

Fun and Resources for
07-28-2020



10 Whole Wheat Blueberry Muffins

Prep time: 15 minutes

Cooking time: 20 minutes

Makes: 12 muffins



Ingredients

- 1½ cups **whole-wheat flour**
- ½ cup **sugar**
- ½ teaspoon **salt**
- 2 teaspoons **baking powder**
- 1 **egg**, slightly beaten
- ⅓ cup **vegetable oil**
- ⅓ cup nonfat or 1% **milk**
- ½ cup **applesauce**
- 1 to 2 cups **blueberries** (fresh or frozen)

Directions

1. Preheat oven to 400 degrees F. Lightly grease the bottom of 12 muffin cups.
2. Mix the flour, sugar, salt and baking powder in a large bowl.
3. In a separate bowl, blend the beaten egg, oil, milk and applesauce until smooth.
4. Stir the liquids into the dry ingredients until just moistened. Lightly stir in the blueberries.
5. Fill each muffin cup about ¾ full.
6. Bake about 20 minutes, or until the muffin tops are golden brown. A toothpick inserted into the center of the muffin should come out moist but without batter.

Tip for Pouring Batter

A gravy ladle or large liquid measuring cup are great tools for pouring muffin batter into tins and pancake batter onto the skillet.



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Variations

- ✪ To bake as bread, use an 8- or 9-inch bread pan and bake at 350 degrees F for 45 to 50 minutes.
- ✪ No whole-wheat flour? Replace with all-purpose flour.
- ✪ Replace the blueberries with another fruit. Try diced apples with 1 teaspoon cinnamon, fresh or frozen cranberries with 1½ teaspoon orange zest, or diced bananas.

Nutrition Facts

12 servings per container	
Serving size	1 muffin (76g)
Amount per serving	
Calories	160
<small>% Daily Value*</small>	
Total Fat 7g	9%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 15mg	5%
Sodium 190mg	8%
Total Carbohydrate 24g	9%
Dietary Fiber 3g	11%
Total Sugars 12g	
Includes 8g Added Sugars	16%
Protein 3g	
Vitamin D 0mcg	0%
Calcium 58mg	4%
Iron 1mg	6%
Potassium 68mg	2%
Vitamin A 7mcg	1%
Vitamin C 7mg	8%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Buddies Keep Me Company



Create-to-Learn
Family Projects™
Animated Videos



Introduction

Stories help children see situations from others' perspectives. This project will help children learn more about their own emotions and provide a way for them to empathize with the way other people feel.

LEARNING OBJECTIVES

Children and family members will explore how understanding the different experiences and perspectives of others helps to build stronger social and emotional skills. Children will:

- design and create a figurine, a small personal sculpture that will be their *buddy*;
- create or have a family member create a personal *buddy*;
- swap buddies with a family member and show the other's buddy what you do and how you feel throughout the day;
- illustrate the *buddies'* adventures; and
- discuss the different perspectives people and their *buddies* have.

Vocabulary

buddy	character	sketch
sculpture	adventure	journal
figurine	perspective	diary
puppet	emotion	

Essential Questions

- What does it mean to see something from another person's perspective?
- How does telling a story about an experience help identify the emotions other people or characters may feel?
- How can creating figurines make thinking visible and build social and emotional skills?
- How does playing the role of another person or character help build empathy for others?

Guiding Questions

- What are some different ways family members can design and create personal *buddies* in order to represent different characteristics that are part of our personalities? For example, how does each *buddy* communicate? Does one family member's *buddy* sing? Does another *buddy* prefer to draw pictures? Do some of the *buddies* use multiple ways of communicating?
- What adventures will your *buddy* have? How would your *buddy* describe what was seen and felt in one day? How could you help *buddies* understand the up and down feelings that occur during a day and explain various emotions?

Supplies

- *Buddy-making* Materials (perhaps Model Magic™, other sculpting material or cardboard and scissors, or a recycled sock)
- Paper
- Crayola® Markers
- Crayola® Crayons

Prepare

There are many different ways buddies can be made. Discuss available materials and be flexible in supporting children's ideas as they imagine how a figurine, sculpture, or handmade puppet could be created.

Applying SEEK to this video and lesson



As children explore other examples of sculptures, figurines, or puppets, use SEEK to "read" the art.

SEE:

What features do you notice in the sculpture or puppet and how could you use some of those artistic elements in the *buddy* you plan to create?

EVIDENCE:

Can you tell from the art what type of adventure the character had or how the character was feeling? How do you know?

EXPLAIN:

How did the artist use colors, shapes, lines, and details to teach us more about the character?

KNOW:

What do you know about the character from the art? What else do you want to know about the character?

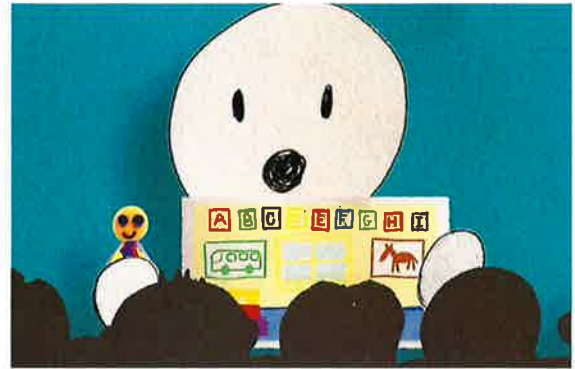




Buddies Keep Me Company



- Start by thinking of many ways a character or *buddy* could be made. Be flexible in considering the supplies that could be used to design the figurines or puppet that will be the *buddies*.
- When the *buddies* are completed, swap them with another family member.
- Share your day with the other person's character. Talk to the *buddy* about things you do and how you feel throughout the day. Imagine how the *buddy* is feeling.
- At different points during the day, quickly sketch some scenes that represent what you are doing and how the *buddy* is feeling about these experiences. At the end of the day pull the sketches together into a visual journal or sketch diary of the *buddy's* adventures!



- Identify an audience for the presentation, which for this project would likely include the other family members who participated in the swapping activity.
- Plan a presentation of the art and adventures from the perspective of the *buddy* and ask the audience to add comments based on what their swapped *buddy* did during the day.

- Tell the story using the voice of the *buddy* to bring the illustrations alive and communicate the adventures. Children may choose to use song or dance instead of a spoken presentation.



- Respond to each *buddy's* presentation by asking questions and commenting from the perspective of one of the other sculptures/puppets.
- Have children focus on the *buddies'* emotions. For example, what made the *buddies* feel confused, relaxed, disappointed, or thrilled throughout the day?

- Ask children to explore feelings about doing new things from the *buddy's* point of view. Was it scary for the *buddy* to try new things? How did you help your *buddy* face its fears?



- Help children connect the *buddy's* emotions to their own lives. For example, ask them about how they feel when trying new things. How does it compare to the *buddy's* experience?

- Talk about the idea of seeing things from another person's perspective. How does telling a story from a *buddy's* perspective connect to listening to other people talk about their experiences and emotions?



For Younger Children

- After the original *buddies* are returned to the young children, they may want to create a special place for their handmade friend. What sort of *buddy* house could they make from cardboard and what imaginary adventures could their *buddy* have?
- Have occasional "*buddy* check ins," where children find out what their *buddies* are doing as they follow another family member throughout the day. Discuss the feelings they imagine their *buddies* are experiencing and how they compare to the children's feelings.
- Create emotion posters that feature the family members' *buddies*. How do their characters look when they are showing a range of emotions including frustration, joy, thoughtfulness, annoyance, and silliness?



For Older Children

- Build listening skills. After family members have shared their guest *buddy's* adventure, discuss the unique experiences and perspectives people can have—even when living in the same household. Discuss what perspective taking and empathy mean and how they are similar and different.
- Have students write and perform a monologue (a speech spoken by one person only) from the point of view of their sculpture *buddy*. The monologue could be about the day's adventure, how it felt to experience new things with a new person, or what it means to "be in someone else's shoes."



Child Reflections

- How did you decide how to make your *buddy*?
- Thinking of the many ways people communicate, how did you decide what type of voice your *buddy* would use?
- What did you learn about seeing things from another person's perspective?
- How did your *buddy* help you understand other people's emotions better?



STANDARDS AND SKILL DEVELOPMENT

Standards help teachers and families outline the concepts and skills children should understand and be able to do. This video and project address the following standards:

LANGUAGE ARTS

- Use drawings or other visual displays to provide details to stories.
- Recall information from experiences to generate questions and create connections.

MATHEMATICS

- Make sense of problems and persevere in solving them.
- Use appropriate tools strategically.
- Analyze, compare, create, and compose shapes.

VISUAL ARTS

- Generalize and conceptualize artistic ideas and work.
- Use art vocabulary to describe choices while creating art.
- Use personal experiences to make and talk about art.
- Convey meaning through the presentation of artistic work.

THEATRE ARTS

- Create and present characters.
- Convey meaning through the presentation of artistic work.

2 COVID-19 PARENTING

Keeping It Positive

It's hard to feel positive when our kids or teenagers are driving us crazy. We often end up saying "Stop doing that!" But children are much more likely to do what we ask if we give them positive instructions and lots of praise for what they do right.

Say the behaviour you want to see.

- Use positive words when telling your child what to do; like 'Please put your clothes away' (instead of 'Don't make a mess').

It's all in the delivery.

- Shouting at your child will just make you and them more stressed and angrier. Get your child's attention by using their name. Speak in a calm voice.

Praise your child when they are behaving well.

- Try praising your child or teenager for something they have done well. They may not show it, but you'll see them doing that good thing again. It will also reassure them that you notice and care.

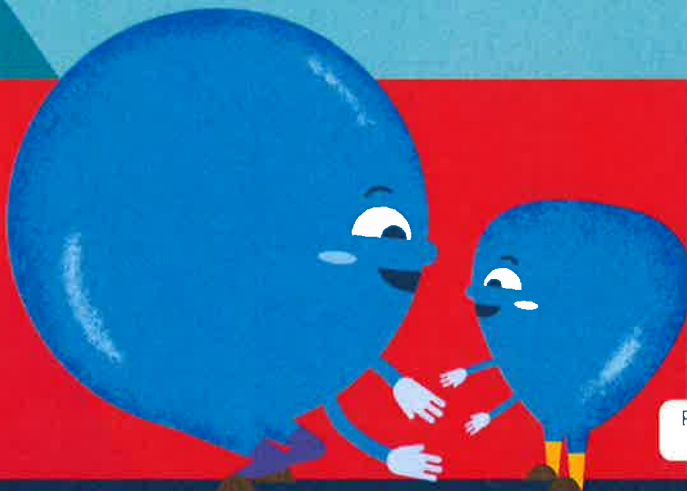


Get real.

- Can your child actually do what you are asking them? It is very hard for a child to keep quiet inside for a whole day but maybe they can keep quiet for 15 minutes while you are on a call.

Help your teen stay connected.

- Teens especially need to be able to communicate with their friends. Help your teen connect through social media and other safe distancing ways. This is something you can do together, too!



For more information click below links:

Parenting tips from WHO

Parenting tips from UNICEF

In worldwide languages

EVIDENCE-BASE



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STAFF NOTES

KEEPING TODDLERS ACTIVE

Why Is This Important?

- Parents often believe toddlers are “active enough” already.
- Active play is important not only for reaching developmental milestones, motor skills and coordination, but also for maintaining or developing healthy weight.
- Even if children have to play indoors, they need ways to play safely but actively.
- Screen time can be a touchy subject; some parents view screen time as educational, others use TV time to keep children safe and occupied so parents can get other things done.
- The connection between sleep and growing healthy may be unknown to many parents.

Talking Points About Active Play

- Because most toddlers are so naturally active, it can be easy to overlook that toddlers need daily physical activity, planned and supervised by adults.
- Even if your child can't go outside to play (due to weather, safety concerns, etc.) she still needs physical activity—a chance to move and use her energy—every day! Dance to music, play Hide-and-Seek, or play Follow-the-Leader to get your toddler moving indoors.

Talking Points About Television

- Try cutting back on television time by turning off the TV during mealtimes, play time, bath time and bedtime.

Talking Points About Sleep

- Sleep is very important for your toddler. He needs lots of sleep—about 10–12 hours a day, including naps, to grow up healthy. Children who don't get enough sleep are more likely to have weight problems.



For Kids



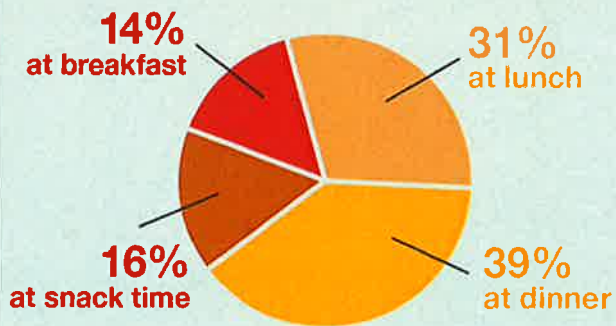
life is why*

- About 90% of kids eat too much sodium.
- Kids' preferences for salty-tasting foods can be shaped early in life.
- Parents and caregivers can help lower sodium by influencing how foods are produced, purchased, prepared and served.

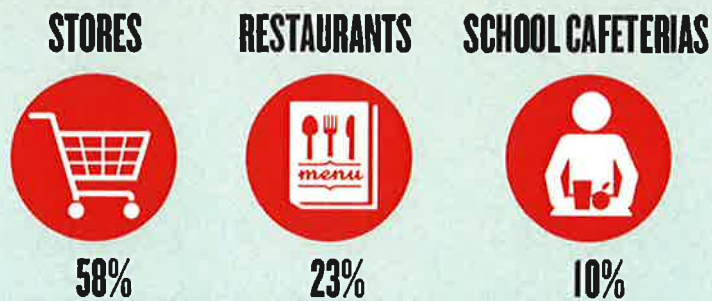
FOODS THAT ADD THE MOST SODIUM TO THE DIET, AGES 6-18:

<p>1</p>  <p>PIZZA</p>	<p>2</p>  <p>BURRITOS & TACOS*</p>	<p>3</p>  <p>SANDWICHES**</p>
<p>4</p>  <p>BREADS & ROLLS</p>	<p>5</p>  <p>COLD CUTS & CURED MEATS</p>	<p>6</p>  <p>SOUPS</p>

The sodium kids eat comes from every meal and snack:



Most of the sodium kids eat is already in the foods they get from:



... and not from the salt shaker

Learn more at heart.org/sodium

Source: <http://www.cdc.gov/vitalsigns/children-sodium/>
 Vital Signs: Sodium Intake Among U.S. School-Aged Children – 2009–2010
 Quader et al. Sodium Intake among US School-Aged Children: National Health and Nutrition Examination Survey, 2011–2012. Journal of the Academy of Nutrition and Dietetics. November 2016.

*Food category includes burritos, tacos, nachos, and other Mexican mixed dishes
 **sandwiches include burgers or Frankfurter sandwiches, chicken or turkey sandwiches, breakfast sandwiches, and other sandwiches