**UNIT:** READY, SET, GO

**Objectives:** Cooperation, balance, agility

**Asset Categories:** Constructive Use Of Time, Empowerment, Social Competencies

**Grades:** K-2

**Equipment:** Boundaries, hula hoops, whistle and start/stop signal

**P.E. Standard:**
- Grade K – 1.1 – Movement Concepts
- Grade 1 – 1.1 – Movement Concepts
- Grade 2 – 1.1 – Movement Concepts

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>INSTRUCTIONS</th>
<th>TEACHING OPTIONS</th>
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| **Healthy Hoops**| - Have larger group form smaller groups of 6 to 8 participants joining hands in a circle. Give each group 1 hula hoop.  
- On the start signal, move the hoop around your circle by passing everyone through the hoop.  
- Please do not let go of the hands of your group.  
- Communicate, stretch, bend and reach to accomplish the goal. | - The object of the game is to see how quickly you can pass all the members of your group through the hoop without letting go of hands.  
- Challenge the group:  
  - How quickly can the group pass the hoop around the circle twice?  
  - How many times around in 1 minute?  
- Discuss with the students the importance of healthy choices.  
- The hoops represent the arteries of the body.  
- The groups represent the blood in the body.  
- Blood must get help to pass through our arteries, much like we get help pass through the hoops.  
- We can help the blood by making healthy choices that keep us fit for learning. |
**UNIT: READY, SET, GO**

**Objectives:** Social skills  
**Asset Categories:** Constructive Use Of Time, Empowerment, Social Competencies  

**Grades:** K-2  
**Equipment:** Boundaries, whistle and start/stop signal  
**P.E. Standard:**  
- Grade K – 1.1 – Movement Concepts  
- Grade K – 3.1 – Fitness Concepts  
- Grade 1 – 1.1 – Movement Concepts  
- Grade 1 – 3.1 – Fitness Concepts  
- Grade 2 – 1.1 – Movement Concepts  
- Grade 2 - 3.1 – Fitness Concepts

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| Pathway  | -Have participants select a partner and line up on the start line.  
- Make participants aware of the start line and end line.  
- Each pair selects a front person and a back person. Front person closes and or covers their eyes, Back person places their hands on the shoulders of the front person.  
- On the start signal, the pairs walk along their path to the end line. Once the pair reaches the end, switch roles and return to the start line.  
- After they have gone on a straight path, allow them to make their own pathway.  
- While making their own pathway, the back person should tell their partner all the wonderful fruit trees and gardens that line their path.  
- The object of the game is to give and receive trust from your partner(s).  
- Don’t get your person lost or injured while on the pathway. |
UNIT: READY, SET, GO

Objectives: Social skills
Asset Categories: Constructive Use Of Time
                 Empowerment
                 Social Competencies

Grades: K-2

Equipment: Boundaries, whistle and start/stop signal
P.E. Standard: Grade K – 1.1 – Movement Concepts
                 Grade K – 3.1 – Fitness Concepts
                 Grade 1 – 1.1 – Movement Concepts
                 Grade 1 – 3.1 – Fitness Concepts
                 Grade 2 – 1.1 – Movement Concepts
                 Grade 2 - 3.1 – Fitness Concepts

ACTIVITY | INSTRUCTIONS | TEACHING OPTIONS
---|---|---
Willie the Worm | -Have participants line up in groups of four (single file line). | -Willie the worm is looking for the giant apple. Can we help him find it? |
 | -Make participants aware of the start line and end line. | -Change movement pattern, but play slow and safe. |
 | -The person in the front becomes the eyes of Willie the worm. The front person’s eyes are open, but everyone else’s eyes are closed. | |
 | -Place your hands on the shoulders of the person in front. | |
 | -On the start signal, the groups navigate the play area safely. | |
 | -On the signal, the front person goes to the back and everyone takes one step forward. | |
 | -Continue playing until everyone has had a chance to be Willie’s eyes. | |

YMCA of Santa Clara Valley
How Much Sugar is in my Soda?

How many teaspoons of sugar do you think is in a 12 oz. can of soda?

Materials:

- 3 beverages in 12 oz. cans
- 3 paper plates
- Container with lid containing at least a cup of table sugar
- Measuring spoons
- A calculator

Directions:

Find three soda cans and take note of how much sugar is on the Nutrition Facts label. Some popular sodas are here:

- Coca Cola® 40 grams
- Sprite® 39 grams
- Pepsi® 42 grams
- Mountain Dew® 46 grams

One teaspoon of white sugar equals about 4.6 grams.

Now get a calculator and divide the number of grams in your soda by 4.6. That will give you the number of teaspoons. Then, using your measuring spoons, scoop out that many teaspoons of sugar onto each plate.

THAT is how much sugar you drink when you drink a can of soda.

SOURCE: Kaiser Permanente
Of the beverages analyzed, percent of milk in milk-based carbonated beverages varied considerably.

PUT YOUR BEVERAGE TO THE TEST
When it comes to nutrition, how does your favorite rate?
Based on 8 oz. servings

1% MILK
Calories 128
Total Fat 2.5g
Carbohydrates 16g
Protein 11g

% Daily Value
Vitamin A 10%
Vitamin C 4%
Vitamin D 25%
Calcium 39%

1% CHOCOLATE MILK
Calories 172
Total Fat 2.6g
Carbohydrates 29g
Protein 9g

% Daily Value
Vitamin A 10%
Vitamin C 4%
Vitamin D 25%
Calcium 32%

100% ORANGE JUICE
Calories 110
Total Fat 0g
Carbohydrates 27g
Protein 2g

% Daily Value
Vitamin A 0%
Vitamin C 130%
Vitamin D 0%
Calcium 2%

BOTTLED WATER
Calories 0
Total Fat 0g
Carbohydrates 0g
Protein 0g

% Daily Value
Vitamin A 0%
Vitamin C 0%
Vitamin D 0%
Calcium 0%

CARBONATED MILK-BASED BEVERAGE*
Calories 110
Total Fat 0g
Carbohydrates 19g
Protein 9g

% Daily Value
Vitamin A 10%
Vitamin C 4%
Vitamin D 25%
Calcium 35%

FRUIT DRINK
Calories 138
Total Fat 0g
Carbohydrates 35g
Protein 0g

% Daily Value
Vitamin A 3%
Vitamin C 103%
Vitamin D 0%
Calcium 0%

SPORTS DRINK
Calories 50
Total Fat 0g
Carbohydrates 14g
Protein 0g

% Daily Value
Vitamin A 0%
Vitamin C 0%
Vitamin D 0%
Calcium 0%

COLA
Calories 101
Total Fat 0g
Carbohydrates 28g
Protein 0g

% Daily Value
Vitamin A 0%
Vitamin C 0%
Vitamin D 0%
Calcium 0%

*Of the beverages analyzed, percent of milk in milk-based carbonated beverages varied considerably.

Source: Dairy Council of California © Dairy Council of California 2004
May be duplicated for educational purposes.
Most popular drinks are full of sugar! Use this evidence chart to help you compare how much sugar is in your favorite beverages. Find your favorite drink in the list, or write it down in the chart.

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Serving Size</th>
<th>Percentage of drink that is carbohydrate (sugar)</th>
<th>Grams of carbohydrates in one serving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gatorade®</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Powerade®</td>
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<td>Red Bull®</td>
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<td>Coke®</td>
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<tr>
<td>Pepsi®</td>
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<td></td>
<td></td>
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<tr>
<td>Root beer</td>
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<td></td>
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<tr>
<td>Lemonade</td>
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<td></td>
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<tr>
<td>7 Up®</td>
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<td></td>
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<tr>
<td>Sprite®</td>
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<td></td>
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<tr>
<td>Apple juice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orange juice</td>
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</tbody>
</table>
Now look for the Nutrition Facts chart on the drink container or label. First look for “Serving Size”. Enter that in the chart. Then look for a number for “Total Carbohydrates”. Write that number in the chart. Then write down the grams of sugar in the column on the right.

- Which drink is highest? Which is lowest?
- Are there any drinks that have more than one serving in the container? If you drink that whole container, you are getting much more sugar than if you just drink one serving.
- Be on the lookout for sugar!
Wow!

Cool!

Can I play, too?

Sure, mom!

Wait! (pant) Stop! (pant pant) I need to REEST!

OK, we can sit down for a minute.

That’s the hardest game I’ve ever played. But you’re not even breathing hard.

I’m just used to it because I practice a lot. If you want, you can do it, too.

I could never be like you. I get tired too fast.

Yeah, I know what you mean. I used to be like that too.

YOU! But you’re so GOOD!

Now I am. But when I was your age, I couldn’t do much of anything without getting tired.

I never went outside to play, and I watched TV all the time.

I was always the last one to get picked. I was too slow and got tired before the other kids. I wanted to be faster and play better, but I didn’t know how.
I wanted to have a strong body and to play harder. So I decided to do what she said.

I started choosing healthy foods to eat.

I started playing outside... and watch less TV after school.

Even my friends noticed something was different about me.

I started doing better in school, too. My teachers couldn’t figure it out.

I felt better. I looked better. I could tell I was becoming a different person.

After a while, eating right and playing just became a habit. I just did it.

Now I have plenty of energy and get better grades in school. My friends and I play together a lot.

Do you think I can do it? That’s a lot to remember.

You can do it. All you have to do is EAT SMART! PLAY HARD! The rest will come by itself. You’ll see.

EAT SMART! PLAY HARD! I can remember that!

And I’ll help you. We can do it together. That will be tons of fun!

Yeah! Let’s go!
Power Panther’s Transformation

that you have read the comic, see if you can answer these questions about it.

1. What does the boy notice about the Power Panther at the beginning of the story?
   a) He drives a sport car.
   b) He plays basketball really well.
   c) He loves cats and dogs.

2. How does the Power Panther describe himself when he was younger?
   a) He was full of energy.
   b) He was tired all the time and did not have much energy.
   c) He couldn’t remember what he was like when he was younger.

3. What did the Power Panther do?
   a) He did nothing and still has no energy.
   b) He learned to play the piano.
   c) He began to eat healthy food and be more active.

4. What happened to the Power Panther after he did this?
   a) He got awards for his piano playing ability.
   b) He continued to sleep all the time.
   c) He got stronger and was better in the sports he was playing.

5. What does the boy decide to do at the end of the story?
   a) He decides to study harder and do all his homework.
   b) He decides to Eat Smart. Play Hard, like the Power Panther.
   c) He decides to quit playing basketball and go get an ice cream cone.

6. List two things you can do to be more like the Power Panther.
• Positively remind your child of his/her weight goals - review goal sheet together.

• Speak with your child in a calm and understanding manner.

• Continue to motivate your child with positive phrases and rewards.

• Give your child a choice between fruits, veggies, or other healthy choices as second helpings.

• Prepare and cook vegetables in a new way that is appealing to your child.

• One bite rule - explain to your child that he/she must try at least one bite of any new food...if after one bite, he/she does not like it, the dish does not have to be finished.

• Involve your child in making a shopping list and explain the importance of sticking to the list when you are in the market.

• Ask your child which healthy snacks they like the most and are willing to eat. Make sure to give choices.

• Ask your child to make a healthy snack with you.

• Offer milk or water instead of soda.

• Make water enjoyable to drink - put in water bottles or sports bottles and squeeze some fresh fruit in it (i.e. lime).

• Explain to your child why it is important for the body to have balanced meals.

• Control portion size of meals and snacks.

• Get your child involved in many activities so that they are not sitting around the house all day (sports, art, music, and more).

• Make activity fun and playful so your child will want to do it.
How I plan to stay on track with my...

Healthier Eating Habits

Activity and Exercise

Healthier Body

GOOD HEALTH
Certificate of Accomplishment
Awarded to

Student Name

You're a fit for learning™ Student

Date  Teacher

SANTA CLARA COUNTY OFFICE OF EDUCATION