HOP’N
Curriculum
This program is designed to be completed in 27 one-hour club-meeting sessions.

The HOP’N After School Club builds students skills and self-efficacy for self-regulation and for changing youth environments. HOP’N is a weekly nutrition and physical activity education program focusing on four central goals:

- Be physically active for at least 60 minutes everyday.
- Eat fruits and vegetables at every meal or snack
- Drink less soda and juice drinks.
- Cut back on TV and video games.

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**Naming Activity:** Identify fruits and vegetables.

**Tasting Activity:** Develop and demonstrate personal fruit and vegetable preferences.

- grapes
- 1 bag of baby carrots
- 2 green peppers
- 2 bananas
- *Eating the Alphabet: Fruits & Vegetables for A to Z* by Lois Ehlert
- Pencils
- List of fruits and vegetables
- Plates & forks

**Module 6: Let’s Make a Fruit Snack**

**Food Preparation Safety:** Demonstrate knowledge of food preparation safety.

**Snack Making:** Make a healthy snack; Demonstrate personal fruit preferences.

- Soapy water and clean rags/towels
- Medium mixing bowl(s)
- Measuring spoons
- Measuring cups
- Rubber spatula
- Two cups fat-free sour cream
- One cup fruit-flavored yogurt
- 4 tablespoons (about ½ of 3.5 oz package) vanilla instant pudding
- Plates, forks, & spoons
- Choose fruits (try to incorporate all color groups). All fruit should be peeled and/or cut before the lesson starts.
- Germ simulator
- Black light
Design a HOP’N Activity: Develop an original game using the CATCH format and rules. | CATCH Physical Activity Equipment  
CATCH Physical Activity Box  
Blank HOP’N CATCH Card  
Pencils  
Dry-Erase Boards  
Dry-Erase Markers  
Rubrics |
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| Module 8: Let’s Play My Game | Final Touches: Prepare to present games.  
Team presentation of HOP’N game: Presentations of games to the club. | Invite after school program manager to watch the presentation.  
Review the children’s HOP’N game cards and write suggestions.  
CATCH Physical Activity Equipment  
CATCH Physical Activity Box  
Index Cards  
Pencils  
Rubrics  
Poster board  
Markers |
| Module 9: What’s Your Favorite Snack? | What is Your Favorite Snack?: Identify and present favorite fruit of vegetable.  
Just Asking: Develop and practice skills related to asking for fruits and vegetables | A poster board for each group  
Decorating supplies (markers, crayons, construction paper, tape, glue, etc.).  
Dry Erase Boards/Markers  
Board for Instructor to write on  
Something to write with  
Chart to fill out during presentations. |
| Module 10: Vegetable Snack Preparation | Vegetable Dip: Create a low-fat vegetable dip.  
Create a Veggie Person: Demonstrate personal vegetable preferences and the ability to create a vegetable snack. | Soapy water and clean rags/towels  
Spoon or Spatula  
Medium mixing bowl(s)  
1 one-ounce envelope onion soup mix (may substitute Ranch dip mix or vegetable soup mix)  
2 cups fat-free sour cream  
Foil  
Plates  
Spoons  
Vegetables  
Gloves |
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| Module 11: Move More, Sit Less | Physical Activity Relay: Introduce appropriate active substitutions for sedentary behaviors.  
Active Gifts: Learn the difference between gifts promoting sedentary behavior and gifts promoting physical activity.  
TV Diary & Wrap Up: Students will receive a TV diary sheet to record their screen time on two days. | Markers  
Scissors & Glue  
TV diary sheets  
Construction Paper  
Active Gift Wish List  
P. A. Relay Cards  
5 Hula Hoops  
Active Toy Catalogs |
| Module 12: Move More, Sit Less Encore | TV Tag: Review appropriate active substitutions for sedentary behavior.  
TV Diary: Determine if the group’s average screen time meets the HOP’N standard.  
Physical Activity Dice: Create a die that can be used to get students and their families physically active during commercial breaks. | Container of colored 1” circle stickers (5 per student)  
TV Watching Chart  
TV worksheet  
Scissors & Tape  
Markers  
Family Time handouts  
Pinnies/Jersey |
| Module 13: Wonderful Water | Water Relay: Introduce the importance of water.  
Water Treasure Maps: What and where are the sources of water in the school building?  
Water Content of Fruits & Vegetables: Demonstrate fruits and vegetables are sources of water. | Stop Watch  
Cones  
Scooters  
Poster board, parchment, or paper bags  
Crayons & Markers  
Drops and titles on sticker paper  
Scissors  
Various fruits and vegetables  
Scale  
Pictures of the process  
Chart |
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| Module 14: Wonderful Water Encore | Water or Soda? Review the importance of drink plenty of water.  
Taste test: Establish a favorite way to drink water.  
Evaporation discussion: Discuss evaporation in relation to sweating, breathing, physical activity, and dehydration. | Gallon of distilled water  
5lbs. of ice, lemon juice, instant decaffeinated tea  
Pitchers/Jugs  
Water Bottles  
Recipe cards  
Game cards  
Hula Hoops  
Containers |
| Module 15: HOP’N Review | Produce a HOP’N video: Create a HOP’N club video featuring the HOP’N goals. | Camera  
Tripod  
Art supplies  
Poster board  
“Story board”  
Prompt worksheets  
Choose production assistants |
| Module 16: House Hunt | Scanning relay: Introduce the concept that factors in the environment that influence health.  
Scavenger hunt assignment: Identify factors in the environment that influence health.  
Scanning Activities: Continue to develop understanding scanning the environment and observation skills. | Copies of House Hunt List  
Disposable cameras  
Art supplies  
Activity Packets  
Permanent Marker  
Game Cards  
Dry Erase Markers  
Sample House Hunt pictures |
| Module 17: The New Stuff on the Block | Discussion of self-assessment in home environment: Review of items found or not found in scavenger hunt and suggest ways to improve environments.  
Flexible Fun (yoga): Perform yoga moves designed for the younger population.  
Taste Test – the test you don’t study for: Develop a preference for fruits and vegetables. | Box for camera return  
Copies of Grocery List  
Napkins, plates, utensils for taste test  
New foods  
Copies of Yoga instruction and/or video |
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| Module 18: Cool Contracts | Cool Contracts: Introduced and complete contracts in the home environment.  
Role Playing: Explore communication between the child and parent and barriers to the HOP’N contract.  
House Hunt: Part 2: Identify changes made to the environment that influence health. | Copies of Contracts  
Stickers  
Role playing scenarios  
Copies of House Hunt  
Magnetic Strip  
Disposable Cameras |
The Healthiest House: Create the healthiest house ever using imagination, information gained the last few lessons, and an unlimited budget.  
Contract Reinforcement: Instructor led discussion of contract barriers or successes. | Box for camera return  
Sheet paper  
Art supplies |
| Module 20: My HOP’N-at-Home Poster | The Poster Creation: Create a poster to share household changes they have made.  
Presenting the Posters: Celebrate changes club members have made to their homes. | Poster boards  
Glue  
Developed pictures  
Markers  
Scissors  
Colored paper  
Glitter  
Sample Poster  
Rubric |
| Module 21: HOP’N to Help My Hometown | HOP’N Champ Assignment & Description: Explanation of the Champ Project followed by an indepth discussion regarding the type of information the children will collect during their first interview (week 2). Preteach the “getting to know you activity.”  
Environment Game: Discuss the different contexts that make up the children’s environment (school, neighborhood, community) and how these environments impact their diet and physical activity. | Game Cards  
Hula Hoops  
Bowl  
Raisins  
Napkins |
| **Module 22:** Meet your HOP’N CHAMP! | Get to know your HOP’N CHAMP Activity: CHAMP and play the game they learned in Module 21.  
Healthy Snack Recipe Creation Activity: Make your own fun banana recipe. | Recruit 1 CHAMP per 4-6 children  
Divide children into groups w/ CHAMP  
Paper  
Pencils  
cameras |
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| **Module 23:** Go Bananas… Go… Go… Bananas! | Create Snack Activity: Make, eat, and vote on snacks created last week. | Soapy water and clean rags/towels  
All materials needed for each recipe (mixing bowls, spoons, plates, napkins)  
Poster Board for each group  
Decorating supplies (markers, crayons, construction paper, tape, glue, etc.). |
| **Module 24:** Let’s Revamp with our HOP’N Champ | Interview HOP’N Champ: Interview/discuss with the HOP’N champ about healthy environmental change strategies.  
Create a Poster: Create a poster advertising their “voted on” snack from last week. | Poster Boards  
Glue  
Markers  
Scissors  
Colored Paper  
Glitter  
Tape  
Remind HOP’N Champ to bring contract |
| **Module 25:** Did you Know? The startling truths about your snacks! | Truth about Snacks: Discuss the snacks offered in their environment.  
Create Card for HOP’N Champs: Make cards for their HOP’N Champ. | Crisco Shortening  
Sugar  
Food packaging  
Plastic Gloves  
Teaspoon  
2 plastic plates  
List of fast food items w/ Fat  
Poster Board  
Glue, Glitter  
Markers  
Scissors  
Colored Paper |
| **Module 26:** Hip… Hip… HOP’N Champ… Hooray! | Final Interview w/ HOP’N Champ: The Champ will be asked to discuss changes made to their environments.  
Snack Time: Create the snack voted on during Module 25.  
Thank the HOP’N Champs!: Present the cards they made to their HOP’N Champs and thank them for helping. | All materials needed for each recipe (mixing bowls, spoons, plates, napkins)  
Copies of the winning recipe  
Bring Cards students made last week  
Champ Certificates |
| Celebration | Review HOP’N goals and HOP’N experience. Personalize this club time to make it meaningful and special to your group. | HOP’N Certificates |
BACKGROUND
This is the kick-off module for the weekly curriculum. Since this module sets the tone for the future, it is important that the children come away with a sense of excitement and an understanding of what the program will emphasize. It is also important to use consistent messages or standards regarding health, physical activity, and nutrition.

OBJECTIVES
Youth will
1. Learn HOP’N nutrition and physical activity standards.
2. Know GO-SLOW-WHOA foods and GO activities.
3. Learn proper use of pedometers, and apply their knowledge to a walking activity.

STRATEGIES
1. Knowledge of physical activity and fruit and vegetable standards/goals.
2. Active mastery experience and verbal persuasion to be physically active & eat healthful foods.

TIME NEEDED
67 minutes
   Introduction (10)
   HOP’N Mystery (25)
   GO, SLOW, WHOA Game (15)
   Discovering Pedometers (17)

GETTING READY
1. Nametags/ Membership cards
2. Pencils
3. HOP’N Mystery Handout
7. Pedometers
8. HOP’N Membership Magnets
9. HOP’N Folders
10. Paper, chalkboard, etc., and something to write on it with

Module 1: The Kick-Off
1. Introduction. What is a club? Adoption of club rules and procedures.

2. HOP’N Mystery. The students will receive their badges and be introduced to the HOP’N goals through a relay and clue deciphering game.

3. GO, SLOW, WHOA Game. The students will be introduced to the GO, SLOW, WHOA concept using a modified Red Light, Green Light game.

4. Discovering Pedometers. The students will discover the purpose, rules, and procedures for using pedometers.

Fun on Your Own!
The students can expand their paradigm of the HOP’N After School Club by completing the HOP’N Word Search.

FREQUENTLY ASKED QUESTIONS
1. Why is (this food) a GO/SLOW/WHOA food? I thought it was good/bad for me.
   Almost all foods make some positive contribution to the diet, but some are better for kids than others. GO foods are less likely to contribute to health or weight problems than SLOW or WHOA foods.

2. What if I don’t like the GO activities we talked about?
   There are many other types of GO activities, and probably many that you would enjoy. Remember that a GO activity is ANYTHING that gets you moving and breathing harder. You can make up your own GO activity.

3. Can I keep my pedometer?
   No, the pedometers belong to the after-school program. Ask your program leader whether you can borrow one from the program. If not, many department stores sell them in the sporting goods department.
Module 1: The Kick-Off

Introduction

1. Introduce yourself to the students. Say,

   This is HOP’N Club. You will be coming to HOP’N club for one hour each week.
   HOP’N stands for Healthy Opportunities for Physical activity and Nutrition.

   What is a club? Answers will vary.

   What do all clubs have? Guide the students to say rules.

   What are some rules you think we need in this club? Answers will vary. Guide the students to say rules you are comfortable with.

2. Record or have a student record the rules to review at later sessions. Encourage rules to be stated in the positive (ie no talking when someone else is talking = one person talks at a time).

3. Say,

   What happens in a club if people don’t follow the rules; what is the consequence? Guide students to the answer of things don’t get accomplished. Right, nothing would get done. When everyone follows the rules we can get a lot of fun things done, but if we are slowed down from getting things done then we may not have time for something fun.

HOP’N Mystery

1. Divide the students into 4 or 5 equal groups. Say,

   Line up relay style and send a team member out at a time to collect a nametag with one of your team members’ names on it.

   After a team member picks up another team member’s nametag, he/she will return to his/her team and the next student in line will run out to find a badge.

   After every team member is wearing his/her badge, the team will turn over your puzzle handout. When your team figures out the puzzle, you will sit down and raise your hands. I will check your answers and give you a word search to work on while other teams are finishing their puzzle.

   The game will continue until all students have their badge and all teams have finished the puzzle.

2. Start the game. Students may need to be prompted to look at their membership cards to complete the puzzle.

3. After all groups have completed their puzzles, have the students form back into a large group. Say,

   What are the HOP’N goals that every club member should strive to do?

   Continue until students say: Eat fruits and vegetables at every meal or snack; Be physically active everyday; Drink less soda and juice drinks; and, Cut back on TV and video games. Say,

   We will talk more about the goals every week. And we will learn more about fun ways to achieve these goals every week.

Modifications:

   Badges may be placed face up or down.
   Add a hunt time limit.
   Add a rule where students may not grab their own badge.
   Allow students to solve the puzzle as others are searching for the names.
GO, SLOW, WHOA Game

1. While the students are sitting in a group. Say,

At HOP’N we will be talking about GO, SLOW, and WHOA foods and activities. GO foods and activities are things that we can eat or do everyday. They are beneficial to our health and we don’t have to thing about very much they are choices that are easy to choose.

Ask students generate a list of GO foods. Answers will vary. See the examples. Say,

Slow foods and activities we shouldn’t eat everyday. We should eat these foods in moderation.

Ask students generate a list. Answers will vary. See the examples. Say,

The last group are WHOA foods and activities. These are foods and activities that before we eat or do them we should stop and think WHOA do I really want to do this. These are foods or activities that we shouldn’t eat or do every day or even every week.

Ask students generate a list. Answers will vary. See the examples.

2. Ask a student to explain how to play Red Light, Green Light. Say,

When we play today if I say a GO food walk (controlled fast walk- straight legs), if I say a slow food hop, and if I say a WHOA food... “That’s right stop.” Also, we will add an emergency sound. The emergency sound will be used to “pause” the game to allow for discussion or to explain the right answer.

Modifications:
Change the form of locomotive movement for each game.
Use the siren in the traditional game to discuss the concept of GO, SLOW, WHOA.
Put foods and activities on their corresponding color of a traffic light after they have been used in the game.

Discovering Pedometers

1. Gather students back into large group. Praise students for participation this far.

2. Show students a pedometer. Say,

Does anyone know what this is? (collect answers) This is a pedometer.

Does anyone know what it does? (collect answers) A pedometer measures the number of steps a person takes.

The red button resets the number of steps. You should never press the button unless you are ready to erase steps and/or have recorded the number of steps.

Where should you wear the pedometer? (collect answers) You should wear the pedometer on your waist band or on your belt above your knee or on your hip.

Hmmm, so it is okay to put the pedometer in my pocket and it will work correctly? No, things in your pocket giggle around causing the pedometer to not work accurately.

What rules do you you think we should have with the pedometers?

Guide students to discover these three rules: 1. Touch only your pedometer; 2. If you shake it; I have to take it; and, 3. Handle the pedometer gently. Say,
Now, I will hand out a pedometer to each of you. You will have a couple minutes to put it on and walk around with it. I will walk around and make sure you are wearing them correctly and answer questions. When I say, “freeze” I need you to freeze and listen to directions; we will do some activities as a group. Then I will collect the pedometers. If you can show me you understand and can follow the rules and take care of the pedometers, next week you will be able to take a pedometer home with you.

3. Ask each student a question from the list if they get it correct hand them a pedometer.

List of Review Questions:
What do pedometers measure? steps
Name one rule. 1. Touch only your pedometer; 2. If you shake it; I have to take it; 3. Handle the pedometer gently.
Name a rule that hasn’t been mentioned.
See above
How do you reset a pedometer? Press the yellow button
When do you reset your pedometer? After you have recorded your steps, usually once a day, at night or in the morning
Where do you wear your pedometer? On your waist line above your knee or on your hip
What does the yellow button do? reset
What is this called (show pedometer)? pedometer
What do you think “ped” means? foot

The questions can be repeated until everybody has an opportunity to answer.

4. Ask the students to line up when everyone is wearing their pedometer correctly. Ask a couple students to run while everyone else walks from one side of the room to the other. Have everyone reset their pedometers and give them a cue to go. After cross the room ask each student to say how many steps their pedometer said they took. Ask,

Why are walking steps different from running steps? Why don’t we all have the same number of steps? So, does the pedometer measure how much you exercise?
What does a pedometer measure? Say,

You can take your membership cards and word search with you. Next time we will work with the pedometers more.

5. Collect pedometers and name tags.
Module 2: Step Up to HOP’N Standards

1. **Greeting & distributing nametags.**

2. **Pedometer Centers.** The students will increase their understanding of pedometers and self-monitoring by seeing how a variety of activities affect the amount of steps taken.

3. **Put a Rainbow on Your Plate.** The students will discover how and why they should eat a variety of fruits and vegetables through an activity sheet and group discussion.

4. **Hand back Pedometer tracking sheets and clarify assignment.** The students will be allowed to use the pedometers at home for the next week. The assignment is to record steps on the group poster tracking sheet every day. Next week, students will return the pedometers and bring in their record sheet of steps taken.

**Fun on Your Own!**
The importance of eating a variety of fruits and vegetables will be reinforced by completing the Color by Fruit or Vegetable activity sheets.

**FREQUENTLY ASKED QUESTIONS**

1. **Do I have to do this?**
   *No, you don’t have to do anything. If you choose not to participate during our after-school time, you may sit quietly. If you choose not to participate in the pedometer activities at home, that is your own decision.*

2. **What is the difference between CATCH Kids Club Activities and GO activities?**
   *CATCH activities are one special type of GO activity that we do together at the after school program.*

3. **What if I don’t like vegetables/fruits?**
   *There are so many choices of fruits and vegetables and differing methods to prepare them, it is likely that you can find some ways to get fruits and vegetables in your diet.*
Module 2: Step Up to HOP’N Standards

Introduction

1. Welcome students back to HOP’N Club. Say,

This is the second week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition.

Pedometer Centers

1. Review Pedometers. Say,

Who can tell me what this is? Pedometer. What does it do? Count steps. What does this button do? Reset step counter. When should you push it? When you are ready to erase your steps. Where should you wear your pedometer? On your waistline above your knee or on your hip. Today we are going to learn more about your pedometers.

2. Describe each pedometer center’s activities and the students’ responsibilities. Description will vary based on space and equipment. Make sure the students know to record their number of steps for each center before moving on the next center.

3. Organize students into 4 groups. Assigned each group a center to begin the activity. At your cue, the students will rotate between centers featuring activities that could include: walking, jogging, playing catch, jumping rope, sit ups, push ups, getting their Daily Pedometer Step Tracking Sheet ready to use, and shooting baskets. The students will read the instructions and participate in the center activity for two minutes. The students will stop when the instructor signals. Before students transition to the next center, they will record the steps they took on that center’s chart. After the students transition to the next center, they will wait for your cue, and they will reset their pedometer and begin the next center.

4. Discuss pedometer centers. Say,

Point to the center where you got the most steps. Answers will vary most will point to walk in place. Point to the center where you got the least steps. Most will point to the writing center. I noticed you some of you recorded steps at this center. Why? Forgot to reset steps, figited, didn’t sit still. Point to the center where you were active, but didn’t record many steps. Answers will vary. So does a pedometer measure physical activity? No, it measures steps. Why do you think the activities were the same, but different people recorded different number of steps? Answers will vary, size of person, how they move. What activities do you feel the pedometers did not measure properly? Why? Sit ups, playing catch, you do not take many steps during those activities. What activities will the pedometers be most accurate in determining if a person is physically active? Activities that involve walking, jogging, or
running, because the pedometers measure steps. Just because an activity doesn’t generate a lot of steps does that mean it is a “bad activity”? No.

**Modifications:**
The number of centers may vary. The time spent at each center may vary. The chart could be pre-filled out to prevent confusion and save on time.

**Put a rainbow on your plate**

1. Discuss benefits of fruits and vegetables. Say,

   The HOP’N goal is to eat fruits and vegetables at every meal or snack. Some foods that are almost always in the GO column are fresh, frozen, and canned fruits and vegetables without added sugar or fat. Fruits and vegetables are good for you because they give your body energy, vitamins, minerals, water, fiber, and are usually low in fat. People who eat fruits and vegetables every day are usually healthier than those who don’t. People who eat fruits and vegetables with each meal or snack are less likely to get sick, and more likely to live longer than those who don’t eat many fruits and vegetables. Fruits and vegetables also make our plates colorful. The color of fruits and vegetables are important they tell us what phytochemicals they have inside. Phytochemicals is just a scientific name for the helpful nutrients the fruit and vegetables have. Name a color a fruit or vegetable can be.

   Blue. Ask students to name some blue or purple fruits and vegetables. Answers will vary. (Blueberries, plums, Eggplant, Elderberries, Grapes, Pomegranates Prunes Purple Belgian endive Purple Potatoes Purple asparagus, Purple cabbage, Purple carrots, Purple figs, Purple grapes, Purple peppers)

   Blue/purple fruits and vegetables lower the risks of some cancers, support urinary tract health, memory function, and healthy aging. What is another color?

Green. Ask students to name some green fruits and vegetables Answers will vary. (Artichokes, Arugula, Asparagus, Avocados, Broccoli, Brussels sprouts, Celery, Cucumbers, Endive, Green apples, Green beans, Green cabbage, Green grapes, Green onion, Green pears, Green peppers, Honeydew, Kiwifruit, Leafy greens, Leeks, Lettuce, Limes, Okra, Peas, Sno Peas, Spinach, Sugar snap, Watercress, Zucchini).

   Green fruits and vegetables support healthy vision, lower the risk of some cancers, and support strong bones and teeth. . What is another color?

Yellow. Ask students to name some yellow fruits and vegetables. Students may say, “banana.” Hmmm Do we eat the yellow part of a banana? No. What color is the part we eat? White. Right a banana is a white fruit just like a watermelon is a red fruit. We have to think about the color of the part we eat. So what are some yellow or orange fruits or vegetables? Answers will vary. (Apricots, Butternut squash, Cantaloupe, Cape Gooseberries, Carrots, Grapefruit, Lemon, Mangoes, Nectarines, Oranges, Papayas, Peaches, Persimmons, Pineapples, Pumpkin, Rutabagas, Sweet corn, Sweet potatoes, Tangerines, Yellow
apples, Yellow beets, Yellow figs, Yellow pears, Yellow peppers, Yellow potatoes, Yellow summer squash.)

Yellow and orange fruits and vegetables lower the risk of some cancers, support heart health, vision health, and a healthy immune system (help keep from getting you sick). Let’s get back to white fruits and vegetables. What are some examples? Answers will vary. (Bananas, Brown pears, Cauliflower, Dates, Garlic, Ginger, Jicama, Kohlrabi, Mushrooms, Onions, Parsnips, Potatoes, Shallots, Turnips, White Corn, White nectarines, White peaches)

White fruits and vegetables support heart healthy, healthy cholesterol levels, and lower the risk of some cancers. What is our last color? Red. Ask students to name some red fruits and vegetables. Answers will vary. (Beets, Cherries, Cranberries, Guava, Papaya, grapefruit, Pomegranates, Radicchio, Radishes, Raspberries, Red apples, Red bell peppers, Red chili peppers, Red grapes, Red onions, Red pears, Red peppers, Red potatoes, Rhubarb, Strawberries, Tomatoes, Watermelon)

Red fruits and vegetables support a healthy heart, memory function, urinary tract health and lower the risk of some cancers.

2. Explain and distribute the Color by Fruit or Vegetable activity sheet.

Modifications:
The groups could be combined to make one large group working in unison.

An answer key could be available at the worksheet station.
The discussion station could feature a literature tie-in.

Review

1. Hand back Daily Pedometer Step Tracking Forms. Say,

You are going to record your steps everyday at that your step tracking form and we will record it on the group poster as well.

2. Collect nametags.
BACKGROUND
While education is essential, knowledge alone is not enough to help children practice good nutritional and physical activity habits. Goal setting is one way to begin the process of transferring education to action in the child’s life. Goal setting is not complicated, but requires more than simply stating a wish or objective.

OBJECTIVES
Youth will
1. Understand the basics of goal setting.
2. Set their own physical activity goals.
3. Use pedometers to inform goal-setting.

STRATEGIES
1. Promotion of knowledge of nutrition and physical activity.
2. Active learning.
4. Behavioral skill of goal setting.

TIME NEEDED
60 minutes
  Greeting (3)
  Goal Setting (28)
  Stepping it Up! (25)
  Wrap Up (4)

GETTING READY
1. Pedometer Step Tracking sheets
2. Pencils
3. Process & Outcome game

Module 3: Physically Active Goal Setting

1. **Greeting & distributing nametags.**

2. **Process & Outcome Goals.** The students will learn about process and outcome goals by playing a cooperative group game.

3. **Stepping it Up!** The students will review their results from self-monitoring their steps; based on their findings they will design their own physical activity goal.

4. **Review.**

Fun on Your Own!
The students will be provided with a graph on which they can graph two weeks worth of steps.

FREQUENTLY ASKED QUESTIONS

What if I don’t have any goals?
*Think of something about yourself that you want to improve or think of something good for you that you need to do more, and think of ways you could do that. Then, set goals accordingly to do those things that will help you improve from where you are now.*

How many steps are in a mile?
*About 2,000*
Module 3: Physically Active Goal Setting

Introduction
1. Welcome students back to HOP’N Club. Say,

   This is the third week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. How did wearing the pedometers go? Answers will vary. Today we are going to talk about goals. What do you already know about goals? Answers will vary.

Process & Outcome Goals

1. Introduce Process & Outcome goals. Say,

   Process goals are the steps you take to achieve your outcome goal. Some goals can be both a process and outcome. For example, a high school student’s process goal may be to get A’s and B’s on his/her report card so he/she can get into a good college; but, your outcome goal may be to get A’s and B’s. An outcome goal is like a staircase, and a process goal is like a step. You can’t jump to the top of the staircase without stepping on the steps to get to the top. I will hand out an index card to each student. There will be 6 different puzzles; each puzzle will be printed on a different colored card. The students with the same color cards will form a group. To solve the puzzle, you will read the process goals on the front of each of the cards. Then determine what outcome goal may be achieved by completing each of the process goals. When the cards are put in the right order the outcome goal may be read on the backs of the cards.

2. Circulate the work area assisting and questioning the students. As groups finish their puzzle, they may break up and go offer hints to the groups still working. Allow the students to present their process and outcome goals to the group.

3. Divide the room up like a Venn diagram (see picture). Yell out outcome and process goals. The students will run to the area of the room that corresponds with the correct answer. Clarify answers and stress that with a good explanation multiple answers may be correct.

Goals to read during the Venn Diagram game:
Be at every practice and game on time. Process
Be the MVP of my team. Outcome
Pass the ball to my teammates. Process
Win the basketball tournament. Outcome
Make GO food and activity choices. Process
Run around at recess. Process
I would like to become an astronaut.  
**Outcome**
Wear clothing and shoes that I can be physical active in.  
**Process**
My goal is to beat my brother at chess.  
**Outcome**
To increase my physical activity, my goal is to walk around the block twice after dinner each night.  
**Process**
I want to practice playing the piano every day when I get home.  
**Process**
I want to win.  
**Outcome**
My goal is to get in bed by 9 every night.  
**Process**
My goal is to do 60 minutes of physical activity every day.  
**Both**
I’m going to play in the NFL someday.  
**Outcome**
I’ll try my best.  
**Process**
I would like to become physically fit.  
**Both**
My goal is to have a positive attitude, no matter what happens.  
**Process**

**Modifications**
The students could collect the cards by running line drill formations; when all of the cards have been retrieved the groups could start solving their outcome goals.  
The game list of goals come from the activity or generated independently (the list from the Module 3 script).

**Stepping it Up!**

1. **Review step tracking.** Say,  
   *Get out your step tracking sheets.*  
   *Everyone stand up.*  
   *Start marching and when I say a number higher than the amount of days you were your pedometer start doing jumping jacks.*  
   Start with 1 and go to seven or until everyone is doing jumping jacks.  
   *Now think about how many steps you got most days.*  
   *Start marching and when I say a number higher than the amount you walked most days start doing jumping jacks.*  
   Start with 1,000 and go to 20,000 or until everyone is doing jumping jacks.  
   *How many steps did most people take in a day?*  
   *Why is there such a difference in the amount of steps taken?*  
   (activities, the proper use of the pedometers)

2. **Create goals.** Say,  
   *What would you say the average amount of steps a day is for the group?*  
   *What would be a reasonable outcome goal for next week?*

   Use the groups answers or the following example.  
   Say,  
   *If I only had 8,000 steps most days, is it a good idea to make an outcome goal to get 20,000 steps a day next week?*  
   *No, because it may not be attainable.*  
   *No, you’re right.*  
   *What about 10,000?*  
   *Yes.*  
   *What are some process goals to help us achieve our outcome goal?*  
   *Answers will vary.*  
   *The HOP’N goal is 60 minutes of physical activity daily (30 minutes after school).*  
   *Do we all have things we can improve on?*  
   *Yes.*  
   *That’s right we all have things we can improve on.*  
   *So think of goals that you can improve on.*

3. **Hand out the new step tracking sheet.**  
The students will write their outcome goals and process goals on their step tracking sheets. Observe and give feedback to students as they fill out their step tracking sheets.

**Review**

1. **Remind the students.** Say,  
   *You are going to continue to record your steps everyday on your step tracking*
form. Remember to work towards your goals.

2. Collect nametags.
Module 4: HOP’N within Limits

1. **Greeting & distributing nametags.**

2. **Review of Goal Setting.** The students will review their knowledge level and application experiences involving setting goals.

3. **Limit Setting.** The students will compare their prior knowledge of limits with their peers, and demonstrate that they understand that some limits are necessary.

4. **Review.**

**Fun on Your Own!**
The students can talk about limits with their families, and how their families’ limits compare with the HOP’N limits.

**FREQUENTLY ASKED QUESTIONS**

How are goal setting and limit setting related?
They are both ways that people can use to improve themselves or change their behavior. One type of goal could involve setting limits. *Limit setting is useful for things that are OK in one place or sometimes but not others.*
Module 4: HOP’N within Limits

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the fourth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. How did wearing the pedometers go? Answers will vary. How did working on your goals go? Answers will vary. Today we are going to talk more about goals, barriers, and limit setting.

Review of Goal Setting

1. Review goal setting. Say,

Get out your step tracking sheets. Everyone stand up. Start marching and when I say a number higher than the amount of days you were your pedometer start doing jumping jacks. Start with 1 and go to seven or until everyone is doing jumping jacks. Now think about how many steps you got most days. Start marching and when I say a number higher than the amount you walked most days start doing jumping jacks. Start with 1,000 and go to 20,000 or until everyone is doing jumping jacks. Average data suggests that if you participated in 60 minutes of physical activity a day, that your daily total would be between 12,000 and 15,000 steps. The HOP’N goal is 60 minutes of physical activity (30 minutes after school) a day.

2. Remind students of the Venn diagram game. The students who achieved their goal will walk to one side of the room, and those who did not will walk to the other. Say, Did setting a goal make a difference? (have students answer by walking to the right side of the room for yes or left side of the room for no) Did you use some kind of reward? (have students answer by walking to the right side of the room for yes or left side of the room for no) Did you tell a friend or family member about your goal? (have students answer by walking to the right side of the room for yes or left side of the room for no)

3. Chose two students, and ask them to predict (set a goal) how many times they can catch the ball in a one minute time period. Ask for two more volunteers; give these volunteers the secret task of distracting the students (create barriers) after the catchers catch the ball a couple times. After the minute is over, lead the group in a discussion. Say,

Why didn’t they achieve their goal? Because they didn’t know the other people would stop them. We call those things that get in our way BARRIERS. Did they know I was going to create a barrier when they set their goal? No.
Do we know barriers before we set goals? No.
What can we do? Keep trying. Set a different goal. Work around it.
Should we just quit? No
When did you have a hard time achieving a goal because of a barrier? What did you do? Answers will vary. Sometimes we know we’re going to have to work around barriers, and other times they just pop up. A good way to deal with barriers is to get support from your parents, siblings, or friends. Lots of times, they can help you figure out a way to overcome or work around the barriers. Sometimes, you have to make a plan, or a back-up plan. Other times, you just need someone to work with, who will encourage you.

When you’re dealing with barriers, it is important to be flexible with your goals. If you don’t achieve the goal, you can change it slightly so that next time you will achieve it. Sometimes, you just need an incentive to meet your goal. An incentive is a reason, like maybe a reward, some positive attention, or some kind of satisfaction from doing something. It is important that rewards are healthy choices.

That’s part of the reason it can help to tell others what your goals are. You can use family or friends to help you achieve those goals.

The last thing I want to tell you is that sometimes we set goals that are just too hard, or we set goals for things we can’t control. When we fail to reach our goal, it is important to think about why we failed, and then change our goal for next time.

**Limit Setting**

1. **Introduce Limits.** Say,

What is a kind of limit that we all know about? A speed limit. Right. What is a speed limit? It tells us the fastest we are allowed to go? Exactly. And why do we have speed limits? To keep us safe. A limit is the maximum number we should do something. Most limits keep us safe.

2. **Place students in groups of 4 or 5.** Say,

Each group will get a sheet with question prompts on them. Discuss your answers to the questions with your group I will walk around to help you.

3. **Pick up the question prompts and give each group 5 Post-it Notes.** Show the group the “What are Fair Limits” poster. Say,

I will read each question your group will have one minute to agree on an answer and write your answer on your Post-it Note. Please take turns recording and posting the group’s answer on the chart.

Students answers will vary; remind them of the HOP’N limits of 1 glass of soda or juice drinks a day and less than 2 hours of TV or video games a day. Say,

Sometimes, we don’t like limits, but one way to make limits easier is to find something else that’s good for you, and something that you like to do. Then, that
something else can take the place when you reach your limit. What is something good you could substitute for soda/pop? Answers will vary. Encourage the answer of water. *How about a substitute for TV?* Answers will vary. *I like to read a good book or play with friends.*

*Limits like these are sometimes better when we get to decide the limit, rather than parents or teachers. Your parents or teachers can help you stick with those limits though. It can be fun to make our own rules sometimes!*

**Modifications:**
The Limit Setting Discussion Sheets could assign questions (by number or color) to be read to specific students to insure that every student in the group participates.

**Review**

1. **Remind the students.** Say,

   *Today we talked more about goals, barriers, and limits.* Review these three concepts with students if time permits.

   Next time, we will talk about fruits and vegetables.

2. **Collect nametags.**
Module 5: Taste a Rainbow

1. **Greeting & distributing nametags.**

2. **Introduction.** The instructor will introduce children to information regarding the importance of eating fruits and vegetables. The students will share their own fruit and vegetable experiences, exposing their peers to a variety of fruits and vegetables.

3. **Naming Activity.** The students will show that they are able to identify fruits and vegetables by naming all the fruits and vegetables they know using the alphabet as a framework. The students’ knowledge base will then be expanded upon by exposure to new names, pictures, and definitions of fruits and vegetables.

4. **Tasting Activity.** The students will develop and demonstrate personal fruit and vegetable preferences through tasting a variety and determining which ones they want to add to their diets.

5. **Review.** The students will be reminded of the different fruits and vegetables discussed and the importance of eating them throughout the day. Also, the importance of eating a variety of fruits and vegetables will be reinforced.

**Fun on Your Own!**
During the review the instructor will share with the students that they will be preparing a snack during the next lesson. The instructor will introduce the chef hat instructions, and encourage the students to make a hat for next week.

**FREQUENTLY ASKED QUESTIONS**

1. Is a _________ a fruit or a vegetable? (tomato most popular)
Module 5: Taste a Rainbow

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the fifth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition.

Naming Activity
1. Hand out the Alfruitbet worksheet. Say,

You will have five minutes to generate a list of fruits and vegetables that start with all the letters of the alphabet.

2. Circulate through the room monitoring the students’ progress.

3. Ask the students to form a circle in a round robin style ask each student to say a fruit or vegetable that starts with the next letter of the alphabet. See how far the group can get, have students say ‘pass’ if they do not have an answer. When everyone in the group has said pass on the same letter, praise them and move on to the next activity. Example: Apple, banana, carrot, date, endive, fig, grape…

4. Read Eating the Alphabet: Fruits & Vegetables for A to Z. Say,

As I read the names of fruits and vegetables, touch your mouth if you have tasted the fruit or vegetable and touch your ear if you have heard of it. Read the book. If time permits, ask the students questions about the fruits and vegetables or elaborate on unusual fruits and vegetables they may not be as familiar with.

5. Handout the list of fruits and vegetables. Divide the group into two groups; one group will go wash their hands, the other group will mark their list. Say,

Underline foods they have never heard of and circle words that they have heard of but have never tried., star two fruits or vegetables you would like to try. Are these fruits and vegetables on the list the only fruits and vegetables? NO Could you find all of these fruits and vegetables at the grocery store? NO It’s okay to want to try something new, but remember we want to set achievable goals; so, when you are trying to pick fruits and vegetables to eat it is important to chose from foods that are available to you. Fruits, vegetables, and fruit juices are everyday foods that keep your eyes, skin, and hair healthy. They will help your body grow correctly and strong. These types of food will also give you lots of energy to play longer and feel better throughout the day.

• They provide a wide variety of vitamins and minerals
• They give you energy
• They are a good source of fiber
• They are low in calories and contain little or no fat
• They contain phytochemicals that may help reduce the risk of several chronic diseases including cancer and heart disease.
• Eating a low-fat diet that includes many fruits and vegetables can reduce a person’s risk of becoming obese, and they taste great!

Remember, when choosing juice, select 100% fruit juice rather than fruit punches or fruit drinks. Fruit punches and drinks have added sugar and may have low vitamin content. Look on the label to see what percent of actual juice the drink contains. Usually apple, orange, and grapefruit juices contain 100% juice; however, even 100% fruit juices do not have the fiber like whole fruit, and may be less filling. It is recommended to only consume half of your fruit servings from juice.

Remember, vegetables are one of the best low-fat choices for a snack or meal, but frying them in oil or adding dressing like butter and high-fat salad dressing adds unhealthy fat calories. Vegetables are already delicious, so try using small amounts of toppings when enjoying your favorites.

Have groups trade roles.

Tasting Activity
Discuss with students the colors of the fruits and vegetables being sampled, emphasizing the importance of including these in their diets. Allow students to sample fruits and vegetables. Say,

What fruits and vegetables did we try? Answers will vary. What colors are they? Answers will vary. Why did we eat fruits and vegetables?

Answers will vary. Why is it important to eat a variety of fruits and vegetables?

It’s essential to sample the complete color spectrum everyday to get the full preventive benefits of fruits and vegetables.

A good goal is to have our servings of fruits and vegetables from all of the different color groups.

What is the HOP’N goal about fruits and vegetables? Eat a fruit & vegetable at every meal or snack.

What is your favorite? Answers will vary.

Did anybody try anything new? Answers will vary. What did you think? Answers will vary.

Why did we eat fruits and vegetables? What fruits and vegetables would you like to share with your family?

Modifications:
The rainbow could be made up of a variety of red, purple, orange, green, and white fruits and vegetables.

Review

1. Hand out How to Make a Chef’s Hat. Show students an example. Say,

Next time we will be preparing a snack. Here is instructions on how to make your very own chef’s hat.

1. Remind the students. Say,

Today we talked fruits and vegetables hopefully you learned about some new foods you can talk to your families and friends about.

2. Collect nametags.
BACKGROUND
Snacking is a great way to fit fruits and vegetables into a child’s diet. Healthy snack preparation and habits learned at an early age may become habitual.

OBJECTIVES
1. Develop personal fruit preferences.
2. Know food preparation safety.
3. Make a fruit snack.

STRATEGIES
1. Active tasting experiences to increase self-efficacy and preferences for fruits
2. Building food preparation skills

TIME NEEDED
Total Time: 60 minutes
Introduction (5)
Food Preparation Safety (30)
Snack/Review: (25)

GETTING READY
1. Soapy water and clean rags/towels
2. Medium mixing bowl(s)
3. Measuring spoons
4. Measuring cups
5. Rubber spatula
6. Two cups fat-free sour cream
7. One cup fruit-flavored yogurt
8. 4 tablespoons (about ⅛ of 3.5 oz package) vanilla instant pudding
9. Plates, forks, & spoons
10. Choose fruits (try to incorporate all color groups). All fruit should be peeled and/or cut before the lesson starts.
11. Germ simulator
12. Black light

Module 6: Let’s Make a Fruit Snack

1. Greeting & distributing nametags.

2. Introduction. The instructor will briefly review the importance of eating fruit and vegetables. The instructor will introduce the lesson for the day.

3. Food Preparation Safety. The students will demonstrate knowledge of food preparation safety by following safety procedures before preparing a snack.

4. Snack Making. The students will make a healthy snack; they will demonstrate they have developed personal fruit preferences by choosing which fruits they want to eat.

5. Review. While the students are finishing up eating the instructor will ask the students if they liked the snack and review the day’s activities.

Fun on Your Own!
Each student will make a shopping list, and teach a family member how to make the fruit dip and enjoy it with fruit.

FREQUENTLY ASKED QUESTIONS

1. Does the germ simulator show germs on my hands? 
   No, the germ simulator pretends to be germs; so, you can see how well you wash real germs off your hands.

2. Is the fruit dip healthy? 
   There is nothing particularly healthy about the fruit dip other than the fact it is fun to eat with fruit.
Module 6: Let's Make a Fruit Snack

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the sixth week of HOP ’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. What did we talk about last week? Fruits and Vegetables. What did we say about them? Answers will vary. Encourage students to talk about the colors. I really like bananas so should I just eat bananas? No. Why? You need variety. You need to eat all the colors to get the benefits from lots of different phytochemicals. Did everyone make a chef’s hat? They look great. We will wear them when we prepare our snacks.

Food Preparation Safety

1. Distribute germ simulator. Say,

You are about to have a substance put on your hands rub your hands together being sure to get the fronts and backs of your hands as well as around the nails. Then go wash your hands the way you normally do. Allow students to go wash their hands. Have students return to the group.

2. Review hand washing. Say,

I put a germ simulator on your hands. Where have you heard the word simulator before? Flight Simulator What does a flight simulator do? Give you the feeling of flying without actually flying. Well like a flight simulator a germ simulator lets you pretend to do something or have a similar experience to learn. Now we are going to see whose hands we should be shaking and who we need to just say hi to. Allow students to take turns putting their hands under the black light. Say,

The powder simulates germs and all the glowing areas are places where germs may not be getting washed off. Why is it important to wash your hands? Stop the spread of disease. When should we wash our hands? Answers may vary (After using the restroom, after cleaning, after playing with pets, after sneezing, coughing, or blowing your nose, after playing on the playground, before and after cooking or preparing a snack, before eating and when they are dirty.) How long should you wash your hands? As long as it takes to sing the ABCs or Happy Birthday twice.

What are some things you do when you are getting ready to cook or prepare a snack? Clean. Clean what? Your hands, the utensil, the surface, the bowls, pans etc. Part of food safety is having everything clean, and what should we do after we have cooked or prepared a snack? Clean everything again. Not only is that part of food safety, but families are more likely to let you fix more food in the future if you clean up after yourself.

Modifications:
The black light may not be handheld; in which case, the students will have to form two lines and look at their hands two at a time.

**Snack Making**

1. **Form groups of 5 or 6.** Provide each group with a fruit dip recipe and materials. Say,

   *Follow the directions to make your fruit dip. After your group has made your fruit dip please clean up your area and throw away your trash. Please take turns adding ingredients. Also, everyone in your group should have an opportunity to stir.*

2. **Circulate the room as the students follow the directions to prepare the fruit dip.**

3. **Allow students to pick a variety of fruits to put on their plates to enjoy with the dip.** After the students eat their snack, they will throw away their trash and clean their area. While they wait for their friends to finish, they will generate a shopping list of items needed to make this snack with their families. Say:

   *How did the snack taste? Will you try this healthy fruit snack for snack time? Do you have any recipes like this that you already make at home? Low-fat foods, like fruit or vegetables with a low-fat dip, make great snacks. What fruit did we have? What colors are they?*

   Why do we want to eat fruits of different colors? The HOP'N goal is to eat a fruit or vegetables at every meal or snack

**Modifications**

An activity could be worked in to allow time for the dip to chill. Fruit options: pineapple chunks, grapes, bananas, kiwifruit, cantaloupe, papaya, mango, honeydew melon, apples, pears, oranges, peaches, apricots, strawberries

**Review**

1. **Hand out shopping list and recipe.** Say,

   *Please take the recipe and shopping list home and share it with your family. If you liked this snack maybe your family could pick the ingredients up at the grocery store. What other fruits would be good with this dip?*

2. **Collect nametags.**
Module 7: Physical Activity Rules!

1. **Greeting & distributing nametags.**

2. **Review HOP’N rules.** The students will demonstrate knowledge of CATCH goals and rules through identifying their favorite CATCH game and identifying the key components of a CATCH game.

3. **Design a HOP’N Activity.** The students will develop an original game using the CATCH format and rules.

Fun on Your Own!
The students will be encouraged to continue development of their game.

**FREQUENTLY ASKED QUESTIONS**

1. What if a team can’t come up with an activity? *Have them pick a CATCH activity and suggest modifications to the rules.*

2. What if it is raining? *Limit the activity choices to indoor activities.*

3. What if we do not have space to do the CATCH activity? *Work with the after school staff to see if they could schedule their HOP’N activity during the CATCH physical activity time.*
Module 7: Physical Activity Rules!

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the seventh week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Who made the fruit dip with their family or friends? Who told their family and friends about the fruit dip or new fruit they tried?

Review HOP’N Rules

1. Play a CATCH game. Say,

We are going to play part of a familiar CATCH game, and when they hear the signal they need to sit down “criss-cross applesauce” in a “personal space.” Show the students how the game is presented on the CATCH card, and go over each area in detail. The students will play the game.

2. Stop the students during the game to point out key components. These components include: students do not stand in line; every student or every other student gets a piece of equipment; students are not eliminate; no one student is the star; competition in minimal; there are boundaries and routines; there is activity from start to finish; there is a stop and start signal; all students are involved; and, the instructions are clear.

3. Show students the Physical Activity rubric. Say,

If (child’s name) and I stepped out of the room right now, and he/she sang me a song. Then I came back in and said, “it was alright.” Would that tell you very much? Would that tell him/her what he/she did well? Or what they need to work on? A rubric is an accurate and fair way to judge.

Read the rubric. Say,

During the game: Participants do not stand in line? Yes. Okay, so we will circle the Y for yes. Every participant or every other participants gets a piece of equipment? Yes. Okay, so we will circle the Y for yes. Game rules do not eliminate participants. If participants are out then they have to do another activity or they get to come back in right away? Yes. Okay, so we will circle the Y for yes. Game rules do not allow one participant to be the star athlete. For example, you have to pass the ball to score? Yes. Okay, so we will circle the Y for yes. The goal is participation and fun rather than winning. Competition may be a part of the game, but not the only part? Yes. Okay, so we will circle the Y for yes. Games have BASICS? Yes. Okay, so we will circle the Y for yes. Finally, Would you like to play this game again? Keep all of this in mind as you put together your game. Your friends should be able to circle yes on every line for your game.
Design a HOP’NActivity

1. Explain the how the students are going to create a HOP’N Activity. Review and give examples of the different kinds of games in the CATCH box. Point out that the CATCH box is divided up into Aerobic Games, Basketball, Beanbag, Fast Games, Flying Disc, Plastic Hoops, Jump Rope, Parachute, Rhythms, and Soccer.

2. Ask the students to write on their dry erase board/cardstock what kind of game they are interested in creating. Group students according to their choice. Give each group a copy of a blank CATCH card (the students will copy their finished games on to a card during Module 8), a pencil, and ask a student to be the recorder. Allow the students access to CATCH equipment. The students will develop an original CATCH game. Say, It is okay to pick a game you already know and change it to make it your own.

3. Circulate the room assisting students and offering prompts. Encourage the students to all agree on the name, but point out if there are a couple names liked by the group they can write those down and decide later. The students will choose a name and the recorder will write it. Encourage students to reference the list, remind the students of available equipment, and stress the importance of the program having the equipment so the game could be easily played. The students will choose equipment and the recorder will write them. Students may need you to give some examples of “Skills Emphasized” from the CATCH cards and encourage students to reference the list of skills. The students will agree on skills emphasized and the recorder will document the group’s selections. Explain that organization includes setting and rules. The students will decide on organization and the recorder will write down the group’s decision.

Review

1. Remind the students. Say, I will look over your games and make comments. Next week, you will write your final version and present your game to the group. If you want to work on your game during the week; that is great!

2. Collect nametags.
Module 8: Let’s Play My Game

1. **Greeting & distributing nametags.**

2. **Final Touches.** The students will review their games and prepare to present their game to the after school program.

3. **Team presentation of HOP’N games.** The students will present their games to the group. Students who are not presenting will fill out a rubric over the presentation.

**Fun on Your Own!**
The students will be encouraged to play favorite games with friends at the after school program, recess, and their homes.

**FREQUENTLY ASKED QUESTIONS**

1. This is where you will type frequently asked questions.
Module 8: Let’s Play My Game!

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the eighth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, you will have some time to work on your game, you will present your game to the group, and finally is we have some time left over we will play your games.

Final Touches
1. Explain the suggestions you made for their games. Say,

Today you will get back into the groups you worked with last time to make your games. You will be putting finishing touches on your game and you can use the art supplies to make a poster.

Encourage students to brainstorm ideas how to present their game. Remind them to write the final copy of their game on their card, and rehearse their presentation. Help students get the equipment they need.

4. Review appropriate listener and presenter behaviors. Say,

What does a good audience member look like? Quiet voice, laughing only when things are supposed to be funny, hands to self, eyes on presenter, answers will vary.

What does it means to be a good presenter? clear, appropriate speaking voice; everyone participates; avoid fidgeting, answers will vary.

5. Review the rubric.

Say,

A rubric is an accurate and fair way to judge. We want the games to meet the HOP’N rules and a rubric is a way to test that. Games that meet the HOP’N rules will be added to the HOP’N box so they can be played at the After School Program and may be shared.

Teams presentation of HOP’N games

Determine the order of the group presentations. Say,

The groups will have 8 minutes to present their game. While a group is presenting, the other students will complete a rubric.

Time permitting, allow students to play a game or two.
Review

1. Remind the students. Say,

*Everyone did a great job with the presentations. Next week, we will be talking about fruits and vegetables.*

2. Collect nametags.
Module 9: What’s Your Favorite Snack?

1. **Greeting & distributing nametags.**

2. **What is Your Favorite Snack?** The students will identify their favorite fruit of vegetable. Based on their choices, groups of 2 or 3 students will create and present a poster presentation.

3. **Just Asking.** The students will develop and practice skills related to asking for fruits and vegetables.

**Fun on Your Own!**
The students will be encouraged to eat the fruits and vegetables. Maybe try something new they learned about today.

**FREQUENTLY ASKED QUESTIONS**

1. **What if I have two favorite fruits and vegetables?**
   *That’s wonderful! For this activity let’s choose one or we will look at which one fits best into the groups we are forming.*

2. **What if I can’t think of my favorite fruit or vegetable?**
   *I am sure together we can come up with a fruit or vegetable you are comfortable with making a presentation about.*

**BACKGROUND**
Snacking is a great way to fit fruits and vegetables into a child’s diet. Healthy snack preparation and habits learned at an early age may become habitual.

**OBJECTIVES**
- Learn to develop and share their fruit and vegetable snack preferences
- Develop and practice asking skills

**STRATEGIES**
- Active mastery experiences to increase self-efficacy
- Build proxy efficacy and sharing skills
- Develop proxy efficacy and media literacy skills

**TIME NEEDED**
Total Time: 60 minutes
- What’s Your Favorite Snack: 41
- Just Asking: 19

**GETTING READY**
1. A poster board for each group
2. Decorating supplies (markers, crayons, construction paper, tape, glue, etc.).
3. Dry Erase Boards/Markers
4. Board for Instructor to write on
5. Something to write with
   Chart to fill out during presentations.
Module 9: What’s your favorite snack!

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the ninth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes and how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, we are going to talk more about fruits and vegetables, you are going to have an opportunity to make a commercial to convince people to make your favorite fruits and vegetables.

What’s your favorite snack

1. Prompt the students to write their favorite fruit or vegetable on the dry erase board.
2. When signaled, the students will show their answer.
3. Group the students in groups of 2 or 3 based on their answers [i.e. 3 students who chose apples would be in a group together]. If only 1 student chose blueberries they may be put in another group of a like food (berries) or pick another food. There may be more than one group using the same food (2 apple groups).

4. Discuss parameters for the posters presentations. Say,

The posters need to include taste, color (nutrition), and health benefits. Also, presentations need to incorporate advertisement strategies. What are some strategies advertisers use? (Possible answers include: rhyme, pictures, celebrity endorsements, create emotion (pull at “heart strings”, excitement, etc), and music.)

Finally, it is important that the information is truthful; there are enough factual great reasons to eat these foods.

You will have about 17 minutes to work on your posters/presentation

5. Circulate through the work area providing assistance.

6. Form back into a large group. As the groups present their posters, fill in the Taste, Color, and Health Benefits chart. Prompt the group if they neglect to address these areas.

Modifications
The presentations could be video taped. The students could access information (on the computer or handouts) from http://dole.com/Products/Prod_AZ.jsp or http://www.dole5aday.com/ReferenceCenter/R_Home.jsp?topmenu=6. The students could use various reference materials or the instructor could compile a reference handout that includes important information.
Ask the schools if the students can hang up their posters.

**Just Asking**

1. **Discuss asking for fruits and vegetables.** Say,

   Let’s make a list of people who buy/or could buy fruits and vegetables for you. (parents, grandparents, aunts and uncles, older siblings, babysitters, friends’ parents, teachers, food service, after school program, coaches, scout leaders, other answers possible)

   Write down a list of the students’ answers. Next to the list, hang the Taste, Color, and Health Benefits chart.

2. **Demonstrate asking for fruits and vegetables.** Say,

   A good way to ask for fruits and vegetables is to say, “(a person of the list), could we please buy some bananas this week. Bananas are (information from the Taste, Nutrition, and Health chart).

   What did I do right? (eye contact, tone of voice, language) When asking for something it important to make eye contact and avoid fidgeting. We should always use courteous language; such as, please, thank you, and you’re welcome. If you ask for food, then it is important to eat or try the food. Now, we will practice asking with your friends.

3. **Divide students into groups of 2 or 3.** Say,

   You will take turns asking for fruits and vegetables while your friends give feedback.

4. **Circulate the room giving assistance.**

**Modifications:**

If time permits, the instructor could ask for fruits and vegetables in an inappropriate manner and the students could identify things the instructor can correct to improve his/her delivery.

**Review**

1. **Remind the students.** Say,

   Everyone did a great job using advertising techniques to promote their favorite fruits and vegetables. I hope all of you are inspired to eat a fruit or vegetable you heard about today. Next week, we will talk more about vegetables.

2. **Collect nametags.**
Module 10: Vegetable Snack Preparation


5. Vegetable Dip. The students will create a low-fat vegetable dip.

6. Create a Veggie Person. The students will use vegetables and the dip to create a Veggie Person. The students will demonstrate personal vegetable preferences and the ability to create a vegetable snack.

Fun on Your Own!
Each student will make a shopping list, and teach a family member how to make a Veggie Person with vegetable dip.

<table>
<thead>
<tr>
<th>FREQUENTLY ASKED QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do I have to eat the vegetables?</td>
</tr>
<tr>
<td><em>You don’t have to eat the vegetables, but you have a wonderful opportunity to try vegetables.</em></td>
</tr>
<tr>
<td>2. Is the vegetable dip healthy?</td>
</tr>
<tr>
<td><em>There is nothing particularly healthy about the dip, but it is a fun way to eat vegetables.</em></td>
</tr>
</tbody>
</table>
Module 10: Vegetable Snack Preparation

Introduction
1. Welcome students back to HOP’N Club. Say,

   This is the tenth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, we will talk more about vegetables today and make a healthy neck.

Vegetable Dip

1. Review food safety and discuss rules for wearing gloves. Remind students, part of food safety is wearing a hat (like their chef hat). Say,

   When preparing food avoid touching your hair, eyes, nose, mouth, or objects other than food.

   Today, we are going to be wearing gloves. When wearing gloves:

   Gloves should not be “snapped” when used properly.

   Gloves should be removed by grabbing the bottom and rolling them off.

   Gloves must never replace hand washing.

   Hands must be washed thoroughly after taking off gloves and before putting on new gloves.

   Always change gloves if the gloves get ripped, torn, or contaminated.

   Never reuse a glove; discard gloves immediately after use.

2. Ask the students to clean their tables.

3. Organize the students to go wash their hands. Students should wear gloves since they will be touching food others will eat.

4. Choose a couple volunteers to help make the vegetable dip for the club or provide materials for each group to make their own dip.

Create a Veggie Sculpture

1. Explain the project and show an example. Say,

   Today, we will be playing with our food. We will be making vegetable sculptures. Be as creative as you can. If you are not sure what to make, you could always make a person. Work with your group. At the end of the work time, we will look at the creations and them we will eat them.

2. Divide students into groups of 5 or 6.
3. Circulate the room while groups work on their sculptures.

4. Presentation of sculptures. When the time is up, the students will walk around the room viewing other groups’ Veggie People.

5. Eat the snacks. The students will return to their seats, remove their gloves, and eat their snack.

**Review**

1. Remind the students. Say,

   *I will give you a shopping list and recipe card; please share this recipe with your friends and family. You can make changes. What other vegetables would you and your family use? The HOP ’N Goal is to eat a fruit and vegetable at every meal or snack.*

   *What colors are being represented?*

   *Did you try any new foods today?*

   *What did you think?*

   *What were some of your favorite vegetables?*

2. Collect nametags.
Module 11: Move More, Sit Less

1. **Greeting & distributing nametags.**

2. **Physical Activity Relay.** The students will become aware of appropriate active substitutions for sedentary behaviors by playing a relay game that incorporates acting out physical activities.

3. **Active Gifts.** Students will learn the difference between gifts promoting sedentary behavior and gifts promoting physical activity. Students will make a collage and a wish list of physically active gifts to pass on to their families. Students will also shop for physically active gifts to give their family members.

4. **TV Diary & Wrap Up.** Students will receive a TV diary sheet to record their screen time on two days. The instructor will explain and show an example of how to fill out the TV diary.

**Fun on Your Own!**
The students can continue to develop an Active Gift Wish List. The students will also have 2 TV Diaries to fill out on two week days.

**BACKGROUND**
Many children are not currently meeting the guideline for physical activity 60 minutes per day. On average, children spend more time in the sedentary state of television watching than they spend in school. Children can benefit in many ways by watching less television, including academically, socially, with nutritional intake, and increasing energy expenditure.

**OBJECTIVES**
Youth will
1. Become aware of television watching habits.
2. Learn appropriate active substitutions for sedentary behavior.
3. Gain knowledge of how to make home environments more activity-conducive.

**STRATEGIES**
1. Promotion of knowledge of physical activity;
2. Active learning;

**TIME NEEDED**
60 minutes
   - Physical Activity Relay (23)
   - Active Gifts (27)
   - TV Diary & Wrap-up (10)

**GETTING READY**
4. Markers
5. Scissors & Glue
6. TV diary sheets
7. Construction Paper
8. Active Gift Wish List
9. P. A. Relay Cards
10. 5 Hula Hoops
11. Active Toy Catalogs

**FREQUENTLY ASKED QUESTIONS**
1. What about hunting?
   *Hunting materials are active gifts, but use your programs standards and rules to handle this question.*
Module 11: Move More, Sit Less

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the eleventh week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Who made a vegetable sculpture with their family? Today, we will talk about being active.

Physical Activity Relay

1. Play game. Describe the rules and procedures for game play. Say,

Line up in groups of four or five. Run down to the stack of cards, pick up the top card, and read the card. If the card has a physical activity on it, act out that activity back to the line that you came from and tag the next person’s hand. (For example: if the card says, “run,” run back; or, if the card says, “basketball,” pretend to dribble back.) However; if the card says a sedentary activity- an activity you do not move when you participate in it, sit down criss- cross in your line’s hula hoop. When the next person in line sees the person in front of them sit down, they will run to the stack of cards and draw a card. If he/she draws a physical activity card both students will perform that activity back to the line. If the next student draws a sedentary activity card, the student will join the prior student in sitting criss-cross and waiting for a physical activity card to be drawn. After a student tags the next student in line they will go to the back of the line to the right of their previous line; a student in the farthest line to the right will go to the line on the far left. The game will continue until all cards have been drawn and everyone is back in a line.

Play the game a second time with the entire group working towards beating their first time.

2. Lead the group in a discussion. Guide the students in a discussion concerning sedentary and physical activities. Say,

Which activities kept the game moving? (basketball, walking, hula hoop, running, swimming, etc.) These are active activities. Which activities stopped the game? (T.V., video games, etc.) Sedentary activities are activities that
you do while sitting and you don’t move very much. Sedentary activities often leave you feeling tired. It is hard to get 60 minutes of physical activity in when you spend more than two hours a day sitting in front of a screen. Physical activities are activities that get you up and moving. Physical activities are fun, make you feel good, and keep you healthy.

Modifications:
Instead of rotating through the lines students could stay with the same group in the same line.

Active Gifts

1. Lead the students in a discussion.
Say,

The toys and gifts you get can affect how much you are sedentary or physically active. What happens if you get a new computer or videogame for your birthday? (you want to play with it a lot) That’s not a bad thing, but it’s important to realize that too many sedentary-type toys and games can make you forget about being physically active. What happens if you get a new baseball glove, soccer ball, jump rope, hula hoop, or bike for a gift? Chances are that you are going to go be physically active with that new present. So, new toys or gifts can really help you or stop you from being physically active.

What holidays are coming up where you might be asking for presents? (answers will vary) What are presents you are hoping to get? (answers will vary)

Some gifts could promote sedentary or active behavior. One person may dance/exercise with a music player while another person might just sit and listen to the music.

Prompt the students to respond with what they would do with the gifts and if these gifts would facilitate active or sedentary behaviors.

2. Show the students pictures of popular toys. Ask students to put their legs out in front of them if the gift is an active gift and place their legs criss cross if the gift is a sedentary gift. Present a series of pictures and clarify answers.

3. Explain the Active Gift collages.
Say,

You will use catalogues and ads to make collages of gifts that promote physical activity. As you finish with your collages, they may walk around and see what active gifts other students found.

4. Walk around calling attention to and mentioning good active gifts that have been found.

Modifications:
If time permits, the students could present their collages. During the discussion, the instructor could flip through an ad or catalogue showing the students pictures of toys and having them help determine if the gifts promote being active or sedentary.

Review

1. Remind the students. Say,

You and your family can move furniture, keep rooms clean, and clear space in the garage or yard to make good places to be physically active at home.
Some active gifts that are not toys or equipment include: swim lessons, pool passes, dance classes, bowling passes, membership to the gym, etc.

To help your family have more time to be physically active together, the following are “gifts” you could give: pick up after yourself, do the dishes, sweep, mop, vacuum, mow the lawn, give them gift certificates for a chore of their choice, etc.

Active gifts that adults might enjoy include: a gym membership, pedometer, walking shoes, weights, sports equipment, etc.

Our HOP’N Club goal is for you to watch no more than 2 hours a day.

You may take a Wish List to put active gifts you like on and share with your family. Be sure to ask your family what gifts they would like. Next, week we will talk more about being active.

2. Collect nametags.
Module 12: Move More, Sit less Encore

Introduction

1. Welcome students back to HOP’N Club. Say,

This is the twelfth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a

BACKGROUND

Many children are not currently meeting the guideline for physical activity 60 minutes per day. Experts recommend that children watch no more than 2 hours of TV per day, though many children might not realize how much TV they currently watch.

OBJECTIVES

Youth will
1. Become aware of television watching habits.
2. Learn appropriate active substitutions for sedentary behavior.
3. Gain knowledge of how to make home environments more activity-conducive.

STRATEGIES

1. Promotion of knowledge of physical activity;
2. Active learning;
3. Self-monitoring of television time;
4. Stimulus control of active behaviors.

TIME NEEDED

60 minutes
TV Tag Game (17)
TV Diary (12)
Physical Activity Dice (28)
Wrap-Up, & Take home (3)

GETTING READY

1. Greeting & distributing nametags.
12. Container of colored 1” circle stickers (5 per student)
13. TV Watching Chart
14. TV worksheet
15. Scissors & Tape
16. Markers
17. Family Time handouts
18. Pinnies/Jerseys

2. TV Tag. The students will review appropriate active substitutions for sedentary behavior while playing a modified version of TV Tag.

3. TV Diary. The students will share their TV Diary experience. The group will find their average daily TV watching time and determine if their average meets the HOP’N standard of less than two hours of screen time a day.

4. Physical Activity Dice. The students will create a die that can be used to get them and their family physically active during commercial breaks.

5. Wrap Up & Parent Letter. The instructor will review the daily activities with the students; as well as, give distribute the Make Family Time an Active Time: Pump up Your Family’s Energy with Physical Activity handout to take home.

Fun on Your Own!
The students can share their Physical Activity Dice with friends.
What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Who shared their Active Gift Wish list with their families? We are going to talk more about active activities today.

**Television Tag**

1. **Explain the game.** Say,

   *Can anyone explain how to play TV tag? (if possible allow a student to explain traditional TV tag)* Typically, the person that is “it” tags someone resulting in them being frozen until someone else unfreezes them by saying the name of a TV show. However, we learned last time that TV actually “freezes” you and is a sedentary behavior. TV usually leads to you sitting around; however, there are a lot of great activities that get you moving. So, in this variation of the game of tag, when the people who are "it" tags someone and yells out a TV show (like "American Idol"), the person they tag become sedentary and are frozen in place. To become active and unfrozen, someone must touch the tagged person and yell out the name a GO activity. Students will be encouraged to use a TV show name and physical activity only once.

2. **Ask the students review questions to determine understanding.**

3. **Divide the students into groups of three** (Team A, Team B, Team C). **For the first 5 minutes, Team A will be “it” and try to tag Teams B and C. For the next 5 minutes, Team B will be “it” and try to tag teams A and C. Finally, Team C will be “it” and try to tag Teams A and B.

**Modifications:**
A list of physical activities could be generated before game play begins.

**Television Graphing**

1. **Call students over during Television Tag and ask them to estimate the amount of television they watched yesterday to the nearest half hour.** Use round circles cut in half to make a graph. Give each student a half of a sticker for each half hour.

2. **Lead the students in a discussion about their television watching experiences.** Help the students discover the group average. If the group average exceeds two hours, the group will come up with one other alternative activity for every half hour over 2 hours. Say,

   *What do you like most about TV? What do you dislike about TV? In the last week, when did you watch TV the most? Did you do other activities while watching TV? Did you channel surf, or change channels a lot? Did you use television as background noise? How did you feel after watching TV? Television should be a choice, not a bad habit. What do you think that means? Do you think you spend a lot of time watching television? Do any of your parents limit the amount of time you spend in front of the TV? Our HOP’N goal for TV is no more than 2 hours a day. Remember also that you should eat 5 fruits and vegetables a day, and to get 60 minutes of physical activity each day. That means that you can eat a potato, but DON’T BE A COUCH POTATO! The less that you watch TV, the more time you’ll have to play and be physically active.*

**Physical Activity Dice**
1. Show the students the physical activity die and explain its purpose. Say,

You all probably enjoy watching certain shows and that’s okay, but why not try to be physically active during the extra and often boring part of watching television, the commercials.

This is an activity die. You can roll it during the commercial break and participate in the activity. Remember that we want you to be physically active for 60 minutes a day. During commercials during a regularly watched show is a great time to use your Physical Activity Die. Rolling the die and doing the activity is lots of fun, but you probably won’t want to do these for the whole time you watch TV. So, you might just want to pick a time of day (maybe 7:00pm) or a particular TV show you watch each day. So, when that time comes, or when that TV show comes on, you can grab your activity die and get ready for the commercials. It would also be a really good idea to keep your die on top of the TV so you’re more likely to remember that way. If you really like doing this for a while, you could make a few more activity dice and put different activities on them.

You might be able to get the other members of your family to participate. Then, you could take turns rolling the die, or everyone could make their own. Have fun with them!

2. Guide the students in generating a list of physical activities that can be done during commercial breaks. Record the students’ answers. Answers may include: stair climbing, walking through all rooms of house, pushups, sit-ups, stretching, running in place, lunges, standing on one foot, dips, cartwheels, crabwalks, dancing, hopping, hopping on one foot, jump rope (imaginary or real), March in place, jumping jacks, etc.

The size, shape, and arrangement of a TV room may limit activities.

3. Demonstrate how to construct the physical activity die using a pre-cutout example.

4. Circulate the room while students cut out their dice, write and illustrate a different activity for each side, and tape their cube together.

5. Allow students to get in groups and play with their dice as students finish.

Modifications:
The dice don’t have to be 6-sided cubes.

Review

1. Remind the students. Say,

Most of us really like to watch some TV. It’s one of those things that we just don’t want to do too much. So, our HOP ’N Club goal is for you to watch no more than 2 hours a day. Remember that we want you to be physically active for 60 minutes a day. During commercials during a regularly watched show is a great time to use your Physical Activity Die. You can keep your die on your television, so it will be easy to find and use.

2. Collect nametags
Module 13: Wonderful Water

1. **Water Relay.** The students will learn the importance of water by learning first hand through a relay activity how water helps in several body functions.

2. **Water Treasure Maps.** What and where are the sources of water in the school building? The students will create treasure maps high-lighting the places water can be found in their school. Their posters will be displayed in their school.

3. **Water Content of Fruits & Vegetables.** The students will discover sources of water in the fruits and vegetables they eat by weighing foods that are with and without their water.

4. **Wrap Up.** Stress the importance of drinking water.

**Fun on Your Own**
The students will work on word scramble sheet to learn more about water.

**FREQUENTLY ASKED QUESTIONS**

1. **What if I don’t like drinking water?**
   
   *There are many ways that you can make water more palatable or appealing. Try a slice of lemon or orange with your water, add ice, or use a fancy glass and crazy straw to drink it. Carrying your own personal water bottle is one way to get in the habit of having water always available to drink.*
Module 13: Wonderful Water

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the thirteenth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, we will talk a lot about drinking water.

Water Relay

1. Put the students in groups of 3 or 4. Say,

One student sit down behind the “line”; the other students will be challenged to get the sitting student across a line on the other side of the gym. Any group where the “sitter” does anything but sit criss-cross with their arms criss-crossed across their chest will be disqualified; also the other students can only touch the “sitters” back and shoulders and no pulling my occur. When you cross the line a new “sitter” will be chosen.

2. Restart the game introducing the use of scooters. Give a scooter to each group. The students will continue to play the game with scooters. The game will end when all the students have had a chance to be sitters.

3. Lead the students in a discussion. Say,

Water works like the scooters. Water keeps your body lubricated and makes movement easier.

Water is the main ingredient of the fluids in your body systems. Fluids travel through your body, carrying nutrients and waste to and from all your cells and organs. Your heart, your eyes, your intestines, and even your big toe need water-based fluids to survive.

Water Makes Things Move. As you digest food, the food moves through your intestines. At the end of the trip, the stuff your body doesn't need gets ready to leave your body as waste, which is called a bowel movement. And if you guessed that water is the ingredient that moves everything along, you're right! Water helps your intestines do their job more efficiently by keeping things moist.

Water keeps things cool. People's bodies like to be at about 98.6 degrees Fahrenheit. But if you're running around or doing physical activity, you can feel pretty hot. Sometimes you don't even need to be moving - if the weather's warm enough, you can feel hot just sitting still. That's where water comes in, by cooling you down with sweat. When your body generates heat, water comes up through your skin as sweat, and it evaporates into the air. As the sweat evaporates, it cools down your skin, which cools down your blood. When your blood is cooler, your insides become cooler, and
your whole body cools down. It's like your body's own personal air conditioner!

OK, last one here. When you're doing physical activity, don't wait until you're thirsty to drink up. Did you ever get a very dry mouth and suddenly feel very thirsty? That's because your body already needed water and was trying to tell you by keeping water from going to the salivary glands (these glands make saliva, or spit, which is made from water, remember?). So your mouth felt all dried out, and you had a drink. But when it's hot or you're moving a lot, it's much better for you to drink even when you're not thirsty. You'll feel better and have more energy.

Yo Ho H₂O

1. Ask the students to think of sources of water in their school.

2. Explain that based on the information the students just learned about water, that water is a treasure.

3. Supply various art supplies to create a treasure map to sources of water in their school.
4. Circulate the room assisting students.

Modifications:
Could have a map of the school (like the one used for drills) available to the students.

Review

1. Remind the students. Say,

   Water is important, because it keeps your body lubricated. Everyone did a great job on your treasure maps. Because it is so important, we will continue to talk about drinking water.

   2. Collect nametags.
MODULE 14: WONDERFUL WATER ENCORE

1. **Greeting/Opening Remarks.** Children will be reminded of the many uses of water, and how water impacts our health.

2. **Water or Soda?** The students will use the information they have already learned about water to complete a sorting game. This game will also expand their paradigm of the importance of choosing to drink plenty of water.

3. **Taste test.** The students will taste water of various temperatures and flavors.

4. **Evaporation discussion.** The instructor will discuss evaporation in relation to sweating, breathing, physical activity, and dehydration.

5. **Wrap Up.** Leader will review information regarding water and health, with special emphasis on getting enough water to drink every day.

**Fun on Your Own**
The students will share their favorite water with their family and friends.

**FREQUENTLY ASKED QUESTIONS**

What if I don’t like drinking water?
*There are many ways that you can make water more palatable or appealing. Try a slice of lemon or orange with your water, add ice, or use a fancy glass and crazy straw to drink it. Carrying your own personal water bottle is one way to get in the habit of having water always available to drink.*
Module 14: Wonderful Water Encore

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the fourteenth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. We will continue to talk about water and will make our own flavored water today.

Water or Soda?

1. Divide the students up into groups of 4 or 5. Say,

The first student will choose the first card and decide if the statement pertains to water or soda; he will put his card on either the water or the soda pile. The next person in line will make a choice: do they want to change the position of a card already in play or do they want to draw a new card and put it where they think it should go? This process will continue until all cards have been drawn. If a card is in an incorrect position, the instructor will tell the group, “You have ___ incorrect.” The group will continue playing; until all are correct. Groups that have 100% correct will join other groups still working until all are correct.

2. Circulate the room giving feedback.

3. Review the answers with the group.

Taste Test

1. Make various ingredients to make water more alluring available to the students. Say,

You all have an opportunity to “invent” a water that you really like. Please choose items and mix and match them to find flavors that you enjoy. When you finish, please share your favorites with your friends also use a recipe card to write down your favorite.

Evaporation

1. Lead the students in a discussion about evaporation and water replacement using visuals to reinforce to the students exactly how much the amounts are. Say,

People's bodies like to be at about 98.6 degrees Fahrenheit (37 degrees Celsius). But if you're out running around or exercising in warm weather, you can feel pretty hot. And sometimes you don’t even need to be exercising - if the weather's warm enough, you can feel hot just sitting still.

And that's where water comes in, by cooling you down with sweat. When your body generates a lot of heat, water comes up through your skin as sweat, and it evaporates into the air. (Evaporation happens when a liquid changes into a vapor
- like when water boils and turns into steam.)

As the sweat evaporates, it cools down your skin, which cools down your blood. When your blood is cooler, your insides become cooler, and your whole body cools down. It's like your body's own personal air conditioner!

On a regular day, your body loses 2 to 3 quarts of water - enough to fill a 2-liter soda bottle.

Replacing water:

- 1 to 2 hours before exercising: 10 to 14 ounces of cold water (about a cup and a half, or 295 to 414 milliliters)

- 10 to 15 minutes before exercising: 10 ounces of cold water (about a cup and a quarter, or 295 milliliters)
- While exercising: 3 to 4 ounces of cold water every 15 minutes (about a half of a cup, or 89 to 118 milliliters)
- After exercising: 2 cups (about half a liter) of cold water for every pound of weight loss through sweat and evaporation (this means about a cup or 2 for most kids; if it's a hot day you may feel thirsty enough to drink even more)

Review

1. Remind the students. Say,

I hope everyone made a flavored water they enjoyed. Please remember to write your favorite down on a recipe card so you can make it at home and share it with your friends and family. So far at HOP’N we have been learning

2. Collect nametags.
**BACKGROUND**

Children who make successful changes in their home should feel proud and receive recognition from their peers. This is also a good opportunity for modeling behavior.

**OBJECTIVES**

Youth will
1. Reinforce HOP’N Standards

**STRATEGIES**

3. Modeling
4. Self-monitoring
5. Links to home and parents

**TIME NEEDED**

60 minutes

**GETTING READY**

1. Camera
2. Tripod
3. Art supplies
4. Poster board
5. “Story board”
6. Prompt worksheets
7. Choose production assistants

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**Module 15: HOP’N Review**

1. **Greeting /Opening Remarks.** The students will be reminded of the HOP’N goals.

2. **Review the goals and activities we have done up to this point in HOP’N.** The students will reflect on experiences they have had at HOP’N Club.

3. **Working on Segments.** The students will write, make props, and star in a segment featuring a HOP’N goal.

4. **Recording groups.**

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**FREQUENTLY ASKED QUESTIONS**

1. **Do I have to be on camera?**
   
   No, you can help out in several ways. You can make props, write messages for other people to say, or create and voice puppets.
Module 15: HOP’N Review

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the fifteenth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, we will be reviewing the HOP’N goals by making a video to tell people about HOP’N and what we have been working doing here at HOP’N Club.

Work on Segments
1. Show the students a “story board” outlining the skeleton of the movie. Give the students an outline to remind them of everything they have done so far.

2. Assign production assistants based on attendance, participation, and perceived understanding of material covered. The students may work in groups to come up with a package or segment featuring the selection of the movie chosen by the group. The production assistants should circulate the room providing assistance.

Record Segments
1. Use the camera to record the students in groups. Locate a quiet location to recording students when they have their segments prepared.

Review
1. Remind the students. Say,

Everyone did a great job with the video. You all remembered a lot about what we have been doing at HOP’N Club. Now that you have learned about the HOP’N goals, we will talk about changes you can make and changes you can help other people make.

2. Collect nametags.
BACKGROUND
Implementing healthy behaviors should not stop at the school, but continue in every environment of the child to promote lifelong healthy behavior. This module sets the tone for the next couple of weeks to improve physical activity and nutrition in the home environment.

OBJECTIVES
Youth will:
1. Identify environmental factors that influence health behaviors at home.

STRATEGIES
1. Active mastery experience to improve self-assessment.
2. Environmental Scan.
3. Linking home to parental influence.

TIME NEEDED
60 minutes
Greeting (1)
Scanning Activity (25)
Scavenger Hunt/Scanning Activities (30)
Wrap up (4)

GETTING READY
1. Copies of House Hunt List
2. Disposable cameras
3. Art supplies
4. Activity Packets
5. Permanent Marker
6. Game Cards
7. Dry Erase Markers
8. Sample House Hunt pictures

Module 16: House Hunt

Module 16: House Hunt

Introduction

FREQUENTLY ASKED QUESTIONS
1. What if I don't have one of the items on the scavenger hunt list?
   That is okay, instead look at the item, and think of an area where that item could take place. For instance, if you do not have an open area for physical activity, take a picture of an area that could be reorganized to provide enough space.
2. Why can I only take 13-14 pictures?
   Every student gets a camera holding 27 pictures. Since this project involves two separate scavenger hunts, it is recommended that students use half the pictures for each one.
3. What if there is more than 13-14 pictures I can take during this first scavenger hunt?
   That's wonderful! But, unfortunately you only have 27 exposures. For whatever items you do not take pictures of, you can describe or sketch what the photo would look like.
4. Can I take pictures of my friends?
   You may take 1 picture of the friends you are physically active with or a sports team.
5. Can I take pictures of my pets?
   Do your pet help you be physically active? If they do, you may take 1 picture of them.
6. Can I keep the camera?
   These are “one time use cameras”. That means that when I get the pictures developed they will rip up the camera and they will not be able to put them back together again.
7. What if my parents won’t let me take pictures?
   That’s okay. I still want you to look for these things around your house; we will talk about things you found in whatever projects you will be doing if you draw or write words.
8. At which house should I take pictures?
   The house you will be at the most this week.

1. Greeting.

2. Activity 1: Scanning relay. The instructor will model and help the students hone their ability to scan their environments for factors that influence their health.

3. Activity 2: Scavenger hunt assignment. The assignment is to capture as many pictures as possible that are on the list. The students should understand that they should only use 13-14 exposures so they have enough pictures remaining for part II of the activity.

4. Activity 3: Scanning Activities. While the instructor is distributing the cameras, the students will continue to develop understanding of what it means to scan their environment and to develop their scanning skills by working on activities that use observation skills.

(Fast! We are now doing Module 16)

This is the sixteenth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to)
get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, we will be starting a fun project. We will be talking about how environments affect our habits.

Environmental Scan Relay

1. Explain the procedure to the students. Say,

Line up in relay lines. I will call out a number and instructions. The first student will run down and get the cards that’s number corresponds to the number I called out. When the card and the student return to their group the group will help the student circle the correct answer(s); then all members of the group will sit down quietly to indicate they are finished. I will ask a few groups for their answers and clarify if necessary. Everyone will stand up and it will be the next students’ turn. The game will continue until all clues have been used.

House Hunt Project

1. Explain the House Hunt and share the pictures they took with the students. Go through each item on the scavenger hunt list and discuss anything that may cause a child to not find that item and discuss alternatives. Also reinforce that children do not have to take pictures of everything, they may choose to draw or describe in words the item(s) on the scavenger hunt list. Clarify questions the students have about the House Hunt and the list. Show the students how to use the camera.

2. Provide activity sheets and markers, crayons, and pencils for the students to work on while a few students at a time are called over to receive their cameras. Continue to clarify questions and facilitate the students in getting their cameras and paper work. The students will sign that they are taking responsibility for a camera, get a parent letter write their name at the top and fill in the date their camera’s are due, get a House Hunt list and write their name at the top, and finally pick out a camera. A friend will take a picture of the student, so the owner’s picture is the first picture on their camera. Use a permanent marker to write the owner’s name on their camera.

Review

1. Remind the students. Say,

Please take your cameras home and have fun taking pictures of your environment. Remember you camera next week.

2. Collect nametags.
Module 17: The New Stuff on the Block

5. Greeting, turn in cameras.

6. Discussion of self-assessment in home environment. Instructor-led discussion of items found or not found in scavenger hunt. The students will suggest ways to improve their home environments.

7. Flexible Fun (yoga). The students will follow along with instructor (or video) performing yoga moves designed for the younger population. Discuss students’ opinions on the new activity, such as their favorite moves. The students will receive an instruction sheet depicting exercises to teach family and practice at home.

8. Taste Test- the test you don’t study for. The students will try the different fruits and vegetables offered. After tasting, they create a grocery list of their favorite fruits and vegetables to show parents.

FREQUENTLY ASKED QUESTIONS

1. Do I have to try that new food?
No, you don’t have to try that, but I really would like you to. You don’t have to eat the whole piece, just a little taste. You never know if you like it until you try it. This could be your new favorite fruit or vegetable!

2. What if I don’t like to do yoga?
Today we are going try a new version of yoga. If you still don’t like that version, there are many other types of new activities, and probably many that you would enjoy. Remember that a good physical activity is ANYTHING that gets you moving and breathing harder.

3. Isn’t yoga like some Buddhist religion?
Yes, many yoga practices incorporate religious beliefs. However, the yoga done with HOP’N does not influence religion. It is simply stretching exercises used to increase flexibility in a very kid friendly way.

4. What country is this from?
Yoga originated in India, but yoga, especially the different postures, is very popular in many countries, including the United States, because it is an activity lots of people can participate in and enjoy!

Module 17: The New Stuff on the Block

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the seventeenth week of HOP’N Club. What is HOP’N Club? It is a once a week club where we focus on our healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games.
(Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks.

(Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Did everyone have an opportunity to find things on their house hunt list and take pictures? Please turn in your cameras. Today, we will do things you may or may not have tried before. Hopefully, you will try something new today that you will enjoy.

Flexible Fun
1. Explain yoga to the students. Say,

Yoga is a calm quiet activity; some positions on the video may be new and difficult; students should try their best and nothing should be painful; finally, if you do not wish to attempt a pose please don’t ruin the experience for others, just sit criss-cross quietly. You will learn different moves and participate in the stretches. You will receive handouts to follow along and bring home to parents.

2. Discuss what students liked or did not like about yoga. Allow students to discuss what other new physical activities they would like try.

Modifications:
Yoga is an activity that can be enjoyed by people with various abilities. Students with physical differences may need help modifying postures to increase their ability to participate.

Taste Test
1. Allow students to taste the new fruits and vegetables.


3. Discuss different ways the new foods can be prepared, healthy recipes that include these foods, suggested spices or dips that are commonly used with these foods. Also discuss grocery list and why children prefer some fruits and vegetables to others. Also discuss healthy ways to prepare and eat any fruit or vegetable (i.e. always wash, first try foods raw before preparing other ways).

Modifications:
The fruits and vegetables may vary based on grocery store availability.

Review
1. Remind the students. Say,

I hope everyone learned something new today. Remember to share yoga with your family, and talk about other new activities you can do as a family. Also, share your shopping list with your family and talk to your family about picking up new things to try.

2. Collect nametags.

BACKGROUND
Improving healthy behavior in the home can be established through contracts. This written agreement helps to reinforce efforts and be a helpful reminder to improve healthy eating and to be more physically active for both the parent and child.

OBJECTIVES
Youth will...
4. Create a contract to improve health environment at home.
5. Continue awareness of home health environment.
6. Overcome barriers to contract.
7. Influence parents for support.

STRATEGIES
6. Self-monitoring and capacity building through asking skills, barriers self-efficacy, goal setting, and proxy efficacy.
7. Links to home and parents.
8. Enjoyment of FV and PA

TIME NEEDED
60 minutes
Introduction (10)
Cool Contracts (25)
Role playing (15)
Home Scavenger Hunt: part 2 (10)

GETTING READY
1. Copies of Contracts
2. Stickers
3. Role playing scenarios
4. Copies of House Hunt
5. Magnetic Strip
6. Disposable Cameras

Module 18: Cool Contracts

FREQUENTLY ASKED QUESTIONS
1. Why do I have to do this contract?
   This contract is designed for you to improve your home health environment. Plus, if you work hard and meet all of your goals— you will be rewarded for your behavior. You also help decide what this reward will be!

2. What if I don’t think I achieve any of these goals? The most important thing is to try your best. You never realize how capable you are of doing something until you try. Also, these goals are made to be challenging, so you feel as though you accomplished something when you receive your reward! The contract is designed for 3 weeks. You may surprise yourself and continue this behavior for more than the intended 3 weeks!

3. What if I haven’t made any changes in my home environment since the first house hunt?
   It’s never too late to start! Recall the information from role-playing, new F/V and PA options, consider your cool contract. All of these can improve your home environment!

4. What if I did not do the first part of the House Hunt? That’s okay. You can still do the second half. You may want to take pictures before you make a change or “stage” a picture of how something was before.

5. What if I have not turned in my camera? Just hold on to it, finish the second half of your pictures, then turn in your camera to me and I will get it developed.

Module 18: Cool Contacts

Introduction
1. Welcome students back to HOP’N Club. Say,
**Goals?** Be Physically Active everyday. *(Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. *(Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.)* Drink less soda and juice drinks. *(Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.)* What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. How many people talked to their family about the new things they tried last week? This week we will talk more about how to make changes in your life.

**Cool Contracts**

1. **Explain the importance of contracts and promoting healthy behavior.** Have students select goals that they feel will be challenging. Encourage students to choose goals that apply to that particular student and his/her family. For instance, if the already eats a fruit everyday at breakfast, do not choose that goal.

2. **Divide the club into groups.** Handout 1-2 role play scenarios to each group.

3. **Give the students time to read their scenarios and rehearse an act.** The students will then present their acts to their classmates. Say,

> These are only sample scenarios and may not happen in their families. Remember always be polite when asking for things. Becoming angry or upset is not the right way to solve a problem. What are some problems that they might see interfering with the HOP’N contract and brainstorm solutions? Plan ahead to avoid possible scenarios (i.e. no more fruits for breakfast, busy schedules interfering with family fun night, etc).

**Modification:**
If time is limited, this activity could be done as a group discussion.

**Hand Cameras Back Out**

1. **Distribute the cameras back out to the students.** Students may need a second House Hunt handout.

**Review**

1. **Remind the students.** Say,

> Everyone did a great job with your scenarios. Remember, challenges may come up as you are trying to complete your contract, just try your best and we will talk about your experiences next week.

2. **Collect nametags.**
Module 19: Home Makeover
Healthiest House Edition

1. Greeting, turn in cameras.

2. Discussion of self-assessment of home environment. Instructor led discussion on improvements found in home and encouragement of those improvements made.

3. Activity 1: The Healthiest House. The students will split into small groups (3-5). The team of students just received unlimited money from the Home Makeover TV program to create the healthiest house ever. Students use their imagination and knowledge to create this dream house, using pictures or words. Students then share their ideas with the class and vote on the best house.


FREQUENTLY ASKED QUESTIONS

1. What if I forgot to take a picture of an improvement made in my home environment? That’s okay as long as you remember what that improvement was! Next week, we’ll create posters and you can either use the pictures you took or draw them or write about them.

2. What if I broke the contract? Still continue to try your best the remaining weeks. We can also modify your contract so it most suitable to you and your environment. However, we encourage you to follow the options on the contract because we know you are capable of doing it!!
This is the nineteenth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, we will talk about your first week with your contract. We will also have fun making a house as healthy as we can.

Discussion of Self-Assessment of Home Environment
1. Lead the students in a discussion about the pictures they took and how contract changes are going. Say,

I will collect your cameras. What are some of the pictures you wanted, but weren’t able to take? What are some pictures on your camera?

How was the first week of your contract? What were some things your family changed? What were some challenges you faced? How what did you do to overcome those challenges?

Healthiest Home

1. Explain the Healthiest Home activity. Say,

The hit ABC show, Home Make-Over, wants to design the healthiest house ever. But they need some help. They don’t know what makes a healthy house. They have lots of money to spend, but just need some creative ideas. Some examples could be having a huge refrigerator stocked with fruits and vegetables, a garden outside, places for physical activity, very few TV’s or phones, indoor basketball courts, swimming pools, etc. You may work in groups or by yourself and given a blank blue-print of the house being built or you may want to use a blank piece of paper to make your own house.

2. Provide students with supplies to cut pictures out of magazines, draw, or write.

3. Facilitate a group sharing time. At the end each group will present their healthy house. The class will then vote on the healthiest one! Discuss what makes a healthy home environment. Discuss ways to create a healthy home environment if you had little money.

Contract Reinforcement
1. Encourage students to keep up with their contracts.

Review
1. Remind the students. Say,

Everyone did a great job with your home makeovers today. I will get your pictures developed and we will do a project next week with your pictures.

2. Collect nametags.
our efforts to eat healthfully and be physically active.

**OBJECTIVES**
Youth will
1. Review change skills and boost awareness and for their home environments
2. Build media literacy skills through poster creation.
3. Gain further knowledge of ways to improve home health environment

**STRATEGIES**
1. Self Assessment
2. Self-monitoring
3. Modeling
4. Active learning experience

**TIME NEEDED**
Total: 60 minutes
- Opening remarks (5)
- Poster creation (50)
- Wrap up (5)

**GETTING READY**
- Poster boards
- Glue
- Developed pictures
- Markers
- Scissors
- Colored paper
- Glitter
- Sample Poster
- Rubric

Leader will praise children for their creativity, effort, and adherence to the contract. Children will be encouraged to maintain changes they have made, or to try new ones that have worked for other kids.

**FREQUENTLY ASKED QUESTIONS**
1. Do I have to use all my pictures? No, you should be creative and choose only pictures that tell the story you wish to tell. You don’t have to use any pictures at all if you prefer to draw, write, or use numbers to tell your before and after story.
2. I didn’t really change much of anything- what should I do? You can make your poster into something that details the goals you have set for yourself, or into something that you can use to remind yourself to eat healthfully, be physically active, reduce TV, or drink water.
3. What if I haven’t been here the last couple weeks? Then you may help a friend complete his/ her poster.

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**Module 20: My HOP’N-at-Home Poster**

1. Greeting/Opening Remarks: Children will be reminded about their contracts and how the home environment can impact eating and physical activity levels.

2. The Poster Creation: The students will create a poster to share household changes they have made with the group.

3. Presenting the Posters: Clean up materials and messes.
Module 20: My HOP’N at Home Poster

Introduction
1. Welcome students back to HOP’N Club. Say,
   
   This is the twentieth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. How is everyone doing following your contract? Today, I will hand back your pictures and you will have an opportunity to share with the others changes you and your family have made.

Poster Creation
1. Explain the activity using the rubric students will be using to judge posters next week and out pictures to students. Show students examples of posters they can make with pictures or words and numbers. Say,

   Example posters are organized, convey messages, and catch attention. You will make posters using provided materials, pictures and/or words to show the changes at your home.

2. Help children be creative, and engage individuals or small groups of students in discussions of environmental and behavioral changes they have made, or can make.

Modifications:
Students who have been absent may help other students with their posters.

Presenting the Posters
1. Allow students to present their HOP’N at Home posters. Encourage students and praise them for changes they have made or ideas they have for changes.

Review
1. Remind the students. Say,

   Great job with your posters and making changes in your home. Be sure to continue with the changes you have made and I encourage all of you to use the ideas your friends presented today.

2. Collect nametags.
Module 21: HOP’N to Help My Hometown

Prior to this module, letters requesting school/community personnel to volunteer as “Champs” need to be dispersed. The number of children assigned to each champ will depend on the number of volunteers.

1. Environment Game. Discuss the different contexts that make up the children’s environment (school, neighborhood, community) and how these environments impact their diet and physical activity.

2. HOP’N Champ Assignment & Description. Give an overall explanation of the Champ Project followed by an in-depth discussion regarding the type of information the children will collect during their first interview (week 2). Pre-teach the “getting to know you activity.”

FREQUENTLY ASKED QUESTIONS
Module 21: HOP’N to Help My Hometown

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the twenty-first week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Now that you have made changes in your own home, we will start working on helping others. Since HOP’N has started you have all become experts on the HOP’N goals now it is time to share what you know. Starting next week we will have visitors; today, we will start preparing for those visitors.

Environment Game
1. Explain the rules. Say,

You will start in a hula hoop and will have to end in the same color hula hoop on the opposite side of the game board. It is important for you to read the whole card and if you do not you will be asked to return to your previous place. Only one person/ team should be in a hula hoop at a time and after a team reads a card you should discard it on the bottom of the stack.  
2. Facilitate students playing the game.

3. Discuss the content of the cards. Say,

What were some things you had to take a step forward? 
How would it affect your health? 
What were some things you had to take a step backward? 
How would it affect your health? 
Our environment affects our health.

Modifications:
The students may be on teams. 
Hula hoops could be replaced by a piece of paper.

Champ Assignment
1. Explain the procedure and expectations for when the CHAMPS are at HOP’N. Say,

So, our community and environment affects our health- how can we change our community/ environment? 
You have learned how to help yourself. How can you help somebody else? 
How do you treat guests in your home? 
How does positive/ negative behavior reflect on you, your school, after school, HOP’N etc.?

2. Explain the game the students will play with their HOP’N Champs. Have a volunteer come sit by them. Present a bowl of raisins to the student volunteer and say,

Take as many as you need... Answer any questions by the student volunteer with the same phrase.
After the student takes some raisins, explain that for every raisin the student chose they will each share a piece of information about themselves (i.e. “my name is…”; “I go to…”; “I work at…”; “I have two cats…”; “my favorite physical activity is…”; etc. Review the activity with the students and make sure they are comfortable leading their CHAMP in the activity.

**Review**

1. **Remind the students.** Say,

   *Remember next week we will be joined by our HOP ’N Champs. You have learned a lot and have a good opportunity to help other people. By helping other people you can make your environment healthier, and that helps you.*

2. **Collect nametags.**
BACKGROUND
It is important for children to have positive role models in their lives, whether it be at home, school or in the community. Learning about healthy snacks as youngsters will help put them on the right path to adulthood.

OBJECTIVES
4. Identify environments that lead to healthy and unhealthy behaviors.
5. Give the children an opportunity to learn about different healthy snacks they can create.

STRATEGIES
4. Build leadership and self-efficacy through a community member.
5. Learning how to prepare and choose a healthy snack.

TIME NEEDED
Total Time: 60 minutes
Introduction (10)
CHAMP activity (22)
Recipe Creation Activity (22)
Review (6)

GETTING READY
11. Recruit 1 CHAMP per 4-6 children
12. Divide children into groups w/ CHAMP
13. Paper
14. Pencils
15. Cameras

Module 22: Meet your HOP’N CHAMP!

1. Greeting & distributing nametags.

2. Introduction. The instructor will introduce the HOP’N CHAMP’s. The instructor and the students will tell the CHAMPS about HOP’N.

3. Get to know your HOP’N CHAMP Activity. The students will sit with their CHAMP and play the game they learned in Module 21.

4. Healthy Snack Recipe Creation Activity. Each group will be asked to make their own fun recipe that they will be making in next week. The only catch is they have to use a banana in their recipe. The instructor can guide the groups for ideas to incorporate the banana in the recipe. Each group will be asked to write down all ingredients needed for the recipe and give the list to the instructor. Each group should make enough snack for the entire group to try.

5. Review.

Fun on your own!
The students can go home and find a fun healthy snack recipe to make with their parents.

FREQUENTLY ASKED QUESTIONS
1. What is a healthy snack recipe?
A healthy snack would be anything that is low in fat and calories and includes a fruit or a vegetable.
Module 22: Meet your HOP’N Champ!

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the twenty-second week of HOP’N Club. We are pleased to have visitors with us today. Let’s tell our guests about HOP’N club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals.

What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for?

Healthy Opportunities for Physical Activity and Nutrition. We will spend some time today getting to know each other. Your champs took pictures like you did. They will show you their pictures and you will help them make a contract like the Club members made a couple weeks ago. You will also have an opportunity to create a snack with your HOP’N Champ using a secret ingredient.

Get to Know your HOP’N Champ
1. Arrange the groups with their adoptee to learn about their environment. Say,

You will play the getting to know you activity. After you are finished with the game you can ask your Champ questions and look at their pictures.

2. Circulate the room helping groups as needed.

3. Distribute HOP’N Contracts. As groups finish getting to know each other, handout the HOP’N Contracts. HOP’N club members can help their Champs fill out contracts.

Healthy Snack Creation
1. Say,

Each group will meet and try to create your own recipe. When you are creating your recipe you should think about “GO, SLOW, and WHOA” foods. The only catch is you have to use the secret ingredient.

The secret ingredient is “BANANA!”

What are some ways to incorporate a banana into your recipe? What goes good with bananas? (peanut butter, yogurt, etc) You can use any ingredients they want and create any type of snack. You should include enough of the ingredients for the entire group to try. Write down all the ingredients needed and how much of everything.

After all groups have submitted their recipe they will be able to share what their recipe is with the group.

Review
1. Remind the students. Say,

Thank you Champs; it was so nice to meet you. Next week, we will try all the recipes and vote the winning recipe we will make on the Champs last day.

2. Collect nametags.
Module 23: Go Bananas... Go... Go... Bananas!

5. Greeting & distributing nametags.

6. Create Snack Activity. The students will get in their same groups as last week to make their snack. They will also have a chance to taste the snacks from the other groups and vote on their favorite.

7. Review.

Fun on Your Own!
The students can go home and ask a parent help them create new healthy snacks using a fresh fruit or vegetable.

BACKGROUND
Having the students create their own snacks allows them to have control over what they eat. Healthy snack preparation and habits learned at an early age may become habitual.

OBJECTIVES
Students will
10. Learn healthy snack preparation skills
11. Learn how to change school snack environment

STRATEGIES
4. Building knowledge and capacity to change environment
5. Build asking self-efficacy by reinforcing the children’s choice

TIME NEEDED
60 minutes
Introduction (5)
Snack Activity (45)
New Snack (5)
Review (5)

GETTING READY
1. Soapy water and clean rags/towels
2. All materials needed for each recipe (mixing bowls, spoons, plates, napkins)
3. Poster Board for each group
4. Decorating supplies (markers, crayons, construction paper, tape, glue, etc.).

FREQUENTLY ASKED QUESTIONS
1. What if our snack requires a sharp knife?
   If a recipe requires an adult’s help, an adult will help the students with cutting.
2. What if the class can’t decide on a recipe?
   Have the class vote on the top 2 choices and whichever recipe has the most votes wins.
Module 23: Go Bananas… Go… Go… Bananas!

Introduction
1. Welcome students back to HOP’N Club. Say,

   This is the twenty-third week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, we will make your recipes you created with your HOP’N Champs.

Create Snack
1. Distribute group’s recipe and materials to each group. Say,

   You will be given 10 minutes to make the snack. After the 10 minutes, each group will be asked to pass out their snack to the rest of the class and have everyone try it. After everyone has had a chance to try their snack, I will ask you to vote only once for the snack you liked best.

2. Circulate room as students prepare the snacks.

3. Facilitate cleaning up.

4. Allow students to try the recipes all the groups created.

5. Organize and collect votes for the group’s favorite snack. Lead the students in a discussion about what they liked about their recipes and suggestions for preparing the snacks in the future.

Review
1. Remind the students. Say,

   Next week, your HOP’N Champs will be back. Be sure to ask them about how their HOP’N Contracts are going. If they are having challenges, you may want to tell them about some of your challenges and successes to help them make changes.

   What are some questions you can ask your Champ? Generate a list of questions the students can use next week to interview the Champs.

   Also, next week in groups we will make posters with the Champs.

2. Collect nametags.
Module 24: Let’s Revamp with our HOP’N Champ

1. Greeting & distributing nametags. Welcome the HOP’N Champs for coming.

2. Interview HOP’N Champ. The students will interview/discuss with the HOP’N champ about healthy environmental change strategies

3. Create a Poster. The students will create a poster advertising their “voted on” snack from last week. Remind the groups which snack they voted on and their posters should include advertisement strategies directed at their principal, lunch crew, etc.

4. Review

Fun on Your Own!
The students can continue with their PA advertising at home. The students can make posters at home encouraging their families to be active.

FREQUENTLY ASKED QUESTIONS
Module 24: Let’s Revamp with our HOP’N Champ

Introduction

1. Welcome students back to HOP’N Club. Say,

This is the twenty-fourth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. It is so nice to have the Champs back with us today. Last week we tried the recipes. Next time the Champs join us we will eat the winning recipe. Today, the club members have some questions for the Champs and we will make some posters.

Interview HOP’N Champ

1. Circulate the room as the HOP’N club members talk to their Champs about their contracts and other changes their Champs can make. Students may use the questions that were generated last week or either of the HOP’N interview suggestions.

Poster Activity

1. Discuss parameters for the posters presentations. Say,

We are making posters to feature the recipes we made. The posters should convince others to try your healthy snack. The posters need to include taste, color (nutrition), and health benefits. Also, presentations need to incorporate advertisement strategies (rhyme, pictures, celebrity endorsements, create emotion (pull at “heart strings”, excitement, etc), and music) directed at the principal, students, and food service staff. Finally, it is important that the information is truthful; there are enough factual great reasons to eat these foods.

You will have 12 minutes to work on tour posters/presentations. After the 12 minute work time is over, you will form back into a large group. You will be asked to form two lines, forming a “runway” (like for models). Each group will select one person to walk the “runway” and present their poster to the class. Then each group will be asked to vote on which poster they think your principals, lunch crew (etc.) would get the most impact from.

2. Circulate through the work area providing assistance.

3. Have runway show.

Review

1. Remind the students. Say,

Thank you Champs and thank you club members. I hope all the Champs got some good ideas today. The posters look great.

2. Collect nametags.
BACKGROUND
Eating out at fast food restaurants is almost unavoidable with children. If we are able to teach them how to make better choices and to check their environment for healthier restaurants this will carry on through adulthood. Allowing the children to see their own environment will allow them to get a visual for how environments affect health.

OBJECTIVES
Youth will
1. Create healthy snacks
2. Scan their own environment and how they can change it

STRATEGIES
8. Promotion of know of healthy environment
9. Active learning
10. Self-monitoring fast food choices

TIME NEEDED
Total: 60 minutes
Introduction (10) Card Making/ Identifying snacks (20) Healthier snack choices (30)

GETTING READY
1. Crisco Shortening
2. Sugar
3. Food packaging
4. Plastic Gloves
5. Teaspoon
6. 2 plastic plates
7. List of fast food items w/ Fat
8. Poster Board
9. Glue, Glitter
10. Markers
11. Scissors
12. Colored Paper

Module 25: Did you Know?
The startling truths about your snacks!

1. Greeting & distributing nametags.

2. Truth about Snacks. The students will discuss the snacks offered at their after school program (in their environment). Then using Crisco and sugar, discover how much fat and sugar is actually in those snacks.

3. Create Card for HOP’N Champs. The students will be asked to make cards for their HOP’N Champ because next week is their last time with the group.

4. Review.

Fun on Your Own!
Encourage the students to talk to their parents about “sometimes” vs. “all the time” snacks. Go with your parents around your neighborhood and discuss your environment. Is it safe? Does it promote healthy living?

FREQUENTLY ASKED QUESTIONS

1. But I like that food.
   It is fine to like any of these items; however, there are some foods we should eat more of and some foods we should eat less of.
Module 25: Did you Know? The Startling Truth about your Snacks!

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the twenty-fifth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, we are going to talk about snacks and make cards for our Champs’ last day next week.

Truth about Snacks
1. Collect snack wrappers of popular snack foods.

2. Have students identify if they eat the foods at home, school, and/ or at an after school program.

3. Lead the students in a discussion about the sugar and fat content of snack foods. Use granulated sugar and Crisco to visually snow students how much fat and sugar is in each product. Take the snack item and divide the total number of fat or sugar grams by 5 to determine how many teaspoons of shortening or sugar. Talk about how the snacks fall into the GO, SLOW, WHOA categories. Say,

Which foods do you think are GO? SLOW? WHOA? What snacks could you buy that are “GO” snacks? How can you make the snacks healthier? (No cheese, mayo, etc)

Create a Card for HOP’N Champs
1. Provide students with art materials to make a thank you card for his/ her HOP’N Champ.

Review

1. Remind the students. Say,

Next week your HOP’N Champs will be back. We will make the winning recipe, you will have a chance to talk to your Champs about his/ her contract, and you can give your Champ the card you made.

2. Collect nametags.
Module 26: Hip...Hip...HOP’N Champ...Hooray!

1. Greeting & distributing nametags.

2. Final Interview w/ HOP’N Champ. Today will be the last day the HOP’N Champ is with the group. The Champ will be asked to discuss with the students about changing their environment.

3. Snack Time. The students will create their snack that they voted on during Module 25.

4. Thank the HOP’N Champs! The students will be asked to present the cards they made to their HOP’N Champs and thank them for helping.

Fun on Your Own!
Share the winning snack with friends and family.

FREQUENTLY ASKED QUESTIONS
Module 26: Hip… Hip… HOP’N Champ… Hooray!

Introduction
1. Welcome students back to HOP’N Club. Say,

This is the twenty-sixth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes and how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, you have your final interview with your HOP’N Champ, you will prepare the winning recipe, and HOP’N Champs, we have a surprise for you.

Final Interview
1. Give the groups 10 minutes to talk about the contract and to discuss changes that were made.

2. Lead the group in presentations of Champ changes. After the 10 minutes are up, each group will get a chance to get up in front of the club and talk about their HOP’N Champ and the changes he/she made.

3. Discuss how to make the changes permanent?

Snack Preparation
1. Review the procedure and ingredients needed for the snack.

2. Circulate the room as groups make and eat the winning recipe.

3. Lead the group in a discussion. Say,

Was the snack easy to prepare? Is this snack something you could make at home? How can you change the recipe and still have a healthy snack? Could use other ingredients with the snack (add fruit or veggie)?

Modifications:
You could have divided the group into 2 and had them each make the recipe. You could time them to see who takes the longest, or compare whose tastes/looks better.

Review
1. Remind the students. Say,

Thank you again to the HOP’N Champs it was truly a privilege to have you here. I hope we were able to help you make healthy changes that you will be able to maintain. HOP’N Club members, next week we will have a celebration of all of your hard work at HOP’N Club.

2. Collect nametags.
CATCH Game Scenarios

1. Find an activity that you can play somewhere other than the gym. Present/demonstrate your activity in the cafeteria or hallway.

2. Find an activity that uses no equipment and that emphasizes the skill of tagging.

3. Find an activity that uses no equipment and is not a tag game.

4. Find an activity that uses footballs and that emphasizes the skill of catching.

5. Find an activity that uses flying discs.

6. Find an activity that uses beanbags.

7. Find an activity that uses plastic hoops and emphasizes locomotive movements.

8. Find an activity that you could use one of the CATCH CDs.

9. Find an activity that only uses the parachute.

HOP’N PHYSICAL ACTIVITY RULES RUBRIC

Name of Game

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<tbody>
<tr>
<td>1. Participants do not stand in line.</td>
<td>![No Line Icon]</td>
<td>Y</td>
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<td>2. Every participant or every other participant gets a piece of</td>
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equipment.

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<td>Y</td>
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3. Game rules do not eliminate participants. If participants are out then they have to do another activity or they get to come back in right away.

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<td>Y</td>
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4. Game rules do not allow one participant to be the star athlete. For example, you have to pass the ball to score.

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<td>Y</td>
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5. The goal is participation and fun rather than winning. Competition may be a part of the game, but not the only part.

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6. Games have BASICS

   a. Boundaries and routines (rules)
   b. Activity from the beginning to the end
   c. Stop and start signal
   d. Involvement by all
   e. Clear instructions

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<tr>
<td>I would like to play it.</td>
<td>I don’t know</td>
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