



## HOP'N Club

### Module 16: House Hunt

#### BACKGROUND

Implementing healthy behaviors should not stop at the school, but continue in every environment of the child to promote lifelong healthy behavior. This module sets the tone for the next couple of weeks to improve physical activity and nutrition in the home environment.

#### OBJECTIVES

Youth will:

1. Identify environmental factors that influence health behaviors at home.

#### STRATEGIES

1. Active mastery experience to improve self-assessment.
2. Environmental Scan.
3. Linking home to parental influence.

#### TIME NEEDED

60 minutes

- Greeting (1)
- Scanning Activity (25)
- Scavenger Hunt/  
Scanning Activities (30)
- Wrap up (4)

#### GETTING READY

1. Copies of House Hunt List
2. Disposable cameras
3. Art supplies
4. Activity Packets
5. Permanent Marker
6. Game Cards
7. Dry Erase Markers
8. Sample House Hunt pictures

#### 1. Greeting.

2. Activity 1: Scanning relay. The instructor will model and help the students hone their ability to scan their environments for factors that influence their health.

3. Activity 2: Scavenger hunt assignment. The assignment is to capture as many pictures as possible that are on the list. The students should understand that they should only use 13-14 exposures so they have enough pictures remaining for part II of the activity.

4. Activity 3: Scanning Activities. While the instructor is distributing the cameras, the students will continue to develop understanding of what it means to scan their environment and to develop their scanning skills by working on activities that use observation skills.

#### FREQUENTLY ASKED QUESTIONS

1. What if I don't have one of the items on the scavenger hunt list? That is okay, instead look at the item, and think of an area where that item could take place. For instance, if you do not have an open area for physical activity, take a picture of an area that could be reorganized to provide enough space.
2. Why can I only take 13-14 pictures? Every student gets a camera holding 27 pictures. Since this project involves two separate scavenger hunts, it is recommended that students use half the pictures for each one.
3. What if there is more than 13-14 pictures I can take during this first scavenger hunt? That's wonderful! But, unfortunately you only have 27 exposures. For whatever items you do not take pictures of, you can describe or sketch what the photo would like.
4. Can I take pictures of my friends? You may take 1 picture of the friends you are physically active with or a sports team.
5. Can I take pictures of my pets? Do your pet help you be physically active? If they do, you may take 1 picture of them.
6. Can I keep the camera? These are "one time use cameras." That means that when I get the pictures developed they will open up the camera and they will not be able to put them back together again.
7. What if my parents won't let me take pictures? That's okay. I still want you to look for these things around your house; we will talk about things you find and when we make projects you will be able to draw or write words.
8. At which house should I take pictures? The house you will be at the most this week.
9. Can I take pictures at After School? This is called a house hunt.

**Module 16: House Hunt**  
**Activity 1: Environmental Scan Relay**

**Objective:** The student will identify environmental factors that influence health behaviors at home.

**Materials:**

Game Cards

Dry erase markers (1 for each team)

Prompt list for instructor

**Time:**

Explanation of game (5)

Playing the game (20)

Total: 25 min

**Procedure:**

The instructor will explain the procedure to the students. The students will line up in relay lines. The instructor will call out a number and instructions. The first student will run down and get the cards that's number corresponds to the number the instructor call out. When the card and the student return to their group the group will help the student circle the correct answer(s); then all members of the group will sit down quietly to indicate they are finished. The instructor will ask a few groups for their answers and clarify if necessary. Everyone will stand up and it will be the next students' turn. The game will continue until all clues have been used.

**Discussion:**

Review answers. Our environment affects our health.

**Modifications:**

## **Module 16: House Hunt**

### **Activity 3: House Hunt Project**

**Objective:** Before healthy changes are implemented in a home, the environment should be assessed to best determine what changes should occur. The home environment for the children will be assessed through a scavenger hunt game.

**Materials:**

- Copies of Parent letter
- Copies of “House Hunt”
- Disposable cameras
- Permanent Marker
- Sample pictures
- Activity packet
- Art supplies

**Time:**

Explanation of the scavenger hunt and list items (10)

Distribution of cameras (20)

Total: 30 min

**Procedure:**

The instructor will explain the House Hunt and share the pictures they took with the students. The instructor will clarify questions the students have about the House Hunt and the list. The instructor will show the students how to use the camera. The instructor will provide activity sheets and markers, crayons, and pencils for the students to work on while a few students at a time are called over to receive their cameras. The instructor will continue to clarify questions and facilitate the students in getting their cameras and paper work. The students will sign that they are taking responsibility for a camera, get a parent letter write their name at the top and fill in the date their camera’s are due, get a House Hunt list and write their name at the top, and finally pick out a camera. A friend will take a picture of the student, so the owner’s picture is the first picture on their camera. The instructor will use a permanent marker to write the owner’s name on their camera.

**Discussion:**

Go through each item on the scavenger hunt list and discuss anything that may cause a child to not find that item and discuss alternatives. Also reinforce that children do not have to take pictures of everything, they may choose to draw or describe in words the item(s) on the scavenger hunt list. Create a policy that children must return cameras for development.

## Module 16: House Hunt

### Introduction

#### **1. Welcome students back to HOP’N Club.** Say,

*This is the sixteenth week of HOP’N Club. What is HOP’N Club? HOP’N Club is a once a week club where we focus on four healthy goals. What are the four HOP’N Goals? Be Physically Active everyday. (Great. How many minutes should we try to get at least? 60 minutes And how many minutes after school? 30) Eat fruits and vegetables at every meal or snack. Cut back on T.V. and video games. (Does that mean never watch T.V.? No, but we should try to limit our T.V. to 2 hours a day.) Drink less soda and juice drinks. (Does that mean never drink soda and juice drinks? No, but we should try to limit our soda and juice drinks to less than one glass a day.) What does HOP’N stand for? Healthy Opportunities for Physical Activity and Nutrition. Today, we will be starting a fun project. We will be talking about how environments affect our habits.*

### Environmental Scan Relay

#### **1. Explain the procedure to the students.** Say,

*Line up in relay lines. I will call out a number and instructions. The first student will run down and get the cards that’s number corresponds to the number I called out. When the card and the student return to their group the group will help the student circle the correct answer(s); then all members of the group will sit down quietly to indicate they are finished. I will ask a few groups for their answers and clarify if necessary. Everyone will stand up and it*

*will be the next students’ turn. The game will continue until all clues have been used.*

### House Hunt Project

**1. Explain the House Hunt and share the pictures they took with the students.** Go through each item on the scavenger hunt list and discuss anything that may cause a child to not find that item and discuss alternatives. Also reinforce that children do not have to take pictures of everything, they may choose to draw or describe in words the item(s) on the scavenger hunt list. Clarify questions the students have about the House Hunt and the list. Show the students how to use the camera.

#### **2. Provide activity sheets and markers, crayons, and pencils for the students to work on while a few students at a time are called over to receive their cameras.**

Continue to clarify questions and facilitate the students in getting their cameras and paper work. The students will sign that they are taking responsibility for a camera, get a parent letter write their name at the top and fill in the date their camera’s are due, get a House Hunt list and write their name at the top, and finally pick out a camera. A friend will take a picture of the student, so the owner’s picture is the first picture on their camera. Use a permanent marker to write the owner’s name on their camera.

### Review

#### **1. Remind the students.** Say,

*Please take your cameras home and have fun taking pictures of your environment. Remember you camera next week.*

#### **2. Collect nametags.**



## HOP'N Environmental Scan Relay

Take pictures of a home or a local environment. The pictures may have answers to the following clues; if they do not write some of your own clues. Laminate the pictures and have the students circle their answers with a dry erase marker.

1

Circle an item you should have at every meal or snack.  
Circle a yellow/ orange fruit or vegetable.  
Circle a GO food.

2

Circle an item that would help you be active.

3

Circle an item you should limit to two hours a day.  
Circle an item that can help you be active.  
Circle an area where you could be physically active.

4

Circle a place where families can enjoy meals together.  
Circle a place where you can get water.  
Circle 2 places where you could find fruits or vegetables.

5

Circle to things that could help you be physically active.  
Circle an object that would help a family be physically active together.  
Circle something that looks fun in this picture.  
Circle an area where you could be physically active.

6

Circle something you should limit to 2 hours.  
Circle something that could help you be physically active.

7

Circle an item you should limit to two hours a day.

8

Circle a WHOA food.

9

Circle a place where you could be physically active.  
Circle an object that could lead to sedentary activities.

10

Circle an item you should have at every meal or snack.  
Circle a GO food.  
Circle 2 places where you could find fruits or vegetables.