



How Youth Centers May Support 5210 Healthy Children

521 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!



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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5 or more servings of fruits and vegetables

One serving of fruits and vegetables is:

1 medium fruit

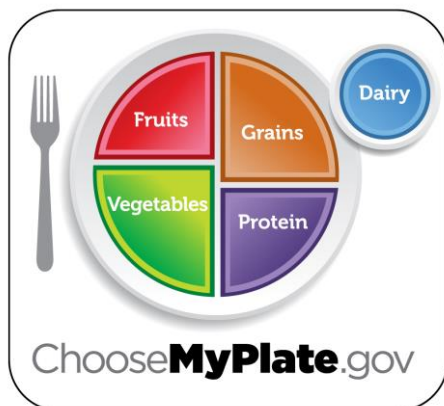
½ cup of chopped, canned, or cooked fruit

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.



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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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



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Healthy Kids Snacks

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 next page)

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.



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

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

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



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

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.

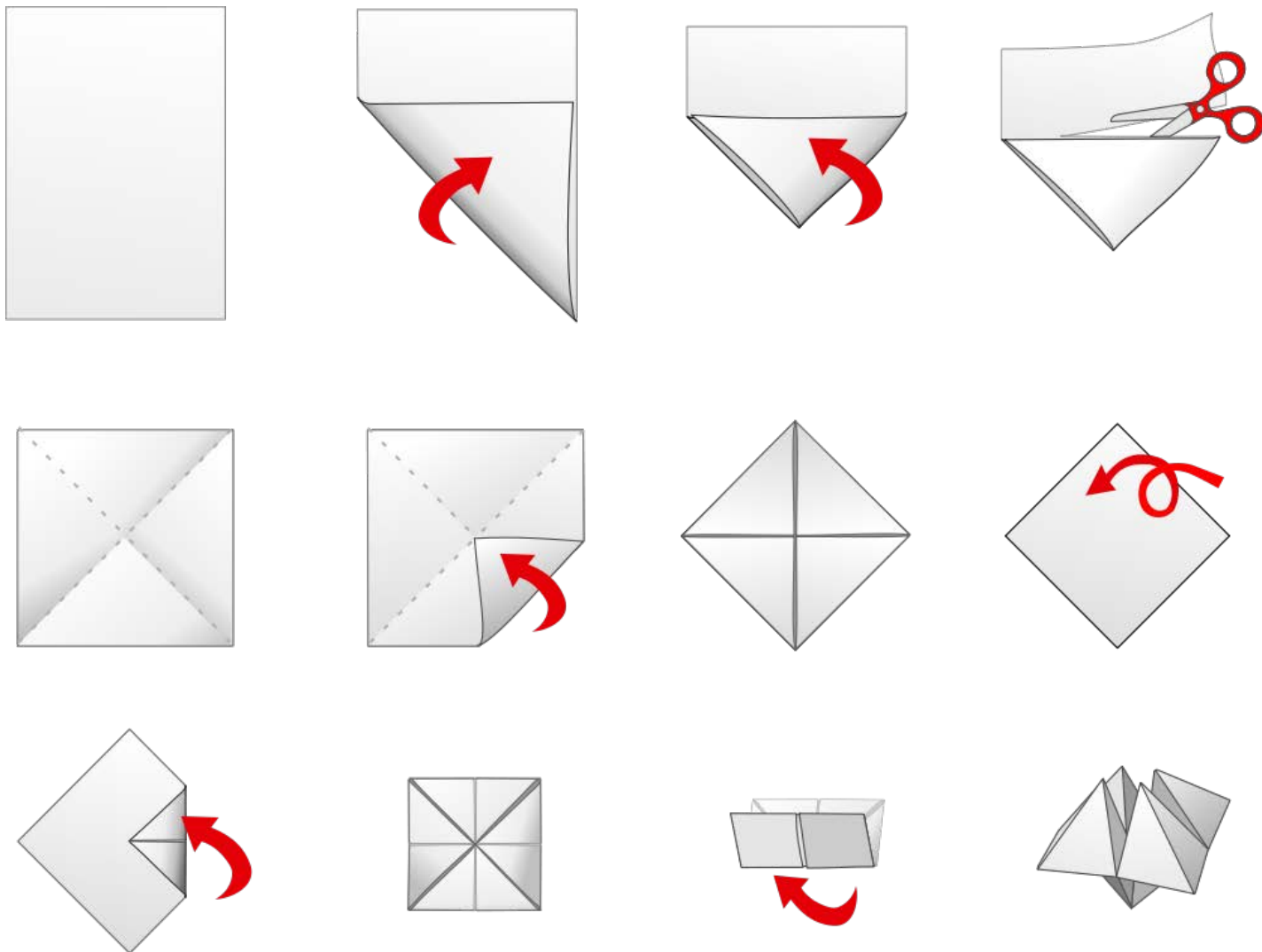
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Make a 5210 Fortune Teller!

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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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

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

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5210 Every Day!

FILL UP HERE!

Refill
your
water
bottles
here!

5210
Healthy Children

5210

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
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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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

