



## Module 2: Step Up to HOP'N Standards

### BACKGROUND

Most children are not currently meeting dietary guidelines for consumption of fruits and vegetables and many are not getting adequate physical activity. Increased knowledge and self-efficacy (how confident someone is that they can perform a task) regarding physical activity and nutrition may help children to meet recommended guidelines.

### OBJECTIVES

Youth will

1. Identify fruits and vegetables of different colors and learn how color-rich foods add to the diet.
2. Understand the use of pedometers for measuring physical activity.
3. Demonstrate self-monitoring for exercise.

### STRATEGIES

1. Knowledge of physical activity and fruit and vegetable standards/goals.
2. Active mastery experiences to increase self-efficacy.
3. Building physical activity self-monitoring skills for goal-setting and self-regulation.

### TIME NEEDED

62 minutes

- HOP'N & Pedometer Review (7)
- Pedometer Centers (30)
- Put a Rainbow on your Plate (20)
- Hand back Pedometer sheets (5)

### GETTING READY

1. Nametags for kids
2. Pedometers
3. Charts
4. Pencils, markers, crayons
5. Center signs
6. Copies of pedometer tracking sheet
7. Center equipment
8. Color by Fruit or Vegetable activity sheet
9. Group poster

1. Greeting & distributing nametags.
2. Pedometer Centers. The students will increase their understanding of pedometers and self-monitoring by seeing how a variety of activities affect the amount of steps taken.
3. Put a Rainbow on Your Plate. The students will discover how and why they should eat a variety of fruits and vegetables through an activity sheet and group discussion.
4. Hand back Pedometer tracking sheets and clarify assignment. The students will be allowed to use the pedometers at home for the next week. The assignment is to record steps on the group poster tracking sheet every day. Next week, students will return the pedometers and bring in their record sheet of steps taken.

### Fun on Your Own!

The importance of eating a variety of fruits and vegetables will be reinforced by completing the Color by Fruit or Vegetable activity sheets.

### FREQUENTLY ASKED QUESTIONS

1. Do I have to do this?  
*No, you don't have to do anything. If you choose not to participate during our after-school time, you may sit quietly. If you choose not to participate in the pedometer activities at home, that is your own decision.*
2. What is the difference between CATCH Kids Club Activities and GO activities?  
*CATCH activities are one special type of GO activity that we do together at the after school program.*
3. What if I don't like vegetables/fruits?  
*There are so many choices of fruits and vegetables and differing methods to prepare them, it is likely that you can find some ways to get fruits and vegetables in your diet.*

## **Module 2: Step up to HOP’N Standards**

### **Activity 1: Pedometer Centers**

#### **Objectives:**

- The students will understand the use of pedometers for measuring physical activity.
- The students will demonstrate self-monitoring for exercise.

#### **Materials:**

Pedometers

Charts to record steps

Pencils

Instructions for each center

Daily Pedometer Step Tracking Forms

Optional center materials: balls to play catch; basketballs; jump ropes

#### **Time:**

Review of prior experience and rules (5)

Explanation and clarification of Activity (5)

Time spent at each center (2 x 4)

Transition and recording time between centers (7)

Review and class discussion (10)

Total: ~35 minutes

#### **Procedure:**

The instructor will review pedometer activity from Module 1 and the established pedometer rules. The instructor will explain each center’s activities and the students’ responsibilities. The students will be organized into 4 groups. Each group will be assigned a center to begin the activity. The students will rotate between centers featuring activities that could include: walking, jogging, playing catch, jumping rope, sit ups, push ups, getting their Daily Pedometer Step Tracking Sheet ready to use, and shooting baskets. The students will read the instructions and participate in the center activity for two minutes. The students will stop when the instructor signals. Before students transition to the next center, they will record the steps they took on that center’s chart. After the students have been to all of the centers, the instructor will lead the students in a group discussion.

#### **Follow-up/Assessment:**

The instructor will observe students during the activity and ask questions after the activity.

#### **Modifications:**

The number of centers may vary.

The time spent at each center may vary.

The chart could be pre-filled out to prevent confusion and save on time.

**Discussion Points**

Review rules, usage, and function of the pedometers.

Point to the center where most people recorded the highest number of steps.

Why do you think the activities were the same, but different people recorded different number of steps?

What activities do you feel the pedometers did not measure properly? Why?

What activities will the pedometers be most accurate in determining if a person is physically active?

Just because an activity doesn't generate a lot of steps does that mean it is a "bad activity"?

## **Module 2: Step up to HOP’N Standards**

### **Activity 2: Put a Rainbow on your Plate**

#### **Objective:**

The students will identify fruits and vegetables of different colors and learn how color-rich foods add to the diet.

#### **Materials:**

Color by Fruit or Vegetable activity sheet  
Markers or crayons

#### **Time:**

Description of Stations (2)

Stations (18)

Total: ~20 minutes

#### **Procedure:**

The instructor will clarify answers with the students and guide them in discovering that fresh, no sugar, or fat added fruits and vegetables make up a large percentage of the GO category. The instructor will divide the students into two groups. Station 1 will work on the Put a Rainbow on your Plate worksheet. Station 2 will engage in a group discussion guided by the instructor about the importance of eating fruits and vegetables of all colors.

#### **Follow-up/ Assessment:**

The students will receive correct answers and clarifications for the worksheet during their small group time. This concept will be developed further in modules 5, 6, 9, and 10.

#### **Modifications:**

The groups could be combined to make one large group working in unison.

An answer key could be available at the worksheet station.

The discussion station could feature a literature tie-in.

Look at Phyto Parade, the online phytochemical book, with small group

[http://www.dole5aday.com/Global/VirtualClassroom/VC\\_Activity\\_d3.jsp](http://www.dole5aday.com/Global/VirtualClassroom/VC_Activity_d3.jsp)

#### **Discussion Points**

The HOP’N goal is to eat fruits and vegetables at every meal and snack.

Some foods that almost always are in the GO column are fresh/frozen/canned fruits and vegetables without added sugar or fat.

Fruits and vegetables are good for you because they give your body energy, vitamins, minerals, water, fiber, and are usually low in fat.

People who eat fruits and vegetables every day are usually healthier than those who don’t.

People who eat fruits and vegetables with each meal or snack are less likely to get sick, and more likely to live longer than those who don’t eat many fruits and vegetables.

Fruits and vegetables also make our plates colorful.

## Health Benefits of Colorful Fruits & Vegetables

Information collected from:

5 A Day The Color Way. (2005). *Your Guide to the Health Benefits of Colorful Fruits & Vegetables* [Brochure]. Author.

*Blue/ purple- A lower risk of some cancers; Urinary tract health; Memory function; and, Healthy aging*

*Examples*

*Green- Vision health; A lower risk of some cancers; and, Strong bones and teeth*

*Examples*

*White- Heart health; Cholesterol levels that are already healthy; and, A lower risk of some cancers*

*Examples*

*Yellow/ Orange- A lower risk of some cancers; Heart health; Vision health; and, A healthy immune system*

*Examples*

*Red- Heart health; Memory function; A lower risk of some cancers; and Urinary tract health*

*Examples:*

	Name	Number of Steps
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

Name \_\_\_\_\_

## Daily Pedometer Step Tracking Sheet

How many steps did you take today?

Put this sheet in a place you will see it at the end of the day, so it will help you remember to record your steps.

Day of the Week	Number of Steps Taken	Comments- record any thoughts or experiences related to steps or activity here.
Monday 9/14/06	11,342	No School, went on a family walk, played outside
Tuesday 9/15/06	980	Soccer practice, special: Music

Month \_\_\_\_\_ Dates \_\_\_\_\_ Year \_\_\_\_\_

Day of the week	Number of Steps Taken	Comments- record any thoughts or experiences related to steps or activity here.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Weekly Total→ Add all the days, Monday through Sunday.		

When you've recorded the day's steps, reset your pedometer, and place it somewhere that you won't forget it when you get dressed the next day.

# HOP'N After School Club

# Step Challenge

Pedometer #	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Total
Total								



[www.hopn.org](http://www.hopn.org)



## **Module 2: Step Up to HOP’N Standards**

### **Introduction**

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

*This is the second 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.*

### **Pedometer Centers**

#### **1. Review Pedometers.** Say,

*Who can tell me what this is? Pedometer. What does it do? Count steps. What does this button do? Reset step counter. When should you push it? When you are ready to erase your steps. Where should you wear your pedometer? On your waistline above your knee or on your hip. Today we are going to learn more about your pedometers.*

#### **2. Describe each pedometer center’s activities and the students’**

**responsibilities.** Description will vary based on space and equipment. Make sure the students know to record their number of steps for each center before moving on the next center.

#### **3. Organize students into 4 groups.**

Assigned each group a center to begin the activity. At your cue, the students will rotate between centers featuring activities that could include: walking, jogging, playing catch, jumping rope, sit ups, push ups, getting their Daily Pedometer Step Tracking Sheet ready to use, and shooting baskets. The students will read the instructions and participate in the center activity for two minutes. The students will stop when the instructor signals. Before students transition to the next center, they will record the steps they took on that center’s chart. After the students transition to the next center, they will wait for your cue, and they will reset their pedometer and begin the next center.

#### **4. Discuss pedometer centers.** Say,

*Point to the center where you got the most steps. Answers will vary most will point to walk in place. Point to the center where you got the least steps. Most will point to the writing center. I noticed you some of you recorded steps at this center. Why? Forgot to reset steps, figured, didn’t sit still. Point to the center where you were active, but didn’t record many steps. Answers will vary. So does a pedometer measure physical activity? No, it measures steps. Why do you think the activities were the same, but different people recorded different number of steps? Answers will vary, size of person, how they move.*

*What activities do you feel the pedometers did not measure properly? Why? Sit ups, playing catch, you do not take many steps during those activities. What activities will the pedometers be most accurate in determining if a person is physically active? Activities that involve walking, jogging, or running, because the pedometers measure steps. Just because an activity doesn't generate a lot of steps does that mean it is a "bad activity"?* No.

### **Modifications:**

The number of centers may vary.  
The time spent at each center may vary.  
The chart could be pre-filled out to prevent confusion and save on time.

### **Put a rainbow on your plate**

#### **1. Discuss benefits of fruits and vegetables.** Say,

*The HOP'N goal is to eat fruits and vegetables at every meal or snack. Some foods that are almost always in the GO column are fresh, frozen, and canned fruits and vegetables without added sugar or fat. Fruits and vegetables are good for you because they give your body energy, vitamins, minerals, water, fiber, and are usually low in fat. People who eat fruits and vegetables every day are usually healthier than those who don't. People who eat fruits and vegetables with each meal or snack are less likely to get sick, and more likely to live longer than those who don't eat many fruits and vegetables. Fruits and vegetables also make our plates colorful. The color of fruits and vegetables are important they tell us what phytochemicals they have inside. Phytochemicals is just a scientific name for the helpful nutrients the fruit and*

*vegetables have. Name a color a fruit or vegetable can be.*

Blue. Ask students to name some blue or purple fruits and vegetables. Answers will vary. (Blueberries, plums, Eggplant, Elderberries, Grapes, Pomegranates Prunes Purple Belgian endive Purple Potatoes Purple asparagus, Purple cabbage, Purple carrots, Purple figs, Purple grapes, Purple peppers)

*Blue/ purple fruits and vegetables lower the risks of some cancers, support urinary tract health, memory function, and healthy aging. What is another color?*

Green. Ask students to name some green fruits and vegetables Answers will vary. (Artichokes, Arugula, Asparagus, Avocados, Broccol, Brussel sprouts, Celery, Cucumbers, Endive, Green apples, Green beans, Green cabbage, Green grapes, Green onion, Green pears, Green peppers, Honeydew, Kiwifruit, Leafy greens, Leeks, Lettuce, Limes, Okra, Peas, Sno Peas, Spinach, Sugar snap, Watercress, Zucchini).

*Green fruits and vegetables support healthy vision, lower the risk of some cancers, and support strong bones and teeth. . What is another color?*

Yellow. Ask students to name some yellow fruits and vegetables. Students may say, "banana." *Hmmmm Do we eat the yellow part of a banana? No. What color is the part we eat? White. Right a banana is a white fruit just like a watermelon is a red fruit. We have to think about the color of the part we eat.*

*So what are some yellow or orange fruits or vegetables?* Answers will vary. (Apricots, Butternut squash, Cantaloupe, Cape Gooseberries, Carrots, Grapefruit, Lemon, Mangoes, Nectarines, Oranges, Papayas, Peaches, Persimmons, Pineapples, Pumpkin, Rutabagas, Sweet corn, Sweet potatoes, Tangerines, Yellow apples, Yellow beets, Yellow figs, Yellow pears, Yellow peppers, Yellow potatoes, Yellow summer squash.)

*Yellow and orange fruits and vegetables lower the risk of some cancers, support heart health, vision health, and a healthy immune system (help keep from getting you sick). Let's get back to white fruits and vegetables. What are some examples?* Answers will vary. (Bananas, Brown pears, Cauliflower, Dates, Garlic, Ginger, Jicama, Kohlrabi, Mushrooms, Onions, Parsnips, Potatoes, Shallots, Turnips, White Corn, White nectarines, White peaches)

*White fruits and vegetables support heart healthy, healthy cholesterol levels, and lower the risk of some cancers. What is our last color?* Red. . Ask students to name some red fruits and vegetables. Answers will vary. (Beets, Cherries, Cranberries, Guava, Papaya, grapefruit, Pomegranates, Radicchio, Radishes, Raspberries, Red apples, Red bell peppers, Red chili peppers, Red grapes, Red onions, Red pears, Red peppers, Red potatoes, Rhubarb, Strawberries, Tomatoes, Watermelon)

*Red fruits and vegetables support a healthy heart, memory function, urinary*

*tract health and lower the risk of some cancers.*

## **2. Explain and distribute the Color by Fruit or Vegetable activity sheet.**

### **Modifications:**

The groups could be combined to make one large group working in unison.

An answer key could be available at the worksheet station.

The discussion station could feature a literature tie-in.

### **Review**

#### **1. Hand back Daily Pedometer Step Tracking Forms.** Say,

*You are going to record your steps everyday at thon your step tracking form and we will record it on the group poster as well.*

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