

growing up HEALTHY

Wellness Programs for Kids

Teachers Guide:

Growing Up **Active** with
Energy Balance!



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for
LIFE™

aramark 

Growing Up **Active** with **Energy Balance!**

Program Theme & Educational Focus

- Children learn the basics of energy balance.
- Educational focus on CDC guidelines for energy and calorie balance.
- Children play the “Energy Rating” Game and complete their own Energy Balance worksheet.
- Each program includes three mini-educational modules (1. A teacher led learning session; 2. A class engagement activity; and 3. A Healthy Bites – taste & talk session)

One leader can lead all three mini-modules. However, if possible, it works even better to have different people lead different mini modules ; if there are two teachers/leaders available - have one do the 1st and 3rd mini-modules and the other do the second; if there are 3 co-teachers available - have each do one of the mini-modules.

Step-by-Step Leader Guide – TEACHER LED LEARNING SESSION (~10 minutes)

Introductions

(~2 minutes)

- **Do:** Introduce yourself (if new to the class); tell who you are and what you do.
Say (Example): Hi, my name is _____ (fill in the blank). I work as a _____ (chef/ food service manager/ job title) which means my job is to help people learn how to live healthier lives and to eat foods that will make them healthy. I work for ARAMARK at Children’s Hospital...
- **Do:** Share some personal information about yourself.
Say (Example): I’m a mom and I have two boys at home that LOVE to eat. One of them loves pizza and the other loves corn on the cob in the summer. My favorite foods are....
- **Do:** Tell the class what they’re going to be doing today.
Say (Example): Today we’re going to be learning how to Balance our Energy. Children your age who eat healthy, balanced meals and are physically active for 60 minutes a day are getting and using the right amount of energy. We want you all to balance your energy so you have enough energy to do all the things you want and to grow up healthy and strong!

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Step-by-Step Leader Guide – TEACHER LED LEARNING SESSION (cont.)

Class Warm-Up/ Ice-Breaker

“Favorite Energy Foods” (~3 minutes)

- **Do:** Get 4-5 children to tell the class what their favorite food is to eat before playing a sport or game. As individual children share their favorites, ask all the children to participate by raising their hands if they also like the favorite food mentioned.

***Say** (Example): I'd like to get started by taking a few minutes to learn a little about you. OK...if any of you have a favorite food to eat before you play a sport or game please raise your hand. If I call on you, please tell me your name and your favorite food.*

- **Do:** Each time you call on a child write their favorite food down on the board and ask how many other children also love that food.

Growing up Healthy Educational “Poster Session”

(side one
~3 minutes)

- **Do:** Transition to a teacher led educational session by uncovering the front of the main Poster (which should be positioned nearby on a ledge or easel).

***Say:** Does anyone know how we get energy throughout the day? (call on 3-4 children to respond) Good answers!*

When we eat and drink like many of the food options you all mentioned, energy goes into our bodies to help us get through the day and do things we like run, play, move, and focus in school. To be healthy, we have to balance the energy that goes into our bodies with the energy that goes out, as seen on the poster. Your energy in and out doesn't have to balance exactly everyday but should be pretty balanced over time.

(side two
~5 minutes)

- **Do:** Turn the main poster over to side two. Introduce the children to the best ways to balance energy shown on side two of the main poster.

***Say:** Some foods give us more energy than others. Therefore, it's important to eat foods across the five different food groups so that our bodies get the right energy it needs for the day. That is why we should be making more healthy food choices, as seen on the top right of the poster, and less unhealthy food choices, as seen on the top left of the poster.*

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Step-by-Step Leader Guide – TEACHER LED LEARNING SESSION (cont.)

Growing up Healthy Educational “Poster Session”

(side two continued
~8 to 10 minutes)

Say (Example): Some activities use up more energy than others, as well. Can any of you think of sports, games or activities that use a lot of energy? (call on 4-5 children to respond). Great! [**ANSWERS INCLUDE: running, swimming, playing a sport, playing tag, jumping rope, etc.**]

It's important to vary the ways we are active everyday so that our bodies can use the energy it gets from the food we eat. Running, dancing or climbing, as seen on the bottom right of the poster, all use more energy than activities that don't make us move like watching television or playing on the computer, as seen on the bottom left of the poster.

This is why we should be doing more activities that make us move throughout the day and less activities that keep us sitting in one place.

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Step-by-Step Leader Guide – TEACHER LED LEARNING SESSION (cont.)

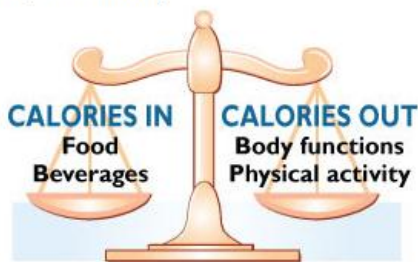
Teacher Resource

(Material for teacher to read before class)

- **Do:** For your own personal background information, spend a few minutes reviewing the basics of Energy Balance (below) from the CDC's <http://www.cdc.gov/healthyweight/calories/> web site. No need to go into detail with the class, but this information should help in answering basic questions that may come up. ****Avoid using the word calorie with the children when describing energy balance****

When it comes to maintaining a healthy weight for a lifetime, the bottom line is – **calories count!** Weight management is all about balance—balancing the number of calories you consume with the number of calories your body uses or "burns off."

- A *calorie* is defined as a unit of energy supplied by food. A calorie is a calorie regardless of its source. Whether you're eating carbohydrates, fats, sugars, or proteins, all of them contain calories.
- *Caloric balance* is like a scale. To remain in balance and maintain your body weight, the calories consumed (from foods) must be balanced by the calories used (in normal body functions, daily activities, and exercise).



Balancing Calories: Help Kids Develop Healthy Eating Habits

One part of balancing calories is to eat foods that provide adequate nutrition and an appropriate number of calories. You can help children learn to be aware of what they eat by developing healthy eating habits, looking for ways to make favorite dishes healthier, and reducing calorie-rich temptations.

Encourage healthy eating habits.

There's no great secret to healthy eating. To help your children and family develop healthy eating habits:

- Provide plenty of vegetables, fruits, and whole-grain products.
- Include low-fat or non-fat milk or dairy products.
- Choose lean meats, poultry, fish, lentils, and beans for protein.
- Serve reasonably-sized portions.
- Encourage your family to drink lots of water.
- Limit sugar-sweetened beverages.
- Limit consumption of sugar and saturated fat.



Remember that small changes every day can lead to a recipe for success!

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CLASS ENGAGEMENT ACTIVITY (~10 minutes)

Activity Overview:

ENERGY BALANCE ACTIVITY

- A class engagement activity to give children the opportunity to think about energy balance.

Material Needed:

- “My Energy Balance” activity page (1-blank for each child); age appropriate options
- New package of crayons for each child (provided by ARAMARK program leader)
- “Energy Rating” flashcards/pages ****if facility space and physical activity supervision guidelines permit****

Step-by-Step Leader Guide – CLASS ENGAGEMENT ACTIVITY (~10 minutes)

“ENERGY RATING” GAME (~5 minutes)

- **Do:** Tell children about the activity they are going to participate in.

Say: O.K., now we’re going to have a little fun together and play the “Energy Rating” game. And after the game you’re each going to have the chance to complete your own Energy Balance worksheet.

- **Do:** Describe how the “Energy Rating” game works.

Say: You all are going to rate the level of energy being used by the children in each picture as either low, medium or high energy activities. The low energy activities are ones we want to do less of because they don’t get us moving as much, while the medium and high activities we want to do more of! (depending on space of the facility, have children either raise their hands for which energy category they think is correct **OR** write the three categories spaced out on the board and have children physically move to stand within the category they think is correct). O.K., let’s start!

Example: Playing video games uses how much energy? (raise your hand for **OR** move to the Low Energy category, Medium Energy category, High Energy Category when given). Good job everyone! The correct answer is Low Energy. Continue this same format for all cards.

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Step-by-Step Leader Guide – CLASS ENGAGEMENT ACTIVITY (continued)

“My Energy Balance” Activity Sheet (~5 minutes)

- **Do:** Give each child an opportunity to complete their own Energy Balance worksheet.

Say: O.K. Now we’re all going to have the chance to complete your own energy balance worksheet. We’re going to pass around blank sheets and you all get to draw or write your favorite foods in the Energy-In box and favorite ways to be active in the Energy-Out box. You’ll then go back and circle the healthiest foods and the activities that use the most energy to show your own Energy Balance!

(OLDER CHILDREN: on the back you will then write 3 ways to improve your Energy-In and Energy-Out in the boxes either by eating healthier foods or playing more active sports and games)

We’ll have about 5-8 minutes, but don’t worry if you need more time you can take it with you.

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HEALTHY BITES – TASTE AND TALK SESSION (~10 minutes)

Activity Overview:

HEALTHY BITES - Energy Balance (Taste & Talk)

- An interactive healthy food experience.
- Children get an opportunity to taste healthy foods and talk about what they like or dislike.
- Chef's or Dietitians serve different types of healthy snacks; Children get to try samples and see which ones they like best.
- Two options to execute for the Taste & Talk portion depending on the operational abilities of the facility. Each option can be used in it's entirety or simplified to only sample some of the included foods.

Option 1: Sample Types of Granola Bars (Material Needed):

- **3-4 different types of individually packaged whole grain granola bars.** (Look for bars that list whole grain as number one or two on the ingredients list and contain no more than around 10-12 grams of sugar per serving.) * Can either serve the entire individually packaged bar intact or portion onto napkins
- 3-4 serving trays
- Serving gloves
- Small napkins

Option 2: Meat & Cheese Crackers (Material Needed):

- **1 kind of low fat cheese, cheese cube or string cheese**
- **1-2 kinds of deli meats (turkey, ham, chicken)** *sliced into sample portions prior to serving
- **1 type of whole grain cracker.** (Look for crackers that list whole grain as number one or two on the ingredients list and contain no more than around 10-12 grams of sugar per serving.) * Can either serve individually packaged crackers or portion onto napkins
- Display containers such as a large punch bowl filled with ice for placing the cheese & meat samples
- Serving gloves & tray
- Small napkins

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Step-by-Step Leader Guide – HEALTHY BITES – Energy Balance (~10 minutes)

Healthy Bites Taste & Talk (~10 minutes)

Option 1: Types of Granola Bars:

- **Do:**
 - Place the different types of granola bars either individually wrapped or portioned onto napkins on a serving tray in different tasting stations.
- **Say:** *O.K., now get to try some different types of whole grain granola bars. Can anyone tell me which food group they are a part of? (wait for response) These make a great energy snack for being active!*
- **Do:** Ask the children which kind of granola bar they like best while they taste, encourage them to talk amongst themselves and say what they think.

Option 2: Meat & Cheese Crackers:

- **Do:**
 - Place the cheese & meat in separate ice containers and the crackers on a serving tray to make different tasting stations. (or simplified options depending on operational abilities of the facility)
- **Say:** *O.K., now you get to try some healthy foods that give you the right amount of energy for being physically active. You each will have the chance to combine the cheese and meats on the cracker or eat them all separately to make a great energy snack for being active.*
- **Do:** Ask the children what they like best while they taste, encourage them to talk amongst themselves and say what they think.

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Program Wrap-up – AWARDING GROWING UP HEALTHY CERTIFICATES

Summary

- *Provide each child with a Growing Up Healthy Program Certificate*

Material Needed:

- *Printed program certificate for each child*

Step-by-Step Leader Guide – AWARDING “GRADUATION” CERTIFICATES

- **Do:** Award certificates to all the children

Say: *You’ve all done such a great job. If you can all line up on your way out the door, I’d like to award you all with a certificate that says that you’ve successfully completed your first GROWING UP HEALTHY Program.*

- **Do:** If the individual location decides to provide an appropriate take home gift or prize it would be distributed with the certificates.

Say: *Thank you all so much; I really enjoyed our time together and I hope you all make your plates super healthy and your days active!*