

# GRADES 6-8 enrichment zone CURRICULUM



[TogetherCounts.com](http://TogetherCounts.com)



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## Activity Basket 25

- Add more physical activity to your event! Designed for use by parent volunteers, these fun games, being active and healthy, will amp up the action at clubs, meetings and other social gatherings.
- Use along with the modules as suggested, or grab and go to get across the importance of being active and healthy whenever you're leading a group of students – from clubs to camp.

## Recipe Basket 30

- Get creative and add hands-on nutritional fun to your outings, meetings and clubs.

## Chart Bank 34

- Refer to these charts and print as needed to complete activities.

## Certificate of Achievement 37

- Print and customize for everyone who participates in Enrichment Zone!

## { OVERVIEW & GUIDES for Parents & Volunteers }

**Enrichment Zone** was created by Healthy Weight Commitment Foundation to complement the Together Counts Curriculum, a Pre-K-5 wellness program developed in partnership with SHAPE America to be used by non-profit organizations and within their existing curriculum, afterschool programming, community programs or with volunteers. It incorporates and reinforces key wellness concepts, promotes physical activity and inspires kids to be mindful of their daily decisions involving exercise, diet, and mental and emotional well-being. The activities are designed to be fun, playful and motivational; age-appropriate and inclusive of all skill levels and abilities; and suitable for a range of indoor/outdoor facilities with a range of resources. Many of the activities encourage free-form outdoor play and teach fun games that incorporate physical activity and can be easily replicated at home. More free wellness resources are available at [TogetherCounts.com](http://TogetherCounts.com).

### For Use with Together Counts Curriculum—or as Stand-Alone

These enrichment activities incorporate themes and concepts covered in the Together Counts curriculum. Designed to be as flexible as possible for use in a range of community programs, or at home, they may be used to reinforce concepts learned during the school day or as stand-alone lessons and activities. The “Activity Basket” and “Recipe Basket” are designed to work as stand-alone additions to your program, or work with our full program modules.

### Format is Designed for Use by Parents and Volunteers

Activities allow for flexibility in implementing and scheduling activities in various locations, and with varying frequency of student attendance. Afterschool teachers, parent leaders and community volunteers may choose one, two or more of these activities on a given day, given their own program schedules.

### Key Concepts

Activities reinforce the three components of wellness: physical, social, and mental/emotional. Student focus is directed toward creating balance in these key areas. Students are encouraged to be physically active for 60 minutes each day and practice mindful eating habits. They are given the tools needed to make healthy decisions that strengthen their social and mental/emotional well-being.

### Extensions for Home

Program instructors are encouraged to incorporate the recommended take-home extension activities. The “Activity Basket” and “Recipe Basket” are ideal for use at home—providing ways to extend the learning to home time will encourage an active, healthy lifestyle.

### Focus on Physical Activity

Aligned with the National Physical Activity Guidelines, the activities included focus on three types of activity: aerobic (e.g., running, tag, basketball); muscle strengthening (e.g., push ups, monkey bars on playground); and bone-strengthening (e.g., jumping, hopscotch, volleyball). Some will combine more than one type (e.g., jump-roping is both aerobic and bone-strengthening). All activities provide modifications to accommodate those with a range of physical stamina, abilities and needs. For example, a variation on a tag game may call for fast walking rather than running.

### Desired Outcomes for Schools, Youth & Families

Implementing Together Counts Enrichment Zone demonstrates a commitment by your organization to impact overall wellness among your participants. Community groups may want to ensure participating youth get more physical activity during their usual programming. Schools may consider it part of national initiatives such as the Healthier US Schools Challenge (to which the Together Counts content aligns) or part of identified state, regional or local goals to combat childhood obesity in their communities. Youth who go through the program will understand that wellness refers to the ability to make healthy choices, to think about and practice health-enhancing skills, to say kind words, and to learn about feelings and how to express them. Families may notice their youth becoming agents of change: Just like with seatbelts and recycling, obesity awareness and commitment to an active lifestyle can start at home!

## { PROGRAM OUTLINES for 6-8 }

**The Enrichment Zone** was created to be used by non-profit organizations and within their existing curriculum, afterschool programming, community programs or with volunteers. Enrichment Zone is a flexible resource providing parent leaders and volunteers with an entire scope of resources that can be used in total, or by including elements that best fit a student's needs on a given day. To provide you with the highest level of valid content, we created materials which complement our standards-based Together Counts curriculum which was developed by pediatric dietitians, teachers and physical activity professionals. The Enrichment Zone resources are divided into three modules with activities for each encompassing decision making and goal setting activities ("Learn Together"), food and nutrition-related activities ("Eat Together"), and physical activities ("Move Together"). The focus is on overall wellness, teaching students to make healthy decisions that foster healthy habits throughout their lives. Each module is made up of ideas for discussion, activities, and hands-on fun, which should be implemented in the way that best works for your situation.

### MODULE #1: Learn Together

Discussion and activities that teach about the wellness triangle and provide practical solutions for making decisions and setting goals.

- Discussion
- Mural Activity: Wellness Made Easy
- Decision Making Activity
- Smart Goal Setting Activity
- One, Two, Three...Wellness Activities!
- Games with a Twist
- Afterschool Snacks: Snack Architects

### MODULE #2: Eat Together

Discussion and activities that teach about healthy eating patterns. Hands-on activities that encourage students to make their own snacks, cook recipes at home, try new foods, drink more fluids, and eat more fruits and vegetables and whole grains.

- Discussion
- My Eating Pattern Activity
- Mural Activity
- Cooking Class: Afterschool Snacks
- Make-Your-Own Cookbook
- Kid's Creative Test Kitchen
- Fun with Produce Stickers!

### MODEL #3: Move Together

Discussion and activities that teach about the benefits of physical activity. Games and physical activities that incorporate different types of exercise: aerobic, muscle strengthening and bone-strengthening. Students learn about different types of physical activities, the importance of varying intensity levels of activity, and the goal of 60 minutes of activity daily.

- Discussion
- My Physical Activity Plan
- "Pump It Up" Aerobic Activity & Heart Rate Chart
- Mural Activity: 60 Minutes a Day!
- Activity #1: Classic Games
- Activity #2: Power Stations
- More Sports & Games

# module 1: LEARN TOGETHER

## LEARN TOGETHER

*This Enrichment Zone unit aligns with the Together Counts Curriculum: Learn Together lessons for grades 6-8.*

### Objective

#### STUDENTS WILL:

- Explore the concept of wellness
- Understand the concept of the wellness triangle: physical, social, and emotional/mental
- Practice making decisions and setting goals that foster healthy habits throughout their lives
- Begin a wellness wall mural that can be added to each week
- Enjoy snacks that combine a variety of food groups

#### How to Use These Lessons

- These lessons are designed to facilitate discussions about health and wellness. Students learn about physical, social, and emotional wellness and begin to make decisions and set goals that foster lifelong healthy habits. Additional background information is available in the “Instant Expert” section of the Learn Together lessons at <http://www.togethercounts.com/at-school/teachers>.

#### Delivery

- The discussion and activities that follow are designed to be used as a mix and match. You may decide to focus on one topic in one session and the other two in another or you may incorporate all three in several sessions.

## Discussion

Begin a discussion about something that everyone should strive for: wellness.

### WHAT IS WELLNESS?

Wellness is an active process of making choices that lead to a healthy and fulfilling life. Every day, people make choices about how they spend their time, what they eat, and who they spend time with. These decisions create a healthy (or unhealthy) lifestyle.

### WHAT ARE THE KEY COMPONENTS OF WELLNESS?

There are three dimensions of wellness: physical, social, and mental/emotional.

### WHAT DOES PHYSICAL WELLNESS REFER TO?

Physical wellness refers to taking care of ourselves by getting physical activity, having good personal hygiene, making healthy food and drink choices, and being safe.

### WHAT DOES SOCIAL WELLNESS REFER TO?

Social wellness refers to interacting with and getting along with others in a variety of settings. It also covers online interactions, social media and texting.

### WHAT DOES MENTAL/EMOTIONAL WELLNESS REFER TO?

Mental/emotional wellness refers to liking and accepting yourself, expressing and processing emotions, coping with the demands of daily life, and managing stress.

# module 1: LEARN TOGETHER

## HOW DO THESE THREE TYPES OF WELLNESS WORK TOGETHER?

Each type of wellness impacts the other types. For instance, if you do not eat healthy foods (physical wellness), you may not have the energy to engage in activities with your friends (social wellness), and you may feel isolated when you are sitting on the sidelines watching others have fun together (mental/emotional wellness).

Begin a discussion about something everyone does every day: make decisions.

## WHAT ARE SOME EXAMPLES OF DECISIONS YOU MAKE EVERYDAY?

People make decisions every day regarding many things such as what to eat, what to wear, how to spend time, who to spend time with, whether to buy something or go somewhere, whether to exercise, etc.

## HOW DO YOU THINK ABOUT MAKING DECISIONS?

Many people decide things based on how they feel or what they think. Bigger decisions often require more careful consideration, such as weighing the pros and cons of the decision and considering the benefits or consequences of the decision.

Begin a discussion about things people must do if they want to change or improve: set goals.

## WHY IS IT IMPORTANT TO SET GOALS?

Setting goals is an important skill to help people maintain balanced wellness throughout their lives.

## WHAT ARE SOME EXAMPLES OF GOALS?

Goals are things that you want to accomplish such as being physically active every day, sleeping at least 8 hours a night, eating a variety of foods, drinking plenty of water, talking through problems with others, making sure chores are done, etc.

The main goal is for you to balance all three facets of wellness (physical, social, and emotional) so that you can make decisions on a daily basis that create lifelong healthy habits. To achieve this, you should strive:

- To practice balance, variety and moderation in your diet
- To be physically active for 60 minutes each day
- To learn how to deal with feelings and cope with stress
- To behave in ways that promote a supportive social network
- To make decisions and set goals that positively impact your overall wellness

Those are the most important things to remember!

## WHAT ARE THE GOALS OF THIS PROGRAM?

- To understand the concept of wellness and begin to make decisions that promote overall wellness
- To try a range of activities and fun games to play indoors and outdoors to promote physical wellness
- To learn how to make fun, nutritious after-school snacks
- To make part of each class count toward our 60 minutes of daily recommended physical activity
- To practice communication and social skills by interacting with others
- To learn healthy ways to cope with everyday stress and handle feelings

# module 1: LEARN TOGETHER

## Discussion- Extension

### BODY IMAGE AND SELF-ESTEEM: FOR BOYS AND GIRLS

Show the short video clips below to groups of boys and girls and use the resources found on those links to lead discussions.

### GIRLS AND BODY IMAGE: DOVE SELF-ESTEEM PROJECT

Videos and resources for discussions addressing social media, peer pressure, and strategies for promoting and protecting body confidence.

<http://selfesteem.dove.us/Articles/Written/Dove-Confident-Me-single-session-resources.aspx>

### Resources for Youth Group Leaders

<http://selfesteem.dove.us/Articles/Written/Youth-leaders.aspx>

### FREE BEING ME: GIRL GUIDES, GIRL SCOUTS & DOVE

“Imagine a world where no-one is worried about the way they look.” Video and resources from the World Association of Girl Guides and Girl Scouts and Dove.

<http://www.free-being-me.com/>

### Includes Coeducational Guide for 11–14 Year Olds

[http://www.free-being-me.com/media/11-14\\_Folder.pdf](http://www.free-being-me.com/media/11-14_Folder.pdf)

### BOYS AND BODY IMAGE: VIDEO & BLOG FROM COMMON SENSE MEDIA

Boys are affected by the media’s depictions of unrealistic body types. Help them attain their own ideal — not someone else’s.

<https://www.commonsensemedia.org/blog/boys-and-body-image>

### HANDLING SPORTS PRESSURE AND COMPETITION

Tips on keeping the right balance of fun in organized sports.

<http://studentshealth.org/en/teens/sports-pressure.html?WT.ac=t-ra>

# module 1: LEARNING TOGETHER

## Wellness Activity: Wellness Mural

### Materials

Art materials for mural (butcher paper, markers, tape, glue, scissors, sticky notes), old magazines and advertising circulars for clippings (to place on mural), computer with Internet, printer, printer paper

### Overview

Summon help from the students in your program to build a creative Wellness Triangle mural, panel by panel. Begin by creating the framework for a mural to hang in your after-school space. Think of a mural that can:

- Illustrate the Wellness Triangle and individual concepts
- Spark ideas for activities
- Capture creative ideas from the students
- Track progress throughout the program
- Educate others (hang in a central hallway at the end of the program)
- Encourage youth to practice wellness at home with their families (by cooking together, eating family meals together, and teaching parents and siblings fun new games to play together)

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### Instructions

Ask a volunteer to write the words “WELLNESS” in big block letters across the top of your mural, or use letter stencils or computer and printer and then glue-stick them on the mural. [Or print out headline and Wellness Triangle diagram from the Chart Bank.] Under that write the subheads “Physical,” “Social,” and “Mental/Emotional.” Ask students how they would define each term. Write basic definitions under headings.

- Physical: being active and making healthy food choices
- Social: being respectful and getting along with others
- Mental/Emotional: talking to others and handling emotions well

Ask students to volunteer three examples for each subhead and write these under each definition. Tell students to cut images and words from magazines that depict each kind of wellness and paste the cuttings onto the mural.

Explain that this wellness mural will grow over the weeks and that you can add new features each time you meet.



## Decision-Making Activity

### Materials

“Decisions and Choices” student activity sheet from the Chart Bank.

### Overview

This activity teaches practical solutions to help students make conscious decisions about wellness and time management.



# module 1: LEARNING TOGETHER

## Instructions

- Distribute the “Decisions and Choices” student activity sheet and review talking points below.

## Decisions

### Overview

**Problem:** You're tired after a long day and want to play video games or watch TV after school. How can you also get in your 60 minutes or more of daily physical activity?

**Solution:** Break it down into chunks of time. Physical activities should be at least 10 minutes in duration to get the health benefits. When you map out your commitments on paper, you might find you have more free time than you think!

### Instructions:

- Fill in any scheduled activities you know you have during the week – like intramural or team sports; after-school programs; band, chorus or play practice; babysitting or chores.
- Fill in time for homework.
- Do you have nightly reading? If so, fill that in too.
- Set your bedtime. What time do you have to wake up in the morning to get to school on time? Middle school students need 8–9 hours of sleep each night, so count backwards to make sure you have lights out (and electronics turned off and outside of your bedroom!) by this time.
- Now think about your daily physical activity level. What activities can you add to get up to 60 minutes a day? What can you add to get even more minutes in your daily tallies?

### Group Discussion:

- Why is it important to balance sedentary activities (like watching TV, surfing the Internet, playing video games) with physical ones? Answers include: disease prevention, improved mood and energy level, healthy weight and physical health
- Was it easier or harder than you thought to find time for physical activities in your daily schedule?
- How did you time your physical activities? Examples: watch, cell phone, clock on the wall. Did you also time your sedentary activities, like watching TV?
- Aside from organized sports, what are some other physical activities? Examples include: dog-walking, walking to or from school, skateboarding, dancing in your bedroom, playing tag while babysitting.
- Which of the physical activities listed on your chart are social (involving other people)? Write an S and circle it in that square. Which of those might decrease stress, improve self-esteem and/or help with mental/emotional balance? Write and circle M/E in those squares.
- Set yourself a goal to achieve at least 60 minutes a day of physical activity for one full week. Report back the following week and share your results with the rest of the group. Did you come up with any new ideas? What part of this exercise was easier than you expected? What part was harder?
- How could you shift things in your daily schedule to make more time for physical activity the following week? Is there anything you'd choose to cut back on or eliminate?

# module 1: LEARNING TOGETHER

## The Power of 10

Sixty minutes may sound like a lot of time in your day, especially if you don't have recess at school. But if you break it down into 10 minute chunks, it's easy to squeeze physical activity into your schedule.

These concentrated chunks of time are also opportune ways to concentrate on focused skill-building. In PE classes you are learning new sports and refining skills and techniques used in sports you've played since childhood. Some may come easily to you, while others may be difficult. Focus on the hard ones and notice how they get easier with time.

### Examples:

- Dribble a basketball while running from one side of the court or playground to the other.
- Dribble a soccer ball.
- Practice soccer kicks.
- Throw and catch with a Lacrosse stick.
- Throw a softball into the air and catch it, over and over.
- Throw a tennis ball against a wall and catch it after one bounce, over and over.
- Practice just your tennis serve.
- Jump rope. Practice some tricks!
- Practice line dancing or square dancing with a friend. Do the trickiest moves over and over.
- Gently bat at a birdie up in the air with a badminton racquet and count how many times you can keep it in play.
- Toss a Frisbee back and forth with a friend. Or toss it and then run and get it, over and over again for 10 minutes.

**EXTENSION ACTIVITY:** Make a Brochure of Intramural and Community Activities

Working in small groups, create a simple flyer or brochure to educate your peers and newcomers to your school about all the extracurricular sports and activities available. Then distribute and encourage them to participate! Divvy up the work by activity categories or by function (writing and research; design and production).

Complete a list of physical activities students can participate in both at school and outside the school setting. Include intramural activities as well as community recreational opportunities, including those for students with disabilities.



### REFERENCE

[https://www.georgiastandards.org/Standards/Georgia%20Performance%20Standards/7\\_Physical\\_Education.pdf](https://www.georgiastandards.org/Standards/Georgia%20Performance%20Standards/7_Physical_Education.pdf)



# module 1: LEARNING TOGETHER

## Goal Setting Activity

### Materials

“Setting a SMART Goal” student activity sheet from the Together Counts Curriculum: [Ready, Set, Goal](#) lesson

### Overview

This activity teaches practical solutions to help students set attainable goals.

### Instructions

- Distribute the “Setting a SMART Goal” student activity sheet and review the goal-setting process.
- Read the 1st goal at the bottom of the sheet and discuss with students how to apply the decision-making process to the scenario.
- Have students rewrite another goal to make it SMART individually or in groups.
- Encourage students to share their answers with the group.



## One, Two, Three...Wellness Activities!

### Overview

Balance can be defined in different ways and in different contexts. What are some examples?

- A balanced diet means eating a variety of foods in the right proportions. We should all strive for balance, variety and moderation in what we eat and drink.
- A balanced, healthy lifestyle means keeping moderately active. We should all strive to balance low-intensity activities (like sitting or playing video games) with moderate-intensity activities (like walking and shooting hoops) and high-intensity activities like (jump-roping, flag football and playing tag).
- Being healthy is about being well balanced in both body and mind. There are many aspects of health including physical health, mental health, emotional health and social health. All are important.

### Instructions

Ask students: Is balance easy? Is it easy to maintain balance? Sometimes it’s harder than you think!

Let’s do some physical balance exercises to see how easy it is to balance your body. These deal with a completely different kind of balance—physical balance skills. We use balance skills in many activities, especially bike riding, gymnastics, martial arts and yoga. But balance is important for most sports and activities.

# module 1: LEARNING TOGETHER

These simple exercises help improve physical balance, coordination and core strength.

## STORK STAND

*Standing on one foot is harder than you think! Practice standing on one leg with your arms tucked under your armpits, like a stork's wings. Can you stand in this pose for 10 seconds? 30 seconds? Who can do it the longest? Now try the same, but on the other foot. Which one is easier? Think this is easy? Try it with your eyes closed!*

**EXTRA CHALLENGES:** Try jumping on one foot. How long can you continue without losing your balance? • While standing on one foot, try reaching down with your opposite arm and touch the ground.

## YOGA POSES AND TIGHTROPE TRICKS

See the Activity Bank for easy-to-follow yoga instructions and other exercises that promote balance.



### Play the Game of Twister!

<https://www.amazon.com/Hasbro-4645-Twister-Game/dp/B008J87PVC>

This classic game of physical skill is all about balance and coordination. Twister challenges you to put your hands and feet at different places on the mat without falling over!



### Untangle a Human Knot!

This fun ice-breaker game is ideal for tweens. Along with promoting cooperation and team-building, it's also a test of balance and physical coordination!

#### Instructions:

- Form a circle of 6–12 people.
- Raise your right arm in the air and then grab the hand of someone on the other side of the circle.
- Rule #1: You cannot grab the hand on either side of you.
- Next, reach your left arm in and grab someone else's hand.
- Now work together to untangle your human knot!
- Rule #2: You must do this without letting go of any hands!
- The goal is to end up back in a perfect circle. You can go over or under each other's arms, or through each other's legs.
- Rule #3: Do not pull or tug on anyone's hand. This is about coordination, not strength!
- Rule #4: If you break the chain in the process, start over again!

# module 1: LEARN TOGETHER

## Afterschool Snacks: Snack Architects

### Materials and Ingredients

Round wooden toothpicks (several boxes), grapes, cherry or grape tomatoes, cheese cubes and crackers

### Overview

Want to extend the balance theme into snack time? Try this make-it-yourself snack activity that combines fruit and protein—plus geometry!—to make snack time a bit more creative and fun.

### Instructions

Demonstrate by taking three toothpicks and sticking them into three grapes, grape tomatoes or cheese cubes to make a triangle. Have students follow along, building their structures in many different directions, experimenting with geometric shapes and angles, or just having fun. How tall can they make their snack structures without letting them fall over or fall apart?

At the end, let them pull apart and eat! Serve crackers as well to go along with their cheese and fruit. Trick question: ask students if they know which food groups comprise their snack. (Answer: fruit, protein, calcium and grains. Remember, tomatoes are a fruit, not a vegetable!) Explain that it is important to vary the types of foods that give them energy.

**EXTENSION:** Research the nutritional benefits of tomatoes and grapes. How many vitamins and minerals can you list for each? What is lycopene and how does it benefit health?

Fruit, cheese and grains are a well balanced snack. Can you think of other examples of well balanced combinations? Refer to the chart below to get inspired and write down 3 balanced snacks. Share your ideas with the group!

|                      |  |
|----------------------|--|
| <b>GRAINS</b>        | whole grain crackers, cereal, rice cakes, sliced bread, mini bagels, graham crackers, whole wheat tortillas            |
| <b>VEGETABLES</b>    | carrots, celery, bell pepper, broccoli, green beans, sugar peas, avocados  |
| <b>FRUITS</b>        | apple, tangerine, strawberry, banana, pineapple, kiwi, peach, mango, nectarine, melon, grapes, berries, dried apricots |
| <b>DAIRY</b>         | low-fat cheese slices or string cheese, yogurt, fat-free or low-fat milk, low-fat cottage cheese                       |
| <b>PROTEIN FOODS</b> | boiled egg, peanut butter, bean dip, hummus, slices of lean turkey or chicken, pumpkin seeds                           |

source: SuperTracker Nutrition Lesson Plans for High School Students  
USDA Center for Nutrition Policy and Promotion

<https://supertracker.usda.gov/Documents/SuperTracker%20Nutrition%20Lesson%20Plans%20for%20High%20School%20Students.pdf> - (found on p. 13 of SuperTracker plan)

What or Who Influences Your Food Choices? (American Heart Association)

[http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm\\_314238.pdf](http://www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_314238.pdf)

# module 1: LEARN TOGETHER



## REFERENCES

- 1 USDA Nutrient Laboratory <http://ndb.nal.usda.gov/ndb/foods/show/6118>
- 2 Mayo Clinic – Calories Burned by Activity Chart <http://www.mayoclinic.com/health/exercise/SM00109>
- 3 SHAPE (Society of Health and Physical Educators) Guidelines  
<http://www.shapeamerica.org/standards/upload/National-Standards-Flyer.pdf>  
SHAPE America recommends school-age youth accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity.
- 4 CDC: Aerobic, Muscle- and Bone-Building: What Counts?  
[http://www.cdc.gov/physicalactivity/everyone/guidelines/what\\_counts.html](http://www.cdc.gov/physicalactivity/everyone/guidelines/what_counts.html)
- 5 National AfterSchool Association Healthy Eating & Physical Activity (HEPA)  
[http://naaweb.org/images/NAA HEPA Standards new look 2015.pdf](http://naaweb.org/images/NAA_HEPA_Standards_new_look_2015.pdf) <[http://naaweb.org/images/NAA HEPA Standards](http://naaweb.org/images/NAA_HEPA_Standards)

# module 2: EAT TOGETHER

## CREATIVE KITCHEN ARTS

*This Enrichment Zone unit aligns with the Together Counts Curriculum: Eat Together Lessons for grades 6-8.*

### Objective

#### STUDENTS WILL:

- Recognize their eating patterns and make a plan to add more balance, variety, and moderation to their diet.
- Explore cooking and simple food preparation—for themselves and for family members back at home.
- Practice using tools like the 2015-2020 Dietary Guidelines for Americans and <https://www.choosemyplate.gov/students> to help make informed choices.
- Make choices that meet personal wellness and nutritional needs.

### How to Use These Lessons

Use these recipes and activities as part of a complete Enrichment Zone 6-week curriculum, or use them to build your own expanded Cooking unit if your schedule permits. Additional background information is available in the “Instant Expert” section of the Eat Together lessons at <http://www.togethercounts.com/at-school/teachers>.

- **What’s the Pattern:**  
[http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K\\_Thru\\_5/Lesson\\_2.1\\_WhatsthePattern.pdf](http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_Thru_5/Lesson_2.1_WhatsthePattern.pdf)
- **Nutrient Detective**  
(URL to come)
- **Food for Thought:**  
[http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K\\_Thru\\_5/Lesson\\_2.3\\_FoodforThought.pdf](http://www.togethercounts.com/sites/togethercounts.com/files/downloads/K_Thru_5/Lesson_2.3_FoodforThought.pdf)

### Overview

After school is an opportune time for students to try new foods and beverages from a variety of food groups. These creative snack ideas are designed to encourage students to try new foods, to eat more fruits and vegetables, to understand the importance of whole grains, and to strive to eat a varied, balanced diet on a regular basis. Per the Together Counts Curriculum, the activities in this module reinforce the importance of establishing healthy eating patterns that incorporate balance, moderation and variety. The goal is for students to learn to make choices that meet their energy and nutritional needs. The more time students spend in the kitchen, the more likely they are to become interested in cooking, food preparation and mindful eating. When students get involved with meal preparation in the kitchen, they tend to be more willing to try new and different foods. Cooking is a lifelong skill that can boost confidence, creativity and a sense of accomplishment and responsibility. When students get involved in snack and meal preparation, it encourages other family members to join in as well. When more students and families prepare meals and eat meals together, it’s a good thing all around!

### Delivery

- The discussion and activities that follow are designed to be used as a mix and match. You may decide to focus on one topic in one session and the other two in another or you may incorporate all three in several sessions.

# module 2: EAT TOGETHER

## Discussion

Provide a brief overview of the Together Counts philosophy as it relates to food. Stress that selected activities will focus on balance, variety and moderation.

- Balance = eating lots of different foods
- Variety = eating foods from many different food groups
- Serving Size = following the recommended servings in the Dietary Guidelines and not eating too much of any one food

Explain that the 2015-2020 Dietary Guidelines for Americans were designed to help us make healthy food choices and be more active every day. It recommends that people eat certain proportions of their diet from five main food groups: grains, vegetables, fruits, dairy and protein. Because fruits and vegetables make up the largest group, that is the main focus of these wellness activities: incorporating fruits and vegetables into snacks and meals in fun, tasty and creative ways.



## My Eating Pattern Activity

### Materials

“My Eating Pattern” student activity sheet from the Together Counts Curriculum: [What’s The Pattern](#)

### Overview

This activity teaches students to recognize their pattern of eating and encourages students to use the goal-setting process to make healthy food decisions.

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### Instructions

- Distribute the “My Eating Pattern” student activity sheet and ask students to fill out each section for the three days.
- After the chart is completed, have students check off the types of foods they ate.
- Discuss with students the eating patterns that are revealed in their charts.
- Encourage students to use the goal setting process to make healthier food choices.





# module 2: EAT TOGETHER

## Mural Activity #1: “5 Food Groups”

Add a panel or poster board to your Wellness Mural (see module #1) with headings of the five main food groups, along with the official slogans underneath.\* Outline or cut out a numeral 5 in big block letters at the top to use with your headline: “5 Food Groups”.

### 5 FOOD GROUPS

- Grain Group: “Make half your grains whole.”
- Vegetable Group: “Vary Your Veggies.” (color and type)
- Fruit Group: “Focus on Fruits.”
- Dairy Group: “Get your calcium-rich foods.”
- Protein Group: “Go lean with protein.”

\*See Chart Bank for printable slogans.



## Cooking Class: Afterschool Snacks

### Materials and Ingredients

- Small paper cups, plastic spoons and paper and pencils
- See Recipe Basket for Ingredients

### Instructions

Divide the class into small groups and set up a cooking project for each. Choose snacks from the Recipe Basket and aim for a balance of different types of ingredients from different food groups.

#### FIRST 15 MINUTES:

- Students wash their hands and then report to their “snack stations.”
- Students cook/make/assemble their snacks, following simple recipes.
- Students measure out portions and put in sample size cups, plates or napkins.

#### SECOND 15 MINUTES:

- Students go from station to station and sample snacks.
- Using paper and pencil (or a downloadable form), they note individual foods tried, listed under the 5 categories: grains, vegetables, fruits, dairy, protein (meat/beans), new foods tried and which snacks they’d like to make at home

#### LAST 5 MINUTES:

- Students clean up!

# module 2: EAT TOGETHER

**EXTENSION:** If you have a daily afterschool or community program, have an entire week of cooking classes! See the Recipe Basket for creative ideas, and encourage students to experiment with some of their own. How many different kinds of fruits and vegetables can they incorporate?

**INSTRUCTOR/PARENT RESOURCES:** Are You Snack Smart? <http://blog.togethercounts.com/tips-to-snack-responsibly/>



## Make-Your-Own Cookbook

### Materials

Paper, thin black pens or markers, colored pencils, single or 3-hole punch and yarn, twist-ties or staples for binding or computer with Internet access, printer, printer paper

### Overview

Students collaborate to create a simple cookbook that can be shared online or taken home to share with family and friends.

### Instructions

Base the cookbook on recipes tried in the prior week's Afterschool Snacks cooking class. Based on computer access and students' preferences, this can be done digitally using a program like Google Docs, or by hand. Encourage them to be creative with both design and descriptions. Divvy up the following tasks:

- Make chapter divider pages with illustrations of fruits and vegetables and featured snacks.
- Make the following pages: Front Cover, Back Cover, Table of Contents, Index (listing both recipes and ingredients).
- Photocopy, collate and bind with staples or use a 3-hole punch and recycled kitchen items like twist ties. Or, if you created this online, email it to parents, relatives, and friends.

**EXTENSIONS:** Add charts to the back of your cookbook for tracking different types of foods eaten. See the Chart Bank for ideas and include extra copies for family and friends. • Take digital photos of your snack creations and incorporate into your cookbook. • For students who like detail-oriented work, ask for volunteers to work on an extended index for the cookbook that categorizes recipes by food group as well. • Produce an extra batch of cookbooks and sell at a school event as a fundraiser. For example, sell for \$5 and advertise that proceeds will go toward ingredients for more after-school cooking classes! • Blog about it! • Teach a parent, friend or sibling how to make one of your recipes. Encourage someone to try a food they've never tried before.



## Creative Test Kitchen

### Materials and Ingredients

A variety of bell peppers (multi-colors), beans (canned and fresh) and orange and yellow fruits.

### Overview

Based on time, resources and available ingredients, set up a number of food "taste test" stations for sampling different varieties of one type of food.

# module 2: EAT TOGETHER

## Instructions and Prep

Students taste different varieties of each type of food and note their observations. In addition to adding check marks on food charts for each item tasted, students could make notes on taste (sweet, sour, bitter, bland, spicy) and texture (crunchy, mushy, juicy, dry, mealy, slimy), etc.

## PEPPERS

Cut bell peppers into strips and have students try each color. Explore more by asking: Did you know...

These are all the same type of pepper, just picked at different stages of maturity. Green bell peppers are harvested before they are fully ripe. If left on the plant to mature, green bell peppers will turn yellow and then red. Red peppers are the most mature—and the most nutritious. They contain nearly twice as much vitamin C as green peppers and more than eight times the vitamin A! <sup>4</sup>

## BEANS

Place beans in bowls for tasting; leave some plain, mix bowls of each type of bean with a light coating of salsa and serve with chips. Ask students which way they prefer their beans: whole or mashed with a fork? Try to use a good variety of beans choosing from the list below:

- garbanzo beans (chickpeas)
- black beans
- pinto beans
- red kidney beans
- black-eyed peas
- split peas
- lentils
- white beans
- lima beans
- great northern beans

Explore more by asking: Did you know...

Beans are included in two different categories on MyPlate.gov: in the Protein Foods Group and in the Vegetable Group. In the USDA's Food Patterns, beans are listed in the Protein Foods Groups and considered a subcategory of the Vegetable Group. Beans are considered one of the healthiest foods in the world! The USDA recommends adults eat 3 cups each week—more than 3 times the current average.<sup>5</sup>

- For more information, see “Beans and Peas Are Unique Foods” at MyPlate.gov: <http://www.choosemyplate.gov/food-groups/vegetables-beans-peas.html>

## ORANGE FRUITS & VEGETABLES

Peel and cut into chunks; or let students do the peeling and cutting with blunt knives.

- oranges
- mangoes
- papayas
- carrots
- roasted sweet potato chunks

## module 2: EAT TOGETHER

Explore more by asking: Did you know...

While it's best to eat a variety of fruits and vegetables, orange ones are among the most nutritious ones of all. Orange vegetables contain beta-carotene, a form of Vitamin A, which gives the vegetable its orange color. The most nutritious orange vegetables are sweet potatoes, squash, pumpkin and carrots. Oranges, mango and papaya are some of the most nutritious fruits, and contain Vitamin C, an important nutrient to keep us strong and healthy.

**MORE TEST KITCHEN IDEAS:** Apples (taste test a variety of different apples, e.g., Granny Smith, gala, red delicious, golden delicious, Macintosh) • Breads (white, wheat, rye, oatmeal, raisin bread, bagels, tortillas, wraps, pita bread, nan, challah, etc) • Green Vegetables (provide low-fat ranch dressing or dip with a selection of raw vegetables: string beans, pea pods, zucchini, broccoli, etc)



### Extra Time? Extra Fun!

#### PRODUCE STICKER CHARTS

- Look up “PLU codes” on the Internet and see the huge list of fruits and vegetables itemized by different codes.<sup>6</sup> Encourage students to pay attention to these in the supermarket and to even see if they can memorize a few for their favorite items.
- Print out one of these charts and stick on your mural. (You might need to enlarge it on the photocopier.) Over the weeks, students can add to a line of stickers following each item.

#### CALLING ALL STICKER GEEKS!

- Add a new panel to your wellness mural for produce sticker art! Students can make their own designs or all add to one design— e.g., an outline of an apple or pineapple, a monkey eating a banana, a 3-D grocery shopping bag, whatever you like!
- Suggest students go grocery shopping with their parents and collect produce stickers from the items they purchase. Save them on a piece of wax paper to retain their stickiness, or use a glue stick back in the classroom to make them stick. Show students this over-the-top example of enthusiasm for produce stickers to get them inspired!  
<http://stickermanproduceart.wordpress.com/>
- To supplement the stickers, suggest students also bring in labels from soup or canned fruit cans, cut out taglines on cereal boxes that say “whole grains,” and find other food-related items for a “food art” collage.

# module 2: EAT TOGETHER



## REFERENCES

- 1 Dietary Guidelines for Americans <http://www.cnpp.usda.gov/dietaryguidelines.htm>  
Issued in 2015 by the USDA's Center for Nutrition Policy and Promotion, these are the most up-to-date guidelines for youth and adults.
- 2 MyPlate <http://www.choosemyplate.gov/>
- 3 Dietary Guidelines for Americans <http://www.cnpp.usda.gov/dietaryguidelines.htm>
- 4 USDA National Nutrient Database for Standard Reference:  
Red Peppers: <https://ndb.nal.usda.gov/ndb/foods/show/3438>  
Green Peppers: <https://ndb.nal.usda.gov/ndb/foods/show/3069>
- 5 Dry Beans Council <http://www.usdrybeans.com/nutrition/guidelines/>
- 6 PLU Codes <http://www.plucodes.com/>

# module 3: MOVE TOGETHER

## PHYSICAL ACTIVITY

*This Enrichment Zone unit aligns with the Together Counts wellness resources.*

### Objective

#### STUDENTS WILL:

- Know that the recommended amount of physical activity recommended for their age is 60 minutes a day.
- Learn about different types of exercise: aerobic, muscle-strengthening and bone-strengthening.
- Understand the importance of varying intensity levels of activity.
- Categorize physical activities by type of exercise and level of intensity.
- Make a 7-day physical activity plan.
- Try some new games and activities after school and at home.

### How to Use These Lessons

Use these lessons and examples to teach and reinforce the importance of daily physical activity, and to inspire students to get outside and play. Additional background information is available in the “Instant Expert” section of the *Play Together* lessons at <http://www.togethercounts.com/at-school/teachers>.

### Delivery

- The discussion and activities that follow are designed to be used as a mix and match. You may decide to focus on one topic in one session and the other two in another or you may incorporate all three in several sessions.

### Discussion

Engage students in a brief discussion about physical activity. The most important point to drive home is the official recommendation of 60 minutes of daily physical activity.<sup>1</sup> (And since the afterschool hours are an opportune time to get students to engage in physical activity, it’s important to get them up and moving!) Cover the following points:

- All school-aged youth should be physically active for at least 60 minutes a day.
- What are examples of different kinds of physical activity? (e.g., biking, walking, running, playing sports, skateboarding, dancing, playing tag).
- We can categorize physical activities by level of intensity:
  - Low: playing a video game, doing arts and crafts
  - Moderate: walking, shooting hoops, playing foursquare, yoga
  - High: vigorous dancing, playing sports games, playing tag, jogging, swimming laps, jumping rope
- We can also categorize physical activities by type of exercise:
  - Aerobic: jogging, jump-rope, vigorous dancing, football, soccer
  - Muscle-strengthening: sit-ups, push-ups, gymnastics, jogging
  - Bone-strengthening: jump roping, zumba, hip-hop dancing, jogging

# module 3: MOVE TOGETHER

## My Physical Activity Plan

### Materials

“My Physical Activity Plan” student activity sheet from the Together Counts Curriculum: [Plan to Move](#) lesson

### Overview

This activity helps students plan their daily physical activity.

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### Instructions

- Distribute the “My Physical Activity Plan” student activity sheet and ask students to fill out each section for the seven days.
- Have students track their progress toward their goal each day for seven days.
- Discuss results with students either each day or after the seven days.
- Encourage students to adjust their plans based on their results.



## “Pump it Up!” Aerobic Activity & Heart Rate Test

### Overview

Students learn about the importance of aerobic activity and conduct a demonstration on themselves to see how physical activity impacts their heart.

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### Instructions

- Explain that while many kinds of physical activity are beneficial, it’s important to engage in some type of aerobic activity every day. Aerobic activity gets your heart pumping to keep your whole body in good shape.
- Have students locate their pulse point, either on their wrists or neck. Once everyone has located their pulse point, challenge them to count the number of times they feel a beat in 6 seconds.
- Time them for 6 seconds and have them write down the number. Then have them add a zero to the end of that number (or multiply by 10). Explain that this is their number of heart beats in one minute.
- Using the Heart Rate Chart (found in the Chart Bank) as reference, draw a table on the board and collect the heart rates of students before exercise. (You may want to explain that if their heart rate is not shown or if they are not in the largest group, it is probably because they are inexperienced at this type of measurement.)
- Put on music and lead students in one or more of the following activities for one to two minutes: jump rope, run in place, or do jumping jacks.
- Before starting the clock, challenge students to predict what will happen to their heart rate. Will it increase? Decrease? By how much?

# module 3: MOVE TOGETHER

- Time students for one to two minutes and repeat the heart rate exercise. Record the results. If you have time, have students rest for a few minutes and repeat so they see that their heart rate goes back to normal. The exact numbers here are not important, but students should understand the pattern that their heart rate increases after exercise and then goes back to normal after a period of rest.
- Ask students how they think the aerobic activity helped their heart. Share information from the Instant Expert section.

**EXTENSION:** This activity is a great way to get students energized! If you like it, why not start every class with fast, fun music (*ask students for suggestions and screen in advance*) and have them dance as vigorously as possible for one or two minutes. Have them check their pulse before and after the activity.



## Mural Activity

### OBSESSED WITH SIXTY!

Add a Move Together panel to your Wellness mural to illustrate some of the main points covered in your discussion. Be sure to highlight the number 60 – as in the 60 minutes of physical activity recommended daily for students. Write the following headlines in BIG letters:

- Strive for 60!
- Be ACTIVE for 60 minutes a DAY!

Ask students to think of clever slogans themselves, or to create a logo. Logos can be glued onto the mural or written directly on it, street-art style. Make the number 60 in huge block letters and ask students to think of creative ways to fill it in with decoration over the next few weeks. For instance, they could fill the giant number with:

- sticky notes: draw a cartoon of a physical activity on a sticky note and note the number of minutes they did the activity
- doodles: do little drawings and doodles of things like soccer balls, bicycle wheels, dog walking, hula hoops, karate, skateboarding, snowboarding, dancing
- magazine clippings of different sports and physical activities



## Totally Intense!

Add a Move Together chart to your Wellness mural with headings to show examples of types and intensity levels of physical activities<sup>2</sup>. Explain that students can use a similar chart (see the Chart Bank) to categorize their own physical activities and to track how much time they spend doing each one. Explain that it's important to balance low-intensity activities (like sitting and doing homework) with medium and high intensity activities (like brisk walking and playing tag or sports games).



# module 3: MOVE TOGETHER

**SAMPLE ACTIVITY CHART**

| ACTIVITY                     | AEROBIC | MUSCLE STRENGTHENING | BONE STRENGTHENING | INTENSITY (HIGH, MED, LOW) | MINUTES/DATES/CALORIES |
|------------------------------|---------|----------------------|--------------------|----------------------------|------------------------|
| shooting hoops               |         |                      | X                  | M                          |                        |
| four square                  |         |                      |                    | L                          |                        |
| tag                          | X       |                      | X                  | H                          |                        |
| jumping rope                 | X       |                      | X                  | H                          |                        |
| playing soccer               | X       | X                    |                    | H                          |                        |
| yoga                         |         | X                    | X                  | M                          |                        |
| playing basketball           | X       | X                    | X                  | H                          |                        |
| push-ups/sit-ups             |         | X                    |                    |                            |                        |
| aerobic dancing              | X       |                      | X                  | H                          |                        |
| skateboarding                | X       |                      | X                  | M                          |                        |
| biking                       | X       | X                    |                    | M                          |                        |
| walking                      | X       |                      |                    | M                          |                        |
| playing drums in a rock band |         | X                    |                    | M                          |                        |

## Takeaway

Print out the Activity Chart from the Chart Bank and have students bring them home. Ask them to track their physical activity for the following week and bring it back to your class. Give students the option to share their charts with the class or to keep them private. Time permitting, you could make a giant chart for your mural and have students fill in all the different types of physical activities they engaged in that week.

## Follow-up Questions

Was it easy to be active for 60 minutes a day? Were you more active on weekends or weekdays? Can you think of ways to make more time for physical activities? What physical activities did you find most fun?



# module 3: MOVE TOGETHER

## Classic Games

When you're counting the minutes and forcing yourself to exercise, physical activity can seem like a chore. But when you're running around playing a game, the minutes fly by! Teach (or re-teach) these classic games and add some variations to mix things up. Also allow time for students to make up some of their own variations to give them a contemporary twist.

Many of these classic games have been passed down over the years because they're easy to do with little or no equipment and next to no preparation required. All you need is a couple of people, a bit of imagination, and some energy!

### FOUR SQUARE

Physical intensity level: M (medium) • Players: 4+ people • Material: chalk and rubber playground ball

#### Set up:

- Draw an 8 ft. x 8 ft. square with chalk. (Use a measuring tape the first couple of times you do this.)
- Divide the big square into four small squares. Make them evenly sized. (Again, use a measuring tape the first couple times.)
- Number each of the four squares (1 to 4), so that the highest and lowest are diagonal from each other.

#### Instructions:

- Have each player stand in one of the squares.
- The player in square #4 is the server.
- The server serves the ball by bouncing it once in his/her own square once and then hitting it to the #1 square. The player in the #1 square is then free to hit the ball to any one of the other squares.
- The ball stays in play until someone is "out."

#### Rules:

- The ball must bounce once in another square. The ball can only bounce once.
- The ball cannot go outside the court or hit a line.
- If this happens, the person is "out" and moves to the last square, or to the end of the line. The other players then move up to take the person's place.

#### Object:

- To move up to the server's position (square #4) and to stay in that position as long as possible.

**Variations** • **RANK AND FILE:** Instead of numbering the squares 1 to 4, you can play the game by naming the squares Ace, King, Queen, Jack (like in a card game). Or think of some other terms used to rank people, like Captain, Skipper, Sailor, Mate. Ask students if they have their own suggestions for names based on video game characters, members of a band, or sports team mascots. **"CATEGORIES":** Play Four Square and the "categories" game at the same time. When you bounce the ball, you must also call out the name of a country, a state, a book, a film, song or band name, or any random category you all agree on. Or keep it within the Wellness theme and name a vegetable, a fruit, a sport or a physical activity. If a player repeats a name that's already been said, they're out! **DOUBLE UP:** If you have 8+ players, you can double up and have two players for each square. When a player hits the ball to another square, he/she jumps out of the court, and their partner jumps in. The pair of players keeps switching places each time the ball is hit to their square.

# module 3: MOVE TOGETHER

## TAG, YOU'RE IT!

Physical intensity level: H (high) • Activity Type: Aerobic

The best part about tag? You don't need any equipment! So you can play anytime, anywhere, as long as you have three people or more. Establish some rules at the start, like:

- Watch where you are going (so you don't trip and fall or crash into somebody!)
- Control your body (so you don't hurt anybody or hurt yourself!)
- Always be nice and gentle when tagging. No pushing, hitting or rough play!

Decide who will be "it" by flipping a coin or playing a game like rock-paper-scissors. The player who is "it" chases the others, trying to get close enough to tag them while the others try to avoid being tagged. Once tagged, a player becomes "it" and the next round continues.

**Variations** • **FREEZE TAG:** Players who are tagged are "frozen" and must stand in place like statues until they are unfrozen. Any "unfrozen" player can unfreeze them (*by tagging them*), and round and round it goes. • **TV Tag** The same rules as above, except the frozen player must also call out a TV show or movie or sports team (*whichever category is chosen for the game*) in order to be unfrozen. A show, movie or team name can only be used once. **SHADOW TAG** Rather than physically tagging players, the person who's "it" tags others by stepping on their shadows. Easier said than done! **TEAM TAG** Cops and Robbers, Manhunt and Sardines are all popular types of team tag. Search on the Internet for rules if you'd like to teach your class to play one or all of these. **PICKLE** Also called Stolen Bases, this is a popular form of tag played with a soft ball and two bases. (*Rocks or trees make good bases, but anything will do.*) Players take turns being runners or base guards. Two players guard the bases, one apiece, while the others run between them. Guards throw balls and try to "tag" the players with them. If players touch a base, they're safe. If a runner is hit by the ball, he/she takes that guard's place, and that guard becomes a runner.

**EXTENSION:** Students volunteer to help make a booklet of Classic Games to photocopy and send home to families.



## Power Stations

Set up fun exercise/activity stations around your playground and field area or indoor gym. Have students go from station to station to do simple aerobic, muscle-strengthening and bone-strengthening activities. At the end, have them note all the activities they did on a form or in a notebook. In addition to noting the type of physical activity and level of intensity, they should note minutes per activity (and later, back in the classroom, calories burned).

Ideas for Stations:

- Shooting Hoops (aerobic, muscle-strengthening and bone-strengthening)
- Hula Hoop Hopping: using hula hoops like jump ropes or using in traditional way (aerobic, muscle-strengthening and bone-strengthening)
- Jumping Rope (aerobic and bone-strengthening)
- Jumping Jack Flash (aerobic and bone-strengthening)
- Weight Lifting: 2-3 lbs. free weights or make your own weights with dried beans and tin cans (muscle-strengthening)
- Dance Club (have a boom box and songs that last a couple of minutes; students can turn on music themselves and dance until the song is over – aerobic)

# module 3: MOVE TOGETHER

## More Sports & Games

- **BAM! Body and Mind Activity Cards** <http://www.cdc.gov/bam/activity/cards.html>
- Encourage students to find out more about physical activities, from ballet to skateboarding. This site provides students with instructions on how to play different sports and games and what gear they'll need to get started.
- Be sure to check out the Activity Basket for a variety of fun physical activities for students in your age group.



## REFERENCES

- 1 Guidelines from NASPE (National Association for Sport and Physical Education)  
<http://www.shapeamerica.org/standards/upload/National-Standards-Flyer.pdf>
- 2 CDC – General Physical Activities Defined by Level of Intensity  
[http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA\\_Intensity\\_table\\_2\\_1.pdf](http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf)
- 3 National Afterschool Association Healthy Eating & Physical Activity (HEPA)  
<http://www.naaweb.org/resources/item/56-healthy-eating>

**CONGRATULATIONS!**

**You've completed the  
Enrichment Zone for Grades 6-8!**

*Print the certificate at the end of this document and customize for each of your students.*

## { WELLNESS ACTIVITIES }

### Yoga Breathing and Yoga Poses

#### Overview

Yoga helps students develop physical strength, balance and flexibility. It also improves concentration and self-control and gives students lifelong tools for managing stress and emotions. Just as with adults, yoga can bring a sense of calm and balance to a teen's busy day. Over time yoga can also improve body awareness and boost self-esteem. All in all, yoga combines all the best principles of health literacy. The physical activity of yoga increases the body's core strength. Doing yoga in a group setting provides the opportunity to improve social skills. And the mental/emotional benefits of yoga include increased coping skills and reduced stress.

Yoga breathing is a lifelong skill that can be used anytime, anywhere. The theme of breathing in and breathing out helps keep minds, bodies and emotions in balance.

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#### BALANCED BREATHING

##### Overview

Breathing is not always as easy as it sounds! When we get stressed about things, our breathing becomes faster and more shallow. This exercise helps us focus on slowing down and breathing more deeply, which helps our body get enough oxygen and our mind calm down. It is helpful before falling asleep at night, during study breaks, before a test, or any time you're feeling a bit anxious. It can also help you feel refreshed and ready to refocus at the end of a long day. The best part of all? It can be done anytime, anywhere!

Teach this to parents and relatives as well, and explain that it helps lower stress and blood pressure, too. Remember this always as one of your practical "skills for life"!

##### Instructions:

##### Equal Breathing

- Close your mouth and relax your jaw and shoulders. Close your eyes if you feel comfortable.
- Inhale slowly through your nose while counting to four, then exhale while counting to four.
- Do this five times.
- Open your eyes. Do you feel any different?

##### Belly Breathing

- Close your mouth and relax your jaw and shoulders. Close your eyes if you feel comfortable.
- Put one hand on your chest and the other on your belly.
- Inhale slowly through your nose, breathing in deeply, while counting to 5. Feel your belly inflate (like a balloon), then picture the lower part of your lungs filling up first, then the rest of your lungs inflating. While doing this, make sure your shoulders and chest do not move. (This is the hardest part!)
- Exhale slowly, while counting to 5, as the air is released and your belly shrinks back.
- Do this 3–5 times.
- Open your eyes. Do you feel any different?

# activity BASKET

## Grades 6-8

### YOGA BALANCE POSES

Here are three basic “balance” poses for students to learn and practice. Give students the option of leaning on a wall or chair if they feel they need it, or suggest they try poses with a partner for added support and fun.

#### TREE POSE

- Stare at one object straight ahead in the distance to stay focused. Take a deep breath (inhale slowly in, exhale slowly out).
- Pretend you are a tree in a forest. Your feet will be roots, your legs will be trunks and your arms will be branches.
- Stand on your right leg, and imagine that leg is a tree trunk. Bring your left foot to rest on your “trunk,” above or below the knee. Raise and reach out your arms like tree branches.
- Focus on planting your roots (your standing foot) deep into the ground. Feel the sun on your face and hear the wind rustling through your leaves. Imagine birds, chipmunks and squirrels living in your branches.
- Do this pose on each leg. Is one easier than the other? Take equal turns standing on both to create balance.

**EASIER:** Begin by leaning on a wall or chair for support. Or stand two feet from a wall, in case you need it for support.

**HARDER:** Close your eyes and see if you can keep your balance without falling over. Pretend it’s a windy day and wave your arms (*branches*) gently in the wind. Hold hands with two or three other “trees” and make a forest!

#### EAGLE POSE

- Pretend you are an eagle.
- Fix your talons (feet) firmly on the ground.
- Breathe in and bend your knees.
- Breathe out and spread your wings (arms) out wide to both sides.
- Repeat as you soar through the sky!
- Now breathe in and bring your hands to your hips. Cross one leg over the other leg and try to hook your “talon” behind your calf. (Easier: Let your toes touch the ground.)
- How long can you stay in your perched position?
- Hold for as long as you can and then repeat with the other leg for balance.

**EASIER:** Rest your back against a wall while doing this pose. Or do part one of the Eagle Pose (*soar*) only, but not part two (*the perch*).

**HARDER:** Bring your arms out in front of you. Bend your elbows, cross one arm over the other and have your hands touch palm to palm. Now do the perch position with your legs.

#### DANCER POSE

- Pretend you’re a ballet dancer on a stage.
- Stand with both feet firmly on the ground. Picture your feet in delicate ballet slippers.
- Breathe in and lift your left heel up towards your rear end.
- Breathe out and clasp your left foot.
- Breathe in and stretch your left arm straight up to the sky. Feel your body stretch.
- Breathe out as you lean forward and raise your left leg high behind out.
- Hold for as long as you can, breathing in and out slowly.
- Now repeat with the right side for balance.

**EASIER:** Lean on a chair for balance.

# activity BASKET

Grades 6-8

## TIGHTROPE TRICKS

*Time: 15 minutes*

**Materials:** length of rope stretched out in a line (or use masking tape on a bare floor), boombox or ipod with speakers to play upbeat music a beanbag, book, apple and miscellaneous objects

### Overview

Before introducing this activity, show students a few minutes of the following video that shows the extreme sport craze called Slacklining:

World Slackline Masters 2015 <https://www.youtube.com/watch?v=iRezj9BOEBQ>

Explain that you're watching this just for fun and to get ready for your own balance game. Then put on some upbeat music to get students in the mood to have some fun.

- Practice walking heel-to-toe in a straight line on the floor, with arms extended for balance and grace, focusing straight ahead.
- Now walk on the "tightrope" while focusing on your posture and balance.

Making it harder with each round:

- Now walk the tightrope again, this time with your eyes closed.
- Balance a beanbag or book on your head as you walk.
- Balance an apple or piece of plastic toy fruit on your head as you walk.
- Halfway down the rope, place an object and challenge students to slowly bend and touch or pick up the object and continue to end of line.
- Do the same as above, but with a beanbag, book or paper plate on your head!
- Make a wavy path with the rope and see if you can walk it without losing your balance.



### What do these physical activities have in common?

- They can be played at home or at school—anytime, anywhere.
- They require few, if any, materials or equipment.
- They can be played with a few people or several people. (Some can be played solo.)
- They accommodate varying levels of ability and fitness.
- They exercise a variety of muscle groups and a mix of the three main types of exercise: aerobic, bone-strengthening and muscle-strengthening.
- They are about fun and play; the "exercise" part happens along the way.

Grades 6-8

## FREEZE DANCE PREPARATION:

**Materials:** Playlist with pre-selected songs

As enrichment class teacher, you'll be in charge of the music. Choose a few fun, fast-tempo songs for this activity. Time permitting, have students offer suggestions or vote on favorites in advance. (Also be sure to listen to and screen the songs in advance, and to look for parental warning labels.) This can be played in a room, hallway or gymnasium.

# activity BASKET

- Outstretch your arms and make sure you can turn in a full circle without hitting anyone around you.
- When the music starts, dance! (The crazier the better!)
- When the music stops, freeze in your position.
- Anyone who moves after the music stops is out!
- Repeat again and again until one person is left.
- The last person standing gets to choose the next song!

## BOX OF TRICKS!

What do tweens do when they're bored at home? Brainstorm some ideas upfront to encourage them to think of physically active, rather than passive, activities.

If they were bored on a desert island, what would they want in their “bag of tricks”? A ball? A hula hoop? Sidewalk chalk? Rather than automatically turning on a television or computer or game station, encourage them to be resourceful and to draw on these ideas.

Now ask students to help you make a “box of tricks” for your Wellness – EZ class. Gather materials and fill a box with basic items and play equipment to have on hand during free play time. Encourage students to play with these on school grounds, and hopefully they'll copy the idea back home—and share the fun with students and family members in their neighborhoods, living rooms and their own back yards.

Fill a box with miscellaneous items. See if you can borrow some from PE classes or share with other classrooms. Also ask if students would like to donate or lend any items from home and be sure to label them.

Ideas:

- Balls of all types: tennis balls, playground balls, volley balls, soft balls, beach balls, basketballs
- Hula hoops
- Jump Ropes—single and long
- Sidewalk chalk and masking tape
- Tennis racquet and tennis balls; badminton racquet and badminton birdies
- Frisbee, or snap top lids to plastic containers
- Kite
- Bean bags
- Balloons and scarves or plastic shopping bags for juggling
- Playlist of upbeat songs

## SOLO GAMES AND SPORTS TRAINING

There are many drills and fun exercises you can easily do on your own with minimal space and equipment. Make a list of these (on your Wellness mural, if you like) and ask students to add more ideas.

**JUMPING JACKS:**

- How many can you do? Keep a chart and try to increase the amount each week.

**JUMPING ROPE:**

- How many jumps can you do at a time? Can you do “hot peppers?” Can you perform tricks? String some together and create a routine. For jump rope rhymes, click here: <http://www.streetplay.com/thegames/jumprope/jumproperhymes.html>

**HULA HOOPS:**

- Count each “loop” as you hula hoop. See how high you can go! Can you beat your own record?



# activity BASKET

- Use a hula hoop like a jump rope. Try “jump hooping” and count how many times you can jump in a row.

## TENNIS BALL TOSS:

- How many times in a row can you toss a tennis ball in the air and catch it underhand?
- Can you throw it up with one hand and catch with the opposite hand? Can you let it bounce once before catching with the opposite hand?
- How many tennis balls can you juggle? Two? Three?
- Try hitting a ball against a wall with a tennis racquet. Let the ball bounce once before hitting it. How many times in a row can you hit the ball?
- Don't have a racquet? Play hand ball against a wall instead. Try it two ways, allowing yourself one bounce per play and no bounces. Which is easier?

## WALL BALL:

- Bounce a playground ball against a wall. Let it bounce once before hitting it back with your hand. How many times in a row can you keep it up?

## BASKETBALL DRIBBLING and shooting hoops

## SOCCER DRIBBLING and footwork drills

Link to more activities:

JUMPROPE FOR HEART AND HOOPS FOR HEART PROGRAMS <http://www.shapeamerica.org/jump/>

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## Activity: Mixed up Sports

### Overview

Tweens develop at different rates and have different interest levels and abilities when it comes to organized sports. While some can't wait for weekend games and practice scrimmages, others shy away from the court or field and prefer non-team sports or non-athletic pursuits. For a fun and relaxed activity after school, try one of these wacky games. These can serve as ice-breakers to bring students together, and they level the playing field as it's a brand new “sport” for everyone involved.

### FOOTBALL-FUTBOL

- Play soccer with an American football! Form small teams and use the basic rules and formation of a soccer game.
- use goals (like in soccer) but no goalies (like in football).
- Dribble, pass and kick the football with your feet (like soccer). No hands or tackling allowed!

### BEACH BALL VOLLEYBALL

Just like it sounds! Play volleyball but use a beach ball instead. This makes it slower, easier and sillier, for sure.

### BUCKET BASKETBALL

No hoops? No problem! Use two cardboard boxes, buckets or waste baskets instead. You don't need hoops to play basketball!

### BEANBAG BASKETBALL

No hoops, no basketball? No problem! Same as above, but use beanbags instead.

# activity BASKET

## Activity: Make Your Own Hand Weights

Use empty water bottles filled with sand or dried beans, or canned vegetables from your home pantry. Weigh them on a bathroom scale to make them even. Start with 3 pounds each, and then try 5 pounds. Do not use weights more than 10 pounds each.

Try this activity:

- Take your heart rate before and after marching in place for one minute.
- Then add hand weights and do the same.
- Did your heart rate increase or decrease? By how much?

Learn the facts about lifting weights:

- Bodybuilding is not recommended for pre-teens and teens who are still maturing. It can cause serious injuries to growing bones, muscles, and joints.
- Never lift anything more than 10 percent of your body weight.
- Before lifting weights, always do warm-ups to loosen your muscles. Afterward, always do cool-downs without weights.

Reference:

<http://studentshealth.org/en/teens/strength-training.html>

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## Activity: Dance to Your Own Beat

Choose one of the following song-and-dance routines to study and practice, on your own or with a small group. Keep track of your minutes of physical activity, and you can add them to your Daily 60. The only rule? Have fun!

**DO THE SID SHUFFLE**

<https://www.youtube.com/watch?v=uMuJxd2Gpxo>

**MAKE UP YOUR OWN “UPTOWN FUNK” DANCE ROUTINE**

[https://www.youtube.com/watch?v=EmnSm\\_d2II4](https://www.youtube.com/watch?v=EmnSm_d2II4)

- Watch this fun movie dance-scene mashup for inspiration, and then practice moves in small groups. Copy moves from the dance video and incorporate some creative moves of your own. Optional: After several practice sessions, perform the whole routine for the class.

**DO THE MARIO**

<https://www.youtube.com/watch?v=FRJ3IcIcI1w>

An easier, low-impact choice

**SHAKE IT UP / JUSSY DANCE DISNEY**

<https://www.youtube.com/watch?v=QLDBCXIR5Cs>

# activity BASKET

## Activity: Step-it-Up Aerobics

### Materials:

- Boombox or iPod with speakers
- Music (lyrics screened beforehand)
- Computer with Internet access
- Projector and screen (optional)

### Overview:

Aerobics improve cardiovascular health and also bone health. Teach basic step aerobics moves and practice as a group. Then have students make up their own sequences, using combinations of those moves. Finally, have them invent one or two new moves of their own, and incorporate them into their sequences.

**EXTENSION:** Students can learn more advanced steps by referring to the online Aerobics Dictionary

### Instructions:

You don't need a "step" platform to do step aerobics! Use the same moves, just on flat ground. This is a fun group activity that can easily be replicated at home, on a blacktop or in a gym, and with any style of music. By incorporating a combination of low-impact and high-impact moves, anyone can amp up a simple dance routine into a great cardio workout.

Begin by teaching 5 basic step moves: basic left, basic right, V step, grapevine, and cha-cha-cha.

Do this without music at first. If you have an overhead projector, display diagrams or animations of individual dance moves and demonstrate as students follow along. Or, just learn the basic steps yourself and then teach them to the group.

See the Aerobics Dictionary at <http://www.turnstep.com/moves.html> for diagrams of moves. See the IFA Aerobics Library at <http://www.ifafitness.com/moves/index.html> for written instructions for each move.

Next practice the steps to music. Count the numbers of steps aloud (in increments of 4) as you do each move. For instance, here are instructions for the Basic Right:

1. Step forward with right foot
2. Step forward with left foot
3. Step backwards with right foot
4. Step backwards with left foot

Divide the students into groups of 3–4 students. Explain they should create their own step routine using the 5 steps you all learned together, plus 2 original steps they invent themselves. Each group should collaborate to choose a song that's appropriate and will work well with their routine. If a group prefers to do their routine without music, that's fine too.

Before performing, make sure all students warm up as a group. March in place for 30 seconds, moving your arms back and forth in rhythm. Explain that it's important to warm up your muscles to avoid strain or injury. Warm up your arms, neck, shoulders and the core, as all muscle groups work together to support the body during exercise.

- One team starts by throwing a beanbag to the other team to start the game.
- The team with the beanbag tries to make their way to the other side of the "court" to get a basket.
- The only way to move the beanbag is to pass it.
- No one can run with the beanbag (this is traveling!).
- No physical contact allowed!
- If the beanbag is passed and missed or dropped, the other team gets possession of the beanbag.

Try a couple of the combinations below, and then encourage students to invent a salsa recipe of their own! Serve with pita chips, corn tortilla chips or whole-grain crackers. Be sure to keep out the cracker boxes or bags so students can note the ingredients and nutrients listed on the Nutrition Panels.

## SALSAS

### FRUIT & VEGGIE SALSA

- chopped cantaloupe
- chopped honeydew melon
- chopped pineapple (canned)
- chopped green peppers
- chopped yellow peppers
- splash of pineapple juice (reserved from can)

### GREEN FRUIT SALSA

- chopped kiwis
- chopped Golden Delicious apples
- squeeze of lime juice

### PINEAPPLE-PEPPER SALSA

- chopped pineapple
- chopped red bell peppers
- squeeze of lemon juice

### PEACH-TOMATO SALSA

- chopped peaches
- cherry or grape tomatoes, quartered
- green onions
- squeeze of lime juice
- drizzle of honey

## SNACK MIXES

### SNACK MIX

*This snack mix is perfectly proportioned to provide a good variety and balance of healthy grains, salty and sweet flavors. By measuring portions and serving them in individual cups, this recipe also reinforces good lessons about portion control, balance and variety.*

- 2 cups cereal
- 2 cups air-popped popcorn, snack crackers or pretzels
- 1 cup mini marshmallows
- ½ cup nuts
- ½ cup raisins, sweetened dried cranberries or other dried fruit
- ½ cup milk chocolate candy pieces or chocolate chips

## SWEET TREATS

*Craving something sweet? Pump up the energy and nutrients by adding fruits and veggies to the mix. These snacks satisfy your sweet tooth and let you tick off several food groups on your chart at the same time.*

### FRUIT BURRITOS

Spread, sprinkle and roll up a wrap (wheat tortilla), using ingredients like:

- Low-fat cream cheese, chopped apples, cinnamon and light sprinkle of brown sugar or drizzle of maple syrup
- Peanut butter, banana slices and a drizzle of honey
- Peanut butter, shredded carrots, raisins and a drizzle of honey

### SIMPLE BANANA SPLITS

- sliced bananas (1/2 cup per person)
- strawberries, fresh or frozen (1/2 cup per person)
- low-fat vanilla frozen yogurt (1/2 cup per person)
- whipped cream in a can (optional)

## SWEET TREATS *continued ...*

### BANANA OR BLUEBERRY PUDDING IN A BAG

Use one small box of pudding mix per two students, or one large box per four students. Follow the instructions for milk quantity on the box, using either fat-free or 1% milk.

#### Ingredients:

- instant pudding mix (see above)
- fat-free or low-fat milk (see measurement on pudding box)
- zipper/resealable sandwich bags (one per child)
- bananas (1/2 per child) or blueberries (1/2 cup per child)

#### Instructions:

- Measure and pour half a small box of pudding (or a quarter of a large box) into each Ziploc bag.
- Read directions on the pudding box to calculate milk quantities. Measure enough milk to make half a small box or a quarter of a big box of pudding and add it to the pudding mix in your baggie.
- Seal the bag tightly!
- Gently squish the bag around with your hands, mixing the pudding mix and milk until smooth and thick.
- Open the bag, add sliced bananas or blueberries, and eat with a spoon!

### PUMPKIN PIE IN A CUP

Let each student mix the following ingredients in an individual cup. Serve with two whole-grain graham crackers each (and a knife for spreading).

- ½ cup canned pumpkin
- 2 tablespoons marshmallow creme
- 2 tablespoons whipped topping or whipped cream
- dash of cinnamon

### WELLNESS PUDDING SHAKE-UP

Follow the same instructions as above with the Banana or Blueberry Pudding in a Bag, but use a jar with a lid rather than a zipper/resealable sandwich bag. Shake jar vigorously for one minute.

## WELLNESS BEVERAGES

### FRUIT JUICE SHAKE-UP

- ½ cup low-fat yogurt
- ½ cup cold fruit juice

Measure ingredients and pour into a covered jar or container. Shake for 20 seconds, then pour in a cup. Or, stick a straw in your jar and enjoy!

### FRUIT SPRITZERS

Mix one cup of 100% fruit juice with one cup of sparkling seltzer water. Garnish with a piece or slice of fruit on the rim of the cup. Same fruity flavor but half the calories. Cheers!

## EZ FROZEN FRUIT

Stick fruit on skewers or recycled popsicle sticks, wrap with a plastic sandwich bag and twist tie, and stick in the freezer for a few hours or overnight. Banana halves and watermelon chunks or spears work especially well. Ideas:

- Banana-on-a-stick
- Watermelon-on-a-stick
- Frozen fruit kabobs (use any sturdy fruit that can stay on a stick!)
- Frozen fruit salad (fill a paper cup with fruit, freeze... and eat!)

## CHIPS

### MICROWAVED POTATO CHIPS

#### Ingredients:

- 2 teaspoons olive oil
- 4 medium waxy potatoes (like Yukon gold), unpeeled
- 1/2 teaspoon sea salt, or more to taste

#### Instructions:

#### STUDENTS:

- Wash your hands.
- Scrub potatoes and dry them.

#### EZ TEACHER:

- Carefully cut into very thin (1/8") slices.
- Dab moisture from slices with a paper towel.

#### STUDENTS:

- Place slices in a bowl and add olive oil. Toss with your hands until all slices are thinly coated.
- Arrange slices in a single layer on a microwave-safe plate or a paper plate or parchment paper.
- Sprinkle evenly with sea salt.
- Cook in a microwave oven for 3 minutes, then take dish out and turn over potato slices. Cook for 2 minutes on the other side. If still not crisp, cook one additional minute.

### BAKED SWEET POTATO CHIPS

You can try these in the microwave, following the Microwaved Potato Chips instructions. However, they'll be crispier if done in the oven.

#### Ingredients:

- 2 teaspoons olive oil or olive oil cooking spray
- 3 large sweet potatoes
- 1/2 teaspoon sea salt, or 1/2 teaspoon of sugar mixed with 1/2 teaspoon of cinnamon

#### Instructions:

#### EZ TEACHER:

- Slice sweet potatoes in advance, making them as thin as possible – 1/8" or thinner.
- Preheat oven to 400 degrees F.

#### STUDENTS:

- Place the sweet potato slices in a bowl with a drizzle of olive oil and toss with your (clean) hands. Then arrange in a single row on a foil-lined baking tray.

#### OR

- Arrange them on a baking tray and spray them on both sides with olive oil cooking spray.
- Bake for about 15 minutes and cool.

(Optional: Sprinkle with a dash of sea salt or cinnamon and sugar before baking.)

## RAINBOW RECIPES

### RAINBOW FRUIT SALAD

Divide students into five groups and have each wash, cut and prepare a different color fruit. Put them all together in a big bowl and let students scoop out their own servings with paper cups.

- Red: strawberries or pink grapefruit
- Orange/yellow: oranges, mango or papaya
- Green: kiwifruit or green grapes
- White: bananas or coconut
- Blue/purple: blueberries or purple grapes

### RAINBOW COLE SLAW

- chopped red peppers
- shredded carrot
- shredded green cabbage
- shredded purple cabbage
- Optional additions: chopped red onion, chopped pineapple, chopped green pepper or yellow pepper

#### Quick dressing:

- 1 cup low-fat mayonnaise
- 3 tablespoons fresh lemon juice
- 2 tablespoons sugar
- 1 teaspoon salt
- Mix with 6-8 cups of chopped vegetables.

RAINBOW RECIPES *continued ...*

## RAINBOW PIZZA

Try some different veggie toppings on your pizza. Make mini bagel pizzas or English muffins pizzas, each of one color, or make one large pizza with rows or sections of different colors.

- Red: fresh tomato, sun-dried tomatoes
  - Green: broccoli, green peppers, green olives
  - Orange/Yellow: pineapple, yellow and orange peppers
  - White: onions, mushrooms
  - Blue/Purple: eggplant, red onion, black olive
- 

## RAINBOW STIR FRY

Students wash, chop and prepare veggies and then watch EZ teachers sauté them in a wok or frying pan. Come up with your own creative combination, using all the colors in the fruit-and-veggie rainbow of colors.

- red peppers, red kidney beans
- carrots, orange peppers
- green onions, broccoli, pea pods, bok choy
- white onions, fennel, cauliflower
- red onions, purple cabbage, black beans

## Graphics for Make-Your-Own Murals

**MyPlate Graphic Resources: Downloadable graphics and printables**

<http://www.choosemyplate.gov/printable-materials>

**USDA: Fruits and Vegetables Bulletin Board Resources**

<https://healthymeals.nal.usda.gov/resource-library/bulletin-board-resources/fruits-and-vegetables-bulletin-board-resources>



## Other Resources

**Fruit and Veggie Color Champions / Produce for Better Health Foundation**

<http://www.foodchamps.org/>

Printables calendars, stickers, activity worksheets including “How Much Is a Cup?” pages to teach about serving sizes.

**Nourish Interactive**

<http://www.nourishinteractive.com/nutrition-education-printables>

A variety of free printables, including charts and activity pages on the Five Food Groups, Rainbow Foods, Fitness Goals Tracking Sheets, etc.



## PLU (Product Look-Up) Codes

Use these links as reference for the optional Produce Sticker Chart activities in Unit 2 (“Eat Together”). Organic produce has a 5 digit PLU number that begins with the number 9.

Conventional produce has a 4 digit PLU number that begins with the number 4.

**Produce Look-up Codes / Supermarket Page**

<http://supermarketpage.com/prucodes.php>

This helpful chart has corresponding pictures of each item of produce.

**Alphabetical PLU Code List**

<http://www.innvista.com/health/foods/plu-codes-alphabetical-order/>

**International Federation for Produce Standards**

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

Everything you could ever want to know about PLU Codes! (Helpful for answering curious students’ questions.)



## Home Connections

### Together Counts: Home Activity Sheets

<http://www.togethercounts.com/at-home>

Try new foods and fun physical activities at school and back home with your family. Activities include “I Heart Moving!” and “I Heart Balance!”

### Parents’ Guide to an Active Lifestyle / Fuel Up to Play 60

[https://www.fueluptoplay60.com/tools#tab\\_parents-guide-to-an-active-lifestyle](https://www.fueluptoplay60.com/tools#tab_parents-guide-to-an-active-lifestyle)

Tools, resources and activities to get the whole family involved in family games and fitness.

### “10 Tips” Nutrition Education Series / Printables to Bring Home

<http://www.choosemyplate.gov/ten-tips>

Helpful tips to hang on the family fridge.



## Fruits and Veggies Color Charts

**MAKE-YOUR-OWN COLOR CHART:** Write or type the five color groups down the left side of your chart: red, yellow/orange, white, green and blue/purple. Create columns with students’ (or family members’) names across the top. Or get creative and draw a big rainbow shaped chart. Keep track of the fruits and vegetables you eat or drink in each color category, using check marks, hand-written notes or stickers.

### Color My Plate Printables

<http://www.nourishinteractive.com/nutrition-education-printables/category/3-free-nutrition-month-students-eating-healthy-colorful-foods-activity-pages-worksheets>



## Diagrams for Playground Games

### Peaceful Playgrounds Stencil Kit

<http://peacefulplaygrounds.com/stencils-2/>

# activity CHART

Week: \_\_\_\_\_ Name: \_\_\_\_\_

| ACTIVITY             | AEROBIC | MUSCLE STRENGTHENING | BONE STRENGTHENING | INTENSITY (H, M, L)* | MINUTES/DATES/CALORIES               |
|----------------------|---------|----------------------|--------------------|----------------------|--------------------------------------|
| EXAMPLE: Riding Bike | X       | X                    |                    | M                    | 30 MINUTES/FRIDAY, 6-23/120 CALORIES |
|                      |         |                      |                    |                      |                                      |
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|                      |         |                      |                    |                      |                                      |

\*H = high intensity, M = medium intensity, L = low intensity

**High-Energy Activities (vigorous) include:** Running/jogging, Bicycling (more than 10 miles per hour), Jumping rope, Karate, Swimming laps, Aerobics, Wheeling a wheelchair, and most competitive sports (football, lacrosse, soccer, basketball, wheelchair basketball, field hockey, etc)

**Medium Energy Activities (moderate) include:** Walking briskly (about 3-4.5 miles per hour on a level surface) Hiking, Yoga , Dancing, Bicycling (less than 10 miles per hour)

During aerobic physical activity, the heart rate increases to supply the muscles with more oxygen to produce extra energy. To meet the body’s need for oxygen during aerobic exercise, it beats faster and harder to get more blood out in each beat-stroke volume. But it can only beat harder if it has been strengthened through exercise. Like other muscles, the heart enjoys a good workout. When we give the heart this kind of workout regularly, it will get stronger and more efficient in delivering oxygen (in the form of oxygen-carrying blood cells) to all parts of the body.



# decisions and choices

## CHART

**YOU DECIDE: How Will You Spend Your Free Time?**

| AFTER SCHOOL                     | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|----------------------------------|--------|---------|-----------|----------|--------|
| 2:00                             |        |         |           |          |        |
| 2:30                             |        |         |           |          |        |
| 3:00                             |        |         |           |          |        |
| 3:30                             |        |         |           |          |        |
| 4:00                             |        |         |           |          |        |
| 4:30                             |        |         |           |          |        |
| 5:00                             |        |         |           |          |        |
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| 6:00                             |        |         |           |          |        |
| 6:30                             |        |         |           |          |        |
| 7:00                             |        |         |           |          |        |
| 7:30                             |        |         |           |          |        |
| 8:00                             |        |         |           |          |        |
| 8:30                             |        |         |           |          |        |
| 9:00                             |        |         |           |          |        |
| 9:30                             |        |         |           |          |        |
| 10:00                            |        |         |           |          |        |
| DAILY TOTAL OF PHYSICAL ACTIVITY |        |         |           |          |        |

# sample days

| AFTER SCHOOL                     | MONDAY  | TUESDAY                         | WEDNESDAY                  |
|----------------------------------|---|---------------------------------|----------------------------|
| 2:00                             |   |                                 | After-School Program 2-6pm |
| 2:30                             | Homework Club                                       | Soccer Practice<br>30 mins      | Playground time<br>30 mins |
| 3:00                             |   | Soccer Drills<br>15 min         | Flag Football<br>30 mins   |
| 3:30                             | Shoot hoops<br>10 mins                              |                                 |                            |
| 4:00                             | Ride Bike<br>20 mins                                |                                 | Homework                   |
| 4:30                             |   | Walk to store & back<br>15 mins | Homework                   |
| 5:00                             | Play dance video with siblings or friend<br>30 mins | Homework                        |                            |
| 5:30                             |   |                                 |                            |
| 6:00                             |   | Dinner                          |                            |
| 6:30                             | Dinner  |                                 | Dinner                     |
| 7:00                             | Watch TV  | Homework                        | Watch TV                   |
| 7:30                             | Homework  |                                 | Computer time              |
| 8:00                             | Homework  |                                 | Play video game            |
| 8:30                             |   |                                 |                            |
| 9:00                             |   | Reading<br>30 mins              |                            |
| 9:30                             | Reading<br>30 mins                                  | Bedtime<br>Lights out           | Reading<br>30 mins         |
| 10:00                            | Bedtime<br>Lights out                               |                                 | Bedtime<br>Lights out      |
| DAILY TOTAL OF PHYSICAL ACTIVITY | 60 mins   | 60 mins                         | 60 mins                    |

# certificate

## OF ACHIEVEMENT

# CONGRATULATIONS!

---

**Name of Student**

*has successfully completed the*

***Enrichment Zone Program!***

*You have learned all about making healthy decisions  
for a more active, healthy lifestyle.*

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

