



Healthy Children



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KEY:

- 5 Document supports eating fruits and vegetables
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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 Children is adapted from Let's Go! www.letsgo.org.

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Introduction to 5210 Healthy Children

Thank you for your interest in 5210 Healthy Children!

This campaign is a community-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 children should achieve each day:

5 or more servings of fruits and vegetables

2 or fewer hours of screen time & review guidelines⁺
⁺review guidelines on parenting strategies to ensure quality screen time (AAP 2015)

1 or more hours of physical activity

0 sweetened beverages

All four behaviors are recommended by groups like the American Academy of Pediatrics, the U.S. Department of Health and Human Services, and the National Association for Sport and Physical Activity. They are based on research about what makes children healthy. ALL children, no matter their size, benefit from eating enough fruits and vegetables, closely monitoring and limiting their screen time, being physically active, and avoiding sweetened beverages.

We know that many people and places influence children's lives. Therefore, the 5210 Healthy Children campaign provides tips for a variety of people and places to help children meet the 5210 goals:

Families	Youth Centers	Fitness Centers
Child Care and Early Childhood Education	After-School Programs	Community Centers
Elementary Schools	Cafeterias	Workplace
Middle and High Schools	Restaurants	Healthcare Professionals
	Grocery Stores	Leaders

By working together, all members of your community can help ensure that children lead healthy lives! For more information please visit us at <https://5210.psu.edu> or email us at 5210@psu.edu.



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Everyone has a role to play!



Leaders



Families



Child Care &
Early Childhood Education



Healthcare Professionals



Elementary Schools



Workplace



Middle & High Schools



Community Centers



Youth Centers



Fitness Centers



After-School Programs



Grocery Stores



Restaurants



Cafeterias

Lots of people and places are influential in the lives of children and their families.

Let's all do our part to promote the 5210 message and support its goals.

By working together, we can make a big impact on the health of children! For more information please visit us at <https://5210.psu.edu> or email 5210@psu.edu



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5210 Healthy Children is adapted from Let's Go! www.letsgo.org.



About the Developers

The 5210 Healthy Children campaign was conceived and developed through collaboration between the Office of the Deputy Assistant Secretary of Defense for Military Community and Family Policy's (MC&FP) Office of Family Policy/Children & Youth and the Resource Center for Obesity Prevention within the Clearinghouse for Military Family Readiness (Clearinghouse) at The Pennsylvania State University.



MC&FP is responsible for programs and policies that support community quality of life for Service members and their families worldwide. The Clearinghouse was established to assist professionals who work with Military Families by promoting and supporting (1) the use of research-based decision-making; (2) the selection, dissemination, and implementation of evidence-based programs and practices; (3) the evaluation of programs and the identification and creation of measures and metrics; and (4) the continued education of professionals assisting Military Families. Within the Clearinghouse, the Resource Center for Obesity Prevention provides insight and solutions on matters related to health promotion and obesity prevention.

As a result of the Department of Defense's Childhood Obesity Prevention Work Group, MC&FP identified a need for evidence-informed strategies that would promote child health and could be disseminated to a variety of Military community members and across a range of Military community settings. The Let's Go! 5210 program in Maine (www.letsgo.org) provided an excellent model of a community-wide initiative to improve child health behaviors; it was from this model that the Resource Center for Obesity Prevention developed 5210 Healthy Military Children for a Military setting. Throughout this process, MC&FP offered guidance about the needs of Military communities, and researchers at the Resource Center for Obesity Prevention developed materials to meet those needs. In addition, 5210 Healthy Children materials provide the same resources for non-Military settings. In addition to the current research team listed below, we would like to acknowledge the original development team of Jennifer DiNallo, Ph.D., Darcy Gungör, M.S., Ryan Rosendale, Ph.D., Christina Diaz, M.B.A., Crista Hankey, and Daniel F. Perkins, Ph.D.

Please visit <https://5210.psu.edu> for more information.

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Acknowledgement



The 5210 Healthy Children campaign wishes to acknowledge and thank **Let's Go!**

Let's Go! is a program from the Kids CO-OP at The Barbara Bush Children's Hospital at Maine Medical Center and implemented in partnership with MaineHealth. It is designed to increase healthy eating and active living in children from birth to 18 years. The 5210 Healthy Military Children campaign was inspired by the **Let's Go!** strategy of reaching children and their families across multiple sectors with a consistent message where they live, learn, work, and play and has aspired to translate the strategy to a Military setting.



We are especially grateful that **Let's Go!** has made all of their materials freely available to download, distribute, and even co-brand. Their generosity removes the financial barrier communities may face when seeking health promotion programming to implement and ensures that all children may benefit from the rich resources developed by **Let's Go!**

Please visit www.letsgo.org for more information about this program.



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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

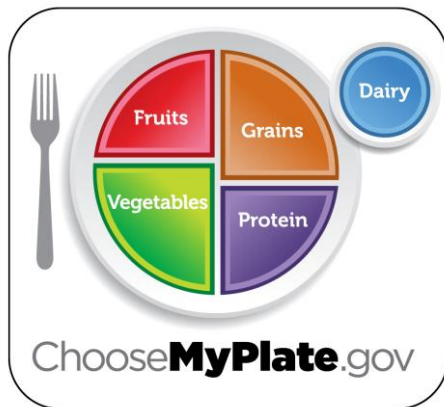
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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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 Education¹ 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 Services² 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>



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 program¹ 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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Frequently Asked Questions

► What is the purpose of 5210 Healthy Children?

The purpose of 5210 Healthy Children is to improve child health. “5210” represents healthy behaviors children should achieve each day:



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

review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

To improve child health, the 5210 Healthy Children campaign will target children, their families, and other people and places influential in children’s lives with materials to increase knowledge of the 5210 recommendations and provide tips and tools for supporting 5210 behaviors.

► Who is 5210 Healthy Children for?

This question may be answered in two ways:

- 5210 Healthy Children is for all children because it is a campaign intended to improve the health of all children from birth to 18 years.
- 5210 Healthy Children is for the people and places influential in the lives of children because the tips and tools that have been developed target a variety of community members and a variety of locations.

► Where do the 5210 recommendations come from?

The research-based 5210 recommendations come from groups such as the U.S. Department of Health and Human Services, the American Academy of Pediatrics, the U.S. Department of Agriculture, and the National Association for Sport and Physical Activity. For more information see *Definitions & Recommendations*, which is included in this toolkit.

► How should 5210 Healthy Children be used?

This toolkit is divided into 15 sections that correspond to a variety of people and places influential in children's lives:

Families	Youth Centers	Fitness Centers
Child Care & Early Childhood Education	After-School Programs	Community Centers
Elementary Schools	Cafeterias	Workplace
Middle and High Schools	Restaurants	Healthcare Professionals
	Grocery Stores	Leaders

Each section of the toolkit contains materials designed to permeate children's and families' environments with the 5210 message and describe how the targeted person or place may support 5210 behaviors.

► Where can I go for more information?

Visit 5210 online at www.5210.psu.edu or email 5210@psu.edu. We will be happy to answer your questions.



How Families May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time*

1 or more hours of physical activity

0 sweetened beverages

** review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)*

Families play a critical role in child health because they influence children's behaviors and environment. The behaviors children learn and the environments in which they live may promote or be a challenge to good health. The resources assembled in this toolkit are designed to help families promote fruit and vegetable consumption, decrease screen time, increase physical activity, and decrease sweetened beverage intake during family time. The 5210 resources for other sectors (e.g., grocery stores and restaurants) also pertain to families and give sector-specific strategies to promote child health. Families should be engaged by 5210 Healthy Children to a high degree so that they become aware and may make use of the 5210 resources available throughout their communities.

The following materials are available for families:

1. **Tips For Families handout** –provides families with specific tips to increase fruit and vegetable consumption, decrease screen time, increase physical activity, and decrease sweetened beverage intake during family time.
2. **Tips For Families posters** - enlarged versions of the Tips for Families handout are available in two 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. **A Meal Is A Family Affair handout** – describes the importance of having regular family meals, and gives suggestions for starting this habit.
5. **Feeding Infants handout** – contains details about how and what to feed infants from birth to 12 months.
6. **Feeding Toddlers And Preschoolers handout** – provides information about how and what to feed young children from 1 to 5 years.
7. **Phrases That HELP And HINDER handout** – outlines helpful and harmful things to say to children during feeding.
8. **Healthy Kids' Snacks handout** – lists examples of healthy snacks that can be provided for children.
9. **May I have some juice, please? handout** – describes the American Academy of Pediatrics' recommendations for serving juice to children.
10. **Most People Don't Need Sports And Energy Drinks handout** – provides information about the ingredients, recommendations for using, and possible effects of consuming sports and energy drinks.

11. **Screen Time And The Very Young handout** – provides the evidence-based screen time recommendations for infants and children from the American Academy of Pediatrics.
12. **It Takes 2 to Tune In handout** – describes the American Academy of Pediatrics (2015) guidelines on parenting strategies to ensure quality screen time.
13. **5210 and Healthy Sleep handout** – lists ways that the 5210 behaviors support healthy sleep habits in children.
14. **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.
15. **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 community locations families frequent, such as community centers, libraries, schools, and healthcare offices, and distributing the handouts in similar locations. Digital versions of all materials are available and may be inserted into community newsletters or emails and uploaded to websites and social media outlets.

For more information, visit 5210 online at www.5210.psu.edu or email us at 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 provide a lot of nutrients and water without a lot of calories. They also contain fiber and a variety of phytochemicals that help prevent cancer, heart disease, and other diseases. Young children often reject new foods at first – it may take several exposures to a new food before it is accepted so keep trying!

- Prepare meals and snacks at home using fruits and vegetables and let children help in the kitchen so they learn how to make healthy foods.
- Eat together as a family and model healthy eating to your children.
- Offer a variety of fruits and vegetables and other healthy foods at planned times throughout the day. Let children choose whether and how much they eat.

2 or fewer hours of recreational screen time⁺

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

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 – so encourage your family to find other fun ways to spend their free time!

- Same parenting rules apply to screen time – set limits.
- Role modeling is critical – limit your own screen time.
- Children learn better from live interactions than from passive videos – talk to your children!
- Content matters – review what your children are watching and don't just set a timer!

1 or more hours of physical activity

Moving your body is a great way to burn calories, improve your mood, boost your energy, prevent cancer and cardiovascular diseases, and help you sleep better at night – plus, it can be a lot of fun! Look for activities your family can enjoy together so everyone can reap the benefits and help keep one another stay on track!

- Use activities instead of foods as incentives – a trip to the park, sledding hill, laser tag arena, skating rink, batting cage, or community pool can be a great alternative to the ice cream shop to celebrate a job well done.
- Walk or bike as a family to get where you're going.
- Set up activity dates with like-minded families or sign up your family for a charity walk – if you're accountable to someone else you may be more likely to stay active.

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. Watch out for drinks with the following ingredients: sugar, honey, sweetener, syrup (e.g., corn syrup, brown rice syrup), and/or ingredients ending in "ose" (e.g., glucose, dextrose).

- Make water the norm for quenching thirst – drink water when you are thirsty and offer water to thirsty children.
- Sparkling water, still water with slices of lemon, and fruity herbal iced teas are fun alternatives to plain water.
- Nonfat and 1% milk and 100% vegetable juices contain beneficial nutrients and calories, so think of them as foods that contribute towards your family's healthy diet.

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

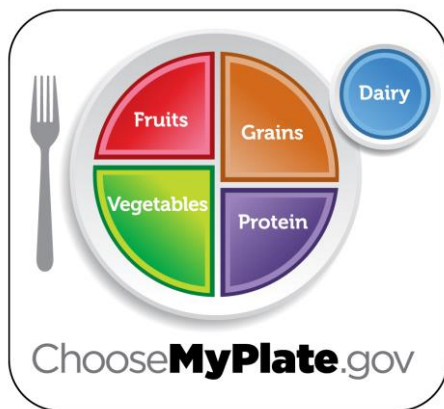
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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5210 Healthy Children is adapted from Let's Go! www.letsqo.org.

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 Education¹ 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 Services² 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>



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 program¹ 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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A Meal Is a Family Affair

In such a busy world, mealtimes often revolve around our lifestyles. As a result of this, we miss meals or eat foods that are not the best for our bodies. Did you know that experts have found that kids who eat regularly with their families are more likely to eat fruits & vegetables!¹ So, no matter how busy life may seem, it's important to make family meals a priority.



To get started, try some of these ideas:

- Choose a time when everyone can enjoy at least one meal together – it may be breakfast, lunch, or dinner.
- As the parent, you should decide when and where meals are served and what is offered. Your children can then decide whether and how much to eat².
- Include your children in preparing the meal and turn off the TV.
- Gather around the table for a meal.
- Make the meal pleasant by keeping the conversation positive.
- Help your child learn good manners and mealtime behaviors.
- Limit eating and drinking unhealthy snacks between meals.
- Role model the habits you want your children to develop.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Adapted from *Family Meals*, KidsHealth, www.kidshealth.org

References:

(1) Gillman, M. W., Rifas-Shiman, S. L., Frazier, A. L., Rockett, H. R. H., Camargo, C. A., Field, A. E., Berkey, C. S., & Colditz, G. A. (2000). Family dinner and diet quality among older children and adolescents. *Archives of Family Medicine*, 9(3), 235-240.

(2) Satter, E. (1995). Feeding dynamics: Helping children to eat well. *Journal of Pediatric Health Care*, 9(4), 178-184.

Feeding Infants (birth to 12 months)

HOW TO FEED

Your infant is the best judge of how much food they need, and it is normal for an infant's appetite to vary greatly from day to day. Feed your infant when they show hunger cues and stop feeding your infant when they show fullness cues:

Hunger cues:

- Putting fists in mouth
- Rooting (when an infant opens his or her mouth and moves it toward objects)
- Excited arm and leg movements
- Sucking or smacking lips
- Crying (this is a *late* hunger cue - try to feed your infant before they get upset)

Fullness cues:

- Clamping lips together
- Turning head away
- Spitting out nipple
- Pushing away bottle
- Decreased or stopped sucking
- Dribbling out of the corner of mouth



Ignoring fullness cues may cause children to lose the ability to tell when they are hungry or full and lead to overeating. These tips can help your infant grow up to be a healthy eater!

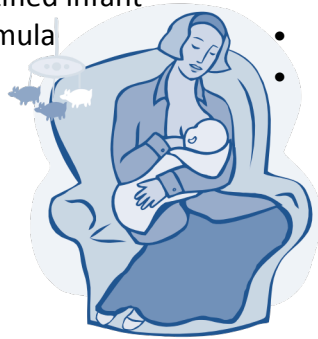
- Never restrict infants to a meal schedule! Instead, feed them when they show hunger cues.
- Let infants eat *their way* – fast, slow, steady, start-and-stop, much, or little.
- Never force an infant to keep eating after they are full! Instead, stop feeding them when they show fullness cues.
- Start with small amounts and go back for more if your infant is still hungry. This helps avoid waste while honoring your infant's hunger and fullness cues.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

WHAT TO FEED

The foods infants need change as they grow and develop:

Before 6 months		From 6 to 12 months	
YES	NOT YET	YES	NOT YET
<ul style="list-style-type: none"> Human milk or iron-fortified infant formula 	<ul style="list-style-type: none"> Water Juice Cow's milk Solid foods (unless directed by a doctor) 	<ul style="list-style-type: none"> Human milk or iron-fortified infant formula Small amounts of water Appropriate solid foods 	<ul style="list-style-type: none"> Juice Cow's milk Honey Choking hazards (e.g., nuts, grapes, candies)



Before 6 months the normal food for infants is human milk. Infants who are not breastfed should be given iron-fortified infant formula. Infant tummies are not mature enough for other foods and beverages. Unless directed by a doctor, you should wait until your infant is 6 months old, and has reached the developmental milestones described to the right, before feeding solid foods.

Infants should continue to drink human milk until 12 months or longer. Infants who are not breastfed should be given iron-fortified infant formula. After 6 months infants are ready for solid foods when they can sit in a feeding chair and maintain good head control, seem interested and eager to try solid foods, and can move food from a spoon into the throat. Be careful to avoid choking hazards!

- Introduce one single-ingredient food at a time and if your infant has an allergic reaction, stop feeding that food.
- Offer a variety of nutrient-dense foods such as fortified infant cereals and pureed fruits, vegetables, grains, poultry, and meats. Mix these foods with breastmilk or iron-fortified infant formula to thin their consistency. Do not add salt or sweeteners.
- It may take up to 10-15 exposures to a new food before an infant accepts it – so keep trying!

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

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Feeding Toddlers and Preschoolers (1 to 5 years)

HOW TO FEED

Young children are usually good judges of how much food they need. To encourage healthy eating follow a division of responsibility for feeding your child:

CAREGIVERS are responsible for WHEN, WHERE, and WHAT foods are offered.

CHILDREN are responsible for WHETHER and HOW MUCH they eat.

CAREGIVER RESPONSIBILITIES	WHEN	Offer meals and snacks at about the same time every day. Children need to feel secure that food will be available to them in a predictable way.
	WHERE	Offer meals and snacks at a table or other feeding location. Set up the feeding environment to be free of televisions, toys, and other distractions so that children may pay attention to eating and when their bodies tell them when they're full.
	WHAT	Offer a variety of nutrient-dense foods. Offer the same foods to everyone at the table. If a new food is being offered, offer it alongside a familiar food that is liked (e.g., bread, apple, cheese). When asking children for help deciding what to offer, give choices and make sure they're nutritionally similar (e.g., carrot sticks or orange slices instead of carrot sticks or cookies).
CHILD RESPONSIBILITIES	WHETHER	It is normal for children's appetites and food preferences to vary. Let children decide whether they want to eat all, some, or none of the foods offered. Never coerce, pressure, bribe, or reward children to get them to eat. Don't tell children you will be happy or angry because of what they choose to eat. These external signals to start and stop eating may cause children to ignore their own hunger and fullness signals and may lead to overeating.
	HOW MUCH	As soon as children are able, let them serve themselves. Help children take small portions and let them know that they may have more if they are still hungry. Let children eat as much as they need. It is normal for children to eat more some days than others.

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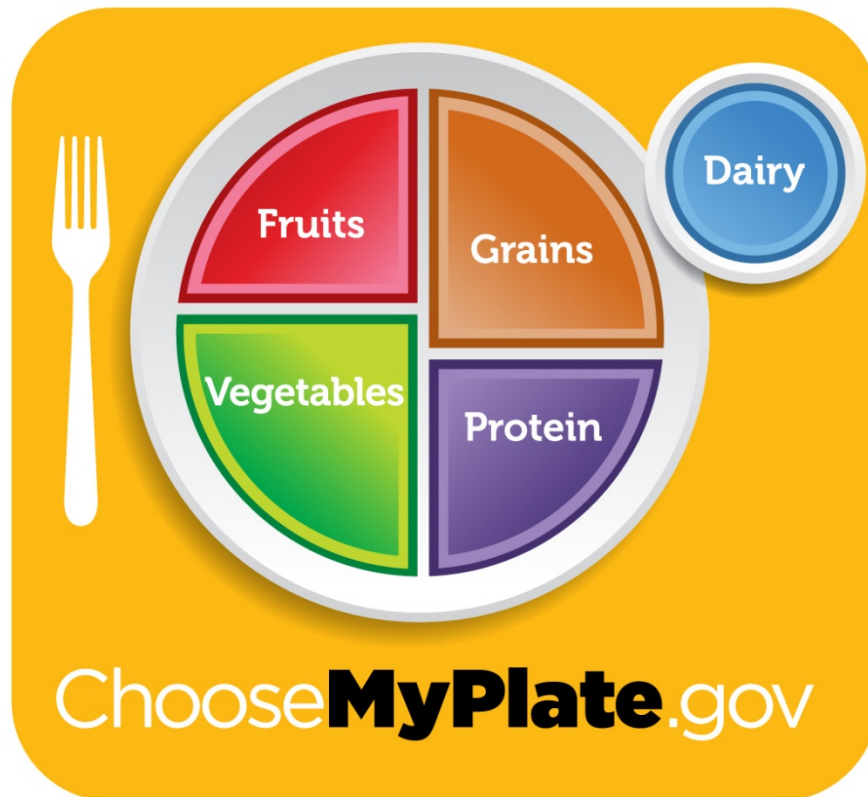
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WHAT TO FEED

Young children should eat a variety of nutrient-dense foods.
The USDA's food guidance system, *MyPlate*, shows what a healthy variety looks like:



- Keep your child's overall diet in mind. Children may not eat a variety of food groups at a single meal. They are more likely to eat a variety of food groups over the course of a day.
- Offer a variety of nutrient-dense foods in the different food groups. Minimize added sweeteners, salt, and solid fats. Be aware that small, round foods such as whole grapes and cherry tomatoes, and foods that are especially gummy or difficult to chew may increase the risk of choking – cut foods into pieces no larger than ½ inch.
- It may take up to 10-15 exposures to a new food before a child accepts it – keep trying! An exposure may include looking at a food, smelling it, touching it, licking it, or spitting it out. These are all normal behaviors. Vegetables, in particular, may not be accepted at first because they can be bitter or have strong flavors. Some children prefer raw vegetables instead of cooked vegetables, or may be willing to try a vegetable if it is offered with dip.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

References:

- Birch, L. L. & Marlin, D. W. (1982). I don't like it; I never tried it: Effects of exposure on two-year-old children's food preferences. *Appetite*, 3(4), 353-360.
- Satter, E. (1995). Feeding dynamics: Helping children to eat well. *Journal of Pediatric Health Care*, 9(4), 178-184.
- U.S. Department of Agriculture. (n.d.). *ChooseMyPlate.gov*. Retrieved from <http://choosemyplate.gov>



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Phrases that *HELP* and *HINDER*



As the caregiver, you play the biggest role in your child's eating behavior. What you say has an impact on developing healthy eating habits. Negative phrases can easily be changed into positive, helpful ones!

Phrases that *HINDER*

INSTEAD OF ...

Eat that for me.

If you do not eat one more bite, I will be mad.

Phrases like these teach your child to eat for your approval and love. This can lead your child to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.

INSTEAD OF ...

You're such a big girl; you finished all your peas.

Jenny, look at your sister. She ate all of her bananas.

You have to take one more bite before you leave the table.

Phrases like these teach your child to ignore fullness. It is better for kids to stop eating when full or satisfied than when all of the food has been eaten.

INSTEAD OF ...

See, that didn't taste so bad, did it?

This implies to your child that he or she was wrong to refuse the food. This can lead to unhealthy attitudes about food or self.

INSTEAD OF ...

No dessert until you eat your vegetables.

Stop crying and I will give you a cookie.

Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches your child to eat to feel better. This can lead to overeating.

Phrases that *HELP*

TRY ...

This is kiwi fruit; it's sweet like a strawberry.

These radishes are very crunchy!

Phrases like these help to point out the sensory qualities of food. They encourage your child to try new foods.

TRY ...

Is your stomach telling you that you're full?

Is your stomach still making its hungry growling noise?

Has your tummy had enough?

Phrases like these help your child to recognize when he or she is full. This can prevent overeating.

TRY ...

Do you like that?

Which one is your favorite?

Everybody likes different foods, don't they?

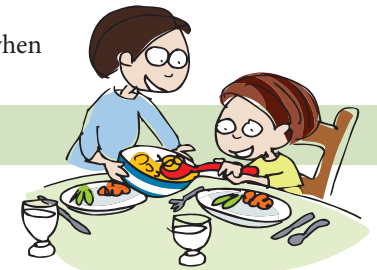
Phrases like these make your child feel like he or she is making the choices. It also shifts the focus toward the taste of food rather than who was right.

TRY ...

We can try these vegetables again another time. Next time would you like to try them raw instead of cooked?

I am sorry you are sad. Come here and let me give you a big hug.

Reward your child with attention and kind words. Comfort him or her with hugs and talks. Show love by spending time and having fun together.



Snacks are a bigger part of kids' diets than in the past. Snacks can make positive or negative contributions to kids' diets — depending on the choices we offer. Next time your children say, "I'm hungry," or if you need to get them through to the next meal, reach for one of these healthy snacks.



Vegetables

Most of the snacks served to children should be fruits and vegetables, since most kids do not eat the recommended five to thirteen servings of fruits and vegetables each day. Popular vegetables that can be served raw with dip or salad dressing include:

- Broccoli
- Baby carrots
- Celery sticks
- Cucumber
- Peppers
- Snap peas
- Snow peas
- String beans
- Grape or cherry tomatoes
- Yellow summer squash
- Zucchini slices

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Low Fat Dairy Foods

Dairy foods are a great source of calcium, which can help to build strong bones. However, dairy products also are the biggest sources of artery-clogging saturated fat in kids' diets. To protect children's bones and hearts, make sure all dairy foods are low fat or nonfat.

- Yogurt
- Lower fat cheese
- Low fat pudding and frozen yogurt – Serve only as occasional treats because they are high in added sugars.

For dips: Try salad dressings such as nonfat ranch or Thousand Island, store-bought light dips, bean dips, guacamole, hummus (which comes in dozens of flavors), salsa, or peanut butter.

Fruit

Fruit is naturally sweet, so most kids love it. Fruit can be served whole, sliced, cut in half, cubed, or in wedges. Canned, frozen, and dried fruits often need little preparation.

- Apples
- Apricots
- Bananas
- Blackberries
- Blueberries
- Cantaloupe
- Cherries
- Grapefruit
- Grapes (red, green, or purple)
- Honeydew melon
- Kiwifruit
- Mandarin oranges
- Mangoes
- Nectarines
- Oranges
- Peaches
- Pears

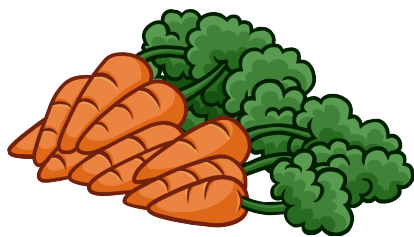
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Healthy Kids' Snacks *(continued)*

- Pineapple
- Plums
- Raspberries
- Strawberries
- Tangerines
- Watermelon

Other popular fruit forms:

- Applesauce (unsweetened), fruit cups, and canned fruit
- Dried fruit – Try raisins, apricots, apples, cranberries, and fruit leathers with little or no added sugars.
- Frozen fruit
- Fruit salad – Get kids to help make a fruit salad.
- Popsicles – Look for popsicles made from 100% fruit juice with no added caloric sweeteners.



For more tips, go to www.cspinet.org/nutritionpolicy

Healthy Grains

Try to serve mostly whole grains, which provide more fiber, vitamins, and minerals than refined grains.

- Whole wheat English muffins, pita, or tortillas
- Breakfast cereal – Either dry or with low fat milk, whole grain cereals like Cheerios, Grape-Nuts, Raisin Bran, Frosted Mini-Wheats, and Wheaties make good snacks. Look for cereals with no more than about 8 grams of sugar per serving.
- Whole grain crackers like Triscuits
- Rice cakes
- Popcorn
- Baked tortilla chips
- Granola and cereal bars – Look for whole grain granola bars that are low in fat and sugars.
- Pretzels, breadsticks, and flatbreads – These low fat items can be offered as snacks now and then. However, most of these snacks are not whole grain and most pretzels are high in salt.

Important!

Water should be the main drink served to kids at snack times. Water satisfies thirst and does not have sugar or calories. (Plus, it is low cost!) If kids are used to getting sweetened beverages at snack times, it may take a little time for them to get used to drinking water.



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May I have some juice, please?

Interesting facts about juice

Know the facts about drinking fruit juice!

- 5 Eating fruit is better than drinking fruit juice as whole fruits contain fiber that is not found in the juice.
- 0 Fruit juice contains more sugar and calories than eating the whole fruit.

Encourage kids to eat whole fruit instead of drinking fruit juice. Also, be aware of the difference between fruit juice and fruit drinks. Fruit drinks are less than 100% fruit juice and must include terms like “drink,” “beverage,” or “cocktail” on their labels.

Did you know?

grapefruit juice can interfere with medication’s effectiveness. Also, fruit juice is not appropriate in the treatment of dehydration or management of diarrhea.

Tips:

- Use a blender or extractor for fruits instead of a juicer
- Cut fruit into pieces, remove the seeds (if any) and add to a glass of water for flavor
- Refrain from giving toddlers juice in bottles or “sippy cups” or at bedtime as this could increase dental health risks.



Do not introduce Juice into a newborn’s diet. Stick to human milk or infant formula.

Remember 4 and under for 4 and under: Limit the amount of fruit juice to 4 ounces for toddlers under 4 years old.

Remember 4 to 6 for 4 to 6: Keep daily fruit juice intake for 4 to 6 year olds to 4 to 6 ounces.

For ages 7-18, juice intake should be limited to 8 ounces.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Reference:

Heyman, M. B., & Abrams, S. A. (2017). Fruit Juice in Infants, Children, and Adolescents: Current Recommendations. *Pediatrics*, e20170967.

Most people don't need Sports and Energy Drinks



What drink does everyone need?

Water!

Water is the best thirst quencher!

Your body needs water to function.

Water keeps you hydrated when you're physically active.

Water doesn't contain calories and doesn't contribute to extra weight.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Reference:

Sawka, M. N., Burke, L. M., Eichner, E. R., Maughan, R. J., Montain, S. J., & Stachenfeld, N. S. (2007). ACSM position stand: Exercise and fluid replacement. *Medicine & Science in Sports & Exercise*, 39(2), 377-390.

Sports drinks

Are marketed as beverages to help athletes stay hydrated and replenish their electrolytes. Examples include Gatorade and Powerade.

Are only recommended for individuals who have been doing intense physical activity for an hour or more, such as long-distance running or playing soccer.

In addition to water, they usually contain:

- Sweeteners (e.g., sugar, syrup, ingredients ending in "ose" like sucrose or fructose)
- Electrolytes (e.g., sodium, potassium, magnesium, calcium)
- Flavorings and colorings



Contain calories and may contribute to excess weight gain if consumed as a thirst quencher.

Energy drinks

Are marketed as beverages that provide mental and physical energy. Examples include 5-hour ENERGY, Red Bull, AMP, Monster, Rockstar, Full Throttle, and Starbucks Doubleshot Energy.

Are not recommended for anyone, and should NEVER be given to children or adolescents.

In addition to water, they usually contain:

- Sweeteners (e.g., sugar, syrup, ingredients ending in "ose" like sucrose or fructose)
- B Vitamins (e.g., B1/thiamine, B2/riboflavin, B3/niacin, B5/pantothenic acid, B6/pyridoxine, B7/biotin, B9/folic acid, B12/cobalamin)
- Amino acids (e.g., taurine, tyrosine, phenylalanine)
- Stimulants (e.g., caffeine)
- Herbal supplements (e.g., guarana, ginseng)
- Flavorings and colorings

Contain ingredients that may increase your heart rate and blood pressure, and may lead to trouble sleeping, anxiety, difficulty concentrating, and caffeine toxicity.



Screen Time and the Very Young

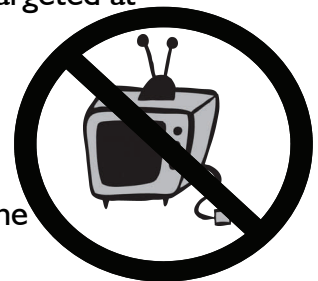
The American Academy of Pediatrics recommends NO screen time for children under 2 years of age. Excessive screen time (over two hours a day) can put young children at risk. Listed below are some of the effects that screen time can have on the very young.

Excessive screen time...

- ▶ can be habit-forming. The more time a young child is engaged with screens, the harder time they have turning them off as older children.
- ▶ for children under 3 is linked to irregular sleep patterns and delayed language acquisition.
- ▶ takes time away from meaningful interactions with parents, family members and caretakers.
- ▶ can be associated with problems in later childhood, including lower math and school achievement, reduced physical activity, social issues, and increased BMI.
- ▶ has been associated with increased early childhood aggression.
- ▶ simply put, means less time involved in creative play—the foundation of learning, constructive problem solving, and creativity.

Reduced screen time...

- ▶ may lead to decreased interest in it as older children.
- ▶ can help prevent childhood obesity by allowing time for more physical activity and less exposure to television advertising for unhealthy foods targeted at children.
- ▶ allows for doing better in school, having a healthier diet, being more physically active and having the opportunity to better engage in school as older children.
- ▶ can start now! Limiting exposure before age 6 greatly reduces the risks of excessive screen time.



Do yourself and your young children a favor—create an electronic-media-free bedroom, and be a role model by reducing your own recreational screen time.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Adapted from *Kids and Screens*, Campaign for a Commercial-Free Childhood. www.commercialfreechildhood.org.

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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 Children is adapted from Let's Go! www.letsgo.org.

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5210 Healthy Children is adapted from Let's Go! www.letsgo.org.

It Takes 2 to Tune In



The American Academy of Pediatrics developed new recommendations to help parents and caregivers manage technology in their children's lives. It is still important to **limit nonproductive screen time and break up time spent sitting** during productive time in front of screens, no matter your age.

Since face-to-face interactions promote language development most effectively, the Academy recommends co-viewing with infants and toddlers.



Children over the age of 2 will engage in screen time as fully as they do any other activity. And, like any other activity, it can have its positive and negative effects. So, parents and caregivers should **set limits around screen time** and be involved in children's media use, just as they do with other activities.

We should become role models for children, demonstrating the value of productive time spent away from screens. When children practice away-from-screen activities, they have more fun and learn more about **navigating in the real world.**



The AAP states that the **quality of the content is more important than the device or hours of screen time.** Rather than just setting a limit of how much screen time children can have, participate with children around recreational screen time.

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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



For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

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5210 Healthy Children is adapted from Let's Go! www.letsgo.org.



Television Tunnel Vision

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:

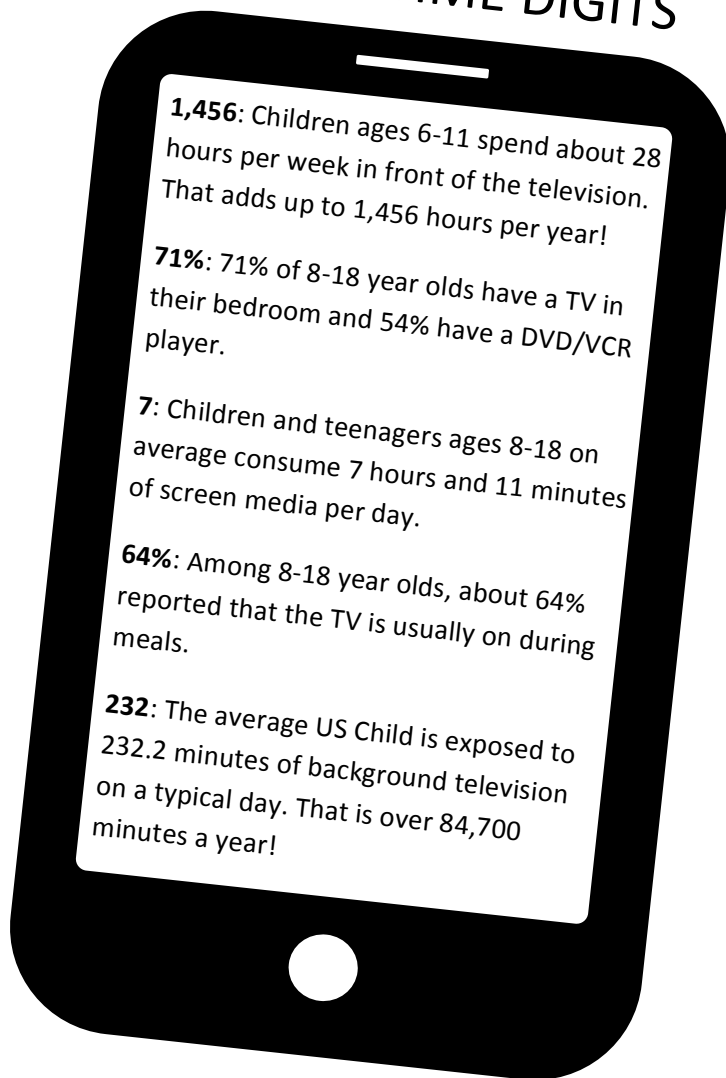
- Take a walk
- Cook something delicious
- Ride a bike
- Plant a garden
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Go stargazing
- Read a book
- Write a story
- Play outside
- Explore a new 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




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 Children is adapted from Let's Go! www.lets-go.org.




 **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.



For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.


Website sources:


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

<http://consumer.healthday.com/encyclopedia/food-and-nutrition-21/food-and-nutrition-news-316/eating-healthy-in-a-hurry-648424.html>


http://www.mankatofreepress.com/news/health_and_fitness/speaking-of-health-healthy-eating-even-when-you-re-in/article_edf5d7cc-e637-11e4-bb35-e339ff29a252.html




 **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.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Website sources:

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

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



How Child Care & Early Childhood Education May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time⁺

1 or more hours of physical activity

0 sweetened beverages

⁺ review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

Child Care and Early Childhood Education centers provide high-quality childcare and education for young children, so they are ideal venues for the promotion of healthy behaviors in young children and their families. Young children are at a developmental age where they are forming lifelong habits. The environments in which they spend time, and the behaviors that are fostered by the adults caring for them, can support or challenge a healthy lifestyle. The resources assembled in this toolkit are designed to help Child Care and Early Childhood Education providers promote healthy behaviors in young children, including fruit and vegetable consumption, reducing screen time, increasing physical activity, and decreasing sweetened beverage intake (the "5", "2", "1", and the "0" of "5210").

The following materials are available for Child Care and Early Childhood Education centers:

1. **Tips For Child Care & Early Childhood Education handout** – targets Child Care and Early Childhood Education staff and provides them with tips to increase young children's fruit and vegetable consumption, reduce their screen time, increase their physical activity, and decrease their sweetened beverage consumption while at the Child Care or Early Childhood Education center.
2. **Tips For Child Care & Early Childhood Education posters** - enlarged versions of the Tips For Child Care & Early Childhood Education handout are available in two 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 Child Care and Early Childhood Education staff reach out to families to help them learn about and adopt the 5210 behaviors.
5. **Phrases That HELP And HINDER handout** – outlines helpful and harmful things to say to children during feeding.
6. **Feeding Infants handout** – contains details about how and what to feed infants from birth to 12 months.
7. **Feeding Toddlers And Preschoolers handout** – provides information about how and what to feed young children from 1 to 5 years.
8. **Screen Time And The Very Young handout** – provides the evidence-based screen time recommendations for infants and children from the American Academy of Pediatrics.



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9. **Quick Physical Activity Breaks handout** – displays ideas for quick and active breaks throughout the day, and ways to incorporate them.
10. **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.
11. **5210 and Healthy Sleep handout** – lists ways that the 5210 behaviors support healthy sleep habits in children.
12. **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.
13. **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 Child Care and Early Childhood Education center, for example close to the entrance where parents enter to drop off and pick up their children, in restrooms, and on the classroom doors. In addition, we advise Child Care and Early Childhood Education centers to place the handouts at the front desk and in the children’s take-home folders where they are likely to be seen and used by families. Digital versions of all materials are available, and these may be inserted into any newsletters developed by Child Care and Early Childhood Education centers and uploaded to websites and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 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 children with a lot of nutrients, water, fiber, and phytochemicals that help prevent diseases and keep their bodies healthy. Young children are still learning how to be competent eaters, so they're more likely to eat something that their peers or teachers are eating – be a good model! They also tend to reject new foods at first – it may take several exposures to a new food before it is accepted so keep trying!

- Offer a variety of fruits and vegetables and other healthy foods at planned times throughout the day and let children choose whether and how much they eat.
- Shred or puree fruits and vegetables and use them as ingredients to increase a food's fruit and vegetable content - try shredded zucchini in breakfast bread or pureed cauliflower in macaroni and cheese.
- Let children help make snacks so they learn how to prepare healthy foods.

2 or fewer hours of recreational screen time⁺

⁺review guidelines on parenting strategies to ensure 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. The American Academy of Pediatrics recommends NO screen time for children under two years of age.

- Provide screen-free childcare.
- Work to foster children's love for music and dancing, reading, making art, exploring the outdoors, interacting with others, building, creating, and imagining.
- Help educate parents about healthy screen time habits – like removing televisions from bedrooms, turning off media during mealtimes, and setting and enforcing limits.

1 or more hours of physical activity

Active play time is important for many reasons: it gives young children opportunities to move their bodies, use their imagination, practice problem solving, and engage in social interactions that promote self-awareness and empathy. Plus, it increases physical fitness!

- Give children plenty of chances to get outside in every season.
- Provide children with access to playgrounds, grass fields, portable equipment, like balls, and riding toys, like tricycles and scooters.
- Feel free to join in the fun – after all, adults need physical activity too!

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. Watch out for drinks with the following ingredients: sugar, honey, sweetener, syrup (e.g., corn syrup, brown rice syrup), and/or ingredients ending in "ose" (e.g., glucose, dextrose).

- Make water the norm for quenching thirst – drink water when you are thirsty, and offer water to thirsty children.
- Ensure that drinking water is easily accessible at all times.
- Nonfat and 1% milk and 100% vegetable juices contain beneficial nutrients and calories - they are healthy foods that promote a nutritious diet; they are not beverages to drink when thirsty.

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

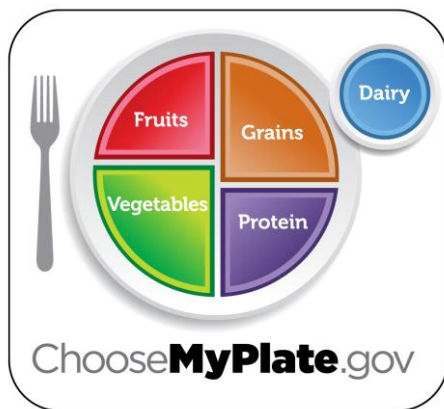
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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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 Education¹ 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 Services² 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>



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 program¹ 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."



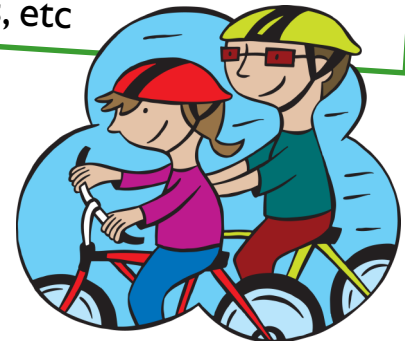
Here are a few ways you can partner with and educate families:

- 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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as of July 11, 2017



Phrases that *HELP* and *HINDER*



As the caregiver, you play the biggest role in your child's eating behavior. What you say has an impact on developing healthy eating habits. Negative phrases can easily be changed into positive, helpful ones!

Phrases that *HINDER*

INSTEAD OF ...

Eat that for me.

If you do not eat one more bite, I will be mad.

Phrases like these teach your child to eat for your approval and love. This can lead your child to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.

INSTEAD OF ...

You're such a big girl; you finished all your peas.

Jenny, look at your sister. She ate all of her bananas.

You have to take one more bite before you leave the table.

Phrases like these teach your child to ignore fullness. It is better for kids to stop eating when full or satisfied than when all of the food has been eaten.

INSTEAD OF ...

See, that didn't taste so bad, did it?

This implies to your child that he or she was wrong to refuse the food. This can lead to unhealthy attitudes about food or self.

INSTEAD OF ...

No dessert until you eat your vegetables.

Stop crying and I will give you a cookie.

Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches your child to eat to feel better. This can lead to overeating.

Phrases that *HELP*

TRY ...

This is kiwi fruit; it's sweet like a strawberry.

These radishes are very crunchy!

Phrases like these help to point out the sensory qualities of food. They encourage your child to try new foods.

TRY ...

Is your stomach telling you that you're full?

Is your stomach still making its hungry growling noise?

Has your tummy had enough?

Phrases like these help your child to recognize when he or she is full. This can prevent overeating.

TRY ...

Do you like that?

Which one is your favorite?

Everybody likes different foods, don't they?

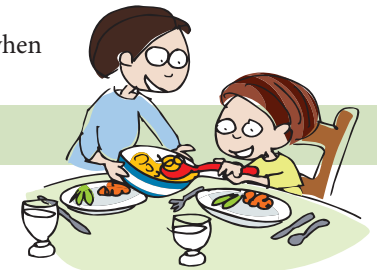
Phrases like these make your child feel like he or she is making the choices. It also shifts the focus toward the taste of food rather than who was right.

TRY ...

We can try these vegetables again another time. Next time would you like to try them raw instead of cooked?

I am sorry you are sad. Come here and let me give you a big hug.

Reward your child with attention and kind words. Comfort him or her with hugs and talks. Show love by spending time and having fun together.



Feeding Infants (birth to 12 months)

HOW TO FEED

Your infant is the best judge of how much food they need, and it is normal for an infant's appetite to vary greatly from day to day. Feed your infant when they show hunger cues and stop feeding your infant when they show fullness cues:

Hunger cues:

- Putting fists in mouth
- Rooting (when an infant opens his or her mouth and moves it toward objects)
- Excited arm and leg movements
- Sucking or smacking lips
- Crying (this is a *late* hunger cue - try to feed your infant before they get upset)

Fullness cues:

- Clamping lips together
- Turning head away
- Spitting out nipple
- Pushing away bottle
- Decreased or stopped sucking
- Dribbling out of the corner of mouth



Ignoring fullness cues may cause children to lose the ability to tell when they are hungry or full and lead to overeating. These tips can help your infant grow up to be a healthy eater!

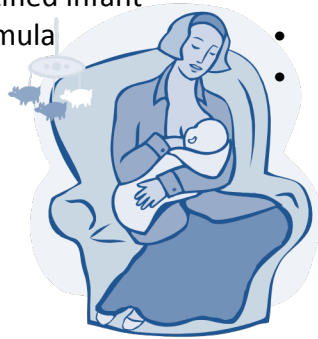
- Never restrict infants to a meal schedule! Instead, feed them when they show hunger cues.
- Let infants eat *their way* – fast, slow, steady, start-and-stop, much, or little.
- Never force an infant to keep eating after they are full! Instead, stop feeding them when they show fullness cues.
- Start with small amounts and go back for more if your infant is still hungry. This helps avoid waste while honoring your infant's hunger and fullness cues.

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WHAT TO FEED

The foods infants need change as they grow and develop:

Before 6 months		From 6 to 12 months	
YES	NOT YET	YES	NOT YET
<ul style="list-style-type: none"> Human milk or iron-fortified infant formula 	<ul style="list-style-type: none"> Water Juice Cow's milk Solid foods (unless directed by a doctor) 	<ul style="list-style-type: none"> Human milk or iron-fortified infant formula Small amounts of water Appropriate solid foods 	<ul style="list-style-type: none"> Juice Cow's milk Honey Choking hazards (e.g., nuts, grapes, candies)



Before 6 months the normal food for infants is human milk. Infants who are not breastfed should be given iron-fortified infant formula. Infant tummies are not mature enough for other foods and beverages. Unless directed by a doctor, you should wait until your infant is 6 months old, and has reached the developmental milestones described to the right, before feeding solid foods.

Infants should continue to drink human milk until 12 months or longer. Infants who are not breastfed should be given iron-fortified infant formula. After 6 months infants are ready for solid foods when they can sit in a feeding chair and maintain good head control, seem interested and eager to try solid foods, and can move food from a spoon into the throat. Be careful to avoid choking hazards!

- Introduce one single-ingredient food at a time and if your infant has an allergic reaction, stop feeding that food.
- Offer a variety of nutrient-dense foods such as fortified infant cereals and pureed fruits, vegetables, grains, poultry, and meats. Mix these foods with breastmilk or iron-fortified infant formula to thin their consistency. Do not add salt or sweeteners.
- It may take up to 10-15 exposures to a new food before an infant accepts it – so keep trying!

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Feeding Toddlers and Preschoolers (1 to 5 years)

HOW TO FEED

Young children are usually good judges of how much food they need. To encourage healthy eating follow a division of responsibility for feeding your child:

CAREGIVERS are responsible for WHEN, WHERE, and WHAT foods are offered.

CHILDREN are responsible for WHETHER and HOW MUCH they eat.

CAREGIVER RESPONSIBILITIES	WHEN	Offer meals and snacks at about the same time every day. Children need to feel secure that food will be available to them in a predictable way.
	WHERE	Offer meals and snacks at a table or other feeding location. Set up the feeding environment to be free of televisions, toys, and other distractions so that children may pay attention to eating and when their bodies tell them when they're full.
	WHAT	Offer a variety of nutrient-dense foods. Offer the same foods to everyone at the table. If a new food is being offered, offer it alongside a familiar food that is liked (e.g., bread, apple, cheese). When asking children for help deciding what to offer, give choices and make sure they're nutritionally similar (e.g., carrot sticks or orange slices instead of carrot sticks or cookies).
CHILD RESPONSIBILITIES	WHETHER	It is normal for children's appetites and food preferences to vary. Let children decide whether they want to eat all, some, or none of the foods offered. Never coerce, pressure, bribe, or reward children to get them to eat. Don't tell children you will be happy or angry because of what they choose to eat. These external signals to start and stop eating may cause children to ignore their own hunger and fullness signals and may lead to overeating.
	HOW MUCH	As soon as children are able, let them serve themselves. Help children take small portions and let them know that they may have more if they are still hungry. Let children eat as much as they need. It is normal for children to eat more some days than others.

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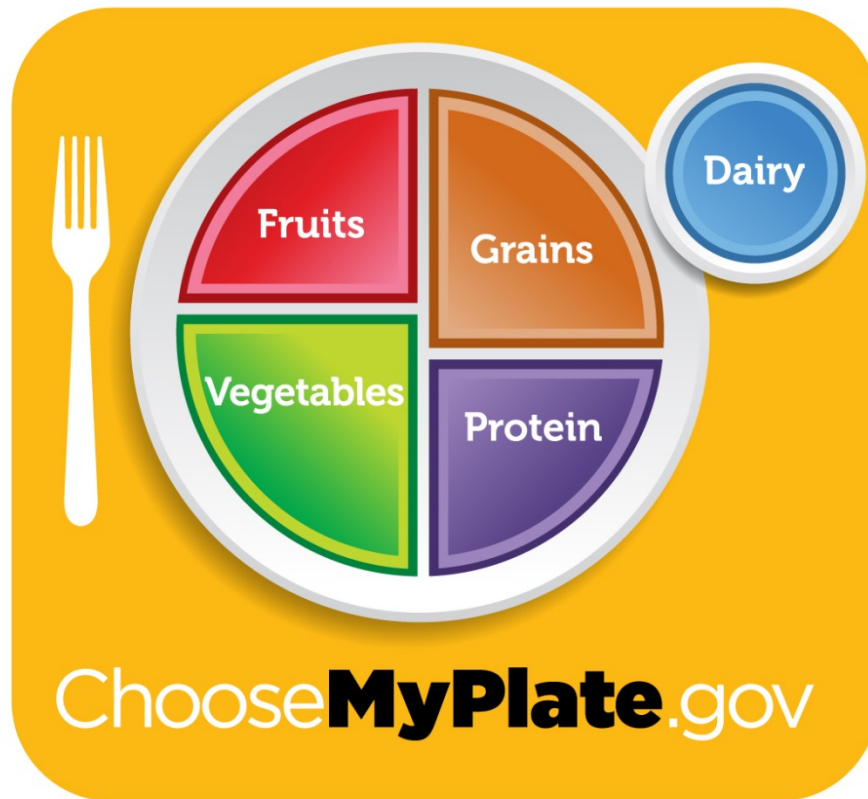
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WHAT TO FEED

Young children should eat a variety of nutrient-dense foods.
The USDA's food guidance system, *MyPlate*, shows what a healthy variety looks like:



- Keep your child's overall diet in mind. Children may not eat a variety of food groups at a single meal. They are more likely to eat a variety of food groups over the course of a day.
- Offer a variety of nutrient-dense foods in the different food groups. Minimize added sweeteners, salt, and solid fats. Be aware that small, round foods such as whole grapes and cherry tomatoes, and foods that are especially gummy or difficult to chew may increase the risk of choking – cut foods into pieces no larger than ½ inch.
- It may take up to 10-15 exposures to a new food before a child accepts it – keep trying! An exposure may include looking at a food, smelling it, touching it, licking it, or spitting it out. These are all normal behaviors. Vegetables, in particular, may not be accepted at first because they can be bitter or have strong flavors. Some children prefer raw vegetables instead of cooked vegetables, or may be willing to try a vegetable if it is offered with dip.

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Screen Time and the Very Young

The American Academy of Pediatrics recommends NO screen time for children under 2 years of age. Excessive screen time (over two hours a day) can put young children at risk. Listed below are some of the effects that screen time can have on the very young.

Excessive screen time...

- ▶ can be habit-forming. The more time a young child is engaged with screens, the harder time they have turning them off as older children.
- ▶ for children under 3 is linked to irregular sleep patterns and delayed language acquisition.
- ▶ takes time away from meaningful interactions with parents, family members and caretakers.
- ▶ can be associated with problems in later childhood, including lower math and school achievement, reduced physical activity, social issues, and increased BMI.
- ▶ has been associated with increased early childhood aggression.
- ▶ simply put, means less time involved in creative play—the foundation of learning, constructive problem solving, and creativity.

Reduced screen time...

- ▶ may lead to decreased interest in it as older children.
- ▶ can help prevent childhood obesity by allowing time for more physical activity and less exposure to television advertising for unhealthy foods targeted at children.
- ▶ allows for doing better in school, having a healthier diet, being more physically active and having the opportunity to better engage in school as older children.
- ▶ can start now! Limiting exposure before age 6 greatly reduces the risks of excessive screen time.



Do yourself and your young children a favor—create an electronic-media-free bedroom, and be a role model by reducing your own recreational screen time.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Adapted from *Kids and Screens*, Campaign for a Commercial-Free Childhood. www.commercialfreechildhood.org.

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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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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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Television Tunnel Vision

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:

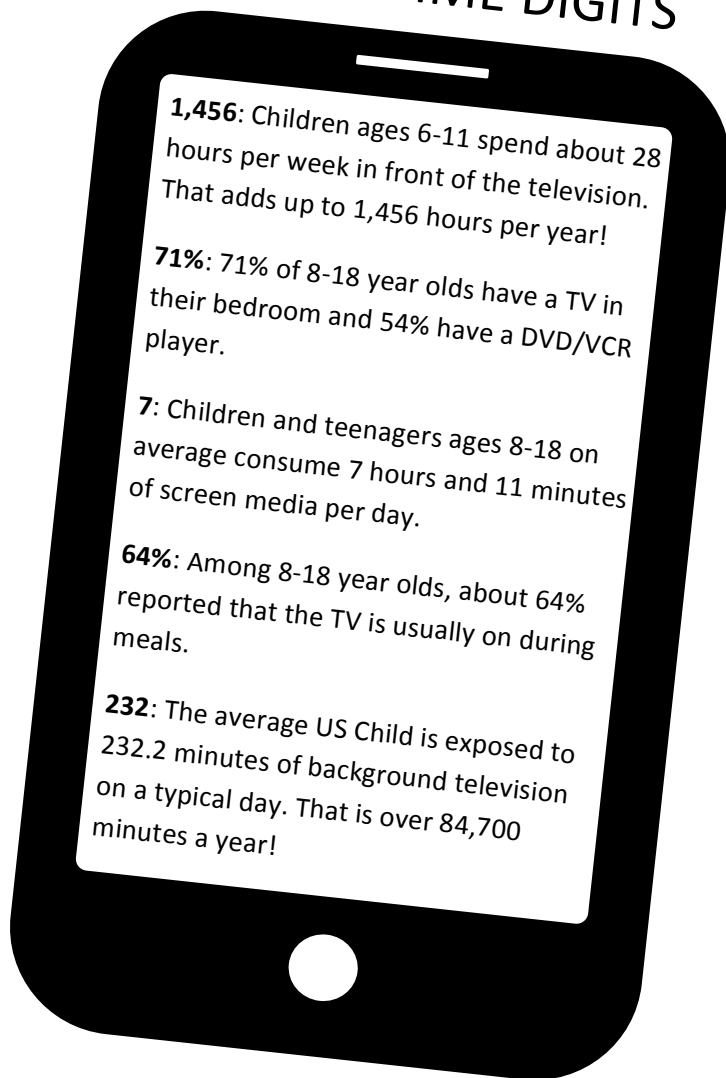
- Take a walk
- Cook something delicious
- Ride a bike
- Plant a garden
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Go stargazing
- Read a book
- Write a story
- Play outside
- Explore a new 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




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 **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>

<http://consumer.healthday.com/encyclopedia/food-and-nutrition-21/food-and-nutrition-news-316/eating-healthy-in-a-hurry-648424.html>

http://www.mankatofreepress.com/news/health_and_fitness/speaking-of-health-healthy-eating-even-when-you-re-in/article_edf5d7cc-e637-11e4-bb35-e339ff29a252.html



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>



How Elementary Schools May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time*

1 or more hours of physical activity

0 sweetened beverages

** review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)*

Children spend a substantial amount of time in school, so elementary schools are a very good place to promote the 5210 message. Healthy behaviors may be supported in schools with the information that children are taught, the environment in which they spend time, and the adults fostering their developing behaviors. The resources assembled in this toolkit are designed to help elementary schools disseminate the 5210 message, communicate it with families, and reinforce it with school and classroom activities.

The following materials are available for elementary schools:

1. **Tips For Elementary Schools handout** – targets teachers and other elementary school personnel, and provides them with tips to increase fruit and vegetable consumption, reduce screen time, increase physical activity, and decrease sweetened beverage consumption in elementary school children.
2. **Tips For Elementary Schools posters** - enlarged versions of the Tips For Elementary Schools handout 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 School Presentation Guide** – contains a presentation that may be given to elementary school students to introduce the 5210 message, and instructions for the presenter.
6. **5210 Song** – provides a catchy tune for teachers to reinforce the 5210 message.
7. **I've Been Caught Eating Healthy and I've Been Caught Being Active stickers** – provide templates and directions for creating stickers to reward children for being "caught" eating healthy and being active during the school day.
8. **Provide Healthy Choices handouts** – describe ways schools and classrooms can encourage healthy snacking and have non-food celebrations.
9. **Class Snack Program handout** – describes a method for parents and children to share in providing healthy snacks in the classroom.
10. **Provide Non-Food Rewards handout** – describes the benefits of providing non-food rewards and gives examples of non-food rewards children like.



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11. **Healthy Fundraising handout** – lists healthy fundraising ideas and describes why healthy fundraisers are important to use.
12. **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.
13. **Out of School Activity Bags handout**– describes an idea for schools to help children and their families minimize screen time at home.
14. **Quick Physical Activity Breaks handout** - displays ideas for quick and active breaks throughout the day, and ways to incorporate them.
15. **Physical Activity Clubs handout** – provides examples of clubs that can be created in the classroom or school for encouraging and promoting physical activity.
16. **5210 Challenge Calendar** – is a useful tool to allow children and their families to track healthy behaviors all month long.
17. **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.
18. **Thirst Quencher! poster** – advertises drinking fountain locations.
19. **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.
20. **5210 and Healthy Sleep handout** – lists ways that the 5210 behaviors support healthy sleep habits in children.
21. **It Takes 2 to Tune In handout** – describes the American Academy of Pediatrics (2015) guidelines on parenting strategies to ensure quality screen time.
22. **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.
23. **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 elementary school, for example close to the entrance where parents enter to drop off and pick up their children, 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 in children’s take-home folders where parents are likely to see them. 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 or email us at 5210@psu.edu. We will be happy to answer your questions!



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Tips for Elementary Schools



5 or more servings of fruits and vegetables

Fruits and vegetables can provide children 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!

- In the classroom, use fruit- and vegetable-based activities to help meet standards in core subjects like math, science, and language arts - track daily servings, set goals, conduct taste-tests, practice simple recipes and assemble a cookbook!
- In the cafeteria, place the most nutrient-dense entrée ahead of other entrées, give vegetable dishes creative names like “X-Ray Vision Carrots,” display whole fruit with contrasting colors in attractive bowls, and prompt students to take a piece of fruit with their lunch.
- Start a school garden where children can experience how fruits and vegetables grow and taste!

2 or fewer hours of recreational screen time⁺

⁺review guidelines on parenting strategies to ensure 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 for details.
- Work to foster children’s love for music and dancing, reading, making art, exploring the outdoors, interacting with others, building, creating, and imagining.
- Help educate parents about healthy screen time habits – like removing televisions from bedrooms, turning off media during mealtimes, and setting and enforcing limits.

1 or more hours of physical activity

Children love to play, and active play time is important for many reasons: it gives children opportunities to move their bodies, use their imagination, practice problem solving, and engage in social interactions that promote self-awareness and empathy. Plus, it increases physical fitness!

- Give children time to play outside during the school day in every season! Provide access to playgrounds, grass fields, and portable equipment, like balls.
- Replace food-related fundraisers, like selling cookie dough, with active fundraisers, like walk-a-thons.
- Examine the physical education curriculum and make improvements to ensure that children spend as much time as possible being active and not waiting in lines.

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. The only sweetened beverage allowed for sale to elementary school students, according to USDA regulations updated June 2013, is flavored nonfat milk.

- 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 – drink water when you are thirsty and offer water to thirsty children.
- Opt not to sell flavored milk, which has added sugar. Place white milk in front of flavored milk in the lunch cooler.

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!



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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

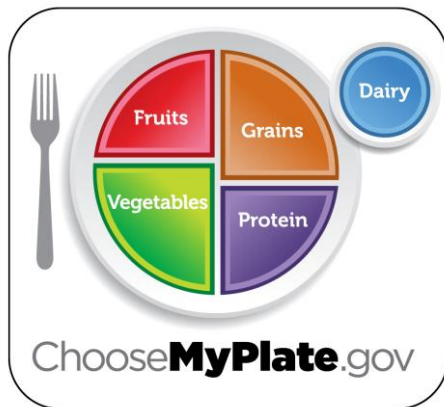
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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5210 Healthy Children is adapted from Let's Go! www.letsqo.org.

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 Education¹ 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 Services² 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>



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 program¹ 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."



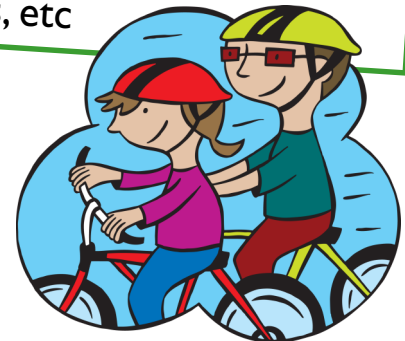
Here are a few ways you can partner with and educate families:

- 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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References

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5210 Healthy Children is adapted from Let's Go! www.letsgo.org.

as of July 11, 2017



5210 School Presentation Guide

This guide is intended to help local community partners in promoting the 5210 message to young children (K-5) and educating them on the importance of living the 5210 healthy lifestyle. This presentation can be used by community partners such as: doctors, dentists, health educators, student mentors, local celebrities, etc. The guide provides you with:

- A presenter introduction letter, which you can modify and personalize to provide guidance to your community partner for the presentation.
- A script to provide the speaker with a pre-made 15 minute presentation.
- A sample activity to get the audience moving and reinforce the 5210 message.

Sample Introduction Letter

Dear Presenter,

Thank you for having an interactive discussion with students about *5210 Healthy Children*. Please use approximately 10 minutes to talk about the message and the remaining time to get the students up and moving!

We use the 5210 message as a way to begin a dialog about healthy behaviors with children. We will provide you with 5210 Healthy Children posters to remind you of the message and hang up in the classroom.

If there are time constraints, you may want to do a brief overview of all the numbers and then go in-depth on only one or two of them. Please make age appropriate adjustments as necessary. Feel free to add your own creativeness and expertise to the lesson. That's what will make it most engaging and memorable for the students!

Thank you!

Script provided on next page...

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15 minute script for talking to students about 5210 (key talking points)

Quick Introduction:

Hey Kids! I'm here today to talk to you about the 5210 message. It's a great way to remember some healthy choices. Let's begin with the '5'. Does someone want to read what it says off the poster?

5 – or more fruits and vegetables

- Name some fruits and vegetables?
- Why are they important? How do they make us feel?
- What are some fruits and vegetables that you could bring in for your snacks or lunches? What kinds of fruits or vegetables could you have with breakfast? Lunch? Or dinner?
- Next time you go grocery shopping with your parents, surprise them by choosing a new vegetable for the cart!

2 – hours or less recreational screen time (Keep TV/Computer out of the bedroom)

- How much TV do you watch?
- Guess how many hours kids spend in school per year? 1206¹
- Guess how many hours kids spend in front of the TV per year? 1456²
- Kids spend more time watching TV than learning at school! What do you think about that?
- Why do you think it's important to not have a TV or computer in your bedroom?
- Let's talk about some things you can do other than watching TV. Do you have any ideas? (Build a fort, play charades, dance to your favorite music, etc.)

1 –hour or more of physical activity

- Why be active? It makes you feel good and gives you more energy! Feeling tired? Do 10 jumping jacks. How do you feel now?
- How can you be active for 1 hour each day? Brainstorm some ideas.
- What are your favorite activities that get your moving?

0 – sugary drinks, more water and low fat milk

- Use a sugar bottle display. (Many schools will have one– check in with them before hand to be sure.) Discuss the different amounts of sugar in the drinks. Which is the best choice? (water!).
- Why do you think sugary drinks are not a good choice for your body?
- Why are water and low- fat milk the best choices for kids? (up to 70% of body weight is water, calcium in milk, etc.)

Let's review the message. Who wants to remind everyone what the '5' stands for? (Continue with each number).

Activity provided on next page...

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5210 Activity

AND NOW...FOR THE FUN PART!! EVERYBODY UP!!

You, the leader, will name activities that either promote or challenge good health. If the activity promotes good health, students respond by jumping. If the activity challenges good health, students respond by falling to the ground.

Examples:

Riding a bike – jump
Eating 4 pepperoni pizzas – fall
Walking your dog – jump
Never going outside to play and watching TV all the time – fall
Dancing with your friends – jump
Skating – jump
Never eating fruits/vegetables – fall
Riding a scooter – jump
Playing PlayStation – fall
Eating fast food – fall
Raking the leaves | jump
Washing the car – jump
Drinking lots of soda and sugary juice | fall
Taking the stairs – jump
Drinking lots of water – jump
Taking the elevator – fall
Swimming – jump

For other fun energizer ideas, visit: <http://www.ecu.edu/cs-hhp/exss/apl.cfm>

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The 5210 Song

Sung to the tune of "If You're Happy and You Know it..."

If you're healthy and you know it
Go for 5!

5 fruits and veggies each day will help you
thrive! They give you energy to Go! And
vitamins to grow.

If you're healthy and you know it
Go for 5!

If you're healthy and you know it
Go for 2!

Less than two hours of tv is good for you!
PlayStation and Xbox won't help you be a red
sox! If you're healthy and you know it
Go for 2!

If you're healthy and you know it
Go for 1!

1 hour of exercise is each day is really
fun! Walking, running, jumping, biking,
Playing ball and going hiking,
If you're healthy and you know it
Go for 1!

If you're healthy and you know it
Go for 0!

No sugary drinks will make you a
hero! You know that you ought to
Drink milk and lots of water
If you're healthy and you know it
Go for 0!

Written by Kindergarten teachers at Eight Corners Elementary School in Scarborough,
Maine. Heidi Gosselin, Andrea White, Erica Keay, Jessica Deans, and Karen Littlefield

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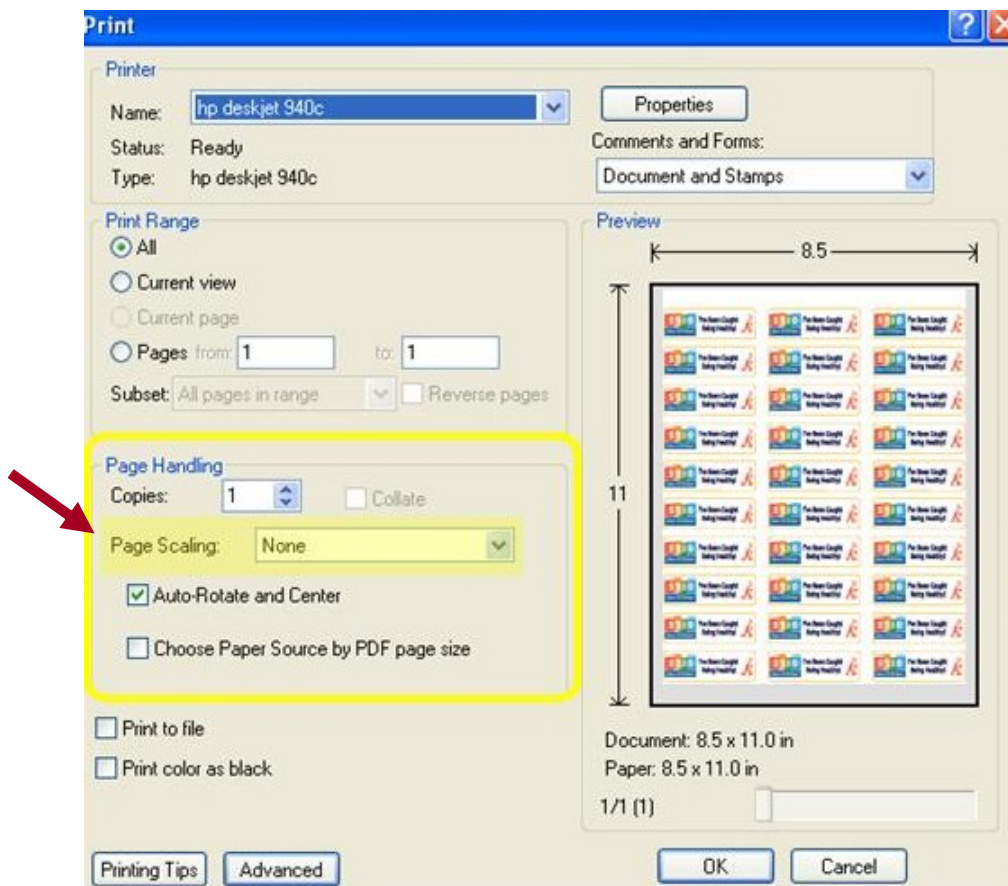
5210 Healthy Children is adapted from Let's Go! www.letsgo.org.



I've Been Caught Eating Healthy

We have developed the sticker template on the following which schools can use to print their own stickers and to reward students when they are caught eating healthy. The stickers can be printed on standard Avery Labels, size 22805 and prints well in color and B&W.

To print this PDF template on the labels correctly you will need to make the following print adjustment: Click print and then go to the Page Handling options. In that option box set the "page scaling" to NONE (See photo below). Then the PDF will print on the stickers correctly.



Sticker template on next page ↩

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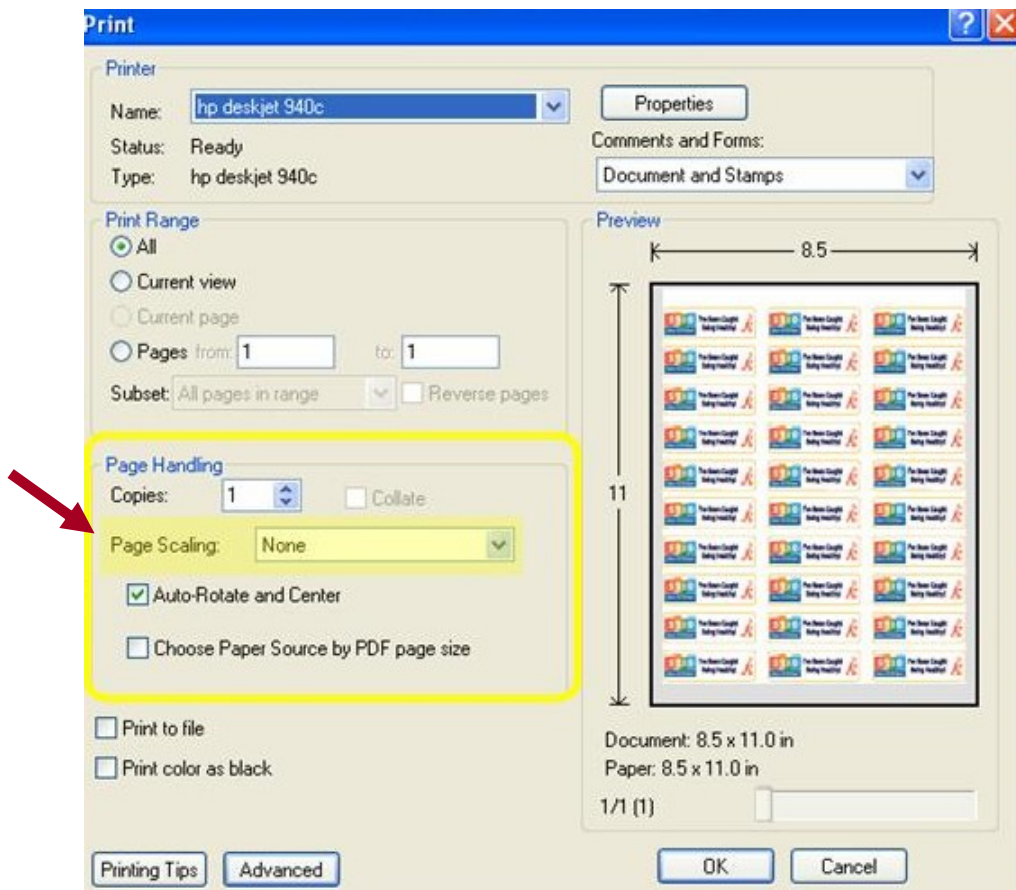
5210 Healthy Children is adapted from Let's Go! www.letsqo.org.



I've Been Caught Being Active

We have developed the sticker template on the following which schools can use to print their own stickers and to reward students when they are caught being active. The stickers can be printed on standard Avery Labels, size 22805 and prints well in color and B&W.

To print this PDF template on the labels correctly you will need to make the following print adjustment: Click print and then go to the Page Handling options. In that option box set the "page scaling" to NONE (See photo below). Then the PDF will print on the stickers correctly.



Sticker template on next page ↪

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For Snack Time

Most students enjoy a snack at school during the day. What a child has for snack can affect their ability to concentrate and learn.



There are several things a school and classroom can do to encourage healthy snacks.

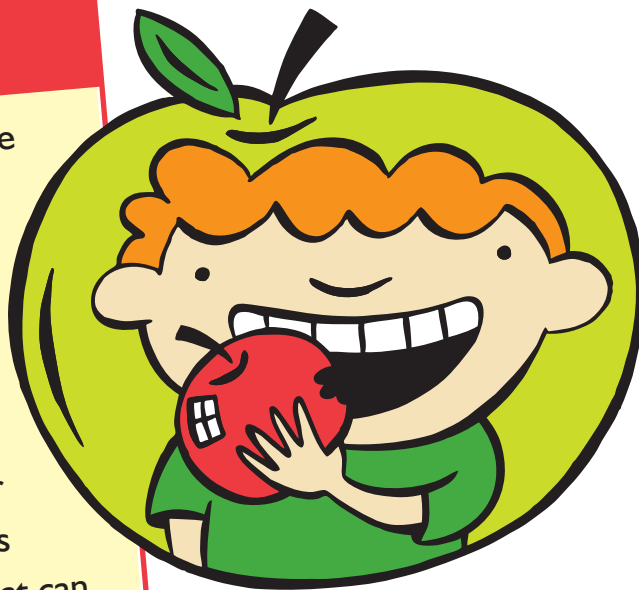
- Send home the nutritious snacks parent handout.
- Send home a quarterly newsletter with easy snack ideas.
- Start a classroom snack program.
- Do a classroom healthy snack tally and reward tallies with free gym time or extra recess.
- Offer a fruit and vegetable tasting to encourage students to try new foods.
- Set a school-wide or classroom-wide snack policy.
- Be a role model for students.

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For Celebrations:

School celebrations and events in school are exciting. All too often, sweet, salty, and fatty foods become the centerpiece of celebrations. There are things you can do to encourage healthy celebrations in your school and classroom.

- Send home the provided parent letter about healthy celebrations. It provides ideas for healthy celebration treats that can be sent in.
- For celebrations that involve food, consider fruit platters, cheese, trail mix, or fruit smoothies.



For Nonfood Celebrations

- Set a healthy celebration policy or write guidelines for your school.
- Have the birthday child be the first to do each classroom activity and/or be the line leader for the day.
- Birthday Library: Each child donates a book to the classroom library on his/her birthday. Read the book aloud in honor of the student.
- Create a “Celebrate Me” book. Have classmates write stories or poems and draw pictures to describe what is special about the birthday child.
- Create a special birthday package. The birthday child wears a sash and crown, sits in a special chair, and visits the principal’s office for a special birthday surprise (pencil, sticker, birthday card, etc.).

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Class Snack Program

Choosing healthy foods provides nutritional components necessary for energy, growth and development. Healthy eating also helps children think more clearly and improves their attention span. Students will choose healthful snacks and distinguish the difference between healthy and unhealthy snacks.

This is a whole class activity that involves a commitment from the teacher, students and parents.

Overview of the Snack Plan:

1. Each child/family signs up for one school day a month to contribute a healthy class snack. There are approximately 14-20 school days in a month, so it should work out that each child has one turn a month.
2. Make a calendar to keep track of the snack days. Post the calendar in the classroom and send a copy home. The calendars can also be used as a tool to share the past month's favorite snacks, snack ideas, and healthful tips.
3. The result is that all children are exposed to a variety of healthy snacks in a comfortable, relaxed eating atmosphere in the classroom.

Procedure: Getting Started

1. Communicate the idea to parents and students. Use surveys, parent letters, and/or hold a meeting. (One teacher's perspective: "You need most parents to be in favor of the idea to work. I had two parents that could not live with the idea in September and they chose to send in a personal snack for their child daily. By November, both parents changed their minds. One parent said that she made a complete 180-degree change of mind and in the end, she was the biggest snack advocate.")
2. Work in the classroom to discover the fruits and vegetables that ALL students like, those that MOST students like, and ones they are willing to try. (You will be surprised at how many fruits and veggies they have never tried. Record this information for future student/parent reference.)
3. As a class, research and brainstorm a list of whole grains, dairy, and proteins that would make nutritious snacks. You will find that many families will only select snacks from this list, however some parents do get nutritionally creative. Remember, there will always be parents that will lose the list or never read it.

(continued on other side)

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Materials:

- Monthly calendars with snack ideas
- Utensils, napkins, and paper plates
- Extra snacks

Notes from a Successful Teacher:

- Ask parents to put snacks in individual baggies, if appropriate (grapes, crackers, trail mix, etc.).
- Have students that brought in the snack be involved in passing it out.
- Make it a habit to thank and compliment the child/family that shared.
- Have an emergency snack available in the room in the event that a child/family forgets it's their turn.

POSITIVES:

- Positive #1: All children enjoying eating a similar, healthy snack together.
- Positive #2: The snack plan benefits families because they only need to think about snack once a month verses daily.
- Positive #3: It can be very cost effective for families.
- Positive #4: Children will be exposed to a variety of healthy snacks.
- Positive #5: Children develop a sense of community as they share snacks with their peers and choose snacks that they feel will be healthy for all.

CHALLENGES:

- Challenge #1: There will be days that families forget, so it's important to have emergency snacks on hand.
- Challenge #2: You may have to work around food allergies.

Comments from parent surveys after one year trial of the snack program:

What did you like best about the community snack idea?

- "...only needing snack once a month."
- "My child tried new things that he now asks for when we go shopping."
- "The excitement and feeling of responsibility my child felt when it was her turn was great."
- "It was easier for me to buy a snack for the whole classroom once a month, instead of buyin different snacks for my child to bring for the month."

Contributed by Karen MacKenzie, 2nd Grade Teacher at Gov. John Fairfield School, Saco, ME

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Provide Non-Food Rewards

Benefits of Providing Non-Food Rewards:

- Provides an environment that fosters healthy eating and supports 5210 messages
- Allows the opportunity for more frequent rewards (if useful)
- Adds to fitness if physical activity used as a reward
- Kids prefer non-food rewards! Just ask them!

Consequences of Providing Food as a Reward:

- Contributes to poor health
- Encourages overconsumption of unhealthy foods
- Contributes to poor eating habits
- Increases preference for those foods (often sweets)

Reference:
Birch, L. L., Zimmerman, S. I., & Hind, H. (1980). The influence of social-affective context on the formation of children's food preferences. *Child Development*, 51(3), 856-861.

Consider:

- Developing guidelines that discourage the use of food as a reward
- Offering a monthly indoor or outdoor physical activity to celebrate students' accomplishments in lieu of food-based rewards
- Offering rewards that endorse physical activity
 - Extra recess, longer recess, outdoor activities, Take Time activity
- Offering rewards that endorse academics
 - Pens, pencils, notebooks, books, art time, activity sheets, etc



Classrooms that provide non-food rewards are healthy classrooms!

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Creating a Healthier Classroom

Why use nonfood rewards?

Nonfood rewards promote a healthier school environment by encouraging healthy eating habits. When students are given pop, candy, and other sweets as a reward for good behavior and academic achievement, food becomes a primary motivator in their lives. Because these foods have little nutritional value, using them as rewards contributes to poor eating habits.

Examples of Nonfood rewards for Elementary School Students

- Stickers
- Pencils, pens, and markers
- Erasers
- Bookmarks
- Books
- Rulers
- Trinkets (magnets, Frisbees, etc.)
- Paper
- Activity/game sheets
- Game time
- Reading time
- Class, homework time, or reading time in a special place (on the couch, outside, etc.)
- Extra recess
- Extra credit
- Extra art time
- Be the helper
- Teach class
- Sit by friends
- Eat lunch with the teacher or principal
- Eat lunch outdoors
- Have lunch or breakfast in the classroom
- Private lunch in the classroom with a friend
- Be a helper in another classroom
- Walk with the principal or teacher
- Take a fun physical activity break
- Dance to favorite music in the classroom
- Show-and-tell
- Bank System - earn tokens for privileges
- Teacher or volunteer reads a special book to class
- Teacher performs a special skill (singing, cartwheel, etc.)
- Have free choice time
- Listen to a book on tape
- Listen to music while working
- Field trip

...about Rewards, Incentives, and Consequences in the Classroom

Rewards and incentives should be given careful consideration as to the messages they send to the students receiving them. Food should not be used as a reward or incentive in the classroom, but other, more appropriate rewards can be used.

Teachers and other school personal should not...

- Withhold food from a student as a consequence for inappropriate behavior or poor academic performance.
- Prohibit or deny student participation in recess or other physical activity as a consequence for inappropriate behavior or poor academic performance.
- Cancel recess or other physical activity time for instructional make-up time.

Please see:

<http://www.healthysd.gov/>

<http://doe.sd.gov/oess/cans/index.asp>

<http://doe.sd.gov/oess/schoolhealth/index.asp>

<http://doe.sd.gov/oess/cans/nutrition/index.asp>



Adapted from "The Use of Nonfood Rewards in School: Creating a Healthier Classroom" by the Child and Adult Nutrition Services of South Dakota Department of Education in conjunction with the US Department of Agriculture.

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Healthy Fundraising



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.

Consequences of Unhealthy Fundraising

Compromises Classroom Learning: Selling unhealthy food items contradicts nutrition messages taught in the classroom. Schools are designed to teach and model appropriate skills and behaviors. Nutrition principles taught in the classroom are meaningless if they are contradicted by other activities that promote unhealthy choices, like selling candy and other sweets. It's like saying, "You need to eat healthy foods to feel and do your best, but it is more important for us to make money than for you to be healthy and do well." Classroom learning about nutrition remains strictly theoretical if the school environment regularly promotes unhealthy behaviors.

Promotes the Wrong Message: Selling unhealthy foods provides a message that schools care more about making money than student health. We would never think of raising money with anything else that increases student health risks, but food fundraisers are often overlooked. As schools promote healthy lifestyle choices to reduce student health risks and improve learning, school fundraisers must be included.

Contributes to Poor Health: Foods commonly used as fundraisers (like chocolate, candy, soda and baked goods) provide unneeded calories and displace healthier food choices. Skyrocketing obesity rates among children are resulting in serious health consequences, such as increased incidence of type 2 diabetes and high blood pressure.

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What Schools Can Do

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
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- Sweet Deals: School Fundraising Can Be Healthy and Profitable.* Center for Science in the Public Interest, 2007. <http://www.cspinet.org/schoolfundraising.pdf>

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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5210 Healthy Children is adapted from Let's Go! www.letsgo.org.

as of July 11, 2017



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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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’¹
- 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!



Reference

(1) Wansink, B., Just, D. R., Payne, C. R., & Klinger, M. Z. (2012). Attractive names sustain increased vegetable intake in schools. *Preventive Medicine, 55*(4), 330-332.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.



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Looking for a way to help families unplug the screens?

West School in Portland came up with an innovative way to support less screen time at home.

1. Create an **Alternative to Screen Time Activity Box** filled with new and different activities for kids and families.

Ideas for what to include:

- Floor puzzles
- Board games
- Activity dice
- Snow block makers

Include items that your students like but don't have access to every day. You want to make sure to include desirable items that the students want!



2. Advertise to families and students.

Let families know that students may 'check out' an Alternative to Screen Time Activity Box for the evening. Consider adding the sentence below to parent newsletters.

'Attention Families! XXXXX School has an Alternative to Screen Time Activity Box available to check out overnight! If you'd like to have a screen time free evening, contact _____.'

3. Develop a check out system. Who is responsible for checking it out? The school nurse? The librarian? Front office staff?
4. Keep the box updated with fun and exciting toys!

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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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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	___	___	___	___	___	___	___

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

NAME _____

PARENT SIGNATURE _____

TOTAL POINTS _____



www.letsgo.org

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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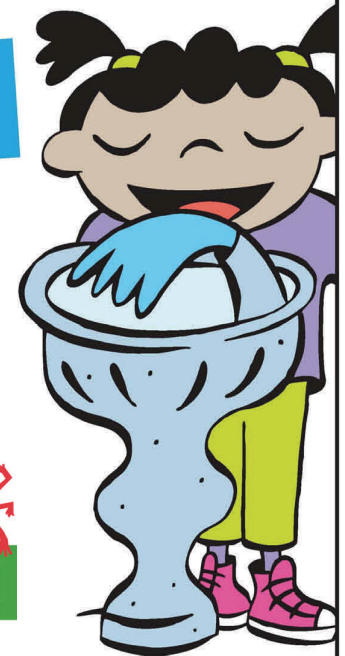
5210 Healthy Children is adapted from Let's Go! www.letsgo.org.

THIRST QUENCHER

5210 Every Day!

A healthy body
needs water.

FILL UP!





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!

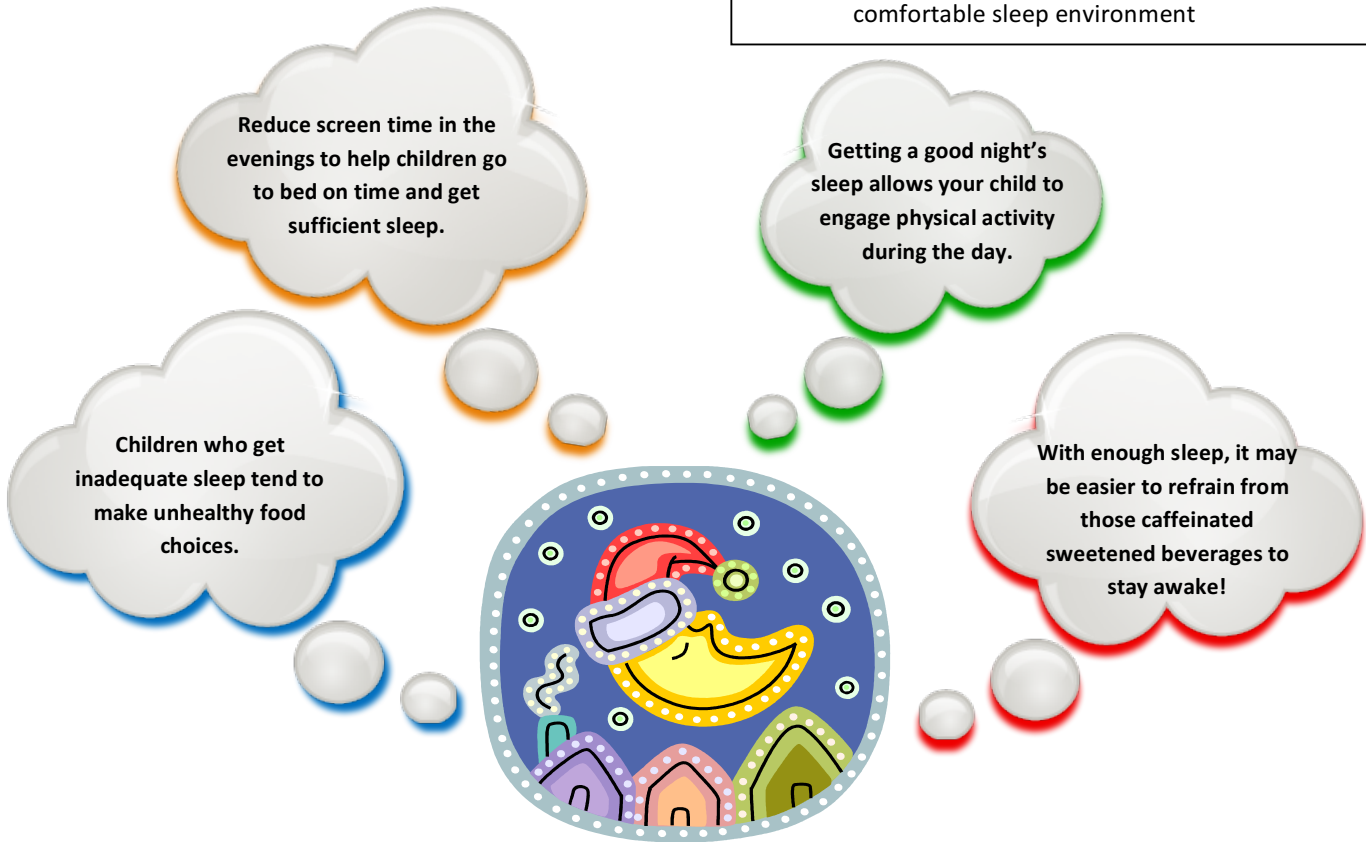
- 5 5 servings of fruit and vegetables daily is part of a healthy diet which helps promote quality sleep
- 2 Any screen time viewed within one hour of bedtime has been associated with difficulty falling asleep, anxiety around bedtime, and fewer sleeping hours
- 1 Engaging in regular physical activity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



The American Academy of Pediatrics developed new recommendations to help parents and caregivers manage technology in their children's lives. It is still important to **limit nonproductive screen time and break up time spent sitting** during productive time in front of screens, no matter your age.

Since face-to-face interactions promote language development most effectively, the Academy recommends co-viewing with infants and toddlers.



Children over the age of 2 will engage in screen time as fully as they do any other activity. And, like any other activity, it can have its positive and negative effects. So, parents and caregivers should **set limits around screen time** and be involved in children's media use, just as they do with other activities.

We should become role models for children, demonstrating the value of productive time spent away from screens. When children practice away-from-screen activities, they have more fun and learn more about **navigating in the real world.**



The AAP states that the **quality of the content is more important than the device or hours of screen time.** Rather than just setting a limit of how much screen time children can have, participate with children around recreational screen time.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

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Television Tunnel Vision

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:

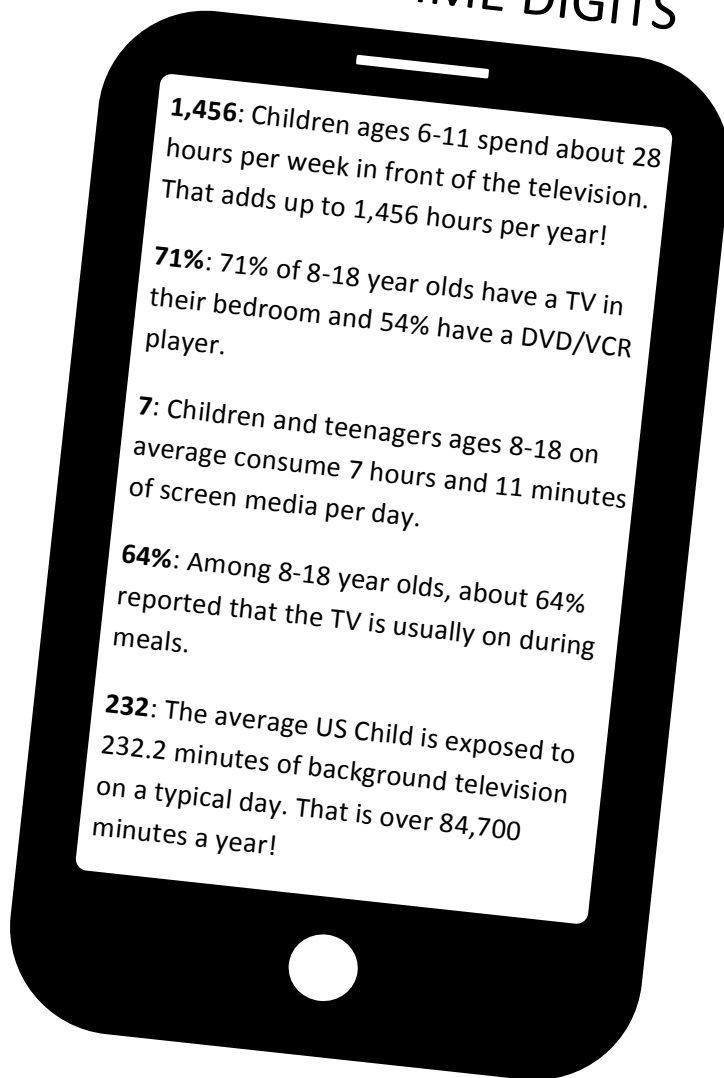
- Take a walk
- Cook something delicious
- Ride a bike
- Plant a garden
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Go stargazing
- Read a book
- Write a story
- Play outside
- Explore a new 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




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 **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.



For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.


Website sources:


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

<http://consumer.healthday.com/encyclopedia/food-and-nutrition-21/food-and-nutrition-news-316/eating-healthy-in-a-hurry-648424.html>


http://www.mankatofreepress.com/news/health_and_fitness/speaking-of-health-healthy-eating-even-when-you-re-in/article_edf5d7cc-e637-11e4-bb35-e339ff29a252.html




 **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>



How Middle & High Schools May Support 5210 Healthy Children

5210 Healthy Children is a community-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⁺

1 or more hours of physical activity

0 sweetened beverages

⁺ 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 with the information that youth are taught, the environment in which they spend time, and the adults fostering 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, reduce screen time, increase physical activity, and decrease sweetened beverage consumption.
2. **Tips For Middle & High Schools posters** - enlarged versions of the Tips For Middle & High Schools handout 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 long.
6. **Healthy Fundraising handout** – lists healthy fundraising ideas and describes why healthy fundraisers are important to use.
7. **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.
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 or email us at 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⁺

⁺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 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 or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

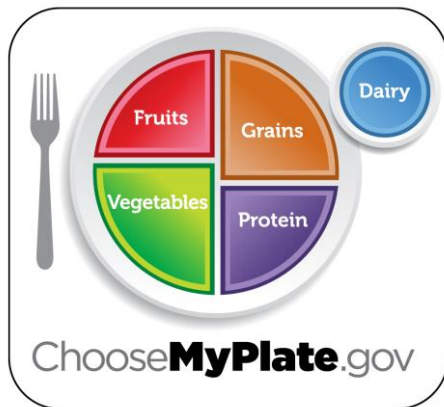
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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5210 Healthy Children is adapted from Let's Go! www.letsqo.org.

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 Education¹ 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 Services² 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>



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 program¹ 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 Healthy Children is adapted from Let's Go! www.letsgo.org.

as of July 11, 2017

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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Consequences of Unhealthy Fundraising

Compromises Classroom Learning: Selling unhealthy food items contradicts nutrition messages taught in the classroom. Schools are designed to teach and model appropriate skills and behaviors. Nutrition principles taught in the classroom are meaningless if they are contradicted by other activities that promote unhealthy choices, like selling candy and other sweets. It's like saying, "You need to eat healthy foods to feel and do your best, but it is more important for us to make money than for you to be healthy and do well." Classroom learning about nutrition remains strictly theoretical if the school environment regularly promotes unhealthy behaviors.

Promotes the Wrong Message: Selling unhealthy foods provides a message that schools care more about making money than student health. We would never think of raising money with anything else that increases student health risks, but food fundraisers are often overlooked. As schools promote healthy lifestyle choices to reduce student health risks and improve learning, school fundraisers must be included.

Contributes to Poor Health: Foods commonly used as fundraisers (like chocolate, candy, soda and baked goods) provide unneeded calories and displace healthier food choices. Skyrocketing obesity rates among children are resulting in serious health consequences, such as increased incidence of type 2 diabetes and high blood pressure.



What Schools Can Do

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>
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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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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’¹
- 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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(1) Wansink, B., Just, D. R., Payne, C. R., & Klinger, M. Z. (2012). Attractive names sustain increased vegetable intake in schools. *Preventive Medicine, 55*(4), 330-332.

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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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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



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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Television Tunnel Vision

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:

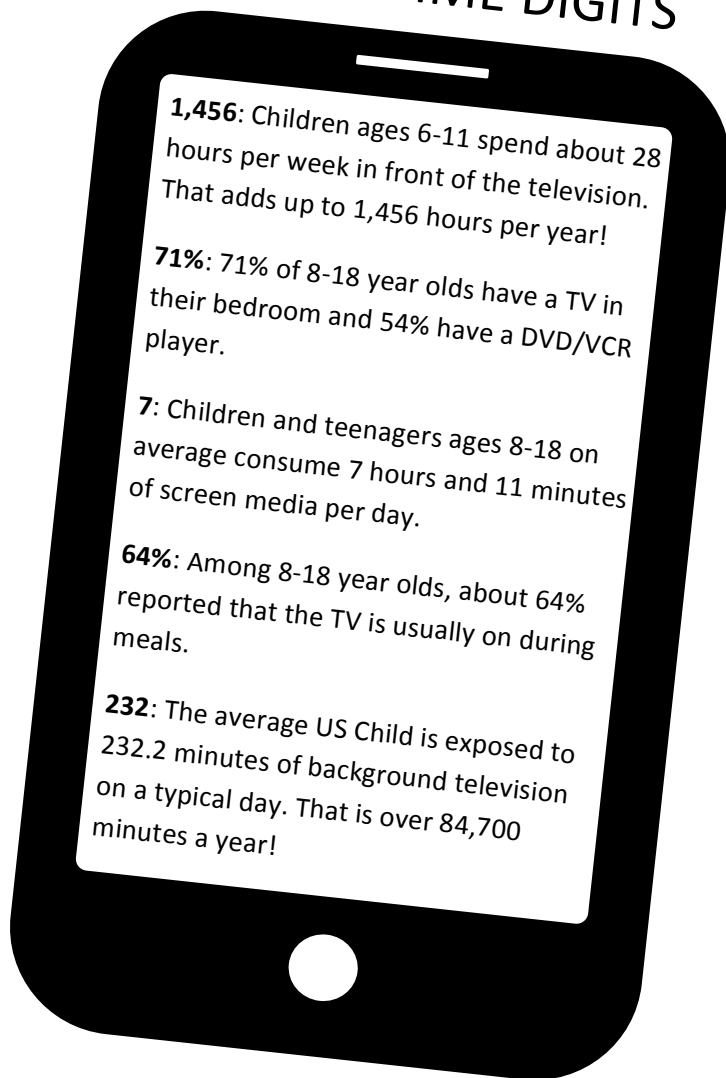
- Take a walk
- Cook something delicious
- Ride a bike
- Plant a garden
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Go stargazing
- Read a book
- Write a story
- Play outside
- Explore a new 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




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 **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.



For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.


Website sources:


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

<http://consumer.healthday.com/encyclopedia/food-and-nutrition-21/food-and-nutrition-news-316/eating-healthy-in-a-hurry-648424.html>


http://www.mankatofreepress.com/news/health_and_fitness/speaking-of-health-healthy-eating-even-when-you-re-in/article_edf5d7cc-e637-11e4-bb35-e339ff29a252.html




 **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.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Website sources:

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

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



How Youth Centers May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time⁺

1 or more hours of physical activity

0 sweetened beverages

⁺ review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

Youth centers exist in many communities. They provide after-school and summer childcare, as well as year-round recreational opportunities for families and their youth. Youth centers are an ideal venue for the promotion of healthy behaviors among youth and their parents, as many families frequent youth centers. The resources assembled in this toolkit are designed to help youth centers promote healthy behaviors among youth, including fruit and vegetable consumption, reducing screen time, increasing physical activity, and decreasing sweetened beverage intake (the "5", "2", "1", and the "0" of "5210").

The following materials are available for youth centers:

1. **Tips For Youth Centers handout** – targets youth center staff, and provides them with tips to help youth increase fruit and vegetable consumption, reduce screen time, increase physical activity, and decrease sweetened beverage consumption.
2. **Tips For Youth Centers posters** - enlarged versions of the Tips For Youth Centers handout are available in two 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 youth center staff reach out to families to help them learn about and adopt the 5210 behaviors.
5. **Healthy Kids' Snacks handout** – lists examples of healthy snacks that can be provided for children.
6. **Provide Non-Food Rewards handout** – describes the benefits of providing non-food rewards and gives examples of non-food rewards children like.
7. **Make a 5210 Fortune Teller! handout** – gives instructions for a craft activity that gets students to think about ways to live out the 5210 message.
8. **Teenage Girls & Physical Activity handout** – displays rewards and barriers around physical activity for teenage girls, as well as ways to build physical activity into programs for teenage girls.
9. **Fill Up Here! poster** – advertises locations where reusable water bottles may be filled with drinking water.

10. **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.
11. **5210 and Healthy Sleep** **handout** – lists ways that the 5210 behaviors support healthy sleep habits in children.
12. **It Takes 2 to Tune In** **handout** – describes the American Academy of Pediatrics (2015) guidelines on parenting strategies to ensure quality screen time.
13. **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.

We recommend hanging the poster in highly-visible locations in the youth center, for example close to the entrance where parents enter to drop off and pick up their youth, in restrooms, and on doors. In addition, we advise placing the handouts at the front desk and in the resource area of the youth center where they are likely to be seen and used. Digital versions are available and may be inserted into any newsletters developed by the youth centers and uploaded to websites and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 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 youth with a lot of nutrients, water, fiber, and phytochemicals that help prevent diseases and keep their bodies healthy. There are many programs for community settings that are designed to increase youth fruit and vegetable consumption – contact the Clearinghouse for Military Family Readiness at 1-877-382-9185 to identify programs to meet your needs!

- Help youth identify fruits and vegetables they like – arrange a trip to a grocery store or farmers’ market and conduct a taste-test.
- Consider overseeing a gardening or cooking club where youth can learn skills to help them include more vegetables and fruits in their diets.
- If you serve snacks to youth at the Center, feature a variety of fruits and vegetables!

2 or fewer hours of recreational screen time⁺

⁺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.

- Work to foster youth’s love for music and dancing, reading, making art, exploring the outdoors, interacting with others, building, creating, and imagining.
- Create hype around screen-free activities, ensure that popular screen-free choices are always available, and swap traditional video games with active-play video games.
- Promote National Screen-Free Week, which is usually in early May. See www.screenfree.org for details.

1 or more hours of physical activity

Active play time is important for many reasons: it gives youth opportunities to move their bodies, use their imagination, practice problem solving, and engage in social interactions that promote self-awareness and empathy. Plus, it increases physical fitness!

- Create spaces where youth may play outside in every season! Ensure access to playgrounds; grass fields; and portable equipment, like balls.
- Organize team games or field days that give everyone a chance to be active, no matter their athleticism.
- Arrange activities to maximize active time and reduce time spent observing others or waiting for a turn.

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. Watch out for drinks with the following ingredients: sugar, honey, sweetener, syrup (e.g., corn syrup, brown rice syrup), and/or ingredients ending in “ose” (e.g., glucose, dextrose).

- Make water the norm for quenching thirst – drink water when you are thirsty and offer water to thirsty youth.
- Ensure that free drinking water is always available and easily accessible at the Center.
- Give youth healthy choices by opting not to make sweetened beverages available at the Center. Sparkling water, still water with slices of lemon, and fruity herbal iced teas make fun alternatives to plain water.

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

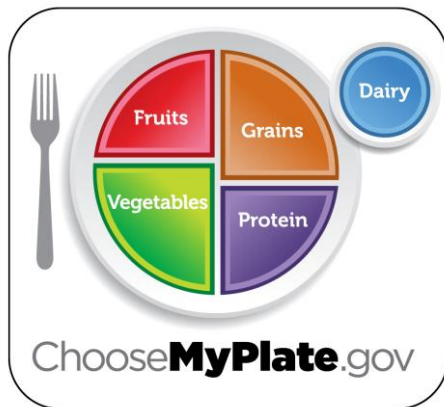
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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5210 Healthy Children is adapted from Let's Go! www.letsqo.org.



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 Education¹ 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 Services² 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 program¹ 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."



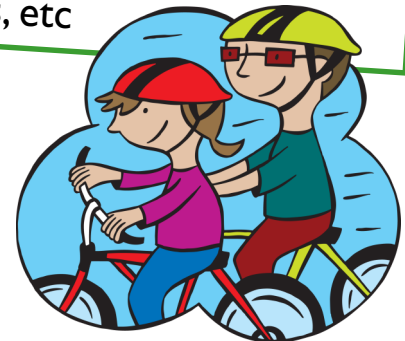
Here are a few ways you can partner with and educate families:

- 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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as of July 11, 2017

Snacks are a bigger part of kids' diets than in the past. Snacks can make positive or negative contributions to kids' diets — depending on the choices we offer. Next time your children say, "I'm hungry," or if you need to get them through to the next meal, reach for one of these healthy snacks.



Vegetables

Most of the snacks served to children should be fruits and vegetables, since most kids do not eat the recommended five to thirteen servings of fruits and vegetables each day. Popular vegetables that can be served raw with dip or salad dressing include:

- Broccoli
- Baby carrots
- Celery sticks
- Cucumber
- Peppers
- Snap peas
- Snow peas
- String beans
- Grape or cherry tomatoes
- Yellow summer squash
- Zucchini slices

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Low Fat Dairy Foods

Dairy foods are a great source of calcium, which can help to build strong bones. However, dairy products also are the biggest sources of artery-clogging saturated fat in kids' diets. To protect children's bones and hearts, make sure all dairy foods are low fat or nonfat.

- Yogurt
- Lower fat cheese
- Low fat pudding and frozen yogurt – Serve only as occasional treats because they are high in added sugars.

For dips: Try salad dressings such as nonfat ranch or Thousand Island, store-bought light dips, bean dips, guacamole, hummus (which comes in dozens of flavors), salsa, or peanut butter.

Fruit

Fruit is naturally sweet, so most kids love it. Fruit can be served whole, sliced, cut in half, cubed, or in wedges. Canned, frozen, and dried fruits often need little preparation.

- Apples
- Apricots
- Bananas
- Blackberries
- Blueberries
- Cantaloupe
- Cherries
- Grapefruit
- Grapes (red, green, or purple)
- Honeydew melon
- Kiwifruit
- Mandarin oranges
- Mangoes
- Nectarines
- Oranges
- Peaches
- Pears

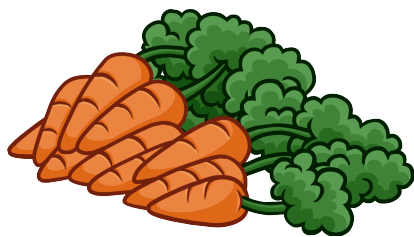
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Healthy Kids' Snacks *(continued)*

- Pineapple
- Plums
- Raspberries
- Strawberries
- Tangerines
- Watermelon

Other popular fruit forms:

- Applesauce (unsweetened), fruit cups, and canned fruit
- Dried fruit – Try raisins, apricots, apples, cranberries, and fruit leathers with little or no added sugars.
- Frozen fruit
- Fruit salad – Get kids to help make a fruit salad.
- Popsicles – Look for popsicles made from 100% fruit juice with no added caloric sweeteners.



For more tips, go to www.cspinet.org/nutritionpolicy

Healthy Grains

Try to serve mostly whole grains, which provide more fiber, vitamins, and minerals than refined grains.

- Whole wheat English muffins, pita, or tortillas
- Breakfast cereal – Either dry or with low fat milk, whole grain cereals like Cheerios, Grape-Nuts, Raisin Bran, Frosted Mini-Wheats, and Wheaties make good snacks. Look for cereals with no more than about 8 grams of sugar per serving.
- Whole grain crackers like Triscuits
- Rice cakes
- Popcorn
- Baked tortilla chips
- Granola and cereal bars – Look for whole grain granola bars that are low in fat and sugars.
- Pretzels, breadsticks, and flatbreads – These low fat items can be offered as snacks now and then. However, most of these snacks are not whole grain and most pretzels are high in salt.

Important!

Water should be the main drink served to kids at snack times. Water satisfies thirst and does not have sugar or calories. (Plus, it is low cost!) If kids are used to getting sweetened beverages at snack times, it may take a little time for them to get used to drinking water.



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Provide Non-Food Rewards

Benefits of Providing Non-Food Rewards:

- Provides an environment that fosters healthy eating and supports 5210 messages
- Allows the opportunity for more frequent rewards (if useful)
- Adds to fitness if physical activity used as a reward
- Kids prefer non-food rewards! Just ask them!

Consequences of Providing Food as a Reward:

- Contributes to poor health
- Encourages overconsumption of unhealthy foods
- Contributes to poor eating habits
- Increases preference for those foods (often sweets)

Reference:
Birch, L. L., Zimmerman, S. I., & Hind, H. (1980). The influence of social-affective context on the formation of children's food preferences. *Child Development*, 51(3), 856-861.

Consider:

- Developing guidelines that discourage the use of food as a reward
- Offering a monthly indoor or outdoor physical activity to celebrate students' accomplishments in lieu of food-based rewards
- Offering rewards that endorse physical activity
 - Extra recess, longer recess, outdoor activities, Take Time activity
- Offering rewards that endorse academics
 - Pens, pencils, notebooks, books, art time, activity sheets, etc



Classrooms that provide non-food rewards are healthy classrooms!

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Creating a Healthier Classroom

Why use nonfood rewards?

Nonfood rewards promote a healthier school environment by encouraging healthy eating habits. When students are given pop, candy, and other sweets as a reward for good behavior and academic achievement, food becomes a primary motivator in their lives. Because these foods have little nutritional value, using them as rewards contributes to poor eating habits.

Examples of Nonfood rewards for Elementary School Students

- Stickers
- Pencils, pens, and markers
- Erasers
- Bookmarks
- Books
- Rulers
- Trinkets (magnets, Frisbees, etc.)
- Paper
- Activity/game sheets
- Game time
- Reading time
- Class, homework time, or reading time in a special place (on the couch, outside, etc.)
- Extra recess
- Extra credit
- Extra art time
- Be the helper
- Teach class
- Sit by friends
- Eat lunch with the teacher or principal
- Eat lunch outdoors
- Have lunch or breakfast in the classroom
- Private lunch in the classroom with a friend
- Be a helper in another classroom
- Walk with the principal or teacher
- Take a fun physical activity break
- Dance to favorite music in the classroom
- Show-and-tell
- Bank System - earn tokens for privileges
- Teacher or volunteer reads a special book to class
- Teacher performs a special skill (singing, cartwheel, etc.)
- Have free choice time
- Listen to a book on tape
- Listen to music while working
- Field trip

...about Rewards, Incentives, and Consequences in the Classroom

Rewards and incentives should be given careful consideration as to the messages they send to the students receiving them. Food should not be used as a reward or incentive in the classroom, but other, more appropriate rewards can be used.

Teachers and other school personal should not...

- Withhold food from a student as a consequence for inappropriate behavior or poor academic performance.
- Prohibit or deny student participation in recess or other physical activity as a consequence for inappropriate behavior or poor academic performance.
- Cancel recess or other physical activity time for instructional make-up time.

Please see:

<http://www.healthysd.gov/>

<http://doe.sd.gov/oess/cans/index.asp>

<http://doe.sd.gov/oess/schoolhealth/index.asp>

<http://doe.sd.gov/oess/cans/nutrition/index.asp>



Adapted from "The Use of Nonfood Rewards in School: Creating a Healthier Classroom" by the Child and Adult Nutrition Services of South Dakota Department of Education in conjunction with the US Department of Agriculture.

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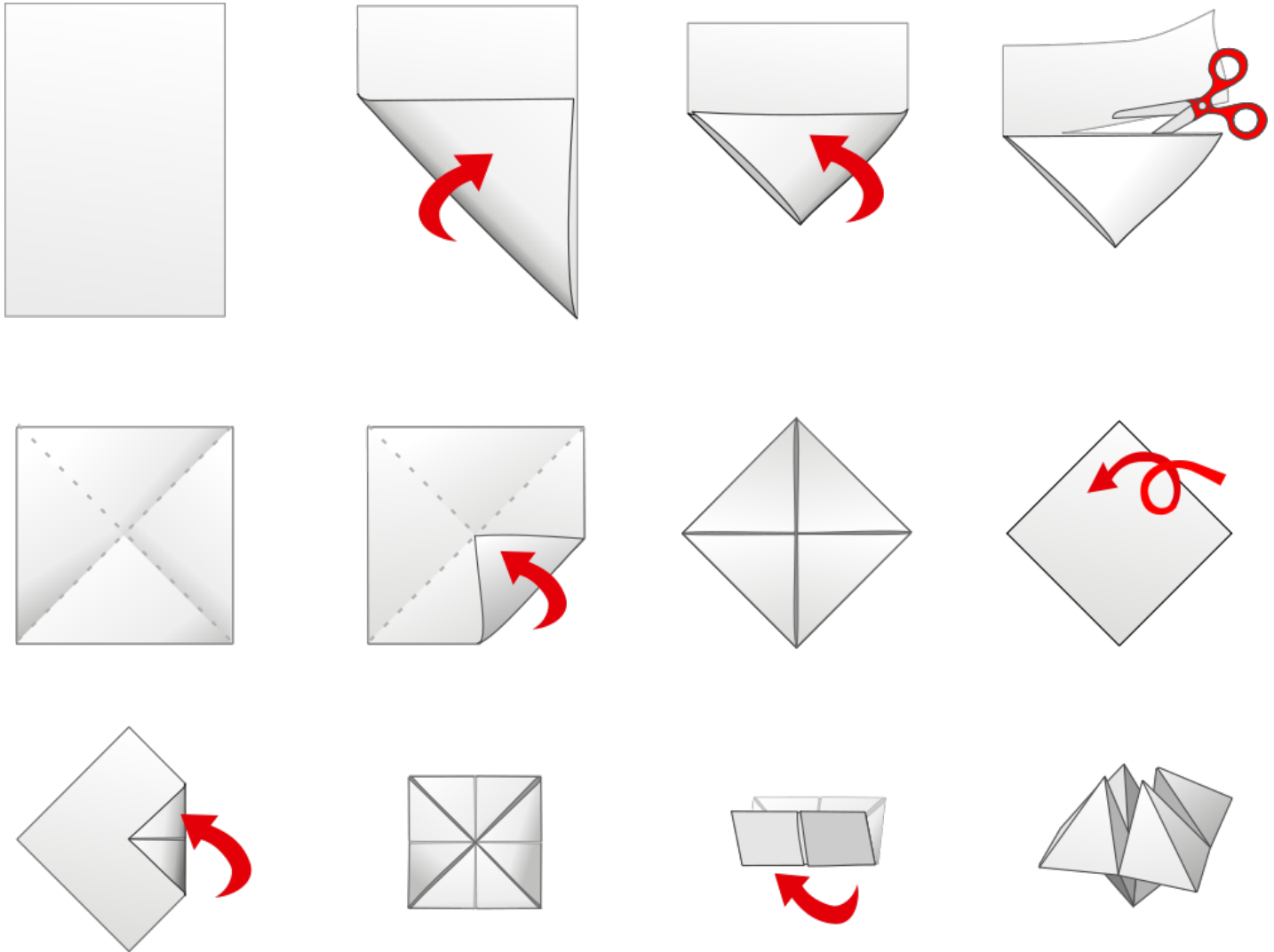
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Make a 5210 Fortune Teller!

A fun activity for an after-school program or youth center is making 5210 fortune tellers. Let youth brainstorm ways they can live out the 5210 message – all they will need is a piece of paper, scissors, markers, and creativity!

Here is how to fold a fortune teller:



Once the fortune teller is folded, mark each of the four outside faces with a 5, 2, 1, or 0. Mark each triangle of the inside flaps with a 5, 2, 1, or 0. On the underside of these flaps, write healthy behaviors that correspond with the numbers on the top sides of the flaps. To watch a video showing how to use a fortune teller, visit www.youtube.com/watch?v=622mHpSfwXQ

A sample fortune teller is provided on the next page to demonstrate these instructions.



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1

Ride your bike or walk to a nearby park with your family!

2

Instead of watching a football game on TV, grab a group of friends and play backyard game of your own!

0

Fill a reusable water bottle for a drink when you are thirsty.

1

Sign-up for a 5K run or walk with your friends!

2

Turn off the TV, turn up the music, and have a dance party!

5

Go to the local farmer's market and try a new fruit or vegetable!

2

Make a snack using your favorite fruit!

0

Drink water instead of soda or sports drinks. It's the healthier choice!

5

Go to the local farmer's market and try a new fruit or vegetable!

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Teenage Girls & Physical Activity

Physical activity is important for everybody, including teenagers, but especially for girls who are generally less active than boys the same age. As teens deal with the transition from primary school to high school there are other pressures that come with this transition—socially, at home, and at school.



Issues such as body image, the onset of menstruation, and general feelings of insecurity about their changing bodies can rise to the surface in these years. It is important to remind teenage girls about the rewards of physical activity while being mindful of the barriers they may be dealing with in their lives.

Some Rewards of Physical Activity for Teenage Girls:

- Increased strength, stamina and flexibility.
- Gain in a healthy body image and increased self-esteem.
- Helps keep the blues away and is a great way to de-stress.
- It's a fun way to spend time with your friends and family — come up with some group activities centered around physical activity!

Some common barriers to teenage girls starting and/or continuing a physical activity routine.

- Physical *inactivity* role-modeled by parents.
- Lack of energy due to lack of physical fitness.
- Peer role-modeling: i.e. having friends who don't play sports or exercise regularly.
- Lack of skills, coupled with fear of looking silly or clumsy and being teased.
- Embarrassment around wearing work-out clothes.

Some ways you can build a physical activity program that successfully includes and welcomes teenage girls:

- Hold “girls only” physical activities e.g. yoga hour, time on the basketball court, dance contests, etc.
- Organize clubs for girls that include physical activity and/or healthy eating components e.g. hula hoops, vegetarian cooking, ethnic food, croquet, dancing, lawn bowling, etc.



-Adapted from Fact Sheet created by Kinect Australia

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5210 Every Day!

FILL UP HERE!



Refill
your
water
bottles
here!



LET'S GO!

www.lets-go.org



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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5210 Healthy Children is adapted from Let's Go! www.letsgo.org.

It Takes 2 to Tune In



The American Academy of Pediatrics developed new recommendations to help parents and caregivers manage technology in their children's lives. It is still important to **limit nonproductive screen time and break up time spent sitting** during productive time in front of screens, no matter your age.

Since face-to-face interactions promote language development most effectively, the Academy recommends co-viewing with infants and toddlers.



Children over the age of 2 will engage in screen time as fully as they do any other activity. And, like any other activity, it can have its positive and negative effects. So, parents and caregivers should **set limits around screen time** and be involved in children's media use, just as they do with other activities.

We should become role models for children, demonstrating the value of productive time spent away from screens. When children practice away-from-screen activities, they have more fun and learn more about **navigating in the real world.**



The AAP states that the **quality of the content is more important than the device or hours of screen time.** Rather than just setting a limit of how much screen time children can have, participate with children around recreational screen time.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

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Television Tunnel Vision

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:

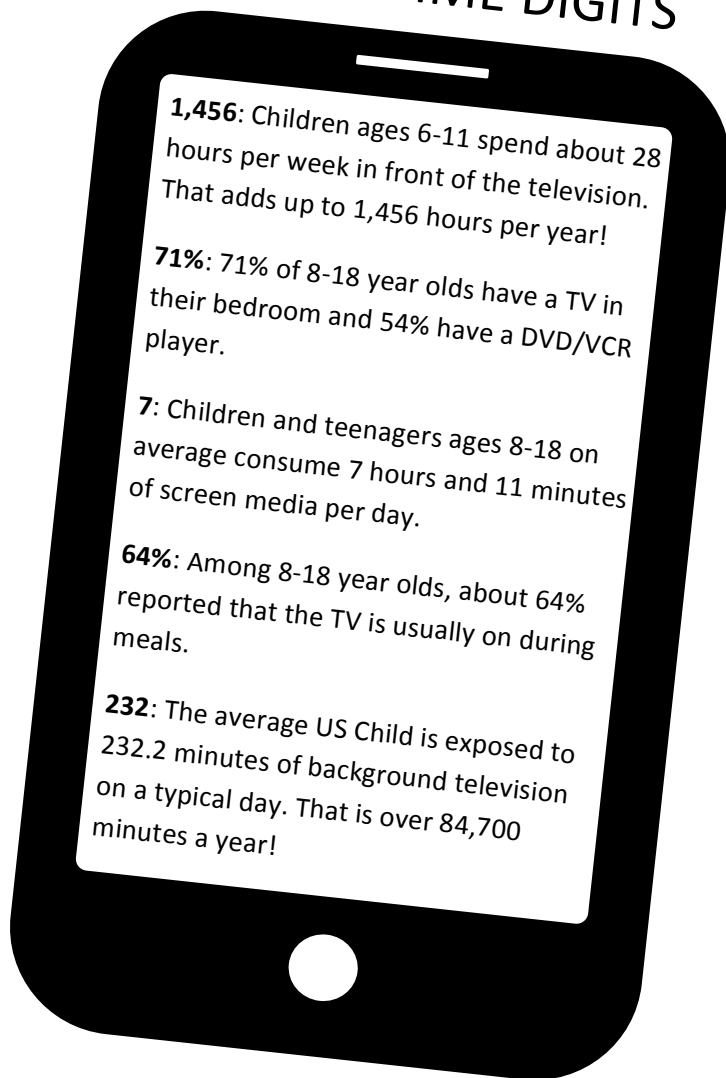
- Take a walk
- Cook something delicious
- Ride a bike
- Plant a garden
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Go stargazing
- Read a book
- Write a story
- Play outside
- Explore a new 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



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How After-School Programs May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time*

1 or more hours of physical activity

0 sweetened beverages

** review guidelines on parenting strategies to encourage quality screen time (AAP, 2015)*

After-school programs may provide educational and recreational opportunities for youth, so they can play an important role in helping to promote and support the 5210 message. The environment they provide and the behaviors they foster in youth can encourage or challenge a healthy lifestyle. The resources assembled in this toolkit are designed to help after-school programs promote healthy behaviors among youth, including fruit and vegetable consumption, reducing screen time, increasing physical activity, and decreasing sweetened beverage intake (the "5", "2", "1", and the "0" of "5210").

The following materials are available for after-school programs:

1. **Tips For After-School Programs handout** – targets after-school program staff, and provides them with tips to help youth increase fruit and vegetable consumption, reduce screen time, increase physical activity, and decrease sweetened beverage consumption.
2. **Tips For After-School Programs posters** - enlarged versions of the Tips For After-School Programs handout are available in two 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 after-school program staff reach out to families to help them learn about and adopt the 5210 behaviors.
5. **Healthy Kids' Snacks handout** – lists examples of healthy snacks that can be provided for children.
6. **Provide Non-Food Rewards handout** – describes the benefits of providing non-food rewards and gives examples of non-food rewards children like.
7. **Make a 5210 Fortune Teller! handout** – gives instructions for a craft activity that gets students to think about ways to live out the 5210 message.
8. **Teenage Girls & Physical Activity handout** – displays rewards and barriers around physical activity for teenage girls, as well as ways to build physical activity into programs for teenage girls.
9. **Fill Up Here! poster** – advertises locations where reusable water bottles may be filled with drinking water.
10. **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.



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11. **5210 and Healthy Sleep handout** – lists ways that the 5210 behaviors support healthy sleep habits in children.
12. **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.

We recommend hanging the poster in highly-visible locations, for example close to the entrance where parents enter to drop off and pick up their youth, in restrooms, and on doors. In addition, we advise placing the handouts at reception areas and sending them home with youth so that they are likely to be seen and used by families. Digital versions are available and may be inserted into any newsletters developed by after-school programs and uploaded to websites and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 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 youth with a lot of nutrients, water, fiber, and phytochemicals that help prevent diseases and keep their bodies healthy. There are many programs for after-school and community settings that are designed to increase youth fruit and vegetable consumption – contact the Clearinghouse for Military Family Readiness at 1-877-382-9185 to identify programs to meet your needs!

- Help youth identify fruits and vegetables they like – visit the grocery store or farmers' market and conduct a taste-test.
- Plan sessions that give youth skills to help them include more fruits and vegetables in their diet – grow a garden, demonstrate how to prepare (e.g., wash, peel) different fruits and vegetables, practice simple recipes, and assemble a cookbook. Consider creating a cooking club or hosting an event where youth can show off all they have learned.
- If you serve snacks during program time, feature a variety of fruits and vegetables!

2 or fewer hours of recreational screen time⁺

⁺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.

- Offer screen-free, after-school programming.
- Work to foster youth's love for music and dancing, reading, making art, exploring the outdoors, interacting with others, building, creating, and imagining.
- Promote National Screen-Free Week, which is usually in early May (see www.screenfree.org for details). Help youth track their screen time and challenge them to reduce it.

1 or more hours of physical activity

Active play time is important for many reasons: it gives youth opportunities to move their bodies, use their imagination, practice problem solving, and engage in social interactions that promote self-awareness and empathy. Plus, it increases physical fitness!

- Give youth time to play outside in every season! Ensure access to playgrounds; grass fields; and portable equipment, like balls.
- Organize team games or field days that give everyone a chance to be active, no matter their athleticism.
- Arrange activities to maximize active time and reduce time spent observing others or waiting for a turn.

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. Watch out for drinks with the following ingredients: sugar, honey, sweetener, syrup (e.g., corn syrup, brown rice syrup), and/or ingredients ending in "ose" (e.g., glucose, dextrose).

- Make water the norm for quenching thirst – drink water when you are thirsty and offer water to thirsty youth.
- Ensure that free drinking water is always available and easily accessible during after-school programming.
- Give youth healthy choices by opting not to make sweetened beverages available during after-school programming. Sparkling water, still water with slices of lemon, and fruity herbal iced teas make fun alternatives to plain water.

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

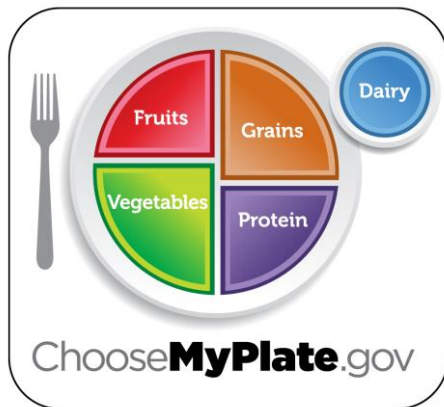
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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5210 Healthy Children is adapted from Let's Go! www.letsqo.org.



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 Education¹ 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 Services² 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 program¹ 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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as of July 11, 2017

Snacks are a bigger part of kids' diets than in the past. Snacks can make positive or negative contributions to kids' diets — depending on the choices we offer. Next time your children say, "I'm hungry," or if you need to get them through to the next meal, reach for one of these healthy snacks.



Vegetables

Most of the snacks served to children should be fruits and vegetables, since most kids do not eat the recommended five to thirteen servings of fruits and vegetables each day. Popular vegetables that can be served raw with dip or salad dressing include:

- Broccoli
- Baby carrots
- Celery sticks
- Cucumber
- Peppers
- Snap peas
- Snow peas
- String beans
- Grape or cherry tomatoes
- Yellow summer squash
- Zucchini slices

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Low Fat Dairy Foods

Dairy foods are a great source of calcium, which can help to build strong bones. However, dairy products also are the biggest sources of artery-clogging saturated fat in kids' diets. To protect children's bones and hearts, make sure all dairy foods are low fat or nonfat.

- Yogurt
- Lower fat cheese
- Low fat pudding and frozen yogurt – Serve only as occasional treats because they are high in added sugars.

For dips: Try salad dressings such as nonfat ranch or Thousand Island, store-bought light dips, bean dips, guacamole, hummus (which comes in dozens of flavors), salsa, or peanut butter.

Fruit

Fruit is naturally sweet, so most kids love it. Fruit can be served whole, sliced, cut in half, cubed, or in wedges. Canned, frozen, and dried fruits often need little preparation.

- Apples
- Apricots
- Bananas
- Blackberries
- Blueberries
- Cantaloupe
- Cherries
- Grapefruit
- Grapes (red, green, or purple)
- Honeydew melon
- Kiwifruit
- Mandarin oranges
- Mangoes
- Nectarines
- Oranges
- Peaches
- Pears

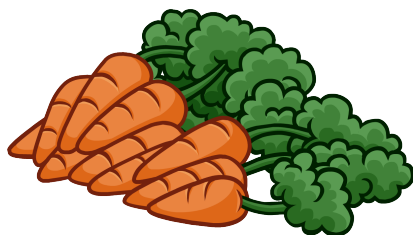
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Healthy Kids' Snacks *(continued)*

- Pineapple
- Plums
- Raspberries
- Strawberries
- Tangerines
- Watermelon

Other popular fruit forms:

- Applesauce (unsweetened), fruit cups, and canned fruit
- Dried fruit – Try raisins, apricots, apples, cranberries, and fruit leathers with little or no added sugars.
- Frozen fruit
- Fruit salad – Get kids to help make a fruit salad.
- Popsicles – Look for popsicles made from 100% fruit juice with no added caloric sweeteners.



For more tips, go to www.cspinet.org/nutritionpolicy

Healthy Grains

Try to serve mostly whole grains, which provide more fiber, vitamins, and minerals than refined grains.

- Whole wheat English muffins, pita, or tortillas
- Breakfast cereal – Either dry or with low fat milk, whole grain cereals like Cheerios, Grape-Nuts, Raisin Bran, Frosted Mini-Wheats, and Wheaties make good snacks. Look for cereals with no more than about 8 grams of sugar per serving.
- Whole grain crackers like Triscuits
- Rice cakes
- Popcorn
- Baked tortilla chips
- Granola and cereal bars – Look for whole grain granola bars that are low in fat and sugars.
- Pretzels, breadsticks, and flatbreads – These low fat items can be offered as snacks now and then. However, most of these snacks are not whole grain and most pretzels are high in salt.

Important!

Water should be the main drink served to kids at snack times. Water satisfies thirst and does not have sugar or calories. (Plus, it is low cost!) If kids are used to getting sweetened beverages at snack times, it may take a little time for them to get used to drinking water.



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Provide Non-Food Rewards

Benefits of Providing Non-Food Rewards:

- Provides an environment that fosters healthy eating and supports 5210 messages
- Allows the opportunity for more frequent rewards (if useful)
- Adds to fitness if physical activity used as a reward
- Kids prefer non-food rewards! Just ask them!

Consequences of Providing Food as a Reward:

- Contributes to poor health
- Encourages overconsumption of unhealthy foods
- Contributes to poor eating habits
- Increases preference for those foods (often sweets)

Reference:
Birch, L. L., Zimmerman, S. I., & Hind, H. (1980). The influence of social-affective context on the formation of children's food preferences. *Child Development*, 51(3), 856-861.

Consider:

- Developing guidelines that discourage the use of food as a reward
- Offering a monthly indoor or outdoor physical activity to celebrate students' accomplishments in lieu of food-based rewards
- Offering rewards that endorse physical activity
 - Extra recess, longer recess, outdoor activities, Take Time activity
- Offering rewards that endorse academics
 - Pens, pencils, notebooks, books, art time, activity sheets, etc



Classrooms that provide non-food rewards are healthy classrooms!

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.



Creating a Healthier Classroom

Why use nonfood rewards?

Nonfood rewards promote a healthier school environment by encouraging healthy eating habits. When students are given pop, candy, and other sweets as a reward for good behavior and academic achievement, food becomes a primary motivator in their lives. Because these foods have little nutritional value, using them as rewards contributes to poor eating habits.

Examples of Nonfood rewards for Elementary School Students

- Stickers
- Pencils, pens, and markers
- Erasers
- Bookmarks
- Books
- Rulers
- Trinkets (magnets, Frisbees, etc.)
- Paper
- Activity/game sheets
- Game time
- Reading time
- Class, homework time, or reading time in a special place (on the couch, outside, etc.)
- Extra recess
- Extra credit
- Extra art time
- Be the helper
- Teach class
- Sit by friends
- Eat lunch with the teacher or principal
- Eat lunch outdoors
- Have lunch or breakfast in the classroom
- Private lunch in the classroom with a friend
- Be a helper in another classroom
- Walk with the principal or teacher
- Take a fun physical activity break
- Dance to favorite music in the classroom
- Show-and-tell
- Bank System - earn tokens for privileges
- Teacher or volunteer reads a special book to class
- Teacher performs a special skill (singing, cartwheel, etc.)
- Have free choice time
- Listen to a book on tape
- Listen to music while working
- Field trip

...about Rewards, Incentives, and Consequences in the Classroom

Rewards and incentives should be given careful consideration as to the messages they send to the students receiving them. Food should not be used as a reward or incentive in the classroom, but other, more appropriate rewards can be used.

Teachers and other school personal should not...

- Withhold food from a student as a consequence for inappropriate behavior or poor academic performance.
- Prohibit or deny student participation in recess or other physical activity as a consequence for inappropriate behavior or poor academic performance.
- Cancel recess or other physical activity time for instructional make-up time.

Please see:

<http://www.healthysd.gov/>

<http://doe.sd.gov/oess/cans/index.asp>

<http://doe.sd.gov/oess/schoolhealth/index.asp>

<http://doe.sd.gov/oess/cans/nutrition/index.asp>



Adapted from "The Use of Nonfood Rewards in School: Creating a Healthier Classroom" by the Child and Adult Nutrition Services of South Dakota Department of Education in conjunction with the US Department of Agriculture.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.



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.

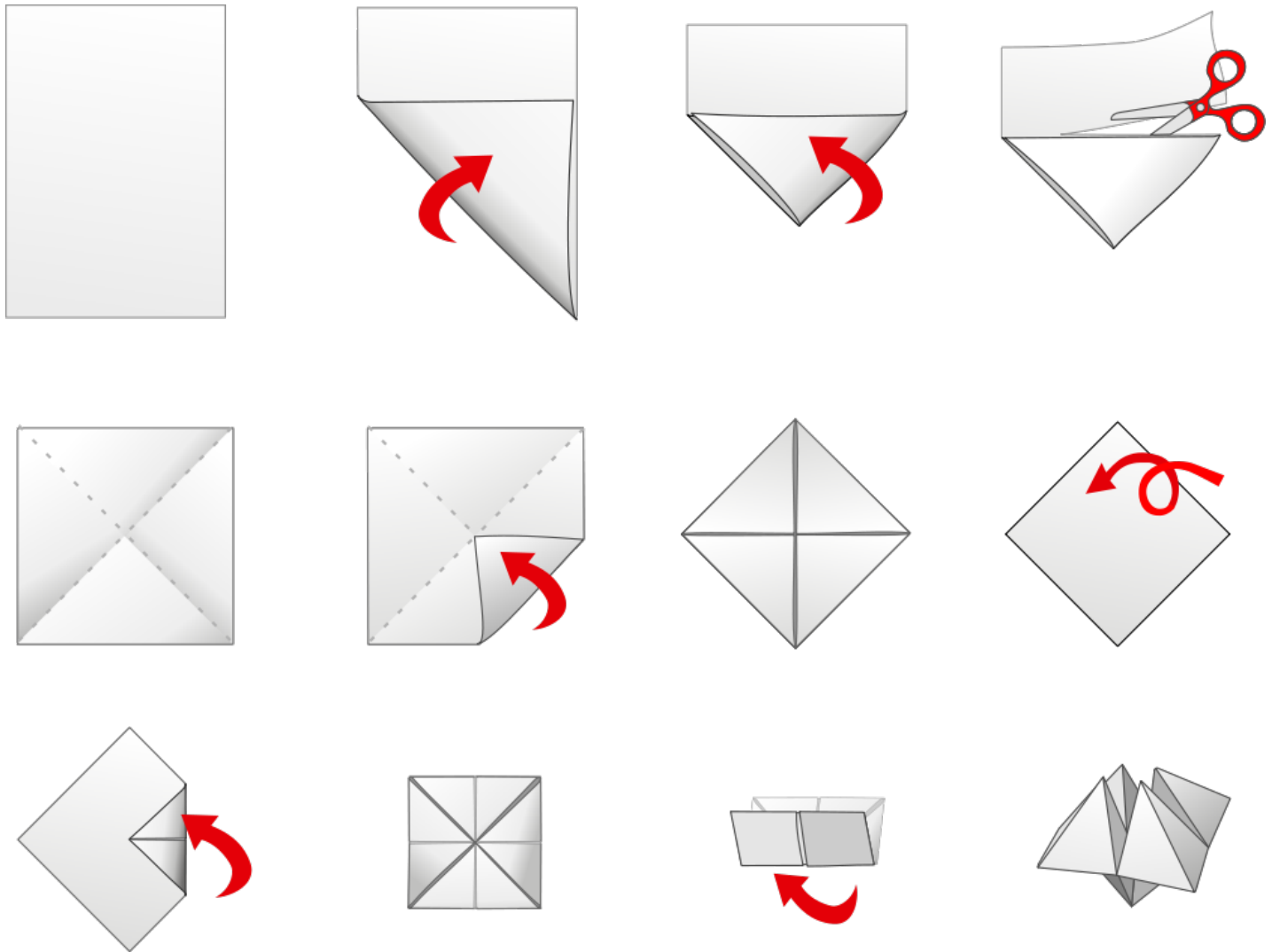
5210 Healthy Children is adapted from Let's Go! www.letsgo.org.

as of July 11, 2017

Make a 5210 Fortune Teller!

A fun activity for an after-school program or youth center is making 5210 fortune tellers. Let youth brainstorm ways they can live out the 5210 message – all they will need is a piece of paper, scissors, markers, and creativity!

Here is how to fold a fortune teller:



Once the fortune teller is folded, mark each of the four outside faces with a 5, 2, 1, or 0. Mark each triangle of the inside flaps with a 5, 2, 1, or 0. On the underside of these flaps, write healthy behaviors that correspond with the numbers on the top sides of the flaps. To watch a video showing how to use a fortune teller, visit www.youtube.com/watch?v=622mHpSfwXQ

A sample fortune teller is provided on the next page to demonstrate these instructions.



Fill a reusable water bottle for a drink when you are thirsty.

Instead of watching a football game on TV, grab a group of friends and play backyard game of your own!

Sign-up for a 5K run or walk with your friends!

Turn off the TV, turn up the music, and have a dance party!

Go to the local farmer's market and try a new fruit or vegetable!

Drink water instead of soda or sports drinks. It's the healthier choice!

Make a snack using your favorite fruit!

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Teenage Girls & Physical Activity

Physical activity is important for everybody, including teenagers, but especially for girls who are generally less active than boys the same age. As teens deal with the transition from primary school to high school there are other pressures that come with this transition—socially, at home, and at school.



Issues such as body image, the onset of menstruation, and general feelings of insecurity about their changing bodies can rise to the surface in these years. It is important to remind teenage girls about the rewards of physical activity while being mindful of the barriers they may be dealing with in their lives.

Some Rewards of Physical Activity for Teenage Girls:

- Increased strength, stamina and flexibility.
- Gain in a healthy body image and increased self-esteem.
- Helps keep the blues away and is a great way to de-stress.
- It's a fun way to spend time with your friends and family — come up with some group activities centered around physical activity!

Some common barriers to teenage girls starting and/or continuing a physical activity routine.

- Physical *inactivity* role-modeled by parents.
- Lack of energy due to lack of physical fitness.
- Peer role-modeling: i.e. having friends who don't play sports or exercise regularly.
- Lack of skills, coupled with fear of looking silly or clumsy and being teased.
- Embarrassment around wearing work-out clothes.

Some ways you can build a physical activity program that successfully includes and welcomes teenage girls:

- Hold “girls only” physical activities e.g. yoga hour, time on the basketball court, dance contests, etc.
- Organize clubs for girls that include physical activity and/or healthy eating components e.g. hula hoops, vegetarian cooking, ethnic food, croquet, dancing, lawn bowling, etc.



-Adapted from Fact Sheet created by Kinect Australia

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as of July 11, 2017

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5210 Every Day!

FILL UP HERE!



Refill
your
water
bottles
here!



www.lets-go.org



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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Television Tunnel Vision

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:

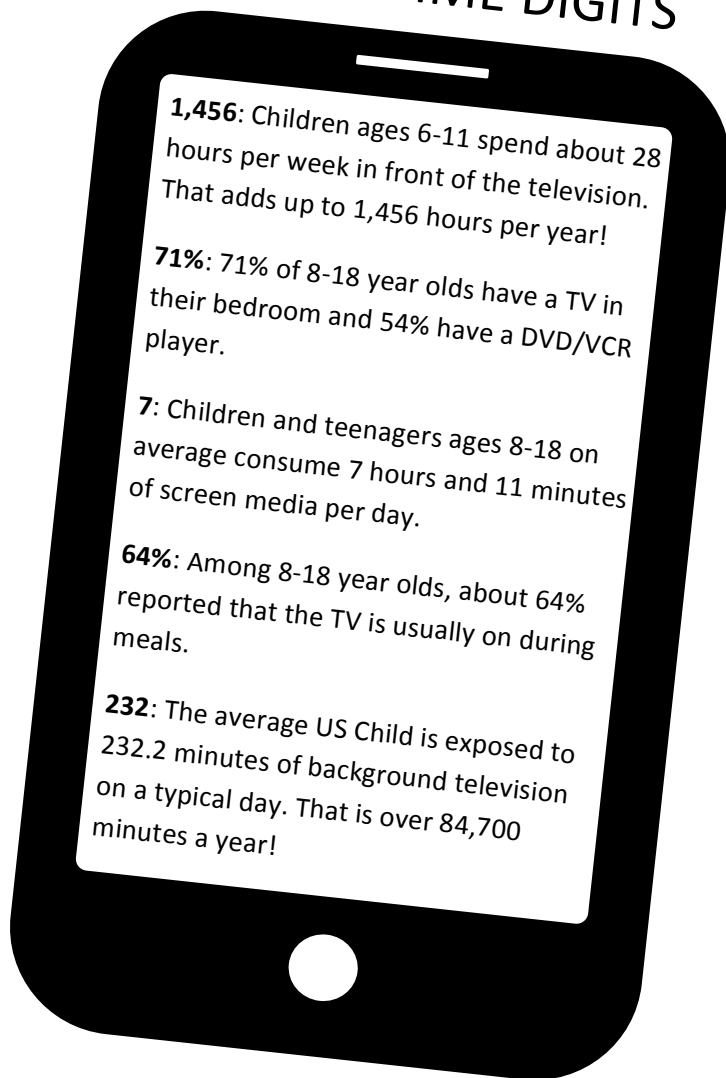
- Take a walk
- Cook something delicious
- Ride a bike
- Plant a garden
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Go stargazing
- Read a book
- Write a story
- Play outside
- Explore a new 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



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How Cafeterias May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time⁺

1 or more hours of physical activity

0 sweetened beverages

⁺ review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

Cafeterias can be important components of the food environment, whether on campuses, in hospitals, in the workplace, or in schools. The people they serve may be leaders, role models, and parents of youth, or youth themselves. Therefore, when cafeterias prioritize and encourage healthy eating and drinking, they support children and the influential adults who can model and promote healthy behaviors for children. With that in mind, the resources assembled in this toolkit are designed to help cafeterias encourage healthy eating and drinking and provide ideas for their patrons to promote healthy behaviors in their families and community.

The following materials are available for cafeterias:

1. **Tips At Cafeterias handout** – targets adult cafeteria patrons, and provides them with cafeteria-specific tips to increase fruit and vegetable consumption, and decrease sweetened beverage consumption.
2. **Tips At Cafeterias posters** – enlarged versions of the Tips At Cafeterias handout are available in two 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. **Smarter Workplace Cafeterias handout** – targets the cafeteria rather than its patrons, and includes tips for creating a food environment that nudges patrons into making healthier decisions.
5. **Be Choosey In The Dining Hall handout** – a handout from the USDA Choose MyPlate website with ideas for making the healthiest choices at cafeterias.

We recommend hanging the poster in highly-visible locations in cafeterias and placing the handouts in highly-visible locations such as at the cash registers and on the dining tables. Digital versions are available and may be inserted into newsletters and uploaded to websites and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 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 are important additions to a healthy lifestyle! They provide a lot of nutrients, water, fiber, and phytochemicals that keep your body healthy and help prevent cancer, heart disease, and other diseases. Plus, they're a tasty way to fill up without adding a lot of calories to your diet – so dig in!

- Try to fill half your plate with fruits and vegetables at each meal, and consider getting an extra piece of fruit that you can take with you for a snack later in the day.
- For flavorful vegetables without a lot of added fat, look for offerings that are raw, steamed, baked, or roasted. Ask for sauces or dressings on the side and use them sparingly.
- Vary your vegetables and fruits - eating a mix of colors will ensure that you consume a variety of healthy antioxidants!

2 or fewer hours of recreational screen time⁺

⁺review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

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 – so find other fun ways to spend your free time with friends and family!

- Turn off televisions and put away cell phones during meals and enjoy spending time with friends or family.
- Work with your family or friends to identify a variety of enjoyable activities that do not involve screens. Encourage these activities during leisure time and serve as a role model.
- Make televisions, video games, and the internet less convenient to use during free time so that healthier choices are easier to make.

1 or more hours of physical activity

Moving your body is a great way to burn calories, improve your mood, boost your energy, prevent cancer and cardiovascular diseases, and help you sleep better at night – plus, it can be a lot of fun! Look for activities you can enjoy with your family or friends so everyone can reap the benefits and help keep one another on track!

- Use activities instead of food as incentives or to socialize – a trip to the park, sledding hill, laser tag arena, skating rink, batting cage, or community pool can be a great alternative to the ice cream shop to chat with friends or celebrate your child's accomplishments.
- Walk or bike with your family or friends to get where you're going.
- Set up activity dates with like-minded friends or sign up for a charity walk – if you're accountable to someone else you may be more likely to stay active.

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. Watch out for drinks with the following ingredients: sugar, honey, sweetener, syrup (e.g., corn syrup, brown rice syrup), and/or ingredients ending in "ose" (e.g., glucose, dextrose).

- Make water the norm for quenching thirst – drink water when you are thirsty and offer water to thirsty children.
- Nonfat and 1% milk and 100% vegetable juices contain beneficial nutrients and calories; they are healthy foods that promote a nutritious diet; they are not beverages to drink when thirsty.
- Consider limiting your consumption of artificially sweetened beverages, like diet sodas.

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

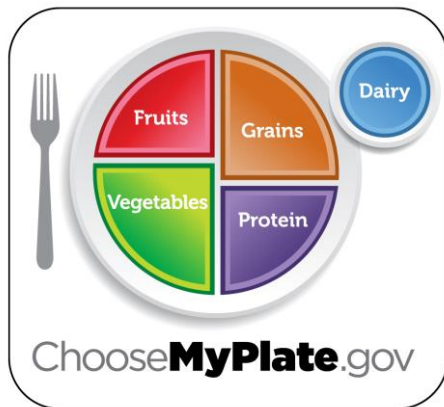
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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5210 Healthy Children is adapted from Let's Go! www.letsqo.org.

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 Education¹ 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 Services² 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>



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 program¹ 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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Smarter Workplace Cafeterias

Smarter Workplace Cafeterias:

- Provides multiple choices of **vegetables, fruits, whole grains, lean protein, and low fat or fat free dairy.**
- Provide fruit in multiple locations. Fruit is displayed in fruit bowls or baskets, not stainless steel pans.
- Offers only healthy items such as fruit, veggie sticks, or water by the check out.
- Offers a **quick-moving ‘healthy express’** checkout line for customers not buying chips or desserts.
- Keeps unhealthy a la carte items (such as chips and desserts) away from the main flow of traffic.
- Places the salad bar (if available) in the main line of traffic.
- Offers **healthy items as the default** (brown rice vs. white rice; whole grain bread vs. white bread).
- Makes water the most visible and plentiful beverage available. **Provides and promotes free, cold tap water.**
- Prices unhealthy items (such as soda and ice cream) higher than healthy items (such as water and fruit).
- **Prices are made available** at the point of decision.
- Only advertises healthy food, (i.e. no soda or dessert advertising).
- Offers the healthiest food at the beginning of the serving line.
- Use **descriptive naming** for healthy food items such as ‘immune boosting sautéed spinach’.

Do you have a Smarter Cafeteria?

Smarter Cafeterias make the healthy choice the easy choice by using special marketing, pricing, and placement strategies. These gentle ‘nudges’ naturally lead customers to make healthier decisions.



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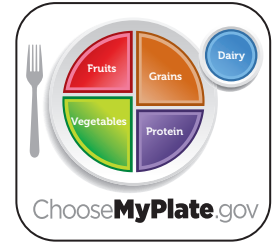


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as of July 11, 2017

be choosey in the dining hall



10 tips for healthy eating in the dining hall

Dining halls are full of healthy food options. You just need to know which foods to put on your tray. Use these tips to plan your food choices and know which options are best for you.

1 know what you're eating

Many dining halls post menus with nutrition information. Look at the menus ahead of time, so you can be ready to create healthy, balanced meals when you get there. Having a plan is the first step in making smarter eating decisions! Visit ChooseMyPlate.gov to find information and tools like SuperTracker to help you make meal selection a breeze.

2 enjoy your food, but eat less

Everybody loves the all-you-can-eat dining hall! To resist the urge of eating too much, take smaller portions and use a smaller plate. Remember you can always go back if you are still hungry.

3 make half your grains whole grains!

Whether you're at the sandwich station or pouring yourself a bowl of cereal in the morning, make the switch to whole grains like 100% whole-grain bread and oatmeal.



4 re-think your drink

Americans drink about 400 calories every day. Consider how often you drink sugary beverages such as sodas, cappuccinos, energy drinks, fruit beverages, sweetened teas, and sports drinks. Drinking water instead of sugary beverages can help you manage your calories.

5 make half your plate fruits and veggies

Fruits and veggies can make your meals more nutritious, colorful, and flavorful. Add to pastas, eggs, pizza, sandwiches, and soups. Try spinach in a wrap or add pineapple to your pizza.



6 make it your own!

Don't feel like you have to choose pre-made plates. Design your own meal! Fresh veggies from the salad bar can be thrown into your omelet for brunch, or grab some tofu on your way to the pasta station for lean protein.

7 slow down on the sauces

Sauces, gravies, and dressings tend to be high in fat and sodium. Watch out for foods prepared with a lot of oil, butter, or topped with heavy condiments, such as mayonnaise. You don't have to do away with sauces and condiments all together; just ask for less or put them on the side. Reducing extras will help you manage your weight.

8 be on your guard at the salad bar

Most veggies get the green light but limit foods high in fat and sodium such as olives, bacon bits, fried noodles, croutons, and pasta or potato salads that are made with mayo and oil. Stick to fat-free or low-fat dressings on the side.



9 make dessert special

Save dessert for a Friday night treat or on special occasions. When you can't resist, opt for something healthy, such as a fruit and yogurt parfait.

10 don't linger

Dining halls should be just that, where you eat. Although it's great to chat with friends while you eat, avoid staying for long periods of time to reduce your temptation to keep eating.



How Restaurants May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time⁺

1 or more hours of physical activity

0 sweetened beverages

+ review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

Restaurants are components of the community food environment that children may be exposed to, and therefore it is important that families have information and skills to make the best choices at these locations. The resources assembled in this toolkit are designed to support restaurant patrons in making healthy eating and drinking decisions.

The following materials are available for restaurants:

1. **Tips At Restaurants handout** – targets restaurant patrons, and provides them with restaurant-specific tips to increase fruit and vegetable consumption and decrease sweetened beverage consumption.
2. **Tips At Restaurants posters** - enlarged versions of the Tips At Restaurant handout are available in two 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.

We recommend hanging the poster in highly-visible locations at or near restaurants and placing the handouts in high-traffic areas such as at cash registers, on dining trays, and on dining tables. Digital versions are available and may be inserted into newsletters and uploaded to websites and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 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 are important additions to a healthy lifestyle! They provide a lot of nutrients, water, fiber, and phytochemicals that keep your body healthy and help prevent cancer, heart disease, and other diseases. Plus, they're a tasty way to fill up without adding a lot of calories to your diet – so dig in!

- It may be difficult to find fruits and vegetables at certain restaurants -- especially fast-food and chain restaurants -- consider giving your patronage to the locations that support your healthy lifestyle!
- When you can, opt for apples slices, the “vegetable of the day,” or a side salad instead of fries or chips.
- When healthy options are not available, keep in mind that your overall diet is what is important – commit to eating and serving your family a healthy amount of vegetables and fruits each day so you can enjoy occasions when you're out and fruits and vegetables are *not* available.

2 or fewer hours of recreational screen time⁺

⁺review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

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 – so find other fun ways to spend your free time with friends and family!

- Turn off televisions and put away cell phones during meals and enjoy spending time with friends or family.
- Work with your family or friends to identify a variety of enjoyable activities that do not involve screens. Encourage these activities during leisure time and serve as a role model.
- Make televisions, video games, and the internet less convenient to use during free time so that healthier choices are easier to make.

1 or more hours of physical activity

Moving your body is a great way to burn calories, improve your mood, boost your energy, prevent cancer and cardiovascular diseases, and help you sleep better at night – plus, it can be a lot of fun! Look for activities you can enjoy with your family or friends so everyone can reap the benefits and help keep one another on track!

- Use activities instead of food as incentives or to socialize – a trip to the park, sledding hill, laser tag arena, skating rink, batting cage, or community pool can be a great alternative to the ice cream shop to chat with friends or celebrate your child's accomplishments.
- Walk or bike with your family or friends to get where you're going.
- Set up activity dates with like-minded friends or sign up for a charity walk – if you're accountable to someone else you may be more likely to stay active.

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. Watch out for drinks with the following ingredients: sugar, honey, sweetener, syrup (e.g., corn syrup, brown rice syrup), and/or ingredients ending in “ose” (e.g., glucose, dextrose).

- Make water the norm for quenching thirst – drink water when you are thirsty and offer water to thirsty children.
- Nonfat and 1% milk and 100% vegetable juices contain beneficial nutrients and calories; they are healthy foods that promote a nutritious diet; they are not beverages to drink when thirsty.
- Consider limiting your consumption of artificially sweetened beverages, like diet sodas.

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

References

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

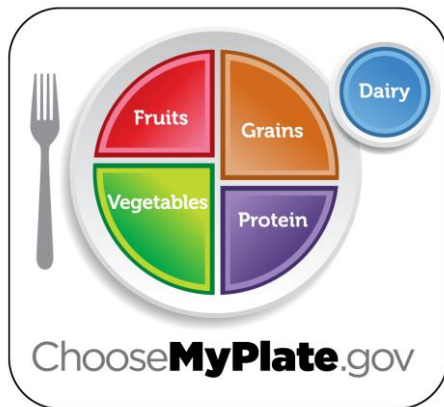
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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>
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3. U.S. Department of Agriculture. (n.d.). *ChooseMyPlate.gov*. Retrieved from <http://choosemyplate.gov>

2 or fewer hours of recreational screen time⁺

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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 Pediatrics¹ 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.

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5210 Healthy Children is adapted from Let's Go! www.letsqo.org.

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 Education¹ 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 Services² 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>



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 program¹ 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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How Grocery Stores May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time*

1 or more hours of physical activity

0 sweetened beverages

** review guidelines on parenting strategies to encourage quality screen time (AAP, 2015)*

Grocery stores are a central part of a family's food environment because most food purchases are made at full-service supermarkets. Grocery stores can play an important role in supporting healthy eating and drinking in families. The resources assembled in this toolkit are designed to help commissaries promote fruit and vegetable consumption and decrease sweetened beverage intake (the "5" and the "0" of "5210").

The following materials are available for commissaries:

1. **Tips At Grocery Stores handout** – targets shoppers, and provides them with grocery store-specific tips to increase fruit and vegetable consumption and decrease sweetened beverage consumption.
2. **Tips At Grocery Stores posters** – enlarged versions of the Tips At Grocery Stores handout are available in two 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. **Healthy Shopping On A Budget handout** – provides shoppers with money-saving tips to make healthy food purchases.
5. **Healthy Brown Bag Lunches handout** – outlines a healthy lunch for each day in a week and includes a shopping list.
6. **Understanding Food Labels handout** – describes how to locate and make sense of the important information provided on food labels.
7. **To Have Fruits And Vegetables Year-Round, Add Frozen Or Canned handout** – lists some of the benefits of having frozen and canned produce available year-round, and includes ideas for use.
8. **Healthy Kids' Snacks handout** – provides shoppers who are parents with a list of healthy snacks they may purchase at the grocery store.
9. **Healthy Eating In A Hurry handout** – provides tips on ways to create quick, healthy meals on a busy schedule.



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We recommend hanging the poster in highly-visible locations in the grocery store and placing the handouts at the customer service desk, on café tables, and in high-traffic areas in the store where they are likely to be seen and used. Digital versions are available and may be inserted into the grocery store newsletters and uploaded to the store's website and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 5210@psu.edu. We will be happy to answer your questions!



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5 or more servings of fruits and vegetables

Making good choices when you're at the grocery store can set your family up for a week of healthy eating! For some people, creating a menu before grocery shopping is a helpful way to try out new recipes, incorporate more fruits and vegetables in the diet, create a more accurate shopping list, and ensure that less produce goes to waste.

- Vary your vegetables and fruits - eating a mix of colors will ensure that you consume a variety of healthy antioxidants!
- Coupon clipping can be a great way to save money – but don't let the availability of a coupon derail you from making healthy choices! Look for fruit and vegetable specials offered at your local grocery store.
- Frozen produce can contain more nutrients than out-of-season fresh produce, often lacks the salt found in canned foods, doesn't spoil, and can be added to anything from omelets to soups to casseroles—so stock up!

2 or fewer hours of recreational screen time⁺

⁺review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

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 – so encourage your family to find other fun ways to spend their free time!

- Turn off televisions and put away cell phones during meals and enjoy spending time with friends or family.
- Work with your children to identify a variety of activities they enjoy that do not involve screens. Encourage these activities during leisure time and serve as a role model.
- Make televisions, video games, and the internet less convenient to use during free time so that healthier choices are easier to make.

1 or more hours of physical activity

Moving your body is a great way to burn calories, improve your mood, boost your energy, prevent cancer and cardiovascular diseases, and help you sleep better at night – plus, it's easy to sneak a few minutes of physical activity into your schedule at the grocery store!

- When you only have a few items on your shopping list, consider walking or riding your bike to the grocery store.
- Build a few extra minutes of physical activity into your day by choosing a far-away parking spot.
- When you get home, turn on your favorite music and have a dance party while you put away your groceries!

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to your family's diet. The grocery store is the perfect place to check out a beverage's ingredient list so you can make informed purchases.

- Avoid buying drinks with the following ingredients: sugar, honey, sweetener, syrup (e.g., corn syrup, brown rice syrup), and/or ingredients ending in "ose" (e.g., glucose, dextrose).
- Consider purchasing sparkling water, lemons to slice and add to still water, or a box of fruity herbal tea to drink hot or iced – they're all tasty, calorie-free alternatives to plain water!
- Nonfat and 1% milk and 100% vegetable juices contain beneficial nutrients and also calories, so think of them as foods that contribute towards your family's diet.

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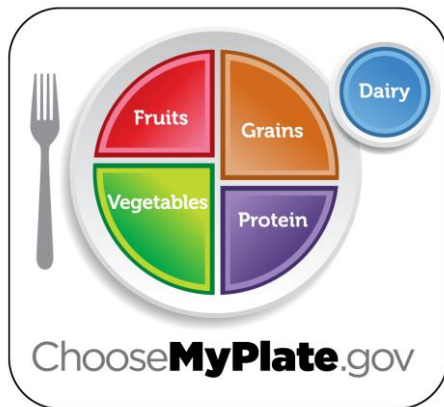
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5210 Healthy Children is adapted from Let's Go! www.letsqo.org.

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 Education¹ 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 Services² 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>



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 program¹ 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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 **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.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Website sources:

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

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



Healthy Brown Bag Lunches

Monday:

- ½ cup low-fat cottage cheese
- 10-15 whole wheat crackers with 1-2 tablespoons almond butter, peanut butter or sunflower seed butter
- Assorted vegetables (e.g. tomatoes, sweet peppers, carrots, broccoli, etc.)
- Tea, coffee or water*

Tuesday:

- ½ of a large or 1 mini whole wheat bagel
- 1-2 tablespoons almond butter, peanut butter or sunflower seed butter
- Apple or banana
- 6 ounces low-fat, low-sugar yogurt
- Tea, coffee or water*

*Healthy Choice

If you think you'll need more food than listed here to fill you up, increase your portions of fruits and vegetables first!



Wednesday:

- 6 inch whole wheat tortilla with 2-3 ounces turkey, 1 ounce low-fat cheddar cheese, 2 tablespoons hummus and assorted vegetables (e.g. tomatoes, sweet peppers, carrots, broccoli, sugar snap peas, etc.)
- Grapes
- 8-10 whole wheat pita chips or multigrain tortilla chips
- Tea, coffee or water*

Thursday:

- Burrito made with ½ cup black beans, ½ cup brown rice, salsa and 2 tablespoons low-fat plain Greek yogurt on a 6 inch whole wheat tortilla (feel free to add any other vegetables you like on burritos like lettuce, onion, and peppers, too)
- Orange
- Tea, coffee or water*

Friday:

- 3-4 ounces grilled chicken on salad greens with assorted vegetables (e.g. tomatoes, sweet peppers, carrots, broccoli, sugar snap peas, etc.)
- 1 ounce feta cheese, and 1-2 tablespoons oil-based or light creamy dressing
- 3 cups air-popped popcorn
- Tea, coffee or water*

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as of July 11, 2017

Shopping List:

- Lean deli turkey
- Raw vegetables of your preference (e.g. tomatoes, sweet peppers, carrots, broccoli, sugar snap peas, etc.)
- 6 inch whole wheat tortilla
- Hummus
- Grapes
- Low-fat cottage cheese
- Whole wheat crackers
- Whole wheat bagels (large or mini size)
- Almond butter or peanut butter
- Apples or bananas
- Low-fat, low-sugar yogurt (look for 20 grams of sugar or less per serving)
- Brown rice
- Black beans
- Salsa
- Low-fat plain Greek yogurt
- Orange
- Grilled chicken
- Salad greens
- Feta cheese
- Oil-based or light creamy dressing
- Air-popped popcorn



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as of July 11, 2017

What can I use the Nutrition Facts label for?

- ▶ Getting a general idea about what's in a food (i.e. how nutritious a food is).
- ▶ Figuring out what counts as one serving and how many calories are in each serving.
- ▶ Comparing two similar products to choose the healthiest option.

1 START HERE
Start by checking what counts as one serving size and how many servings there are per package.

2 CHECK CALORIES:
How many calories would you eat if you ate a whole package?
Multiply the number of "servings per container" by the "calories".

3 LIMIT THESE NUTRIENTS
Aim to eat only small amounts of saturated fat, cholesterol and sodium. Keep *transfat* to 0.

4 GET ENOUGH OF THESE NUTRIENTS
Aim to get enough fiber, vitamins and minerals.

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	18%
Saturated Fat 3g	15%
<i>Trans Fat</i> 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

5 QUICK GUIDE TO % DAILY VALUE
 ·5% or less is Low
 ·20% or more is High.
 Use the % Daily Value to compare similar foods and choose the healthiest option.

Watch out for these common misconceptions:

- ▶ Assuming sugar-free or fat-free means calorie-free; it's not true!
- ▶ Buying something because it says "organic", "natural", "multigrain" or has some other "healthy" claim. These statements do not mean a product is good for you!
- ▶ Assuming that because a package looks like it should only be one serving it actually is. Many beverage bottles and packages of chips, cookies and candy are actually 2 or 3 servings!

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Reference

The U.S. Food and Drug Administration. (2000). *How to understand and use the nutrition facts label*. Retrieved from [http://www.fda.gov/Food/](http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm#twoparts)

[IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm#twoparts](http://www.fda.gov/Food/IngredientsPackagingLabeling/LabelingNutrition/ucm274593.htm#twoparts)

For health:

- Just as good for you as fresh fruit and vegetables—nutrients are preserved in the canning and freezing process
- Choose fruit packed in their natural juice, not in syrup
- Choose canned vegetables that are salt free and season to taste

For savings:

- Cost less than fresh fruit and vegetables

For convenience:

- Always in season
- Lots of choices
- Easily stored
- Already washed and cut—ready for your favorite recipe



**Eat at least
five fruits and
vegetables a
day!**

5



Use Frozen and Canned by Adding:

Vegetables to:

- Chili
- Soup or stews
- Stir fry

Tomatoes for sauce

Black beans & corn to spice up a Mexican dish

Chick peas, kidney or garbanzo beans to any salad

Fruits to:

- Smoothies
- Yogurt parfaits
- Plain yogurt
- Fruit salad
- Cereal
- Stir fry (pineapple)

**Or use as a
side dish!**

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Snacks are a bigger part of kids' diets than in the past. Snacks can make positive or negative contributions to kids' diets — depending on the choices we offer. Next time your children say, "I'm hungry," or if you need to get them through to the next meal, reach for one of these healthy snacks.



Vegetables

Most of the snacks served to children should be fruits and vegetables, since most kids do not eat the recommended five to thirteen servings of fruits and vegetables each day. Popular vegetables that can be served raw with dip or salad dressing include:

- Broccoli
- Baby carrots
- Celery sticks
- Cucumber
- Peppers
- Snap peas
- Snow peas
- String beans
- Grape or cherry tomatoes
- Yellow summer squash
- Zucchini slices

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Low Fat Dairy Foods

Dairy foods are a great source of calcium, which can help to build strong bones. However, dairy products also are the biggest sources of artery-clogging saturated fat in kids' diets. To protect children's bones and hearts, make sure all dairy foods are low fat or nonfat.

- Yogurt
- Lower fat cheese
- Low fat pudding and frozen yogurt – Serve only as occasional treats because they are high in added sugars.

For dips: Try salad dressings such as nonfat ranch or Thousand Island, store-bought light dips, bean dips, guacamole, hummus (which comes in dozens of flavors), salsa, or peanut butter.

Fruit

Fruit is naturally sweet, so most kids love it. Fruit can be served whole, sliced, cut in half, cubed, or in wedges. Canned, frozen, and dried fruits often need little preparation.

- Apples
- Apricots
- Bananas
- Blackberries
- Blueberries
- Cantaloupe
- Cherries
- Grapefruit
- Grapes (red, green, or purple)
- Honeydew melon
- Kiwifruit
- Mandarin oranges
- Mangoes
- Nectarines
- Oranges
- Peaches
- Pears

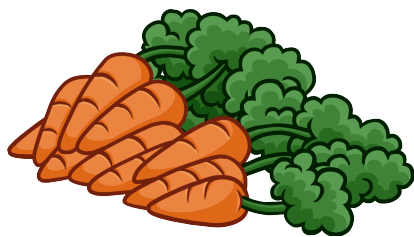
(continued on other side)

Healthy Kids' Snacks *(continued)*

- Pineapple
- Plums
- Raspberries
- Strawberries
- Tangerines
- Watermelon

Other popular fruit forms:

- Applesauce (unsweetened), fruit cups, and canned fruit
- Dried fruit – Try raisins, apricots, apples, cranberries, and fruit leathers with little or no added sugars.
- Frozen fruit
- Fruit salad – Get kids to help make a fruit salad.
- Popsicles – Look for popsicles made from 100% fruit juice with no added caloric sweeteners.



For more tips, go to www.cspinet.org/nutritionpolicy

Healthy Grains

Try to serve mostly whole grains, which provide more fiber, vitamins, and minerals than refined grains.

- Whole wheat English muffins, pita, or tortillas
- Breakfast cereal – Either dry or with low fat milk, whole grain cereals like Cheerios, Grape-Nuts, Raisin Bran, Frosted Mini-Wheats, and Wheaties make good snacks. Look for cereals with no more than about 8 grams of sugar per serving.
- Whole grain crackers like Triscuits
- Rice cakes
- Popcorn
- Baked tortilla chips
- Granola and cereal bars – Look for whole grain granola bars that are low in fat and sugars.
- Pretzels, breadsticks, and flatbreads – These low fat items can be offered as snacks now and then. However, most of these snacks are not whole grain and most pretzels are high in salt.

Important!

Water should be the main drink served to kids at snack times. Water satisfies thirst and does not have sugar or calories. (Plus, it is low cost!) If kids are used to getting sweetened beverages at snack times, it may take a little time for them to get used to drinking water.




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 **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>

<http://consumer.healthday.com/encyclopedia/food-and-nutrition-21/food-and-nutrition-news-316/eating-healthy-in-a-hurry-648424.html>

http://www.mankatofreepress.com/news/health_and_fitness/speaking-of-health-healthy-eating-even-when-you-re-in/article_edf5d7cc-e637-11e4-bb35-e339ff29a252.html



How Fitness Centers May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time⁺

1 or more hours of physical activity

0 sweetened beverages

⁺ review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

Community members who use fitness centers likely understand the health benefits of exercise. These health-conscious individuals may be receptive to and enthusiastic about supporting the 5210 message in their community. With that in mind, the resources assembled in this toolkit are designed to help fitness centers support their patrons' healthy lifestyles and provide ideas for promoting healthy behaviors in patrons' families and community.

The following materials are available for fitness centers:

1. **Tips At Fitness Centers handout** – targets fitness center patrons, and provides them with exercise-minded tips to increase fruit and vegetable consumption, be physically active, and decrease sweetened beverage consumption.
2. **Tips At Fitness Centers posters** - enlarged versions of the Tips At Fitness Centers handout are available in two 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. **Most People Don't Need Sports And Energy Drinks handout** – provides information about the ingredients, recommendations for using, and possible effects of consuming sports and energy drinks.
5. **Fill Up Here! poster** –advertises locations where reusable water bottles may be filled with drinking water.
6. **Refresh! poster** – promote the use of water fountains and list locations where reusable water bottles may be filled.
7. **Thirst Quencher posters**–advertises drinking fountain locations.

We recommend hanging the poster in highly-visible locations in the fitness center, placing the handouts at the reception area and in the locker rooms, and bringing attention to water fountains with the Fill Up Here!, Refresh!, and Thirst Quencher posters. Digital versions are available and may be inserted into newsletters and uploaded to websites and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 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 are important additions to a healthy lifestyle and make great workout snacks! They contain water to keep you hydrated, antioxidants to repair cellular damage from strenuous exercise, electrolytes to help your nerves and muscles work, and, because they're low in fat, most of their calories come from readily available carbohydrates (nearly 100% in apples) and proteins (24% in cucumbers, 38% in mushrooms, and a whopping 49% in spinach!)

- Vary your vegetables and fruits - eating a mix of colors will ensure that you consume a variety of healthy antioxidants!
- Fuel up with a fruit and vegetable smoothie! Smoothies are quick to drink, quick to digest, and quick sources of carbohydrates and other nutrients that will help you have a great workout!
- Replenish electrolytes naturally! Salting your food provides sodium and chloride, and these fruits and vegetables are good sources of magnesium (Mg), calcium (Ca), and/or potassium (K): dark leafy greens like spinach and kale (Mg, Ca, K), lima beans (Mg, K), bananas (Mg, K), okra (Mg), broccoli (Ca), and potatoes (K).

2 or fewer hours of recreational screen time⁺

⁺review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

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 – so encourage your family to find other fun ways to spend their free time!

- Turn off televisions and put away cell phones during meals and enjoy spending time together as a family.
- Work with your children to identify a variety of activities they enjoy that do not involve screens. Encourage these activities during leisure time and serve as a role model.
- Make televisions, video games, and the internet less convenient to use during free time so that healthier choices are easier to make.

1 or more hours of physical activity

Participating in regular exercise is a great way to strengthen your entire musculoskeletal system, burn calories, improve your mood, boost your energy, prevent cancer and cardiovascular diseases, and help you sleep better at night!

- One of the best ways to prevent disease is to engage in aerobic activities! During your week, aim for at least 2 ½ hours of moderate-intensity or 1 ¼ hours of vigorous-intensity activity.
- Strength-train at least two days per week.
- If you're new to exercise or are returning after a hiatus, it's fine to work your way up to these recommendations – any increase in activity is good for you!
- Make water the norm for quenching your thirst. Too boring? Add sliced fruit or herbal tea bags for flavor.
- Many sports drinks contain added sugars. Watch out for the following ingredients: sugar, honey, sweetener, syrup (e.g., corn syrup, brown rice syrup), and/or ingredients ending in "ose" (e.g., glucose, dextrose).
- 100% vegetable juices contain beneficial nutrients and calories, so think of them as foods that contribute towards your diet rather than as thirst quenchers.

0 sweetened beverages

It is important to drink fluids to stay healthy and hydrated, but sweetened beverages add extra sugar and calories to your diet. Maintain all the good you've done at the gym and skip the sweeteners!

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

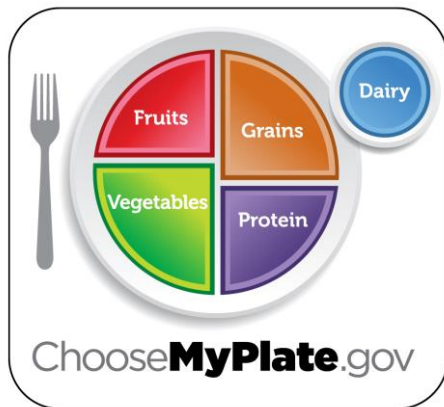
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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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 Education¹ 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 Services² 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 program¹ 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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5210 Healthy Children is adapted from Let's Go! www.letsqo.org.

Most people don't need Sports and Energy Drinks



What drink does everyone need?

Water!

Water is the best thirst quencher!

Your body needs water to function.

Water keeps you hydrated when you're physically active.

Water doesn't contain calories and doesn't contribute to extra weight.

For more information visit us at <https://5210.psu.edu> or email at 5210@psu.edu.

Reference:

Sawka, M. N., Burke, L. M., Eichner, E. R., Maughan, R. J., Montain, S. J., & Stachenfeld, N. S. (2007). ACSM position stand: Exercise and fluid replacement. *Medicine & Science in Sports & Exercise*, 39(2), 377-390.

Sports drinks

Are marketed as beverages to help athletes stay hydrated and replenish their electrolytes. Examples include Gatorade and Powerade.

Are only recommended for individuals who have been doing intense physical activity for an hour or more, such as long-distance running or playing soccer.

In addition to water, they usually contain:

- Sweeteners (e.g., sugar, syrup, ingredients ending in "ose" like sucrose or fructose)
- Electrolytes (e.g., sodium, potassium, magnesium, calcium)
- Flavorings and colorings



Contain calories and may contribute to excess weight gain if consumed as a thirst quencher.

Energy drinks

Are marketed as beverages that provide mental and physical energy. Examples include 5-hour ENERGY, Red Bull, AMP, Monster, Rockstar, Full Throttle, and Starbucks Doubleshot Energy.

Are not recommended for anyone, and should NEVER be given to children or adolescents.

In addition to water, they usually contain:

- Sweeteners (e.g., sugar, syrup, ingredients ending in "ose" like sucrose or fructose)
- B Vitamins (e.g., B1/thiamine, B2/riboflavin, B3/niacin, B5/pantothenic acid, B6/pyridoxine, B7/biotin, B9/folic acid, B12/cobalamin)
- Amino acids (e.g., taurine, tyrosine, phenylalanine)
- Stimulants (e.g., caffeine)
- Herbal supplements (e.g., guarana, ginseng)
- Flavorings and colorings

Contain ingredients that may increase your heart rate and blood pressure, and may lead to trouble sleeping, anxiety, difficulty concentrating, and caffeine toxicity.

5210 Every Day!

FILL UP HERE!



Refill
your
water
bottles
here!



LET'S GO!

www.lets-go.org

5210 Every Day!

REFRESH!

A healthy body needs water.

FILL UP!

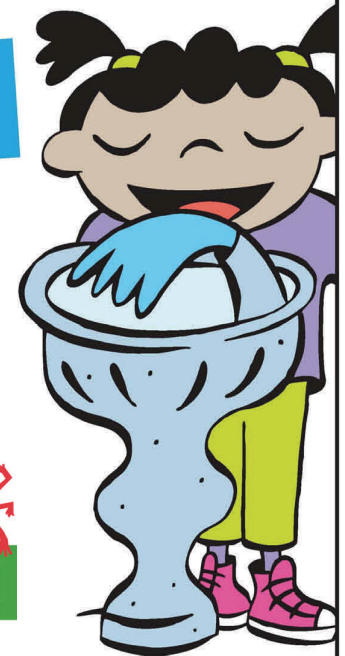


THIRST QUENCHER

5210 Every Day!

A healthy body
needs water.

FILL UP!





How Community Centers May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time*

1 or more hours of physical activity

0 sweetened beverages

** review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)*

Community centers may include municipal buildings, parks and recreation locations, places of worship, and other such sites where community members may gather. They are well-situated to promote 5210 behaviors because they serve as resources for a variety of community members, including children and their families. With that in mind, the resources assembled in this toolkit are designed to help community centers promote and support the 5210 message.

The following materials are available for leaders:

1. **Tips for Community Centers handout** – targets community center staff, and provides them with tips to help their community increase fruit and vegetable consumption, reduce screen time, increase physical activity, and decrease sweetened beverage consumption.
2. **Tips for Community Centers posters** - enlarged versions of the Tips for Community Centers handout are available in two 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. **Healthy Messaging** – lists quick, short, and long health messages that may be embedded into various communications.
5. **Fill Up Here! poster** – advertises locations where reusable water bottles may be filled with drinking water.
6. **Refresh! poster** – promote the use of water fountains and list locations where reusable water bottles may be filled.
7. **Thirst Quencher poster** – advertises drinking fountain locations.
8. **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.

We recommend hanging the poster in highly-visible locations in the community center. In addition, we advise placing the handouts at the front desk and in the resource area of the community center where they are likely to be seen and used. Digital versions of all materials are available and may be inserted into newsletters or emails, and uploaded to the community centers websites and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 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 provide a lot of nutrients, water, fiber, and phytochemicals that help prevent diseases and keep bodies healthy. There are many programs for community settings that are designed to increase fruit and vegetable consumption – contact the Clearinghouse for Military Family Readiness at 1-877-382-9185 to identify programs to meet your needs!

- Consider hosting a farmers’ market at the community center! Arrange trips to local farms or farmers’ markets.
- Sponsor a community garden and/or cooking club at the center so your community members may learn skills to help them include more fruits and vegetables in their diets.
- At gatherings involving food, encourage fruits and vegetables to be the main attraction!

2 or fewer hours of recreational screen time⁺

⁺review guidelines on parenting strategies to ensure 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.

- Ask community members to turn off cell phones during social events to enjoy spending time together.
- Host a variety of clubs and events to get community members out of the house and involved in non-screen activities, such as book clubs, scouting groups, fitness classes, nature walks, and knitting circles.
- Promote National Screen-Free Week, which is usually in early May. See www.screenfree.org for details.

1 or more hours of physical activity

Moving your body is a great way to burn calories, improve your mood, boost your energy, prevent cancer and cardiovascular diseases, and help you sleep better at night – plus, it can be a lot of fun!

- Form a walking club at the community center to combine physical activity with occasions for socialization.
- Organize recreational sports opportunities that give everyone a chance to be active, no matter their athleticism.
- Host or sponsor active fundraisers, like walk-a-thons, to promote physical activity!

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. Watch out for drinks with the following ingredients: sugar, honey, sweetener, syrup (e.g., corn syrup, brown rice syrup), and/or ingredients ending in “ose” (e.g., glucose, dextrose).

- Sponsor a community-wide “Rethink Your Drink” campaign to promote water as the norm for quenching thirst.
- Ensure that free drinking water is always available and easily accessible at the Center.
- Give your community healthy choices by not offering sweetened beverages at the Center, including in vending machines.

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

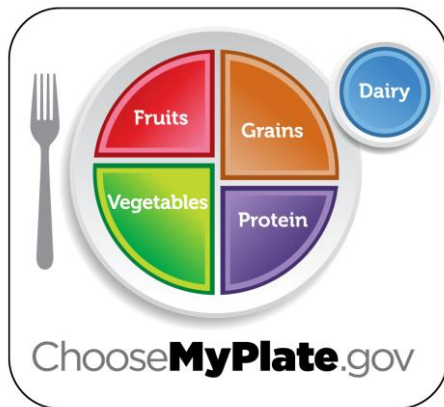
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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1



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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.

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For children and adolescents 6 years and older, the U.S. Department of Health and Human Services² 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.
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Healthy Messages

Here are some sample messages that you can distribute. Consider these quick messages for screen savers, the intranet, or social media.

- “ Do a little bit more physical activity, a little more often!
- “ Get more daily activity! Walk around the building before you go to your car.
- “ Get more daily activity! Invite a co-worker for a walk during lunch.
- “ Walking is a great way to start being active more often!
- “ Walking helps lower your blood pressure.
- “ Walking gives you more energy.
- “ Walking helps relieve stress.
- “ Walking helps you sleep better.
- “ Celebrate family occasions with a walk or hike. Get outside and play.
- “ Bike to your children’s sporting events.
- “ Walk the dog.
- “ Family meal time is important; take 10-15 minutes to sit down together.
- “ How do you involve your family in meal planning.
- “ Don’t waste time waiting for the elevator, use the stairs!



Social Media Tips

Social media is great for stirring up conversation around a topic or message. It can be used to inspire or assist people in making changes. Follow the number one rule: share information or ask questions in a way that makes healthy choices fun, easy, and popular!

Examples of Facebook posts from the Let’sGo! page:

- “ Are you a bottle water or tap water person?
- “ What ‘in season’ produce are you looking forward to eating?
- “ What are your tips for making quick, healthy, homemade meals?
- “ Like this post if cool, clear, crisp, refreshing water is your favorite way to stay hydrated.
- “ How do you stay active in the winter?

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Short Messages

These messages are appropriate for emails and bulletin boards.

“ Stair climbing and other small bursts of physical activity at work make a significant contribution to the recommended daily amount of 30 minutes (or more) of daily physical activity!

“ Get more daily activity! If you have a choice, always take the stairs. If you have stairs, take as many trips up and down as possible.

“ Get more daily activity! Walk around the office or building. There's no need to sit still while you talk on the phone or think. Pacing and fidgeting are physical activity.

“ Wear a pedometer at work: Since every step counts, wearing a pedometer is wonderful motivator to walk more during your workday.

“ Take small steps to help make health a priority. Small changes make a big difference over time! Incorporate the walking into activities you would be doing anyway. If you need to go to a different floor, use the stairs. Take the long way to the restroom and take a flight each way. Studies have shown that people are most likely to stick to exercise when it is part of their daily routine. Get started today!

“ Along with its benefits to the heart, walking:

- improves circulation
- helps breathing
- increases happiness
- bolsters the immune system
- helps prevent osteoporosis
- helps prevent and control diabetes



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MORE



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as of July 11, 2017

“ Challenge yourself to take the stairs all day today. If it is not possible to use the stairs, challenge yourself to pick two new ways this week to increase your physical activity during the work day:

- Use the stairs instead of the elevator.
- Schedule a walking meeting with co-workers.
- Stand and/or stretch while talking on the telephone.
- Rather than using the telephone, walk down the hall to speak with someone.
- Walk around your building, stretch your muscles.
- Park in the farthest parking spot and walk the rest of the way.

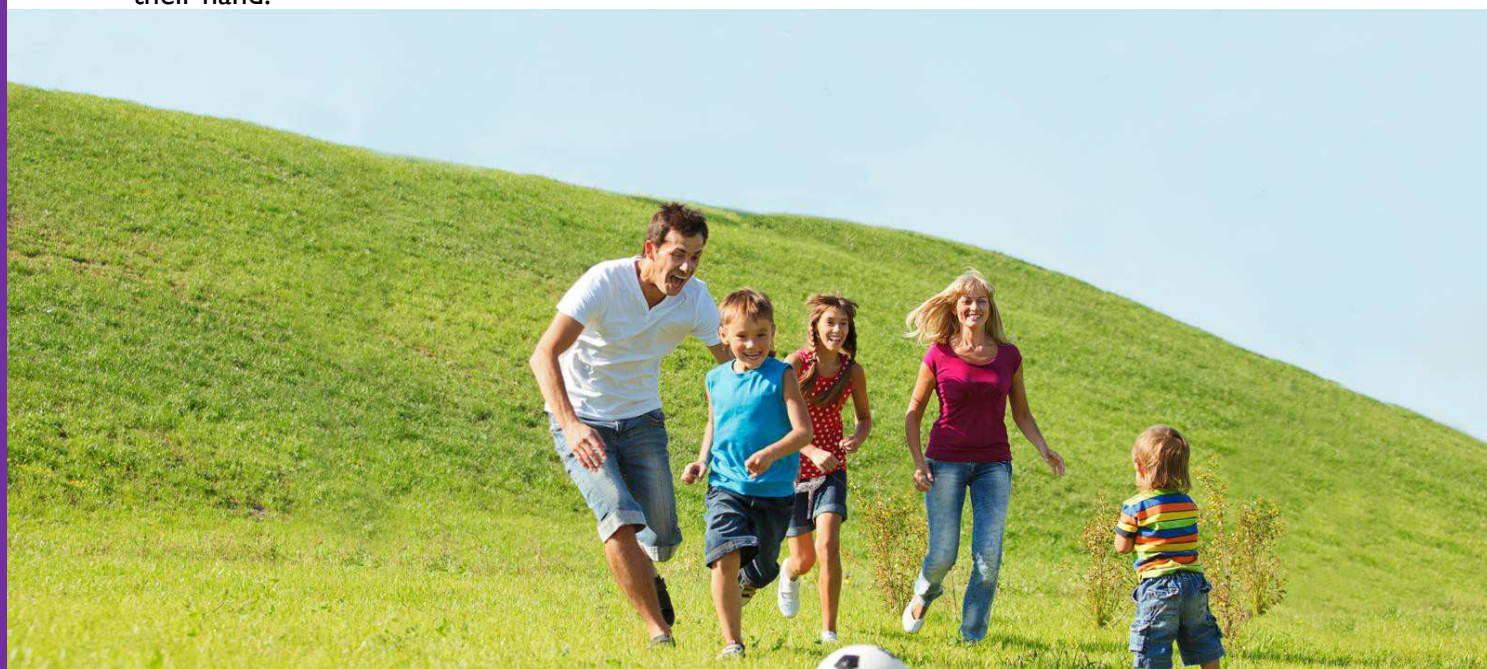
“ What is a serving?

- A whole fruit the size of a tennis ball.
- ½ cup of cut up fruit or veggies.
- 1 cup of raw leafy greens.
- ¼ cup of dried fruits.
- For kids, a serving is the size of the palm of their hand.

“ Be a healthy family. Keep the TV out of bedrooms and turn off the TV during meals.

Kids and adults should be active for at least one hour every day. You are your family's number one role model, so start practicing healthy habits today!

- Make gradual changes to increase your level of physical activity.
- Incorporate physical activity into your daily routines.
- Try tracking the level of your physical activity using a pedometer.
- Role model an active lifestyle.
- Turn off the TV and computer and keep them out of the bedroom.
- Limit TV and recreational computer time.
- Encourage lifelong physical activity by incorporating physical activity into your routine.
- Keep physical activity fun!



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These messages are appropriate for newsletters or e-newsletters.

Mindful Eating

“ Mindful eating involves paying full attention to the experience of eating and drinking.

It includes being aware of all the activities that surround food and eating. Mindful eating helps us learn to listen to what our body is telling us about hunger and satisfaction. It can improve our overall health.

Suggestions for mindful eating:

- Don't skip meals
- Eat sitting down
- Be present - eat without TV, newspaper, computer or work
- Learn to recognize the difference between hunger and cravings
- Notice how much food is on your plate, fork, or spoon
- Take time to enjoy the taste and to chew your food slowly between bites
- Check during a meal to see if you really need more food
- Notice how you feel both physical and emotionally



MORE

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Fruits & Veggies

“ Eat at least 5 fruits and vegetables a day.

A diet rich in fruits and vegetables provides vitamins and minerals, important for supporting growth and development, and for optimal immune function.

Most fruits and vegetables are low in calories and fat, making them a healthy choice anytime. They may also contain phytochemicals (fight-o-chemicals) that work together with fiber to benefit your health in many ways. Different phytochemicals are found in different fruits based on their color – that’s why it’s important to put a rainbow on your plate.

Try it:

- Offer your family new fruits and veggies different ways; it can take 7 to 10 tries before you like a new food.
- Many fruits and veggies taste great with a dip or dressing. Try a low-fat salad dressing with yogurt or get protein with peanut butter.
- Make a fruit smoothie with low-fat yogurt.

Mix it:

- Add them to foods you already make, like pasta, soups, casseroles, pizza, rice, etc.
- Add fruit to your cereal, oatmeal, or other breakfast foods.
- Be a good role model for your family and have at least one veggie at every meal.

Slice it:

- Wash and chop veggies and fruits so they are ready to grab and eat.
- Most people prefer crunchy foods over mushy ones. Enjoy them fresh or lightly steamed

Choose with the seasons:

- Buy fruits and veggies that are in season.
- Remember that frozen fruits and veggies are always available and are a healthy choice.

Be a Role Model:

- You are your family’s number one role model, so start practicing the healthy habits you encourage your family to practice.
- Start by making small changes.
- Encourage the whole family to embrace a healthy lifestyle.



MORE

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Physical Activity

66 Incorporate One Hour or More of Physical Activity into your Day.

Physical activity makes you feel good. It helps keep you at a healthy weight, makes your heart happy, and makes you stronger and more flexible.

One hour of moderate physical activity means:

Doing activities where you breathe hard, like hiking or dancing

20 minutes of vigorous physical activity means:

Doing activities where you sweat, like running, aerobics or basketball.

Free and Fun Activities:

- Take a walk with your family
- Play with your pet
- Walk the dog
- Take a bike ride (remember to wear your helmet)
- Turn on music and dance
- Jump rope
- Play Frisbee
- Take the stairs
- Park the car at the end of the parking lot

Avoid Sugary Drinks

66 Soda has no nutritional value and is high in sugar. Just nine ounces of soda is equal to 110-150 empty calories. Many sodas also contain caffeine, which kids don't need. Try drinking water and low-fat milk instead of soda and drinks with lots of sugar. If you choose to serve juice, buy 100% juice and limit the serving size.

Sports drinks contain lots of sugar. They should only be used when you are active for more than 60 minutes and it is hot and humid.

Energy drinks are NOT sports drinks and should never replace water during exercise.

Fuel with Water

- 66
- Water is the body's most important nutrient.
 - Between 70-80% of your body is made up of water.
 - When you exercise, you sweat, and when you sweat you LOSE water and minerals – it is important to replace the water you lose when you sweat.
 - Water is the #1 thirst quencher!
 - Add fresh lemon, lime or oranges wedges to water for some natural flavor.
 - Fill a pitcher of water and keep it in the fridge.

Replace soda with water instead of other sugar-sweetened beverages, such as juice or sports drinks. Remember, water is the best drink when you are thirsty.

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as of July 11, 2017

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as of July 11, 2017

5210 Every Day!

FILL UP HERE!



Refill
your
water
bottles
here!



LET'S GO!

www.lets-go.org

5210 Every Day!

REFRESH!

A healthy body needs water.

FILL UP!



www.letsgo.org

THIRST QUENCHER

5210 Every Day!

A healthy body
needs water.

FILL UP!





Television Tunnel Vision

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:

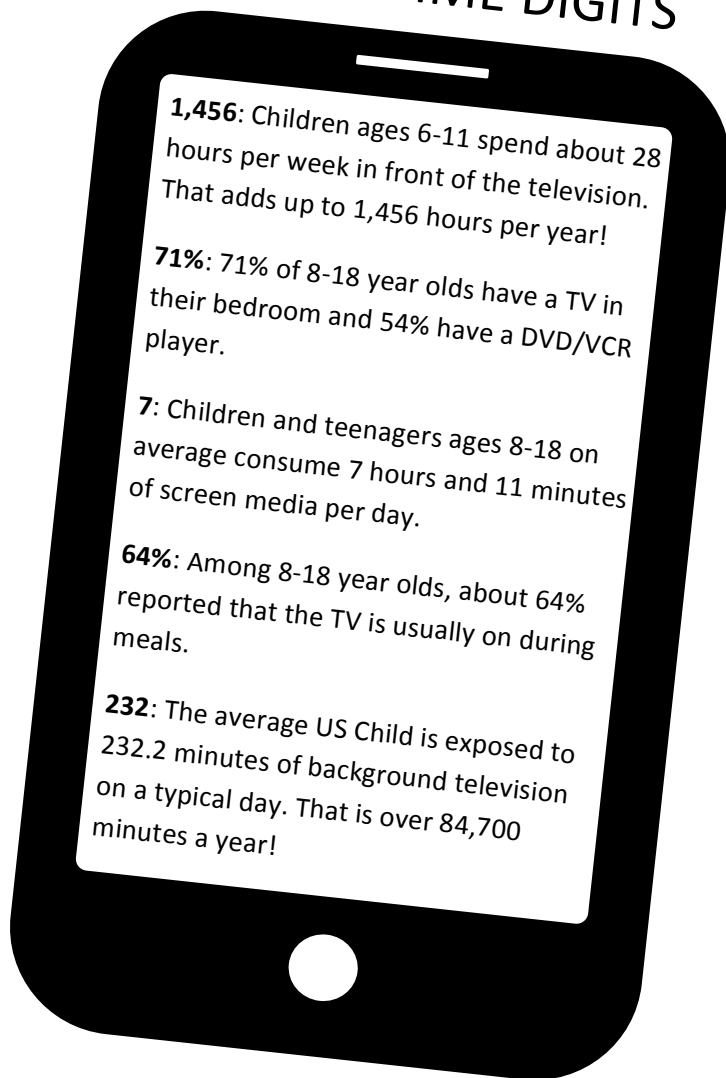
- Take a walk
- Cook something delicious
- Ride a bike
- Plant a garden
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Go stargazing
- Read a book
- Write a story
- Play outside
- Explore a new 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



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How Workplaces May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables
2 or fewer hours of recreational screen time⁺
1 or more hours of physical activity
0 sweetened beverages

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

Workplaces are good settings to target parents, as well as other leaders and role models within the community. When workplaces prioritize and encourage a healthy lifestyle, they support influential adults who can model and promote healthy behaviors for youth. With that in mind, the resources assembled in this toolkit are designed to help workplaces promote healthy eating and an active lifestyle among working adults.

The following materials are available for workplaces:

1. **Tips For The Workplace handout** – targets adults in the workplace, and provides them with tips to increase fruit and vegetable consumption, reduce screen time, increase physical activity, and decrease sweetened beverage consumption.
2. **Tips For The Workplace posters** - enlarged versions of the Tips For The Workplace handout are available in two 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. **Healthy Food And Beverage Guidelines For Meetings And Occasions handout** – provides guidelines for healthy meals and snacks at meetings and celebrations.
5. **Alternatives To Food Rewards handout** – suggests healthy ways to celebrate workplace successes.
6. **Instituting Vending Guidelines**– describes how to modify the contents of vending machines to make sure that workplaces offer healthy choices.
7. **Smarter Workplace Cafeterias handout** – outlines strategies to modify cafeteria environments so that healthier choices are easy to make.
8. **Active Meeting Guidelines** – provides easy ways for meeting leaders to incorporate movement breaks into their meetings.
9. **Walking Meeting Guidelines** – describes how to prepare for and conduct walking meetings as opposed to seated meetings.
10. **Promote Taking the Stairs materials** – gives ideas to promote stair use by employees.



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11. Healthy Messaging materials – lists quick, short, and long health messages that may be embedded into various workplace communications.

We recommend hanging the Tips For The Workplace poster in highly-visible locations in the workplace, for example in common areas, cafeterias, break rooms, near vending machines and water coolers, and in restrooms. In addition, we advise placing the Tips For The Workplace handouts in common areas so that they are likely to be seen and used. Administrators or other employees who wish to take a lead in improving the work environment may use the various guidelines documents to increase activity and improve the workplace food environment. Signs to promote stair usage may be placed at all locations where employees and visitors must decide between stairs and elevators, and signs to encourage stair users may be placed in the stairwells. Healthy messages may be embedded into inter- and intra-office communications. Digital versions of all materials are available and may be inserted into newsletters or emails, and uploaded to workplace websites and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 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 are important additions to a healthy lifestyle! They provide a lot of nutrients, water, fiber, and phytochemicals that keep your body healthy and help prevent cancer, heart disease, and other diseases. Plus, they're a tasty way to fill up without adding a lot of calories to your diet – so dig in!

- Try to fill half your plate with fruits and vegetables at each meal – if healthy options are not available in your workplace cafeteria or breakroom, get in the habit of packing a lunch!
- Join with co-workers to improve the food environment – start with creating or expanding an existing workplace wellness plan, acquiring a refrigerator and microwave for the break room to make it easier to bring in healthy lunches, and improving vending machine and cafeteria offerings.
- Look into hosting a farmers' market or community garden at your worksite or establishing a farm-to-work partnership.

2 or fewer hours of recreational screen time⁺

⁺review guidelines on parenting strategies to ensure 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 – so find other fun activities to do in your free time, and take regular breaks from sitting at your computer at work!

- Find like-minded co-workers and take a walk during your lunch break instead of surfing the web.
- Do you work at a desk? Consider sitting on a yoga ball instead of an office chair, do leg lifts under your desk as you type, and learn whether treadmill desks are feasible in your office.
- Take regular breaks to stretch and work your muscles.

1 or more hour of physical activity

Moving your body is a great way to burn calories, improve your mood, boost your energy, prevent cancer and cardiovascular diseases, and help you sleep better at night – plus, it can be a lot of fun!

- Walk or bike to work.
- Consider scheduling walking meetings in place of seated meetings when there are a small number of attendees.
- Make stairwells more appealing – the addition of colorful paint, carpeting, music, and artwork can promote stair use.

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. Watch out for drinks with the following ingredients: sugar, honey, sweetener, syrup (e.g., corn syrup, brown rice syrup), and/or ingredients ending in "ose" (e.g., glucose, dextrose).

- Make water the norm for quenching thirst – drink water when you are thirsty, and encourage others to do the same. Take steps to make free drinking water accessible at work if it isn't already!
- Nonfat and 1% milk and 100% vegetable juices contain beneficial nutrients and calories - they are like healthy foods that promote a nutritious diet; they are not beverages to drink when thirsty.
- Consider limiting your consumption of artificially sweetened beverages, like diet sodas.

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

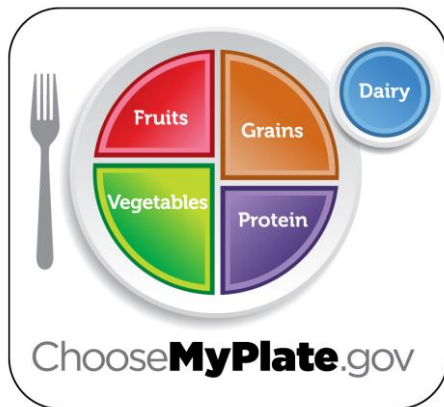
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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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 Education¹ 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 Services² 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>



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 program¹ 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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Food and Beverages

For Meetings and Occasions

Hosting a meeting or celebration? Thinking about providing food and beverages? Follow these guidelines to promote healthy, nourished employees!

Guidelines:

- Water —Provide pitchers with cold, fresh water and cups, or bottled water.
- Mealtimes—Food doesn't need to be provided at every meeting, especially at meetings less than one hour.
- Notify meeting attendees ahead of time if food will be provided.
- If possible, avoid holding meetings during lunch. Lunch may be the best time for employees to get movement into their workday.

If your meeting is 2+ hours:

MEETING TIME	CONSIDER PROVIDING	ALWAYS PROVIDE
7 a.m. – 8 a.m.	Light Breakfast, Coffees, Teas	Water
9 a.m. – 11:30 a.m.	Healthy Snacks	Water
11 a.m. – 12:30 p.m.	Light Lunch	Water
1 p.m. – 4 p.m.	Healthy Snacks	Water



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Healthy Beverages:

Provide fresh cold water, low fat or fat free milk, coffee, tea or 100% juice. Soda is not a healthy option.

A Healthy Breakfast includes:

- Fruit (whole or cut up).
- Whole grains such as whole grain bagels, muffins, granola or oatmeal. You must specifically request whole grain bagels or muffins from your caterer. Ask for 'mini' versions.
- Protein – eggs (hard boiled or egg sandwich if it's a grab and go breakfast), peanut butter for bagels, yogurt, smoothies made with yogurt or protein powder, or protein bars.

A Healthy Lunch includes:

- Fruit (whole or cut up).
- Vegetables (salad, crudité, soup, hot or cold vegetable sides).
- Whole grains such as sandwich bread, couscous, tabouli, quinoa, crackers. You must specifically request whole grain items from your caterer.
- Entrées – Sandwiches (e.g. turkey, chicken, hummus, portabella mushroom), entrée salads (e.g. chicken caesar salad, chef salad), vegetable pizza with low-fat cheese on whole grain crust.

A Healthy Snack may be:

Trail mix, pretzels, baked chips, veggie platter, fruit (whole or cut up), peanut butter and whole-grain crackers, yogurt or popcorn.

Healthy Food Tips:

- Serve whole grains, fruits and vegetables whenever possible.
- Serve small portions – cut items in half or quarters.
- Dessert doesn't have to be heavy – fresh fruit, fruit crisp, or small cookies are excellent choices. No dessert is also an option!
- Include a vegetarian option at all meals.
- Identify food items with signage.
- Serve salad dressing on the side.

Remember!

Think twice before providing food!

If you do provide food, make it an opportunity for folks to get at least one or two of their "5" fruits and vegetables a day!



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Alternatives to Food Rewards

Has the target been met? The project completed? The deal signed?

As an employer, you have the opportunity to **support healthy lifestyles** by eliminating rewards that undermine health and replacing them with **rewards that are just as meaningful!**

Whatever your reason, providing incentives and rewards for employees can increase productivity and compliance.

What's the best reward for your employees? **To get the best answer, ask!** Each workplace will have its own resources and limitation on what can be provided. To the right is a list of possibilities to get your wheels turning! Ask your employees to rank the rewards that you can provide in order of what would be most meaningful to them.

Reward Ideas:

- Offer gift certificates that promote health:
 - Farmers market
 - Gym/aerobic/yoga classes
 - Passes to state or national parks
 - Local supermarket
 - Massage
- Hold a meeting outside or make it a walking meeting.
- Offer a monetary incentive.
- Allow employee to come in an hour later or to leave an hour early.
- Allow casual clothing or jeans on a specific day.
- Allow for an extra-long lunch break.
- Offer an extra vacation day.
- Allow a 'work from home' day.

Healthy Tip!

5210 recommends that water is available at all meetings.



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Instituting Vending Guidelines

Employees eat in a variety of settings at work. Doing your best to ensure your employees have access to healthy foods involves thinking about all places that food is available. This might include cafeterias, snack bars, food from caterers, and vending machines.

Try these three different approaches for creating healthy vending machines. You may start with level 1 and progress through level 2 and 3, or you may begin at level 2 or 3.

Level 1

Make Healthy Choices Available

Most vending machines do not currently offer health choices. Provide your vendor with the 'Food and Beverage Criteria for Vending Machines' and request that they fill at least half of the machine with products that meet the criteria.

Level 2

Make the Healthy Choice the Easy Choice

Ensure that healthy options (fruits, whole grains, vegetables, low fat dairy and the ones that meet the 'Food and Beverage Criteria for Vending Machines') have the lowest price and are placed at eye level and above. Use signage to identify the healthiest options.

Level 3

Offer Only Healthy Food and Beverages

Your organization may be ready to implement vending guidelines right away. If that is the case, provide your vendor with the resources available in the following pages 'Food and Beverage Criteria for Vending Machines' and 'Items that Meet Nutrition Criteria for Vended Food' and follow up to ensure the criteria is met.



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Best Practices for Implementing Healthy Vending Guidelines:

- Ensure you are working with the person in your organization who manages the relationship with the vendor. This may be the food service director, HR manager, or facilities manager.
- Assess current vending environment – How many vending machines? Where are they located? What’s in them? Who services them?
- Taste test new vended snacks (your vendor may be able to do this for you).
- All signage and advertising on the vending machine should be for healthy products only (i.e. water instead of soda).
- Re-evaluate items in the vending machine at least annually.

Healthy Tip!

Implementing vending guidelines makes it easier for people to drink water and eat healthy snacks.



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Food and Beverage Criteria

Our organization supports healthy employees by providing high quality, healthy vending options.

Refrigerated vending machines must emphasize:

- **Fresh Fruit and Vegetables** (e.g. apples, oranges, carrot and celery sticks),
- **Canned fruit** (packed in juice or light syrup),
- **Low fat or non-fat yogurt** with less than 30 grams sugar per serving,
- **Reduced fat cheese** (e.g. part skim mozzarella cheese stick).

Non-refrigerated vending machines must meet the criteria below and emphasize:

- **Whole grains** (e.g. where 'whole grain' is listed as the first ingredient).
- **Fruits** (e.g. dried apple rings, dehydrated fruits).
- **Trail mixes** without yogurt or chocolate coatings.

Approved Beverage Items:

- **Water** (plain, flavored, and sparkling)
- **1% or fat free milk**
- **100% juice**

Criteria for Packaged Food Items (as offered, per package):

- **Calories:** 200 or less
- **Fat:** 35% or less of total calories from fat
- **Trans Fat:** 0g
- **Saturated Fat:** 10% or less of total calories from saturated fat
- **Sugar:** 35% or less of the total weight
- **Sodium:** 480mg or less

Resources to determine if a food item meet the criteria:

- See 'Items that Meet the Criteria for Vended Foods'
- Calculator:
http://powervending.org/nutritional_calculator.php



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Food vending machines must emphasize:
whole grains, fruits and vegetables, and low fat dairy.

Criteria for Food Items (as offered):

- Calories: 200 or less
- Fat: 35% or less of total calories from fat
- Trans Fat: 0g
- Saturated Fat: 10% or less of total calories from saturated fat
- Sugar: 35% or less of the total weight
- Sodium: 480mg or less



The following items may not meet the guidelines but are still acceptable: trail mix, nuts, seeds, nut or seed butters, dried fruit (without chocolate or yogurt coatings), fruit packed in natural juices (no syrup-packed selections), whole grain crackers (whole grain is listed first in the ingredient list), low fat cheese, baked chips, pretzels, sugar free gum or mints.

ITEM NAME	MANUFACTURER	CATEGORY
Bunny Grahams (Chocolate Chip)	Annie's Homegrown	1 oz (28g)
Bunny Grahams (Honey)	Annie's Homegrown	1 oz (28g)
Power Snacks Raisins	Azar Nut Co.	1 oz (28g)

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Animal Snackers	Basil's Bavarian Bakery	1 oz (28g)
Raisins	Boghosian	1.5 oz (42g)
YoCrunch Yogurt (Raspberry)	Breyers	6 oz (170g)
YoCrunch Yogurt (Strawberry)	Breyers	6 oz (170g)
Yogurt (Strawberry)	Chobani	6 oz (170g)
Yogurt (Strawberry)	Chobani	6 oz (170g)
Yogurt (Blueberry)	Chobani	6 oz (170g)
Yogurt (Peach)	Chobani	6 oz (170g)
ZBAR (Chocolate Chip)	CLIF	1.27 oz (36g)
ZBAR (Chocolate Brownie)	CLIF	1.27 oz (36g)
Minute Maid Juice Bar (Grape)	Coca-Cola	2.25 fl oz (66.54g)
Snack Pack Fat Free Pudding (Vanilla)	ConAgra	3.5 oz (99g)
Snack Pack Fat Free Pudding (Chocolate)	ConAgra	3.5 oz (99g)
Sunflower (Honey Roasted)	Dakota Gourmet	1 oz 28.4g)
Sunflower (Lightly Salted)	Dakota Gourmet	1 oz 28.4g)
Skinny Cow (Low Fat Fudge Bar)	Dreyer's	74g
Baked Lay's (Barbecue)	Frito-Lay	7/8 oz (24.8g)
Baked Lay's (Barbecue)	Frito-Lay	1 1/18 oz (31.8g)
Baked Lay's (Sour Cream & Onion)	Frito-Lay	1 1/8 oz (31.8g)
Baked Lay's (Sour Cream & Onion)	Frito-Lay	1 3/8 oz (38.9g)
Baked Lay's (Southwestern Ranch)	Frito-Lay	1 oz (28.3g)
Baked Ruffles	Frito-Lay	1 1/8 oz (31.8g)
Baked Ruffles (Cheddar & Sour Cream)	Frito-Lay	1 1/8 oz (31.8g)
Baked Lay's Potato Chips	Frito-Lay	1 1/8 oz (31.8g)
Lay's Potato Chips (Original Fat Free)	Frito-Lay	1 oz (28.3g)
Rold Gold Tiny Twists Pretzels	Frito-Lay	1 oz (28.3g)

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Rold Gold Tiny Twists Pretzels	Frito-Lay	.5 oz (14.1g)
Cheerios (Bowl)	General Mills	11/16 oz (19g)
Cheerios (Honey Nut, Bowl)	General Mills	1 oz (28g)
Nature Valley Crunchy Granola Bar (Oats 'N Honey)	General Mills	1.5 oz (42g)
Nature Valley Granola Bar (Oats 'n Honey)	General Mills	1.5 oz (42g)
Nature Valley Granola Bar (Apple Crisp)	General Mills	1.5 oz (42g)
Team Cheerios Cereal Bar (Strawberry)	General Mills	1.3 oz (37g)
Total Cereal (Bowl)	General Mills	13/16 oz (23g)
Ice Cream Cup (Raspberry Sherbet)	Hood	(90g)
Crisp Rice Cereal (bowl)	Hospitality	3/4 oz (21g)
Kettle Corn	Indiana Popcorn	1 oz
Luigi's Real Italian Ice (Lemon)	J&J Snack Foods	4 fl oz (118mL)
Luigi's Real Italian Ice (Strawberry)	J&J Snack Foods	4 fl oz (118mL)
Heart to Heart (Box)	Kashi	1.4 oz (40g)
TLC Bar (Cherry Dark Chocolate)	Kashi	1.2 oz (35g)
TLC Fruit & Grain (Dark Chocolate Coconut)	Kashi	1.1 oz
TLC Fruit & Grain (Pumpkin Pie)	Kashi	1.1 oz
Austin Zoo Animal Crackers	Kellogg	1 oz (28g)
Cheez-it Baked Snack Crackers (Reduced Fat)	Kellogg	1.5 oz (42g)
Corn Flakes (Box)	Kellogg	.81 oz (23g)
Nutri-Grain Cereal Bar (Apple Cinnamon)	Kellogg	1.3 oz (37g)
Nutri-Grain Cereal Bar (Blueberry)	Kellogg	1.3 oz (37g)
Nutri-Grain Cereal Bar (Raspberry)	Kellogg	1.3 oz (37g)
Nutri-Grain Cereal Bar (Strawberry)	Kellogg	1.3 oz (37g)
Nutri-Grain Cereal Bar (Yogurt Strawberry)	Kellogg	1.3 oz (37g)
Raisin Bran (Box)	Kellogg	.88 oz (25g)

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Rice Krispies (Box)	Kellogg	1.52 oz (43g)
Rice Krispies Treats	Kellogg	1.7 oz (48g)
Rice Krispies Treats	Kellogg	1.3 oz (37g)
Special K (Box)	Kellogg	.81 oz (23g)
Special K Bar (Honey Nut)	Kellogg	.77 oz (22g)
Crispy Rice (Bowl)	Malt-O-Meal	.63 oz (17.7g)
Toasty O's	Malt-O-Meal	11/16 oz (19.5g)
Cheese Nips (100 Calorie Packs)	Nabisco	.74 oz (21g)
Chips Ahoy Thin Crisps (100 Calorie Pack)	Nabisco	.81 oz (23g)
Honey Maid Grahams (Cinnamon Sticks)	Nabisco	1 oz (28g)
Newton's Fruit Crisp (Mixed Berry)	Nabisco	1 oz (28g)
Oreo Thin Crisps (100 calorie pack)	Nabisco	.81 oz (23g)
Wheat Thins Toasted Chips Minis (100 Calorie Pack)	Nabisco	.77 oz (22g)
Goldfish Baked Snack Crackers (Cheddar)	Pepperidge Farm	1 oz (28g)
Goldfish Giant Grahams	Pepperidge Farm	.9 oz (26g)
Breakfast Cookie (Oatmeal Raisin)	Quaker Oats	1.69 oz (48g)
Cereal Bar (Apple Crisp)	Quaker Oats	1.3 oz (37g)
Chewy Granola Bar (Low Fat Chocolate Chunk)	Quaker Oats	.84 oz (24g)
Chewy Granola Bar (Oatmeal Raisin)	Quaker Oats	.84 oz (24g)
Chewy Granola Bar (Peanut Butter Chocolate Chip)	Quaker Oats	.84 oz (24g)
Chewy Granola Bar (S-Mores)	Quaker Oats	.84 oz (24g)
Instant Oatmeal (Original)	Quaker Oats	.98 oz (28g)
Quaker Express Oatmeal (Golden Brown Sugar)	Quaker Oats	1.9 oz (54g)
Quaker Instant Oatmeal (Cinnamon & Spice)	Quaker Oats	1.62 oz (46g)
Quaker Instant Oatmeal (Maple & Brown Sugar)	Quaker Oats	1.51 oz (43g)
Quaker Oatmeal Express (Cinnamon Roll)	Quaker Oats	1.9 oz (54g)

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Quakes Rice Snacks (Caramel Corn)	Quaker Oats	.91 oz (26g)
Snack Mix (Kids Mix)	Quaker Oats	7/8 oz (24.8g)
Pirate's Booty (Aged White Cheddar)	Robert's American Gourmet	1 oz (28g)
Cascadian Farm Chewy Granola Bar (Chocolate Chip)	Small Planet Foods	1.2 oz (35g)
Honey Wheat Sticks	Snyder's of Hanover	2.25 oz (63.8g)
Mini Pretzels	Snyder's of Hanover	1.5 oz (42.5g)
Pita Chips (Cinnamon Sugar)	Stacy's	1 3/8 oz (38.9g)
Pita Chips (Parmesan Garlic & Herb)	Stacy's	1 3/8 oz (38.9g)
Pita Chips (Simply Naked)	Stacy's	1 3/8 oz (38.9g)
Soy Thin Chips (Sweet BBQ)	Stacy's	1.5 oz
Whales Baked Snack Crackers	Stauffers	.75 oz (21g)
Low Fat Yogurt (Blueberry)	Stonyfield Farm	6 oz (170g)
Low Fat Yogurt (Strawberry)	Stonyfield Farm	6 oz (170g)
YoKids Squeezers Organic Lowfat Yogurt (Strawberry)	Stonyfield Farm	2 oz (57g)
Fruit in a Flash Apple Slices	Sun Rich Fresh	2 oz (57g)
House Recipe Instant Oatmeal (Regular)	Sysco	(56g)
Yogurt (Raspberry)	Upstate Farms	4 oz (113g)
Yogurt (Strawberry/Banana)	Upstate Farms	4 oz (113g)
Fruit Snacks (Reduced Sugar Mixed Fruit)	Welch's	1.5 oz (43g)
Yoplait (Light Strawberry)	Yoplait	6 oz (170g)
Yoplait Light (Harvest Peach)	Yoplait	6 oz (170g)

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Smarter Workplace Cafeterias:

- Provides multiple choices of **vegetables, fruits, whole grains, lean protein, and low fat or fat free dairy.**
- Provide fruit in multiple locations. Fruit is displayed in fruit bowls or baskets, not stainless steel pans.
- Offers only healthy items such as fruit, veggie sticks, or water by the check out.
- Offers a **quick-moving ‘healthy express’** checkout line for customers not buying chips or desserts.
- Keeps unhealthy a la carte items (such as chips and desserts) away from the main flow of traffic.
- Places the salad bar (if available) in the main line of traffic.
- Offers **healthy items as the default** (brown rice vs. white rice; whole grain bread vs. white bread).
- Makes water the most visible and plentiful beverage available. **Provides and promotes free, cold tap water.**
- Prices unhealthy items (such as soda and ice cream) higher than healthy items (such as water and fruit).
- **Prices are made available** at the point of decision.
- Only advertises healthy food, (i.e. no soda or dessert advertising).
- Offers the healthiest food at the beginning of the serving line.
- Use **descriptive naming** for healthy food items such as ‘immune boosting sautéed spinach’.

Do you have a Smarter Cafeteria?

Smarter Cafeterias make the healthy choice the easy choice by using special marketing, pricing, and placement strategies. These gentle ‘nudges’ naturally lead customers to make healthier decisions.



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Active Meeting Guidelines

Movement during a meeting – standing, stretching or participating in a movement break – increases meeting participation and attention span, which can mean a more productive meeting. 5210 encourages movement in all meetings. Everyone will benefit from increased movement, no matter how brief. To increase movement during your meetings, follow these basic guidelines.

Guidelines for Meeting Leaders:

- At the beginning of every meeting **let participants know it's okay to stand up** and move during the meeting or to ask for a movement break.
- Provide **one to two movement breaks each hour** (self-directed or structured).
- **Include breaks on the agenda.**
- Always allow for participants to opt out of the activity.
- Movement breaks may be self-directed, led by the meeting facilitator, or video routines may be viewed on a website.

Quick Tips

- When the energy is waning, ask everyone to stand up, take a deep breath, lift their arms over their head to reach to the ceiling, lower their arms and sit back down.
- If your discussion stalls, take a two-minute stretch break.
- Movement breaks can be as quick as two minutes, so no matter how long your meeting is, you can fit one into the agenda!

Guidelines for Meeting Participants:

- Movement is always optional.
- Feel free to stand up in the back of the room.
- Move only in ways you feel comfortable.
- Assess space and clearance to avoid injury.
- Individuals with acute or chronic conditions, or other concerns about their health, should check with their provider before beginning any new physical activity.



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Sit for 60 Move for 3

All meetings lasting more than 60 minutes will include a physical activity break of at least 3 minutes for every hour of sitting time. (This applies to office sitting too!)

EXAMPLES OF MOVE FOR 3 PHYSICAL ACTIVITY BREAKS

- Go up and down a few flights of stairs
- Walk back and forth in a nearby hallway
- Go outside and walk around the building
- Stand up and stretch
- Participate in a 'Led Movement Break' at the meeting table

To ensure the physical activity guideline is put into action, designate one person at the beginning of meetings to be responsible for announcing the time for a physical activity break, just as you would designate a meeting facilitator or record keeper.

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Led Movement Breaks

Meeting Leaders: Here are a few quick and easy movement breaks. If you prefer, you may show a video for people to follow for the movement break: go to www.youtube.com and in the search box type: "Instant Recess 5-Minute Physical Activity Break."

To lead a movement break, slowly read aloud the instructions below:
"Movement is always optional. Move only in ways you feel comfortable and check around you to make sure you have enough space."

Triathlon 3–5 minutes

We are going to do a Triathlon.

Before starting our triathlon, we will spend some time stretching our strong muscles.

While standing, we will reach our right arm high to the sky. Switch arms.

Lower the left arm and reach both hands down towards the ground (if we are taking care of low backs, we can rest our hands on the front of our legs).

Returning to a standing position, we will reach our arms back behind us as though we are squeezing a beach ball. If it feels comfortable for our shoulders, we can clasp our hands together to open up our chest to prepare for our swim.

Release your hands and return to a standing position in order to get ready for the start of the triathlon. Racers ready? 1...2....3...GO!

The first event is the swim. From your chest, move your arms in a butterfly swimming technique, making large circles out to the side with both arms. Continue swimming as fast as you can to ensure other racers don't pass you.

Following the swim, we will trot over to our transition station to jump on our bike. Standing on one foot, we will make circular patterns with the opposite leg, as though we are pedaling. Switch over to the other foot. Someone is coming up fast behind us, so we need to start pedaling faster!

We've finished the bike portion so it's time to trot over to our last transition to prepare for the run. After completing the swim and bike legs of the race, we will start out with a slow jog, by simply marching in place.

We get passed by another runner so we start to pick up our pace by jogging in place. We see the finish line and pick up the jog to an even faster pace!

As we cross the finish line we throw our arms up in the air and high five the person next to us."

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Energy Builder 3–5 minutes

Torso Twists

“First we’ll do some torso twists while seated. Sit up tall, hands on your thighs. Take a deep breath in and exhale. Slowly turn your body to the right, placing your right hand on your hip and left hand on your thigh. Hold for 10 seconds. Slowly turn back to the front. Take a deep breath in and exhale. Sit tall. Turn to the left side, placing your left hand at your hip and your right hand on the outside of your thigh. Hold for 10 seconds.

Heel Taps

Now we’ll do some heel taps. Stand up and make sure you have space around you. March in place for one minute. Now, do heel taps. Move your right foot in front of your body placing the heel of the right foot on the ground. Bring the right foot back and move the left foot forward, placing your left foot on the ground. At the same time, alternate bending the arms at the elbow like you are doing a bicep curl. Use opposite arms and legs. As your right heel taps the floor in front of you, bend your left elbow. Then switch. Do for one minute.

Arm Circles

Now we’ll do some arm circles. Stay standing and make sure you have space around you. Extend your arms straight out to the sides, making sure your arms are parallel to the floor. Slowly start making small circles with each outstretched arm. Slowly make the circles bigger and bigger in diameter until you are making large arm circles (take about 30 seconds to go from small circles to large circles). Then reverse the movement, going in the opposite direction.”

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Boot Camp Break 2–5 minutes

“We will perform 4 exercises for 15 seconds each in this movement break. Everybody stand up and give yourself some space.”

Single Leg Balance

If you are working on balance, steady yourself by holding onto a wall or chair for this move. Balance on one foot and lift the other foot off the ground. Begin to draw a square in one direction out in front of you with your opposite foot. After 15 seconds, change the direction of your square. Switch legs and repeat.

Boxing

Pretend you have a punching bag in front of you. With stomach tight, begin to punch the bag with alternating arms for 5 seconds. Increase the speed of your punches by hitting the bag more quickly for the last 10 seconds. Don't forget to breathe.

Y's, T's & W's

The next sequence is a set of shoulder strengthening exercises, so try to think about pulling your shoulder blades down and back away from your ears, keep your knees soft and your ears directly over your shoulders. While standing, place your hands up overhead in a Y position, keeping your shoulder blades down and back for 5 seconds, then bring your arms out to the side in a T position with thumbs pointing to the sky. Rotate your hands to point your thumbs towards the floor. Conclude with a W, by bringing your elbows to your sides with your fingertips up and thumbs pointing behind you for 5 seconds, squeezing your shoulder blades together.

March In Place

Stand in place and begin to march and don't forget to move your arms. If you feel comfortable in the last 5 seconds, pick up your pace by making your march a jog.”



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Sit & Get Fit Circuit

“We will perform this circuit while seated.

There will be a series of 6 exercises that will be performed back-to-back 5 times. All of the exercises will be performed while sitting at the edge of your seat with the legs even with the chair and maintaining an upright posture.

Shrugs

Make fists with your hands and let them hang by your sides. Shrug your shoulders by bringing your shoulders up towards your ears and hold for 2 seconds and slowly lower. Repeat 5 times.

Bicep Curls

Start with the left arm, make a fist and let it hang toward the floor. Use the right hand to provide resistance. Slowly raise the left fist toward the left shoulder, hold for 1 second and slowly lower it. Repeat 5 times. Switch to the right arm.

Overhead Press

Bringing your elbows to shoulder height, bend your arms at the elbow and hold your fists to the ceiling, push your fists up overhead towards the ceiling, keeping your hands about shoulder-width apart, then slowly lower 5 times.

Leg Extensions

Sit with your feet on the floor and thighs even with the floor. Slowly straighten one leg until your knee almost locks and then bring it back to starting position without touching your foot to the floor. Repeat on each side 5 times.

Ab Crunchers

Place the hands at the side of the head and rest your elbows on your thighs. Contract the abdominals while applying pressure on the thighs with the elbows, holding for 2 seconds. Repeat 5 times.

Butt Busters

While sitting up tall in your chair tighten the bum. Hold for a count of 1 and repeat 5 times.

Now let's quickly go through the circuit again 5 times without any rest in between each.”

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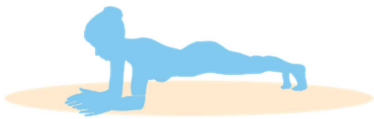
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All of these exercises can be done with limited space and no equipment!



Kneeling Push-Ups

Start with your knees on the ground, feet lifted and your hands directly underneath your shoulders. Put your body into a kneeling plank position. Slowly lower your chest down and push your body back up to the starting position. You can also do these on the wall to start or on your toes as you gain more strength.



Planks

Start by lying face down. Place your elbows and forearms underneath your chest and prop yourself onto your toes and forearms. Maintain a flat back and do not allow your hips to sag toward the ground. These can also be done in a kneeling position. Start by holding this position for 10 seconds and work your way up to a longer time!



Squats

Sit back like you are sitting in a chair, bending at the knees, hinging at the waist and putting your weight in your heels. Be careful not to extend your knees over your toes! Return to standing once you have reached a comfortable range of motion. Taking care of knees? Don't go as far down into the squat or use a chair behind you. Slowly sit back on the edge of the chair and then return to a standing position.



Jumping Jacks

Start out with this move by stepping one foot out, then the other. As you feel comfortable, work up to jumping both feet out at one time and bring your arms out into a V-position at the same time. Great for warming up your muscles!



Running in Place

Just starting out? March in place and build up to a jog. Keep it up for 10-30 seconds. This simple exercise gets the heart pumping and works important muscles!

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Walking Meeting Guidelines

Before a Walking Meeting:

- Provide advanced notice.
- Ask invitees if they would be interested in a walking meeting.
- Walking meetings are always voluntary.
- Encourage comfortable clothing and walking shoes.
- Set an agenda and distribute it ahead of time so walkers are prepared.
- Decide on the route and length ahead of time. Parks, trails and walking paths are good options.
- Avoid busy roads and noisy places.
- Confirm there are safe sidewalks and places to cross roads safely.

Why Lead a Walking Meeting?

Walking Meetings provide a chance to:

- Move
- Re-energize
- Reduce stress
- Enjoy fresh air and natural light
- Increase productivity
- Strengthen teams and relationships
- Shift group dynamics

During a Walking Meeting:

- Read the agenda out loud to walkers before you start walking.
- Ask walkers to turn off their cell phones.
- Remind walkers to avoid confidential conversations.
- Walk at a pace that is comfortable for all.
- Encourage walkers to speak up if the pace is uncomfortable.
- Track your distance with a walking app like Walk Watch or RunKeeper.
- Obey all traffic laws.



After a Walking Meeting:

- Recap and document next steps. Distribute by email after your walking meeting.
- Ask for feedback on how to improve future walking meetings.
- Share distance walked with walkers.

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Promote Taking the Stairs

Taking the stairs is a great way for employees to add movement to their day.

To Promote Taking the Stairs:

Check Stairwells

Address maintenance issues and make sure your stairwells are clean and well lit.

Get Approval

Remember to check with the building owner or property management before installing signage.

Promote the Stairwell Option

Hang **point of decision signage** near elevators and stairs and hang **motivational signage** inside stairwells. Recruit champions (including department and senior management and wellness committee members) to lead by example by taking the stairs.

In Action!

Anthem Blue Cross and Blue Shield of Maine posted signage and employee art in stairwells to encourage taking the stairs.



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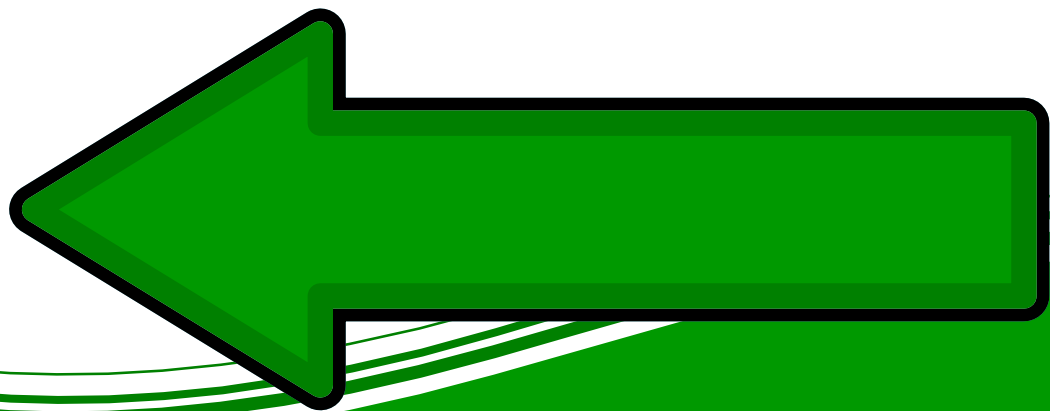
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*Don't just
stand there...*

Take the
STAIRS



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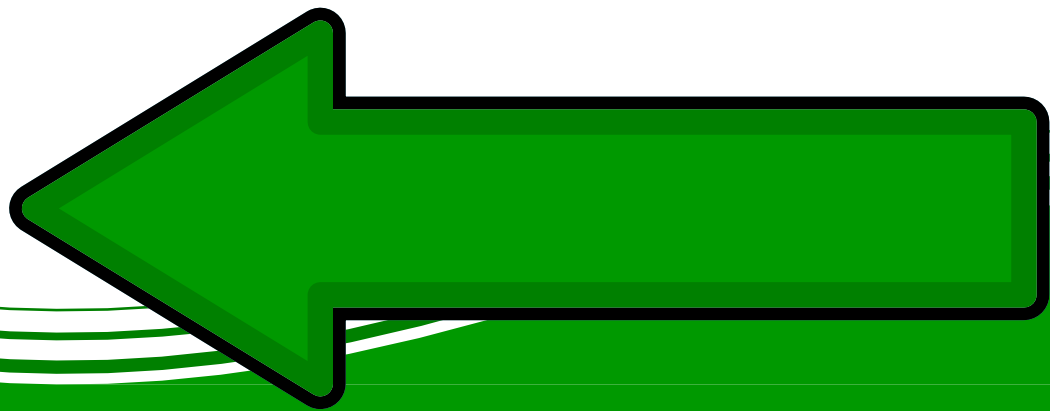


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Feeling *Stressed?* Burn Some *Steam!*



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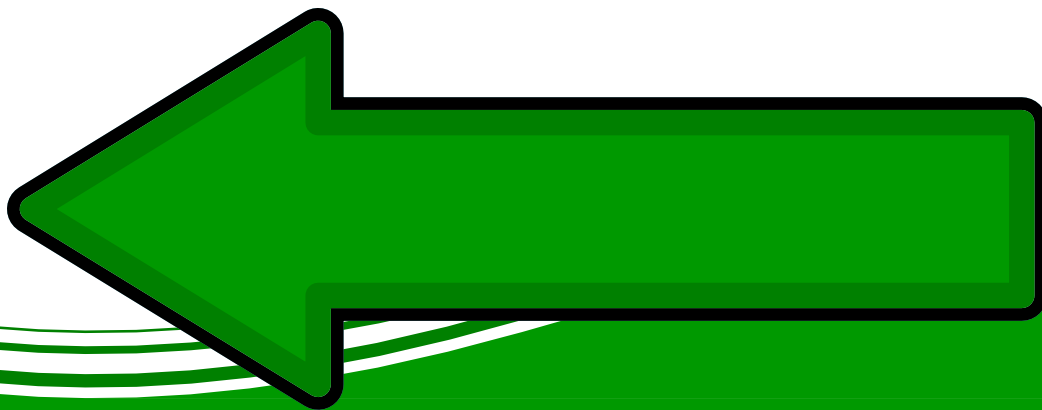


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Door to a *Stronger* *Heart!*



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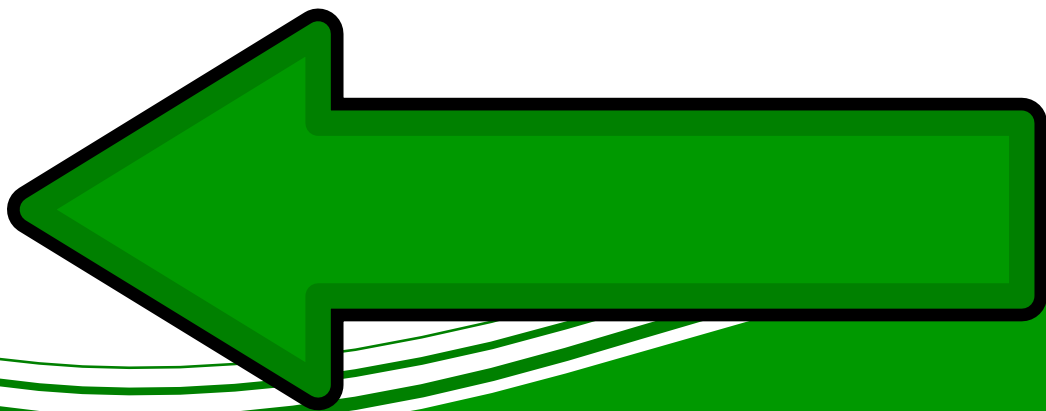


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*No time
for activity?
Your opportunity
is **NOW!***



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*Keep Going!
You're
almost
there!*

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You Made It!

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Healthy Messages

Here are some sample messages that you can distribute. Consider these quick messages for screen savers, the intranet, or social media.

- “ Do a little bit more physical activity, a little more often!
- “ Get more daily activity! Walk around the building before you go to your car.
- “ Get more daily activity! Invite a co-worker for a walk during lunch.
- “ Walking is a great way to start being active more often!
- “ Walking helps lower your blood pressure.
- “ Walking gives you more energy.
- “ Walking helps relieve stress.
- “ Walking helps you sleep better.
- “ Celebrate family occasions with a walk or hike. Get outside and play.
- “ Bike to your children’s sporting events.
- “ Walk the dog.
- “ Family meal time is important; take 10-15 minutes to sit down together.
- “ How do you involve your family in meal planning.
- “ Don’t waste time waiting for the elevator, use the stairs!



Social Media Tips

Social media is great for stirring up conversation around a topic or message. It can be used to inspire or assist people in making changes. Follow the number one rule: share information or ask questions in a way that makes healthy choices fun, easy, and popular!

Examples of Facebook posts from the Let’sGo! page:

- “ Are you a bottle water or tap water person?
- “ What ‘in season’ produce are you looking forward to eating?
- “ What are your tips for making quick, healthy, homemade meals?
- “ Like this post if cool, clear, crisp, refreshing water is your favorite way to stay hydrated.
- “ How do you stay active in the winter?

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Short Messages

These messages are appropriate for emails and bulletin boards.

“ Stair climbing and other small bursts of physical activity at work make a significant contribution to the recommended daily amount of 30 minutes (or more) of daily physical activity!

“ Get more daily activity! If you have a choice, always take the stairs. If you have stairs, take as many trips up and down as possible.

“ Get more daily activity! Walk around the office or building. There's no need to sit still while you talk on the phone or think. Pacing and fidgeting are physical activity.

“ Wear a pedometer at work: Since every step counts, wearing a pedometer is wonderful motivator to walk more during your workday.

“ Take small steps to help make health a priority. Small changes make a big difference over time! Incorporate the walking into activities you would be doing anyway. If you need to go to a different floor, use the stairs. Take the long way to the restroom and take a flight each way. Studies have shown that people are most likely to stick to exercise when it is part of their daily routine. Get started today!

“ Along with its benefits to the heart, walking:

- improves circulation
- helps breathing
- increases happiness
- bolsters the immune system
- helps prevent osteoporosis
- helps prevent and control diabetes



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“ Challenge yourself to take the stairs all day today. If it is not possible to use the stairs, challenge yourself to pick two new ways this week to increase your physical activity during the work day:

- Use the stairs instead of the elevator.
- Schedule a walking meeting with co-workers.
- Stand and/or stretch while talking on the telephone.
- Rather than using the telephone, walk down the hall to speak with someone.
- Walk around your building, stretch your muscles.
- Park in the farthest parking spot and walk the rest of the way.

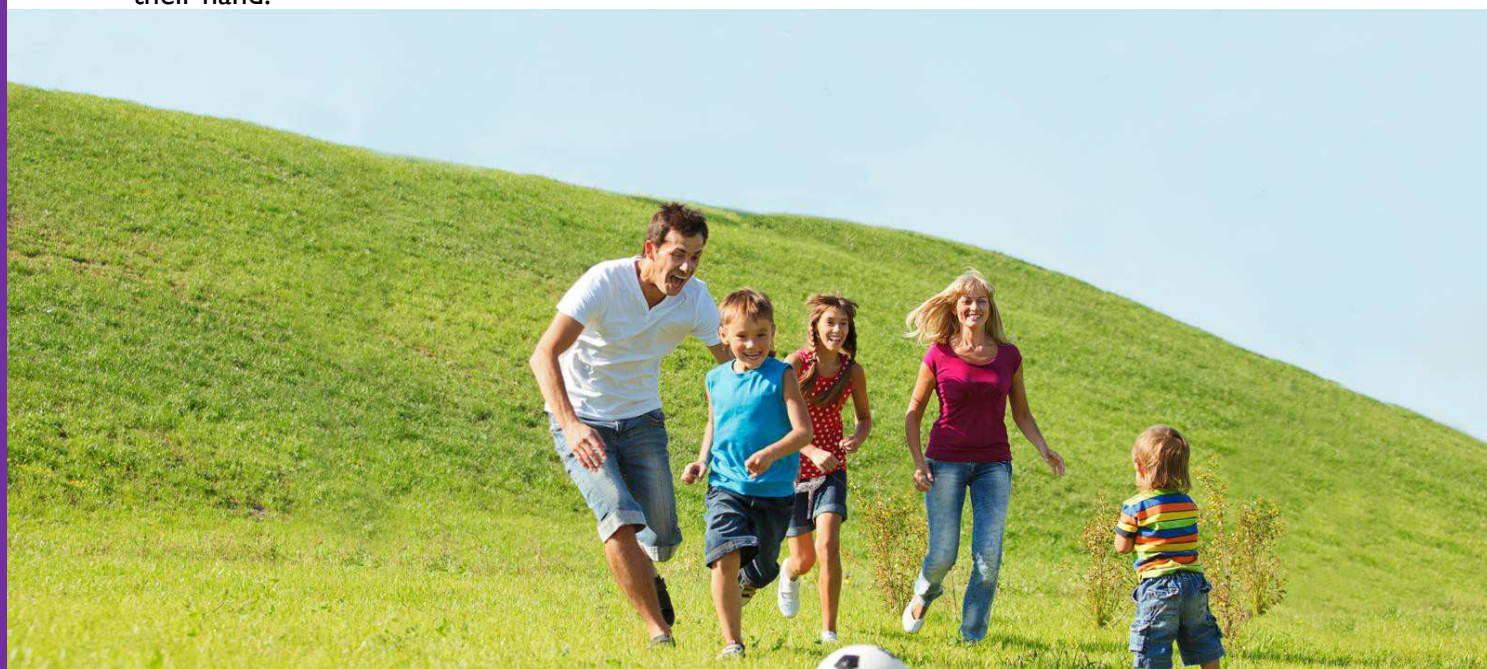
“ What is a serving?

- A whole fruit the size of a tennis ball.
- ½ cup of cut up fruit or veggies.
- 1 cup of raw leafy greens.
- ¼ cup of dried fruits.
- For kids, a serving is the size of the palm of their hand.

“ Be a healthy family. Keep the TV out of bedrooms and turn off the TV during meals.

Kids and adults should be active for at least one hour every day. You are your family's number one role model, so start practicing healthy habits today!

- Make gradual changes to increase your level of physical activity.
- Incorporate physical activity into your daily routines.
- Try tracking the level of your physical activity using a pedometer.
- Role model an active lifestyle.
- Turn off the TV and computer and keep them out of the bedroom.
- Limit TV and recreational computer time.
- Encourage lifelong physical activity by incorporating physical activity into your routine.
- Keep physical activity fun!



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These messages are appropriate for newsletters or e-newsletters.

Mindful Eating

“ Mindful eating involves paying full attention to the experience of eating and drinking.

It includes being aware of all the activities that surround food and eating. Mindful eating helps us learn to listen to what our body is telling us about hunger and satisfaction. It can improve our overall health.

Suggestions for mindful eating:

- Don't skip meals
- Eat sitting down
- Be present - eat without TV, newspaper, computer or work
- Learn to recognize the difference between hunger and cravings
- Notice how much food is on your plate, fork, or spoon
- Take time to enjoy the taste and to chew your food slowly between bites
- Check during a meal to see if you really need more food
- Notice how you feel both physical and emotionally



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Fruits & Veggies

“ Eat at least 5 fruits and vegetables a day.

A diet rich in fruits and vegetables provides vitamins and minerals, important for supporting growth and development, and for optimal immune function.

Most fruits and vegetables are low in calories and fat, making them a healthy choice anytime. They may also contain phytochemicals (fight-o-chemicals) that work together with fiber to benefit your health in many ways. Different phytochemicals are found in different fruits based on their color – that’s why it’s important to put a rainbow on your plate.

Try it:

- Offer your family new fruits and veggies different ways; it can take 7 to 10 tries before you like a new food.
- Many fruits and veggies taste great with a dip or dressing. Try a low-fat salad dressing with yogurt or get protein with peanut butter.
- Make a fruit smoothie with low-fat yogurt.

Mix it:

- Add them to foods you already make, like pasta, soups, casseroles, pizza, rice, etc.
- Add fruit to your cereal, oatmeal, or other breakfast foods.
- Be a good role model for your family and have at least one veggie at every meal.

Slice it:

- Wash and chop veggies and fruits so they are ready to grab and eat.
- Most people prefer crunchy foods over mushy ones. Enjoy them fresh or lightly steamed

Choose with the seasons:

- Buy fruits and veggies that are in season.
- Remember that frozen fruits and veggies are always available and are a healthy choice.

Be a Role Model:

- You are your family’s number one role model, so start practicing the healthy habits you encourage your family to practice.
- Start by making small changes.
- Encourage the whole family to embrace a healthy lifestyle.



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Physical Activity

66 Incorporate One Hour or More of Physical Activity into your Day.

Physical activity makes you feel good. It helps keep you at a healthy weight, makes your heart happy, and makes you stronger and more flexible.

One hour of moderate physical activity means:

Doing activities where you breathe hard, like hiking or dancing

20 minutes of vigorous physical activity means:

Doing activities where you sweat, like running, aerobics or basketball.

Free and Fun Activities:

- Take a walk with your family
- Play with your pet
- Walk the dog
- Take a bike ride (remember to wear your helmet)
- Turn on music and dance
- Jump rope
- Play Frisbee
- Take the stairs
- Park the car at the end of the parking lot

Avoid Sugary Drinks

66 Soda has no nutritional value and is high in sugar. Just nine ounces of soda is equal to 110-150 empty calories. Many sodas also contain caffeine, which kids don't need. Try drinking water and low-fat milk instead of soda and drinks with lots of sugar. If you choose to serve juice, buy 100% juice and limit the serving size.

Sports drinks contain lots of sugar. They should only be used when you are active for more than 60 minutes and it is hot and humid.

Energy drinks are NOT sports drinks and should never replace water during exercise.

Fuel with Water

- 66
- Water is the body's most important nutrient.
 - Between 70-80% of your body is made up of water.
 - When you exercise, you sweat, and when you sweat you LOSE water and minerals – it is important to replace the water you lose when you sweat.
 - Water is the #1 thirst quencher!
 - Add fresh lemon, lime or oranges wedges to water for some natural flavor.
 - Fill a pitcher of water and keep it in the fridge.

Replace soda with water instead of other sugar-sweetened beverages, such as juice or sports drinks. Remember, water is the best drink when you are thirsty.

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How Healthcare Professionals May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time⁺

1 or more hours of physical activity

0 sweetened beverages

⁺ review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

Healthcare professionals are natural allies for the 5210 Healthy Children campaign. They may help reinforce the 5210 message from a clinical perspective, lend their expertise to the campaign, and show their support for 5210 activities throughout their communities. The resources assembled in this toolkit are designed to help healthcare professionals promote and support the 5210 message.

The following materials are available for healthcare professionals:

1. **Tips for Healthcare Professionals handout** – targets leaders, and provides them with tips to help children in their community increase fruit and vegetable consumption, reduce screen time, increase physical activity, and decrease sweetened beverage consumption.
2. **Tips for Healthcare Professionals posters** - enlarged versions of the Tips for Healthcare Professionals handout are available in two 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. **Creating a Healthy Office Environment handout** – lists simple ideas to promote healthy eating and active living by thinking about the office environment of your clinic.
5. **Healthy Eating and Healthy Activity Booklists** – provide examples of books for children with content that reinforces the importance of a healthy lifestyle.
6. **Thirst Quencher! Poster** – advertises drinking fountain locations.
7. **How a Clinical Practice May Begin Using 5210 Healthy Children** – describes how to make easy modifications to standard medical visits to address 5210 in the context of child health.
8. **Measuring Weight & Length: 0-2 Year Olds**– describe best-practice techniques to standardize the collection of height/length and weight measurements for BMI assessment.
9. **Measuring Height and Weight: 2-18 Year Olds** – describe best-practice techniques to standardize the collection of height/length and weight measurements for BMI assessment.



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10. **5210 Healthy Habits Questionnaire (Ages 2-9)** – contains a brief form for parents or patients (depending on their age) to fill out so their practitioner has an at-a-glance look at the patient’s health behaviors and the practitioner can initiate motivational interviews to elicit behavior change.
11. **5210 Healthy Habits Questionnaire (Ages 10-18)** – contains a brief form for parents or patients (depending on their age) to fill out so their practitioner has an at-a-glance look at the patient’s health behaviors and the practitioner can initiate motivational interviews to elicit behavior change.
12. **Information about motivational interviewing** – an introduction to the concept of motivational interviewing, why it is good to use in clinical practices, how to conduct motivational interviews to elicit behavior change, and a readiness ruler to ask patients how ready they feel to make changes to their health behaviors.

We recommend hanging the poster in highly-visible locations in the medical office, such as in the waiting area, in the restrooms, and in the clinical exam rooms. In addition, we advise reviewing all of the documents with healthcare staff to provide standardized care to children and adolescents that supports the 5210 Healthy Children campaign. Parent handouts are available in the 5210 Healthy Children toolkit that may be distributed to children and their families in the context of medical appointments or made available in the waiting area. Digital versions of all materials are available and may be inserted into newsletters or emails, and uploaded to websites and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 5210@psu.edu. We will be happy to answer your questions!



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5 or more servings of fruits and vegetables

Educate the families in your care about nutrition recommendations for children and the importance of incorporating a variety of fruits and vegetables into their child's diet – regardless of their child's weight status. Provide support to help families apply their knowledge – use motivational interviewing to help them identify barriers preventing them from serving or eating fruits and vegetables, help them problem solve ways to overcome those barriers, and encourage them to set realistic goals they can monitor to improve their fruit and vegetable intake over time.

- Support a healthy introduction of solid food, which includes promoting exclusive breastfeeding for six months and explaining neophobia to caregivers so they know to expose young children to new fruits and vegetables repeatedly!
- Promote healthy eating behaviors – teach caregivers how to recognize hunger and fullness cues; encourage them to make nutritious foods available at regular times and allow children to choose whether and how much to eat; and deter caregivers from restricting access to palatable foods, using foods as rewards and punishments, and coercing children to eat.
- Consider hosting a farmers' market at your healthcare center to increase patient access to fruits and vegetables and send the message that nutrition is important for good health!

2 or fewer hours of recreational screen time⁺

⁺ review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

Teach youth and caregivers that recreational screen time is free time spent in front of screens – like televisions, video games, and the internet – and that it is possible to get enough physical activity and still engage in an unhealthy amount of screen time.

- Urge parents to remove screens from children's bedrooms and turn off phones and TVs during mealtimes. Explain that children under two years should have NO screen time.
- Promote National Screen-Free Week, usually in early May, in your healthcare center. See www.screenfree.org for details.
- Ask youth to brainstorm active ways to spend their free time. Consider compiling a master list of responses from children in different age groups and making it available to all.

1 or more hours of physical activity

Explain age-specific physical activity recommendations to your patients and their caregivers. Use motivational interviewing to help empower ALL family members to be more active – and have fun at the same time!

- Encourage using activities instead of foods as incentives – a trip to the park, sledding hill, or community pool is a great alternative to the pizza shop to celebrate a job well done!
- Consider keeping a list of activities available for youth in your community and distributing it to your patients.
- Promote stair use in your healthcare center – increase appeal with colorful paint, carpeting, music, and artwork.

0 sweetened beverages

Help children and caregivers understand the importance of drinking fluids to stay healthy while avoiding the extra sugar and calories from sweetened beverages. Coach them to look out for drinks with sugar, honey, syrup (e.g., corn syrup, brown rice syrup), sweetener, and/or ingredients ending in "ose" (e.g., glucose, dextrose).

- Encourage caregivers to make water the norm for quenching thirst by drinking water when thirsty and offering water to thirsty children.
- Present the idea that nonfat and 1% milk and 100% vegetable juices contain beneficial nutrients and calories – they are healthy foods that promote a nutritious diet; they are not beverages to drink when thirsty.
- Lead by example – drink water yourself and make it freely available to visitors in your healthcare center!

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

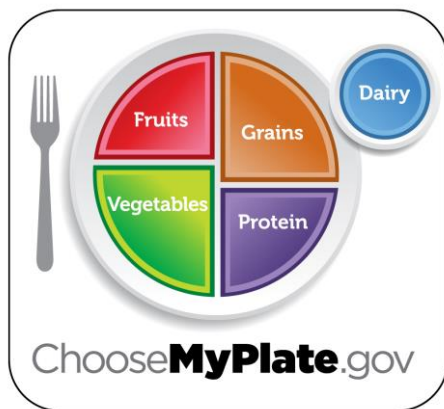
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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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 Education¹ 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 Services² 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>



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 program¹ 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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Creating a Healthy Office Environment

The physician's office is a worksite that can be a powerful tool to communicate healthy eating and active living messages.

- Hang physical activity and nutrition posters in waiting areas and in examination rooms; make them as prominent as vaccination posters
- Create a 5-2-1-0 bulletin board:
 - Monthly or quarterly updates can feature patient activities in their communities
 - Post resources and news articles for parents and children
 - Post seasonal activities
 - Feature a fruit or vegetable of the month
- Play videos that show children taking part in nontraditional sports and other physical activities
- Play videos of children trying new fruits and vegetables
- Display books, puzzles and activity sheets that support healthy eating and active living to entertain children
- Replace lollipop and candy rewards with stickers, bookmarks and other nonfood items
- Incorporate WiiFit or other active video games

Work with your staff to make healthy eating and active living a part of their lives.

- Sample a fruit or vegetable of the month—select items of different cultures to try
- Host a healthy lunch
- Provide 10-minute physical activity or walk break during the work day

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Healthy Eating Booklist

Baby Signs for Mealtime
by **Acredolo, Linda**

Board Book \$6.99 Age 6 mo-1 yr ISBN: 0060090731

Through baby signing that parents can teach to their children, youngsters can communicate when they want more, when something is too hot, or even to let everyone know the food is all gone!

Eat

by **Intrater, Roberta Grobel**

Board Book \$4.95 Age 9 mo-2 yr ISBN: 0439420067

A group of babies enjoys some favorite foods—along with making as big a mess on their faces as possible while they eat.

My Food/Mi Comida

by **Emberley, Rebecca**

Hardcover \$6.99 Age 9 mo-2 yr ISBN: 0316177180

Labeled illustrations introduce various familiar foods and their names in English and Spanish.

Tucking In!

by **Stockham, Jess**

Board Book \$6.99 Age 9 mo-2 yr ISBN: 1846430461

Animals and young children enjoy the same types of foods, including oats, oranges, and fish, in a book with pictures hidden beneath the flaps.

Yum-Yum, Baby!

By **Harwood, Beht**

Board Book \$5.95 Age 9 mo-2 yr ISBN: 1592238033

Rhyming text describes which meals of the day a baby is hungry for, while labeled illustrations introduce related words, such as banana, cup, and peas.

The Carrot Seed

by **Krauss, Ruth**

Board Book \$6.99 Age 1-2 ISBN: 0694004928

A young boy plants and cares for a carrot seed that everyone says will not grow, but he lovingly tends to his seed, and he eventually grows a large carrot.

Crunch Munch

by **London, Jonathan**

Board Book \$5.95 Age 1-3 ISBN: 0152166009

Shows how different animals eat, from the nibble bibble of the chipmunk to the zap! zap! zap! of the frog, and reveals the tasty morsels that each animal loves, from the yummy ants for the aardvark to the green leaves for the giraffe.

Lunch

by **Fleming, Denise**

Board Book \$7.99 Age 1-3 ISBN: 0805056963

A sturdy board-book format follows a hungry little mouse as he munches his way through a variety of colorful fruits and vegetables.

My Very First Book of Food

by **Carle, Eric**

Board Book \$5.99 Age 1-3 ISBN: 0399247475

A split-page board book provides a simple introduction to the foods animals eat as preschoolers are challenged to match up the image of the food with the animal presented.

Bread, Bread, Bread

by **Morris, Ann**

Paperback \$6.99 Age 2-4 ISBN: 0688122752

Celebrates the many different kinds of bread and how it may be enjoyed all over the world.

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<i>Bread Is for Eating</i> by Gershator, David	Paperback	\$8.99	Age 2-4	ISBN: 0805057986
Mamita explains how bread is created in a song sung in both English and Spanish.				
<i>Give Me My Yam</i> by Blake, Jan	Paperback	\$3.99	Age 2-4	ISBN: 0763608734
When Jordan loses the yam he just dug up in the river, he keeps asking to get it back, only to get something else instead, in a repetitive story set on a Caribbean island.				
<i>Growing Vegetable Soup</i> by Ehlert, Lois	Board Book	\$ 6.95	Age 2-4	ISBN: 0152061762
A father and child grow vegetables and then make them into a soup.				
<i>Orange Pear Apple Bear</i> by Gravett, Emily	Hardcover	\$12.99	Age 2-4	ISBN: 1416939997
Explores concepts of color, shape, and food using only five simple words, as a bear juggles and plays.				
<i>The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear</i> by Wood, Don	Board Book	\$6.99	Age 2-4	ISBN: 0859536599
Little Mouse worries that the big, hungry bear will take his freshly picked, ripe, red strawberry for himself.				
<i>World Snacks: A Little Bit of Soul Food</i> by Sanger, Amy Wilson	Board Book	\$6.99	Age 2-4	ISBN: 1582461090
Easy-to-read rhyming text introduces a variety of soul food dishes, including grits, fried chicken, collard greens, yams, and sweet tea.				
<i>World Snacks: Chaat and Sweets</i> by Sanger, Amy Wilson	Board Book	\$6.99	Age 2-4	ISBN: 1582461937
Through the author's trademark collage art, introduces toddlers to the Indian finger foods known as chaat, including phel puri, tandoori chicken, and sweet coconut cham-cham.				
<i>World Snacks: First Book of Sushi</i> by Sanger, Amy Wilson	Board Book	\$6.99	Age 2-4	ISBN: 1582460507
Illustrations and rhyming text introduce a variety of Japanese foods.				
<i>World Snacks: Hola Jalapeno</i> by Sanger, Amy Wilson	Board Book	\$6.99	Age 2-4	ISBN: 1582460728
Illustrations and rhyming text, sprinkled with some Spanish words, introduce a variety of Mexican foods.				
<i>World Snacks: Let's Nosh</i> by Sanger, Amy Wilson	Board Book	\$6.99	Age 2-4	ISBN: 1582460817
Illustrations and rhyming text introduce the variety of Jewish foods, from gefilte fish to challah bread, chicken soup to matzoh.				
<i>World Snacks: Mangia! Mangia!</i> by Sanger, Amy Wilson	Board Book	\$6.99	Age 2-4	ISBN: 1582461449
The sixth book in the World Snacks series pays tribute to dishes from the Italian table, from hearty minestrone and risotto to sweet, cool gelato.				
<i>World Snacks: Yum Yum Dim Sum</i> by Sanger, Amy Wilson	Board Book	\$6.99	Age 2-4	ISBN: 1582461082
Easy-to-read rhyming text introduces children to the varied Chinese foods called dim sum, which means a little bit of heart.				
<i>Eating the Alphabet</i> by Ehlert, Lois	Board Book	\$6.95	Age 2-5	ISBN: 015201036X
An alphabetical tour of the world of fruits and vegetables, from apricot and artichoke to yam and zucchini.				

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<i>Blueberries for Sal</i> by McCloskey, Robert	Paperback	\$7.99	Age 6-7	ISBN: 014050169X
Little Bear and Sal both go berrying with their mothers, but after sitting down to rest, they each end up following the other one's mother.				
<i>I Will Never Not Ever Eat a Tomato</i> by Child, Lauren	Paperback	\$6.99	Age 6-7	ISBN: 0763621803
Fussy eater Lola makes it perfectly clear that she will not eat anything she doesn't want until her brother shows her that carrots are really orange twiglets from Jupiter and mashed potatoes are actually Mount Fuji cloud fluff.				
<i>The Edible Pyramid</i> by Leedy, Loreen	Paperback	\$6.95	Age 6-7	ISBN: 0823420752
Animal characters learn about good eating every day in a restaurant called The Edible Pyramid, where the waiter offers the foods grouped in sections of the Food Guide Pyramid and customers learn how many servings they need each day.				
<i>The Seven Silly Eaters</i> by Hoberman, Mary Ann	Paperback	\$7.00	Age 6-7	ISBN: 0152024409
Seven fussy eaters find a way to surprise their mother.				
<i>How to Make an Apple Pie and See the World</i> by Priceman, Marjorie	Paperback	\$6.99	Age 6-8	ISBN: 0679880836
Since the market is closed, the reader is led around the world to gather the ingredients for making an apple pie.				
<i>The Sweet Tooth</i> by Platini, Margie	Hardcover	^{08/08 07/09} \$16.95	6-8	ISBN: 0689851596
Stewart's loud, obnoxious sweet tooth constantly gets him into trouble, until Stewart uses a healthy diet to take control of the situation.				
<i>Cloudy With a Chance of Meatballs</i> by Barrett, Judi	Paperback	\$6.99	Age 7-10	ISBN: 0689707495
Life is delicious in the town of Chewandswallow where it rains soup and juice, snows mashed potatoes, and blows storms of hamburgers—until the weather takes a turn for the worse.				
<i>Gregory, the Terrible Eater</i> by Sharmat, Mitchell	Paperback	\$4.99	Age 7-8	ISBN: 0590433504
Mother Goat, alarmed by Gregory's bizarre dietary preferences—he prefers toast and scrambled eggs to shoe boxes and tin cans—consults Dr. Ram, who devises an appetizing transitional diet for little Gregory.				
<i>Sun Bread</i> by Kleven, Elisa	Paperback	\$6.99	Age 7-8	ISBN: 0142400734
During the dreary winter, a baker decides to bring warmth to her town by baking bread as golden and glorious as the sun itself.				
<i>Everybody Cooks Rice</i> by Dooley, Norah	Paperback	\$6.95	Age 7-9	ISBN: 0876145918
A child is sent to find a younger brother at dinnertime and is introduced to a variety of cultures through encountering the many different ways rice is prepared at the different households visited.				
<i>Good Enough to Eat</i> by Rockwell, Lizzy	Paperback	\$6.99	Age 7-9	ISBN: 0064451747
Describes the six categories of nutrients needed for good health, how they work in the body, and what foods provide each.				
<i>Why Do People Eat?</i> by Needham, Kate	Paperback	\$4.99	Age 7-9	ISBN: 0794516238
Using simple text and illustrations, explains why people need food, where food comes from, and how the body uses it.				

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Market Day by Ehlert, Lois	Paperback	\$6.95	Age 2-6	ISBN: 0152168206
On market day, a farm family experiences all the fun and excitement of going to and from the farmers' market.				
The Little Red Hen (Hen Makes a Pizza) by Sturges, Philemon	Paperback	\$6.99	Age 2-6	ISBN: 0142301892
In this version of the traditional tale, the duck, the dog, and the cat refuse to help the Little Red Hen make a pizza but do get to participate when the time comes to eat it.				
An Island in Soup by Levert, Mireille	Paperback	Need to buy used.	Age 3-6	ISBN: 0888995059
Staring at the fish soup he doesn't want to eat, Victor imagines that he is on an island of overgrown celery where he conquers a fierce pepper dragon only to be barraged by a wealth of terrifying ingredients, and soon Victor unexpectedly discovers that the dreaded fish soup is quite delicious.				
Feast for 10 by Falwell, Cathryn	Paperback	\$6.95	Age 3-6	ISBN: 0395720818
Numbers from one to ten are used to tell how members of a family shop and work together to prepare a meal.				
Grover's Guide to Good Eating by Kleinberg, Naomi	Hardcover	\$6.99	Age 3-6	ISBN: 037584063X
Little ones can join their host Grover and his assistant Elmo in the Good Eats Cafe where they will learn all about good nutrition and healthy eating!				
Little Pea by Rosenthal, Amy Krouse	Hardcover	\$14.99	Age 3-6	ISBN: 081184658X
Little Pea hates eating candy for dinner, but his parents will not let him have his spinach dessert until he cleans his plate, in a story that many children can relate to!				
Good for Me and You by Mayer, Mercer	Paperback	\$3.99	Age 5-6	ISBN: 0060539488
Little Critter learns that a healthy lifestyle includes a balanced diet and exercise.				
Muncha! Muncha! Muncha! by Fleming, Candace	Hardcover	\$17.99	Age 5-6	ISBN: 0689831528
After planting the garden he has dreamed of for years, Mr. McGreely tries to find a way to keep some persistent bunnies from eating all his vegetables.				
Two Eggs, Please by Weeks, Sarah	Paperback	\$7.99	Age 5-7	ISBN: 141692714X
A harried waitress at the local diner tries to keep up with an abundance of orders from demanding patrons—all of whom want eggs, in a lively introduction to similarities and differences.				
An Orange in January by Aston, Dianna Hutts	Hardcover	\$16.99	Age 6-7	ISBN: 0803731469
An orange begins its life as a blossom where bees feast on the nectar, and reaches the end of its journey, bursting with the seasons inside it, in the hands of a child.				
Spriggles: Healthy & Nutrition by Gottlieb, Jeff	Paperback	\$8.95	Age 3-6	ISBN: 1930439016
Motivates children in the areas of nutrition, hygiene, and general well-being with animal rhymes such as "Eat a balanced meal, Seal", "Limit the fat, Cat", "Have a carrot, Parrot" and many more.				

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Healthy Activity Booklist

Row, Row, Row Your Boat by Kubler, Annie	Board Book	\$4.99	Age 9 mo-2 yr	ISBN: 0859536580
In this traditional nursery rhyme, a group of babies and their toy animal friends row merrily down the stream.				
Wiggle Waggle by London, Jonathan	Board Book	\$5.95	Age 9 mo-2 yr	ISBN: 0152165886
Describes how various animals walk, from the wiggle waggle of a duck to the boing, boing, boing of a kangaroo to the bumble roll, bumble roll of a bear.				
On the Go! by Stockham, Jess	Board Book	\$6.99	Age 9 mo-2 yr	ISBN: 1846430496
Animals move by stretching, jumping, and climbing, and readers can flip the page to see babies doing the same action.				
Head, Shoulders, Knees and Toes by Kubler, Annie	Board Book	\$4.99	Age 9 mo-2 yr	ISBN: 0859537285
An illustrated version of the song which identifies parts of the body.				
Eyes, Nose, Fingers, and Toes by Hindley, Judy	Board Book	\$6.99	Age 9 mo-2 yr	ISBN: 0763623830
A group of toddlers demonstrate all the fun things that they can do with their eyes, ears, mouths, hands, legs, feet—and everything in between.				
Bear About Town by Blackstone, Stella	Board Book	\$6.99	Age 1-3	ISBN: 1841483737
The big, friendly bear goes on his daily walk through his neighborhood, meeting the people who live and work nearby.				
I Went Walking by Williams, Sue	Board Book	\$11.99	Age 1-3	ISBN: 0152056262
During the course of a walk, a young boy identifies animals of different colors.				
Skippyjon Jones Shape Up by Schachner, Judy	Board Book	\$6.99	Age 1-3	ISBN: 0525479570
Skippyjon Jones, a Siamese cat who thinks he is a Chihuahua dog, exercises using objects of different shapes.				
Jumping Day by Esbensen, Barbara Juster	Paperback	\$8.95	Age 2-4	ISBN: 1563978539
The pleasures of jumping, running, skipping, and hopping are celebrated as a little girl starts her day, goes to school, and comes home to play.				
Doing the Animal Bop by Ormerod, Jan	Paperback	\$9.99	Age 2-4	ISBN: 0764178997
Various animals dance to the animal bop, including ostriches, elephants, and monkeys; includes read-along compact disc.				
I'm as Quick as a Cricket by Wood, Audrey	Board Book	\$6.99	Age 2-4	ISBN: 0859536645
A young boy describes himself as loud as a lion, quiet as a clam, tough as a rhino, and gentle as a lamb.				

(continued on next page)

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<i>Get Moving with Grover</i> by Tabby, Abigail	Hardcover	\$6.99	Age 2-4	ISBN: 0375830464
Grover and Elmo show young readers that being fit can be fun, encouraging exercises involving jumping over, running around, and dancing around the book itself.				
<i>Duck on a Bike</i> by Shannon, David	Hardcover	\$16.99	Age 2-4	ISBN: 0439050235
A duck decides to ride a bike and soon influences all the other animals on the farm to ride bikes too.				
<i>From Head to Toe</i> by Carle, Eric	Big Paperback	\$24.99	Age 2-6	ISBN: 0061119725
Encourages the reader to exercise by following the movements of various animals.				
<i>Froggy Learns to Swim</i> by London, Jonathan	Paperback	\$5.99	Age 3-6	ISBN: 0140553126
Froggy is afraid of the water until his mother, along with his flippers, snorkle, and mask, help him learn to swim.				
<i>Hop Jump</i> by Walsh, Ellen Stoll	Paperback	\$6.99	Age 4-6	ISBN: 015201375X
Bored with just hopping and jumping, a frog discovers dancing.				
<i>Froggy Plays Soccer</i> by London, Jonathan	Paperback	\$5.99	Age 5-6	ISBN: 0140568093
Although Froggy is very excited when his Dream Team plays for the city soccer championship, he makes a mistake on the field that almost costs the team the game.				
<i>Puddles</i> by London, Jonathan	Paperback	\$6.99	Age 5-6	ISBN: 0140561757
When the rain stops falling and the skies clear up, it's time to put on boots and go outside to play in the puddles.				
<i>Get Up and Go!</i> by Carlson, Nancy L.	Paperback	\$5.99	Age 5-6	ISBN: 0142410640
Text and illustrations encourage readers, regardless of shape or size, to turn off the television and play games, walk, dance, and engage in sports and other forms of exercise.				
<i>Animal Exercises</i> by Ross, Mandy	Paperback	\$7.99	Age 5-6	ISBN: 1846430445
A collection of poems describes how familiar animals keep in shape.				
<i>I Love Yoga</i> by Chryssicas, Mary Kaye	Hardcover	Need to buy used	Age 5-8	ISBN: 0756614007
Presents young readers with simple instructions for the practice of yoga, discussing how to relax, focus, and have fun through basic poses explained in step-by-step sequences.				
<i>The Busy Body Book</i> by Rockwell, Lizzy	Paperback	\$6.99	Age 6-8	ISBN: 0553113747
Exploring all the many moves, twists, and turns a human body can do, this book is designed to encourage kids to move around, use their bodies, and learn the importance of staying actively fit.				
<i>Anna Banana</i> by Cole, Joanna	Paperback	\$7.99	Age 6-9	ISBN: 0688088090
An illustrated collection of jump rope rhymes arranged according to the type of jumping they are meant to accompany.				
<i>Spriggles: Activity & Exercise</i> by Gottlieb, Jeff	Paperback	\$8.95	Age 3-5	ISBN: 1930439024
Motivates children in the areas of physical fitness and activity with animal rhymes such as "Go for a walk, Hawk", "Play in the park, Shark", "Ride your bike, Pike", and many more.				

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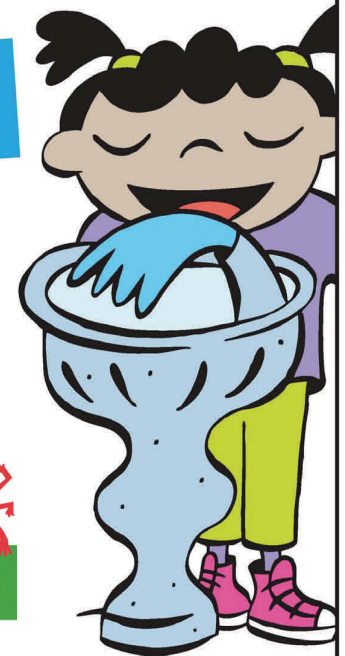
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THIRST QUENCHER

5210 Every Day!

A healthy body
needs water.

FILL UP!





Using 5210 Healthy Children

1. The focus is on healthy behaviors.

It's important to remember the focus should be on healthy behaviors and NOT on the weight. Healthy behaviors include 5-2-1-0, plus setting structured mealtimes, eating less fast food, and getting enough sleep.

2. The 5-2-1-0 Healthy Habits Questionnaire.

The first thing to institute in your practice is this questionnaire at all well-child checks for children 2 years and older. Questions to consider:

- When and where will the survey be handed out?
- Who will the patient/parent give the survey back to?
- Where will the survey be placed in the chart?

3. Goal setting with patients and families.

It's important to have patients and families work on one area at a time. Simple, easily attainable goals are the key to success. An example is reducing intake of sugar-sweetened beverages.

4. Parent information.

It's important to have information for parents on how they can make simple changes in their lives to be healthier. The 5210 Healthy Children toolkit has many handouts available for your patients and their families. Questions to consider:

- What handouts are you going to use?
- Where will the handouts be stored/displayed?
- Who is responsible for ordering/stocking handouts?

5. Measuring BMI can be complicated.

Here are some things to consider:

- How does your office currently measure patients' height and weight? Who does the measuring? Is it standardized throughout the office?
- Can the person who does the measuring also calculate the BMI and determine the BMI percentile and weight classification? (Usually one person does all of this.)
- Where will the BMI percentile and weight classification be documented?
- Are the appropriate staff members trained in BMI calculations and documentation?

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6. The language we use is very important when working with patients and families on healthy behaviors.

First ask permission and then focus on positive, healthy behaviors, not on the weight.

- A BMI of less than 5% is medically termed “underweight”.
 - Instead of using the term “underweight”, try saying, “Your child may not be getting enough calories every day.”
 - Ask the child about his/her daily eating habits.
 - Discuss the 5-2-1-0 behaviors and encourage healthy eating habits.
 - If you think it is applicable, you could begin the conversation around a positive body image.
- A BMI of 5-84% is medically termed “healthy weight”. It is still important to talk about healthy behaviors with this group.
- A BMI of 85-94% is medically termed “overweight”.
 - Instead of using the term “overweight”, try reviewing the BMI growth chart with the child/parent. Use wording such as “Your child might be carrying a little extra weight. It might not mean he/she has extra fat.”
 - Quickly steer the conversation to the 5-2-1-0 behaviors.
 - Ask the child/parent if there is one behavior they would like to work on.
 - Use the survey to help elicit interest.
 - If they are not interested in making a change now, stay positive and encourage them to pick a behavior to start thinking about.
- A BMI of 95% and above is medically termed “obese”.
 - Instead of using the term “obese”, try “Your child has put on more weight than they have grown tall,” or “Your child is carrying around extra weight and this can put them at risk for health conditions such as heart disease and diabetes.”
 - Once again, quickly move the discussion to healthy behaviors.

7. It’s important to set a good example.

Practices can set a good example by having healthy snacks available for office staff and avoiding junk food and soda.

8. Potential limitations on the use of the BMI. BMI does not directly measure fat, it measures weight.

That said there have been numerous studies determining BMI to be a good screening tool to identify children who have an increased percentage of body fat and who are at risk for medical conditions, such as heart disease and diabetes.

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Measuring Weight & Length

0-2 Year Olds

What children should I take length measurements for?

- ▶ Length is measured lying down. Height is measured standing up. Typically, length (lying down) is measured in children 0-2 years old. The charts are normalized for this age group. The CDC recommends that health care providers use the WHO growth standards to monitor growth in infants and children ages 0-2 year old in the U.S. The CDC recommends using their growth charts for children age 2 years and older in the U.S¹.

Why should I measure weight-for-length?

- ▶ The CDC recommends that health care providers use the WHO growth standards to monitor growth for infants and children between 0 and 2 years old in the United States.
- ▶ BMI is not a unit of measurement under the age of two. Under the age of two the length measure is used to track growth. BMI uses height not length in its calculation. Length and height cannot be used interchangeably.
- ▶ Weight-for-length percentile charts allow clinicians to determine the trend of weight gain as compared to length gain *over time* (the measurement cannot stand on its own). Any abnormal patterns can help clinicians identify those children who need early dietary intervention.
- ▶ This important information is harder to appreciate when plotting weight-for-age and length-for-age with infants.
- ▶ Many older children and adolescents with BMI > 95 percentile have been overweight since infancy, so early identification in the first 2 years can have large preventive effects.

Measuring Weight

Infants should be weighed using a hospital-grade platform scale. This may be a beam balance scale or a digital (electronic load cell or strain gauge) scale. Check your equipment regularly to make sure you are getting accurate measurements. Scales should be calibrated on a routine basis. Calibration involves putting known weight on the scale to check accuracy. Be sure the scale is placed on a flat, uncarpeted floor.

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Procedure:

1. Remove shoes, clothing, and diaper from the infant.
2. Place the scale in the “zero” position before you place the infant on the scale.
3. Make sure the child is on the center of the platform.
4. Record the measurement to the nearest decimal fraction.
5. Remove the child from the scale.

Measuring Length^{2, 3}

Best Practice: A platform with an attached yardstick, a fixed head plate, and a movable footplate is required. The footplate can be adjusted so it comes up to the bottom of infant’s heels. This apparatus should be used on a flat surface and requires two people to operate.

Procedure:

1. Remove shoes, clothing, and diaper from the infant.
2. Lay the child on the platform.
3. Have one person hold the head of the infant.
4. The other person should keep the infant’s knees straight and bring the adjustable footplate up to the infant’s heels.
5. Secure the footplate.
6. Remove the infant from the surface.
7. Record the measurement on the yardstick to the nearest 1/8th of an inch.

Common Practice: Many clinicians measure infants by laying the patient on the paper covering the exam table and marking the positions of the head and the feet on the paper. They then remove the patient and use a measuring tape to quantify the distance between the two pen markings. While this procedure can be very inaccurate due to the incorrect positioning of the infant, movement and crumpling of the paper and failure to get perpendicular markings by the pen there are a few tips to getting good length data if this method is used in your office:

- ▶ Ask the caregiver who is with the patient to hold the patient as still as possible.
- ▶ Measure the length three times and use the average.
- ▶ If you notice a leveling off or a decline in the patient’s length consider a more precise measurement such as the best practice noted above.

Reference:

¹ Centers for Disease Control and Prevention: Growth Charts (www.cdc.gov/growthcharts)

² Lifshitz, Fima. *Pediatric Endocrinology Fifth Edition: Volume 2 Growth, Adrenal, Sexual, Thyroid, Calcium, and Fluid Balance Disorders*. 2007: 4-6.

³ Wales, Jeremy K.H., Rogol, Alan D., Maarten Wit, Jan. *Color Atlas of Pediatric Endocrinology and Growth*. 1996: 2-3.

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Measuring Height & Weight

2-18 Year Olds

Measuring Weight

Children should be weighed using a platform scale. This may be a beam balance scale or a digital (electronic load cell or strain gauge) scale. Check your equipment regularly to make sure you are getting accurate measurements. Scales should be calibrated on a routine basis. Calibration involves putting known weight on the scale to check accuracy. Be sure the scale is placed on a flat, uncarpeted floor.

Procedure:

1. Ask the child to remove shoes and bulky clothing.
2. Place the scale in the “zero” position before the child steps on the scale.
3. Ask the child to stand still with both feet in the center of the platform.
4. Record the measurement to the nearest decimal fraction.
5. Have the child step off the scale.



Measuring Height

A standing height board or stadiometer is required. This device has a vertical ruler with a sliding horizontal rod that adjusts to rest on the head. It also has a permanent surface to stand on or the entire device is mounted on the wall of a room with a level floor.

Procedure:

1. Before you begin, ask the child to remove shoes, hats, and bulky clothing, such as coats and sweaters. Ask the child to remove or undo hair styles and hair accessories that interfere with taking a measurement. In rare cases, a child may be unwilling to undo an intricate or costly hairstyle. In these situations, care should be taken to locate the actual crown of the head.
2. Direct the child to stand erect with shoulders level, hands at sides, thighs together, and weight evenly distributed on both feet. The child's feet should be flat on the floor or foot piece, with heels comfortably together and touching the base of the vertical board. There are four contact points between the body and the stadiometer: head, upper back, buttocks, and heels.
3. Ask the child to adjust the angle of his/her head by moving the chin up or down in order to align head into the Frankfort Plane. The Frankfort Plane is an imaginary line from the lower margin of the eye socket to the notch above the tragus of the ear (the fleshy cartilage partly extending over the opening of the ear). This is best viewed and aligned when the viewer is directly to the side of and at the eye level of the child. When aligned correctly, the Frankfort Plane is parallel to the horizontal headpiece and perpendicular to the vertical back piece of the stadiometer. NOTE: When the chin is correctly positioned, the back of the head may not make contact with the board. In fact, in a very few individuals, only two points will make contact with the vertical back piece.
4. Ask the child to breathe in and maintain his/her position. Lower the headpiece until it firmly touches the crown of the head and is at a right angle with the measurement surface. Check contact points to ensure that the lower body stays in the proper position and the heels remain flat. Some children may stand up on their toes, but verbal reminders are usually sufficient to get them in proper position.
5. Record height to the nearest 1/8th of an inch.

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Healthy Habits Questionnaire

(Ages 2-9)

We are interested in the health and well-being of all our patients. Please take a moment to answer the following questions.

Patient Name: _____ Age: _____ Today's Date: _____

1. How many servings of fruits or vegetables does your child eat a day?
One serving is most easily identified by the size of the palm of your child's hand. _____
2. How many times a week does your child eat dinner at the table together with the family? _____
3. How many times a week does your child eat breakfast? _____
4. How many times a week does your child eat takeout or fast food? _____
5. How many hours a day does your child watch TV/movies or sit and play video/computer games? _____
6. Does your child have a TV in the room where he/she sleeps? Yes No
7. Does your child have a computer in the room where he/she sleeps? Yes No
8. How much time a day does your child spend in active play (faster breathing/heart rate or sweating)? _____
9. How many 8-ounce servings of the following does your child drink a day?

100% Juice _____	Fruit drinks or sports drinks _____	Soda or punch _____
Water _____	Whole milk _____	Nonfat or reduced fat milk _____

10. Based on your answers, is there ONE thing you would like to help your child change now? Please check one box.

- | | | |
|--|---|--|
| <input type="checkbox"/> Eat more fruits & vegetables. | <input type="checkbox"/> Spend less time watching TV/movies and playing video/computer games. | <input type="checkbox"/> Eat less fast food/takeout. |
| <input type="checkbox"/> Take the TV out of the bedroom. | <input type="checkbox"/> Drink less soda, juice, or punch. | <input type="checkbox"/> Drink more water. |
| <input type="checkbox"/> Play outside more often. | | <input type="checkbox"/> Switch to skim or low fat milk. |

Please give the completed form to your clinician. Thank you.





Healthy Habits Questionnaire

(Ages 10-18)

We are interested in the health and well-being of all our patients. Please take a moment to answer the following questions.

Patient Name: _____ Age: _____ Today's Date: _____

1. How many servings of fruits or vegetables do you eat a day?
(One serving is most easily identified by the size of the palm of your hand.) _____
2. How many times a week do you eat dinner at the table together with your family? _____
3. How many times a week do you eat breakfast? _____
4. How many times a week do you eat takeout or fast food? _____
5. How many hours a day do you watch TV/movies or sit and play video/computer games? _____
6. Do you have a TV in the room where you sleep? Yes No
7. Do you have a computer in the room where you sleep? Yes No
8. How much time a day do you spend in active play
(faster breathing/heart rate or sweating)? _____
9. How many 8-ounce servings of the following do you drink a day?

_____ 100% juice	_____ Fruit or sports drinks	_____ Soda or punch
_____ Water	_____ Whole milk	_____ Nonfat (skim), low-fat (1%), or reduced-fat (2%) milk

10. Based on your answers, is there **ONE** thing you would be interested in changing now? Please check one box.

- | | | |
|--|---|--|
| <input type="checkbox"/> Eat more fruits & vegetables. | <input type="checkbox"/> Spend less time watching TV/movies and playing video/computer games. | <input type="checkbox"/> Eat less fast food/takeout. |
| <input type="checkbox"/> Take the TV out of the bedroom. | <input type="checkbox"/> Drink less soda, juice, or punch. | <input type="checkbox"/> Drink more water. |
| <input type="checkbox"/> Play outside more often. | | <input type="checkbox"/> Switch to skim or low fat milk. |

Please give the completed form to your clinician. Thank you.





What is Motivational Interviewing?

Motivational Interviewing (MI) is a guiding style of communication that provides patients with the opportunity to create change in behaviors by providing a non-judgmental atmosphere. This atmosphere invites patients to consider making changes in their behaviors and elicits intrinsic motivation for change (as opposed to providers telling patients what they must change). (Miller & Rollnick, 2002).

MI is a paradigm shift for many of us, especially those trained in a prescriptive style of communication. We engage in MI as we dialogue with people about many areas of behavior change. MI is not a technique, and it is not a switch that we turn on and off.

We talk about the “Spirit of Motivational Interviewing” which includes the following:

- Person-centered approach;
- Invitation to a collaborative partnership between patient and provider;
- Listening more than telling:
 - eliciting information rather than instilling;
- Placing the responsibility for change with the patient and not the provider;
- Being respectful:
 - asking permission,
 - honoring autonomy,
 - resourcefulness, and
 - providing the ability to choose or make decisions;
- Avoiding coerciveness;
- Increasing intrinsic motivation through thoughtful dialogue and careful listening.

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Why Use Motivational Interviewing

There are several reasons to use Motivational Interviewing (MI); the most compelling however, are research outcomes:

- Through this research, we know that MI plus “*active treatment*” works exceptionally well.

Active treatment can include MI plus:

1. Nutrition education
 2. Physical therapy
 3. Exercise program/support
 4. General health education
- We also know that there is a larger effect size (i.e. works better with) with minority samples than with Anglo/White samples. We think this outcome is true because
 1. MI is congruent with cultural values of many minority populations.
 2. The power hierarchy is diminished when engaging in MI.
 - We also know that the very first meeting matters and that **MI can make a difference in just one 15-minute interaction.**

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Barriers to Utilizing MI

Barriers/Concerns	Suggestions/Comments
I have a checklist of things to get through during my patient visits – how can I incorporate MI in such a short amount of time?	Finish everything on the checklist first. Then start using MI. As you get more practice with MI, it becomes easier to incorporate MI into all aspects of the visit.
How can I effectively give the patient information I deem important while also doing MI?	Using both MI and active treatment (nutrition info, physical therapy, etc.) has proven to be quite effective. Aspects of MI are not always appropriate, and you should use your clinical judgment when determining if instruction should be used.
I've been a practicing physician for 20 years and I have a certain way of doing things. How can I start including MI now?	Though it is hard to change our routine habits, it is best to start slow and work towards incorporating MI at your visit. It doesn't have to happen all at once!
My patients don't want to make these decisions. They are coming to me for expert advice and direction.	Some patients are not receptive to MI, so it is important to understand their expectations when they come in for a visit. Though you may be the clinical expert, they are the expert on themselves. It is best to work together by joining your clinical expertise and their personal knowledge.
MI takes too much time.	MI does not really take any longer than other visits and the first visit is always the most important. Patient outcomes can be influenced in the first 15 minutes of a visit.
MI leaves too much of the process up to the patient – I need to make sure that they actually change so they can get healthier.	It is not your responsibility to make the changes. You are there to facilitate the process. Your role is to help the patient identify the problem. If they identify it, then they usually feel responsible to change. If you identify it, however, they are more likely to resist and make excuses for their behaviors.
When using MI, patients see it as talking down to them.	MI is a genuine practice – it is not about convincing people or about tricking them into doing something. Patients know you have an agenda, so it is best to practice transparency. After all, isn't your agenda to foster a healthier patient population? Try to get the patients involved by giving them options and truly listening to their concerns.

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5210 Healthy Children is adapted from Let's Go! www.letsgo.org.



Traditional Encounter

Scene: Provider Office

Characters: Provider and Overweight Adolescent

Greetings and small talk

Provider: Your weight continues to gradually climb. If this keeps up, you'll be at risk for serious complications like diabetes and heart disease. Do you understand how important it is to change your lifestyle?

Adolescent: Yes, I do, but it's really hard.

Provider: Now is the time to make changes. You need to increase your physical activity levels and eat healthier foods. You should be getting at least one hour of physical activity every day.

Adolescent: Okay.

Provider: Here are some handouts about the importance of physical activity and healthy foods.

Adolescent: Okay. *sigh*

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MI Encounter

Scene: Provider and overweight adolescent. Part of a Well-Child visit

Time: < 3 minutes

Physician: Do you mind if we take a few minutes to discuss ways to stay healthy and energized?

Adolescent: Okay.

Physician: How do you feel about your health and energy levels?

Adolescent: Alright, I guess. I know I'm overweight, but I'm just not sure what to do about it. People always tell me to eat more vegetables, but I don't like them. Also, I don't usually have a lot of energy.

Physician: Ah, so you know you are overweight and your energy levels are low.

Adolescent: Yeah.

Physician: Would you be interested in learning about ways to achieve a healthy weight and have more energy?

Adolescent: I guess so. As long as it's not just "Eat more vegetables".

Physician: Sure. Let's explore some different things. One thing that is often associated with overeating and sedentary behavior is screen time. Could we talk about that?

Adolescent: Okay. What do you mean by screen time?

Physician: I mean TV, movies, videos games and computer.

Adolescent: Ah, yes. I watch a lot of TV.

Physician: Do you think you watch too much TV?

Adolescent: Yeah, probably. I watch it when I get home from school and then before I go to bed. There's usually nothing good on, there's just nothing else to do.

Physician: You know you watch a lot of TV, but it sounds like it's out of habit or boredom a lot of the time. Did I hear you correctly?

Adolescent: Yes.

Physician: Would you like to consider reducing your screen time?

Adolescent: Yes.

Physician: Great. Let's discuss some next steps . . .

Invite adolescent to come back for a planned visit around healthy weight. At this planned visit, the provider would have time to further delve into the spirit of Motivational Interviewing.

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Elicit Behavior Changes

Open-ended:

- Can you tell me a little more about _____?
- What things do you do on a regular basis to stay healthy?
- Can you describe activities that you and your family do that are physically active?
- What is it like to live with diabetes?
- If you made the decision to _____, what are the steps you would take?
- What would be different about your life 3 months down the road if you make (or don't make) this change?
- How would you benefit from making a change?
- Why would you want to _____?
- Highs & Lows – Explain something that's really good and something that is bad.

Affirming:

- I understand how hard it can be to talk about these things and I appreciate you opening up.
- I think you're making a great choice in wanting to improve your health.
- Wow! I'm impressed by your motivation to make some life changes.
- You're doing great!

Reflective Listening:

- You are making legitimate lifestyle changes, but it doesn't feel like it's making a difference.
- You really want to make some changes, but you're not sure how those changes will fit with your current schedule.
- It sounds like _____ has actually complicated things.
- You are very worried about _____.

Summary:

- Do I understand this correctly?

Focused Advice:

- Ask permission
- Do you have any ideas on how to facilitate the change?
- Some things have worked well for other patients, including _____
- Gauge client's reaction: how do you feel about the things we've discussed/my advice?

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The Readiness Ruler

How Ready Are You To Get More Energy?

Not Ready  Ready

0 1 2 3 4 5 6 7 8 9 10

What would make me more ready?

What might my next steps be?

What is my plan?

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How Leaders May Support 5210 Healthy Children

5210 Healthy Children is a community-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 children should achieve each day:



5 or more servings of fruits and vegetables

2 or fewer hours of recreational screen time⁺

1 or more hours of physical activity

0 sweetened beverages

⁺ review guidelines on parenting strategies to ensure quality screen time (AAP, 2015)

5210 Healthy Children can benefit greatly from partnerships with leaders in the local community. Leaders can use their positions and connections to garner attention and create support for the campaign and to help the various targeted sectors network with one another and the greater community. With that in mind, the resources assembled in this toolkit are designed to help leaders promote and support the 5210 message.

The following materials are available for leaders:

1. **Tips for Leaders handout** – targets leaders and provides them with tips to help children in their community increase fruit and vegetable consumption, closely monitor and limit screen time, increase physical activity, and decrease sweetened beverage consumption.
2. **Tips for Leaders posters** – include enlarged versions of the Tips for Leaders handout that are available in two 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. **Healthy Messaging** – lists quick, short, and long health messages that may be embedded into various communications.

We recommend hanging the poster in highly visible locations in the community, for example in municipal and government buildings. In addition, we advise distributing the handouts in locations where they are likely to be seen and used by community leaders. Digital versions of all materials are available and may be inserted into newsletters or emails and uploaded to workplace websites and via social media.

For more information, visit 5210 online at www.5210.psu.edu or email us at 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 provide children with nutrients, water, fiber, and phytochemicals that help prevent diseases and keep their bodies healthy. As a leader, do what you can to help ensure that children have ample opportunities to eat fruits and vegetables - educate yourself, gather support, and take the necessary steps to create policies and food environments that support fruit and vegetable consumption.

- Establish community gardens, farmers markets, and farm-to-school/farm-to-work partnerships to increase access to fruits and vegetables.
- Use policy to drive pricing incentives that nudge consumers into making fruit and vegetable purchases.
- Create policies for child care and Early Childhood Education centers, schools, after-school programs, and youth centers that ensure children have many opportunities to eat fruits and vegetables in settings where they don't compete with less nutritious foods.

2 or fewer hours of recreational screen time⁺

⁺review guidelines on parenting strategies to ensure 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. The American Academy of Pediatrics recommends NO screen time for children under two years of age.

- Develop a campaign to help educate parents and caretakers about healthy screen time habits – like removing televisions from bedrooms, turning off media during mealtimes, and setting and enforcing limits.
- Create policy to support screen-free environments for young children in Child Development Centers and Family Child Care and encourage screen-time limits for children in schools, after-school programs, and youth centers.
- Create environments that naturally discourage sedentary behavior by making it easy and fun for children to be active!

1 or more hours of physical activity

Active play and active transportation give young children opportunities to move their bodies, use their imagination, practice problem solving, engage in social interactions that promote self-awareness and empathy, and increase physical fitness. Use your position to increase these opportunities.

- Create policies for Child Development Centers, Family Child Care, schools, after-school programs, and youth centers that ensure children have plenty of chances to play outside in every season.
- Endorse active fundraisers, like walk-a-thons, as replacements for food-related fundraisers, like selling cookie dough.
- Improve the built environment to promote active play and active transportation – increase children's access to grass fields and playgrounds, expand/improve bike paths and sidewalks, and establish walking school busses.

0 sweetened beverages

It is important to drink fluids to stay healthy, but sweetened beverages add extra sugar and calories to the diet. Your leadership can help make sure that children have access to beverages that support a healthy lifestyle.

- Develop a campaign to make water the norm for quenching thirst and rid children's environments of competing messages.
- Create environments where drinking water is free, available, and accessible at all times and a desirable choice.
- Use policy to drive pricing incentives that nudge consumers into making healthier beverage purchases.

Contact 5210 at 5210@psu.edu or www.5210.psu.edu for help identifying programs and resources targeting nutrition, physical activity, and screen time!

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Definitions & Recommendations

5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

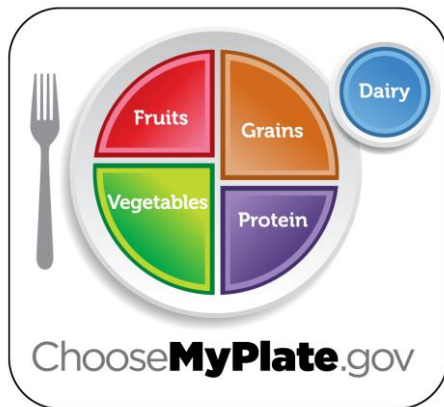
½ cup of chopped, canned, or cooked fruit

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 2010¹ 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 Pediatrics² 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 vegetables³. 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⁺

⁺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 Pediatrics¹ 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.



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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 Education¹ 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 Services² 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>



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 program¹ 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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Healthy Messages

Here are some sample messages that you can distribute. Consider these quick messages for screen savers, the intranet, or social media.

- “ Do a little bit more physical activity, a little more often!
- “ Get more daily activity! Walk around the building before you go to your car.
- “ Get more daily activity! Invite a co-worker for a walk during lunch.
- “ Walking is a great way to start being active more often!
- “ Walking helps lower your blood pressure.
- “ Walking gives you more energy.
- “ Walking helps relieve stress.
- “ Walking helps you sleep better.
- “ Celebrate family occasions with a walk or hike. Get outside and play.
- “ Bike to your children’s sporting events.
- “ Walk the dog.
- “ Family meal time is important; take 10-15 minutes to sit down together.
- “ How do you involve your family in meal planning.
- “ Don’t waste time waiting for the elevator, use the stairs!



Social Media Tips

Social media is great for stirring up conversation around a topic or message. It can be used to inspire or assist people in making changes. Follow the number one rule: share information or ask questions in a way that makes healthy choices fun, easy, and popular!

Examples of Facebook posts from the Let’sGo! page:

- “ Are you a bottle water or tap water person?
- “ What ‘in season’ produce are you looking forward to eating?
- “ What are your tips for making quick, healthy, homemade meals?
- “ Like this post if cool, clear, crisp, refreshing water is your favorite way to stay hydrated.
- “ How do you stay active in the winter?

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Short Messages

These messages are appropriate for emails and bulletin boards.

“ Stair climbing and other small bursts of physical activity at work make a significant contribution to the recommended daily amount of 30 minutes (or more) of daily physical activity!

“ Get more daily activity! If you have a choice, always take the stairs. If you have stairs, take as many trips up and down as possible.

“ Get more daily activity! Walk around the office or building. There's no need to sit still while you talk on the phone or think. Pacing and fidgeting are physical activity.

“ Wear a pedometer at work: Since every step counts, wearing a pedometer is wonderful motivator to walk more during your workday.

“ Take small steps to help make health a priority. Small changes make a big difference over time! Incorporate the walking into activities you would be doing anyway. If you need to go to a different floor, use the stairs. Take the long way to the restroom and take a flight each way. Studies have shown that people are most likely to stick to exercise when it is part of their daily routine. Get started today!

“ Along with its benefits to the heart, walking:

- improves circulation
- helps breathing
- increases happiness
- bolsters the immune system
- helps prevent osteoporosis
- helps prevent and control diabetes



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MORE



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as of July 11, 2017

“ Challenge yourself to take the stairs all day today. If it is not possible to use the stairs, challenge yourself to pick two new ways this week to increase your physical activity during the work day:

- Use the stairs instead of the elevator.
- Schedule a walking meeting with co-workers.
- Stand and/or stretch while talking on the telephone.
- Rather than using the telephone, walk down the hall to speak with someone.
- Walk around your building, stretch your muscles.
- Park in the farthest parking spot and walk the rest of the way.

“ What is a serving?

- A whole fruit the size of a tennis ball.
- ½ cup of cut up fruit or veggies.
- 1 cup of raw leafy greens.
- ¼ cup of dried fruits.
- For kids, a serving is the size of the palm of their hand.

“ Be a healthy family. Keep the TV out of bedrooms and turn off the TV during meals.

Kids and adults should be active for at least one hour every day. You are your family's number one role model, so start practicing healthy habits today!

- Make gradual changes to increase your level of physical activity.
- Incorporate physical activity into your daily routines.
- Try tracking the level of your physical activity using a pedometer.
- Role model an active lifestyle.
- Turn off the TV and computer and keep them out of the bedroom.
- Limit TV and recreational computer time.
- Encourage lifelong physical activity by incorporating physical activity into your routine.
- Keep physical activity fun!



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These messages are appropriate for newsletters or e-newsletters.

Mindful Eating

“ Mindful eating involves paying full attention to the experience of eating and drinking.

It includes being aware of all the activities that surround food and eating. Mindful eating helps us learn to listen to what our body is telling us about hunger and satisfaction. It can improve our overall health.

Suggestions for mindful eating:

- Don't skip meals
- Eat sitting down
- Be present - eat without TV, newspaper, computer or work
- Learn to recognize the difference between hunger and cravings
- Notice how much food is on your plate, fork, or spoon
- Take time to enjoy the taste and to chew your food slowly between bites
- Check during a meal to see if you really need more food
- Notice how you feel both physical and emotionally



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Fruits & Veggies

“ Eat at least 5 fruits and vegetables a day.

A diet rich in fruits and vegetables provides vitamins and minerals, important for supporting growth and development, and for optimal immune function.

Most fruits and vegetables are low in calories and fat, making them a healthy choice anytime. They may also contain phytochemicals (fight-o-chemicals) that work together with fiber to benefit your health in many ways. Different phytochemicals are found in different fruits based on their color – that’s why it’s important to put a rainbow on your plate.

Try it:

- Offer your family new fruits and veggies different ways; it can take 7 to 10 tries before you like a new food.
- Many fruits and veggies taste great with a dip or dressing. Try a low-fat salad dressing with yogurt or get protein with peanut butter.
- Make a fruit smoothie with low-fat yogurt.

Mix it:

- Add them to foods you already make, like pasta, soups, casseroles, pizza, rice, etc.
- Add fruit to your cereal, oatmeal, or other breakfast foods.
- Be a good role model for your family and have at least one veggie at every meal.

Slice it:

- Wash and chop veggies and fruits so they are ready to grab and eat.
- Most people prefer crunchy foods over mushy ones. Enjoy them fresh or lightly steamed

Choose with the seasons:

- Buy fruits and veggies that are in season.
- Remember that frozen fruits and veggies are always available and are a healthy choice.

Be a Role Model:

- You are your family’s number one role model, so start practicing the healthy habits you encourage your family to practice.
- Start by making small changes.
- Encourage the whole family to embrace a healthy lifestyle.



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Physical Activity

66 Incorporate One Hour or More of Physical Activity into your Day.

Physical activity makes you feel good. It helps keep you at a healthy weight, makes your heart happy, and makes you stronger and more flexible.

One hour of moderate physical activity means:

Doing activities where you breathe hard, like hiking or dancing

20 minutes of vigorous physical activity means:

Doing activities where you sweat, like running, aerobics or basketball.

Free and Fun Activities:

- Take a walk with your family
- Play with your pet
- Walk the dog
- Take a bike ride (remember to wear your helmet)
- Turn on music and dance
- Jump rope
- Play Frisbee
- Take the stairs
- Park the car at the end of the parking lot

Avoid Sugary Drinks

66 Soda has no nutritional value and is high in sugar. Just nine ounces of soda is equal to 110-150 empty calories. Many sodas also contain caffeine, which kids don't need. Try drinking water and low-fat milk instead of soda and drinks with lots of sugar. If you choose to serve juice, buy 100% juice and limit the serving size.

Sports drinks contain lots of sugar. They should only be used when you are active for more than 60 minutes and it is hot and humid.

Energy drinks are NOT sports drinks and should never replace water during exercise.

Fuel with Water

- 66
- Water is the body's most important nutrient.
 - Between 70-80% of your body is made up of water.
 - When you exercise, you sweat, and when you sweat you LOSE water and minerals – it is important to replace the water you lose when you sweat.
 - Water is the #1 thirst quencher!
 - Add fresh lemon, lime or oranges wedges to water for some natural flavor.
 - Fill a pitcher of water and keep it in the fridge.

Replace soda with water instead of other sugar-sweetened beverages, such as juice or sports drinks. Remember, water is the best drink when you are thirsty.

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