Children's Power Play! Campaign

CDPH
California Department of
PublicHealth

Power Up for Learning

A Physical Activity Supplement to the School Idea & Resource Kits for 4th and 5th Grades

POWER PLAY

Eat Healthy. Be Active. Have Fun!

Power Up for Learning

The *Nutrition Education and Obesity Prevention Branch (NEOPB)—Children's Power Play! Campaign* is led by the California Department of Public Health in cooperation with the National Fruit and Vegetable Alliance. The *Children's Power Play! Campaign* works in concert with the *NEOPB's* other children and youth initiatives, including *Harvest of the Month* (www.harvestofthemonth.com). The *Children's Power Play! Campaign* partners with the California Department of Education, California Department of Food and Agriculture, American Cancer Society, and a variety of other agencies interested in children's health.

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INTRODUCTION

About the *Children's Power Play! Campaign*

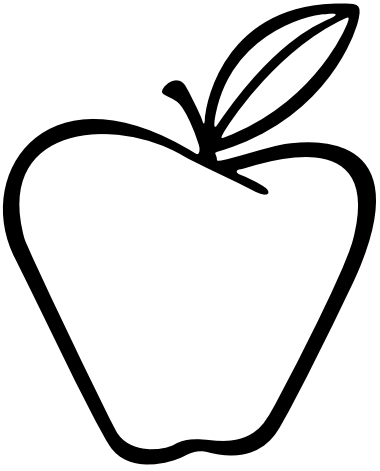
The *NEOPB—Children's Power Play! Campaign* (*Campaign*) inspires and empowers California's low-income 9- to 11-year-old children to eat 3 to 5 cups of fruits and vegetables and get at least 60 minutes of physical activity every day. This statewide social marketing initiative is led by the California Department of Public Health's *NEOPB* to improve children's short-term health and reduce their long-term risk of serious health problems like obesity, type 2 diabetes, heart disease, hypertension, and certain types of cancer. The *Campaign* was developed in collaboration with the California Department of Education and California Department of Food and Agriculture.

The *Campaign's* components include educational lessons in school classrooms and community youth organizations; promotional activities in schools, youth organizations, and the community; and media and public relations activities in the community.

Overview of *Power Up for Learning*

You can use *Children's Power Play! Campaign* resources to help you energize your students and get them ready to learn. *Power Up for Learning* is a supplement to the *Children's Power Play! Campaign's School Idea & Resource Kits* for fourth and fifth grade teachers. By using both resources, you can integrate physical activity into the *Children's Power Play! Campaign* by not only teaching your students about the importance of eating fruits and vegetables, but also by being physically active through a combination of classroom lessons, large-space physical activities, and quick energizers. The activities in *Power Up for Learning* help to reinforce the nutrition concepts taught in the *School Idea & Resource Kits*. Healthy, active students are more ready to learn, less disruptive, and miss fewer days of school.[1,2]

Power Up for Learning contains six activities to use during physical education time, as well as 10 quick energizers to use in the classroom during the school day. Both activities and energizers are linked to California's Physical Education Model Content Standards for fourth and fifth grades and support California Health Education Content Standards. Links to Physical Education Model Content Standards can be found at the beginning of each activity and energizer, with a more detailed chart available on page 64. *Power Up for Learning* includes cardiovascular (aerobic), strength (resistance), and flexibility exercises. This approach introduces your students to the different components of fitness and helps to include students of varying skill and fitness levels. According to the Centers for Disease Control and Prevention, addressing these three components of activity assists in achieving and maintaining overall fitness.[3]



[1] California Department of Education, "The Relationship Between Physical Fitness and Academic Achievement," 2001 PFT/SAT-9 Study, Sacramento, CA., 2002.
[2] Tufts University, Center on Hunger, Poverty and Nutrition Policy, Statement on the Link Between Nutrition and Cognitive Development in Children, Medford, MA: 1994.
[3] Centers for Disease Control and Prevention. (2007) *Components of Physical Fitness*. Retrieved August 15, 2007 from http://www.cdc.gov/nccdphp/dnpa/physical/components/index.htm.

Using *Power Up for Learning*

Power Up for Learning activities are presented in a consistent, easy-to-follow format and are intended for use in a large outdoor or indoor space. Each activity contains the following sections:

- **Prep Time.** The average amount of time needed to prepare for the activity.
- **Activity Time.** The average amount of time needed to conduct the activity with your students.
- **Equipment and Materials.** The materials you will need to conduct the activity, including alternative options (excluding Go Farther ideas). A Master List of Materials can be found on page 51.
- **Links to Physical Education Model Content Standards.** The fourth and fifth grade Content Standards linked to the activity or energizer.
- **READY.** A brief overview of the activity, including the *School Idea & Resource Kit* activities that it supports.
- **SET.** What you need to do before conducting the activity with your students.
- **GO.** Easy-to-follow directions for conducting the activity with a simple table showing you the activity's organization in the left column and providing easy teaching cues in the right column.
- **GO FARTHER.** Possibilities for expanding the activity.

The 10 energizers follow an abbreviated Ready-Set-Go format and are intended for indoor classroom use. These energizers can be used at any time during the school day to re-engage students and give an energy boost to facilitate better learning. As your students become familiar with the energizers, the transition into an energizer and then back to your regular classroom lessons will become faster and smoother.

Are you…

READY to help your students become healthier and more energized?

SET for added fun and learning during your school day? Then…

GO for it!

ACTIVITY 1 The Great Garden Face-Off

TIME

- Prep – 5 minutes
- Activity – 15-20 minutes

MATERIALS

- 4 cones or 2 long pieces of yarn/rope for marking the endlines, signifying the teams' "gardens"
- 1 long piece of yarn/rope for the center line
- *Alternative materials:* Use chalk to draw lines on the pavement

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.3, 4.4*, 4.8*, 5.5, 5.6
- 5th Grade – 4.1*, 4.11*, 5.7

**Addressed with the "Go Farther" activities.*

READY

Students are divided into a Fruit team and a Vegetable team. When the name of a fruit or vegetable is called out, the students on that team must run to their garden without being tagged by a member of the other team. This activity helps to reinforce the concepts in Power Survey (Activity 1, 4th & 5th Grade), Power Search (Activity 2, 4th Grade), and Power Scramble (Activity 2, 5th Grade) from the *School Idea & Resource Kits*.

SET

- Review the fruit and vegetable list on page 8.
- Review the rules of "safe" tagging: tag only between the waist and shoulders, no hitting or pushing.
- Establish two endlines about 20 paces apart. Mark a center line.

Deciding whether something is a fruit or a vegetable can be tricky, since they can be defined by their botanical parts or their common culinary usage. This explains why a tomato is technically a fruit (it has seeds), but is usually thought of as a vegetable. Examples of fruits and vegetables can be found on page 8. These are the simple definitions based on the plant parts:

- A fruit is the part of a plant that you can eat that contains seeds, such as an apple, pear, or strawberry.
- A vegetable is the stem, leaf, or root of a plant that you can eat, such as lettuce or carrots.
- The following are fruits by botanical definition, but we call them vegetables in the *Children's Power Play! Campaign:* avocados, cucumber, eggplant, green beans, peppers, pumpkin, squash, and tomatoes.

GO

1. Review the definitions of fruits and vegetables with your students.
2. Lead the students in playing The Great Garden Face-Off by using the following organization and teaching cues:

ORGANIZATION

- Pair students and have the two students decide who will be a Fruit and who will be a Vegetable.
- Have the Fruit and Vegetable groups face each other about 3 paces apart on a center line.
- Call out the names of fruits and vegetables using the list on page 8.
- To encourage careful listening, occasionally call out the name of a food from another food group (milk, crackers, eggs, etc.) instead of saying a fruit or vegetable.

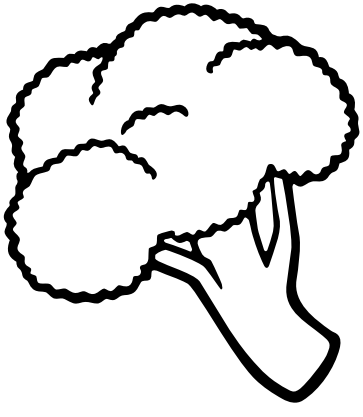
TEACHING CUES

- Today's game is called The Great Garden Face-Off!
- When I call out the name of a fruit, everyone on the Fruit team run back to your garden, which is the line behind you. Try not to be tagged by anyone from the Vegetable team!
- When I call out the name of a vegetable, everyone on the Vegetable team run back to your garden, which is the line behind you. Remember - try not to be tagged by anyone from the Fruit team!
- If someone from the other team tags you, you're now on their team. On the next turn, you'll have to help them try to tag the other team.
- We'll play for 15 (or 20) minutes, or until only one team is left.

GO FARTHER

- Take an occasional “challenge” break. To return to his/her original team after having been tagged, the student must name one nutrition fact related to the fruit or vegetable that was just called. Be sure to give each team an equal number of challenge breaks.
- Switch to a different locomotor skill to get to the endline, such as jumping, skipping, or galloping.
- Increase the distance between endlines as the students’ fitness improves.
- Use a taste testing activity from the *School Idea & Resource Kits’* Rate the Taste (Activity 7, 4th Grade) or You Be the Food Critic! (Activity 6, 5th Grade) to conduct a taste test of fruits and vegetables. Ask the students to describe the differences and similarities between the fruits and vegetables they taste.
- Encourage students to name their favorite fruits and vegetables and add them to the list for future activities.
- Have students record their food consumption for one day and find ways to make healthier choices for snacks and meals.** Kids can use the journal activities from the *School Idea & Resource Kits* (Activity 5, 4th Grade or 5th Grade) to track the fruits and vegetables they eat.
- Encourage students to help family members make the shopping list and/or go to the market with their parents to select fruits and vegetables to bring home to eat!
- Have students measure and record their heart rate before, during, and after the activity.**

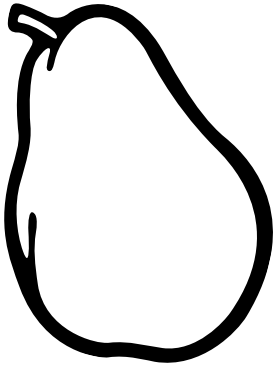
***Links to P.E. Model Content Standard.*



LIST OF FRUITS & VEGETABLES FOR THE GREAT GARDEN FACE-OFF GAME

FRUITS

Apple
Apricot
Banana
Blackberry
Blueberry
Cantaloupe
Cherry
Coconut
Cranberry
Currants
Casaba melon
Date
Dried fig
Dried plum
Elderberry
Feijoa (pineapple guava)
Fig
Grape
Grapefruit
Honeydew melon
Kiwano (horned melon)
Kiwifruit
Lemon
Lime
Mango
Mandarin
Nectarine
Orange
Peach
Pear
Passion fruit
Papaya
Persimmon
Pineapple
Plum
Pomegranate
Quince
Raisin
Raspberry
Star fruit
Strawberry
Tangerine
Tangelo
Ugli fruit
Watermelon



VEGETABLES

Artichoke
Asparagus
Alfalfa sprout
Arugula
Avocado
Beet
Broccoli
Broccoli rabe
Brussels sprout
Butternut squash
Bell pepper
Cabbage
Chinese cabbage (Napa, Bok choy)
Carrot
Cauliflower
Celery
Cucumber
Corn
Collard green
Daikon radish
Delicata squash
Endive
Eggplant
Fava bean
Fennel
Green bean
Green onion
Garlic
Ginger
Habañero pepper
Iceberg lettuce
Jalapeño pepper
Jicama
Kale
Lettuce
Leafy greens
Leeks
Mushroom
Onions
Okra
Parsnip
Peas
Pepper
Potato
Pumpkin
Rutabaga
Radish
Rhubarb
Radicchio
Spinach
Sweet potato
Squash
Shallot
Snow pea
Sugar snap pea
Turnip
Tomato
Vidalia onion
Water chestnut
Watercress
Yam
Yucca root
Zucchini

Harvest of the Month
Network for a Healthy California

Items in bold are featured in *Harvest of the Month*.

ACTIVITY 2

Fruit and Vegetable Code Breakers

TIME

- Prep – 5 minutes
- Activity – 15 minutes

MATERIALS

- Two-inch piece of masking tape or self-adhesive label for each student
- Pen or pencil for each student
- 5 cones or 3 long pieces of yarn/rope for marking the endlines and to designate "Mission Command"
- *Alternative materials:* Use chalk to draw lines on the pavement

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 3.4, 5.5
- 5th Grade – 3.5, 5.5

READY

Students ask yes or no questions to help them guess which fruit or vegetable is written on the label on their backs. This activity helps to reinforce the concepts in Power Search (Activity 2, 4th Grade) and Power Scramble (Activity 2, 5th Grade) from the *School Idea & Resource Kits*.

SET

- Cut masking tape into 2-inch pieces.
- Establish two endlines about 20 paces apart.
- Designate a "Mission Command" area several feet away from the activity area.

GO

1. Give each student a piece of masking tape or a label. Ask them to write down the name of a fruit or a vegetable that they learned about in class. Have them put the piece of tape on another student's back (each student should have only one label on his/her back). Make sure the other student doesn't see what is being taped to his/her back.
2. Lead the students in playing Fruit and Vegetable Code Breakers by using the organization and teaching cues on the following page.

ORGANIZATION

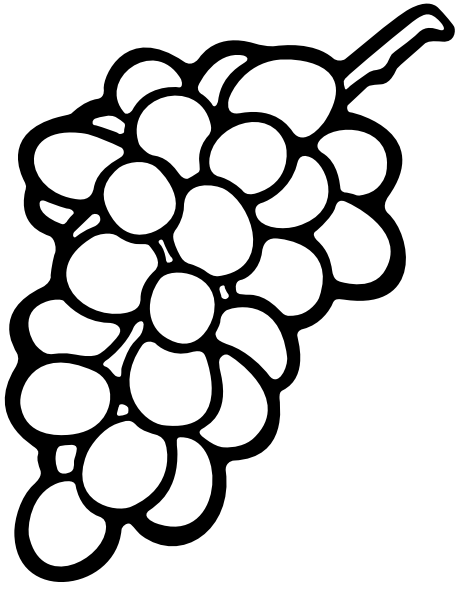
- Divide the class into two groups and have them line up on the endlines, facing each other.
- Assign group names, e.g. Team A and Team B or Team 1 and Team 2.
- Alternate calling out team names. As the game progresses, change the locomotor skill (jumping, skipping, walking lunges, etc.).
- Continue until the designated time period has expired, or all students have guessed their fruit or vegetable code names.
- Ask each student to share the name of their fruit or vegetable and one fact about it.
- Conclude the activity by encouraging students to try tasting one of the fruits or vegetables named in the game.

TEACHING CUES

- Welcome Secret Agents! Today's adventure is Fruit and Vegetable Code Breakers.
- Your mission is to discover the fruit or vegetable code name written on your back.
- When I call out your team name and say "Go," run to a person across from you on the other team. That person will be your informant.
- Show the person on the other team your back. Then ask one yes or no question that will help you figure out your fruit or vegetable code name. You might ask something like "Am I yellow?" or "Am I a strawberry?"
- After you have your answer, go back to your home base.
- Remember, you can only ask one question when it's your team's turn.
- When you've figured out your code name, walk over to "Mission Command" and do push-ups (tricep push-ups, crunches, jumping jacks, etc.) to get in shape for your next mission.
- We will play for 15 minutes, or until everyone has broken their fruit or vegetable code.

GO FARTHER

- Conduct this activity after the Power Scramble (Activity 2, 5th Grade) oral presentations in the *School Idea & Resource Kit*. Before the presentations, tell the students to listen carefully, because they'll soon be receiving a "top secret" assignment and the information in these reports will help them accomplish their mission.
- For extra silliness, tape the label on the students' foreheads instead of their backs.
- Encourage students to play Fruit and Vegetable Code Breakers at home with family and friends.



ACTIVITY 3

Flying Fruits and Veggies!

TIME

- Prep – 5 minutes
- Activity – 15 minutes

MATERIALS

- 1 flying disk (Frisbee™) per student or small group of students
- 10 hoops
- How Much Do I Need? activity sheet (Activity 3, 4th and 5th Grade) from the *School Idea & Resource Kits*
- *Alternative materials:* 1 bean bag, tennis ball, yarn ball, or scrunched up paper ball per student (or small group of students) and 10 shallow buckets or cut-down paper grocery bags
- *Power Up with Fruits and Vegetables* poster*, optional

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.1, 1.8, 4.4, 5.3, 5.5
- 5th Grade – 1.1, 1.5, 3.2, 5.7

READY

Students throw flying disks into hoops to earn enough points to meet their fruit and vegetable goal. This activity helps to reinforce the concepts in How Much Do I Need? (Activity 3, 4th and 5th Grade) from the *School Idea & Resource Kits.*

SET

- Review the fruit and vegetable recommendations in How Much Do I Need? from the *School Idea & Resource Kits* (may also be downloaded from www.cdph.ca.gov/programs/cpns/Pages/PowerPlayCampaign.aspx). In general, fourth and fifth grade students should eat 3 to 5 cups of fruits and vegetables every day.
- Scatter hoops on a large playing field/area.

GO

1. While still in the classroom, have each student determine the cups of fruits and vegetables he or she should eat every day. Use the charts in How Much Do I Need? from the *School Idea & Resource Kits.*
2. Help students figure out how many ½ cups they need to eat to get to their total goal. For example, if a student should be eating 4 cups of fruits and vegetables a day, that equals eight ½ cups. Remind students that ½ cup is about the amount you can fit into one cupped hand. Use the *Power Up with Fruits and Vegetables* children's cups of fruits and vegetables poster to help them visualize the amounts.

**To receive a Power Up with Fruits and Vegetables poster from your Regional Coordinator, visit www.cdph.ca.gov/programs/cpns/Pages/PowerPlayCampaign.aspx and click on "Resources" for further information.*

3. In the activity area, lead the students in playing Flying Fruits and Veggies! by using the following organization and teaching cues:

ORGANIZATION

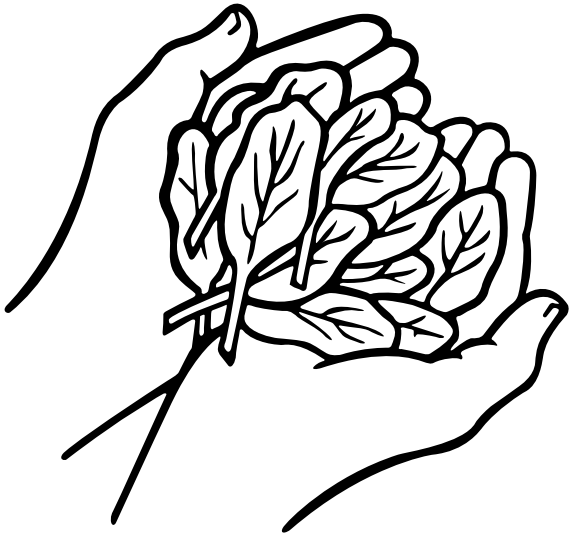
- Line students up at least 10 paces from the nearest hoop.
- Demonstrate the proper way to toss the flying disk.
- For safety, all students throw and retrieve simultaneously. Say "TOSS!" to signal all students to toss their flying disks. Then, say a locomotor skill and "GO!" to signal them to retrieve their disks, such as "skipping, GO!"
- Continue until all students have met their fruit and vegetable goals (e.g., 8 successful throws to equal 4 cups). If some students need help, allow them to move closer to the hoop.
- If sharing a flying disk, students who are waiting for their turn should do simple exercises to stay active, such as arm circles, frog jumps, squats, jumping jacks, and balancing on one leg for a 10 count, etc.
- Conclude the activity by reminding students to eat their recommended cups of fruits and vegetables every day.

TEACHING CUES

- Remember how many cups of fruits and vegetables you should eat every day? How many ½ cups is that?
- Your goal is to earn points equal to your total fruit and vegetable goal.
- When I say "TOSS!," everyone toss your flying disk toward any hoop. If it lands in the hoop, you've earned ½ cup toward your total fruit and vegetable goal. You will keep track of your own score.
- After you toss, listen to hear HOW you'll be going to pick up your flying disk. "If I say, "skip" you'll skip over to your disk. If I say, "gallop" you'll gallop over to your disk."
- When I say, "GO!", everyone go pick up your disk and then run back to this line.
- When you've earned enough ½ cups to reach your fruit and vegetable goal, find a partner and practice tossing a disk back and forth to each other.
- We will play for 15 minutes or until we all reach our fruit and vegetable goal.

GO FARTHER

- Increase the distance of the hoops as students' skills improve.
- Encourage students and their families to track the number of cups of fruits and vegetables they eat for one week. Each family member can find his or her daily fruit and vegetable goals, as well as tips and resources to help reach those goals, at www.choosemyplate.gov and www.cachampionsforchange.cdph.ca.gov.
- Have students record their food consumption for one day, then make a plan to include enough fruits and vegetables to meet their recommended intake. Try using Activity 5 from the 4th or 5th Grade *School Idea & Resource Kits*.



ACTIVITY 4

Harvest Hoop-la

TIME

- Prep – 5 minutes
- Activity – 20 minutes

MATERIALS

- At least 1 colored object for each student (such as a bean bag, yarn ball, scrunched up paper ball, or crayon). Use a variety of colors to represent the fruit and vegetable color groups: red, green, yellow/orange, purple/blue, and white/brown
- 5 hoops, buckets, or paper bags OR chalk to draw circles
- 4 cones for boundaries
- *Optional:* music or whistle

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.2, 3.1, 3.7*, 4.4, 5.4, 5.6
- 5th Grade – 1.3, 3.1, 3.2, 3.6, 4.1*, 4.5, 5.5, 5.7

**Addressed with the "Go Farther" activities.*

READY

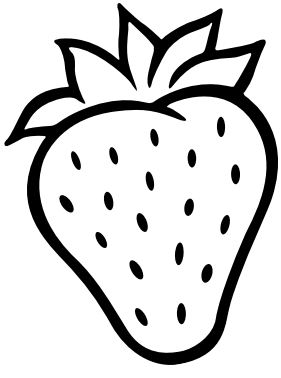
Students will gather/harvest objects representing a variety of colorful fruits and vegetables and place them in their hoop. This activity helps to reinforce the concepts in Fruit, Vegetable, and Power Play! Challenge (Activity 5) from the 5th grade *School Idea & Resource Kit,* and also can be used to enhance Power Search (Activity 2, 4th Grade) and Power Scramble (Activity 2, 5th Grade).

SET

- Establish a play space (20 x 20 paces) using cones or other boundary markers. Place the markers at the four corners of the play space to designate boundaries.
- Scatter the hoops within the boundaries.
- Divide the bean bags (or designated objects) among the hoops, grouping each color together.

GO

1. Talk with students about the importance of eating a variety of colorful fruits and vegetables every day by explaining:
   a. Fruits and vegetables contain phytochemicals, pronounced “fight-o-chemicals”, that help protect your health. Phytochemicals give fruits and vegetables their bright colors. They are sometimes called phytonutrients.
   b. It is important to eat many different colors of fruits and vegetables every day to get all the vitamins and phytochemicals that your bodies need to be healthy.
2. Have students discuss and name fruits and vegetables that represent each color group (e.g., red—strawberries, cherries; green—broccoli, green beans; blue/purple—blueberries, eggplant; orange/yellow—carrots, sweet potatoes; white—cauliflower, onions). Note that fruits and vegetables are classified by the part you eat. For example, bananas are classified as “white,” because you don’t eat the yellow peel. A red apple still belongs to the red group, because you eat the red skin.
3. Lead the students in playing Harvest Hoop-la by using the organization and teaching cues on the following page.



ORGANIZATION

- Have students stretch lower body muscle groups; hamstring, quadriceps, low back, and calve muscles prior to the activity.
- Divide students into 5 groups and have each group stand behind a hoop.
- Begin with players walking if they did not warm-up previously.
- Game starts when you say “GO” or when music starts.
- Stop play by saying “STOP” or stopping the music.
- After the students are warmed up, switch the locomotor skill to running, jumping, hopping, skipping, or galloping.
- Conclude the game by asking each group of students to name one fruit or vegetable from each color group represented in their hoop. Remind them to eat a colorful variety of fruits and vegetables every day!

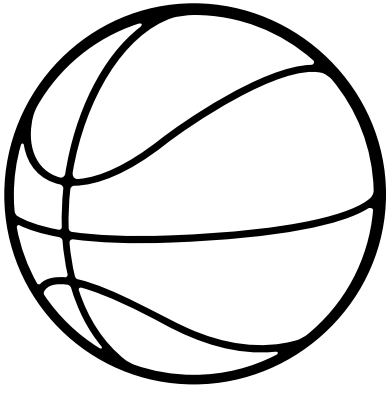
TEACHING CUES

- This game is called Harvest Hoop-la. The bean bags represent fruits and vegetables. Your goal is to get many different fruit and vegetable colors in your team’s hoop.
- When I say “GO,” everyone take one bean bag from your team’s hoop and place it in any other team’s hoop.
- Once you’ve dropped off the bean bag into a new hoop, move to another hoop, take a bean bag from there, and bring it back to your team’s hoop.
- Try to keep at least one of every color in your team’s hoop at all times.
- You may pick up only 1 bean bag at a time.
- Place the bean bag in your own hoop—no throwing or tossing.
- You cannot defend your hoop. You must leave it to get other bean bags.
- Watch where you’re going; avoid bumping into others. When I say “STOP,” we’ll see which teams harvested the best variety of fruit and vegetable colors!

GO FARTHER

- Talk to students about the importance of warming up before activity and cooling down afterwards.
- As fitness improves, increase the distance between hoops.
- For extra silliness and teamwork, have students link arms and move as a team.
- Make an art project, such as a poster or placemat, about the idea of eating a rainbow of colors.
- Visit a farmers' market to see and taste fresh, local, colorful fruits and vegetables.
- Encourage students to talk with their family members about their favorite fruits and vegetables from each color group.
- Have students make a daily meal plan using a variety of colorful fruits and vegetables using Activity 6, My Power Plan, from the 4th Grade *School Idea & Resource Kit.***

***Links to P.E. Model Content Standard.*



ACTIVITY 5

More or Less? Challenge

TIME

- Prep – 5 minutes
- Activity – 15-20 minutes

MATERIALS

- 4 cones or 2 long pieces of yarn/rope for marking a "start" and "finish" line

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.2, 4.5*, 5.3, 5.4, 5.5
- 5th Grade – 1.3, 4.2*, 5.4, 5.6, 5.7

**Addressed with the "Go Farther" activities.*

READY

Students decide whether most people should get "more" or "less" of a designated activity, food, or nutrient. This activity helps to reinforce the concepts in What's on a Label? (Activity 8, 4th Grade and Activity 9, 5th Grade), Fruit, Vegetable, and Power Play! Journal (Activity 5, 4th Grade), and Fruit, Vegetable, and Power Play! Challenge (Activity 5, 5th Grade) from the *School Idea & Resource Kits.*

SET

- Use 2 cones or a piece of yarn to create a "start" line.
- Place 2 more cones or a piece of yarn approximately 20 paces from the "start" line to signal the "finish" line.

GO

1. Using What's on a Label? (Activity 8, 4th Grade and Activity 9, 5th Grade) from the *School Idea & Resource Kits*, review with your students those nutrients that most people should probably **get more of** (i.e., eat enough of or do more often) and those that they should **get less of.**
2. Lead the students in playing More or Less by using the organization and teaching cues on the following page.

ORGANIZATION

- Have each student line up along the start line.
- As the game progresses, switch the locomotor skill (jumping, running, hopping, skipping, crawling, spinning, etc.).
- After each cue, tell the students if they should get "More" or "Less" of the item called and encourage them to explain why. Those students who chose incorrectly should move forward or backward, as appropriate.
- Conclude the activity by encouraging students to check the Nutrition Facts labels of the foods they eat and to share what they've learned with their family members.

TEACHING CUES

- I will read the name of a food, nutrient, or activity.
- Decide if you should eat more or less of that food or nutrient, or do more or less of that activity. Once you have made a choice of "More" or "Less," you can't change your mind.
- If you should get "More," take two jumps (hop, skip, etc.) forward. Be careful not to jump into other students.
- If you should get "Less," lunge (hop, skip, etc.) one step backward.
- You will complete the "More or Less" challenge when you cross the "finish" line.

GO FARTHER

- Create your own list of additional food or activity items. You may wish to visit www.choosemyplate.gov to help you select food items.
- Discuss with students why the body needs water before, during, and after physical activity.**

***Links to P.E. Model Content Standard.*

MORE OR LESS? LIST

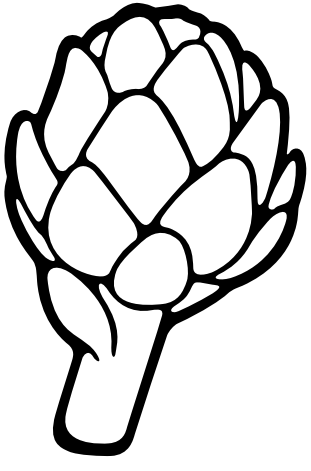
MORE

Apples
Apricots
Broccoli
Cantaloupe
Carrots
Fiber
Green beans
Lowfat or nonfat milk
Playing soccer
Riding your bike
Salad
Squash
Strawberries
Vitamin A
Vitamin C
Walking
Water
Zucchini

LESS

Candy
Chips
Fat
French fries
Fruit punch
Playing video games
Sugar
Soda
Watching TV

See Activity 1 for a list of more fruits and vegetables.



ACTIVITY 6 High 5 Memory Challenge

TIME

- Prep – 10 minutes
- Activity – 10 minutes

MATERIALS

- Memory cards (1 set per group of 4 students)

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 4.3*, 5.1*, 5.3
- 5th Grade – 4.3*, 5.1*, 5.5

**Addressed with the "Go Farther" activities.*

READY

Students attempt to match up memory cards labeled with physical and nutrition education activities. This activity helps to reinforce the concepts in Making Better Choices (Activity 4, 4th Grade) and Power Choices (Activity 4, 5th Grade) from the *School Idea & Resource Kits*.

SET

- Using the master on page 27, create one set of memory cards for each group of 4 students. Use a different color paper for each set of cards.
- Review the proper form for push-ups (including modifications); see page 61.

GO

1. Demonstrate for your students the proper form for jumping jacks and push-ups, including modified forms of push-ups.
2. Explain to students that each card has both a picture and an activity on it. The pictures will help them match up the cards and give them possible ideas for the activity listed.
3. Lead the students in playing High 5 Memory Challenge using the organization and teaching cues on the following page.

ORGANIZATION

- Organize students into groups of 4.
- Hand out one set of memory cards to each group.
- Have students shuffle the cards and place them face down on a desk or on the ground in a 4 column by 4 row grid.
- Monitor students to ensure safety and proper technique.

TEACHING CUES

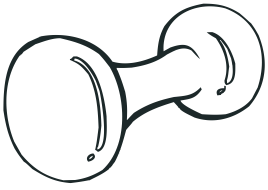
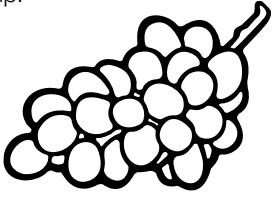
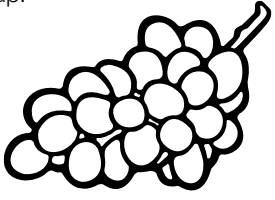
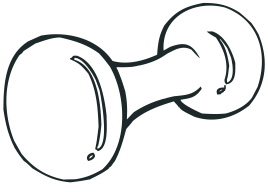
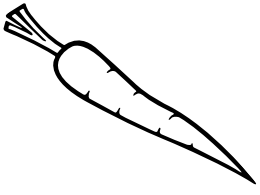
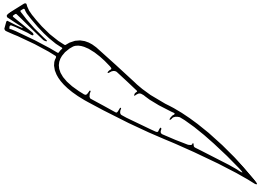
- When I call "GO," the first person in your group will turn over two cards.
- If the two cards don't match, your whole group does 10 jumping jacks. When you finish, turn the cards back over.
- If the two cards match, everyone in the group does the activity on the cards for 30 seconds, then gives each other a High 5. Set those two cards aside.
- Take turns trying to find matching cards.
- We will play for 10 minutes or until all the teams have matched all their cards.

GO FARTHER

- Have students create their own memory cards to reinforce other activities in the *School Idea & Resource Kit* or other subjects they are learning in your class.
- Have students develop a plan to incorporate more physical activity into their day.**

***Links to P.E. Model Content Standard.*

MEMORY CARDS

Name something active you can do with your friends instead of playing video games, then pretend to do that activity with your group.	Name something active you can do with your friends instead of playing video games, then pretend to do that activity with your group.	Name something active to do during a TV commercial. Count to 30 while your group acts it out. 
Name a fruit you can eat as a snack, then pretend to harvest it as a group. 	Name a fruit you can eat as a snack, then pretend to harvest it as a group. 	Name something active to do during a TV commercial. Count to 30 while your group acts it out. 
Name your favorite vegetable, then everyone spell it out using your arms and legs. 	Name your favorite vegetable, then everyone spell it out using your arms and legs. 	

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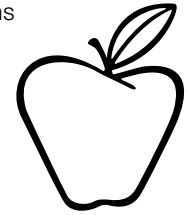
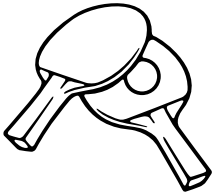
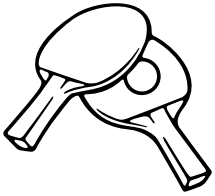
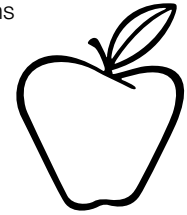
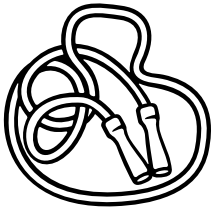
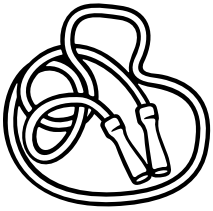
Name one active thing you can do during recess. As a team, pretend to do the activity.	Name one active thing you can do during recess. As a team, pretend to do the activity.	Name a fruit, then everyone do push-ups while each person takes turns saying a different way to eat it. 
Name something active you can do indoors after school, then act it out with the group. 	Name something active you can do indoors after school, then act it out with the group. 	Name a fruit, then everyone do push-ups while each person takes turns saying a different way to eat it. 
Everyone pretend to jump rope while taking turns to name a favorite fruit or vegetable snack. 	Everyone pretend to jump rope while taking turns to name a favorite fruit or vegetable snack. 	

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ENERGIZER 1

Wake Up, Warm Up, Power Up!

Links to Physical Education Model Content Standards

- 4th Grade – 1.22, 3.1, 3.6, 4.1, 4.7
- 5th Grade – 1.18, 3.1, 3.6, 4.14, 4.5

READY

Start off the day with some basic activities to get the brain and body ready to learn. These stretches and exercises are also good as a warm-up before other physically-active games.

SET

Review the proper form for the hamstring stretch, quadriceps stretch, static standing calf stretch, overhead book press, bicep curl, squat, push-up, and abdominal curl (see pages 60-62).

GO

1. Ask students to stand beside their desks.
2. Start with a few basic stretching movements (do each stretch/warm-up for 15 seconds), such as:
   - Reach for the sky, then try to touch your toes
   - Arm circles
   - Wrist circles
   - Ankle circles
   - Gentle neck stretches: look left, look right, look down (chin to chest), don't tilt neck back
   - Static seated twists
   - Hamstring stretch: put one foot on your chair, bend forward
   - Quadriceps stretch: grab ankle behind you
   - Static standing calf stretch

3. Lead the students in one of these simple aerobic activities (do for 30 seconds):
   - Jumping jacks
   - Jumping, moving forward and back
   - Jumping, moving side to side
   - Hopping on one foot to another, moving side to side, alternating feet
   - Imaginary jump rope
   - Dancing
4. Follow with a strength-building exercise, such as:
   - Knee lifts with opposite elbow touches (abs)
   - Overhead book press
   - Bicep curls
   - Heel raises
   - Squats
   - Lunges
   - Push-ups (traditional or modified)
   - Abdominal curl-ups
5. Work on balance. Hold each for 15 seconds, then switch legs and repeat.
   - Balance on one foot
     - Variations:
       - foot extended low in front of you
       - foot extended low in back of you
       - foot extended low to the side
   - Yoga “tree” pose

GO FARTHER

- Lead a different set of exercises every day.
- As students become familiar with exercises and demonstrate good form, select a different student to lead the exercises each day.

ENERGIZER 2

Hit the Deck!

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 3.4*
- 5th Grade – 3.4*, 3.5*

**Addressed with the "Go Farther" activities.*

READY

Do this quick energizer between subjects.

SET

- Review the proper form for squats (see page 62).
- Place a deck of playing cards face down in front of the class.
- Post a sign or write the corresponding activities on the board for each suit:

Spades:	Do "the Twist" for 20 seconds
Clubs:	Squats for 20 seconds
Diamonds:	Jumping jacks for 20 seconds
Hearts:	Jog in place for 20 seconds

GO

1. Have students stand next to their desks.
2. Review with students the proper form for doing squats.
3. Identify 5 students (such as a table cluster or row of students) each day to select a card and lead the activity. The suit tells you which activity you should be doing. For example, if a diamond card is chosen, you'll do jumping jacks for 20 seconds.
4. Have the first student select a card, then lead everyone in the activity that corresponds with the card for 20 seconds. Continue with the remaining 4 students selecting cards and leading the activities.

GO FARTHER

- Ask students to create their own activities for each suit. They can create themes, such as sports (basketball shot, baseball swing, volleyball spike), rock star (air guitar, air drumming, toe-tapping), or dance moves (grapevine, the twist, disco moves, hip-hop moves).
- Choose a certain “magic number/wild card” or designate certain cards (i.e., multiples of 3) to be “pick your own adventure,” where the students use their creativity and imagination to design their own physical activity movement for the class to follow.
- Designate strength-building activities for each suit, such as push-ups or curl-ups.**

***Links to P.E. Model Content Standard.*

ENERGIZER 3

Pass, Count, Go

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.6, 1.17*
- 5th Grade – 1.14*, 1.16*

**Addressed with the "Go Farther" activities.*

READY

The object of this activity is to see which pair can get to 100 the quickest—quick hands and minds required!

SET

Set out objects for students to pick. These may include balls, bean bags, fluff balls, books, rolls of tape, or any safe classroom object.

GO

1. Pair up students and have each pair pick one object that they can pass back and forth. Each pair of students passes the object back and forth, counting by 2s (2, 4, 6, 8…). The object of this activity is to see which group can get to 100 the quickest.
2. When you give the start cue, students start passing the object and counting. On the stop cue, students place their object on the ground and rotate to another object.
3. Give the stop cue every 15 seconds. Continue to pass and count and rotate until 3 pairs have reached 100.

GO FARTHER

- As students get faster, increase the goal to 150 or 200.
- Have pairs add by 3s, 4s, 5s, prime numbers, etc. as a way to practice mental math. (Modify the goal number accordingly.)
- If sports equipment is available, do this activity outdoors to practice chest passes and bounce passes (basketball); foot-dribbling, passing, and overhead throws (soccer); forearm passing (volleyball); and throwing and catching skills (flying disks, softball, beanbag). Encourage students to slow down and use good technique.**

***Links to P.E. Model Content Standard.*

ENERGIZER 4

The 12 Days of Fitness

Links to Physical Education Model Content Standards

- 4th Grade – 1.1, 1.22
- 5th Grade – 1.1, 1.18*

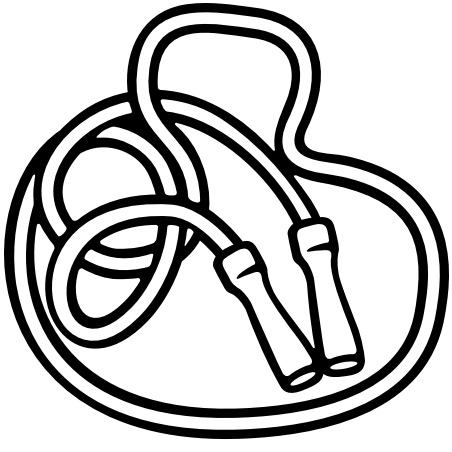
**Addressed with the "Go Farther" activities.*

READY

Students will act out a fitness song in the style of "The Twelve Days of Christmas."

SET

- Review the proper form for the yoga "tree" pose (see page 62).
- You may wish to create a sign or write the activities on the board to make it easier for students to follow along.



GO

1. Students stand next to their desks. Sing the song in the style of "The Twelve Days of Christmas," but using the phrase "On the first day of fitness, my trainer gave to me…" and have students do each of the fitness moves during the song (you may need to pause to allow time to do the fitness moves). Sing the song in the traditional style, starting with the first day of fitness and building each day, or sing the song straight through from the twelfth day to the first day for a quicker activity. The twelve days of fitness are:

   12 jumping jacks
   11 raise the roofs
   10 knee lifts
   9 side stretches
   8 jogs in place
   7 jabs/punches
   6 front kicks
   5 jumping ropes (imaginary rope)
   4 muscle poses
   3 hula hoops
   2 scissor jumps (feet apart then cross in front, feet apart then cross in back)
   1 partridge in a yoga tree

   - "On the first day of fitness, my trainer gave to me, a partridge in a yoga tree."
   - "On the second day of fitness, my trainer gave to me, "2 scissor jumps, and a partridge in a yoga tree."
   - "On the third day of fitness, my trainer gave to me..."

2. After you've reached Day 5, only act out the activity for the specific day, then march in place as students sing their way back down to Day 5. For example, on Day 9, sing: "On the ninth day of fitness, my trainer gave to me, 9 side stretches…" do the nine side stretches, then continuing marching and singing (On the eighth day of fitness…, On the seventh day of fitness…, etc.) until you reach Day 5. At Day 5, resume doing each activity for each day as it is sung.

GO FARTHER

- You can teach this over 12 school days, teaching and adding the movement to the song each day.
- Have students "choreograph" their own song.**
- Modify the song so it features fruits and vegetables, such as "On the __ day of harvest, my farmer gave to me…"

***Links to P.E. Model Content Standard.*

ENERGIZER 5

California Dreamin'

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 5.5
- 5th Grade – 5.7, 5.8

READY

This simple activity gets the whole body moving and is a fun way to highlight some of California's landmarks and agricultural treasures.

SET

- You may wish to have a map of California available, so that you or your students can point out the regions of the state as you conduct the activity.

GO

1. Students stand next to their desks. If you have the space, have students make a circle and walk in a circle as they do the activities.
2. Lead the students on an adventure through California. Students should use their imaginations and act out the movements associated with different parts of the state. Visit each place for about 15 seconds. You can make your "vacation" as long or as short as you want by choosing the number of destinations you visit.

    1. **Catch** a fish in the ocean near Bodega Bay.
    2. **Climb** up a redwood tree.
    3. **Whitewater kayak** on the Klamath River.
    4. **Ski** in the Sierra Nevada.
    5. **Pan** for gold in Coloma.
    6. **Do the "locomotion"** like the trains in Old Sacramento.
    7. **Walk** across the Golden Gate Bridge.
    8. **Do a touchdown dance** like a San Francisco 49'er.

9. **Swim** like a fish in the Monterey Bay Aquarium.
10. **Pull** garlic from the ground in Gilroy.
11. **Rock climb** in Yosemite.
12. **Pick** peaches in the Central Valley.
13. **Ride** a horse along the beach in Santa Barbara.
14. **Dig for clams** on Pismo Beach.
15. **Wave** to all your fans like an actor in L.A.
16. **Hit** a home run at Dodger Stadium.
17. **In-line skate** on the Strand (a biking and inline skating pathway) from Santa Monica to Manhattan Beach.
18. **Surf** in the Pacific Ocean in the O.C.
19. **Ride** a roller coaster at Disneyland.
20. **Swing** your golf club in Palm Springs.
21. **Run across the hot sand** in Death Valley.
22. **Stand on one leg** like a flamingo at the San Diego Zoo.
23. **Sit down, take a deep breath** and enjoy the sunset on a San Diego beach.

GO FARTHER

- Have students create their own travel destinations and activities based on their studies of California in the fourth grade or the United States in the fifth grade.
- Have students create activities based on your community.

ENERGIZER 6

Beach Ball Volleyball

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.20
- 5th Grade – 1.17

READY

This is a great cooperative activity that can accommodate a very large number of students and requires only balloons or beach balls for equipment.

SET

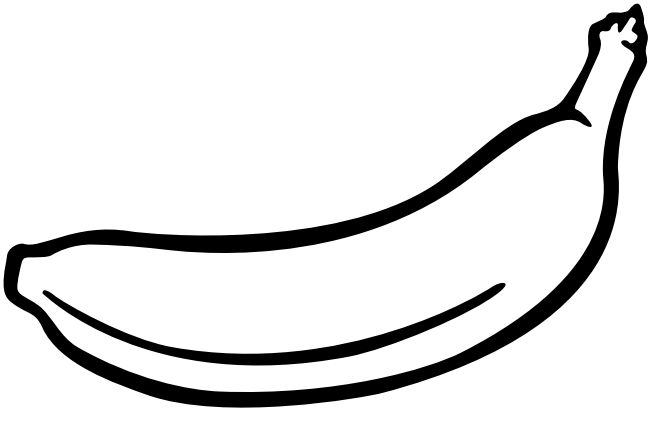
- Inflate several beach balls or balloons.
- Review proper form for a volleyball set by visiting www.bam.gov/sub_physicalactivity/activitycards_volleyball.html.

GO

1. Gather students in an open area and demonstrate the proper technique for setting a volleyball.
2. Toss a beach ball into the crowd.
3. Introduce multiple beach balls to make it more challenging.
4. Keep the beach balls off the floor by “setting” them into the air.

GO FARTHER

- Teach students another volleyball skill, the forearm pass (the “bump”), and incorporate both bumping and setting into the game.
- Incorporate nutrition education by having students call out a fruit or a vegetable as they set or bump the beach ball.
- Further challenge students by having them spell out a fruit or vegetable as they bump or set the beach ball. Students should attempt to keep the ball in motion while spelling the word. If they are successful, they can choose another fruit or vegetable and continue the activity.



ENERGIZER 7

Stop and Scribble

Links to Physical Education Model Content Standards

- 4th Grade – 3.4*, 5.5
- 5th Grade – 3.4*, 3.5*, 5.5

**Addressed with the "Go Farther" activities.*

READY

This energizer combines academics and power play into one fun activity.

SET

- Compile a variety of math problems, spelling words, etc. for use in the activity.
- Make a master copy of the answers for use at the end of the activity.

GO

1. Pair students up, giving each pair a piece of paper and a pencil.
2. Call out an activity, such as:
   - Hop in place
   - Twist
   - Jumping jacks
   - Knee lifts
   - March in place
   - Jog in place
   - Swimming motion with your arms
3. Students begin doing the activity and continue until you call out a math problem (such as 1+5, 9-3, 2 X 5, 2+4+6), spelling word, etc.

4. Students should stop the activity and work together in their pairs to come up with the correct answer. Once students write down the answer on their piece of paper, have them resume the physical activity.
5. After 10-15 seconds (or when all the students have written down their answers and have resumed the activity), call out a new physical activity and a new problem.
6. Continue until all problems are completed or until the "energizer" time has ended.
7. As students stretch to cool down and return to their seats, write the correct answers on the board, so they may check their work. Remind students that doing power play every day will help them stay energized and better prepared for learning.

GO FARTHER

- This activity can also be done using geography, science trivia, etc. Try including nutrition trivia to reinforce the *School Idea & Resource Kit* activities.
- Include strength-building physical activities, such as push-ups or curl-ups.**

***Links to P.E. Model Content Standard.*

ENERGIZER 8

Plant and Harvest

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 3.7, 5.4, 5.6
- 5th Grade – 3.7, 5.8

READY

This energizer requires students to be quick and alert.

SET

- In an open space, place single playing cards around the play space. Half of them should be placed face up, half should be placed face down.
- Have students count off by 2s. The 1s will be the Planters, the 2s will be the Harvesters.

GO

1. Explain the goal of the game to your students. If you are a Planter, you want to turn all the cards so that they are face down. If you are a Harvester, you want to turn all the cards so that they are face up. Flip the card once, then move on to the next card. Be careful not to run into each other, bump heads, or to step on each other's hands!
2. On the start cue, students start flipping over the other team's cards. After 2 minutes, give the stop cue, and see which team has more of their cards facing their direction.

GO FARTHER

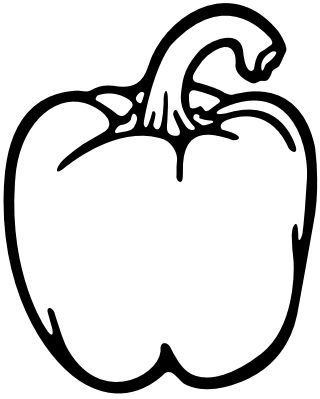
- For more intense physical activity, have students do a big reach-jump to the sky before squatting down to flip the cards.

ENERGIZER 9

As If!

Links to Physical Education Model Content Standards

- 4th Grade – 5.5
- 5th Grade – 5.7



Ready

Students use their imaginations and move their bodies to get energized.

Set

- Review the instructions and you're set!

Go

1. Have students stand up next to their desks.
2. Lead the students through the activities below, encouraging them to use their imaginations and be creative.
   - Reach up as if you're picking an apple from a tree.
   - Swim as if you're in a big bowl of vegetable soup.
   - Dance as if you're sizzling peppers and onions on the grill.
   - Sway back and forth as if you're a tall corn stalk.
   - Touch the ground as if you're pulling a carrot from the garden.
   - Move your arms as if you're a sprinkler watering the plants at a farm.
   - Bounce as if you're a hot potato.
   - Circle your arms as if you're stirring a big pitcher of juice.
   - Jump around as if you're a salad being tossed.
   - Act as if you're peeling a giant orange.

Go Farther

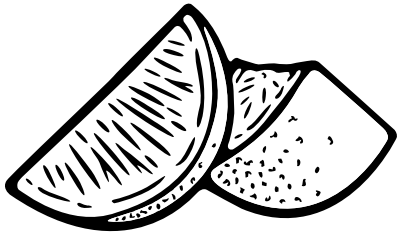
- Ask students to create their own "as if" activities.

ENERGIZER 10

"Let-us" Conga!

LINKS TO PHYSICAL EDUCATION MODEL CONTENT STANDARDS

- 4th Grade – 1.2, 1.22, 5.5
- 5th Grade – 5.7



READY

This activity gets kids moving around the classroom.

SET

- Play a conga or Caribbean style music CD to set the mood (optional).
- Explain the connection between how the students are moving and how fruits and vegetables grow:
  - Reach high in the air for fruits that grow on trees, like apples, bananas, and peaches.
  - Reach side to side for fruits and vegetables that grow on tall vines or bushes, like grapes, bell peppers, and tomatoes.
  - Squat down and reach low for fruits and vegetables that grow close to the ground, like melons, carrots, and lettuce.

GO

1. Form groups of 4-5 students and line each group up to form a mini conga line.
2. Instruct students to place both hands on the shoulder of the person in front of them, until you call out the name of a fruit or vegetable.
3. Keeping one hand on the person's shoulder, students should "pick" the fruit with the other hand, switching hands with each new fruit or vegetable.

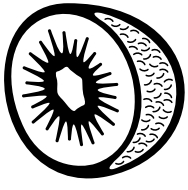
GO FARTHER

- Have the conga lines connect and "grow" after more cues.
- Allow students to take turns calling out fruit and vegetable names.

Examples of fruits/vegetables:

"HIGH" GROWING FRUITS & VEGGIES (REACH HIGH):

Apple
Apricot
Avocado
Banana
Cherry
Kiwifruit
Lemon
Mango
Orange
Papaya
Peach
Pear

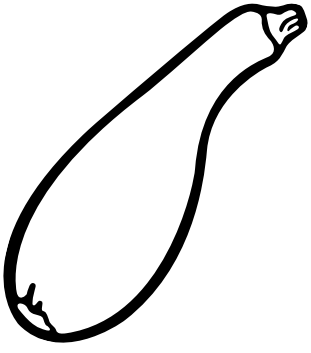


"MEDIUM" GROWING FRUITS & VEGGIES (REACH TO THE SIDE):

Bell Pepper
Blackberry
Brussels Sprout
Corn
Cranberry
Eggplant
Gooseberry
Grapes
Okra
Peas
Pineapple
Plum
Pomegranate
Tomato

"LOW" GROWING FRUITS & VEGGIES (SQUAT AND REACH LOW):

Artichoke
Asparagus
Broccoli
Cabbage
Carrots
Cauliflower
Cucumber
Green Bean
Lettuce
Melon
Mushroom
Onion
Radish
Rhubarb
Spinach
Squash
Sweet Potato
Watermelon



Harvest of the Month
Network for a Healthy California

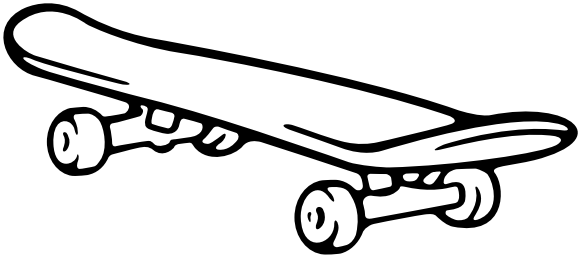
Items in bold are featured in *Harvest of the Month*.

APPENDIX

Master List of Equipment and Materials

To complete all of the activities and energizers in *Power Up for Learning,* you'll need the following materials:

- Traffic-type cones or several long pieces of yarn/rope or chalk (Activities 1, 2, 4, 5)
- Masking tape or self-adhesive labels (Activity 2)
- Pens or pencils (Activity 2)
- Flying disks (Activity 3)
- Hoops, shallow buckets, or paper grocery bags (Activities 3 & 4)
- How Much Do I Need? activity sheet from Activity 3 in the 4th or 5th Grade *School Idea & Resource Kit* (Activity 3)
- Bean bags, tennis balls, yarn balls, or scrunched up paper (Activities 3 & 4)
- *Children's Power Play! Campaign Power Up with Fruits and Vegetables* cups of fruits and vegetables poster, optional (Activity 3)
- Paper or cardstock (Activities 5 & 6)
- Felt-tip marker (Activity 5)
- Deck of playing cards (Energizer 2)
- Map of California or United States, optional (Energizer 5)
- Beach balls or balloons (Energizer 6)
- CD player and CD with Caribbean or Conga-style music, optional (Energizer 10)



Create a Healthy Classroom

Many of a child's waking hours are spent at school in the classroom. What better place to encourage children to be more physically active and to eat more healthfully! Physical activity and healthful eating help children stay energized and ready to learn. In addition to teaching your students about the importance of being physically active and eating fruits and vegetables, you can create a classroom that supports these behaviors.

Here's how to create a healthy classroom:

1. **Inspire your students with your words and actions.**
   Let your students see you participating in physical activities at school or hear you talking about physical activities you participate in outside of school. Before students head out for recess, encourage them to do something physically active.

2. **Do a scan of your classroom to be sure it supports physical activity and healthy eating.**
   Remove any posters, bulletin boards, or objects that promote unhealthy eating or sedentary behaviors (e.g., TV watching, video games). Put up posters, bulletin boards, and other images promoting physical activity and fruit and vegetable consumption (contact *NEOPB* to request *Children's Power Play! Campaign* and *Harvest of the Month* posters).

   Avoid any objects in your classroom that could be considered an advertisement, especially those that promote unhealthy products.

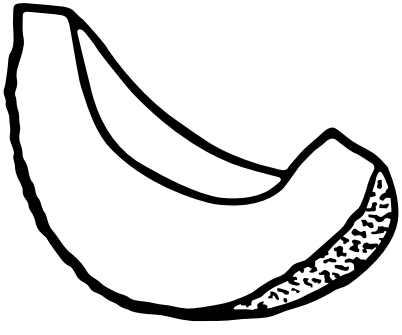
3. **Create a classroom that moves.**
   Provide opportunities for physical activity throughout the day. Movement facilitates improved attention and focused learning in the class. Use the energizers in *Power Up for Learning* between lessons or when you notice your students' energy levels dipping. Contact *NEOPB* to request an Instant Recess DVD. Join in and participate with the students. Offer physical education on a daily basis.

4. **Keep kids moving during physical education.**
   - Look for movement. If you don't see enough, change the activity. For example, do a different drill or a timed challenge, reduce group size, add more balls, widen the boundaries, etc.
   - Do not use drills or games that eliminate children and make them non-participants.
   - Be line conscious! Be aware of how long children wait for a turn at bat or a chance to run. Form smaller groups, use more equipment, add activity/drill stations, etc.

- Keep instructions short. Set aside classroom time for information that is best shared when children are sedentary. Establish the "Principle of 3s." (Three for everything! 3 seconds to hold the ball, 3 dribbles before a pass, 3 seconds to throw a ball in from out of bounds, etc.) This limits rule variations, reduces confusion, and speeds up game play.
- Provide high rates of positive feedback to those actively engaged.
- Encourage children to begin moving immediately at the start of the lesson. This is often referred to as "Instant Activity." For example, have your students pick up a jump rope, find personal space, and start their warm-up.
- Keep everyone involved. As you conduct your activity, take note of whether all children are participating equally. Ensure the activity provides the same opportunities for every child—regardless of size, gender, or ability.

5. **Use classroom rewards and discipline that support health.**
   Avoid using any kind of food as a reward, especially foods with low nutritional value. As an alternative, you may wish to provide incentives or rewards that promote physical activity. Don't withhold recess or physical education (P.E.) time as a form of discipline.

6. **Be an advocate for a healthier school environment.**
   Work with other teachers, school administrators, school staff, parents, and students to establish an advisory council that focuses on creating a healthy school nutrition and physical activity environment. Your group can use existing tools, such as the CDC's School Health Index (http://apps.nccd.cdc.gov/shi/) and the USDA's Changing the Scene (www.fns.usda.gov/tn/Healthy/changing.html) to assess the school's current environment and work toward healthy changes. Or, find out how to become involved with your school district's Local Wellness Policy implementation. To learn more about Local Wellness Policies, visit the California Department of Education Web site at www.cde.ca.gov/ls/nu/he/wellness.asp or the California Healthy Kids Resource Center Web site at www.californiahealthykids.org.



Tips to Help Your Students Power Up for Learning

Ensuring a safe and efficient lesson

- Dress for movement by wearing comfortable, safe, athletic shoes and unrestrictive clothing.
- Be safety conscious! Examine the instructional area and equipment to ensure that safe conditions exist.
- Establish a system of helpers to set up and put away equipment.
- When providing instructions, speak slowly and clearly while facing the class, and face the sun when giving instructions outside.
- Begin class with a brief warm up, either before the activity begins or by starting the activity with walking or stretching. Then transition to other locomotor skills (for ideas, see Energizer 1: Wake Up, Warm Up, Power Up).
- Demonstrate enthusiasm for physical activity and healthy eating.
- Provide high rates of instructional and motivational feedback. Ensure positive student interactions outnumber corrective ones.
- Be activity conscious! Avoid lengthy explanations, drills, and games that don't encourage movement.
- Teach children to respond quickly and consistently to start and stop signals. Use music whenever appropriate (e.g., music starts, children move/practice; music stops, children stop). Other sound producing objects (e.g., tambourine, chimes) and visual signals (e.g., hand, number of fingers) may be used. Whistles are discouraged and should only be used when necessary to hear over competing loud noises or when children are spread over a large area and no other audible signal could be heard.
- Use the fewest words possible to get your class moving. The object of the game is _____; you do that by _____; ready, go!"
- Use the 80/20 rule. After instruction, assume 80% of your students "get it." Instead of using valuable time to answer student questions, get started. During the activity, move around the group, providing more information for those who need it.

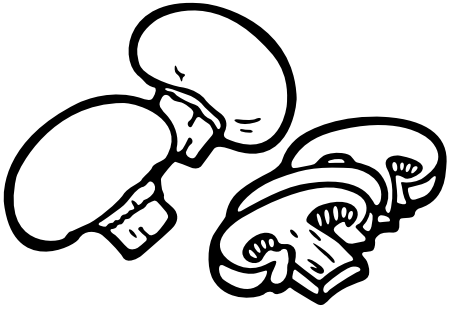
Organizing students into groups

- When possible, use pre-existing groups to reduce inactive time and provide for a smooth transition.
- If pre-existing groups don't exist, create your own. Do not let students choose teams. This takes time and may cause other problems. In order to organize groups quickly, try using the following methods:
  - Number or letter individuals (count off A, B, A, B or 1, 2, 1, 2). All children with the same letter or number are in the same group.
  - Hand out cards that have characteristics to identify different groups.
  - Use specific characteristics to determine groups, such as birthdays, first letter of name, or clothing colors.
  - Play formation games such as Mix and Match, described here:
    Have students stand within boundaries (classroom, coned-off area outside, gym)
    When music starts or you say "GO," have students walk within the boundaries without touching anyone.
    When the music stops or you say "STOP," have students pair up back-to-back with someone.
    Prompt students to pair up quickly. If they can't find a partner, tell them to come to you.

Continue doing this a few times. You can have students pair up elbow-to-elbow, foot-to-foot, etc. to mix it up.

You can also change the locomotor skill they use when the music starts. For instance, prompt students to side slide, gallop, skip, hop, etc. Also, you can mix up the direction or speed such as low to the ground, fast, slow, or curvy pattern.

Variation: Instead of just using this for pairing students up, you can also use this activity to get students into groups of any size. When you stop the music or blow the whistle two times, call out "groups of 5, groups of 3," etc.



The Basics of Nutrition and Physical Activity

You don't need to be an expert to convey the importance of being physically active and eating healthfully to your students! Here are a few basics that will give you a general understanding of these concepts as they relate to both adults and children. This overview will help you to be more comfortable conducting physical activity and nutrition education lessons. To learn more about the 2010 *Dietary Guidelines for Americans* and find ways to make healthy physical activity and food choices, go to www.health.gov/dietaryguidelines and www.choosemyplate.gov.

Regular physical activity is important for your overall health and fitness, and helps you manage your body weight. Here are a few physical activity recommendations that pave the way to a healthier you:

- Do a minimum of 150 minutes of moderate-intensity aerobic activity a week.
- Also do muscle strengthening activities on two or more days a week.
- Increasing the intensity or the amount of time that you are physically active can have even greater health benefits and may be needed to manage body weight.
- Children and teenagers should be physically active for at least 60 minutes every day.

The physical activity and food choices you make every day affect your health—how you feel today, tomorrow, and in the future. The science-based 2010 *Dietary Guidelines for Americans* highlight how to make smart choices from every food group, get the most nutrition out of your calories, and find your balance between food and physical activity. The best way to give your body the balanced nutrition it needs is by eating a variety of nutrient-packed foods every day and staying within your daily calorie needs. A healthy eating plan is one that:

- Emphasizes fruits, vegetables, whole grains, and fat free or lowfat milk and milk products.
- Includes lean meats, poultry, fish, beans, eggs, and nuts.
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.

Regular physical activity and a healthy, balanced diet with plenty of fruits and vegetables are major investments in your life. In fact, physical activity and healthy eating reduces your risk of many serious health problems like obesity, type 2 diabetes, osteoporosis, heart disease, hypertension, and certain types of cancer, and increase your chances for a longer life.

The Importance of Physical Activity

Physical activity helps you feel good, be more productive, and sleep better. Physical activity is also good for your health. It helps you achieve and maintain fitness and lowers your chronic disease risk. Children and adolescents benefit from activity, too. It is recommended that they get at least 60 minutes of moderate to vigorous physical activity every day.

Regular physical activity in childhood and adolescence builds strength and endurance, helps build healthy bones and muscles, helps manage weight, reduces anxiety and depression, and improves blood pressure and cholesterol levels. Positive experiences with physical activity at a young age help lay the foundation for being regularly active throughout life.

The Importance of Fruits and Vegetables

Fruits and vegetables give you many of the nutrients that you need for good health: vitamins, minerals, dietary fiber, water, and phytochemicals. Some are sources of vitamin A, while others are rich in vitamin C, folate, or potassium. Almost all fruits and vegetables are naturally low in fat and calories, and none have cholesterol, making them a sensible part of your daily meals and snacks.

For children, fruits and vegetables are sources of nutrients that are essential for growth and development, such as vitamin A, vitamin C, folate, and dietary fiber. By establishing the habit of eating fruits and vegetables early in life, children can get a head start in reducing their future risk of serious health problems like obesity, type 2 diabetes, heart disease, stroke, and certain types of cancer.

Consider These Facts

Children are not engaging in enough physical activity or eating enough fruits and vegetables.

- Less than half (49.6 percent) of California's 9- to 11-year-old children meet the daily physical activity guideline (60 minutes or more of moderate and vigorous physical activity).[1]
- Fewer than one in three (26.6 percent) of California fifth graders achieved the Healthy Fitness Zone in all six areas measured by the 2013-2014 California Physical Fitness Test.[2]
- In California, 9- to 11-year-old children eat an average of 3.4 servings or 2.5 cups of fruits and vegetables on a typical school day, significantly below recommended consumption levels (3-5 cups of fruits and vegetables).[3]

[1] California Department of Public Health. (2014). California Children's Healthy Eating and Exercise Practices Survey: 2013 Data Tables (Table 73). Retrieved June 3, 2015 from http://www.cdph.ca.gov/programs/cpns/Documents/PACalCHEEPS_13.pdf

[2] California Department of Education. (2014). 2013-2014 California Physical Fitness Report. Retrieved June 3, 2015 from http://dq.cde.ca.gov/dataquest/PhysFitness/PFTDN/MeetingHFZ2011.aspx?r=0&t=4&y=2013-14&c=00000000000000&n=0000

[3] California Department of Public Health. (2014). California Children's Healthy Eating and Exercise Practices Survey: 2013 Data Tables (Table 1). Retrieved June 3, 2015 from http://www.cdph.ca.gov/programs/cpns/Documents/FruitsVegetablesCalCHEEPS_13MS.pdf

Adapted from: "Finding Your Way to a Healthier You: Based on the *Dietary Guidelines for Americans*", U.S. Department of Health and Human Services, U.S. Department of Agriculture; available at www.health.gov/dietaryguidelines and and *2008 Physical Activity Guidelines for Americans*, U.S. Department of Health and Human Services; available at www.health.gov/paguidelines.

Low levels of physical activity and poor nutrition have significant consequences among children.

- Children engaged in daily physical education show a more positive attitude toward school as compared to their counterparts who do not.[4]
- Inadequate nutrition and poor diet are major causes of impaired cognitive development, are associated with poor educational performance among low-income children, and also contribute to obesity, anemia, and susceptibility to lead poisoning.[5]
- In the decade from 1999 to 2009, obesity among California's 9- to 11-year-old children increased by 21%. By 2009, 37.5 percent of children were overweight or obese.[6]
- Obesity increases the risk of high blood cholesterol, high blood pressure, asthma, and type 2 diabetes while still in childhood.[7]

Establishing healthy activity and eating habits in childhood can help prevent problems in adulthood.

- Physical activity tends to decline with age, with the steepest decline between the ages of 13 and 18.[8]
- About half of overweight children or teens will be obese in adulthood.[9,10]

[4] Center on Hunger, Poverty and Nutrition Policy. (1998). *Statement on the link between nutrition and cognitive development in children 1998* (4th edition). Medford, Mass: Tufts University, School of Nutrition.

[5] Pollatschek J.L. & O'Hagen F.J. (1989, September). An investigation of the psycho-physical influences of a quality daily physical education programme. *Health Education Research,* 4, 341-350.

[6] California Department of Public Health. (2014). California Children's Healthy Eating and Exercise Practices Survey: 2009 Data Tables (Table 66b and 66c). Retrieved June 3, 2015 from http://www.cdph.ca.gov/programs/cpns/Documents/TrendTables-PowerPlayCampaign-1-6-12.pdf

[7] U.S. Department of Health and Human Services (2001). *The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity.* Rockville, MD: U.S. Department of Health and Human Services, Public Health Service, Office of the Surgeon General.

[8] Sallis JF. Age-related decline in physical activity: a synthesis of human and animal studies. Med Sci Sports Exerc, 2000 Sep; 32 (9): 1598-600.

[9] Whitaker, R.C., Wright, J.A., Pepe, M.S., Seidel, K.D., & Dietz, W.H. (1997). Predicting obesity in young adulthood from childhood and parental obesity. *The New England Journal of Medicine,* 337, 869-873.

[10] Dietz, W.H. (1998). Childhood weight affects adult morbidity and mortality. The Journal of Nutrition, 128, 411S-414S.

Exercise How-To's

These descriptions will tell you how to maintain proper form for a variety of the exercises and stretches recommended in *Power Up for Learning*. Photographs demonstrating most of these activities and more can be found on the American Council on Exercise's Web site at www.acefitness.org/exerciselibrary/default.aspx.

Abdominal Curl

Lie on your back with both knees bent and your feet flat on the floor. Cross your arms over your chest or place them, unclasped, behind the head with elbows out to the side. Keep a neutral position in the back and neck. Next, tighten the stomach muscles and exhale while lifting your head, shoulders and upper back off the floor toward your knees. Pause at the top and slowly return to the starting position.

Bicep Curl

To strengthen your right biceps muscle, hold a book in your right hand keeping your elbow touching your torso. As you exhale, think about squeezing your biceps muscle as you bend your elbow. Tighten the biceps muscle and move the book toward your right shoulder. Try this for 10 repetitions (times) before switching to the other arm.

Hamstring Stretch*

Stand up straight, with your right foot slightly behind hips. Slowly bend the rear leg as if sitting backwards. Keep the front leg straight with a very slight bend at the knee. Place hands on right thigh. Push buttocks backwards, slowly, until you a feel a slight tension in your hamstring. Keep your neck in line with your spine. Never place your hands on the front leg. Make sure your feet are correctly positioned for balance before stretching.

*Stay Active and Be Fit! — A Guide to Fitness and Activity Fundamentals. President's Council on Physical Fitness and Sports, U.S. Department of Health and Human Services. www.presidentschallenge.org/pdf/adultgetfit.pdf.

Reprinted with permission from the American Council of Exercise. www.acefitness.org.

Heel Raise

Start with feet shoulder-width apart, knees slightly bent, and engage the abdominals to help support the lower back. Plantarflex up on the toes. Pause, then slowly lower to the starting position.

Lunge

Stand at the side of your desk in a split stance (one foot in front of the other). While keeping good posture (head upright, shoulders down and back, abdominals tight), bend the knees while keeping the front knee in line with the front ankle region to complete a single leg lunge. Pause briefly at the bottom of the lunge. Squeeze the hips, thighs, and "seat" muscles as you return to your starting position.

Overhead Book Press

Use two books (similar in weight) to complete this exercise. Hold books in hands at shoulder level. Press books up and overhead while exhaling. Stop and pause at the top before returning to starting position.

Push-Up

Begin by lying on the floor on your stomach with hands slightly wider than shoulder-width apart. Place toes or knees onto floor, depending on the level of resistance needed. Keep the back straight and torso supported by engaging the abdominals throughout the exercise. Press the body up to the point just prior to locked elbows. Pause, then lower until elbows are at approximately a 90-degree angle.

Variations: Wall push-up or desk push-up (see below)

Desk Push-Up

Face the desk, hands grasping the edge of the desk. Place feet approximately one to two feet away from desk. Lower the body until the chest touches the desk. Hold abdominals tight to support the core (abdominals, hip, back) of the body. Avoid arching the back or sticking the hips out. Exhale as you contract your upper-arm muscles and extend (straighten) the elbows.

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Quadricep Stretch*

Stand with feet together, bend your left knee and with your left hand lift the left foot towards your buttocks. Bend slightly on the supporting leg. Keep the knees close together. Tilt the pelvis forward and keep the back straight. Always keep the support leg bent. Use a wall or other object for balance. Keep your back straight and stomach tight.

Squat

Stand to the side of the desk with one hand holding onto the desk. Imagine you're going to sit down on an imaginary chair. Keeping the chest lifted, lower the hips down toward the floor as if your bottom is going to touch the seat of a chair. Keep the abdominals and back muscles contracted and the knees over the ankle region. You should be able to gently tap your toes (to show the weight of the body is not too far forward). Squat down and try to get your thighs as close to parallel to the floor as you can. At NO time should a student work in a painful zone. Always encourage comfortable, yet challenging, intensities of exercise.

*Stay Active and Be Fit! — A Guide to Fitness and Activity Fundamentals. President's Council on Physical Fitness and Sports, U.S. Department of Health and Human Services. www.presidentschallenge.org/pdf/adultgetfit.pdf.

Static Seated Twist

Sit in your chair with both feet flat on the floor. Sit up tall, so your head is over your shoulders; shoulders over your hips. Without moving your hips off your seat, take a deep breath in. While exhaling, slowly twist to the right, looking over your right shoulder, attempting to reach your left hand to the back of your chair. Hold for 30 seconds and breathe comfortably, keeping both hips on your seat. Repeat to the other side. Attempt three stretches to each side.

Static Standing Calf Stretch

Stand facing your desk with your right foot in front of your left foot. Lean forward while placing your hands on your desk. Keep your head upright and imagine one long line from your head to your bottom, while keeping your left heel on the floor. Both feet should be facing forward, front knee slightly bent; rear knee straight, but not locked. Take a deep breath in and then exhale slowly. Hold the stretch for 30 seconds without bouncing or bobbing. Repeat with other foot in front. Attempt 3 stretches per side.

Yoga "Tree" Pose

Place the sole of your right foot on the inside of the upper left thigh. Open your right knee to the right. Keep your hips square and contract the thigh muscles of the standing leg. Bring your palms together at your heart center.

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Links to Physical Education Model Content Standards for 4th & 5th Grades

Standard 1.0
Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2.0
Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 3.0
Students assess and maintain a level of physical fitness to improve health and performance.

Standard 4.0
Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Standard 5.0
Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

ACTIVITY (A)	4TH GRADE	5TH GRADE
A1. The Great Garden Face-Off	1.3 4.4, 4.8 5.5, 5.6	4.1, 4.11 5.7
A2. Fruit and Vegetable Code Breakers	3.4* 5.5	1.3 3.5*
A3. Flying Fruits and Veggies!	1.1, 1.8 4.4 5.3 5.5	1.1, 1.5 3.2
A4. Harvest Hoop-la	1.2 3.1, 3.7* 4.4 5.4, 5.6	1.3 3.1, 3.2 3.6 4.1*, 4.5 5.5, 5.7
A5. More or Less?	1.2 4.5* 5.3, 5.4, 5.5	1.3 4.2* 5.4, 5.6, 5.7
A6. High 5 Memory Challenge	4.3* 5.1* 5.3	4.3* 5.1* 5.5 5.6

ENERGIZER (E)	4TH GRADE	5TH GRADE
E1. Wake Up, Warm Up, Power Up!	1.22 3.1, 3.4, 3.6 4.1, 4.7	1.18 3.6, 4.14, 4.5
E2. Hit the Deck!	3.4*	3.4*, 3.5*
E3. Pass, Count, Go	1.6	1.14*, 1.16*
E4. The 12 Days of Fitness	1.1, 1.22	1.1, 1.22*
E5. California Dreamin'	5.5, 5.6	5.7, 5.8
E6. Beach Ball Bump	1.20	1.17
E7. Stop and Scribble	3.4* 5.5	3.4*, 3.5* 5.5
E8. Face-Up, Face-Down	3.7 5.4, 5.6	3.7 5.8
E9. As If!	5.5	5.7
E10. "Let-us" Conga!	1.2, 1.22 5.5	5.6, 5.7

**Standard is supported in the "Go Farther" section of the activity.*

The Physical Education Model Content Standards are available on the California Department of Education's Web site at www.cde.ca.gov/be/st/ss/index.asp.

Children's Power Play! Campaign

Eat Healthy. Be Active. Have Fun!

CDPH California Department of PublicHealth

CHAMPIONS for CHANGE

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