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
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Department of Exercise and Sport Science
College of Health and Human Performance

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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.

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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](http://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

Continued on next page
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
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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.
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)
7. 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.
8. The teacher identifies groups who answered correctly and allows them to put their symbol (X or O) into the grid.
9. The teacher then makes a new statement about health habits directed towards the other two players (X’s or O’s) in each group.
10. Continue for 10 minutes until teams complete games of tic tac toe.
11. Students who are not running up to the board are performing an activity from the movement bank (e.g., march in place, dance).
12. 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.
Adaptable to Any Subject Section

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.
Adaptable to Any Subject Section

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

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

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

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

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

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

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

empowerME4Life is made up of eight 45-minute sessions:

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

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

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

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

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

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

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

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

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**WHAT'S IN THIS GUIDE?**

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

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

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Learn more about empowerME4Life @ HealthierGeneration.org
**For Youth Facilitators**

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

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

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

**For Adult Allies Working with Youth Facilitators**

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

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

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

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**SHARING YOUR STORY**

If you would like to share your story with the Alliance, please refer to the Alliance website at [HealthierGeneration.org](http://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.
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 empoweME4Life and we invite you to encourage youth enrolled in empoweME4Life to share their stories along the way or after completing the sessions.

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

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

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

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

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

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

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

Have fun!
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
A INTRODUCTIONS & BACKGROUND

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.

SESSION 1: SCRIPT & ACTIVITIES

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

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**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.

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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.

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**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

Nutrition
- Carbohydrate
- Fat
- Protein
- Calories
- Screen Time
- Moderation

Physical Activity
- Speed
- Benefit
- Barrier
- Solution
- Hydration

Endurance
- Muscular Strength

Flexibility
- Balance
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

Learn more about empowerME4Life @ HealthierGeneration.org
GO!

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

**Session Objectives**

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

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

**Session Overview**

In 45 minutes you will:

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

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

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

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

E Review the Physical Activity Log [5 MINUTES]

F Summarize the session [2-3 MINUTES]

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**MATERIALS**

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

**PREPARATION**

Before the session:

- Copy body handouts, one for each participant
- Draw body on chart paper or large sheets of paper and attach to the wall
- Prepare a sample body to share
- Cut up Fitness Word Cards for each participant
- Attach Vocabulary Poster to the wall
- Cut out the 12 Ways of Fitness Cards—you will only need one set of 12
- Optional: stereo or other device for playing music
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 to 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.

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.
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.

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**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.

---

**CLOSURE**

[2-3 MINUTES]

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

**Pass out At Home Activities sheets.**

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

BODY ACTIVITY
Endurance
Balance
Muscular Strength
Coordination
Flexibility
Speed
|---|-----------|-----------|-----------------------------|---------------------|------------------------|---------------------|

**Instructions:**
- Perform each exercise as indicated.
- Count the repetitions as per the instructions.

**Exercises:**
- **Push-up**
- **Sit-up**
- **Toe touches then jump up**
- **Pretend jump rope**
- **Elbow to knee touches**
- **Punch arms forward**
9. Hand on hips, knee lifts

8. Hands on shoulders twist

7. March in place

12. Arm circles

11. Balance on left foot

10. Balance on right foot
SESSION 2  PHYSICAL ACTIVITY LOG
Get Up! Seriously, get up and run, bounce, jump, roll, throw... Anything that gets you moving. Write it down in this physical activity log.

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<th>MORNING</th>
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SESSION 2 AT HOME ACTIVITIES

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

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

SESSION 3

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.
A  
**INTRODUCTION**  
[5 MINUTES] 

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

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

B  
**BARRIERS & SOLUTIONS CAROUSEL**  
[18 MINUTES] 

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

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

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

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

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

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

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

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

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

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

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

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

**Ask:** Are there any questions?

*(If there are, practice as a group)*

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

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

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

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

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

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

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

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

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

halfway point!

C  BARRIERS WORKSHEET  [ 5 MINUTES ]

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

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

D  BILLBOARD ACTIVITY  [ 10 MINUTES ]

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

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

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

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

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

Say: Your billboard should include four things:

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

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

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

OPTIONAL

You can make one large billboard as a group using a chalkboard, white board or large piece of paper.
**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.
BARRIERS
I am not a good athlete.

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

SOLUTIONS:
**BARRIERS**
I prefer to play video games.

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

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

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

SOLUTIONS:
SESSION 3 **BARRIERS WORKSHEET**

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

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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.
**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.

### 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 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.

D 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
Orange

Apple

Carrots

Banana

100% Orange juice

Corn
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<th>Calories</th>
<th>Serving Size</th>
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<th>Carbohydrates</th>
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<th>Ingredients</th>
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### SESSION 4 FRUIT AND VEGETABLE LOG

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

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

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

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

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

**A  
INTRODUCTION AND REVIEW  
[10 MINUTES]**

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

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

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

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

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

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

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

**B  
ENERGY IN/ENERGY OUT ACTIVITY  
[10 MINUTES]**

This activity can be done inside or outside.

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

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

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

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

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

**DRINK FOR YOUR BODY ACTIVITY**  
[10 MINUTES]

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

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

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

Have the group explain why they organized themselves that way. Make sure they look at the nutrition label to find out which drinks should go where if they didn’t do that while lining themselves up. This is a great time to reinforce the lesson on labels.
Say: What do you think makes an incredibly nutrient-rich drink incredibly healthy? Pause for responses. Make sure they include: they are the most beneficial for the body, they are not filled with added sugar, they don’t have lots of calories, and do have lots of nutrients.

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

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

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

**Analyzing Influences Activity**

*10 MINUTES*

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

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

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

*Hand out one advertisement per pair of youth.*

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

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

Say: What is the company name?
What are they trying to sell?
Who are they selling the product to?
What are the health ‘claims’?
Is this one of our three categories of nutrient-rich drinks (1% or fat-free milk, 100% fruit juice, water)?

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

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

Give the group several minutes to draw.

If you can, leave the posters up in the space or another place they will be seen by others.
**CLOSURE [5 MINUTES]**

**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!)
READ B4 U EAT

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

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

Session Overview
Depending upon travel time, the duration of this session may fluctuate. In 45 minutes you will:
A  Get students to the grocery store/bodega/food mart or explain the grocery store set up in the room [TBD]

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

C  Travel back to the site [TBD]

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

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

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

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

PREPARATION
Before the session:
□ Contact the grocery store to let them know you are coming
□ Bring lists of things the kids will need to find and writing utensils to the store
A week before the trip, call the store manager to let them know when your group is coming. Share the following info:
□ You are teaching youth about nutrition and will be showing them a cereal box. Ask if there is a preferred area in the store for you discuss the cereal box for 5 minutes.
□ Each child will have several questions to answer and will be walking throughout the store quietly. Assure the manager that you have gone over behavior norms and if there are any problems, that s/he can feel free to contact you.
□ # of youth and adults that will be coming.
A INTRODUCE AND EXPLAIN (TRAVEL TO STORE)  [TBD]

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

B INSIDE THE STORE  [25 MINUTES]

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

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

A. CEREAL BOX

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

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

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

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

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

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

Say: Protein includes meats, eggs, nuts.

OPTIONAL PREPARATION

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

BEHAVIOR MANAGEMENT

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

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

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

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

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

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

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-intensive 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.
B INTRODUCE AND REVIEW

[15 MINUTES]

Say: It’s funny, after writing down every fruit/vegetable/drink I put into my body, I started to make some changes. For example, I notice that I drink more water. And I also see that I started to eat more vegetables. What are some trends that you 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.
ADVOCACY CIRCLES

[10 MINUTES]

This activity can be done outside, weather permitting.
Split the group into half. Have half the youth stand in a circle facing out and the other half outside of them facing in. So, everyone has a partner and they are facing each other.

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

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

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

Give them time to advocate (1-2 minutes) and make sure the outer circle is asking questions about why the activity would benefit them.
(Pause 30 seconds)

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

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

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

CLOSURE

[5 MINUTES]

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

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

VICTORY LAP

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

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

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

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

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

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

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

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

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

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

B REVIEW AND FOOD SCULPTURE
[20 MINUTES]

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

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

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

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

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

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

CLOSURE  
[10 MINUTES]

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

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

Please circle True or False

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

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

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

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

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

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

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

8. Physical activity helps people sleep better.  
   TRUE  FALSE

Please circle the correct letter

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

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

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

NAME________________________________________________________________________________________________________________________________________________________________________________________________________
TITLE____________________________________________________________________________________________________________________________________________________________________________________________________________
NAME OF YOUR ORGANIZATION__________________________________________________________________________________________________________________________________________________________
EMAIL________________________________________________________________________________________________________________________________________________________________________________________________PHONE __________________________________________________________________________
MAILING ADDRESS____________________________________________________________________________________________________________________________________________________________________________________________________

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

How many youth participated in the program?

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

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

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

<table>
<thead>
<tr>
<th>EXAMPLES</th>
<th>35-10-35</th>
<th>0G TRANS FAT</th>
<th>SODIUM</th>
<th>MINIMUM # OF REQUIRED NUTRIENTS</th>
<th>ELEMENTARY SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh fruits &amp; vegetables</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>no limit</td>
<td>no limit</td>
<td>no limit</td>
<td></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>

### Notes

- **CALORIE OR PORTION LIMITS**
  - OR means that either of the entries in the column applies.
  - For additional information, please see the notes on the next page.
Competitive Foods Guidelines for K-12 Schools

Notes
Fruits and vegetables ¹
- Dried fruit must contain 0g fat as labeled

Dairy and eggs ²
- Cheese must be reduced fat or part skim. All other dairy products must be non-fat or low fat

Snacks ³
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.
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The successful completion of empowerME4Life and taking the first steps toward a healthier life!