



# How Middle & High Schools May Support 5210 Healthy Military Children

5210 Healthy Military Children is a Military-wide plan to improve child health. It spreads a common message throughout children's communities: where families work, live, and play. The message represents four healthy behaviors youth should achieve each day:



- 5 or more servings of fruits and vegetables**
- 2 or fewer hours of recreational screen time<sup>+</sup>**
- 1 or more hours of physical activity**
- 0 sweetened beverages**

<sup>+</sup> *review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)*

Youth spend a substantial amount of time in school, so middle and high schools are very good places to promote the 5210 message. Healthy behaviors may be supported in schools through the information that youth are taught, the environment in which youth spend time, and the adults who foster their developing behaviors. The resources assembled in this toolkit are designed to help middle and high schools disseminate the 5210 message, communicate it with families, and reinforce it with school and classroom activities.

The following materials are available for middle and high schools:

1. **Tips For Middle & High Schools handout** – targets teachers and other school personnel and provides them with tips to help youth increase fruit and vegetable consumption, closely monitor and reduce screen time, increase physical activity, and decrease sweetened beverage consumption.
2. **Tips For Middle & High Schools posters** – includes enlarged versions of the Tips For Middle & High Schools handout that are available in two poster sizes (27" x 40" and 38" x 56") to hang in highly visible locations.
3. **Definitions & Recommendations handout** – explains the 5210 message and its research basis.
4. **Partner With And Educate Families handout** – provides tips to help school personnel reach out to families to help them learn about and adopt the 5210 behaviors.
5. **5210 Challenge Calendar** – is a useful tool to allow children and their families to track healthy behaviors all month.
6. **Healthy Fundraising handout** – lists healthy fundraising ideas and describes why healthy fundraisers are important to use.
7. **The Role of School Nutrition Programs handout** – provides ideas for school nutrition directors and the 5210 team to promote healthy eating strategies in the school setting.
8. **Quick Physical Activity Breaks handout** – displays ideas for quick and active breaks throughout the day and ways to incorporate them.



*This material is based upon work supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, and the Office of Family Policy, Children and Youth, U.S. Department of Defense under Award No. 2010-48709-21867 developed in collaboration with The Clearinghouse for Military Family Readiness at Penn State University. 5210 Healthy Military Children is adapted from Let's Go! [www.letsqo.org](http://www.letsqo.org).*

9. **Physical Activity Clubs handout** – provides examples of clubs that can be created in the classroom or school for encouraging and promoting physical activity.
10. **Make-Your-Own Sugar Bottle Display handout** – gives instructions for a great classroom activity to visually represent how much sugar is in some of the most-consumed beverages.
11. **Fill Up Here! poster** – advertises locations where reusable water bottles may be filled with drinking water.
12. **Media Projects handout** – Describes an activity that may be used by clubs or in classrooms in which students create media projects related to the 5210 message.
13. **Healthy Dates to Celebrate handout** – lists dates that provide opportunities throughout the year to promote healthy behaviors, for example, National Physical Fitness and Sports Month in May.
14. **5210 and Healthy Sleep handout** – lists ways that the 5210 behaviors support healthy sleep habits in children.
15. **Television Tunnel Vision handout** – lists alarming facts about children’s typical amount of screen time and offers suggestions for alternative ways of spending free time.
16. **Healthy Eating In A Hurry and Healthy Shopping On A Budget handout** – provides tips on ways to create quick, healthy meals on a busy schedule and provides tips on ways to purchase healthy foods cost effectively.

We recommend hanging the poster in highly visible locations in the school, for example close to the entrance, in the main hallways, in the main office, in restrooms, and on the classroom doors. In addition, handouts may be provided at school assemblies, PTO Meetings, Parent-Teacher conferences, and sent home with youth. Digital versions of all materials are available and may be inserted into any newsletters developed by the respective school district and uploaded to the school district website and via social media.

For more information, visit 5210 online at [www.5210.psu.edu](http://www.5210.psu.edu) or email us at [5210@psu.edu](mailto:5210@psu.edu). We will be happy to answer your questions!



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## 5 or more servings of fruits and vegetables

Fruits and vegetables can provide adolescents with a lot of nutrients, water, fiber, and phytochemicals that help prevent diseases and keep their bodies healthy. There are many school-based programs designed to increase student fruit and vegetable consumption – contact the Clearinghouse for Military Family Readiness at 1-877-382-9185 to identify programs to meet your needs!

- Create a Student Nutrition Action Committee or give students chances to participate in advocacy-based efforts to improve their school or community nutrition environments.
- In the cafeteria, place the nutrient-dense entrées ahead of other entrées, create a convenience line for healthier items, prompt students to take a piece of fruit, and display whole fruit with contrasting colors in attractive bowls.
- Use nutrition lessons to meet standards in core subjects like math, science, and health – track daily servings, set goals, grow a garden, and design healthy snacks!

## 2 or fewer hours of recreational screen time<sup>+</sup>

<sup>+</sup>review guidelines on parenting strategies to encourage quality screen time (AAP, 2015)

Recreational screen time is free time spent in front of screens – like televisions, video games, and the internet. It is possible to get enough physical activity and still engage in an unhealthy amount of screen time.

- Promote National Screen-Free Week, usually in early May, as a school event. See [www.screenfree.org](http://www.screenfree.org) for details.
- Help educate parents about healthy screen time habits – like removing televisions from bedrooms, turning off media during mealtimes, and setting and enforcing limits.
- Help adolescents identify alternate activities they enjoy, like drama, band, student leadership, and community service.

## 1 or more hours of physical activity

Activity is important for many reasons: it gives adolescents opportunities to move their bodies, become more physically fit, practice problem solving, build self-confidence, and engage in social interactions that promote self-awareness and empathy.

- Examine the physical education curriculum and make improvements to ensure that youth spend as much time as possible being active and not waiting in lines.
- Replace food-related fundraisers, like selling cookie dough, with active fundraisers, like walk-a-thons.
- If there is a lot of competition for placement on a school sport team, consider establishing intramural or club sport opportunities so all interested students can be active!

## 0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. Sweetened beverages, which are allowed for sale to middle/ high school students, include flavored nonfat milk and beverages with up to 40 calories per 8oz or 60 calories per 12oz. The USDA urges school districts to “exercise caution” when selecting items to sell to students.

- Ensure easy access to free drinking water that is desirable to drink. Check the fountains and clean or replace them, if necessary. Consider adding hydration stations and providing students with reusable water bottles to fill at the stations.
- Make water the norm for quenching thirst – lead by example and drink water when you are thirsty.
- Opt not to sell sweetened beverages on school grounds. Or, make unsweetened beverages more visible and convenient to purchase to nudge students toward healthier options.

Contact 5210 at [5210@psu.edu](mailto:5210@psu.edu) or [www.5210.psu.edu](http://www.5210.psu.edu) for help identifying programs and resources targeting nutrition, physical activity, and screen time!

## References

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## 5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

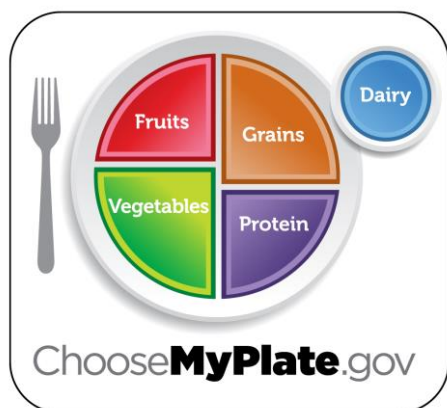
½ cup of chopped, canned, or cooked fruit

¼ cup of dried fruit

1 cup of raw leafy greens

½ cup of raw or cooked vegetables

½ cup of 100% fruit or vegetable juice



The Dietary Guidelines for Americans 2010<sup>1</sup> provide the following recommendations:

- Increase fruit and vegetable intake.
- Eat a variety of vegetables, especially dark-green, red, and orange vegetables, and beans and peas.

The American Academy of Pediatrics<sup>2</sup> has the following recommendations for consuming fruit juice:

- Do not give juice to infants younger than 12 months.
- Limit juice to 4 oz per day in children under 4 years.
- Limit juice to 4-6 oz per day in children 4 to 6 years.
- Limit juice to 8 oz per day in children and adolescents 7 years and older.
- Fruit juice offers no nutritional benefits over whole fruits, and whole fruits provide fiber and other nutrients.

The United States Department of Agriculture recommends that half of a person's plate should be fruits and vegetables<sup>3</sup>. This recommendation is reflected on the current U.S. Food Guidance System, MyPlate, which is shown to the left.

1. U.S. Department of Agriculture & U.S. Department of Health and Human Services. (2010). *Dietary Guidelines for Americans 2010*. Retrieved from <http://www.cnpp.usda.gov/DGAs2010-PolicyDocument.htm>
2. Heyman, M. B., & Abrams, S. A. (2017). Fruit Juice in Infants, Children, and Adolescents: Current Recommendations. *Pediatrics*, e20170967.
3. U.S. Department of Agriculture. (n.d.). *ChooseMyPlate.gov*. Retrieved from <http://choosemyplate.gov>

## 2 or fewer hours of recreational screen time<sup>+</sup>

<sup>+</sup>review guidelines on parenting strategies to encourage quality screen time (AAP, 2015)

Recreational screen time is free time spent sitting or reclining in front of televisions, computers, tablets, and similar screens.

Children will engage in screen time as fully as they do in any other activity and screen time can have its positive and negative effects. So, the American Academy of Pediatrics<sup>1</sup> makes these recommendations:

- Become involved in children's media use and set limits around screen time.
- Help children learn to distinguish and choose programs that contain quality content.
- Become role models for children, demonstrating the value of productive time spent away from screens.
- Attempt to keep children under the age of 2 years away from screens entirely.

1. Brown, A., Shifrin, D.L (2015). Beyond turn it off: How to advise families on media use. *American Academy of Pediatrics News*, 36(10), 1-1.



## 1 or more hours of physical activity

**Physical activity is any movement of the body that raises one's heart rate above resting.**

**Structured physical activities are planned, and unstructured physical activities are free-play.**

**Aerobic physical activities involve moving large muscle groups. Moderate and vigorous aerobic activities make a person's heart, lungs, and muscles work noticeably harder. Examples include bicycling, swimming, and playing chasing games, like tag.**

**Muscle-strengthening physical activities include climbing and swinging on playground equipment, doing sit-ups and push-ups, and resistance training.**

**Bone-strengthening physical activities create an impact on bones, such as hitting a tennis ball, jumping rope, or practicing gymnastics.**

For children 5 years and younger, the National Association for Sport and Physical Education<sup>1</sup> has developed the following recommendations:

- Infants under 12 months of age should engage in structured and unstructured physical activities each day that are devoted to exploring movement and developing motor skills.
- Toddlers (12 to 36 months old) should engage in structured physical activities for at least 30 minutes per day plus unstructured physical activities for at least 60 minutes (and up to several hours) per day.
- Preschoolers (3 to 5 years old) should engage in structured physical activities for at least 60 minutes per day plus unstructured physical activities for at least 60 minutes (and up to several hours) per day.

For children and adolescents 6 years and older, the U.S. Department of Health and Human Services<sup>2</sup> provides the following recommendations:

- Children and adolescents (6 to 17 years old) should engage in 1 hour of physical activity per day.
  - Most of the 1 hour should be moderate- or vigorous-intensity aerobic physical activities.
  - Muscle-strengthening physical activities should be included at least 3 days per week.
  - Bone-strengthening physical activities should be included at least 3 days per week.

1. National Association for Sport and Physical Education. (2009). *Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5*. Retrieved from <http://www.aahperd.org/naspe/standards/nationalGuidelines/ActiveStart.cfm>
2. Office of Disease Prevention & Health Promotion, U.S. Department of Health and Human Services. (2008). *2008 Physical Activity Guidelines for Americans*. Retrieved from <http://www.health.gov/paguidelines/guidelines/default.aspx>



## 0 sweetened beverages

**Sweetened beverages are fruit drinks, sodas, sports drinks, and other beverages with caloric sweeteners like sugars and syrups.**

Researchers from the Robert Wood Johnson Foundation Healthy Eating Research program<sup>1</sup> made the following conclusion following an examination of current evidence:

- Reducing sweetened beverage intake “would have no negative effect on children’s health and would reduce the risk of childhood obesity and many other health problems, including type 2 diabetes, poor nutrition, excess caffeine consumption, and dental decay.”

1. Gortmaker, S., Long, M., & Wang, Y. C. (2009). *The Negative Impact of Sugar-Sweetened Beverages on Children's Health*. Retrieved from <http://www.rwjf.org/en/research-publications/find-rwjf-research/2009/11/the-negative-impact-of-sugar-sweetened-beverages-on-children-s-h.html>

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## Did you know

One of the most effective ways to promote a healthy lifestyle and behaviors for children is to adopt healthier habits as a family. According to the American Academy of Pediatrics, "families have a critical role in influencing children's health, and health is a real characteristic of the family lifestyle."



## Here are a few ways you can partner with and educate families:

- Ask one of your kid's parents to be a representative for your 5-2-1-0 program at local meetings.
- Ask parents to become a part of your team (parents can attend conference without the need of a substitute).
- Send letters home to parents letting them know about your 5-2-1-0 program, what the messages and strategies are, and how they can support your work.
- Ask parents to send only healthy snacks and meals in with their child and share ideas with them that can make it more affordable.
- Utilize the skills of parents (e.g. nutritionist, carpenter, artist). Pull them into 5-2-1-0 projects!
- Encourage fundraisers that support 5-2-1-0 messages and strategies.

**Parents can benefit from this relationship too!**

## Children who eat healthy and have an active lifestyle are more likely to:

- maintain a healthy weight
- have better self esteem
- sleep better
- do better academically
- avoid health issues such as heart disease, type 2 diabetes, bone and joint problems, etc



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# 5210 Challenge

Track your healthy behaviors all month long!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____
# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____
# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____	# fruits and veggies _____ 2 hrs or less "screen" time _____ 1 hr physical activity _____ 0 sugar-sweetened drinks _____

Score one point for each serving of a fruit or veggie

Score 2 points for every day you had 2 hours or less of "screen" time (tv, computer, Gameboys)

Score 2 points for every day you participated 1 hour (or more) in physical activity

Score 2 points for every day you had zero (no) servings of a sugar-sweetened drinks

Score 2 bonus points for each new fruit and vegetable you ate:

List new fruits/vegetables \_\_\_\_\_

Points \_\_\_\_\_  
 Points \_\_\_\_\_  
 Points \_\_\_\_\_  
 Points \_\_\_\_\_  
 Points \_\_\_\_\_

NAME \_\_\_\_\_

PARENT SIGNATURE \_\_\_\_\_

TOTAL POINTS \_\_\_\_\_



www.letsgo.org







Candy, baked goods, soda and other foods with little nutritional value are commonly used for fundraising at school. Schools may make easy money selling these foods, but students pay the price. An environment that constantly provides children with sweets promotes unhealthy habits that can have lifelong impact. As we face a national epidemic of overweight children, many schools are turning to healthy fundraising alternatives.

## Benefits of Healthy Fundraising

**Healthy Kids Learn Better:** Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.

**Provides Consistent Messages:** Fundraising with healthy foods and non-food items demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them.

**Promotes a Healthy School Environment:** Students need to receive consistent, reliable health information and ample opportunity to use it. Finding healthy alternatives to fund-raising is an important part of providing a healthy school environment.



Almost 20 percent of children are overweight, a threefold increase from the 1970's. Poor eating habits and a sedentary lifestyle are just behind smoking as the leading cause of deaths per year in the United States, and the number of deaths related to poor diet and physical inactivity is increasing.

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Schools can help promote a healthy learning environment by using healthy fundraising alternatives.

## Items You Can Sell

- Activity theme bags
- Air fresheners
- Bath accessories
- Balloon bouquets
- Batteries
- Books, calendars
- Brick/stone/tile memorials
- Bumper stickers & decals
- Buttons, pins
- Candles
- Christmas trees
- Coffee cups, mugs
- Cookbooks
- Crafts
- Coupon books
- Customized stickers
- Emergency kits for cars
- First aid kits
- Flowers and bulbs
- Foot warmers
- Football seats
- Garage sale
- Giant coloring books
- Gift baskets
- Gift certificates
- Gift items
- Gift wrap, boxes and bags
- Graduation tickets
- Greeting cards



## Items You Can Sell, continued

- Hats
- Holiday ornaments
- Holiday wreaths
- House decorations
- Jewelry
- Lunch box auctions
- Magazine subscriptions
- Megaphones
- Monograms
- Music, CDs
- Newspaper space, ads
- Parking spot (preferred location)
- Pet treats/toys/accessories
- Plants
- Pocket calendars
- Pre-paid phone cards
- Raffle donations
- Raffle extra graduation tickets
- Raffle front row seats at a special school event
- Rent a special parking space
- Scarves
- School art drawings
- School Frisbees
- School spirit gear
- Scratch off cards
- Sell/rent wishes
- Souvenir cups
- Spirit/seasonal flags

## Items You Can Sell, continued

- Stadium pillows
- Stationery
- Stuffed animals
- Temporary/henna tattoos
- T-shirts, sweatshirts
- Tupperware
- Valentine flowers
- Yearbook covers
- Yearbook graffiti



## Healthy Foods

- Frozen bananas
- Fruit and nut baskets
- Fruit and yogurt parfaits
- Fruit smoothies
- Lunch box auctions
- Trail mix

## Sell Custom Merchandise

- Bumper stickers/decals
- Calendars
- Cookbook made by school
- Logo air fresheners
- Scratch off cards
- T-shirts/sweatshirts

## Items Supporting Academics

- Read-A-Thon
- Science Fair
- Spelling Bee

Adapted from: Creative Financing and Fundraising. California Project Lean, California Department of Health Services, 2002.

### Additional Resources

- Clearinghouse for Fundraising Information:* <http://www.fundraising.com/>
- Creative Financing and Fundraising.* California Project Lean, California Department of Health Services, 2002. <http://www.co.shasta.ca.us/Departments/PublicHealth/newspublications/other%20publications/other.shtml>
- Guide to Healthy School Stores.* Alabama Department of Public Health Nutrition & Physical Activity Unit, 2004. <http://actionforhealthykids.org/filelib/toolsforteam/recom/N&PA%2035%20-%20school%20store.pdf>
- Healthy Finances: How Schools Are Making Nutrition Changes That Make Financial Sense.* Action for Healthy Kids, 2003. [http://www.actionforhealthykids.org/filelib/facts\\_and\\_findings/healthy%20foods,%20healthy%20finances.pdf](http://www.actionforhealthykids.org/filelib/facts_and_findings/healthy%20foods,%20healthy%20finances.pdf)
- Healthy Fundraising:* <http://www.healthy-fundraising.org/index.htm>
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Adapted with permission from Healthy Fundraisers, Connecticut State Department of Education, May 2005 (Revised June 2009). <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Resources>

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# School Nutrition Programs

We view school nutrition programs as essential partners in our quest to promote healthy eating and active living. School food service programs, more progressively called school nutrition programs, often operate independently from the greater school environment. However, schools implementing 5210 Healthy Children can benefit greatly from a positive relationship with the school nutrition program and vice versa.



## What 5210 teams can do:

- Invite the district school nutrition director to join your team. Let them know what 5210 Healthy Children is and that you are looking at the entire school food environment (celebrations, snack time, fundraisers, etc). Invite them to participate because of their expertise in feeding kids and your desire to develop a productive relationship. A good way to start off on the right foot is to ask what *you* can do to help the nutrition program. Be positive and don't immediately request changes.
- If you are working on a healthy snack program, don't go it alone! Involve your school nutrition director. Each school also has a kitchen manager. You may get more headway with the director, but having the manager on board is helpful too.
- Embrace lunch staff as valuable members of the school community. Give them a chance to show off their stuff! Offer them the opportunity to come into the classroom to offer nutrition education.
- Get in the cafeteria. Walk through the hot lunch line. Help kids identify how their lunch choices can contribute to their 5-a-day. Go to the salad bar. Sit with the kids. Be a healthy eating role model!
- If you want to work on the school menu, developing a positive working relationship with the director is the first step. Be curious. Ask about what nutrition standards they follow and how much money they have per meal. It's a real eye-opener.

**See next page for more information...**

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*5210 Healthy Military Children is adapted from Let's Go! [www.letsgo.org](http://www.letsgo.org).*

## What school nutrition directors can do:

- Adding a healthy new menu item? Rely on your 5210 team members to help promote the new item. Ask the principal, school nurse, or school secretary to help serve the new item.
- Write descriptive menu, e.g. write ‘Grandma’s Garden Vegetable Stew’ instead of ‘Vegetable Soup’<sup>1</sup>
- Encourage teachers to eat school lunch with students. Enter these teachers into a drawing for a healthy snack for their classroom.
- Increase the nutritional quality of school meals by achieving the Healthier US School Challenge.
- Include classroom teachers in “March through the Alphabet” or “Eat your way through the Rainbow” initiatives. These efforts can be complemented in the classroom.
- Market, market, market! Let people know why your program is great!



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# Quick Physical Activity Breaks

High Knee Run/March	Run or march in place, lifting your knees in front of you as high as you can.
Hula Hoop	Around Your Waist. Do the best you can and have fun! Keep moving your hips! Hula hoop twirling builds abdominal strength. Twirling two hula hoops builds hand-eye coordination.
Tree Pose	Balance on one foot. Place your other foot on the inside of your balanced leg. Your knee should be pointing to the side and your heel pointing up your leg. It is okay to leave your toes on the ground if you need to. Bring your hands together in front of you or overhead. Change legs after a count to 30.
Wood Chopper	Stand with your feet hip distance apart. Squat down with arms extended in front of you with a ball between your hands or just bring your hands together in a fist. As you lower in a squat bring the ball towards the ground. As you rise up, bring the ball over your head. Keep your eyes looking straight ahead the entire time.
Chair Pose	Feet together. Legs together. Keeping your knees together, sit back like you were sitting in a chair. Hold that position as long as you can. Relax when you need to, and then try again.
Skate in Place	Pretend to ice skate in place as you hop side to side bringing your heel behind you as high as you can. Swing your arms side to side. You can do this without hopping by stepping side to side.
Agility Ladder	Form a line at one end of the ladder. Run through the ladder without stepping on the white bars. Pick your knees up high! Run up the ladder and then jog around to the end of your class line.
Jump the Hurdles	Form a line at the cone. The first person begins by stepping/jumping over the hurdles. When the student before you gets to the 3rd hurdle, the next person begins. Keep the line moving!
Squeeze the Ball	Place a ball between your hands, elbows pointing out to the side. Squeeze your palms in towards the ball. Feel your arms working hard!
Jump Rope	You can pretend jump rope or use a real jump rope. Keep moving! Jumping rope builds endurance. Jumping rope is an activity recommended for both children and adults, and can be done individually or in a group setting.
Hands to Knee	Extend your arms overhead. Lock your thumbs together. Lift one knee up as you pull your arms down to touch that knee. Arms go back overhead as that foot goes back down to the ground. Lift the other knee as you pull your arms down to touch the knee. Stand nice and tall to help your abdominal muscles get strong!

*These activity breaks came from Kerra Cartwright, First Grade teacher, Young Elementary School, Saco, 2008*

There are several ways to incorporate the above ideas into the day. You could:

1. Use them in the classroom as a quick and easy physical activity break
2. Put a few together for indoor recess
3. Combine them all for use at a health fair or field day

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# Physical Activity Clubs

## Thousand-Step Thursday

Keep track of steps using pedometers and record steps on a chart or incorporate them into a mathematics lesson; grades 2 and up really enjoy using pedometers.

## Walking Wednesday

Make a commitment to walk for a period of time every Wednesday for the entire school year.

## Twenty Miles in Twenty Days

Choose a month with twenty school days. Map out an area around the school or community that is exactly one mile. Every day for a month, have students walk the mile course. At the end of the month, they will proudly say that they were able to walk twenty miles in twenty days! This is a great activity for the spring.

## On-the-Move Monday

Make a commitment to walk for a period of time every Monday for the entire school year.

### Notes from a Successful Teacher:

- Last year I bumped into one of my former students and she said, “Know what I miss most about second grade? Thousand-Step Thursday. I wish my third grade teacher took us walking.”
- My class walked at the same time each week and parents knew that if they showed up, they were welcome to join us.
- Teach students how to use pedometers; pedometers are great motivators for walking.

### Look what one school did!

Be sure to look both ways before you cross the entrance to Hall School in Portland. If you're not paying close attention, you risk being run down by the “**Recess Runners.**” “**Recess Runners**” is a program designed to get students active during the school day. Students have the opportunity to walk or run a marked trail during recess and free periods and receive a punch on an index card for each lap completed. A teacher or parent volunteer stands nearby to give the hole punches. When they return inside, they move their marker a bit farther on the path across the United States. The program has been a great success, with teachers reporting better attendance and behavior after lunch.

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# Sugar Bottle Display

Making your own is a great classroom activity. This is one of the best ways to graphically show how much sugar is in some of the most consumed beverages—you'll be surprised. This is a tool that can be used to help students *and* staff to make smart beverage choices.

## Directions to Make-Your-Own Sugar Bottle Display

### Supplies:

- Bottles of your favorite beverages - refer to the table on the next page for suggestions.
- Bag of White Sugar
- Teaspoons
- Funnels

### Directions:

1. Empty, wash and completely dry bottles—keep the labels on the bottles.  
**Tip:** Bottles take *at least* 24 hours to dry completely.
2. Find the Nutrition Facts box on the bottle label.
3. Take note of serving size (*many bottles contain two or more servings — something to think about!*)  
**Tip:** Make sure to pay attention to the information listed *Per Bottle*.
4. Record how many grams of sugar are in a bottle.
5. Figure out how many teaspoons of sugar are in each bottle by dividing the grams of sugar by 4.2 (number of grams of sugar in a teaspoon.)
  - Serving size: 1 bottle
  - Sugars=48g
  - Teaspoons=48 divided by 4.2≈11.
  - Amount of sugar to put in bottle=11 teaspoons.



(Continued on next page)

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6. Put funnel into mouth of bottle and put in computed amount of sugar. Replace cap. Screw on tight!
7. Make a chart like the one below corresponding to the drinks you chose.
8. Display in your school so students and staff can see how much sugar is in some of their favorite drinks.
9. Other ideas:
  - Make a game out of it by having people guess how many teaspoons of sugar are in their favorite drinks and give the winners a 5-2-1-0 approved prize!
  - Have a poster contest around sugar-sweetened beverages.



Common Drink Choices				
Drink	Size	Total Calories	Sugar Grams	Tea- spoons Sugar
Mountain Dew®	20 oz	275 cal	78 g	18
Coca-Cola® Classic	20 oz	250 cal	65 g	15
Dunkin' Donuts Strawberry Fruit Coolata®	16 oz	290 cal	65 g	15
Sprite®	20 oz	250 cal	65 g	15
Monster Energy® Drink	16 oz	200 cal	54 g	13
Arizona® Green Tea & Honey	20 oz	210 cal	51 g	12
Minute Maid® 100% Apple Juice	10 oz	140 cal	32 g	8
Glaceau Vitamin Water®	20 oz	125 cal	32.5 g	8
Gatorade™	20 oz	130 cal	34 g	8
Starbucks Bottled Frappuccino®	9.5 oz	200 cal	32 g	8
Water	Any size	0 cal	0 g	0

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**5210** Every Day!

**FILL UP HERE!**



Refill  
your  
water  
bottles  
here!



**LET'S GO!**

[www.lets-go.org](http://www.lets-go.org)



# Media Projects

Having students create their own health media is a great way to educate their peers and others in the community about teen health issues. You can help teens spread positive 5-2-1-0 messages by working with them and community organizations to create various types of media. Teens will have great ideas for catchy media campaigns and will be excited to create ads that will appeal to their peers.

## Objectives:

- Students will experience team work and collaboration.
- Students will become comfortable using modern technology.
- Students will explore the way media is used as a tool to spread health messages.
- Students will create a product that can be shared, assessed, and utilized.

## Consider having students create:

- 5-2-1-0 commercials or ads (post them on 'YouTube'!)
- 5-2-1-0 songs, raps, or poems (see if a local radio station will air them!)
- 5-2-1-0 flyers, posters, or brochures (make it a poster contest!)

Or, send students on a photo scavenger hunt to capture people in the 'act' of a healthy behavior. Who can capture the best image that represents the 5 message? The 2 message? 1? 0? Encourage creativity and thinking outside the box!

## Creation of any of the above projects could be a:

- Homework assignment
- Class project
- Family project
- Community service project

**Be sure to share your students' creations.**

**You never know, a new 5210 public service announcement could come from you!**

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# Healthy Dates to Celebrate

MONTH	SPECIAL OBSERVATIONS
January	Family Fit Lifestyle Month National Soup Month
February	National Snack Month American Heart Month
March	National School Breakfast Week National Nutrition Month
April	Earth Day National Public Health Week
May	National Physical Fitness and Sports Month National Screen-Free Week
June	National Dairy Month National Fresh Fruit and Vegetable Month
July	National Picnic Month National Recreation and Parks Month
August	Family Meals Month National Farmers Market Week
September	National Childhood Obesity Awareness Month Ethnic Foods Month
October	International Walk to School Day National School Lunch Week
November	American Diabetes Month Great American Smokeout
December	Hand Washing Awareness Week Tropical Fruits Month

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# 5210 and Healthy Sleep

## Support Healthy Sleep Patterns with 5210!

- 5 5 servings of fruit and vegetables daily is part of a healthy diet which helps promote quality sleep
- 2 Any screen time viewed within one hour of bedtime has been associated with difficulty falling asleep, anxiety around bedtime, and fewer sleeping hours
- 1 Engaging in regular physical activity helps improve sleep quality
- 0 Caffeinated beverages close to bedtime may contribute to difficulty falling asleep

Create an environment conducive to good sleep



### Improve Healthy Sleep by...

- ensuring your child has a consistent sleep and wake time
- ensuring your child has a consistent bedtime routine
- removing all electronics from the bedroom
- ensuring your child has a cool, quiet, dark and comfortable sleep environment



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Setting rules and enforcing limits can help reduce the amount of leisure time children spend in front of screens, like televisions, computers, and tablets.

Here are some fun things kids can do instead of engaging in screen time:

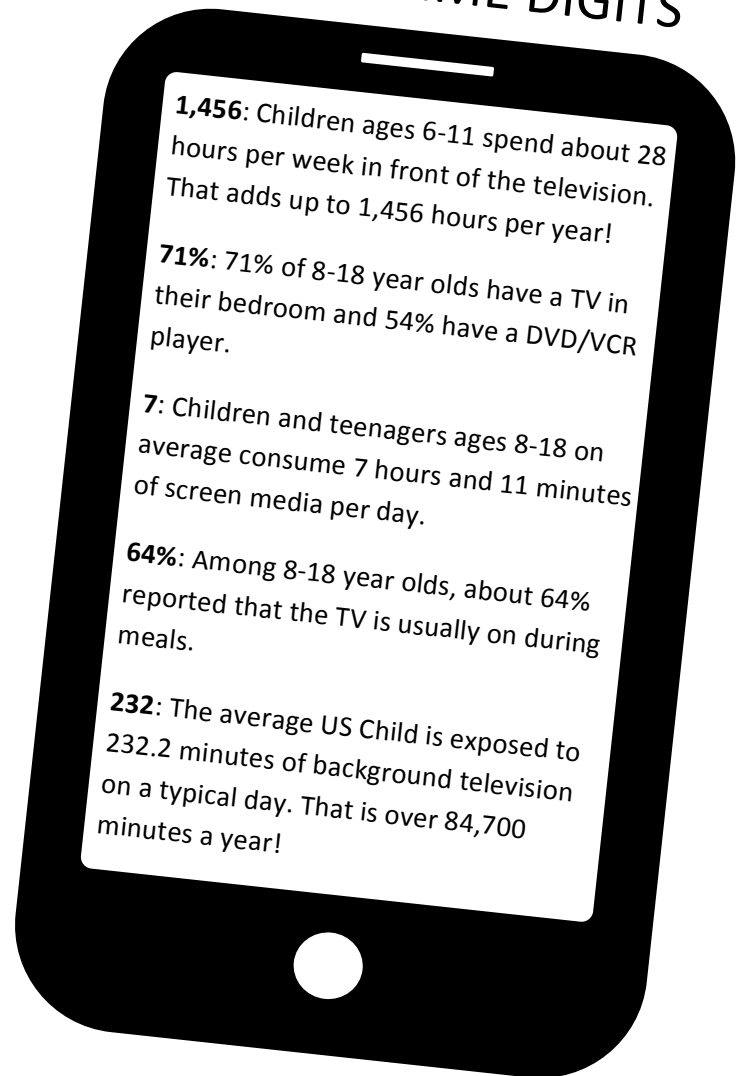
- Take a walk
- Cook something delicious
- Ride a bike
- Plant a garden
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Go stargazing
- Read a book
- Write a story
- Play outside
- Explore a new playground
- Turn on the music and dance
- Start a journal
- Make art
- Talk with a friend
- Take pictures
- Join a club

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## SCREEN TIME DIGITS






 **Use the slow cooker.** Use time to your advantage! It only takes a few minutes to assemble most slow cooker recipes. The meal will cook during the day and be ready at dinnertime.

 **Plan ahead for the week's meals.** Buy and prep meals once a week on your least busy day. This allows you to portion foods and save money by buying in bulk.

 **Make a shopping list** that includes everything needed for the upcoming week. This ensures you have everything on hand when it is time to get cooking, and will eliminate trips to the grocery store mid-week.




 **Avoid fast food restaurants.** If you know you're going out, look at the menu options that are marked healthier choices, smaller sandwiches, salads, and limit fried foods.




 **Keep the pantry well stocked** with healthy choices for the week.

 **Chop fruits and veggies ahead of time** and serve with low fat dressings or dips.

 **Cook in large batches and freeze.** Cook more than needed for one meal and freeze the leftovers in single serving size containers.

 **Stash snacks.** Keep a supply of healthy snacks in your desk drawer, in the car, and at work.

 When time is tight, **consider pre-cooked protein options** like a rotisserie chicken, canned tuna or chicken, or pre-cooked shrimp. For a quicker cooking option, try fresh fish filets that are on the thinner side (like tilapia) and vegetarian protein foods like tofu and canned beans.



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#### Website sources:


<http://www.diabetes.org/mfa-recipes/tips/2014-09/15-ways-to-eat-healthy-in-a.html>

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 **Buy store brands.** You will get the same or similar product for a cheaper price. If your grocery store has a membership card, sign up for even more savings.


 **Make a shopping list and stick to it.** Make sure it includes everything needed for the upcoming week.





 **Don't shop when you're hungry.** You'll be more tempted by snack foods.




 **Buy in-season produce,** which is often easier to find, more flavorful, and less expensive. If you are not going to use them all right away, buy some that still need time to ripen.

 **Prepare yourself rather than buy ready-to-eat.** Buy vegetables and fruits in their simplest form. Pre-cut, pre-washed, ready-to-eat, and processed foods are convenient, but often cost much more than when purchased in their basic forms.

 **Buy canned or frozen fruits and vegetables.** For canned items, choose fruit canned in 100% fruit juice and vegetables with "low sodium" or "no salt added" on the label.

 **Buy in bulk.** It is almost always cheaper to buy foods in bulk. Smart choices are family packs of chicken, steak, or fish and larger bags of frozen vegetables. Before you shop, remember to check if you have enough freezer space.



 When time is tight, **consider making large batches** of your favorite recipes (by doubling or tripling the recipe). Freeze in individual containers. Use them throughout the week and you won't have to spend money on take-out meals.

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#### Website sources:

<http://www.choosemyplate.gov/budgetosemyplate.gov/budget>

<http://www.cnpp.usda.gov/USDAFoodPlansCostofFood>