Let's Move VB! After School Nutrition and Activity program
Training Toolkit

The Let's Move VB! After School Nutrition and Activity program is a collaborative between the Virginia Beach Department of Public Health, the Virginia Beach Department of Park’s and Recreation and Old Dominion University’s Center for Global Health.

This program is an initiative of the Virginia Beach Mayor’s Action Challenge Committee for a Healthy Lifestyle and Environment.

Virginia Beach Mayor’s Action Challenge for a Healthy Lifestyle and Environment partners include Farm Fresh Food and Pharmacy, Old Dominion University, Square One, Virginia Beach Convention Center, Virginia Beach Department of Agriculture, Virginia Beach Department of Human Services, Virginia Beach Department of Parks and Recreation, Virginia Beach Department of Public Health, and Virginia Beach City Public Schools.
Let’s Move VB! After School Nutrition and Activity Program

Background
Let’s Move VB! is an initiative of the Virginia Beach Mayor’s Challenge Committee for a Healthy Lifestyle and Environment. The Let’s Move VB! program was developed to prevent childhood obesity by encouraging healthy eating and activity behaviors in children ages 5 to 11 enrolled in the after school program at Virginia Beach elementary schools. The Center for Global Health at Old Dominion University partnered with the city during the 2014-2015 academic school year to conduct an eight school pilot test of the Let’s Move VB! program. The pilot evaluated the health education concepts of Let’s Move VB!, collected data on its effectiveness in changing the eating and activity behaviors of the children.

Program Goal
To promote healthy eating and physical activity habits in elementary school children to prevent obesity and future chronic disease.

Program Description
The Let's Move VB! program consists of four sessions, with each one-hour lesson incorporating an interactive lecture with visual aids (approximately 20 minutes), a relay race (approximately 15 minutes) and some form of physical activity (approximately 15 minutes). The first 3 lessons also include a relay race to provide active reinforcement of the lecture concepts and PA. Children receive a take home item every week to reinforce the lesson concepts (e.g., a water bottle). Letters to parents are sent home as well outlining the learning points from each lesson and 10 tips to facilitate the desired behavior change.

Let’s Move VB! encourages each child (and his or her family) to reduce sugared beverage consumption, eat foods from the five food groups endorsed by the U.S. Department of Agriculture (ChooseMyPlate.gov), eat the appropriate portion size of each food group, and get 60 minutes of physical activity every day. The lessons are based on the Information, Motivation, and Behavior Skills Model of health behavior change1. In brief, the model assumes that people who have the necessary information to act, have been motivated to do so, and feel confident about their ability to perform the necessary behaviors for change will see a positive difference in the desired health behavior. Figure 1 shows how Let’s Move VB! uses the behavior model as the foundation for its lessons.

How to Use the Let’s Move VB! Training Kit
The Let’s Move VB! Training Kit has four modules, one for each lesson. Each module has a cover sheet listing the targeted health behavior and activities that support the Information, Motivation, and Behavior Skills Model, interactive lesson materials, visual aids, list of supplies, resources for take home items, and a sample letter for parents. The materials in the kit were used in the Let’s Move VB! pilot or developed based on lessons learned from the pilot schools. The material in the modules may be modified to fit a specific learning environment, however, the components of the Information, Motivation and Behavior Skills Model should be used as a guide for any modifications.

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Let’s Move VB! Training Kit Module 1

Let’s Move VB! After School Nutrition and Activity Program
Lesson 1: Rethink Your Drink...WATER you waiting for?!!

Health Behavior Change
Reduce sugared beverage consumption.

Health Behavior Information
• Knowledge that drinks such as soda, juices, and flavored fruit drinks and other beverages such as energy drinks, sports drinks and other similar drinks can include a large amount of sugar.

Health Behavior Motivation
• Too much sugar can have ill-effects for the body including:
  • Dental caries
  • Weight gain from empty calories
  • Sluggishness following energy surge from sugar
• Water has health benefits including:
  • Helps cleanse your body, keeps bodily functions moving which can help to keep you from getting sick
  • Replenishes fluids lost to perspiration and elimination
  • Brain Power!
  • Gives you increased energy and make you feel better!

Health Behavior Skills
• Simple steps to reduce sugared beverage consumption such as:
  • Drink more water every day
  • To switch from juice to water, try mixing ½ juice with water and then slowly increase the amount of water and decrease the amount of juice
  • Use the same technique to switch from flavored milk to plain nonfat/low-fat milk
  • Making fruit infused water. It’s easy, tasty and fun to make!
  • Get a cool bottle to use just for your water!
• Reinforce concept of amount of sugar in some beverages through relay race

Methods and Materials
The supporting visual aids for the lesson are containers for various beverages that have been filled with the amount of teaspoons of sugar in each drink. The children are asked to guess how much sugar is in the bottle and the bottles are passed around allowing for visual and tactile learning. For the relay race that supports Lesson 1, children pick a card with a picture of a beverage that also has the amount sugar it contains listed by number of sugar cubes. The child then scoops that number of cubes from a bowl and runs to the other side of the gym to dump the cubes into a bowl. When each team finishes the relay race, the children are asked to put their hands in the air and shout, “drink water!” Ten minutes of dancing or other physical activity and 5 minutes of cool down follow the relay race during which time the lesson points are repeated. The suggested take home item for Lesson 1 is a plastic water bottle to encourage the children to choose water and use their take home gift to facilitate that choice.
## Lesson Resources:

- [http://www.superkidsnutrition.com/nutrition-articles/nutrition_answers/nutrition_weight/nw_whatisacalorie/](http://www.superkidsnutrition.com/nutrition-articles/nutrition_answers/nutrition_weight/nw_whatisacalorie/)
- [http://www.letsmove.gov/drink-lots-water](http://www.letsmove.gov/drink-lots-water)
- [https://edis.ifas.ufl.edu/fy1358](https://edis.ifas.ufl.edu/fy1358)
- [http://life.familyeducation.com/nutritional-information/obesity/64270.html#ixzz2IuP7dSxn](http://life.familyeducation.com/nutritional-information/obesity/64270.html#ixzz2IuP7dSxn)
- [http://kidshealth.org/kid/stay_healthy/food/water.html](http://kidshealth.org/kid/stay_healthy/food/water.html)

## Supplies Needed (For up to 50 children)

- **For Lesson**
  - 1 Box of various empty bottles filled with corresponding amounts of sugar in the bottle (E.g., there are 4 grams in 1 tsp. of sugar. A regular can of Coke has 44 grams of sugar, which equals 11 tsps. of sugar.)
- **For Relay Race (If up to 50 children)**
  - Sugar cubes (calculate the total number of sugar cubes displayed in the drink cards and multiply by 5)
  - 5 Cups
  - 10 plastic bowls
  - 5 drink card packets (each packet has photos of 10 different drinks and number of cubes of sugar in each drink (1 cube = 1 tsp.)
- **For physical activity (e.g., dancing, calisthenics, exercise stations, etc.)**
  - Music player for dance music
  - Other supplies based on planned activity (e.g., hula hoops, jump ropes, safety cones, etc.)
- **Take Home:**
  - Water bottle for each child (may be ordered from various sources on internet)
  - Letter Home to parents (included in training kit)

## Lesson

**Note:** When conducting this class, just have a conversation with the children! Ask them questions to get them interested in the lesson topic.

### Time: Approximately 30 minutes

<table>
<thead>
<tr>
<th>Introduction (Approximately 5 minutes)</th>
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<tbody>
<tr>
<td>Icebreaker Game: Introduce yourself and your favorite drink. (You may want to mention certain drinks and see who likes them as the icebreaker. The larger the group, the harder it is to have each child mention a favorite drink and keep this piece to 5 minutes.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sugary drink demonstration (Approximately 10-15 minutes)</th>
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<tbody>
<tr>
<td>Some drinks contain a lot of sugar!</td>
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<tr>
<td>Mention the suggested daily amount of added sugar for children: * About 3 sugar cubes a day!!!</td>
</tr>
<tr>
<td>Talk about the sugar amounts in drink bottles while showing the children each drink</td>
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<tr>
<td>- Can pass around bottles for children to look at (best for a small group, otherwise hold the containers up for the children to see)</td>
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<tr>
<td>- Can use actual bottles filled with sugar or pictures of drinks</td>
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<table>
<thead>
<tr>
<th>Why should we watch how much sugar we drink? (Approximately 5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is a calorie?</td>
</tr>
<tr>
<td>We get calories from food-they give us energy. It’s fuel for our bodies!</td>
</tr>
<tr>
<td>But some sugars have empty calories. Empty calories do not provide any vitamins or minerals for our body. So some drinks with added sugars can contain empty calories, which causes us to consume more calories</td>
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</tbody>
</table>
than our body needs. And if we don’t have enough energy to burn the empty calories off quick enough, the calories turn into fat
- It can also cause us to have issues with our teeth like getting cavities

**What is so good about drinking water?** (Approximately 5 minutes)
- Water is over half of our body weight!
  - When we have enough water in our body—it’s called being hydrated
  - When we sweat or even go to the bathroom—we lose water or else we become dehydrated—so we need to get back that water that we lost.
  - If we’re dehydrated, we may not be as energetic as we usually are and can even make you sick
- Water keeps your skin looking healthy.
  - Give them an example of watering a plant or flower. After it gets some water it perks back up.
- Water doesn’t have empty calories! Remind them how soda can have empty calories.
- Water energizes your muscles!!!
- When muscles do not have enough water their performance lacks

**Conclusion** (Approximately 5 minutes)
- What are some options for drinking more water
  - Pass on sugar-sweetened drinks and choose water instead.
  - Drink 100% juice without added sugar – fruit juice is sweet and tastes great on its own!
  - Choose 1% or skim milk. Emphasize that plain, white milk has some sugar, but has much less sugar than chocolate or other flavored milk
  - Make water exciting! Add a slice of lemon, lime, cucumber or watermelon, or try sparkling water.
  - Add a splash of 100% juice to water or sparkling water.
  - If you’re having soda or juice for a treat, choose the small size.
- Encourage students to drink more water, low fat-fat free milk, and 100% natural juices, and to limit the amount of sugary drinks they drink each week. Even try reducing juice by mixing half of it with water.
- Bring a water bottle with you when you go somewhere so you can always have water on the go!
- Be sure to drink when you’re thirsty and drink extra water when it’s warm out.

**RELAY RACE**

**TIME: Approximately 15 Minutes**
- Warm Up: Shake your sillies out, arm circles, trunk twists (to warm up the core of the body and get the blood flowing)
- Divide children into groups of 10, and give each child a drink card
- Place a plastic bowl in front of each group containing approximately 75 sugar cubes and an empty plastic bowl at the other end of the room from each group
  - One at a time, each child will gather the number of sugar cubes indicated on their drink card, place them in their cup and run down to their team’s bowl to add their sugar to it, then hurry back so the next person can go!
  - To make it more fun, alternate activities having students to hop, skip etc. to their bowls
  - When a group is done, have them shout “Drink Water”

**FITNESS**

**TIME: Approximately 15 minutes**
- Let’s Dance!
  - ***Before dancing:* Emphasize taking a rest or slowing down if getting tired while dancing, or not feeling well.
  - **Freeze dance:** Every time the music is on encourage them to dance and when the music stops everybody freeze!!!
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- **Play an oldies song!** Play an oldies song and teach children an oldies dance. Some examples of songs include *The Twist, Peppermint Twist, The Locomotion, Land of 1000 dances*.
- **Stroll Line / Soul Train Line dance:** Separate students into 2 line formations. Have one or two children at the beginning of the line go in between the two parallel lines and do their own dance. The children standing in the parallel lines can then imitate the dance of the children going down the center. Have each child at the head of the line dance down the center aisle until everyone has had a chance to go.

<table>
<thead>
<tr>
<th>CONCLUSION</th>
<th>TIME: Approximately 5 minutes</th>
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<tbody>
<tr>
<td>Sit the children down to cool down (They may need to get a drink of water after dancing and before sitting down)</td>
<td></td>
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<tr>
<td>Encourage children to try drinking less sugary soft drinks and try drinking more water!</td>
<td></td>
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<tr>
<td>Be sure to drink when you are thirsty and drink extra water when it’s warm out.</td>
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</tr>
<tr>
<td>Bring a water bottle with you when you go somewhere so you can always have water on the go!</td>
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<tr>
<td>Do some fun exercise this next week whether it is dancing like we did today or something else. We’re going to ask you next week what kind of exercises you did by yourself or with your family!</td>
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<tr>
<td>Give them take home item for this week</td>
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<tr>
<td>Leave parent take home weekly letter at sign out table for parents to get when they pick their child up</td>
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</tbody>
</table>
### Lesson 1 Rethink Your Drink

**Checklist**

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<table>
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<tbody>
<tr>
<td>1. Drink bottles that are empty except for the number of teaspoons of sugar per type of drink. E.g., there are 4 grams in 1 tsp. of sugar. A regular can of Coke has 44 grams of sugar, which equals 11 tsps. of sugar.</td>
<td></td>
</tr>
<tr>
<td>2. Ensure bottles include soda, milk and juice options; may include power drinks like Gatorade. Have a bottle of water, which has no sugar in it.</td>
<td></td>
</tr>
<tr>
<td>3. Recommend bottles be plastic rather than glass. Aluminum cans may be used, but do not actually have sugar, rather the number of tsps. of sugar is written on the can.</td>
<td></td>
</tr>
<tr>
<td>Drink cards (for 5 groups of 10)</td>
<td></td>
</tr>
<tr>
<td>10 Bowls (one for start &amp; one for finish, for the five groups) <em>This estimate is based on a class of 50 children, bring the appropriate amount for your class size</em></td>
<td></td>
</tr>
<tr>
<td>Cups (distribute one per group for the relay race)</td>
<td></td>
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<tr>
<td>75 sugar cubes per group (for 5 groups of 10) <em>This estimate is based on a class of 50 children, bring the appropriate amount for your class size</em></td>
<td></td>
</tr>
<tr>
<td>Music for dancing (CD, speakers, iPod, depending on the schools resources) or other sports/fitness equipment based on planned activity</td>
<td></td>
</tr>
<tr>
<td>Letters for the parents</td>
<td></td>
</tr>
<tr>
<td>3-4 Class outlines (1 for yourself, 1 for each volunteer)</td>
<td></td>
</tr>
<tr>
<td>Take home item for students (suggested item for this lesson is a water bottle for their use, an internet search will provide multiple sources for this type of giveaway).</td>
<td></td>
</tr>
<tr>
<td>Any other supplemental information needed for your reference (e.g., paper with the amount of sugar in each beverage being discussed)</td>
<td></td>
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</tbody>
</table>
Let’s Move VB! Training Kit Module 1

Example of Lesson 1 Materials

Example of water bottle used as take home item

Photo by: B. Geraghty
Let's Move VB Training Kit Module 1

Sample Letter for Parents

Hello Parents!

Interested in what your child learned today in the Let's Move VB program?

On behalf of the Mayor's Action Challenge Committee for a Healthy Lifestyle and Environment, the Let's Move VB program is a City initiative that has been created to educate children and their families about improving healthy eating habits and becoming more physically active in an effort to reduce obesity in Virginia Beach youth.

The Let's Move VB team will be at your child's after school program for the next three weeks demonstrating basic fundamentals of choosing healthier foods to eat with fun ways to remember what they learned! In addition, the Let's Move VB program includes a fitness portion activity that will include plenty of fun dancing to get the kids moving!

During today's lesson, we discussed sugar-filled drinks. The Centers for Disease and Prevention indicates that sugar-sweetened beverages are the largest source of added sugars for children in the United States and may even be a contributing factor to obesity in U.S. youth. To further emphasize the lesson, we had the children participate in a relay race using sugar cubes. For example, a few of the drinks used in the relay race are listed below:

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Tsp of Sugar</th>
<th>Cubes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motts for Tots Apple Juice (6.75 oz Box)</td>
<td>3.25</td>
<td>3</td>
</tr>
<tr>
<td>Hawaiian Punch (20 oz bottle, 2.5 servings)</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>McDonald's Low Fat Milk (8 oz bottle)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sunny Delight (11.3 oz bottle)</td>
<td>4.45</td>
<td>5</td>
</tr>
<tr>
<td>Coke (12 oz bottle)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Milo's Sweet Tea (12 oz bottle)</td>
<td>6.75</td>
<td>7</td>
</tr>
</tbody>
</table>

The children were given a card with one sugar-sweetened drink on it. They then placed the corresponding number of sugar cubes in a cup and raced to the end of the gym to dump the sugar cubes into a large bowl. By the end of the game, the kids were able to visually understand the amounts of sugar that are consumed when drinking beverages like the above. The lesson and activity also encouraged the children to reduce their sugar intake by drinking more water.

For the fitness portion of the class, the kids enjoyed a few rounds of “freeze dance” to get them up and moving! The idea behind this activity was to show the children that getting physical fitness into their daily routine doesn’t have to feel like work…it can be fun! We also issued a challenge for the kids to encourage them to continue with what they had learned in today's class. So our Challenge of the week for the kids was to: Drink plenty of water!!!

We have also included a tip sheet on the back of this page that falls in line with what was taught today, (we will do this after every class). We hope that the tip sheets will be a good resource to learn more about improving healthy eating habits!

~The Let's Move VB! Team

Sources:

- Virginia Beach Mayor’s Action Challenge http://www.vbgov.com/government/departments/libraries/Pages/Mayors'-Action-Challenge.aspx
- Reducing Access to Sugar-sweetened Beverages Among Youth http://www.cdc.gov/features/healthybeverages/
10 tips
Nutrition Education Series
make better beverage choices
10 tips to get started

What you drink is as important as what you eat. Many beverages contain added sugars and offer little or no nutrients, while others may provide nutrients but too much fat and too many calories. Here are some tips to help you make better beverage choices.

1. drink water
   Drink water instead of sugary drinks when you're thirsty. Regular soda, energy or sports drinks, and other sweet drinks usually contain a lot of added sugar, which provides more calories than needed. To maintain a healthy weight, sip water or other drinks with few or no calories.

2. how much water is enough?
   Let your thirst be your guide. Water is an important nutrient for the body, but everyone's needs are different. Most of us get enough water from the foods we eat and the beverages we drink. A healthy body can balance water needs throughout the day. Drink plenty of water if you are very active, live or work in hot conditions, or are an older adult.

3. a thrifty option
   Water is usually easy on the wallet. You can save money by drinking water from the tap at home or when eating out.

4. manage your calories
   Drink water with and between your meals. Adults and children take in about 400 calories per day as beverages—drinking water can help you manage your calories.

5. kid-friendly drink zone
   Make water, low-fat or fat-free milk, or 100% juice an easy option in your home. Have ready-to-go containers filled with water or healthy drinks available in the refrigerator. Place them in lunch boxes or backpacks for easy access when kids are away from home. Depending on age, children can drink ½ to 1 cup, and adults can drink up to 1 cup of 100% fruit or vegetable juice* each day.

*100% juice is part of the Fruit or Vegetable Group. Juice should make up half or less of total recommended fruit or vegetable intake.

6. don’t forget your dairy**
   When you choose milk or milk alternatives, select low-fat or fat-free milk or fortified soymilk. Each type of milk offers the same key nutrients such as calcium, vitamin D, and potassium, but the number of calories are very different. Older children, teens, and adults need 3 cups of milk per day, while children 4 to 8 years old need 2½ cups and children 2 to 3 years old need 2 cups.

7. enjoy your beverage
   When water just won’t do—enjoy the beverage of your choice, but just cut back. Remember to check the serving size and the number of servings in the can, bottle, or container to stay within calorie needs. Select smaller cans, cups, or glasses instead of large or supersized options.

8. water on the go
   Water is always convenient. Fill a clean, reusable water bottle and toss it in your bag or brief case to quench your thirst throughout the day. Reusable bottles are also easy on the environment.

9. check the facts
   Use the Nutrition Facts label to choose beverages at the grocery store. The label contains information about total sugars, fats, and calories to help you make better choices.

10. compare what you drink
    Food-A-Pedia, an online feature available at ChooseMyPlate.gov/SuperTracker, can help you compare calories, added sugars, and fats in your favorite beverages.

** Milk is a part of the Dairy Group. A cup = 1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese.

Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 19
May 2012
USDA is an equal opportunity provider and employer.
Let’s Move VB! After School Nutrition and Activity Program
Lesson 2: My Plate

Health Behavior Change
Eat from all five food groups every day.

Health Behavior Information
- Understand the importance of eating from the U.S. Department of Agriculture’s (USDA) My Plate five food groups (vegetables, fruits, grains, protein, and dairy)
- Understand the vitamins and nutrients in each food group and how they affect the body
- Understand that no one food group has all of the nutrients
- Understand that vegetables and fruit comprise ½ of plate and protein and grains each comprise ¼ of plate

Health Behavior Motivation
- Vitamins help keep body healthy, make the body more efficient at absorbing nutrients and heal cuts and wounds
- Iron, fiber and calcium are important for strong bones, teeth, oxygenated blood, muscles, cartilage and for feeling full
- Eating the foods from the recommended groups ensures children grow, have energy to learn and play, and feel good.

Health Behavior Skills
- Identify and categorize various foods within the proper food group by using the My Plate visual
- Demonstrate ability to put a meal together using the five food groups
- Suggest ways to incorporate foods from different groups into meals (e.g., add vegetables to stir fries, put blueberries in pancakes, etc.)
- Reinforce concept of foods in each group through relay race

Methods and Materials
Lesson 2 uses the USDA My Plate poster as the basis for a discussion of the five food groups, nutrients provided by each food group, and the importance of eating foods from each group to get sufficient nutrients each day. The visual aids are plastic facsimiles of foods like chicken strips, broccoli, bread slices, yogurt and strawberries. As each food group is discussed, use the visuals for the vitamins and other nutrients to make the connection between the various groups and their corresponding nutrients. At the end of the lesson ask for a few volunteers to use the facsimile foods or photos of food to build a plate based on the USDA guidelines. Each child then explains to the group what they chose and what food groups it belongs to as well as its nutrients. The relay race reinforces the food groups by having each child draw a card with a picture of a food on it and placing it on the My Plate poster before returning to the line. The children take home a coloring book with the 5 food groups as well as a letter for their parents. Files containing images of the My Plate poster and other materials are available at choosemyplate.gov or may be ordered from educational material suppliers. The take home item should make the connection between the food groups and those foods that fit into each group. Following the relay race, the children participate in some form of physical activity. A sample letter to parents along with the tip sheet is included in this module.
LESSON RESOURCES:
- http://www.opi.mt.gov/pdf/SchoolFood/EatSmart/K/FunFruitVeggieLesson.pdf
- http://www.choosemyplate.gov(food-groups/vegetables-why.html
- http://www.choosemyplate.gov(food-groups/fruits.html
- http://www.choosemyplate.gov(food-groups/grains-why.html
- http://www.choosemyplate.gov(food-groups/dairy.html
- http://www.heart.org/HEARTORG/GettingHealthy/HealthierKids/ActivitiesforKids/Happy-Healthy-Eating-for-Kids_UCM_312475_Article.jsp

SUPPLIES NEEDED (For up to 50 children)
- For Lesson:
  - 1 set of food props (models or photos of variety of fruits, vegetables, grains (include white/brown rice and white/whole wheat bread), protein and dairy)
  - 1 MyPlate plate to demonstrate food group sections and/or MyPlate Banner
- For Relay Race
  - 5 food card packets (each child will receive one food card)
  - 5 MyPlate Posters
  - Sticky tack or tape to hang up MyPlate posters
- For physical activity (e.g., dancing, calisthenics, exercise stations, etc.)
  - Music player for dance music
  - Other supplies based on planned activity (e.g., hula hoops, jump ropes, safety cones, etc.)
- Take Home:
  - ChooseMyPlate Fruit and Veggie Fun Guide
  - Letter Home to parents

LESSON
Note: When conducting this class, just have a conversation with the children! Ask them questions to get them interested in the lesson topic.

TIME: Approximately 45 minutes

Introduction (Approximately 5 minutes)
- Recap: Ask the children what they learned last week, and how many of them drank more water.
- Ask the children if they know what the different food groups are, name their favorite food, and what food group it is.
- Use the MyPlate visual throughout the lesson to discuss the five food groups and their importance

Vegetables (Approximately 5-10 minutes)
- Ask children to name some examples of vegetables
- Ask children what they like about vegetables (color, texture, flavor, etc.) and what vegetables are good to eat
- Give examples of different types of vegetables using food props/photos
- Discuss some of the ways eating vegetables help you to stay strong healthy, grow strong and feel good
  - Nutrients including vitamins which are good for you body
  - Vitamin A: Helps keeps eyes and skin healthy and protects against infect
  - Vitamin C: Helps heal cuts and wounds and keeps teeth and gums healthy
Let’s Move VB! Training Kit Module 2

- Show the photos of vitamins along with body parts they are good for
- Ask the children different ways that they can try eating vegetables (stir-fries, soups, salads, snacks)

### Fruits (Approximately 5-10 minutes)
- Ask children to name some examples of fruits
- Ask children what they like about fruits (color, texture, flavor, etc.) and what fruits are good to eat
- Give examples of different types of fruits using food props
- Discuss some of the ways eating vegetables help you to stay strong healthy, grow strong and feel good
  - Vitamin C: Important for growth /repair of all body tissues, helps heal cuts and wounds, keeps teeth and gums healthy
  - Fiber: Fruits have fiber, help you to feel full so that you do not eat as much and helps to keep everything inside the body and stomach moving along
- Ask the children different and fun ways that they can try eating vegetables (snacks, smoothies, breakfast pizza).
  - They can even mix veggies with fruits and make a smoothie that tastes great!
- **By using the sample MyPlate, reinforce that half of our plate should be made up of fruits and vegetables**
- **Eat the Rainbow!** Eat as many different colors as you can at each meal. For example, you can have a meal with lots of different colors and are all good for your body
- Ask the children what color different fruits and veggies are.
- Give an example of a meal with different colors of the rainbow. Some examples can be:
  - You have a pancake or waffle and you also have some bananas and blueberries with it
  - You have a sandwich and have some slices of apple and grapes on the side
  - You have some spaghetti and you have a little salad with some lettuce and shredded carrots

### Grains (Approximately 5-10 minutes)
- Ask children to name some examples of grains
- Ask children what they like about grains (color, texture, flavor, etc.) and what grains are good to eat
- Give examples of different types of grains using food props
- Discuss some of the ways eating grains help you to stay strong healthy, grow strong and feel good
  - Vitamin B: Helps the body release energy from other foods we eat-gives us energy.
  - Iron: Our blood needs oxygen to work and grains have iron which helps carry oxygen to our blood.
- Whole grains: Whole grains help to build our bones and releasing energy from muscles. It helps build a healthy immune system (ask children what that means and tell them that a healthy immune system means it keeps us from getting sick
  - **Mention that ½ of our grains should be at least whole grains-whole grains are like super healthy grains!**
- Ask the children different and fun ways that they can try eating grains (mini pizza with whole grain piece of bread, tortilla with banana and peanut butter).

### Protein (Approximately 5-10 minutes)
- Ask children to name some examples of proteins
- Ask children what they like about proteins (color, texture, flavor, etc.) and what proteins are good to eat
- Give examples of different types of proteins using food props
- Discuss some of the ways eating proteins help you to stay strong healthy, grow strong and feel good
  - Proteins are the building blocks for bones, muscles, cartilage, skin, and blood
  - Vitamin B: Helps the body release energy from other foods we eat-gives us energy.
  - Iron: Our blood needs oxygen to work and grains have iron which helps carry oxygen to our blood.
- Ask the children different and fun ways that they can try eating proteins (peanut butter with apple, scrambled eggs)

### Dairy (Approximately 5-10 minutes)
- Ask children to name some examples of dairy
- Ask children what they like about dairy (color, texture, flavor, etc.) and what types of dairy are good to eat
- Give examples of different types of dairy using food props
Let's Move VB! Training Kit Module 2

- Discuss some of the ways eating dairy help you to stay strong healthy, grow strong and feel good
  - Calcium: Used for building bones and teeth and in maintaining bone mass. We get our main source of calcium from dairy foods
  - Vitamin D: Helps the body maintain proper levels of calcium so that our bones can grow and stay strong
- Ask the children different and fun ways that they can try eating dairy (snacks, yogurt parfait, smoothies)

Health Behavior Skill (Approximately 5 minutes)
- Ask 2-3 children to use food props to build a meal that has the 5 food groups and then explain what they chose and what food groups are represented to their classmates. If you have the actual myPlate plates, use them for this demonstration.

Conclusion (Approximately 5 minutes)
- Remind them to try to eat well balanced meals, with foods from each food group on their plate
- Eat the Rainbow! Eat as many different colors as you can at each meal.

Lesson Activity (Optional) (Approximately 5-10 minutes)
- Show the children 3 different types of meals and have them identify which foods on the plate go in which food group.

<table>
<thead>
<tr>
<th>RELAY RACE</th>
<th>TIME: Approximately 15 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up: Shake your sillies out, arm circles, trunk twists (to warm up the core of the body and get the blood flowing)</td>
<td></td>
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<tr>
<td>Divide children into groups of 10 and give each child a food card</td>
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<tr>
<td>Place a MyPlate poster for each group at the other end of the room.</td>
<td></td>
</tr>
<tr>
<td>One at a time, children will run down to place the food card in the correct MyPlate section, and run back so the next person in their group can go!</td>
<td></td>
</tr>
<tr>
<td>To make it more fun, alternate activities having students hop, skip etc. to the MyPlate poster</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FITNESS</th>
<th>TIME: Approximately 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s Dance!</td>
<td></td>
</tr>
<tr>
<td>*** Before dancing: Emphasize taking a rest or slowing down if getting tired while dancing, or not feeling well.</td>
<td></td>
</tr>
<tr>
<td>Freeze dance: Every time the music is on encourage them to dance and when the music stops everybody freeze!!!</td>
<td></td>
</tr>
<tr>
<td>Play an oldies song! Play an oldies song and teach children an oldies dance. Some examples of songs include <em>The Twist, Peppermint Twist, The Locomotion, Land of 1000 dances</em></td>
<td></td>
</tr>
<tr>
<td>Stroll Line / Soul Train Line dance: Separate students into 2 line formations. Have one or two children at the beginning of the line go in between the two parallel lines and do their own dance. The children standing in the parallel lines can then imitate the dance of the children going down the center. Have each child at the head of the line dance down the center aisle until everyone has had a chance to go.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCLUSION</th>
<th>TIME: Approximately 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sit the children down to cool down (They may need to get a drink of water after dancing and before sitting down)</td>
<td></td>
</tr>
<tr>
<td>Remind them to try to eat well balanced meals, with foods from each food group on their plate</td>
<td></td>
</tr>
<tr>
<td>Eat the Rainbow! Eat as many different colors as you can at each meal.</td>
<td></td>
</tr>
<tr>
<td>Do some fun exercise this next week whether it is dancing like we did today or something else. We’re going to ask you next week what kind of exercises you did by yourself or with your family!</td>
<td></td>
</tr>
<tr>
<td>Give them take home item for this week</td>
<td></td>
</tr>
<tr>
<td>Leave parent take home weekly letter at sign out table for parents to get when they pick their child up</td>
<td></td>
</tr>
</tbody>
</table>
## Week 2 MyPlate

### Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>My plate posters to use as a visual aid</td>
<td>(may be downloaded from choosemyplate.gov or ordered online)</td>
</tr>
<tr>
<td>Tape (to secure food group labels)</td>
<td></td>
</tr>
<tr>
<td>Food Group cards (photo of food on one side, food group on the other)</td>
<td></td>
</tr>
<tr>
<td>5 Bowls</td>
<td><em>This estimate is based on a class of 50 children, bring the appropriate amount for your class size</em></td>
</tr>
<tr>
<td>Food Props</td>
<td></td>
</tr>
<tr>
<td>My plate coloring book and Healthy START for Tiny Tots hand outs</td>
<td>(have one of each, per child as a giveaway)</td>
</tr>
<tr>
<td>Music for dancing (CD, speakers, iPod, depending on the schools resources)</td>
<td></td>
</tr>
<tr>
<td>Letters for the parents</td>
<td></td>
</tr>
<tr>
<td>3-4 Class outlines (1 for yourself, 1 for each volunteer)</td>
<td></td>
</tr>
<tr>
<td>MyPlate Stickers/freebees for students</td>
<td></td>
</tr>
<tr>
<td>Any other supplemental information needed for your reference</td>
<td></td>
</tr>
<tr>
<td>My Plate visual aid (actual plate with sections)</td>
<td>May be downloaded through choosemyplate.gov.</td>
</tr>
</tbody>
</table>
Example of food props and MyPlate posters

Photo: Virginia Beach Department of Public Health
Vegetables & Vitamin A

Eyes and Skin

Photo credit: Image via Shutterstock.com

Photo credit: Image via Shutterstock.com
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Vegetables & Vitamin C

Heals cuts, makes teeth and gums healthy

Photo credit: Image via Shutterstock.com
Fruits & Vitamin C

Heals cuts, makes teeth and gums healthy

Let’s Move VB! Training Kit Module 2

Fruits & Fiber

Make you feel Full

Grains and Protein

Have Vitamin B

Releases energy from other foods

Photo credit: Microsoft Powerpoint ClipArt modified by B. Geraghty
Grains and Protein have Iron

Iron helps oxygen to circulate in your blood

Photo credit: Image via canstockphoto.com
Proteins are the building blocks

for bones, muscles, cartilage, skin and blood

Photo credit: Image via Shutterstock.com
Dairy has Calcium for
Strong Teeth and Bones

Image via Isabel Luini’s (myopenstudio) http://s286.photobucket.com/user/myopenstudio/library/?sort=3&page=1 accessed 9/9/15

Image via Hiltoon.com
Dairy has Vitamin D

Need Vitamin D to help Calcium

Calcium needs Vitamin D on its team

Image created in Powerpoint (ClipArt) by B. Geraghty
Let’s Move VB! Training Kit Module 2

Sample Letter to Parents

Hello Parents!

*Interested in what your child has learned today in the Lets Move VB! program?*

The United States Department of Agriculture has a new and improved version of the food pyramid guide, called *Choose MyPlate*. *My Plate* shows the five food groups in the form of a place setting for a meal and is used as a visual reminder or guide to help us to make healthy food choices.

For the nutrition portion of the class, we introduced *MyPlate* to the children and discussed the major food groups (Fruits, Vegetables, Grains, Protein, and Dairy), and examples of foods for each group and their nutritional value. We placed emphasis on how their plate should be half full with fruits & vegetables, colorful foods for every meal, and the importance of having a variety of foods to obtain important nutrients to stay healthy and strong.

In order to reinforce what they learned, the kids participated in a fun relay race. The children waited in line to grab a food item out of their team’s bowl, and ran to the other side of the gym to place the food with the correct food group. (I.e. fish was placed in the protein, grapes with the fruit, etc.). The objective of the activity was to have the children become familiar with the different types of foods in each food group that are healthy choices for them to eat.

To encourage physical fitness, we played “freeze dance” with the kids as a great way to get some additional exercise... *through dancing!*

Continue to challenge yourself and your child with some additional healthy tips, (which we have included on the back of this page), beyond what we have been teaching them in the after school program! It’s a great way to reemphasize what your child has learned thus far about making healthy food choices!

**Challenge of the week:** *Eat more fruits and vegetables and don’t forget to drink plenty of water!!*

~The Let’s Move VB! Team~

**Sources:**
- *Choose My Plate* [http://www.choosemyplate.gov/](http://www.choosemyplate.gov/)
- *Choose My Plate 10 Tips* [http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html](http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html)
- *Virginia Beach Mayor’s Action Challenge*  
10 tips Nutrition Education Series

kid-friendly veggies and fruits

10 tips for making healthy foods more fun for children

Encourage children to eat vegetables and fruits by making it fun. Provide healthy ingredients and let kids help with preparation, based on their age and skills. Kids may try foods they avoided in the past if they helped make them.

1 smoothie creations
Blend fat-free or low-fat yogurt or milk with fruit pieces and crushed ice. Use fresh, frozen, canned, and even overripe fruits. Try bananas, berries, peaches, and/or pineapple. If you freeze the fruit first, you can even skip the ice!

2 delicious dippers
Kids love to dip their foods. Whip up a quick dip for veggies with yogurt and seasonings such as herbs or garlic. Serve with raw vegetables like broccoli, carrots, or cauliflower. Fruit chunks go great with a yogurt and cinnamon or vanilla dip.

3 caterpillar kabobs
Assemble chunks of melon, apple, orange, and pear on skewers for a fruity kabob. For a raw veggie version, use vegetables like zucchini, cucumber, squash, sweet peppers, or tomatoes.

4 personalized pizzas
Set up a pizza-making station in the kitchen. Use whole-wheat English muffins, bagels, or pita bread as the crust. Have tomato sauce, low-fat cheese, and cut-up vegetables or fruits for toppings. Let kids choose their own favorites. Then pop the pizzas into the oven to warm.

5 fruity peanut butterfly
Start with carrot sticks or celery for the body. Attach wings made of thinly sliced apples with peanut butter and decorate with halved grapes or dried fruit.

6 frosty fruits
Frozen treats are bound to be popular in the warm months. Just put fresh fruits such as melon chunks in the freezer (rinse first). Make “popsicles” by inserting sticks into peeled bananas and freezing.

7 bugs on a log
Use celery, cucumber, or carrot sticks as the log and add peanut butter. Top with dried fruit such as raisins, cranberries, or cherries, depending on what bugs you want!

8 homemade trail mix
Skip the pre-made trail mix and make your own. Use your favorite nuts and dried fruits, such as unsalted peanuts, cashews, walnuts, or sunflower seeds mixed with dried apples, pineapple, cherries, apricots, or raisins. Add whole-grain cereals to the mix, too.

9 potato person
Decorate half a baked potato. Use sliced cherry tomatoes, peas, and low-fat cheese on the potato to make a funny face.

10 put kids in charge
Ask your child to name new veggie or fruit creations. Let them arrange raw veggies or fruits into a fun shape or design.

Go to www.ChooseMyPlate.gov for more information.
Let’s Move VB! Training Kit Module 3

Let’s Move VB! After School Nutrition and Activity Program
Lesson 3: Portion Distortion

Health Behavior Change
Eat proper portion sizes.

Health Behavior Information
• Understand the what a portion size is and why it is important
• Understand that different foods from the five different groups have different portion sizes
• Understand that food can be compared to everyday items to help identify the correct portion size to eat.
• Understand that portion sizes have become larger over time

Health Behavior Motivation
• Eating too large a portion can make you feel sluggish, have less energy, make you sick to your stomach
• If the portion sizes are too large, excess calories are stored as fat, which is not healthy for the body
• Iron, fiber and calcium are important for strong bones, teeth, oxygenated blood, muscles, cartilage and for feeling full
• Portion sizes have grown over the years, it is good to know what the healthy portion size is

Health Behavior Skills
• Identify and categorize various foods within the proper food group
• Identify every day items that may be used to estimate portion size (e.g., a computer mouse can approximate an appropriate portion of pasta)
• Demonstrate the ability to pair everyday items that represent appropriate portion size with its food group
• Suggest ways to feel full and satisfied by healthy portion sizes (e.g., use a smaller plate so that your eye and brain don’t see empty space and feel deprived)
• Reinforce concept of portion sizes, every day items used to estimate them and the corresponding food groups through relay race

Methods and Materials
Lesson 3 focuses on “Portion Distortion,” teaching the children to use everyday items such as a computer mouse or tennis ball to estimate the correct serving size for a food (a serving of pasta and an orange or apple, respectively). As part of the lesson, use a standard dinner plate and a smaller plate to show how the eye and brain will feel less deprived when the healthy portions are used on the smaller plate. This lesson also discusses why portion size is important for maintaining a healthy weight. The relay race from the previous lesson is repeated with the everyday items on a card being matched to the food group on the My Plate poster as the reinforcing activity. The children will participate in some form of physical activity for the last third of the lesson. The take home for Lesson 3 is a laminated place mat with portion sizes for pre-school and elementary school children, adolescents, and adults on one side and HE tips on the other side.
**LEsson resourCes:**

**suPPlyes NEEDED (For up to 50 children)**
- **For Lesson**
  - The Portion Plate
  - And/or Health Edco Visualize Your Portion Size briefcase
  - Regular sized dinner plate and a smaller plate (paper plates or MyPlate demonstration plate)
- **For Relay Race**
  - 5 portion size card packets (each child will receive one food card)
  - 5 MyPlate Posters
  - Sticky tack or tape to hang up MyPlate posters
- **For physical activity (e.g., dancing, calisthenics, exercise stations, etc.)**
  - Music player for dance music
  - Other supplies based on planned activity (e.g., hula hoops, jump ropes, safety cones, etc.)
- **Take Home:**
  - MyPlate Laminated Place Mats for each child
  - Letter Home to parents

**Lesson**

**Note:** When conducting this class, just have a conversation with the children. Ask them questions to get them interested in the lesson topic.

**Time:** Approximately 30 minutes

**Introduction** (Approximately 5 minutes)
- Recap: Ask the children what they learned last week, and how many of them ate a plate that was half fruits and veggies, and drank more water.
- Ask the children: What is a portion size? Answer: A portion is basically the amount of food that happens to end up on the plate. Sometimes portion sizes of our food can bigger larger or smaller than what we should be eating.

**Why is paying attention to our portion sizes important?** (Approximately 5-10 minutes)
- Too big of portion sizes results in too many calories our body receives. If we can’t burn off the calories, it can just stay on our bodies and we can gain weight. Ask children how their body feels when they have eaten too much food (tired, uncomfortable, sluggish etc.),
- Show children poster showing portion sizes 20 years compared to portion sizes today

**Comparing portion sizes to everyday items** (Approximately 15 minutes)
- Use the beBetter Health Portion Plate visual and/or the Health Edco Visualize Your Portion Size briefcase to discuss the portion sizes of the five food groups.
  - Vegetables- Baseball
  - Starches (like noodles) about the size of a computer mouse
  - Fruits- tennis ball
  - Protein- deck of cards
  - Cheese- a domino
  - Grains- CD/DVD

**Health Behavior Skills** (Approximately 10-15 minutes)
- Show the children foods from different food groups outside of what was demonstrated and have them:
  - Identify what food group they belong to
Let’s Move VB! Training Kit Module 3

- Based on the food group an item is in, identify about what portion size that food should be.
- Using a regular size dinner plate and a smaller plate, ask two volunteers to build each plate with healthy portions of the five food groups and ask if they would feel full based on how much empty space is left on each plate.

**Conclusion** (Approximately 5 minutes)
- Encourage students to be more aware of the portion sizes that they are eating, and to try to apply the information they learned in the class by comparing the size of their foods to household items when they are eating at home.

### RELAY RACE
**TIME:** Approximately 15 Minutes

- **Warm Up:** Shake your sillies out, arm circles, trunk twists (to warm up the core of the body and get the blood flowing)
- Divide children into groups of 10. Pass out cards with items representing various portion sizes.
- One at a time, children will run down to place the portion size card in the correct MyPlate food group section, and run back so the next person in their group can go!
  - To make it more fun, alternate activities having students hop, skip etc. to the MyPlate poster
  - Name each group for an item used to estimate portion size (e.g., baseballs) and have them shout that item name when their team is finished.

### FITNESS
**TIME:** Approximately 15 minutes

**Let’s Dance!**
- *****Before dancing***:** Emphasize taking a rest or slowing down if getting tired while dancing, or not feeling well.
- **Freeze dance:** Every time the music is on encourage them to dance and when the music stops everybody freeze!!!
- **Play an oldies song!** Play an oldies song and teach children an oldies dance. Some examples of songs include *The Twist, Peppermint Twist, The Locomotion, Land of 1000 dances*
- **Stroll Line / Soul Train Line dance:** Separate students into 2 line formations. Have one or two children at the beginning of the line go in between the two parallel lines and do their own dance. The children standing in the parallel lines can then imitate the dance of the children going down the center. Have each child at the head of the line dance down the center aisle until everyone has had a chance to go.
- **Cool down**

### CONCLUSION
**TIME:** Approximately 5 minutes

- Sit the children down to cool down (They may need to get a drink of water after dancing and before sitting down)
- Remind children to pay attention to their portion sizes when they are eating their meals
- Don’t forget to eat those veggies and fruits and drink more water!
- Do some fun exercise this next week whether it is dancing like we did today or something else. We’re going to ask you next week what kind of exercises you did by yourself or with your family!
- Give them take home item for this week
- Leave parent weekly take home letter at sign out table for parents to get when they pick their child up
## Week 3 MyPlate

**Checklist**

<table>
<thead>
<tr>
<th>Item</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>My plate posters for the relay race</td>
<td></td>
</tr>
<tr>
<td>Ticky Tack or tape to secure posters to the wall</td>
<td></td>
</tr>
<tr>
<td>Portion Sizes for foods in each group</td>
<td>(50 portion cards, 10 portion objects per team, divided into 2 objects per food group) <em>This estimate is based on a class of 50 children, bring the appropriate amount for your class size</em></td>
</tr>
<tr>
<td>beBetter Health Portion plate (for the discussion) or Edco Visualize Your Portion Size briefcase</td>
<td></td>
</tr>
<tr>
<td>Dinner sized plate and smaller plate</td>
<td></td>
</tr>
<tr>
<td>Music for dancing or other sports equipment</td>
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</tr>
<tr>
<td>Letters for the parents</td>
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<td>3-4 Class outlines (1 for yourself, 1 for each volunteer)</td>
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</tr>
<tr>
<td>Stickers/freebees for students</td>
<td></td>
</tr>
<tr>
<td>Enough Laminated MyPlate Place Mats for each child to take one home</td>
<td></td>
</tr>
<tr>
<td>Any other supplemental information needed for your reference</td>
<td></td>
</tr>
</tbody>
</table>
Example of portion sizes from Edco Visualize Your Portion Size Briefcase, MyPlate posters and portion cards for relay race

Photo credit: Virginia Beach Department of Public Health
Let’s Move VB! Training Kit Module 3

Portion Sizes of foods in each food group

Protein

Meat

Nuts

Vegetables

Raw leafy vegetables

Potato
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Fruit

Apple/Orange

Dried Fruit

Grains

Bread/Pancake

Bagel
Let’s Move VB! Training Kit Module 3
Dairy

Cheese

Yogurt

Reference Sites

http://teammag.com/choose-my-plate/food-group-portion-size-comparison-household-items/
http://www.leancuisine.ca/en/My-Lean-Cuisine/Articles/keeping-an-eye-on-portion-sizes
http://hebslimdown.wordpress.com/2012/07/11/healthy-portions/
http://www.oeachoice.com/2011/08/01/portion-sizes/
The Food Groups: What makes a Serving?

In each food group, look at these different Food Guide My Plate examples of the serving size, showing 1 healthy serving of each food group. How do these compare with what your portions look like?

| Grains Food Group | 1 slice bread, waffle or pancake  
|                   | ½ bagel, hamburger bun, or English muffin  
|                   | ½ cup cooked rice, pasta or cereal  
|                   | 1 cup ready to eat cereal |
| Vegetables Food Group | ¾ cup (6 fluid ounces) 100% vegetable juice  
|                     | 1 cup raw, leafy vegetables or salad  
|                     | ½ cup cooked or canned vegetables |
| Fruits Food Group | 1 medium apple, orange or banana  
|                   | ½ cup fruit (canned, cooked or raw)  
|                   | ½ cup (4 fluid ounces) 100% fruit juice  
|                   | ¼ cup dried fruit (raisins, apricots or prunes) |
| Milk Food Group | 1 cup milk or yogurt  
|                  | 2 ounces processed cheese (American)  
|                  | 1 ½ ounces natural cheese (cheddar) |
| Meat and Beans Food Group | 1 tablespoons of peanut butter counts as 1 ounce  
|                           | ¼ cup nuts or 20-24 almonds  
|                           | 1 medium size egg  
|                           | 2-3 ounces of poultry, meat or fish (2-3 servings)  
|                           | ¼ cup of beans |

Visit ChefSolus.com for Free online nutrition games, fun activities and parent and child nutritional tools!

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Let’s Move VB! Training Kit Module 3

Sample Letter to Parents

Hello Parents!

*Interested in what your child has learned today in the Lets Move VB program?*

Portion sizes on our plates have grown considerably in the last twenty years from sandwiches to soft drinks. According to the US Department of Health and Human Services National Heart, Lung and Blood Institute (NHLBI), large quantities of food have distorted the image of the portion sizes that an average meal plate should include for both children and adults, causing what has sometimes been referred to as *portion distortion*.

This week we discussed the importance of portion control by using familiar items (such as a baseball, deck of cards, etc.) to demonstrate the appropriate portion of food your child should consume at each meal to stay healthy (see image).

The activity for this week’s class allowed students to choose the correct portion size of foods that would appear on a healthy plate. They were then challenged to place the appropriate portion size item in the correct food group on the plate. This exercise helped the kids visualize the appropriate amount of food to be eaten from each food group, in every meal including snacks.

We have also provided a laminated placemat for the kids to use at meal times. This placemat shows the different recommended food groups from the USDA’s *Choose My Plate* campaign. It is a great guide for both kids and parents to use, to learn the best way to make your plate a HEALTHY plate! For more information on the *Choose My Plate* campaign, go to [http://www.choosemyplate.gov/](http://www.choosemyplate.gov/).

We have one more week providing the Let’s Move VB! program to the kids, and thus far the children are having an incredible time dancing! Each week we use a new playlist with fun interactive songs that engage the kids as they continue to have fun and increase their physical fitness level through dancing.

**Challenge of the week:** *Pay attention to those portion sizes, eat more fruits and veggies and don’t forget to drink plenty of water!!*

~*The Let’s Move VB! Team*

**Sources:**

- *Choose My Plate* campaign: [http://www.choosemyplate.gov/](http://www.choosemyplate.gov/)
- The Portion Plate: [http://www.thesportionplate.com/portion-plates_home.jpg](http://www.thesportionplate.com/portion-plates_home.jpg)
- Science Daily-UNC Study Confirms That Food Portion Sizes Increased In U.S. Over Two Decades: [http://www.sciencedaily.com/releases/2003/01/030122072329.htm](http://www.sciencedaily.com/releases/2003/01/030122072329.htm)
10 tips
Nutrition Education Series

enjoy your food, but eat less

10 tips to enjoying your meal

You can enjoy your meals while making small adjustments to the amounts of food on your plate. Healthy meals start with more vegetables and fruits and smaller portions of protein and grains. And don’t forget dairy—including fat-free or low-fat dairy products on your plate, or drink milk with your meal.

1. get to know the foods you eat
   Use the SuperTracker to find out what kinds of foods and how much to eat and to get tips and support for making better food choices.

2. take your time
   Be mindful to eat slowly, enjoy the taste and textures, and pay attention to how you feel. Use hunger and fullness cues to recognize when to eat and when you’ve had enough.

3. use a smaller plate
   Use a smaller plate at meals to help with portion control. That way you can finish your entire plate and feel satisfied without overeating.

4. if you eat out, choose healthier options
   Check and compare nutrition information about the foods you are eating. Preparing food at home makes it easier to control what is in your meals.

5. satisfy your sweet tooth in a healthy way
   Indulge in a naturally sweet dessert dish—fruit! Serve a fresh fruit cocktail or a fruit parfait made with yogurt. For a hot dessert, bake apples and top with cinnamon.

6. choose to eat some foods more or less often
   Choose more vegetables, fruits, whole grains, and fat-free or 1% milk and dairy products. Cut back on foods high in solid fats, added sugars, and salt.

7. find out what you need
   Get your personalized plan by using the SuperTracker to identify your food group targets. Compare the foods you eat to the foods you need to eat.

8. sip smarter
   Drink water or other calorie-free beverages, 100% juice, or fat-free milk when you are thirsty. Soda and other sweet drinks contain a lot of sugar and are high in calories.

9. compare foods
   Check out the Food-A-Pedia to look up and compare nutrition information for more than 8,000 foods.

10. make treats "treats," not everyday foods
    Treats are great once in a while. Just don’t make treat foods an everyday choice. Limit sweet treats to special occasions.

Go to www.ChooseMyPlate.gov for more information.
Let’s Move VB! Training Kit Module 4

Let’s Move VB! After School Nutrition and Activity Program
Lesson 4: Let’s Eat Healthy! Let’s Move! Let’s Be Happy!

Note: Lesson 4 reviews the healthy eating concepts introduced in the first 3 lessons. Those health behavior concepts will not be repeated here. Please refer to lessons 1 through 3 for the components of the Information, Motivation, and Behavior Skills Model.

Health Behavior Change
Be physically active for 60 minutes every day.

Health Behavior Information
- Understand what being physically active means
- Understand that 60 minute of physical activity per day is recommended for children
- Understand that recommended 60 minutes of activity may be accomplished in 10 or 20 minute segments
- Understand why physical activity is good for your body
- Understand that all people need both physical activity and healthy eating

Health Behavior Motivation
- Being physically active helps your body grow stronger
- Being physically active burns calories and helps to keep you at a healthy weight
- Physical activity makes you feel good

Health Behavior Skills
- Identify ways to be physically active (e.g., dancing, walking to school, playing sports)
- Demonstrate ability to identify blocks of daily activity that add up to 60 minutes (e.g., 15 minute walk to school, 20 minutes of recess, 35 minutes of soccer practice equate to 60 minutes)

Methods and Materials
The final lesson is titled “Let’s Eat Healthy, Let’s Move, and Let’s Be Happy.” The first piece of the lesson briefly reviews the health eating material from the first 3 lessons. The new material in this lesson emphasizes the importance of achieving 60 minutes of physical activity every day for children in this age group. The types of activities that count toward the daily time goal as well as how activity throughout the day can add up to 60 minutes are highlighted. The final part of the lesson addresses overall well being and feeling happy. In addition to talking about activities that make kids happy (e.g., volunteering, trying new things), the lesson stresses that all of the topics discussed in Let’s Move VB! are goals to strive for and that no one will always eat healthy and achieve their physical activity goal every day.
However, the lesson does discuss how to be kind to oneself and to get back on track if goals are missed. The training kit includes visual aids to introduce each topic and spark discussion. There is no relay race associated with this lesson, but the children participate in some form of physical activity. Lesson 4’s take home is the My Plate child’s plate that is sectioned off for the food groups needed every day.
LEsson Resources:
http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html
http://www.cdc.gov/nutrition/everyone/fruitsvegetables/index.html
http://www.choosemyplate.gov/
http://teenshealth.org/teen/your_mind/emotions/self_esteem.html#
http://kidshealth.org/parent/emotions/feelings/confidence.html

Supplyes Needed (For up to 50 children)

- For Lesson
  - Let’s Be Healthy! Let’s Move! Let’s Be Happy! Visual aids
  - Music or sports equipment for physical activity
- Take Home:
  - MyPlates for each child
  - Letter Home to parents

Lesson
Note: When conducting this class, just have a conversation with the children! Ask them questions to get them interested in the lesson topic.

<table>
<thead>
<tr>
<th>TIME: Approximately 25 minutes</th>
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Introduction (Approximately 5 minutes)
- Recap: Ask the children what they learned last week, and how many of them paid attention to their portion sizes, ate food from each food group, and continued to drink more water.

What does healthy mean to you? (Approximately 5-10 minutes)
- Ask the children what they think of when they think of the word healthy
- Ask the children what are differences about themselves (ex. Eye color, hair color, have any of them lost teeth, height, etc)

Lesson (Approximately 20 minutes)
- Use the visual aids for to discuss 3 aspects of health and how they fit together for total health and wellness.
- Let’s Eat Healthy! – Show the Let’s Eat Healthy! Visual aid.
- What have we learned about eating and drinking healthily?
  - Rethink You Drink!
    - Drinking more water and reducing the amount of sugary drinks we drink
    - Why is water good for us? Hydration, energy, no empty calories
  - MyPlate
    - Eat a variety of different foods from the different food groups.
    - Quickly review the different food groups and some foods in each of the food groups
    - Remember what we discussed about eating the rainbow?
    - Making ½ your plate fruit and veggies
    - ¼ protein and ¼ grains
Let’s Move VB! Training Kit Module 4

- Portion Distortion
  - Review portion sizes and compare them to items around their home:
    - Vegetables- Baseball
    - Starches (like noodles) about the size of a computer mouse
    - Fruits- tennis ball
    - Protein- deck of cards
    - Cheese- a domino
    - Grains- CD/DVD

- Let’s Move! – Show the Let’s Move visual aid.
- What exercises do you do?
  - Dancing, running, playing in the park, jumping rope, walking the dog, playing sports, riding your bike, playing relay races
  - Exercise can be fun and easy to do!
  - Recommended to get 60 minutes of exercise each day (does not have to be all at once).
    - You can dance for 20 minutes/run around for 20 minutes/walk your dog with your parents for 20 minutes
- Why is exercise good for your body?
  - Makes your heart stronger
  - Makes your muscles and bones stronger
  - Helps you sleep better
  - Helps you keep your weight at a healthy level

- Let’s Be Happy! – Show the Let’s Be Happy! visual.
- What makes you happy?
  - All of these things that we learned the past 3 weeks are definitely important.
  - But just as important is YOU being happy with yourself and who you are.
    - You are a unique individual and there are many cool things that make you who you are!
    - What does volunteering mean? It means helping someone else out! Ask children different ways that they have volunteered
      - You can do things with your parents like:
        - Cleaning up someone’s yard, cleaning up your neighborhood
        - Helping out a friend or family member in need
    - Make smart decisions (do what is right)
    - Learning and doing the best that you can do. Working hard in school-or whatever else you work at.
    - Try new things! Do you like to sing, or dance? Do you like sports or nature? Doing things that you enjoy and are good for you. Ask children different things that they like to do outside of school. If responses include watching TV or playing video games, discuss importance of balancing that time with physical activity.
- Making choices
  - Remind the children that we discussed lots of ways to make healthier choices (e.g., drinking water, eating from 5 food groups).
  - No one is perfect, there will be special occasions where we don’t always make the healthier choices (birthday parties, for example). Ask them if they think it’s okay to choose less healthy options.
Let’s Move VB! Training Kit Module 4

- Talk about how children can try to follow the Let’s Move and Let’s Eat Healthy guidelines most of the time and take credit for trying hard to do so.
- Reiterate to the children that we all like and do different things and that is what makes you...
- Language is important: Choices aren’t good or bad, they are healthier or less healthy

**YOU!** (Show the YOU! Visual aid)
- Reiterate that all of these areas are important to being well-rounded.

<table>
<thead>
<tr>
<th><strong>FITNESS</strong></th>
<th><strong>TIME:</strong> Approximately 15 minutes</th>
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<tbody>
<tr>
<td><strong>Let’s Dance!</strong></td>
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<tr>
<td><strong>Before dancing:</strong> Emphasize taking a rest or slowing down if getting tired while dancing, or not feeling well.</td>
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<td><strong>Freeze dance:</strong> Every time the music is on encourage them to dance and when the music stops everybody freeze!!!</td>
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<tr>
<td><strong>Play an oldies song!</strong> Play an oldies song and teach children an oldies dance. Some examples of songs include <em>The Twist, Peppermint Twist, The Locomotion, Land of 1000 dances</em></td>
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<td><strong>Stroll Line / Soul Train Line dance:</strong> Separate students into 2 line formations. Have one or two children at the beginning of the line go in between the two parallel lines and do their own dance. The children standing in the parallel lines can then imitate the dance of the children going down the center. Have each child at the head of the line dance down the center aisle until everyone has had a chance to go.</td>
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<tr>
<th><strong>CONCLUSION</strong></th>
<th><strong>TIME:</strong> Approximately 5 minutes</th>
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<tr>
<td>Sit the children down to cool down (They may need to get a drink of water after dancing and before sitting down)</td>
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<tr>
<td>Remind the children that being active and eating healthy are very important for your body—but so is being happy with who you are and being the best you that you can be.</td>
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<tr>
<td>Remind children to pay attention to their portion sizes when they are eating their meals</td>
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<tr>
<td>Don’t forget to eat those veggies and fruits</td>
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<tr>
<td>Don’t forget to drink more water!</td>
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<tr>
<td>Try and continue to do some more fun exercising!</td>
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<tr>
<td>Give them take home item for this week</td>
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<tr>
<td>Use their <em>MyPlate</em> when creating well balanced meals.</td>
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<tr>
<td>Leave parent weekly take home letter at sign out table for parents to get when they pick their child up</td>
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</table>
**Week 4: Let’s Eat Healthy! Let’s Move! Let’s Be Happy**

**Checklist**

- Enough Take home *MyPlates* for the students (give away) (may be ordered online, search for MyPlate suppliers)
- Let’s Eat Healthy! Let’s Move! Let’s Be Happy! Visual Aids
- 3-4 Class outlines (1 for yourself, 1 for each volunteer)
- Music/equipment for physical activity
- Letters for the parents
- Post Surveys (optional—see separate Let’s Move VB! Evaluation Kit)
Let’s Eat Healthy

Photo credit: U.S. Department of Agriculture, Choose MyPlate.gov
Let’s Move VB! Training Kit Module 4

Photo credit: Microsoft Powerpoint ClipArt

Virginia Beach Department of Public Health

Experience the Fun!
Virginia Beach Parks and Recreation

ODU
Center for Global Health
Let’s Be Happy

Photo credit: Microsoft Powerpoint ClipArt
Let’s Move VB! Training Kit Module 4

Photo Credit: Microsoft Powerpoint ClipArt
Sample Letter to Parents

Hello Parents!

This is the last day of the Let’s Move VB! program at your school!

First and foremost, we wanted to let you know that it has been a pleasure working with your child during the Let’s Move VB! program! The kids have been so much fun to work with and they have done a fantastic job of learning key concepts from the lessons we have been teaching them. We hope that this program has also been a useful resource to you and your family, by providing helpful tips for selecting healthier food options and increasing physical activity throughout the week!

Today we introduced the children to the concept of total wellness. We emphasized that being healthy is more than just being physically fit, and includes eating healthy, being active, and feeling good. We focused on the importance of maintaining a positive body image and appreciating and accepting who you are and how healthy you feel…not what society says you need to look like.

As part of the last day of the program, we passed out MyPlate dishes to the kids. These plates have separated portion sections and colorful graphics in each section and serve as an additional guide for the children when eating their meals. Throughout the program, we have passed out additional items including the place mats, stickers, coloring books and helpful tips in an effort to provide some fun and creative ways to promote healthy eating and increased physical activity with your child. As with past weeks, on the back of this page we also have some helpful tips that you can utilize to continue with living a healthy and more active lifestyle with your family.

We ended the fitness portion of the program today with dancing to the Wii game Just Dance for Kids. The kids loved it and it was quite a workout for everyone as well! Again, the emphasis was to let the kids know that exercise doesn’t have to feel like work…it can be fun!

Once again, we have appreciated having the time to come to your child’s school and had fun teaching them about living a healthy life! We hope that the resources we have provided will be of a benefit to you beyond this program. We welcome any feedback you may have so that we can continue to strengthen the Let’s Move VB! After-school program.

Challenge for the week (and beyond): Focus on being healthy-all around, pay attention to those portion sizes, eat more fruits and veggies, drink plenty of water!!

….And don’t forget to keep moving!!!

~The Let’s Move VB! Team

Sources:

- Choose My Plate 10 Tips http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html
- Virginia Beach Mayor’s Action Challenge http://www.vbgov.com/government/departments/libraries/Pages/Mayors'-Action-Challenge.aspx
- Let’s Move National Campaign: http://www.letsmove.gov/
- Centers of Disease Control http://www.cdc.gov/ncbddd/childdevelopment/index.html
You are the most important influence on your child. You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it’s easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

1. **Show by example**
   Eat vegetables, fruits, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables.

2. **Go food shopping together**
   Grocery shopping can teach your child about food and nutrition. Discuss where vegetables, fruits, grains, dairy, and protein foods come from. Let your children make healthy choices.

3. **Get creative in the kitchen**
   Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve “Janie’s Salad” or “Jackie’s Sweet Potatoes” for dinner. Encourage your child to invent new snacks. Make your own trail mixes from dry whole-grain, low-sugar cereal and dried fruit.

4. **Offer the same foods for everyone**
   Stop being a “short-order cook” by making different dishes to please children. It’s easier to plan family meals when everyone eats the same foods.

5. **Reward with attention, not food**
   Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need “extras”—such as candy or cookies—as replacement foods.

6. **Focus on each other at the table**
   Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make eating meals a stress-free time.

7. **Listen to your child**
   If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask “Which would you like for dinner, broccoli or cauliflower?” instead of “Do you want broccoli for dinner?”

8. **Limit screen time**
   Allow no more than 2 hours a day of screen time like TV and computer games. Get up and move during commercials to get some physical activity.

9. **Encourage physical activity**
   Make physical activity fun for the whole family. Invite your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.

10. **Be a good food role model**
    Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

Go to www.ChooseMyPlate.gov for more information.