



Around The Neighborhood

Spring / 1995

A Newsletter for People Who Care For Young Children

A Special Issue On Health Education

Health education is vital in child care, and it's important in Mister Rogers' Neighborhood, especially this spring — with programs featuring a visit to the dentist, sports, exercises, and healthy foods.

Feeling Good — Inside and Out

Helping children learn about health education begins with helping them feel good about themselves on the *inside*. When children feel good about who they are, they are more likely to take care of their bodies. Whether Mister Rogers says it or sings it, he continually offers children the warm message of "You are special."

Children need to feel good about themselves on the *outside*, too. Fred Rogers' songs "Everybody's Fancy" and "Everything Grows Together" help children appreciate their bodies and how they grow.

Modeling Healthy Habits

As with most things, attitudes about health care are more "caught than taught." Children learn best from example, and they can be encouraged to think about health and safety issues in their own lives when they see Mister Rogers brush and floss his teeth, wash his hands, choose healthy foods, and wear safety gear when biking or skating.

A frequent visitor this spring is Neighborhood exercise teacher Marilyn Barnett who leads Mister Rogers through simple movements, inviting children who are watching in a child-care home or center to join in. Daily swimming is part of Fred Rogers' own routine, and he often includes exercising on programs to help children with their physical development, coordination, listening skills, rhythm, and general health.

Enjoying exercises with Marilyn Barnett, Mister Rogers helps children know that physical activity can be an important part of being healthy and feeling good.

Health Care Professionals

As a pioneer in using television for medical "field trips," Fred Rogers has helped children be prepared for those potentially scary experiences. A visit to the dentist is featured this spring on program #1629, scheduled for May 4. The Neighborhood series also includes a visit to the pediatrician, the emergency room (helping children deal with x-rays and stitches), and an ambulance.

When Mister Rogers reassuringly takes children through medical experiences, he asks the health care professionals to explain procedures and equipment. As in the message of his Neighborhood

song, "I Like To Be Told," he lets children know that whatever is mentionable can be more manageable.

*I like to be told
If it's going to hurt,
If it's going to be hard,
If it's not going to hurt...*

*I trust you more and more each time
That I'm finding those things to be true.
From the song, "I Like To Be Told"*

Seeing that their television friend, Mister Rogers, has a warm relationship with doctors, nurses, dentists, and paramedics with whom he visits, children can come to think of these "community helpers" as caring extensions of the family.

Along with medical "field trips," Mister Rogers often suggests play activities about medical caregivers and their work. Through play, children can feel more in control and less helpless, and therefore, better able to manage when they're being examined by the doctor or dentist.

Whether indoors, out-of-doors, or on field trips, *Mister Rogers' Neighborhood* gives special attention to presenting health care messages in ways that young children can understand and use. We hope that you, as a child care provider, will find that these ideas help you open doors to your own discussions and activities with the children in your care.

An Offer For Child Care Providers

For a free booklet on GOING TO THE DENTIST, send a self-addressed stamped business-size envelope to Family Communications, Dept. CC, 4802 Fifth Avenue, Pittsburgh, PA 15213. Write to the same address for a form offering a 25% discount for other highly-acclaimed items by Fred Rogers, including the books: GOING TO THE DOCTOR, GOING TO THE DENTIST, and GOING TO THE HOSPITAL.



A Letter From Mister Rogers

Dear Parents and Providers,

There are certain obvious things that television can do for children's health education. By example, people on television can eat healthful foods and go to doctors for regular checkups. They can avoid drugs and dangers. We on television can set a style for good health care.

That's simple and rather obvious, but there is something else that may not be so obvious which television people can help our society to communicate...and that is the value of being human — the worthwhileness of each human being. I believe that the basis of any health education lies in people caring enough about who they are that they'll want to take care of themselves.

If the goal is for people to eat the right food, get the proper exercise, seek regular check-ups, and avoid cigarettes and drugs, we must help those people feel that they're really worth taking care of. This kind of help is education, and it must begin early in life — very early! Babies are ready to receive all kinds of clues as to whether or not they should make the effort to live. And the clues come from the person who gives them their primary care. The essential feelings about self-worth have their deepest roots in infancy.

Children who are tenderly cared for can, little by little, begin to participate in their own care. At first they begin by sucking hard enough so that they'll get enough milk to keep alive. Later they learn to feed themselves, to brush their teeth, and to care for other needs. They take increasing responsibility for the care of their own body, growing slowly but steadily in the conviction that they are worth taking care of.

Have you ever noticed how carefully you drive when you're convinced of somebody's love for you? Have you ever noticed what good care you take of yourself when you're about to do something that you feel is very important?

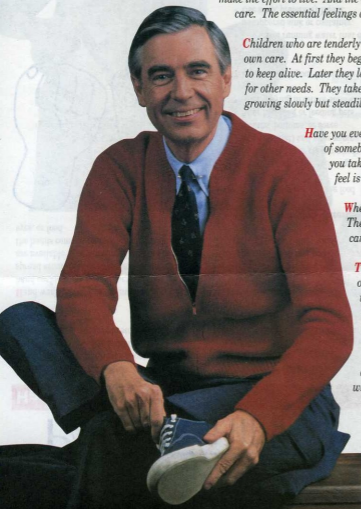
When people want to take care of themselves, they will. They'll find the resources: the clinics and all the preventive care which our country offers.

There are no short-cuts for people's responsibility for their own health. It won't come any other way. It must begin with the baby and the available loving adult who consistently communicates that baby's worth to him or her. And little by little that baby grows and takes over more and more of his or her own care, with the support of family, friends, neighbors, child care providers, teachers, and society — he or she becomes a caring person; one who has the capacity of being the available loving adult to the next generation.

Sincerely,



Fred Rogers, host of MISTER ROGERS' NEIGHBORHOOD, now in his 28th season on PBS.



How can parents help children learn to take responsibility for their own health care? You've already begun that — right from the start — with all the care you have given: feeding, diapering, holding, cuddling, talking, and listening. Over the years, you've given your children many ways to know you love him or her and that the world is a caring and predictable place. These things lay the foundation for children to learn to take care of their own health.

Here are some ideas to help you build on that foundation as your child grows:

Ways To Say "I Love You"

Find lots of ways to let your child know that you love and value him or her.

- Take the time to hold or cuddle your child, or sit close and let your child know how much you care. Bedtime is often a good time for this kind of closeness because it helps children settle down for sleep.
- Say "I love you." Children need to hear that out loud.
- Set aside a little time every day for each of your children. You can read a book together, play a game, or sit and talk. Sometimes you can say "I care about you" just by being nearby while your child is playing.
- All children need guidance from time to time. When you handle discipline in a positive way and give encouragement for things well done, you're helping them learn what you expect in a way that helps them listen.

Self-Care

Make healthy self-care a regular part of your family's daily routine. That can help to eliminate struggles because children know what is expected. Set up routines for bathing, hand-washing, tooth-brushing, and hair-washing, and try to make them enjoyable for your children.

- Bath time can be a time for water play with plastic toys or sponge blocks, for singing songs together, or for telling stories. If these times are fun and enjoyable, children are more likely to look forward to them.
- Hair-washing can sometimes be scary for children, especially for those who don't like getting water on their faces. For some children, leaning back in the tub makes it easier to rinse off the shampoo. Other children find that holding a washcloth over their eyes will keep the water and soap out.
- Many pediatricians and dentists suggest that children wash hands for 10 seconds and brush teeth for 2 1/2 to 3 minutes. For fun ways to keep track of the time, use a 3-minute egg-timer, sing a simple song, or say a poem.

Healthy Habits

Model healthy habits yourself. Children learn more from our examples than from what we tell them.

- When you wash your hands before eating or when you brush your teeth after meals, tell your children what you are doing and why it is important to you.
- Make healthy decisions about your own snack foods. When children see that you are selecting fruits, vegetables, and other healthy foods for between-meal snacks rather than high-calorie, high-fat foods, they will more likely choose healthy foods for themselves.
- When you drive, bike, or participate in sports, wear a seat belt, bicycle helmet, or other protective gear that you expect your children to wear.

Snacks

Let your children help when you are making healthy snacks. Children are more likely to want to eat healthy food when they are involved in the preparation.

- Children can help scrub vegetables before you cut them into bite-sized pieces. Raw vegetables can be more appealing when children have yogurt, cottage cheese, or a low-fat dressing for dipping.
- For frozen banana pops, let your child cut a peeled banana crosswise with a plastic knife. Put the halves on popsicle sticks, let your child wrap them in waxed paper or plastic wrap, and freeze them overnight.
- Children can mix several kinds of low-sugar cereal with low-salt pretzels in a large bowl and spoon the mixture into small individual containers for take-along snacks.

**MISTER
ROGERS'
NEIGHBORHOOD**

Mister Rogers' Neighborhood is produced by Family Communications, Inc., a non-profit company that produces audio, video and print materials designed to encourage communication between children and adults. For more information and a catalog, please write or call: Family Communications, Inc., Dept. CC, 4802 Fifth Avenue, Pittsburgh, PA 15213; 412-687-2990.

April 3-7 — "Fun & Games"

Barn Dance by Bill Martin, Jr. and John Archambault, illustrated by Ted Rand. Call out this rollicking dance, and you'll set kids a dancing with the cows, chickens, and sheep.

April 10-14 — "When Parents Go to Work"

Who Uses This, photos and text by Margaret Miller. Children and their parents use various tools in a variety of career settings.

April 17-21 — "The Environment"

Anansi the Spider: A Tale for the Ashanti adapted and illustrated by Gerald McDermott. This African legend tells the story of Anansi's six sons and how they get the moon to stay in the sky.

April 24-28 — "Fathers & Music"

Little Nino's Pizzeria written and illustrated by Karen Barbour. Tony's dad, Nino, closes his small pizzeria to open a large restaurant. When he realizes bigger is not better, he sells the new restaurant and reopens the old one.

May 1-5 — "Mouths & Feelings"

Stone Soup adapted and illustrated by Marcia Brown. In this traditional tale, clever soldiers persuade town folk to add carrots and more to the soup made from stones.

(On program #1627, Maggie Kimmel tells a version of the "Stone Soup" story. On program #1630, Mister Rogers reads *Are You My Mother?* by P.D. Eastman.)

May 8-12 — "Growing"

Henry's Baby by Mary Hoffman, illustrated by Susan Winter. Henry doesn't feel cool, but when the guys come to his house, his baby brother George proves Henry is as cool as they come. (On program #1635, a young girl reads *One Fish, Two Fish, Red Fish, Blue Fish* by Dr. Seuss.)

May 15-19 — "Dress-Up"

Here Comes Henny by Charlotte Pomerantz, illustrated by Nancy Winslow Parker. Irresistible nonsense verse describes Henny with "a bucky-sacky carrying a snicky-snacky for her chicks."

May 22-26 — "Art"

All the Colors of the Earth written and illustrated by Sheila Hamanaka. Bright illustrations of children from all over the world show them laughing, loving, and glowing with life. (On program #1645, Mister Rogers reads *Spot's Baby Sister* by Eric Hill and visits with the author-illustrator of the SPOT books.)

May 29-June 2 — "Imaginary Friends"

And to Think that I Saw It on Mulberry Street written and illustrated by Dr. Seuss. Marco tells of the sights he imagines on Mulberry Street.

June 5-9 — "Learning"

Chicken Soup with Rice written and illustrated by Maurice Sendak. Part of The Nutshell Library, this introduction to the months of the year is accompanied by a charming refrain.

June 12-16 — "Up & Down"

Read-Along Rhymes for the Very Young, collected by Jack Prelutsky, illustrated by Marc Brown. Exuberant poems good for any day of the year.

June 19-23 — "Then & Now"

The Black Snowman by Phil Mendez, illustrated by Carol Byard. A magical piece of Kente cloth changes an ordinary snowman into a Zulu warrior.

June 26-30 — "Things to Wear"

A New Coat for Anna by Hannah Ziefert, illustrated by Anita Lobel. Follow the making of Anna's coat from the sheep's wool to the tailor's finished product.

Special thanks to Dr. Margaret Kimmel of the University of Pittsburgh School of Library Science for suggesting these books for our newsletter.

MISTER ROGERS MEET FRIENDS

CHILD CARE PARTNERSHIP

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Family Communications, Inc.
4802 Fifth Avenue
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412-687-2990

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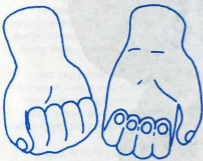
MISTER ROGERS' NEIGHBORHOOD
CHILD CARE 
PARTNERSHIP

Hands-On In Child Care

Hand-Washing

Everything you read or hear about health care in child care says that hand-washing is the single most important measure to stop the spread of disease in child care.

Hand-washing reduces the number of germs on hand surfaces. As a consequence, fewer germs are spread around the environment, and fewer germs are available to be introduced into the body when the hands come in contact with the mouth, nose, eyes, or food.



Key Points to Remember About Hand-Washing

The following information was taken from the NAEYC publication for child care providers, HEALTHY YOUNG CHILDREN, developed in cooperation with several health care organizations, including the American Academy of Pediatrics.

1) When you wash and how often you wash are more important than what you wash with.

Always wash your hands at least:

- Before eating or handling food
- Before feeding a child
- After diapering and toileting
- After handling or cleaning body fluids (blood, mucus, vomit) and after wiping noses, mouths, bottoms, or sores
- After handling or feeding pets
- After playing in dirt or sand outdoors

2) When you wash your hands, the important things are:

- Use warm running water that drains — not a stoppered sink or container.
- Use soap, preferably liquid.

- Rub your hands together for approximately 10 seconds. The friction helps remove the germs. Lather the fronts and backs of the hands and wrists, under fingernails, and between the fingers for at least 10 seconds.
- Rinse hands well under running water until all the soil and soap are gone.
- Turn off the faucet with a paper towel. If you touch it with clean hands, you will be recontaminated. Ideally, the paper towel should be thrown into a lined, covered trash container that has a foot pedal.
- Hand lotion should be available for staff to prevent little cuts or cracks where germs can hide.

Helping Children With Hand-Washing

Find fun ways to help children learn about careful hand-washing. For example, you might want to make up a song that lasts about 10 seconds, so children can know how long to rub their hands under the water. Another way is to change the song, "Here we go round the mulberry bush" to: "This is the way we...turn on the water...scrub our hands...turn off the water."

Hand Games For Children

As children grow from infants to toddlers to preschoolers, they develop a sense of their body and its boundaries. Some of that awareness comes from being cuddled and held, having massages and backrubs. Through those kinds of physical real-life experiences, they come to learn the answer to the question, Where do I begin and end?

That awareness also develops through play. For example, infants learn that they get a different feeling when they play with their own hands or toes than when they play with a rattle or other toys.

Hand-Tracing

Hand-tracing is another activity that helps children learn about their body boundaries. When you run the crayon or marker along the edges of their hands, children can actually feel where their hand



ends. For another variation, you could do body-tracing by having children lie down on big paper and trace around their bodies.

Hand and Finger Play

Finger play also helps children begin to understand their body boundaries in a playful way. Many finger plays have another element of

fun because they go with music, like the Neighborhood song, "Everything Grows Together" or traditional songs like "Where is Thumbkin?" "Put your Finger in the Air." When children touch their own fingers, chin, toes, etc., they're developing a clearer sense of their bodies.

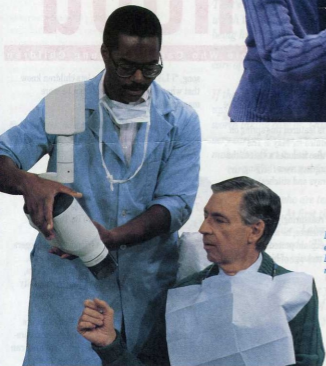
Hand Talking

You can help children learn simple phrases in sign language like:



Highlights of Coming Programs

Gold medal Olympic basketball player, Suzie McConnell, shows Mister Rogers a spinning trick with the ball and talks about the satisfaction and discipline involved in doing sports well. Her visit is on program #1604 (scheduled for April 6) in the week on FUN & GAMES.



Mister Rogers asks the dentist about the x-ray machine and other dental equipment on program #1629 (scheduled for May 4) in the week about MOUTHS & FEELINGS. Trips to the doctor and dentist can be more manageable when children know what to expect.



Mister Rogers learns how to make his hands move like a butterfly from pantomimist Motoko Dworkin on program #1668 (scheduled for June 21) in the week about THEN & NOW. Pantomime is a fun way for children to have physical exercise while they're learning another way people can communicate.

Neighborhood Poster

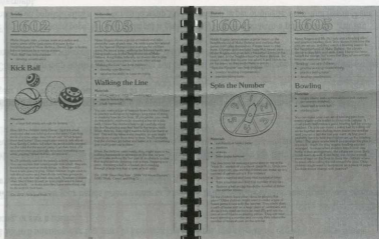
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How To Use The Broadcast Schedule

The broadcast schedule identifies the *Mister Rogers' Neighborhood* programs that PBS stations broadcast on specific dates. (Check with your local PBS station to find out if *Mister Rogers' Neighborhood* is broadcast on dates different from those shown on this schedule.) The schedule also shows the theme for each week of programs and some of the events occurring in each episode.

The specific episode number (for instance, "#1601" for April 3rd) corresponds to the program description and activities in the **Mister Rogers' Plan & Play Book**. The 370-page **Plan & Play Book** contains easy and appropriate activities for preschoolers. It also contains words to many of the songs from *Mister Rogers' Neighborhood* and a special section with recipes and how-to's.

Copies may be ordered from your local public television station or Family Communications.



April	Monday	Tuesday	Wednesday	Thursday	Friday
This Week: FUN & GAMES	3 #1601 Hits for Fun; Folk Singers — Songs with Movements	4 #1602 Choosing Teams & Feeling Left Out; Soccer Game	5 #1603 Special Olympics; Feeling Proud; Baskets	6 #1604 Suzie McConnell of US Olympic Basketball Team	7 #1605 Win or Lose — Having Fun Is Important
	10 #1611 Being Upset When Parents Are Busy At Work	11 #1612 Going & Returning; Peek-a-box; Peanut Snacks	12 #1613 Peanut-butter Factory; Caring & Helping	13 #1614 Oboist Natasha; Feelings When Parents Work	14 #1615 Day Care & Talk about Feelings; Exercises; Balloons
	17 #1616 Reusing Instead of Throwing Away	18 #1617 A Visit to a Recycling Center	19 #1618 Sculpture from Used Things; Solving Problems	20 #1619 Mister Rogers Goes Snorkeling; Care for the Sea	21 #1620 Cooperation Helps Solve a Garbage Problem
	24 #1621 Jazz Music with Ellis Marsalis & Sons	25 #1622 How Bandages Are Made; Pretending with Dolls	26 #1623 Sweeper Fears; Live Wolves; Rogers' Grandson	27 #1624 Ella Jenkins; Feeling Shy; 'Big Bad Wolf'	28 #1625 Cellist Yo-Yo Ma & Son; Fatherly Feelings

May

Monday

Tuesday

Wednesday

Thursday

Friday

1

This Week:
MOUTHS &
FEELINGS

#1626
Laughing Boxes;
Many Expressions
For Many Feelings

2

#1627
A Storyteller
Visits...with
Button Soup Story

3

#1628
How People Make
Toothbrushes,
Feeling Angry

4

#1629
Mister Rogers
Visits the
Dentist

5

#1630
How People Make
Toothpaste;
Reading Aloud

8

This Week:
GROWING

#1631
Exercises and
Playing for Growing;
Toy Car Factory

9

#1632
A Conservatory
Where People
Care for Plants

10

#1633
Growing Takes
Time — So Does
Learning to Read

11

#1634
Mister Rogers Gets
a Haircut; Growing
Happens Gradually

12

#1635
The Harlem
Spiritual Ensemble
Performs

15

This Week:
DRESS-UP

#1636
Nighttime Ballet;
Choosing Costumes
for School Play

16

#1637
A Library Visit &
Storyteller;
Something's Missing

17

#1638
Eyeglasses & Wigs
Change Appearance;
Sneakers Factory

18

#1639
Boys Choir of
Harlem; How People
Make Sweaters

19

#1640
Dress-Up Doesn't
Change You Inside;
Sign Language

22

This Week:
ART

#1641
Making Portraits;
Encouraging
Creativity

23

#1642
Picasso as Example
of Creative Art;
Spanish Singers

24

#1643
Making Toy
Airplanes;
Skywriters' Art

25

#1644
Sculptor
Bill Strickland;
Creative Clay Play

26

#1645
Author-Illustrator
Eric Hill:
SPOT books

29

This Week:
IMAGINARY
FRIENDS

#1646
Imagine with Music;
How People Make
Colored Markers

30

#1647
Imaginary Friends
Can Help
Lonely Times

31

#1648
Imagination +
Work; Umbrella
Factory; Rain

June

Monday

Tuesday

Wednesday

Thursday

Friday

1

This Week:
IMAGINARY
FRIENDS

#1649
Blank Books
for Imagining;
Nutritious Snack

2

#1650
Ella Jenkins;
Sign Language;
Inventions

5

This Week:
LEARNING

#1651
Nobody Can Do
Everything;
Whistles

6

#1652
Pretending Helps
with Learning;
Ella Jenkins

7

#1653
Trying & Learning;
How People Make
Construction Paper

8

#1654
Machines Can Help
with Learning;
Blind Musician

9

#1655
We Learn Best
from Caring People;
Sign Language

12

This Week:
UP & DOWN

#1656
An Elevator
Ride; Building
with Blocks

13

#1657
Domino Display —
Set Up & Knocked
Down; Making Blocks

14

#1658
A See-Saw Ride;
Up & Down
Exercises

15

#1659
Clarinetist Richard
Stetzman; Music
Notes Up & Down

16

#1660
A Hot-Air Balloon
Ride; Balloon
Artist

19

This Week:
THEN & NOW

#1666
Water Experiments;
Big & Little;
Being Safe

20

#1667
Shadow Artist;
Poem; The Past;
Light Bulb Factory

21

#1668
Pantomimist;
Baby Photos;
A Lost Dog

22

#1669
A Dead Bird;
Memories;
Each One Is Unique

23

#1670
Itzhak Perlman,
Violinist; Colonial
Williamsburg Visit

26

This Week:
THINGS TO
WEAR

#1671
3-Cornered
& Other Hats;
A Bus Ride

27

#1672
"Will Not" Feelings;
How People Make
Blue Jeans; Costumes

28

#1673
Different Shoes;
An Organist;
A 3-Cornered Rule

29

#1674
Casts & Crutches;
Musical Delights;
Grocery Bag Factory

30

#1675
Williamsburg
Hat Shop; Feeling
Important