



healthy habits for life™

Physical Activity
Train the Trainer



Welcome!

- ▶ Background Research
 - Introducing the Healthy Habits for Life Child Care Resource Kit
 - Get Moving!
 - Connecting to Other Areas of Learning
 - Customizing for Various Ages



After this Webinar you will be able to...

- Adapt the activities in the Healthy Habits for Life Kit to your own setting.
- Try at least one activity from this Webinar.
- Use the tools introduced in the Webinar to continue to make modifications to activities as needed.



Poll: Getting to Know You

**Who is your favorite
Sesame Street
character?**



Abby



Cookie



Grover



Elmo



Other



The Count

Big Bird

Abby

Oscar

Grover

Bert

Ernie

Zoe

**Prairie
Dawn**

Rosita

Telly

Elmo

Cookie Monster

Sesame Workshop

Educational Outreach

Sesame Workshop's multimedia outreach initiatives use the power of the beloved Sesame Street characters to help families cope with different needs each day—and to help children reach their highest potential.



sesameworkshop.org/initiatives

How Did We Get Started?

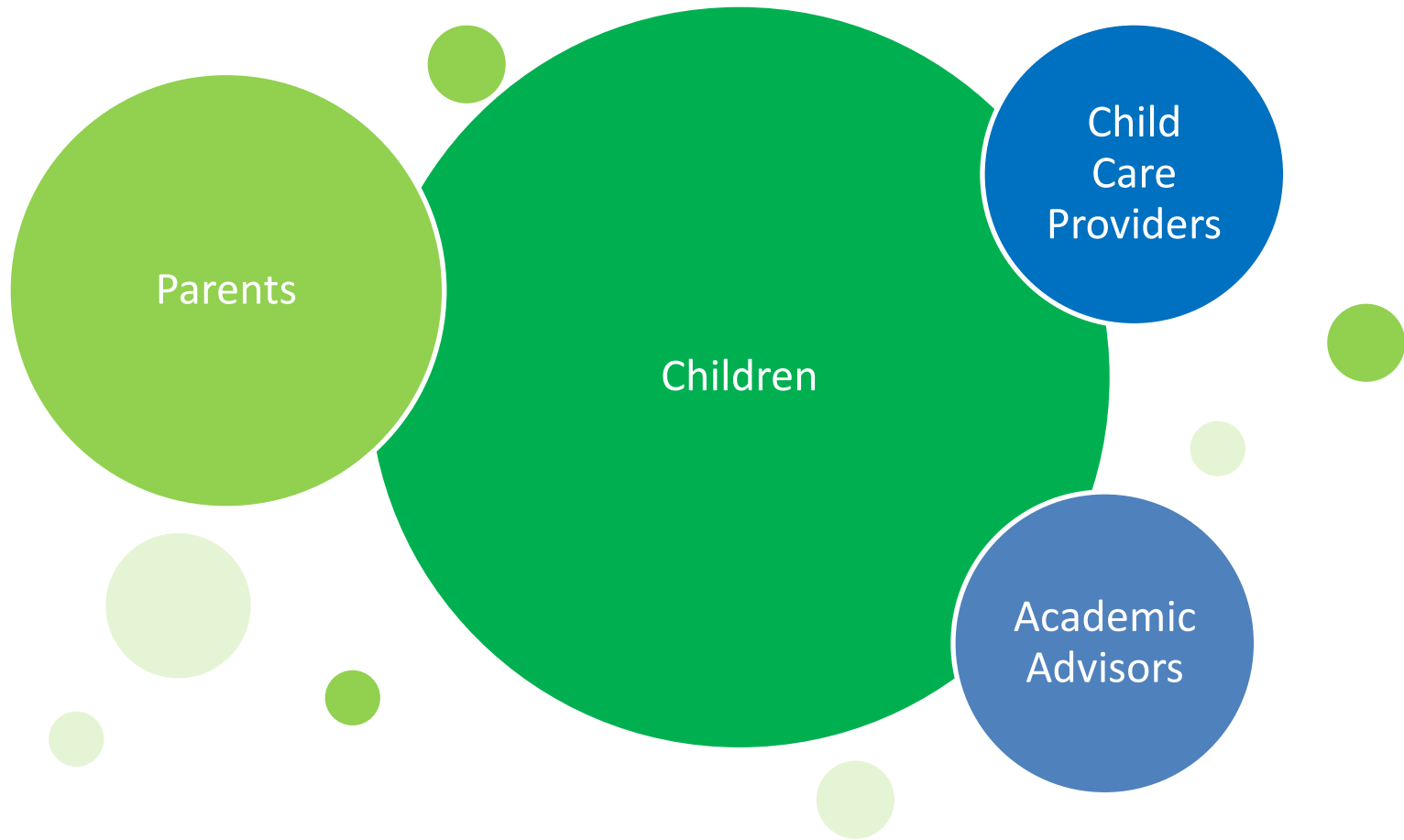


Why Healthy Habits?

- 25% of the U.S. population ages 2–17 are obese.
- 86% of these obese children become that way before the age of 6.
- Obesity-related “adult” diseases are being found in children as young as 3 and 4 years old.



Sesame Workshop Model: Research



Parent Survey Study

A survey was conducted online with a total of 1,205 mothers and fathers.



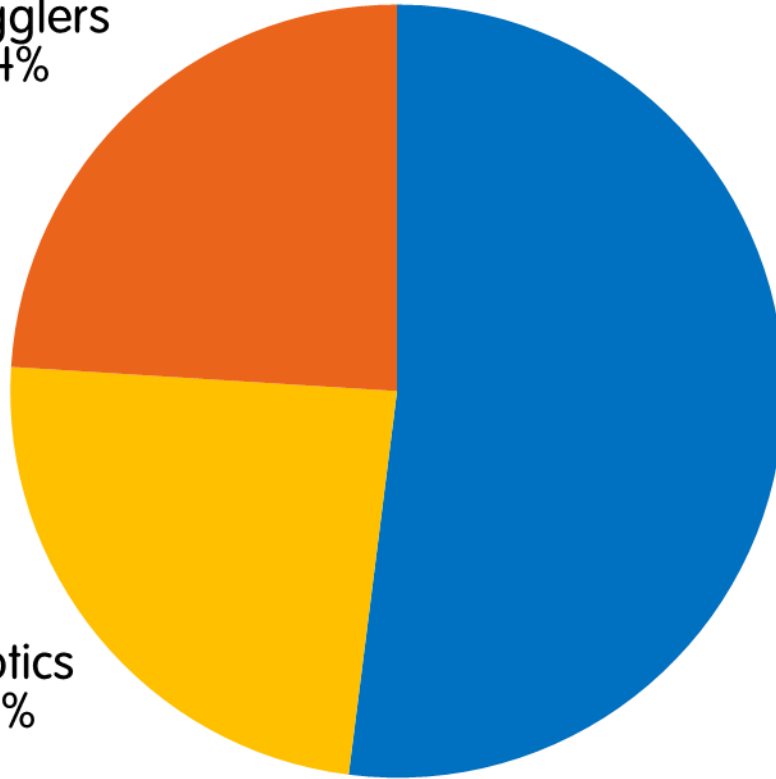
Parents are not all the same



Strugglers
24%

Skeptics
24%

Health
Conscious
52%



“Health Conscious”: scored statistically higher on the importance of food and exercise.

“Skeptics”: scored statistically lower on importance of healthy food and exercise.

“Strugglers”: scored statistically higher on the struggle over food than any other group

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Healthy Habits for Life Initiative



Establish an early foundation of healthy habits that can last a lifetime.



Key Messages

Being physically active is fun, enjoyable and is something everyone can do. Parents and caregivers can be wonderful role models.

Every day is an “anytime” food day. There are foods like vegetables, fruits, and whole grains that you can eat anytime, because they are so delicious and super nutritious.

Eat a Rainbow!

Colorful fruits and vegetables are good for you. What you eat and drink can help you to play, learn, and grow.

Getting to know your body and learning to eat a balance of “sometimes” and “anytime” foods can help lead to a healthy life.



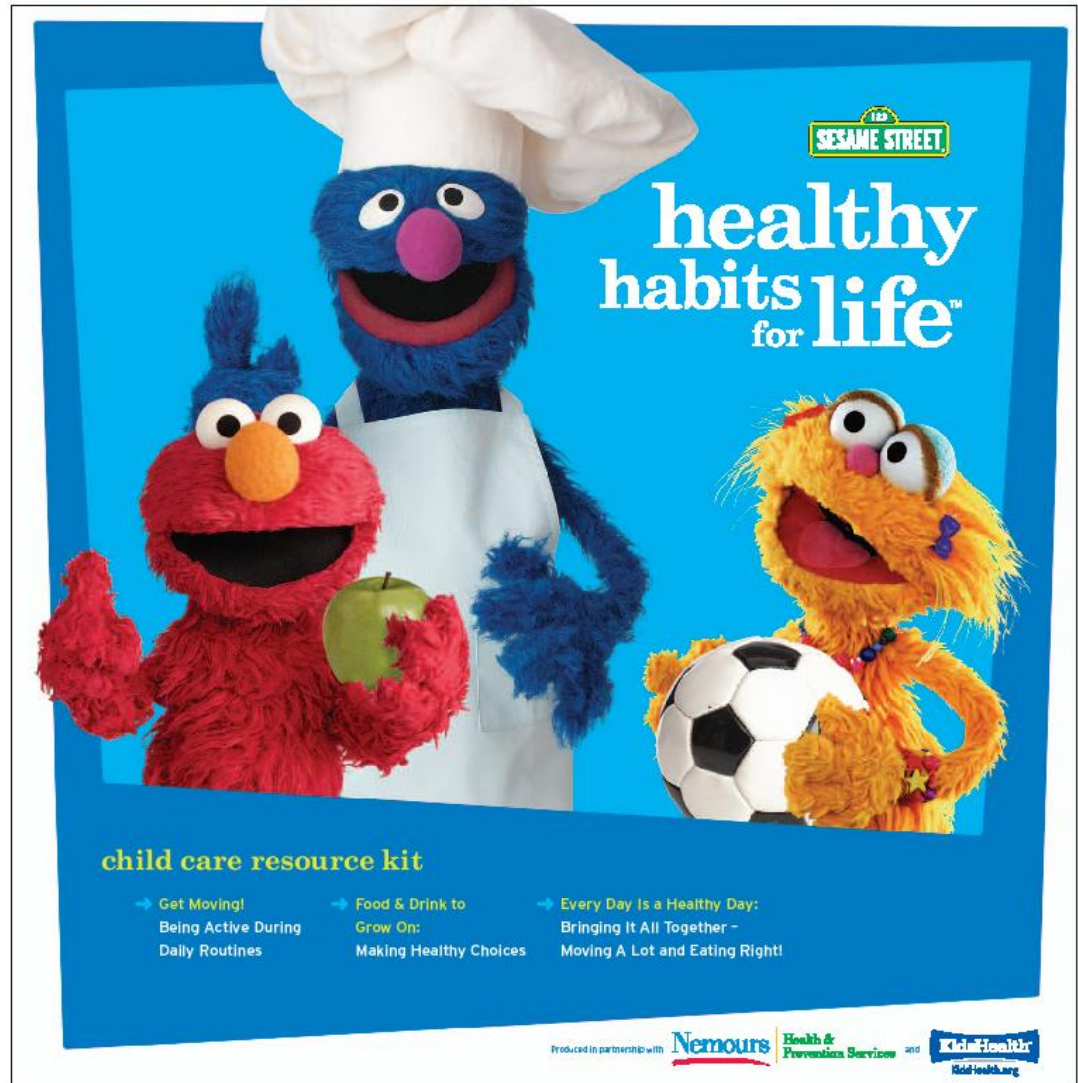
Why Healthy Habits for Child Care Providers?

Because...

- They are important!!!
- They are a friend, teacher, mentor, and role model for the children in their care.
- They asked for materials specifically about healthy habits.
- They wanted materials for creating a home-school connection.



Introducing The Healthy Habits for Life Child Care Resource Kit

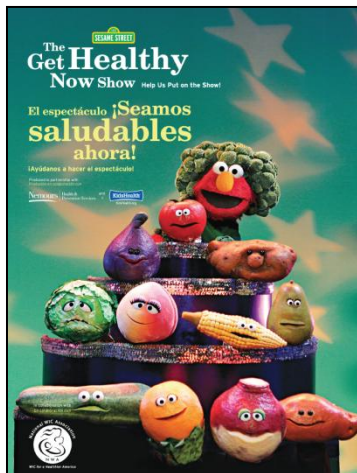
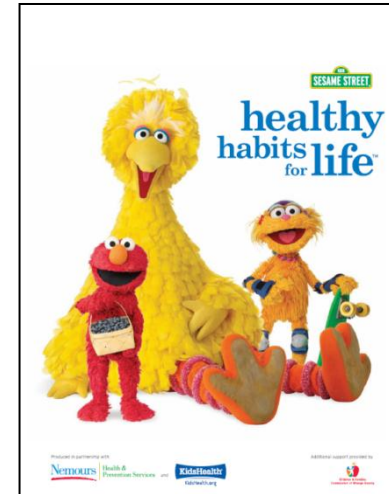


About the Healthy Habits for Life Kit

Components:

- DVD
- Child care resource binder
- Storybook
- Poster

All materials are online at
sesameworkshop.org/healthyhabits



Using This Kit

- Flexible for use during routines to supplement curriculum
- Can help create a “healthy team”
- Can strengthen the home-school connection



Get Healthy Now Video

With an Original Sesame Street story and
Healthy Habits short segments



Get Healthy Now Video



Storybook

Using This Book:

Here are some tips to help you get the most out of this book. Each page is packed with opportunities for children to get moving, get motivated, and interact with these big ideas:

- ✱ Eating well and being active are fun. You can do them both!
- ✱ Building healthy habits now leads to a lifetime of healthy habits. You can all do this together!

Join the Show!

- ✱ Circle time or story time is the ideal time to share this book with children. Tell children that Elmo needs their help in putting on a show, and that they'll need to use their eyes, ears, and whole bodies to do it!
- ✱ Hold up the pages as you read so that everyone can see the pictures. (English and Spanish text are color-coded.)
- ✱ The "JOIN IN" notes at the bottom of the page tell you how to involve children in the story.
- ✱ Share the book repeatedly. As children become more familiar with the interactive elements, you might invite one or more children to lead an activity.
- ✱ As children become more familiar with the story, invite them to describe what's happening on each page, instead of you reading the text aloud.
- ✱ Several pages include song lyrics. You can even make up your own tune.



Usando este libro:

Estas son algunas ideas principales para sacarle más provecho a este libro. Cada página está llena de oportunidades para que los niños se muevan e interactúen con estas ideas:

- ✱ Comer bien y estar activos es divertido. ¡Pueden hacer las dos cosas!
- ✱ Desarrollar hábitos saludables ahora conduce a toda una vida de hábitos saludables. ¡Pueden hacer todo esto juntos!

¡Participen en el espectáculo!

- ✱ Comparta este libro con los niños durante la hora del círculo o al leer un cuento. Dígales que Elmo necesita de su ayuda para hacer un espectáculo, y que deberán usar sus ojos, oídos y todo su cuerpo para hacerlo!
- ✱ Sostenga en alto las páginas mientras lee para que todos puedan ver las ilustraciones. (Los textos en español y en inglés están diferenciados por color.)
- ✱ La nota "PARTICIPEN" al pie de la página le dirá cómo incluir a los niños en el cuento.
- ✱ Compartan este libro una y otra vez. A medida que los niños se familiaricen más con los elementos interactivos, podrá invitar a uno o más niños a guiar una actividad.
- ✱ Después de leer el cuento varias veces, invite a los niños a describir lo que está sucediendo en cada página, en vez de usted leer el texto en voz alta.
- ✱ Algunas páginas incluyen las letras de las canciones. Usted puede crear sus propias melodías.



Elmo says, "Hello!"

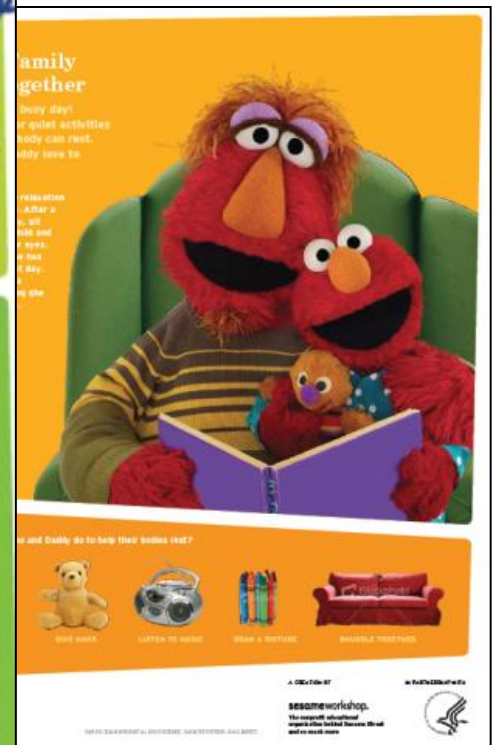
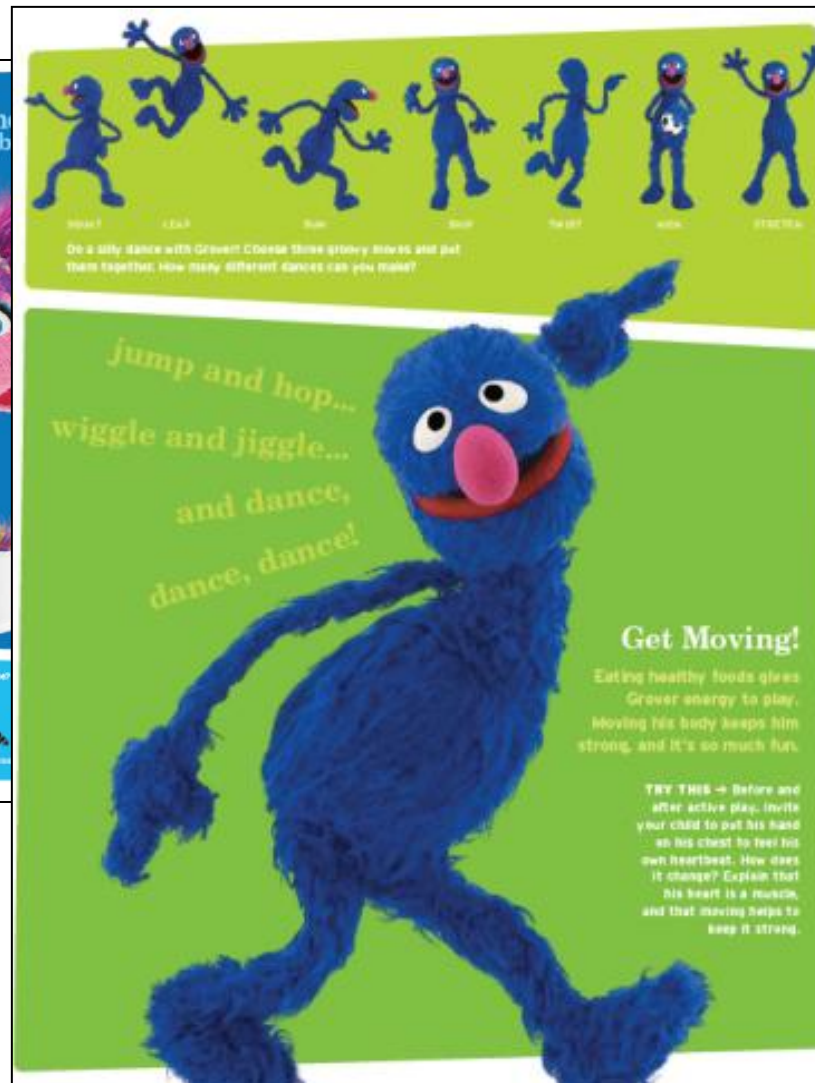
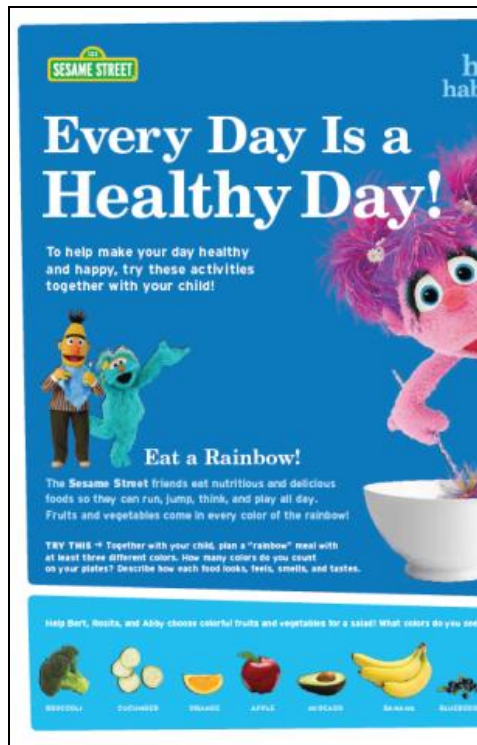
Welcome to The Get Healthy Now Show! Soon we will meet our special guest – that big and juicy healthy food sensation – the Big Tomato! Yay!

Elmo dice: "¡Hola!"

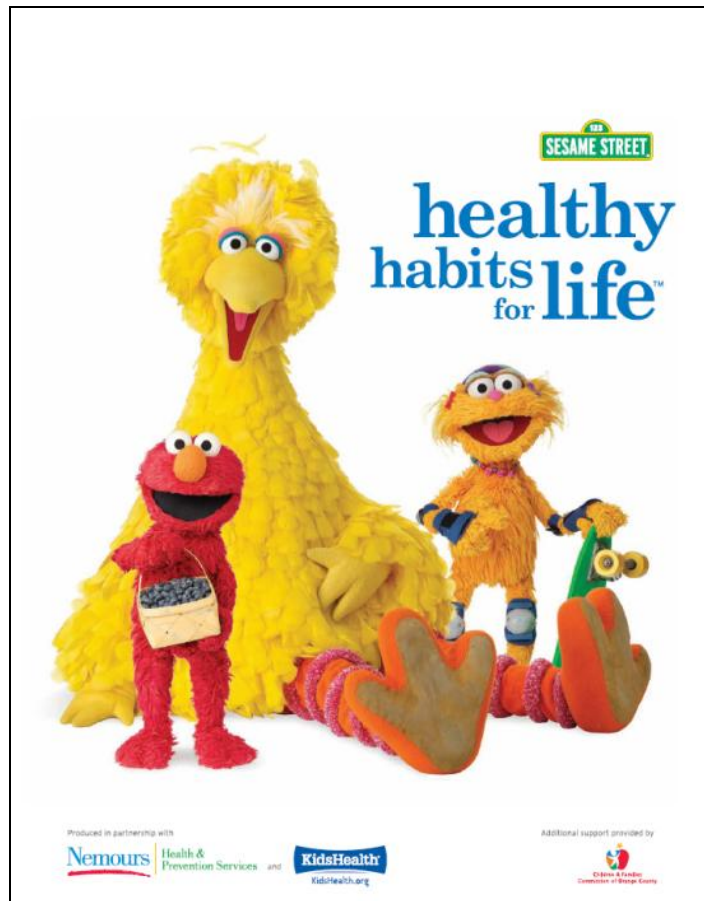
Bienvenidos al Espectáculo ¡Seamos saludables ahora!
Pronto conoceremos a nuestro invitado especial, la gran y jugosa, sensación alimenticia: ¡El Gran Tomate! ¡Sí!

- ✱ **JOIN IN!** Say, You can be a part of Elmo's show too! Stand up and strrrretch to get ready.
- ✱ **¡PARTICIPEN!** Diga: ¡Ustedes también pueden ser parte del espectáculo de Elmo! Pónganse de pie y estiiirrense para prepararse.

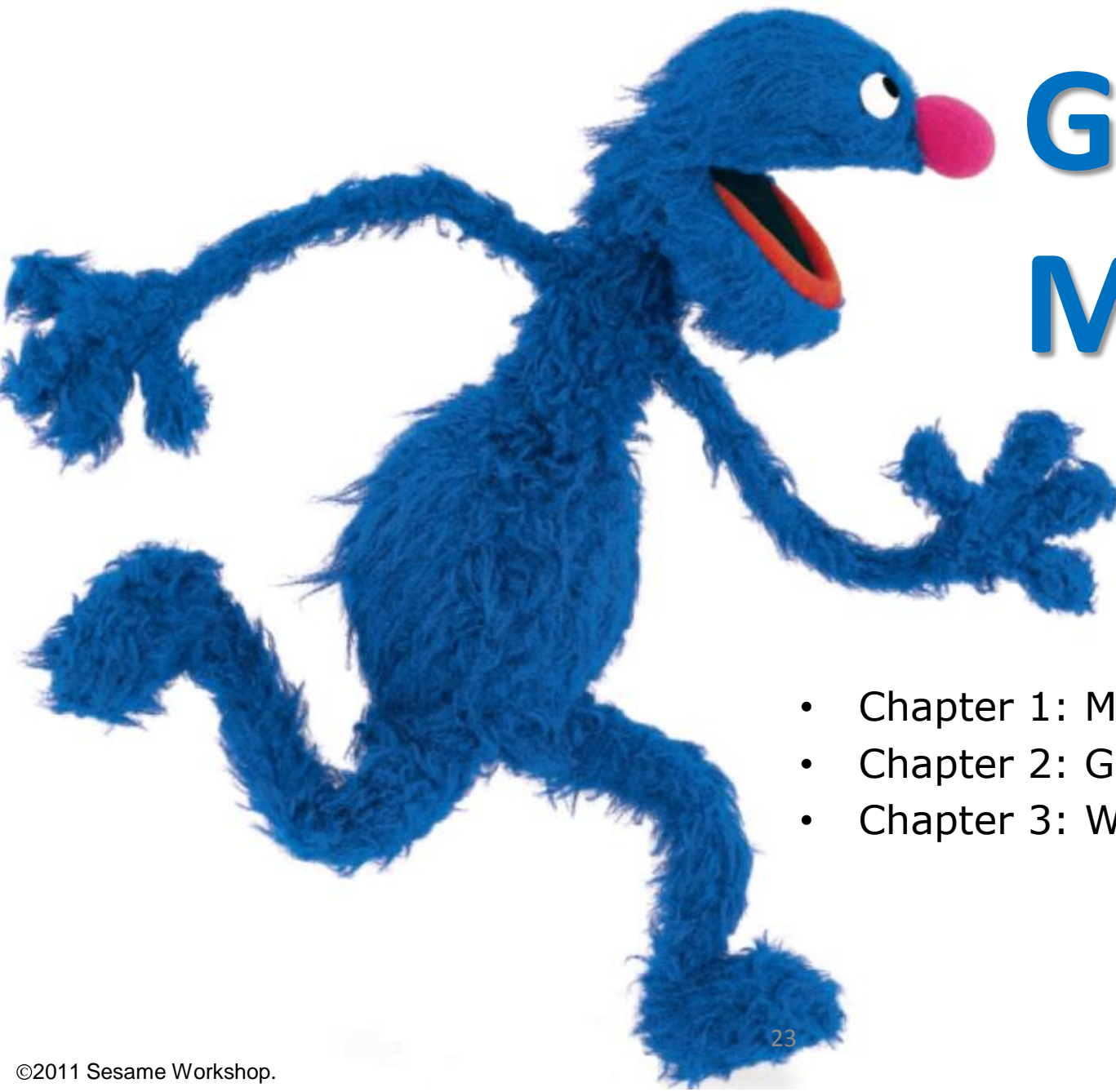
Poster



Child Care Resource Binder



- Section 1:
Get Moving!
- Section 2:
Food and Drink to Grow On
- Section 3:
Every Day Is a Healthy Day



Get Moving!

- Chapter 1: Moving and Playing
- Chapter 2: Go and Grow
- Chapter 3: What My Body Tells Me

POLL: What is the biggest challenge you've encountered in creating opportunities for physical activity?

- There is not enough preparation time to plan activities.
- There is not enough space in the child care setting.
- Appropriate equipment is not available.
- It is difficult to find time in the daily schedule for physical activity.
- Other



Children need physical activity

- 2 hours per day is recommended
- Structured activities or free play
- Can be done indoors or outdoors
- Encourage & model healthy behavior by moving along with children



Get Moving

Chapter 1: Moving and Playing



- Strategies to integrate “active time” into your daily routine
- Customizable activity ideas

Move Together!

Structured Physical Activity



Move Together!

Look at me! Look at you!
Look what our bodies can do.

Dance! Dance!
Run! Run!
Moving our bodies is so much fun!
We can jump. **Jump!**
We can hop. **Hop!**
We can wiggle. **Wiggle!**
We can stop. **Stop!**
We can twist. **Twist!**
We can tap. **Tap!**
We can stomp. **Stomp!**
We can clap. **Clap!**

And we can sit...sit (*whisper slowly*)
And we can rest...rest
So that we can be our very best.

We whisper. We breathe.
We smile and then,
We start to move all over again!



Group Poem

Say it, do it! Copy this poem, post it, and use it over and over again.

Read the poem together in an area where everyone has space to move.

When you come to an "action word," encourage children to demonstrate it. To really get moving, repeat several times.

Use a louder voice for action words, like "jump." Whisper the "calm" words like "sit" so that children experience the difference between moving actively and calming down.

Ask children to add their own moves. Every time you come to "We can ____," point to a child and ask her to make up a move for other children to copy. Record your new poem on a large sheet of paper.

NYCDOHMH Health & Prevention Services

NYCDOHMH

SESAME STREET
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habits
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Move Along!

Structured Physical Activity



Move Along!

When children act out stories, circle time can be filled with wonderful, healthy movement.

* Try This!

Bring other storybooks to life by acting out the movement words. In "The Gingerbread Man," for instance, you can act out "run, run as fast as you can."



Children will:

- < Act out stories
- < Build listening comprehension

Activity:

1. At circle time or story time, explain that you are going to read a story that children can tell with their bodies as they move in many different ways.
2. As you read the story below, pause at the capitalized action words so the children can move like Elmo, Zoe, and Big Bird.

On the Move to Hooper's Store

Elmo, Zoe, and Big Bird are delivering Gina's grocery list to Hooper's Store, and they need your help! As they are WALKING, Elmo sees a giant puddle in front of them. What should they do? Elmo thinks they should RUN through the puddle as quickly as possible, but they could get very wet! Zoe thinks they should LEAP over the puddle. Big Bird wonders if he could just take one giant STEP over the puddle with his long legs. What do you think they should do? (Ask for children's ideas.)

Good thinking! They are almost at Hooper's Store when a sudden gust of wind carries the list up into the air. It gets stuck in a tree! Zoe thinks she could JUMP high enough to reach the list. Elmo imagines that he could CLIMB to get to it. Big Bird thinks he could STRETCH and REACH his arm up to get to the list. What do you think they should do? (Ask for responses.)

Now they are in a humongous hurry. They all decide they need to ZOOM as fast as they can right to Hooper's Store! How do you ZOOM? Great work!



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Get Moving

Chapter 2: Go and Grow



- Encourage children to move in different ways and play a lot every day.
- Build on the active time that is already in children's routines by adding shorter bursts of activity for at least 10-15 minutes.
- Offer children choices to empower them and help them take charge of their health: *Apple or Banana? Hokey Pokey or Jump Rope?*

Telly's Triangle Tag

Free Play

GET MOVING! :: CHAPTER 2 :: GO AND GROW

Activity

Telly's Triangle Tag

Did you know that Telly Monster loves triangles? This **Sesame Street** spin on the classic game of Freeze Tag will help children learn about triangles as they play together.

* Try This!

During circle time, invite children to make shapes with their bodies:

Square or diamond: By sitting with legs spread into a V shape and touching feet with another child.

Circle: By curving arms into a circle overhead.

What other ways can children make shapes with their bodies?

Children will:

- ◀ Engage in vigorous movement
- ◀ Learn that triangles have three sides

Activity:

1. Gather outside or in a large play space. Ask children to name their favorite shapes and discuss how many sides common shapes have. Remind them that the triangle is Telly Monster's favorite shape. Explain to children that Telly's Triangle Tag is just like Freeze Tag where one child will be "It" and he or she will tag other children to freeze them.
2. Children can take turns being "It," and you can play, too! Start off by being "It," and as you tag children, say "Freeze!" Once children are frozen, they stay in their place with their hands touching at the wrists, forming a V.
3. Any child can unfreeze their "frozen" friends at any time by making the V into a triangle by putting their hands across it to make the third side of the triangle.



Get Moving

Chapter 3: What My Body Tells Me



- Help children focus on listening to what their bodies tell them.
- Encourage children to think about when to move, when to rest, when to let their energy out, and when they need to eat healthy foods and keep moving so they can think and play with the activities.

Energy Dance

Indoors or
Outdoors

Energy Dance

Children can begin to understand how food gives them energy and that they use that energy for physical activity. Help children understand that, like a car, we need fuel to go.

Children will:

- Learn that food gives us energy
- Dance to music
- Engage in pretend play

Materials:

- Food cards (copy page 34 and cut along lines)
- Scissors
- Music (any CDs or tapes you listen to in your program)

Ask children:

What is energy? What does energy help you do? What do we put in a car? (Explain that gas keeps a car moving and food keeps us going because it gives us energy. We need to eat healthy foods to have the energy to move and play each day.)

Activity:

1. Gather children in an open space, and give each child some food cards.
2. Turn on music and dance! Turn the volume down gradually, and tell children to slow their movements to match the music. They are pretending to run out of energy.
3. Turn the volume down even more as children slow their dancing. When the volume is so low that children can't hear the music anymore, they have completely "run out of energy." They need to pretend to eat their healthy foods.
4. Now crank the music up again and DANCE with lots of energy.



Connecting Healthy Habits for Life to Other Areas of Learning



Other Learning Areas



- Math and Science
- Literacy and Vocabulary
- Art in Motion

POLL: Group Demographics

- What are the ages of children in the programs you work with?
 - 0–2 years
 - 2–4 years
 - 5–8 years
 - A mix of these ages



Customizing Healthy Habits for Life Activities for Various Ages



Ideas for Adapting to Different Ages



Babies

- Hold them while you sing or dance, or put them in a safe place where they can see everyone.
- Encourage the other children to talk to the babies during activities.

K–3rd Grades

- Ask for their help to set up and organize activities.
- Invite them to show their skills to younger children. Mastering tasks will help them develop self-confidence and a strong self-image

4th–6th Grades

- Give them opportunities to be in charge. This will help increase their belief in themselves.
- Give children tasks to complete independently as well.

Q & A



Contact Information

For more information, contact:

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Thank You

sesameworkshop.org/healthyhabits





Fact sheets, quizzes, provider checklists and other resources:

www.healthykidshealthyfuture.org

Questions? Email LMCChelp@cdc.gov

Preventing Childhood Obesity in Early Care and Education Programs

Selected Standards from
Caring for Our Children: National Health and Safety Performance Standards



American Academy
of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™



Healthy Menu Planning



naccrra Our nation's leading voice for child care

Recommendations for Physical Activity for Preschoolers:

1) Preschool children should receive be offered at least 120 minutes of active time each day

Active Play Time Provisions				
A. Active play time (indoor and outdoor) is provided to all preschool children, including children with special needs.	45 minutes or less each day	45-90 minutes each day	91-120 minutes each day	More than 120 minutes each day
B. In preschool classrooms, structured (or teacher-led) activities are provided to all children, including children with special needs.	1 time per week or less	2-4 times per week	1 time per day	2 or more times per day
C. Outdoor active play time is provided to all preschool children, including children with special needs.	1 time a day for 30 minutes or less	1 or more times a day for a total of 30-45 minutes	1 or more times a day for a total of 45-60 minutes or more	2 or more times each day for a total of 60 minutes or more
D. During a typical day, excluding naps and meals, preschool children are expected to remain seated:	More than 30 minutes at a time, or 15-30 minutes on 3 or more occasions	15-30 minutes on 2 occasions	15-30 minutes but only 1 occasion	No more than 15 minutes at a time
Environment				
A. Indoor gross motor play area for preschool children, including those with special needs, consists of:	<input type="checkbox"/> Space only suitable for quiet play	<input type="checkbox"/> Space for limited movement (jumping and rolling)	<input type="checkbox"/> Ample space for some active play (jumping, rolling, and skipping)	<input type="checkbox"/> Space for all activities, including running
B. Outdoor play areas for preschool children including those with special needs, consists of:	<input type="checkbox"/> 1-2 different play areas (e.g., sandbox, swing set) but no open space for running or track/path for wheeled toys	<input type="checkbox"/> 2-3 different play areas, but limited space for running or use of wheeled toys	<input type="checkbox"/> Multiple play areas, and either an open space for running or a track/path for wheeled toys	<input type="checkbox"/> Multiple play areas, open space for running, and a track/path for wheeled toys
C. Portable play equipment (e.g., wheel toys, balls, hoops, robots) for preschool children consists of:	<input type="checkbox"/> Limited variety and children must take turns	<input type="checkbox"/> Some variety but children must take turns	<input type="checkbox"/> Good variety both indoors and outdoors but children must take turns	<input type="checkbox"/> Lots of variety both indoors and outdoors for children to use at the same time

