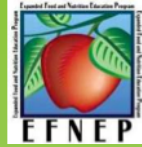




Cornell University
Cooperative Extension



Choose Health: Food, Fun, and Fitness

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

Division of Nutritional Sciences (DNS),
Cornell University
and

Cornell Cooperative Extension
4-H Youth Development Program

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Objectives, Learner Outcomes, and Goal-Setting

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

Learners will...

Drink Low-Fat Milk and Water Instead of Sweetened Drinks

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

Color Your Plate! Eat More Vegetables and Fruits

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

Read it Before You Eat it! The Nutrition Facts Label

- Practice reading Nutrition Facts Labels for fat and sugar

Make Half Your Grains Whole! Eat More Whole Grains

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

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

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

Power Up Your Day: Eat Breakfast!

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

In all lessons, learners will:

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

Each lesson in the curriculum is structured and color-coded in the same way. Each lesson contains the following:

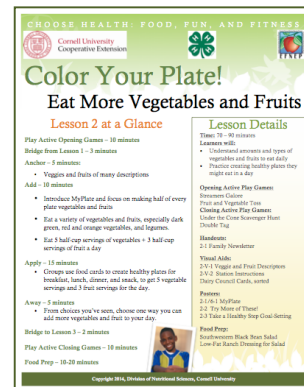
- The opening page gives the lesson content and process at a glance, identifies learner outcomes, and lists opening and closing games, handouts, posters, and recipe choices for food preparation and tasting.

■ The Materials and Supplies to Gather page lists all materials, equipment, ingredients, and supplies to gather for the lesson. Some lessons have an additional page with more details about supplies.

- Background** gives the facilitator(s) the most current, research-based nutritional information that is relevant to the lesson. This information is meant to increase facilitator confidence with the topic, but is not intended to be shared with children except when responding to their questions.

❑ Encourage Great Group Behavior During this Lesson offers tips from experienced facilitators that are specific to the activities within the lesson, plus how to adapt those activities to a variety of audiences – younger, older, smaller or larger groups, and so forth.

- ❑ **Opening and Closing Active Games** are provided both in the lesson (at the beginning and end of lesson text) and in the **Games Appendix**. Some games require Playing Pieces, which are also provided in the **Games Appendix**.



Background: Why eat more vegetables and fruits?

High nutrient value
Vegetables and fruits are high in many nutrients, including important vitamins, minerals, fiber, and antioxidants. They also contain fewer calories than most other food categories.

Prevent Disease
Diet rich in vegetables and fruit lower your risk for heart disease, high blood pressure, stroke, and obesity. Eating 10-12 servings of vegetables and fruit each day can help prevent these diseases and disorders too.

Helpful for weight loss
Federal guideline in the form of **MyPlate** recommends 3 cups of vegetables and 1 1/2 cups of fruit per day. That's 11-12 servings with weight maintenance. A healthy weight helps prevent future diseases and disorders too.

Most Americans don't eat enough!
Most Americans don't eat the recommended amount of vegetables and fruit, eat less than one to four 1/2 cup servings each day and eat 5 vegetables and 4 fruits a day.

Very Your Vegetables: Eat a Rainbow
Vegetables and fruits are divided into 7 color categories: **dark green** (e.g., broccoli, spinach, leafy lettuce), **orange** (e.g., carrots, squash, sweet potato), **light green** (e.g., peas, kidney beans), **red** (e.g., tomatoes, watermelon, strawberries), **purple** (e.g., grapes, eggplant), **white** (e.g., cauliflower, potatoes, sweet potatoes, etc.). Each group is good for your health in a different way, so it's important to eat some of each color.

Fill half your plate with vegetables and fruits
The **MyPlate** guideline says to fill half your plate with vegetables and fruit. Fill the other half with protein and grains. Fill your plate with vegetables and fruit with much like lunch and dinner, with about a quarter plate each for protein and for grains.

Let children try vegetables many times, but don't push
Children may need to taste, be offered, or see other eating vegetables many times before they learn to like them. When they choose food, let them choose. Don't force them to eat vegetables. The more variety of vegetables children are offered, the more likely they are to choose of them.

Vegetables are naturally sweet
Although it may seem as if many ways to eat fruit, it lacks fiber and other benefits of vegetables. So it's usually a whole fruit or vegetable that's best.

Vegetables and fruits don't have to be fresh to be healthy
Frozen, dried and canned fruits and vegetables are all nutritious, often cost less than fresh, and are available year-round. When canned fruit and vegetables well and freeze quickly.

What Counts as a Half-Cup Serving?
Vegetables and fruits are measured in cups. Each vegetable is each equivalent to a standard 1/2 cup serving. Note that for salad or other raw leafy greens, 1 cup is considered a half-cup equivalent, and for frozen fruit, 1/2 cup is considered a half-cup equivalent.

LESSON 1: REPLACE BOTTLED DRINKS

CHOOSE HEALTHY FOOD, FUN, AND FRIENDS

Instant Replay Name Game

Equipment	<ul style="list-style-type: none"> • None
Set Up	<p>Stand in a circle with children.</p> <p>Ask each child to think of a word that begins with the same sound as their first name, and an action. He/they to help each child think of a word.</p> <p>Go. Examples: "Jumping Jerry," jumping as in "jump." "Crashy C," crash as in "crash." "Farting Timmy," farting as in "fart." "Sneezing Shelly," sneezing as in "sneeze." and so forth.</p>
How to Play	<ol style="list-style-type: none"> 1. Sit each with you in a circle, and actions. (Demonstrate.) 2. When all of you repeated my word, and actions, and together. 3. When all of you say my word, say my word, and actions, and we all repeat that word. 4. When all of you say my word, say my word, and actions, and we all repeat that word. <p>Create a circle of words and actions that go fast and loud.</p> <ol style="list-style-type: none"> 5. Skip the descriptive word and just have them do an action. 6. Ask children to choose actions they can do in place or at their desks.
For Young Children to Be Seated	

LESSON 1: REPLACE BOTTLED DRINKS

CHOOSE HEALTHY FOOD, FUN, AND FRIENDS

All My Name Game

Equipment	<ul style="list-style-type: none"> • Place markers (index card, sticky note, etc.) for each person except one
Set Up	<ul style="list-style-type: none"> • One person in "I" and stands in the middle of a circle of other players. • Have each player put a place-marker in front of him/herself in the circle.
How to Play	<ol style="list-style-type: none"> 1. For the first round, let "I" be the first. 2. "I" will call out something that is true for me. 3. Ask each neighbor who are broadcast his name (I if broadcast). 4. If everyone who are broadcast must find a new place in the circle to play. <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> <p>Play one round.</p> 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Lesson Structure, continued

❑ Within each lesson are the following, in the order in which they occur:

❑ **Opening Active Games** are highlighted with a purple bar.

❑ **Bridge from previous lesson**, highlighted with a light green bar, invites children to share what they did to meet the goal they set at the end of the previous lesson.

❑ **Anchor, Add, Apply, Away**, the lesson's 4A structure, are each indicated with a dark green bar.

❑ **"Say" or "Ask"** sections are what the facilitator says, in text on white background. Lessons are scripted to clarify intended content and to make it easy for inexperienced facilitators to lead the lesson, but facilitators are encouraged to put the script into their own words as they deliver the lessons.

❑ **"Do"** sections are in shaded green boxes and list actions the facilitator takes – what s/he does, as well as tips.

❑ **Bridge to the next lesson** is highlighted with a light green bar and previews the upcoming lesson.

❑ **Closing Active Games** are highlighted with a purple bar.

❑ **Food Prep** is highlighted with a brown bar.

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

The Lesson

Opening Active Games: 10 minutes

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

Bridge from Lesson 1: 3 minutes

Say,

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

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

Say,

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

Anchor: 5 minutes

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

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

Away and Goal-Setting: 5 minutes

Say,

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

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

Say,

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

Bridge to Lesson 4: 2 minutes

Say,

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

Closing Active Games: 10 minutes

Play the games "Elbow Tag" and "Fitness Leaders."

Food Prep: 10-20 minutes

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

Lesson Structure, continued

LESSON 4-1: EAT MORE WHOLE GRAINS CHOOSE HEALTH: FOOD, FUN, AND FITNESS

Oatmeal Pancakes with Applesauce

Ingredients:

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

Instructions:

- Combine oats and milk in large bowl. Let stand 5 minutes.
- Mix flour, sugar, baking powder, and salt into medium bowl, and add to oat mixture.
- Beat eggs and oil together, and add to oat mixture. Mixture will be lumpy.
- Spread a small amount of oil onto an electric griddle or pan. Heat.
- Spoon batter onto hot pan, and cook with lid closed until edges begin to brown.
- Remove from heat, and flip over. Cook until golden brown.
- Serve each with 1/2 cup unsweetened applesauce and optional cinnamon.

Yield: 12 servings (12)

Source: Cornell Cooperative Extension of Seneca County

Veggie Pick-Pockets

Ingredients:

- 12 whole wheat pita pockets (10")
- 1 cucumber, diced
- 1 carrot, shredded or grated
- 1 cup low-fat creamy salad dressing

Instructions:

- Cut each pita in half.
- Peel and dice cucumber.
- Grate carrots into shreds.
- Put 1/2 cup salad dressing in each half-pita pocket.
- Add veggie and serve.

Yield: 12 servings (12 half-pita per person)

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

Source: Linda Fisher, Cornell Cooperative Extension of Columbia County

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

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

LESSON 4-1: Breakfast Olympics Score Card CHOOSE HEALTH: FOOD, FUN, AND FITNESS

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

Cereal Scramble

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

Name of Cereal: _____

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

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

Think Your Drink Dash

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

Red: Move "Stop Drinks" to Red. These drinks are not healthy.

Yellow: Move "Slow Drinks" to Yellow. Have these in small amounts.

Green: Move "Go Drinks" to Green. Drink lots of these.

(Hint: Put 2 drinks in each circle.)

Source: Linda Fisher, Cornell Cooperative Extension of Columbia County

Visual Aids V-1: BURGER BROTHER CAST

Print from Visual Aids Appendix; cut apart and laminate.

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

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

POSTER 2-2: Eat More Vegetables and Peas CHOOSE HEALTH: FOOD, FUN, AND FITNESS

Try More of These!

Dark Green Vegetables

Red and Orange Vegetables

Beans and Peas

Source: Linda Fisher, Cornell Cooperative Extension of Columbia County

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

Healthier Foods – Fast! CHOOSE HEALTH: FOOD, FUN, AND FITNESS

Take a Healthy Step!

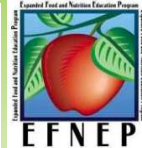
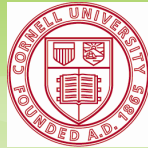
Choose one vegetable and make it the main part of your meal.

- Choose a vegetable side or salad.
- Choose a vegetable soup or stew.
- Choose a vegetable snack.
- Choose a vegetable drink.
- Play a game if it's a healthy one!
- Try a recipe we shared today!
- Thank you!

Roasted Black Bean Quesadilla

Ingredients:

- 1 cup black beans (1 1/2 cups)
- 1/2 cup corn (1/2 cup)
- 1/2 cup cheese (1/2 cup)
- 1/2 cup oil (1/2 cup)
- 1/2 cup onion (1/2 cup)
- 1/2 cup tomato (1/2 cup)
- 1/2 cup bell pepper (1/2 cup)
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- 1/2 cup tomato (1/2 cup)
- 1/2 cup bell pepper (1/2 cup)
- 1/2 cup jalapeno (1/2 cup)
- 1/2 cup cilantro (1/2 cup)
- 1/2 cup lime juice (1/2 cup)
- 1/2 cup salt (1/2 cup)
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- 1/2 cup tomato (1/2 cup)
- 1/2 cup bell pepper (1/2 cup)
- 1/2 cup jalapeno (1/2 cup)
- 1/2 cup cilantro (1/2 cup)
- 1/2 cup lime juice (1/2 cup)



Drink Low-Fat Milk and Water Instead of Sweetened Drinks

Lesson 1 at a Glance

Play Active Opening Games – 10 minutes

Anchor – 5 minutes

- What drinks do you like?

Add – 15 minutes

- Stop, Slow, and Go Drinks
- Why added sugar is unhealthy
- See how much sugar is in a 20-ounce bottle of cola
- Show how to find serving size and sugar in grams on Nutrition Facts Labels of empty containers

Apply – 15 minutes

- Children measure sugar in drinks at stations
- Summarize why milk and water are healthy drinks and sweetened drinks are not

Away – 5 minutes

- Which healthy drinks will you choose this week?

Bridge to Lesson 2 – 2 minutes

Play Active Closing Games – 10 minutes

Food Prep – 10 minutes



Lesson Details

Time: 70-90 Minutes

Learners will:

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

Opening Active Play Games:

Instant Replay Name Game

All My Neighbors

Closing Active Play Games:

Go-Slow-Stop Tag

Back-to-Back

Handouts:

1-1 Family Newsletter

Visual Aids:

1-V-1 Station Instructions

Empty drink containers

Posters:

1-1 Read the Label: 20 Ounce Cola!

1-2 Take a Healthy Step Goal-Setting

Food Prep:

Fruit Yogurt Smoothie

Water with a Twist

Materials and Supplies to Gather

Handouts	1-1 Family Newsletter: Choose Healthy Drinks	1 copy per child, back-to-back
Visual Aids	1-1 Station Instructions: Change Grams of Sugar Into Teaspoons	1 copy per station (3-4 children), 4 stations recommended
Posters	1-1 Read the Label: 20 Ounce Cola <input type="checkbox"/> Also print 8.5x11 copies to pass out for easier viewing, 1 per 2-3 children. Print onto cardstock (or regular paper), insert in plastic sleeves.	
	1-2 Take a Healthy Step Goal-Setting	
Teaching Supplies	<input type="checkbox"/> Nametags, attendance sheet, pens or pencils <input type="checkbox"/> Markers (including red, yellow, and green), newsprint <input type="checkbox"/> Red, Yellow, Green circles cut from colored paper, 6" in diameter or more <input type="checkbox"/> For Add, empty drink containers with labels intact: <input type="checkbox"/> For Go Drinks – water, low-fat (1%) and/or fat-free unflavored milk, soy or other non-dairy milk if low-fat, unsweetened, and fortified with calcium and vitamin D <input type="checkbox"/> For Slow Drinks – 100% juice, flavored milk, 2% and whole milk <input type="checkbox"/> For Stop Drinks – several varieties of soda, sports drinks, fruit drinks like lemonade and punch, juice drinks, sweetened iced tea, energy drinks, etc. <input type="checkbox"/> For Apply – 1-2 STOP drinks per station with Nutrition Facts Label that reflects the <u>whole bottle or container as one serving</u> . <u>DO NOT include drinks that contain milk or fruit juice</u> , unless the label shows added sugar and not just total sugar. Total sugar includes lactose in dairy products and natural fructose in fruit products, so no way to calculate just added sugar. <input type="checkbox"/> 20-ounce cola bottle <input type="checkbox"/> Sugar – about 1 cup per station, or sugar cubes (equal 1 teaspoon each, but cost more) <input type="checkbox"/> One measuring teaspoon per station (4 teaspoons total) <input type="checkbox"/> Clear plastic cups, 8-12-ounce size, 1 per drink to be measured <input type="checkbox"/> Optional: 13 empty or stuffed 4-pound bags of sugar (52 pounds total = 1 20 oz cola/day for a year) or a scroll of copies of a scanned picture of a sugar bag taped together.	
Cooking Equipment	<u>Fruit Smoothie</u> <input type="checkbox"/> Blender <input type="checkbox"/> Measuring cups <input type="checkbox"/> Paring knife, cutting board <input type="checkbox"/> Cups (1 per child)	<u>Water With a Twist</u> <input type="checkbox"/> Cups (1 per child) <input type="checkbox"/> Paring Knife <input type="checkbox"/> Cutting board
Ingredients	<u>Fruit Smoothies for 11</u> <input type="checkbox"/> 3 cups frozen strawberries or other fruit <input type="checkbox"/> 1 banana <input type="checkbox"/> ¾ cup low-fat yogurt (vanilla or plain) <input type="checkbox"/> 2 cups fat-free milk	<u>Water With a Twist</u> <input type="checkbox"/> Fruits or vegetables (Oranges, Lemons, Limes, Strawberries, Pineapple, Cucumber) <input type="checkbox"/> Water
Game Supplies	<input type="checkbox"/> Boundary Markers (cones, lines on the floor, furniture, etc.) <input type="checkbox"/> Place markers (sticky notes, index cards, etc.) <input type="checkbox"/> All My Neighbors Cards (optional, print from Game Appendix) <input type="checkbox"/> 1-4 tagging balls <input type="checkbox"/> Music and music player (optional)	

Background: Why drink water and milk instead of sweetened drinks?

Sweetened Drinks are Full of Calories and Low on Nutrients!

Sugar-sweetened drinks are easy to consume, high in calories, less filling than solid food, and contribute to both weight gain and tooth decay. Visualizing the amount of sugar can be eye-opening. To translate grams of sugar into teaspoons, divide grams in the entire container by 4. Multiply by the number of servings if the label does not already list the sugar in the whole container.

Children Drink More Sweetened Beverages and Less Milk than is Healthy

Because many children drink soda or other sweetened beverages instead of milk, they are not getting the calcium they need for their growing bones; they consume more calories, but fewer nutrients.

Sweetened Drinks Include:

Any drink with added sugar, such as: soda, fruit-flavored drinks and fruit juice drinks, iced tea, lemonade, sports drinks, energy drinks, and flavored milk.

Sugar Goes By Many Names

Look for sugar listed in the ingredients on a beverage label. If you see corn sweetener or syrup, or anything that ends in “-ose” like dextrose or fructose, as one of the first 3 ingredients, that’s probably a sugar-sweetened drink! For a complete list of sugars, see the *Dietary Guidelines* for Americans.

What About 100% Fruit Juice?

Even 100% fruit juice is easy to over-consume, adding excess calories and contributing to weight gain. The American Academy of Pediatrics recommends limiting juice to 1 to 1½ cups (8-12 ounces) per day for 7-18 year olds. Whole fruit (fresh, canned, frozen, dried) is a better choice than juice as it contains more fiber, which helps people feel full, and provides more nutrients.

Drinking Our Calories Doesn’t Make Us Feel Full!

With sweetened drinks, it is easy to drink many calories without realizing it, especially since many sweetened drinks come in large containers. Research suggests that sweetened drinks do not fill us up like solid food does, so we may not reduce the amount of other food we eat to make up for them.

Water for Good Health

Water is the best choice for quenching thirst and staying hydrated. While bottled water or seltzer is costly, tap water has no calories and is readily available for free!

Low-Fat or Fat-Free Milk for Good Health

Milk is a good source of calcium, which helps build strong bones. Experts recommend that children aged 9+ consume 3 cups of low-fat (1%) or fat-free milk or dairy a day, and those aged 4-8 consume 2 cups. Soy and other non-dairy milks are healthy choices if they are low-fat, unsweetened and fortified with calcium and vitamin D.

Sports Drinks and Energy Drinks

Both sports drinks and energy drinks are costly and not necessary. In general, except for serious athletes during intense activity, water is recommended as the best exercise drink, not sports drinks. And energy drinks are high in caffeine and can have harmful side effects especially when consumed by youth or teens.

What About Diet Drinks?

Drinks with artificial sweeteners add little or no calories to your diet. However, they have few or no nutrients, and may increase desire for sweet tastes. This may cause foods that are less sweet, like fruits and vegetables, to become less appealing. For best health, limit artificially sweetened beverages.

Encourage Great Group Behavior during Lesson 1!

For Younger Children:

- ☐ Be ready to help them measure sugar during the Apply.
- ☐ Anticipate that it may take young children longer to measure.
- ☐ Help children understand the difference between asking a question and telling a story. Encourage questions about the topic, and say you'll be happy to listen to stories after the lesson is over.

For Older Children:

- ☐ Anticipate older children's interest in sports drinks and energy drinks. Help them understand that despite advertising claims that may mislead, neither of these are Go Drinks, and neither will help them be active or do well in sports.

During Active Games:

- ☐ Use the leadership tips in the Games Appendix to spend more time playing than explaining!
- ☐ Ask children to wear nametags so you can begin learning names right away. Use children's names to help create a positive, cooperative atmosphere for learning.

During the Anchor:

- ☐ Avoid distractions! Keep drink containers in a place where they won't distract children from what you're saying – until it's time to hand them out.

During the Add:

- ☐ Keep it moving! Be well prepared so you can deliver new information quickly and concisely.
- ☐ Use proximity – yourself or another adult – to help manage inattentive behavior!
- ☐ As children decide which drinks they've listed are Go, Slow, or Stop Drinks, either tactfully correct inaccuracies at the time or wait till they prove it to themselves during the Apply and revisit the list.
- ☐ Optional: Show children 13 empty 4-pound bags of sugar (equal to 52 pounds consumed in a year from one 20-ounce cola per day), using a scroll of copies of a scanned picture taped together.

During the Apply:

- ☐ Hang up all the posters ahead of time, in the order you will use them.
- ☐ Set up stations ahead of time or have a co-facilitator set them up while you teach the Add.
- ☐ Anticipate messes! Put down a sheet of newsprint or plastic tablecloth at your stations before you have children measure sugar to make clean up easier.
- ☐ Use salt or white rice instead of sugar for easier clean up (and kids won't be tempted to eat it!)
- ☐ Briefly re-state the main message of the lesson so it's the last thing kids hear.

During the Away and Bridge to Lesson 2:

- ☐ Tell a personal story about a goal you selected to choose healthier drinks. Share challenges you faced, what helped you achieve the goal, etc.

During Food Prep:

- ☐ Have kids wash their hands before you begin, explaining why hand-washing is important.
- ☐ Be ready! Give kids appropriate assignments so they can begin doing something right away.



1-1 Instant Replay Name Game

Equipment	<ul style="list-style-type: none"> None
Set Up	<ul style="list-style-type: none"> Stand in a circle with the children. (Make 2 circles if more than 12 youth) Ask each child to think of an active word that begins with the same sound as their first name, and a way to act out that active word. Be ready to help them think of a word – and ask the group to help too. Give examples: “Jumping Jordan” jumps up and down, “Crazy Kayla” waves hands in the air, “Stepping Stephanie” steps, “Turning Taylor” turns, and so on.
How to Play	<p>Say,</p> <ul style="list-style-type: none"> I’ll start with my word, name, and action. (Demonstrate.) Now all of us together repeat my word, name and action. Next, the person on my right says his/her word, name, and action, then we all repeat that too, and then mine! Then the next goes, and we repeat all three. And we’ll all keep going till we make it all the way around the circle. <p>Create a rhythm to keep the game fast-paced and fun!</p>
For Young Children	<ul style="list-style-type: none"> Skip the active word and just have them say their name and then do any action, followed by the full group saying the name and then doing the action.
In a Small Space	<ul style="list-style-type: none"> Ask children to choose actions they can do in place or at their desks.



1-2 All My Neighbors

Equipment	Place-markers (index card, sticky, etc.) for each person except one	
Set Up	<ul style="list-style-type: none"> One person is “It” and stands in the middle of a circle of other players. Have each player put a place-marker in front of him/herself in the circle. 	
How to Play	<p>Say,</p> <ul style="list-style-type: none"> For the first round, I’ll be “It.” I will call out something that is true for me such as: “All my neighbors who ate breakfast this morning.” (If I ate breakfast.) Then, everyone who ate breakfast must find a new place in the circle while I also try to find an open spot (with a place-marker). Whoever does not find a new place becomes the new “It”. <p>Play one or two rounds with yourself as “It” until children understand how to play. Ideas: “who like grapes,” “have blue eyes,” “are wearing red”</p>	
For Young Children	<ul style="list-style-type: none"> Have “It” pull out an “All My Neighbors Card” (Games Appendix) from a hat rather than think of something to call out on their own. 	
In a Small Space	<ul style="list-style-type: none"> If needed, have children switch seats or desks, or pop up like popcorn (stand, then sit) while you pull “All My Neighbor Cards” from a hat. 	

If needed, print, laminate, and cut apart these cards from the Active Games Appendix.

CHOOSE HEALTH: FOOD, FUN, AND FITNESS ACTIVE GAME		All My Neighbors Cards	
 Like Bananas 	 Like to Swim 		
 Like Apples 	 Like to Ride a Bike 		
 Like Milk 	 Like to Dance 		
 Like Broccoli 	 Like Playing Basketball 		
 Drank Water Today 	 Like Playing Soccer 		
 Like Carrots 	 Like to Run 		
 Are Wearing Red 	 Like to Skateboard 		
 Have Brown Hair 	 Like Reading 		
 Like Tomatoes 	 Like Jumping Rope 		

The Lesson

Curriculum Introduction: 2 minutes

- Introduce yourself to the group – with enthusiasm.
- Stand where everyone can see you as well as hear what you say.

Say,

- Welcome to Choose Health: Food, Fun, and Fitness!
- Each time we get together, we'll play some active games, learn about healthy eating, and make a snack together.
- So let's get the fun started by playing a game together!

Opening Active Games: 10 minutes

- Play the games “Instant Replay Name Game” and “All My Neighbors” with the children

Anchor: 5 minutes

- Show children a collection of drink containers with Nutrition Facts Labels intact as shown on supply list.

Say,

- Look through these drink containers. Which of these do you drink?
What else do you drink?

- List on newsprint, making sure that milk and water are also listed (for later activity).

Add: 15 minutes

Say,

- Let's talk about what makes a drink healthy by using a symbol I know you're all familiar with – a traffic light.

- Put out red, yellow, and green circles on the floor or table where children can see.

Say,

- Low-fat milk is a drink that we should drink lots of because it is high in calcium.
- Calcium helps us build strong bones and teeth.

- Place a low-fat (1%) or fat-free milk container in the green circle.
- Optional: include soy or other non-dairy milks if low-fat, unsweetened, and fortified with calcium and vitamin D.

Say,

- Water is healthy too. It refreshes our bodies and has no calories. When you don't drink enough water or other liquids, you can get dehydrated, which can keep you from being as fast and as sharp as you'd like to be.
- Let's call low-fat milk and water "Go Drinks" – ones we should drink lots of.

- Place a clear cup of water or a water bottle in the green circle.

Say,

- Some drinks have lots of sugar and calories but not many nutrients, the things that help us be healthy. These are "Stop Drinks" because they are not healthy drinks.

- Place several containers – soda, lemonade, fruit drinks, sports drinks, and others containing high amounts of sugar – in the red circle.

Say,

- Then there are drinks that have lots of nutrients but also have lots of sugar or calories, so it's easy to drink too much.
- We'll call these "Slow Drinks" – okay in small amounts or once in a while.
- For example, 100% fruit juice has vitamins – but it also has a lot of natural sugar and calories – so experts say to only drink about 1 cup of juice a day. It's a "Slow Drink" because it's partly healthy but also easy to drink too much.

- Show children what a 1 cup serving looks like – with a measuring cup or an 8-ounce cup.
- Place 100% fruit juice container(s) in the yellow circle.

Say,

- Flavored milk is a “Slow Drink” too. It has calcium, which is good. But it also has a lot of sugar and calories that we don’t need.

- Place sweetened milk container(s) in the yellow circle.
- Optional: For an older group, add that whole and 2% milk are also Slow Drinks because they have calcium but are high in fat.

Say,

- Let’s look back at our list of drinks.
- Did we put “Go Drinks” on the list of drinks we enjoy?
- How about “Slow Drinks?”
- And “Stop Drinks?”

- As children identify each type of drink from those listed on the newsprint, circle Go Drinks with green marker, Slow with yellow, and Stop with red.
- Many children think sports drinks are healthy, so be clear that:
(a) they are Stop Drinks since they are mostly sugar water and
(b) plain water is the best drink for being active.

Say,

- Let’s take a closer look at the “Stop Drinks” so we can learn why drinks with lots of sugar and calories aren’t healthy.
- Sweetened drinks have lots of calories, but not the nutrients you need to stay healthy. And they don’t make you feel full, so it’s easy to drink a lot.
- When we drink sweetened drinks, we often don’t drink healthier drinks like milk and water, and so we don’t get the calcium we need for strong bones and teeth.
- Instead, we can get tooth decay and cavities from all the sugar in sweetened drinks. And we can gain too much weight.
- It can be surprising to see just how much sugar is in some of these “Stop Drinks.”

- Hold up a 20-ounce cola bottle.

Say,

- Let's see how many teaspoons of sugar are in this 20-ounce bottle of cola.
- As I add sugar, tell me when you think I've added the total amount of sugar in this bottle.

- Measure or ask a child to measure 1 teaspoon of sugar at a time into an 8-12 ounce clear plastic cup.
- Count out loud as teaspoons are added, stopping once in a while to check in with the children to see if they think you should stop or keep adding.
- Continue adding teaspoons of sugar until you have 16 teaspoons.
- Make this dramatic and fun – like a game show.
- Optional: Instead, have 16 teaspoons of sugar in a pourable container and pour slowly, asking the children when to stop.

As you add the 16th teaspoon to the glass, ask,

- Should I keep going?

Say,

- We can finally stop now! A 20-ounce bottle of cola has about 16 teaspoons of sugar in it! 16 teaspoons!

- Hold up the glass so children can see how much of the glass is filled with sugar – and how much sugar is in a 20-ounce bottle of cola.



Say,

- If you drank one 20-ounce cola like this every day for a year, you'd be eating 52 pounds of sugar!

- Optional: Show children 13 empty 4-pound bags of sugar (equal to 52 pounds consumed in a year from one 20-ounce cola per day), using a scroll of copies of a scanned picture taped together.

Say,

- So a 20-ounce bottle of cola has this much sugar in it.
- But what about other drinks?
- Let's talk about how you can figure out the number of teaspoons of sugar in a drink.
- The labels on drinks can tell us a lot. So let's take a closer look.


- Ask children to get into groups of 2 or 3.
- Pass out empty Stop Drink containers such as soda, fruit drinks, and other sweetened drinks (see supply list) so that each group has at least one container.
- Also pass out 8.5x11 versions of Poster 1-1: Read the Label, 1 per 2-3 youth, for easier viewing.

Say,

- Let's find out more about these drinks from the Nutrition Facts Labels on each. Nutrition Facts help you know what nutrients are in a food or drink, so you can make smart choices.
- Here's a Nutrition Facts Label for a 20-ounce cola like this one.
- First let's look at serving size.

POSTER 1-1: REPLACE SWEETENED DRINKS CHOOSE HEALTH: FOOD, FUN, AND FITNESS

Read the Label!



Nutrition Facts	
20 oz. cola	
Serving Size: 1 bottle (591mL)	
Servings Per Container: 1	
Amount Per Serving	
Calories 240	Calories from Fat 0
% Daily Value *	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 75mg	3%
Total Carbohydrate 65g	22%
Dietary Fiber 0g	0%
Sugars 65g	
Protein 0g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
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- Use Poster 1-1: Read the Label to point out where to find serving size (1 bottle).
- Explain that the bottle actually contains two and a half 1-cup servings, but the label is for the whole bottle since most people drink the whole bottle themselves.
- Show children where to look on their containers to find serving size and see how many servings are in their container.
- Circulate until all children have found out the serving size for their drink container and if appropriate, the number of servings per container.

Say,

- What is the serving size on your containers?
- Does anyone have a container with more than one serving? How many servings does it have?

- Have children share the serving size on their containers' labels (e.g., 1 bottle) and if needed, how many servings are in the container.

Say,

- The Nutrition Facts Label gives you lots of information. Today we'll just talk about calories, sugar, and calcium in drinks.
- First let's look at calories. This 20-ounce bottle of cola has 240 calories.

POSTER 1-1: REPLACE SWEETENED DRINKS CHOOSE HEALTH: FOOD, FUN, AND FITNESS

Read the Label!



Nutrition Facts	
20 oz. cola	
Serving Size: 1 bottle (591mL)	
Servings Per Container: 1	
Amount Per Serving	
Calories 240	Calories from Fat 0
% Daily Value *	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 75mg	3%
Total Carbohydrate 65g	22%
Dietary Fiber 0g	0%
Sugars 65g	
Protein 0g	
Vitamin A 0%	Vitamin C 0%
Calcium 0%	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
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- Use Poster 1-1 to point out where to find calories per serving and ask children to share how many calories per serving are in their drinks.
- Explain that calories are a measure of how much energy a food or drink provides. If you eat or drink too many calories, this extra fuel gets stored as fat in your body.
- Then point to calcium on Poster 1-1.

Say,

- Now let's look at calcium.
- How much calcium is in this cola?
- Right! **None!**
- That's another reason why sweetened drinks are not healthy.

Say,

- What about sugar? Do you see the word ‘sugar’ under Total Carbohydrate?

- Use Poster 1-1 to point out where to find sugar under carbohydrates.

Say,

- This label says there are 65 grams of sugar in one serving of cola.
- It can be hard to picture a gram of sugar, so let’s convert a gram into something we can easily measure with a teaspoon.

- Hold up a teaspoon.

Say,

- We know that 1 teaspoon equals about 4 grams of sugar.
- So we can figure out how many teaspoons of sugar there are in any food or drink by dividing the number of grams of sugar by 4.
- So if we divide 65 grams of sugar by 4, we find out that a 20-ounce bottle of cola has 16 teaspoons of sugar like I just showed you.

- Hold up the 20-ounce bottle and clear cup holding 16 teaspoons of sugar again.

Apply: 15 minutes

- Collect containers from children and use as needed to supply your stations.
- Remember that only Stop Drinks should be at stations.
- Make sure that drinks all have labels for the whole container – otherwise you will need to multiply grams of sugar per serving by the number of servings per container before using Visual Aid 1-V-1 to determine the amount of sugar in the whole container.

Say,

- Now it's your turn.

Visual Aid 1-V-1: Station Instructions

How Much Sugar is in This Drink?

To find the number of teaspoons of sugar in your drink:

1. Look at the Nutrition Facts Label and find the grams (g) of sugar.
2. Find your grams of sugar in an orange column on the chart below.
3. Now look at the green column to the right of your grams of sugar number. That's how many teaspoons of sugar are in your container!
4. What do you do when you don't have this chart?

Divide the number of grams by 4 to know how many teaspoons of sugar are in the drink.

Grams of Sugar	Teaspoons of Sugar	Grams of Sugar	Teaspoons of Sugar	Grams of Sugar	Teaspoons of Sugar	Grams of Sugar	Teaspoons of Sugar	Grams of Sugar	Teaspoons of Sugar
1	25	21	5	41	10	61	15	81	20
2	5	22	6	42	11	62	16	82	21
3	25	23	6	43	11	63	16	83	21
4	1	24	6	44	11	64	16	84	21
5	1	25	6	45	11	65	16	85	21
6	2	26	7	46	12	66	17	86	22
7	2	27	7	47	12	67	17	87	22
8	2	28	7	48	12	68	17	88	22
9	2	29	7	49	12	69	17	89	22
10	3	30	8	50	13	70	18	90	23
11	3	31	8	51	13	71	18	91	23
12	3	32	8	52	13	72	18	92	23
13	3	33	8	53	13	73	18	93	23
14	4	34	9	54	14	74	19	94	24
15	4	35	9	55	14	75	19	95	24
16	4	36	9	56	14	76	19	96	24
17	4	37	9	57	14	77	19	97	24
18	5	38	10	58	15	78	20	98	25
19	5	39	10	59	15	79	20	99	25
20	5	40	10	60	15	80	20	100	25

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- Have children get into new groups of 3-4.
- Direct them to stations you have set up ahead of time with Visual Aid 1-V-1, 1 or 2 drink containers, sugar, measuring spoons, and clear cups at each (or bring to desks if stations not feasible like in some classroom settings).
- Have enough stations for each group of 3 or 4 children.
- Circulate so each group has your attention and supervision.
- Enlist other adults to help children follow the instructions and stay focused on the task.

Say,

- At your station, you'll find a drink container, some sugar, a measuring teaspoon, and Station Instructions.
- As the instructions tell you, look at the grams of sugar on your drink container, use the chart to see how many teaspoons that is, and then measure that much sugar into a cup so we can all see it.
- Raise your hands if you need help.

- Have children use Visual Aid 1-V-1 to decide how many teaspoons of sugar is in their drink and measure that amount into a clear cup.
- Give the groups 5-10 minutes to complete their task.
- Then ask them to carefully bring their drink containers and their plastic cups of measured sugar to a display table and then go sit down.
- Optional: Use stickies to show how many teaspoons in each cup.

Say,

- Good job everyone!
- Now let's see what we learned.
- Of the drinks we have in front of us, which has the most sugar in the whole container?
- Which drink has the least sugar?

- Follow the children's instructions to rearrange the containers so that they line up in order from greatest to least amount of sugar.
- Help children notice that bigger containers have more sugar.

Ask,

- So all these drinks have lots of sugar. Are these Go, Slow, or Stop Drinks?
- Right! These are "Stop Drinks" because all this sugar isn't healthy.

- Hold up the red, yellow, and green circles to represent Stop, Slow, and Go Drinks.
- Reinforce the main message of the lesson – that low-fat milk and water are healthier than sweetened drinks.

Ask,

- What drinks are healthier to have than "Stop Drinks"?
- Right again! "Go" and "Slow" Drinks. And what are some "Slow Drinks"?
- Right! We call **100% juice and flavored milk** "Slow Drinks" because they have nutrients that help us be healthy, but still have a lot of sugar and calories, so we should only have them in limited amounts.
- And what are "Go Drinks" that we should have lots of every day?
- **Low-fat milk and water!**
- Who remembers why milk is important?
- Right! It has **calcium to build strong bones.**

Away and Goal-Setting: 5 minutes

Ask,

- What healthy drinks will you drink more of this week?

- Show Poster 1-2 Take a Healthy Step, pass out Handout 1-1 Family Newsletter, and direct children to the goal box at the top of the first page.
- Pass out pens or pencils for the children to choose a goal to work on before the next lesson.

POSTER 1-2: REPLACE SWEETENED DRINKS
GOAL-SETTING

CHOOSE HEALTH: FOOD, FUN, AND FITNESS

Take a Healthy Step!

Choose one action you'll take in the coming week.

I will:

- ☐ Read a drink label!
- ☐ Limit juice to once a day!
- ☐ Drink milk or water instead of a sweetened drink at least once this week!
- ☐ Play a game I learned today!
- ☐ Try today's recipes!
- ☐ My own idea: _____

Signed: _____

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Say,

- Choose one healthy step you can take this week – one way you could choose healthier drinks.
- Look at the ideas for goals on this poster and family newsletter.
- Check off one of these ideas as your goal – or come up with your own and write it in.



- Read the Healthy Step options listed on Handout 1-1 and Poster 1-2.
- Share a goal you set for yourself to choose healthier drinks. Tell children what you did to accomplish your goal.
- Be ready to share other ideas of goals the children might choose based on what they learned in this lesson, such as:
 - Drink milk with dinner at least 4 nights this week,
 - Drink water instead of a sweetened drink when you're thirsty or when you eat out,
 - Show your family how much sugar is in a cola.

Say,

- Share your plan with your neighbor.
- Now take this family newsletter home and share it – and your goal – with your family!

Bridge to Lesson 2: 2 minutes

Say,

- Today we'll make a healthy drink with fruit that tastes great too.
- Who likes fruit? Great! Next week we'll learn more about fruits – and vegetables too!

Closing Active Games: 10 minutes

- Play the games "Go-Slow-Stop Tag" and "Back-to-Back" with the children.

Food Prep: 10 minutes

- Help children make one of this lesson's recipes – Fruit Yogurt Smoothie or Water with a Twist – and let each child taste a sample.

Fruit Yogurt Smoothie

Ingredients

- 3 cups (12 oz) strawberries or other frozen fruit
- 2 cups fat-free milk
- 1 large banana
- 3/4 cup low-fat yogurt (vanilla or plain)



Instructions

1. Slightly defrost frozen fruit, just enough so that it will blend easily.
2. Pour milk into a blender.
3. Add frozen fruit pieces to blender.
4. Add banana and yogurt.
5. Blend until smooth – about 30-45 seconds.

Variations: Add any seasonal fresh or frozen fruit like peaches, pineapple or other berries. Let kids help choose which to use!

Yield: 11 half-cup servings

Source: Adapted from Eating Smart, Being Active, California EFNEP and Colorado EFNEP, 2007.

Nutrition Facts

Serving Size: 1/2 cup

Servings Per Recipe: 11

Amount Per Serving

Calories 51 Calories from Fat 3

% Daily Value *

Total Fat <0.5g 0%

Saturated Fat 0g 0%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 36mg 2%

Total Carbohydrate 10g 3%

Dietary Fiber 1g 4%

Sugars 6g

Protein 3g

Vitamin A 3% Vitamin C 46%

Calcium 7% Iron 2%

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

6% calories from fat

Nutrition facts using low fat vanilla yogurt and strawberries

Water with a Twist

Ingredients

Choose one or more fruits or vegetables, such as:

Oranges

Lemons

Limes

Strawberries

Pineapple

Cucumber

Chilled Water

Optional: Use seltzer water instead of plain water



Instructions

1. Wash fruits or vegetables and cut into slices.
2. Have each child choose 1-3 slices to put into their cup of water. Squeeze citrus to release more flavor into the water.
3. Serve and enjoy.

Feel free to mix and match different fruits! Eat the fruit as you drink or when you're done!



1-3 Go-Slow-Stop Tag

Equipment	<ul style="list-style-type: none"> Boundary markers, 1-4 tagging balls
Set Up	<ul style="list-style-type: none"> Post the list of identified examples of Go, Slow, and Stop Drinks from the Add. Establish play boundaries and a re-entry task area. Ask for a volunteer to be “It”; give him or her a tagging ball.
How to Play	<p>Say,</p> <ul style="list-style-type: none"> We’re going to play tag – with a twist to remind you about what we just learned about healthy drinks. “It” will try to tag you, but here’s the twist. I will call out a type of drink, and you need to decide if it’s a Go, Slow, or Stop Drink to know how to move. <ul style="list-style-type: none"> If it is a Go Drink, everyone <u>runs</u>, including the “It.” If it is a Slow Drink, everyone <u>hops on one foot</u> (again including the “It”). If it is a Stop Drink, everyone <u>walks toe-to-heel</u>. If you get tagged, you go out outside the boundary and do 10 jumping jacks and then re-join the game. (Or choose another re-entry task) <p>Tip: First play a practice round just saying “Go Drink,” “Slow Drink,” or “Stop Drink” until they learn the game; then call out names of actual drinks such as various sodas, water, Capri-Sun, low-fat milk, etc. (Optional: Add challenge by having more “Its”)</p>
Source	Abigail Foster, 4-H Community Educator, Cornell Cooperative Extension of Warren Co.

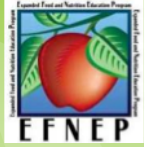


1-4 Back-to-Back

Equipment	<ul style="list-style-type: none"> Boundary markers, lively music, music player (optional)
Set Up	<ul style="list-style-type: none"> Ask children to stand an arm’s length apart within boundaries you set.
How to Play	<p>Say,</p> <ul style="list-style-type: none"> I’ll tell you a way to move around the room in some fun way. <ul style="list-style-type: none"> (Gallop like a horse, hop, skate, jump like a rabbit, march, walk like a gorilla, and so forth.) When I call out “back-to-back,” find a partner quickly and stand back-to-back. <ul style="list-style-type: none"> (Or knee-to-knee, elbow-to-elbow, shoulder-to-shoulder, hip-to-hip, elbow-to-knee, and so forth.) Listen carefully so you hear how to move and what you and your partner will need to do!
In a Small Space	<ul style="list-style-type: none"> Make all movements walking, and get more creative with the body-to-body positions (elbow-to-shoulder, hip-to-knee, and so forth.)
Source	Adapted from <i>Jump Into Foods and Fitness</i> Lesson 2, Michigan State University Extension, 2006



Cornell University
Cooperative Extension



Re-Think Your Drink!

Take a Healthy Step!

Choose one action you'll take in the coming week.

I will:

- ☐ Read a drink label!
- ☐ Limit juice to once a day!
- ☐ Drink milk or water instead of a sweetened drink at least once this week!
- ☐ Play a game I learned today!
- ☐ Try today's recipes!
- ☐ My own idea:

Signed: _____

Drink Water and Low-Fat Milk Instead of Sweetened Drinks!

Did you know that a 20 ounce bottle of soda has 16 teaspoons of sugar in it? Fruit-flavored drinks, lemonade and iced tea have almost as much! Drinking too much of these is easy, and can lead to weight gain. Even 100% juice is easy to over-do. Instead:

- Encourage your kids to drink water and low-fat milk!
- Send a water bottle with your kids to school and elsewhere – re-fill with fresh water as needed
- Serve 1% or fat-free milk at meals to help kids get the 2-3 cups of milk or dairy experts recommend each day
- Limit juice to 1 to 1½ cups per day
- Don't buy sweetened drinks
- Be a great role model - drink water and milk yourself!



Fruit Yogurt Smoothie

Ingredients

- 3 cups (12 oz) strawberries or other frozen fruit
- 2 cups fat-free milk
- 1 large banana
- ¾ cup low-fat yogurt (vanilla or plain)

Instructions

1. Slightly defrost frozen fruit, just enough so that it will blend easily.
2. Pour milk into a blender.
3. Add frozen fruit pieces to blender.
4. Add banana and yogurt.
5. Blend until smooth – about 30-45 seconds.

Variations: Try frozen peaches, pineapple or other berries. Let kids help choose which to use!

Yield: About 11 half-cup servings

Source: Adapted from *Eating Smart, Being Active*, California EFNEP and Colorado EFNEP, 2007.



Nutrition Facts

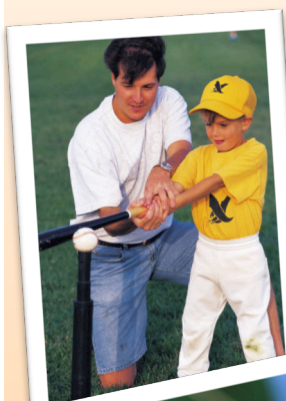
Serving Size: 1/2 cup			
Servings Per Recipe: 11			
Amount Per Serving			
Calories	51	Calories from Fat	3
% Daily Value *			
Total Fat	<0.5g		0%
Saturated Fat	0g		0%
Trans Fat	0g		
Cholesterol	0mg		0%
Sodium	36mg		2%
Total Carbohydrate	10g		3%
Dietary Fiber	1g		4%
Sugars	6g		
Protein	3g		
Vitamin A	3%	Vitamin C	46%
Calcium	7%	Iron	2%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.			
6% calories from fat			
Nutrition facts using low fat vanilla yogurt and strawberries			

Choose Healthy Family Activities!

Take them outside!

Did you know that kids are naturally more active when they're outside? Adults too! Being outside helps us all feel like running and jumping for joy! Look for opportunities to join your kids on trips to the playground, go for a walk, throw snowballs, or just play a game of catch outside.

Children need at least 60 minutes of active play a day – and where is it more fun to play than outdoors? Play with your kids and they'll want to play even more!



Water with a Twist

Ingredients

Choose one or more fruits or vegetables, such as:

Oranges, Lemons, Limes,
Strawberries, Pineapple,
Cucumber

Chilled Water

Optional: Use seltzer water instead of plain water



Instructions

1. Wash fruits or vegetables and cut into slices.
2. Add slices to a pitcher of water or to individual cups of water. Squeeze citrus to release more flavor into the water.
3. Serve and enjoy.

Feel free to mix and match different fruits and vegetables!
Eat the fruit as you drink or when you're done!