



Healthy Kids Out of School Curriculum

Nutrition and physical activity guide for afterschool and youth programs

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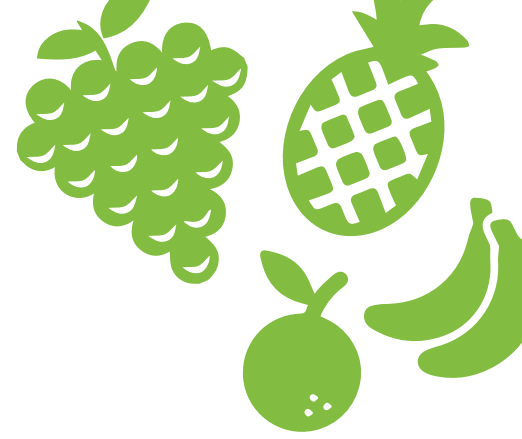


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OVERVIEW OF THE HEALTHY KIDS OUT OF SCHOOL CURRICULUM

The Healthy Kids Out of School curriculum encourages physical activity and healthy eating habits. Over the course of this curriculum, participants will learn how to

Snack Smart, Drink Right, and Move More. The lessons encourage fruits and vegetables for snacks, water as the beverage of choice, and new ways to increase active time to help kids reach the 60 minutes-a-day recommendation.

Both the lack of physical activity and over-consumption of food among children are factors that have contributed to the childhood obesity epidemic. Currently, 1 in 3 children are overweight or obese, and children and teenagers who are obese have a 70-80% chance of becoming obese as adults. Now more than ever, it is important to help youth establish healthy habits.

The curriculum's overarching objective is to *encourage kids to establish a pattern of healthy eating and physical activity that they can replicate in other areas of their lives*. The curriculum can be used in afterschool programs, summer camps, childcare settings, and other extracurricular clubs or groups. The sessions were designed for 4th and 5th grade children, however modifications are suggested for older or younger kids.

The curriculum is broken into 7 sessions that are 30-35 minutes in length. Each session outlines different activities designed to teach children healthy behaviors.

The first lesson includes a taste test. If funds allow, consider bringing a fruit or vegetable snack to all of the sessions. Increasing exposure to healthy snacks is a great way to develop kids' preferences for fruits and vegetables.

The final session presents the Healthy Kids Out of School Challenge. After learning the importance of healthy eating and physical activity over the course of the curriculum, we hope everyone will be excited to take on the Challenge. Kids can do the Challenge anywhere they choose, at their afterschool program or club, at home, or religious group. The goal is to take these healthy habits and make them the norm everywhere. Please read the Healthy Kids Out of School Challenge Overview and Tracker sheets (pages 37 and 38) for more information.

The end of the curriculum contains simple and fun activities to get kids up and moving. If time allows, try kicking your meetings off with a 15-minute active game. Starting with a physical activity will help kids get some energy out so they can focus for the rest of the meeting. Flip to page 40 for our Move More in 15 Minutes activity ideas!

SESSION 1: SNACK SMART TASTE TEST

SESSION OBJECTIVES

- ✓ Participants will be able to explore the different tastes and textures of fruits and vegetables.
- ✓ Participants will be able to explain some of the health benefits of fruits and vegetables.

MEETING OUTLINE

Pre-meeting: Prep the samples of fruits and vegetables or have older kids help prep during the session (e.g. wash, slice, divide into containers, etc.). Try and include less familiar samples like radishes, starfruit, jicama, purple carrots, or pomegranate seeds. If your program serves a meal, you can use some of the fruits and vegetables that will be served with the meal.

*NOTE: Make sure to check for food allergies before doing the Taste Test activity.

Min. 0-25: Taste Test

Min. 25-30: Closing discussion and wrap-up

OPENING QUESTIONS

- What fruits and vegetables do you like?
- Why are fruits and vegetables important to eat?
- What are some of the health benefits of fruits and vegetables?
- What are different ways to describe the flavor and texture of fruits and vegetables?



SESSION MATERIALS

- ✓ Snack Smart Taste Test for each participant
- ✓ Pens/pencils
- ✓ At least 2 different fruits
- ✓ At least 2 different vegetables
- ✓ Knife to cut the produce samples
- ✓ Cutting board
- ✓ Small containers to put the samples in
- ✓ Access to water (to wash produce and hands)
- ✓ Paper towels or napkins

MAIN ACTIVITY

TASTE TEST



TIME TO COMPLETE ACTIVITY
30 Minutes



ACTIVITY BACKGROUND

This activity allows kids to learn about different fruits and vegetables and discover their favorites. Fruits and vegetables are a vital part of a healthy diet: they provide important **nutrients** such as **vitamins, minerals, and fiber, as well as water**. Foods that contain fiber and water help us feel full. Ninety-eight percent of American children do not reach the recommended daily servings of fruits and vegetables. This Taste Test exposes kids to new flavors and textures of a variety of fruits and vegetables. It also provides kids with an opportunity to try their hand at recordkeeping and can be used as an example of why recordkeeping is important when conducting experiments. Holding a taste test is a great way to help kids grow accustomed to new foods and determine preferences, and may even help cut down on food waste!

DIRECTIONS

- 1 Have all participants wash their hands. Before beginning the taste test, ask the kids to list off different fruits and vegetables they know. Ask them what their favorites are. Identify some less common fruits and vegetables and discuss which ones they've tried.
- 2 Give a Taste Test sheet (page 8) to each participant (or complete the activity together using one sheet). Pass out the fruit and vegetable samples.
- 3 Have participants guess the name of each sample. Create more of a challenge by having them close their eyes!
- 4 Tell kids to mark an 'X' in the table next to the words that best describe each sample. Explain the importance of data sheets and recordkeeping when conducting an experiment.
- 5 For older participants, ask them if they know what nutrients or health benefits the different fruits and vegetables contain. Do the nutrients differ by color? Have older participants help you explain the health benefits of fruits and vegetables to the younger participants.
- 6 Vote on the sample most liked by the group.

CLOSING DISCUSSION

- **What were your favorite fruits and vegetables?**
- **What textures and flavors did you like best?**
- **What surprised you about any of the samples?**
 - ✓ Being open-minded and trying new things can allow you to develop new tastes!
- **Why is it important to eat fruits and vegetables?**
 - ✓ Fruits and vegetables provide important nutrients such as fiber, vitamins, and minerals.
 - ✓ They also contain lots of water!
 - ✓ Fruits and vegetables help us feel full because they contain fiber.
- **How can you choose snacks that help you eat more fruits and vegetables during the day?**
 - ✓ Examples: Choose grapes instead of chips, or eat a peach as an after-school snack instead of a treat from the vending machine.
- **Think of ways you can include fruits and vegetables during meals.**
 - ✓ At breakfast, try a banana or apple with your meal.
 - ✓ At school lunch, try a new fruit or vegetable to go with your meal.
 - ✓ At a restaurant you can order a meal that has fruits or vegetables instead of French fries.
- **In what other situations would trying new things be a good idea?**
 - ✓ When you are shopping with a parent at the grocery store. You can even ask what fruits and vegetables are in season and how to select ripe produce.
 - ✓ When you are preparing food at home.





Snack Smart Taste Test



There are hundreds of fruits and vegetables: from apples and blackberries to yams and zucchini.

With this taste test, kids can try unfamiliar fruits and vegetables and discover new favorites!

1. Wash and slice samples of fruits and vegetables.
2. Give a taste test sheet to each kid, or complete the activity together using one sheet.
3. Have kids guess the name of each sample. Create more of a challenge by having them close their eyes!
4. Mark an 'X' in the table next to the words that best describe each sample.
5. Vote on the sample most liked by the club.

	FRUITS			VEGETABLES		
	SAMPLE A	SAMPLE B	SAMPLE C	SAMPLE A	SAMPLE B	SAMPLE C
CRUNCHY						
SWEET						
SOUR						
JUICY						
BITTER						
YUMMY						
RIPE						
SLIPPERY						
CHEWY						
BLAND						
SURPRISING						
OTHER _____						

FAVORITE FRUIT

FAVORITE VEGETABLE

Research shows that the more times kids taste new foods, the better they like them. Encourage kids to keep trying new foods, they might be pleasantly surprised!

SESSION 2: TALK TEST

SESSION OBJECTIVES

- ✓ Participants will be able to differentiate between light, moderate, and vigorous activity.

MEETING OUTLINE

Pre-meeting: Prepare materials and print out a Talk Test Activity Sheet (p. 39) for each participant

Min. 0-25: Talk Test Activity

Min. 25-30: Closing discussion and wrap-up

OPENING QUESTIONS

- What types of physical activities do you like to do?
- Are some easier than others?
- How do you know when you are working hard?
 - Breathing harder, heart beating faster, harder to talk, sweating, etc.



SESSION MATERIALS

- ✓ Talk Test Activity Sheets for each participant (or one for the group for younger kids)
- ✓ Pens/pencils

MAIN ACTIVITY

TALK TEST



TIME TO COMPLETE ACTIVITY

30 Minutes



ACTIVITY BACKGROUND

Physical activity can be done in many different ways, and some ways take more effort than others. We can break activity down into three levels: vigorous, moderate, and light. When we are moving really fast or working really hard, we are doing vigorous activity. It's hard to do vigorous activity for a long period of time. Moderate activity is like when we're walking very fast or riding a bike. And when we are doing gentle activity, like walking slowly, we are doing light activity. Light activity can be sustained for a much longer period of time. When we only have a short amount of time to be active (say, 15 minutes), we want to make the most of it, which means aiming for moderate or vigorous activity. It's important to know what level of activity we are doing so we can be sure to get the recommended 60 minutes of moderate to vigorous activity per day. All levels of physical activity are great, but the harder we work the healthier we will be!

DIRECTIONS

- 1 Explain that your heart beats faster when you are exercising more vigorously because it has to pump more blood and oxygen to your muscles. Explain that you also breathe more when you are exercising more vigorously in order to get oxygen to your muscles and carbon dioxide out from your muscles. The Talk Test helps you know what level of activity you are doing. If you are doing light activity, you can sing and talk while you're moving. If you're doing moderate activity you can talk, but not sing. And if you're doing vigorous activity, you will not be able to say more than a few words without pausing for a breath.
- 2 Start by picking a song that all children know (for example, the Hokey Pokey) for the talk and sing test. Instruct youth to practice by first talking it as a group and then singing it together. This activity can be done as a group, which is best for younger kids, or in pairs.
- 3 Pass out the Talk Test Sheet or record observations on one sheet as a group.
- 4 Have kids practice the ease with which they can both talk and sing the song while walking at a slow pace. Inform them that this is a light activity since they can both talk and sing. Record the activity type on the Talk Test Activity Sheet.

- 5 Have kids engage in a moderate activity (e.g. walking briskly), and attempt to both talk and sing. Ask them whether they were able to sing or talk easily. Record the activity type on the Activity Sheet.
- 6 Have kids engage in vigorous activity (e.g. running in place), and attempt to both talk and sing. Record the activity on the Activity Sheet.
- 7 Let kids choose different light, moderate, and vigorous activities to test. Here are some examples:
 - Light: stretching, spinning slowly
 - Moderate: doing lunges, pretending to swim
 - Vigorous: doing jumping jacks or push-ups, dancing fast

CLOSING DISCUSSION

- Reinforce that all activity is good, but vigorous activity means your body is working harder.
- What level of activity do you think is better to do if you have a short amount of time?
- Of the activities we tested today, which do you think was the most vigorous?
 - How long do you think you could keep doing that activity without stopping?
- What are other vigorous activities that you like to do? (e.g. soccer, playing tag, etc.)

TALK TEST ACTIVITY SHEET

The Talk Test helps you know what level of activity you are doing.

Light Activities: You can talk and sing!

Moderate Activities: You can talk, but not sing easily.

Vigorous Activities: Both talking and singing are hard to do.

Talk and sing your favorite song while doing different activities to determine the activity level.

Test the activities in the table to determine if they are light, moderate, or vigorous activities and then record the result. Write in new activities that you or the whole group comes up with and then test those out too!

ACTIVITY	LIGHT	MODERATE	VIGOROUS
Walking slowly			
Walking fast			
Running in place			

All activity is good, but to stay healthy and strong aim to get 60 minutes of moderate to vigorous physical activity every day!

SESSION 3: MOVE MORE ACTIVITY PLAN

SESSION OBJECTIVES

- ✓ Participants will be able to design and lead a 5-15 minute physical activity session.
- ✓ Participants will be able to understand the importance of being physically active.

MEETING OUTLINE

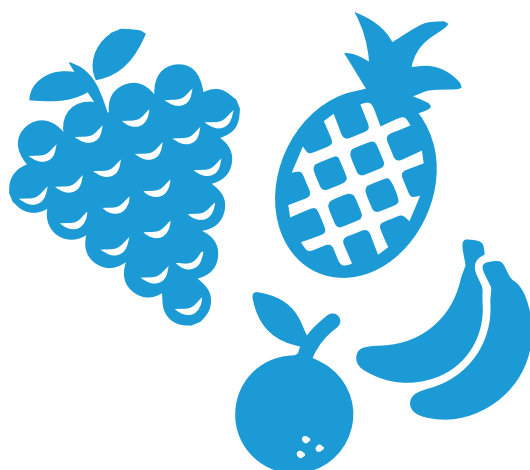
Pre-meeting: Gather available physical activity equipment

Min. 0-25: Move More Activity Plan

Min. 25-30: Closing discussion and wrap-up

OPENING QUESTIONS

- Why is physical activity important?
- How much physical activity do you get each day?
 - What activities do you do? Consider all the ways you stay active at home, school, and during afterschool or summer activities.
- Who can explain the difference between light, moderate, and vigorous physical activity?



SESSION MATERIALS

- ✓ Activity Plan template sheets for each kid or group of kids
- ✓ Pens/pencils
- ✓ Physical activity equipment (e.g. balls, cones, jump ropes, etc.)



NO SPORTS EQUIPMENT?

No problem! Give kids everyday items (like balled up pieces of paper, handkerchiefs, or paper plates) and challenge them to use them in their activities.

MAIN ACTIVITY

MOVE MORE ACTIVITY PLAN



TIME TO COMPLETE ACTIVITY
30 Minutes



ACTIVITY BACKGROUND

Being physically active is vital to keeping our bodies healthy. Not only does it strengthen our heart and muscles, research shows that kids who get more exercise perform better in school. Adding just 15 minutes of physical activity can help kids achieve the recommended 60 minutes per day. Less than half of school-aged children and only about 10% of teenagers meet the recommendation. Physical activity can be performed throughout the day; it does not need to happen all at once. This activity will expose kids to new and creative ways to move, while helping them reach the 60-minute goal.

WHEN HELPING KIDS DESIGN THESE ACTIVITIES, THERE ARE A FEW IMPORTANT THINGS TO KEEP IN MIND:

- 1 Encourage activities that are non-competitive, fun, and inclusive.
- 2 Try to have activities that involve everyone and keep all kids moving. For example, if the activity involves a relay, have those that are waiting their turn do jumping jacks or run in place.
- 3 Avoid activities that require long explanations or a lot of setup, since you only have 15 minutes. Be sure to make the most of it!
- 4 Having trouble getting started? Think of common games such as Red Light/Green Light or Simon Says and change the directions to make it more active.



DID YOU KNOW?

Putting math in real-world contexts may help kids better understand concepts. Some studies suggest that combining movement with learning even creates changes in brain activity that help kids learn more effectively!

DIRECTIONS

- 1 Create groups of kids who will design a physical activity together and lead it.
 - Consider having older kids design longer sessions (15 minutes) and younger kids design shorter ones (5 minutes).
- 2 Explain that any available equipment (balls, cones, handkerchiefs, etc.) can be used for the sessions. Challenge the older kids to design activities without the equipment.

- 3 Explain that their sessions are required to:
 - meet the designated time length
 - include everyone
 - keep everyone moving as much as possible

Make it more of a challenge for older kids by giving them more requirements to meet (make 5 of the 15 minutes vigorous activity, teach the younger kids a new skill as part of the session, etc.).

- 4 Give each group an Activity Plan Template sheet to complete, and work with them to design their activity sessions. For younger kids, skip the Template sheet and have them verbally explain their activity.
- 5 Have the kids practice leading the physical activity sessions in small groups.
- 6 Select one group to lead their activity for the whole group. Save completed Template sheets so that remaining groups can lead their activity at future meetings.



CLOSING DISCUSSION

- What did you learn from designing these physical activity sessions?
- What level of activity (light, moderate, vigorous) were the physical activities you designed?
- Where else could you do these activities?

ACTIVITY PLAN TEMPLATE SHEET

ACTIVITY NAME: _____

ACTIVITY TIME (5, 10, 15 MINUTES): _____

LOCATION (CLASSROOM, GYM, OUTSIDE): _____

MATERIALS/EQUIPMENT NEEDED: _____

DIRECTIONS: 1 _____

2 _____

3 _____

DIAGRAM (IF NEEDED):

DOUBLE-CHECK YOUR GAME:

1 Is everybody moving? ☐ YES ☐ NO

2 Is the game non-competitive (nobody is eliminated or tagged out)? ☐ YES ☐ NO

3 Is it making you breathe harder? ☐ YES ☐ NO

4 What level of activity is the game? ☐ LIGHT ☐ MODERATE ☐ VIGOROUS

SESSION 4: FUEL FOODS

SESSION OBJECTIVE

- ✓ Participants will learn the health benefits of different kinds of foods and beverages.

MEETING OUTLINE

Pre-meeting: Cut out Activity cards

Min 0-25: Fuel Forward Activity

Min. 25-30: Closing discussion and wrap-up

OPENING QUESTION

- Do you know what kinds of foods give us energy?
- Do you know what kinds of foods give us energy and also help our bodies grow healthy and strong?



SESSION MATERIALS

- ✓ Fuel Forward Activity Cards

MAIN ACTIVITY

FUEL FOODS



TIME TO COMPLETE ACTIVITY

30 Minutes



ACTIVITY BACKGROUND

The Fuel Forward activity teaches youth the difference between foods that provide energy AND are nutritious (Fuel Foods), and foods that only provide energy (Treat Foods). Participants will first learn how the two groups of foods differ, and then they'll play the Fuel Forward active game with the activity cards to reinforce the message.

DIRECTIONS

- 1 Pass out one Fuel Forward Activity Card to each participant.
- 2 Explain that you're going to talk about two types of foods: "Fuel Foods" and "Treat Foods". Explain that all foods give us energy. We need this energy so our brain can think, our lungs can breathe, our heart can beat, and our muscles can move. We would not survive without food.
- 3 **Fuel Foods** (and drinks) give us energy, but they also give us other things our bodies need to be active and to stay healthy and strong. Fuel Foods give us vitamins, minerals, protein, healthy fats, fiber, and water, and these things are extremely important for our bodies. We need them every day to stay healthy.
- 4 Ask if anyone thinks they have a Fuel Food card. If so, what benefits does their food provide? Youth should see the benefits on their card (e.g. vitamins & minerals, protein, etc.). Let kids share their cards until you've covered all five benefits (see below). Treat Food cards will be addressed later.
 - Vitamins & Minerals boost our immune system so that our bodies can fight off colds, make sure our bodies grow and develop the way they should, and help all our organs do their jobs.
 - Protein is needed by our bodies to keep our organs working properly and to build strong muscles.
 - Fiber helps to keep our stomach and the rest of our digestive system healthy. The digestive system is the part of the body that processes the food we eat. Fiber also helps us feel full and gives us long-lasting energy.
 - Healthy Fats protect our heart and keep them strong so they can beat and pump our blood.
- 5 Ask if anyone can guess something that you need to drink every day to stay healthy.
 - Water is vital to our health! We need water to make sure all of the vitamins, minerals, and other nutrients we get from eating Fuel Foods can get to the different parts of our bodies. If we don't drink enough water, we can become dehydrated, making us tired and weak. Most Fuel Foods, especially fruits and vegetables, contain water. So, when we eat these foods we help our bodies stay hydrated!

- 6 Treat Foods** (and drinks) also give us energy, but they don't give our bodies any of the other benefits (vitamins, minerals, protein, fiber, etc.) that we get from Fuel Foods. So, they don't give us the nutrients we need to grow in a healthy way. Since we can only eat so much food in a day, the more Treat Foods we eat, the less likely we are to eat enough Fuel Foods. This means our bodies will miss out on the things it needs to grow strong and stay healthy.
- 7** Ask if anyone has a Treat Food card. What is it?
- 8** Now prepare the group to play the Fuel Forward game. The goal of the game is to play Activity Cards that allow you to take steps and move forward. An Activity Card lets you take a step when it's a food that helps you grow healthy (Fuel Food). Teams that complete 10 steps win! Two teams get 12 cards each (or 1 page), some cards will be Fuel Foods and some will be Treat Foods. Each card lists the different benefits that the food contains. For each benefit, players will act out the corresponding action. Some cards have more than one benefit, so players get to do all the actions on the card. Read the actions aloud and have kids practice what to do for each one.

ACTIVITY CARDS: BENEFITS & ACTIONS

VITAMINS & MINERALS: Hop on one foot for 10 seconds, then take 1 step

FIBER: Do 10 jumping jacks, then take 1 step

PROTEIN: Do a squat, then take 1 step

HEALTHY FATS: Stomp your feet twice, then take 1 step

WATER: Pretend to swim for 10 seconds, then take 1 step

ENERGY: Run in place for 10 seconds, but DON'T take any steps

- 9** How to play the Fuel Forward game:
- Divide the participants into two teams.
 - Distribute 12 cards to each team. Have teams start at the same time by drawing a card to play from the top of the deck.
 - For younger players, keep the cards and read them aloud, alternating one for each team.
 - All players on the team do the actions on the card to move forward.
 - Teams continue to draw cards at the same time until one team has taken 10 steps forward. If neither team reaches 10 steps in the first round, shuffle and redistribute the cards.

CLOSING DISCUSSION

- **What's the difference between a Fuel Food and a Treat Food?**
- **In the Fuel Forward game, what happened when you played a Treat Food? What about a Fuel Food?**

ACTIVITY CARDS

WATER



WATER

SWIM for 10 seconds +1 step

BEANS



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

PROTEIN

DO A SQUAT +1 step

DONUTS



ENERGY

RUN IN PLACE for 10 seconds

BROCCOLI



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

WATER

SWIM for 10 seconds +1 step

CANDY



ENERGY

RUN IN PLACE for 10 seconds

STRAWBERRIES



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

WATER

SWIM for 10 seconds +1 step

JUICE DRINK



ENERGY

RUN IN PLACE for 10 seconds

MILK



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

PROTEIN

DO A SQUAT +1 step

WATER

SWIM for 10 seconds +1 step

COOKIES



ENERGY

RUN IN PLACE for 10 seconds

CUCUMBERS



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

WATER

SWIM for 10 seconds +1 step

TUNA



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

PROTEIN

DO A SQUAT +1 step

HEALTHY FATS

STOMP +1 step

SPINACH



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

WATER

SWIM for 10 seconds +1 step

ACTIVITY CARDS

CUPCAKES



ENERGY

RUN IN PLACE for 10 seconds

APPLES



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

WATER

SWIM for 10 seconds +1 step

SPORTS DRINK



ENERGY

RUN IN PLACE for 10 seconds

WHOLE WHEAT BREAD



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

YOGURT



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

PROTEIN

DO A SQUAT +1 step

CARROTS



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

WATER

SWIM for 10 seconds +1 step

CHOCOLATE GRANOLA BAR



ENERGY

RUN IN PLACE for 10 seconds

NUTS



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

PROTEIN

DO A SQUAT +1 step

HEALTHY FATS

STOMP +1 step

BANANAS



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

WATER

SWIM for 10 seconds +1 step

AVOCADOS



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

HEALTHY FATS

STOMP +1 step

SODA



ENERGY

RUN IN PLACE for 10 seconds

MANDARIN ORANGES



ENERGY

RUN IN PLACE for 10 seconds

VITAMINS & MINERALS

HOP ON ONE FOOT +1 step

FIBER

DO 10 JUMPING JACKS +1 step

WATER

SWIM for 10 seconds +1 step

SESSION 5: SUGAR DETECTIVES

SESSION OBJECTIVES

- ✓ Participants will learn that water contains no sugar.
- ✓ Participants will be able to determine the amount of sugar in a variety of common beverages.

MEETING OUTLINE

Pre-meeting: Gather the materials needed for the Sugar Detectives activity, including calculating how many teaspoons of sugar are in each container (*see sugar conversion below). Older youth can do this with you during the activity.

Min. 0-30: Sugar Detectives

Min. 30-35: Closing discussion and wrap-up

SUGAR CONVERSION

1. Use the nutrition facts label on each drink to find the grams of sugar.
2. Check the number of servings per container. If there's more than one, multiply the grams of sugar by the number of servings to get the total amount.
3. Convert the total grams to teaspoons or packets:

4

=



=



GRAMS 1 TEASPOON 1 PACKET

4. Note the total teaspoons of sugar for each drink to reference during the activity.

EXAMPLE

The 20 oz. soda to the right contains **27 grams** of sugar per serving. There are **2.5** servings per container. So, $27 \times 2.5 = 67.5$ grams of sugar total. Convert grams to teaspoons by dividing the total by 4. So, $67.5 / 4 = 17$ teaspoons. There are 17 teaspoons of sugar in one 20 oz. bottle.



SESSION MATERIALS

- ✓ Sugar Detectives handout
- ✓ Empty drink containers, such as sports drinks, a juice pouch, soda, and iced tea with the nutrition facts label still attached
 - Include an empty bottle of water
 - For clarity, do not include 100% fruit juice or milk
- ✓ Sugar (packets or bag of sugar & measuring spoons)

Nutrition Facts

Serving Size: 8 fl. oz (240 mL)

Servings Per Container: 2.5

Amount Per Serving

Calories 100

% Daily Value

Total Fat 0g 0%

Sodium 35mg 2%

Total Carbohydrate 27g 9%

Sugars 27g

Protein 0g

MAIN ACTIVITY

SUGAR DETECTIVES

SESSION 5



TIME TO COMPLETE ACTIVITY
35 Minutes



ACTIVITY BACKGROUND

In this activity, you'll discuss sugar-sweetened beverages and the amount of sugar that we might unknowingly drink when we consume these beverages. Many know that there is sugar in desserts and candy, but few know that almost half of the added sugar in our diets comes from drinks!

DIRECTIONS

- 1 Line the sugary drink containers up on a table in random order, including the water bottle.
- 2 Ask the kids if they've ever tried any of the drinks on the table.
- 3 Show the kids how much sugar is in a teaspoon. Ask them to guess how many teaspoons or packets of sugar are in each drink.
- 4 As a group, measure and count out how many teaspoons of sugar are in each drink container. You can scoop teaspoons of sugar out of a bag into a bowl, or count out sugar packets and tape them together to form a string.
- 5 Explain that the sugar contained in these drinks provides energy, but unlike the energy we get from Fuel Foods and Drinks, we don't get any other benefits from these drinks. Some Fuel Foods are sweet, like different fruits, but they're sweet because they grew that way, not because someone added sugar to them. Ask the kids if they think these beverages are Fuel Drinks or Treat Drinks.



CLOSING DISCUSSION

- Did anything surprise you about the drinks we looked at today?
- Does anyone think differently about the beverages that you choose to drink?
 - How so?
 - Will you choose different drinks now?
- How much sugar does water contain?

Sugar

Detectives

We know desserts and candy have a lot of sugar, but what about our drinks? Almost half of the added sugar in our diets comes from drinks! Use this activity to show kids the hidden sugar in common beverages.

- Collect a **variety of popular drinks**, such as a sports drink, juice pouch, and soda. Find the **total grams of added sugar in the entire drink**, using the Nutrition Facts label.
- Convert the **grams to teaspoons** for each drink - 4 grams is equal to about 1 tsp. Example: A 20 oz soda contains **64** grams, or **16** tsp. of sugar ($64/4=16$)
- For each drink, **measure the number of teaspoons of sugar** into a **small bowl** or **sandwich-sized plastic bag**. You can also tape together sugar packets, using one packet for each teaspoon of sugar. Label each bowl, bag or string of sugar packets with the number of tsp. it contains.

Find the Sugar

The Nutrition Facts label may only list the grams of sugar **per serving**. Find the total amount of sugar by multiplying the amount of sugar per serving by the number of servings per container.



- Ask youth to guess how much sugar is in each drink by matching sugar containers with drinks. Then, reveal the correct pairs.

Questions for youth

Consider the sizes of cups sold at convenience stores, restaurants, and movie theaters. How much sugar do you think these cups contain?

Think about what you drink. How much sugar are you drinking each day?

Sugar Detectives, Round 2

You can expand this activity by using different popular drinks to use in the display. Try including a sweetened iced tea, energy drink, or a drink with added vitamins to show that even these drinks contain a lot of sugar.

Older kids can create a poster to display at a community event using posterboard, empty bottles of drinks, and bags of sugar or sugar packets.

SESSION 6: WHY WATER WINS

SESSION OBJECTIVES

- ✓ Participants will be able to explain the importance of drinking water.
- ✓ Participants will be able to recognize the symptoms of dehydration.

MEETING OUTLINE

Pre-meeting: Gather materials needed to make three varieties of flavored water (e.g. water pitchers, cups, frozen berries, citrus, cucumber, mint, etc.)

Min. 0-20: We Are Water Activity

Min. 20-30: Flavored water sampling

Min. 30-35: Closing discussion and wrap-up

OPENING QUESTIONS

- Why is drinking water important?
- What happens when you don't drink enough water?
 - Think about plants: What happens to plants when they don't get watered?



SESSION MATERIALS

- ✓ Clear gallon container (empty milk jug)
- ✓ Measuring cups (1 cup)
- ✓ Water (tap or bottled)
- ✓ Daily Hydration Chart
- ✓ Water pitchers and cups
- ✓ Blank pieces of paper
- ✓ Frozen fruit, fresh fruit (oranges, lemons, limes, berries) herbs (mint, basil), cucumber slices, non-caffeinated herbal tea bags

MAIN ACTIVITY

WE ARE WATER & FLAVORED WATER



TIME TO COMPLETE ACTIVITY
35 Minutes

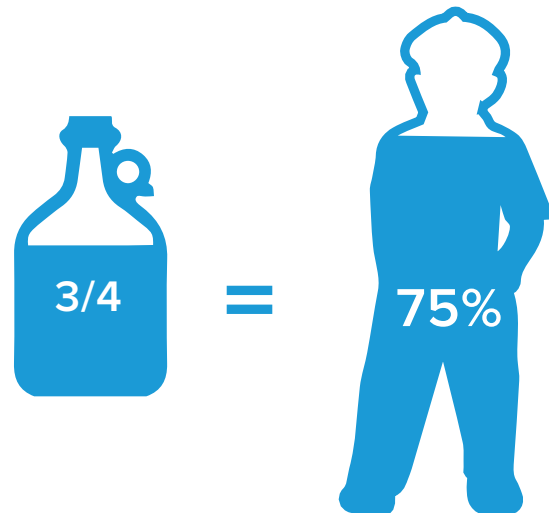


ACTIVITY BACKGROUND

Water is essential for human life. We would not be alive without it. In fact, we would survive less than a week without drinking water. This activity will teach youth why water is important to drink and how much they should try to drink each day. It will also give them some ideas for making water fun to encourage them to choose water more often.

DIRECTIONS

- 1 Prepare three pitchers of flavored water by adding different ingredients to each. Set aside.
- 2 Ask the group what percentage of their body is water. You can also shout out percentages and have them say whether it is more or less.
- 3 Share with the group that $\frac{3}{4}$ of their bodies are made up of water. Using the gallon jug, fill it $\frac{3}{4}$ full to represent how much of a child's body is water. For older kids, work out the math together:
 - There are 16 cups in 1 gallon, so fill the jug with 12 cups to equal $\frac{3}{4}$ full: $(12/16 = 0.75 = \frac{3}{4})$
- 4 Ask the kids how they take in water throughout the day.
 - Answers: drinking and eating
- 5 Use the measuring cups to take out 5-10% of the water from the jug to represent water lost. Do the math with the kids: $1/12$ cups = 8.3%. Remove 1 cup of water from the jug. Explain that when you compare the size of the jug to the size of their bodies, they need to replace a lot more than one cup.

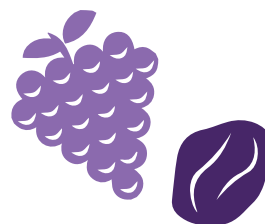


Then, ask how much water they lose in a day and how.






- Answers: 5-10% of their body weight by sweating, breathing, urine output, etc.

Explain that you can see your breath when it's cold outside because of the water in it!

- 6** Discuss why it's important to drink water in order to replenish what you lose during the day. Explain that you need water to convert the food you eat into energy and for your liver to function properly. Water is critical for digesting food and regulating body temperature. It helps keep the body working so it can do things like grow hair and keep skin healthy.
- 7** Ask the kids if they know what dehydration is. Explain that when you are dehydrated, it means you are not replenishing your body's water appropriately.
- 8** Ask them how they can tell if they are dehydrated. Explain that some common symptoms of dehydration are: dry, sticky mouth, thirst, tiredness, decreased motivation for activity, decreased urine output, dry skin, headache, constipation, dizziness or lightheadedness, confusion, and inability to sweat.
- 9** Remind kids that it is easy to confuse thirst with hunger, so if they ate recently and still feel hungry, they might actually be dehydrated. Recommend that they try drinking water first, wait a bit, then see if they're still hungry.
- 10** Using the chart below, explain how much water they should drink and consume from food each day based on their age and gender. Explain that when they are physically active, or if it is hot and humid out, they need to drink extra water to avoid dehydration.



DAILY HYDRATION CHART

AGE GROUP	TOTAL WATER* (APPROX. CUPS)	WATER WE DRINK (APPROX. CUPS)	WATER WE EAT (APPROX. CUPS)
 CHILDREN 1-3	5 1/2	4	1 1/2
 CHILDREN 4-8	7	5	2
 GIRLS 9-13	9	7	2
 BOYS 9-13	10	8	2
 GIRLS 14-18	10	8	2
 BOYS 14-18	14	11	3

Source: Institute of Medicine, Food and Nutrition Board. Dietary Reference Intakes for Water, Potassium, Sodium, Chloride, and Sulfate. National Academies Press, Washington, DC, 2005.

***Don't forget to add an additional 1 cup of water for every 30 minutes of physical activity!**

- 11** Ask a volunteer to measure out the number of cups of water they need to drink, based on the chart.

For example: A 9 year-old girl needs 9 cups of water => 7 cups from drinks and 2 cups from foods. If she gets 60 minutes of physical activity a day, she needs 2 more cups, for a total of 11 cups of water every day!

- 12** Explain that water from food is mostly found in fruits and vegetables (Fuel Foods). Watermelon and strawberries contain about 92% water by volume. Other fruits with high water content include grapefruit with 91%, cantaloupe with 90%, and peaches with 88%. Cucumbers and lettuce consist of 96% water. Zucchini, radishes, and celery are comprised of 95% water. Tomatoes are 94% water and green cabbage is 93% water. So fruits and vegetables are a great way to get water during snacks and meals.

- 13** Now that they know how much water they need to consume, explain that you're going to make and sample different types of flavored water. Flavored water is a fun way to liven up tap water and can help you drink more.

- 14** Line up the three pitchers along a table with a piece of paper in front of each to identify the flavor. Have kids sample each flavor and think about which is their favorite. Then have them choose their favorite or rank the three varieties by writing a number on the pieces of paper that identify each flavor on the table (e.g. favorite = 3, second favorite = 2, least favorite = 1). Total up the scores and share the results.

CLOSING DISCUSSION

- **Has anyone ever been dehydrated? Do you remember what it felt like?**
- **What can we do to remember to drink more water throughout the day (at home, school, etc.)?**
 - ✓ Examples: Carry a water bottle with you, drink water with meals and snacks, drink water first thing in the morning.
- **Would you make flavored water at home? What else could you add to your water?**
- **Remember: when you sweat, like when you're playing sports, or when it's really hot outside, you need to drink even more water because you are losing more water through sweating!**

SESSION 7: HEALTHY KIDS OUT OF SCHOOL CHALLENGE

SESSION OBJECTIVES

- ✓ Participants will be able to demonstrate their knowledge of healthy behaviors.
- ✓ Participants will be able to explain the importance of physical activity and healthy eating.

MEETING OUTLINE

Pre-meeting: Print out trivia questions & answers and prepare additional materials

Min. 0-25: Healthy Kids Trivia

Min. 25-30: Closing discussion and wrap-up

OPENING QUESTIONS

- What topics have we focused on over the last six sessions?
- Why are these topics important?



SESSION MATERIALS

- ✓ Trivia Cards
- ✓ Fun prizes (e.g. stickers, seed packets, temporary tattoos, etc. if available)
- ✓ Notepads or paper for each group
- ✓ Pens
- ✓ Healthy Kids Out of School Challenge Trackers



MAIN ACTIVITY

HEALTHY KIDS TRIVIA



TIME TO COMPLETE ACTIVITY
30 Minutes



ACTIVITY BACKGROUND

Over the last 6 sessions, the group has learned about healthy behaviors related to eating, drinking, and physical activity. This last session is a chance to reflect on what the kids have accomplished and to celebrate their hard work. It is also an opportunity to carry the momentum from these sessions to other areas. If the group will continue to meet after this session, consider completing the Healthy Kids Out of School Challenge as a group. If the group is wrapping up, invite the kids to bring the Challenge to their other afterschool or extracurricular programs. Are they involved in youth sports? How about Scouts? Connected to the local YMCA? All of these are opportunities to complete the Challenge in those programs and continue their healthy habits.

DIRECTIONS

- 1 Divide the kids into small groups based on the number of participants.
- 2 Give each group a notepad and pen. For younger kids, have them raise their hand to give the answer.
- 3 Explain that you will read a question out loud, and they will have 30 seconds to come up with an answer as a group. Each time a group gets a correct answer, the group will get a point.
- 4 If time allows, have kids create their own questions based on what they've learned. Continue the game until time runs out.
- 5 Go over the Healthy Kids Out of School Challenge.

CLOSING DISCUSSION

- What other programs or activities are you involved in? How could they be healthier?
- Can you bring the Challenge to these programs?
- What other areas in your life could you incorporate what you learned over the last 6 sessions?
 - ✓ Family meals, at school, church groups, etc.
- Give each child a copy of the Challenge and explain how they can bring it to the other groups they are a part of.
- How could you ensure these healthy habits are the norm during your different activities? Could you make a policy or rule that everyone tries to follow? How would it work?

HEALTHY KIDS TRIVIA QUESTIONS



Which food groups have the highest percentage of water by weight?

How can you tell the difference between **light** physical activity and **vigorous** physical activity?

What are **two** symptoms of dehydration?

Name **three** of your favorite **moderate or vigorous** physical activities.

Name one food or drink that contains **added sugar**.

List two reasons to eat **fruits and vegetables** every day.

How much **physical activity** should kids get every day to stay healthy?

Which drink in the sugar detectives activity had the **most added sugar**?

Fill in the blank:

When I am physically active, it makes me feel _____.

True or False:

When I'm playing outside in **hot weather**, it's important to drink extra **water** to stay hydrated.

Name **two** of your favorite **vegetables**.

What percentage of our bodies is **water**?

HEALTHY KIDS TRIVIA ANSWERS

Examples:
playing soccer,
swimming,
dancing, etc.



Dry, sticky
mouth, thirst,
tiredness,
decreased urine
output, dry skin,
headache,
constipation,
dizziness,
confusion, and
inability to
sweat, etc.

During light
activity you
can talk and
sing, during
vigorous
activity it's
hard to do
either.

Fruits
and
Vegetables.

Fill in:

60 minutes
of moderate
or vigorous
activity every
day!

Examples:
Delicious,
high in fiber,
provide
vitamins &
minerals,
hydrating,
etc.

Examples:
sodas, iced
teas, fruit-
flavored
drinks, sports
drinks, candy,
cookies,
cakes, etc.

75%

Examples:
broccoli,
cucumbers,
squash, kale,
spinach, sweet
potatoes

TRUE

Examples:
happy, strong,
proud, tired,
excited, good,
energetic

HEALTHY KIDS TRIVIA QUESTIONS



Name two
Fuel Foods.

What are
some things
you can do
to make
sure you
drink enough
water every
day?

What's the
best level of
activity (light,
moderate, or
vigorous) if
you only have
a short
amount of
time?

What's the
difference
between
Fuel Foods
and
Treat Foods?

For every 30
minutes of
physical
activity you do,
how much
extra water do
you need to
drink to stay
hydrated?

Name some
ways you can
add an extra
15 minutes of
physical
activity to
your day.

Name two
Treat Foods.

List some
ways you can
get friends
and family to
join you in
eating well
and staying
active.

Write your own:

Write your own:

Write your own:

Write your own:

HEALTHY KIDS TRIVIA ANSWERS

Fuel Foods give you energy and other benefits your body needs to be healthy.
Treat Foods only give you energy.



Moderate or vigorous activity

Examples:
Always carry a water bottle, drink water with every meal and snack, make flavored water

Examples:
apple, yogurt, nuts, corn, milk, avocado, whole wheat bread, carrots

Examples:
Take a family walk, remind others to drink water, take on the Healthy Kids Out of School Challenge with your friends

Examples:
cupcakes, soda, candy, sports drinks, donuts, cake

Examples:
Start program meetings with a 15-minute activity, walk to school, play an active game at recess

1 cup of water

Answer:

Answer:

Answer:

Answer:

Healthy Kids Out of School Challenge



Making small changes, like eating a piece of fruit or getting a few more minutes of activity a day, can help you stay healthy. How can you make your habits healthy?

Taking on the Healthy Kids Out of School Challenge is one way to start!

Complete the activities below with any groups you participate in (sports, afterschool programs, extracurricular clubs, etc.). Use the Challenge Tracker on the next page to track your progress. You can complete the Challenge as an individual or with a group.

3

Serve a **fruit or vegetable** as a snack* at **three** meetings.

6

Serve **water** as the main beverage at **six** meetings.

9

Add 15 minutes of **physical activity** at **nine** meetings.

*Consider food at all meetings, events, and outings.

Need some ideas to get started? Try the tips below from other groups that have taken on the Challenge.



Ideas for serving water:

- Make fruit-infused water. Add fruit (e.g. citrus, berries) to a pitcher of water.
- Encourage participants to always bring a reusable water bottle.



Tips for adding 15 minutes of physical activity:

- Kick off meetings with a short game or activity.
- Elect an “exercise officer” to lead physical activity breaks.
- Set a physical activity goal for the month or year and record the minutes of activity.



Suggestions for serving fruits and vegetables:

- Create a list of healthy meeting snacks and distribute it to participants.
- Choose a snack theme like “color of the month” or “what’s in season?” and snack on different fruits and vegetables from that theme.

Healthy Kids Out of School Challenge Tracker



Congratulations for taking on the Challenge! Use this tracker to record the dates when you complete the healthy group activities: eat fruit or vegetables for snack, drink water, or do 15 minutes of physical activity.

Name: _____ # of Participants: _____

Healthy Meeting Activities:

Meeting or Gathering Dates:



Serve a fruit or vegetable snack at 3 meetings.*

1	2	3
---	---	---

**Snacks served at events or other gatherings can fulfill this requirement.*

☐ There is no food at our meetings.



Serve water as the primary beverage at 6 meetings.

1	2	3	4	5	6
---	---	---	---	---	---



Do 15 minutes of physical activity at 9 meetings.

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

Quick Tips: Snack Smart

Ask volunteers to rotate bringing in a fruit or vegetable snack. Try fruit kabobs with yogurt dip or vegetable sticks with hummus.

Quick Tips: Drink Right

Make sure water is in plain sight and easily accessible during meetings. Encourage youth to bring a water bottle to meetings and show them where they can refill it.

Quick Tips: Move More

Make physical activity fun! Try music or props, like balls or jump ropes. Keep games and activities non-competitive and encourage all youth to participate.

Once you've completed the Challenge, keep the momentum going by doing the activities in other groups, in school, or at home. Invite others to join you!

TALK TEST ACTIVITY SHEET

The Talk Test helps you know what level of activity you are doing.

Light Activities: You can talk and sing!

Moderate Activities: You can talk, but not sing easily.

Vigorous Activities: Both talking and singing are hard to do.

Talk and sing your favorite song while doing different activities to determine the activity level.

Test the activities in the table to determine if they are light, moderate, or vigorous activities and then record the result. Write in new activities that you or the whole group comes up with and then test those out too!

ACTIVITY	LIGHT	MODERATE	VIGOROUS
Walking slowly			
Walking fast			
Running in place			

All activity is good, but to stay healthy and strong aim to get 60 minutes of moderate to vigorous physical activity every day!

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MOVE MORE in 15 Minutes

Guess the Number

Equipment: Blank paper, pen

- 1 Select one person to be the guesser.
- 2 Pick a secret number between 0-1,000 (or 0-100 for younger kids) and write it on a piece of paper. Be sure the guesser doesn't see the number.
- 3 Have the guesser guess numbers. To help them get to the right number, other players give active clues:
 - If the guess is too high, players do squats to tell the guesser, "Go lower!"
 - If the guess is too low, players jump up and down to tell the guesser, "Go higher!"
- 4 The guessing and active clues continue until the guesser reaches the correct number. Try multiple rounds with different guessers.

Aerobic Rock Paper Scissors

Equipment: None

- 1 Demonstrate the sequence for players by showing them how to move their bodies for rock, paper, and scissors:



Rock

Crouch down into a ball



Paper

Stretch arms and legs out wide



Scissors

One arm forward, the other back; one leg forward, the other back

- 2 In pairs, players jump up and down three times together while saying "rock, paper, scissors, shoot!"
- 3 On "shoot" players pick their movement.
- 4 Rock beats scissors, scissors beats paper, and paper beats rock. Best two out of three wins.

Quiz Calisthenics

Equipment: List of questions

- 1 Create a list of true/false questions relevant to your meeting theme.
- 2 Instruct players to answer 'True' by doing jumping jacks and 'False' by doing sit-ups.



True



False

- 3 Vary the types of exercises to keep players engaged.
 - Try high knees, lunges, karate kicks, toe touches, and push-ups.

Aerobic Tic-Tac-Toe

Equipment: Tic-tac-toe boards, pen

- 1 Print out the tic-tac-toe board on the last page (or create your own), one for each pair of players.
- 2 Have players form pairs and give each a board. One player is X, the other is O.
- 3 Choose one player to go first. Then have players take turns choosing a square and performing the activity from that square. After they complete an activity they can place an X or O in that square.
- 4 Players continue until one player gets three X's or O's in a row, or no more moves can be made.

MOVE MORE in 15 Minutes

As If

Equipment: None

- 1 Read the below sentences aloud and have kids act out each sentence for 30 seconds:
 - “Jump in place as if you are popping popcorn!”
 - “Sprint in place as if you are in the Olympics!”
 - “March in place as if you are in marching band!”
 - Make up activities relevant to your area (e.g. fishing, picking apples, surfing, etc.)
- 2 Try mixing up the directions every 30 seconds.

Mathletes

Equipment: None

- 1 Have children stand up and act out math equations. For example:
 - “Take 3 steps in place, 2 times. How many steps did you take in total?”
 - “Hop up and down 10 minus 3!”
- $$10 - 3 = ?$$
- 2 Try questions with multiplication or division for older kids.

Sports Shout Out

Equipment: None

- 1 Have the children stand up. Call out different sport actions for them to perform, like jumping over hurdles or dribbling a soccer ball.



- 2 Have the kids act out those actions for 15 to 30 seconds each.

Design Your Own

Equipment: As needed

- 1 Have groups of kids lead the physical activity sessions they designed in Session 3.



TIC TAC TOE BOARD



**Balance on 1 foot
with eyes closed
for 10 seconds**



**Jump up and
pretend to shoot
10 baskets**



**Do 10
Jumping Jacks**



**Dance like you
drank a whole bottle
of HOT SAUCE for
20 seconds**



**Jog in place
for 30 seconds**



**Walk on your
tip toes around
the tic-tac-toe
board 3 times**



**Complete
10 wall push-ups**



Do 10 Squats



**Do KARATE for
20 seconds**