There are different reasons why people eat. Some of these reasons make people eat when they are not hungry...

- Watching TV
- Doing homework
- Getting ready for bed
- Seeing others eat
- Smelling food
- Seeing food
- Feeling hurried or rushed
- Celebrating (party, holiday, special occasion)
- Feeling sick
- Walking into the kitchen
- Feeling other emotions (sad, lonely, angry, happy, tired, anxious, and more)
Look at all the activities you can do instead of eat when you are not hungry...

- play a game
- take a walk
- play with pets
- write in a journal
- call a friend
- drink water
- talk to family about your day
- do a fun activity like:
  - riding a bike
  - dancing
  - shooting baskets
  - skating
- read a book
- draw, paint, or color
- do chores
- finish homework
- help mom around house
- listen to music
- practice instruments
- make plans for next day
Circle some of the reasons why you eat.

- lonely
- happy
- upset
- doing school work
- habit
- hungry
- sad
- watching TV
- sight of food
- holiday
- bored
- at a party
- food smells good
- nothing to do
- in a hurry
- tired
- stress
- bedtime
- mealtime
- mad at myself
- busy
- I don't know
- sick
- seeing others eat
- mad at someone else

Please turn page over
What are other reasons?
YEAR ROUND IDEAS TO break free of TV

Too much TV time can be harmful to your children’s health.

Help your whole family turn off TV and turn on life.

- **Set and enforce limits on TV time.**
  Children should watch no more than 1 hour of TV each day.

- **Remove the TV set from your child's bedroom.**
  Did you know that kids who have TVs in their rooms are more likely to be overweight? Offer them a radio or CD player instead.

- **Keep the TV off during dinner.**
  Sitting down to eat as a family strengthens relationships and helps kids do better in school.

- **Avoid using TV as a babysitter.**
  Involve kids in household jobs and invite them to help in the kitchen.

- **Move the TV set(s) to a less tempting place in the house.**
  You’re less likely to watch in a room you don’t use very often.

- **Make certain days of the week “TV free”**
  or even “screen free” (no videogame/computer time).

- **Cancel your cable subscription.**
  Use the savings to buy good books or active toys and games.

- **Don’t worry if kids complain that they are bored.**
  For kids, boredom often leads to creativity.

- **Replace TV Time with active play and family time**
  and watch your family thrive.

KAISER PERMANENTE thrive
Create an Ad

Create an ad for a healthy food or a physical activity. Design an ad that will appeal to 5 to 15 year olds. Remember, advertisers use persuasive strategies to market their products. Have fun and design it so it sells!
Name _______________________________________
I am participating in TV-Turnoff Week
From April ____ to April ____, ________

I pledge to:
1. Watch no TV during the week.
2. Encourage my friends and family to watch no TV during the week
3. Explore new, screen-free activities
4. Have fun!!!!

Instead of watching TV, I will:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Yo, ___________________________________

Soy participante en  
La Semana de Apagar la Television
Del _____ al _____ de abril, _________

Prometo:

1. No ver televisión durante la semana.
2. Animar a mis familiares y amigos a que no vean televisión durante esta semana
3. Explorar nuevas actividades fuera de la pantalla
4. ¡¡Divertirme!!

En lugar de ver televisión, voy a:

______________________________________________

______________________________________________
Teachers and leaders: fun activities

Set an example! You can help families become less dependent on screen activities for entertainment.

Set the stage

- Read books with kids (see the resource list).
- Talk about what kids enjoy besides screen time.
- Use math class to fill out our log of screen time and graph the results.
- Involve parents: Have each family member fill out the log and compare results.
- Have children make collages or drawings of favorite activities that don’t involve screen time. Encourage children to hang the finished artwork on or near the TV at home.
- Write a newsletter article and send handouts to parents.
- Order materials from the Center for Screen-Time Awareness (www.screentime.org).
- Gather colleagues to help organize events for your school or organization (see next page for ideas).
- Declare your organization or school screen-free for a week or more. Put up posters or make a display with handouts from the Center for Screen-Time Awareness.
Try a screen-free week

- Have a contest. Which individual or group can spend the least time with a screen for a week or a month? Offer prizes, but make sure they aren’t high-sugar or high-fat foods!
- Organize a special evening at which parents, older children, and community members teach fun, screen-free activities, such as knitting, chess, or salsa dancing, and serve healthy snacks.
- Set up a “slumber party” in an unusual location (such as the library) for one night and tell stories to the group, play board games, or do other non-screen activities.
- Use the “More reading, less TV” idea from the Center for Screen-Time Awareness. Bring an old TV into the classroom. Assign books to read. For every book read, fill out a slip of paper and tape it to the old TV. Eventually the TV is buried under the “books.”

Join forces

Enlist allies to help encourage children to have more time for being active, creating, and interacting by spending less time with entertainment screens. Here are some possible allies:

- School personnel (teachers, nurses, food service workers).
- PTA members.
- Preschool teachers.
- Parks and recreation department staff.
- YMCA and/or community center staff.
- Sports leagues.
- Libraries.
- Extension service.
- Health care agencies and providers.
- Faith community.
- Child advocacy and service agencies.

Books for classroom reading

**Fix-it Board Book**
By David McPhail
Dutton Juvenile, 2002; ages 2–6
TV breaks, and reading turns out to be more fun.

**The Berenstain Bears and Too Much TV**
By Stan Berenstain and Jan Berenstain
Random House Books for Young Readers, 1984; ages 4–8
Mom puts her foot down; kids need to play!

**Turn off the TV (Mama Rex and T Series)**
By Rachel Vail and Steve Bjorkman
Rebound by Sagebrush, 2003; ages 4–8
Mama Rex figures out what to do when the power goes.

**Box-Head Boy**
By Christine M. Winn and David Walsh
Fairview Press, 1996; ages 4–8
Denny’s head turns into a TV until he remembers real life and decides to spend his time there instead.

**Aunt Chip and the Great Triple Creek Dam Affair**
By Patricia Polacco
Philomel, 1996; ages 6–10
Aunt Chip teaches a town to read after they’d given it up for TV.
GET ACTIVE

BE HEALTHY!

Spend less time with TV, video games, and computer games.

Screen time and health
Did you know that kids who watch TV a lot are risking a lifetime of health problems? It's a proven fact: too much screen time (watching TV, playing on the computer, and playing video games) is associated with:
- Violent behavior.
- Poorer school performance.
- Lower reading scores.
- Sleep pattern disturbances.
- Overweight.
- Consumption of junk food.
- Bad habits later in life (like tobacco and alcohol abuse).

Join millions of others and check out what else life has to offer! What can kids do instead? The sky's the limit.

Get active. Get imaginative. Get social!
- Walk the dog.
- Take a hike.
- Run a half mile.
- Climb a hill.
- Play a game.
- Visit a park.
- Ride a bike.
- Read a book.
- Throw a ball.
- Visit a friend.
- Put on a show.
- Draw a picture.
- Have a conversation.
- Smell the roses.

www.screentime.org • www.kp.org/tvturnoff • www.doernbecher.com

Doernbecher Children's Hospital
A division of Oregon Health & Science University

KAISER PERMANENTE® thrive

To download a PDF of this document for reproduction, go to www.kp.org/tvturnoff. Please copy, share, and distribute this handout!
Screen time log sheet for:

How many hours of screen time (TV, video games, computer games) did your family have each day? Add up the totals for the week.

Activities during the week of:

<table>
<thead>
<tr>
<th>Day</th>
<th>Amount of time</th>
<th>What you did for screen time</th>
<th>What snacks you ate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>before lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>after lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>before lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>after lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>before lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>after lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>before lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>after lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>before lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>after lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>before lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>after lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>before lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>after lunch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total amount of screen time:

Things you did instead of screen time or things you'd like to try next week: ________________________________
What did you and your family do instead of watching TV?

Draw a picture or write a story—or both.
¡MANTENTE SANO!

MANTENTE ACTIVO!

Traten de pasar menos tiempo sin televisión, videojuegos, ni juegos de computadoras.

La salud y el tiempo frente a las pantallas.

¿Sabías que los niños que ven mucha televisión se arriesgan a tener problemas de salud durante toda la vida? Es un hecho comprobado: pasar demasiado tiempo frente a una pantalla (viendo TV, jugando en la computadora y jugando videojuegos) se vincula con:

- Mal desempeño escolar.
- Calificaciones de lectura más bajas.
- Cambios en los patrones de dormir.
- Sobrepeso.
- Consumo de comida no nutritiva (chatarra).
- Malos hábitos al llegar a ser adultos (como fumar y consumir alcohol).
- Comportamientos violentos.

¡Únete a millones de compañeros para ver qué otras cosas te ofrece la vida! ¿Qué más pueden hacer los niños? El cielo es el límite.

¡Ponte activo, usa tu imaginación, convive con los demás!

- Sal a caminar con tu perro.
- Ve a dar un paseo.
- Corre alrededor de la manzana.
- Sube a una colina.
- Diviértete con un juego.
- Visita un parque.
- Monta en bicicleta.
- Lee un libro.
- Juega con una pelota.
- Visita a un amigo.
- Organiza un espectáculo.
- Cuenta un cuento.
- Platica con alguien.
- Sal a oler las flores.

www.screentime.org • www.kp.org/tvturnoff • www.doernbecher.com

Doernbecher Children’s Hospital
A division of Oregon Health & Science University

Kaiser Permanente® Viva bien

Por favor, ¡imprime y distribuye esta información!
Diario de “tiempo inactivo” de:

¿Cuántas horas de tiempo inactivo tuvo cada día? Sume las cantidades de la semana.

Actividades durante la semana de (fechas):

<table>
<thead>
<tr>
<th>Día</th>
<th>Cantidad de tiempo</th>
<th>¿Qué hizo durante su tiempo inactivo?</th>
<th>¿Qué cosas comió?</th>
</tr>
</thead>
<tbody>
<tr>
<td>lunes</td>
<td>antes del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>después del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>martes</td>
<td>antes del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>después del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>miercoles</td>
<td>antes del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>después del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jueves</td>
<td>antes del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>después del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>viernes</td>
<td>antes del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>después del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sabado</td>
<td>antes del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>después del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>domingo</td>
<td>antes del almuerzo</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>después del almuerzo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suma total de tiempo inactivo:

Cosas que hizo en vez de tiempo inactivo—o cosas que le gustaría tratar la semana que viene:
¿Qué hiciste y qué hizo tu familia en lugar de ver televisión?

Haz un dibujo o escribe una historia, o los dos, sobre cómo te gusta pasar el tiempo durante la semana sin televisión.
# Snack Comparison

<table>
<thead>
<tr>
<th>Snack</th>
<th>Serving Size</th>
<th>Price</th>
<th>Calories</th>
<th>Fat (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flamin' Hot Cheetos®</td>
<td>1 bag (3.5 oz.)</td>
<td>$0.99</td>
<td>560</td>
<td>39</td>
</tr>
<tr>
<td>Pepsi®</td>
<td>20 fluid oz.</td>
<td>$0.99</td>
<td>250</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$1.98</strong></td>
<td><strong>810</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

Almost 40 grams of fat! That’s the same as eating almost **8 teaspoons of fat**!!

To burn off 810 calories, a child* would have to bike ride for **3 hours and 45 minutes**!!

Make the healthy choice!

<table>
<thead>
<tr>
<th>Snack</th>
<th>Serving Size</th>
<th>Price</th>
<th>Calories</th>
<th>Fat (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>1 medium</td>
<td>$0.50</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>String Cheese Lowfat</td>
<td>1 oz. stick</td>
<td>$0.33</td>
<td>80</td>
<td>6</td>
</tr>
<tr>
<td>Milk, 1% lowfat</td>
<td>8 oz.</td>
<td>$0.30</td>
<td>140</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$1.13</strong></td>
<td><strong>300</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Costs less. . More healthy!

Rich in calcium for strong bones and teeth!

Fruit for healthy energy, vitamins, & minerals!

Rich in calcium for strong bones and teeth!

How many calories do you need in a day?

For a child:
- 1-2 years of age ~ 1000 kcals/d
- 3-8 years of age ~ 1600 kcals/d
- 9-13 years of age ~ 2000 kcals/d

Costs 85 cents less! You save 510 calories!! You save 30 g of fat!!

*Based on the calorie expenditure of a 77 lb child; adapted from the 2000 American Academy of Pediatrics Fitness Activity Chart
### Comparemos Bocadillos

<table>
<thead>
<tr>
<th>Bocadillo</th>
<th>Porción (Tamaño)</th>
<th>Precio</th>
<th>Calorías</th>
<th>Grasa (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flamin' Hot Cheetos®</td>
<td>1 bolsa (3.5 oz)</td>
<td>$0.99</td>
<td>560</td>
<td>39</td>
</tr>
<tr>
<td>Pepsi®</td>
<td>20 oz.</td>
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<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$1.98</strong></td>
<td><strong>810</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

**¡Cuesta menos. Es más saludable!**

Para quemar 810 calorías, un niño tiene que andar en bicicleta por 3 horas y 45 minutos!!!

**¡Cerca de 40 gramos de grasa!**

¡Es casi lo mismo como comer 8 cucharadas de grasa!!!

**¡Se ahorra 85 centavos!**

**¡Se ahorra 510 calorías!**

**¡Se ahorra 30 g de grasa!**

### Bocadillo

<table>
<thead>
<tr>
<th>Bocadillo</th>
<th>Porción (Tamaño)</th>
<th>Precio</th>
<th>Calorías</th>
<th>Grasa (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manzana</td>
<td>1 mediana</td>
<td>$0.50</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Queso de palito bajo en grasa</td>
<td>1 oz. palito</td>
<td>$0.33</td>
<td>80</td>
<td>6</td>
</tr>
<tr>
<td>Leche baja en grasa, 1%</td>
<td>8 oz.</td>
<td>$0.30</td>
<td>140</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$1.13</strong></td>
<td><strong>300</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

**¿Cuántas calorías se necesita en un día?**

Para un niño de:

- 1-2 años ~ 1000 cal/d
- 3-8 años ~ 1600 cal/d
- 9-13 años ~ 2000 cal/d

**¿Cuántas calorías se necesita en un día?**

Para un niño de:

- 1-2 años ~ 1000 cal/d
- 3-8 años ~ 1600 cal/d
- 9-13 años ~ 2000 cal/d

**¡Cuesta menos. Es más saludable!**

*Based on the calorie expenditure of a 77 lb child; adapted from the 2000 American Academy of Pediatrics Fitness Activity Chart*
## So sánh thức ăn vật

<table>
<thead>
<tr>
<th>Thức ăn vật</th>
<th>Số lượng</th>
<th>Giá</th>
<th>Calo</th>
<th>Béo (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loại chip cay Cheetos®</td>
<td>1 túi (3.5 oz)</td>
<td>$0.99</td>
<td>560</td>
<td>39</td>
</tr>
<tr>
<td>Nước ngọt Pepsi®</td>
<td>2.5 ly hoặc 20 oz</td>
<td>$0.99</td>
<td>250</td>
<td>0</td>
</tr>
<tr>
<td><strong>Tổng số</strong></td>
<td></td>
<td><strong>$1.98</strong></td>
<td><strong>810</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

Gần 40 grams chất béo! Làm đường vòng 8 muỗi ăn mới !!!

Để tiêu đi 810 kcal, một đứa trẻ* phải đạp xe đạp 3 tiếng 45 phút !!!

Hãy lựa chọn tốt cho sức khỏe!

<table>
<thead>
<tr>
<th>Thức ăn vật</th>
<th>Số lượng</th>
<th>Giá</th>
<th>Calo</th>
<th>Béo (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Táo</td>
<td>1 trái vúra</td>
<td>$0.50</td>
<td>80</td>
<td>0</td>
</tr>
<tr>
<td>Phô mai loại cây ít chất béo</td>
<td>1 oz. hoặc 1 cây</td>
<td>$0.33</td>
<td>80</td>
<td>6</td>
</tr>
<tr>
<td>Sữa ít chất béo (1%)</td>
<td>8 oz. hoặc 1 ly</td>
<td>$0.30</td>
<td>140</td>
<td>3</td>
</tr>
<tr>
<td><strong>Tổng số</strong></td>
<td></td>
<td><strong>$1.13</strong></td>
<td><strong>300</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

Rẻ tiền hơn . . . Khỏe mạnh hơn!

*Based on the calorie expenditure of a 77 lb.child; adapted from the 2000 American Academy of Pediatrics Fitness Activity Chart
**UNIT:** CONSUMER BEWARE  

**Objectives:** Locomotor skills, evading  

**Equipment:** Boundaries, whistle or music (start/stop signal).  

**Asset Categories:** Support  
Constructive Use Of Time  
Social Competencies  

**Grades:** 5-6  

**P.E. Standard:**  
Grade 5 - 3.3 - Aerobic Capacity  
Grade 6 – 1.9 – Movement & Skill  
Grade 6 – 3.4 - Aerobic Capacity  

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>TEACHING OPTIONS</th>
</tr>
</thead>
</table>
| Healthy Heroes | -Establish boundaries where the students can run, jump, skip, etc. Determine start line and end line.  
-To begin, all players except for the tagger (Healthy Hero) who is in the middle of the play space are lined up on the start line.  
-The players will be divided into two groups:  
- Fit-less  
- Health-less  
-When the healthy hero calls out your group, walk, skip, jump, etc. to the other side of the play space without getting tagged by the Healthy Hero.  
-When tagged, players become one of the Healthy heroes and tag other Fit-less or Health-less players. | -Heroes must use the same movement patterns of the Fit-less and Health-less.  
-Play until there are only a few players left. The remaining players can be the first set of Healthy Heroes for the next round.  
-Continue using different movement patterns (skipping, jumping, etc). |
**UNIT:** CONSUMER BEWARE

**Objectives:** Agility, cooperation, locomotor skills

**Asset Categories:** Support
Constructive Use Of Time
Boundaries & Expectations
Positive Values

**Equipment:** Boundaries, whistle or music (start/stop signal).

**P.E. Standard:** Grade 5 - 3.3 - Aerobic Capacity
Grade 6 – 1.9 – Movement & Skill
Grade 6 – 3.4 - Aerobic Capacity

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>TEACHING OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V.I.P.</strong></td>
<td><strong>(Very Important Produce)</strong> -Establish boundaries within the play area. Start line and end line need to be determined.</td>
<td>-Person in the middle picks a movement pattern. The rest of the group follows the pattern.</td>
</tr>
<tr>
<td></td>
<td>-Split larger group into smaller groups of 5 to 6 participants. Have each small group line up on the start line.</td>
<td>-Try different movement patterns.</td>
</tr>
<tr>
<td></td>
<td>-Have the groups form a circle by joining hands. Have each person in the group become a fruit or vegetable. Select the first person (produce) to be in the middle.</td>
<td>-Discuss the importance of fruits and vegetables and why they should be protected.</td>
</tr>
<tr>
<td></td>
<td>-As a group move from the start line to the end line while protecting the person in the middle.</td>
<td>-Can we name some things that hurt fruits and vegetables?</td>
</tr>
<tr>
<td></td>
<td>-Repeat and change the person in the middle until everyone has had a chance to be in the middle.</td>
<td>-Which are your favorite fruits and vegetables?</td>
</tr>
</tbody>
</table>

**YMCA of Santa Clara Valley**
**UNIT:** CONSUMER BEWARE

**Objectives:** Locomotor skills, endurance, evading

**Equipment:** Boundaries, hula hoops, whistle or music (start/stop signal).

**Asset Categories:** Support

**Constructive Use Of Time**

**Boundaries & Expectations**

**P.E. Standard:**
- Grade 5 - 3.3 - Aerobic Capacity
- Grade 6 – 1.9 – Movement Patterns & Skills
- Grade 6 – 3.4 - Aerobic Capacity

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>TEACHING OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fruit Basket</strong></td>
<td>- Establish boundaries within the play area.</td>
<td>- Avoid being tagged by dodging or standing in the correct hoop.</td>
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<td></td>
<td>- Assign 4 taggers (Fruit Flies).</td>
<td>- Place greater distance between hoops to increase difficulty.</td>
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<tr>
<td></td>
<td>- The players (fruit) must avoid being tagged without leaving the boundaries.</td>
<td>- Try different movement patterns.</td>
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<td>- If tagged, the player becomes “it”.</td>
<td>- Which fruits would we find in a fruit basket?</td>
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<td></td>
<td>- Before the game begins, designate a safe color or colors of hula hoops</td>
<td>- Can you make a list of fruits that grow on trees?</td>
</tr>
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<td></td>
<td>(fruit baskets).</td>
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</tr>
<tr>
<td></td>
<td>- Players may stand in a safe hoop no longer than 5 seconds.</td>
<td>- Can you make a list of fruit that grows on the ground?</td>
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<tr>
<td></td>
<td>- After 2 to 4 minutes, prompt the taggers to select new taggers (fruit flies)</td>
<td></td>
</tr>
</tbody>
</table>