

**Building  
Healthy  
Communities**  
Preventing Obesity  
through Service Learning

Leader's Guide





# Building Healthy Communities

## Preventing Obesity through Service Learning

### Leader's Guide

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 K-2

### Classroom Materials

Unit 1 Session 1:

- Ball

Unit 1 Session 2:

- Two pieces of poster size paper
- Construction paper
- Markers

Unit 2 Session 5:

- Construction paper
- Markers or crayons

Unit 2 Session 7:

- Construction paper
- Old magazines
- Markers or crayons
- Glue
- Scissors
- Contact paper or laminating machine (optional)

Unit 2 Session 8:

- Scissors (optional)
- Butcher paper (optional)
- Crayons or markers (optional)
- Post-its (optional)

Unit 3 Session 10:

- One Hula hoop
- Markers
- Scissors
- Clear packing tape

Unit 3 Session 11:

- Posterboard
- Construction paper
- Markers or crayons
- Stapler

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 to bind pages

Unit 4 Session 17:

- Crayons

### Other Materials

Unit 1 Session 2:

- Fresh and washed fruits and vegetables

Unit 2 Session 3:

- Food Pyramid (in binder or <http://www.mypyramid.gov>)
- Two Puppets (sock, stuffed, or in any form)
- Bananas

## Materials, Supplies and Supplemental Reading

- Popsicle sticks
- Peanut butter
- Granola
- Wax paper or aluminum trays for holding food
- Plastic knife or spoon for spreading and napkins

### Unit 2 Session 4:

- Music (optional)

### Unit 4 Session 17:

- Blown-up balloons

- Internet access (optional)
- Phonebook and/or newspapers (optional)

### Unit 6, Session 19:

- Materials needed will depend on the service project

### Miscellaneous

- Food Pyramid Bingo (at [amazon.com](http://amazon.com) \$6)
- Camera

### Optional Read Aloud Books

\* indicates book included in sessions

#### Eating Healthy:

- \**Eat Healthy, Feel Great* by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly; (grades K–5) This resource provides parents with a strong resource for arming children with appealing reasons to begin to make good food choices in such a carb/sugar overloaded environment and help them understand why their fresh veggie, nut, yogurt, fruit lunches and snacks help them grow healthy and feel good far more than the donuts their best friend brings to school.
- *My Food Pyramid* by Alisha Niehaus; (grades K–5) Introducing young readers to healthy eating and living using the USDA Food Pyramid as a guideline, this timely book explains how to use the new chart while encouraging well-rounded perspectives on nutrition and exercise.
- *Gregory, the Terrible Eater* by Mitchell Sharmat; (grades K–5) Gregory is a goat who doesn't want to eat garbage like the other goats. He wants to eat healthy human food!
- *My Amazing Body: A First Look at Health and Fitness* by Pat Thomas; (grades K–3 ) Many aspects of health and physical fitness are explained in a way that younger children can readily understand. This lively picture book explores the importance of a good diet and plenty of exercise, and encourages kids to make positive decisions about caring for themselves.
- *Showdown At The Food Pyramid* by Rex Barron; (grades K–3 ) In this dynamic picture book, personified foods fight a battle over good nutrition. Strange new junk food like “candy bar” and “hot dog” are kicking off all the healthy food to have their own party.
- *The Race Against Junk Food (Adventures in Good Nutrition)* by Anthony Buono; (grades K–3 ) The foods eaten when very young are desired for an entire life. This book is a tool to help place our children on the road to healthy living.
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller; (grades K–5) Featuring a friendly, rotund, green monster determined to make healthy choices, this book presents basic information about food, exercise, and health. Each topic is introduced in one or two paragraphs; additional facts appear in boxes, sidebars, lists, and diagrams.



### Body Image, Eating Disorders

- *\*Shapesville* by J. Andrew Mills and Rebecca Osborn; (grades K–5) Shapesville is a small town where five friends of various shapes, sizes, colors, and talents discuss their differences and celebrate what makes each of them unique. These endearing characters show that “it’s not the size of your shape or the shape of your size, but the size of your heart that deserves first prize.”
- *Full Mouse, Empty Mouse: A Tale of Food and Feelings* by Dina Zeckhausen; (grades K–5) In this story meant to help children understand eating disorders, two mice respond to social stressors by overeating for comfort or by failing to eat at all. Billy Blue grows fat, while Sally Rose grows thin. They don’t want to trouble their parents with problems, but they do eventually confide in an aunt.
- *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.

### Volunteering, Kindness and Spreading Good Will

- *\*Miss Rumphius* by Barbara Cooney; (grades K–5) In this story Alice discovers her way of making the world more beautiful is to scatter flower seeds so everyone could enjoy the beauty of the colorful flowers. The story ends with Miss Rumphius telling her great-niece that she must do something to make the world more beautiful.
- *\*The Littlest Volunteers* by Danielle Speckhart and Terry Kovalcik; (grades K–5) The Junior League of the Oranges and Short Hills (JLOSH), New Jersey presents The Littlest Volunteers. Created with the help of parents and teachers, this book is a fun and interactive way to introduce children to volunteerism.
- *The Kindness Tree* by Sharon Becker; (grades K–5) A simple and compelling story about giving and receiving, and the learning that can be garnered from Rosie and her acts of kindness.
- *The Two of Them* by Alik; (grades K–5) In this moving story of the love between generations, a grandfather and a little girl look after one another from the day she is born until the day he dies.
- *How Full Is Your Bucket? For Kids* by Tom Rath; (grades K–3) Through the story of a little boy named Felix, this charming book explains to children how being kind not only helps others, it helps them, too.

### Biographies about Martin Luther King, Jr.

- *\*Martin’s Big Words* by Doreen Rappaport (grades K–5)
- *Martin Luther King, Jr.* (Lives and Times series) by Emma Lynch (grades K–3)
- *A Picture Book of Martin Luther King, Jr.* by Robert Casilla (grades K–3)
- *Who Was Martin Luther King, Jr.?* by Bonnie Bader (grades 3–5)

### 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**

**K-2**



**Sessions**



## Unit 1: Introduction to Building Healthy Communities

# Session 1: Building a Classroom Community

### Learning Goals

Students will explore the meaning of community and will create a classroom community contract.

### Materials

- Classroom Community Pledge, copies (see Resources)
- Ball

### Warm Up

*Estimated Time: 10 minutes*

Facilitator introduces Building Healthy Communities (BHC) as an opportunity for students to learn about health and work together to make their community healthier. Facilitator says that the theme of the day is Community, a group of people with common interests who work together. In order to complete the first activity, everyone must work together.

**My Friend Toss Ball**—Students form a standing circle facing each other. Each student in the circle says their first name, and everyone repeats it together until all students' names have been repeated. Then, the facilitator will say the name of a student and toss the ball to that person. The student who catches the ball will say the facilitator's name first and then will say another student's name, tossing the ball to that person. Continue tossing the ball until everyone's name has been called and the ball tossed to each person. When the ball returns to its original owner, the activity may be repeated with increased speed and/or with a second ball.

### Debrief: Why Does This Matter?

What was the goal of this game?

What was everyone's responsibility in the game?

Why was it important for everyone to have a responsibility?

How did we represent community in this game?

How does having responsibilities help us to accomplish goals within our community?



### Work Out

*Estimated Time: 35 minutes*

#### **Context: How Does This Impact Me and Others?**

Students will explore the importance of individual and group responsibility in communities; their focus will be on the classroom community.

#### **Activity: What Can I Do?**

- Facilitator teaches, models, and practices a signal for getting quiet. Examples may include ringing a bell, raising a hand in the air, clapping and having students repeat the clapping pattern, or call and response (i.e. “One...two...three... eyes on me, One...two...eyes on you” or “Are you ready? Yes I’m ready!”).
- Facilitator asks students why it’s important to follow guidelines, like staying silent when others are speaking. (Examples may include: to ensure everyone is being heard, to allow everyone to learn, etc.)
- Ask students to name guidelines that they believe are important; record their suggestions on the board or on a large piece of poster paper.
- Facilitator helps students determine which guidelines sound redundant and combine them into categories. (For example: Staying silent when someone else is speaking + Raising our hands to speak = Being a respectful listener.)
- Facilitator helps students to choose the most important guidelines (5-8) and records on poster paper the Classroom Community Contract. (Be sure to use positive language.) Older students may also record guidelines individually, so that each student has a copy of the Contract.
- Display this Classroom Community Contract where it will be visible throughout the course of the program.
- All students sign the Classroom Community Pledge
- Students post their pledges onto the Values board surrounding the Classroom Community Contract.

### Cool Down

*Estimated Time: 5 minutes*

#### **Reflection: What is the Big Picture?**

**Word Whips**—Students sit in a circle and give one word that describes how they feel about what they learned about today, Community. (Any student who wishes to elaborate may.)

### Lesson Extensions

*(Optional)*

**Create An Ideal Community**—Students draw their ideal community on construction paper. Be sure to encourage detail, and ask students to label their images. (Questions for brainstorming may include: Who would be included in an ideal community? What resources would it have? What materials would be used to build it? What would its members’ responsibilities include?) Upon completion, students may share what they have created or post their work throughout the classroom.



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

### Learning Goals

Students will explore what it means to be healthy and will design healthy living flyers for distribution.

### Materials

- Healthy vs. Unhealthy Behaviors (see Resources)
- Fresh and washed fruits and vegetables
- Two pieces of poster paper
- Construction paper
- Markers

### Warm Up

*Estimated Time: 10 minutes*

Facilitator introduces today's theme, Good Health— eating well and exercising regularly.

Students sit in a circle, and facilitator distributes one piece of fruit or vegetable to each student. (Bring extra fruit or vegetables for students to eat later.) Students hold their fruit or vegetable for everyone to see and generate a list of adjectives that describe them.

Then, students sing a fruit song and a vegetable song, to the tune of Where is Thumbkin, using their adjectives as lyrics. For example:

Facilitator: \_\_\_\_\_ (student's name) has an apple

(Student holds it up)

Students: \_\_\_\_\_ has an apple

Facilitator: It is sweet.

Students: It is sweet.

Facilitator: It's a fruit

Students: It's a fruit

Facilitator: It can be red, green or yellow. It's healthy.

All: It's healthy. It's healthy.

Afterwards, allow students to enjoy their fruit or vegetable and give more edible fruits or vegetables to those who may have "difficult to eat" foods (i.e. eggplant, etc.).



## Unit 1: Introduction to Building Healthy Communities



### Debrief: Why Does This Matter?

Which of these fruits and vegetables had you seen or eaten before today?

Which were your favorites?

Why do you think eating fruits and vegetables is important?

How might you encourage other people to eat fruit and vegetables?

### Work Out

*Estimated Time: 35 minutes*

#### Context: How Does This Impact Me and Others?

Students will begin to discuss what it means to be healthy and why good health is important for everyone.

#### Activity: What Can I Do?

- Facilitator writes “Healthy” on the board or a large sheet of paper and asks students what being healthy means to them.
- Brainstorm with students healthy and unhealthy behaviors, and use the Healthy vs. Unhealthy Behaviors worksheet to generate a list. (Include examples of healthy eating and exercise.)
- Students discuss why it is important to encourage other people to practice good health. Refer to last week’s discussion about community and responsibilities.
- Students will create healthy living flyers promoting good health to be posted and distributed. Healthy messages might include drawings of favorite healthy foods, fruits and vegetables, or of fun ways to exercise. Students will determine how to share their flyers with others.

### Cool Down

*Estimated Time: 5 minutes*

#### Reflection: What is the Big Picture?

**Feelings Circle**—Students sit in a circle and share phrases that explain how they feel about the theme of the day, Good Health. Examples may include, “I feel \_\_\_\_\_ about teaching others to be healthy.” “I think others will feel \_\_\_\_\_ about learning to be healthy.”

### Lesson Extensions

*(Optional)*

**Play Healthy Food Bingo**—Order Food Pyramid Bingo:  
<http://www.amazon.com/Learning-Resources-Food-Pyramid-Bingo/>

**Sing A Song**—Students create songs about being healthy. See below for examples:  
<http://www.preschooleducation.com/svegetable.shtml>

**Play Online Game**—Students continue to distinguish between healthy and unhealthy foods by playing Monster Nutrition online: <http://www.nutritionexplorations.org/kids/activities/monster2.asp>



## Unit 2: Healthy Living

### Session 3: Eating Well

#### Learning Goals

Students will learn about the elements of a balanced diet and will make and eat a healthy snack.

#### Materials

- *Eat Healthy, Feel Great* by William Sears, M.D., Martha Sears, R.N., and Christie Watts Kelly
- Alphabet List, copies (see Resources)
- Favorite Foods, copies (see Resources)
- Healthy Foods, copies (see Resources)
- Captain Calorie Meets Junk Food Jaleesa script, copies (see Resources)
- My Healthy Eating Worksheet, copies (see Resources)
- Food Pyramid (in binder or see <http://www.mypyramid.gov>)
- 2 Puppets (sock, stuffed, or in any form)
- Monkeysickle Recipe, copies (see Resources)
- Bananas
- Popsicle sticks
- Peanut butter
- Granola
- Wax paper or aluminum trays for holding food
- Plastic knife or spoon for spreading and napkins

#### Warm Up

*Estimated Time: 5 minutes*

Facilitator introduces the theme of the day, Eating Well—this means putting healthy foods in our bodies.

#### Healthy Food Name Game

Students will sit in a circle. One at a time, each student will say their name and a healthy food that begins with the same letter (for example, Aisha Apricot). To make this game more challenging, ask students to remember the names and foods of people before them. (If students have difficulty thinking of a food beginning with the first letter of their name, please see the Alphabet List in Resources.)

#### Debrief: Why Does This Matter?

What healthy foods do you eat?

What unhealthy foods do you eat?

How often do you eat healthy vs. unhealthy foods?

What do you notice about how different kinds of foods make you 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 learning about proper nutrition and how to determine what their bodies need.

#### Activity: What Can I Do?

- Read *Eat Healthy, Feel Great* aloud to the class as an introduction to healthy eating.
- 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.)
- Students discuss the food pyramid and how much they should eat from each food group every day. Hand out My Healthy Eating Worksheet for general dietary guidelines for 4–8 year olds (see Resources ).
- Pass out the Healthy Foods worksheet and ask students to complete the worksheet alone or in pairs.
- Pass out the Favorite Foods worksheet and ask students to write or draw their favorite food from each food group.
- Facilitator introduces students to Captain Calorie and Junk Food Jaleesa, puppets who will teach students about balanced diet, calorie consumption and portion control (see script in Resources). Facilitator acts out the script using the puppets.
- Students make and eat a healthy snack, Monkeysicles. (See recipe in Resources.)

### Cool Down

*Estimated Time: 5 minutes*

#### Reflection: What is the Big Picture?

**Voices from Captain Calorie**—Students sit in a circle and reflect on the theme of the day, Eating Well. Each student shares one piece of advice that they will pass along to others, using the voice of Captain Calorie. Students discuss what they should eat daily to stay healthy.

Sing “A Healthy Eating Song” to the tune of “Twinkle, Twinkle Little Star”

Veggies, grains, fruits and lean meat  
It’s important how we eat  
Drink your milk and eat whole-grains  
Add in fish, seeds, nuts and beans  
Limit fats, not exercise  
Healthy bodies, healthy lives!

### Lesson Extensions

*(Optional)*

**Healthy Food Tasting Party**—Students invite family members or members of their school community to a healthy food tasting party. For examples of healthy recipes, see:

- <http://allrecipes.com/Recipes/Healthy-Living/Main.aspx>
- <http://www.foodfit.com>
- <http://www.mayoclinic.com/health/healthy-recipes/Recipeindex>



## Session 4: Exercising Regularly

### Learning Goals

Students will learn about their bodies' reactions to exercise and will create an exercise routine to share with others.

### Materials

- Letter to My Body, copies (see Resources)
- Food and Exercise Logs (see Resources or use journals)
- Music (optional)

### Warm Up

*Estimated Time: 10 minutes*

Facilitator introduces today's theme, Exercise. Exercise means moving our bodies to stay healthy.

**Alphabet Stretch**—Depending on students' age, work as a large group or in pairs. If working in pairs, assign two letters of the alphabet to each pair. For example, Pair 1 would be assigned A and B; pair 2 would have C and D, and so on. Ask each pair of students to be creative and develop one stretch or physical movement that represents their letters. Each pair will teach the group its movements. Then, as a whole group, go through the alphabet of movements, A–Z. Continue practicing and speeding up the movement 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 and enjoy themselves.

#### Debrief: Why Does This Matter?

How did my body feel during the Alphabet Stretch?

Did it feel uncomfortable to move my body in new ways?

How did my breathing change? Did it speed up?

### Work Out

*Estimated Time: 35 minutes*

#### Context: How Does This Impact Me and Others?

Students will begin learning why exercise is important (it keeps hearts healthy, builds strong muscles, gives us energy, relieves stress, etc.), will exercise together and discuss ways to encourage others to make exercise part of their lives.



### Activity: What Can I Do?

- With your group, generate a list of activities that count as exercise. (The list might include activities like walking, running, skating, jumping rope, swimming, climbing lots of stairs, playing tag, walking to school, etc.) Explain that students should exercise for at least 30 minutes on most days.
- Facilitator asks students to share what they know about muscles. Remind students that our bodies are made of muscles. Exercise makes our muscles strong. Muscles are important because they pump blood through our bodies and give us energy. Our heart is the muscle that pumps blood to all of our organs. We can feel our heart working by feeling its beat. The beat is called our pulse.
- Students check their pulse, by placing their hands flat on their chest and counting the number of beats they feel in 10 seconds. Facilitator asks students to share their numbers. Facilitator asks students what they think will happen to their pulse after they exercise.
- Play Foot Fire— Ask students to imagine that their feet are on fire and that they need to move as fast as they can to stamp it out. Students stand on tip toes with their hands on the back of their chairs. Facilitator says “Go!” and students run in place for 30 seconds, as fast as they can, stamping out the fire. Then, students place their hands over their hearts again and count its beats for 10 seconds. What happened?
- Students generate a list of exercises that they can do at home. Examples include: dancing, jumping jacks, running in place, sit ups, push ups, lunges, neck rolls, stretches, kicks, arms and shoulder rolls.
- 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.
- Exercise together. Play Simon Says using simple exercises, or dance Chicken Noodle Soup or Peanut Butter Jelly Time, dances that feature shuffling, swinging arms, and pantomiming of the songs’ lyrics.
- Students discuss how they will teach others about exercise. Ideas include: playing games like Foot Fire with family and friends, encouraging others to walk up stairs, walking and dancing together.

## Cool Down

*Estimated Time: 5 minutes*

### Reflection: What’s the Big Picture?

**A Letter to My Body**—Students reflect on the theme of the day, Exercise. Using the Letter to My Body worksheet (see Resources), students will write letters to their bodies, individually or as a class. Students may also draw a picture of their healthy self.

## Lesson Extensions

*(Optional)*

**Family Exercise Hour**—Work with students to design a family exercise hour, where family members are invited to an after-school session to work out with the class.

**Spread The Word**—Students may use poster paper to create advertisements about healthy eating and exercise and hang the posters around the school to encourage other students to make healthy choices. Posters may be about different food groups and how many servings we should eat from each, or about suggested activities for exercise. Encourage students to be creative and think of ideas and slogans to make healthy eating and exercise fun.



## Session 5: Health Culture: Self

### Learning Goals

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

### Materials

- Class Habit Chart, copies (see Resources)
- Health Culture Self Survey, copies (see Resources)
- Home Health Survey, copies (see Resources)
- Construction paper
- Markers or crayons
- Food and Exercise Logs (see Resources)

### Warm Up

*Estimated Time: 10 minutes*

Facilitator introduces today's theme, Health Culture (or Healthy Self) our beliefs and behaviors affecting our health.

**Me in the Mirror**—Facilitator asks students to sketch their portrait (face only) on a sheet of construction paper. Underneath the picture, fill in the following:

My favorite healthy foods are \_\_\_\_\_.

I exercise by \_\_\_\_\_.

One way that I can practice better health is by \_\_\_\_\_.

### Debrief: Why Does This Matter?

Was it hard to draw a picture of yourself?

How did it feel to focus on you for awhile?

What were some of your answers?

When people look at your portrait, what do you want them to think about you?

How do you feel about being healthy?

Do you think that you could be even healthier? How?

### Work Out

*Estimated Time: 35 minutes*

#### Context: How Does This Impact Me and Others?

Students will examine their current health culture: the 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. Keep students' logs in the classroom for use during future sessions.
- Discuss with students that each of us creates our own health culture (or our "healthy self") by making choices about eating and exercise. It is important to create a positive health culture and first, we need to think about our health habits.
- Habits are the things that we do all of the time, sometimes without thinking about it. Ask students to name examples of good habits. (Example: always looking both ways before we cross the street.)
- With students, create a list of good health habits and bad health habits.
- Use the Class Habit Chart (see Resources) to list bad health habits and ways to change bad habits into better habits. (Example: instead of eating a bag of chips when I'm hungry, I will choose a healthy snack like an apple or banana, a yogurt or a handful of pretzels.)
- Ask students to fill out the Health Culture Self Survey (see Resources); if necessary, work on this survey as a class. Please note: see My Healthy Eating Checklist for general dietary guidelines (see Resources).
- Discuss the Home Health Survey worksheet (see Resources). Students should take the worksheet home and fill it out, with or without help from family members.

## Cool Down

*Estimated Time: 5 minutes*

### Reflection: What is the Big Picture?

In order to encourage students' reflection about today's theme, Healthy Self, ask students to write or draw about making healthy choices.

## Lesson Extensions

*(Optional)*

**Home Health Continued**—Discuss as a group the results of students' Home Health Survey. 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? On construction paper, students will 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 soybeans), 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.

**Cereal Box Project**—Students design cereal boxes that include combinations of healthy foods and give examples of healthy outcomes from eating their product. (Example: My cereal is Super Apple O's! It has the following ingredients: apples, granola, and oats. If you eat my cereal, it will make your bones and muscles strong.)

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



## Session 6: Health Culture: School and Neighborhood

### Learning Goals

Students will observe and reflect on their community's health and will generate a Community Pledge.

### Materials

- Healthy Needs Map (optional: see Resources)
- My School Health Survey, copies (see Resources)
- School Community Pledge, copies (see Resources)
- Food and Exercise Logs (see Resources)

### Warm Up

*Estimated Time: 10 minutes*

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

**Trading Places**—Use masking tape to create a long rectangle (about 6 inches wide) on the floor of the room that is long enough for the entire group to stand inside. Ask students to line up in the rectangle; then instruct them to switch places entirely so that they are in the same order but on opposite ends of the line. Students must do this without falling out of the lines and remain silent the entire time. (Facilitator may model how to communicate without making sounds such as nodding, etc.)

#### Debrief: Why Does This Matter?

Did everyone have to help out in order for this game to work?

Why was it more difficult to communicate when we weren't allowed to speak?

What would have happened if our 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 and will work together to begin determining community needs and how 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).
- Students review the word “community.” Communities are groups of people with common interests. Example of different communities include: neighborhood communities, where people live together, or school communities, where people learn together.
- 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.
- To reinforce the concept of “needs” with an optional activity, use Everyone Has Needs supplement (see Resources).
- Walk with students around their school and ask students 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?).
- Return to the classroom and discuss students’ observations.
- Students fill out My School Health Survey (see Resources) individually or as a group.
- Students discuss what their school needs to be healthy. (Examples may include: we need healthy lunch and snack options at school or a safe place to play and exercise.)
- Students receive copies of Our School Community Pledge (see Resources) and may use them to generate help from others to make their school healthier.

## Cool Down

*Estimated Time: 5 minutes*

### Reflection: What is the Big Picture?

Today students learned about our school community and what it needs to be a healthy place for us to learn. What kind of observations might we make about our neighborhoods and what they need to be healthy? Sit in a circle and ask each student to name one neighborhood health need. Then, encourage students to reflect about today’s theme, Healthy Schools and Neighborhoods, by asking each student to name one way to help their neighborhood become a healthier place to live.

## Lesson Extensions

*(Optional)*

**Healthy Needs Map**—Students will create a “map” for their neighborhood. Students’ maps will identify four important places in the neighborhood—home, school, park, and grocery store—and will document what each place needs in order to be healthy. (See template for Healthy Needs Map in Resources.) In each space, students may write or draw what each place needs. (For example: students may draw a picture of fresh fruit in the section labeled Grocery Store, or a picture of a field or track in Park.)



## 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 obesity prevention placemats to teach other people about healthy eating.

### Materials

- Construction paper
- Old magazines
- Markers or crayons
- Glue
- Scissors
- Contact paper or laminating machine (optional)
- 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 children across our country.

**Use Your Voice**—Ask students to form a circle. Whisper a sentence to one of the students. (Example: "I like apples, bananas, oranges and grapes because they're sweet and good for my body.") This student will whisper the sentence to the person sitting to his/her left, who will do the same, and students will continue to pass this message around the circle until it comes back to its origin. Each student may say the sentence only once (no repeats) during the activity. At the end, the original sentence should be compared with the sentence generated by the group.

#### **Debrief: Why Does This Matter?**

Did the sentence change from beginning to end? If it did, why do you think it changed?

Would it have helped to write the sentence down before passing it on?

What are some advantages of passing messages using writing as opposed to word-of-mouth?



### 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 obesity prevention placemats to educate others about making healthy choices.

#### **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.
- Obesity can affect children and adults and lead to lots of serious health problems that make people very sick; but 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.)
- Tell students that they will create obesity prevention placemats to teach other people about healthy eating and help them make healthy choices. As a group, decide where to donate completed placemats by reviewing some health needs of school and neighborhood communities. (Options include our school cafeteria, a local senior center, soup kitchen, or other students in our school community.)
- Students will make placemats from construction paper and old magazines. Ask students to cut out images of healthy foods and glue them to the construction paper. They may also draw foods or write messages about healthy eating and exercise on the placemats.
- Cover placemats with clear contact paper or laminate so that placemats will be durable. Each student may make several placemats if there is time, so that even more people will learn about how to prevent obesity.

### Cool Down

*Estimated Time: 5 minutes*

#### **Reflection: What is the Big Picture?**

**Sentence Stems**—Students reflect on today’s theme, Health in Our Nation, by reviewing what they learned. Students will form a circle and take turns completing sentences such as “Today, I learned that...” and “I hope that...”

### Lesson Extensions

*(Optional)*

**Watch A Video**—Students may watch the following programs on BrainPop to help teach about their health. <http://www.brainpop.com/health/personalhealth/>

**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://schoolwalk.diabetes.org/>



## Session 8: Media Part One: Media and Body Image

### Learning Goals

Students will explore the concept of healthy body image by recognizing and celebrating body differences. Students will read and discuss *Shapesville* by J. Andrew Mills and Rebecca Osborn and create a commercial celebrating bodies' different shapes and sizes.

### Materials

- *Shapesville* by J. Andrew Mills and Rebecca Osborn
- Positive Body Image script (see Resources)
- Scissors (optional)
- Butcher paper (optional)
- Crayons or markers (optional)
- Post-its (optional)
- Food and Exercise Logs (see Resources)

### Warm Up

*Estimated Time: 10 minutes*

Facilitator introduces today's theme, Body Image. 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 special move?

How did it feel to have everyone participate in a happy way?

What's great about people being different?

### Work Out

*Estimated Time: 35 minutes*

#### Context: How Does This Impact Me and Others?

Students will explore the concept of healthy body image and 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).
- Facilitator reminds students that being healthy is important for all bodies, but all of our bodies are different. Bodies come in lots of different shapes and sizes. Part of being healthy is celebrating our differences.
- Facilitator reads *Shapesville* aloud.
- Facilitator asks students about the book: who are the characters, and what makes them special? Why is it important to be different?
- Students act out the commercial, “We Come in All Shapes and Sizes” using the Positive Body Image script (see Resources)  
(If students are unable to read, facilitator may read the script aloud or explain the script’s concept, assign roles, and ask students to act out their own version of the story.)
- Students create their own commercial celebrating body differences. (Students may work together as a class; in this case, the facilitator will record students’ words to create the script.) Remind students to think about how commercials influence their thinking. What makes a good commercial?
- If time permits, students may perform this commercial or plan to perform it for members of the school community.

## Cool Down

*Estimated Time: 5 minutes*

### Reflection: What is the Big Picture?

**What I Like About Me**—Students reflect on Body Image by sitting in a circle and telling the group one thing that they like about themselves. (For example: “I like my legs, because they’re strong and help me to run fast” or “I like my elbows, because they’re shaped just right.”)

## Lesson Extensions

*(Optional)*

**What I Like About YOU**— Each student works with a partner to trace their partner’s outline on butcher paper. Then, students cut out their own silhouettes and decorate their paper people. On each silhouette (around the heart), students will write five things that make them special (internal values). On the arms and legs, they will write things that they like and like to do. Students will hang their silhouettes around the classroom. Then, students will be given post-its and will walk around the room, write compliments on post-its, and stick them onto classmates’ paper people.



## Session 9: Media Part Two: Media and Healthy Choices

### Learning Goals

Students will discuss media influences on health and will create positive messages about healthy choices.

### Materials

- Media Messages, copies (see Resources)
- Food and Exercise Logs (see Resources)

### Warm Up

*Estimated Time: 10 minutes*

Facilitator introduces today's theme, Media and Healthy Choices. The media influences how what people read, see, and hear about in newspapers, magazines, on TV, radio, and the internet, etc. influences them to make healthy and unhealthy choices.

**Sing a Healthy Song**—Students sing “A Healthy Eating Song” to the tune of “Twinkle, Twinkle Little Star”

Veggies, grains, fruits and lean meat  
It's important how we eat  
Drink your milk and eat whole-grains  
Add in fish, seeds, nuts and beans  
Limit fats, not exercise  
Healthy bodies, healthy lives

### Debrief: Why Does This Matter?

When you hear the same songs over and over on the radio, do you remember them?

Do you think hearing songs about healthy eating might remind you to make healthy choices?

Why or why not?

### Work Out

*Estimated Time: 35 minutes*

#### Context: How Does This Impact Me and Others?

Students will become aware conceptually of the media and will explore how it affects their health in ways that are positive and negative.



### Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Using the Media Messages worksheet (see Resources), students 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.)
- Brainstorm with students healthy and unhealthy media messages (Examples may include: “Commercials about McDonald’s make me want to eat unhealthy fast food” or “shows like Dora the Explorer encourage me to exercise while I watch TV” or “MILK: It Does A Body Good.”)
- What Food Am I?—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. (Tell students that their job is to make their foods sound as appealing as possible to the class, so that other students will want to eat their food right away.) Other students should guess the name of the food described.
- Facilitator discusses the game with students. Were they able to influence the way classmates thought about their healthy food? How did students make their food sound as tempting as possible? What kinds of words did they use to describe foods?
- Ask students to draw a picture of a healthy food and to make it look as delicious as possible, so that other people will be influenced by what they see: a healthy message.

### Cool Down

*Estimated Time: 5 minutes*

#### Reflection: What is the Big Picture?

Students sit in a circle and discuss why healthy media messages are important. Now that they have spent some time thinking about today’s theme, Media and Healthy Choices, how will they try to influence others to make healthy choices?

### Lesson Extensions

*(Optional)*

**Media Influences Collage**—Students will make a Media Influences Collage with healthy messages. Cut out pictures from magazines, newspapers, etc. that will influence other people to make healthy choices.

**Log Screen Time**—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 community and will make and distribute Responsible Citizen badges to citizens who work to make their communities healthy.

## Materials

- *Miss Rumphius* by Barbara Cooney
- Responsible Healthy Citizen Badge, copies (see Resources)
- 1 Hula hoop
- Markers
- Scissors
- Clear packing tape (to laminate badges)
- Food and Exercise Logs (see Resources)

## Warm Up

*Estimated Time: 10 minutes*

Facilitator introduces today's themes, Responsibility and Citizenship. Having responsibility means being trusted to do something. Citizenship means the responsibility to help your community.

**Hula Hoop Around the Loop**—Students stand in a circle facing each other and holding hands. Facilitator places a hula hoop around one pair of students' held hands. Students must make the hula hoop go around the circle by moving the hoop around their bodies without letting go of hands. Students should encourage each other. Facilitator may time students and then challenge them to work together to beat their best time.

### Debrief: Why Does This Matter?

How easy was it to get the hula hoop around the circle?

How did you help each other to get the hula hoop around?

Why was it important for everyone to be good citizens in this activity?



### Work Out

*Estimated Time: 35 minutes*

#### **Context: How Does This Impact Me and Others?**

Students will learn about responsibility and good citizenship and will continue to consider their own responsibility to help make communities healthy. They will celebrate others whose work makes the community 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 and list things that they might currently be responsible for. Examples may include: feeding pets, helping to care for siblings, washing dishes, etc.
- Facilitator reads *Miss Rumphius* aloud to the class and asks students to think about the story. Questions may include: In what ways was Miss Rumphius responsible? Would you say that she showed good citizenship? Why or Why not? How do you connect with Miss Rumphius? How did Miss Rumphius help others?
- 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 eating well and exercising.
- Students fill in, illustrate and cut out Responsible Healthy Citizen Badges (see Resources). (Facilitators may laminate badges with tape.) Students should think of recipients for their badges who have acted as good citizens by making the community healthier. Examples may include teachers, school nurses or doctors, P.E. instructors, or friends and family members who have encouraged others to be healthy.

### Cool Down

*Estimated Time: 8 minutes*

#### **Reflection: What is the Big Picture?**

Encourage reflection about today's theme, Responsibility and Citizenship, by asking each student to think of one way that he or she will become a more responsible citizen when it comes to creating healthy communities. (Examples may include talking to parents about what kinds of healthy foods my family should eat, exercising with my little sister, etc.)

### Lesson Extensions

*(Optional)*

**Local Healthy Heros**—Students may draw pictures of good citizens who help to make their communities healthy.



## Session 11: Leadership and Service

### Learning Goals

Students will explore character traits of leaders, examples of service, and design children's books for their school that teach tolerance and acceptance.

### Materials

- *Martin's Big Words* by Doreen Rappaport
- Poster paper
- Construction paper
- Markers or crayons
- Stapler
- Food and Exercise Logs (see Resources)

### Warm Up

*Estimated Time: 10 minutes*

Facilitator introduces today's themes, Leadership and Service. Being a leader means doing things that people can look up to. Service is when you do something for other people that they need.

**Human Web**—In groups of ten, 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?

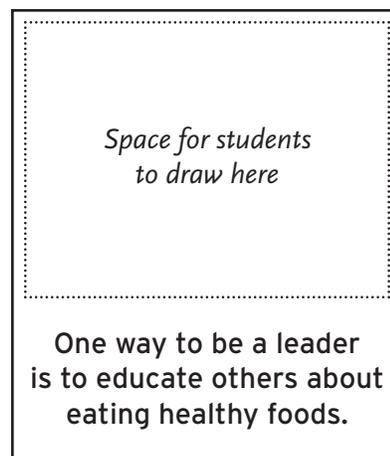
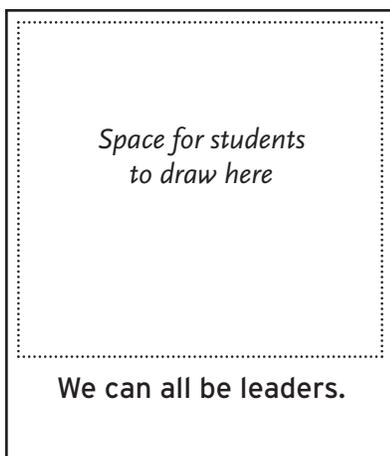
Students will explore leadership and service within the context of Dr. Martin Luther King, Jr. They will make connections between Dr. King's legacy of service and the ordinary ways that each student can lead and serve their communities by helping to make them healthy.



**Activity: What Can I Do?**

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- Facilitator reads *Martin’s Big Words* aloud and asks students to think about the story. Questions may include: In what ways was Dr. Martin Luther King, Jr. a leader? How did he serve his community? How will you act as a leader and serve your community?
- Students will show leadership and service by creating their own Leadership and Service Children’s Book.
- Facilitator staples together sheets of construction paper and distributes to each student this blank Leadership and Service Children’s Book. For younger students, facilitators may want to write words on each page, so that students will draw pictures rather than write a story (see below).
- Students make a cover with a title (Example: “We Can All Be Leaders!”)
- Students write a story and draw pictures for their book. They may create books about how to complete a specific service project, such as creating healthy flyers, or write and illustrate a story about a boy or girl who does something ordinary or extraordinary to help the community to become healthier.
- Students may donate their books to the school library or to a local community center.

*Example of pages from a blank Leadership and Service Children’s Book in which facilitator has written words in advance on each page.*



**Cool Down**

*Estimated Time: 5 minutes*

**Reflection: What is the Big Picture?**

Encourage students to reflect on today’s themes, Leadership and Service, by discussing what they learned about big and small ways that 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)*

**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. Everyone repeats the motion until the leader changes to a new motion such as wiggling fingers and all keep wiggling until the leader changes again. The leader and group should practice changing motions 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 Health 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.



### 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. 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 walk and/or surveying community members depending on what will work for your program.
- 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 or school 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.



### 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.
- Facilitators plan a community walk around the school or area immediately surrounding it; or, set up a table in a location where students can ask passersby to participate in their survey.
- 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, ways to recycle in school, 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, see below)
- 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 the following page for an example.



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

- *The Littlest Volunteers* by Danielle Speckhart and Terry Kovalcik (optional)
- 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.



### Activity: What Can I Do?

- Ask students to spend a few minutes filling in their Food and Exercise Logs (see Resources).
- (Optional: may be useful for younger students.) Facilitator says that before you begin a service project, you need to plan it. Facilitator reads *The Littlest Volunteers* aloud. Students discuss:
  - What does it mean to volunteer?
  - Why is volunteering important?
  - How did Annie plan for her event?
  - Why is planning important?
  - As a result of planning, how did her event turn out?
- 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.*



## Unit 4: Prepare to Take Action

- 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). Your 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.

## Unit 4: Prepare to Take Action



### 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)*

**Create A Healthy Challenge Event**— Students come up with healthy pledges, such as drink 8 glasses of water per day, give up soda for a week or month, exercise 3.5 hours per week, etc. and get peers, parents and community members to pledge and document their success. Students can think of a way to recognize those who participated (such as a certificate, party, celebratory walk).



# 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.

## Unit 4: Prepare to Take Action



### 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 [www.childrenforchildren.org](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 Healthy Communities.
- 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)*

**Children for Children**—Students explore the Children for Children website ([www.childrenforchildren.org](http://www.childrenforchildren.org)) to research possible partner organizations (see Kids for Community link.)



# 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 to cheer someone on to help him or her reach a 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.

## Unit 4: Prepare to Take Action



### 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)
- Camera for pictures (optional)

#### 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

*Estimated Time: 20 minutes*

**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?

## 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.



## Unit 6: After the Action!



### 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. Make sure to invite parents, school administration and faculty, and peers.



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



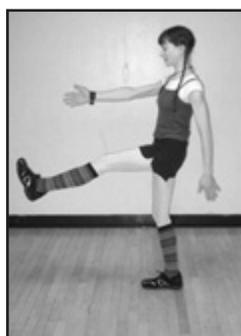
Spinal extension



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.

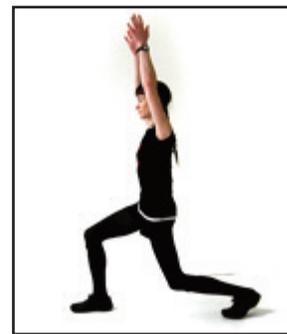
## Stretching movements



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**  
**K-2**



**Resources**

## **My Classroom Community Pledge**

I, \_\_\_\_\_ , pledge to:

**Help others in my community.  
Be respectful of my community.  
Try my best to be my best!**

**My Personal Stamp:**

## **My Classroom Community Pledge**

I, \_\_\_\_\_ , pledge to:

**Help others in my community.  
Be respectful of my community.  
Try my best to be my best!**

**My Personal Stamp:**

# Healthy vs. Unhealthy Behaviors

*Directions:*

*Place healthy behaviors in the column labeled "Healthy" and  
unhealthy behaviors in the column labeled "Unhealthy."*

## HEALTHY

## UNHEALTHY

1. \_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

5. \_\_\_\_\_  
\_\_\_\_\_

# Alphabet Foods

- A Apple, Artichoke, Avocado, Almond, Acorn squash
- B Banana, Blueberry, Brown rice, Beef, Broccoli
- C Carrot, Celery, Cheese, Cherry, Chicken, Corn, Clementine
- D Date, Dried fruit
- E Egg, Eggplant
- F Fish, Fruit, Falafel
- G Grapes, Grapefruit, Green pepper
- H Honeydew, Honey
- I Iceberg lettuce
- J Juice, Jicama
- K Kale, Kumquat, Kiwi
- L Lemon, Lettuce, Lentils
- M Melon, Mango, Muffin
- N Nectarine, Noodle
- O Orange, Olive, Octopus, Onion, Oatmeal
- P Peach, Pear, Pineapple, Popcorn, Potato, Peanut, Pumpkin
- Q Quince
- R Raisins, Rice, Red Pepper
- S Seed, Spaghetti, Squash, Star fruit, Soup, Shrimp, Strawberry
- T Tangerine, Tomato, Turnip, Tofu, Tea
- U Ugli fruit
- V Vegetable, Veggie burger
- W Waffles, Watermelon, Walnut, Whole-grain cereal
- X As a class, try to think of your own!
- Y Yam, Yellow Pepper, Yogurt
- Z Zucchini

# My Favorite Foods!

GRAINS

MEAT & BEANS

VEGETABLES

FRUITS

DAIRY

# Healthy Foods!

1. Circle the food that is NOT part of the Fruit group.



2. Circle the two foods that belong to the Grain group.



3. Circle the two foods that belong to the Meat & Beans group.



4. Circle the three foods that do NOT belong to the Dairy group.



5. Circle the three foods that belong to the Vegetable group.





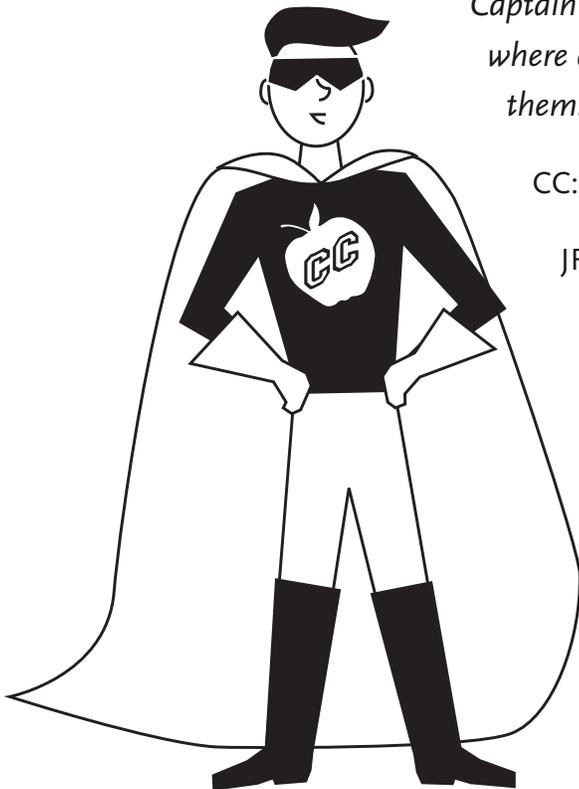
# Captain Calorie Meets Junk Food Jaleesa!

*Junk Food Jaleesa (JFJ) sits in front of her favorite television program, munching on all of her favorite snacks... greasy potato chips, raspberry cola, and a chocolate chip candy bar donut sprinkled sundae. Her mouth is covered with sugary goo. She laughs mischievously to herself...*

JFJ: MUAH HA HA HA!  
I LOVE eating all of these sugary, calorie-filled treats! My friends tell me that my favorite foods will make me sick, weak and tired, but I feel great.



*Captain Calorie (CC) flies in from Planet Good Health, where everyone eats healthy food, exercises, and educates themselves about taking care of their bodies.*



CC: Drop that junk food, Young Lady!

JFJ: Who dares pull me away from my sugary treats?

CC: It is I, Captain Calorie, here to teach you about good health!

JFJ: Ha! I don't need your silly advice! I'm as healthy as a horse. Here, I'll prove it!

*JFJ tries valiantly to get up from her seat. But she can't wriggle free and collapses from exhaustion.*

*Continues on next page*

- JFJ: What have you done to me! I can barely move. It's hard to breathe, and my stomach really hurts. I'm sooo tired.
- CC: It is not I, dear Jaleesa, who is draining your energy! The calories that come from sugar in junk food don't provide the kind of energy that keeps you going. And foods that are fried or filled with sugar have too many calories for your body to use!
- JFJ: I've never heard of a calorie before. What's that?
- CC: Lots of kids haven't heard of calories, but they're very important. Calories are found in our foods and drink and they give us energy. We need calories, but when we take in too many calories, they slow us down.
- JFJ: Oh, that's why I couldn't get up. I must have eaten too many calories for my body. How do I know how many calories I need?
- CC: Most kids need somewhere between 1600 and 2500 calories a day.
- JFJ: Holy Cow! That seems like a lot.
- CC: With good exercise, we burn most of those calories away. You see, our bodies are all different and we burn energy (calories) at different speeds when we walk or play.
- JFJ: Whew! It's a good thing I was burning all of those calories watching TV.
- CC: Oh no, Jaleesa. Watching TV is not exercise. We need to move our bodies and raise our heart rates to really burn those calories. You see, when you take in more calories than your body needs and you don't burn them by exercising and playing, leftover calories can turn into fat. Too much fat can be bad for your body and make you feel lazy, sick, and unable to do your favorite things. You should balance your diet by staying away from fried food, not eating too much, and trying to eat foods from all of the food groups, especially fresh fruits and vegetables.
- JFJ: Wow. I guess I really need help figuring out what to eat. No problem- I'll just keep going to those fast-food restaurants because they have the combos ready for me with all of the food groups together...meat in my burger, grains in the bun, vegetables in my French fries, milk in my sundae and fruit in my apple turnover!
- CC: Jaleesa, Jaleesa! That is a terrible idea. Fast-food restaurants may serve food from all of the food groups, but they're prepared in an unhealthy way and people eat way too much! If you have to go to a fast-food restaurant, try eating sandwiches that are grilled, eating salads, and asking for fruit instead of fries.
- JFJ: Thank you Captain Calorie! I can't wait to start feeling better and being healthy. I hope that someday, I will be as fit as you! I'm going to tell my friends about what I learned right now. Goodbye Captain Calorie!
- CC: Goodbye Jaleesa. Remember to make healthy choices!

# My Healthy Eating Worksheet

(ages 4–8)

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

I will try to eat every day:

- 1  $\frac{1}{2}$  cups of vegetables
- 1  $\frac{1}{2}$  – 2 cups of fruit
- 2 cups of milk or dairy products like cheese or yogurt
- 5 ounces of bread and grains  
(1 ounce = 1 slice bread or 1 cup cereal)
- 4–5 ounces of meat or beans  
(1 ounce = 1 egg or  $\frac{1}{8}$  cup of meat and 4 ounces =  $\frac{1}{2}$  cup of meat)

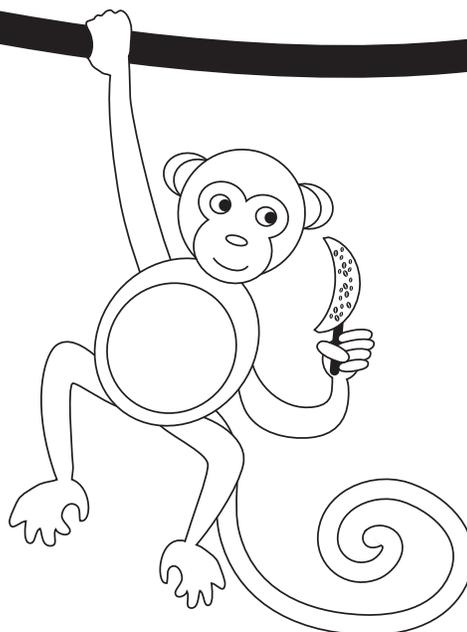
# Monkeysicles

## 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!



# A Letter to My Body

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

Dear Body,

Today, I learned that exercise is \_\_\_\_\_.

I like it because it makes me feel \_\_\_\_\_.

My favorite exercise is \_\_\_\_\_.

Let's try to exercise as much as we can.

Love,

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

# Food & Exercise Log

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

# Class Habit Chart

*Directions:*

*Write down various bad habits that students share and its "better" equivalent.  
(Helpful hint: Recreate this sheet on a bigger piece of chart paper to really bring it to life!)*

<b>BAD HABITS</b>	<b>BETTER HABITS!</b>
<i>Ex: Adding salt to every meal.</i>	<i>Ex: Adding no salt to most meals.</i>

# 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

Take a look around your home—in the refrigerator, freezer, and cabinets—and write down what you find. Work with a family member if you'd like! Ask a parent/guardian to sign this worksheet before you bring it back to BHC!

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

## Food

- Most of the fruits and vegetables in my house are:
  - Fresh/raw
  - In cans
  - In another type of container
- The way we usually cook our food is to:
  - Fry it
  - Grill it
  - Bake it
  - Other: \_\_\_\_\_
- I usually eat sweet stuff (like candy, cake, ice cream, etc.):
  - Every day
  - Every other day
  - Once a week
  - Not that much
- 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.

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## Exercise

- 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
- 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
- I think learning about my health is:
  - Important
  - Not that important
  - Doesn't really matter



Parent/Guardian Signature: \_\_\_\_\_

# Healthy Needs Map

*Directions: For each place, draw a picture of what the community needs in order to be healthy.*

<p>Our <b>Grocery Stores</b> need...</p>	<p>Our <b>Parks</b> need...</p>
<p>Our <b>Restaurants</b> need...</p>	<p>Our <b>Schools</b> need...</p>

# School Health Survey

*Directions: Take a walk around the school to complete these questions.*

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

## Food

1. I can always find out what is for lunch before I get to school each day.

- Yes
- No

2. I like eating school lunch.

- Yes
- No
- Sometimes

3. Our school lunch usually has:

- Fruit and vegetable everyday
- Fruit or vegetable everyday
- No fruit or vegetable everyday

4. Some of the things that I like to eat in school lunch are:

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5. I wish we had \_\_\_\_\_ for lunch sometimes.

6. We have vending machines in our school.

- Yes
- No

6a. If yes, most of the options are:

- Healthy
- Unhealthy

## Exercise

7. My school has a place to have recess/gym/fitness.

- Yes
- No

8. Everyone participates in fitness/gym/recess every day.

- Yes
- No

9. We always exercise in the beginning of fitness/gym class to get warmed up.

- Yes
- No

10. We always do calming down exercises or stretches at the end before we leave fitness/gym class.

- Yes
- No

11. I think fitness/recess/gym is fun.

- Yes
- No

12. I would like to exercise more during school.

- Yes
- No

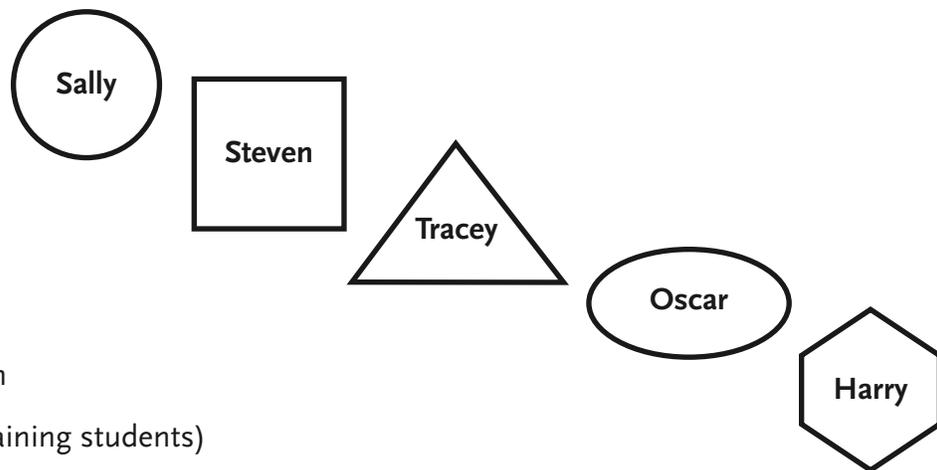


# Positive Body Image Script

## Commercial: We Come in All Shapes and Sizes!

### Participants:

- Director (Role may be filled by the Facilitator)
- Narrator 1
- Narrator 2
- Narrator 3
- Narrator 4
- Sally the Circle
- Steven the Square
- Tracey the Triangle
- Oscar the Oval
- Harry the Hexagon
- Audience (all remaining students)



### Materials:

- Use butcher paper to create child-sized shapes of the characters listed above (For example: cut out two ovals and tape them to the shirt, front and back, of the student playing Oscar the Oval)
- Script
- Props (i.e. lunch bags, lunch, etc.)
- Written cues for the audience to follow (optional)

### Setting:

- Typical elementary school cafeteria
- Sally, Steven, Tracey, Oscar, and Harry are sitting at the same table
- Audience sits behind camera, out of view
- Narrators stand out of view, awaiting their entrance

*Continues on next page*

*Scene opens. Audience is silent. Students all begin opening their lunch bags and taking out their lunch for the day. They are all silent. All but one lunch contain healthy combinations like a juice box, carrot sticks, raisins, apple (or other fruit) sandwich, wrap, or salad. The last student, Oscar the Oval, pulls out only a bottle of water.*

*Narrator 1 walks to the front of the camera and says/reads...*

**Narrator 1:** Welcome to Shapesboro Elementary School. The shapes are sitting and enjoying their lunch.

**Steven the Square:** Hey everybody! Whatcha got for lunch? Let's get ready to trade.

**Tracey the Triangle:** I'm ready! I've got tons of good stuff to eat.

*Oscar the Oval looks sad and down.*

**Sally the Circle:** Hey Oscar, where's the rest of your lunch?

**Oscar the Oval:** This is all I'm eating, because I'm too fat and I need to lose weight.

**Harry the Hexagon:** Ha ha! You're too fa-at!

**Sally the Circle:** Zip it Harry! It's not nice to tease others. *(She then turns to Oscar and says...)* Why would you say that Oscar? You're not fat.

**Oscar the Oval:** My brother and I were playing a video game, you know, the kind where you can fight each other? Well, my brother beat me and he said it was because my warrior was too fat and slow. Then he said that I was just like the warrior. I don't think I should eat anymore.

**Steven the Square:** You're not fat Oscar. Don't listen to him.

**Sally the Circle:** Yeah, you're perfect because you're different. We're all different and that's what makes us special. Besides, you and I are about the same shape and I think you look just fine.

**Tracey the Triangle:** That's right Oscar! Size really doesn't matter as long as you're healthy. Eating right and exercising is the way. You really shouldn't skip meals. Here, have some of my lunch. You might even grow to be strong enough to beat all of the other warriors!

*Everyone else around the table gives him a part of their lunches. Oscar starts to smile and happily accepts the lunch offered to him.*

**Harry the Hexagon:** Yeah, sorry about that, Oscar. You're not fat. You're a REAL warrior, just like me! *(Harry flexes his arm as others laugh gently.)*

**Oscar the Oval:** Thanks guys. I'm glad to be an oval and I'm really glad to be me.

*Narrators 2, 3, and 4 walk in front of the camera and say/read...*

**Narrator 2:** Thanks for joining us today and remember... we come in all shapes and sizes.

**Narrator 3:** Being different is what makes us unique and special.

**Narrator 4:** Stay healthy, and stay true to you.

*Audience cheers.*

# Media Messages Worksheet

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

1. Name 3 types of media:

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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

# Responsible Healthy Citizen Badges



A badge template with a dashed border. The text inside is as follows:

**Responsible  
Healthy Citizen**

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

For: \_\_\_\_\_  
\_\_\_\_\_



A badge template with a dashed border. The text inside is as follows:

**Responsible  
Healthy Citizen**

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

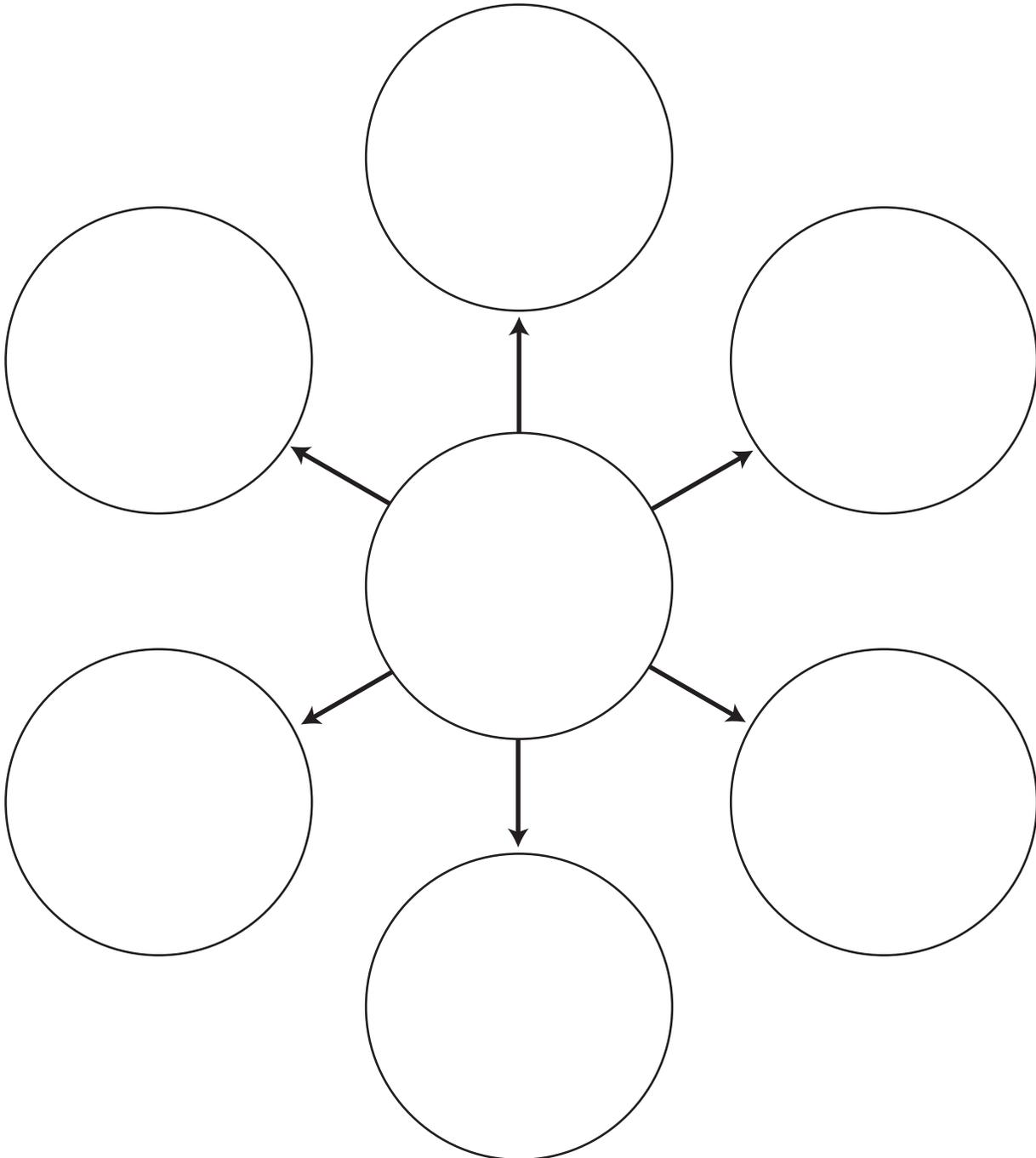
For: \_\_\_\_\_  
\_\_\_\_\_

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

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

*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.

**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.

*Continues on next page*

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 ideas for raising money.**

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!).

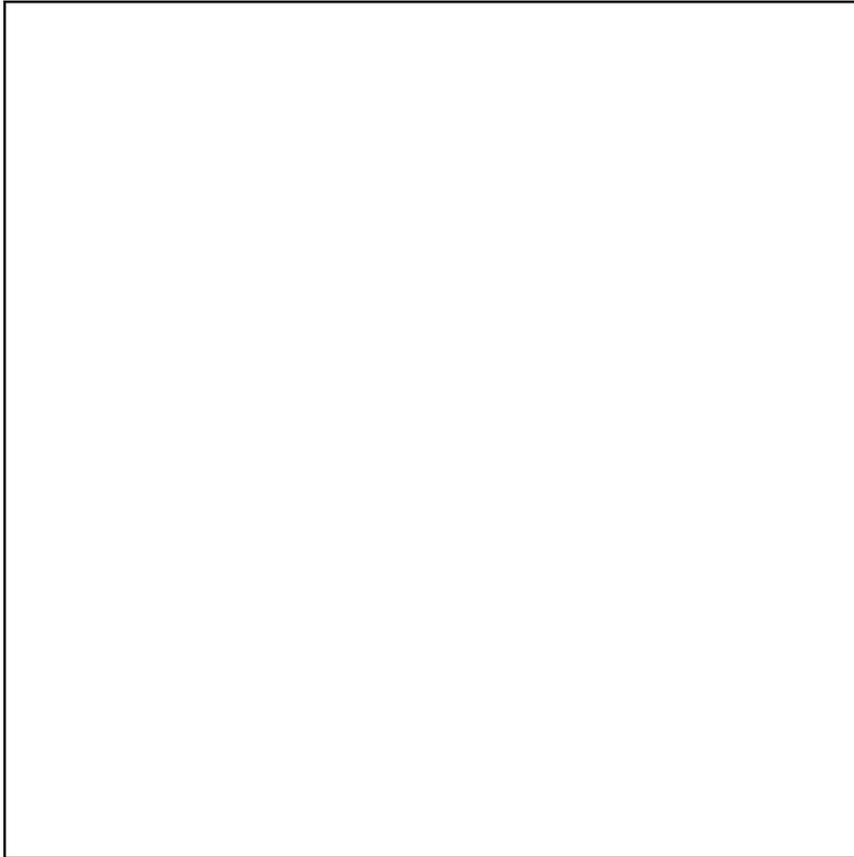
On May 10, the 6th grade Building Healthy Communities group ran a successful Community Fitness Challenge! Community members exercised together, learned about and enjoyed healthy snacks, and generally had a great time.

After the project, the class talked about their success and the challenges they had faced. Then, the class spent a little time writing and sending 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:**

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**My Name Is:**

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# IGNITE Book: *Identify* Page

**I means Identify!**

**My community's health need is:**

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# IGNITE Book: *Network* Page

## **N means Network!**

**I hope that these individuals and  
groups will help me:**

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## **IGNITE Book: *Inform* Page**

# **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!**

# IGNITE Book: *Teamwork* Page

## **T means Teamwork!**

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

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# IGNITE Book: *Encourage* Page

## **E means Encourage!**

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

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# 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?