



## BACKGROUND

The physical and social environment at home can contribute to, or interfere with, our efforts to eat healthfully and be physically active.

## OBJECTIVES

Youth will

1. Review change skills and boost awareness and for their home environments
2. Build media literacy skills through poster creation.
3. Gain further knowledge of ways to improve home health environment

## STRATEGIES

- Self Assessment
- Self-monitoring
- Modeling
- Active learning experience

## TIME NEEDED

Total: 60 minutes  
Opening remarks (5)  
Poster creation (50)  
Wrap up (5)

## GETTING READY

Poster boards  
Glue  
Developed pictures  
Markers  
Scissors  
Colored paper  
Glitter  
Sample Poster  
Rubric

## Module 20: My HOP'N-at-Home Poster

1. Greeting/Opening Remarks: Children will be reminded about their contracts and how the home environment can impact eating and physical activity levels.
2. The Poster Creation: The students will create a poster to share household changes they have made with the group.
3. Presenting the Posters: Clean up materials and messes. Leader will praise children for their creativity, effort, and adherence to the contract. Children will be encouraged to maintain changes they have made, or to try new ones that have worked for other kids.

## FREQUENTLY ASKED QUESTIONS

1. Do I have to use all my pictures? No, you should be creative and choose only pictures that tell the story you wish to tell. You don't have to use any pictures at all if you prefer to draw, write, or use numbers to tell your before and after story.
2. I didn't really change much of anything- what should I do? You can make your poster into something that details the goals you have set for yourself, or into something that you can use to remind yourself to eat healthfully, be physically active, reduce TV, or drink water.
3. What if I haven't been here the last couple weeks? Then you may help a friend complete his/ her poster.

## **Module 20: My HOP'N-At-Home Poster**

### **Activity 1: Environmental Scan Poster**

#### **Objectives:**

The student will:

- Review change skills and boost awareness and for their home environments
- Build media literacy skills through poster creation.
- Gain further knowledge of ways to improve home health environment

#### **Materials:**

Poster boards

Glue

Developed pictures

Markers

Scissors

Colored paper

Glitter

Sample Poster

#### **Time:**

Explanation of activity (10)

Creation of poster (25)

Total: 35 min

#### **Procedure:**

The instructor will explain the activity using the rubric students will be using to judge posters next week and out pictures to students. The instructor will show students examples of posters they can make with pictures or words and numbers. The instructor will point out how example posters are organized, convey messages, and catch attention. The students will make posters using provided materials, pictures and/or quantitative summary information to show their changes at home....the instructor will help children be creative, and will engage individuals or small groups of students in discussions of environmental and behavioral changes they have made, or can make.

#### **Discussion:**

#### **Modifications:**

Students who have been absent may help other students with their posters.

## **Module 20: My HOP’N-At-Home Poster**

### **Activity 2: Strut Your House Pageant**

#### **Objective:**

Modeling healthy behavior choices in the home environment

#### **Materials:**

- HOP’N posters
- Grading rubric
- Camera to take picture of winning poster and creator

#### **Time:**

Poster presentations (20)

Tallying of final results (5)

Total: 25 minutes

#### **Procedure:**

The instructor will explain the pageant: students who choose to enter the pageant will have a chance to win. The winners will have their picture taken and posted on the website. Students will present their HOP’N posters to their peers. Students will grade each student’s poster using a grading scale. If time allows, students can ask questions about the posters. At the end, scores will be tabulated and a winner will be determined.

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

Winner’s picture is taken and a brief caption will be placed on website.

#### **Discussion Points:**

Discuss what barriers students had in improving their home environment. Discuss what students have learned from HOP’N and how they used these ideas/approaches in the home.

Name \_\_\_\_\_

Group \_\_\_\_\_



## STRUT YOUR HOUSE PAGEANT: JUDGES' RUBRIC

Did the students talk about:	YES	NO
all items on the poster		
fruits and vegetables		
their family/families being physically active		
finding space inside or outside to be active		
cutting back on TV, computers, and video game time		

## **Module 20: My HOP'N at Home Poster**

### **Introduction**

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

*This is the twentieth 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. How is everyone doing following your contract? Today, I will hand back your pictures and you will have an opportunity to share with the others changes you and your family have made.*

### **Poster Creation**

#### **1. Explain the activity using the rubric students will be using to judge posters next week and out pictures to students.** Show students examples of posters they can make with pictures or words and numbers. Say,

*Example posters are organized, convey messages, and catch attention. You will make posters using provided materials, pictures and/or words to show the changes at your home.*

#### **2. Help children be creative, and engage individuals or small groups of students in**

**discussions of environmental and behavioral changes they have made, or can make.**

#### **Modifications:**

Students who have been absent may help other students with their posters.

### **Presenting the Posters**

#### **1. Allow students to present their HOP'N at Home posters.** Encourage students and praise them for changes they have made or ideas they have for changes.

### **Review**

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

*Great job with your posters and making changes in your home. Be sure to continue with the changes you have made and I encourage all of you to use the ideas your friends presented today.*

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