grow and change? What did it eat? Can you think of any other stories we have read in which a baby animal becomes more beautiful when it grows up (e.g., Hans Christian Andersen's *The Ugly Duckling*)?
- Sing a song about the life cycle of a butterfly. Have the children act it out — to the tune of *Skip to My Lou*:  
I'm a caterpillar, wiggle with me,  
I'm a caterpillar, wiggle with me,  
I'm a caterpillar, wiggle with me,  
What'll I be, my darlin'?

A chrysalis, now sleep like me...  
What'll I be, my darlin'?

A butterfly, come fly with me...  
Come fly with me my darlin'.

Now all together, let's do all three.  
A caterpillar, a chrysalis, a butterfly — three.

Move your body like this with me.  
The life of a butterfly, darlin'.



- While playing fast-paced music, ask children to pretend they are caterpillars eating pretend food: Tassneem pretends to eat a leaf, Pedro pretends to eat four strawberries, Annie pretends to eat five oranges, and Julian pretends to eat watermelon and a cupcake. Let Tonio, who is beginning to walk, move as he wishes with the other caterpillars.
- Play stormy music. Ask half the children to be caterpillars seeking shelter and half to be butterflies. Then warn the caterpillars and butterflies a tornado is coming. Finally, have the insects take cover from a group of hedgehogs who want to eat them.
- Afterwards, as children cool down, have them discuss the difference between caterpillars, chrysalises, and butterflies and how they live and move.

### FOLLOW-UP

- Have children make a mural on the lifecycle of the butterfly, using the collage technique of tearing paper and gluing it to a larger piece of paper, like Eric Carle did for the illustrations in his book. Write down the children's descriptions of their artwork. Post these with the mural.
- Make up lyrics to the children's favorite songs that they can use for this activity.
- Brainstorm with the children other insects and animals to act out moving to music.

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.youtube.com/watch?v=eXHScpo\\_Vv8](http://www.youtube.com/watch?v=eXHScpo_Vv8)
- [www.makinglearningfun.com/themepages/HungryCaterpillarPrintables.htm](http://www.makinglearningfun.com/themepages/HungryCaterpillarPrintables.htm)
- [www.voices.yahoo.com/free-printable-eric-carle-activities-very-6783358.html](http://www.voices.yahoo.com/free-printable-eric-carle-activities-very-6783358.html)





# EAT

## CRUSTY BAKED YUCA “FRIES”

### WHY?

Everyone loves fries. We can make them healthy by changing the preparation method and using the tropical vegetable yuca (sometimes called cassava). Low in saturated fat, yuca is eaten by people around the world, primarily in Latin America, the Caribbean, and Africa.

### RECIPE

#### Ingredients

- 3 medium yucas (or sweet potatoes or yams)
- 3 tablespoons olive oil
- Pinch each of dried cilantro, salt, pepper
- Juice of 1 lime

### METHOD

1. Preheat oven to 425° F.
2. Peel yuca’s tough brown skin and purplish skin beneath it. Cut each yuca into three sections.
3. Place yucas in pot and cover with water. Bring water to boil. Reduce heat to medium high. Cook for 15 minutes.
4. Drain yucas on paper towels.
5. When cool enough to touch, cut each piece in half lengthwise. Remove thin, wood-like strand that runs through the middle.
6. Cut yucas into fries. Place in a single layer on a baking sheet. Drizzle with oil. Sprinkle with cilantro, salt, and pepper.
7. Bake for 10 minutes. Turn fries over. Bake for another 10 minutes.
8. Fries are done when crispy on outside and soft on inside. Sprinkle with lime juice before eating.

### HOW YOU DO THIS

Suppose that you care for:

Emily = 13 months	Devine = 4 years
Sean = 2 years	Jack = 4 years (your child)
Tiffany = 3 years	Eduardo = 8 years (before and after school)

- Preheat oven to 425°F.
- Have children choose a seat at the kitchen table; place Emily in her chair, facing the others.
- Pass around a yuca, while introducing the activity. Ask children what yuca looks, feels, and smells like.

- Give Emily a snack to eat while the others work on making the fries.
- Because yuca skin is tough, peel the yucas yourself.
- Cut each peeled yuca into three pieces. Ask Tiffany to put the cut yuca pieces in a pot.
- Ask Sean to use a cup to cover yucas with water.
- Put the pot on the stove. Turn the heat on high. While the yucas are cooking, ask the children to make up a story about cooking yuca and how it will taste. Write down what they say.
- Once the yucas are cooked, ask Jack to put out some paper towels. Help Devine to drain the yucas, using the colander. Ask: How did the yucas change when we boiled them? Why are they too hot to touch?
- While the yucas cool down, finish the story.
- Ask Devine, Jack, and Eduardo to cut the yuca pieces in half, removing the stems. Cut the yuca pieces into fries.
- Ask Tiffany and Sean to put the fries on the baking tray and sprinkle them with the cilantro, salt, and pepper.
- Place tray in the oven.
- Ask Eduardo to squeeze the lime you have cut in half into a small bowl.
- Take out fries. Have children sprinkle lime juice atop their fries and dig in while you read back their story.

### FOLLOW-UP

- Ask children to draw pictures to illustrate the story.
- Make other recipes using yuca, such as casabe (Caribbean flatbread), creamed cassava (like mashed potatoes), or corn and yuca fritters.

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.foodnetwork.com/topics/yuca/index.html](http://www.foodnetwork.com/topics/yuca/index.html)
- [www.sciencedaily.com/articles/c/cassava.htm](http://www.sciencedaily.com/articles/c/cassava.htm)

\* Taken from a recipe by Denise Browning:

[www.frombraziltoyou.org/brazilian-recipes/healthy-yuca-fries](http://www.frombraziltoyou.org/brazilian-recipes/healthy-yuca-fries).



# RUN

## CRUSTY CRUSTACEAN RACE



### THE ACTIVITY

Children position themselves to resemble crabs and race from a start to a finish line and back again, either by themselves or with friends.

### WHY?

Children will learn about crabs (crustaceans) by imitating their movements. At the same time, they challenge themselves physically while having fun.

### WHAT YOU DO

- Show children how crabs move sideways.
- Position children backwards on all fours, with their stomachs arched. For those unable to do a backward arch, children can bend over forward, on all fours.
- Encourage children to move sideways, as crabs would.
- Place a start and finish line outside using masking tape.
- Ask each child to go from start to finish and back.
- With practice, two or more children can race each other.

### HOW YOU DO THIS

Suppose that you care for:

Emily = 13 months    Devine = 4 years

Sean = 2 years    Jack = 4 years (your child)

Tiffany = 3 years    Eduardo = 8 years (before and after school)

- Gather all the children at the computer and have them watch a video on crabs walking, such as [www.vimeo.com/1390974](http://www.vimeo.com/1390974). Explain that crabs walk sideways because they have legs on the sides of their bodies. Inform children that crabs are part of the animal family of crustaceans, animals with exterior skeletons. Can the children think of any other animals that might be crustaceans (shrimp, lobster, or barnacles for example)? Afterward, ask questions: How many legs does a crab have?

How can the crab get all those feet to work together? Why is it easier to walk sideways than straight ahead?

- Have the children get in a position like a crab and start walking. Encourage them to bend over backwards. If that is too difficult, help them bend forward on all fours. Emily may just want to crawl.
- After children have practiced their crab walking, take the activity outside.
- Tape start and finish lines. To make the lines more distinctive, ask Devine and Jack to color them in with markers.
- Give each child a turn “racing” in the crab position they feel best using.
- If the children want to, they can race with a partner, or even the whole group. Have them go sideways from the start to the finish lines.

### FOLLOW-UP

- Brainstorm other crustaceans (e.g., lobster or shrimp) that children could move like and then race as. Are these animals easier to race as crabs or harder?
- Play dance music and have children do their crab moves.
- At a parent workshop, make crab costumes for children to wear. Encourage children to walk, dance, and race as costumed crabs. Be sure to film these crabs in action.
- Read aloud some of the wonderful children’s books about crabs such as *Herman, the Hermit Crab* (Elaine Fantle Shimberg), *Crosby the Crab* (Laura Yirak), or *Crab Moon* (Ruth Horowitz).

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.youtube.com/watch?v=EIKmfvzE8k0](http://www.youtube.com/watch?v=EIKmfvzE8k0)
- [animal.discovery.com/marine-life/crustaceans.htm](http://animal.discovery.com/marine-life/crustaceans.htm)





# EAT

## CHEROKEE NATION BEAN BREAD (TSU-YA-GA)

### WHY?

Children learn about a traditional bread of the Cherokee Nation. The tribe has a proud history, including this nutritious bean bread recipe that has been passed down orally and through demonstration from generation to generation.

### RECIPE

#### Ingredients

- 1 cup cornmeal
- 1 cup flour
- 2 teaspoons baking powder
- 1 tablespoon sugar
- 2 cups milk
- 1 cup butter, melted
- 1 beaten egg
- 2 tablespoons honey
- 4 cups canned brown beans (drained)

### METHOD

1. Mix all ingredients, except beans, thoroughly in large bowl.
2. Fold in beans.
3. Pour into greased 8 X 8 oven-proof glass pan.
4. Bake at 450°F in preheated oven until brown, about 30 minutes.

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years      Keisha = 5 years  
Madison = 4 1/2 years      Marta = 10 years  
Matthew = 4 1/2 years      (your own child; before and after school)

- During field trip to Colvin Run Mill, or another nearby mill, arrange for a tour about how flours are ground. In the General Store, purchase yellow cornmeal.
- Discuss how flour made from wheat and corn gets from the farm to the mill to our homes, where it is used in baking and cooking. To reinforce this, read aloud a book, such as *Bread Comes to Life: A Garden of Wheat and a Loaf to Eat* by George Levenson.
- Assemble the children around the kitchen table. Preheat the oven to 450°F.
- Assign each child one or more ingredients to measure and place in a large mixing bowl:
  - Jennifer, cup of cornmeal
  - Madison, cup of flour

- Matthew, 2 cups of milk
- Keisha, baking powder, sugar, and honey
- Marta, the egg and melted butter

If any children need help, measure ingredients with them.

- Pass the mixing bowl around the group, giving each child a turn to use the wooden spoon to mix.
- Ask Keisha to open canned beans, drain them in colander in the sink, and put them in bowl.
- Ask Madison and Matthew to fold in beans.
- Ask Jennifer to coat pan with nonstick baking spray.
- Assist Marta in pouring mixture into prepared baking pan.
- Place pan in preheated oven. While bread is baking, read children a story about the Cherokees, such as *A Walk to the Great Mystery: A Cherokee Tale* by Virginia A. Stroud.
- Discuss book with children until bread is done. Take pan out. Cool. Eat as snack or with a meal.

### FOLLOW-UP

- After trip to the mill, have children grind their own cornmeal, using popcorn and a powerful blender. Molly Sheridan explains grinding meal on her blog: [www.seriousseats.com/2013/03/diy-cornmeal-from-popcorn.html](http://www.seriousseats.com/2013/03/diy-cornmeal-from-popcorn.html).
- Afterward, try using some of your homemade cornmeal in the bean bread recipe.
- Try cooking bean bread as the Indians did in times past by wrapping mixture in corn leaves, tying package with twine, and dropping in boiling water for an hour. The Indians liked to serve bean bread with bear grease on top — you can omit that!
- Make some other recipes from the Cherokee Nation Cookbook — such as barbecued fish. See: [www.cherokee.org/AboutTheNation/Culture/CookBook.aspx](http://www.cherokee.org/AboutTheNation/Culture/CookBook.aspx).

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.cherokee.org](http://www.cherokee.org)
- [www.powersource.com/nation](http://www.powersource.com/nation)
- [www.ifood.tv/network/cherokee](http://www.ifood.tv/network/cherokee)

\*From the *Cherokee Nation Cookbook*,  
[www.cherokee.org](http://www.cherokee.org)



# RUN

## BEANBAG THROW



### THE ACTIVITY

Children will throw beanbags into pails from various distances.

### WHY?

Throwing beanbags fine tunes children's eye-hand coordination. At the same time, it gives children practice developing their throwing skills and improving their aim.

### WHAT YOU DO

- Make or assemble beanbags.
- Have children stand at a starting line and toss 5 beanbags into a pail. See how many of the 5 beanbags they can land in the pail.
- Once they can get all 5 in, move the pail farther away.
- Continue moving the pail until the thrower cannot get all 5 beanbags in. This spot is where the child needs to practice his or her throwing skills.

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years      Marta = 10 years  
Matthew = 4 1/2 years      (your own child; before and after school)  
Keisha = 5 years

- Working with parent volunteers (and perhaps the children, too), make 25 beanbags. Stuff the beanbags with plastic or wooden buttons or beads, plastic pellets, or styrofoam balls/beads. For the wrappers, use scraps of fabric; old blue jeans make excellent bag coverings. Close the sides with duct tape. Since you are custom-making these beanbags, print the children's names on 5 beanbags each.
- Give the children time to play with their beanbags. Ask questions: What do they feel like? What can you do with them? Can you think of a game you could play with them?
- Pair the children: Jennifer and Madison, Matthew and Keisha, and you with Marta. Practice throwing the beanbags to each other, one at a time. What happens if the children throw two at a time?

- Take the children outside and have them help you put a masking tape line on the grass. This is where each child will stand. Bring over a large pail.
- Begin by placing the pail about a foot beyond the line. Starting with the youngest child (Jennifer), have her throw the five beanbags one at a time into the pail. As Jennifer throws each beanbag, encourage the group to give her advice: How should she position herself? Should she throw underhand or overhand? What's the best way to reach the target?
- Once Jennifer is able to get all five beanbags in the pail, move to the next child and continue.
- At Jennifer's next turn, move the pail farther back and see if she can get all 5 beanbags in. Once she can, have the next child (Madison) take a turn. Continue until you establish a spot where each child can no longer get all five beanbags in. This represents where each child's target pail should be placed.
- The next time you do this activity, place the pail at the spot where each child left off. With practice, children should be able to keep moving their targets farther back.

### FOLLOW-UP

- Play any of the games suggested by the children when they were first introduced to the beanbags, perhaps balancing a beanbag on their head as they walk along a twisted path.
- Try different targets: hoops, holes, and knocking down plastic bottles.
- Play a game of cornhole, using your beanbags rather than ones stuffed with corn. See: [www.playcornhole.org](http://www.playcornhole.org).

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.ehow.com/how\\_8714\\_make-beanbags.html](http://www.ehow.com/how_8714_make-beanbags.html)
- [www.ot-mom-learning-activities.com/bean-bag-games.html](http://www.ot-mom-learning-activities.com/bean-bag-games.html)







# EAT

## FLIP FOR FRENCH TOAST STICKS

### WHY?

Some version of French toast is served in most of the world. The first recipe for this tasty breakfast food goes back to Roman times. This updated version is healthy because it is baked and uses whole wheat bread.

### RECIPE

#### Ingredients

- 4 slices (1/2 to 3/4 inch) whole wheat bread (day-old bread is best)
- 3 eggs
- 1/2 cup milk
- 1 tablespoon melted butter
- 1 teaspoon vanilla
- 1/2 teaspoon cinnamon
- Strawberries

### METHOD

1. Preheat oven to 350°F.
2. Spray baking sheet with nonstick spray.
3. Cut bread slices into thirds.
4. Whisk together eggs, milk, melted butter, vanilla, and cinnamon in a large shallow bowl.
5. Dunk bread in batter, thoroughly soaking it.
6. Place sticks on baking sheet.
7. Bake for 16-18 minutes, flipping halfway through.

### HOW YOU DO THIS

Suppose that you care for:

- |                        |   |
|------------------------|---|
| Jennifer = 3 1/2 years | Keisha = 5 years                          |
| Madison = 4 1/2 years  | Marta = 10 years                          |
| Matthew = 4 1/2 years  | (your own child; before and after school) |

- Gather children at the kitchen table. Preheat oven to 350°F.
- One at a time, have Jennifer, Madison, Matthew, and Keisha cut a slice of bread into thirds. Ask Marta to help out, showing the children where to cut the bread.
- Ask Keisha to cover the baking sheet with nonstick spray.
- Ask Madison, Matthew, and Keisha to each break one egg into the bowl.
- Ask Marta to melt the butter in the microwave and add it to the bowl.
- Help Jennifer to measure out the milk and pour it into the bowl.

- Have Marta measure out the vanilla and cinnamon and add it to the bowl.
- Place the baking sheet next to the bowl with the egg mixture. Have each child dip two strips into the batter, making sure the egg mixture is absorbed. Ask: How do you know when the bread is filled with the egg mixture? What color does the bread turn? Why? We are using stale bread instead of fresh bread. What does “stale” mean? Why do you think we use stale bread?
- Have the children place the egg-dipped strips on the prepared baking sheet.
- Set the timer for 8 minutes. Have the children remove the green stems from the freshly washed strawberries and arrange the fruit on a plate.
- Flip the French toast strips over at the halfway mark. Set the timer for another 8 minutes. Then help the children put more fresh fruit on their plates. Try other berries or banana slices, for example.
- Remove the sticks from the oven. Let children use tongs to put 2 or 3 French toast sticks on their plates with the fruit.

### FOLLOW-UP

- Think up new ways children might use French toast to make sandwiches. In Italy, for instance, mozzarella cheese is traditionally stuffed between the pieces.
- Research the history of French toast with the children. How did the dish get its name, since it is not French in origin? Here is a web site to get you started: [www.todayifoundout.com/index.php/2010/11/french-toast-was-not-invented-in-france/](http://www.todayifoundout.com/index.php/2010/11/french-toast-was-not-invented-in-france/).
- Do not forget to celebrate on November 28th — it is National French Toast Day!

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.delish.com/food-fun/foods-named-after-places-french-toast#slide-9](http://www.delish.com/food-fun/foods-named-after-places-french-toast#slide-9)
- [www.cdkitchen.com/recipes/articles/view/352/1/National-French-Toast-Day.html](http://www.cdkitchen.com/recipes/articles/view/352/1/National-French-Toast-Day.html)

\*Recipe taken from the blog of Iowa Girl Eats, [www.iowagirleats.com/recipes/?recipe\\_id=6042069](http://www.iowagirleats.com/recipes/?recipe_id=6042069)



# RUN

## TUMBLING FLIPS

### THE ACTIVITY

Children will do a forward roll, flipping over while touching the ground with their bodies.

### WHY?

The forward roll is basic to gymnastics. It teaches children flexibility, coordination, and balance. It also helps stretch children's muscles and builds strength.

### WHAT YOU DO

- Find a cushioned surface such as a rug or a napping, yoga, or exercise mat.
- Teach children this 8-step process\*:
  1. In a squat position, balance on the balls of your feet.
  2. Hold out your arms to help keep balanced.
  3. Put your hands on the floor.
  4. Tuck in your head and start to roll forward.
  5. Roll slowly onto the back of your shoulders.
  6. Push off the ground with your feet, and hold onto your knees, keeping legs tucked in during roll.
  7. Using your hands, push back up onto the balls of your feet.
  8. Reach out your arms to regain balance while standing up.

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years	Keisha = 5 years
Madison = 4 1/2 years	Marta = 10 years
Matthew = 4 1/2 years	(your own child; before and after school)

- Familiarize yourself with the steps involved in doing a forward roll.
- During play time (either indoors or outdoors), bring out a cushioned surface. Ask Marta, who already knows how to do a forward roll, to be your assistant. Explain to the group that you are going to teach them to do a forward roll.

- One at a time, while they are playing, ask each child to come to the mat, beginning with Jennifer. Ask Marta to demonstrate the process. As Marta does each step, describe what she is doing.
- Walk Jennifer through each step. Guide her body over the first time through. Keep doing forward rolls with Jennifer, until she can do it herself.
- Continue teaching each child to do forward rolls until everyone has had a turn.
- Later, have the children discuss the process of learning a forward roll. What was the hardest part? What did they like best? What tumbling move would they like to learn next?

### FOLLOW-UP

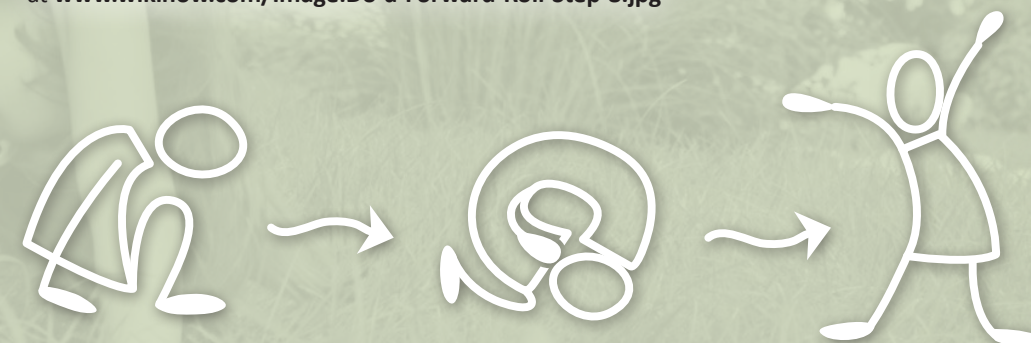
- Teach the children other tumbling moves, such as backward rolls, handstands, and cartwheels.
- Let the children tumble in pairs and as a group, if you have the space.
- Have the children do rolls to music and as part of a dance routine.

### FOR FURTHER INFORMATION

Check out this web site:

- [www.onestopfun.com/admin/misc/Benefits%20of%20preschool%20gymnastics.pdf](http://www.onestopfun.com/admin/misc/Benefits%20of%20preschool%20gymnastics.pdf)

\*Taken from WikiHow: Do a Forward Roll. See illustrations of steps at [www.wikihow.com/Image:Do-a-Forward-Roll-Step-8.jpg](http://www.wikihow.com/Image:Do-a-Forward-Roll-Step-8.jpg)





# EAT

## BOTTOMS UP BLUEBERRY SMOOTHIE

### WHY?

A smoothie is a delicious way to consume the fruit and milk important to children's diets. These delicious drinks illustrate for children how foods grown on the farm reach home kitchens.

### RECIPE

#### Ingredients

- 4 cups blueberries (fresh or frozen)
- 2 cups milk
- 2 cups plain yogurt
- 3 tablespoons honey
- 3 cups ice cubes

### METHOD

1. Combine all ingredients in blender.
2. Blend at high speed until smooth.

### HOW YOU DO THIS

Suppose that you care for:

Tonio = 13 months      Annie = 3 years  
Tassneem = 22 months      Julian = 4 years  
Pedro = 2 1/2 years

- At a field trip to Frying Pan Park earlier in the week, children watched cows on the farm being milked and bought a carton of milk at the country store.
- Later in the week, children went to a pick-your-own blueberry farm. When they got home, they picked through the blueberries, cleaning and washing them.
- For morning snack, you have promised the children a treat that will combine both of the farm foods they brought home — milk and blueberries.
- Gather all children in the kitchen. Put Tonio in his highchair and Tassneem in a booster seat. The other children can pull chairs up to the counter.

- One at a time, help Tassneem, Pedro, Annie, and Julian measure out a cup of blueberries and put them in the blender.
- Ask Annie and Julian to each measure a cup of the farm milk and add it to the blender.
- Ask Tassneem and Pedro to each measure a cup of yogurt and add it to the blender.
- Ask Julian to measure 3 tablespoons of honey and put it in the blender.
- Place the ice maker container from the freezer on the counter. Ask Pedro, Annie, and Julian to each add one cup of ice cubes to the blender.
- Secure the lid and turn on the blender for about 20 seconds until all the ice cubes are broken up. Ask questions of the children: What did the blender do to all the ingredients we put in it? What color is the smoothie? Why do you think it is that color? How will we know when the ingredients are smooth enough to be a smoothie?
- Pour into glasses and serve.

### FOLLOW-UP

- What other flavors of smoothies could the children help you make?
- Read books about how foods get from the farm to the table. Two suggestions are: *From Cow to Carton* by Alike and *Food from Farms* by Nancy Dickmann.

**Field Trips:** Visit a farm or farmers market such as:

- Frying Pan Park (to watch cows being milked): 2709 W Ox Rd, Herndon, VA; (703) 437-9101; [www.fryingpanpark.org](http://www.fryingpanpark.org)

### FOR FURTHER INFORMATION

Check out this web site:

- [www.smoothieninja.com/smoothie-faq](http://www.smoothieninja.com/smoothie-faq)



# RUN

## USE YOUR BOTTOM TO MOVE

### THE ACTIVITY

Children sit on towels or baby blankets on non-carpeted floors and use their feet, hands, and bottoms to move them forward.

### WHY?

This funny style of moving helps children develop the large muscles in their legs.

### WHAT YOU DO

- Position each child on a towel or baby blanket/quilt on a smooth floor. The child's bare feet should stick over the towel/blanket's edge.
- Using his or her feet, hands, and bottom, each child scoots forward, bringing the towel/blanket with him or her.

### HOW YOU DO THIS

Suppose that you care for:

Tonio = 11 months      Annie = 3 years  
Tassneem = 22 months      Julian = 4 years  
Pedro = 2 1/2 years

- Bring out tape, scissors, and as many towels as there are children.
- Cut two pieces of masking tape and apply them to the floor as the start and finish lines.
- Gather the children and explain the activity. Make sure that Tonio, Tassneem, and Pedro all have clean diapers before starting the activity!
- Start with Julian and show him how to use his bottom to move across the floor.
- Go through the same process with Annie and Pedro. If Tassneem has trouble making her body scoot, ask Julian to pull Tassneem's towel to the finish line, while she holds on to the towel.

- When it is Tonio's turn, Annie and Julian can pull his towel from start to finish.
- Review the activity with the children: What did they like best? How high did their bottoms get off the floor? Could they do this movement without using their hands? Would it be harder to do this backward? How about in a circle?

### FOLLOW-UP

- Encourage the children to change the activity by moving backward or in a circle or along a twisted path.
- Have the children move their bottoms in time to music.
- Brainstorm and try out other fitness activities the children can do with towels, such as using their feet to spin around on the towels.

### FOR FURTHER INFORMATION

You might find some other movement activities children can do with towels or baby blankets/quilts by reading books that feature fitness activities. Check out these:

- *The Busy Body Book* by Lizzie Rockwell
- *Moving with a Purpose* by Renee M. McCall and Diane H. Craft
- *Early Steps Physical Education Curriculum: Theory and Practice for Children Under 8* by Evridiki Zachopoulou, Ian Pickup, and Niki Tsangaridou





# EAT

## STONE SOUP

### WHY?

Children learn about sharing and working together by making stone soup similar to the one pictured in the classic children's book. If possible, plant a garden or visit a farmers market with the children. Then, use these vegetables to make a tasty meal.

### RECIPE

#### Ingredients

- 2 quarts water
- 1 quart tomato juice
- 1 clean stone, size of an egg
- 3 carrots
- 1 onion
- 2 potatoes
- 2 stalks of celery
- 1 cup peas
- 1 cup corn kernels
- 1 tomato
- 1 bunch green beans
- 1 handful each of small pieces of broccoli and cauliflower
- 1/4 cup uncooked pasta
- 1 tablespoon salt
- 1/4 teaspoon pepper

### METHOD

1. Pour water and tomato juice into large pot. Liquids should half fill the pot.
2. Thoroughly wash the stone. Add to soup. Simmer until liquid bubbles.
3. Wash, peel, and chop carrots, onion, and potatoes. Add vegetables to pot. Bring water to boil. Reduce heat. Simmer 25 minutes.
4. Wash, chop, and add remaining vegetables, stirring occasionally — continue 15 minutes.
5. Add pasta. Cook 7 minutes.
6. Add salt and pepper (Serves 10-12).

### HOW YOU DO THIS

Suppose that you care for:

Emily = 13 months	Devine = 4 years
Sean = 2 years	Jack = 4 years (your child)
Tiffany = 3 years	Eduardo = 8 years (before and after school)

- Read aloud the book *Stone Soup*. Discuss the book together and ask questions such as:
  - Why did the villagers not want to share their food with the travelers in the beginning?
  - Did the travelers trick the villagers?

- How did each vegetable make the soup better?
- Do you think they could have made the soup without the stone?
- What did the travelers teach the villagers?
- Plan how to make stone soup using vegetables from your garden. Decide what vegetables you need from your local farmers market.
- Gather children in the kitchen. Ask Devine to add tomato juice to pot. Have Jack add the water. Let Tiffany drop in the stone. You put the soup on the stove.
- Give Emily a snack. Seat her where she can watch. While you supervise, ask children to wash, peel, and chop carrots, onion, and potatoes.
- Remove pot from stove. Have children add chopped vegetables to pot. Return pot to stove. Simmer 25 minutes.
- Have children wash and chop remaining vegetables, except corn.
- Remove pot from stove. Ask children to add chopped vegetables and corn to soup. Return pot to stove for 15 minutes.
- While soup cooks, suggest children draw or paint a picture of their favorite vegetable.
- Have Tiffany add pasta when 15 minutes pass. After 7 minutes, let Sean add salt and pepper
- Ladle soup into bowls, leaving the stone in pot for luck.

### FOLLOW-UP

- Show children video, Stone Soup: [video.nhptv.org/video/1689038516](http://video.nhptv.org/video/1689038516).
- Read children another version of *Stone Soup* story. In Sweden, the soup is started with a nail; in Russia, an axe is used. In each story, people learn everyone is better off when they share.
- Try making a version of stone soup using fruits from the garden rather than vegetables.

**Field trip:** Visit a farmers market, such as the Annandale Farmers Market, 6621 Columbia Pike, Annandale, VA 22003; Thursdays, May - November; 8 a.m. - Noon.

### FOR FURTHER INFORMATION

Check out these web sites:

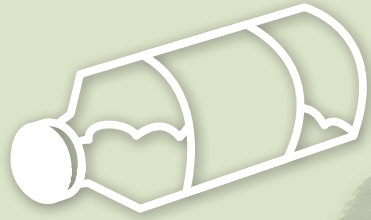
- [www.voices.yahoo.com/free-printable-stone-soup-games-activities-lesson-7163728.html?cat=4](http://www.voices.yahoo.com/free-printable-stone-soup-games-activities-lesson-7163728.html?cat=4)
- [literature-in-the-curriculum.wikispaces.com/Stone+Soup](http://literature-in-the-curriculum.wikispaces.com/Stone+Soup)

\*Forest, H. (1998). *Stone Soup*. Atlanta, GA: August House LittleFolk



# RUN

## STONE WEIGHTS



### THE ACTIVITY

Children recycle water bottles and turn them into weights that can be used for fitness and fun. Children under age 6 fill them with lightweight stones, shells, or beads. Older children use heavier items, like river stones, pennies, or sand.

Note: The finished weights should be used to build endurance and muscle tone — not enhance muscle size.

### WHY?

Starting at around age 3 years, strength training improves bone density, body composition, balance, cholesterol levels, and self-image.

### WHAT YOU DO

- Collect enough used water bottles (between 16.9 and 20 oz.) to have two per child of the same size and shape. Older children will need bottles with tops wide enough to put pennies through.
- Collect enough lightweight stones, beads, etc., to fill the bottles for the children under age 6. For older children, gather heavier fillings (river stones or pennies).
- Fill the bottles and tightly screw on caps.
- For younger children, use the bottles to learn basic exercises. For older children, use the bottles as hand weights to exercise the major muscle groups (arms, shoulders, legs, abdomen, upper and lower back, chest).

### HOW YOU DO THIS

Suppose that you care for:

Tiffany = 3 years

Devine = 4 years

Jack = 4 years (your child)

Eduardo = 8 years (before and after school)

- Make the weights as part of a group project. Provide a funnel for Tiffany, Devine, and Jack to use to fill the bottles with lightweight stones or beads. Eduardo can put pennies in his bottle.
- Show the children how to hold and use the bottles for basic exercises. Start by demonstrating how to do an arm curl: hold the weight in one hand, keeping your elbow at your waist and lifting your arm from a hanging position up toward the shoulder. Ask the children to repeat this exercise 5 times.
- Add a couple of other exercises (with repetitions) to the children's routines, such as lifting the bottles above their heads and making circles with their arms while holding the bottles. Gradually add other exercises and repetitions.
- Work with Eduardo to do 2 to 3 exercises for each muscle group. He will benefit from a weight training program.

### FOLLOW-UP

- If you care for children age 8 years and older, consider purchasing an app for tablets and smart phones known as IronKids ([itunes.apple.com/us/app/iron-kids/id552037626?mt=8](https://itunes.apple.com/us/app/iron-kids/id552037626?mt=8)). Developed by the American Academy of Pediatrics, this app includes demonstrations of exercises. You can also use it to create custom workouts.

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.ideafit.com/fitness-library/strength-training-for-kids](http://www.ideafit.com/fitness-library/strength-training-for-kids)
- [www.parentdish.com/2011/02/01/weightlifting-for-kids-sure-pump-it-up](http://www.parentdish.com/2011/02/01/weightlifting-for-kids-sure-pump-it-up)





# EAT

## OATMEAL IN A PUMPKIN BOWL

### WHY?

This recipe shows children pumpkins are not just for making jack-o-lanterns. They are also a yummy, nutritious food. Pumpkins are rich in vitamin A, potassium, beta-carotene, and fiber. Plus, how often can children eat the bowl their oatmeal is served in?

### RECIPE

#### Ingredients

- 6 small sugar pumpkins
- 3 tablespoons canola oil
- 3 teaspoons baking powder
- 1 1/2 cups unsweetened apple sauce
- 3 teaspoons ground cinnamon
- 6 tablespoons brown sugar
- 6 cups old fashioned oats
- 3 eggs
- 3 cups low fat milk
- 3 granny smith apples (peeled and diced)

### METHOD

1. Preheat oven to 375°F.
2. Cut top off pumpkins. Scoop insides out.
3. Combine remaining ingredients (except brown sugar) in large bowl.
4. Stir well. Divide batter evenly among pumpkins.
5. Sprinkle oatmeal with brown sugar.
6. Place pumpkins on baking sheet. Bake 45 minutes to an hour until pumpkin is soft enough to scoop and oatmeal is done.

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years	Keisha = 5 years
Madison = 4 1/2 years	Marta = 10 years
Matthew = 4 1/2 years	(your own child; before and after school)

- Gather children to make pumpkin oatmeal with sugar pumpkins bought for each on pumpkin patch field trip.
- Cut top off each pumpkin. Give each child large metal spoon to clean out pumpkin. Ask Marta to help younger children. Save seeds to plant in garden.
- Assist Jennifer in measuring oats and applesauce and emptying into large mixing bowl.

- Have Matthew measure milk and canola oil and add to bowl.
- Ask Madison to measure cinnamon and baking powder and add with eggs to bowl.
- Have Marta peel and core apples and chop into small pieces. Add to bowl.
- Have Keisha start mixing oatmeal contents with wooden spoon. Pass bowl and spoon around so children get to mix oatmeal.
- Help children ladle oatmeal mixture into their pumpkins, which are on cookie sheets. Let children sprinkle pinch of brown sugar on oatmeal.
- While the oatmeal bakes (45 minutes), sing songs and do finger plays about pumpkins, such as:

Five little pumpkins sitting on a gate (hold hands up)  
The first one said, "Oh my, it's getting late" (hands on cheeks)  
The second one said, "There's a chill in the air" (hug self)  
The third one said, "But we don't care" (shrug)  
The fourth one said, "We're ready for some fun" (jump)  
The fifth one said, "Let's run, run, run" (run in place)  
So woo went the wind, and out went the lights  
And the five little pumpkins rolled out of sight (sit down).

- Remove the oatmeal pumpkins. Give all children their bowls with oatmeal.

### FOLLOW-UP

- Plant some pumpkin seeds in the garden.
- Talk about what else could be baked in a pumpkin — for example, soup or chili.
- Read aloud books about pumpkins — *Pumpkin Circle: The Story of a Garden* by George Levenson or *Seed, Sprout, Pumpkin Pie* by Jill Esbaum.

**Field trip:** Visit a local farm or pumpkin patch.

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.extremepumpkins.com](http://www.extremepumpkins.com)
- [www.bhg.com/topics/food-and-recipes/pumpkins.htm](http://www.bhg.com/topics/food-and-recipes/pumpkins.htm)

\*Baked Pumpkin Oatmeal recipe taken from the blog, Cooking with My Kid, [www.cookingwithmykid.com/recipes/baked-pumpkin-oatmeal](http://www.cookingwithmykid.com/recipes/baked-pumpkin-oatmeal)





# RUN

## PUMPKIN TOSS

### THE ACTIVITY

Children throw tiny pumpkins through a hanging hula hoop.

### WHY?

Children develop arm muscles and eye-hand coordination as they refine their throwing skills.

### WHAT YOU DO

- Hang a hula hoop from a tree branch, basketball hoop, or other overhang.
- Provide the children with tiny pumpkins.
- Place a line for the children to stand on while they throw.
- Have children take turns throwing 5 pumpkins through hoop.

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years	Keisha = 5 years
Madison = 4 1/2 years	Marta = 10 years
Matthew = 4 1/2 years	(your own child; before and after school)

- On a trip to a local farm or pumpkin patch, buy a dozen tiny pumpkins.
- Outside, string a hula hoop from a tree branch, much like a tire swing. With Madison and Keisha's help, place a masking tape line on the ground, designating where the children should stand and throw.
- Beginning with Jennifer, give her a basket with five tiny pumpkins and ask her to throw them through the hoop. Continue with each child, playing for three rounds, or as long as the children stay interested.

### FOLLOW-UP

- In future attempts to throw the pumpkins, move the throwing line increasingly farther away. To provide a greater challenge, swing the hula hoop and have the children throw at a moving target.
- Encourage the children to throw from different positions, such as sideways or backwards through their legs.
- Find a use for the tiny pumpkins once you are done using them as "balls." For example, you could put them in a basket with pine cones and display them or carve them into candle sticks. You can even use them as pots to bake puddings, quinoa, or eggs.

**Field trip:** Visit a local farm or pumpkin patch.

### FOR FURTHER INFORMATION

Check out this web site:

- [www.wikihow.com/Teach-a-Child-to-Throw,-Catch-and-Hit-a-Ball](http://www.wikihow.com/Teach-a-Child-to-Throw,-Catch-and-Hit-a-Ball)







# EAT

## HAPPY FACE (ENGLISH) MUFFINS

### WHY?

By decorating English muffin halves, children become invested in making foods they want to eat.

### RECIPE

#### Ingredients

- Whole wheat English muffin halves (one per child)
- Tomato or pizza sauce (2 tablespoons per child)
- Mozzarella cheese slices (one per child)
- Vegetables for children to select from: cherry tomato halves, sliced pitted olives, sliced avocado, sliced and seeded green pepper, sliced and seeded red pepper, lettuce leaves, spinach leaves, sliced cucumber, sliced water chestnuts, sliced mushrooms

### METHOD

1. Preheat oven to 375°F.
2. Give each child a muffin half as the base for making a face.
3. Spread tomato/pizza sauce on muffin.
4. Place cheese slice on top of sauce. Trim any overhang.
5. Place vegetables on muffin to make eyes, nose, and smiling mouth.  
Children can add hair and other embellishments, such as earrings or eye glasses.
6. Place muffins on cookie sheet in oven and cook until cheese is melted, about 8 minutes.

### HOW YOU DO THIS

Suppose that you care for:

Emily = 13 months	Devine = 4 years
Sean = 2 years	Jack = 4 years (your child)
Tiffany = 3 years	Eduardo = 8 years (before and after school)

- Place Emily in her chair facing the table. Give her a toasted English muffin half cut into small pieces to nibble on.
- Gather the other children at the table and give each child a muffin half and a paper towel sheet to work on.
- Ask each child to spread two tablespoons of sauce and then put a slice of cheese atop his or her muffin, trimming any cheese that does not fit on the top of the muffin. Ask Eduardo to be your helper for anyone who needs assistance.
- Put the vegetables on the table and explain to the children these will become the muffin faces. Ask guiding questions: What vegetables could become a nose? Eyes? A smiling mouth? What if you wanted to put earrings on your face, what could you use? How about hair? Or glasses?
- Give the children time to assemble their faces. When they finish, have the children put their “face” on the cookie sheet and explain to the group what they did and why.
- Bake the faces for about 8 minutes. The cheese will melt. While the muffins bake, have the children set the dining room table and wash their hands for lunch.
- Take photos of each child’s “face” before putting it on a plate to serve.

### FOLLOW-UP

- Have the children try making cat or dog faces with big ears.
- Try making an all fruit version of a face, eliminating the tomato/pizza sauce and using a soft cheese, such as goat cheese.
- Make faces on whole wheat pita bread, as an alternative.

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.spoonful.com/recipes/pizza-mummies](http://www.spoonful.com/recipes/pizza-mummies)
- [www.yummly.com/recipes/english-muffin-open-face-sandwich](http://www.yummly.com/recipes/english-muffin-open-face-sandwich)



# RUN

## IF YOU'RE HAPPY AND YOU KNOW IT...ACT IT OUT!

### THE ACTIVITY

Children sing and do gross motor exercises to a song.

### WHY?

Exercising to music is fun!

### WHAT YOU DO

- Read the picture book, *If You're Happy and You Know It* (Anna McQuinn) aloud to the children.
- Reinforce the story by playing this video:  
[www.englishexercises.org/makeagame/viewgame.asp?id=6549](http://www.englishexercises.org/makeagame/viewgame.asp?id=6549)
- Have the children sing and act the following lyrics to the song:  
If you're happy and you know it, clap your hands (repeat)  
If you're happy and you know it, and you really want to show it  
If you're happy and you know it, clap your hands!  
If you're happy and you know it, stamp your feet (repeat)  
If you're happy and you know it, and you really want to show it  
If you're happy and you know it, stamp your feet!  
If you're happy and you know it, turn around (repeat)  
If you're happy and you know it, and you really want to show it  
If you're happy and you know it, turn around!  
If you're happy and you know it, wiggle your hips (repeat)  
If you're happy and you know it, and you really want to show it  
If you're happy and you know it, wiggle your hips!  
If you're happy and you know it, stretch your arms (repeat)  
If you're happy and you know it, and you really want to show it  
If you're happy and you know it, stretch your arms!  
If you're happy and you know it, pat your head (repeat)  
If you're happy and you know it, and you really want to show it  
If you're happy and you know it, pat your head!

If you're happy and you know it, touch your nose (repeat)  
If you're happy and you know it, and you really want to show it  
If you're happy and you know it, touch your nose!

If you're happy and you know it, point your toes (repeat)  
If you're happy and you know it, and you really want to show it  
If you're happy and you know it, point your toes!

If you're happy and you know it, shout hello (repeat)  
If you're happy and you know it, and you really want to show it  
If you're happy and you know it, shout hello!

### HOW YOU DO THIS

Suppose that you care for:

Emily = 13 months    Devine = 4 years  
Sean = 2 years    Jack = 4 years (your child)  
Tiffany = 3 years    Eduardo = 8 years (before and after school)

- With Emily in your lap and Sean at your side, read book, *If You're Happy and You Know It*. Discuss how children around the world do same things.
- Watch video with children following along in book.
- Have children stand up and sing karaoke style to the video, acting out each command. Hold Emily's hands to help her stand and do actions. If Sean needs support, ask an older child to help him.

### FOLLOW-UP

- Make up additional exercise-related lyrics — jump in place, touch your toes, hop on one foot.
- Make up a version of the song for outside — leap in the air, kick a ball, chase a friend.
- Introduce children to other songs involving movement, like the *Hokey Pokey*.

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.jaeldejongweissman.com/?p=38](http://www.jaeldejongweissman.com/?p=38)
- [blog.bufferapp.com/why-exercising-makes-us-happier](http://blog.bufferapp.com/why-exercising-makes-us-happier)





# EAT

## SIMPLY "A-MAIZE-ING" CORN PUDDING

### WHY?

Corn pudding is a treat to eat. American Indians introduced early settlers to maize, which they renamed Indian corn. Regular corn pudding is a heavy dish, filled with cream and lots of egg yolks. This lightened version is just as festive, but far more healthy.

### RECIPE

#### Ingredients

- 2 large ears fresh corn, kernels removed or 1 1/2 cups frozen corn
- 2 tablespoons all-purpose flour
- 3 large eggs
- 2 large egg whites
- 1 cup nonfat evaporated milk
- 1 teaspoon salt
- 1/4 teaspoon ground pepper
- 1 teaspoon butter
- 2 tablespoons breadcrumbs or panko

### METHOD

1. Preheat oven to 325°F. Coat 1 1/2 quart baking dish with nonstick spray.
2. Stand shucked ears of fresh corn in shallow bowl. Remove kernels with knife, or defrost frozen corn.
3. Combine 1 cup of corn and flour in blender. Process until smooth.
4. Whisk eggs in large bowl.
5. Stir pureed corn, remaining corn kernels, evaporated milk, salt, and pepper in bowl.
6. Pour mixture in baking dish. Bake 30 minutes.
7. Melt butter in microwave. Combine with breadcrumbs or panko.
8. Sprinkle breadcrumbs/panko evenly over top. Bake another 30 minutes.

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years	Keisha = 5 years
Madison = 4 1/2 years	Marta = 10 years
Matthew = 4 1/2 years	(your own child; before and after school)

- Buy the corn with children at a farmers market.
- Before starting to cook, preheat oven.
- Have Jennifer coat baking dish with nonstick spray.

- Set Marta up with bowl, knife, and corn cobs. Have her cut off kernels into bowl and measure 1 cup when finished.
- Ask Matthew to measure flour and empty into blender, along with cup of corn.
- Run blender 20 seconds or until pureed.
- Show Marta how to crack an egg into slotted spoon over bowl, so the white goes into bowl and yolk stays on spoon. Have her separate 2 eggs, putting yolks aside for another use. Ask Keisha to break other 3 eggs into bowl. Combine eggs and whites. Have Keisha whisk together.
- Ask Matthew to add pureed corn, corn kernels, and evaporated milk to eggs.
- Ask Madison to add salt and pepper to mixture and stir everything together.
- Ask Jennifer and Keisha to spread mixture into baking dish.
- Place corn pudding in oven. Set timer for 30 minutes.
- Take pudding out of oven when timer goes off.
- Have Mathew put butter in microwave. Ask Keisha to add panko to butter and pour over pudding.
- Return pudding to oven. Set timer for another 30 minutes.
- Meanwhile, read book about corn, such as *The Life and Times of Corn* by Charles Macucci.
- Remove pudding from oven and serve.

### FOLLOW-UP

- Make other recipes featuring corn, such as corn soup, corn cakes, corn salsa, corn relish, and corn fritters. Record recipes in a cookbook, shaped like an ear of corn.
- Read other books about maize and history of corn, such as *Corn is Maize: The Gift of the Indians* (Alik).

**Field trip:** Visit farmers market, such as Wakefield Park Market, 8100 Braddock Road, Annandale, VA, (703) 642-0128, May – October, Wednesdays, 2:30 – 6 p.m.

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.indians.org/articles/corn.html](http://www.indians.org/articles/corn.html)
- [www.campsilos.org/mod3/students/c\\_history.shtml](http://www.campsilos.org/mod3/students/c_history.shtml)

\**EatingWell*, July/August 1993, [www.eatingwell.com/recipes/corn\\_pudding.html](http://www.eatingwell.com/recipes/corn_pudding.html)



# ? **RUN**

## SIMPLY "A-MAIZE-ING" CORN MAZE

### THE ACTIVITY

Children will learn about mazes and take a field trip to a corn maze.

### WHY?

Being able to complete a maze on a computer or on paper teaches children how to move in different directions, solve problems, and learn about logical consequences. By physically moving their bodies through a maze, children reinforce this learning.

### WHAT YOU DO

- Plan a field trip to a corn maze. Try The Maize at Temple Hall Regional Farm Park in Loudoun County or the Corn Maize at The Plains in Fauquier County. For detailed information on hours and locations of mazes, see Northern Virginia Regional Park Authority web site: [www.nvrpa.org](http://www.nvrpa.org).
- Give children mazes to complete with you, with friends, or on their own. Look for reproducible mazes at: [www.nickjr.com/printables/doras-book-of-mazes.jhtml](http://www.nickjr.com/printables/doras-book-of-mazes.jhtml) or [www.allkidsnetwork.com/mazes](http://www.allkidsnetwork.com/mazes).

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years	Keisha = 5 years
Madison = 4 1/2 years	Marta = 10 years
Matthew = 4 1/2 years	(your own child; before and after school)

- While children are involved in free play, call Jennifer and Madison to the computer. Introduce subject of mazes using the video. Ask questions like: How did you know which way to go? What happens if you make a mistake?
- Afterward, leave them alone at the computer to practice as a team.
- At another playtime, lead Matthew and Keisha through the same process. Marta may be able to complete individually.
- Offer children opportunities to complete mazes you approve of on the computer, such as National Geographic for Kids site: [www.kids.nationalgeographic.com/kids/littlekids/games/african-animals-maze-game](http://www.kids.nationalgeographic.com/kids/littlekids/games/african-animals-maze-game).

- Take a field trip to a corn maze. Explain how corn is planted and resembles the way a paper maze looks. Show an aerial view from the maze's web site. Compare it to the paper and computer screen mazes. Ask questions like: What is the difference between walking a maze and completing it on paper or the computer? How will you know if you made a wrong turn? How can you figure out the maze when inside it?
- Be sure children know you will all be there together and there will be people and signs to help. They cannot get lost in the maze...they can only have fun!
- While in the maze, hold hands with Jennifer and Madison and go right behind Matthew, Keisha, and Marta, who are holding hands. At various points in the maze, have the groups skip, jump, hop, and sing.
- After the field trip, discuss it with the children. As one culminating activity, ask the children to draw, paint, or make a collage of their experience in the maze.
- Print paper mazes children can work on with you, in small groups, with a friend, or alone.

### FOLLOW-UP

- Show photos of some of the beautiful human mazes that have been built. See: [www.webecoist.momtastic.com/2008/11/25/amazing-creative-hedge-mazes-and-labyrinths](http://www.webecoist.momtastic.com/2008/11/25/amazing-creative-hedge-mazes-and-labyrinths).
- Encourage children to try making their own mazes; have others in the group try them out.
- Read books about mazes aloud: *My Book of Mazes: Around the World* (Kumon Publishing), or *Maze Craze: Detective Mazes* (Don-Oliver Matthies).

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.unmuseum.org/maze.htm](http://www.unmuseum.org/maze.htm)
- [www.pinterest.com/inspirationlabs/fun-with-mazes](http://www.pinterest.com/inspirationlabs/fun-with-mazes)





# EAT

## HALF MOON PITAS WITH CUCUMBER DIP

### WHY?

Whole wheat pita is a wise nutritional choice. It is a good source of carbohydrates and is high in fiber. Cucumber dip — known as raita in Indian cuisine — keeps both the nutrition and taste levels high.

### RECIPE

#### Ingredients

- 1 large unpeeled English hothouse cucumber or a regular peeled cucumber — halved, seeded, coarsely grated
- 2 cups plain low fat milk yogurt
- 1/4 cup (packed) chopped fresh mint
- 1 teaspoon ground cumin
- Pinch of cayenne pepper
- 4 whole wheat pitas

### METHOD

1. Wrap grated cucumber in kitchen towel and squeeze dry.
2. Whisk yogurt, mint, and cumin in medium bowl to blend. Add cucumbers and toss to coat.
3. Cover. Refrigerate at least 2 hours (can be prepared 1 day ahead; keep refrigerated).
4. Sprinkle raita with pinch of cayenne pepper. Serve with half moons of pita.

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years	Keisha = 5 years
Madison = 4 1/2 years	Marta = 10 years
Matthew = 4 1/2 years	(your own child; before and after school)

- Get cucumbers for this recipe either from your backyard garden or at a local farmers market.
- Assemble children in the kitchen in the afternoon, after Marta comes home from school. Have Keisha and Marta cut cucumber in half lengthwise, scoop out the seeds, and grate the cucumber on a grater situated in a bowl. Then have the girls spoon the grated cucumber into a towel, wrap it, and squeeze

it over the sink.

- Ask Madison and Jennifer to each measure out one cup of yogurt and empty it in medium-size bowl.
- Set Marta up with a chopping board, a knife, and the mint. Show her how to rock the knife to cut through the mint. As she chops the mint, have her pack it into a 1/4 measuring cup. Make sure she pats mint down to pack it into measuring cup.
- Ask Matthew to add mint to yogurt bowl, plus cumin.
- Have him unroll cucumber into yogurt mixture and mix everything together with a wooden spoon.
- Cover bowl with plastic wrap. Refrigerate until next afternoon, when Marta comes home from school.
- Bring bowl out of refrigerator. Unwrap it. Sprinkle pinch of cayenne pepper on top.
- Cut pitas in half, giving each child one half moon.
- Have children fold half moons of pita in half and scoop the dip.

### FOLLOW-UP

- As an alternative, make the Greek version of raita, known as tzatziki. The main difference between the two dips is that tzatziki has lemon and dill instead of the cumin and cayenne that are in raita.
- Serve raita in ways other than with pita. For instance, as a dip for vegetables or as a side dish at lunch.
- Come up with other ways to serve pita — with hummus or as a sandwich wrap, for example.

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.northindiancooking.com/about-raita-and-yogurt.html](http://www.northindiancooking.com/about-raita-and-yogurt.html)

\*Recipe for raita from Bon Appetit, August 2004:

[www.epicurious.com/recipes/food/views/Cucumber-Mint-Raita-109803](http://www.epicurious.com/recipes/food/views/Cucumber-Mint-Raita-109803)





# RUN

## MOONWALKING DANCE

### THE ACTIVITY

Children will do the moonwalk, popularized by Michael Jackson, to music.

### WHY?

The moonwalk is thrilling to young children because it gives the illusion of walking forward when the dancer is actually moving backward. Moving to music builds fitness, balance, and coordination.

### WHAT YOU DO

- Demonstrate the steps involved\*:
  - **Step 1:** Start with the feet together.
  - **Step 2:** Raise your right heel, so that you are standing on the ball of your right foot.
  - **Step 3:** Shift your weight onto the still raised right foot so that the left one feels weightless.
  - **Step 4:** Lower your right heel slowly while moving your (still weightless) left foot backward until the toes of your left foot are aligned with the heel of your right foot. If you do it right, it should look like your left foot is floating backward across the floor.
  - **Step 5:** Lift your left heel and shift your body weight, so that you are now standing on the ball of that foot.
  - **Step 6:** Repeat steps 4 and 5, this time with the opposite feet.
- Show a tutorial video, such as [www.youtube.com/watch?v=1EEynvjfljU](http://www.youtube.com/watch?v=1EEynvjfljU).
- Give the children lots of practice.
- Play music, such as tunes by Michael Jackson, and let the children dance away.

### HOW YOU DO THIS

Suppose that you care for:

Jennifer = 3 1/2 years      Keisha = 5 years  
Madison = 4 1/2 years      Marta = 10 years  
Matthew = 4 1/2 years (your own child; before and after school)

- Convene the group in a large, uncarpeted space. Have the children take off their shoes and dance in their socks on the bare floor.
- Work with the children, one at a time, beginning with Jennifer. As you are showing Jennifer how to move her feet, show the video tutorial to the rest of the group.
- In time, work individually with Madison, Matthew, Keisha, and Marta.
- Have each child work with you individually. Then, play the video tutorial as many times as they need (and stay interested).
- Get the whole group dancing. Then, get them dancing to music. You might try Michael Jackson songs, or something like, *I'm Walking on Sunshine* by Katrina and the Waves.

### FOLLOW-UP

- Put together costumes to accompany the moonwalking — gloves, top hats, batons, tuxedo jackets.
- Work the moonwalk into a dance/exercise routine that the children do regularly.
- Perform the moonwalk for family members.

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.kqed.org/arts/popculture/article.jsp?essid=65877](http://www.kqed.org/arts/popculture/article.jsp?essid=65877)
- [www.soultrain.com/2013/05/24/michael-jacksons-first-moonwalk-thirty-years-later](http://www.soultrain.com/2013/05/24/michael-jacksons-first-moonwalk-thirty-years-later)

\* Taken from "How to Moonwalk like Michael," *Time*, June 25, 2009  
[content.time.com/time/arts/article/0,8599,1907320,00.html](http://content.time.com/time/arts/article/0,8599,1907320,00.html)





# EAT

## GREEN EGGS AND PLANTAINS

### WHY?

Green eggs are scrambled eggs with spinach. This eggs and plantains dish is a popular breakfast in Africa and the Caribbean. Spinach is a very nutritious vegetable. It is high in fiber, iron, and vitamins. Plantains are rich in potassium and vitamin C. When boiled in their skins instead of fried, they retain their nutrients.

### RECIPE

#### Ingredients

- 4 plantains
- 2 cups baby spinach leaves
- 4 large eggs
- 1/8 cup milk
- pinch each of salt and pepper
- olive oil for drizzling

### METHOD

1. Pour quart of water into pot. Bring to boil.
2. Scrub and rinse plantains' skin.
3. Cut off plantains ends. Then cut into two-inch pieces.
4. Add plantain chunks to boiling water. Cover and turn heat to simmer. Cook 15-20 minutes.
5. Drain. Cool. Peel.
6. Tear spinach into small pieces.
7. Coat frying pan with nonstick spray.
8. Heat empty pan on medium.
9. Crack eggs into medium-sized bowl. Add milk, salt, and pepper. Fold in spinach. Whisk together.
10. Pour eggs into preheated pan. Allow eggs to set. Then turn over. Cook until desired firmness.
11. Remove eggs to plate and serve with plantains. Drizzle olive oil on plantains.

### HOW YOU DO THIS

Suppose that you care for:

- |                   |   |
|-------------------|---|
| Emily = 13 months | Devine = 4 years                            |
| Sean = 2 years    | Jack = 4 years (your child)                 |
| Tiffany = 3 years | Eduardo = 8 years (before and after school) |

- Bring children to kitchen. Seat Emily in her highchair. Set pot with water on stove. Turn heat to high.
- After introducing recipe, pass the plantains around. Ask: What does the plantain remind you of? How is the plantain different from a banana? Does it smell? Can you take the peel off with your hands?
- Ask Jack and Eduardo to cut off the plantain ends and then cut the plantains into two-inch pieces at the lines drawn on the skins with black marker.
- Put plantains in boiling water, turn down heat to simmer, cover pot, and cook 20 minutes.
- Give Tiffany and Devine the spinach. Have them tear into small pieces. While they do this, give Emily a spinach leaf to nibble.
- Ask Sean to coat frying pan bottom with nonstick spray.
- Ask Jack and Eduardo to break eggs into bowl and add milk, salt, and pepper. Ask Tiffany to add spinach. Have them take turns whisking everything together.
- Have Eduardo put colander in the sink. When plantains are cooked, pour them into the colander to drain and cool.
- Ask Devine to help pour eggs into pan.
- Place pan over medium heat. Turn eggs when they begin to set. Let everyone take a turn using spatula to cook the eggs.
- Ask Eduardo to remove plantain skins when cool enough to handle.
- Place eggs and plantains on each plate. Let children drizzle olive oil over plantains on their plates

### FOLLOW-UP

- Try serving boiled plantains with other dishes — seafood, stews, soups, fritters, and stuffings.
- Stir other ingredients into the eggs — diced ham or feta cheese.
- Read aloud a story about plantains such as, "Anansi and the Plantains: A Story from Jamaica" in *Around the World in 80 Tales* (Saviour Pirota).

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.africanfoods.co.uk/history-of-plantain.html](http://www.africanfoods.co.uk/history-of-plantain.html)
- [www.latinfood.about.com/od/latincaribbeancuisine101/a/about\\_plantains.htm](http://www.latinfood.about.com/od/latincaribbeancuisine101/a/about_plantains.htm)



# RUN

## "EGGS-CELLENT" EGG RACE

### THE ACTIVITY

According to their skill level, children walk or run from start to finish, carrying a hard-boiled egg on a spoon or in a plastic measuring cup.

### WHY?

This activity builds coordination and balance while refining large muscles of the leg. Plus, it "eggs" children on in their quest for fitness.

### WHAT YOU DO

- Place a start and a finish line outdoors.
- Give each participant a hard-boiled egg.
- Have younger children place the egg in a plastic measuring cup. Older children use a metal tablespoon to hold the egg. The children can hold the cup/spoon in one or two hands.
- Children race from start to finish, either by themselves, against others, or as part of a relay team.

### HOW YOU DO THIS

Suppose that you care for:

Emily = 13 months    Devine = 4 years

Sean = 2 years    Jack = 4 years (your child)

Tiffany = 3 years    Eduardo = 8 years (before and after school)

- During outdoor time, explain to the children that egg races have been popular with children for a very long time.
- Ask Eduardo and Jack to help you put down masking tape for start and finish lines. Ask Sean and Tiffany to paint over the tape in bright colors that will make the lines stand out in the grass.
- Bring the children to the start line. Give each child a hard-boiled egg and a measuring cup or spoon. For Emily, let her just hold the egg in her hands.
- Explain to the children that they can either walk or run to the finish line. They can hold the egg with one hand or two. The point is to not drop the egg. If they do drop the egg, they should pick it up, and start again from where they dropped the egg.

- In the beginning, take notes on each child's performance: whether they use a cup or spoon, one or two hands, and whether they walk or run. Work with each child to improve his or her performance, with the ultimate goal of being able to run while holding an egg in a spoon with one hand.
- Emily may just need to hold the egg as she toddles from start to finish. Sean may only reach the point where he can run with the egg in a cup. The goal is to get children to perform their personal bests. Afterward, children may choose to race against each other.
- Once the egg race has ended, invite the children to peel and eat their eggs for a snack.

### FOLLOW-UP

- Have the children carry an egg while walking or running backward, while blindfolded, or with one right leg tied to a friend's left leg.
- Make a winding path for children to race on.
- Have children carry their eggs on a spoon as they play Follow the Leader. If the first child hops while holding an egg, the other children do this, too.
- Brainstorm with the children other games to play with hard-boiled eggs, such as rolling them.

### FOR FURTHER INFORMATION

Check out this web site:

- [www.en.wikipedia.org/wiki/Egg-and-spoon\\_race](http://www.en.wikipedia.org/wiki/Egg-and-spoon_race)





# EAT

## SALUTE THE FRUIT SALAD



### WHY?

According to the U.S. Department of Agriculture, children should eat a variety of fruits daily. Having freshly grown local fruits in a parfait makes good nutrition appealing. The added yogurt provides needed dairy.

### RECIPE

#### Ingredients

- Fresh fruits, such as strawberries, blueberries, apples, and peaches (if you use grapes, be sure to peel and cut in small pieces to prevent choking in children under age 4 years.)
- 2 tablespoons fresh lime juice
- 12 ounces plain Greek yogurt
- Drizzle of honey for children over 1 year of age. (In young infants, the bacteria in honey may cause serious illness.)
- Mint leaves

### METHOD

1. Wash and, if needed, peel, seed, and core fruit. Cut fruit into bite-sized pieces.
2. Place cut fruit in large bowl. Squeeze lime juice on fruit. Gently mix.
3. Place fruit salad in bottom of a glass. Cover with yogurt. Add more fruit salad.
4. Drizzle honey on top. Add mint leaves for garnish.

### HOW YOU DO THIS

Suppose that you care for:

Tonio = 11 months	Annie = 3 years
Tassneem = 22 months	Julian = 4 years
Pedro = 2 1/2 years	

- After talking with the children about making fruit salad, check your garden for ripe fruit you can use. Have the children pick lots of berries from the garden bushes — blackberries, blueberries, and raspberries. Let them also pick mint leaves from the herb garden and bring everything inside. Later in the morning, take the children to a farmers market to buy fresh apricots and plums for the fruit salad. You can also get a jar of local honey.
- Back home in the kitchen, place Tonio in his chair while you and Tassneem wash the fruits. Ask Tassneem and Pedro to pat the berries dry

gently and put them in a large bowl.

- Give Annie and Julian a cutting board and knives. Ask them to cut the apricots and plums in small pieces, after you remove the pits. (Put pits aside for another use.) Have them empty fruit into the bowl of berries.
- Cut a lime in half. Have Julian juice it. Ask Annie to sprinkle lime juice over the fruit in the bowl and mix everything together.
- Give each child a glass. Have them use a measuring cup and put in 1/3 of a glassful of fruit. Do Tonio's for him. Help Tassneem with hers, if needed.
- Have children put an equal portion of Greek yogurt over their fruit. Then top yogurt with more fruit.
- Once the parfaits are done, let children drizzle honey (can also add granola, if desired) and decorate the top with mint leaves.
- Leave honey, mint, and granola off of Tonio's.

### FOLLOW-UP

- Vary the fruits by the season, so you always serve children freshly grown local fruits.
- Vary the presentation. For instance, place fruits on a skewer and make the yogurt into a dipping sauce.
- Save pits from the apricots and plums and grow them into plants.  
See: [www.herbangardener.com/2010/08/01/growing-fruit-trees-from-seed](http://www.herbangardener.com/2010/08/01/growing-fruit-trees-from-seed).

**Field trip:** Visit a local farmers market, such as the Oak Marr Farmers Market, Oak Marr Park & RECenter  
3200 Jermantown Road, Oakton, VA 22124, 703-255-5390,  
Wednesdays, May 1 – November 13, 8 a.m. – Noon

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.gardening.cornell.edu/fruit/homefruit.html](http://www.gardening.cornell.edu/fruit/homefruit.html)
- [www.fairfaxcounty.gov/Parks/Wp-Farm-Mkt.Htm](http://www.fairfaxcounty.gov/Parks/Wp-Farm-Mkt.Htm)



# RUN

## HIDE AND SEEK THE FRUIT

### THE ACTIVITY

In this version of Hide and Seek, a cook goes in search of hidden pieces of fruit (children). If discovered, the fruits are led to a salad bowl. If the fruit can reach the salad bowl undetected, they are safe from becoming fruit salad. The last piece of fruit found becomes the next cook.

### WHY?

Children learn positioning skills at the same time they are developing the large muscles in their legs — all while having fun.

### WHAT YOU DO

- One person is assigned to be the cook. Everyone else becomes a piece of fruit.
- An oval is made with masking tape in the middle of the yard. This is the salad bowl.
- The cook stands in the bowl, hides his or her eyes, and counts to 25, while the children (aka, pieces of fruit) carefully find hiding places.
- At 25, the cook opens his or her eyes and goes in search of the fruit. As he or she is searching for the pieces of fruit, they all try to dash to the salad bowl. If they reach the bowl without being tagged (touched), they are safe and can sit outside the bowl. If the cook tags a piece of fruit, he or she must sit inside the bowl.
- The game continues until all the fruit pieces are either safe or in the salad bowl. The last person not in the salad becomes the next cook.

### HOW YOU DO THIS

Suppose that you care for:

Tonio = 11 months      Annie = 3 years  
Tassneem = 22 months      Julian = 4 years  
Pedro = 2 1/2 years

- Ask the children to make pictures on cardboard of their favorite piece of fruit. Punch two holes in the top and put enough string between the holes so that the cardboard can be put over the children's heads and will lie flat on their chests. You make a sign with a cook on it.

- Outside, have Pedro and Julian help you lay out masking tape in the grass to represent a salad bowl. Let the children paint the tape to make it stand out.
- Explain the game to the children and tell them that you will be the cook the first time. While they are getting used to the game, with your guidance, it will be helpful for the younger children to pair with an older partner.
- Close your eyes, count to 25, and then go in search of the hidden fruit. You spot Tassneem and Annie hiding behind some bushes. You tag them and wave bye to them as they head for the salad bowl.
- While you are tagging the girls, Pedro runs out from behind an easel and dashes to the salad bowl. He is safe.
- With only one more group to find, you see Tonio and Julian behind the woodpile. You go to tag them, but Julian picks up Tonio and runs with him to the salad bowl.
- With only 2 pieces of fruit in your fruit salad, it is time to let Julian be the cook. You take his cantaloupe sign, give him your cook sign, and hold Tonio by the hand, ready to hide.
- The game continues...

### FOLLOW-UP

- Think of other games where you can use a fruit theme. For instance, each piece of fruit could play musical chairs, and go into the salad bowl as he or she misses sitting in a chair.
- Play lotto games with the children where they match pictures of fruits they have drawn.
- Plant the children's favorite fruits in the garden and find recipes that feature them.

### FOR FURTHER INFORMATION

There many outdoor games like Hide and Seek that can be adapted to promote fitness. Check out this resource:

- [www.pbskids.org/zoom/activities/games](http://www.pbskids.org/zoom/activities/games)





# EAT

## FROZEN APPLE CIDER POPS

### WHY?

Freezing turns juices into a treat. Without changing the nutritional value in any way, juice goes from being something you drink to something you want to savor. Apple cider includes all the nutrients of a fresh apple, including flavonoids that may have anti-cancer properties.

### RECIPE

#### Ingredients

Apple cider

### METHOD

1. Fill paper cup 3/4 way to the top with apple cider.
2. Cover cup tightly with plastic wrap. Make a hole in the center with scissors.
3. Stand popsicle stick in cup, through center hole.
4. Freeze.
5. Take cup out of freezer once cider is frozen, 2-4 hours.
6. Peel off cup and enjoy.

### HOW YOU DO THIS

Suppose that you care for:

Tonio = 11 months      Annie = 3 years  
Tassneem = 22 months      Julian = 4 years  
Pedro = 2 1/2 years

- During a field trip to Oxen Hill Farm, the children participate in apple pressing and take home a gallon of apple cider.
- Gather the children in the kitchen, placing Tonio in his chair and Tassneem in hers.
- Hand each child a paper cup to hold. Let the children put a “signature” — or squiggle — to identify their cup with a marker.
- Fill each cup 3/4 full to allow the cider to expand in the freezer. If Tonio does not keep his cup steady, let him just play with it until the others

are finished.

- Help each child put plastic wrap on his or her cup. When the wrap is stretched tight, cut a small hole in the middle of the wrap on each cup.
- Give each child a popsicle stick and ask him or her to put the stick through the hole.
- Help the children put their cups on a cookie tray, straightening the sticks. Make Tonio’s for him, announcing each step as you do it. Place Tonio’s cup on the tray with the other children’s cups.
- Freeze the cider in the cups, about 4 hours.
- Take the tray with the frozen pops out of the freezer. Give the children their own cups. With your help, have the children tear the paper off the frozen pops.
- As the children suck on their pops, ask questions: What does the cider taste like frozen? Does it look different than when it was a drink? Has the smell changed? What do you like best about the pops?

### FOLLOW-UP

- Use 100 percent juices like orange or grape to make other flavored frozen pops.
- Brainstorm and cook recipes using apple cider, such as pancakes and root vegetables.
- Try serving the apple cider hot and have the children compare it to when it is frozen.

### FOR FURTHER INFORMATION

Check out these web sites:

- [www.nps.gov/oxhi/forkids/index.htm](http://www.nps.gov/oxhi/forkids/index.htm)
- [www.smittenkitchen.com/blog/category/popsicles](http://www.smittenkitchen.com/blog/category/popsicles)



# RUN

## FREEZE, PLEASE!



### THE ACTIVITY

Children dance to fast-paced music and “freeze” their actions when the music stops.

### WHY?

Freeze dancing is an activity beloved by children of all ages. It provides a chance to exercise while having fun. The fast pace both energizes children and gets them laughing.

### WHAT YOU DO

- Introduce the children to the activity. Load a CD player, tablet, or MP3 player with fast-paced music that can easily be paused and then resumed.
- Show the children the video: [www.class.uci.edu/danceK-1d](http://www.class.uci.edu/danceK-1d).
- Have the children dance vigorously to the music you play. Pause the music and yell “freeze.” Direct the children to stay frozen until the music resumes. Resume the music.
- Keep pausing and resuming the music through several songs.
- When the children become adept at holding the freeze, add activities to do during the freeze, such as hopping backwards or touching their toes.
- The game ends when everyone has had enough freeze dancing for the day.

### HOW YOU DO THIS

Suppose that you care for:

Tonio = 11 months      Annie = 3 years  
Tassneem = 22 months      Julian = 4 years  
Pedro = 2 1/2 years

- Introduce the activity to the children and show them the video.
- Announce that Tonio will be your assistant DJ.
- Put on some dance music and encourage the children to dance as hard as they can. Hit the pause button and call out “freeze!” Help Tassneem to freeze.



- Give the children time to regroup and keep repeating the dance, freeze, resume dancing sequence.
- Afterward, ask questions about the experience: Was it hard to freeze? What was the hardest part of freezing? Were some songs harder to freeze to than others? What was their favorite part of the freeze dance?

### FOLLOW-UP

- Come up with a list of moves the children might do during the freeze to make it more interesting and challenging, such as touching someone wearing red or spinning around. There are some ideas for freezing moves in this article: [www.jessejoyner.com/freeze-dance](http://www.jessejoyner.com/freeze-dance).
- Try adding a freeze to activities such as running or tumbling or even routines like getting dressed or brushing teeth.
- Do a freeze dance with a partner.
- Change the dance music after every freeze.

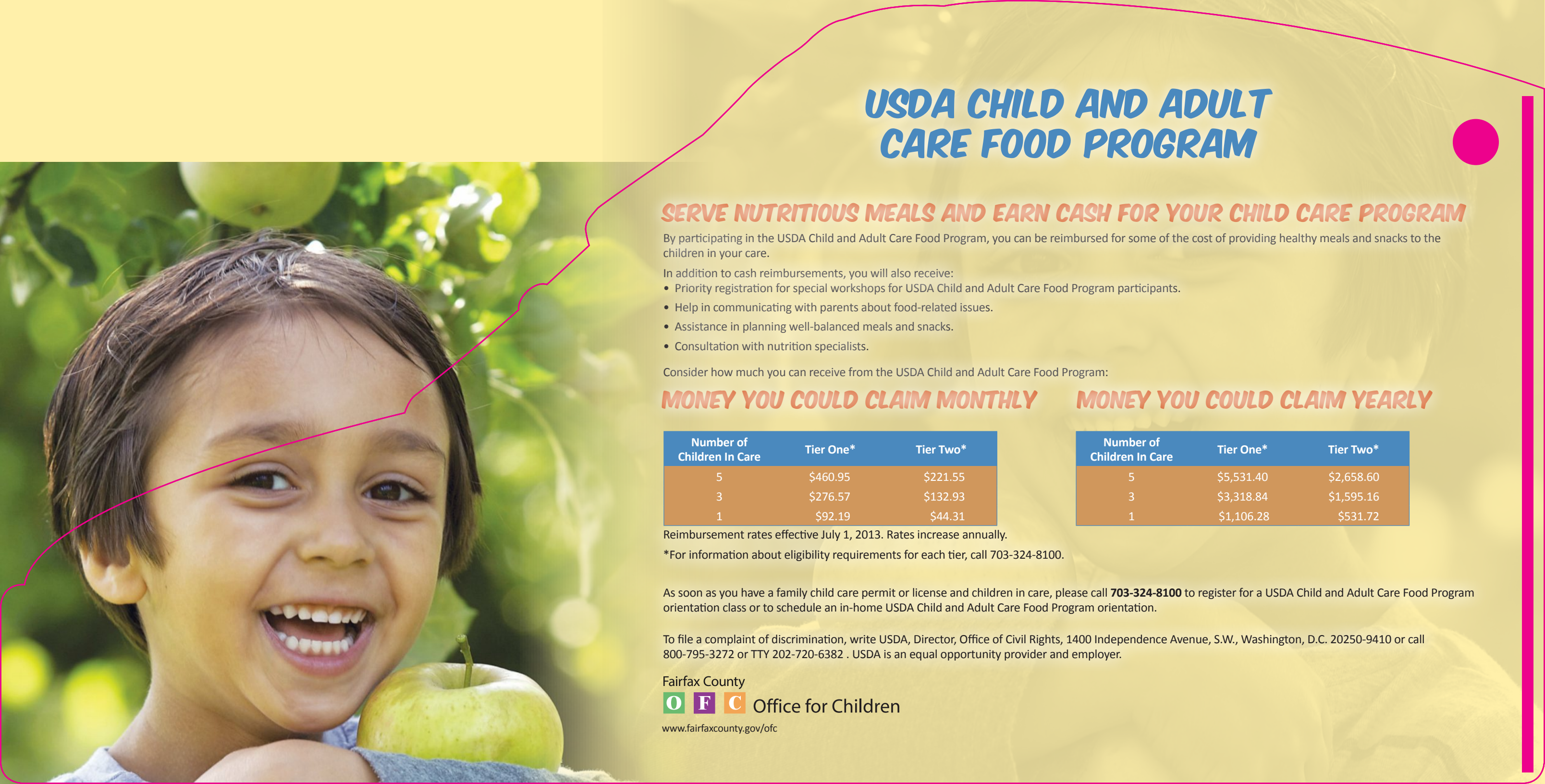
### FOR FURTHER INFORMATION

Check out this web site:

- [www.healthyweightforkids.org/getactive/animalfreeze.htm](http://www.healthyweightforkids.org/getactive/animalfreeze.htm)







# USDA CHILD AND ADULT CARE FOOD PROGRAM

## SERVE NUTRITIOUS MEALS AND EARN CASH FOR YOUR CHILD CARE PROGRAM

By participating in the USDA Child and Adult Care Food Program, you can be reimbursed for some of the cost of providing healthy meals and snacks to the children in your care.

In addition to cash reimbursements, you will also receive:

- Priority registration for special workshops for USDA Child and Adult Care Food Program participants.
- Help in communicating with parents about food-related issues.
- Assistance in planning well-balanced meals and snacks.
- Consultation with nutrition specialists.

Consider how much you can receive from the USDA Child and Adult Care Food Program:

### MONEY YOU COULD CLAIM MONTHLY

Number of Children In Care	Tier One*	Tier Two*
5	\$460.95	\$221.55
3	\$276.57	\$132.93
1	\$92.19	\$44.31

### MONEY YOU COULD CLAIM YEARLY

Number of Children In Care	Tier One*	Tier Two*
5	\$5,531.40	\$2,658.60
3	\$3,318.84	\$1,595.16
1	\$1,106.28	\$531.72

Reimbursement rates effective July 1, 2013. Rates increase annually.

\*For information about eligibility requirements for each tier, call 703-324-8100.

As soon as you have a family child care permit or license and children in care, please call **703-324-8100** to register for a USDA Child and Adult Care Food Program orientation class or to schedule an in-home USDA Child and Adult Care Food Program orientation.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call 800-795-3272 or TTY 202-720-6382 . USDA is an equal opportunity provider and employer.

Fairfax County

**O F C** Office for Children

[www.fairfaxcounty.gov/ofc](http://www.fairfaxcounty.gov/ofc)





**Office for Children | Community Education and Provider Services**  
**Fairfax County Department of Family Services**  
12011 Government Center Parkway, Suite 800 • Fairfax, VA 22035



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**EAT AND RUN**

