



## PREK-12 NEWSLETTER

January 2003

Those festive, food centered holidays have come and gone again. It is time to get back into a health eating and exercise pattern. This is especially true for children and adolescents.

### Did you know?

- The two most commonly consumed vegetables in North Carolina children are potatoes (a starch) and tomatoes (actually a fruit).
- 60% of overweight 5 to 10 year old children already have at least one risk factor for heart disease.
- Cholesterol build up in the vessels can begin as early as age five.
- Obesity is a primary risk factor for the development of Type II diabetes.
- Being overweight during childhood and adolescence is associated with being overweight during adulthood.
- The extra pounds also put extra stress on the joints and muscles of young children. This makes them more prone to injury.
- North Carolina rank **39<sup>th</sup>** in the nation on the health and well being of children.
- Approximately one (1) in five (5) children in the United States is now overweight.
- Studies show that parents and caregivers are the number one influence on children with respect to food.
- North Carolina children are less flexible, have a higher percent of body fat and have poorer cardiovascular fitness than children nationally.
- Many states have mandatory daily physical activity in school programs. Many NC children only see a physical education specialist once a week for 30 minutes.
- Physical activity can strengthen children's bones now as well as later in life.
- Osteoporosis accounts for over 1.5 million fractures annually in the US.
- Physically active children have fewer chronic health problems.

## Exercise (Physical Activity) and Children American Heart Association (AHA) Scientific Position



Physical inactivity has been established as a major risk factor for the development of coronary artery disease. It also contributes to other risk factors including obesity, high blood pressure and a low level of HDL cholesterol. Even modest levels of physical activity are beneficial.

### **Why is exercise or physical activity important for children and adolescents?**

Physical activity helps build and maintain healthy bones, muscles and joints. In addition, physically active children enjoy other health benefits, such as

- Weight control
- Lower blood pressure
- Improved psychological well-being
- A tendency to be more physically active as adults

**Regular physical activity in adulthood reduces the risk of heart disease.**

### **How much activity does a child need?**

A healthy level of physical activity requires regular participation in activities that increase energy expenditure above resting levels. An active child participates in physical education classes, plays sports, performs regular household chores, spends recreational time outdoors and regularly travels by foot or bicycle.

Health professionals who make exercise recommendations for children should consider the child's age, gender and inclination toward activity. The season of the year and parental attitudes toward exercise should also be considered.

### **What are general guidelines for healthy physical activity?**

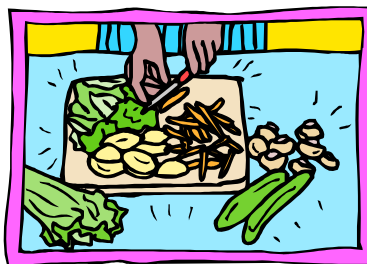
- Regular walking, bicycling and outdoor play; use of playgrounds and gymnasiums; and interaction with other children.
- Less than two hours per day watching television or videotapes.

- Weekly participation in age-appropriate organized sports, lessons, clubs or sandlot games.
- Daily school or day-care physical education that includes at least 20 minutes of coordinated large-muscle exercise.
- Access to school buildings and community facilities that enable safe participation in physical activity.
- A range of extracurricular programs in schools and community recreation centers to meet the needs and interests of specific populations, such as racial and ethnic minority groups, females, persons with disabilities and low-income groups.
- Opportunities for physical activity that are fun, increase confidence in participating in physical activity, and involve friends and peers.
- Regular family outings that involve walking, cycling, swimming or other recreational activities.
- Positive role modeling for a physically active lifestyle by parents, other caretakers, physicians and school personnel.

Physical activity is important for all children, including those who are less coordinated. Physical activity may be particularly helpful for children with a weight problem in relation to both their physical and psychological well being.

**There are no across-the-board recommendations; the child's physician should make physical activity recommendations.**

Source: <http://www.justmove.org/fitnessnews/healthf.cfm?Target=exercckids.html>

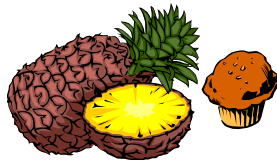


**Cooking With Children**

Does your child constantly ask to help you while you are preparing food in the kitchen? Would you like a helpful suggestion? Involve your child in the cooking process! While children do tend to be messy and require supervision, just think of all your child learns during the cooking process.

1. **Following Directions:** Teach your child what a recipe is and that one must "follow the directions" in order for the recipe to work. Children learn that you must read directions and follow them in a certain order to get the result you want.

2. **Simple Arithmetic:** Compare amounts. Are we putting in more flour or more baking powder? What is bigger, a half cup or a whole cup? How many half cups do you need to equal a whole cup? Develop his sequencing skills. Ask him, "What do we do first...second...last?"
3. **Sensory Awareness:** Use ingredients with a variety of textures, smells, and tastes. Let him feel the difference between rice and beans. Let him taste the difference between sugar and salt. Have him smell the differences between various spices and the sweet smell of vanilla.
4. **Vocabulary Enrichment:** Enhance your child's knowledge of ingredients and items found around your kitchen. Flour, sugar and eggs may seem like everyday words to you, but they are not basic to your three-year-old.
5. **Concept Development:** Improve your child's understanding of concepts: Hard vs. soft, liquid vs. solid, hot vs. cold, raw vs. baked, in the bowl vs. out of the bowl, fast vs. slow, etc.
6. **Cause and Effect Relationships:** Increase your child's ability to answer questions like: "What happens if . . . (you add juice instead of water, you use bananas instead of strawberries)?" Children can learn how adding, leaving out or changing one ingredient can change the entire product.
7. **Cooperation:** Improve your child's ability to work together with you and with other children.



### **Pineapple Muffins**

#### **Ingredients:**

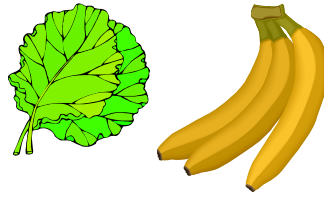
- 1 cup all purpose flour
- 2 teaspoons baking powder
- 1-cup bran cereal with raisins
- 1-cup nonfat milk
- 3 tablespoons applesauce
- ½ cup crushed pineapple, drained
- One egg
- ½ cup of chopped walnuts

#### **Directions**

1. Preheat oven to 350 degrees F. Grease muffin cups or line with paper muffin liners.
2. In a bowl, combine flour and baking powder. Stir in cereal, milk, applesauce and egg. Fold in pineapple and nuts. Scoop batter in prepared muffin cups.
3. Bake in preheated oven for 20 minutes and a toothpick inserted in the center of the muffin comes out clean.

Makes 12 servings

### **Candle Salad / Rocket Ship (serves one)**



#### **Ingredients:**

Pineapple ring  
1/2 Banana  
Lettuce leaf  
Cottage cheese  
Maraschino cherry

#### **Directions**

1. Place a pineapple ring on top of a lettuce leaf
2. Place 1/2 banana in the middle of the pineapple ring
3. Decorate around your candle or rocket with cottage cheese and cherries

### **Whipped Cream Fruit Salad (serves approximately 10)**



#### **Ingredients:**

1/2 pint Whipping cream  
2 - 3 Medium bananas  
2 Medium apples diced  
1 1/2 C. Seedless grapes  
1 C. Mini marshmallows  
1/2 C. orange juice

#### **Directions**

1. Chill mixing bowl, beaters, and whipping cream before starting recipe (Discuss)
2. While chilling the above, cut apples into dice sized pieces
3. Cut bananas into bite sized pieces
4. Dip each piece of fruit into the orange juice and set aside in a bowl (Discuss)
5. Whip whipped cream with an electric beater or a hand mixer
6. Fold fruit into the whip cream gently, and eat!

### Butterfly Salad (Serves one)



#### Ingredients:

Two Pineapple rings  
Lettuce leaf  
Cottage cheese  
Green olives sliced in 1/2  
Food coloring  
Celery stick

#### Directions

1. Place lettuce leaf onto a paper plate
2. Slice pineapple rings in 1/2 to use as an outline of the butterfly's wings
3. Use celery stick as the body
4. Place cottage cheese inside of pineapple ring
5. Decorate the cottage cheese with food coloring, pineapple slices and olives

### Fairy Tale Punch (serves several)



#### Ingredients:

1 C. Diced apple  
1 C. Strawberries  
1 Banana diced  
1 C. Diced peach  
1 Tray of ice cubes

#### Directions

1. Place all ingredients into a blender and mix
2. Serve or chill for 1 hour to make a slush

### Filled Apple Rings (serves many)



#### Ingredients:

Apples  
Peanut butter (crunchy and smooth)  
Cream cheese (mix in raisins if you'd like)

#### Directions

1. Core apples using an apple corer or a knife
2. Fill the empty core with peanut butter or cream cheese
3. Cut the apple on its side to make thick rings
4. Eat!

### **Merry-Go-Rounds (serves 2)**



#### **Ingredients:**

1 Apple  
Animal crackers  
Peanut Butter  
Pretzel sticks

#### **Directions**

1. Cut the apple in half (1/2 Apple/child)
2. Spread peanut butter over the apple top (skin is on bottom)
3. Add animal crackers and pretzel sticks to represent the merry go round animals and poles

### **People (serves many)**

#### **Ingredients:**

Meats cubed  
Vegetable slices  
Cheeses cubed  
toothpicks

#### **Directions**

1. Cut meats, and cheeses into cube pieces
2. Slice various vegetables into thin slices
3. Place all of the above into separate bowls
4. Children create people by placing ingredients onto toothpicks

### **Granola (serves many)**

#### **Ingredients:**

2 C. Uncooked oatmeal  
1/2 C. Coconut  
1/2 C. Wheat germ  
1 tsp. Cinnamon  
1/2 C. Chopped unsalted peanuts  
1/2 C. Chopped dried fruit  
1/4 C. Sunflower seeds  
1/4 tsp. Nutmeg

#### **Directions**

1. Mix all of the above ingredients with 1/2 C. honey
2. Mix well, store in an airtight container

**OPTIONS:** For a crunchier granola, add more nuts. For a sweeter granola, add more honey (or maple syrup). For a chewier granola, add more fruit.

### **Chocolate Crunchola (serves many)**

#### **Ingredients:** 1/2 C. peanut butter

1/2 C. Butter (softened)  
1 C. Granola or oatmeal  
1/2 C. Chocolate chips  
1/2 C. Raisins  
1/4 tsp. Vanilla

**Directions**

1. Mash butter and peanut butter with a fork
2. Stir in granola, chocolate chips, raisins, and vanilla
3. Roll into bite sized balls
4. Chill for an hour, then serve

**Banana Mash (Makes 1 pie)****Ingredients:** 2 Very ripe bananas

- 1 - 3 oz. cream cheese
- 1/2 stick of butter
- 1 1/2 C. Puffed rice cereal
- 2 T. cocoa
- 1/2 C. coconut
- 1 pie crust (you choose!)

**Directions**

1. Smash bananas with a fork in a mixing bowl
2. Add cream cheese and butter to smashed bananas
3. Stir in cocoa, coconuts, and honey until well blended
4. Add rice cereal and mix well into a pie plate and use a spatula to spread evenly
5. Pour mixture into a pie plate and use a spatula to spread evenly
6. Eat or chill, can also be served frozen

**Sunshine Shakes (serves approximately 6 - 8)****Ingredients:**

- 6 oz. can frozen orange juice
- 3/4 C. Milk
- 3/4 C. Water 1 tsp. vanilla
- Ice cubes

**Directions**

1. Place all of the ingredients into a blender and mix!
2. Enjoy!

**Peanut Butter Goodies (serves many)****Ingredients:**

- 1/2 C. Brown sugar
- 1 stick of butter
- 6 oz. of chocolate chips
- 1/2 C. Peanut butter
- 1 3/4 C. Powdered sugar

**Directions**

1. Mix brown sugar and peanut butter until well blended
2. Add powdered sugar and 1/2 stick of melted butter
3. Place peanut butter mix into a pan (any size, will vary peanut butter thickness)
4. In a microwave, melt chocolate chips and remaining 1/2 stick of butter
5. Pour chocolate over peanut butter and spread
6. Chill until firm before serving.

## **Moon Balls (serves MANY)**

### **Ingredients:**

- 2 C. Peanut butter
- 2 C. Raisins
- 3 1/2 C. Graham cracker crumbs (keep 1/2 c. separate)
- 1 1/3 C. Honey
- 2 C. Dry milk

### **Directions**

1. Mix dry milk, raisins, and 3 c. graham cracker crumbs
2. Add honey and peanut butter, mix well (hands do best)
3. Roll into small balls
4. Place remaining 1/2 c. of graham cracker crumbs in a large baggie
5. Place several balls at a time into the baggie and shake
6. Place on a cookie sheet.
7. Chill then eat

For additional recipes check out <http://babyparenting.about.com/cs/recipes/> and <http://members.aol.com/Sgrmagnlia/cooking.html>

## **SITES TO SEE**

This site offers a plethora of useful facts, information, and menu suggestions for parents of young children. The topics covered are: Nutrients during Pregnancy, Breast Feeding, Infant Feeding, Toddlers, Preschoolers and Schoolagers. <http://www.uri.edu/ce/efnep/>

SLIMMED: Principal removes soda, snack vending machines  
At least one middle-school principal in North Carolina has done what many teen-agers consider unthinkable. She removed all soda and snack vending machines except for two that dispense water.

<http://www.journalnow.com/wsj/news/MGBOKYOV79D.html>

Nutrition Explorations supplies teachers with fun and easy ways to teach good nutrition to students. There are resources and activities for teachers regarding nutritious food and choosing a healthy diet. There is a calendar with tons of tips and new ideas for teaching nutrition. There are also lots of web sites and books listed that teachers may find useful for units on nutrition. This web site was very helpful! <http://www.nutritionexplorations.org/>

The Nutrition Café offers several great nutrition games for children to play. This web site gives a short glossary of terms that can be found on the web site with which children can familiarize themselves. There is also a food guide pyramid, dietary guidelines, and a link to the Washington State Dairy Council. <http://exhibits.pacsci.org/nutrition/>

What is Be Active North Carolina? Imagine a North Carolina with bicycle paths, pedestrian walkways, sidewalks and green ways, accessible parks and trails, community-wide games and physical activities, a healthier and more active population. <http://www.beactivenc.org/index.html>

Do you ever wonder how some things get done? Like who decides that school lasts five days and the weekend only lasts two? Who puts the holes inside bread? <http://kids.dhhs.state.nc.us/>

*Did you know* that childcare homes and centers can receive cash back for serving nutritious meals? <http://www.cnpinc.org/CACFP.htm>

**BOOKS OF THE MONTH**  
**Mouthwatering Nutrition Fun Resources**

**Alphabet Soup**



Kate Banks

32 pp. Knopf, 1994

**ISBN:** 0-67-986723-6

**Age:** 4-8 years

**Abstract:** A boy's ability to spell words with his alphabet soup comes in handy during the magical journey he takes in his mind with a friendly bear. The letters he pulls out of his soup form words that come alive.

**Apple Farmer Annie**

Monica Wellington

24 pp. Hong Kong: Dutton Children's Books, 2001

**ISBN:** 0-52-546727-0

**Age:** 3-5 years

**Abstract:** Annie the Apple Farmer saves her most beautiful apples to sell fresh at the farmer's market in the city. She picks plenty of sweet, crunchy apples and makes applesauce, apple cider, and baked apple treats.

**The Apple Pie Tree**

Zac Hall

32 pp. Scholastic, Inc., 1996

**ISBN:** 0-59-062382-6

**Age:** 3-8 years

**Abstract:** Colorful illustrations follow each season as an apple tree grows leaves, fragrant blossoms, and tiny green apples. Soon the fruit is big, red, and ready to be picked. It is time to make an apple pie! An apple pie recipe is the last page.

**The Berenstain Bears and Too Much Junk Food**

Stan and Jan Berenstain

30 pp. Random House, 1995

**ISBN:** 0-39-487217-7

**Age:** 4-8 years

**Abstract:** Improving health and fitness by eating nutritious meals and snacks and increasing physical activity is the central theme of this colorfully illustrated children's book about the Berenstain Bear family.

**The Big Hungry Bear**

Don and Audrey Woods

30 pp. Child's Play Publishers, 2000

**ISBN:** 0-85-953659-9

**Age:** 2-4 years

**Abstract:** Little Mouse will do anything to save his strawberry from the big hungry bear.

**Blueberries for Sal**

Robert McCloskey

54 pp. New York: Viking Press, 1976

ISBN: 0-67-017591-9

Age: Preschool

**Abstract:** In this children's book Sal and Little Bear are separated from their mothers while they are finding blueberries. Each of them thinks she sees or hears her mother, but they are mistaken and are heading towards the wrong mother. Before each is reunited with her respective mother, each youngster meets a family of birds. The story notes the different purposes of the human family and the bear family.

**Bread and Jam for Francis**

Russel Hoben

31 pp. Harper and Row, 1964

ISBN: 0-06-022359-6

Age: 4-8 years

**Abstract:** A perfect antidote for children who make limited food choices. Francis' food jag is short-lived once her parents begin serving her bread and jam for every meal and snack. In the end she agrees with her friend Albert who declares, " I think it's nice that there are different kinds of lunches and breakfasts and dinners and snacks. I think eating is nice."

**The Carrot Seed**

Ruth Krauss

32 pp. Harper Trophy, 1989

ISBN: 0-06-443210-6

Age: 3-6 years

**Abstract:** A classic story about a little boy who plants a carrot seed that becomes a carrot.

**Cloudy with a Chance of Meatballs**

Judi Barrett

32 pp. Athenuem, 1978

ISBN: 0-68-930647-4

Age: 4-8 years

**Abstract:** Life is delicious in the town of Chew & Swallow where it rains soup and juice, snows mashed potatoes, and blows storms of hamburgers.

**Dumpling Soup**

Jama Kim Rattigan

32 pp. Little, Brown & Co., 1998

ISBN: 0-31-673445-4

Age: 4-8 years

**Abstract:** A young Hawaiian girl tries to make dumplings for her family's New Year celebration. This story celebrates the joyful mix of food, customs and languages of many cultures.

**D.W. the Picky Eater**

Marc T. Brown

24 pp. Little, Brown & Company, 1995

ISBN: 0-31-611048-5

Age: 4-8 years

**Abstract:** Arthur the aardvark's sister is a picky eater. The family leaves her at home when they go out to eat until D.W. decides she might be missing something good by being so picky.

**Growing Vegetable Soup**

Lois Ehlert

32 pp. Econo-Clad Books, 1999

ISBN: 0-15-232575-1

Age: 4-8 years

**Abstract:** This colorful juvenile work relates the story of a father and child who plant a vegetable garden and harvest it in order to make vegetable soup. Recipes for vegetable soup are included.

**How to Make an Apple Pie and See the World**

Marjorie Priceman

32 pp.

New York: Knopf, 1996

ISBN:0-67-988083-6

Age: 4-8 years

**Abstract:** Since the market is closed, the reader is led around the world to gather the ingredients for making apple pie. The recipe is included.

**I Will Never Not Ever Eat a Tomato**

Lauren Child

32 pp. Candlewick Press, 2000

ISBN: 0-76-361188-3

Age: 4-8 years

**Abstract: Sometimes** Charlie has to give his little sister her dinner and this is difficult because Lola is a very fussy eater. Charlie tries something new which shows that children's tastes are often based on preconception rather than on taste buds.

**Little Whistle's Dinner Party**

Cynthia Rylant

28 pp. New York: Hartcourt Inc., 2001

ISBN: 0-15-201079-3

Age: 3-7 years

**Abstract:** Little Whistle wakes up one night feeling quite hungry, so he invites all of his Toytown friends to a special dinner party.

**Never Take a Pig Out to Lunch and Other Poems**

Nadine Bernard Westcott

64 pp. New York: Orchard Books, 1998

ISBN: 0-53-107098-0

Age: 4-8 years

**Abstract:** A collection of 50 poems and traditional rhymes about food and eating.

**Oliver's Fruit Salad**

Vivian French

32 pp. Orchard Books, 1998

ISBN: 0-53-130087-0

Age: 4-8 years

**Abstract:** Oliver's wonderful grandfather grows fruit tastier than anything from a can or bottle - or so Oliver tells his mother. However, it does not mean Oliver will eat any of this fruit. His clever grandparents get Oliver to try fruit salad - and he loves it! Bright, bold illustrations make this funny book a feast for the eyes.

**Oliver's Milk Shake**

Vivian French

32 pp. Orchard Books, 2001

ISBN: 0-53-130304-7

Age: 4-8 years

**Abstract:** Oliver is a picky eater but his Aunt Jen is determined to change his ways. Oliver learns to like milk through a visit to the farm and Aunt Jen's yummy milk shakes. This story is full of colorful pictures.

**Oliver's Vegetables**

Vivian French

32 pp. Orchard Books, 1995

ISBN: 0-53-109462-6

Age: 4-8 years

**Abstract:** Oliver visits his grandparents and hopes to find the potatoes so he can have the only vegetable he likes - French fries. First, he must find the potatoes in the garden, and in the process, he tries and likes all the vegetables!

**Peanut Butter, Apple Butter, Cinnamon Toast: Food Riddles for You to Guess**

Argentina Palacios.

28 pp. Austin, Texas: Raintree Steck-Vaughn, 1992

ISBN: 0-81-146745-7

Age: 4-8 years

**Abstract:** A book of food riddles for young children.

**Pete's a Pizza**

William Steig

32 pp. Harper Collins Juvenile Books, 1998

ISBN: 0-06-205157-1

Age: 4-8 years

**Abstract:** Pete is sad - he cannot go out to play with his friends because it is raining. His Dad thinks Pete will cheer up if he is made into a pizza! Easy-to-read and very entertaining.

**Scrambled Egg Super!**

Dr. Seuss 54 pp. Econo-Clad Books, 1999

ISBN: 0-39-480085-0

Age: 3-7 years

**Abstract:** Peter T. Hooper narrates his search for a variety of eggs from different birds to cook his special recipe for scrambled eggs. He hunts for different kinds of eggs because eggs from hens always taste the same. After his search, he describes his recipe for his special scrambled eggs.

**Stone Soup**

Marcia Brown

32 pp. Charles Scribner's Sons, 1974

ISBN: 0-68-492296-7

Age: 4-8 years

**Abstract:** Three hungry soldiers come to town to ask for something to eat, and instead, teach the village people how to make soup out of stones. A lesson in generosity is taught in the midst of a grand feast.

**Sweet Dream Pie**

Audrey Woods 30 pp.

New York: Blue Sky Press, 1998

ISBN: 0-59-096204-3

Age: 4-8 years

**Abstract:** Imagine a pie made of chocolate, jelly beans, licorice sticks, cookies, gumdrops, butterscotch, and every sweet thing you love. Don't eat too much though, or you're sure to get a stomach ache. The underlying lesson: eat sweets in moderation.

### **Sweet Potato Pie**

Anne F. Rockwell

30 pp. Random House, 1996

**ISBN:** 0-67-986440-7

**Age:** 4-8 years

**Abstract:** A lighthearted and easy-to-read rhyming story follows a family who meets around the table where Grandma has presented her famous baked sweet potato pie.

### **This is the Bread I Baked for Ned**

Crescent Dragonwagon and Isadore Selzer

32 pp. Aladdin Paperbacks, 1999

**ISBN:** 0-68-982353-3

**Age:** 4-8 years

**Abstract:** Glenda bakes bread for Ned. When Ned gets home, he brings many friends. They eat, enjoying the bread with their meal. This is a fun, rhyming story with colorful illustrations.

### **Today is Monday**

Eric Carle

32 pp. New York: Philomel Books, 1993

**ISBN:** 0-39-923605-8

**Age:** 4-8 years

**Abstract:** Each day of the week brings a new food. When Sunday arrives, children from around the world gather to share their favorite foods.

### **Too Many Tamales**

Gary Soto

32 pp. New York: G.P. Putnam's Sons, 1993

**ISBN:** 0-69-811412-4

**Age:** 4-8 years

**Abstract:** While helping make tamales for Christmas dinner, Maria tries on her mother's ring. When she realizes the ring is missing, her cousins come to the rescue.

### **Tops and Bottoms**

Janet Stevens

30 pp. Harcourt Brace and Company, 1995

**ISBN:** 0-15-292851-0

**Age:** 4-8 years

**Abstract:** A story about a lazy bear and his rabbit friend who grows different crops on the bear's land. Before each crop grows, the bear and the rabbit agree on who will get the tops and who will get the bottoms. Each time, the hare grows a crop that makes him the "winner" in the deal.

For more reading fun visit: <http://www.nal.usda.gov/fnic/pubs/bibs/gen/childlit.html>

## FEATURED PROGRAM

"Over the hills and far away, Teletubbies come to play..."

**Teletubbies** is a celebration of children's play. In a world of technology, this series introduces young children—ages one and above—to the wonders and magic of high-tech in a safe and friendly way. Tinky Winky, Dipsy, Laa-Laa and Po are four technological babies who love each other very much and live happily together in their own world of childhood imagination. Each program features the Teletubbies in Teletubbyland, which hums with the play technology that supplies their every need: Tubby Toast, Tubby Custard and a conscientious comic vacuum cleaner, the Noo-Noo. The Teletubbies' tummies become TV screens that light up, bringing them pictures of happy children from the real world because, next to each other, the Teletubbies love children best of all.

**Teletubbies** unique format and characters are designed to stimulate young children's developing thinking skills, teach them to listen, help to build their curiosity, expand their imaginations and increase their confidence. Extensive research, including the use of ongoing focus groups, has guided the series' development.

**Teletubbies** is a responsible, enjoyable half-hour where our youngest viewers find their place: a playful, imaginative world inhabited by gentle, loving characters exploring and experiencing everything around them. The series is also a wonderful opportunity for parents to share the joy of first discovery through children's eyes.

### Characters



**Tinky Winky** is purple and the biggest Teletubby. His favorite thing is his special red bag. Tinky Winky loves walking, marching, dancing and falling over. He has a special song that he loves to sing to himself, "Pinkle winkle, Tinky Winky, pinkle winkle, Tinky Winky." Tinky Winky loves big hugs best of all.

**Dipsy** is green and the second biggest Teletubby. His favorite thing is his black and white hat. Dipsy loves to dance, make cool moves and fancy steps. He has a special song which he likes to sing to himself, "Bup-a-tum, bup-a-tum, bup-a-tum." Dipsy loves big hugs best of all.

**Laa-Laa** is yellow and the second smallest Teletubby. Her favorite thing is her orange ball. Laa-Laa loves to dance, skip and sing songs. She has a special song that she likes to sing to herself, "Laa-laa-li-laa-laa-li-laa-li-laa." Laa-Laa loves big hugs best of all.

**Po** is red and the smallest Teletubby. Her favorite thing is her pink and blue scooter that she rides very fast. Po loves to dance and sing and do as she chooses. She has a special song that she likes to sing to herself, "Fi-dit, fi-dit, fi-dit, fi-dit." Po loves big hugs best of all.

### **Just A Few Teletubbies Large Muscle Activities**



#### **Design a Flag and Have a Parade**

Design a flag with your child. It can be as simple as a piece of paper taped to a straw or as elaborate as a decorated bit of fabric sewn to a broom or mop handle. Po's flag is red. What color should your flag be? Will it have a design? A picture?

Take a walk with the flag. Make a parade of several children. Say hello to friends you meet and greet them by name. Let each child take turns leading. Maybe the leader can suggest how to go-- fast, slow, hopping, skipping, bending right, bending left, or marching. Maybe you can sing a song as you have your parade. It's fun to carry a flag!

#### **Let's Play Outside!**

**Play Statues!** Everyone runs, runs, runs around the yard until the leader yells, "FREEZE." Everyone must freeze in the position they were in when the leader called out. The first person to move (or giggle!) is out. Continue playing until one player remains. For some variety, the leader can say, "Freeze like an animal!" or "Freeze like a car!" Everyone should have a turn being the leader.

**Play Follow the Leader** - everyone lines up behind the leader and imitates what the leader does. He might skip twice, hop once, and then crawl a few paces. He might go up some steps and down the steps. Wherever he goes, everyone must follow. For younger children, you may want to keep everyone in a circle. The leader can walk like an elephant, or walk like a giraffe (with one arm up like the giraffe's big, tall neck), or flap wings like a small bird, or cluck like a chicken. You may also want to put out toys to climb over, or go around.

#### **Moving, Moving, Moving**

When it is sunny outside, you can play in the yard with your child! How many ways can you move? Can you walk? Can you hop? Take little, tiny baby steps and then take big, big, long steps. Turn sideways and walk. Can you walk backwards? Crawl or roll? Go up the steps and down. Try a somersault! Make sure the grass is nice and soft.

Listen to some music. How do you feel like moving when you and your child listen? When the music changes, does it change the way you feel like moving? You can imitate each other -imitate your child's movement and then the child can do what you do. Have a big hug.

## Frequently Asked Questions

**Q. Don't the television sets in the Teletubbies' tummies promote television viewing?**

**A.** Research tells us that 99% of homes in the US have a television set. Sixty-nine percent have two or more. In addition, 33% have three or more! Television is a part of our daily culture, and serves as a window to the world for many families and young children. **Teletubbies** combines the notion of this magical window with a ticklish tummy to create a child-friendly interaction with television.

**Q. Why does Tinky Winky carry a handbag?**

**A.** Each Teletubby has a favorite "thing," a "universal" toy that reflects an aspect of children's learning through playful exploration. Tinky Winky's bag allows play with volume. Dipsy's hat is for role-playing. Laa-Laa's ball reflects young children's fascination with spheres. Po's scooter explores travel and direction.

**Q. Should a one-year-old be watching television?**

**A.** As with all television programming, each family must make the best decision about the use of television in the home. PBS's mission is to provide appropriate educational programming for all ages.

**Q. How does the series reflect ethnic diversity?**

**A.** The producers of **Teletubbies** recognize that all children want to see children like themselves in many kinds of situations, families and experiences. In each episode, one of the Teletubbies' tummies shows video of a child or group of children engaged in an activity, which may include a religious or ethnic celebration. The children in these videos reflect a wide range of racial and ethnic backgrounds. The ethnicity of the performers is also reflected in the individual features of the characters. Dipsy is Black and Po is Cantonese.

**Q. How does the PBS program differ from the U.K. version?**

**A.** For the PBS broadcast, several significant changes were made to adapt the series to American needs and tastes. For example, the Narrator and Voice Trumpets have American accents. Many of the inserts feature American children to reflect American culture. These changes make **Teletubbies** in America uniquely our own while retaining the elements that have made it such a hit in Britain.

**Q. Why are there no grownups in Teletubbyland?**

**A.** Imaginative games such as dress-up and housekeeping fulfill a child's healthy desire to act out the many different models, routines and roles in their world. The Teletubbies live in an imaginary world where they are playfully self-sufficient. Each program features the Teletubbies in Teletubbyland, which hums with the play technology that supplies their every need: Tubby Toast, Tubby Custard, and a conscientious comic vacuum cleaner, the Noo-Noo.

**Q. Isn't Teletubbies "dumbing down" television?**

**A.** **Teletubbies** is designed for very young children who are just beginning to discover the world and make sense of it. It is no more of a "dumbing down" than *Wishbone* is to *Masterpiece Theatre*, or *Bill Nye the Science Guy* is to *NOVA*. All are developmentally appropriate for specific age groups. The series promotes the developmental tasks of this target age group. It may seem simple from an adult perspective, but it is right on target for young children.

## IN THE NEWS

### **NEWSWEEK RECOMMENDS SAGWA, THE CHINESE SIAMESE CAT**

Newsweek and a panel of children's experts feature Sagwa as the best show for children 5 to 8 in the magazine's November 11th cover story. The article also highlights Sesame Street ("the gold standard") and Dragon Tales ("helps kids become more goal-oriented") among the top programs for children.

### **PBS KIDS SERIES *BETWEEN THE LIONS*<sup>®</sup> PROVES AGAIN THAT TV CAN HELP CHILDREN LEARN TO READ**

New Research Study Focuses on Improving Literacy in Two Mississippi Communities

Alexandria, VA, October 8, 2002 — In communities where literacy rates are among the lowest in the nation, the PBS KIDS series BETWEEN THE LIONS has demonstrated that quality TV can make a difference. A major research study has found that children in low-income communities, some of whom speak English as a second language, significantly improved in several key reading skills after regularly watching half-hour episodes of BETWEEN THE LIONS. Students also participated in follow-up activities with their teachers using related children's books and other teaching materials.

The research study, overseen by Cathy Grace, Ed.D., Director of the Early Childhood Institute of Mississippi State University, involved children in Head Start, child care, kindergarten, and first grade in two Mississippi communities where most children are considered at high-risk for reading failure when they begin school: Pearl River on the Choctaw Indian Reservation and Indianola in the Mississippi Delta.

The eight-month study, part of the BETWEEN THE LIONS Mississippi Literacy Initiative, was designed to discover if children in these two communities who were regularly exposed to the television series would be better prepared for learning to read than their peers in control groups. WGBH Boston and Sirius Thinking, Ltd. —producers of the television series — carried out the literacy initiative in partnership with Mississippi ETV, the local public television station. The Public Broadcasting Service and the Corporation for Public Broadcasting provided funding for the project through a Ready To Learn grant from the U.S. Department of Education.

The study conducted by Mississippi State University is groundbreaking in a number of ways, according to Dr. Grace. There is very little research focusing on literacy among American Indian children of any socioeconomic group. There is also little research data focusing on economically disadvantaged rural preschool children. Further, few studies have looked at literacy programs in child care settings or assessed a literacy initiative used simultaneously among Head Start, child care, kindergarten, and first grade children. The results from this study show that BETWEEN THE LIONS can have a significant positive impact even for children at high-risk for reading failure.

#### **Some key findings:**

On the Test of Early Reading Ability (TERA-3), a standardized test that measures reading ability at the earliest stages, there were several positive findings for the children exposed to BETWEEN THE LIONS. For example, all the Choctaw viewers and the Indianola kindergarten viewers significantly outperformed the control groups on the Conventions subtest — which measures what children know about books and other basic concepts of print, such as reading from top to bottom and left to right.

On another measure, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), at the outset of the project Indianola students in the experimental group scored significantly below the control group on Initial Sound Fluency. By the end of the project, however, students who viewed BETWEEN THE LIONS significantly outperformed their non-viewing peers and were gaining skills

at a faster rate. This test, given to preschool and kindergarten children, measures their ability to identify the initial sounds of words, an important precursor for learning to read fluently.

Although the students who participated in the BETWEEN THE LIONS Mississippi Literacy Initiative did not outperform their non-viewing peers on all measures, “the differences found were meaningful,” according to the research report. “Based on the results of this study, it appears that the BETWEEN THE LIONS series could be a meaningful part of overall reading interventions.”

**“We have heard from many educators at both the Choctaw reservation and Indianola that the series is helping their students — and that the children really love it. I believe that BETWEEN THE LIONS has great potential to have a similar impact all over the country,” stated Senator Thad Cochran (R-Mississippi).**

Jerry Parr, Early Childhood Planner for the Mississippi Band of Choctaw Indians, said that BETWEEN THE LIONS has changed his longstanding belief that TV should be prohibited in Head Start and childcare classrooms. “Knowing what a book is and what to do with it once it’s in your hands, that’s called ‘conventions’ in the study results, and all the children improved in that category. That alone cannot be underestimated,” said Parr.

**“The entire experience piqued the students’ curiosity about reading,” noted Dr. Sammi Crigler, Director of Instruction at Indianola Public Schools. “We gained as a district and as a community.”**

An earlier study on BETWEEN THE LIONS, conducted by Dr. Deborah Linebarger at the University of Kansas before the series premiered in April 2000, also demonstrated that watching the series can significantly improve children’s reading skills. In that study, kindergarten students who watched 17 episodes of BETWEEN THE LIONS during a four-week period scored significantly higher than the control group on the ability to match letters with sounds, the awareness that words are made up of sound units (phonemic awareness), and understanding basic concepts of print.

WGBH Boston and Sirius Thinking, Ltd. created BETWEEN THE LIONS specifically to address the low reading scores of children across the country. BETWEEN THE LIONS is the only children’s program (of nearly 300 shows on network, cable, and public TV) designed solely to help children learn to read. It is available free and broadcast daily on nearly all PBS stations.

Developed in consultation with the nation’s top reading and literacy experts, BETWEEN THE LIONS offers a comprehensive, evidence-based approach to reading instruction. The program is the centerpiece of a multimedia literacy initiative that includes a Web site ([www.pbskids.org/lions](http://www.pbskids.org/lions)), books, videos, parent workshops, teachers’ guides, and other outreach materials. The series highlights the power and pleasure of reading and includes segments that foster language development and early literacy skills. Every episode addresses the five key areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension.

Mississippi State University, established in 1878 as a land-grant institution, is the largest university in Mississippi. Students are enrolled from every Mississippi county, all 50 states, and more than 80 countries.

PBS, headquartered in Alexandria, Virginia, is a private, nonprofit media enterprise owned and operated by the nation’s 349 public television stations. Serving nearly 100 million people each week, PBS enriches the lives of all Americans through quality programs and education services on noncommercial television, the Internet, and other media. More information about PBS is available at [www.pbs.org](http://www.pbs.org), the leading dot-org Web site on the Internet.

WGBH Boston is the source of one-third of all prime-time programs on PBS, and web sites created by WGBH for its national programs account for nearly one-third of the traffic on [www.pbs.org](http://www.pbs.org). WGBH has garnered numerous awards, including Emmys, Television Critics awards, and the prestigious Peabody Award, for its educational children's programs such as *Arthur*, *ZOOM*, *Where in the World Is Carmen Sandiego?* and *Long Ago & Far Away*. Sirius Thinking, Ltd., based in New York, is an educational entertainment company whose principal founders have worked on such notable programs as *Sesame Street* and *The Electric Company*.

Mississippi Educational Broadcasting (MEB) operates an eight-station public television network (Mississippi ETV), an eight-station public radio network (Public Radio in Mississippi), and the Radio Reading Services of Mississippi. MEB serves all 82 counties of the state of Mississippi providing quality instructional and public programming. Since its first broadcast in 1970, MEB has won over 350 national awards for its local productions including numerous regional Emmys for instructional programs, and a national Emmy and a Parents' Choice Award for Ticktock Minutes.

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### **Comments From the Community**

#### **Burlington, North Carolina**

"The repeated reference to the website [during the workshop] lets me know that if I need additional resources, I can go there as an initial step."  
Crystal Williams

"Very informative! I utilize this 8-11 [age range] program [Liberty's Kids] in our home school program with my 9 year old. Great programs!"  
Portia Wade

#### **Wake County, North Carolina**

When asked how they planned to integrate Ready To Learn programs into their classrooms, preschool teacher participants wrote:

- [I will use] more discussion after watching shows [with the children].
- [I will] train parents on the importance of educational television
- I will discuss what happened with the shows and do projects to emphasize this.
- [We will] read every day for at least 20 minutes.
- I learned more about using PBS [programs] to help children develop.
- I will implement Clifford into my program by letting my children view the program and then follow-up with a discussion.
- In the future, I will use the programs in five to 10 minute increments.
- When I have my baby, I will introduce the Read-View –Do Triangle [to my child].
- [I will] use parts of the TV shows to draw their [the children's] attention to certain issues.