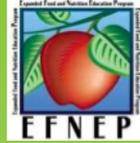




Cornell University
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Choose Health: Food, Fun, and Fitness

Healthy Eating and Active Living for 8-12 Year-Olds:
Six Hands-On, Interactive Lessons with Food and Games

Division of Nutritional Sciences (DNS),
Cornell University

and

Cornell Cooperative Extension
4-H Youth Development Program

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For simplification, product trade names have been used. No endorsement or criticism of specifically named products is intended, nor is either implied for similar products not mentioned. Nutritional values used were those available at the time of lesson development, and are used for general comparison of items and portion sizes.

This curriculum is the product of input from many people. The first draft of the curriculum (completed March 2010) was written with extensive help from members of the Cornell Cooperative Extension (CCE) Youth Healthy Lifestyles Program Work Team Curriculum Committee: educators Jennifer Colletti, Kimberly Gardner, Holly Gump, Krista Mugford, Susan Prier, Jennifer Reardon, Debbie SeGuin, and Rachel Williams, along with Peg Lewis and Linda Tripp. Thanks to all of them and also to the CCE educators in nine counties who piloted the draft curriculum in 2010 and provided detailed feedback on how to improve it. Rachel, Debbie, Susan, Krista, and Kim also served as reviewers after the curriculum was revised in 2011. For the 2014 revised version, thanks to Hannah Swartz and Laura Thomas for conducting and analyzing the focus groups with younger and older youth just after they participated in each lesson, and to the county staff who facilitated those, to Hannah for all her help with the revisions, and to the various educators who reviewed parts of the revised curriculum. The 2015 version includes some minor updates and revisions based on further feedback, training sessions, and in-house review.

CHFFF includes several activities modified from other resources. Thanks to:

- The Cornell CHANCE team for permission to adapt parts of their “Healthy Children, Healthy Families (HCHF): Parents Making a Difference” curriculum (which Wolfe and Crosiar also helped develop). Parts of Lessons 1, 2 and 5 were adapted from HCHF.
- Michigan State University Extension (Cyndi Mark and B'Onko Sadler) for permission to use and adapt parts of the Jump Into Foods and Fitness (JIFF) curriculum. Some active games and parts of Lessons 2, 3 and 6 were adapted from JIFF.
- The Coordinated Approach To Child Health (CATCH) Program for many of the games used in the lessons. CATCH games are used with permission from the CATCH program, licensed by Flaghouse Inc. and the Board of Regents, University of California at San Diego.

Finally, thanks to my Cornell Food and Nutrition Education in Communities colleagues Joan Doyle Paddock, Sonya Islam, and Tisa Hill for their thoughtful comments on various versions of the lessons, to Jamie Dollahite for her support and guidance, and to Bonnie Schwenn and others for administrative help.

-Wendy Wolfe, June 2014, updated October 2015

Note to Educators

Thank you for your interest in *Choose Health: Food, Fun, and Fitness* (CHFFF). We hope you find this award-winning healthy eating and active play curriculum both comprehensive and easy to use. The curriculum was updated in 2014 to include revisions and enhancements based on further educator input and focus groups with youth participants; further minor revisions were made in 2015. All CHFFF files are available to download from the CHFFF page of the Cornell Food and Nutrition Education in Communities (FNEC) website, www.fnec.cornell.edu.

CHFFF is experiential and research-based, and is intended for use by Cooperative Extension educators and others with a background in nutrition and experience working with youth. Those without a nutrition background are encouraged to carefully review the one-page background for each CHFFF lesson, and work closely with a local nutrition professional if possible in learning and implementing the curriculum. A unique and exciting characteristic of CHFFF is that it was also designed to be co-taught, after in-depth training, by teens participating in our partner program *Choose Health Action Teens* (CHAT, also available on the FNEC website)

To get the full benefit of CHFFF and be most likely to positively influence healthy eating and active living in participating youth and their families, CHFFF should be conducted as designed and tested, i.e. in its entirety. This means including all six lessons, and for each lesson, doing all parts of the lesson as written, using all posters and other visuals, and including all 4 short active games, preparing or at least tasting one of the healthy snack recipes, and sending home the family newsletter with each child's goals listed. Developing a grab-n-go teaching kit for each lesson (see instructions) can help make the lessons easier to teach as intended. Nearly all visuals are included. Additional visuals you will need are a set of drink containers and a set of Dairy Council Food Model Cards (see the CHFFF website for ordering information).

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We welcome your comments on CHFFF and would enjoy learning about the results of your teaching endeavors.

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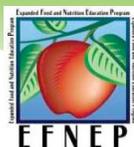
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Choose Health: Food, Fun, and Fitness

All materials are available to download, along with specific printing instructions, from www.fnec.cornell.edu. All parts are intended to be printed in color.*

Section	Contents	# Pages	Print Instructions *
Cover	Cover Page	1	Single-sided, not 3-hole; insert in front sleeve of binder.
Introduction	Contents (to print and by lesson), objectives, lesson structure, youth development, about the recipes, food packages, and active games	26	Double-sided, 3-hole paper; insert in binder before Tab 1.
Spine	4 copies of spine label for binder	1 page	Print on cardstock, cut apart, insert one into binder spine.
Lesson 1	Drink Low-Fat Milk and Water Instead of Sweetened Drinks	20	Double-sided, 3-hole paper; insert after Tab 1.
Lesson 2	Color Your Plate: Eat More Vegetables and Fruits	22	Double-sided, 3-hole paper; insert after Tab 2.
Lesson 3	Read It Before You Eat It! The Nutrition Facts Label	18	Double-sided, 3-hole paper; insert after Tab 3.
Lesson 4	Make Half Your Grains Whole! Eat More Whole Grains	20	Double-sided, 3-hole paper; insert after Tab 4.
Lesson 5	Healthier Foods – Fast: Eat Fewer High-Fat, High-Sugar Foods	19	Double-sided, 3-hole paper; insert after Tab 5.
Lesson 6	Power Up Your Day: Eat Breakfast!	20	Double-sided, 3-hole paper; insert after Tab 6.

* **About Printing in Color:** Color printing is recommended for all parts of CHFFF, especially for the handouts, posters, visual aids, and scanned food packages that youth will see or use, which are more appealing to children in color. For facilitators, color is used both to make the instructions and script easier to follow, and to color-code the various parts of the lessons, so again, color printing is preferred. However, all materials can be printed in grey-scale if color printing is cost-prohibitive. Laminating or enclosing cardstock in plastic sheet protectors is recommended for items that youth will handle, that can be used multiple times, or that will be posted while teaching lessons (see website for details).

Appendices	Contents	# Pages	Print Instructions
Games Appendices (2 files)	Game Instruction Cards and Game Leadership Tips (See also games by lesson and by age level and space needs in Intro)	21	Double-sided on cardstock (or laminated), then cut each page in half.
	Playing Pieces (for 4 of the games)	10	Double-sided, laminated, cut apart as indicated. Store in zip-lock bag.
Posters Appendices (3 files – 1 full set, 2 subsets)	Posters set up in 11x17 size: <ul style="list-style-type: none"> • 1 full set, 11x17 size • Duplicates of 5 posters, 11x17, to keep in next lesson's kit for reviewing previous lesson • Duplicates of 4 key posters to print copies in 8.5x11 size, to pass out for easier viewing 	16	1 full set single-sided, 11x17" paper, laminated (or print onto cardstock).
		5	Duplicates of Posters 1-2, 2-3, 3-2, 4-4, 5-4 (Healthy Steps, not L6), single-sided, 11x17, laminated (or cardstock).
		4	Duplicates printed in 8.5x11" size of Posters 1.1, 2.1, 3.1, 4.3, in sheet protectors, 6 copies each, or 1 per 2-3 children.
Visuals Appendices (4 files)	Station Instructions: 1-V-1 (Sugar, grams to teaspoons) and 2-V-2 (Healthy Meals)	2	Single-sided, on cardstock (or regular paper), in sheet protectors (or laminate); 1 per station or 4 copies.
	Go-Slow-Stop Circles, Lessons 1 and 6	3	Single-sided, laminated, cut apart as indicated. 2 copies each.
	2-V-1 Descriptors, 4-V-1 Signs, 5-V-2 Fast Food Menus	8	Single-sided on cardstock. Cut apart as indicated. Menus in sheet protectors.
	5-V-1 Blubber Burger Cards, 5-V-3 Fast Food Cards, 6-V-1 Water	13	Single-sided, laminated, cut apart as indicated.
Handouts Appendices (4 files)	Family Newsletters, Lessons 1-6, and Introductory Flyer for Families	14	Double-sided, 1 per child (Introductory Flyer, pages 1-2, is optional).
	4-1 Bread-in-a-Bag Recipe	1	Single-sided, 1 per child. Optional.
	6-1 Breakfast Olympics Scorecard	2	Double-sided, 1 per pair of children.
	6-3 CHFFF Celebration Certificate	1	Single-sided, 1 per child (also in MSWord so can enter names ahead).
Recipe Appendix	Full page versions of all recipes for food preparation	15	Single-sided, in sheet protectors (optional, since ½-page versions already in lessons and newsletters).
Scanned Food Package Labels (5 files)	For Lesson 3 Add: Label Reading	4	Single-sided on cardstock, in sheet protectors (or laminate).
	For Lesson 3 Apply: Salty Snacks	13	
	For Lesson 3 Apply: Sweet Snacks	14	
	For Lesson 4: Whole Grains	16	For detailed list of items, see pages xv-xvii.
	For Lesson 6: Breakfast Foods	9	

Recipes and Games by Lesson

Lesson	Recipes	Active Games
1 Drink Low-Fat Milk and Water Instead of Sweetened Drinks	Fruit Yogurt Smoothie Water with a Twist	Instant Replay All My Neighbors Go-Slow-Stop Tag Back-to-Back
2 Color Your Plate! Eat More Vegetables and Fruits	Colorful Black Bean Salad Low-Fat Ranch Dressing for Salad	Balloon-a-Palooza Fruit and Veggie Toss Under the Cone Scavenger Hunt Double Tag
3 Read it Before You Eat It! The Nutrition Facts Label	Hummus with Veggies and Pita Apple Cinnamon Wrap and Roll	Snap Stretching Mirrors Link Up Tag Fitness Leaders
4 Make Half Your Grains Whole! Eat More Whole Grains	Oatmeal Pancakes with Applesauce Veggie Pick-Pockets Bread-In-A-Bag (Optional)	Musical Hoops Chair Aerobics Stretch As If Heart Alert
5 Healthier Food – Fast: Eat Fewer High-Fat, High-Sugar Foods	Broccoli Black Bean Quesadilla Tortilla Roll-Ups	Slow-Poke Copy Cat Hospital Tag Fast Food Relay Dragons Tails
6 Power Up Your Day: Eat Breakfast!	Breakfast Parfait Top Your Own Oatmeal	Fitness Tag Breakfast Shake Triangle Tag Group Juggling
Extras	For additional kid-friendly recipes, see the “Extra CHFFF Recipes” file on the CHFFF website. For even more healthy recipes, see: www.fnec.cornell.edu .	Elbow Tag Fitness Speedway Cat and Mouse Glue and Stretch Everybody’s It Fruit Salad Streamers Galore Table for Three

Posters, Handouts, Visual Aids by Lesson

Lesson	Posters	Handouts	Visual Aids
		0-1 Introductory Flyer for Families	
1 Drink Low-Fat Milk and Water Instead of Sweetened Drinks	1-1 Read the Label! (Cola) 1-2 Take a Healthy Step!	1-1 Family Newsletter	1-V-1 Station Instructions: How Much Sugar is in This Drink? Empty drink containers
2 Color Your Plate! Eat More Vegetables and Fruits	2-1 MyPlate (also 6-1) 2-2 Try More of These! 2-3 Take a Healthy Step!	2-1 Family Newsletter	Dairy Council Food Cards* 2-V-1 Veggie and Fruit Descriptors 2-V-2 Station Instructions: Make Every Plate a Healthy Plate!
3 Read it Before You Eat It! The Nutrition Facts Label	3-1 Read the Label! (Cookies) 3-2 Take a Healthy Step!	3-1 Family Newsletter	Scanned food package labels
4 Make Half Your Grains Whole! Eat More Whole Grains	4-1 Make at Least Half Your Grains Whole! 4-2 Whole Grain Parts 4-3 Read the Label! (Breads) 4-4 Take a Healthy Step!	4-1 Bread-in-a-Bag 4-2 Family Newsletter	Scanned food package labels 4-V-1 Like It/Don't Like It Signs
5 Healthier Food – Fast: Eat Fewer High-Fat, High-Sugar Foods	5-1 Fast Food – Good Choice? 5-2 Big or Small: Which Will You Choose? 5-3 Healthier Foods – Fast 5-4 Take a Healthy Step!	5-1 Family Newsletter	5-V-1 Blubber Burger Cards (13) 5-V-2 Fast Food Menus (6 pages) 5-V-3 Fast Food Relay Cards (15)
6 Power Up Your Day: Eat Breakfast!	6-1 MyPlate (also 2-1) 6-2 Take a Healthy Step!	6-1 Breakfast Olympics Score Card 6-2 Family Newsletter 6-3 CHFFF Celebration Certificate	Dairy Council Food Cards Scanned food package labels 6-V-1 Water Drink Card

* To order Dairy Council Food Cards, see the CHFFF page at www.fnec.cornell.edu.

About Choose Health: Food, Fun, and Fitness

Choose Health: Food, Fun, and Fitness is aimed at 8-12 year olds and targets those behaviors research shows to be most important for preventing childhood obesity and chronic diseases such as heart disease and cancer. Specific behavior goals are shown on the right.

The first three behaviors, all related to healthy eating, are directly addressed in the lessons, while being more active and limiting screen time are addressed by including four fun, non-competitive active games in each lesson and information in the family newsletter. The fourth goal, not over-eating, is addressed only indirectly, as it is an important but potentially more sensitive topic.

The curriculum also supports key messages of the 2015-2020 Dietary Guidelines for Americans and the USDA's MyPlate initiative to help Americans build healthier diets, the goals of which include:

- Drink water instead of sugary drinks.
- Switch to fat-free or low-fat (1%) milk.
- Make half your plate fruits and vegetables.
- Make at least half your grains whole grains.
- Enjoy your food, but eat less.
- Avoid oversized portions.

This curriculum, aimed for a **suggested group size of 10-12 children**, uses experiential learning to teach healthy eating and active play, and was written using the "4 A" dialogue approach for more effective retention and application of information and skills. Each lesson includes an *Anchor* that connects with children's experience or interests, some new information to *Add*, a chance to *Apply* this new information interactively, and an *Away*, a goal setting challenge for the children to use the new information in their daily lives. Each lesson also includes interactive nutrition activities, food preparation, active games, and a family newsletter.

Lessons have been scripted to clarify intended content and to make them easy for inexperienced facilitators such as Cornell 4-H Choose Health Action Teens (CHATs) to lead. However, facilitators are encouraged to use their own words to deliver the lessons.

"Choose Health" Behavior Goals

- Replace sweetened drinks with low-fat milk and water
- Eat more vegetables and fruits
- Eat fewer high-fat and high-sugar foods and more nutrient-rich and high-fiber foods
- Eat only as often and as much as needed to satisfy hunger
- Play actively 60 minutes a day
- Limit screen time to two hours or less a day



Objectives, Learner Outcomes, and Goal-Setting

The goal of *Choose Health: Food, Fun, and Fitness* is to engage youth in activities that encourage healthy eating and active play. As a result of participating in these lessons, youth will gain knowledge and skills to support the Choose Health behavior goals as shown on the previous page. Specific learner outcomes for each lesson are listed below.

Learners will...

Drink Low-Fat Milk and Water Instead of Sweetened Drinks

- Visualize sugar in drinks
- Practice reading labels
- Learn to distinguish between drinks to have daily and those to have occasionally

Color Your Plate! Eat More Vegetables and Fruits

- Visualize amounts and types of vegetables and fruits to eat daily
- Practice creating healthy plates for a day

Read it Before You Eat it! The Nutrition Facts Label

- Practice reading Nutrition Facts Labels for fat and sugar

Make Half Your Grains Whole! Eat More Whole Grains

- Picture how nutrients and fiber are removed when grains are processed
- Practice deciding if a food is made from whole grains
- Taste a whole grain food

Healthier Foods – Fast: Eat Fewer High-Fat and High-Sugar Foods

- Discover why fast and convenience foods may not be healthy
- Visualize fat in typical fast foods
- Experience healthier foods that can be prepared quickly

Power Up Your Day: Eat Breakfast!

- Consider what makes a healthy breakfast
- Compare sugar, fat, and fiber in various breakfast foods

In all lessons, learners will:

- **Play Active Games** to learn and experience fun ways to be more active, including active alternatives to screen time.
- **Taste and/or Prepare Food**, taking away ideas for healthy snacks and meals, with recipes sent home in Family Newsletters.
- **Set Goals for Healthy Eating and Activity.** At the end of every lesson, learners choose from several goals presented by facilitators or write a goal of their own. Children record their goal on take-home Family Newsletters so their families can help support them. Children are asked to share their goal-setting experience at the beginning of each subsequent lesson.

Lesson Structure, continued

- ❑ Within each lesson are the following, in the order in which they occur:
- ❑ **Opening Active Games** are highlighted with a purple bar.
- ❑ **Bridge from previous lesson**, highlighted with a light green bar, invites children to share what they did to meet the goal they set at the end of the previous lesson.
- ❑ **Anchor, Add, Apply, Away**, the lesson's 4A structure, are each indicated with a dark green bar.
- ❑ **“Say” or “Ask”** sections are what the facilitator says, in text on white background. Lessons are scripted to clarify intended content and to make it easy for inexperienced facilitators to lead the lesson, but facilitators are encouraged to put the script into their own words as they deliver the lessons.
- ❑ **“Do”** sections are in shaded green boxes and list actions the facilitator takes – what s/he does, as well as tips.
- ❑ **Bridge to the next lesson** is highlighted with a light green bar and previews the upcoming lesson.
- ❑ **Closing Active Games** are highlighted with a purple bar.
- ❑ **Food Prep** is highlighted with a brown bar.

LESSON 2: EAT MORE VEGETABLES AND FRUITS CHOOSE HEALTH: FOOD, FUN, AND FITNESS

The Lesson

Opening Active Games: 10 minutes

- Play the games “Streamers Galore” and “Fruit and Vegetable Toss” with the children.

Bridge from Lesson 1: 3 minutes

Say,

- Who remembers what we learned about healthy drinks last week?
- What did we call drinks with a lot of sugar? Right! **“Stop Drinks”** because they aren't healthy!
- What were some “Slow Drinks?” Right. **Flavored milk and 100% fruit juices** to just drink in small amounts because although they have lots of nutrients, they also have lots of sugar and calories.
- What are some drinks that are healthy – the drinks we called “Go Drinks?” That's right! We need **low-fat milk and water** every day!
- Who'd like to tell us about a healthy step you took to choose healthier drinks this past week?

• Show Poster 1-3 and read Healthy Step goals children may have chosen from Lesson 1.

Say,

- Last week we made some healthy drinks with fruit. Today we will talk about vegetables and fruits.

Anchor: 5 minutes

- Put cut-up small descriptor slips from Visual Aid 2-V-1 into a hat, bowl, or envelope.
- Ask children to sit on the floor in a circle.

LESSON 3: READ IT BEFORE YOU EAT IT CHOOSE HEALTH: FOOD, FUN, AND FITNESS

Away and Goal-Setting: 5 minutes

Say,

- Think about how you can use food labels to help you make smarter food choices this week.

• Show Poster 3-2, pass out Handout 3-1 and read choices listed under Take a Healthy Step.

Say,

- Check off one of these ideas or create your own!
- Be sure to take this newsletter home so you can talk to your family about how you can all use Nutrition Facts Labels.

Bridge to Lesson 4: 2 minutes

Say,

- Next time we'll look at labels again – because a Nutrition Facts Label is such a useful tool to compare similar foods.
- Next week, we'll look at different breads, crackers, and cereals so we can learn how to make half our grains whole! If you wonder what that means, you'll find out next time we meet!

Closing Active Games: 10 minutes

Play the games “Elbow Tag” and “Fitness Leaders.”

Food Prep: 10-20 minutes

Prepare one of the recipes, Hummus with Veggies and Pita or Apple Cinnamon Wrap and Roll.

Lesson Structure, continued

Lesson 4: Eat More Whole Grains

Oatmeal Pancakes with Applesauce

Ingredients:
 1/2 cup quick or old-fashioned oats
 1/2 cup milk
 1 egg
 1/2 cup whole wheat flour
 2 tablespoons sugar
 1 tablespoon baking powder

Instructions:
 1. Combine oats and milk in large bowl. Let stand 5 minutes.
 2. Mix flour, sugar, baking powder, and salt in medium bowl, and add to oat mixture.
 3. Beat egg and oil together, and add to oat mixture.
 4. Stir until all ingredients are combined. Mixture will be lumpy.
 5. Spread a small amount of oil onto an electric griddle or pan. Heat.
 6. Spoon batter onto hot pan, and cook with lid closed and edge bubble cooked.
 7. Flip and cook other side.
 8. Serve with 1 jar unsweetened applesauce and optional cinnamon.

Yield: 8 pancakes

Source: Cornell Cooperative Extension of Nassau County

Veggie Pick-Pockets

Ingredients:
 12 whole wheat pita pockets (7")
 1 cucumber, diced
 1 carrot, sliced or grated
 1/2 cup low-fat creamy salad dressing

Instructions:
 1. Cut each pita in half.
 2. Peel and dice cucumber.
 3. Grate carrots into shreds.
 4. Put 1/2 teaspoon salad dressing in each half-pita pocket.
 5. Add veggies and serve.

Yield: 12 servings (2 half-pitas per person)

Variation: Offer several choices of vegetables and let children choose and fill their own pitas. Or mix salad dressing with prepared veggies and dress.

Source: Linda Baker, Cornell Cooperative Extension of Columbia County

❑ **Recipes** appear in three places: within the lesson, in each Family Newsletter, and as full-page versions in the **Recipe Appendix**. Two recipes are provided for each lesson. Choose one to prepare with children, or for children to taste if time is short.

❑ **Handouts** are labeled with the lesson number followed by the handout number in the order to be used in the lesson (4-1, 4-2, etc.). Find handouts in the **Handouts Appendices**.

Handout 4-1: Breakfast Olympics Score Card

Take this to each station, follow the instructions, and complete each part.

Cereal Scramble

Which of these cereals might you choose to eat for a healthy breakfast? Hint: Read the Nutrition Facts Label for sugar and fiber!

Name of Cereal: _____

How much sugar is in a serving of this cereal?
 _____ grams of sugar

How much fiber is in a serving of this cereal?
 _____ grams of fiber

Think Your Drink Dash

Move the drink cards into the "Stop, Slow, Go" circles.

- Red: Move "Stop Drinks" to Red. These drinks are not healthy.
- Yellow: Move "Slow Drinks" to Yellow. Have these in small amounts.
- Green: Move "Go Drinks" to Green. Drink lots of these.

Visual Aids 5-V-1: BURGER BURGER CARDS

Print from Visual Aids Appendix; cut apart and laminate.

Examples of cards:
 - McDonald's Big Mac: 540 calories, 17 grams fat
 - Wendy's Old-Fashioned Hamburg: 390 calories, 12 grams fat
 - Burger King Whopper: 530 calories, 17 grams fat
 - Dairy Queen Double Churner: 480 calories, 15 grams fat
 - Sonic Drive-Through: 530 calories, 17 grams fat

❑ **Visual Aids** are items that can be printed once, laminated, or inserted in plastic sleeves for future use, and are labeled with the lesson number followed by V and then by the Visual Aid number in the order to be used in the lesson (e.g. 5-V-2). Small depictions of each Visual Aid are included in the lessons. Full-size printable versions appear in the **Visual Aids Appendices**.

❑ **Posters** are labeled with the lesson number followed by the poster number in the order to be used in the lesson (1-1, 1-2, etc.). A small depiction of each poster appears in the lesson where it is used. Find full-sized posters (11x17) in the **Poster Appendix**.

Poster 2-2: Eat More Vegetables and Peas

Try More of These!

Dark Green Vegetables

Red and Orange Vegetables

Beans and Peas

Handout 5-1: Healthier Foods – Fast!

Take a Healthy Step!

Eat Healthy Even When You Eat Fast!

We all have times when we need a meal fast, but fast food meals are usually high in calories and fat, sugar in soda, and have few vegetables or whole grains. What can we do instead? Luckily we have lots of choices.

- Choose lower-fat items from the menu (ask for these specific substitutions!)
- Choose smaller sizes or share an order.
- Include a salad or other vegetable.
- Choose water or milk instead of soda.
- Make quick, easy meals at home – try these recipes!

Roccoli Black Bean Quesadilla

Ingredients:
 1 cup frozen black beans (1/2 cup)
 1/2 cup frozen corn (1/2 cup)
 1/2 cup shredded cheddar cheese
 1/2 cup shredded Monterey Jack cheese
 1/2 cup shredded cheddar cheese
 1/2 cup shredded Monterey Jack cheese

Instructions:
 1. Melt butter in a large skillet over medium heat.
 2. Add onion and cook for 5 minutes.
 3. Add bell pepper and cook for 5 minutes.
 4. Add corn and cook for 5 minutes.
 5. Add beans and cook for 5 minutes.
 6. Add cheese and cook for 5 minutes.
 7. Flip and cook other side for 5 minutes.
 8. Remove from heat and cut into halves.
 9. Serve with salsa and sour cream.

Yield: 4 servings (half-quesadilla each)

❑ **Family Newsletters** are 2-page handouts to take home, with brief information about the lesson topic, recipes, active play ideas, and a place for children to note their goal for each lesson. Full-size newsletters are in both the lesson and in the **Handouts Appendices**.

Working with Youth: CHFFF Facilitation Tips

Although the CHFFF curriculum was designed to make it easy for even an inexperienced facilitator to present, the success of each lesson relies on the person leading the learning. Use the suggestions below, plus each lesson's "Encourage Great Group Behavior" sections, to help facilitate all six lessons well. The "Encourage" sections, and the game instruction cards, also have tips for minor adaptations of content or activities for the younger and older ends of the wide 8-12 year old age range of CHFFF. These and the next pages can help you teach in ways that meet the developmental needs of your group.

Facilitation Issues to Consider	
Prepare Well	<ul style="list-style-type: none"> Practice what to say and what to do; stick to the content of the script (if not the actual words) to effectively deliver key messages within the allotted time. Anticipate how to meet your group's needs by reviewing the typical characteristics of children their age from the table on the next pages.
Lesson Part	
Active Games (5 minutes per game, Opening and Closing)	<ul style="list-style-type: none"> For younger ages, plan to simplify more complex games or teach parts in progression. For older ages, add challenge: more objects to toss or more 'Its', or by asking for children's ideas to make a game more fun. See other tips provided. Have a back-up game ready in case a game falls flat with your particular group. Lead games with the same level of enthusiastic and active participation you expect from children – especially with older kids who sometimes have a 'too-cool-to-play' attitude. In CHFFF games, <i>movement</i> is more important than whether the kids get the 'right' moves or follow every rule. If children move and have fun, a game is a success! Transition back to the rest of the lesson with a one-minute stretch or deep breath break.
Bridge from last lesson	<ul style="list-style-type: none"> Quickly connect to previous learning and goals children set during the previous lesson. Put duplicate copies of Lessons 1-5 Healthy Steps posters into your kits for this review.
Anchor 3-5 minutes	<ul style="list-style-type: none"> Grab children's attention and connect the lesson topic to their previous experience or interests.
Add 5-10 minutes	<ul style="list-style-type: none"> Hang up all lesson posters ahead of time, in the order you will use them. Concisely offer new information to children. Focus on the lesson's key messages. Follow this guideline: ask children to sit and pay attention for no more than the number of minutes that corresponds to their ages. Keep your Add to 10 minutes max, and pare that down even more for 8 or 9 year olds – or build in ways for children to move while they learn. Stick to the carefully selected content provided; adding information can quickly add complexity and lose children's attention.
Apply	<ul style="list-style-type: none"> Get children to do something with what they just learned – to learn by doing – in smaller groups as directed. Give clear directions, and circulate to assist and keep kids on task. Set up stations in advance, or get a co-facilitator to do it while you lead the Add. Sum up by re-stating key messages so they stick in children's minds.
Away/Goal-Setting 5 min	<ul style="list-style-type: none"> Challenge children to build what they learned into their daily lives by setting a goal and sharing it with their families via the Family Newsletter.
Bridge to next lesson	<ul style="list-style-type: none"> Give children a 2-3 minute preview of what they'll learn in the next lesson.
Food Prep	<ul style="list-style-type: none"> Have everyone wash hands and remind children about kitchen safety before you begin. Get kids involved whenever you can.

Working with Youth: Know Kids to Teach Them

To work effectively with youth, it is important to understand positive youth development and the key characteristics of the ages you might work with (see below and the table on the next 2 pages). Review these to better understand the ages you are working with!

Positive Youth Development: The Big Picture

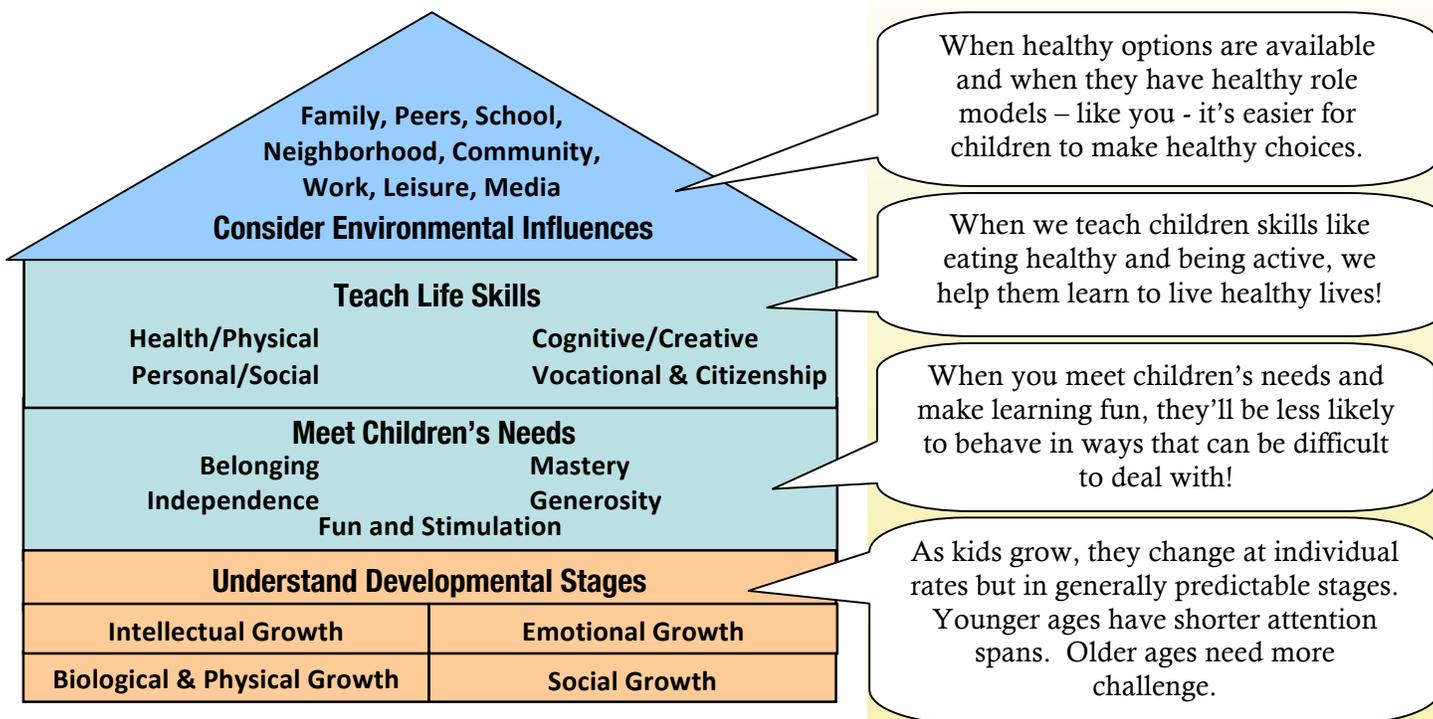
Working well with children requires understanding how they typically change as they grow, how to meet their needs, what skills they need to learn, and all the many influences that have affected them since birth and continue to influence how they grow. It's a lot!

To picture how children develop, consider how you might build a house. You would start with a strong foundation: **Understand Developmental Stages** (see table, next pages).

Then you would build the first floor of your house: How to **Meet Children's Needs**. Kids behave better when savvy facilitators meet their needs for belonging, independence, mastery, and generosity, as well as for fun and stimulation. When adults don't meet their needs, children might make their own fun, often in ways adults don't appreciate.

But we don't stop there, we keep building up: We **Teach Life Skills** to prepare kids to meet their own needs! Healthy eating and active living are skills children will use throughout their lives.

All this happens in the context of the environments where kids grow up. So we must **Consider Environmental Influences** to tailor lessons and make them appropriate for each group.



The House Diagram of Positive Youth Development, adapted from Cathann Kress, PhD., Extension Youth Development Specialist.

How Children Change as They Grow ¹

Children go through reasonably predictable stages as they grow, but they go through those stages at their own individual rates. That's why a 9-year-old may act or look older or younger than other 9-year-olds. Since the CHFFF curriculum is focused on 8-12-year-olds, here are general descriptions of children of the ages you'll be working with. Since 8-year olds sometimes act like 7-year-olds and 12-year olds sometimes act like 13-year olds, those ages are also included.

Age	General Description	Key Characteristics
7	Seven-year-olds are generally quiet, sensitive, and serious. Their intense moods often change quickly. Sevens tend to work hard at everything they do and need private time to manage their new thoughts and feelings.	<ul style="list-style-type: none"> • Gaining control of physical abilities • Need security and structure • Rely on adults for approval • Rapidly develop vocabulary • Good at classifying and sorting • Like to be read to • Enjoy hands-on exploration
8	Enthusiastic and imaginative, eights often like to take on big challenges but lack the work skills and patience to complete their plans. Children this age need adult help to know their limits and work through the steps to their goals.	<ul style="list-style-type: none"> • Full of energy; do things in a hurry • Somewhat awkward physically • Enjoy socializing and sharing humor • Love group activities and cooperative work – usually with peers of same gender • Industrious, impatient, and full of ideas • Have limited attention spans but can become engrossed in activity at hand, especially if they can also socialize while doing it
9	Nines tend to be critical of the world around them – nothing seems fair to a nine-year-old. But nine can also be a time of budding intellectual curiosity. Children this age look hard for explanations of how things work and why things happen as they do.	<ul style="list-style-type: none"> • Better coordinated • Like to push their limits; tire easily • Gaining individual confidence • Often feel worried or anxious • Often complain about fairness issues • Love word play and new vocabulary • Enjoy exaggeration • Industrious and intellectually curious but less imaginative than at eight • Able to manage more than one idea at a time

¹ Wood, Chip. *Yardsticks: Children in the Classroom Ages 4-14*. Turners Falls, MA.: Northeast Foundation for Children, Inc., 2007.

How Children Change as They Grow, *continued*

Age	General Description	Key Characteristics
10	Ten-year-olds are generally happy and relaxed, enjoying themselves and their peers, parents, even siblings. Proud of all they have accomplished, they like to share their knowledge with others. Tens usually do well with group projects because they tend to be calm and naturally cooperative.	<ul style="list-style-type: none"> • Large muscles developing rapidly • Need outdoor time and physical challenge • Friendly, generally happy; quick to anger and quick to forgive • Work well in groups, enjoy clubs and activities • Expressive and talkative; like to explain things • Good at solving problems
11	Eleven-year-olds are going through huge changes in their bodies, minds, and social behavior as they begin adolescence. The easy friendliness of ten often gives way to awkward, sometimes rude behavior at eleven. With their growing capacity for higher thinking, children this age like to try work that feels grown up, such as researching and interviewing.	<ul style="list-style-type: none"> • Restless and energetic • Need lots of food, physical activity, and sleep • Many girls experience an early adolescent growth spurt; some boys get rapidly taller • Like to challenge rules, argue, and test limits • Need lots of time to talk with peers • Impulsive – often talk before thinking • Would rather learn new skills than review or improve previous work • Increasingly able to see the world from various perspectives
12	Twelve-year-olds are often unpredictable and hard to read as they swing between childhood and adulthood. Their greatest need is to be with peers as they sort through their physical, social, and emotional challenges and the all-important identity question, “Who am I?”	<ul style="list-style-type: none"> • Very energetic; need lots of food, exercise, and sleep • Enjoy physical education and sports • Adult personality begins to emerge • Care more about peer opinions than those of parents and teachers • Will initiate their own activities without adult prompting • Can and will see both sides of an argument • Very interested in current events and issues of the day as well as pop culture and the latest cool clothes, music, etc.
13	Thirteen is an age of dramatic contrasts. Thirteen-year-olds commonly slip forward and backward in their development so on any given day, you may not know who you’re dealing with. At this age, “bored” may translate as “insulted.” Thirteens want adults to see them as capable young people <i>and</i> to leave them alone. Being with and feeling accepted by friends is of paramount importance.	<ul style="list-style-type: none"> • Lots of physical energy; most boys and girls are showing signs of puberty (girls more than boys) • Very concerned about personal appearance but not about personal environment (rooms, lockers, etc.) • Moody and sensitive, feelings easily hurt; anger can flare suddenly • Feel and exert a lot of peer pressure about dress, how to talk, music, etc. • Like to challenge intellectual as well as social authority

About the Choose Health Recipes

Food preparation is an important element of every CHFFF lesson. Children need opportunities to taste foods that are healthy – and they enjoy both the preparation and the tasting of foods. Facilitators are encouraged to involve children in snack preparation, **but having children use knives is not recommended unless the facilitator is trained in how to teach knife safety to youth and does so.** Be sure to have children wash hands before helping with food preparation, and wash cutting boards, dishes, utensils, and counter tops with hot soapy water afterwards to avoid spread of bacteria.

Recipe Selection

For flexibility, each lesson contains two recipes that support the lesson's content. One generally requires electricity and one does not. Choose whichever recipe best fits your setting and the group's needs.

The following checklist, adapted from the Cornell Food and Nutrition Education in Communities (FNEC) Recipe Policy, was used to choose recipes that promote nutritional health and that testing suggested are generally liked by 8-12 year olds.

Promotes good health

- All recipes include at least one vegetable or fruit.
- Recipes have minimal added sugars – no more than 2 teaspoons of added sugar per serving.
- Dairy ingredients are non-fat, low-fat or reduced-fat. Milk used is skim or 1%.
- Recipes have 35 percent or fewer calories from fat, or 5 grams of fat or less per serving. When feasible, recipes have 25 percent or fewer calories from fat.

Precise and consistent

- Recipes have been successfully tested for taste and overall appeal.
- Modified recipes cite the original source whenever possible.

Appropriate for audience

- Recipes are culturally appropriate for the intended audience.
- Recipes are affordable and readily available ingredients are used.
- Supplies and equipment needed for the recipe are available to participants.
- Time, reading level, interests and skill level to prepare the recipe are taken into consideration.
- Short sentences and simple words are used to describe the steps of the recipe.

Additional Recipes

For more healthy recipes that meet the FNEC recipe policy, see the Extra CHFFF Recipes on the CHFFF page, and other recipes in the Recipes section of the FNEC website, www.fnec.cornell.edu.

About the Scanned Food Packages with Nutrition Facts Labels

Hands-on experience reading nutrition facts labels from actual food packages is an important part of several CHFFF lessons. Real packages are more engaging and are therefore preferred. However, for facilitators who don't have access to – or time to find and sort – appropriate packages, we have developed a set of scanned food packages that specifically relate to the learning objectives of the lessons.

Scanned food packages are included for Lessons 3, 4, and 6, as detailed on the next pages. Packages were chosen that relate to the lesson, are generally familiar to most children, include a photo or realistic picture of the food item on the package, and have a Nutrition Facts Label and Ingredients List that can be easily read after the package has been scanned onto an 8.5x11" page. Scanned packages should be printed in color onto card stock and inserted into a plastic sheet protector, or laminated.

In order to fit the package front, label, and ingredients onto one 8.5x11" page, packages have sometimes been cut apart and rearranged. Since these are real product packages – because we want them to seem real to youth – brand names have been included, but no endorsement or criticism of specific products is intended nor implied.

A complete list of scanned food packages organized by lesson is included on the next two pages.

Scanned Food Packages by Lesson

Lesson	Lesson Section	Package Labels
3 Read it Before You Eat It! The Nutrition Facts Label	Add: Label Reading	3 can labels to supplement those from real cans used in the Anchor plus 1 cookie label to go with Poster 3-1: <ul style="list-style-type: none"> • Minestrone Soup, reduced sodium • Refried Beans, vegetarian • Black-Eyed Peas • Chocolate Chip Cookies (9 g sugar/4 mini cookies)
	Apply: Salty Snacks	13 items (from least to most fat): <ul style="list-style-type: none"> • Sourdough Pretzels, Snyders of Hanover (0 g fat/svg) • Ritz Crackers, reduced fat (2 g fat/5 crackers) • Ruffles Potato Chips, baked, snack size (3 g fat per 7/8 oz pkg) • Cheez-Its, reduced fat (4.5 g fat/29 crackers) • Cheetos, baked, snack-size (4.5 g fat per 7/8 oz pkg) • Ritz Crackers, regular fat (4.5 g fat/5 crackers) • Microwave Popcorn, Light (6 g fat/12 cup bag) • Sunchips, original (6 g fat/16 chips) • Cheez-Its, regular fat, Fiesta Cheesy Taco (8 g fat/25 crackers) • Microwave Popcorn, Butter (9 g fat/12 cup bag) • Smartfood White Cheddar Popcorn (10 g fat/1 3/4 cup) • BBQ Potato Chips, regular, snack size (10 g fat/1 oz pkg) • Cheese Curls, baked, snack size (10 g fat per 3/4 oz pkg or 21 pieces)

Scanned Food Packages by Lesson

Lesson	Lesson Section	Package Labels	
3 Read it Before You Eat It! The Nutrition Facts Label (continued)	Apply: Sweet Snacks	14 items (from most to least sugar): <ul style="list-style-type: none"> • Cracker Jacks • Little Debbie Fudge Brownie • Little Debbie Swiss Rolls • Tastycake Chocolate Cupcakes • Reese’s Peanut Butter Cups • Oreos, Double Stuf • Nature Valley Oats ‘n Honey Granola Bar (2 bars) 	<ul style="list-style-type: none"> • Frosted Mini-Wheats cereal, Strawberry • Ginger Snaps • Chewy Granola Bar (1 bar) • Rice Krispies Treats • Animal Crackers, Plain • Graham Crackers • Honey Bunches of Oats cereal
4 Make Half Your Grains Whole! Eat More Whole Grains	Apply	16 items (from least to most fiber): <ul style="list-style-type: none"> • Saltines • White Bread • Club Crackers • Toasteds Wheat Crackers • Cream of Wheat • Goldfish, whole grain • Multi-grain crackers • 100% Whole Wheat Bread 	<ul style="list-style-type: none"> • Multi Grain waffles, frozen • Triscuits • Wheat Thins • Quick Oats • Taco Shells • Granola • Oatmeal Squares cereal • Raisin Bran
6 Power Up Your Day: Eat Breakfast!	Apply: Cereal Scramble	5 items (from healthiest to least healthy): <ul style="list-style-type: none"> • Cheerios, plain (1 g sugar, 3 g fiber) • Honey Bunches of Oats with Almonds (6 g sugar, 2 g fiber) 	<ul style="list-style-type: none"> • Life cereal, cinnamon (8 g sugar, 2 g fiber) • Frosted Flakes (12 g sugar, 1 g fiber) • Froot Loops (15 g sugar, 1 g fiber)
	Apply: Breakfast-On-the-Run Sprint	4 items (2 pairs, each with healthier and then less healthy item): <ul style="list-style-type: none"> • Eggo Waffles, Nutri-Grain, Low-Fat (3 g fiber, 3 g sugar, 2.5 g fat) • Eggo Wafflers (1 g fiber, 12 g sugar, 9 g fat) 	<ul style="list-style-type: none"> • Kashi Berry Lemonade Bars, 4g fiber (7 g sugar, 1.5 g fat) • Lucky Charms Bars (0 g fiber, 10 g sugar, 3 g fat)



About CHFFF Active Games

Active games are an integral part of CHFFF. This section details why and how physical activity has been built into the lessons. Detailed game instructions appear both in the lesson and in the **Active Games Appendix**, along with playing pieces as needed. Leadership tips on how to lead safe, active, and fun games with children are also provided. See the CHFFF website for links to “how-to” videos to help you learn some of the more complex games!

Active Games: A Key Element of Each Lesson

Physical Activity Built Into Lessons

Physical activity is a key factor for healthy living. Choose Health: Food, Fun, and Fitness builds activity into each lesson instead of having a separate lesson *about* physical activity. By playing active games – even when space is limited – children move and have fun while getting the activity they need!

Why focus on Active Play instead of exercise or physical activity?

Kids love to play! When kids play, they run, jump, climb, throw, and catch. They’re physically active – which helps them be healthy! And they’re having fun! When playing actively, children learn things like fairness, teamwork, how to stretch their limits, how to manage safety and risk, and the joys of being active.

Active Games help Kids and Adults:

- Use energy and therefore maintain a healthy weight
- Strengthen heart, lungs, muscles, and bones
- Decrease stress
- Feel more energetic
- Learn new ways they can be active and have fun!

Games fit the Lesson

Games have been chosen to ‘fit’ each lesson and flow naturally in sequence. Sometimes the games complement the lesson directly like the Fast Food Relay does in Lesson 5 about Fast Foods. Sometimes games have been grouped in a lesson because you need similar equipment – like music or toss-able toys.

Four Games in Each Lesson

Two games open each lesson and two games close the lesson, adding up to about 20 minutes of active play for each lesson. Include all four games in each lesson so children get activity, learn new games, and have fun! Play all four games to demonstrate the importance of active play in a healthy lifestyle and help meet the behavior goal of 60 minutes of active play every day.

Open each lesson with active games to:

- Show kids that the lesson will be fun!
- Build rapport with them
- Encourage their full participation in the lesson
- Help them get at least some of the recommended 60 minutes of active play
- Demonstrate your own commitment to active play!

Close each lesson with active games to:

- Remind them of the fun they’ve had in Choose Health: Food, Fun, and Fitness
- Get them to look forward to the next lesson
- Help them get at least a portion of the recommended 60 minutes of active play
- Demonstrate your own commitment to active play!

Choice of Games is Flexible

Don’t let limited space, lack of equipment, or your own comfort with a game stop you from playing! If you know an active game that is not included in CHFFF, but meets the criteria of being safe, easy to lead, fun, and active, feel free to add it to those provided or substitute your game for one of the lesson’s other games. Or choose one of the CHFFF Extra Games to fit your group or setting. It’s okay to mix and match – as long as you are giving children lots of opportunities to engage in active play! The table on the next page details which games can easily be played in small spaces, and which work best for younger and older ages.

Games Keep Kids Moving

Most of the games in CHFFF are designed to keep kids moving. Some are cooperative games where everyone stays involved. Other games are more competitive, like tag games, but have re-entry tasks that allow children who get out to get right back into the game so that all kids can participate and enjoy playing regardless of their athletic ability. Focus on active movement and fun more than on following every game rule to the letter.

Create Your Own File of Games and Leadership Tips

Print the Active Game instruction cards and tips on cardstock or laminate them, cut apart, and use them as your own file of fun. Review leadership tips to help you lead the games while keeping children safe and their excitement from getting out of hand.

Fitness Leaders
 Lesson 3: NUTRITION FACT LABELS
 Equipment: At least 1 Fitness Activity Card per team member
 Set Up: Divide children into at least 2 teams. Ask teams to line up single file as if about to run a relay race. Place a stack of Fitness Activity Cards face down about 10 feet in front of each team.

Fruit and Veggie Toss
 Lesson 2: EAT MORE VEGETABLES AND FRUITS
 Equipment: Soft throwable toys that are easy for children to catch (see Active Games Tips)
 Set Up: Group stands in a circle.
 How to Play: Say "Everyone think of a vegetable or fruit. When you get the toy, say the name of a veggie or fruit before you toss it to someone else. You can toss to anyone. Try to include everyone. Try to think of as many different veggies and fruits as you can, but it's okay if you repeat something someone else has already said."
 Variants: Add a second, third, or fourth toy. Designate one toy for veggies, and a second for fruits.

ACTIVE GAMES LEADERSHIP TIPS
Quit While You're Ahead
 • Plan to stop a game at the peak of fun – when the players are having the best time possible – before it gets boring and so they'll want to play the game again.
 • Each Choose Health Active Game is meant to last five minutes or less.

ACTIVE GAMES LEADERSHIP TIPS
Plan and Prepare to be a Great Leader of Fun
 When you lead a game, you take on a big responsibility – to help everyone get the most fun and the most physical activity they can while nobody gets hurt. Prepare well so you can:
 • Get kids excited but not so over-stimulated that they are unsafe or that you can't bring them back from chaos!
 • Explain new games quickly so children don't have to stand around before they play!
 • Avoid downtime between games when kids might try to create unsafe fun.
 • Focus on a great play experience for everyone – not just the "winners" of a game.

Active Games: Best Age Groups, Space Needs

Note: In addition to these general guidelines, adaptations for younger ages as well as ways to ‘up the challenge’ for older ages are on many game cards to help make the games more suitable for different ages. Small-space adaptations are also listed for many games.

Lesson	Active Game	Good for Younger Ages	Good for Older Ages	Good for Small Space
1 Drink Low-Fat Milk and Water Instead of Sweetened Drinks	1-1 Instant Replay	x		x
	1-2 All My Neighbors	x	x	x
	1-3 Go-Slow-Stop Tag	x	x	
	1-4 Back-to-Back		x	x
2 Color Your Plate: Eat More Vegetables and Fruits	2-1 Balloon-a-Palooza	x	x	x
	2-2 Fruit and Veggie Toss	x	x	x
	2-3 Under the Cone Scavenger Hunt	x	x	
	2-4 Double Tag	x	x	
3 Read It Before You Eat It! The Nutrition Facts Label	3-1 Snap	x	x	x
	3-2 Stretching Mirrors	x	x	x
	3-3 Link Up Tag	x	x	
	3-4 Fitness Leaders	x	x	x
4 Make Half Your Grains Whole! Eat More Whole Grains	4-1 Musical Hoops	x		
	4-2 Chair Aerobics	x	x	x
	4-3 Stretch As If	x	x	x
	4-4 Heart Alert	x	x	
5 Healthier Foods – Fast	5-1 Slow-Poke Copy Cat	x	x	x
	5-2 Hospital Tag	x	x	
	5-3 Fast Food Relay	x	x	x
	5-4 Dragon’s Tail	x	x	
6 Power Up Your Day: Eat Breakfast!	6-1 Fitness Tag	x	x	
	6-2 Breakfast Shake	x	x	x
	6-3 Triangle Tag	x	x	
	6-4 Group Juggling	x	x	x
Extra Games	Elbow Tag	x		
	Fitness Speedway	x	x	
	Cat and Mouse		x	x
	Glue and Stretch	x	x	x
	Everybody’s It	x	x	
	Fruit Salad	x		x
	Streamers Galore	x		x
Table for Three	x	x		

The Surgeon General's Vision for a Healthy and Fit Nation. U.S. Department of Health and Human Services, 2010.

<http://www.surgeongeneral.gov>

Recommendations to help Americans live long and live well by choosing nutritious food, adding more physical activity to their daily lives, managing stress, and creating environments that promote and support healthy choices for all Americans.

The Negative Impact of Sugar-Sweetened Beverages on Children's Health: A Research Synthesis. Robert Wood Johnson Foundation Healthy Eating Research, 2009.

www.healthyeatingresearch.org

Excellent summary of evidence and advice on sweetened beverages.

Go With the Whole Grain Resources, General Mills' Bell Institute of Nutrition

<http://www.bellinstitute.com/>

Helpful information on whole grains.

Facilitation Skills

From Telling to Teaching: A Dialogue Approach to Adult Learning. By Joye A. Norris, 2003.

www.learningbydialogue.com

Principles, practices, and facilitation skills for a learner-centered, dialogue approach for more effective teaching and lesson design.

Yardsticks, Children in the Classroom Ages 4-14 by Chip Wood, 2007.

www.responsiveclassroom.org

Comprehensive guide to developmental traits of children with charts summarizing physical, social, language, and cognitive growth patterns for each age.

Active Games

CATCH Kids Club Activity Box

www.flaghouse.com

Games and activities that meet national physical education standards, and engage children in heart-healthy moderate-to-vigorous physical activity over 50% of the time they spend with you. Activity kits available for grades 3-5 and 6-8.

CANFIT ACTIVE8

http://canfit.org/our_work/programs/ACTIVE8/

An 8-step guide that engages youth through creating opportunities for physical activity that are enjoyable, meet their needs and involve and encourage participation of all. See Step 4 for CANFIT tips on how to lead appropriate, fun physical activity, including ten qualities of strong physical activity