





HEALTHY HABITS CURRICULUM

for Youth Programs: Ages 5-8

Welcome to the Strong4Life Healthy Habits Curriculum for Youth Programs!

Curriculum Components:

This manual provides 10 interactive lessons to help you promote healthy habits in youth programming. The lessons are flexible, and can be taught in a format that works for your program- whether that's once a week for 10 weeks, every day for 10 consecutive days, or something in between. Lessons begin with a 10-15 minute educational session, which includes a script for the leader, along with discussion questions to expand the conversation based on children's interest in the topic and on the time available. Following the lesson, children participate in a 10-15 minute content reinforcement activity to get their bodies moving and have fun! Go-To- Games are also included at the end of the manual, and can be used to supplement the curriculum or on their own to promote additional moderate to vigorous physical activity.

Things to Remember:

- DO be a role model! Participate in activities when you can, model healthy eating habits, and drink water.
- DO keep the discussion about healthy eating positive and fun.
- DON'T spend time talking about foods children should not eat or answering questions about diets, portion size, medical conditions, or other individual issues.
- DO emphasize "safe tagging" (a light touch on the shoulder), and randomly select participants who are identified as "it" (e.g., have them number off one through three, and select all the threes to be it.). Never allow participants to be chosen as "it" for an activity based on their ability; never allow them to pick teams.
- DON'T use physical activity as a punishment, and do not take away physical activity participation as a punishment.

This manual is based on selected health topics and physical activities from the Youth Fit 4 Life program, which was jointly developed by the YMCA of Metro Atlanta and Children's Healthcare of Atlanta.

Youth Fit 4 Life was:

- **Awarded Best Practice in Physical Education Curricula by the U.S. Department of Education in 2009**
- **Accepted into the National Institutes of Health/National Cancer Institute's Research-tested Intervention Program in 2015**
- **Presented the Healthy Georgia Innovation Award in 2017**

For information on Youth Fit 4 Life within the YMCA of Metro Atlanta, please go to ymcaatlanta.org/youth-fit-4-life.

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Lessons

LESSON ONE 10-15 MINS.

Healthy Habits

Introduce yourself, and let the children know they will be learning about healthy habits while in your program. You may want to let them know how often they will participate in healthy habit activities. You may say something like, "I'm excited we get to practice healthy habits while at summer camp. We will spend time each week learning about ways we can keep our bodies strong, and we will play fun games together."

Today, we will learn about healthy habits. Our behaviors, which are our actions or things that we do, can eventually turn into habits. Does anyone know what a habit is? A habit is something we do all the time, many times without even thinking about it.

Let's think about some examples of habits:

What do you do after eating breakfast at home and again before bed? *(Brush your teeth)*

Why do you do this?

Why is this important?

What do you do before you cross the street? *(Look both ways)*

Why do you do this?

Why is this important?

What is the first thing you do when you get into the car, before your parent drives out of your driveway? *(Fasten your seat belt)*

Why do you do this?

Why is this important?

Fastening our seatbelt is important because it keeps us safe, and healthy habits are important because they make our bodies stronger and more fit. The first step to developing healthy habits is to practice healthy behaviors, which are our actions or things that we do. For example, you could choose to drink water instead of a sugary drink at dinner tonight.

Can you think of any other healthy choices you can make? *(Eating vegetables and fruits, drinking milk and water, playing outside with your friends, walking your pet, trying new foods, etc.)*

CONTENT REINFORCEMENT 10-15 MINS.

Active Simon Says

- Give directions to perform a specific movement; the participants should only follow your direction if you first say, "Simon says."
- There is no consequence for a participant performing a task without hearing "Simon says." Let the participants continue playing on without the fear of getting out.
- Allow participants to travel around the playing area while performing activities.

Sample movements below:

- *Simon says jog in place*
- *Simon says jog in place faster*
- *Simon says jumping jacks*
- *Simon says run in a circle*
- *Simon says switch directions*
- *Simon says squat down*
- *Simon says jump up and down*
- *Simon says gallop*
- *Simon says slide*
- *Simon says leap*
- *Simon says hop*
- *Simon says wiggle*
- *Simon says dance*
- *Simon says pretend to jump rope*
- *Simon says pretend to hula hoop*
- *Simon says pretend to swim*

HINT: You are not limited to just the movements above. Be creative.

LESSON TWO 10-15 MINS.

Make Half Your Plate Fruits and Vegetables

Healthy foods give us the energy we need for school, sports and fun. Close your eyes and picture your lunch. **What do you see?** (Let the participants give examples of foods they normally eat for lunch, until they have named a few veggies and fruits.) Yes, we can eat veggies and fruits with our lunch!

Veggies and fruits provide nutrients we need to keep our bodies strong. To make sure we are eating enough nutrients to be healthy and fit, we should fill half our plates with veggies and fruits for breakfast, lunch and dinner.

Have the group make a circle with their arm in the air, imagining it's their plate. "Karate-chop" the imaginary plate in half, making a "swoosh" sound. Now do this motion again and as they circle their arms, say "make half your plate," and as they karate-chop, say "veggies and fruits." Continue this chant a few times as a group.

Discussion questions:

- **How does eating veggies and fruits help your body?** (*Veggies and fruits are important for our overall health; they give us energy for sports and school; they help keep our bodies strong and healthy.*)
- **What are some of your favorite vegetables? What are some of your favorite fruits?**
- **Veggies and fruits come in many different colors. Can you name a red veggie or fruit? Yellow or orange? Green? Blue or purple? White?**
- **Do you help your parents pick out veggies and fruits at the grocery store?**
- **Can you think of a way to eat veggies or fruits at breakfast?** (*Add spinach or green peppers to an omelet; a BLT with turkey bacon, lettuce, and tomato; add sliced fruit to cereal or yogurt; top waffles with berries.*)

CONTENT REINFORCEMENT 10-15 MINS.

Trivia Tag

Divide players into two teams, which should stand facing each other in two lines (about six feet apart) in the center of a large playing area.

- One team is the **fruit team** and the other is the **vegetable team**.
- Ask the questions listed on the next page. Players guess the answer to the question and, if the answer is a fruit, the fruit team turns and chases the vegetable team, who should run as fast as they can to the designated "safety line." If a member of the vegetable team is tagged by a member of the fruit team, they must join the fruit team.
- The same procedure follows for the vegetable team if the answer to the question is a vegetable.

HINT:

- Tell students they cannot run until you confirm and call out the answer.
- For younger players, point to the direction participants should run to lessen confusion.

Use the list of questions and answers below to ask the participants:

Q: What food is long, yellow, and you have to peel it before you eat it?

A: Banana (*fruit*)

Q: What food grows in the ground and is orange? It is often associated with what bunny rabbits eat.

A: Carrot (*vegetable*)

Q: What food grows on a tree and comes in red, green or yellow colors?

A: Apple (*fruit*)

Q: What food is green and looks like a mini tree?

A: Broccoli (*vegetable*)

Q: What food grows from the ground and is red? It is the only fruit with seeds on the outside and it is shaped like a heart.

A: Strawberry (*fruit*)

Q: What food is orange and is fun to carve during Halloween?

A: Pumpkin (*vegetable*)

Q: What food is round and you have to peel it to eat it? The color and name are the same.

A: Orange (*fruit*)

Q: What food is green, looks like leaves and can be used to make salads?

A: Lettuce (*vegetable*)

Q: What food has spikes on the outside, has big green stems on top and is yellow on the inside?

A: Pineapple (*fruit*)

Q: What food is round and can be red, yellow or white? This food can also make you cry.

A: Onion (*vegetable*)

Q: What food is big, green and round? It is pink on the inside and has black seeds in it.

A: Watermelon (*fruit*)

Q: What is red outside, white inside, and round with a green stalk and green leaves on top?

A: Radish (*vegetable*)

Q: What is sold in stalks, green and sometimes used to make ants on a log (with peanut butter and raisins)?

A: Celery (*vegetable*)

Q: What is grown on a vine, is round and comes in green, red or purple?

A: Grapes (*fruit*)

Q: What grows on a tree, is yellow and sour?

A: Lemon (*fruit*)

Q: What is yellow and orange, is fuzzy on the outside and has a pit?

A: Peach (*fruit*)

Q: What is brown and fuzzy on the outside and green with black seeds inside?

A: Kiwi (*fruit*)

Q: What is purple and begins with the letter "E"?

A: Eggplant (*vegetable*)

Q: What is yellow on the inside, green on the outside and grows on a cob?

A: Corn (*vegetable*)

Q: What is green, has a pit and can be mashed to make guacamole?

A: Avocado (*vegetable*)

Q: What is round, green and grows in pods?

A: Peas (*vegetable*)

Q: What is dark green, leafy and Popeye's favorite food?

A: Spinach (*vegetable*)

Q: What food is white, grows on the ground and is actually a fungus?

A: Mushrooms (*vegetable*)

Q: What is long, green and can be used to make pickles?

A: Cucumber (*vegetable*)

Q: What is small, round, dark red, and has a stem and a pit?

A: Cherries (*fruit*)

Q: What is round, pink, sour and squirts when you try to eat it?

A: Grapefruit (*fruit*)

Q: What is small, round, blue and grows on a bush?

A: Blueberries (*fruit*)

LESSON THREE 10-15 MINS.

What Do Veggies and Fruits Do for My Body?

How many of you like to paint or look at art work? Do you paint with one color or lots of colors?

Just like an artist chooses a variety of colors for his or her painting, we are going to choose a variety of colors of veggies and fruits. The nutrients that give veggies and fruits their colors also provide unique health benefits for our bodies, like helping to keep our immune system strong so that we don't get sick, keeping our heart healthy, and even helping us have a good memory.

Can you name a red veggie or fruit?

(Tomatoes, watermelon, strawberries, raspberries, beets, red peppers, radishes, cherries, cranberries)

Can you name a yellow or orange veggie or fruit?

(Cantaloupe, oranges, lemons, peaches, mangoes, carrots, pumpkin, yellow peppers, corn, sweet potatoes, yellow squash)

Can you name a green veggie or fruit?

(Avocados, green grapes, honeydew, kiwis, limes, asparagus, spinach, broccoli, green beans, lettuce, zucchini, collard greens)

Can you name a blue or purple veggie or fruit?

(Blueberries, blackberries, plums, figs, eggplant, purple potatoes)

Can you name a white veggie or fruit?

(Cauliflower, onions, mushrooms, bananas, brown pears, potatoes)

If we only eat red veggies and fruits, we miss out on the nutrition that yellow, green, blue, and white veggies and fruits provide. We need to fill half our plate with a variety of colors every day to get the most benefits from the veggies and fruits we eat.

Discussion questions:

- **Has anyone tried any new veggies or fruits lately? What did you try? What did it taste like?**
- **What's the most unusual or exotic veggie or fruit you have eaten?**

CONTENT REINFORCEMENT 10-15 MINS.

Sky, Ground, Factory

- Participants spread out within the playing area.
- Call out a food (examples found below), and participants must think about where the food comes from (sky, ground or factory).
- If the food is grown beneath the ground, participants must squat down and hold it until the next food is called out. If the food is grown above ground on a tree/vine, they must jump up and down. If the food was made in a factory, participants must run a lap around the playing area.

HINT: Participate in the activity with the participants to help them understand which activity they should be doing.

Use the following foods and answers to play the game:

TREE OR VINE (ABOVE THE GROUND)

Apple
Pear
Cucumbers
Grapes
Bananas
Lemons
Oranges
Strawberries
Watermelon
Pumpkin
Tomatoes
Cherries

GROUND (BELOW THE GROUND)

Carrots
Potatoes
Sweet potatoes
Radishes
Onions
Beets
Rutabaga

FACTORY

Chips
Cookies
Soda
Cheese puffs
Crackers
Cupcakes
Donuts

LESSON FOUR 10-15 MINS.

Make the Other Half Grains and Protein

EQUIPMENT LIST: Food Cards and Eat! Poster

We need to eat food from all food groups to be healthy and strong. We already talked about two food groups. **Does anyone remember the two food groups we talked about?** (*Vegetables and fruits*) **Veggies and fruits should fill how much of our plate?** (*Half*)

What should fill the other half of our plates? The other should be split between two other food groups: grains and proteins. Grains are foods like breads, rice and pastas. Protein foods include meats, beans, nuts and eggs. This makes a balanced plate (*use Eat! Poster to illustrate*).

Many times when we go to restaurants, the protein (*like steak*) usually takes up half the plate, but in order to be healthy, the protein food shares one side of the plate with a grain food.

Discussion questions:

- **How does a balanced plate help our bodies?** (*We need to eat food from all food groups to keep our bodies healthy and strong. When we are healthy and strong, our bodies feel good and we can be better at sports and other activities.*)
- **Pasta is in the grain group. What are some examples of pasta meals?** (*Spaghetti, pasta salad, lasagna, etc.*)
- **We talked about bread, rice and pasta, but can you name other foods in the grain group?** (*Cereal, oats, tortillas, crackers, grits, popcorn, barley, quinoa, etc.*)

CONTENT REINFORCEMENT 10-15 MINS.

Make a Healthy Meal

- Have everyone draw a food card from the stack that is provided. Ask them not to look at their card.
- Participants spread out within the playing area. When you yell "GO," they look at their cards and form groups of four where someone is a vegetable, fruit, protein, and grain, in order to resemble a balanced plate.
- Once a group is formed, participants should do a movement (squats, hop, march in place, dance crazy, etc.) until all groups are formed.
- Please note: If someone approaches an incomplete plate, that team must accept the approaching "veggie," for example. Explain to the participants that everyone is welcome to complete a plate to avoid any participants feeling rejected.
- At the end, go through each group and ask each person to call out what food group they are. If there is an odd number of participants and there are groups of three, when it comes to their group's turn, have them say which food group they are missing as well.

VARIATION: For a subsequent game, have participants form groups with others with the same food card, for example, participants with grain cards form a group, etc.

LESSON FIVE 10-15 MINS.

Drink Milk and Water

Milk is from the dairy group, which is the fifth and final food group. Yogurt and cheese are also in the dairy group because they are made from milk. Milk, yogurt and cheese made with low-fat (1%) milk are the most nutritious foods in the dairy group.

Dairy helps complete our balanced plate, which has food from all five food groups: vegetables, fruits, grains, protein and dairy.

What are some other beverages that you drink?

(Let them continue to give examples until someone says "water.")

Stand up if you drink water every day. That's great!
(Let them sit back down.)

Our bodies need water to work properly. Over half of each of our bodies is made of water!

In order to be well hydrated, it is important that we drink water throughout the day.

Discussion questions:

- **Does anyone know why dairy foods are so important?** *(They help build strong bones and muscles so we can be better at sports; they keep our teeth healthy; they provide vitamins and minerals; they are good for our muscles.)*
- **What do animals drink?** *(Water)* **Have you ever seen an animal drinking soda?** *(No!)*
- **What do trees, flowers and plants drink?** *(Water)* **What happens to a plant if you forget to give it water?** *(It dries up and dies.)*
- **How long can you survive without water?** *(Only a few days.)*

CONTENT REINFORCEMENT 10-15 MINS.

Pick 'N Choose Water or Not Edition

- Define one side of the playing area as "water" and the opposite side as "non-water." Participants begin in the middle of the playing area.
- Remind participants that our bodies need water in order to work properly. It is important that we drink water throughout the day.
- Call out a series of beverages or facts (examples found below). Participants run to the side of the playing area that corresponds with the beverage or fact you called out (either water related or non-water related).

HINT: Have participants run back to the center of the playing area between each beverage or fact called.

WATER

Over half of our body is made of...	Bottled water	You water plants with....
H ₂ O	Ice	Snow
Ice water	Rain	Free at restaurants

NON-WATER

Soda	Diet soda	Sports drink
Juice	Sweet tea	Energy drink
Lemonade	Coffee	Fruit punch

LESSON SIX 10-15 MINS.

Be Active

Playing games, like tag, can be really fun, but it is also really good for our bodies. When we play, we sometimes run, hop, jump and leap. Doing all these things can make us faster and stronger.

After being active, you may notice changes in your body, like when your heart rate got faster. There are many different places you can feel your heart beat; we will have a chance to practice finding our own heart rates in the next activity. Other changes you may notice after being active can include sweating (which helps cool our bodies off), tired muscles and feeling like you have low energy. All of these changes are okay and can actually mean that the physical activity you just participated in is helping to make you faster and stronger.

Can anyone remember a time you couldn't do an activity right away, but the more you practiced, you were able to do it? (*back bend in gymnastics, do a push-up, etc.*)

Those are great examples. It wasn't easy at first, but you got better and stronger the more you did that activity.

The more you participate in a physical activity, the less you may experience these changes because you are actually becoming stronger, faster and more flexible. Being active is really important to keep our bodies healthy and strong. We should be active for at least 60 minutes every day.

Can you think of things you can do at your home that are physically active? (*play tag outside, play basketball, go on a walk with my family, ride a bike, take the dog on a walk, do push-ups, etc.*)

CONTENT REINFORCEMENT 10-15 MINS.

Red Light, Green Light

Explain what a pulse is and help the participants find their pulse in their wrist:

- To find your pulse using your wrist, take your left hand and place it palm toward the sky.
- Point your right index and middle fingers.
- Place your two fingers beside each other on the thumb side of your left wrist. Your wrist begins where the bottom of your hand ends.

Have them feel their hearts beat and think about their bodies currently while they are at rest.

How fast is their heart beating? How hard are they breathing? Do their muscles feel tired?

Are they sweating?

- After the participants locate their heartbeat, play Red Light, Green Light.
- When you yell "green light," participants run around fast. When you yell "red light," participants freeze. When you yell "yellow light," the participants go in slow-motion.

HINT:

- If the younger participants don't understand this concept, offer them the hand-over-the-heart alternative and evaluative markers of slow ("turtle") and fast ("race horse").
- Avoid having the participants stay in "red light" for more than a second or two in order to keep them active.

After playing for approximately five minutes, have the participants re-evaluate their bodies (breathing, tiredness, sweating) and heart rate, and remind them that these changes are good.

LESSON SEVEN 10-15 MINS.

Limit Screen Time

Can anyone tell me what screen time is?

(Watching TV, playing video games, playing on your phone, computer, etc.)

Screen time is any time we spend in front of a screen. Screen time is not a bad thing. As a matter of fact, it can be really helpful in a lot of ways. Computers can help us with our homework, phones allow us to talk with our family and friends, and there are even some video games that help us be active!

Sometimes, however, if we spend too much time in front of a screen, that is time we are not being active.

What are we usually doing while we are having screen time? *(Sitting, maybe eating a snack even though we aren't hungry)*

Sitting down for long periods of time does not help our bodies become healthy and fit; instead, we need to be active! We want to be active for

at least 60 minutes a day, or one hour, and limit our screen time to 60 minutes a day, or one hour. That way, we are balancing the time we spend in front of a screen with time spent being active so our bodies become healthy and fit.

What are some ways we can be active while having screen time? *(Active video games; practice jumping jacks during the commercial breaks; participate in the activities that are happening on the show, e.g., dancing, pretend play football, basketball, golf, etc.)*

Being active while having screen time is a great idea and can be really fun! However, we do not want it to take the place of being active for 60 minutes, or one hour, and we still want to limit our screen time to 60 minutes, or one hour, a day in order to balance our screen time and activity time so we can be healthy and fit.

CONTENT REINFORCEMENT 10-15 MINS.

Freeze Tag TV Edition

- Choose one (or more) participant(s) to be "it." They run around tagging participants that run away in an attempt to avoid being tagged. Once someone is tagged, they are frozen.
- While frozen, participants must do squats (like they are sitting in a chair to watch TV) until they are freed by another "non-it" participant tagging them (turning off the TV). They can then run around freely again.
- Remind participants that it is important to balance screen time with time spent being active. Just like in this game, we need to remember to turn off screens and be active!!

LESSON EIGHT 10-15 MINS.

Eat Breakfast

EQUIPMENT LIST: Fruit, Vegetable and Dairy Food Cards 3 Cones

Did you know breakfast just may be the most important meal of the day?

After a good night's rest, our bodies' energy stores are low and we feel hungry. We need to eat breakfast to refuel our bodies and have energy to start our busy days. Breakfast gives our brain the nutrients it needs to do well in school and gives our muscles the strength they need to play sports and be active.

Stand up if you ate breakfast today. Great! We should eat breakfast every day. *(Let them sit back down.)*

We should think about our balanced plate when we plan breakfast. This helps us remember the five food groups. **What are the 5 food groups?** *(Vegetables, fruits, grains, protein and dairy)*

You don't have to eat breakfast foods for breakfast, any healthy foods will do. Remember to think about our balanced plate when choosing your breakfast. It may not be possible to have all five food groups every day for breakfast, but try to have something from at least two or three food groups. This will help keep you full and energized until lunch.

Can you name some examples of a breakfast that includes at least three food groups?

- Cereal with low-fat milk and a banana (grain, dairy and fruit)
- Yogurt with berries and almonds (dairy, fruit and protein)

- Whole wheat toast with peanut butter and a glass of low-fat milk (grain, protein and dairy)
- Whole wheat tortilla with scrambled egg, spinach and salsa (grain, protein and vegetable)
- Whole grain waffle, boiled egg and an orange (grain, protein and fruit)
- Oatmeal (made with low-fat milk) with raisins (grain, dairy and fruit)

Discussion Questions:

- **Where do we get our energy from? (Food) If we don't eat breakfast, how do you think we will feel? (Hungry, tired, cranky, like we have no energy)**
- **Do you think athletes and sports stars eat breakfast? (Yes) What would happen if they skipped breakfast before a game or event? (They would not have the energy they need to perform.)**
- **If you were running late for school, what could you do to make sure you still got breakfast? (Eat school breakfast or take something with you, like a granola bar, piece of fruit, string cheese, crackers or a container of low-fat milk.)**

CONTENT REINFORCEMENT 10-15 MINS.

Recall: Fruits, Vegetable, and Dairy

- Spread out three cones in the playing area and designate them as “fruit,” “vegetable” and “protein.” Place the vegetable, fruit and protein food cards next to each cone.
- Participants start by lining up along one end of the playing area.
- Call out a command, for example, “Hop for strawberry.” Participants will remember that strawberry is a fruit and should hop to the fruit cone.

EXAMPLES OF OTHER COMMANDS:

- “Slide for apple.”
- “Moonwalk for mushroom.”
- “Dance crazy for string cheese.”
- “Skip for strawberries.”
- “Jog for carrots.”
- “Spin for asparagus.”
- “Skip for yogurt.”
- “Walk backward for watermelon.”

FRUIT

Orange
Banana
Strawberry
Apple
Blueberry
Pineapple
Watermelon
Grapes
Cherry
Peach
Kiwi
Raisins
Pears

VEGETABLES

Potato
Corn
Broccoli
Spinach
Lettuce
Mushroom
Green pepper
Onion
Collard greens
Asparagus
Okra
Zucchini
Squash
Carrot

DAIRY

Milk
String cheese
Yogurt
Shredded cheese
Cottage cheese

LESSON NINE 10-15 MINS.

Limit Sugary Drinks

Raise your hand if you believe that soda has sugar in it. Raise your hand if you believe a chocolate chip cookie has sugar in it. **How many chocolate chip cookies would it take to equal the same amount of sugar as a 20-oz. bottle of soda?** A 20-oz. bottle of soda has the same amount of sugar as 18 chocolate chip cookies. That's a lot of cookies!

Sodas are not the only drinks that have a lot of sugar. Other sugary drinks include sports drinks, sweetened iced tea, energy drinks, fruit drinks, fruit juice, flavored waters, and flavored milk (like chocolate and strawberry). Too much sugar from drinks is not good for our teeth.

Water is a better choice. Every living thing needs water—people, animals and plants. We need water to carry nutrients and oxygen throughout our bodies, to digest our foods, and to keep our joints healthy (joints are the places where two bones come together, like your elbow).

Our bodies lose water through normal body processes. When we are active and when it is hot outside, our bodies lose even more water in the form of sweat. This is a normal, natural process that cools us down and allows us to stay active.

We need to replace the water our bodies lose every day by drinking water!

When we feel thirsty, our body is telling us that it needs more water. We want to get into the habit of drinking water throughout the day and not waiting until we are thirsty to drink water. Drink water with meals and snacks and make it your drink of choice other than low-fat plain milk (which is also a great option), and you are on your way to becoming healthy and fit!

Discussion questions:

- **Who has a pet? What do you give them to drink? (Water) Do they drink from their water bowl many times every day? (Yes)**
- **What can you do to help you remember to drink water throughout the day? (Carry a water bottle; make it a habit to drink water every time you eat; ask your parents to help remind you to drink water.)**
- **Why shouldn't we eat and drink too much sugar? (It's harmful to our teeth; sugary foods and drinks don't provide the same nutrition as healthy foods and drinks.)**

CONTENT REINFORCEMENT 10-15 MINS.

Hop For Teaspoons

- Participants stand at one end of the playing area.
- Refer to the following trivia questions.
- Ask one question at a time; participants perform the corresponding movement for the answer they believe to be correct (everyone goes at the same time).
- After participants have guessed their answer by moving appropriately, tell them the correct answer and have everyone perform the correct number of movements together.
- If participants make it all the way across the playing area, have them turn around and come back the other way. (The exact number of teaspoons will vary depending on the brand, but these answers are good estimates.)

Use the list of questions and answers below to ask the participants:

Q: How many teaspoons of sugar do you think are in a 12-oz. can of soda? Hop forward the number of times that equals the number of teaspoons you think is the correct answer.

A: 10 teaspoons (10 hops)

Q: How many teaspoons of sugar do you think are in a 20-oz. bottle of cola soda? Jump up and down the number of times that equals the number of teaspoons you think is the correct answer.

A: 16 teaspoons (16 jumps)

Q: How many teaspoons of sugar do you think are in a 20-oz. bottle of lemon-lime soda? Jump up and down the number of times that equals the number of teaspoons you think is the correct answer.

A: 16 teaspoons (16 jumps)

Q: How many teaspoons of sugar do you think are in one 20-oz. bottle of a sports drink? Leap the number of times that equals the number of teaspoons you think is the correct answer.

A: 9 teaspoons (9 leaps)

Q: How many teaspoons of sugar do you think are in one 20-oz. bottle of a fruit punch drink? Hop forward the number of times that equals the number of teaspoons you think is the correct answer.

A: 18 teaspoons (18 hops)

Q: How many teaspoons of sugar do you think are in a 20-oz. bottle of sweetened iced tea? Jump up and down the number of times that equals the number of teaspoons you think is the correct answer.

A: 14 teaspoons (14 jumps)

Q: How many teaspoons of sugar do you think are in a 20-oz. bottle of lemonade? Leap the number of times that equals the number of teaspoons you think is the correct answer.

A: 17 teaspoons (17 leaps)

Q: How many teaspoons of sugar do you think are in one juice box that is about 6-7 oz? Leap the number of times that equals the number of teaspoons you think is the correct answer.

A: 6 teaspoons (6 leaps)

Q: How many teaspoons of sugar do you think are in an 8-oz. carton of flavored milk? Hop forward the number of times that equals the number of teaspoons you think is the correct answer.

A: 5 teaspoons (5 hops)

Q: How many teaspoons of sugar do you think are in a 20-oz. bottle of flavored water with vitamins? Leap the number of times that equals the number of teaspoons you think is the correct answer.

A: 8 teaspoons (8 leaps)

Q: How many teaspoons of sugar do you think are in a 20-oz. bottle of water? Jump up and down the number of times that equals the number of teaspoons you think is the correct answer.

A: 0 teaspoons (0 jumps)

Q: How many teaspoons of sugar do you think are in a large chocolate milk shake? Hop forward the number of times that equals the number of teaspoons you think is the correct answer.

A: 30 teaspoons (30 hops)

Q: How many teaspoons of sugar do you think are in a large caramel blended coffee drink? Leap the number of times that equals the number of teaspoons you think is the correct answer.

A: 22 teaspoons (22 leaps)

Q: How many teaspoons of sugar do you think are in a large smoothie? Jump up and down the number of times that equals the number of teaspoons you think is the correct answer.

A: 19 teaspoons (19 jumps)

LESSON TEN 10-15 MINS.

Review

EQUIPMENT LIST: Eat! Poster and 4 Beach Balls

Healthy foods give us the energy we need for school, sports and fun. When we are eating our meals, we should remember the balanced plate. (Use **Eat! poster** to illustrate.) First, we make half our plate vegetables and fruits. Vegetables and fruits provide nutrients. Nutrients are the parts of foods our bodies need in order to work properly, grow and be healthy.

Can anyone remember what takes up the other half of the plate? (*Protein and grains*) Protein foods, like meats, poultry, seafood, eggs, beans, nuts, seeds and soy foods, help us grow taller and stronger.

Can anyone remember some examples of grains? (*Breads, pasta, rice, quinoa, oatmeal, cereal*)

Can you name two healthy beverages? (*Water and low-fat milk*) **What does milk do for our bodies?** (*Milk and other dairy foods have calcium, which is important for strong bones and teeth and helps our muscles work properly.*) **How much of our body is made of water?** (*More than half*)

Can you remember some of the things that can happen to our bodies right away while we are being active or right after? (*heart beats faster, sweating, body is tired, sore muscles*)

That is right! After being physically active, you may notice changes in your body; your heart rate (or how fast your heart is beating) may get faster. Other changes you might feel during or immediately after being physically active can include sweating (which helps cool our bodies off), tired muscles and feeling like you have low energy. All of these changes are okay and can actually mean that the activity we just participated in is making us faster and stronger.

CONTENT REINFORCEMENT 10-15 MINS.

Summer Volley Fun

- Divide the participants into four groups and give each group a ball.
- Each group forms a circle; their job is to keep the ball in the air by passing it from one person to the next.
- Players can't catch or hold the ball and they cannot touch the ball twice in a row.
- Encourage participants to call out the name of a fruit or vegetable every time they touch the ball.
- When the ball touches the ground, have participants think about how many different fruits or vegetables their team named. Each time they start again, their team can try to name more fruits or vegetables than they did the time before.
- At the end of the time, ask the team with the most touches to lead everyone in doing squats.

Go-To Games

STEAL THE JEWELS

EQUIPMENT: Two hula hoops, balls of two different colors (1 ball per participant)

- Place two hula hoops on either end of the playing area. Place one color of the balls in one hoop and the other color of the balls in the other hoop.
- Split group into two teams and have them stand behind their team's hoop.
- Tell the participants they are "pirates," and the balls in the hula hoops are "jewels." Each team's goal is to run over and one ball at a time, try to transfer all the "jewels" (or balls) from the other team's hoop to their own.
- A few minutes into the game, yell "freeze" and count the balls in each team's bowl. The team with the most is the winner. Ask them to lead all participants in an isolated movement (such as five squats). Play again.

HINT: Participants can only move one ball at a time. Throwing balls is not allowed.

VARIATION: For subsequent games, make a rule that no running is allowed. Everyone must travel by jumping, hopping, leaping or sliding.

PEANUT BUTTER AND JELLY

EQUIPMENT: None

- Designate three lines in a playing area—one on each side of the playing area and one in the middle. Everyone lines up on the far line. This line is "Peanut." The middle line is "Butter;" the far line is "Jelly."
- Call out the name of a line and all the kids have to run to that line.

HINT: To make the game more difficult, call out more than one command at a time. Participants ultimately run to the last name called out. (For example, participants run to the Butter line when "peanut butter" is called.)

VARIATION: Make a rule that no running is allowed. Everyone must travel by jumping, hopping, leaping or sliding.

SLIDING TAG

- Three participants are “it.” This group stands staggered throughout the middle of the playing area. The rest of the participants stand at one end of the playing area.
- Participants are trying to run across the playing area past the “it” group without getting tagged. If they are tagged, they join the “it” group. Once they reach the opposite end, they turn around and when you yell “GO,” they run back across the playing area while avoiding being tagged by the “it” group.
- The “it” group can only slide back and forth to tag, they cannot move forward or backward.
- Play until everyone is tagged. Repeat game, choosing a different starting group as “it.”

VARIATION: For subsequent games, make a rule that participants who are not in the “it” group cannot run. They must travel by jumping, hopping, leaping, galloping or skipping.

LINE TAG

EQUIPMENT: Playing area with clearly defined lines (such as a basketball court or football field)

- Choose one person to be “it.”
- Everyone is only allowed to run on the lines around the gym/field. Any lines that connect will do. Participants must have both feet on the lines while running from “it.” They can jump across to another line as long as both feet land on the line.
- If a participant is tagged by “it,” they become a roadblock and must wiggle in place where they were tagged.
- Participants cannot jump over or go around the roadblock but can turn and run another direction—they have to keep moving.
- Throughout the game, release all the roadblocks by yelling, “ROADBLOCKS FREE,” so they can run around again.
- If enough time, keep playing until everyone has a chance to be “it.”

HINT: In order for participants to be active as much as possible in this game, release the roadblocks often.

FREEZE TAG

EQUIPMENT: None

- Choose one (or more) participant(s) to be “it.” They run around tagging people. Once someone is tagged, they are frozen.
- While frozen, participants must do jumping jacks in place until they are freed by another “non-it” participant tagging them. They can then run around freely again.

OCTOPUS TAG

- Select one participant to be the first octopus and have the player start in the center of the playing area.
- All the other players are fish. The fish line up at one end of the playing area. When the octopus calls out “GO,” the fish swim (run) to the other side of the playing area and the octopus tries to tag them. If tagged before reaching the other side, they become seaweed on the ocean floor. Seaweed must stay where they were tagged, leaving one foot planted as they try to also tag players running by. Any player tagged also becomes seaweed.
- Each time players reach the other side of the playing area, the octopus says “GO” again, and the players try to cross back to the other side.

HINT: To vary the game, begin with two octopuses.

HEADS OR TAILS

EQUIPMENT: Big plastic coin (or item with different sides)

- Divide the participants into two teams and have the groups stand facing each other in two lines (about six feet apart) in the middle of the playing area. One team is “heads” and one team is “tails.”
- Designate safety lines on either side of the playing area.
- Flip the coin in the air, and when it lands on the ground call out the side facing up. The team whose name is called chases the other team, who turns and runs as fast as they can to the designated safety line behind them.
- If someone is tagged by a member of the opposite team, they must join that team.
- Have everyone come back to the center, face-off, and flip the coin again.

SPOT TAG

EQUIPMENT: None

- Choose two participants to begin as “it.” They place and keep one hand on their chest and try to tag all other participants with only their free hand.
- If other participants are tagged, they must place their hand on the spot where they have been touched, whether it is on their arm, back, leg, etc. They also join the “it” team and help tag the rest of the participants.
- Once all participants have been tagged, start a new game. Try it with a variation.

HINT: Participants will be able to identify someone on the “it” team because they will have their hand on a “tag” spot.

VARIATION: For subsequent games, make a rule that participants cannot run. They must travel by jumping, hopping, leaping or sliding.

