

THE GREAT BODY SHOP Family Bulletin

Look Out!

This month in THE GREAT BODY SHOP, your child will be learning about accidents and safety. The issue is divided into four lessons. After doing each lesson in class, your child will bring home a worksheet that you can do together. This will reinforce the material learned in that lesson.

Lesson 1: Look Out!

Lesson 2: Be Careful When You Play!

Lesson 3: Fire

Lesson 4: Know the Rules

Lesson 1: Look Out!

This lesson will help children identify dangerous situations in the home. They will learn to not taste things (shampoo, medicine, flowers) that are not foods.

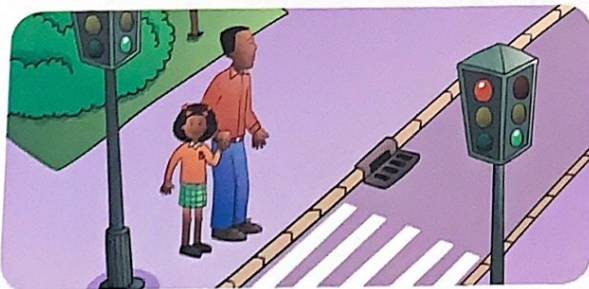
Learning to Become Street Smart

Students also will practice looking "left, right, left" when crossing the street. Remember:

- Young children can't always tell from which direction sounds are coming.
- Children don't think of cars as dangerous.
- Children cannot judge how fast cars are moving.

You should:

- Cross the street with your child at least a hundred times before you let him/her cross alone. Remind your child to look "left, right, left" before proceeding.
- Make sure your child knows he/she should walk on the sidewalk, not the street.
- Teach your child to follow "walk" and "don't walk" lighted signals if your town has them.
- Have your child hold your hand in parking lots.



Lesson 2: Be Careful When You Play!

Children will learn basic playground, bike, and bus safety.

Bike Safety

The National Safety Council says:

- Most bike injuries happen to children between the ages of 6 and 12. A helmet can prevent serious head injuries. Many helmets can be adjusted to become bigger as your child grows.
- Children should not be allowed on the street until you are sure they can follow the rules of the road (generally around age 10 or so).
- Bikes and helmets should have reflectors. You can buy retro-reflective tape at fabric, hardware, or sporting goods stores. For the most visibility, bikes should have headlights. Children should wear neon colors.

Litter Alert

There are times when a child discovers a "treasure" in litter or garbage. Broken glass, used needles, and other items can pose a serious safety threat to children. Teach your children never to touch or play with litter. If your child participates in a class "clean-up" day in the park or playground, make sure he/she is wearing heavy latex (rubber) gloves.

Lesson 3: Fire

Children will learn to identify things that can cause fires. They will learn to "STOP, DROP, and ROLL" if their clothes catch on fire. They will practice crawling to an exit in case of fire and learn that every house should have smoke alarms and an escape plan.

Lesson 4: Know the Rules

The main point of this lesson is to identify authority figures. Authority figures include parents, teachers, lifeguards, crossing guards, bus drivers, etc. Children learn that these people know the rules of safety, and that they should turn to these people if they have an accident or need help.

Head to Toe

This month in THE GREAT BODY SHOP, your child learned about the parts of the body. Talking about each lesson will help him/her to remember it. The lessons are broken down as follows:

- Lesson 1: Head to Toe
- Lesson 2: Blood Goes Around and Around
- Lesson 3: I Take Good Care of My Body
- Lesson 4: My Body is Extra Special

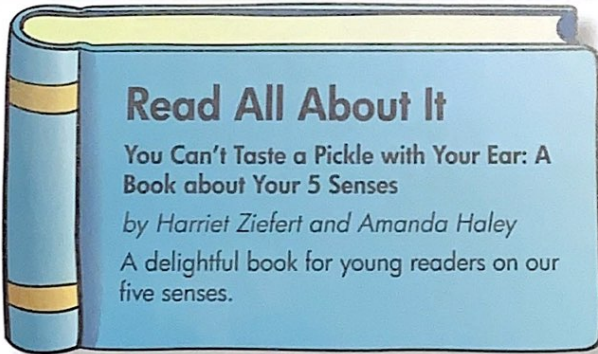
Healthy Bodies: Head to Toe

Your child has learned about different body parts and their function. Spend time talking about healthy things that can be done for the lungs, heart, and brain. When eating healthy foods, like non-fat milk or yogurt, explain that those foods are good for the bones. When taking a walk, explain that the activity is good for the lungs and heart. Take time to identify each healthy habit and the body part that is helped.

Body Part Guessing Game

Here's a game to help your child remember the different functions of each body part.

Look at THE GREAT BODY SHOP to find out what parts of the body were covered in school. Think of one of the "body parts" that was covered. Your child must try to guess the part you are thinking about by finding out what that body part does. He/she is allowed to ask you five questions, which you can only answer with a "yes" or "no." For example, your child might ask: "Is it a bone?" "Is it a muscle?" "Does it help you move?" "Does it help you think?" Switch roles, and try to guess the "body part" your child is thinking about.



Look What's Hiding: Color this puzzle and see if you can find the 7 hidden body parts?



Answers to What's Hiding skull, ribs, lungs, heart, hip bone (pelvis), eye, ear

Why Do We Eat?

This month, your child learned about food and how our bodies use it. The lessons cover:

- Lesson 1:** Why Do We Eat?
- Lesson 2:** Food in Your Body
- Lesson 3:** What Is Healthy Food
- Lesson 4:** Which Food to Choose

The Lowdown on Fast Food

In an article published by the *Journal of the American Dietetic Association* (August 2013), University of NC researchers found that calories eaten away from home (by children aged 2–18) increased from 23.4 percent to 33.9 percent between 1977 and 2006. Of the meals consumed at home, many were prepared outside of the home, making the fast food takeout trend a real concern in the fight against childhood obesity. Most fast foods are loaded with unhealthy amounts of fat, sugar, and salt, and are low in healthy nutrients. If you and your family opt for fast food, make healthier choices. Here are some tips to consider:

1. Avoid foods that are deep fried.
2. Choose sandwiches that can be loaded with vegetables instead of burgers and fries.
3. Limit the extras such as cheese, bacon, and mayonnaise.
4. Eat at places that offer a variety of salads, soups, and vegetables.
5. Go easy on salad dressing or bring your own fat free variety.
6. Watch portion sizes. Don't "Supersize."

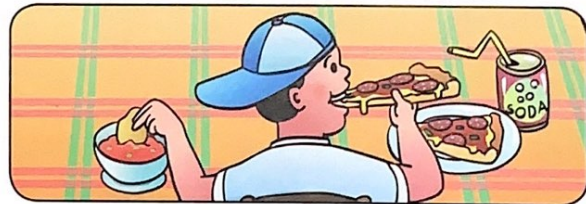


SALT: Most fast foods (and processed foods) contain a lot of salt. For example, a cheeseburger with bacon can have 1300–1900 milligrams (mg) of sodium. Even desserts, such as apple pie, are usually loaded with salt. The total daily sodium recommendation by the USDA is now about 1/2 teaspoon, which is much less than many fast foods.

FAT: Of all the calories you eat in one day, less than 30% should come from fat. That is, if you eat 2,000 calories in one day, you should have less than 600 "fat" calories. The special sauces, tartar sauce, salad dressings, and fried batters on fast food meals could use up those 600 calories in a single meal!

FIBER: Fiber helps you digest your food and can prevent certain kinds of cancer. Unfortunately, most fast-food restaurants offer little fiber-rich fruit, salad, whole grain breads, or beans. To set a good example for your children, finish off your meal with fruit from the grocery store. Pack carrot sticks, apples, and raisins for long car rides.

CALCIUM: Children need calcium daily. The USDA suggest 2–3 cups of milk products (preferably low-fat) a day. If you do stop at a fast-food restaurant, be sure your child has low-fat milk instead of soda.



Read All About It

Bananas

by Don Jackson

A very interesting book all about bananas

Good Enough to Eat: A Kid's Guide to Food and Nutrition

by Lizzy Rockwell

This picture book about healthy eating begins at the beginning: food is necessary for one's well-being and it tastes good, too. Six categories of nutrients are introduced: carbohydrates, protein, fat, water, vitamins, and minerals. Digestion is described, as is a food guide. Five recipes are given at the end.

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All About Medicines

This month in THE GREAT BODY SHOP, we talked about medicines. Please take a few minutes to discuss the subject at home with your child. The lessons were:

- Lesson 1:** All about Medicines
- Lesson 2:** Who Can Give You Medicine?
- Lesson 3:** What Does Medicine Do?
- Lesson 4:** Medicine Can Mean Trouble

About Drugs

In this unit, we talked a little bit about drugs. Your child learned that medicines are drugs, and that all drugs can be dangerous.

Your child has been taught that because medicines are drugs, we must be very careful with them. He or she must only take medicines from a doctor, parent, or from an adult (such as the school nurse) who has the permission of a parent. You can help strengthen this message by talking to your child about drugs. Let him/her know that you believe taking illegal drugs is wrong. Tell your child often that you think he/she is too special to ever hurt his/her body and mind with drugs.

Medicine-proof Your Home

- Keep all medicines in a cabinet or closet on a shelf that is too high for children to reach. Put a lock on the door.
- Never store medicine in anything but the original container.
- Put clear tape over the label when you buy prescription medicine. It will keep the label from falling off.

- More than one third of all cases of childhood poisoning from prescription drugs involves a grandparent's medicine. Don't let anyone leave medicine sitting on a counter in order to remember to take it. Instead, write a reminder note and post it where you'll see it. Once you take the medicine, put it away immediately.
- Check the expiration dates on the medicines in your home. Throw out any old medicines.
- Remember that safety caps can help keep children from opening bottles, but they are not foolproof.
- Never let your child take an extra vitamin because "it tastes good" or because he or she didn't eat well that day. While one extra may not do any harm, allowing him or her to take it would give the impression that following rules about medicine is not that important, and that it's OK to take more of medicines that taste good.
- Don't leave a child's medication sitting on the table next to his or her bed. Too often, a child will wake up, see the medication, and decide to sample it.
- Never let family members share prescription medicine, unless you check with your doctor first.
- Re-read the directions each time you take medicine or you give it to your child. Don't rely on your memory of the dose!
- Keep the number for the Poison Control Center by the phone. 1-800-222-1222
- Make sure your baby-sitter knows what medicine your child needs and how much to give. Write the amount down. Don't rely on your child to tell the baby-sitter about his or her medicine.

In the following picture, circle the medicines that need to be put away.



Happy, Sad, and In Between

This month in THE GREAT BODY SHOP, we talked about feelings. Your child learned to recognize different feelings and ways to express them. We ask you to help us by reinforcing these lessons at home.

Lesson 1: We Have Many Feelings

Lesson 2: Talking Makes Me Feel Better

Lesson 3: Cool Dude Gets Mad

Lesson 4: My Body Is Private

Name That Feeling

Go through old magazines and newspapers with your child. Have your child identify the feelings of the different people he or she sees. Ask your child to make up a story about why the person has that feeling. Ask your child to tell you about some of the things that make him/her feel happy, angry, proud, surprised, etc.

Expressing Feelings

In Lesson 3, we talked about ways to express feelings, especially anger. We talked about appropriate ways to show anger and ways that are not appropriate.

- The next time your child is upset, help him/her find the real reason. Talking about the problem is the best way to find out what your child is feeling. For example, your child might say he/she "hates school." After talking about the problem, you might find that your child really means that a classmate laughed at him/her or that he/she has been picked on while riding on the school bus.
- Tell your child that it is natural to get angry. However, kicking, screaming, hitting, or calling others names is not the right way to show that anger. It is more helpful to talk to someone who can help with the problem. Your child can also talk to the person who is making him/her angry. Help your child practice expressing feelings by starting sentences with "It makes me angry (mad) when . . ." or "I feel sad when . . ." In this way, your child will learn to communicate emotions.

Safe Touch, Unsafe Touch

In Lesson 4, children learned that safe touches are the kind that make us feel happy and good inside and out. A hug from someone we love, a piggyback ride, and holding hands are examples of safe touches. Unsafe touches are ones that are harmful. They make us feel sad, confused, or scared. Examples of these are hitting, kicking, and punching. Children will practice saying "NO" as well as running away and telling an adult they trust when someone tries to touch them in an unsafe way.

We have also discussed private parts, appropriate and inappropriate touching. It is estimated that one in four girls and one in six boys are sexually abused by the time they are 18. It is estimated that about 90% of abusers are known to the child and include relatives, neighbors, baby sitters, and family acquaintances.

- Tell your child to trust his or her "gut instincts." If someone acts in a way that makes them uncomfortable or wants to play inappropriate games, tell your child to get away from that person and tell you.
- Make sure your children know they should always tell you about people who try to touch them in a way they don't like.
- With your child, practice saying "NO" assertively and running away. Most molesters say they would have fled if their victims had shouted or run away.
- Teach your child to always be with a buddy when on the playground, walking home from school, or walking from one house to another in the neighborhood.
- Make sure your child knows that he or she needs your permission before going places.
- Have a code word that is a signal between you and your child that an adult is safe. This way, if something happens to you, and a neighbor comes to help, your child will know it is safe to go with them.



Run, Jump, and Skip

This month in THE GREAT BODY SHOP, your child learned about exercise and how it builds strong muscles, hearts, and lungs. The four lessons were:

Lesson 1: Run, Jump, and Skip

Lesson 2: Wonder Willie!

Lesson 3: Getting Better All the Time

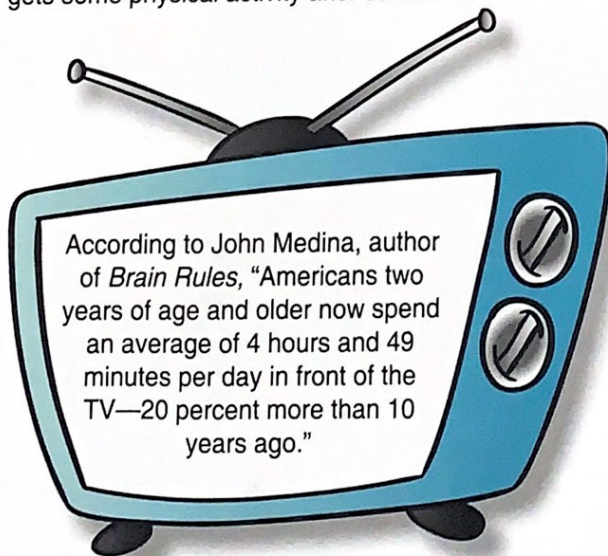
Lesson 4: Fair Play

Does Fitter Mean Smarter?

It may be that children who get more exercise in school do better in class. In one study, a group of California fifth graders ran 20–40 minutes each morning before class. At the end of the year, this group tested at an 8.4 grade level, while a group of fifth grade non-runners tested at 5.2. The runners had an average of 2.5 sick days for the year, while non-runners were absent an average of 17 days. (Pete Saccone, El Cajon, CA)

No one can give a definite reason why increased exercise helps students do better in school. The answer, researchers say, is probably due to a combination of learning to set goals, an increase in self-confidence, and learning to interact socially. Current brain research suggests that because physical activity increases blood flow, the brain is better nourished with oxygen and therefore performs better on cognitive tasks!

Don't assume that your child gets exercise in school. Many schools have cut back on physical education in order to devote more time to class. Check your school's policy. If your child is not exercising every day, and if your school can't change its policy, at least be sure your child gets some physical activity after school.

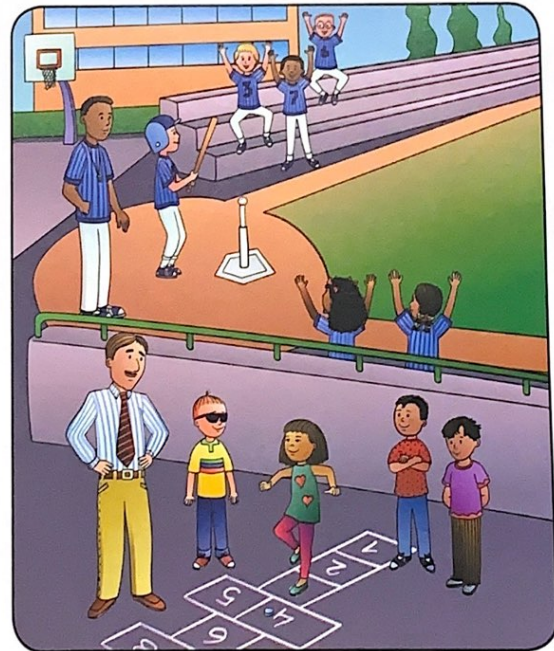


Make a Mystery Exercise Box

You will need:

a box with a lid
old magazines (try health or sport magazines)

Have your child cut out pictures of people who are involved in physical activity or are exercising. (These should be exercises you can do at home.) Place these pictures in the box. Cut a large hole in the lid of the box. Each day, have family members take turns reaching into the box and taking out a picture. That person then leads the family in the exercise or physical activity shown in the picture. (Exercise should last at least 20–30 minutes.) For maximum fitness, your family members need about 60 minutes of moderate to vigorous physical activity each day.



Increase your family's level of physical activity. Find some great family fun on these websites or visit your local library!

www.letsmove.gov

www.shapeup.org

www.AmericaOnTheMove.org

