



# Fit Family Challenge

## Facilitator's Guide

### Welcome!

Welcome to the Fit Family Challenge Facilitator's Guide. This guide is intended to provide support for conducting group visits that implement the Fit Family Challenge curriculum. The Fit Family Facilitator Guide will assist you with group visits and/or classes with your patients that all have the same goal: to live healthier through nutritious eating and physical activity. The guide is intended to provide easy instruction for the group setting and includes step-by-step instructions. Each module focuses on healthy living by teaching the child and family members about a different aspect of health living. The modules follow the 5-2-1-0 initiative for childhood obesity prevention: increasing fruits and vegetables each day; increasing physical activity; decreasing daily screen time; and decreasing sugar sweetened beverage consumption. The Fit Family Challenge curriculum also addresses the child's emotional well-being.

### Contributors



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American Academy of Pediatrics  
DEDICATED TO THE HEALTH OF ALL CHILDREN™  
Colorado Chapter

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# Fit Family Challenge

## Facilitator's Guide - Introduction

### Who, When, & Where!

#### What skills do I need to teach the classes?

You don't have to be a dietitian or a teacher to implement the lessons and activities in the Facilitator Guide. Each module contains talking points to help guide you through the discussion as well as additional online resources to find out more background information about each topic.

#### Who should I recruit?

We believe that the FFC is a powerful tool that can be utilized with all children ages 6-12 years old and their families. In the original pilot, practices recruited children ages 6-12 years old who were in the 85 or higher percentile for BMI.

#### How much time should each class take?

The length of each class is 60 minutes. If you choose to collect data we can allot 15 minutes before and 15 minutes after class to meet individually with the child and their family to go over specific action items and to collect basic assessments (weight, height, and blood pressure).

#### Where can I conduct the visits/classes?

The physician's office is the best place to hold the monthly classes as this is a known location for your patients. We recommend that you find a space with adequate room to hold a small group. If the physician's office is not an option, some examples include: local park and recreation centers, school classrooms, and/or hospitals or clinics with small group rooms for use.

### Module Breakdown

- 1. Class Preparation** - Provides information on what materials you will need for class
- 2. Module Objectives** - Lets you know what each child and family should learn from each class
- 3. Get A Move On!** - Additional ideas and overview of what you can expect for the module
- 4. Talking Points/Discussion** - Offers a guided discussion and talking points on the module's selected topic
- 5. Activity** - A structured activity you can do with the child and family, including take home activities and handout instruction for parents.
- 6. Action Planning**- Action planning is a key component of facilitating behavior change. However, there is an "art" to effective action planning. It involves collaborative goal setting and then developing an action plan of how the child and family are going to accomplish the goal. Using the S.M.A.R.T. acronym can assist the child and family in setting goals and developing an action plan:

S.M.A.R.T. goal setting:

Specific (what are you going to do and how often)

Measurable (how will you know if you have done it each day)

Attainable (can you do it)

Realistic (can you do it given everything you have going on right now)

Time-limited (when will you do this by)



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### Maximize Success

Try these additional ideas to add interest and enhance the educational experience:

#### Encourage attendance

To recognize kids' participation in each module, create and display a chart listing the module topics and kids' names. Give each child a sticker, star or check-mark after they complete a module.

#### Incentives and Motivators for FFC Participants

During the first year of the FFC Pilot Project we have found that getting families interested in changing health behaviors can be tough. Keeping families interested in health behavior change is even tougher. Here are a few ideas for incentives and motivators to keep Fit Family Challenge engaging and fun!

Kids like prizes! Kids like privileges!

The rewards can be things like:

- Be the leader for "Get A Move On!"
- Choose Music for "Get A Move On!"
- FFC Star Participant of the Month Award
- Grocery Store/Farmer's Market gift certificate
- Be the Facilitator's assistant for a group visit
- Books
- Pencils, gel pens or erasers
- Jump ropes, Frisbees, Kites, Balls, or Yo-yos
- Small toys and stuffed animals
- Give out activity coupons to pool, bowling, bounce parks.
- Nail polish
- Art Supplies
- Stickers
- Water bottles
- Pedometers (step counters)
- *Other great ideas or resources you identify*

**Tip:** *If you don't have a budget for prizes, consider asking local businesses to provide donations or apply for a small grant through your local government.*

#### Example of an incentive structure

Previous FFCs practices offered a tiered incentive program. For example, if the child attends one monthly group visit they are eligible for a "small" prize; the child gets to pick from the "big" box if they do this for 3 months. They have also added incentives for answering the weekly contact calls.



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### Keep Track!

Please use this sheet as an additional tool to keep track of the dates and times schedule for your group visits and your overall attendance.

Module Taught	Date	Time	# of Participants	Notes



# Fit Family Challenge

## Facilitator's Guide - Introduction

### Open with an icebreaker

To build rapport with a new group of kids and help them get to know each other, try an icebreaker activity, such as one of the following:

- **Ball or Sock Toss:** Have the kids sit in a circle. Toss one child a soft ball or a balled-up athletic sock and ask the child to give his or her name, age and favorite celebrity or sports figure. That child tosses the ball or sock to another child, etc., until all the kids have introduced themselves.
- **Meet and Greet:** Divide the kids into pairs (if you have an odd number of kids, you pair up with one child). Have pairs "interview" each other to find out their partner's name, age, favorite celebrity or sports figure or other information. Then, each child introduces their partner to the group.
- **Stand up, Sit Down:** The kids can start out in a standing or sitting position. Ask them questions, such as "do you have a sister?" or "are you wearing pink?" If their answer is "Yes," they change to the other position. If "No," then they stay the same.
- **Silent Interviews:** Divide the group into pairs - try to mix the group into pairs of folks who don't know each other well. Ask the participants to introduce themselves to their partner. Instruct the group that from this point forward, speaking is not allowed. This includes whispering, mouthing words, and making sounds, too! Inform the group that they must tell their partner 3 things about themselves without speaking, similar to a charades game. These things can not be physical characteristics. Once all of the partners have finished miming to each other, call everyone back into a circle. Ask for each pair to verbally introduce their partner to the group, as well as the three things that they learned (or think they learned). If you are working with very young children, you can do this as a group activity, where one child acts out a hobby for the group to guess.
- **Name Backwards Introduction:** Do a simple introduction and then ask the youth to say their name backwards, which always makes for a good nickname through a retreat. Funny part is that there is usually someone who's name is the same backwards. i.e. Anna
- **Your idea!**— pick your favorite icebreaker or do a quick internet search to find new, fun ideas

### Get into character.

Add to the fun by dressing the part. For example, wear a chef's hat or an apron when you do a recipe preparation activity or a sports jersey and sneakers or your favorite sports team's hat or visor when you teach about physical activity.

### Consider your community

Does your local grocery store offer tours with a registered dietician? Is someone on your staff a Zumba master? Work with your team to identify local resources that would benefit your participants or your group visits. Recreation centers, youth centers, parks, schools, churches, libraries, universities or colleges, farmer's markets, community gardens, girl scouts, boy scouts, etc. Bring your team together to think about organizations, places, and people in your community that could support your efforts.



# Fit Family Challenge

## Facilitator's Guide - Introduction

### Starter Moves

Open each module by leading the kids in doing one or more of the following “starter moves”—or one of your own for at least a few minutes. More is even better!

Each time, review or quiz the kids on the following facts about physical activity:

- Kids need at least 60 minutes of physical activity every day. It's OK to break the 60 minute into 10 minute periods of physical activity throughout the day.
- Physical activity helps you feel great! It also helps you stay at a healthy weight and helps reduce your risk for health problems in the future.

#### Ideas:

- Walk or jog in place or outside
- Put on some upbeat music and dance
- Kick a soccer ball
- Jump rope
- Play tag or a fun variation of tag
- Hold a relay race
- Play catch with a Frisbee® disc, softball or football
- Play a physically active game available at your location, such as volleyball, basketball
- Use exercise equipment available at your location
- Do an exercise video or DVD
- Do jumping jacks
- Do strengthening exercises such as hand presses, wall presses, pushups, and sit ups
- Do simple stretches such as shoulder rolls, torso twists, toe touches and reaching for the ceiling
- Do martial arts
- Go for a hike; enjoy the local trails, research wilderness safety first
- Play Twister®
- Do yoga
- Do Zumba
- Play Fitness Wii® or Xbox Kinect®
- Set up an obstacle course
- Blow up a balloon and challenge the kids to keep it off the ground for as long as possible
- Try juggling, top spinning, or yo-yo contests
- Practice progressive relaxation, tensing each body segment and then relaxing in turn (head, neck, shoulders, right arm, right hand, left arm, left hand, etc.)
- Play "fitness with the leader." This is "follow the leader," using exercises
- Measure heart rates after various movements (hop, walk, jump, skip, etc.)
- Sport mimics: act out sport movements such as batting, kicking, dribbling, throwing/catching, dunking, swimming various strokes, and volleyball passing serving. Everyone is skillful without the equipment!



# Fit Family Challenge

## Facilitator's Guide - Introduction

### Additional Resources

These links will provide additional resources on physical activity and nutrition for children.

For more resources for the Fit Family Challenge go to [www.ourfitfamily.org](http://www.ourfitfamily.org)

### Motivational Interviewing

Change Talk: Childhood Obesity™ (Change Talk) is an online and mobile app designed to help health professionals learn to manage challenging family and patient conversations regarding childhood obesity and its attendant risk factors. <http://www.kognito.com/changetalk/>

Pediatric Weight Management - *Kaiser Permanente*: Learn ways to build your confidence and effectiveness when talking about weight management. Using this online interactive program, you can learn and practice the Brief

Negotiation (BN) method with realistic simulated patient encounters. <http://www.kphealtheducation.org/pwm/>

### Resources for Parents & Families

Kidnetic.com is a great resource for raising a healthy child and offers a special section just for parents. The Kidnetic.com provides lots of ideas and tips to get the whole family involved in making healthier food choices, managing portion size, and getting active together. [www.kidnetic.com](http://www.kidnetic.com)

KidsHealth is the most-visited site on the Web for information about health, behavior, and development from before birth through the teen years. One of the things that make KidsHealth special is that it's really four sites in one: with sections for parents, for kids, for teens, and for educators. [www.Kidshealth.org](http://www.Kidshealth.org)

Cook healthy, delicious meals on a budget and help end childhood hunger in America! Search 90+ chef-developed recipes with color photos and nutrition info. Pick up easy tips to save money in the grocery store. Filter recipes by categories like 30-minute meals, diabetes friendly, one-dish meal, seasonal and kid-approved. <http://cookingmatters.org/recipes>

### More...

Let's Go! is a nationally recognized childhood obesity prevention program. Our goal is to increase physical activity and healthy eating for children from birth to 18 through policy and environmental change. [www.letsgo.org](http://www.letsgo.org)

*Let's Move!* is a comprehensive initiative, launched by the First Lady, dedicated to solving the problem of obesity within a generation, so that children born today will grow up healthier and able to pursue their dreams. [www.letsmove.gov](http://www.letsmove.gov)

The Alliance for a Healthier Generation is a catalyst for children's health. We work with schools, companies,





### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - Balloon Introduction Activity
  - The Last Orange on Earth

### Module Objectives

**During this first module you will have an opportunity to get to know the group, set ground rules, and introduce the 5-2-1-0 concept.**

- Make introductions and get to know one another
- Set ground rules for the group
- Introduce 5-2-1-0
- Introduce the idea of mindful eating

### Get A Move On!









Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do the **Balloon Introduction Activity** listed in this module.

Use the **Talking Points/Discussion Questions** below as needed to discuss the benefits of kids and parents communicating with each other.

Conduct the **The Last Orange on Earth** activity in class and determine action plan for next month.



### Talking Points/Discussion

-  Has any one here heard of 5-2-1-0 before?
-  5-2-1-0 are recommended behaviors which improve fitness and health that we should try to do each and every day.
-  The five stands for five servings of fruits and vegetables daily  
Vegetables and fruits are nutrient powerhouses, rich in vitamins, minerals, fiber and antioxidants. Eating at least five servings of vegetables and fruit each day promotes good health, including lowering one's risk of heart disease, some types of cancer, high blood pressure, high cholesterol and infections.
-  Spend less than **two** hours or less in front of screens. This includes television, video games, computers, cell phones, and tablets.  
Too much screen time leaves less time for playing! Did you know that too much screen time makes it harder to get a good night's sleep? Also, TV bombards you with ads for unhealthy food.
-  Be active for **one** hour or more  
Regular physical activity benefits body and mind and plays an important role in staving off many chronic diseases. Regular physical activity improves your mood and helps you do better in school.
-  Drink **zero** sugar sweetened beverages  
Rethink your drink! Sugary drinks are the single largest source of calories in the American diet. Sugar-added beverages have been directly linked to poor diet, and type 2 diabetes in adults. Sugar-added drinks include fruit drinks, regular carbonated beverages (sodas), energy drinks, sports drinks, sweetened bottled waters and even fruit juice.
-  Which of these healthy habits is easiest for you? Why?
-  Which one of these healthy habits is hardest for you? Why?



**Invite participants to reflect** on their hopes and dreams for the group. Take time out at the beginning of the FFC program to give participants an opportunity to think about and share their values for the group.



### Ways to Be A Good Group Member



1. Listen actively -- respect others when they are talking.



2. Participate to the fullest of your ability -- community depends on the everyone's participation. That also means do your very best to come to every meeting. This is important especially when you're having a hard time.



3. Be on time. Call, text, or email your group leader if you can't come.



4. Complete your goal action planning each week.



5. Take part in sharing your ideas with other group members



6. Let everyone have a chance to share.



7. Respect other people's ideas. Avoid putting others down.



8. Focus on the good things!



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_



13. \_\_\_\_\_





### Activities

#### Group Activity

☆ Review The Balloon Introduction Activity and **The Last Orange on Earth** and do these activity as a group

#### Home Activity

☆ Review **My Family's 5210 Goal** and have the kids try the activity at home as a family

### Closing/Goal Setting & Action Planning



Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?



Facilitator discusses class next month (date/time).



Remaining children/family see facilitator individually for data collection and goal setting.



### BALLOON INTRODUCTION ACTIVITY

**Time:** 5 minutes to 15 minutes

**Location:** Preferably inside. Balloons are susceptible to even the slightest wind which can be frustrating. Plus, there are fewer accidental balloon bursts inside.

**Equipment:** Ideally, start with 2 to 3 assorted round 9 to 12 inch (medium to large) round latex balloons per person and a stopwatch.

1. **Catch the Balloon**

A handy name game. Stand in a circle. Toss a balloon in the air and call someone's name. That person must catch the balloon before it touches the ground. If the person succeeds he/she then tosses the balloon up and calls the next name.

2. **Balloon Bop**

An extension of Catch the Balloon. Now the balloon is not caught, but kept in the air. As well as calling out someone's name, also call out a body part which that person has to use to keep the balloon in the air until he/she calls another person's name and body part.

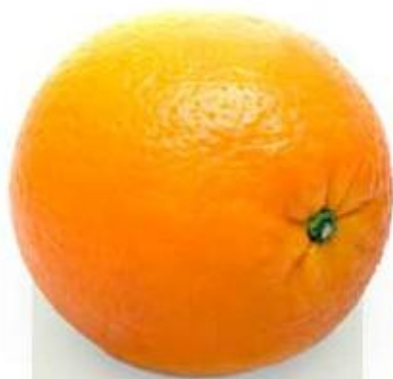
3. **Balloon Juggle & Sort**

Challenge participants to keep all balloons (1+ per person) in the air. This gets the group moving and cooperating. Once they've got the hang of it, make it harder by adding in more balloons or placing restrictions e.g., no hands to keep balloons up.

4. **Balloon Frantic**

Two to three inflated balloons per person are needed and a stopwatch. Each person has a balloon, with the rest in a nearby pile. Everyone begins bouncing their balloons in the air. Every five seconds, another balloon is added. See how long the group can keep the balloons bouncing before receiving six penalties. A penalty is announced loudly (to create stress!) by the leader when a balloon hits the floor, or once on the floor, if it is not got back into play within five seconds. The leader keeps a cumulative score by shouting out "one," "two," etc. When the leader gets to "six," time is stopped. After some discussion, the group tries to better its record with another attempt.





# THE LAST range ON EARTH

## An activity to teach mindful eating

### Why is mindful eating important?

Experts agree that **what** we eat greatly affects our health. But what about **how** we eat? Do we think about our food while we eat it, or, too often, do we eat while we drive, type on a keyboard, read a book, watch TV, or play a computer game? Distracted or mindless eating is an unhealthy habit.

This handout describes an activity that can help educators teach all of us to become more mindful when we eat. Mindful eating is an important part of having a healthy lifestyle.

### Especially for educators

If you have been looking for a way to teach other people about mindful eating, this activity is designed with you in mind!

### Learner objectives

As a result of this experience and taking time to actively see, smell, feel, and taste an orange while they eat it, participants will

- Recognize the importance of taking time to enjoy the food they eat.
- Value food as more than something to fill them up.
- Appreciate that an ordinary food can be uniquely satisfying.

These perspectives and skills can help people eat more mindfully.

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**“Honor the  
gift of food.”**

—*Northwest Coast  
Indian proverb*

University  
of Wyoming  
Cooperative Extension Service





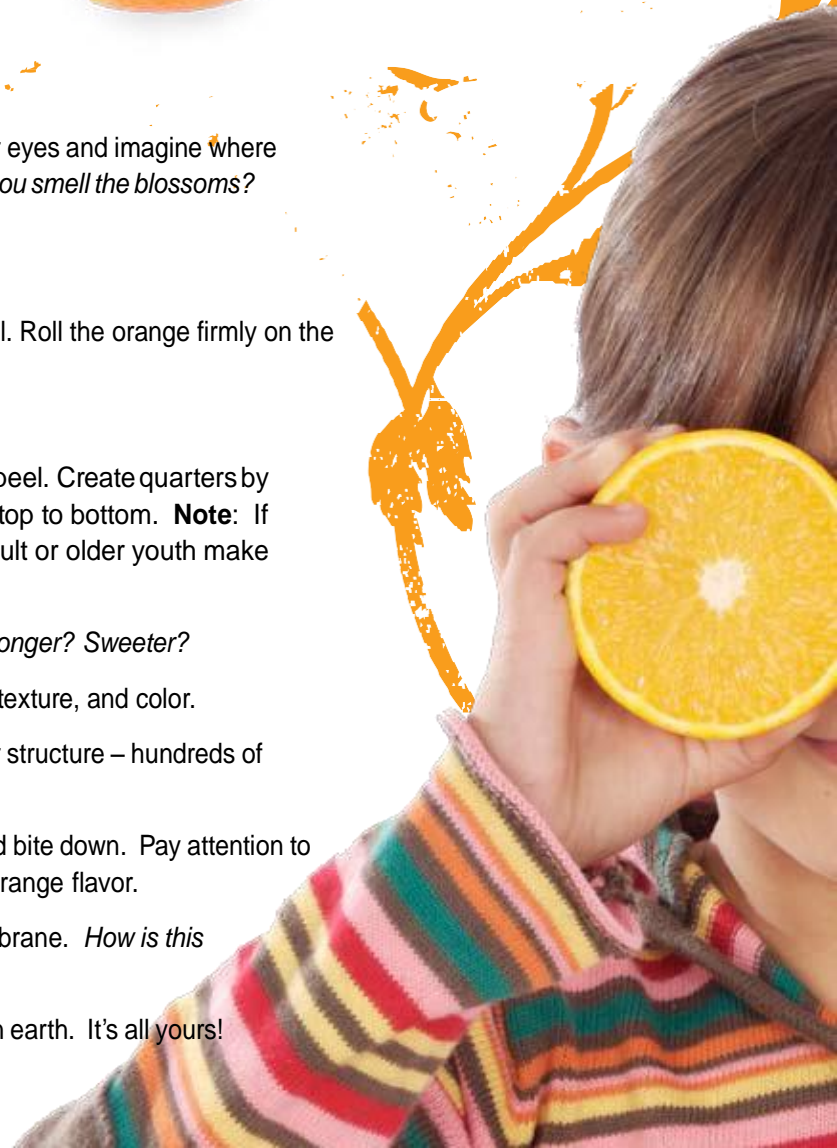
## What you will need

- Washed oranges, one for each participant. If oranges are too expensive, people can share.
- Paper towels or napkins.
- Paring knife for each participant. **Note:** If working with youths, sturdy plastic knives may be more appropriate.



## Participant steps — Guidance to give your participants

1. Wash your hands.
2. Admire the color, shape, and texture of the fruit.
3. Oranges grow on trees in warm climates. Close your eyes and imagine where your orange grew. *Can you feel the warm sun? Can you smell the blossoms? Can you see the fruit on the trees?*
4. Open your eyes and smell the orange.
5. Place the orange on a napkin or piece of paper towel. Roll the orange firmly on the table to release the orange essence.
6. Pick up the orange again and smell the essence.
7. Use the knife to make several cuts, just through the peel. Create quarters by first cutting around the fruit and then cutting from top to bottom. **Note:** If working with youths, it may be best to have an adult or older youth make these cuts.
8. Take time to smell the orange again. *Does it smell stronger? Sweeter?*
9. Peel the fruit slowly, taking time to enjoy the aroma, texture, and color.
10. Separate a couple of segments. Examine their inner structure – hundreds of tiny juice-filled sacs.
11. Place a segment in your mouth, close your eyes, and bite down. Pay attention to how the juice bursts into your mouth and fills it with orange flavor.
12. Chew slowly and experience the texture of the membrane. *How is this different than drinking a glass of orange juice?*
13. As you chew slowly, pretend this is the last orange on earth. It's all yours!





# Food for thought —

Questions to ask participants to guide discussion and convey other important meanings

- Was the orange satisfying? Why or why not?
- Do you usually eat an orange in this way?
- What would happen if you ate food this way more often?
- How often do you eat because you are hungry for food? How much is to fill a need that has nothing to do with food?
- Imagine your orange really is the last one on earth, and it's your job to keep the memory of the orange from being lost from the world. Think about what you would say to another person. How would you describe the experience so he/she could appreciate an orange?



## Fruit facts

### ***Did you know . . . ?***

Botanically speaking, the orange we commonly eat or make into juice is *Citrus sinensis*. The bitter orange, also called Seville, is a different species.

Orange varieties include navel, Pera, Valencia, Hamlin, Moro, and Jaffa.

Orange trees are evergreens that can produce leaves, flowers, and fruit all at the same time.

In addition to being refreshing and delicious, oranges are packed with folate, vitamin C, potassium, fiber, and substances called phytochemicals, which help prevent disease.

### ***History and geography***

Oranges may have first grown in China 4,000 years ago.

About 2,000 years ago, oranges began to spread beyond China, probably first to India. They expanded

west to the Mediterranean, where orange trees spread across North Africa into Spain and Portugal.

Columbus carried seeds of orange and lemon trees to the West Indies.

### ***Oranges today***

Brazil is the leading orange-producing country in the world, followed by the United States, Mexico, Spain, Italy, China, Egypt, Turkey, Morocco, and Greece.

Florida and California are the leading orange-producing states in the United States. These two states produce nearly 25 billion pounds of oranges each year!

There are many ways to say “orange,” for example: In Dutch – *sinasappel* (see-nohs-ap-pel); Italian – *arancia* (ah-rah-n-chah); Spanish – *naranja* (nah-rah-n-ho); German – *orange* (oh-rong-je).







# Fit Family Challenge

## Facilitator's Guide - Module 1 - Introduction to 5-2-1-0

### My Family's 5-2-1-0 Goal

Pick one of the 5-2-1-0 habits that you would like to work on with your family. In the space below draw a picture of how you will achieve your goal.





### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "Test Your Food + Veggie IQ Quiz"
  - "Fruit and Veggie Alphabet Game"
  - "Totally Weird Ways to (Fruit and) Veg Out"
  - "Fruit + Veggies: Family Taste Test"

### Module Objectives

**Many kids (and adults!) fall short on eating recommended amounts of fruits and vegetables.**

- Explain to families why fruits and vegetables are not only good for them, but help them feel good and look good too.
- Convey why it's important to eat lots of different color fruits and vegetables.
- Teach easy ideas to get more fruits and vegetables in their diets.
- Conduct activities that increase kids' knowledge about fruits & vegetables as well as encourage kids to try tasty new and familiar fruits and vegetables.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.








Start by having the families do the **Fruit and Veggie IQ Quiz**. Review the answers and use them as a springboard for discussing additional talking points from this module.

Use the **Talking Points/Discussion Questions** below the benefits of eating different kinds of fruits and vegetables and to provide great food suggestions for both.

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.



### Talking Points/Discussion

-  I bet you all know that fruits and vegetables are good for your health. Who can list why they are so good for us?  
*Suggested Answer:* They contain vitamins and minerals that you need to grow up healthy and strong and to look good and feel good, too. They also contain fiber, which is good for you.
-  Color is Key! Eating lots of different color vegetables and fruits helps you stay healthy and taste great too. Who can name some different color vegetables and fruits?  
*Suggested Answer:* Just a few examples are dark green ones like broccoli, spinach & greens, orange ones like carrots and sweet potatoes and red ones like tomatoes, red peppers and strawberries, and green and yellow ones like apples and bananas. Kidney beans, black beans, and split peas are colorful and good for you too!
-  Veggies come in different forms. There are fresh, frozen, canned and dried vegetables and 100% vegetable juice and they are all great to eat and drink.
-  Fruits come in different forms. There are fresh, frozen, canned in water or 100% juice, dried, and 100% fruit juice, and they are all great to eat and drink.
-  To look good and feel good you need to eat at least 1 ½ cups of fruits every day
-  To look good and feel good you need to eat at least 2 ½ cups of veggies every day
-  What are some easy ways you could eat more different colors of fruits and vegetables?  
(Brainstorm some ideas with the group)  
*Suggested ideas:*
  - At dinnertime have a great big salad with different color veggies.
  - Order pizza with colorful veggies like tomatoes, peppers, and mushrooms
  - Snack on carrot sticks, celery sticks, or cherry tomatoes
  - Pick a different color apple for lunch each day
  - Put orange sections or grapefruit sections in your salad
  - Mix up some strawberries or blueberries in your yogurt for a snack or dessert



### Activities

#### Group Activity

★ Review **Fruit + Veggies: Family Taste Test!** and/or **Fruit and Veggie Alphabet Game** and do this activity as a group

#### Home Activity

★ Review **Totally Weird Ways to (Fruit and) Veg Out** and have the kids try the activities at home as a family

### Closing/Goal Setting & Action Planning



Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?



Facilitator discusses class next month (date/time).



Remaining children/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)

# Test Your Food + Veggie IQ QUIZ

NAME: \_\_\_\_\_

Don't draw a blank! Fill in the correct answer for each clue. Then check your answers below.

1. When it comes to eating fruits and veggies, choosing lots of different \_\_\_\_\_ is key.
2. Name three nutrients fruits and veggies are famous for: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
3. Name your favorite way to get fruits at breakfast: \_\_\_\_\_.
4. Fruits and veggies don't take chemistry, but they get an "A" for having lots of \_\_\_\_\_ that help "fight" disease.
5. Name your favorite way to get veggies at lunch: \_\_\_\_\_.
6. Name two "forms" fruits and veggies come in: \_\_\_\_\_ and \_\_\_\_\_.
7. Fruits and veggies contain \_\_\_\_\_, which help protect your body cells from damage.
8. Name your favorite way to snack on fruits or veggies: \_\_\_\_\_.
9. Vitamin \_\_\_\_ and vitamin \_\_\_\_ are antioxidants.
10. Name your favorite ways to get a fruit AND a veggie at dinner: \_\_\_\_\_.

## HOW'D YOU DO?

- 9-10 correct:** You're a veritable fruit and vegetable genius. Congrats!
- 6-8 correct:** Very good! Keep learning about fruits and veggies-you clearly have lots of produce potential.
- 3-5 correct:** You could use some review. Brush up on your fruit and veggie facts and try again soon.
- 0-2 correct:** Uh oh! At the moment, you are fruit and veggie challenged. Don't wait another minute to learn more about the great things they can do for you.

ANSWERS:  
1. Colors; 2. Vitamin A, Vitamin C, Vitamin E (vegies), folate, potassium, fiber; 3. Your choice; 4. Phytochemicals; 5. Your choice; 6. Fresh, frozen, canned, dried, 100% juice; 7. Antioxidants; 8. Your choice; 9. Your choice; 10. Your choice!



## Bright Paper

### Totally Weird Ways to (Fruit and) Veg Out

You've heard it at least a million times—eat your fruits and veggies! After all, they're packed with lots of good-for-you vitamins, minerals and fiber.

To look good and feel good, you need to eat at least 2½ cups of veggies and 1½ cups of fruits every day (that's if you eat 1,800 calories a day—your amounts could be different if you eat a different number of calories).

Don't worry—you don't have to eat a cup at a time! Eating smaller bits of fruits and veggies throughout the day counts toward your total. And you might be amazed at how fruits and veggies are in lots of other foods you eat (think vegetable soup or veggie-topped pizza, even!)

If your usual fruit and veggie total isn't measuring up—or if your usual selections seem ho-hum, try these totally weird but tasty ways to (fruit and) veg out today!

- ➔ **Pick out something funny sounding.** Like kohlrabi...or cardoon...or carambola—the first two are veggies and the second one's a fruit! Go grocery shopping with your parents and ask them to buy the funniest sounding fruit or veggie you can find. Taste-test it with your family when you get home.
- ➔ **Bite into a PBB, PBA, PBR or PBC sandwich.** Instead of jelly, that's peanut butter with sliced bananas, sliced apples, raisins or shredded carrots.
- ➔ **Chill out with a frozen fruit bar.** Ask your parents to get the kind made with 100% fruit juice.
- ➔ **Create a different kind of crunch.** Pile your sandwich with sliced cucumber, arugula, radishes, celery, red pepper or water chestnuts.
- ➔ **Order a pineapple-topped pizza.** If fruity pizza's not your thing, load it with veggies like green peppers, mushroom, onions and tomatoes.
- ➔ **Escape with a frozen grape.** Take some grapes off the stem, wash and dry them, put them in a bowl or a sealed plastic baggie and pop them into the freezer for an hour or so. A real cool treat!
- ➔ **Create a patriotic yogurt.** Stir blueberries and chopped up strawberries into vanilla yogurt.
- ➔ **Mash up some color.** Instead of regular mashed potatoes, ask Mom or Dad to make some mashed sweet potatoes. They're orange, smooth and oh-so-sweet!

You think those are weird ways to get your fruits and veggies? How about some **Edible Apple Lips** or **Insect-Infested Logs**? Find these recipes and more in the "Recipe Roundup" section at [www.kidnetic.com](http://www.kidnetic.com).

# Fruits

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





# + VegGies:



## FAMILY TASTE TEST!

We all have foods we like a lot and some we don't like as much. Sometimes, it takes a few tries before a food tastes good to us. Also, if you haven't tried a food in a while, you may be surprised that it tastes better or different now than it did the last time you tried it.

It can be fun to try different foods—like fruits and veggies—with your family. Invite them to play the taste-test game below.

### DIRECTIONS:

-  Ask your parents to buy some different types of fruits and veggies, including some you've never had before.
-  On the taste test handout, write the names of the fruits and veggies in the left-hand column.
-  Round up some family members to do the taste test. Write your name and their names in the columns.
-  Have everyone taste each fruit or veggie and give its taste a score based on the following scale:  

<b>5</b> Yum! I will ask my family to buy this!	<b>4</b> Pretty good. I will try this again.	<b>3</b> Okay. I will eat this if it's on my plate.	<b>2</b> Not so good. I will eat this if I have to.	<b>1</b> Yuck! I am not eating this again!
---	--	---	---	--
-  Everyone writes their scores in the column under their name—or you can be the “official recorder” for everyone else.
-  After your family scores each fruit and veggie, talk about why everyone scored it that way. For example, what was good or not-so-good about the fruit or vegetable? Was it the sweetness, sourness, the way it felt in your mouth (squishiness, juiciness, etc.) or something else?

(continued)







# Fit Family Challenge

## Facilitator's Guide - Module 3 - Limit Screen Time

### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "Team Fitness Challenge"
  - "How Low Can You + Your Family Go: Screen Time Challenge"
  - "Setting Limits on Screen Time"

### Module Objectives

**Too much time spent on sedentary activities may increase kids' risk for being overweight.**

- Increase kids' awareness of the amount of time they spend in sedentary "screen time" activities such as watching TV, playing video games or using a cellphone or computer.
- Explain why too much screen time may not be healthy.
- Give kids ideas to replace some daily screen time with physical activity.
- Provide ideas to replace screen time at home.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Use the **Talking Points/Discussion Questions** below as needed to discuss why too much screen time isn't healthy and how to replace some screen time with physical activity.

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.









Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.



# Fit Family Challenge

## Facilitator's Guide - Module - 3 - Limit Screen Time

### Talking Points/Discussion

-  Today we're talking about "screen time." What is screen time? It's time spent in front of a screen watching TV or DVDs, playing video games or using a cellphone or computer.
-  Now, just think about TV. How much TV do you think kids watch each day? Kids watch 3 hours, on average.
-  How much TV do you watch each day?
-  How much total screen time (TV, DVDs, video games, and computer) do you think you get each day?
-  Is a lot of screen time good for you or not so good for you? Why?  
*Suggested Answer:* It's not so good if it means you're not moving around (being physically active) enough. Too much screen time also makes it harder to sleep. Here are some other reasons to spend less time in front of a screen: you will have more time for other activities such as socializing with friends, reading, being with your family or learning new hobbies (cooking, crafts, etc.).
-  How much time do you think you should spend on screen time? (*Note: Work with the group to agree on an amount of time that they think is reasonable*).
-  Would it be easy or hard for you to cut back on screen time? Why?
-  What are some ideas you have to reduce your screen time? Some ideas include
- Removing the TV or computer from your bedroom
  - Turn off the TV watching during meals or homework.
  - Do not leave the TV on for background noise. Turn on the radio instead, or have no background noise.
  - Keep a record of how much time is spent in front of a screen. Try to spend the same amount of time being active.
  - Challenge your family to go 1 week without watching TV or doing other screen-time activities. Find things to do with your time that get you moving and burning energy.
-  What else is fun to do and gets you moving? Let's come up with some ideas you can try at home. "Brainstorm" ideas with the kids and provide the idea-starters below.
- Put on some music and dance
  - Play catch
  - Ride your bike
  - Shoot baskets
  - Jump rope
  - Help around the house by vacuuming, raking leaves, washing the car or another "active" chore
  - Walk the dog or walk around the block
  - Use an exercise bike or other fitness equipment
  - Go skating
  - Do some sit-ups, push-ups, jumping jacks or crunches



# Fit Family Challenge

## Facilitator's Guide - Module - 3 - Limit Screen Time

### Activities

#### Group Activity

- ☆ Review **Team Fitness Challenge** and do this activity as a group

#### Home Activity

- ☆ Review **How Low Can You + Your Family Go: Screen Time Challenge** and the **Setting Limits on Screen Time** and have the kids try the activities at home as a family

### Closing/Goal Setting & Action Planning



Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?



Facilitator discusses class next month (date/time).



Remaining/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)

# HOW LOW CAN YOU + YOUR FAMILY GO?

## SCREEN TIME CHALLENGE!

**Listen up! Here's the challenge:** See how *little* time you and a family member can spend in front of a screen doing stuff like watching TV or DVDs, playing video games or using the computer.

Each day, both of you write down how many hours and minutes you spent on screen time. Every time you move around instead of vegging in front of a screen, write down what you did instead.

This is one challenge where the lowest score wins!

**Your Name:** \_\_\_\_\_

Day	How Many Hours & Minutes of Screen Time I Had Today (e.g., 1 hour and 15 minutes)	Type of Screen Time (e.g., TV, video games, computer)	How I Got Moving Instead (e.g., Rode my bike, danced, played catch)

**Total Screen Time:** \_\_\_\_\_

(continued)

Family Member's Name: \_\_\_\_\_

Day	How Many Hours & Minutes of Screen Time I Had Today (e.g., 1 hour and 15 minutes)	Type of Screen Time (e.g., TV, video games, computer)	How I Got Moving Instead (e.g., Rode my bike, danced, played catch)

**Total Screen Time:** \_\_\_\_\_

For fun ways to get moving, go to [www.kidnetic.com](http://www.kidnetic.com).



## Bright Paper

# Setting Limits on Screen Time

How much time do your kids spend in front of the TV or computer screen each day?

On average, children and adolescents log nearly three hours of TV-watching daily—and that doesn't include time spent viewing DVDs, playing video games or using the computer.

### What's the big deal?

Children who don't get enough physical activity are at increased risk for becoming overweight or obese. Spending hours watching TV and surfing the Internet crowds out time for physical activity.

Experts recommend that children total at least 60 minutes of physical activity most days of the week but, ideally, every day. They can accumulate this total throughout the day in chunks of 10-minutes or more. Activities may include sports, active play such as biking or jumping rope and household chores such as vacuuming and sweeping.

If you're raising a crop of couch potatoes (or mouse potatoes!), try these tips to set some limits on screen time and get them moving:

- **Set a screen time budget.** Allot kids one to two hours per day to spend on TV, video games or fun time on the computer—their choice!
- **Devise an after-school action plan.** Watching TV is the #1 after-school activity for many kids. Sometimes they just need ideas for what else they can do. Brainstorm with your kids to create a "Top 10" list of activities to get them on their feet after school. Activities can include active play such as riding bikes or shooting baskets, walking the dog, doing household tasks or even helping to prepare dinner. Post the list right on the fridge so kids can pick an activity when they get home from school.
- **Get them moving in front of the tube.** Set up an exercise bike in the TV room and require kids to put in some "pedal" time while they watch TV. Or suggest they jog in place or do some stretches during commercials. Buy or rent a fun exercise video such as aerobic dance, tae kwon do or yoga—and do it with them.
- **Tune out at meal times.** Turning off the TV during family meals helps you and your kids tune into what's going on in each other's lives. In addition, you're more likely to focus on how much you're eating and enjoy your food more.
- **Turn the tables-on yourself.** The best way to cure your kids of being couch potatoes is to cut back your own screen time and make family fitness first on your list. You'll be amazed at how much extra time you "find" when you click off the tube.



# Fit Family Challenge

## Facilitators Guide - Module 4 - Physical Activity

### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "Start Your Heart and Feel the Beat"
  - "Pump It Up: Heart Rate Log"
  - "Five Fun Ways to Get Physical"
  - "Our Top Moves– Activity Log"

### Module Objectives

**Being fit and active are essential for good health. Fitness experts recommend that children engage in physical activity for 60 minutes every day, or on most days.**

- Teach kids that being physically active for 60 minutes each day is a great fitness goal for everyone, not just athletes.
- Make kids more aware of their physical activity level by teaching them to measure their heart rate or count their steps.
- Challenge kids to be more physically active each day and provide fun ideas that encourage movement.
- Help increase kids' motivation to vigorously play and run every day to raise their heart rate.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Use the **Talking Points/Discussion Questions** below as needed to explain the benefits of physical activity

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.









Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.



# Fit Family Challenge

## Facilitators Guide - Module 4 - Physical Activity

### Talking Points/Discussion

-  What is “physical activity?” Physical activity can include things like walking or riding your bike to school, taking gym class (PE), playing sports, running around on the playground at recess or just about any activity that makes you breathe harder and makes your heart beat faster. Physical activity helps you:
  - feel good
  - stay at a healthy weight
  - keep your heart healthy
  - get stronger
  - stay flexible (meaning you can bend and stretch your body without too much trouble)
  
-  How much time do you spend being physically active each day? To be healthy, experts recommend that kids spend at least 60 minutes doing physical activity each day or most days of the week.
  
-  Does 60 minutes sound like a lot? It’s not a lot if you spread it throughout the day—you don’t have to do the 60 minutes all at once.
  
-  Lets talk about some ways you could be more active throughout each day. For example, you already know that playing a sport would make it easy to be active. What are some other ways to be more active? Simply walking more (taking more steps) and sitting less are easy ways to be more active.
  
-  How many steps do you think you take each day? Fitness experts say that grown-ups should take at least 10,000 steps a day! That equals about five miles. It’s good for kids your age to take even more steps than that each day. What are some ways you could take more steps each day? Things like walking to a friend’s house instead of getting a ride or walking up the stairs instead of taking the elevator. (Brainstorm list of ideas.)
  
-  What does being fit mean to you? Can you think of any benefits of being fit? Being fit makes it easier to run, dance and climb stairs without getting out of breath. Being fit also helps you feel and look great. Depending on what activities you choose, your muscles will get stronger, including your heart.
  
-  In fact, your heart rate is a great way to know how fit you are. Your heart rate is the number of times your heart beats in one minute. For most of you, your “resting” heart rate will be between 70 and 100 beats per minute. Your resting heart rate is the number of times your heart beats in one minute after you’ve been resting for at least 10 minutes. Athletes or people who are very fit generally have lower resting heart rates than people who are not active regularly.
  
-  If you are already fit and physically active, good for you! If you aren't and want to do more physical activity– go for it! Just remember to listen to your body, stop is anything hurts and keep moving at YOUR pace. Most important, pick something fun you like to do and ask a friend to join you so it will be even more fun!





# Fit Family Challenge

## Facilitators Guide - Module 4 - Physical Activity

### Activities

#### Group Activity

☆ Review **Start Your Heart and Feel the Beat!** and **Pump It Up** and do this activity as a group

#### Home Activity

☆ Review **Five Fun Ways to Get Physical** and the **Our Top Moves Activity Log** and have the kids try the activities at home as a family

### Closing/Goal Setting & Action Planning



Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?



Facilitator discusses class next month (date/time).



Remaining child/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)

# PuMp it Up:

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

## HEART RATE LOG

Your heart is an amazing muscle that pumps blood to all of your parts. Your heart rate is a good gauge of how hard your body is working. When you are "sitting" (not moving), your heart rate will be lower than when you are physically active. Follow the directions below and measure your heart rate after doing some of the activities.

**1** Do each activity for about 2 minutes and then measure your heart rate immediately after completing the activity.

**2** Write down your heart rate, the time you spent doing the activity and how you felt doing each activity.

**3** After a minute or so, measure your heart rate again and see how close you are to your "sitting still" rate. If your heart is still beating pretty fast, wait a little longer and measure the rate again. If you are physically active on a regular basis, your heart rate will slow down more quickly.

ACTIVITY	HEART RATE <i>(Beats per minute)</i>	TIME SPENT DOING THE ACTIVITY	HOW I FELT <i>(Great, okay, tired, or terrible)</i>	MINUTES IT TOOK MY HEART TO SLOW DOWN
Sitting still (no activity, talking or moving)				
Standing up				
Walking slowly around the room				
Walking quickly around the room				
Jumping jacks				
Running in place				
Sit ups				
Stretching				
Push Ups				

My favorite ways to move \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

For more fun ways to get moving, go to [www.kidnetic.com](http://www.kidnetic.com).



## Bright Paper

Who says you have to play sports to have fun and be fit? There are lots of great ways to put more action in your life. Being active helps you build strong bones and muscles. It also helps you look and feel your best. And it helps give you more energy to do other things.

## Five Fun Ways To Get Physical

**Pick and choose some of these fun ways to get fit. Or think of your own ways to get moving. Your body will thank you!**

- 1. USE YOUR FEET.** Your feet were made for walking, so use them every chance you get. Walk to a friend's house, to the store, around the mall or wherever it's safe to walk. While you're at it, walk your dog. Or offer to walk your neighbor's dog.
- 2. MOVE TO THE BEAT.** Turn up the music and dance! Dance with your friends or on your own. And who says you can't do two things at once? Dance while you talk on the phone. Dance while you watch TV. You can even dance while you clean your room!
- 3. ROLL AROUND TOWN.** Make your muscles do the work on your bike, skates or scooter as you enjoy the cool breeze. Don't forget to wear the gear: a helmet, and knee, wrist and elbow pads for skating.
- 4. GET YOUR FRIENDS MOVING.** Gather a few friends to shoot hoops, kick around a soccer ball, play street hockey or throw around a football or baseball. You don't need to be on a team to enjoy sports. Check out the recreation center in your neighborhood for open gym times and other fun activities like tennis, swimming or dance classes.
- 5. BE A BUDDY.** Stuck babysitting or playing with younger brothers or sisters? Make it play time. Young kids love games like hopscotch, tag, hide-and-seek, Hula-Hoops, jump rope, squirt guns, T-ball, kickball or flying a kite—especially when they're doing it with a "cool" older friend like you.

# Our Top Moves

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

## ACTIVITY LOG

Keep track of all the ways you and your family members get moving! Write down stuff like walking around, biking, skating, dancing, climbing, swimming, playing ball, doing active chores like vacuuming or raking and anything else you all do!

Then write down how long you and your family members did each activity (shoot for a total of 60 minutes each day) and how you felt (for example, energetic or strong).

	Day	Activity	Time Spent Doing Activity	How it Felt
Name 1				
Name 2				
Name 3				
Name 4				

Our favorite ways to move: \_\_\_\_\_,

\_\_\_\_\_ and \_\_\_\_\_.

For more fun ways to get moving, go to [www.kidnetic.com](http://www.kidnetic.com).



# Fit Family Challenge

## Facilitators Guide - Module 5 - Zero Sweetened Beverages

### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "Sugar Bottle Display"
  - "Have a Drink Plan"
  - "How Much Sugar Do You Drink?"

### Module Objectives

**Sugary drinks often displace healthful foods and beverages like milk and 100% fruit juice.**

- Understand health concerns related to drinking sweetened beverages.
- Convey why it's important to drink more milk and water.
- Establish goals for improving health through beverage choices.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Start by having the families do the **How Much Sugar Do You Drink?** Review the answers and use them as a springboard for discussing additional talking points from this module.

Use the **Talking Points/Discussion Questions** below to encourage water and low-fat milk instead of sugar-sweetened drinks.

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.









Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.



# Fit Family Challenge

## Facilitators Guide - Module 5 - Zero Sweetened Beverages

### Talking Points/Discussion

-  What are some beverages you drink daily? Why do you choose those beverages?
-  Did you know for children of all ages, water and milk are the best choices for beverages? Not only is water calorie-free, but drinking water is one of the easiest ways to improve overall health and well-being and helps you have more energy and better focus. Parent tip: drinking water teaches kids to accept a low-flavor, no-sugar, no-cost beverage as a thirst-quencher. Water should be the main drink served to kids at snack times.
-  Why do you think soft drinks and other sweetened beverages are not good for your health?  
*Suggested answers:*
  - Too many calories with few or no other nutrients
  - They create a desire for sweet flavored foods and beverages
  - They replace other fluids in our day, such as milk and water
  - They contain sugar and acids that contribute to dental decay
-  Choose 100% juice and limit intake to about 1 cup per day. The sugar content in 100% juice makes it high in calories, so intake should be limited. The sugar in 100% fruit juice is natural sugar, not ADDED sugar. For more fiber and fewer calories, eat whole fruit instead of fruit juice.
-  Juice products labeled “-ade”, “drink”, or “punch” often contain 5% juice or less. The only difference between these juices and soda is that they’re fortified with Vitamin C.
-  Did you know soda has no nutritional value and is high in sugar? Many sodas contain caffeine, which kids don’t need.
-  Choose 1% or skim milk. Beware of flavored milk - it’s loaded with added sugars and extra calories. Milk should be the main drink served to kids with meals.
-  What are some easy ways you could switch from sugar beverages to water or milk?  
*Suggested ideas:*
  - Keep bottled water or a water bottle on hand
  - Add fresh lemon, lime, or orange wedges to water for some natural flavor
  - Drink zero calorie flavored waters or sparkling waters.
  - Try low-fat flavored milks
  - Drink 100% fruit juices without added sugar
  - Mix half water and 100% juice together to decrease calories and sugar



# Fit Family Challenge

## Facilitators Guide - Module 5 - Zero Sweetened Beverages

### Activities

#### Group Activity

- ★ Review **Sugar Bottle Display** and do this activity as a group

#### Home Activity

- ★ Review **Have a Drink Plan** and have the kids try the activity at home as a family

### Closing/Goal Setting & Action Planning

- 👉 Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right

##### TIME

When will you do this by?

- 👉 Facilitator discusses class next month (date/time).
- 👉 Remaining child/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)

# Have a Drink Plan

On average, how often do you drink sugar-sweetened beverages?

*Examples: soda, fruit punch, sports drinks, or other sugared drinks*

\_\_\_\_\_ Daily

\_\_\_\_\_ Once a week

\_\_\_\_\_ 3 times a week

\_\_\_\_\_ Only at special events

Should it be an everyday choice or an occasional treat?

What other drinks do you enjoy instead of soda?

Revisit question one in a month to see if you've made any changes!





# Make-Your-Own Sugar Bottle Display

Let's Go! has discovered the power of our Sugar Bottle Display; making your own is a great activity. This is one of the best ways to graphically show how much sugar is in some of the most consumed beverages—you'll be surprised. This is a tool that can be used to help students *and* staff to make smart beverage choices.

## Directions to Make-Your-Own Sugar Bottle Display



### Supplies:

- Bottles of your favorite beverages—refer to the table on the next page for suggestions.
- Bag of White Sugar
- Teaspoons
- Funnels

### Directions:

1. Empty, wash and completely dry bottles—keep the labels on the bottles.  
**Tip:** Bottles take *at least* 24 hours to dry completely.
2. Find the Nutrition Facts box on the bottle label.
3. Take note of serving size (*many bottles contain two or more servings — something to think about!*)  
**Tip:** Make sure to pay attention to the information listed *Per Bottle*.
4. Record how many grams of sugar are in a bottle.

(Continued on page 2)

5. Figure out how many teaspoons of sugar are in each bottle by dividing the grams of sugar by 4.2 (number of grams of sugar in a teaspoon.)
  - Serving size: 1 bottle
  - Sugars=48g
  - Teaspoons=48 divided by 4.2 $\approx$ 11.
  - Amount of sugar to put in bottle=11 teaspoons.
6. Put funnel into mouth of bottle and put in computed amount of sugar. Replace cap. Screw on tight!
7. Make a chart like the one below corresponding to the drinks you chose.
8. Display at your program so kids and staff can see how much sugar is in some of their favorite drinks.
9. Other ideas:
  - Take a photo of your display and use along with chart and hand-outs from the 0 binder to make a bulletin board.
  - Make a game out of it by having people guess how many teaspoons of sugar are in their favorite drinks and give the winners a 5-2-1-0 approved prize!
  - Have a poster contest around sugar-sweetened beverages.



Common Drink Choices

Drink	Size	Total Calories	Sugar Grams	Tea- spoons Sugar
Mountain Dew®	20 oz	275 cal	78 g	18
Coca-Cola® Classic	20 oz	250 cal	65 g	15
Dunkin' Donuts Strawberry Fruit Coolata®	16 oz	290 cal	65 g	15
Sprite®	20 oz	250 cal	65 g	15
Monster Energy® Drink	16 oz	200 cal	54 g	13
Arizona® Green Tea & Honey	20 oz	210 cal	51 g	12
Minute Maid® 100% Apple Juice	10 oz	140 cal	32 g	8
Glaceau Vitamin Water®	20 oz	125 cal	32.5 g	8
Gatorade™	20 oz	130 cal	34 g	8
Starbucks Bottled Frappuccino®	9.5 oz	200 cal	32 g	8
Poland Spring® Water	20 oz	0 cal	0 g	0



# How Much Sugar Do You Drink?

Consider how frequently you or your child enjoy these beverages and what nutrition, if any, they get from it.

## Common Drink Choices

Drink	Serving Size	Fat	Sugar	Calories
Whole Milk	8oz	8g	11g	150
2% Milk	8oz	5g	12g	120
1% Milk	8oz	2.5g	12g	100
Skim Milk	8oz	0g	12g	80
Hershey's Choc Milk	8oz	4.5g	30g	200
Gatorade Thirst Quencher	8oz	0g	14g	50
Coca Cola Classic	8oz	0g	27g	97
Crystal Light Lemonade	8oz	0g	0g	5
Tropicana Healthy Kids Orange Juice	8oz	0g	22g	110
Diet Coke	8oz	0g	0.1g	1
Minute Maid Coolers	6.7oz	0g	27g	100
Minute Maid 100% Apple Juice	6.7oz	0g	21g	100
Water	8oz	0g	0g	0

Table taken from: [http://pediatrics.about.com/od/nutrition/a/06\\_drink\\_gdlnes.htm](http://pediatrics.about.com/od/nutrition/a/06_drink_gdlnes.htm)

### Tips to make cutting back on sugary drinks easier:

- Cut back slowly
- Don't replace soda with other sugar-sweetened beverages, such as juice and sports drinks
- Remember, water is the best drink when you are thirsty
- Make low fat milk and water the drink of choice



# Fit Family Challenge

## Facilitators Guide - Module 6 - A Family Affair

### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "Take The Lead: Role Play Activity"
  - "You're The Most Important Role Model"
  - "Family Contract for Better Health"

Should we make this an earlier module? I would consider making this the first module

### Module Objectives

**When it comes to establishing healthy eating and physical activity habits, parents are the most influential role models for their children. If parents practice healthy habits, children usually follow their lead.**

- Understand the importance of their job as a role model for establishing healthy habits in their kids.
- Provide ideas for role modeling healthy behaviors.
- Consider ways that families can "team up" to take small steps toward better health.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Use the **Talking Points/Discussion Questions** below as needed to parents the benefits of being a role model

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.







Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.




# Fit Family Challenge

## Facilitators Guide - Module 6 - A Family Affair

### Talking Points/Discussion

-  Doing things to be healthy is a lot more fun when you do them with other people. Some of the best people to get healthy with are the people you spend time with everyday: your family members (parents, children, grandparents) or other caregivers.
  
-  Think of the things you already do with your family/caregivers. For example, do you eat together? Does your family grocery shop together? Do you go to school together? Do you have a dog that you care for together?
  
-  These are all activities that when done a little differently can help your family eat a little healthier or be more active:
  - Eating together as a family on a regular basis (without the television) has been shown to encourage better communication.
  - Grocery shop together as a family. Everyone can help and it's a chance to walk indoors. Ask each family member to pick one fruit and one vegetable to eat together that week at meals.
  - If you live within walking distance of your child's school, consider walking or riding bikes with them to school. It's a great chance to get some physical activity and spend time together.
  - Walk the family dog together on a regular basis: everyone benefits (including the dog!).
  - What other ideas do you have?
  
-  What are some other things your family might try that will help all of you be healthier?
  
-  For example, you might try.... (use ideas from the *Take the Lead* handout to suggest things kids might ask their parents/caregivers to try).
  
-  Before your family can start doing healthier things like eating dinner as a family or taking daily walks, you may have to take a few steps that will make it easier for you to change.

For example:

  - To eat dinner as a family, clear any mail, papers or other items from the dinner table;
  - To fit in a daily walk, get up 15 minutes earlier each morning;
  - To help encourage your kids to watch less TV, purchase a few inexpensive card games, board games or other activities to play instead—and play with them!
  - What other first steps would your family need to take in order to start a new, healthy habit?
  
-  Making changes as a family to become healthier is not an overnight process. Review your goal regularly and remind yourself that it's normal to slip back into old habits. Keep working toward reaching your goal and celebrate the small steps that you take: you and your family will all benefit.



# Fit Family Challenge

## Facilitators Guide - Module 6 - A Family Affair

### Activities

Maybe another group activity?

#### Group Activity

- ☆ Review **Take the Lead: Role Play Activity** and do this activity as a group

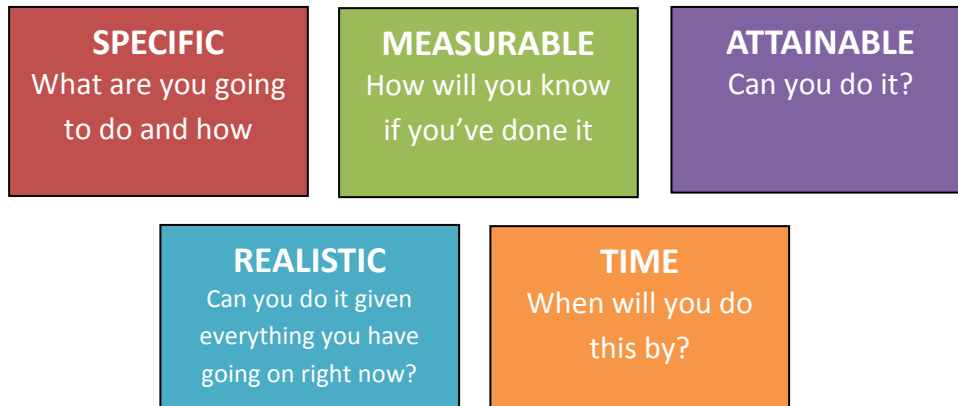
#### Home Activity

- ☆ Review **Make Fitness a Family Affair** and have the kids try the activities at home as a family

### Closing/Goal Setting & Action Planning

- ☞ Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting



- ☞ Facilitator discusses class next month (date/time).
- ☞ Remaining child/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)

# TAKE THE LEAD! You're The Most Important Role Model

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

*"Actions speak louder than words,"* according to traditional wisdom.

If you want your family to eat healthy and be physically active, look to your own actions first. If you are practicing healthy habits, your kids are more likely to follow your lead. Like many people, you might be struggling to improve your own habits. Below are some ways to make healthy changes as a family. Try a new tip each week, but be realistic—small steps work better than giant leaps!

- Eat meals together as often as possible. You'll eat healthier and catch up at the same time.
- Use cooking and shopping time as family time.
- Head out for a family walk or bike ride each evening after dinner.
- Take up a new sport as a family.
- Stop watching from the sidelines: play with your kids
- Take the kids on a supermarket safari! Pick a MyPyramid food group and let kids "hunt down" one new food to try.
- Turn off the TV during meal times. Tune in to your internal signals of hunger and fullness instead.
- Have each family member plan at least one meal per week. Make sure foods from at least 3 of the 5 MyPyramid food groups are included.
- Let your kids help in the kitchen. They'll learn fast and eat well at the same time.
- When eating out, encourage your family to split large entrees and desserts or take half home to enjoy the next day.
- Make it a family rule that snacks and meals are eaten at the table and not in front of the TV.
- Plan a family adventure with lots of activities like hiking, swimming or biking.
- Walk your kids to school.
- Let everyone choose the amount of food that's right for his or her hunger level.
- Make the table a battle-free zone. Schedule a family meeting at a later time to handle disagreements.
- Include a positive dinner table activity, such as every member of the family tells the best thing that happened to them that day.
- Avoid monitoring and commenting on what and how much your kids eat. Provide a balanced meal and let them choose from what's offered.
- Cancel your membership in the clean plate club! Eat until you're satisfied and then STOP.

For more tips on raising a healthy family, go to the Parents' section at [www.kidnetic.com](http://www.kidnetic.com).

# FAMILY CONTRACT

NAME: \_\_\_\_\_

## FOR BETTER HEALTH

As a family, we the undersigned, have decided that we would like to improve our health in the following way:

### OUR FAMILY'S GOAL:

\_\_\_\_\_  
\_\_\_\_\_

Example: We will eat a well-balanced dinner together as a family at least three times per week.

### To make this improvement, we must take the following steps:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Example Steps:

1. We will plan and shop for the meals in advance.
2. We will do our best not to let evening meetings, after-school activities or other events interfere with our plan.
3. Each family member will have assigned tasks to make the meals possible.
  - Mom or Dad: Plan, shop for and prepare meals
  - Kids: Set and clear table, help with cooking and dishes
  - Mom or Dad: Clean up the kitchen

### I agree to work with my children to achieve the above goal.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Child's Signature

\_\_\_\_\_  
Child's Signature

 We will review this goal and our progress towards it in \_\_\_\_\_ days/weeks.

 As a reward for reaching this goal, we will \_\_\_\_\_

\_\_\_\_\_ (list a specific reward.)





### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- [Optional] Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "Food Label Fact Hunt"
  - "Figuring Out Food Labels"
  - "Recipe Preparation"
  - "Shakin Snack Mix"

### Module Objectives

**Kids will team up to prepare a simple snack recipe, which gives them a sense of accomplishment and heightens their interest in eating the fruits of their labor!**

- Teach kids to use the Nutrition Facts food label on packages to find the number of servings and amounts of key nutrients in various foods and beverages.
- Provide a tasty and nutritious snack.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Start by having the families review the **Figuring Out Food Labels**. Use as a springboard for discussing additional talking points from this module.








Use the **Talking Points/Discussion Questions** below as needed to discuss the benefits of preparing your own snacks and how to read food labels.

Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.



### Talking Points/Discussion

#### Figuring Out Food Labels-use handout to guide discussion!

-  Who knows what detectives do? Today you are going to learn how to be nutrition detectives. You will learn special nutrition spy skills to help you find the truth about food and become clued-in to health. You are going to learn about 5 clues only nutrition detectives know that will enable you to know what foods are good for you and what foods are not.
-  The Nutrition Facts food label gives you information about which nutrients are in the food. Your body needs the right combination of nutrients, such as vitamins, to work properly and grow.
-  You get important information from food labels. You can get a general idea about what the food contains, how much is in a serving, and how many calories are in a serving. You also can use labels to compare two foods. Which one has more sugar? Which one has trans fat?
-  Food labels can be tricky because they do not say, “This food has a lot of sugar, salt, and fat.” They tend to use confusing names. For example, the worst kind of fat (trans fat) appears on ingredient lists as “partially hydrogenated oil.” Unlike some healthier types of fats that you can eat, such as olive oil, partially hydrogenated oil is an artificial kind of fat that is like poison to your body—it damages your blood vessels and heart.
-  Does anyone know what high fructose corn syrup is? (High fructose corn syrup is a long and complicated name for sugar). Its long, complicated name may fool people who will be eating food with lots of added sugar and not even know it. High fructose corn syrup means added sugar.
-  A nutrition detective knows how to see past food package deceptions and uses clues to get to the truth. Who knows what it means to say “don’t judge a book by its cover?” (What something looks like on the outside may not be anything like what it is like on the inside.) Sometimes you cannot judge a packaged food by its cover, either.
-  You have to be a good spy, and look everywhere to find the truth on a food package. The front of the package wants you to think that if you eat this food you will be a superstar or a famous athlete. Maybe you will be, but not because of this food. You will find the clues you need to get to the truth, the nutrition facts and ingredient list on the side.

#### The 5 Clues for Nutritional Detectives

**1. Don’t be fooled by THE BIG LETTERS on the front of the package**

Look for the itty-bitty letters on the food label instead!

**2. The first ingredient is always the biggest!**

The ingredients are always listed in the order of quantity—the food is mostly made up the ingredients that come first.

**3. Avoid partially hydrogenated oil and high-fructose corn syrup!**

**4. Avoid foods with a long ingredients list!**

Look for shorter ingredient lists because these foods will be more nutritious.

**5. Fiber is your friend, so look out for whole grain imposters!**

Identify products made of whole grains (bread, cereals, cereal bars, and crackers). High-fiber grain products have at least 2 grams of fiber per 100 calories. Products that have less fiber do not say “whole grain” on the package are whole grain imposters.



### Activities

#### Group Activity

- ★ Review **Food Label Fact Hunt** and **Shakin' Snack Mix** recipe and do these activities as a group

### Closing/Goal Setting & Action Planning

- ☞ Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?

- ☞ Facilitator discuss- (date/time).

es class next month

- ☞ Remaining children/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)

## ACTIVITY: FOOD LABEL FACT HUNT

 KIDS "COMPETE" TO FIND AND COMPARE BASIC NUTRITION INFORMATION ON FOOD LABELS.

### What You Need:

- Copies of the *Figuring Out Food Labels* Bright Paper—one for each child.
- Boxes, bottles and bags from different foods and beverages.
  - Choose foods that kids typically eat as well as some that they don't. If possible, have several package sizes for the same food items. Possible choices might include: breakfast cereal, soft drinks, juice, milk, chips or pretzels, granola bars, macaroni and cheese or spaghetti sauce.  
(*Hint:* Empty the packages before the activity so kids won't be tempted to snack on them.)
- Simple signs that you print on sheets of paper to identify station #s and label information kids are to find.
  - For example, Station #1: Serving Size; Station #2: Servings Per Package; Station #3: Calories; Station #4: Total Fat; Station #5: Vitamin A, etc. Refer to a Nutrition Facts label for more categories.  
**Note:** Food products with insignificant amounts of vitamins and minerals are not required to list all nutrients. If a nutrient is not listed on the label, assume that the product is not a source of that nutrient. For example, most soft drinks do not list vitamins A or C on the label.
- Stations set up around the room with one package and one sign telling the kids what information to find.
  - Make sure there's enough room between each station so kids don't run into each other as they go from station to station.
- Paper and pens or pencils for writing down the answers at each station.

### What To Do:

- Have kids review the *Figuring Out Food Labels* Bright Paper so they are familiar with the general location of the nutrition information they'll be finding on the labels at each station.
- Assign kids to teams of two and give each team paper and a pen or pencil.
- After you yell "Go," the teams race to each station to find the designated nutrition information for each product and record it on their paper. Although this activity may seem somewhat chaotic, the kids will have fun running around getting the answers.
- After everyone finishes, review the answers for each station. If time permits, switch the signs around on the products so kids can look for different information for the same products!

### Follow-Up Questions

- What are some of reasons to be aware of information on food labels?
  - They provide serving size information so you can decide if your portion is right for you.
  - They tell you whether the food will provide you with things you need such as vitamins and minerals.
- Was it easy or hard to quickly find information on the label about serving sizes? Calories? Fat? Vitamins and minerals?

# SUPER DUPER SHAKIN' SNACK MIX

(NO OVEN RECIPE)

Makes 3 servings

## WHAT'S IN IT?

**1 cup mini pretzels**

**1 cup white cheddar cheese or cheese flavored popcorn**

**1/2 cup puffed wheat or other mini wheat cereal**

**1/4 cup cashew halves and pieces or peanuts, lightly salted**

**1/4 cup raisins**

## STUFF YOU NEED

**Large-size bowl**

**Dry measuring cups**

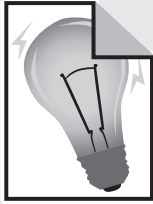
**3 sealable, sandwich-size plastic bags**

## HOW TO PUT IT TOGETHER

1. Into a large-size bowl, dump each ingredient from a dry measuring cup.
2. Toss the ingredients together by shimmyin' and shakin' the bowl!
3. Throw the snack mix into 3 sealable, sandwich-size plastic bags.
4. Grab it as a speedy snack on the go!

## WHY IT'S GOOD FOR YOU

**Nutrition Information Per Serving:** 200 calories, 9 g total fat, 2 g saturated fat, 0 mg cholesterol, 460 mg sodium, 27 g total carbohydrates, 2 g dietary fiber, 10 g sugars, 5 g protein, 4% vitamin A, 4% vitamin C, 2% calcium, 10% iron



# Bright Paper

## Figuring Out Food Labels

You know how lots of books have a table of contents in the front? The table of contents is a list of the different things you'll read when you go through the book.

The Nutrition Facts food label on food packages is a lot like the table of contents in a book. It gives you information about the food inside, and what **nutrients** you'll get from the food. (Nutrients are the things in foods that help our bodies to be healthy.) It tells you about all the parts that make up the whole.

The Nutrition Facts food label is printed somewhere on the outside of food packages, and it's usually easy to find. Fresh food that doesn't come in a package still sometimes has a Nutrition Facts label-many supermarkets list the nutrition information for the 20 most popular fruits and vegetables, as well as seafood (fish).

Most nutrients are measured in **grams**, also written as **g**. Some nutrients are measured in **milligrams**, written as **mg**. Milligrams are very tiny-there are 1,000 milligrams in a gram. Other information is given in **percentages**. The nutrition information is based on eating 2,000 calories (this is a measure of how much energy a food provides) in a day.

### Serving Size

The serving size tells you how much of the food gives you the amounts of nutrients listed. It can be measured in lots of ways. Many times, though, serving sizes are measured in ways that help people understand how much they're eating, like in cups (one cup of cereal) or numbers (two cookies or five pretzels). If your portion size is bigger or smaller than the serving size listed on the label, use your math skills to figure out the calories and other nutrients in the amount you eat.

The serving size for a food can depend on how much the foods weighs or how big the pieces are. For example, a serving size for cold cereals is one ounce. For some cereals that's one cup, but for others it's  $\frac{3}{4}$  cup or  $\frac{1}{4}$  cups.

Sometimes two or three small cookies are one serving, but other times one **big** cookie is one serving! It can all be a little confusing, and that's why it's important to check out the serving size before digging in.

### Servings per Container or Package

A serving is the measure of how much food gives you the amounts of nutrients listed. The servings per container or package tell you how many servings are in the whole package. So if a box of cookies has 21 cookies, and the cookie maker's serving size is three cookies, then there are seven servings of cookies in the box. (Math comes in handy with food labels!)

### Nutrition Facts

Serving Size 1 cup (228g)  
Servings Per Container 2

Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 1.5g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

\* Percent Daily Values are based on a 2,000 calorie diet.  
Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

### **Calories and Calories From Fat**

The number on the left of the label tells you how many calories are in one serving of the food. The number of calories tells you the amount of energy in the food.

The number on the right, calories from fat, tells you how many of the total calories come from the fat in the food. Calories can come from protein, carbohydrate and fat. The label lists the calories from fat (rather than listing the calories that come from the other two nutrients) because many people want to make sure they don't eat too much fat.

### **% Daily Value**

% Daily Value tells you how much of the daily recommended amount of each nutrient is in one serving of the food. % Daily Values for total fat, saturated fat, total carbohydrate and fiber are based on eating 2,000 calories a day. % Daily Values for sodium and other minerals and vitamins stay the same no matter how many calories you need to eat. So if one serving of a food has a % Daily Value of 25% for carbohydrate, that means a person who eats 2,000 calories in a day will get 25% of the carbohydrates he/she needs on that day. The other 75% must come from other foods to reach the important 100%.

**Quick Tip!** A %DV of **5% or less** means a serving of the food is low in that nutrient. A %DV of **20% or more** means a serving of the food is high in that nutrient. Try to go **low** for things like fat, saturated fat, cholesterol, and sodium and **high** for things like fiber, vitamin A, vitamin C, calcium and iron.

### **Total Fat, and Saturated Fat and *Trans* Fat**

The number listed for total fat tells you how much fat is in one serving of the food. Fat is usually measured in grams. Fat is actually an important nutrient that your body uses to grow and develop. Just remember not to eat "too much of a good thing"! Listed under total fat are the amounts of saturated fat and *trans* fat in one serving of the food. Both saturated fat and *trans* fat are listed in

grams. To keep your heart healthy, make sure you don't eat too much saturated fat or *trans* fat. Saturated fat is listed on the label because, to keep their hearts healthy, some people want to make sure they don't eat too much saturated fat.

### **Cholesterol and Sodium**

These numbers tell you how much cholesterol and sodium (a mineral that's in salt) are in one serving of this food. Cholesterol and sodium are usually measured in milligrams. Cholesterol is listed on the label because, to keep their hearts healthy, some people want to make sure they don't eat too much cholesterol. Sodium is listed on the label because some people, to keep their blood pressure healthy, want to make sure they don't eat too much sodium.

### **Total Carbohydrate, Fiber and Sugars**

The number listed for total carbohydrate tells you the amount of carbohydrates in one serving of the food. Carbohydrates are usually measured in grams.

Carbohydrates are your body's primary source of energy. The more active you are, the more carbohydrates you need!

Listed under total carbohydrate are the amounts of fiber and sugars in one serving of the food. Fiber and sugars, which are two types of carbohydrates, are listed in grams.

### **Protein**

This number tells you how much protein is in one serving of the food. Protein is usually measured in grams. Protein's main job is to build muscle, keep organs strong and fight off disease, but your body also can use it for energy.

### **Vitamin A and Vitamin C**

This lists the amounts of vitamin A and vitamin C, two really important vitamins, in one serving of this food. The amount is measured in % Daily Values, so if a food has 80% of vitamin A, one serving gives you 80% of the vitamin A needed for a 2,000-calorie diet, you need for

the whole day.

Food companies **must** list the amounts of vitamins A and C. If they want to, they also can list the amounts of other vitamins. (Cereal companies often list the amounts of other vitamins found in cereal. If the company adds any vitamins, they must list them.)

### **Calcium and Iron**

This lists the amounts of calcium and iron, two really important minerals, in one serving of the food. The amount is measured in % Daily Values, so if a food has 10% of iron, one serving gives you 10% of the iron needed for a 2,000-calorie diet, you need for the whole day.

For most foods, food companies **must** list the amounts of

calcium and iron. If they want to, they also can list the amounts of other minerals. (Cereal companies often list the amounts of other minerals found in cereal. If the company adds any minerals, they must list them.)

### **Calories per Gram**

These numbers show how many calories are in one gram of fat, carbohydrate and protein. This information is always the same for every food, and is printed on the food label so people can find it when they need it.

*Reviewed by the Kidnetic.com Scientific Advisory Panel, 2006*





# Fit Family Challenge

## Facilitators Guide - Module 8 - Portion Distortion & Eating Out

### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "Stamp Out Portion Distortion"
  - "Fitting In Fast Food Favorites"
  - "Portion Distortion-It's How Much You Eat That Counts"
  - "Portion Size Matching Game"

### Module Objectives

**Not only is eating out expensive, it can also be unhealthy. WHAT you eat, as well as HOW MUCH you eat matters to your health.**

- ☑ Increase kids' awareness of portion sizes eaten and how they affect eating habits.
- ☑ Present ideas for making healthier choices at fast food restaurants and eating out.
- ☑ Explain how moderate amounts of favorite foods (like fast food, snacks and sweetened soft drinks) fit into a healthy diet.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Use the **Talking Points/Discussion Questions** below as needed to discuss to explain the benefits of managing portion size and eating out.

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.









Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.



# Fit Family Challenge

## Facilitators Guide - Module 8 - Portion Distortion & Eating Out

### Talking Points/Discussion

-  Review of the nutrition label or other nutrition topics you covered in the previous module. Reiterate how important it is to look at the ingredient list and focus on eating whole grains and limiting sugars and fats. Point out the serving size section of the nutrition label and discuss that in addition to WHAT you eat, you have to also be aware of HOW MUCH you eat.
-  Today we're going to talk about portion distortion. What is a portion? A portion is the amount of a food or beverage that you choose to eat or drink.
-  What do you think portion distortion is? Portion distortion is eating or drinking a super large amount because that's how much was in the package or bottle or because that's how much you were served. What are some things you tend to eat or drink a lot of for these reasons?
-  What are some foods or drinks that you see packaged or served in very large portions? (Examples: snacks, treats, sweetened beverages, food available at restaurants (fast food) or movie theatres).
-  Do you think you can't have these foods or drinks if you want to eat healthy? That's not true-you don't have to give up foods you like! Foods like chips, cookies and candy "fit" in a healthy diet IF you avoid portion distortion by watching how much you eat and how often.
-  Make careful menu selections – pay attention to the descriptions on the menu. Dishes labeled deep-fried, pan-fried, baked, batter-dipped, breaded, creamy, crispy, scalloped, Alfredo, au gratin or in cream sauce are usually high in calories, unhealthy fats or sodium. Order items with more vegetables and choose leaner meats.
-  Healthier portions for everybody: Share with your family. It's worth an extra plate fee to be able to cut back on your own over-sized entree and give a portion to your child. It's also a wonderful way for you to introduce your favorite foods to your children. If this doesn't appeal to you, and your child still wants a full-sized entree, you can cut the entree in half, and ask for a take-home box to keep the food for another meal.
-  Buffets –You'll likely overeat to get your money's worth. If you do choose buffet dining, opt for fresh fruits, salads with olive oil & vinegar or low-fat dressings, broiled entrees and steamed vegetables. Resist the temptation to go for seconds, or wait at least 20 minutes after eating to make sure you're really still hungry before going back for more.



### Activities

#### Group Activity

☆ Review Stamp Out Portion Distortion and the **Portion Size Matching Game** and do these activities as a group

#### Home Activity

☆ Review **Fitting in Fast Food Favorites** and **Portion Distortion** and have the parents review this information at home with their child

### Closing/Goal Setting & Action Planning



Each child/family sets new goals and records on action plan

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?



Facilitator discusses class next month (date/time)



Remaining/family see facilitator individually for data collection and goal setting

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)



### Activity—Stamp Out Portion Distortion

#### Materials

- Box of cereal
- Variety of sizes of bowls
- Measuring cup

#### Activity (25 minutes)

1. Set up a table in the front of the room with a box of cereal and a variety of different sizes of bowls.
2. Describe a situation: “You just rode your bike home from school and you go into the kitchen to get a snack. You see a box of cereal and grab a bowl and pour yourself some cereal.”
3. Have a volunteer from the class come up and pick a bowl and pour how much cereal he/she would realistically eat. Have two more volunteers come up and do the same.
4. Now measure out each student’s cereal. Compare to the serving size on the cereal box. Have the class calculate how many calories, sugar, fat, etc. based on how much cereal was poured by each student.
5. Write the amount of calories that were consumed by the largest serving on the board.
6. Have the class do jumping jacks for one minute. Tell them that they burned about 3 calories. Have them jump for another minute. How many calories have they consumed now? Have the class calculate how long they would have to jump to burn off all of the calories consumed by the largest serving of cereal.
7. Write the Order Size Guide (end of lesson) on the board with blanks for actual categories. Have students work in groups to estimate how many calories each item contains for a small and large serving.
8. Then display the actual calories. Discuss with the class what their estimates were and why the actual calories may differ from their estimates.
9. Have the students calculate how many minutes you would need to do jumping jacks to burn off a small meal versus a large meal.

#### Order Size Guide

The difference between a small meal and large (supersized) meal could easily double the amount of calories.

	LARGE	SMALL
French Fries	570	250
Burger	730	260
Soda	310	150
Cookie	470	110
Ice Cream	560	230
Totals	2640	1000

The material in this module was adapted from Denver Urban Gardens—[www.dug.org](http://www.dug.org)

## **ACTIVITY:** PORTION SIZE MATCHING GAME

 KIDS WORK IN TEAMS TO MATCH COMMON FOOD AND BEVERAGE PORTION SIZES WITH OBJECTS THAT REPRESENT THAT PORTION SIZE.

### **What You Need:**

- Copies of the *Portion Size Matching Game* handout—one for each child.
- One set of the actual objects referred to in the Matching Game handout or pictures of the objects (check the Internet or magazines for pictures).

### **What To Do:**

- Break kids into two groups. Place the objects or the pictures in a central location so the kids can see them for reference.
- Have the two groups use the *Portion Size Matching Game* handout and work in teams to figure out which food “matches” the object (or picture of the object) that represents its serving size.
- The team with the most correct matches “wins.”

**Note:** *the answers to the matching game are presented in the Portion Distortion—It's How Much You Eat That Counts Bright Paper.*

### **Follow-Up Questions:**

- Do the portion sizes from the matching game seem small or large to you?
- When you eat these foods, do you think that you typically eat more, less or about the same amount as the portion sizes from the matching game?
- If your portions are too small for some foods like fruits, vegetables or milk, what steps can you take to eat more?
  - Switch your drink to milk or fruit juice, or ask for a salad, fruit or vegetable at your school's cafeteria or when ordering out.

# Portion Size

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

## MATCHING GAME

Can you guess popular portion sizes? A portion of each food or group of foods listed on the left matches up in size with one of the things listed on the right. Draw a line to connect each left-hand food with the correct right-hand object.

- |  |                                    |
|--|------------------------------------|
| 1 cup fruit, vegetables,<br>cooked cereal, pasta or rice | computer mouse                     |
| 3 ounces cooked meat, poultry or fish                    | 6 dice                             |
| 1 tortilla (1 oz.)                                       | 2 checkers                         |
| ½ bagel (1 oz.)  | baseball                           |
| 1 teaspoon of margarine or butter                        | small soft drink lid<br>(diameter) |
| 1 tablespoon of peanut butter (1 oz.)                    | 1 can                              |
| 1 small baked potato (1 cup)                             | your thumb tip                     |
| 1 pancake or waffle (1 oz.)                              | deck of cards                      |
| 1 medium apple or orange (1 cup)                         | baseball                           |
| 3 cups popcorn (1 oz.)                                   | 3 baseballs                        |
| 1½ ounces of cheese                                      | small 6 inch plate                 |
| 1½ cups of regular soft drink<br>or fruit drink (12 oz.) | 1 music CD                         |

Get even smarter about healthy eating at [www.kidnetic.com](http://www.kidnetic.com).



## Bright Paper

# Portion Distortion— It's How Much You Eat that Counts













Do you think healthy eating is boring? Not so! You can eat healthy and still eat your favorites like chips, cookies and candy. One trick is to keep tabs on how much of these foods you eat.

Did you ever experience portion distortion? Like when you munch on an order of fries that could feed your whole family? Next time, halt portion distortion by splitting those fries with a friend or getting the smaller size. Instead of a mega-size candy bar, see whether the smaller size hits the spot just as well.

Don't sweat it if you pig out on a food sometimes. When that happens, balance it out by eating less than usual at your next meal and working in some extra walking or biking.

Meanwhile, check out this Portion Size Guide to see how common amounts of different foods compare to stuff you have around the house:

### Portion Size Guide

-  1 cup fruit, vegetable, cooked cereal, pasta or rice = a baseball
-  3 ounces cooked meat, poultry or fish = a deck of cards
-  1 tortilla (1 oz.) = a small (6 inch) plate
-  1/2 bagel (1 oz.) = the diameter of a small soft drink lid
-  1 teaspoon of margarine or butter = your thumb tip
-  1 tablespoon of peanut butter = 2 checkers
-  1 small baked potato (1 cup) = a computer mouse
-  1 pancake or waffle (1 oz.) = a music CD
-  1 medium apple or orange (1 cup) = a baseball
-  3 cups of popcorn = 3 baseballs
-  1½ ounces of cheese = 6 dice
-  1½ cups of regular soft drink or fruit drink (12 oz.) = 1 can

*Reviewed by the Kidnetic.com Scientific Advisory Panel, 2006*



## Bright Paper

### Fitting in Fast Food Favorites

There's no doubt that a meal of a burger, fries and soft drink tastes great. And it's fun to stop at your favorite fast food place with your family or friends. Here are some ways to eat fast food and be healthy, too:

- ➔ **Be size wise.** It's OK to get the huge-size fries or burger when you're really hungry or are working out a lot. But eating the biggest sizes all the time can slow you down. Most times, order a smaller burger, fries and soft drink. Or split the big fries with a friend.
- ➔ **Balance it out.** If you eat a lot at lunch, work in some extra walking or biking and go light with soup and salad for dinner.
- ➔ **Pull a switch.** Instead of the usual burger and fries, choose something new like a grilled chicken sandwich with a baked potato, side salad or bag of sliced fruit.
- ➔ **Think about your drink.** You can get milk or fruit juice at many places. They taste great and give you vitamins and minerals. Interested in low-calorie drinks? Bottled water and diet soft drinks can quench your thirst, too.

*Reviewed by the Kidnetic.com Scientific Advisory Panel, 2006*





### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "Tell Me About It: Things You Never Knew About Your Parents"
  - "Communicating with Kids: Keep the Lines Open"
  - "Let's Get it Started: 5 Ways to Begin a Conversation You Really Don't Want to Have"
  - "Friendly Focus Take Home Activity"

### Module Objectives

**Sometimes the toughest thing about feelings is sharing them with others. Sharing your feelings helps you when your feelings are good and when they aren't so good. Sharing also helps you to get closer to people you care about and who care about you.**

- Understand the importance of talking regularly about health and other issues
- Implement basic ideas for establishing open communication patterns
- Understand the benefits of talking with someone in your family about problems and concerns as soon as they develop rather than waiting

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Use the **Talking Points/Discussion Questions** below as needed to discuss the benefits of kids and parents communicating with each other.

Conduct the **Tell Me About It: Things You Never Knew About Your Parents** activity in class as well as assign the **Friendly Focus** activity to be done at home as a family and determine action plan for next month.



### Talking Points/Discussion

#### Quick Start

- 👏 Have parents and kids take turns as “reporters” and interview each other about the past 24 hours. Have them ask each other about the best and worst things that happened to them during that time, the healthiest thing they did, what kinds of food they had to eat, etc. Then, have them tell each other the three most surprising things they learned about each other’s day.

#### Discussion

- 👏 What are feelings? Name some feelings that you have felt. Name feelings that you like and feelings that you don’t like.
- 👏 What do you do when you feel happy? What do you do when you feel sad? What helps you feel better when you’re feeling down about something? How did your feelings affect people around you?
- 👏 It happens to all of us: things happen in life that really bother us. Have you ever had a problem that was really bothering you that you weren’t sure how to handle? What did you do?
- 👏 The way a person feels inside is important. It can be really hard not to tell anyone that you're feeling sad, worried, or upset. Then, it's just you and these bad feelings. If you keep feelings locked inside, it can even make you feel sick!
- 👏 Before you can share them with anyone, you have to figure out what feelings you have. Making a list of your feelings can help. You can do this in your head or by writing it out on a piece of paper or even by drawing pictures. What helps you figure out your feelings?
- 👏 Talking to someone who will listen can really help when you have a problem. A good listener may not have all the answers, but they can help you consider your options. Who can you talk to when you have a tough problem?
- 👏 Sometimes, it can be really hard for parents and kids to talk about tough problems. What are some examples of things that are easy to talk about? What about topics that might be tough to talk about? Who can think of ways to make it easier to talk to your family about tough or embarrassing problems?
- 👏 “Talking out” the problem with your family ( or a teacher or another trusted adult) can really help you feel better: don’t keep it all to yourself when you are having a tough time. Let other people help! How do you feel after sharing your problem with someone else?
- 👏 Having some time each day that you connect with your kids/parents is very important. It can be at the dinner table, while walking the neighborhood, in the car while commuting or just before bedtime. Turn off the phone, the TV and any other distractions and just listen. When does your family talk about feelings?



### Activities

#### Group Activity

- ☆ Review **Tell Me About It: Things You Never Knew About Your Parents** and do this activity as a group

#### Home Activity

- ☆ Review **Friendly Focus** and have the kids try the activities at home as a family

### Closing/Goal Setting & Action Planning



Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?




Facilitator discusses class next month (date/time).



Remaining children/family see facilitator individually for data collection and goal setting.

## **ACTIVITY:** GET IT STARTED: CONVERSATIONS WITH YOUR FAMILY

 THIS ROLE-PLAYING ACTIVITY WILL GIVE PARENTS AND CHILDREN AN OPPORTUNITY TO HAVE A CONVERSATION. THE FIRST FEW TOPICS ARE SIMPLE AND EASY TO TALK ABOUT. THE LAST FEW TOPICS ARE MORE DIFFICULT TO DISCUSS. HAVE THE PARENT-CHILD TEAMS SELECT ONE OR MORE TOPICS FROM THOSE SUGGESTED IN THE TALKING POINTS OR THAT THEY COME UP WITH THEMSELVES AS TIME ALLOWS.

### **What You Need:**

- Tell Me About It: Things You Never Knew About Your Parents* handout.
- Communicating with Kids: Keep the Lines Open* handout—one copy for each parent-child team to take home.
- Let's Get It Started: 5 Ways to Begin a Conversation You Really Don't Want to Have* handout—one copy for each parent to take home.
- Parenting Isn't for Sissies: Resources That Can Help* handout—one copy for each parent to take home.
- Is Something Bugging You? How to Ask for Help* Bright Paper—one copy for each child.

### **What to Do:**

- Have parents and kids pair up. Have parents review the handout, *Communicating with Kids: Keep the Lines Open* while kids review the Bright Paper, *Is Something Bugging You? How to Ask for Help*.
- Distribute copies of *Tell Me About It: Things You Never Knew About Your Parents* and have the kids "interview" their parents.
- First have the child practice starting an "easy" conversation with the parent/adult. Then, have the child ask about something more difficult with their parents. These issues may be real or not for them. Remind parents to use some of the strategies suggested by *Communicating with Kids: Keep the Lines Open* as they talk with their kids about the issues.
- Pass out copies of *Let's Get It Started: 5 Ways to Begin a Conversation You Really Don't Want to Have* and *Parenting Isn't for Sissies: Resources That Can Help* for each parent to take home.

### **Follow-Up Questions:**

- Kids: How did it feel to interview your parent about their life at your age? Did you learn anything you didn't know?
- Parents: What was your reaction when asked about difficult situations you experienced as a child? How well were you able to use some of the strategies suggested by *Keep the Lines Open*?
- What things do you think you might try so that you can spend more time together on a regular basis?

### **Additional Resources:**

For more ideas on ways that parents can start conversations with kids:

- [http://family.samhsa.gov/activities/conversation\\_text.aspx](http://family.samhsa.gov/activities/conversation_text.aspx)
- <http://www.talkingwithkids.org/>

For more information on communicating with kids:

- [http://mcgruff.org/Grownups/drugs\\_parents.htm](http://mcgruff.org/Grownups/drugs_parents.htm)

TELL ME ABOUT IT:

# Things You Never Knew About Your Parents

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

We all think we know our parents and caregivers really well...but you'd be surprised at what you don't know. Being a kid isn't easy and it never has been—just ask your Mom or Dad. Sometimes we forget that the people who are right around us everyday can help us with our questions and problems if we just talk to them.

**DIRECTIONS:** Use the questions below and "interview" your parent or caregiver. Pretend you are a reporter and get all the interesting details.

**Note:** The first set of questions are pretty easy to ask and talk about. The second set is a bit harder. Decide which questions are right for you.

**EASY INTERVIEW QUESTIONS:**

➤ What did you like about school when you were my age? What didn't you like? Why did you feel that way? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


➤ What did you like to spend time doing when you were my age? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➤ What kinds of meals did you eat with your family when you were my age? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➤ Who was "cool" when you were my age? What made them cool?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

➤ What was your favorite movie when you were my age? Is there one that you really hated? Tell me about it. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(continued)

 If you could only save three things from a disaster, what would they be? Why are these things so important to keep? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

**HARD INTERVIEW QUESTIONS:**

 Were you ever teased or bullied at school or elsewhere? \_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

 Were you ever offered cigarettes or drugs by other kids? What did you do? \_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

 Did you ever get a bad grade on a test or report card? \_\_\_\_\_


\_\_\_\_\_

 Did you ever feel bad about how you looked as a kid? \_\_\_\_\_

\_\_\_\_\_

 Did you ever have trouble with friends at school? \_\_\_\_\_


\_\_\_\_\_


 When you were my age did you have a crush on someone? \_\_\_\_\_


\_\_\_\_\_


**WHEN YOU REALLY NEED TO TALK...**

When you really need to talk to your parents about a tough issue (like maybe one of the hard questions you interviewed them about), sometimes it's hard to start the conversation. Here are some ideas for what to say first:

 "Something happened at school and it's bothering me. Can we talk about it?"

 "I want to talk to you about something but I'm afraid you are going to get mad at me. Can we talk about it?"

 "I'm feeling really bad lately about a situation. Can you help me figure out what to do?"




 "I need to tell you about something and I know you won't like it. Instead of trying to tell me how to fix it or getting mad, will you please just listen to me?"

# COMMUNICATING WITH KIDS: Keep The Lines Open

**Communication between children and parents is the foundation for strong family relationships.** No matter what issues concern you, establishing a strong, trusting relationship with your child means they'll be more likely to follow your example and meet your expectations. And, if your children feel comfortable talking with you, you'll have a better chance of guiding them in the right direction—whether it's toward health or away from danger. Below are some ways to keep the lines of communication open.

- **Encourage Conversation:** Be available to your child. Turn off the phone, TV and computer during certain hours like dinnertime and tune into your children instead. If possible, set up a routine at dinner for family members to discuss the day's activities. Do your best to listen without interrupting or expressing judgment or criticism about what they say.
- **Use Active Listening Skills:** Active listening means showing your child you are focusing on what they are saying. Look directly at them with an open facial expression and periodically express nonverbal understanding by nodding your head or saying "uh-huh." When your child wants to tell you something, listening fully without trying to solve their problem or making judgments may be the best solution. Kids are very good at solving problems themselves. Sometimes they're just looking for an encouraging nod to know that you understand.
- **Control Your Emotions:** Sometimes kids will tell you things that will alarm or anger you. Try not to respond, especially if you are angry. Take a few deep breaths and keep listening. After you calm down, tell your child how you feel and why. For example, if your child says she uses her lunch money to buy treats at school, you might say, "When you use your lunch money to buy treats instead of a meal, I worry that you won't get the important vitamins and minerals you need to stay healthy." Then, see if you can find a solution that works for both of you.

*(continued)*

-  **Respect Your Child's Viewpoint:** Kids often see things differently from their parents. When this happens, gain a better understanding of their perspective by asking your child why he or she feels or thinks the way they do. Avoid lecturing about why they are wrong. If you respect your child's viewpoint, they are more likely to respect yours as well.
-  **Do a Daily "Walk and Talk:"** Take a 10-15 minute walk with your child to discuss a topic such as the importance of healthy eating or physical activity, school, current events, sports or family matters. Take turns deciding the topic.
-  **Take Special Time to be Together:** Spending special time alone with each of your children helps improve communication. Each week, go on an outing, take a walk or enjoy a special meal. Be sure the "positives" outweigh the "negatives" during this time. In fact, you don't have to use this time to solve problems or bring up concerns—just enjoy being together!

For a fun way to communicate with your kids, try the Kidnector e-mail messaging service at [www.kidnetic.com](http://www.kidnetic.com)



LET'S GET IT STARTED:

# 5 Ways to Begin a Conversation You Really DON'T Want to Have

Let's face it. There comes a time in every parent's life when you have to start a conversation with your son or daughter that you really wish you didn't have to have. Certain topics (you know what they are!) are just plain tough to talk about for both kids and parents. But, chances are, if you ignore the issues, they will only get bigger. Address issues as soon as you can and you may find that any problem can be more easily resolved.

Make sure your child knows that the reason you are confronting them about the issue is that you love them and are concerned about them. Kids put on a good show when parents "get in their business" but in the end, they know we're just trying to make sure they stay out of trouble.

When its time to have that tough conversation, here are some ways to get started:

- "I overheard something you said and I am very concerned about it. Are you willing to talk with me about it?"
- "I found \_\_\_\_\_ in your room/pocket. I'd like to hear from you about what's going on."
- "I need to talk to you about something and I know you won't like it. I love you and I'm very concerned about you. Please try to listen to what I have to say and then I'll listen to what you have to say, okay?"
- "When I was your age, I found myself *(or a friend of mine was)* in a situation that made me really uncomfortable. Even today, I wish I'd handled it differently. Here's what happened to me... I'm concerned because I think you may be in a similar situation..."
- "You know that I love you very much. We may fight a lot but that's because I care so much. Today, I'm going to do my best not to yell or scream. I'd like to talk with you about \_\_\_\_\_."



# Fit Family Challenge

## Facilitators Guide - Module 10 - Building Self-Esteem

### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "Give Me a Boost"
  - "Self-Esteem & You"
  - "Top 20 Ways to Build Self-Esteem"

### Module Objectives

**Our feelings and thoughts about ourselves make up our self-esteem. Having high self-esteem increases the likelihood that children will make decisions that are right for them, rather than following the crowd.**

- Explain to kids the concept of self-esteem.
- Help kids identify signs of high and low self-esteem.
- Teach kids how to improve their self-esteem as well as a friend's.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.











Use the **Talking Points/Discussion Questions** below as needed to explain the concept of self-esteem.

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.

Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.



### Talking Points/Discussion

-  Today we're talking about "self-esteem." Does anyone know what self-esteem is?
-  Self-esteem is the way you think about yourself and the things you do. Having high self-esteem means you feel proud of who you are and what you can do. People with high self-esteem have the courage to try new things and they expect good things to happen to them.
-  People with high self-esteem are willing to do things like asking questions that might make them look dumb, sharing embarrassing stories with friends or sharing secrets with friends. They take these risks because they have confidence that others view them in a positive way.
-  Do you have a friend with high self-esteem? How can you tell?
-  Having low self-esteem means you aren't feeling very good about who you are and what you can do. People with low self-esteem are sometimes afraid to try new things because they think they will fail. They may also believe that others don't like them or that they cannot depend on the friendship of others.
-  Do you have a friend with low self-esteem? How can you tell?
-  Having high self-esteem can help you make choices that are smart for you even if other people are doing things differently. Can you think of ways that having high self-esteem might help you?
-  Many successful people actively do things to boost their self-esteem. For example, many write down all the positive things they can remember others saying about them. Try this for yourself. Start a list of good things others have said about you and add other good things you know about yourself. When you need a boost, look at your "good things" list. It can help cheer you up!
-  When you hear negative comments in your head, tell yourself to stop. Remind yourself of things you're good at and if you can't think of anything, ask someone else! You can also learn a new skill (for example, karate, dance, a musical instrument) so you can feel good about that!
-  By focusing on the good things you do and all your great qualities, you learn to love and accept yourself — the main ingredients for strong self-esteem!



### Activities

#### Group Activity

- ★ Review **Give Me a Boost** and do this activity as a group

#### Home Activity

- ★ Review **Developing Your Child's Self-Esteem** and have the parents review this information at home with their child

### Closing/Goal Setting & Action Planning

- ☞ Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?

- ☞ Facilitator discusses class next month (date/time).
- ☞ Remaining child/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)

# TOP 20 WAYS TO

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

# Build Healthy Self-Esteem

Having high self-esteem doesn't just happen by itself! Sometimes you have to try new things to help you feel good about yourself.

Over the next few days, try a few of the ideas below and see how you feel afterward. Check off the ideas you tried and put "TS" next to the ideas you will "Try Soon." Some of the ideas may not seem like ways to make you feel better but they might make your family or friends feel good—which lifts your spirits, too! Add your own "feel good" ideas to the bottom of the sheet.

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Move more every day: walk, run, swim, jump, play             | <input type="checkbox"/> Smile and say hello to at least one new person today                                   | <input type="checkbox"/> Do a job around the house without being asked  |
| <input type="checkbox"/> Try a new food  | <input type="checkbox"/> Ask your Mom, Dad or a grandparent to remind you of all the things they love about you | <input type="checkbox"/> Appreciate nature: watch a sunrise, gaze at the stars or walk in the woods                           |
| <input type="checkbox"/> Learn to make something new to eat                                      | <input type="checkbox"/> Encourage a friend   | <input type="checkbox"/> Get creative: write a poem or a story or draw a picture  |
| <input type="checkbox"/> Help someone out  | <input type="checkbox"/> Keep a diary or journal  | <input type="checkbox"/> Create a "feel good" box with notes, pictures, and other reminders of things that make you feel good |
| <input type="checkbox"/> Talk to a friend  | <input type="checkbox"/> Accept compliments with a "thank you" instead of a "yeah, right"                       | <input type="checkbox"/> Volunteer at a senior center, animal shelter or other community organization                         |
| <input type="checkbox"/> Find a new friend   | <input type="checkbox"/> Pay someone a compliment   |   |
| <input type="checkbox"/> Learn a new skill like walking on your hands, skateboarding or juggling | <input type="checkbox"/> Take an art class  |   |
| <input type="checkbox"/> Tell yourself encouraging things  |   |   |

**What other ways can you think of to boost your self-esteem?**

Find out more ways to feel good about yourself at [www.kidnetic.com](http://www.kidnetic.com).



# Fit Family Challenge

## Facilitators Guide - Module - 11 - Sleep

### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Review class materials. Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts for the class topic and prepare materials as needed:
  - "Pillow Pitch"
  - "Sleep Log"

### Module Objectives

**Sleep is important for everyone—especially kids. Your sleep habits directly impact your body and brain development.**

- ☑ Increase families' awareness of the amount of time they sleep each night.
- ☑ Explain why getting enough rest each night is important for being healthy.
- ☑ Give families ideas on how to get a good night's sleep.
- ☑ Conduct activities that encourage kids to get sufficient amount of sleep each night.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Use the **Talking Points/Discussion Questions** below as needed to discuss why not enough sleep isn't healthy and how to get a good night's rest each night.

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.

Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.



### Talking Points/Discussion



Today we're talking about sleep. Why is sleep so important? Who needs it?

*Suggested Answer:* Sleep is like food for the brain. And just like food, sleep gives you energy. During sleep, your body grows and recovers from the day's activities. Sleep is important for everyone—especially kids. It's not just about feeling grumpy or dozing off in school. Lack of sleep can actually lead to serious health problems.



How much sleep do you think kids need each night? Depending on age, kids require at least 10-12 hours of sleep each night



Does anyone want to share how they felt when they woke up this morning? Do you have an explanation for why you felt this way?



What might be some reasons we slept well or didn't sleep well during the night?



What tips would you offer to a friend who's having trouble getting a good night's sleep?

("Brainstorm" ideas with the group and provide the idea starters below.

- Try to go to bed at the same time every night (even on the weekends)
- Create a relaxing bedtime routine—do the same relaxing things before bed each night, like taking a warm shower, reading or listening to quiet music
- Wind Down—stick to quiet, calm activities before bedtime
- Make sure your bedroom is cool, dark and quiet
- Avoid big meals before bedtime—try a warm glass of milk or have a light healthy snack like fruit instead
- Avoid TV, computers and telephones during the hour before bed. These devices in your bedroom can disrupt sleep!
- Exercise during the day – running and playing helps your body get ready for sleep
- Avoid any caffeinated beverages (like soda, iced tea, coffee, cocoa) as well as sugary foods and drinks after 3pm. These things make it harder to fall asleep.



What are some of your bedtime routines?



Would it be easy or hard for you to get more sleep? Why?



To help get used to earlier bedtimes and more rest, add 15 minutes of sleep time each night until you're sleeping at least ten hours.



### Activities

#### Group Activity

- ☆ Make copies of **Pillow Pitch** and do this activity as a group

#### Home Activity

- ☆ Make copies of **Sleep Log** and the **Top 10 Health Sleep Habits for Kids and Teens** and have the kids try the activities at home as a family

### Closing/Goal Setting & Action Planning

- 👉 Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?

- 👉 Facilitator discusses class next month (date/time).

- 👉 Remaining/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.kidshealth.org](http://www.kidshealth.org)



# PILLOW PITCH

THIS ACTIVITY WILL HELP IDENTIFY THE BARRIERS AND BENEFITS OF GOOD SLEEP HYGIENE

## What You Need:

- ◆ Make copies of Pillow Pitch Script handout (one per each child)
- ◆ Large pad of paper to record the group's responses to the Starter Questions

## Starter Questions:

- ◆ The Health Department creates Public Service Announcements to promote healthy behaviors. What PSAs have you seen or heard?
- ◆ Today, we are talking about sleep. What are some of the benefits of getting a good night's sleep. What's are some things (barriers) that prevent you from getting a good night's sleep?

## What To Do:


- ◆ Divide the kids into groups of two or three. They will pretend they are a group professional health educators whose job it is to create PSAs to improve people's health.
- ◆ Each group will prepare a TV or radio ad that promotes a health message for kids their age.
- ◆ Each skit should address at least one of those barriers with the benefits needed to "sell" the healthy behavior to the class.
- ◆ Encourage the groups to *have fun!* The skits can use songs or humor, or they can do something serious.
- ◆ Have groups present their PSAs. Their presentation should explain the barriers they tried to overcome, and the benefits they used, in their pieces.

Did you know that kids need at least 9—12 hours of sleep each night ?



# PILLOW PITCH SCRIPT

Instructions: Use this script paper to write your commercial for the Department of Health.



Character

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---

---

---



Character

---

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---

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Character

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Character

---

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---





Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Instructions: Fill out this log for 1 week. Then, look at the day or days when you didn't get enough sleep or felt tired during the day. What could you do to get a better night's rest every night?

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Yesterday, I exercised for this many minutes:							
Yesterday, I: (check all that apply)							
Ate too much	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Didn't eat enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drank caffeinated soda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yesterday, I: (check one)							
Had lots of energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was tired all day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felt sleepy in the afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yesterday, I took a nap. (check one)							
True	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
False	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Last night, I went to bed at this time:							
Last night, I fell asleep at this time:							
Today, I woke up at this time:							
Last night, I slept for this many hours:							



## **Top 10 Healthy Sleep Habits for Children & Teens**

From the American Academy of Sleep Medicine

Sleep is an important part of a healthy lifestyle. It helps you feel, think and perform your best. So it is critical for you to get a good night of sleep every night. These Top 10 healthy sleep habits will help you fall asleep faster and sleep well.

1. Only use your bed for sleeping.
2. Avoid drinking caffeine in the afternoon and at night.
3. Avoid taking naps in the late afternoon or in the evening.
4. Avoid large meals right before bedtime.
5. Dim household lights at night and let in plenty of sunlight in the morning.
6. Create a healthy sleep environment in your bedroom with:
  - ☺ Dim lighting
  - ☺ A comfortable temperature
  - ☺ Soothing sounds
  - ☺ No TV or computer
7. Turn off all of these items at least 30 minutes before your bedtime:
  - ☺ Computer
  - ☺ TV
  - ☺ Movies and videos
  - ☺ Video games
  - ☺ Cell phone
8. Develop a bedtime routine that helps you relax by:
  - ☺ Eating a healthy snack or light dessert
  - ☺ Brushing your teeth
  - ☺ Taking a warm bath or shower
  - ☺ Reading
  - ☺ Listening to relaxing music
9. Go to bed at or near the same time every night, even on weekends.
10. Discuss any ongoing sleep problems with your parent or doctor.



# Fit Family Challenge

## Facilitators Guide - Module 12- Media & Advertising

### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "Be a Food Reviewer"
  - "Food Packaging Comparison"
  - "Media Alert"

### Module Objectives

**Children are exposed to a steady stream of advertisements for foods and drinks.**

- Raise kids' awareness of techniques used in food ads and on food packages that capture attention and give products appeal.
- Call attention to the appropriateness of food and drink portion sizes depicted in ads and to the presence or absence of physical activity messages/examples.
- Highlight promotional messages/techniques used on food packages.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.








Use the **Talking Points/Discussion Questions** below as needed to help kids understand how advertisements and media impact their food choices.

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.


Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.



### Talking Points/Discussion

-  What do you think is the purpose of food ads? All companies use ads to help sell their products.
-  On average, about how many ads do you think that young people see and hear every year?
  - Youth see and hear an average of 40,000 advertisements a year. Companies spend about \$10 billion to \$15 billion a year just to reach children and young people like you.
-  Many of these advertisements are for food—primarily candy, cereal, and fast food.
-  Some types of foods are rarely advertised. For example, milk, fruits, vegetables or fresh meats are advertised less often than packaged foods.
-  What do you think about all of the food advertising aimed at young people?
  - It's nice that advertisers are paying attention to young people, but it isn't necessarily healthy.
  - Food advertisements promote processed foods and foods that are high in fat and added sugar more than they promote fruits and vegetables, and foods that are low in added sugar.
  - It can be hard to choose fruits and vegetables, and foods that are low in added sugar when there is so much focus on foods that are high in fat and added sugar in the media. With all that attention, foods that are high in fat and added sugar can be hard to resist.
-  Who can describe an ad for a food or drink that you saw recently in a magazine or newspaper or on TV? Did the ad make you want to try the food/drink? Why? Do you already eat/drink the product? If so, did seeing an ad have anything to do with you trying it for the first time or for continuing to eat/drink it?
-  What things do companies include in their ads to sell their products?

All advertising is designed to encourage you to buy products. Advertisements and packages use a lot of different tools to attract your attention. Here are some of the ways that commercials and packages get you to pay attention and think about the product:

  - Music, bright colors and celebrities (including cartoon characters).
  - A strong message: the ads seem to say that you will have more fun, look or be cooler, smarter or stronger if you buy the product.
  - Premiums such as posters or toys that you can send away for after buying the product, “prizes” inside the package or sweepstakes and contests that you can enter.
-  Have many of you have ever asked for a food product so you could have/participate in one of these things? Tell us about it and whether you ended up liking it as much as you thought you would.



### Activities

#### Group Activity

- ★ Review **Be a Food Reviewer** and **Food Packaging Comparison** and do this activity as a group

#### Home Activity

- ★ Review **Media Alert!** and have the kids try the activities at home as a family

### Closing/Goal Setting & Action Planning



Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?



Facilitator discusses class next month (date/time).



Remaining child/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)

## **ACTIVITY:** BE A FOOD AD REVIEWER

 THIS ACTIVITY WILL INCREASE AWARENESS OF METHODS USED IN ADVERTISEMENTS TO ATTRACT ATTENTION.

### **What You Need:**

- Make copies of *Be a Food Ad Reviewer* handout (one copy per child for each advertisement they will review).
- Record several TV food advertisements or find several magazine advertisements for “kid foods” for them to assess and discuss.

### **What To Do:**

- Show the food advertisements to the group.
- Use the *Be a Food Ad Reviewer* handout as a guide to talk about the advertisements as a group.
- Have each child choose one or more advertisements to review. Once they have reviewed the ads, have them share their opinions with the group.

### **Follow-Up Questions:**

- If you were an advertisement designer, what type of food would you advertise? What MyPyramid food group does it belong in?
- Are all the food groups represented by foods advertised on television? Which ones are represented and which ones are missing?
- Name some examples of advertised foods and how they fit into MyPyramid. (Example: a cheeseburger has a bun (Grains group), meat (Meat & Beans group), and cheese (Milk group).



# Be A Food Ad Reviewer

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

Companies that make foods and drinks often advertise on TV, the radio and magazines hoping you'll want to buy their product. To help you decide, it's good to think about how ads "talk" to you. Tune into the tube, the radio or your favorite magazine to "review" some ads (commercials) for foods or drinks. Use the spaces below to write down what you think about one ad.

What food or drink was featured in the ad?

\_\_\_\_\_

What does the ad do to catch your attention and help sell the product?

- animation
- music
- jokes or humor
- bright colors
- cartoons or celebrities
- contest or prize
- other \_\_\_\_\_

What does the ad seem to say the product will do if you eat/drink the product? Will it make you...

- stronger
- smarter
- have more fun (cooler)?
- other \_\_\_\_\_

**Do you believe what the commercial is saying about the product and what it will do for you? Why?**

\_\_\_\_\_  
\_\_\_\_\_

Is the amount of the food or drink shown in the ad

- too big to eat or drink at one time
- too small
- just right?

Does the ad show people doing active things like getting some exercise? If so, what are they doing?

\_\_\_\_\_  
\_\_\_\_\_

After seeing the ad, do you want to try the food or drink? Why?

\_\_\_\_\_  
\_\_\_\_\_


Overall, I give this ad a (check one)

- Thumbs Up
- Thumbs Down

**Explain why:**

\_\_\_\_\_  
\_\_\_\_\_

## **ACTIVITY:** FOOD PACKAGING COMPARISON

 THIS ACTIVITY WILL HELP KIDS LEARN HOW FOOD ADVERTISEMENTS AND PACKAGING CAN EFFECT HOW THEY FEEL ABOUT FOODS.

### **What You Need:**

- Purchase foods and drinks or find magazine advertisements for products that feature a famous person or cartoon character. Find similar products that do not feature the character. For example, buy cheese-flavored crackers or a breakfast cereal that features a character and another brand that doesn't. (Many store brands and generic products offer similar products without the characters.)
- Optional:** Write down the cost per item as well as its unit cost (the cost per ounce, per serving, etc.)

### **What To Do:**

- Show kids the foods and drinks or magazine ads for the products that feature a character and the similar product without a character.
  - Ask which product they'd be most likely to try (with/without the character) and why.
  - Ask why they think the character is on the package or in the ad and how it makes them feel about the product.
  - Ask them to name a food they have asked their parents to buy because they saw it on TV. What made them want the product? Did they like it as much as they thought they would?
  - **Optional:** If using food or drink packages, open them and show the serving sizes of the two brands you are comparing (with vs. without the character). Then, taste the products and rate them either thumbs up or down. (Consider doing a blind-folded taste test to see how the products really compare in taste.) Finally, compare the costs of the items. Ask the kids if they would buy it again based on how they felt about the product's taste and cost.

### **Follow-Up Questions:**

- Do you think characters on packages affect whether you try foods you might otherwise not notice?
- Do you think that you judge the way foods will taste by the way their packages look?
- Imagine that your younger brother or sister asks you to buy a certain brand of food based on how the package looked, the "giveaways" that it offered or the advertising for it that was on TV. What would you say to them?



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

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

## Media Alert!

Instructions: Look through a grocery store circular. Make a list of the healthy and unhealthy foods you see on each page. When you have finished looking at a page, record the final count in the number (#) column. Then, pay attention to the commercials you see during 1 hour of TV. Take notes on what you see.

### Grocery Store Circular

Page	Healthy foods	#	Unhealthy foods	#
	TOTAL		TOTAL	



### TV Commercials

Commercials showing healthy foods	Commercials showing unhealthy foods



### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - *"Scavenger Hunt Guide—Produce"*
  - *"Meal Planning and Shopping List"*

You have two options for this module. **Option 1**— take the youth and their parents on an actual field trip to a grocery store. Preparing for the grocery store visit requires some advance logistical work.

**Option 2**— if you are unable to take the youth on this field trip because of cost, transportation, lack of chaperones, or other reasons, you can still do this activity through a "virtual tour." To conduct the virtual tour, review the scavenger hunt guides and bring in several empty food packages that correlate to the activity.

*Well before the day of the field trip:*



**Choose a grocery store to visit.** Make sure that the store is the type that many of the families would visit on a regular basis.



**Contact the owner or manager of the grocery store.**

Tell the store manager briefly about the Fit Family Challenge:

- The Fit Family Challenge is an after-school program designed to empower families to make smart choices about nutrition and physical activity.
- During this field trip, the youth will look at the Nutrition Facts labels of certain foods and the packaging of various products.
- Tell the store manager the date and time you would like to come and the number of youth and adult chaperones participating.
- Tell the manager that the youth will temporarily remove items from the shelves to examine food labels. Assure him or her that the youth will put all items back in their proper places and that youth will not handle non-packaged food, such as produce.



# Fit Family Challenge

## Facilitators Guide - Module 13 - At the Grocery Store

### Class Preparation/Materials Needed cont.

*On the day of the field trip:*



Conducting the field trip as a contest is a fun way to maintain youth interest. If you choose to have prizes, you may want to also offer them to everyone who completes the field trip.



#### Suggested Guidelines for FFC Participants

- Do not touch non-packaged food.
- Do walk and speak quietly in the store.
- Do stay with a chaperone at all times.
- Do behave yourselves at all times during the field trip.

### Additional Resources

- Many grocery stores have dietitians available for tours. For example you can reach out to CityMarkets staff dietitians via email: [dietitiantours@kingsoopers.com](mailto:dietitiantours@kingsoopers.com).
- *Shopping Matters*, an extension of *Cooking Matters*, offers guided grocery store tours to help families buy healthy, affordable foods

### Module Objectives

**Help families make healthy and affordable choices at the supermarket**

- Practice reading a Nutrition Facts label
- Apply nutrition information about fat, fiber, and added sugar content to food choices
- Discuss how food packaging and placement impacts our food choices

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

If possible walk to and from the grocery store for today's **starter moves**. To make it more fun have participants include silly walks, marching, or short sprints into the trip.

Use the **Talking Points/Discussion Questions** below to encourage families to make healthy choices at the supermarket.







Use a flip chart, board or paper to record kids' comments during the discussion and/or



# Fit Family Challenge

## Facilitators Guide - Module 13 - At the Grocery Store

### Talking Points/Discussion

-  Today, we're going on a field trip! The purpose of this field trip is to put into action the ideas we've talked about in earlier lessons. You will visit the produce aisle practice reading Nutrition Facts labels and you to also look at how food manufacturers use product packaging and placement of the products on the shelves to influence what people buy.
  
-  Review the **Figuring Out Food Labels** from Module 7. This will help the participants as they complete the scavenger hunts.
  - What is a Nutrition Facts label?
  - What is a serving size?
  - What does % Daily Value tell us?
  
-  What do you like about going to the grocery store? How do you like to help your family when you go to the grocery store?
  
-  Is it easy or hard to make healthy food choices when you are at the supermarket store? What makes it easy? What makes it hard?
  
-  How do you and your family make healthy choices when you visit the grocery? Some ideas include
  - **Plan Ahead for Success.** Before you set out for the market, plan your meals for the week, and create a list to shop from.
  - **Make it a Family Affair.** Kids can help make a list of the families' needs for the week, clip coupons, plan meals, calculate unit price and more!
  - **Priorities First.** Fill your cart with the basics first—vegetables, fruit, protein and milk. These foods are nearly always found along the outside walls of the store.
  - **Don't even go there.** Stay out of the empty calorie aisles (potato chips, crackers, candy, soda, deli), usually found in the center of the store. If you can't pronounce all the ingredients contained in a food item then don't buy it.
  
-  Tips for Shopping on a Budget
  - **Look up, look down.** Food companies pay to display their products at eye level. Look on higher and lower shelves for less expensive products.
  - **Pay for food, not convenience.** You save money when you buy the basic ingredients in your recipes/meals—apples, ground beef, milk, carrots, rather than pre-prepared items.
  - **Buy—or at least try—the store or generic brand.** Sometimes the only difference between store brand and name brand is the label; sometimes it's more. The only way to know if you'll like a product is to try it.



# Fit Family Challenge

## Facilitators Guide - Module 13 - At the Grocery Store

### Activities

#### Group Activity

- ★ Review **Scavenger Hunt Guide: Produce** and do this activity as a group

#### Home Activity

- ★ Review **Meal Planning and Shopping List** and have the kids try the activity at home as a family

### Closing/Goal Setting & Action Planning



Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?



Facilitator discusses class next month (date/time).



Remaining child/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from Media Smart Youth




# Scavenger Hunt Guide: Produce Option 1

Today you're going on a scavenger hunt for information! Tour the produce section and answer the questions below.

**NOTE:** Use your eyes, not your hands, to do this scavenger hunt. Do not touch any foods that are not in bags or other packaging.

## Key things to look for in your

search 

- Availability of a wide range of fruits and vegetables in the produce section
- Availability of a variety of deeply colored fruits and vegetables (red, orange, purple, yellow, green)
- Availability of ready-to-eat fruits and vegetables
- Packaging or lack of packaging

## Nutrition Information

1. Find five different fruits or vegetables that you eat regularly (at least once a week).

1 _____	4 _____
2 _____	5 _____
3 _____	

Choose someone in your group to read this paragraph out loud:



Health experts think young people should eat lots of fruits and vegetables, especially really colorful ones, because they are full of vitamins and minerals.

2. Find the following:

Three kinds of dark-green leafy vegetables

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

Three deep-yellow or orange fruits or vegetables (remember, they can be deep yellow or orange under a peel or skin, too)

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

Three types of berries

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

Vegetables or fruits you would like to try soon

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



3. List any fruits and vegetables that you've never seen before today.

1 \_\_\_\_\_ 3 \_\_\_\_\_

2 \_\_\_\_\_ 4 \_\_\_\_\_

4. Why is it good to try new fruits and vegetables?

\_\_\_\_\_  
\_\_\_\_\_

### Packaging and placement

5. List at least three produce items that are packaged in a way that makes them ready to eat right now.

1 \_\_\_\_\_ 3 \_\_\_\_\_

2 \_\_\_\_\_

Do you think young people would choose these items?  Yes  No

Why or why not? \_\_\_\_\_

\_\_\_\_\_

6. Are fruits and vegetables advertised as much and/or in the same way as other items (such as breakfast cereals or cookies)?  Yes  No

Why is this, do you think? \_\_\_\_\_

\_\_\_\_\_

7. What would you suggest to a fruit or vegetable company to help it sell more of its products?

\_\_\_\_\_

\_\_\_\_\_

8. Name one interesting fact you learned about the produce section. You can think about nutrition content, packaging, or the location of the fruits and vegetables in the store.

\_\_\_\_\_

\_\_\_\_\_

**Congratulations! You have finished the Produce Scavenger Hunt!**



# MEAL PLANNER

Save money and time by planning meals for the next couple of days before you shop.



	BREAKFAST	LUNCH	SUPPER
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

## A HEALTHY BUDGET

For every \$25 you can spend on food, experts suggest:

- \$6 for vegetables
- \$5 for fruits
- \$4 for grains
- \$4-5 for proteins
- \$4 for dairy
- \$1-2 for oils and other foods





# SHOPPING LIST

The faster you shop, the less you spend. Nothing forgotten, lots of money saved.

Weekly budget: \$ \_\_\_\_\_

## FRUITS

Budget: \$ \_\_\_\_\_

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## VEGETABLES

Budget: \$ \_\_\_\_\_

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## GRAINS

Budget: \$ \_\_\_\_\_

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## PROTEIN

Budget: \$ \_\_\_\_\_

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## DAIRY

Budget: \$ \_\_\_\_\_

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## OILS AND OTHERS

Budget: \$ \_\_\_\_\_

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# Fit Family Challenge

## Facilitators Guide - Module - 14 - Growing Gardens

### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Review class materials. Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts for the class topic and prepare materials as needed:
  - "Seeds, Plants, and Predictions"
  - "Mini-Greenhouse Care Chart"
  - "Plant Parts"

### Module Objectives

**A great way of having good nutrition and taking care of ourselves is to eat the food we grow. We can have healthy bodies by having healthy gardens.**

- Discuss the difference between nutrition and nutrients.
- Brainstorm ways to keep bodies and gardens healthy.
- Tour a garden/farmers' market/farm or start seeds to identify what makes a garden healthy.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Use the **Talking Points/Discussion Questions** below as needed to discuss how to cultivate healthy bodies and healthy gardens.

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.

Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.



# Fit Family Challenge

## Facilitators Guide - Module - 14 - Growing Gardens

### Talking Points/Discussion



Food provides our bodies with many different nutrients. In earlier groups we talked about the list of nutrients on the food labels.



Write the words nutrition and nutrient on the board. Ask the class:

- *What is nutrition?* Nutrition is the study or practice of understanding that what we eat affects our health.
- *What are nutrients?* Nutrients are the food we eat, including vitamins, minerals, carbohydrates, proteins, fats and water. Our bodies need all six types of nutrients, which can be found in many different foods. Nutrients keep our bodies functioning and give us energy to grow, work, play, think and learn.



We eat plants to get nutrients so we can grow and stay healthy. Why do the plants need nutrients? How do they get those nutrients?

- **Carbohydrates.** Made in the leaves through the process of photosynthesis (plants use light energy from the sun to produce the food they need to survive. This process is called photosynthesis). Carbohydrates include the sugar that the plant makes and uses for food; they are also a source of energy for plants.
- **Minerals.** Taken up from the soil by the roots. Plants need minerals to grow.
- **Protein and fat.** Nutrients manufactured by plants. Plants make only what they need.
- **Vitamins.** Made by the plant by using carbohydrates, water, minerals, and sunlight.
- **Water.** Brought up to the plant through the roots in soil. Plants need water to maintain a relatively constant temperature and carry other nutrients.



Discuss with the class: *One way to be healthy is to eat a variety of foods. Nature gives us a wide variety of colors and kinds of food. You can choose to eat fresh, whole foods that are closest to the way they grow. When we learn about nutrition we learn about how to take care of ourselves. A great way of having good nutrition and taking care of ourselves is to eat the food we grow. We can have healthy bodies by having healthy gardens.*



Make two columns on an anchor chart. One labeled, “Healthy Bodies” and the other labeled, “Healthy Gardens.” Have the students come up with as many ideas as they can of how to keep a healthy body and how to keep a healthy garden. You could also create a Venn diagram based on the two lists to emphasize that there are overlaps in maintaining a healthy body and garden.



### Activities

#### Group Activity

- ★ Make copies of **Seeds, Plants, and Predictions** and do this activity as a group

#### Home Activity

- ★ Make copies of the **Plants Parts Handout and Mini Green House Care Chart** and have the kids try the activities at home as a family

### Closing/Goal Setting & Action Planning



Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?



Facilitator discusses class next month (date/time).



Remaining/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.dug.org](http://www.dug.org) and Nutrition to Grow On

### Option 1—Visit a Garden, Farmers' Market, or Nearby Farm

1. Bring the group to a local garden (personal, school, community, farmers' market, or farm) to discuss what healthy seasonal vegetables the garden brings us in the fall. Taking a class trip to a farmers' market, garden, or farm can provide an opportunity for your participants to use all their senses as they experience eating real, eating seasonally, and learning about the different growing methods that farmers and gardeners use. The USDA link below can help you locate a market in your area: <http://apps.ams.usda.gov/FarmersMarkets/>
2. Have the class identify as many plants and vegetables as they can.  
If your garden/farmers' market/farm does not have many vegetables, bring samples or images of seasonal foods. See: [http://www.coloradofreshmarkets.com/crop\\_calendar.html](http://www.coloradofreshmarkets.com/crop_calendar.html) for ideas.
3. Ask the class what they observe in the garden that makes the garden healthy. You might discuss: the diversity of crops, healthy soil amended with compost, crops that are harvested before they are over mature, use of herbs and flowers to repel insects, enough space between plants to allow for air circulation, etc.
4. Distribute the Seeds, Plants, and Predictions Handout. Have students draw a picture of the plants they see on the tour and make predictions of what the seeds might look like.

### Option 2—Starting Seeds

Become a farmer! There are several considerations before you begin this activity.

Decide what seeds you will plant.

- Check with local master gardeners, farm advisers, nurseries, or the planting guides for your region.
- Consider the climate, time of planting, and the time of harvest.
- Some seeds need to be started in small containers and then transplanted outdoors when they have grown a couple of inches (e.g., broccoli, leafy greens); other plants do better when seeded directly into the ground from which they will be harvested (e.g., carrots, radishes). Read the seed packets to learn more about the planting of the seeds.

In this group activity, students will plant seeds in self-watering seed starter pots.

1. Distribute the Seeds, Plants, and Predictions Handout. Have students draw a picture of the seeds they plant and make predictions of what the plant will look like when fully grown. (They can get ideas from the seed packet.) These predictions are just guesses!
2. Explain the importance of place the seeds on a sunny window and checking the plants daily. At home, kids can keep track of progress on the Self-Watering Seed Starter Pots Chart Handout.

## Option 2– DIY Self-Watering Seed Starter Pots

### Materials

- 2 liter bottles
- potting soil
- Seeds
- thick string or yarn (either cotton or poly seems to work)
- a Phillips screwdriver
- Hammers
- a sharp blade to cut the bottle

1. Cut the bottle in half.



2. Use a Phillips screwdriver and a hammer to punch a hole in the center of the bottle cap.



3. Cut a length of yarn/string about 1'-1.5' long, double it over and tie a loop on one end.



4. Thread the yarn/string through the hole in the bottle cap so that the knot is on the inside of the cap. This will act as a wick, drawing water up from the basin below and into the soil. The plant will take only what it needs, so the soil moisture will be perfectly regulated.



5. Put the cap back on the bottle top and nest the top of the bottle in the base. As the plants grow and use up the water, you can just lift off the top to add more to the base instead of pouring it over the soil. As the soil dries, water will be sucked up through the string into the pot.



6. Label your bottle so that you remember what you planted.

7. Add potting soil and seeds. Plant seeds, but not too deep. Read the seed packets to determine the number of seeds per cell and the planting depth. Do not pack the soil down; the seeds need air.

8. Water....You need to water the soil from the top the first time in order to make sure that it is uniformly wet and that the string also is wet. Otherwise the surface tension of the water will prevent the whole thing from working correctly.

9. ...and wait.



### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - Soapy Solutions
  - When the Moon Hits Your Eye...Mini Pizzas

### Module Objectives

**Not only is eating out expensive, it can also be unhealthy. Cooking at home is a great alternative.**

- Discuss reasons why cooking can be a healthy and fun alternative to eating out
- Introduce basic kitchen safety skills
- Practice cooking skills by making a snack together as a group

### Get A Move On!











Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Use the **Talking Points/Discussion Questions** below as needed to discuss the benefits of cooking.

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.



### Talking Points/Discussion

-  Today we're going to make a great snack together! But before we get started, think about why it might be a good idea to make your own snacks or meals. What are some reasons you might want to learn more about cooking?
-  There are a lot of great reasons to make your own food: it's fun, it tastes great and sometimes it can even be cheaper and faster than buying it already cooked from a grocery store, restaurant or fast food place.
-  What are some other reasons you might want to cook at home?
  - You can **work together as a team**, whether it is with a parent or with a sibling to get the job done.
  - You can **practice creativity and imagination**. Cooking activities are a great way to express yourself and enjoy your creations.
-  There's another reason making your own snack might be a good idea. Can you think of what that might be?
-  Sometimes, foods we prepare ourselves can be healthier than foods we purchase elsewhere. For example, making something like spaghetti and salad at home for dinner will usually be better for your body than fast food. Can anyone think of other examples?
-  Although making food is fun, it's important to know how to be safe. This means knowing when to get the help of an adult assistant, how to keep things clean, and how to use the kitchen safely.
-  A big part of safe cooking is keeping the chef and the kitchen clean. The idea is to keep germs, which can make you sick, out of your food. Always wash your hands with soap and water immediately before you begin any recipe.
-  Before you start, it's a good idea to learn a few rules of the kitchen. It's easy to get injured in the kitchen if you're not careful, and a cut or burn will put an end to your fun cooking session.
-  Always ask your adult assistant if you can use blenders, food processors, knives, or other sharp kitchen tools. If you're allowed to use a knife, point the blade away from yourself and keep your fingers away from the blade when you're cutting. Give the job your full attention. An adult assistant should be nearby to keep an eye on what you're doing.
-  The same goes for the stove or oven: Get permission first and be sure your adult assistant is nearby to watch you.



### Activities

#### Group Activity

★ Review **Soapy Solutions** and **When the Moon Hits Your Eye...Mini Pizzas** do this activity as a group

#### Closing/Goal Setting & Action Planning

👉 Each child/family sets new goals and records on action plan.

##### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?

👉 Facilitator discusses class next month (date/time).

👉 Remaining child/family see facilitator individually for data collection and goal setting.

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)



### Soapy Solutions!

**Approximate time needed for activity:** 20 minutes

*Activity adapted from: Fight BAC! Education Program*

#### Materials

- Cooking oil
- Ground cinnamon
- Measuring spoons
- Sink
- Soap
- Paper towels

#### Instructions

1. Rub 1 Tbsp of cooking oil all over hands until completely coated. Then sprinkle 1 tsp of cinnamon on top of the oil and rub it around until it is evenly distributed. The cinnamon simulates the bacteria. The cooking oil simulates the natural oils on the skin to which the bacteria cling.
2. Wash hands with soap and warm water to remove the bacteria (cinnamon). The areas that you did not wash will still be brownish-red from the cinnamon. Try shaking hands with a friend and see how much cinnamon is spread. This is one way cold germs are spread.

#### Discussion

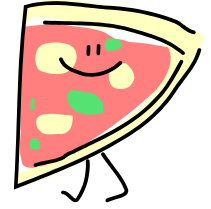
- This activity shows children areas of their hands they may normally miss while washing and where germs (bacteria) can grow.
- Discuss how improper hand washing allows bacteria to grow and how this can make us sick.
- To effectively remove bacteria, wash hands with soap and rub briskly for 20 seconds (this means between fingers and under fingernails). To estimate 20 seconds sing a known song such as Twinkle, Twinkle Little Star or use a timer.



The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)



### When the Moon Hits Your Eye...Mini Pizzas



*Recipe adapted from: Healthy Bites: A Cooking Kit for Children*

#### Cooking equipment

Colander  
Cheese graters  
Cookie sheet  
Butter knives  
Oven or Toaster Oven

#### Ingredients

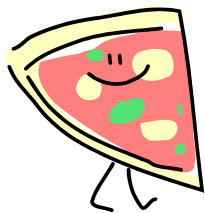
English muffins/pita bread/bagels – 12  
Mozzarella cheese – 12 oz  
Cooked ham – 12 oz  
Green pepper – 2  
Mushrooms – 12  
Pineapple tidbits – 1—14 oz can  
Tomato sauce – 1—14 oz can  
Oregano – 4 tsp  
Chili powder – 4 tsp  
Dried parsley – 4 tsp

#### Food Talk

- What is everybody's favorite pizza?
- Talk about the different ingredients and determine what food group they belong to. Most pizzas have all 4 food groups in one meal.
- What are some other toppings for pizza? (**Cheese, pineapple, broccoli, green peppers, tomatoes, olives, chicken, shrimp, ham**)
- Ask if anyone makes his or her own pizza at home.

#### Strange But True

Lots of foods are named after countries, but these names are often misleading. The kind of muffin we call an English muffin isn't very common in England. Americans call back bacon Canadian bacon, but we don't eat any more of it than they do. And both Canadians and Americans eat more French fries than people in France do.



The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)

## When the Moon Hits Your Eye...Mini Pizzas

Preparation time: 15 minutes

Cook time: 5-10 minutes

### Ingredients

1	English Muffin	1
1 oz	Mozzarella cheese	30 g
1 oz	Cooked ham	30 g
1/6	Green pepper	1/6
1 large	Mushrooms	1 large
2 tbsp	Pineapple chunks	30 ml
2 tbsp	Tomato sauce	30 ml
1/2 tsp	Oregano	2 ml
1/2 tsp	Chili powder	2 ml
1/5 tsp	Dried parsley	2 ml

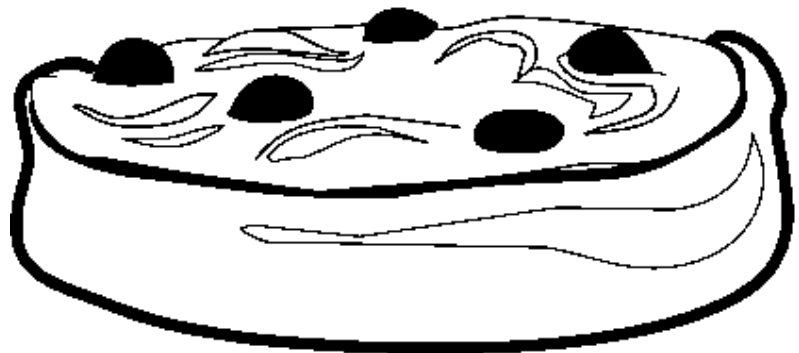
### Instructions

1. Wash vegetables.
2. Grate cheese.
3. Slice the English muffin in half.
4. Spread tomato sauce on each half and spices on top.
5. Add toppings (be creative).
6. Sprinkle grated cheese on top.
7. Broil in oven until bubbly. Watch carefully so your pizza doesn't burn.
8. Enjoy.

Makes 1 serving

### Suggestions

- Try using pita bread or bagels instead of English muffins.





### Class Preparation/Materials Needed

- Contact all Fit Family Challenge participants at least a week before the class to confirm date, time, and attendance. If the child/family cannot attend the class, make arrangements to meet with the child/family to reset action planning goals.
- **[Optional]** Schedule time for baseline data collection before and after class. Schedule 2-3 children/families to come in 15 minutes before and schedule 2-3 children/families to stay 15 minutes after class to obtain weight/height/blood pressure, parents' weight, and reset action planning goals.
- Consult practice team if there are any questions about the materials or how to conduct the class.
- Review the handouts and activities for class and prepare materials as needed:
  - "What's Missing: Find My Body Parts Game"
  - "All Systems Go! Keep Your Body Parts Working Right"
  - "Healthy Habits for Healthy Kids"

### Module Objectives

**Eating right and exercising daily can have a life time impact on our health and longevity.**

- Use a fun format to teach kids about the relationship between healthy eating, physical activity and a healthy body.
- Give specific information on what various body parts do and how to keep them healthy.
- Provide easy "health tips" for kids to try.

### Get A Move On!

Before beginning the day's lesson or activity, get everyone energized with a few minutes of motion. Do one or more of the **Starter Moves** listed in the **Introduction** of the Facilitator's Guide.

Use the **Talking Points/Discussion Questions** below as needed to explain the relationship between healthy eating, physical activity and a healthy body.

Use a flip chart, board or paper to record kids' comments during the discussion and/or after the activities. After you finish, use the comments to sum up and reinforce what was learned.

Conduct an activity in class as well as assign activity to be done at home as a family and determine action plan for next month.












# Fit Family Challenge

## Facilitators Guide - Module 16 - Healthy Bodies for Life

### Talking Points/Discussion

-  Did you know that you own one of the most amazing machines ever created? Guess what it is (you all have one)? Your body! Think about it, everything about your body from your brain, eyes and teeth to your blood, muscles and inner organs is incredible! People have built many machines, but we'll probably never create body parts that work as well as the ones we have right now!
-  Can you name some good habits you do to take care of your body? Some examples include getting a good night's sleep, brushing your teeth, taking a bath or shower, spending time with friends & family etc. Two important habits are eating healthy and getting lots of physical activity!
-  Eating healthy and getting lots of physical activity are important for a healthy body, to feel good and to have lots of energy so you can play hard and do other fun things.
-  What are some eating habits that are good for your body?
  - Eat breakfast every day
  - Eat lots of fruits and vegetables
  - Eat a variety of foods. If you eat different foods, you're more likely to get the nutrients your body needs.
  - Drink lots of water
  - Listen to Your Body. What does it feel like to be full? When you're eating, notice how your body feels and when your stomach feels comfortably full.
-  What are some eating habits that are *not* so good for your body? Skipping breakfast, eating the same foods over and over and getting too full all the time aren't so good for your body and can zap your energy. Also not good is having too many "once in awhile" things like chips, cake, sweets and soft drinks more than once in awhile.
-  Getting lots of physical activity and moving around a lot revs up your body! Spending too much time sitting around can make your body feel sluggish. How does your body feel when you move around a lot? When you sit around a lot?
-  I'm going to name some important body parts– who can tell me what each one does? (Use the All System Go! Keep Your Body Parts Working Right handout to review functions of the 10 listed body parts).



### Activities

#### Group Activity

- ★ Review **What's Missing? Find My Body Parts Game** and do this activity as a group

#### Home Activity

- ★ Review **Healthy Habits for Healthy Kids** and have the parents review the information with their child

### Closing/Goal Setting & Action Planning



Each child/family sets new goals and records on action plan.

#### S.M.A.R.T. Goal Setting

##### SPECIFIC

What are you going to do and how often?

##### MEASURABLE

How will you know if you've done it each day?

##### ATTAINABLE

Can you do it?

##### REALISTIC

Can you do it given everything you have going on right now?

##### TIME

When will you do this by?



Facilitator discusses next steps and follow-up with physicians

The material in this module was adapted from [www.Kidnetics.com](http://www.Kidnetics.com)

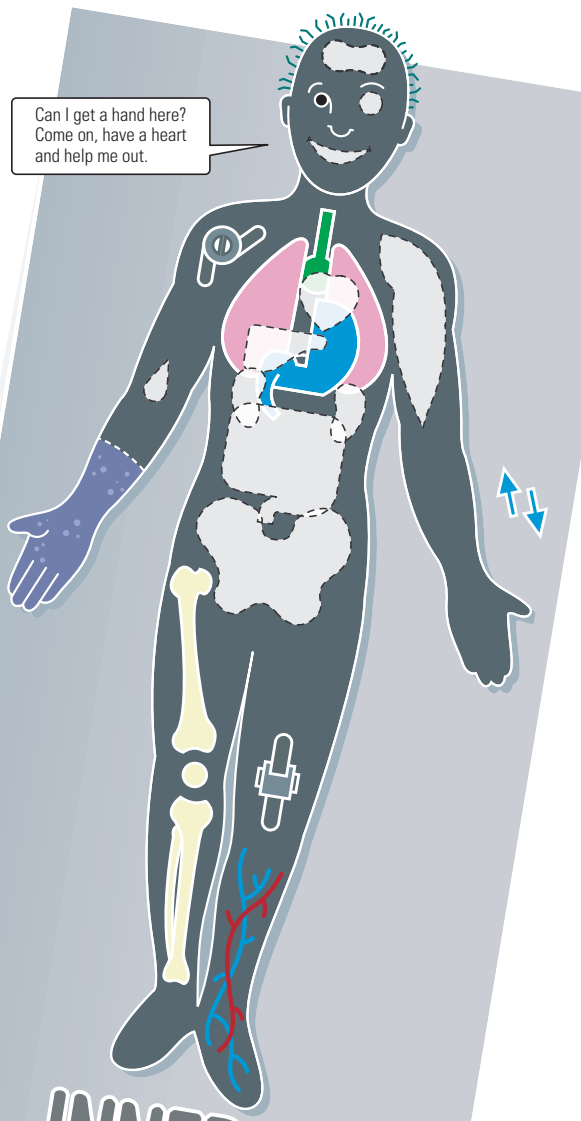
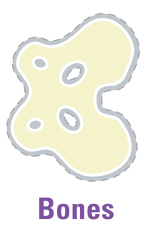
# WHAT'S MISSING?

# FIND MY BODY PARTS

NAME: \_\_\_\_\_

**DIRECTIONS:** InnerG is missing some important organs. Draw lines between InnerG and the missing parts below to show where they belong. Then check out the **All Systems Go! Keep Your Parts Working Right** handout to see what keeps each part healthy (GO) or not so healthy (WHOA).

## MISSING PARTS ↓



INNER G



# Fit Family Challenge

## Facilitator's Guide - Additional Resources - Table of Contents

Appendix A ..... Sample FFC Family Welcome Letter [English]

Appendix B ..... Sample FFC Family Welcome Letter [Spanish]

Appendix C ..... Sample Community Donation Solicitation Letter

Appendix D ..... FFC Certificate of Completion

Appendix E ..... Snack Attack Recipes

Appendix F ..... Time Filler Activities



# Fit Family Challenge

## Additional Resources - Sample FFC Family Welcome Letter

Welcome to the Fit Family Challenge program!

This special program is being offered at your doctor's office to help you and your family eat better, be more physically active and have fun!

The **Fit Family Challenge** is based on 5-2-1-0, a daily goal of 5 servings of fruits and vegetables; 2 hours or less of screen time; 1 hour or more of physical activity; and 0 sugary drinks.

As part of the **Fit Family Challenge**, we will ask you to:

- Attend a monthly group visit every month over the next year
- Set a goal each week.
- Talk with you care manager each week to update your progress on your goals via text, email, or phone call.
- Eat more fruits and vegetables and drink fewer sugary drinks.
- Be more active and watch less TV/videogames.

During each group visit we will:

- We will talk about different topics and try new games & activities
- Discuss any challenges you faced and celebrate your successes
- Help you reset your action planning goals
- Record your height, weight, and blood pressure

We are so excited to have you and your family participate in this program! Have questions? Your care manager is available to help.

We can't wait to work with you and your family!

Sincerely,  
Your FFC Team!



### Bienvenidos al Programa **Cómo Lograr el Bienestar Familiar!**

Éste programa se ofrece en su clínica para ayudarle a usted y a su familia a comer más saludable y ser más activos.

**Cómo Lograr el Bienestar Familiar** esta basado en el 5-2-1-0: 5 porciones de frutas y verduras; menos de 2 horas enfrente de una pantalla; 1 hora o más de actividad física; y 0 bebidas endulzadas con azúcar.

Al ser parte de **Cómo Lograr el Bienestar Familiar**, le vamos a pedir que:

- Llene un plan de acción y fije una meta para cada semana.
- Cada semana se ponga en contacto con su asistente médico para actualizar su progreso en su plan de acción. Usted puede llamar, mandar un mensaje de texto o mandar un correo electrónico.
- Haga algunos cambios a su dieta de manera que coma más frutas y verduras y que beba menos bebidas endulzadas con azúcar.
- Aumente su actividad física y reduzca su tiempo enfrente de las pantallas.
- Asista a nuestras clases cada mes durante el siguiente año. En cada clase hablaremos sobre un tema diferente.

También:

- Nos reuniremos para anotar su peso, altura y presión arterial.
- Le ayudaremos a reajustar su metas en su plan de acción.
- Hablaremos con usted y su familia sobre cualquier duda que tengan.

Estamos muy contentos de que usted y su familia estén participando en éste programa! Por favor, póngase en contacto con su asistente médico si tiene alguna pregunta. Esperamos con interés su participación en éste programa.

Sinceramente,  
El grupo de FFC



# Fit Family Challenge

## Additional Resources - Sample Community Donation Solicitation Letter

[Your Name]  
[Street Address 1]  
[City, ST Zip Code]

[Date]

[Recipient Name]  
[Title]  
[Company Name]  
[Street Address]  
[City, ST Zip Code]



## Fit Family Challenge

Dear [Recipient Name]:

As an integral part of the our community's healthy living ecosystem, I am writing you to invite an in-kind donation to our Fit Family Challenge program. Our program enrolls children and parents to participate in a 1-year program that teaches families how to live healthier through nutritious eating and physical activity.

According to the Centers of Disease Control, childhood obesity rates in the United States have doubled in children and quadrupled in adolescents in the past thirty years. In the United States, more than one-third of children and adolescents between the ages of 6-19 years were considered overweight or obese in 2011-2012. Growing rates of childhood obesity in North American society may lead to major problems with heart disease, diabetes and other serious ailments. The Fit Family Challenge supports families as they try to eat healthier, exercise more, and spend more time together as a family.

In response to this alarming data and trend among families, we doing something to address this health dilemma. **[name of practice]** is participating in the Fit Family Challenge. This program supports physicians with the tools they need to diagnose and treat children struggling with obesity, particularly in rural and underserved communities.

Making real lifestyle changes is not easy. In order to make a sustainable difference in our Fit Family Challenge participants' lives it will take a community effort. We believe that connecting families to **[Company/organization]** will help families to live healthier lives. As part of the our community's healthy living ecosystem, you can help bring better health and prevention to families.

**We invite you to support our innovative program by donating [goods and/or services] for the [number] children and their families participating in the program.**

Thank you again for your time and contribution to the our community.

Sincerely,  
[Your Name]  
[Title]

# CERTIFICATE

*Of*

# PARTICIPATION

is thanked for their phenomenal participation in the



## FIT FAMILY CHALLENGE



PRESENTED BY:	
ON THIS DAY:	





# Fit Family Challenge

## Additional Resources - Snack Attack - Recipe Guide

### Smoothie Recipe Matrix

Making smoothies is a fun, easy, and refreshing way to get more fruits and vegetables. Pick and choose your favorite combinations from below to make a smoothie the way you like it! Or, experiment with your own favorites if you don't see them below.

**Makes:** 3-4 servings

1 Cup liquid	3/4 Cup "Base"	1 Cup Fresh, Frozen or Canned Fruit	Optional add-ins
Fat Free Milk	Fat Free Plain Yogurt	Berries	½-1 C chopped spinach or kale
100% Fruit Juice	Bananas	Pineapple	1 avocado
Water	Silken Tofu	Mango	½ C cooked sweet potato or carrots
Soy Milk	Fat Free Frozen Yogurt	Grapes	¼ C frozen peas
Rice Milk		Peaches	2 Tbs low fat peanut butter
Coconut Milk		Pears	1 Tbs honey
Almond Milk		*Use ½ C ice if not using frozen fruit	1 Tbs Cocoa Powder

\*Smoothies can contain a lot of sugar. Keep your serving size to about 6 oz.

### Smoothie Recipe Matrix

Hacer batidos es una manera divertida, fácil y refrescante para conseguir más frutas y verduras. Seleccionar y elegir tus combinaciones favoritas de abajo para hacer un batido de la manera que te guste! O, experimentar con sus propios favoritos, si no se ve a continuación. Esto hará que aproximadamente 3-4 porciones.

1 Vaso Liquido	3/4 vaso "Base"	1 vaso de Fruta fresco, congelada, o enlatada	Opcional
Leche sin grasa	Yogur bajo en grasa	Bayas	½-1 vaso de espinacas o castillo
100% jugo de fruta	Platanos	Piña	1 aguacate
Agua	De Seda Tofu	Uvas	½ vaso de camote o zanahorias
Leche de soya	Yogur congelado bajo en grasa	Duraznos	¼ vaso de chicharos congelados
Leche de arroz		Peras	2 cucharaditas de crema de cacahuate bajo en grasa
Leche de coco		Mango	1 cucharada de miel
Leche de almendras		* Utilizar ½ vaso de hielo si no utiliza frutas congeladas	1 cucharada de cacao



### Homemade Microwave Popcorn

**Makes:** 5 servings

**Ingredients**

- popcorn snack at home.
- Ingredients
- 1/4 cup popping corn
- 1 brown paper lunch bag
- 2-3 drops of cooking oil

**Preparation**

1. Pour corn kernels in the paper bag and add a few drops of oil. Fold the top over three times and place the bag in the microwave.
2. Microwave on High for two minutes. Remove bag and open it carefully. Enjoy.

**Chef's Notes**

Microwaves vary in strength. Stay close to your microwave and stop the cooking if you hear the popping has slowed or stopped.

Recipe by Simple Bites at <http://www.simplebites.net/how-to-make-homemade-microwave-popcorn-in-two-easy-steps/>

### Flavor Ideas

**Cinnamon-Sugar:** 1 tablespoon unsalted butter or coconut oil , 1 tablespoon sugar (choose brown sugar for more flavor), cinnamon to taste. Sprinkle the sugar on the buttered popcorn, then shake on the cinnamon. Other good combos: sugar and chai spices, sugar and pumpkin pie spice, powdered ginger and sugar, vanilla or lavender sugar.

**Chocolate:** Sprinkle on hot popcorn 1/4 cups mini chocolate chips. Add maybe a pinch of salt. Toss well, and grab napkins. This one is messy. You could also swap in other flavors of chips: peanut butter, butterscotch, mint-chocolate... the possibilities are endless (and messy)!

**Mexican Chocolate:** Sprinkle on a teaspoon of butter, then a few shakes of cinnamon a dash of cayenne and a two teaspoons or so of unsweetened cocoa powder .

**Cheese Popcorn:** Melt 1 tablespoons of butter with 1/4 c. of grated cheddar cheese; toss with hot popcorn

**Buffalo:** Mix equal parts hot sauce and butter, then sprinkle on your popcorn. This will make it a bit soggy and messy, but it's so good. Sprinkle on nutritional yeast

**Ranch:** Start with one tablespoon of unsalted butter, then sprinkle on one tablespoon ranch dressing mix.



# Fit Family Challenge

## Additional Resources - Snack Attack - Recipe Guide

### “Cocoa-Nut” Bananas

**Makes:** 4 servings

**Ingredients**

- 4 teaspoons cocoa powder
- 4 teaspoons toasted unsweetened coconut
- 2 small bananas, sliced on the bias

**Preparation**

1. Place cocoa and coconut on separate plates. Roll each banana slice in the cocoa, shake off the excess, then dip in the coconut.

Recipe by [www.eatingwell.com/recipes/cocoa\\_nut\\_bananas.html](http://www.eatingwell.com/recipes/cocoa_nut_bananas.html)

### Northwest Apple Salad

**Makes :** 4 servings

**Ingredients**

- 2 medium Granny Smith apples
- 2 Tablespoons dried fruit, such as raisins, dried cranberries, or dried currants
- 3 Tablespoons plain low-fat yogurt
- 1 Tablespoon whole, shelled walnuts

*Optional Ingredients:*

- 1 Tablespoon honey

**Materials**

- Cutting board
- Measuring spoons
- Medium bowl
- Sharp knife
- Small skillet

**Preparation**

1. Rinse and remove cores from apples. Do not peel. Cut into 1-inch pieces. Place in medium bowl.
2. Add dried fruit and yogurt to bowl. Mix well.
3. In a small skillet over medium heat, toast nuts until golden brown and fragrant. Watch closely so they do not burn. Remove from pan and let cool.
4. Chop cooled nuts with a knife. Or, put in a plastic bag and crush with a can.
5. Add crushed nuts to bowl. If using, add honey. Toss and serve.

**Chef's Notes**

- Use any kind of apple in this recipe.
- Use any kind of nuts in place of walnuts. Or, omit nuts if someone has an allergy.

Recipe by <http://cookingmatters.org/recipes/northwest-apple-salad>



# Fit Family Challenge

## Additional Resources - Snack Attack - Recipe Guide

### Cucumber Dip Cups

**Ingredients:**

- Cucumber
- Raw Veggies
- Dip

**Preparation:**

1. Cut a cucumber into generous thick slices
2. Using a melon scoop or spoon, scoop out the center of each cucumber
3. Make a dip to your specifications and add a dab in each cucumber cup.
4. Cut up some vegetables and place them into the cups. Carrot sticks, celery sticks, and bell peppers cut into sticks would also work well with these.

### Savory Yogurt Dip

**Makes:** 1 serving

Season 1/4 cup low-fat yogurt with salt, pepper, 1/2 teaspoon lemon juice, 1 tablespoon chopped fresh herbs (dill, basil, cilantro) or a few pinches of dried oregano, and 1/4 teaspoon lemon zest.

### Spicy White Bean Dip

**Makes:** 6 servings

**Ingredients**

- 2 cloves garlic
- 1 (15½ ounce) can cannellini beans
- ½ bunch fresh parsley
- ¼ cup water
- 1 Tablespoon canola oil
- ¼ teaspoon salt
- ½ teaspoon ground black pepper
- Pinch of cayenne pepper
- Blender

**Preparation**

1. Peel and mince garlic cloves.
2. Drain and rinse cannellini beans.
3. Rinse and chop parsley.
4. In a blender, add garlic, cannellini beans, water, canola oil, salt, ground black pepper, and cayenne pepper. Blend until smooth.
5. Transfer dip to medium bowl. Top with parsley and stir.

**Chef's Notes**

- Use ½ teaspoon garlic powder in place of minced fresh garlic cloves.
- Use 2 teaspoons dried parsley in place of chopped fresh parsley.
- Serve with whole wheat pita bread, tortilla chips, or cut-up fresh veggies.
- Use Great Northern or navy beans instead of cannellini beans.
- For a chunkier dip, or to make without a blender, mash beans, oil and water together with a fork until well blended. Stir in rest of ingredients.



# Fit Family Challenge

## Additional Resources - Snack Attack - Recipe Guide

### Need more recipe ideas?



**On the What's Cooking USDA Mixing Bowl website you will find several cookbooks, food fact sheets, and food budgeting tips. This site has recipe resources for SNAP and WIC. Visit <http://www.whatscooking.fns.usda.gov/> to find out more.**



**Share Our Strength's Cooking Matters Recipe Database at <http://cookingmatters.org/recipes>.**

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