



LIBRARY HEALTH MONTH

HEALTHY STORYTIME
AND RHYME TIME
TOOLKIT



Health
Western Sydney
Local Health District



WE CAN MAKE A DIFFERENCE.



CHOOSE SMALLER PORTIONS
EAT LESS KILOJOULES



2 EAT MORE
FRUIT AND VEG



BE ACTIVE
EVERY DAY



5 SIT LESS AND
MOVE MORE

TAKE A BREAK TODAY.

v.au





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This resource was developed by the Partnerships Team, Centre for Population Health, Western Sydney Local Health District (2019).

PURPOSE

This resource aims to provide Children’s Librarians with a range of books, songs, rhymes and activities that encourage healthy eating and active play messages that can be used during StoryTime, Rhyme Time and other children’s activities occurring within the annual Library Health Month.

The suggestions provided in this resource aim to promote and encourage positive healthy eating, physical activity and screen time habits in young children aged birth to 5 years. The key messages promoted in this resource include:



Choose water as a drink



Get active each day



Eat more fruit and vegetables



Turn off the screen and get active



Choose healthier snacks



Encourage and support breastfeeding

Early childhood is the ideal time for children to form healthy food and physical activity habits that will give them the best chance of maintaining healthy habits throughout their lives. Library StoryTime and Rhyme Time sessions provide an opportunity to encourage healthy behaviours for young children and their families relating to physical activity and healthy eating.

The key messages promoted in this resource are from the NSW Health *Munch & Move* program. *Munch & Move* is a fun play-based program which supports the healthy development of children attending centre based Early Childhood Education and Care services and Family Day Care services across NSW. The program aims to promote and encourage children’s healthy eating and physical activity and limit small screen recreation. *Munch & Move* aligns with the early childhood National Quality Framework and the program can help services meet National Quality Standards and Early Years Learning Framework outcomes.





BOOKS

BOOKS



There are many benefits of storytelling for children, including;

- ✓ Promoting brain development and imagination
- ✓ Developing language and literacy skills.

Interactive StoryTimes and Rhyme Times help children achieve these benefits plus many more, including social skills.

The following list of books relate to food and active play and many of them would be suitable for your Library Health Month StoryTime and Rhyme Time sessions. These books could also be added to your collection for parents and carers to borrow and read at home.

Book Title	Author	Book Title	Author	Book Title	Author
A Fruit Is a Suitcase for Seeds	Jean Richards	Blue Potatoes, Orange Tomatoes – How to Grow a Rainbow Garden	Rosalind-Creasy	Emily Loves To Bounce	Stephen Michael King
All About Fruit	Stacy Harrison	Can I Eat That?	Joshua David Stein	Everywhere Babies	Susan Meyers
All About Vegetables	Vic Parker	Charlie Chick	Nick Denchfield	Fabulous Fruit	Bryony Jones
All the World	Elizabeth G Scanlon	Choose Good Food! My Eating Tips	Gina Bellisario	Fast Food	Saxton Freyman and Joost Elffers
And After That...	Jeanne Ashbe	Cool As A Cucumber	Sally Smallwood	Food Around the World	Moira Butterfield
Aneil Has a Food Allergy	Jillian Powell	Daddy Makes the Best Spaghetti	Anna Grossnickle Hines	Food for Thought	Saxton Freyman and Joost Elffers
Are You Eating Something Green?	Ryan Sias	Eat Your Garden	Leonie Shanahan	Food Play	Saxton Freyman & Joost Elffers
Are You Eating Something Red?	Ryan Sias	Eat Your Greens Goldilocks	Steve Smallman	From Seed to Plant	Gail Gibbons
Avocado Baby	John Burningham	Eating The Alphabet	Lois Ehlert	Fruit Bowl	Mark Hoffman
Beautiful Bananas	Elizabeth Laird	Eating the Rainbow	Star bright books	Fruit	Jillian Powell
Belinda	Pamela Allen	Eddies Garden and How to Make Things Grow	Sarah Garland	Fussy Fred	Julia Jarman and Fred Blunt
				Giant Hiccups	Jacqui Farley
				Good Enough to Eat	Lizzy Rockwell
				Green Eggs and Ham	Dr Seuss



Grow it Eat it

Dorling Kindersley

Growing Vegetable Soup

Lois Ehlert

Handa's Surprise

Eileen Browne

How Are You Peeling?

Saxton Freyman and Joost Elffers

How Do I Eat It?

Shigeo Wantanabe

I Can Eat a Rainbow

Annabel Karmel

I Can Not Eat the Colour Green

Lynne Rickards

I Do Not Eat the Colour Green

Hannah Tofts

I Eat a Rainbow

Bobbie Kalmon

I Will Never Not Ever Eat a Tomato

Lauren Child

I'm Having A Rainbow For Dinner

Nutrition Australia

Jack's Funtastic Day

Angela Barrett

Jamberry

Bruce Degen

Jasper McFlea will not eat his tea

Lee Fox

Jojo and the Food Fight

Didier Levy

Kisses Kisses Baby-O!

Sheree Fitch

Let's Eat

Awna Zamorano

Let's Learn About Healthy Eating

Matthew Ingram

Look Inside! The Tiny Seed

Eric Carle

Lulu's Lunch

Camilla Reid

Lunchbox the Story of Your Food

Chris Butterworth

Mama's Milk

Michael Elsohn Ross

Max Exercises

Guido Ban Genechten

Mealtime

Maureen Roffe

Move Your Body

Gina Bellisario

Mrs Peanuckle's Fruit Alphabet

Mrs Peanuckle

My New baby

Rachel Fuller

Oliver's Fruit Salad

Vivian French

Oliver's Vegetables

Vivian French

One Cool Watermelon

Hannah Tofts

Outdoor Classrooms a handbook for school gardens

Carolyn Nuttall and Janet Millington

Pigs love Potatoes

Denise Christopher

Piranhas Don't Eat Bananas

Aaron Blabey

Play with Your Food

Joost Elffers

Pumpkin Soup

Helen Cooper

Ruby's Baby Brother

Kathryn White

Scallywag

Jeanette Rowe

Spot's Harvest

Eric Hill

Square Eyes

Craig Smith

Sweet as a Strawberry

Sally Smallwood

Ten Red Apples

Pat Hutchins

That Fruit Is Mine

Anuska Allepuz

The Beastly Feast

Bruce Goldstone

The Carrot Seed

Ruth Krauss

The Early Years Gardening Handbook

Sue Ward

The Food Cycle

Cheryl Jakab

The Great Big Enormous Turnip

Rhonda Armitage

BOOKS

The Lighthouse Keeper's Lunch

Rhonda and David Armitage

The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear

Don and Audrey Wood

The Little Red Hen

Brenda Parks and Judith Smith

The Magic Lunchbox

Angela Barrett

The Really Big Food Project

Sally Rippin

The Runaway Hug

Nick Bland

The Ugly Vegetables

Gracie Lin

The Vegetables We Eat

Gail Gibbons

The Very Hungry Caterpillar Author

Eric Carle

The Wide-mouthed Frog

Keith Faulkner

There's a Hippo On Our Roof Eating Cake

Hazel Edwards

This Is My Healthy Body

Mike Ingram

This is The Way We Eat Our Lunch

Edith Baer

Tiddalick the Frog who Caused a Flood

Robert Roennfeldt

Too Many Pears!

Jackie French

Too Many Pets

Jackie French

Tucker

Ian Abdulla

Tucking In!

Jess Stockham

Up, Down, and Around

Katherine Ayres

Vegetables

Nancy Dickman

Veggies: From Farm to Table

Woody Brambles

Very Tasty Vegetables

Bryony Jones

We Are What We Eat!

Sally Smallwood

What Do I Do With Vegetable Glue?

Susan Chandler

What's in My Lunchbox?

Peter Carnavas

Where is the Green Sheep

Mem Fox

Who Eats What? Food Chains and Food Webs

Patricia Lauber

Who's Hungry?

Dean Hacoheh

Will There Be A Lap for me?

Dorothy Corey

You And Me

Rachel Fuller

You, Me and the Breast

Monica Calaf

Yum Yum... Where Does It Come From

Cathie and Emily Colless

Yummy! A Book of Delicious Pop-ups

Keith Faulkner





BOOK ACTIVITY IDEAS AND PROP SUGGESTIONS

BOOK ACTIVITY IDEAS AND PROP SUGGESTIONS

The following book activity ideas relate the NSW Health *Munch & Move* program key messages. These activity ideas aim to engage the children in movement and discussions relating to the key messages.

Props can be great way to grab children's attention and it can add to their enjoyment. Incorporating a fruit or vegetable costume during your session is just one way of including a prop, some other suggestions are provided below.

SQUARE EYES BY CRAIG SMITH

While reading the book...

- Jump up and make a square when 'square eyes' is read, run on the spot when 'exercise' is read
- Act out the activities that the animals suggest in the book

After reading the book...

Discuss with the children

- What is the Panda doing at the beginning of the story? What do you think 'square eyes' means? What activities did the animals do in the story?
- Discuss how and when children use screens. What type of screens do they use? What do they use screens for? How often? What happens when we use screens too much? What can we do instead of using screens?

Program into other activities

- Music and movement - Square Eyes CD included in the book
- Brainstorm with the children ideas on things they can do instead of using sceens. Write on paddle pop sticks and they can pick one out at a time

Other activities/ideas

- Provide families with relevant health information 'Turn off the screen and get active' poster/newsletter snippets
- Encourage/role model reduced time spent on screens

Prop suggestions

- Books
- Photos of nature; beach, bush walking track etc.
- Toy musical instrument



TIDDALICK THE FROG WHO CAUSED A FLOOD BY ROBERT ROENNFELDT

While reading the book...

- Hop like frogs every time you say Tiddalicks name
- Act out the things the animals do to make Tiddalick laugh

After reading the book...

Discuss with the children

- Why did all the animals need water? What does it feel like to be thirsty?
- Where does water come from? Why is water important? How does your body use water? What other things is water used for?

Program into other activities

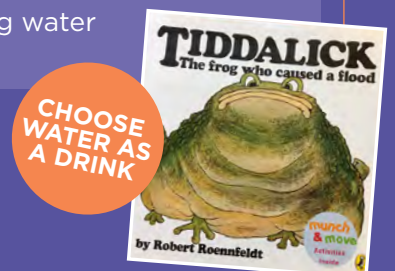
- Music and movement - e.g 'Water, Water, Water!' (*Munch & Move* CD Track 4) Use as a water break song
- Children create and set up a water station and drinking charts
- Water experiments Week - posters and pictures around the service. Disussions with the children about water. Arts and craft activities that are water themed

Other activities/ideas

- Provide families with relevant health information 'Choose water as a drink' poster/newsletter snippets
- Role model drinking water with children

Prop suggestions:

- A toy frog
- A reusable water bottle





EMILY LOVES TO BOUNCE BY STEPHEN MICHEAL KING

While reading the book...

- Bounce like Emily every time you hear the word 'Bounce'
- Act out the movements Emily does throughout the book

After reading the book...

Discuss with the children

- What animals like to bounce? What else can bounce?
- What fun ways do you like to be active? Why is it important to be active? How can we be active each day?

Program into other activities

- Music and movement - e.g 'Bounce the ball' (*Munch & Move* CD Track 14)
- Plan fundamental movements skill sessions - skill of the week/month
- Incorporate fundamental movements skills into transitions between activities e.g 'Let's bounce like Emily'

Other activities/ideas

- Provide families with relevant health information ['Get active' poster/newsletter snippets](#)
- FMS activity ideas outlined in *Franky and Friends*
- Music and Movement activities
- Role model being active with children

Prop suggestions:

- A basket of fruit (real, wooden or photos) that feature in the story
- Fairy wand
- Toy frog
- Toy dog



OLIVER'S VEGETABLES BY VIVIAN FRENCH

While reading the book...

- Have the vegetables from the book for children to touch, smell, taste
- Create felt vegetables in craft you can use to tell the story

After reading the book...

Discuss with the children

- What are your favourite vegetables? What vegetables haven't you tried yet? Where do vegetables and fruit grow - underground, above ground, on a tree?
- Why are vegetables and fruit good for our bodies?

Program into other activities

- Music and movement - sing and dance to songs about vegetables and fruit
- Vegetable/fruit of the week - discuss how it grows, what does it look like? Smell like? Feel like? Taste like? Different ways to prepare and cook it
- Garden - get the children involved in growing different fruits and vegetables. Use what is grown in cooking experiences

Other activities/ideas

- Provide families with relevant health information ['Eat more fruit and vegetables' poster/newsletter snippets](#)
- Provide families with information on fussy eating tips
- Role model eating fruit and vegetables with children

Prop suggestions:

- Vegetable costume
- A basket of vegetables (real, wooden or photos) that feature in the book
- A toy dog



INCORPORATING HEALTH MESSAGES INTO STORIES

The following image from the NSW *Munch & Move*, Healthy Eating Learning Experience Resource aims to provide an example of how you can incorporate the key health messages relating to healthy eating and physical activity into any story.

Remember that the *Munch* key messages can be incorporated into almost any story, regardless of whether the topic is food based. Let's have a look at an old favourite: ***Where is the green sheep?*** by Mem Fox and Judy Horacek.

"Here is the brave sheep! Sometimes we need to be a little bit brave to try new foods don't we?"


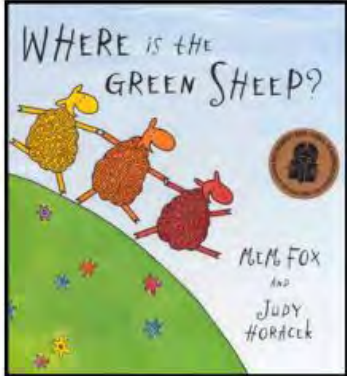
"Look at the sun sheep! He must be getting pretty hot! Remember that we need to drink more water in the hot weather!"

"Look at that green sheep! What else is green? Can you think of any green foods? Or red foods like the red sheep? Yellow? Orange?"

"I can see the sheep having a picnic! What healthy foods could we have at our picnic?"

"This sheep has fruit on his head! What fruit can you see? Have you tried those fruits? We can try them together!"

"When we cut an apple in a certain way, it makes a star too! Just like here with the star sheep! We can try that at morning tea time!"



You may choose to plan an extension experience, or simply leave it at the spontaneous comments and discussions that arise during the story. The important thing is that you recognise and act on these teachable moments, and keep your *Munch and Move* hat sparkling!

Image Source: NSW Health *Munch & Move* Healthy Eating Learning Experience Resource, available from [Healthy Kids](#).



SONGS AND RHYMES

SONGS AND RHYMES

Like storytelling, rhyming and singing contribute to the development of children's communication, language and social skills. It also helps to increase the skills and confidence of parents and carers to use early literacy activities at home with their child.

The following songs and rhymes relate to food and active play and many of them would be suitable for your Library Health Month StoryTime and Rhyme Time sessions.

I like to eat apples and bananas

🎵 [Song link](#)

*I like to eat, eat, eat
apples and bananas*

*I like to eat, eat,
eat apples and bananas*

*I like to drink, drink, drink,
milk and water*

*I like to drink, drink, drink,
milk and water*

*I'd like more, more ,more
please and thank you*

*I'd like more, more ,more
please and thank you*

Fruit salad

🎵 [Song link](#)

Watermelon, watermelon.

Papaya, papaya.

Banana, banana.

Fruit salad, fruit salad.

Pomegranate, pomegranate

Tomato, tomato.

Pineapple, pineapple

Fruit salad, fruit salad.

Hot potato

🎵 [Song link](#)

*Hot potato, hot potato
(hot potato, hot potato)*

*Hot potato, hot potato
(hot potato, hot potato)*

*Hot potato, hot potato
(potato), potato, (potato)*

Potato, potato, potato

*Cold spaghetti, cold spaghetti
(cold spaghetti, cold spaghetti)*

*Cold spaghetti, cold spaghetti
(cold spaghetti, cold spaghetti)*

*Cold spaghetti, cold spaghetti
(spaghetti), spaghetti (spaghetti)*

spaghetti, spaghetti, spaghetti

Whooo, wiggly wiggly wiggly

Whooo, wiggly wiggly wiggly

Gimme that, gimme that, gimme that, hoo

Whooo, wiggly wiggly wiggly

Whooo, wiggly wiggly wiggly

Gimme that, gimme that

*Mashed banana, mashed banana
(mashed banana, mashed banana)*

*Mashed banana, mashed banana
(mashed banana, mashed banana)*

*Mashed banana, mashed banana
(banana), banana (banana)*

Banana, banana, banana

Whooo...





5 little monkeys

[🎵 Song link](#)

1,2,3,4,5

5 little monkeys jumping on the bed,
One fell off and bumped his head,
Mummy called the doctor and the doctor said:
"No more monkeys jumping on the bed!"

1,2,3,4

4 little monkeys jumping on the bed...

1,2,3

3 little monkeys jumping on the bed...

1,2

2 little monkeys jumping on the bed...

1,

1 little monkey jumping on the bed...

Heads and shoulders

[🎵 Song link](#)

Heads and shoulders, knees and toes
Knees and toes, knees and toes
Heads and shoulders, knees and toes
We all clap hands together

Eyes and ears and mouth and nose
Mouth and nose, mouth and nose
Eyes and ears and mouth and nose
We all clap hands together

If you're happy and you know it

[🎵 Song link](#)

If you're happy and you know it,
clap your hands (clap clap)

If you're happy and you know it,
clap your hands (clap clap)

If you're happy and you know it,
then your face will surely show it

If you're happy and you know it,
clap your hands. (clap clap)

If you're happy and you know it,
stomp your feet (stomp stomp)

If you're happy and you know it,
stomp your feet (stomp stomp)

If you're happy and you know it,
then your face will surely show it

If you're happy and you know it,
stomp your feet. (stomp stomp)

If you're happy and you know it,
shout "Hurray!" (hoo-ray!)

If you're happy and you know it,
shout "Hurray!" (hoo-ray!)

If you're happy and you know it,

then your face will surely show it
If you're happy and you know it,
shout "Hurray!" (hoo-ray!)

If you're happy and you know it,
do all three (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it,
do all three (clap-clap, stomp-stomp, hoo-ray!)

If you're happy and you know it,
then your face will surely show it

If you're happy and you know it,
do all three. (clap-clap, stomp-stomp, hoo-ray!)

Vegetable song

(Tune: Twinkle, Twinkle)

Carrot, peas and broccoli,
Vegetables are good for me.

For my snack and in my lunch,
Veggie sticks are great to munch.

Carrot, peas and broccoli,
Vegetables are good for me.

The Good Food Song

(Tune: Old MacDonald Had a Farm)

Vegetables are good for me,
EE I EE I O

And so I eat them happily,
EE I EE I O

With a carrot, carrot here,
and a carrot, carrot there

Here a carrot, there a carrot
Everywhere a carrot, carrot.

Vegetables are good for me,
EE I EE I O.

Repeat using your own creativity to add other vegetables.

Vegetable Soup Song

(Tune: Farmer in the Dell)

The soup is boiling up

The soup is boiling up

Stir slow-around we go

The soup is boiling up.

First we add the broth

First we add the broth

Stir slow-around we go

The soup is boiling up.

Now we add some carrots

Now we add some carrots

Stir slow-around we go

The soup is boiling up.

Repeat using other vegetables. Children could stand around a large imaginary pot pretending to stir the soup.

OH, Do You Eat Your Vegetables?

(Tune: Muffin Man)

*Oh do you eat your vegetables, vegetables,
Vegetables?*

Oh, do you eat your vegetables-each and every day?

Oh, yes we eat our vegetables, vegetables, vegetables

Oh yes we eat our vegetables-each and every day!

I Like Veggies

(Tune: Are you sleeping?)

I like veggies, I like veggies.

Do you too? Do you too?

I like corn and carrots, I like corn and carrots.

And peas too! And peas too!





The Shape-Up song

*We're jumping up and down,
We're jumping up and down,
We're getting lots of exercise,
We're jumping up and down.*

Other Verses:

*We bend and touch our toes...
We kick our legs up high...
We jog around the room...
We wiggle our whole body...
We stretch up to the sky...*

I'm a Little Teapot

*I'm a little teapot, short and stout.
Here is my handle, here is my spout.
When I get all steamed up, hear me shout.
Tip me over, pour me out.*

One potato

[Song link](#)

*One potato,
Two potato,
Three potato,
Four.
Five potato,
Six potato,
Seven potatoes
MORE!*

Toast in the toaster

[Song link](#)

*Toast in the
Toaster, getting
very hot.
Tick tock,
Tick tock,
Up you POP!*

The fruit song

[Song link](#)

*I like bananas, I like watermelon,
I like plums and cherries too.

I like oranges, I like apples,
I like coconuts and mangoes too.

I like apricots, I like pineapples,
I like pears and kiwifruit too.

I like peaches, I like strawberries,
I like grapes and lemon too.*

I'm a knife, fork, spoon, spatula

[Song link](#)

*I'm a Knife, Fork, Spoon, Spatula, cha cha cha
I'm a Knife, Fork, Spoon, Spatula, cha cha cha
I'm a Knife, Fork, Spoon,
I'm a Knife, Fork, Spoon,
I'm a Knife, Fork, Spoon, Spatula, cha cha cha*

Green Zucchini

[Song link](#)

*Green zucchini, I like green zucchini
Green zucchini that is what I like best.
Do you like it on your head?
Yes
I like it on my head.
On your head?
On my head.
Oooooohhhhhh*

Verses: on my shirt, on my socks

Way up high in the apple tree

[Song link](#)

*Way up high in the apple tree
(Stretch both arms above your head, hands open)

Two little apples smiled at me
(Close hands into fists)

I shook that tree as hard as I could
(Shake the tree)

Down came the apples
(Bring fists down)

Mmmm, they were good!
(Rub stomach)*

Repeat using other fruit that grows on a tree

Five fat peas

[Song link](#)

*Five fat peas in a pea pod pressed,
One grew, two grew, so did all the rest.
They grew and grew,
And did not stop,
Until one day,
The pod went POP!*

Way up high

🎵 [Song link](#)

*Way up high in an apple tree,
(Hold up both your hands and spread your fingers for
pretend apple tree)*

*Five red apples smiled down at me.
(Hold up 5 fingers)*

*I shook that tree as hard as I could,
(Pretend to shake the tree)*

*Down came an apple!
(catch apple and bite it)*

*Mmmmm it was good!
(Rub your tummy in a circle motion)*

*Way up high in that apple tree,
(Hold up both your hands and spread your fingers for
pretend apple tree)*

*Four red apples smiled down at me.
(Hold up 4 fingers)*

*(Repeat above with 4, 3, 2, 1, then continue with the
ending below)*

*Way up high in that apple tree.
(Hold up both your hands and spread your fingers for
pretend apple tree)*

*No more apples smiling down at me.
(Hide your hands behind your back.)*

*I shook that tree as hard as I could.
(Pretend to shake the tree)*

*Down came no apples! They're gone for good!
(Hands out to sides with "what" hands, shoulders up
and down on "gone/good")*

*Way up high in that apple tree,
(Hold up both your hands and spread your fingers for
pretend apple tree)*

*No more apples left for me.
(“Sad” face and pose)*

Shake your sillies out

🎵 [Song link](#)

*I've gotta shake, shake, shake my sillies out
Shake, shake, shake my sillies out
Shake, shake, shake my sillies out
And wiggle my waggles away*

*I've gotta clap, clap, clap my crazies out
Clap, clap, clap my crazies out
Clap, clap, clap my crazies out
And wiggle my waggles away*

*I've gotta jump, jump, jump my jiggles out
Jump, jump, jump my jiggles out
Jump, jump, jump my jiggles out
And wiggle my waggles away*

*I've gotta yawn, yawn, yawn my sleepies out
Yawn, yawn, yawn my sleepies out
Yawn, yawn, yawn my sleepies out
And wiggle my waggles away*

*I've gotta shake, shake, shake my sillies out
Shake, shake, shake my sillies out
Shake, shake, shake my sillies out
And wiggle my waggles away
And wiggle my waggles away*





Bananas Unite!

[Song link](#)

Bananas Unite!

Peel bananas, peel, peel, bananas

Peel bananas, peel, peel, bananas

Chop bananas, chop, chop, bananas

Chop bananas, chop, chop, bananas

Mash bananas, mash, mash, bananas

Mash bananas, mash, mash, bananas

Eat bananas, eat, eat, bananas

Eat bananas, eat, eat, bananas

Go bananas

Fruit and Veg Unite

[Song link](#)

Form banana, Form, Form, Banana

Form banana, Form, Form, Banana

Peel banana, peel, peel, banana

Peel banana, peel, peel, banana

Go bananas, go, go, bananas

Go bananas, go, go, bananas

Form the orange, form, form, the orange

Form the orange, form, form, the orange

Peel the orange, peel, peel, the orange

Peel the orange, peel, peel, the orange

Squeeze the orange, squeeze, squeeze, the orange

Squeeze the orange, squeeze, squeeze, the orange

Form the apple, form, form, the apple

Form the apple, form, form, the apple

Slice the apple, slice, slice, the apple

Slice the apple, slice, slice, the apple

Eat the apple, eat, eat, the apple

Eat the apple, eat, eat, the apple

Form the corn, form, form, the corn

Form the corn, form, form, the corn

Shuck the corn, shuck, shuck, the corn

Shuck the corn, shuck, shuck, the corn

Pop the corn, pop, pop, the corn

Pop the corn, pop, pop, the corn

Form potato, form, form, potato

Form potato, form, form, potato

Peel potato, peel, peel, potato

Peel potato, peel, peel, potato

Mash potato, mash, mash, potato

Mash potato, mash, mash, potato

Vegetables

(Tune: Mary Had a Little Lamb)

We are pumpkins, big and round

Big and round, big and round

We are pumpkins, big and round

Seated on the ground.

We are string beans, green and fine....

Growing on a vine.

We are onions, round and white....

We make soup taste right.

We are carrots, orange and long...

Help us sing our song.

We are cabbage, green or red....

See our funny head.

We are corn stalks, tall and straight....

Don't we just taste great

Moo Moo Brown Cow

Moo, moo, brown cow

Have you any milk?

Yes miss, three jugs smooth as silk.

One for you,

And one for me,

And one for the little cat

Who sits in the tree



ADAPTING SONGS AND RHYMES TO RELATE TO FOOD OR NUTRITION

The following image from the NSW *Munch & Move* Healthy Eating Learning Experience Resource aims to provide an example of how you can incorporate the key health messages relating to healthy eating into any song or rhyme.

Songs, rhymes and chants are not only enjoyable, but they create wonderful teaching and learning opportunities. It is easy to make up or adapt your own songs or rhymes related to food or nutrition. For example, Mary had a bunch of grapes, bunch of grapes, bunch of grapes. Mary had a bunch of grapes, munch, munch munch...use the songs and rhymes spontaneously at any time throughout the day, during meal times, or during intentional teaching experiences.

Here's an example of a 'healthy rap' made up by a creative (and passionate) educator from Wollongong:

Fruit and Veg Rap

In the tune of "I'm a little teapot" and get the children to clap their hands to the beat of "we will rock you".

"I'm a crunchy apple, in your fruit bowl
Cut me into pieces or eat me whole
When you're feeling hungry
And want something to crunch
Reach in the fruit bowl and munch munch munch
I'm a crunchy apple....." *(Repeat twice).*



"I'm a juicy orange, in the shape of a ball
I'm round and orange and not very tall
But when you're after something to drink and eat
Come pick me up, I'm your healthy treat
I'm.... a juicy orange...." *(twice).*

"I'm Mr Broccoli, I'm a vegetable
You can cook me and eat me
I'll make your belly full
I'm green and bushy and look like a tree
I'm really really healthy and very yummy
I'm.....a piece of broccoli" *(twice).*



"I'm a piece of corn, I'm as juicy as can be
You can eat me from the cob, I am really healthy
Yellow's my colour, and I grow on a stalk
Scoop me up everyone
Put me on your fork
I'm.....a piece of corn" *(twice).*

Image source: NSW Health *Munch & Move* Healthy Eating Learning Experience Resource, available from [Healthy Kids](#).



MUNCH & MOVE **SONGS AND** **SONG BOOK**

MUNCH & MOVE SONGS AND SONG BOOK



The following songs are from the NSW Health *Munch & Move* Music CD. These songs are used by early childhood educators to provide fun, innovative and developmentally appropriate learning experiences for children from birth to five years of age attending early childhood services across NSW.

The songs and song book can be downloaded from the following links:

[Song files >](#)

[Song book >](#)

Song 1: MUNCH & MOVE

🕒 1:20 mins

Rationale: This song is the theme song for the *Munch & Move* program. It is short and jazzy and introduces the themes of 'munch on fruit and vegetables' and 'move your body to keep fit and healthy'. Children could perform one body percussion action for the first verse, a different body percussion action for the second verse and flex their arm muscles for the remainder of the song.

Key Messages:

- ✓ Eat more fruit and vegetables
- ✓ Get active each day

MUNCH AND MOVE

Sung by singer

It's fun to munch and move

It's fun to munch and move

So whatever you munch

Make it a bunch of healthy food

Healthy food (sung by children)

It's fun to munch and move

It's fun to munch and move

So whenever you move

Get into the groove and move, move, move

Move, move, move (sung by children)

Spoken by child

Munch on fruit and vegetables

Drink water every day

Move your body to keep fit and healthy

Get up and get active

Sung by children

Munch and move

Munch and move

Munch and move

Song 2: I LOVE TO MOVE

🕒 2:21 mins

Rationale: This dance helps children to explore different ways they can move their body. Children will perform the locomotor skills of marching, galloping and side-sliding. Children will also shake their body. In the verses beginning 'I love to move...' children can choose to move however they like or they can copy an action that the teacher performs. Children will learn that moving their body is fun!

Key Messages:

- ✓ Get active each day

I LOVE TO MOVE

I love to move (clap, clap), I love to move (clap, clap)

I love to move everyday

My healthy body can move in many different ways

I love to move (clap, clap), I love to move (clap, clap)

I love to move everyday

I love to move my body in so many different ways

I can march, march around

Lift my feet high off the ground (Instrumental)

Marching is fun!

I can slide, to the side

Step and slide to the side (Instrumental)

Sliding is fun!

I can gallop, like a horse

Galloping very fast of course (Instrumental)

Galloping is fun!

I can shake my body, all about

Shake my arms in and out (Instrumental)

Shaking is fun!

I love to move (clap, clap), I love to move (clap, clap)

I love to move everyday

My healthy body can move in many different ways

I love to move (clap, clap), I love to move (clap, clap)

I love to move everyday

I love to move my body in so many different ways

I love to move!

Song 3: WARM UP SONG

🕒 2:26 mins

Rationale: This is a movement song that children perform standing in one spot. It incorporates a combination of twisting, stretching, bending, running, jumping and hopping movements. There will be an instrumental line in between each line of lyrics so that children will have enough time to perform each action.

The sequence of actions flow easily. Actions can be performed one at a time or to make the song more challenging, two actions could be performed at the same time. For example, in the first two lines children could start by twisting their body from side to side then continue to twist with their arms stretched out wide. They could also roll their wrists while they bend their knees and then roll their shoulders while they stamp their feet.

Key Messages:

- ✓ Get active each day

WARM UP SONG

*Twist your body from side to side – twist, twist, twist
Stretch your arms out really wide
Spin around on the spot
Now hop..... and stop*

*Roll your wrists in front of you – roll, roll, roll
Bend your knees that's what we'll do
Roll your shoulders round and round – roll, roll, roll
Stamp your feet on the ground*

*Be a star, jump in and out
Shake your body all about – shake, shake, shake
Run on the spot - here we go
Faster, faster, faster ... now slow*

*Twist your body from side to side - twist, twist, twist
Stretch your arms out really wide
Spin around on the spot
Now hop and stop*

Song 4: WATER, WATER, WATER

🕒 1:41mins

Rationale: This song is intended to encourage children to choose water as a drink. It is a good song to play at morning or afternoon tea or at group time. Some simple actions could be included such as children mimicking turning on a tap, pouring from a cup and sipping from a bottle.

Key Messages:

- ✓ Choose water as a drink

Some simple actions could be included such as children mimicking turning on a tap, pouring from a cup and sipping from a bottle.

WATER, WATER, WATER

*If you're feeling thirsty and you need a drink
Take the time to stop and think
Choose water 'cause it's good for you
That is all you have to do*

CHORUS

*Water, water, water, water
Drink it up
Turn on the tap, pour it in a cup
Sip it from a drink bottle too
Water is so good for you
Water is refreshing and it tastes great too
It is the best choice for you
Water helps you to run and play
So you can have a happy day*

CHORUS

*If you're feeling thirsty and you need a drink
Take the time to stop and think
Choose water 'cause it's good for you
That is all you have to do*

Repeat CHORUS x 2

Song 5: LET'S ALL MOVE TOGETHER

🕒 1:54mins

Rationale: This is an action song incorporating the locomotor skills of jumping, galloping, leaping, hopping and dancing. Each of these actions are performed for an entire verse. The additional intention of this song is to engage mums and dads to perform these actions with their children by saying "I can do this ... you can do this ... let's do this together!"

Key Messages:

✓ Get active each day

LET'S ALL MOVE TOGETHER

*I can jump like a kangaroo
I can jump, so can you
We can jump like a kangaroo
We can jump, jump, jump together*

*I can gallop, watch what I can do
I can gallop, so can you
We can gallop around the room
We can gallop together*

*I can leap like a lion too
I can leap, so can you
We can leap like a lion too
We can leap, leap, leap together*

*I can hop, watch what I can do
I can hop, so can you
We can hop around the room
We can hop, hop, hop together*

*I can dance like a monkey in the zoo
I can dance, so can you
We can dance like a monkey in the zoo
We can dance together*

Song 6: SLIDING

🕒 1:49mins

Rationale: This song focuses on encouraging children to practise the locomotor skill of side-sliding. Children practise this skill whilst pretending to be a sailing boat, a little crab and then an active child. Each of these items is representative of something that can slide from one side and back again.

During each verse, children stand on one spot performing appropriate movements to represent the topic of each verse. During the chorus, children side-slide four steps one way then four steps the other way which is repeated a second time.

Key Messages:

✓ Get active each day

SLIDING

*I love to be a sailing boat
Sailing on the sea
And when the wind comes
I'll sail away, come and sail with me*

CHORUS

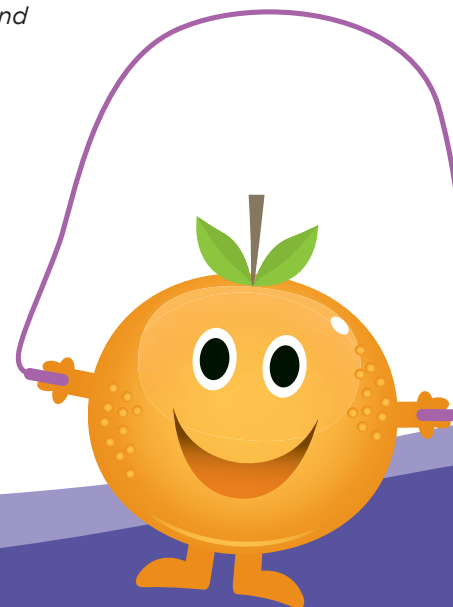
*Sliding, sliding, sliding, slide together
(Sliding instrumental)
Sliding, sliding, sliding, slide together
(Sliding instrumental)*

*I love to be a little crab
Side stepping on the sand
Sometimes I step in water
And sometimes I step on land*

CHORUS

*I love to be a child
And slide from side to side
I slide to the left
I slide to the right*

CHORUS



Song 7: FRUITY TREAT

🕒 1:27mins

Rationale: This song reinforces the message that fruit tastes delicious and that it is good for you. Children could perform body percussion to this song by simply tapping their knees for the first verse, pretending to peel fruit for the second verse and pretending to cut fruit into slices for the third verse. Alternatively children could eat fruit whilst this song is played at morning tea or lunch time.

Key Messages:

- ✓ Eat more fruit and vegetables

FRUITY TREAT

*I love eating fruit - it's as tasty as can be
Oranges, apples, bananas too
Oh they are so good for you
So eat, eat, eat, a fruity, fruity treat
Fruit in my tummy is sweet and yummy
It's what I love to eat*

*I love peeling fruit - it's as easy as can be
Peel a banana or a mandarin
Then eat the fruit inside the skin
So eat, eat, eat, a fruity, fruity treat
Fruit in my tummy is sweet and yummy
It's what I love to eat*

*I love eating fruit that is cut into a slice
Apples, watermelon, rockmelon too
I'll have a slice of fruit with you
So eat, eat, eat, a fruity, fruity treat
Fruit in my tummy is sweet and yummy
It's what I love to eat*

Child spoken

*Strawberries, kiwifruit, blueberries, pineapples
grapes, mangoes, peaches and plums
I love eating fruit!*

Song 8: MY LUNCHBOX

🕒 1:50mins

Rationale: This song will encourage children to enjoy having healthy food in their lunchbox. It provides ideas of healthy food they could have for lunch and snacks and teaches them that healthy food will help them to grow.

Key Messages:

- ✓ Eat fewer snacks and select healthier snack alternatives
- ✓ Eat more fruit and vegetables

MY LUNCHBOX

CHORUS

*My lunchbox, my lunchbox
What would I like in my (clap) lunchbox?
Healthy food that will help me to play
I would like healthy food today*

*A tasty sandwich with salad and cheese
Yoghurt and fruit - "Oh yes please!" echo each line
Just what I love to eat for lunch
Healthy food is what I love to munch*

CHORUS

*A tuna sandwich and a plum
Vegetable sticks - "Oh yum yum!" echo each line
Healthy food that will help me to grow
Healthy food is the way to go*

CHORUS x 2

*I love healthy food in my lunchbox "THANKS"
(children's voice)*



Song 9: TWIST, BALANCE, SHAKE AND RUN

🕒 2:19mins

Rationale: In this dance, children will practice the stability skills of twisting their body and balancing on one leg, on both feet and on their tip toes. To reinforce other ways of moving their body, children will shake their body and perform the locomotor movement of running.

Key Messages:

- ✓ Get active each day

TWIST - BALANCE - SHAKE - RUN

*Let's twist, oh let's twist
Twisting is fun, come on everyone
Come and twist with me
Now twist your body from side to side
Twist up high
Twist down low
Turn around and here we go*

*Let's balance, oh let's balance
Stand on one leg, try not to fall
Stand on both feet, stretch up tall
Stand on tippy toes, balance carefully
Balancing is lots of fun for me*

*Let's shake, oh let's shake
Shaking is fun come on everyone
Come and shake with me
Now shake your leg out to the side
Shake your other leg out wide
Shake your arms and shake your belly
Shake your body like a bowl full of jelly*

*Let's run, oh let's run
Running is fun come on everyone
Come and run with me
Now run fast
Run slow
Moving your body is fun you know*

*Now twist - balance -shake -run
Moving your body is fun ... Yeah!*

Song 10: SUPER ME!

🕒 1:40mins

Rationale: This is an action song which incorporates the locomotor skills of hopping, running, leaping and jumping. The additional intention of this song is to encourage children to eat vegetables.

Key Messages:

- ✓ Eat more fruit and vegetables
- ✓ Get active each day

SUPER ME!

*Super Me
I ate my carrots for tea
Now I have extra energy
To hop on one leg
Hop really high
Hop, hop, hop, hop
Hop to the sky*

*Super Me
I ate my broccoli for tea
Now I have extra energy
To run really fast
Run all around
Run, run, run, run
Run on the ground*

*Super Me
I ate my corn for tea
Now I have extra energy
To leap like a lion
Stretch out long
Leap, leap, leap, leap
Leap to this song*

*Super Me
I ate my vegetables for tea
Now I have extra energy
To jump up and down
Jump on the spot
Jump, jump, jump, jump
Jump 'til I'm hot*

SUPER ME!



Song 11: WHERE WE GO SHOPPING

🕒 1:45mins

Rationale: This song focuses on children going to the supermarket to do the grocery shopping with their family. The theme is grouping foods into 'families' with a focus on dairy, fruit and vegetables. Librarians could set the area like a supermarket and children could pretend they are having a shopping experience. During the chorus of this song children could walk from one table to the next as if they are walking around the supermarket. During the verses, children stand in front of the appropriate table and either look at the foods being sung about or they could put these foods into their shopping basket.

Key messages:

- ✓ Eat fewer snacks and select
- ✓ Healthier snack alternatives
- ✓ Eat more fruit and vegetables

WHERE WE GO SHOPPING

*I like to shop with my family
There are so many things for us to see
The food is grouped into families
Where we go shopping*

*The dairy family live
Where it is nice and cold - in the fridge
There is cheese, milk and yoghurt too
Dairy food is good for you*

CHORUS

*I like to shop with my family
There are so many things for us to see
The food is grouped into families
Where we go shopping*

*The fruit family are sweet
Their colours and shapes are so neat
Some are big and some are small
I love to eat them all - yum, yum*

CHORUS

*The vegetable family are great to see
I'll buy some to eat for lunch and tea
Some are long and some are round
Lots of vegetables grow in the ground*

CHORUS

Song 12: TURN OFF THE TV

🕒 1:54mins

Rationale: This song is intended to remind children to limit their small screen time and to give them ideas of physical activities they could be enjoying. The information in this song could also be used to stimulate discussions about small screen time and active time.

Key messages:

- ✓ Turn off the television and computer and get active
- ✓ Get active each day

TURN OFF THE TV

(Siren Sound) " WARNING: TURN OFF THE TV AND GET ACTIVE,

WARNING: TURN OFF THE COMPUTER AND GET ACTIVE"

*Hey boys and girls don't sit for too long
Your body needs to move so that you can grow strong
Moving helps your heart, bones and muscles too
Getting active is what you need to do*

CHORUS

*So turn off, turn off the TV
Turn off your computer too
Get up, get up and get active
Give your body time to move*

*You can bounce a ball and run around
You can play chasings or jump up and down
Be active on your own or be active with your mates
Moving your body will make you feel great*

CHORUS

*You can walk a dog or play in a park
You can ride a bike or move however you like
Be as active as you can don't hide behind a screen
Be a strong and active healthy human being
A strong and active healthy human being*

Repeat CHORUS x 2

Song 13: PICNIC DAY

🕒 2:12mins

Rationale: The intention of this song is to take children on an experience of a picnic day. This song gives children ideas about what food, drinks and items they could take to a picnic.

Key messages:

- ✓ Choose water as a drink
- ✓ Select healthy snack foods
- ✓ Get active each day

PICNIC DAY

Today is a picnic day
 Hooray for a picnic day
 Today we can eat and play
 We'll have fun together

I'll pack some healthy food
 I'll pack some water too
 My sunscreen and hat
 My ball and my bat

Let's drive to the picnic now
 With my friends and family - wow!
 Let's go to the park
 Where we can play and laugh (ha ha)

I'll kick a ball to you
 I'll bounce and catch it too
 I'll run around a tree
 With friends and family

Let's eat a yummy lunch
 With fruit for us to munch
 Let's eat a sandwich too
 And drink some water - it's good for you!

I'll go for a walk
 Where we can laugh and talk
 And I'll play with my friends
 Until the day ends

Today is a picnic day
 Hooray for a picnic day
 Today we ate and played
 We had fun together

We had fun together.

Song 14: BOUNCE THE BALL

🕒 2:07mins

Rationale: This song focuses on encouraging children to practise manipulative skills. The skill in this song is bouncing a ball and it is intended that children try to bounce a ball throughout the entire song. Bouncing a ball was the skill chosen as it can be performed individually and close to the child's body.

Key Messages:

- ✓ Get active each day

BOUNCE THE BALL

I have a ball, it is nice and round
 I can bounce it on the ground
 I push it down it bounces back to me
 Bouncing a ball is fun you'll see

Let's bounce ___ ___ ___
 Let's bounce ___ ___ ___
 Let's bounce ___ ___ ___
 Let's all bounce the ball

Let's bounce ___ ___ ___
 Let's bounce ___ ___ ___
 Let's bounce ___ ___ ___
 Let's all bounce the ball

The ball is bouncing up and down
 Between my fingers and the ground
 I push it down with my finger tips
 Then it bounces back up to my hips

Let's bounce ___ ___ ___
 Let's bounce ___ ___ ___
 Let's bounce ___ ___ ___
 Let's all bounce the ball

Let's bounce ___ ___ ___
 Let's bounce ___ ___ ___
 Let's bounce ___ ___ ___
 Let's all bounce the ball

Song 15: MESSAGES IN THE MAIL

🕒 2:02mins

Rationale: This song focuses on reinforcing the five key messages of the *Munch & Move* program. The concept is that the postman has delivered five letters. Each letter contains a message for the children. Librarians could have five colourful envelopes with pictures inside them or with pictures on the cover of each envelope to reinforce the messages conveyed within this song.

MESSAGES IN THE MAIL

1 2 3 4 5

The postman put 5 letters

In my letterbox

I'll have a look and see

Wow! They're all addressed to me

Letter number 1, looks like lots of fun!

I'll open it and see, it has a question for me

What healthy food will you eat today

to help your body work and play?

(Children shout out names of different fruit and vegetables)

Letter number 2, a new message for you

Drink lots of water

It's the best drink for you

Letter number 3, has a great tip for me

The message is simple:

Get up and get active, watch less TV

Letter number 4, let's do more

Move, move, move your body

Run, run, run on the spot

Move, move, move your body

Move then stop

Letter number 5, the last message for me

When you snack between meals

Make your snacks ... healthy!

If I want a healthy body I know what I should do

I'll eat fruit and vegetables and drink water too

I'll watch less TV and get active every day

I'll eat healthy snacks - it is the healthy way, hey!







CRAFT IDEAS

CRAFT IDEAS



FUNNY FRUIT FACE PUPPETS

⌚ 15 minutes

Source: <http://mykidcraft.com/funny-fruit-face-puppets>

Materials

- Paper plate
- Supermarket advertising magazines
- Glue
- Paddle pop stick
- Sticky tape

What to do:

- Parents help their child cut out fruit and vegetable pictures from free supermarket advertising magazines.
- The children glue the pictures on to a paper plate to create a funny face.
- Tape a paddle pop stick onto the back of the plate to make a puppet
- Children can have fun using your funny face as a mask or creating their own puppet show.

FRUIT SALAD GAME

Materials:

- Fruit images
- Random images
- Velcro tabs
- Felt board

What to do:

- Laminate a bunch of fruit images, along with some random pictures.

- Ask the children to help you make a fruit salad.
- One by one pull the pictures out and ask the children if this item belongs in a fruit salad.
- If yes – put a Velcro tab on back and place it on the felt board.
- Once complete review each fruit so the children learn the name of every piece.

WORLD OF FOODS

Source: https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/EatSmartPlaySmart_Manual_ThirdEdition-V7.pdf

Materials:

- World Map
- Food magazines
- Coloured pencils / textas

What to do:

Use a world map and cut out pictures or draw pictures of foods and meals from different parts

of the world. Children can research meals and foods and where they come from.

Discussion:

- Meals that the children eat and the countries they originate from.
- Favourite foods from different cultures (particularly those cultures represented in the service).
- Differences in flavours (e.g. spicy, bitter and sweet foods from different cultures) and textures.

FOOD GROUPS

Materials:

- Food magazines
- Scissors
- Glue
- Australian Guide to Healthy Eating template (page 33)

What to do:

Use the food magazines to cut out food pictures and glue onto the relevant food groups in the Australian Guide to Healthy Eating template.

Colouring in pages can be found on pages 34-39



Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties

Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans

Fruit

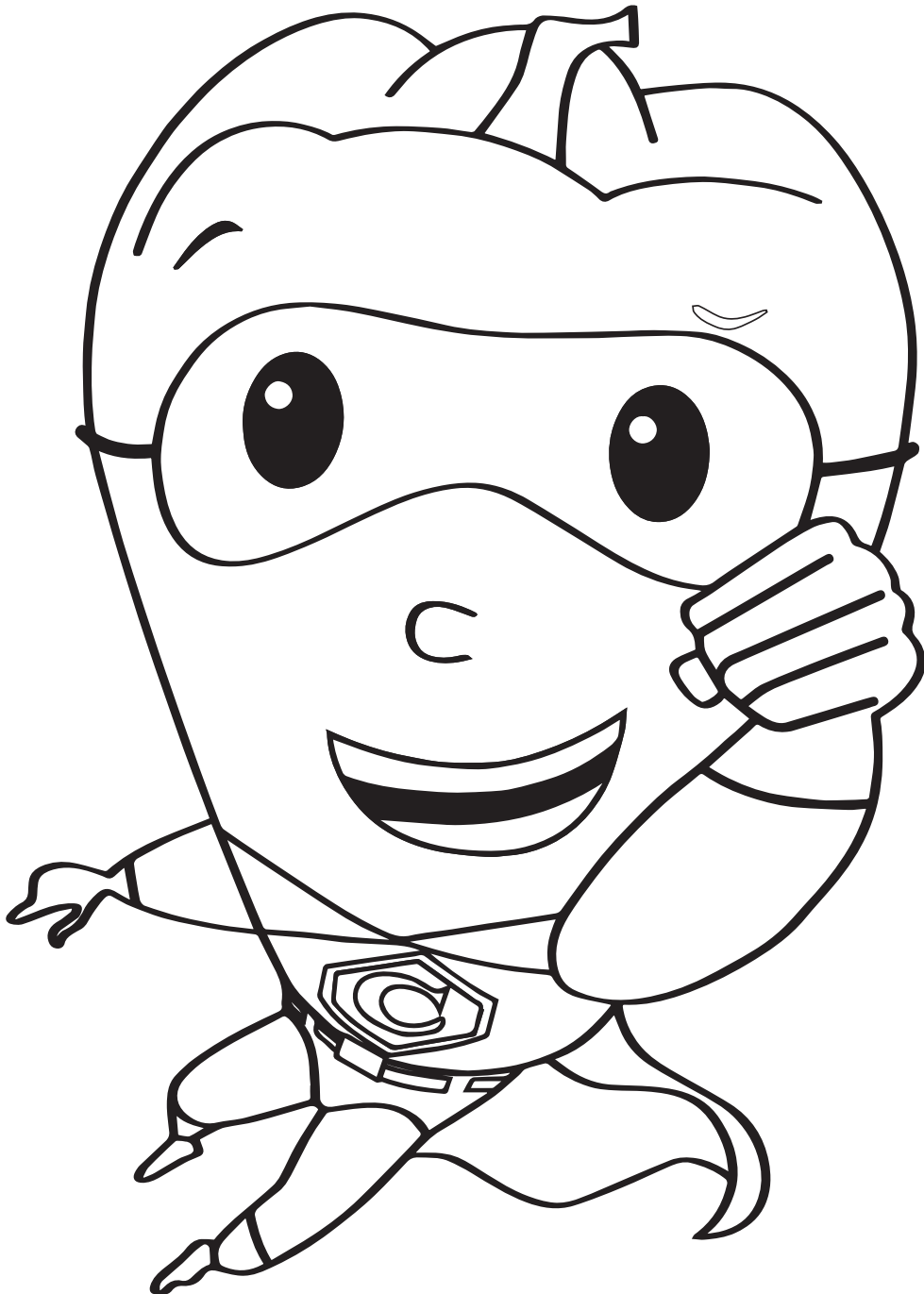
Milk, yoghurt, cheese and/or alternatives, mostly reduced fat

Use small amounts

Only sometimes and in small amounts

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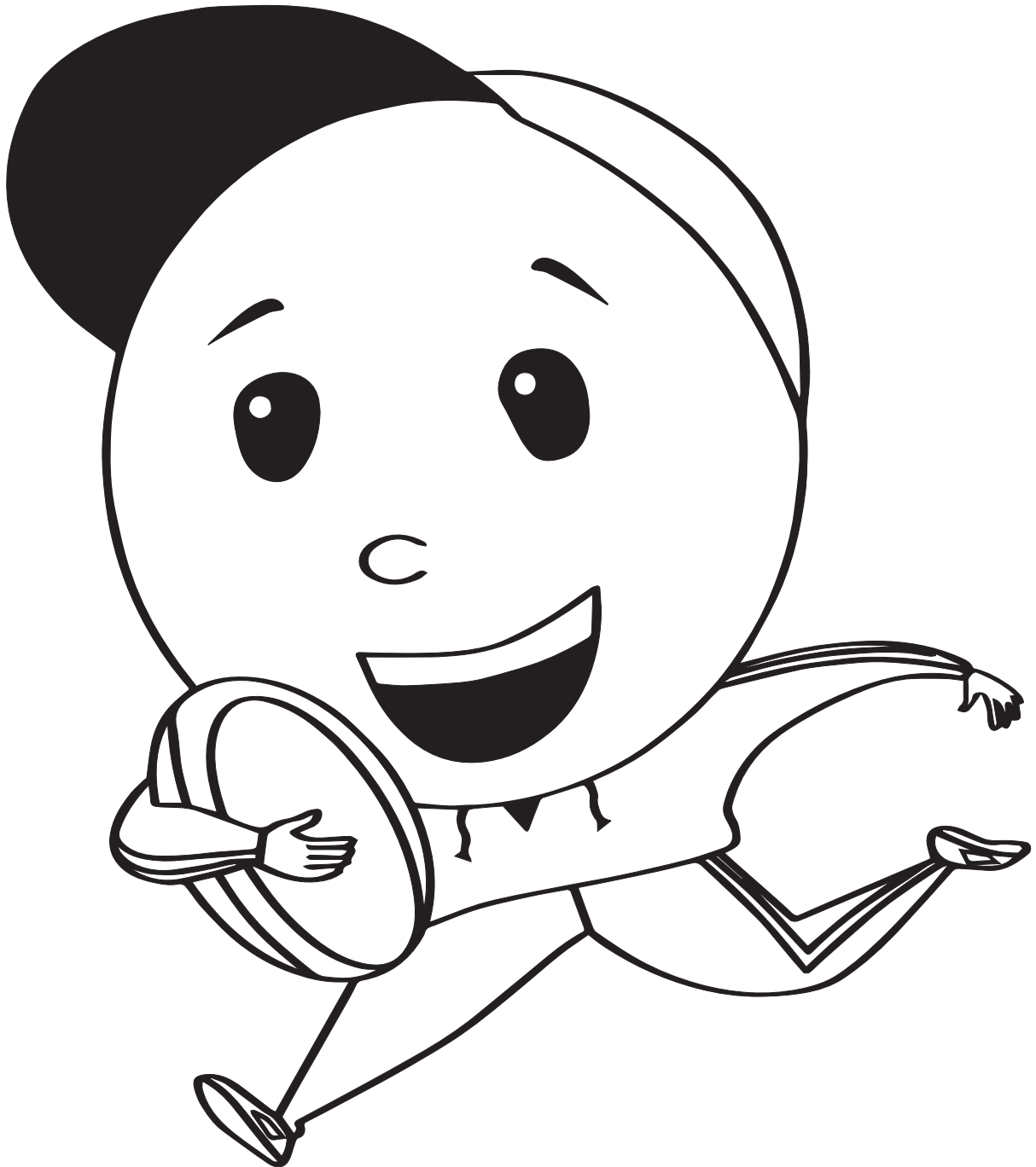
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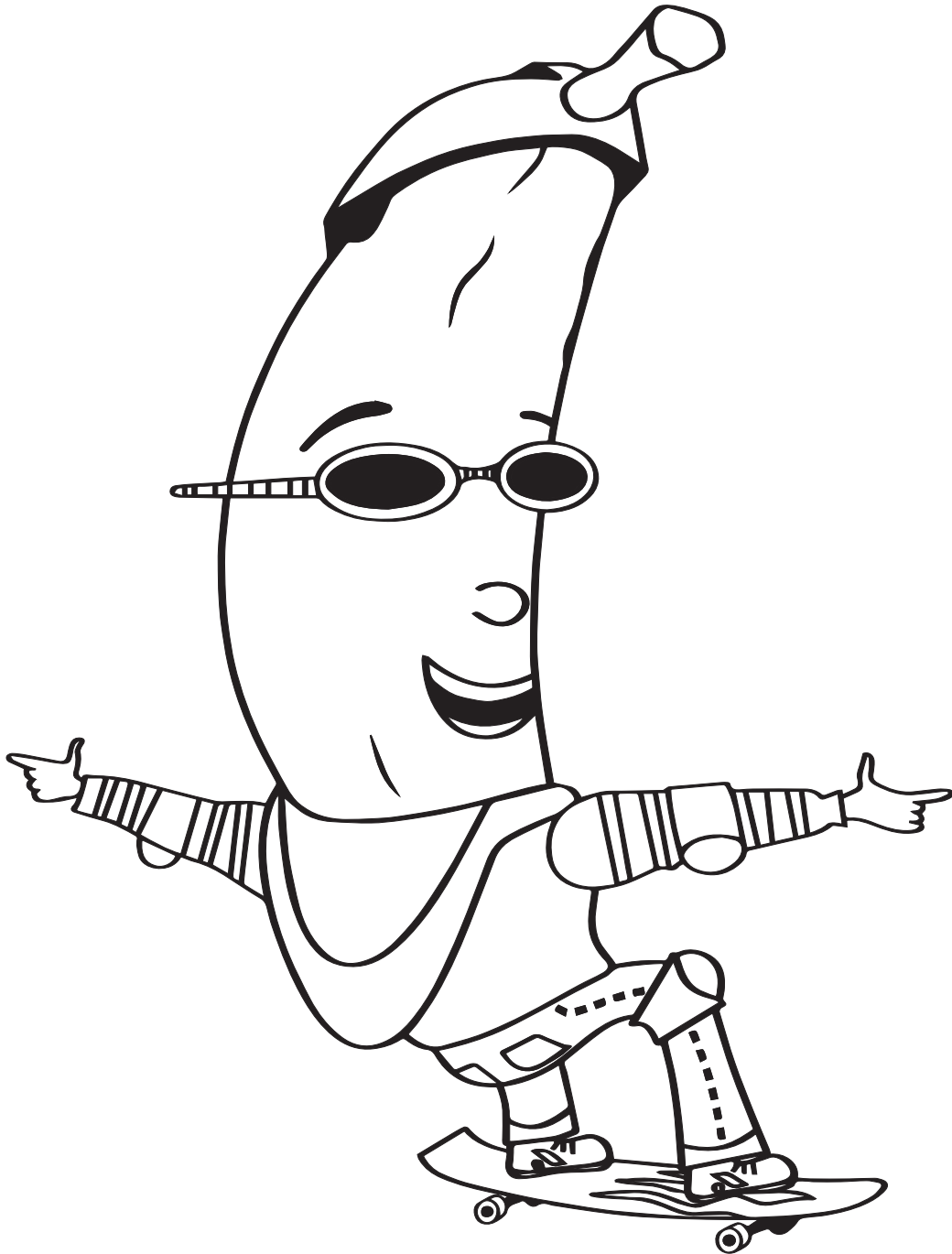
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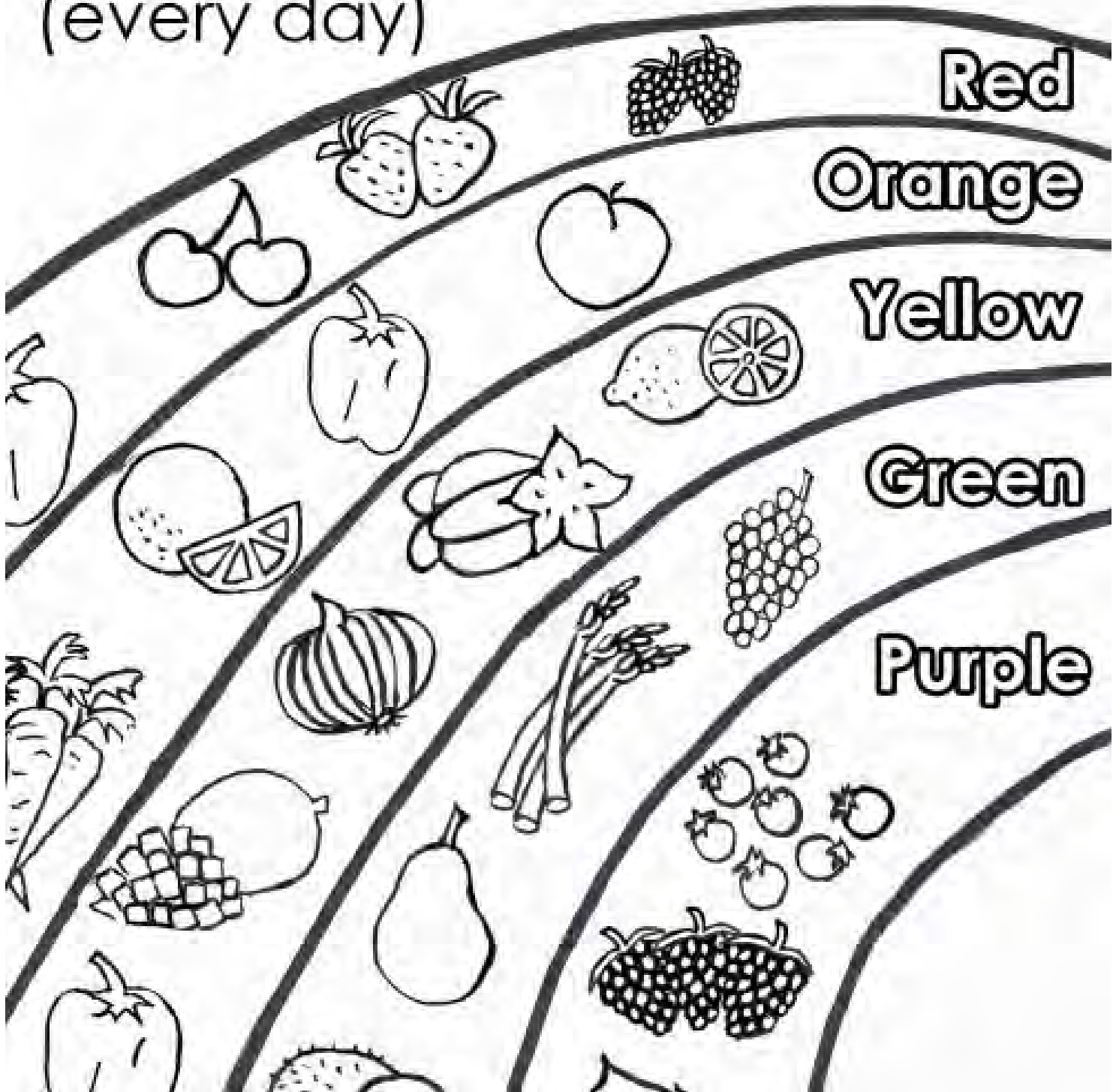
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BROOKE BROCCOLI

Eat a Rainbow!

(every day)





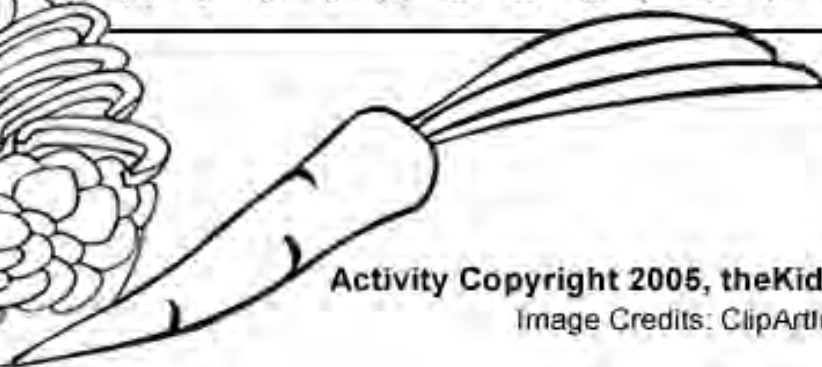
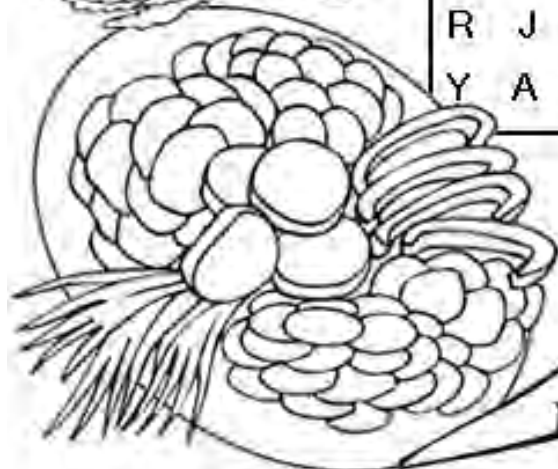
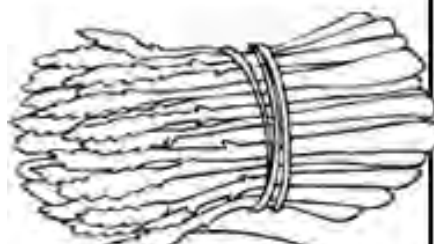
Vegetables Word Search

Search the puzzle for the words shown in the word list.
Circle each word that you find until you find all of the 24
vegetable-related words.

Word List

brussels sprouts	
potato	cucumber
pumpkin	lettuce
alfalfa	parsley
artichoke	pepper
asparagus	rhubarb
avocado	carrot
broccoli	radish
cabbage	beans
cauliflower	spinach
celery	zucchini
corn	yam
	pea

Y	A	M	B	R	O	C	C	O	L	I	R	B	A	G
C	A	U	L	I	F	L	O	W	E	R	D	Q	L	P
C	U	C	U	M	B	E	R	N	Z	T	T	C	F	A
Y	Y	N	S	P	I	N	A	C	H	S	J	O	A	R
Z	R	O	A	E	C	A	B	B	A	G	E	R	L	S
M	Z	O	R	A	D	I	S	H	M	V	B	N	F	L
K	A	A	S	P	A	R	A	G	U	S	G	X	A	E
R	F	A	Q	M	B	P	U	M	P	K	I	N	Y	Y
B	R	U	S	S	E	L	S	S	P	R	O	U	T	S
C	Q	O	P	N	A	L	E	T	T	U	C	E	L	M
E	K	G	O	S	N	A	R	T	I	C	H	O	K	E
L	O	U	T	I	S	R	H	U	B	A	R	B	D	T
E	B	F	A	L	Y	Z	U	C	C	H	I	N	I	H
R	J	V	T	C	A	R	R	O	T	T	N	E	F	F
Y	A	V	O	C	A	D	O	G	P	E	P	P	E	R



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Image Credits: ClipArtInc

ADDITIONAL RESOURCES

FUNDAMENTAL MOVEMENT SKILLS WITH FRANKY AND FRIENDS

A fundamental movement skills resource for pre-schoolers 3-5 years. This resource is available for download from this [link](#).

It provides games/activity ideas that include FMS skills.



JUMPING

with Franky the Frog

for pre-schoolers 3-5 years

DESCRIPTION

Jumping is the action of pushing off with both feet and landing with both feet. It can be divided into three parts – the take off, flight and landing.

POINTS TO REMEMBER

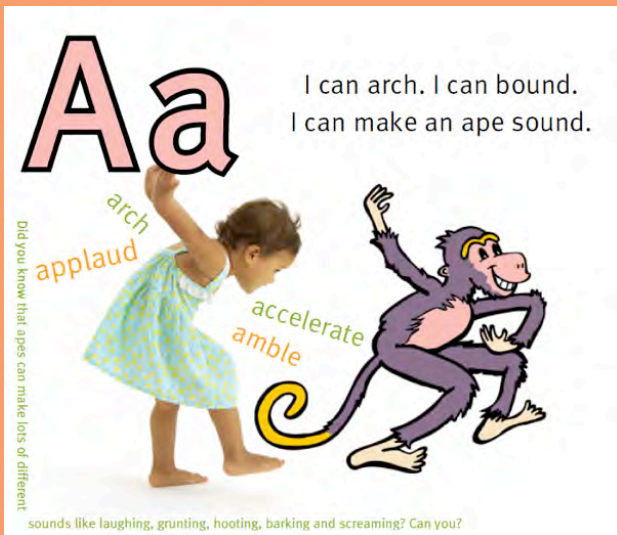
- Before starting the games take a few moments to go over the key teaching cues for jumping
- Start with the 'Who can jump like Franky the Frog?' activity, it's a good idea to practice jumping on the spot before trying other ideas like jumping forwards
- Try to identify the reasons as to why a child is having difficulty jumping, try breaking up the action into simpler parts. Work on single components such as arm swing, landing on two feet or bending knees
- In active play gather a small group of children at a time – first demonstrate the skill and then explicitly teach each component of jumping
- Don't forget to warm up and cool down
- Demonstrate the skill so that everyone can see
- Positive feedback is the key – have fun detecting and correcting!

TEACHING CUES

- 1 Put your feet next to each other and get ready to jump by bending your knees and getting down nice and low
- 2 Push your arms as far as you can behind you
- 3 Now swing your arms forward and reach for the stars and jump forward like Franky the frog
- 4 Land with both feet together

ACTIVE ALPHABET FOR TODDLERS

This Queensland Government activity resource is available for download from this [link](#).



FLASH CARDS

These resources contain a range of fruit and vegetables flash cards that you could use as a prop for a book, song or craft activity.

[Green flash cards >](#)

[Red flash cards >](#)

[Orange flash cards >](#)

[White and brown flash cards >](#)

[Purple flash cards >](#)

[Yellow flash cards >](#)



FRUIT AND VEGETABLE BINGO GAME

The instructions and resources for this game are available from this [link](#).

Including instructions, card and board templates



EAT A RAINBOW MEMORY GAME

The instructions and resources for this game are available from this [link](#).

Including instructions and card templates



NSW HEALTH MUNCH & MOVE HEALTHY EATING LEARNING EXPERIENCE RESOURCE

This Healthy Eating Learning Experiences Resource has been designed to provide early childhood educators with suggestions for a range of fun, innovative and developmentally appropriate learning experiences that can be included and incorporated into everyday routines, interactions and curriculum. The resource is available from this [link](#).



SOUTHERN NSW LOCAL HEALTH DISTRICT INTEGRATING HEALTHY EATING & CHILDREN'S LITERATURE RESOURCES

The *Munch & Move* program at Southern NSW Local Health District, in partnership with Country Bumpkins Early Learning Centre, have produced a series of tip cards for early childhood educators to help them explore nutrition themes in selected popular children's picture books. The resource is available for download from this [link](#).

INTEGRATING HEALTHY EATING & CHILDREN'S LITERATURE

Ideas to build & extend upon

Ten Red Apples

by Pat Hutchins

Ideas to build & extend upon

Ten Red Apples

by Pat Hutchins

Introducing the book

Hide a red apple in a bag. Insa the bag around all group time and allow each child to reach inside, feel the object, describe what they feel, and guess what it is. Accept all answers and state what each child has said. Unveil the apple - has anyone guessed correctly?!

Discussing the book

Who can you see on the cover? Where does this story take place? Why might you think that? Encourage children to try the line "Yoo-hoo, fiddle-dee-foo" with you. Will there be enough apples for all of them? How do you know?

The Apple Tree

Way up high in the apple tree
 (Stand up and reach high in the air)
 Ten little apples lined all row
 (Put index fingers to cheeks)
 I shook that tree as hard as I could
 (Shake tree with both hands)
 Down came the apples
 (Tap floor)
 My, they were good!
 (Rub tummies)

Use apples for transition

Use a small felt board, felt tree and 2 felt apples. Say, "One little apple, round and red, fell Asparagus on Aaron's head" as Aaron transitions to the next activity.

Apples in the home corner

Add a rolling pin, a pie dish, and an illustrated recipe card for making apple pie in the home corner. Add a branch decorated with red pom-poms for apples. What can you make?

Playdough (front image)

Roll playdough, large, small loaves and wands suggest an apple. What can you create? Add green playdough to the table the next day.

Painting apples

Add red, green and yellow paint to the corner for painting at the easel. Provide a bowl of apples for inspiration.

Investigating an apple

Cut an apple in half and place into two bowls. Cover one with sensor juice and have the other exposed to air. Predict what will happen to the apples. Leave them for half an hour. How are they different? Why is it important to keep food refrigerated?

Graphing our favourite apple

Provide different kinds of apples. Sit at the table with the children and involve them in selecting, slicing and eating the apples. What colours are they? How do they taste? Follow up by preparing a graph about the children's favourite apple.

With thanks to Annelie Carney & Country Bumpkins Early Learning Centre



Health
Western Sydney
Local Health District