

GRADES **3-5**  
**enrichment**  
**zone** CURRICULUM  
for NATIONAL AFTERSCHOOL ASSOCIATION

A COLLABORATION OF

NATIONAL  
**AfterSchool**  
ASSOCIATION



NATIONAL  
**AfterSchool**  
ASSOCIATION

# table OF CONTENTS

## Overview and Guide for Parents and Volunteers 2

## Grades 3-5 Outline 3

## Grades 3-5 Modules 4

## Activity Basket 25

- Add more “energy out” to your event! Designed for use by parent volunteers, these fun games and physical activities will amp up the action at clubs, meetings and other social gatherings.
- Use along with the modules as suggested, or grab and go to get across the importance of energy balance whenever you’re leading a group of kids—from clubs to camps.

## Recipe Basket 30

- Get creative and add hands-on “energy in” fun to your outings, meetings and clubs.

## Chart Bank 34

- Refer to these charts and print as needed to complete activities.

## Certificate of Achievement 37

- Print and customize for everyone who participates in Energy Balance 101: Enrichment Zone!

---

*Energy Balance 101: Enrichment Zone was created by Healthy Weight Commitment Foundation to complement Energy Balance 101, the K-5 wellness curriculum developed in partnership with Discovery Education and SHAPE America. More free energy balance resources are available at [TogetherCounts.com](http://TogetherCounts.com)*

## { OVERVIEW & GUIDES for Parents & Volunteers }

**Energy Balance 101 (EB101): Enrichment Zone** was created by Healthy Weight Commitment Foundation to complement Energy Balance 101, the K-5 wellness curriculum developed in partnership with Discovery Education and SHAPE America to be used by non-profit organizations and within their existing curriculum, afterschool programming, community programs or with volunteers. It incorporates and reinforces key Energy Balance 101 concepts, promotes physical activity and inspires kids to be mindful of their daily energy balance for life. The activities are designed to be fun, playful and motivational; age-appropriate and inclusive of all skill levels and abilities; and suitable for a range of indoor/outdoor facilities with a range of resources. Although these activities are educational and nutrition- or fitness-oriented, they are more casual than a school lesson plan. Many encourage free-form outdoor play and teach fun games that incorporate physical activity and can be easily replicated at home. More free energy balance resources are available at [TogetherCounts.com](http://TogetherCounts.com).

### For Use with EB101 Curriculum—or as Stand-Alone

These fun enrichment activities incorporate themes and concepts covered in the EB101 elementary school curriculum. Designed to be as flexible as possible for use in a range of community programs, or at home, they may be used to reinforce concepts learned during the school day or as stand-alone lessons and activities. The “Activity Basket” and “Recipe Basket” are designed to work as stand-alone energy balance additions to your program, or work with our full program modules.

### Format is Designed for Use by Parents and Volunteers

Activities allow for flexibility in implementing and scheduling activities in various locations, and with varying frequency of student attendance. Afterschool teachers, parent leaders and community volunteers may choose one, two or more of these activities on a given day, given their own program schedules.

### Key Concepts

Activities reinforce the Energy In and Energy Out concept of energy balance, rather than weight gain or loss. Student focus is directed toward having enough energy to do all the things they want to do and to grow up strong and healthy; to practice balance, variety and moderation in their diet; and to be physically active for 60 minutes each day.

### Extensions for Home

Program instructors are encouraged to incorporate the recommended take-home extension activities. The “Activity Basket” and “Recipe Basket” are ideal for use at home—adding more energy balance to home time will encourage an active, healthy lifestyle.

### Focus on Physical Activity

Aligned with the National Physical Activity Guidelines, the activities included focus on three types of activity: aerobic (*e.g., running, tag, basketball*); muscle strengthening (*e.g., push ups, monkey bars on playground*); and bone-strengthening (*e.g., jumping, hopscotch, volleyball*). Some will combine more than one type (*e.g., jump-roping is both aerobic and bone-strengthening*). All activities provide modifications to accommodate those with a range of physical stamina, abilities and needs. For example, a variation on a tag game may call for fast walking rather than running.

### Desired Outcomes for Schools, Children & Families

Implementing EB101: Enrichment Zone demonstrates a commitment by your organization to impact overall wellness among your participants. **Community groups** may want to ensure participating children get more physical activity during their usual programming. Schools may consider it part of national initiatives such as the Healthier US Schools Challenge (*to which the Energy Balance 101 content aligns*) or part of identified state, regional or local goals to combat childhood obesity in their communities. Children who go through the program will understand that Energy Balance is a simple concept that supports their efforts to achieve a more active, healthy lifestyle. Families may notice their children becoming agents of change: Just like with seatbelts and recycling, obesity awareness and commitment to an active lifestyle start at home!

## { PROGRAM OUTLINES for 3-5 }

*Energy Balance 101 (EB101): Enrichment Zone was created to be used by non-profit organizations and within their existing curriculum, afterschool programming, community programs or with volunteers. EB101 is a flexible resource providing parent leaders and volunteers with an entire scope of resources that can be used in total, or by including elements that best fit a student's needs on a given day. To provide you with the highest level of valid content, we created materials which align with our standards-based EB101 curriculum which was developed by pediatric dietitians, teachers and physical activity professionals. The Enrichment Zone resources are divided into four modules with activities for each encompassing "Energy In" (food and nutrition-related activities) and "Energy Out" (physical activities), but focus more heavily on "Energy Out" in order to maximize the opportunity to participate in part of the recommended daily 60 minutes of physical activity during the afterschool hours. Each module is designed for two, 45-minute sessions, which can be delivered any number of ways.*

### **MODULE #1: Energy Balance: Calories In & Calories Out**

Overview of Energy Balance 101 (*talking points and "Instant Expert" background information for afterschool teachers, parent leaders and volunteer community guides*) with choice of fun, quick hands-on activities to accompany lessons.

- Discussion
- **Mural Activity:** Energy Balance (EB) Made Easy
- **One, Two, Three...Balance Activities!**
- **Hopscotch:** The Ultimate EB Game!
- **Afterschool Snacks:** Snack Architects

### **MODULE #2: ENERGY IN: Food and Nutrition**

Hands-on activities that encourage kids to make their own snacks, cook recipes at home, try new foods, drink more fluids, and eat more fruits and vegetables and whole grains. Per the EB101 philosophy, activities will reinforce the importance of balance, moderation and variety.

- Discussion
- **Cooking Class:** Afterschool Snacks
- **Make-Your-Own Cookbook**
- **Kid's Creative Test Kitchen**
- **Fun with Produce Stickers!**

### **MODEL #3: ENERGY OUT: Physical Activity**

Games and physical activities that incorporate different types of exercise: aerobic, muscle strengthening and bone-strengthening. Discussions focus on different types of physical activities, the importance of varying intensity levels of activity, and the goal of 60 minutes of activity daily.

- Discussion
- **"Pump It Up"** Aerobic Activity & Heart Rate Chart
- **Mural Activity:** 60 Minutes a Day!
- **Activity #1:** Classic Games
- **Activity #2:** Power Stations
- **More Sports & Games**

### **MODEL #4: Wrap-Up & Takeaways: Ready, Set, Balance!**

- Discussion
- **"Energy In" Activity:** Make-Your-Own Creative Snack
- **Mural Activity:** Do More / Do Enough / Do Less
- **"Energy Out" Activity:** Favorite Classic Games
- **Last Day EB Free-for-All:** Free choice and free play • Complete EB101 mural • Take-home lessons for families and certificates

---

*Energy Balance 101: Enrichment Zone was created by Healthy Weight Commitment Foundation to complement Energy Balance 101, the K-5 wellness curriculum developed in partnership with Discovery Education and SHAPE America. More free energy balance resources are available at [TogetherCounts.com](http://TogetherCounts.com)*

# module 1: ENERGY BALANCE

## CALORIES IN & CALORIES OUT

*This EB101: Enrichment Zone unit aligns with  
Module #1: Introduction to Energy Balance • Grades 3-5*

### Objective

#### KIDS WILL:

- Explore the concept of Energy Balance
- Identify activities that reinforce the concept of Energy Balance
- Begin an Energy Balance wall mural that can be added to each week
- Enjoy snacks that combine a variety of food groups

### How to Use These Lessons

- These lessons are designed to facilitate introductory discussions about the simple concept of energy balance. This introduction sets the stage for learning more about the nutrition and physical activity sides of the energy balance scale. **Read our “Instant Expert” feature at TogetherCounts.com for useful reference information before you begin.**

### Time

- Two 45-minute sessions

## Discussion

Begin your first session with an introduction to the concept behind Energy Balance.

#### WHAT IS ENERGY?

*There are lots of different kinds of energy. There's wind energy and solar energy, electrical energy and water-powered energy. Cars get energy mainly from gasoline. Computers get energy from electricity and batteries. People get their energy from food and beverages. In the “Energy Balance 101” program, “energy” is another word for calories.*

#### WHAT ARE CALORIES?

*A calorie is a unit of measurement, just like an inch on a ruler. A calorie measures energy.*

#### ARE CALORIES BAD FOR YOU?

*No, everyone needs calories. Our bodies need calories to give us energy and to grow.*

#### IS ENERGY BALANCE ABOUT DIETING?

*No, when some people hear the word “calories” they think of dieting. But “energy balance” is not about dieting; it's about having an active, healthy lifestyle.*

#### WHAT IS ENERGY BALANCE?

*It's about balancing the calories we put in our bodies (Energy In) with the calories we burn (Energy Out). Food and drinks give us calories (Energy In) and physical activity—like running, walking, playing at recess, doing chores, even doing homework—uses those calories as fuel (Energy Out).*

# module 1: ENERGY BALANCE

**Here's an example: I love chocolate ice cream. One small scoop is about 150 calories.<sup>1</sup> Two small scoops are about 300. If I eat two scoops of chocolate ice cream that's 300 calories of Energy In.**

*To balance that, I'll need to burn 300 calories in Energy Out activity. Let's break that down. To burn 100 calories I could:<sup>2</sup>*

- Play flag football for 10 minutes
- Swim for 15 minutes
- Play baseball for 20 minutes
- Ride my bike for 20 minutes
- Walk for 30 minutes

*That means, to work off 300 calories I'd need to walk for 90 minutes, or an hour and a half. You know, I think I'll just have one scoop of ice cream today and then take my dog for a walk for 45 minutes. That sounds like a good balance to me.*

## DO WE HAVE TO BALANCE EACH THING WE EAT OR DRINK WITH A PHYSICAL ACTIVITY?

*No. That was just an example. Our Energy In and our Energy Out don't have to balance exactly every day, or even every week, but our goal should be to maintain balance over time. If we did lots of physical activity or schoolwork but didn't eat enough food or drink enough fluid, we'd lose energy. Like a car running out of gas. And if we consumed a lot of calories but didn't do enough physical activity, we'd likely gain weight over time.*

## WHAT ARE THE GOALS OF ENERGY BALANCE?

*The main goal is for you to have enough energy to do all the things you want to do and to grow up strong and healthy. To achieve this, you should strive:*

- To practice balance, variety and moderation in your diet
- To be physically active for 60 minutes each day

***Those are the two most important things to remember!***

## WHAT ARE THE GOALS OF THIS PROGRAM?

- To understand the concept of Energy Balance
- To try a range of physical activities and fun games to play indoors and outdoors
- To learn how to make some fun after-school snacks
- To make part of each class count toward our 60 minutes of daily recommended physical activity<sup>3</sup>



## Mural Activity: EB Made Easy

### Materials

Art materials for mural (*butcher paper, markers, tape, glue, scissors, sticky notes*), old magazines and advertising circulars for clippings (*to place on mural*)

### Overview

Find it hard to explain the EB101 concept over and over again? Let some pictures (*and the kids*) do the talking! Begin by creating

# module 1: ENERGY BALANCE

the framework for a mural to hang in your after-school space. Think of a mural that can:

- Illustrate the EB concept
- Spark ideas for activities
- Capture creative ideas from the kids
- Track progress throughout the program
- Educate others (*hang in a central hallway at the end of the program*)
- Encourage kids to practice Energy Balance at home with their families (*by cooking together, eating family meals together, and teaching parents and siblings fun new games to play together*)

---

## Instructions

Write the words “ENERGY BALANCE” in big block letters across the top of your mural. Or use letter stencils or computer and printer and then glue-stick them on the mural. [Or print out headline from the Chart Bank.] Under that write the subheads “Energy In” and “Energy Out.” Ask kids how they would define each term. Write basic definitions under headings.

- Energy = calories (*calories give us energy!*)
- Energy In: the food and drink we consume (*+ calories*)
- Energy Out: the physical activity we do (*- calories*)
- Energy Balance: balancing the calories we put in our bodies (*Energy In*) with the calories we burn (*Energy Out*)

If you have extra time, ask for volunteers to color in letters and draw small pictures to illustrate Energy In and Energy Out on the mural. Explain that this mural will grow over the weeks and that you can all add new features each time you meet.



## One, Two, Three...Balance Activities!

### Overview

We use the term “balance” over and over again in this program. Balance can be defined in different ways and in different contexts. What are some examples?

- A balanced diet means eating a variety of foods in the right proportions. We should all strive for balance, variety and moderation in what we eat and drink.
- A balanced, healthy lifestyle means keeping moderately active. We should all strive to balance low-intensity activities (like sitting or playing video games) with moderate-intensity activities (*like walking and shooting hoops*) and high-intensity activities like (*jump-roping, flag football and playing tag*).
- Being healthy is about being well balanced in both body and mind. There are many aspects of health including physical health, mental health, emotional health and social health. All are important.

Then there’s Energy Balance, which has a specific definition: Balancing our “Energy In” (*calories from food and drink*) with our “Energy Out” (*physical activity that burns calories*).

# module 1: ENERGY BALANCE

## Instructions

Ask students: Is balance easy? Is it easy to maintain balance? Sometimes it's harder than you think!

Let's do some physical balance exercises to see how easy it is to balance your body. These deal with a completely different kind of balance—physical balance skills. We use balance skills in many activities, especially bike riding, gymnastics, martial arts and yoga. But balance is important for most sports and activities.

*These simple exercises help improve physical balance, coordination and core strength.*

## STORK STAND

*Standing on one foot is harder than you think! Practice standing on one leg with your arms tucked under your armpits, like a stork's wings. Can you stand in this pose for 10 seconds? 30 seconds? Who can do it the longest? Now try the same, but on the other foot. Which one is easier? Think this is easy? Try it with your eyes closed!*

**EXTRA CHALLENGES:** Try jumping on one foot. How long can you continue without losing your balance? • While standing on one foot, try reaching down with your opposite arm and touch the ground.

## YOGA POSES AND TIGHTROPE TRICKS

*See the Activity Bank for easy-to-follow yoga instructions and other exercises that promote balance.*



## Hopscotch: The Ultimate EB Game!

### Materials

Sidewalk chalk (*outdoors*) or masking tape (*indoors*) and small stones or rocks

### Overview

Think you're too old for hopscotch? Think again! Hopscotch is the ultimate EB game because it incorporates many of the core Energy Balance principles—like physical activity, balance and coordination.

IT IS A GOOD PHYSICAL ACTIVITY BECAUSE IT INCLUDES FOUR IMPORTANT TYPES OF EXERCISE:<sup>4</sup>

- Muscle-strengthening activity
- Bone-strengthening activity
- Aerobic activity (*it increases our heart rate*)
- Balance and coordination

IT IS A GOOD GAME TO LEARN BECAUSE:

- It is fun for all ages and you can play by yourself or with family and friends.
- You can play it anywhere, indoors or outdoors.

# module 1: ENERGY BALANCE

- All you need is sidewalk chalk or masking tape and a stone.
- You can try many variations or come up with creative rules of your own.
- It counts toward your 60 minutes of daily recommended physical activity.

## Object of the Game

Move from the square one to the end and back again, without losing your balance or breaking any of the rules.

## Rules to Remember

- You can only have one foot in a square.
- You must jump or hop over the square with a rock in it.
- You may not step on a line.

---

## Instructions

Draw a hopscotch game outline on the playground, sidewalk or driveway, using chalk. (*If indoors, lay the outline with masking tape on the gymnasium or classroom floor.*) Use the classic version [*include a basic diagram*], with single squares in a vertical line for 1, 2 and 3; double squares side by side for 4 and 5; single for 6; double side by side for 7 and 8; and a single on top for 9. Number the squares and then have kids line up to play. Here are the basics:

- Throw stone into square 1.
- Jump over square 1 and jump or hop to the end of the outline, making sure only one foot lands inside each square.
- On the last square, turn around and jump or hop back without touching any lines or losing your balance.
- Stop on square 2, bend down and pick up your stone without falling or touching the lines. Continue to the beginning of the course.

If you throw the rock into the wrong square, step on a line with your foot while jumping or hopping, or fall over, you lose your turn.

**VARIATIONS:** After mastering the basic game (or for kids who already know it well), suggest that kids make up some rules of their own and take turns trying different ways of playing. For instance, you can make special rules for certain squares, e.g. "when you land on 3, you must jump or hop 3 times."

## Takeaway

Send kids home with a print out of the Hopscotch Game download. (If possible, send them home with a piece of chalk as well.) Ask them to try the game at home, teach siblings and neighbors, and share their stories the next week.

- Where did they play the game?
- Did they do it by themselves? With others?
- Did they teach anyone new to play?
- Did they use a stone or something else? (*bottle cap, coin, bean bag, hacky sack, street hockey puck, bracelet*)
- Did they use the classic outline or did they add more squares?
- Did they think up any creative new rules?

# module 1: ENERGY BALANCE

## Afterschool Snacks: Snack Architects

### Materials and Ingredients

Round wooden toothpicks (*several boxes*), grapes, cheese cubes and crackers

### Overview

Want to extend the balance theme into snack time? Try this make-it-yourself snack activity that combines fruit and protein—plus geometry!—to make snack time a bit more creative and fun.

### Instructions

Demonstrate by taking three toothpicks and sticking them into three grapes or cheese cubes to make a triangle. Have kids follow along, building their structures in many different directions, experimenting with geometric shapes and angles, or just having fun. How tall can they make their snack structures without letting them falling over or fall apart?

At the end, let them pull apart and eat! Serve crackers as well to go along with their cheese and fruit. Ask kids if they know which food groups comprise their snack. (*Answer: fruit, protein, calcium and grains*). Explain that it is important to vary the types of foods that give them energy.



### REFERENCES

- 1 • USDA Nutrient Laboratory <http://ndb.nal.usda.gov/ndb/foods/show/6118>
  - 2 • Mayo Clinic – Calories Burned by Activity Chart <http://www.mayoclinic.com/health/exercise/SM00109>
  - 3 • NASPE (National Association for Sport and Physical Education) Guidelines <http://www.shapeamerica.org/standards/upload/National-Standards-Flyer.pdf>  
*NASPE recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity.*
  - 4 • CDC: Aerobic, Muscle- and Bone-Building: What Counts? [http://www.cdc.gov/physicalactivity/everyone/guidelines/what\\_counts.html](http://www.cdc.gov/physicalactivity/everyone/guidelines/what_counts.html)
- National AfterSchool Association Healthy Eating & Physical Activity (HEPA) <http://www.naaweb.org/resources/item/56-healthy-eating>

# module 2: ENERGY IN

## CREATIVE KITCHEN ARTS

This EB101: Enrichment Zone unit aligns with  
Module #2: Energy In • Grades 3-5

### Objective

#### KIDS WILL:

- Explore cooking and simple food preparation—for themselves and for family members back at home.
- Practice using tools like the 2010 Dietary Guidelines for Americans<sup>1</sup> and MyPlate.gov<sup>2</sup> to help make informed choices.
- Make choices that meet personal energy and nutritional needs.

### How to Use These Lessons

Use these recipes and activities as part of a complete EB101: Enrichment Zone 8-week curriculum, or use them to build your own expanded Cooking unit if your schedule permits. **Read the “Instant Expert” sections of the following lessons on TogetherCounts.com for useful reference information before you begin:**

- **Food and Energy** <http://www.togethercounts.com/at-school/lesson-plans/food-and-energy-0>
- **Energy Plus!** (includes information on Food Groups) <http://www.togethercounts.com/at-school/lesson-plans/energy-plus-0>
- **Your Energy In: Focus on Variety, Balance and Moderation** <http://www.togethercounts.com/at-school/lesson-plans/your-energy-0>

### Overview

After school is an opportune time for kids to try new foods and beverages from a variety of food groups. These creative snack ideas are designed to encourage kids to try new foods, to eat more fruits and vegetables, to understand the importance of whole grains, and to strive to eat a varied, balanced diet on a regular basis. Per the EB101 philosophy, the activities in this module reinforce the importance of balance, moderation and variety. The goal is for kids to learn to make choices that meet their energy and nutritional needs. The more time kids spend in the kitchen, the more likely they are to become interested in cooking, food preparation and mindful eating. When kids get involved with meal preparation in the kitchen, they tend to be more willing to try new and different foods. Cooking is a lifelong skill that can boost confidence, creativity and a sense of accomplishment and responsibility. When kids get involved in snack and meal preparation, it encourages other family members to join in as well. When more kids and families prepare meals and eat meals together, it's a good thing all around!

### Time

- Two 45-minute classes

### Discussion

Provide a brief overview of the EB101 philosophy as it relates to food (“Energy In”). Stress that selected activities will focus on balance, variety and moderation.

# module 2: ENERGY IN

- Balance = eating lots of different foods
- Variety = eating foods from many different food groups
- Moderation = following the recommended servings in the Dietary Guidelines and not eating too much of any one food

Explain that the 2010 Dietary Guidelines for Americans<sup>3</sup> were designed to help us make healthier food choices and be more active every day. It recommends that people eat certain proportions of their diet from five main food groups: grains, vegetables, fruits, milk and meats/beans. Because fruits and vegetables make up the largest group, that is the main focus of these “Energy In” activities: incorporating fruits and vegetables into snacks and meals in fun, tasty and creative ways.



## Mural Activity #1: “5 Food Groups”

Add a panel or poster board to your EB101 Mural (*see module #1*) with headings of the five main food groups, along with the official slogans underneath.\* Outline or cut out a big numeral 5 in big block letters at the top to use with your headline: “5 Food Groups”.

### 5 FOOD GROUPS

- Grain Group: “Make half your grains whole.”
- Vegetable Group: “Vary Your Veggies.” (*color and type*)
- Fruit Group: “Focus on Fruits.”
- Milk Group: “Get your calcium-rich foods.”
- Meat and Beans: “Go lean with protein.”

*\*See Chart Bank for printable slogans.*



## Cooking Class: Afterschool Snacks

### Materials and Ingredients

- Small paper cups, plastic spoons and paper and pencils
- *See Recipe Basket for Ingredients*

---

### Instructions

Divide the class into small groups and set up a cooking project for each. Choose snacks from the Recipe Basket and aim for a balance of different types of ingredients from different food groups.

# module 2: ENERGY IN

## FIRST 15 MINUTES:

- Kids wash their hands and then report to their “snack stations.”
- Kids cook/make/assemble their snacks, following simple recipes.
- Kids measure out portions and put in sample size cups, plates or napkins.

## SECOND 15 MINUTES:

- Kids go from station to station and sample snacks.
- Using paper and pencil (or a downloadable form), they note individual foods tried, listed under the 5 categories: grains, vegetables, fruits, dairy, protein (meat/beans), new foods tried and which snacks they’d like to make at home

## LAST 5 MINUTES:

- Kids clean up!

**EXTENSION:** If you have a daily afterschool or community program, have an entire week of cooking classes! See the Recipe Basket for creative ideas, and encourage kids to experiment with some of their own. How many different kinds of fruits and vegetables can they incorporate?

**INSTRUCTOR/PARENT RESOURCES:** Are You Snack Smart? [http://www.togethercounts.com/files/resources/documents/Are\\_You\\_Snack\\_Smart.pdf](http://www.togethercounts.com/files/resources/documents/Are_You_Snack_Smart.pdf)



## Make-Your-Own Cookbook

### Materials

Paper, thin black pens or markers, colored pencils, single or 3-hole punch and yarn, twist-ties or staples for binding

### Overview

Kids collaborate to create a simple cookbook that can be taken home to share with family and friends.

### Instructions

Base the cookbook on recipes tried in the prior week’s Afterschool Snacks cooking class. Have kids either type up the recipes or transcribe them by hand. Encourage them to be creative with both design and descriptions. Divvy up the following tasks:

- Make chapter divider pages with illustrations of fruits and vegetables and featured snacks.
- Make the following pages: Front Cover, Back Cover, Table of Contents, Index (*listing both recipes and ingredients*).
- Photocopy, collate and bind with staples or use a 3-hole punch and recycled kitchen items like twist ties.

**EXTENSIONS:** Add charts to the back of your cookbook for tracking different types of foods eaten. See the Chart Bank for ideas and Include extra copies for family and friends. • Take digital photos of your snack creations and incorporate into your cookbook. • For kids who like detail-oriented work, ask for volunteers to work on an extended index for the cookbook that categorizes recipes by food group as well. • Produce an extra batch of cookbooks and sell at a school event as a fundraiser. For example, sell for \$5 and advertise that proceeds will go toward ingredients for more after-school cooking classes! • Blog about it! • Teach a parent, friend or sibling how to make one of your recipes. Encourage someone to try a food they’ve never tried before. Were you successful? Tell us your story!

# module 2: ENERGY IN

## Kid's Creative Test Kitchen

### Materials and Ingredients

A variety of bell peppers (*multi-colors*), beans (*canned and fresh*) and orange and yellow fruits.

### Overview

Based on time, resources and available ingredients, set up a number of food “taste test” stations for sampling different varieties of one type of food.

### Instructions and Prep

Students taste different varieties of each type of food and note their observations. In addition to adding check marks on food charts for each item tasted, kids could make notes on taste (*sweet, sour, bitter, bland, spicy*) and texture (*crunchy, mushy, juicy, dry, mealy, slimy*), etc.

#### PEPPERS

*Cut bell peppers into strips and have students try each color. Explore more by asking: Did you know...*

*These are all the same type of pepper, just picked at different stages of maturity. Green bell peppers are harvested before they are fully ripe. If left on the plant to mature, green bell peppers will turn yellow and then red. Red peppers are the most mature—and the most nutritious. They contain nearly twice as much vitamin C as green peppers and more than eight times the vitamin A! <sup>4</sup>*

#### BEANS

*Place beans in bowls for tasting; leave some plain, mix bowls of each type of bean with a light coating of salsa and serve with chips. Ask kids which way they prefer their beans: whole or mashed with a fork? Try to use a good variety of beans choosing from the list below:*

- garbanzo beans (*chickpeas*)
- black beans
- pinto beans
- red kidney beans
- black-eyed peas
- split peas
- lentils
- white beans
- lima beans
- great northern beans

**Explore more by asking: Did you know...**

Beans are included in two different categories on MyPlate.gov: in the Protein Foods Group and in the Vegetable Group. In the USDA's Food Patterns, beans are listed in the Protein Foods Groups and considered a subcategory of the Vegetable Group. Beans are considered one of the healthiest foods in the world! The USDA recommends adults eat 3 cups each week—more than 3 times the current average.<sup>5</sup>

- For more information, see “Beans and Peas Are Unique Foods” at MyPlate.gov: <http://www.choosemyplate.gov/food-groups/vegetables-beans-peas.html>

# module 2: ENERGY IN

## ORANGE FRUITS & VEGETABLES

*Peel and cut into chunks; or let kids do the peeling and cutting with blunt knives.*

- oranges
- mangoes
- papayas
- baby carrots
- roasted sweet potato chunks

### **Explore more by asking: Did you know...**

While it's best to eat a variety of fruits and vegetables, orange ones are among the most nutritious ones of all. Orange vegetables contain beta-carotene, a form of Vitamin A, which gives the vegetable its orange color. The most nutritious orange vegetables are sweet potatoes, squash, pumpkin and carrots. Oranges, mango and papaya are some of the most nutritious fruits, and contain Vitamin C, an important nutrient to keep us strong and healthy.

**MORE TEST KITCHEN IDEAS:** Apples (*taste test a variety of different apples, e.g., Granny Smith, gala, red delicious, golden delicious, Macintosh*) • Breads (*white, wheat, rye, oatmeal, raisin bread, bagels, tortillas, wraps, pita bread, nan, challah, etc*) • Green Vegetables (*provide low-fast ranch dressing or dip with a selection of raw vegetables: string beans, pea pods, zucchini, broccoli, etc*)



## Extra Time? Extra Fun!

### PRODUCE STICKER CHARTS

- Look up “PLU codes” on the Internet and see the huge list of fruits and vegetables itemized by different codes.<sup>6</sup> Encourage kids to pay attention to these in the supermarket and to even see if they can memorize a few for their favorite items.
- Print out one of these charts and stick on your mural. (*You might need to enlarge it on the photocopier.*) Over the weeks, kids can add to a line of stickers following each item.

### CALLING ALL STICKER GEEKS!

- Add a new panel to your EB101 mural for produce sticker art! Kids can make their own designs or all add to one design— e.g., an outline of an apple or pineapple, a monkey eating a banana, a 3-D grocery shopping bag, whatever you like!
- Suggest kids go grocery shopping with their parents and collect produce stickers from the items they purchase. Save them on a piece of wax paper to retain their stickiness, or use a glue stick back in the classroom to make them stick. Show kids this over-the-top example of enthusiasm for produce stickers to get them inspired! <http://stickermanproduceart.wordpress.com/>
- To supplement the stickers, suggest students also bring in labels from soup or canned fruit cans, cut out taglines on cereal boxes that say “whole grains,” and find other food-related items for a “food art” collage.

# module 2: ENERGY IN



## REFERENCES

- 1 • **Dietary Guidelines for Americans** <http://www.cnpp.usda.gov/dietaryguidelines.htm>  
*Issued in 2010 by the USDA's Center for Nutrition Policy and Promotion, these are the most up-to-date guidelines for children and adults.*
- 2 • **MyPlate** <http://www.choosemyplate.gov/>
- 3 • **Dietary Guidelines for Americans** <http://www.cnpp.usda.gov/dietaryguidelines.htm>
- 4 • **USDA National Nutrient Database for Standard Reference:**  
**Red Peppers:** <http://ndb.nal.usda.gov/ndb/foods/show/3503> **Green Peppers:** <http://ndb.nal.usda.gov/ndb/foods/show/3136>
- 5 • **Dry Beans Council** <http://www.usdrybeans.com/nutrition/guidelines/>
- 6 • **PLU Codes** <http://www.plucodes.com/>

# module 3: ENERGY OUT

## PHYSICAL ACTIVITY

This EB101: Enrichment Zone unit aligns with Module #3: Energy Out! • Grades 3-5

### Objective

#### KIDS WILL:

- Know that the recommended amount of physical activity recommended for their age is 60 minutes a day.
- Learn about different types of exercise: aerobic, muscle-strengthening and bone-strengthening.
- Understand the importance of varying intensity levels of activity.
- Categorize physical activities by type of exercise and level of intensity.
- Try some new games and activities after school and at home.

### How to Use These Lessons

Use these lessons and examples to teach and reinforce the importance of daily physical activity, and to inspire kids to get outside and play. **Read our “Instant Expert” feature at TogetherCounts.com for useful reference information before you begin: <http://www.togethercounts.com/at-school/lesson-plans/physical-activity-and-energy-o>**

### Time

- Two or more 45-minute sessions

### Discussion

Engage kids in a brief discussion about physical activity. The most important point to drive home is the official recommendation of 60 minutes of daily physical activity.<sup>1</sup> (And since the afterschool hours are an opportune time to get kids to engage in physical activity, it’s important to get them up and moving!) Cover the following points:

- All school-aged children should be physically active for at least 60 minutes a day.
- What are examples of different kinds of physical activity? (*e.g., biking, walking, running, playing sports, skateboarding, dancing, playing tag*).
- We can categorize physical activities by level of intensity:
  - Low: playing a board game, playing a video game, doing arts and crafts
  - Moderate: walking, shooting hoops, playing foursquare
  - High: vigorous dancing, playing sports games, playing tag, jogging, swimming laps, jumping rope
- We can also categorize physical activities by type of exercise:
  - Aerobic: jogging, jump-roping, vigorous dancing, football, soccer
  - Muscle-strengthening: sit-ups, push-ups, climbing on playground equipment, swinging from monkey bars
  - Bone-strengthening: jump roping, hopscotch, jogging

# module 3: ENERGY OUT

## “Pump it Up!” Aerobic Activity & Heart Rate Test

### Overview

Kids learn about the importance of aerobic activity and conduct a demonstration on themselves to see how physical activity impacts their heart.

### Instructions

- Explain that while many kinds of physical activity are beneficial, it’s important to engage in some type of aerobic activity every day. Aerobic activity gets your heart pumping to keep your whole body in good shape.
- Have kids locate their pulse point, either on their wrists or neck. Once everyone has located their pulse point, challenge them to count the number of times they feel a beat in 6 seconds.
- Time them for 6 seconds and have them write down the number. Then have them add a zero to the end of that number (*or multiply by 10*). Explain that this is their number of heart beats in one minute.
- Using the EB Heart Rate Chart (*found in the Chart Bank*) as reference, draw a table on the board and collect the heart rates of kids before exercise. (*You may want to explain that if their heart rate is not shown or if they are not in the largest group, it is probably because they are inexperienced at this type of measurement.*)
- Put on music and lead kids in one or more of the following activities for one to two minutes: jump rope, run in place, or do jumping jacks.
- Before starting the clock, challenge kids to predict what will happen to their heart rate. Will it increase? Decrease? By how much?
- Time kids for one to two minutes and repeat the heart rate exercise. Record the results. If you have time, have kids rest for a few minutes and repeat so they see that their heart rate goes back to normal. The exact numbers here are not important, but kids should understand the pattern that their heart rate increases after exercise and then goes back to normal after a period of rest.
- Ask kids how they think the aerobic activity helped their heart. Share information from the Instant Expert section.

**EXTENSION:** This activity is a great way to get kids energized! If you like, why not start every class with fast, fun music (*ask kids for suggestions and screen in advance*) and have them dance as vigorously as possible for one or two minutes. Have them check their pulse before and after.



### Mural Activity

#### OBSSESSED WITH SIXTY!

Add an “Energy Out” panel to your EB101 mural to illustrate some of the main points covered in your discussion. Be sure to highlight the number 60 – as in the 60 minutes of physical activity recommended daily for kids. Write the following headlines in BIG letters:

- Strive for **60!**
- Be **ACTIVE** for **60** minutes a **DAY!**

Ask kids to think of clever slogans themselves, or to create a logo. Logos can be glued onto the mural or written directly on it,

# module 3: ENERGY OUT

street-art style. Make the number 60 in huge block letters and ask kids to think of creative ways to fill it in with decoration over the next few weeks. For instance, they could fill the giant number with:

- sticky notes: draw a cartoon of a physical activity on a sticky note and note the number of minutes they did the activity
- doodles: do little drawings and doodles of things like soccer balls, bicycle wheels, dog walking, hula hoops, karate, skateboarding, snowboarding, dancing
- magazine clippings of different sports and physical activities



### Totally Intense!

Add an “Energy Out” chart to your EB101 mural with headings to show examples of types and intensity levels of physical activities<sup>2</sup>. Explain that kids can use a similar chart (see the Chart Bank) to categorize their own physical activities and to track how much time they spend doing each one. Explain that it’s important to balance low-intensity activities (like sitting and doing homework) with medium and high intensity activities (like brisk walking and playing tag or sports games).

SAMPLE “ENERGY OUT” CHART

ACTIVITY	AEROBIC	MUSCLE STRENGTHENING	BONE STRENGTHENING	INTENSITY (HIGH, MED, LOW)	MINUTES/DATES/CALORIES
shooting hoops			X	M	
four square				L	
tag	X		X	H	
jumping rope	X		X	H	
playing soccer	X	X		H	
hopscotch		X	X	M	
playing basketball	X	X	X	H	
push-ups/sit-ups		X			
aerobic dancing	X		X	H	
skateboarding	X		X	M	
biking	X	X		M	
walking	X			M	
playing drums in a rock band		X		M	

### Takeaway

Print out the “Energy Out” Chart from the Chart Bank and have kids bring them home. Ask them to track their physical activity for the following week and bring it back to your class. Give kids the option to share their charts with the class or to keep them private. Time permitting, you could make a giant chart for your mural and have kids fill in all the different types of physical activities they engaged in that week.

### Follow-up Questions

Was it easy to be active for 60 minutes a day? Were you more active on weekends or weekdays? Can you think of ways to make more time for physical activities? Why physical activities did you find most fun?

# module 3: ENERGY OUT

## Classic Games

When you're counting the minutes and forcing yourself to exercise, physical activity can seem like a chore. But when you're running around playing a game, the minutes fly by! Teach (*or re-teach*) these classic games and add some variations to mix things up. Also allow time for kids to make up some of their own variations to give them a contemporary twist.

Many of these classic games have been passed down over the years because they're easy to do with little or no equipment and next to no preparation required. All you need is a couple of people, a bit of imagination, and some energy!

### FOUR SQUARE

**Physical intensity level:** *M (medium)* • **Players:** *4+ people* • **Material:** *chalk and rubber playground ball*

#### Set up:

- Draw an 8 ft. x 8 ft. square with chalk. (*Use a measuring tape the first couple of times you do this.*)
- Divide the big square into four small squares. Make them evenly sized. (*Again, use a measuring tape the first couple times.*)
- Number each of the four squares (*1 to 4*), so that the highest and lowest are diagonal from each other.

#### Instructions:

- Have each player stand in one of the squares.
- The player in square #4 is the server.
- The server serves the ball by bouncing it once in his/her own square once and then hitting it to the #1 square. The player in the #1 square is then free to hit the ball to any one of the other squares.
- The ball stays in play until someone is "out."

#### Rules:

- The ball must bounce once in another square. The ball can only bounce once.
- The ball cannot go outside the court or hit a line.
- If this happens, the person is "out" and moves to the last square, or to the end of the line. The other players then move up to take the person's place.

#### Object:

- To move up to the server's position (*square #4*) and to stay in that position as long as possible.

**VARIATIONS** • **RANK AND FILE:** Instead of numbering the squares 1 to 4, you can play the game by naming the squares Ace, King, Queen, Jack (like in a card game). Or think of some other terms used to rank people, like Captain, Skipper, Sailor, Mate. Ask kids if they have their own suggestions for names based on video game characters, members of a band, or sports team mascots. **"CATEGORIES":** Play Four Square and the "categories" game at the same time. When you bounce the ball, you must also call out the name of a country, a state, a book, a film, song or band name, or any random category you all agree on. Or keep it within the EB theme and name a vegetable, a fruit, a sport or a physical activity. If a player repeats a name that's already been said, they're out! **DOUBLE UP:** If you have 8+ players, you can double up and have two players for each square. When a player hits the ball to another square, he/she jumps out of the court, and their partner jumps in. The pair of players keeps switching places each time the ball is hit to their square.

# module 3: ENERGY OUT

## TAG, YOU'RE IT!

**Physical intensity level:** H (high) • **Activity Type:** Aerobic

The best part about tag? You don't need any equipment! So you can play anytime, anywhere, as long as you have three people or more. Establish some rules at the start, like:

- Watch where you are going (*so you don't trip and fall or crash into somebody!*)
- Control your body (*so you don't hurt anybody or hurt yourself!*)
- Always be nice and gentle when tagging. No pushing, hitting or rough play!

Decide who will be "it" by flipping a coin or playing a game like rock-paper-scissors. The player who is "it" chases the others, trying to get close enough to tag them while the others try to avoid being tagged. Once tagged, a player becomes "it" and the next round continues.

**VARIATIONS • FREEZE TAG:** Players who are tagged are "frozen" and must stand in place like statues until they are unfrozen. Any "unfrozen" player can unfreeze them (*by tagging them*), and round and round it goes. • **TV Tag** The same rules as above, except the frozen player must also call out a TV show or movie or sports team (*whichever category is chosen for the game*) in order to be unfrozen. A show, movie or team name can only be used once. **SHADOW TAG** Rather than physically tagging players, the person who's "it" tags others by stepping on their shadows. Easier said than done! **TEAM TAG** Cops and Robbers, Manhunt and Sardines are all popular types of team tag. Search on the Internet for rules if you'd like to teach your class to play one or all of these. **PICKLE** Also called Stolen Bases, this is a popular form of tag played with a soft ball and two bases. (*Rocks or trees make good bases, but anything will do.*) Players take turns being runners or base guards. Two players guard the bases, one a piece, while the others run between them. Guards throw balls and try to "tag" the players with them. If players touch a base, they're safe. If a runner is hit by the ball, he/she takes that guard's place, and that guard becomes a runner.

**EXTENSION:** Kids volunteer to help make a booklet of Classic Games to photocopy and send home to families.



## Power Stations

Set up fun exercise/activity stations around your playground and field area or indoor gym. Have kids go from station to station to do simple aerobic, muscle-strengthening and bone-strengthening activities. At the end, have them note all the activities they did on a form or in a notebook. In addition to noting the type of physical activity and level of intensity, they should note minutes per activity (*and later, back in the classroom, calories burned*).

### Ideas for Stations:

- Shooting Hoops (*aerobic, muscle-strengthening and bone-strengthening*)
- Hula Hoop Hopping: using hula hoops like jump ropes or using in traditional way (*aerobic, muscle-strengthening and bone-strengthening*)
- Jumping Rope (*aerobic and bone-strengthening*)
- Jumping Jack Flash (*aerobic and bone-strengthening*)
- Weight Lifting: 2-3 lb free weights or make your own weights with dried beans and tin cans (*muscle-strengthening*)
- Dance Club (*have a boom box and songs that last a couple of minutes; kids can turn on music themselves and dance until the song is over – aerobic*)

# module 3: ENERGY OUT

## More Sports & Games

- BAM! Body and Mind Activity Cards <http://www.cdc.gov/bam/activity/cards.html>
- Encourage kids to find out more about physical activities, from ballet to skateboarding. This site provide kids with instructions on how to play different sports and games and what gear they'll need to get started.
- Be sure to check out the Activity Basket for a variety of fun physical activities for kids in your age group.



## REFERENCES

- 1 • Guidelines from NASPE (National Association for Sport and Physical Education) <http://www.shapeamerica.org/standards/upload/National-Standards-Flyer.pdf>
  - 2 • CDC – General Physical Activities Defined by Level of Intensity [http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA\\_Intensity\\_table\\_2\\_1.pdf](http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf)
- National AfterSchool Association Healthy Eating & Physical Activity (HEPA) <http://www.naaweb.org/resources/item/56-healthy-eating>

# module 4: WRAP-UP & TAKEAWAYS

## READY, SET, BALANCE!

*This EB101: Enrichment Zone unit aligns with Module #4: Energy Out! • Grades 3-5*

### Objective

#### KIDS WILL:

- Review the most important points learned in parts 1-3 of their EB101: Enrichment Zone program.
- Be encouraged to come up with creative ideas of their own for making balanced snacks and inventing fun games.
- Be encouraged to use their free time outside of school to engage in a variety of physical activities.
- Bring materials home to extend EB lessons to family members and friends, and to encourage a balanced, active lifestyle throughout the year.

### Time

- Two 45-minute classes

### Discussion

Using resources from previous EB101: Enrichment Zone classes, as well as Instant Expert content from the EB101 lessons for grades 3-5 on the TogetherCounts.com website, initiate wrap-up discussions about healthy lifestyles.

Focus on the most important points you'd like them to remember and implement in their daily lives. Key, easy-to-remember concepts include:

- Be physically active for 60 minutes a day!
- Five a day: Eat more fruits, vegetables and whole grains every day!
- Balance Energy In (*calories consumed*) with Energy Out (*calories burned*)!



### Energy In: Create a Creative Snack

Provide a selection of different snack ingredients, including at least one fruit and one vegetable, and direct students to create their own combinations. Take photos of the most creative constructions and recipes and display on your mural.

Ask kids to vote for their favorite snacks from the Recipe Basket. Pick the top two and plan to supply ingredients at the last class so kids can make it themselves.

# module 4: WRAP-UP & TAKEAWAYS

## Mural Activity

Add another panel to your EB101 wall mural and make a running list of activities under the categories: “Do More, Do Less, Do Enough.” See 3.3 Your Energy Out for reference and add some of your own, based on recommendations from the class.

Ask kids to help you add some “Energy In” recommendations as well, to achieve a general balance. Add these in a different color on the same list.

### DO MORE

- Soccer
- Tennis
- Swim
- Basketball
- Run
- Jump rope
- Walk up and down steps
- Roller skate
- Play outside

#### *Ask kids for their own “Energy Out” tips ...*

- Don’t just listen to music at home; get up and dance!
- Learn to cook more healthy, creative recipes

#### *Ask kids for their own “Energy In” tips ...*

- Eat more fruits and vegetables
- Eat meals with your family

### DO ENOUGH

- Push-ups
- Stretching exercises
- Yoga
- Pull-ups
- Walk the dog
- Throw a ball
- Sit-ups
- Hop
- Skip

#### *Ask kids for their own “Energy Out” and “Energy In” tips*

### DO LESS

- Talk on the phone
- Play on the computer
- Play video games
- Sit still

*Ask kids for their own “Energy Out” and “Energy In” tips*



## Energy Out Activity: Play Hopscotch or Four Square or Tag!

Have kids select one of the three activities.

Give them an EB101 Homework assignment: Play one of these games with your parents, siblings, friends or neighbors back at home. Direct the adults to sign a paper (*see Chart Bank*) to confirm they played this game, and then have kids bring it back. Cut out the star and stick on your mural to make EB101 a real community effort!

# module 4: WRAP-UP & TAKEAWAYS

## Last Day EB Free-for-All!

- Kids make their favorite Afterschool Snacks *(based on voting previous week)*.
  - Kids enjoy free choice of physical activities and free play. Ask kids to track their time spent on different activities so they can add them to the EB101 mural.
  - Invite kids to add finishing touches to the EB101 mural. Explain that you'd like to hang it in a central area of your school or community building for all to view.
  - Make time to discuss goal setting and how practice at home can help them maintain Energy Balance for life.
  - Send kids home with a variety of hand-outs to share with family members and to reinforce lessons learned during your EB101: Enrichment Zone sessions.
- 

## CONGRATULATIONS!

You've completed the **Energy Balance 101:**  
**Enrichment Zone Program** for Grades 3-5!

*Print the certificate at the end of this document and customize for each of your students.*

## { BALANCE ACTIVITIES, *align with Module #1* }

### Yoga Breathing and Yoga Poses

#### Overview

Yoga helps kids develop physical strength, balance and flexibility. It also improves concentration and self-control and gives kids lifelong tools for managing stress and emotions. Just as with adults, yoga can bring a sense of calm and balance to a child's busy day. Over time yoga can also improve body awareness and boost self-esteem. All in all, yoga combines all the best principles of EB101!

Yoga breathing is a lifelong skill that can be used anytime, anywhere. It helps keep minds, bodies and emotions in balance. The theme of breathing IN and breathing OUT also ties in nicely with the EB theme of energy IN and energy OUT.

---

#### Grades K-2

##### BALLOON BREATHING, PART 1

- Sit on the floor “pretzel style,” with knees bent and ankles crossed.
- Imagine your body is a balloon. Pick a color of balloon, but don't tell anyone. Just quietly picture this in your mind.
- Place your hands around your belly button. Breathe in through your nose, slowly and deeply, so that your lower belly expands like a balloon. Count to 5 while you breathe in.
- Now breathe OUT through your nose and feel your belly deflate. Count to 5 while you breathe out.
- Repeat several times.

##### BALLOON BREATHING, PART 2

*Before beginning this activity, blow up a balloon and release it so it twists and flutters in the air. Ask kids to observe the movement of the balloon as it inflates and deflates.*

- Squat on the floor with your rear end perched just a few inches above your feet.
- Imagine your body is a balloon, any color.
- Hug your knees tight while breathing OUT. Squeeze all the air out of your “balloon.”
- Now breathe IN as you stand up, and stretch your hands high over your head, slowly filling your balloon (*body*) with lots of air.
- Now imagine you've been untied, or pricked by a tree branch or bumble bee. You slowly breathe OUT as you slowly deflate, twirling and fluttering in slow motion until you flop on the floor.
- Rest for 30 seconds and repeat.

---

#### Grades K-5

##### YOGA BALANCE POSES

*Here are three basic “balance” poses for kids to learn and practice. Give kids the option of leaning on a wall or chair if they feel they need it, or suggest they try poses with a partner for added support and fun.*

##### TREE POSE

- Stare at one object straight ahead in the distance to stay focused. Take a deep breath (*inhale slowly IN, exhale slowly OUT*).
- Pretend you are a tree in a forest. Your feet will be roots, your legs will be trunks and your arms will be branches.

- Stand on your right leg, and imagine that leg is a tree trunk. Bring your left foot to rest on your “trunk,” above or below the knee. Raise and reach out your arms like tree branches.
- Focus on planting your roots (*your standing foot*) deep into the ground. Feel the sun on your face and hear the wind rustling through your leaves. Imagine birds, chipmunks and squirrels living in your branches.
- Do this pose on each leg. Is one easier than the other? Take equal turns standing on both to create balance.

**EASIER:** Begin by leaning on a wall or chair for support. Or stand two feet from a wall, in case you need it for support.

**HARDER:** Close your eyes and see if you can keep your balance without falling over. Pretend it’s a windy day and wave your arms (*branches*) gently in the wind. Hold hands with two or three other “trees” and make a forest!

## EAGLE POSE

- Pretend you are an eagle.
- Fix your talons (*feet*) firmly on the ground.
- Breathe IN and bend your knees.
- Breathe OUT and spread your wings (*arms*) out wide to both sides.
- Repeat as you soar through the sky!
- Now breathe IN and bring your hands to your hips. Cross one leg over the other leg and try to hook your “talon” behind your calf.  
(*Easier: Let your toes touch the ground.*)
- How long can you stay in your perched position?
- Hold for as long as you can and then repeat with the other leg for balance.

**EASIER:** Rest your back against a wall while doing this pose. Or do part one of the Eagle Pose (*soar*) only, but not part two (*the perch*).

**HARDER:** Bring your arms out in front of you. Bend your elbows, cross one arm over the other and have your hands touch palm to palm. Now do the perch position with your legs.

## DANCER POSE

- Pretend you’re a ballet dancer on a stage.
- Stand with both feet firmly on the ground. Picture your feet in delicate ballet slippers.
- Breathe IN and lift your left heel up towards your rear end.
- Breathe OUT and clasp your left foot.
- Breathe IN and stretch your left arm straight up to the sky. Feel your body stretch.
- Breathe OUT as you lean forward and raise your left leg high behind out.
- Hold for as long as you can, breathing in and out slowly.
- Now repeat with the right side for balance.

**EASIER:** Lean on a chair for balance.

---

## Grades K-2

### TIGHTROPE TRICKS

*Time: 15 minutes • Materials: length of rope stretched out in a line (or use masking tape on a bare floor), a beanbag, book, apple and miscellaneous objects*

- Practice walking heel-to-toe in a straight line on the floor, with arms extended for balance and grace, focusing straight ahead.
- Now walk on the “tightrope” while focusing on your posture and balance.

*Making it harder with each round:*

- Balance a beanbag or book on your head as you walk.
- Balance an apple or piece of plastic toy fruit on your head as you walk.
- Halfway down the rope, place an object and challenge students to slowly bend and touch or pick up the object and continue to end of line.
- Do the same as above, but with a beanbag, book or paper plate on your head!
- Make a wavy path with the rope and see if you can walk it without losing your balance.



## { “ENERGY OUT” ACTIVITIES, *align with Module #3* }

### What do these physical activities have in common?

- They can be played at home or at school—anytime, anywhere.
- They require few, if any, materials or equipment.
- They can be played with a few people or several people. (*Some can be played solo.*)
- They accommodate varying levels of ability and fitness.
- They exercise a variety of muscle groups and a mix of the three main types of exercise: aerobic, bone-strengthening and muscle-strengthening.
- They are about fun and play; the “exercise” part happens along the way.

---

### Grades K-2

#### “WALK THIS WAY”

Have students form a single line on one side of a room, hallway, gym or outdoor play area. Explain that you’ll start as the line leader and call out instructions for “silly walks.” Call out one action at a time, then turn around and do the action yourself. Have kids copy the action until you call out the next one.

Start with simple locomotor commands, like march, gallop, hop, skip or walk backwards. Then try an animal theme with commands like “Walk like a duck,” “Jump like a frog,” Vary the tempo with different kids of animals: e.g., “Move like a sloth” (*slow*) followed by “Run in place like a jaguar” (*fast*).

Ask kids for their own ideas for silly walks. Give a couple examples and demonstrate, then encourage kids to brainstorm and use their imaginations! Here are some ideas:

- “Walk like an Egyptian.”
- “Walk like the Abominable Snowman.”
- “Walk like a basketball player.” (*pretend you’re dribbling a basketball ball with your hand while walking*)
- “Walk like a soccer player.” (*pretend you’re dribbling a soccer ball with your feet while running slowly*)
- “Walk like a king or queen.”
- “Walk like a penguin.”
- “March in a marching band.” (*pretend you’re playing an instrument*)
- “Walk like a ballerina.” (*walk on your toes*)
- “Walk like a zombie.” (*with arms outstretched in front of you*)
- “Walk like a crab.” (*backwards, on all fours, with palms on floor behind you*)

For added fun, play music in the background. Vary the tempo and style of music to keep things interesting and to vary the pace for those who might have a hard time keeping up. Time permitting, give everyone a turn to call out a “silly walk.”

---

## Grades K-5

### FREEZE DANCE PREPARATION:

*Materials: Boombox with pre-selected songs*

As enrichment class teacher, you’ll be in charge of the music. Choose a few fun, fast-tempo songs to have on a CD for this activity. Time permitting, have students offer suggestions or vote on favorites in advance. *(Also be sure to listen to and screen the songs in advance, and to look for parental warning labels.)* This can be played in a room, hallway or gymnasium.

- Outstretch your arms and make sure you can turn in a full circle without hitting anyone around you.
- When the music starts, dance! *(The crazier the better!)*
- When the music stops, freeze in your position.
- Anyone who moves after the music stops is out!
- Repeat again and again until one person is left.
- The last person standing gets to choose the next song!

### EB BOX OF TRICKS!

*What do kids do when they’re bored at home? Brainstorm some ideas upfront to encourage them to think of physically active, rather than passive, activities.*

If they were bored on a desert island, what would they want in their “bag of tricks”? A ball? A hula hoop? A boom box? Sidewalk chalk? Rather than automatically turning on a television or computer or game station, encourage them to be resourceful and to draw on these ideas.

Now ask kids to help you make a “box of tricks” for your EB – EZ class. Gather materials and fill a box with basic items and play equipment to have on hand during free play time. Encourage kids to play with these on school grounds, and hopefully they’ll copy the idea back home—and share the fun with kids and family members in their neighborhoods, living rooms and their own back yards.

Fill a box with miscellaneous items. See if you can borrow some from PE classes or share with other classrooms. Also ask if kids would like to donate or lend any items from home and be sure to label them.

### Ideas:

- Balls of all types: tennis balls, playground balls, volley balls, soft balls, beach balls, basketballs
- Hula hoops
- jump ropes—single and long
- Sidewalk chalk and masking tape
- Tennis racquet and tennis balls; badminton racquet and badminton birdies
- Frisbee, or snap top lids to plastic containers
- Kite
- Bean bags
- Balloons and scarves or plastic shopping bags for juggling
- Boom box and CDs

## SOLO GAMES AND SPORTS TRAINING

*There are many drills and fun exercises you can easily do on your own with minimal space and equipment. Make a list of these (on your EB101 mural, if you like) and ask kids to add more ideas.*

### PLAY HOPSCOTCH:

- This is an easy game to play by yourself. The more you practice, the steadier you'll be on your feet!

### JUMPING JACKS:

- How many can you do? Keep a chart and try to increase the amount at a go each week.

### JUMPING ROPE:

- How many jumps can you do at a time? Can you do "hot peppers?" Can you perform tricks? String some together and create a routine.

### HULA HOOPS:

- Count each "loop" as you hula hoop. See how high you can go! Can you beat your own record?
- Use a hula hoop like a jump rope. Try "jump hooping" and count how many times you can jump in a row.
- Put a hula hoop on the ground and move in relationship to it

### TENNIS BALL TOSS:

- How many times in a row can you toss a tennis ball in the air and catch it underhand?
- Can you throw it up with one hand and catch with the opposite hand? Can you let it bounce once before catching with the opposite hand?
- How many tennis balls can you juggle? Two? Three?
- Try hitting a ball against a wall with a tennis racquet. Let the ball bounce once before hitting it. How many times in a row can you hit the ball?
- Don't have a racquet? Play hand ball against a wall instead. Try it two ways, allowing yourself one bounce per play and no bounces. Which is easier?

### WALL BALL:

- Bounce a playground ball against a wall. Let it bounce once before hitting it back with your hand. How many times in a row can you keep it up?

### BASKETBALL DRIBBLING and shooting hoops

### SOCCER DRIBBLING and footwork drills Links to more activities:

---

**BAM! BODY AND MIND ACTIVITY CARDS** <http://www.cdc.gov/bam/activity/cards.html>

*Find out more about physical activities, from ballet to skateboarding. Learn how to play and what gear you'll need to get started.*

**AFTER-SCHOOL FUN FITNESS ACTIVITIES / FUEL UP TO PLAY 60** <http://school.fueluptoplay60.com/playbook/play.php?id=15812202>

**NFL STRETCHES AND CALISTHENICS** <http://school.fueluptoplay60.com/tools/view.php?id=15749474>

**JUMPROPE FOR HEART AND HOOPS FOR HEART PROGRAMS** <http://www.aahperd.org/jump/>

# recine BASKET

Try a couple of the combinations below, and then encourage kids to invent a salsa recipe of their own! Serve with pita chips, corn tortilla chips or whole-grain crackers. Be sure to keep out the cracker boxes or bags so kids can note the ingredients and nutrients listed on the Nutrition Panels.

## SALSAS

### FRUIT & VEGGIE SALSA

- chopped cantaloupe
- chopped honeydew melon
- chopped pineapple (*canned*)
- chopped green peppers
- chopped yellow peppers
- splash of pineapple juice (*reserved from can*)

### GREEN FRUIT SALSA

- chopped kiwis
- chopped Golden Delicious apples
- squeeze of lime juice

### PINEAPPLE-PEPPER SALSA

- chopped pineapple
- chopped red bell peppers
- squeeze of lemon juice

### PEACH-TOMATO SALSA

- chopped peaches
- cherry or grape tomatoes, quartered
- green onions
- squeeze of lime juice
- drizzle of honey

## SNACK MIXES

### EB SNACK MIX

*This snack mix is perfectly proportioned to provide a good variety and balance of healthy grains, salty and sweet flavors. By measuring portions and serving them in individual cups, this recipe also reinforces good lessons about portion control and “all things in moderation.” Here there are no “good” foods or “bad” foods; they are just presented in a balanced proportion.*

- 2 cups cereal (*e.g., lightly sweetened oat cereal*)
- 2 cups air-popped popcorn, snack crackers or pretzels
- 1 cup mini marshmallows
- ½ cup nuts
- ½ cup raisins, sweetened dried cranberries or other dried fruit
- ½ cup milk chocolate candy pieces or chocolate chips

## SWEET TREATS

*Craving something sweet? Pump up the energy and nutrients by adding fruits and veggies to the mix. These snacks satisfy your sweet tooth and let you tick off several food groups on your chart at the same time.*

### FRUIT BURRITOS

*Spread, sprinkle and roll up a wrap (wheat tortilla), using ingredients like:*

- Low-fat cream cheese, chopped apples, cinnamon and light sprinkle of brown sugar or drizzle of maple syrup
- Peanut butter, banana slices and a drizzle of honey
- Peanut butter, shredded carrots, raisins and a drizzle of honey

### SIMPLE BANANA SPLITS

- sliced bananas (*1/2 cup per person*)
- strawberries, fresh or frozen (*1/2 cup per person*)
- low-fat vanilla frozen yogurt (*1/2 cup per person*)
- whipped cream in a can (*optional*)

## SWEET TREATS

continued ...

### BANANA OR BLUEBERRY PUDDING IN A BAG

Use one small box of pudding mix per two children, or one large box per four children. Follow the instructions for milk quantity on the box, using either fat-free or 1% milk.

#### Ingredients:

- instant pudding mix  
(see above)
- fat-free or low-fat milk  
(see measurement on pudding box)
- Ziploc® bags (one per child)
- bananas (1/2 per child) or  
blueberries (1/2 cup per child)

#### Instructions:

- Measure and pour half a small box of pudding (or a quarter of a large box) into each Ziploc bag.
- Read directions on the pudding box to calculate milk quantities. Measure enough milk to make half a small box or a quarter of a big box of pudding and add it to the pudding mix in your baggie.
- Seal the bag tightly!
- Gently squish the bag around with your hands, mixing the pudding mix and milk until smooth and thick.
- Open the bag, add sliced bananas or blueberries, and eat with a spoon!

### PUMPKIN PIE IN A CUP

Let each student mix the following ingredients in an individual cup. Serve with two whole-grain graham crackers each (and a knife for spreading).

- 1/2 cup canned pumpkin
- 2 tablespoons marshmallow creme
- 2 tablespoons whipped topping or whipped cream
- dash of cinnamon

### EB PUDDING SHAKE-UP

Follow the same instructions as above with the Banana or Blueberry Pudding in a Bag, but use a jar with a lid rather than a Zip-Lock bag. Shake jar vigorously for one minute, expending a bit of “Energy Out” while working for your snack!

## EB BEVERAGES

### FRUIT JUICE SHAKE-UP

- 1/2 cup low-fat yogurt
- 1/2 cup cold fruit juice

Measure ingredients and pour into a covered jar or container. Shake for 20 seconds, then pour in a cup. Or, stick a straw in your jar and enjoy!

### FRUIT SPRITZERS

Mix one cup of 100% fruit juice with one cup of sparkling seltzer water. Garnish with a piece or slice of fruit on the rim of the cup. Same fruity flavor but half the calories. Cheers!

## EZ FROZEN FRUIT

Stick fruit on skewers or recycled popsicle sticks, wrap with a plastic sandwich bag and twist tie, and stick in the freezer for a few hours or overnight. Banana halves and watermelon chunks or spears work especially well. Ideas:

- Banana-on-a-stick
- Watermelon-on-a-stick
- Frozen fruit kabobs (use any sturdy fruit that can stay on a stick!)
- Frozen fruit salad (fill a paper cup with fruit, freeze... and eat!)

## CHIPS

### MICROWAVED POTATO CHIPS

#### Ingredients:

- 2 teaspoons olive oil
- 4 medium waxy potatoes (*like Yukon gold*), unpeeled
- 1/2 teaspoon sea salt, or more to taste

#### Instructions:

##### KIDS:

- Wash your hands.
- Scrub potatoes and dry them.
- 

##### EZ TEACHER:

- Carefully cut into very thin (1/8") slices.
- Dab moisture from slices with a paper towel.
- 

##### KIDS:

- Place slices in a bowl and add olive oil. Toss with your hands until all slices are thinly coated.
- Arrange slices in a single layer on a microwave-safe plate or a paper plate or parchment paper.
- Sprinkle evenly with sea salt.
- Cook in a microwave oven for 3 minutes, then take dish out and turn over potato slices. Cook for 2 minutes on the other side. If still not crisp, cook one additional minute.

### BAKED SWEET POTATO CHIPS

*You can try these in the microwave, following the Microwaved Potato Chips instructions. However, they'll be crispier if done in the oven.*

#### Ingredients:

- 2 teaspoons olive oil or olive oil cooking spray
- 3 large sweet potatoes
- 1/2 teaspoon sea salt, or 1/2 teaspoon of sugar mixed with 1/2 teaspoon of cinnamon

#### Instructions:

##### EZ TEACHER:

- Slice sweet potatoes in advance, making them as thin as possible – 1/8" or thinner.
- Preheat oven to 400 degrees F.

##### KIDS:

- Place the sweet potato slices in a bowl with a drizzle of olive oil and toss with your (clean) hands. Then arrange in a single row on a foil-lined baking tray.

#### OR

- Arrange them on a baking tray and spray them on both sides with olive oil cooking spray.
- Bake for about 15 minutes and cool.

*(Optional: Sprinkle with a dash of sea salt or cinnamon and sugar before baking.)*

## RAINBOW RECIPES

### RAINBOW FRUIT SALAD

*Divide students into five groups and have each wash, cut and prepare a different color fruit. Put them all together in a big bowl and let kids scoop out their own servings with paper cups.*

- Red: strawberries or pink grapefruit
- Orange/yellow: oranges, mango or papaya
- Green: kiwifruit or green grapes
- White: bananas or coconut
- Blue/purple: blueberries purple grapes

### RAINBOW COLE SLAW

- chopped red peppers
  - shredded carrot
  - shredded green cabbage
  - shredded purple cabbage
  - Optional additions: chopped red onion, chopped pineapple, chopped green pepper or yellow pepper
- Quick dressing:
- 1 cup low-fat mayonnaise
  - 3 tablespoons fresh lemon juice
  - 2 tablespoons sugar
  - 1 teaspoon salt
  - Mix with 6-8 cups of chopped vegetables.

## RAINBOW RECIPES

*continued ...*

### RAINBOW PIZZA

*Try some different veggie toppings on your pizza. Make mini bagel pizzas or English muffins pizzas, each of one color, or make one large pizza with rows or sections of different colors.*

- Red: fresh tomato, sun-dried tomatoes
  - Green: broccoli, green peppers, green olives
  - Orange/Yellow: pineapple, yellow and orange peppers
  - White: onions, mushrooms
  - Blue/Purple: eggplant, red onion, black olive
- 

### RAINBOW STIR FRY

*Kids wash, chop and prepare veggies and then watch EZ teachers sauté them in a wok or frying pan. Come up with your own creative combination, using all the colors in the fruit-and-veggie rainbow of colors.*

- red peppers, red kidney beans
- carrots, orange peppers
- green onions, broccoli, pea pods, bok choy
- white onions, fennel, cauliflower
- red onions, purple cabbage, black beans

## Graphics for Make-Your-Own Murals

MyPlate Graphic Resources: [Downloadable graphics and printables](#)

<http://www.choosemyplate.gov/print-materials-ordering/graphic-resources.html>

USDA: [Fruits and Vegetables Bulletin Board Resources](#)

<http://healthymeals.nal.usda.gov/resource-library/bulletin-board-resources/fruits-and-vegetables-bulletin-board-resources>



## Other Resources

Paper Tracker / [Fuel Up to Play 60](#)

[http://school.fueluptoplay60.com/documents/FUTP60\\_Paper\\_Tracker.pdf](http://school.fueluptoplay60.com/documents/FUTP60_Paper_Tracker.pdf)

Track your "Energy In" and "Energy Out" with these easy-to-use printables.

Fruit and Veggie Color Champions / [Produce for Better Health Foundation](#)

<http://www.foodchamps.org/>

Printables calendars, stickers, activity worksheets including "How Much Is a Cup?" pages to teach about serving sizes.

Nourish Interactive

<http://www.nourishinteractive.com/nutrition-education-printables>

A variety of free printables, including charts and activity pages on the Five Food Groups, Rainbow Foods, Fitness Goals Tracking Sheets, etc.

"Today I Tried" [Chart of Fruits and Vegetables](#)

<http://www.todayiatearainbow.com/resources/free-downloads/>



## PLU (Product Look-Up) Codes

Use these links as reference for the optional Produce Sticker Chart activities in Unit 2 ("Energy In"). Organic produce has a 5 digit PLU number that begins with the number 9. Conventional produce has a 4 digit PLU number that begins with the number 4.

Produce Lookup Codes / [Supermarket Page](#)

<http://supermarketpage.com/prucodes.php>

This helpful chart has corresponding pictures of each item of produce.

Alphabetical PLU Code List

[http://www.innvista.com/health/foods/plucodes\\_abc.htm](http://www.innvista.com/health/foods/plucodes_abc.htm)

International Federation for Produce Standards

[http://www.plucodes.com/docs/users\\_guide.pdf](http://www.plucodes.com/docs/users_guide.pdf)

Everything you could ever want to know about PLU Codes! (Helpful for answering curious kids' questions.)

## Home Connections

### Together Counts: [Home Activity Sheets](#)

[http://www.togethercounts.com/files/activity\\_sheets/ActivitySheets1\\_SchooltoHome.pdf](http://www.togethercounts.com/files/activity_sheets/ActivitySheets1_SchooltoHome.pdf)

Try new foods and fun physical activities at school and back home with your family. Activities include "I Heart Moving!" and "I Heart Balance!"

### Family Fitness Challenge / [Fuel Up to Play 60](#)

<http://school.fueluptoplay60.com/playbook/play.php?id=15812245>

Tools, resources and activities to get the whole family involved in family games and fitness.

### "10 Tips" Nutrition Education Series / [Printables to Bring Home](#)

<http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html>

Helpful tips to hang on the family fridge.



## Fruits and Veggies Color Charts

**MAKE-YOUR-OWN COLOR CHART:** Write or type the five color groups down the left side of your chart: red, yellow/orange, white, green and blue/purple. Create columns with students' (or family members') names across the top. Or get creative and draw a big rainbow shaped chart. Keep track of the fruits and vegetables you eat or drink in each color category, using check marks, handwritten notes or stickers.

### Color My Plate Printables

<http://www.nourishinteractive.com/nutrition-education-printables/category/3-free-nutrition-month-kids-eating-healthy-colorful-foods-activity-pages-worksheets>



## Diagrams for Playground Games

### Peaceful Playgrounds Stencil Kit

<http://www.peacefulplaygrounds.com/stencils.htm>



# certificate

OF ACHIEVEMENT

# CONGRATULATIONS!

---

*Name of Student*

*has successfully completed the **Energy Balance 101: Enrichment Zone Program!** You have learned all about balancing your energy in and energy out for a more active, healthy lifestyle.*

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

