



AFTER-SCHOOL HEAT CLUB CURRICULUM

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THE HEALTHY EATING AND ACTIVE TIME CLUB CURRICULUM

.....
TEACHING CHILDREN TO LIVE WELL

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Human Kinetics

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ACTIVITY AND GAME FINDER

Activity	Page	Materials needed	Objectives
OPENING ACTIVITY			
HEAT Club Kickoff	2	<ul style="list-style-type: none"> • MyPlate poster • Eight paper grocery bags • Heat Club Kickoff food cards 	<ul style="list-style-type: none"> • Introduce the HEAT Club. • Learn about the five food groups and MyPlate. • Practice putting foods into correct food groups. • Be active and have fun.
CHAPTER 1—ACTIVE GAMES			
Bone Builders	17	<ul style="list-style-type: none"> • Masking tape • Measuring tapes or yardsticks • Tumbling mats (optional) • Index cards or paper for recording measurements 	<ul style="list-style-type: none"> • Learn about and practice bone-strengthening exercises. • Understand that jumping and landing help bones grow strong. • Be active and have fun.
Fish Food	25	<ul style="list-style-type: none"> • Large open space • Sponge ball • Cones or other objects to mark boundaries for Sharks and Minnows 	<ul style="list-style-type: none"> • Learn and develop motor skills. • Recognize that fish and other seafood are an important part of a healthy diet. • Be active and have fun.
Hopscotch Around the World	30	<ul style="list-style-type: none"> • Book <i>Hopscotch Around the World</i> by Mary D. Lankford (Beech Tree Books) • Photocopies of all or some of the different hopscotch game directions • Map of the world (optional) • Chalk or hoops, or if playing indoors, spots or tape 	<ul style="list-style-type: none"> • Play hopscotch games from different countries. • Recognize that children all over the world play games and are active but sometimes in different ways than in the United States. • Practice reading skills and following written directions. • Be active and have fun.
Seed Speculation	33	<ul style="list-style-type: none"> • Blackboard or poster paper and writing materials • Cherry tomatoes (one per pair of students) • Bowl for the tomatoes • Plastic knives (one per pair of students) • Paper plates (one per pair of students) • Index cards (one per student) • Rubber spots, tape, or other material to use for designating four bases 	<ul style="list-style-type: none"> • Have fun playing with a nutritious fruit. • Be active. • Work on math and problem-solving skills. • Learn about seed survival rates and what seeds need to grow.
Stretch for Success	38	<ul style="list-style-type: none"> • Carpet, small rugs, or yoga mats (optional, but beneficial) 	<ul style="list-style-type: none"> • Recognize the importance of stretching. • Practice stretching exercises. • Learn some yoga positions.
Partner Play	43	<ul style="list-style-type: none"> • Carpet, small rugs, or mats (this activity can also be played outside) • Several small balls (soccer ball size) or cushions—one for every two students 	<ul style="list-style-type: none"> • Practice listening skills and following directions. • Learn how to play cooperatively. • Be active and have fun.
Whole Grains Scavenger Hunt	48	<ul style="list-style-type: none"> • Five clear plastic sandwich bags • One or two slices whole-wheat bread • One or two corn tortillas • One cup brown rice • One cup raisin bran cereal • One cup uncooked oatmeal • Scavenger Hunt clue cards • Tape • One prize per student (ideas: stickers, rub-on tattoos, pencils, erasers) 	<ul style="list-style-type: none"> • Recognize different types of whole grains. • Learn that it is good to eat whole grains. • Develop problem-solving skills.

Activity	Page	Materials needed	Objectives
Capture the Bag	58	<ul style="list-style-type: none"> • Two colors of construction paper to use as arm bands • Scissors and tape • Pens or markers • Fruit and vegetable cards (can alternatively use fruit- and vegetable-shaped beanbags, optional) • 12 clear plastic zip bags (needed only if using the cards and not the beanbags) 	<ul style="list-style-type: none"> • Learn that an important part of a healthy diet is eating a variety of colorful fruits and vegetables. • Be active and have fun.
CHAPTER 2—FOOD ACTIVITIES			
Crunchy Munchies	67	<ul style="list-style-type: none"> • Recipe ingredients • Measuring cups • Large bowl or container (tubs used for dish washing work well) • Large spoon for tossing • Cups or bowls for students to eat out of (or use one paper towel per student) 	<ul style="list-style-type: none"> • Learn to recognize items from different food groups. • Learn to combine items from different food groups into a healthy snack. • Practice math skills by creating the recipe and measuring out ingredients. • Learn about portion sizes and portion control.
Vegetarian Chili	72	<ul style="list-style-type: none"> • Recipe ingredients • Paper or cloth towels • Cutting boards or paper plates as work surfaces • Clean scissors (two or three pairs) • Strong plastic knives (two or three) • Mortar and pestle or garlic press • Measuring cups and spoons • Small bowls for spice mix, grated cheese, and cilantro • Can opener (child friendly) • Hand grater • Large spoon for stirring • Large pot for the chili • Burner • One bowl and spoon per student 	<ul style="list-style-type: none"> • Develop cooking skills. • Try a healthy food. • Recognize foods from different food groups.
Eat Your Colors: Veggies and Dip	76	<ul style="list-style-type: none"> • Strong plastic knives (one per student) • Paper plates (one per student) • One to three serving trays for the prepared vegetables • Dip recipe ingredients and utensils • Copies of the recipes for each group • Rainbow of Foods worksheet 	<ul style="list-style-type: none"> • Learn to make and eat a healthy snack. • Learn the importance of eating at least five servings of fruits and vegetables each day. • Learn the importance of variety in the diet.
Milk Madness	84	<ul style="list-style-type: none"> • Three different milks—whole, one percent, and soy or rice milk (will need one to two ounces, or 1/8 to 1/4 cup, per student) • Three cups per student • Markers for labeling cups • Milk Madness worksheet • Game boundary markers • Clumps of yarn or other material for cow tails • Tape for attaching tails • Crumpled or shredded paper for pretend hay • Buckets or other containers 	<ul style="list-style-type: none"> • Understand that different types of milk have different amounts of fat. • Feel or taste fat by comparing different milks. • Reinforce that it is healthy to drink low-fat milk.

(continued)

Activity	Page	Materials needed	Objectives
Chunky Egg Salad	90	<ul style="list-style-type: none"> • Recipe ingredients and paper towels • Large pot with lid • Scissors (two to five pairs) • Plastic knives and one metal knife • Cutting boards or paper plates • Juice squeezer • Measuring utensils • Large mixing bowl • Large spoon 	<ul style="list-style-type: none"> • Develop skills in food preparation. • Learn that eggs are a good source of protein. • Enhance artistic skills.
Outrageous Oatmeal	94	<ul style="list-style-type: none"> • Recipe ingredients • Burner • Two cooking pots • Measuring utensils • Large spoon • Ladle • Apple slicers • Plastic knives for cutting • Cheese grater or other grater to grind cinnamon sticks (optional) • Cutting boards or paper plates as cutting surfaces • One small bowl per student • One spoon per student 	<ul style="list-style-type: none"> • Learn new cooking and food-preparation skills. • Reinforce the importance of eating breakfast. • Recognize oatmeal as a whole-grain food that is high in fiber.
Blastoff: Homemade Soda	98	<ul style="list-style-type: none"> • Clear glass or plastic jar or cup • Sugar • Soda (one 12-ounce can) • Recipe ingredients • Measuring spoons • Hand juicers (two to four) • One spoon per student • Three bowls • One 10-ounce cup per student • Straws (optional) 	<ul style="list-style-type: none"> • Understand that soda should be consumed only occasionally. • Learn that soda has added sugar, which can harm teeth. • Understand that soda provides only empty calories. • Learn to make a healthier soda that does not use added sugar.
Plant Parts Salad	103	<ul style="list-style-type: none"> • Recipe ingredients • Measuring utensils • Paper towels • Clear plastic or glass jar with tight lid • Juice squeezer • Scissors (two or three pairs) • Plastic knives and one real knife • Vegetable grater • Cutting boards or paper plates • Large salad bowl • Large spoons for tossing • One cup or bowl per person • One fork per person 	<ul style="list-style-type: none"> • Learn that sprouts are nutritious. • Develop food-preparation skills. • Try a nutritious new food.

Activity	Page	Materials needed	Objectives
CHAPTER 3—CREATIVE ARTS			
Growing Sprouts	109	<ul style="list-style-type: none"> • Containers for soaking and planting seeds (one per student). You can use plastic or waxed paper cups or other plastic containers (e.g., old yogurt cups). • Potting soil or vermiculite for planting (10-quart bag should be plenty for 20 to 25 students) • 5 to 10 sunflower seeds per student (unroasted in their shell) • Masking tape and markers • Napkins or paper towels (one per student) • Big tub for mixing soil with water (such as dishwashing tub) • Clear plastic cling wrap • Scissors • Life-cycle cards • Envelopes (one per team of five or six) 	<ul style="list-style-type: none"> • Learn about how plants grow. • Practice science skills. • Try a nutritious new food.
Too Much TV	118	<ul style="list-style-type: none"> • Book <i>The Berenstain Bears and Too Much TV</i> by Jan and Stan Berenstain • Copies of the physical activity pyramid • Copies of the Replace Screen Time With Activity Time worksheet • Crayons or colored pencils 	<ul style="list-style-type: none"> • Understand that watching too much TV is not part of a healthy lifestyle. • Identify ways to be active in place of TV time. • Practice reading and listening skills.
Fruit and Vegetable Stamping	123	<ul style="list-style-type: none"> • Fruits and vegetables of all colors (at least five colors). Buy enough so when they are cut up, each group of three or four students will have pieces of all colors. • Poster paint, tempera paint, or ink pads • Paint brushes (if using paints) • Paper or plastic cups (if using paints) • Poster board or long rolls of heavy paper (one poster per group) • Plastic tablecloth, garbage bags, newspaper, or other protective table covering 	<ul style="list-style-type: none"> • Increase familiarity with fruits and vegetables. • Have an enjoyable, hands-on experience with nutritious foods. • Be creative.
Eggshell Mosaics	127	<ul style="list-style-type: none"> • Shells from about 24 eggs • Two unpeeled hard-boiled eggs • Two metal spoons • Paper towels • Food coloring (three or four colors) • Clear plastic or glass jars (one jar for each color) • White vinegar • Hot tap water • White glue • Paper or plastic cups • Cotton swabs (one or two per student) • Construction paper or paper plates (one piece per student) 	<ul style="list-style-type: none"> • Practice coordination skills. • Learn that plants and animals provide more than just food. • Be creative.

(continued)

Activity	Page	Materials needed	Objectives
Be a Verb	130	<ul style="list-style-type: none"> • <i>Spirit's Story</i> • Two sheets of paper per group • One pencil per group 	<ul style="list-style-type: none"> • Learn to recognize a verb in a sentence. • Be more active by acting out verbs. • Practice listening skills. • Be creative.
Bean Art	134	<ul style="list-style-type: none"> • Dry beans of different colors (try to get at least five types of beans, such as black beans, white beans, pinto beans, kidney beans, red lentils, brown lentils, blue lentils, split peas, garbanzo beans, or soybeans) • Art project surfaces (one per student)—you can use cardboard, paper plates, or wood scraps. • Pencils (one per student) • Paper or plastic bowls for sharing beans and glue • White glue • Pictures of simple patterns and designs 	<ul style="list-style-type: none"> • Increase familiarity with different kinds of beans. • Learn that beans are a healthy food. • Be creative.
Crack the Code	140	<ul style="list-style-type: none"> • Game clues • Hats, bowls, or boxes for code containers and code collectors (one code container and one code collector per team) 	<ul style="list-style-type: none"> • Increase knowledge about nutrition and physical activity. • Develop listening and problem-solving skills.
Make Your Own Piñata	147	<ul style="list-style-type: none"> • Newspaper • Scissors (one pair per two or three students) • 1 balloon (per group) • 2 cups flour (per group) • 3 cups water (per group) • 1 large bowl (per group) • Measuring cups • Poster paint or tempera paint • Crayons or markers • Colored crepe or tissue paper • Colored construction paper • String 	<ul style="list-style-type: none"> • Be creative. • Work cooperatively in groups.
CLOSING ACTIVITY			
Final Fiesta	151	<ul style="list-style-type: none"> • Recipe ingredients • Paper plates • Plastic knives for tomatoes • Metal knife and plastic spoons for avocados • Child scissors (two or four pairs) • Hand juicer • Potato masher (or use forks) • Measuring utensils • Two large spoons for mixing • Small, medium, and large bowls • Serving bowls, plates, and spoons • HEAT Club certificates • Piñata(s) stuffed with prizes • Long stick (to break piñata) • Blindfold • Paper bags (one per student) 	<ul style="list-style-type: none"> • Prepare a healthy snack. • Give students a sense of accomplishment for their HEAT Club participation.

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INTRODUCTION

The *After-School HEAT Club Curriculum* includes hands-on activities to use with elementary school students in after-school programs in order to improve eating habits and increase physical activity levels. HEAT stands for healthy eating and active time.

After-school programs provide students with supervision and a safe learning environment after the school day ends. These programs are excellent opportunities to reinforce and expand on classroom learning. The *After-School HEAT Club Curriculum* was developed as a companion text to the in-school *The Healthy Eating and Active Time Club Curriculum*, a nutrition and physical activity program for grades 1 through 3. The after-school program, which is also designed for grades 1 through 3, allows students to learn about nutrition and physical activity through healthy-cooking activities, active games, and creative arts.

Each activity in the curriculum addresses one or more of these four aims:

- Increase consumption of fruits, vegetables, low-fat milk products, and whole grains
- Decrease consumption of foods high in saturated fat or sugar
- Increase physical activity
- Decrease screen time (time spent with TV, video games, computer, tablets, smartphones)

You can use the HEAT Club curriculum in a variety of ways, depending on what is most appropriate for your program. Ideally, you should work with the same group of children over the course of several months to work through as many of the lessons as possible, starting with the opening activity, which introduces the HEAT Club, and ending with the closing activity, which is a celebration and presentation of HEAT Club completion certificates. However, if it makes more sense for you to do only a small subset of the activities, then you can pick and choose which activities best meet your program goals and constraints.

Most activities take 30 to 60 minutes to complete with students. We estimate that staff will spend about 20 to 45 minutes each week reviewing and preparing for the activities. Food preparation activities tend to take longer than the other activities.

ACTIVITIES

The core of the *After-School HEAT Club Curriculum* consists of 26 fun and educational activities: one opening activity, eight active games, eight food-preparation activities, eight creative arts activities, and one closing activity. Most activities provide background information and activity suggestions. All activities include information on objectives, preparation, materials, and key talking points. The key talking points include activity directions. This reader-friendly format provides an example of how the activity might flow. As long as all key talking points are covered, you should feel free to deviate from the directions and direct the activity in the way you feel best suits your students and fosters a dynamic and engaging delivery.

FAMILY TIP SHEETS

The curriculum also includes resources for engaging families in the HEAT Club. Each lesson includes a family tip sheet that communicates key messages to families. The tip sheets encourage at-home application of the lesson concepts. For example, the Bone Builders family tip sheet includes a list of calcium-rich foods for parents to promote and ideas for bone-building physical activity. These tips are designed to help families adopt healthier habits together. You'll find the family tip sheets at the end of each lesson.

ADDITIONAL RESOURCES

Additional resources and ideas to help support successful implementation of the curriculum are included in the appendixes at the end of the curriculum. Please take time to review these resources prior to starting the activities.

- Appendix A: Family Outreach Materials. These materials help you communicate with families about the HEAT Club.
- Appendix B: Cool Moves. These short activities are a fun way to get students moving before, during, or after a lesson.
- Appendix C: Resources for Free Promotion Materials
- Appendix D: Program Funding and Supply Resources
- Appendix E: Educational Resource List
- Appendix F: Ideas for Field Trips
- Appendix G: Healthy Dates to Celebrate

PHYSICAL ACTIVITY TIPS

Physical activity is important because it improves self-esteem, increases confidence in physical abilities, and promotes emotional, academic, and physical well-being. Here's a checklist for ensuring fun and safe active play.

- *Appropriate play space.* Make sure the area students are playing in is large enough to accommodate the group activity. It should be obstacle-free (move tables if necessary).
- *Safe equipment.* Make sure all equipment is in safe working condition.
- *Proper footwear.* Students (and teachers) should be wearing shoes appropriate for physical activity. Shoes should have rubber soles and should be tied. If a student is wearing improper footwear (e.g., flip-flops or shoes with slippery soles), perhaps he or she can be a helper for the day.
- *Warm up and cool down.* Activities such as running, jumping, hopping, and skipping are high-intensity activities that raise students' heart rate and body temperature. To help prevent injuries, children must warm up before and cool down after intense running and jumping activities.
- *Safe tagging.* Make sure students are not tagging too hard or in places on the body that are inappropriate or unsafe.
- *Stay hydrated.* When students (and teachers) sweat, they lose water through their

skin. Sweating is a good thing because it helps cool the body down, but the lost water must be replaced right away to prevent dehydration, overheating, and heat exhaustion. Drinking before, during, and after physical activity is the best way to stay hydrated. Plain, cold water is the best liquid to drink because it's easiest for the body to absorb.

- *Emergency phone access.* Always keep a phone close to where students are playing in case an injury occurs. Post emergency phone numbers right next to the phone. If the phone is a cell phone, make sure it is charged up and ready to use.
- *First-aid kit.* Keep a fully stocked first-aid kit in easy reach of all staff but out of the reach of students.
- *Medications.* Program staff should be aware of any medications students are using and should know how to administer medications when necessary. Students with asthma should have their inhalers readily accessible during physical activity.

Exercise Tips for Children With Asthma

Asthma is a condition that causes the airways going to the lungs to become inflamed, making breathing very difficult. A second type of asthma, known as exercise-induced asthma (EIA), is an attack brought on by vigorous physical activity, such as running, biking, or swimming. Coughing, wheezing, and shortness of breath are all indicators that a child's asthma might be flaring up. Regardless of the type of asthma, it is important and beneficial for children with asthma to exercise. However, active play should be flexible and modified to accommodate students with reduced exercise capacity caused by asthma. Here are some tips:

- Children with asthma benefit from extended warm-up and cool-down periods because this decreases the lungs' reaction to irritants that can trigger an asthma attack.
- Children with asthma benefit from having physical activities divided into intervals, with frequent breaks.

- Proper hydration is important for asthmatic children. During active play provide opportunities for water breaks.

FOOD-PREPARATION TIPS

Many of the activities in the *After-School HEAT Club Curriculum* involve food. This element is fun and informative for students but brings added elements of preparation that need to be addressed.

- *Plan ahead.* For the food-preparation activities, nonperishable food items and food preparation equipment can be purchased or solicited well in advance and stored on-site for repeated use. Perishable items such as fresh fruits and vegetables should be purchased as close to the activity date as possible.

- *Find out about students' food allergies, intolerances, or avoidances.* In preparation for food activities, review children's information sheets on file with your program, or design your own form for parents/guardians to find out if children have any food allergies or intolerances, or need to avoid certain foods for religious or other reasons. All of the recipes in this curriculum should be changed as necessary to avoid allergic reactions, and moral or religious conflicts.

- *Learn to recognize symptoms of food allergies.* Adverse reactions to foods—indicated by sneezing, coughing, nausea, vomiting, diarrhea, hives, and other rashes—are broadly classed as food allergies or food intolerances. Food allergies and intolerances are most often caused by proteins in milk, eggs, corn, nuts (especially peanuts), seafood, soy products, and wheat. Other foods frequently identified with adverse reactions include meat and meat products, fruits, and cheese. Food allergies can be extremely severe; those with zero tolerance might not be able to touch or be in the same room with the offending food. The best approach when working in an educational setting is to completely avoid any offending foods.

- *Trying new foods together.* What if students don't want to try the food prepared by the group? Though we want to encourage students to taste new and healthy foods, we should never force them to try anything they don't want to try. When students help to grow food or make recipes, they are often more inclined to try it, which is why this curriculum includes hands-on

food-preparation and agricultural activities. But expect that some students will not want to try the food even if they have helped prepare it.

- *What if students don't like the food?* Expect that some students will express a dislike for the healthy foods they taste. It often takes repeated tasting of a new food before we take a liking to it; sometimes even after repeated tries, we still don't like it. Everyone has different taste preferences, and we should respect this. When students tell you they dislike a food, let them know you're happy they were willing to try it. Start a conversation to try to determine what they don't like about the food and how they could change the recipe to make it more to their liking. For example, what if different vegetables or spices were used?

Food safety tips:

- Everyone should wash their hands.
- Organize all equipment, ingredients, and materials you will need.
- Wash ingredients, such as fresh produce, as needed.
- Follow the recipe step by step; measure carefully.
- Avoid using sharp knives with young students. Here are some alternatives:
 - Use clean child scissors for cutting herbs, scallions, or smaller vegetables.
 - Have students tear lettuce and herbs into small pieces with their hands.
 - Use sturdy plastic knives or safety knives for cutting and chopping.
 - Use a hand juicer to squeeze citrus fruits—students love it!
 - Use a mortar and pestle or garlic press instead of chopping garlic with a knife.
- If using sharp knives, follow these guidelines:
 - One staff member should be supervising each student using a knife.
 - When cutting, always cut away from yourself. Place foods to be cut on a cutting board. Cut down onto the board, never toward your hand.
- Never leave cooking pots or pans unattended.

- Always have an adult present when using electrical appliances.
- Avoid contact with steam. Tip pot lids away from you when uncovering.
- Turn pot handles away from the front of the stove to avoid knocking into them.
- If food or grease catches on fire, smother the flames with a lid, a cookie sheet, or foil. Never pick up or carry a pan of flaming grease, and do not pour water on it.

SUMMARY

You are now ready to bring the HEAT Club into your classroom. Here are our top tips for creating a successful HEAT Club:

- *Try it all.* Each lesson corresponds with the aims and messages of the HEAT Club, and many lessons complement one another.
- *Plan ahead.* Read through the activity and background information ahead of time. Make sure you have all the materials you need.
- *Create a club.* As members of the club, children enjoy having something to call their own. You can create an enjoyable atmosphere by focusing on positive behaviors, sharing, and learning.
- *Keep it active.* As you know, children learn by doing. This is why the HEAT Club promotes active learning. Even when you have completed the lessons, continue to use the Cool Moves to teach children skills to enhance their fitness levels.
- *Safety comes first.* Stop any activity or Cool Move if it becomes unsafe; make sure that students do not disrupt others.
- *Encourage participation and cooperation by others.* The HEAT Club is more than an in-class health curriculum. Encourage your school's food-service staff to make healthy changes in the cafeteria and physical educators to incorporate HEAT principles. Have your students create healthy murals or posters in art class, and ask the school to sponsor events such as a Health Fair or Walking School Bus. Support your colleagues and work together with community partners to expand the themes and messages of the HEAT Club.
- *Recognize diversity.* All students should be encouraged to share their customs regarding eating and physical activity. These customs should be respected by everyone in the classroom. Please keep in mind that most students have little control over what food their parents buy and how it is prepared and served, so encourage healthy eating without being critical of things beyond a child's control.
- *Build on everyone's strength.* The HEAT Club activities are developmentally appropriate, but you might need to modify some activities to meet the needs of individual students. No student should feel that he or she cannot play a game or participate in an activity.
- *Have fun!* We hope you will have fun while learning with your students.

[illegible]

Welcome to the HEAT Club! HEAT stands for *healthy eating and active time*. The *After-School HEAT Club Curriculum* activities give students opportunities to make nutritious food selections and choose physical activities they enjoy. They

learn which foods are the best sources of energy for their growing bodies and what portions they should be choosing. They are also given many opportunities to be physically active in a fun and supportive environment.

HEAT CLUB KICKOFF

The HEAT Club's kickoff activity introduces the five food groups included in MyPlate (see figure 1). Students learn why it's important to eat a variety of foods, which foods belong in each food group, and that some foods are "sometimes" foods that should be eaten only once in a while. All the information you'll need to conduct the kickoff activity, and other activities, can be found right here in this HEAT Club guide. If you're interested in learning more about nutrition and a healthy lifestyle, you can access the latest information on nutrition and physical activity recommendations on the MyPlate website at www.choosemyplate.gov. Get ready to join thousands of other American teachers, students, and families in the HEAT Club!

Here are many examples of foods from each food group:

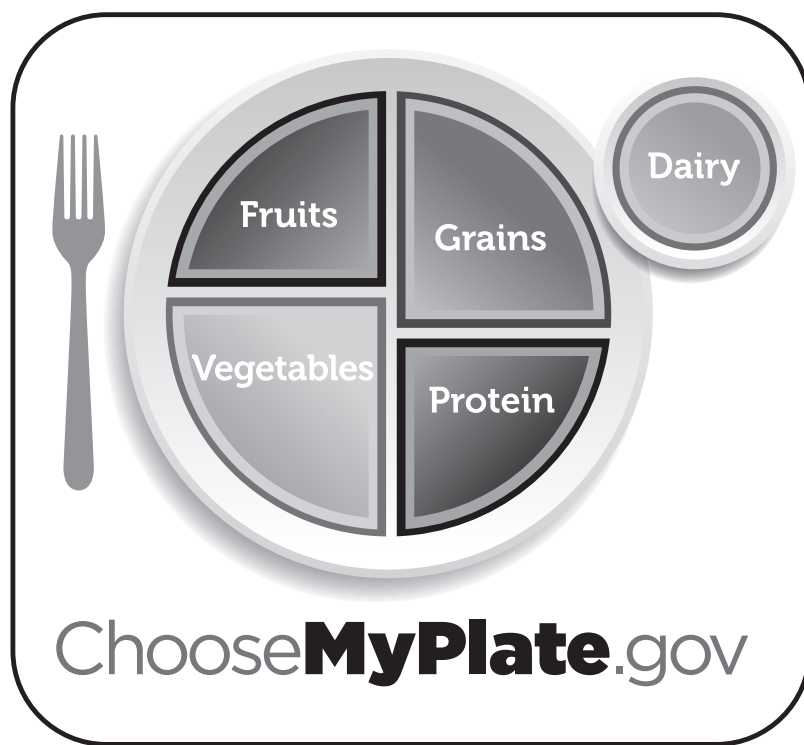


Figure 1 MyPlate posters can be downloaded for free at the ChooseMyPlate website at www.choosemyplate.gov/downloads/mini_poster_English_final.pdf.

USDA's Center for Nutrition Policy and Promotion.

- Grains—whole-wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal, brown rice, whole-grain bread, buckwheat, popcorn, whole-wheat cereal, muesli, whole-grain crackers, quinoa, whole-grain pita, amaranth, whole-grain pasta, millet, barley, whole-grain tortillas, wild rice
- Vegetables—bok choy, broccoli, collard greens, kale, mixed salad greens, romaine, spinach, squash, carrots, sweet potatoes, artichokes, asparagus, sprouts, beets, cabbage, cauliflower, celery, cucumbers, eggplant, green beans, bell peppers, lettuce, mushrooms, onions, tomatoes, vegetable juice, turnips, zucchini, black beans, black-eyed peas, garbanzo beans (chickpeas), kidney beans, lentils, lima beans (mature), navy beans, pinto beans, soybeans, split peas, corn, green peas, lima beans (green), potatoes
- Fruits—apples, apricots, avocados, bananas, strawberries, blueberries, raspberries, cherries, grapefruit, grapes, kiwi fruit, lemons, limes, mangos, cantaloupe, honeydew, watermelon, fruit cocktail, nectarines, oranges, peaches, papaya, pineapple, plums, prunes, raisins, tangerines, 100 percent fruit juices
- Dairy—milk, cottage cheese, ricotta cheese, cheddar cheese, mozzarella cheese, Swiss cheese, Parmesan cheese, American cheese, yogurt, calcium-fortified soy milk
- Protein—lean cuts of beef, ham, lamb, pork, veal, lean luncheon meats, chicken, duck, goose, turkey, ground chicken and turkey, eggs, black beans, black-eyed peas, chickpeas, falafel, kidney beans, lentils, lima beans (mature), soybeans, split peas, tofu, tempeh, almonds, cashews, hazelnuts, peanuts, nut butters, pumpkin seeds, sesame seeds, sunflower seeds, walnuts, catfish, cod, flounder, haddock, halibut, mackerel, salmon, sea bass, snapper, swordfish, trout, tuna, shellfish, sardines

>>> Objectives

- Introduce the HEAT Club.
- Learn about the five food groups and MyPlate.
- Practice putting foods into correct food groups.
- Be active and have fun.

>>> Preparation

- Label five paper grocery bags with the names of each food group: fruits, grains, vegetables, protein, and dairy. Label a sixth bag “sometimes” foods.
- Photocopy a set of food-group pictures for each team (e.g., Apple Team and Orange Team). Shuffle each team’s set of cards and place each set in a paper grocery bag. These are the teams’ picture bags.
- Photocopy the family tip sheet to send home with students.

>>> Materials

- MyPlate poster
- Eight paper grocery bags
- Heat Club kickoff food cards

>>> Cool Moves

- Hug Yourself Stretch—Standing up, students cross their arms and wrap them around their bodies as far as they can stretch. Then they turn the upper body to the right and left. Continue for 20 seconds. They then recross arms so the other arm is on top. Repeat the stretch for 20 seconds.
- Ostrich Stretch—Students stand with legs straight and bend over at the waist (as far as they can comfortably go) to try to touch their toes (imitating an ostrich sticking its head in the sand). They stay in this position for 5 seconds. Repeat three to five times. Remind students not to hold their breath or lock their knees during the stretch.

>>> Directions and Key Talking Points

1. Gather students in a circle.
2. Say, “Today we’re going to start a new club called HEAT Club. HEAT stands for healthy eating and active time.”
3. Say, “In our HEAT Club we will play games, make our own food to eat, and do fun art activities.”
4. Ask, “Why do you think it’s important to eat healthy foods and get plenty of physical activity?” (Answer: healthy foods and physical activity give our brains and bodies what we need to learn, grow, and live healthy lives.)
5. Display the MyPlate poster or hand out copies of MyPlate.
6. Say, “MyPlate is a tool to help you build a healthy meal. It shows you how to balance different types of foods at each meal and reminds you how important it is to eat a variety of healthy foods.”
7. Ask, “Does anyone know why it’s important to eat a variety of foods? (Answer: each type of food contains special nutrients that help our bodies do lots of different things. It’s important to eat a variety of foods so we can get all the different nutrients we need to stay healthy.)

8. Say, "Eating a nutritious diet is one way to stay healthy. What's another important thing we can do each day to stay healthy?" (Answer: being active every day is important for staying healthy and growing strong.)
9. Say, "To start things off, we're going to play some games using the food groups. There are five food groups on MyPlate: grains, vegetables, fruits, protein, and dairy."
10. Review some foods in each group; ask students to name others.
11. Say, "MyPlate not only shows us what types of foods to eat every day but also how much of these foods we should be eating. Some food groups have a bigger place on MyPlate; other food groups have a smaller place on MyPlate."
12. Ask, "By looking at MyPlate, can anyone tell me how much of your meal should be made up of fruits and vegetables?" (Answer: half the meal)
13. Say, "The other half of the meal is made up of grains and protein. According to MyPlate, which of these two groups should take more space on your plate?" (Answer: grains)
14. Ask, "Which types of foods are not shown on MyPlate?" (Answer: foods high in added sugar, fats, and salt, such as cookies, chips, soda, and other treats)
15. Say, "These foods are not shown on MyPlate because they are 'sometimes' foods, which means they are not foods we should eat at every meal. Why do you think we shouldn't eat too much of these foods?" (Answer: because these foods have a lot of added fat, salt, or sugar and are low in vitamins and minerals, eating too much of them is not good for us and leaves us less room for foods that keep us healthy.)
16. Say, "Oils, such as olive oil and canola oil, are not represented on MyPlate, either. Eating oils is important, though, because they give us healthy fats. We only need oils in very small amounts (four or five teaspoons a day). Solid fats, such as butter and margarine, are 'sometimes' foods because they are not as healthy as oils."
17. Say, "Now we're going to play a relay game to help us put foods in the correct food groups."
18. Divide students into two teams by having them count off by saying, apple, orange, apple, orange, and so on until they are all either an apple or an orange. Apples and oranges form two separate lines at the back of the room.
19. At the front of the room, evenly space the six labeled grocery bags between the two lines. Read the names on each of the food bags aloud for students to hear. Leave as much space as possible between a starting point and the bags to maximize physical activity.
20. Place the two teams' picture bags at each of the starting points for the two lines.
21. Say, "This is how the game is played. When I say 'go!' the first player in line draws a food picture from the picture bag. He or she shows the card to team members. When the team has decided which food group the food belongs to, the player who picked the card runs (or skips, walks, jumps, hops) to the front of the room and puts the picture in the proper food bag. Then he or she runs (or skips, walks, jumps, hops) back and tags the next player in line, who picks another card from the picture bag. The game continues until the teams have sorted all the cards. Each team member should get at least one turn."

22. When both teams have finished, draw the food pictures from one bag at a time. Display the pictures so all students can see them. Ask students if the pictures have been placed in the right bag. If an answer is incorrect, give the correct answer and discuss.

23. Congratulate students on a job well done.

Adapted from *Team nutrition community nutrition action kit*, USDA, 1996.

Answers for the game:

- Fruits—bananas, grapes, pineapple, strawberries
- Vegetables—broccoli, carrots, mushrooms, tomatoes, beans*
- Dairy—cheese, cottage cheese, milk, yogurt
- Protein—chicken, eggs, peanut butter, beans*
- Grains—bread, cereal, rice, spaghetti
- “Sometimes” foods—butter, candy bars, margarine, doughnuts, soda

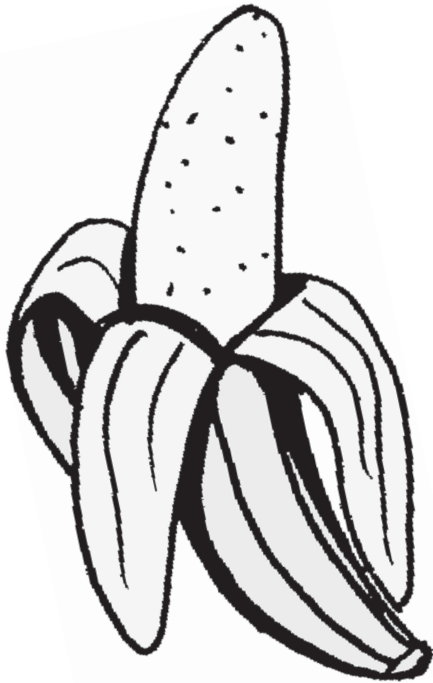
*Beans fall into both the vegetable group and protein group so may be placed in either bag. Generally, when we eat beans from pods that are still fresh and tender (such as green beans and yellow wax beans), we consider them vegetables; when we eat beans from dried pods (such as black beans, pinto beans, and garbanzo beans), we consider them proteins.

HEAT Club Kickoff



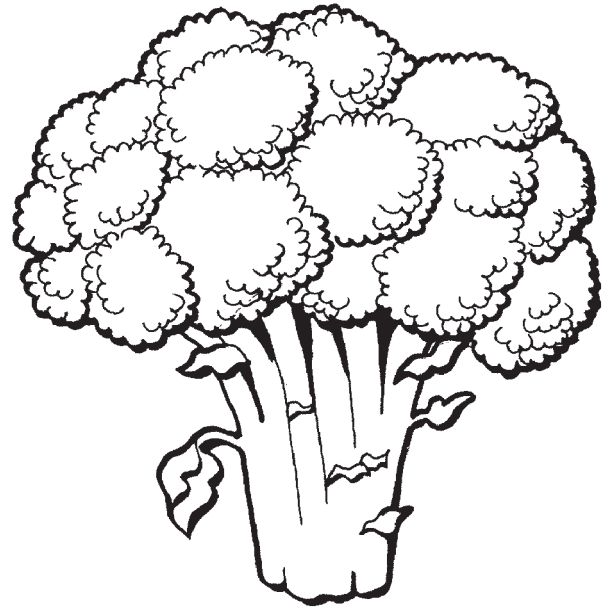
Apple Team's Food Cards

Banana



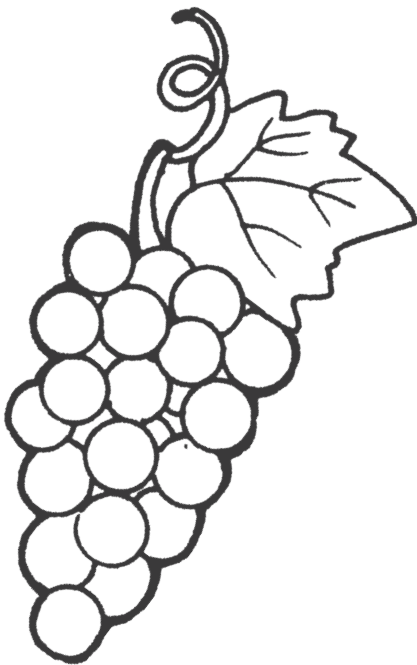
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HEAT Club Kickoff, Apple Team's Food Cards

Broccoli



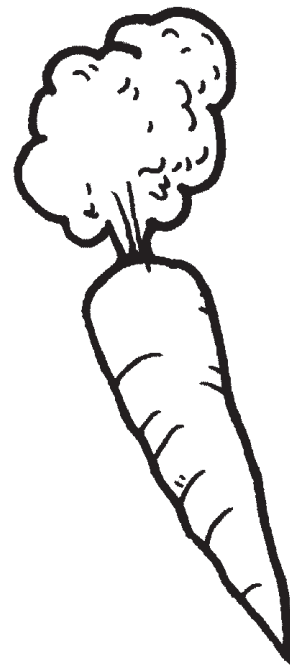
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HEAT Club Kickoff, Apple Team's Food Cards

Grapes



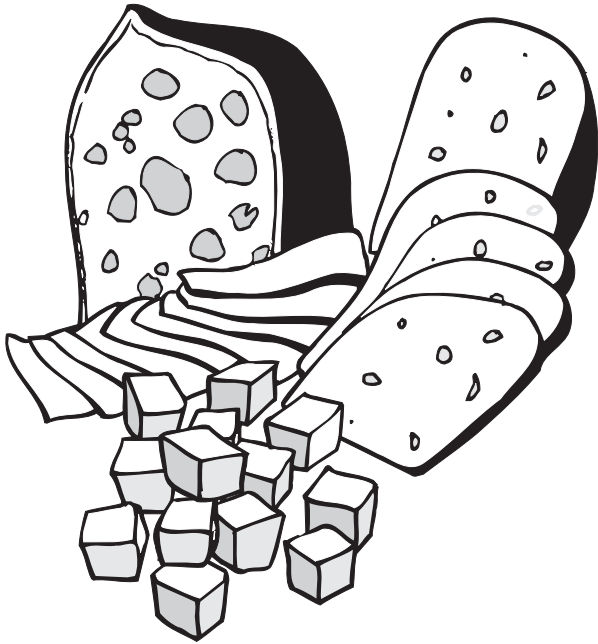
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HEAT Club Kickoff, Apple Team's Food Cards

Carrot



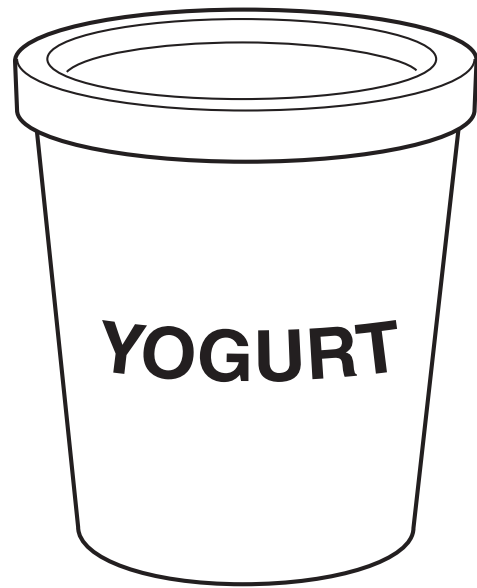
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Cheese



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Yogurt



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HEAT Club Kickoff, Apple Team's Food Cards

Green beans



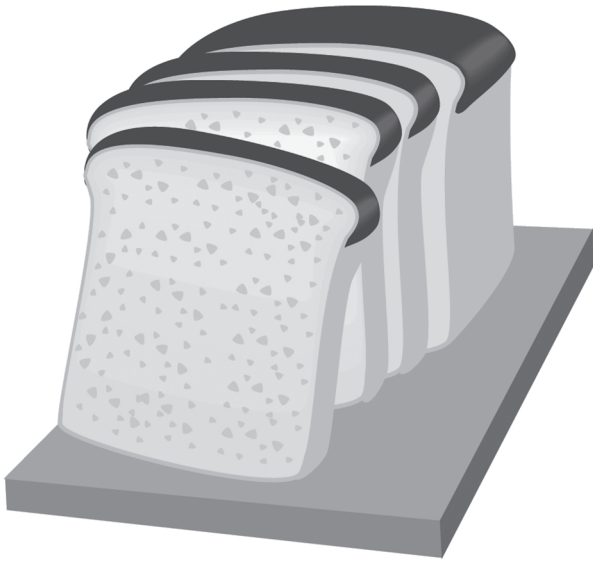
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Chicken



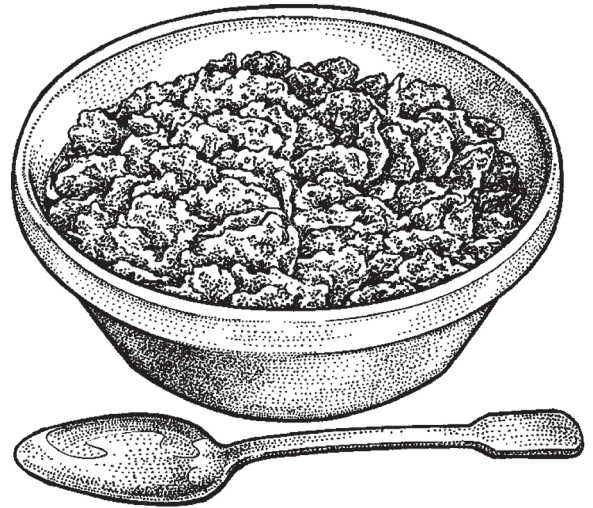
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HEAT Club Kickoff, Apple Team's Food Cards

Bread



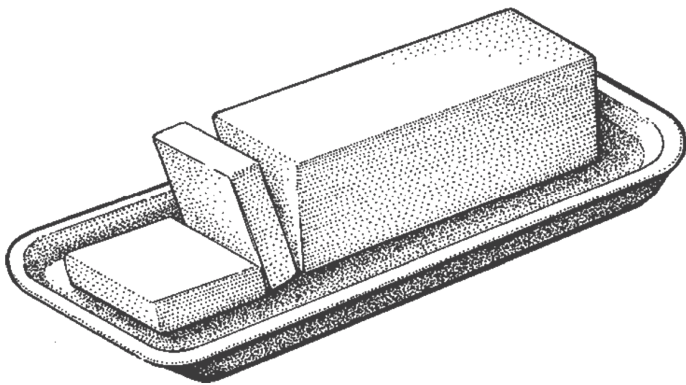
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HEAT Club Kickoff, Apple Team's Food Cards

Cereal



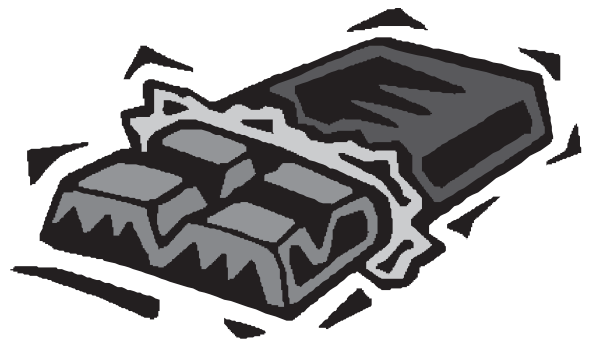
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Butter



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HEAT Club Kickoff, Apple Team's Food Cards

Candy bar



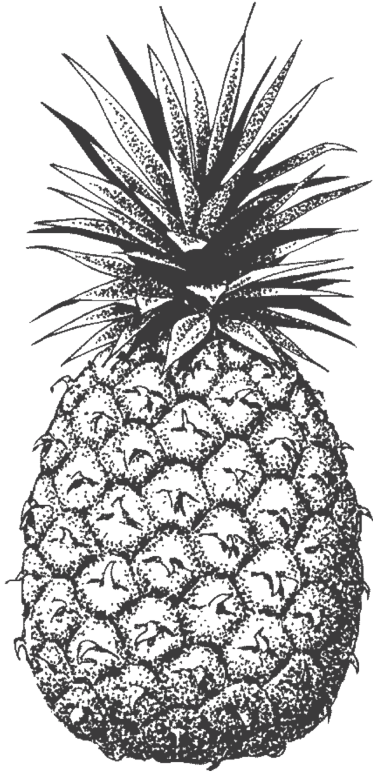
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HEAT Club Kickoff, Apple Team's Food Cards

HEAT Club Kickoff



Orange Team's Food Cards

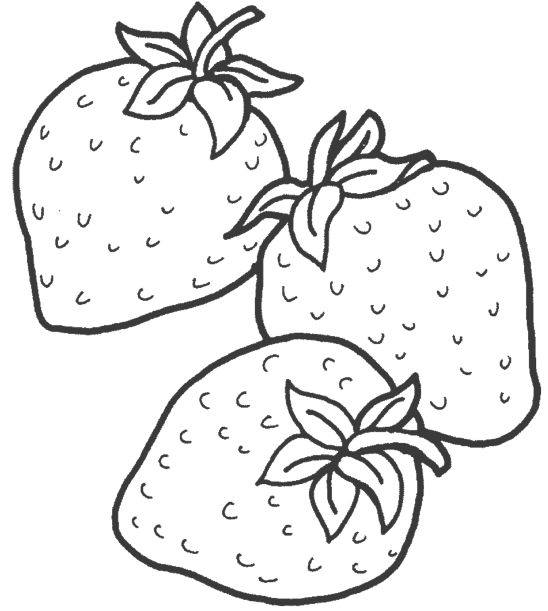
Pineapple



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HEAT Club Kickoff, Orange Team's Food Cards

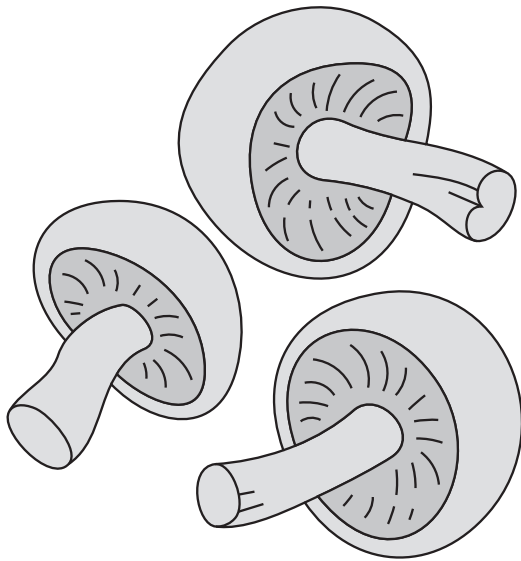
Strawberries



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HEAT Club Kickoff, Orange Team's Food Cards

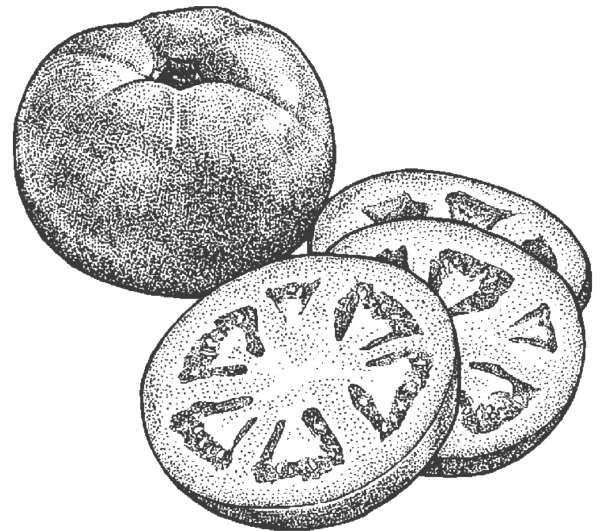
Mushrooms



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HEAT Club Kickoff, Orange Team's Food Cards

Tomatoes



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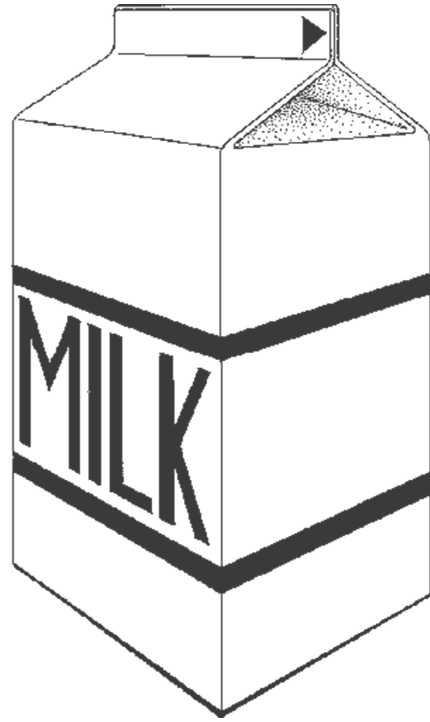
HEAT Club Kickoff, Orange Team's Food Cards

Cottage cheese



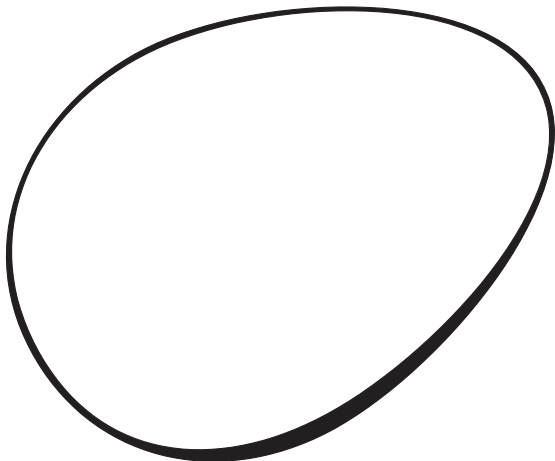
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Milk



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Egg



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Peanut butter



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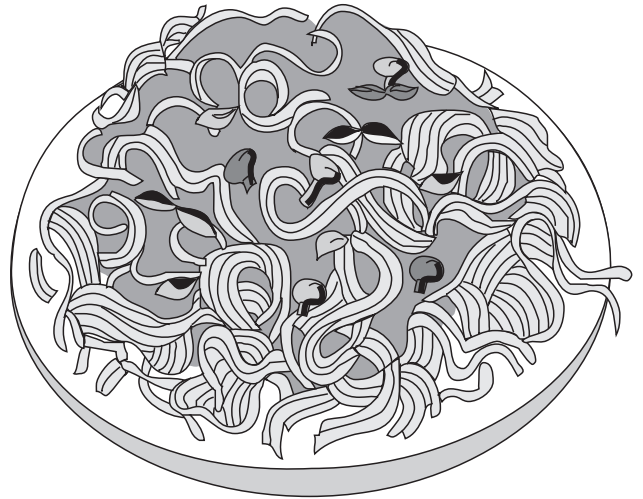
Brown rice



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Spaghetti



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Margarine



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Doughnuts



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HEAT Club Kickoff, Orange Team's Food Cards

FAMILY TIP SHEET

HEAT Club Kickoff

Your child learned that

- Ⓢ HEAT stands for healthy eating and active time;
- Ⓢ in the HEAT Club, they'll play games, make foods to eat, and do fun art activities to help them learn about eating healthy and staying active; and
- Ⓢ there are five major food groups—grains, vegetables, fruits, dairy, and protein. “Sometimes” foods and oils make up additional categories. MyPlate shows how to balance types of foods at each meal and reminds us of the importance of eating a variety of healthy foods each day.



and nutrients they need to learn, grow, and thrive.

- Ⓢ MyPlate teaches us not only the kinds of foods we need but also how much of them we should eat to stay healthy.

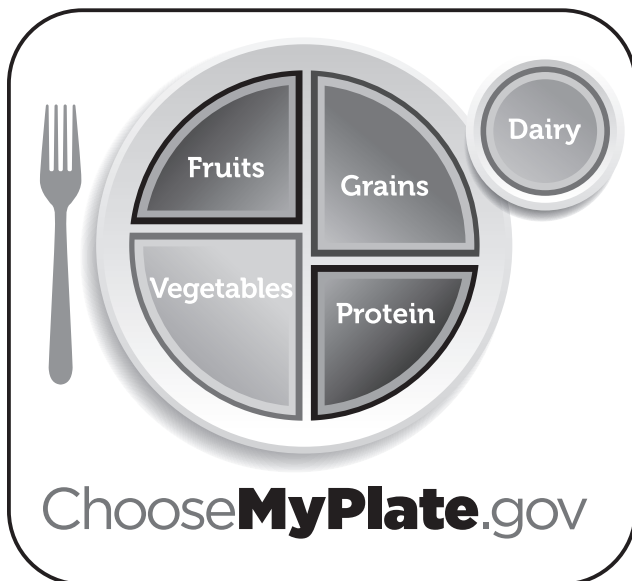
Here's what you can do:

- Ⓢ Serve your family a variety of foods from all five major food groups each day.
- Ⓢ Whenever possible, buy fresh, local foods to get the best quality.
- Ⓢ Think 5-3-1—at least five servings of fruits and vegetables, three servings of low-fat dairy, and one hour of physical activity every day.

Many foods we already eat are important for a healthy lifestyle. Here are some examples of healthy foods in each group. Which ones have you eaten in the past week? Find more examples at www.choosemyplate.gov/food-groups.

Why is this important?

- Ⓢ Healthy foods and physical activity give brains and bodies the energy



MyPlate provides a visual representation of the daily portions needed for each food group. Go to www.choosemyplate.gov for more information on MyPlate.

USDA's Center for Nutrition Policy and Promotion.

- Ⓢ Grains—oatmeal, brown rice, whole-grain bread, buckwheat, popcorn, whole-wheat cereal, quinoa, millet, bulgur wheat
- Ⓢ Vegetables—bok choy, broccoli, collard greens, kale, mixed salad greens, spinach, squash, carrots, sweet potatoes, sprouts, cucumbers, green beans, sweet peppers, mushrooms, onions, corn
- Ⓢ Fruits—apples, apricots, avocados, bananas, strawberries, cherries, grapefruit, lemons, cantaloupe, watermelon, oranges, peaches, pineapple, raisins, 100 percent fruit juice



- ⑥ Dairy—low-fat milk, cottage cheese, low-fat or frozen yogurt, provolone cheese, Swiss cheese, American cheese, calcium-fortified soy milk

- ⑥ Protein—lean cuts of beef, ham, lamb, pork, veal, lean deli meats, chicken, turkey, eggs, black beans, chickpeas, lentils, soybeans, tofu, tempeh, almonds, cashews, peanuts, nut butters, pumpkin seeds, sunflower seeds, catfish, flounder, haddock, halibut, mackerel, salmon, tuna, trout, shellfish

- ⑥ Wash ingredients, such as fresh produce, as needed.
- ⑥ Follow recipes step by step; measure carefully.

- ⑥ Be careful when using sharp knives. As an alternative, use safety scissors to cut herbs, scallions, and small vegetables; herbs and lettuce can be torn into bite-sized pieces.
- ⑥ Never leave cooking pots or pans unattended. Always turn pot handles away from the front of the stove to avoid knocking into them.

Food preparation and safety tips

- ⑥ Everyone should wash their hands before working in the kitchen.

>>> **Objectives**

- Learn about and practice bone-strengthening exercises.
- Understand that jumping and landing help bones grow strong.
- Be active and have fun.

>>> **Preparation**

- Read through the talking points and directions.
- Review the games: Animal Jumps; How Far Can We Jump?; How High Can We Jump?
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- Masking tape
- Measuring tapes or yardsticks
- Tumbling mats (optional)
- Index cards or paper for recording measurements

>>> **Cool Moves**

Circles—In standing position, at least an arm’s length apart, students move their hands in circles, then their outstretched arms, then one outstretched leg at a time, and finally one foot at a time. Instruct them to use slow, gentle motions to avoid injury. Ask them to repeat the moves several times, first clockwise and then counterclockwise.

>>> **Activity Environment**

Do this activity indoors or outdoors. It works best in large open spaces but can work in small spaces as well.

>>> **Directions and Talking Points**

1. Gather students in a circle or cluster.
2. Tell them that everyone will participate in bone-strengthening exercises.
3. Say, “Bone-strengthening exercises are *active* things we do on our feet—not sitting, kneeling, or lying down.”
4. Say, “These activities are called weight bearing because we put our entire body weight into doing them.”
5. Say, “By putting the weight of our whole bodies into exercises, we help make our bones strong.”
6. Ask students if they can name some activities that are bone strengthening. Examples include running, jumping, skipping, and hopping.
7. Say, “Today’s activities focus on jumping.” Say, “We’ll play three games, beginning with Animal Jumps.”
8. Review directions for Animal Jumps and demonstrate the proper movements. Students play for a few minutes or until they lose interest. Then move to the next game: How Far Can We Jump?
9. Review directions and demonstrate proper movements for How Far Can We Jump?

10. Students play for a few minutes or until they lose interest. Then move to the next game: How High Can We Jump?
11. Review directions and demonstrate proper movements for How High Can We Jump?
12. Students play for a few minutes or until they lose interest.

»» ***Animal Jumps***

1. Assign a leader to call out names of animals that use jumping patterns for movement. If he or she needs help thinking of animals, suggest cat, horse, kangaroo, mountain goat, gazelle, zebra, frog, jack rabbit, ram, gorilla, monkey, and squirrel.
2. Students use their imaginations and pretend to be the animal by jumping the way they think the animal might jump.
3. For each animal called out, students try to jump like that animal for 30 seconds.
4. Challenge students to jump for at least 30 seconds for at least four animals.
5. After four or five animals have been called out, the leader begins calling out two or three animals at once. Students will create patterns of movements, such as kangaroo jumps followed by frog jumps followed by jack rabbit jumps.
6. After several patterns, students can choose to end the game or to continue adding more animals.

Safety Tips

- Be sure students move safely around the playing area.
- Remove tripping hazards.
- If there are safety issues, organize students in a line.

Modifications and Extensions

- Ask students to name some animals that use jumping patterns; then have the group act them out.
- Put names or pictures of animals on index cards (or slips of paper). Place the cards in a hat or bag. Ask students to take turns pulling out cards for the group to act out.
- Ask students to work in pairs (or small groups) to think of one animal and its jumping pattern. Then ask each pair to share their animal with the group and demonstrate its jumping pattern. Everyone in the group then performs the pattern at once.
- Instruct groups to become one large animal jumping through the jungle.
- Play lively music during the activity.

»» ***How Far Can We Jump?***

Equipment

- Measuring tapes or yardsticks
- Masking tape
- Tumbling mats (if available)

Setup

Place measuring tapes or yardsticks in several areas of the room (or other open space); tape them to the ground or mats. Set up one station for each group of three or four students, plus a central station for the leader to record jumping distances.

Directions

1. Explain to students that this activity uses horizontal jumping (also called standing broad jumping) and that the goal is to jump for distance. Emphasize that using proper jumping technique will help them become stronger jumpers and prevent injuries to their joints and muscles. Review, demonstrate, and practice the three phases of the horizontal jump:
 - a. *The start position.* Students get ready to jump. Heads are in neutral position with eyes forward and arms extended behind bodies. Feet are flat on the floor, hip-width apart. Hips, knees, and ankles are all bent into semi-crouched position.
 - b. *The jump.* Students leave the floor, lengthening their legs and swinging their arms forward in front of them. They push out to send their bodies as far forward as they can.
 - c. *The finish.* Students land on two feet, with hips, knees, and ankles bent to absorb the force. Arms are out in front of the body to assist with balance.
2. Organize students into groups of three or four; tell each group to move to a station where they will practice jumping for distance.
3. Tell each group that one student at a time should do a practice jump and then two “good” jumps before the next student takes a turn. Once everyone in the group has done three jumps, start the rotation again.
4. Nonjumping students step to the side and work together to measure the distance of the jumps. The distance is read at the point where the rear-most body part lands on the floor or mat (ideally this will be the heel).
5. Tell students not to compare their jumping distances to each other but to focus on improving their own distance.
6. While students are in their groups, call them over one at a time to come to the central station to perform three jumps. Make sure each student is performing the jump correctly. Measure the distance of all three jumps; record the furthest jump on an index card.
7. Once every student has jumped at the central station, add all students’ furthest jumps together for a group total. Announce the total to the group.
8. You can post the total on a wall and repeat the activity to compare group totals to previous days. After several days, students can help make a graph of their improvement.

Teaching Cues and Safety Tips

- Although the name of this game is How Far Can We Jump?, correct jumping form is more important than distance.
- Provide positive and constructive comments to students to help them improve their jumping techniques. Keep verbal feedback simple, such as, “I see you bent your knees” or “I see you landed on two feet.”
- Although they are not necessary, tumbling mats will help absorb the force of the landings.

Modifications

If several measuring tapes are not available, use masking tape to record measurements on the floor.

>>> **How High Can We Jump?**

Equipment

- Masking tape
- Tape measure
- Tumbling mats (if available)

Setup

Clear enough space along a wall to fit groups of three or four students. Also create a central station to record jumping heights.

Directions

1. Explain to students that this activity uses vertical jumping (also called basketball jumping) and that the goal is to jump for height. Emphasize that using proper jumping technique will help them become strong jumpers and prevent injuries to joints and muscles. Review, demonstrate, and practice the three phases of the vertical jump:
 - a. *The start position.* Students get ready to jump. Heads are in neutral position with eyes forward and arms extended behind bodies. Feet are flat on the floor, hip-width apart. Hips, knees, and ankles are all bent into semi-crouched position.
 - b. *The jump.* Students leave the floor, lengthening their legs and swinging their arms up overhead. They push straight up as they jump to send their bodies as high as they can.
 - c. *The finish.* Students land on two feet, with hips, knees, and ankles bent to absorb the force. Arms are held out in front of the body to assist with balance.
2. Organize students into groups of three or four. Tell each group to move to a wall space where they will practice jumping for height.
3. Give a piece of masking tape to each student and tell him or her to fold the ends of the tape in toward the middle to create a loop (demonstrate).
4. Tell students to jump up alongside the wall and to stick the loop of tape on the wall as high as their arms can reach.
5. Tell each group that one student at a time should do a practice jump and then two “good” jumps before the next student takes a turn. Once everyone in the group has done three jumps, start the rotation again.
6. While students are working in groups, call them over one at a time to the central station to perform three jumps. Make sure each student is performing the jump correctly. Measure the height of all three jumps (by stretching a measuring tape from the floor to the tape loop stuck to the wall); record the highest jump on an index card.
7. Once every student has jumped at the central station, add all students’ highest jumps together for a group total. Announce the total to the group.
8. You can post the total on a wall and repeat the activity to compare group totals to previous days. After several days, students can help make a graph of their improvement.

Teaching Cues and Safety Tips

- Although the name of this game is How High Can We Jump?, proper jumping form is more important than height.
- Provide positive and constructive comments to students to help them improve their jumping techniques. Keep verbal feedback simple, such as, “I see you bent your knees” or “I see you landed on two feet.”
- Although they are not necessary, tumbling mats placed along the walls will help absorb the force of the landings.

FAMILY TIP SHEET

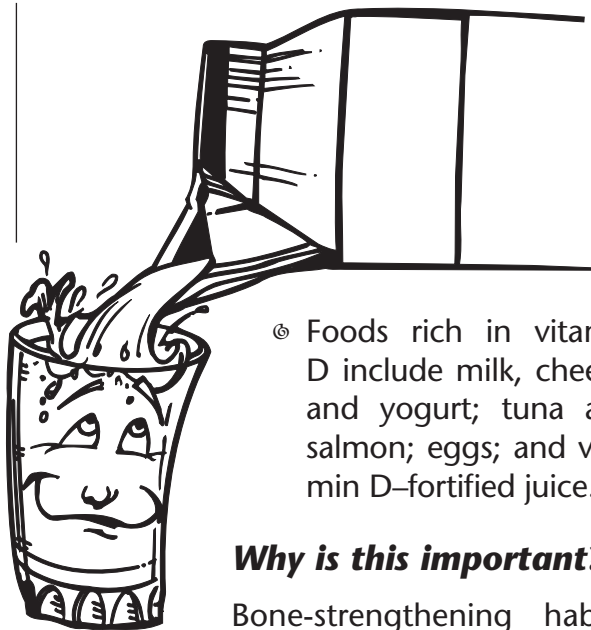
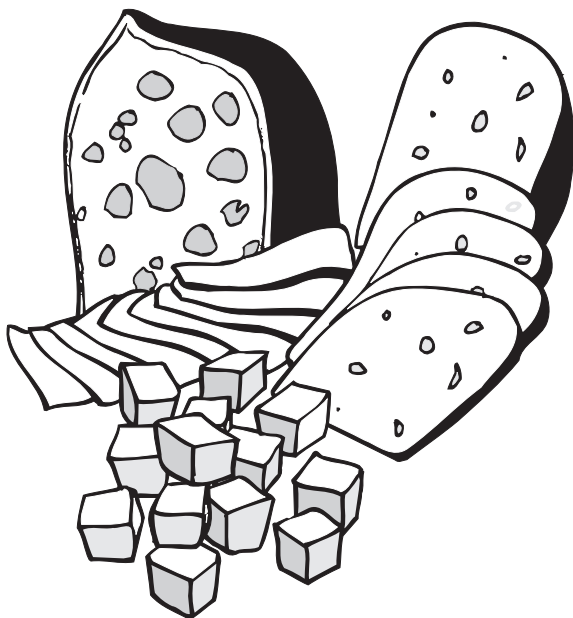
Bone Builders

Your child learned

- ⦿ how to do bone-strengthening exercises and
- ⦿ that bone-strengthening exercises help bones grow strong.

Did you know?

- ⦿ Bone-strengthening activities are activities you do on your feet, such as running, jumping, skipping, hopping, and playing tag. Putting the weight of your whole body on your bones helps them to grow strong.
- ⦿ Eating foods high in calcium and vitamin D also helps bones become stronger.
- ⦿ Nutritious, calcium-rich foods include milk, cheese, and yogurt; almonds; calcium-fortified juice; calcium-fortified soy milk, almond milk, and rice milk; and dark green, leafy vegetables such as kale, spinach, and bok choy.



- ⦿ Foods rich in vitamin D include milk, cheese, and yogurt; tuna and salmon; eggs; and vitamin D-fortified juice.

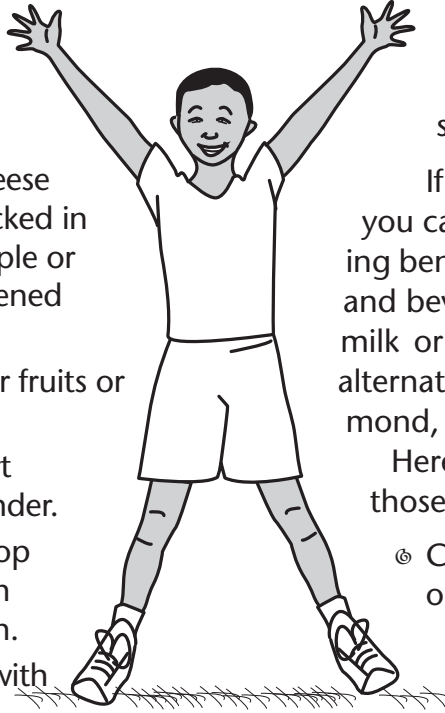
Why is this important?

Bone-strengthening habits, such as doing weight-loading activities and eating calcium-rich foods, help students develop strong bones and prevent diseases such as osteoporosis.

Here's what you can do:

- ⦿ Encourage bone-strengthening activities by setting up an obstacle course in your home or backyard where family members can hop or jump around.
- ⦿ Encourage your family to eat calcium-rich foods. Here are some suggestions:
 - ⦿ Include milk or calcium-fortified soy, rice, or almond milk as a beverage at meals. Choose fat-free or low-fat milk.
 - ⦿ Add fat-free or low-fat milk instead of water to oatmeal and hot cereals.
 - ⦿ Use fat-free or low-fat milk when making condensed cream soups (such as cream of tomato).

- ⌚ Eat a handful of raw almonds as a snack.
- ⌚ Eat fat-free or low-fat yogurt as a snack.
- ⌚ Snack on cottage cheese with canned fruit packed in juice (such as pineapple or peaches) or unsweetened applesauce.
- ⌚ Make a yogurt dip for fruits or vegetables.
- ⌚ Make fruit and yogurt smoothies in the blender.
- ⌚ For a quick dessert, top cut-up fruit with plain yogurt and cinnamon.
- ⌚ Top a baked potato with fat-free or low-fat yogurt.



- ⌚ Add green, leafy vegetables such as kale, bok choy, and broccoli to soups, stews, and stir-fried meals.

If you are lactose intolerant, you can still get bone-strengthening benefits from lactose-free foods and beverages, such as lactose-free milk or naturally lactose-free dairy alternatives such as fortified soy, almond, or rice milk.

Here are additional choices for those who do not consume dairy:

- ⌚ Canned fish (sardines or salmon)
- ⌚ Soybeans
- ⌚ Soy products (tofu, soy yogurt, tempeh)
- ⌚ Leafy greens such as kale, bok choy, and broccoli

FISH FOOD

>>> **Objectives**

- Learn and develop motor skills.
- Recognize that fish and other seafood are an important part of a healthy diet.
- Be active and have fun.

>>> **Preparation**

- Review game instructions for Octopus and Sharks and Minnows.
 - Octopus is the lead activity for this section.
 - Be sure students understand and have played Octopus before they play Sharks and Minnows.
 - The difference between the two games is that tagged players in Octopus are frozen in their spot and become tentacles in the next round. In Sharks and Minnows, all tagged players become moving sharks in the same round.
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- Large open space
- Sponge ball
- Cones or other objects to mark boundaries for Sharks and Minnows

>>> **Cool Moves**

Muscle Madness—Students hold filled water bottles (or cans of food) and perform arm curls. They start with arms straight and hands at sides, holding the bottle with palms facing up; they then bend arms at the elbow and curl the bottle up to shoulder height. Tell them to exhale on the way up and inhale on the way down. They do curls for 10 seconds and then switch arms. Repeat for one minute.

>>> **Directions and Key Talking Points**

1. Gather students in a circle or cluster.
2. Ask, "Which food group does fish belong to?" (Answer: protein group)
3. Ask, "Along with fish and other seafood, which other foods belong in the protein group?" (Answer: beef, pork, poultry, beans and peas, processed soy products, eggs, nuts, and seeds)
4. Tell students that fish is a good source of energy and gives bodies the nutrients they need to grow and stay strong.
5. Say, "Since fish have a healthier type of fat than other meats, such as beef and pork, they are good choices for getting enough protein."
6. Ask if anyone can name types of fish that are good to eat. (Answer: salmon, tuna, haddock, halibut, herring, mackerel, pollock, sea bass, snapper, trout, cod, tilapia, flounder, swordfish, catfish, etc.)
7. Say, "Some fish live in the ocean, and some fish live in fresh water such as rivers, lakes, and streams. Today we are going to play a game about fish that live in the ocean."

8. Say, "Our game is named after an animal that has eight arms, lives in the ocean, and likes to eat fish. Can anyone guess the name of our game?" (Answer: octopus)
9. Play Octopus.
10. If time allows, transition to Sharks and Minnows. Say, "Besides octopus, what other animals live in the sea?" If no one mentions sharks or minnows, name them yourself to transition to the new game.
11. Play Sharks and Minnows.

>>> Octopus

Equipment

- Cones or other objects to mark boundaries
- Sponge ball or other soft object for throwing

Setup

Divide an area—"the ocean"—by creating two boundaries at opposite ends of a room or outdoor space.

Directions

1. Designate one student to start as the octopus and give him or her a sponge ball. Other students will be the fish.
2. The object of the game is for the octopus to "eat" the fish by tagging them or hitting them with the ball.
3. Tagging should be done between the shoulder and waist, preferably on the back.
4. The octopus roams the ocean while the rest of the fish gather behind one of the boundary lines.
5. The octopus calls out, "Fishes, fishes, swim in my ocean!"
6. The fish then try to swim (run, walk, hop, etc.) across the ocean to the opposite boundary line where they are safe from the octopus.
7. If a fish is tagged by the octopus or hit by the ball that the octopus throws, that fish is frozen in place (facing the direction in which he or she was swimming).
8. In the next round, all frozen fish become octopus tentacles and can reach with their arms to tag other fish. Tentacles cannot move their feet or change directions.
9. When the octopus again invites the fish to swim in the ocean, they can be tagged by the outstretched arms of the stationary tentacles as well as by the roaming octopus with the ball.
10. Play for 10 to 15 minutes, alternating the movements the fish use to "swim" across the ocean (e.g., walking, running, hopping, skipping). Or, to simplify, have the group walk first, then run, then hop, and then skip before finally walking again to cool down.

Teaching Cues and Safety Tips

- Remind students that the movement pattern is from one boundary line to the other.
- Emphasize the importance of moving carefully so no one gets hurt.

»» Sharks and Minnows

Equipment

Cones or other objects to mark boundaries.

Setup

Divide an area—"the ocean"—by creating two boundaries at opposite ends of a room or outdoor space.

Directions

1. Depending on the size of the group, select one to three students to be sharks and the rest to be minnows. You should have one shark for every 8 to 10 minnows.
2. The minnows stand on a boundary line facing the sharks.
3. Both sharks and minnows call out, "Sharks and minnows!"
4. The minnows run from one boundary line to the other, trying to avoid the sharks. As the minnows run, the sharks try to tag them.
5. If a minnow is tagged, he or she becomes a shark and now moves around the playing area trying to tag minnows.
6. Tagging should be done between the shoulder and waist, preferably on the back.
7. Play until all students become sharks.
8. Try having students use movements such as galloping, sliding, jogging, jumping, and hopping to get from one boundary line to the other. You can also designate that sharks use one movement pattern and minnows use another (e.g., sharks must jump and minnows must skip).

Teaching Cues and Safety Tips

- Remind students they must move from one boundary line to the other.
- Emphasize the importance of moving carefully so no one gets hurt.

FAMILY TIP SHEET

Fish Food

Your child learned that

- Ⓢ fish and seafood are part of the protein food group, which also includes beef, pork, poultry, beans and peas, processed soy products, eggs, nuts, and seeds;
- Ⓢ fish are a good source of protein and contain a more healthful type of fat (omega-3) than other meats such as beef and pork; and
- Ⓢ protein foods are an important part of a healthful diet.



Fish and other seafood are healthy foods in the protein food group, but they might contain traces of mercury, which can affect cognitive function, including memory and attention. Thus pregnant women, nursing mothers, young children, and women who might become pregnant should

limit the amount of fish they eat to two to three servings per week (12 total ounces). Women who are pregnant or nursing should not eat swordfish, tilefish, shark, or king mackerel. The fish that have been found to contain low levels of mercury, and are thus good choices for at-risk people, include canned chunk light tuna, catfish, pollock, salmon, and shrimp.

Why is this important?

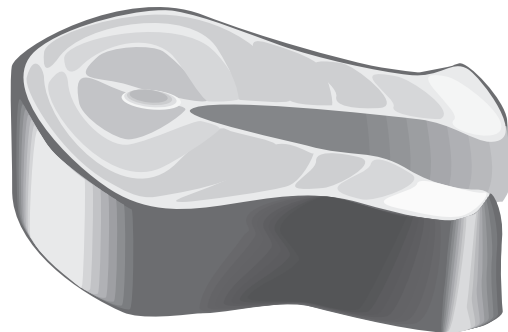
Healthy sources of protein, such as fish, provide students with the energy and nutrients they need to grow, play, and learn.






Here's what you can do:

- Ⓢ Choose fish or other seafood at least twice per week as your main protein food. Choices with heart-healthy fats include salmon, trout, and herring.
- Ⓢ Try the tasty recipe (included in this tip sheet) for healthy fish sticks.
- Ⓢ Be adventurous—the next time you're at the store, buy a fish or seafood you haven't tried before. Some good choices are salmon, shrimp, canned tuna packed in water, catfish, and pollock.

Know your fats!

This table provides information on the types of fats found in certain foods and gives recommendations on how much of these fats you should consume in your diet.



Type of fat	Profile	Sources	Recommendation
Monounsaturated 	Healthy when consumed in moderation; liquid at room temperature	Olive oil, nuts, avocados	Consume in moderation. About 10-15% of daily calories should come from foods rich in monounsaturated fats.
Polyunsaturated 	Healthy when consumed in moderation; some are considered essential; liquid at room temperature	Corn oil, soybean oil, sunflower oil	Consume in moderation. About 8-10% of daily calories should come from foods rich in polyunsaturated fats.
Omega 3 fatty acid 	A type of polyunsaturated fat that might be beneficial for heart health	Fish, flaxseed oil, walnuts	Consume two servings of low-mercury fish (e.g., salmon or canned light tuna) per week.
Saturated 	Solid at room temperature	Whole milk, cheese, butter, meats	Limit saturated fat consumption to less than 7-10% of your total daily calories.
Trans 	Solid or semisolid at room temperature	Many baked and fried foods, shortening	Avoid consuming trans fats.

Based on American Heart Association.

RECIPE

Healthy Fish Sticks

INGREDIENTS (serves two)

Tartar Sauce

- 2-1/2 tablespoons low-fat mayonnaise
- 1-1/2 tablespoons sweet pickle relish
- 3 teaspoons fresh lemon juice

Fish Sticks

- 2-1/2 cups cornflakes
- 2 teaspoons grated lemon peel
- 2 egg whites
- 3/4 pound white fish fillets (e.g., haddock, cod, halibut, orange roughy) cut crosswise into strips three quarters of an inch wide



DIRECTIONS

1. Preheat oven to 500 degrees Fahrenheit. Mix mayonnaise, relish, and 1-1/2 teaspoons lemon juice

in small bowl. Season to taste with salt and pepper and set aside.

2. Grind cornflakes into coarse crumbs in a food processor (or put cornflakes in a bowl and crush with a fork). Transfer to a clean bowl; mix in lemon peel.
3. Mix egg whites and half a teaspoon of lemon juice in medium bowl. Season fish fillets with salt and pepper and dip them into the egg mixture. Then dip them into the cornflake mixture, coating them completely.
4. Arrange fish on a greased baking sheet (you can use nonstick spray). Sprinkle with any remaining cornflake mixture. Bake until cooked through, about 10 minutes. Serve with tartar sauce and a salad.

HOPSCOTCH AROUND THE WORLD

>>> **Objectives**

- Play hopscotch games from different countries.
- Recognize that children all over the world play games and are active but sometimes in different ways than in the United States.
- Practice reading skills and following written directions.
- Be active and have fun.

>>> **Preparation**

- Review the book *Hopscotch Around the World*.
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- *Hopscotch Around the World* by Mary D. Lankford (Beech Tree Books)
- Photocopies of all or some of the different hopscotch game directions
- Map of the world (optional)
- Chalk or hoops, spots or tape (if playing indoors)

>>> **Cool Moves**

Simon Says—Call out commands to get students moving. Commands might include “hop on your right foot,” “jump as high as you can without falling down,” “run in place,” or “do jumping jacks,” among others. If students follow your command without your saying “Simon Says,” they get one strike. Each student gets three strikes (or more, if you want a longer activity) before he or she is out, so everyone ends up getting some exercise.

>>> **Directions and Key Talking Points**

1. Gather students in a circle or cluster.
2. Say, “People all over the world play games. Some of these games are similar to the games we play in the United States, and others are different.”
3. Say, “Hopscotch is played in many countries, but it’s not played the same way everywhere.”
4. Say, “Today we’ll learn how people in other countries play hopscotch.”
5. Say, “One thing that’s true about hopscotch, no matter how it’s played, is that hopscotch is a great form of physical activity. Playing hopscotch helps our bodies and our minds stay strong and healthy.”
6. Show the book *Hopscotch Around the World*. Open to the back side of the first page and read through the list of countries where hopscotch is played.
7. Ask students to identify the countries on either the map in the book (which is not labeled well) or on a map that you have brought.
8. As you move through identifying the countries, invite students to share any experiences or knowledge of these countries. Maybe they have visited there, have relatives there, or have already learned something interesting about the country.

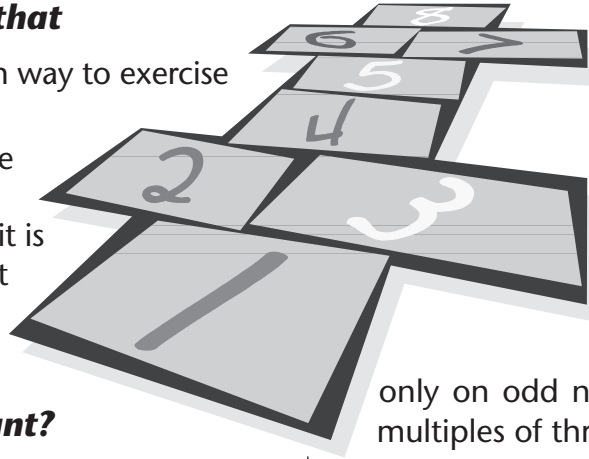
9. Divide students into groups of three or four. Assign each group to choose a different country's way of playing hopscotch.
10. Give each group a copy of the directions for how to play the game from their designated country, along with chalk (or indoor supplies) to create their hopscotch boards.
11. Work your way around the different groups, helping them set up and play their first game.
12. When each group finishes their game, have groups take turns telling everyone else how to play the game they set up; then rotate groups to other boards to try out new version of the game.
13. If time permits, continue rotating groups around until each group has played all the game versions that were set up.
14. Close by asking, "Which versions of the game did you like best? Which versions of the game were the most challenging? Why?"

FAMILY TIP SHEET

Hopscotch Around the World

Your child learned that

- ⌚ hopscotch is a fun way to exercise and
- ⌚ people all over the world play hopscotch, although it is played in different ways in different countries.



Some fun rule ideas for your own hopscotch game

- ⌚ Number the squares on the hopscotch grid. For each turn, students can hop

only on odd numbers, even numbers, multiples of three, and so on.

Why is this important?

- ⌚ Bone-strengthening activities (such as jumping and running), combined with healthy eating, help build strong bones.
- ⌚ Learning about other cultures promotes appreciation of individuals' differences.
- ⌚ Students are encouraged to try new foods that come from the different countries and regions they learn about.

- ⌚ Mark some of the hopscotch symbols or pictures (e.g., animals). When a player lands on one of these squares, he or she must walk or hop like that animal until the end of the turn.

- ⌚ Players can hop backward or sideways.

- ⌚ Add arm movements such as arm circles or flapping chicken wings.

- ⌚ Put each player's name in one of the squares, and then have each player pick a movement to go with their

square. As each player moves through the hopscotch grid, he

or she stops and performs the movement at each player's square. See who can remember the most movements.

Here's what you can do:

- ⌚ Teach your child the games you used to play when you were young, or ask friends or relatives to share games.
- ⌚ Share your knowledge about traditions and food dishes from different parts of the world with your child—they are eager to learn!
- ⌚ Encourage your child to invent their own game of hopscotch: What are the rules? How many people can play? Does it have a special name?



SEED SPECULATION

>>> **Objectives**

- Have fun playing with a nutritious fruit.
- Be active.
- Work on math and problem-solving skills.
- Learn about seed survival rates and what seeds need to grow.

>>> **Preparation**

- Organize materials.
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- Blackboard or poster paper, and writing materials
- Cherry tomatoes (one per pair of students)
- Bowl for the tomatoes
- Plastic knives (one per pair of students)
- Paper plates (one per pair of students)
- Index cards (one per student)
- Rubber spots, tape, or other material to use for designating four bases

>>> **Cool Moves**

Pick the Produce—Standing up, students reach their right hands above their heads as far as they can to pretend to pick an apple. They place their pretend apples in a pretend basket on the floor to their left. They then repeat with the left hand, placing the pretend apple in a basket on the floor to their right. After a few times, they begin to practice picking a pretend pumpkin off the ground and placing it in a pretend wagon. Tell them to pick apples quickly for 30 seconds and then switch to picking pumpkins for another 30 seconds. To turn this into a game, tell students to count how many apples or pumpkins they can pick in 30 seconds. Other possibilities include picking a coconut with both hands off a palm tree and placing it in a basket or pulling carrots with both hands from the ground and placing them in a basket.

>>> **Directions and Key Talking Points**

1. Ask, "What is inside the fruits of plants?" (Answer: seeds)
2. Ask, "What is a seed?" (Answer: A seed is a part of a plant that contains the energy and material to make more plants of the same type. The fruits, vegetables, and grains that we eat grow from seeds.)
3. Ask, "Do all fruits have the same number of seeds inside?" (Answer: No. The number varies from plant to plant. For example, a peach has one seed, an apple has about 10 seeds, and a strawberry has about 200 seeds.)
4. Show the group a cherry tomato and ask, "How many seeds do you think are inside this cherry tomato?" Write down the guesses on the blackboard.
5. Say, "Today we'll do an activity to learn the number of seeds produced by a plant and how this relates to the plant's ability to survive."

6. Group students in pairs. Pass around a bowl of cherry tomatoes, the plastic knives, and the paper plates. Each pair takes one of each.
7. Ask each pair of students to cut their tomato in half and count the number of seeds inside. Each student counts the seeds in one half of the tomato. Tell them that grouping the seeds in tens might help them count them.
8. Ask them to add up the number of seeds in each half of the tomato to get the total number inside. How did this number compare to the predictions?
9. Ask, "How many seeds does it take to grow one tomato plant?" (Answer: just one seed)
10. Ask, "If it takes only one seed to grow one plant, how many tomato plants is it possible to grow from their one cherry tomato?" (Answer: the same number of plants as seeds inside)
11. Say, "Now we're going to play a game to show us that although it might seem easy to make lots of new tomato plants from this one cherry tomato, it can be difficult to grow new plants."
12. Say, "I have a stack of index cards here" (make sure there's one card for each student). "Together we're going to brainstorm some of the conditions that affect how plants grow. I'll write each condition on an index card."
13. Say, "To start, we'll need to have one [two] of these cards be seeds" (use one seed card if playing with fewer than 12 students; use two cards if playing with 12 or more). Write the word "seed" on one or two cards.
14. Ask, "What kinds of things will help a seed sprout and grow into a healthy plant?" Record each idea on a separate index card. If students have trouble coming up with answers, give them clues. (Possible answers: sunshine, warm weather, enough space, good soil, air, enough water, compost, fertilizer, weeding, caring people, etc.)
15. When they have listed as many positive growth conditions as they can, duplicate or triplicate some of these conditions until you have used up two thirds of the cards.
16. Ask, "What kinds of things make it hard for a seed to grow into a healthy plant?" Record each hazard they think of on a separate index card. (Possible answers: weather conditions such as drought, too cold, too wet, competition from other plants or weeds, being eaten or stepped on, disease, bugs or pests, etc.) Try to think of enough hazards to use up the remaining cards; if not, duplicate some of the hazards.
17. When all of the cards are labeled as either seeds, positive growth conditions, or hazards, say, "Now we will enact the risky life of a little seed by playing an active game."
18. Set up four bases around an open room, gym, or outdoor space. Space the bases as you would on a baseball field, leaving as much room between bases as the playing space allows. The bigger the space, the more physical activity the students get (but a small room is fine if that's all that's available).
19. Explain that for each round of the game, one or two students will be seeds and the rest will be positive conditions and hazards.
20. Say, "When you get your card, look at it, but don't tell anyone what it says."
21. Say, "This is how the game works—when I say 'go' you all run around the bases in a circle. When I say 'stop' you run to the nearest base and stay there."
22. Give each student a card and remind them all not to show anyone else.
23. Call out "go!" and let students run for at least 45 seconds before calling out "stop!"

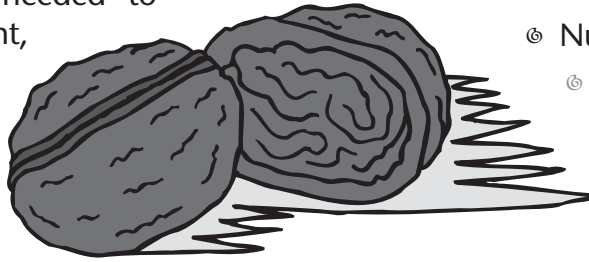
24. Ask the “seed” (or “seeds”) to reveal where it has (or they have) landed. Taking one seed at a time (unless both seeds landed on the same base), ask other students on the base with each seed to reveal the conditions on their cards.
25. Have students determine whether the seed is able to survive and grow in this spot (i.e., if there are more positive conditions than hazards).
26. Check the conditions on the other bases to see if the seed could have possibly germinated in a different location.
27. Collect the cards, reshuffle, and distribute them again to play another round. Was the seed able to survive this time? Play the game a few more times and keep a tally of the seed survival rate (how many times the seed survived out of how many times the game was played).
28. As a conclusion, ask, “Why do many plants produce high numbers of seeds?” (Answer: to give the plant a greater chance of survival)
29. Say, “This strategy of overproducing seeds is why tomatoes have been around for thousands of years.”
30. Say, “And for fruits that have only one seed, like peaches or mangos, remember that each plant produces many fruits, so even though there’s only one seed per fruit, there are many seeds per plant or tree.”

FAMILY TIP SHEET

Seed Speculation

Your child learned that

- Ⓢ the seed is the part of the plant that contains energy and the materials needed to make more plants of the same type and
- Ⓢ just one seed is needed to grow a new plant, but many factors can prevent a seed from growing. This is why many fruits and vegetables contain more than one seed.



Why is this important?

There are many types of seeds we can eat. They give us some of the energy and nutrients we need for healthy and active lifestyles.

Here's what you can do:

- Ⓢ Allow students to help prepare meals by cutting fruits and vegetables with a plastic knife or kitchen scissors. Ask them to note the differences in the number of seeds in the fruits and vegetables you eat at home.
- Ⓢ Plant some of the seeds from the foods you eat at home and watch them grow. Sunflower, radish, and sweet pea seeds are especially good because they sprout quickly. Observe the different plants that each type of seed produces. Which one sprouts the fastest? Which one is the tallest?
- Ⓢ Add seeds to the foods your family enjoys, such as salads, breakfast ce-

reals, and oatmeal, and as toppings on side dishes such as pasta, rice, and vegetables.

Here are some nuts and seeds that are easy to add to your favorite foods (and they are good for you, too!):

Ⓢ Nuts:

- Ⓢ Almonds—add sliced almonds to steamed vegetables.
- Ⓢ Cashews—mix cashews with dried fruit for a satisfying snack.
- Ⓢ Pecans—add pecans to your morning breakfast cereal.
- Ⓢ Walnuts—sprinkle walnuts on top of frozen yogurt.
- Ⓢ Pine nuts—use along with basil and garlic for a tasty pasta sauce.

Ⓢ Beans:

- Ⓢ Chickpeas—puree in the blender for homemade hummus.
- Ⓢ Lentils—mix with rice for a side dish.
- Ⓢ Peas—stir into cold pasta salads or cold tuna-noodle salad.



- Ⓢ Peanuts—roast and add to vegetable stir fries instead of meat.
- Ⓢ Soybeans—roast in the oven for a chewy snack.
- Ⓢ Grains:
 - Ⓢ Barley—vegetable barley soups and barley pilafs are classic dishes.
 - Ⓢ Corn—add to taco mixtures or shake on top of a taco salad.
 - Ⓢ Oats—experiment with different fruit and nut toppings on oatmeal.

- Ⓢ Wheat—use whole-wheat bread instead of white bread for sandwiches.
- Ⓢ Wild rice—add a small amount to your typical rice dish.
- Ⓢ Buckwheat—try Asian-style soups with buckwheat (soba) noodles.
- Ⓢ Quinoa—try cooked quinoa with milk and fruit in place of your usual breakfast cereal.

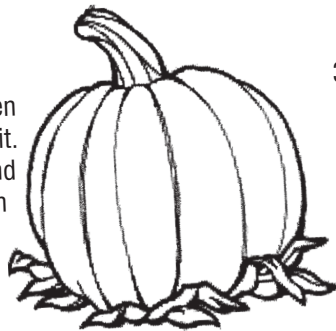
RECIPE

INGREDIENTS

One medium-sized pumpkin
Salt
One tablespoon olive oil

DIRECTIONS

1. Wash hands. Preheat oven to 400 degrees Fahrenheit. Cut open the pumpkin and use a strong metal spoon to scoop out the insides. Separate the seeds from the stringy core. Rinse the seeds.



Roasted Pumpkin Seeds

2. Fill a small saucepan with about two cups of water for every half-cup of seeds. Add the seeds to the water. Add a tablespoon of salt for every cup of water. Bring to a boil. Let simmer for 10 minutes. Remove from heat and drain.
3. Spread about a tablespoon of olive oil over the bottom of a roasting pan. Spread the seeds out over the pan in one layer. Sprinkle with extra salt. Bake on the top rack for 20 minutes or until the seeds begin to brown. Remove from the oven and let the pan cool on a rack. Enjoy!
4. Store cooked seeds in an airtight container for up to two weeks.

STRETCH FOR SUCCESS

Stretching works the muscles, bones, heart, and lungs. Stretching helps keep us flexible and strong and can improve our mental and physical performance.

Developed for the training of athletes for the 1980 Olympics, static stretching has become the preferred method of sports medicine professionals and athletic trainers for children and adults of all ages and fitness levels. Static stretching is similar to yoga in that you get into a stretched pose, hold it for a short period, and then relax. Static stretching is not like yoga in that there is little or no contortion or extreme twisting of the body. In yoga, we pay particular attention to our breathing when we stretch, which especially helps to increase our lung capacity.

Stretching can prevent injuries, increase flexibility, and make daily life more comfortable. When we spend hours sitting at a desk or computer (or lying on the couch watching TV) we make certain muscles stay in a shorter position for an extended period of time and limit the oxygen supply to our muscles. Short, tight, and fatigued muscles can cause poor posture and make it difficult to perform everyday tasks. When we take time to stretch, we increase the range of motion of our muscles and replenish our muscles with oxygen.

>>> **Objectives**

- Recognize the importance of stretching.
- Practice stretching exercises.
- Learn some yoga positions.

>>> **Preparation**

- Read through the exercises and yoga positions; try each one out before teaching.
- Encourage students to wear comfortable shirts, pants, and sneakers on the day of the activity.
- Make sure the floor is clean.
- Photocopy the family tip sheet to send home with students.
- Optional: Review the book *Yoga for Kids* by Liz Lark.

>>> **Materials**

Carpet, small rugs, or yoga mats (optional but beneficial)

>>> **Cool Moves**

Leg Grab—Standing up, students grab (from behind) either the right ankle with the right hand or the left ankle with the left hand and lift the lower leg up against the buttocks. They should be standing up with backs straight and bent knees pointed toward the ground. They hold this position for 10 seconds. They then switch legs and repeat for a total of four times. If they have trouble keeping their balance, they can place their free hands on a desk or wall.

>>> **Directions and Key Talking Points**

1. Gather students in a circle.
2. Say, “Some types of physical activity help your muscles stay flexible and strong. Others build bone strength. All physical activities keep your heart, brain, and body healthy.”

3. Say, "Stretching is good for your whole body, but especially your muscles."
4. Say, "Today we're going to do some stretching exercises. We can use these exercises to warm up before and cool down after playing active games or running so we don't pull any muscles."
5. Say, "Today, we're going to do some stretching exercises called yoga poses. Yoga is a type of exercise that helps your mind and body feel good."
6. Say, "One of the great things about stretching exercises is that you don't need others to help you do them. You can stretch all by yourself, anywhere you like. In fact, you can do yoga at home, even in front of the TV."
7. Begin with a warm-up and a couple or all of the traditional stretches; then move on to some or all of the yoga poses in this activity. Do as many stretching exercises as your schedule allows.
8. *Important note:* If students are not wearing sneakers or comfortable shoes, encourage them to take their shoes and socks off.
9. Consider adding the extension activity in which students learn to check their pulse.

»» Warm-Up Exercises

Demonstrate these exercises to your students. They should perform these exercises before their primary activities.

- *Marching in place.* Stand tall and bring one knee and then the other up high in a marching motion. Bend your arms at the elbow and pump arms alternately as you march. Repeat these motions for five minutes.
- *Trunk twist.* Stand with feet together, hands on hips. Bend forward at the waist; then return to upright position. Now bend to the right side; return upright. Bend backward; return upright. Finally, bend to the left side and return upright. Repeat the entire sequence twice.
- *Head turns.* Stand with feet together and hands on hips. Slowly bend the neck forward, to the right side, backward, to the left side, and back to facing forward. Repeat two or three times.

»» Cool-Down Exercises

Demonstrate these exercises to your students. They should perform these exercises after their primary activities.

- *Toe touches.* Stand with feet together and legs straight. Bend at the waist and try to touch your toes, keeping legs straight but without locking knees. When you have stretched as far down as you can go, hold this position for a count of 10, and then stand up.
- *Head, shoulders, knees, and toes.* Stand with feet together and hands on hips. Hands touch head, then shoulders, then knees, then toes; return to standing position with hands on hips. Repeat five times; then do the exercise in reverse.
- *Windmills.* Stand with legs apart and arms extended out to your sides. With your right hand, reach down to touch your left foot. Return to start position. With your left hand, reach down to touch your right foot. Return to start position. Repeat five times on each side, keeping legs straight. Caution students to move slowly and under control.
- *Shoulder stretch.* Stand with feet together and hands behind you. Interlock fingers, bend at the waist, and bring arms up over your back, as far forward you can without bending your arms or unlacing your fingers.

>>> Yoga Warm-Up Series

To help students maintain balance, tell them to pick a spot on the wall or on the floor in front of them to focus on while doing yoga. Demonstrate these moves before practicing them with students.

1. Standing with legs hip-distance apart, face forward, making sure your back is straight and long (like a plant stem). The top of the head should be lifted toward the sky. Place hands with palms together at the center of the chest (as if to pray). Staying tall and straight, take five deep breaths to focus. Breathe in through the nose and out through the mouth, expanding your belly as you inhale and pressing your belly button toward your back as you exhale. This is called the mountain pose.
2. Now inhale and reach arms overhead and out like branches of a tree, stretching palms and fingers toward the sky. Keep feet firmly planted in one place like the roots of a tree.
3. Now transform into the tree pose. Lift the right foot with the right hand and, bending the knee out to the side, plant the sole of the right foot on the inner thigh of the left leg (or lower if you have trouble balancing). Stand rooted into the left foot and stretch arms up with palms touching. Look ahead and breathe eight breaths; repeat on the other side.
4. Return to the mountain pose, take a few deep breaths, and relax.

>>> Yoga Pose: Warrior

1. Stand tall in the mountain pose.
2. Take a deep breath and jump your feet about three to four feet (.9-1.2 m) apart so that both feet are on the floor (or mat). Stretch arms out to sides, palms facing down, and lift your head to the sky to become a five-pointed star.
3. Raise arms, turn left feet in, rotate right feet and hips through 90 degrees, and open out the chest area, broadening your shoulders. You should now be facing sideways.
4. Inhale. As you exhale, bend your right leg into a 90-degree angle at the knee. Your right arm should be straight out over your bended knee; your left arm should be extended behind you. Hold this posture, as still as you can, and breathe five breaths. This is the warrior pose.
5. Inhale, straighten both legs and swivel to face forward again, slowly lowering your arms. When ready, repeat on the other side, this time bending the left leg.
6. To finish, inhale, straighten both legs and swivel to face forward. As you exhale, jump your legs together. Return to the mountain pose.

>>> Yoga Pose: Triangle to Half Moon

1. Stand with feet about three feet (.9 m) apart with strong, straight legs and a long spine. Stretch arms out to your sides like airplane wings and imagine they are 10 feet (3 m) wide. Lengthen the back of your neck, lifting the top of your head to the sky.
2. Turn toes of your right foot inward slightly and rotate the left foot out 90 degrees. Exhale and reach your left arm toward the ground, stretching to the side. Keep the chest area open, hips facing forward, and make sure weight is distributed equally on both feet.
3. Hold your left leg with your left hand and reach your raised right arm straight upward as high as you can (your body is making a triangle). Turn your head and

look up to your right arm. Open the chest area out, drawing shoulders back and down, and take five deep breaths into your lungs.

4. Bring your right arm to rest at your side, keep the chest area open, and draw back your shoulders. Bend your left knee and place fingertips on the floor.
5. Stand up slowly. Now repeat on the right side.

>>> Yoga Pose: Puppet and Rag Doll

1. Stand with feet firmly planted on the floor, hip-width apart. Imagine you are a puppet. Most of the strings are loose, so relax your shoulders, but feel the string from the top of your head pulling you toward the sky.
2. While inhaling, reach up as high as you can, rising onto your toes—the puppeteer has picked up the strings attached to your hands. Imagine you have roots through your toes to anchor you firmly in the earth. Try to really feel this deep, two-way stretch. You are trying to lift your top half as high into the sky as possible, while pushing your bottom half as far underground as possible.
3. Now imagine that the puppeteer has turned you into a rag doll, so you have no muscle strength to hold yourself up. Let your body flop over into a forward bend and let your arms dangle by your legs.
4. Repeat (turn back into a puppet one more time and then finish as a rag doll).

>>> Extension Activity

When we exercise, we increase blood supply to our muscles, which makes our lungs breathe deeper and faster and our hearts pump harder and faster. These reactions make our bodies heat up. Students can recognize these changes when they go from sitting still to stretching to being more active. For instance, they might notice they are breathing faster, their heart is beating faster, or they are getting warm. Checking pulse rate is a good way to demonstrate that the heart rate increases with activity. Before starting the first stretch in this activity, ask students to check their pulses as you demonstrate proper technique:

1. Place two fingers on the inside of the wrist or on the front of the neck (locating your pulse on the neck might be easier than on the wrist). Once everyone has found their pulse, tell them they are going to measure their heart rate for 15 seconds. When you signal for them to start, they count how many times they feel a beat over 15 seconds. Tell them to count to themselves until you say stop. Write down students' responses, or tell them to remember them.
2. Proceed with some of the stretches and yoga poses. Then ask students to re-check their pulses. They should find that their pulse gets faster as they exercise more.

FAMILY TIP SHEET

Stretch for Success

Your child learned that

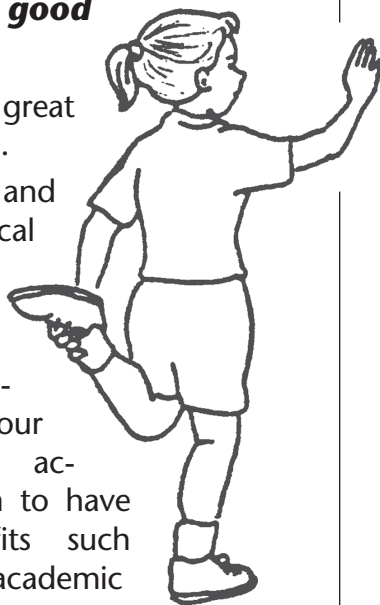
- ⦿ stretching is a type of physical activity that helps increase flexibility and
- ⦿ yoga is a beneficial and fun way to stretch.

Why stretching is good for the body

- ⦿ It helps prevent injuries during exercise.
- ⦿ It works muscles, bones, heart, and lungs.
- ⦿ It might increase range of motion and flexibility.

Why stretching is good for the mind

- ⦿ Stretching is a great way to destress.
- ⦿ Stretching and other physical activities are excellent for unplugging the many distractions in our lives. Physical activity is known to have mental benefits such as improved academic performance.



- ⦿ The art of yoga is part physical activity and part meditation (calming your mind and getting rid of stressful thoughts).

Here's what you can do:

- ⦿ Start family stretch time. Pick a regular time of day when everyone is together (after breakfast, after dinner, etc.). Warm up by marching in place and doing stretches that make you feel good. If a family member likes to play soccer, have him or her stretch his or her legs. If someone spends all day working at an office or at school, have him or her stretch his or her arms, neck, and shoulders.
- ⦿ Take stretching breaks when watching TV. Instead of staying on the couch during commercials, jog up and down the stairs a couple of times or around the house, and then stretch. This will give you more energy to do something active when your favorite TV show is over.
- ⦿ Make sure you stretch after you exercise. This helps prevent injuries and ensures you are always in top shape to do something active.

PARTNER PLAY

>>> **Objectives**

- Practice listening skills and following directions.
- Learn how to play cooperatively.
- Be active and have fun.

>>> **Preparation**

- Read directions for opening discussion and all games.
- If necessary, clear away obstacles to create an open playing space.
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- Carpet, small rugs, or mats (this activity can also be played outside)
- Several small balls (soccer ball size) or cushions—one for every two students

>>> **Cool Moves**

Knots of Fun—Divide students into teams of six or more, depending on how difficult you want to make the exercise (more students makes the activity more difficult). Tell each student to join right hands with a team member who's *not* standing immediately to his or her left or right. Then tell each student to join left hands with a second team member who's *not* standing immediately to his or her left or right. Now tell teams to untangle themselves without letting go of one another's hands. They might have to loosen their grips a little to allow for twisting and turning. They might also have to step over or under other team members. The first team to untangle their knot is the winner. There are four possible outcomes to the knot (one large circle with students facing either direction, two interlocking circles, a figure eight, or a circle in a circle). Stress the importance of being patient and working together.

>>> **Directions and Key Talking Points**

1. Say, "It's important to be active every day and not spend too much time being still."
2. Say, "It's not always easy to get a big group of kids together for a game, but there are lots of fun and active games to play with just two people."
3. Say, "Today we will be working in pairs to play fun and active games. For each game, you will need to work together to accomplish a task."
4. Say, "We'll be switching partners for each new game so that everyone has the chance to play with several others."
5. Say, "Before we begin the first game, let's talk about some things to keep in mind so everyone has fun and no one gets hurt."
6. Ask, "Who can think of some important rules for us to follow?" Help students come up with rules such as be respectful of your partner; be willing to have anyone in the group as your partner, not just your closest friends; cooperate with each other; try not to be too rough; be mindful of your space and how much room there is to move.

7. Once rules are established, transition into the activities. After playing each game for two or three minutes, tell students to switch partners. Then explain the directions for the next game.
8. Instructors should move around the room, stressing the importance of working together and assisting any students who need help.

>>> *Partner Pull-Up*

Setup

Create an open space with or without carpets or mats.

Directions

1. In partners, students sit down facing each other with the soles of their feet on the floor, toes touching.
2. Partners reach forward, bending their knees if they must and grasp hands.
3. By pulling together, both come up to a standing position and then try to return to a sitting position.
4. Pull-ups can also be done in larger groups.

>>> *Wring the Dishrag*

Setup

Create an open space.

Directions

1. Two students stand facing each other and join right hands (as if shaking hands).
2. Partner 1 swings his or her right leg over the joined arms, taking a backward straddle position over his or her own arm.
3. Partner 2 now swings his or her left leg over the joined arms.
4. Partners are now back to back.
5. Partner 1 swings his or her left leg over and faces in the original direction.
6. Partner 2 swings his or her right leg over and faces in the original direction.

>>> *Hop-Along*

Setup

Create an open space.

Directions

1. Partners stand facing each other.
2. They both raise their left leg straight out, high enough for their partner to get a hold of their ankle.
3. Once they can balance each other in this position, they try to hop across the room.
4. They then try to lower themselves to the floor (this might be difficult for some).
5. Coming back up is a little tougher and might require the help of a few more friends.

»» ***Tandem Cycling***

Setup

Create an open space with or without carpets or mats.

Directions

1. Pairs of students start standing facing each other. From this position, they then lie on their backs. Each student should connect the sole of his or her feet with the sole of his or her partner's feet.
2. Pairs should lift their legs up so they can do a simultaneous cycling action with their feet connected, first in one direction, and then the other.
3. Once students have the motion down, they take turns calling out "forward" and "backward" about every 10 seconds to practice their motor skills and following directions.

»» ***Tandem Sit-Ups***

Setup

Create an open space with or without carpets or mats.

Equipment

- Soccer balls or cushions
- Optional carpets or mats

Directions

1. Students sit down facing a partner with heels gently hooked behind each other. Each pair lies down with heels still connected.
2. One partner has a ball (or cushion) in his or her hands.
3. Partner 1 rises to a bent-knee sitting position and passes the ball to partner 2, who rises up to catch the ball.
4. Partner 2 then returns to lying position, comes back up, and passes the ball back to partner 1, who rises up to catch the ball; thus the action continues.
5. For more continuous action, both partners can have a ball, and as they both come up to a seated position, they simultaneously exchange balls and then lower themselves back down to the lying position. This works best if one partner throws the ball high and the other low. Partners can choose the distance between them.

»» ***Busy Bee***

Setup

Create an open space.

Directions

1. Students mill around the room like busy bees.
2. When you call out a body part, each student finds a partner and touches that body part to the partner's (e.g., knee to knee).
3. For each new body part called out, students find a new partner.
4. Call out "knee," "head," "elbow," "foot," "hip," "hand," "shoulder," "wrist," and so on.

»» **Partner Back-Up**

Setup

Create an open space with or without carpets or mats.

Directions

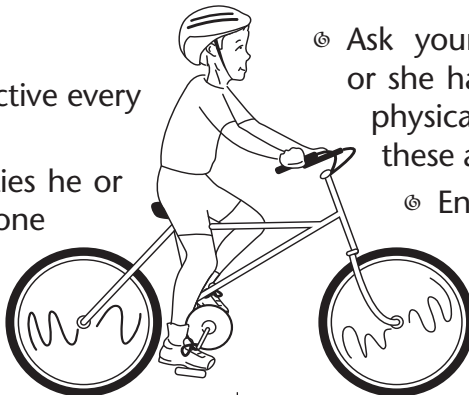
1. Two students sit back-to-back with knees bent.
2. From this position, they try to stand up by pushing against each other's backs without moving their feet.
3. They can then attempt sitting back down.
4. If they are successful, propose that from a halfway position they try to move like a spider.
5. This activity can be done in groups of threes, fours, or fives for a more challenging game. Expanding the group sizes at the end is a good way to wrap up these activities.

FAMILY TIP SHEET

Partner Play

Your child learned that

- ⌚ it is important to be active every day,
- ⌚ there are many activities he or she can do with just one friend, and
- ⌚ it is fun to play with other people and work together to accomplish goals.



- ⌚ Ask your child about activities he or she has done in his or her school physical education program—try these at home with your child.

- ⌚ Encourage your child to be creative and come up with new and different ways to be active.

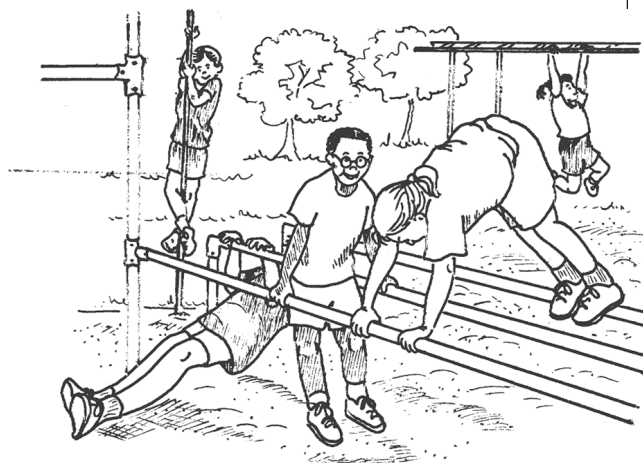
Fun activities for two or more people:

Why is this important?

- ⌚ Promoting regular participation in fun, active games at a young age helps make physical activity a lifelong habit.
- ⌚ Making playtime active time makes students more likely to want to be active and stay active.
- ⌚ Learning to play well with others is important for students to learn.

Here's what you can do:

- ⌚ Encourage your child to play actively with friends or siblings, or to play actively by themselves.



- ⌚ Hopscotch
- ⌚ Freeze dancing
- ⌚ Obstacle courses
- ⌚ Scavenger hunts
- ⌚ Creating a dance routine to a favorite song
- ⌚ Playing at the park
- ⌚ Moving like animals (how could you make a two-person spider? A snake? A frog?)
- ⌚ Raking leaves (and jumping in them)
- ⌚ Building snowmen or a snow fort
- ⌚ Riding bikes
- ⌚ One-on-one basketball
- ⌚ Playing catch
- ⌚ Throwing a Frisbee
- ⌚ Flying kites
- ⌚ Playing badminton
- ⌚ Roller skating or inline skating
- ⌚ Playing with hula hoops
- ⌚ Taking a walk
- ⌚ Building a backyard fort

WHOLE GRAINS SCAVENGER HUNT

Foods in the grains group, such as bread, cereal, rice, and pasta, are major sources of carbohydrates and fiber in the diet. These foods provide B vitamins thiamin, riboflavin, niacin, and folate, which help the body use calories to create energy and maintain cell function. Important minerals found in the grain group are iron, zinc, and magnesium.

Whole-grain foods are healthier choices because they provide fiber and trace nutrients found in the grain. When part of the grain, such as the bran or germ, is removed during the milling process, the product is “refined” (for instance, white bread). When all parts of the grain are left intact (the bran, germ, and endosperm) the product is considered a whole-grain food. The complex carbohydrates and fiber in whole-grain foods make you feel full longer, and they help to clean the intestines by sweeping away waste. When grains are refined, B vitamins and iron found naturally in grains are lost, so processors add them back to the product (via a process called enrichment) and sometimes fortify the product with other nutrients, such as calcium or folate. However, these enriched products do not contain the same fiber as whole grains.

»» Objectives

- Recognize different types of whole grains.
- Learn that it is good to eat whole grains.
- Develop problem-solving skills.

»» Preparation

- Place each type of grain from the materials list into a clear plastic bag.
- Photocopy and separate the Whole Grains Scavenger Hunt Clue Cards; tape them to the appropriate food bags as follows:
 - Keep clue 1 separate.
 - Tape clue 2 to the bag containing whole-wheat bread.
 - Tape clue 3 to the bag with one or two corn tortillas.
 - Tape clue 4 to the bag of brown rice.
 - Tape clue 5 to the bag of raisin bran cereal.
 - Tape clue 6 to the bag of oatmeal.
- Hide all food bags in different parts of the room for each grain (otherwise students will find the grains and clues out of order and the game won’t run smoothly).
- Put all prizes together in a bag or box and hide those separately as well. You can choose to hide the prizes in another separate spot or keep them in a safe place until near the end and then hide them while students are busy looking in a different area for one of their last clues.
- Photocopy the family tip sheet and send home with students.

»» Materials

- Five clear plastic sandwich bags
- One or two slices whole-wheat bread
- One or two corn tortillas
- One cup brown rice
- One cup raisin bran cereal

- One cup uncooked oatmeal
- Scavenger hunt clue cards
- Tape
- One prize per student (e.g., stickers, rub-on tattoos, pencils, erasers). S&S Worldwide is a discount company many schools and after-school programs go to for low-cost materials. The company carries everything from sports and leisure equipment to cheap school supplies: <http://www.ssw.com>.

»» **Cool Moves**

Popcorn Pop—Conduct this activity in an open space where students can spread out and move freely. Tell students they are going to make popcorn. Instruct them to jump up and down slowly. Call out, “Popcorn popping fast!” and tell students to jump faster. Call out, “Popcorn popping slow!” and tell them to jump slower. Call out, “Popcorn kernels are sticking together!” and have students join hands or link arms and twirl around. Finally, call out, “Popcorn finished and in the bowl!” and have students either sit or lie down on the floor (or in their seats).

»» **Directions and Key Talking Points**

1. Say, “There are many types of grains, such as oats, wheat, corn, rye, barley, and rice.”
2. Say, “Eating whole grains is important for a healthy diet because whole grains have a lot of fiber, vitamins, and minerals. At least half the grains we eat should be whole grains, which means they contain all three parts of a grain: the bran, germ, and endosperm.”
3. Say, “Because whole grains have a lot of fiber, they make us feel full, which helps us avoid overeating.”
4. Say, “Today we are going to play a scavenger hunt game to get us thinking about ways we can eat whole grains.”
5. Say, “I’ll give you clues, and you’ll have to work together as a group to find the whole-grain foods hidden around the area. Each time you find the correct whole grain, you’ll be given a new clue. The final clue will lead you to a prize.”
6. At the start of the game, choose one student to read the first clue, or read it to the group yourself.
7. Help the group figure out the answer; then steer them to the area where they can search for that grain.
8. When the grain is discovered, the student who found it can read the next clue that’s attached.
9. Continue, helping students figure out the clues and pointing them toward the right area to search for each new grain (and clue).
10. When the final clue is retrieved, the group can search for their prize.
11. After prizes have been distributed, give each child the Grain Search sheet to work on now or to take home.

»» **Options**

- Tell students to do different movements as they search for the grains and their next clues. Choose a different movement for each search. Ask them to hop on two feet, hop on one foot, do shoulder taps, walk quickly, gallop, or skip.

- In small spaces it might be impossible to hide each grain (and clue) in a different area of the room. If so, follow these directions instead:
 - Hide only clue 2 with the whole-wheat bread.
 - When the group finds the bread, they bring it to you.
 - Take the bread and tell the group either to go into a neighboring room or to turn their backs and cover their eyes while you hide the next grain (and clue).
 - Tell students to come back in or turn around and open their eyes.
 - Let the student who found the last clue read the new clue.
 - Help students decide what the answer is and then search for the grain.
 - Continue until the last clue is read and prizes are found.

»» **Answer Key**

- Clue 1 is for whole-wheat bread.
- Clue 2 is for corn tortilla.
- Clue 3 is for brown rice.
- Clue 4 is for raisin bran.
- Clue 5 is for oatmeal.
- Clue 6 is for prize.

Whole Grains Scavenger Hunt Clue Card



Clue 1

You can make sandwiches out of me.

You can make toast out of me, too.

My tan color is one way to tell how healthy I am.

What am I?

(three words)

From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).
Whole Grains Scavenger Hunt Clue Card 1

Whole Grains Scavenger Hunt Clue Card



Clue 2

I am yellow and start as a plant that grows very tall.

After I've been ground down and mixed with water, I am round.

I am what holds a taco together.

What am I?

(two words)

From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).
Whole Grains Scavenger Hunt Clue Card 2

Whole Grains Scavenger Hunt Clue Card



Clue 3

**I am a color that rhymes with
frown.**

**I am an important food to people
all over the world—from Asia,
Spain, and the southern United
States.**

**I am a grain that rhymes with
spice.**

(two words)

From C. Economos, S.J. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).
Whole Grains Scavenger Hunt Clue Card 3

Whole Grains Scavenger Hunt Clue Card



Clue 4

**I am made from grains and dried
grapes and am combined with
low-fat milk to make a healthy
breakfast.**

**My first word is the dried fruit and
my second word rhymes with
can.**

What am I?

(two words)

From C. Economos, S.J. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).
Whole Grains Scavenger Hunt Clue Card 4

Whole Grains Scavenger Hunt Clue Card



Clue 5

**I am a yummy breakfast food,
especially when it's cold outside
because I am served hot.**

**I can also be mixed with raisins
and nuts to make delicious cook-
ies that are high in fiber.**

What am I?

(one word)

From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).
Whole Grains Scavenger Hunt Clue Card 5

Whole Grains Scavenger Hunt Clue Card



Clue 6

**I might be in a bag or in a box. I
might be something cute and
fun, but I am definitely not a fox.**

**Look into your teacher's eyes, and
ask, "Where is our . . . ?"**

**But he or she won't make a sound.
You'll have to go and look
around!**

(one word)

From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).
Whole Grains Scavenger Hunt Clue Card 6

Grain Word Search

Circle the names of the grains below:

Barley

Bran

Millet

Wheat

Oats

Rice



U	L	I	X	A	Q	V	W	P	I	S	J	K
D	X	B	Q	V	F	G	W	K	R	X	Z	E
T	B	A	C	S	I	H	J	H	A	S	O	I
B	L	H	M	U	G	T	Z	O	E	E	S	G
M	L	V	V	R	B	R	A	N	E	A	G	B
F	F	V	O	M	Z	A	X	Y	E	R	T	B
B	Y	V	B	C	I	J	R	U	U	N	R	E
G	D	K	O	S	D	L	Y	L	X	I	E	O
Q	D	S	A	Y	V	Q	L	S	E	O	J	H
E	A	J	T	Q	R	C	N	E	R	Y	U	V
T	X	N	S	O	V	G	W	A	T	I	U	M
F	H	Z	T	W	J	Y	J	L	W	C	C	S
S	D	Y	A	E	Y	P	M	D	X	Y	M	E

From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Grain Word Search

FAMILY TIP SHEET

Whole Grains Scavenger Hunt

Your child learned that

- Ⓢ whole grains are an important part of a healthy diet and
- Ⓢ there are many kinds of whole grains to choose from:
 - Ⓢ Whole Grains
 - Whole wheat
 - Brown rice
 - Whole corn
 - Rolled oats
 - Rye, barley, buckwheat
 - Ⓢ Refined
 - White flour
 - White rice
 - Corn meal
 - Grits

Many refined products might be enriched to add back B vitamins and iron that were lost during processing. Although some of these enriched foods might be good for you, they do not have all of the same benefits as unrefined (or whole) foods.

Why is this important?

- Ⓢ Whole grains have a lot of fiber, vitamins, and minerals that refined grains (white flour, white bread, white rice) do not. Bran and germ contain these beneficial nutrients:
 - Ⓢ B vitamins
 - Ⓢ Vitamin E
 - Ⓢ Fiber
 - Ⓢ Iron
 - Ⓢ Zinc

- Ⓢ Magnesium

- Ⓢ Antioxidants

- Ⓢ Fiber helps us feel full longer, and the fiber and nutrients in whole grains reduce the risk for some diseases, including diabetes.
- Ⓢ Children and adults should eat at least half of their daily grains in the form of whole grains—this means three or four ounces per day (one ounce equals one slice of bread, one cup of ready-to-eat cereal, or a half cup of cooked pasta or rice).

Here's what you can do:

Tips for finding whole-grain products

- Ⓢ Look for the whole-grain stamp on breads and crackers. See figure 1 or visit wholegrainscouncil.org to see the basic stamp and the 100 percent stamp.

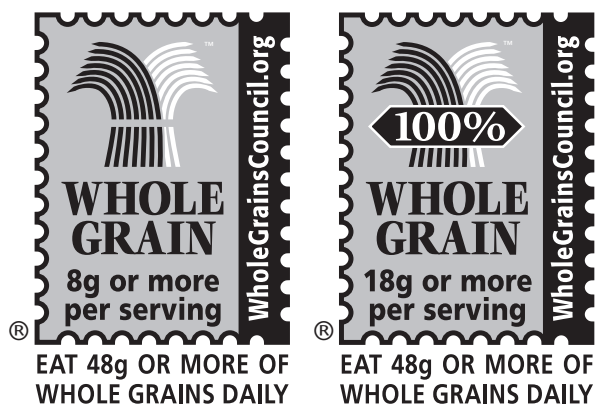


Figure 1 The Whole Grains Council provides these stamps for suppliers to put on products containing whole grains.

Whole Grain Stamps are a trademark of Oldways Preservation Trust and the Whole Grains Council, www.wholegrainscouncil.org.

- ⑥ Choose foods that have one of the following whole grains as the first ingredient on the label:

- ⑥ brown rice
- ⑥ buckwheat
- ⑥ bulgur
- ⑥ millet
- ⑥ oatmeal
- ⑥ quinoa
- ⑥ rolled oats
- ⑥ whole-grain barley
- ⑥ whole-grain corn
- ⑥ whole-grain sorghum
- ⑥ whole-grain triticale
- ⑥ whole oats
- ⑥ whole rye
- ⑥ whole wheat
- ⑥ wild rice

- ⑥ Foods labeled “multigrain,” “stone-ground,” “100 percent wheat,” “cracked wheat,” “seven-grain,” or “bran” are usually not whole-grain products.

- ⑥ Color is not an indication of a whole grain. Bread can be brown because of molasses or other added ingredients. Read the ingredient list to see if it is a whole grain.

- ⑥ Read the food label’s ingredient list. Look for terms that indicate added sugars (such as sucrose, high-fructose corn syrup, honey, malt syrup, maple syrup, molasses, or raw sugar) that add extra calories. Choose foods with fewer added sugars.

Tips for eating more whole grains

- ⑥ Try brown rice with a vegetable stir-fry.

- ⑥ Use whole-wheat macaroni in macaroni and cheese.

- ⑥ Use whole grains in mixed dishes, such as barley in vegetable soup or stews, and bulgur wheat in casseroles or stir-fries.

- ⑥ Freeze leftover cooked brown rice, bulgur, or barley. Heat and serve it later as a quick side dish.

- ⑥ Create a whole-grain pilaf with a mixture of barley, wild rice, brown rice, broth, and spices. Stir in toasted nuts or chopped dried fruit for crunch and texture.

- ⑥ Use whole-grain bread or cracker crumbs in meatloaf.

- ⑥ Try rolled oats or a crushed, unsweetened whole-grain cereal as breading for baked chicken, fish, veal cutlets, or eggplant Parmesan.

- ⑥ Substitute corn tortillas in place of white-flour tortillas.

- ⑥ Enjoy a whole-grain snack of microwave popcorn. Add your favorite low-fat toppings.

Next time you bake, use whole-wheat flour:

- ⑥ Whole-wheat flour can be found in the baking section of most grocery stores.

- ⑥ Substitute whole-wheat flour for at least half the flour in any bread, muffin, or pancake recipe. (Note: Unbleached white flour is not whole wheat.)

- ⑥ Store whole-wheat flour in the refrigerator or freezer.

- ⑥ For cakes, pies, and cookies replace half the flour with whole-wheat pastry flour.

RECIPE

Real Graham Crackers

INGREDIENTS

3 cups whole-wheat flour
1/2 teaspoon salt
1/2 teaspoon baking powder
1/2 teaspoon cinnamon
1/3 cup honey
1/4 cup vegetable oil (canola, safflower, or
sunflower)
2/3 cup low-fat milk or enriched soy milk

DIRECTIONS

Wash hands. Preheat oven to 375 degrees Fahrenheit. Mix whole-wheat flour, salt, baking powder, and cinnamon in a bowl. Mix together honey, oil, and milk in a separate bowl; then pour in the dry ingredients. Quickly stir. Gather dough into a ball and place on a floured surface. Roll to 1/8-inch thick and cut into 3 × 1.5-inch strips. Place on oiled baking sheet and bake for 10 minutes or until crisp. Cool on a rack and store in a sealed container.

CAPTURE THE BAG

Students will play an active game, Capture the Bag, in which they will form a fruit team and a vegetable team made up of many colors. The fruit team will try to capture the vegetables' beanbags, and vice versa. The game is similar to Capture the Flag.

»» Objectives

- Learn that an important part of a healthy diet is eating a variety of colorful fruits and vegetables.
- Be active and have fun.

»» Preparation

- Prepare Capture the Bag fruit and vegetable cards if you are not using the fruit- and vegetable-shaped beanbags. Do this by cutting out the cards, coloring them, and then placing each card inside its own plastic zip bag.
- Cut the construction paper into strips three or four inches wide. You will need an equal amount of each color. Make sure that when the group is divided into two teams, each student has a strip.
- Set up the game. To prepare the playing space,
 - divide space in half by placing a line of masking tape along the middle (if a half-court line doesn't already exist). If you don't have a large indoor space, plan for a good weather day to play outdoors and use chalk to divide the space in half; and
 - using tape or other materials, designate two small areas in each half as the jail and the treasure chest.
- Photocopy the family tip sheet to send home with students.

»» Materials

- Two colors of construction paper to use as arm bands
- Scissors and tape
- Pens or markers
- Fruit and vegetable cards (can alternatively use fruit- and vegetable-shaped beanbags, optional)
- 12 clear plastic zip bags (needed only if using the cards and not the beanbags)

»» Arm Band Aid

In this game, students wear an arm band showing that they are part of the fruit team or the vegetable team. Each team member should be a different fruit or vegetable, so many types and colors are represented. If students are having trouble thinking of fruits and vegetables for their arm bands, help them out by referring to this list of foods.

- Red—tomatoes, apples, cherries, radishes, red raspberries
- Orange—carrots, apricots, pumpkins, papayas, kumquats
- Yellow—bananas, lemons, pears, star fruit, pineapple, yellow corn
- Green—avocados, artichokes, asparagus, limes, honeydew
- Blue—blueberries, blue corn, huckleberries, sugar plums, blue potatoes
- Purple—eggplant, onions, beets, purple cabbage, grapes

»» **Cool Moves**

Jump Up—Ask students to line up with their backs against a wall. Tell them to raise their right arms and touch the highest part of the wall they can reach with their fingers. While keeping their right arm extended against the wall, they bend their knees, jump up high, and tap the wall with their right fingers. Repeat three or four times. Now ask them to put their right hand at their side so they won't use their arms to help them jump higher. Tell them to bend at the knees and push up with the body and stretch their arms to the sky. They jump five times and then repeat on the left side.

»» **Directions and Key Talking Points**

1. Gather students in a circle.
2. Say, "We need to eat a healthy diet to provide us with the energy we need to keep us going throughout the day."
3. Say, "One of the most important parts of a healthy diet is eating many fruits and vegetables of different colors—like eating the rainbow. Different colors provide us with different vitamins and minerals. You can eat red tomatoes, orange carrots, yellow bananas, green grapes, blue blueberries, and purple eggplants."
4. Say, "Today we'll play a game called Capture the Bag. We need two teams. One group will be the fruits; the other group will be the vegetables."
5. Say, "Before we can play the game, everyone needs to create an arm band so you know who's on your team."
6. Give each team member a wide strip of construction paper, using one color for the fruit team and another color for the vegetable team.
7. Explain to the fruit team that each team member must think of a different fruit and what color it is and then draw a picture of this fruit in the center of their arm band. This is meant to help students recognize all the fruits available to eat and to reinforce the importance of eating a variety of fruits each day.
8. Explain to the vegetable team that they will do the same with different vegetables.
9. Ask students to write the name and color of their fruit or vegetable on their arm bands.
10. Help students secure their arm band above their elbow using tape; then explain the game directions.
11. In front of the students, place vegetable bags in one treasure chest and fruit bags in the other treasure chest.
12. Explain that the fruit team must try to capture the vegetable team's treasure chest, and the vegetable team must try to capture the fruit team's treasure chest (similar to Capture the Flag).
13. An important rule is that a player can capture only one bag of fruit or vegetables at a time.
14. Each group scatters in its own area. Some students will guard their team's treasure chest. On the yell of "go!" players cross into the other team's area to try to capture their bags (the fruits want to collect all the vegetable bags, and vice versa).
15. Players must watch out because once they cross over the tape they are at risk of getting tagged. If a player gets tagged, he or she must go to jail. He or she is freed from jail only if tagged by a teammate.
16. The team that collects all the other team's bags wins.

»» **Fair Play**

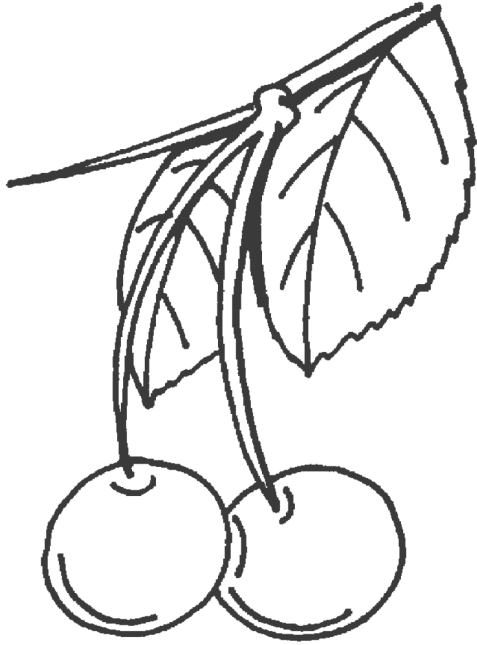
Be sure to reiterate common rules of respect and fair play:

- Tag each other gently.
- No pushing or playing rough.
- Each team should work together to empty the opponent's treasure chest.
- Anyone who has trouble cooperating will be asked to sit out.

»» **Additional Teaching Aid**

Eating the Alphabet: Fruits & Vegetables from A to Z by Lois Ehlert introduces students to fruits and vegetables from around the world. The book is geared toward pre-K and kindergarten students but contains a glossary with interesting facts about each food that is appropriate for older kids as well.

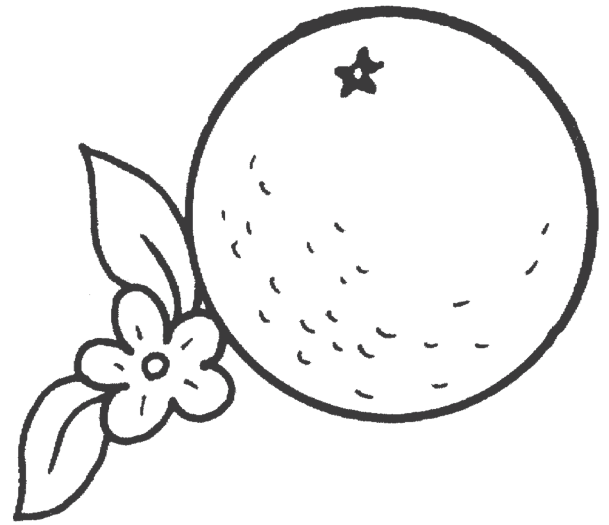
Red cherries



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Fruit Card

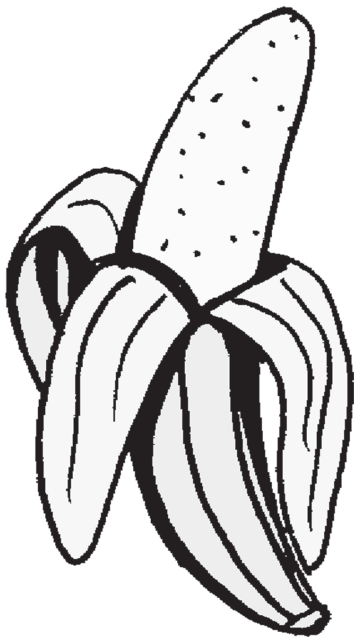
Orange



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Fruit Card

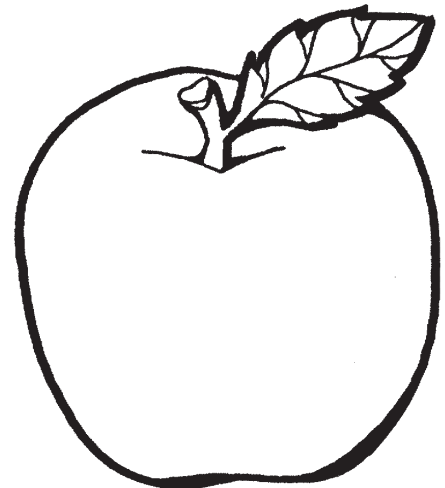
Yellow banana



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Fruit Card

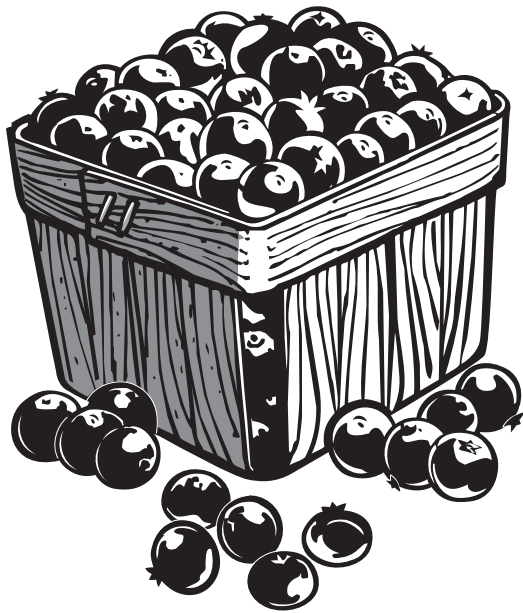
Green apple



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Fruit Card

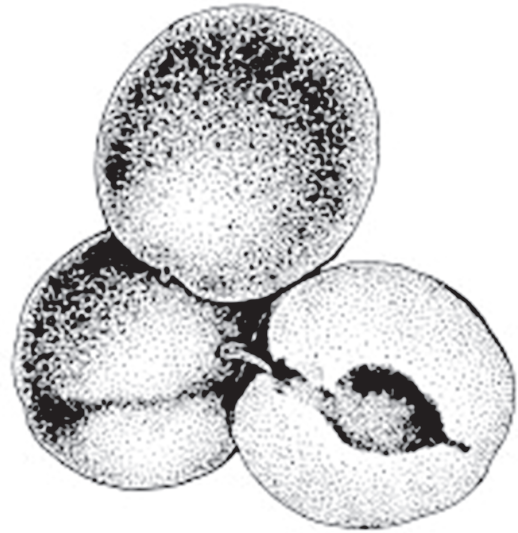
Blueberries



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Fruit Card

Purple plums



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Fruit Card

Red bell peppers



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Vegetable Card

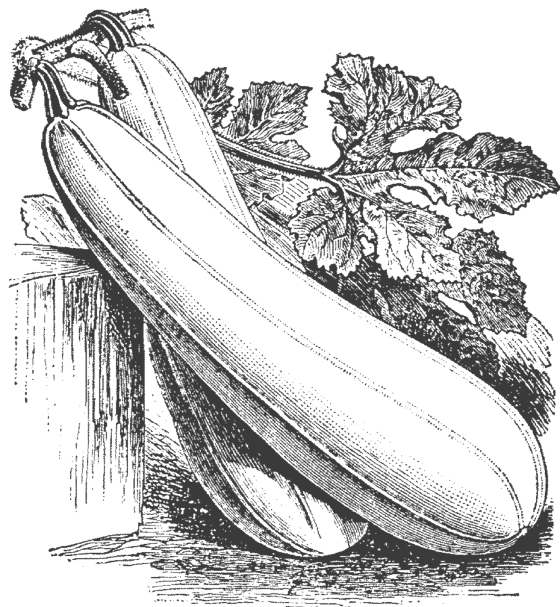
Orange carrot



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Vegetable Card

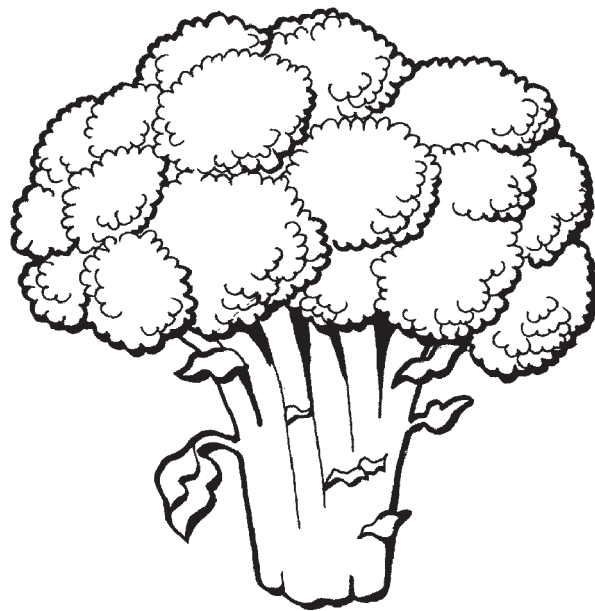
Yellow squash



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Vegetable Card

Green broccoli



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Vegetable Card

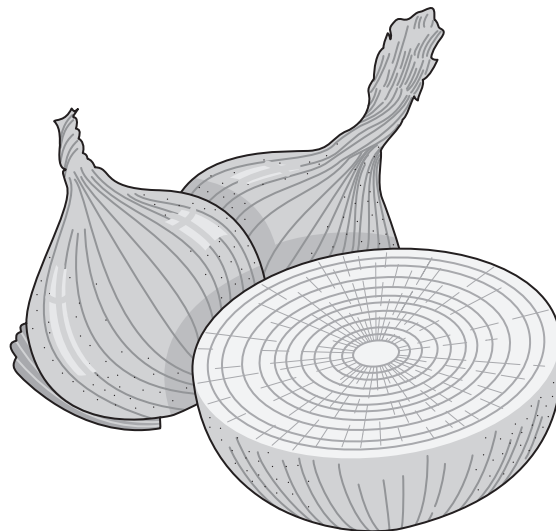
Blue corn



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Vegetable Card

Purple onions



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Capture the Bag Vegetable Card

FAMILY TIP SHEET

Capture the Bag

Your child learned that

- Ⓢ a healthy diet includes lots of colorful fruits (such as bananas, oranges, berries, and melon) and vegetables (such as green beans, eggplant, beets, carrots, and leafy greens) and
- Ⓢ eating a rainbow diet is an easy way to eat well.

Why is this important?

- Ⓢ Colorful fruits and vegetables are dense with nutrients. They are full of important vitamins, minerals, fiber, and antioxidants and contain no empty calories (foods with calories but few or no nutrients).
- Ⓢ The different colors of fruits and vegetables provide different nutrients to keep people healthy.

Here's what you can do:

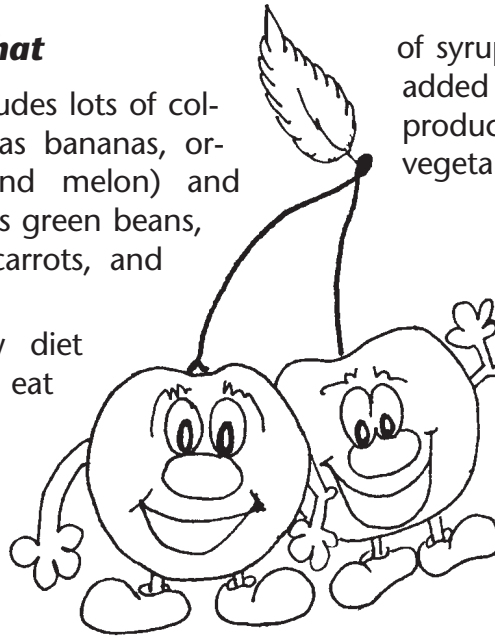
- Ⓢ Buy fresh. Purchase in-season fruits and vegetables (local foods tend to be especially tasty); they will be the freshest and often the least expensive.
- Ⓢ Buy frozen. Frozen produce is an excellent option for low-cost, high-quality fruits and vegetables because they are flash frozen at peak ripeness. Look for items without added sugar, sauce, or syrup.
- Ⓢ Buy canned. Look for fruits packed in water or 100 percent juice (instead

of syrup) and for vegetables without added salt. If you do purchase canned produce that contains salt, wash the vegetables to remove most of the salt.

- Ⓢ Buy dried. Raisins, prunes, dried apples, apricots, bananas, and cranberries are good sources of fiber and nutrients. Small packages are great for school lunches; one serving is one fourth of a cup.

Adventures in fruits and vegetables

- Ⓢ When is the last time you had star fruit? Beets? Rhubarb? Mangos? Be adventurous!
- Ⓢ Different seasons bring different varieties of fruits and vegetables to try.
- Ⓢ Eating a wide variety of foods is healthy and fun!
- Ⓢ Let students choose a different fruit or vegetable to try each week from the grocery store.



- ⑥ Have taste tests in which the whole family samples a new fruit or vegetable, encouraging everyone to taste new and different options.



- ⑥ Shopping at farmers' markets, orchards, and local farms is a great way to support your community, find new foods to try, and have fun with the family.

- ⑥ Buy locally grown fruits and vegetables at a farmers' market. There is a market every week in many towns during the summer. Find one near you here: <http://search.ams.usda.gov/farmersmarkets>.
- ⑥ Take your family to pick apples, strawberries, or blueberries.
- ⑥ Visit a community garden to learn what foods grow near your home.

CHAPTER 2

FOOD ACTIVITIES

»» **Directions and Key Talking Points**

1. Gather students in a circle or cluster.
2. Say, "Today we'll make our own snacks by combining foods from different food groups."
3. Ask, "Can anyone remember what the five different food groups are?" (Answer: grains, vegetables, fruits, protein, and dairy. Foods such as candy, soda, sweets, and chips are "sometimes" foods.)
4. Review the types of foods that make up each food group.
5. Ask, "What are some ways MyPlate guides us as we plan meals?" (Answer: MyPlate reminds us to get a variety of foods each day. It reminds us to fill half our plate with fruits and vegetables. The other half of the plate is made up of grains and protein. We should also include low-fat dairy food such as milk, yogurt, or cheese. "Sometimes" foods such as cookies, chips, and soda do not have a place on MyPlate because they are high in fat and sugar. We can enjoy these foods once in a while in small portions.)
6. Say, "Today we'll make ourselves a snack mix called crunchy munchies. I have brought in food from different food groups to use in our snack. We're going to figure out how much to put into our snack mix. Let's get started!"
7. Hold up a one-cup measuring container. Say, "If we want to make enough snack mix so each of us can have one cup to eat, how much do we need to make?" (Answer: one cup multiplied by the number of students and teachers.) Using a chalkboard or large sheet of paper posted to a wall, write out this multiplication and ask students to answer if they know how to multiply; otherwise, answer for them.
8. Say, "Now that you know how many cups you want to end up with, you can figure out how much of each ingredient you should put into your crunchy munchies mix."
9. Display all the ingredients on a table or in the center of your circle. Start by asking students to put items from similar food groups together (refer to the list of ingredient options).
10. Ask, "Can you help me list all the ingredients on our paper or chalkboard in order of what we want the most of [fruits] to what we want the least of [candy]?"
11. Next, ask students to suggest numbers for how many cups of each item to add, trying to end up with about half the mix made of fruits, a little more than a quarter of the mix made of protein and grains, and less than a quarter of the mix made of candy.
12. As numbers are suggested, write them down next to the ingredient; then go back and adjust numbers as needed until the number of cups you use for each ingredient add up to the total number of cups you need for everyone to get one cup of the final mix.
13. When amounts are all set, let students take turns measuring out how many cups of each item to add to the container.
14. Ask them to take turns lightly stirring the mix until it is well blended; then let each student scoop one cup of the mix into a cup or bowl. Enjoy!
15. As students eat their snacks, discuss the importance of portion control. Balancing our meals the way MyPlate shows us means not eating too much of any one food. It also means saving treats for special occasions and eating only small portions so we save room for healthy foods.

Teaching Tips

- If you have too many students in your group to do this as one activity, separate them into smaller groups and ask staff members to work with each group to create their own mix. You can use different ingredients for each group or the same ingredients and compare amounts used by each group to determine which recipe is the best to use in the future.
- If most students in your group express a disliking for one or more of the ingredients you brought, let them cut these ingredients out. But be sure to have at least three food groups represented.

FAMILY TIP SHEET

Crunchy Munchies

Your child learned how to

- Ⓢ recognize items from different food groups,
- Ⓢ combine items from the food groups into a nutritious snack,
- Ⓢ practice math skills by using recipes and measuring ingredients, and
- Ⓢ measure portion sizes.



Did you know?

- Ⓢ The five food groups are grains, vegetables, fruits, protein, and dairy (see figure 1). “Sometimes” foods (candy, cookies, soda, etc.) do not have a place on MyPlate because they are high in saturated fat, sugar, or sodium—we should eat these foods only sometimes.

um—we should eat these foods only sometimes.

- Ⓢ It is important to get a variety of foods from each group and model our choices after the MyPlate icon. This reminds us to fill half our plate with fruits and vegetables, to emphasize whole grains, and to get some protein and low-fat dairy each day.
- Ⓢ Consuming appropriate portion sizes is important for a nutritious diet.

Why is this important?

- Ⓢ Eating foods from all of the food groups is the best way for your family to get the nutrients they need and to keep their energy levels high throughout the day.
- Ⓢ Eating too much of any one food is not good for you.

Here's what you can do:

Prepare meals and snacks that include foods from the different food groups. Here are a few examples:

- Ⓢ Apple slices or celery sticks with nut butter or low-fat cream cheese
- Ⓢ Low-fat cheese cubes with grapes or cherry tomatoes
- Ⓢ Veggie pizza made with tomato sauce, low-fat cheese, whole-grain bread or bagels, and veggie toppings
- Ⓢ Try the crunchy munchies recipe at home. Make a big batch to save time and money.

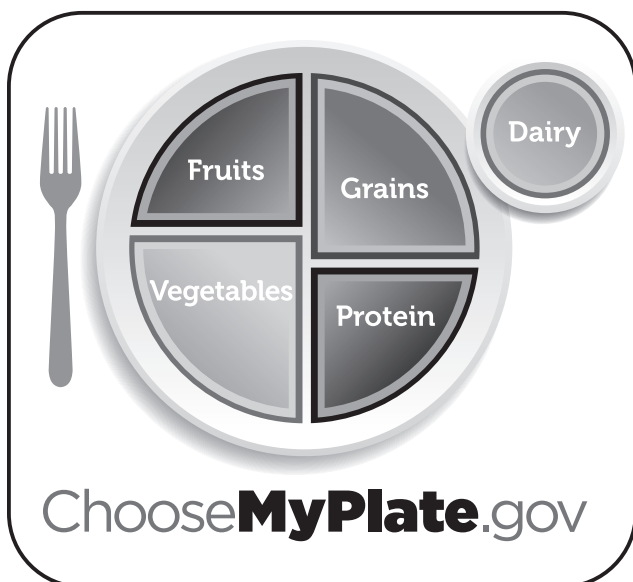


Figure 1 The USDA MyPlate is explained online at www.choosemyplate.gov.

USDA's Center for Nutrition Policy and Promotion.

RECIPE

Crunchy Munchies

OPTIONAL INGREDIENTS

One or two types of Chex cereal
Other high-fiber, low-sugar cereal such as Cheerios
or Kashi
Sunflower seeds
Pretzel goldfish or pretzel rings
Dried fruit (raisins, dried cranberries,
dried fruit mixes)
Chocolate chips or M&Ms
Peanuts, almonds, or other
nuts (unless allergies are an issue)



Large spoon for mixing

Cups for serving

DIRECTIONS

1. Wash hands.
2. Measure out ingredients (use more of the whole-grain cereals, fruits, and nuts and much less of the sweets).
3. Combine ingredients and mix gently until fully blended.
4. Spoon into cups and serve, or store in an air-tight container for future snacking.

EQUIPMENT AND UTENSILS

Mixing bowl
Measuring cups

VEGETARIAN CHILI

>>> **Objectives**

- Develop cooking skills.
- Try a healthy food.
- Recognize foods from different food groups.

>>> **Preparation**

- Purchase ingredients and gather materials.
- Make sure chili powder and ground cumin are in clear plastic bags or small jars that are easy to pass around for students to see and smell.
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- Recipe ingredients
- Paper or cloth towels
- Cutting boards or paper plates as work surfaces
- Clean scissors (two or three pairs)
- Plastic knives (two or three)
- Mortar and pestle or garlic press
- Measuring cups and spoons
- Small bowls for spice mix, grated cheese, and cilantro
- Can opener (child friendly)
- Hand grater
- Large spoon for stirring
- Large pot for the chili
- Burner
- One bowl and spoon per student

>>> **Cool Moves**

- Ankle, Heel, Toe Walk (feet exercise)—Students start by walking on heels with toes off the ground. They walk around the room, in the hall, or outside. They then try walking on the sides of their feet, and then just on their toes. Our feet need exercise too!
- Shake Like Jelly (whole-body warm-up)—Students shake their right hands, then their left hands, then both hands. They shake their right feet and then their left feet. Then they shake their heads, hips, and arms. Finally, they shake their entire body.

>>> **Directions and Key Talking Points**

1. Say, "Today we're going to make a recipe called vegetarian chili. Chili is a thick soup that is healthy, flavorful, and filling. It has been famous in the United States for over 100 years."

2. Say, "You can make chili with meat, which is called chili con carne, or you can make chili with just beans as the protein source, which is called vegetarian chili. Today we are making vegetarian chili."
3. Say, "Chili is a recipe that started in the state of Texas around the year 1880. Ingredients were brought to the area by immigrants from other countries. People from Mexico brought spicy chili peppers; people from the Canary Islands, off the coast of Spain, brought cumin seeds. These ingredients are crushed into fine powders and used in the chili recipe."
4. Say, "Chili powder and ground cumin are what give chili its special flavor."
5. Pass around these two spices for students to look at and smell.
6. Say, "The recipe has become so popular that people all over the world now make chili, and the International Chili Society holds a contest every year to find the world's best chili recipe. Let's get started!"
7. Start cooking, using the recipe and cooking directions as necessary.
8. As you all enjoy the chili, ask students to name the main ingredients and condiments they used and match them to the correct food groups.
 - Grains group—baked tortilla chips
 - Protein group—beans
 - Vegetable group—corn, scallions, cilantro
 - Dairy group—cheese

RECIPE

Vegetarian Chili

This recipe makes enough for 20 to 25 students.

INGREDIENTS

- 1 tablespoon olive oil
- 1 bunch scallions (or green onions)
- 2 green bell peppers
- 2 garlic cloves
- 2 cans diced tomatoes, not drained (14.5 ounces ea.)
- 1 can tomato paste (6 ounces)
- 1 can black beans, drained and rinsed (15 ounces)
- 1 can kidney beans, drained and rinsed (15 ounces)
- 1 can pinto beans, drained and rinsed (15 ounces)
- 2 cans corn kernels, drained and rinsed (15 ounces ea.)
- 1 cup water

Spices

- 1-1/2 tablespoons chili powder
- 1 teaspoon ground cumin
- 1 teaspoon dried oregano
- 1/2 teaspoon salt
- 1/2 teaspoon black pepper

Toppings

- Eight ounces low-fat cheese, grated (try mozzarella, jack, or cheddar)
- 1 small bunch cilantro
- 1 large bag baked whole-grain tortilla chips (10-14 ounces, or 4-5 chips per student)

DIRECTIONS

1. Wash hands.
2. Assign two or three students to wash the scallions and peppers and pat them dry with cloth towels (or prewash vegetables to speed things up).
3. Assign two or three students to use scissors to snip the scallions and cilantro into small pieces, discarding the root ends and any parts that look brown or wilted. The scallions will be added to the pot, but the cilantro should be put in a bowl for later.
4. Ask another two or three students to use plastic knives to chop the peppers—or they can rip

(continued)

RECIPE

Vegetarian Chili *(continued)*

the peppers into small pieces with their hands. Seeds should be removed.

5. Ask one or two students to peel garlic and mash cloves with a mortar and pestle or garlic press.
6. Assign one or two students to measure out the spices and mix them together in a small bowl.
7. Ask one or two students to help you open all the cans.
8. Heat the oil in a large pot over medium-high heat.
9. Add scallions, bell peppers, and garlic; sauté 5 minutes or until tender.
10. Add remaining ingredients, except the toppings, and bring to a boil.
11. Reduce heat and simmer over low heat for 10 minutes.
12. While chili is cooking, ask students to grate cheese, clean up, and prepare the eating area.
13. When chili is ready, portion it out into bowls, give each student four or five tortilla chips, and let them top their chili with a pinch of grated cheese and cilantro.

FAMILY TIP SHEET

Vegetarian Chili

Your child learned how to

- Ⓢ make vegetarian chili and
- Ⓢ identify ingredients among the food groups used to make chili.



Why is this important?

- Ⓢ Combination dishes use foods from two or more food groups. They are an easy (and often colorful) way to eat a balanced diet.
- Ⓢ Meals that combine grains, vegetables, beans, and nuts provide complete proteins and are healthy alternatives to meat.

Here's what you can do:

- Ⓢ Look to the past. Discuss with your child the combination dishes that you're familiar with from your family's traditions or ethnic background. Some examples are stew, rice and beans, and tofu and vegetables. Ask your child to identify the food groups that the ingredients come from.
- Ⓢ Try something new, such as
 - Ⓢ rice and beans,
 - Ⓢ tofu curry with rice,
 - Ⓢ polenta and vegetables,
 - Ⓢ vegetable stir-fry, or
 - Ⓢ hummus and raw vegetables.

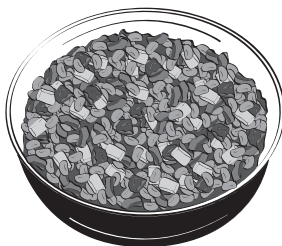
RECIPE

Healthy Vegetarian Chili

This recipe makes enough for four people.

INGREDIENTS

- 3/4 cup of frozen corn kernels, thawed, or kernels from one ear of fresh corn
- 1 tablespoon olive oil
- 2 garlic cloves, minced
- 1 large white onion, peeled and chopped
- 1 teaspoon ground cumin
- 1 teaspoon chili powder
- 1 teaspoon dried oregano
- 1/4 teaspoon salt
- 1/4 teaspoon black pepper
- 2 cans black beans, drained and rinsed (15 ounces each)
- 1 can diced tomatoes with juices (14.5 ounces)
- 1 cup vegetable broth



DIRECTIONS

1. Wash hands.
2. In a large, heavy skillet, roast corn over medium-high heat until golden; remove and set aside.
3. In a large saucepan, heat olive oil over medium-high heat. Add the garlic and sauté for 1 minute; then add the onion and cook until it's clear—about 7 minutes.
4. Reduce heat to medium. Add the cumin, chili powder, oregano, salt, and pepper and continue to cook for 5 minutes, stirring occasionally. Add some of the tomato juice if the mixture seems too dry.
5. Reduce heat to medium low; stir in corn, black beans, tomatoes and juice, and vegetable broth. Cover and continue to cook for 10 minutes, stirring occasionally.
6. Serve and enjoy.

EAT YOUR COLORS: VEGGIES AND DIP

Eating across the rainbow provides our bodies with a wide range of vitamins, minerals, fiber, phytochemicals, and antioxidants that we need to stay healthy and energetic, maintain a healthy weight, protect against unhealthy aging, and reduce the risk of cancer and heart disease. A great way to eat across the rainbow is to put together a yummy vegetable and fruit platter with dips. Students (and adults too!) often enjoy the convenience and novelty of dipping veggies into dips. Nutritious dips can add flavor to a raw vegetable that students might otherwise turn away. Here's a list of health benefits that foods from each color of the rainbow provide:

- **Blue or purple**—lowers risk of some cancers, maintains urinary tract health, supports memory function, and promotes healthy aging. Includes blackberries, raisins, grapes, eggplant, and others.
- **Green**—lowers risk of some cancers, supports vision health, and promotes growth of strong bones and teeth. Includes avocados, green apples, limes, honeydew melon, kiwis, artichokes, asparagus, broccoli, celery, cabbage, green beans, peas, green peppers, zucchini, and others.
- **White**—lowers risk of some cancers, promotes heart health, and maintains cholesterol levels that are already healthy. Includes bananas, dates, brown pears, cauliflower, garlic, ginger, jicama, white corn, mushrooms, and others.
- **Yellow or orange**—lowers risk of some cancers, supports heart and vision health, and promotes a healthy immune system. Includes apricots, cantaloupe, grapefruit, mangos, nectarines, oranges, pineapples, squash, carrots, yellow peppers, pumpkin, sweet potatoes, and others.
- **Red**—lowers risk of some cancers, supports heart health, promotes memory function, and improves urinary tract health. Includes red apples, blood oranges, cherries, cranberries, pomegranates, raspberries, strawberries, watermelon, beets, red peppers, radishes, red onions, tomatoes, and others.

»» *A Healthy Vocabulary*

Food contains the essential building blocks of life. Food provides us with energy and gives the body the nutrition it needs to function the way it was designed. It's important to understand how the substances in food contribute to a healthy body.

»» *The ABCs of Food*

- **Antioxidants**—substances found in fruits, vegetables, and whole grains that protect the body's cells from damage and help prevent diseases such as cancer, Alzheimer's, and heart disease. Antioxidants contain vitamins A, C, and E, and colorful substances in plant foods called phytochemicals.
- **Carbohydrates**—provide the body's main source of energy. They are a component of many foods but are most readily identified with the grains group.
- **Fats**—supply energy and help absorb vitamins. Unsaturated fats are better for us than others. Types of fats are unsaturated, saturated, and trans fats.
- **Minerals**—a family of nutrients needed by the body in small amounts. Getting proper amounts from foods is essential for growth, development, and body functioning. Examples include calcium, magnesium, and iron.
- **Nutrients**—all the substances in food that provide the body with the nutrition it needs to survive.

- **Phytochemicals**—compounds found naturally in plant foods that help defend the body against various diseases. These compounds usually correspond to the various natural pigments in foods. Brightly colored fruits and vegetables tend to contain the highest amounts of phytochemicals.
- **Protein**—plays an essential role in every living cell of the body. It helps build and maintain body structures and regulate body processes.
- **Vitamins**—nutrients your body needs in small amounts to work properly. The body cannot make most of them, so you must get them from foods. Examples include vitamin A, the B vitamins, and vitamin E.

Based on *5 a day the color way: Your guide to the health benefits of colorful fruits & vegetables*, 2003 (Hockessin, DE: Produce for Better Health Foundation).

»» **Objectives**

- Learn to make and eat a healthy snack.
- Learn the importance of eating at least five servings of fruits and vegetables each day.
- Learn the importance of variety in the diet.

»» **Preparation**

- Decide how many groups to have.
- Decide how many vegetables you will prepare (try for at least three colors).
- Decide how many dips you will make, and prewash vegetables if you want to save time.
- Photocopy Rainbow of Foods worksheet.
- Photocopy the family tip sheet to send home with students.
- Depending on the number of students and time available, you might want to assign tasks so everything is ready to eat at once. For example, maybe one or two groups start immediately preparing the vegetables while another group starts making the dips.

»» **Materials**

- Strong plastic knives (one per student)
- Paper plates (one per student)
- One to three serving trays for the prepared vegetables
- Dip recipe ingredients and utensils
- Copies of recipes for each group
- Rainbow of Foods worksheet

»» **Cool Moves**

Tree (balance exercise)—Students stand with arms at sides and feet shoulder-width apart. Tell them to imagine they have roots coming out of their feet. They first lift the right leg and place the right foot on the inside of the left calf or thigh (not on the knee). They then bring palms of the hands together and place them in front of the heart. They breathe three to five breaths. Tell them, “Stand tall and strong like a big oak tree.” They raise their limbs (arms) and flutter their leaves (hands) in the wind. Have them repeat by switching sides. Tell them to pick something to focus on to help maintain balance. They should keep hips open and not let the bent knee turn inward.

>>> Directions and Key Talking Points

1. Say, "Today we will be preparing a healthy snack for the group. Healthy snacks are an important part of your diet."
2. Ask, "Does anyone remember how many servings of fruits and vegetables we should eat every day?" (Answer: we should eat three to five servings of fruits and vegetables each day to help us grow strong and stay healthy.)
3. Say, "It's important to get our servings from as many types of fruits and vegetables as possible because each fruit and vegetable has different nutrients that our bodies need. One way to do this is to try to eat as many different colors of fruits and vegetables as we can each day. Try to eat a rainbow of colors!"
4. Say, "A fun way to eat a variety of vegetables is to serve them with dip. Today we'll prepare different vegetables and dips to try."
5. While enjoying your snack, refer to the Rainbow of Foods worksheet; ask students to tell you the names and colors of the vegetables they are eating. Ask them to brainstorm others to add to the worksheet, or send the worksheet home with students and tell them to complete it with their families based on the foods they like.

>>> To Prepare the Vegetables

1. Everyone washes hands. Divide students into two to four groups, depending on how many students and staff members are participating. It's best to have one staff member per group, or leaders can make rounds, supervising more than one group at a time.
2. Each group is responsible for cleaning and cutting (using plastic knives) one or two vegetables; see table 2.1 for ideas.
3. All vegetables should be washed before being prepared (you can do this yourself or ask students to do it).
4. Using plastic knives and paper plates as cutting boards, each group prepares their assigned vegetables.
5. While groups are working, ask them what they know about the vegetables they are preparing and why they think these vegetables are good for them. (See the introductory material at the beginning of this lesson for health benefits of eating fruits and vegetables of various colors.)
6. If a group finishes early, ask members to start cleaning up or to help other groups that are still working.
7. When all the vegetables are prepared, students transfer them to a clean serving tray or plate, arranging them creatively. Use two or three trays if you have a large group.

>>> To Prepare the Dips

1. If necessary, tell students to wash their hands again.
2. Keep same groups as for vegetable preparation or regroup students if preferred.
3. If you want to make only one dip, split up the task so each group contributes to the recipe making. Or tell each group to make their own dip. How many dips you choose is up to you and probably depends on time constraints, available equipment and resources, number of staff members, and recipe preferences. Whatever you choose, you want as many students actively participating as possible, so don't make group sizes too big. Dip options include the following:
 - Asian peanut dip
 - Yogurt honey and spice dip
 - Honey mustard dip
 - Yogurt salsa dip

Table 2.1 Vegetable Preparation Instructions

Options	Preparation instructions
Baby carrots	Wash, if necessary.
Broccoli	Wash. Separate florets with hands or plastic knives. Cut sticks or rounds from stalks with plastic knives.
Cauliflower	Wash. Separate florets with hands or plastic knives. Cut sticks or rounds from stalks with plastic knives.
Celery	Wash. Cut into sticks using plastic knives.
Cherry tomatoes	Wash. Remove stems if necessary.
Green beans or yellow wax beans	Wash. Snap off the top end of the bean where it was attached to the stem.
Green, red, or yellow peppers	Wash. Cut peppers in half with plastic knives. Remove stems, seeds, and attached flesh. Cut peppers into strips.
Mushrooms	Wash. Cut off bottom edge of the stem. Cut remaining mushroom in half with plastic knives or leave whole.
Radishes	Wash. Trim off stem and root ends. Cut in half.

- Let each group know what recipe or part of the recipe they'll be preparing; make sure each group has all the ingredients and utensils they need and a copy of the written recipe to follow. See recipe choices.
- Tell students to work in their groups to prepare the dips and place them in the designated bowls. Once everything is complete, enjoy the snack!

RECIPE

Asian Peanut Dip

INGREDIENTS

- 1/2 cup smooth peanut butter (or almond butter if peanut but not tree nut allergies are an issue)
- 2 tablespoons rice vinegar (or white wine or cider vinegar)
- 3 tablespoons soy sauce
- 1/4 teaspoon ground ginger
- 2 to 3 drops of hot sauce (optional)
- 1/4 cup lukewarm water

EQUIPMENT AND UTENSILS

- Metal spoon for scooping peanut butter and stirring
- Measuring cups and spoons

Spatula

Mixing bowl

DIRECTIONS

- Students take turns measuring out all ingredients except hot sauce.
- Combine ingredients in the bowl and mix well.
- Carefully add hot sauce (if students want it).
- Mix again.
- Serve in the bowl, or scoop a tablespoon serving onto each student's plate.

RECIPE

INGREDIENTS

- 1/4 cup Dijon mustard
- 1 teaspoon dried tarragon
- 1/4 cup honey
- 2 tablespoons white wine vinegar
- 2 tablespoons olive oil

EQUIPMENT AND UTENSILS

- Measuring cups and spoons
- Plastic zip bag
- Large spoon for mixing
- Whisk or fork
- Mixing bowl

Honey Mustard Dip

DIRECTIONS

1. Place tarragon in plastic bag, seal, and crush the bag with hands to break up herb leaves into smaller pieces.
2. Combine the mustard and tarragon in the bowl; mix well.
3. Mix in the honey.
4. Whisk in vinegar and oil using whisk or fork until all the oil is fully blended in.
5. Serve in bowl, or scoop a one-tablespoon serving onto each student's plate.

RECIPE

INGREDIENTS

- 1 cup low-fat plain yogurt
- 2 tablespoons honey
- 1/2 teaspoon ground cinnamon
- 1/4 teaspoon orange zest (grate 1 orange)

EQUIPMENT AND UTENSILS

- Measuring cups and spoons
- Large spoon for mixing
- Mixing bowl
- Hand grater

Spiced Yogurt and Honey Dip

DIRECTIONS

1. Measure out the yogurt into the bowl.
2. Use a hand grater to grate the skin of one orange, using the orange part only (not the white part underneath the orange part).
3. Add cinnamon and honey and stir.
4. Add orange zest to the yogurt and mix well.
5. Serve in bowl, or scoop a one-tablespoon serving onto each student's plate.

RECIPE

INGREDIENTS

- 1 cup low-fat plain yogurt
- 1 cup mild tomato salsa
- 2 scallions (green onions)

EQUIPMENT AND UTENSILS

- Large spoon for mixing
- Mixing bowl
- Scissors for snipping scallions

Yogurt Salsa Dip

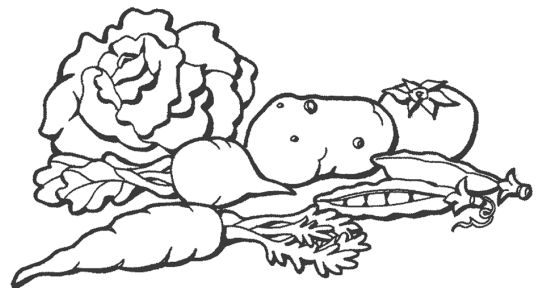
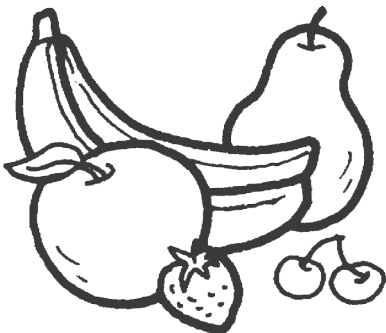
DIRECTIONS

1. Measure out yogurt and salsa into the bowl.
2. Cut scallions into little pieces using scissors.
3. Stir to combine.
4. Serve in bowl, or scoop a one-tablespoon serving onto each student's plate.

Rainbow of Foods

Some of the yummiest and most nutritious foods—such as fruits and vegetables—come in many colors. List as many fruits and vegetables as you can under each color.

Red	Yellow	White
Orange	Green	Blue or purple



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

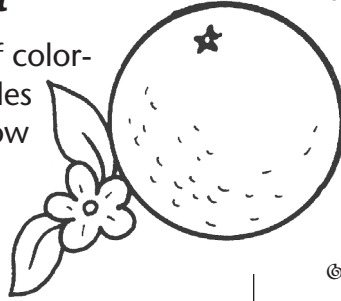
Eat Your Colors: Veggies and Dip Rainbow of Foods Worksheet

FAMILY TIP SHEET

Eat Your Colors: Veggies and Dip

Your child learned that

- ⑥ eating five servings of colorful fruits and vegetables each day helps us grow and be strong,
- ⑥ adding color to our diet is a fun, tasty way to add variety, and
- ⑥ healthy snacks are important to our diet. The healthiest snacks contain fruits and vegetables in combination with low-fat dairy, whole grains, and protein foods.



Why is this important?

Eating different colors of fruits and vegetables provides a wide range of vitamins, minerals, fiber, and other nutrients your body needs to stay healthy and fight disease.

- ⑥ **Blue or purple**—lowers risk of some cancers, maintains urinary tract health, supports memory function, and promotes healthy aging. Includes blackberries, raisins, grapes, eggplant, and others.
- ⑥ **Green**—lowers risk of some cancers, supports vision health, and promotes growth of strong bones and teeth. Includes avocados, green apples, limes, honeydew melon, kiwis, artichokes, asparagus, broccoli, celery, cabbage, green beans, peas, green peppers, zucchini, and others.

- ⑥ **White**—lowers risk of some cancers, promotes heart health, and maintains cholesterol levels that are already healthy. Includes bananas, dates, brown pears, cauliflower, garlic, ginger, jicama, white corn, mushrooms, and others.

- ⑥ **Yellow or orange**—lowers risk of some cancers, supports heart and vision health, and promotes a healthy immune system. Includes apricots, cantaloupe, grapefruit, mangos, nectarines, oranges, pineapples, squash, carrots, yellow peppers, pumpkin, sweet potatoes, and others.

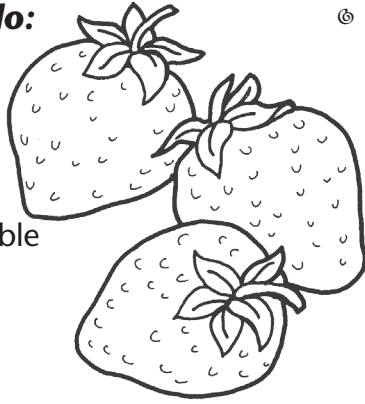
- ⑥ **Red**—lowers risk of some cancers, supports heart health, promotes memory function, and improves urinary tract health. Includes red apples, blood oranges, cherries, cranberries, pomegranates, raspberries, strawberries, watermelon, beets, red peppers, radishes, red onions, tomatoes, and others.



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Here's what you can do:

- ⑥ Feed your family a variety of fruits and vegetables each day.
- ⑥ Try one new fruit and one new vegetable each week.



- ⑥ The next time you're at the grocery store, let your child pick out a new fruit or vegetable to try.
- ⑥ Make meals and snacks as colorful as possible!

MILK MADNESS

Milk is a nutrient-dense food, which means it has many nutrients for the amount of calories it contains. A soda is an example of a food that is not nutrient dense because it doesn't provide many nutrients in relation to all the calories it contains. Milk is a much better drink than soda (or even juice) because it is so nutrient dense. Milk provides significant amounts of high-quality protein, vitamins (especially vitamins A, D, B6, and B12) and minerals (especially calcium). The most important nutrients in milk are protein (which is needed for our bones and muscles) as well as calcium and vitamin D (both of which make our bones and teeth strong so they won't break). Note that while milk does contain significant amounts of protein, foods from the protein group are the primary source of protein in the diet. Many foods in the protein group also contain iron and other vitamins and minerals to keep our bodies healthy.

Students need three cups of dairy foods every day. Here are some examples of what counts as one cup of dairy foods:

- 1 cup milk (8 ounces)
- 1 cup yogurt
- 1.5 ounces cheese

Choosing Low-Fat Dairy Foods

Many people today get too many of their calories from fat. Milk fat is an animal fat, which is saturated. Saturated fat is not good for the heart (it can clog the blood vessels, which is like bending a garden hose—no water or blood gets through). Though some fat is essential for good health, we should limit our fat intake to no more than 35 percent of daily calories for total fat and no more than 10 percent of calories for saturated fat. To cut down on the amount of fat we consume daily, it is best to choose low-fat or fat-free (skim) milk and other dairy products. Help students establish healthy nutrition behaviors by teaching them to choose low-fat or fat-free varieties of milk, yogurt, and cheese.

Lactose Intolerance and Milk Allergies

The terms "lactose intolerance" and "milk allergy" are often used interchangeably to describe various reactions to milk. However, these are two separate disorders. Lactose intolerance occurs because of a lack of the lactase enzyme in the small intestine. Milk allergy is the immune system's response to one or more of the proteins found in cow's milk. Many people who are lactose intolerant can eat small amounts of milk products. People who are allergic to milk should avoid milk and milk products.

Lactose Intolerance

Lactose, a milk sugar, must be broken down before it can be digested and used in the body. An enzyme, called lactase, found in the intestinal lining, normally breaks down lactose. For some people, this enzyme is not sufficiently active, which results in a condition known as lactose intolerance. Lactose intolerance can be caused by naturally inactive lactase enzymes, intestinal bacterial infections, or the use of certain medications. Many people who are lactose intolerant can eat small amounts of milk products, including cheese, yogurt, or milk on cereal. If dairy products are avoided altogether, it is important for a person to adjust his or her diet to incorporate some dairy and dairy alternatives that are calcium rich.

Fortunately, there are many simple solutions for helping lactose-intolerant individuals maintain a healthy diet. Here are some tips:

- Avoid large helpings of dairy at one time.
- Eat dairy with other foods in a meal.
- Choose products low in lactose (such as Swiss and cheddar cheeses or dairy products made from goat's milk).
- Eat yogurt—it contains its own active bacterial cultures to aid with lactose digestion.
- Try dairy-product alternatives—there are now many products on the market that contain soy or have the enzyme lactase already added to them to help with digestion.
- Chew lactase tablets—they reduce the amount of lactase the body needs to digest on its own.

Milk Allergy

Milk allergy is the immune system's response to one or more of the proteins found in cow's milk. Cow's milk is one of the most frequent food allergens. There are many protein allergens in cow's milk that cause allergic reactions. Casein and whey are the two main components. The curd that forms when milk is left to sour is called casein. The watery part that's left after the curd is removed is called whey. Studies show that two to three percent of infants are allergic to milk, but most tend to outgrow this within their first few years. Sixty percent of milk-allergic children outgrow it by the age of four. Eighty percent outgrow it by the age of six. There are those, however, who never outgrow it. People who are allergic to milk should avoid drinking it.

Important: Please check with parents before letting students with milk allergies participate in this activity.

Information adapted from G.M. Wardlaw and J.S. Kessel, *Perspectives in nutrition*, 2002.

>>> Objectives

- Understand that different types of milk have different amounts of fat.
- Feel or taste fat by comparing different milks.
- Reinforce that it is healthy to drink low-fat milk.

>>> Preparation

- Pour milk products into different containers so students won't see milk labels.
- Record which type of milk you poured into which container.
- Determine the number of students per group and make enough copies of the Milk Madness worksheet (one per group).
- Photocopy the family tip sheet to send home with students.

>>> Materials

- Three different milks: whole, one-percent, and soy or rice milk (will need one to two ounces, or 1/8 to 1/4 cup, per student)
- Three cups per student
- Markers for labeling cups
- Milk Madness worksheet
- Game boundary markers
- Clumps of yarn or other material for cow tails

- Tape for attaching tails
- Crumpled or shredded paper for pretend hay
- Buckets or other containers

»» **Cool Moves**

Meow and Moo (back and hip exercise)—On all fours, students inhale, arch their backs like cats, and press down on their hands. At the same time, they lower the head and press chin to chest. Tell them to exhale as they lift the head and push the spine down until it curves downward, like a cow, and they are looking up (if desired, have them moo as they exhale). Do three sets.

»» **Directions and Key Talking Points**

1. Students sit around tables.
2. Ask, "Where does milk come from?" (Answer: dairy milk comes from cows)
3. Say, "There are also milks made from plants, such as soy milk and rice milk."
4. Ask, "Why is milk good for us?" (Answer: milk helps our bones and teeth grow strong)
5. Say, "The main reason milk is good for our bones is that it has lots of calcium and vitamin D. However, some milk also has a lot of fat, and we need to make sure we don't eat too much fat. Some fat is healthy for our bodies, but too much fat is not healthy for us."
6. Say, "Does everybody know that you can buy milk with different amounts of fat in it? You can buy whole milk, two-percent milk, one-percent milk, or fat-free milk. Whole milk has the most fat; fat-free milk has all of the fat removed."
7. Say, "One way to make sure we don't eat too much fat is to learn how to tell when we're eating foods high in fat."
8. Say, "When we eat foods that are high in fat, they often feel greasy, velvety, or waxy in our mouths or when we touch them. Think about how greasy butter is when you touch it. This is because butter has a lot of fat."
9. Say, "Today we're going to taste or touch different types of milk to see if we can tell the difference in the amount of fat in each type."
10. Say, "I have brought in three kinds of milk: whole milk, one-percent milk, and milk made from plants." Announce which plant milk: rice or soy.
11. Say, "Each of you will get to taste or feel each kind of milk. Let's see if we can guess which milk has the most fat and which milk is made from plants. If you are allergic to cow's milk, instead of tasting the milks you'll swirl your finger around the milk to see if you can feel the fat. Let's get started!"
12. Pass out three cups to each student and ask them to label each cup with a 1, 2, or 3 (or do this yourself ahead of time).
13. While students are writing on their cups, write the names of the three types of milk on a blackboard or chart for all to see.
14. Make your way around the room with each type of milk and pour enough milk in each corresponding cup for a few repeated tastes (about 1/8 to 1/4 cup per student).
15. Also pass around one or two Milk Madness worksheets per table so students can work in groups to record their guesses.

16. When all students have three cups of liquid in front of them and one worksheet per group, ask them to taste or feel the milks to decide which milk they think is which type. Students should record their guesses on the worksheet.
17. Make your way around the room, helping students as needed, until all groups have written their guesses down on the worksheet. The milk-matching game is optional, but you might want to ask students to do this while they're waiting for others to finish.
18. Ask each group to share what they think the correct answers are.
19. Review correct answers with the class. Discuss how hard or easy it was for them to taste or feel the fat. Say, "If you practice, you can teach yourself to taste and feel the fat in foods, which will help you eat less of it."
20. Say, "One good way to make sure you're not eating too much fat is to drink milk that has some of the fat taken out, like in the one-percent milk we tried today."
21. Be sure to give lactose-intolerant students a chance to taste the rice or soy milk once they know which cup it's in.
22. Say, "Now let's clean up and play a milk madness relay game."

»» **Milk Madness Relay**

1. Set up cones or other objects to mark the starting line and far boundary for the relay.
2. Place a bucket or other container for each group at the start line and a pile of pretend hay for each group at the far boundary.
3. Divide students into several teams; give each team a pretend cow tail.
4. Players take turns putting on the tail, running to the far boundary, gathering some hay, and returning to the start line, where they put their hay in the bucket and help the next team member in line put the tail on.
5. If there's not an even number of students per team, designate one or two students to run twice. When all team members have finished, the team sits down in their line.

Milk Madness Worksheet

Types of milk for testing:

- Whole milk
- One-percent milk
- Soy or rice milk (circle the type you are trying today)

Which type of milk is in each cup?

Write your guesses in the spaces below.

Cup 1: _____

Cup 2: _____

Cup 3: _____



Milk-Matching Game

Draw a line connecting each type of milk with the words that best describe it.

Whole milk

Comes from cows and is
low in fat

One-percent milk

Comes from plants

Soy or rice milk

Comes from cows and is
high in fat

FAMILY TIP SHEET

Milk Madness

Your child learned that

- ☉ milk helps bones and teeth grow strong and
- ☉ there are many kinds of milk to choose from, such as
 - ☉ low-fat cow's milk (one percent)
 - ☉ enriched rice milk
 - ☉ enriched soy milk



Why is this important?

- ☉ Milk has a lot of protein, vitamins, and minerals.
- ☉ Protein is important for bones and muscles.
- ☉ Vitamins and minerals such as vitamin D and calcium strengthen teeth and bones and prevent broken bones and osteoporosis.

Here's what you can do:

- ☉ Combine one cup of low-fat milk or yogurt with fruit and ice cubes in the blender for a tasty smoothie.
- ☉ Spread two tablespoons of low-fat plain or flavored cream cheese on a toasted whole-grain bagel.
- ☉ Sprinkle cheese on salads and pasta dishes.
- ☉ Serve low-fat or fat-free unflavored yogurt with honey as a dip for cut-up fruit.

Remember that children need three cups of dairy every day. Here are examples of what counts as one cup from the dairy group:

- ☉ 1 cup (8 ounces) of fat-free milk
- ☉ 1 cup (6 or 8 ounces) of low-fat yogurt
- ☉ 1.5 ounces of cheese (about a 1 x 1-inch cube of low-fat cheddar, mozzarella, or provolone)

RECIPE

Strawberry Banana Smoothie

Makes two servings

INGREDIENTS

- 2 bananas
- 2 cups fresh or frozen strawberries
- 1 cup low-fat milk or soy milk
- 1 cup low-fat plain yogurt

EQUIPMENT AND UTENSILS

- Blender
- 1-cup measuring cup
- Knife
- Cups for serving

DIRECTIONS

1. Wash hands.
2. Peel bananas and break each one into three chunks.
3. Wash and cut tops off strawberries.
4. Combine fruit with milk and yogurt in the blender.
5. Blend on high until smooth.
6. Serve immediately.

OTHER IDEAS

- Use fresh seasonal fruits such as peaches, berries, or pineapple.
- Add peanut butter or flaxseed.

CHUNKY EGG SALAD

This lesson is meant to be taught along with Eggshell Mosaics (see chapter 3), but you can also do it alone.

»» **Objectives**

- Develop skills in food preparation.
- Learn that eggs are a good source of protein.
- Enhance artistic skills.

»» **Preparation**

- Organize materials.
- Preboil eggs before students come, per directions.
- Review the Eggshell Mosaics lesson; set aside two of the hard-boiled eggs for the egg and spoon relay included as a lesson option.
- Photocopy the family tip sheet to send home with students.

»» **Materials**

- Recipe ingredients
- Paper towels
- Large pot with lid
- Scissors (two to five pairs)
- Plastic knives and one metal knife
- Cutting boards or paper plates
- Juice squeezer
- Measuring utensils
- Large mixing bowl
- Large spoon

»» **Cool Moves**

Opposite Elbow to Knee, Reverse Hand to Foot (brain exercise)—Students lift the left knee to the right elbow by bending the elbow toward the lifted knee. They switch sides and repeat 5 to 10 times. They then bring the right hand behind the body to meet the left foot. They switch sides and repeat 5 to 10 times. They should get a rhythm going. Explain that this is exercise for the brain as well as the body. The left side of the brain controls the right side of the body, and vice versa.

»» **Directions and Key Talking Points**

1. Say, “Today we’re going to make egg salad.”
2. Ask, “Has anyone ever tried egg salad?” (If yes, let students comment if they want to).
3. Ask, “Does anyone remember what food group eggs belong to?” (Answer: protein group).
4. Say, “Eggs are a good source of protein. The yellow part of the egg helps keep our bones strong.”

5. Ask, "Who can tell me what the yellow part of the egg is called?" (Answer: the yolk).
6. Ask, "Who can tell me what animal we usually get our eggs from?" (Answer: chickens).
7. Say, "People around the world eat eggs from all kinds of animals, including ducks, geese, and even fish."
8. Say, "I've already boiled the eggs we're going to use today, so they are now hard-boiled eggs. The first thing we need to do together is peel the eggs."
9. If you'll be using the eggshells for the mosaic lesson, say, "As we peel our eggs we'll save the shells on paper towels and use them later for an art project."
10. Tell students to wash their hands. Then start from direction 3 of the chunky egg salad recipe.
11. While you're enjoying the recipe, tell students some egg jokes:
 - What do you call an egg that goes on a safari? (Answer: an eggexplorer!)
 - What happens when you tell an egg a joke? (Answer: it cracks up!)

RECIPE

Chunky Egg Salad Recipe

This recipe makes eight cups. If served in half-cup servings, there will be 16 servings in this recipe. You might need to adjust serving sizes or ingredient quantities to serve the number of students in your class.

INGREDIENTS

- 22 to 24 large eggs (buy white eggs so eggshells can be used later for Eggshell Mosaics)
- 1 bunch scallions (green onions)
- 2 stalks celery
- 3 to 4 tablespoons chopped fresh dill
- Juice from one lemon
- 4 tablespoons whole-grain or stone-ground mustard
- 1 cup light mayonnaise
- 4 teaspoons salt
- 1 teaspoon ground black pepper
- Optional ingredient:* whole-wheat crackers to eat with egg salad

DIRECTIONS

1. Boil the eggs prior to the lesson. Gently place eggs in a large pot (with a tight lid) and cover with cold water by one inch (2.5 cm). Bring to a boil and cook uncovered for one minute. Cover the pot, remove from heat, and set aside for 12 minutes.
2. Drain water from the pot and cool eggs in the pot under cold running water.
3. Assign two or three students to wash the scal-

lions, celery, and dill and to pat them dry with paper or cloth towels (or wash the vegetables yourself beforehand to speed things up).

4. Ask remaining students to peel the eggs onto paper towels. Show them how to tap the eggs lightly to break the shells. Save the shells for the mosaic lesson.
5. As eggs are peeled, assign two or three students to cut the eggs into sixths, using plastic knives.
6. Ask two or three students to use scissors to snip the scallions into small pieces, discarding the root end and any green parts that look brown or wilted.
7. Ask another two or three students to chop the celery with plastic knives.
8. Ask the students with the scissors to snip the fresh dill into small pieces.
9. Cut the lemon in half yourself using the real knife. Then two students can squeeze out the juice.
10. In a large bowl, mix together the scallion, celery, mayonnaise, dill, mustard, lemon juice, and salt. Let students take turns measuring out ingredients.
11. Add the eggs to the mayonnaise mixture and gently mix them together.
12. Spoon into cups and enjoy. Serve with or without whole-wheat crackers.

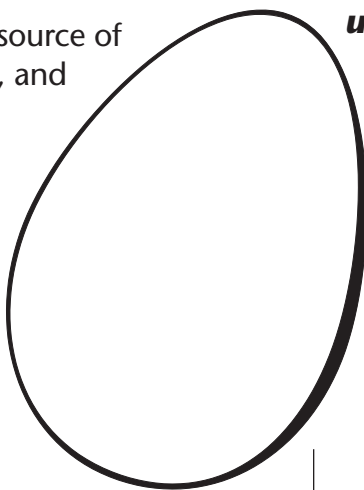
Recipe adapted from The Food Network at <http://www.foodtv.com>.

FAMILY TIP SHEET

Chunky Egg Salad

Your child learned that

- ⌚ eggs are a good source of protein, vitamins, and minerals;
- ⌚ eggs come from many animals, but we most often eat chicken eggs; and
- ⌚ egg salad is healthy and fun to make.



Why is this important?

- ⌚ Eggs provide low-cost, high-quality protein that can help your child's body grow strong and healthy.
- ⌚ Eggs (especially the yolk) have vitamins and minerals that can boost brain function, protect eyesight, and help your body grow and repair itself.
- ⌚ Eggs can be a healthy part of breakfast, lunch, or dinner, or can be a snack.

Here's what you can do:

- ⌚ Make scrambled, hard-boiled, or poached eggs for breakfast and serve with whole-wheat toast and fruit.
- ⌚ Serve egg salad as a snack on whole-grain crackers.
- ⌚ Make omelets, huevos rancheros, or French toast for a quick dinner; serve with fruit and carrot sticks.

Tips for buying, storing, and using eggs

- ⌚ Before you buy them, inspect eggs for breaks or cracks.
- ⌚ Store eggs in their original carton in the refrigerator for up to one month; do not wash them.
- ⌚ Never eat raw eggs or dough made with raw eggs because they might carry salmonella, a bacteria that can cause illness.
- ⌚ Wash hands and dishes that come in contact with raw eggs in hot, soapy water.
- ⌚ Cook eggs thoroughly to kill any bacteria.

To hard-boil eggs:

- ⌚ Put four to eight eggs in a pot and cover with cold water by one inch (2.5 cm). Bring to a boil and cook uncovered for one minute. Cover pot with lid and remove from heat. Let eggs sit in hot water for 12 minutes.
- ⌚ Run eggs under cold water to stop the cooking. Peel right away for best results.

RECIPE

Egg Salad

Makes four servings (one serving = one half cup)

INGREDIENTS

8 large eggs

1/2 cup celery (diced)

3 tablespoons light mayonnaise

1/4 teaspoon salt

Black pepper to taste

Optional: In HEAT Club, your child made an egg salad using additional ingredients, including lemon, dill, and scallions. Depending on your taste preferences, you can add one or more of the following: one tablespoon lemon juice, one teaspoon dill, two to three chopped scallions.

DIRECTIONS

1. Wash hands.
2. Boil eggs; then peel and chop them.
3. Gently combine all ingredients in a bowl.
4. Cover and chill in the refrigerator for at least an hour.
5. Serve with whole-wheat crackers or bread.

OUTRAGEOUS OATMEAL

>>> **Objectives**

- Learn new cooking and food-preparation skills.
- Reinforce the importance of eating breakfast.
- Recognize oatmeal as a whole-grain food that's high in fiber.

>>> **Preparation**

- Organize cooking materials.
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- Recipe ingredients
- Burner
- Two cooking pots
- Measuring utensils
- Large spoon
- Ladle
- Apple slicers
- Plastic knives for cutting
- Cheese grater or other grater to grind cinnamon sticks (optional)
- Cutting boards or paper plates as cutting surfaces
- One small bowl per student
- One spoon per student

>>> **Cool Moves**

Movement Train—Lead the class in a “train” by having students put their left arms on the left shoulders of the students standing in front of them. Make it interesting by stopping the train and incorporating dips (bend knees), wiggle worms (raise arms overhead and wiggle), bunny hops, and side kicks (both right and left legs). To do this, tell the leader to start a new movement while calling it out loud; tell others to follow the leader. You can reverse the train by having everyone turn around and following a new leader. Another option is to have the last person in the line quickly walk to the front of the line to be the new leader.

>>> **Directions and Key Talking Points**

1. Ask, “Who knows what the most important meal of the day is?” (Answer: breakfast)
2. Ask, “Why is breakfast so important?” (Answer: because it gives our bodies the energy it needs throughout the day and helps our brains think)
3. Say, “For today’s cooking activity, we’ll be making one of the healthiest breakfast foods in the world. This food is also a good snack. Can anyone guess what it is?” (Answer: oatmeal)
4. Ask, “Does anyone know why oatmeal is such a healthy food?” (Answer: because oatmeal is a whole-grain food with a lot of fiber; when we make oatmeal

with low-fat milk and fruits, as we'll do today, we're eating healthy foods from three food groups on MyPlate.)

5. Say, "Along with making oatmeal, we'll be preparing a toppings station, so everyone will have a chance to add toppings and make their own special oatmeal recipes."
6. Follow the oatmeal recipe.
7. After eating the oatmeal, play a game of Oatie Utters (or play while waiting for the oatmeal to simmer).
8. Oatie Utters is just like Simon Says but instead of students being out of the game when they do something wrong, you assign them a letter from the word Oat or Oatmeal. For example, if a student does one wrong task in the game, he or she gets an O. For the second wrong task he or she gets an A. This continues until he or she spells O-A-T or O-A-T-M-E-A-L. Only then is the student out of the game.

RECIPE

Oatmeal Recipe

Makes four servings, so multiply as needed to serve all of your students. For example, if you need to make 20 servings, multiply each ingredient by five.

OATMEAL INGREDIENTS

- 1 cup steel-cut or coarse-ground oats *or* rolled oats (don't use instant)
- 3 cups water
- 1 cup low-fat milk (1 percent or skim)

TOPPING INGREDIENTS (choose what you like)

- Fresh apples, bananas, strawberries, raspberries, blueberries, peaches, or other fruits
- Raisins or other dried fruit
- Sunflower seeds
- Brown sugar or honey
- Cinnamon (already ground or cinnamon sticks)

OATMEAL DIRECTIONS

1. Ask students to measure out the water needed into a pot and bring to a boil.
2. Designate two or three students and a staff member to monitor the boiling water and to cook the oatmeal. Ask remaining students to start preparing the toppings station (see topping preparation).
3. When the water has boiled, the staff member removes it from the heat.
4. Allow the students who are cooking the oatmeal to take turns adding as many cups of oats as

needed for the group. (You might want to ask the students working on the toppings to assist or to stop what they are doing and pay attention at this step.)

5. Once oats are added to the water, return the pot to the heat source and reduce heat to a simmer.
6. Simmer for 10 minutes, without stirring much, and then add the milk.
7. Stir gently to combine the milk and oats; cook for another 10 minutes.
8. Ladle oatmeal into serving bowls; let students add their own toppings.

TOPPING DIRECTIONS

1. Slice apples with apple slicers or strong plastic knives; slice bananas, strawberries, and peaches with plastic knives. Once fruit is in bite-size pieces, place in separate bowls.
2. Put raisins, other dried fruit, and sunflower seeds in bowls.
3. Place brown sugar and ground cinnamon in bowls (ask students to grind their own cinnamon by purchasing cinnamon sticks and bringing in a grater; or bring in already ground). Keep honey in its own container.
4. Arrange all toppings so they are lined up on a table with a spoon in each bowl. This is the toppings station.

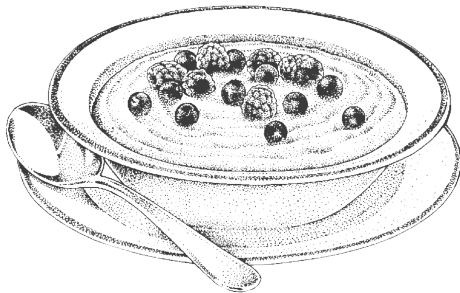
Recipe adapted from www.foodtv.com, recipe by Alton Brown.

FAMILY TIP SHEET

Outrageous Oatmeal

Your child learned that

- oatmeal is a whole-grain food that is very healthy;
- oatmeal can be made with milk, water, or both, and tasty toppings can be added; and
- oatmeal is not just for breakfast—it can be a tasty snack on a cold winter day.



Why is this important?

- Whole-grain oatmeal is a great source of fiber, energy, vitamins, and minerals, which are all important for staying healthy and strong.
- Most of the grains we eat every day should be made with whole grains. Eating lots of processed grain products such as baked goods (made with white, refined flour), white rice, and white pasta contribute calories without giving us the benefits that whole grains provide.

Here's what you can do:

- Examine the ingredient list on the grain foods you have at home to search for whole grains. Look for the word “whole”—as in whole grain or

whole wheat—at the top of the list. However, not all whole grains have the word “whole” in their name. Brown rice and rolled oats are also whole grains.

- Because whole-grain foods have more fiber than processed grains, you can examine the nutrition facts label (see figure 1) and look for the amount of fiber in the food. Look for grain foods that contain at least two to three grams of fiber per serving.
- To get more whole grains in your diet, eat oatmeal or whole-grain cereal for breakfast, try brown rice instead of white rice at dinner, or snack on whole-grain crackers with low-fat cheese.

Go with whole grains!

Nutrition Facts			
Serving Size 100 grams (100 grams)			
Servings per container 1			
Amount Per Serving			
Calories 111		Calories from Fat 8	
% Daily Value*			
Total Fat	1g		1%
Saturated Fat	0g		1%
Trans Fat			
Cholesterol	0mg		0%
Sodium	5mg		0%
Total Carbohydrate	23g		8%
Dietary Fiber	2g		7%
Sugars	0g		
Protein 3g			
Vitamin A	0%	Vitamin C	0%
Calcium	1%	Iron	2%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g
Calories per gram:			
Fat	9	Carbohydrate	4
		Protein	4
©www.NutritionData.com			

Figure 1 Look for foods with fiber.

.....

Look for the words “whole wheat” or “rolled oats” at the top of the list of ingredients. For example:

Ingredients: whole-wheat flour, rolled oats, evaporated cane juice, raisins, salt, guar gum, potassium chloride, spices, calcium carbonate, alpha tocopherol acetate, pyridoxine hydrochloride (vitamin B₆), ferrous fumarate (iron), zinc oxide, beta carotene (source of vitamin A), folic acid, vitamin B₁₂.



BLASTOFF: HOMEMADE SODA

The not-so-sweet facts:

- Refined sugar is empty calories. The sugar found in table sugar, soda pop, Kool-Aid, and candy provides calories without providing nutrients such as protein, vitamins, and fiber. Studies show that children who drink a lot of soft drinks get more calories (and more caffeine) and less milk and water.
- Many children eat too much sugar. Nutrition experts estimate that many American children now get almost half their calories from added sugar and fat.
- Sweets cannot replace healthy foods. The problem comes when children eat sweets instead of nutrient-dense fruits, vegetables, and dairy foods. This often happens at snack time when they fill up on empty calories first.
- Sugar causes tooth decay. Eating too much sugar, especially in sticky foods such as some candies, causes tooth decay.
- Children watch adult role models. They definitely pay more attention to what we *do* than what we *say*. If you drink lots of soda and eat lots of sweets, your children will too.

Each 12-ounce can of soda has 10 to 12 teaspoons of sugar. Here's the amount of sugar in multiple cans of soda:

- One soda equals about 1/4 cup sugar; 140 calories
- Two sodas equal about 1/2 cup sugar; 280 calories
- Three sodas equal about 3/4 cup sugar; 420 calories

Instead of soda, we should choose water or milk. A single can of regular soda contains about 140 calories, all from sugar. Water is calorie free, sugar free, fat free, and very refreshing. Fat-free or low-fat milk offers protein, calcium, and magnesium with minimal calories.

Choose club soda with 100 percent juice. If you like bubbles in your beverage, try mixing club soda (or sparkling water) with 100 percent fruit juice and a squeeze of lemon or lime.

If you replace soda with water, you can save:

- One glass of water instead of one soda—save $140 \text{ calories} \times 7 \text{ days} = 980 \text{ calories}$ a week
- Two glasses of water instead of two sodas—save $280 \text{ calories} \times 7 \text{ days} = 1,960 \text{ calories}$ a week
- Three glasses of water instead of three sodas—save $420 \text{ calories} \times 7 \text{ days} = 2,940 \text{ calories}$ a week

»» **Objectives**

- Understand that soda should be consumed only occasionally.
- Learn that soda has added sugar, which can harm teeth.
- Understand that soda provides only empty calories.
- Learn to make a healthier soda that uses no added sugar.

››› **Preparation**

- Purchase recipe ingredients.
- Photocopy and cut out the recipe for students to take home (included with this lesson; you'll need one copy for every six students).
- Photocopy the family tip sheet to send home with students.

››› **Materials**

- Clear glass or plastic jar or cup
- Sugar
- Soda (one 12-ounce can)
- Recipe ingredients
- Measuring spoons
- Hand juicers (two to four)
- One spoon per student
- Three bowls
- One 10-ounce cup per student
- Straws (optional)

››› **Cool Moves**

Walk and Find—Students mingle as they walk around the room (or outdoor field). Say, "Find someone with the same color eyes." Students search to match up with someone with the same eye color. Then say, "Find someone with the same color hair." Students continue the activity looking for same-color pants, shoes, or shirt; same birth month; same favorite color; and so on.

››› **Directions and Key Talking Points**

1. Set up on a table a teaspoon, a clear jar, a bag of sugar (you'll be using about 1/4 cup), and one 12-ounce can of soda. Gather students in a semicircle in front of the table.
2. Say, "I am going to put sugar into this empty jar teaspoon by teaspoon."
3. Say, "All of you will help me count as I go. Stop me when you think I have added as much sugar as there is in one can of soda."
4. Start spooning the sugar while students count. Each time someone tells you to stop, pause and tell him or her you still haven't added enough. Stop when you've reached 12, and hold the jar up.
5. Say, "One can of soda contains about 10 to 12 teaspoons of sugar."
6. Say, "Today we'll learn to make a healthier type of soda. Our soda will be flavored and sweetened naturally using 100 percent fruit juice."
7. Say, "Our soda is healthier because it isn't made with added sugar. It contains natural sugar from apple juice. Added sugars in soda provide our bodies with what we call empty calories because all we get are calories and no nutrients. But when we drink 100 percent fruit juice, like apple juice, we take in vitamins and minerals along with our calories."
8. Say, "No matter if we eat added sugar or natural sugar, though, too much sugar isn't healthy for our teeth or for the rest of our bodies, so it's important not to drink too much soda or too much juice, either."
9. Say, "Now each of you gets to make your own glass of homemade lemon-lime soda; you'll see how sweet and tasty natural sugar can be."
10. Let students take the recipe home.

RECIPE

Homemade Lemon-Lime Soda

INGREDIENTS

- 3 tablespoons (per student) of 100 percent apple juice concentrate, thawed (one 12- ounce can yields enough for eight students)
- 1 tablespoon lemon juice (use one lemon for every two students)
- 1 tablespoon lime juice (use one lime for every two students)
- 3 ice cubes or 1/8 cup crushed ice (per student)
- 1 cup (eight ounces) of plain seltzer water or club soda (per student)

Note that a half gallon of seltzer yields eight servings; one liter yields just over four servings.

DIRECTIONS

1. Everyone washes their hands.
2. If the apple juice concentrate has thawed, pour it into bowl.

3. Divide students into two groups: lemons and limes. Each group should share the hand juicer. Working together, let all students take turns squeezing the lemons into a bowl or limes into a different bowl until all the juice is squeezed.
4. Distribute cups; let students take turns measuring one tablespoon of lemon juice and one tablespoon of lime juice into their cups.
5. Now tell them each to measure three tablespoons of the apple juice concentrate.
6. They stir all the juices together with a spoon.
7. Combine ice and seltzer into each cup and tell them to stir again.
8. Give each student a straw, if you wish.
9. Let students take the recipe home.

Recipe adapted from *Pretend soup and other real recipes*, 1994, by Mollie Katzen and Ann Henderson.

Blastoff: Homemade Soda

Recipe for Students to Take Home

RECIPE

Homemade Lemon-Lime Soda Pop

Mix all these ingredients together in a tall glass and enjoy!

- 3 tablespoons 100 percent apple juice concentrate
- 1 tablespoon fresh-squeezed lemon juice
- 1 tablespoon fresh-squeezed lime juice
- 3 ice cubes or 1/8 cup crushed ice
- 1 cup (8 ounces) seltzer water or club soda

Recipe adapted from *Pretend soup and other real recipes*, 1994, by Mollie Katzen and Ann Henderson.



FAMILY TIP SHEET

Blastoff: Homemade Soda

Your child learned that

- Ⓢ regular soda has a lot of added sugar, a lot of calories, and *no* healthy nutrients;
- Ⓢ too much sugar can cause tooth decay; and
- Ⓢ whole fruits and 100 percent fruit juices provide vitamins and minerals.

Why is this important?

- Ⓢ Eating too much added sugar, especially in sticky foods such as some candies, causes tooth decay.
- Ⓢ Sugar-sweetened beverages provide empty calories. Students who drink these beverages regularly can take



in extra calories, promoting weight gain, or fill up on them so they will not be hungry for the nutrient-dense foods they need.

Here's what you can do:

- Ⓢ Choose water, milk, or 100 percent fruit juice instead of soda. Water is calorie free, sugar free, fat free, and very refreshing. Fat-free or low-fat milk provides protein, calcium, and magnesium.
- Ⓢ Choose club soda or seltzer mixed with 100 percent juice. If you like bubbles in your drink, mix seltzer with 100 percent fruit juice, or with just a squeeze of lemon or lime.

RECIPE

Homemade Lemon-Lime Soda Pop

INGREDIENTS

- 3 tablespoons 100 percent apple juice concentrate, thawed
- 1 tablespoon fresh-squeezed lemon juice
- 1 tablespoon fresh-squeezed lime juice
- 3 ice cubes
- 1 cup (8 ounces) plain seltzer water or club soda

DIRECTIONS

1. Wash hands.
2. Squeeze and measure lemon and lime juices into a glass.
3. Add apple juice concentrate and stir.
4. Add ice and seltzer or club soda.
5. Stir and enjoy!

Recipe adapted from *Pretend soup and other real recipes*, 1994, by Mollie Katzen and Ann Henderson.

PLANT PARTS SALAD

This lesson is a great follow-up to Growing Sprouts (see chapter 3), allowing students to grow their own sprouts and use them in a recipe.

>>> **Objectives**

- Learn that sprouts are nutritious.
- Develop food-preparation skills.
- Try a nutritious new food.

>>> **Preparation**

- Photocopy the Plant Parts worksheet (one copy per two or three students).
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- Recipe ingredients
- Measuring utensils
- Paper towels
- Clear plastic or glass jar with tight lid
- Juice squeezer
- Scissors (two or three pairs)
- Plastic knives and one real knife
- Vegetable grater
- Cutting boards or paper plates
- Large salad bowl
- Large spoons for tossing
- One cup or bowl per person
- One fork per person

>>> **Cool Moves**

Jog in Place—Students pick up their feet and run in place while moving their arms as if jogging. To mix it up, vary the pace. Say “snail,” and students jog slowly; say “horse,” and they jog at a medium pace; say “cheetah,” and they jog quickly.

>>> **Directions and Key Talking Points**

1. Gather the group around a table or tables where you have all the vegetables for the recipe laid out for everyone to see.
2. Say, “Today we’re going to make plant parts salad.”
3. Say, “There are six parts to a plant: roots, leaves, stems, flowers, fruits, and seeds.”
4. Say, “People eat all the plant parts, just as we will today in our salad.”
5. Say, “Let’s see if we can figure out which salad ingredient is which plant part.”
6. Discuss each vegetable, starting with the roots and ending with the seeds. Ask students to guess which plant part it is. Feel free to talk a little about each part’s function.

- Carrots are *roots*. Roots take in water and food (mineral salts) from the soil. Roots also provide support for the above-ground part of the plant. Some plant roots go deep down in the soil; others spread out.
 - Sprouts are *stems* (with a little bit of leaf). Stems are little tubes that act like straws. They carry water and food through the plant. Stems also help bring plants closer to their light source.
 - Lettuce, mint, and parsley are *leaves*. Leaves come in different shapes. Almost all leaves are green when alive. The green color is from chlorophyll, which helps leaves make food for plants. The leaves use sunlight and carbon dioxide in the air to make food.
 - Cauliflowers are *flowers*. Flowers are the first step in the process through which a plant produces fruits and seeds. Flowers are pretty and smell nice, so they attract insects and other pollinators to fertilize them.
 - Tomatoes are *fruits*. Fruits develop from flowers and contain seeds. Fruits are usually edible and fleshy. When we talk about food, rather than plants, the plant fruits that are sweetest are known as fruits. The nonsweet fruits are called vegetables (the roots, leaves, and flowers of a plant are also vegetables). The fruit provides a protective package for seeds to mature inside as well as a vehicle for dispersing the seeds. For example, when an animal such as a bear eats a berry because it's nutritious and tastes good, more berries might grow wherever the bear expels the seeds.
 - Chickpeas are *seeds*. Seeds are the ripened parts of a plant that contain an embryo. Seeds contain all the genetic material and stored energy to give life to new plants.
7. Say, "Because each plant part has a different purpose for the plant, each has a different nutrition benefit for us when we eat it. If we eat lots of different plant parts, just as we should eat lots of different colors, we will be healthy eaters."
 8. Make the plant parts salad recipe (included with this lesson).
 9. When finished cleaning up, hand out copies of the Plant Parts worksheet and ask students to work in groups of two or three to fill in the correct answers. If you choose, ask them to color the different plant parts.

RECIPE

Plant Parts Salad Recipe

This recipe makes enough for 20 to 25 students.

SALAD INGREDIENTS

- 1 head romaine or green-leaf lettuce
- 1 15-ounce can chickpeas (garbanzo beans), drained and rinsed
- 1/2 to 1 or more cups sprouts (any kind) (Perhaps you have grown your own? See the growing sprouts activity in chapter 3.)
- 2 carrots, grated
- 1 small head cauliflower
- 1 pint cherry or grape tomatoes

DRESSING INGREDIENTS

- 2 tablespoons fresh mint or fresh parsley (or a tablespoon of each)
- 2 tablespoons fresh lemon juice (need one lemon)
- 1 tablespoon red wine vinegar
- 4 tablespoons olive oil
- 1/2 teaspoon salt
- 1/8 teaspoon black pepper

DIRECTIONS

1. Tell students to wash their hands.
2. Assign two or three students to wash the lettuce, carrots, cauliflower, tomatoes, and fresh herbs and to pat them dry with cloth towels (or prewash the vegetables yourself, if you prefer).

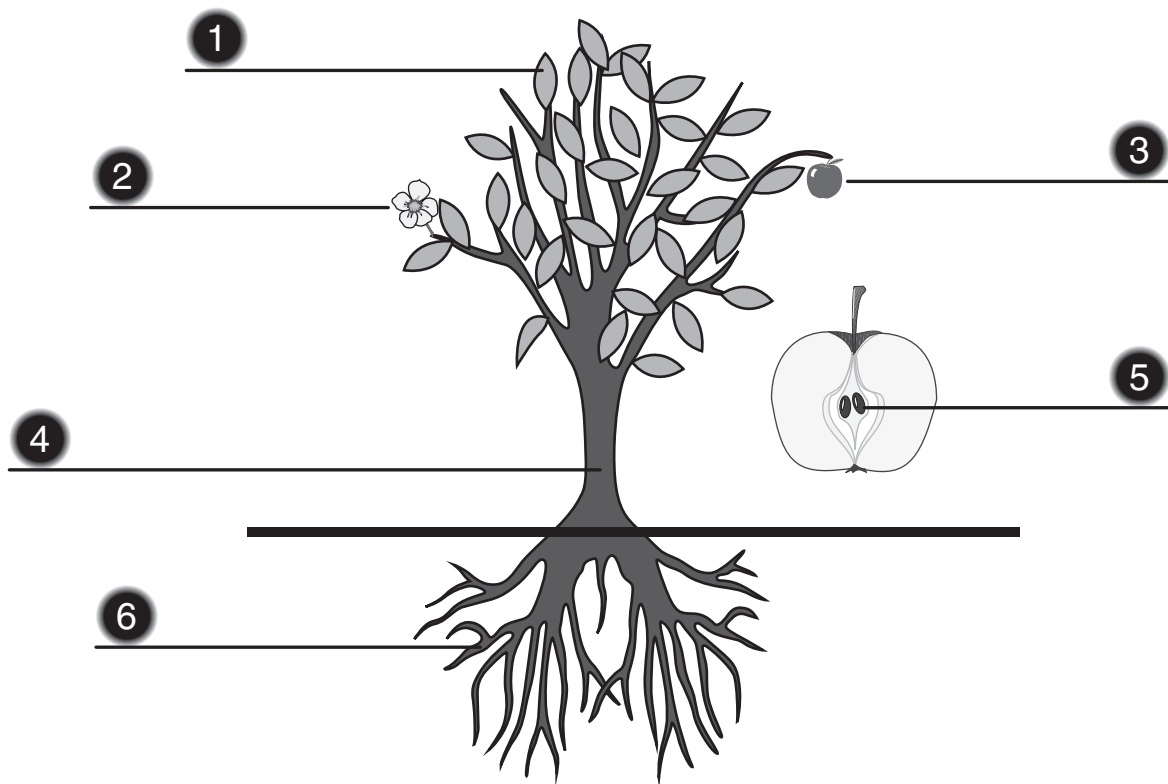
3. While vegetables are being washed, other students prepare the dressing.
4. Cut the lemon in half; ask two students to squeeze out the juice.
5. Ask two to four students to measure out the vinegar, oil, salt, and pepper into a jar with a lid.
6. When herbs are washed, ask two or three students to cut the fresh herbs into very small pieces using scissors.
7. When the lemon juice and herbs are ready, add these to the jar, place the lid on tight, and ask students to take turns shaking the dressing to mix it well.
8. When the lettuce is washed, ask two to three students to tear the lettuce into bite-size pieces and place the pieces in the salad bowl.
9. Ask two students to grate the carrots (unpeeled) after you cut off the stem ends.
10. Ask two to four students to use plastic knives to cut the cherry or grape tomatoes in half.
11. Ask two or three students to break cauliflower into small florets, using fingers or plastic knives.
12. Add sprouts, carrots, cauliflower, and tomatoes to the salad bowl.
13. Add dressing and toss well.
14. Serve into cups or bowls.

>>> Plant Parts Worksheet Answer Key

- 1—leaves
- 2—flower
- 3—fruit
- 4—stem
- 5—seeds
- 6—roots

Plant Parts Worksheet

Write the correct plant part name next to the number pointing to each plant part. The choices are listed at the bottom of the page.



Roots Flower Leaves Fruit Stem Seeds

FAMILY TIP SHEET

Plant Parts Salad

Your child learned that there are six parts of plants that we can eat:

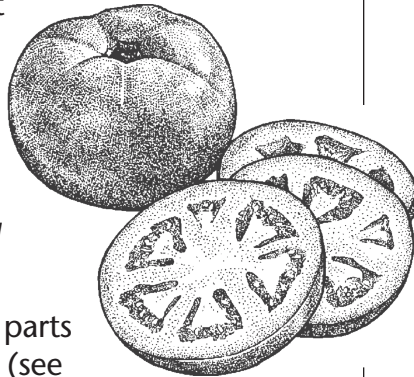
- ⌚ Roots
- ⌚ Leaves
- ⌚ Stems
- ⌚ Flowers
- ⌚ Fruits
- ⌚ Seeds

Why is this important?

Eating all the plant parts is important for getting all the nutrients needed to stay healthy.

Here's what you can do:

- ⌚ Include plant parts in your meals (see figure 1).
 - ⌚ *Leaves* such as romaine lettuce and spinach. Almost all leaves are green because they contain chlorophyll, which helps them make food for the plant. Most leafy vegetables are low in fat and calories and high in dietary fiber. Some provide iron, calcium, vitamin C, vitamin A, and folic acid.
 - ⌚ *Flowers* such as cauliflower and broccoli. Flowers are the colorful parts of plants that attract insects to pollinate and fertilize them. Plants flower before they grow fruits and seeds.



⌚ *Fruits* such as tomatoes, cucumbers, sweet peppers, and pears. The fruits that are sweetest are called fruits when we talk about food. The nonsweet fruits such as tomatoes and cucumbers are usually grouped with vegetables. Many fruits are high in vitamin A, vitamin C, fiber, and folate, which help us stay healthy.

⌚ *Stems* such as sprouts and asparagus. Stems carry water and food through the plant. They also help bring plants closer to their light source.

⌚ *Seeds* such as chickpeas, beans, sunflower seeds, and almonds. Seeds contain all the genetic material needed to grow new plants. Nuts are seeds covered in hard shells. Nuts and other seeds are rich in protein, vitamin A, vitamin E, and potassium.

⌚ *Roots* such as carrots, jicama, sweet potatoes, and artichokes. Roots take in water and food from the soil to help plants grow. The roots that we eat (also called root vege-



tables) have almost no fat. Many are low in calories. Some root vegetables are rich in fiber, and others have vitamin C, potassium, folate, iron, and antioxidants.

© For different foods you eat, ask your child to identify which part of the plant they come from.

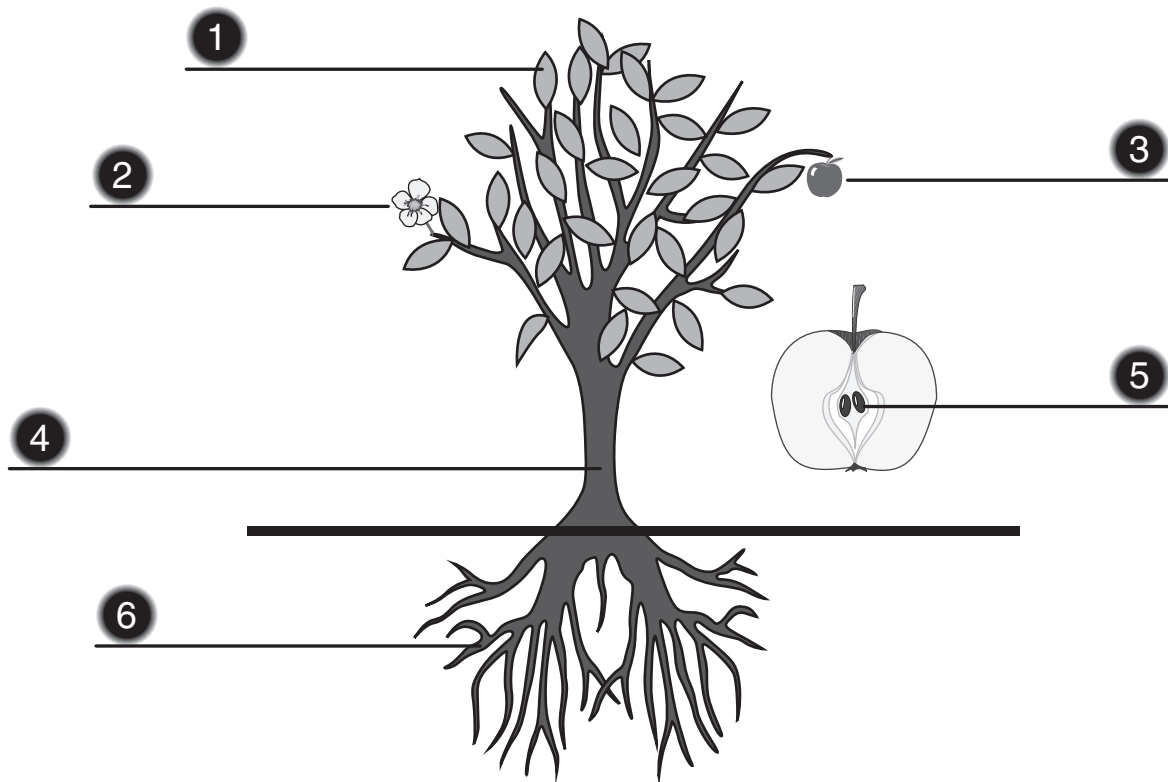


Figure 1 Parts of a plant. 1: leaves; 2: flowers; 3: fruits; 4: stems; 5: seeds; 6: roots.

>>> Objectives

- Learn how plants grow.
- Practice science skills.
- Try a nutritious new food.

>>> Preparation

- Photocopy the Seed Sprouting Diary (one copy per student).
- Photocopy the life-cycle cards for the game at the end of your first day of sprout preparation (one copy per team of five or six students).
- Photocopy the family tip sheet to send home with students.

>>> Materials

- Containers for soaking and planting seeds (one per student). You can use plastic or waxed paper cups or other plastic containers (e.g., old yogurt containers).
- Potting soil or vermiculite for planting (a 10-quart bag should be plenty for 20 to 25 students)
- 5 to 10 sunflower seeds per student (unroasted in their shell)
- Masking tape and markers
- Napkins or paper towels (one per student)
- Big tub for mixing soil with water (e.g., dishwashing tub)
- Clear plastic cling wrap
- Scissors
- Life-cycle cards
- Envelopes (one per team of five or six)

>>> Cool Moves

Volcano (breathing exercise)—Students stand tall with legs open wide. They bring palms together in front of the heart with fingers pointing upward. They inhale a deep breath. Keeping palms together, they breathe out through the mouth, making a “swoooooooooshshshshshing” sound. They lift arms all the way up, and then release palms, fanning arms down to the side. They bring hands back to the start position. Repeat continuously 5 to 10 times. Tell students to let go of any frustration or anger they might have and to feel all the goodness within them rising up to the surface. Note: If students are particularly high in energy, you might want to give them one chance to scream at the top of their lungs as they do the volcano pose.

>>> Directions and Key Talking Points

1. Say, “Today we’re going to make our own vegetable sprouts.”
2. Say, “Can anyone tell me what a sprout is?” (Answer: a sprout is a young plant that’s just beginning to come out from inside a seed.)
3. Say, “Many people sprout different kinds of seeds and eat them. Sprouts are very nutritious.”
4. Ask, “Have any of you ever had sprouts?” (If students say yes, let them tell what they know.)
5. Say, “Two common types of sprouts we see in the United States are alfalfa sprouts, which are popular on salads and sandwiches, and mung bean sprouts, which are popular in Chinese food dishes.”

6. Say, "The kinds of seeds we're going to sprout today are sunflower seeds." (Or you may choose to purchase and grow a different type.)
7. Say, "We'll start the growing process today, and then we'll need to tend to our seeds every day until we have sprouts that are one to two inches (2.5-5 cm) long. This should take four or five days."
8. Say, "When our sprouts are ready, we'll taste them and then use them to make a recipe." (See recipe for plant parts salad in the Food Activities chapter.)
9. Students begin by assembling their sprouting materials and starting their seed-sprouting diaries.
10. Once seeds are soaking and the space is cleaned up, play the plant life-cycle game.

Day 1

1. Give each student a cup and 5 to 10 sunflower seeds. If using smaller seeds for this activity, such as alfalfa or radish seeds, give each student about a fourth of a teaspoon of seeds.
2. Tell students to write their names on pieces of tape and stick them to their cups.
3. Tell them to place their seeds inside their cups and fill with a half cup of water.
4. Place the cups in a dark cupboard or in brown paper bags so they are shielded from light. They should be in a warm place but not on direct heat. The seeds soak overnight. Say, "This step is called presoaking the seeds."
5. Ask students to make their first entry in their seed-sprouting diaries.

Day 2

1. Pass out students' seed-sprouting diaries. Instruct students to check their cups and write down their observations. (Are the seeds floating? Did the seeds swell up at all? Is the water murky?)
2. Tell students to take the seeds out of the cups and put them on a paper towel or napkin. They then dump the water out of the cups.
3. As a group, prepare a batch of moist soil (or vermiculite) by placing about two cups of soil per student in a large tub. Slowly add warm water, allowing students to take turns mixing the growing medium and water together with their hands until all the soil is well saturated and dark in color (but not gloppy). Tell students to roll up their sleeves because this gets a little messy!
4. When the soil is ready, students put a two-inch layer of soil into their cups.
5. They then place their seeds on top of the soil and cover them with a half-inch layer of soil (don't put more than a half inch on top or the sprouts might not emerge).
6. Cover cups with cling wrap and put back in the warm, dark area.

Days 3, 4, 5, and so on

1. Each day until the sprouts are ready, students check their cups, record their observations, and make sure the soil is still moist. They shouldn't need to add more water, but it's a good idea to check.
2. When sprouts are one or two inches long, they are ready. Remove the cling wrap and let students cut their sprouts just above the soil level. Collect all the sprouts together, rinse them, and let students taste one or two each.
3. Refrigerate the remaining sprouts in plastic sandwich bags until you make your recipe. Sprouts can't sit too long or they'll rot.

»» **Life-Cycle Game**

Equipment

- Life-cycle cards (one copy per team)
- Envelopes (one per team)

Preparation

- Review the life-cycle stages.
 - Stage 1—the seed is covered in a hard outer shell, which contains enough energy for the plant to sprout. When water and warmth are added to the seed, it swells, and the seed bursts open.
 - Stage 2—the first plant part to grow from the seed is the root. The root helps stabilize the plant and feeds it water and nutrients as the energy stored inside the seed begins to get used up.
 - Stage 3 (the sprout stage!)—as roots grow, a stem and the plant's first leaves appear. These "seed leaves" don't look like the plant's true leaves. They contain the last of the seed's energy.
 - Stage 4—the plant's true leaves emerge and stretch toward the light. The plant is now fully dependent on leaf photosynthesis and root uptake.
 - Stage 5—leaves continue to grow on the stem and stretch toward the light. Eventually, the plant flowers.
 - Stage 6—flowers of the plant develop into fruits, which contain the seeds for future generations of plants.
- Make one copy of the life-cycle cards for each team of five or six players. Cut the individual cards out, shuffle them well, and put the set of six cards into an envelope. Repeat for the number of teams participating.

Directions

1. Divide students into teams of no more than five or six.
2. Say, "Each team will race to be the first to put the life cycle of a plant in the correct order."
3. Say, "I'll give each team a group of cards. There will be one card per player. Without talking, your team will communicate with each other about the order of the cards based on the life cycle of a plant."
4. Say, "Each team gets into a straight line, with each player holding a card. The first player in line should be the first stage in the life cycle of a plant; the last person in line should be the last stage."
5. Say, "There are two main rules to follow. First, each of you must hold on to your own card the entire time. Second, there is no talking out loud; you can communicate by nodding your head and using hand motions."
6. Say, "When your team is ready, everyone on the team should sit down. This is the signal that your group has finished."
7. Give one envelope to each team; instruct them not to open it until you say "go!" Each member of the team should get a card, so if you're playing with only five players (or fewer) on one or more teams, you'll need to remove cards as necessary before handing out the envelopes. Note: Try to keep teams as even as possible.

8. If removing just one card for a team of five, take out the second card (the one with just the root). If you need to remove two cards for a team of four, take out the fourth card in the cycle as well (the one with the true leaves).
9. Once all teams have their envelopes, say "go!"
10. When the first team finishes, they wait for other groups to finish as well. Then the first group explains why they put their cards (and themselves) in the order they did.
11. If the first team makes a mistake in the order, turn to members of other teams to help with the correct order of the life cycle.

Growing Sprouts

Seed-Sprouting Diary

Name: _____

Type of seeds you are sprouting: _____

Today's date: _____

Write down what you observe each day.



Day 1: _____

Day 2: _____

Day 3: _____

Day 4: _____

Day 5: _____

Day 6: _____

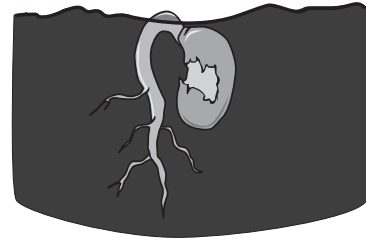
Day 7: _____

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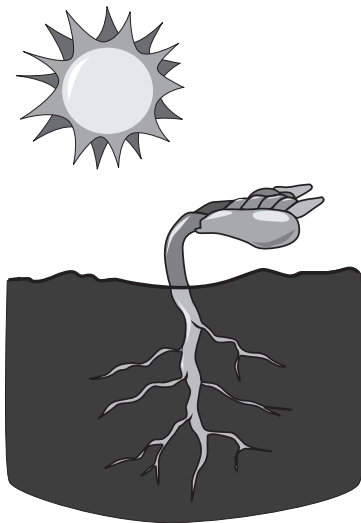
Growing Sprouts: Seed-Sprouting Diary



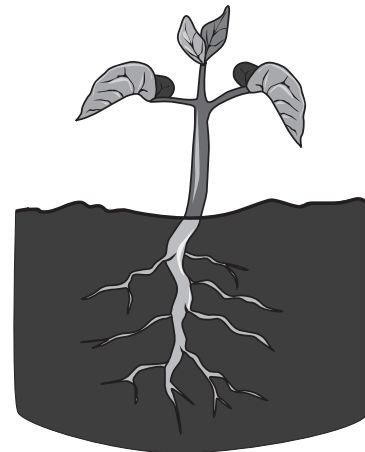
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Growing Sprouts Life-Cycle Card



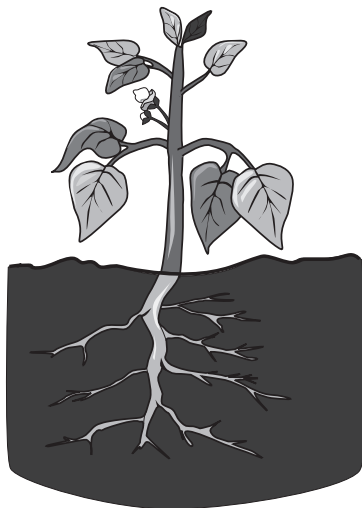
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Growing Sprouts Life-Cycle Card



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Growing Sprouts Life-Cycle Card

FAMILY TIP SHEET

Growing Sprouts

Your child learned that

- ⌚ a sprout is a young plant just beginning to come out from inside a seed,
- ⌚ we can eat sprouts from many types of plants, and
- ⌚ sprouts are very nutritious.

Why is this important?

Sprouts are a good source of protein; fiber; B vitamins; and vitamins A, C, D (and sometimes vitamin K). They also possess cancer-fighting compounds called antioxidants.

Here's what you can do:

- ⌚ Add sprouts to foods your family already eats, such as salads, sandwiches, and soups.
- ⌚ Try a new type of sprout each week. Let your family members pick their favorites. Try alfalfa, radish, bean, or sunflower sprouts.
- ⌚ Try adding sprouts to your family's favorite meals:

- ⌚ Try mung bean or lentil sprouts in stir-fry, soups, or stews.

- ⌚ Add fresh sprouts (such as green-leaf or alfalfa sprouts) to sandwiches or wraps.

- ⌚ Try a variety of sprouts added to coleslaw.

- ⌚ Add a delicious crunch to potato salad with mung bean or lentil sprouts.

- ⌚ Add flavor to an omelet or scrambled eggs with alfalfa, clover, or radish sprouts.

- ⌚ Serve sprouts as a healthy side dish with any meal—sauté them with onions or peppers, or mix them into your favorite pea or bean dish.



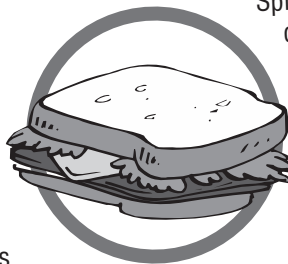
RECIPE

Delicious Chicken Sandwich

INGREDIENTS

- 2 slices whole-grain bread
- 1/4 pound cooked chicken breast (try grilled or roasted)
- 1 tablespoon mustard, low-fat mayonnaise, or low-fat salad dressing
- 2 slices part-skim or low-fat cheese
- Handful of sprouts of your choice
- Other vegetables (try cucumbers, lettuce, tomatoes, sliced onions, sweet peppers, or avocado)

DIRECTIONS



Spread mustard, mayonnaise, or dressing on one side of each slice of bread. On one slice of bread, layer cheese, chicken, vegetables, and sprouts. Place the other slice of bread on top. Serve with a side of sprouts instead of potato chips. Enjoy.

TOO MUCH TV

Current research points to many potential causes of childhood obesity, one of which is excess TV viewing because of the inactivity associated with this pastime. On average, students watch 24 hours of TV per week, and many spend another 10 hours or more playing computer and video games. This rise in TV viewing is caused by several factors: the presence of a TV in a child's bedroom, additional televisions outside of the child's bedroom, no parental limits on TV time, and lack of parental supervision in the home. Next to sleeping, the greatest amount of children's leisure time is spent watching TV.

Children who are overweight or at risk of being overweight tend to watch more television than their thinner peers. Studies on older children have shown that more than 2 hours of TV watching per day is a risk factor for being overweight. This is why the American Academy of Pediatrics recommends a limit of 14 hours of TV and computer time per week, or no more than 2 hours per day for children. It is healthier for children to spend their time being physically active rather than watching TV.

TV habits might also affect academic performance. An increase in TV time is associated with a decrease in time spent on homework.

Information adapted from G.M. Wardlaw and J.S. Kessel, *Perspectives in nutrition*, 2002.

>>> **Objectives**

- Understand that watching too much TV is not part of a healthy lifestyle.
- Identify ways to be active in place of TV time.
- Practice reading and listening skills.

>>> **Preparation**

- Photocopy handouts.
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- *The Berenstain Bears and Too Much TV* by Jan and Stan Berenstain
- Copies of the physical activity pyramid
- Copies of the Replace Screen Time With Activity Time worksheet
- Crayons or colored pencils

>>> **Cool Moves**

Tablesides Dancing—With music playing softly in the background, students skip in place eight times to the beat of the music. Mix it up by having them hop and march in place. Then ask them to turn slightly to the left and (pretend) to kick a ball three times with the right foot. Then tell them to do a whole-body shimmy down and up. They then repeat by turning slightly to the right and kicking with the left foot. Once everyone has practiced all the movements, tell them to practice their routines until they can perform them without help. Extend the activity by asking students to come up with new moves to include.

>>> **Directions and Key Talking Points**

1. Ask, "Did you know that watching too much TV can be harmful to our health because it takes away from our time to be active?"

2. Ask, "Does anyone know how much TV is considered too much?" (Answer: we should watch no more than two hours of TV each day.)
3. Say, "An important motto to remember for the rest of our lives is, 'Replace screen time with active time!'" Ask students to repeat this motto.
4. Read *The Berenstain Bears and Too Much TV* to the class; depending on the reading level, ask students to take turns reading.
5. Ask, "How much TV does everybody watch each day? Are you like the bears, or are you different? Do you watch more TV on the weekends?"
6. Ask, "What can we do instead of watching TV? Let's brainstorm ways to be active instead of inactive." If ideas don't flow, mention examples of playing on the playground, taking a walk, riding bikes, or playing tag with friends.
7. Ask, "Are these ideas similar to what the bears did?"
8. Pass around and review copies of the physical activity pyramid with students.
9. Ask each student to think of their three favorite ways to replace screen time with active time; ask them to draw pictures of these activities on copies of the Replace Screen Time With Activity Time worksheet.
10. End the activity with a game of Couch Potato.

»» **Couch Potato**

Equipment and Setup

You can play with no props at all, or find something to differentiate the player who is "It" from the active angel players.

Directions

1. Designate one to four students to be "It" (about one for every eight students).
2. Designate one or two students to be active angels.
3. Remaining players walk quickly or jog (you decide) around the room or play space.
4. If a player is tagged by a player who is "It," that player must sit down or squat and pretend to be a couch potato watching TV or playing an electronic game.
5. Active angels make their way around the room and visit the couch potatoes.
6. When an active angel taps a couch potato on the shoulder, the couch potato must tell the active angel an activity that he or she will do to be more active during free time; he or she is then free to rejoin the game.
7. Play for two or three minutes; then switch roles and play again.

Adapted with permission from Ophea, Ontario Health and Physical Education Curriculum Support: Kindergarten to Grade 10, 2000.

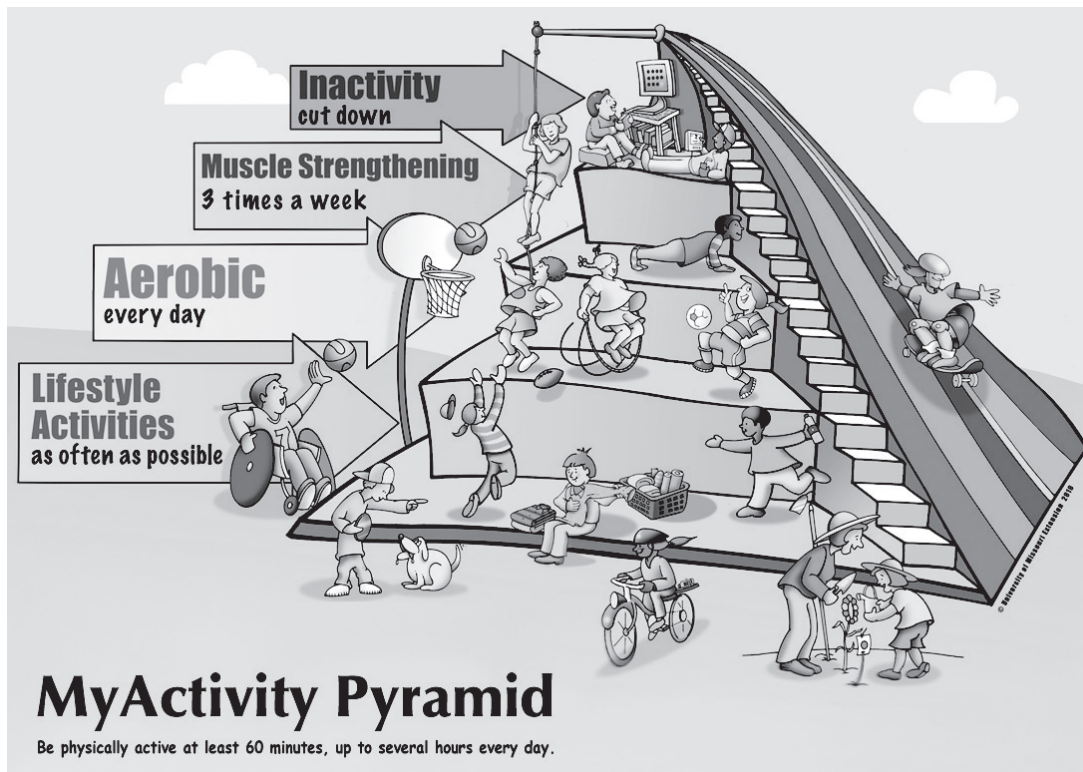
»» **Extension Activity**

Ask each student how many hours a day he or she watches TV. Make a chart of the answers, including extra spaces for keeping records throughout the year. Continue to record TV-viewing hours each week or each month; encourage students to work toward reducing their daily amounts.

Too Much TV

Physical Activity Pyramid

This is what I can do to replace screen time with active time—turn off the TV!



MyActivity Pyramid			
Be physically active 60 minutes, up to several hours every day. Use these suggestions to help meet your goal:			
Lifestyle Activities	Aerobic	Muscle Strengthening	Inactivity
As often as possible	Every day	3 times a week	Cut down
<ul style="list-style-type: none"> • Play outside • Help with chores • Take the stairs • Pick up toys • Walk 	<ul style="list-style-type: none"> • Dance • Skateboard • Tag • Ride your bike • Martial arts, like karate • Sports <ul style="list-style-type: none"> ◦ Ice or field hockey ◦ Basketball ◦ Swimming ◦ Tennis ◦ Soccer 	<ul style="list-style-type: none"> • Tug-of-war • Rope climb • Pull-ups • Sit-ups • Push-ups <p>Muscle-strengthening exercises help your bones get stronger so you can run and play.</p>	<ul style="list-style-type: none"> • Screen time (TV, computer, video games*) • Sitting longer than 60 minutes <p>Instead of watching sports on TV, go outside and play a sport!</p> <p>* Video games that require physical activity may count toward your 60 minutes.</p>
Find your balance between food and fun:			
<ul style="list-style-type: none"> • Move more. Aim for at least 60 minutes every day. • Walk, dance, bike, rollerblade – it all counts. How great is that! 			

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From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Too Much TV Activity Pyramid

Replace Screen Time With Activity Time!

Draw pictures of what you can do to replace screen time with activity time.

A large rectangular box with a dashed border, intended for a student to draw pictures of activities that can replace screen time.

Turn Off the TV!

From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Too Much TV: Replace Screen Time With Activity Time! Worksheet

FAMILY TIP SHEET

Too Much TV

Your child learned

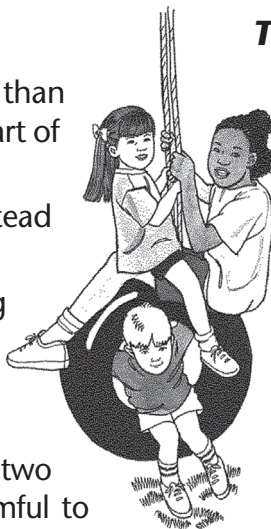
- Ⓢ that watching TV more than two hours a day is not part of a healthy lifestyle,
- Ⓢ other activities to do instead of watching TV, and
- Ⓢ how to practice reading (or listening) skills.

Why is this important?

- Ⓢ Watching TV more than two hours a day can be harmful to students' health because when watching TV they are not active, they are exposed to advertising, and they are more likely to snack on junk food.
- Ⓢ Not getting enough physical activity can cause students to be overweight and develop other serious health problems.
- Ⓢ Students who have TVs in their bedrooms watch two and a half hours more TV per week than students who don't.

Here's what you can do:

- Ⓢ Go for a family walk after dinner instead of watching TV.
- Ⓢ Make sure your children watch no more than two hours of TV per day.
- Ⓢ Remove the TV from your child's bedroom.
- Ⓢ Set limits on overall screen time (TV, computer, video games, tablets, smartphones).



Tips for replacing screen time with active time

- Ⓢ Cut down on
 - Ⓢ TV watching
 - Ⓢ Video and computer games
 - Ⓢ Sitting for more than 30 minutes at a time
- Ⓢ Every day (or as often as possible), try to
 - Ⓢ Play outside
 - Ⓢ Take the stairs instead of the elevator or escalator
 - Ⓢ Walk your pet
 - Ⓢ Go for a walk
- Ⓢ For aerobic exercise and recreation, try
 - Ⓢ Rollerblading
 - Ⓢ Biking
 - Ⓢ Swimming
 - Ⓢ Running
 - Ⓢ Soccer
 - Ⓢ Relay races
 - Ⓢ Kickball
- Ⓢ For leisure and playtime, try
 - Ⓢ Swinging
 - Ⓢ Playing tag
 - Ⓢ Playing miniature golf
- Ⓢ For strength and flexibility, try
 - Ⓢ Push-ups and pull-ups
 - Ⓢ Martial arts
 - Ⓢ Dancing

FRUIT AND VEGETABLE STAMPING

>>> **Objectives**

- Increase familiarity with fruits and vegetables.
- Have an enjoyable, hands-on experience with nutritious foods.
- Be creative.

>>> **Preparation**

- Preslice fruits and vegetables such as small potatoes, peppers, onions, apples, lemons, limes, mushrooms, purple grapes, and plums in half.
- Cut broccoli and cauliflower into florets (these make great clouds).
- Slice carrots and cucumbers across to create circles thick enough to hold on to.
- Photocopy the family tip sheet to send home with students.
- Feel free to allow students to use colored pencils and markers to draw in other features on their posters.
- Using ink pads creates the least mess, but you would need to purchase many ink pads for large groups, which could get costly.

>>> **Materials**

- Fruits and vegetables of all colors (at least five colors). Buy enough so when they are cut up, each group of three or four students will have pieces of all colors.
- Poster paint, tempera paint, or ink pads
- Paint brushes (if using paints)
- Paper or plastic cups (if using paints)
- Poster board or long roll of heavy paper (one per group)
- Plastic tablecloth, garbage bags, newspaper, or other protective table covering

>>> **Cool Moves**

- Flamingo (balance exercise)—Students stand tall and shift weight onto one leg. They lift the other leg behind as they bend at the waist. Tell them to bring their arms straight out to the side to create flamingo wings. Advise them to choose a spot on the floor in front of them to focus on to help maintain balance (the focus spot should be 6 to 12 inches, or 15 to 30 cm, out so that the head doesn't drop). Tell them to keep their eyes on their spot and start flapping their wings. Instruct them to try to keep the lifted leg straight and as high as possible. Tell them to lift their hearts to the sky, trying not to let their heads drop as they flap their wings. They should flap 5 to 10 times as they breathe in and out through their nose. Tell them to switch legs and repeat.
- Take 5 (breathing exercise)—This exercise lets students take a breather during the school day. It can be done either sitting or standing. Students hold one hand up in a fist beside the head. As they breathe in slowly through the nose, they open one finger at a time until all fingers are open. As they breathe out slowly through the nose, they close one finger at a time. Repeat three to five times.

»» Directions and Key Talking Points

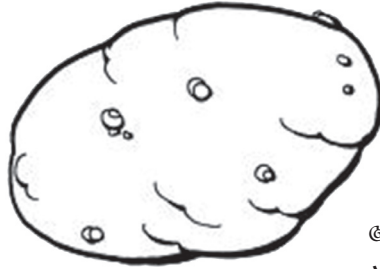
1. Cover work surfaces with a protective sheet of plastic or newspapers.
2. Divide students into groups of three or four; ask them to sit together around tables.
3. Say, "Today we'll use fruits and vegetables as stamps to create posters."
4. Say, "While I'm getting materials set up, think about what you want your poster to look like. Do you want to pick a theme? Draw a picture? Write a message and then fill in the background? It's also OK to just dive in and see what happens. Let's get started!"
5. Distribute one poster board to each group.
6. Pour paints into paper cups (about a third full) and distribute with brushes or stamp pads to each group.
7. Put out fruit and vegetable pieces for students within groups to share.
8. If using paint, say, "Use a paintbrush to brush paint onto your stamps—but be careful not to use too much paint or the stamps won't come out clearly."
9. Remind students to take their time and work carefully.
10. As groups finish, ask them to help clean up.
11. When all students are finished, ask each group to show their poster to the other groups.

FAMILY TIP SHEET

Fruit and Vegetable Stamping

Your child learned to

- Ⓢ become more familiar with fruits and vegetables by using them to make stamps and
- Ⓢ work together to create art.



Why is this important?

Students are more likely to eat fruits and vegetables if they are exposed to them frequently and in different ways.

Here's what you can do:

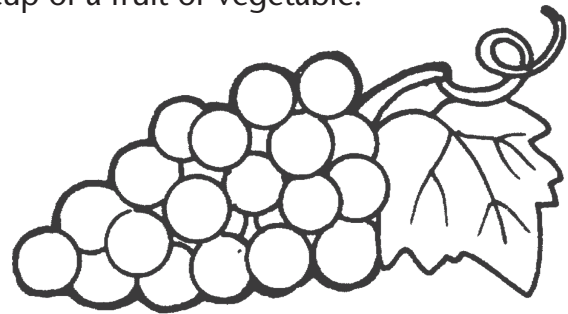
- Ⓢ The Three A's
 - Ⓢ Available—make fruits and vegetables available in your home and in lunches and snacks for school.
 - Ⓢ Accessible—make fruits and vegetables easy to reach (on the counter or on a low shelf in the refrigerator). Make them easy to eat (already prepared or cut into small pieces).
 - Ⓢ Attractive—cut fruits and vegetables into interesting shapes, use them to make edible pictures, or pair them with favorite foods such as low-fat yogurt, peanut butter, or cheese.
- Ⓢ The Two E's
 - Ⓢ Exposure—the more often you serve a new fruit or vegetable, the more likely your child will eat it.

- Ⓢ Example—if you eat fruits and vegetables, you'll influence your child to eat them too.

Easy ways your family can eat more fruits and vegetables:

- Ⓢ Let your child pick a new fruit and vegetable to try every week at the grocery store.
- Ⓢ For breakfast, add bananas or peaches to cereal; add blueberries to pancakes; or mix fruit, low-fat yogurt, and granola for a delicious treat (called a parfait).
- Ⓢ Plan meals with a vegetable main dish; add foods such as lean meats or whole grains to complement it.
- Ⓢ Eat a green salad with dinner every night.
- Ⓢ Try a piece of fruit for an afternoon snack.

Remember that children need about one and a half cups of fruits and two or three cups of vegetables per day, depending on age, gender, and activity level. Here are some examples of what counts as one cup of a fruit or vegetable:



- 1 cup of fresh fruit
- 1 medium piece of fruit (e.g., apple, orange)
- 8 strawberries
- 1 cup of chopped vegetables

- 2 cups of raw leafy greens (a medium salad)
- 12 baby carrots
- 1 medium potato

EGGSHELL MOSAICS

This lesson is meant to be taught along with the chunky egg salad recipe (see chapter 2), but you can also do it on its own.

»» Objectives

- Practice coordination skills.
- Learn that plants and animals provide more than just food.
- Be creative.

»» Preparation

- Organize materials.
- Photocopy the family tip sheet to send home with students.

»» Materials

- Shells from about 24 eggs
- Two unpeeled hard-boiled eggs
- Two metal spoons
- Paper towels
- Food coloring (three or four colors)
- Clear plastic or glass jars (one jar for each color)
- White vinegar
- Hot tap water
- White glue
- Paper or plastic cups
- Cotton swabs (one or two per student)
- Construction paper or paper plates (one per student)

»» Cool Moves

Baby Backbend (back exercise)—Students stand tall with feet together. Tell them to breathe in through the nose as they raise their hands overhead, shoulder-distance apart and fingers spread. They breathe out through the nose and squeeze legs tight as they stand tall and strong, reaching fingers to the sky. As they breathe in again, they slowly drop the head back, moving their gaze up to the ceiling, and stretching arms backward. They continue to breathe steadily in and out through the nose. Tell them to keep their backs gently arched and to use their legs for support. Repeat three times.

»» Directions and Key Talking Points

This is a two-part activity.

Part 1

1. If you're not using the eggshells left over from the chunky egg salad recipe (see chapter 2), you'll need to preboil the eggs so you can collect the broken eggshells. Students can eat the eggs as a snack, saving two of them for the egg and spoon relay race.

2. Tell students to spread the eggshells out on paper towels to dry out.
3. Say, "Today we'll start an art project using the shells of hard-boiled eggs."
4. Say, "Did you know we can make all kinds of things from uneaten food products? For example, we can use the skins of animals to make shoes; we can use vegetable peelings to make garden fertilizer."
5. Say, "Sometimes we use waste products to make useful things; sometimes we use them to make decorative things. Today we'll use our eggshells to make pictures."
6. Tell students to crush some of the eggshells. Leave others a bit coarser.
7. Fill three or four jars with a half cup of very hot tap water.
8. Add a teaspoon of vinegar and a few drops of food coloring to each jar, using a different color for each jar.
9. Ask students to put the eggshells in the jars and let them soak for 10 to 15 minutes.
10. Say, "While we're waiting for our eggshells to soak, let's do an egg and spoon relay race. Are you ready?"
11. Follow instructions for the egg and spoon relay race.
12. After the race, ask students to spoon the eggshells onto paper towels and let them dry. This ends the first part of the lesson.
13. Start part 2 the following day, or after eggshells have dried for at least 15 minutes.

Part 2

1. Distribute pieces of construction paper or paper plates so each student has his or her own.
2. Pour glue into paper or plastic cups or bowls.
3. Using cotton swabs and glue, students paint their own designs.
4. Before the glue dries, tell students to sprinkle the colored eggshells onto the glue and shake off excess.
5. Lay pictures flat; do not touch until the glue has fully dried.
6. Display the pictures around the room or hallway for others to see the creative artwork.

>>> Egg and Spoon Relay Race

Directions and Key Talking Points

1. Divide students into two teams. If one team has more players, designate one student on the smaller team to go twice.
2. Make a start line; lay down any available object (jackets, hats, cones) to mark a turnaround point for each team.
3. Say, "Each team gets one hard-boiled egg and a spoon."
4. Say, "When it's your turn, balance the egg on the spoon and walk fast (or run) from the start line to your team's turnaround point. Then walk or run back to the start line to hand the spoon and egg to the next teammate in line."
5. Say, "If the egg falls off the spoon during the race, you can pick it back up and continue."
6. Say, "The team that's the first to finish and has the least cracks in their egg at the end wins. If a team finishes first but doesn't have the egg with the fewest cracks, it's a tie!"

FAMILY TIP SHEET

Eggshell Mosaics

Your child learned that

- Ⓢ many things are made from the uneaten parts of food products (animal skins can be used to make shoes; vegetable peelings can be used to make garden fertilizer) and
- Ⓢ uneaten food items can be used to make decorative art.

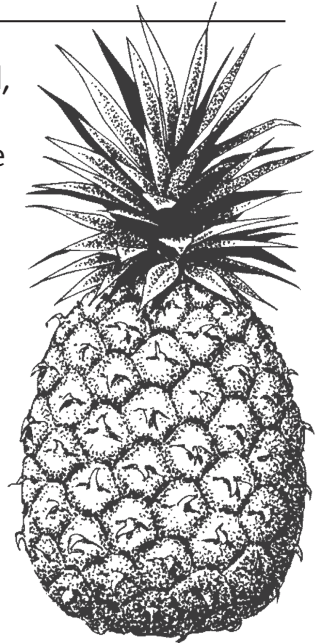
Did you know?

- Ⓢ Many foods can be cooked or served in their natural packaging (husk, peel, shell):
 - Ⓢ Corn can be grilled just the way you find it in the grocery store—begin by peeling away the outer layer of the husk (but be sure to leave some on); then place the corn on the grill and rotate it often. The corn is ready when the husk is charred; peel and enjoy, but be careful—it's hot!
 - Ⓢ Hollowed-out peels are great ways to serve many foods. Try hollowing out a watermelon, cantaloupe, pineapple, or avocado.



Serve seafood, fruit salad, or chicken inside the peel (or simply serve the food that you removed from the peel).

- Ⓢ The natural “packaging” of foods can also be used to add flavor and color to a dish. Grate lemon, lime, or orange peel and sprinkle it over anything from pasta to yogurt. (Be sure to wash the fruit before peeling.)



Why is this important?

Using the uneaten parts from foods you eat gets the most benefit from the foods and helps the environment.

Here's what you can do:

Try cooking or serving foods in their natural packaging, such as grilling corn in its husk or serving watermelon chunks in a hollowed-out watermelon.

BE A VERB

VERB was a national, multicultural, and social marketing campaign coordinated by the U.S. Department of Health and Human Services Centers for Disease Control and Prevention (CDC). The campaign, which ran from 2002 through 2006, tried to motivate young people to be physically active every day. It was targeted at children aged 9 to 13 (tweens), but the resources developed for the campaign are also appropriate for slightly younger children.

After-school programs are encouraged to take advantage of VERB's resources and information, which remains available on the Internet at www.cdc.gov/youthcampaign. VERB stickers and posters are available at this site.

Be a Verb helps students recognize what a verb is and gets them moving by acting out the verbs they hear in a story. Students also have the opportunity to create their own active stories that contain verbs.

»» **Objectives**

- Learn to recognize a verb in a sentence.
- Be more active by acting out verbs.
- Practice listening skills.
- Be creative.

»» **Preparation**

Photocopy the family tip sheet to send home with students.

»» **Materials**

- A copy of *Spirit's Story*
- Two sheets of paper per group
- One pencil per group

»» **Cool Moves**

Down Diggity Doggy Down (whole-body warm-up)—From a standing position, students bend over and place hands on floor about one leg's distance in front of them; hands are about shoulder-width apart; heels are lifted off the ground. Their bodies should be in triangle shapes, with buttocks (puppy tails) lifting into the air. Students stretch their puppy paws (hands and feet) in opposite directions and lift their puppy tails as high as they can. Direct them to take a deep breath in and a long breath out (older students can take several breaths like this). Then they start wagging their puppy tails and barking like dogs (do this several seconds). Next, they lift one puppy leg as high as they can, trying to keep it straight and spreading their toes. They lower that leg and raise the other leg as high as they can, trying to keep it straight and spreading their toes. They then lower their legs and walk their hands in toward their feet; then they roll up very slowly to a standing position.

»» **Directions and Key Talking Points**

1. Gather the group in a circle.
2. Say, "Today's activity is called Be a Verb."

3. Say, "A verb is the part of our language that indicates an action, such as to run, walk, or skip. Verbs can describe something that's happening now, has already happened in the past, or will happen in the future."
4. Ask, "Can anyone think of an action verb?" (Answers: hop, jog, dance)
5. Say, "Now, I'll read you a story, called *Spirit's Story*, about a squirrel named Spirit. Every time you hear an action verb, you will act it out."
6. Say, "Spread out a little bit so you'll all have room to move." (You can keep students in the circle formation or have them all cluster in front of you as you read.)
7. Read *Spirit's Story*.
8. After the story, say, "Now, we'll work on creating our own active stories to tell."
9. Say, "We'll divide up into small groups, and each person in each group will contribute one or two sentences to make a short story. You'll have about 10 minutes to work on your stories; you can help each other to think of fun sentences."
10. You can ask one student in each group to write all the sentences down, each student can write his or her own sentence, or groups can memorize the lines.
11. Say, "The only rule is that every sentence must have at least one action verb."
12. Divide students into groups of four to six. Give them an area to work and paper and pencils.
13. When all groups have finished, ask each group to pick one member to read (or recite) their short story out loud. As stories are read, all other students act out the verbs as they hear them.

»» *Spirit's Story*

Say the bold action words loudly and watch for students performing the actions.

There once was a squirrel who loved to **jump**. This squirrel's name was Spirit. Spirit was different from regular squirrels. She **hopped** and **jumped** and **leaped** everywhere she went. She woke up early every morning, **stretched** her arms, **waved** hello to the sun, and then **scampered** down her tree to begin her day. She rarely went straight down the tree. She liked to **jump** from branch to branch first. She loved it when the branch she landed on would **bounce**, and she would have to try to keep her balance before **leaping** to the next branch.

The first stop in Spirit's day was almost always the park. She would find the benches and **climb** up onto the seats. She would **walk** carefully along the benches, and then **jump** off, making a safe landing. She would **look** under the benches to see if she could find any food or treats to eat. Another one of Spirit's favorite things to do was to **run** along the path in the park and **jump** high over every crack in the sidewalk. She liked to **pretend** that she was a super flying squirrel, **jumping** as high as she could over every line she saw. Spirit's day went on like that with every activity involving **jumping**. She **hopped** over small things like leaves, she **jumped** over big things like rocks, and she especially loved to **jump** over things that were in a row—like **jumping** from rock to rock in the river.

Spirit's day usually ended with a visit to the garden. She would **jump** from flower bed to vegetable bed, **sniffing** the beautiful flowers, **reaching** up to touch the tomatoes on tall vines, and **crouching** down to look at the spiders and beetles. Spirit was usually pretty tired at the end of the day. She liked to do

a little **stretching** in the garden before going home to her nest. She **reached** high to the sky, **stretched** her paws out to both sides, and **stretched** down to **touch** her toes. She **shook** out her legs after all of her jumping, and then she **scampered** home for one last leisurely **climb** into her tree. In her nest, she **curled** up, **closed** her eyes and **went to sleep, dreaming** of another day of **jumping**. The end.

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»» ***Extension Activity***

Ask each group of students to work together to illustrate the actions in their stories. Each student can draw a different page of the story; pages can then be stapled together to make a book.

FAMILY TIP SHEET

Be a Verb

Your child learned that

- ⦿ a verb is an action word and
- ⦿ verbs can remind us to be active every day.

Why is this important?

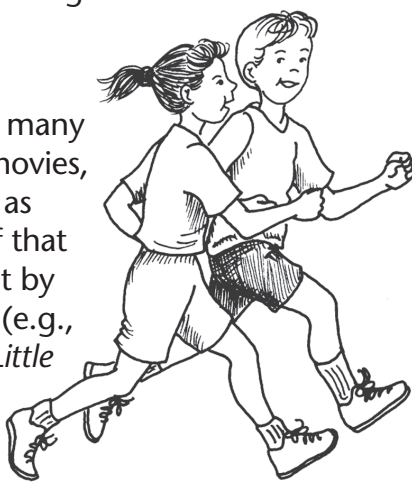
- ⦿ Being active for at least one hour every day is an important part of a healthy lifestyle.
- ⦿ Identifying verbs they hear in a conversation or from a book can give students creative ideas to be more active.

Here's what you can do:

Each day, plan something active for the whole family to do. It may be an activity that is done together (e.g., walking the dog, going for a bike ride, or playing a game of tag at the park), or each family member may do something separately that fits into his or her schedule (e.g., jumping rope, going for a run, or practicing basketball shots).

Here are some fun active games for the whole family:

- ⦿ **Action Charades**
 - ⦿ Make a list of as many words, places, movies, books, or songs as you can think of that can be acted out by moving around (e.g., *Shark Tale*, *The Little Mermaid*, swimming pool, Frisbee golf, etc.).



- ⦿ Write each of these ideas on a separate piece of paper and mix them up in a hat or bowl.
- ⦿ Each person takes a turn picking one of the pieces of paper and acting out (without talking) what is written on it while other players try to guess what he or she is acting out.

⦿ **Freeze Dancing**

- ⦿ Start dancing to one of your family's favorite songs (pick a song that makes you want to move around).
- ⦿ After 30 seconds, one person stops the music, and everyone else freezes.
- ⦿ Look around at the funny poses everyone is in!

⦿ **Backyard Obstacle Course:**

- ⦿ Set up several bases as far apart as space allows (you can also use cones, T-shirts, or anything else to mark each stop on the course).
- ⦿ For each leg of the course, pick an action that each person must do in order to get from one base to the next. Try animal movements (hopping, slithering, or crawling), or different ways of running (sideways, backward, with a balloon between the knees) or jumping (jumping jacks, skipping, and hopping).
- ⦿ See how many different ways your family can find to complete the obstacle course.

BEAN ART

Fun facts to share about beans:

- What is another name for garbanzo beans? (Answer: chickpeas)
- Lentils have been grown by humans for over 9,000 years. Lentils were first grown in Iraq, Turkey, Greece, and Egypt.
- An offering of mashed lentils was found in an Egyptian tomb that was 5,000 years old.
- The ancient Greeks used to hold a “bean feast” to honor the Sun god Apollo, who brings life-giving heat and light to Earth.
- Native Americans taught the pilgrims how to make baked beans around the year 1620.
- Beans are part of a family called legumes, which is the term used to describe how beans and other foods, such as peas, grow. How do legumes grow? (Answer: inside a pod)
- There are over 14,000 different legumes, but only 22 are grown for human consumption.

Nutrition information:

- Beans are naturally low in fat and cholesterol free. Just one cup of cooked dry beans supplies fiber, protein, B vitamins, calcium, iron, and thiamin in significant amounts.
- Beans are an excellent source of fiber, which lowers cholesterol and blood sugar in the body.

»» Objectives

- Increase familiarity with different kinds of beans.
- Learn that beans are a healthy food.
- Be creative.

»» Preparation

- Purchase beans. Many small health food stores and large grocery store chains have beans for sale in bulk. If bulk is not an option, buy beans prebagged.
- Pour beans into bowls. Use one bowl for each type of bean for every four or five students to share.
- Photocopy the family tip sheet to send home with students.

»» Materials

- Dry beans of different colors (try to find at least five types of beans, such as black beans, white beans, pinto beans, kidney beans, red lentils, brown lentils, blue lentils, split peas, garbanzo beans, or soybeans)
- Art project surfaces (one per student)—you can use cardboard, paper plates, or wood scraps
- Pencils (one per student)
- Paper or plastic bowls for sharing beans and glue
- White glue
- Pictures of simple patterns and designs (see bean art sample ideas)

»» **Project Tips**

To make art pieces that look great and last, follow these tips:

- Tell students to use enough glue to make the beans stick, but not too much or big globs will show through and the piece will take a long time to dry.
- Encourage students to fill in all empty spaces with beans.
- Encourage students to give art pieces a finished look by making a decorative border.

»» **Cool Moves**

Hoop De Hoop—Tell 8 to 10 students to form a circle holding hands. Unclasp the hands of two students, place a hula hoop between them, and reclasp their hands within the hoop. When you call out “hoop de hoop,” students pass the hoop around the circle using their bodies (and not their hands) by bending and twisting. Challenge students to try the activity with two hoops of different sizes at once, moving in opposite directions.

»» **Directions and Key Talking Points**

1. Ask students to name foods made with beans (chili, burritos, rice and beans, Boston baked beans, Chinese vegetables with black bean sauce, soups).
2. Ask which types of beans they have tried before. In which dishes?
3. Ask which beans are popular in different places of the world.
 - Pink beans—Caribbean
 - Blue lentils—France
 - Cannellini beans—Italy
 - Pinto beans—Mexico
 - Kidney beans—United States
 - Red beans—Haiti
 - Garbanzo beans—Middle East and India
 - Black-eyed peas—Africa and United States
 - Fava beans—Portugal and Mediterranean countries
 - Lima beans—Guatemala
 - Brown lentils—India, Greece, and all the Middle East
 - Black beans—Brazil and other South and Central American countries
 - Soybeans—Japan and other Asian countries
 - Mung beans—China and other Asian countries
4. Have students sit at tables.
5. Say, “Today we’re going to do an art project using dried beans.”
6. Ask, “Does anyone remember what food group dry beans belong to?” (Answer: beans and peas are unique foods that belong both to the protein group and vegetables group.)
7. Say, “Beans are a healthy, low-fat food. They are rich in protein, iron, and zinc, just like many meats. This is why we include beans in the protein group. Beans are also high in fiber and have vitamins and minerals called folate and potassium that are found in many vegetables. This is why we include beans in the vegetables group.”
8. Place the bowls of beans on the tables.

9. Ask, "Can anyone tell me what types of beans we're going to use for our art projects?" (If students can't name all the types of bean themselves, help them with the answers.)
10. Pass out art project surfaces and pencils.
11. Say, "For today's activity, you will each create a picture with different kinds of beans. You should think about what you want to make and sketch the picture with a pencil first."
12. Say, "The picture can be anything you want it to be, but try to pick something that will let you use different colors of beans. It's also a good idea to draw a border around the edge because borders give art a finished look!"
13. If necessary, use the pictures from bean art sample ideas (or use your own) to help students come up with ideas.
14. While students are working on their sketches, put out the glue (you can use bottles or pour into bowls and apply with paint brushes).
15. Once students have finished their sketches, they can begin gluing beans to their surfaces.
16. While students are making their art, get a fun conversation going about beans.

Bean Art Sample Ideas

This page includes examples of art that you could make with beans. Use the back of the page to sketch the image you would like to create. Then paste different colors of beans over your sketch to create your art.

Your Name _____



From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

FAMILY TIP SHEET

Bean Art

Your child learned that beans

- ☉ are a healthy, low-fat food that supplies protein, fiber, vitamins, and minerals; and
- ☉ come in all shapes, sizes, and colors and have been eaten all over the world for centuries.

Why is this important?

- ☉ Beans are easy to find and provide protein (which helps keep bones and muscles strong) at a low cost.
- ☉ Beans provide fiber. Fiber helps maintain healthy blood sugar and cholesterol levels in the body.
- ☉ There are many types of beans and ways to prepare them, so nearly anyone can find something they like.

Here's what you can do:

- ☉ Buy (or make) hummus (bean spread) and serve it with whole-wheat pita bread or crackers.
- ☉ Make tacos, burritos, or wrap sandwiches using beans.
- ☉ Make or buy soups such as split pea, black bean, or navy bean.
- ☉ Snack on roasted soy nuts or peanuts (both of which are in the beans and legumes family).
- ☉ Drain and rinse canned beans and add them to a salad or soup.
- ☉ Find out which beans are most used in your family's culture; ask relatives for recipes that use beans.

Foods that contain beans

- ☉ Main dishes
 - ☉ Vegetable stir-fry with tofu

- ☉ Burritos
- ☉ Succotash
- ☉ Bean sprouts on salads or sandwiches
- ☉ Dips and spreads
 - ☉ Hummus—garbanzo beans (chickpeas)
 - ☉ Bean dip
 - ☉ Peanut or soy nut butter
- ☉ Soups and stews
 - ☉ Lentil stew or soup
 - ☉ Chili
 - ☉ Pasta e fagioli
 - ☉ Miso soup (soybeans)
 - ☉ Dal (lentils)
 - ☉ Baked beans (navy beans)

How to cook dried beans

1. To soak beans, add three or four cups of water for every cup of beans. Bring the beans and water to a boil for two or three minutes; cover and set aside for one or two hours.
2. For stovetop cooking, drain and throw away soaking water.
3. Add fresh water to a level about two inches (5 cm) higher than the beans.
4. Bring liquid to a boil and skim off any foam that forms; reduce heat, partially cover, and simmer until tender (most beans take about 45 to 90 minutes).
5. Stir occasionally; add more water if needed.
6. Beans are done when they can be easily mashed with a fork.
7. You can freeze the cooked dried beans, so make double batches if you want to save time on future meals.

CRACK THE CODE

>>> **Objectives**

- Increase knowledge about nutrition and physical activity.
- Develop listening and problem-solving skills.

>>> **Preparation**

- Determine how many teams you will have; copy and separate game clues for each team.
- Place the game clues inside the code containers; place the code containers at the far end of the play space.
- Place each team's code collector halfway between their code container and the team's starting point.
- Make copies of the Crack the Code worksheet, included with this lesson (one per student).
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- Game clues
- Hats, bowls, or boxes for code containers and code collectors (one code container and one code collector per team)

>>> **Cool Moves**

- Ostrich Stretch—Students stand with legs straight and bend over at the waist (as far as they can comfortably go) to try to touch their toes (imitating an ostrich sticking its head in the sand). They stay in this position for five seconds. Repeat three to five times. Remind students not to hold their breath or lock their knees during the stretch.
- Straight-Back Squat (hip exercise)—Students stand up, bend their legs, and drop their tailbones toward the floor. Tell them to try to keep their backs straight. Make sure feet are flat on the floor and knees do not go past the front of their toes. If they need to, they can flatten their soles to the floor. Tell them to breathe deeply in and out five times; they should focus on straightening the spine on the inhale and dropping the buttocks on the exhale. Tell them to imagine they are as light as frogs on lily pads. Direct them to lift arms over head with the inner arm by the ear and palms facing in (this is called the chair pose).

>>> **Directions and Key Talking Points**

1. Gather students in a circle.
2. Say, "Today we're going to play a game called Crack the Code to see how much we have learned about healthy eating and exercise."
3. Divide students into two to four groups with five to seven students per group.
4. Say, "Each team needs to think of a name for their group that has something to do with eating healthy or exercising."
5. When teams have decided on their names, tell each team to tell the other teams their names.

6. Say, "To play the game, I'll start with one team and read them a quiz question. The team will have about 20 seconds to think of an answer together and then say their answer out loud."
7. Say, "If the answer is correct, then one player from the team gets to run [or hop or skip— teacher decides] over to his or her team's code container, pull out one clue for the team, and then run [hop or skip] over to the team's code collector, put the clue inside without reading it, and then run [hop or skip] back to where you started from. Then I'll ask a new question for the next team."
8. Say, "If a team's answer is not correct, they don't get to take a clue, and the quiz question gets passed to the next team to try to answer correctly in 20 seconds."
9. Say, "The quiz question can get passed from team to team until each team has had two tries to answer, at which point I'll give you the correct answer, and the game will start again with a new question."
10. Say, "I'll continue asking quiz questions until either all the questions have been asked or until one team has collected all their clue cards. At this point, each team will retrieve however many clue cards they have earned from their clue collectors, and each team will have two or three minutes to work together to crack the code!"
11. Say, "The first team to crack the code can pick a game or activity to play later today or tomorrow."
12. Start play; make sure students take turns being the one who gets to run for clues.
13. Toward the end of the game, if students are having trouble figuring out what their clues are for, give them some hints until one team wins.
14. Use the Crack the Code worksheet to wind down the activity, or send the worksheets home with students to do with their families.

Crack the Code Game Answer

Potato—Each of the clues for this activity gives a fact about the potato.

Crack the Code Quiz Questions (answers in *italics*)

1. What is a food from the fruit group? (*apple, strawberry, pear, dried fruit*)
2. What is a food from the vegetable group? (*broccoli, cauliflower, carrot*)
3. What is a food from the grains group? (*wheat bread, oatmeal, rice, pasta, cereal*)
4. What is a food from the dairy group? (*milk, yogurt, cheese*)
5. What is a food from the protein group? (*any kind of meat, bean, egg, or nut*)
6. Which food group does orange soda belong to? (*It doesn't belong to any group on MyPlate. We call it a "sometimes" food because it is high in sugar.*)
7. Which food group do raisins belong to? (*the fruit group*)
8. What is a sport that can be played outside? (*baseball, soccer, basketball*)
9. What is a sport that is not played with a round ball? (*track and field, hockey, biking*)
10. What is a good way to exercise that is not a sport? (*dancing, hiking, playing games*)
11. How much physical activity should we get each day? (*at least 60 minutes*)
12. How many hours should we limit our screen time to each day? (*2 hours*)
13. What should we fill half our plates with? (*half our plates should be fruits and vegetables*)
14. Which type of grains should we try to eat more of? (*whole grains*)

15. Which type of dairy should we choose more often? (*low-fat dairy*)
16. What is a white vegetable? (*potato, mushroom, onion*)
17. What is a red fruit? (*apple, cherry, watermelon, pomegranate*)
18. What is an orange vegetable? (*carrot, pumpkin, sweet potato*)
19. What is a yellow fruit? (*lemon, pineapple*)
20. What is a green vegetable? (*lettuce, cucumber, zucchini*)
21. What is a blue fruit? (*blueberry, grape, plum*)
22. What is a purple vegetable? (*eggplant, purple cabbage, purple potatoes*)
23. What is one benefit of exercising? (*strong bones, healthy heart and lungs*)
24. What is one benefit of eating healthy? (*strong bones, healthy brain, to protect against disease*)

Crack the Code Game Clues



Make one photocopy of this page for each team. Cut clues so that each clue is its own piece of paper. Put one set of clues in each team's clue container.

I grow underground.	My skin can be red.
I grow all around the world.	My skin can be brown.
I have eyes.	I can be round or oval in shape.
My skin and flesh are good to eat.	My inside is usually white.
My skin can be yellow.	I can be baked whole or in pieces.

Crack the Code Worksheet

Decode the messages using the information provided in the code key. On the line above each number, write in the letter that the code key tells you is correct. For example, the code key says the number 7 stands for the letter L, so whenever you see a 7, write in the letter L. By filling in all the lines, you'll crack the code to find out the four benefits of choosing healthy food.

1. _____
4 3 3 7 2 3 13 13 3 11

2. _____
5 11 10 15 2 3 13 13 3 11

3. _____
2 3 12 13 11 10 9 5 3 11

4. _____
6 1 14 3 8 10 11 3 3 9 3 11 5 16

Code Key

A = 1

G = 5

N = 9

T = 13

B = 2

H = 6

O = 10

V = 14

E = 3

L = 7

R = 11

W = 15

F = 4

M = 8

S = 12

Y = 16

Adapted from *Team nutrition community nutrition action kit*, USDA, 1996.

From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).

Crack the Code Worksheet

FAMILY TIP SHEET

Crack the Code

Your child learned that healthy eating and being active every day help her or him to grow and make bones and muscles strong.

Why is this important?

- Ⓢ Proper eating and physical activity during childhood builds the foundation for a healthy body in the future.
- Ⓢ Healthy eating can promote a healthy mind. This helps students develop better listening and problem-solving skills.

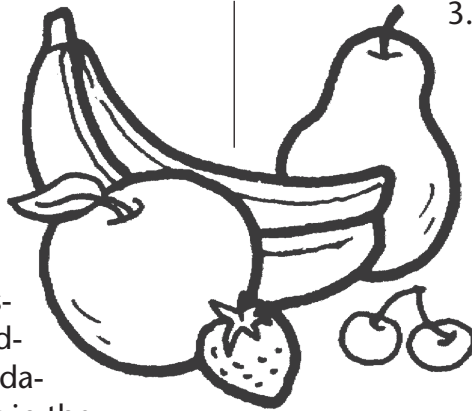
Here's what you can do:

- Ⓢ Follow the MyPlate guidelines (www.choosemyplate.gov) to make sure your family gets the right amount of fruits (one or two cups), vegetables (two or three cups), low-fat dairy (three cups), and whole grains (three ounces) each day.
- Ⓢ Add physical activity to your daily routine in ways the whole family can enjoy—take a walk together after dinner, rake leaves or do other yard work, build a snowman, or spend an afternoon at the park.

Crack the Code for parents

Test your nutrition and physical activity knowledge.

1. What vitamin and mineral pair work together to build strong bones and teeth?
2. How can you spot a whole grain food?



3. How many minutes of physical activity should children get each day?
4. Name the five major food groups.
5. What is a bone-strengthening activity?
6. Which food group does fish belong to?
7. What is the maximum amount of time children should spend watching TV or at a computer each day?

Answers

1. Vitamin D and calcium.
2. Look for *whole* wheat (or whole rye, oat, or barley) as the first ingredient on the label, or look for the Whole Grain Council stamp.
3. At least 60 minutes.
4. Grains, vegetables, fruits, protein, and dairy.
5. Any physical activity that requires your muscles to work against gravity, such as jumping or lifting weights.
6. Protein.
7. No more than two hours.



MAKE YOUR OWN PIÑATA

This craft activity is a great lead-in project for the Final Fiesta, the closing activity for the curriculum in which students make a feast, crack a piñata open, and receive certificates of completion for the HEAT Club program.

This is a fun but messy activity; you might want to tell students to wear garbage bags over their clothes.

>>> **Objectives**

- Be creative.
- Work cooperatively in groups.

>>> **Preparation**

- Gather materials.
- Photocopy the family tip sheet to send home with students.

>>> **Materials**

- Newspaper
- Scissors (enough for three or four students to share a pair)
- 1 balloon (per group)
- 2 cups flour (per group)
- 3 cups water (per group)
- 1 large bowl (per group)
- Measuring cups
- Poster paint or tempera paint
- Crayons or markers
- Colored crepe or tissue paper
- Colored construction paper
- String

>>> **Cool Moves**

Be an Athlete—In this activity, students imitate well-known athletes. When you call out an athlete's name, students mimic a movement from that athlete's sport. Call out athletes who are popular among your students. Emphasize that these athletes achieved their abilities through hard work, lots of practice, and healthy eating. Examples of athletes to choose from include the following:

- Mia Hamm (soccer)—kick a ball
- Michael Phelps (swimming)—move arms in a front-crawl motion
- Ichiro Suzuki (baseball)—swing a bat or catch or throw a ball
- Usain Bolt (runner)—run in place
- LeBron James (basketball)—shoot hoops or jump up for a dunk
- Venus or Serena Williams (tennis)—swing a racket
- Misty May-Treanor (volleyball)—pass, set, and hit a ball

- Tiger Woods (golf)—swing a club
- Tom Brady (football)—throw a pass

»» **Directions and Key Talking Points**

1. Say, “Today, we’ll start making a piñata. It’s going to be messy but a lot of fun!”
2. Ask, “Does anyone know what a piñata is?” (Answer: a piñata is a decorated container filled with treats that is suspended in the air and intended to be broken open by blindfolded students with sticks.)
3. Say, “The first types of piñatas came from China, Spain, and Latin American countries, such as Mexico, Guatemala, and El Salvador. Today the piñata is used all over the world for celebrations—or fiestas, which is the Spanish word for parties.”
4. Say, “We’ll start our piñata today and work on it for a few days. When it’s ready, I’ll fill it with fun and healthy prizes and we’ll have our own fiesta!”
5. Say, “The first thing we need to do is decide what our piñata is going to look like. There are only two rules. First, you should pick something that is fairly round in shape. Second, you should pick something that is related to healthy eating and exercise, like an apple or a soccer ball. (If you have a large group, you might want to make more than one piñata. If so, divide students into groups to discuss their piñata designs.)
6. Once students have picked their design, follow directions on how to make their own piñatas.
7. When the piñata is ready, proceed to the Final Fiesta lesson—or just refer to that lesson for healthy prizes to stuff inside and directions for playing the piñata game.

»» **How to Make Your Own Piñata**

Day 1

1. Tell each group of students to cut old newspapers into long strips about an inch (2.5 cm) wide. If you don’t have enough scissors to keep all students occupied, ask some students to start making the paste (direction 3).
2. While students are cutting, blow up one large balloon per group and tie the end.
3. Tell each group to mix two cups of flour with three cups of water in a bowl and to stir together until they have a smooth paste.
4. Next, students dip the newspaper strips into the flour and water mix and carefully place the strips on the balloon until it’s covered (it might be easiest to have some students dipping and some students putting on the strips), leaving a small hole at the top.
5. Set aside and let the balloon dry overnight. If you have several groups, you’ll want to make sure each group has a way to identify which balloon is theirs.
6. Put plastic wrap around the paste mixtures so they don’t dry out (you might have to make more each day).

Day 2

Place another layer of newspaper dipped in the paste mixture over the balloon and again let dry overnight. Again, remember to leave a small hole at the top that’s big enough to fit the treats and prizes in.

Day 3

Repeat with one more layer of newspaper strips, making sure you leave the hole at the top. It's important to have three layers so you have a strong piñata that doesn't burst open on the first swing.

Day 4

1. When the piñata is dry, pop and remove the balloon.
2. Punch two small holes in the top near the opening and weave a large piece of string through the two holes.
3. Now the piñata can be decorated to look like the design chosen on the first day. Let students use paint, markers, crepe or tissue paper, and other materials to complete their piñata. If desired, use thick colored paper filled with scrunched-up newspaper and glue or tape to add any details to the basic piñata structure.

Final Step for Teachers

When students are not around, fill each piñata (through the hole at the top) with healthy prizes. Fill the piñata with prizes that reinforce the healthy messages highlighted in the curriculum. Use more nonfood prizes than food prizes, and include enough of each type of prize for each student to get one. Rubber bouncy balls, hacky-sacks, inflatable beach balls, stickers, magnets, sweatbands, fun pens and erasers, and rub-on tattoos make wonderful nonfood prizes. Food prizes might be little boxes or plastic bags of dried fruit, chocolate-covered raisins or peanuts (if no one is allergic to peanuts), pretzel sticks, teddy grahams, whole-grain granola bars, dried plantains, nuts, or sunflower seeds.

You can also insert leftover strips of newspaper so the surprises are not all in one location inside. When done filling the piñata(s), put masking tape or other strong tape over the hole to seal it up. Finally, hang the piñata in the air with string and begin playing the piñata game (see the Final Fiesta activity). You might want to take pictures of students with their piñata(s) before they are broken open.

FAMILY TIP SHEET

Make Your Own Piñata

Your child learned

- Ⓢ how to work cooperatively in a group,
- Ⓢ which countries first used piñatas, and
- Ⓢ how to make a creative piñata.



Why is this important?

- Ⓢ Learning about other countries and cultures helps students develop understanding and respect for people who might be different from them.
- Ⓢ Exploring other cultures can introduce students to fun, new, healthy foods.
- Ⓢ Many cultural traditions can be adopted into healthy practices.



Here's what you can do:

Talk with your child about traditions in your family or culture. How can they be adjusted to suit a healthy lifestyle (such as substituting healthy, fun prizes for the candy usually found in a piñata)?

How to make your own piñata

Paper mâché (the type of craft used to make a piñata) is fun but very messy. Be sure to cover the table and floor with plastic or newspaper. You might want your child to wear either old clothes or a garbage bag for protection.

1. Begin by cutting newspaper into long strips about an inch (2.5 cm) wide.

Children can help with this by using safety scissors or by ripping the paper.

2. Mix together two cups of flour and three cups of water and stir until a smooth paste is formed.
3. Blow up a large balloon and tie the end.
4. One at a time, dip the newspaper strips into the paste and gently place them on the balloon (be sure to leave a small hole at the top).
5. Allow the layer of newspaper to dry completely (overnight is best) before putting the next layer on.
6. It's best to have at least three layers of newspaper so the piñata holds its shape when the balloon is taken out and so it won't burst open on the first swing.
7. When all layers are dried, pop and remove the balloon.
8. Punch two small holes in the top of the piñata near the opening and thread a string through them.
9. The piñata is now ready to be decorated. You can use paint, markers, tissue paper, and other items to decorate. Once the decorations have dried, fill the piñata with healthy, fun prizes such as bouncy balls, nuts, stickers, little boxes of dried fruit, and other items.
10. Your piñata is now ready for your next fiesta!

[illegible]

A decorative horizontal line composed of small, dark grey dots, creating a wavy, undulating pattern across the width of the page.

If you have not already made piñatas (see Make Your Own Piñata in chapter 3), you

Rubber bouncy balls, hacky-sacks, inflatable beach balls, stickers, magnets, sweat

Chickadee

- Prepare a be

- Give students a sense of accomplishment for their NEAT Club participation.

- Organize recipe

- Photocopy the family tip sheet to send home with students.

Materials

- serving bowls, plates, and spoons

- HEAT Club certificates (see last page of the lesson)
- Piñata(s) stuffed with prizes
- Long stick (to break the piñata)
- Blindfold
- Paper bags (one per student)

>>> Directions and Key Talking Points

1. Say, "Today we're going to have a special party—a Mexican fiesta to celebrate your participation in the HEAT Club!"
2. Say, "We have talked a lot about different foods, eating healthy, and being active. Now you should all be able to make smart decisions about the food you eat and the amount of exercise you get."
3. Say, "As a special treat to end the HEAT Club, we're going to make some guacamole and salsa and then play a piñata game. Let's get started!"
4. Divide students into two groups; ask one group to make the guacamole and the other group to make the salsa.
5. When guacamole and salsa are ready, serve with baked tortilla chips.
6. While students are enjoying their snack, ask them questions such as these: What were your favorite HEAT Club activities? Can you name one thing you learned? Have you changed any habits because of what you learned in the HEAT Club?
7. When the discussion has ended, give students each a paper bag and tell them to write their name on it.
8. Introduce the piñata game. Tell students the bags are for collecting their prizes; then start the game.
9. End the party by presenting a HEAT Club certificate to each student.
10. When all students have received their certificates, tell them to give themselves a big round of applause. Join in.

RECIPE

Fresh Salsa

This recipe makes enough for 20 to 25 students.

INGREDIENTS

6 to 8 plum tomatoes
 4 scallions (green onions)
 1 small bunch cilantro (need 3 tablespoons chopped)
 Juice from 3 limes
 1/2 teaspoon salt
 1/4 teaspoon pepper

DIRECTIONS

1. Wash hands.
2. Ask two or three students to wash the tomatoes, scallions, and cilantro.
3. Ask four students to dice the tomatoes using plastic knives.
4. Ask two to four students to snip the scallions and cilantro into small pieces using scissors.
5. Ask two students to squeeze the limes by holding them over a small bowl and squeezing.
6. Combine all ingredients in a medium-size bowl and mix well.

RECIPE

Guacamole

This recipe makes enough for 20 to 25 students.

INGREDIENTS

- 8 ripe avocados (avocados should be soft but not *too* soft; buy them one or two days ahead and store in a paper bag to quicken ripening)
- 3 tablespoons lemon juice (1 lemon)
- 1 teaspoon salt

DIRECTIONS

1. Wash hands.
2. Slice the avocados in half yourself.
3. Ask four to six students to use spoons to dig out the pits and scoop the flesh into a large bowl. (Save the pits for sprouting, if you like—see the extension activity.)
4. When all avocados have been scooped out, ask students to take turns mashing them with forks or a potato masher.
5. Ask one or two students to squeeze the lemon using a hand juicer.
6. Add lemon juice and salt to the avocados; mix well.

»» Piñata Game

1. Hang the piñata from the ceiling or other high location.
2. Students form a circle around the piñata.
3. Pick a number between 1 and 100 and tell students to guess the number. Whoever guesses closest goes first; after that, proceed clockwise around the circle.
4. The first student stands in the center with a blindfold placed over his or her eyes.
5. Give the student a stick and allow him or her three tries at breaking the piñata. Meanwhile, the other students sing and dance in a circle.
6. If the first student doesn't break the piñata, the next student tries.
7. When the piñata breaks, a shower of prizes pours onto the floor; all students scramble to pick the prizes up and put them into their bags. Allow students to take one of each kind of prize.

»» Extension Activity: Grow an Avocado Tree

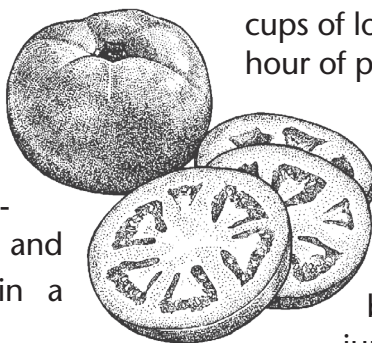
1. Wash an avocado pit and hold it pointy side up.
2. Locate the middle of the pit; push three toothpicks through the skin of the pit so that the toothpicks are evenly spread out around the circumference of the pit.
3. Place the pit over a paper cup (or small jar); rest the toothpicks on the cup's rim.
4. Pour enough water into the cup so that the bottom end of the pit is touching the water.
5. Put the cup in a warm location out of direct sunlight; add water if the level drops.
6. The pit can take up to six weeks to sprout, so be patient!
7. When the stem reaches four to six inches, transplant it into potting soil, leaving half the pit exposed; give the plant plenty of water.
8. Place the plant in a sunny location and water it to prevent it from drying out.
9. Although your avocado tree won't bear fruit indoors, it makes a nice houseplant!

FAMILY TIP SHEET

Final Fiesta

Your child learned

- Ⓢ to make smart decisions about healthy eating and active living,
- Ⓢ that there is room in any life-style to make healthy choices, and
- Ⓢ to cooperate with others in a group.



cups of low-fat dairy, and at least one hour of physical activity every day.

- Ⓢ Keep your body and your bones healthy by doing bone-strengthening exercises in which the weight of your body is supported by your bones. Try running, jumping, hopping, or hiking.

Why is this important?

- Ⓢ Smart food choices (such as whole grains, fruits, vegetables, and low-fat dairy) can lead to lower risk of high cholesterol and blood pressure and might help prevent some cancers.
- Ⓢ Children who engage in daily physical activity are more likely to continue doing so as they get older.

Here's what you can do:

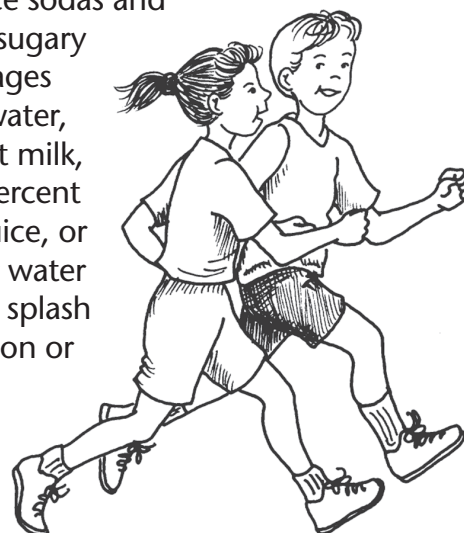
- Ⓢ Remember the lessons learned from the HEAT Club and continue to apply them in your daily life.
- Ⓢ Challenge everyone in your family to continue to try new foods and new activities.
- Ⓢ Ask your friends and relatives how they make healthy choices; share recipes and activity ideas.

Important lessons from the HEAT Club

Here are some guidelines to keep in mind:

- Ⓢ Aim for your child to get at least three cups of fruits and vegetables, three

- Ⓢ Ask friends and family for their recipes and activity ideas. You might learn about customs and cultures different from your own.
- Ⓢ Remember to stretch every day; stretching keeps us limber.
- Ⓢ Make sure to eat a range of foods from all five major food groups each day (fruits, vegetables, grains, protein, and dairy). Fill half your plate with fruits and vegetables; choose whole grains as at least half of your grains. Limit eating "sometimes" foods.
- Ⓢ Replace sodas and other sugary beverages with water, low-fat milk, 100 percent fruit juice, or seltzer water with a splash of lemon or lime.



Certificate of Completion

This certifies that

has successfully completed
the after-school HEAT Club program!

The HEAT Club program has been provided to help us all make
smart decisions about the food we eat and physical activity we get.

The HEAT Club curriculum was developed by the Friedman School
of Nutrition Science and Policy at Tufts University.



Signature: _____

Date: _____



FAMILY OUTREACH MATERIALS

This appendix contains sample language for communicating with families about the HEAT Club after-school program. These messages provide parents with information about the program, tips for healthy after-school snacks, and pointers for sending their children to school in appropriate attire. You can use or adapt these sample communications in your regular program newsletter, parent e-mails, or other communications.

SAMPLE LANGUAGE FOR INTRODUCING THE HEAT CLUB PROGRAM

General Statement About the HEAT Club Program

Our after-school program has adopted an exciting new children's health curriculum called the HEAT Club. HEAT stands for *healthy eating and active time*. Through this fun, interactive program students will be learning about and engaging in healthy eating and physical activity. The activities include active games, cooking lessons, crafts, and more.

Letting Families Know How Often the HEAT Club Will Run

Our program will be doing HEAT Club activities once a week, on every _____.

Notifying Families About Appropriate Attire

Because of the active, creative, and sometimes messy nature of many of the HEAT Club les-

sons, we ask that your child or children wear sneakers and appropriate clothing (no skirts or dressy clothing) on HEAT Club days. Thank you.

Closing Statement

We are very excited to be doing the HEAT Club this year, and we know your children will love it, too! Please contact me with any questions or concerns.

SAMPLE LANGUAGE FOR LETTERS ABOUT HEALTHY SNACKING

Notifying Families About Healthy Snacking Policies

Language for programs that provide snacks and want reinforcement in the home:

We're writing to let you know that our program has made a commitment to providing snacks that reinforce HEAT Club goals of promoting fruits and vegetables, low-fat dairy, and whole-grain foods, as well as water, low-fat white milk, and 100 percent juice as the drinks of choice. From now on, we'll be providing your children with after-school snacks that meet these criteria. To reinforce these messages at home, we're sending along a list of healthy snack ideas to share with your family.

Language for programs that don't provide snacks and want families to send healthy snacks:

The HEAT Club promotes fruits and vegetables, low-fat dairy, and whole-grain foods, as well as water, low-fat white milk, and 100 percent juice as the drinks of choice. To reinforce these messages at home, we encourage you to choose your

child's snacks with this list in mind. We have attached some snack ideas to this message. We're excited to be doing the HEAT Club, and we know your children will love it, too!

Recommended snack list

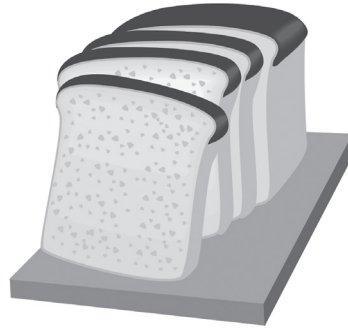
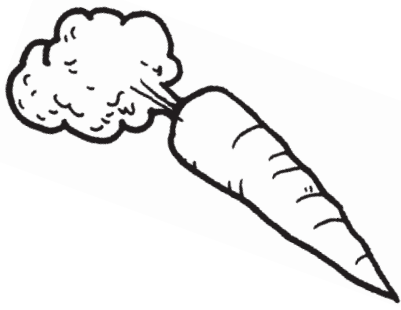
The following pages contain a reproducible snack list to send home with your students.

Tasty Snacks for Healthy Kids



Some Preparation Required

- Veggies and dip, such as baby carrots, cucumber slices, red pepper slices, chopped broccoli, cherry tomatoes, or celery sticks served with hummus, low-fat salad dressing, or other low-fat dip
- Vegetable sticks with spread, such as celery or carrot sticks with two tablespoons of peanut butter or low-fat cream cheese
- Snack kabobs, such as veggie or fruit chunks skewered onto thin pretzel sticks
- Sweet potato “fries”—sweet potatoes cut into wedges, tossed lightly with olive oil and salt, and baked until cooked through
- Low-fat cottage cheese or plain yogurt with granola or fruit, such as grapes, berries, or peaches
- Apple treats—apple chunks sprinkled with cinnamon and raisins or granola mixed in with a tablespoon of peanut or almond butter
- Homemade popsicles made with 100 percent fruit juice or low-fat yogurt
- Chips and salsa—whole-grain baked pita or tortilla chips with salsa or low-fat bean dip
- Taco roll-up—a small whole-wheat tortilla rolled up with low-fat cheese, beans, lettuce, tomato, and salsa
- Turkey roll-up—lean turkey slice rolled up with low-fat cheese, lettuce, and tomato
- Mini pizzas on toasted pita bread or half of a whole-wheat English muffin with tomato sauce, cheese, and chopped vegetables
- Mini bagel with spread, such as a tablespoon of light cream cheese, peanut butter, or hummus



- Mini sandwiches—one slice of whole-wheat bread or pita bread or several whole-grain crackers topped or filled with peanut butter and jelly, low-fat cheese and cucumber slices, or tuna salad made with low-fat mayonnaise or avocado

No-Prep Snacks

- Whole fruit such as grapes, apples, bananas, oranges, and so on
- Fruit salad—a half cup of store-bought fresh, unsweetened canned fruit, or a snack cup
- Frozen fruit—a half cup of berries, peaches, or other frozen fruit
- Dried fruit—a third of a cup of raisins, prunes, or other dried fruit
- Apple sauce—one snack cup, unsweetened
- Nuts—a third of a cup of nuts, such as almonds, peanuts, cashews, or mixed nuts
- Cheese—low-fat string cheese or two slices of low-fat cheese (such as Cabot Creamery)
- Yogurt—one squeezable low-fat yogurt (such as Stonyfield Farm) or six ounces of low-fat, unsweetened yogurt with frozen fruit such as berries or peaches
- Pudding—one fat-free or low-fat snack cup
- Granola bar—one low-fat, whole-grain bar
- Fruit bar with unsweetened fruit
- Cereal—one cup of whole-grain cereal such as Cheerios or Multigrain Chex
- Trail mix—a third of a cup of nuts, seeds, low-fat granola, and dried fruit
- Pretzels—about 20 tiny twists

- Popcorn—two cups of light microwave popcorn (unbuttered)
- Fruit smoothies—store bought (such as Silk or Stonyfield) or homemade with fresh or frozen fruit and low-fat plain milk or yogurt

Beverages

- Water
- Milk—one cup of low-fat white milk or soy milk
- 100 percent fruit juice (no more than six ounces a day)
- 100 percent fruit juice with club soda or seltzer

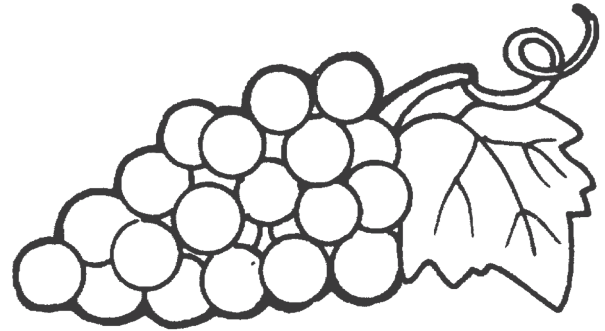
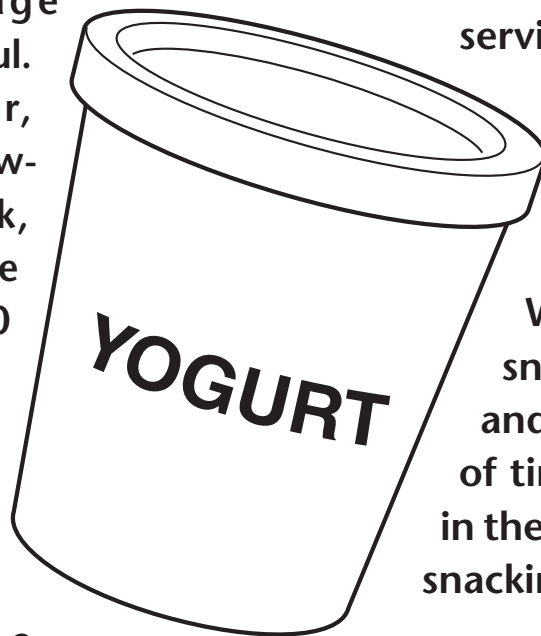


Snacking Tips for Healthy Kids

Kids are active and growing and might need a snack between meals (about every three or four hours) if they get hungry (Mayo Foundation, 2004). Discourage kids from eating snacks before meals or eating when they are not hungry. Help kids develop good habits by modeling healthy eating behaviors and providing opportunities for physical activity (at least 60 minutes every day).

Guidelines

- Keep beverage choices healthful. Choose water, one cup of low-fat plain milk, and moderate amounts of 100 percent fruit juice (the American Academy of Pediatrics recommends no more than a



4- to 6-ounce serving of 100 percent fruit juice a day for ages one through six and no more than an 8- to 12-ounce serving for ages 7 through 18.

- Avoid soda, sweetened juice drinks, and sports drinks.
- Look for snacks that have at least two grams of fiber per serving listed on the nutrition label.
- Keep fresh fruits and vegetables readily available. Wash and prepare snacks, such as carrot and celery sticks, ahead of time; then keep them in the refrigerator for easy snacking later.

- Choose whole-grain snacks when possible. Look for the word “whole” as one of the first ingredients on the product label.
- Choose low-fat dairy products (for children over two) such as low-fat cheese, cottage cheese, unsweetened yogurt, and plain milk.
- Aim for snacks low in saturated fat, sugar, and sodium. You can use the Nutrition Facts Panel to tell if a snack is low in these nutrients. If an item provides 5 percent or less of the daily value, it is low in that nutrient. If an item provides 20 percent or more of the daily value, it is high in that nutrient. Choose items with 5 percent (or less) of the daily value for fat, sugar, and sodium.
- Snacks that include at least two of the major food groups are best (grains, meats or beans, milk, fruits, and vegetables), such as an apple with peanut butter, cottage cheese with peaches, or carrot sticks with hummus.

- Help your children make it a habit to brush their teeth or at least rinse their mouths with water after eating snacks. Sugary foods that stick in the teeth pose the greatest risk for tooth decay.

Food Allergies

Some people have food allergies or intolerances. Food allergies or intolerances can cause reactions such as sneezing, coughing, nausea, vomiting, diarrhea, hives, rapid heart rate, shortness of breath, and rashes. People who have severe food allergies might not be able to touch or be in the same room with the food allergen. People with mild food allergies usually need to refrain from eating the food but can be near it. Food



allergies are most often caused by proteins in milk, eggs, corn, nuts (especially peanuts), seafood, soy products, and wheat. Other foods frequently identified with adverse reactions include meat and meat products, fruits, and cheese. Food intolerances are caused by an individ-

ual's inability to digest certain foods. Intolerances are adverse reactions to food that do not involve an allergic response. Generally, larger amounts of a food are required to produce the symptoms of an intolerance than to trigger symptoms of an allergic reaction.

APPENDIX

B

COOL MOVES

QUICK AND EASY EXERCISES FOR SMALL OR LARGE SPACES

These movement and exercise activities can be done at any time during the school day, and in some cases at home. You can do the Cool Moves with your class at the start or end of a HEAT Club lesson, or when students have been sitting for long periods of time and you want to help them regain focus. It's important for teachers to understand the activities before doing them to always keep safety in mind.

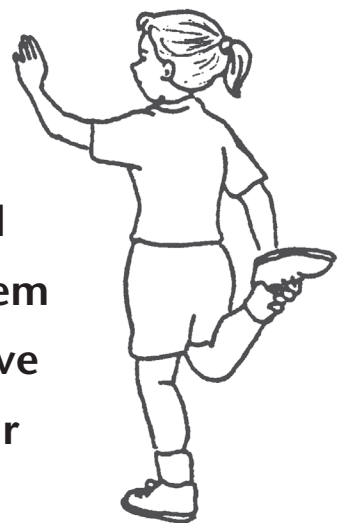
Stretching and Strengthening Exercises

Hug Yourself Stretch

Standing up, students cross their arms and wrap them around their bodies as far as they can stretch. Then they turn the upper body to the right and left. Continue for 20 seconds. They then recross arms so the other arm is on top. Repeat the stretch for 20 seconds.

Leg Grab

Standing up, students grab (from behind) either the right ankle with the right hand or the left ankle with the left hand and lift the lower leg behind (up) against the buttocks. They should be standing up with back straight and bent knee pointed toward the ground. Hold for 10 seconds. Tell them to switch legs and repeat three times. If they have trouble maintaining balance, they can place their free hands on a desk or wall.



Muscle Madness

Students hold filled water bottles or cans in either the right or left hand and do arms curls. Starting with arms straight and hands at sides, they hold the bottle or can palm up and bend the arm at the elbow, curling the object to shoulder height. Students should exhale on the way up and inhale on the way down. Tell them to do curls for 10 seconds and then to switch arms. Repeat for one minute.

Ostrich Stretch

Students stand with legs straight and bend over at the waist (as far as they can comfortably go) to try to touch their toes (imitating an ostrich sticking its head in the sand). They stay in this position for five seconds. Repeat three to five times. Remind students not to hold their breath or lock their knees during the stretch.

Pick the Produce

Standing up, students reach their right hands above their heads as far as they can to pretend to pick an apple. They place their pretend apples in a pretend basket on the floor to their left. They then repeat with the left hand, placing the pretend apple in a basket on the floor to their right. After a few times, they begin to practice picking a pretend pumpkin off the ground and placing it in a pretend wagon. Tell them to pick apples quickly for 30 seconds and then switch to picking pumpkins for another 30 seconds. To turn this into a game, tell students to count how many apples or pumpkins they can pick in 30 seconds. Other possibilities include picking a coconut with both hands off a palm tree and placing it in a basket or pulling carrots with both hands from the ground and placing them in a basket.

Active Moving Exercises

Be an Athlete

In this activity, students imitate well-known athletes. When you call out an athlete's name, students mimic a movement from that athlete's sport. Call out athletes who are popular among your students. Emphasize that these athletes achieved their abilities through hard work, lots of practice, and healthy eating. Examples of athletes to choose from include the following:

- Mia Hamm (soccer)—kick a ball
- Michael Phelps (swimming)—move arms in a front-crawl motion
- Ichiro Suzuki (baseball)—swing a bat or catch or throw a ball
- Usain Bolt (runner)—run in place
- LeBron James (basketball)—shoot hoops or jump up for a dunk
- Venus or Serena Williams (tennis)—swing a racket
- Misty May-Treanor (volleyball)—pass, set, and hit a ball
- Tiger Woods (golf)—swing a club
- Tom Brady (football)—throw a pass



Circles

Students stand at least an arm's length apart. Instruct students to use slow, gentle motions to avoid injury. Ask them first to move their hands in circles, then their outstretched arms, then one outstretched leg at a time, and finally one foot at a time. Repeat several times, going in both clockwise and counterclockwise directions.

Hoop-De-Hoop

Tell 8 to 10 students to form a circle holding hands. Unclasp the hands of two students, place a hula hoop between them, and reclasp their hands within the hoop. When you call out "hoop de hoop," students pass the hoop around the circle using their bodies (and not their hands) by bending and twisting. Challenge students to try the activity with two hoops of different sizes at once, moving in opposite directions.

Jog in Place

Students pick up their feet and run in place, moving their arms jogging style. To mix it up, vary students' pace. When you say "snail," they jog slowly. When you say "horse," they jog at a medium pace. When you say "cheetah," they jog as quickly as they can.

Jump Up

Ask students to line up with their backs against a wall. Tell them to raise their right arms and touch the highest part of the wall they can reach with their fingers. While keeping their right arm extended against the wall, they bend their knees, jump up high, and tap the wall with their right fingers. Repeat three or four times. Now ask them to put their right hand at their side so they won't use their arms to help them jump higher. Tell them to bend at the knees and push up with the body and stretch their arms to the sky. They jump five times and then repeat on the left side.



Knots of Fun

Divide students into teams of six or more, depending on how difficult you want to make the exercise (more students makes the activity more difficult). Tell each student to join right hands with a team member who's *not* standing immediately to his or her left or right. Then tell each student to join left hands with a second team member who's *not* standing immediately to his or her left or right. Now tell teams to untangle themselves without letting go of one another's hands. They might have to loosen their grips a little to allow for twisting and turning. They might also have to step over or under other team members. The first team to untangle their knot is the winner. There are four possible outcomes to the knot (one large circle with students facing either direction, two interlocking circles, a figure eight, or a circle in a circle). Stress the importance of being patient and working together.

Marching Band

Standing next to their desks, students march in place. They try high steps, low steps, fast steps, and slow steps. Tell them to use their arms. Do each different style for 20 seconds.

Movement Train

Lead the class in a “train” by having students put their left arms on the left shoulders of the students standing in front of them. Make it interesting by stopping the train and incorporating dips (bend knees), wiggle worms (raise arms overhead and wiggle), bunny hops, and side kicks (both right and left legs). To do this, tell the leader to start a new movement while calling it out loud; tell others to follow the leader. You can reverse the train by having everyone turn around and following a new leader. Another option is to have the last person in the line quickly walk to the front of the line to be the new leader.

Popcorn Pop

Do this activity in an open space where students can spread out and move freely. Tell students they are going to make popcorn. Instruct them to jump up and down slowly. Call out, “Popcorn popping fast!” and tell students to jump faster. Call out, “Popcorn popping slow!” and tell them to jump slower. Call out, “Popcorn kernels are sticking together!” and have students join hands or link arms and twirl around. Finally, call out, “Popcorn finished and in the bowl!” and have students either sit or lie down on the floor (or in their seats).

Simon Says

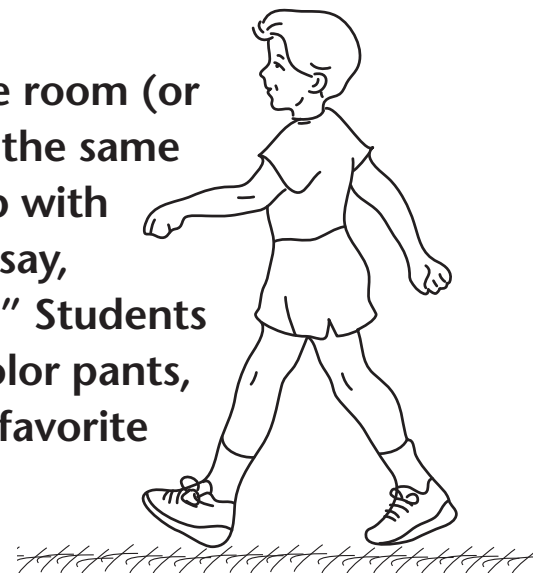
Call out different commands to get students moving; examples include hop on your right foot, jump as high as you can without falling down, run in place, do jumping jacks, and so on. If students follow the command without you saying "Simon Says," they get one strike. Each student gets three strikes (or more, if you want them to stay active longer) before they are out, so everyone ends up getting exercise.

Tablesides Dancing

With music playing softly in the background, students skip in place eight times to the beat of the music. Mix it up by having them hop and march in place. Then ask them to turn slightly to the left and pretend to kick a ball three times with the right foot. Then tell them to do a whole-body shimmy down and up. They then repeat by turning slightly to the right and kicking with the left foot. Once everyone has practiced all the movements, tell them to practice their routines until they can perform them without help. Extend the activity by asking students to come up with new moves to include.

Walk and Find

Students mingle as they walk around the room (or outdoor field). Say, "Find someone with the same color eyes." Students search to match up with someone with the same eye color. Then say, "Find someone with the same color hair." Students continue the activity looking for same color pants, shoes, or shirt; same birth month; same favorite color; and so on.



Simple Yoga Poses and Exercises



Ankle, Heel, Toe Walk

This is a feet exercise. Students start by walking on heels with toes off the ground. They walk around the room, in the hall, or outside. They then try walking on the sides of their feet, and then just on their toes. Our feet need exercise too!

Baby Backbend

This is a back exercise. Students stand tall with feet together. Tell them to breathe in through the nose as they raise their hands overhead, shoulder-distance apart and fingers spread. They breathe out through the nose and squeeze legs tight as they stand tall and strong, reaching fingers to the sky. As they breathe in again, they slowly drop the head back, moving their gaze up to the ceiling, and stretching arms backward. They continue to breathe steadily in and out through the nose. Tell them to keep their backs gently arched and to use their legs for support. Repeat three times.

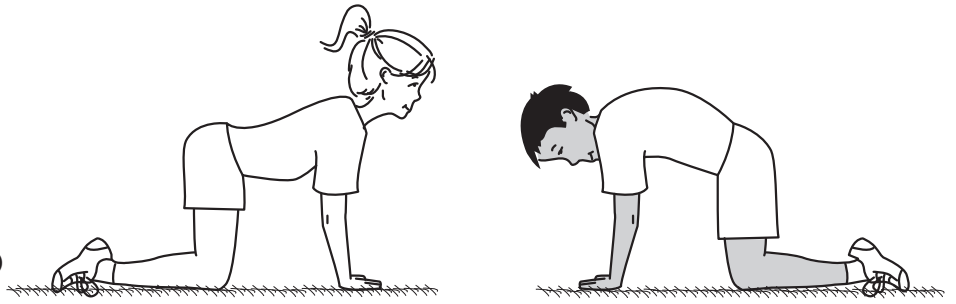
Down Diggity Doggy Down

This is a whole-body warm-up. From a standing position, students bend over and place hands on floor about one leg's distance in front of them; hands are about shoulder-width apart; heels are lifted off the ground. Their bodies should be in triangle shapes, with buttocks (puppy tails) lifting into the air. Students stretch their puppy paws (hands and feet) in opposite directions and lift their puppy tails as high as they can. Direct them to take a deep breath in and a long breath out (older students can take several breaths like this). Then they start wagging their puppy tails and barking like dogs (do this several seconds). Next, they lift one puppy leg as high as they can, trying to keep it straight and spreading their toes. They lower that leg and raise the other leg as high as they can, trying to keep it straight and spreading their toes. They then lower their legs and walk their hands in toward their feet; then they roll up very slowly to a standing position.

Flamingo

This is a balance exercise. Students stand tall and shift weight onto one leg. They lift the other leg behind as they bend at the waist. Tell them to bring their arms straight out to the side to create flamingo wings. Advise them to choose a spot on the floor in front of them to focus on to help maintain balance; the focus spot should be 6 to 12 inches (or 15 to 30 cm) out so that the head doesn't drop. Tell them to keep their eyes on the spot they chose and start flapping their wings. Instruct them to try to keep the lifted leg straight and as high as possible. Tell them to lift their hearts to the sky, trying not to let their heads drop as they flap their wings. They should flap 5 to 10 times as they breathe in and out through their nose. Tell them to switch legs and repeat.

Meow and Moo



This is a back and hip exercise. On all fours, students inhale, arch their backs like cats, and press down on their hands. At the same time, they lower the head and press chin against the chest. Tell them to exhale as they lift the head and push the spine down until it curves downward, like a cow, and they are looking up (if desired, have them moo as they exhale). Do three sets.

Opposite Elbow to Knee, Reverse Hand to Foot

This is a brain exercise. Students lift the left knee to the right elbow by bending the elbow toward the lifted knee (demonstrate). They switch sides and repeat 5 to 10 times. They then bring the right hand behind the body to meet the left foot. Tell them to switch sides and repeat 5 to 10 times. Students should get a rhythm going. Explain that this exercise is for the brain as well as the body. The left side of the brain controls the right side of the body and vice versa.

Shake Like Jelly

This is a whole-body warm-up. Tell students to shake their right hand, and then their left hand. Next they shake both hands. Then they shake the right foot, and then the left foot. Tell them to try shaking their heads, hips, and arms. Finally, ask them to shake their entire body.

Straight-Back Squat

This is a hip exercise. Students stand up, bend their legs, and drop their tailbones toward the floor. Tell them to try to keep their backs straight. Make sure feet are flat on the floor and knees do not go past the front of their toes. If they need to, they can flatten their soles to the floor. Tell them to breathe deeply in and out five times; they should focus on straightening the spine on the inhale and dropping the buttocks on the exhale. Tell them to imagine they are as light as frogs on lily pads. Direct them to lift arms over head with the inner arm by the ear and palms facing in (this is called the chair pose).

Take 5

This is a breathing exercise. It is a good exercise for students who need a breather during the school day. It can be done either sitting or standing. Tell students to hold one hand up in a fist beside the head. As they breathe in slowly through the nose, they should open one finger at a time until they are all open. As they breathe out slowly through the nose, they close one finger at a time. Repeat three to five times.

Tree

This is a balance exercise. Students stand with arms at sides and feet shoulder-width apart. Tell them to imagine they have roots coming out of their feet. Students lift the right leg and place the right foot on the inside of the left calf or thigh (not on the knee). Advise them to pick a spot to focus on to help them maintain balance. They then bring the palms together and place them in front of the heart. Tell them to stand tall and strong like a big oak tree. Ask them to take three to five deep breaths. They then raise their limbs (arms) and flutter their leaves (hands) in the wind. Instruct them to switch sides and repeat.

Volcano

This is a breathing exercise. Students stand tall with legs open wide. They bring palms together in front of the heart with fingers pointing upward. They inhale a deep breath. Keeping palms together, they breathe out through the mouth, making a “swooooooooooshshshshing” sound. They lift arms all the way up, and then release palms, fanning arms down to the side. They bring hands back to the start position. Repeat continuously 5 to 10 times. Tell students to let go of any frustration or anger they might have and to feel all the goodness within them rising up to the surface. Note: If students are particularly high in energy, you might want to give them one chance to scream at the top of their lungs as they do the volcano pose.

Descriptions of Ankle, Heel, Toe Walk; Down Diggity Doggy Down; Flamingo; Meow and Moo; Opposite Elbow to Knee; Reverse Hand to Foot; Shake Like Jelly; Take 5; Tree; and Volcano, reprinted, by permission, from yogakids.com. Copyright YogaKids International.

From C. Economos, S.I. Hauser, E. Hennessy, E.B. Kappelhof, S. Klemmer, and C. Kozower, 2014, *After-School HEAT Club Curriculum* (Champaign, IL: Human Kinetics).



RESOURCES FOR FREE PROMOTIONAL MATERIALS

Check out these websites for free materials (posters, stickers, coloring sheets, etc.) that promote health, nutrition, and physical activity:

- **Eat Smart, Play Hard:** A USDA campaign to motivate children and their caregivers to eat healthy and be active using their character, the *Power Panther*. Stickers, tattoos, activity sheets, window stickers, and more are all available at no charge. <http://teamnutrition.usda.gov/resources/EatSmart/stickerbook.pdf>
- **Fruits & Veggies—More Matters:** Produce for Better Health Foundation offers the Fruits & Veggies—More Matters health initiative. In simple, user-friendly ways, this health initiative offers expert cooking advice, nutrition information, and shopping tips. Refer to the Get Kids Involved section for downloadable coloring pages, tracking and shopping planners, and other activities. www.fruitsandveggiesmorematters.org
- **Leafy Greens Council:** Promotes consumption of leafy greens for their nutritional benefits and cancer-fighting elements. Offers free posters, downloadable trading cards, and coloring pages. www.leafy-greens.org
- **The Wheat Food Council:** Promotes awareness of dietary grains as part of a healthy diet. They offer a variety of free posters. www.wheatfoods.org



PROGRAM FUNDING AND SUPPLY RESOURCES

In addition to contacting local businesses to provide financial and material support (see Sample Language for Appeals to Local Businesses later in this appendix), and searching for opportunities within your program's state or region, use the resources in this appendix to explore government and foundation grants that are national in scope.

RESOURCES

Associated Grant Makers— Grant Resource Provider

Associated Grant Makers (AGM) offers grant seekers access to grant program information through online resources, the AGM Grant Makers' directory, and the Resource Center for Philanthropy. AGM is dedicated to strengthening the capacity of nonprofit organizations through resources, skill building, and partnerships that go beyond traditional grant dollars.

133 Federal Street, Suite` 802

Boston, MA 02110

Phone: (617) 426-2606

Email: agm@agmconnect.org

www.agmconnect.org

Federal Grants—Governmental Resources

Grants.gov allows organizations to electronically find and apply for competitive grants from all federal grant-making agencies. Today, Grants.gov is a central storehouse for information on over 1,000 grant programs and provides access

to approximately \$500 billion in annual awards. The site is managed by the U.S. Department of Health and Human Services.

www.grants.gov

General Mills—Champions Youth Nutrition and Fitness Grants

Each year, the General Mills Foundation awards 50 grants of \$10,000 each to community-based groups that develop creative ways to help young people adopt a balanced diet and physically active lifestyle. This grant program was established in 2003, in partnership with the Academy of Nutrition and Dietetics Foundation and the President's Council on Physical Fitness and Sports.

P.O. Box 9452

Minneapolis, MN 55440

Phone: (763) 764-7600

[www.generalmills.com/en/Responsibility/
community_engagement/Grants/
Champions_for_healthy_kids.aspx](http://www.generalmills.com/en/Responsibility/community_engagement/Grants/Champions_for_healthy_kids.aspx)

Governor's and State Councils on Physical Activity and Sports

The National Association for Health and Fitness (NAHF) supports councils on physical fitness and sports in every U.S. state and territory. The programs and awards of each state vary, but many give out small grants to community organizations to promote physical fitness among young people.

To contact, type "Governor's and State Councils on Physical Activity and Sports" into a web search engine and add in your state as well, or call your state government for more information.

Hasbro Children's Foundation— Innovative Program Grants and Support for Play Spaces

The mission of the Hasbro Foundation is to assist children in triumphing over their critical life obstacles and to bring the joy of play into their lives. They offer financial grants and product donations, as well as employee volunteerism. Financial grants are made to organizations in the locations where Hasbro has operating facilities (Providence, RI; Springfield, MA; Renton, WA; and Los Angeles, CA). Product donation requests should be made online and are not geographically restricted.

www.hasbro.com/corporate/community-relations

KaBOOM!—Playground Projects

Thanks to the generosity of many funding partners, KaBoom! provides ongoing opportunities to build new, safe playgrounds across the nation. Ideal community partners are usually child-serving, nonprofit organizations but could be community-development organizations, neighborhood coalitions, charter schools, or any organization that can mobilize a volunteer force and is in need of a playground.

www.kaboom.org

Mattel Children's Foundation— Domestic Grants Program

The Mattel Children's Foundation provides grants to charitable organizations throughout the United States that directly serve children in need. Eligible organizations can request financial grants in amounts of \$5,000 to \$25,000 U.S., depending on program, organization, and individual community need.

333 Continental Blvd, M1-1418

El Segundo, CA 90245

Phone: (310) 252-6552

E-mail: Foundation@mattel.com

[corporate.mattel.com/about-us/philanthropy/
grantmaking.aspx](http://corporate.mattel.com/about-us/philanthropy/grantmaking.aspx)

National Gardening Association— Youth Garden Grant Program and Healthy Sprouts Awards

NGA's grant and award programs are funded by generous corporations and foundations that share NGA's vision of a greener future and belief in the powerful impact gardening programs can have on the mental, physical, and psychological health of individuals. Beginning with 50 Youth Garden Grants in 1982, NGA has delivered 9,596 grants and awards worth approximately \$3.96 million, reaching an estimated 1.6 million young gardeners.

237 Commerce Street, Suite 101

Williston, VT 05495

Phone: (800) 538-7476 (800 LETSGRO)

grants.kidsgardening.org

SAMPLE LANGUAGE FOR APPEALS TO LOCAL BUSINESSES

General Statement About the HEAT Club Program

Our after-school program, [YOUR PROGRAM NAME], has adopted an exciting new children's health curriculum called the HEAT Club. HEAT stands for healthy eating and active time. Through this fun, interactive program, young students will learn about and engage in healthy eating and physical activity. The activities include active games, cooking lessons, crafts, and more.

General Request for Support

I am writing to request support from [BUSINESS NAME HERE] to help make the HEAT Club program a success. The active games in the curriculum are designed to teach young students about the importance of physical activity and to inspire them to keep active throughout their lives. The students will also enjoy hands-on cooking lessons, which will help to educate and excite them about trying new foods and eating more fruits, vegetables, low-fat dairy, and whole grains.

[BUSINESS NAME] can play a large role in bringing this important program to our children through a donation to support the purchase of play equipment (jump ropes, yoga mats, soccer balls, basketballs, etc.), cooking equipment, and ingredients. The total cost for physical activity equipment is approximately \$100, and the total cost for the cooking lessons is approximately \$300 (\$150 for cooking equipment; \$150 for cooking ingredients). Please consider giving your support to our community's youth. A donation of any amount is greatly appreciated.

Donation Request for Food Stores

I am writing to request support from [BUSINESS NAME] to help make the HEAT Club program a success. The children will enjoy hands-on cooking lessons, which will help to educate and excite them about trying new foods and eating more fruits, vegetables, low-fat dairy, and whole grains. [BUSINESS NAME] can play a large role in bringing this important program to our children through a donation of funds or products, such as a gift certificate to purchase ingredients for the cooking lessons. The total cost of ingredients for the nine cooking lessons is estimated at \$150 (each lesson costs approximately \$15 to \$20); however, a donation of any amount is greatly appreciated.

Donation Request for Sporting Goods Stores

I am writing to request support from [BUSINESS NAME] to help make the HEAT Club program

a success. The active games in the curriculum are designed to teach young students about the importance of physical activity and to inspire them to stay active throughout their lives. [BUSINESS NAME] can play a large role in bringing this important program to our children through a donation of funds or products. Although any amount is appreciated, we are hoping for a gift of \$75 to \$100 so we can obtain equipment such as jump ropes, yoga mats, soccer balls, basketballs, cones, and more.

Closing Statement

Both the staff and students of [YOUR PROGRAM NAME] are thrilled to be doing the HEAT Club. Please know your contribution will have a lasting influence on our young students. If you have any questions, please feel free to contact me at the address below. I look forward to hearing from you.

CREATING WISH LISTS

Wish lists are another strategy for obtaining program materials, equipment, and volunteer time.

Use the materials lists and the sample language provided to craft wish lists that can be published in program newsletters, school newsletters, local newspapers, and on local television stations.

EDUCATIONAL RESOURCE LIST

NUTRITION RESOURCES

The Academy of Nutrition and Dietetics

Formerly the American Dietetic Association, the Academy of Nutrition and Dietetics is the largest organization of food and nutrition professionals in the United States. The Academy offers reliable, objective food and nutrition information.

www.eatright.org
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
(800) 877-1600

BAM! Body and Mind

This is a useful website for children that answers questions about health and staying strong.

www.cdc.gov/bam
Centers for Disease Control and Prevention
1600 Clifton Road, MS C-04
Atlanta, GA 30333

ChooseMyPlate.gov

This site features many resources related to MyPlate, a government instrument developed to promote healthy eating among consumers. MyPlate aligns with the *2010 Dietary Guidelines for Americans*. The site features many resources for healthy eating, including information about each MyPlate food group, weight management, printable materials, and Super Tracker, an online tool to help plan, track, and analyze dietary intake and physical activity.

<http://www.choosemyplate.gov>

United States Department of Agriculture
The Center for Nutrition Policy and Promotion
3101 Park Center Drive
Alexandria, VA 22302-1594

Food and Nutrition Information Center

This organization provides resources for consumers, nutrition and health professionals, educators, and government personnel. The Consumer Corner contains information about popular food and nutrition topics. The Food and Nutrition Service offers free, downloadable posters and activity sheets and other materials.

<http://fnic.nal.usda.gov>

Healthy People 2020

This site presents national objectives to identify and reduce threats to the health of the nation and offers strategies for improving the nation's health.

www.healthypeople.gov
Office of Disease Prevention and Health Promotion
P.O. Box 1133
Washington, DC 20013-1133
(800) 336-4797

Kidnetic.com

This interactive website offers nutrition and physical activity games, information, and resources for 9- to 12-year-old children and their parents.

www.kidnetic.com
International Food Information Council Foundation
1100 Connecticut Avenue NW Suite 430
Washington, DC 20036
(202) 296-6540
www.foodinsight.org
info@foodinsight.org

State Agriculture Departments

Your state agriculture department can help you find local farmers' markets, state fairs, and other resources and events that might align with your program's mission.

Contact your state agriculture department or locate it on the USDA website:

www.fsis.usda.gov/Fsis_Recalls/
State_Departments_of_Public_Health/
index.asp

Sustainable Table

According to their website, this consumer campaign was "launched to help fill in the gaps in the sustainable food movement, and to help direct consumers to the leading organizations who are working on the issue."

sustainabletable.org
GRACE Communications Foundation
215 Lexington Avenue
New York, NY 10016
(212) 726-9161

USDA Center for Nutrition Policy and Promotion

CNPP works to improve the health and well-being of Americans by developing and promoting dietary guidance that links scientific research to the nutrition needs of consumers.

www.usda.gov/cnpp
3101 Park Center Drive
10th Floor
Alexandria, VA 22302-1594
(703) 305-7600

U.S. Food and Drug Administration

The FDA is the federal agency responsible for protecting the public health by assuring the safety

of our food supplies as well as of various drugs, medical devices, and other products. The agency also strives to educate the public on nutrition and other health topics.

www.fda.gov
10903 New Hampshire Avenue
Silver Spring, MD 20993
(888) INFO-FDA (463-6332)

PHYSICAL ACTIVITY RESOURCES

Action for Healthy Kids

This nationwide network was designed to improve children's nutrition and physical activity in schools by collaborating with diverse stakeholders in advocating, promoting, and implementing national and state initiatives.

www.actionforhealthykids.org
600 West Van Buren Street
Suite 720
Chicago, IL 60607
(800) 416-5136

Active Schools Acceleration Project (ASAP)

An Initiative of ChildObesity180, the Active Schools Acceleration Project (ASAP) is an organization at Tufts University committed to facilitating cross-sector collaboration in order to reverse the trend of childhood obesity within one generation's time. ASAP seeks to increase quality physical activity in schools as a means to promote healthy, active living and to evoke the beneficial behavioral and academic outcomes that follow. The ASAP site highlights innovative physical activity programs being implemented at schools across the country.

www.activeschoolsasap.org
150 Harrison Avenue
Boston, MA 02111

For inquiries related to the Active Schools Acceleration Project, please contact ActiveSchoolsASAP@tufts.edu.

For more information about ChildObesity180, visit www.childobesity180.org.

After-School Physical Activity

This website was designed by the San Diego County Office of Education in partnership with the California Department of Education and contains after-school physical activities for children in grades 4 through 8.

<http://www.afterschoolpa.com>

American Council on Exercise

This nonprofit group's mission is to serve as an education and certification provider by setting standards and protecting the public against unqualified fitness professionals and unsafe or ineffective fitness products, programs, and trends.

www.acefitness.org

4851 Paramount Drive

San Diego, California 92123

(800) 825-3636

Campaign for a Commercial-Free Childhood

This organization's mission is "to support parents' efforts to raise healthy families by limiting commercial access to children and ending the exploitive practice of child-targeted marketing. In working for the rights of children to grow up—and the freedom of parents to raise them—without being undermined by corporate interests, CCFC promotes a more democratic and sustainable world."

www.commercialfreechildhood.org

89 South Street #403

Boston, MA 02111

(617) 896-9368

CDC Body Mass Index (BMI) Calculator

This simple tool calculates weight adjusted for height, which can be used to approximate whether someone is underweight, normal weight, overweight, or obese.

www.cdc.gov/healthyweight/assessing/bmi/index.html

Centers for Disease Control, Healthy Youth

This website offers information, resources, and strategies for encouraging physical activity in youth.

www.cdc.gov/HealthyYouth/PhysicalActivity

4770 Buford Highway, NE

MS K-29

Atlanta, GA 30341

(800) 232-4636

International Health, Racquet and Sportsclub Association

IHRSA's mission is "to grow, protect and promote the health and fitness industry, and to provide its members with benefits that will help them be more successful."

cms.ihrsa.org

70 Fargo Street

Boston, MA 02210

(800) 228-4772 or (617) 951-0055

info@ihrsa.org

Let's Move!

A "comprehensive initiative, launched by the First Lady, dedicated to solving the problem of obesity within a generation, so that children born today will grow up healthier and able to pursue their dreams." The site features resources for healthy eating and physical activity, including action steps for children, parents, schools, chefs, and community leaders.

www.letsmove.gov

National Association for Health and Fitness

This nonprofit organization exists "to improve the quality of life for individuals in the United States through the promotion of physical fitness, sports and healthy lifestyles and by the fostering and supporting of Governors and State Councils on physical fitness and sports in every state and U.S. territory."

www.physicalfitness.org
c/o Be Active New York State
10 Kings Mill Court
Albany, New York 12205-3632
(518) 456-1058 or (518) 281-0751

National Center on Health, Physical Activity, and Disability

This group serves as an information center on physical activity and disability.

www.ncpad.org

National Coalition for Promoting Physical Activity

This organization strives to “unite the strengths of public, private, and industry efforts into collaborative partnerships that inspire and empower all Americans to lead more physically active lifestyles.”

www.ncppa.org
805 15th Street, NW, Suite 650
Washington, DC 20005
(202) 449-8372

National Institute for Fitness and Sports

This is a nonprofit organization committed to enhancing human health, physical fitness, and athletic performance through research, education, and service by encouraging the adoption of appropriate healthy behaviors.

www.nifs.org
250 University Boulevard
Indianapolis, IN 46202
(317) 274-3432

PE Central

This website offers the latest information and resources about physical education programs for children and youth.

www.pecentral.org
P.O. Box 10262
Blacksburg, VA 24062
(540) 953-1043

PE4Life

The mission of this organization is to raise awareness about the dangers of physical inactivity and to promote daily physical education in schools across the nation.

pe4life.org
127 West 10th Street
Suite 208
Kansas City, MO 64105
(816) 472-PE4L (7345)
info@pe4life.org

The President’s Council on Fitness, Sports & Nutrition

This organization promotes physical activity, fitness, and sports through various partnerships and activities. The President’s Challenge is a program that recognizes children and adults for participating in physical activities.

www.fitness.gov
1101 Wootton Parkway, Suite 560
Rockville, MD 20852
(240) 276-9567
fitness@hhs.gov

Screen-Free Week

Screen-Free Week (formerly TV-Turnoff) is “an annual celebration where children, families, schools, and communities turn off screens and turn on life. Instead of relying on screens for entertainment, participants read, daydream, explore, enjoy nature, and enjoy spending time with families and friends.”

www.screenfreeweek.org

Society of Health and Physical Educators (SHAPE America)

Formerly the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), this professional alliance seeks to support and assist those involved in physical education, leisure, fitness, dance, health promotion, education, and all specialties related to achieving a healthy lifestyle.

www.shapeamerica.org
1900 Association Dr.
Reston, VA 20191-1598
(800) 213-7193

Take 10!

This is a classroom-based physical activity curriculum for students in kindergarten through fifth grade.

www.take10.net
ILSI Research Foundation
1156 15th Street, NW
Suite 200
Washington, DC 20005

VERB

This campaign encourages young people of ages 9 through 13 (tweens) to be physically active every day. Resources for tweens and adults are available for download.

www.cdc.gov/youthcampaign
Division of Adolescent and School Health
4770 Buford Hwy NE
MS K-29
Atlanta, GA 30341-3724
(800) 232-4636
cdcinfo@cdc.gov

IDEAS FOR FIELD TRIPS

Field trips are a great way to reinforce curriculum activities. Here are a few ideas for places and events to seek out:

- Visit and help out at a local vegetable or animal farm.
- Pick your own fruit at a local orchard.
- Visit a local farmers' market.
- Tour some food gardens of neighbors in your area.
- Take a 30-minute walk in your neighborhood and count how many food gardens you see, how many people you see being active, and how many different types of physical activities are being done.
- Ask a local parks department employee or local naturalist to give your group a walking tour of wild edibles.
- Take a tour of a food-processing plant or local supermarket.
- Go to a high school, college, or professional sports event.
- Watch a dance or acrobatics performance.
- Take a hike up a mountain, walk along the shore of a lake or ocean, or walk around a recreational park.
- Look for organizations that run adventure team programs such as low-ropes or high-ropes courses and other team-building activities.
- Rent canoes or paddle boats.



HEALTHY DATES TO CELEBRATE

September

- Fruits & Veggies More Matters—Better Health Month
www.fruitsandveggiesmorematters.org
- Family Health and Fitness Day USA
www.fitnessday.com

October

- Health Literacy Month
www.healthliteracy.com
- International Walk to School Month
www.iwalktoschool.org
- National School Lunch Week
www.schoolnutrition.org

November

- American Diabetes Month
www.diabetes.org

December

- National Hand Washing Awareness Month
www.henrythehand.com

January

- National Fiber Focus Month
<http://healthymeals.nal.usda.gov/features-month/january/national-fiber-focus>
- Oatmeal Month
www.doe.mass.edu/cnp/nprograms/sbp/nom.pdf
- National Fresh Squeezed Juice Week
www.fns.usda.gov
- Healthy Weight Week
www.samhsa.gov

February

- National Sweet Potato Month
<http://healthymeals.nal.usda.gov>
- American Heart Month
www.heart.org/HEARTORG

March

- National Nutrition Month
www.eatright.org
- National School Breakfast Week
www.schoolnutrition.org

April

- National Garden Month
www.nationalgardenmonth.org
- National Public Health Week
www.apha.org/programs
- Screen-Free Week
www.screenfree.org

May

- National Strawberry Month
www.ehow.com/how_2314472_celebrate-national-strawberry-month.html
- National Physical Fitness and Sports Month
<http://healthfinder.gov>
- National Bike Month
www.bikeleague.org
- All Children Exercise Simultaneously (ACES)
www.lensaunders.com/aces/aces.html

For more special monthly observations, go to healthymeals.nal.usda.gov.

ABOUT THE AUTHORS

Christina Economos is an internationally known expert in the field of childhood obesity prevention. Her research efforts focus on large-scale community-based participatory interventions with potential for scalability. Christina served as the principal investigator for Shape Up Somerville, which demonstrated a reduction in undesirable weight gain among elementary school students in an ethnically and socioeconomically diverse urban community.

Jessica Collins is a recognized public health leader in Massachusetts and a sought-after speaker at national events. She leads multisector collaborations to address emerging public health issues through sustainable systems changes. Jessica served as the project manager for Shape Up Somerville and director of the BEST Oral Health program, both of which are recognized nationally.

Sonya Irish Hauser is a professor and researcher in nutrition science. Her research and academic interests focus on community approaches to obesity prevention and novel methods of health promotion. Her research efforts have included rigorous testing of the HEAT Club curriculum in after-school programs across the United States.

Erin Hennessy is a behavioral scientist with advanced training in nutrition. Her research interests focus on the multilevel influences of eating and activity behavior among at-risk families. She has worked on several federal- and foundation-funded community-based interventions, including Shape Up Somerville. Dr. Hennessy has won numerous awards for her research, including those from the National Institutes of Health, Centers for Disease Control and Prevention, and New Balance Foundation.

David Hudson is an expert in sustaining healthy communities, worksites, and schools through changes in policy, systems, and physical infrastructure. David served both as senior researcher coordinator and director of Shape Up Somerville in collaboration with partners for those who live, work, and visit the city.

Erin Boyd Kappelhof is a registered dietitian who specializes in international nutrition communications. She primarily helps food and health organizations and companies define and disseminate their science-based messages to health professionals, consumers, and other audiences.

Sandra Klemmer is a clinical dietitian and also has a private nutrition practice. With an interest in health behavior change, Sandy was a staff member of the Shape Up Somerville project, and she explored the health behaviors of college students as a research assistant for the Tufts Longitudinal Health Study.

Claire Kozower has focused her career on the intersection of sustainable agriculture, nutrition, and community food security. She has many years of experience in nonprofit organic vegetable farms in the Northeast, including working on education staff, assisting with farm production, and serving as executive director. Her role with Shape Up Somerville included coordinating a farm-to-school program, school food service systems and infrastructure improvements, professional development and wellness opportunities for food service personnel, nutrition education for students and families, and after-school curriculum design and implementation.

Lori Marcotte is a curriculum developer who designs and implements comprehensive programs that aim to improve nutrition and physical activity behaviors in school-aged children. Her contributions reach students in the classroom as well as in out-of-school settings.



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