

5-2-1-0

HEALTHY NUMBERS FOR KENTUCKY FAMILIES



FIVE
OR MORE FRUITS &
VEGETABLES EVERY DAY



TWO
OR LESS HOURS
OF SCREEN TIME



ONE
HOUR OR MORE OF
PHYSICAL ACTIVITY

ZERO
SUGARY DRINKS



RING OF ACTIVITIES

GROUPED BY AGE:

0-18 MONTHS

18-36 MONTHS

3-5 YEARS



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Activities For 0-18 Month Babies



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Bubble Burst

With babies in seats, or infants seated on the floor, blow bubbles within reaching distance and model how to pop the bubbles for them — see how many pops and grins you get!



Recite this verse while blowing:

**Pretty bubble in the sky,
Pop each one as it floats by!**



Try coming up with your own verses...

Example:

**Pretty bubbles see them flow,
can you touch them with your toe?**



Physical activity makes you feel good!
Get one hour or more of physical activity every day.

*Activity adapted from "Physical Play Every Day!" NHDHHS
(as adapted from Hofstra University's "Parent's Guide to Physical Play")*



5-2-1-0
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Row, Row, Row Your Boat

While sitting on the floor, place child between your legs so that both of you are facing forward. Hold an empty paper tube in front of the child's arms so that you are both holding it. Gently reach forward and back in a rowing motion while reciting the following rhyme:

**Row, row, row your boat.
Down the river watch us float.
Pushing and pulling on our oar.
Sitting together on the floor.**

What other things could you row?
Perhaps you could ride, ride, ride your trike...?

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5-2-1-0
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Literacy & Movement Together!

Using books and music together with this age group often makes story time more fun & productive!

Pick a board book or two that involve body parts, dancing, or are made up of words to a well-loved song. Put on the song or peppy instrumental music. While reading the book, perform the “actions” yourself, with a stuffed animal, or with a child in your arms. See if you get some “mirrored” movements coming from your young audience.

Some great ideas for books to use:

- [If You're Happy and You Know It](#) by Jane Cabrera
- [Knees and Toes](#) by Scholastic Inc.
- [Wheels on the Bus](#) by Michelle Swan
- [Ten Little Fingers](#) by Annie Kubler
- [Little Yoga: A Toddlers First Book of Yoga](#) by Rebecca Whitford & Martina Selway

Physical activity is ageless—start young and create some great habits!
Get one hour or more of physical activity every day.

Activity inspired by Raising Readers: A Family Health and Literacy Program for Maine Children Ages Birth to 5



5-2-1-0
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Let's See...I'll Be...?

This game is WIDE open to use your imagination!
Make up anything you think a child could pretend to be
and shout it out!

- A tree, moving in the breeze
- The sun rising and setting
- A cat arching its back
- A kangaroo jumping around
- A train chugging along a track
- A plane flying through the air
- A lion creeping along the jungle floor

Come up with your own ideas! Kids often have great
suggestions that you'd never think of in a million years!

Physical activity makes you feel happy!
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HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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See What I Can Do Follow-the-Leader Walk

Take a walk, indoors or out, and designate a “leader.” Let the leader take you on a winding walk around and over and under obstacles. Everyone else try to follow along. Recite the following rhyme:

**Follow me as we go,
Up and over,
High then low.
Now I'll follow wherever you go,
Moving fast or
Moving slow.**

Switch off leaders and go on a new journey!

Physical activity makes you flexible!
Get one hour or more of physical activity every day.

*Activity adapted from “Physical Play Every Day!” NHDHHS
(as adapted from Hofstra University’s “Parent’s Guide to Physical Play”)*



5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Activities For 18-36 Month Toddlers



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Super Kids!

Jumping is a great way to have fun and move your body. While holding onto the child's hand for safety, pretend you're jumping tall buildings in a single bound by jumping on or off of a sturdy box, curb, step, or platform. What else can you pretend to jump over?

- A sprinkler — feel the water splash.
- A shark in the water — watch out for his teeth!
- A fairy or gnome house — don't step on your forest friends!
- You choose!

"We'll leap tall buildings with a single bound. Landing firmly on the ground. Super kids can jump this way, because they practice every day."

Physical activity makes you stronger!
Get one hour or more of physical activity every day.

*Activity adapted from "Physical Play Every Day!" NHDHHS
(as adapted from Hofstra University's "Parent's Guide to Physical Play")*



5-2-1-0

HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Zoo

This activity is an excellent activity to allow students to be creative and teach them animal movements as well. Animal movements are excellent for developing coordination, strength, and flexibility. The teacher can either call out different animal movements or show the students pictures of animals and have them move as the animal moves.



For an additional challenge, the teacher can show the picture without looking at it and then attempt to guess the animal by watching the students.



Activity adapted from Child Care Setting and Physical Activity Manual, Aaron Beighle & Heather Erwin



5-2-1-0

HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Fitness Chant

Design a balance trail by using masking or duct tape to create pathways on your carpet (make sure you have permission!). Ask the children to walk, stomp, or hop along the trail. Recite the following chant as they go:

“Watch each step as you follow the trail.
Begin moving slowly like a snail.
Raise your arms out from your side.
It helps your balance if you hold them wide!”

TIP: Think of other activities that can center on the tape trail you’ve made. Kids love to drive cars and trucks along a line—maybe they can pretend they’re trucks, cars, or buses themselves!

Physical activity makes you stronger!
Get one hour or more of physical activity every day.

*Activity adapted from “March Family Literacy Ideas”
Families READ—A Maine Family Literacy Lighthouse Project
Sanford Community Adult Education*



5-2-1-0

HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Read, Run, and Race About

Pick out a few favorites from your classroom, the library or have children bring in their own books. Make sure you get some with lots of action!



Read the book aloud and encourage the children to act out the actions and expressions of the characters.

Some ideas for great children's book characters to act out:

- Maisy
- Curious George
- Skippyjon Jones
- Elmo
- The Cat in the Hat



Check out our handy Healthy Eating & Physical Activity Booklists in your Let's Go! 5210 Goes to Child Care Binder — Get One Hour or More of Physical Activity A Day Tab for more great book tie-ins!

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5-2-1-0

HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Bodies in Motion

This is a great thing to do whenever the kids need to move their bodies! Let the children know that you will be asking each of them separately to move a body part (and then you can mix it up at the end and get them all to do it!). Say out loud:



Our bodies are made of special parts.

Wave your **arms** (child's name)!

Shake a **leg** (child's name)!

Nod your **head** (child's name)!

Touch your **chest** to feel your heart, (child's name)!

Stamp your **feet** (child's name)!

Snap your **fingers** (child's name)!

Rub your **belly** (child's name)!

Wiggle your **toes** (child's name)!

Now, everyone, **stand** very tall and **touch** your **nose**!



Physical activity makes you feel good!

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Activity adapted from "Physical Play Every Day!" NHDHHS (as adapted from Hofstra University's "Parent's Guide to Physical Play")



5-2-1-0

HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Apple Picking

1. Walk in place to the imaginary apple orchard.
2. Wave to the farmers as you go by.
3. Pretend you're climbing a ladder — knees up high!
4. Stretch arms to the tallest branches where the yummiest apples hide.
5. Reach high and pick those apples.
6. Reach low and put them in your basket.
7. Repeat until basket is “full.”
8. Pretend you're carrying the heavy basket full of apples back to the farm house.
9. Sit down and “eat” an apple to help you reach your 5-a-day!



Sweet, juicy fruit is part of a healthy diet.
Eat five or more servings of fruit and vegetables each day to keep your body healthy.

Activity adapted from Take Time: Physical Activity Program

5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Activities For 3-5 Year Old Preschoolers



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Indoor Obstacle Course

1. Collect some “obstacles” from items in the classroom, e.g. pillows, chairs, stuffed animals, pots & pans, blocks.
2. Set items up around the room to create your course.
3. Have rules for each item, such as “hop on one foot around the chair” or “walk backwards 6 steps with the pillow balanced on your head” or “play a song using a wooden spoon and a pot.”
4. Make sure that everyone gets a turn and start over with new items and rules if it’s a big hit! Adding music always makes it more fun!

TIP: Ask the children for suggestions; they’ll be sure to have some great (and potentially goofy) ideas!

Live Outside the Box, and try some fun, physical games instead!

2 hours or less of recreational screen time, and NO screen time under the age of 2.

*Activity adapted from King County Overweight Prevention Initiative’s
LIVE OUTSIDE THE BOX Toolkit*



5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Have A Seat

1. Grab a chair and place it in front of you.
2. Now sit, then stand, then sit, then stand.
3. Repeat 5 or 6 times.
4. This round sit half-way down, stand, sit half-way down and hold for 10 seconds, stand.
5. Repeat 5 or 6 times.
6. This time sit, then raise your bottom 2 inches off the seat and stay that way for 10 seconds, then stand.
7. Repeat 5 or 6 times.
8. For this last round, do a quick “barely-sit” and then stand. Repeat 10 or 12 times.
9. Now have a seat and think about how physical activity makes you stronger!



Physical activity makes you feel good!
Get one hour or more of physical activity every day.

Activity adapted from Take Time: Physical Activity Program

5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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(Pretend You're A) Tree Pose

1. Pretend your body is the trunk of a strong tree.
2. Now stand up straight and balance on one foot.
3. Place your other foot on the inside of your balanced leg.

Your knee should be pointing to the side and your heel pointing up your leg. Leave your toes on the ground if you need to for balance.

4. Bring you hands together in front of you. These are the branches!
5. Raise them above your head and be a proud tree. Keep this pose for as long as you can, maybe even 30 seconds.
6. Switch legs and start over.

Physical activity makes your heart happy!
Get one hour or more of physical activity every day.

*Activity adapted from Kerra Cartwright, First Grade Teacher,
Young Elementary School, Saco, Maine, 2008*



5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Popcorn

The teacher tells the class he is going to make some popcorn and they are the kernels. The students then squat down on the ground and hug their knees to get as small as possible. The teacher then tells them that the pan is getting hot and they are sizzling. To demonstrate sizzling they bounce quickly with small jumps. As the skillet gets hotter their bouncing height increases and they sizzle faster. When the teacher yells, “POP” the students jump up making an X with their body (feet straddled and hands out) and stand still.

The teacher can then either play popcorn again or move to another activity.

Activity adapted from Child Care Setting and Physical Activity Manual, Aaron Beighle & Heather Erwin



5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Bubbles

In a large space, the teacher asks students to act out a bubble in different circumstances (e.g., floating along, bursting in the grass, moving quickly in the wind, blowing in circles in the wind, moving low to the ground). Afterwards, the teacher should blow bubbles in the area and challenge the students to touch or pop them before they hit the ground.

The teacher should stress safety and show students their personal space prior to allowing them to chase after bubbles. The teacher can challenge students to use different locomotor skills to retrieve the bubbles.

Activity adapted from Child Care Setting and Physical Activity Manual, Aaron Beighle & Heather Erwin



5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Couch Potato

1. Designate one child to be “It,” and one to be the “Active Angel.”
2. Remaining children walk quickly (and safely) around the play space while “It” tries to tag someone. It can tag more than one child.
3. The child tagged by “It” must sit down and pretend to be a “couch potato.” Pretending to play video games, watch TV, eat snacks are all good ways to be a true “couch potato!” Stay pretending until...
4. The “Active Angel” taps the “couch potato” on the shoulder and, in order to be released from “couch potato land,” that child must come up with an activity that would be better for his health e.g. playing tag, climbing on the jungle gym, jumping on one foot, doing a puzzle. Once he shares his activity idea, he is free to stand up and re-join the game.
5. Switch roles and play a few times. Remember, “It” can tag more than one child at a time — the more “couch potatoes,” the more fun the “Active Angel” and everyone else has.
6. Whew! It feels good to move your body, doesn’t it?!?



*Life is LOTS more fun when you join in!
Limit your screen time to two hours or less every day.*

*Activity adapted from H.E.A.T. Club Curriculum
(as adapted from the Ontario Physical and Health Education Association)*

5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Let's Go! Sugar Bottle Display

Do you know how much sugar is in some of your favorite juice boxes? You'd be really surprised. Let's find out...

Grab your teaspoons and a bowl of sugar and let's have some fun with measuring out the exact amount of sugar in some of these drinks and thinking about healthier options:

Beverage	Sugar Grams per Serving	Teaspoons of Sugar*
Sunny D Baja Orange Drink	43 g	10 ¼
Capri Sun Red Berry Drink	25 g	6
Apple & Eve Bert & Ernie Berry 100% Juice	13 g	3
Earth's Best Strawberry Pear 100% Juice	11 g	2 2/3
Water	0g	0

*One teaspoon equals 4.2 grams of sugar

Drinks don't have to be sugary to be delicious!
Drink less sugar and more low-fat milk and water.



5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Ribbons

Students are scattered throughout the area with one ribbon stick in either hand. Present them with the follow scenarios and have them act each one out in their personal space:

- Form a slithery snake beside you
- Wave a flag over your head
- Cast your fishing pole out and reel in a fish
- Jump up like a volcano
- Swirl your ribbon like a tornado
- Lead a marching band
- Fly a kite
- Walk your dog
- Pull a wagon
- Paint a beautiful picture

Activity adapted from Child Care Setting and Physical Activity Manual, Aaron Beighle & Heather Erwin



5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Chalk Locomotors

The teacher draws long, curvy, straight and zigzag lines on the area. The students are instructed to choose a line and walk on the pathway. Challenge them to increase their speed and try different locomotor skills such as hopping (one foot), jumping (two feet), sliding, and galloping.

Teachers can also add levels (high, medium, low) and directions (forward, backward, sideways) for students to move along the pathways. Finally, students are given chalk and challenged to first draw a new line and then walk, jog, etc. on that line. After a few minutes they can move to a friends line and work with their friend.

Activity adapted from Child Care Setting and Physical Activity Manual, Aaron Beighle & Heather Erwin



5-2-1-0
HEALTHY NUMBERS FOR KENTUCKY FAMILIES



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Scarf Activities

Scarves are excellent tools for allowing students to throw, catch, and many other activities. Handkerchiefs work well and can be purchased relatively cheaply at discount stores. They can also be dyed in a variety of colors.



Throwing Over a River

Students are asked to throw their scarf over the biggest river they have ever seen. Other challenges include throwing over a building, like a pitcher or quarterback, or into a wall. Youngsters can also be challenged to catch their scarf before it hits the ground.



Toss and Catch on Body Parts

In good spacing, students toss or throw their scarf and attempt to catch it on as many body parts as possible. For most students the hands are the easiest body part to catch with. Head, shoulders, knees, and feet are more difficult. Some students will enjoy trying to catch their scarf on their back.



Fireworks

Students are scattered throughout the area with their scarf wadded as small as possible in their hand. The teacher then counts down from 10. When the teacher says, "ZERO" or "Fireworks" the students throw their scarves into the air at the same time.



Activity adapted from Child Care Setting and Physical Activity Manual, Aaron Beighle & Heather Erwin



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Classroom Management

Basic classroom management principles help establish routines in ECS. The ability to stop and start children is likely the most valuable management skill for providers. To foster the stop routine, always use a consistent signal such as a whistle, a clap, or telling them “freeze.” This will allow students to know what to expect and know to respond. This signal could be used throughout the day, not just during physical activity.

Children should be taught to put their hands on their knees, drop whatever is in their hands and look at the provider when they hear the stop signal – “Freeze.” Children are taught “freeze” means, hands on knees, eyes on me.

Similar to stopping the class, to get the class moving, a consistent signal should be used. Children can easily learn to begin moving only when they hear the provider say, “Go.”

When before what—Instructions for children should tell them *when* to do something before *what* they are to do. This is called ‘when’ before ‘what’. For example, “When I say, ‘Go,’ hustle and get a ribbon stick and safety move in good spacing making circles with your stick. ‘Go.’”

Activity adapted from Child Care Setting and Physical Activity Manual, Aaron Beighle & Heather Erwin



5-2-1-0
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Kentucky
UNBROKEN SPIRIT

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RING OF ACTIVITIES

Grouping Children

While many activities are conducted with children working alone, at times partners, small groups and teams will be used. For this reason efficient routines for grouping children should be taught. Toe-to-Toe is a great game for getting children with partners. When the teacher says, “Toe-to-Toe” children are trained to quickly find the person closest to them and stand with the toes of one of their feet touching the toes of the other person’s foot. This will take time, but with feedback and repetition students will learn to be partners with the person closest to them and not their best friend. Providers may need to assist younger children with this grouping strategy.

To quickly split the class into two teams, the Toe-to-Toe method should be used first. Once students have found a partner, have one person sit down or raise his/her hand (this can be the tallest person, the oldest person, or the person with the darkest shirt). The students who are standing should be directed to one side of the playing area. Those who are sitting should be directed to the other side of the playing area. These two teams or groups are now ready for instructions and activity.

Activity adapted from Child Care Setting and Physical Activity Manual, Aaron Beighle & Heather Erwin



5-2-1-0
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Kentucky
UNWINDED SPIRIT

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