



Take It Outside!

***Providing opportunities for
children to interact with nature is
essential***

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Healthy Habits



- The American Academy of Pediatrics recommends that preschool-age children have no more than one hour of screen time, daily.
- The AAP also recommends at least 60 minutes of physical activity daily for young children.
- The National Resource Center for Health and Safety in Child Care and Early Education recommends that children participate in 90-120 minutes of outdoor play every day.
- Nemours, through kidshealth.org, recommends 60 minutes of structured physical activity and 60 minutes of unstructured physical activity. They also recommend that children go no more than 1 hour without being active (unless sleeping)



Healthy Habits

- Head Start Body Start recommends that teachers remain active while children engage in active play.
- Head Start Body Start also recommends that active play never be withheld as a punishment.
- The National Resource Center for Health and Safety in Child Care and Early Education recommends that teachers wear clothing that permits easy and safe movement and that teachers “Encourage children’s physical activities that are appropriate and safe in the setting, e.g., do not prohibit running on the playground when it is safe to run ”
- www.choosemyplate.gov- USDA site features recommendations for health and nutrition for preschoolers



Children & Nature

Being active in nature makes kids healthier.

Children living within a 1/2 mile of a park are more likely to have higher levels of physical activity.

There are more than 20,000 parks and 11,000 playgrounds—totaling over 1.5 million acres—in cities across the U.S.

Exposure to nature can reduce stress levels by as much as 28% in children.

Children living within 2/3 mile of a park with a playground can be 5 times more likely to have a healthy weight.

Even a 20-minute walk in nature can help children with attention deficit hyperactivity disorder (ADHD) concentrate better.

AAP recommends children be physically active for at least 60 minutes throughout a day and limit time with electronic media to 2 hours per day.

Time spent outdoors is predictive of higher levels of physical activity in children.

Children have lost 25% of playtime and 50% of unstructured outdoor activity over recent decades.

Kids spend more than 7 hours a day with various electronic media.

Parents, friends and family are the most influential to youth participation in outdoor activities.

Outdoor exercise improves mental & physical well-being more so than indoor activity.

More than 1 in 3 children in the U.S. are overweight or obese. Minority and low-income children are disproportionately affected.

Children who spend more time outdoors are less likely to be overweight by 27-41%.

3,600 youth are diagnosed each year with type-2 diabetes for which obesity is a major risk factor.

7 million children in the U.S. have asthma and overweight children are at higher risk.

Nature Deficit Disorder was coined by author Richard Louv in 2005 to describe how children are spending less time outdoors and its impacts.

Sources:

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- Louv, Richard. (2005). *Last Child in the Woods*. Chapel Hill, NC: Algonquin Books.
- McCurdy LE et al. *Current Problems in Pediatric & Adolescent Health Care* 2010; 40(5):101-118.
- Ogden CL et al. *J. of the American Med. Assoc.* 2010; 303 (3): 240-249.
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- Schachter LM et al. *Thorax* 2001; 56:4-8.
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- The Trust for Public Land
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Find out more: NEEFusa.org

From the National Environmental Education and Training Foundation

GROWING HEALTHY

There are lots of ways to grow healthy
but you don't have to do them all at once.



IDEAS FOR LIVING A HEALTHY ACTIVE LIFE



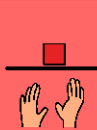


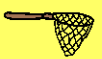










- 5** Eat at least **5** fruits and vegetables a day.
- 2** Keep screen time (like TV, video games, computer) down to **2** hours or less per day.
- 1** Get **1** hour or more of physical activity every day.
- 0** Drink **0** sugar-sweetened drinks. Replace soda pop, sports drinks and even 100% fruit juice with milk or water.

Some of the Benefits of Nature and Outdoor Play:

- Improves nutrition
- Improves eyesight
- Improves social relations
- Improves self-discipline
- Reduces stress
- Enhances cognitive abilities
- Improves academic performance
- Reduces Attention Deficit Disorder (ADD) symptoms
- Increases physical activity
- Supports creativity and problem solving



Fishing

Core Words			 Fishing		
 I, Me, My	 want	 look	 fishing	 fishing net	 fishing pole
 you	 more	 help	 fish	 wet	 water
			 pond	 swim	 let go



Fishing

Academic Connections:

- Math:** deep/shallow, size, length, weight, counting...
- Science:** temperature, opacity, water cycle, food chain, saltwater vs. freshwater...
- Language/Literacy:** vocabulary, letter identification, descriptive concepts (smooth, scaly, wet)...
- Social/Emotional:** protesting, negotiating, regulation, reality vs fantasy, etc...

Fishing



Acorn Collecting



Acorn Activity

Collect materials and walk to an area with an oak tree



have kids use a leaf ID chart to find which tree is Oak-



have kids collect acorns, weigh them, crush them, etc.



Acorn Collecting

Academic Connections:

- Math:** counting, sequencing, sorting, seriation, patterning, weight, prepositions, measurement...
- Science:** Plant life cycles, plant needs (soil, water, sun, seeds), squirrels, seasons and weather, safety (don't eat things you find outside)...
- Language/Literacy:** read stories about squirrels and acorns, vocabulary (seed, acorn, squirrel, tree, oak, fall, grow)...
- Social/Emotional:** following directions, team work, theory of mind (why should we put the acorns back), competition (acorn toss)-participation, accepting outcomes, turn taking...


Acorn Collecting

leaf
IDENTIFICATION
GUIDE


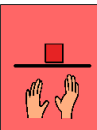




1  MAPLE	2  ELM	3  GREEN ASH	4  POPLAR
5  SUMAC	6  MAGNOLIA	7  CEDAR	8  BIRCH
9  JAPANESE BARBERRY	10  SASSAFRAS	11  DOGWOOD	12  OAK










IMOM.



 **Acorns**
















Core Words

 I, Me, My	 want	 look
 you	 more	 help

 acorn	 oak leaf	 tree
 cap	 No cap	 on ground
 pick up	 put in	 bucket

Three Billy Goats Gruff



Core Words			Billy Goats Gruff		
 I, Me, My	 want	 look	 Billy Goat	 troll	 bridge
			 grass	 eat	 under
 you	 more	 help	 small	 medium	 big

Three Billy Goats Gruff

Academic connections:

- **Math:** size concepts (big, middle, small), prepositions (under/over)
...
- **Science:** Grass/green- why do they need grass? What makes grass grow, herbivore/carnivore, what makes grass green...
- **Language/Literacy:** story- retelling, changing the ending, sequencing, making predictions, vocabulary...
- **Social/Emotional:** feelings (grumpy troll), conflict resolution (appropriately), sharing (grass), helping each other...

Farm Stand



Farm Stand

Academic connections:

- Math:** weight, measurement, counting, number identification, quantitative and qualitative concepts, color, shapes, patterns, graphs...
- Science:** health nutrition, plant life, parts of the plant, lifecycle, identification of flora, fauna, wild life and insects, recycling, predictions...
- Language and Literacy:** phonemic awareness, writing, letters, songs, rhymes, poems, story sequencing, vocabulary...
- Health:** vitamin D, fresh air, exposure to fruits and vegetables will ask to eat them, physical activity (proprioceptive and vestibular opportunities not available in a classroom)...
- Social/Emotional:** taking on different roles, cooperation, taking turns (delayed gratification)...

Farm Stand

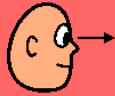
Core Words



I, Me, My



want



look



you



more



help

Farm Stand

farm



sell/buy



money



fruit



vegetables



cashier



shopping bag



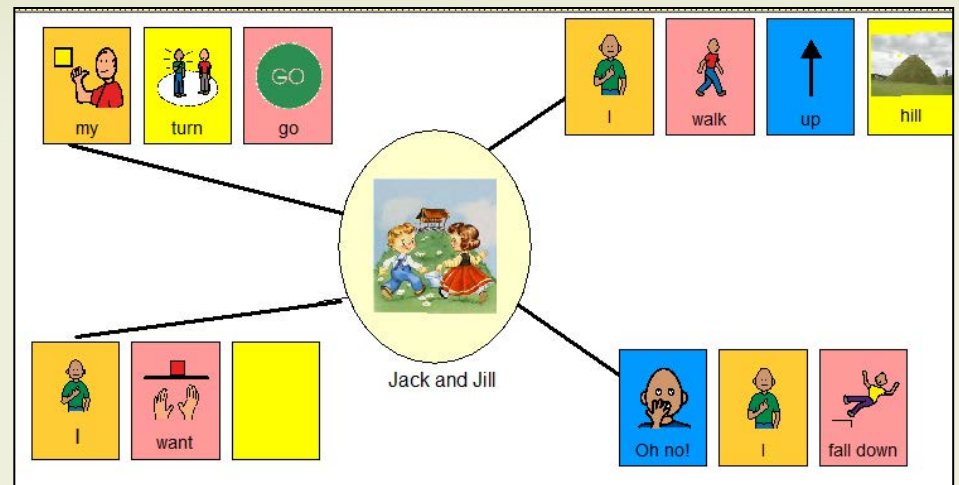
basket



scale



Nursery Rhyme- Jack and Jill



Nursery Rhyme- Jack and Jill

Academic Connections:

- Math:** measurement (of water), weight, depth (the well)...
- Science:** water cycle, incline, water displacement...
- Language/Literacy:** rhyming, phonemic awareness, vocabulary, comprehension, sequencing, retelling (memorizing), alliteration...
- Social/Emotional:** taking on different roles (theory of mind), cooperation, caring for others (who get hurt)...

Nursery Rhyme- Jack and Jill

Jack and Jill

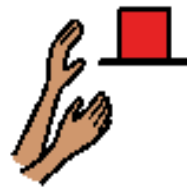
Jack and Jill



went up the hill



to fetch



a pail of water.



Jack fell down



and broke his
crown



Jill



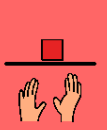















came tumbling
after



Big Pumpkin



Core Words			 Big Pumpkin		
 I, Me, My	 want	 look	 pumpkin	 witch	 mummy
 you	 more	 help	 ghost	 vampire	 bat
			 pull	 seeds	 pumpkin pie

Big Pumpkin

Academic Connections:

- Math:** Size concepts, weight, color, counting (seeds), measurement (how far the pumpkin rolls)...
- Science:** Speed/velocity, cooking (changes with heat added)...
- Language/Literacy:** reading the book, concepts of print, sequencing/retelling the story, comprehension...
- Motor Skills:** Rolling, pulling, running, jumping, digging...
- Social/Emotional:** teamwork, cooperation, taking on roles, interaction skills (not laughing at others), empathy...

Big Pumpkin

Big Pumpkin

Witch plants seeds. Waters and weeds and pumpkin grows.



Pumpkin too big and heavy. Witch needs help, she pulled/tugged



but pumpkin just sat. Ghost, vampire, mummy, pulled/tugged



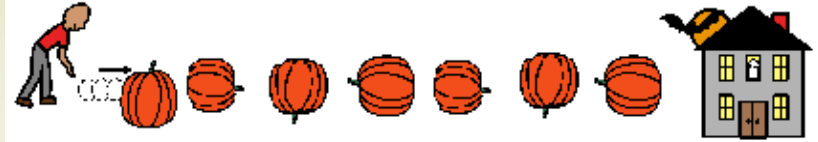
but it just sat. Along came a bat with an idea.



everyone pull together.



It worked and the pumpkin rolled down the hill to the witches house.



The witch made pumpkin pie and they had a party.



They could not wait til next year!



Nature Walk

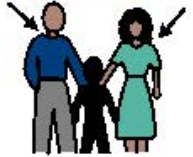
Nature Walk Rules



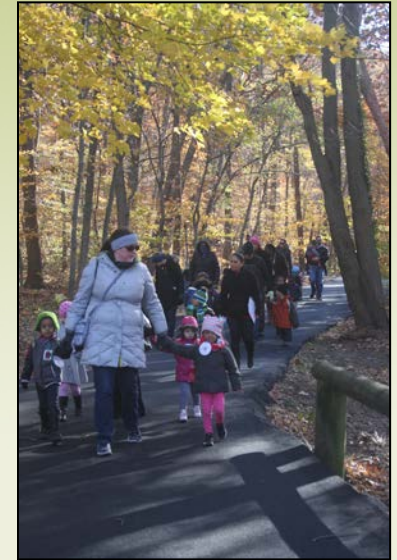
stay on path



Stay with Adults



hold hands in the street



Family Engagement

- Families learned about area parks.
- Health and nutrition- healthy snack
- More outdoor time, hopefully less screen time
- Drinking water!





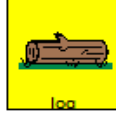






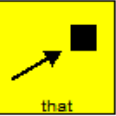

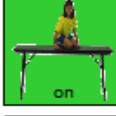














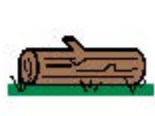
Nature Walk

Academic Connections:




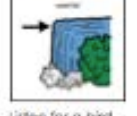





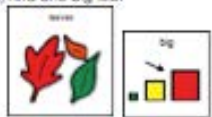
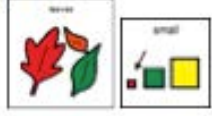
- Math:** Size concepts, counting (how many ___ did we see?), weight concepts (is the log heavy? Is a leaf light?)...
- Science:** Lifecycles, names of insects/animals, insect vs. spider (how many legs?), seasons...
- Language/Literacy:** Concepts of print, using books to research (field guides)
- Motor Skills:** Walking, endurance, maneuvering around obstacles...
- Social/Emotional:** following rules, staying with the group, safety rules for public places, shared experiences with family members...

Nature Walk

Core Words			Nature Walk		
 I, me, mine	 want	 go	 look	 log	 animals
 you	 more	 help	 run	 touch	 that
			 under	 on	 little
	 see		 big	 like	 stop, all done

 compass	 roots	 binoculars	 bark
 moss	 hibernate	 camouflage	 log

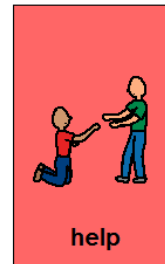
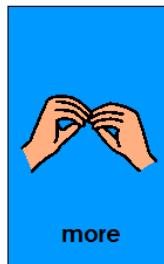
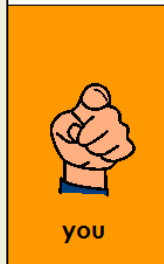
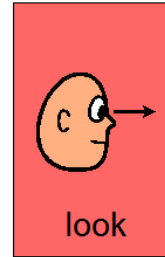
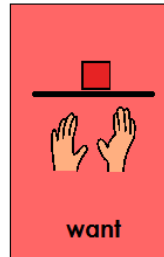
Scavenger Hunt

- Find a tree shaped like a letter

- Find one acorn

- Point to a leaf shaped like a heart

- Spot a waterfall

- Listen for a bird

- Find a worm

- Touch rough bark

- Touch smooth bark

- Find a salamander

- Find one big leaf

- Find one small leaf


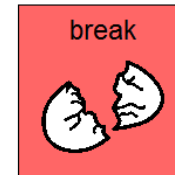
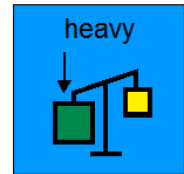
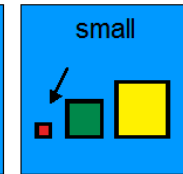
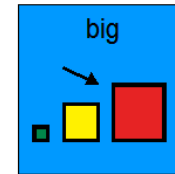
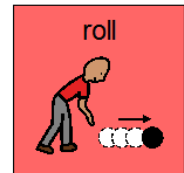
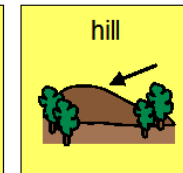
Pumpkin Patch



Core Words



Pumpkins









Pumpkin Patch

Academic Connections:

- Math:** concepts of weight, size, colors...
- Science:** speed/velocity, weight/size, describe textures, life cycle of pumpkin (seeds, vine, stem, etc)...
- Language/Literacy:** Learn pumpkin rhymes, read information books to learn about lifecycle (fiction vs. nonfiction)...
- Motor Skills:** Lifting heavy pumpkins, throwing, kicking, running, climbing, balancing on pumpkins...
- Social/Emotional:** teamwork (it takes more than one child to move a large pumpkin), waiting turns, care for others (don't roll a pumpkin into your peers)...

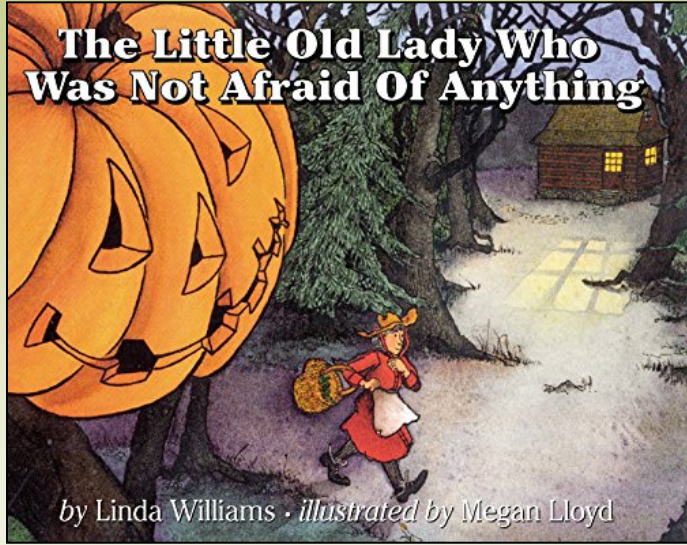
Pumpkin Patch

Pumpkin Vocabulary

<p>pumpkin</p> 	<p>pumpkin seeds</p> 	<p>pumpkin pulp</p> 
<p>stem</p> 	<p>orange</p> 	<p>crack</p> 



Scarecrow Stuffing



Scarecrow Stuffing

Academic Connections:

- Math:** size concepts, colors (what color shirt should we stuff?)
- Science:** What is the purpose of a scarecrow? Why do farmers need to keep crows out of fields?
- Language/Literacy:** Retell the story, act out the story with props,
- Social/Emotional:** working in a group to make a scarecrow, label emotions in the story (was she scared? Was she brave?)...

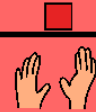
Scarecrow Stuffing



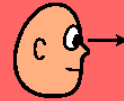
Core Words



I, Me, My



want



look



you



more



help

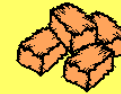


Scarecrow

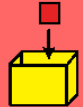
scarecrow



hay



put in



shirt



pants



gloves



hat



pumpkin



















tie



Zoo Field Trip

Our trip to The National Zoo

Get on the bus 	drive, drive drive 	get off the bus 	at the zoo 
hold hands and walk 	look 	for animals 	find the panda 
find the elephant 	find the snake 	find the giraffe 	find the alligator 
eat some snack 	get on the bus 	drive, drive drive 	arrive at school! 



Zoo Field Trip

Academic Connections:

- Math:** Counting (how many lions are there? etc.), size concepts (an elephant is very big, a prairie dog is small)...
- Science:** animal names, learn about what animals eat (herbivore/carnivore/omnivore), when do the animals sleep (nocturnal/diurnal), life cycles...
- Language/Literacy:** learn songs, read stories, after the trip children can write/draw about the experience and retell what they saw...
- Social/Emotional:** Empathy for animals, staying with the group, following the rules of a public place...

Zoo Field Trip



Questions/Comments?

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