



How Elementary Schools May Support 5210 Healthy Military Children

5210 Healthy Military Children is a Military-wide plan to improve child health. It spreads a common message throughout children's communities: where families work, live, and play. The message represents four healthy behaviors 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, in the environment in which they spend time, and by the adults who foster 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, closely monitor and limit screen time, increase physical activity, and decrease sweetened beverage consumption in elementary school children.
2. **Tips For Elementary Schools posters** – includes enlarged versions of the Tips For Elementary Schools handout that are available in two poster sizes (27" x 40" and 38" x 56") to hang in highly visible locations.
3. **Definitions & Recommendations handout** – explains the 5210 message and its research basis.
4. **Partner With And Educate Families handout** – provides tips to help school personnel reach out to families to help them learn about and adopt the 5210 behaviors.
5. **5210 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.
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.
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!



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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5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

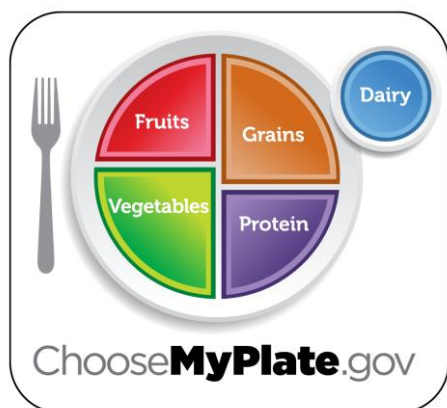
½ cup of chopped, canned, or cooked fruit

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.



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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Partner With & Educate Families

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



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

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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:

- presenter introduction letter, which you can modify and personalize to provide guidance to your community partner for the presentation.
- script to provide the speaker with a pre-made 15 minute presentation.
- 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 15 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...

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

1 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?

– 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!

– 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.)

–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?

– 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...

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

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 pepperoni pizza fall
Walking your dog jump
Never going outside to play and watching TV all the time –
fall
Dancing with your friend 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 sugar 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>

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



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,
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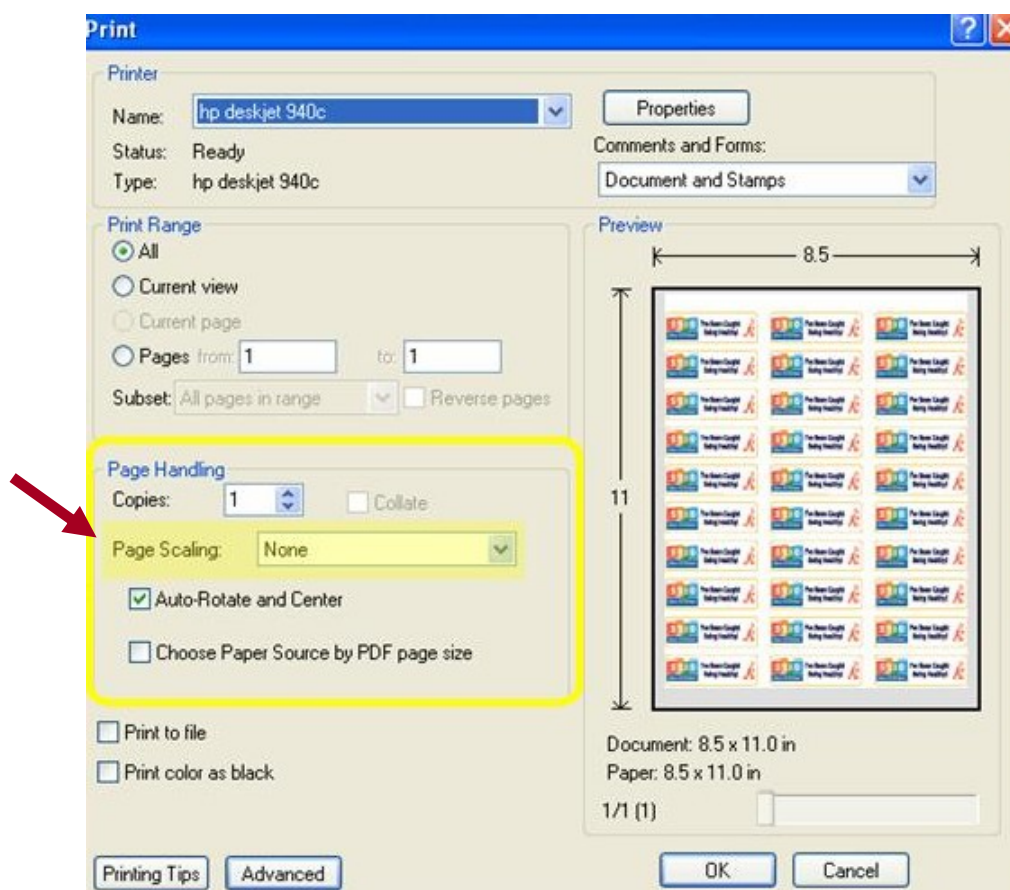


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developed in collaboration with The Clearinghouse for Military Family Readiness at Penn State University.
5210 Healthy Military Children is adapted from Let's Go! www.letsqo.org.

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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52+10
Healthy Military Children



5210
Healthy Military Children



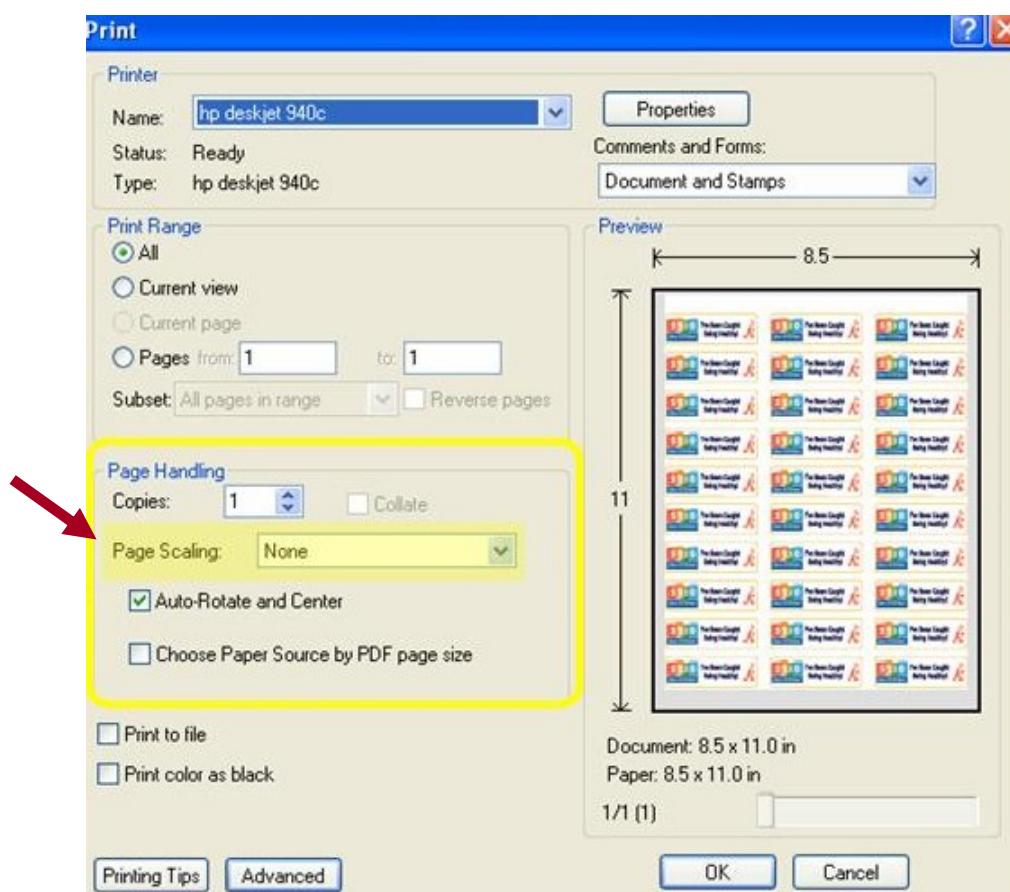
5210
Healthy Military Children



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 ↩

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

**I've been caught
being active!**



**I've been caught
being active!**



I've been caught
being active!



**I've been caught
being active!**



I've been caught
being active!



I've been caught
being active!



**I've been caught
being active!**



**I've been caught
being active!**



**I've been caught
being active!**



**I've been caught
being active!**



I've been caught
being active!



**I've been caught
being active!**



**I've been caught
being active!**



**I've been caught
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**I've been caught
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**I've been caught
being active!**



**I've been caught
being active!**



**I've been caught
being active!**



**I've been caught
being active!**



**I've been caught
being active!**



**I've been caught
being active!**



Provide Healthy Choices

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.

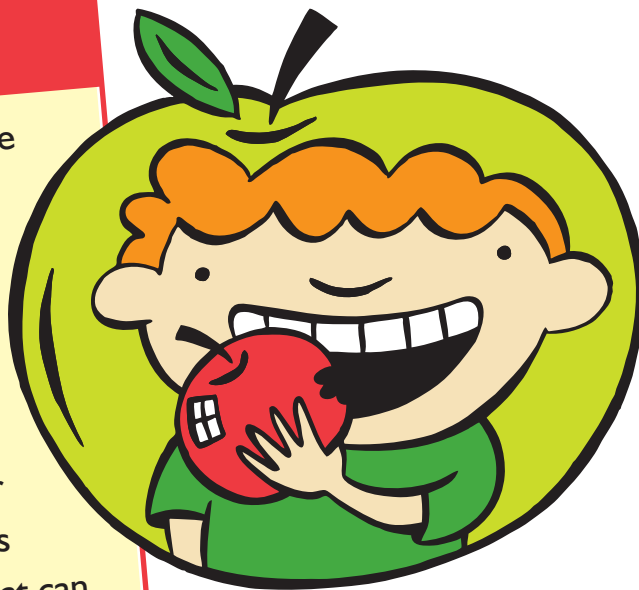
- Send home the nutritious snacks parent handout.
- Send home a quarterly newsletter with easy snack ideas.
- Start a classroom snack program.
- Do a classroom healthy snack tally and reward tallies with free gym time or extra recess.
- Offer a fruit and vegetable tasting to encourage students to try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

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

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.

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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 versus 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:

- 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

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**Classrooms
that provide
non-food rewards
are healthy
classrooms!**

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.

References

- Kleinman, R.E., Hall, S., Green, H., Korzec-Ramirez, D., Patton, K., Pagano, M.E., & Murphy, J. M. (2002). Diet, breakfast, and academic performance in children. *Annals of Nutrition and Metabolism*, 46(1), 24-30.
- Mokdad, A. H., Marks, J. S., Stroup, D. F., Gerberding, J. L. (2004). Actual causes of death in the United States, 2000. *The Journal of the American Medical Association*, 291(10), 1238-1246.
- Ogden, C. L., Carroll, M. D., Kit, B. K., & Flegal, K. M. (2014). Prevalence of childhood and adult obesity in the United States, 2011-2012. *The Journal of the American Medical Association*, 311(8), 806-814.

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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/toolsforteachers/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
Healthy Fundraising: <http://www.healthy-fundraising.org/index.htm>
Healthy Fundraising & Vending Options. Produce for Better Health Foundation. <http://www.5aday.com/html/educators/options.php> *Non-Food Ways to Raise Funds and Reward a Job Well Done.* Texas Department of Agriculture, 2004.
http://www.squaremeals.org/vgn/tcm/2348/3614_1034_NonFoodRewards.pdf
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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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...

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

CLEARINGHOUSE
FOR MILITARY FAMILY READINESS

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

What school nutrition directors can do:

- Adding a healthy new menu item? Rely on your 5210 team members to help promote the new item. Ask the principal, school nurse, or school secretary to help serve the new item.
- Write descriptive menu, e.g. write 'Grandma's Garden Vegetable Stew' instead of 'Vegetable Soup'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.

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Out of School Activity Bags

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.

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

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
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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 _____

NAME _____

PARENT SIGNATURE _____

TOTAL POINTS _____



www.lets-go.org

Sugar Bottle Display

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

Directions to Make-Your-Own Sugar Bottle Display

Supplies:

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



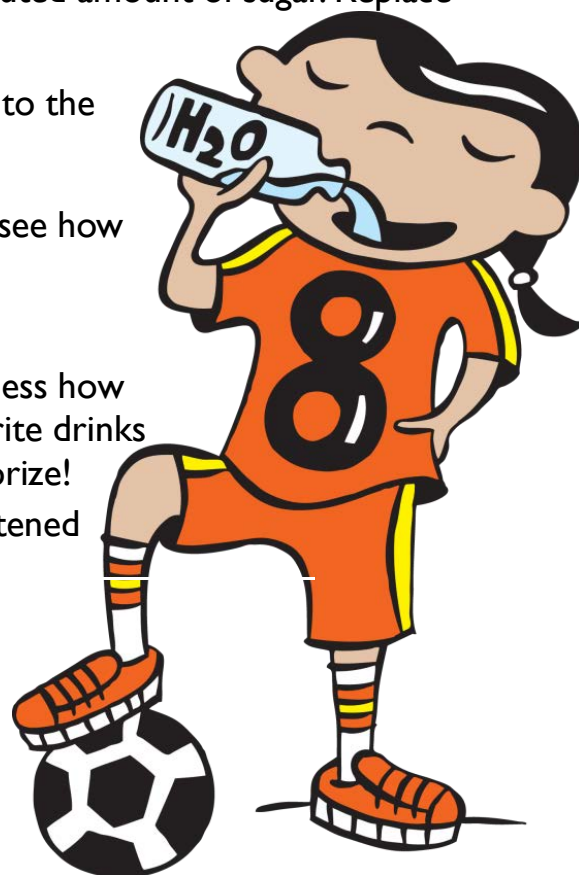
Directions:

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

(Continued on next page)

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



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

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THIRST QUENCHER

5210 Every Day!

A healthy body
needs water.

FILL UP!



5210
Healthy Military Children

5210
LET'S GO!
www.letsgo.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 Healthy Military Children is adapted from Let's Go! www.letsgo.org.

as of July 11, 2017

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
conductive 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

Reduce screen time in the evenings to help children go to bed on time and get sufficient sleep.

Getting a good night's sleep allows your child to engage physical activity during the day.

Children who get inadequate sleep tend to make unhealthy food choices.

With enough sleep, it may be easier to refrain from those caffeinated sweetened beverages to stay awake!



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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.

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Brown, A., Shifrin, D. L., & Hill, D. L. (2015). Beyond 'turn it off': How to advise families on media use. *AAP News*, 36(10), 54-54.
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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:

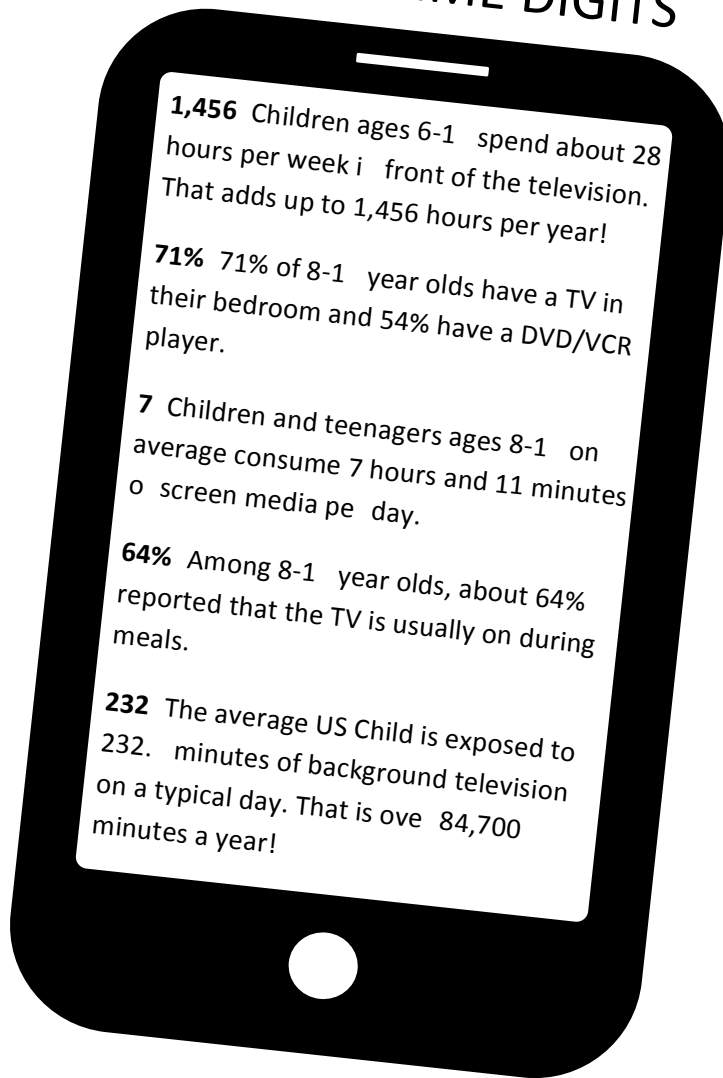
- Take a walk
- Cook something delicious
- Ride a bike
- Plant a garden
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Go stargazing
- Read a book
- Write a story
- Play outside
- Explore a new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




Healthy Eating in a Hurry




 **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

Healthy Shopping on a Budget



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>