A close-up photograph of a hand holding a glass hourglass. The hourglass is positioned vertically, and a stream of fine, light-brown sand is falling from the upper bulb into the lower bulb. The background is softly blurred, showing a wooden surface and a dark, flat object, possibly a tablet or book. The overall lighting is warm and natural.

Screen Time Reduction

Early Childhood
Facilitator Guide

Table of Contents

Introduction.....	1
Lesson 1: The Scoop on Screens.....	6
Lesson 2: Unplugged Play.....	11
Lesson 3: Get Moving, Get Grooving.....	17
Lesson 4: Moving our Minds by Reading.....	22
Lesson 5: The Screen-Free Challenge.....	27
Lesson 6: No More Couch Potatoes!.....	32
Appendix A: Common Screen Devices	
Appendix B: Activity Picture Cards	
Appendix C: Too Much Screen Time Poems	
Appendix D: I Spy or Scavenger Hunt Checklist	
Appendix E: Family Activity Plan Worksheet	
Appendix F: Potato Sprouting Gardening Activity	
Appendix G: Timekeeping Activities	
Appendix H: Class Book	
Appendix I: Bookmark	
Appendix J: Unplugged Play Idea Grid	
Appendix K: Placemat	
Appendix L: “No Screens” Sign Template	
Appendix M: Screen-Free Challenge Log	

Table of Contents

Appendix N: Screen-Free Challenge Countdown Posts

Appendix O: Award Certificate

Appendix P: Couch Potato Worksheet

Appendix Q: Potato Head

Appendix R: Potato Snack Preparation

Appendix S: Family Communication



Early Childhood Screen Time Reduction

Facilitator Guide

Dear Child Care Providers,

The MSU Extension Nutrition and Physical Activity team is committed to enhancing the physical health and healthy literacy of children aged 2-5 and reducing future rates of obesity and chronic disease. Our goal is to deliver clear, consistent messaging that aligns with evidence-based best practices, meaning we promote teaching strategies that are supported by research and commonly used by experienced educators because they help participants learn, stay engaged, and apply learning. As part of this, we have outlined six lessons to support both home-based and center-based child care providers by equipping them with the confidence and resources to intentionally teach young children about the importance of reducing screen time for their health.

This guide was informed by a review of evidence-based early childhood screen reduction resources, including *Fit 5 Kids: Reduction of TV Viewing Preschool Curriculum* (Sherwood NA, Russo TJ, Dennison BA. *Fit 5 Kids: Reduction of TV Viewing Preschool Curriculum*. New York: New York State Department of Health; 2004), from which many activities have been adapted with permission. Participation in such programs was associated with reduced screen time by young children (Dennison BA, Russo TJ, Burdick PA, Jenkins PL. *An intervention to reduce television viewing by preschool children*. *Arch Pediatr Adolesc Med*. Feb 2004;158:170-6). This guide addresses all forms of sedentary screen time and aligns with preschool health education best practices through six lessons, extension activities, and family communication supports.

Rationale for Intentionally Targeting Screen Time Usage Among 2- to- 5-year-olds

The Physical Activity Guidelines for Americans emphasizes that movement for preschool-aged children should be integrated throughout the day. Movement can take place through both active free play and structured, child- or adult-led activities. **3-to-5-year-olds should get about 3 hours of physical activity each day**, including both light activity and more energetic play. This recommendation is higher than those for any other age group, highlighting how much young children’s growing bodies and minds need movement.

Conversely, sedentary behavior, meaning low-energy behavior such as sitting or lying down while awake, does not provide the same benefits to children’s growth and development. Screen time (including TV and other device-viewing) is a particularly common and detrimental form of sedentary behavior among children. Excessive screen time negatively affects children’s physical health and development, as well as social-emotional growth, even more than other types of sedentary activity such as reading. The World Health Organization (WHO) recommends that sedentary screen time should be limited to no more than 1 hour for toddlers and children under 5 — and less is better! Yet, recent data shows that only one in three children between the ages of 2-5 meet these screen time guidelines.

Policies and practices in child care programs can help limit children’s sedentary screen time, but behaviors at home also matter. To compliment best practices in programs, early screen time and health literacy can be deliberately emphasized. Learning the importance of limiting screen time sets children on the road to understanding the why and how of their own long-term health as early as possible.

Know Your Audience — and Yourself

As you guide participants through activities, remember that everyone has unique abilities and potential barriers. The reasons behind some children’s high exposure to screen time vary, may be complex, and may make children and families feel sensitive to what they feel are criticisms. Parents have reported feeling guilt regarding screen time when they understand that less is better, but feel unable to limit it for their

children due to other circumstances. Empathy in understanding underlying issues and feelings can go a long way in avoiding stigmatizing and alienating families.

Adjusting discussions and activities based on children's needs — and giving them space to express those needs — is essential to helping them and their families feel physically and emotionally safe. It is also essential in helping children and families recognize barriers and potential strategies to overcome them.

Encourage children to participate while modeling respect and avoiding pressure. Watch for hesitancy and use language that communicates that they have freedom in making choices for their bodies. Emphasize that if one alternative to sedentary screen time is hard due to physical, cognitive, sensory, economic, or other barriers, it is perfectly fine to build other strategies...one step at a time!

Structure of Each Facilitator Lesson

To help make the lessons engaging and relatable, we have structured each one to be both informative and interactive. This structure ensures the material is presented in a way that is accessible, functional, and directly tied to participants' daily lives.

Here is a breakdown of the key sections of each lesson:



Key Teaching Point: The central message or concept that participants should learn and remember. This sets the foundation for the lesson.



Materials: Recommended supplies such as visual aids and physical activity props to support lesson concepts and enhance learning.



The Hook: A way to grab participants' attention right at the start. This could be a question, an interesting fact, or a relatable scenario that sparks curiosity about the lesson.

(continued on next page)



Why This Matters: This section connects the key teaching point to participants' lives by explaining why the topic is relevant and how it can impact their health and well-being. It answers the question, "Why should I care?" in a way that they can understand.



Check Your Knowledge/Participant Voice: In this section, we encourage active participation by prompting questions or discussions. This allows participants to reflect on what they already know and share their thoughts, making the lesson more engaging.



Get Moving Your Way: Here, we provide practical examples or activities that show how the lesson's key points apply in real life. The aim is to show participants how to integrate the information into their daily routines in a functional and meaningful way.



Try It: This is where participants get the chance to practice what they've learned through hands-on activities. The Try It section includes functional activities that can be done individually or with a group, reinforcing the lesson's key message.



Wrap-Up: The final section ties everything together. It reinforces the key points of the lesson, provides a call to action, and gives participants something to think about or apply in the future.

By structuring the lessons this way, we aim to make each one relatable, achievable, and actionable. Our goal is not just to educate but to inspire participants to take practical steps toward improving their health and screen-use habits. This structure also keeps the lessons dynamic and ensures that participants are actively engaged throughout.

Lessons Summary

These lessons introduce young children to basic screen time concepts in ways that are age-appropriate, engaging, and inclusive. Each lesson

- ...is designed to promote health literacy, body awareness, and healthy habits through movement, storytelling, and play.
- ...can be done as whole group, small group, or activity stations.
- ...has a variety of activities to choose from. You can do one or two in a single day, or space them out over the course of a week.
- ...includes appendices for extended learning resources for teachers and outreach to parents.

Lesson 1: Screen Time Introduction – “The Scoop on Screens”

- Teaches what sedentary screen time is and how to recognize its effects on our bodies.
- Promotes making choices that build healthy habits in areas of physical fitness, nutrition, and sleep.

Lesson 2: Alternatives to Screen Time – “Unplugged Play”

- Introduces multiple alternatives to screen time.
- Covers some barriers to alternative activities and how to overcome them, guiding children on how to verbalize making healthy choices.

Lesson 3: Physical Activity – “Get Moving, Get Grooving”

- Focuses on moving our bodies as a healthy alternative to screen time.
- Activities are moderate to vigorous intensity and focus on muscular and cardio strength and endurance, as well as flexibility.

Lesson 4: Reading – “Moving our Minds by Reading”

- Highlights literacy activities as healthy alternatives to screen time.
- Activities center on showing how reading can be more than just sitting and can be engaging for readers of all levels and interests.

Lesson 5: No Screen Time Week – “The Screen-Free Challenge”

- Introduces the idea of children going screen-free for a week.
- Helps children prepare for monitoring their screen viewing and participating in alternative activities.

Lesson 6: Celebration – “No More Couch Potatoes!”

- Celebrates the end of the Screen-Free Challenge with a party focused on children’s learning and accomplishments.



Screen Time Reduction

Facilitator Guide

Lesson 1: The Scoop on Screens



Key teaching point

Our bodies and minds are made to move, and sitting too much is not good for them. Sitting and looking at a screen on a phone, tablet, TV, or other device is especially bad for us. We can learn healthy habits and practice fun activities that keep our bodies and minds moving.



Materials

- Models or pictures of common screen devices (Appendix A)
 - Activity picture cards (Appendix B)
 - The book *The Berenstain Bears and Too Much TV* by Stan and Jan Berenstain (hard copy or recorded read aloud)
 - Music player with choice of music
 - Stickers or stamps for participation
-

Lesson 1, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion. Say: “Our bodies are made to move. Our eyes, fingers, arms, legs...all of us are made to stretch, bend, lift, run, jump, see, smell, and more. Let’s try some of these movements!” Lead children in moving fingers, toes, wrists, eyes, etc. by calling out body parts and modeling movement. You could also ask for a child volunteer to model the movements. End by sitting and stretching to reach knees or toes, or anything in between, as far as participants are comfortable reaching. Ask: “How does your body feel doing those movements?”

Say: “Some times people do not move enough. Sitting for a long time watching shows, songs, or videos on screen devices is one thing that stops our bodies from moving. Today, we are going to think of ways to not watch screens for so long. We call this *limiting our screen time.*”

Encourage the children to look around. Can they point out some screens in the classroom? If not, show some model devices, or use the pictures (Appendix A) as examples of common screens. Invite children to raise their hands if they use these screen devices, or encourage them to share if they use others.



Why this matters

We are surrounded by screens, and it is easy to use them every time we are bored or want to see something we like. But sitting and looking at screens too much can be very bad for our minds and bodies. Our minds and bodies need to move to practice skills or try new things so that we can:

- Learn
- Grow in both body and mind
- Get healthier and stronger muscles, bones, and hearts
- Be able to play with and pay attention to the world around us

Lesson 1, continued



Check your knowledge/Participant voice

Read or play a read aloud of *The Berenstain Bears and Too Much TV* by Stan and Jan Berenstain. Discuss, emphasizing the following:

- The bears were not doing other activities such as playing outdoors or talking to each other. They just went straight to the TV.
- When the bears stopped watching TV so much, they rode their bikes, read, enjoyed the stars, went on a walk, went shopping together, did homework, and enjoyed each others' company more.
- At the end of the story, the bears learned to limit watching TV. They could still enjoy watching, but left time for other things, too. They felt better doing that.

Ask: “How does your body feel after sitting and watching screens for a long time (e.g. stiff, eyes tired)? How does your mind feel (e.g. tired, confused, ”zombie-like”)? How is your mood/behavior (e.g. grumpy, fight with the person who turned off the screen, cry)?” Encourage each child to share.

Ask: “How do you feel after playing actively or reading?” Compare and contrast children’s responses.



Get moving your way!

Point out to the children that some things make it difficult for people to stop using screens. Examples of barriers are:

- feeling bored
- not having someone to play with
- not being able to go outside without an adult or due to the weather
- not knowing what to play
- needing a device for special needs
- everyone else around you is watching a screen

Lesson 1, continued



Get moving your way! (continued)

We can overcome these barriers with the following tips:

- only use screens when you have to, to get tasks done
 - make a list and plan other activities to do
 - talk to your family and friends about what you can do together
 - set a timer for 1 hour or less to mark how long you can watch a screen each day for relaxation time
 - Put on songs or videos that you can dance or move to
-



Try it

Introduce one or more of the following activities to small groups, the whole group, or as activity stations on the same day or over the course of a week:

- **Simon Says:** Get moving with a game of Simon Says. Call out healthy alternatives to screen time prefixed by “Simon says” (e.g. “Simon says wiggle your body,” “Simon says read a book”). Call out screen time activities without adding “Simon says” (e.g. “Watch TV,” “Watch songs on online”).
- **Memory/Matching Game:** Use activity picture cards (Appendix B) to create sorting cards. Use these in a matching game by leaving them face up and having children make matched pairs, naming the activities shown as they do this. Pairs of unhealthy habits can go into one pile/bin, and pairs of healthy habits into another. You can turn this into a memory/concentration game for additional challenge by flipping the cards face down and mixing them up. Participants then flip over two cards at a time. They should name the activities shown on the cards, and if the pictures match, they can place them in corresponding healthy or unhealthy piles/bins. If they do not match, the cards should be flipped back over and returned to their places. The next participant should flip over two more cards. Repeat until all cards have been paired. You can differentiate challenge level by adding more or fewer pairings.

Lesson 1, continued



Try it (continued)

- **Movement Celebration Dance:** Dance to music, but when it is turned off freeze in fun poses. Any song can be used, but examples are *Let's Move* by Jack Hartmann, *Screen Time Song* by Crown Harmony Kids, or other preschool movement songs.
-



Wrap-Up / Takeaway Message

If directly after doing vigorous activity, help the children cool down by leading them in gentle stretching and breathing exercises (“balloon breathing,” or slowly breathing through the nose and inflating your belly or chest like a balloon, then slowly letting the air out again through the mouth). Encourage children to drink water if they need. Tell them that cooling down and drinking water are important parts of keeping our minds and bodies active.

Settle back into a circle time discussion. Ask, “What can you do today instead of viewing shows or songs on a screen?” Allow each child opportunity to contribute. Work each contribution into the song “Screens Off” (to the tune of “The Wheels on the Bus). For example:

The buttons on the screens goes off-off-off, off-off-off, off-off-off

The buttons on the screens goes off-off-off, all week long.

The children with no screens can hula hoop, hula hoop, hula hoop,

The children with no screens can hula hoop, all week long.

Create more verses based on children’s ideas from now or from throughout the lesson, inviting them to sing with you.

Give each child a stamp or sticker for their participation!

Send home the corresponding Family Letter on pages 87-88.





Screen Time Reduction

Facilitator Guide

Lesson 2: Unplugged Play



Key teaching point

There are many things that we can do to stay occupied or relax other than view screens. We can choose to do healthier activities, and even encourage others to make healthier choices, too!



Materials

- Poem(s) about screen time (Appendix C)
 - Flip chart paper and marker
 - I Spy/Scavenger hunt checklist (Appendix D)
 - Family Fun Plan worksheet (Appendix E)
 - Potato planting gardening activity (Appendix F) supplies
 - Timekeeping activity (clock or hourglass) (Appendix G) supplies
 - Stickers or stamps for participation
-

Lesson 2, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion: Say, “I am going to read a poem to you. It tells about a child who spends too much time sitting and viewing a screen. Then we can talk about what the child felt, and how we alsooves, feel sitting and watching too much.”

Read one of the poems from Appendix C.

Invite the children to share how the poem made them feel. Ask: “How do you think the boy in the poem felt? What happened to his mind? What happened to his body? What happened with his friends/family?”

Say, “We can choose to do other activities that help us feel better instead. That is why today we are going to focus on making other fun plans for play time.”



Why this matters

It can be hard to put away our screens if we cannot think of other things to do — even for adults! We can help ourselves and our families by making a plan of other things to do.

It might feel hard at first. We might miss watching something we like, or feel tired and just want to relax while watching. But once we get our bodies and minds used to doing other things, we’ll actually feel much better! We will learn more, and better. We will have stronger bodies and hearts. We will know how to run faster, jump farther, build better buildings, draw and paint better art, and much more.

Lesson 2, continued



Check your knowledge/Participant voice

Ask, “Can you all help me make a list of fun, healthy activities?” Give each child opportunities to contribute. To add movement, this can be turned into charades; children can act out a favorite activity, and the group can have three chances to guess what that activity is. Some ideas maybe be:

- Outdoor games such as climbing, tag, ball, finding bugs with a magnifying glass, picnicking, digging in sand/mud/snow, etc.
- Indoor games such as puzzles, coloring, blocks, board games, building a fort, yoga/stretching, make-believe, etc.
- Gardening
- Reading
- Helping with chores such as setting and clearing the table, sweeping, wiping or dusting, doing the dishes, sorting or folding the laundry, walking the dog, raking leaves, shoveling snow, etc.
- Dancing
- Preparing healthy snacks

For other ideas or visual prompts, you may use the activity cards from Appendix B.

Reinforce, praise, or redirect children’s answers as needed. Write their ideas in large print on a flip chart paper. Leave the generated list up for use in later activities.



Get moving your way!

Remind children that some things make it difficult for people to put away their screens. Barriers may be:

- feeling bored or tired
- weather not good for outdoor play
- friends and family are busy
- not realizing how much time has passed while using a device
- not wanting to miss a favorite show, song, or game

Lesson 2, continued



Get moving your way!

We can overcome these barriers with the following tips:

- make a list of lots of different things you can do:
 - indoors or outdoors
 - alone or with others
 - just for fun or helping around the house
- set a time limit and use a timer for screen viewing
- give other people in the family fun ideas, too
- When someone wants us to watch something on a screen, we can practice saying things like:
 - “No, thank you, I’d rather play...”
 - “Can we try _____ instead?”
 - “We should turn it off now. I’ve been on long enough!”

[Invite the children to practice saying these sentences with you.]



Try it

Introduce one or more of the following activities to small groups, the whole group, or as activity stations on the same day or over the course of a week:

- **I Spy or Scavenger Hunt:** Challenge children to find a list of items or activities that they can do as alternatives to screen time. Use the checklist (Appendix D) to get children moving as they find the items on the list. You can call this out in an I Spy game, saying “I spy, with my little eye...” and give all of the children time (assisting as needed) to go stand beside something that fits the description. Alternatively, you could make this a scavenger hunt by giving each child or pair of children a checklist and allowing them to find items/activities and check them off independently (helping where needed for reading and locating items). You may also add items to the list to fit your environment or groups’ interests.

Lesson 2, continued



Try it (continued)

- **Family Plan:** Give each child a Family Activity Sheet (Appendix E). On the first page, direct children to cross out every device, and instead circle some of the activities they would like to try. If children have more ideas, they may draw them in the grid on the other side of the page.
 - **Potato Planting:** Gardening is a hands-on, sensory-rich alternative to screen time. Remind children that gardening can help us stay active, move outdoors when the weather permits, and grow our own healthy food. Engage children in these concepts by sprouting potatoes of any kind indoors. Gather the materials and follow the steps outlined in Appendix F. Potatoes will take approximately one month to sprout fully. They can then be sent home as part of the “Lesson 6: No More Couch Potatoes” celebration and wrap-up, or planted in a class garden to watch them produce more.
 - **Make a Clock/Sand Timer:** Reinforce the concept of keeping screen time to a limit by helping children craft their own paper clock or sand timer (Appendix G). With adult assistance, they can use the clock or sand timer to show when they should stop viewing a screen. Children may take their timekeeper home now, or teachers may keep them until the “Lesson 5: No Screen Time Week” challenge and send them home for use at that time.
-

Lesson 2, continued



Wrap-Up / Takeaway Message

Help the children clean and wash up from activities. Return to a circle. Ask, “What is one screen-free activity you would like to try at home today?” Allow each child opportunity to contribute. Work each contribution into the song “Screens Off” (to the tune of “The Wheels on the Bus). For example:

The buttons on the screens goes off-off-off, off-off-off, off-off-off

The buttons on the screens goes off-off-off, all week long.

The children with no screens can jump up and down, jump up and down, jump up and down,

The children with no screens can jump up and down, all week long.

Create more verses based on children’s ideas from now or throughout the lesson, inviting them to sing with you.

Give each child a stamp or sticker for their participation!

Send home the corresponding Family Letter on pages 89-90.





Screen Time Reduction

Facilitator Guide

Lesson 3: Get Moving, Get Grooving



Key teaching point

Movement helps our hearts, muscles, and bones grow strong and healthy. We should move our bodies during the day for much more time than we sit and watch screens. We can choose to have fun moving instead of having more screen time!



Materials

- *Dot.* by Randi Zuckerberg (hard copy or recorded read aloud)
 - Optional relay race materials:
 - Baskets/buckets/bins
 - Small bean bags, spoons and plastic eggs, obstacle course material, sponges, etc.
 - Scarves, ribbons, or pieces of fabric
 - Music player
 - Stickers or stamps for participation
-

Lesson 3, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion: Say: “Too much screen time is not good for our bodies because it means we are sitting too much. Our bodies want and need to move! If we do not move them, they get stiffer, weaker, and heavier, making it harder to work and play.”

Warm-Up Together:

- Explain: “We are going to wake up our muscles so they can be ready to move more now. Can anyone tell us ways to move our (necks, shoulders, arms, hands/fingers, waists/hips, legs, and feet/toes).”
 - Allow each child the opportunity to contribute suggestions verbally and/or by modeling. Lead the group in following the suggestions (guiding or redirecting as necessary for everyone’s abilities or safety), or prompt with other simple warm-up exercises if needed.
 - End sitting back in a circle. Say, “Now our bodies are ready for more movement!”
-



Why this matters

Moving is so important! It is also fun. Think of all the ways you move everyday. You might talk, turn your head, move your eyes, walk, run, step, climb, lift your arms, hold and move a crayon...all different ways to play and learn. People might move differently, but without any type of movement, it would be hard for each of us to play, explore, try new things, or enjoy old favorites.

People who watch screens too much instead of moving are sometimes called “couch potatoes.” We do not want to be couch potatoes! The more we use our bones, muscles, and whole bodies, the stronger they grow and the easier it is to do even more. Sadly, the less we use them, the weaker we grow and the harder it gets to move. That is why we have to make sure we move enough every day to stay healthy.

Lesson 3, continued



Check your knowledge/Participant voice

Read or play a read aloud of *Dot*. by Randi Zuckerberg.

Recap. Ask children if they have ever felt like the character in the book. What do they think Dot learned? Point out that at the end, it shows that Dot and her friends still use devices sometimes, but they do other things, too.

Ask, “What is your favorite way to move?” Give every child an opportunity to share.



Get moving your way!

Point out to the children that some things make it difficult for adults and children to stay active enough. Some barriers are:

- thinking only some types of bodies can do certain activities (maybe a person thinks they are not strong enough, fast enough, thin enough, etc.)
- thinking you are not able to do something
- feeling tired
- not knowing how to do an activity

We can overcome these barriers with the following tips:

- trying fun games to find what works for us
 - practicing an activity a little every day
 - asking for help
 - keeping our bodies healthy in other ways, like by eating healthy food and getting good sleep
-

Lesson 3, continued



Try it

Introduce one or more of the following activities to small groups, the whole group, or as activity stations on the same day or over the course of a week:

- **Relay Races:** Set up space indoors or out for different types of relay races. Movement options include running, skipping, hopping, crawling, crab walking, etc. You can also do an egg-and-spoon relay, water sponge relay, bean bag balance, balloon pass, obstacle course, and more.
 - **Animal Parade:** Children can explore moving their bodies in different ways. For example, hop like a bunny, swim like a fish, leap like a frog, creep like a caterpillar, gallop like a horse, pounce like a tiger, waddle like a duck, flap like a bird, bounce like a kangaroo, crawl like a bear, slither like a snake, walk like a gorilla, peck like a woodpecker, and float like a butterfly. Finish up with a round of applause for everyone by clapping like a seal!
 - **Scarf/Ribbon Dance:** Provide each child with one or two scarves, ribbons, or pieces of fabric. Start with guided movements, such as in the Hokey Pokey, the *Jiggle Your Scarf* song by KindyRock, and/or the *Scarf Dance* by Patty Shukla. End with free dance to music such as *Shake Your Sillies Out* by The Learning Station.
-

Lesson 3, continued



Wrap-Up / Takeaway Message

Return to a circle. Lead children in a cool down by doing gentle, full body stretches. For example, reach up to the sky, wide to the sides, down to your toes. Finish with deep breathing (“smell the flower, blow out the candle”) for 10 breathing cycles.

Ask: “What is one new screen-free movement activity you would like to try at home today?” Allow each child opportunity to contribute. Work each contribution into the song “Screens Off” (to the tune of “The Wheels on the Bus”). For example:

The buttons on the screens goes off-off-off, off-off-off, off-off-off

The buttons on the screens goes off-off-off, all week long.

The children with no screens can ride a bike, ride a bike, ride a bike,

The children with no screens can ride a bike, all week long.

Create more verses based on children’s ideas from now or throughout the lesson, inviting them to sing with you.

Give each child a stamp or sticker for their participation!

Send home the corresponding Family Letter on pages 91-103.





Screen Time Reduction

Facilitator Guide

Lesson 4: Moving our Minds by Reading



Key teaching point

The brain is also a muscle that needs to be exercised. Screen time does not exercise our brains in healthy ways or as much as it needs. To do that, we need to help our mind be active in other ways, such as by reading.



Materials

- *Patrick Picklebottom and the Penny Book* by Jay (hard copy or recorded read aloud)
 - Book of choice for children to act out/follow movements (hard copy or recorded read aloud). This may be any appropriate book, or may be physical activity-oriented books such as:
 - *Can You Do This? — An Imagination Play Book* by Megan Roy
 - *From Head to Toe* by Eric Carle
 - Class book template (Appendix H)
 - Bookmark template (Appendix I)
 - Coloring supplies
 - Flip chart paper
 - Large marker
 - Optional: binder
-

Lesson 4, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion. Say: “Just like we move our bodies and hearts, we need to keep our minds moving, too.” Introduce the concept that reading is like “mind movement.” Think of all the things we can use reading for:

- to use our imaginations
- to understand how other people think and feel
- to learn new information
- to learn how to do new things
- to relax or calm down
- to have fun!

Ask each child to show the group a book they like. Ask, “What is your favorite thing about the book?”

[Note: Before this lesson, parents could be asked to send their child with a favorite book for children share with the class. Alternatively, children can choose from amongst books in the classroom.]



Why this matters

Reading is much more than just sitting and staring at a book. Reading is like movement for our minds. The same way we exercise our bodies by moving them, we can exercise our brains by reading. Sometimes we can move our bodies, too, by acting out stories that we read!

Sitting and watch a screen does not exercise our brains or bodies. We do not use our brains as much while watching, and we do not use all the parts of our brains that we should. That is why screen time does not help our minds grow, think, or relax as much as reading time does. Reading is a better, healthier choice than screen time for our minds if we want to do a quiet or sitting activity.

Lesson 4, continued



Check your knowledge/Participant voice

Read or play a read aloud of the story *Patrick Picklebottom and the Penny Book* by Jay.

Discuss. Invite children to share their thoughts on:

- “What does this story teach us?”
 - “How did Patrick Picklebottom use and exercise his mind?”
-



Get moving your way!

Point out to the children that some things make it difficult for people to read instead of watching screens. Some barriers are:

- screens feel more exciting with their noise, colors, and movement
- reading feels hard
- reading feels like “schoolwork”
- it is easier to find new and exciting things on a screen device than it is to get new books

We can overcome these barriers with the following tips:

- create a fun or cozy reading spot just for us
 - make books as easy to reach for as a remote or device
 - start small and work up until you find the right level and right length of reading time
 - check out different topics to find something interesting
 - explore reading in different voices (funny, scary, grouchy, etc.)
 - read with a buddy or two
-

Lesson 4, continued



Try it

Introduce one or more of the following activities to small groups, the whole group, or as activity stations on the same day or over the course of a week:

- **Book Action:** Choose a book that the children can easily act out. This could be any book of your choice, or you may choose physical activity-oriented books such as *Can You Do This? — An Imagination Play Book* by Megan Roy or *From Head to Toe* by Eric Carle. Read or play a read aloud of your book of choice. Encourage children to participate in the actions described.
- **Sorting & Graphing:** Sort books into the designated categories and show your findings on a bar graph. This can be done using books from the class library, or using favorite books children brought from home. Start by laying out a large flip chart paper. On the bottom (horizontal axis), write category labels (real animals, real places, pretend stories, etc.). Increase/decrease the number of categories depending on the types of books available and the challenge needs of the children. On the left side (vertical axis) label numbers, how high you go depending on the number of books you are sorting. Now sort the books, guiding the children to note important characteristics of each book to help them decide the category. Mark the graph with your finds. Finish by discussing the graph with activities such as counting how many books were in each category, what categories are children's favorites, and what books they wish there were more of in the classroom.
- **Class Book:** Create a class book in which children draw and color what they can do instead of watching a screen. Introduce the children to the concept by showing them the template (Appendix H). Read the poem to them, and explain how they will fill in the blank with an alternative activity to screen time, draw a picture about it, and label the page with their name. When they are done, put the children's pages together by stapling together or placing in a binder. Share everyone's work with the entire group and place the packet on display in the class library. Sharing with parents is also recommended.

Lesson 4, continued



Try it (continued)

- **Create a Bookmark:** Explain to the children that bookmarks are to mark your place in a book without bending the pages or ripping the binding (if you have a damaged book, you may show them how the binding can rip from placing bigger items in a book or how pages can get folded and ripped). Print the bookmark template (Appendix I) on cardstock, making sure to print it one-sided only. The grid template will be the back of the bookmark, while the front will be blank. Children may decorate the front of the bookmark in class, and then take the bookmark home and fill in one square of the grid each time they read a book. Instruct them (and their parents) to return with their bookmarks the next week to show everyone how many books they read.
-



Wrap-Up / Takeaway Message

Return to a circle. Ask, “What is one screen-free activity you would like to try at home today?” Allow each child opportunity to contribute. Work each contribution into the song “Screens Off” (to the tune of “The Wheels on the Bus”). For example:

The buttons on the screens goes off-off-off, off-off-off, off-off-off

The buttons on the screens goes off-off-off, all week long.

The children with no screens can read a book, read a book, read a book,

The children with no screens can read a book, all week long.

Create more verses based on children’s ideas from now or throughout the lesson, inviting them to sing with you.

Give each child a stamp or sticker for their participation!

Send home the corresponding Family Letter on pages 104-105.





Screen Time Reduction

Facilitator Guide

Lesson 5: The Screen-Free Challenge



Key teaching point

We can reduce our screen time by making changes in our lives that are healthy and fun. Going without any screen time (or at least as little as possible) for a week is a good way to practice cutting back on unhealthy habits and building better ones.



Materials

- Flip chart paper
 - Marker
 - Unplugged play idea grid (Appendix J)
 - Small, empty boxes/plastic jars with lids
 - Optional: decorating supplies such as glitter glue, beads, sequins, pompoms, and glue.
 - Placemat template (Appendix K)
 - “No Screens” sign template (Appendix L)
 - Challenge Log (Appendix M)
 - Coloring supplies
 - Scissors
 - Glue
 - Optional: Screen-Free Challenge countdown social media posts (Appendix N)
-

Lesson 5, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion. Say: “Next week, we are going to start an exciting challenge: we are going to try turning our screens off for a whole week! That means we will try to have zero screen time for seven whole days. Then, we are going to celebrate with a ”No More Couch Potatoes” Celebration. Couch potatoes are people who watch screens too much and do not exercise their bodies and minds enough. Since none of you will be couch potatoes, we can have a party!”

Explain: “In order to help ourselves not watch screens in a fun and easy way, we have a lot of things to prepare! But first, let’s talk about when we watch screens most. That will help us know when we need to plan other activities to replace screen time.” Brainstorm with the children, writing ideas of when and where they view screens on a flip chart in large, clear handwriting. Some ideas are:

- after school
- while eating breakfast, dinner, or snacks
- in the car
- during family time
- before bed



Why this matters

Every year, lots of people do a Screen-Free Week. They do this to practice being without devices and enjoy other activities. Going without screens lets us see what we need to change in our lives and try using healthier habits instead. That way, even after a screen-free challenge is done, we can continue making healthier choices. We can reduce screen time to one hour a day or even less and we can continue to do other activities that are better for our bodies and minds. We can even guide others to try it for themselves.

Lesson 5, continued



Check your knowledge/Participant voice

Engage children in a “Potato Pantomime” activity. Start by reminding them of what a couch potato is, and how we do not want to become one. Together, brainstorm ideas of activities that can be done instead of watching screens.

Incorporate each action into the song:

One potato, two potato, three potato, four,

Get off the couch and go out the door.

One potato, two potato, three potato, four,

Here's what we can play some more: _____!

Ask the children to act out each idea. For example, if the idea is “running,” ask everyone to jog in place. You can increase the challenge level by skipping the initial brainstorm and directing the children to pantomime their ideas first (or pantomiming ideas yourself if children need assistance), giving the group a chance to guess what is being acted out as would be done in a charades game, and then incorporate it into the song.



Get moving your way!

Point out to the children that some things make it difficult for people to stop watching screens. Some barriers are:

- being used to watching favorite shows at a certain time
- not realizing how much time has passed while watching
- liking to use screens to fill up time
- liking to use screens to calm down
- using screen time as family time

We can overcome these barriers with the following tips:

- make a plan with family to try other things
 - change routine to try other activities
 - use a timer
 - make a list of other activities to do
-

Lesson 5, continued



Try it

Introduce one or more of the following activities to small groups, the whole group, or as activity stations on the same day or over the course of a week:

- **Bored Box:** Present the project to the children. Explain that they can write or draw suggestions for some of their favorite activities and have them ready as ideas for when they are bored and cannot think of what to play. Provide the children with grids (Appendix J), and allow them to write and/or draw an idea in each section. The more ideas they have, the better, so extra grid copies are recommended. Help children refer back to previous discussions for ideas. Then, have the children cut the grids to separate the ideas into individual squares. Guide the children to fold the papers and place them into their own a small, empty, lidded boxes/plastic jars (empty tissue boxes with openings in the top large enough for their hands can also work). They may finish by decorating or labeling their boxes. Tell children that they can add new ideas to the box any time they want.
 - **No-Screen Placemat:** Of particular interest for groups that have higher screen use during meal times, this activity helps children remember that it is best for screens to be off while they eat. Ask the children what they should have at the dinner table instead. Ideas might be napkins, cups, chopsticks, etc., but NO screens. Give each child a copy of the template (Appendix K) to color, cut out, and paste the plate, fork, and spoon to the “No Screens” placemat. They may further decorate the “No Screens” placemat by drawing any additional items on the placemat they wish — except for devices. Send home for use during the Screen-Free Challenge.
 - **“No Screens” Signs:** Use the template in Appendix L. Make at least 4 copies for each child for use around their house or wherever they usually watch screens (e.g. dinner table, living room, bedroom, car). More can be made if desired. Children can color in the words and/or decorate the sign around the words. Papers should be folded in half along the dotted lines and children instructed to place them on or near where they normally view screens at home.
-

Lesson 5, continued



Wrap-Up / Takeaway Message

Return to a circle. Show and explain the Screen-Free Challenge Log (Appendix M) to the children. Each child should take one home.

Ask, “What is one screen-free activity you would like to try at home?” Allow each child opportunity to contribute. Work each contribution into the song “Screens Off” (to the tune of “The Wheels on the Bus):

The buttons on the screens goes off-off-off, off-off-off, off-off-off

The buttons on the screens goes off-off-off, all week long.

The children with no screens can dance around, dance around, dance around,

The children with no screens can dance around, all week long.

Create more verses based on children’s ideas from now or throughout the lesson, inviting them to sing with you.

Give each child a stamp or sticker for their participation! Remind them that they now have many tools to help them not watch screens. Depending on the activities completed, these may include a Bored Box, clock or sand timer, Family Activity List, bookmark, and “No Screens” signs, etc. Send home appropriate materials.

Send home the corresponding Family Letter on pages 106-109.

Appendix N has social media post reminders for use over the course of the Screen-Free Challenge.





Screen Time Reduction

Facilitator Guide

Lesson 6: No More Couch Potatoes



Key teaching point

We can celebrate our achievements in the Screen-Free Challenge — and learn from them. Everyone should be proud of having tried! Now we know what alternatives to screen time worked best and what areas for doing better we still have.



Materials

- Flip chart paper and markers of different colors
 - Award certificate (Appendix O) for each child
 - *The Couch Potato* by Jory John (hard copy or recorded read aloud)
 - Couch potato worksheet (Appendix P)
 - Coloring supplies
 - Potato head (Appendix Q) supplies
 - Potato snack (Appendix R) ingredients
 - Music player
-

Lesson 6, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion. Say: “Today, we are going to celebrate everyone’s participation in the Screen-Free Challenge for a whole week. We will have a No More Couch Potatoes Party!” Applaud!

Start by calling on each child to share their screen time log. Point out each child’s wins, even if they are small. On flip chart paper draw a balloon, star, circle, smiley face, etc. for every hour that children did other activities. At the end, count how many items you drew and celebrate that number! [For additional challenge you can organize it as a bar graph, with categories for the types of activities done (e.g. reading, outdoor play, helping around the house, etc.).] Present the children with certificates for their participation and accomplishments (Appendix N). Gather the logs and flip chart paper for display.



Why this matters

It is not always easy to limit viewing screens, but it is important to try our best. Doing so helps our bodies, minds, and relationships. We can sleep better, have healthier eating habits, move more, and think better. Think of how much more time you will have for doing favorite activities or trying new ones by spending less time watching a screen.

Even small steps in this direction count! Maybe you didn’t watch no screens at all, but if you watched less than normal, that is a great start. If you reminded yourself or others that you had a challenge to win, that is also a great start. If you kept your screen time to one hour or less, then you are doing better than many people. And if you fully met the challenge and watched no screens at all, you are truly a star!

Less is better when it comes to screens. If you reduced your screen time by even a few minutes, a song, or a show, then you should be proud of yourself. You have shown you can do it, and we know you can keep doing it, too!

Lesson 6, continued



Check your knowledge/Participant voice

Say: “Let’s read/listen to the story *The Couch Potato* by Jory John. It is about a potato who learned he didn’t want to be a couch potato anymore. He definitely should have been part of our No More Couch Potatoes Party!”

Read the story or play the read aloud. Recap. Point out how the potato learned to enjoy being outside more, being physically active, reading, and spending more time with his friends and family.

Ask, “What kind of potato are you? Raise your hand if you are:

- a couch potato
- a kind potato
- a smart potato
- an amusing or funny potato
- an entertaining potato to helps others have fun, too
- a sit-on-a-hill-and-watch-the-sunset potato

Invite each child to share what other kind of “potato” they might be.



Get moving your way!

Point out that some things make it difficult for people to do a week of no screen time. Ask the children what challenges they faced. Say, “What made it hard to not watch screens?” Some example may be:

- not knowing what else to do
- not knowing how to start something new
- not having a friend or adult to play with
- feeling watching is more exciting than other activities
- feeling upset when not being able to watch something fun

Lesson 6, continued

**Get moving your way! (continued)**

Again, ask children what they did to overcome their challenges. Some possible tips are:

- reducing screen time slowly
- asking someone else for help to find something else to do
- using a timer
- exploring new screen-free options never tried before

**Try it**

Introduce one or more of the following activities to small groups, the whole group, or as activity stations on the same day or over the course of a week:

- **Hot Potato:** Emphasize to children the overarching lesson: we can try fun activities, including games, by reducing our screen time and making time for new things. Gather in a circle with a soft object (the "hot potato"). Turn on music, and direct one child to pass the object quickly to a child beside them while the music plays. When an adult stops the music suddenly, the child currently holding the object can be instructed to do a certain action, such as jump up and down 10 times. Repeat, aiming to give all students a turn at being the one to hold the "hot potato" when the music stops.
- **Couch Potato Storybook Extension:** Distribute the worksheet (Appendix P) to the children. Remind them of *The Couch Potato* story. Ask them to illustrate the kind of potato they would like to be.
- **Potato Heads:** Use a clay recipe that will harden with exposure to air or by baking (Appendix Q). Model how the children can mold their clay into potatoes. After the clay hardens, they can paint their potatoes brown, add googly eyes, decorate in other ways, and name their potatoes. Talk about how these potatoes are NOT couch potatoes, and brainstorm other activities the potatoes can do (read with the children, listen to the night sounds, go for a walk with the children, etc.). Note that this activity may be best done over the course of a couple days.

Lesson 6, continued



Try it (continued)

- **Potato Pizza Slices:** Make a delicious, nutritious snack with this simple food preparation activity. See Appendix R for a recipe. Alternatively, use other USDA-approved potato recipes for a fun connection to the “No More Couch Potatoes” theme. Remember to emphasize to children the overarching lesson: we can try fun activities, including creating healthy snacks, by reducing our screen time and making time for new things.
 - **Potato Planting:** If you completed the potato sprouting activity from Lesson 2: Unplugged Play, show the sprouted potatoes to the children now. Explore how they have grown, their parts, and what they needed to grow. Did they need screen time? No! They needed other things to make them healthy. The children can draw pictures of their sprouted potatoes and/or measure how tall the shoots have grown. They can take them home, or you can plant them at your program site as an additional celebratory activity and for extended science and nutrition learning at a later date.
-

Lesson 6, continued



Wrap-Up / Takeaway Message

Help the children clean and wash up from their activities. Return to a circle. Alternatively, prepare the children to do a celebratory parade, indoors or out. Say, “Even though the Screen-Free Challenge is done, you can keep up your good habits. You can say ”no” to too much screen time and choose healthier activities any time, any day.”

Ask, “What is one new screen-free activity you would like to try at home today?” Allow each child opportunity to contribute. As you sit in a circle or parade around your program setting, work each contribution into the song “Screens Off” (to the tune of “The Wheels on the Bus):

The buttons on the screens goes off-off-off, off-off-off, off-off-off

The buttons on the screens goes off-off-off, all week long.

The children with no screens can play outside, play outside, play outside,

The children with no screens can play outside, all week long.

Create more verses based on children’s ideas from now or throughout the lesson, inviting them to sing with you.

Give each child a stamp or sticker for their participation! Remember to send children home with their certificates and various crafted items.

Send home the corresponding Family Letter on pages 110-111.



Screen Time Reduction

Facilitator Guide

Appendix A: Common Screen Devices

These picture cards can be used to introduce what screen devices are. Some children may be more familiar with certain devices. You want to make sure that they understand that *all* screen viewing, irrespective of the type of device it comes from, counts toward their overall screen time. Whether you talk about watching songs, shows, or videos on TVs, tablets, laptops, phones, or even projectors, they can all add up to sedentary screen time, and it is important to limit viewing all of them.

Appendix A, continued



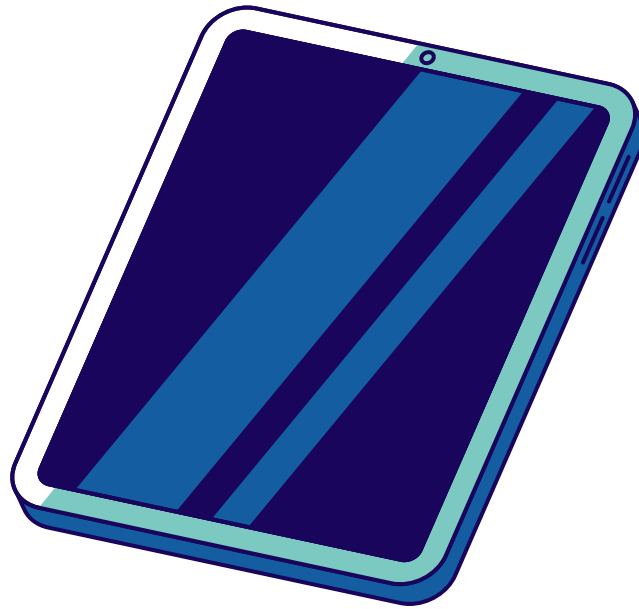
Phone

Appendix A, continued



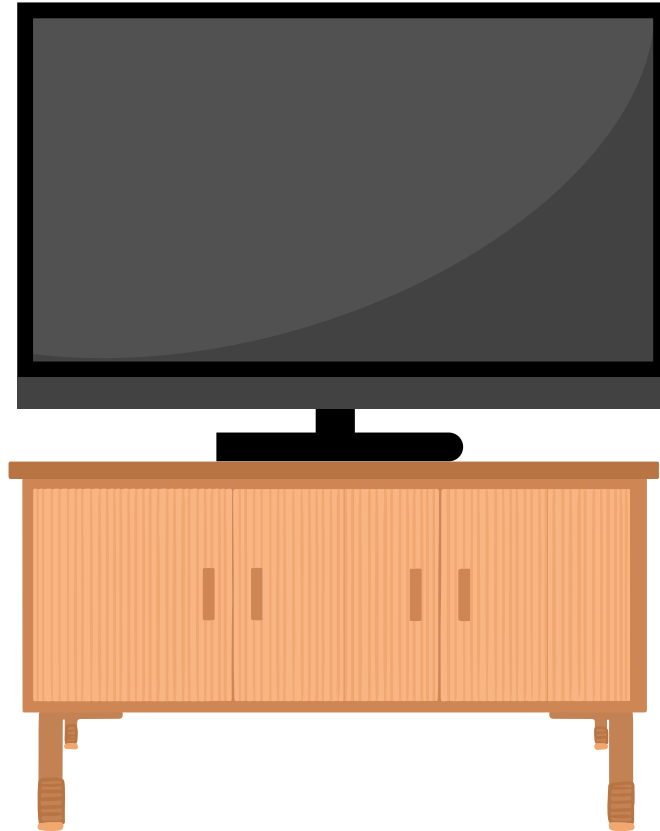
Laptop/Computer

Appendix A, continued



Tablet/iPad

Appendix A, continued



Television



Screen Time Reduction

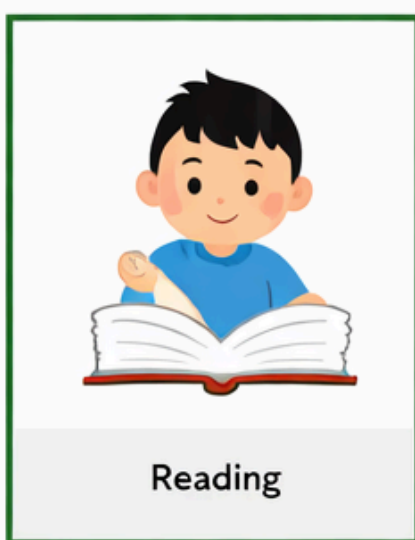
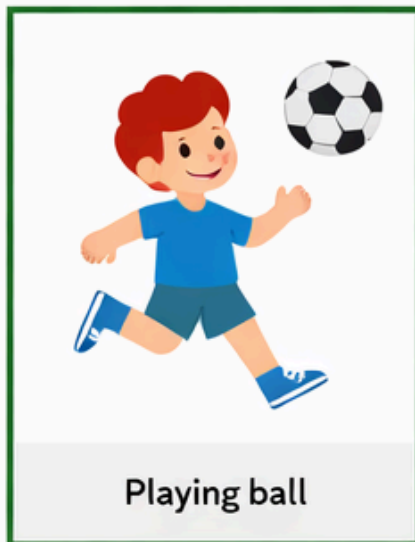
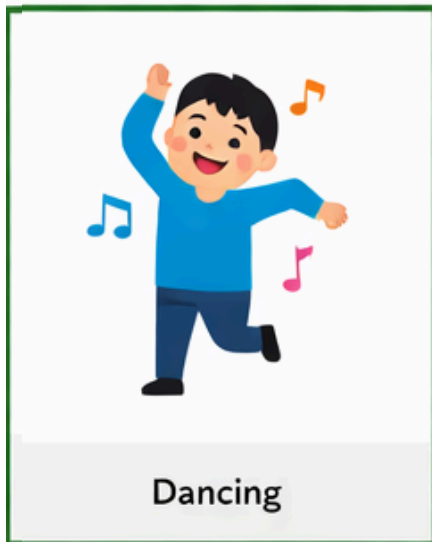
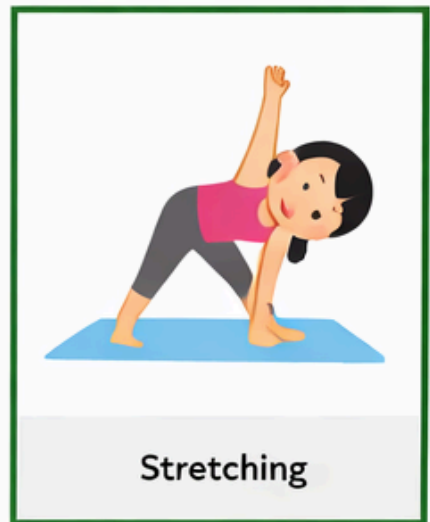
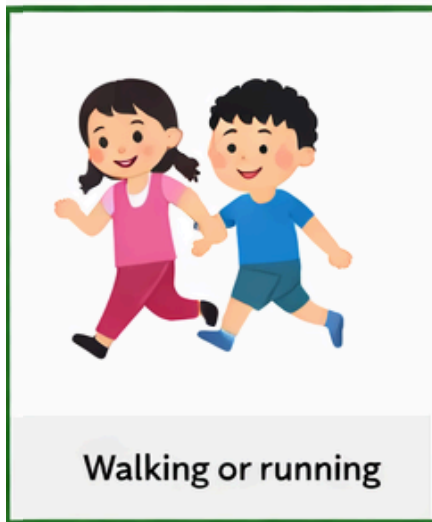
Facilitator Guide

Appendix B: Activity Picture Cards

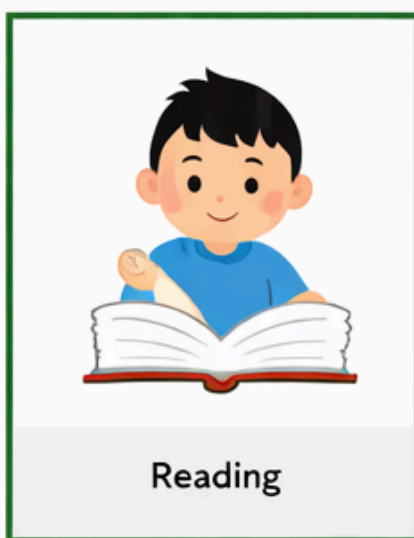
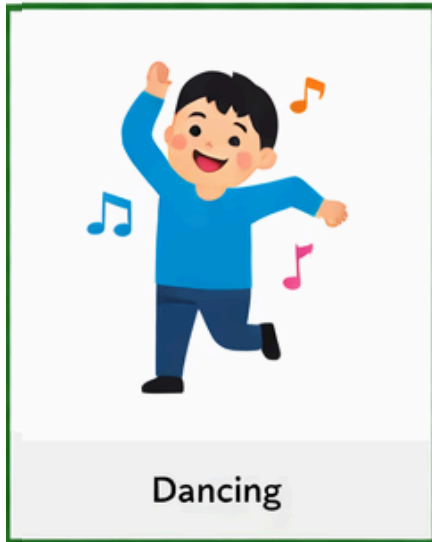
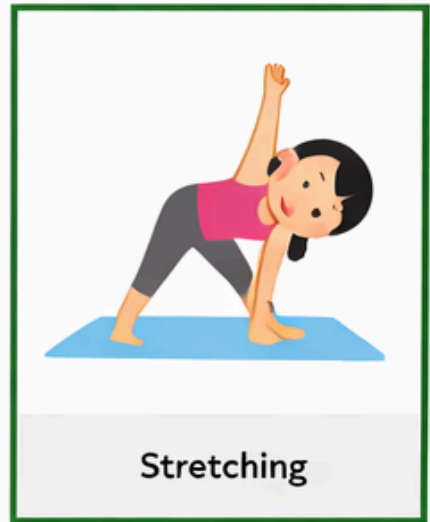
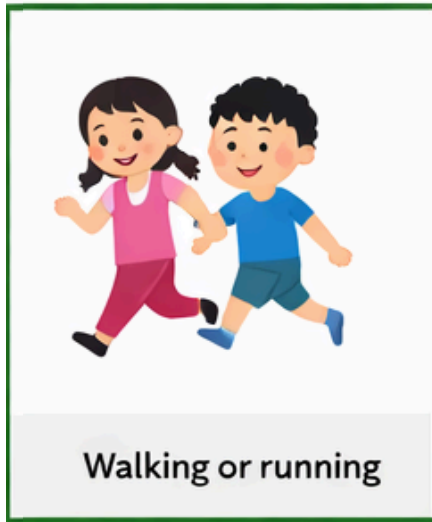
These picture cards present a number of healthy and unhealthy habits related to physical activity, nutrition, and taking care of our bodies in general. They can be used as visual aids to teach lessons, guide discussions about health, and play matching and sorting activities. Each image has been repeated twice to allow for matching games. The number of activity cards used can be varied for differentiation.

For sturdier use, print them single-sided on cardstock, or print them single-sided and laminate or paste them to index cards.

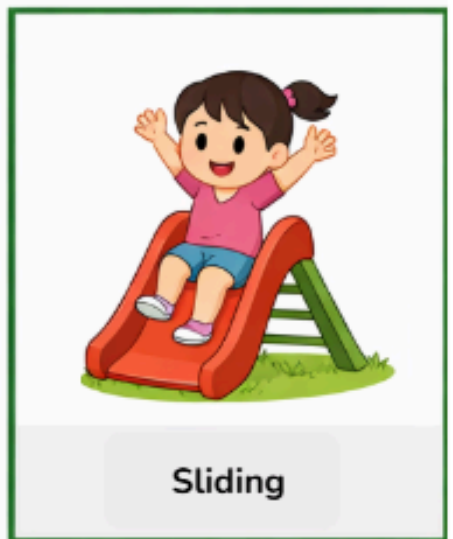
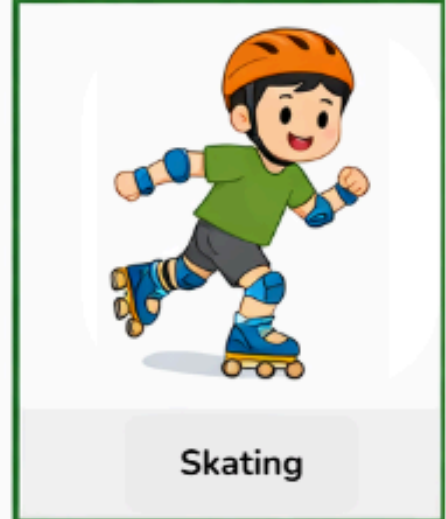
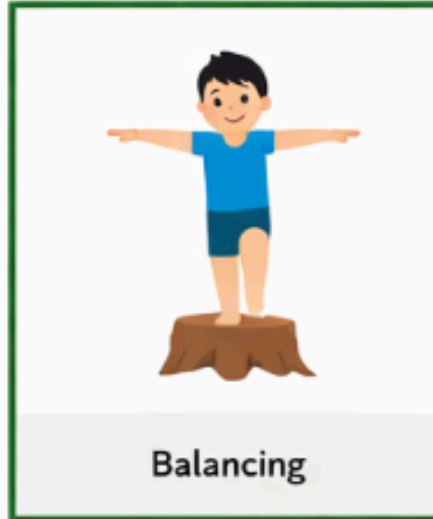
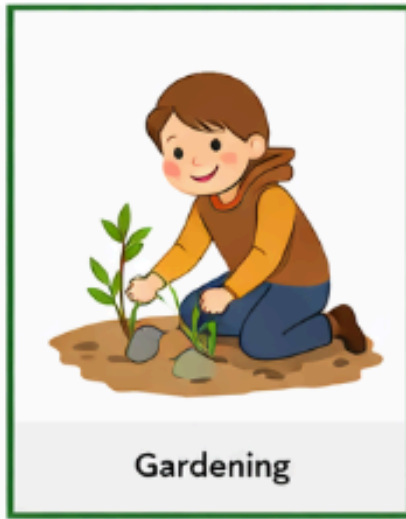
Appendix B, continued



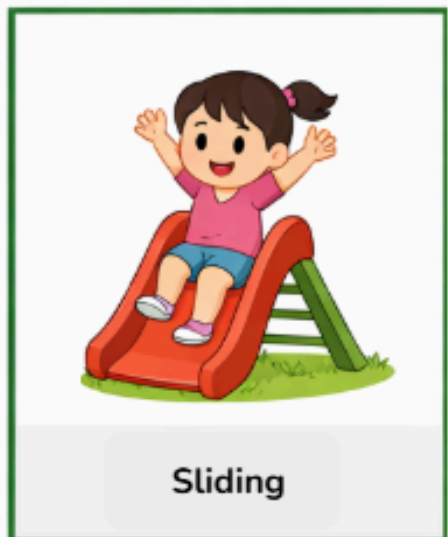
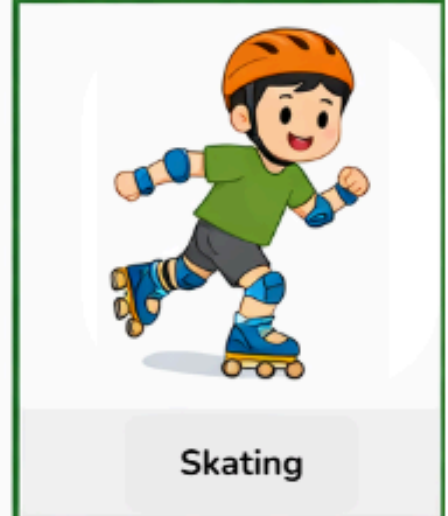
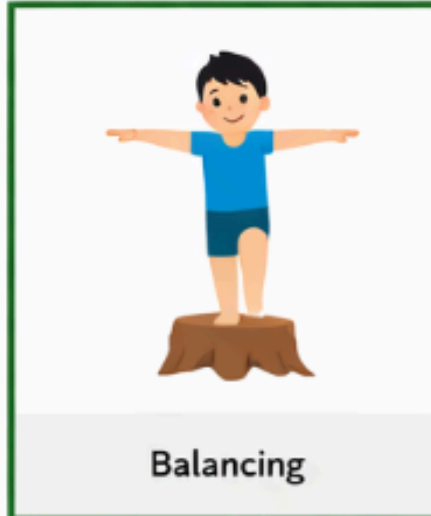
Appendix B, continued



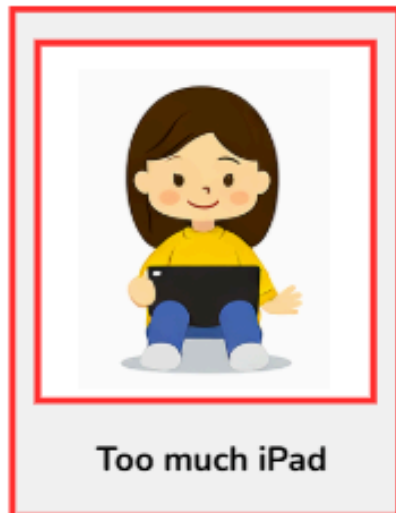
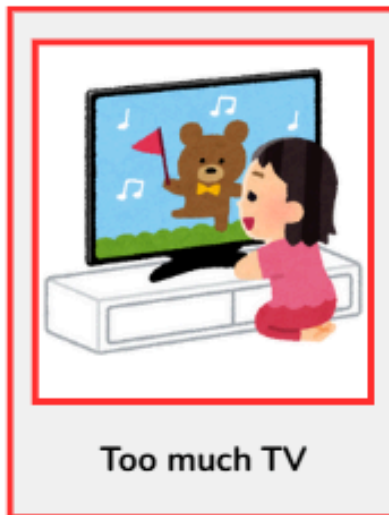
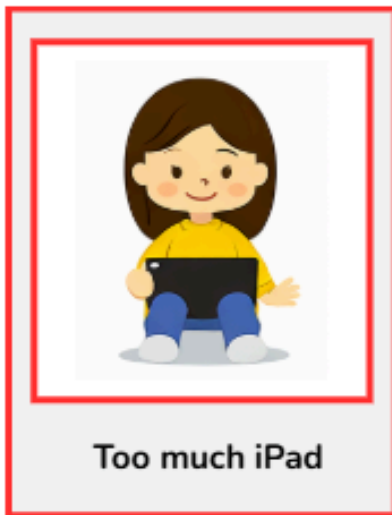
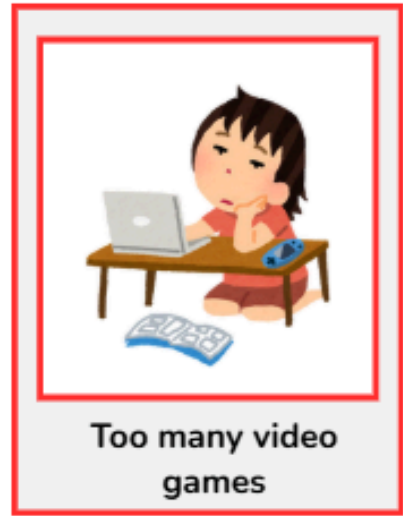
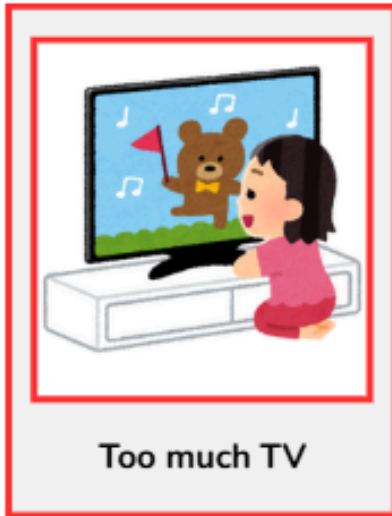
Appendix B, continued



Appendix B, continued



Appendix B, continued



Screen Time Reduction

Facilitator Guide

Appendix C: Too Much Screen Time Poems

These poems depict children who spent too much time sitting and viewing a screen, in these cases, TV. They show how too much sedentary screen time can affect children's habits, bodies, and relationships. Build upon the ideas presented here to help children be aware of the effects of too much screen time on their own bodies.

Appendix C, continued

TV Instead

Neville, Mary (1972). *TV Instead*. College of Education.
Houghton Mifflin, Co.

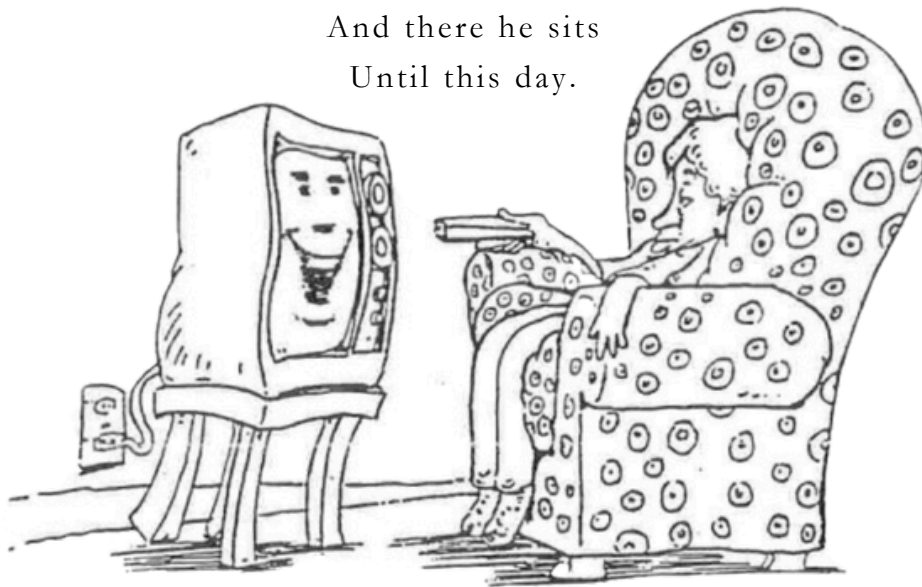
At the TV Harry sat.
You always knew
Where he was at.

He never ran.
He never jumped,
But just sat there
His shoulders humped.

Here, Harry, hurry, come play ball
With Henry and me!

He never stirred.
Or moved his head.
He'd rather see
TV instead.
So all his muscles withered away.

And there he sits
Until this day.



Appendix C, continued

Jimmy Jet and His TV Set

Silverstein, Shel (1974). *Where the Sidewalk Ends*. HarperCollins.

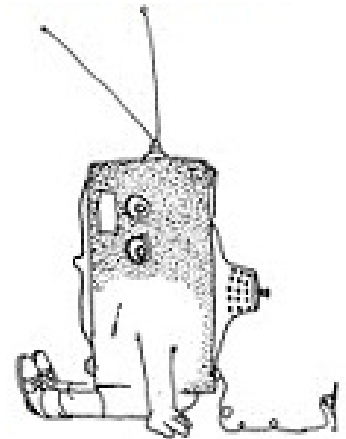
I'll tell you the story of Jimmy Jet --
And you know what I tell you is true.
He loved to watch his TV set
Almost as much as you.

He watched all day, he watched all night
Till he grew pale and lean.
From "The Early Show" to "The Late Late Show"
And all the shows between.

He watched till his eyes froze wide,
And his bottom grew into his chair.
And his chin turned into a turning dial,
And antennae grew out of his hair.

And his brains turned into TV tubes,
and his face to a TV screen.
And two knobs saying "VERT." and "NORTS."
Grew where his ears had been.

And he grew a plug that looked like a tail
So we plugged in little Jim.
And now instead of him watching TV
We all sit around and watch him.



Screen Time Reduction

Facilitator Guide

Appendix D: I Spy or Scavenger Hunt Checklist





Use this to get children moving as they find the items on the list. You can call this out in an I Spy game, saying “I spy, with my little eye...” and give all of the children time to go stand beside something that fits the description.

Alternatively, you could make this a scavenger hunt by giving each child or pair of children a checklist and allowing them to find items/activities and check them off independently (helping where needed for reading and locating items).

Appendix D, continued

Screen-Free I Spy/Scavenger Hunt

Let's play, move, and have fun—no screens needed! See if you can find the items on this list that we can use for screen-free playing and helping:

- Something to jump over
- Something to climb on
-  A ball
- A bug
- A place for digging
- A place for a picnic
- A book
- Something to color with
- Something to build with
- People, doll, or animal toys
- A carpet or mat to stretch on
- Something you have to reach high for
- Space to dance
-  A window to decorate
-  Dress-up clothes
- A plant to water
- A table to set or clean
- A pet to care for
- A place to sit for a healthy snack
- A puzzle
-  A broom for sweeping



Screen Time Reduction

Facilitator Guide

Appendix E: Family Activity Plan

Print double-sided, with the images on one side and the grid on the other. On the first side, children should cross out all of the devices, then circle the activities they might do alone or with their families instead of having more screen time. They do not have to circle every screen-free activity; some may not be of interest to them, they might be unable to do some due to physical or other barriers, or they might not be season-appropriate. Using the other side, encourage children to add more activities by drawing other things they would like to do in each box.

Family Activity Plan



Screen Time Reduction

Facilitator Guide

Appendix F: Potato Sprouting Gardening Activity

Help children engage in screen time alternatives with this fun gardening activity. Sprouting potatoes indoors is a simple, exciting way for children to see how plants grow. It can also be used to discuss what other gardening or outdoor activities children can engage in, as well as discuss healthy nutrition habits.

Appendix F, continued

Sprouting a Potato Indoors

Watch a potato grow! Use this to help children understand that there are many indoor and outdoor alternatives to screen time.

Materials List (per child)

- 1 potato, of any kind (including sweet potatoes)
- 4 toothpicks
- 1 large clear cup or jar
- Water
- A sunny, warm spot

Steps

1. **Find the eyes:** Guide children in looking for little dots on the potato. These are where it will sprout roots or stems from!
2. **Add toothpicks:** Pierce the potato with four toothpicks, evenly distributed around the sides about halfway up the potato.
3. **Place the potato in water:** Place the potato in the cup, ensuring that the toothpicks are holding it up so it doesn't touch the bottom of the cup. Pour in enough water so that at least an inch of the potato is submerged, but the top of the potato remains dry. If the potato is too long, slice the bottom of the potato off.
4. **Place the potato cup in a warm, sunny place and monitor:** Place the potatoes in a window. The more sun, the better. Check daily to ensure adequate water level and for signs of growth.
5. **Watch it grow and talk about what you see:** Roots will grow downward from the part of the potato in water. Stems will sprout upward from the top of the potato.

Optional classroom extensions:

- Draw the potato each week
- Count sprouts
- Put labels: root / sprout
- Move to soil later in a school garden or at home

**This potato is not for consumption. However, if planted in safe soil, it can grow into a plant that can produce edible potatoes!*



Screen Time Reduction

Facilitator Guide

Appendix G: Timekeeping Activity (clock or sand timer)

Help children engage in screen time alternatives with a fun crafting activity. You can choose to make paper clocks, showing children how to move the hands to mark how long they can view a screen before it gets to be too much and they should switch it off. Alternatively, you can make sand timers using plastic bottles to create functional (though not precise) time keepers, again relating the activity back to the idea of keep screen time to a limit.

Appendix G, continued

Make Your Own Sand Timer (Plastic Bottle “Hourglass”)

Help children create their own timekeeper to understand better how to limit screen time.

Materials List (per child)

- 2 medium, clear plastic bottles (same size, with caps)
- Dry sand (or salt or sugar); 1-2 cups
- Hammer and nail (adult use only)
- Funnel or rolled paper
- Hot glue gun and glue
- Strong tape (duct tape or packaging tape)
- Marker
- Timer or clock (optional, for testing)

Step-by-Step Instructions

1. **Prepare the bottles:** Make sure the bottles are completely clean and dry. Remove labels so children can watch the sand move.
2. **Make the hole:** Using a hammer and nail, an adult carefully pokes three or four small holes in the center of one bottle cap. The holes should be small — about the size of a toothpick. The smaller the holes, the slower timer. You may discard the other cap.
3. **Add the sand:** Use a funnel to pour sand into one of the bottles. It should be about $\frac{1}{2}$ to $\frac{2}{3}$ full. Put the cap with the hole back on that bottle.
4. **Connect the bottles:** Take the empty bottle and hot glue it securely onto the cap of the sand-filled bottle. The two bottles should now look like an hourglass shape.
5. **Seal the timer:** Wrap strong tape tightly around the bottle necks where they connect. Make sure it feels secure and sturdy.
6. **Test the timer:** Flip the timer over and watch the sand fall. Use a clock or other timer (if desired) to see how long it takes for all the sand to fall.
7. **Adjust (optional):** If it is too fast, use more sand or make smaller or fewer holes in the spare cap. If it is too slow, enlarge the holes slightly, increase the number of holes, or reduce moisture in the sand.

Appendix G, continued

Make Your Own Paper Clock

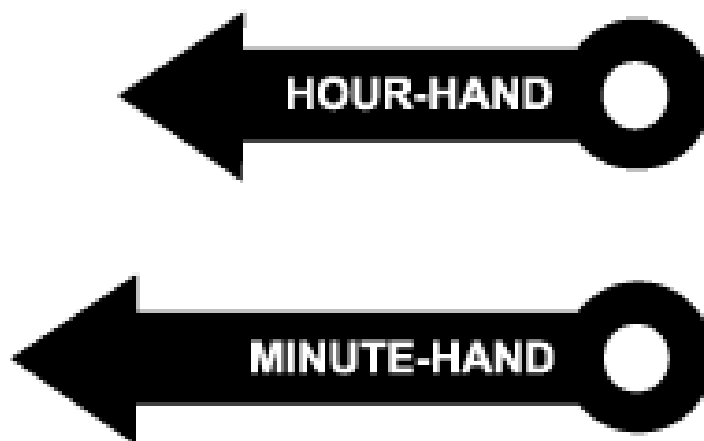
Help children create their own timekeeper to understand better how to limit screen time.

Materials List (per child)

- 1 paper plate
- Clock hands (minute and hour)
- Scissors
- Markers or crayons
- Paper fasteners/split pins

Step-by-Step Instructions

1. Prepare the clock faces: Teachers may mark the rim of the clock face where the numbers will go with dots or lines or traceable numbers. Using these as guides, direct the children to write the numbers 1-12 around the rim of the paper plate with a marker or crayon. They may color or decorate the clock face as well.
2. Cut out the clock hands: Using scissors, cut out the hands. An adult may assist if this is difficult for a child.
3. Attach the hands to the clock face: Assist children in sticking the paper fasteners through the hands and the center of the paper plate. Secure on reverse side.



Screen Time Reduction

Facilitator Guide

Appendix H: Class Book

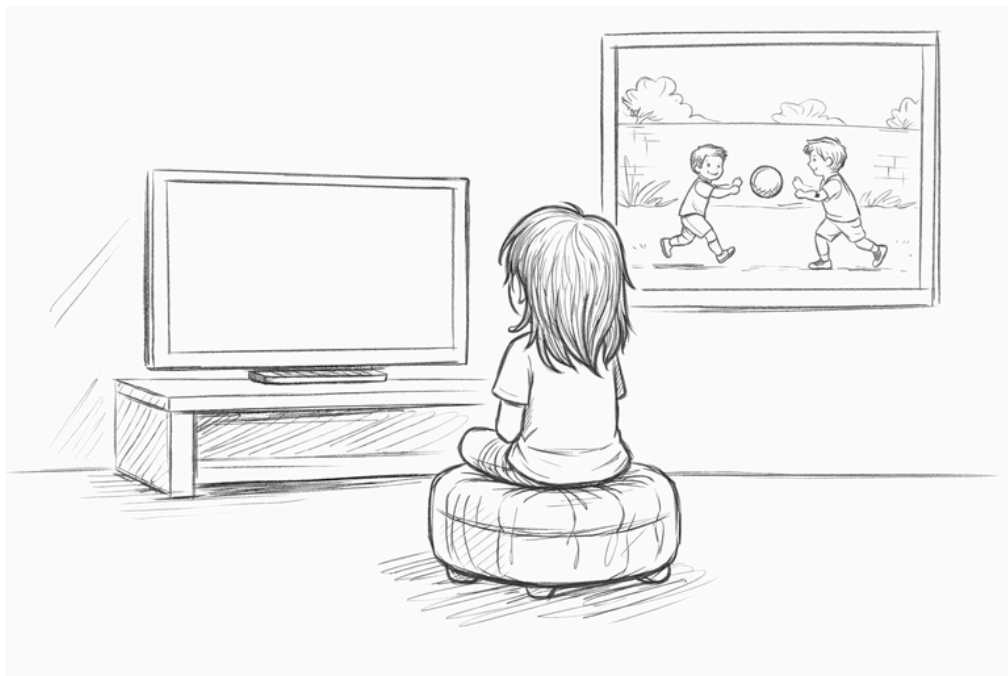
Adopted from the *Fit 5 Kids: Reduction of TV Viewing Preschool Curriculum* (Sherwood et al., 2004), this book template engages children with literacy, alternatives to screen time, and art. It is also a great project to share with parents so they can be informed and involved in their children’s learning about screen time reduction.

Steps for this activity are:

1. Introduce the concept of making a class book to the children. Read the poem to them, and explain how they will fill in the blanks and draw a picture of an alternative to screen time to help “Little Miss Ruffet” find something else to do.
 2. Print one copy of the title page.
 3. Print a copy for each student of the book page template.
 4. Direct children to fill in the blank, draw their picture, and write their names on their page. Encourage them to write specific activities (e.g. instead of writing just “played”, write “played ball”).
 5. Bind the pages together.
 6. Share with the completed book with the children and their parents, and display it in the class library.
-

Little Miss Ruffet

A Screen Time Reduction Activity Book



By our class

Date: _____

Little Miss Ruffet

by _____

Little Miss Ruffet sat on a tuffet,
Snacking and watching TV.

She turned off the TV, put her snacks away,
and _____
for the rest of the day.



Screen Time Reduction

Facilitator Guide

Appendix I: Bookmark

Adopted from the *Fit 5 Kids: Reduction of TV Viewing Preschool Curriculum* (Sherwood et al., 2004), this bookmark template engages children with literacy, alternatives to screen time, and art. It is also a great project to share with parents so they can be informed and involved in their children's learning about screen time reduction.

Steps for this activity are:

1. Explain to the children that bookmarks are used to mark your place in a book without bending the pages or ripping the binding (if you have a damaged book, you may show them how the binding can rip from placing bigger items in a book or how pages can get folded and ripped).
 2. Print the bookmark template on cardstock, making sure to print it one-sided only. Cut out the individual bookmarks. The grid will be the back of the bookmark, and the front will be black.
 3. Children may color the front of the bookmark in class with paint, crayon, or markers.
 4. Children may take the bookmark home and fill in one square of the grid each time they read a book. Instruct them to return with their bookmarks the next week to show everyone how many books they read. Share these instructions with parents.
 5. Allow time the next week for children to share their bookmarks.
-

Appendix I, continued



Screen Time Reduction

Facilitator Guide

Appendix J: Unplugged Play Idea Grid

This empty grid is for children to draw or write some of their favorite non-screen activities in. They can then cut along the lines of the grid to separate the activities and place them in a Bored Box. Whenever they are bored and do not know what to do, they can reach in for some ideas.

Appendix J, continued



Screen Time Reduction

Facilitator Guide

Appendix K: Placemat

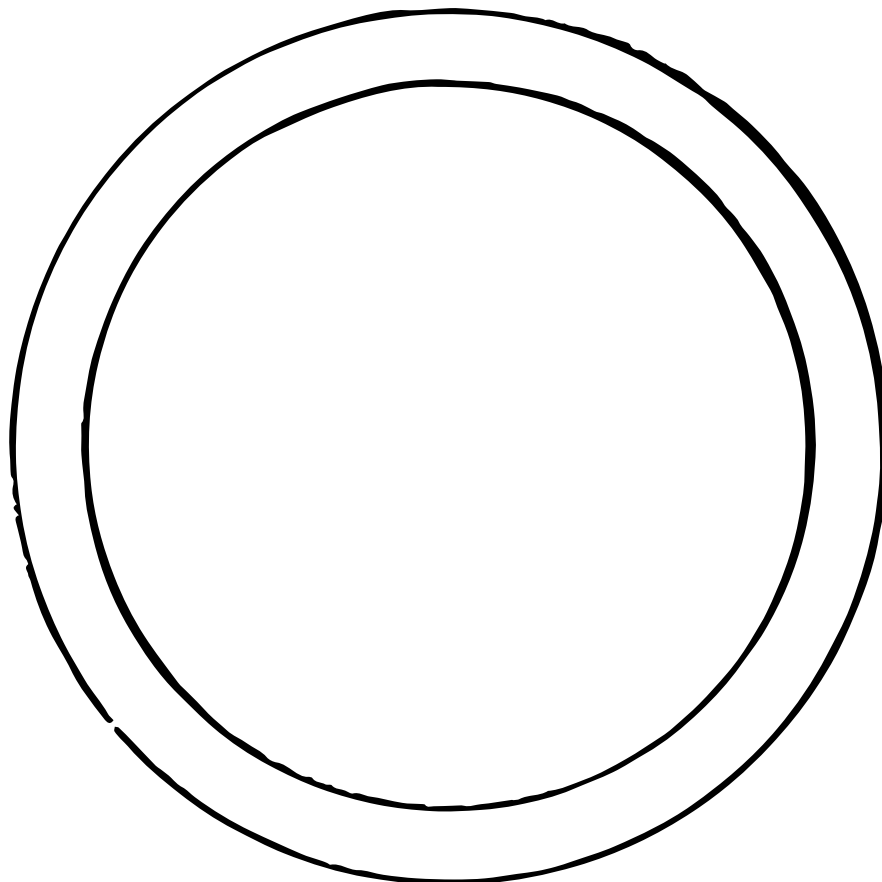
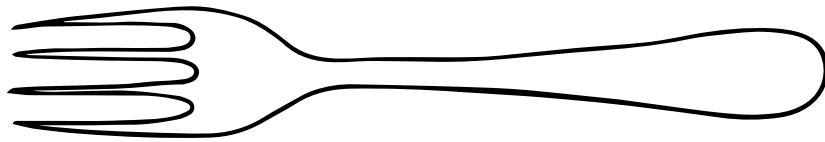
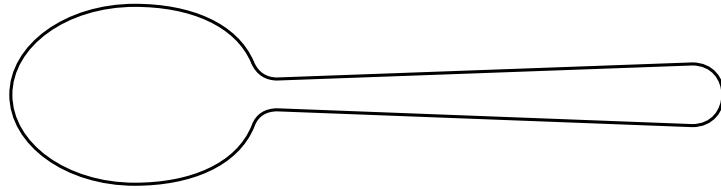
Adopted from the *Fit 5 Kids: Reduction of TV Viewing Preschool Curriculum* (Sherwood et al., 2004), this no-screen placemat helps remind children that they should not be watching screens during meals. This is especially important for children who are used to having a screen on while they eat.

Steps for this activity are:

1. Color, cut, and paste the plate, fork, and spoon templates to the placemat (with adult assistance for cutting and proper placement).
 2. Use crayons or markers to decorate the No Screens placemat. Children can also in other items that may be found on their dinner table, such as other eating utensils, cups, napkins, bowls, etc., but no screens.
 3. Once done, these can be sent home as part of the week long Screen-Free Challenge.
-

NO SCREENS

Appendix K, continued



Screen Time Reduction

Facilitator Guide

Appendix L: “No Screens” Sign

This template can be used to create signs that children can use at home to remind them of the Screen-Free Challenge. Make at least 4, single-sided copies for each child to use around their house or wherever they usually watch screens (e.g. dinner table, living room, bedroom, car). More can be made if desired. Children can color in the words and/or decorate the sign around the words. Papers should be folded in half along the dotted lines and children instructed to place them on or near where they normally view screens at home.



NO SCREENS

Screen Time Reduction

Facilitator Guide

Appendix M: Screen-Free Challenge Log




This log can be used to record children’s screen time for seven days. The directions at the top indicate that if a child has zero screen time on a particular day, they should color in the square for that day green. If they have one hour or less total (throughout the entire day), they should color in the square yellow. If they view more than one hour total (throughout the entire day), they should color in the square red. They can also write or draw to tell about an alternative activity they did.

Recommend to parents that this be displayed and filled out once a day. It should be returned on the date indicated for “Lesson 6: No More Couch Potatoes.”

Screen-Free Challenge

Screen Time Log

For each day, show how much screen time you had in all by coloring in the “Screen Time” box using these colors:

-  = Green for no screen time
-  = Yellow for 1 hour or less
-  = Red for more than an hour

Then write or draw about a fun activity you did instead.

DAY	Screen Time	Fun activity I did instead
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

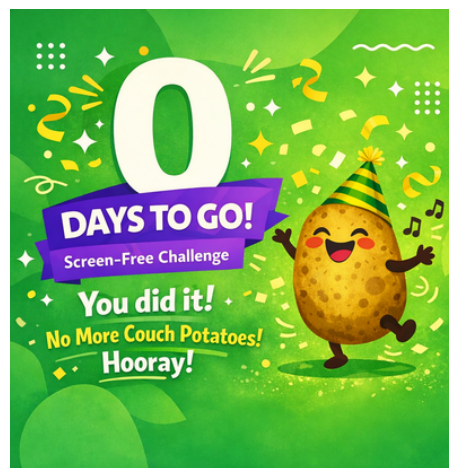
Screen Time Reduction

Facilitator Guide

Appendix N: Screen-Free Challenge Countdown Posts

Designed for posting over social media, these images can be shared daily with families to remind and encourage them to support their children during the week-long Screen-Free Challenge.

Appendix N, continued



Screen Time Reduction

Facilitator Guide

Appendix O: Award Certificate

This template can be used to create an award certificate to present to each child at the end of the Screen-Free Challenge. It should be used more for recognition of participation than of achievement.



Screen-Free Challenge

Week-Long Participation

Awarded to:

Teacher

Screen Time Reduction

Facilitator Guide

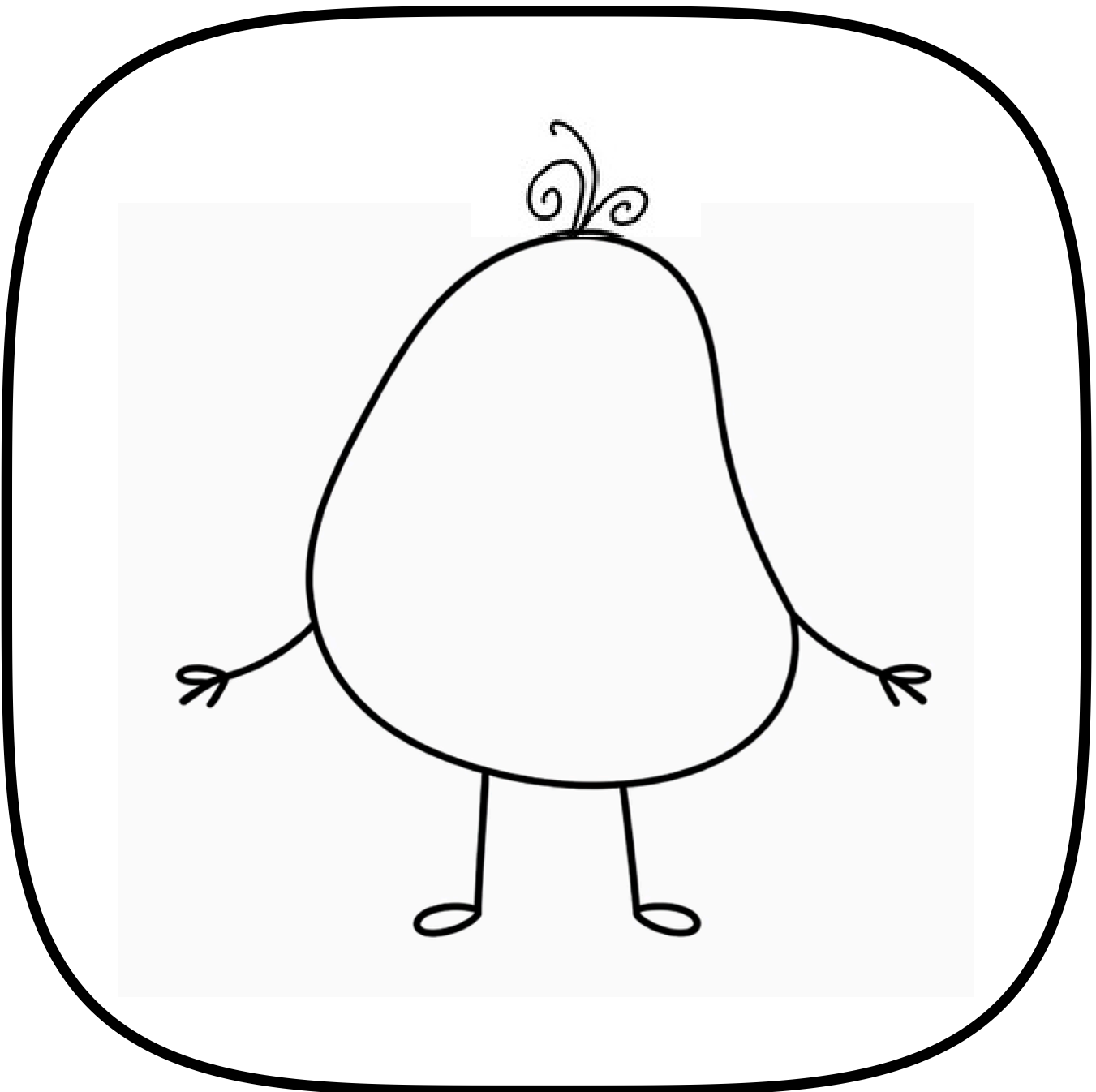
Appendix P: Couch Potato Worksheet

Based on the story *The Couch Potato* by Jory John, this worksheet guides children in identifying a part of them or habit they have that they appreciate and want to make stronger — away from screens.

Name: _____

In *The Couch Potato* book by Jory John, getting away from screens helped the potato learn that he was a smart, kind, amusing, entertaining, sit-on-a-hill-and-watch-the-sunset potato, and NOT a couch potato.

Color the picture below and add details to show what kind of potato YOU would like to be.



Screen Time Reduction

Facilitator Guide

Appendix Q: Potato Head

Adopted from the *Fit 5 Kids: Reduction of TV Viewing Preschool Curriculum* (Sherwood et al., 2004), children can make “potato heads” out of clay that will harden with air or by baking. Included is a recipe for make such a clay, as well as ideas on how to decorate the potato head. Use the potato heads to guide discussions on what can keep children from being couch potatoes.

Appendix Q, continued

Potato Head Clay Activity

Make model potato heads to a connection to the No More Couch Potatoes theme.

Materials List (per approximately 6 children)

- A clay that will harden with air or can be cooked such as salt dough*:
 - 4 cups of flour
 - 2 cup of salt
 - 2 to 3 cups of cold water
 - 4 tablespoons cooking oil.
- Brown paint
- Permanent markers
- Decorating supplies (hot glue gun and glue sticks, pompoms, googly eyes, glitter glue, pipe cleaners, etc.)

Step-by-Step Instructions:

1. Make the clay: Mix the ingredients in the order listed. Knead together until they come together to form a ball. Keep wrapped in plastic until ready to use.
2. Divide the clay between the children. Direct them to shape their portions it into a potato/oval shape.
3. Leave the clay to air dry. Alternatively, oven dry by placing the potato models on a baking tray lined with aluminum foil and baking at 300 degrees until hard (about an hour).
4. Direct the children to paint the potatoes brown. Allow to dry.
5. Guide the children to use permanent markers to draw smiley faces on their potatoes and to decorate using other supplies. Assist as necessary. Children may also name their potatoes.
6. Invite each child to introduce their potatoes to the group. Discuss how these potatoes are NOT couch potatoes, and brainstorm other activities the potatoes can do with the children (read, listen to the night sounds, go for a walk, etc.).

**Can also use cornstarch clay as an alternative option.*



Screen Time Reduction

Facilitator Guide

Appendix R: Potato Snack Preparation

Add a healthy, themed snack to your No More Couch Potato Party. These potato pizza slices are adapted from from the USDA-affiliated Alabama Cooperative Extension *Live Well Recipe: Eggplant Pizzas* (2021). Children can be involved in making them for a quick and easy hands-on food preparation activity. A link to an alternative, CACFP approved recipe is also included.

Appendix R, continued

Potato Recipe 1: Potato Pizza Slices*

Makes enough snack for approximately 4 servings

Ingredients

- Cooking spray
- 3 medium or large potatoes, peeled or unpeeled, and sliced ¼-inch thick
- Salt, to taste
- 3 cloves garlic, minced or crushed
- 1 tablespoon olive oil
- 1 teaspoon Italian seasoning
- 1 cup marinara or pizza sauce
- 1 cup mozzarella cheese, shredded
- Pizza toppings of choice: chopped bell peppers, mushrooms, olives, etc.



Directions

- Preheat oven to 425 degrees. Spray a baking sheet with cooking spray or line with parchment paper.
- Lay potato slices on the baking sheet. Sprinkle with salt.
- In a small bowl, combine garlic, oil, and Italian seasoning. Brush mixture onto the top of potato slices.
- Bake 15-20 minutes.
- Remove potatoes from oven and top each slice with 1 teaspoon of marinara or pizza sauce, and sprinkle each slice with cheese. Add other toppings as desired.
- Bake another 10 minutes or until cheese is melted.

*Adapted from the USDA-affiliated Alabama Cooperative Extension Live Well Recipe: Eggplant Pizzas (2021).

**You can alter this recipe to use hashbrowns as the base and add other toppings. For more on this idea, see the Breakfast Pizza with Hashbrown Crust USDA Recipe for CACFP at https://theicn.org/cnr/pdfs/cacfp/Breakfast-Pizza-With-Hashbrown-Crust_25-50.pdf



Screen Time Reduction

Facilitator Guide

Appendix S: Family Communication

The following six letters and resource pages are associated with the six lessons in this guide and can be shared with families to extend learning at home.

Screen Time Reduction “The Scoop on Screens”

Your child has been learning about the *health benefits of reducing screen time* in our lesson “The Scoop on Screens.” We have learned that:

- Our bodies and minds are made to move, and sitting too much is not good for them.
- Being inactive and sitting while staring at a screen on a phone, tablet, TV, or other device is especially bad for us.
- We can learn healthy habits and practice fun activities that keep our bodies and minds moving.



Young children should spend **no more than one hour of screen time per day, and less is better!** Unfortunately, research shows that two-thirds of 2-to-5-year-olds watch more than one hour each day on TVs, computers, tablets/iPads, phones, and gaming devices. As they grow, this may increase. Children ages 8-18 in the United States spend an average of 7½ hours each day watching or using screens.

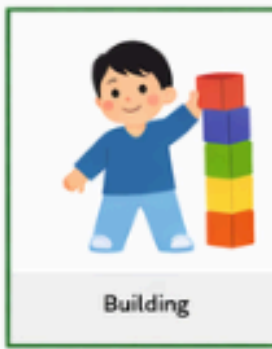
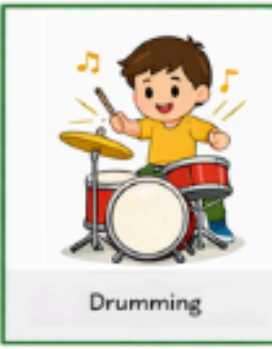
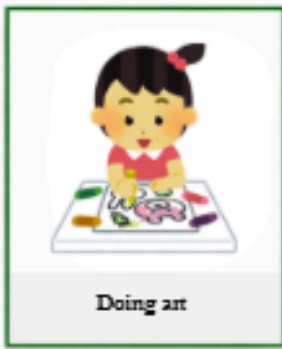
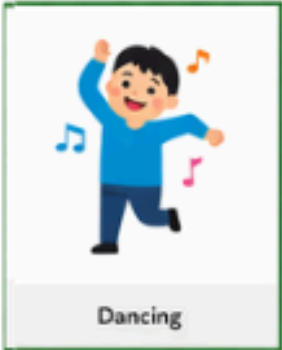
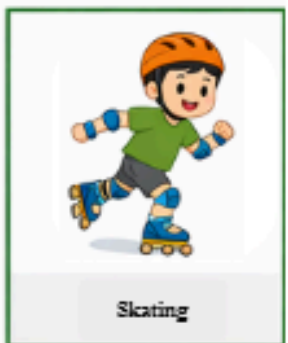
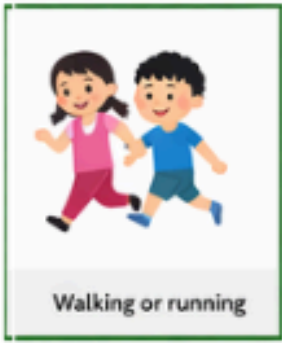
The earlier children start building life-long healthy habits, the better! It is much easier to grow into a healthy teenager and adult if children start with a strong foundation now.

Children learn first and foremost from watching you. Here are some easy tips to involve your child in making healthy choices:

- **Choose something interactive for the 1 hour of allotted screen time.** High-quality screen time should have educational value, encourage active engagement such as singing and dancing along, and be co-viewed with someone who can discuss what the child is viewing.
- **Keep screens off during meals and family time.** Reserve these times for eating, socializing, and interacting directly with each other — without a screen between you.
- **Model healthy behavior** by limiting your own screen time and setting screens aside to be more present with your child.
- **Prioritize healthy habits** like physical activity, sleep, and reading over screen time.

Flip this sheet for ideas presented to your child as alternatives to screen time!

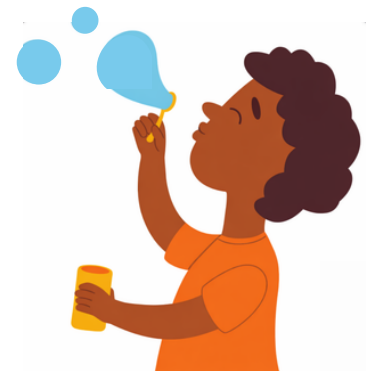




Screen Time Reduction “Unplugged Play”

Your child has been learning about *how to find alternative activities to screen time* in our lesson “Unplugged Play.” We have learned that:

- There are many things that we can do to stay occupied or relaxed other than view screens. We can play and work with others indoors and out.
- Alternative activities to screen time can help our bodies and minds feel better and grow stronger.
- We can choose do healthier activities, and even encourage others to make healthier choices, too!



It is important to help children learn how to find healthy alternatives to screen time. Screens can be addictive, particularly for young brains. It can also sometimes feel easier for children to find new and exciting things online rather than in other activities, and parents may find screens a convenient tool for keeping a child occupied. However, the long-term developmental, physical, and social side effects of too much screen time all point to the need to limit it to 1 hour a day or less.

Here are some tips to encourage alternative activities to screen time:





- **Have screen-free times and zones.** No devices at the table, in the bedrooms, or maybe even the car. No devices during family meeting times, meal times, or two hours before bedtime.
- **Make healthy alternatives as easy — or easier — to do as screen time.** Make it easy for a child to reach for a book, be with you outdoors, have space for play inside, etc. Prioritize healthy activities so that they are the automatic choice, and screen time is an afterthought.
- **Model choosing healthy activities.** Let your children see you turning the TV off or putting your phone on silent to prioritize other activities. Telling them when and how you are making these choices helps them to make them, too.
- **Set strict limits on screen time and use a timer** to help children stick to them.

Flip this sheet for a screen-free activity you and your child can use at home!



Screen-Free Scavenger Hunt

Let's play, move, and have fun—no screens needed! See if you can find the items on this list that you can use for screen-free playing and helping:

- Something to jump over
- Something to climb on
-  A ball
- A bug
- A place for digging
- A place for a picnic
- A book
- Something to color with
- Something to build with
- People, doll, or animal toys
- A carpet or mat to stretch on
- Something you have to reach high for
- Space to dance
-  A window to decorate
-  Dress-up clothes
- A plant to water
- A table to set or clean
- A pet to care for
- A place to sit for a healthy snack
- A puzzle
-  A broom for sweeping

Screen Time Reduction “Get Moving, Get Grooving”

Your child has been learning about the importance of *physical activity* in our lesson “Get Moving, Get Grooving.” We have learned that:

- Movement helps our hearts, muscles, and bones grow strong and healthy.
- We should move our bodies during the day for much more time than we sit and watch screens.
- We can choose to have fun moving instead of having more screen time!



The Physical Activity Guidelines for Americans recommends that **young children get an average of 3 hours of physical activity throughout their day**. Not only does this help prevent chronic diseases associated with sedentary lifestyle and obesity, it also helps their muscles, bones, and brains develop. At this stage, your child’s physical activity should simply mean “play” or helping around the house. This helps children explore how their bodies move safely during everyday actions like walking, lifting, pushing, and pulling. You can help your child be more physically active with the following tips:

- **Make physical activity part of your daily or at least weekly schedule.** Focusing on physical activity for family time makes it easier for everyone to be healthier. For example, go for evening walks, swim at community pools or beaches, have weekly “dance parties,” or wrap up the weekend with a family game night that includes at least one active game.
- **Encourage you child to try a little bit each day.** Whether it is stretching, riding a bike, or going for a walk, start small and build up capacity.
- **Choose screen time options that will get your child moving.** Dances or age-appropriate exercise routines for your child to follow can turn screen time into physical activity time.
- **Make activities fun.** Physical activity can feel like hard work or a chore — or it can feel like fun and games. Of course, we all prefer the latter!






Flip this sheet for more physical activity ideas for the entire month from ShapeAmerica’s *Get Moving Today Activity Calendar*.



January

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Start the New Year off with a family walk. As you walk, share the ways that your family can play healthy this year.</p> 	<p>Get outside again and work on the concept of big and small. Can you take big steps and small steps? Big jumps and small jumps?</p>	<p>Cut out paper snowflakes and make a trail through your home. Walk, run, and hop along the trail.</p>	<p>Practice rolling your body into different shapes and then moving across the floor. Can you be straight like a pencil and small like a marble?</p>	<p>Make a hopscotch pattern on the floor using paper plates, and work on your hopping/jumping skills while you help your body get fit.</p>	<p>Recycle the paper plates from yesterday and set up targets on the floor – close and far. Using rolled up socks practice your underhand tossing skills. Remember to follow through by pointing at the target.</p>	<p>Rainbow Game – find as many things in your home that are different colors of the rainbow. When you get to each item, jog in place and count to 10.</p>
<p>Time for a winter rock party. Turn on the music and dance until you feel your heart beating really fast.</p>	<p>Shut off the lights and have fun with a flashlight dance. When the flashlight is shined onto a body part, move it in different ways – wiggle, reach, bend and stretch.</p>	<p>Move across the room acting like something. When you get to the other side, someone has to guess what you were and then they have to copy your movements.</p>	<p>Go for a winter wilderness walk. As you walk, take deep breaths.</p> 	<p>Make a big pile of clean socks. Move quickly as you match the pairs and run them to a different part of your home.</p>	<p>Twist, turn, bounce, bend. Try doing each of these movements with different parts of your body. Can you think of other ways to move?</p>	<p>Using a make believe paintbrush, paint your house. Stretch high, reach low, paint fast and paint slow.</p>
<p>Find a bunch of pillows and set up an obstacle course. Use the pillows as rocks to step on as you cross the river. Don't get wet!</p>	<p>Read a book with your family – act out the movements in the book.</p> 	<p>Using a laundry basket and recycled paper, make a bunch of paper balls and practice throwing into the basket from different distances.</p>	<p>Build your muscles today by acting like a crab, a bear and a seal.</p>	<p>Play "add-on". Take turns doing one simple movement, such as bending your elbow. As you do a new movement, repeat the movements that have already been done.</p>	<p>Go ice skating inside! Put two paper plates on the floor and use them to skate around. Try taking big steps or small steps; try going in a straight line or a curvy line.</p>	<p>Make a tunnel using chairs and a blanket. Have fun crawling through it and running around it.</p>
<p>Roll up some socks, put them on a big beach towel, hold one the ends of the towel and fling the socks into the air.</p>	<p>Play follow-the-leader in your house. Take turns moving to a different room and then do a fun movement in each room.</p>	<p>Copy me. Toss a mitten in the air, do a trick and catch the mitten. Can someone copy you? Now you copy them!</p>	<p>Sit on a t-shirt and move around the floor using only your arms to pull and push.</p>	<p>Practice your galloping today. Try to use your hands to do other things while your legs are galloping – such as waving, clapping, or snapping.</p>	<p>Go on an imaginary walking trip. Pretend to walk through the sand, over a bridge, into the mud, or under a tree.</p>	<p>Today you are going to be "rain". Can you act out a mist, or a drizzle, or a downpour? What about a windy rain, a cold rain, or a heavy rain?</p>
<p>It "rained" yesterday so there are lots of puddles today. Pretend to run through the puddles, jump over the puddles, crawl around the puddles, and splash in the puddles.</p>	<p>Find two different songs – one fast and one slow. Do a fast dance and then do a relaxing slow stretch.</p>	<p>Practice your rhyming skills while moving. Say any movement word you can think of – like run. Then think of words that rhyme with it. Act out your words. <i>Have fun, as you run, under the sun!</i></p>	<p>Practice your kicking skills. Roll up a big pair of socks and kick them across the room into a laundry basket turned onto its side.</p> 	<p>Play "Movement Emotional Charades". Use your entire body to act out different emotions and see if someone can guess what you are feeling.</p>	<p>Let's go silly walking! Walk all around your home acting out different emotions. Can you walk happy, sad, shy and angry?</p>	<p>Read through each day again and repeat your favorite January activity. Enjoy!</p> 

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February

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Celebrate Heart Health this month! Everything we do this month will help your heart be healthy. Put your hand on your heart after every physical activity.</p> 	<p>Start today with jumping jacks. Is your heart beating faster?</p> 	<p>Silly walking around the house – walk all around your house acting out different emotions – can you walk happy, sad, shy, angry?</p>	<p>Ask others in your family to pretend to be in a parade with you. Each of you can imagine that you are playing a different instrument as you march in a line.</p> 	<p>Play the "Mirror Game". Face your parent/caregiver and copy what they do with their bodies as if you were looking into a mirror.</p>	<p>Explore Speed – move fast, then really slow, and now in between. Which one makes your heart go faster?</p>	<p>Time to get outside and take a Nature Walk around your house or neighborhood. Make sure to go with a grown up.</p>
<p>Turn on some music and try to run in place for one song. Feel your heart when the song is over. Now lay down for one song. Feel your heart again.</p>	<p>Act out the foods that make your heart healthy. Be a tiny blueberry, a curvy banana, and a swimming fish.</p>	<p>Move like things around the house. Can you be a blender? Now be the washing machine. How about a vacuum? What does this do to your heart?</p>	<p>Read a book with someone and act out the words.</p>	<p>Pretend you are floating through the air like a bubble. Your job is to move all through your house without being popped. Try to get really close to things without touching them.</p>	<p>Ask someone to help you make paper airplanes and then work on your throwing skills. Remember to step with the opposite foot.</p>	<p>Make a circle on the floor with a string and practice moving into, out of, around, over and beside. Make a different shape with your string.</p>
<p>Time for a winter rock party. Turn on the music and dance until you feel your heart beating really fast.</p> 	<p>Twist, turn, bounce, and bend – try doing each of these movements with different parts of your body. Can you think of other ways to move?</p>	<p>Give away five hugs to make your heart happy and healthy today!</p>	<p>Be a clean machine! Dust – reach high, low, over and under as you work your muscles.</p>	<p>Visit every doorway in your home and when you get there try to do a different balance. Balance on one hand and two feet, or one knee and two hands. How long can you hold each one?</p>	<p>Run like a bear with your hands on paper plates and your feet on the ground. Push the plates through different pathways.</p>	<p>Spread out wash cloths and move across the floor stepping only on the wash cloths. Try not to touch the floor.</p>
<p>Visit every window in your home, and when you get there try to jump as high as you can as you reach and stretch.</p>	<p>Yoga Zoo Animals – put your body into different animal shapes. Stretch and reach and hold the shape as you remember to breathe.</p>	<p>Make your heart healthy today! Lie down and feel your heart then get up and run in place and feel your heart. What happened?</p>	<p>Get outside and work on your jumping skills. Find a rope and lay it on the ground – practice jumping back and forth over it as you sing your favorite song.</p>	<p>Body Ball Roll – using a ball, such as a beach ball, work on rolling the ball around your body. Stand up, sit down, kneel or lay down. Go around the whole body and different body parts.</p>	<p>Place a sheet of newspaper on your tummy – try to run without it falling off.</p> 	<p>Wad up balls of newspaper and see how far you can throw them. Remember to step with the opposite foot as you throw. What does this do to your heart?</p>
<p>Using the newspaper balls from yesterday – hold them between your knees and take them to the other end of the room.</p>	<p>Play Add-On. Take turns doing one simple movement, such as bending your head forward and backwards. As you do a new movement, repeat the movements that have already been done.</p>	<p>Play catch with someone with a rolled up t-shirt. Can you toss it up and catch it on different body parts?</p>	<p>Sweep the floor, working your reaching and pulling and pushing motions.</p> 	<p>Using a laundry basket and recycled paper, make a bunch of paper balls and practice throwing into the basket from different distances.</p>	<p>Get outside and work on the idea of BIG and small. Can you take big steps and small steps, big jumps and small jumps?</p>	<p>Read through each day again and repeat your favorite February activity. Enjoy!</p>

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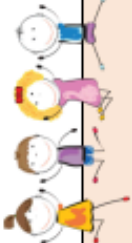




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March

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Start the month off with a game of follow the leader. Move around your house in different ways as someone copies your movements.</p> <p>Using paper plates as pretend stones; make an indoor nature trail through your house. Walk through the nature trail by only stepping onto the make believe stones.</p> <p>Turn on some music and take turns choosing a way to move.</p>  <p>Get outside today and play "I Spy". Each time one of you says, "I spy", you have to all walk, run or gallop to that object.</p> <p>Pretend to have a beach party. Turn on some beach music and dance. Pretend to surf and swim as you work your body.</p> 	<p>"Chair Exercise". Move around, under, and over a chair; sit down and stand up using a chair; turn on music and wiggle & stretch while sitting in a chair.</p> <p>Make a pile of paper balls by crumching recycled paper. For one minute throw these balls all over the playing space – making a blizzard of balls. Collect them and do it again.</p> <p>Leaping! Put pillows on the floor and practice your leaping skills. Push off of your back leg and reach with your front leg.</p> <p>Animal Action Fun! One person says the name of an animal and the other person has to move around the house like that animal would.</p> <p>Pretend your arms or foot or elbow or nose is a crayon and draw a big picture of a rainbow in your home.</p>	<p>Loud and soft – first walk on your tip toes trying to be really quiet, then stomp using your whole foot trying to be really loud.</p> <p>Using the balls from yesterday put them in a pile. Crab walk with one ball at a time on your tummy, carry it across the room. Move all the balls to a new pile.</p> <p>Work on your locomotor skills – go outside and practice walking, running, galloping, skipping, jumping and hopping.</p> <p>Using a scarf or handkerchief, practice your self-toss and catch skills. Watch the scarf with your eyes and move your body so the scarf can land in your hands.</p> <p>Put a sock puppet on your hand and have it travel high, low, fast, slow, curvy and straight.</p>	<p>Tear newspaper into long strips – crunch them up into balls – throw the balls into a basket – Rip-Crunch-Throw.</p> <p>Get outside and pick up trash in your yard.</p>  <p>Pickup marbles with your fingers and toes. Lie on the floor and blow the marbles across the floor.</p> <p>Have an adult write your name really big on a sheet of paper, and then put your body into the shapes of each letter. Can you do this standing up? Can you do this laying on the floor?</p> <p>Pretend to be a balloon – first without air, then being blow up, then floating around the room, and then being popped!</p>	<p>Be a superhero! Think about all of your favorite superhero's and then spend some time moving just like they would.</p> <p>Take a "spring is here" walk. Swing your arms as you walk quickly. Notice all the signs of spring!</p> <p>Pull a wagon around outside as you pick up sticks. Create and obstacle course with the things you find.</p>  <p>Make up a nonsense word. Now make up a movement to go with that word.</p> <p>Work on your tossing and catching skills with someone. Toss it right to their hands.</p>	<p>Ask someone to go for a walk with you and as you walk, make up a little song about moving and having fun together.</p> <p>How many different ways can you carry a sock as your move around the house?</p> <p>Make it backwards day. Move from room to room backwards. Try to high and low, fast and slow.</p> <p>Twins – for 2-5 minutes pretend as if you are connected to someone else and the two of you have to move exactly the same way.</p> <p>Balance on two body parts. How about three parts or four or ever five body parts?</p>	<p>Take a few minutes today to lie on the floor and stretch your body from head to toe. Take some deep breaths and relax as you reach and then relax.</p> <p>Crawling is a great way to work on the muscles in your arms. Try to crawl around your home for a few minutes – take a break and do it again.</p> <p>Make a trail of paper plates through your home and pretend that you can only walk on the plates or you will fall in the water.</p> <p>Go on a walk through your home. Each time you get to a new space you have to change the way you are moving.</p> <p>Repeat your favorite activity this month!</p> 

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April

Get Moving Today!



ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Have fun on April Fool's Day. Act out an emotion and see if someone can guess what you are feeling.	Pretend you have a farm. Act out the different things you would see, like a horse galloping, a pig rolling in the mud, and a farmer picking apples high in a tree.	Get down on the floor and roll around – roll in a straight line, roll in a tiny ball, roll across the room.	I spy something red! Run and touch something red. I spy something yellow! Gallop and touch something yellow.	Using an empty paper towel roll and a balloon; work on volleying the balloon so it does not touch the floor.	Work those muscles by crawling, bear walking, crab walking, and slithering like a snake across the room.	Jump 13 times – hop 13 times – march 13 steps – reach up high 13 times.
Can you do a jumping jack? Give it a try.	Work on your bending, twisting, shaking, reaching, and crunching. Can you think of other ways to move while staying in one spot?	Time to march! Pretend to have your favorite instrument and march as you play. Can someone guess what instrument you are playing?	Practice your walking today – swing your arms, keep your head up, shoulders back. Do this outside!	Pretend that your home is full of mud puddles and your job is to jump over them without getting wet and dirty.	Help out in the kitchen – sweep the floor and wipe down the counters. Use great big movements to work all your muscles.	With a ball that bounces, work on bouncing and catching skills. Drop the ball and catch it after it bounces.
Get outside and run, gallop, and jump all over. Feel your heart when you are done – what is it doing?	Find lines on the sidewalk or driveway and jump over them. Remember to land softly on two feet.	Have fun rolling around your home. Work on rolling in a straight line and a curvy line.	Try to wiggle and shake every part of your body, one by one. Then wiggle or shake your entire body.	Roll a t-shirt into a lasso and move it in circles above your head, in front and behind and to the side. Do it with the other hand too.	Practice your hopping. Remember to take off and land on the same foot. Hop near and far, high and low.	Turn some music on and move to the beat. This is more fun if someone does it with you.
Sit on a t-shirt, roll up another t-shirt and hold on to one end as someone else holds on to the other end and pulls you around the room. Your turn to pull them.	Running is a great way to make your heart healthy. Try to run for 2 minutes without stopping.	Pretend to be a seed that is planted in the ground and then grows into a big, strong tree.	Find a ball and practice kicking. How far can you make the ball go? How high can you make it go?	Find four pillows that are different sizes. Can you balance on each one without falling off?	Ask someone to practice tossing and catching with you. Keep your eye on the ball as you move your body to the ball.	Wad up a tissue. Lie down on the floor like a snake and blow the tissue across the floor.
Put a paper plate on your head and walk across the room without it falling off. Can you bend down and get back up without it falling off?	Transport me! Put one small item on a paper plate and carry the plate on your palm to the other side of the room. Can you carry two items? How about three?	Go on a walk through your home. How many steps does it take to get from one space to another?	Time to stretch and reach. Turn your body into different shapes and hold each shape, as you squeeze your muscles.	Using kitchen tongs, practice picking up wash cloths and carrying them to the other side of the room, run back and do it again	Time to get outside and move. Ask someone in your family to come out with you	What was your favorite? Go back and repeat your favorite April activity.

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May

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Take a walk. Each time you see a sign of spring do 10 jumps for joy.</p> 	<p>Motions of the Weather. Use your body to pretend to be different types of weather. Rain, wind, thunder, snow...get creative.</p>	<p>Practice your throwing skills. Find a big target and throw as hard as you can at it. Work on stepping right at the target with your "opposite" foot.</p>	<p>Rainbow Run. Talk about the colors of the rainbow and as you name a color run and touch three things that are that color.</p>	<p>Log Rolls – find a safe space in your house and practice rolling in a straight, strong line. Use those muscles.</p>	<p>Silly Run: Get outside and run. Try running in a straight line, a curvy line, and then a zigzag line. coloring the most beautiful picture.</p>	<p>Pretend that your elbow or your foot is a great big crayon, and move all around your home coloring the most beautiful picture.</p>
<p>Can you leap? Pretend that your house is full of puddles and your job is to leap over all of them. Don't get wet! ☹️</p>	<p>Find an extra chore that will help you become a better mover (sorting clothes to work on throwing skills; sweeping the floor to work on strength).</p>	<p>Turn on some music and make your parent/caregiver dance with you. Tell them they have to dance for at least two whole songs.</p>	<p>Statues Game: Put your body into a balanced position and hold it while you count to 10. Try a more challenging position.</p>	<p>Say the ABC's by putting your body into the shape of each letter.</p> 	<p>Go for a walk – breath in the air as you swing your arms and hold your head high.</p>	<p>Can you skip? Give it a try – step, hop, step, hop.</p>
<p>Cut out a bunch of different shapes, put the shapes in a pile and then try putting your body into these odd shapes.</p> 	<p>Find different kinds of shoes in your house. Pretend to move as if you were wearing each kind of shoe. Stomp in your boots, prance in your slippers, slide in your skates.</p>	<p>Get silly today and make up a new sound or word and then make up a new action to go along with that word or sound.</p>	<p>Get outside and pick up trash. Use different forms of movement to travel to each new piece of garbage.</p>	<p>What animals do you see in the spring? Act them out.</p>	<p>Go outside and explore speed – try moving really fast. Now move very slowly. Practice changing from fast to slow.</p>	<p>Pick up your room! Each time you pick something up do five jumps before you put it away.</p>
<p>Ask someone to help you make a hopscotch pattern with paper plates. Practice hopping and jumping.</p>	<p>Practice your ball rolling skills by rolling a ball back and forth with someone. Each time you roll it, back up one step.</p>	<p>Nature Statues Game: Name something that you would see in nature then put your body into that shape. Try to hold that shape while you count to 10.</p>	<p>Become a cloud! Watch the clouds today and change your body into all of the shapes that the clouds make – then float through space going high, low, fast and slow.</p>	<p>Draw some lines outside on the sidewalk using chalk. Practice jumping over them. Work on bending your knees and using your arms to get high and far. Also remember to land softly</p>	<p>Do the Opposite! Work on doing opposite movements, such as run fast and slow, reach high and low, march soft and hard.</p>	<p>Pretend to play your favorite instrument and go on a parade around the yard.</p>
<p>All Aboard! Find a big towel or blanket and spread it out on the floor. Stand on it, move on it, then fold it up a little. Can you still stand and move on it? Fold it again – move again. How small can you make the towel?</p>	<p>Take five minutes – go to every space in your home and do a funny dance that makes your parent/caregiver laugh. Make them do the dance with you.</p>	<p>Get outside and play catch. Follow the ball with your eyes and move to where the ball is going.</p> 	<p>Read your favorite Nursery Rhyme and put actions to it so you can say it with your body.</p>	<p>Motions of the Weather: Use your bodies to pretend to be different types of weather. Rain, wind, thunder, snow...get creative!</p>	<p>Make yourself really small and on the count of three spring up into the air, reaching and stretching to make yourself really big.</p>	<p>Go back and repeat the activities that you really enjoyed this month!</p> 

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June

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ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Go outside and run in big, small, and medium sized circles.	Make a paper airplane and see how far you can make it fly. 	Work on your tossing skills. Find some small objects to toss into a box. Keep backing up to see if you can toss further.	Play catch with someone. Start really close and after every two tosses back up one step.	Find an open space and work on rolling in different ways - long, straight body and a curled up small body.	Say three different motions as your partner does them, such as touch your nose, spin around, and jump up high. Take turns.	Go for a family walk and take turns saying something you are really happy about or thankful for. 
Draw or cut out some odd shapes, then put your body into each shape.	Turn on some slow, quiet music – lie on the floor, relax, breath and stretch.	Pretend that you are at a magical zoo. Identify an animal; move and sound like that animal.	Ask someone to pitch some balls to you as you try to hit them with a big, soft bat.	Work on dribbling a ball. Try saying tap, tap, run, run as you do the same with the ball and your feet. 	Use wet sponges to work on your throwing. Throw sponges at a big target such as a building or garage door.	Pretend to be a growing flower. First you are the tiny seed in the ground and then you slowly grow into a big, tall flower that blows in the wind.
Fill a cup full of water. Can you run around your building carrying the cup without losing much water.	Can you walk while you balance a book on your head?	Walk and run around your home four times. Each time try to go a little faster.	Work on throwing really hard. Remember to bring the ball back to your ear and take a nice big step forward.	Make up a silly dance, show it to someone, and then ask them to do it with you.	Draw a hopscotch pattern outside and work on your jumping and hopping skills.	Stretch your body into the shapes of each letter in your name. Stretch big and small.
Work on moving in different directions – forward, backward, sideways.	Set up a bunch of targets and work on throwing or rolling a ball at them to knock them over.	Have a three legged walk with someone in your family. Stand side by side, with your inside legs touching – these two legs should move together as one leg.	Ask someone to take you to a park and try to keep moving for 15 minutes without stopping - run, climb, jump, and swing.	Make your arms strong by walking like different animals around your yard - bear, crab, seal, etc.	Put a t-shirt on the floor, bend over and put your hands on it, then push it all over the space 	Draw circles, squares, and triangles on the driveway and practice tossing rolled up socks into each shape
Find a little hill and roll down it, run back up and do it again. 	Work on your kicking skills. Try running up to the ball, swing your leg back and then kick through the ball.	Practice your volleying skills. Find a balloon and try to keep it up in the air. Try volleying it with different parts of your body.	Play catch with a water balloon. Make a nice soft home for the balloon with your hands, and "give" with your body as you catch it.	Draw different shapes with sidewalk chalk and practice moving over, around, and into them.	Work on dribbling a ball with your feet. Try saying tap, tap, run, run as you do the same with your feet and the ball.	Go back and do your favorite activity this month!

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July

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ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Have fun in the water today – really try to use all of your muscles.</p> 	<p>Run in the pathway of each letter of your name. Make each letter big and then small.</p>	<p>Practice your throwing skills. Step at your target and follow through toward your target.</p>	<p>Get your body wet and then lay down on the driveway. When you get up you will see an impression of your body. Practice jumping over yourself.</p>	<p>Play catch with a water balloon. Make a nice soft home for the balloon with your hands, and "give" with your body as you catch it.</p>	<p>Pretend to swat a fly. Use a foam noodle to run around your yard and even move under. See how fast you can do it.</p> 	<p>Set up an obstacle course using things to jump over, go around, and even move under. See how fast you can do it.</p>
<p>Do the course you did yesterday but go through it the other direction.</p>	<p>Pretend to go on a trip today – drive your car, fly in an airplane, ride a motorcycle, and paddle a boat. Really use your muscles.</p>	<p>Find a bouncy ball and practice bouncing and catching. Bounce it off the ground or off of the side of a building.</p>	<p>Play throwing golf: Take turns throwing a ball toward a big target. How many throws does it take to get there? Pick a new target.</p>	<p>Draw different shapes with sidewalk chalk and practice moving over, around, and into them.</p>	<p>Plan a family fitness day. Let everyone choose one activity and then do all of them together today.</p>	<p>Throw into a target. Find different sized boxes and practice throwing into each of them. Try it near and far.</p>
<p>Before you go to bed tonight, lie on the floor and as you breathe, try to make every muscle tight and then every muscle relaxed.</p>	<p>Make a musical instrument and have your own parade.</p> 	<p>Find three different things that you can jump over that are each a different height.</p>	<p>Make up a new game today using an empty plastic bottle and a ball.</p>	<p>As soon as you get up today – do 10 jumps, 10 reaches, 10 twists, and 10 crazy moves.</p>	<p>On the 13th you were asked to plan a family fitness day; have you?</p>	<p>Find time to laugh and move with your family. Either go for a walk, swim, or hike.</p>
<p>Find something to climb – make sure you ask your parent/caregiver first.</p>	<p>Dig a hole in the sand. Use your muscles.</p>	<p>Set up a variety of targets – bottles, cans, buckets. Then work on throwing at them from different distances.</p>	<p>Set up those same targets as yesterday, but today work on kicking at them from different distances.</p>	<p>Toss, kick and catch! Have fun with a beach ball.</p>	<p>Blow bubbles and chase them around the yard.</p>	<p>Practice your locomotor movements. Walk, run, gallop, jump, hop, slide, skip and leap. Which one is your favorite?</p>
<p>Turn on some fast, fun music and take turns making up new moves. Your job is to try to keep moving until the song is over.</p>	<p>Play Add On Movement Fun! Do one movement, then your partner repeats it but adds on one more, then you do your first movement, your partners' and then add on.</p>	<p>Ask someone to take you to a park. Play on every piece of equipment.</p> 	<p>Set up a sprinkler and have fun running through it. Try running around the house after every trip through the sprinkler.</p>	<p>Skip around your home as you sing your favorite song.</p>	<p>Get your feet wet and make tracks on the sidewalk. Try taking big steps and then small steps.</p>	<p>Find your favorite activity from this month and do it again!</p> 

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August



Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Walk or run in a big circle, after the first one jump into the sky. Jump up to five times.	Using rolled up socks, put them on your tummy as you crab walk them across the house.	Draw a big circle using sidewalk chalk. Toss a sock or a bean bag into the circle. How far away can you get and still toss into the circle?	What are your favorite animals? Can you move like them and see if someone can guess what you are? 	Hit a balloon high into the sky and chase it as it floats all over the place. Hit it again before it touches the ground.	Ask someone to pitch you some soft balls as you try to hit the balls with a soft bat. 	Play hide and seek with a friend or family member.
Find a hill to run up and roll down. Go up in a different way and come down in a different way.	Get your feet wet and make tracks on the sidewalk. Try taking big steps and then small steps. 	Practice your toss and catch skills. Can you clap before you catch?	Reach with your front foot as you push off of your back foot. Pretend to leap over puddles.	Play catch with someone. Follow the ball with your eyes and then move your hands to meet the ball.	How far can you kick a ball? Kick it hard, chase it, run back and kick it again.	Set up a track in your yard. How many steps does it take to run the entire track?
Pretend to be a butterfly that is flying around your yard from flower to flower.	Make up a new game. Give it a name and have fun playing it.	How many different ways can you move your body? How about shiver, tumble, and waddle?	Make up a movement pattern - try jump, jump, wiggle, jump, jump wiggle. Your turn!	Go on a color walk. Find every color of the rainbow. Do five big jumps for every color. 	Take two minutes before going to bed tonight to stretch and relax as a family.	Pretend to move like different foods - melt like a popsicle or pop like popcorn.
Work on spelling your name (or other words) - but use your body to make each letter.	Practice bouncing a ball. Can you bounce it really high? Can you bounce really low? Can you bounce it so it travels behind you?	Practice your hopping skills. Take off and land on the same foot. How many times can you hop in a row? Can you hop with both feet?	A day to stretch your body in all different shapes and directions. Try to hold each stretch until you count to five.	Make up a yoga pose for your favorite animals. Do each pose as you relax and breathe.	Sweep the sidewalk or driveway for your family. Work hard and use those muscles.	Using paper plates try to see how far you can make them fly. What is the best way to toss it to make it go far?
Use your fine motor skills today - clean some vegetables and enjoy a treat. 	Plan an afternoon of physical activity. Let everyone decide one thing that they would like to do with the rest of the family.	Spread out a beach towel, move around it, over it, beside it, on it, then under it.	Play "Kick Golf". Pick a target, take turns kicking until you hit the target and then pick a new goal.	Put a water hose on a plastic tarp - have fun slipping, sliding and jumping in the puddles.	Using 'stuff' from around the house create a tunnel - have fun moving through it in different ways.	Go back and find your favorite activity and do it again.

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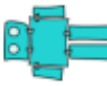



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September

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Make paper airplanes and practice throwing them – step and follow through toward the target.</p>	<p>Shake your body! Take turns leading a fun dance move to your favorite music.</p> 	<p>Spread wash cloths around the room and jump from one to another.</p>	<p>Staple two paper plates together to make a flying saucer. Go outside, throw it, run to it, and throw it again.</p>	<p>Pretend to be robots and walk through your house, keeping your body stiff and straight.</p> 	<p>Make a set of shape cards. Pick a shape, find something that is that shape and run as fast as you can to touch it.</p>	<p>Find a starting spot outside/inside and choose different places to go. Count how many steps it takes to get to each spot. Which is the farthest? Which is the closest?</p>
<p>Roll up a bunch of sheets of newspaper. Use plastic bottles as targets. Work on overhand throwing skills.</p>	<p>Clean Up! Spread out a bunch of small items in a room. Crab walk to each item, put the item on your tummy, and crab walk the item to a new spot.</p>	<p>Make two sets of ABC cards. Spread a few letters out on the floor. Collect the same letters from the other pile. Hold up a letter and identify a way to move - gallop to the get the P or crawl to get the S.</p>	<p>Practice walking with style today – walk happy, walk scared, walk angry, walk shy. Think of your own ways.</p>	<p>Use the shape cards from the 6th; put a number on each shape and spread the cards out on the floor. Move to a shape, read the number and jump over it that many times.</p>	<p>Stretch out on the floor and then curl, bounce, freeze, twist, stretch and bend your entire body.</p>	<p>Walk around the house three times – first fast, second backwards, and third like your favorite animal.</p>
<p>Using your ABC cards, spread out a few letters. This time use rolled up socks to work on underhand tossing to the correct letters.</p>	<p>Go for a walk and look for things that begin with different letters of the alphabet.</p>	<p>Using your entire body, make up a handshake with each person in your family – try to really add a lot of movement.</p>	<p>Collect 10 stuffed animals and put them in a line on one side of the room. How fast can you move one at a time to the other side of the room?</p>	<p>Again using the ABC cards, make a trail throughout the house or outside. Jump or hop or leap to each letter as you say its name.</p>	<p>Sit facing each other and roll a ball back and forth.</p>	<p>Point to something outside, say the object's name, and move to it as fast as you can. When you get there rest and then find something else.</p>
<p>"What am I?" Take turns moving like something as the other person copies and guesses what you are.</p>	<p>Do three with me! Wiggle, reach, and touch the floor. Touch your nose, lay on the floor, jump really high. You make some up.</p>	<p>Move to every room in your home and jump five times. Remember jumping is two feet!</p>	<p>Go for a color nature walk. Can you find fall colors?</p>	<p>Roll up a bunch of sheets of newspaper. Use plastic bottles as targets. Work on overhand throwing skills.</p>	<p>Build an obstacle course outside – run, jump, crawl, and climb.</p> 	<p>I spy something red! Take turns saying, "I spy something ___" and then together run to that object.</p>
<p>Practice skipping. Step-hop-step-hop.</p>	<p>Practice your kicking skills. Can you kick far and near?</p> 	<p>Find a stick and pretend to be in a parade as you move outside.</p>	<p>Go on a walking nature scavenger hunt, looking for signs of fall.</p>	<p>Go on a walking nature scavenger hunt, looking for signs of fall.</p>	<p>Yell out a body part and see who can touch that part to the floor the fastest – without falling down.</p>	<p>Go back and do your favorite activity from this month!</p> 

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October

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Kick off the new month by practicing your kicking skills. Kick – chase – kick again.	Fold a towel or newspaper and put in on the floor. Pretend it is a puddle that you are going to leap over. Each time you leap over it make it a little bit bigger.	Find a starting spot outside/inside and choose different places to go. Count how many steps it takes to get to each spot. Which is the farthest?	Create a movement sequence – hop, twist, reach – and then do it together. Say the words as you do the motions.	Jumping obstacle course: Line up pillows across the floor and try to jump from one to another without touching the floor.	Pretend to be airplanes. Start out on the floor, pushing yourself up and down with your arms to start your engine. Next stand up, with arms out as wings, fly all over the place.	Feel your heart. Walk for five minutes, feel your heart again. Is it beating faster? Why? 
Clean up! Spread out a bunch of small items in a room. Crab walk to each item, put the item on your tummy, crab walk the item to a new spot.	Use recycled newspapers and crunch up pieces, making paper balls. Practice throwing the balls into a box. Throw from different distances and angles.	Using the paper balls from yesterday practice self tossing and catching. Can you clap between catches?	Turn your favorite music on and make up a sequence of dance moves. Share them with someone!	Using a pool noodle create a jumping challenge. Place the noodle on the floor and jump over it. Next move the noodle slightly off the floor and jump over it.	Roll up a pair of socks. Try to balance the socks on different parts of your body as you move throughout space. Try to move around, over and under things.	"At the Zoo". Take turns naming an animal. Try moving around just as that animal would.
Go for a color walk outside. As you walk keep track of the different colors you see and then when you return home draw a picture using those colors.  TAKE IT OUTSIDE! WEEK	Rake piles of leaves & jump into them!  	Outdoor dramatic play: Fly like birds – high and low and fast and slow. Pretend to fly south for the winter and return in the spring!	Go on a rock hunt and sort the rocks you find by size or color.	Read nature-related books and go outside to look for wildlife, like birds, bugs and squirrels. Nature is all around – no matter where you live!	Play! Spy! Go outside and take turns saying, "I spy something _____" and then together run to that object.	Pick up some sticks around the yard, line them up and jump over them.
Musical Freeze: Have someone turn the music on and off. When it is on you must dance and move, but when it is shut off you must balance and freeze.	Practice your ball rolling skills, by rolling a ball into a box set on its side or rolling a ball to knock over obstacles.	Galloping Fun: Find something around the house that could be your horse (broom, hockey stick, wrapping paper tube). Go for a horse ride as you walk, run, and gallop.	Pathway locomotion challenge! Choose a way to move (walk, run, skip, robot etc.). Choose a pathway – either straight, curvy or zigzag.	Pretend to be a cloud as your float around outside. Change your shape as you move through space. 	Turn on some music and make up some new moves. Try to move high, low, big and small.	Transportation Travels! Take turns naming a different type of transportation and then pretend to move that way. Such as a train, bike, car, etc.
Do the Twist! Sit or stand on a t-shirt and twist away.	Run and Touch: Have someone identify a part of your body and a number – now, run and touch that many items using that body part (i.e. touch eight things with your elbow).	Take a break and stretch, reach and bend as you take big breaths.	Connect to someone else and try moving together in different ways. How long can you stay connected?	Stretch as big as you can. Curl up as small as you can. Now explode back to being as big as you can.	Go back and do your favorite activity from this month! 	

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November

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Make a big circle outside. Practice moving in relationship to the circle. Can you move around it? Can you move in and then out of it? Can you run across it?</p>	<p>Move in opposites – fast/slow, up/down, near/far, big/small.</p>	<p>Practice rolling your body across the floor. Make your body like a pencil and roll, then make your body like a ball and roll.</p> 	<p>Jump over the river. Roll up a towel and put it on the floor. Can you jump over it? Make the towel just a little bit bigger – can you still jump over? How big can you make it?</p>	<p>Set up a few of your stuffed animals. Roll up a pair of socks. Practice throwing the sock ball at the animals. Step at the animal as you throw.</p>	<p>Turn on some music and take turns making up a movement. Play copy cat boogie, by following what each other does.</p> 	<p>Jumping stones: Put a bunch of wash clothes or handkerchiefs on the floor. Can you jump from one to the next? Try to cross the room without touching the floor.</p>
<p>Get outside and go for a walk. Look for different shapes. Can you find a circle, a square, and a triangle?</p>	<p>Can you try to move for two minutes without stopping? What happens to your heart when you do this?</p>	<p>Try skating on some paper plates. Put your feet on the plates and slide around the room, or put your hands on the plates and push them around the room.</p>	<p>Get a laundry basket and practice throwing things into it – try tossing far away and try tossing when you are really close.</p>	<p>Use your body to pretend. Can you move like spaghetti? How about applesauce? How about a melting ice cube? Can you think of something?</p>	<p>Get outside and work on your kicking skills. Kick the ball as far as you can, chase it, and kick it again.</p>	<p>Play I spy. One person says "I spy _____". And when the other person sees it you both run to it. Next time try skipping or galloping.</p>
<p>Color Find and Move. Have someone name a color, and then your job is to move to something that is that color. Move in all different ways.</p>	<p>Work on your catching skills. Use a soft ball or rolled up socks. Toss it up and catch it. Keep your eye on it as it travels through the air.</p>	<p>Work on moving in relationship to each other. Move side by side. Move front to back. Move under then over.</p>	<p>Work on moving in relationship to each other. Move side by side. Move front to back. Move under then over.</p>	<p>Go to each space in your home and practice hopping on one foot and then the other. Run to a new space and hop again.</p>	<p>Indoor Zoo: Move like an animal through your home. Each time you get to a new space change to a new animal.</p> 	<p>How many parts of your body can you bend? Give it a try!</p>
<p>Go on a shape walk. As you walk, pump your arms and get that heart beating. How many different shapes can you find?</p>	<p>Walk, jog, run – start out by walking one lap around your home. Now jog one lap and then finally run one lap. Which one was harder?</p>	<p>Turn on some music and try to keep moving for an entire song. Check out what it does to the way you are breathing.</p>	<p>Draw a shape on a piece of paper and then try to put your body into that shape. Keep your body still as you hold the shape.</p>	<p>Play a game of Can You? Can you spin on your bottom? Can you jump to the sky? Your turn to create a movement to try!</p>	<p>Practice your jumping skills. Bend your knees, push off the floor, and reach to the sky. How high can you jump? How far can you jump?</p>	<p>Toss a t-shirt in the air, let it land on your head. Toss it again, let it land on your shoulder, your elbow, your tummy or your foot.</p>
<p>Make a set of cards that have a number on each card. Put the cards in a bucket. Draw a card, read the number, then take that many steps together.</p>	<p>Work on walking tall and proud. Can you balance a paper plate on your head as you walk around your home?</p>	<p>Do some outdoor chores as a family. Reach, pull, push and bend.</p> 	<p>Work on those muscles in your hand, crush up recycled paper into tiny balls. Do it with your right hand and your left hand. Keep these balls for tomorrow.</p>	<p>Use the recycled paper balls and work on your throwing skills. Step and throw across the room. Crab walk to the balls and throw them back.</p>	<p>Balance fun. Try putting four parts of your body on the ground and balancing. How about four other parts? Now try balancing on three parts or even five parts.</p>	<p>What were your favorite November Activities? Do them again!</p> 

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December

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Time to practice your jumping skills. Practice jumping far and high – bend your knees, reach for the sky, and land softly.</p>	<p>Go for a walk. As you walk practice other ways to move, skipping, galloping, sliding, and leaping.</p> 	<p>Using a balloon, practice volleying with different parts of your body. Can you keep the balloon in the air using your hand, your thumb, or even your elbow?</p>	<p>Go on an ABC treasure hunt! Move throughout your house finding items that begin with each letter. When you get to an item do a fun movement such as donkey kicks, log rolls, or jumping jacks.</p>	<p>Movement Add On: Working together, create a movement sentence. One person starts by doing one movement, the next person does a new movement, and then do the two movements together. Keep adding new movements.</p>	<p>Enjoy the day by going for a family walk. As you walk together take turns sharing something that is special about your family.</p>	<p>Turn on some relaxing, quiet music as you stretch your body in many different ways. Between each stretch try to relax and breathe.</p>
<p>Work on your kicking skills. Kick a pair of rolled up socks from room to room.</p>	<p>Sit with your family and take turns laughing. Try to make your laugh extra special.</p>	<p>Time to roll. Clear out some space in your home and roll from one end to the other. First keep your body as straight as you can, then try it with a bent body.</p>	<p>Roll up some socks and practice your throwing skills - turn, step, throw, follow-through.</p>	<p>Practice your hopping skills! Hop once on each foot, and then hop twice on each foot, etc. Keep on hopping and counting.</p>	<p>Pretend to skate on paper plates. Add some style and some tricks.</p>	<p>Puzzle relay: Put puzzle pieces on one end of the room. Starting on the other side, run, pick up a puzzle piece, run back and start the puzzle.</p>
<p>Find items around your home that make noise. Use these "instruments" as you march through your home in a parade.</p>	<p>Create an obstacle with chairs and blankets. Practice moving under, over and around.</p> 	<p>Visit every space in your home, but each time you get to a space do five jumps as high as you can and then move to the next space.</p>	<p>Sort toys as you exercise. Begin by figuring out how to sort - by color, by size - then make piles on different ends of your home. As you find an object move quickly to the correct pile, hop on each foot five times, and then move quickly back to get another toy.</p>	<p>Use your creativity to make up a new game that uses something from your kitchen. Give your game a funny name.</p> 	<p>Get outside and go for a walk. As you walk breathe in through your nose and blow out through your mouth.</p>	<p>Work on your cutting skills and make some paper snowflakes.</p> 
<p>Use the snowflakes from yesterday to make a trail through your home. Can you move through your home without touching the floor and only touching the snowflakes?</p>	<p>Take a run. Work on moving in a straight line, move your arms front and back, and land lightly on your feet. Celebrate winning the race!</p>	<p>Family relaxation activity. Turn the lights off and you lay down on the floor. Squeeze and then relax your muscles. Breathe.</p>	<p>Movement charades: Act our something that has to do with winter. Can anyone guess what you are?</p>	<p>Indoor snowball fight! Make a bunch of paper balls and have fun throwing them far, near, high, low. Pick them up and do it again.</p>	<p>Transportation fun: Begin by identifying a different form of transportation and then pretend to do it. Such as riding your bike, driving a big bus or gliding on your roller blades.</p>	<p>Scatter socks throughout the room. Pretend to walk on a tight rope. When you get to a sock, stand on one foot, bend down and pick up the sock - keep your balance.</p>
<p>Get outside for a game of tag. If you have snow on the ground, this will be extra good for your body.</p>	<p>Pretend to float all through your home like a snowflake falling from the sky - float high, float low, float fast, float slow.</p>	<p>Can you build a tower out of pillows? Practice your underhand throwing skill as you try to knock over the tower.</p>	<p>Pretend to be animals who play in the snow - walk like a polar bear, a penguin, and a seal.</p>	<p>Sit across from your parent/caregiver and practice rolling a "snow ball" back and forth - back and forth, and then move further apart and try it again.</p>	<p>Put mittens on your feet and use them as skates to glide across the kitchen floor.</p> 	<p>What was your favorite activity this month? Give it another try!</p>

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Screen Time Reduction “Moving Our Minds By Reading”

Your child has been learning about the importance of *exercising their brains* in our lesson “Moving Our Minds by Reading.” We have learned that:

- The brain is also a muscle that needs to be exercised.
- We need to help our minds grow strong with activities such as reading.
- Screen time does not actively engage our brains in healthy ways, so it does not help our minds grow as much as reading does.



Research shows that, as far as sedentary activities go, books are better for children than screens. Reading helps brains develop in many areas, including language, imagination, emotional regulation, empathy, school readiness, and more. On the other hand, excessive screen time limits all of these areas, impacting children’s physical, behavioral, social, and emotional development negatively. Especially in a child’s early years, reading should be prioritized over screen time. Help your child enjoy more reading with the following tips:

- **Make a book more accessible than a device.** Have books ready in the family room, the car, and the bedroom. The easier it is to reach for a book instead of a remote, the better.
- **Make everything about reading fun.** Going to the library? Make it be the treat of the day! Time to settle down and read? How about a special reading space just for them! Trying to introduce a new topic or reading level? Add funny voices or act it out to make it engaging and exciting.
- **Add movement.** Reading does not have to be a sedentary activity. If a child wants to move, many stories are made to be acted out. If a character is not sitting still for the whole story, it is likely your child does not have to, either.
- **Model good reading habits.** Young children need support in reading, which can only come if others are reading with them and not staring at their own devices. Join your child for reading time, letting them see you set your device aside in favor of a book.

Flip this sheet for more ways to prioritize reading as a screen time alternative!



11 TIPS TO INSPIRE KIDS TO READ

1 Model Good Reading Behavior:



Let kids see you reading books. Set an example by enjoying reading yourself, and they'll be more likely to follow suit.



2 Read Together Before Bed:



Enjoy stories before bedtime. Reading aloud together at night helps kids unwind and sparks great conversations.



3 Get a Library Card:

Visit your local library. Sign up for a library card and explore free books, fun programs, and exciting activities.



4 Read What They Read:

Join in on their interests. Follow your child's reading choices and discuss the stories they're into.



5 Try Story Times & Activities:

Participate in library story hours and reading activities. Enjoy fun storytelling sessions and book-themed events.



6 All Reading is Good Reading:

Embrace all kinds of books. Encourage fiction, non-fiction, comics, magazines, and even cookbooks.



7 Create a Reading Nook:

Make a cozy reading space. Set up a special spot with pillows, blankets, and a reading lamp.



8 Read with Friends:

Start a kids' book club: Encourage your child to read with friends and share their thoughts.



9 Keep Books Handy:

Always have books within reach. Keep books on shelves, in the car, or in a bag.



10 Travel with Books:

Bring reading on the go. Pack books for car rides, trips, or waiting rooms to keep kids entertained.



11 Give Books as Gifts:

A special book is a lasting treasure. Gift books for birthdays or holidays and include a heartfelt message inside.



*This list was adopted from the American Academy of Pediatrics article: Razdan, Sheila (2023). 10 tips to help your child fall in love with reading. [HealthyChildren.org](https://www.healthychildren.org/).

Screen Time Reduction “The Screen-Free Challenge”

Your child has been learning about the importance of *cutting down screen time* in our lesson “The Screen-Free Challenge.” We have learned that:

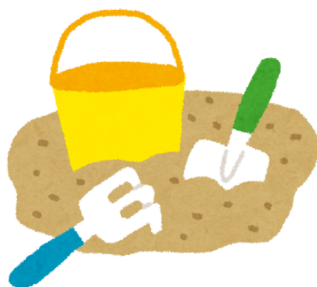
- We can reduce our screen time by making changes in our lives that are healthy and fun.
- Going without any screen time (or at least as little as possible) for a week is a good way to practice cutting back on unhealthy habits and building better ones.



Every year, hundreds of people participate in National Screen-Free Week, held the first week of May. They do this to practice being without devices and enjoy other activities. Going without screens lets us see what we need to change in our lives and try using healthier habits instead. We will hold our own screen-free week to help everyone practice the lessons they have been learning in our program about reducing screen time and trying other, healthier alternatives.

Your child will be sent home with a **Screen-Free Challenge log** (attached here), as well as other materials to help them in keeping screens off and trying other activities. Please be on the look out for these materials and be ready to support your child. The Screen-Free Challenge starts on:

Flip this sheet for some screen-free activity ideas you and your child may choose to try!





AT HOME

1. Listen to the radio.
2. Write an article or story.
3. Paint a picture, a mural, or a room.
4. Write to your elected officials.
5. Read a book. Read to someone else.
6. Learn to change the oil or tire on a car, or learn to fix something.
7. Write a letter to a friend or relative.
8. Make cookies, bread or jam and share with a neighbor.
9. Read magazines or newspapers. Swap them with friends.
10. Go through your closets and donate items to Goodwill, the Salvation Army, or a local rummage sale. Have a garage sale.
11. Start a diary/journal.
12. Play cards.
13. Make crafts to give as gifts. Try a new craft.
14. Do a crossword puzzle or play Sudoku.
15. Save money: cancel your cable TV!
16. Learn about a different culture. Have an international dinner.
17. Teach a child some of your favorite childhood games.
18. Study sign language.
19. Write a letter to your favorite author.
20. Cook dinner with friends or family.
21. Make cards for holidays or birthdays.
22. Play chess, bridge, or a board game.
23. Play charades.
24. Have a cup of coffee and a conversation.
25. Repair or refinish a piece of furniture.
26. Make a wooden flower box.
27. Wake up early and make pancakes.
28. Read a favorite poem. Read poems by poets new to you.

OUTDOORS

29. Learn about native trees and flowers in your area.
30. Plan a picnic or barbecue.
31. Go bird watching. Learn the names of local birds.
32. Walk the dog. Wash the dog.
33. Plant a garden. Work in your garden.
34. Take a nature hike.
35. Feed fish or birds.
36. Watch the night sky through binoculars and identify different constellations. Observe the moon.
37. Learn to use a compass.
38. Take photographs and then organize them into an album.
39. Do yard work.
40. Go camping.
41. Take an early morning walk.
42. Climb a tree.
43. Watch a sunset; watch the sunrise with a friend.

AROUND TOWN

44. Attend a community concert. Listen to a local band.
45. Visit the library. Borrow some books.
46. Visit a local bookstore.
47. Visit the zoo.
48. Visit the countryside or town. Travel by bus or train.
49. Attend a religious service.
50. Go to a museum.
51. Walk to work or school.
52. Attend a live sports event.
53. Look for treasures at a yard sale.
54. Try out for a play. Attend a play.





ON THE MOVE

55. Collect recycling and drop it off at a recycling center.
56. Learn to play a musical instrument.
57. Go roller skating or ice skating.
58. Go swimming. Join a community swim team.
59. Start a community group that walks, runs or bikes.
60. Organize a game of touch football, baseball, or softball in the local park.
61. Go for a bicycle ride.
62. Learn yoga.
63. Play soccer, softball or pickleball.
64. Play Frisbee.
65. Workout.
66. Go dancing. Take a dance class.

IN YOUR COMMUNITY

67. Organize a community clean-up or volunteer for charity.
68. Become a tutor.
69. Join a choir. Sing!
70. Start a bowling team.
71. Visit and get to know your neighbors.
72. Start a fiction or public policy book group.

WITH THE KIDS

73. Make paper bag costumes and have a parade.
74. Design a poster for Screen-Free Week.
75. Discover your community center or local park activities.
76. Blow bubbles.
77. Draw family portraits.
78. Construct a kite. Fly it.




79. Build a fort in the living room and camp out.
80. Research your family history. Make a family tree.
81. Invent a new game and teach it to your friends.
82. Make a sign to tape across the TV during Screen-Free Week.
83. Play hopscotch, hide & seek, or freeze-tag.
84. Organize a neighborhood scavenger hunt.
85. Play board games with family & friends.
86. Clean up or redecorate your room.
87. Make puppets out of old socks and have a puppet show.
88. Write a play with friends. Perform it at a nursing home.
89. Go on a family trip or historical excursion.
90. If it's snowing, go sledding or make a snowman.
91. Create a collage out of old magazine pictures.
92. Shoot hoops with friends. Play a round of H.O.R.S.E.
93. Make a friendship bracelet.
94. Create a cookbook with all your favorite recipes.
95. Tell stories around a campfire.
96. Plan a slumber party.
97. Bake cakes or cookies and invite friends for a tea party.
98. Construct a miniature boat and float it on water.
99. Write a letter to your grandparents. Make a special card.
100. Create sidewalk art with chalk.
101. Have a huge party to celebrate a Screen-Free Week!



Screen-Free Challenge

Screen Time Log

For each day, show how much screen time you had in all by coloring in the “Screen Time” box using these colors:

-  = Green for no screen time
-  = Yellow for 1 hour or less
-  = Red for more than an hour

Then write or draw about a fun activity you did instead.

DAY	Screen Time	Fun activity I did instead
Saturday		
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Screen Time Reduction “No More Couch Potatoes”

Your child has been celebrating the important *achievement of reducing their screen time* in our lesson “No More Couch Potatoes.” We have learned that:

- We can celebrate our achievements in the Screen-Free Challenge — and learn from them.
- It may have been hard to stop using screens all week long. Sometimes it takes work to make healthy choices.
- Now we know what alternatives to screen time worked best and what areas for improvement we still have.
- We can continue limiting screen time even after the Screen-Free Challenge is over.



Remember that less is better when it comes to screens, and screen time should not exceed one hour for toddlers and preschool-aged children. It is not always easy to limit viewing screens, but it is important to try for the sake of our bodies, minds, and relationships. Even small steps in this direction count! Maybe your child did not reach zero screen time, but if they watched less than normal, that is a great start. If they reduced screen time by even a few minutes, a song, or a show, then they have something to be proud of. They have shown that they can do it, and we know they can keep doing it, too!

For more support on managing your child’s screen time, we have included information on the **Family Media Plan, a tool developed by the American Academy of Pediatrics**. Available in both English and Spanish, it includes:

- A list of media priorities to choose from
- Practical tips to help make the plan work
- Why it's important
- The ability to print or share your finished plan
- The option to save your plan and return as often as you'd like to make changes

Flip this page to learn how to access this free tool to help your child keep up their great progress on reducing screen time!



Family Media Plan



Family Media Plan

Media is everywhere, and managing it all can be tough—especially with technology designed to keep kids and families scrolling and playing. Creating a Family Media Plan can help you and your children set media priorities that matter most to your family, in line with your values and routines. Come back to revise your plan as often as you need to, such as at the beginning of each school year or during summer and holiday breaks.

Here's how it works

Since media habits are different for every household, the AAP Family Media Plan can be customized to meet your family's needs. Make a full plan, or just choose a few parts that matter the most to your family.

The Family Media Plan includes:

- A list of media priorities to choose from
- Practical tips to help make the plan work
- Why it's important
- The ability to print or share your finished plan
- The option to save your plan and return as often as you'd like to make changes

Scan here to start your plan.





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