



BACKGROUND

This is the kick-off module for the weekly curriculum. Since this module sets the tone for the future, it is important that the children come away with a sense of excitement and an understanding of what the program will emphasize. It is also important to use consistent messages or standards regarding health, physical activity, and nutrition.

OBJECTIVES

Youth will

1. Learn HOP'N nutrition and physical activity standards.
2. Know GO-SLOW-WHOA foods and GO activities.
3. Learn proper use of pedometers, and apply their knowledge to a walking activity.

STRATEGIES

1. Knowledge of physical activity and fruit and vegetable standards/goals.
2. Active mastery experience and verbal persuasion to be physically active & eat healthful foods.

TIME NEEDED

67 minutes

- Introduction (10)
- HOP'N Mystery (25)
- GO, SLOW, WHOA Game (15)
- Discovering Pedometers (17)

GETTING READY

1. Nametags/ Membership cards
2. Pencils
3. HOP'N Mystery Handout
7. Pedometers
8. HOP'N Membership Magnets
9. HOP'N Folders
10. Paper, chalkboard, etc., and something to write on it with

Module 1: The Kick-Off

1. Introduction. What is a club? Adoption of club rules and procedures.
2. HOP'N Mystery. The students will receive their badges and be introduced to the HOP'N goals through a relay and clue deciphering game.
3. GO, SLOW, WHOA Game. The students will be introduced to the GO, SLOW, WHOA concept using a modified Red Light, Green Light game.
4. Discovering Pedometers. The students will discover the purpose, rules, and procedures for using pedometers.

Fun on Your Own!

The students can expand their paradigm of the HOP'N After School Club by completing the HOP'N Word Search.

FREQUENTLY ASKED QUESTIONS

1. Why is (this food) a GO/SLOW/WHOA food? I thought it was good/bad for me.
Almost all foods make some positive contribution to the diet, but some are better for kids than others. GO foods are less likely to contribute to health or weight problems than SLOW or WHOA foods.
2. What if I don't like the GO activities we talked about?
There are many other types of GO activities, and probably many that you would enjoy. Remember that a GO activity is ANYTHING that gets you moving and breathing harder. You can make up your own GO activity.
3. Can I keep my pedometer?
No, the pedometers belong to the after-school program. Ask your program leader whether you can borrow one from the program. If not, many department stores sell them in the sporting goods department.

Module 1: The Kick-Off

Activity 1: HOP’N Mystery

Objective:

The students will be able to identify HOP’N nutrition and physical activity standards:

1. Be physically active every day
2. Eat fruits & vegetables at every meal or snack
3. Drink less soda and juice drinks
4. Cut back on TV & video games

Materials:

Lanyards with a nametags & membership card attached

Pencils

Handout

HOP’N Word Search for students to work on when their group has completed the puzzle

Time:

Description of activity (2)

Game (15)

Discussion (8)

Total: ~25 minutes

Procedure:

The instructor will divide the students into 4 or 5 equal groups. The students will line up relay style and send a team member out at a time to collect a nametag with one of their team members’ names on it. After a team member picks up another team member’s nametag, he/she will return to his/her team and the next student in line will run out to find a badge. After every team member is wearing his/her badge, the team will turn over their puzzle handout. When a team figures out the puzzle, they will sit down and raise their hands. The game will continue until all students have their badge and all teams have finished the puzzle. Teams who have solved their puzzle will work on completing their HOP’N Word Search.

Follow-up/ Assessment:

The students will form as a group and the team/ teams that solved the puzzle will present the answer. The goals will be elaborated on each week.

Modifications:

Badges may be placed face up or down.

Add a hunt time limit.

Add a rule where students may not grab their own badge.

Allow students to solve the puzzle as others are searching for the names.

Discussion Points:

What should every HOP’N club member strive to do?

We will expand on these goals every week.

Module 1: The Kick-Off

Activity 2: GO-SLOW-WHOA Game

Objective:

The students will know the GO-SLOW-WHOA concept and be able to categorize GO, SLOW, WHOA foods and activities.

Materials:

Optional: A siren sound

Time:

Review (1)

Standard game with education (1)

Explanation of GO, SLOW, WHOA (5)

Foods Game (4)

Activities Game (4)

Total: ~15 minutes

Procedure:

The instructor will lead the students in a review of the rules for Red Light (WHOA), Green Light (GO); however, the yellow light (SLOW) and an emergency siren will be added into the game to fit the lesson and add interest for the students. The emergency siren will be used to “pause” the game to allow for discussion and clarification by the instructor. The students will first start playing the traditional version of the game with: Red Light (stop), Yellow Light (hop), Green Light (controlled fast walk- straight legs). After a couple of students reach the end, the students will sit and the instructor will explain the concept of GO, SLOW, WHOA. The students will then play the game again focusing on how the concept applies to foods. The instructor will substitute pictures of GO, SLOW, WHOA foods instead of colors of traffic lights. The siren will be used by the instructor to clarify answers or to make a point. When a student reaches the goal, the game will be restarted focusing on how the concept applies to activities. The instructor will substitute pictures of GO, SLOW, WHOA activities instead of colors of traffic lights.

Follow-up/ Assessment:

Questions or differences will be discussed as they come up. Summery questions will be asked during wrap-up time. The goals will be elaborated on each week.

Modifications:

Change the form of locomotive movement for each game.

Use the siren in the traditional game to discuss the concept of GO, SLOW, WHOA.

Put foods and activities on their corresponding color of a traffic light after they have been used in the game.

Discussion Points

Foods:

WHOA: Muffins, doughnuts, sweetened cereals, sweet rolls

French fries, hash browns, fried okra, onion rings

Fruits canned in heavy syrup

Whole milk, full-fat cheeses, cream cheese, whole-milk yogurt

Cookies, cakes, pies, ice cream, chocolate, chips, candy

Soda, sugar-sweetened beverages

SLOW: White bread, white rice, pasta, French toast, biscuits, pancakes

Vegetables with butter or added fat

100% fruit juice, canned fruits with light syrup, dried fruits

2% milk, processed cheese

Lean ground beef, broiled hamburgers, ham, low-fat hot dogs, nuts, eggs

GO: Whole grain breads and cereals without added fat/sugar

Fresh/frozen/canned vegetables without added fat

Fresh/frozen/canned fruits without added sugar

Low-fat dairy products (milk, cheese, yogurt)

Lean Protein such as meat, poultry, fish, beans, peas, lentils, tofu, egg whites

Water

Activities:

WHOA: More than two hours of screen time a day, using the elevator

SLOW: Television, computers, using phone, instant messaging, sitting and playing video games, board games, sitting on a bench talking to friends, most times when you're sitting around

GO: Running, brisk walking, rollerblading, biking, skateboarding, dancing, swimming, soccer, jump rope, basketball, football, volleyball, walking up stairs, golf, tennis, play tag, kickball, Wiffleball, horseback riding, Frisbee, martial arts, and the active games we will play in HOP'N Club, playing on the playground equipment, walking, practicing a stationary component of a game (i.e. shooting baskets, playing catch, batting), playing in a swimming pool (not swimming), gardening, clean house, walk your dog, give your dog a bath, hopscotch, play Dance, Dance Revolution, wash a car

Module 1: The Kick-Off

Activity 3: Discovering Pedometers

Objective:

The students will demonstrate proper use of pedometers, and apply their knowledge to a walking activity.

Materials:

Pedometers

A visual of the rules or materials to produce a visual

Time:

Show and explain pedometers (3)

Rules for using the pedometers (5)

Review/ Hand out pedometers (4)

Guided exploration/ collection of pedometers and name tags (5)

Total: ~17 minutes

Procedure:

The instructor will show and explain the pedometer's function and key features. The students will help generate rules for using the pedometers. The important rules are: 1. Touch only your pedometer; 2. If you shake it; I have to take it; and, 3. Handle the pedometer gently. The function, use of pedometers, and the ground rules for the activity will be reviewed. The instructor will ask each student a question pertaining to the pedometer's usage, rules, and function. When a student responds with a correct answer the student will receive a pedometer. The students will put pedometers on and walk around. The instructor will circulate the room making sure students are wearing the pedometers correctly and asking guided questions of the group and individuals. The instructor will line up the students. A couple students will volunteer to run while the other students walk across the gym. When the students reach the other side of the gym, the instructor will ask each of them to call out the number of steps their pedometer reads.

Follow-up/ Assessment:

The students' behaviors will be observed and corrected by the instructor. The rules, usage, and discoveries will be reviewed during Module 2.

Modifications:

The time allotted for exploration is very flexible.

Discussion Points:

How many walking steps is it across the room?

How many running steps is it across the room?

How many steps is it around the playground?

How many running steps is it around the playground?

Why are walking steps different from running steps?

Why don't we all have the same number of steps?

List of Review Questions:

What do pedometers measure? steps

Name one rule. 1. Touch only your pedometer; 2. If you shake it; I have to take it; 3. Handle the pedometer gently.

Name a rule that hasn't been mentioned. See above

How do you reset a pedometer? Press the yellow button

When do you reset your pedometer? After you have recorded your steps, usually once a day, at night or in the morning

Where do you wear your pedometer? On your waist line above your knee or on your hip

What does the yellow button do? reset

What is this called (show pedometer)? pedometer

What do you think "ped" means? foot

The questions can be repeated until everybody has an opportunity to answer.



WHAT SHOULD EVERY HOP'N AFTER SCHOOL CLUB MEMBER STRIVE TO DO?

CLUE

1. _____

2. _____

3. _____

4. _____

HOP'N Word Search

S	D	N	E	I	R	F	O	C	L	I
E	A	Y	O	F	U	N	H	I	W	I
T	T	T	A	E	V	O	M	Y	A	S
U	H	E	S	O	I	I	H	C	T	G
N	G	F	S	C	T	T	T	F	E	O
I	O	A	E	S	L	I	F	O	R	A
M	A	S	S	A	V	R	O	O	G	A
Y	L	C	E	I	U	T	O	D	O	O
T	S	H	T	I	I	U	D	S	L	H
X	L	I	T	I	B	N	S	L	O	W
I	E	S	E	H	V	O	B	I	S	V
S	E	L	B	A	T	E	G	E	V	T

active

eat

friends

go

limits

safety

vegetables

activities

foods

fruits

goals

move

sixtyminutes

water

choices

foods

fun

healthy

nutrition

slow

whoa

Module 1: The Kick-Off

Introduction

1. Introduce yourself to the students.

Say,

This is HOP'N Club. You will be coming to HOP'N club for one hour each week. HOP'N stands for Healthy Opportunities for Physical activity and Nutrition.

What is a club? Answers will vary.

What do all clubs have? Guide the students to say rules.

What are some rules you think we need in this club? Answers will vary. Guide the students to say rules you are comfortable with.

2. Record or have a student record the rules to review at later sessions.

Encourage rules to be stated in the positive (ie no talking when someone else is talking = one person talks at a time).

3. Say,

What happens in a club if people don't follow the rules; what is the consequence? Guide students to the answer of things don't get accomplished. Right, nothing would get done. When everyone follows the rules we can get a lot of fun things done, but if we are slowed down from getting things done then we may not have time for something fun.

HOP'N Mystery

1. Divide the students into 4 or 5 equal groups. Say,

Line up relay style and send a team member out at a time to collect a nametag with one of your team members' names on it.

After a team member picks up another team member's nametag, he/she will return to his/her team and the next student in line will run out to find a badge.

After every team member is wearing his/her badge, the team will turn over your puzzle handout. When your team figures out the puzzle, you will sit down and raise your hands. I will check your answers and give you a word search to work on while other teams are finishing their puzzle.

The game will continue until all students have their badge and all teams have finished the puzzle.

2. Start the game. Students may need to be prompted to look at their membership cards to complete the puzzle.

3. After all groups have completed their puzzles, have the students form back into a large group. Say,

What are the HOP'N goals that every club member should strive to do?

Continue until students say: Eat fruits and vegetables at every meal or snack; Be physically active everyday; Drink less soda and juice drinks; and, Cut back on TV and video games. Say,

We will talk more about the goals every week. And we will learn more about fun ways to achieve these goals every week.

Foods:

WHOA:

Muffins, doughnuts, sweetened cereals, sweet rolls, french fries, hash browns, fried okra, onion rings, fruits canned in heavy syrup, whole milk, full-fat cheeses, cream cheese, whole-milk yogurt, cookies, cakes, pies, ice cream, chocolate, chips, candy, soda, sugar-sweetened beverages

SLOW:

White bread, white rice, pasta, French toast, biscuits, pancakes, vegetables with butter or added fat, 100% fruit juice, canned fruits with light syrup, dried fruits, 2% milk, processed cheese, lean ground beef, broiled hamburgers, ham, low-fat hot dogs, nuts, eggs

GO:

Whole grain breads and cereals without added fat/sugar, fresh/frozen/canned vegetables without added fat, fresh/frozen/canned fruits without added sugar, low-fat dairy products (milk, cheese, yogurt), lean protein such as meat, poultry, fish, beans, peas, lentils, tofu, egg whites, water

Modifications:

Badges may be placed face up or down.

Add a hunt time limit.

Add a rule where students may not grab their own badge.

Allow students to solve the puzzle as others are searching for the names.

GO, SLOW, WHOA Game

1. While the students are sitting in a group. Say,

At HOP'N we will be talking about GO, SLOW, and WHOA foods and activities. GO foods and activities are things that we can eat or do everyday. They are beneficial to our health and we don't have to think about very much they are choices that are easy to choose.

Ask students generate a list of GO foods.

Answers will vary. See the examples.

Say,

Slow foods and activities we shouldn't eat everyday. We should eat these foods in moderation.

Ask students generate a list. Answers will vary. See the examples. Say,

The last group are WHOA foods and activities. These are foods and activities that before we eat or do them we should stop and think WHOA do I really want to do this. These are foods or activities that we shouldn't eat or do every day or even every week.

Ask students generate a list. Answers will vary. See the examples.

2. Ask a student to explain how to play Red Light, Green Light. Say,

When we play today if I say a GO food walk (controlled fast walk- straight legs)., if I say a slow food hop, and if I say a WHOA food... "That's right stop." Also, we will add an emergency sound. The emergency sound will be used to "pause" the game to allow for discussion or to explain the right answer.

Modifications:

Change the form of locomotive movement for each game.

Use the siren in the traditional game to discuss the concept of GO, SLOW, WHOA.

Put foods and activities on their corresponding color of a traffic light after they have been used in the game.

Discovering Pedometers

1. Gather students back into large group. Praise students for participation this far.

2. Show students a pedometer. Say,

Does anyone know what this is? (collect answers) This is a pedometer.

Does anyone know what it does? (collect answers) A pedometer measures the number of steps a person takes.

The red button resets the number of steps. You should never press the button unless you are ready to erase steps and/or have recorded the number of steps.

Where should you wear the pedometer? (collect answers) You should wear the pedometer on your waist band or on your belt above your knee or on your hip. Hmmm, so it is okay to put the

Activities:

WHOA:

More than two hours of screen time a day, using the elevator

SLOW:

Television, computers, using phone, instant messaging, sitting and playing video games, board games, sitting on a bench talking to friends, most times when you're sitting around

GO:

Running, brisk walking, rollerblading, biking, skateboarding, dancing, swimming, soccer, jump rope, basketball, football, volleyball, walking up stairs, golf, tennis, play tag, kickball, Wiffleball, horseback riding, Frisbee, martial arts, and the active games we will play in HOP'N Club, playing on the playground equipment, walking, practicing a stationary component of a game (i.e. shooting baskets, playing catch, batting), playing in a swimming pool (not swimming), gardening, clean house, walk your dog, give your dog a bath, hopscotch, play Dance, Dance Revolution, wash a car

pedometer in my pocket and it will work correctly? No, things in your pocket jiggle around causing the pedometer to not work accurately.

What rules do you think we should have with the pedometers?

Guide students to discover these three rules: 1. Touch only your pedometer; 2. If you shake it; I have to take it; and, 3. Handle the pedometer gently. Say,

Now, I will hand out a pedometer to each of you. You will have a couple minutes to put it on and walk around with it. I will walk around and make sure you are wearing them correctly and answer questions. When I say, “freeze” I need you to freeze and listen to directions; we will do some activities as a group. Then I will collect the pedometers. If you can show me you understand and can follow the rules and take care of the pedometers, next week you will be able to take a pedometer home with you.

3. Ask each student a question from the list if they get it correct hand them a pedometer.

List of Review Questions:

What do pedometers measure? steps
Name one rule. 1. Touch only your pedometer; 2. If you shake it; I have to take it; 3. Handle the pedometer gently.
Name a rule that hasn't been mentioned.
See above
How do you reset a pedometer? Press the yellow button
When do you reset your pedometer?
After you have recorded your steps, usually once a day, at night or in the morning

Where do you wear your pedometer? On your waist line above your knee or on your hip

What does the yellow button do? reset
What is this called (show pedometer)? pedometer

What do you think “ped” means? foot
The questions can be repeated until everybody has an opportunity to answer.

4. Ask the students to line up when everyone is wearing their pedometer correctly. Ask a couple students to run while everyone else walks from one side of the room to the other. Have everyone reset their pedometers and give them a cue to go. After cross the room ask each student to say how many steps their pedometer said they took. Ask,

Why are walking steps different from running steps? Why don't we all have the same number of steps? So, does the pedometer measure how much you exercise? What does a pedometer measure? Say,

You can take your membership cards and word search with you. Next time we will work with the pedometers more.

5. Collect pedometers and name tags.