





HEALTHY HABITS CURRICULUM

for Youth Programs: Ages 9-12

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 Eating Habits

EQUIPMENT LIST: Eat! Poster

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."

Healthy foods give us the nutrients our bodies need. **Does anyone know what a nutrient is?** Nutrients are the parts of foods that our bodies need in order to work properly, grow and stay healthy.

Can anyone give an example of a nutrient? (*Vitamins, like vitamin D; minerals, like calcium; fiber; protein; carbohydrates*)

What does it mean to be healthy? When we are healthy, we have energy, we feel good and we can enjoy doing things we like to do.

To make sure we are getting enough nutrients to be healthy, we should make a balanced plate. The first step of the balanced plate is to make half our plate vegetables and fruits. Grains and protein foods share the other half of the plate. Add a glass of low-fat milk or water, and you have a balanced plate. (Use the **Eat! Poster** to illustrate.)

In order to be healthy, we need to develop healthy eating and physical activity habits. **What is a habit?** A habit is something we do all the time, many times, without even thinking about it. Choosing plain, low-fat milk with your lunch, eating breakfast and being active every day are examples of healthy habits. We are going to work together to practice healthy behaviors that can become habits to keep our bodies healthy and strong.

Discussion questions:

- **Think about what you ate for lunch. How does it compare to the balanced plate? Was half your plate filled with vegetables and fruits?** (*Note to leader: Do not judge their lunch as good or bad. Instead, focus on making the point that half their plate should be vegetables and fruits.*)
- **We just talked about healthy eating and physical activity habits. What are some of your other habits?** (*Brushing your teeth before bed; wearing your seat belt; washing your hands before dinner; turning on your alarm clock before bed, etc.*) **Why do you do these things?** (*To stay safe; to be healthy, 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.

Choose a Variety of Foods

Can someone explain the balanced plate? (*Make half your plate vegetables and fruit; grains and protein share the other half; then, add low-fat milk or water*) **If we ate broccoli, bananas, rice, chicken and milk with every meal, would that be healthy?** (*No*) **Why not?** (*Because we would be eating the same thing all the time and missing out on the nutrients in other foods*)

What does it mean to eat a variety of foods?

Variety means to eat different types of foods, for example, different types of vegetables. Broccoli is great for our bodies, but if we only eat broccoli, we miss out on the nutrients found in carrots, tomatoes, spinach and other vegetables.

It's easy to keep eating the same foods over and over again because we know we like them. But, there might be something else out there you haven't tried that you would really like. You might not have tasted your favorite food yet! It's also important to know that our taste buds change over time. Just because you didn't like peas when you were in preschool doesn't mean you won't like them now.

How could you try new kinds of foods? (*You can try different foods at restaurants; ask your mom, dad or grandparent to buy a new vegetable or fruit at the grocery store; find a new recipe in a book or on the internet to make with your family*) When you are offered new foods, challenge yourself to try two bites before deciding whether or not you like it. The first bite is always a surprise because it's new, but the second bite will help you decide. Eating a variety of foods from each food group will give your body the nutrition it needs and will make mealtime a tastier experience!

Discussion questions:

- **Is there a food you didn't like as a kid, but now you like it?**
- **Has anyone tried a new food recently that they really liked?**
- **Have you tried foods from different cultures, like Mexican, Chinese or Indian food?** Trying foods with different spices, seasonings and cooking methods can make foods taste different and add variety.

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.

Make Half Your Plate Veggies and Fruit

We should make half our plate vegetables and fruits. Vegetables and fruits have nutrients like fiber, vitamins, and minerals to keep our bodies healthy and strong. Eating a variety of colors, like green broccoli, purple plums and red tomatoes, helps us get all the nutrients vegetables and fruits have to offer.

What are some ways you could get more vegetables?

Those are great ideas! You can also:

- Pack baby carrots, cucumbers or cherry tomatoes for your lunch or snack.
- Dip peppers or broccoli in hummus (a dip made with mashed chickpeas).
- Try a salad with spinach or romaine lettuce. You get extra credit for adding tomatoes or carrots!
- Have baked sweet potatoes or cooked greens for dinner.

Do you think drinking fruit juice is the same as eating a piece of fruit? (*No*) A glass of fruit juice has more sugar than a piece of fruit. This is because it takes four or more pieces of fruit to make a cup of juice. Not only does juice have more sugar, but juice does not provide your body with fiber and other nutrients that are lost when fruit is made into juice.

It's best to eat your fruit whole and to choose water or low-fat milk to drink. If you decide to drink juice, drink only one cup (8 ounces), and try watering it down. Make juice something you drink sometimes, not every day.

Eating a variety of vegetables and fruits is good for our bodies, and different ones have different tastes. Don't be afraid to try something new—you might like it!

Discussion questions:

- **Have you ever flavored your water with fruit, like squeezing a slice of lemon into the glass?**
What other fruits might taste good in water? (*Orange slices, lime slices, frozen berries, pineapple, watermelon, etc.*)
- **How many types of vegetables do you think there are?** (*If you have time, you can try to name as many as you can as a group*) (*Hundreds, so try something new!*)
- **Has anyone ever visited a farmer's market? What vegetables did you take home?**
- **Has anyone helped grow vegetables in a garden? What did you grow?**

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 of Your Plate Grains and Protein

EQUIPMENT LIST: Food Cards and Eat! Poster

We should make half of our plate veggies and fruit and the other half grains and protein.

What are some foods in the grains group? (*Bread, tortillas, rice, pasta, cereal, oatmeal, crackers, pretzels, popcorn*) There are two types of grains: whole grains and refined grains. Whole grains are more nutritious.

Examples of whole grain foods include:

- Whole wheat bread, buns and tortillas
- Whole grain pasta and couscous (from wheat)
- Brown or wild rice, bulgur (cracked wheat) and quinoa (pronounced KEEN-wah)
- Oatmeal and whole grain cereals
- Whole grain crackers and popcorn

Whole grains provide long-lasting energy from nutrients called carbohydrates. Our bodies, especially our brains, need carbohydrates for energy. Whole grains also provide other nutrients like fiber, vitamins and minerals.

Protein is a type of nutrient, and the foods in the protein group provide us with most of this nutrient. Protein helps build, maintain and repair our body tissues, like our muscles and organs. Protein also helps us feel full until our next meal or snack.

Does anyone know why fiber is important? (*It keeps our digestive system healthy.*) Fiber also helps us feel full after eating a meal. At least half of the grains you eat in a day should be whole grains.

Which foods are in the protein group? (*Meats like beef and pork; poultry like chicken and turkey; seafood; eggs; soy foods like tofu; beans and peas; nuts and nut butters; and seeds.*) You can cook protein foods in many different ways. Baked and grilled protein foods, like baked chicken or fish, are healthier choices than fried foods, like chicken nuggets or fish sticks. Fried foods don't give us the same energy and nutrients as other protein foods; so, remember to eat a variety every day, and try something new!

Discussion questions:

- **How can you add more whole grains?** (*Use whole wheat bread or tortillas for sandwiches; eat whole grain cereal or oatmeal for breakfast; choose whole grain pasta or brown rice at dinner; snack on popcorn or whole grain crackers, etc.*)
- **How much of the balanced plate is taken up by protein foods? How much by grains?** (*1/4*)
- **Have you ever tried a nut butter, other than peanut butter? What did you try?** (*Almond butter, cashew butter, sunflower seed butter, etc.*) **What are some ways to eat nut butter?** (*Nut butter and banana sandwich; nut butter on whole grain toast; nut butter on apple slices; dip celery or carrots into nut butter, 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

The dairy group includes milk and foods made from milk, like cheese and yogurt. Milk products have a mineral called calcium and vitamin D. **Does anyone know why we need calcium and vitamin D?** (To build strong bones and teeth.)

Challenge yourself to have three servings of low-fat milk, cheese or yogurt every day to make sure your body gets the calcium it needs for strong bones and teeth.

Besides milk, what is another healthy drink?

Water! Can anyone guess how much of our body is made up of water? Over one-half of our body is water! Water has a lot of jobs to do, and our bodies need water to work properly. Water makes up part of our blood, which carries nutrients and oxygen through our bodies. We also need water to help digest our foods and to keep our joints healthy. Joints are the places where two bones come together, like your elbow. Every cell in our body needs water to function. **Can anyone guess how many cells are in our bodies?** (Trillions; a trillion is one million million!)

Our bodies lose water through normal body processes, like going to the bathroom. 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 practice the healthy behavior of drinking water throughout the day instead of 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 healthy choice).

Discussion questions:

- **How can you eat more dairy foods?** (Have low-fat milk or yogurt with breakfast; choose milk with school lunch; sprinkle shredded cheese on cooked vegetables or salad; top a baked potato with plain yogurt, etc.)
- **We have now covered all five food groups. Can anyone name all five?** (Vegetables, fruits, grains, protein and dairy)
- **What are some ways you can remember to drink more water?** (Carry a water bottle; drink water every time you eat; drink water when you eat out; ask your parent to bring a water bottle when they pick you up from school)
- **How long can you survive without water?** (Only a few days)
- **What happens if you forget to water a plant for a couple days?** (It dries up and eventually dies)

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.
- Point to the side participants should run to minimize confusion.

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

Who can tell me how long we should be active every day? *(At least 60 minutes)* Physical activity is very important for our bodies, and different activities can benefit our bodies in different ways.

Aerobic activities are activities we do for an extended amount of time that likely make us short of breath because it requires a lot of air to perform these activities. These activities are great for our bodies because they make our heart and lungs stronger so that the more we do them, we may not get short of breath as easily.

Some other activities increase our strength and build our muscles. Movements that can increase our strength, including push-ups, squats, planks and curl-ups.

Some activities increase our flexibility which is also an important piece of our health. Stretching can help with our flexibility as can activities like yoga.

All three types of activities are important for our health and the more we do them, the better we will become at them. For example, if you can currently do five push-ups and you continue practicing them, you will increase your strength and in a few weeks, you may be able to do 15 push-ups.

Healthy foods provide the energy, or fuel, our bodies need to perform at our best.

Pay attention to your choices before, during and after being active. If your game is after school,

make sure you eat a balanced lunch and have a healthy after-school snack, just like you would any other day. If your game is on a weekend morning, make sure you eat a balanced breakfast!

If you need a snack during the game, it's tempting to visit the concession stand. Concession stands are usually filled with sugary drinks and candy, which won't provide your body with the fuel it needs to perform. Instead, you can bring your own snacks, or look for choices like fruit, nuts, popcorn, pretzels and bottled water at the concession stand for a healthy boost of energy.

After the big game, eat a balanced meal or a healthy snack to give your body the energy it needs to finish your homework or spend time with friends and family, and make sure you drink plenty of water.

The balanced plate provides all the nutrients and fuel your body needs to be active. You don't need a special diet, liquid or powder supplements, vitamin pills, or protein bars to be faster and stronger.

Discussion Questions:

- **Do you think professional athletes eat breakfast? (Yes) What would happen if they skipped breakfast or lunch before a game?** *(They would not have the energy they need to perform)*

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

What are some examples of healthy habits?

(Be active for 60 minutes, make half your plate veggies and fruit, drink water, etc.)

With school, after-school activities, sports, homework, friends and family, it can be hard to make time in our day for healthy behaviors.

How can you make time to be active, eat healthy or get more sleep?

Some ideas that work for a lot of people are:

- Spending less time on screens, like TV, video games, computer and cell phone. You get more done and spend better quality time with people doing other things.
- Being active and playing with friends and family. You can visit and talk while getting in your 60 minutes of physical activity.
- Carrying a water bottle with you, so that, no matter where you are, you can drink water.
- Packing a healthy breakfast the night before to take with you to school.
- Dancing instead of sitting through TV commercials or while you are waiting for your mom or dad to pick you up.

Do you have any other ideas?

On some days, we may feel like we would rather keep playing video games for two hours instead of being active, doing our homework or going to bed. Some screen time is not bad for us, but screen time does not do anything to help us be healthy, do well in school or be better at sports. Many times, we are more tense and anxious after watching some shows and movies. Physical activity, eating well, and adequate sleep help our bodies look and feel good; so, it's important that we limit our screen time to make time for healthy behaviors.

Discussion Questions:

- **How can you limit your screen time?** *(Choose just one type of screen time each day: either watch TV or play video games or play on the computer; use your strength of self-control to set a timer to remind you when it's time to turn off the screen and do something else; turn off all screens during meals and snacks; make a list of fun activities that don't use a screen, and keep the list on the refrigerator; keep all screens out of your bedroom, etc.)*

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

The word breakfast means to “break” the “fast.” A fast is a period of time someone goes without eating, like when you are asleep. Breakfast is so important because it provides your body with energy and nutrients after a long night’s sleep.

Those who eat breakfast do better in school—they have higher test scores, pay better attention to their teachers and are better at problem solving. Those who eat breakfast also tend to eat healthier overall, getting more nutrients like fiber, calcium and vitamin D. **Why is fiber important?** *(For a healthy digestive system)* **Why are calcium and vitamin D important?** *(For building strong bones and teeth)*

Those who skip breakfast may do so because they are in a rush or don’t feel hungry when they first wake up. **If you don’t have time or don’t feel hungry when you first wake up, how could you still eat breakfast?** *(Get breakfast at school; take fruit, yogurt, or a granola bar with you to eat on the way to camp or school; set out a bowl, spoon and box of cereal at night, so that you can quickly make breakfast the next morning)*

Choosing foods from three different food groups will help make sure we are getting the nutrients we need to start our day. One example of a balanced breakfast is a bowl of whole grain cereal (grain) with low-fat milk (dairy) and a banana (fruit). **Can you think of another breakfast that includes foods from three food groups?** *(Yogurt with berries and almonds; whole wheat toast with peanut butter and a glass of low-fat milk; whole wheat tortilla with eggs, spinach and salsa; whole grain waffle with a boiled egg and an orange; oatmeal with milk and raisins.)*

The most important thing about breakfast is that you eat something, even if it isn’t a breakfast food. If you don’t like breakfast food, you could have leftovers, a sandwich, or cheese and crackers with fruit. Breakfast keeps your body healthy and energized and gets your brain ready for the day!

Discussion Questions:

- **How do you feel when you skip breakfast?** *(Hungry, tired, cranky, low energy)*
- **Can anyone think of a healthy breakfast you could take with you if you were running late?** *(Peanut butter sandwich, banana and bottle of water; trail mix with whole grain cereal, nuts and dried fruit, and a bottle of water; crunchy granola bar, an apple and a low-fat yogurt; or, you could eat breakfast at school)*

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 “dairy.” Place the vegetable, fruit and dairy 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 backwards 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

When our bodies are well hydrated, we feel good because our bodies have the water they need to move oxygen and nutrients throughout our bodies, to digest our food and to keep our trillions of cells working.

Water isn't the only drink choice available. **What are some other drinks you can think of?** (*List drinks they did not name: soda, sports drinks, juice, lemonade, fruit punch, sweetened iced tea, energy drinks, frozen coffee drinks, smoothies, fruit freezes, etc.*) There are a lot of choices out there, and many of them are loaded with sugar and do not provide nutrients our bodies need.

Let's do some trivia about sugary drinks:

- **How many chocolate chip cookies would you need to eat to get the same amount of sugar in a 20-oz. soda?** (*18 cookies*)
- **How many teaspoons full of sugar are in one 6-oz. juice box?** (*6 teaspoons*)
- **How many bowls of fruit-flavored sugary cereal would you need to eat to get the same amount of sugar in a large frozen coffee drink?** (*7 bowls*)

Instead of sugary drinks, we can add flavor to

our water with fruits or herbs. For example, some people like adding lemon slices to their water.

Can you think of something else that would be good in water? (*Orange or lime slices, fresh or frozen berries, chunks of watermelon or pineapple, sliced cucumber, mint or basil leaves*)

Drinking too many sugary drinks can lead to cavities. Water and low-fat (1%) or fat-free (skim) milk are the better choice for our teeth and our bodies.

Discussion Questions:

- **Think about the sugary drinks you drink most days. How could you replace one sugary drink with water or low-fat milk?** (*Drink water or milk instead of juice at breakfast; drink plain milk instead of flavored milk at lunch; drink water instead of sweet tea after school; etc.*)
- **What nutrients do dairy foods, like low-fat milk, provide to keep our bones and teeth strong?** (*Vitamin D and calcium*)

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

We talked a lot about the balanced plate and being active. **Can anyone explain the balanced plate?** (*Make half your plate vegetables and fruits; proteins and grains share the other half; then, add a glass of low-fat milk or water*) (Use the **Eat! Poster** to illustrate)

How long should we be active for? (*60 minutes, every day*)

Did we talk about any other behaviors that are important for our health? (*Limit screen time to one hour per day; get enough sleep; limit sugary drinks, drink water, etc.*)

It is important that we practice healthy behaviors to keep our own bodies healthy and fit, but you can also be a role model and encourage others to practice physical activities and healthy eating with you.

What can you do to encourage others to follow healthy behaviors? (*Invite them to play outside with you; help plan and prepare dinner; teach others a game you played; set the table with a glass of water for everyone at dinner; ask for a family day at the park; offer a friend a taste of your favorite vegetable or fruit, etc.*)

Discussion Questions:

- Has anyone been practicing healthy eating?
- Is anyone drinking more water?
- Is anyone eating more fruits and vegetables?
- Is anyone eating breakfast daily?
- Has anyone been practicing any physical activities?
- Has anyone practiced any other healthy behaviors like limiting screen time or getting more sleep?

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 1 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

EQUIPMENT: None

- 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

EQUIPMENT: None

- 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.

