CAC Criteria for November 2015 – Resource Night

Health and Safety

#5 Program participates in the U.S. Department of Agriculture Child Care Food Program.

#6 Program provides at least one serving of fresh fruit and/or vegetables daily.

**Why Is This Important:** “In preschool care and education programs, we have an opportunity to help children develop healthful food habits that will benefit them through their lifetime. Thus, nutritious foods should be offered to children throughout the day to ensure that they are getting the foods they need for healthful growth and development.” (Cryer, D., Harms, T., & Riley, C. (2003). Chapter 10: Meals/snacks. In All about the ecers-r (p. 89). Lewisville, NC, USA: Kaplan Early Learning Company.)

**Career Ladder Training:** Healthy Care, Topstar Endorsement

Outdoor Environment

#13 There is a garden area that is available to all children on a daily basis.

**Why Is This Important:** “Providing plenty of exposure to the outdoor world gives children a wider base from which to develop vocabulary and learn to understand basic natural concepts. Most important, however, it provides opportunities to enjoy the world, beginning what can be a life long interest in and concern for our environment.” (Cryer, D., Harms, T., & Riley, C. (2003). Chapter 25: Nature/science. In All about the ecers-r (p. 253. Lewisville, NC, USA: Kaplan Early Learning Company.)

**Career Ladder Training:** School Readiness Standards Course 4, Family Child Care Course 2

Indoor Environment

#22 The floor in the eating and messy play/art area is easily washable.

**Why Is This Important:** “Space is reasonably clean and well maintained...when messy activities are included in the program, the space and furniture used to conduct the activities are cleaned thoroughly after the activities are completed.” (Cryer, D., Harms, T., & Riley, C. (2003). Chapter 1: Indoor space. In All about the ecers-r (p. 6). Lewisville, NC, USA: Kaplan Early Learning Company.)

**Career Ladder Training:** A Great Place for Kids

Family Involvement

#14 Families are involved in the planning of activities and/or menu options.

**Why Is This Important:** "This indicator...addresses the need for parent input into decisions that affect all the children in the program...Parents have a unique perspective that can contribute to the general quality of the program." (Cryer, D., Harms, T., & Riley, C. (2003). Chapter 38: Provisions for parents. In All about the ecers-r (p. 408. Lewisville, NC, USA: Kaplan Early Learning Company.)

**Career Ladder Training:** Working Together

The Program

#5 Strategies are used to support children's social and emotional development.

**Why Is This Important:** "All children...benefit from intentional teaching in this area. A synthesis of research on development during the early years prepared by the National Scientific Council on the Developing Child (2007) indicates that emotional well-being and social competence provide a strong foundation for brain development and emerging cognitive abilities. 


**Career Ladder Training:** Learning to Get Along, Guidance and Emotional Wellness Courses 2-4, Infant Toddler Course 2, Learning in the Early Years, Family Child Care Course 3, School Age Course 2, Ages and Stages, Development and Infant Toddler Community of Caring, Stewards of Children, Child Development, Strengthening Families, All About Twos

#15 Caregivers sit with and interact with children during meals and snacks.

**Why Is This Important:** "...staff who are pleasant and polite act as good role models for social benefits...additional benefit is gained if the staff enjoy the foods the children are eating, show enthusiasm for healthful foods, and try those they might not prefer. Furthermore, when staff sit with the children, they are better able to prevent any discipline problems. . . Staff are also more likely to see, prevent, or quickly handle safety problems, such as choking or allergic reactions." ("Cryer, D., Harms, T., & Riley, C. (2003). Chapter 10: Meals/snacks. In All about the ecers-r (pp.96-97.) Lewisville, NC, USA: Kaplan Early Learning Company.)

**Career Ladder Training:** A Great Place for Kids
<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td><strong>Date</strong></td>
<td>Nov. 2</td>
<td>Nov. 3</td>
<td>Nov. 4</td>
<td>Nov. 5</td>
<td>Nov. 6</td>
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<tr>
<td><strong>Theme</strong></td>
<td>Healthy Food</td>
<td></td>
<td></td>
<td>Eating the Rainbow</td>
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<tr>
<td><strong>DAILY CONCEPTS</strong> (What would I like the children to learn from this lesson plan?)</td>
<td>Eat foods from a variety of food groups</td>
<td>Eating too much unhealthy food is not good.</td>
<td>Learn about different types of vegetables</td>
<td>Learn colors of food</td>
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<tr>
<td><strong>LANGUAGE</strong></td>
<td>Read the story “The Two Bite Club”</td>
<td>Read the story “The Very Hungry Caterpillar”</td>
<td>Read the story “Mrs. NcNosh and the Great Big Squash”</td>
<td>Read the story “Pinkalicious”</td>
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<tr>
<td><strong>LITERACY</strong></td>
<td>Set up a writing center for children to make menus for the dramatic play restaurant</td>
<td>“If I were a hungry caterpillar I would eat…” Have the children tell you, and you write it; or if they can, have them write the story themselves</td>
<td>Learning the names of different fruits and vegetables, different types of fruits and vegetables, and the parts of fruits and vegetables</td>
<td>Children will take turns pulling food out of the feeling tube and we will discuss the color of each food.</td>
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<tr>
<td><strong>MATH &amp; NUMBERS</strong></td>
<td>Sort junk food and healthy food</td>
<td>Watermelon seed counting</td>
<td>Graph vegetables we Like</td>
<td>“Fruit Pattern Snack” Math Activity Give each child different colored fruit and have them work together to make a pattern to eat.</td>
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<tr>
<td><strong>SCIENCE &amp; NATURE</strong></td>
<td>Five Senses with Food Use a food from each of the food groups. Let children take turns smelling, feeling, tasting, and even hearing the different foods.</td>
<td>Make a healthy snack; Ants on a log</td>
<td>Pop popcorn in the classroom and then let children glue onto a paper.</td>
<td>Which foods have seeds? Have different seeds from plants for the children to see, touch, and smell.</td>
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<tr>
<td>ART/CREATIVE</td>
<td>Apple Printing</td>
<td>Cardboard Pizzas</td>
<td>Pop popcorn in the classroom and then let children glue onto a paper.</td>
<td>Fizzy Rainbow Slush</td>
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<tr>
<td>SENSORY/SAND/WATER</td>
<td>Fruit and Vegetable Wash</td>
<td>Play Dough</td>
<td>In the sensory bin have a pumpkin and or different squashes for the children to see, smell, and feel what is inside of them.</td>
<td>Playing with Pink Shaving Cream Add drops of pink or red food coloring to shaving cream, and allow the children to play with it.</td>
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<tr>
<td>MUSIC &amp; MOVEMENT</td>
<td>Sing the song &quot;I Like to Eat Apples and Bananas&quot;</td>
<td>Sing the song &quot;Who Took the Cookies from the Cookie Jar?&quot;</td>
<td>Sing the song &quot;I Like to Eat Pepperoni Pizza&quot;</td>
<td>Let the children pick the songs that they have learned this week that they would like to sing.</td>
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<tr>
<td>ACTIVE PHYSICAL</td>
<td>Ask the children to pretend that they are animals. Have them tell you which animals each of them is, and act out eating the types of foods that are healthy for that particular animal.</td>
<td>&quot;Hungry Caterpillar&quot; Game Make a large caterpillar head out of cardboard and let the children throw play food into its mouth</td>
<td>Make a hop scotch game with pictures of food on it</td>
<td>Play &quot;Mother, May I?&quot; Have the children say things like, “Mother, may I eat 2 big bites of cucumbers?”</td>
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<tr>
<td>PLAY/GROSS MOTOR</td>
<td>Building with Apples Toothpicks and apple pieces</td>
<td>Let children cut pictures of food out of a magazine and make a collage.</td>
<td>Let children help make their own pizzas for lunch.</td>
<td>Play Dough Play dough mats from “My Plate,” cookie cutters, and other play dough tools</td>
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<tr>
<td>MANIPULATIVES/FINE MUSCLE</td>
<td>Set up dramatic play area as a restaurant: provide a cash register, note pads, and a variety of play food and dishes.</td>
<td>Add materials for children to make a sign for the restaurant.</td>
<td>Restaurant</td>
<td>Restaurant</td>
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<tr>
<td>DRAMATIC PLAY</td>
<td>Tractors, play vegetables, and other farm items (equipment and animals). Children can harvest the crops from their farms.</td>
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<td>BLOCK PLAY</td>
<td>Tractors, play vegetables, and other farm items (equipment and animals). Children can harvest the crops from their farms.</td>
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List of play options for children who do not wish to participate in teacher-directed activities:

- Look at books
- Put puzzles together
- Play with manipulatives in the Manipulatives/Fine Motor Center
- Color/draw in the Art Center
FOOD

- Mealtime can be a struggle with children. Here are some tips for happier meal times.
- Enjoy eating with your child.
- Offer new foods a little at a time.
- Serve small portions of the food being offered.
- Use small plates.
- Involve the child in the food preparation.
- Plant a garden together and let your child be involved in growing foods.
- Children develop a taste for good food slowly. Introduce new foods slowly.
- Toddlers need to eat more often than older children.
- Mealtime should not be a battleground. Never say, “Clean your plate!” or “No dessert until you eat your vegetables” or “If you behave, you can have a piece of candy”. Comments such as these have a negative effect on children’s eating habits.
- Make mealtime a happy experience with pleasant conversations.
- Never force a child to eat foods.
- It is normal for children to be picky eaters at some point in their early years. The issue may not be the food, but an issue of control. Do not feel personally rejected. Continue to provide a variety of healthy and nutritious food and leave the rest up to the child.
- Do not worry about one day’s nutrition. A child may nibble or eat only one food all day long. Studies have shown that when children are offered a balanced diet over the long term, that they will usually eat foods that they need for good health.
- The first couple of times that you offer new food, offer it as a supplement at lunch time.
- Give permission to not like the new food. This removes the pressure and the “power struggle”.
- Don’t give up. It often takes 10-15 exposures to accept a new food.
- Set an example. Show that you enjoy the food. This helps the child’s comfort level.
- Offer toddlers finger foods and do not worry about the mess.
- Try some of the food activities on the back of this sheet.
- Read some of the books about food that are listed on the back of this sheet.
FOOD ACTIVITIES TO HELP CHILDREN LEARN TO TRY NEW FOODS

- **FOOD TASTING GAME:** Have your child close his eyes. Blindfold him. Offer him an assortment of foods, some familiar and some unfamiliar. Have the child guess what the food is.

- **ESTABLISH SPECIAL FOOD DAY SUCH AS...**
  - **ALPHABET DAY:** Shape the food like letters. Serve foods that begin with a particular letter of the alphabet.
  - **COLOR DAY:** Serve all green foods or all red foods or all orange foods. Involve your child in the planning of the color day and let him suggest foods to be served.
  - **HORS d'OEUVRES:** Serve small portions of finger foods.
  - **SHAPE DAY:** Cut food into shapes or use naturally shaped foods such as square cheese slices, cucumber circles, and bread stick rectangles.

- **MAKE DESIGNS ON THE PLATE WITH FOOD.....**
  - **CANDLE SALAD:** Pineapple slice with a banana in the center.
  - **ANTS ON A LOG:** Celery with peanut butter and raisins.
  - **KABOBS:** Use short wooden skewers to put a variety of fruit and cheese cubes on.
  - **PAINTED TOAST:** Paint pictures on a piece of bread using a mixture of 1 egg yolk, a teaspoon of water, and food coloring. Dip a clean small paintbrush “paint” and let your children draw a picture on the bread. Place the bread under a broiler to toast the bread and cook the egg yolk paint.
  - **APPLE SMILES:** Cut an apple (mouth) into slices. Let the children spread peanut butter (gums) on top of the slice and then decorate the miniature marshmallows (teeth).

- **CREATE FUN NAMES FOR FOODS.....**
  - Baby trees for broccoli, elf’s shoes for pear quarters, and witches brew for apple cider.

- **READ BOOKS ABOUT FOOD.....**

  - *Gregory the Terrible Eater* by Mitchell Sharmat
  - *Stone Soup* by Marcia Brown
  - *Bread and Jam with Frances* by Russel Hoban
  - *Peanut Butter and Jelly by Nadine Bernard*
  - *Blueberries for Sal* by Robert McCloskey
  - *Pancakes by Eric Carle*
  - *The Gingerbread Man......fairy tale*
  - *The Little Red Hen........fairy tale*

  - *If You Give a Pig a Pancake* by Laura Numeroff
  - *Pancakes for Breakfast* by Tomie DePaolo
  - *Max’s Breakfast* by Rosemary Wells
  - *The Milk Makers* by Gail Gibbons
  - *The Carrot Seed* by Ruth Krauss
  - *Growing Vegetable Soup* by Lois Ehlert
  - *Eating the Alphabet* by Lois Ehlert
  - *The Very Hungry Caterpillar* by Eric Carle
Child Nutrition

- Team Nutrition – FREE nutrition and physical activity resources: http://www.fns.usda.gov/tn/team-nutrition
- Ellyn Satter Institute – information on normal childhood feeding behavior: http://ellynsatterinstitute.org/
- Healthy Habits for Life – Sesame Street healthy eating curriculum: http://kidshealth.org/classroom/index.jsp?Grade=cc&Section=hhfl

Farm to Preschool

- IATP Farm to Childcare Curriculum Package: http://iatp.org/documents/farm-to-childcare-curriculum-package
- Utah Agriculture in the Classroom: http://utah.agclassroom.org/htm/outreach/schoolgardens
- Early Sprouts Institute Curriculum: http://www.earlysprouts.org/
- Harvest for Healthy Kids: http://www.harvestforhealthykids.org/

Menu Planning

- USDA Mixing Bowl – collection of healthy recipes for both homes and centers: http://www.whatscooking.fns.usda.gov/
- Leap of Taste – Child care nutrition and recipes http://wvde.state.wv.us/child-nutrition/leap-of-taste/
Children’s attitudes and preferences toward food and eating habits develop at a young age. Good eating habits do not just happen—they are learned!

Studies tell us that parents and other caregivers influence children’s food preferences. Child care providers can encourage healthful foods by using easy, low-cost techniques, similar to those that schools use from the Smarter Lunchrooms Movement.

For more information on the Smarter Lunchrooms Movement, go to http://smarterlunchrooms.org/homepage.

How can I spark children’s interest in food?

► Talk about food throughout the day, as well as at mealtime.
  - Discuss different foods with the children - where they come from and what foods children eat at home. Topics around food can be endless! For more information, see “Teach through talking” in Supplement E: Support Family Style Dining from Nutrition and Wellness Tips for Young Children: Provider Handbook for the Child and Adult Care Food Program. http://teamnutrition.usda.gov
  - Before the children sit down for meals, talk about the food that will be served, and ask them to notice the shapes and colors.
  - Mix nutrition information with reading, storytelling, and other activities.
    - Get books and educational videos for the children. Select ones that send good messages about food. Some suggestions:
      
      * Bread and Jam for Frances, Russell Hoban
      * Delicious! A Pumpkin Soup Story, Helen Cooper
      * Eating the Alphabet: Fruits and Vegetables from A to Z, Lois Ehlert
      * Green Eggs and Ham, Dr. Seuss
      * I Will Never Not Ever Eat a Tomato, Lauren Child
      * Rah Rah Radishes! A Vegetable Chant, April Pulley Sayre
      * The Beastly Feast, Bruce Goldstone
      * For more suggestions, see the USDA’s Food and Nutrition Information Center’s "Food and Nutrition Fun for Preschoolers." http://www.nal.usda.gov/fnic/pubs/fun_preschool.pdf
► **Use taste and texture words** to describe foods, such as sweet, sour, salty, tart, crunchy, chewy, creamy, and juicy.

► **Display colorful posters** and student artwork showing different foods.
  
  - Pictures help create a friendly, inviting atmosphere that promotes healthy eating behaviors.
  - The Healthy Meals Resource System’s Bulletin Board Resources Web page has many printable pictures, handouts, and other resources on different nutrition topics, such as breakfast, fruits and vegetables, and whole grains. [http://healthymeals.nal.usda.gov/resource-library/bulletin-board-resources](http://healthymeals.nal.usda.gov/resource-library/bulletin-board-resources)

► **Start a small outdoor** or container garden.
  
  - Children show more interest in food they have helped grow.

**How can I get children to try new foods?**

Keep these P’s in mind: **POSITIVE ➤ PREPARE ➤ PATIENT ➤ PICTURES**

► **Be positive**
  
  - Be positive when introducing a new food. When they see that you are excited to try a new food, they may be more likely to try it too!
  - Let a child who is usually open toward trying new foods taste the new food first. Children will be more willing to try a food if another child has already tried and liked it.
  - Expect that new foods will be liked. Don’t assume that a child won’t like a food because it’s new or different.
  - Praise children when they try a new food. Talk about how delicious it is!

► **Prepare**

  - Serve children all types of foods and not just foods traditionally served on the kids’ menu. Most children are more adventurous than we give them credit for.
  - Try different recipes or substitute new foods, like fruits or vegetables, into children’s favorite recipes.
  - Prepare a new weekly fruit or vegetable as part of the mealtime routine.
  - Serve a new food along with a familiar food. Ask children to point out the similarities between the two foods.
Be patient

- Don’t take food refusal personally – allow children to choose whether or not they want to try a new food.
- Offer new foods often. Children may need to be offered a new food many times before they will decide to try it.
- Introduce only one new food at a time to allow children to learn new flavors and textures.
- Teach children to not call foods names like “yucky” or “gross.” Tell them we may not like a new food the first time we try it, but might later on.
- Have children start with one or two bites at first. Don’t expect children to eat a full portion of something new.
- If a food is not accepted after several tries, change the way it is prepared and/or served.
- If children accept a new food, serve it again soon so they get used to it.

Use pictures and phrases

- Introduce new foods by showing children pictures of them first. They will be more open to trying new foods if they know something about them.
- Make trying new foods a positive experience by using the right words.
  Check out “Phrases that Help and Hinder” on the ChooseMyPlate.gov Web site.
  [http://www.choosemyplate.gov/preschoolers/healthy-habits/HelpAndHinderPhrases.pdf](http://www.choosemyplate.gov/preschoolers/healthy-habits/HelpAndHinderPhrases.pdf)
How can I get children to eat healthful foods?

► Get creative! Put fun food names on your menu.
  - Use fun and appealing names for fruits and vegetables to make it more likely young children will be willing to try them and eat more of them.
  - Invite children to come up with fun food names. You can even have a food naming contest!

► “Nudge” healthy choices.
  - Gently nudge children to try a fruit or vegetable by asking, “How about trying a kiwi today?”
  - For more ideas, see “Phrases that Help” on the previous page.

► Bring in superheroes!
  - When children are asked what superheroes would eat, they may be more likely to choose healthier foods for themselves.
  - Before offering fruits and vegetables to children, ask them, “What would your favorite superhero eat?”

► Serve fruits and vegetables in kid-friendly ways.
  - Slice and chop fruits and vegetables into smaller pieces to make them easier for children to chew and handle. For children younger than 4 years old, make sure pieces are no larger than one-half inch (1/2”).
    • You can also use small cookie cutters to cut fruits, vegetables, and other foods, like sandwiches, into fun shapes.

CACFP Crediting Tip:
  • When using fun shapes, make sure you still offer the full portion of food depending on the meal and age of the child.

► Provide families with handouts and recipes that promote healthy eating.

► Text or tell parents and caregivers what foods their child is eating at child care. Send or display a photo of their child enjoying a new food!

► Send the message home. Share newsletters from Nibbles for Health: Nutrition Newsletters for Parents of Young Children.
How can I put this information into practice in my child care program?

1. Take a look at your daily schedule and use every opportunity to teach children about healthful foods.

Which of these fun ideas will you try next week? Mark your choices.

☐ Read a fun educational book about food.
☐ Put up a colorful poster of fruits and vegetables.
☐ Show children a picture of a new food they will be trying.
☐ Talk about what superheroes would eat.
☐ Start a container garden or plant a small vegetable garden outside.
☐ Take pictures of children enjoying a new food.
☐ Other ideas:
Take a look at your menu and find ways to include more healthful foods and make them more enticing. Start with one or two ideas per week.

Which of these ideas will you try to encourage children in your care to eat healthful foods? Mark your choices.

☐ Include a new fruit or vegetable on the menu.

☐ Try a new recipe.

☐ Cut fresh fruits or vegetables into fun shapes.

☐ Use some of these fun and catchy menu names from schools and child care centers around the country:

- X-Ray Vision Carrots
- Cool Crunchy Carrots
- Sweet Carrot Coins
- Power Peas
- Glow-in-the-Dark Greens
- Dinosaur Broccoli Trees
- Power Punch Broccoli
- Banana Ramas
- Tomato Bursts
- Golden Pirates Corn
- Cream of the Crop Golden Corn
- Bouncing Beans
- Mixed Up Fruit Cup
- Monster Mashed Potatoes
- Lean Mean Green Beans
- Wild Potato Wedges
- Zesty Zucchini
- Super Hero Spinach
- Fiesta Pinto Beans
- Awesome Apples
- Yummy Hummus
- Apple Crunchers
- Celery Swords
- Mighty Melon
- Jumping Beans
- Razzle Dazzle Berries
- Bandit Beans
- Kickin’ Kiwi
- Super Power Squash
- Scrumptious Strawberries
- Go Wild Rice
-

☐ Other Ideas:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
What is one thing you are grateful for today?

What is the nicest thing a friend has ever done for you?

What would you do if one of your friends was feeling sad?

What is one thing you could have done better today?

What is something that you can do when you are feeling angry?

What is something that you can do when you are feeling sad?
1. What is one thing that makes you happy?
2. What is one thing that makes you sad?
3. What is one thing that makes you angry?
4. What are you most proud of?
5. What do you want to be when you grow up? Why?
6. What is one thing that you are afraid of?
What would you do if a friend wanted you to do something that was against the rules?

What would you do if you wanted to play a game or do a puzzle, but your teacher said that you would have to wait?

What would you do if a friend broke your favorite toy?

Who is one person in your life that you are thankful for? Why?

What is your greatest talent or ability?

What are the three most interesting things about you?
What three words would you use to describe yourself?

What qualities do you have that make you a good friend?

What is one way that you helped another person today?

What would you do if someone was playing with a toy that you wanted to play with?

What would you do if someone hurt you?

Name three reasons that you’re glad to be alive.
What would you do if you were being bullied?

What can you do if you don’t feel good about something that you see or hear?

What would you do if you saw someone being bullied?

Which superhero would you most like to be? Why?

What do you most like about yourself? Why?

What is the bravest thing you have ever done?
What do your friends like most about you?

What makes someone a good friend?

If you had to ask someone for help, who would it be? Why?

What has been the best part of your day so far?

If you could be an animal what would it be? Why?

What makes you feel better when you are feeling sad?
Who do you admire and why?

What makes you unique?

What can you do if you don’t feel good about something you see or hear?

What would you do if you were being bullied? If you saw someone else being bullied?

Which superhero would you most like to be? Why?

Which 3 words best describe you?
What do you wish you had more time for?

If a genie granted you three wishes, what would they be?

If you could go anywhere in the world, where would you go?

What do you most like about yourself? Why?

What is the funniest thing that happened to you this week?

What is the bravest thing you have ever done?
Walk or ride, why? Swim or fly, why?

Which is more valuable - money or happiness?

Which is more valuable - talent or dedication?

You are sailing away to a deserted island. Which 3 things will you take with you?

Name 5 people you could go to if you needed help? Why does each person make your list?

If the zoo were to send you a pet, what would you ask for and why?
If you could change one thing about school, what would it be?

Which book character are you most like? Why?

If you were to redecorate your bedroom, what would it look like?

If you were to receive a present right now, what would you like it to be?

What is one thing you don’t know how to do that you wish you could?

What is your favourite movie? What makes it so special for you?
What makes our family special?

What do your friends most like about you?

What makes someone a good friend?

What would you do if you were invisible for a day?

If you could change one family rule, which would it be?

What would you like us to do more of as a family?