LESSON PLANS AND FACILITATOR GUIDE

A fun and practical 8-session healthy living course equipping kids ages 8-12 with new attitudes, skills and knowledge about eating better and moving more—for life.

empowerME4Life

Learn more at empowerme2b.org
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Learn more about empowerME4Life at [HealthierGeneration.org](http://HealthierGeneration.org)

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**INTRODUCTION**

**What is empowerME4Life?**
empowerME4Life is an eight session healthy living course that equips young people ages 8-12 with new attitudes, skills and knowledge about eating better and moving more. It is designed for implementation in out-of-school time and community settings and to be facilitated by teens or adult allies.

empowerME4Life is based on the Alliance for a Healthier Generation’s five steps young people can take to live healthier:

1. Get physically active for 60 minutes a day
2. Drink primarily water, 1% or fat-free milk, and 100% juice with no added sugars
3. Eat fruits and vegetables with every meal
4. Limit screen time to 1-2 hours a day
5. Get at least 9 hours of sleep every night

Each lesson helps participants understand the importance of these skills and behaviors, provides some practice in a fun and interesting way, and offers ideas to take home.

**Why this Course?**
Today, nearly one in three kids and teens in the U.S. is overweight or obese. Some experts believe that if obesity among young people increases, our current generation could become the first in American history to live shorter lives than their parents. To address this, the Alliance for a Healthier Generation (founded by the American Heart Association and the William J. Clinton Foundation) is working to eliminate childhood obesity and to inspire all young people in the United States to develop lifelong, healthy habits.

Each session of empowerME4Life is grounded in the American Heart Association’s recommendations and expertise in promoting heart-healthy lifestyles. The educational content and methods are aligned with the National Health Education Standards for fifth grade.
**What Does this Course Cover?**

empowerME4Life is made up of eight 45-minute sessions:

**Session 1: On Your Mark, Get Set...**
Introducing the program, participating in movement activities, learning vocabulary, completing a pre-assessment

**Session 2: Go!**
Understanding benefits of physical activity, participating in physical activity and sharing changes that occur in the body as a result

**Session 3: Jumping Hurdles!**
Discussing barriers to physical activity and sharing solutions, learning how to advocate for physical activity

**Session 4: Fueling The Body**
Understanding benefits of fruits, vegetables and healthier beverages, how to read a food label, starting a daily food log

**Session 5: Energy In/Energy Out**
Understanding how fluids replace energy and nutrients, analyzing influences that encourage youth to drink certain beverages, creating an advertisement that encourages drinking healthier beverages

**Session 6: Read B4 U Eat**
Visiting a grocery store, reading nutrition labels, analyzing marketing messages, recognizing serving sizes

**Session 7: Move More!**
Engaging in physical activities as alternatives to screen-time activities, learning health risks associated with screen time, and communicating to others about screen time reduction

**Session 8: The Victory Lap** Sharing completed food log and goals, constructing and eating a healthy snack, and completing a post-assessment

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**WHAT’S IN THIS GUIDE?**

This guide includes all the components you will need to understand and plan for each session:

- Session Objectives
- Session Overview
- Materials
- Preparation
- Script and Activities

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Learn more about empowerME4Life @ HealthierGeneration.org
For Youth Facilitators
You might be wondering about the word facilitation. Facilitation means leading a group through an activity or process. You do not need to be a professional teacher, but you do need to be willing to lead a group. This program can be facilitated by teens, adult allies or a team of both.

Work with your adult ally (teacher or instructor, community center staff, leader/mentor, etc.) to decide if you will lead all the sessions, only certain ones, or if you will co-facilitate all of them.

If you have any questions or concerns about what to do, ask your adult ally before the session.

For Adult Allies Working with Youth Facilitators
empowerME4Life is a wonderful opportunity to support a young leader as a facilitator and teacher of other youth. As an adult ally, it is your responsibility to provide any support needed and to be prepared to step in and help at any time.

Offer assistance in coordinating with the leadership of the organization or location to determine an appropriate number of participants. The lessons are very interactive and require considerable personal attention. We recommend a maximum of 20 youth participants.

Make sure you are present in the room with youth facilitators or close by so that they can call on you if needed. Classroom management can be especially challenging for new facilitators. Schedule time before each session to provide support to youth facilitators so they can feel confident and prepared. Also take time to reflect upon each session and create your own set of best practices.
Location

Once you’ve decided to use empowerME4Life in an out-of-school time or community setting, the next thing to figure out is an appropriate location. The location you choose can impact other aspects of the program, therefore it’s important to choose wisely if multiple options are available. Some important questions to consider:

How many students will be able to work comfortably in the space? Keep in mind that this program involves movement and physical activity. Students will need room to safely move, as well as work on projects. For a group of 10-20 students, we recommend a 20 ft. x 20 ft. room or equivalent. However, if you have space outdoors to use for physical activities, a smaller room would work.

Are multiple spaces available? You may choose to divide your group by age or gender to create more manageable small groups. When working with 8-12 year olds, it is often effective to work with boys and girls separately. Sometimes separating boys and girls helps with classroom management and allows youth to focus better on activities.

What else will be happening in the space? This program is most effective if participants are not sharing a room with other groups or activities. The program requires focus from students and facilitators. Sharing space with other groups or activities will make that challenging.

Is the location accessible to youth participants and facilitators? If you are holding the program in a location away from school, make sure that it is accessible for youth, parents and facilitators. Is it on a bus route? Is it within walking distance from schools? How are youth likely to arrive and depart?

SPECIAL NOTE FOR YOUTH FACILITATORS

Make sure you know how you will be getting to the location, especially if it isn’t a place you usually go. Make a transportation plan for yourself. If you’re taking the bus, know which bus, when it leaves and from where. If you’re biking, walking or driving, make sure you have good directions. Before your first day, it’s a good idea to do a trial run of your transportation plan. Make sure you’ll be able to arrive in time to prepare for the session. Make sure you’ll be able to take all materials with you on the day of the session or plan to drop them off a day or so ahead of time (if the facility permits).

SPECIFIC TO SESSION 6

Is there a grocery store or food market within walking distance? This session encourages you to bring youth to a grocery store. The best-case scenario is that a store is within walking distance so youth get physical activity. If going to a grocery store is not an option, visit a food mart, bodega, gas station or even a food pantry. Another option is to bring in a variety of food items and set them up around the room.

Note: Permission Slips will likely be required for youth to participate in this activity. Be sure to follow all of your organization’s and the location’s procedures for this event away from the facility.

Learn more about empowerME4Life @ HealthierGeneration.org
**GETTING STARTED**

**How much time do you have with the youth?** These sessions are designed for 45 minutes and you should not need more time than that. Figure out if you will have extra time or if the youth will be taken to another activity right away.

**Student/Facilitator Ratio**
We recommend two facilitators for groups of 20 or larger to effectively and safely implement the program. We also recommend that youth facilitators have an adult available or co-facilitating at all times.

**Materials and Preparation**
Each session includes a materials checklist and what you need to prepare before each session.

In addition, you will find many pre-designed materials and templates at the end of each session.
GUIDELINES FOR IMPLEMENTATION

In this section you will find an Action Plan template to help you create a plan for facilitating empowerME4Life. Some Action Steps are included as a starting point and the template can be customized for your specific roll-out and implementation needs.

1 Week Before
Meet with your adult ally to discuss the session. Go over who is doing what and talk about any changes you might need to make. Read through the session together and use the scripts. Feel free to change the wording a little to make it sound more comfortable for you. If you have any questions about your responsibilities or how to do something, this is a good time to ask.

Check out the Alliance Product Calculator, which identifies foods that meet the Alliance School Competitive Food Guidelines. The Guidelines cover foods such as products sold in school vending machines, a la carte lines, snack bars, fund raisers, and school stores. Access the Product Calculator at: http://HealthierGeneration.org/ProductCalculator

4 Days Before
Read over the session again. Say the script out loud. Maybe get together with a friend or family member and ask them to pretend to be the participants in your session!

2 Days Before
Make sure you have all the materials you need. If you are not sure, check in with your adult ally. Do a test run of your transportation plan so you know how to get to and from the program location.

Day Before
Read through the session one more time. If you can get that friend or family member to practice with you again, great!

Day of
Make sure you arrive early enough to get settled and set things up before the session.

Note: If you are not at a school/center where you know the staff/teachers: For the first session, give yourself 30 minutes to talk to any staff at the facility and give yourself plenty of time to make sure the site is right for each session. For all other sessions 15 minutes should be sufficient.

Evaluation
The first and last sessions include a Pre- and Post-Assessment. The Pre-Assessment allows facilitators to gauge the knowledge that the youth currently have around the areas of physical activity and nutrition.

It is very important that you return the results of the Pre- and Post-Assessments as well as the Facilitator Report and Survey to the Alliance for a Healthier Generation.

Returning your data to the Alliance allows us to evaluate the program and provide appropriate technical support. Furthermore, program staff may share the results with the leadership of the organization. Proper evaluation data also shows evidence of success, which helps with funding.

Learn more about empowerME4Life @ HealthierGeneration.org
Classroom Management
For each session, classroom management techniques are included in the facilitator notes. Here are a few general guidelines:

Student/Facilitator Ratio
As noted above, a 20:2 participant-to-facilitator ratio or better is recommended to effectively and safely implement this program. Each group is different, so more or less facilitators may be needed. We also recommend that youth facilitators work with, or have available, an adult ally at all times.

Modeling Positive Behavior
Always model the type of behavior you want to see in participants. This includes not only behaviors such as respectful communication and self-control, but also the specific healthy eating and physical activity behaviors this program encourages. If youth see you biking, walking, eating healthy food and drinking nutrient-rich beverages, that reinforces positive behaviors.

Separate Groups for Boys and Girls
In this age range, boys and girls often have difficulty working together. We have found that separating boys and girls helps with classroom management and allows youth to focus on activities. You can separate youth for the entirety of each session or come together for certain parts (introduction and closing, for instance). Again, each group is different and this may not be necessary for your group. You can also use separate groups as a technique on a day that classroom management is particularly difficult. Be prepared to be flexible.

Participants who are Non-Readers, ELL, or Have Disabilities
You will probably notice that youth are at a variety of levels in terms of reading, writing and language skills. Please follow your site’s guidelines and consult with the appropriate staff when working with youth who are non-readers, ELL or have disabilities.
SHARE YOUR STORY

Visit healthiergeneration.org to share your and your participants’ stories!

A key goal of the Alliance for a Healthier Generation is to collect and showcase stories about youth and their road to healthier living.

As a youth facilitator or adult ally, we want to hear about your experiences with empoweME4Life and we invite you to encourage youth enrolled in empowerME4Life to share their stories along the way or after completing the sessions.

You and others may tell your stories at healthiergeneration.org in the Success Story section. Just follow the instructions for submitting content to the Alliance online.
FREQUENTLY ASKED QUESTIONS

What if I’m not a teacher or don’t have any experience facilitating? You do not need to have any specialized knowledge in order to be successful with this program. Each session features scripts to guide you. If this is your first time facilitating, consider co-facilitating with someone who has experience.

What if I have some poor diet/physical activity habits? The most important thing to do is to model positive behaviors when facilitating. For example, walking in with a soda or energy drink would send the wrong message to your group. Try bringing water or 100% fruit juice to reinforce the positive messages in the program. Other things you can do include walking or biking (with a helmet!) to the location, bringing a healthy snack, or sharing things you like to do to be physically active.

What if I don’t know the answer to a question? It’s inevitable that someone will ask a question to which you won’t know the answer. Just admit that you don’t know, and commit to trying to find the answer. Depending on time and resources, you may be able to research the question together. It also might be a good opportunity to start a group discussion. What do the rest of the youth think? Even if pressed by participants to answer, do not try to come up with an answer if you really don’t know. Even nutrition experts don’t know everything!

What if a student has a disability or a medical condition? Always ask at the first session if youth have a medical condition that may limit their participation and provide a confidential opportunity for youth to disclose such a condition. The physical activity in empowerME4Life is not strenuous, and adaptations are easily made. Please follow your site’s guidelines and consult with the appropriate staff to address disabilities or medical conditions.

Don’t assume a disability limits physical activity. Most youth with physical disabilities are familiar with their strengths and how to adapt activities. If you are unsure about someone’s ability to participate, communicate with him or her prior to starting or consult with the appropriate site staff.

What are some simple tips for facilitating? The program offers participants an opportunity to share their ideas and opinions. Try pausing 10 seconds after asking a question. This will give them plenty of time to think and respond. If participants are asking questions unrelated to the session, try using a “bike rack” to record them for later discussion. You can use chart paper or scratch paper taped to the wall. Be sure to review the “bike rack” at the end of the session.

Have fun!

Learn more about empowerME4Life @ HealthierGeneration.org
ON YOUR MARK, GET SET...

Welcome to your first session! This session provides the foundation for all the others, not only in terms of content, but also group dynamics. This session also gives you an opportunity to assess participant’s reading, writing, English language and social skills. After this session you will have a better idea of how to adapt future sessions to meet the needs of your group.

Session Objective
By the end of the lesson youth will be able to:
• Participate in physical activities that engage them in movement and knowledge-based activities
• Identify the different topics and vocabulary that will be covered in this program
• Complete a Pre-assessment on knowledge and behavioral intentions

Session Overview
In 45 minutes you will:
A Introduce yourself, the Alliance for a Healthier Generation, your organization or site, and learn about the youth [10 MINUTES]
B Play Healthy Baseball and learn about the participant’s healthy habits or lack thereof—refer to Vocabulary Poster [15 MINUTES]
C Have the youth complete a Pre-Assessment or play Thumbs Up/Thumbs Down [15 MINUTES]
D Talk to youth about what they will be doing for the remaining seven sessions [5 MINUTES]

MATERIALS
□ Name badges for each participant
□ Markers, for youth to fill out name badges
□ Vocabulary Poster to post on wall
□ Pre-Assessment for each participant
□ Pencils or pens for each participant
□ Optional: pad of chart paper

PREPARATION
Before the session:
□ Lay out nametags and markers
□ Print one set of Healthy Baseball Cards
□ Prepare Vocabulary Poster and attach to the wall
□ Copy Pre-Assessment and have pens/pencils ready
□ Optional: Put up chart paper or other large paper to create group agreement
SESSION 1: SCRIPT & ACTIVITIES

INTRODUCTIONS & BACKGROUND
[10 MINUTES]

It’s important for you to learn the names of the participants and to help them learn your name and each other’s names. Nametags are helpful, but reinforcing names out loud through games and repetition is even better. As youth enter the room, introduce yourself and ask them their name. Then ask each to make a name badge with their first name.

Start the session by asking youth to have a seat (this may be on the floor, in chairs, or at tables depending upon your location). Introduce yourself by name and tell them your role as facilitator. Even if youth already know each other, ask them to help you learn their names by going around the room.

Ice-breaker idea, time permitting. Ask youth to turn to the person sitting next to them and take one minute to learn their name, where they were born, and their favorite color (or similar pieces of information). Give the group two minutes to share this information with each other (halfway through remind them to switch). Reunite the group and ask each pair to share their partners’ information with the whole group.

Introduce the Alliance. The Alliance for a Healthier Generation was founded by the American Heart Association and the William J. Clinton Foundation. Today, nearly one in three kids and teens in the U.S. is overweight or obese. To address this, the Alliance is working to eliminate childhood obesity and to inspire all young people in the United States to develop lifelong, healthy habits. To date, more than 2.5 million young people across the country have joined the Alliance for a Healthier Generation and committed to eat better and move more. The program we are starting today is called empowerME4Life, and it was developed by the Alliance.

Introduce the organization or location you are representing.

Repetition is a great way to reinforce information. Ask youth if they remember your name or the Alliance. Ask if anyone can remember all participants’ names.

BEHAVIOR MANAGEMENT

Keep in mind that youth may be tired and hungry after a long day of school. If you can provide them healthy snacks, it will reinforce empowerME4Life messages and give them energy for the session. The Alliance’s Snack Food Guidelines can be found at the end of Session Eight or online at HealthierGeneration.org.

It is also possible that youth will be rowdy after sitting in school all day. In that case, providing a structured physical activity at the beginning of the session may help focus their energy.

Some participants will be meeting each other (and you) for the first time. Allow time for them to ask questions. If possible, use your answers to share more content from the program.

Example: A youth asks which sports you play. Feel free to share and add that this program is not about the specific sports you play, but the physical activity you get. Sports are one way to get physical activity, but walking to school is physical activity too! Lifting weights, swimming for fun, biking, free play in the gym and doing yard work are all great ways to get physical activity. You do not have to play organized sports to get physical activity.

Youth may arrive at different times if coming from different schools. If a student arrives mid-session, welcome them as they come in and introduce yourself. Take a moment to let them know what activity you are doing.
Group Agreement
Setting up a group agreement of expectations during this first session is one way to make it safe for youth to ask for the help they need.

Say: Before we move to the next activity, we are going to talk about some group agreements while we are together. Can anyone tell me what a group agreement is? (An understanding between all of us about how we will do things while we are here in this room—things that we all agree we will do and honor).

Write a few agreements on chart paper on the wall.
Ask the group if they can think of any others to add.

Group agreements may include:
• Everyone has an opportunity to speak and share
• One person talks at a time
• Questions are encouraged
• Listen to others
• Try new activities

HEALTHY BASEBALL ACTIVITY
[15 MINUTES]

This activity is a fun way to introduce what you’ll be doing for the remaining seven sessions. Depending on the skill and comfort of the youth in your program, you can read all of the statements or you can have some of the youth read one for the group when reviewing the Vocabulary Poster.

Note: At end of this activity, if no youth are standing, it is possible that the group is very healthy, or that they are embarrassed to admit to their behaviors. If there are two facilitators, one should participate and model sitting down if they have their three strikes. Youth might might feel “safer” sitting if someone else has.

Ask: Can everyone please stand up?
Say: We will be playing a game called Healthy Baseball, an activity that will introduce you to many of the different topics we will learn in this program.
Ask: Everybody knows how many strikes in baseball and you are out, right? (Three)
Say: I’m going to ask a question. If you personally disagree, count a strike in your head. Once you have three strikes, you will sit down and be “out”, just like in baseball.
Ask: What questions do you have about the activity?

Say: Do you participate in physical activity or exercise at least 60 minutes (one hour) every day? Physical activity is defined as any activity that causes your body to work harder, breathe harder, or start to sweat. It doesn’t necessarily mean exercise, it might mean climbing a tree or jumping rope—anything that makes your body work harder.
Say: If you do not participate in physical activity at least 60 minutes every day, count it as a strike.
Ask: Next question. Do you drink water, low-fat (1%) milk, fat-free (skim) milk, and/or 100% fruit juice more often than soda or energy drinks?
Say: If you drink soda or energy drinks more often than water, low-fat milk (1%), fat-free
milk and 100% fruit juice, you have a strike.

**Ask:** Next question. Do you eat fruits and vegetables with **every** meal.
**Say:** If you do not eat fruits and vegetables at every meal, it’s a strike.

**Ask:** Next question. Do you spend less than two hours online, watching television or playing video games?
**Say:** If you spend more than two hours on the television or computer or playing video games, it’s a strike.

**Ask:** Next question. Do you get at least nine hours of sleep every night?
**Say:** If you do not get at least nine hours of sleep every night, it’s a strike.

**Ask:** Next question. Do things like a busy schedule or weather keep you from being physically active?
**Say:** If there are barriers, or things that get in your way of physical activity count that as a strike. Remember to add up your strikes. Three strikes means you sit down.

**Say:** Look around. Everyone struggles with being healthy. That is why it is important to learn about things you can do to become healthier.

**Ask:** Based on this activity, what do you think we’ll be learning about in empowerME4Life?

A few words from the Vocabulary Poster may come up as youth share their answers. Take some time to highlight them, as well as the words that didn’t come up. Point to them on the poster for visual recognition.

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**SESSION 1: SCRIPT AND ACTIVITIES** & **HEALTHY BASEBALL ACTIVITY**

You may need to read each item on the Pre-Assessment **out loud** if you have non-readers, slower readers or English language learners. When handing out the Pre-Assessment, tell youth that if they have any questions or need help reading the questions, you are available to help.

**Say:** In order for me to know your current understanding of healthy behaviors, you will be taking a Pre-Assessment. This is not a test. I just want to know more about you and what you do. If you have any questions while taking it, just raise your hand.

**Alternative Activity:** You can play a Thumbs Up/Thumbs Down game to administer the Pre-Assessment. Have all the youth put their heads down and then read each question out loud. For the true/false questions you would say: If you think this statement is true, put a thumb up in the air and: If you think this statement is false, keep your hands down. Then you can count the true and false answers and record it on a piece of paper.

For the multiple choice questions read the question and go through each answer.
Say: If you think it is A, put your thumb up in the air. Count the A answers.

Say: If you think it is B, put your thumbs up in the air. Count the B answers. Go through all the options. Make sure you repeat the question and answers as necessary and record the numbers of each answer.

The Pre-Assessment will provide you with valuable information about your group’s health behaviors. Collect these results and send the hard copies of both the Pre-and Post Assessments to the Alliance at the end of your course to:

Alliance for a Healthier Generation
3439 NE Sandy Blvd. #670
Portland, OR 97232

Please contact the Alliance for a Healthier Generation at empowerme@healthiergeneration.org if you have any questions.

D 
CLOSURE [5 MINUTES]

Say: In this program, we will be learning about the importance of being physically active, consuming nutrient-rich foods and drinks, and the importance of participating in less screen-time activities. Next time we are going to learn about the benefits of physical activity.
### Session 1 Vocabulary

<table>
<thead>
<tr>
<th>Nutrition</th>
<th>Coordination</th>
<th>Carbohydrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Activity</td>
<td>Speed</td>
<td>Fat</td>
</tr>
<tr>
<td>Endurance</td>
<td>Benefit</td>
<td>Protein</td>
</tr>
<tr>
<td>Muscular Strength</td>
<td>Barrier</td>
<td>Calories</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Solution</td>
<td>Screen Time</td>
</tr>
<tr>
<td>Balance</td>
<td>Hydration</td>
<td>Moderation</td>
</tr>
</tbody>
</table>

Learn more about empowerME4Life @ HealthierGeneration.org
SESSION 1 PRE-ASSESSMENT

Please circle True or False

1. I try to eat fruits and vegetables at every meal.
   1. TRUE  2. FALSE

2. Fruits and vegetables are full of nutrients and vitamins that help you grow, keep you from getting sick and heal you when you are injured.
   1. TRUE  2. FALSE

3. I usually get physically active for at least an hour (or 60 minutes) every day.
   1. TRUE  2. FALSE

4. It is ok for me to watch TV, play video games, or use the computer a lot instead of being physically active.
   1. TRUE  2. FALSE

5. I limit the amount of screen time (TV, video games, computer) I watch to 1-2 everyday.
   1. TRUE  2. FALSE

6. I primarily drink water, 1% or fat-free milk, and 100% juice with no added sugars.
   1. TRUE  2. FALSE

7. I usually get at least 9 hours of sleep every night.
   1. TRUE  2. FALSE

8. Physical activity helps people sleep better.
   1. TRUE  2. FALSE

Please circle the correct letter

9. How does being physically active help your body?
   a. Keeps your muscles, heart, lungs and bones strong
   b. Allows you to keep a healthy weight
   c. All of the above

10. One of these is a drink that is not as good for you as the other drinks. Which one is it?
    a. Fat-free milk
    b. Sports drink
    c. Water
    d. 100% juice

Learn more about empowerME4Life @ HealthierGeneration.org
GO!

This session is packed with activities! It focuses on physical activity; helping youth understand what it is, how it feels and what the benefits are. You start with physical activity to get them excited and moving around. The important lesson is that 60 minutes of physical activity are recommended for youth, and that physical activity is anything that makes you breathe harder, sweat and also make your heart beat faster.

**Session Objectives**

By the end of the lesson youth will be able to:

- Label some benefits of physical activity on a drawing of a body
- Define and demonstrate different physical activity terms
- Participate in physical activity and share what physical changes occur in their body

**Session Overview**

In 45 minutes you will:

**A** Introduce the lesson and review a little from Session 1 [2-3 MINUTES]

**B** Have youth draw the benefits of their favorite physical activity on a drawing of a body [10 MINUTES]

**C** Review common fitness words in a physically active way [13 MINUTES]

**D** Play the 12 Ways of Fitness and see how being physically active feels [15 MINUTES]

**E** Review the Physical Activity Log [5 MINUTES]

**F** Summarize the session [2-3 MINUTES]

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**MATERIALS**

- Pad of chart paper and easel or large paper on wall with marker (for drawing a body and writing down information throughout the session)
- Body handout for each participant
- Pens or pencils for each participant
- Fitness Word Cards (One or more sets, depending on number of youth. There are eight cards to one set. Each participant needs a card.)
- 12 Ways of Fitness Cards (one set)
- Music
- Vocabulary Poster (from Session 1) and tape to post on wall
- Physical Activity Log for each participant
- Sheets of At Home Activities for each participant

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**PREPARATION**

Before the session:

- Copy body handouts, one for each participant
- Draw body on chart paper or large sheets of paper and attach to the wall
- Prepare a sample body to share
- Cut up Fitness Word Cards for each participant
- Attach Vocabulary Poster to the wall
- Cut out the 12 Ways of Fitness Cards—you will only need one set of 12
- Optional: stereo or other device for playing music
INTRODUCTION
[2-3 MINUTES]
Ask: the students to state their name and what they learned in the last session. (Asking questions about material from previous sessions is something you can do throughout this program. It’s a great way to reinforce information.)

Ask: What is physical activity? Pause for responses. (Movement, exercise, playing, etc...)  
Say: It is when your body has to work harder than usual. Sometimes you can tell you are being physically active because your heart rate goes up. You can feel it beating. Sometimes you get warmer and possibly even sweaty. It gets harder to talk to people because you are breathing hard. This means your body is working!

BODY ACTIVITY
[10 MINUTES]
Pass out one Body worksheet and a pen/pencil per participant.

Say: Being physically active is one way to stay healthy and fit. On the body, label a physical activity in which you like to participate and list three things that activity does to keep your body healthy. Draw an arrow to the place on the body that this activity helps make healthy. Share an example, such as when you kick a soccer ball it works your leg muscles, or running exercises your heart

Say: You have about five minutes to complete this activity.

Say: Would some people like to share their silhouettes? Have youth share different ways people can be physically active and how it might benefit the body.

Ask: What are some benefits (good things) that happen to you when you are physically active? Have youth share out loud.

Make sure to include the following benefits if not shared by youth:

Physical activity...

- Keeps your muscles strong and flexible
- Keeps your bones strong
- Keeps your lungs in shape
- Decreases your risk of certain diseases
- Provides balance between food intake and activity
- Is social and helps build a friend network
- Helps keep your immune system strong
- Reduces feelings of depression or getting the blues

Youth may keep their drawings or you may collect them.
TERM/DEFINITION ACTIVITY  

(Have youth stand up.)

Say: We are going to review some of the ways people participate in physical activities and talk about what physical activity does for them.

Shuffle and hand out a Fitness Word Card to each youth.

Say: Look at your card. Some of these terms just came up. Your goal is to find the other people with your word. Once you find each other, stand together and face me quietly.

(Make sure everyone has found their groups. By group, ask them what they think their words mean so everyone knows the definitions.)

Fitness Words: These definitions can help you steer them to the right answer.

1. ENDURANCE: The power to continue an action
2. FLEXIBILITY: The ability to move joints and use muscles through their full range of motion
3. BALANCE: The ability to maintain control of your body
4. COORDINATION: The ability to do multiple actions at one time
5. MUSCULAR STRENGTH: The ability to lift a maximal amount of weight for one repetition.
6. SPEED: How far you can go in a period of time

Once you've gone through all the words, tell the groups to come up with an action for their word. For example, if they have flexibility, they try and touch their toes. Have all groups share their term and definition with the group and demonstrate the meaning. Be sure to encourage all youth participate within their group.

Adaptation: if you have a group that includes many non-readers, you can divide the group into smaller groups, read the words aloud and alternate asking the small groups what the words mean.

If a participant is physically disabled, allow them to participate in adaptive physical activities. For example if a participant in a wheelchair is participating in the 12 Way of Fitness, they may do physical activities that include movement of the arms instead of lower body.

halfway point!

12 WAYS OF FITNESS ACTIVITY  

[15 MINUTES]

Music is optional (but lots of fun) for this activity. You could use a stereo with a CD, a mp3 player with speakers or a computer. Make sure the songs you choose have a fast tempo and appropriate lyrics for youth.

(If possible, take the group outside for this activity.)

Say: We just talked about the benefits of physical activity. Let's see how our bodies feel when we are physically active.
SESSION 2: SCRIPT AND ACTIVITIES: 12 WAYS OF FITNESS ACTIVITY

Say: Please stand up. I need some volunteers.

You will use the 12 Ways of Fitness Cards for this activity. Pass out all twelve cards to youth or facilitators.

Say: We’re going to play the 12 Ways of Fitness. We’ll do each activity on these cards for the number of times it says. So the first one is “1 push-up”, so we’ll all do one push-up. The second card is “2 sit-ups”, so we’ll all do two sit-ups, followed by one push-up. We’ll go all the way up to twelve.

Practice this a few times with the participants until it seems like everyone understands.

Say: One Push-Up (participate)

Say: Two Sit- Ups and one Push-Up

Say: Three Toe Touches then Jump Up and two Sit-Ups, and one Push-Up

Say: Four Pretend Jump Rope …

Say: Five Elbow to Knee Touches …

Say: Six Punch Arms Forward …

Say: Seven March in Place …

Say: Eight Hands on Shoulders Twist …

Say: Nine Hands on Hips, Knee Lifts …

Say: Ten Balance on Right Foot …

Say: Eleven Balance on Left Foot …

Say: Twelve Arm Circles …

Say: Great job everyone! Put your hand over your heart.

Ask: What do you feel? (Heart beating faster, pounding, chest moving more, breathing harder, etc.)

Say: When you get physically active like you just did, your heart beats faster to bring blood to your muscles so they can work harder. Physical activity is good for your heart.

Ask: Do you feel warmer than before you were physically active?

Say: Many of you might feel warmer because your muscles are working hard. This is a sign that you are getting exercise. Physical activity is good for your muscles, including your heart muscle.

Ask: Think about your breathing. Did it get faster?

Say: It probably did. That is because your lungs are working harder to bring oxygen to your muscles so they can move faster. Exercise is good for your lungs.

Say: These things that happen to your body are signs that you are getting physical activity. They are good signs. You should be participating in physical activity every day for one hour.

(If you are outside, go back inside)
**Say:** Physical activity is any activity that causes your body to work harder than normal. Physical activity does not have to be a sport. It is anytime you feel the signs that you just felt after the activity. What are ways you get physical activity during the day? (Some answers may include, walking up stairs, running to catch the bus, raking the yard, etc. Physical activity can include free-play and does not have to be structured.)

**Say:** These activities are included in your 60 minutes of physical activity a day to keep your body healthy.

**Adaptation:** For some groups this activity may need to be shortened to 6 or 8 actions. Feel free to cut it down if needed. You can even repeat it throughout the program when youth need a physical activity break, adding in a new activity each time.

---

**PHYSICAL ACTIVITY LOG**  
[5 MINUTES]
You can work with the Physical Activity Log in a couple of ways: Send it home with youth or keep them onsite if youth come to the location regularly. If you find that youth are not updating their logs, you can adapt it to be an in-session activity, taking time out for youth to update their logs at the beginning of each session and/or discussing physical activities they engaged in since the last session. The last option would work well if youth have limited writing skills.

(Hand out the worksheets.)

**Say:** This is a log which you can use to track each time you are active. Make sure you are physically active for at least 60 minutes every day. Let’s say I walk home for 15 minutes, watch a TV show for 30 minutes, and then go ride my bike for 1 hour, what do I right down? (They should answer that you write down walking and riding your bike, including the length of time if possible.)

**Say:** We’ll talk about these logs next time. Make sure you keep it in a safe place and include all of your physical activity.

---

**CLOSURE**  
[2-3 MINUTES]

**Say:** It is important for you to get at least 60 minutes of physical activity every day. That includes exercise or anything that makes your body work harder. Some clues that let you know your body is working harder include breathing heavy, fast heartbeat, sweating, and temperature increases. The benefits of being physically active include healthy heart, lungs, and muscles. It also helps you build friendships, sleep better and stay well.

**Pass out At Home Activities sheets.**

**Say:** Here are some activities to take home to your family. Try telling them about today’s activities. Next time let us know if you tried any of these with your family.
SESSION 2

BODY ACTIVITY

front

back
1. Push-up
2. Sit-ups
3. Toe touches then jump up
4. Pretend jump rope
5. Elbow to knee touches
6. Punch arms forward
9. Hand on hips, knee lifts

8. Hands on shoulders twist

7. March in place

12. Arm circles

11. Balance on left foot

10. Balance on right foot
**SESSION 2  PHYSICAL ACTIVITY LOG**

Get up! Seriously, get up and run, bounce, jump, roll, throw... Anything that gets you moving. Write it down in this physical activity log.

<table>
<thead>
<tr>
<th>DAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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SESSION 2 AT HOME ACTIVITIES

**Activity Runway**
Create a fashion show of sports/activities and have your family or friends do their favorite activity down a pretend runway
- Clear some space for a runway
- Option 1: Put different fun or funny actions/activities in a bag and have everyone pick one that they’ll need to do while on the runway.
- Option 2: Let everyone pick their favorite action/activity and do it down the runway
- Put on some good music and enjoy

**Commercial Crunch**
Have your family do fun things during TV or computer time
- First, discuss ways to take sedentary (not moving or being physically active) favorites (such as sitting in front of a television or computer screen) and make them healthy and fun
  - Do crunches during commercial breaks
  - Run in place during suspenseful moments of the show you’re watching
  - Do jumping jacks each time a character says his/her catchphrase

Learn more about empowerME 4 Life @ HealthierGeneration.org
This session addresses barriers to physical activity and asks participants to develop solutions to overcome them. These activities help youth think through things that might stop them from being active and start solving problems instead of giving up.

**Session Objectives**
By the end of the lesson youth will be able to:
- Discuss barriers to getting 60 minutes of physical activity every day and share solutions
- List five barriers they face and commit to implementing one solution within the week
- Advocate to others on how to safely participate in physical activity

**Session Overview**
In 45 minutes you will:

**A** Introduce the concept of barriers and solutions
   [5 MINUTES]

**B** Conduct the Barriers and Solutions Carousel—groups of youth coming up with solutions to barriers posted around the room
   [18 MINUTES]

**C** Have youth fill out personal Barriers Worksheet
   [5 MINUTES]

**D** Facilitate the Billboard Activity, during which youth advocate for a physical activity [10 MINUTES]

**E** Facilitate an optional Gallery Walk [10 MINUTES]

**F** Summarize the session [2-3 MINUTES]

---

**MATERIALS**
- Blank paper for youth to create their own Barrier Signs
- Pre-printed Barriers Signs in case youth don’t have ideas of their own
- Markers at each Barrier Sign
- Chart Paper
- Tape to hang the chart paper (Test the tape on the wall prior to the lesson to make sure it sticks...but not too much!)
- Barriers Worksheet, one for each participant
- Pens or pencils, one for each participant
- Blank paper for the Billboard activity

**OPTIONAL MATERIALS**
- One big picture of a billboard(s) or a video clip with footage of billboard(s) and computer on which to play it.
SESSION 3: SCRIPT & ACTIVITIES

A  INTRODUCTION  [5 MINUTES]

Say: Would some people like to share if they did anything healthy and fun with their family and friends after our last get together? Let them share. If no one did anything, this is a great connection to this lesson.

Say: Why do you think it is sometimes difficult to get at least 60 minutes of physical activity a day? Have a short discussion about weather, not being motivated, that friends are not active, they do not like sports, etc.

B  BARRIERS & SOLUTIONS CAROUSEL  [18 MINUTES]

A carousel is a type of activity that involves moving around the room to different stations. You may choose to do this as a whole group or split youth into a few smaller groups. Your classroom management needs may dictate which method you choose. As noted in the materials and preparation lists, you may also want to include photos or illustrations of the physical activities and barriers on each poster, especially if you have non-readers or English language learners.

To begin this activity and illustrate the concept of barriers, consider sharing the story of a personal barrier you’ve faced and ask youth to brainstorm solutions.

Example: “We were driving home from across town and ran into heavy traffic due to an accident. The dozens of cars and blocked roads were big barriers for me. We got frustrated and we felt like it would be impossible to get home.”

Ask: Who knows what a barrier is? (Pause for responses)

Say: A barrier is anything that makes it hard to do something.

Say: When there were barriers, did that mean it would be absolutely impossible for me to get home?

(Pause for responses)
Ask: Are there any alternatives I should have thought of? (Pause for responses)

Say: Sometimes barriers make it seem impossible to reach your goals. However, often there are solutions to our barriers.

Say: Do you know that most young people (and adults) don’t get enough physical activity each day? There are a variety of barriers that make it difficult to get at least 60 minutes of physical activity each day.

Say: Around the room are examples of barriers to physical activity. These are just some examples. I’d like you to write down the barriers to physical activity that YOU experience.

Say: When you are in your group, pick a physical activity to do for one minute. (The pre-printed Barriers Signs include an example.)

Say: Now read the barrier and come up with one or more solutions to it. Write or draw the solution(s) on the chart paper. Be prepared to share with the larger group.

Ask: Are there any questions?

(If there are, practice as a group)

(Wait, and check in with groups as they discuss the barriers and write solutions on the chart paper. Give them about 5 minutes, with two time limit warnings at 3 minutes and 1 minute.)

While you are waiting and assisting, select 3-4 of the possible barriers to discuss as a group:

**I don’t have time to be physically active.**
Answers may include: Get up earlier, reduce screen-time activities like television and computer time, shorten another activity during your day to make the time.

**I like to be social. What does physical activity do for that?** Answers may include: Participating in sports/activities that include others. For example, team sports, or walking to the store with a friend. Reduce screen-time activities, like television and computer time, which tend to be activities that people do alone.

**I do not get enough sleep and I’m too tired during the day to exercise.** Answers may include: Physical activity helps people sleep better. In fact, if you develop a routine, your sleep may increase!

**I’m not a good athlete.** Answers may include: walk or ride your bike to school, store or wherever, dancing, gardening.

**I prefer to watch television or play video games.** Answers may include: walk or ride your bike to school, do push-ups during commercials, play video games that require you to move.

**I live in a place where there aren’t many places to play outside, like parks or ball fields.** Answers may include: walk on the sidewalk, go to indoor gyms and pools.

**Reconvene.** When all groups have had time to write some solutions, have everyone gather around each barrier sign. A leader from the group that was assigned to that barrier can share the group’s solutions. Add any solutions offered by the larger group. When moving between signs, try a different form of physical activity, such as hopping or skipping.
SESSION 3: SCRIPT AND ACTIVITIES  B: BARRIERS & SOLUTIONS CAROUSEL

C  BARRIERS WORKSHEET  [5 MINUTES]

(Have youth sit down. Hand out a Barriers Worksheet to each participant. Briefly explain the instructions. Give the group 5 minutes to complete it.

Say: Hold onto these sheets and discuss them with your family.

D  BILLBOARD ACTIVITY  [10 MINUTES]

This activity helps youth identify the benefits of their favorite physical activity and explain it to other people.

You can bring pictures or a film clip of billboards to share with students and spark discussion.

Ask: Why are billboards used? Where do you see them?

Say: Now it's time for you to create your own billboard.

Pass out blank pieces of paper to each participant. Put out drawing and color supplies for the group to use.

Say: Your billboard should include four things:

1. The name of your physical activity
2. A drawing or description of someone doing the activity
3. Five benefits of the activity on the body or mind
4. How often someone should participate in this activity every day

Write the four instructions on a white board, chalk board or piece of chart paper.

If you can, leave the billboards up in the space or another place they will be seen by others.

OPTIONAL
You can make one large billboard as a group using a chalkboard, white board or large piece of paper.
GALLERY WALK
[10 MINUTES]
If you have enough time, give the group 10 minutes to walk around and see other people’s billboards.

Say: A gallery walk is normally quiet because people are concentrating on the art. People are also respectful of the art. So, for the next few minutes, this room is an art gallery.

When they sit back down, ask them what they noticed.

CLOSURE
[2-3 MINUTES]
Say: It is important to identify the things that get in the way of being physically active—to identify barriers. Today you came up with lots of solutions to barriers. Let’s work on using those solutions.
BARRIERS
I am not a good athlete.

SOLUTIONS:
BARRIERS
I do not have enough time to be physically active.

SOLUTIONS:
BARRIERS
I prefer to play video games.

SOLUTIONS:
BARRIERS
I don't get enough sleep and I'm too tired during the day.

SOLUTIONS:
BARRIERS
I live in a place where there aren’t many places to play outside, like parks or ball fields.

SOLUTIONS:
BARRIERS
I like to hang out with my friends.

SOLUTIONS:
### SESSION 3 BARRIERS WORKSHEET

What are three barriers that stop you from getting at least 60 minutes of physical activity a day? Is there any support you need from your parents or other adult ally to help you overcome these barriers?

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Learn more about empowerME4Life @ HealthierGeneration.org
FUELING THE BODY

This is the first nutrition lesson. It focuses on the benefits of eating fruits and vegetables and keeping hydrated. It also introduces food labels and how to find nutrition information on a food label. It can take time for young people to get the hang of nutrition information, so don’t be discouraged if they are not catching on right away. Note that this session takes more time to prepare for than other sessions, so plan accordingly. Check out the next page for a preparation checklist.

Session Objectives
By the end of the lesson youth will be able to:
• Describe the benefits of eating a variety of fruits and vegetables at every meal and as snacks
• Describe the benefits of keeping hydrated by drinking plenty of water, 1% or fat-free milk and/or 100% fruit juice, with no sugars added
• Review a food label and describe its function
• Begin a daily log to see how many fruit and vegetable servings they eat in a day

Session Overview
In 45 minutes you will:
A Introduce and review Session 3 with post-its [8 MINUTES]
B Do the Fruit, Vegetable and Drink Cheer [12 MINUTES]
C Facilitate the Nutrition Label Activity [10 MINUTES]
D Introduce the Fruit and Vegetable Log [10 MINUTES]
E Summarize the session [3-5 MINUTES]

MATERIALS
- Sticky notes (at least 2 sheets for each pair of participants)
- Pens or pencils, one for each participant
- Flip chart pad/paper with marker or chalkboard with chalk in central location
- Fruit, Vegetable and Drink Signs (or written on chart paper for placement around the room)
- Fruit, Vegetable and Drink Cards, enough for each student to have two
- A variety of food packages from each of the food groups (for example: cereal box, bag from broccoli or spinach, box of pasta, whole grain bread bag, oatmeal container, water bottle, milk container (low-fat), milk container (whole), bag from beans, chip bag, energy drink container, crackers, cookies, bag from carrots, bag from apples)
- A set of Nutrition Label Cards (calories, fat, etc.)
- Fruit and Vegetable Log, one for each participant plus one as an example.

OPTIONAL MATERIALS
- Video clip with footage of a rap, song or cheer and computer on which to play it
- Vocabulary Poster of nutrition label terms
**SESSION 4: SCRIPT & ACTIVITIES**

**A INTRODUCTION [8 MINUTES]**

*Say:* Do you remember how we talked about barriers that are in our lives that make it more difficult to get more physical activity? Well, I thought of another barrier that I face and I was hoping that you all could help me.

*Take one minute to explain:* My barrier is that because I’ve been so busy, I really don't feel like exercising. Can you and the person sitting to your right think of at least 2 things that I can do to overcome my barrier? I am going to give you 2 post-its and a pen/pencil to either write or draw your idea. If you have more ideas, please let me know and I can give you more sticky notes. Don't forget to write both of your names at the bottom. In 3 minutes, I am going to ask that you come up and stick your ideas on the board/wall. So, please whisper with your partner to discuss your ideas, walk up to the board to stick up your post-its, and then return to your seat. I will know you and your partner are ready when you are both seated quietly, with your eyes on me. Are there any questions?

*Distribute.* You can call on volunteers to help pass out the sticky notes and pencils.

*Finish.* When complete in 3-4 minutes, ask students to take their seats.

**B FRUIT, VEGETABLE OR DRINK CHEER [12 MINUTES]**

Depending on the youth with whom you are working, you may want to divide the class into smaller, same-gender groups.

*Say:* In the last sessions, we learned why physical activity is so important. Today, we are going to talk about why eating fruits and vegetables with every meal is important for your health. We’re also going to learn about staying hydrated.
Say: Hydrated means you have enough fluid in your body and you are not thirsty. Being de-hydrated means you need to drink more of a fluid that will hydrate you (i.e. water, but not soda).

Ask: Does anybody know how much water we need to stay hydrated? (Make sure that either someone answers correctly or you share the correct answer)

Say: You should be drinking enough water that you aren’t thirsty. This may seem funny, but another way to tell if you’re staying hydrated is by the color of your pee. If it is yellow, you’re not drinking enough water. If it is clear, you’re drinking a good amount.

Ask: Now, does anyone know why eating fruits and vegetables with every meal is important? (Pause for a few responses)

Say: Let’s move to the next activity to find out more.

Hand out a Fruit, Vegetable, or Drink Card to each student from the first set of these.

Say: Look at your card. Your task, when I say to go, is to get up and move to the place in the room with the Fruit, Vegetable or Drink Sign that you think best matches your card. (Then read the signs so youth know where to go.)

Depending on space, have the fruit group hop, vegetable group walk on their tip toes and drink group moonwalk or march to their signs. That way they get a sense of who else is in their group. Tell them that when they get to the sign to sit in a circle and look your way so you know that they are ready. You can also have each group go separately. For example, you can say, If your card says fruit, please HOP towards the fruit sign! Are you ready? Wait for all of the participants to look at you before you speak. If not, just wait. Or say something like, “The Drink Group is awesome! They are sitting in a circle and paying attention. Thanks!”

Once youth find their groups, explain that fruits, vegetables and drinks provide vitamins, minerals and nutrients that your body needs to heal, stay healthy, grow, learn and sleep.

Say: (Select one of the cards from your group.) Your groups’ task is to come up with a rap, song or cheer that will teach the others in the room what that fruit, vegetable or drink does for our bodies. For example, if your group selected the tomato card and discussed that its benefit is to protect your body from getting cancer, your group might make up a cheer that states, ‘Tomatoes, tomatoes, tomatoes! Red, yummy and cancer fighting! Tomatoes, tomatoes, tomatoes!’

Give groups a few minutes to come up with something and have them teach the other two groups their cheers, raps or songs.
Say: Fruits, vegetables and drinks have nutrients and vitamins that help you. You just learned what some of those nutrients and vitamins do for your body. It is important to eat fruits and vegetables at every meal as well as drink fluids regularly throughout the day.

Say: If you want to find out what is in a food and what nutrients or ingredients are in it how do you find that information? (Pause for responses, such as: nutrition labels, look online, etc.) Now we’ll do an activity that helps us learn about what is in a food package.

If you have non-readers or English language learners in your group, it may be helpful to pair those youth with others who have stronger language skills. You should also create a vocabulary poster and point to each nutrition label term as you discuss it.

Say: How would I know what is in that can of soup? How about that snack/energy bar? Pause to allow the kids to share.

Say: In your pairs (groups of 2 kids) find the nutrition label on the food package item in front of you. Nutrition labels are one way to find out information about a food.

Optional:
For inspiration show an online video of a group doing a rap or cheer they made.

Optional Word Activity
Make this activity a game with a prize at the end. Tell youth to put the words in the envelope in the order they find them on the label. The first group to do it correctly wins a prize. Then review with the whole group. Say What comes first? Second? Third? This way you know everyone understands where to find this information on the label. Make sure the prize reinforces healthy behaviors (i.e. don’t use candy as a prize!). If you have enough space, you can make the game more physically active by setting up the envelopes and food packages on opposite sides of the room and having youth run the words over to the package before putting them in order.
On a label you will see: serving size, calories, fat, and carbohydrates, ingredients, etc.

Give them one minute to familiarize themselves with the label. Then tell them that there are words in an envelope that you are going to pass out and you would like each pair of students to quietly see if they can discover where they are on the labels.

Pass around the envelopes of Nutrition Label Cards.

Say: OK, carefully take the words out of the envelope and see if you can find them on your label. Make sure that you don't drop any of the words on the floor. Wait for a minute.

Say: Can you point out these things on your label?
Serving Size  Carbohydrates  Calories
Pick another pair and ask about the other items. Etc.
Protein  Fat  Ingredients

Say: OK, can you all put every word back into your envelope except the word “ingredients”? I want to take some time to chat about this word and what it means.

Ask: So, how do you determine what is in a food? Pause—right, look at the label. The top 5 ingredients in the list on the label will help you determine that food item.

Fruit and Vegetable Log
[10 minutes]

It is highly recommended that facilitators keep a daily log along with youth. It will give you an opportunity to begin discussion, help with sharing stories and discussing progress.

The group will need their logs for the field trip next session, therefore remind the group about the importance of keeping track of their food logs.

Say: Today we spent time talking about the importance of eating fruits and vegetables and drinking fluids to stay hydrated.

(Pass out the second set of Food, Vegetable and Drink Cards (like tomato, cucumber, 1% milk, water, peach, etc.) ; one per participant.)

Say: Think about where your word goes on the wall. Walk over to the signs on the walls and stand underneath the Fruit, Vegetable or Drink Signs (fruit, drink, and vegetable signs should still be up).

Say: Discuss within your group whether everyone is in the right place. If not, go ahead and find the right group.

(Ask them to line up in a row. Have each of them read off their card one by one.)

Say: Now you all know a little bit more about what things are fruits, vegetables and nutritious drinks.

Say: Each of us is going to keep track of the fruits, vegetables and drinks we consume each day using these Fruit and Vegetable Logs.

Share an example with youth by writing on the flip-chart or chalkboard.
**SESSION 4: SCRIPT & ACTIVITIES**

**D: FRUIT AND VEGETABLE LOG**

**Say:** Let’s say I wake up at 7:00 AM tomorrow. After washing up, I eat one bowl of cereal, a banana and a glass of orange juice.

**Say:** Can someone share with me how they would track how much I ate during breakfast? Can I include the bowl of cereal? *(No)*

**Say:** OK, around 10am, during recess, I decide to eat a bag of carrot sticks, granola bar and a bottle of water. Ask another volunteer to fill in the am snack slot. Can I include the granola bar? Why not?

And then for lunch... *(give another example until they understand)*

And then after school I decide to eat at 4pm.

At 7pm, I ate for dinner.

**Say:** Your assignment is to keep track of the fruits, vegetables and drinks you consume this week.

*Does anyone have any questions about what you can or can’t include in your log? What are some places you can keep your log so you remember to use it?*

---

**CLOSURE**

[3-5 MINUTES]

**Say:** It is important to eat different fruits and vegetables with every meal. It is also important to stay hydrated.

**Say:** Why do you think it is a good idea to keep a log? Pause for responses. Keeping a log of what you eat helps you determine if you are eating fruits and vegetables with every meal.

---

**OPTIONAL**

- Create a little card for participants to either mark off or hole-punch every time they eat a fruit, vegetable or drink.
- Place logs in plastic cover sheets or plastic sandwich bags to help protect the logs during the week.

**NOTES**

Create a little card for participants to either mark off or hole-punch every time they eat a fruit, vegetable or drink. Place logs in plastic cover sheets or plastic sandwich bags to help protect the logs during the week.
Drink
Veggie
Fruit
Green beans

Cherries

Water

Cauliflower

Skim milk

Raspberries
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<td>Serving Size</td>
<td>Protein</td>
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<td>Carbohydrates</td>
<td>Fat</td>
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**SESSION 4  FRUIT AND VEGETABLE LOG**

Write any and all of the fruits and veggies you eat and savor their scrumptiousness.

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<tr>
<th>BREAKFAST</th>
<th>AM SNACK</th>
<th>LUNCH</th>
<th>PM SNACK</th>
<th>DINNER</th>
<th>NIGHT SNACK</th>
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*Remember to drink enough water throughout the day. If your pee is yellow, you’re not drinking enough!*

Learn more about empowerME4Life @ HealthierGeneration.org
SESSION 5

ENERGY IN/ENERGY OUT

In this session, youth will learn about nutrient-rich drinks and how advertisers try to influence what products we buy. This session combines Sessions 2, 3 and 4 by linking the process of getting energy (eating healthy foods) and using energy (physical activity). It helps youth see how the two relate and how balance is important. The lesson also starts to get the youth thinking about how advertisers influence their decisions when buying food and drink.

Session Objectives
By the end of the lesson youth will be able to:
- Understand that drinking fluids is one way to replace energy and nutrients
- Analyze the influences that encourage youth to drink certain products
- Develop an advertisement that encourages others their age to drink 1% or fat-free milk, water and/or 100% fruit juice, no sugars added

Session Overview
In 45 minutes you will:
A  Introduce this session and review content from last session [10 MINUTES]
B  Facilitate the Energy In/Energy Out Activity [10 MINUTES]
C  Facilitate the Drink for Your Body! Activity [10 MINUTES]
D  Analyzing Influences Activity [10 MINUTES]
E  Summarize [5 MINUTES]

MATERIALS
- Example Fruit and Vegetable Log
- Two sheets of chart paper to hang on the wall (labeled Energy In and Energy Out)—you can make them different colors if you like
- At Home Activities Sheet, one for each participant
- Empty or sample containers of: water, 100% juice, and 1% or fat-free milk for each pair of youth to have one
- Print advertisements for drinks (one for each or pair of youth)—can come from magazines and newspapers
- Paper or poster paper, one for each participant
- Markers and/or crayons for the whole group
- Ball (such as a kickball)

PREPARATION
- Have a sample Fruit and Vegetable Log up on the wall
- Prepare Energy In and Energy Out posters and post-its for youth
- Have at least one drink example for each youth (or pair of youth) of healthy and unhealthy varieties
- Have at least one drink advertisement for each youth (or pair of youth)
- Copy the At Home Activities Sheet
- Be ready to talk to them about the following week’s field trip

Important note for this session: Have youth perform activities facing the direction you are going to teach from (the board, the window, etc) so that they can easily face you to show they are ready and when they move around they are always oriented towards the lesson.
SESSION 5: SCRIPT & ACTIVITIES

A INTRODUCTION AND REVIEW
[10 MINUTES]

Say: I didn’t get a chance to log in my lunch yet. Can you all help me? Ok, so I ate a turkey sandwich and there were four slices of turkey, three slices of tomatoes, two pieces of lettuce and two rings of onions in the sandwich. I also had carrot sticks and lemon-flavored cookies. I also drank a bottle of water. Do you know where I should enter my information on this log?

Fill in the sample log on the wall with the input from the group.

Say: OK, I am going to give you about 5 minutes to update your personal logs. Were there any meals you forgot to enter? Check to see if all the items are fruits, vegetables and nutritious drinks.

Ask a few participants to share their logs and make sure everyone understands what does and does not go into the logs

Say: Everyone please stand up. We are going to play “Simon Says”. Simon says jump up and down three times, Simon says take two steps to the left, Simon says hop with your right leg one time to your right, etc. Simon say please sit down.

Say: Every time you move, you use energy. You can run really fast or step slowly down the stairs. It doesn’t matter, every time you move, you use up energy. Did you know that you use energy even when you laugh?

Say: We do things all the time that use up our energy. Has anyone ever felt really tired? Like after a really long day. Pause for responses. That is a sign that we have used up a lot of our energy. Can anyone share an experience when they felt like they used up a lot of their energy? Pause. So how do we replace the energy? Does anyone have any ideas? Make sure they mention eating, drinking, and sleeping.

B ENERGY IN/ENERGY OUT ACTIVITY
[10 MINUTES]

This activity can be done inside or outside.

While inside, refer to the two pieces of chart paper, one labeled “Energy In” and the other “Energy Out.” Ask youth to brainstorm ideas to fill up the two sheets. You can pass out two different colored sticky notes and have youth write their energy in ideas on the one color and the energy out ideas on the other color and place them on the wall or you can write their ideas on the sheets of paper. “Energy In” activities include eating nutritious foods, drinking nutritious drinks, and sleeping. “Energy Out” activities include all forms of physical activity.

Say: Now we are going to play a game. But before we start, we need to make a circle. (If going outside, lead students to the location to form a circle.) I will start by throwing this ball to (other facilitator name/kid volunteer name here). Whoever throws the ball, has to think of an “Energy Out” example and say it out loud. Now, whoever is catching the ball has to think of an “Energy In” example and say it out loud when he/she catches the ball.
Throw the ball to (other facilitator/youth volunteer—need to be prepped in advance) and say “jumping rope with my friends”. Say—see, this is an example of me sending energy out. When “so and so” catches the ball, he/she will say “napping after a really long day”. This is an example of me talking energy in.

Say: So the trick is to always have an example in your mind because you never know who is going to throw you the ball. Now, you can’t say the same thing as the person that just went. No copying! You will have 3 seconds to throw or catch and say something.

Finish, After about 10-15 tosses, thank everyone for playing and head back inside or direct them to be seated.

Note: This game can be complicated for youth. Make sure you are explaining the directions clearly and that they understand when to say an Energy In or Energy Out. To simplify this activity you can separate Energy In and Energy Out into separate rounds of ball tosses. For the first round when each youth tosses the ball they say an Energy In example. After everyone has had a turn, start a second round saying Energy Out examples.

halfway point!

C DRINK FOR YOUR BODY ACTIVITY [10 MINUTES]

Make sure as a facilitator you are modeling healthy habits (i.e. drinking water or 100% fruit juice, not energy drinks or soda). Students may have questions about sport and energy drinks. Make sure you’re clear that when sitting in class or at work all day, you do not need to replace calories. You are not putting enough energy out in order to balance taking that much energy in.

Say: We have learned that we eat and drink to replace energy. And, we have learned that we should replace energy in healthy ways, like eating fruits and vegetables at every meal. It is also important to drink drinks that provide nutrients as well. Some drinks are less nutrient-rich.

Show a bunch of different drinks. Have a few youth volunteers be the drink holders (one for each drink). Give each drink holder a drink and tell them their job is to quietly hold their drink. The other youth line the drink-holders up from more-nutritious to less-nutritious. When you line them up, have them face the direction that you plan to teach from. If you want to teach near the board, have the youth line up facing the board so when they sit, they are ready to listen. Then have the drink holders decide if they are in the right order and possibly move themselves around if they think they’re in the wrong order.

Have the group explain why they organized themselves that way. Make sure they look at the nutrition label to find out which drinks should go where if they didn’t do that while lining themselves up. This is a great time to reinforce the lesson on labels.
SESSION 5: SCRIPT & ACTIVITIES

Say: What do you think makes an incredibly nutrient-rich drink incredibly healthy? Pause for responses. Make sure they include: they are the most beneficial for the body, they are not filled with added sugar, they don’t have lots of calories, and do have lots of nutrients.

Say: The most beneficial drinks for you include water, 100% fruit juice and low-fat (1%) milk and fat free milk. One way to know what is in a drink is to read the nutrition label like we talked about last time.

Say: Did you know that sometimes advertisers do not tell you what is in their drinks? Why do you think they do that? Maybe they are afraid that if they tell you all of the bad things in their drinks, you might not want to drink them anymore.

Can anyone look at their nutrition labels and share something you see on the nutrition label that might make the drink less beneficial?

ANALYZING INFLUENCES ACTIVITY
[10 MINUTES]

This activity has proven to be very popular among youth participants. If possible, bring in advertisements that youth may have seen previously in addition to new ones.

Say: Today, we are going to look at some drink ads and see if they tell us the truth.

Youth will create their own advertisement in this activity. Before they develop their own advertisement, create one as a group. Have a pair volunteer their drink container. Make sure it is a healthy one! As a class, create a poster that will sell the drink.

Hand out one advertisement per pair of youth.

Say: When a company is advertising their drink or product, what is their number one goal? Answer: Selling that product.

Say: Today, you are going to analyze the messages the companies give you about drink products.

Say: What is the company name?

What are they trying to sell?

Who are they selling the product to?

What are the health ‘claims’?

Is this one of our three categories of nutrient-rich drinks (1% or fat-free milk, 100% fruit juice, water)?

Hand out a piece of paper or poster paper to each participant.

Say: On your paper, draw or put together a poster advertising a healthy drink (low-fat milk, 100% fruit juice, water) to other youth your age.

Give the group several minutes to draw.

If you can, leave the posters up in the space or another place they will be seen by others.

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Say: It is important to get energy into your body. One way to do that is to drink water, 100% fruit juice and/or low-fat (1%) milk and fat-free milk throughout the day. Not only does drinking help your body keep from getting thirsty, but these drinks provide nutrients and fluids to keep you healthy.

Pass out At Home Activities sheets.

Say: Here are some activities to take home to your family. Try telling them about today and next week let us know if you tried any of these other activities with your family.

Say: Next session we will be traveling to the grocery store and you will need to have your Fruit and Vegetable Log with you. So please remember to bring that with you next time.

Refer to the preparation notes for next week on the following page.
Say: I have to tell you about the exciting trip we are taking the next time we meet. We’ll be going to the grocery store.

Depending on how you are getting there the following are some ideas to go over the expectations for behavior:

Public Transportation: The way we are getting to the supermarket is by riding a city bus. Now remember, it isn’t our bus. So that means that you will need to remember that our neighbors appreciate riding the bus in a quiet and peaceful space. That means that when you board the bus, you will walk to the back and we will all try to sit together. But if there is not enough space to sit, we will all stand quietly towards the back. So, will anyone run and scream when we get on the bus?

Walking: When we are walking, we need to walk in pairs and take up only half of the sidewalk. We will also walk quietly because people on the sidewalks really appreciate walking next to well-behaved young people. This is super-important when we cross the street. I will lead us and (other facilitator) will make sure that our whole group makes it across. If you are about to cross and you notice that the light turns yellow, just stop and don’t step into the street. Don’t try to make it across by running really fast. Don’t worry, just stand at the edge and the first group will just wait for you at the other side. Once again, (other facilitator) will be at the back of the group so he/she will be able to give you directions, just in case.
SESSION 5 AT HOME ACTIVITIES

Label Check
- Choose a food label with healthy numbers
- Look at items you have at home to see how the numbers on the label match
- Also take this to the grocery store and compare numbers on different items there

Recipe Upgrade
- Take your family’s favorite recipes and figure out how to make them healthier
- Ideas: add vegetables, replace butter with canola, corn, olive, safflower, sesame, soybean or sunflower oil, but still use them sparingly, replace white flour or bread with wheat flour or bread, use skim or fat-free milk instead of whole milk.

Grocery Scavenger Hunt
- Take the grocery shopping list and pick healthy items from it
- You help your parents out by going and getting the healthy items on the list!
- Talk to your parents about a reward or prize for finding all the healthy items (a healthy reward, of course!)

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SESSION 6

READ B4 U EAT

In this session youth will increase their understanding and skills around reading nutrition labels, analyzing marketing messages and recognizing portion sizes in a real-world setting. This session helps put the previous sessions into a real context—their local grocery store. You may be thinking that going to a food store will be too difficult, but with preparation this session can go very smoothly and benefit youth in ways that classroom activities cannot. Note: You must have at least one adult facilitator for this session.

Session Objectives
By the end of the lesson youth will be able to:
• Visit a grocery store or local food mart to identify foods on their food log
• Access and read components of a nutrition label
• Analyze marketing messages on food products
• Recognize serving sizes for fruits, vegetables and other food groups.

Session Overview
Depending upon travel time, the duration of this session may fluctuate. In 45 minutes you will:

A  Get students to the grocery store/bodega/food mart or explain the grocery store set up in the room [TBD]

B  If you are traveling there, explain the expectations and what the youth will be doing at the grocery store [25 MINUTES]
   • First, they will look at a box of cereal to look at the nutrition label [5 MINUTES]
   • Second, they will do a scavenger hunt for fruits and vegetables from their food log [12 MINUTES]
   • Third, they will look in the drink aisle for their favorite drinks and read the ingredients [8 MINUTES]

C  Travel back to the site [TBD]

D  Discuss what they saw and learned back at the site or on the trip back [5 MINUTES]

MATERIALS

If going to a grocery store is not an option, visit a local food mart, bodega or gas station mart. Another option is to bring in a variety of food items and set up around the room. If this is the case, be sure to build in physical activity breaks during the session.

□ Food Worksheet for each participant
□ Blank paper for each participant
□ Youth’s completed Food and Vegetable Logs (from Session 4)

Optional In-Classroom Grocery Store Materials

□ Children’s cereal box (a cereal targeted at youth)
□ Fresh fruits and vegetables (minimum: an apple, a bunch of grapes, a carrot, and broccoli or other green vegetable)
□ Canned fruit and/or vegetables (minimum: one can)
□ Different drink products or empty containers (minimum: three, include nutritious as well as less nutritious drinks)
□ Signs for different food sections (produce, canned food, beverages, cereal, etc.)

PREPARATION

Before the session:
□ Contact the grocery store to let them know you are coming
□ Bring lists of things the kids will need to find and writing utensils to the store

A week before the trip, call the store manager to let them know when your group is coming. Share the following info:
□ You are teaching youth about nutrition and will be showing them a cereal box. Ask if there is a preferred area in the store for you discuss the cereal box for 5 minutes.
□ Each child will have several questions to answer and will be walking throughout the store quietly. Assure the manager that you have gone over behavior norms and if there are any problems, that s/he can feel free to contact you.
□ # of youth and adults that will be coming.

□
A

INTRODUCE AND EXPLAIN (TRAVEL TO STORE)

Before you leave for the field trip, review the activities you will be doing at the store, discuss behavior expectations while traveling to the store and when you get there.

B

INSIDE THE STORE

It is important to keep youth together in a group while you are in the store, not roaming alone unless they are working on their Food Worksheet (activity B). If you have multiple youth facilitators and/or adults, you may split up the youth into small teams. It is particularly important to emphasize behavior expectations in the fresh produce section (no touching). If possible, set up a tour with the produce manager (or lead one yourself) to orient youth to this area.

For the in-store activities, it may be helpful to pair slow readers or English language learners up with students with more advanced language/reading skills.

A. CEREAL BOX

Pick up a children’s cereal (a cereal targeted at youth).

Ask: Who can point out the nutrition label? Have a student demonstrate.

Ask: Who can read the first three ingredients on the label? Have a student read the ingredients.

Ask: Who can find the word carbohydrate on the nutrition label? Have a student point it out.

Say: Carbohydrates include grains and starches like pasta, tortillas, oatmeal, bread and cereal. They also include sugars.

Ask: Who can find the word protein on the nutrition label? Have a student point it out.

Say: Protein includes meats, eggs, nuts.

OPTIONAL PREPARATION

- You may want to ask a couple more youth leaders/adults to chaperone 3-4 youth while they are at the store.
- Start your visit with a check-in with the store manager (if s/he has time) and have the manager share expectations with the youth.
- At the end of the store visit, have everyone thank store manager for letting them come.
- Present the store manager with a “thank you” card from all of the youth.

BEHAVIOR MANAGEMENT

Remind youth about behavior expectations. Before youth get to the store, when they are in the store, and before you leave the store remind them about behavior and the activities you are going to do. Also, if you have a rule about not purchasing items from the store, make sure students understand this. Some things to consider: touching fresh food (not allowed), people doing their shopping, running in the store, understanding where they can walk around, understanding if they are allowed to buy things at the end (we recommend that they not be allowed to do this).
Ask: Who can find the word fat on the nutrition label? Have a student point it out.

Say: Can anybody tell me where we tend to get fat from? (Answers should include: fried foods (including potato chips), meat)

Say: There are some types of fat that are better for you, like those found in fish, and some that aren’t as good like those found in fried foods” (They have probably heard of trans fat or saturated fat and may ask about it. What they need to know is that it isn’t good for their heart and they want to eat as little as possible).

Ask: Who can find the word calories on the label? Have a student point it out.

Say: Calories are a unit of energy, and you need calories to live, but you also need to balance your calories that you take in with energy that goes out through physical activity and regular activity of daily living.

Ask: Who do you think the company that owns this cereal is targeting? How do you know? Point out the bright colors, cartoon characters, pictures of children, shapes of cereal, etc.

halfway point!

B. FOOD WORKSHEET
Hand out the Food Worksheet and go through each question with them. (Youth should also have their Food and Beverage Log with them.)

Say: You are going to use your worksheet to identify different food items at the store.

Note: If the youth have been to this grocery store before they may know where everything is. Let them take you to each section. They enjoy doing this. However, there are many sections for some of these food types (such as fresh, frozen or canned fruits and vegetables). If those differences come up that you ask for the fresh fruits and vegetables and discuss that frozen and canned fruits and vegetables are good for you as well, but some have added salt or sugar so read the label to see what is put in the packages.

Walk the group over to the produce aisle. Explain that it is important to eat fruits and vegetables with every meal. Show students that one small apple is the same size as a serving of fruit, which is about the size of your fist or 1/2 cup. A large apple might be 1.5 or even 2 servings. Ask students how many grapes might be a serving size.

Now have them complete the Food Worksheet by moving throughout the store. Tell them where to meet when they have finished. Take them to the drink aisle when they are ready to answer the questions about drinks. Use your best judgement to determine how to best reconvene your group prior to moving to a new area of the store.

Once completed, collect Food Worksheet.

If you have time, ask youth if there is another section they would like to visit. While there, have them find items they recognize from home, look at the labels on those foods and ask if they remember the important parts of the food label. At the end of the store activity, if you have a thank you card, present it to the store manager. Ask youth to thank him/her.
TRAVEL BACK TO SITE

Remind youth that the mission is not complete until you get back to the program location. Go over behavior expectations for each part of your return trip.

CLOSURE

Say: It is important for you to understand how to identify different foods in a grocery store and read labels so that you are better prepared to eat healthy at every meal. It is important to eat a variety (different types) of fruits and vegetables since each fruit or vegetable provides different nutrients. It is also important to recognize how food items are marketed to us and whether or not that food is the healthiest choice.
SESSION 6   FOOD WORKSHEET

Review your fruit and vegetable log.

1. Write down a fruit or vegetable you recorded on your log and find that fruit or vegetable in the store.
   Name of fruit or vegetable ____________________________
   What color is it?
   □ RED  □ YELLOW  □ GREEN  □ ORANGE  □ RED  □ PURPLE
   □ BROWN  □ OTHER

2. List one fruit and one vegetable you have never eaten. Draw and label them below:
   What do you think each one tastes like? __________

3. How often should you eat fruits and vegetables each day? ____________________________

4. How many grapes do you think would be one serving?
   □ 1  □ 5  □ 10  □ 15  □ 20

5. How many carrots do you think would be one serving?
   □ 1  □ 2  □ 3  □ 4  □ 5  □ 6

6. What other fruit or vegetables could you eat during the day to get in all of your servings?
   ____________________________

7. Find a drink product you like (time permitting).
   Name of the product ____________________________
   Look at the nutrition label.
   List the first three ingredients on that product ____________________________

When you’ve completed the questions above, find the rest of your group.

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**SESSION 7**

**MOVE MORE!**

In this session youth will understand the concept of screen time and the risks that come with not being physically active and be able to present physical activity alternatives. A skit or some kind of fun puppet show can help youth understand screen time, which can prove a difficult concept. Many youth believe they do not spend much time in front of a screen because they only consider TV or computer time instead of all the different screen types. This is a preparation-intense session but not time intense.

**Session Objectives**

By the end of the lesson youth will be able to:

- Describe the health benefits of participating in physical activities as alternatives to screen time.
- Identify health risks associated with not being physically active
- Communicate to others the importance of reducing screen time

**Session Overview**

In 45 minutes you will:

A  Warm up with the 12 ways of Fitness  **[5 MINUTES]**

B  Introduce the session with a skit and review from last week  **[15 MINUTES]**

C  Have youth brainstorm alternatives to screen time  **[15 MINUTES]**

D  Have youth participate in an Advocacy Circle  **[10 MINUTES]**

E  Close with a discussion of screen time and physical activity  **[5 MINUTES]**

**MATERIALS**

- Drawing, coloring and collage supplies, enough for each participant
- Glue sticks for sharing among participants
- Scissors for sharing among participants
- Blank paper for each participant

**PREPARATION**

**Before the session:**

- Develop the skit or puppet show to demonstrate screen time
- Have blank paper, magazines, scissors, and glue sticks ready to go but not in sight if this will distract youth.
SESSION 7: SCRIPT & ACTIVITIES

A  WARM UP: 12 WAYS OF FITNESS
     [3 MINUTES]

See the instructions from Session 2. Just do a few of the motions to get the group moving.

B  INTRODUCE AND REVIEW
     [15 MINUTES]

Say: It’s funny, after writing down every fruit/vegetable/drink I put into my body, I started to make some changes. For example, I notice that I drink more water. And I also see that I started to eat more vegetables. What are some trends that you look at your food/drink log? Can anyone share an observation?

Make up a skit with puppets where you and another facilitator or youth volunteer act out the screen-lover puppet who is very much consumed by the different screens in his life. The other puppet can come in and ask if he wants to go outside to play or walk around the neighborhood. But the screen-lover puppet decides to just sit and continue to hang out with the screens (have different props representing a TV, computer, cell phone, etc.). Have the narrator say, one week later and repeat the exact same skit over again. Then the narrator can say one month later and repeat the exact same skit over again. Then six months later, one year later…the youth will get the point that this one puppet decides to go watch different screens instead of being physically active and interacting with others.

Optional Activity: Instead of creating a skit with puppets, participants can act out the situations without speaking (i.e. charades).

Say: Is there something strange about the main character puppet of our skit? Pause for responses. Why do you think the puppet loves these screens so much? Pause for responses. Can you all think of someone in your life (maybe even you) that reminds you of this main character? Pause for responses. Well, this main character has a name: Mr. SLP. SLP stands for Screen Lover Puppet. He loves screens. It doesn’t matter what kind of screen. It could be a TV (point to the TV prop from the skit and have the group say it out loud), computer screen or phone. He just loves them. When Mr. SLP gets home from school, he plays with the screens until dinner. That is about 4 hours. Then after dinner, he goes straight back to his screens and spends 3 more hours on the screens. Throughout the day, he will spend his recess and lunch as well which adds up to about 1.5 hours. So how many hours on a typical day will Mr. SLP spend playing with these screens? 8.5 hours. This is called screen time.

It is important that you make sure youth understand all the things that count as screen time (texting, email, online games, etc.) and what the negative effects of too much screen time can be. You may want to check for youth understanding and build in review at the end of the session.

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MY ALTERNATIVES TO SCREEN TIME ACTIVITY
[15 MINUTES]

If active video games (such as Wii) come up, explain that certain screen time activities do encourage physical activity, but there are not many like this. It is important to balance these with different activities that encourage you to play outside, be physically active with others and so on.

Ask: How much time during the day do you spend in front of a screen? This includes television, playing video games or sitting at the computer (for fun, not for school work).

Say: There are a lot more benefits to being physically active than there are sitting in front of a screen. What are some of the benefits of being physically active? Answers could include: better sleep, a healthy weight, more energy, better endurance, do better in school, being social with friends, etc...

Say: The important thing to consider is to watch television, play video games, text friends, surf the internet or email in moderation. Moderation means once in awhile, like 1-2 hours a day. The more time you spend doing these activities, the less time you might be spending being physically active. Another idea is to be active while being in front of a screen--like jogging in place during commercials or doing arm circles while sitting at the computer.

Pass out blank pieces of paper to each participant. Distribute drawing, coloring and collage supplies for the group to use.

Say: If you could reduce your screen time and do something active instead, what would you do? We are going to create a billboards that show alternatives to screen time. Your billboard should include three things:

1. The name of your alternative activity
2. A drawing or description of someone doing the activity
3. Five benefits of the activity on the body or mind

Write the three instructions on a white board, chalk board or piece of chart paper.

If you can, leave the billboards up in the space or another place they will be seen by others. Leave some time for each participant to share their billboard.
**ADVOCACY CIRCLES**

**[10 MINUTES]**

This activity can be done outside, weather permitting.

Split the group into half. Have half the youth stand in a circle facing out and the other half outside of them facing in. So, everyone has a partner and they are facing each other.

**Say:** When I say go, the people on the inside circle are to describe one activity that benefits your health other than screen time activities. Advocate for why they should participate in the activity you are describing.

Demonstrate with a partner and say, I think you should try to bike to school three times a week because it is great for your heart health and helps you get up in the morning.

**Say:** Inner circles, you have 30 seconds to advocate or persuade this person to participate in your activity. Outer circle- ask why it would benefit you. Ask why it might be healthier than participating in screen time activities. Ready? Go!

Give them time to advocate (1-2 minutes) and make sure the outer circle is asking questions about why the activity would benefit them.

(Pause 30 seconds)

**Say:** Great! Outer circle, rotate one person clockwise (help with that direction).

**Say:** Now, outer circle, you are to do the persuading to your new person. You need to use a different activity than the one you just heard. Ready? Go!

Repeat as many times as you want alternating inner and outer circle people as the advocates.

**CLOSURE**

**[5 MINUTES]**

**Say:** Many of us spend some time watching television and using computers. It is important to limit the amount of screen time you participate in to make sure you are getting enough physically activity ever day.

Review what screen time is and what they can do instead.
SESSION 8

VICTORY LAP

This is an opportunity to have fun with the kids and celebrate their successes. You can give out prizes for answering questions from previous sessions while they build sculptures. This session requires advance preparation because of the use of fresh fruits and vegetables.

Session Objectives
By the end of the lesson youth will be able to:
• Complete a post-assessment on knowledge and behavioral intentions
• Share completed food log and goals with instructor
• Construct and eat a healthy snack

Session Overview
In 45 minutes you will:
A  Administer the Post-Assessment  [15 MINUTES]
B  Have fun by making food sculptures with fruits and vegetables  [20 MINUTES]
C  Wrap up your time with the youth  [10 MINUTES]

MATERIALS
- Post-Assessment
- An assortment of fresh fruits and vegetables (pre-cut if possible)
- Raisins
- Toothpicks
- Pretzels
- Low-fat or fat-free cream cheese
- Plastic knives
- Melon ball tool, ice cream scoop or other safe food preparation equipment (to scoop small amounts of peanut butter and cream cheese)
- Paper towels or napkins
- Paper plates (to use as sculpture base)
- Pencils or pens for each participant
- Certificates of Completion for each participant

PREPARATION
Before the session:
- Review the scavenger hunt from the visit to the grocery store and bring in fruits/veggies that students haven’t tried before.
- Purchase fruit, vegetables and other foods and bring plates and safe food preparation tools (plastic knives, melon baller, spoons, etc)
- Copy Post-Assessment and have pens/pencils ready
- Have Certificates ready with each participant’s name filled out
- Check with participants’ parents/guardians about food allergies
A POST ASSESSMENT
[15 MINUTES]

When handing out the Post-Assessment, tell youth that if they have any questions or need help reading the questions, you are available to help. Review your group agreement if you developed one in the first session.

Alternately, you can play the Thumbs Up/Thumbs Down game to administer the Post-Assessment. Have all the youth put their heads down and read each question out loud. For the true/false questions you would say If you think this statement is true, put a thumb up in the air and if you think this statement is false, keep your hands down. Then you can count the true and false answers and record it on your sheet. For the multiple choice questions you read the question and go through each answer. Then go back, and say If you think it is A, put your thumb up in the air. Count the A answers. If you think it is B, put your thumbs up in the air. Count the B answers. Go through all the options. Make sure you repeat the question and answers as necessary and record the numbers of each answer on your sheet.

Collect the Post-Assessment results and send the hard copies of both the Pre-and Post Assessments to the Alliance at the end of your course to:

Alliance for a Healthier Generation
3439 NE Sandy Blvd. #670
Portland, OR 97232

Please contact the The Alliance for a Healthier Generation at empowerme@healthiergeneration.org if you have any questions.

B REVIEW AND FOOD SCULPTURE
[20 MINUTES]

Say: Since this is the last session of the program, we are going to review our food logs and physical activity barriers/solutions, make a fun snack, and fill out a post-assessment.

Review food logs with youth and review how overcoming physical activity barriers went. Discuss.

Food Sculpture
Make sure to review behavior expectations before this activity and let youth know that they will be responsible for washing their hands before creating the sculpture and cleaning up their area afterwards.

Say: You are going to create a sculpture out of the food options on the table.

Show them how to use some of the appliances/tools, like the melon ball tool.
Say: Eating a variety of fruits and vegetables allows your body to get different nutrients. Some people eat different colors of fruits and vegetables throughout the day to get variety, some just make sure they eat different products. You can use plastic knives to cut, cream cheese or toothpicks to stick things together. Be creative!

Note: Check with the location administrator to determine if certain foods are not allowed in the facility, such as peanut butter.

CLOSURE
[10 MINUTES]

Say: That does it! That was our final session of empowerME4Life! Over the eight sessions we’ve learned about eating more fruits and vegetables, staying active, drinking healthier drinks, and limiting our screen time. Now that you’ve learned all of these new things, it’s important to share them with your friends and family.

Hand out a Certificate of Completion to each participant.
SESSION 8 POST-ASSESSMENT

Please circle True or False

1. I try to eat fruits and vegetables at every meal.
   TRUE  FALSE

2. Fruits and vegetables are full of nutrients and vitamins that help you grow, keep you from getting sick and heal you when you are injured.
   TRUE  FALSE

3. I usually get physically active for at least an hour (or 60 minutes) every day.
   TRUE  FALSE

4. It is ok for me to watch TV, play video games, or use the computer a lot instead of being physically active.
   TRUE  FALSE

5. I limit the amount of screen time (TV, video games, computer) I watch to 1-2 everyday.
   TRUE  FALSE

6. I primarily drink water, 1% or fat-free milk, and 100% juice with no added sugars.
   TRUE  FALSE

7. I usually get at least 9 hours of sleep every night.
   TRUE  FALSE

8. Physical activity helps people sleep better.
   TRUE  FALSE

Please circle the correct letter

9. How does being physically active help your body?
   a. Keeps your muscles, heart, lungs and bones strong
   b. Allows you to keep a healthy weight
   c. All of the above

10. One of these is a drink that is not as good for you as the other drinks. Which one is it?
    a. Fat-free milk
    b. Sports drink
    c. Water
    d. 100% juice
SESSION 8 FACILITATOR REPORT

Please complete this brief report and submit it along with the Pre- and Post-Assessments from each group of young people who participated in empowerME4Life. This information will help the Alliance for a Healthier Generation evaluate the empowerME4Life program and continue to provide helpful technical assistance.

NAME______________________________________________________________

TITLE ________________________________________________________________

NAME OF YOUR ORGANIZATION __________________________________________

EMAIL __________________________ PHONE ________________________________

MAILING ADDRESS __________________________________________________________

When did you use the empowerME4Life program? (DD/MM/YY - DD/MM/YY)

How many youth participated in the program?

Please send this form and the Pre- and Post-Assessments to:

Alliance for a Healthier Generation
3439 NE Sandy Blvd. #670
Portland, OR 97232
## Competitive Foods Guidelines for K-12 Schools

The following table summarizes the criteria a competitive snack food or side item must meet in order to qualify under the Alliance for a Healthier Generation’s Competitive Foods Guidelines. The Guidelines utilize information included on a product’s Nutrition Facts panel. The rows of the table provide examples of snack foods and side dishes. The columns are the criteria these foods must meet. Entries of “n/a” indicate that a criterion is not applicable to that type of food. *(For additional information, please see the notes on the next page.)*

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>35-10-35</th>
<th>0G TRANS FAT</th>
<th>SODIUM</th>
<th>MINIMUM # OF REQUIRED NUTRIENTS</th>
<th>ELEMENTARY SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh fruits &amp; vegetables</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>no limit</td>
<td>no limit</td>
<td>no limit</td>
</tr>
<tr>
<td>Dried fruit with no added sugar</td>
<td>see notes</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>Fruit in own juice</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>Fruit in light syrup</td>
<td>✓</td>
<td>✓</td>
<td>230 mg</td>
<td>1</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>Fruit in heavy syrup</td>
<td>✓</td>
<td>✓</td>
<td>230 mg</td>
<td>1</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>Vegetables w/ sauce OR</td>
<td>✓</td>
<td>✓</td>
<td>480 mg</td>
<td>1</td>
<td>100 cal.</td>
<td>100 cal.</td>
<td>100 cal.</td>
</tr>
<tr>
<td>Fried vegetables</td>
<td>✓</td>
<td>✓</td>
<td>230 mg</td>
<td>1</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>100% frozen fruit bar</td>
<td>✓</td>
<td>✓</td>
<td>230 mg</td>
<td>1</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>Yogurt, drinkable yogurt, cottage cheese, etc.</td>
<td>✓</td>
<td>✓</td>
<td>480 mg</td>
<td>1</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>Cheese</td>
<td>see notes</td>
<td></td>
<td></td>
<td></td>
<td>1.5 oz.</td>
<td>1.5 oz.</td>
<td>1.5 oz.</td>
</tr>
<tr>
<td>Frozen yogurt, ice cream</td>
<td>✓</td>
<td>✓</td>
<td>480 mg</td>
<td>1</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>Egg</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>1 egg</td>
<td>1 egg</td>
<td>1 egg</td>
</tr>
<tr>
<td>Baked goods, bars, candy, chips, crackers</td>
<td>✓</td>
<td>✓</td>
<td>230 mg</td>
<td>1</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>Nuts &amp; seeds</td>
<td>see notes</td>
<td>✓</td>
<td>230 mg</td>
<td>1</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>Trail mix</td>
<td>see notes</td>
<td>✓</td>
<td>230 mg</td>
<td>1</td>
<td>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
</tr>
<tr>
<td>All soups</td>
<td>OR</td>
<td>✓</td>
<td>480 mg</td>
<td>1</td>
<td>100 cal.</td>
<td>100 cal.</td>
<td>100 cal.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>✓</td>
<td>480 mg</td>
<td>2</td>
<td>150 cal.</td>
<td>150 cal.</td>
<td>150 cal.</td>
</tr>
</tbody>
</table>
Competitive Foods
Guidelines for K-12 Schools

Notes
Fruits and vegetables: Dried fruit must contain 0g fat as labeled

Dairy and eggs: Cheese must be reduced fat or part skim. All other dairy products must be non-fat or low fat

Snacks:
Nuts and seeds (includes nut butters): No total or saturated fat limit, but 35% sugar by weight limit required.

Fruit and nut products (commonly known as trail mix): No total fat limit, but must meet the following requirements:
- The items found in the combination product include only fruit, and nuts and/or seeds.
- The product contains no added sweeteners.

COLUMN DETAILS
35-10-35: Foods with a “✓” in the “35-10-35” column must provide no more than 35% of calories from total fat, no more than 10% of calories from saturated fat or up to 1 gram, and be no more than 35% sugar by weight.

0g trans fat: Foods with a “✓” in the “0g trans fat” column must have 0 grams trans fat.

Sodium: Entries in the “sodium” column are the maximum amount of sodium permitted.

Minimum # of required nutrients: The “1” or “2” in the “minimum # of required nutrients” column refers to how many nutrients from the following list are required:
- 2g fiber; or ≥ 5g protein; or ≥ 10% DV of Vitamin A, C, E, folate, calcium, magnesium, potassium or iron; or 1/2 serving (1/4 cup) of fruit or vegetables.

Calorie or portion limits all schools: Calories are limited to 100 calorie portions for foods other than vegetables with sauce and soups that meet the 35-10-35, 0g trans fat, and sodium criteria but fail to meet the minimum number of required nutrients criteria. Cheese and egg are limited to portion size.

TIME OF DAY
These Guidelines shall apply to items sold on school grounds or at school activities during the regular and extended school day when events are primarily under the control of the school or third parties on behalf of the school. The extended school day is defined as the time before or after the official school day that includes activities such as clubs, yearbook, band and choir practice, student government, drama, sports practices, intramural sports, and childcare / latchkey programs.

These Guidelines shall also apply to food supplied by schools during official transportation to and from school and school sponsored activities, including but not limited to field trips and interscholastic sporting events where the school is the visiting team except as specified herein.

These Guidelines do not apply to school sponsored or school related bona fide fundraising activities that take place off of school grounds and not in transit to and from school. Nor do they apply to booster sales at school related events where parents and other adults are a significant part of an audience or are selling food as boosters either during intermission or immediately before or after such events. These school related events frequently occur during evenings and weekends. Examples of these events include but are not limited to interscholastic sporting events, school plays, and band concerts.
empowerME4Life
Certificate of Achievement

THIS CERTIFICATE IS AWARDED TO

IN RECOGNITION OF

The successful completion of empowerME4Life and taking the first steps toward a healthier life!