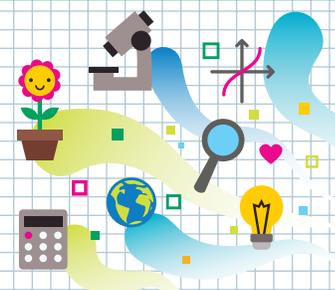




HEADS IN, HEARTS IN



Healthy Living Activities

The Heads In, Hearts In family enrichment program encourages families to use their minds (putting their “heads in”) as a tool to expand their knowledge around a variety of topic areas. By creating a shared educational experience, the family unit will work, grow and learn together, putting their “hearts in” to the process.

This unit contains the following:

- ▶ Balloon Dance
- ▶ Breathing – Cotton Ball Challenge
- ▶ Breathing Sphere
- ▶ Food Labels: Count Your Ingredients
- ▶ Fruit or Vegetable?
- ▶ Get Healthy With MyPlate
- ▶ Hunt for Nutrition
- ▶ MyPlate Bracelet
- ▶ My Favorite Exercises Are...
- ▶ Paper Plate Balance
- ▶ Pedometer Challenge
- ▶ Physical Activity Log
- ▶ Size Matters
- ▶ Streamer Dance
- ▶ Strong Bones = Calcium

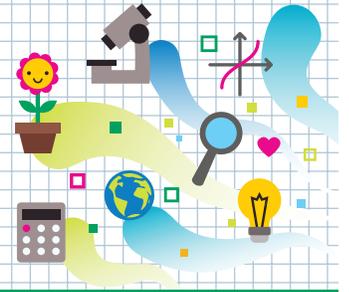


MSU is an affirmative-action, equal-opportunity employer, committed to achieving excellence through a diverse workforce and inclusive culture that encourages all people to reach their full potential. Michigan State University Extension programs and materials are open to all without regard to race, color, national origin, gender, gender identity, religion, age, height, weight, disability, political beliefs, sexual orientation, marital status, family status or veteran status. Issued in furtherance of MSU Extension work, acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Jeffrey W. Dwyer, Director, MSU Extension, East Lansing, MI 48824. This information is for educational purposes only. Reference to commercial products or trade names does not imply endorsement by MSU Extension or bias against those not mentioned. Produced by ANR Creative for MSU Extension (<http://msue.anr.msu.edu/>).1P-08:2018-WEB-PA/MR WCAG 2.0



HEADS IN, HEARTS IN

Balloon Dance Instructions for Set-Up



Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- 5-10 round balloons
- Music (optional)
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Blow up and knot the balloons.
- ▶ If you supply music, set up whatever you use to provide it (such as a computer).
- ▶ Set up the display table with necessary supplies.





HEADS IN, HEARTS IN



Balloon Dance Guide for Families

Learning Objectives

What you need to know:

Movement is important for everyone. Being physically active not only burns calories, but also helps to boost imagination, social skills, brain function and coordination. Families can be creative with the way they move and have fun with their kids. Balloons are a great tool to encourage movement for the entire family!

What you will do and learn:

You will use balloons and dance to see how easy and fun movement can be for the entire family.

Instructions

1. Take two balloons.
2. The goal is to not let either of the balloons touch the floor.
3. Toss the balloons in the air.
4. Move around beneath the balloons keeping them in the air.
5. Adults can join you in the activity. They can use your balloons and work as a team or use their own balloons.
6. Try these suggestions for movements: dance, stay in one place, alternate using hands to keep the balloons in the air and other ideas.
7. Additional suggestions: Add balloons to create more of a challenge, or use one balloon to make it easier.
8. If music is provided, dance to the various types of music that is played without letting the balloons touch the floor.



HEADS IN, HEARTS IN

Breathing -

Cotton Ball Challenge

Instructions for Set-Up



Supplies

- ❑ “Guide for Families” handout
- ❑ Clear plastic standup display (optional)
- ❑ 2-3 large bags of cotton balls
- ❑ Straw (1 per participant)
(unbendable, approximately 10 inches long)
- ❑ 5 small bowls
- ❑ Masking tape
- ❑ Trash bag
- ❑ Plastic gloves (to pick up cotton balls)
- ❑ Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Put a small handful of cotton balls in small bowls on the table.
- ▶ Put a line of masking tape along the whole length of the table, approximately two inches from the edge, or use these alternative or additional ideas:
 - Make the finish line along the short end of the table so the participants blow the cotton balls the length of the table.
 - Use the masking tape to create an obstacle course that the cotton ball must navigate through.
- ▶ Use the masking tape to attach a trash bag to the table for disposal of straws.





HEADS IN, HEARTS IN



Breathing – Cotton Ball Challenge Guide for Families

Learning Objectives

What you need to know:

Breathing exercises can help you overcome stress, slow down and relax. Benefits of practicing proper breathing techniques include increased oxygen levels, improved blood circulation, improved posture, enhanced mental clarity and the ability to focus.

What you will do and learn:

You will learn that proper breathing helps build **lung capacity**. Lung capacity is the amount of air your lungs can hold. As people age, their lung capacity tends to decrease. However, by doing exercises like this Cotton Ball Challenge in which you will use a straw to blow cotton balls across the table, you can maintain and increase lung capacity. This keeps lungs healthy and ensures that your body is getting the oxygen it needs.

Instructions

1. Take a straw.
2. Take the small bowl of cotton balls.
3. Start at the side of the table opposite of the masking tape.
4. Place one cotton ball on the table.
5. Use the straw to blow the cotton ball across the table; take big deep breaths to get those cotton balls moving and to open lung capacity.
6. Try to blow your cotton ball across the finish line of masking tape.
7. Don't blow too hard or your cotton ball will fall off of the table.
8. Continue until all of the cotton balls have been blown across the table.
9. Leave the cotton balls on the floor.
10. Were you able to get across the finish line without having any fall off of the table? What was easy? What was difficult?

Challenge:

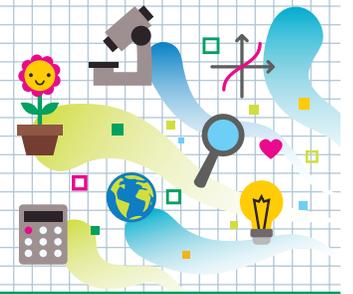
Find a friend and race to see who gets the cotton balls across the finish line first.



HEADS IN, HEARTS IN

Breathing Sphere

Instructions for Set-Up



Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- Large Hoberman sphere or coiled children’s toy
- Display table

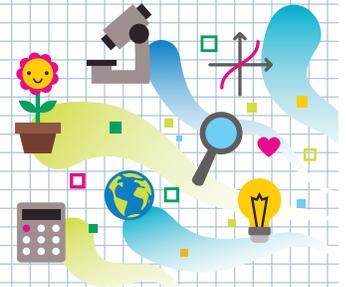
Activity Preparation

- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Purchase Hoberman sphere or coiled children’s toy, and set on display table.





HEADS IN, HEARTS IN



Breathing Sphere Guide for Families

Learning Objectives

What you need to know:

Breathing exercises can help you overcome stress, slow down and relax. Benefits of practicing proper breathing techniques include increased oxygen levels, improved blood circulation, improved posture, enhanced mental clarity and the ability to focus.

What you will do and learn:

You will learn a basic breathing technique that both adults and children can use whenever they feel tense or stressed, and need a calming exercise.

Instructions

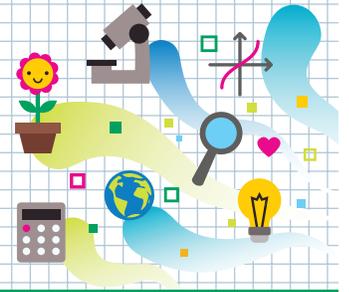
1. Stand tall with feet shoulder-width apart.
2. Take the Hoberman sphere or coiled toy in your hand. Keep it closed.
3. As you breathe in, slowly expand the Hoberman sphere or coiled toy for the duration of the time that you inhale.
4. As you exhale, slowly collapse the Hoberman sphere or coiled toy until your exhale is complete.
5. Pause.
6. Repeat: Breathe in and expand the sphere; exhale and collapse the sphere.



HEADS IN, HEARTS IN

Food Labels: Count Your Ingredients

Instructions for Set-Up



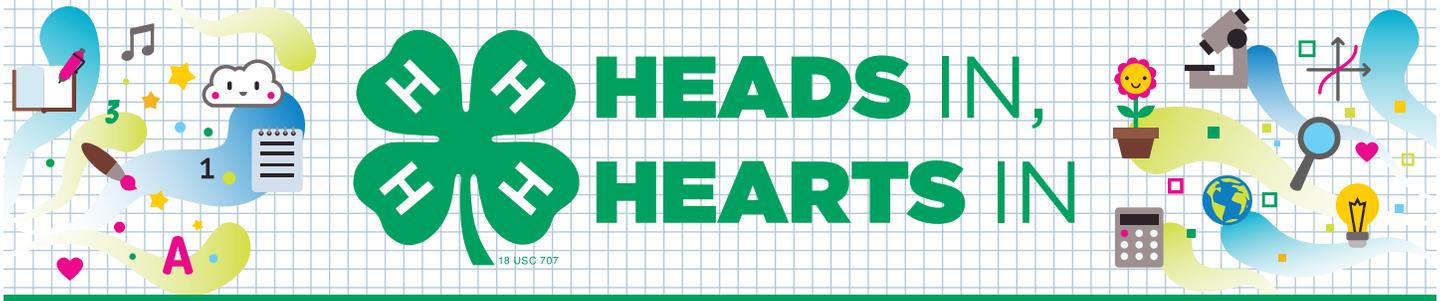
Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- Child-friendly food items with labels (approximately 10) (examples: cereal, canned fruit, mac and cheese, and others)
- “More” handout
- “Fewer” handout
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Arrange food items randomly on the table.
- ▶ Print the “More” and “Fewer” handouts on durable paper or laminate.
- ▶ Put the “More” sign on one end of the table, and put the “Fewer” sign on the other end.





Food Labels: Count Your Ingredients

Guide for Families

Learning Objectives

What you need to know:

Food labels tell us a lot of about what we eat such as serving size, calories and ingredients. It is important to look at food labels to help us decide if we should eat that food product or not. One way to do this is to count the ingredients. Healthier food tends to have fewer ingredients than processed food.

What you will do and learn:

You will look at the nutrition labels on the food products on the table to see how many ingredients each contains. You will sort them on the table according to how many ingredients they have. You will learn which foods tend to be the healthiest choices.

Instructions

1. Choose a food item from the table.
2. Count the number of ingredients listed on the nutrition label.
3. Decide if you think the item has more or fewer ingredients than the other food items on the table.
4. Place the food item on the table between the “Fewer” and “More” signs. If you think it has fewer ingredients than the others, place it nearer the “Fewer” sign. If you think it has more ingredients than the others, place it nearer the “More” sign.
5. Repeat until you have counted all the food items’ ingredients and place the items on the continuum between “Fewer” and “More.”
6. Which items do you think would be the healthier choices?
7. After you are done, mix up the order so that the next person can do the activity.

Food Labels: Count Your Ingredients

More Handout

more

Food Labels: Count Your Ingredients

Fewer Handout

fewer



HEADS IN, HEARTS IN

Fruit or Vegetable?

Instructions for Set-Up



Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- 2 small paper bags
- Marker
- “Fruits and Vegetables” handout
- 3 large pails, buckets or laundry baskets
- Several balls in fruit and vegetable colors (such as one yellow ball, one green ball, one red ball)
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ With the marker, label one paper bag “Fruits” and the other “Vegetables.”
- ▶ Print a copy of the “Fruits and Vegetables” handout on durable paper. Cut the fruits and vegetable cards apart and laminate. Place them on the table with the images facing up.
- ▶ Place all balls in one large pail, bucket or basket.
- ▶ Place empty pails a few feet away from the pail of balls.
- ▶ Set up the display table with necessary supplies.





HEADS IN, HEARTS IN



Fruit or Vegetable?

Guide for Families

Learning Objectives

What you need to know:

It's important to eat fruits and vegetables every day.

According to U.S. Department of Agriculture guidelines, young people 2 to 13 years old need to eat 1 to 1½ cups of fruit and 1 to 1½ cups of vegetables each day. Fruits and vegetables are a great source of dietary fiber, which helps with digestion. They also contain vitamin C, which helps to heal cuts and bruises, and keeps teeth and gums healthy. Fruits and vegetables come in a variety of colors, shapes and textures. They can be prepared in multiple ways.

What you will do and learn:

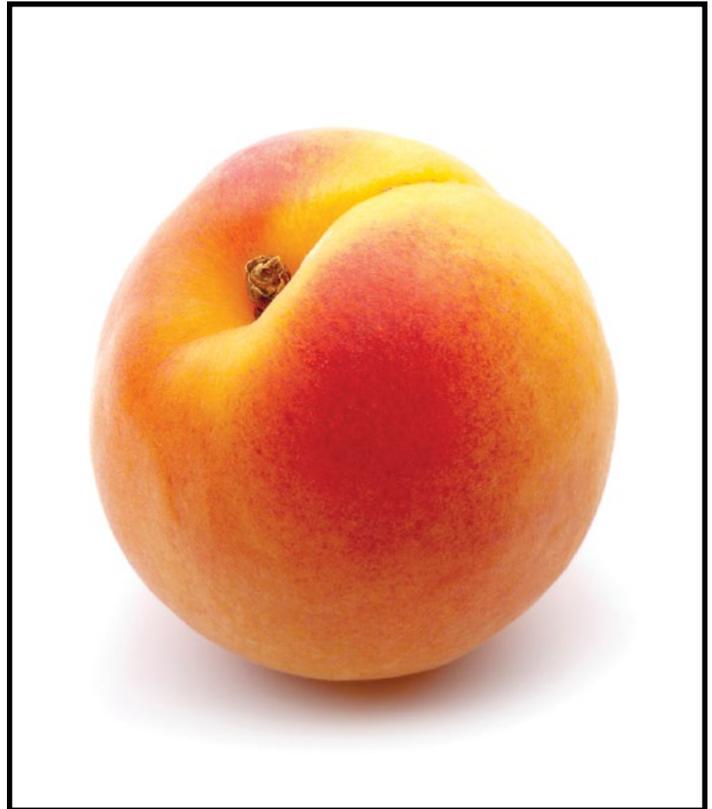
You will learn to identify fruits and vegetables by determining if the picture on the card is of a fruit or a vegetable and placing the card in the correct bag. You will also play a quick ball toss game.

Instructions

1. Choose a card on the table.
2. Look at the picture.
3. Determine if it's a fruit or vegetable.
4. Flip it over to see if you are correct.
5. Depending on the answer, place the card in either the bag labeled "Fruits" or the bag labeled "Vegetables."
6. Once complete, remove the cards from the bags and place back on the table for the next participant.
7. Next, choose a ball from the large pail.
8. Look at the color of the ball.
9. Name a fruit or vegetable that is that same color. Then try to throw the ball into the pail that is a few feet away from the large pail.

Fruit or Vegetable?

Fruits and Vegetables Handout



Photos © iStock.com

Fruit or Vegetable?

Fruits and Vegetables Handout, continued

Fruit

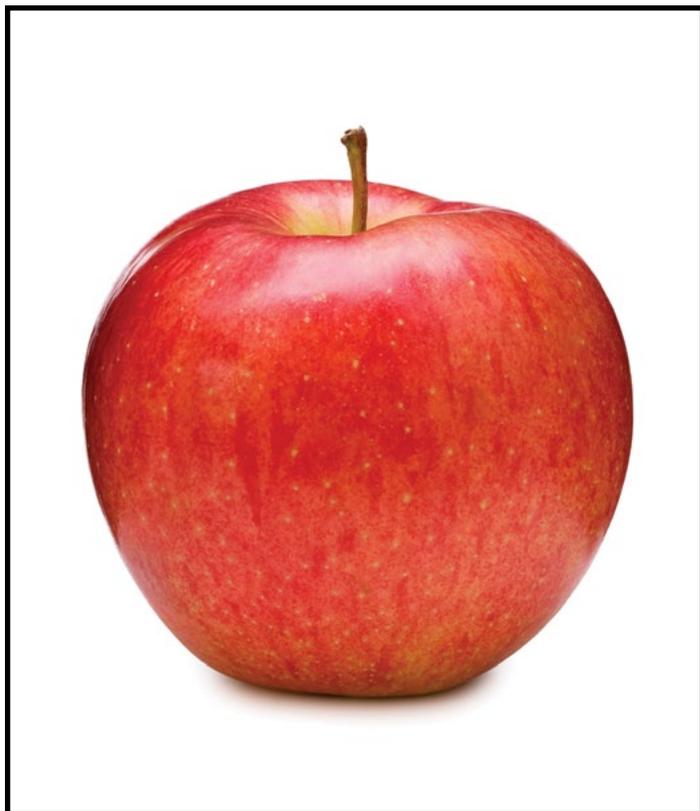
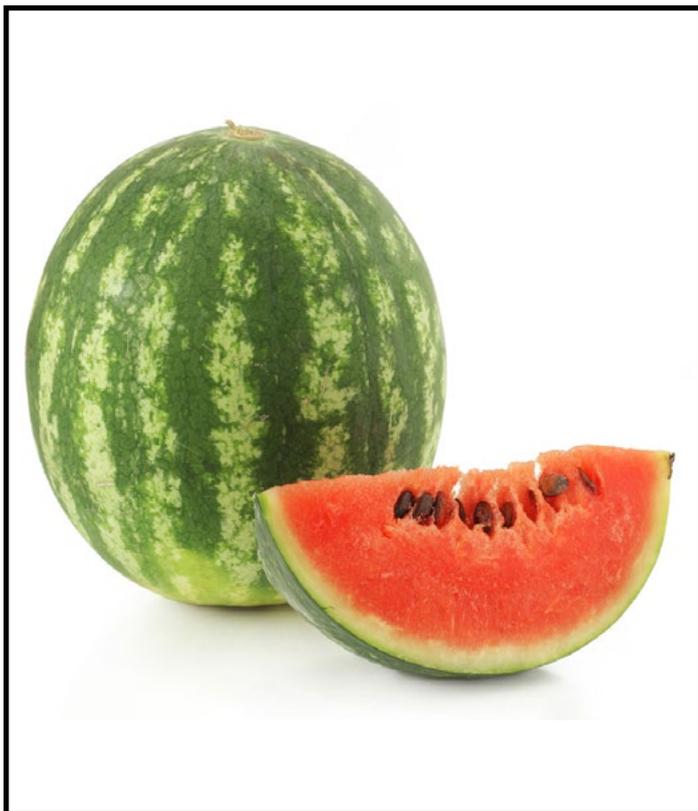
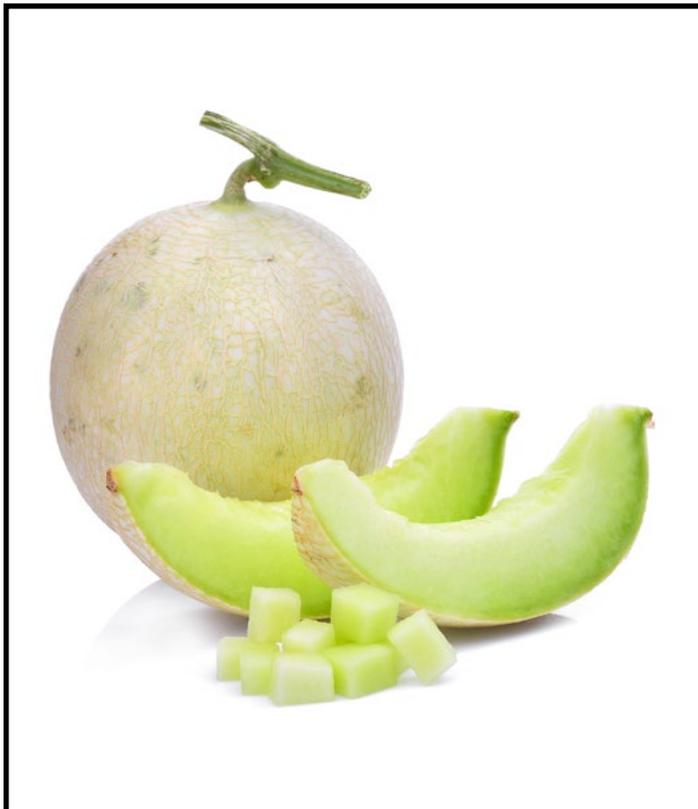
Fruit

Fruit

Fruit

Fruit or Vegetable?

Fruits and Vegetables Handout



Photos © iStock.com

Fruit or Vegetable?

Fruits and Vegetables Handout, continued

Fruit

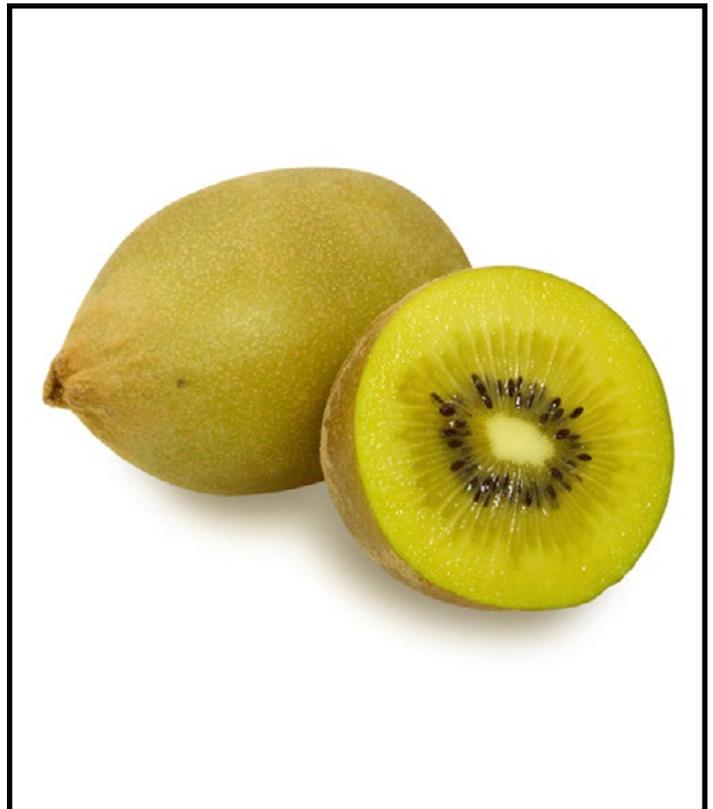
Fruit

Fruit

Fruit

Fruit or Vegetable?

Fruits and Vegetables Handout



Photos © iStock.com

Fruit or Vegetable?

Fruits and Vegetables Handout, continued

Fruit

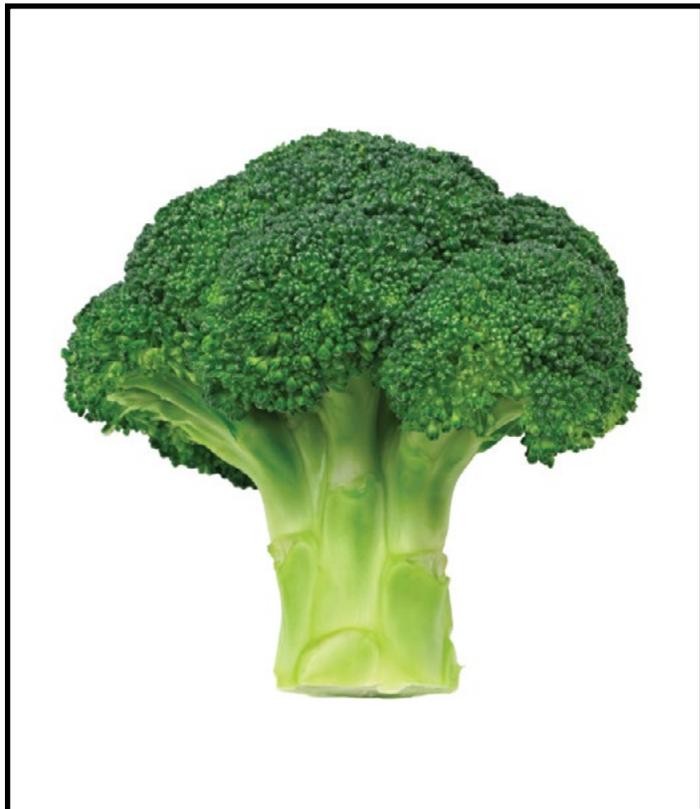
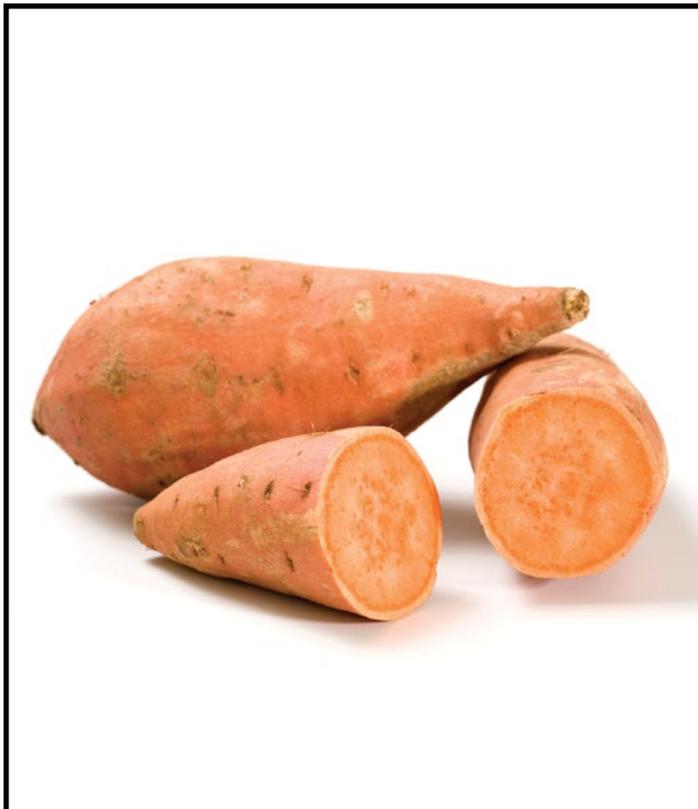
Fruit

Fruit

Fruit

Fruit or Vegetable?

Fruits and Vegetables Handout



Fruit or Vegetable?

Fruits and Vegetables Handout, continued

Vegetable

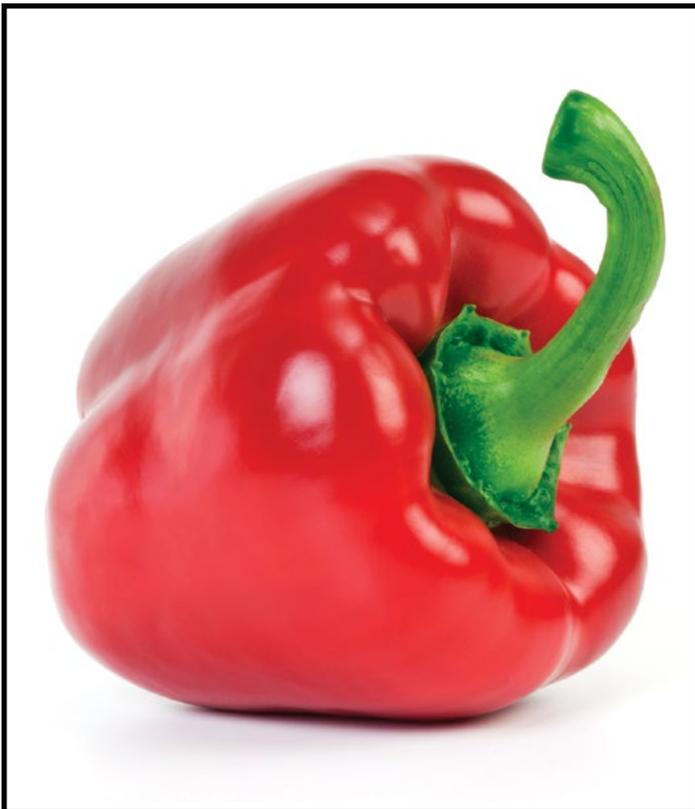
Vegetable

Vegetable

Vegetable

Fruit or Vegetable?

Fruits and Vegetables Handout



Photos © iStock.com

Fruit or Vegetable?

Fruits and Vegetables Handout, continued

Vegetable

Vegetable

Vegetable

Vegetable

Fruit or Vegetable?

Fruits and Vegetables Handout



Photos © iStock.com

Fruit or Vegetable?

Fruits and Vegetables Handout, continued

Vegetable

Vegetable

Vegetable

Vegetable



Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “MyPlate” coloring sheet (1 per participant)
- “MyPlate” poster
- Clear plastic sleeves (optional)
- Several crayons
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print copies of the “MyPlate” coloring sheet.
- ▶ Print at least five copies of the “MyPlate” poster and place each in a clear plastic sleeve, or print and laminate.
- ▶ Arrange display table with instructions.





HEADS IN, HEARTS IN



Get Healthy With MyPlate Guide for Families

Learning Objectives

What you need to know:

There are five food groups:

- ▶ Grain Group (for example, whole wheat bread, pasta or rice)
- ▶ Vegetable Group (for example, broccoli, carrots or peas)
- ▶ Fruit Group (for example, strawberries, grapes or bananas)
- ▶ Dairy Group (for example, milk, yogurt or cheese)
- ▶ Protein Group (for example, meat, eggs or peanut butter)

At each meal, you should try to make your plate look like the U.S. Department of Agriculture MyPlate poster displayed. Notice that half of the plate is filled with fruits and vegetables.

What you will do and learn:

It's important to have a well-balanced diet that contains an appropriate amount of each food group. Explore the five food groups using MyPlate.

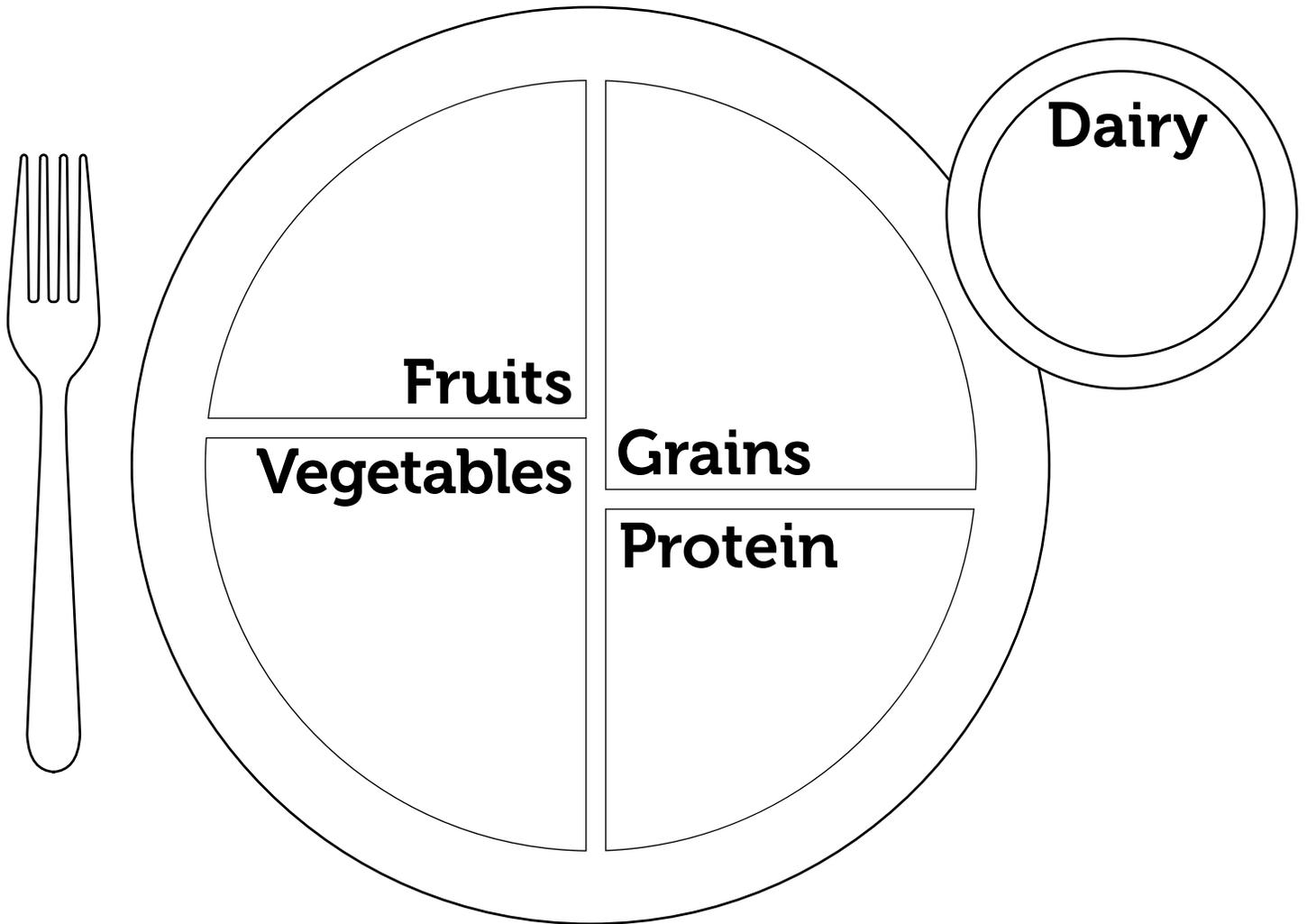
Instructions

1. Look at the “MyPlate” poster that is displayed on the table.
2. Notice that each food group is represented by a different color.
3. Grades K-1: Using the crayons, color your “MyPlate” coloring sheet. Make each section a different color.

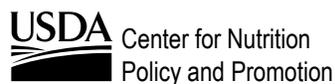
Grades 2-5: Think of different foods that you like in each of the five food groups. Draw them in to the correct section of the “MyPlate” coloring sheet. For example, if you like apples, draw an apple in the Fruit Group section and color it. Continue to draw and color foods into each food group section.

Get Healthy With MyPlate

MyPlate Coloring Sheet handout

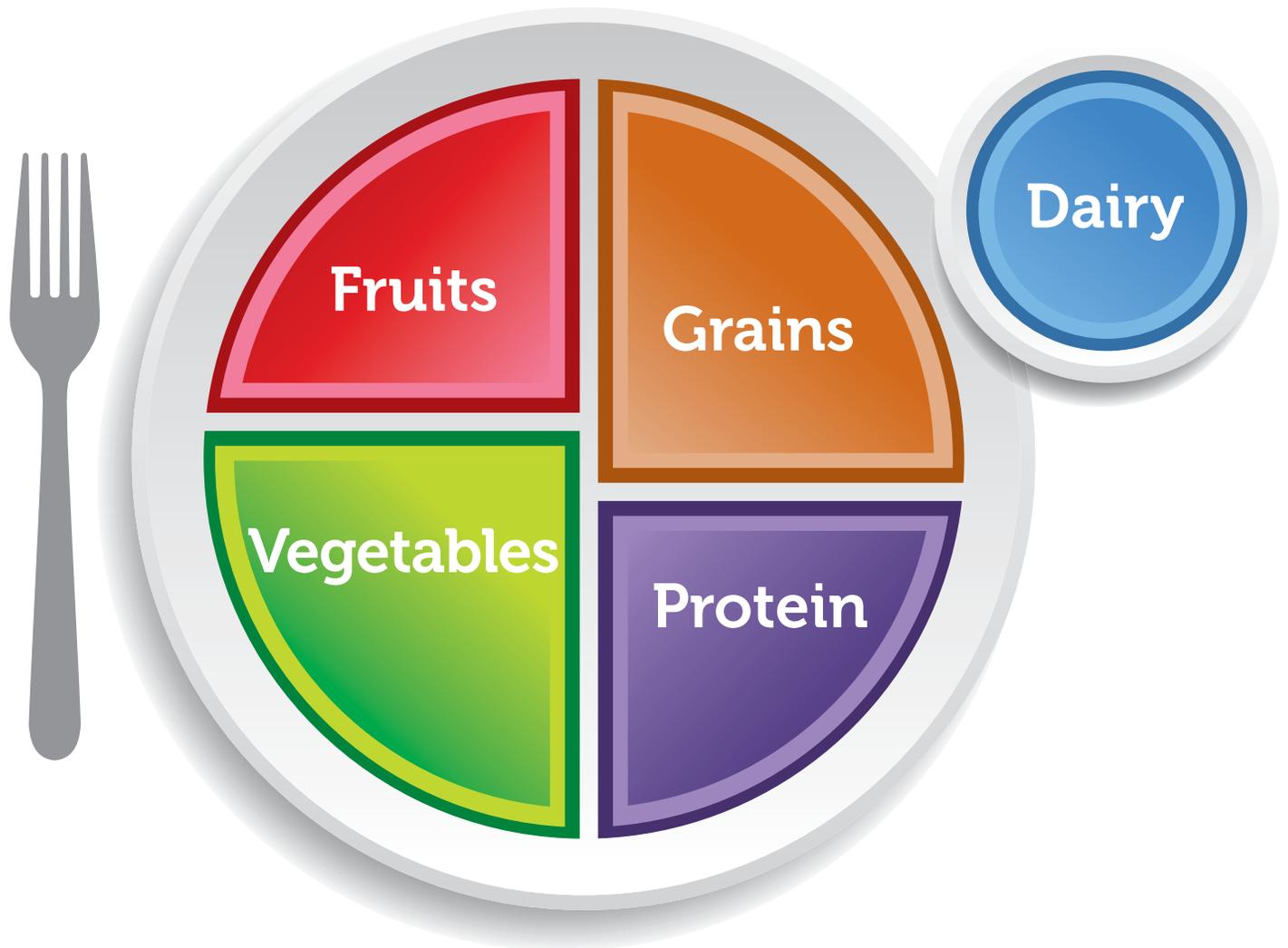


Choose **MyPlate**.gov

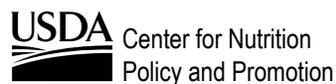


Get Healthy With MyPlate

MyPlate Poster handout



Choose **MyPlate**.gov





HEADS IN, HEARTS IN

Hunt for Nutrition

Instructions for Set-Up



Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “Food Group Count” handout
- “Food Groups” handout
- Tape
- Dry erase crayons
- Cleaning cloth
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print several copies of the “Food Group Count” handout. Laminate or place in a clear plastic sleeve.
- ▶ Print a copy of the “Food Groups” handout on durable paper or laminate. Cut apart.
- ▶ Using the tape, hang the pictures from the “Food Groups” handout around the room in no particular order.
- ▶ Set up the display table with necessary supplies.



HEADS IN, HEARTS IN



Hunt for Nutrition Guide for Families

Learning Objectives

What you need to know:

Good nutrition is essential for a healthy lifestyle. Encouraging good eating habits at an early age will establish healthy eating in the future. Good nutrition, when paired with physical activity, helps to reduce chronic disease, maintain an ideal weight and promote a healthy lifestyle.

Poor eating habits in early childhood will continue through adolescence and adulthood, leading to a risk for **obesity, diabetes and heart disease**. Unhealthy diets and inconsistent eating habits contribute to the cause of many health problems later in life.

To have a balanced diet you need to eat foods from each of the food groups: protein, dairy, fruits, vegetables and grains. The United States Department of Agriculture (USDA) recommends

a specific amount of food from each food group each day depending on your calorie level. The USDA recommends that children should consume the amounts per day given in the following table (based on a 1,000–1,600 calorie diet):

Youth Healthy Eating Recommendations

Food group	Amount per day (or daily amount)
Grains	4–6 oz.
Protein	3–5 oz.
Fruits	1–1½ cups
Vegetables	1½–2 cups
Dairy	2–3 cups

What you will do and learn:

You will begin to identify the five food groups, which include the fruits, dairy, grains, vegetables and protein food groups. You will also categorize each food that you find into one of the food groups.

Instructions

1. Take a “Food Group Count” handout and a dry erase crayon.
2. Go around the room and look at the food pictures on the wall. As you go, make a checkmark in the box in the column of the food group that you find. (For example, if you see a picture of an apple, make a checkmark in the “Fruits” column.)
3. You should find 4 grains, 2 vegetables, 2 fruits, 2 dairy items and 2 protein items (meat, poultry and eggs).
4. When you have located the correct number of servings for each food group, return to the table and erase your markings on the “Food Group Count” handout.

Hunt for Nutrition

Food Group Count Handout

As you walk around the room and look at the pictures, make a checkmark in the box in the column of the food group that you find. You should find 4 grains, 2 vegetables, 2 fruits, 2 dairy items and 2 protein items (meat, poultry and eggs).

Grains

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Vegetables

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Fruits

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Dairy

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Protein

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

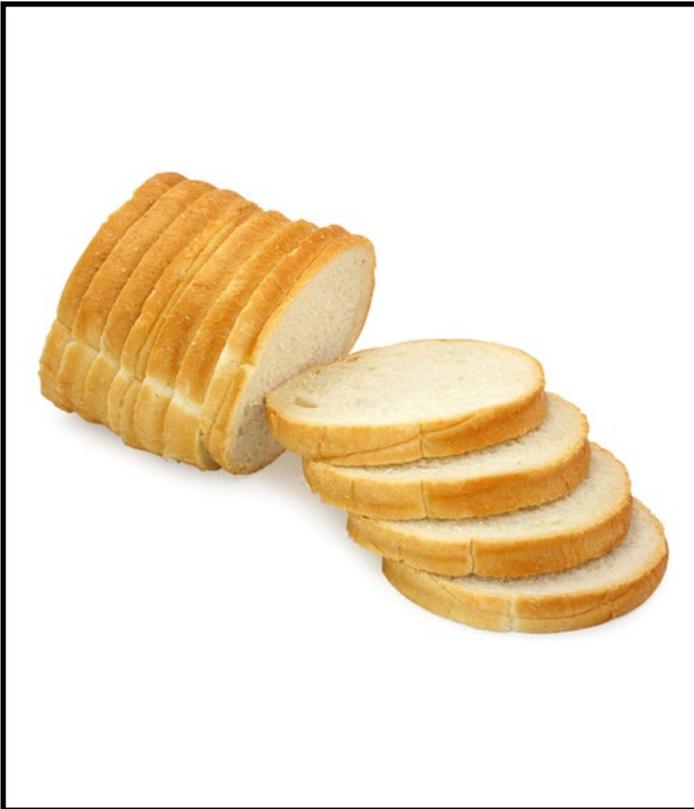
Hunt for Nutrition

Food Groups Handout



Hunt for Nutrition

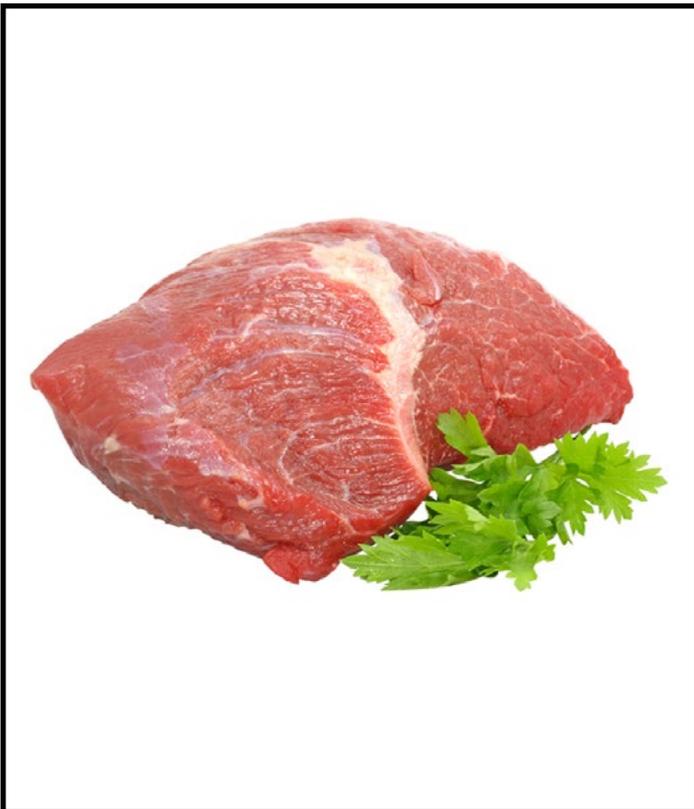
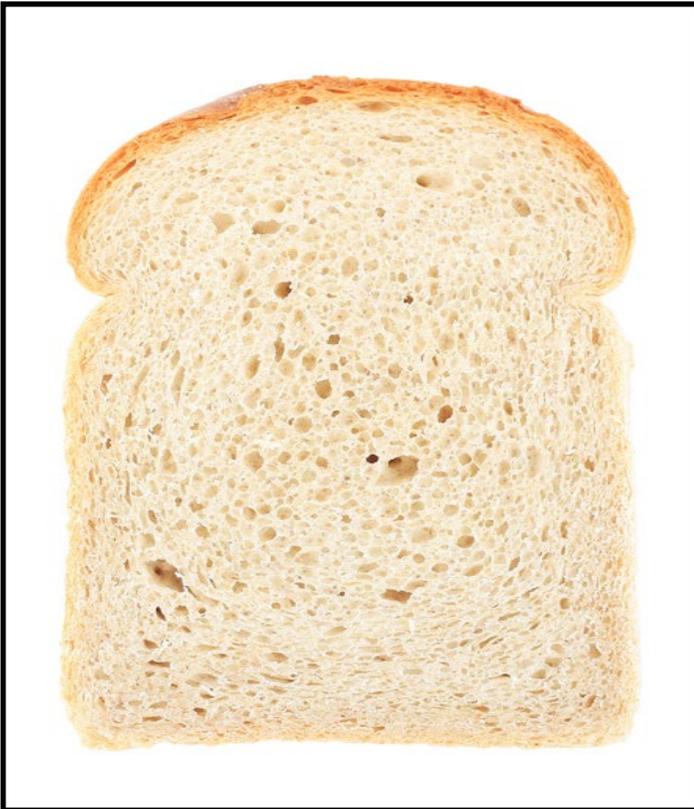
Food Groups Handout, continued



Photos © iStock.com

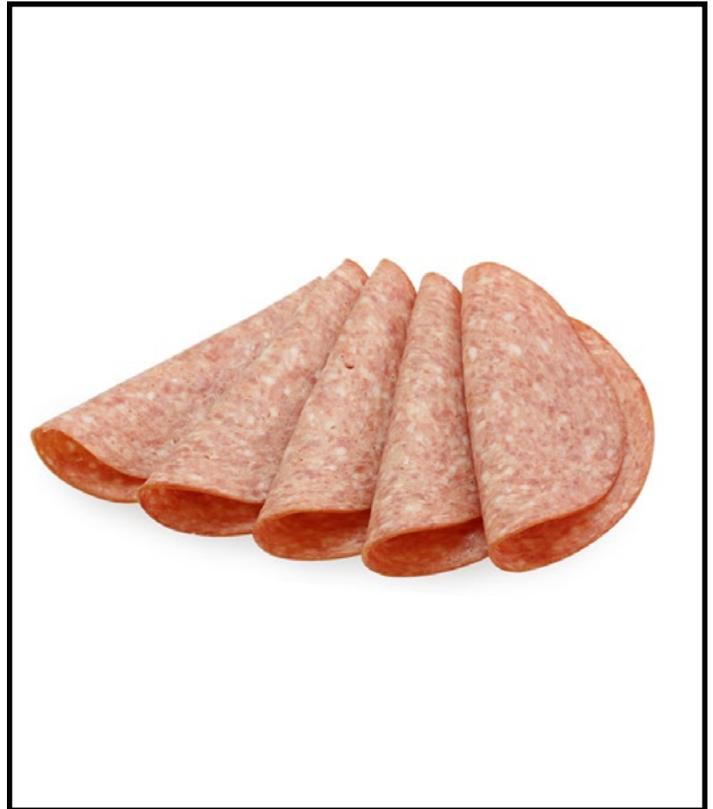
Hunt for Nutrition

Food Groups Handout, continued



Hunt for Nutrition

Food Groups Handout, continued



Photos © iStock.com

Hunt for Nutrition

Food Groups Handout, continued



Hunt for Nutrition

Food Groups Handout, continued



Photos © iStock.com

Hunt for Nutrition

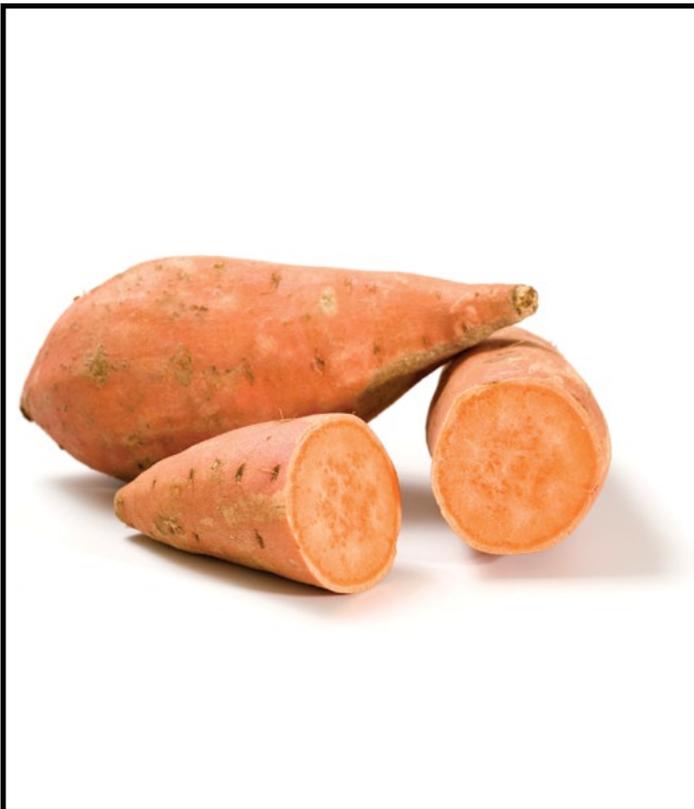
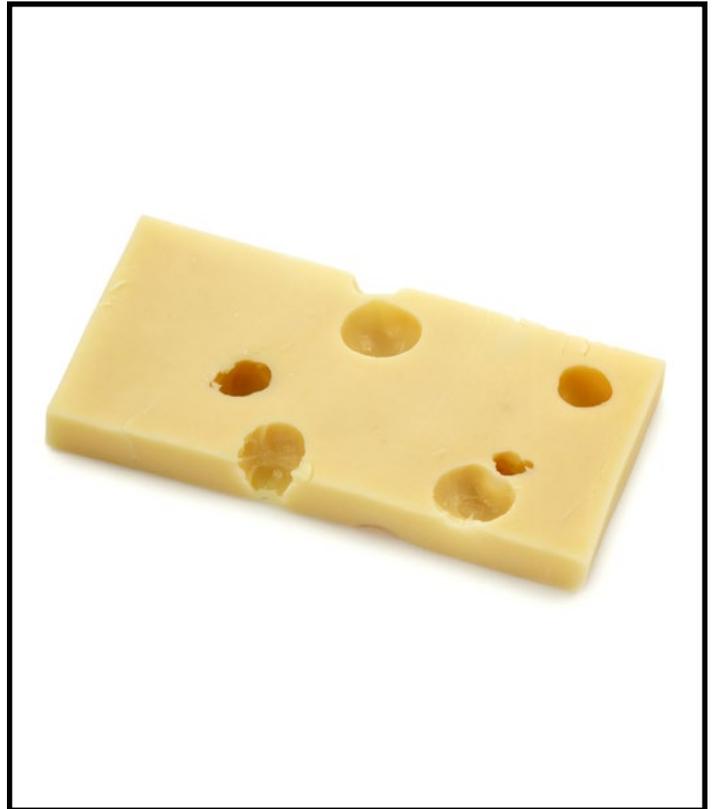
Food Groups Handout, continued



Photos © iStock.com

Hunt for Nutrition

Food Groups Handout, continued



Photos © iStock.com

Hunt for Nutrition

Food Groups Handout, continued



Hunt for Nutrition

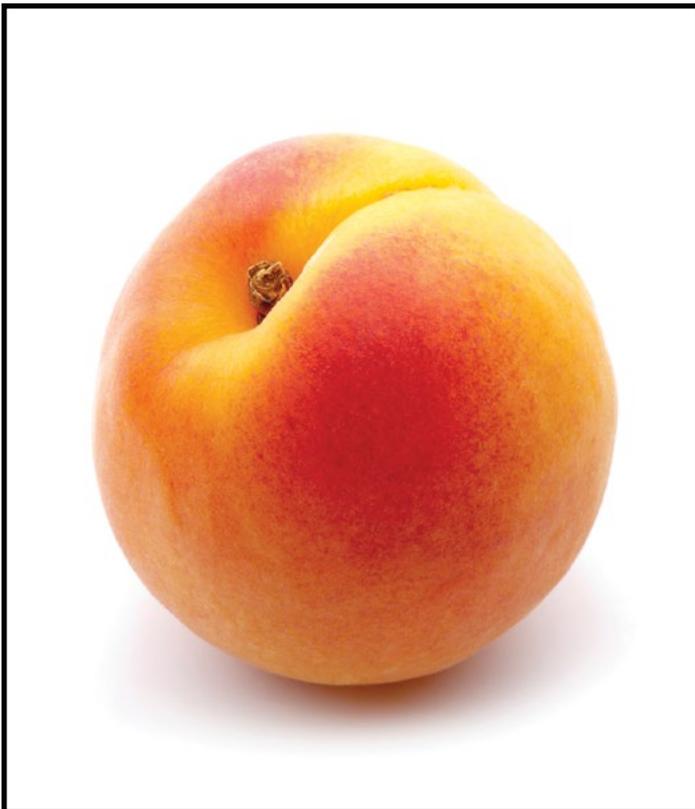
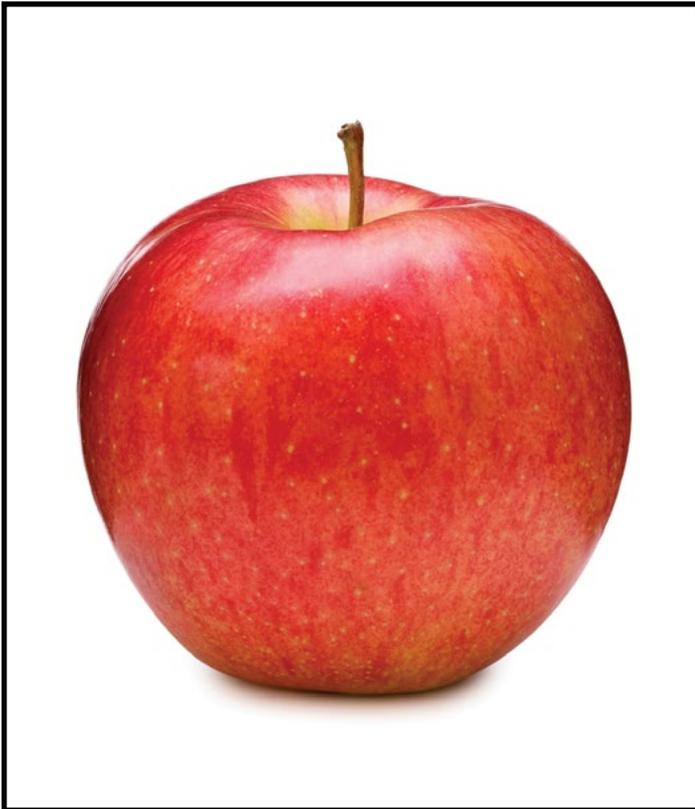
Food Groups Handout, continued



Photos © iStock.com

Hunt for Nutrition

Food Groups Handout, continued



Photos © iStock.com

Hunt for Nutrition

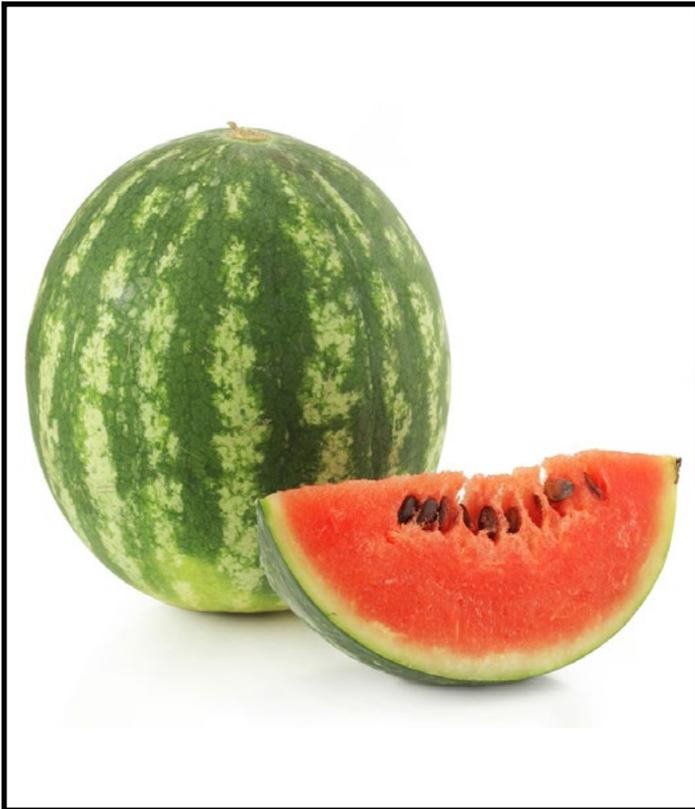
Food Groups Handout, continued



Photos © iStock.com

Hunt for Nutrition

Food Groups Handout, continued



Photos © iStock.com



HEADS IN, HEARTS IN

MyPlate Bracelet

Instructions for Set-Up



Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- Pony beads in the colors of red, green, purple, tan, blue, orange and clear (Each participant needs one of each color.)
- 7 small bowls
- “MyPlate” handout (1 per participant)
- Chenille stems (1 per participant)
- Two to three 9-inch by 13-inch shallow disposable trays (tin foil trays work well)
- Sealable snack-sized plastic bags (1 per participant)
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Place beads in small bowls, one color per bowl, on the table.
- ▶ Print out “MyPlate” handout in color.
- ▶ Arrange the rest of the needed supplies on the table.





HEADS IN, HEARTS IN



MyPlate Bracelet Guide for Families

Learning Objectives

What you need to know:

It is important to eat a well-balanced diet that contains each of the five food groups: fruits, vegetables, protein, grains and dairy. You should also drink plenty of water and stay active.

Examples of foods in the five food groups:

- ▶ Grain Group (for example, whole wheat bread, pasta or rice)
- ▶ Vegetable Group (for example, broccoli, carrots or peas)
- ▶ Fruit Group (for example, strawberries, grapes or bananas)
- ▶ Dairy Group (for example, milk, yogurt or cheese)
- ▶ Protein Group (for example, meat, eggs or peanut butter)

What you will do and learn:

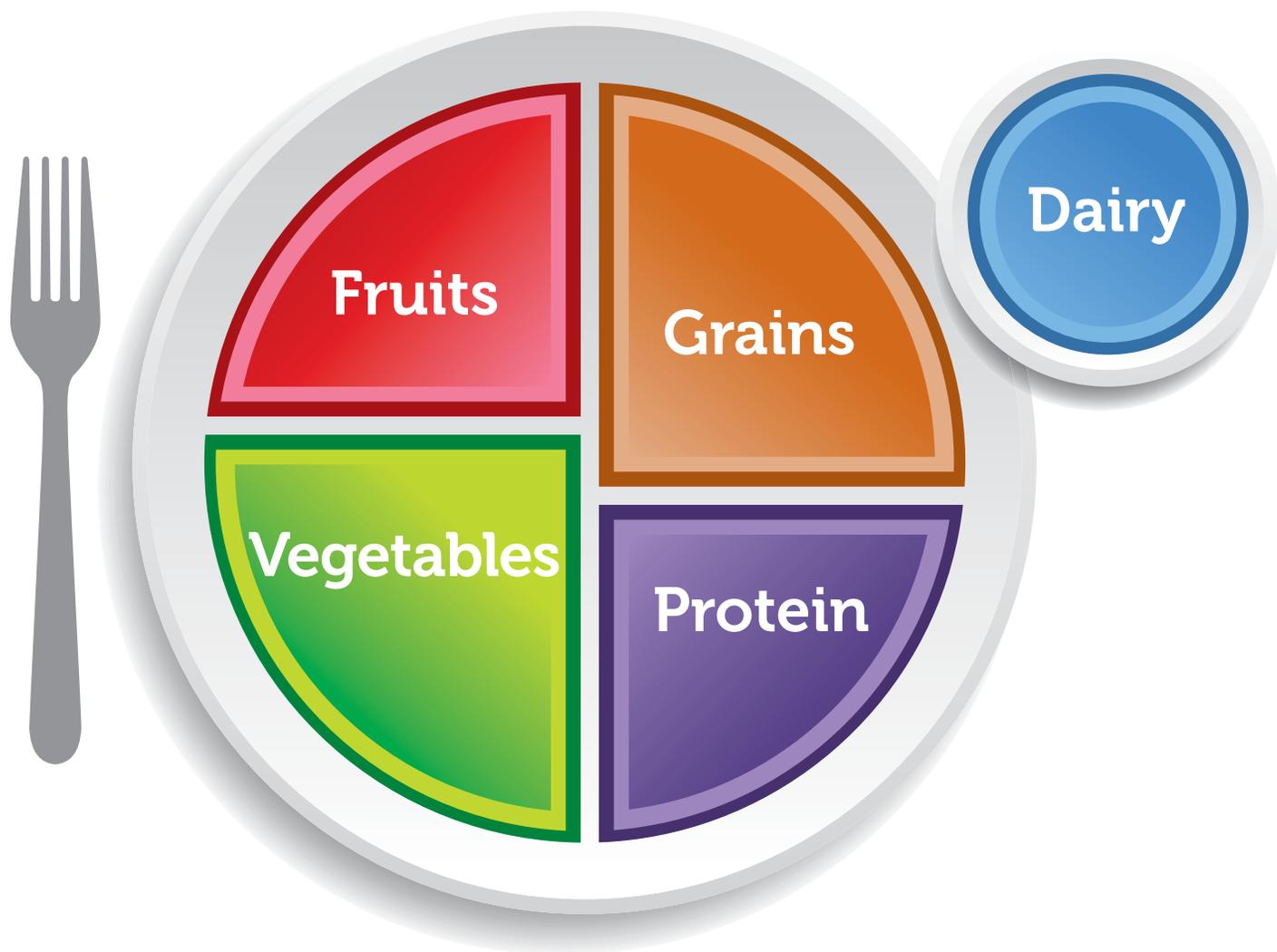
You will create a bracelet as a tangible reminder to help you remember to eat from each of the five food groups, drink water and stay active. As you look at your bracelet, you should consider what you like to eat that falls into each food group to maintain a balanced diet and stay healthy.

Instructions

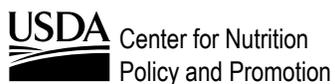
1. Review what each of the food groups are: fruits, vegetables, protein, grains and dairy.
2. Choose a chenille stem.
3. The different color beads represent the five food groups:
 - Red: fruit
 - Green: vegetable
 - Purple: protein
 - Tan: grain
 - Blue: dairy
4. There are two additional colors :
 - Orange: physical activity
 - Clear: water
5. Working over a tray, put one bead on the chenille stem to represent each of the food groups, physical activity and water.
6. Twist the ends of the chenille stem to make a circle like a bracelet. Wear it on your wrist or place in a sealable snack-sized plastic bag. Look at it often to remind yourself to eat from the five food groups, drink water and stay active.

MyPlate Bracelet

MyPlate Poster Handout



Choose **MyPlate**.gov

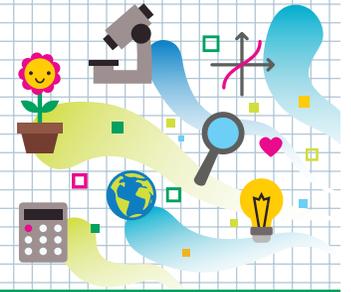




HEADS IN, HEARTS IN

My Favorite Exercises Are...

Instructions for Set-Up



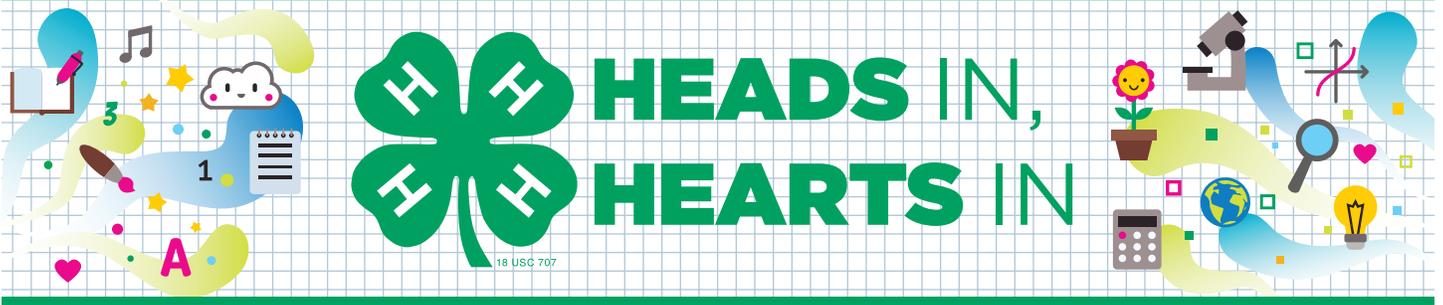
Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- Round balloons (1 per participant)
- Permanent markers
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Set up the display table with necessary supplies.





My Favorite Exercises Are...

Guide for Families

Learning Objectives

What you need to know:

Physical activity is important for every young person's growth and development. Getting 60 minutes or more of physical activity a day helps you stay healthy. You are much more likely to be active if your family is active. Being active doesn't have to be complicated! It can be as simple as going for a walk, bouncing a ball back and forth, or playing on a playground. Doing physical exercises such as jumping jacks or touching your toes can be fun too.

What you will do and learn:

You will name several physical exercises you like to do. You will create an individual balloon and toss it to choose an exercise to perform.

Instructions

1. Choose a balloon and blow it up. You may need to ask an adult for help.
2. Think of several physical exercises you like to do.
3. Consider how long you should do that exercise or how many times it should be done (for example, 5 jumping jacks or arm circles for 30 seconds).
4. Take a permanent marker and write those exercises on the balloon along with how long or how many times you should do it. For example, if you like to do sit-ups, you may write, "20 sit-ups" or if you like to do wall-sits, you may write, "wall-sits for 30 seconds." (Other exercises might include toe-touches, squats, the plank and push-ups. You can also hop on one foot, jump on two feet, skip or dance.) Ask an adult if you need help thinking of ideas or writing on the balloon. Write as many or as few as you can think of.
5. Toss the balloon up in the air. After you catch it, look where the thumb on your right hand lands. Do that exercise. If it lands on an empty space, keep tossing until it lands on an exercise. When you are done with one exercise, toss the balloon in the air again to see which one you'll do next.
6. Take your balloon home to continue doing physical exercises.



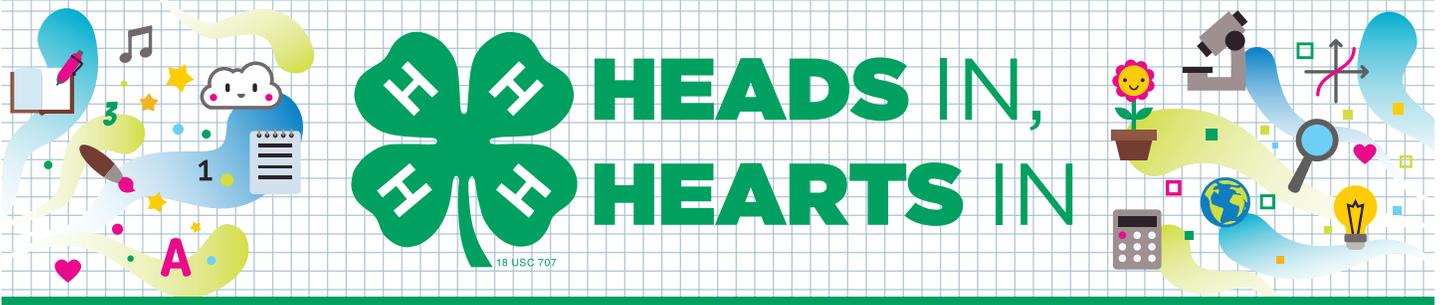
Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- Paper plates (1 per participant)
- Crayons
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Set up the display table with necessary supplies.





Paper Plate Balance

Guide for Families

Learning Objectives

What you need to know:

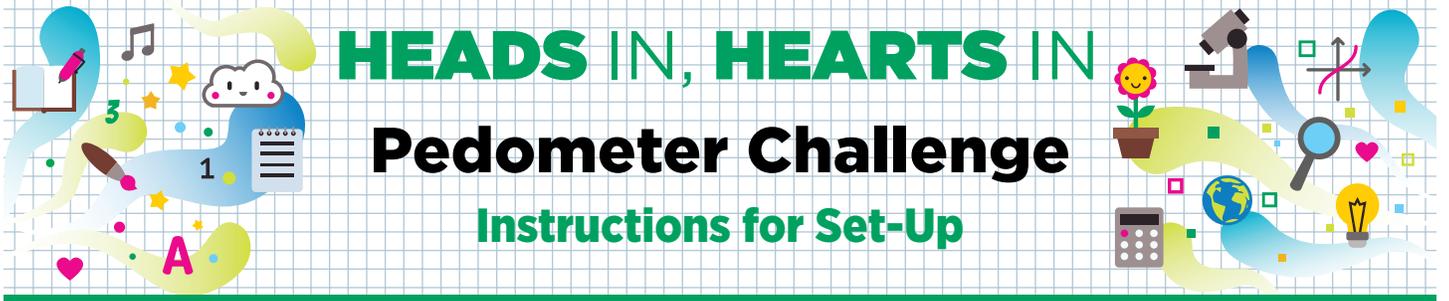
Balance is an important skill. We use it to maintain controlled body positions while doing activities or tasks such as sitting in a chair, riding a bike, running and walking. By practicing balance, you increase confidence to master gross motor activities and participate in physical activities such as sports, and create a strong core that supports hands and arms used for drawing, cutting and writing.

What you will do and learn:

You will practice the skill of balance by balancing a paper plate on your head. It's okay to be creative while practicing balance.

Instructions

1. Take a paper plate.
2. Take a guess as to how long you can walk while having the plate balanced on your head (for example, a count of 10, a count of 20 or any other count).
3. Balance the plate on your head.
4. Once the plate is balanced, walk around the room while an adult counts out loud using the number you decided on for the goal.
5. If the plate falls on the floor before you meet the goal, start over.
6. Once you meet the goal, try to balance the plate on your head and walk around:
 - On tiptoes.
 - Walking on your heels.
 - With one eye closed.
 - With your hands on your hips.
7. Switch roles with an adult to see if he or she can balance the plate.
8. When you are done, decorate the plate using the crayons.



HEADS IN, HEARTS IN

Pedometer Challenge

Instructions for Set-Up

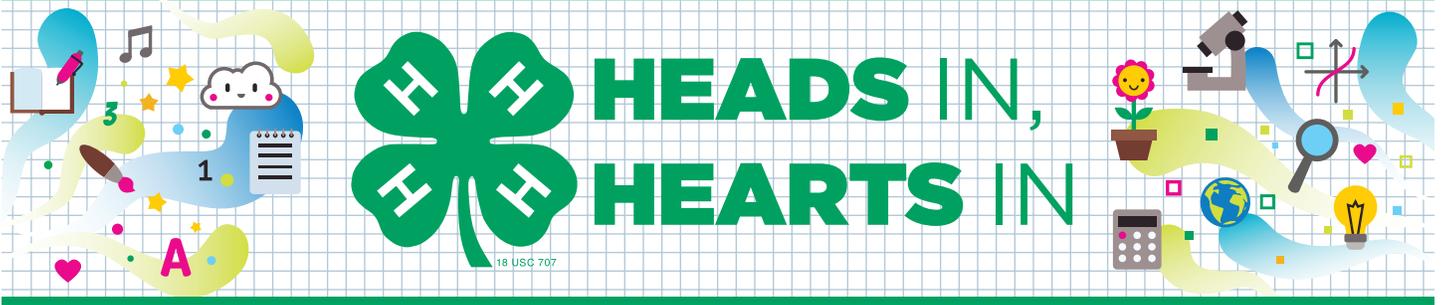
Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- 5 to 20 pedometers (1 per participant)
- 5 stopwatches
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Have your pedometers set to zero and ready to be used.
- ▶ Become familiar with the stopwatch and its functions.
- ▶ Set up the display table with necessary supplies.





Pedometer Challenge

Guide for Families

Learning Objectives

What you need to know:

Each day, we need to take about 10,000 steps to stay active and healthy. A pedometer is a tool used to count steps when we are active and moving. You can wear a pedometer on your waistband, shirt or shoes. You can use a pedometer to set personal goals for accomplishing a certain number of steps in a day, or use it to keep track during a challenge or competition with others to see who can get the most steps in a certain period. It's easy to have fun and be creative with pedometers.

What you will do and learn:

You will see how fast steps can add up on your pedometer. You will use pedometers to be creative and challenge yourself or each other to get as many steps as possible. See what types of activities you can do to get the most steps.

Instructions

1. Take a pedometer. (Make sure it is at zero.)
2. Put it on your waistband, shirt or shoes.
3. Take a stopwatch and set it for 2 to 5 minutes.
4. Do a variety of physical activities to see how many steps you can get on the pedometer. Physical activities may include walking, jogging in place, dancing or other activities.
5. When the time is complete, look to see how many steps you took.
6. Try the same activity again and see if you can increase the number of steps.
7. Choose a partner – either an adult or friend – and challenge them to get as many steps as you do in the set amount of time.
8. Return the pedometer and stop watch to the table.



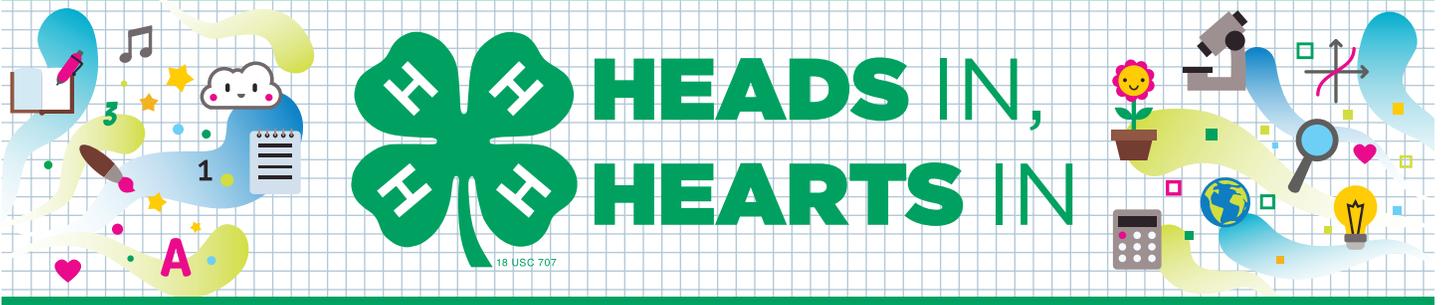
Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- “Physical Activity Log” handout (1 per participant)
- Crayons, markers, pencils or other writing utensils
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Print a copy of the “Physical Activity Log” handout for each participant.
- ▶ Set up the display table with necessary supplies.





Physical Activity Log

Guide for Families

Learning Objectives

What you need to know:

The U.S. Department of Health and Human Services recommends that children and adolescents be physically active every day for at least 60 minutes. Being active will make you healthier now and improve your chance of becoming a healthy adult. Being intentional about physical activity can help you to meet the goal of 60 minutes of physical activity each day. Consider ways that you are physically active and ways that your family can be physically active together.

What you will do and learn:

Keeping a physical activity log is a tool to help ensure that the goal of 60 minutes of physical activity each day is being met. You will create a log by recording each day's physical activity, making sure that the total number of minutes of activity each day is at least 60.

Instructions

1. Take a Physical Activity Log and put your name on it using a writing utensil.
2. Think about what you have already done today to be physically active.
3. Write that activity and how many minutes you did it for in today's box. You may ask an adult for help.
4. Consider what activities you will do the rest of the week to be physically active. Don't write them in the box until you have actually done them. (Take the log home with you.)
5. Make it a goal to get at least 60 minutes of physical activity every day.
6. At the end of each week, review if you met your goal. Identify ways to be sure you meet your goal each day.

Physical Activity Log

Physical Activity Log Handout

Name: _____

I can do many different activities in a day that will help me with getting 60 minutes of physical activity, which is important for good health.

Day and Date	Activity # of minutes	Total # of minutes			
Sunday					
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					



HEADS IN, HEARTS IN

Size Matters

Instructions for Set-Up



Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- 4-6 plates, bowls and cups in varying sizes
- 2-4 boxes of cereal or pasta noodles
- 2-4 sets of ¼ cup, ½ cup, ¾ cup and 1 cup measuring tools
- U.S. Food and Drug Administration “Food Facts” Handout (1 per participant) (available at <https://www.fda.gov/downloads/Food/LabelingNutrition/UCM537178.pdf>)
- Display table

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Arrange the different plates, bowls and cups on the table.
- ▶ Open the cereal and pasta boxes, and place them on the table.
- ▶ Print out “Food Facts” and place on the table.





HEADS IN, HEARTS IN



Size Matters Guide for Families

Learning Objectives

What you need to know:

Serving sizes matter! Serving size is based on the amount of food that is customarily eaten at one time –not a recommendation of how much to eat. The Nutrition Facts label provides serving sizes for all food. You should know what a serving size is and how to measure it. You should also recognize that serving sizes will vary.

What you will do and learn:

You will learn that you can find serving sizes on Nutrition Facts labels. You will also learn that the serving dish we use often gives a misperception for how much food we should eat.

Instructions

1. Choose a bowl or plate.
2. Choose a cereal or pasta.
3. Pour into your bowl or plate the serving that you would make for yourself if you were at home.
4. Now look at the Nutrition Fact label and find the serving size.
5. Pour the cereal or pasta back into the box.
6. Now measure the correct amount of one serving of that cereal or pasta.
7. Did you pour more into your bowl when you didn't measure? Was it a lot more? What can you do at home to consider serving sizes and the size of dish you use to eat?



HEADS IN, HEARTS IN

Streamer Dance

Instructions for Set-Up



Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- Crepe paper streamers in a variety of colors (6–8 options of colors)
- Display table
- Music (optional)

Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Cut or tear streamers to be about 3 to 4 feet long.
- ▶ Place them on the table so that participants can easily pick them up.
- ▶ If you supply music, set up whatever you use to provide it (such as a computer).





HEADS IN, HEARTS IN



Streamer Dance Guide for Families

Learning Objectives

What you need to know:

Movement is important for everyone. Being physically active not only burns calories, but also helps to boost imagination, social skills, brain function and coordination. Families can be creative with the way they move and have fun with their kids. Streamers are a great tool to encourage movement for the entire family!

What you will do and learn:

You will use streamers to see how easy and fun movement can be.

Instructions

1. Choose one streamer from the table. Dance and use it to make a variety of creative movements. Ideas for creative movement:
 - Write your name.
 - Make shapes such as a circle, a square and a triangle.
 - Make small movements and then big movements.
 - Create slow motion movements and then fast movements.
 - Make your own kind of whacky movement.
2. If music is provided, use the streamers to dance to the various types of music that are played.
3. Be creative and try to come up with additional movements you can do using your streamer.
4. Take the streamer home. Continue to do a variety of creative movements with it. Also, look for other items at home that you can use to do creative movements.



Supplies

- “Guide for Families” handout
- Clear plastic standup display (optional)
- 1 sealable snack-sized plastic bag
- 2 sealable sandwich-sized plastic bags
- 3 sealable gallon-sized plastic bags
- 10-pound bag of flour
- Measuring cups (1 cup, ½ cup, ¼ cup)
- Permanent marker
- Clear packing tape
- “Ages” handout
- Durable paper
- Display table

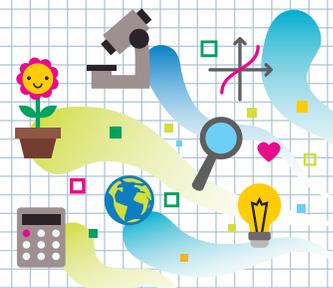
Activity Preparation

- ▶ Purchase or locate items on supply list.
- ▶ Print one copy of the “Guide for Families” handout. Laminate or place in a clear plastic standup display to allow participants to see it more readily.
- ▶ Measure and pour the flour into the bags, and seal them ahead of time:
 - ¼ cup in snack bag
 - 2½ cups in sandwich bag
 - 3½ cups in sandwich bag
 - 7 cups in gallon bag
 - 11 cups in gallon bag
 - 6½ cups in gallon bag
- ▶ Use the permanent marker to label each sealable plastic bag with its contents, for example, “¼ cup,” “11 cups” and so on.
- ▶ Use the clear packing tape to attach plastic bags to the table. Tape all four sides. This will prevent the bags from being picked up and opened.
- ▶ Print two copies of the “Ages” handout on durable paper. Cut. Laminate, if desired. Place next to the plastic bags.
- ▶ Set up the display table with necessary supplies.





HEADS IN, HEARTS IN



Strong Bones = Calcium Guide for Families

Learning Objectives

What you need to know:

There are 206 bones in the human body. Most bone growth occurs between the ages of 10 and 16. About 90 percent of adult bone mass is acquired by age 18 for girls and age 20 for boys. Our bodies stop building bone around the age of 30.

Your body needs lots of calcium to keep your bones strong. As you grow, your body needs more calcium so your bones will grow too. An adult with **osteoporosis** (a disorder in which bones lose calcium) has significantly less calcium in the bones.

To build strong bones:

- ▶ Eat foods rich in calcium and vitamin D, such as dairy products, broccoli and kale.
- ▶ Do regular bone-strengthening activities such as jumping rope, hopping, skipping, running and various sports.
- ▶ Don't smoke.

What you will do and learn:

If calcium was removed from our bones, it would look like flour. In this activity, you will match the bags of flour (which represent the amount of calcium in the bones) to the age of a person. This will reinforce the idea that people build bones as they get older but then bone building stops.

Instructions

1. Guess how much calcium is in each person's bones based on their age.
2. Match the picture with the flour bags.
3. Check the following answer key to see if you were correct.

Answer Key:

- ▶ ¼ cup in snack bagnewborn
- ▶ 2½ cups in sandwich bag5-year-old
- ▶ 3½ cups in sandwich bag.....10-year-old
- ▶ 7 cups in gallon bag 15-year-old
- ▶ 11 cups in gallon bag.....adult
- ▶ 6½ cups in gallon bag.....adult with osteoporosis

Ages

Strong Bones = Calcium Handout

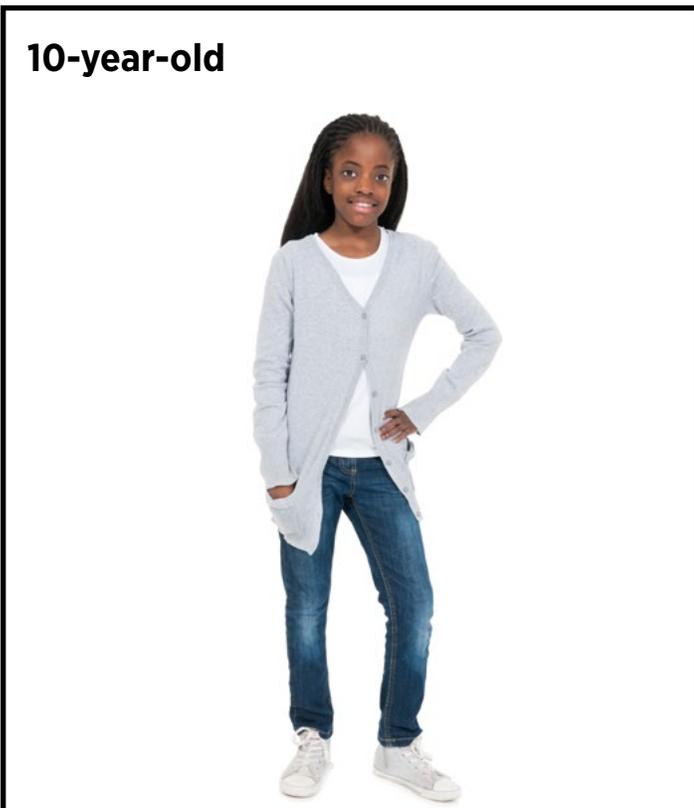
**Newborn
baby**



5-year-old



10-year-old



15-year-old



Ages

Strong Bones = Calcium Handout, continued

Adult



Adult with osteoporosis



Photos © iStock.com