

Ideas for Better Eating and Active Play with Young Children

70 Cottonwood St. Woodland, CA 95695
530-666-8740

www.yolonutrition.ucanr.edu
ceyolo@ucdavis.edu

Cooking with Preschool Children to Promote Development

Cooking is not just a fun activity for children, it is also a great teaching tool! Teachers and parents should welcome little ones into the kitchen as much as possible to boost their:

Social-Emotional Development – Cooking activities help children gain confidence in their skills. Recipes teach children to problem solve, work as a team, and handle disappointments.

Physical Development – Chopping, spreading, and mixing are all cooking skills that help improve a child's small muscle control and eye-hand coordination.

Cognitive Development – Cooking inspires children's thinking. It gives students the chance to practice their numbers, counting, and measuring skills while following directions to accomplish a goal.

Language Development – Children can ask questions about their new cooking and tasting experiences, follow step-by-step recipes, and learn new words.

Tips for Cooking with Preschool Children:

- * Select a healthy recipe that matches children's interests or classroom projects.
- * Select a recipe with hands-on skills that are age-appropriate.
- * Choose recipes that are affordable using common ingredients.
- * Discuss rules and kitchen safety before and while you cook.



Cooking Abilities of Three-year-olds:

They are learning to use their hands, so try activities like:



- pouring liquids and mixing
- spreading butters or spreads
- serving foods
- putting things in the trash

Four and five-year-olds:

They are learning to control small muscles in their fingers, so try activities like:

- peeling fruits and vegetables
- mashing soft fruits and vegetables
- cutting soft foods with a plastic knife
- measuring dry ingredients
- cracking and beating eggs
- setting and clearing the table

Adapted from www.cdph.ca.gov/programs/wicworks

Tips for Classroom Management

Clear expectations and routines are a must when teaching a room full of young children. Here are some helpful tips to manage your classroom!

- **Divide and conquer.** Students should spend most of their day working in small groups. Dividing students makes it easier for them to stay on task and for you to work on skills one-on-one.
- **Rotate, rotate, rotate.** Create a rotation chart that shows where each group will be and what they will be working on.



- **Make it visual.** Use students' pictures in your rotation chart, along with images of your classroom, so that even pre-readers know when and where they are supposed to be.
- **Set up a "teaching table."** This should be one of the areas that students rotate through. The teaching table is a place for you to work with children one-on-one. Students will know where to find you and when they can expect to have your full attention.



Adapted from www.weareteachers.com

Freeze like a Snowman Dance



Dance!

Freeze!



This classic dance game is not only fun, it helps kids develop self-regulation skills with a fun winter theme! Try this as a physical activity break inside the classroom during the wet winter months.

Have children dance like snowflakes while you play music and have them "freeze" like a snowman when the music is paused.

You can use new commands as the children get tired like "the sun is coming out and we are melting."

Remember, preschoolers should have 60 minutes or more of active play time every day. Use both teacher-led activities and free play.

Adapted from www.pre-kpages.com & www.healthykidshealthyfuture.org

Bike Helmet Safety: As easy as 1-2-3!

Holidays are a time when many kids receive new bikes and scooters from loved ones. This is a great time to remind parents and kids that wearing a helmet while riding a bike or scooter is not only safe, it's the law for youth ages 18 and under. Although a helmet cannot prevent a fall or crash, a helmet can protect a child's head from injury if they do happen to take a tumble while riding.



Similar to how a kid's bike should be sized for the child, a bike helmet should also fit properly. Helmets are not a 'one size fits all' item. A fitted helmet needs to stay snug on the head in order to prevent injury. If the helmet wobbles on the head even when the chin strap is clasped, it's too big. If the helmet cannot fully cover the top of the head down to the forehead it's too small.



The League of American Bicyclists recommends these **three easy steps for a proper helmet fit**:

1. The helmet should be low on the head with 2 fingers-worth of space between the eyebrows and the helmet.
2. The sides straps should make a "V" under the ears.
3. There should be less than a ½-inch gap between the chin and the chin strap when clasped.

Don't forget to replace helmets after a significant fall, or after a few years of it sitting in the garage. Some helmets even include an expiration date on the inside, so be sure to check!

Adapted from www.yolocounty.org/SRTS

Keep Colds & the Flu out of Your Classroom

This winter, help slow the spread of cold and flu germs in your classroom. Here are some tips to keep you and your class healthy!



- **Teach children to 'catch' their coughs and sneezes in their elbows** to avoid getting germs onto their hands and passing them to other kids. Practice this regularly so that it becomes a habit.

Adapted from weareteachers.com & teachkidsart.net

- **Teach children not to touch their eyes, mouths, or noses.** This is how germs enter the body.
- **Add hand washing breaks to the schedule.** Wash hands as a group after activities when students have touched shared supplies. Use soap and warm water while singing two rounds of "Row Your Boat."
- **Fill a small spray bottle with rubbing alcohol and spray common surfaces** like door knobs, tables, and chairs. Also spray tubs of shared supplies. Be sure to keep rubbing alcohol out of students' reach since it's toxic if swallowed. (**Bonus tip:** Rubbing alcohol also removes most permanent marker stains desks!)

Activity Kits Free From the University of California

You can help impact childhood obesity, fitness, and malnutrition. Local, state, and federal initiatives (and funding) urge a coordinated approach to addressing these issues. The University of California has prepared **activity kits** to help you teach nutrition, health, and physical activity concepts to your children, while integrating math, language, and science concepts that address CDE standards.

These lessons come “ready-made” with all of the materials to teach a fun and interactive lesson. The curriculum was developed by the University of California.

We will bring the materials to you, free of charge. We can provide trainings and additional resources to increase your confidence in these topics. We can also plan classroom food-themed cooking clubs, special events, and other fun sessions.



“Like” ‘UCCE CalFresh Nutrition Education Program Yolo County’ on Facebook to receive nutrition and wellness tips for you and your classroom daily!



This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663.



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CONTACTS



Christie Hedrick
530-666-8740
clhedrick@ucanr.edu



Bailey Rose



Sonia Fernandez



Angela Asch



Marcel Horowitz

Do you have a question about food or nutrition? Ask our Nutrition Educators by emailing ceyolo@ucdavis.edu.



Fuel Their Mind Nutrition Newsletter Enclosed

“Our mandate as a land grant institution ties us to the welfare, development, and protection of the state’s land, resources, and people. Our mission is to develop and extend the use of research-based knowledge to improve specific practices and technologies.”

Funded by USDA’s Supplemental Nutrition Assistance Program and University of California Cooperative Extension. The SNAP program provides nutrition assistance to people with low income. It can help you buy nutritious food for a better diet. To find out more, call 1-877-847-3663.

UNIVERSITY OF CALIFORNIA
calFresh Nutrition Education



UCCE Yolo County
70 Cottonwood Street
Woodland, CA 95695



What to Watch?

Screens are everywhere. Cell phones, tablets, televisions, and computers are all screens that are now a part of our daily life. Young children are sensitive to screens and need help and direction to understand what is okay to view. Spending time watching and interacting with screens for long periods is unhealthy. Staying indoors and not playing with other children hurts children's social and emotional development. Too much time spent in front of screens raises a child's risk for obesity, sleep problems, hurts school performance, attention, attendance, and increases risky behaviors.



What is screen time?

- Any time spent in front of, or interacting with, a screen (computer, television, phone).

How much screen time is safe for children?

- No screen time for children 0-2 years of age.
- A maximum of 1 hour of quality programming for children 2-5 years of age.
- A maximum of 2 hours of recreational viewing for children 6 and older.

What can you do?

- Check out the programs and shows beforehand to make sure they are right for the age of your child.
- Understand the television rating system and how it applies to children (see below).
- Monitor screen time and set limits.
- Set an alarm or reminder to limit time and set boundaries. If limits and rules are not followed do not allow screens the next day.
- Remove all screens from sleeping areas, this helps to support good sleep.
- Only allow TV for older children when younger children are not home or awake.

Quick Guide by age:

Preschool Age

- Use short shows with positive, social, and educational messages and positive role models that show good behavior.
- Avoid scary shows with strong, negative emotions or suspense. Young children do not understand the difference between reality and fantasy, even if they say they do.
- **TV-Y** safe for all children, not expected to frighten younger children.
- Avoid negative or hurtful language, preschoolers will repeat what they have heard and seen.

Television Ratings for older/ elementary school children:

TV-Y7 Directed to older Children, 7 years and older. Themes and elements may include mild fantasy or comedic violence or may frighten children younger than 7.

TV-Y7-FV Directed to Older Children. Fantasy Violence Same as TV-Y7, but may be more intense than TV-Y7.

TV-G General Audience, most parents may find this program okay for all ages. Little or no violence, no strong language, and little or no sexual language or situations.

TV-PG Parental Guidance Suggested, parents may find material unsuitable for younger children. Contains one or more of the following: moderate violence (V), some sexual situations (S), infrequent coarse language (L), or some suggestive dialogue (D).



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Qué Ver?

Las pantallas están en todas partes. Los teléfonos celulares, tabletas, televisores y computadoras son todas las pantallas que ahora forman parte de nuestra vida. Los niños pequeños son sensibles a las pantallas y necesitan ayuda y dirección para comprender lo que es apropiado para ver. No es saludable pasar tiempo observando e interactuando con las pantallas durante largos períodos de tiempo. Permanecer adentro y no jugar con otros niños afecta el desarrollo social y emocional de los niños. Demasiado tiempo frente a las pantallas incrementa el riesgo para la obesidad, añade problemas de sueño, afecta el rendimiento escolar, la atención y también aumenta comportamientos arriesgados.



Que es tiempo de pantalla?

- Tiempo de pantalla es cualquier tiempo invertido en frente de, o interactuando con una pantalla (computadora, televisión, teléfono).

¿Cuánto tiempo de pantalla es seguro para niños?

- No hay tiempo de pantalla. para niños de 0-2 años de edad.
- Para niños de 2-5 años de edad, máximo 1 hora de programación de calidad.
- Para niños de 6 años o mayor, máximo de 2 horas de programación recreativa.

Que puede hacer?

- Revise los programas de antemano para asegurarse que la programación es adecuada para la edad de su niño.
- Entienda el sistema de clasificación de la televisión y cómo se aplica a los niños (véase abajo).
- Controle el tiempo de pantalla y establezca límites.
- Ponga una alarma o recordatorio para establecer límite de tiempo y poner límites. Si los límites y las reglas no son seguidas, no permita tiempo de pantallas el día siguiente.
- Retire todas las pantallas de las áreas de dormir, esto ayuda a apoyar el buen sueño.
- Sólo permita la televisión para niños mayores cuando los niños pequeños no estén en casa o despiertos.

Guía Rápida por Edad:

Edad Preescolar

- Utilice programas cortos con mensajes positivos, sociales y educativos y modelos positivos que muestran buen comportamiento.
- Evite programaciones de miedo con emociones fuertes y negativas o suspenso. Los niños pequeños no entienden la diferencia entre realidad y fantasía, aunque dicen que lo hacen.
- **TV-Y** seguro para todos los niños, que no se espera para asustar a los niños más pequeños.
- Evite el lenguaje negativo o hiriente, niños en edad preescolar tienden a repetir lo que han oído y visto.

Clasificaciones de televisión para niños mayores/primaria:

TC-Y7- Dirigido a niños mayores, 7 años de edad. Los temas y elementos pueden incluir suave fantasía o violencia cómica o pueden asustar a niños menores de 7.

TV-Y7-FV- Dirigido a niños mayores. Violencia de fantasía igual que TV-Y7, pero puede ser más intenso que TV-Y7.

TV-G- Audiencia general. La mayoría de los padres pueden encontrar este tipo de programación apropiado para todas las edades. Se ve poca o ninguna violencia, ningún mal lenguaje y poco o ningún lenguaje sexual o situaciones sexuales.

TV-PG- Se recomienda la supervisión paterna, los padres pueden encontrar material inadecuada para menores. Contiene uno o más de los siguientes violencia moderada (V), algunas situaciones sexuales (S), e infrecuentes, lenguaje inapropiado (L), o algunos diálogos provocativos (D).

