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.

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.

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

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

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.

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.

Children who spend more time outdoors are less likely to be overweight by 2.7-4.1%.

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

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

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.

Sources:
- American Academy of Pediatrics
- Centers for Disease Control and Prevention
- C. Health 2010. 20: 1761-1772.
- Children's Training 2010. 20: 1761-1772.
- Children's Health 2010. 20: 1761-1772.
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

1. 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.
3. Get 1 hour or more of physical activity every day.
4. 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

I, Me, My
want
look

fishing
fishing net
fishing pole

fish
wet
water

pond
swim
let go

you
more
help
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

Core Words

Acorns

- Acorn
- Oak leaf
- Tree

- Cap
- No cap
- On ground

- Pick up
- Put in
- Bucket

- You
- More
- Help
Three Billy Goats Gruff
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

- 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
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

I, Me, My

want

look

ghost

vampire

bat

you

more

help

pull

seeds

pumpkin pie

Big Pumpkin

pumpkin

witch

mummy

mummy

bat

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

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

LEAVE NO TRACE

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
- I, me, mine
- go
- look
- run
- see
- big
- little
- go
- help
- more
- like
- under
- on
- with
- that
- stop
- all done

Nature Walk
- compass
- roots
- binoculars
- bark
- moss
- hibernate
- camouflage
- log

Scavenger Hunt
1. Find a tree shaped like a letter
2. Find one acorn
3. Point to a leaf shaped like a heart
4. Spot a waterfall
5. Listen for a bird
6. Find a worm
7. Touch rough bark
8. Touch smooth bark
9. Find a salamander
10. Find one big leaf
11. Find one small leaf
Pumpkin Patch

Core Words
- I, Me, My
- want
- look
- you
- more
- help

Pumpkins
- pumpkin
- hill
- roll
- big
- small
- heavy
- break
- wagon
- hay
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

- pumpkin
- pumpkin seeds
- pumpkin pulp
- stem
- orange
- crack

Images of children playing with pumpkins.
Scarecrow Stuffing

The Little Old Lady Who Was Not Afraid Of Anything

by Linda Williams • illustrated by Megan Lloyd
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

<table>
<thead>
<tr>
<th>I, Me, My</th>
<th>want</th>
<th>look</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scarecrow

<table>
<thead>
<tr>
<th>scarecrow</th>
<th>hay</th>
<th>put in</th>
</tr>
</thead>
<tbody>
<tr>
<td>shirt</td>
<td>pants</td>
<td>gloves</td>
</tr>
<tr>
<td>hat</td>
<td>pumpkin</td>
<td>tie</td>
</tr>
</tbody>
</table>

you
more
help
# Zoo Field Trip

## Our trip to The National Zoo

<table>
<thead>
<tr>
<th>Activity</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get on the bus</td>
<td><img src="image" alt="Bus" /></td>
</tr>
<tr>
<td>drive, drive, drive</td>
<td><img src="image" alt="Person driving" /></td>
</tr>
<tr>
<td>get off the bus</td>
<td><img src="image" alt="Bus" /></td>
</tr>
<tr>
<td>at the zoo</td>
<td><img src="image" alt="Zoo" /></td>
</tr>
<tr>
<td>hold hands and walk</td>
<td><img src="image" alt="Hands holding" /></td>
</tr>
<tr>
<td>look for animals</td>
<td><img src="image" alt="Animal" /></td>
</tr>
<tr>
<td>find the panda</td>
<td><img src="image" alt="Panda" /></td>
</tr>
<tr>
<td>find the elephant</td>
<td><img src="image" alt="Elephant" /></td>
</tr>
<tr>
<td>find the snake</td>
<td><img src="image" alt="Snake" /></td>
</tr>
<tr>
<td>find the giraffe</td>
<td><img src="image" alt="Giraffe" /></td>
</tr>
<tr>
<td>find the alligator</td>
<td><img src="image" alt="Alligator" /></td>
</tr>
<tr>
<td>eat some snack</td>
<td><img src="image" alt="Snack" /></td>
</tr>
<tr>
<td>get on the bus</td>
<td><img src="image" alt="Bus" /></td>
</tr>
<tr>
<td>drive, drive, drive</td>
<td><img src="image" alt="Person driving" /></td>
</tr>
<tr>
<td>arrive at school</td>
<td><img src="image" alt="Train" /></td>
</tr>
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</table>
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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