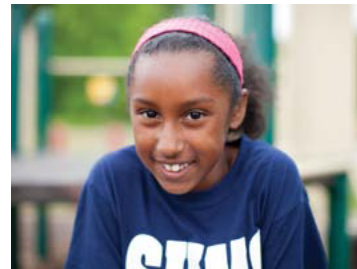


FULL PROGRAM  
K – GRADE 5  
enrichment  
zone CURRICULUM



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



# table OF CONTENTS

## Overview and Guide for Parents and Volunteers 2

## Grades K-2 Outline 3

## Grades K-2 Modules 4

## Grades 3-5 Outline 26

## Grades 3-5 Modules 27

## Activity Basket 48

- 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 and healthy whenever you're leading a group of kids – from clubs to camp.

## Recipe Basket 53

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

## Chart Bank 57

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

## { 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 fun enrichment activities incorporate themes and concepts covered in the [Together Counts elementary school 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-rope 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, Children & 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 children 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. Children 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 children 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 K-2 }

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 align with 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 ("Play Together"). The focus is on overall wellness, teaching kids 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:** My Choices
- One, Two, Three...Wellness Activities!
- Hopscotch 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 kids to try new foods, drink more fluids, and eat more fruits and vegetables and whole grains. Activities will reinforce the importance of making healthy decisions that promote balance, moderation and variety.

- Discussion
- **My Plate Activity**
- **Mural Activity:** 5 Food Groups
- **Snack Activity:** Sundaes
- **Mural Activity:** The Food Color Rainbow
- **Snack Activity:** Rainbow Foods Test Kitchen
- **Snack Activity:** Rainbow Salad
- **Make-Your-Own-Snack Cooking Class**
- **Make-Your-Own Cookbook**

## MODULE #3: Play Together

Discussion and activities that teach about the benefits of physical activity. Games and activities that can be easily replicated at recess, at home and during free time. Lessons reinforce the recommended 60 minutes of physical activity daily for school-age children.

- Discussion
- **Mural Activity:** 60 Minutes a Day!
- **My Physical Activity Plan**
- **Activity #1:** Classic Games
- **Activity #2:** Power Stations
- **Activity #3:** Creative Play



# module 1: LEARN TOGETHER

## LEARN TOGETHER

*This Enrichment Zone unit aligns with the Together Counts Curriculum:  
Learn Together lessons for grades 3-5.*

### Objective

#### KIDS WILL:

- Be introduced to the concept of the wellness triangle
- Identify activities and play games that foster healthy habits
- Begin a Wellness Mural that can be added to each week
- Enjoy snacks that combine a variety of food groups

### 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 parts of wellness: My Body (physical wellness), My Friends and Family (social wellness), and My Mind and Feelings (mental/emotional wellness).

### WHAT DOES MY BODY (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 MY FRIENDS AND FAMILY (SOCIAL WELLNESS) REFER TO?

Social wellness refers to interacting with and getting along with others in a variety of settings.

# module 1: LEARN TOGETHER

## WHAT DOES MY MIND AND FEELINGS (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.

## 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 play 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 GO 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, 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, and 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

## Mural Activity: Wellness Made Easy

### Materials

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

### Overview

Find it hard to explain the wellness concept over and over again? Let some pictures (and the kids) do the talking! Begin by creating the framework for a mural to hang in your after-school space. Think of a mural that can:

- Illustrate the wellness concept
- Spark ideas for activities
- Capture creative ideas from the kids
- Track progress throughout the program
- Educate others (hang in a central hallway at the end of the program)
- Encourage kids to practice wellness at home with their families (by cooking together, eating family meals together, teaching parents and siblings fun new games to play together, talking problems out; recognizing the healthy options and making them over the unhealthy ones)

---

### Instructions

Write the words “WELLNESS” in big block letters across the top of your mural. Or use letter stencils or a computer and printer and then glue-stick them on the mural. [Or print out headline from the Chart Bank.] Under that write the subheads “My Body”, “My Friends and Family”, and “My Mind and Feelings.” Ask kids how they would define each term. Write basic definitions under headings.

- My Body (physical wellness): being active and making healthy food choices
- My Friends and Family (social wellness): being respectful and getting along with others
- My Mind and Feelings (mental/emotional): talking to others and handling emotions well

Tell students to cut images and words from magazines that depict each kind of wellness and paste the cuttings onto the mural.

- If you have extra time, ask for volunteers to color in letters and draw small pictures to illustrate overall wellness on the mural. Explain that this mural will grow over the weeks and that you can all add new features each time you meet.

# module 1: LEARN TOGETHER

## Decision Making Activity: My Choices

### Materials

“My Choices” student activity sheet from the Together Counts Curriculum: Decisions, Decisions lesson

### Overview

This activity helps students see how the decisions they make on a daily basis are related to wellness.

### Instructions

Write the words “WELLNESS” in big block letters across the top of your mural. Or use letter stencils or a computer and printer and then glue-stick them on the mural. [Or print out headline from the Chart Bank.] Under that write the subheads “My Body”, “My Friends and Family”, and “My Mind and Feelings.” Ask kids how they would define each term. Write basic definitions under headings.

- Brainstorm with students some of the decisions they make on a daily basis.
- Discuss how the decisions they make relate to wellness: My Body (physical), My Friends and Family (social), My Mind and Feelings (mental/emotional). Some decisions may overlap.
- Discuss the difference between healthy and unhealthy decisions: only eating candy vs. eating fruit; watching TV vs. playing outside; fighting with friend vs. talking problems out
- Distribute the “My Choices” student worksheet.
- Have students draw a healthy decision and an unhealthy decision related to each type of wellness.
- Encourage students to share their answers with the group.



## Goal Setting Activity

### Materials

“My Wellness Goal” student activity sheet from the Together Counts Curriculum: Ready, Set, Goal lesson

### Overview

This activity helps students create a wellness goal.

### Instructions

- Brainstorm with students a list of goals, or things they would like to do better.
- Discuss which type of wellness each goal pertains to: My Body (physical), My Friends and Family (social), My Mind and Feelings (mental/emotional).
- Have students pick one goal that they want to work on or come up with a new one that relates to a type of wellness.
- Distribute “My Wellness Goal” student activity sheet and have students complete the activity sheet with the goal they chose.

# module 1: LEARN TOGETHER

- Encourage students to share their answers with the group.
- Have students keep track of their progress toward the goal with the “My Goal Tracker” at the bottom and revisit after the seven days have gone by.



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

### Materials

Books or bean bags or plastic plates (one for each student)

### Overview

The Together Counts Curriculum: Learn Together lessons teach us all about the need to balance each part of the wellness triangle. The following activities 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.

These simple exercises help improve physical balance, coordination and core strength. Use them as a metaphor for teaching about the wellness triangle.

### Instructions

#### ASK KIDS:

- Do you think balance is easy? Sometimes it’s harder than you think!
- Is it easy to learn to ride a bike? No! At first it’s very difficult, but the more you practice, the easier it gets.
- Is wellness easy? It’s not always easy, but the more we learn how to do it and the more we try, the easier it gets.

Lead kids through these simple balance exercises. Give them the option of using a chair or wall for support, where appropriate.

#### HEAD GAMES

Lead by example: Walk slowly in a straight line with a book or beanbag on your head and have kids follow. Next walk in a circle around the room.

**EXTRA CHALLENGES:** See if you can squat down and touch or pick up an object on the floor without losing the book or beanbag on your head! Give your more competitive kids the option of a race: How fast can they speed-walk while balancing an object on their head?

#### 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? Who can do it the longest? Now try the same, but on the other foot. Which one is easier?

**EXTRA CHALLENGES:** Try doing the Stork Stand with your eyes closed. • Make different shapes with your body—like alphabet letter shapes or animal shapes—while standing on one foot. • Try jumping on one foot. • While standing on one foot, try reaching down with your opposite arm and touch the ground. • Run in a small circle as music plays. When the music stops, quickly get back into the Stork Pose and see how long you can remain steady.

# module 1: LEARN TOGETHER

## YOGA POSES AND TIGHTROPE TRICKS

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



### Hopscotch with a Twist!

#### Materials

Sidewalk chalk (outdoors) or masking tape (indoors), post-it notes with choices written on each one, and small stones or rocks

#### Overview

Hopscotch a great game because it incorporates four important types of exercise:

- Muscle-strengthening activity
- Bone-strengthening activity
- Aerobic activity (it increases our heart rate)
- Balance and coordination

It is a good game to learn because:

- It is fun for all ages.
- You can play it anywhere, indoors or outdoors.
- All you need is sidewalk chalk or masking tape, a stone, and post-it notes with choices written on the underside of the note (sticky side).
- You can play it by yourself or with family and friends.
- You can try many variations or come up with creative rules of your own.
- It counts toward your 60 minutes of daily recommended physical activity.

#### Object of the Game

Move from the square one to the end and back again, without losing your balance or breaking any of the rules.

#### Rules to Remember

- You can only have one foot in a square.
- You must jump or hop over the square with a rock in it.
- You may not step on a line.

# module 1: LEARN TOGETHER

## Instructions

Draw a hopscotch game outline on the playground, sidewalk or driveway, using chalk. (If indoors, lay the outline with masking tape on the gymnasium or classroom floor.) Use the classic version, with single squares in a vertical line for 1, 2 and 3; double squares side by side for 4 and 5; single for 6; double side by side for 7 and 8; and a single on top for 9. Refer to the Diagrams for Playground Games section in the Activity Bank for reference if you are unfamiliar with the game. Number the squares and then have kids line up to play. Here are the basics:

- Throw stone and place a post-it note into square 1.
- Jump over square 1 and jump or hop to the end of the outline, making sure only one foot lands inside each square.
- On the last square, turn around and jump or hop back without touching any lines or losing your balance.
- Stop on square 2, bend down and pick up the post-it note in square 1. Read the choices on the bottom of the post-it note and decide: 1) which option is a healthy decision? and 2) which type of wellness does the decision promote?
- Next person throws a rock into square 2 and play follows same as above.

## Examples of Choices

Eat an apple/ Drink apple juice: **My Body (physical)**

Play at a friend's house/ Play alone at park: **My Friends and Family (social)**

Keep your feelings to yourself/ Tell a friend why you are upset: **My Mind and Feelings (emotional)**

Stay up late on a school night/ Get at least 8 hours of sleep: **My Body (physical)**

**VARIATIONS:** After mastering the basic game (or for kids who already know it well), suggest that kids make up some rules of their own and take turns trying different ways of playing. For instance, you can make special rules for certain squares, e.g. "when you land on 3, you must jump or hop 3 times."

## Takeaway

Have kids draw their own mini hopscotch diagram on a piece of paper and bring it home. Check to make sure they have the correct numbering and number of squares. (If possible, send them home with a piece of chalk as well.) Ask them to try the game at home, teach siblings and neighbors, and share their stories the next week.

- Where did they play the game?
- Did they do it by themselves? With others?
- Did they teach anyone new to play?
- Did they use a stone or something else? (bottle cap, coin, bean bag, hacky sack, street hockey puck, bracelet)
- Did they use the classic outline or did they add more squares?
- Did they think up any creative new rules?



# module 1: LEARN TOGETHER

## Afterschool Snacks: Snack Architects

### Materials and Ingredients

Round wooden toothpicks (several boxes), grapes, cheese cubes and crackers

### Overview

Children are more likely to try new foods when they're able to make some of their own choices—and are able to make it themselves. Let kids roll up their sleeves and assemble their own snacks, using a couple core ingredients and then a choice of toppings.

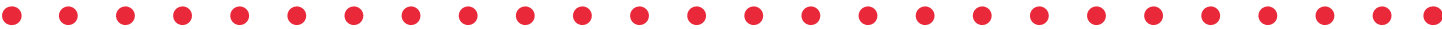
Want to extend the balance theme into snack time? Try this make-it-yourself snack activity that combines fruit and protein—plus geometry—to make snack time a bit more creative and fun.

---

### Instructions

Demonstrate by taking three toothpicks and sticking them into three grapes or cheese cubes to make a triangle. Have kids 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 falling over or fall apart?

At the end, let them pull apart and eat! Serve crackers as well to go along their cheese and fruit. Ask kids if they know which food groups comprise their snack. (Answer: fruit, protein, calcium and grains). Explain that it is important to vary the types of foods that give them energy.



### REFERENCES

1 USDA Nutrient Laboratory <http://ndb.nal.usda.gov/ndb/foods/show/2260>

2 SHAPE (Society of Health and Physical Educators) Guidelines  
<http://www.shapeamerica.org/standards/upload/National-Standards-Flyer.pdf>

SHAPE recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity.

3 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)



# module 2: EAT TOGETHER

## CREATIVE KITCHEN ARTS

*This Enrichment Zone unit aligns with the Together Counts Curriculum: Eat Together Lessons for grades K-2.*

### Objective

#### KIDS WILL:

- Learn about serving sizes for each type of food group
- Explore cooking and simple food preparation—for themselves and for family members back at home.
- Practice using tools like the 2015-20 Dietary Guidelines for Americans and <http://www.choosemyplate.gov/children> to help make informed choices.
- Make choices that meet personal wellness and nutritional needs.

### How to Use These Lessons

These hands-on activities are designed to get kids interested in cooking and simple food preparation—for themselves and for family members back at home. 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>.

### Overview

After school is an opportune time for kids to try new foods and beverages from a variety of food groups. These creative snack ideas are designed to encourage kids 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. The activities in this unit reinforce the importance of balance, serving size, and variety. The goal is for kids to learn to make choices that meet their energy and nutritional needs. The more time kids spend in the kitchen, the more likely they are to become interested in cooking, food preparation and mindful eating. When kids 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 kids get involved in snack and meal preparation, it encourages other family members to join in as well. When more kids 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 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 healthy eating patterns. Stress that selected activities will focus on balance, variety and serving size.

- 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 healthier food choices and be more active every day. It recommends people get certain proportions of their diet from five main food groups: grains, vegetables, fruits, dairy and proteins.



## My Plate Activity

### Materials

“My Plate” student activity sheet from the Together Counts Curriculum: What’s the Pattern lesson

### Overview

This activity teaches students to recognize a meal that contains a variety of food types.

### Instructions

- Brainstorm a list of foods that the students eat on a daily basis.
- Categorize them into the one of the five food groups.
- Distribute the “My Plate” student activity sheet and ask students to draw their favorite meal that contains one type of food from each food group.
- Encourage students to share their favorite meal with the group.



## 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 big numeral 5 in big block letters at the top to use with your headline: “5 Food Groups”.

# module 2: EAT TOGETHER

## 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.”
- Proteins: “Go lean with protein.”

\*See Chart Bank for printable slogans.



## Snack Activity #1: “EZ Sundaes”

### Materials and Ingredients

- Paper cups and spoons (or cake-cup style ice cream cones)
- Vanilla low-fat yogurt
- Mini graham snack crackers, crumbled graham crackers or cereal (like crisp oat shapes) made partly with whole grains
- Choice of at least two fruits (e.g., blueberries, strawberries, sliced bananas, canned peaches or pineapple, chopped apples, canned mandarin oranges, raisins); these can be fresh, frozen or canned

### Overview

Kids will make snacks using 4 of the 5 food groups:

- Grain Group: whole-grain graham crackers
- Fruit Group: 2 kinds of fresh, frozen or canned fruit
- Dairy Group: low-fat yogurt
- Protein Group (meat/beans): yogurt is a good source of protein

### Talking Points

- List the ingredients for EZ Sundaes. Ask kids: How many food groups does this snack include? (Answer: 3 of the 5 main groups or 4 if you count the yogurt in the Meat/Beans/Protein group as well.) This snack includes a variety of foods to give you energy: fruit, dairy and grains. It’s also a good source of protein.
- Show the box of graham crackers, graham snacks or cereal, and point to where it says “whole grain.” Point out that it’s now easier than ever before to find cereals and snacks made with whole grain. Tell kids to look for the phrase “made with whole grain” on the front of the box.
- Explain “whole grain”: Whole grain means the whole kernel of grain is used, so you get all the nutritious bits. For example, popcorn is whole-grain, because the whole grain is popped and then eaten! You see the white puffy part on the outside, plus the dark crunchy kernel still in the middle.
- What are some other examples of whole grain? Oatmeal, whole-wheat bread and brown rice cakes. Emphasize that we should all try to make at least half of our grains whole! See the References section at the end of this unit for more info from the [Whole Grains Council](#).

## module 2: EAT TOGETHER

- Ask how many kids like fruit. Ask them to name some favorite types of fruit! Now explain that the recommended daily amount of fruits for children age 4–8 years old is 1 to 1 ½ cups.<sup>4</sup>
- How much is 1 cup of fruit? One large banana, one small apple, two canned peach halves, or 8 large strawberries all count as one cup. See MyPlate’s “What counts as a cup?” for more examples.<sup>5</sup>
- Measure a 1 cup serving of one of the fruits you’re offering for snack. Put in a clear plastic cup for all to see. Draw a line with a permanent marker around the circumference of the glass, so it can serve as a measuring cup.
- Now measure ½ cup of a dried fruit, like raisins, and explain that ½ cup of dried fruit = 1 cup of fresh, frozen or canned fruit. Draw a line around the ½ cup mark as well.
- Now we’re ready to make our snacks!
- Serve ½ cup of yogurt (or more if you like) to each child, in a cup or cone. Allow them to measure and add their own toppings:
  - 1 cup of fruit (1/2 cup servings of two different fruits or 1 cup of one fruit)
  - ½ cup of whole-grain snack crackers or cereal

**NOTE:** In the instructions above, we focus more on the variety and balance of food groups and less on the specific recommended quantities of each. To avoid overloading this age group with too much information all at once, we recommend giving information on daily recommended quantities of fruits here but do not include the same information on dairy and grains. If your students are eager for more information, please refer to the 2015-2020 Dietary Guidelines for Americans to see recommended daily servings of different food groups for different age groups.



### Mural Activity #2: The Food Color Rainbow

Add a panel or poster board to the Wellness mural to display the five colors of fruits and vegetables. Explain that everyone will use this as a guide during the Enrichment Zone program and will add pictures and notes to it along the way.

#### 5 FOOD COLORS

*Red, Orange/Yellow, Green, White and Blue/Purple*

Make a large rainbow, color wheel or diagram that can be colored in and decorated with produce stickers, sticky notes, illustrations or magazine clippings of fruits and vegetables eaten of each color. Be sure to check out the Chart Bank for ideas and links to printable charts and clip art for posters and bulletin boards.

Ask kids to name examples of fruits and vegetables from each color group—for instance, red strawberries or peppers; orange tangerines or sweet potatoes; green grapes or broccoli; white pears, mushrooms or onions; purple plums, cabbage or olives.

See this Fruit and Veggie Color List for reference: <http://www.fruitsandveggiesmorematters.org/fruit-and-veggie-color-list>

# module 2: EAT TOGETHER

## Snack Activity #2: Rainbow Foods Test Kitchen

### Materials and Ingredients

Fruits and vegetables (see activities below), cutting board, kitchen knife (for instructor, parent or program guide) and bowls or plates

### 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.

### 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, kids could make notes on taste (sweet, sour, bitter, bland, spicy) and texture (crunchy, mushy, juicy, dry, mealy, slimy), etc.

#### RAINBOW OF 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.

- red peppers
- yellow peppers
- orange peppers
- green peppers
- purple peppers (if available)

This is a good “taste test” station to start with, as it’s easy to represent most, if not all, of the colors on your food group color chart. Plus, most kids like sweet and crunchy raw peppers—even those who say they don’t like vegetables!

- For each color of pepper kids try, let them decorate the color rainbow or chart on the wall mural, using whatever creative system you all come up with (sticky notes, stickers, illustrations, etc).

#### OTHER RAINBOW FOODS IDEAS

Color Theme: Serve a variety of fruits and vegetables all of one color (e.g., strawberries, cherry tomatoes, red peppers, dried cranberries, red delicious apples)

## module 2: EAT TOGETHER

**Green Vegetables:** Provide low-fat ranch dressing or dip with a selection of raw vegetables: string beans, pea pods, zucchini, broccoli, etc

### EXTENSION: WHOLE-GRAIN TASTE TESTING

Time permitting, add another Test Kitchen activity. This one focuses on whole grains and encourages kids to be adventurous when it comes to bread!

- **Breads** (to encourage kids to try different types of whole-grain breads)
- whole-grain white
- whole wheat
- rye
- oatmeal
- bagels
- tortillas
- wraps (wheat)
- pita bread
- naan
- challah

Optional: Provide spreads like low-fat cream cheese, hummus, peanut butter and honey for kids to try with their bread samples.



### Snack Activity #3: Rainbow Salad

Make the Rainbow Salad with your class (see Recipe Basket), having each student add a different vegetable from the 5 color groups.<sup>6</sup>

Here's a sample Rainbow Salad:

- green romaine lettuce or baby spinach
- purple cabbage or purple grapes
- red grape tomatoes or red bell peppers
- orange carrots or canned mandarin oranges
- white jicama, chopped pears, mushrooms, onions or celery

**Note** all the different vegetables you used on the 5 Food Colors mural.

**Extension:** Try some other Rainbow Foods recipes in the Recipe Basket.



# module 2: EAT TOGETHER

## Make-Your-Own-Snack Cooking Classes

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



## Make-Your-Own Cookbook

### Materials

Plain paper or computer paper, thin black pens or markers, colored pencils, single or 3-hole punch and yarn, twist ties or staples for binding

### Overview

Students collaborate to create a simple cookbook that can be taken home to share with family and friends. [This is a simplified version of the cookbook activity for ages 3-5.]

### Instructions

Base the cookbook on recipes tried in your Make-Your-Own Snacks Cooking Classes. Type up the recipes or print a copy of each selected recipe from the Recipe Basket. Divide the following tasks by assigning them to students. Assist younger children with spelling and writing, if necessary.

- Draw pictures of fruits and label them.
- Draw pictures of vegetables and label them.
- Draw pictures of snack recipes feature in the book – either individual ingredients or the final product.

Lay out pages with one recipe per page, keeping plenty of white space on each page for illustrations. Cut and paste student illustrations onto recipe pages. (Do this on the computer or by hand, using scissors and glue sticks.) Be sure to include at least one illustration from each child. Photocopy, collate and bind with staples or use a 3-hole punch and recycled kitchen items like twist ties.



## REFERENCES

1 Dietary Guidelines for Americans <http://www.cnpp.usda.gov/dietaryguidelines.htm>

Issued in 2010 by the USDA's Center for Nutrition Policy and Promotion, these are the most up-to-date guidelines for children and adults.

2 Whole Grains Council <http://grainfoodsfoundation.org/>

This site explains the grains recommendations in the Dietary Guidelines for Americans and breaks them down by age group.

3 Definition of Whole Grain / Whole Grains Council

4 USDA's MyPlate.gov – How much fruit is needed daily? <http://www.choosemyplate.gov/fruit>

5 USDA's MyPlate.gov – How to count servings of fruit <http://www.choosemyplate.gov/fruits-tips>

6 Produce for Better Health Foundation – Fruit and Veggie Color List  
<http://www.fruitsandveggiesmorematters.org/fruit-and-veggie-color-list>

# module 3: PLAY TOGETHER

## PHYSICAL ACTIVITY: TIME FOR PLAY!

*This Enrichment Zone unit aligns with the Together Counts Curriculum: Play Together Lessons for grades K-2.*

### Objective

#### KIDS WILL:

- Learn that the recommended amount of physical activity recommended for school-age kids is 60 minutes a day.<sup>1</sup>
- Learn about different types of exercise: aerobic, muscle-strengthening and bone-strengthening.
- Understand the importance of varying intensity levels of activity.
- Make a 7-day physical activity plan.
- Categorize physical activities by type of exercise and level of intensity.
- 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 kids 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 topic in one session and the other two in another or you may incorporate all three in several sessions.

### Discussion

Engage kids 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 kids to engage in physical activity, it’s important to get them up and moving!) Cover the following points:

- Ask your class how many seconds make up one minute. (Answer: 60 seconds, that’s right!)
- Tell class to stand and either jog or march in place for one minute when you say 1-2-3-START.
- Count out loud by 10s until you get to 60 seconds (or one minute).
- Then tell them that was 60 seconds and that they’d have to do that 60 times a day to add up to the recommended 60 minutes.
- Explain that school-aged children should be physically active for at least 60 minutes (or one hour) a day.<sup>1</sup>
- Does that mean they need to be active for 60 minutes straight? (No, they can break it up! Use a teaching clock for younger students and show examples of 15-minute increments.) For example:
  - Monkey bars and climbing frame at recess: 15 minutes
  - Shooting baskets after school: 15 minutes
  - Riding bike before dinner: 15 minutes
  - Dancing to music after dinner: 15 minutes
  - Tell them the best way to get to 60 minutes is to get out and play!

# module 3: PLAY TOGETHER

## Mural Activity: 60 Minutes a Day!

### Instructions

Add an Physical Activity panel to your Wellness mural to highlight the number 60 – as in the 60 minutes of physical activity recommended daily for kids. Write the following headline in BIG letters:

**Get out and PLAY for 60 minutes a DAY!**

Make the number 60 in huge block letters and ask kids 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 of things like soccer balls, bicycle wheels, dog walking, hula hoops, karate, hopscotch squares
- magazine clippings of different sports and physical activities
- outdoor scenes: sunshine, blue skies, grass and trees

For the K-2 age group, it's helpful to have a visual to illustrate the quantity. Make a number line or a vertical bar to show increments of 5 and 10 along the way. This aligns with counting by 1s, 5s and 10s, which they do in K-2 math classes.<sup>2</sup> A number line or bar graph also shows how each small bit of play adds up to 60 minutes each day!



## My Physical Activity Plan

### Materials

“My Goal” student activity sheet from the Together Counts Curriculum: Jump Through Hoops lesson

### Overview

This activity helps students plan their daily physical activity.

### Instructions

- Brainstorm with students different ways they are physically active each day.
- Distribute the “My Goal: Every day next week, I will move for 60 minutes. Here is what I will do:” student activity sheet and ask students.
- Have students plan their daily physical activity for the next 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.

# module 3: PLAY TOGETHER

## Classic Games

Teach a selection of traditional games that kids can play during the EB101: Enrichment Zone class, during free play time after school, at recess, and back home with family and friends. Be sure to check the Activity Basket for more games and fun activities.

### SIMON SAYS

*This game can be played indoors, outdoors, in a classroom or back home in the kitchen. Come up with ideas in advance for medium-and high-intensity activities that are easy and quick.*

- Pick one person to be Simon.
- Simon starts by saying, “Simon says, [any action, e.g., Touch your toes].” Everyone must follow the command, to the best of their ability.
- But if Simon does NOT begin a command with “Simon says,” the players should not follow. Anyone who automatically does the action is out. The last person still “in” is “it” (Simon) in the next round of play.
- To increase the level of physical activity, have Simon request actions in increments of five or ten. For instance, “Simons says, Do five jumping jacks” or “Simons says, March in place for ten seconds.”
- To make this game adaptable for children of different levels of fitness and ability, add a second option to more difficult commands (e.g., Touch your knees or toes.)

### RED LIGHT, GREEN LIGHT

Choose one person to be the traffic cop. The traffic cop stands at one end of the room, hallway or outdoor playing area, while the other players line up in a horizontal line at the other end. When the traffic cop yells, “Green light” the other players run. When the traffic cop yells “Red light,” the players freeze. The object is to get close enough to tag the traffic cop.

- The traffic cop starts with his or her back to the players, and shouts out, “Green light!” This signals the other players to run until the traffic cop spins around to face them and shouts, “Red light!” Everyone must then freeze.
- The traffic light turns back around and shouts, “Green light!” The players try to get as close to the traffic cop as possible before he/she spins around again and again. The first person to tag the traffic cop wins and gets to be the next traffic cop.

### RAINBOW TAG

**Materials:** Colored construction paper, Scissors and Tape

This game carries on the rainbow theme from the Rainbow Food Groups mural and recipes in Module #2. Divide the class into five groups and assign a “food color” to each: red, orange, green, purple and white. (See the Rainbow Food Colors Mural activity in Module# 2 for reference.)

Make strips of construction paper by dividing paper in thirds vertically. Cut strips and help kids fit them around their heads and tape or staple them to make headbands.

Choose one child to be the “Rainbow Catcher” and have them stand in the center of the play area. The other players line up at one side of the area and have to run to the other side without being tagged.

# module 3: PLAY TOGETHER

- The Rainbow Catcher calls out a color.
- All players wearing hats of that color run and try to cross to the other side without being tagged.
- Anyone who is tagged goes to the center with the Rainbow Catcher. Whenever a new player joins the center, the group in the center collectively decides on a new color and calls it out.
- The center group can also shout out “Rainbow!” This means that all colors are fair game and all untagged players must try to cross to the other side.
- The last player left is the winner and gets to be “Rainbow Catcher” for the next round.

## TAG, YOU'RE IT!

There's nothing easier than plain, old tag. You can play with anywhere from 3 to 30 people and don't need any equipment! So you can play anytime, anywhere, and you can even invent your own rules. 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 eeny-meeny-miny-moe or 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. • **SHADOW TAG:** Rather than physically tagging players, the person who's “it” tags others by stepping on their shadows. Easier said than done! • **WALKING TAG:** Rather than running, players must walk (very quickly!) to tag or get away from others. This levels the playing field, so to speak, making it easier for children at different levels of fitness and ability to participate fully.

**Extensions:** See the Activity Basket for more age-appropriate games and physical activities.



## Power Stations

Set up fun exercise/activity stations around your playground and field area or indoor gym. Have kids go from station to station to do simple activities that incorporate three recommended types of exercise: aerobic, muscle-strengthening and bone-strengthening.<sup>3</sup> Every 5 minutes, blow a whistle and have kids choose a different station. Do this activity for at least 15 minutes, so that kids can choose 3 different stations.

### Ideas for Stations:

- **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** (challenge yourself: how many jumping jacks can you do? - aerobic and bone-strengthening)
- **Dance Club** (have a boom box and songs that last a couple of minutes; kids can turn on music themselves and dance until the song is over – aerobic)
- **Shooting Baskets** (bone-strengthening and aerobic)
- **Hopscotch** (aerobic, bone-strengthening and muscle-strengthening)

# module 3: PLAY TOGETHER

## Less intensive:

- **Wall Ball** (bounce a playground ball or tennis ball off a wall and see how long you can keep the ball in play)
- **Speed Walking** (walk from point A to point B and back again, counting your laps)



## Creative Play

### Materials

Easy-to-find household items like rolled up gym socks (clean!), balls of all sizes, paper plates, Styrofoam pool noodles, buckets, wastebaskets, recycled plastic bottles and jugs, cardboard boxes, miscellaneous recycled items and found objects, etc... Anything goes!

### Overview

It's time to recapture the lost art of **PLAY!** Most kids of all ages love to play but have little unstructured time with which to just run around and let their imaginations run wild. When kids are involved in imaginative, engaged play with others, they give their busy minds a break; release stress and tension; get away from electronics and screen time; and get physically active and energized.

Although kids may appear energized when playing a computer game, only their hands and fingers are engaged. With unstructured play, the entire body is involved in kinesthetic activity. They use all their muscles without even thinking about it. When kids are running around and having fun, 60 minutes goes by in a flash!

### Objective

To encourage kids to make up their own games, think outside the box, be creative and resourceful, and realize that they can make their own physically active play wherever they go.

---

### Instructions

Start with a very simple game, like **Sock Ball Toss**, as an example.

- Place two or three waste paper baskets a few feet apart in a straight line.
- Have kids take turns tossing rolled up balls of (clean) gym socks and see how many times they get a "basket." They should aim for the farthest basket possible.
- Have them try with different objects, like crumpled up pieces of recycled computer paper or chalkboard erasers (soft objects only).

Divide kids into groups and instruct them to invent a new game. Tell them it should be something they could easily do at home, indoors or outdoors, with everyday items rather than sports equipment. To attempt to please all people in the group, it can be a basic game with several variations.

# module 3: PLAY TOGETHER

Ideas to get them thinking:

- Bowling with recycled plastic bottles and a tennis ball
- Cardboard car racing (cut the top and bottom off a large cardboard box; decorate outside with markers, making headlights, grill, tail lights, doors; having running races with classmates, holding the bottom right and left sides of the box while running)
- Crazy hat tag (make crazy paper hats and then make up your own rules!)



## REFERENCES

- 1 Guidelines from SHAPE (Society of Health and Physical Educators) America  
<http://www.shapeamerica.org/standards/pe/index.cfm>
- 2 Common Core Standards – Mathematics for Kindergarten and Elementary
- 3 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)

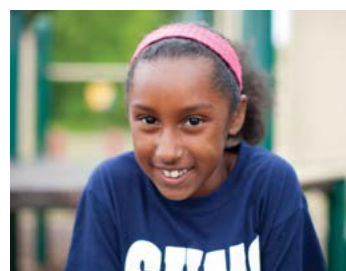
**CONGRATULATIONS!**

You've completed the  
**Enrichment Zone Program for Grades K-2!**

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



# GRADES 3-5 enrichment zone CURRICULUM



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



## { PROGRAM OUTLINES for 3-5 }

**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 align with 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 ("Play Together"). The focus is on overall wellness, teaching kids 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!
- Hopscotch 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 kids 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: Play 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 3-5.*

### Objective

#### KIDS 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 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.

### 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 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 play 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 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, 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: 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)

### Overview

Find it hard to explain the wellness concept over and over again? Let some pictures (and the kids) do the talking! Begin by creating the framework for a mural to hang in your after-school space. Think of a mural that can:

- Illustrate the wellness concept
- Spark ideas for activities
- Capture creative ideas from the kids
- Track progress throughout the program
- Educate others (hang in a central hallway at the end of the program)
- Encourage kids 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)

### Instructions

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 from the Chart Bank.] Under that write the subheads “Physical,” “Social,” and “Mental/Emotional.” Ask kids 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

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 Together Counts Curriculum: [Decisions, Decisions](#) lesson

### Overview

This activity teaches practical solutions to help students make conscious decisions.

# module 1: LEARNING TOGETHER

## Instructions

- Distribute the “Decisions and Choices” student activity sheet and review the decision-making process on the second page with students.
- Read scenario 1 together and discuss with students how to apply the decision-making process to the scenario.
- Have students complete another scenario individually or in groups.
- Encourage students to share their answers with the group.



## 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!

# module 1: LEARNING TOGETHER

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.

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.



## Hopscotch with a Twist

### Materials

Sidewalk chalk (outdoors) or masking tape (indoors), post-it notes with choices written on each one, and small stones or rocks

### Overview

Think you're too old for hopscotch? Think again! Hopscotch is a great game because it incorporates four types of exercise:

- Muscle-strengthening activity
- Bone-strengthening activity
- Aerobic activity (it increases our heart rate)
- Balance and coordination

### IT IS A GOOD GAME TO LEARN BECAUSE:

- It is fun for all ages and you can play by yourself or with family and friends.
- You can play it anywhere, indoors or outdoors.
- All you need is sidewalk chalk or masking tape, a stone, and post-it notes with choices written on the underside of the note (sticky side).
- You can try many variations or come up with creative rules of your own.
- It counts toward your 60 minutes of daily recommended physical activity.



# module 1: LEARN TOGETHER

## Object of the Game

Move from the square one to the end and back again, without losing your balance or breaking any of the rules.

## Rules to Remember

- You can only have one foot in a square.
- You must jump or hop over the square with a rock in it.
- You may not step on a line.

## Instructions

Draw a hopscotch game outline on the playground, sidewalk or driveway, using chalk. (If indoors, lay the outline with masking tape on the gymnasium or classroom floor.) Use the classic version [include a basic diagram], with single squares in a vertical line for 1, 2 and 3; double squares side by side for 4 and 5; single for 6; double side by side for 7 and 8; and a single on top for 9. Number the squares and place one post-it note in each square. Then have kids line up to play. Here are the basics:

- Throw stone and place a post-it note (no peeking) into square 1.
- Jump over square 1 and jump or hop to the end of the outline, making sure only one foot lands inside each square.
- On the last square, turn around and jump or hop back without touching any lines or losing your balance.
- Stop on square 2, bend down and pick up the post-it note in square 1. Read the choices on the bottom of the post-it note and decide 1. which option is a healthy decision? and 2. which type of wellness does the decision promote?

## Examples of Choices

- Eat an apple/ Drink apple juice: Physical
- Play at a friend's house/ Play alone at park: Social
- Keep your feelings to yourself/ Tell a friend why you are upset: Emotional
- Stay up late on a school night/ Get at least 8 hours of sleep: Physical

Next person throws a rock into square 2 and play follows same as above.

**VARIATIONS:** After mastering the basic game (or for kids who already know it well), suggest that kids make up some rules of their own and take turns trying different ways of playing. For instance, you can make special rules for certain squares, e.g. "when you land on 3, you make a decision that promotes a certain type of wellness."

## Takeaway

Send kids home with a print out of the Hopscotch Game download. (If possible, send them home with a piece of chalk as well.) Ask them to try the game at home, teach siblings and neighbors, and share their stories the next week.

- Where did they play the game?
- Did they do it by themselves? With others?
- Did they teach anyone new to play?
- Did they use a stone or something else? (bottle cap, coin, bean bag, hacky sack, street hockey puck, bracelet)
- Did they use the classic outline or did they add more squares?
- Did they think up any creative new rules?

# module 1: LEARN TOGETHER

## Afterschool Snacks: Snack Architects

### Materials and Ingredients

Round wooden toothpicks (several boxes), grapes, 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 or cheese cubes to make a triangle. Have kids 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 falling 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. Ask kids if they know which food groups comprise their snack. (Answer: fruit, protein, calcium and grains). Explain that it is important to vary the types of foods that give them energy.



### 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 children 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://www.naaweb.org/resources/item/56-healthy-eating>

# module 2: EAT TOGETHER

## CREATIVE KITCHEN ARTS

*This Enrichment Zone unit aligns with the Together Counts Curriculum: Eat Together Lessons for grades 3-5*

### Objective

#### KIDS 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 <http://www.choosemyplate.gov/children> 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 kids to try new foods and beverages from a variety of food groups. These creative snack ideas are designed to encourage kids 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 kids to learn to make choices that meet their energy and nutritional needs. The more time kids spend in the kitchen, the more likely they are to become interested in cooking, food preparation and mindful eating. When kids 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 kids get involved in snack and meal preparation, it encourages other family members to join in as well. When more kids 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 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.

---

### 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 big 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:

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

### SECOND 15 MINUTES:

- Kids 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:

- Kids 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 kids 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://www.togethercounts.com/files/resources/documents/Are\\_You\\_Snack\\_Smart.pdf](http://www.togethercounts.com/files/resources/documents/Are_You_Snack_Smart.pdf)



## 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

### Overview

Kids collaborate to create a simple cookbook that can be taken home to share with family and friends.

### Instructions

Base the cookbook on recipes tried in the prior week's Afterschool Snacks cooking class. Have kids either type up the recipes or transcribe them 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.

**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 kids 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. Were you successful? Tell us your story!



## Kid's 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, kids 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 kids 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 kids 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 kids 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, kids 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! Kids 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 kids 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 kids 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 children 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: PLAY TOGETHER

## PHYSICAL ACTIVITY

*This Enrichment Zone unit aligns with the Together Counts*

*Curriculum: Play Together lessons for grades 3-5.*

### Objective

#### KIDS 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 kids 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 topic in one session and the other two in another or you may incorporate all three in several sessions.

## Discussion

Engage kids 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 kids to engage in physical activity, it’s important to get them up and moving!) Cover the following points:

- All school-aged children 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 board game, playing a video game, doing arts and crafts
  - Moderate: walking, shooting hoops, playing foursquare
  - 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, climbing on playground equipment, swinging from monkey bars
  - Bone-strengthening: jump roping, hopscotch, jogging

# module 3: PLAY 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.

### 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

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

### 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 kids 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 kids 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 kids 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 kids to predict what will happen to their heart rate. Will it increase? Decrease? By how much?

# module 3: PLAY TOGETHER

- Time kids for one to two minutes and repeat the heart rate exercise. Record the results. If you have time, have kids 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 kids should understand the pattern that their heart rate increases after exercise and then goes back to normal after a period of rest.
- Ask kids 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 kids energized! If you like it, why not start every class with fast, fun music (*ask kids 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 *Play 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 kids. Write the following headlines in BIG letters:

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

Ask kids 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 kids 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 *Play Together* chart to your Wellness mural with headings to show examples of types and intensity levels of physical activities<sup>2</sup>. Explain that kids 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: PLAY TOGETHER

**SAMPLE ACTIVITY CHART**

ACTIVITY	AEROBIC	MUSCLE STRENGTHENING	BONE STRENGTHENING	INTENSITY (Hig H, Med, Lo W)	MINUTES/DATES/CALORIES
shooting hoops			X	M	
four square				L	
tag	X		X	H	
jumping rope	X		X	H	
playing soccer	X	X		H	
hopscotch		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 kids bring them home. Ask them to track their physical activity for the following week and bring it back to your class. Give kids 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 kids 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? Why physical activities did you find most fun?



# module 3: PLAY 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 kids 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 kids 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: PLAY 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 a piece, 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:** Kids 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 kids 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; kids can turn on music themselves and dance until the song is over – aerobic)

# module 3: PLAY TOGETHER

## More Sports & Games

- **BAM! Body and Mind Activity Cards** <http://www.cdc.gov/bam/activity/cards.html>
- Encourage kids to find out more about physical activities, from ballet to skateboarding. This site provides kids 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 kids 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 3-5!

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 kids develop physical strength, balance and flexibility. It also improves concentration and self-control and gives kids lifelong tools for managing stress and emotions. Just as with adults, yoga can bring a sense of calm and balance to a child'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.

#### Grades K-2

##### BALLOON BREATHING, PART 1

- Sit on the floor "pretzel style," with knees bent and ankles crossed.
- Imagine your body is a balloon. Pick a color of balloon, but don't tell anyone. Just quietly picture this in your mind.
- Place your hands around your belly button. Breathe in through your nose, slowly and deeply, so that your lower belly expands like a balloon. Count to 5 while you breathe in.
- Now breathe out through your nose and feel your belly deflate. Count to 5 while you breathe out.
- Repeat several times.

##### BALLOON BREATHING, PART 2

Before beginning this activity, blow up a balloon and release it so it twists and flutters in the air. Ask kids to observe the movement of the balloon as it inflates and deflates.

- Squat on the floor with your rear end perched just a few inches above your feet.
- Imagine your body is a balloon, any color.
- Hug your knees tight while breathing out. Squeeze all the air out of your "balloon."
- Now breathe in as you stand up, and stretch your hands high over your head, slowly filling your balloon (body) with lots of air.
- Now imagine you've been untied, or pricked by a tree branch or bumble bee. You slowly breathe out as you slowly deflate, twirling and fluttering in slow motion until you flop on the floor.
- Rest for 30 seconds and repeat.

# activity BASKET

## Grades K-5

### YOGA BALANCE POSES

Here are three basic “balance” poses for kids to learn and practice. Give kids 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 K-2

## TIGHTROPE TRICKS

*Time: 15 minutes • Materials: length of rope stretched out in a line (or use masking tape on a bare floor), a beanbag, book, apple and miscellaneous objects*

- 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:

- 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.



## { PLAY TOGETHER ACTIVITIES }

### 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 K-2

## “WALK THIS WAY”

Have students form a single line on one side of a room, hallway, gym or outdoor play area. Explain that you’ll start as the line leader and call out instructions for “silly walks.” Call out one action at a time, then turn around and do the action yourself. Have kids copy the action until you call out the next one.

Start with simple locomotor commands, like march, gallop, hop, skip or walk backwards. Then try an animal theme with commands like “Walk like a duck,” “Jump like a frog,” Vary the tempo with different kinds of animals: e.g., “Move like a sloth” (slow) followed by “Run in place like a jaguar” (fast).

Ask kids for their own ideas for silly walks. Give a couple examples and demonstrate, then encourage kids to brainstorm and use their imaginations! Here are some ideas:

- “Walk like an Egyptian.”
- “Walk like the Abominable Snowman.”
- “Walk like a basketball player.” (pretend you’re dribbling a basketball ball with your hand while walking)
- “Walk like a soccer player.” (pretend you’re dribbling a soccer ball with your feet while running slowly)
- “Walk like a king or queen.”

# activity BASKET

- “Walk like a penguin.”
- “March in a marching band.” (pretend you’re playing an instrument)
- “Walk like a ballerina.” (walk on your toes)
- “Walk like a zombie.” (with arms outstretched in front of you)
- “Walk like a crab.” (backwards, on all fours, with palms on floor behind you)

For added fun, play music in the background. Vary the tempo and style of music to keep things interesting and to vary the pace for those who might have a hard time keeping up. Time permitting, give everyone a turn to call out a “silly walk.”

---

## Grades K-5

### 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.

- 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 kids 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 kids 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 kids to play with these on school grounds, and hopefully they’ll copy the idea back home—and share the fun with kids 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 kids 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 kids to add more ideas.

#### PLAY HOPSCOTCH:

- This is an easy game to play by yourself. The more you practice, the steadier you'll be on your feet!

#### JUMPING JACKS:

- How many can you do? Keep a chart and try to increase the amount at a go 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 can beat your own record?
- 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 Links to more activities:

**BAM! BODY AND MIND ACTIVITY CARDS** <http://www.cdc.gov/bam/activity/cards.html>

Find out more about physical activities, from ballet to skateboarding. Learn how to play and what gear you'll need to get started.

**AFTER-SCHOOL FUN FITNESS ACTIVITIES / FUEL UP TO PLAY 60**

<https://www.fueluptoplay60.com/playbooks/last-season-plays/after-school-drills-and-skills>

**COMMUNITY PLAYTIME – IT'S GOOD FOR EVERYONE**

<https://www.fueluptoplay60.com/playbooks/current-seasons-playbook/community-play-time-its-good-for-everyone>

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

Try a couple of the combinations below, and then encourage kids 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 kids 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 children, or one large box per four children. 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:

#### KIDS:

- 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.

#### KIDS:

- 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.

#### KIDS:

- 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 kids 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 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**

Kids 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 Lookup 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 kids’ 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-kids-eating-healthy-colorful-foods-activity-pages-worksheets>



## Diagrams for Playground Games

### Peaceful Playgrounds Stencil Kit

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



# 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:** \_\_\_\_\_

