

# How Many Cups Do I Need?

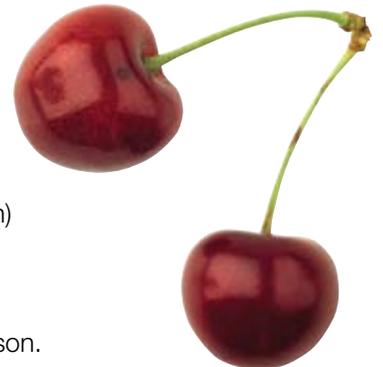
## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify the recommended cups of fruits and vegetables they should eat each day for good health.
- Recognize how different quantities of fruits and vegetables add up to the recommended daily amount.
- Recognize the role that fruits and vegetables play in reducing their risk of certain chronic diseases.
- Recognize fruit and vegetable consumption as an important element of a healthy lifestyle.
- Use the *Fruit and Vegetable Scoreboard* handout to track their progress toward meeting their recommended cups of fruits and vegetables.

## MATERIALS

- The *Recommended Cups of Fruits and Vegetables for Adults* handout (p. H – 1)
- The *What's in a Cup?* handout (p. H – 2)
- The *Health Benefits of Eating Fruits and Vegetables* handout (p. H – 3)
- The *Fruit and Vegetable Scoreboard* handout (p. H – 4)
- The *Energize Your Body with Fruits and Vegetables!* poster (English and Spanish)



## PREPARATION

1. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Recommended Cups of Fruits and Vegetables for Adults*, *What's in a Cup?*, *Health Benefits of Eating Fruits and Vegetables*, and *Fruit and Vegetable Scoreboard* handouts for each participant.
2. Display the English and Spanish *Energize Your Body with Fruits and Vegetables!* poster.

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## INSTRUCTIONS

1. Distribute the *Recommended Cups of Fruits and Vegetables for Adults* handout to each participant. good health. Also explain that the number of cups of fruits and vegetables that they need depends upon their age, gender, and physical activity level. For example, a 30-year-old woman who is physically active for 30 to 60 minutes each day should eat 2 cups of fruits and 2½ cups of vegetables every day.
2. Review the handout with the class, and explain that adults should eat 3½ to 6½ cups of fruits and vegetables every day for

3. Based on the handout information, ask participants the following questions:
  - How many cups of fruits should you eat every day?
  - How many cups of vegetables should you eat every day?
  - How many total cups of fruits and vegetables should you eat every day?
  - Does eating the recommended cups of fruits and vegetables sound easy or hard? Why?
4. Distribute the *What's in a Cup?* handout to participants. Review the information in the handout and explain that different quantities and types of fruits and vegetables can add up to the recommended 3½ to 6½ cups that adults need every day for good health. Point out that dried, frozen, 100% juice, canned, and fresh fruits and vegetables all count.
5. Introduce the *Energize Your Body with Fruits and Vegetables!* poster to demonstrate different amounts of fruits and vegetables using cupped hands. Have participants use the poster to answer the following questions:
  - What does ½ cup of fruit look like?
  - What does 1 cup of vegetables look like?
6. Ask the participants:

Now that you know what amounts are equal to 1 cup, ½ cup, and ¼ cup, does eating the recommended amount of fruits and vegetables every day seem easier or harder? Why?

## Tips

- Demonstrate how to measure a variety of fresh, frozen, canned, or dried fruits and vegetables using cups and cupped hands.
- Buy the produce samples, or ask your local grocery store or farmers' market to donate them.
- Remember to handle food safely. To learn more about food safety, visit [www.foodsafety.gov](http://www.foodsafety.gov).

7. Distribute the *Health Benefits of Eating Fruits and Vegetables* handout to each participant. Review the information with the class, and have participants share their impressions.
8. Conclude the lesson by distributing the *Fruit and Vegetable Scoreboard* handout. Talk with participants about using the handout to keep track of their progress toward meeting the recommended cups of fruits and vegetables for a week. Direct their attention to the weekly goals section of the handout, and discuss with participants some helpful tips for meeting their stated goals. Talk with them about teaming up with a friend or family member to eat more fruits and vegetables. Mention how social support can make living a healthy lifestyle much easier.

## Expansion Ideas

Photocopy and distribute the *My Meal Plan* handout (p. H – 5) to participants. Have participants plan a day's worth of meals, snacks, and desserts using their recommended amount of fruits and vegetables as a guide. Ask them to share their meal and snack ideas with the group.

# How Many Minutes Should I Get?

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify the recommended minutes of daily physical activity they should do for good health.
- Recognize the role that physical activity plays in reducing their risk of certain chronic diseases.
- Recognize physical activity as an important element of a healthy lifestyle.
- Use the *Physical Activity Scoreboard* handout to track their progress toward meeting their physical activity goals.

## MATERIALS

- The *Recommended Minutes of Physical Activity for Adults* handout (p. H – 6)
- The *Health Benefits of Physical Activity* handout (p. H – 7)
- The *Physical Activity Scoreboard* handout (p. H – 8)

## PREPARATION

1. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Recommended Minutes of Physical Activity for Adults*, *Health Benefits of Physical Activity*, and *Physical Activity Scoreboard* handouts for each participant.

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## INSTRUCTIONS

1. Distribute the *Recommended Minutes of Physical Activity for Adults* handout to each participant. Begin by asking participants the following questions:
  - How many minutes of physical activity should you get every day?
  - What counts as physical activity?
  - If you aren't physically active every day, why aren't you?
  - What makes you want or not want to be physically active?
2. Explain to participants that to maintain good health and reduce the risk of chronic diseases, adults need at least 30 minutes of moderate-intensity physical activity every day.
3. Explain that for most people, greater health benefits can be achieved by doing more physical activity. For example, to help manage body weight and prevent gradual weight gain, adults need 60 minutes of moderate-to vigorous-intensity physical activity on most days of the week. To sustain weight loss, adults need 60 to 90 minutes of moderate-intensity physical activity every day. Note that some people may need to consult with a health care provider before participating in this level of activity.

4. Discuss the variety of activities that make up physical activity, and review the definitions of moderate- and vigorous-intensity physical activity:

**Moderate-intensity physical activity** – gets you up and moving and makes your heart beat faster (e.g., brisk walking, biking, taking the stairs, dancing, and raking leaves).

**Vigorous-intensity physical activity** – makes you breathe hard and sweat (e.g., running, jogging, playing soccer, fast dancing, jumping rope, playing basketball, and fast biking).

5. Ask participants to share the types of physical activity that they like to do. Also have participants share ways that they can increase the amount of physical activity they get every day.
6. Distribute the *Health Benefits of Physical Activity* handout to each participant. Review the information with the class, and have participants share their impressions.

7. Conclude the lesson by distributing the *Physical Activity Scoreboard* handout. Talk with participants about using the handout to keep track of their progress toward meeting their physical activity goal for a week. Direct their attention to the weekly goals section of the handout, and discuss with participants some helpful tips for meeting their stated goals. Talk with them about teaming up with a friend or family member to be more physically active. Mention how social support can make living a healthy lifestyle much easier.

## Expansion Ideas

Photocopy and distribute the *Keeping FITT* (p. H – 25) and *Physical Activity Pyramid* (p. H – 26) handouts to participants. Encourage participants to use the handouts to create a weekly physical activity routine for themselves and their friends or family members.



# Fruit and Veggie Icebreaker

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Describe at least three health benefits associated with eating a variety of colorful fruits and vegetables as part of a healthy diet.
- Identify at least three ways to prepare fruits and vegetables.
- Apply the concept of teamwork to the other lessons.



## MATERIALS

- The *Health Benefits of Eating Fruits and Vegetables* handout (p. H – 3)
- One deck of fruit, vegetable, and physical activity playing cards
- Paper clips

## PREPARATION

1. Photocopy the *Health Benefits of Eating Fruits and Vegetables* handout for each participant, and become familiar with the content prior to implementing the lesson.
2. Open the box of fruit, vegetable, and physical activity playing cards, and set aside the aces, *couch potato* and *junk food* jokers, and physical activity face cards.
3. Shuffle the remaining cards that contain the fruit and vegetable images. Prepare a list of yes/no questions as described in Step 5 of the instructions to help participants determine the name of the fruit or vegetable on the playing card. Display the list of questions for the participants to review before the lesson.

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## INSTRUCTIONS

1. Arrange participants into teams of three to four players.
2. Paperclip a fruit or vegetable playing card, image side up, to the back of each participant's shirt collar. Make sure that each participant doesn't know which fruit or vegetable appears on his or her playing card.
3. Have participants turn their backs to their team members to reveal their fruit or vegetable playing cards. Remind participants not to reveal to their teammate wearing the card what fruit or vegetable is on the card.
4. Instruct participants to figure out, one at a time, their fruit or vegetable by asking their team members a series of questions. The team members may only respond with a "yes" or "no" answer.

- Participants should ask general rather than specific questions. For example, "Am I a fruit?" instead of, "Am I an apricot?" Other good questions include: "Should I be peeled before I am eaten?" "Do I grow on a tree?" "Am I green in color?" "Am I sweet?" "Am I sour?" "Do I have seeds?" Feel free to come up with additional questions. Each participant should ask questions until he or she correctly identifies his or her card.
- The first team to have all of its member's identify their fruits and/or vegetables wins the game.
- Distribute the *Health Benefits of Eating Fruits and Vegetables* handout to each participant. Ask participants to identify and discuss with their team members the health benefits of fruits or vegetables.
- Conclude the lesson by having participants share with their team members their favorite ways to prepare the fruits and/or vegetables pictured on their playing cards.



## Expansion Ideas

### PHYSICAL ACTIVITY ROUND

Introduce the concept of physical activity by adding the physical activity face cards (e.g., jogging king, dancing queen, and soccer playing jack) to the game. Following instructions 3 and 4, have participants guess the physical activity depicted on their playing cards. Prepare a list of questions that will help participants determine the physical activity that is shown on their cards.

#### Sample questions:

- Is the activity performed outdoors?
- Is it an aerobic activity?
- Is the activity done with a ball?
- Can you do the activity with friends and family members?
- Does the activity require a partner?

Conclude the lesson with a discussion about physical activity. Ask participants to share their favorite physical activities. Include questions and comments that will help participants identify opportunities to get the recommended level of physical activity every day.

### Tip

If participants enjoy being competitive, award prizes to the winning teams.

# Healthy Recipe Demonstration and Sampling

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Describe at least three health benefits associated with eating a variety of colorful fruits and vegetables as part of a healthy diet.
- Identify at least three ways to incorporate healthy recipes that are quick and easy-to-prepare into daily meal plans.
- Prepare a healthy recipe that includes at least  $\frac{1}{2}$  cup of fruits or vegetables per serving of the recipe.
- Recognize how different quantities and types of fruits and vegetables add up to the recommended daily amounts.

## MATERIALS

- Recipe ingredients
- Kitchen appliances, such as a blender, electric wok, electric skillet, microwave oven, and a refrigerator
- Plastic storage containers and mixing bowls
- Cooking utensils, such as forks, knives, large spoons, and salad tongs
- Pots and pans
- Measuring cups and spoons
- Cups, bowls, napkins, plastic forks, plastic knives, and plastic spoons for recipe sampling
- A table
- A disposable tablecloth, if desired
- A dishtowel, sponge, and dish soap for cleanup
- The *Recommended Cups of Fruits and Vegetables for Adults* handout (p. H – 1)
- The *Health Benefits of Eating Fruits and Vegetables* handout (p. H – 3)
- The *Recipe* handouts (p. H – 9 – 17)
- The *What's in a Cup?* handout (p. H – 2)
- The *Energize Your Body with Fruits and Vegetables!* poster (English and Spanish)



## PREPARATION

1. Select one or more healthy recipes from those shown in the handout section. For recipes that require baking, a toaster oven can also be used.
2. Buy the required ingredients, or ask your local grocery store or farmers' market to donate them. Get enough ingredients to conduct the food demonstration and have enough available for sampling.
3. Prepare and measure the ingredients according to the recipe(s).
4. Place the ingredients in plastic containers, cover with lids or plastic wrap, and store at the appropriate temperatures.
5. Gather the portable appliances, plastic storage containers, mixing bowls, cooking utensils, pots and pans, measuring cups and spoons, and serving items that you will need for the food demonstration.
6. Set up the table so that all participants can easily view the food demonstration.
7. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Recommended Cups of Fruits and Vegetables for Adults* and *Health Benefits of Eating Fruits and Vegetables* handouts for each participant. Also photocopy enough *Recipe* handouts and *What's in a Cup?* handouts. If you are teaching this lesson in a series, you may want to reproduce only the handouts that are new to the group.
8. Display the English and Spanish *Energize Your Body with Fruits and Vegetables!* poster.



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## INSTRUCTIONS

1. Distribute the *Recommended Cups of Fruits and Vegetables for Adults* handout to each participant.
2. Review the handout with the class, and explain that adults should eat 3½ to 6½ cups of fruits and vegetables every day for good health. Also explain that the number of cups of fruits and vegetables that they need is based upon their age, gender, and physical activity level. Have participants use the handout to identify how many cups of fruits and vegetables they need every day.

3. Distribute the *Health Benefits of Eating Fruits and Vegetables* handout to each participant, and review the information with the class. Ask participants to share their impressions.
4. Distribute the *What's in a Cup?* handout to each participant.
5. Review the information in the *Energize Your Body with Fruits and Vegetables!* poster and *What's in a Cup?* handout with the class, and ask participants to share their impressions.
6. Explain that different quantities and types of fruits and vegetables eaten throughout the day can easily add up to their recommended daily amounts. Also show how ½ cup of fruits or vegetables fits into one cupped hand and 1 cup of leafy greens fits into two cupped hands.
7. Next, demonstrate how to prepare the healthy recipe(s).
8. Use the recipe ingredients to show different quantities of fruits and/or vegetables.
9. Ask participants to share ways in which they would incorporate the recipes into their daily meal plans. Discuss breakfast, lunch, dinner, dessert, and snacks.
10. Divide the prepared recipes into sample-size portions, and serve the samples to participants. Provide each participant with a handout of the recipe(s), and encourage participants to share the recipe(s) with their families, friends, and neighbors.

## Tips

- Laminate the recipes to make them water resistant.
- Let a participant help you demonstrate a recipe.
- Remember to handle food safely when conducting food demonstrations. To learn more about food safety, visit [www.foodsafety.gov](http://www.foodsafety.gov).

11. Review the nutrition information for the recipes as your participants enjoy their samples.
12. Encourage your participants to share what they enjoyed about the recipe(s).
13. Conclude the lesson by reinforcing the information in the *Health Benefits of Eating Fruits and Vegetables* and the *What's in a Cup?* handouts.

## Expansion Ideas

Organize a nutritious and delicious potluck or picnic by asking each participant to prepare a healthy recipe for everyone to share.

Ask participants to bring a favorite family recipe, and show them how to include at least ½ cup of fruits and/or vegetables in each serving of the recipe.



# Try Your Hand at Fun Fruit and Vegetable Games



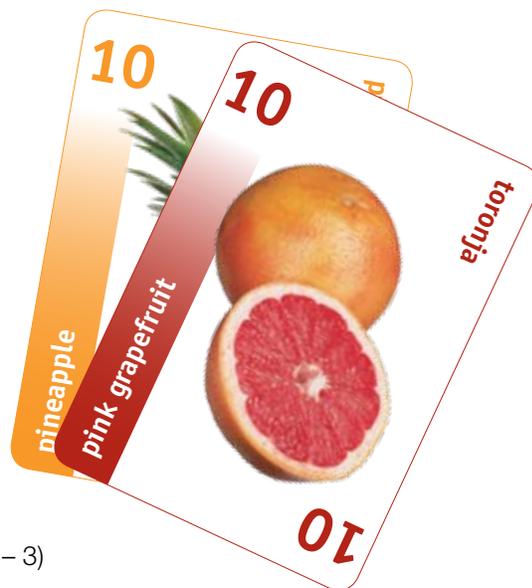
## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Describe at least three health benefits associated with eating a variety of colorful fruits and vegetables as part of a healthy diet.
- Recognize fruit and vegetable consumption and physical activity as important elements of a healthy lifestyle.
- Recognize the role that fruits, vegetables, and physical activity play in reducing their risk of certain chronic diseases.

## MATERIALS

- The *Health Benefits of Eating Fruits and Vegetables* handout (p. H – 3)
- The fruit, vegetable, and physical activity playing card sets
- Paper and pencils for groups to keep score, if the game requires scorekeeping



## PREPARATION

1. Become familiar with the content of the *Health Benefits of Eating Fruits and Vegetables* handout prior to implementing the lesson. Photocopy the handout for each participant.
2. Depending on your class size, organize an adequate space for participants to play the card games. Participants may either sit in a circle on the floor or around a table with a playable area between them.
3. Familiarize yourself with the fruit, vegetable, and physical activity playing card set, which includes a standard 52-card deck organized into four color groups and two jokers, the *couch potato* card and the *junk food* card.
4. Select the game(s) to play and review their instructions.

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## INSTRUCTIONS

1. Distribute the *Health Benefits of Eating Fruits and Vegetables* handout to each participant.
2. Review the handout with the class, and engage participants in a discussion about the health benefits of eating fruits and vegetables.
3. Use this discussion about fruits and vegetables to introduce the playing card set and the four color groups that comprise the four suits – Blue/Purple, Red, Yellow/Orange, and Green.
4. Demonstrate to the class how the four suits of the card set feature fruits and vegetables from the different color groups.



## Game 1 – Couch Potato

1. Arrange participants into groups of two to six players.
2. Instruct each group to pick a dealer.
3. Make sure to include the *couch potato* card with each deck.
4. The object is to avoid being caught with the *couch potato* card at the end of the game.

### PLAYING THE GAME

1. The dealer shuffles the cards and deals out the entire deck, one card at a time. The number of cards each player receives does not need to be the same.
2. Before starting play, all players must match the pairs of cards in their hands — for example, two 6s, two 7s, or two jogging kings. The players then place all of their matched pairs face up in front of them so that the other players can see them.
3. If a player has three of one card — for example, three 5s — he or she may only use two of them to make a pair.
4. The player to the dealer's left begins play by selecting a single card from the dealer's hand. If the card matches one of the cards in his or her hand, then the player places that new pair face up in front of him or her for the other players to see.
5. The player then offers his or her hand to the player to his or her left, who selects a card.

6. Each time a player matches two cards, he or she must identify one health benefit of fruits and vegetables.
7. Play continues to the left until all of the pairs are matched. One player will be left with the *couch potato* card at the end of the game.
8. The player with the *couch potato* card becomes the dealer for the next game.

### VARIATIONS

During the game, have the players tell each other their favorite way to eat one of the fruits or vegetables every time they match a pair. Instead of the *couch potato* card, use the *junk food* card.

## Game 2 — Aces Wild

1. Arrange participants into groups of two to four players.
2. Have each group pick a scorekeeper and a dealer.
3. Provide each group with a pencil and a sheet of paper.
4. Do not use the jokers for this game.
5. The object is to score the fewest points possible by getting rid of all cards.

## PLAYING THE GAME

1. The dealer shuffles the cards and deals five cards to each player. The dealer places the remaining cards face down in the center of the play area. The dealer then turns over the top card and places it next to the pile. This becomes the discard pile.
2. The player to the dealer's left begins by playing a card that matches the top card in the discard pile either by number or by color. For example, if the top card is the red 5, then the person may play any fruit, vegetable, or physical activity face card from the red suit or any other card with the number 5, such as the blue/purple 5 or the green 5.
3. All of the aces are wild and may be played at any time during the game. When an ace is played, the player must say "Eat more fruits and vegetables every day." The player then must choose the color of the cards being played. The next player must play either a card from the designated color or another ace.
4. Each time a player changes the color of the cards being played, he or she must tell the other players one of the health benefits of eating fruits and vegetables.
5. If a player does not have a card that matches the number or color being played, then he or she must draw from the facedown pile until he or she can play a card. If a player takes the last card from the facedown pile and still cannot play a card, then his or her turn ends and play continues to the left.
6. Play continues to the left until one player has run out of cards or until no one can play another card.

7. Players then total the value of the remaining cards in their hands. An ace is worth 20 points, a physical activity face card is worth 10 points, and the other cards are worth their face value — for example, the red 10 counts as 10 points.
8. After each hand, record each player's total points on the sheet of paper.
9. The person to the dealer's left becomes the dealer for the next round.
10. The game ends when one of the players goes over 100 points.

## VARIATIONS

Each time a participant plays a physical activity face card, the person must say the name of the activity and "enjoy more physical activity every day with family and friends."

If time is limited, have participants play until one player goes over 50 points instead of 100.

## Game 3 — Go Shopping

1. Arrange participants into groups of two to four players.
2. Instruct each group to choose a dealer.
3. The object of the game is to make the most "books" of four cards — for example, four jogging kings, four 10s, four 5s.

## PLAYING THE GAME

1. The dealer shuffles the cards and deals five cards to each player. The dealer places the remaining cards face down in the center of the play area, and these become the "shopping" pile.



2. Before beginning play, each player should group the physical activity face cards, the number cards, and the aces in his or her hand. For example, the 5s should go together, the dancing queens should go together, and all of the aces should go together.
3. The player to the dealer's left begins the game by reviewing his or her cards and then asking any other player, by name, for all of his or her cards of a particular number. For instance, a player asks, "Rosa, do you have any 10s?" If Rosa has one or more 10s, she must give all of her 10s to the player who asked for them. A player must have at least one of the cards in his or her hand before he or she can ask another player for them.
4. If a player receives the cards he or she asked for, the player may continue asking the same person for cards of a different number or face, or the player may ask a different player for the same or different cards.
5. If the person asked does not have the requested card, he or she says "Go Shopping!" and the player requesting the card then draws a card from the center pile.
6. The player who said "Go Shopping!" has the next turn.
7. When a player collects a set of four numbers, four of one physical activity face cards, or four aces, he or she must show them to the other players and then place them face down in front of him or her. This set of four is called a book.
8. After a player completes a book of four cards, he or she must share with the other players his or her favorite way to eat one of the fruits or vegetables in the book. If the book is made up of physical activity face cards, the player must tell the other players where he or she likes to do one of the physical activities.
9. If a player runs out of cards during the game, then he or she immediately draws the top card from the shopping pile.
10. The game ends when the last card from the shopping pile is drawn.
11. The player with the most books wins.

## Expansion Ideas

Buy a book of card games or ask the class participants which card games are their favorites, and adapt the fruit, vegetable, and physical activity card set to the new games.

### Tips

- Use the fruit and vegetable cards as visual aids when discussing how to prepare different fruits and vegetables or when asking participants to describe which fruits and vegetables they like and dislike.
- Use the cards to demonstrate easy examples of how to get at least 30 minutes of physical activity every day.
- Offer fruit and vegetable snacks to participants while they play the card games.
- Take physical activity breaks between card games.

# Grow Your Own Salsa



## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Describe at least three benefits of growing fruits and vegetables.
- Name four principles of gardening.
- Describe at least three recipes that incorporate tomatoes, jalapeño peppers, and cilantro.

## MATERIALS

- Potting soil
- 12-inch pots or empty 1-gallon plastic milk, water, or juice containers (three pots or containers per participant)
- Small tomato plants
- Small jalapeño pepper plants
- Cilantro seeds
- A gardening trowel
- Plastic gloves, if desired
- A container of water
- A dry-erase board or large sheets of paper
- Markers
- The *Pico de Gallo* recipe handout (p. H – 9)



## PREPARATION

1. Ask your local nursery or garden center to donate the potting soil, pots, plants, seeds, and gardening trowel. As an alternative, you can purchase these materials or ask the store manager to sell them at a reduced cost.
2. If you decide to use empty, 1-gallon plastic beverage containers instead of pots, simply cut the top off of each container, leaving enough depth for a mature plant to grow. Punch three small holes in the bottom of each container for drainage.

3. Set up five gardening stations:
  - At station one, place the potting soil, pots or containers, gardening trowel, and plastic gloves.
  - At station two, place the small tomato plants.
  - At station three, place the small jalapeño pepper plants.
  - At station four, place the cilantro seeds.
  - At station five, place a container of water.
4. Photocopy the *Pico de Gallo* recipe for each participant.



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## INSTRUCTIONS

1. Begin by asking participants about their experiences growing fruits and vegetables. Discuss the benefits of growing fruits and vegetables. Benefits may include having access to fresh fruits and vegetables; growing food organically; and enjoying time together with family members as everyone participates in the gardening process. On the board or sheets of paper, write the benefits of growing fruits and vegetables for the class to see. Encourage the participants to identify additional benefits of growing their own fruits and vegetables. Write the additional benefits for the class to see.

2. Discuss four important principles of gardening:
  - Provide enough soil for the plants.
  - Provide enough sunlight for the plants.
  - Provide adequate water for the plants.
  - Fertilize the plants, as needed.

Write the gardening principles for the class to see.

3. Assemble the participants at station one, and have each participant select three pots or containers and fill them with soil to about 2 inches from the top.
  - At station two, have each participant plant a small tomato plant in one pot or container.
  - At station three, have each participant plant a small jalapeño pepper plant in another pot or container.
  - At station four, have each participant plant cilantro seeds in the remaining pot or container according to the seed packet instructions.
  - At station five, have each participant gently water their plants and seeds.
4. At the end of the lesson, ask participants to share ways in which they would use their tomatoes, jalapeño peppers, and cilantro in the meals and snacks they prepare at home. Write the suggestions for the class to see. Distribute the *Pico de Gallo* recipe to participants to reinforce the use of their newly planted produce.
5. Encourage participants to take their potted plants home and place them outside, if weather permits. You can also encourage them to grow fruits and vegetables in pots, in their yards, or in their community gardens. To find a community garden near you, visit [www.communitygarden.org](http://www.communitygarden.org). Share this Web site with your participants.

## Expansion Ideas

### GROW YOUR OWN SALAD BOWL

Make a salad bowl by growing the items you would use in a salad such as lettuce, tomatoes, green onions, and bell peppers.

### GARDEN FRESH HERBS

Create an herb garden in a strawberry pot by planting oregano, parsley, cilantro, mint, rosemary, and other herbs. Use these herbs to dress up healthy recipes.



# Green Grocer

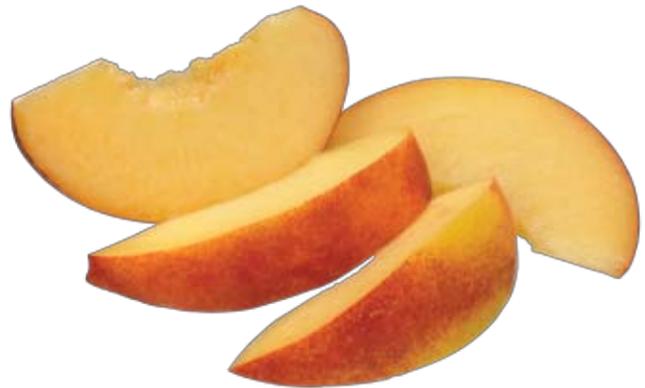
## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify the seasonal availability of fruits and vegetables.
- Understand the cost benefits of buying fruits and vegetables in season.
- Select, store, and handle a variety of fruits and vegetables.
- Distinguish high-quality produce from low-quality produce.
- Use the expertise of produce department staff at a grocery store.

## MATERIALS

- *Dr. Richter's Fresh Produce Guide*
- The *Seasonality Guide* handout (p. H – 18)
- Samples of ripe and unripe produce
- Samples of high- and low-quality produce
- Small plates and napkins
- A knife



## PREPARATION

1. Arrange a date, time, and location for a produce representative (such as a store manager, produce manager, or produce industry representative) to visit the class. Communicate the learning objectives of this lesson to the representative.
2. Buy the produce samples, or ask your local grocery store or farmers' market to donate them.
3. Photocopy and become familiar with the sections of *Dr. Richter's Fresh Produce Guide* that describe the produce you'll feature in class.
4. Photocopy the *Seasonality Guide* handout for each participant, and become familiar with the content prior to implementing the lesson.

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## INSTRUCTIONS

1. Introduce the produce representative to the class. Ask the representative to describe his or her job and discuss resources that are available in the grocery store to help consumers choose fruits and vegetables, such as the produce department staff, in-store signage, recipes, and other aids.

2. Distribute copies of the *Dr. Richter's Fresh Produce Guide* and the *Seasonality Guide* handout to each participant.
3. Ask the representative to discuss the seasonality of different fruits and vegetables. For example, why are some fruits and vegetables available year round, while others are only available during the winter? Refer to the *Seasonality Guide* handout for discussion and clarification.
4. Ask the representative to discuss the cost benefits of buying produce in season and using frozen and canned produce when fresh items are out of season. For example, why are some fruits and vegetables more expensive during certain times of the year? Are frozen and canned fruits and vegetables just as nutritious as fresh produce? When is the best time to choose different fruits and vegetables? Use the *Seasonality Guide* handout again for class discussion and clarification.
5. Ask the representative to explain how to select and store fruits and vegetables. For example, how do I choose a melon? A potato? Lettuce? How do I store my produce at home to keep it fresh? Refer to the copies of *Dr. Richter's Fresh Produce Guide* for class discussion and additional examples.
6. Ask the representative to discuss the characteristics of ripe and unripe produce and to describe how to ripen different fruits and vegetables at home. Let participants taste samples of ripe and unripe produce.
7. Ask the representative to discuss the characteristics of high- and low-quality fruits and vegetables. Let participants look at samples of each.
8. Conclude by summarizing the produce resources that are available to consumers at their local grocery stores (e.g., recipes, selection and storage tips, produce department staff). Encourage participants to share any tips about how they select, store, and ripen fruits and vegetables. Encourage the class to ask the representative additional questions.

## Expansion Ideas

1. Contact a local store and arrange for a store tour and presentation from a produce department representative.
2. If you take a store tour, incorporate the *Walking on the Path to Better Health* lesson. Have the class walk to the store before meeting the produce representative and touring the produce department.
3. Incorporate one of the recipes from the *Healthy Recipe Demonstration and Sampling* lesson to illustrate a fun, quick, and tasty meal that can be made with seasonal produce.

### Tip

If a produce department representative is unable to address the class, contact the store dietitian or a local produce wholesaler and invite him or her to speak.

# Sharing the Gift of Fruits and Vegetables



## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Know how to make personal and inexpensive gifts and crafts that encourage healthful eating.
- Inform adult family members and friends about the importance of eating 3½ to 6½ cups of fruits and vegetables every day for good health.
- Recognize how different quantities and types of fruits and vegetables add up to the recommended daily amounts.
- Use the activities as creative reminders for including fruits and vegetables in their meals and snacks.



## Creative Project 1: Craft a Hearty Bean and Vegetable Soup Gift

### MATERIALS

- 1-quart glass jars with lids
- Snack-size plastic bags
- Decorative ribbon with a fruit and/or vegetable pattern
- Selected ingredients for the *Hearty Bean and Vegetable Soup* recipe, including dried pink beans, dried lentils, dried black beans, yellow split peas, dried kidney beans, dried blackeye peas, dried basil, dried rosemary, dried marjoram, crushed red chilies, salt, black pepper, and bay leaves
- Six large bowls
- Six sheets of 8½" x 11" paper
- 8½" x 11" color cardstock

- The *Hearty Bean and Vegetable Soup* recipe handout (p. H – 14)
- The *What's in a Cup?* handout (p. H – 2)
- One pair of scissors
- Single hole punch
- Six, ½ cup measuring cups
- Four sets of measuring spoons
- To/from labels
- Pens
- The *Energize Your Body with Fruits and Vegetables!* poster (English and Spanish)

### PREPARATION

1. Buy the glass jars with lids, snack-size plastic bags, ribbon, to/from labels, colored cardstock, beans, lentils, peas, and spices, or ask your local retailer to donate the items or sell them at a reduced cost.
2. Form the six sheets of paper into individual funnels.

3. Become familiar with the content of the handouts prior to implementing the lesson. Photocopy the *Hearty Bean and Vegetable Soup* recipe card handout onto colored cardstock, and hole punch each card in the upper left corner. Make sure to photocopy enough recipe cards for all participants. Also, photocopy the *What's in a Cup?* handout for each participant.
4. Cut the ribbon into 34-inch long strips.
5. Set up three stations to assemble the *Hearty Bean and Vegetable Soup* gift package.
  - At station one, place the glass jars and lids. Also, place the dried pink beans, dried lentils, dried black beans, yellow split peas, dried kidney beans, and dried blackeye peas in separate bowls. Place a ½ cup measuring cup in each bowl. Place the paper funnels next to each bowl of beans, and display the *Hearty Bean and Vegetable Soup* recipe.
  - At station two, place the snack-size plastic bags. Also, place containers of dried basil, dried rosemary, dried marjoram, crushed red chilies, salt, black pepper, and bay leaves. Place the measuring spoons with the spices, and display the *Hearty Bean and Vegetable Soup* recipe.
  - At station three, place the ribbon, *Hearty Bean and Vegetable Soup* recipe cards, to/from labels, and pens.
6. Display the English and Spanish *Energize Your Body with Fruits and Vegetables!* poster.

## INSTRUCTIONS

1. Begin the lesson with a discussion about soup. Ask participants to share with the class their favorite soups and types of soup that they make at home for their families and friends. Discuss with participants the types of vegetables they like to use in their soup recipes, and how soups are a great way to enjoy vegetables.
2. Introduce the activity to participants, and assemble the group at station one. At this station, have each participant select a glass jar and lid. Instruct the participants to fill their jars in the following order:
  - ½ cup dried pink beans
  - ½ cup dried lentils
  - ½ cup dried black beans
  - ½ cup yellow split peas
  - ½ cup dried kidney beans
  - ½ cup blackeye peas

Have participants use the paper funnel to assist them in filling their jars.



3. At station two, have each participant measure the spices according to the recipe, place the spices in a snack-size plastic bag, and place the filled bag into the jar on top of the beans.
4. At station three, have each participant place a lid on his or her jar. Distribute a *What's in a Cup?* handout and *Hearty Bean and Vegetable Soup* recipe card to each participant. Review the *What's in a Cup?* handout with participants. Ask participants how they would include more vegetables in the soup recipe. Also, ask participants to take their recipe cards and write down, in the space provided, three ways to include fruit as a side dish with the *Hearty Bean and Vegetable Soup*. Have participants share their side dish suggestions with each other. Next, ask participants to select a piece of decorative ribbon, thread the ribbon through the hole in their recipe cards, place the ribbon around the top of their jars, and tie the ribbon in a bow.
5. Conclude the activity with a discussion about how important it is to tell family members and friends to eat 3½ to 6½ cups of fruits and vegetables every day for good health. Have the family members and friends go to [www.mypyramid.gov](http://www.mypyramid.gov) to find out exactly how many cups of fruits and vegetables they need. Talk with participants about how they might use creative projects, like the *Hearty Bean and Vegetable Soup* gift package, as a reminder to their family and friends to eat fruits and vegetables. Have each participant select a to/from label, write down the name of the family member or friend who will receive the special gift, and attach the label to the jar.

## Creative Project 2: Decorate a Colorful Kitchen Utensil Holder

### MATERIALS

- One large, empty and clean tin can (e.g., tomato juice, pineapple juice, or coffee cans) for each participant
- One clothespin for each participant
- Glue
- Clear self-adhesive shelf paper
- 1 pair of scissors for each participant
- One 1½-inch loose-leaf book ring for each participant
- Single hole punch
- Magazines and/or produce advertisements with pictures of fruits and vegetables
- 8½" x 11" color cardstock
- The *California Marinated Salad* (p. H – 10), *Tortilla Pizzas* (p. H – 13), *Chicken and Vegetables with Mole Sauce* (p. H – 14), *Sautéed Okra with Onions and Tomatoes* (p. H – 15), and *Chicken and Vegetables Creole* (p. H – 16) recipe handouts
- The *Health Benefits of Eating Fruits and Vegetables* handout (p. H – 3)
- A dry-erase board or large sheets of paper
- Markers

## PREPARATION

1. Locate an adequate space with tables so participants have room to spread out and make the utensil holder.
  2. Gather large empty tin cans or ask participants to bring them from home.
  3. Buy clothespins, glue, clear self-adhesive shelf paper, scissors, 1½-inch loose-leaf book rings, and colored cardstock, or ask your local retailer to donate the items or sell them at a reduced cost.
  4. Collect magazines and/or produce advertisements with colorful pictures of fruits and vegetables.
  5. Photocopy the *California Marinated Salad*, *Tortilla Pizzas*, *Chicken and Vegetables with Mole Sauce*, *Sautéed Okra with Onions and Tomatoes*, and *Chicken and Vegetable Creole* recipe card handouts onto colored cardstock, hole-punch each card in the upper left corner, and group the recipes into sets for each participant.
  6. Photocopy the *Health Benefits of Eating Fruits and Vegetables* handout for each participant, and become familiar with the content prior to implementing the lesson.
2. Distribute the *Health Benefits of Eating Fruits and Vegetables* handout to each participant, and review the information. Ask participants to share their impressions.
  3. Distribute the empty cans, glue, scissors, and magazines and/or produce advertisements. Instruct participants to find and cut out pictures of colorful fruits and vegetables. Explain that to get the most health benefits, participants should eat different colored fruits and vegetables every day (e.g., blue/purple, yellow/orange, green, red, and white).
  4. Have participants glue the fruit and vegetable pictures to their cans to create a colorful fruit and vegetable collage. Cut a piece of clear self-adhesive shelf paper to fit each can, and have participants cover the pictures on their cans with the clear shelf paper.
  5. Distribute the recipe card sets, 1½-inch loose-leaf book rings, and clothespins to each participant. Review the different recipes with the class, and discuss the fruit and vegetable ingredients. Reinforce the health benefits of eating fruits and vegetables, and remind participants about the importance of eating 3½ to 6½ cups of fruits and vegetables every day for good health. Let the participants know that they can go to [www.mypyramid.gov](http://www.mypyramid.gov) to find out exactly how many cups of fruits and vegetables they need every day for good health.

## INSTRUCTIONS

1. Ask participants to share with the class their favorite fruits and vegetables. Have participants discuss which fruits and vegetables they use most often in the meals and snacks they prepare at home. Write the list on the board or sheet of paper for the class to see.

6. Cut additional pieces of clear self-adhesive shelf paper for each recipe card, and have participants laminate their cards with the plastic. Remind participants to avoid covering the hole in the upper left corner. Have participants place the 1½-inch loose-leaf book rings through the hole in the upper left corner of the recipe cards to create a recipe card booklet.
7. Instruct participants to place the clothespin on their decorated cans and use it to attach the recipe booklet to the utensil holder. Encourage participants to place their new utensil holders prominently in their kitchens as a reminder to eat the recommended amount of fruits and vegetables every day. Also, encourage participants to add new fruit and vegetable recipes to their recipe booklet.
8. Conclude the activity by discussing with participants how they can use the recipes as a way to include fruits and vegetables in the meals and snacks they prepare for themselves and their families.

## Expansion Ideas

### SAMPLE HEARTY BEAN AND VEGETABLE SOUP RECIPE

Prepare the *Hearty Bean and Vegetable Soup* recipe in advance and offer samples to participants. You may purchase the ingredients, or ask your local grocery store or farmers' market to donate them. Remember to handle food safely when conducting food demonstrations and sampling. To learn more about food safety, visit [www.foodsafety.gov](http://www.foodsafety.gov).

### REFRIGERATOR MAGNETS

Cut out fruit and vegetable pictures, glue onto card stock or light cardboard, cover with clear self-adhesive shelf paper, and glue a small strip of magnet to the back.



### Tips

- Have participants bring their own 1-quart glass food jars to class for the *Craft a Hearty Bean and Vegetable Soup Gift* project. Clean spaghetti sauce jars work the best.
- If it's not feasible to use glass jars for the *Craft a Hearty Bean and Vegetable Soup Gift* project, place the beans in 1-quart plastic bags and decorate with ribbon.
- Make a mock-up of each craft ahead of time to show participants examples of the finished products.



# Healthy Options Away from Home

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify at least three barriers to fruit and vegetable consumption while they are dining out.
- Describe at least three strategies for including fruits and vegetables in their meals while dining out.
- Identify at least three barriers to fruit and vegetable consumption while they are at work.
- Name three easy steps to add fruits and vegetables to their lunches and snacks at work.
- Remember the importance of making healthy choices when eating meals away from home.



## MATERIALS

- A dry-erase board or large sheets of paper
- Markers
- Paper and pens or pencils
- The *Smart Choices on the Go* handout (p. H – 19)
- The *Power Up at Work* handout (p. H – 20)

## PREPARATION

1. Arrange the classroom so that each group of participants will have a workspace.
2. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Smart Choices on the Go* and *Power Up at Work* handouts for each participant.

## Activity 1 — Smart Choices on the Go

### INSTRUCTIONS

1. Separate your class into groups of four to six participants each.
2. Provide each group with several sheets of paper and a pen or pencil.
3. Instruct participants to identify a note-taker and a spokesperson for each group.
4. Ask participants to share with their respective groups their dining out habits. Have the groups talk about how often they eat out during a typical week; where they eat out most of the time; and whether they believe it is difficult to eat fruits and vegetables when they eat out. Have the note-takers write down the responses.
5. Ask participants to discuss the reasons they believe it is difficult to eat fruits and vegetables when dining out. Have the note-takers write down the responses.
6. Ask the spokesperson from each group to share the responses, and write them on the board or sheet of paper for the class to see.
7. Discuss the responses of all groups, and work with the class to organize the answers into general categories. For example, group the number of times participants eat out during the week, group the types of restaurants participants usually go to, and group the reasons participants believe it is difficult to eat fruits and vegetables when dining out.
8. Ask participants to work with their groups again to identify ways to include fruits and vegetables in their meals when they dine out. Have the note-takers write down the responses.
9. Ask the spokesperson from each group to share the responses, and write them on the board or sheet of paper for the class to see. Discuss the responses of all groups, and organize the responses into another set of categories.
10. Distribute copies of the *Smart Choices on the Go* handout, and review the helpful tips with the class. Have participants identify which ideas on the handout would help them overcome the difficulties they mentioned previously.
11. Conclude the lesson by discussing with the group additional ideas for overcoming difficulties to fruit and vegetable consumption when dining out.



## Activity 2 — Power Up at Work

### INSTRUCTIONS

1. Separate your class into new groups of four to six participants each.
2. Provide each group with several sheets of paper and a pen or pencil.
3. Instruct participants to identify a note-taker and a spokesperson for each group.
4. Ask participants to share with their respective groups their eating habits at work. Have the groups talk about how often they bring lunch from home; how often they buy lunch from the cafeteria, catering truck, or vending machine at their work; and whether they believe it is difficult to eat fruits and vegetables while at work. Have the note-takers write down the responses.
5. Ask the participants to discuss the reasons they believe it is difficult to eat fruits and vegetables at work. Have the note-takers write down the responses.
6. Ask the spokesperson from each group to share the responses, and write the responses on the board or sheet of paper for the class to see.
7. Discuss the responses of all groups, and work with the class to organize the responses into general categories. For example, group how often participants bring their lunches from home, group how often participants buy lunches at work, and group the reasons participants believe it is difficult to eat fruits and vegetables while at work.
8. Ask participants to work with their groups again to identify ways to include fruits and vegetables in their meals and snacks at work. Have the note-takers write down the responses.
9. Ask the spokesperson from each group to share the responses, and write them on the board or sheet of paper for the class to see. Discuss the responses of all groups, and organize the responses into another set of categories.
10. Distribute copies of the *Power Up at Work* handout, and review the helpful tips with the class. Have participants identify which ideas on the handout would help them overcome the difficulties they mentioned previously.
11. Conclude the lesson by discussing with the group additional ideas for overcoming difficulties to fruit and vegetable consumption when at work.



## Expansion Ideas

### PHYSICAL ACTIVITY

Repeat this lesson with the group, focusing on how to be physically active while at work or on the go. Use the *Physical Activity Pyramid* handout to provide examples of how to be physically active with a busy lifestyle.

### ADVOCATING FOR FRUITS, VEGETABLES, AND PHYSICAL ACTIVITY

Use the *Steps to Advocate for Fruits, Vegetables, and Physical Activity in Your Community* handout to discuss with participants strategies for improving the availability and quality of fruits and vegetables at their local restaurants and at work.

## Tips

- If the class has a few participants, conduct this lesson as a class.
- If you have time for only one activity, you may use the other activity in a follow-up class.



# Advocate for Fruits, Vegetables, and Physical Activity in Your Community



## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify and discuss at least four barriers to fruit and vegetable consumption.
- Identify and discuss at least four ways to overcome barriers to fruit and vegetable consumption.
- Identify and discuss at least four barriers to physical activity.
- Identify and discuss at least four ways to overcome barriers to physical activity.
- Summarize six steps to advocate for fruits, vegetables, and physical activity at the community level.

## MATERIALS

- Paper and pencils
- A dry-erase board or large sheets of paper
- Markers
- The *Steps to Advocate for Fruits, Vegetables, and Physical Activity in Your Community* handout (p. H – 21)



## PREPARATION

1. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Steps to Advocate for Fruits, Vegetables, and Physical Activity in Your Community* handout for each participant.

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## INSTRUCTIONS

1. Divide the class into groups of four to six participants each.
2. Distribute paper and a pencil to each group. Instruct participants to identify a note-taker and a spokesperson for each group.
3. Ask the participants to work with their groups to identify barriers to fruit and vegetable consumption. Have participants focus on barriers in their community. Have note-takers record the barriers that their groups identify.

4. Ask the spokesperson in each group to share the list of barriers. Write the list on the board or sheet of paper for the class to see.

**Examples of barriers:**

- There are too many fast food restaurants in my community.
- There is a lack of quality fruits and vegetables in my neighborhood grocery store.
- There is a lack of fruits and vegetables where I work.

Ask participants to work with their groups to identify solutions to the barriers.

**Examples of solutions:**

- Advocate for fast food restaurants to serve more fruits and vegetables.
- Urge my local grocery store to sell quality fruits and vegetables.
- Ask my employer to provide fruits and vegetables in the vending machines and cafeteria where I work.

Ask the spokesperson in each group to share the list of solutions. Write the list on the board or sheet of paper for the class to see.



5. Ask participants to work with their groups to identify barriers to physical activity. Have participants focus on barriers in their community.

**Examples of barriers:**

- My neighborhood is not safe for walking.
- My community does not have bicycle lanes.
- The walking paths in my community parks are poorly maintained.

Ask the spokesperson in each group to share the list of barriers. Write the list on the board or sheet of paper for the class to see.

Ask participants to work with their groups to identify solutions to the barriers.

### Examples of solutions:

- Work with local law enforcement to provide safe walking zones.
- Work with the Department of Transportation to construct bicycle lanes.
- Work with the Department of Parks and Recreation to restore walking paths.

Ask the spokesperson in each group to share the list of solutions. Write the list on the board or sheet of paper for the class to see.

## Tips

- Depending on class length, you may want to conduct the fruit and vegetable barriers/solutions portion of the lesson during one class and the physical activity barriers/solutions portion during another class.
- Invite a community development professional to your class to discuss how your participants can make positive changes in their communities to increase fruit and vegetable consumption and physical activity.
- Use the expansion ideas to create a mini-course on community empowerment.

6. Distribute the *Steps to Advocate for Fruits, Vegetables, and Physical Activity in Your Community* handout to each participant.

Describe each step to participants, and allow them time to discuss with their groups how they would apply the steps to one fruit and vegetable solution and one physical activity solution. Have the spokesperson in each group describe how his or her group applied the steps to the solutions.

7. Encourage participants to continue to work on their fruit, vegetable, and physical activity solutions after class with their groups, friends, family members, and neighbors.

**Note:** To achieve optimal results from this lesson, it is highly recommended that you conduct the expansion ideas with the participants during follow-up classes.

## Expansion Ideas

### FRUIT, VEGETABLE, AND PHYSICAL ACTIVITY COMMUNITY ASSESSMENT

Plan a follow-up class with the same group, and work with participants to conduct a community assessment to determine what is available in their community and what is lacking in terms of access to quality fruits and vegetables and physical activity opportunities. Photocopy the *Fruit and Vegetable Community Assessment* (p. H – 22) and *Physical Activity Community Assessment* (p. H – 23) handouts. Divide the class into two teams, and have one team focus on access to quality fruits and vegetables and the other team focus on opportunities for physical activity. Distribute the *Fruit and Vegetable Community Assessment* and *Physical Activity Community Assessment* handouts to the appropriate teams. Work with each team to complete the assessments. After the assessments have been completed, have a follow-up class to discuss the results, and instruct participants to use the *Steps to Advocate for Fruits, Vegetables, and Physical Activity in Your Community* handout to develop an action plan for improving access to fruits and vegetables and physical activity opportunities.

### COMMUNITY WALKABILITY CHECKLIST

Plan another class with the same group, and work with the participants to conduct a walkability assessment of their community. Photocopy the *Walkability Checklist* (p. H – 24) handout, and distribute it to participants. After the assessments have been completed, have a follow-up class to discuss the results, and instruct participants to use the *Steps to Advocate for Fruits, Vegetables, and Physical Activity in Your Community* handout to develop an action plan for improving walking conditions in their community.



# Be Active Your Way

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

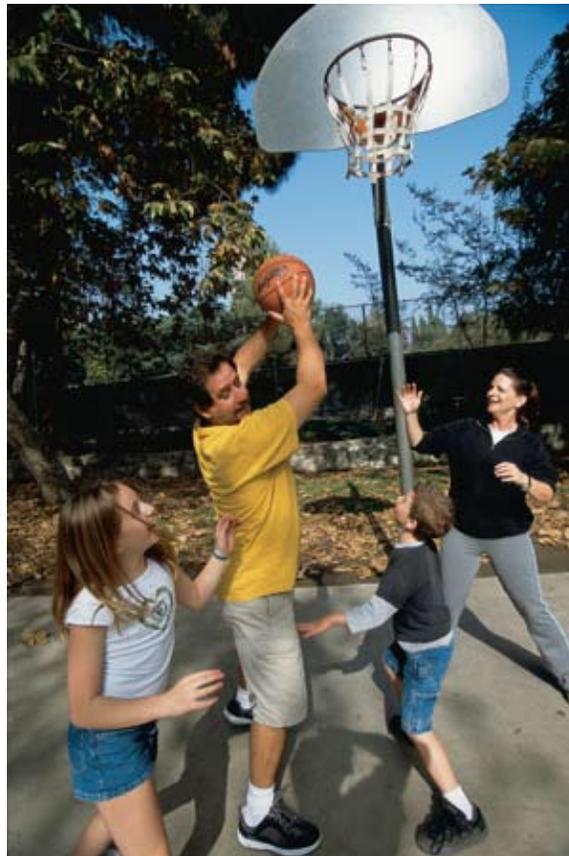
- Name three health benefits of physical activity.
- Recall the physical activity recommendations.
- Identify three ways to be physically active at home and at work.
- Use the *Physical Activity Pyramid* and *Physical Activity Scoreboard* handouts to help create a weekly physical activity routine.
- Recognize how the Frequency, Intensity, Time, and Type (FITT) formula can help them improve their physical activity levels.

## MATERIALS

- The *Recommended Minutes of Physical Activity for Adults* handout (p. H – 6)
- The *Health Benefits of Physical Activity* handout (p. H – 7)
- The *Physical Activity Scoreboard* handout (p. H – 8)
- The *Keeping FITT* handout (p. H – 25)
- The *Physical Activity Pyramid* handout (p. H – 26)
- A dry-erase board or large sheets of paper
- Markers

## PREPARATION

1. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Recommended Minutes of Physical Activity for Adults*, *Health Benefits of Physical Activity*, *Keeping FITT*, *Physical Activity Scoreboard*, and *Physical Activity Pyramid* handouts for each participant. If you are teaching this lesson in a series, you may want to reproduce only the handouts that are new to the group.



## INSTRUCTIONS

1. Distribute the *Recommended Minutes of Physical Activity for Adults* handout to each participant, and review the information. Explain to participants that to maintain good health and reduce the risk of chronic diseases, adults need at least 30 minutes of moderate-intensity physical activity every day. Explain that for most people, greater health benefits can be achieved by doing more physical activity. For example, to help manage body weight and prevent gradual weight gain, adults need 60 minutes of moderate- to vigorous-intensity physical activity on most days of the week. To sustain weight loss, adults need 60 to 90 minutes of moderate-intensity physical activity every day. Note that some people may need to consult with a health care provider before participating in this level of activity.
2. Ask participants to describe some of the health benefits of being physically active. Write the responses on the board or sheet of paper for the class to see. Distribute the *Health Benefits of Physical Activity* handout, and ask participants to compare the responses listed on the board or sheet of paper with the information in the handout. Talk with participants about how physical activity complements fruit and vegetable consumption in improving a person's overall health. Encourage participants to ask questions and share their impressions.
3. Engage participants in a discussion about the kinds of physical activities they like to do and how often they should be physically active each day. Ask participants to describe the types of physical activity they enjoy doing with their family members, friends, at work, and at home. Write the responses on the board or sheet of paper for the class to see. Distribute the *Physical Activity Pyramid* handout, and review the information with the class. Have participants compare the responses listed on the board or sheet of paper with the information in the handout. Talk with participants about the different benefits associated with moderate- and vigorous-intensity physical activity, strength training, and stretching. Encourage participants to ask questions and share their impressions.



4. Using the *Physical Activity Pyramid* handout, talk with participants about strategies they can use to increase their levels of physical activity. Ask participants to share how they might make activities, such as walking, dancing, or bicycling more challenging. Write the responses on the board or sheet of paper for the class to see. Distribute the *Keeping FITT* handout, and review the FITT formula with the class. Demonstrate to participants how increasing the frequency, intensity, or time of a physical activity can make their activities more challenging while increasing the health benefits. Encourage participants to ask questions and share their impressions.
  
5. Conclude the lesson by distributing the *Physical Activity Scoreboard* handout, and talk with participants about using the handout to track their progress. Direct their attention to the weekly goals section of the handout, and discuss with participants some helpful tips for being more physically active. Talk with them about teaming up with a friend or family member to be more physically active. Mention how social support can make living a healthy lifestyle much easier. Encourage participants to use the *Physical Activity Pyramid*, *Keeping FITT*, and *Physical Activity Scoreboard* handouts to create a weekly physical activity routine for themselves.



## Expansion Ideas

### TARGET HEART RATE

Photocopy and distribute the *Target Heart Rate* (p. H – 27) handout to participants. Ask participants what they have heard or know about target heart rate. Write the responses on the board or sheet of paper for the class to see. Review the *Target Heart Rate* handout with participants, and explain that the target heart rate is a tool that can be used to monitor their exertion levels when doing physical activity. Have participants calculate their target heart rate in step one, and then reinforce the information in steps two and three of the handout.

### BUDDY UP FOR PHYSICAL ACTIVITY

Work with participants who are interested in having a partner to set up a schedule for walking, bicycling, or doing aerobics together. Create a sign-up sheet where participants can leave their names and telephone numbers so they can call each other if they are interested.

### PHYSICAL ACTIVITY ROUTINE

Host a follow-up class a week after doing this lesson, and ask participants to bring their *Physical Activity Scoreboard* handouts. Have participants share with each other what they accomplished during the previous week and steps they took to meet their goals.

### Tip

Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.



# Walking on the Path to Better Health



## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify at least three benefits of walking as a form of physical activity.
- Recall the physical activity recommendations.
- Apply the principles of exercise safety to physical activity.
- Use walking as a form of physical activity at work and at home.
- Recognize walking as a way to be physically active with friends and family members.
- Monitor their exertion during physical activity.
- Name one new way to get family members to eat more fruits and vegetables.



## MATERIALS

- A watch that has a second hand
- A cell phone or quick access to a phone
- A safe walking route at a park, in a neighborhood, at a school, in a mall, or another easily accessible location
- Water (provide access to a water fountain or other water sources)
- A dry-erase board or large sheets of paper
- Markers
- *The Recommended Minutes of Physical Activity for Adults* handout (p. H – 6)
- *The Physical Activity Scoreboard* handout (p. H – 8)
- *The Physical Activity Pyramid* handout (p. H – 26)
- *The Let's Get Active* handout (p. H – 28)
- *The Physical Activity and Exercise Safety* handout (p. H – 29)
- *The Stretching Exercises* handout (p. H – 30)
- Pencils or pens

## PREPARATION

1. Locate a safe outdoor or indoor walking route that will accommodate participants.
2. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Recommended Minutes of Physical Activity for Adults*, *Physical Activity Scoreboard*, *Physical Activity Pyramid*, *Let's Get Active*, *Physical Activity and Exercise Safety*, and *Stretching Exercises* handouts for each participant. If you are teaching this lesson in a series, you may want to reproduce only the handouts that are new to the group.

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## WARM-UP ACTIVITY

1. Distribute the *Recommended Minutes of Physical Activity for Adults* handout to each participant, and review the information. Explain to participants that to maintain good health and reduce the risk of chronic diseases, adults need at least 30 minutes of moderate-intensity physical activity every day. Explain that for most people, greater health benefits can be achieved by doing more physical activity. For example, to help manage body weight and prevent gradual weight gain, adults need 60 minutes of moderate- to vigorous-intensity physical activity on most days of the week. To sustain weight loss, adults need 60 to 90 minutes of moderate-intensity physical activity every day. Note that some people may need to consult with a health care provider before participating in this level of activity.
2. Distribute the *Let's Get Active* handout and pens or pencils to participants. Ask participants to complete the handout.
3. Ask participants to share their answers, and record their responses on the board or a sheet of paper for the class to see.
4. Review the list of responses with the class, and use the discussion to introduce the *Walking on the Path to Better Health* lesson. Explain some of the health benefits of walking. For example, it's great for improving cardiorespiratory fitness, it improves circulation, and it strengthens and tones leg muscles. Explain that walking is a fun and easy way to get at least 30 minutes of physical activity every day.
5. Distribute the *Physical Activity and Exercise Safety* handout, and review it with participants. Engage participants in a warm-up by walking in place at a relaxed pace for 3 to 5 minutes.



## INSTRUCTIONS

1. Provide participants with directions or maps that cover the walking route.
2. Group participants into pairs, and instruct participants to get to know their partner during the walk. Have participants ask their partners about their favorite fruit and vegetable; their favorite way to prepare them; and tips they use for getting their families to eat more fruits and vegetables. Then have participants ask their partners about their favorite physical activity; their favorite place for doing physical activity; and tips they use for getting their families to be more physically active.
3. Start the walk slowly, and gradually increase to a comfortable walking pace.
4. Have participants monitor themselves during the walk according to the chart on the *Physical Activity and Exercise Safety* handout. Have participants adjust their pace depending on how they feel.
5. Continue the walk for 15 to 20 minutes.
6. Cool down by gradually returning to a slower pace for the last 2 to 3 minutes.
7. Lead participants through a variety of slow stretches as described in the *Stretching Exercises* handout.
8. Conclude the lesson by reminding participants that brisk walking is an example of moderate-intensity physical activity. Explain to participants that they can meet their physical activity goals by taking 10-minute walks throughout the day, such as walking to the store, walking during their lunch break, walking at a mall, or walking after dinner with their family members. Next, distribute the *Physical Activity Scoreboard* handout to participants. Also, distribute the *Physical Activity Pyramid* handout. Encourage participants to use the *Physical Activity Scoreboard* at home to monitor their physical activity progress. Encourage participants to use the *Physical Activity Pyramid* handout to learn easy and fun ways to include physical activity in their daily lives.



## Expansion Ideas

### WALKABILITY CHECKLIST

Use the *Walkability Checklist* handout, and have participants work in groups to determine the walkability of their neighborhood. Pair the *Walkability Checklist* with the *Advocate for Fruits, Vegetables, and Physical Activity in Your Community* lesson as part of a multi-session class.

### WALK TO THE PARK

Walk to a nearby park. Have participants bring a healthy snack or lunch for a group picnic. At the park, discuss the basic principles of safe, effective physical activity, and help participants develop a personal walking plan. Encourage participants to find ways to include their family members and friends in regular walking activity.

### TARGET HEART RATE

During the walk and immediately after, use a watch and have participants take their pulse for 15 seconds and multiply the result by four. Have them compare their results to the *Target Heart Rate* handout to measure their exertion levels.

## Tips

- Walk and time the route a day or two before the activity to be sure that the route is safe, accessible, and the appropriate distance.
- Increase the intensity level, if desired, by having participants pump their arms while they walk.
- Remind participants to drink plenty of water before, during, and after the activity.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.



# Dance for Fun and Fitness



## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify at least three benefits of dancing as a form of physical activity.
- Recall the physical activity recommendations.
- Recognize dancing as a way to be physically active with friends and family members.
- Recognize how to increase and decrease intensity when doing aerobic activities.
- Name at least three inexpensive ways to be physically active.
- Monitor their exertion during physical activity.

## MATERIALS

- Adequate, clutter-free space
- A music player equipped with a CD player
- The *Shake It Up! Tool Kit Version Music CD*
- Water (provide access to a water fountain or other water sources)
- A watch
- A dry-erase board or large sheets of paper
- Markers
- The *Recommended Minutes of Physical Activity for Adults* handout (p. H – 6)
- The *Physical Activity Scoreboard* handout (p. H – 8)
- The *Physical Activity Pyramid* handout (p. H – 26)
- The *Let's Get Active* handout (p. H – 28)
- The *Physical Activity and Exercise Safety* handout (p. H – 29)
- The *Stretching Exercises* handout (p. H – 30)
- The *Dance for Fun and Fitness* handout (p. H – 31)
- Pens or pencils





## PREPARATION

1. Locate a room or open space that will safely accommodate all participants.
2. Set up the music player with the *Shake It Up! Tool Kit Version Music CD*.
3. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Recommended Minutes of Physical Activity for Adults*, *Physical Activity Scoreboard*, *Physical Activity Pyramid*, *Let's Get Active*, *Physical Activity and Exercise Safety*, *Stretching Exercises*, and *Dance for Fun and Fitness* handouts for each participant. If you are teaching this lesson in a series, you may want to reproduce only the handouts that are new to the group.
4. Review the *Dance for Fun and Fitness* handout several times, and develop a fun exercise routine that incorporates movements for slow-, medium-, and fast-paced music.

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## WARM-UP ACTIVITY

1. Distribute the *Recommended Minutes of Physical Activity for Adults* handout to each participant, and review the information. Explain to participants that to maintain good health and reduce the risk of chronic diseases, adults need at least 30 minutes of moderate-intensity physical activity every day. Explain that for most people, greater health benefits can be achieved by doing more physical activity. For example, to help manage body weight and prevent gradual weight gain, adults need 60 minutes of moderate- to vigorous-intensity physical activity on most days of the week. To sustain weight loss, adults need 60 to 90 minutes of moderate-intensity physical activity every day. Note that some people may need to consult with a health care provider before participating in this level of activity.
2. Distribute the *Let's Get Active* handout and pens or pencils to participants. Ask participants to complete the handout.
3. Ask participants to share their answers, and record their responses on the board or sheet of paper for the class to see.
4. Review the list of responses with the class, and use the discussion to introduce the *Dance for Fun and Fitness* lesson. Explain some of the health benefits of dancing. For example, it's great for improving cardiorespiratory fitness, it improves circulation, and it tones muscles in the lower and upper body. Explain that dancing is a fun and easy way to get at least 30 minutes of physical activity every day.
5. Distribute the *Physical Activity and Exercise Safety* handout, and review it with participants. Engage participants in a warm-up by walking in place and practicing the different arm, leg, and body movements from the dance routine at a relaxed pace for 3 to 5 minutes.

## INSTRUCTIONS

1. Distribute the *Dance for Fun and Fitness* handout, and review the different arm, leg, and body movements with participants. Show how to individualize intensity by demonstrating how to move from moderate- to vigorous-intensity. Have participants follow along.
  - **Big/Small Movements** — Big arm or leg movements require more body motion.  
*Demonstrate:* Marching with knees up high is more strenuous than walking in place.
  - **High/Low Impact** — Moving arms above the heart or bringing both feet off the ground is an example of high impact, while moving the arms below the heart or keeping at least one foot on the ground at a time is an example of low impact.  
*Demonstrate:* Placing arms overhead while moving is more strenuous than placing arms at the waist, and jogging is more strenuous than walking.
  - **Fast/Slow Pace** — Moving quickly requires more work and moving slowly requires less.  
*Demonstrate:* March at a fast and slow pace.
  - **High/Low Intensity** — Walking at a brisk pace with your arms moving is more strenuous than walking casually with your arms at your sides.  
*Demonstrate:* Walking at a brisk pace with your arms moving, and then walking casually with your arms at your sides.



- **Change in Direction** — Walking forward and backward is more strenuous than walking in place.  
*Demonstrate:* March forward 4 steps, then march backward 4 steps.
2. Start the music player, and follow the movements in the *Dance for Fun and Fitness* handout.
  3. Begin with a series of movements at a low-intensity for 3 to 5 minutes.
  4. Gradually increase the intensity to achieve moderately intense dancing for 5 to 10 minutes. Remind participants to pace themselves and use the self-monitoring questions from the *Physical Activity and Exercise Safety* handout.
  5. Gradually return to a low-intensity cool-down and maintain it for 3 to 5 minutes.
  6. Lead participants through a variety of slow stretches as described in the *Stretching Exercises* handout.

7. Have the participants take a water break and a brief rest.
8. If participants feel like dancing more, repeat the lesson following steps 4 through 6, or try an expansion idea.
9. Conclude the lesson with a discussion about how dancing can be a fun and easy way to maintain a healthy lifestyle and enjoy time with family and friends. Discuss with the participants about opportunities for dancing and exercise dance classes in the local area. Talk with them about creating their own dance classes, such as organizing a class at the community center, encouraging dancing at the next family gathering, or getting together at a friend's house and doing aerobics to their favorite music or exercise video.
10. Next, distribute the *Physical Activity Scoreboard* and *Physical Activity Pyramid* handouts to participants. Encourage participants to use the *Physical Activity Scoreboard* at home to monitor their physical activity progress. Encourage participants to use the *Physical Activity Pyramid* handout to learn easy and fun ways to include physical activity in their daily lives.

## Expansion Ideas

### FREESTYLE DANCING

Ask participants to present and teach their favorite dances (such as Salsa, Electric Slide, Hustle, or a favorite traditional dance). As an alternative, invite a dance instructor to lead a class and teach traditional dances.

### GREATER INTENSITY

Have participants bring two cans of fruits or vegetables from home or buy ankle weights, and demonstrate how adding resistance can increase the intensity of an aerobic activity. Show participants how they can do arm curls and overhead shoulder lifts using canned goods. Mix arm movements and the added resistance with the other dance movements from the *Dance for Fun and Fitness* handout to create a new routine. Remind participants that when using weights it is important to maintain the same range of motion.

### Tips

- Using the *Stretching Exercise* handout as a guide, set up stretching stations throughout the room prior to implementing the Warm-Up Activity. Post the pages using adhesive tape. Have participants rotate to each stretching station.
- Keep dance movements simple and fun.
- Face your participants, and make sure your footwork mirrors the position of their feet. For example, if participants start with their right foot forward, you should start with your left foot forward.
- Include a segment in which participants do their own dance movements to a song.
- Have participants drink water before, during, and after the lesson.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.

# Jump for More Physical Activity



## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify at least three benefits of jumping rope as a form of physical activity.
- Name three rules of exercise safety.
- Apply the idea of pairing physical activity with family time.
- Recall the physical activity recommendations.
- Monitor their exertion during physical activity.

## MATERIALS

- One jump rope for each participant
- Adequate, clutter-free space
- Water (provide access to a water fountain or other water sources)
- A music player that is equipped with a CD player
- The *Shake It Up! Tool Kit Version Music CD*
- A dry-erase board or large sheets of paper
- Markers
- The *Recommended Minutes of Physical Activity for Adults* handout (p. H – 6)
- The *Physical Activity Scoreboard* handout (p. H – 8)
- The *Physical Activity Pyramid* handout (p. H – 26)
- The *Let's Get Active* handout (p. H – 28)
- The *Physical Activity and Exercise Safety* handout (p. H – 29)
- The *Stretching Exercises* handout (p. H – 30)
- Pencils or pens



## PREPARATION

1. Locate a room or open space that will safely accommodate all participants.
2. Set up the music player with the *Shake It Up! Tool Kit Version Music CD*.
3. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Recommended Minutes of Physical Activity for Adults*, *Physical Activity Scoreboard*, *Physical Activity Pyramid*, *Let's Get Active*, *Physical Activity and Exercise Safety*, and *Stretching Exercises* handouts for each participant. If you are teaching this lesson in a series, you may want to reproduce only the handouts that are new to the group.

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## WARM-UP ACTIVITY

1. Distribute the *Recommended Minutes of Physical Activity for Adults* handout to each participant, and review the information. Explain to participants that to maintain good health and reduce the risk of chronic diseases, adults need at least 30 minutes of moderate-intensity physical activity every day. Explain that for most people, greater health benefits can be achieved by doing more physical activity. For example, to help manage body weight and prevent gradual weight gain, adults need 60 minutes of moderate- to vigorous-intensity physical activity on most days of the week. To sustain weight loss, adults need 60 to 90 minutes of moderate-intensity physical activity every day. Note that some people may need to consult with a health care provider before participating in this level of activity.
2. Distribute the *Let's Get Active* handout and pens or pencils to participants. Ask participants to complete the handout.
3. Ask participants to share their answers, and record their responses on the board or sheet of paper for the class to see.
4. Review the list of responses with the class, and use the discussion to introduce the *Jump for More Physical Activity* lesson. Explain some of the health benefits of jumping rope. For example, it's great for improving cardiorespiratory fitness, it improves agility, and it strengthens and tones leg muscles. Explain that jumping rope is a fun and easy way to get at least 30 minutes of physical activity every day.
5. Distribute the *Physical Activity and Exercise Safety* handout, and review it with participants. Engage participants in a warm-up by walking in place at a relaxed pace for 3 to 5 minutes.



## Game 1 — Simon Says — Let's Get Active

### INSTRUCTIONS

1. Distribute a jump rope to each participant, and ask participants to spread out a safe distance from one another.
2. Review the rules of Simon Says with the class. Remind participants that they are to act on a command when it is preceded with "Simon Says." If the command is not preceded with "Simon Says" and participants act on the command, they are out of the game. When participants act on a command not preceded by "Simon Says," remind them that "Simon did not say..." The last participant remaining is the winner.
3. Before the game starts, demonstrate the following sample commands:

Simon Says — Jump with both feet.

Simon Says — Jump rope with one foot.

Simon Says — Keep jumping and say "Eat more fruits and vegetables every day for good health."

Simon Says — Stop jumping, put your jump rope on the ground, and march in place.

Simon Says — Jump rope and say, "Be active every day for good health."

Simon Says — Jump on one foot and say your favorite vegetable.

Simon Says — Jump with both feet and say, "Physical activity with friends is fun."

Now hop up and down (participants who hop up and down are out of the game).
4. Begin the game by calling out the first command starting with the phrase "Simon Says." If a participant misses a turn jumping rope, have him or her start again to continue the game.
5. Continue by calling out commands with the phrase "Simon Says." Repeat each command twice, and allow 20 to 30 seconds between commands.
6. Alternate calling out commands without the phrase "Simon Says" every four to six commands. If participants follow this command, they are out of the game.
7. Continue calling out commands until only one participant is left jumping rope.

## Game 2 — Jump to the Music

### INSTRUCTIONS

1. Start the *Shake It Up! Tool Kit Version Music CD*, and instruct participants to jump rope at a steady pace.
2. Tell participants to continue jumping until they hear the music stop. The participants who keep jumping after the music stops are out of the game.
3. Vary the amount of time between starting and stopping the music.
4. Between each pause in the music, ask the remaining participants to name their favorite physical activity and where they like to do it.
5. Continue the game until only one participant is left.
6. For a tiebreaker, ask participants to name two rules of exercise safety. The winner is the participant who answers correctly.



7. Conclude games 1 and 2 by leading a cool-down and stretch session by having participants walk in place and complete a variety of stretches as described in the *Stretching Exercises* handout. Ask participants how they might use the jump rope games at home with their friends and family members. Next, distribute the *Physical Activity Scoreboard* and *Physical Activity Pyramid* handout to participants. Encourage participants to use the *Physical Activity Scoreboard* at home to monitor their physical activity progress. Encourage participants to use the *Physical Activity Pyramid* handout to learn easy and fun ways to include physical activity in their daily lives.

## Expansion Ideas

### JUMP ROPE CONTEST

Conduct a contest to determine the best rope jumper. Recruit four to six participants to demonstrate their rope jumping skills. Jump rope skills can include the best jump rope trick, the longest number of jumps without stopping, jumping backwards, jumping on one leg, and so on. Remember to keep safety in mind.

### THE ALPHABET CHALLENGE

Have participants recite the alphabet while jumping rope and name a fruit or vegetable for each letter. When a letter does not correspond with a fruit or vegetable, have the participants say “\_\_\_\_\_ is for eating more fruits and vegetables.” The participant who can name the most fruits or vegetables while saying the alphabet and jumping rope is the winner.

### GAMES FROM YOUR CHILDHOOD

Encourage participants to demonstrate different jump rope routines they did as children, such as “double dutch,” if equipment is available.

## Tips

- Using the *Stretching Exercise* handout, set up stretching stations throughout the room prior to implementing the Warm-Up Activity. Post the pages using adhesive tape. Have participants rotate to each stretching station.
- For *Simon Says — Let's Get Active*, make up additional commands that incorporate the *Let's Get Active* handout. For example, have participants jump rope and tell two ways to be physically active at work.
- For *Jump to the Music*, make your own tape or CD of popular music.
- Between games, discuss with participants the health benefits of physical activity.
- Remind participants about the importance of exercise safety.
- Ask participants how they might pair jumping rope with spending time with friends, family, or children.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.



# All Aboard the Physical Activity Train

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify at least three benefits of physical activity by playing interactive games.
- Recall the physical activity recommendations.
- Name at least three inexpensive ways to be physically active.
- Apply the idea of pairing physical activity with family time.
- Recall three rules of exercise safety.
- Monitor their exertion during physical activity.

## MATERIALS

- Adequate, clutter-free space
- Water (provide access to a water fountain or other water sources)
- One ball per four players — they can be basketballs, soccer balls, or any kind of medium-sized ball made of rubber or plastic
- A stopwatch
- A whistle
- A dry-erase board or large sheets of paper
- Markers
- The *Recommended Minutes of Physical Activity for Adults* handout (p. H – 6)
- The *Physical Activity Scoreboard* handout (p. H – 8)
- The *Physical Activity Pyramid* handout (p. H – 26)
- The *Let's Get Active* handout (p. H – 28)
- The *Physical Activity and Exercise Safety* handout (p. H – 29)
- The *Stretching Exercises* handout (p. H – 30)
- Pencils or pens





## PREPARATION

1. Locate a room or open space that will safely accommodate all participants.
2. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Recommended Minutes of Physical Activity for Adults*, *Physical Activity Scoreboard*, *Physical Activity Pyramid*, *Let's Get Active*, *Physical Activity and Exercise Safety*, and *Stretching Exercises* handouts for each participant. If you are teaching this lesson in a series, you may want to reproduce only the handouts that are new to the group.

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## WARM-UP ACTIVITY

1. Distribute the *Recommended Minutes of Physical Activity for Adults* handout to each participant, and review the information. Explain to participants that to maintain good health and reduce the risk of chronic diseases, adults need at least 30 minutes of moderate-intensity physical activity every day. Explain that for most people, greater health benefits can be achieved by doing more physical activity. For example, to help manage body weight and prevent gradual weight gain, adults need 60 minutes of moderate- to vigorous-intensity physical activity on most days of the week. To sustain weight loss, adults need 60 to 90 minutes of moderate-intensity physical activity every day. Note that some people may need to consult with a health care provider before participating in this level of activity.
2. Distribute the *Let's Get Active* handout and pens or pencils to participants. Ask participants to complete the handout.
3. Ask participants to share their answers, and record their responses on the board or sheet of paper for the class to see.
4. Review the list of responses with the class, and use the discussion to introduce the *All Aboard the Physical Activity Train* lesson. Explain that the train games are a fun and easy way to get at least 30 minutes of physical activity every day.
5. Distribute the *Physical Activity and Exercise Safety* handout, and review it with participants. Engage participants in a warm-up by walking in place at a relaxed pace for 3 to 5 minutes.

## INSTRUCTIONS

1. Divide participants into teams of four to six players.
2. Instruct each team to stand in a single file line to form a train. The person in front of each line becomes the conductor and receives a ball.
3. Demonstrate the following passing sequences to the participants:

**Track 1:** Pass the ball overhead to the next person in line. The last player walks the ball up to become the conductor.

**Track 2:** Twist to the right side and pass the ball to the next person in line. The last player walks the ball up to become the conductor.

**Track 3:** Twist to the left side and pass the ball to the next person in line. The last player walks the ball up to become the conductor.

**Track 4:** Bend the knees and pass the ball between the legs to the next person in line. The last player walks the ball up to become the conductor.

4. Have each team practice, in place, each of the four passing sequences. Call out each step to instruct the teams to try a new sequence.
5. After the teams have practiced, call out "All aboard!" Have the teams walk in place for 2 to 3 minutes as a warm-up. Instruct the teams to increase their pace to a comfortable walk-in-place and keep that same pace throughout the game.

6. Call out "Track 1," and demonstrate the first passing skill. The teams continue this passing skill for several cycles.
7. After 2 to 3 minutes, call out "Changing tracks," and demonstrate the second passing skill (for example, twist to the right and pass the ball behind) as the trains continue to move. Continue through all four passing skills, making each series last 2 to 3 minutes.
8. After 10 to 12 minutes of activity, call out "Train station ahead!" Instruct the conductors to hold the balls and slow down the train with a 2 to 3 minute walking-in-place cool down.
9. In between games, have a question and answer session about the benefits of physical activity. Remind participants about the importance of exercise safety, and answer their questions.



10. Conclude the lesson by leading a cool-down and stretch session by having participants walk in place and complete a variety of stretches as described in the *Stretching Exercises* handout. Ask participants how they might use this lesson or a similar lesson at home with their friends and family members. Next, distribute the *Physical Activity Scoreboard* and *Physical Activity Pyramid* handouts to participants. Encourage participants to use the *Physical Activity Scoreboard* at home to monitor their physical activity progress. Encourage participants to use the *Physical Activity Pyramid* handout to learn easy and fun ways to include physical activity in their daily lives.

## Expansion Ideas

### ALTERNATIVE PASSING

Demonstrate to the class alternating passing sequences. For example, the conductor begins play by twisting to his or her left and passing the ball. The next player passes the ball by twisting to his or her right. The alternating pattern continues until the last player walks the ball up to become the new conductor. Another option is to alternate passing the ball over the head with passing the ball through the legs.

### MORE MOVEMENT

Instead of walking in place, instruct the class to walk forward while passing the ball in the various passing sequences.

## Tips

- Using the *Stretching Exercise* handout, set up stretching stations throughout the room prior to implementing the Warm-Up Activity. Post the pages using adhesive tape. Have participants rotate to each stretching station.
- Supermarkets and large retailers sell inexpensive, colorful rubber balls in the toy or sporting goods sections.
- If balls are not available, bean bags or Frisbees make adequate substitutes.
- Ask participants what variations they would make to the train game.
- Use the *Shake It Up! Tool Kit Version Music CD* to add music to the train game.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.

### TARGET HEART RATE

Between games, have participants take their pulse for 15 seconds and multiply the result by four. Have them compare their results to the *Target Heart Rate* handout to measure their exertion levels.



# Physical Activity Relay

## LEARNING OBJECTIVES

By the end of the lesson, participants will be able to:

- Identify at least three benefits of being physically active.
- Name at least three inexpensive ways to be physically active.
- Apply the idea of pairing physical activity with family time.
- Use the relay game as an example of how to be physically active indoors.
- Recall the physical activity recommendations.
- Monitor their exertion during physical activity.

## MATERIALS

- Adequate, clutter-free space
- Water (provide access to a water fountain or other water sources)
- Masking tape
- One chair for each team
- A dry-erase board or large sheets of paper
- Markers
- The *Recommended Minutes of Physical Activity for Adults* handout (p. H – 6)
- The *Physical Activity Scoreboard* handout (p. H – 8)
- The *Physical Activity Pyramid* handout (p. H – 26)
- The *Let's Get Active* handout (p. H – 28)
- The *Physical Activity and Exercise Safety* handout (p. H – 29)
- The *Stretching Exercise* handout (p. H – 30)
- Pencils or pens



## PREPARATION

1. Locate a large room or open space that will safely accommodate all participants. The space should be at least 30 by 40 feet.
2. Use the masking tape to designate a start/finish line for each team of participants.
3. Place each chair 30 to 35 feet from the start/finish line.
4. Become familiar with the content of each handout prior to implementing the lesson. Photocopy the *Recommended Minutes of Physical Activity for Adults*, *Physical Activity Scoreboard*, *Physical Activity Pyramid*, *Let's Get Active*, *Physical Activity and Exercise Safety*, and *Stretching Exercises* handouts for each participant. If you are teaching this lesson in a series, you may want to reproduce only the handouts that are new to the group.

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## WARM-UP ACTIVITY

1. Distribute the *Recommended Minutes of Physical Activity for Adults* handout to each participant, and review the information. Explain to participants that to maintain good health and reduce the risk of chronic diseases, adults need at least 30 minutes of moderate-intensity physical activity every day. Explain that for most people, greater health benefits can be achieved by doing more physical activity. For example, to help manage body weight and prevent gradual weight gain, adults need 60 minutes of moderate- to vigorous-intensity physical activity on most days of the week. To sustain weight loss, adults need 60 to 90 minutes of moderate-intensity physical activity every day. Note that some people may need to consult with a health care provider before participating in this level of activity.
2. Distribute the *Let's Get Active* handout and pens or pencils to participants. Ask participants to complete the handout.
3. Ask participants to share their answers, and record their responses on the board or sheet of paper for the class to see.
4. Review the list of responses with the class, and use the discussion to introduce the *Physical Activity Relay* lesson. Explain that relay games are fun and easy ways to get at least 30 minutes of physical activity every day.
5. Distribute the *Physical Activity and Exercise Safety* handout, and review it with participants. Engage participants in a warm-up by walking in place at a relaxed pace for 3 to 5 minutes.

## INSTRUCTIONS

1. Arrange participants into teams of four to six players.
2. Have each team stand behind the start/finish line in a single file line.
3. Demonstrate the following four relay games:

**Relay 1:** On “go,” the first player in each team walks briskly to the chair, touches the chair, and walks to the back of the relay line. As soon as the first player crosses the finish line, the next player goes and does the same routine. Continue until the first player returns to the front of the line. Each time a player touches the chair, he or she must say “at least 30 minutes of physical activity every day for good health.” The first team to have all of its members complete the relay is the winner.

**Relay 2:** On “go,” the first player in each team walks briskly to the chair, circles the chair, and walks to the back of the relay line. As soon as the first player crosses the finish line, the next player goes and does the same routine. Continue until the first player returns to the front of the line. Each time a player circles the chair, he or she must say “eat more fruits and vegetables every day for good health.” The first team to have all of its members complete the relay is the winner.

**Relay 3:** On “go,” the first player in each team walks briskly to the chair, sits on the chair, gets up from the chair, and walks to the back of the relay line. As soon as the first player crosses the finish line, the next player goes and does the same routine. Continue until the



first player returns to the front of the line. Each time a player sits on the chair, he or she must say his or her favorite physical activity before leaving the chair. The first team to have all of its members complete the relay is the winner.

**Relay 4:** On “go,” the first player in each team walks briskly to the chair, sits on the chair, does three leg lifts with legs together, gets up from the chair, and then walks to the back of the relay line. As soon as the first player crosses the finish line, the next player goes and does the same routine. Continue until the first player returns to the front of the line. After doing the leg lifts, each player must name one benefit of being physically active before leaving the chair. The first team to have all of its members complete the relay is the winner.

4. During each relay, instruct all players to march in place and cheer for their team members.
5. Conclude the lesson by leading a cool-down and stretch session by having participants walk in place and complete a variety of stretches as described in the *Stretching Exercises* handout. Ask participants how they might use this lesson or a similar lesson at home with their friends and family members. Next, distribute the *Physical Activity Scoreboard* handout to participants. Also, distribute the *Physical Activity Pyramid* handout. Encourage participants to use the *Physical Activity Scoreboard* at home to monitor their physical activity progress. Encourage participants to use the *Physical Activity Pyramid* handout to learn easy and fun ways to include physical activity in their daily lives.

## Tips

- Using the *Stretching Exercise* handout, set up stretching stations throughout the room prior to implementing the Warm-Up Activity. Post the pages using adhesive tape. Have participants rotate to each stretching station.
- Use the *Let's Get Active* handout to incorporate additional information into the relays.
- If adequate space indoors is not available, conduct the lesson outside.
- If participants enjoy being competitive, award prizes to the winning relay teams.
- Invite a representative from YMCA, YWCA, or Parks and Recreation to present the lesson with you.

## Expansion Ideas

### DRIBBLING RELAY

Use the balls from the *All Aboard the Physical Activity Train* lesson and have a dribbling skills relay. Instruct each team member to dribble the ball to the chair, around the chair, and then return to the back of the relay line.

### TARGET HEART RATE

Between relays, have participants take their pulse for 15 seconds and multiply the result by four. Have them compare their results to the *Target Heart Rate* handout to measure their exertion levels.