

Distance Learning/Videoconferencing
at the



Making Healthy Choices



Distance Learning Study Guide

K – 2nd Grade



Making Healthy Choices
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Dear Educator:

We are scheduled for a *Making Healthy Choices* videoconference with your group. **You will need to do preparation prior to the program.** Here are the directions for downloading the materials list, templates, and study guide which can be found in the link below.

1. Go to the following link to download the study guide: http://www.puppet.org/pdf/DLSG_LittleNoodle.pdf
2. The materials list is the first thing in the study guide. **Each student needs all the materials listed for the program.**
3. **All templates** need to be traced onto **HEAVY** construction paper and cut out. **You may use any color you want. Please use two colors so the wings and body of the dragonfly will not be the same color.** If you plan to decorate with markers or crayons, a lighter color will work best for the wings.
4. **Please bring all pre-cut pieces and other materials to the program.** It is helpful if each student has an individual bag with their own puppet parts. You can use small paper lunch baggies or Ziploc baggies.
5. **Pass out all materials PRIOR to program start time.** This includes tape and glue. Please have **3** strips of tape about the size of a band-aid precut and ready for each student. You can pre-tear pieces and stick them to the sides of the table, OR stick them to yard sticks (just hold out yard stick and students can take a piece of tape from it—**teacher recommended!**).
6. We will lead all students through the puppet building steps and learning activities.
7. The program does not allow time for students to cut out materials.
 - The activities in the study guide are for you to use at your discretion as either pre or post activities. We will be doing different activities with the students during the program.
 - Please let us know if you have any questions about how to prepare.
 - If you have any technical questions, please contact us directly at (404) 881-5117.

Thank you!!!

The Distance Learning Team
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Videoconferencing Activity

Dragonfly Rod Puppet

Materials List

Each student will need all of the following items:

- 1 wing (template 1 of 2)
- 1 body (template 2 of 2)
- 2 jumbo craft sticks
- HEAVY construction paper to trace wing & body template (any color)
- Pencil (to trace templates onto HEAVY construction paper)
- Scissors (to pre-cut templates)**
- Glue stick**
- Tape**

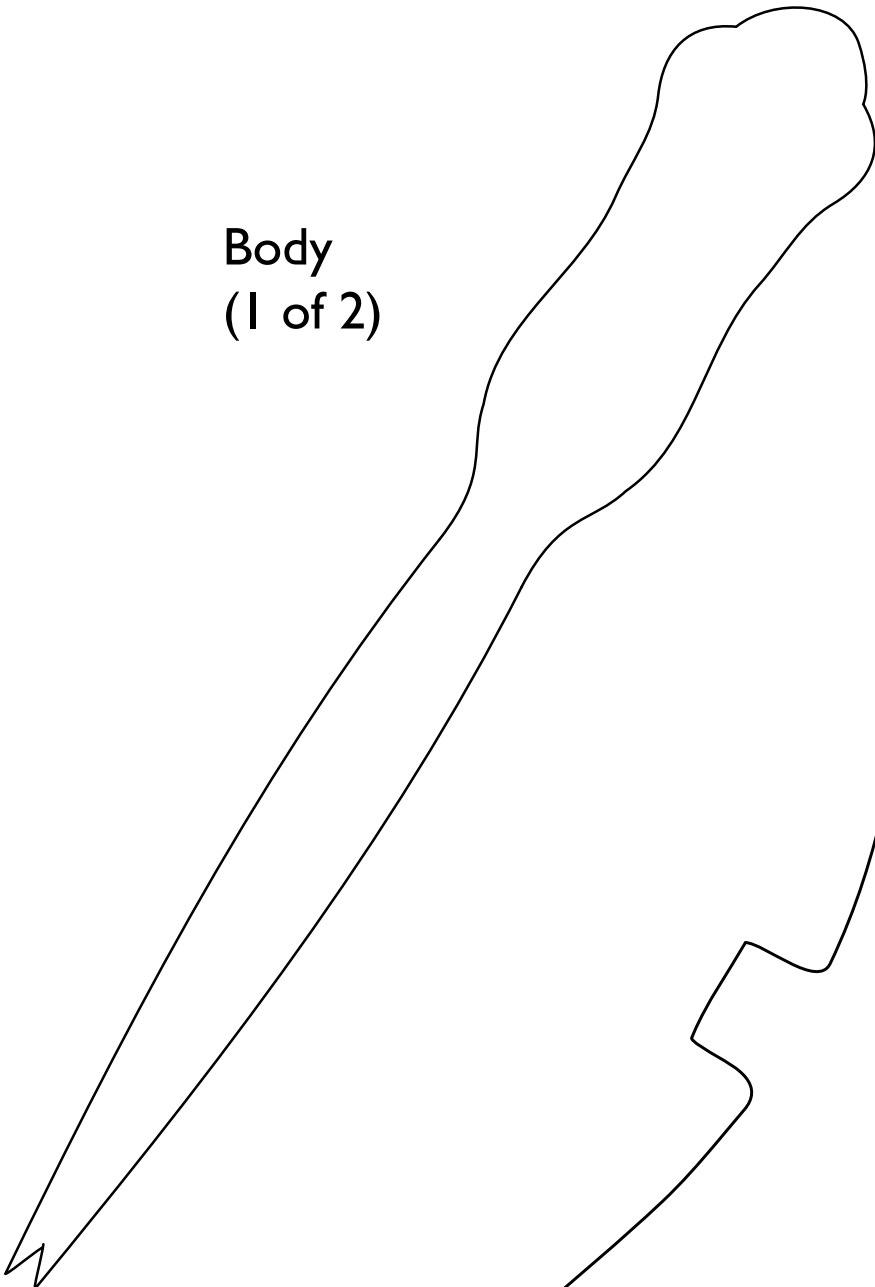
Templates **must be pre-cut before the program!

Pre-Program Instructions

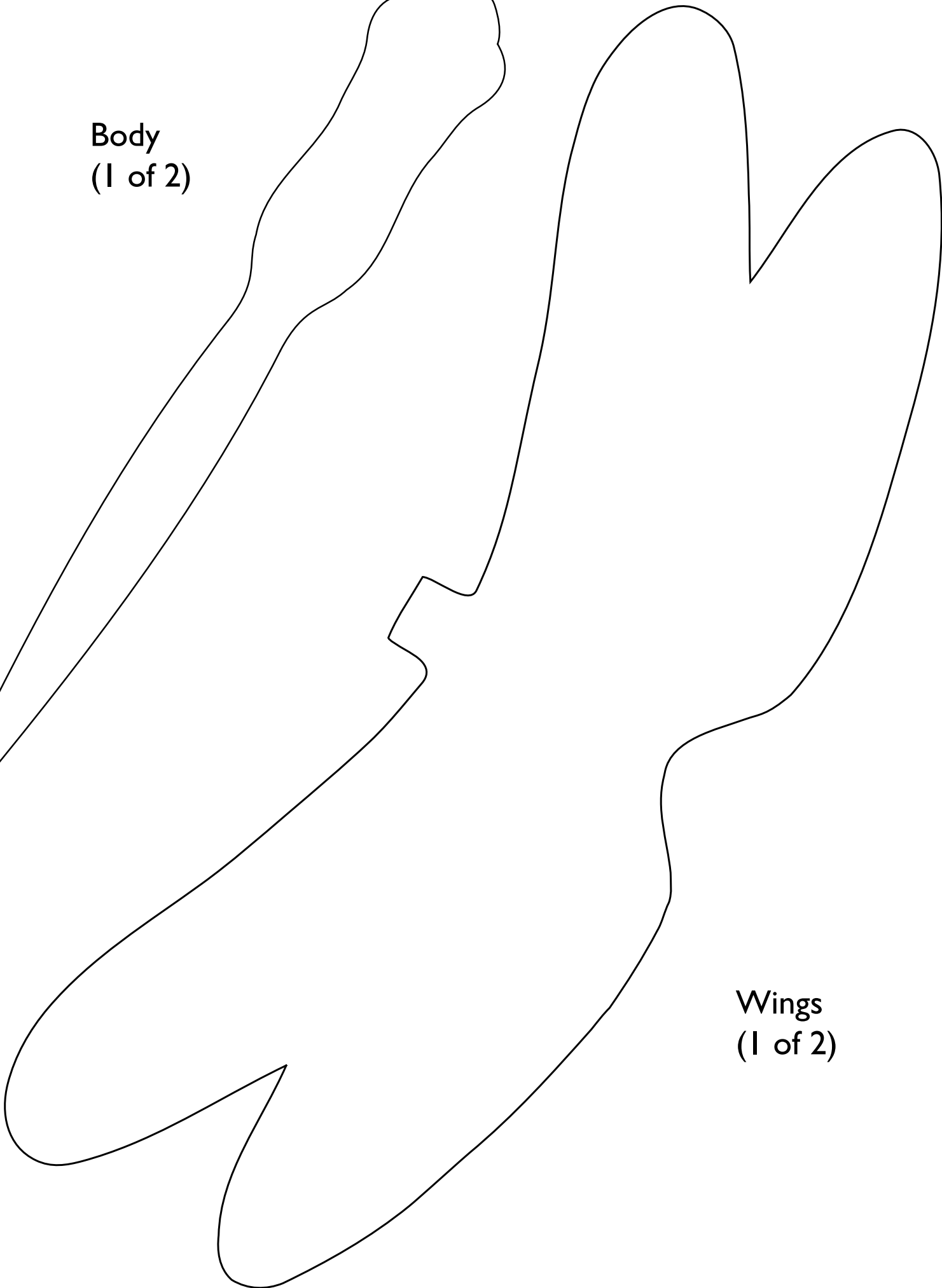
Please read carefully.

1. Prior to the program, trace templates onto HEAVY colored construction paper (any color is okay) and **cut out**.
2. Please trace wing designs template onto a different color than the body.
3. Bring all pre-cut templates and other materials to the site the day of the program. It is helpful if each student has an individual bag with their own puppet parts. You can use small paper lunch baggies or Ziploc baggies.
4. **Pass out all templates and materials to students PRIOR to program start time.** Students will **each** need 3 pieces of tape about the length of a band-aid. You can stick the tape to the sides of the tables where the students are working, or on a yard stick (easy to hold out for students to take the tape pieces- **teacher preferred method**).
5. Wait for the program to begin. We will lead students through all puppet building and learning activities.
6. **The program does not allow time for students to cut out materials.**
 - The activities in the study guide are for you to use at your discretion as either pre- or post-activities. We will be doing different activities with the students during the program.
 - Please let us know if you have any questions about how to prepare.
 - If you have any technical questions, please contact us directly at (404) 881-5117.

**Body
(1 of 2)**



**Wings
(1 of 2)**



Little Noodle, star of the Center's original stage production *Adventures of Little Noodle*, joins the Distance Learning Team as co-host for our program about healthy living, *Making Healthy Choices*. Little Noodle gets students movin' and grovin' through recorded segments that encourage movement, healthy decision making practices, and hands-on puppet building. Students will identify active vs. non-active play and participate in physical activities as they learn about the food pyramid and basic nutrition. Students will make and operate their very own Dazzle Dragonfly rod puppet—just like Little Noodle!

Little Unknown Facts about Little Noodle

- Little Noodle was designed by Jason von Hinezmeyer, the Center's Resident Puppet Designer/Builder.
- Small control rods (painted black) extend from the character's head, elbows and feet. The puppeteers manipulate these rods in order to make the puppet walk, talk, sing, and gesture.
- You will notice that the puppet seems to glow in the dark. That is because the entire show is performed under ultraviolet light (black light). The puppets and set pieces in the stage production were been painted with a special type of fluorescent paint that is brighter than normal.
- The puppeteers are dressed entirely in black from head to toe so that they seem to disappear into the darkness. Meanwhile, the fluorescent colors glow vividly under ultraviolet lights creating a magical, dreamlike effect on stage.



National Curriculum Standards met during live videoconference

Please go to www.educationworld.com for a complete list of national standards.

Health

[NPH-H.K-4.3](#) Reducing Health Risks

[NPH-H.K-4.6](#) Setting Goals for Good Health

[NPH-H.K-4.7](#) Health Advocacy

NAPSE

[NPH.K-12.1](#) Movement Forms

[NPH.K-12.2](#) Movement Concepts

[NPH.K-12.3](#) Physical Activity

[NPH.K-12.5](#) Responsible Behavior

[NPH.K-12.6](#) Respect for Others

[NPH.K-12.7](#) Understanding Challenge

Fine Arts/Visual Arts

[NA-VA.K-4.1](#) Understanding and applying media techniques, and processes

[NA-VA.K-4.2](#) Using knowledge of structures and functions

[NA-VA.K-4.3](#) Choosing and evaluating a range of subject matter, symbols, and ideas

[NA-VA.K-4.5](#) Reflecting upon and assessing the characteristics and merits of their work and the work of others

[NA-VA.K-4.6](#) Making connections between visual arts and other disciplines

Technology

[NT.K-12.1](#) Basic operations and concepts

[NT.K-12.2](#) Social, ethical, and human issues

[NT.K-12.3](#) Technology productivity tools

[NT.K-12.4](#) Technology communication tools

[NT.K-12.5](#) Technology research tools

[NT.K-12.6](#) Technology problem-solving and decision-making tools

Learning Activities

Build a Nutritious Meal Collage Activity

Kindergarten National Curriculum Standards:

NPH-H.K-4.2 Health Information, Products, and Services

NPH-H.K-4.7 Health Advocacy

Objective: Students will create collages containing images of nutritious food from grocery store advertisements and glue them to a paper plate representing a meal made up of healthy food choices.

Materials: MyPlate chart (available at <http://www.choosemyplate.gov>), paper plates (one per student), grocery store newspaper advertisements containing pictures of a variety of foods, scissors, glue.

Procedure:

1. Review MyPlate with students.
2. Distribute paper plates, grocery store advertisements, scissors and glue to students.
3. Ask students to cut out representations of food from the different food groups to include in one meal.
Have students glue their choices to a paper plate.
4. Ask each student to explain why they chose the foods they did.

Assessment: Collect student work for review. Check to see if students followed MyPlate and remediate as necessary. Display work on a classroom bulletin board display.



Eating Healthy Choices Activity Based on *Finn Cooks*

1st grade National Curriculum Standards:

NPH-H.K-4.6 Setting Goals for Good Health

NL-ENG.K-12.1 Reading for Perspective

NL-ENG.K-12.7 Evaluating Data

NL-ENG.K-12.12 Applying Language Skills

Objective: Students will listen to the book *Finn Cooks* by Birte Mueller. Students will participate in making snack choices by selecting from a variety of healthy and non-healthy snacks. Students will make a fruit salad to share as a classroom healthy snack.

Materials: Copy of the book *Finn Cooks* by Birte Muelle; large mixing bowl, small bowls, spoons, knife, an assortment of healthy snacks such as: apples, peanut butter, bananas, seedless grapes, seedless watermelon, carrot sticks, pretzels, etc.; an assortment of non-healthy snack items such as Skittles, Starburst (or another fruit flavored candy), cookies, Doritos, snack cakes, etc.

Procedure:

1. Place healthy and non-healthy snacks on a table.
2. Read the book *Finn Cooks* to your students. Discuss the book. Ask students the following questions. Why did Finn have a stomach ache? What made him feel better? Have you ever eaten too much of something?
3. Next, ask students to look at the snacks on the table. With each snack, have students identify if the food is a healthy snack by voting “yes” or “no.”
4. Next, ask students to explain why an apple is a better snack than Doritos (choose any healthy & non-healthy snack to compare).
5. Ask students to bring in a fruit the next day to create a fruit salad for a healthy classroom snack.
6. Teachers will need to peel and slice fruit. (Bananas may need lemon juice squeezed on them to prevent browning.)
7. Divide students into small groups. Give each group a set of bowls containing the sliced fruit that will go into the salad, a mixing bowl, a mixing spoon, and one small spoon for each student.
8. Have students add the fruit and mix it all together.
9. Ask one student to serve each person in the group a bowl of fruit salad.
10. Enjoy!

Assessment: Observe students to make sure they are participating in the activity. Keep a copy *Finn Cooks* on the class bookshelf for independent reading time.

Create an Obstacle Course for Fitness Health

Kindergarten - 2nd grade National Standards:

NPH-H.K-4.2 Health Information, Products and Services

NPH-H.K-4.3 Reducing Health Risks

H.K-12.1 Movement Forms

NPH.K-12.2 Movement Concepts

NPH.K-12.3 Physical Activity

NPH.K-12.4 Physical Fitness

NPH.K-12.5 Responsible Behavior

NPH.K-12.6 Respect for Others

NPH.K-12.7 Understanding Challenge

Objective: Students will learn first-hand the difference between a resting and active heart rate by creating and participating in an obstacle course.

Materials: One copy per child of *Your Pulse and Your Target Heart Rate*, which can be found at the following address: <http://www.cchs.net/health/health-info/docs/0900/0984.asp?index=5508heartrates>. An open space (outside or a gym), jump ropes, cones, playground equipment, hula hoops, etc.

Procedure:

1. Explain to the students that part of living a healthy lifestyle is to stay active and have a healthy heart. Pass out a copy of *Your Pulse and Your Target Heart Rate* and go over it with the students. Discuss with students the difference between a resting heart rate and an active heart rate.
2. Have students find their pulse and record their heart rate on the worksheet.
3. Tell the students that they will help to create an obstacle course of their own and move through it.
4. Brainstorm with the students different ideas for each “station” of the obstacle course (stretch station, jumping jacks, jump roping, plot out a path on the playground equipment, etc.).
5. Have students decide which “stations” to use and where they should be placed.
6. Review each station with the students before the fun begins.
7. Have each student move through the obstacle course from beginning to end.

Example: Students start out by doing 10 jumping jacks, then run to the next station and do 10 sit-ups, then move to the next station and pick up a jump rope and do 10 jumps. Have students do an army crawl to the next station which has hula hoops set out two by two. Students will run through the hula hoops making sure to keep one foot in each hoop at a time.

8. Have students check their pulse and calculate their active rate.

Assessment: Have students compare their resting and active pulse rate. Which one was higher or lower?

Check your pulse: $\frac{\text{_____}}{\text{(beats in 10 seconds)}} \times 6 = \frac{\text{_____}}{\text{(your pulse)}}$

What is a normal pulse?	
Age Group	Normal Heart Rate at Rest
Children (ages 6-15)	70-100 beats per minute

Other Resources

Bibliography

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- Berg, Frances M. *Children and Teens Afraid to Eat: Helping Youth in Today's Weight-Obsessed World*. Healthy Weight Network, 2001.
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- Storper, Barbara. *Janey Junkfood's Fresh Adventure!* FoodPlay Productions, 2008.
- Thomas, Pat. *My Amazing Body: A First Look at Health and Fitness*. Barron's Educational Series, 2001.
- West, Linda T. *Too Much*. Little Britches Children's Books, 2008.

Other Resources

Websites to Explore

<http://www.choosemyplate.gov/>

One size doesn't fit all. ChooseMyPlate.gov offers personalized eating plans and interactive tools to help you plan and assess your food choices based on the Dietary Guidelines for Americans.

<http://www.lifeinitaly.com/food/pasta-history.asp>

Learn about the history of pasta at www.lifeinitaly.com.

<http://www.ific.org/>

International Food Information Council has the latest in food safety and nutrition information.

<http://www.eatright.org/>

The American Dietetic Association is the world's largest organization of food and nutrition professionals. ADA is committed to improving the nation's health and advancing the profession of dietetics through research, education and advocacy.

<http://www.produceforkids.org/>

Produce for Kids is a marketing organization that works with the produce industry and grocery stores to promote healthy eating for kids.

<http://www.healthykidschallenge.com/>

The Healthy Kids Challenge promotes healthy eating and physical activity solutions for kids.

<http://www.nutritionexplorations.org/kids/nutrition-pyramid.asp>

Enjoy an interactive experience with the food pyramid at www.nutritionexplorations.org.

<http://www.mermaidtheatre.ns.ca/repertory/index.shtml>

Watch video clips of *The Very Hungry Caterpillar*, *Little Cloud* and *The Mixed-up Chameleon* by award-winning children's book illustrator and writer, Eric Carle, retold on stage with puppets in black light by Mermaid Theatre of Nova Scotia.

http://pediatrics.about.com/od/exerciseandfitness/a/0608_exrcs_ftns.htm

Find good suggestions for youth exercise and fitness at the website.

<http://www.keenusa.org/>

KEEN (Kids Enjoy Exercise Now) is a nonprofit volunteer-led organization that provides one-to-one recreational opportunities for children and young adults with mental and physical disabilities at no cost to their families and caregivers.

[http://active.com/active-family/Articles/How to Get Your Kids to Exercise.htm](http://active.com/active-family/Articles/How_to_Get_Your_Kids_to_Exercise.htm)

Read the article *How to Get Your Kids to Exercise* by Amy Bertrand.

<http://parenting.kaboose.com/behavior/bodyimage.html>

Read the article *Boost Your Child's Body Image* by Leigh Felesky.

<http://www.healthyweight.net>

The Healthy Weight Network is your connection to research and information on obesity, eating disorders, weight loss, and healthy living at any size. Guidelines you can use today!

***Some of the websites listed above may have outdated information due to the recent change in the USDA's food guidelines. Study guides will be updated as soon as the information becomes available.**

CENTER FOR PUPPETRY Arts®

The Center for Puppetry Arts is supported in part by:



The Center for Puppetry Arts® is a unique cultural treasure - a magical place where children and adults are educated, enlightened, and entertained. Since 1978, the Center has introduced millions of visitors to the wonder and art of puppetry and has touched the lives of many through enchanting performances, curriculum-based workshops, and the hands-on Museum as well as Distance Learning and Outreach Programs. Center for Puppetry Arts® is a non-profit, 501(c)(3) organization and is supported in part by contributions from corporations, foundations, government agencies, and individuals. Major funding for the Center is provided by the Fulton County Board of Commissioners under the guidance of the Fulton County Arts Council. Major support is provided by the City of Atlanta Office of Cultural Affairs. This program is supported in part by the Georgia Council for the Arts (GCA) through the appropriations from the Georgia General Assembly. GCA also receives support from its partner agency, the National Endowment for the Arts. The Center is a participant in the New Generations Program, funded by Doris Duke Charitable Foundation/The Andrew W. Mellon Foundation and administered by Theatre Communications Group, the national organization for the American theatre. The Center is a Member of TCG. The Center also serves as headquarters of UNIMA-USA, the American branch of Union Internationale de la Marionnette, the international puppetry organization.

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