

Building Healthy Communities

Preventing Obesity through Service Learning

Leader's Guide





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K–8 Sessions and Resources were written by Children for Children with the support of The After-School Corporation. The Fitness section was written by Punk Rope.

Building Healthy Communities is an initiative of The After-School Corporation with funding from the Corporation for National Community Service to engage K–8 students in after-school service learning to prevent obesity.



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Building Healthy Communities

Introduction

Program Goals

1. Students will learn to make healthy choices to prevent childhood obesity.
2. Students will create, develop and implement a meaningful, health-related service-learning project that addresses a real community need related to obesity prevention.

What is Building Healthy Communities?

Building Healthy Communities is an after-school initiative designed to combat childhood obesity, the most prevalent chronic health problem among American children. Obesity places children at risk for serious life-long health problems as well as social and emotional issues that negatively impact quality of life. As obesity rates among children and adolescents continue to climb—recent studies estimate that nationally, obesity rates among children have more than doubled in two decades—Building Healthy Communities empowers students in grades K-8 to make a difference in their communities by learning about and acting to address issues related to childhood obesity and health. Building Healthy Communities sites in New York City are supported by TASC and Children for Children. In New Jersey, sites are supported by New Jersey After3, Inc., and in Philadelphia, by EducationWorks.

What is Service-Learning?

Service-learning is not just volunteering or doing community service. As defined by the National Commission on Service-Learning, service-learning is “a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility and strengthen communities.” It gives meaning and real-life application to the subjects that students are taught in the classroom, helping to answer the perpetual question, “Why do I need to learn this?” Through service-learning, curriculum-based learning objectives work in concert with community goals to enhance the value of learning and community service, compelling students to develop their sense of civic responsibility as they actively engage their knowledge, leadership and interpersonal skills to take on real community issues. Service-learning also includes an emphasis on reflection to help students understand the importance of their actions. Research demonstrates that young people who participate in quality service-learning activities increase their self-respect, confidence, and civic engagement, show academic improvement, and are far more likely to avoid risky behaviors. In addition, service-learning has been found to foster pro-social behaviors including caring, philanthropy, and ethical conduct.*

* Billig, Shelley. (2005, March) “The Impacts of Service-Learning on Participating Students.” RMC Research Corporation.

Introduction

Curriculum

These sessions are meant to be adapted for the time, resources, and interests of individual after-school programs. We encourage you to plan ahead and prepare lessons with these ideas in mind:

- Prepare with the Materials, Supplies and Supplemental Reading Prep Pages and documents in Resources section.
- Integrate physical activity with the Fitness section for moving with fun and games or hold separate activity days to encourage exercise.
- Plan to collaborate with community partners –parents, nutritionists, fitness and other activity instructors, food stores, restaurants, gardeners, etc. to bring the learning to life.
- Find more resources at <http://bhc.tascorp.org>

Classroom Environment

In order to weave service conceptually and practically throughout the curriculum, the following questions will be built into lessons, thereby broadening the context of students' learning from the immediate classroom context to the larger community.

- Why does this matter?
- How does this impact me and others?
- What can I do?
- What is the big picture?

Lesson Format

- Learning Goals
- Materials
- Warm Up: Engagement
- Work Out: Lesson
- Cool Down: Reflection

Facilitators' Role

The facilitator's role is to promote students' learning by encouraging, monitoring and supporting their progress. Facilitators should work to generate youth-driven dialogue and create an environment where students actively contribute to their own education and that of their classmates.

Students' Role

The students' role is to actively engage their knowledge, civic responsibility, leadership and interpersonal





Materials, Program Supplies and Supplemental Reading

This is a compiled list of program materials that are *not* included in the Resource section to assist with planning. These are also highlighted at the beginning of each session. Feel free to substitute classroom materials, other supplies and books with what you have, can get donated, and can find in the library.

Grades 6-8

Classroom Materials

Unit 1 Session 1:

- Poster sized paper

Unit 2 Session 6:

- Stick, or string
- Chairs

Unit 2 Session 7:

- Pens/Pencils
- Paper

Unit 3 Session 10:

- Paper plates (or pieces of paper)
- Markers

Unit 4 Session 12:

- Poster board
- Markers

Unit 4 Session 13:

- Clipboards (optional)
- Additional sharpened pencils (optional)

Unit 4 Session 14:

- Construction paper
- Crayons

Unit 4 Session 15:

- Crayons, pencils
- Stapler

Unit 4 Session 17:

- Crayons

Other Materials

Unit 1 Session 2:

- Internet access, or copies of <http://www.cdc.gov/healthyyouth/nutrition/facst.htm>

Unit 2 Session 3:

- Internet access (optional)
- Bananas
- Popsicle Sticks
- Peanut Butter
- Granola
- Plastic knife or spoon for spreading and napkins

Unit 2 Session 4:

- Music (optional)

Unit 2 Session 6:

- Internet access, or printed Community Health Profiles (<http://www.nyc.gov> for New York City locations)

Unit 2 Session 8:

- Internet access (optional)
- Popular magazines

Unit 3 Session 11:

- Internet access (optional)

Unit 4 Session 17:

- Blown-up balloons
- Internet access (optional)
- Phonebook and/or local newspapers (optional)

Materials, Supplies and Supplemental Reading

Unit 6 Session 19:

- Service project supplies will depend on the project

Miscellaneous

- Food Pyramid Bingo (at amazon.com \$6)
- Camera

Optional Read Aloud Books

*indicates books included in sessions

Eating Healthy:

- *Fitness and Health* by Brian J. Sharkey; (grades 5–8) Completely updated and redesigned, this book has been a staple of fitness professionals for years. It is the ideal reference for those who want to learn how to improve and maintain their health through regular and enjoyable physical activity. Logically organized, clearly written and effectively illustrated, this text incorporates the latest in fitness research.
- *Chew on This: Everything You Don't Want to Know About Fast Food* by Charles Wilson and Eric Schlosser, (grades 6–9). This is a junior version of *Fast Food Nation* with a focus on the growth of the fast food industry including targeted marketing to young people.
- *Food and Nutrition for Every Kid: Easy Activities That Make Learning Science Fun* by Janice VanCleave (grades 4–8). With a focus on science activities, this book also outlines many of the whys and hows of nutrition (such as why does milk help you grow, connection between energy and food, and much more). Also features food pyramid and how to read a nutrition label.

Anorexia, Bulimia, Eating Disorders

- *Real Kids Come in All Sizes: Ten Essential Lessons to Build Your Child's Body Esteem* by Katherine Kater; (grades 2–8) Confronting two of this country's fastest growing health problems—body image and weight concerns among children and teens—this practical guide shows parents how to help their children maintain body esteem and make healthy choices a routine part of their lives.
- *Body Talk: The Straight Facts on Fitness, Nutrition, and Feeling Great About Yourself!* by Ann Douglas and Julie Douglas; (grades 2–8) *Body Talk* is a welcome antidote to the unhealthy, unrealistic, and self-esteem destroying messages advertising constantly bombards young women with.
- *"I'm, Like, SO Fat!": Helping Your Teen Make Healthy Choices about Eating and Exercise in a Weight-Obsessed World* by Dianne Neumark-Sztainer PhD; (grades 5–8) The book interestingly explores the many apparent pulls in our surroundings encompassed by the broad topics of weight and self-image while not necessarily pushing for dieting as a means for dealing with weight issues.



Volunteering, Kindness and Spreading Good Will

- *The Giving Tree* by Shel Silverstein; (grades 3 and up) This tender story is a moving parable for readers of all ages that offers an interpretation of the gift of giving and a serene acceptance of another's capacity to love in return.
- *Second Chance: How Adoption Saved a Boy with Autism & His Shelter Dog* by Sandra J. Gerencher; (grades 5–8) Told from the canine point of view, this very short children's book provides a new way of introducing the concepts of adoption and autism, and the positive effects of a stable, compassionate and loving home.
- *What Do You Stand For? For Teens, A Guide to Building Character* by Barbara A. Lewis and Pamela Espeland (grades 6–12). Includes activities, dilemmas and stories encouraging empathy, patience, honesty, caring and more.
- *The Complete Guide to Service Learning* by Cathy Berger Kaye. This book is geared towards teachers, but includes examples of other kids doing service projects under Action ideas in its index.

Biographies about Martin Luther King, Jr.

- *Martin Luther King, Jr.* by Amy Pastan (grades 5–8)
- *The Autobiography of Martin Luther King, Jr.* by Martin Luther King Jr. and Clayborne Carson (grades 7–8)
- *Martin Luther King, Jr.: A Life* by Marshall Frady (grades 7–8)
- *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.* by Martin Luther King and James M. Washington (all ages)

Fitness (all ages)

Session 4

- Jump Ropes (one per student)
- Colored tape (optional)
- Paper and pens

Session 5

- Chalk
- Masking Tape
- Measuring tape
- Step stool
- Paper and pens

Session 6

- Small playground ball

Session 8

- Playground balls (one for every two students)

Session 9

- Index cards
- Pens, pencils, or crayons

Session 10

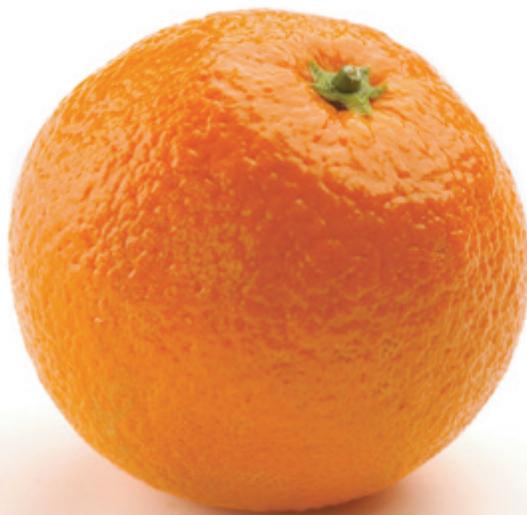
- Jump Ropes (longer is better)

Session 11

- Small balls for groups of five or six students



Building Healthy Communities
6-8



Sessions

Unit 1: Introduction to Building Healthy Communities

Session 1: Building a Classroom Community

Learning Goals

Students will explore the meaning of community and develop a Classroom Community Contract.

Materials

- Poster size paper for Classroom Contract

Warm Up

Estimated Time: 10 minutes

Facilitator introduces Building Healthy Communities (BHC) as an opportunity for students to make a difference in their communities by learning about and acting to address issues related to health.

Facilitator introduces the theme of the day, Community, and spends a few minutes brainstorming with students the definition of community. We know that communities can be made up of people who live in the same area. What other characteristics make people members of a community? (Examples of characteristics may include: shared interests, experiences, racial or ethnic identity, etc.)

Commons—Divide students into groups of two or three; then, give group members about two minutes to find three or more things that they have in common. Make the game more challenging by asking that students exclude visible commonalities, like gender, skin color, hair and eye color, etc. Examples of commonalities between students might include: shared favorite subject or sport, color or book, taste in music, number of siblings, or trait, a shared desire to travel to Egypt or hope for world peace. When each pair or group of three has found three things in common, ask that each pair join with another, or form groups of 3, then 4, etc. and continue to find things in common, until the groups have expanded to include lots of students, or the entire group has come together. This activity will help students get to know each other as well as introduce them to the concept of community.

Debrief: Why Does This Matter?

Did participating in Commons change the way we think about community? How?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will explore the importance of individual and group responsibility within communities; in this case, students' focus will be on the classroom community.

**Activity: What Can I Do?**

- Divide students into groups of three or four and ask them to work together to brainstorm suggestions for a Classroom Community Contract. This contract, or list of guidelines for participation, will serve as an agreement between students to follow rules that they establish determining how they will participate in Building Healthy Communities.
- When each team has generated at least three ideas for group guidelines, ask that each group go to the board and record its suggestions. (If your classroom does not have a blackboard, use a large piece of paper or poster paper.)
- As a large group, discuss each listed suggestion. (Examples may include: demonstrate respect for ourselves and our peers by listening when others speak, or have a positive attitude, etc.)
- As a large group, ask students to determine which rules are most important. Which, if any, can be eliminated? Why? Ask for one volunteer who will record on poster paper the rules that the class generates and agrees upon.
- Display this Classroom Community Contract where it will be visible throughout the course of the program.

Cool Down*Estimated Time: 5 minutes***Reflection: What Is the Big Picture?**

Word Whips—Students sit in a circle and give one word to describe how they feel about what they learned/worked on today. (Any student who wishes to elaborate may.) Students briefly discuss what they learned about Community, whether their concept of community is different from or the same as it was before today.

Lesson Extensions*(Optional)*

Read from *Chew on This: Everything You Don't Want to Know About Fast Food* by Charles Wilson and Eric Schlosser, or other recommended reading from the Read Aloud list in the Materials section at the beginning of the curriculum.

Session 2: What Is Health and Why Is It Important?

Learning Goals

Students will explore what it means to be healthy and create a public service announcement to educate others about the importance of good health.

Materials

- Internet access, or copies of the referenced web page
- Prepared questions for Warm Up

Warm Up

Estimated Time: 10 minutes

Facilitator says that the theme of the day is Good Health.

Mingle Mingle, Huddle Huddle Health—In order to help students brainstorm the importance of good health, begin identifying its characteristics, and encourage healthy behavior, play Mingle Mingle, Huddle Huddle Health. Students will walk around and “mingle” until leaders call “huddle” and a number. For example, if a leader calls, “huddle four,” students must quickly break into a group of four and answer a question, such as “What is the name of a healthy food?” Another question might be “Why are nutrients important to people?” (Suggested answers include: nutrients in food give us energy, keep our heart beating, our brain active and our muscles working. Nutrients such as vitamins and minerals also help build and strengthen bones, muscles, and tendons and regulate body processes.) Further questions include, “Name one habit that you could change today to increase your overall health” or “What healthy foods could you eat more of?” “What is your favorite way to exercise?” or “What is your biggest challenge when it comes to staying healthy?” “What is the healthiest place in your neighborhood?” “What is the unhealthiest?” “Why do you think people routinely eat unhealthy foods?” Ask each “huddle” to respond as a group.

Debrief: Why Does This Matter?

Discuss some of the thoughts generated throughout this game. What is good health? What does it mean to be healthy?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will review current facts about the health of young people and begin to explore causes and effects of unhealthy behavior in their communities.



Activity: What Can I Do?

- Students will visit the Centers for Disease Control and Prevention’s website to access current facts about the health of young people. <http://www.cdc.gov/healthyyouth/nutrition/facts.htm>
- Before reading this information, were students aware that poor diet can impact our ability to think, or that an unhealthy diet can lead to disease? What information stood out for students? What was surprising?
- Divide students into groups of three or four and ask each group to generate at least three reasons why they believe young people may not practice good health. (Answers may include: people don’t eat healthy food because they’re too busy, don’t know how to cook, or don’t have enough money to buy healthy food, etc.) Then, ask small groups to generate at least one reason why it is critical that students encourage other people to practice good health.
- Divide students into small groups to brainstorm ideas for a public service announcement about health that targets other young people. What is it important for your peers to know about health? How can you create a message that will influence other young people? How will you inspire them to take control of their health? Ask each small group to generate one idea for a PSA about health that targets young people. Then, ask each small group to present its idea to the class.
- When each small group has presented its idea, vote so that every student has a voice in choosing the concept for the class PSA.
- As a large group, create a script for the PSA (ideally one that requires the participation of each student).
- As a large group, decide how to present the PSA. (Students may choose to present to another after-school group, to an entire grade, or to the school during an assembly. Students may also choose to make and distribute copies of their script to the school community.)

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

Has your perspective on the importance of good health changed or developed?

How did your team work together to come up with an effective plan to impact others?

How will your experience today affect how you make choices about health?

Lesson Extensions

(Optional)

Record PSA—If possible, work with students to make a video or audiotape of their public service announcement. Send the tape to a local radio or TV station.

Unit 2: Healthy Living

Session 3: Eating Well

Learning Goals

Students will examine elements of a balanced diet, will create Food Logs to help them keep track of nutritional needs and make a healthy snack.

Materials

- Food Pyramid (in binder or see <http://www.mypyramid.gov>)
- My Healthy Eating Worksheet (see Resources)
- Recipe for Monkeysicles (see Resources)
- Internet access (optional)
- Bananas
- Popsicles Sticks
- Peanut Butter
- Granola
- Plastic knife or spoon for spreading and napkins

Warm Up

Estimated Time: 10 minutes

Facilitator says that the theme of the day is Eating Well.

Healthy Food Category Game—Facilitator chooses a letter and sets a timer for 90 seconds: when the clock starts, each student lists as many healthy foods beginning with that letter as possible. (For example: A apple, apricot, asparagus, artichoke, etc.) The student who generates the longest list when the time stops wins. Repeat using different letters.

What Food Am I?—Ask students to choose a healthy food and then to take turns providing the group with clues about the food each has chosen to portray. Students may not say the name of their food but can mention its food group, color, taste, texture, etc. As a group, guess which food students represent.

Debrief: Why Does This Matter?

How often do students eat healthy vs. unhealthy foods? What do they notice about how different kinds of foods make them feel?



Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Using the food pyramid generated by the United States Department of Agriculture and other resources, students will begin to assess how eating habits, their own and those of peers, factor into health.

Activity: What Can I Do?

- Ask each student to list everything that he or she has eaten or had to drink today.
- Introduce students to the food pyramid generated by the U.S. Department of Agriculture. The pyramid contains five food groups: Grains, Vegetables, Fruits, Milk, and Meat & Beans. (Any foods that do not fall within one of these categories should be designated as “Extra.” Examples of Extras might include soda, candy, and other desserts... they are mostly sugar and fat. Students should not have more than 1 extra each day.)
- Using the USDA pyramid and My Healthy Eating Worksheet (see Resources), discuss the food groups: examples of foods that fall within each group and recommended daily servings.
- Discuss portions: how much is one “serving?” One grain serving, for example, might equal one slice of bread, or 1/2 cup of cereal, cooked rice or pasta. One medium sized piece of fruit, or 3/4 cup of fruit juice, equal one serving of fruit. As a general rule, one serving size is about the size of a fist.
- Ask students to refer back to their list and to think about whether what they consumed today corresponds with recommendations for proper nutrition. Are students eating a balanced diet and meeting nutritional needs?
- Discuss calories with students. Calories are units of energy and are found in our food and drinks. It’s important to consume enough calories so that our bodies have the energy they need to grow and function. But when we consume too many calories and don’t burn them through exercise and physical development, we gain weight—and this can lead to a variety of health problems. The number of calories that each person needs varies based on factors like age, height, weight, and how much we exercise.
- Ask students to guess how many calories are in an average can of soda. The answer is approximately 200. This is about the same number of calories found in a donut!
- If time permits, a good resource to help students calculate recommended caloric intake is <http://www.nutritiondata.com>.
- Make a healthy snack, Monkeysicles! (See Resources for recipe.)
- As students enjoy their snack, discuss its ingredients. What daily recommendations does a Monkeysickle meet?

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

Ask students to spend a few minutes writing about the following questions:

What foods do I like to eat, and do I usually make choices that are healthy?

How do I feel when I eat foods that are good for me?

How do I feel when I eat unhealthy food?

How might my community change if its members ate healthy food and exercised?

When students have finished writing, ask that each student share one thought with the class.

Lesson Extensions

(Optional)

Guest Speaker—If your group is able, ask a nutritionist, chef, or other health professional to visit your site in order to speak with students about ways to make healthy snacks and meals

Healthy Options—Work with students to generate a list of foods that they eat frequently with examples of healthy alternatives to these favorite foods. This information could be sent home with students to support parents' efforts to provide healthy options. Relevant information: low-income families in New York City are now able to use EBT cards to purchase fresh food options in various Greenmarket locations. (<http://www.cenyc.org>)

Session 4: Exercising Regularly

Learning Goals

Students will learn about importance of physical activity and design an exercise program.

Materials

- Food and Exercise Logs (see Resources or use journal)
- Music (optional)

Warm Up

Estimated Time: 10 minutes

Facilitator tells students the theme of the day is Exercise, physical activity that strengthens our muscles, burns calories, and gives us energy.

Foot Fire—Facilitator asks students to place the tips of their index and middle fingers on their wrist in order to take their pulse, or count their number of heart beats in 60 seconds. (This number is called our resting heart rate and it should fall somewhere between 60-100 beats per minute. The more physically fit we become, the less energy and fewer beats per minute our hearts will require to pump blood throughout our bodies.) Next, students stand on tip toes with their hands on the backs of their chairs. Facilitator says, “Go!” and students run in place for 60 seconds, as fast as they can. At the end of 60 seconds, students take their pulse again as the facilitator measures 60 seconds.

Debrief: Why Does This Matter?

Discuss how students’ bodies felt as they moved. What did they notice about their breathing and heart rate? Did students feel comfortable exercising, or was this difficult?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will consider why exercise is important—it keeps hearts healthy, builds strong muscles, gives us energy, relieves stress, etc.—and will design an exercise plan to make physical fitness fun. They will plan to teach their program to community members.



Activity: What Can I Do?

- Divide students into pairs. Ask each pair of students to create a step that gets their bodies moving.
- Each pair will demonstrate their step for the group, and the group will perform the step.
- As a large group, practice all of the steps. Next, come up with a plan to combine them into a routine that lasts approximately five minutes.
- Speed up and practice the step routine to get students exercising and having fun. You may want to incorporate music into the movement activity to help students keep the same pace.
- Encourage students to generate a list of activities that they can do while they're at home and to share it with others.
- Students create Food and Exercise Logs (see Resources), a record of students' eating and exercise to be filled in each week. This log will help students to become aware of their habits, to replace unhealthy with healthy behaviors, and to track their progress. Keep students' logs in the classroom for use during future sessions.
- Finally, work with students to improve the community's health by teaching others about exercise—that it can be fun and doesn't require expensive equipment or outdoor space—and ask that students devise a plan to teach members of the school community their step routine.

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

How much do you exercise?

What are some of the obstacles to exercise?

How did you feel when you exercised today?

In what ways might you change your habits to ensure that your body gets the exercise it needs?

Lesson Extensions

(Optional)

Make a Video—Create an exercise video to distribute to members of the school community or to students' families.

Fitness Class—Invite a fitness expert to visit your site and lead students in new exercise programs. For example: BHC programs have had experts come and teach yoga, martial arts, and dance. Ask around for volunteers with friends and family at your program or inquire with local gyms or parks.

Personalize Food Serving Plans—Input individual information to get a personalized food pyramid serving guide at <http://www.mypyramid.gov/mypyramid/index>.

Session 5: Health Culture: Self

Learning Goals

Students will examine their health culture and survey their home environments to collect information about nutrition at home.

Materials

- Who Wants to Be Healthy? (see Resources)
- Health Culture Self Survey, copies (optional, see Resources)
- Home Health Practices, copies (optional, see Resources)
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's theme, Health Culture, and spends a few minutes brainstorming with students the meaning of personal health culture. For the purposes of Building Healthy Communities, we will define personal health culture as the beliefs and practices that affect our health.

Who Wants to Be Healthy?—Divide the group into two teams. Each team should think of a team name. Then, assign numbers to each student. Each team should have a player #1, #2, #3, and so on, so that everyone is included. Flip a coin to see which team will begin the game. Player #1 from that team will be the first contestant. Read one question and all four possible answers to the group, but only Player #1 may answer. Teams gain a point with each correct answer, and each player will have one chance to ask their group for help before losing their turn. Each player may continue answering questions until answering incorrectly. When the first contestant misses a question, Player #1 from the second team will have a chance to play, and so on. The team that gains the highest number of points wins.

Debrief: Why Does This Matter?

Discuss students' responses to Who Wants to Be Healthy? Which questions seemed easy, and which were more difficult? What might students determine about their personal health culture based on their knowledge about health and fitness?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will examine their current health culture: systems, habits, and routines that influence their health. Then, students will explore how each of us creates our own positive health culture, practices that keep us healthy like eating well, exercising, and engaging community members in efforts to improve our overall health.



Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources) for the week. It may be difficult for students to remember what they've eaten and how they've exercised, but encourage them to write down as much as they're able to remember. Remind students that logs will help them to track their patterns and see if there is a change in their habits over time. Have students take the Health Culture Self Survey (see Resources) and/or make their own surveys—see below.
- The first step to creating a positive health culture is to investigate our current culture. Divide students into groups of three or four, and ask each group to generate four questions to include in a survey that will measure our health culture. Ask each group to consider factors such as environment (only being around fast food restaurants), tradition/practice (eating a certain way because your family does), habits (eating in front of the television) and emotions (eating when you are happy, sad, or bored).
- Examples of students' survey questions may include a mini-checklist for students to take home that helps them record what kinds of foods are in their refrigerators, freezers and cabinets (i.e. what groups do foods belong in, are foods mostly fresh or boxed and canned, is there candy and soda at home, etc.). Surveys may also include questions about students' routines after school (i.e. do they walk home or ride the subway, do they generally play sports or watch TV, etc.) or questions about students' families and their approach to food (i.e. do families like to cook together, are foods mainly grilled, broiled or fried, how is food part of our family celebrations, etc.).
- Ask each small group to share its survey questions with the class.
- Record all survey questions on the board, or on a large piece of paper.
- As a large group, discuss all of the survey questions. What kind of information is most important to students' investigation of personal health culture? Which questions can be eliminated?
- Students create a complete survey to measure current health culture. Surveys should include between ten and twenty questions, with at least one question that corresponds with each of the four factors listed—environment, tradition/practice, habits, and emotion.
- Students will fill out surveys.
- Divide students into new small groups and ask them to discuss the results of their surveys. Were they surprised by the results? How will students improve their personal health culture, or continue to make positive progress? Discuss the Home Health Practices worksheet (see Resources). Students should take the worksheet home to fill out. This can be a great way to include family members as well.

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

Share with the large group something that surprised you about your personal health culture.

Share with the large group one way that you have decided to improve your personal health culture.



Lesson Extensions

(Optional)

Home Health Continued—Discuss as a group the results of students' Home Health Practices worksheet. Which foods do we have the most of at home? Which foods do we have the least of? Are there any foods we have too much of at home? Invite students to create lists of favorite healthy foods from each food group. For example, the Grains list might include popcorn, brown rice, whole-grain cereal, etc. and the Meats & Beans list might include sunflower seeds, low-fat beef, fish, soy nuts (i.e. baked soy beans), etc. Students should create one “shopping list” for each food group, which can be laminated and tied together with yarn to create a booklet of healthy foods. This booklet can be used to help family members shop for healthy foods.

Online Surveys—Have students enter and record their survey responses in Survey Monkey: <http://www.surveymonkey.com>. Results can be easily charted. If using one computer for students to take survey, set preferences to allow multiple responses from the same computer.

Session 6: Health Culture: School and Neighborhood

Learning Goals

Students will examine the health of their community, discuss obstacles to building healthy practices, and will write letters to their principal or local representative urging their attention to community health.

Materials

- Stick, or string and chairs
- Internet access, or printed Community Healthy Profiles
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's theme, Healthy Schools and Neighborhoods. We have begun to observe how we make choices to develop a healthy self. Today we will examine the health of our school and neighborhood and begin working together to make them healthy places to learn and live.

Bend Together—Create a limbo stick about two feet from the ground, using a yardstick or piece of string tied between two chairs. Challenge students to move under the stick without touching it. Students may help each other but they may not touch the ground with body parts aside from their feet, or return to the other side after crossing under the stick (unless they're able to move back underneath, following the same rules). If anyone touches the stick or the ground with body parts aside from feet, the entire group must start again.

Debrief: Why Does This Matter?

Did everyone help in order for the team to succeed?

How did people feel who needed more help to cross under the stick than others?

How did people feel who helped more than others?

What would have happened if the group had not worked together?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will make health-related observations about their school and neighborhood, begin determining its needs and explore how they can work together to make schools and neighborhoods healthier.



Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- There are many neighborhoods and schools in our city, state, and in the world and they are all different. Because neighborhoods and schools are so different, they all need different things to make them healthy.
- Briefly, ask students to differentiate between “wants” and “needs.” What do students think communities need in order to be healthy? (Responses may include: access to safe places to exercise, proximity, cost and availability of healthy food options, etc.) What might an ideal healthy community contain?
- Now, students will examine their own community. Is it healthy or not?
- Students research the health of their community. In New York City, visit The New York City Department of Health and Mental Hygiene website, where you can access your Community Health Profile: <http://www.nyc.gov/html/doh/html/data/data.shtml#3>
In New Jersey or Pennsylvania, students can access information about their communities by visiting official state websites, <http://www.nj.gov/> and <http://www.state.pa.us/>
- What did students find out about their community? Discuss the barriers or challenges to being healthy in your community, as well as any factors that promote healthy behaviors. From the list of a healthy community’s needs, what is lacking?
- Next, walk with students around their school and ask them to pay close attention to places like their cafeteria (what kinds of foods are served for lunch?), vending machines (does our school have these? what is inside?), gymnasium (is it a place where students can safely exercise?), and playground (is it a clean, safe place for students to run and play?).
- Students discuss what their school needs in order to be healthy. (Examples may include: we need healthy lunch and snack options at school or a safe place to play and exercise.)
- Students should draft a letter to a local representative or to the school’s principal urging their attention to relevant, health-related issues.

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

Sit in a circle and ask students each to name what they view as the most urgent health need in their school or larger community and one way that they can help to address that need.

Lesson Extensions

(Optional)

Reporters—Students will write an article for their school or local newspaper about the health of their school or home community. Students should focus on creating a compelling piece that will educate and inspire people to take action. Submit articles.

Session 7: Healthy Culture: Our Nation

Learning Goals

Students will learn about obesity, cited as the most prevalent chronic health problem among American children, and will design a comic strip to educate others about healthy eating and exercise.

Materials

- Pens/Pencils
- Paper
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's theme, Health in Our Nation. We have learned about our own health needs (healthy food and exercise) and the health needs of our school and neighborhood communities (healthy food in the cafeteria, safe and clean places to play, etc.). Today we will learn about health among young people across our country.

Symbols of Health—Ask students individually to draw a symbol that means health to them. Then, ask students to share their drawings and the reasons that their symbols represent health.

Debrief: Why Does This Matter?

What did students' symbols have in common?

How were symbols different?

How do different forms of communication (i.e. oral, written, visual) have different effects?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will begin learning about obesity, a growing epidemic in America that is particularly widespread among children and in low-income communities, where families may lack access to affordable nutritious foods and safe places for children to exercise. They will create a comic strip to educate others about healthy eating and exercise.

**Activity: What Can I Do?**

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Facilitator tells students that the most common, long-lasting health problem among children in America is obesity. Obesity means weighing much more than your body should, based on your height. Being obese in childhood drastically increases the probability of adult obesity.
- Obesity is a public health threat affecting children and adults and can lead to many extremely serious health problems including diabetes, high blood pressure, heart disease, and cancer. Recent research suggests that if this trend continues and obesity rates continue to rise, this generation of young people could be the first to have shorter life spans than their parents.
- We can prevent obesity by taking care of our bodies.
- Review with students some of the ways that students can prevent obesity. (Examples include: eating healthy food and avoiding fast food and too much snacking, exercising, and teaching our families and friends about healthy habits.)
- Students will work in pairs to design a comic strip that promotes healthy habits. Students can display their finished comic strip in their school cafeteria to show other students how they are fighting obesity. Students may also choose to act out their comic strips for some of the younger students in their school.

Cool Down*Estimated Time: 5 minutes***Reflection: What Is the Big Picture?**

Ask students to share their comic strips with each other. Students will discuss how their comic strip seeks to promote healthy eating habits.

Lesson Extensions*(Optional)*

Create a Neighborhood Walk-a-thon—Work with students to organize, advertise, and implement a student and teacher walk-a-thon to help prevent obesity by encouraging exercise. The American Diabetes Association has some pointers here: <http://www.schoolwalk.diabetes.org/>

Session 8: Media Part One: Media and Body Image

Learning Goals

Students will explore the concept of healthy body image through an exploration of media's impact and will create commercials that celebrate different bodies' shapes and sizes.

Materials

- Internet access
- Popular magazines
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's theme, Body Image. Ask students to brainstorm about body image: what is it, and how does it affect us? Body Image means what we think about how our bodies look.

Celebrate Differences—Students stand in a circle facing each other. One at a time, students say their name and add a movement that matches the number of syllables in their name. The group repeats each student's name and movement. (For example: My name is Ke-vin. Student does a 2-step action as he says his name. All: His name is Ke-vin. Everyone mimics the action.)

Debrief: Why Does This Matter?

How did it feel to show everyone your unique move?

What's great about people being different?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will explore healthy body image, media's impact, and will celebrate body differences by creating a commercial about bodies' different shapes and sizes. Students will consider how commercials influence their thinking.



Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Divide students into small groups (3-4 students), and have them generate a list of what from their perspective are “beauty ideals.”
- Have students look through current fashion and popular magazines, focusing on images of “ideal” bodies found particularly in advertisements. What do these images say to students? How do they help companies to sell products?
- Invite students to view Dove’s “Evolution Film”
[http://www.dove.us/#/features/videos/default.aspx\[cp-documentid=8354359\]/](http://www.dove.us/#/features/videos/default.aspx[cp-documentid=8354359]/)
- If students are unable to access the internet, summarize the “Evolution Film” by explaining that it shows, in detail, how models’ images are created through an “evolution” of their physical appearance. This transformation includes hours of preparation, professional makeup application, lighting, computer manipulation, etc. and artificially transforms images of ordinary women into the pictures used to sell products to the public.
- What is this film’s message? How is its message the same as or different from other advertisements? What makes a message effective?
- In small groups, students should create their own commercial celebrating body differences. Remind students to think about how commercials influence their thinking.
- If time permits, students may perform commercials for the class, or plan to perform them for members of the school community.

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

How does body image impact our health?

How can we work to promote ideals that value individuals’ health, as opposed to particular shapes and sizes?

Lesson Extensions

(Optional)

Real Health—Ask students to think of a current advertisement (print, TV, radio) and how they might change it to reflect a healthy message. Create a new, effective version of the ad that presents a healthy message. Perform it for the class.

Session 9: Media Part Two: Media and Healthy Choices

Learning Goals

Students will continue to explore media and its influences on health, and students will create positive messages about healthy choices.

Materials

- Create-Your-Own Healthy Food Ad Campaign, copies (optional, see Resources)
- Media Messages, copies (optional, see Resources)
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's theme, Media and Healthy Choices. How does the media influence the choices that affect our health?

Name that Slogan—Facilitator will give each student the name of a healthy food, and students must describe their food to the class without saying its name. They may mention its food group or its color, taste, appearance, etc. Other students should guess the name of the food being described. Tell students that their job is to make the foods sound as appealing as possible to the class, so that other students want to eat their food right away. For example, one student may be given the healthy food, “apple” to portray. In order to help classmates guess, the student might say “I am full of vitamins and fiber, and I am crunchy and delicious. I come in many colors such as red, yellow and green. If you eat one of me every day, I may help keep the doctor away!”

Debrief: Why Does This Matter?

Were you able to influence what other students thought about your food?

How did you make your foods sound as tempting as possible?

What kinds of words did you use to describe foods?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will recognize how media influences our desire for certain foods in ways that are both positive and negative and design their own slogans to promote healthy behaviors.



Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Ask students to brainstorm different types of media. (Examples of media include TV, radio, internet, billboards, newspapers, magazines, etc.) What do all of these have in common? (They are ways of sending messages to people.) As an option, the class can work together to complete the Media Messages worksheet (see Resources).
- Companies spend billions of dollars each year marketing unhealthy foods to kids. How do these messages influence us? Why do they make us want to eat healthy or unhealthy foods? Is it because a famous athlete or celebrity promotes the product, or because free prizes are offered with purchase? How do some companies try to make unhealthy foods popular with young people? (Answers may include by using billboards, advertising during certain TV shows, using celebrities to promote food, etc.)
- Often, companies use catchy slogans (memorable phrases used to promote an idea) to influence young people to buy and eat their products. Brainstorm with students healthy and unhealthy slogans that advertise certain foods (Examples of slogans that encourage healthy food habits include, “Subway, Eat Fresh” and “Got Milk.” Examples of slogans encouraging unhealthy food habits include: “I’m lovin’ it” by McDonalds and “Taste The Rainbow” by Skittles.)
- Ask students why these messages make them want to eat healthy or unhealthy foods. What are the attributes of a good slogan? A good slogan should:
 - Make the audience desire the product
 - Be delivered in a clever or witty way that grabs our attention
 - Be difficult to forget
- In pairs, students will come up with an advertising campaign, complete with their own slogan, song, rap, etc. to promote a healthy food. (See optional template Create-Your-Own Healthy Food Ad Campaign in Resources.) Remind students to consider their target audience.
- Invite each pair to share its ad campaign with the class.
- The slogans, raps, etc. can be displayed in table tents or display cases in the cafeteria to encourage students, faculty and other members of the school community to choose healthy foods.

Cool Down

Estimated Time: 10 minutes

Reflection: What Is the Big Picture?

After each group has shared its slogan/rap with the class, students sit in a circle and discuss as a group which food they would most like to eat, based on various slogans or mini raps. How did different groups promote their food and make other students want to eat it? Why are healthy media messages important? How will you try to influence others to make healthy choices?

Lesson Extensions

(Optional)

Letter to a Network—Students may write letters to a network station, or to a specific company, describing what they have learned about how the media influences choices we make affecting our health. They may make suggestions about how to present healthier messages (i.e. accepting or developing commercials that show people in various shapes and sizes, endorsing more shows that promote healthy living, etc.)

Create a Character—Ask students to consider characters like talking M&M's. How do characters like these help to market unhealthy foods to children? Students should think about the qualities that make characters like M&M's appealing and then create characters that make healthy foods just as tempting.

Log Screen Time—Recent studies have shown that there is a correlation between more screen time and less exercise. Ask students if they also want to log daily screen time (tv, video games, computer) and add this to their Food and Exercise Logs or journals.

Unit 3: Introduction to Service

Session 10: Responsibility and Citizenship

Learning Goals

Students will investigate the responsibilities that come with being a citizen of the community and write about and share an experience

Materials

- Paper plates (or pieces of paper)
- Markers
- Food and Exercise Logs

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's themes, Responsibility and Citizenship. Ask students to explain responsibility and citizenship as it applies to them. How do students demonstrate responsibility and citizenship in their lives? Having responsibility means being trusted to do something. Citizenship means the responsibility to help your community.

Bridge—Begin by giving the group a stack of paper plates and markers and asking them to write down one of their strengths or talents on a plate. After group members have written down all of the strengths that they can think of, ask them to arrange the plates, spreading them out at a distance so that they form a bridge around the room. Make sure that there is a large amount of space between the plates so that students will need to help each other get from one plate to another. During this activity, students may only walk on plates—their feet may not touch the ground. Be careful: no jumping!

Debrief: Why Does This Matter?

What were some of the strengths that people wrote down on the plates?

Would the group have been able to function as effectively if some of the students and their talents were not included in the group?

How did it feel to be responsible for group members crossing the bridge and to rely on others for help? Would it have been possible to cross the bridge without the help of other students?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will explore responsibility and good citizenship and will continue to consider their own responsibility to help make communities healthy.



Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Students discuss what it means to be responsible. What are students responsible for in their daily lives? Name some examples of students' broader responsibilities as citizens of their community, world, etc. What do students feel responsible for?
- Ask students to name ways that they have acted responsibly or as good citizens. Remind students how they have acted as good citizens throughout Building Healthy Communities by teaching other people about health.
- Ask students individually to remember one moment when they felt responsible as a member of a community (home, school, neighborhood, world, etc.) and to spend 15 minutes writing about that experience. What was the spark that got you going? How did you act? What did it feel like to do something? Students' "moments" may include anything from deciding to tell someone about making a healthy choice to writing a letter, to campaigning for awareness. If students cannot think of a "moment," invite them to write about something that has moved them to want to do something to benefit others and how they will take action. Students may also write about someone who sets an example that inspires them.
- Invite students to sit in a circle and individually to share their story.

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

Ask students to sit in a circle and share how when it comes to creating healthy communities, each student will take on responsibility for the greater good.

Lesson Extensions

(Optional)

Real Examples—Have students look for examples of good citizenship in their everyday world, and at home.

Session 11: Leadership and Service

Learning Goals

Students will explore leadership and service and will design a campaign to advocate for health in their city.

Materials

- Internet access (optional)
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's themes, Leadership and Service. Brainstorm with students what it means to be a leader. Being a leader means doing things that people can look up to. Service is when you do something for others that they need.

Human Web—In groups of ten or a smaller even number, students form a circle and must connect hands with people who are within the circle but are not directly beside them. Students must try to untangle themselves to get into a perfect circle again without letting go. (They may talk to each other to accomplish this.) Time them to see how long it takes.

Debrief: Why Does This Matter?

Did we accomplish our goal?

If not, why not?

If so, what helped us to accomplish our goal?

Were there people who gave suggestions during the activity? (What was their tone; did everyone listen to them?)

In what ways have all of you acted as leaders during Building Healthy Communities? (Examples include by modeling healthy behavior for others, by telling people about how to be healthy, etc.)

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will explore leadership and service and consider the ordinary and extraordinary ways that each student can serve their communities by helping to make them healthy.



Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Divide students into small groups of 3–4. Ask each small group to generate a list of leaders. Leaders may include people whose service has impacted many (e.g. Martin Luther King, Jr., Rosa Parks, President John F. Kennedy, Oprah Winfrey, Nelson Mandela, Gandhi, etc.) or few (teachers, coaches, family members, friends, etc.).
- Leaders may and should include not only those whose work is well known, but also those who have made a difference in other, less recognized ways. For example:

Tiger Woods started a foundation that “promotes the health, welfare, and education of all of America’s children” (<http://www.twfound.org>). Shaquille O’Neil is fighting childhood obesity, by working to help families and young people to get healthy (<http://www.shaqsfamilychallenge.com>).
- After small groups have listed leaders, ask each group to brainstorm answers to the question: what do all of these people have in common?
- Ask students from each small group to share with the class what qualities and traits they believe leaders share.
- Ask each small group to consider what it knows about leadership and the importance of good health. Invite students to make a difference by designing a campaign to advocate for health in their community.
- Examples of a healthy campaign include: creating posters with words and images to hang around the school community, designing flyers to be handed out in the neighborhood detailing “what everyone should know about being healthy,” writing letters to your city’s Department of Education to request funding for health education, developing a plan to encourage community members to exercise together, etc.
- Invite each small group to share its “campaign” with the class.

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

Dr. Martin Luther King, Jr. said, “Everybody can be great, because everybody can serve.”

Discuss with students what they learned about big and small ways they can act as leaders in their community. Ask each student to give one example of how they have acted as a leader in Building Healthy Communities, or how they plan to act as leaders in the future.

Lesson Extensions

(Optional)

Volunteer Together—Visit <http://www.kidsforcommunity.org> to find opportunities to volunteer in your community.

Play Leader by Design—One person leaves the room: that person is “it”. The rest of the group stands in a circle. One student, “the leader,” starts a motion such as tapping shoulder and everyone must follow suit without letting the person who is “it” know who started the motion. Those in the circle repeat the motion until the leader changes to a new motion such as wiggling fingers (so all keep wiggling until the leader changes again). The leader and group should practice a few times and be doing a motion when the “it” person comes back to the center of the circle for 3 guesses of who is the leader. The leader then becomes “it” and leaves the room while a new leader is selected for the next round.

Unit 4: Prepare to Take Action!

Session 12: Identify Community Needs Part One

Learning Goals

Students will investigate general health needs, the health needs within their community, and will generate a Community Health Needs List.

Materials

- Bubble Map, copies (see Resources)
- Community Service Comic Strip, copies (see Resources)
- My Community Healthy Survey, copies (see Resources)
- Poster board
- Markers
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces the theme for the next two sessions, Community Needs. Community Needs are things that are essential to improving a community.

Simon Wants...Simon Needs...—Students stand with facilitator in the front of the room. The facilitator will say, “Simon needs...” and an action, and students must do what he or she asks. But, if the facilitator says “Simon wants...” and an action, then students may not act. When students respond correctly to needs and wants by acting or not, they remain in the game; otherwise, students are eliminated. Play until there is a winner.

Debrief: Why Does This Matter?

Review with students the difference between wants and needs. Which is more important? What is the difference between something a community needs and something it wants?

Work Out

Estimated Time: 20 minutes

Context: How Does This Impact Me and Others?

Students will explore the importance of communities’ health needs generally and begin to examine their own community’s needs.



Unit 4: Prepare to Take Action!

6-8

Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Work with students to generate a list of communities' health needs. What do communities need in order for people to eat well? What do they need so that people are able to exercise regularly?
- Examples of ways to meet communities' healthy eating needs include: corner stores need healthier options, grocery stores need affordable, fresh produce, families need to train themselves to eat healthier food, schools need to serve healthy lunches and snacks, etc.
- Examples of what communities need to promote regular exercise include: communities need safer playgrounds, schools need to allow time for kids to have fitness, families need to exercise together, stores need to promote toys that encourage physical activity, etc.
- Facilitator introduces the first step: choosing a specific need to address. As much as possible, guide students toward making this decision independently in order to facilitate their ownership of the project. An overview of some ways to help students choose a community need include:
 - Bubble mapping—Create a bubble map of community needs (see Resources)
 - Community walk—Students walk around the community to make observations and gather information about community needs. What resources are available? What is missing?
 - Survey—Survey community members about their needs (see Resources)
 - Community meeting—Hold a forum for community members to discuss what need should be addressed
 - Interview senior citizens—Sometimes those who have lived in communities longest have good perspective about important needs. Remember to prepare carefully before any interview by thinking about and discussing what you will ask, and how you plan to pose questions.
 - Three wishes—Ask a variety of people to name three wishes for their community, and tally their responses.
- Work with students to create a Bubble Map (see Resources) to start the conversation about community needs. The next session will involve a community survey and walk, but feel free to use other tools from the list above.
- Work with students to compile their ideas into one list of community health needs.

Cool Down

Estimated Time: 15 minutes

Reflection: What Is the Big Picture?

Community Service Comic Strip—Students will reflect on community needs and how to address them by illustrating a comic strip (see Resources), or writing a letter to the editor for the local newspaper about community needs.

Lesson Extensions

(Optional)

See Prior Lesson Extensions.

Session 13: Identify Community Needs Part Two

Learning Goals

Students will continue to become aware of and explore community needs by participating in a community walk and surveying community members to determine their health needs.

Materials

- My Community Health Survey, copies (see Resources)
- Clipboards (optional)
- Additional sharpened pencils (optional)
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator reviews today's theme, Community Needs.

What's Needed?—Facilitator chooses one student to stand in the front of room, and all other students are given 20 seconds to try to memorize what he or she looks like. Next, this student will leave the room briefly, change something about his or her appearance (i.e. one earring taken out, one shoelace untied, etc.), and return. The class must guess what has changed. Facilitator may choose to repeat with different students.

Debrief: Why Does This Matter?

Discuss with students what made this game difficult and whether it may be difficult to determine what people and communities need. What did students learn about being observant that could help? What else might have helped (i.e. would it have helped to have been able to ask questions, etc.)?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will continue to learn about community health needs by surveying community members.



Unit 4: Prepare to Take Action!

6-8

Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources). What kinds of changes are students noticing about their habits?
- Facilitator explains that it can be difficult to figure out what a community needs without asking directly. Last week, students brainstormed possible community health needs. This week, they will ask community members themselves. One way to do this is by taking a survey. We take surveys by asking lots of different people the same questions about a topic and recording their answers.
- What are some questions that students would like to ask community members about health needs? Ask older students to draw on their experience from Session 5 Health Culture: Self.
- For younger students, facilitator may hand out copies of My Community Health Survey (see Resources).
- Lead students on a walk around their school community, or set up a station to conduct a survey about health needs, using My Community Health Survey.
- What did students notice about community members' responses? What did they have in common? What was different?

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

Sequence Stories—Students sit in a circle and describe the day's events, in order, one at a time. Then, discuss with students what seems most important. What did they learn from surveying community members?

Lesson Extensions

(Optional)

Keep on Surveying—Students design surveys to gather feedback about other issues such as: school lunch, active games that could be played in gym, assemblies about healthy eating or exercising, etc.

Interviews—Students contact community members, teachers, parents, neighbors, senior citizens, business people, local council members, etc.—to conduct interviews with community members about health needs. Remember to plan carefully before conducting interviews.

Session 14: Choose Project

Learning Goals

Students will choose a community health need and will begin designing a service project to address it.

Materials

- Tally chart (optional)
- Construction paper
- Crayons
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator says that today's theme is our Community Project. Our Community Project is our service project to improve the health of our community.

Would You Rather—Facilitator gives each student two choices to various questions; students must make and explain a choice. Examples of questions may include: Would you rather...be really hot or really cold, eat bugs or eat dirt, play basketball with your legs or soccer with your hands, have a pet snake or a pet shark, be a dancer or be a singer, have a lot of money or a lot of friends, have a big house or a nice car, have superhuman powers or be liked by everyone.

Debrief: Why Does This Matter?

Students will discuss decision making. What makes decision making easy or more difficult? Will it be easy or difficult to decide which community need to address with our service project? What will help us to make good decisions?

Work Out

Estimated Time: 30 minutes

Context: How Does This Impact Me and Others?

Students will discuss community health needs, determine which need community members and students identified as most important, and decide on a need to address.

Activity: What Can I Do?

- Ask students to spend a few minutes filling out their Food and Exercise Logs (see Resources). Encourage them to pay attention to their habits. Have they become healthier since the start of Building Healthy Communities?
- Gather the bubble maps, community health surveys, and any community interviews. Choose a student to record information on the board. As a group, go through survey questions and record the feedback that students have received from other students, parents, teachers, community members, etc. Use a simple tally chart to determine which needs were identified as most important. See below for an example.



Unit 4: Prepare to Take Action!

6-8

Example Tally Chart

Community Health Need	Tally Count
Fresher produce in grocery stores	III
More playgrounds	IIII

- Based on this and any other information, students will identify the most important community needs. As a class, discuss and/or vote to determine which community need the group is most concerned about and excited to address. There may even be a way to combine two needs into one idea. Students don't necessarily need to know HOW they will help... yet.
- Brainstorm with students possible service projects. What kind of project will they conduct in order to address their chosen health need? Examples may include: hosting a health fair to educate people about healthy habits, designing a community walk-a-thon to promote exercise and raise funds to support obesity prevention, working with community members to petition for lower prices on healthy foods, partnering with a community organization to clean up local playgrounds so that kids have a place to exercise, etc.
- Choose a project! Remember to get consensus from students through discussion, debate, and if necessary, by voting.
- If time permits, students may create a Health Service Project Poster illustrating their chosen community need, service project and goals.

Cool Down

Estimated Time: 10 minutes

Reflection: What Is the Big Picture?

Fill in the Blank Rap—Students reflect on their service project by filling in the blank of this rap that students will sing together—or, students may create their own class rap.

Our community
Has got a need
We're going to help
Them succeed
It makes me feel
So good inside
It makes me shout
That I feel _____!

Lesson Extensions

(Optional)

Bulletin Board—Make a project bulletin board for all to see, highlighting: students' service project, their feelings about starting the project, examples of what they have learned about service so far, student quotes about what they hope will be their project's outcome, action steps for completing their project, etc.

Session 15: Project Planning: Project Logistics

Learning Goals

Students will plan the logistics for their service project and create IGNITE books to document their planning process.

Materials

- Service Project Planning Worksheet, copies (see Resources)
- Service Project Task List, copies (see Resources)
- IGNITE Book, copies (see Resources)
- Crayons, pencils
- Stapler to bind pages
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's theme, Project Planning. When we create a plan, we get organized and decide how we will accomplish our goal.

Going on a Picnic—Students sit in a circle and the facilitator says that the class is going on an imaginary healthy picnic and that everyone will need to bring something in order to make it complete. The first student will say, "My name is _____. I'm going on a healthy picnic, and I'm bringing_____." Students should "bring" anything that will contribute to the group's effort to plan their service project. An example might be, "My name is Carline and I'm bringing commitment." Students will also include the name and picnic item of the student or students who came first. For example, "Jasmine is bringing energy. Mario is bringing ideas about exercise. My name is Carline and I'm bringing commitment."

Debrief: Why Does This Matter?

Why is it important in planning the service project for individuals to take on different roles and responsibilities?

Why do you think it is important to tell everyone what you will bring to planning the service project?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will learn about planning a project and how to take individual and group responsibility for its success.



Unit 4: Prepare to Take Action!

6-8

Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Remind students that it takes time and attention to detail in order to plan and carry out a successful service project. Today, students will begin to plan their service project. The steps for planning are called IGNITE! When something ignites, it catches fire and spreads... just like a good idea, or a service project that makes a difference.

- I Identify
- G Gather
- N Network
- I Inform
- T Teamwork
- E Encourage

Step One: **Identify** the specific needs of the community (see Unit 4, Session 1 to review community needs) and a service project to meet these needs.

Step Two: **Gather** supplies to help you with this project.

Step Three: **Network** with community members and organizations to create a partnership. Possible donations may include supplies, or even volunteer hours. Also, gather the volunteers and chaperones to assist you (i.e. parents, other teachers, etc.).

Step Four: **Inform** other students, parents, community members and the media about your project. Get their input and get them onboard.

Step Five: **Teamwork!** Work together as classmates to accomplish your goal. Make sure that you contribute to the project by providing input, as well as your skills and talents.

Step Six: **Encourage** all students to remain positive throughout the planning process and keep their eye on the service project goal.

**Remember: Students should be involved in driving the service project at every step of the way.*

- Students will consider the service project they have chosen and brainstorm, as a class, some of what needs to be planned in order to make their project a success. For example:
 - Project location
 - Partnerships and co-sponsors
 - Necessary supplies
 - Expenses and Fundraising
 - Transportation to and from project
 - Time needed to carry out the project
 - Permission slips from parents or guardian
- After brainstorming project needs, use the Service Project Planning Worksheet (see Resources) to list the goal and begin listing supplies needed and organizations the group might want to contact.

- Next, students will assign responsibility for each task using the Service Project Task List (see Resources). Facilitator should ensure that task distribution is fair and manageable for each student.
- Students will begin making their IGNITE Books (see Resources). Pass out copies of the IGNITE book, and staple its pages. Students should design a cover and complete the Identify section. When the session is over, leave the books behind for use next week.
- In addition to creating IGNITE Books, students may also consider creating an IGNITE bulletin board, so that members of the school community can keep track of their progress.

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

What do you think will be most difficult about planning your service project?

How can you work together to overcome challenges?

Lesson Extensions

(Optional)

Service Project Website—Design a class website about your process creating a service project. Some websites that may help you include:

- <http://classjump.com/>
- <http://www.teacherweb.com/>



Session 16: Project Planning: Project Logistics

Learning Goals

Students will continue planning the logistics for their service project, focus on gathering supplies, and continue to create IGNITE books that document their planning process.

Materials

- Survival Shopping Worksheet, copies (see Resources)
- IGNITE Books (see Resources)
- Service-Project Planning Worksheet, copies (see Resources)
- Service Project Task List, copies (see Resources)
- Example of Kids in Action (see Resources)
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator reminds students that we are involved in Project Planning. Today, we will focus on gathering necessary supplies. What supplies will we need? How much will they cost? How might we raise money or obtain donations?

Survival Shopping—You and your teammates have been selected to spend one year on a journey to a faraway location. You will be given food, water, and clothing (two sets). You team will be given \$200 to buy any other supplies. (For younger students, you may decide to simplify this activity by limiting the number of allowed items, rather than dollar amount.) The team must agree on the items and cannot go over the allotted dollar amount. For details, see the Survival Shopping Worksheet (see Resources).

Debrief: Why Does This Matter?

Discuss students' decision making process. How did they agree on what items were most important? How did students budget in order to ensure that their primary needs were met?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will continue to focus on the importance of good planning with an emphasis on gathering resources.

**Activity: What Can I Do?**

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Pass out students' IGNITE Books (see Resources) and copies of the planning and task list worksheets from the last session to add to and use as references.
- First, review worksheets from the last session. What will we need to add in order to continue planning?
- What supplies will we need for the project? Will we need money? How much? How can we raise money, or get donations? Will we need space for the event? If so, where? Who will we need to contact or ask for permission? How much time will it take to plan and carry out?
- Students should complete the Gather section of their IGNITE books.
- If you have additional time during this session, or if your group is having trouble getting started, it might be helpful to share the "Example of Kids in Action" with students (see Resources).
- When the session is over, leave the IGNITE books behind for use next week.

Cool Down*Estimated Time: 5 minutes***Reflection: What Is the Big Picture?**

What makes a good partnership?

How will you demonstrate qualities of a good partner throughout this project?

Going forward, how will you continue to partner with others in order to reach goals?

Lesson Extensions*(Optional)*

Shopping—Have students bring in fliers and ads from the newspaper to use to shop healthy. Students can look at savings as well.

Session 17: Project Planning: Engage Partners

Learning Goals

Students will plan the logistics for their service project, focus on engaging partners, and continue to create IGNITE books that document their planning process.

Materials

- IGNITE Books (see Resources)
- Sample Letter (see Resources)
- Blown-up balloons
- Crayons
- Internet access (optional)
- Phonebook or newspapers (optional)
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's theme, Partnerships. We form Partnerships when we team up with others to get a job done.

Balloon Walk—Divide students into partners: each team of two receives one balloon. Each pair must work together to carry the balloon from one end of the room to the other by walking with the balloon in between their backs.

Debrief: Why Does This Matter?

How did students work as partners to achieve their goal? What was important about working as a team? How will we use what we learned about working with others as we plan our service project?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will focus on the importance of creating partnerships in order to reach goals and will brainstorm to generate ideas about various groups and/or community members who might act as partners in their service project.



Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Pass out students' IGNITE Books (see Resources)
- Today, students will focus on the Network and Inform sections of their book.
- Discuss with students what it means to network. When we network we build relationships with people who can help us to meet our goals. Brainstorm with students about individuals, organizations, businesses, community or church groups, etc. that might be willing to donate something or provide another kind of assistance, even volunteer hours, that would help to make the service project a success.
- If the group has access to the internet, go to <http://www.childrenforchildren.org> and click on "Kids for Community" to search for organizations that might already be doing something similar. Those organizations might be able to help—or maybe, you can help them.
- Use a local phonebook and/or newspaper to search for organizations that are active in the community.
- Fill in the Network section of IGNITE books.
- As facilitator, encourage students to take on appropriate individual responsibilities, based on their breakdown of the Project Task List in the last session. For example, some students may be focusing on letter writing (see Resources for Sample Letter), while others are busy role playing in preparation to approach a business in person or by phone. Work with your group to determine how to spend group time.
- Discuss the importance of the "I" in IGNITE: Inform. Brainstorm with students ways that they have informed others about good health throughout Building HealthyCommunities.
- How will they inform other students, parents, community members and the media about your project? Fill in the Inform section of IGNITE books.
- Design flyers; write letters, etc. to inform other students, parents, community members and the media about your project. When the session is over, leave the IGNITE books behind for use next week.

Cool Down

Estimated Time: 5 minutes

Reflection: What Is the Big Picture?

What makes a good partnership?

How will you demonstrate qualities of a good partner throughout this project?

Going forward, how will you continue to partner with others in order to reach goals?

Lesson Extensions

(Optional)

Continue to Find Community Partners—Help students conduct web research on potential community partners. Also consider having students call or email to potential community partners to see what they are doing about childhood obesity in the community. Draft email together or put together interview questions and practice before calling.

Session 18: Project Planning: Teamwork and Encouragement

Learning Goals

Students will focus on using teamwork and encouragement to support each other as they make the final preparations for their service project.

Materials

- IGNITE Books (See Resources)
- Service Project Checklist (See Resources)
- Food and Exercise Logs (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's themes, Teamwork and Encourage. Teamwork involves supporting each other and working together to help everyone meet their goals. To encourage means cheering someone on to help them reach their goal.

Shoulder to Shoulder—Students will line up in a straight line. They must stand shoulder to shoulder with the person they are beside. The goal is to move the entire line to another spot in the room without letting go of anyone's shoulder.

Debrief: Why Does This Matter?

Did students accomplish their goal? Why or why not?

What helped to complete the task? (Or, what would have helped?)

How can teamwork and encouragement help you complete a goal?

How do you think we can work together as a team and encourage each other on our service project?

Work Out

Estimated Time: 35 minutes

Context: How Does This Impact Me and Others?

Students will focus on the importance of teamwork and providing encouragement to their classmates in order to reach their goals. Students will continue to work together to ensure all project tasks are complete before implementing their service project.

**Activity: What Can I Do?**

- Ask students to spend a few minutes filling out their Food and Exercise Logs (see Resources).
- Pass out students' IGNITE Books (see Resources).
- Today, students will focus on the Teamwork and Encourage sections of their book.
- Discuss with students what it means to work together as a team on their service project and brainstorm ways they can work together to ensure that all their tasks are complete before they execute their project.
- Fill in the Teamwork section of IGNITE books.
- Discuss the importance of the "E" in IGNITE: Encourage. As a group, come up with ways to encourage your classmates to do their best while working on the service project and use these suggestions to fill in the Encourage section of your IGNITE books.
- As everyone works together to complete the preparations for the service project, be sure to use these ideas to encourage everyone to do their best.

Cool Down*Estimated Time: 5 minutes***Reflection: What Is the Big Picture?**

Students will individually complete the Service Project Checklist (See Resources). After the form has been filled out, ask students to discuss their responses as a group. Students should also discuss ways that they have encouraged each other to make healthy choices throughout Building Healthy Communities and how they think their service project will encourage others to make healthier choices.

Lesson Extensions*(Optional)*

See prior Lesson Extensions.

Unit 5: Take Action!

Session 19: The Project

Learning Goals

Students will conduct their service project.

Materials

- Materials will vary depending upon project
- Community Response Form, copies (see Resources)

Warm Up

Estimated Time: 10 minutes

Facilitator introduces today's theme, Get Active! We will Get Active by carrying out the service project.

Who Knows What To Do?—

Facilitator: Who knows what to do?

Students: I know what to do!

Facilitator: Who knows what to do?

Students: I know what to do!

Facilitator: What are you going to do?

Individual students: I'm going to... (Each student shares their individual task with the group)

Debrief: Why Does This Matter?

Students discuss:

Why is this event so important?

What are our goals for the day?

How will we show others that we are excited about our service project?

We will know that today was a success when...

Work Out

Estimated Time: varies

Activity: What Can I Do?

- Students execute their service projects!
- Distribute and collect Community Response Forms (see Resources)



Cool Down

Reflection: What Is the Big Picture?

Student Roundtable Discussion—Students reflect on the service project. Students discuss:

- What did you learn today?
- How did it feel to carry out the service project?
- How do you think that we helped the health of our community?
- Would you do this again?
- What else can we do to help our community?
- How can we keep this project going?

Estimated Time: 20 minutes

Lesson Extensions

(Optional)

Picture Collage—Students use the pictures taken during the event to design a collage to be posted on the school's bulletin board.

Service Slide Show—Students use the pictures taken during the event to design a slide show on Power Point.

Unit 6: After the Action!

Session 20: Reflection and Demonstration

Learning Goals

Students will reflect on their service project and will celebrate their hard work and success.

Materials

- Students may consider inviting guests to participate in today's celebration, including volunteers, community members, other students, etc.
- Sample "Thank You" letter (see Resources)
- Reflection Journal Suggestions (see Resources)

Warm Up

Estimated Time: 5 minutes

Today's theme is Celebration. We celebrate by recognizing and demonstrating our accomplishments and by thanking others who helped to make our project successful.

Concentration—Students and facilitator sit in a circle and clap, clap (on their thighs) and snap, snap in a repeating beat.

Facilitator: Name of the game... (pause) Is concentration... (pause) No repetition... (pause) No hesitation. The way that I felt about the project was...

Individual students: Say one word that describes how they feel (i.e. happy, proud, inspired, etc.)

Debrief: Why Does This Matter?

Ask students to expand on how they feel as a result of having carried out a meaningful service project.

Work Out

Estimated Time: 30 minutes

Context: How Does This Impact Me and Others?

Students will reflect on their experience planning and executing a service project and will celebrate their accomplishment by demonstrating what they have learned.

**Activity: What Can I Do?**

- Welcome students and guests and explain that today is a celebration of our service project.
- Divide students and any guests into small groups and ask them to answer the following questions: Through this service project, what did you learn about yourself? What did you learn about working with others? What did you learn about your community and your relationship to the community? What went well? What didn't go well? How did your project contribute to improving the community's health? How will you use what you learned through this experience? What surprised you most about yourself, others, or the community?
- Ask each small group to share three of its responses with the class.
- Thank those who helped to make the project happen. Send thank you letters to anyone who donated time, money, and/or supplies including local organizations, businesses, parents, teachers, principals, etc. (For a sample "Thank You" letter, see Resources.)

Cool Down*Estimated Time: 10 minutes***Reflection: What Is the Big Picture?**

Ask students to spend a few minutes writing about their experience in Building Healthy Communities. (Younger students may draw.) What is the most important thing that students have learned from participating in Building Healthy Communities? How will students continue to use what they have learned from this experience?

Lesson Extensions*(Optional)*

Demonstrate—Students may take guests on a tour of the classroom and/or school to show what they have worked on throughout Building Healthy Communities. Consider inviting parents, school administration and faculty, and community partners.

Building Healthy Communities

Fitness



All Ages



Building Healthy Communities

Fitness Activities

Written by Tim Haft & Shana Brady from Punk Rope, Inc.

General guidelines

The activities on the following pages have been designed for incorporation into your regular BHC sessions, but these activities are also great for students to try with their classmates before school or during recess, and at home with their family members.

These activities are borrowed from the Punk Rope™ workout and program and are planned to be safe, fun, effective, quick to explain, inclusive, and intellectually, as well as, physically stimulating. They are suitable for most children in grades K–8, however when necessary, modifications have been indicated for each grade range (K–2, 3–5, 6–8).

1. **Participation should always be voluntary.** Children will usually let you know if they have any physical limitations or are uncomfortable with an activity, but if you are ever unsure, always err on the side of caution. Never force a child to play a game or engage in a particular activity if he or she is resistant.
2. While the activities are designed to dovetail with the general theme of each session, the key to using them successfully is to make them as enjoyable as possible. **The focus should be on fun.** If the children are laughing and smiling, then you're on the right track. More importantly, if you're laughing and smiling, then you're on the right track. Enthusiasm is contagious.
3. Many of the activities require that the class be divided into groups or teams. To ensure that the **students get to play with a variety of teammates**, have children count off to determine their groups or teams. For example, if you have a class of 20 students and want groups of 5, have the children count off 1–2–3–4. Put all the 1's, 2's, 3's, and 4's together. Voila, you have 4 groups of 5, then rotate.
4. Combined with the **recommended warm-up and stretch** (see descriptions), each physical activity session is designed to last about 15 minutes, but of course can continue longer if you desire. Once, however, the children show obvious signs of fatigue (e.g., heavy breathing, excessive sweating, lack of energy) it is best to stop the activity to allow for recovery.
5. Bear in mind that your students will probably range widely in terms of fitness level. **Try to make sure that all students have the opportunity to be successful**, particularly those who are the least fit. When possible, encourage the more fit/skilled students to serve as mentors and coaches for the less fit/skilled. Students should be reminded that nobody is judging them and that what is most important is whether they improve over time and not how they compare with others. Be careful not to progress too quickly if students are having difficulty mastering a skill or grasping a concept.

Safety precautions

Before initiating an activity, make sure that you have sufficient space so that the activity can be conducted safely. For example, rope jumping requires roughly 60 square feet of space per participant or a square that measures 8 feet by 8 feet. This is necessary to accommodate the length of rope as well as the fact that when children start jumping, they will typically migrate very quickly into their neighbor's space. If you do not have adequate space, consider having your students take turns.



In addition, make sure that the activity area is cleared of all obstacles such as notebooks, backpacks, desks, chairs, and the like. Be mindful of any objects or furniture on the perimeter of the activity area that could be hazardous.

For vigorous play, it is best for children to wear sneakers and comfortable clothes that are not too restrictive. Do not allow children to participate in fitness activities in bare feet.

WARMING UP

Prior to beginning a physical activity, have children engage in a 5-minute warm-up to prepare their bodies and minds for the more intense activity to follow.

Goals: By loosening up stiff joints, and by bringing blood, oxygen, and nutrients to the muscles, warming up can help lower the risk of injury and simultaneously improve athletic performance.

The Punk Rope warm-up consists of (see pictures)

- **“Shaking out” the arms and legs**—focus on one limb at a time. First, relax the right arm and let it go limp; then vigorously shake it for 10 seconds. Next do the same with the left arm, the right leg, and finally the left leg.
- **Peddling the feet**—keep toes on the ground while alternately raising right and left heel. This helps to loosen up the ankles, knees, and hips.
- **Neck rotations**—look over the right shoulder and then the left shoulder. The movement should be slow and controlled.
- **Shoulder circles**—raise the shoulders up to the ears and around to the heels; then reverse the motion and circle the shoulders toward the toes.
- **Standing spinal twist**—take a slightly more than hip-width stance and extend arms in front of body, bring palms together, and slowly twist to one side while pivoting on the trail foot; now twist and pivot to the opposite side.
- **Side bending**—bring right arm directly over the top of head while leaning to the left side, separating ribs from hip. Do not allow hips to rotate. Feel a mild stretch through ribs and hip on the right side of the body. Now try the same movement, but switch sides.
- **Spinal extension and flexion** (e.g., wood chops)—take a wide stance and interlace fingers. Lean back and imagine holding an axe. When a mild stretch is felt in the abdomen, swing the imaginary axe forward and simultaneously bend knees. Keep knees and toes facing forward.
- **Knee to opposite elbow**—standing up, bring knee to opposite elbow at about waist height.
- **Tin soldiers**—stand upright and alternate slowly kicking each leg to the opposite palm at about waist height. Feel free to kick lower or higher according to flexibility.
- **Hip circles**—imagine a Hula Hoop on the waist. Start by circling hips in one direction; then reverse directions.
- **Lateral reaches**—take a very wide stance and alternate reaching just beyond each foot.
- **Easy jogging**—slowly jog in place landing very softly.
- **Jogging with high knees**—alternate bringing each knee explosively to waist height.
- **Butt kicks**—jog in place and simultaneously flick heel toward your butt by contracting hamstring.
- **Shadow jumping**—mimic rope jumping by gently hopping up and down on both feet while simultaneously turning the wrists forward. Try to keep legs together during jumps.

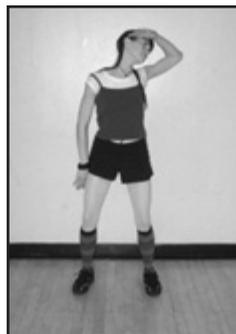
Warm-up movements



Shaking it out



Pedaling the feet



Neck rotations



Shoulder circles



Spinal twist



Side bending



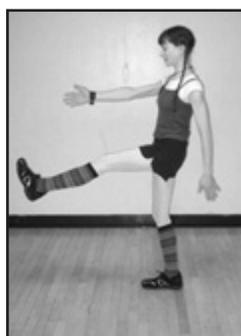
Spinal extension



Spinal flexion



Knee to opposite elbow



Tin soldier



Hip circles



Lateral reach



Easy jogging



High knees



Butt kicks



Shadow jumping



STRETCHING

After activity, have students stretch for 3–5 minutes. Stretching will help students improve their flexibility, bring their muscles back to resting length, and relax. Have students hold each stretch for 20–30 seconds.

Punk Rope Stretching Protocol

- **Calf Stretch**—lean into a wall with one leg forward (with knee bent) and the other leg back (relatively straight). Keep toes and knees pointing straight ahead and rear heel flat on the ground. Imagine that oxygen is going directly into the rear calf. As the calf relaxes slide the rear foot even further back.
- **Standing Quad Stretch**—stand next to a wall for support. Pick up the outside ankle, not the foot, and bring the ankle toward butt. To accentuate the stretch, push forward with the hip of the leg being stretched.
- **Hip Flexor Stretch**—begin in a lunge position. Keep torso vertical. Lead knee should stay behind toes. Let rear hip sink toward the ground. It’s okay to use hands to maintain balance. To deepen the stretch, raise arms overhead toward the ceiling and arch the back slightly.
- **Standing Hamstring Stretch**—stand near a wall. Extend right leg and place right heel on the floor and the toes of right foot on the wall. Hinge at the waist and lean forward, but keep chest lifted. Bend left leg as though getting ready to sit down. Place palms lightly on left leg. Repeat on the opposite side.
- **Standing Cat & Camel**—this stretch focuses on the spine. Take a hip-width stance and place palms on knees. Look up, arch back, and inhale deeply. Now round back and exhale. Repeat these two moves three more times at a slow tempo.

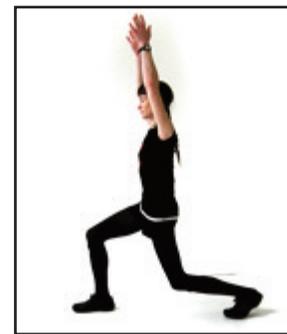
Stretching movements



Runner's calf stretch



Standing quad



Hip flexor



Standing hamstring



Standing cat



Standing camel



Session 1: Kids United Will Never Be Divided

Learning Goals

- Students will learn how to work collectively to accomplish a single group fitness goal.
- Students will work on improving balance, coordination, and leg strength.

Space

- Safe space for at least 5 children in a circle with arms outstretched.

Caution

While this activity should be perfectly safe for most children, it is not recommended for anybody with ankle, knee, or hip discomfort, pain, or injury.

Warm Up

Time: 5 minutes

Refer to WARMING UP Section in General Guidelines

Work Out

Estimated Time: 7–10 minutes

- Have students join hands and form a big circle, facing each other. Alternatively, you can break the class up into groups of anywhere from 5 to 10 students.
- Tell students to slowly walk back until their arms are almost fully extended. They should never let go of their neighbor's hand.
- Their feet should be about hip width apart so that they are stable.
- Next, instruct them to sit back into an imaginary chair while keeping their head and chest up. Remind them not to round their back. Are they able to maintain their balance?
- Now, have them stand up again and repeat the movement 6 more times to a tempo of down for 4 and up for 4. Ask them whether the movement is becoming easier with each repetition. Are they in sync?
- Next, instruct students to sit back even further so that their butt is almost on the floor. From that position, have students sit on the floor with knees bent and feet flat on the floor. Their feet will need to be more than hip-width apart for them to return to standing.
- Now, here's the big challenge. Tell students to dig their heels into the ground while holding their neighbor's hand tightly and pulling their own elbows in towards their ribs. Simultaneously they will need to use all the muscles in their legs to return to standing.
- Give the group at least 5 attempts to see if they can successfully go from sitting to standing without breaking the "community chain" (e.g., losing their balance or letting go of a hand).

Cool Down

Time: 3–5 Minutes

Refer to STRETCHING Section in General Guidelines



Session 2: Couch Potato Tag

Goals

- Students will learn the connection between individual health and societal health.
- Students will work on improving cardiovascular endurance, agility, speed, and quickness.

Space

- Safe space for running: gym or outdoor space

Warm Up

Time: 5 minutes

Refer to WARMING UP Section in General Guidelines

Work Out

Estimated Time: 7–10 minutes

- You'll want to play this game at least 3 times to demonstrate how a healthier society is usually able to more effectively prevent "couch potato-itis." In other words, when the society is comprised of a higher percentage of health-conscious individuals, it becomes easier for the entire society to maintain its health.
- In the first round, have the children count off 1, 2, 3, 4, 5, 6, etc. Every 6th child will be a "health-conscious citizen." All the other children start off as couch potatoes who are not so interested in health. In the second round, have the children count off 1, 2, 3, 4, 5, etc. Every 5th child will be a "health-conscious citizen." And in the third round have the children count off 1, 2, 3, 4, etc. Every 4th child will be a "health-conscious citizen." If you have a small group, you will need to adjust the numbers accordingly.
- Determine the boundaries of the playing area so that students don't run into walls or other obstacles. Consider using cones to reinforce the boundaries.
- Inform the students of the rules:
 - Students may ONLY skip. No running is allowed.
 - If a couch potato is tagged, she must freeze until touched by another couch potato, at which point she is free to begin skipping again.
 - When none of the couch potatoes are free to eat fries and chips, the game is over and the health-conscious citizens have won.
- Begin with the citizens on one side of the space and the couch potatoes on the other, and yell "go" to begin the game.
- Consider setting a time limit of 2 minutes per round.

Cool Down

Time: 3–5 Minutes

Refer to STRETCHING Section in General Guidelines



Session 3: **Healthy, Healthy, Junk Food** (in the spirit of Duck, Duck, Goose)

Goals

- Students will share and reinforce their knowledge of healthy and unhealthy foods.
- Students will work on improving agility, speed, reaction time, and level changes.

Space

- Safe space for at least 6 children in a circle with arms outstretched

Warm Up

Time: 5 minutes

Refer to WARMING UP Section in General Guidelines

Work Out

Estimated Time: 7–10 minutes

- The game is identical to “Duck, Duck, Goose,” but use the names of foods as the verbal cues instead of “duck, duck, and goose.”
- Split the class into groups of 5 or 6. Small groups are more active.
- Inform the students of the rules:
 - One person in each group will start as the Nutrition Chief while the other group members will form a circle with an arm’s length between each student.
 - The students in the circle should be in “tabletop” position with knees bent, hips elevated to shoulder height, and palms on the floor.
 - The Nutrition Chief begins to walk around the circle tapping the shoulders of his classmates. With each tap the Chief must say the name of a food.
 - If the food named is healthy (e.g., pineapple) the student who was tapped remains in tabletop position.
 - If the food named is unhealthy (e.g., potato chips), the chase begins. The student who was tapped gets up and runs around the circle after the Nutrition Chief.
 - If the student tags the Chief before the Chief makes it to the spot vacated by the student, technically the Chief would “play” another round, however we prefer to keep rotating Chiefs so that a slower student doesn’t get stuck in the same role.
- Try to play the game until all the students have at least one chance to be the Nutrition Chief.
- If you have time for another round (or if you have students with wrist issues), try an alternative position for the students in the circle. One option is to have them lie on their backs with their legs up. Can you think of others? Also, consider experimenting with different gaits for the chase portion of the game. For example, try skipping, race walking, or crawling instead of running.

Cool Down

Time: 3–5 Minutes

Refer to STRETCHING Section in General Guidelines



Session 4: Learning the Ropes

Goals

- Students will learn about the benefits of rope jumping
- Students will be introduced to basic rope jumping technique.
- Students will coach each other.
- Students will work to improve coordination and cardiovascular endurance.

Materials

- Jump Ropes (1 per student)
- Optional: Colored tape to mark floor spaces
- Paper and pens to write best number of consecutive jumps

Space

Each student should have approximately an 8' x 8' space to jump in

Warm Up

Refer to WARMING UP Section in General Guidelines

Time: 5 minutes

Work Out

Estimated Time: 7–10 minutes

- Divide class into pairs.
- Distribute ropes to students. The ropes are color-coded by length.

6-foot ropes	Jumpers up to 4'
7-foot ropes	Jumpers 4' 1" to 4' 7"
8 foot ropes	Jumpers 4' 8" to 5' 2"
9 foot ropes	Jumpers 5' 3" to 5' 9"
- To size the rope, have students step on the middle of the rope with one foot and pull the handles straight up toward the ceiling. The tops of the handles should be approximately level with shoulders. If the rope is too long, have students tie a knot below the handle to take up the slack. If the rope is too short, bring the student a longer rope.
- To set up spacing, tell students to fold their ropes in half and swing them gently in front, behind, and to the side. They should be half a rope's length from their neighbor. To ensure that students space themselves properly, you may want to use tape to make Xs on the floor about 8' apart.
- Have students place the rope on the ground in front of them. They will be tempted to pick it up and start jumping so you will need to be firm.
- Tell students to put both feet together and to start hopping gently. Their feet should barely leave the ground and they should make almost no noise when they land. Encourage them to turn their wrists as if they were holding the rope.

K–2: Have students stand behind their rope and jump over it and back. Remind them to keep their feet close together.



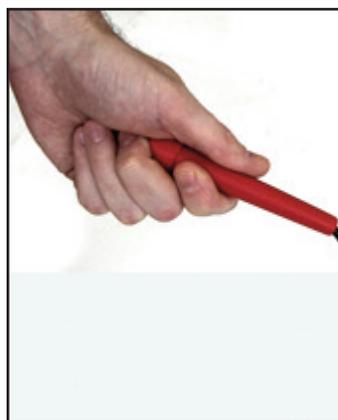
Building Healthy Communities



- Tell students:
 - Pick up your rope with both handles in one hand. We're going to practice jumping while spinning the rope to one side. (see photos of windmill swing below)
 - Now grab one handle in each hand. Make sure your thumbs are on top of the handles. Hold the handles near the top. (see photo of grip below)
 - The rope should be behind your feet.
 - Keep your elbows close to your ribs, your knees slightly bent, and your hands below your hips. Look straight ahead, not down at your feet. (see photo of rope jumping posture below)
 - After everyone practices, only one person in each pair should be jumping at a time. Your partner will be your coach. He or she will count your jumps and give you feedback.
 - Now it's time to jump through the rope. Remember to turn the rope first and THEN jump. Don't jump too high. Listen to your feet. You should make very little noise. See how many jumps you can do in a row without missing. Write down your partner's best effort.
- Jumping guidelines:
 - K-2: partners should switch after 10 jumps
 - 3-5: partners should switch after 20 jumps
 - 6-8: partners should switch after 30 jumps
- Consider setting a time limit of 2 minutes per round.



Sizing your rope



Proper Grip



Windmill swing

Cool Down

Refer to STRETCHING Section in General Guidelines

Time: 3-5 Minutes



Session 5: Personal Best Assessment (vertical jump)

Goals

- Students will learn how to perform their own quantitative fitness assessment.
- Students will work on improving leg power and strength.

Materials

- Colored Chalk
- Masking Tape
- Yardstick or measuring tape
- Step Stool or Step Ladder
- Paper and pencils/pens to write down highest jumps

Space

- 10 safe spaces for jumping alongside a wall. Each should be about 3 feet wide.

Warm Up

Refer to WARMING UP Section in General Guidelines

Time: 5 minutes

Work Out

Estimated Time: 7–10 minutes

- Using masking tape, you may want to mark off about 10 safe jumping spaces along a wall. Each space should be about 3 feet wide.
- Have students choose a partner.
- Assign each pair a jumping space.
- Pass around pieces of colored chalk. Each student should take one piece of chalk, but make sure that partners do not take the same color.
- Inform students of the procedures:
 - One at a time, students will mark their standing reach. Have them take the piece of chalk and stand next to the wall with their feet flat. Students should reach as high as they can (while keeping their feet flat) and make a level mark on the wall with the chalk.
 - Next, one at a time, students will mark their standing jump. With chalk in hand, students should take one step away from the wall. Students will then jump as high as they can and make a chalk mark on the wall at the apex of their jump. Their partner should encourage and cheer for them and offer feedback.
 - Partners should take turns jumping and rest roughly 30 seconds between each jump.
- After each student has completed 5 jumps, collect the chalk.





Building Healthy Communities

- The facilitator will measure each student's vertical leap by standing on a step stool and using a yardstick to determine the distance between each student's highest reach and their best jump. Students should be encouraged to write down this number.
- Encourage students to repeat this exercise at a later date at home or at a playground. Challenge them to jump even higher the next time. Explain that the stronger their legs the more likely they will be to jump higher. Jumping high is a useful skill for almost every sport, but is also useful in regular life. For example, you might need to jump high to get over a fence or to reach a piece of clothing that is caught on a branch.

Cool Down

Time: 3–5 Minutes

Refer to STRETCHING Section in General Guidelines



Session 6: Circle Ball

Goals

- Students will learn a classic schoolyard game that can be played in a confined space
- Students will work on improving coordination, reaction time, and flexibility (especially the hamstrings and adductors)

Materials

- 1 small playground ball for each group of 6 to 8 students.

Space

- Space for 6–8 students to stand in a circle with their feet spread as wide as possible.

Warm Up

Refer to WARMING UP Section in General Guidelines

Time: 5 minutes

Work Out

Estimated Time: 7–10 minutes

- Divide the class into groups of 6–8 students.
- Each group is given a small playground ball.
- Inform students of the rules:
 - Players stand in a circle with their feet spread as wide as possible.
 - The outer edge of each player’s foot should touch the outer edge of a neighbor’s foot.
 - The object of the game is to bat the ball with the hands through the legs of another player.
 - “Shots” must roll on the ground. Remind students not to hit the ball in the air as doing so could injure another player.
 - When a player “scores,” he or she retrieves the ball while the other players in the circle perform 3–5 repetitions of a particular exercise such as jumping jacks or push-ups.
 - If the ball rolls between the legs of 2 players it is NOT a goal. One of the 2 players should volunteer to retrieve it.
 - One player in each group is selected by his group to start the game.
- Each round should last approximately 2 minutes.
- Have students rotate from group to group so that they have the opportunity to play with everybody in the class.

Cool Down

Refer to STRETCHING Section in General Guidelines

Time: 3–5 Minutes





Session 7: Animal Relay

Goals

- Students will practice locomotive skills by racing each other using various animal gaits.
- Students will improve arm, leg, and core strength as well as coordination.
- Students will learn the value of camaraderie and good sportsmanship.

Space

- Safe space for running: gym or outdoor space

Caution

While this activity should be perfectly safe for most children, the bear walk, alligator crawl, and crab walk are not recommended for students with wrist injuries.

Warm Up

Time: 5 minutes

Refer to WARMING UP Section in General Guidelines

Work Out

Estimated Time: 7–10 minutes

- Divide the class into teams of 3 to 4.
- Each team should line up single file along the width of the space (to maximize distance traveled). Make sure there is about 5' between each team to increase safety.
- Inform students of the rules and guidelines:
 - Have teams set the order of their lineup.
 - Tell students they will be racing through four different regions of the nation. In each region, they will pretend to be a different animal. They will start in California as a Black Bear, then gallop across Texas as a ranch horse, crawl through the Florida Everglades as an alligator, and finish up near our nation's capital, sliding into the Atlantic as a Maryland Blue Crab.
 - Bear walk—Bend forward at the hips, placing hands on the ground. Walk your hands forward until you resemble an inverted V with hips up to ceiling. Move right arm and right leg, then left arm and left leg, to propel your body forward. Keep your legs nearly straight.
 - Horse gallop—With your right foot in front and your left foot behind, move forward by alternately hopping with your right foot and then with your left. You can also try galloping with your left foot in front and your right foot behind.
 - Alligator crawl—Get in a pushup position on palms and toes with your back straight. Crawl forward with slightly bent arms. Do not bend your knees. Let the strength of your upper body bring your entire body forward.
 - Crab walk—Sit down with legs in front, knees bent, and feet flat on the floor. Raise your hips off the floor by extending your arms, supporting yourself with your feet and hands. Your fingers should point toward your heels. Travel facing forward, taking a step with each foot, then with each hand.



- The leadoff “animal” for each team will start with the bear walk. Upon completing her leg, the 2nd person will attempt the bear walk and so on. The horse gallop will be next, followed by the alligator crawl, and finally the crab walk.
- The relay continues until the facilitator yells stop, or until the music stops if a song is being used to time the relay.
- Yell “go” to start the relay.
- Remind students to move in a straight line and to be careful of their neighbors.
- Keep the relay to roughly 2 minutes in length.
- If you choose to play multiple rounds, consider changing the teams, the order of the animal gaits, the type of animal gaits, or all of the above.
- Consider setting a time limit of 2 minutes per round.

Cool Down

Refer to STRETCHING Section in General Guidelines

Time: 3–5 Minutes





Session 8: Seeing, Squatting, and Doing Push-ups Eye to Eye

Goals

- Students will learn to work cooperatively to achieve a fitness goal
- Students will focus on each other's eyes, not each other's bodies.
- Students will work on improving balance, flexibility, coordination, and upper body strength

Materials

- 1 playground ball per pair of students

Space

- Space for 2 lines of 10 students

Warm Up

Time: 5 minutes

Refer to WARMING UP Section in General Guidelines

Work Out

Estimated Time: 7–10 minutes

- Divide the class in half and be prepared to participate if the numbers aren't even.
- Arrange the students in two lines facing each other. Designate one group as Team 1 and the other as Team 2.
- Inform students of the rules:
 - Partners place a playground ball between their foreheads.
 - Partners squat down slowly while continuing to look straight ahead.
 - At the low point of their descent partners get into a push-up position (supported by palms and toes with back straight).
 - Partners perform 1 push-up before returning to standing. The ball should remain between their foreheads the entire time.
 - After each round, the students in Team 1 maintain their position while the students in Team 2 rotate.
- Allow about 20 seconds per round.
- Continue the exercise through one complete rotation.

Cool Down

Time: 3–5 Minutes

Refer to STRETCHING Section in General Guidelines



Session 9: Public Service Poetry Slam Relay

Goals

- Students will work cooperatively to create a poem with a positive message about making healthy choices
- Students will work to improve their anaerobic capacity and speed

Materials

- 1 index card per relay team
- 1 pen, pencil, or crayon per relay team

Space

- Safe space for running: gym or outdoor space

Warm Up

Refer to WARMING UP Section in General Guidelines

Time: 5 minutes

Work Out

Estimated Time: 7–10 minutes

- Divide the class into teams of 3 to 4. Make sure there is about 5' between each team for safety.
- Provide each team with 1 index card and 1 pen, pencil, or crayon
- Inform students of the rules and guidelines:
 - Have teams pick a group leader and set the order of their lineup behind the starting line.
 - Have each group leader put their team's index card and writing implement in the middle of the activity area.
 - Each teammate will run first to the end of the activity area, touch the ground, and then run back to the middle where they will work on their team's poem by writing no more than 3 words on the index card. For example they might write, "run, walk, crawl," or "nuts for nuts." They will then run back to the starting point and tag their teammate who is on deck.
 - The relay continues until the facilitator yells stop or until the music stops, if a song is being used to time the relay.
- Yell "go" to start the relay. Remind students to move in a straight line and to be careful of their neighbors.
- Keep the relay to roughly 2 minutes in length. At the end of the relay have each team share its poem with the entire class.
- If you choose to play multiple rounds, consider changing the teams, the writing implement, the number of words that students may write per leg, or all of the above.

Cool Down

Refer to STRETCHING Section in General Guidelines

Time: 3–5 Minutes



Session 10: Twins

Goals

- Students will learn how to work cooperatively with a partner to accomplish a fitness goal
- Students will develop a greater sense of body awareness
- Students will work to improve coordination, timing, and rhythm

Materials

- 8' and 9' jump ropes (in general, the longer the rope, the easier it will be to perform the activity)

Space

- Each pair should have approximately a 9' x 9' space to jump in

Warm Up

Time: 5 minutes

Refer to WARMING UP Section in General Guidelines

Work Out

Estimated Time: 7–10 minutes

- Divide class into pairs. Ideally both members of the pair should be roughly the same height.
- Distribute 1 rope to each pair. Pairs with the tallest students should receive 9' ropes.
- Explain to students that they will be using only 1 rope to jump together.
- Ask for one volunteer from each pair. Ask the volunteer to fold their ropes in half and swing them gently in front, behind, and to the side. They should be at least half a rope's length from their neighbor. To ensure that students space themselves properly, you may want to use tape to make Xs on the floor about 9' apart.
- Review basic rope jumping guidelines
- Inform students of the procedures for Twins:
 - Partners stand side by side, each holding one handle of the rope, about waist height.
 - Partners determine a cue (such as “3, 2, 1, go”) so that they can begin jumping at the same time. Suggest that students turn slowly at first to develop a rhythm.
 - On cue, each partner will simultaneously turn the handles of the rope. When the rope approaches their feet they will jump at the same time. Explain that the key to being successful is getting both partners to turn the rope at the same rate or speed.





- K-2: some younger students may not have the necessary coordination to perform this skill. These students should be paired with an older, more proficient jumper or with the facilitator. For any student who is struggling, make the task easier by eliminating their need to turn the rope. They can simply hold one handle while their partner actually turns the rope. This will help them to build confidence.
- For pairs who are able to master the skill, suggest that they turn faster and/or vary their step (e.g., jogging inside the rope).
- Consider having students work with multiple partners so they get a sense of how we all have a different sense of rhythm and timing.

Cool Down

Refer to STRETCHING Section in General Guidelines

Time: 3–5 Minutes





Session 11: Hot Potato/Follow the Leader

Goals

- Students will learn to act quickly and decisively
- Students will learn what it's like to make decisions that impact a group of their peers
- Students will work to improve throwing, catching, hand-eye coordination, and agility

Materials

- 1 small ball for each group of 5–6 students

Space

- Safe space for at least 6 children in a circle with arms outstretched

Warm Up

Time: 5 minutes

Refer to WARMING UP Section in General Guidelines

Work Out

Estimated Time: 7–10 minutes

- Divide the class into groups of 5–6 students.
- Each group is given a small ball.
- Inform students of the rules:
 - Players stand in a circle in a half squat (with knees slightly bent and hips back).
 - The player who starts the game will toss the ball to a “teammate” and slide clockwise or counterclockwise. All the players in the group will follow in the same direction. The direction may only be changed after the ball is dropped.
 - If the ball is dropped, the entire group will do 3 repetitions of an exercise predetermined by the group. Options include push-ups, jumping jacks, and sit-ups. This rule will provide incentive for the students to work cooperatively and be careful with their throws.
 - During the game the facilitator will yell “STOP” at least 3 times, or will pause the music in the event that music is being used. Whoever is holding the stress ball when the facilitator yells “stop” or when the music stops becomes the leader and will quickly decide on a movement that all group members must perform 5 times. After the 5th repetition, the game resumes as before.
 - One player in each group is selected by his group to start the game.
- Each round should last approximately 2 minutes.
- Have students rotate from group to group so that they have the opportunity to play with everybody in the class.

Cool Down

Time: 3–5 Minutes

Refer to STRETCHING Section in General Guidelines

Building Healthy Communities
Sustainability
Guide



All Ages



Action Steps

Creating a sustainability plan for your group's service project can transform it from a meaningful project to one that continues to make lasting change. Lasting change requires work to sustain! As you near the end of your service project, look at these resources to learn how your project can continue to have an impact that lasts well beyond the end of this school year.

Ask volunteers to sign up during the event.

Since the people helping on the day of your service project have demonstrated interest in the cause, create a sign-up sheet, or ask directly if volunteers would like to discuss ways to continue the project after today. If you're holding an event, you may suggest that volunteers attempt to hold one like it weekly, monthly, or annually.

Ask a local business to take on the project.

You may consider marketing your project to local businesses by emphasizing not only the difference that their impact might make, but also that their demonstration of civic engagement could boost sales!

Ask students to make a plan to continue projects themselves.

Students may be interested in continuing projects on their own. To assist students with planning, help them to organize the following:

- A sign-up sheet for interested students, with a designated meeting time for students to brainstorm extension projects
- A location for students' meetings
- Delegation of duties, so that everyone knows who's responsible for what
- A list of necessary supplies
- A method for raising money to get necessary supplies
- A list of businesses or organizations that may be interested in helping to fund the project, offer volunteers, or support its goals in another way

Ask local leaders in government to lend a hand.

Since students' service project addressed a health need within the community, students may wish to solicit help from local leaders to keep the project and its mission alive. It may start with a simple letter writing campaign, a petition, or a visit to an elected leader.



Where to Look for Partners

There are many places to look for partners to help keep your project going. Here are some examples of places and people to target for partnership.

Banks

In 1977, Congress enacted legislation to encourage banks and “depository institutions” to reinvest in the communities that they serve. Market your project to local banks!

Foundations

Many foundations were partner with other organizations for a common purpose. Look for foundations that highlight philanthropy as their philosophy.

Clubs and Organizations

Some clubs and organizations are already committed to helping others and may be looking for individual projects to assist with or take on. Try some of these clubs and organizations:

- Boy’s and Girl’s Club of America
- American Red Cross
- Universities (particularly clubs within universities such as Greek Fraternities and sororities)
- AmeriCorps
- Center for Disease Control
- FDA (Food and Drug Administration)
- United Way
- Local schools
- World Health Organization
- American Cancer Society

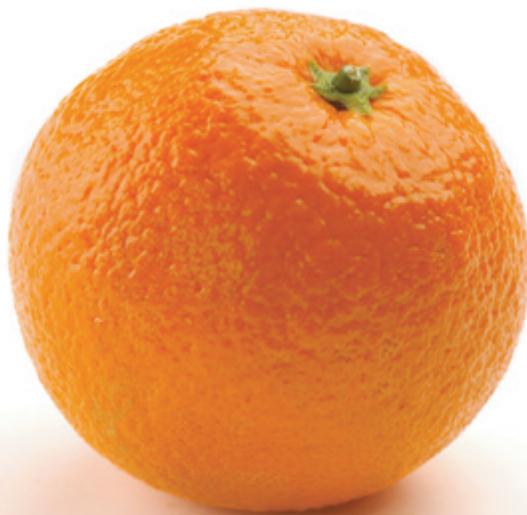
Church Groups

Many religious institutions have philanthropic missions as well. Regardless of your personal affiliation, seek out various church groups that will support the continuation of your project.

Branch Out

Continue to brainstorm other ways to engage. Consider creating a club in school to continue your work this year!

Building Healthy Communities
6-8



Resources

My Healthy Eating Worksheet

Ages 9–13

My Healthy Eating Checklist

Name: _____

I will try to eat every day:

- 2–2 1/2 cups of vegetables
- 1 1/2 cups of fruit
- 3 cups of milk or dairy products like cheese or yogurt
- 5–6 ounces of bread and grains
(1 ounce = 1 slice of bread or 1 cup cereal or 1/2 cup rice)
- 5 ounces of meat or beans
(1 ounce = 1 egg or 1/8 cup meat; 4 ounces = 1/2 cup meat)



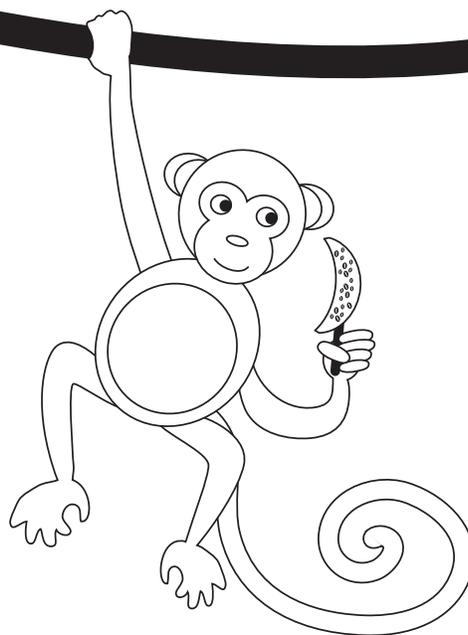
MONKEYSICLES!

Ingredients:

- 1 Peeled Banana
- 2 Popsicle Sticks
- 1/4 Cup Creamy Peanut Butter
- 1/2 Cup Granola

Procedure:

1. Peel the banana and cut it in half.
2. Insert each half of the banana on a popsicle stick.
2. Use a plastic knife or spoon to carefully spread peanut butter on the banana. Go light on the peanut butter since it's high in calories.
3. Roll the banana in granola, so that granola sticks to the monkeysicle.
4. Enjoy!



FOOD & EXERCISE LOG

Name:
Date:
BREAKFAST
 Food eaten:
 Food group:
 Drink:
LUNCH
 Food eaten:
 Food group:
 Drink:
DINNER
 Food eaten:
 Food group:
 Drink:
SNACKS
 Food eaten:
 Food group:
 Drink:
EXERCISE
Type of exercise:
Amount of time spent exercising:



This game, played in game show format, will quiz students on their knowledge about health and fitness. The group will be split into Team A and Team B. One at a time, the players on each team will answer questions and will continue until they give a wrong answer. Each player will have one chance to ask their teammates for help. Once a player is eliminated, a player on the opposing team has a chance to play. The team with the highest number of points wins the game. (Note: answers with an asterisk are the correct answer.)

1. **Which of these foods is NOT a whole grain?**
a. Brown rice b. Popcorn c. Barley d. None of the above*
2. **Why should we eat foods containing iron?**
a. Iron helps us develop x-ray vision
b. Iron helps us develop diseases
c. Iron helps our blood carry oxygen*
d. Iron helps our blood carry fat
3. **According to the USDA, how many cups of fruit should 9–13 year olds eat every day?**
a. 1 b. 1.5 c. 2 d. 3
4. **According to the USDA, how many ounces of meat and beans should 9-13 year olds eat each day?**
a. 1.5 oz. b. 3.5 oz. c. 5 oz.* d. 7.5 oz.
5. **According to the USDA, how many cups of milk or milk products should 9-13 year olds eat each day?**
a. 1 b. 2 c. 3* d. 4

Continues on next page

6. **To get our 3 ounces of whole grains each day, we could eat...**
- a. 3 slices of whole-grain bread
 - b. 1 slice of whole-grain bread and 2 cups of whole-grain cereal
 - c. 1 cup of brown rice, 1 slice of bread, and 1 cup of whole-grain cereal
 - d. Any of the above*
7. **Most days of the week we should do at least ____ minutes of physical activity.**
- a. 10 minutes
 - b. 20 minutes
 - c. 30 minutes
 - d. 60 minutes*
8. **Which of the following should we be most careful about eating?**
- a. Plain popcorn
 - b. broccoli and carrots
 - c. popcorn with butter*
 - d. brown rice and beans
9. **How many cups of vegetables should 9–13 year old boys eat every day?**
- a. 1 cup
 - b. 1.5 cups
 - c. 2 cups
 - d. 2.5 cups*

**Girls are recommended to eat 2 cups a day.*

10. **What portion of the grains we eat should be whole grains?**
- a. At least $\frac{1}{8}$
 - b. At least $\frac{1}{4}$
 - c. At least $\frac{1}{2}$ *
 - d. None
11. **Which of the following foods is the LEAST healthy source of fat?**
- a. Nuts
 - b. Butter*
 - c. Fish
 - d. Vegetable oil

**Butter is the least healthy source of fat because it contains saturated fat. Saturated fat increases cholesterol levels, increasing the risk of heart disease.*

12. **Which type of fats are the MOST harmful?**
- a. Trans fats*
 - b. Unsaturated fats
 - c. Regular fats
 - d. None of the above
- *Trans fats are the most harmful because like saturated fat, it has been shown to increase cholesterol levels, increasing the risk of heart disease. Trans fats can be found in a variety of packaged cookies, cakes and snack foods. "Hydrogenated" or "partially hydrogenated" oils in ingredient lists indicate food containing trans fat.*

Continues on next page

13. Which of these foods is NOT part of the Vegetable group?

- a. Broccoli
- b. Kidney beans
- c. Peas
- d. Rice*

14. Which of these foods IS part of the Meat & Beans group?

- a. Low-fat poultry
- b. Seeds
- c. Nuts
- d. All of the above*

15. Which of the following is NOT physical activity?

- a. Playing basketball
- b. Running
- c. Watching TV*
- d. Walking the dog

16. Which of the following is the LEAST recommended way to add fruit to your diet?

- a. Fruit juice*
- b. Fresh apple
- c. Dried apricots
- d. Canned peaches

**Most brands of fruit juice contain added sugar and artificial ingredients. When drinking fruit juice, check the label to make sure it's 100% juice, without added sugar!*

17. Which colors of vegetables are MOST recommended?

- a. White & yellow
- b. Yellow & orange
- c. Orange & dark green*
- d. Light green & white

**Dark green vegetables contain increased levels of vitamins and minerals that help us stay healthy and fight disease!*

18. Which of the following will NOT provide enough physical activity to meet the USDA recommendations for physical activity each day?

- a. Jumping rope for 30 minutes before and after school
- b. Playing on the playground for 30 minutes at lunchtime and again after-school
- c. Playing volleyball in P.E. for 60 minutes
- d. Walking 10 minutes to school and back*

19. Which of these foods is the healthiest after-school snack?

- a. Flavored, buttered popcorn
- b. Trail mix made with raisins, M&Ms, granola, and cheerios*
- c. Ice cream sundae
- d. Chocolate doughnut

**Ingredients in trail mix like granola, nuts, and raisins contain some fats that are good for us—unsaturated fats. "Good" fats help our bodies to absorb nutrients and may even be good for our hearts.*

Continues on next page

20. If you can't or don't drink milk, what should you add to your diet through other foods?

- a. Calcium*
- b. Nitrogen
- c. Oxygen
- d. Hydrogen

**Calcium can be found in foods like yogurt, cheese, citrus fruit and leafy, green vegetables.*

21. If you are eating dinner at a restaurant, which is the healthiest meal?

- a. Fried chicken, mashed potatoes, and gravy
- b. Grilled chicken, brown rice, and green beans*
- c. Bacon cheeseburger and French fries
- d. Macaroni and cheese and onion rings

22. Which of the following sources of milk has the LEAST fat?

- a. Whole milk
- b. 1% milk
- c. Skim milk*
- d. 2% milk

23. Which of the following drinks has the LEAST amount of sugar?

- a. A can of coke
- b. Water*
- c. Fruit Juice
- d. Sports Drink

24. Which of the following sources of milk has the MOST fat?

- a. 1% milk
- b. 2% milk
- c. Whole milk*
- d. Skim milk

25. Which of the following is the BEST source of vitamin C?

- a. Milk
- b. Strawberry*
- c. Orange
- d. Tomato

**Strawberries contain large quantities of vitamin C, even more than oranges! Vitamin C is extremely important because it helps to strengthen our immune system, improving our bodies' ability to fight disease.*

Health Culture Self Survey

Directions: Circle yes or no to each question below.

- | | | |
|---|-----|----|
| 1. I eat at least two types of vegetable each day. | Yes | No |
| 2. I eat at least two types of fruit each day. | Yes | No |
| 3. I eat/drink a dairy product at least twice a day. | Yes | No |
| 4. I eat a meat/beans/eggs at least once a day. | Yes | No |
| 5. I eat grains (bread/rice) twice a day. | Yes | No |
| 6. I drink water at least three times a day. | Yes | No |
| 7. I try not to drink soda when I'm thirsty. | Yes | No |
| 8. I try not to eat junk food when I'm hungry. | Yes | No |
| 9. I exercise for 30 minutes once a day. | Yes | No |
| 10. I think it's important to learn about my health. | Yes | No |
| 11. I share with other people what I'm learning about health. | Yes | No |
| 12. I like learning about my health. | Yes | No |

See *My Healthy Eating Worksheet* for guidelines of what types of food to eat each day.

HOME HEALTH SURVEY

Directions: Take this sheet home and complete the questions. Ask a parent/guardian sign it before you bring it back.

Name: _____

FOOD

1. Most of the fruits and vegetables in my house are:
 Fresh/raw
 In cans
 In another type of container
2. The way we usually cook our food is to:
 Fry it
 Grill it
 Bake it
 Other: _____
3. I usually eat sweet stuff (like candy, cake, ice cream, etc.):
 Every day
 Every other day
 Once a week
 Not that much
4. Here are 5 foods that I found in my kitchen cabinets. I tried to find one from each food group: Grains, Vegetables, Fruits, Milk, and Meat & Beans.

EXERCISE

5. Every day, I watch TV or play video games for about:
 2 hours or more
 1–2 hours
 30 minutes to 1 hour
 30 minutes or less
 Not at all
6. Every day, the amount of time I spend exercising (actively playing, etc.) is:
 2 hours or more
 1–2 hours
 30 minutes to 1 hour
 Less than 30 minutes
9. I think learning about my health is:
 Important
 Not that important
 Doesn't really matter



Parent/Guardian Signature: _____

Create-Your-Own Healthy Food Ad Campaign



Name: _____

1) Name of Healthy Food:

What is the name of the healthy food you would like others to eat?

2) Positive Attributes:

What are some positive things you would like others to know about your healthy food? (Refer to the pyramid guide for nutrition information about your healthy food.)

3) Target Audience:

Who would you like to eat your healthy food? (E.g. kids, teenagers, seniors, etc.)

4) Slogan/Mini Rap:

Write a catchy slogan or a mini rap which makes your target audience want to eat your healthy food. The slogan or rap should contain factual information about your healthy food and should be presented in the most appealing way possible. Remember, you want to make your target audience put down their junk food and reach for your healthy food instead!

MEDIA MESSAGES WORKSHEET

Name: _____

1. Name 3 types of media:

2. Brainstorm some of the ways that the media encourages kids to be healthy and some of the ways that the media encourages kids to make unhealthy choices.

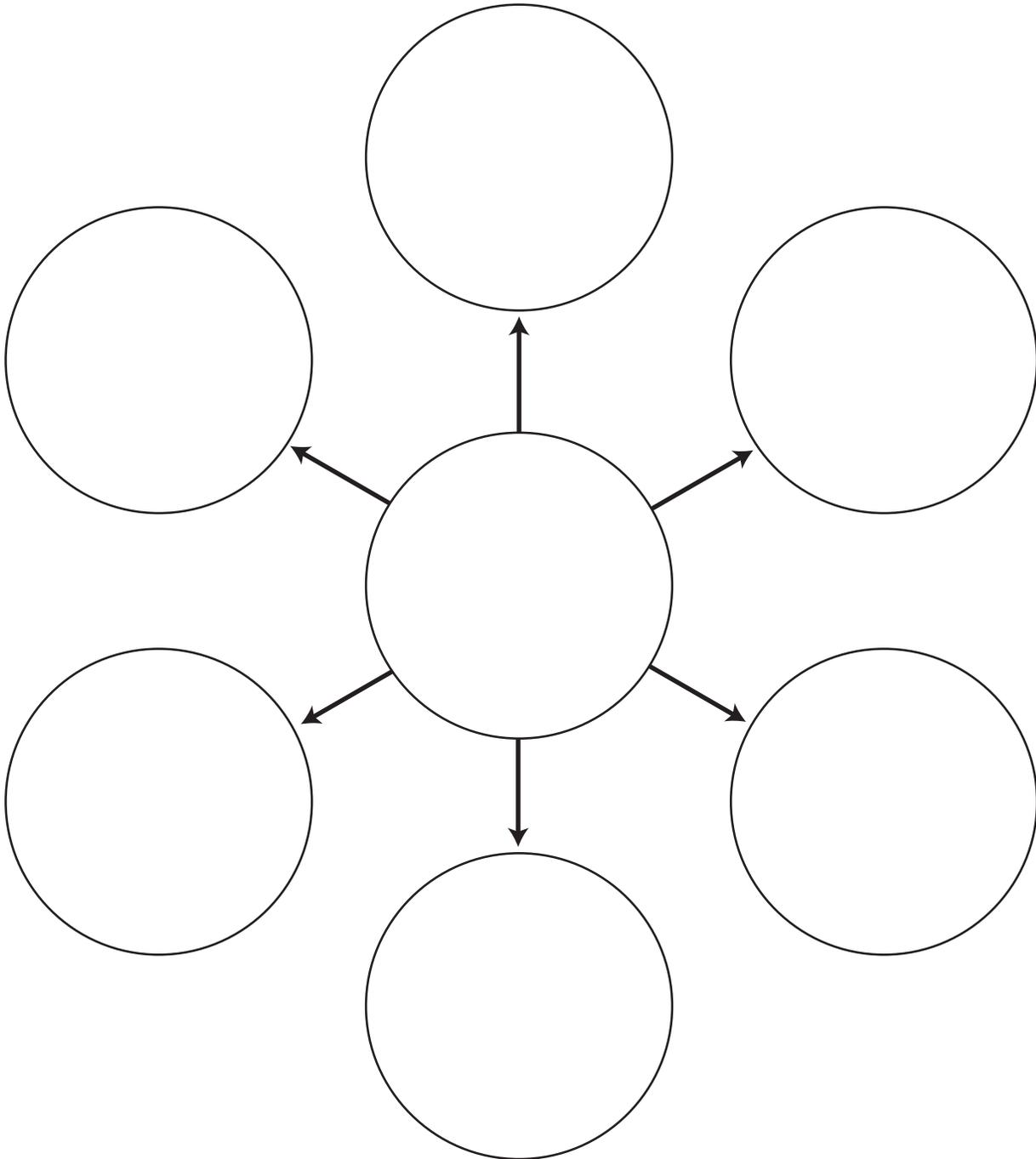
HEALTHY MESSAGES	UNHEALTHY MESSAGES

Bubble Mapping

Directions:

Put the subject in the center bubble marked subject and add your ideas in the surrounding bubbles.

Name: _____



Community Service Comic Strip

Name: _____

Directions: Draw pictures in the boxes below that show a character (or more than one character) helping a community in need.

Title:

The Adventures of _____

--	--	--	--

My Community Health Survey

My Name: _____

Directions: Usually surveys are anonymous (they do not have to tell you their name.) Ask your community member the questions on the sheet and fill in their answers.

1. **Do you live in this community?** Yes No

2. **Do you generally eat healthy foods?** Yes No

3. **How often do you exercise a week?**
 - 0 times
 - 1–2 times
 - 3–5 times
 - More than 5 times

4. **Check 2 or 3 health issues that you think this community has:**
 - Poor quality produce
 - Lack of fresh foods
 - Cost of healthier foods is too expensive
 - People have acquired a taste for unhealthy foods
 - Poor cooking habits
 - Lack of motivation to eat healthier
 - Lack of resources to cook healthy foods
 - Unsafe playgrounds
 - No space for playgrounds
 - Not enough playgrounds
 - Few fitness and/or physical activity centers
 - Lack of motivation to exercise
 - Negative stereotypes with being healthy
 - Other: _____

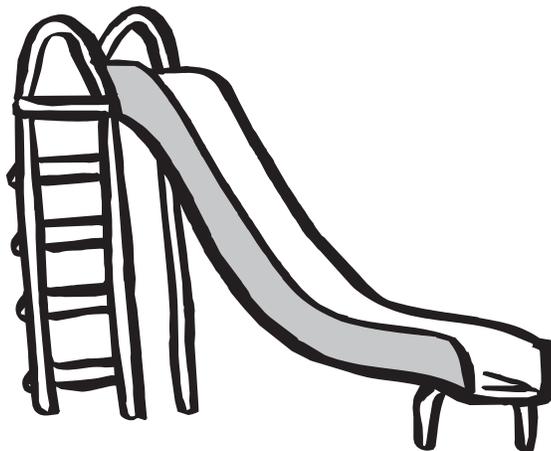
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5. Check the health need that you think this community needs most:

- Fresher produce in grocery stores
- More fresh fruit or vegetable stands
- Fast food restaurants that use zero trans fat
- Fast food restaurants that serve healthier options
- Lower cost for healthier foods
- More motivation and encouragement to eat healthier
- Positive healthy stereotypes
- More physical fitness centers to exercise
- More playgrounds
- Cleaner playgrounds
- Safer playgrounds
- More information about healthier foods (i.e. brochures, recipes)
- Habit changing advice for people to acquire a taste for healthier foods
- Other: _____

and don't forget to say:

**Thank you for taking the time
to complete this survey!**



Service Project Planning Worksheet: Partners

Our project is going to be:
The date of our project is (if it's a one-time event):
Do we need space? If so, where?
Who do we need to get permission from?
Name:
Phone number:
Organizations/businesses we might be able to work with/get help from:
1.
Phone number:
Contact person:
2.
Phone number:
Contact person:
3.
Phone number:
Contact person:
4.
Phone number:
Contact person:
5.
Phone number:
Contact person:
6.
Phone number:
Contact person:

Survival Shopping

You and your teammates have been selected to spend one year on a journey to a faraway location. You will be given food, water, and clothing (two sets). Your team is given \$200 to buy any other supplies. You must agree on the items and cannot go over the dollar amount.



ITEMS for Sale

10 Candy bars	\$10.00	Binoculars	\$40.00
Hairdryer	\$10.00	Book about the planet	\$40.00
2 decks of cards	\$10.00	Art supplies	\$40.00
Hairbrush/mirror	\$10.00	Detailed map of planet	\$40.00
10 packs chewing gum	\$10.00	1 Extra set of clothes	\$40.00
Notebooks and pens	\$10.00	50 Candy bars	\$50.00
Laundry detergent	\$10.00	Fitness Equipment	\$100.00
Trivial Pursuit Game	\$20.00	Small TV/movies	\$100.00
Scrabble	\$20.00	Sony Playstation/games	\$100.00
Mask/earplugs for all	\$20.00	20 Novels	\$100.00
Crossword puzzles	\$20.00	CD player/10 CDs	\$100.00
Balls (juggling, playing)	\$20.00	Guitar	\$120.00
Chess board	\$20.00	Digital Camera	\$120.00
Ping Pong Paddles/ball	\$30.00	Telescope	\$150.00
Scissors/razors/combs	\$30.00	Radio for calling home	\$190.00

**Example
of**

Kids in Action

In a 6th grade Building Healthy Communities after-school group, students were challenged to find a way to make a positive difference in the health of their community. They had many ideas and talked about planting a community garden, raising money to support the New York Coalition for Healthy School Lunch, creating a free exercise video to distribute to communities members, and more.

They decided finally to hold a Community Fitness Challenge, in order to get community members exercising together and learning about health. They decided they would like to hold their event at the local YMCA.

Q: *In planning the project, what do you think students' first steps should be?*

A: **First steps might include:**

- Find name of person in charge
- Find YMCA's phone number
- Choose a date and time (with back-up dates)
- Make a list of questions to ask



Q: *What questions should the students ask?*

A: **Possible questions might include:**

- How many people will be able to come to the Fitness Challenge?
- Will we be able to borrow equipment from the Y, or will we need to bring our own?
- How long will we be able to stay?
- Are there any other rules I've forgotten to ask about?

Joey volunteered to call the director of the Y. He told her about the class and what they wanted to do, and then moved on to their list of questions. The director was excited about the Fitness Challenge! They agreed that May 10 from 3:30–5:30 would be a perfect time for the Challenge, that it could take place in the gymnasium using the equipment from the Y (like jump ropes, kick-balls, etc.), and that about 100 people would be able to attend. Joey thanked her and gave her the phone number of the school in case she needed to reach them. The students in Joey's class were excited that their project was going to happen! Now they needed to make a list of everything they would need.

Continues on next page

Q: What supplies will the students need for their party?

A: Some supplies might include:

- Balloons
- Cups and water
- Fruit and other healthy snacks
- Information about Health for distribution
- Small prizes for kids
- Extra sports equipment, like basketballs, hula hoops, jump-ropes, etc.



The students did some research and shopping around to figure out how much money it would take to buy the supplies they needed. \$275.00!! They needed to figure out where to get all these supplies—either through donations or by raising money to buy them. They were feeling a little nervous, since they knew \$275.00 was a lot of money! So, they started doing some research on local businesses and organizations that might be willing to help. Using the local newspaper and phonebook, the class came up with a long list of possibilities, including:

- The Dollar Store
- Duane Reade
- Help for Kids
- Parent Teacher Association
- Target
- The Corner Store



A few students volunteered to write letters to these businesses, but as a class they decided there just wasn't time to wait for a reply! So, they spent time rehearsing what they would say to each business/organization and divided the list among the students. The kids worked in teams and made phone calls and visited the local businesses (with a leader or parent, of course!). They were able to gather all the supplies they needed. But, they still needed to get the food and small gifts. That meant finding a way to raise \$100.00!

Q: How can the students raise money for their supplies?

A: Students can brainstorm a list of ideas

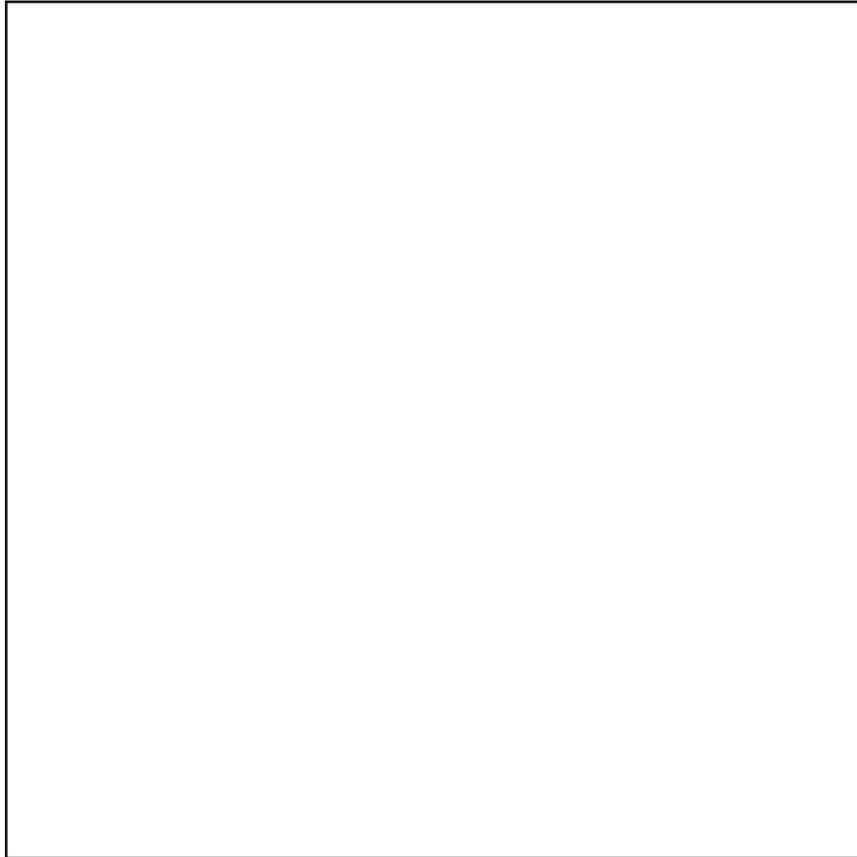
The students had another brainstorming session and decided that they would hold a healthy snack sale to raise money. Again the students paired up, and each pair found a way to bring in a healthy treat to sell—some asked their parents to help them make healthy smoothies, and other kids asked local grocery stores for small donations. They got permission to hold the bake sale during a Parent Teacher Association meeting and were able to raise \$97.50. They were able to buy all of their supplies (with a little help from change they found!).

On May 10, the 6th grade Building Healthy Communities group ran a successful Community Fitness Challenge! Community members exercised together, learned about and enjoyed healthy snacks, and generally had a great time.

After the project, the class talked about their success and the challenges they had faced. Then, the class sent thank you letters to EVERYONE who helped, from local businesses to the Y Director to parents and teachers who had given time or money to the project.

IGNITE Book: *Cover Page*

My Service Project Is:



My Name Is:

I means Identify!

My community's health need is:

N means Network!

I hope that these individuals and groups will help me:

I means Inform!

**Inform other students, parents,
community members and
the media about your project.
Get their input and get them
on board! Design your own flyer!**

T means Teamwork!

**I will work with my fellow classmates
to make sure that all our tasks are
complete before the service project by:**

E means Encourage!

I will encourage my classmates to do their best on the service project by:

Sample Letter



Date: _____

Name
Organization/Business/School
Street Address
City, State Zip Code

Dear (Mr./Ms./Dr./Principal) Last Name:

Introduction paragraph – Introduce yourself, BHC, and your project. If you’ve seen or met this person before, let him/her know. Depending on the person to whom you are writing, you may want to mention why you think he/she would be interested in this project.

Request paragraph – This is the paragraph in which you’ll ask for whatever it is you need or would like to see changed. For example, you might be asking for a donation of time, money, or supplies. Or, you may be letting someone know about a problem in the area that they may have the power to change. Be sure to be polite and clear about what you need, when you need it, and why. You may want to leave open the option for them to help in another way, in case your request is something they are not able to do.

Ending paragraph – In this paragraph, it would be a good idea to let this person know that you will be calling to follow-up within a week or so. And you should definitely include information about how he/she can reach you! Also, be sure to thank him/her for his/her time and for considering your request.

Sincerely,

(Students, sign your names here)

Student Name
Program (i.e. Building Healthy Communities at P.S. 123)

SERVICE PROJECT CHECKLIST

(Place a check mark (✓) next to each item to indicate that it has been achieved)

GOAL	GOT IT!
This project meets a real community health need	
We have all of the supplies for the project	
Every student has a responsibility in planning and participating in the service project	
Community members will be involved in the planning and participating in the project	
We have advertised for the project	
We worked together to help our classmates prepare for the service project	
We all have positive attitudes and are excited about making a difference in the health of our community!	

Community Response Form

Name (optional):	
Address (optional):	
City:	State:
Phone (optional):	
Email (optional):	
Date:	
Project:	
Project Goal:	
<i>Check the box that answers the below statements:</i>	
1. I understand the goal of this project.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. I think this project addresses a real community health need.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. This health need is among the most important in our community.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. I think that the community benefited from this service project.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. As a result of this project, the community will become more conscious of its health.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. I would like to be engaged in future efforts to improve the health of my community.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Comments or Suggestions:	

Sample “Thank You” Letter

Date: _____

Name
Organization/Business/School
Street Address
City, State Zip Code



Dear (Mr./Ms./Dr./Principal) Last Name:

Thank you paragraph – Thank the individual/organization/business for the specific item(s) or amount of money they donated and describe the event. Be specific! For example:

“Thank you for donating 25 seed packets to our BHC community garden. Your donation helped our project become a great success! We were able to get 30 kids from our school involved and planted a community garden for residents to enjoy. Now, community members will be able to grow and eat their own vegetables and will have access to healthy food in their backyard! ”

Ending paragraph – In this paragraph, you might describe future plans or ideas. For example:

“The Building Healthy Communities after-school club is excited to have completed our first project and we really want to continue helping the community. We know there is a lot more we can do and we hope you’ll be willing to work with us again next semester! Thanks again for everything!”

Sincerely,

(Students, sign your names here)

Student Name
Program (i.e. Building Healthy Communities at P.S. 123)

Reflection Journals: Suggestions

- What is your idea of happiness?
- Is there anything that you don't like about your community? Write about what you'd like to change and how you could change it.
- Can you think of a food you've seen before but have never tried? What did it look like, and what do you imagine it would taste like?
- What is your favorite food? What do you like about it?
- What is your favorite thing about Building Healthy Communities? What is your least favorite thing about it? How would you make it better?
- If you could try a food you've never eaten before, what would it be? What do you think it will taste like?
- If you had to become a food for a day, what food would you be and why?
- If fast food didn't exist, what could you make quickly that would be healthy?
- Is there something you'd like to improve about yourself? What is it, and how could you work to change it?
- Use your imagination and write about your idea of a perfect world.
- If someone gave you \$100 and asked you to do something to help someone else, what would you do?
- Imagine that you found a treasure! What would it be and what would you do with it?
- Imagine that you could choose to have special powers to help people for a day. What would you do with your special powers?
- What is your favorite way to exercise? Why do you like it?
- If you could be or do anything when you grow up, what would you be or do?
- Can you think of a creative way to turn an activity like reading or watching TV into a physical activity?