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Washington, D.C. 20250-9410;

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Welcome to...

Power Panther Preschool!

Power Panther Preschool provides fun, educational nutrition activities to motivate preschool children to taste new, healthy foods and be physically active.

All Kansas child care centers and sponsors of day care homes that participate in the Child and Adult Care Food Program (CACFP) have the opportunity to participate in Power Panther Preschool. Many of the materials you need for the program implementation are included in the kit of materials. In addition, nine books are included that are used in the lessons. If you have questions or need assistance with program implementation, you have technical support provided by Kansas State Department of Education (KSDE).

We hope you have a great experience with Power Panther Preschool! Enjoy!

Questions?

KSDE’s staff will provide on-going support and guidance to participating centers and sponsoring agencies. Feel free to contact the KSDE Team Nutrition Staff:

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Implementation Manual Contents

Section 1: What is Power Panther Preschool? .......................................................... 1
  General Information and Project Overview ......................................................... 3
  Requirements for Participating Centers and Sponsors ......................................... 4
  Why is Power Panther Preschool Needed? ......................................................... 5
  Introducing New Foods to Children ................................................................. 6
  Tasting with the Senses ...................................................................................... 7

Section 2: Classroom Activities ............................................................................. 9
  Implementing the Activities ............................................................................... 9
  Handwashing and Polite Food Tasting ............................................................... 11
  Expanding Your Project ..................................................................................... 13
  Helpful Hints for Power Panther Preschool ....................................................... 14
  Lesson 1: Trying New Foods and MyPlate ......................................................... 15
  Lesson 2: Red Foods ....................................................................................... 23
  Lesson 3: Orange Foods ................................................................................... 39
  Lesson 4: Green Foods .................................................................................... 59
  Lesson 5: Blue/Purple Foods .......................................................................... 75
  Lesson 6: Yellow Foods ................................................................................... 91
  Lesson 7: White Foods .................................................................................... 105
  Lesson 8: Brown Foods ................................................................................... 117
  Lesson 9: Rainbow of Foods ........................................................................... 129

Section 3: Power Panther Preschool At Home: Take-Home Newsletters .......... 137
  “Dear Parent” letter ......................................................................................... 139
  Nine take-home newsletters ............................................................................ 141

Section 4: Resources .............................................................................................. 159

Section 5: Evaluation ............................................................................................. 165
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SECTION 1:

What is Power Panther Preschool?

POWER PANTHER PRESCHOOL is an activity of the 2015 Team Nutrition Training Grant awarded to Child Nutrition & Wellness, Kansas State Department of Education. The program is designed to motivate preschool children to taste new, healthy foods and by physically active.

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Power Panther Preschool was developed to:

- Increase children’s exposure to a variety of foods from the MyPlate food groups
- Encourage children to learn to enjoy a variety of foods
- Provide fun, seasonal experiences with food
- Make trying new foods a positive experience
- Encourage children to become more physically active
- Help children learn more about how their bodies function through movement

Power Panther is...
the spokescharacter for
USDA’s EAT SMART. PLAY HARD. campaign. EAT SMART. PLAY HARD. is Power Panther’s motto.

Team Nutrition is...
a USDA program that encourages children to make healthful food choices. Team Nutrition is a nationwide, integrated initiative designed to encourage children to:

- Eat a variety of foods
- Eat more fruits, vegetables and grains
- Eat lower fat foods more often and
- Be physically active
Section 1: What is Power Panther Preschool

Before you begin...

- Review this Implementation Guide to familiarize yourself with the requirements (see below).
- Review the activities and determine how many lessons you will implement (*a minimum of 5 lessons is required*). Lessons are listed on page 14.
- Review the content of the materials provided listed below.

If you need help or have questions, contact Child Nutrition & Wellness at (785)296-2276.

General Information and Project Overview

Power Panther Preschool is a nine-lesson health education program for Kansas preschool age children enrolled in centers and homes that participate in the Child and Adult Care Food Program (CACFP). Power Panther Preschool encourages children to taste new, healthy foods and be physically active. Each of the nine lessons has **EAT SMART** (nutrition) and **PLAY HARD** (movement) activities. Each Power Panther Preschool lesson is designed so that its scope is limited only by your imagination! You may choose to spend only a minimal amount of time on a lesson or you may choose to expand the lesson for a more in-depth experience for the children.

Materials Contents

Materials and supplies are provided by the Kansas State Department of Education. Additional materials that are needed are listed at the beginning of each activity. The material contents contain:

- **Implementation Guide** with program guidelines, detailed instructions for classroom activities, additional suggested resources, newsletters ready to copy and send home to parents and an evaluation form
- **Nine children’s books** used for implementation of the lessons
- **MyPlate Poster** to hang in classroom for reinforcement of program lessons
- **Sub-grant funds** for the purchase of foods for tasting and snack activities and/or small gardening supplies used in conjunction with the lessons, printing take-home material for parents, purchasing additional nutritional resources such as children’s books and/or nutrition/physical activity curriculum. KSDE recommends that receipts be kept by participants for all expenditures in the event that an audit would occur.
Requirements for Participating Centers and Sponsors

Each Power Panther Preschool participant must agree to the following terms:

- Become familiar with the Power Panther Preschool Implementation Guide and use it as a resource when implementing program activities.
- Implement a minimum of one EAT SMART and one PLAY HARD activity from at least five of the nine Power Panther Preschool lessons.
- Complete and submit the grant expenditure worksheet and Power Panther Preschool evaluation form via the online link that will be sent to participants.

Use of Grant Funds and Accountability

The majority of grant funds should be expended on food and supplies needed for classroom activities as designated in this manual. Please note that while food may be purchased for tasting activities and snacks in conjunction with the planned lessons, funds cannot be used for snacks that are reimbursed by the Child and Adult Care Food Program (CACFP).

After purchasing food and supplies needed to complete the activities within the implementation manual, funds can be spent on the following:

- Food and Nutrition Equipment (should NOT exceed 10% of the total sub-grant awarded):
  Small mobile kitchen equipment to be used for classroom food preparation demonstration or hands on food experiences may be permissible IF such activities are laid out in the implementation manual. Participating sites should attempt to utilize small equipment available onsite.
- Printing Costs: Some funds may be used to help cover the cost of printing activity visuals and/or parent newsletters.
- To purchase additional materials, resources and/or books to reinforce the healthy messages taught in the Power Panther Preschool lessons, such as:
  - Additional children’s books about food, nutrition or physical activity
  - Additional nutrition and/or physical activity curriculum
  - Small gardening supplies to support classroom container gardening projects
  - Small classroom physical activity supplies

Funds MAY NOT be used for the following:

- Pedometers or award pins
- Playground equipment
- Exercise/sports’ equipment, sports lessons or to pay for the services of a for-profit physical fitness organization
- Medical equipment or health services related to health assessments
- To provide a meal to participants or volunteers
Why is Power Panther Preschool Needed?

In the first years of life children grow physically, intellectually and socially at a remarkable rate. What children eat and how they view food and health will affect them throughout their lives. Children’s day-to-day experiences with food and eating establish the foundation for lifelong choices of foods.

Only one child in five eats the recommended five or more servings of fruits and vegetables each day. Many children are not regularly exposed to a variety of high quality, well-prepared fruits and vegetables. Too often, children’s food options include a disproportionate amount of highly processed foods that are appealing, tasty and inexpensive, but offer little nutritional value.

Child care programs offer an opportunity for preschoolers to be exposed to a variety of nutritious foods. Nutrition education provides children with new food experiences and reinforces the importance of becoming familiar with many foods.

Preschool children are also forming attitudes and expanding experiences through physical activity. Activity is called “play” for a preschoo ler. A balance between nutrition and play is essential. Power Panther Preschool used in a child care program can create a positive environment for children to learn the balance necessary for a healthy lifestyle.
Introducing New Foods to Children

When children learn to enjoy many different foods, they have more choices for smart eating throughout life. A variety of foods promotes growth and health in different ways.

A variety of foods makes eating more interesting and fun too! Remember that seeing, trying, comparing and talking about different foods is part of learning.

Good feelings about trying new foods help lead to a lifetime of healthful eating. Try new foods from all food groups as fun experiences with the children in care.

- **Offer new foods before familiar foods.** Children usually are more willing to try new foods when they are hungry.

- **Have children choose new foods themselves.** Trying new foods is more fun for children when they make choices themselves.

- **Do a taste test.** Talk about a new food. Have children describe the color, shape, feel, smell, sound and taste.

- **Try new foods with children.** Children learn from adults who model positive behaviors.

- **Prepare foods in different ways.** Many children prefer to pick up raw vegetables with their fingers. That may seem better than the same vegetable that is cooked.

- **Try and try again.** A new food needs to be introduced at least seven to ten times. It’s normal for children to be cautious at first.

- **Relax.** The child doesn’t need to like every food. Everyone has different food favorites.
Tasting with the Senses

Sometimes we confuse “tasting” new foods with “eating”. Encourage children to use all five senses when “tasting” new foods. When children are allowed to experience new foods using several different senses, they are more likely to make the choice to eat the food. Always acknowledge the efforts children make by saying, “I see you tasted the food with your eyes” or “I like the way you smelled the food when we passed it around during circle time.”

We all taste food with our eyes first. Talk about the color of the food, its shape or other foods that look like the new food. Try to relate the new food to one that is familiar to the children.

Some foods are easily identified by their smell. Choose a food that has a familiar smell — like an orange or banana. Place it in a covered container before the children have seen the food. Loosen one corner of the lid and pass the container around at circle time so each child may smell the food. Try to identify the food by its smell. Talk about other foods that smell good such as fresh strawberries, pineapple, lemons.

Allow children to hold or touch a new food. If you are introducing a new fruit or vegetable, try to have that food fresh for the children to touch. Then have them verbalize how the food feels.

Does the food make a sound when you bite it? Think of the crunchy sound a carrot makes when you take a bite. This is a good time to talk about different textures of foods. Compare or contrast the texture of the new food with one that is familiar.

Now the children may be ready to use their sense of taste to eat the food. Eating may be as simple as touching the new food to the tongue. It does not necessarily include taking bites. Remember that children are learning about new foods in a variety of ways. Give children opportunities to make choices by asking if they would like a little or big taste, and always reinforce their decisions. It may take several exposures to the same food before a child chooses to eat that item.

“Tasting” activities need to be pleasant for both children and adults. End each activity with positive reinforcement for learning about a new food. Try to include the new food in one of the menus served during that week. Most importantly, have fun!
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SECTION 2: Classroom Activities

Implementing the Activities

Power Panther Preschool activities are designed to be flexible. Lessons may be taught in any order. Activities may be implemented by closely following the outline for each lesson or adapting the ideas in the lesson and tailoring the activities to your children and your unique situations. If children like a particular lesson, take the opportunity to expand that lesson and have fun while emphasizing the important concepts. Enhance the lessons provided by using your own creativity and imagination!

Each lesson may be presented in a different way. For example, start one lesson by reading a book and another lesson with an activity or a song. Consider the individual needs and interests of the children in care. If the children are particularly engaged with the lesson being taught, you may want to incorporate a field trip that relates to the lesson. When teaching the lessons, it is important to be flexible, respond to the children’s needs and adapt as necessary. Also remember to be a good role model by demonstrating and participating with the children.

Start by deciding how many lessons and which activities you will include in your lesson plans. Remember that when you accepted the Power Panther Preschool kit you agreed to implement a minimum of one EAT SMART and one PLAY HARD activity from at least five Power Panther Preschool lessons. An overview of the lessons is on page 14.
Section 2: Classroom Activities

Before you begin each lesson, take a few minutes to prepare for the lesson you plan to teach. Planning will result in smooth implementation of the activities. To implement each lesson, do this:

- Review the activities in the lesson. Choose one or more EAT SMART and PLAY HARD activities to implement.
- Decide if you will implement enhancement activities or other additional activities.
- Gather all supplies needed for the EAT SMART and PLAY HARD activities.
- Present the information described in the lesson to the children.
- Copy and send home the appropriate issue of the newsletter, Power Panther Preschool at Home.

As you work to implement Power Panther Preschool activities, keep in mind what children can successfully do at various ages.

Before doing activities that involve preparing or tasting foods, remind children about the importance of proper hand washing and tasting foods politely.

2 and 3 year olds can:
- Wipe the table
- Wash or scrub fruits and vegetables
- Peel bananas if the top is cut
- Clear their place setting
- Put things in the trash

3 and 4 year olds can:
- Pour and measure
- Mix ingredients
- Knead and shape dough
- Pat refrigerator biscuits into a crust
- Spread jelly on bread
- Beat with a whisk or fork

5 year olds can:
- Use a blender with close supervision
- Use a potato peeler
- Cut soft foods with a table knife
- Make a sandwich
- Set and clear the table
- Wash own table surface
Hand Washing and Polite Food Tasting

Hand Washing — Be Clean

Young children need to learn to be clean when handling food.

We wash our hands upon arrival at the child care center; immediately before and after eating a meal or snack, after using the restroom, after playing on the playground, after handling pets, pet cages or other pet objects, after blowing our nose, whenever hands are visibly dirty and before going home.

Remind children not to put clean hands in their mouths, noses or other places. Clean hands keep us from getting germs or soil in our mouths that might make us sick.

Practice good hand washing by following these directions. Many adults are surprised to learn good hand washing involves at least 20 seconds of sudsy lather time and includes under the nails, the back of the hands and even up the arms.

Hand Washing Directions:

1. **Wet** hands under warm running water.
2. **Lather** with soap up to the elbows.
3. **Rub** hands together for 20 seconds or about the length of time it takes to sing a verse of “Old MacDonald Had a Farm.”
4. **Scrub** backs of hands, wrists, between fingers and under fingernails.
5. **Rinse** under warm running water.
6. **Dry** with paper towels.
7. **Turn off** running water with a paper towel, not bare hands.

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1 Grow It, Try It, Like It! booklet 1 — The Basics: Introduction and Resource Materials
Polite Food Tasting — Be Kind

Children are more likely to try a taste of a new food if they don’t have to swallow something they dislike.

When children taste foods they do not want to swallow:

- Teach them to remove the food politely from their mouth with a napkin;
- Show them how to discard the napkin quietly in a wastebasket.

Remind your child or children that it is important to be kind to other people when tasting food. Do not make faces and say unpleasant things about the food. Acting that way can hurt the feelings of the person who prepared the food or of someone else who likes the food.

Polite food tasters try new foods. Polite food tasters say, “Yes, thank you” or “No, thank you” when offered seconds. They are happy when other people enjoy the food. And they are willing to try the food again in the future. Sometimes a food that does not taste good today will taste good on another day.
Expanding Your Project

Your Power Panther Preschool lessons can be quick and concise or can encompass a variety of activities over an extended period of time. Here are a few ideas to help you expand the Power Panther Preschool experience:

- Invite the cook to participate in classroom activities.
- Invite parents, grandparents or others to the classroom to share as children learn about new foods. Do a PLAY HARD activity and invite guests to join in the fun!
- Invite the news media to observe activities while the children are having fun or submit a summary of your activities with photos to your local newspaper.
  - Share the Power Panther Preschool information with parents and family:
  - Send home the newsletter
  - Post the pictures of food that are at the end of each lesson and
  - Invite parents to talk to their children about the EAT SMART and PLAY HARD activities
- But most of all...

*Have fun implementing Power Panther Preschool!*
The Power Panther Lessons

Nine lessons are detailed in this section. Each lesson has both EAT SMART (healthy eating) and PLAY HARD (movement) components. The lessons are:

LESSON 1: Trying New Foods and MyPlate
LESSON 2: Red Foods
LESSON 3: Orange Foods
LESSON 4: Green Foods
LESSON 5: Blue/Purple Foods
LESSON 6: Yellow Foods
LESSON 7: White Foods
LESSON 8: Brown Foods
LESSON 9: Rainbow of Food

Helpful Hints for Power Panther Preschool

To ensure that Power Panther Preschool is a positive experience for both children and teachers, keep these helpful hints in mind:

- Read and think through the activity ahead of time so you will have time to gather needed equipment and supplies.
- Be clean! Wash hands and foods ahead of time. Sanitize tables and areas that will be utilized for the activity.
- Be ready to take advantage of unexpected learning opportunities and teachable moments.
- Be aware of safety concerns. Use plastic knives and provide close supervision when children are working with knives and small objects.
- Modify activities to fit the skills and needs of the children with whom you work.

Using Food Pictures

At the end of each lesson, you will find pictures of foods for the color corresponding to that week’s lesson. Show the pictures to the children to familiarize them with the foods you are discussing or use them as patterns to make cutouts of the food if cutouts are required in an activity. Post these pictures to inform parents about their child’s learning experiences.

Making “Power Paw Prints” for the Lessons

Each lesson begins with an activity using “Power Paw Prints” in a color corresponding to that week’s lesson. Prior to each lesson, cut the appropriate Power Paw Print out and have ready to use with the lesson.
"I am learning that it is fun to try new foods."

Introduce MyPlate and new foods at circle time with lessons that teach children to EAT SMART and activities where they can PLAY HARD.

Getting Ready
- Review activities and gather materials needed for each activity

Provided Book for This Lesson
- The Two Bite Club from USDA Team Nutrition

Eat Smart Activities
- CIRCLE TIME — The Two Bite Club story and game
- ART TIME — New Food Drawings
- TABLE TIME — Create a MyPlate
- SNACK TIME — Eat some more new foods

Play Hard Activity
- MyPlate Scramble
Circle Time

Materials Needed:

- The Two Bite Club book
- Listed Foods (see “Interactive Activity” below)
- Two Bite Club Certificates (one per child)
- White board or chalkboard
- Dry erase marker or chalk

Preparation:

- Cut all food items into bite size pieces and place in individual bowls or plates.
- Arrange items in a line in front of a white board or chalkboard. Write the name of the food item on the board above the bowl/plate.

Directions:

- Gather the children around the circle time area and have them sit in a semi-circle around the teacher so that all can have a clear view.
- STORY: Explain to the children that today they are going to learn about MyPlate and try new foods! Take out the book The Two Bite Club and show the children the cover of the book. Ask them if they can guess what the book is about and allow for discussion. Read the book.
- FOOD COUNT: Once finished reading, show the kids the table of foods. Ask the kids if any of the foods look familiar. One by one, go through each food and ask the kids to raise their hands if they have never tried it. Take a tally and write it on the board.
- INTERACTIVE ACTIVITY: Explain to the kids that you are going to play a game like the one in the book. Starting with the grain items, ask the kids to identify each or help them realize what each food is. Allow the kids to pick one of the grain options to take “two bites” of. Encourage the kids to try something they have never tried, but allow them to choose. Repeat for each food group. Remember the Polite Food Tasting instructions and guide kids in following these instructions during this activity. At the end of the activity, congratulate the kids for being brave and trying new things. Reward them with the Two Bite Club Certificate that can be found on the next page.

- SUGGESTED FOOD LIST:
  - Fruits: Green Apple, Banana, Raspberries
  - Veggies: Broccoli, Carrots, Yellow Pepper
  - Grains: Whole Grain Crackers, Whole Wheat pasta, Whole wheat cereal
  - Proteins: Egg, Tuna, Beans
  - Dairy: Yogurt, Milk, Cheese
Congratulations! You have tried two bites of a new food and are now a member of the Two Bite Club!

The Two Bite Club
LESSON 1: Trying New Foods and MyPlate

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Art Time — New Food Drawings

### Materials Needed:
- Colored pencils
- Markers
- White Paper
- Food Pictures, Magazines, etc

### Preparation:
- Gather all materials, ensuring there is enough for all children to participate in the activity.

### Directions:
- Call children individually or in pairs to the art table.
- Explain to the children they will be drawing a “New Food” with the given supplies.
- Allow the children to choose what food they want to draw. It can be a food they tried for the first time during the interactive activity, or a food they tried for the first time some other time recently. It can also be a food they have not tried yet, but would like to.
- Assist the children in identifying what the food they have chosen looks like. Use food pictures and magazines to help.
- Monitor the kids as they begin to draw their foods and help them as needed.
- When the kids are finished drawing, have them discuss what they have drawn. Let them explain to their classmates what the food item is, whether they have tried it before or just want to try it. If it is a food they have recently tried, have them discuss what they thought about it. Encourage them to explain the texture, taste, and smell.
Table Time Activity — Create a MyPlate

**Materials Needed:**
- Paper plates, labeled with sections of MyPlate (one per child)
- MyPlate Poster (provided in program materials)
- Paper circle cut-outs, labeled “dairy” (one per child)
- Food picture cutouts from magazines, books, internet, etc
- Glue sticks

**Preparation:**
- Label the paper plates and gather all materials. Set out materials on the table and ensure there is one for each kid participating.
- Hang the MyPlate poster on the wall.
- Gather the children around the table and show them the blank plates with labeled sections. Ask them if they recognize the layout and help them realize that it is a MyPlate. Review each section, using the MyPlate poster as a reference.
- Give each child a picture of a food or let them choose one from a pile. Instruct the children to place the food in the correct section of the MyPlate. Allow them to begin choosing pictures to fill the other sections of their plate and to raise their hand when they have completed the whole plate.
- Check that the foods on the plate are in the correct food groups. If not, help the children identify the correct food group.
- If there is time, allow the children to return the food photos and take new ones to create another plate. After letting the kids make a few different plates, tell the kids to glue the food items in the correct section.
- Allow the kids to share their plate if they would like and then display the plates in the room.
Snack Time — Yogurt Parfait

Materials/Ingredients Needed:

- Vanilla yogurt (6 oz per child)
- Strawberries (about 4 per child)
- Granola (1/4 cup per child)
- Glass/plastic clear cups (1 per child)
- Spoons (1 per child)

Preparation:

- Clean strawberries, cut off tops, and then cut into quarters. Portion each food item for the kids and set up a spot at the table for each with all the materials and ingredients.

Directions:

- Gather the children around the table and tell them that they are going to be making yogurt parfaits for a snack.
- Ask the children to identify the three food items that are in front of them or help them realize that there are strawberries, granola, and yogurt. Have the children state which MyPlate food group each food fits into.
- Demonstrate how to make a parfait. First, spoon half of the yogurt into the cup. Then, layer half of the granola on top. Last, place half the strawberries on top of the granola. Repeat with one more layer of each food.
- Let each kid make and eat their own parfaits.
Play Hard Activity – MyPlate Scramble

**Materials Needed:**
- Five large signs, labeled one per food group

**Preparation:**
- Place the labels in five different areas of the room.

**Directions:**
- Show the children the different designated and labeled areas of the room.
- Ask the children to stand in the middle of the room. Explain that when you call out the name of a food, they should run to whatever part of the room has the label for the food group that food fits into.
- Show an example by saying “APPLE” and running to the section labeled “fruit.”
- Do a practice round to make sure the children understand.
- Play until each food group has been called at least once or until children are no longer interested.
Classroom Activities

LESSON 2: Red Foods

“I am learning that it is fun to eat healthy foods that are red.”

Introduce healthy red foods at circle time with lessons that teach children to EAT SMART and activities where they can PLAY HARD.

Getting Ready

- Print Red Power Paw Print and Red Food Pictures (will need at least three sets of food pictures)
- Review activities and gather materials needed for each activity

Provided Book for This Lesson

- The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear by Don and Audrey Wood

Eat Smart Activities

- ART TIME — Handprint Strawberries
- TABLE TIME — Red Foods Memory Game
- SNACK TIME — No Cook Applesauce

Play Hard Activities

- Red Foods Relay
- Old MacDonald Had a Farm, Strawberry Style
Circle Time

Materials Needed:

- The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear book
- Pictures of red foods (available at the end of this lesson)
- Red Power Paw Print
- Poster Board
- Glue Stick
- Tomato (real or life-like pretend play)

Preparation:

- Cut out the individual red food pictures.
- Place all pictures in a canvas bag or tote.

Directions:

- Gather the children around the circle time area and have them sit in a semi-circle around the teacher so that all can have a clear view. Place the red Power Paw Print in the middle of the poster board using the glue stick and ask the children to name the color of the paw print. Based on their response, confirm it is red or help the children recognize the color.

- STORY: Explain to the children that today they are going to learn about red foods! Take out the book The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear book and show the children the cover of the book. Ask them if they can see any red foods. Based on their responses, confirm it is a strawberry or help the children recognize it is so. Read the book.

- RED FOODS RECOGNITION: Once finished reading, ask the children if they have ever had a strawberry. Allow time for response and discussion (talking about the size of the fruit, taste, what kind of dishes it may be used within, etc.). Next, ask the children if they can think of any other types of red foods. Have the pictures of red foods, glue and the poster board nearby so that if/when the children name a red food that food can be glued around the red Power Paw Print. Help the children recognize unnamed red foods by placing all red food pictures on the poster board.

- INTERACTIVE ACTIVITY: Take out the tomato and display it to the kids, reminding them it is a tomato. Explain they are going to play a game called “Pass the Tomato” where they will each get a turn at holding and passing the tomato to their friend sitting next to them with a song. Start the song while holding the tomato, passing the tomato to a child at the appropriate point in the song to model how to participate.

  - SONG: “Name of person holding the tomato has the tomato, tomato, tomato. Name of person holding the tomato has the tomato and passes it to Name of person sitting next to the person holding the tomato.”

  Continue singing the song until all children have had a turn and the tomato returns to the teacher. Release the children to their next activity.
Art Time — Handprint Strawberries

Materials Needed:
- Paint (red, black and green)
- Paintbrushes
- White Paper (cardstock, construction paper or finger paint paper)
- Paint bowls or cups
- Smocks

Preparation:
- Gather all materials, ensuring there is enough for all children to participate in the activity.
- Create a model handprint strawberry by painting your hand with red paint and creating a handprint on the paper, dipping your fingertips in black paint and dotting the “strawberry” to make strawberry seeds and using a paintbrush and green paint to make the stem of the strawberry.

Directions:
- Call children individually or in pairs to the art table, assist them in putting on their smock and sitting down in their chair.
- Show the children the model handprint strawberry. Ask the children, “Do you know what this is?” Based on the responses, confirm it is a strawberry or help the children recognize it is so.
- Explain to the children that they will be using their handprints to make strawberries.
- Based on the individual needs of the children, there are several options to create the body of their strawberry:
  1. Paint their hand or have the teacher paint their hand with red paint.
  2. Make an outline of their hand and paint the inside of the outline. (This is the best modification for sensory sensitivities.)
- Assist the children in the option of their choosing to make the body of the strawberry.
- Once the body of the strawberry is complete, explain to the children that they can either use their fingertips to make the strawberry seeds or the end of the paintbrush handle (best modification for sensory sensitivities).
- Assist the children in the option of their choosing to make the strawberry seeds.
- Once the seeds of the strawberry are complete, explain to the children that they can use the paintbrush and green paint to create the stem of the strawberry.
- Assist the children in painting the stem of the strawberry.

Table Time Activity — Red Foods Memory Game

Materials Needed:
- Two sets of red food pictures per every four children (available to copy at the end of this lesson)
- Cardstock
- Laminating paper or contact paper

Preparation:
- Glue each set of red food pictures onto cardstock and cut out the individual foods. Laminate or cover the individual foods with contact paper creating two durable sets of the individual red food pictures per every four children.

Directions:
- Gather the children around the table time tables and show them the red food memory cards. Explain how to play the game of memory, modeling how to do so while explaining.
- Separate the children into groups of four and place a memory game set of cards in the middle of the table. Allow the children to start playing the game, assisting the children as needed to help them recognize the names of the foods on the cards.
Snack Time — No Cook Applesauce

Materials/Ingredients Needed (for 12 children):

- 6 small red apple per child, peeled, cored and chopped
- 1 small red apple kept whole (for display)
- 1/2 cup brown sugar
- 1/2 cup water
- 1 1/2 tsp lemon juice
- 3/4 tsp cinnamon
- Blender or food processor
- Serving spoon
- Bowl and spoon for each child

Preparation:

- Place all materials/ingredients on a clean, large table in the classroom near an outlet.

Directions:

- Gather the children around the table and show them the whole red apple. Ask the children the name of the fruit and confirm their response or help them recognize it as an apple. Then ask the children if they know of any foods that you can make with apples. Allow for response time and discussion.

- Explain to the children that today they will be making applesauce out of apples! Show and name all of the ingredients and help them recognize the blender or food processor.

- Pour the peeled, cored and chopped apples into the blender or food processor and allow each child to have a turn at adding in the rest of the ingredients into the blender. Once all ingredients have been added blend until smooth.

- Serve each child about 1/4 cup of the applesauce they helped make!

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Recipe source — allrecipes.com/recipe/223485/no-cook-applesauce
Lesson 2: Red Foods

Play Hard Activity – Red Foods Relay

**Materials Needed:**
- Red Food and Not Red Food images
- Two sets of red food pictures
- Cardstock
- Laminating paper or contact paper

**Preparation:**
- Glue the “Red Food” image onto one container and the “Not Red Food” image onto the other container.
- Set the containers on the floor, across the room so that children have to go at least 10 feet to get to the container.
- Print two sets of red food pictures on cardstock and laminate for durability (or reuse cards prepared for Table Time Activity).

**Directions:**
- Show the children the food pictures and have them identify what each picture is. As a whole group, state what the color of each picture is and discuss if the picture is “Red” or if it is “Not Red”.
- Have all children line up across the room and face the direction that the two containers are. The teacher hands out a picture to each child and has him/her state the color to the teacher making sure that the children know that any other color is “not red”.
- The children then do some form of activity across the room to get their pictures into the appropriate container. (Examples of an activity to do: bear crawl, crab walk, hop, jump, run, tiptoe, giant walk, stomp, airplane, car, etc.)
- The children do the same activity back to the teacher. Once everybody is back, the teacher hands out another picture and they have to do another activity movement to get back to the appropriate container.
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### Play Hard Activity - “Old MacDonald Had a Farm, Strawberry Style”

<table>
<thead>
<tr>
<th>Words to Sing</th>
<th>Actions to Do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1ST VERSE</strong></td>
<td></td>
</tr>
<tr>
<td>Old MacDonald had a farm, EIEIO!</td>
<td>Skip in place</td>
</tr>
<tr>
<td>On this farm he grew some strawberries, EIEIO!</td>
<td>Pretend to hoe ground around plants using large, vigorous motions</td>
</tr>
<tr>
<td>With a plant, plant here and plant, plant there,</td>
<td></td>
</tr>
<tr>
<td>Here a plant, there a plant, everywhere a strawberry plant!</td>
<td>Continue pretending to hoe ground</td>
</tr>
<tr>
<td>Old MacDonald had a farm, EIEIO!</td>
<td>Skip in place</td>
</tr>
<tr>
<td><strong>2ND VERSE</strong></td>
<td></td>
</tr>
<tr>
<td>Old MacDonald had a farm, EIEIO!</td>
<td>Skip in place</td>
</tr>
<tr>
<td>On this farm he grew some strawberries, EIEIO!</td>
<td>Pretend to carry a flat of strawberries</td>
</tr>
<tr>
<td>With a berry, berry here and a berry, berry there, Here a berry, there a berry, everywhere a strawberry!</td>
<td>Squat to the ground and pretend to point at strawberries</td>
</tr>
<tr>
<td>Old MacDonald had a farm, EIEIO!</td>
<td>Skip in place</td>
</tr>
<tr>
<td><strong>3RD VERSE</strong></td>
<td></td>
</tr>
<tr>
<td>Old MacDonald had a farm, EIEIO!</td>
<td>Skip in place</td>
</tr>
<tr>
<td>On this farm he grew some strawberries, EIEIO!</td>
<td>Pretend to carry a flat of strawberries</td>
</tr>
<tr>
<td>With a pick, pick here and a pick, pick there, Here a pick, there a pick, everywhere a strawberry pick!</td>
<td>Pretend to pick and carry strawberries</td>
</tr>
<tr>
<td>Old MacDonald had a farm, EIEIO!</td>
<td>Skip in place</td>
</tr>
<tr>
<td><strong>4TH VERSE</strong></td>
<td></td>
</tr>
<tr>
<td>Old MacDonald had a farm, EIEIO!</td>
<td>Skip in place</td>
</tr>
<tr>
<td>On this farm he grew some strawberries, EIEIO!</td>
<td>Pretend to carry a flat of strawberries</td>
</tr>
<tr>
<td>With a sweet bite here and a sweet bite there, Here a bite, there a bite, everywhere a strawberry bite!</td>
<td>Pretend to eat strawberries</td>
</tr>
<tr>
<td>Old MacDonald had a farm, EIEIO!</td>
<td>Skip in place</td>
</tr>
</tbody>
</table>

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Section 2: Classroom Activities

LESSON 2: Red Foods

Red Power Paw Print
### LESSON 2: Red Foods

<table>
<thead>
<tr>
<th>Red Bell Peppers</th>
<th>Dried Cranberries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red Apple</td>
<td>Tomatoes</td>
</tr>
</tbody>
</table>

Section 2: Classroom Activities

LESSON 2: Red Foods

Raspberries
Watermelon
Strawberries
Cherries
LESSON 2: Red Foods
Classroom Activities

LESSON 3: Orange Foods

“I am learning that it is fun to eat healthy foods that are orange.”

Introduce healthy orange foods at circle time with lessons that teach children to EAT SMART and activities where they can PLAY HARD.

Getting ready:

- Print Orange Power Paw Print and Orange Food Pictures (one set)
- Review activities and gather materials for each activity.

Provided Book for this Lesson

- The Carrot Seed by Ruth Krauss

Eat Smart Activities

- CIRCLE TIME — Orange Power Paw Print, The Carrot Seed and Hot Sweet Potato
- ART TIME — Orange Prints
- TABLE TIME — Pumpkin Play Dough
- SNACK TIME — Sunshine Salad

Play Hard Activities

- Up, Down, Around
- Pumpkin, Pumpkin
Circle Time

Materials Needed:

- The Carrot Seed book
- Pictures of orange foods (available at the end of this lesson)
- Orange Power Paw Print
- Poster board
- Glue stick
- Sweet potato

Preparation:

- Cut out the individual orange food pictures.
- Place all pictures in a canvas bag or tote.

Directions:

- Gather the children around the circle time area and have them sit in a semi-circle around the teacher so that all can have a clear view. Place the orange Power Paw Print in the middle of the poster board using the glue stick and ask the children to name the color of the paw print. Based on their response, confirm it is orange or help the children recognize the color.

- **STORY:** Explain to the children that today they are going to learn about orange foods. Take out the book *The Carrot Seed* and show the children the cover of the book. Let them know that carrots are an orange food. Read the book.

- **ORANGE FOODS RECOGNITION:** Once finished reading, ask the children if they have ever had a carrot. Allow time for response and discussion (talking about the size of the vegetable, taste, what kind of dishes it may be used within, etc.). Next, ask the children if they can think of any other types of orange foods. Have the pictures of orange foods, glue and the poster board nearby so that if/when the children name an orange food that food can be glued around the orange Power Paw Print. Help the children recognize unnamed orange foods by placing all orange food pictures on the poster board.

- **INTERACTIVE ACTIVITY:** Take out the sweet potato and display it to the kids, reminding them it is a sweet potato. Explain they are going to play a game called “Hot Sweet Potato” where they will each get a turn at holding and passing the sweet potato around the circle during a chant. When the chant ends on “STOP” the child that is holding the sweet potato has to sit in the middle of the circle. Start the change while holding the sweet potato, passing it to a child at the appropriate time and model how to participate.

  - **CHANT:** “Hot sweet potato, hot sweet potato, hot sweet potato, STOP!”

  Continue the activity until all children are sitting in the middle. Release the children to their next activity.
Art Time — Orange Prints

Materials Needed:

- Paint (red and yellow)
- White paper (cardstock, construction paper, or finger paint paper)
- Paper plates
- Orange, cut in half with sections scooped out (consider refrigerating the scooped out fruit for snack later on)
- Smocks

Preparation:

- Gather all materials, ensuring there is enough for all children planned to participate in the activity.
- Create a model orange print the day before or morning of the activity by dipping one half of the cut and empty orange into yellow paint and stamping it onto the paper. Repeat with the second half, using red this time. Overlap some of the two colors to make the color orange.

Directions:

- Call children individually or in pairs to the art table, assist them in putting on their smock and sitting down in their chair.
- Show the children the model orange paint. Ask the children, “Can you guess what I used as a stamp?” Based on their responses, confirm it is an orange or help the children recognize it so.
- Explain to the children they will be using the empty oranges to stamp paint onto the paper, modeling through the motion of stamping the orange into the paint and onto the paper without actually doing so.
- Allow the children to begin stamping. As paint colors overlap, help the children recognize the color that red and yellow mixed together create.
- Once the children are no longer interested in stamping, the activity is complete.

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Table Time Activity – Pumpkin Play Dough

Materials Needed (for 4 children):

- 2 cans (29 oz each) pumpkin
- 48 oz cornstarch
- 3 Tbsp pumpkin pie spice
- 1 cup roasted pumpkin seeds
- 4 small orange gourds
- 1 lb bag baby carrots

Preparation:

- Note – preparation steps could either be done ahead of time or with the children.
- In a large mixer or bowl, add pumpkin, cornstarch, and pumpkin pie spice together. Mix/stir until dough is play dough consistency (more or less cornstarch may be needed to create desired consistency).
- Place the play dough in a plastic resealable bag until ready for use.

Directions:

- Gather the children around the table time tables and show them the pumpkin play dough. Explain that the play dough was made out of pumpkin. Remind them that pumpkins are one of the orange foods on the orange Power Paw Print.
- Display the gourds, pumpkin seeds, and carrots for each of the children and explain that they can use the orange foods to play with the pumpkin play dough.
- Separate the children into groups of four and place a serving of play dough and orange food manipulatives (pumpkin seeds, orange gourd, and baby carrots) in the middle of the table, allowing the children the opportunity to divide the dough and materials among themselves (assist as needed).
- Allow children to begin exploring the play dough and manipulatives, helping them discover ways to explore the play dough and also helping them recognize the orange foods being used as manipulatives.

Activity adapted from - http://www.thejennyevolution.com/pumpkin-play-dough-sensory/
Snack Time — Sunshine Salad

Materials Needed (for 10 children):

- 2 can (15 oz each) sliced peaches in 100% juice
- 2 cans (15 oz each) mandarin oranges in 100% juice
- 2 cans (15 oz each) sliced mangoes in 100% juice
- 1 package (5 oz) instant vanilla pudding mix
- Can opener
- Large bowl
- Mixing spoon
- Bowls and spoons, one for each child

Preparation:

- Place all materials/ingredients on a clean, large table in the classroom near an outlet.

Directions:

- Gather the children around the table and show them the ingredients. Ask the children the name of the fruits on the cans and confirm their response or help them recognize the fruit names.
- Explain to the children that today they will be making a fruit salad called “Sunshine Salad” out of peaches, oranges, mangoes, and vanilla pudding.
- Open the cans and allow the children to take turns pouring the entire can (juice included) into the large bowl.
- Allow the children turns at mixing up the salad.
- Serve each child about ½ cup of the salad they helped make.
Play Hard Activity – Up, Down, Around

Materials/Ingredients Needed:

- One set of small orange food picture cards (available at the end of this activity)
- “Places Fruits and Vegetables Grow” picture
- Board to display pictures (or a blank wall to tape pictures to)
- Optional: Book “Up, Down, Around” by Katherine Ayres (not included in program materials)

Preparation:

- Print the picture of places food grows and small orange food pictures (use the small cards at the end of this activity).
- Either glue the picture of places food grows to a poster board or tape to a blank wall.

Directions:

- Tell the class that today you are going to talk about where different fruit and vegetables grow. Explain that some grow below the ground and we eat the roots of the plant, while others grow above ground, on vines, or in trees. Show the children the picture of the places foods grow and point out the different places on the picture.
- Optional – read the book “Up, Down, Around”. This book contains many different fruits and vegetables besides the orange ones discussed in this activity.
Show the children the pictures of orange foods again and ask if they know where these foods grow. Discuss each one as you look at pictures as a group. As you discuss each fruit or vegetable, call children up to tape the picture in the appropriate place on the picture.

- Butternut squash – on a vine
- Peaches – in a tree
- Sweet potato – under ground
- Carrots – under ground
- Papaya – in a tree
- Mangoes – in a tree
- Pumpkins – on a vine
- Orange bell peppers – above ground
- Cantaloupe – on a vine

Have the children stand up and tell them that they are going to pretend they are the growing fruits and vegetables. Inform them that as you name each fruit and vegetable, they will perform the appropriate action below. Name each food on the picture as the children move.

- Lay down (if the food grows under ground)
- Stand up (if the food grows above ground)
- Stand up and reach for the sky (if the food grows in a tree)
- Stand up and spin around (if the food grows on a vine)
Section 2: Classroom Activities

LESSON 3: Orange Foods

Places Fruits and Vegetables Grow

On Vines

In Trees

Above Ground

Under Ground (Roots)
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Section 2: Classroom Activities

LESSON 3: Orange Foods

- Carrots
- Sweet Potatoes
- Butternut Squash
- Peaches
LESSON 3: Orange Foods Classroom Activities
LESSON 3: Orange Foods

- Orange
- Apricots
- Pumpkins
- Papaya
Section 2: Classroom Activities

LESSON 3: Orange Foods Classroom Activities

Eat Smart, Play Hard, TM

Section 2: Classroom Activities

LESSON 3: Orange Foods

Mango

Orange Bell Peppers

Cantaloupe

Kumquat
Play Hard Activity – Pumpkin, Pumpkin

Materials/Ingredients Needed:
- Pumpkins without stems, cut out of different colored construction paper (one for each child)
- Stems, cut out of different colored construction paper (one for each child)

Preparation:
- Cut pumpkin and stem shapes out of construction paper.

Directions:
- Place paper pumpkins, all different colors, and without stems, on the floor.
- Give each child a stem that matches one of the pumpkins.
- Form a circle, and walk around the pumpkins as you chant: “Pumpkin, pumpkin without a stem, laying in the pumpkin patch. Here comes (Child’s name) with a stem of (child names color they are holding) to match.” That child will then match the stem to the correct pumpkin.
- Continue until all pumpkins are matched to stems.
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Orange Power Paw Print
“I am learning that it is fun to eat healthy foods that are green.”

Introduce healthy green foods at circle time with lessons that teach children to EAT SMART and activities where they can PLAY HARD.

Getting Ready

- Print Green Power Paw Print and Green Food Pictures (will need at least 2 sets of food pictures)
- Review activities and gather materials needed for each activity

Provided Book for This Lesson

- Monsters Don’t Eat Broccoli by Barbara Jean Hicks

Eat Smart Activities

- **CIRCLE TIME** — Green Power Paw Print, Monsters Don’t Eat Broccoli and What’s Missing
- **ART TIME** — Celery Painting and Salad Collage
- **TABLE TIME** — Snap Pea Pick Up
- **SNACK TIME** — Grape Caterpillars

Play Hard Activity

- Green Food Target Practice
Circle Time

### Materials Needed:
- Monsters Don’t Eat Broccoli book
- Pictures of green foods (available at the end of this lesson)
- Green Power Paw Print
- Poster board
- Glue stick
- Several green foods (for example a bunch of green grapes, green bell pepper, pear, kiwi, etc. - may use toy food or food pictures instead if budget does not allow purchase of these foods)

### Preparation:
- Cut out the individual green food pictures.
- Place all pictures in a canvas bag or tote.

### Directions:
- Gather the children around the circle time area and have them sit in a semi-circle around the teacher so that all can have a clear view. Place the green Power Paw Print in the middle of the poster board using the glue stick and ask the children to name the color of the paw print. Based on their response, confirm it is green or help the children recognize the color.
- **STORY:** Explain to the children that today they are going to learn about green foods. Take out the book Monsters Don’t Eat Broccoli and show the children the cover of the book. Ask them if they can see any green foods. Based on their responses, confirm it is broccoli or help the children recognize it is so. Read the book.
- **GREEN FOODS RECOGNITION:** Once finished reading, ask the children if they have ever had broccoli. Allow time for response and discussion (talking about the size of the vegetable, taste, what kind of dishes it may be used within, etc.). Next, ask the children if they can think of any other types of green foods. Have the pictures of green foods, glue and the poster board nearby so that if/when the children name a green food that food can be glued around the green Power Paw Print. Help the children recognize unnamed green foods by placing all green food pictures on the poster board.
**INTERACTIVE ACTIVITY:** Place all of the green foods (real, fake, or pictures) on a large tray/mat in front of the teacher. Tell the children they are going to play a game called “What’s Missing?”.

Have all children sit in a circle and ask them to name all of the green foods, helping identify those that they are unsure of.

Ask the children to close and cover their eyes. Cover up the tray with a towel or small blanket and take away one piece of food, hiding it in your lap or behind you. Then tell the children to open their eyes and think about what is missing.

Assist in practicing self-control by reminding children not to yell out the answer first. Ask children to whisper the name of the food to a friend next to him/her making sure that each child is talking to another child. Once all children have said a food to a friend, they are to tell the teacher what food is missing. Confirm or deny that the food they have named is the missing food.

Repeat with remaining food items on the tray until each food item has been taken away.

Release the children to their next activity by having each child tell the teacher his/her favorite green food.
Art Time — Celery Painting

Materials Needed:
- Paint (various colors)
- Paint cups/bowls (one per color of paint)
- White Paper (cardstock, construction paper or finger paint paper)
- Paper plates
- Celery stalks, split with leaves remaining (a couple of stalks per paint color)
- Smocks

Preparation:
- Gather all materials, ensuring there is enough for all children planned to participate in the activity.

Directions:
- Call children individually or in pairs to the art table, assist them in putting on their smock and sitting down in their chair.
- Show the children the celery and paint. Ask the children, “Can you guess what we are going to use as a paint brush today?” Based on their responses, confirm it is the celery or help recognize that it is so.
- Allow children to begin painting. Remind children to share the paint colors and celery stalks in each color.
- Once the children are no longer interested in painting with the celery leaves, the activity is complete.
Art Time — Salad Collage

Materials Needed:

- Green, white, yellow, orange, and red construction paper (1 of each color per child)
- White Paper (cardstock, construction paper or finger paint paper)
- Glue
- Child scissors (one per child)

Preparation:

- Depending on the age/abilities of the children, consider cutting small veggie shapes out prior to the activity.
- Create a model salad collage by gluing strips of green (lettuce) onto the cardstock and the additional colors (other vegetables) on top of the “lettuce”.
- Gather the remaining materials, ensuring there is enough for all children to participate in the activity.

Directions:

- Call children individually or in pairs to the art table, assist them in sitting down in their chair.
- Show the children the model collage. Ask the children, “What do you think this collage is supposed to be?” Based on their response, confirm it is salad or help the children to recognize it is so.
- Discuss with the children about salads: lettuce is the main ingredient, the additional vegetables and toppings you can add, and how it can be flavored with a small amount of salad dressing.
- Explain to the children that they will get to make their own salad by first gluing the green “lettuce” onto the cardstock and then by gluing their toppings on top of the “lettuce”.
- If not prepared ahead of time, assist children with tearing or cutting strips of green for the lettuce and small shapes from the other colors to be the additional vegetables.
- Allow the children to begin creating their salad collage, assisting as necessary.
- Once children have finished creating their salad the activity is complete.

Table Time Activity — Snap Pea Pick Up

Materials Needed (for 12 children):
- 2 lbs sugar snap peas, raw
- Child scissors (1 per child)
- Child tweezers (1 per child)
- Small cups or bowls (1 per child)

Preparation:
- Place a pile of sugar snap peas in the middle of each table and place a pair of scissors, tweezers, and a cup or bowl in front of each seat at the table.

Directions:
- Gather the children around the table time tables and display one snap pea pod to the children, asking if they can remember the name of the green food. Confirm it is a snap pea or remind if needed.
- Explain to the children that they are going to practice using scissors and tweezers by cutting the snap peas in half, removing the round peas inside, picking up the round peas with the tweezers and dropping them in the cup. Model how to do so.
- Allow the children to begin the activity. Assist as needed in helping the children manipulate the scissors and tweezers.
Snack Time – Grape Caterpillars

Materials Needed (for 12 children):

- 1 lb green grapes
- 4 tubes of black gel icing (or 1 per table to share)
- Toothpicks
- Large bowl
- Small plates (one per child)

Preparation:

- Clean all grapes and pluck from branches. Place in the large bowl and refrigerate until ready for use.
- Directly before the activity, place a small plate full of grapes in front of each child’s seat at the table. Place 4-5 toothpicks next to each plate and a tube of icing in the middle of the table.

Directions:

- Gather the children around the table and show them the ingredients. Ask the children the name of the green fruit and confirm their response or help them recognize it as a grape.
- Explain to the children that today they will be using toothpicks and gel icing to make grape caterpillars. Model how to slide the grapes onto the toothpicks (should fit about 3 per toothpick) and how to make eyes with the gel icing.
- Encourage the children to find a seat at the table and begin making their grape caterpillars.
- Allow the children to eat the “caterpillars” once they have finished using all of their allotted grapes.

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8 Recipe adapted from - http://www.sugaraunts.com/2015/02/green-snack-and-craft-for-kids.html
Play Hard Activity – Green Foods Target Practice

**Materials Needed:**

- Green food pictures
- Bean bags or small soft balls (1 per child)

**Preparation:**

- Print out and laminate the pictures of green foods (or reuse from circle time activity)
- Tape the pictures on a wall of the classroom or outside on a wall if weather permits.
- Put a line of tape on the floor parallel to the wall about 10-15 feet away from the wall.

**Directions:**

- Show the children where the pictures are and where the tape on the floor is. The children are to stand on the opposite side of the tape and put their toes on the tape in order to stay away from the wall.
- Call out one of the green foods and have the children take turns using an overhead throw to throw his/her bean bag/ball at the appropriate target that the teacher said.
- If need be, the children can get closer to the wall and throw gently underhand.
Green Power Paw Print
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Section 2: Classroom Activities

LESSON 4: Green Foods

Green Grapes

Broccoli

Pear

Celery
LEsson 4: Green Foods

Green Bell Pepper
Spinach
Green Beans
Kiwi
Section 2: Classroom Activities

LESSON 4: Green Foods

Avocado

Asparagus

Sugar Snap Peas

Green Apple

Section 2: Classroom Activities

LESSON 4: Green Foods
“I am learning that it is fun to eat healthy foods that are blue/purple.”

Introduce healthy blue/purple foods at circle time with lessons that teach children to EAT SMART and activities where they can PLAY HARD.

Getting Ready

- Print Blue/Purple Power Paw Print and Blue/Purple Food Pictures
- Review activities and gather materials needed for each activity

Provided Book for This Lesson

- Jamberry by Bruce Degen

Eat Smart Activities

- CIRCLE TIME — Blue/Purple Power Paw Print, Jamberry, and My Five Senses
- ART TIME — Blueberry Baskets
- TABLE TIME — Cabbage Patch Maze
- SNACK TIME — Berry Smoothie

Play Hard Activity

- Hunt for the Berries
Circle Time

Materials Needed:

- *Jamberry* book
- Pictures of blue/purple foods (available at the end of this lesson)
- Blue/Purple Power Paw Prints
- Poster board
- Glue stick
- Purple cabbage (one leaf per child)
- Blueberries (at least one blueberry per child)

Preparation:

- Cut out the individual blue/purple food pictures.
- Place all pictures in a canvas bag or tote.
- Hang the My Five Senses charts near the circle time area.
- Clean the purple cabbage and blueberries. Keep refrigerated until ready for use in the My Five Senses activity.

Directions:

- Gather the children around the circle time area and have them sit in a semi-circle around the teacher so that all can have a clear view. Place the blue/purple Power Paw Print in the middle of the poster board using the glue stick and ask the children to name the colors of the paw prints. Based on their response, confirm they are blue and purple or help the children recognize the colors.
- **STORY:** Explain to the children that today they are going to learn about blue and purple foods. Take out the book *Jamberry* and show the children the cover of the book. Ask them if they can see any blue or purple foods. Based on their responses, confirm it is berries or help the children recognize it is so. Read the book.
- **BLUE/PURPLE FOODS RECOGNITION:** Once finished reading, ask the children if they have ever eaten berries. Allow time for response and discussion (talking about the size of the fruit, taste, what kind of dishes it may be used within, etc.). Next, ask the children if they can think of any other types of blue or purple foods. Have the pictures of blue and purple foods, glue and the poster board nearby so that if/when the children name a blue or purple food that food can be glued around the blue and purple Power Paw Prints. Help the children identify unnamed blue and purple foods by placing all food pictures on the poster board.
INTERACTIVE ACTIVITY: Explain to the children that food can be experienced with all five senses and that today they will be doing so with purple cabbage and blueberries. Encourage children to describe what they are experiencing with each sense, providing help with descriptive words. If desired, record responses as they are given.

Pass out one leaf of purple cabbage to each child, instructing them not to eat it yet. Have children use their sense of:

- Touch to describe how the cabbage feels (ex. smooth, rough, bumpy, etc).
- Sight to describe how it looks (ex. purple, white lines, like a leaf, etc).
- Hearing to describe any sound it makes (let children know it will make a noise when they bite it, but to not do that yet)
- Smell to describe its scent (ex. bitter, sweet, fresh, etc).
- And finally, taste (make sure to do this sense last). Ask children on the count of three to put the cabbage in their mouths and see how it tastes. Guide them to listen when they take a bite and hear that it crunches. Add crunchy to the hearing section.

Repeat all five senses with the blueberries.
Art Time — Blueberry Baskets

Materials Needed:

- Blue paint
- White Paper (cardstock, construction paper or finger paint paper)
- Popsicle sticks (about 10 per child)
- Purple potato tips (tips cut from both ends of potatoes, about 3” long)
- White glue
- Smocks

Preparation:

- Gather all materials, ensuring there is enough for all children to participate in the activity.
- Create a model blueberry basket the day before or morning of the activity by dipping the purple potato tip into the blue paint and stamping it onto the paper. Next, glue popsicle sticks horizontally and vertically over the “blueberry prints” to make a basket.

Directions:

- Call children individually or in pairs to the art table, assist them in putting on their smock and sitting down in their chair.
- Show the children the model blueberry basket. Ask the children, “What do you think I made.” Based on their response confirm it is a basket of blueberries or help them recognize it is so.
- Explain to the children they will be using the tips of purple potatoes to stamp paint onto the paper to make blueberries, modeling through the motion of stamping the potato tip into the paint and onto the paper without actually doing so.
- Allow the children to begin stamping.
- Once a child is no longer interested in stamping, model how to place glue onto the popsicle sticks and glue onto the painted paper to make a basket.
- Once the child has completed gluing the popsicle sticks on the “blueberries” the activity is complete.

Table Time Activity – Cabbage Patch Maze

Materials Needed:
- Cabbage Patch Maze handout
- Writing utensil for each child

Preparation:
- Print enough copies of the Cabbage Patch Maze handout for each child to participate in the activity.

Directions:
- Gather the children around the table time tables and show them the cabbage patch maze. Remind the children that some cabbage are purple. Lead a short discussion on foods that can include cabbage (i.e. coleslaw, salad, cabbage soup, corned beef and cabbage, etc.)
- Model to the children how they will try and find their way to the cabbage patch at the bottom of the paper by starting at the top and drawing a line along the pathways through the garden until they reach the cabbage.
- Give each child a copy of the maze and a writing utensil, reminding them to write their name at the top of the paper. Assist the children as needed.
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Cabbage Patch Maze

Help the farmer find his way through the garden to check on his purple cabbage!
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Snack Time — Berry Smoothie

Materials/Ingredients Needed (for 12 children):
- 4 cups frozen mixed berries
- 4 cups milk (lowfat or nonfat/skim)
- 4 cups orange juice
- 6 oz cups (1 per child)
- Blender (about 5-6 cup volume)
  *Blender will not be able to hold 12 servings. If serving this many children, recipe will need to be made in 2 batches.

Preparation:
- Place all materials and ingredients on a clean, large table in the classroom near an outlet.

Directions:
- Gather the children around the table and show them the ingredients. Ask the children the name of the fruits in the bag and confirm their response or help them recognize the fruit names.
- Explain to the children that today they will be making a berry fruit smoothie using mixed berries, milk, and orange juice.
- Place two cups of frozen berries, two cups of milk, and two cups of orange juice in the blender, discussing the ingredients with the children.
- Blend until smooth, warning the children of the loud noise of the blender before beginning.
- Repeat with the remaining ingredients.
- Serve each child about ¾ cup (6 oz) of the smoothie.
Play Hard Activity – Hunt for the Berries

Materials Needed:

- Paper plate
- Picture of blueberries or blue marker

Preparation:

- Attach a photo of blueberries to a paper plate, or use blue marker to draw berries on a paper plate.

Directions:

- Have one child (or the teacher) hide the blueberry plate while the other children turn away, closing and covering their eyes.
- Once the blueberries are hidden, have one child lead the group on a hunt for the blueberries. Have the children create a course using his/her imagination. Examples:
  - go through a forest
  - weave between imaginary trees (could be chairs)
  - jump over fallen logs (toys on the floor)
  - walk across an imaginary prairie, pushing the tall grass away as they walk through
  - cross an imaginary mountain, pretending to climb the mountain
  - cross an ocean, pretending to swim or row a boat
- Encourage the children to use their imagination by using existing toys, furniture, and/or playground equipment to really make it into a journey (crawl through tunnels, under tables, down slides, etc).
- Once the blueberries have been found, allow other children to hide the berries and lead the group on another obstacle.
Blue/Purple Power Paw Print
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### LESSON 5: Blue/Purple Foods

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<td><strong>Blackberries</strong></td>
<td><strong>Purple Cabbage</strong></td>
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<td><strong>Purple Bell Peppers</strong></td>
<td><strong>Blueberries</strong></td>
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Section 2: Classroom Activities

LESSON 5: Blue/Purple Foods

Purple Cauliflower

Eggplant

Plums

Purple Potato
Section 2: Classroom Activities

LESSON 5: Blue/Purple Foods
Classroom Activities

LESSON 6: Yellow Foods

“I am learning that it is fun to eat healthy foods that are yellow.”

Introduce healthy yellow foods at circle time with lessons that teach children to EAT SMART and activities where they can PLAY HARD.

Getting Ready

- Print Yellow Power Paw Print and the Yellow Food Pictures
- Review activities and gather materials needed for each activity

Provided Book for This Lesson

- The Red Lemon by Bob Staake

Eat Smart Activities

- CIRCLE TIME — Yellow Power Paw Print, The Red Lemon and What’s Missing
- ART TIME — Ear of Corn
- TABLE TIME — Yellow Foods Bingo
- SNACK TIME — Bird Nest Snack

Play Hard Activity

- Lemon Bowling
Circle Time

Materials Needed:

- The Red Lemon book
- Pictures of yellow foods (available at the end of this lesson)
- Yellow Power Paw Print
- Poster board
- Glue stick
- Several yellow foods (for example a lemon, yellow apple, pineapple, summer squash, yellow pepper, ear of corn, etc. - may use toy food or food pictures instead if budget does not allow purchase of these foods)

Preparation:

- Cut out the individual yellow food pictures.
- Place all pictures in a canvas bag or tote.

Directions:

- Gather the children around the circle time area and have them sit in a semi-circle around the teacher so that all can have a clear view. Place the Yellow Power Paw Print in the middle of the poster board using the glue stick and ask the children to name the color of the paw print. Based on their response, confirm it is yellow or help the children recognize the color.
- **STORY:** Explain to the children that today they are going to learn about yellow foods! Take out the book The Red Lemon and show the children the cover of the book. Ask them if they can see any yellow foods. Based on their responses, confirm if it is a lemon or help the children recognize it is so. Read the book.
- **YELLOW FOODS RECOGNITION:** Once finished reading, ask the children if they have ever tasted a lemon. Allow time for response and discussion (talking about the size of the fruit, taste, what kind of dishes it may be used within, etc.). Next, ask the children if they can think of any other types of yellow foods. Have the pictures of yellow foods, glue and the poster board nearby so that if/when the children name a yellow food that food can be glued around the Yellow Power Paw Print. Help the children recognize unnamed yellow foods by placing all yellow food pictures on the poster board.
INTERACTIVE ACTIVITY: Place all of the yellow foods (real, fake, or pictures) on a large tray/mat in front of the teacher. Tell the children they are going to play a game called “What’s Missing?”.

Have all children sit in a circle and ask them to name all of the yellow foods, helping identify those that they are unsure of.

Ask the children to close and cover their eyes. Cover up the tray with a towel or small blanket and take away one piece of food, hiding it in your lap or behind you. Then tell the children to open their eyes and think about what is missing.

Assist in practicing self-control by reminding children not to yell out the answer first. Ask children to whisper the name of the food to a friend next to him/her making sure that each child is talking to another child. Once all children have said a food to a friend, they are to tell the teacher what food is missing. Confirm or deny that the food they have named is the missing food.

Repeat with remaining food items on the tray until each food item has been taken away.

Release the children to their next activity by having each child tell the teacher his/her favorite yellow food.
Art Time — Ear of Corn

Materials Needed:
- Green, yellow, brown, and orange construction paper
- Children’s scissors (one for each child)
- White glue or glue sticks

Preparation:
- Gather all materials, ensuring there is enough for all children to participate in the activity.
- Cut out the ears of corn from yellow construction paper and leaves (two per child) from green construction paper. Also, cut out small (approximately 4” x 4”) squares of the brown, yellow, and orange construction paper so that each child can have one square of each color.
- Next, create a model of the ear of corn by gluing the husks on the yellow ear, cutting out small circles or squares from the brown, yellow, and orange construction paper, and gluing them onto the ear.

Directions:
- Place a set of the materials (one yellow “ear”, two green “leaves”, four colored squares, glue, and a pair of scissors) in front of each child sized chair.
- Call children individually or in pairs to the art table, assisting them as needed in sitting down in their chairs.
- Show the children the model ear of corn. Ask the children, “Do you know what I made?”. Based on their response, confirm it is an ear of corn or help them to recognize it is so.
- Explain to the children that they will be making their own ear of corn out of construction paper using scissors and glue. Explain they will first glue the leaves onto the yellow oval and then they will cut out small pieces of the paper squares and glue them onto the yellow oval.
- Allow the children to begin the activity and assist as needed.
- Once the child has completed the ear of corn the activity is complete.

Activity adapted from – http://www.mrsbrownart.com/kindergarten.htm
Table Time Activity - Yellow Foods Bingo

Materials Needed:

- Yellow food pictures, several copies
- Cardstock
- Bingo chips

Preparation:

- Create individual bingo cards for the children by cutting out the yellow foods pictures and placing them on cardstock in a grid.
- Next, cut out one of each of the yellow foods to use to show the children while calling Bingo.

Directions:

- Right before beginning the activity, place a bingo card and bingo chips in front of each child sized chair at the table. Have a bingo card and bingo pictures nearby for use during the activity.
- Gather the children around the table time tables and show them the activity materials. Explain to them that they are going to be playing bingo with the yellow foods they have been learning about (If children are unfamiliar with the game of bingo, explanation and modeling may be necessary).
- Begin the activity, first calling out the name of the yellow food called and then displaying the food picture to assess the children’s recognition of the foods.
**Snack Time — Birdy Nest Snack**

**Materials/Ingredients Needed (for 12 children):**

- 2 cans (20 oz each) sliced pineapple in 100% juice, drained
- 1 bag of pretzel sticks (1 lb)
- 1 box of corn puff cereal (12 oz)
- 12 baby carrots
- Kitchen knife (adult use only)
- Small plates (1 per child)

**Preparation:**

- Directly before class, slice the baby carrots into four thin rounds each. Two these rounds will be used as the bird’s feet, one round will need to be cut into a triangle for the bird’s nose, and one round will need to be sliced into small strips for the bird’s hair.

- Arrange one slice of pineapple, the rounds/triangles/strips of carrots, a handful of pretzels, and corn puff cereal as pictured. Have a set of ingredients/materials available to use for modeling.

**Directions:**

- Gather the children around the table and point out the ingredients in front of them, instructing them to not touch or eat the food until you give permission. Ask the children the name of the yellow fruit. Confirm it is pineapple or help them recognize it is so.

- Explain to the children that today they will be making yellow chicks out of pineapple, carrots, pretzels, and corn puff cereal. Model how to do so by first placing the pineapple in the middle of the plate. Place some pretzel sticks and corn puff cereal around the bottom of the plate to resemble the bird’s nest. Next, place the carrots in the appropriate places to make the face of the bird.

- Encourage the children to begin making their snack, assisting as needed. Once they have completed making the snack, allow them to eat what they have created.
Play Hard Activity – Lemon Bowling

Materials Needed:

- 1 lemon per teams of 3
- Bowling pins (enough for each team to have the same amount of pins) or something that stands up independently, but is easy to knock down (empty plastic soda bottles work well for this)

Preparation:

- Place small pieces of tape on the floor where you would want the bowling pins to be placed so that the children have a clear view of how the pins are to be arranged after they have been knocked down.
- Also place a piece of tape for the children to stand on so that they are not too close to the pins. Place pieces of tape at various intervals away from the pins so that some children can be challenged if need be.

Directions:

- Demonstrate to the children first how they are to stand on a piece of tape and then gently roll the lemon using an underhand toss so that the lemons do not go flying across the room. Let them know that if they are not gentle, the lemon will break and they will not be able to use that lemon anymore.
- Show them how to roll the lemon at the pins and then how to put the pins back up after they have fallen down. Each child gets one roll and then has to put the pins back up in place. The lemon is then given to the next person on his/her team.
- Continue until all the children have had a turn to roll the lemon gently.
- If the children need to feel challenged, tell them to step away from the pins and onto the next piece of tape so that they are further away from the pins. They would still need to roll the lemon gently.
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Yellow Power Paw Print
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Section 2: Classroom Activities

LESSON 6: Yellow Foods

- Yellow Apple
- Yellow Tomato
- Yellow Watermelon
- Yellow Bell Peppers
Section 2: Classroom Activities

LESSON 6: Yellow Foods
LESSON 7: White Foods

“I am learning that it is fun to eat healthy foods that are white.”

Introduce healthy white foods at circle time with lessons that teach children to EAT SMART and activities where they can PLAY HARD.

Getting Ready

- Print White Power Paw Print and the White Food Pictures
- Review activities and gather materials needed for each activity

Provided Book for This Lesson

- Milk Comes From a Cow? by Dan Yunk

Eat Smart Activities

- CIRCLE TIME — White Power Paw Print, Milk Comes From a Cow?, and Hot Banana
- ART TIME — Cauliflower Print
- TABLE TIME — Alphabet Beans Matching Game
- SNACK TIME — Peanut Butter Banana Roll Up

Play Hard Activity

- Fruit Volley
Circle Time

**Materials Needed:**
- *Milk Comes From a Cow?* book
- Pictures of white foods (available at the end of this lesson)
- White Power Paw Print
- Poster board (optional: may want to consider a colored poster board so the white paw print stands out more)
- Glue stick
- Banana (real or life-like pretend play)

**Preparation:**
- Cut out the individual white food pictures.
- Place all pictures in a canvas bag or tote.

**Directions:**
- Gather the children around the circle time area and have them sit in a semi-circle around the teacher so that all can have a clear view. Place the White Power Paw Print in the middle of the poster board using the glue stick and ask the children to name the color of the paw print. Based on their response, confirm it is white or help the children recognize the color.
- **STORY:** Explain to the children that today they are going to learn about white foods. Take out the book *Milk Comes From a Cow?* and show the children the cover of the book. Ask them if they know what white food this book might be about. Based on their responses, confirm it is milk or help them identify it is so. Read the book.
- **WHITE FOODS RECOGNITION:** Once finished reading, ask the children if they can think of any other white foods. Have the pictures of white foods, glue and the poster board nearby so that if/when the children name a white food that food can be glued around the White Power Paw Print. Help the children recognize unnamed white foods by placing all white food pictures on the poster board.
- **INTERACTIVE ACTIVITY:** Take out the banana and display it to the kids, reminding them it is a banana. Explain that a banana is yellow on the outside, but that the part we eat is white, so it is considered a white food. Explain they are going to play a game called “Hot Banana” where they will each get a turn at holding and passing the banana around the circle during a chant. When the chant ends on “STOP” the child that is holding the banana has to sit in the middle of the circle. Start the chant while holding the banana, passing it to a child at the appropriate time and model how to participate.
  - **CHANT:** “One banana, two banana, three banana, STOP!”

Continue the activity until all children are sitting in the middle. Release the children to their next activity.
Art Time — Cauliflower Print

Materials Needed:
- Cauliflower (1 floret per child)
- Cardstock (1 piece per child)
- Paint, various colors to choose from
- Small paper plates
- Paint brushes
- Smocks
- Knife (adult use only)

Preparation:
- Gather all materials, ensuring there is enough for all children to participate in the activity.
- Cut cauliflower florets in half using the knife. Each child will be using two halves during the activity.

Directions:
- Place two cauliflower halves, a piece of cardstock, and a plate in front of each child sized chair.
- Call children individually or in pairs to the art table, assisting them as needed in sitting down in their chairs and putting on the smocks.
- Show the children the cauliflower. Ask them, “Do you remember what this white food is?” Based on responses, confirm it is cauliflower or help them recognize the name.
- Explain to the children that they will first be picking out two colors of paint, then painting the flat side of the cauliflower and stamping the paint onto the cardstock.
- Allow the children to begin the activity, assisting as needed.
- Once the child decides they are finished stamping, the activity is complete.

Table Time Activity – Alphabet Beans Matching Game

Materials Needed (for 8 children):

- Dry beans (white in color and at least 104 in amount in order to make four sets of alphabets – beans that would work well might include white kidney beans, cannellini beans, or navy beans)
- Paper cupcake liners (at least 52)
- Black permanent marker
- 8 bowls

Preparation:

- Write the letters of the alphabet on the beans, one letter per bean. Make four sets of “alphabet beans”.
- Write the letters of the alphabet on the inside bottom of the cupcake liners. Make two sets of liners.

Directions:

- Right before beginning the activity, separate the letters into eight bowls (each child will get half of the alphabet). Place one bowl in front of each child sized chair. Place a full set of cupcake lines with all of the letters in the middle of the table.
- Gather eight children around the tables and show them the activity materials. Explain to them that they are going to be matching and identifying the letters of the alphabet with beans and cupcake liners. Model how to pick a bean out the bowl and match the letters by placing the bean in the cupcake liner.
- Allow the children to begin the activity, assisting as needed and extending the activity by encouraging the children to state the letter sound once the letters have been matched.

Snack Time — Peanut Butter Banana Roll Up

Materials/Ingredients Needed (for 12 servings):

- 6 Bananas
- ¾ cup peanut butter (if there are peanut allergies in the class, may use vanilla yogurt, hazelnut spread, soy butter, or other alternate spread)
- Cupcake liners
- 12 whole grain tortillas (fajita size)
- 12 plastic knives
- 12 plates

Preparation:

- Directly before class, fill each cupcake liner with approximately 1 Tbsp of peanut butter.
- Place ½ of a banana, a peanut butter filled cupcake liner, a plate, a plastic knife, and a tortilla on the table in front of each child sized chair. Have a set of ingredients/materials available to use for modeling.

Directions:

- Gather the children around the table and point out the ingredients in front of them, instructing them to not touch or eat the food until you give permission. Ask the children the name of the white food that is in front of them. Confirm their response or help them recognize that the banana is the white food.
- Explain to the children that today they will be making peanut butter banana roll ups. Model how to do so by first spreading the peanut butter (or other spread if not using peanut butter) onto the tortilla, placing the banana in the middle of the tortilla, and rolling the tortilla around the banana.
- Encourage the children to begin making their snack, assisting as needed. Once they have completed making the snack, allow them to eat what they have created.
Play Hard Activity – Fruit Volley

Materials Needed:

- Balloons of various colors that have been taught in this program
- Big area to move around in

Preparation:

- Blow up the balloons so that there is one per child.
- Optional: Tape a picture of a fruit or vegetable on the corresponding color of balloon after it has been blown up (or just ask children to imagine which fruit or vegetable their balloon is).
- Make a line across the floor where the pairs of children are not to cross (this could be done with chairs or a piece of tape).
- Make a spot off to the side to have the children bring their fruit to “wash off” after it has fallen on the ground.

Directions:

- Divide the children into pairs taking into account which children will be able to work together and which children may need assistance from the teacher.
- Tell the children that they are going to play a game called Fruit Volley where they will hit fruits and vegetables (balloons) back and forth with their partner.
- One partner is to stay on one side of the divider while the other partner is to stay on the other side (similar to if there was a volleyball net).
- Give each pair of children one balloon (fruit/vegetable) and have them start hitting it back and forth. Let the children know that if the fruit/vegetable falls on the ground, it is now dirty and needs to be “washed off” in the designated washing area.
- Have the children continue to volley the fruits and vegetables back and forth until the teacher says it is time to be done or the interest level starts to fall.
- If an extra activity is needed, give each child a fruit/vegetable and take away the divider. The child is to try to keep his/her own fruit/vegetable off the ground.
White Power Paw Print
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Section 2: Classroom Activities

LESSON 7: White Foods

Cauliflower

Jicama

Mushrooms

White Beans


Power Panther Preschool Implementation Manual 113
Section 2: Classroom Activities

LESSON 7: White Foods
LESSON 7: White Foods

- Milk
- Garlic
- Banana
- Parsnip
"I am learning that it is fun to eat healthy foods that are brown."

Introduce healthy brown foods at circle time with lessons that teach children to EAT SMART and activities where they can PLAY HARD.

Getting Ready

- Print Brown Power Paw Print and the Brown Food Pictures
- Review activities and gather materials needed for each activity

Provided Book for This Lesson

- Celebrate Wheat by Dan Yunk

Eat Smart Activities

- **CIRCLE TIME** — Brown Power Paw Print, Celebrate Wheat and Let’s Make Some Pizza
- **ART TIME** — Whole Wheat Pasta Art
- **TABLE TIME** — Pasta Lacing
- **SNACK TIME** — Pretzel Dippers

Play Hard Activity

- Potato Obstacle Course
Circle Time

Materials Needed:

- Celebrate Wheat book
- Pictures of brown foods (available at the end of this lesson)
- Brown Power Paw Print
- Poster board
- Glue stick
- Empty pizza box
- Large, circular piece of cardboard
- Various colors of cardstock

Preparation:

- Cut out the individual brown food pictures.
- Place all brown food pictures in a canvas bag or tote.
- Paint or color the circular piece of cardboard a nude color to model after a pizza crust.
- Cut pizza toppings out of various colors of cardstock – i.e. pepperonis, green peppers, shredded cheese, mushrooms, etc.

Directions:

- Gather the children around the circle time area and have them sit in a semi-circle around the teacher so that all can have a clear view. Place the Brown Power Paw Print in the middle of the poster board using the glue stick and ask the children to name the color of the paw print. Based on their response, confirm it is brown or help the children recognize the color.

- **STORY:** Explain to the children that today they are going to learn about brown foods. Take out the book Celebrate Wheat and show the children the cover of the book. Let them know that this book is about wheat, which is one kind of brown food. Read the book.

- **BROWN FOODS RECOGNITION:** Once finished reading, ask the children if they can think of any other brown foods. Have the pictures of brown foods, glue, and the poster board nearby so that if/when the children name a brown food that food can be glued around the brown Power Paw Print. Help the children recognize unnamed brown foods by placing all brown food pictures on the poster board.

- **INTERACTIVE ACTIVITY:** “Let’s Make Pizza!” Explain to the children that they are going to make a pizza just like the little girl learned about in the book. Place the “crust” in the middle of the pizza box and then place the pizza box in the middle of the circle area.
  - Model to the children how to choose a topping and, standing at a designated spot, toss the topping and try to make it onto the pizza.
  - Allow each child to have a turn. Once every child has had a turn (or two depending on how many toppings were created), the activity is complete. Release the children to their next activity.
Art Time — Whole Wheat Pasta Art

**Materials Needed:**
- Various packages of whole wheat pasta (spaghetti, rotini, shells, penne, etc.)
- Cardstock (1 piece per child)
- White glue
- Bowls

**Preparation:**
- Gather all materials, ensuring there is enough for all children to participate in the activity.
- Glue different shapes of pasta onto the cardstock to create a picture out of the pasta (i.e. use the pasta to make flowers, shapes, buildings, people, etc.)

**Directions:**
- Place a bowl of mixed whole wheat pasta in the middle of each child sized table, at least one bottle of glue for every two children, and a piece of cardstock in front of each child’s chair.
- Call children to the tables and ask them to sit in a chair. Pick up one of the bowls of pasta and explain that the pasta in the bowls is made out of wheat, which is a brown food.
- Show the children the pasta picture created beforehand and explain that they will be making their own pasta pictures by gluing the pasta onto the cardstock.
- Allow the children to begin the activity, assisting as needed.
- Once the child has completed creating their picture, the activity is complete.
Table Time Activity – Pasta Lacing

Materials Needed:
- Penne pasta (or other shapes that have a hole through the middle)
- Small snack size baggies, one for each child
- White shoe laces, one for each child

Preparation:
- Place a handful of pasta and one shoe lace in each baggie.

Directions:
- Place a baggie of pasta in front of each child sized chair at the table.
- Gather the children around the tables and show them the activity materials. Explain to them that they are going to be lacing the white shoe laces through the pasta. Model how to do so.
- Allow the children to begin the activity, assisting as needed.
Snack Time — Pretzel Dippers

**Materials Needed:**
- One container of hummus or jar of hazelnut spread
- One bag of pretzels
- Small plates (one per child)
- Plastic spoons (one per child)
- Picture of garbanzo beans or hazelnuts (depending on the dip being used)

**Directions:**
- Gather the children around the table and show them the picture of either garbanzo beans (if serving hummus) or hazelnuts (if serving hazelnut spread). Ask the children if they know the name of the food. Confirm their response or help them recognize what it is.
- Next, show the children the container of either hummus or hazelnut spread and explain to the children that the food they just identified is the main ingredient in the dip.
- Tell the children that they will be dipping pretzels into one of the dips. Pretzels, hummus, and hazelnut spread are all made from something brown – hummus from garbanzo beans, hazelnut spread from hazelnuts, and pretzels from wheat.
- Ask a child or several children to help pass out the spoons and plates so that each child has one of each. Next, direct the children to pass around the dip and, using their spoon, take a spoonful and place it on their plate.
- While the children are spooning dip, give each child a handful of pretzels.
- Ensure each child has had a serving of both dip and pretzels and allow them to enjoy the snack.
Play Hard Activity – Potato Obstacle Course

Materials Needed:

- 1 small to medium potato per team of 3-4 children
- 1 large serving spoon per team
- Hula hoops
- Cones
- Chairs
- Various toys/materials from the classroom

Preparation:

- In the classroom or in a large room, place the hula hoops, cones, chairs, toys, and other materials around the space to make an obstacle course for the children that makes its way back to the starting line.

Directions:

- Divide the children into teams of 3-4 depending on the size of the class to make the teams as even as possible.
- Tell the children that they are going to play a game where they have to walk a course while holding a potato on a spoon.
- Have them follow the leader through the obstacle course once so that they know the route they are going to take when walking with the spoon and potato. Let them know that if the potato drops when they are walking, they are to take four steps backwards, pick up the potato again, and then keep going. While you are practicing the route, randomly say, “Oh, no! The potato dropped!” and have the children practice taking four steps backwards.
- Show children how to keep the spoon level to keep the potato on the spoon while walking.
- Have the children practice passing the spoon and potato to the next person in line. When the children seem able to pass the spoon between each other, they are ready for the obstacle course. Line the teams up next to each other and have the first child go through the course, passing the spoon and potato to the next child when they get back to the starting line.
- Play some music if you want to keep the energy going. When the children are waiting, they should be doing a form of activity. If you have an extra adult in the room, this person can be showing the children which activity to do while waiting their turn (i.e. march in place, step-touch, high knees, windmills, toe touch, balance on one foot, hands on hips and twist, etc.)
- Continue until all children have a chance to walk the obstacle course with the spoon and potato. The children can have as many turns as time allows.
Section 2: Classroom Activities

LESSON 8: Brown Foods

Brown Power Paw Print
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LESSON 8: Brown Foods

- Peanuts
- Potatoes
- Wheat
- Brown Rice
LESSON 8: Brown Foods
Lesson 9: Rainbow of Foods

“I am learning that it is fun to eat a rainbow of colors.”

Review different colors of foods at circle time with lessons that teach children to EAT SMART and activities where they can PLAY HARD.

Getting Ready

- Set out the poster boards with various colored Power Paw Prints and foods from previous lessons.
- Review activities and gather materials needed for each activity.

Provided Book for This Lesson

- Food From Farms by Nancy Dickmann

Eat Smart Activities

- CIRCLE TIME — Power Paw Prints Review, Food From Farms and Food Color Sorting
- ART TIME — Marble Art
- TABLE TIME — I Can Eat a Rainbow
- SNACK TIME — Food Group Friend

Play Hard Activity

- Snakes in the Vegetable Garden
Circle Time

Materials Needed:

- *Food From Farms* book
- All color Power Paw Print poster boards created throughout this program
- Food pictures cut from grocery store ads (or grocery store ads for children to cut from)

Preparation:

- Organize the complete poster boards around the circle time area so that all can be viewed by the children.

Directions:

- Gather the children around the circle time area and have them sit in a semi-circle around the teacher so that all can have a clear view.
- **STORY:** Explain to the children that today they are going to read a story about various foods that come from farms, and that foods come in many different colors. Take out the book *Food From Farms* and show the children the cover of the book. Read the book.
- **RAINBOW FOODS RECOGNITION:** Once finished reading, review the various colors that were discussed throughout the program so far and which food colors were represented in the book. Indicate the poster boards with Power Paw Prints and foods discussed in previous lessons as each color is discussed.
- **INTERACTIVE ACTIVITY:** Food Sorting:
  - Place the Power Paw Print poster boards from previous lessons at different spots in the room.
  - If pictures of foods were cut out ahead of time, provide several food pictures to each child. OR, provide each child with a few pages from a grocery store ad and allow them to cut out some food pictures themselves.
  - Tell children to take their food pictures and place them in front of the poster board matching the color of their food.

Release the children to their next activity.
Art Time — Marble Art

Materials Needed:
- Shallow pan or cardboard box
- White cardstock (1 piece per child)
- Various colors of paint (representing the colors discussed in previous lessons)
- Marbles (a few per child)
- Smocks
- Small pictures of food from each food group cut from grocery store ads or magazines.

Preparation:
- Gather all materials, ensuring there is enough for all children to participate in the activity.

Directions:
- Depending on how many shallow pans are available, this activity may need to be completed individually or in small groups.
- Call the children to the table and show them the materials. Explain that they are going to be using the colors of the rainbow and a marble to create rainbow art.
- Describe how they will be putting a piece of paper in the bottom of the pan, squirting many colors of paint onto the paper, and then rolling the marble around by moving the tray up and down and right and left. Model if needed.
- Once they are done painting with the marble, they can create a rainbow food collage by placing the small pictures of various foods onto the wet paint, which will act as glue.
- Allow the children to begin the activity, assisting as needed.
- Once the child has completed their rainbow food collage, the activity is complete.

14 Activity adapted from - https://ourlittlehouseinthecountry.com/tag/rainy-day-fun/
Table Time Activity – I Can Eat a Rainbow

Materials Needed:
- "I Can Eat a Rainbow" handout
- Magazines or grocery store ads
- Child size scissors (one per child)
- Glue bottles or glue sticks

Preparation:
- Complete the worksheet to use as a model by finding the various colors of foods and placing them in the corresponding areas on the worksheet.

Directions:
- Prepare the table(s) for the activity by placing one pair of scissors per child, at least one bottle or stick of glue per two children, and at least one magazine/ad per child on the tables.
- Call the children to the tables and ask them to sit down in a chair, resting their hands on their laps and waiting to hear about the activity before touching the activity materials.
- Show the children the completed worksheet and explain to them that they will be completing their own "I Can Eat a Rainbow" worksheet by cutting out food found in the magazines/ads and gluing them next to the same color on the page.
- Encourage the children to begin the activity, assisting as needed.
- Once all sections of the worksheet have a corresponding food, ask the children to color a picture of their favorite fruit or vegetable on the bottom of the page and say what color that food is.

I Can Eat a Rainbow!

Draw or glue pictures of fruits and vegetables for each color of the rainbow below.

<table>
<thead>
<tr>
<th>Color</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>[Red picture]</td>
</tr>
<tr>
<td>Blue</td>
<td>[Blue picture]</td>
</tr>
<tr>
<td>Green</td>
<td>[Green picture]</td>
</tr>
<tr>
<td>Purple</td>
<td>[Purple picture]</td>
</tr>
<tr>
<td>White</td>
<td>[White picture]</td>
</tr>
</tbody>
</table>

Draw a picture of your favorite fruit or vegetable below. What color is it?
LESSON 9: Rainbow of Foods

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Snack Time — Food Group Friend

Materials Needed:
Choose your favorite ingredients from every group:
- Grain (English muffin, brown rice cake, or bread)
- Protein Food (beans or egg)
- Vegetable (Carrots, celery, broccoli, tomatoes, peas, cucumber, or bell pepper)
- Dairy (low-fat cheese)
- Fruit (blueberries, bananas, raisins, apples, or oranges)

Directions:

1. Get a Head
   - Put a grain on your plate.

2. Make a Face
   - Pick fruits, vegetables, and a protein food to make eyes, nose, and a mouth. Have fun and be colorful!

3. Hair or Hat?
   - Choose a dairy food and cover the head.

4. Name Your Friend
   - Have you used a food from each food group? If so, enjoy!

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SECTION 3: 
Core Nutrition Messages and Newsletters

Core Nutrition Messages for Mothers of Preschoolers

USDA has released a set of “Core Nutrition Messages” that are audience tested messages, tips, advice, online tools and other resources designed to reach and resonate with mothers and children who participate in the nutrition assistance programs. The Core Nutrition Messages complement the key recommendations of the Dietary Guidelines for Americans (DGAs) and are designed to increase consumption of whole grains, low fat milk products, fruits, vegetables and foster child feeding practices that support development of healthy eating habits. Materials are available at www.fns.usda.gov/fns/corenutritionmessages/default.html.

Included in this resource are the Core Nutrition Messages developed for Mothers of Preschoolers. These messages can be a great outreach tool to reinforce the lessons being taught in the classroom. Some ideas for use of the messages include:

- Sending one or two per week home in an email or on daily/weekly communication letters to parents.
- In social media posts from your child care center or day care home.
- As a conversation starter posted where parents will see it at drop off/pick up time.

Power Panther Preschool at Home: Take-Home Newsletters

Newsletters for children to take home to their families provide an important link to Power Panther Preschool in the center. Newsletters inform parents what children are learning and reinforce the same important information about increasing fruit and vegetable consumption and the value of daily physical activity at home. In addition, newsletters provide family members with ideas for family snacks and activities.

Eight one-page (front and back) newsletters are provided in this chapter. Each newsletter is numbered to correspond do the lesson being taught. A “Dear Parent” letter is also included to introduce parents to and inform them about the forthcoming Power Panther Preschool lessons that will be taught.
Core Nutrition Messages for Mothers of Preschoolers:

Fruit and Vegetables
1. **They learn from watching you.** Eat fruits and veggies and your kids will too.
2. **They take their lead from you.** Eat fruits and veggies and your kids will too.

Cooking and Eating Together Messages
1. **Cook together.** Eat together. Talk together. Make mealtime a family time.
2. **Make meals and memories together.** It’s a lesson they’ll use for life.
3. **Enjoy each other while enjoying family meals.** Keep mealtime relaxed to nourish the body and help your family make stronger connections. Let your little ones select which foods to put on their plates and how much to eat from the healthy choices you provide.

Division of Feeding Responsibility Messages
1. **Let them learn by serving themselves.** Let your kids serve themselves at dinner. Teach them to take small amounts at first. Tell them they can get more if they’re still hungry.
2. **Sometimes new foods take time.** Kids don’t always take to new foods right away. Offer new fruits and veggies many times. Give them a taste at first and be patient with them.
3. **Patience works better than pressure.** Offer your children new foods. Then, let them choose how much to eat. Kids are more likely to enjoy a food when eating if it is their own choice. It also helps them learn to be independent.
4. **Feed their independent spirit at mealtimes.** Each meal with your preschoolers is a chance to help them grow and learn to make some decisions on their own. Encourage them to make their own food choices from the healthy foods you offer. Start early and you’ll help them build healthy eating habits for life.
5. **Let go a little to gain a lot.** It’s natural for moms to worry about their preschoolers’ eating habits. Offer healthy foods and let your kids choose from them. They’ll be more likely to enjoy mealtime and eat enough, so everyone is happier.
6. **Think beyond a single meal.** Keep in mind what your child eats over time. Meals and healthy snacks give children several chances every day to eat a variety of foods. If your child eats only a little or nothing at one meal, don’t worry. Your child will make up for it with other meals and snacks to the foods needed for good health over time.

Milk Messages
1. **Mom is a child’s first teacher.** You teach by doing. Every time you drink fat free or low fat (1%) milk, or eat low-fat yogurt, you’re giving your kids a lesson in how to eat for better health. It’s a lesson they can use for all their lives.
2. **Strong bodies need strong bones.** Give your preschooler fat-free or low-fat (1%) milk or yogurt at meals and snacks. They’re packed with vitamins, minerals, and protein for strong, healthy bones.

Whole Grain Messages
1. **Start them early with whole grains.** It’s easy to get your kids in the habit of eating and enjoying whole grains if you start when they are young. Whole grains give your kids B vitamins, minerals, and fiber to help them be strong and healthy.
2. **Happy Kids, Happy Tummy.** Serve your little ones whole-grain versions of their favorite bread, cereal, or pasta. It’s a simple way to help them eat more whole grains. And, eating more whole grains that are higher in fiber can make potty time easier, too.
Dear Parent:

Our child care is introducing new lessons and activities to the children in care. Entitled Power Panther Preschool, the activities will introduce children to Power Panther and his EAT SMART. PLAY HARD. message.

Who is Power Panther?
Power Panther is a mascot of the Food and Nutrition Service, United States Department of Agriculture. The Power Panther Preschool materials have been developed and provided through the Child and Adult Care Food Program and Team Nutrition, programs administered by the Kansas State Department of Education.

Power Panther Preschool encourages children to try new healthy foods from the MyPlate food groups and to be physically active. YOU can help emphasize this important message by encouraging your child to taste new foods. And while you’re at it, be a good role model and enjoy those foods yourself! Now is also a good time to engage in a physical activity with your child—choose one that you both enjoy! Take a walk, ride a bicycle, rake leaves, swim or jump rope!

For more information, go to www.fns.usda.gov/core-nutrition/core-nutrition-messages

And remember...

EAT SMART. PLAY HARD.
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I have been learning about the food groups and trying new foods. Here is a picture of MyPlate and foods that belong in each group:

Ask me about my picture.
EAT SMART

The kinds of food your preschooler eats and drinks are important for his or her health. Fruits, vegetables, grains, protein foods, and dairy provide the nutrients that their bodies need. Keep an eye on the amount of added sugars, sodium, and saturated (solid) fat.

Fruits: Let your preschooler enjoy a variety of whole or bite-sized fruits such as apples, sliced bananas, and mandarin orange pieces. Serve 100% fruit juice in small amounts and less often.

Vegetables: Prepare red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli as part of your child’s meals and snacks.

Grains: Make at least half of their grains whole grains by offering 100% whole-grain cereals, breads, and pasta.

Protein Foods: Choose a variety of protein foods such as seafood, beans, and small portions of meat or poultry.

Dairy: Give them low-fat milk, yogurt, and cheese to provide much needed calcium.

Encourage water instead of fruit juice or sugary drinks: Too much 100% juice or sugar-sweetened beverages, such as soda, juice drinks, or sport drinks, can add more calories than your child needs.

Check out the sodium (salt) in canned foods, bread, and frozen meals: Read the Nutrition Facts label to find foods with lower numbers.

Watch the amount of saturated fats in foods: Cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs are okay sometimes but not every day.

PLAY HARD

Your child loves to move! Encourage your child to play actively several times each day. Active play for children can happen in short bursts of time and can be led by you or your child. Active play can include playing on the playground, playing tag with friends, or throwing a ball.

Why is active play important?
Active play helps your child learn healthy habits. There are many health benefits of active play, such as:

- Active children are less likely to weigh too much.
- Keeping your child active now helps lower the chance of developing chronic diseases like Type 2 diabetes.
- Activities, like running and jumping rope, help your child learn movement skills to develop muscles and strong bones.
- Active play can also help the mind develop. Playing “pretend” lets kids be creative.
- Active children are more likely to be happy and feel good about themselves. Children feel proud after learning how to bounce a ball or ride a bike.

How can you raise an active child?

- Make active play fun for the whole family. Let your child help plan the fun.
- Focus on fun, not performance. All children like to play. They will win when they move, have fun, and are active daily.
- Set limits on TV and computer time. Limit TV and other screen time to less than 2 hours a day, as advised by the American Academy of Pediatrics. Try reading during inactive time rather than watching TV.
- Be active yourself. Active parents tend to raise active children. You influence your child’s behavior, attitudes, and future habits. Be more active and limit your own time watching TV.
Power Panther Preschool at Home

I have been learning about red fruits and vegetables. Here is a picture of something I learned:

Ask me about my picture.
Section 3: Newsletters

EAT SMART

Healthy children usually eat when they are hungry and they stop when they are full. The adult’s job is to decide what foods to offer and plan regular times to eat. The child’s job is to pick from the foods offered and decide how much to eat.

Children don’t grow as fast in their preschool years as they did as toddlers. So they may have a smaller appetite now. That’s normal. If your child is not hungry, don’t force him or her to eat.

Your child is probably eating enough if he or she is full of energy and is growing and seems healthy. If your child is losing weight or has special food needs, get help from a health professional.

Keep eating times relaxed so your child learns body signals for being hungry and feeling full. That’s how your child can learn to eat in a normal way and not overeat. That’s a good habit for lifelong health.

PLAY HARD

To be healthy, children must:

- Eat healthy food
- Be active

Be active at home! Many jobs around the house can help build strong bodies. Ask your child to help you with these jobs:

- Work in the garden
- Dust furniture
- Pick up toys
- Vacuum and sweep
- Wash the floor
- Set or clear the table
Power Panther Preschool at Home

I have been learning about orange fruits and vegetables. Here is a picture of something I learned:

Ask me about my picture.
Section 3: Newsletters

EAT SMART

Children have small stomachs, so they probably eat less at meals than you do. That is why snacks are an important consideration when feeding children. Most young children do best when they eat four to six times a day. Snacks should be offered to satisfy hunger, not quiet tears, calm the children, or reward behavior.

Time snacks so they are about two to three hours before meals. That way the child is ready to eat meals with the family. Choose snacks from a variety of foods that are nutritious and low in sugar. Remember to encourage children to brush their teeth after snacking.

Some quick snacks:
- Fresh fruit pieces
- Raw, cut up vegetables
- Graham crackers
- String cheese
- Cheese and saltines
- Yogurt

PLAY HARD

To have a strong body, your child needs to be active. Food gives your child the energy to move. Here are some good ways to get exercise with your child:

- **Dance with your child!**
  Just turn on the radio and dance. Also, play dancing games. Ask your child to dance like a cat, a bird, an elephant, or other animals.

- **Play running games!**
  Throw pillows on the floor and ask your child to run around them or over them. Take your child to a play area to run around with other children.

- **Do jumping jacks!**
  Jumping jacks are great exercise. Play music while you do them. Ask your child to help count the jumping jacks. Quit when you get tired.

- **Walk together in every season!**
  Look for tracks in the winter snow or new flowers and buds in spring. Find fun shadows in the summer sun. In the fall, collect leaves of different colors.
I have been learning about **green fruits** and **vegetables**. Here is a picture of something I learned:

Ask me about my picture.
EAT SMART

Some fruits and vegetables contain vitamin A to help keep eyes and skin healthy. Try to eat a vitamin A food at least every other day. Choose from the list below:

Fruit Group
Apricots
Cantaloupe
Mangos
Nectarines
Papaya
Peaches

Vegetable Group
Asparagus
Broccoli
Carrots
Dark-green leafy vegetables
Pumpkin
Sweet potatoes
Winter squash

PLAY HARD

Your child is designed to move! Most kids like to climb, crawl, run, jump, swing, tumble, twist, stretch, and pedal. In fact, active play is the “work” of childhood. By moving more and sitting less, your child also learns to live in a healthful way.

Active play can promote:
- Cooperation and sharing as your child plays and learns to get along with others.
- Curiosity and creativity as your child explores his or her world.
- Confidence and independence as your child learns to make choices and control his or her actions.
- Learning as your child’s body and brain develop.

Active play can develop body skills:
- Strength, flexibility, and endurance to explore and experience the world safely.
- Coordination of small and large muscles, which helps with overall activity.
- Body awareness as your child learns what his or her changing body can do.

ACTIVE PLAY IS FUN FOR YOUR CHILD AND YOU!
I have been learning about **blue/purple fruits** and **vegetables**. Here is a picture of something I learned:

Ask me about my picture.
EAT SMART

The next time you are at the grocery store with your child, look for foods that are examples of roots, stems, leaves, fruit, flowers and seeds. For example:

**Roots:** carrots, turnips, beets, radishes
**Stems:** celery, asparagus, cauliflower
**Leaves:** lettuce, spinach, cabbage, parsley
**Fruits:** tomatoes, cucumbers, peppers, squash (a fruit is any seed-bearing food on a plant)
**Flowers:** broccoli, artichoke
**Seeds:** corn, peas, dry beans, rice, oats, nuts
**Seedpods:** green beans, snow peas

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**Power Panther says...**

**I PLAY HARD** every day. Because I am so active, I need to keep my energy level up. So I **EAT SMART**. One of my secrets is keeping a variety of fruits and vegetables handy. They make great snacks! I hope that boys and girls everywhere will make healthy food choices and be physically active like me!

---

**PLAY HARD**

**SAFETY ALERT!**

Always stay with your child.

Children don’t have life experiences to foresee danger. They may not have body skills or strength to move away from trouble. When children play, they may not notice when they’re cold, wet or overheated, or in possible danger either.

**Bonus:** By supervising, you also have fun playing together—and you stay active too!
Power Panther Preschool at Home

I have been learning about **yellow fruits** and **vegetables**. Here is a picture of something I learned:

Ask me about my picture.
Section 3: Newsletters

EAT SMART

Try to make good nutrition more convenient! Of course, it’s easy to open a bag of chips to stop your growling stomach. High fat snack foods stop the growl, but do nothing to contribute to good health. So how can we make healthy eating more convenient?

- Wash and cut up veggies as soon as you bring them home from the store or in from the garden. Store veggies in easy to grab containers in the refrigerator.
- Have low-fat dip available to turn the veggies into an extra-easy snack.
- Make your own trail mix. Mix cereal and pretzels for a crunchy treat. Add a small amount of dried fruit like raisins, cranberries or peaches.
- Keep a bowl of fresh fruit on the counter. It’s easy to grab a healthy snack as you pass by!

PLAY HARD

Physical play is important for healthy growth of young children. It has a big impact on physical, intellectual and emotional development. Through active play children learn about their bodies, their capabilities and how to control their environment. A love for physical activity is one of the most important gifts parents can give to their children.

With your child, pretend you are different animals:

- Roll over like a dog
- Slither like a snake
- Hop like a bunny
- Gallop like a horse
- Walk like a duck
- Stretch like a cat
- Run like a deer
Power Panther Preschool at Home

I have been learning about white fruits and vegetables. Here is a picture of something I learned:

Ask me about my picture.
EAT SMART

Healthy choices that fit your lifestyle can help you do the things you want to do. Here are some easy steps you can take. Add your own ideas!

- **Be realistic:** Make small changes over time in what you eat. Small steps work better than giant leaps.
- **Be adventurous:** Expand your tastes to enjoy a variety of foods.
- **Be flexible:** Go ahead and balance what you eat with the physical activity you do over several days. There’s no need to worry about just one meal or one day.
- **Be sensible:** Enjoy all foods—just don’t overdo it!

PLAY HARD

Too much TV can lead to poor learning in school and to health problems like being overweight. Setting limits and keeping an eye on what your children watch can turn watching TV into a way for the whole family to learn together. Children who watch less TV are generally more physically active. Most doctors recommend no more than two hours of screen time per day for children.

**Tips for Healthy TV Watching:**

- Help your child to be active. Limit time watching TV and playing video games to two hours per day.
- Only turn on the TV when you are watching a program.
- Turn off the TV during meals.
- Help your child pick the programs he or she wants to watch.
- Talk with your child about what he or she watches on TV.
- Choose one day a week for your family to be “TV Free.” Instead of watching TV, play games, read or go for a walk together.
I have been learning about **brown foods**. Here is a picture of something I learned:

Ask me about my picture.
EAT SMART

Family meals are important. You create close bonds and lifelong memories around the family table. Family meals can teach your child about healthy eating. This is a wonderful opportunity for you to be a good role model. When you try new foods your child may be more adventurous with food, too.

Try these easy ways to make family meals a pleasant part of your family routine:

- **Set a regular family mealtime.** Regular mealtimes give everyone a better chance to eat a variety of foods.

- **Make it simple, make it quick!** Spend less time in the kitchen and more time at the family table.

- **Show that family meals are important.** Turn off the TV during meals and don’t take phone calls.

- **Eat around a table and enjoy meal talk.** It’s easier to talk and listen when family members face each other.

PLAY HARD

It’s fun to enjoy active play both indoors and outside. Don’t let the weather limit active time for your family. Adults need to move at least 30 minutes on most days. Your child needs at least 60 minutes of activity on most days.

**Get moving indoors…**
- Act out a story
- Create an obstacle course
- Turn up the music and dance
- Make bread, soft pretzels or pizza
- Start planning your garden

**Get moving outside…**
- Enjoy autumn leaves
- Bundle up for snow play
- Take a nature hike
- Walk in the zoo, mall or neighborhood
- Decorate an outdoor tree for the birds
Power Panther Preschool at Home

I have been learning about **fruits** and **vegetables** of all **colors of the rainbow**. Here is a picture of something I learned:

Ask me about my picture.
"I Can Help!"
Helping with family meals makes your child feel important in your family. You get time together too. Your child learns even when tasks aren’t done perfectly. Even if you work faster alone, ask your child to help you:

- Pick flowers for the table
- Create paper place mats
- Clear and wash the table
- Wash hands
- Help with table setting
- Help with simple kitchen tasks
- Pour milk (perhaps with help)
- Turn off the TV
- Put pets in another room if they demand attention at mealtime

Does it seem impossible to fit family meals into your hectic schedule? Go step by step. Try to enjoy at least one family meal together each week. See what works and plan from there.

Try these everyday ways to get your family moving!

- Walk to the playground, store or a friend’s house
- Use the stairs when you can
- Sweep the sidewalk
- Wash the car… or the dog
- Put away toys
- Wash, sweep, or vacuum floors
- Dust or polish furniture
- Dig weeds
- Rake leaves
- Shovel snow
- Play with the dog
- Park at the far end of the lot and walk
- Help an older neighbor with these tasks

Your family’s ideas:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
SECTION 4:
Resources
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Fruit and Veggie Color List

Did you know that each different color of fruits and vegetables contains unique nutrients that are essential to our health? That’s why it’s important to eat fruits and vegetables in a variety of colors. This list gives fruit and veggie choices from each color group to help you incorporate many different colors into your daily snacks and meals. The list was developed by the Produce for Better Health Foundation, [www.fruitsandveggiesmorematters.org](http://www.fruitsandveggiesmorematters.org)

### Red

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>VEGETABLES</th>
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</thead>
<tbody>
<tr>
<td>Red Apples</td>
<td>Beets</td>
</tr>
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<td>Red Onions</td>
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<tr>
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<td>Radishes</td>
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</tr>
<tr>
<td>Persimmons</td>
<td></td>
</tr>
<tr>
<td>Pineapples</td>
<td></td>
</tr>
<tr>
<td>Tangerines</td>
<td></td>
</tr>
</tbody>
</table>

### Yellow/Orange

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yellow Apples</td>
<td>Nectarines</td>
</tr>
<tr>
<td>Apricots</td>
<td>Oranges</td>
</tr>
<tr>
<td>Cape Gooseberries</td>
<td>Papayas</td>
</tr>
<tr>
<td>Cantaloupe</td>
<td>Peaches</td>
</tr>
<tr>
<td>Yellow Figs</td>
<td>Yellow Pears</td>
</tr>
<tr>
<td>Grapefruit</td>
<td>Persimmons</td>
</tr>
<tr>
<td>Golden Kiwifruit</td>
<td>Pineapples</td>
</tr>
<tr>
<td>Lemons</td>
<td>Tangerines</td>
</tr>
<tr>
<td>Mangoes</td>
<td>Yellow Watermelon</td>
</tr>
<tr>
<td>Nectarines</td>
<td></td>
</tr>
<tr>
<td>Oranges</td>
<td></td>
</tr>
<tr>
<td>Papayas</td>
<td></td>
</tr>
<tr>
<td>Peaches</td>
<td></td>
</tr>
<tr>
<td>Yellow Pears</td>
<td></td>
</tr>
<tr>
<td>Persimmons</td>
<td></td>
</tr>
<tr>
<td>Pineapples</td>
<td></td>
</tr>
<tr>
<td>Tangerines</td>
<td></td>
</tr>
</tbody>
</table>

### White or Tan/Brown

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bananas</td>
<td>Cauliflower</td>
</tr>
<tr>
<td>Dates White</td>
<td>Garlic</td>
</tr>
<tr>
<td>Nectarines</td>
<td>Ginger</td>
</tr>
<tr>
<td>Nectarines</td>
<td>Jerusalem Artichokes</td>
</tr>
<tr>
<td></td>
<td>Jicama</td>
</tr>
<tr>
<td></td>
<td>Kohlrabi</td>
</tr>
<tr>
<td></td>
<td>Mushrooms</td>
</tr>
<tr>
<td></td>
<td>Onions</td>
</tr>
<tr>
<td></td>
<td>Parsnips</td>
</tr>
<tr>
<td></td>
<td>Potatoes (White Flesh)</td>
</tr>
<tr>
<td></td>
<td>Shallots</td>
</tr>
<tr>
<td></td>
<td>Tumips</td>
</tr>
<tr>
<td></td>
<td>White Corn</td>
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</table>

### Green

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avocados</td>
<td>Artichokes</td>
</tr>
<tr>
<td>Green Apples</td>
<td>Arugula</td>
</tr>
<tr>
<td>Green Grapes</td>
<td>Asparagus</td>
</tr>
<tr>
<td>Honeydew</td>
<td>Broccoli</td>
</tr>
<tr>
<td></td>
<td>Broccoli Rabe</td>
</tr>
<tr>
<td></td>
<td>Brussels Sprouts</td>
</tr>
<tr>
<td></td>
<td>Chinese Cabbage</td>
</tr>
<tr>
<td></td>
<td>Green Beans</td>
</tr>
<tr>
<td></td>
<td>Green Cabbage</td>
</tr>
<tr>
<td></td>
<td>Celery</td>
</tr>
<tr>
<td></td>
<td>Chayote Squash</td>
</tr>
<tr>
<td></td>
<td>Cucumbers</td>
</tr>
<tr>
<td></td>
<td>Endive</td>
</tr>
<tr>
<td></td>
<td>Leafy Greens</td>
</tr>
<tr>
<td></td>
<td>Leeks</td>
</tr>
<tr>
<td></td>
<td>Lettuce</td>
</tr>
<tr>
<td></td>
<td>Green Onions</td>
</tr>
<tr>
<td></td>
<td>Okra</td>
</tr>
<tr>
<td></td>
<td>Peas</td>
</tr>
<tr>
<td></td>
<td>Green Peppers</td>
</tr>
<tr>
<td></td>
<td>Snow Peas</td>
</tr>
<tr>
<td></td>
<td>Spinach</td>
</tr>
<tr>
<td></td>
<td>Sugar Snap Peas</td>
</tr>
<tr>
<td></td>
<td>Watercress</td>
</tr>
<tr>
<td></td>
<td>Zucchini</td>
</tr>
</tbody>
</table>

### Blue/Purple

<table>
<thead>
<tr>
<th>FRUITS</th>
<th>VEGETABLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackberries</td>
<td>Grape Juice (100%)</td>
</tr>
<tr>
<td>Blueberries</td>
<td>Purple Figs</td>
</tr>
<tr>
<td>Black Currants</td>
<td>Purple Grapes</td>
</tr>
<tr>
<td>Concord Grapes</td>
<td>Plums</td>
</tr>
<tr>
<td>Dried Plums</td>
<td>Raisins</td>
</tr>
<tr>
<td>Elderberries</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black Olives</td>
</tr>
<tr>
<td></td>
<td>Purple Asparagus</td>
</tr>
<tr>
<td></td>
<td>Purple Cabbage</td>
</tr>
<tr>
<td></td>
<td>Purple Carrots</td>
</tr>
<tr>
<td></td>
<td>Eggplant</td>
</tr>
<tr>
<td></td>
<td>Purple Belgian Endive</td>
</tr>
<tr>
<td></td>
<td>Purple Peppers</td>
</tr>
<tr>
<td></td>
<td>Potatoes (Purple Flesh)</td>
</tr>
<tr>
<td></td>
<td>Black Salsify</td>
</tr>
</tbody>
</table>
Websites

Educational

Fight Bac! - www.fightbac.org

Fruits and Veggies More Matters - www.fruitsandveggiesmorematters.org
  Information on how to fill half your plate with fruits and vegetables including recipes and activities for kids

Institute of Child Nutrition – www.theicn.org
  Education, research, and resources to promote excellence in child nutrition programs

Kids Gardening - www.kidsgardening.org
  Includes educator resources, lesson plans, free e-mail newsletter and activities for children

KidsHealth – http://kidshealth.org
  Information about health, behavior, and development from before birth through the teen years.

Nutrition for Kids - www.nutritionforkids.com
  Information on how to teach nutrition to kids, weekly nutrition messages, fruit and vegetable of the month and other links for children

Safe Kids Worldwide - www.safekids.org
  Information on how to keep kids safe on the move, at home, and at play

Government

Center for Nutrition Policy and Promotion (USDA) - www.cnpp.usda.gov

Centers for Disease Control and Prevention - www.cdc.gov

ChooseMyPlate.gov - www.choosemyplate.gov

Food and Nutrition Information Center (USDA) - www.nal.usda.gov/fnic
  Information on MyPlate and Dietary Guidelines for Americans as well as detailed nutrient information on foods

Healthfinder - www.healthfinder.gov

  Information about Child Nutrition Programs in Kansas

  Child care licensing information

Kansas State University Research and Extension - www.ksre.k-state.edu

Kansas State University Kids a Cookin’ - www.kidsacookin.org
  Resources, recipes, and videos for cooking with children

Kansas State University Extension Food, Nutrition, Dietetics and Health - www.ksre.k-state.edu/humannutrition

President’s Council on Fitness, Sports & Nutrition – www.fitness.gov

Team Nutrition (USDA) – www.fns.usda.gov/trn/team-nutrition
  Free nutrition education and training resources
Section 4: Resources

Organizations

Academy of Nutrition and Dietetics, Kids Eat Right - www.eatright.org/resources/for-kids

American Diabetes Association - www.diabetes.org

Dairy Management Inc. - www.dairy.org
  Links to other dairy related sites with information for children

Fuel Up to Play 60 - www.fueluptoplay60.com

Kansas Beef Council - www.kansasbeef.org

Kansas Pork Association - www.kspork.org

Kansas Wheat Commission - http://kswheat.com

Midwest Dairy Association - www.midwestdairy.com

Society of Health and Physical Educators - www.shapeamerica.org
  Resources to ensure all children have the opportunity to lead healthy, physically active lives
  including “Active Start: A Statement of Physical Activity Guidelines for Children from Birth to Age 5”

Vegetarian Resource Group - www.vrg.org

Wheat Foods Council - www.wheatfoods.org
SECTION 5: Evaluation

The Program Evaluation and Grant Funds Expenditure Report are combined into one online survey. To complete the online survey, you will need to gather the following information:

- Expenditure tracking form (page 164) or receipts from purchases. (If more than one classroom in a center is participating and food, supplies, and other allowable purchases are purchased in bulk for all classrooms, one survey can be submitted per site.

A link to the online survey as well as a due date will be sent to program participants.

Share your successes!

We would appreciate receiving copies of any newsletters, photos or articles about program activities. Those can be sent to ebrinkman@ksde.org or tadcock@ksde.org, or to the address below:

Child Nutrition & Wellness
Kansas State Department of Education
Landon State Office Building
900 SW Jackson St, Suite #251
Topeka, KS 66612

Thanks for your participation in Power Panther Preschool!
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Grant Funds Expenditure Worksheet

The following worksheet is for tracking purposes only. Please complete the online evaluation to report grant funds expenditures. Receipts do not need to be submitted to KSDE, but should be kept in the event of an audit. If grant funds have not been spent completely, please contact KSDE for ideas on ways the funds may be spent within the grant guidelines.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Type of Expenditure (brief description)</th>
<th>Cost</th>
<th>Total to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Trying New Foods and MyPlate</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Lesson 2: Red Foods</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Lesson 3: Orange Foods</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Lesson 4: Green Foods</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Lesson 5: Blue/Purple Foods</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Lesson 6: Yellow Foods</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Lesson 7: White Foods</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Lesson 8: Brown Foods</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Lesson 9: Rainbow of Food</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Additional funds spent on gardening supplies, resource books/materials, etc.</td>
<td>$</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>Total Funds Awarded</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Funds Spent</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remaining Grant Funds</td>
<td>$</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grant fund spending guidance can be found on page 4 of this manual.
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