



Sprouts

Growing Healthy Habits



Facilitator Tips: How to Get the Most from This Curriculum

Teaching and Learning Strategies

All activities in the Sprouts: Growing Healthy Habits curriculum were designed with NAEYC Developmentally Appropriate (DAP) Teaching Strategies in mind. In particular, Sprouts uses strategies of:

- Provide Information - Directly giving children facts, verbal labels, and other information on Sprout specific topics that are evidence-based from peer reviewed research findings and recommendations.
- Ask questions- That provoke children's thinking and discussion
- Hands-on learning - Engage children in hands-on activities to facilitate learning
- Teaching with picture books- Use books to stimulate and engage children in learning
- Repetition- Reinforcing learning objectives in multiple formats (discussion, questions, activities, books)

Target Audience

Sprouts: Growing Healthy Habits curriculum was developed for children in early childhood education (ages 4-6), we refer to them as “Sprouts” throughout the curriculum, and to be used in formal and non-formal educational settings such as the classroom, childcare, and after-school programs.

Where Learning Happens

The activities in the Sprouts: Growing Healthy Habits curriculum were designed to be facilitated in a group-learning environment with groups ranging from 5 to 25 children. Sprouts construct understanding through group discussion, hands-on experiential learning, and personal reflection. Additionally, learning is a social endeavor where dialogue and reflection with others are critical elements. Therefore, creating fun and active learning environments where all children get to participate and share their experiences in larger and smaller groups is optimal for this curriculum.

Lesson Components

Facilitators are provided with a list of key focus points that are meant to be the main learning objectives for the children throughout the lesson. This list does not need to be directly stated during the lesson, instead it can be a way to ensure appropriate focus points have been reached.

- **Supplies Needed:** A list of the supplies needed to complete the activities is provided for the facilitator. The list describes the supplies to be used. Most materials are provided; however, other materials (such as books) will need to be obtained prior to activity implementation.
- **Lesson Prep:** This list describes what needs to be done by the facilitator to prepare for the lesson and how much preparation time each task requires.
- **Introduction and Opening Questions:** Each lesson will have an introduction that will help children begin to think about the lesson topic. Additionally, each introduction will also have questions to ask children in a larger group setting in order to prompt preliminary discussion about the topic and allow children to talk about their own experiences.



- **Activity Time:** This is the part of the curriculum when the youth participate in and complete an activity. It is highly recommended that facilitators read the procedure in its entirety before implementing with the children so that the activity flows smoothly. It is important for facilitators to have processed and planned for any adaptations to the activity according to site location and resources.
- **Story time and Summarizing:** Following the activity, we suggest gathering the children back together as one group to read the lesson specific book and then recap/summarize what was learned from the book and its' connections with the activity. This section provides children an opportunity to make connections from each section and learn from each other. The facilitator is also given a summary prompt that highlights the major lesson objectives.

Organization of the Curriculum

The lessons are sequenced so that each lesson can build upon each other but can also stand-alone. You will notice that each lesson has an optional Previous Lesson Recap that gives you information of the previous lesson so that you can discuss with your Sprouts. Talking about the previous lesson is a way that you can reinforce learning objectives throughout the curriculum. Although each lesson can also stand-alone, in that, a particular lesson/topic can be taught in no particular order or time period.

