Gold Medal Level: Developing Total Wellness

This section includes two types of materials.

Type 1: Activity Breaks
- K-5 ABC (Activity Burst in the Classroom) For Fitness
- Middle School Energizers for Healthful Living

The two resources above contain short activity breaks that can be used in the classroom to get the students’ blood pumping. ABC For Fitness has activities for each core subject. There are separate Middle School Energizers for Science, Language Arts, Math, Social Studies, and Music available at: http://www.ecu.edu/cs-hhp/exss/apl.cfm

Type 2: Health Education Curriculum
- Empower Me 4 Life (Grades 3-7) – contains 8 lessons on physical activity, hydration, fruits and vegetables, limiting screen time, and obtaining enough sleep

For K-2: KidsHealth.Org has valuable lesson plans under Personal Health at: http://kidshealth.org/classroom/index.jsp?Grade=pk&Section=personal

For upper level grades: Jump Start for Teens (Grades 8-12) – contains 8 lessons on healthful eating, physical activity, and media smarts and wise consumerism and is available to download at: http://www.californiaprojectlean.org/docuserfiles/JumpStartTeens%20Intro.pdf
ABC for Fitness™
Teacher Manual
©2006 David Katz, Revised September 2008
ABC for Fitness™ Teacher Manual

©2006 David Katz, Revised September 2008

Dr. David Katz, MD, MPH, FACPM, FACP

and the ABC for Fitness™ Development Team

Physical Activity Consultant:
Marvin Christley, MS, New Haven Public Schools

Contributing Editor:
Jean Mee, EdD
Physical Education & School Health Education Consultant
Connecticut State Department of Education

Other Team Members:
Catherine Katz, PhD          Deborah Kennedy, PhD
Judy Treu, MS, RD            Allison Cuomo, BS
           John DeBlasio, BS

With special thanks to elementary school administrators and teachers
in the Independence School District in Missouri for their ideas and suggestions

Additional thanks to the Michigan Department of Education
for permission to use Brain Breaks learning activities
and to the North Carolina Department of Public Instruction
for permission to use Energizers Classroom-Based Physical Activities

ABC for Fitness™ graphic was designed by Chris Wrinn
Photographs were provided by Marvin Christley and John DeBlasio

Drawings of children exercising were used with the permission of Phil Black,
inventor of FitDeck® cards (available from the website http://fitdeck.com)
Dear Teachers and School Administrators,

At this time when childhood obesity is epidemic, and what used to be “adult onset” diabetes is occurring with increasing frequency in children under age 10, our kids need regular physical activity more than ever. But pressures on schools - in part related to the federal No Child Left Behind legislation - are causing reductions, not increases, in daily physical activity. In other words, No Child Left Behind is leaving more and more of our kids ON their behinds, all day long!

Physical activity is vital for children’s health. It is also vital for their attentiveness and concentration. As a parent of 5 children myself, I know all too well that young children can be restless and rambunctious. They need to move. Rambunctiousness is a normal, healthy childhood condition- and calls out for recess, not Ritalin. It is perhaps no coincidence that as daily physical activity levels decline, the diagnosis of attention deficit hyperactivity disorder is made with ever increasing frequency.

But how do we reconcile our children’s needs for regular activity, with the needs of schools to dedicate as much time to possible to teaching? How, in other words, do we reconcile the square peg to the round hole? By whittling the peg, or re-drilling the hole, of course! Enter ABC for Fitness™.

Inspired by my own son, Gabriel, who at the time was 5 years old, ABC for Fitness™ is a program designed to convert wasted time in school into productive, health-promoting activity bursts. The program is based on the amount of time TEACHERS say they typically waste during the school day in disciplining restless or inattentive children. By breaking activity into short “bursts” that can be delivered right in the classroom throughout the day, ABC for Fitness™ provides teachers a means to dissipate the restless energy of their pupils; keep the children alert and focused; and never interfere with teaching time. In fact, since creative teachers, and the training manual, have approaches to teaching during the activity bursts, teaching time can increase with this program.

ABC for Fitness™ is offered to schools at no cost in dollars. It comes at no real cost in time. And it can be in addition to any other physical education program a school may provide. The program is intended to promote health and fitness; enhance concentration and the behavioral environment in the classroom; and help optimize academic performance.

As a parent, I will be deeply gratified if children in your school benefit from ABC for Fitness™. And Gabriel will certainly be pleased and proud of himself!

With all best wishes,

David L. Katz, MD, MPH, FACPM, FACP
Director, Yale Prevention Research Center
Founder, ABC for Fitness Program
www.davidkatzmd.com
# Contents

**Chapter 1: Overview**
Welcome to ABC for Fitness™
Why is Physical Activity Important?

**Chapter 2: Planning for Activity Bursts**
Managing Activity Bursts and the Physically Active Classroom
Classroom Space Diagrams
Addressing Potential Challenges
General Tips for Exercise

**Chapter 3: The Basics of Activity Bursts**
Components of an Activity Burst
General Instructions for Activity Bursts
Customizing the Activity Bursts for Your Classroom
Varying the Number and Length of Activity Bursts
Stretches (Including Muscle Chart)
Core Activities (or Warm-ups or Cool-downs)

**Chapter 4: Activity Burst Selection**
Selecting Activity Bursts to Meet Your Needs
General Activity Bursts for Fitness

<table>
<thead>
<tr>
<th>Basic Activity Bursts</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to Chapter 3</td>
<td>K-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advanced Activity Bursts</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning Routine</td>
<td>K-5</td>
</tr>
<tr>
<td>Wiggles</td>
<td>K-5</td>
</tr>
<tr>
<td>Exercise March</td>
<td>K-5</td>
</tr>
<tr>
<td>Take Five for Fitness</td>
<td>K-5</td>
</tr>
<tr>
<td>Circuit Training</td>
<td>2-5</td>
</tr>
<tr>
<td>The 12 Days of Fitness</td>
<td>2-5</td>
</tr>
<tr>
<td>Sports Galore</td>
<td>2-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Bursts of Imagination</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imaginative Ideas for Warm-Up/Cool-Down</td>
<td>K-5</td>
</tr>
<tr>
<td>ABC for Fitness™ Chant</td>
<td>K-5</td>
</tr>
<tr>
<td>Bursts to the Beat (Using Music)</td>
<td>K-5</td>
</tr>
<tr>
<td>Let’s Swim</td>
<td>K-5</td>
</tr>
<tr>
<td>As If</td>
<td>K-3</td>
</tr>
<tr>
<td>On the Farm</td>
<td>K-2</td>
</tr>
<tr>
<td>It’s a Zoo in Here</td>
<td>K-2</td>
</tr>
</tbody>
</table>
Activity Bursts for Learning and Fitness

What is Physically Active Learning? (Introduction)

Language Arts
- Alphabet Body Shapes K-2
- Air Writing K-2
- Over, Under, Around, and Through K-2
- Stop and Scribble 2-5
- Frozen Vocabulary 2-5
- 25 Stories 3-5
- Story Tell 3-5
- Sentence Shape-Up 4-5
- Relay What You Learn 4-5

Social Studies
- Compass Points 2-5
- Geography Stretch 2-5
- Impersonate the State 4-5
- Living History 4-5

Music
- Move to the Front K-2
- Old McDonald K-2
- Marching Band K-5

Math
- Numbered Wall Touches 1-3
- Inches, Feet and Yards, Oh My! 1-4
- Math and Movement 1-5
- Math Stations 3-5

Science
- Leaf Line K-5
- Space Jam 1-3
- Planetary Fitness 4-5
- Jump Start Your Heart 4-5
- In a Heartbeat 4-5

Health
- Go Bananas! K-2
- Heart Smart 3-5
- What’s for Dinner? 3-5

Chapter 5: Resources
Physically Active Learning Resources
Music Resources
Pedometers
Fit Deck® Jr. cards
Chapter 1

Overview
Welcome to ABC for Fitness™!

What is ABC for Fitness™?
ABC for Fitness™ is a school physical activity program for elementary school students. It helps take the time that teachers spend getting restless children to settle down, or distracted students to concentrate – and convert this into structured, productive bursts of supervised physical activity.

What is the mission of this program?
Our mission is to provide a fun, simple, engaging, no-cost, effective program that encourages physical activity in the classroom. By breaking physical activity into short sessions, ABC for Fitness™ enables most children to accumulate at least 30 minutes of physical activity each day. By increasing daily physical activity for children, ABC for Fitness can help promote health and fitness, while contributing to efforts to combat the spread of childhood obesity and diabetes, and related health conditions. ABC for Fitness increases physically active time during the school day without decreasing - and possibly even increasing! - the time dedicated to teaching.

Will ABC for Fitness™ take away from classroom learning time?
Research shows that school-based physical activity does not compromise children's academic performance students or standardized test scores, even if it takes away time from other academic subjects.1-5 By combining creative teaching techniques with structured activity bursts, ABC for Fitness™ can actually offer the opportunity to increase teaching time each day.

Is ABC for Fitness™ intended to replace physical education classes?
ABC for Fitness™ is designed to fit physical activity into small intervals throughout the school day. It is intended to supplement, rather than replace, physical education programs in schools. We encourage classroom and physical education teachers to collaborate in offering physical activity in their respective settings in ways that complement each other.

Which schools can benefit from ABC for Fitness™?
All schools can benefit from this program. Schools unable to make time for formal physical education classes can make time for ABC for Fitness.™ And since the program is available free of charge, schools unable to fund physical education programs can afford ABC for Fitness.™

Can ABC for Fitness™ be tailored to meet the needs of schools?
ABC for Fitness™ is designed to offer “activity bursts” performed for a few minutes at a time, adding up to a baseline level of 30 minutes of activity per day. For example, your school could choose to offer 5 sessions per day averaging about 6 minutes each. Activity bursts of slightly shorter or longer length, and slightly fewer or more in number, are perfectly acceptable variations on the theme and should be tailored to suit your needs.

We recommend that your school first determine, through informal or formal polling, how many minutes of “down time” that teachers experience with their students during classroom sessions. That becomes the “straw” that you can turn into “gold”! Use that amount of time - 4 minutes, 6 minutes - as the period for each activity burst. Then distribute the bursts throughout the day.
Why is Physical Activity Important?

Physical activity provides many benefits that can positively affect children’s health, their mental and social well-being, and their performance in the classroom.

First and foremost, physical activity can greatly benefit children’s health. In the U.S., childhood obesity has become a major concern. Since the early 1970s, average weight has been steadily increasing among children from all socioeconomic levels, racial and ethnic groups, and regions of the country. Recent data shows that 17% of US children and adolescents are now overweight (at or above the 95th percentile of gender-specific body mass index for age growth charts).

If a more inclusive definition of overweight were applied to children, it’s likely that 50% or more of children in the US would qualify! The rate of childhood obesity is a true crisis.

The increase in childhood overweight has been accompanied by higher levels of weight-related conditions such as Type 2 diabetes, high blood pressure, sleep apnea, gallstones, and depression. The incidence of type 2 diabetes among adolescents, though still not high, has increased by a factor of more than 10 in the past two decades. For children born in the U.S in 2000, the lifetime risk of diabetes is estimated to be about 1 in 3 for males and 2 in 5 for females.

Less than a generation ago, “type 2” diabetes was called “adult onset” diabetes because it was unknown in children. It is now increasingly common in children under the age of 10.

Physical activity can play a key role in combating the growing epidemics of obesity and diabetes. It contributes to weight loss and helps prevent obesity. It strengthens muscles and makes them more flexible. It strengthens the capacity of the lungs to breathe. In addition, it may help reduce the risk for heart disease, Type 2 diabetes, and certain cancers.

Prevention is the key to avoiding the onset of inactivity-related conditions and diseases. While exercise is an important antidote to overweight and obesity, as well as depression and low self-esteem, preventing these problems from occurring in the first place is an even better strategy. The experience of most adults will confirm that it is easier to keep moving than to get moving after long periods of inactivity. It is easier to maintain a healthy body weight than to fight back against overweight and obesity. These truths apply to young people, too. Engaging in physical activity during childhood increases the chance of remaining physically active as an adult.

Along with its roles in helping to keep children healthy, prevent chronic conditions, and develop an active lifestyle, physical activity has many other benefits. It can reduce the effects of stress, while at the same time stimulating brain activity and increasing the ability to concentrate. Reducing stress can make it easier for children to develop physically, mentally, intellectually, and socially. Ultimately, this may help them perform better in the classroom.

In addition, exercising in a group setting with other children can instill a sense of belonging. It can also help them develop important life skills such as taking turns, sharing, and cooperating with others. This in turn can have a positive effect on the classroom environment.
References for Chapter 1


The purpose of this manual is to serve as a guideline for simple, yet enjoyable, ways to increase children’s health. It is written from the perspective that the activities described will be conducted under appropriate adult supervision in controlled environments at all times. The author cannot identify all situations and/or risks to which participants might be exposed as they engage in these activities. Users are, therefore, cautioned that there is no substitute for common sense and an ongoing alertness and that they are ultimately responsible for ensuring the safety of children’s activities so that they might reap the benefits of this program in a safe and enjoyable fashion.
Managing Activity Bursts
and the
Physically Active Classroom

Activity bursts and physically active learning should be engaging and fun! A natural by-product of physical activity is a certain level of noise. However, it is unnecessary and unacceptable for children to run around the classroom screaming and talking loudly. The occurrence of loud and unruly behavior is an indicator that the purposes of the activity bursts and physically active learning are not being met. Students have learned the routines and behavior standards for cooperative group learning and activity centers in classrooms, and similar routines and standards must be established for this approach as well.

Activity bursts are, by definition, short episodes of physical activity and exercise. Routines for engaging in activity should be commensurate with the time dedicated to the burst. For example, students are given succinct directions for a brief physical activity. Gross motor activity is stimulating and, understandably, children will become excited. Consideration and planning should include a cool-down (see General Tips for Exercise in this chapter) to accommodate the physiological slowing down of heart rate, oxygen flow, and generation of adrenaline and endorphins. Classroom routines such as collection and distribution of materials, straightening of learning centers, or other student-managed tasks, are ideal for this purpose.

Planning for physically active learning in the classroom should include (1) consideration for neighboring classrooms, (2) rearranging of classroom furniture, (3) realistic and safe movement within the available space, and (4) routines that empower students to manage themselves appropriately within the time and space. Some physically active schools designate a specific schedule for physical activity and physically active learning (for example, during the first fifteen minutes of every hour).

Just as planning for any other learning is sequenced for progression and developmental appropriateness, planning for Activity Bursts in the Classroom and the overall physically active learning environment should be similarly planned. Increases in duration and intensity of physically active learning episodes should be progressive and incremental, and behavioral expectations and learning purposes should be clearly communicated to students. Consequences for failure to meet behavioral expectations should also be clearly defined and applied in a consistent and timely manner.

When teachers and students have learned to manage physical activity in the classroom, the learning environment will become an engaging and enjoyable one for both students and teachers.
Classroom Space Diagrams

If space in the classroom is an issue based on your current layout of desks, you may want to rearrange the desks to provide more space for students to move in the classroom. Below are four examples of alternative layouts that should prove conducive to offering ABC for Fitness™ activity bursts. Before trying any of these, please make sure that your school policy allows you to reconfigure the classroom space.

# Addressing Potential Challenges

<table>
<thead>
<tr>
<th>Potential Challenge</th>
<th>Strategy</th>
</tr>
</thead>
</table>
| Limited classroom space OR No option of rearranging desks| - Have children stand behind their desks and jog or hop in place.  
- Have the children run around the school building on a nice day.  
- Have the children walk quietly down the hall with alternating high knees.  
- Set up 4 stations in each corner of the room. Post a picture of 1 activity at each station. Send ¼ of the class to each station, and switch every minute. |
| Cost                                                    | - The ABC for Fitness™ program is free. Any equipment mentioned in this manual (such as pedometers) is optional.  
- You can raise funds for any optional equipment if you want to use it.                                                                                                                                                                                                  |
| Time                                                    | - The amount of time it takes to calm/discipline “energetic” children is basically the amount of time it takes to have the children perform a burst of activity. Consider ABC for Fitness™ a “healthy” tradeoff for your students.  
- If several short bursts seem like too much, vary the number and length of bursts.                                                                                                                                                                                  |
| Students’ reluctance to participate                     | - Some individual students may be reluctant to participate due to lethargy, shyness, or feeling self-conscious.  
- Do not punish these students or bring undue attention to them. Over time, they may become more involved in the bursts.                                                                                                                                                 |
| Transitioning back to learning                          | - If the class takes awhile to settle down after the bursts, try these suggestions:  
  - End with a “silent burst” where everyone is quiet.  
  - Vary the type of music used. For example, try classical music.  
  - End with a variation on “Simon Says” such as “Do as I’m doing, follow me; walk back to your seats slowly, follow me.”  
  - Turn the lights down after the burst.  
  - Ask students to direct their attention to their breath as they gradually slow down and catch their breath.                                                                                                                     |
| Students’ boredom with bursts                           | - Vary the stretches and bursts.  
- Have students take turns leading them.  
- Add music, or vary the music that you already use.                                                                                                                                                                                                                     |
General Tips for Exercise

Here are some tips to encourage healthy exercise and minimize the risk of injury.

1. Warm-up
A warm-up is a lower-intensity or lower-speed activity used to prepare for an athletic event or exercise session. It helps decrease the risk of injury, along with the risk of muscle soreness that may occur after exercise. The goal is to increase circulation around the body while preparing the body for the workload to come. It makes muscles pliable, while escalating the delivery of oxygen and nutrients to muscles by increasing blood flow. Lastly, warming up prepares your muscles for stretching, which is the next tip to come.

What you need to know about muscle soreness

Muscle soreness is unlikely with these brief bursts of activity. However, it helps to understand what muscle soreness is in case any students ask about it.

There are two common kinds of exercise-related muscle soreness:

- **Acute soreness** can occur during or immediately after exercise. It often goes away after 1-2 minutes of rest. If it goes away, you can continue to exercise. If discomfort persists, you should stop.

- **Delayed soreness** usually occurs 24 to 36 hours after a workout. It can happen to someone who is not used to a lot of activity, or a new type of activity. It is part of a normal response as the body adapts to exercise. Once the muscles recover, this process can lead to greater muscle strength.

Muscle soreness is most likely to occur after trying a new exercise or activity or with an increase in intensity, frequency or duration of exercise. To reduce the soreness, avoid working the same muscle groups on consecutive days and add low-intensity exercise, such as walking, to your workout. If soreness lasts for more than 7 days, see a doctor.

To help prevent or minimize delayed soreness, include a warm-up and cool-down. You can allow time for muscles to adapt to activity by gradually increasing physical activity over a few days.

REFERENCES:

2. Stretching

Stretching is extending your body to achieve a healthy range of flexibility. The goal is to allow you to move with a greater extent of motion through increasing joint mobility and stability. Stretching is also used to prevent injuries of the hamstring, quadriceps, calf, etc. It can help muscles to lengthen, which will make it easier to exercise and perform other daily activities. Stretching reduces muscle tension, enhances muscular coordination, and delays onset of muscle fatigue. After a good warm-up and quality stretch, it’s time to start the exercise at hand.

3. Aerobic exercise

Health experts advise that children get a total of at least 1 hour of aerobic exercise a day. It should be preceded by a warm-up, and followed by a cool-down.

For the purpose of ABC for Fitness™, aerobic exercise is any activity that increases breathing and heart rate. Under ideal circumstances, you should aim for at least 30 minutes of aerobic activity during the school day. In addition, you should include a brief warm-up prior to each activity burst, and cool-down when the activity burst is completed.

4. Cool-down

The purpose of a cool-down is to slow your level of physical activity gradually, from high intensity to low intensity. It should follow aerobic exercise. It helps the heart rate and breathing return to normal, prepares muscles for the next activity, and helps prevent muscle cramps or spasms. A cool-down will also provide time for the entire class to calm down, settle back into their seats, and be ready to learn.

5. Fluid intake

Drinking plenty of water is extremely beneficial for overall health. Water helps maintain proper muscle tone while eliminating wastes and toxins from the body. Water also relieves constipation and is essential for a healthy lifestyle. It may be appropriate for children to drink 4 to 6 fluid ounces of water after an activity burst. It should be readily available if needed for any children who are thirsty.

6. Classroom safety

This program is designed to be safe in any classroom. Before starting the activity bursts, arrange desks, tables, and other various objects in a way that will allow free movement of your students relative to these objects and other students. For ideas on how to arrange your classroom, please refer to the classroom space diagram on page 11.
Chapter 3

The Basics of Activity Bursts
Components of an Activity Burst

Under ideal circumstances, you should aim for a total of at least 30 minutes of activity bursts during the school day. Each activity burst should have 3 components:

- a warm-up that includes stretching and/or low intensity activity
- a core activity that increases breathing and heart rate
- a cool-down

Each time a new burst is performed, you may select a new warm up, core activity, and cool down. Here are some examples.

**A. Warm-Up** (see pp. 19-21 for stretches and pp. 22-29 and 39 for other activities)
This can include stretching and/or low intensity activity. Here are some examples:

**Stretches**
- Hamstring stretch
- Quadriceps stretch
- Back stretch
- Triceps stretch
- Neck stretch
- Calves stretch

**Light aerobic activity**
- Walking
- Arm circles

**B. Core Activity** (see p. 22-29)
Here are some sample activities that can count as the core activity. Make sure the students maintain a high intensity for the duration of the core activity.

**Strength activities**
- Hop scotch
- Bear walk
- Squat thrusts
- Lunges
- Squats
- Arm circles
- Star jumps

**Aerobic activities**
- Skipping
- Jogging
- Sliding
- Galloping
- Jumping in place or around room
- Walking quickly
- Hopping on 1 foot
- Dancing to music

**C. Cool-Down** (see pp. 19-21 for stretches and pp. 22-29 and 39 for other activities)
This may include stretching and/or low intensity activity. It is designed to help the students calm down, settle into their chairs, and be ready to learn. As part of the cool-down, you may also ask students to be still and pay attention to their breath (see “Watch Your Breath” at the bottom of page 39).
General Instructions for Activity Bursts

- Select an activity burst for the class to follow. In the beginning, or when using a new activity, you can copy the picture and place it on the wall or chalkboard for the children to see.
- Start with a warm-up. Examples are stretching, walking in place, or a slower version of the activity burst that you have selected.
- Increase the speed and intensity of the activity. This is the core of the activity burst.
- Cool down after the high-intensity activity. Examples are walking in place, or a slower version of the activity burst.
- If any children are thirsty, offer them water to drink.

Customizing the Activity Bursts for Your Classroom

You may switch the intensity level based on the behavior of the class during a particular activity burst. As you know from your own teaching experience, classes can differ from one year to the next in terms of their behavior and the amount of classroom management required to deal with behavior issues. In addition, students can vary in terms of overall levels of fitness; this may be especially true at the time you first start to lead the activity bursts.

To accommodate the average fitness and behavior level among students at any given time, refer to the chart below. This chart provides guidance for varying the time spent on warm-ups, activity bursts, and cool-downs based on classroom needs.

Intensity Levels:
Intensity levels are general indicators of how long students should perform the warm-up, core activity, and cool-down, based on the class’s overall levels of fitness and behavior.

1. **Low fitness levels and/or restless**
   Students primarily are not very athletic and/or are generally very restless.

2. **Average fitness levels and/or on task 75% of the time**
   Students are of average athletic ability and/or are rather well behaved.

3. **High fitness levels and/or very well behaved**
   Students are very athletic and/or are very well behaved.

<table>
<thead>
<tr>
<th>INTENSITY LEVEL</th>
<th>ACTIVITY COMPONENTS Options to combine warm up, core activity, and cool down</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Warm-Up</td>
<td></td>
</tr>
<tr>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>Cool-Down</td>
<td></td>
</tr>
<tr>
<td>1. Low fitness / restless</td>
<td>1 minute</td>
</tr>
<tr>
<td>2. Average fitness / on task</td>
<td>1 minute</td>
</tr>
<tr>
<td>3. High fitness / well-behaved</td>
<td>30 seconds</td>
</tr>
</tbody>
</table>
Varying the Number and Length of Activity Bursts

ABC for Fitness™ is designed to be offered as approximately 5 activity bursts of approximately 6 minutes each. However, if this option does not work on a given day, you may want to adapt the length and number of activity bursts to suit your needs, as long as they add up to a total of approximately 30 minutes.

The basic intent is to take roughly the proportion of each class time that you may be using to discipline restless children in the classroom, and convert that into productive, physically active time. Since teaching can be done during activity bursts, used as intended, ABC for Fitness™ should increase teaching time, not decrease it.
Stretches

Here are some examples of stretches that you may include as a part of the warm-up component. A muscle chart is provided in this section for your information.

**STRETCHING TIPS:**
- Stretch each side 2 to 3 times. Do not stretch to the point where you are in pain.
- Choose at least 2 stretches. You do not need to perform all of the stretches before each burst.

**SAFETY TIPS:**
- Before starting the activity bursts, arrange desks, tables, and other various objects in a way that will allow free movement of your students relative to these objects and other students. Make sure that the desks and chairs are stable if used for stretching.
- Ask students to be mindful of where they are relative to other students while doing the exercises, so they will not interfere with the other students’ personal space.

**Hamstrings Stretch (Option 1)**
- Put your leg on the desk, keeping it straight.
- Lean forward, extend your arms toward your foot, until you feel a slight pull. Hold it for a slow count of 10.
- Stretch both sides equally.
- Make sure the desk/table or chair is secure.
- If the desk/table is too high, you can use a chair.

**Hamstrings Stretch (Option 2)**
- Sit on the floor with one leg straight in front of you.
- Lean forward, extend your arms toward your foot, until you feel a slight pull. Hold it for a slow count of 10.
- Stretch both sides equally.

**Quadriceps Stretch**
- Hold onto a chair, desk or wall to balance.
- Stand on one foot while putting your opposite foot behind you. Slowly pull your opposite foot upwards.
- Grab your ankle with your hand, behind your body.
- Pull your foot until you feel the muscle stretching. Hold for a slow count of 10.
- Stretch both sides equally.
- To get more of a stretch, lean forward slightly.
Calves Stretch
Hold onto a desk, table, or chair. Make sure the equipment that you are stretching on (desk, chair, or table) is secure.
- Put one leg in front. Bend it, with your knee leaning forward.
- Keep your back leg straight with the sole of the foot flat on the ground.
- Lean forward so you feel the stretch in the calf. Hold for a slow count of 10.
- Stretch both sides equally.

Triceps Stretch
- Put your hand on your back, reaching over your shoulder.
- With the opposite hand, grab your elbow and pull it back until you feel a stretch.
- Hold for a slow count of 10.
- Stretch both sides equally.

Upper Back / Shoulder Stretch
- Put one arm straight, across your body.
- With your opposite hand, reach under your straightened arm and pull at your elbow toward your body until you feel a stretch. Hold for a slow count of 10.
- Stretch both sides equally.

Arm / Shoulder Stretch
- Reach over your shoulder with one hand. Try to grab your other hand that is reaching from up behind your back.
- The goal is to connect your hands and pull slightly. However, you do not have to connect hands to get a stretch.
- Stretch both sides equally.
Neck Stretch

- Lean your head to one side until you feel a stretch. If you use your hand to help pull, pull it lightly.
- Hold for a slow count of 10.
- Stretch both sides equally.
- You can also gently lean your head forward and backward, or slowly rotate it in a clockwise or counter-clockwise direction.

MUSCLE CHART

Adapted from the website www.weightlossresources.co.uk/exercise/muscles/muscle_diagram.htm  
(Accessed 7/31/08)
Core Activities

The next few pages provide some sample activities. They may count as the core activity if done at an intense pace which is sustained for the duration of the activity. If done slowly, they may count as part of the warm-up or cool-down.

For additional ideas for core activities, you may want to purchase a set of FitDeck Jr.® cards described in Chapter 5 of this manual. These can serve as an optional resource to complement the ABC for Fitness™ manual.

**MUSIC TIP:**
- You may want to add music to accompany the activity bursts, if students enjoy it and school policy allows. Some music suggestions are provided in the Resources section of this manual.

**SAFETY TIPS:**
- Before starting the activity bursts, arrange desks, tables, and other various objects in a way that will allow free movement of your students relative to these objects and other students.
- Ask students to be mindful of where they are relative to other students while doing the exercises, so they will not interfere with the other students’ personal space.
- Some of these activities require students to lie down on the floor, or to place their hands on the floor. Use these activities at your discretion.
Jog in Place
- Jog in place.
- Move your arms up and down, or alternate with bicep or triceps curls.

Knee Lifts
- Start by jogging in place.
- Alternate a regular jog with bringing your knees up high in the front.
- Return to a regular jog.
- Alternate by bringing heels back to the buttocks.
- Resume a regular jog.

Calf Raisers
- Start in a standing position with your feet flat on the floor.
- Raise your heels high while balancing on your toes.
- While keeping your legs straight, bring your heels back down, but not quite touching the floor.
- Repeat as often as instructed by the teacher.
- When you are done, bring your heels down to the floor.

Electric Slide
- Start with feet together and arms at your sides.
- Move to the left by sliding the left foot out to the side, while moving both arms up until parallel to the ground.
- Put both feet together and move arms down to the side.
- Move to the right by sliding the right foot to the side, while moving both arms up until parallel to the ground.
- Put both feet together and move arms down to the side.
Lunge
Alternate steps while staying in a lunge position. Switch legs. Don’t let your knee go past your toes.

Alternate Lunge
Over-extend your arms and legs while walking.

Side Lunge
Lean to the side with one leg in a bent motion, while extending the other leg outward with your foot firmly on the ground. Alternate sides.
Side Slide  
Side shuffle from left to right. Do not cross feet.

Hopping on One Foot  
Hop on one foot. Alternate feet.

Arm Circles  
Make circular motions with your arms, changing both the size and speed of the circles.
**Jumping Jacks**
Jump with your hands over your head and feet split apart.

**Star Jump**
Start in a squat position. Then explode into the air with your arms outward.

**Squat Jump**
Use both feet to jump, land in a squat position.
**Squats**
Start in a standing position, then crouch down into a squat position.

**Bear Walk**
Start with hands and feet on the floor, then begin to crawl.

**Push-up Crawl**
Start in a push-up position, then use your hands to walk forward.
Crab Crawl
Crawl on hands and heels.

Mountain Climbers
Start in a push-up position. Then alternate the knees to the chest.

Sit-up
Lay on your back with knees bent. Use your stomach muscles to rise from the ground.
Squat Thrusts

1. Start in a standing position.

2. Move into a squat position.

3. Move into a push-up position.

4. Return to a standing position.
Chapter 4

Activity Burst Selection
Selecting Activity Bursts to Meet Your Needs

Now that you know the basics of activity bursts, you can apply the ideas in this chapter as strategies to offer the activity bursts based upon your students, your class schedule, and your intended purpose. You can vary the types of activity bursts that you offer from day to day, within the course of a day, and from subject to subject.

The following pages describe and give examples of the types of activity bursts listed below. You can use these as your primary source of ideas for activity bursts, and adapt them if needed to suit your needs. Alternatively, you can consider these as “jumping off points” for developing other creative ideas for activity bursts.

Several examples in this chapter have been used with the permission of other educators who developed them. In these cases, the citation for the source (such as Brain Breaks or Energizers) is listed below the activity. The website addresses for these and other free sources of physically active learning strategies are found in the Resources section of this manual.

### 1. General Activity Bursts for Fitness

<table>
<thead>
<tr>
<th>Basic Activity Bursts</th>
<th>Encourage constructive movement. Help students channel their energy. Get the students back on task. Help the students to calm down.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See Chapter 3)</td>
<td></td>
</tr>
<tr>
<td>Advanced Activity Bursts</td>
<td>Combine sets of movements into engaging classroom activities. Contribute to overall fitness by increasing muscle strength, muscle endurance, flexibility, and/or cardiovascular endurance.</td>
</tr>
<tr>
<td>(See pages 33-38)</td>
<td></td>
</tr>
<tr>
<td>Activity Bursts of Imagination</td>
<td>Use creativity to move in the classroom. Can be used with students of any age. Work best with K-2 students. Help students understand how their bodies move in relationship to the world around them.</td>
</tr>
<tr>
<td>(See pages 39-43)</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Activity Bursts for Learning and Fitness

| Activity Bursts for Language Arts, Social Studies, Music, Math, Science, and Health (See pages 44-72) | Facilitate hands-on learning. Involve the whole body in actions that give learners the chance to experience the learning. Are fun and engaging. Are memorable to learners. Help increase learning and retention. |
1. General Activity Bursts for Fitness

Basic Activity Bursts
(See Chapter 3)

Instructions for the basic activity bursts are found in Chapter 3 of this manual. You can use these activity bursts to provide a break between classes, and to meet the students’ need to move periodically during the course of a day. Although the basic activity bursts are not directly related to learning in the classroom, they can help students to be alert and focused, and to channel their energy so they can get back on task and focus their attention on learning.

The other benefit of the basic activity bursts, as with all the activity bursts, is to encourage physical activity. By spreading activity bursts over the course of the day, you can help your students to accumulate at least 30 minutes of physical activity each day.

Advanced Activity Bursts
(See pages 33-38)

The next few pages provide some examples of advanced-level activity bursts. Rather than focusing on one core activity, the advanced activity bursts combine sets of movements into engaging classroom activities. In addition, they contribute to overall fitness by increasing muscle strength, muscle endurance, flexibility, and/or cardiovascular endurance.

Before leading any of these activity bursts in the classroom, make sure that your students have first mastered their understanding of, and ability to perform, the basic activity bursts. Then use your judgment to try out the advanced activity bursts. If the students enjoy doing them, you may want to alternate between the basic and advanced activity bursts over the course of a day. This will offer students variety and new challenges.
## Morning Routine

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td>Students standing at their desks or in an open area</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

### Directions

1. Have students begin the day with a series of simple activities lasting 30 seconds or more:
   - Jumping jacks
   - Knee lifts
   - Flap arms like a bird
   - Hopping
   - Scissors (feet apart then cross in front, feet apart then cross in back)

2. Follow each activity with a basic stretching movement:
   - Reach for the sky
   - Runner’s stretch
   - Butterfly stretch (sit with bottom of feet together)
   - Knee to chest
   - Rotate ankles
   - Scratch your back

3. Hold stretches for 10 - 30 seconds.

4. Repeat a different simple activity followed by a new basic stretch as many times as desired.

### Source

| **Wiggles** |
|-----------------|-----------------|
| **Grade level** | K-5 |
| **Formation**   | Students standing at their desks or in an open area |
| **Equipment**   | None |

**Directions**

1. Jog in place while doing the following activities.
2. On teacher’s signal, the students begin to wiggle their fingers.
3. Then their fingers and wrists.
4. Then their fingers, wrists, and forearms.
5. Then their fingers, wrists, forearms, and elbows.
6. Then their fingers, wrists, forearms, elbows, and shoulders.
7. Then their fingers, wrists, forearms, elbows, shoulders, and rib cage.
8. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, and hips.
9. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, and knees.
10. Then their fingers, wrists, forearms, elbows, shoulders, rib cage, hips, knees, and head.

**Variations:**
- Start from toes and work your way up (toes, knees, hips, etc.).
- Repeat activity without jogging as cool down.

**Source**
# Exercise March

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td>Students standing at their desks or moving in a circle</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

## Directions

1. Call out one verse at a time of the chant. Students will repeat each verse of the chant.
2. Students can march in place at their desks, or you can lead them in a circle around the room.

### Chant:

I don’t know what you been told  
Exercise is good for the soul  
When we march, our knees stay high  
And feel the burn all through our thigh  
We stretch our bodies every day  
Before we do sports and go out and play  
Building our muscles can’t be wrong  
It helps to keep our bodies strong  

Sound off (Leader)  
1, 2 (Students) – *students stop and perform 2 jumping jacks*  

Sound off (Leader)  
3, 4 (Students) – *students stop and perform 2 jumping jacks*  

Sound off (Leader)  
1, 2, 3, 4 (Students) – *students stop and perform 4 jumping jacks*  

### Repeat

### Variations:
- The students create their own chant  
- The students perform arm circles instead of jumping jacks.  
- The students perform lunges instead of jumping jacks.

## Source

Marvin Christley, physical education teacher, New Haven Public Schools
## Take Five for Fitness

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td>Students standing by their desks or in an open area</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>
| Directions      | 1. The teacher and/or students will pick 5 exercises.  
|                 | 2. The class will perform each exercise for 1 minute.  
|                 | **Examples of exercises:**  
|                 | - Chair dips                
|                 | - Jumping jacks             
|                 | - Lunges                    
|                 | - Squats                    
|                 | - Free dance moves          
|                 | - Sit-ups                   
|                 | - Running in place          
|                 | - Push-ups                  
|                 | - Bear walk                 
|                 | - Crab crawl                |
| Source          | Marvin Christley, physical education teacher, New Haven Public Schools |

## Circuit Training

<table>
<thead>
<tr>
<th>Grade level</th>
<th>2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td>Students standing by their desks or in an open area</td>
</tr>
<tr>
<td>Equipment</td>
<td>Optional: CD player and upbeat music</td>
</tr>
</tbody>
</table>
| Directions      | 1. Have the students perform the following exercises for 1 minute each, in the following order (mix up the order if it is more convenient).  
|                 | - Jogging in place          
|                 | - High knees                
|                 | - Jumping jacks             
|                 | - Hopping with one or both feet 
|                 | 2. The purpose is to vary the exercises within the core activity so that all the major muscle groups are utilized.  
|                 | **Variations:**  
|                 | - Set up activity stations in the classroom. A picture of each exercise can be posted there. The children walk to the next station when their 1 minute activity ends. Once you set this up, it can be used throughout the day, week or semester. You may change the posted exercise by selecting any core activity listed in Chapter 3.  
|                 | - Exercising to songs that are 1 minute in length can be fun. When the song changes, the students change stations. |
| Source          | Marvin Christley, physical education teacher, New Haven Public Schools |
### The 12 Days of Fitness

<table>
<thead>
<tr>
<th>Grade level</th>
<th>2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td>Students standing in an open area with plenty of space between them</td>
</tr>
<tr>
<td>Equipment</td>
<td>The holiday tune, “The 12 Days of Christmas”</td>
</tr>
</tbody>
</table>

#### Directions

1. Students will act out the following fitness song, with a chance to catch their breath between verses. If time allows, you can do this in the manner of “the 12 Days of Christmas:”
   - Starting with the verse “Us all standing still in 1 place.”
   - Followed by “2 squat jumps” and “us all standing still in our space”
   - Progressively adding 1 more line at a time to each new verse.

2. With each line of the song, the students will perform the corresponding activity.

   “On the first day of fitness, my trainer gave to me…”
   - 12 jumping jacks
   - 11 raise the roofs (bend arms, then push up toward the ceiling)
   - 10 knee lifts
   - 9 arm circles
   - 8 jogs in place
   - 7 jumping ropes (imaginary jump rope)
   - 6 star jumps
   - 5 hula hoops (imaginary hula hoop)
   - 4 hopscotch steps
   - 3 side slides
   - 2 lunges
   - And us all standing still in 1 place

#### Variations:

- Write the activities on the board or poster board to make them easier for children to follow and to sing along.
- Fitness activities can be sung straight through as written for a shorter activity or repeated as in the original song.

#### Source

<table>
<thead>
<tr>
<th><strong>Sports Galore</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade level</strong></td>
</tr>
<tr>
<td><strong>Formation</strong></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
</tr>
</tbody>
</table>

**Directions**

1. Call out the following sports skills for students to mimic for at least 10-15 seconds each.
   - Shooting a jump shot
   - Running through tires
   - Batting a baseball
   - Serving a tennis ball
   - Downhill skiing
   - Spiking a volleyball
   - Swinging a golf club
   - Throwing a football
   - Juggling a soccer ball
   - Shooting an arrow
   - Shooting a hockey puck
   - Swimming underwater
   - Fielding a ground ball and throwing it to first base
   - Dunking a basketball

**Source**

These bursts use the concept of creativity to move in the classroom. They can be used with students of any age. They may be particularly useful for K-2 students in helping them apply their sense of creativity and imagination to the concept of moving in the classroom. They can also help the students understand how their bodies move in relationship to the world around them.

<table>
<thead>
<tr>
<th>Imaginative Activities for Warm-Up/Cool-Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level</td>
</tr>
<tr>
<td>Formation</td>
</tr>
<tr>
<td>Equipment</td>
</tr>
<tr>
<td>Directions</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Source: Marvin Christley, physical education teacher, New Haven Public Schools
### ABC for Fitness™ Chant

**Grade level** K-5  
**Formation** Students standing in an open area  
**Equipment** Poster-sized copy of the words in the chant  
Or words of the chant written on a board

**Directions**

1. Display the chant in the size of a poster, or write it on a board.
2. Have the students start by reciting the ABC for Fitness™ chant below, followed by reciting each letter and the name of the activity, all while acting out the activity suggested by each letter.
3. For younger students, write only the letters of the alphabet.

**Source** Marvin Christley, physical education instructor, New Haven Public Schools

---

**ABC for Fitness™ Chant**

“ABC for Fitness™ is easy to see  
how academics and fitness can benefit me!  
Not just you, not just me, but all of us, you see!”

| A is for arm circles | N is for now we bow |
| B is for bounce      | O is for open your arms |
| C is for clap        | P is for point to the ceiling |
| D is for dance       | Q is for quench your thirst |
| E is for energize    | R is for run |
| F is for flap our arms | S is for skip |
| G is for gallop      | T is for twist |
| H is for hop         | U is for unite (hold hands) |
| I is for inhale      | V is for vanish |
| J is for jumping jacks | W is for wiggle |
| K is for kick        | X is for eXtra energy! |
| L is for lunge       | Y is for yes I can (point to self) |
| M is for march       | Z is for zoo |
### Bursts to the Beat (Using Music)

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td>Choose a formation appropriate to the music selected</td>
</tr>
<tr>
<td>Equipment</td>
<td>CD player; one or more music CDs</td>
</tr>
</tbody>
</table>

**Directions**

1. If school policy allows, you can use music to accompany some or all of the activity bursts. Several sources of children’s music are listed in the Resources section at the end of this manual.
2. Use faster-paced music for the core activity. If desired, used slower-paced music as part of a cool-down.

**Variations:**
- Use the music to accompany class dances, marches, musical plays, or imaginative activities that encourage physical activity (e.g., having children move like bees to the “Flight of the Bumblebee”).
- Incorporate music into your lesson plans. For example, have children move to the sound of a classical music selection. Or use world music selections to introduce lessons about people from other cultures.

**Source**
Yale Prevention Research Center

### Let’s Swim

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td>Students standing at their desks or in an open area</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

**Directions**

1. Each time you say a certain word related to swimming, the students perform the action related to that word.
2. Increase the intensity level from a medium to a fast pace.

**Movements:**
- Front stroke – Students move arms as if to swim forward.
- Side stroke – Students move arms as if to swim sideways.
- Back stroke – Students move arms as if to swim backwards.
- Breast stroke – Students move arms as if to do the breast stroke.
- Jump in – Students jump into the air and land squatting down to the ground as if to simulate jumping into a pool or lake.

**Intensity Levels:**
- Calm waters – Students move at a medium pace.
- Sharks in the water – Students move at a fast pace.

**Source**
Marvin Christley, physical education teacher, New Haven Public Schools
### **As If**

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td>Students standing at their desks</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Directions</th>
</tr>
</thead>
</table>
| 1. Read sentences to the class. Have students act out each sentence for 30 seconds.  
  - Jog in place **as if** a big scary bear is chasing you.  
  - Walk forwards **as if** you’re walking through chocolate pudding.  
  - Jump in place **as if** you are popcorn popping.  
  - Reach up **as if** grabbing balloons out of the air.  
  - March in place and play the drums **as if** you’re in a marching band.  
  - Paint **as if** the paint brush is attached to your head.  
  - Swim **as if** you are in a giant pool of Jell-O.  
  - Move your feet on the floor **as if** you are ice skating.  
  - Shake your body **as if** you are a wet dog.  

2. Students may create their own sentences for additional activities.  

Variation:  
- Use a tree map for children to generate additional action words. |

<table>
<thead>
<tr>
<th>Source</th>
</tr>
</thead>
</table>
| Adapted from *Energizers Classroom-Based Physical Activities, 3rd Edition July 2006.*  
North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: [www.ncpe4me.com/energizers.html](http://www.ncpe4me.com/energizers.html) |
### On the Farm

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td>Students standing at their desks or in an open area</td>
</tr>
<tr>
<td>Equipment</td>
<td>Optional: flash cards or pictures of farm animals</td>
</tr>
</tbody>
</table>

**Directions**

1. Call out the names of various farm animals (pig, cow, chicken, horse, rooster, sheep, dog). Call out only one name at a time.
2. Students will mimic the farm animal (sounds and movement) until you call out the name of a new farm animal.

**Variation:**
- Students call out the names of the animals.

**Source**

### It’s a Zoo in Here

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation</td>
<td>Students standing at their desks or in an open area</td>
</tr>
<tr>
<td>Equipment</td>
<td>Optional: flash cards or pictures of zoo animals</td>
</tr>
</tbody>
</table>

**Directions**

1. Call out the names of various zoo animals (monkey, bear, snake, elephant, giraffe, kangaroo, lion, tiger). Call out only one name at a time.
2. Students will mimic the zoo animal (sounds and movement) until you call out the name of a new zoo animal.

**Variation:**
- Students call out the names of the animals.

**Source**
What is Physically Active Learning?

Physically active learning, or kinesthetic learning, is commonly translated to mean “hands-on learning” and “learning by doing.” Modalities, or instructional aids, such as “math manipulatives” illustrate this concept. By seeing, handling, moving, grouping, adding and taking away items representing numbers, learners employ multiple modes of perception to process numeric concepts. Physically active learning extends learning experiences beyond sitting and moving tiles around on desks by involving the whole body in actions that give learners opportunities to experience learning and make sense of new concepts and ideas.

Language meaning and word origins can be learned through simple movement activities such as children standing in a circle imitating numbers on a clock face and rotating in a “clockwise” or “counterclockwise” direction. All directional words and concepts, such as over, under, around and through, can be illustrated and reinforced through movement.

 Scientific and mathematical concepts lend themselves particularly easily to physically active learning. Learners can develop understanding of relationships through movement by, for example, pacing off dimensions to calculate the area of a space, or standing big and tall or squatting to be short and small. Critical thinking and problem-solving skills are effectively facilitated when students appreciate the hardships faced by Revolutionary War soldiers and the time it took to move military forces when they fill a pack with items a soldier would have carried and wear the pack on a long hike. The learning of technology skills can be facilitated in combination with spatial relationships when learners experience the arrangement of a keyboard by moving around on a gigantic replica of the keyboard laid out in tape on the floor or drawn in chalk on the playground.

Nearly all concepts can be taught and learned in physically active ways. Physically active learning is more fun and engaging than inactive learning and should not be limited to the physical education class. The physical education teacher is a great resource for collaborating on the development of physically active ways to teach just about anything. Physically active learning experiences are memorable to learners. In addition to being enjoyable, the concepts learned in physically active ways help learners to connect their experiences to new learning while providing the experiential foundation and context needed for learning that some children have not yet had. Physically active learning is a “2-fer” – involving the kinesthetic mode will increase learning and retention, and when gross motor activity is incorporated into learning oxygen flow is increased throughout the body, including the brain. It is logical, then, that more oxygen in the brain increases cognitive performance.

In addition to improving performance and infusing fun into academic learning, physically active learning has physical and mental health benefits. Properly managed, physically active learning potentially can improve attendance by making the classroom more engaging and enjoyable, and can produce improvements in behavior, too.
### Alphabet Body Shapes

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing at their desks or in a circle (with or without partners)</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

**Directions**

1. Say the name of a letter in the alphabet.
2. Ask the students to create that letter with their bodies or with a partner.
3. After the students create the letter, ask the class for words that start with that letter.
4. When you are done with that letter, lead the students in an activity burst of your choice. Then move on to the next letter of the alphabet.

**Source**

Marvin Christley, physical education teacher, New Haven Public Schools

### Air Writing

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing at their desks or in small groups.</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

**Directions**

1. Call out the name of an activity (jumping, hopping, marching, etc.). Students will perform this activity by moving in place or around the room.
2. Call out a letter, number, word or shape. Students will stop their activity, and draw the letter, number, word or shape in the air using their hand, arm, leg, elbow, knee, or any combination of body parts.
3. Call out the name of another activity. The students will perform this new activity until you call out another letter, number, word or shape.

**Source**

### Over, Under, Around and Through

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing at their desks or in a circle</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

**Directions**

1. To help demonstrate the concept of prepositions, choose a set of activities during which students will go over, under, around, and through imaginary or real objects.

2. Lead the line of students around the room, following this pattern for at least 30 seconds each.

   **Example** – Over a sea of sticky peanut butter, under a tree, through a giraffe’s legs

   - **Over**…
     - A steep mountain
     - A wiggly bridge
     - A thorny bush
     - A rocky path

   - **Under**…
     - A subway
     - Water
     - A big dog
     - A limbo stick

   - **Around** …
     - An elephant
     - A corner
     - A dirty trash can
     - A sleeping giant

   - **Through**…
     - A creaky door
     - A long tunnel
     - A haunted house
     - A sea of Jell-O

**Source**

## Stop and Scribble

<table>
<thead>
<tr>
<th>Grade level</th>
<th>1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing at their desks with partners</td>
</tr>
<tr>
<td>Equipment</td>
<td>Piece of paper and pencil for every 2 students</td>
</tr>
</tbody>
</table>

### Directions

1. Call out the name of an exercise (jumping, jogging in place, marching in place, jumping jacks, hopping, knee lifts).
2. Students begin the exercise. They continue moving until you call out a spelling word.
3. Students stop the exercise. They work in pairs to try to spell the word correctly on a piece of paper.
4. After 10 to 15 seconds, calls out a new exercise.
5. Continue until all spelling words are used.
6. As students cool down, write the correct spelling on the board and have students check their work.

### Variation:

- Apply the same concept to review spelling words.
- Conduct this activity outside, using sidewalk chalk instead of paper and pencil.

### Source

<table>
<thead>
<tr>
<th><strong>Frozen Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade level</td>
</tr>
<tr>
<td>Subject area</td>
</tr>
<tr>
<td>Formation</td>
</tr>
<tr>
<td>Equipment</td>
</tr>
</tbody>
</table>
| Directions | 1. Start by having students perform an activity while standing next to their desks (e.g., jogging, jumping jacks, hopping, or knee lifts).  
2. Students perform this activity for 30 seconds, or until you call out a vocabulary word. Then the students freeze.  
3. Call on a volunteer to use the vocabulary word properly in a sentence.  
4. When a student uses the vocabulary word properly in a sentence, all the students resume the physical activity or begin a new activity.  
Variations:  
1. Ask students to define the vocabulary word.  
2. Ask students to spell the vocabulary word.  
3. Ask students to name a synonym or antonym of the word.  
4. For math, students can give the sum, difference, or quotient of 2 numbers. |
25 Stories

<table>
<thead>
<tr>
<th>Grade level</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Formation</td>
<td>Students moving from desk to desk</td>
</tr>
<tr>
<td>Equipment</td>
<td>One pencil and piece of paper for each student</td>
</tr>
</tbody>
</table>

Directions

1. Students start by writing a couple of lines for a story on a piece of paper on their desk.

2. On Cue: When you say “switch” or ring a bell, students perform an activity burst. Then each student moves to the next desk and continues writing the story. Students keep writing until your cue to switch to the next desk.

3. Students must initial the paper next to their writing sample.

4. At the end of the activity, students who are willing will read their stories out loud.

Rules for students:

- Read the previous part of the story you are continuing before adding any new sentences to the story.
- Write legibly, and follow grammar rules.
- You are not allowed write the same thing on every paper.
- You are encouraged to be creative.

Variations:

- You can give the students a specific subject to write about.
- When a story is read out loud, the class can evaluate together whether it is grammatically correct or follows along with the initial story topic.

Source

Marvin Christley, physical education teacher, New Haven Public Schools
<table>
<thead>
<tr>
<th><strong>Story Tell</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade level</strong></td>
</tr>
<tr>
<td><strong>Subject area</strong></td>
</tr>
<tr>
<td><strong>Formation</strong></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
</tr>
<tr>
<td><strong>Directions</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
</tbody>
</table>
### Sentence Shape-Up

<table>
<thead>
<tr>
<th>Grade level</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing at their desks</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

#### Directions

1. Write the following parts of a sentence and corresponding exercise on the board.

   - **Noun** = Arm circles
   - **Verb** = Jumping jacks
   - **Adjective** = Lunges
   - **Pronoun** = Push ups
   - **Adverb** = Arm circles
   - **Preposition** = Jogging in place
   - **Conjunction** = Knee jumps
   - **Interjection** = Hop scotch

2. As you slowly read a sentence or point to the words in a created sentence, the students will perform the corresponding exercise. The students will keep performing each exercise until you move on to the next part of the sentence.

   **Example:**
   - The boy (arm circles) ran (jumping jacks) to the small (lunges) house (arm circles).

   **Variations:**
   - Use different exercises for variety.
   - Have the students perform additional exercises that correspond to the punctuation needed in the sentence or paragraph (example: jumping high in the air for an exclamation point).

#### Source

Marvin Christley, physical education teacher, New Haven Public Schools
## Relay What You Learn

<table>
<thead>
<tr>
<th>Grade level</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing in 2 lines / rows</td>
</tr>
</tbody>
</table>
| Equipment         | Containers labeled with sticky notes according to grammar objective  
                    Counting chips (poker chips, paper clips, buttons, pennies, etc.)  
                    Chart paper  
                    Markers  
                    Labeled index cards, or an information list for teacher |
| Directions        | 1. Have students line up in 2 evenly numbered rows, forming teams (extra students can take turns being teacher’s helper). The first person in line wears a “start” sign; the last one wears a “finish” sign.  
                    2. Explains that this is a relay race based on spelling/grammar questions and that students are to run (or hop) towards a table and place a chip in the container that corresponds to the correct answer to the question. They are then to run/hop around the perimeter of their side of the room, back to the end of the line and jog in place until the line is finished.  
                    3. Once the relay is completed, review the answers with students and create a tally graph or point chart to compare which side of the relay line placed the most chips in the correct containers.  
                    4. The line that completes the relay first and keeps jogging should receive extra points.  
                    5. Extra points may also be given when a team displays good sportsmanship.  
                    6. The team with the most points is the winning team. |
| Variations        | Containers labeled with vowels (long/short)  
                    Parts of grammar (nouns, verbs, adjective, etc.)  
                    Rules of grammar (question marks, exclamation point, periods)  
                    Homophones (too, two, to, there, their, they’re, etc.)  
                    Math answers corresponding with math questions |
| Source            | Marvin Christley, physical education teacher, New Haven Public Schools |
# Social Studies

## Compass Points

<table>
<thead>
<tr>
<th>Grade level</th>
<th>2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Social Studies / Geography</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing in an open area, where each student has enough space to move in all 4 directions from a central point</td>
</tr>
<tr>
<td>Equipment</td>
<td>Chart of a compass face (large enough for students to see)</td>
</tr>
</tbody>
</table>

### Directions

1. Begin by instructing the class on how a compass works. Explain the concepts of North, East, South, and West, and their variations (Northeast, Northwest, Southeast, and Southwest).

2. Arrange the students so each one is facing you and has enough space to move in all 4 directions from a central point. Tell the students that this will be their starting point.

3. Call out various directions: “South”, “Northwest,” etc. The students must quickly face in the proper direction and jump in that direction, then jump back to return to the starting point.

4. If any students have incorrect “answers,” have them return to the starting point, and then call out the direction a second time. If they still miss the answer, explain that if they are facing north, their right side is to the east, their backs are to the south, and their left side is to the west.

### Variations:

- If space allows, vary the instructions with each new direction on the compass. For example, “north jump two times, or south 4 steps.”
- Alternate the caller (first the teacher, then a student).

### Source

Adapted from *Brain Breaks*, an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Michael Bucholtz, University of Michigan. Accessed from the web address [www.emc.cmich.edu/BrainBreaks/](http://www.emc.cmich.edu/BrainBreaks/) on 4/7/08.
Geography Stretch

| Direction | 1. Name a geographic location, and have the students stretch or step in that direction. For each location, state whether to move relative to where they are, or relative to another geographic location.  
2. Students stretch or step:
   - To the right for west
   - To the left for east
   - Up high for north
   - Down low for south

   **Examples:**
   - Stretching arms forward, backward, to the left, to the right
   - Stepping one foot forward, backward, to the left, to the right

   **Variations:**
   - Stretching to the East = stretching left side of body
   - Stretching to the West = stretching right side of body
   - The further the distance between locations, the longer the stretch or step
     - 10 second stretch = Distance less than 100 miles
     - 20 second stretch = Distance more than 100 miles
     - 30 second stretch = Distance more than 1000 miles

   **Examples:**
   - 10 second stretch = Maine to New Hampshire
   - 30 second stretch = Maine to California

Source: Marvin Christley, physical education teacher, New Haven Public Schools
<table>
<thead>
<tr>
<th><strong>Impersonate the State</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade level</strong></td>
</tr>
<tr>
<td><strong>Subject area</strong></td>
</tr>
<tr>
<td><strong>Formation</strong></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
</tr>
</tbody>
</table>

**Directions**

1. Collect information on your state or another state. Look for activities unique to that state that may be familiar to your students (e.g., hiking the Grand Canyon in Arizona). If you’re not sure where to find this information, try an internet search for that state’s office of tourism.

2. Create a list of activities that the students can physically act out. Lead the class on an imaginary tour of that state. Let the students act out each activity for at least 30 seconds. When they are done, ask the students to guess which state they are “touring.”

**Example 1: California Dreamin’**

- March across the Golden Gate Bridge.
- Surf in the Pacific Ocean.
- Climb up a Redwood Tree.
- Pretend you’re an actor and wave to all your fans.
- Stomp the grapes / pick the oranges.
- Ski on the Sierra Nevadas.
- Climb Mount Whitney.
- Crawl through the Death Valley Desert.

**Example 2: Travel the Tarheel State (North Carolina)**

- Hike the Appalachian Trail.
- Whitewater raft on the Nantahala River.
- Fish at the Outer Banks.
- Go swimming in the Atlantic Ocean.
- Fly a kite at Kitty Hawk.
- March like a soldier from Fort Bragg.
- Drive a racecar around the Rockingham Raceway.
- Climb to the top of Cape Hatteras Lighthouse.

**Variation:**

- Assign one state to each student, or to groups of students. Ask them to create a list of activities for that state. Then have each student or group of students lead the class on the “tour” of that state.

**Source**

## Living History

<table>
<thead>
<tr>
<th>Grade level</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Social Studies / History</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing in an open area</td>
</tr>
<tr>
<td>Equipment</td>
<td>None, or props relative to the history lesson (if they are safe to use)</td>
</tr>
</tbody>
</table>

### Directions

1. Choose an American history or world history lesson that you plan to teach. Decide how to relate it to an opportunity for students to act out the lesson in a memorable way, while allowing them to be physically active.

2. Review the history lesson with the class.

3. Give students the opportunity to physically act out what the people in the history lesson would have experienced.

#### Example 1: Revolutionary War
- Fill a pack with items that a soldier might have carried.
- Carry and wear the pack on a long “hike.”
- Cross the Delaware River in cold weather.

#### Example 2: Pioneers heading to the western U.S.
- March along / ride along a trail.
- Stop to get water from a stream.
- Chop wood to create a campfire.
- Wash your clothes in a stream.

#### Example 3: Pony Express
- Ride on horseback to the first stop on the mail delivery route.
- Change horses/riders at this stop.
- Move on to the next stop.
- Deliver a large sack of mail at the final destination.

### Source

Yale Prevention Research Center, based on a suggestion from teachers in the Independence School District in Missouri
NOTE: You can find other ideas for music in the Resources section.

<table>
<thead>
<tr>
<th>Move to the Front</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade level</strong></td>
</tr>
<tr>
<td><strong>Subject area</strong></td>
</tr>
<tr>
<td><strong>Formation</strong></td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
</tr>
</tbody>
</table>

**Directions**
1. Have the students line up one in front of the other. The student in the front of the line is the engine. The student in the back is the caboose.
2. The student who is the engine can lead the other students wherever he/she wants to take them. Tell students that when they are the engine, they need to pay attention to where they are going, and to keep in mind what everyone else is doing.
3. While the engine is leading the class around, the teacher bangs on a drum or plays a musical instrument.
4. When the teacher picks up the beat, the caboose goes to the front of the line and becomes the engine.

**Variations**
- If the students are well behaved, you could have the students who become the “engine” pick a new locomotor movement every time they come up to the front of the line. If they are doing well with this method, they could have many lines with each of the lines having an engine and a caboose.
- To make this activity easier for younger students, use two different noises - one beat to march by and a different signal (i.e. a bell, whistle, hand clap) to signal a change in leaders.
- Try using two lines as a double train to allow for more changes to be the leader.

**Source**
Adapted from *Brain Breaks*, an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Aaron Walter of the University of Michigan and Dan Nichols of Plain Elementary School in Simpsonville, SC. Accessed from the web address www.emc.cmich.edu/BrainBreaks/ on 4/7/08.
## Old McDonald

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Music</td>
</tr>
<tr>
<td>Formation</td>
<td>Students in an open space with plenty of room</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

### Directions

1. Tell the students to stand up. Allow ample space for each student to perform the activity bursts.

2. Sing a variation of the song “Old McDonald” beginning with the first verse below.

   **Example of first verse**
   
   Old (Teacher’s name) had a class, E-I-E-I-O  
   And in that class they did some **jumping jacks** E-I-E-I-O  
   With a **jumping jack** here and a **jumping jack** there  
   Here a **jumping jack**  
   There a **jumping jack**  
   Everywhere a **jumping jack**  
   Old (Teacher’s name) had a class, E-I-E-I-O  

   **Ideas for activities**
   
   - Jumping jacks
   - Hop
   - Skip

3. Repeat with a new verse and corresponding activity.

### Adaptation

- Students who are hearing-impaired can read the words to the song. If they have some ability to hear, they can stand close to the teacher to hear the song better.

### Source

Adapted from *Brain Breaks*, an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Shelly West of the University of Michigan. Accessed from the web address [www.emc.cmich.edu/BrainBreaks/](http://www.emc.cmich.edu/BrainBreaks/) on 4/7/08.
### Marching Band

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Music</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing in groups in open areas of the classroom</td>
</tr>
<tr>
<td>Equipment</td>
<td>(1) Tape or CD player; (2) marching song such as “76 Trombones”; (3) optional toy instruments or musical instruments</td>
</tr>
</tbody>
</table>

**Directions**

1. Have the students pretend they are in a marching band. Designate an area of the classroom for each section of the band; students can choose an instrument from that section.

2. Tell the students to march in place while pretending to play the instrument they have selected. They will start by marching in place fast as if they were coming out onto the field.

3. When the song begins the students will “play” their instruments while marching for about 4 to 5 minutes.

**Variations:**

- Use the activity to introduce the different instruments of a band and the sounds they make. Have the students listen for which instruments are more prominent than others. Try replicating the marching beat of the song to increase counting and rhythmic skills.

- *(Grades 3-5)* To incorporate music education, discuss the background of the song before engaging the students in the activity. For example, if using a march by John Philip Souza, talk about his career as a famous composer, his reputation as the “March King,” and how he wrote the national march “The Stars and Stripes Forever.” You can also discuss the time period in which the song was written. Have the students think about what the march was intended for - i.e., a military march, a parade, etc.

**Adaptations:**

- Students with lower body limitations can focus on playing the drums.

- Students who are hearing impaired can pretend to be the band director, or play instruments to feel the vibrations of the music.

**Source**

Adapted from *Brain Breaks*, an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Bakara Oni Lewis, University of Michigan. Accessed from the web address [www.emc.cmich.edu/BrainBreaks/](http://www.emc.cmich.edu/BrainBreaks/) on 4/7/08.
# Math

## Numbered Wall Touches

<table>
<thead>
<tr>
<th>Grade level</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Math</td>
</tr>
<tr>
<td>Formation</td>
<td>Students lined up in the center of the room or down the middle of the hallway</td>
</tr>
<tr>
<td>Equipment</td>
<td>Masking tape, paper</td>
</tr>
</tbody>
</table>

### Directions

1. Place a long strip of masking tape (long enough for all the students to stand on) either in the center of the classroom or down the middle of the hallway.
2. Tape pieces of paper with odd numbers on one side of the wall. Do the same with the even numbers on the opposite wall.
3. Have the students stand on the tape facing you.
4. Explain that you will call out either an odd or an even number each time, and that examples of odd and even numbers are taped to the wall for visual clues.
5. When you call out a number, the students should side shuffle to the correct side of the room or hallway, touch the wall, then side shuffle back to the midline.

### Variations:

- Vary the level of physical activity by using a variety of activities (hopping, walking, etc.).
- Hold up a paper with the number written on it for a visual clue.
- To illustrate the concept of odd vs. even numbers, choose an odd number such as 5. Ask 5 children to come to the front of the room and pair up. You will have 2 pairs of 2 children and 1 odd person without a pair. For every odd number, there will always be one person who will not be teamed with someone.
- For older children, you could use this activity as a review or a test by having them call out the multiples of the number that you gave them as they moved towards the wall. (Example: 9 x 3 = 27)

### Source

Adapted from *Brain Breaks*, an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Tom Weinmann and Albion College. Accessed from the web address www.emc.cmich.edu/BrainBreaks/ on 4/7/08.
### Inches, Feet and Yards, Oh My!

<table>
<thead>
<tr>
<th>Grade level</th>
<th>1-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Math</td>
</tr>
<tr>
<td>Formation</td>
<td>Students lined up around the perimeter of the room, or standing at desks</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

#### Directions

1. Have students start with feet side by side and move one set of toes ahead of the other set of toes to represent “inches” or “small.”
2. Have students place one foot in front of the other to represent “feet” or “medium.”
3. Have students take one giant step forward or backward to represent “yards” or “large.”
4. Call out different measurements:
   - **Example**—Move forward 2 feet, back 5 inches, sideways 1 yard.
5. Have all students move in the same direction.
6. Have students jump and stretch between measurements for at least 30 seconds.

#### Variations:
- Add directions (right, left, forward, back).
- Use the metric system with older students.

#### Source

# Math and Movement

<table>
<thead>
<tr>
<th>Grade level</th>
<th>1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Math</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing in an open area</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

## Directions

1. Arrange students so each one has enough space to perform an activity burst.
2. Students recite equations while performing the activity.

### Grades 1-2

- 1 + 1 = 2, that’s true
- 2 + 2 = 4, close the door
- 3 + 3 = 6, pick up sticks
- 4 + 4 = 8, that’s great
- 5 + 5 = 10, clean the den
- 6 + 6 = 12, put up shelves
- 7 + 7 = 14, that’s keen
- 8 + 8 = 16, looking lean
- 9 + 9 = 18, time to clean
- 10 + 10 = 20, that’s plenty

### Grades 3-5

- 1 x 1 = 1, that’s fun
- 2 x 2 = 4, let’s do more
- 3 x 3 = 9, that’s fine
- 4 x 4 = 16, eat your greens
- 5 x 5 = 25, exercise you’ll stay alive
- 6 x 6 = 36, no tricks
- 7 x 7 = 49, time to shine
- 8 x 8 = 64, close the drawer
- 9 x 9 = 81, almost done
- 10 x 10 = 100, that’s it

### Variation:
- Insert other math problems into this format.

## Source

Marvin Christley, physical education teacher, New Haven Public Schools
## Math Stations

<table>
<thead>
<tr>
<th>Grade level</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Math</td>
</tr>
<tr>
<td>Formation</td>
<td>Students in teams at 5 activity stations</td>
</tr>
<tr>
<td>Equipment</td>
<td>Math exercise cards created before hand</td>
</tr>
</tbody>
</table>

### Directions

1. Create a set of 5 cards, each with a math problem that represents what students are currently learning in class. Make the math problems appropriate to the grade level you are teaching.

2. Divide the class into five teams 1 through 5, to use the 5 activity stations. Each station will be assigned to 1 exercise.

3. Each team goes to its designated station and reads the math question at the station. Once the team members decide on the answer, they must perform the designated exercise for the number of times representing that answer.

4. When all the teams have performed the answer, say “switch” (or another designated cue). The teams rotate clockwise to the next station and perform the exercise.

5. Continue until all 5 stations are completed.

### Example of Cards:

<table>
<thead>
<tr>
<th>Station</th>
<th>Math Problem</th>
<th>Exercise</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Station 1</td>
<td>(5 + 23) / 2</td>
<td>Jogging in place</td>
<td>14</td>
</tr>
<tr>
<td>Station 2</td>
<td>(34 + 4) / 2</td>
<td>Jumping Jacks</td>
<td>19</td>
</tr>
<tr>
<td>Station 3</td>
<td>(7 x 7) – 19</td>
<td>Arm circles</td>
<td>30</td>
</tr>
<tr>
<td>Station 4</td>
<td>(2 + 2) + (5 x 5) – 9</td>
<td>Lunges</td>
<td>20</td>
</tr>
<tr>
<td>Station 5</td>
<td>25 - 13</td>
<td>Squat jump</td>
<td>12</td>
</tr>
</tbody>
</table>

### Source

Marvin Christley, physical education teacher, New Haven Public Schools
# Leaf Line

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Science</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing in groups in an open space in the classroom</td>
</tr>
<tr>
<td>Equipment</td>
<td>Leaves brought from home (1 leaf per child)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assign students in advance to bring in a leaf that has fallen from a tree (have several extra leaves available in case students have forgotten them). Alternatively, collect leaves from different types of trees in the school yard.</td>
</tr>
<tr>
<td>2. Have students get into groups based on the type and/or size of leaves. If they are grouped based on the size of leaves, ask them to line up in order from the smallest to the largest leaf.</td>
</tr>
<tr>
<td>3. Have students move to groups based on leaf color, shape, and texture. Discuss the differences among the leaves.</td>
</tr>
<tr>
<td>4. (For grades 3-5) Have students try to identify what type of tree each leaf came from. Discuss the types of trees in class.</td>
</tr>
<tr>
<td>5. In between discussions, students can act out the following for at least 1-2 minutes each while running in place.</td>
</tr>
<tr>
<td>• Tree swaying in the wind</td>
</tr>
<tr>
<td>• Tree during a thunderstorm or hurricane</td>
</tr>
<tr>
<td>• Tree weighted down with snow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
</tr>
</thead>
</table>
**Space Jam**

<table>
<thead>
<tr>
<th>Grade level</th>
<th>1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Science</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing at desks or in an open area</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

**Directions**

1. Read the story to the students and have them identify each verb or “action” word. Pause while they act out each verb in place for 15 seconds.

2. Continue until the end of the story.

   Hi, my name is Zippy and I live on a space station. Today, I’ll lead you on a tour through space. Let’s put on our moon boots to walk through space.

   The first stop is Mercury, the closest planet to the sun. Mercury is very hot so, OUCH, be careful and step quickly so your feet don’t burn. Mercury has many craters. On the count of 3, let’s jump into a crater. 1 – 2 – 3, JUMP! Climb out so we can march to Venus.

   Venus is the second planet from the sun. It has very strong winds and volcanoes. See if you can walk in the wind without blowing over. A lot of its surface is covered with lava…here comes some . . . RUN!

   The next stop is Earth, the third planet from the sun. 71% of the Earth’s surface is water, so hop in and start swimming.

   Our next stop is Mars, known as the red planet. The largest mountain in space is located on Mars. See if you can climb to the top!

   Jupiter is the fifth planet from the sun. It’s made up of mostly gas and clouds. Find a cloud and see if you can float on it.

   Saturn is the sixth planet. It has a rocky core and lots of ice. WHOA, there’s a huge piece of ice, be careful and slide across it. There are rings of gases around Saturn. Hop on one of these rings and spin in circles.

   Uranus is our next stop. It has a small rocky core. Can everyone tiptoe across Uranus watching out for the ice?

   On to Neptune. It has four rings and big storms with fast winds. It also has 13 moons. Quick, duck! Here comes a moon, move to the left so you don’t get hit.

   Pluto, our last stop, is the furthest from the sun. It’s so small that some people don’t count it as a planet. It’s a cold place because it’s SO FAR from the sun. Shiver and rub your hands together to stay warm.

   This ends our tour of space. Let’s hop back to the space station.

**Source**

# Planetary Fitness

<table>
<thead>
<tr>
<th>Grade level</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Science</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing in a designated area, with room to move</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

## Directions

1. Ask the students to stand in a designated area.

2. On the board, name and number each planet in order of its distance from the sun.

   - **Mercury** 1
   - **Venus** 2
   - **Earth** 3
   - **Mars** 4
   - **Jupiter** 5
   - **Saturn** 6
   - **Uranus** 7
   - **Neptune** 8
   - **Pluto*** 9

3. Assign a particular type of activity (such as a jumping jack, squat thrust, etc.) for each planet. For each “number” of the planet, have the students perform that number of repetitions (reps) of the assigned activity for that planet.

   **Example:**
   - **Mercury**: 1 jumping jack
   - **Venus**: 2 squat thrusts
   - **Earth**: 3 knee jumps
   - **Mars**: 4 lunges
   - **Jupiter**: 5 hops on 1 foot
   - **Saturn**: 6 arm circles
   - **Uranus**: 7 squats
   - **Neptune**: 8 side slides
   - **Pluto***: 9 hop scotches

* NOTE: According to recent scientific consensus, Pluto is no longer considered a planet. However, you may want to include Pluto and use this as an opportunity to discuss Pluto.

## Source

Marvin Christley, physical education teacher, New Haven Public Schools
Jump Start Your Heart

Grade level 4-5
Subject area Science
Formation 6 groups of students, each at a different activity station
Equipment 6 pieces of paper labeled with the parts of the heart and corresponding assignment for physical activity

Directions
1. Discuss the role of the heart as a pump for the body. The blood travels from the right atrium to the right ventricle. From there it travels to the lungs and back to the left atrium. It then travels to the left ventricle. From there it goes to the rest of the body, and back to the right atrium. This process repeats itself over and over.

2. Label 6 activity stations with the following names / activities:
   - Right atrium  Jog in place
   - Right ventricle  Shadow box
   - Lungs  Jumping jacks
   - Left atrium  Pretend to jump rope
   - Left ventricle  Squat
   - Body  Pretend to chop wood

   Write the following information on the board:
   
   Right Atrium → Right Ventricle → Lungs
   "→ Left Atrium → Left Ventricle → Body"

3. Send groups of students to each station.
4. Call out “start your heart” and have students practice the activity that corresponds to their respective stations. Then have them stop.
5. Call out “blood flow.” One by one, in the order listed above, each group performs the activity corresponding to that part of the heart.
6. Rotate the groups of students to the next activity stations.
7. Call out “start your heart” after students have moved to new location.
8. Continue until all groups of students have gone to each station.

Variations:
- Have students demonstrate other physical activities that can help strengthen the heart (jumping, swimming, jogging, etc.).

Source
**In a Heartbeat**

<table>
<thead>
<tr>
<th>Grade level</th>
<th>4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Science</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing near their desks, with room to move</td>
</tr>
<tr>
<td>Equipment</td>
<td>A watch that counts in seconds; pencils and paper to record heartbeat</td>
</tr>
</tbody>
</table>

**Directions**

1. Explain how the heart works. Relate this to physical activity and cardiovascular fitness.

2. Teach the students how to locate and count their pulse.

   A. Have them place their fingers on their wrist, or neck.

   B. Tell them to count the number of beats for 10 seconds. While the students count their pulse, time them for 10 seconds.

   C. Tell them to multiply this number by 6 to get their heart rate in beats per minute. The product represents their resting heart rate.

---

**Average Resting Heart Rate for Children***

<table>
<thead>
<tr>
<th>Age</th>
<th>Resting Heart Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-7 years</td>
<td>65</td>
</tr>
<tr>
<td>8-11 years</td>
<td>62</td>
</tr>
</tbody>
</table>


**CONTINUED ON THE NEXT PAGE…**
3. Explain the concept of a target heart rate.*

A target heart rate lets you measure your initial fitness level and monitor your progress in a fitness program. This approach requires measuring your pulse periodically as you exercise and staying within 50 to 85 percent of your maximum heart rate. This range is called your target heart rate.

*Source: American Heart Association, www.americanheart.org

<table>
<thead>
<tr>
<th>Age</th>
<th>Minimum Heart Rate Range</th>
<th>Training Heart Rate Range</th>
<th>Maximum Heart Rate Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>127</td>
<td>170</td>
<td>213</td>
</tr>
<tr>
<td>8</td>
<td>127</td>
<td>169</td>
<td>212</td>
</tr>
<tr>
<td>9</td>
<td>126</td>
<td>168</td>
<td>211</td>
</tr>
<tr>
<td>10</td>
<td>126</td>
<td>168</td>
<td>210</td>
</tr>
<tr>
<td>11</td>
<td>125</td>
<td>167</td>
<td>209</td>
</tr>
<tr>
<td>12</td>
<td>124</td>
<td>166</td>
<td>208</td>
</tr>
</tbody>
</table>

4. Engage in different kinds of exercises for specific periods of time (for example, 2 minutes per exercise). Upon completion of each exercise have students count their pulse again for 10 seconds, and multiply this number by 6 to get their heart rate.

5. Ask the students to compare their resting heart rate to their heart rate after each exercise.

Source: Adapted from Brain Breaks, an online resource developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance (MAHPERD), Albion College, Concordia College, and University of Michigan. Posted on the internet in 2005 with credits given to Beth Barrett, University of Michigan. Accessed from the web address www.emc.cmich.edu/BrainBreaks/ on 4/7/08.
# Go Bananas!

<table>
<thead>
<tr>
<th>Grade level</th>
<th>K-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Health</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing at desks</td>
</tr>
</tbody>
</table>
| Equipment | Barrel of monkeys  
Optional: trail of paper bananas |

## Directions

1. Empty the barrel of monkeys.
2. Pick up one monkey. Each time, say GO BANANAS!
3. Students jump as high as they can one time, then GO BANANAS by wiggling their bodies in all directions or imitating a monkey.
4. Continue to pick up one monkey at a time and say GO BANANAS! while students perform the corresponding activity.
5. Discuss bananas and how unique they are:
   - Color
   - Peel
   - Shape
   - Nutritional value
   - Snack ideas
   - Where they grow

## Variation:
- Make a trail of paper bananas. Have the students follow the trail using different types of movements: marching, hopping, etc.

### Source
**Heart Smart**

<table>
<thead>
<tr>
<th>Grade level</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Health</td>
</tr>
<tr>
<td>Formation</td>
<td>Students standing near their desks or in an open area</td>
</tr>
<tr>
<td>Equipment</td>
<td>None</td>
</tr>
</tbody>
</table>

**Directions**

1. Discuss the heart:
   - Where is it located? Left side of the chest.
   - What size is it? Size of a fist.
   - Function? Deliver blood to the body.
   - What strengthens the heart? Jumping, swimming, jogging.
     (Students will act out each activity)
   - What weakens the heart? Inactivity, smoking, unhealthy diet.

2. Call out the name of a habit that strengthens or weakens the heart.
   - If the habit strengthens the heart, students will respond by jumping for 15 seconds.
   - If the habit weakens the heart, students will respond by squatting for a few seconds.

   - Riding a bike - jump
   - Watching TV all the time – squat
   - Walking your dog - jump
   - Smoking cigarettes – squat
   - Dancing with your friends – jump
   - Skating – jump
   - Never eating fruits/vegetables – squat
   - Shooting baskets – jump
   - Playing PlayStation all the time – squat
   - Eating fast food – squat
   - Raking the leaves - jump
   - Taking the stairs – jump
   - Taking the elevator – squat
   - Swimming – jump

**Variation:**

- Have students think about their own habits and how they might affect their hearts.

**Source**

Adapted from *Energizers Classroom-Based Physical Activities, 3rd Edition July 2006.*

North Carolina Department of Public Instruction, © 2005, NCPE is Active. Retrieved April 4, 2008, from NCPE4ME website: [www.ncpe4me.com/energizers.html](http://www.ncpe4me.com/energizers.html)
### What’s for Dinner?

<table>
<thead>
<tr>
<th>Grade level</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject area</td>
<td>Health</td>
</tr>
<tr>
<td>Formation</td>
<td>Students sitting at / standing next to their desks</td>
</tr>
<tr>
<td>Equipment</td>
<td>Paper plates (1 per students), crayons, markers</td>
</tr>
</tbody>
</table>

#### Directions

1. Give each student 1 plate.
2. Students will draw a nutritious or typical meal on their plates.
3. Students will then choose a partner and stand up at their desks. One partner will hold both plates.
4. On teacher signal, all students with plates will create their own aerobic movement at their desks using both plates for 30 seconds.
5. Teacher will identify a student performing an appropriate aerobic movement and have the entire class follow the activity for 10-15 seconds.

#### Examples

- Waving plates up and down in front of body
- Swimming underwater using plates for fins
- Jumping jacks while holding plates

7. Have students return to desks with their own plates.
8. Discuss a nutrition concept such as healthy food choices or portion sizes. Have students identify the healthful foods that they drew on their plates.

#### Source

Chapter 5

Resources
Physically Active Learning Resources

The following resources are available free of charge from the internet.

**Brain Breaks**  
WEBSITE: www.emc.cmich.edu/BrainBreaks

*Brain Breaks* is an online resource for elementary classroom teachers, with activities designed to help incorporate physical activity into language arts, music, math, science, and social studies lessons. Developed by the Michigan Department of Education in cooperation with the Michigan Association of Health, Physical Education, Recreation and Dance, Albion College, Concordia College, and the University of Michigan.

**CircusFit**  
WEBSITE: www.circusfit.com

*Ringling Bros. CircusFit* lessons combine health and science information with physical movement and exercise so that fitness can be integrated into almost any curriculum or timeframe. Each lesson features a *CircusFit* character and “Word of the Day,” allowing teachers to incorporate character education and vocabulary building with fitness development.

**Energizers**  
WEBSITE: www.ncpe4me.com/energizers.html

Energizers are classroom-based physical activities that integrate physical activity with academic concepts. These are short activities that classroom teachers can use. There are different sets of activities available for elementary and middle school classes. Provided by the North Carolina Department of Public Instruction.

**Health E Tips - Just-A-Minute (JAM) School Program**  
WEBSITE: www.healthetips.com/jam-program.php

The *JAM School Program* brings health education and daily activity into the classroom. JAM is designed to teach healthier lifestyle habits to children and adults. It delivers a weekly 1-minute exercise routine (the JAMmin’ Minute) and a monthly health newsletter (Health-E-Tips).

**Move in the Classroom**  
WEBSITE: www.moveintheclassroom.com

This website provides a set of quick one-sentence tips to incorporate physical activity into various subject areas (art, language arts, math, psychology, science, social studies, speech communication, and foreign languages). Provided by Julian Reed, EdD, Assistant Professor of Health and Exercise Science at Furman University, Greenville SC.
Music Resources

If school policy allows, you may want to use music to accompany some of the activity bursts. A few suggestions are listed below (we recommend that you preview samples of music prior to purchase to determine if they are appropriate for your students). Some teachers have also used classical music selections.

**Kimbo Educational**  
**WEBSITE:**  [www.kimboed.com](http://www.kimboed.com)  
Kimbo is a children’s educational music company that publishes CDs and DVDs for learning, fitness and fun. CDs are available for a variety of exercise themes such as dance, aerobics & exercise, marches & rhythms, musical play, and yoga for children.

**Laurie Berkner Band**  
**WEBSITE:**  [www.twotomatoes.com/site](http://www.twotomatoes.com/site)  
Laurie’s CDs and DVDs can be ordered from the website or by calling 877-687-4277. Songs range from catchy tunes with fun themes like dinosaurs, bumble bees, or goldfish to old favorites such as “She’ll be Comin’ Round the Mountain” and “The Erie Canal.”

**Putumayo Kids**  
Putumayo Kids introduces children to other cultures by using fun, upbeat music from around the world. Examples include African, Asian, Caribbean, Celtic, French, Hawaiian, and Latin music. It offers multicultural activity kits and CDs for use in the classroom.

**Songs for Teaching**  
**WEBSITE:**  [www.songsforteaching.com](http://www.songsforteaching.com)  
Educational experts provide tested ideas for using music in lesson plans - many with lyrics, sound clips, and teaching suggestions. This site contains pages for teachers to peruse. Innovative teachers share their classroom pointers and extension activities using children’s music. Songs from a wide variety of artists are presented by academic subject.

**Station to Station Music**  
**WEBSITE:**  [http://store.shopstationpe.com/sttostcd.html](http://store.shopstationpe.com/sttostcd.html)  
Station to Station CDs are formatted to manage student movement. Divide the room into stations and start the music. When the music stops, the students stop and rotate to the next station. When the music starts again, the students begin to move. Several selections are available, including classical, country, hip hop, jazz, Latin, pop, and world music.
Pedometers

Pedometers are an optional addition to this program. You may be able to arrange for companies or organizations to donate pedometers for your class (ask a local store or sport supply center that sells them). If you are unable to arrange for a donation, you can hold a fund-raiser to cover costs. You don’t need a fancy version that monitors heart rate or calculates calories burned.

Once you have obtained the pedometers, there are many fun ways that you can use them in your class and school. Here are some guidelines:

1. Give each child a pedometer and set it up according to the directions. The pedometer is set according to the length of the child’s stride.
2. Once you have set up the pedometers, have students attach them to their belt, or to their pants at waist level.
3. Develop a chart with the child’s name and a place to record number of steps taken each day (see example below). You can either check their pedometer readings each morning and chart it, or ask their parents to chart the number of steps each night, re-set the pedometer for the next morning, and offer them encouragement.
4. In the classroom, create a bulletin board with the goal stated clearly. Update the board weekly with either the distance traveled or number of steps that each child took. Use stickers or pens to track progress across your state, or to the moon.
5. Set realistic goals for the next week, with tips to increase distance. Distribute medals to the highest achievers.
6. You can also create healthy competitions with other classes or schools as you race to your destination. Examples are simulating a walk across your state, or the distance of an historic trail traveled by pioneers. Local vendors can donate prizes in exchange for publicity from the competition.

**DAILY DISTANCE LOG**

1. Once you are dressed for the day, attach the step counter to your clothing.
2. If you change clothes, put the pedometer on your new set of clothing.
3. If you take a shower, remove the pedometer.
4. Just before you go to bed, record the distance on the pedometer. Re-set it to 0.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Day of the week</th>
<th>Distance traveled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The drawings of children exercising that appear in this manual were used with permission from Phil Black, inventor of FitDeck® cards for children and adults. FitDeck Jr.® is a 50-card exercise regimen for children ages 5 to 16 years. The exercises call for basic body movements and require no equipment. Each card contains illustrations and instructions for 50 different upper, middle, lower and full body exercises. Samples of the cards are shown on the next page.

The cards are colorful and fun, and the exercises have kid-friendly names like “Inchworm,” “Snow Angels,” “Flamingo,” and “Red Rover.” Also included is a booklet with 70 FitDeck Jr. games that can be played alone, with a friend, parent, teacher, or in a large group setting.

If you want to use these cards to provide more ideas for activity bursts, you can order them from the FitDeck® website at  http://fitdeck.com or from other websites such as www.Amazon.com.

**ABC for Fitness™ teachers qualify for a 15% discount!**

If you order FitDeck® cards from the website http://fitdeck.com, you can receive a 15% discount by typing “ABC” in the coupon discount code area when you reach the “checkout” step of the order process. See example below.
Samples of FitDeck Jr® Cards

The actual size of each card is larger than the samples shown below.
Healthful Living
Middle-School
Energizers
Classroom-based Physical Activities

The way teachers integrate
physical activity with academic concepts

Energizers were developed by:

Activity Promotion Laboratory
College of Health and Human Performance
Acknowledgements

The “Energizers” were developed by the

EAST CAROLINA UNIVERSITY
Activity Promotion Laboratory
Department of Exercise and Sport Science
College of Health and Human Performance

Energizer Team Members:
Donna P. Scales, M.A.Ed. A. Tamlyn Shields, M.A.
Tiana Y. Miller, B.A.

The goal of the Activity Promotion Laboratory is to promote active lifestyles. We are indebted to the North Carolina Department of Public Instruction (NCDPI), Be Active North Carolina, Inc., NC Healthy Schools, the NC Alliance for Athletics, Health, Physical Education, Recreation, and Dance (NCAAHPERD), and the Physical Activity and Nutrition Branch for providing funding for this project. In particular, we wish to thank Kymm Ballard at NCDPI for her non-stop support of the efforts to help teachers integrate physical activity into the school day.

In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, N C Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints should be directed to:
Dr. Elsie C. Leak, Associate Superintendent
Office of Curriculum and School Reform Services
6307 Mall Service Center, Raleigh, NC 27699-6307
Telephone (919) 807-3761; fax (919) 807-3767

About the Cover: We would like to acknowledge and thank C.W. Stanford Middle School in Hillsborough, NC for their work with the Energizers and allowing us to use the picture on the cover.

Copyright © North Carolina Department of Public Instruction
First Edition: July 2006

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.
NC Health and Wellness Trust Fund Commission
Established in May 2001, the NC Health and Wellness Trust Fund Commission (HWTF) invests in programs and establishes partnerships to address the health needs of vulnerable and underserved populations in North Carolina. Recommendations from HWTF’s Study Committee on Childhood Obesity led to the amendment of the Healthy Active Children Policy requiring 30 minutes of daily physical activity for each child in grades K-8.

Fit Kids
Fit Kids, an initiative of HWTF, will provide curriculum-support materials to assist teachers with implementation of this mandate through a resource rich web site, www.FitKidsNC.com. HWTF will also provide trainings on physical activity integration into the school day using these web site resources to all K-8 teachers in the state. These trainings will be conducted through a grant to Be Active North Carolina and the Department of Public Instruction.
Energizer Partners

Be Active North Carolina
Be Active North Carolina, Inc. is a 501 (c)(3) non-profit organization dedicated to improving the health of all North Carolinians. Our mission is to increase the physical activity levels and healthy lifestyles of all North Carolinians through people, programs and policies.

The NC Department of Public Instruction
The North Carolina Department of Public Instruction is the agency charged with implementing the State’s public school laws and the State Board of Education’s policies and procedures governing pre-kindergarten through 12th grade public education. The elected State Superintendent of Public Instruction heads the Department and functions under the policy direction of the State Board of Education.

The agency has approximately 530 positions providing leadership and service to local public school districts and schools in the areas of curriculum and instruction, accountability, finance, teacher and administrator preparation and licensing, professional development, and school business support and operations.

The Healthful Living Section is responsible primarily for curriculum and staff development in the areas of health and physical education. In addition, we oversee the athletics, sports medicine, and drivers education programs for the K-12 public schools.

North Carolina Healthy Schools
The North Carolina Healthy Schools is funded by the Centers for Disease Control and Prevention. It is designed to create a working infrastructure between education and health to enable schools and communities to create a Coordinated School Health Program. The Department of Public Instruction and the Department of Public Health house the Senior Advisors who establish relationships and build capacity. A model school health program includes these eight components:

- Comprehensive School Health Education
- School Health Services
- A Safe Physical Environment
- School Counseling, Psychological and Social Services
- Physical Education
- Nutrition Services
- School-Site Health Promotion for Staff
- Family and Community Involvement in Schools

NC Healthy Schools focuses on improving the health of students and staff by providing coordination and resources. With all of these components in place and working together, students will be healthier in school, in class, and ready to learn.

Continued on next page
North Carolina Physical Activity and Nutrition (PAN) Branch

The Physical Activity and Nutrition Branch is housed within the NC Division of Public Health, NC Department of Health and Human Services. The PAN Branch is the lead state agency for developing and implementing healthy eating and physical activity interventions with state and local health agencies, as well as with community partners throughout the state.

The PAN Branch's mission is to stem the rising tide of obesity and chronic disease among North Carolinians by helping them to eat smart, move more and achieve a healthy weight. This mission is accomplished through the administration of successful statewide programs such as the NC Statewide Health Promotion Program and the NC Arthritis Program.

The PAN Branch staffs the Eat Smart, Move More...North Carolina movement, guided by the Eat Smart, Move More Leadership Team. The movement encourages healthy eating and physical activity wherever people live, learn, earn, play and pray. Eat Smart, Move More...NC exists because statewide partners collaborate to increase opportunities for healthy eating and physical activity through changes in policies, practices and environments. The shared vision among the many partner organizations is a North Carolina where healthy eating and active living are the norm, rather than the exception.

For more information on Eat Smart, Move More...NC visit www.EatSmartMoveMoreNC.com

The North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance (NCAAHPERD) is an alliance of six associations:

- Dance Education Association of North Carolina (DANCE)
- North Carolina Association for Athletic Education (NCAAE)
- North Carolina Association for the Advancement of Health Education (NCAAHE)
- North Carolina Sports Management Association (NCSMA)
- Physical Education Association (PEA)
- Student Majors Association (SMA)

NCAAHPERD's mission is to provide advocacy, professional development, and unity for health, physical education, recreation, dance, and athletics professionals and students in order to enhance and promote the health of North Carolinians. Our vision is to be the leading organization promoting and supporting a healthier, more creative, and active North Carolina.

NCAAHPERD is one of North Carolina's oldest professional associations dedicated to the advancement of research and education within the fields of Athletics, Health, Physical Education, Recreation and Dance. NCAAHPERD is involved in advocacy initiatives locally and nationally.
Energizers Background
In January of 2003, the State Board of Education passed the Healthy Active Children Policy (HSP-S-000). This policy provides schools with guidance for local school districts to promote coordinated school health programs, and emphasizes physical education and physical activity components. In April 2005, the State Board of Education revised the policy to mandate that schools provide a minimum of 30 minutes of physical activity for all K-8 students daily. It further states, “the physical activity required by this section must involve physical exertion of at least a moderate to intense level and for a duration sufficient to provide a significant health benefit to students”. [A moderate level is described by most as a “brisk walk”.] Finally, the revised policy states, “structured/unstructured recess and other physical activity (such as, but not limited to, physical activity time, physical education or intramurals) shall not be taken away from students as a form of punishment. In addition, severe and/or inappropriate exercise may not be used as a form of punishment for students.” In order for this to happen in NC classroom teachers must take a small, but important role to assure children are provided with the mandated amount of physical activity.

It is through the support of NC Health and Wellness Trust Fund, NC Healthy Schools, Be Active North Carolina, Inc., NC Alliance for Athletics, Health, Physical Education, Recreation, and Dance (NCAAHPERD), NC Department of Public Instruction and the Physical Activity & Nutrition Branch who allowed East Carolina University (ECU) to write, pilot, and develop the Energizers for daily use by classroom teachers.

This was a much more difficult task because of the “cool” factor associated with middle school students. That is, middle school students are reluctant to do anything that makes them feel uncomfortable. Due to this barrier, ECU has tried to design activities and movements that middle school students will feel comfortable performing. A Movement Bank is provided at the end of this booklet that can help teachers choose activities that work in their classrooms.

Most of the activities are associated with North Carolina Standard Course of Study Objectives. Some activities do not have associated Standard Course of Study Objectives, but can still be useful as a review of previously covered concepts. In addition, although a specific activity may be identified with a specific grade level because of the Standard Course of Study Objective, teachers of other grade levels may be able to use these activities by modifying the content. Along those lines, we encourage teachers to review the Middle School Energizers in other content areas, as they may be able to easily modify those activities to fit within their own content area.

To help develop age-and content-appropriate activities, ECU’s team of physical activity specialists collaborated with a group of middle school teachers from the following content areas: math, language arts, science, music, health and physical education, recreation and dance, and the Physical Activity & Nutrition Branch.
education, and social studies. After the Middle School Energizers were developed, they were sent to middle school teachers throughout the state for pilot testing. The feedback from middle school teachers was then used to revise the Middle School Energizers to their final form.

The following middle school teachers significantly contributed to development of the Middle School Energizers:
Barnanne Creech (Zebulon GT Magnet Middle School, health and physical education)
William Fuller (CM Eppes Middle School, social studies)
Jeff Gibson (Ayden Middle School, music)
Christine Hodges (Pitt County Schools, language arts)
Madeleine Mahar (St. Peter's Catholic School, math)
Vivian Smith (EB Aycock Middle School, science)

We recognize that some teachers will be reluctant to try Middle School Energizers in the classroom because of the concern that students will be “out of control.” However, evidence is mounting that students learn better when they move (e.g., use of classroom-based physical activities has produced improvements in on-task behavior). Also, we intuitively know that many students find it hard to sit at a desk for an extended period. These activities may be what is needed to help students look forward to school and to learn better.

**Directions**
Teachers should align the Energizer activities with the curriculum content they will teach for the year. Middle School Energizers are provided by subject, so that Middle School Teams can discuss how to implement them. This way, content specific teachers can rotate who will provide activity allowing the responsibility to be shared when students are not in physical education, intramurals, or other designated physical activity time. We suggest using these Middle School Energizers two to three times per day, when possible. Most activities are easily adapted for special needs students, rainy days, and other areas of study by changing the focus.

**Availability**
The “Energizers” will be available on the following web sites free in PDF format for easy download:

- NC Healthy Schools: www.nchealthyschools.org
- Be Active North Carolina, Inc: www.beactivenc.org
- NC Physical Education for Me: www.ncpe4me.com
- Eat Smart Move More NC: www.eatsmartmovemorenc.org
- NC Health and Wellness Trust Fund: www.fitkidsnc.com
- NCAAHPERD: www.ncaahperd.org
- ECU Activity Promotion Lab: www.ecu.edu/cs-hhp/exss/apl.cfm

We are proud of the work from all of the partners that made this document a reality.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.
What Teachers Say About Middle School Energizers

“Middle School Energizers are easier to do than I first thought.”

“The Crazy Coordinates activity is good for ADHD kids who need to move!”

“The students were impressed with the way we combined social studies, math, and PE, all in one lesson. Most students will want to do the Miles Apart activity longer.”

“The Mapercise activity worked great, just as instructed. Kids really liked the racing and movement aspect.”

“Students love this activity [Bring It On!] It holds their attention and offers a chance to move and ‘get the wiggles out’.”

“The ‘wiggly’ kids loved this [Race to Grammar]. They were helping each other and cheered each other on. What a stress reliever for all.”

“In the Name That Shape activity, having students draw polygons on paper after performing the activity reinforces learning and helps the student to be accountable and involved.”

“Operation Computation was quick and easy to do.”

“Hot Tamale is a good activity to use after the mock EOG.”

“Crazy Questions is good for sequencing, listening skills, auditory processing, and multiple intelligences.”

“Ups and Downs was an excellent activity. The students were eager to participate and it became more fun as the activity progressed.”

“Students loved Stop, Clap, and Rap. It was a lot of fun.”

“I used Stop and Scribble as a review game in social studies and for a spelling test. Surprisingly, it worked to focus students more than distract. The in-place activities could be used as memory joggers for anything from grammar to geography. Great, super easy, and fun!”

“Size It Up is an excellent way to review and reinforce formulae.”

“I used Show Me the Mean, Median, Mode with pre-algebra. It was a great change of pace.”

Continued on next page
"Have a Ball was fun and easy to incorporate in my class."

"Middle School Energizers can be independent practice and application of the content taught."

"Many Middle School Energizers are excellent for reviewing content previously covered."

**What Students Say About Middle School Energizers**

"It gets your brain going."

"It [Chapter Review Charades] gives me a new way of identifying words."

"It [Name That Shape] helped me remember the number of sides on the shapes."

"True or False was a fun activity and it kept us active."

"It gets your mind working."
Creating A Physically Active Classroom Atmosphere

Below are some helpful hints for classroom teachers to use to create a physically active environment:

1. Create a positive atmosphere that enhances the self-esteem for all students. Each student should feel respected and valued. We do not all move alike or at the same speed. Value each child based on individual abilities. Modify activities when needed.

2. Have a signal or sign that can refocus students quickly so that they can “freeze” and listen to you when you need to speak or end the activity.

3. Share appropriate personal information with your students. Students respond favorably to the instructor who shares personal anecdotes or participates with them actively.

4. Be Fair. Make certain each student understands the teacher’s expectations prior to the start of the activity.

5. Expect Success! Assume all students can, and want, to be active—including those with special needs.

6. Model enthusiasm for physical activity. Be aware that students (at first) may seem apathetic or silly. These are common expressions of being self conscious about trying something new in front of their peers. With practice, this discomfort can be minimized and students will be more relaxed and willing to participate.

7. Give instructions before and after arranging the room to get ready for participation. Remind students of the rules for the activity and the “freeze” signals.

8. Take time to make sure that objects are out of the way for safe movement.

9. Set a time limit for the activity before beginning movement. Be sure to share with students.

10. Compliment groups or individuals so that all groups or individuals feel as though their participation was valued.

Ideas for Signals:

1. “Give me a hand” - Tell the kids, “give me a hand” and students raise one hand in the air. “Give me a clap” and students clap. “Give me a stomp” and students stomp one foot. You can then ask any combination such as “Give me three claps and a stomp” and the attention is focused on you.

2. Have a “laughing scarf”. When the kids see the scarf - students may laugh. However, when you put it away, that means “silence” and all attention is on the teacher. This keeps students from laughing at others.

3. Have live music you can play and stop when you want students to freeze.

4. Begin to clap 3 times, then repeat as often as needed to refocus students. You can also clap at different levels of loud to soft or change the tempo of the clap to gain their attention.

5. Put your hand in the air. Tell students that when our hands go up, our mouths go closed.
HEALTHY ACTIVE CHILDREN RESOURCE SHEET

Resources for Principals (www.ncpublicschools.org/curriculum/health)
- Healthy Active Children Policy HSP-S-000
- Appropriate and Inappropriate Practices
- Move More: North Carolina’s Recommended Standards for Physical Activity in School
- Teacher evaluation review form
- Physical education program evaluation as a demonstration school

The Balanced Curriculum documents can be a great resource in transitioning schools. These documents are located at www.ncpublicschools.org/curriculum.
- A Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study at the Elementary Level and
- A Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the NC Standard Course of Study in the Middle Grades

Resources for Teachers (www.ncpublicschools.org/curriculum/health)
- www.FitKidsNC.com Web site: A new resource-based website that will provide information and hands-on support materials for teachers, parents and community leaders.
- Elementary and Middle School Energizers: www.ncpe4me.com
- Classroom Management Techniques
  http://www.theteachersguide.com/ClassManagement.htm
  http://www.teachervision.fen.com/
  http://drwilliampmartin.tripod.com/classm.html
- Creating a Physically Active Classroom Atmosphere
- National Association of Sport and Physical Education (NASPE) Teacher Toolbox for teachers
- Inclusive Physical Education
- LEP students in Physical Education
- Appropriate and Inappropriate Practices
- Physical education program evaluation as a demonstration school
- www.d2f.org
- www.pecentral.org
The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.

Table of Contents: Healthful Living

At the Drive Thru.................................................................13
Cholesterol Pop........................................................................14
Don’t Throw Your Food, Just the Ball.........................................15
The Dukes of Health Hazards..................................................16
Shop ’til You Drop..................................................................17
Steppin’ for Snacks.................................................................18
Stop and Scribble....................................................................19
Strong, Stretchy, or Speedy?....................................................20
There’s Fungus Among Us..........................................................21
Tic and Tac, but No Smelly Toes.................................................22
True or False .............................................................................23
What’s for Dinner?.................................................................24

Adaptable to Any Subject

Alphabet Soup........................................................................25
Crazy Questions.......................................................................26
Everybody is a Star................................................................27
Have a Ball............................................................................28
Hot Tamale.............................................................................29
I’m A Student and You’re a Student, Too!.................................30
Sports on the Move.................................................................31
What’s My Job?......................................................................32
World’s Strongest Student.......................................................33
Energizers Movement Bank....................................................34
Name of Activity: At the Drive Thru
Grade Level: 7th - 8th
Subject Area: Healthful Living
North Carolina Standard Course of Study Objective Number(s):
7th grade: 5.01 Plan, select, and prepare healthful meals that emphasize the principles of the Dietary Guidelines for Americans;
8th grade: 5.02 Analyze barriers to own healthful eating patterns and describe strategies for overcoming these barriers.

Formation: Class divided into 5 groups moving at desks
Equipment: 1 pencil per group, board, chalk or dry erase markers (5), a nutritional brochure from 5 fast-food restaurants

Rules/Directions:
1. Each group is assigned an activity, a fast-food restaurant and a nutritional brochure from the restaurant. (Activities could include jumping, jogging in place, grapevine, crisscross or jumping jacks.)
2. Choose 1 person to be the spokesperson.
3. Write the name of each fast-food restaurant on the board.
4. As a group, they must perform the activity while deciding which items at the restaurant would be healthiest.
5. One at a time, they run to the board and write down one item. The group continues this activity.
6. Continue taking turns until time is called.
7. One at a time the spokesperson from each group will take the pencil and use it as a microphone to place the group's order. The order should be all items listed on the board.
8. Teacher provides feedback on their choices.

Variations:
1. Teacher can make microphones out of paper.
2. Have the class decide which restaurant provided the healthiest meal.
3. Have students research different types of meals (e.g., Mexican, Japanese, Italian).
4. Make copies of the brochures for the next time this activity is used.
**Name of Activity:**  
**Cholesterol Pop**

**Grade Level:**  
6th

**Subject Area:**  
Healthful Living

**North Carolina Standard Course of Study Objective Number(s):**

5.05 Explain that obesity is a disease as well as a risk factor for other diseases such as diabetes and cardiovascular disease.

**Formation:**  
Students stand by their desk

**Equipment:**  
Three small pieces (quarter size) of yellow paper and three small pieces (quarter size) of white paper for each student. One paper plate for each student

**Rules/Directions:**

1. The object of the game is to get rid of the bad cholesterol and pick up the good cholesterol.

2. Students have paper plate on their desk with three white and three yellow pieces of paper on it. The white paper represents “Good cholesterol” - HDLs and the yellow represents “Bad cholesterol” - LDLs.

3. The paper plate must stay on the desk.

4. On the signal, student take 1 bad cholesterol off his or her plate and places it on someone else's plate while picking up 1 good cholesterol.

5. Students take the good cholesterol and place it on his or her own plate, taking 1 piece of paper at a time. They cannot guard their plate or visit the same plate twice.

6. Students must move continuously.

7. Continue for 10 second rounds.

8. Teacher signals end of 10 second round by calling out “Heart Attack!”

9. Students return to their desk and assess whether they have more good or bad cholesterol.

10. Repeat round.

**Variation:**

1. Extension: At end of round, have students draw or write on their paper plate foods that represent good cholesterol and bad cholesterol.
Name of Activity: Don’t Throw Your Food, Just the Ball
Grade Level: 8th
Subject Area: Healthful Living: Food Guide Pyramid
North Carolina Standard Course of Study Objective Number(s):
5.01 Provide examples of the role of the Dietary Guidelines for Americans in promoting health.

Formation: Groups of 6 standing in a circle
Equipment: A paper ball or a regular ball for each group

Rules/Directions:
1. Class is divided into groups of 6 standing in a circle.
2. Each group has a ball.
3. Students begin throwing the ball in a pattern. They will always throw to the same person. At the same time, have students march or jog.
4. Once they have established a pattern, the teacher will call out a food group.
5. Students must name a food in that food group before throwing to the next person. (Set a time limit, i.e., student may only hold the ball for 5 seconds.)
6. They must call out a new food each round.
7. After teacher has called out all food groups, have students repeat activity naming the healthiest foods they can think of for each group.
8. Continue for 10 minutes.

Variation:
1. At end of activity, discuss each food group and healthy choices in each group. Teacher may also discuss serving sizes for each food discussed.
Name of Activity: The Dukes of Health Hazards
Grade Level: 7th
Subject Area: Healthful Living
North Carolina Standard Course of Study Objective Number(s):
Review of any content area (e.g., 6.01-6.05)
Formation: Create stations and divide the class into competition groups of no more than 4 members
Equipment: Various: jump ropes, cones, balls, hula hoops, stop watch

Rules/Directions:
1. At each station have a question and/or a skill activity for students to perform.
2. The students must perform a physical activity as a group.
3. Upon completion of that action, the students are to complete the academic task.

Station One: Physical Activity: Teams are to perform “Over and Under” twice with a ball, science book, or balled up piece of paper (Over and Under: Students stand in single file line and pass a ball over head to the student behind them. The next student passes the ball through his/her legs to the student behind him/her.)
Academic Task: Hazards of alcohol use.

Station Two: Physical Activity: Teams are to jump rope (imaginary) 15 times each.
Academic Task: Hazards of inject-able substances.

Station Three: Physical Activity: Teams are to run through a twisting course of cones or chairs.
Academic Task: Hazards of tobacco use.

Station Four: Physical Activity: Each member swings a hula hoop (imaginary) around his/her waist 15 turns
Academic Task: Refusal skills.

Variations:
1. Have the students create physical tasks that can be done by teams.
2. Do only one station per day to shorten the length of the activity.
3. Create as many stations as needed for the size of the class.
4. This can be done as a race. The team that completes the course the fastest with the most correct answers wins.
Name of Activity: **Shop 'til You Drop**

Grade Level: 7th

Subject Area: Health: Nutrition

North Carolina Standard Course of Study Objective Number(s):

5.01 Plan, select, and prepare healthful meals that emphasize the principles of the Dietary Guidelines for Americans.

Formation: Partners

Equipment: Scrap piece of paper for every 2 students, 6 pieces of paper with the following information (*indicates healthy options and is for teacher use only, do not put * on paper posted around the room):

- Fats/oils/sweets – twinkies, pop tarts, butter, candy bars, chips, cookies, brownies, cake, soda, *olive oil.

Rules/Directions:

1. Teacher labels 6 areas of the room with each food group listed above, including the food choices.
2. Students may only pick 1 item at a time and move to the next food group, planning a healthy breakfast, lunch, and dinner from the options listed.
3. Students do not necessarily have to pick an item from each food group, but they must visit each station. (e.g., students should not pick a fat, oil, or sweet for every meal).
4. Partners circulate and plan a healthy breakfast, lunch, and dinner.
5. Partners write down their menu for each meal.
6. After sufficient time, have partners return to desks and discuss meals as a class.
8. Make sure students move quickly from one area to another.
9. Have students travel from one area to the next using different movements (march, gallop, jump, skip, hop, etc.).

Variation:

1. Have students choose the most unhealthy food choices from the lists.

The Middle School Energizers were developed by East Carolina University, Activity Promotion Laboratory in partnership with the NC Department of Public Instruction (Healthful Living and Healthy Schools Sections), the Health and Wellness Trust Fund, Be Active North Carolina, the NC Alliance for Athletics, Health, Physical Education, Recreation and Dance, and the Physical Activity & Nutrition Branch.
Name of Activity: Steppin' for Snacks
Grade Level: 7th
Subject Area: Health: Nutrition
North Carolina Standard Course of Study Objective Number(s):
  5.05 Consume healthful breakfast;
  5.06 Choose snacks rich in nutrients and low in sugar and carbohydrates.
Formation: Students stand towards the back of the room, or spaced as needed
Equipment: None

Rules/Directions:
1. Teacher calls out a breakfast item or snack.
2. If the food could be consumed anytime, hop for 15 seconds.
3. If the food should be consumed in moderation, move forward 2 spot, move for 15 seconds.
4. If the food should be consumed only occasionally, move forward 1 spot, slide left to right.
5. As students reach the front of the room, have them write their favorite breakfast or snack items on the board, then move to the back of the room and continue the activity.
6. When teacher calls time, discuss food choices written on the board.

Variation:
1. The teacher can use green, yellow, and red; anytime, moderation, and occasionally: slow, go, and whoa or other terms students may want to share.
**Name of Activity:** Stop and Scribble  
**Grade Level:** 8th  
**Subject Area:** Health  

**North Carolina Standard Course of Study Objective Number(s):**  
8.03 Express the value and importance of regular physical activity.

**Formation:** Partners standing at desks  
**Equipment:** Piece of paper and pencil for every 2 students

**Rules/Directions:**
1. Teacher discusses the physical, mental/emotional benefits, and social benefits of physical activity.
2. Teacher calls out physical activity (refer to movement bank).
3. Students begin that activity and continue until the teacher calls out a category (physical, mental/emotional, and social).
4. Students freeze and partners work together to write one benefit from the category.
5. After 10 to 15 seconds, teacher calls out a new activity.
6. Continue until students have written 3 or more benefits for each category.
7. As students cool down, teacher will call on students to give the examples they wrote down from each category.

**Variation:**
1. Use the above activity with vocabulary words from a different topic such as the digestive system (e.g., esophagus, liver, gallbladder, stomach, and pancreas).
Name of Activity: **Strong, Stretchy, or Speedy?**  
Grade Level: 6th  
Subject Area: Health/Physical Education  
North Carolina Standard Course of Study Objective Number(s):  
7.02 Demonstrate an understanding of proper stretching exercises and muscle strength/endurance exercises.

Formation: Students at desks  
Equipment: Index cards with activities on them, signs

Rules/Directions:
1. Teacher places three signs labeled as strength (strong), flexibility (stretchy), and endurance (speedy) around the room.
2. Hand each student an index card with an activity on it and a piece of tape. Students stand at desks.
3. Each student individually calls out an exercise and students begin doing exercise. Students perform the activity for 30 seconds.
4. Students must call out whether the exercise can be categorized as strength, endurance, or flexibility and then go tape it on the wall under the correct category.

<table>
<thead>
<tr>
<th>Strength</th>
<th>Endurance</th>
<th>Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Push-ups</td>
<td>Jogging</td>
<td>Quadriceps stretch</td>
</tr>
<tr>
<td>Sit-ups</td>
<td>Jumping rope</td>
<td>Shoulder stretch</td>
</tr>
<tr>
<td>Lunges</td>
<td>Skipping</td>
<td>Calf stretch</td>
</tr>
<tr>
<td>Bicep curls with textbook</td>
<td>Jumping Jacks</td>
<td>Side bends</td>
</tr>
</tbody>
</table>

5. Students will write the list after each student has placed their card in the correct category.

Variations:
1. Use the food groups for each column and call out different foods. Students must identify the corresponding food group.
2. Students perform this activity as groups. Students work together to determine whether the activity should be categorized as strength, endurance, or flexibility. Each group will write its answer on a piece of paper.
Name of Activity: There's Fungus Among Us
Grade Level: 7th
Subject Area: Health
North Carolina Standard Course of Study Objective Number(s):
1.04 Explain the concept of cumulative risk in regard to disease and injury.
Formation: Create stations and divide the class into competition groups of no more than 4 members
Equipment: Task cards, 1 piece of paper and pencil for each group; (optional) ball, textbook

Rules/Directions:
1. Set up various stations. At each station have a question and a physical activity for students to perform.
2. The students must perform a physical activity as a group.
3. Upon completion of that action, the students are to complete the academic task and write down their answers (team that completes the stations the fastest with the most correct answers wins).

Station One: Physical Activity: Teams are to perform “Over and Under” twice with a balled up piece of paper or a textbook.
Academic Task: List 3 types of pathogens.
Answer: Viruses, bacteria, fungi, and protozoa.

Station Two: Physical Activity: Teams are to jump rope (imaginary) 15 times each.
Academic Task: List 3 major barriers against pathogens
Answer: Skin, mucous membranes, saliva, tears, and stomach acid.

Station Three: Physical Activity: Teams are to run through a twisting course of cones or chairs.
Academic Task: List 4 communicable diseases.
Answers: Strep throat, pneumonia, common cold, influenza, chicken pox, measles, mumps, mononucleosis, hepatitis.

Station Four: Physical Activity: Each member swings a hula hoop (imaginary) around his or her waist 15 turns.
Academic Task: List 4 common sexually transmitted infections.
Answers: Genital warts, genital herpes, syphilis, gonorrhea, Chlamydia, hepatitis B, HIV/AIDS.

Variations:
1. Have the students create physical tasks that can be done by teams.
2. To make the game more time efficient do only one station per day.
3. Create as many stations as needed for the size of the class.
Name of Activity: Tic and Tac, but No Smelly Toes
Grade Level: 6th
Subject Area: Health
North Carolina Standard Course of Study Objective Number(s):
1.03 Appraise own health behaviors
Formation: Teams of 4
Equipment: Board, chalk or dry erase markers, statements of health habits, 6 note cards labeled with an “H” and the word “Jump” for healthy, 6 note cards labeled with a “U” and the word “Sit” for unhealthy

Rules/Directions:
1. The class is divided into groups of four.
2. The teacher draws a tic tac toe grid on the board for every group of four.
3. Teacher identifies two students in each group as X’s and two students in each group as O’s and gives one H and one U card to each group of four.
4. The object is to win a game of tic-tac-toe on the board.
5. The teacher makes a statement about health habits (healthy or unhealthy) directed towards the X’s or the O’s in each group.
   Sample health habits:
   - Brush teeth daily. (Healthy)
   - Avoid using sunscreen. (Unhealthy)
   - Sleep on clean linens. (Healthy)
   - If your eyes hurt or itch, rub them vigorously. (Unhealthy)
   - Keep skin clean by washing after you sweat. (Healthy)
   - Play your stereo on high volume. (Unhealthy)
   - Read in a well-lit room. (Healthy)
   - Use dental floss to reduce plaque. (Healthy)
   - Wear the same socks for two weeks. (Unhealthy)
6. Students respond by showing either the H or the U note card and performing the activities on the card to signify if the statement was healthy or unhealthy.
7. The teacher identifies groups who answered correctly and allows them to put their symbol (X or O) into the grid.
8. The teacher then makes a new statement about health habits directed towards the other two players (X’s or O’s) in each group.
9. Continue for 10 minutes until teams complete games of tic tac toe.
10. Students who are not running up to the board are performing an activity from the movement bank (e.g., march in place, dance).
11. Continue for 10 minutes.

Variation:
1. Make a list of true-false statements.
Name of Activity: True or False
Grade Level: 6th - 8th
Subject Area: Health

North Carolina Standard Course of Study Objective Number(s):
6th grade: 8.04 Identify the critical aspects of a healthy lifestyle;
7th grade: 8.04 Demonstrate the importance and value of regular physical activity;
8th grade: 5.01 Provide examples of the role of the Dietary Guidelines for Americans in promoting health;
8.01 Monitor and evaluate the benefits of various physical activities.

Formation: Standing at desk
Equipment: None

Rules/Directions:
1. Teacher calls out a series of statements such as:
   a. Your heart is a muscle. (True)
   b. White bread is more nutritious than whole wheat bread. (False)
   c. Exercise makes your heart stronger. (True)
   d. The main function of the heart is to supply oxygen to your body. (True)
   e. Milk really does not give you strong bones. (False)
   f. You should be eating 5 cups of fruit and vegetables every day. (True)
   g. Blood does not transport the oxygen from the heart to other parts of the body. (False)
   h. The main sources of protein are meat, fish, and beans. (True)
   i. You have muscles that move even when you don’t think to tell them to. (True)
   j. Beans are good for your heart. (Ha ha)
2. Students respond to each of these statements by sitting at their desk if the answer is false and standing and running in place if the answer is true for at least 15 seconds.
3. Teacher can have student make larger movements for true or false statements such as jog in place for true statements and squatting low for false statements.

Variations:
1. Can be adapted for all subject areas.
2. Teacher can choose different movements from the movement bank.
3. Have a brief discussion as to why each statement was true or false.
Name of Activity: What's for Dinner?
Grade Level: 7th
Subject Area: Health: Nutrition

North Carolina Standard Course of Study Objective Number(s):
5.01 Plan, select, and prepare healthful meals that emphasize the principles of the Dietary Guidelines for Americans.

Formation: Sitting at desk
Equipment: 1 paper plate and 1 pencil per student

Rules/Directions:
1. Teacher passes out 1 plate per student.
2. Students will draw a nutritious meal on their plates.
3. Students will then choose a partner close to them and stand up at their desks.
4. One partner will hold both plates.
5. On teacher signal, all students with plates will create their own aerobic movement at their desks using both plates.
6. Teacher will identify a student performing an appropriate aerobic movement and have the entire class follow the activity (e.g., waving plates up and down in front of body while jogging, swimming underwater using plates for fins, jumping jacks while holding plates).
7. Continue activity for 10 seconds and switch by giving plates to other partner, and repeat as many times as desired.
8. Have students return to desks with their own plates and discuss a nutrition concept such as healthy food choices and portion sizes using the Food Guide Pyramid.
**Name of Activity:** Alphabet Soup  
**Grade Level:** 6th  
**Subject Area:** Miscellaneous  

**North Carolina Standard Course of Study Objective Number(s):**

**Formation:** Teams of 4  
**Equipment:** Alphabet blocks or scrabble tiles (2 sets) divided into 4 stations around the room, additional sets may be needed for vowels

**Rules/Directions:**

1. The object is for students to correctly spell the vocabulary word.  
2. Teacher calls out a vocabulary word related to subject area.  
3. One student from each team will go get one letter from a station and return to the group. All students remain moving (see Movement Bank) for the entire activity.  
4. Students take turns getting letters until a team has spelled the word correctly.  
5. The first team to spell the word correctly will earn a point.  
6. Continue until all words have been spelled.

**Variations:**

1. Perform the activity as above and have teams make a sentence with the vocabulary words.  
2. Make your own laminated alphabet cards.
Name of Activity: **Crazy Questions**
Grade Level: 6th - 8th
Subject Area: Miscellaneous

North Carolina Standard Course of Study Objective Number(s):

Formation: Four teams
Equipment: None

**Rules/Directions:**
1. Students group together into 4 teams (easiest way may be to have them group together by rows).
2. The teacher selects a list of vocabulary words or a set of questions from the end of a chapter.
3. The students must complete a series of movements to receive each question.
4. When each student in a group has completed the assigned movement they must sit down and raise their hands to receive each question.
5. The teacher will then approach the group to give them the next question.
   a. To receive the first question, each student in the group must jump to the sky and slap the floor with their hand. Repeat 5 times.
   b. To receive the second question, the students must hop on one foot while turning in a circle 10 times.
   c. To receive the third question, students must run in place for 30 seconds.
   d. To receive the fourth question, students must do imaginary jump rope as fast as possible for 10 seconds.
   e. To receive the fifth question, students must complete all previous movements.

**Variation:**
1. This activity can be used for sequencing, listening skills, auditory procession, and multiple intelligences.
Name of Activity: **Everybody is a Star**

Grade Level: 6th

Subject Area: Miscellaneous

North Carolina Standard Course of Study Objective Number(s):

Formation: Walking around the classroom

Equipment: Pen and paper for the Journalist group

Rules/Directions:

1. Each student writes 3-5 questions a journalist would ask a Celebrity/Super Star and identifies one Super Star.
2. The class is divided into two groups: Journalists and Super Stars.
3. The journalists have 5 minutes to interview as many Super Stars as they possibly can, asking only the three questions they wrote down.
4. The Super Stars can never directly say their name or exactly what it is that they do. The Super Star group must constantly be walking because celebrities are very busy.
5. The journalists try to guess who the Super Stars are based on the answers to their question.
6. After 5 minutes has lapsed the Super Stars reveal who they are and the journalists check to see if their guesses were correct.
7. Switch roles.

Variation:

1. Journalists write an article about Super Stars. Super Stars write a reflective entry about their interviews. Incorporate writing techniques like persuasive writing and inferences. Share writing with the entire class.
**Adaptable to Any Subject Section**

**Name of Activity:** Have a ball  
**Grade Level:** 6th - 8th  
**Subject Area:** Miscellaneous

**North Carolina Standard Course of Study Objective Number(s):**  
**Formation:** Students sitting at desks  
**Equipment:** Each student should have a scrap piece of paper and make a ball

**Rules/Directions:**

1. Each student should wad up a piece of paper to make a ball. Use the piece of paper for the following exercises:
   - Place the ball on the feet (feet together) while seated, repeatedly toss up and catch the ball with the top of the feet (like hackey sack).
   - Set the ball on elbow. Flip the ball into the air and catch it with the hand on the same side.
   - Lift the feet off the floor (feet together) and rotate the ball over and under the legs using your hands.
   - Toss the ball overhead and catch behind back.
   - Lift the feet (feet slightly apart) and weave the ball between the left and right leg (such as a figure eight).
   - Toss the ball from behind the back and catch in the front.
   - Circle waist while standing.

2. This activity will strengthen the abdominal muscles and quadriceps.

**Variation:**

1. Allow each student to shoot the ball into the trashcan at the end.
Adaptable to Any Subject Section

Name of Activity: Hot Tamale
Grade Level: 6th - 8th
Subject Area: Miscellaneous
North Carolina Standard Course of Study Objective Number(s):
Formation: Beside desks
Equipment: None

Rules/Directions:
1. Write each direction and corresponding activity on the board or overhead to make it easier for the students to follow.
   - Move backwards - back stroke (swimming motion)
   - Move forward - march in place
   - Move to either side - side stretch in the direction of the hot tamale
   - Up higher - climbing ladder motion
   - Down lower - squats
   - Within one foot of the tamale - students pretend they are stepping on hot coals (in place).
2. One student exits the classroom.
3. The rest of the class watches the teacher hide the “hot tamale” (can be any object) somewhere in the classroom.
4. The student who exited the classroom re-enters.
5. The rest of the class tries to guide him/her to the hidden tamale by performing various physical activities, with each activity corresponding to a different direction. Students are not allowed to talk.
6. Once the student locates the hidden “hot tamale”, another student is selected to exit the classroom and the “hot tamale” is hidden in another location so that the game can be repeated.
Adaptable to Any Subject Section

Name of Activity: I'm A Student and You're a Student Too!
Grade Level: 6th - 8th
Subject Area: Miscellaneous
North Carolina Standard Course of Study Objective Number(s):
Formation: Standing at desks or in a circle
Equipment: None (teacher may decide to use a small ball or bean bag)

Rules/Directions:
1. Students stand in a circle or at desks and march in place.
2. Teacher selects a student to begin the game by either pointing to or tossing a small ball to the student.
3. The student begins with the line “I'm a student and you're a student too if....”
4. The student fills in the end of this statement with something characteristic of them that other students may have in common. Example: “I'm a student and you're a student too if you have on tennis shoes” or “I'm a student and you're a student too if you like to play basketball.”
5. All students who share this trait perform an activity such as jumping into the air 3 times or walk to the front of the classroom and switch places with another student that shares the specified characteristic, while all other students continue to march in place.
6. The teacher then selects another student to continue the game.

Variation:
1. Instead of using the word student in the working phrase, insert the name of the school's mascot. e.g., I'm a Pirate and you're a Pirate too if..."
Adaptable to Any Subject Section

Name of Activity: **Sports on the Move**

Grade Level: 6th-8th

Subject Area: Miscellaneous

**North Carolina Standard Course of Study Objective Number(s):**

Formation: Standing at desk

Equipment: None

**Rules/Directions:**

1. Teacher will say a sport and movement and students will repeat that movement for about 30 seconds until a new movement is stated.

Examples:
   - Basketball: dribble with fingertips; dribble through legs; dribble around back; jump shot and follow through; bounce pass; chest pass; overhead pass; defensive slide to front and back to start position
   - Soccer: shot on goal (practice with both feet); inside of foot pass; outside of foot pass; long banana kick; juggle imaginary soccer ball; trap ball with thigh; trap ball with feet
   - Baseball or softball: swing a bat; windup and pitch; field a ground ball; catch a fly ball; play imaginary catch
   - Tennis: forehand; backhand; serve; volley
   - Volleyball: serve, set, dig, spike
   - Football: quarterback long pass; short pass; catch imaginary ball; kick field goal; punt; catch a punt; block
   - Golf swing
   - Drive a NASCAR
   - Lacrosse
   - Tae Kwon Do

**Variations:**

1. Ask students to name the sport and movement.
2. Tell students that mental practice and making correct fundamental movements without the equipment can improve performance.
Adaptable to Any Subject Section

Name of Activity: What's My Job?
Grade Level: 6th - 8th
Subject Area: Miscellaneous
North Carolina Standard Course of Study Objective Number(s):
Formation: Partners standing at desk
Equipment: Pencil and paper

Rules/Directions:
1. Students group into pairs at their desks.
2. Partners face each other (one facing the board and the other facing the back of the room).
3. The teacher writes a series of professions on the board which could include:
   ➢ Teacher
   ➢ Basketball Player
   ➢ Hockey Player
   ➢ Airplane Pilot
   ➢ Doctor
   ➢ Fireman
   ➢ Chef
   ➢ Truck Driver
4. The student facing the board must act out the entire list in 2 minutes while the student facing the back of the classroom attempts to write down which profession his/her partner is acting out.
5. After the 2 minutes has ended, the students facing the back of the classroom turn around and see if their lists match that on the chalkboard.
6. Students in each group switch places (the writer becomes the actor and visa versa).

Note: entire game could be played silently

Variation:
1. Create a different list of professions for each group.
Adaptable to Any Subject Section

Name of Activity: World’s Strongest Student
Grade Level: 6th - 8th
Subject Area: Miscellaneous

North Carolina Standard Course of Study Objective Number(s):
Formation: Standing at desks
Equipment: None

Rules/Directions:
1. Have students imitate activities that competitors in the “Worlds Strongest Man” competition undertake. Perform each activity for 30 seconds.
   • Chain Drag (walking backwards and pulling)
   • Car Lift
   • Train Push (walking forward and pushing)
   • Anchor Carry (walking forward and pulling)
   • Pole Flip (pretend to toss a small tree trunk as far as you can)
   • Iron Cross (hold arms out to sides holding great weights)
   • Stone Wall (picking up heavy stones from the ground and stacking them on top of a wall)
   • Dead Lift (competitors squat and lift a barrel of rocks with increasing weight)
2. Repeat the entire sequence.

Variation:
1. Teacher may need to explain the activities to the students before the activity starts.
Energizers Movement Bank

1. Loco motor (traveling forward, back, right, left)
   a. Walk
   b. March
   c. Jog
   d. Step touch
   e. Walking lunge
   f. Skip
   g. Grapevines
   h. Slide
   i. Gallop
   j. Hop/jump

2. Lifts (stationary or traveling)
   a. Knee lifts - hands gently touching opposite knee
   b. Kicks- front, cross and side
   c. Soccer kick
   d. Hamstring curl
   e. Heels- front and side, back
   f. Kick backs

3. Hops (stationary or traveling)
   a. Bunny hop
   b. Basketball shoot
   c. Jump rope
   d. Boxing
   e. Ski-stride
   f. Twist- single/double
   g. Dance steps- mamba, cha cha, chug, pivot turns

4. Power (stationary)
   a. Jumping jacks
   b. Lunges
   c. Squats
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.

empower ME 4Life

Learn more at empowerme2b.org
Table of Contents

1 Introduction
   What is empowerME4Life?
   Why this Course?

2 How to Use this Guide
   What Does This Course Cover?
   What’s in This Guide?
   For Youth Facilitators
   For Adult Allies Working with Youth Facilitators

4 Getting Started
   Location
   Student/Facilitator Ratio
   Materials and Preparation

6 Guidelines for Implementation
   For Youth Facilitators: How to Prepare to Facilitate a Session
   Evaluation
   Classroom Management

8 Share Your Story

9 Frequently Asked Questions (FAQs)

11 Session 1: On Your Mark, Get Set...

19 Session 2: Go!

31 Session 3: Jumping Hurdles!

46 Session 4: Fueling the Body

62 Session 5: Energy In/Energy Out

69 Session 6: Read B4 U Eat

76 Session 7: Move More!

84 Session 8: The Victory Lap

Learn more about empowerME4Life at HealthierGeneration.org

© 2011 Alliance for a Healthier Generation
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

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

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.

HOW TO USE THIS GUIDE

SHARING YOUR STORY
If you would like to share your story with the Alliance, please refer to the Alliance website at HealthierGeneration.org
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 @ HealthyGeneration.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
GUIDELINES FOR IMPLEMENTATION

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 empowerME4Life 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 finding 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!
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). Reconvene 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 with 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 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
SESSION 1: SCRIPT AND ACTIVITIES & HEALTHY BASEBALL ACTIVITY

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.*

---

C  **PRE-ASSESSMENT ACTIVITY**  [15 MINUTES]

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 about 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.

---

**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.
   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
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]
SESSION 2: SCRIPT & ACTIVITIES

A  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!

B   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
[13 MINUTES]

(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.

D 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  D: 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.

---

**E** 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 write 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.

---

**F** 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.
Endurance
Balance
Muscular Strength
Coordination
Flexibility
Speed
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
7  March in place
8  Hands on shoulders twist
9  Hand on hips knee lifts
10  Balance on right foot
11  [seconds] Balance on left foot
12  Arm circles

CUT HERE >
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>MONDAY</th>
<th>DAY</th>
<th>NIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TUESDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THURSDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRIDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SATURDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUNDAY</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Learn more about empowerME4Life @ HealthierGeneration.org
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
JUMPING HURDLES!

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)

**PREPARATION**

- Set up computer if you will be showing video clips
- Set up the Barriers Signs around the room
- If youth have trouble coming up with ideas for Barriers, consider the following:
  - I don’t have time to be physically active.
  - I like to be social. What does physical activity do for that?
  - I do not get enough sleep and I’m too tired during the day to exercise.
  - I’m not a good athlete.
  - I prefer to watch television or play video games.
  - I live in the city where there aren’t many parks or fields.
  - Note: If youth come up with other barriers, definitely use those.
- Create an example Barriers Sign for the class to do together
- Have markers at each Barriers Sign for youth to write solutions
- Copy Barriers Cards, one for each participant. This divides them into groups, matching the myBarriers Signs.
- Copy Barriers Worksheet
- Create an example billboard to discuss (photo, film clip, etc).
- Have blank sheets of paper ready for youth to make their billboards
- Have pens/pencils for participants to make their billboards and chalk or markers for the big example billboard
- Create a list of the 5 billboard prompts (see Billboard Activity in the lesson below) to discuss with youth and/or make some copies of this list to place on tables while they work
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.
E  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.

---

F  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.
**BARRERS**

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:
#### 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?

<table>
<thead>
<tr>
<th>BARRIER</th>
<th>SOLUTION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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]
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.

PREPARATION

Before the session:
- Have Fruit, Vegetable and Drink Signs up for the group
- Have all the handouts (Fruit, Vegetable and Drink Cards, Nutrition Label Cards in envelopes) in the order in which you'll use them
- Bring at least one nutrition label or food package per participant and have a couple extras as examples before you begin the label activity
- Fill out a Fruit and Vegetable Log to show as an example

OPTIONAL PREPARATION
- Have an example of a song, rap or cheer either audio or video.
- Decide what the prize should be if you choose to make the label activity a game (remember, do not make food a prize)
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.

---

C NUTRITION LABEL ACTIVITY [10 MINUTES]

If you need help with increasing reading participation, you can ask for helpers the week before. Say I need some helpers to read next week. If you are interested, let me know, I can give you the cards and you can practice during the week. This is a way to reduce pressure on youth to know how to read all the words on the spot.

Show the students an empty box of cereal, can of soup, snack/energy bar, water bottle, etc. Pass them around for the kids to check them out. Pass around 1 item for 2 kids to share.

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**
Drink
Veggie
Fruit
Green beans
Cherries
Water
Cauliflower
Skim milk
Raspberries
1% Milk
Sweet potatoes
Pineapple
Broccoli
Cranberry juice
Pear
**SESSION 4  FRUIT AND VEGETABLE LOG**

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

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>AM Snack</th>
<th>Lunch</th>
<th>PM Snack</th>
<th>Dinner</th>
<th>Night Snack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Remember to drink enough water throughout the day. If your pee is yellow, you’re not drinking enough!*
E N E R G Y  I N /  E N E R G Y  O U T

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.
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.

---

**CRUNCH 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.
**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.
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.
REVIEW DETAILS OF THE FIELD TRIP FOR THE NEXT SESSION

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.

OPTIONAL

In order to work on behavior skills, give youth an opportunity to act out travel and/or in-store scenarios.

For example: if you are traveling by bus, use masking tape to put a large rectangle on the floor before the session starts. Then ask one youth to pretend to be the bus driver. Ask for other volunteers to act out the following scenarios:

1. There’s a youth acting out on the bus. How would you ask him/her to stop?
2. Youth walking onto the bus and sitting in a quiet and peaceful manner. How do you greet the bus driver?
3. 4 youth get on the bus. 2 sitting and 2 standing. Another youth enters pretending to be an older person. What should we do?

If your group is walking, you can develop scenarios about walking as a group, crossing the street, etc.

NOTES
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!)
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.

69 Learn more about empowerME4Life @ HealthierGeneration.org
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.

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 child'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.
C  TRAVEL BACK TO SITE [TBD]

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.

D  CLOSURE [APPROX. 5 MINUTES]

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.
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.
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]

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 notice when 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.
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.

halfway point!
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
- 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
**SESSION 8: SCRIPT & ACTIVITIES**

**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
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>no limit</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>150 cal.</td>
<td>180 cal.</td>
<td>200 cal.</td>
<td></td>
</tr>
<tr>
<td>Fruit in own juice</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>
<td></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</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>1.5 oz.</td>
<td>1.5 oz.</td>
<td>1.5 oz.</td>
<td></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>1 egg</td>
<td>1 egg</td>
<td>1 egg</td>
<td></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>✓</td>
<td>✓</td>
<td>480 mg</td>
<td>1</td>
<td>100 cal.</td>
<td>100 cal.</td>
<td>100 cal.</td>
</tr>
</tbody>
</table>

1. Fruits and vegetables
2. Dairy and eggs
3. Snacks
4. Soups
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!