

*Fun and Resources
for 08-11-2020*



14 Breakfast Banana Split

Prep time: 5 minutes

Makes: 2 banana splits



Ingredients

- 1 small **banana**
- ½ cup **oat, corn, or granola cereal**
- ½ cup low-fat vanilla or strawberry **yogurt**
- ½ teaspoon **honey**, if desired (skip for children under the age of one)
- ½ cup canned **pineapple** tidbits or chunks

Directions

1. Peel the banana and split it lengthwise. Place the halves in two separate cereal bowls.
2. Over each banana spoon yogurt, sprinkle cereal and drizzle honey, if desired.
3. Top with pineapple and serve.

Variations

- ✦ Try other flavors of low-fat yogurt or cottage cheese.
- ✦ Try other fresh, frozen or canned fruits with or in place of the pineapple.
- ✦ Add nuts or seeds for more protein.

Fruit Pizza

Ingredients

- 1 **English muffin** (try whole grain)
- 2 Tablespoons **spread** (try reduced fat cream cheese, peanut butter, or sunflower seed butter)
- ⅓ cup bite-sized **fruit** (try strawberries, crushed and drained pineapple, raisins, chopped apples, pears or peaches)
- 1 Tablespoon **chopped nuts or seeds**, if desired



Directions

1. Split open the English muffin and toast the halves until lightly browned.
2. Divide the spread and place on both halves.
3. Arrange the fruit on top, and nuts or seeds, if desired. Enjoy right away.

Nutrition Facts

2 servings per container
Serving size 1/2 banana split (177g)

Amount per serving
Calories **230**

% Daily Value*

Total Fat 4.5g **6%**

Saturated Fat 0.5g **3%**

Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 45mg **2%**

Total Carbohydrate 44g **16%**

Dietary Fiber 3g **11%**

Total Sugars 28g

Includes 3g Added Sugars **6%**

Protein 6g

Vitamin D 0mcg 0% Calcium 127mg 10%

Iron 1mg 6% Potassium 477mg 10%

Vitamin A 4mcg 0% Vitamin C 9mg 10%

* 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.

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The Best of Me



Create-to-Learn
Family Projects™
Animated Videos



Introduction

When children show their best selves in different situations it helps them develop confidence and self-awareness. In this project, children will identify their strengths and best qualities. They will use this information to create illustrations of themselves interacting with others in different situations and then sequence the pictures to create a story.

LEARNING OBJECTIVES

Children will:

- assess their strengths and determine the qualities that define *the best of me*;
- identify and describe the places in which they show their strengths;
- describe the people to whom they show their unique qualities;
- select and draw themselves interacting well with others in four different places; and
- use their drawings to create sequenced stories that feature themselves performing at their best.

Vocabulary

setting
qualities
strengths

interactions
situation
self-awareness

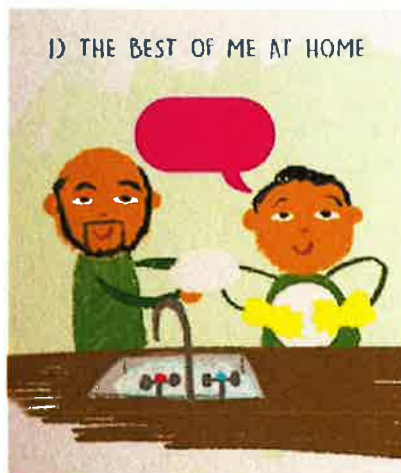
confidence
sequence

Essential Questions

- How can adults help children assess their individual strengths and best qualities?
- Why is it important for children to be aware of personal strengths and best qualities?
- How can art help children make their thinking visible and strengthen self-awareness?
- What support is needed for children to sequence pictures and create a story?

Guiding Questions

- What things are you very good at doing? What are your best qualities? How could you show what *makes you special* in a drawing?
- What do you think it means to be *at your best*? What are some examples of when you have felt that way?
- When have you been *your best self* with other people and in different situations?
- How do stories follow a sequence of beginning, middle, and end? How do pictures help to create a story? What pictures could help make your story clear and easy for others to follow?



Supplies

- Paper (either four sheets or one piece divided into four sections)
- Crayola® Markers
- Crayola® Crayons
- Pencils or Crayola® Colored Pencils

Prepare

Have children organize their creative working space. Develop rules with them so that they are involved in deciding how and when they will use the materials and clean up.

SEEK™

SEE

What do you see?

EVIDENCE

Why do you say that?
What is the evidence?

EXPLAIN

What decisions did the artist make? Why?

KNOW

What do you know?
What else do you want to know?

Applying SEEK to this video and lesson



SEE:

What characters and settings do you see in the four pictures?

EVIDENCE:

How does each picture show the artist at *his or her best*? How do you know?

EXPLAIN:

What details did the artist use to show different settings, time of day, interactions, feelings, and actions?

KNOW:

What do you know about the artist based on these drawings? What else do you want to know about the artist, the different settings, and different people in the scenes?



- Ask children to think about their personal strengths and best qualities. Discuss what it means to be at *one's best* and make a list of experiences they feel have shown them at *their best*. Gather details about where, when, and whom they were with for them to refer back to when they are creating their story pages.
- Explain that children will be authors and illustrators of *Best of Me* books.
- Have each child decide on four situations they want to include in their book and illustrate the setting, interactions, feelings, and details of when they were at their best. They may want to organize their four sections as, *The Best of Me At Home* or *The Best of Me With Friends*, and so on. Help young children label the setting of each section.
- Have children draw what is special in each setting and how they interacted with others showing themselves at *their best*.



- Identify an audience for the presentation. Children might want to tell their story to an audience of action figures, toy animals, or dolls. Family members also make great audiences. If the audience doesn't live in your house, how can smart phones help children present what they have created?
- Plan a presentation of the handmade books and invite the audience to the presentation.
- As children share their books urge them to ask and answer questions, listen to comments, and respond to suggestions.



- Use SEEK™ to read and discuss the children's art.
- Ask the young authors and artists how they organized the drawings into real or imaginary stories.
- Discuss how the sequence of pictures tell a story. Ask children if they feel they need additional pictures to connect the events, especially after they hear an audience's questions.



- Talk about how sharing pictures helps to show others how we think and how we feel about ourselves.
- Discuss how stories often illuminate characters' strengths and best qualities and connect this idea to other storybooks children have read.
- Talk about how being at *our best* can influence relationships with friends, family members, pets, classmates, and other people in the community.



For Younger Children

- Have children dictate the story to an adult or older sibling who will write the words.
- Ask the child to help number the pages in sequential order.
- Discuss the beginning, the middle, and the end of their stories.
- Ask them to create a *Best of Me When I Grow Up* story so they can imagine themselves in the future.



For Older Children

- Expand the drawing and story into a storyboard for a film or a graphic novel.
- Create multiple drawings and stories for multiple days to create a series of chapters for their *Best of Me* project.
- Predict how their best qualities will influence their future lives. Create a *Future Best of Me* set of drawings and accompanying story.



Child Reflections

- What did you learn about yourself, your strengths, and best qualities?
- How did you decide what to draw on each of the four pages?
- How did you plan the sequence for the pages to build a clear story?
- How would you teach others to create their own *The Best of Me* books?

Adult Reflections

- What new insights do you have about each child's strengths and qualities?
- What new insights do you have about each child's self-awareness and confidence?
- How much support did your child(ren) need to design and sequence the four-part *Best of Me* story?
- How could you help your child(ren) work independently while still guiding the safety and learning outcomes of this type of project?

STANDARDS AND SKILL DEVELOPMENT

Standards help educators and families address areas that children should understand and be able to do. This project addresses the following standards:

LANGUAGE ARTS

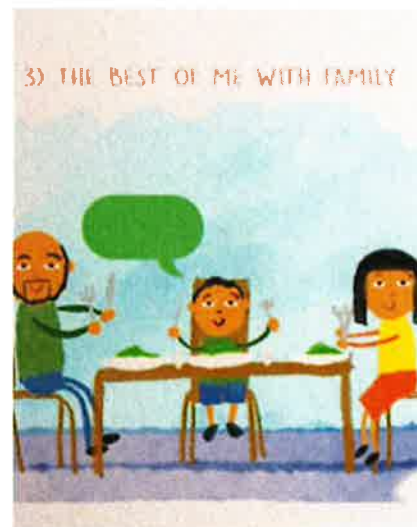
- Use a combination of drawing, dictating, and writing to tell the story of several appropriately sequenced events. Include some details regarding what happened and use appropriate vocabulary to signal event order.
- With guidance and support from adults, recall information from experiences to answer questions and create connections.

MATHEMATICS

- Make sense of problems and persevere in solving them.
- Use appropriate tools strategically.
- Use number names and counting to put events in sequential order.

VISUAL ARTS

- Generalize and conceptualize artistic ideas and work.
- Use art vocabulary to describe choice while creating art.
- Use personal experiences to make and talk about art.
- Present and talk about the ideas in artistic work.



6 COVID-19 PARENTING

Talking about COVID-19

Be willing to talk. They will already have heard something. Silence and secrets do not protect our children. Honesty and openness do. Think about how much they will understand. You know them best.

Be open and listen.

Allow your child to talk freely. Ask them open questions and find out how much they already know.

Be honest.

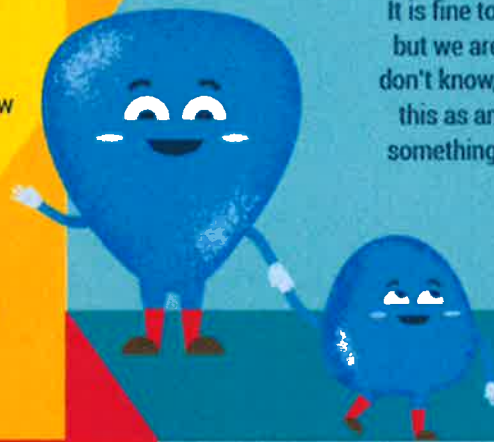
Always answer their questions truthfully. Think about how old your child is and how much they can understand.

Be supportive.

Your child may be scared or confused. Give them space to share how they are feeling and let them know you are there for them.

It is OK not to know the answers.

It is fine to say "We don't know, but we are working on it, or we don't know, 'but we think'." Use this as an opportunity to learn something new with your child!



Heroes not bullies.

Explain that COVID-19 has nothing to do with the way someone looks, where they are from, or what language they speak. Tell your child that we can be compassionate to people who are sick and those who are caring for them.

Look for stories of people who are working to stop the outbreak and are caring for sick people.

There are a lot of stories going around

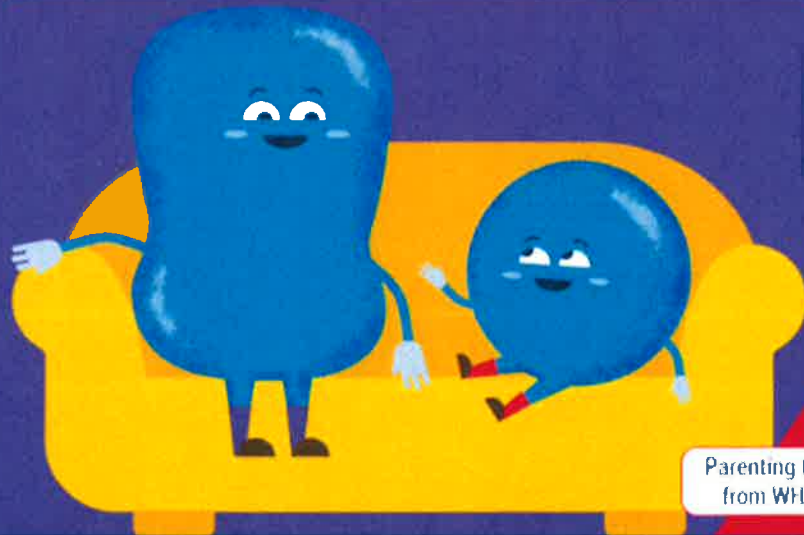
Some may not be true. Use trustworthy sites:

<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>
and

<https://www.unicef.org/coronavirus/covid-19>
from WHO and UNICEF.

End on a good note.

Check to see if your child is okay. Remind them that you care and that they can talk to you anytime. Then do something fun together!



For more information click below links.

Parenting tips
from WHO

Parenting tips
from UNICEF

In worldwide
languages

EVIDENCE-BASE



unicef



The COVID-19 Parenting Emergency Response is supported by the LEGO Foundation, the Bill & Melinda Gates Foundation, the University of Oxford's COVID-19 Research Response Fund, and the UKRI COVID Accelerating Achievement for Africa's Accelerator (Accelerate) Hub. Research on

Welcome to Group Care!



Healthy Active Living at Home

- Children do well with routines and schedules. Having regular meal, snack, and sleep times will help you and your child
- Have your child start eating with you during family mealtime
- Toddlers do best when they have structured eating times. Feed your toddler three meals a day. Offer a morning and afternoon snack
- Begin weaning your child from bottles by 12 months of age, and completely stop them by 18–24 months (the longer you wait, the more difficult this becomes)
- Let your child use a small plate, cup, and even toddler-safe utensils for eating and drinking
- Healthy habits start early. Be sure to give your child healthy foods for meals and snacks
 - Snacks are small meals between bigger meals. They should be the same type of food you would give your child at mealtime
 - Set up regular mealtimes and snack times
 - Avoid continuous feeding or grazing
- Encourage your child to drink water if she is thirsty
- Limit juice to no more than four to six ounces a day. Add water to the juice, or offer fresh fruit instead
- Make sure that everyone who cares for your child gives healthy foods and not sweets
- Let your child decide what and how much to eat from healthy food options. End feeding when she stops eating
- Families who eat out a lot or pick up take-out or fast food are more likely to be overweight
- Read together. It is a lot of fun and can be part of your bedtime routine
- In the first two years of life, children’s brains and bodies are going through critical periods of growth and development. It is important for infants and young children to have positive interactions with people. They should not sit in front of a screen. This takes time away from social interactions. TV viewing for children younger than 2 years is strongly discouraged



Questions to Ask Your Baby’s Pediatrician

- “Do you have any concerns about my child’s weight or height?”
- “What foods should/shouldn’t my child be eating?”
- “How can I help my child learn?”
- “What should I be doing to take care of my baby’s teeth?”

Adapted from *Bright Guidelines: Guidelines for Health Supervision of Infants, Children, and Adolescents*, 3rd Edition, Copyright 2008. Published by the American Academy of Pediatrics.

School readiness begins with health!

Get Fresh

with FRUITS and VEGETABLES



My Heart. My Life.™

Stretch your produce and your dollars by knowing how to store fresh fruits and vegetables.



1

Fridge temperature should be at 40° F or below

3

The American Heart Association **RECOMMENDS**



4-5 SERVINGS of fruits and vegetables each per day.

Don't wash, cut or peel until you're ready to eat (except lettuce and greens).



2

Always refrigerate cut or peeled produce.



PANTRY

1

Pack away in a cool, dark place like your pantry or cellar:

ONIONS, GARLIC & SHALLOTS

HARD SQUASH

(Winter, Acorn, Spaghetti, Butternut)

SWEET POTATOES, POTATOES, & YAMS

WATERMELON

COUNTERTOP

2

Store loose and away from sunlight, heat and moisture:

BANANAS

CITRUS FRUIT

Store lemons, limes, oranges and grapefruit loose or in a mesh bag. Refrigerate for longer storage.

STONE FRUIT

Ripen avocados, apricots, nectarines, peaches and plums in a paper bag, then move to the fridge where they'll last a few more days.

TOMATOES

KEEP THEM APART:

- Fruits like apples, bananas and pears give off ethylene gas, which can make other produce ripen and rot faster.
- Store vegetables and fruits separately.
- Keep apples, bananas, broccoli, cauliflower, cucumbers, onions, pears, potatoes and watermelon away from other produce.

REFRIGERATOR

3

Store in plastic bags with holes, in your produce drawer, unless noted:

APPLES & PEARS

BEETS & TURNIPS

Remove greens and keep loose in the crisper drawer.

BERRIES, CHERRIES & GRAPES

Keep dry in covered containers or plastic bags.

BROCCOLI & CAULIFLOWER

CARROTS & PARSNIPS
Remove greens.

CELERY

CORN

Store inside their husks.

CUCUMBERS, EGGPLANT & PEPPERS

Store on the upper shelf, which is the warmer part of the fridge.

FRESH HERBS

Except basil. Keep stems moist and wrap loosely in plastic.

GREEN BEANS

LETTUCE & LEAFY GREENS
Wash, spin or pat dry, wrap loosely in a dishtowel or paper towels and place in a plastic bag in vegetable drawer. Keep stems moist.

MELONS

MUSHROOMS

Keep dry and unwashed in store container or paper bag.

PEAS

ZUCCHINI & SUMMER/YELLOW SQUASH