

Children's Power Play! Campaign

Community Youth Organization Idea & Resource Kit

For Youth Leaders Working with
Elementary-Age Children



The *Network for a Healthy California—Children's Power Play! Campaign* is led by the California Department of Public Health in cooperation with the National Fruit and Vegetable Alliance.

The *Network for a Healthy California—Children's Power Play! Campaign* partners with the California Department of Education, the California Department of Food and Agriculture, the American Cancer Society, and other agencies concerned with children's health.

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 denotes a physically active game or activity

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INTRODUCTION

About the *Children’s Power Play! Campaign*

The *Network for a Healthy California—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 *Network for a Healthy California* 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’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. These activities are implemented through the 11 *Regional Networks for a Healthy California (Regional Networks)*. The *Regional Networks* offer free training, support, and materials to eligible local organizations and help bring together agencies and resources within the region. Find your *Regional Network* by visiting www.networkforahealthycalifornia.net/rn. Organizations based outside California and those that do not serve children from low-income families can download the *Idea & Resource Kits* by visiting www.networkforahealthycalifornia.net/powerplay. A variety of materials are also available to order at-cost from the *Network for a Healthy California’s* online catalog at www.championsforchangematerials.net.

Overview of the *Community Youth Organization Idea & Resource Kit*

You’ve probably noticed that kids today are more likely to be overweight, eat unhealthy foods, and be inactive. You can help change that! The *Community Youth Organization Idea & Resource Kit (Kit)* helps you become a Champion for Change in your youth organization. Using the *Kit*, you can make a positive impact on children’s health, whether you’re in an afterschool program, summer program, club, faith-based youth program, or other organization that brings children together outside school hours.

The *Kit* features 20 activities focused on fruits, vegetables, and physical activity. The *Kit* may be used with elementary-age children and includes both classroom-style lessons and physically active games. The activities align with the California Health Education Content Standards for California Schools (see page 3) and the California Department of Education’s Nutrition Competencies for California’s Children. Other materials available to community youth organizations include the *Children’s Power Play! Campaign* parent brochure, the *Kids...Get Cookin’!* cookbook, posters, *Harvest of the Month*, and more.

You do not need to be a nutrition expert to use the *Kit*. Simply review the background information and, if necessary, take advantage of the additional resources referred to in the Appendix. Before you begin using the *Kit’s* activities, take a look at the tips in Create a Healthy Youth Organization on page 6 to learn how you can support the health of your participants through your words and actions.

USING THE KIT

The *Community Youth Organization Idea & Resource Kit (Kit)* activities are in an easy-to-follow format. The first activities focus on introducing children to fruits, vegetables, and physical activity. As you progress through the *Kit*, the activities build upon one another to improve children's knowledge and skills and help them think about how they can eat more fruits and vegetables and be more physically active. The activities in the *Kit* include both classroom-style lessons and physically-active games that reinforce those lessons.

Each activity in the *Kit* 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 complete the activity with the children
- **Materials**—a list of the materials required to complete the activity
- **READY**—a brief overview of the activity
- **SET**—what you need to do before conducting the activity with the children
- **GO**—easy-to-follow directions for conducting the activity (physically active games include 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
- **BRING IT HOME**—possibilities for expanding the activity into the home and community

NOTE:

All activities were designed for use with children of mixed ages, from 5-11 years old, with older children helping younger children when necessary. Some activities include modified directions for those who work with younger children, ages 5-8 years old. See **Modifications for Younger Children** in the GO section of select activities.

Are you...

READY to help the children you serve become healthier and more energized?

SET for added fun and learning in your program?

Then...

GO for it!

LINKS TO CALIFORNIA HEALTH EDUCATION CONTENT STANDARDS

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

ACTIVITY	4 TH GRADE CONTENT STANDARDS	5 TH GRADE CONTENT STANDARDS
1. Power Bingo	Nutrition and Physical Activity 1.0, 1.2	Nutrition and Physical Activity 1.0, 1.1, 5.0, 5.3
2. How Much Do I Need?	Nutrition and Physical Activity 1.0, 1.1, 1.2, 1.3, 1.7, 1.8, **6.1, **6.2	Nutrition and Physical Activity 1.0, 1.1, 1.3, 1.9, 3.0, 3.1, 5.0, 5.3
3. Warm Up for Power 	Nutrition and Physical Activity 7.0, 7.4, ***8.1	
4. Power Tag 		
5. Memory Ball 		
6. Fruit and Vegetable Name Game	Nutrition and Physical Activity 1.0, 1.2, 6.0, 6.1, ***4.1	Nutrition and Physical Activity 1.0, 1.1
7. Rainbow Mysteries	Nutrition and Physical Activity 1.0, 1.1, 7.0, 7.1, **6.1	
8. Grab the Flag 		
9. Color Tag 		
10. Memory Movement 		
11. Fixin' Fruits & Veggies	Nutrition and Physical Activity 1.0, 1.1, 4.0, 4.1, 5.0, 5.1, 7.0, 7.1, 7.2, **7.3, **8.1	Nutrition and Physical Activity 1.0, 1.6, 5.0, 5.1, 7.0, 7.1, 7.0, **8.1
12. Grow Your Own	Nutrition and Physical Activity 7.0, 7.1	
13. Taste It!	Nutrition and Physical Activity 1.0, 1.4, 7.0, 7.1, 7.2	Nutrition and Physical Activity 1.0, 1.5, 7.0, 7.2
14. Advertising Power	Nutrition and Physical Activity 1.0, 1.2, 2.0, 2.1, 2.2, 2.3, 8.0, 8.1	Nutrition and Physical Activity 1.0, 1.1, 2.0, 2.1, 2.3, 4.0, 4.1, **8.1
15. Movin' and Groovin' 	Nutrition and Physical Activity **8.1	Nutrition and Physical Activity **8.1
16. Powerful Art	Nutrition and Physical Activity 1.0, 1.2, 1.3, **8.1	Nutrition and Physical Activity 1.0, 1.2, 1.9, **8.1
17. Field Trip Power	Nutrition and Physical Activity 1.0, 1.3, 1.4, 1.6, 7.0, 7.1, **2.3, **4.1	Nutrition and Physical Activity 1.0, 1.5, 7.0, 7.1, 7.2, 7.3, **2.1, **4.1
18. Power Up Challenge	Nutrition and Physical Activity 1.0, 1.1, 1.2, 1.3, 1.7, 1.8, 5.0, 5.1, 5.2, 6.0, 6.1, 6.2, 7.0, 7.1, 7.2, 7.3, 7.4, ***8.1	Nutrition and Physical Activity 1.0, 1.1, 1.8, 1.9, 5.0, 5.1, 5.2, 5.3, 7.0, 7.3, 7.4, **6.1, **6.2
19. Hoop Challenge 		
20. Fitness Circuit Challenge 	Nutrition and Physical Activity ***8.1	Nutrition and Physical Activity ***6.2

**Addressed with Go Farther ideas

***Addressed with Bring It Home ideas

 denotes a physically active game or activity

BACKGROUND

The Basics of Nutrition and Physical Activity

You don't need to be an expert to convey the importance of eating healthfully and being physically active to your participants! 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 nutrition education and physical activity lessons. To learn more about the 2005 *Dietary Guidelines for Americans* and find ways to make healthy food and physical activity choices, go to www.health.gov/dietaryguidelines and www.mypyramid.gov.

The food and physical activity choices you make every day affect your health—how you feel today, tomorrow, and in the future. The science-based 2005 *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 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.

A healthy, balanced diet that includes plenty of fruits and vegetables and regular physical activity are major investments in your life. In fact, healthy eating and physical activity may reduce 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 Fruits and Vegetables

Fruits and vegetables give you many of the nutrients that you need for good health: vitamins, minerals, dietary fiber, water, and healthy 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, especially obesity, type 2 diabetes, heart disease, stroke, and certain types of cancer.

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.

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 *2008 Physical Activity Guidelines for Americans*, U.S. Department of Health and Human Services; available at www.health.gov/paguidelines.

Consider These Facts

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

- In California, 9- to 11-year-old children eat an average of 3.0 servings or 2.2 cups of fruits and vegetables on a typical school day, significantly below recommended consumption levels (3-5 cups of fruits and vegetables).¹
- More than half (55 percent) of California's 9- to 11-year-old children fail to meet the daily physical activity guideline (60 minutes or more of moderate and vigorous physical activity).²
- Fewer than one in three (28.5 percent) California fifth graders achieved the Healthy Fitness Zone in all six areas measured by the 2007-2008 California Physical Fitness Test.³

Poor nutrition and low levels of physical activity have significant consequences among children.

- 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.⁴

- Children engaged in daily physical education show a more positive attitude toward school as compared to their counterparts who do not.⁵
- Obesity rates have doubled for children and tripled among adolescents over the last two decades and continue to rise.⁶ In California, the rise in overweight among 9- to 11-year-old children parallels the national trend, increasing from 15 percent in 1999 to 22 percent in 2005.^{7,8}
- Obesity increases the risk of high blood cholesterol, high blood pressure, asthma, and type 2 diabetes while still in childhood.⁹

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

- About half of overweight children or teens will be obese in adulthood.^{10,11}
- Physical activity tends to decline with age, with the steepest decline between the ages of 13 and 18.¹²

¹ California Department of Public Health. (2007). *California Children's Healthy Eating and Exercise Practices Survey: 2005 Data Tables* (Table 2 & 2a). Retrieved February 6, 2009 from <http://www.cdph.ca.gov/programs/cpns/Pages/2005CalCHEEPSDataTables.aspx>

² California Department of Public Health. (2007). *California Children's Healthy Eating and Exercise Practices Survey: 2005 Data Tables* (Table 54). Retrieved February 6, 2009 from <http://www.cdph.ca.gov/programs/cpns/Pages/2005CalCHEEPSDataTables.aspx>

³ California Department of Education. (2009). 2007-2008 California Physical Fitness Report. Retrieved August 26, 2009 from <http://www.cde.ca.gov/ta/tg/pf/pftresults.asp>

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 National Center for Health Statistics. *Health, United States, 2006: With chartbook on trends in the health of Americans*. (Table 74). Hyattsville, MD: 2006.

⁷ Keihner A, Foerster S, Sugerman S, Oppen M, Hudes M. *A Special Report on Policy Implications from the 1999 California Children's Healthy Eating and Exercise Practices Survey*. Sacramento, CA. Available at <http://www.cdph.ca.gov/programs/cpns/documents/cpns-reu-policyreport72502.pdf>: The California Endowment; 2002.

⁸ California Department of Public Health. (2007). *California Children's Healthy Eating and Exercise Practices Survey: 2005 Data Tables* (Table 66). Retrieved February 6, 2009 from <http://www.cdph.ca.gov/programs/cpns/Pages/2005CalCHEEPSDataTables.aspx>

⁹ 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.

¹⁰ 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.

¹¹ Dietz, W.H. (1998). Childhood weight affects adult morbidity and mortality. *The Journal of Nutrition*, 128, 411S-414S.

¹² 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.

CREATE A HEALTHY YOUTH ORGANIZATION

Healthful eating and physical activity can improve children's overall health, as well as their energy levels, self-esteem, and behavior. In addition to using this *Kit* to teach children about the importance of eating fruits and vegetables and being physically active, you can create a youth organization that supports these behaviors and helps children put their newfound knowledge into practice.

Here's how to maintain a healthy youth organization:

- **Inspire children with your words and actions.** Let children see your staff enjoying fruits and vegetables. Encourage staff to bring healthy fruits and vegetables for meals and snacks. Also, let the children see your staff participate in physical activities at the youth organization and encourage them to talk about physical activities they participate in outside of the youth organization. Encourage children to do something physically active during their outdoor time.
- **Create a healthy snack and celebration policy.** Create a healthy snack and celebration policy with the children. Be sure to provide a copy of the policy to your participants to take home to their parents.
- **Use 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 physical activity as a form of discipline.
- **Create a youth organization that moves.** Provide opportunities for physical activity throughout the day. Movement facilitates improved attention and focused learning, so that children are better behaved during other activities. Take activity breaks during sedentary activities and have children lead the break with stretches, or play a popular dance song and let the children dance. Encourage staff to join in and participate with them. Offer many opportunities for active play during the day.
- **Do a scan of your environment to be sure it supports healthy eating and physical activity.** 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 fruit and vegetable consumption and physical activity. Avoid any objects in your environment that could be considered an advertisement, especially those that promote unhealthy products.
- **Reconsider the food that is available at your site.** If you have food and/or beverage vending machines, be sure that *at least* half of the products are healthy (e.g., water, 100% juices, dried fruit, lowfat snacks, etc.) and be sure that the items are offered in reasonable serving sizes. Make sure that healthy food and beverages are as affordable as less healthy ones and consider making the machines available only at certain times of day. For more ideas about healthy vending machines, see the Appendix. If you serve meals and snacks, add fruits and vegetables to your menu and limit less healthy offerings. Consider participating in the USDA meal and snack programs to help you afford healthy offerings (visit www.fns.usda.gov/fns/ for more information). For healthy meal and snack ideas, visit www.nal.usda.gov/childcare/recipes.