

## Barb King Dedication and Contributors Recognition

The Säjai® Foundation was founded in 2006 by Barb King as an organization dedicated to fighting childhood obesity. Barb was passionate about health and nature, and she wanted to share that passion with generations of kids. She created the Säjai Foundation to provide kids with the education and opportunities they need to cultivate healthy life choices—to teach them not only to enjoy healthy living and exploring the outdoors, but to make it part of who they are, not just what they do.

Barb's passion, filtered through the equally passionate people at the Säjai Foundation, led to the development of Wise Kids. These curricula were designed to give kids the tools and knowledge they need to launch their own journeys towards health. Thanks to Barb King and the Säjai Foundation, they learn not just how to do these things, but why they're important. Her passion for health and nature are woven into every page of this curriculum. She would be thrilled to know that the Säjai Foundation merged with Camp Fire, allowing the Wise Kids to reach a much wider audience. We hope the Wise Kids create generations of healthier kids, healthier communities, and a healthier world.

Thanks to everyone who was involved in the creation and development of the Wise Kids curricula: Founder Barb King, former CEO/President Melissa Hanson, former Board of Directors Robert Ashcraft, Corly Brooke, Noreen Buhmann, Erin King, Steve King, Eric O'Brien, Kathy Spangler, Jody Ward-Rannow, and staff writers and developers Amy Rea and Carrie Stolar.

Thanks are also due to the many program leaders who were involved in the beta testing phase. Their collective insights and opinions are reflected in every aspect of these programs. In particular, we'd like to thank the following Parks and Recreation Departments for participating in the development phase:

San Francisco, Calif.

East Hartford, Conn.

Tampa, Fla.

Minneapolis, Minn.

St. Paul, Minn.

Leesburg, Va.

Kettering, Ohio



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## Welcome to Camp Fire Wise Kids® Two

What is Wise Kids? The Wise Kids curricula teach children aged 6 to 11 how to live a healthy life by making good choices in food and activity.

Wise Kids Two is a follow-up to Wise Kids One, but it also can serve as a stand-alone for kids who have covered some preliminary health and wellness information at school. The central idea of each Wise Kids Two lesson is the concept of **Energy Balance**, which was covered in Wise Kids One and is reviewed in Lesson 1 of this program. This is a very basic concept that says Calories In = Calories Out. If you eat more (Calories In) than you burn off (Calories Out), you gain weight. If you take in fewer calories than you burn off, you may get sick and won't thrive.

You don't have to be a doctor or dietitian to implement Wise Kids Two. These specialists are wonderful resources, but you too can help teach children basic wellness messages. The Wise Kids curricula are easy to use and can be run by after-school programs, summer camps, and schools across the country.

We want you to feel comfortable talking about the basics with children, so content information is laid out in an easy-to-understand format for each Wise Kids Two lesson. **Take time to read through the "How to Lead a Camp Fire Wise Kids Two Lesson" section—it's packed with tips and details to make your job easier and more successful.**

Welcome



## Camp Fire Wise Kids Learning Objectives

Note: if you'd like to see how the Camp Fire Wise Kids Two curricula fit in with the National Health Education Standards, please see the Wise Kids section on Compass for a listing of which standards apply to the curricula.

### Lesson 1— Energy Balance

- Review the concept of Energy Balance
- Review the classifications of Healthy Foods and Junk Foods
- Review the 3 activity types

### Lesson 2 — Goal Setting

- Understand how to set goals and why they are important
- Learn how to set goals using Sparky's 3-S System
- Set realistic goals for a meal/snack occasion and an activity

### Lesson 3 — Daily Needs and Serving Sizes

- Review MyPlate and food groups
- Explain the concept of daily requirements
- Explain what a serving size is in relation to everyday objects

### Lesson 4 — Vitamins

- Review the role of Vitamins in the body
- Identify 4 important Vitamins for growing bodies
- Identify some of the best sources for Vitamins A, B, C, and D

### Lesson 5 — Water

- Understand why water is so important to/in the body
- Understand on average how much water a body needs as well as when it might need more
- Explain the importance of drinking water with fluoride for teeth

### Lesson 6 — Muscles

- Understand the importance and relationship of strong muscles and activity
- Understand how muscles work together
- Identify important muscles in your body

### Lesson 7 — Bones

- Understand the importance of bones in the body
- Understand the importance of activity, calcium, and Vitamin D in the development of strong bones
- Identify key bones in your body

### Lesson 8 — The Brain

- Understand the brain needs both Healthy Foods and its own kind of activity
- Understand what a synapse is and how it forms
- Identify habits that are important for the brain to grow and be at its best

### Lesson 9 — Graduation

- Explain the importance of Energy Balance as a lifelong process
- Describe how wise choices can help make staying in Energy Balance easier
- Describe how muscles and bones get stronger when you eat healthy and stay active
- Understand that the brain needs care too
- Check in on the goal-setting process



## Wise Kids Are Thriving Kids

There are lots of opportunities for kids to uncover new sparks while they work through Wise Kids. They may initially think learning about health is boring. But they might find unexpected value in working towards Energy Balance, choosing healthy snacks, setting and managing goals, learning a new physical activity, exploring the outdoors—the potential for new sparks is almost endless.

With that in mind, look for those opportunities within each lesson. This training manual provides suggested activities for each lesson. Use those as a jumping-off point—**if you (or better yet, the kids themselves!) have ideas for different activities, or unique slants on the activities presented here, go with them!** For example: Do you have kids that are really into art, or like to act or play music? Let them create a Wise Kids-themed play or concert.

An important part of Thrive that the Camp Fire Wise Kids curricula embrace is discussion and exploration. Because healthy living should become part of a daily lifestyle for them, helping them find practical solutions and set reasonable goals in regards to health is key. It's also critical for them to be able to “pick themselves up and move on” if they stumble. Talk about their progress, not in terms of whether they successfully managed Balance on any given day, but in terms of how they thought about it, what plans they made, what changes they may have made, or what decisions they arrived at.

An important aspect of Thrive found in Wise Kids is how to set and work with goals. In this Wise Kids program, each lesson comes with Energy IN and Energy OUT Challenges, which are a form of goal setting. Talk to the kids about how they can meet those challenges. If they can't meet them, encourage them to talk about what happened and what they can do differently next week. They shouldn't feel like failures if they miss out on a challenge; instead, talk to them about how everyone can miss a goal sometimes, and the important thing is to re-evaluate if it is a realistic goal, set a new plan, and try again. Praise them for the work they're doing towards those goals.

Every lesson comes with “What do you think?” questions in the children's workbooks, and each set of activities in this manual comes with “Discussion/Reflection” questions designed to help kids explore the topics in greater depth. These are guidelines—feel free to use questions of your own, or if the kids go in another direction that's relevant, let them follow it.





### To Encourage Exploration and Spark-Searching in Camp Fire Wise Kids:

- **Remind everyone that every body is different.** Two kids could weigh the same amount and not look at all alike. It's not OK to make fun of how someone looks.
- **Talk about the Energy IN and OUT Challenges as a way to start making goals.**
- **Help them identify what obstacles they might encounter in meeting those goals, and how they can overcome them.** Note: some kids may not have access to things like fresh, healthy foods. Don't let them become discouraged, but work with them to find other ways to stay in Balance (smaller portions, more physical activity, etc.)
- **Discuss setbacks and why they shouldn't become discouraged.** Everyone has days that go well and days that don't. What's important is to get back to work on Energy Balance as soon as possible.
- **Join in! Nothing motivates a child more than seeing an adult take this learning seriously** and try the goals themselves.
- **Don't talk to kids about "diets"**—Energy Balance should be a lifelong goal, something they work on every day.

## How to Lead a Camp Fire Wise Kids Two Lesson

Leading a Wise Kids Two lesson can be easy and fun for all involved. Here are some recommendations for success:

- **Take time before each lesson to read both the kids' lesson and the related portion of the training manual.**
- Ideally the program should run nine weeks, with one to two sessions per week. But it can be run in as few as four weeks and still achieve behavior change. There are groups that have run the entire program in one week. That may not be enough for a permanent behavior change, but it's better than not giving kids the education at all.
- **Every session should incorporate 30 minutes of physical activity—at a minimum.** Many of the active games and activities are designed to be fun and silly, and you may find kids don't want to stop at 30 minutes.
- **Be creative!** All the activities included here are meant for you to pick and choose from, or to inspire you to create your own. And when you do something new that works well, we'd love to know about it! Please take a moment and use the Thrive form in the Wise Kids section of Compass to document the activity and any reflection/discussion you were able to add in.
- The same goes for the "What do you think?" questions at the end of each workbook. These are a starting point. Feel free to add questions of your own.
- When working with the workbooks, if you have varying levels of reading ability, consider using a "buddy system" and have the older kids read with the younger kids.
- **Don't let the kids take the workbooks home until the last session of the week,** because they will need the workbooks for each session.
- **Include all members of your council.** If you have different ethnicities or kids with food allergies in your groups, find ways to include their needs in the lessons. Maybe you can bring in foods native to a particular ethnicity, look for good sources of protein other than nuts, etc. Note: [choosemyplate.gov](http://choosemyplate.gov) has MyPlate graphics in Spanish available for free downloads.



### A Note About Surveys

To make sure that we're making a difference with the kids using this curriculum, we need to evaluate what we're doing. This is especially true with curricula that can positively influence nutrition, activity, and outdoors attitudes, values, and behaviors. We understand, however, that evaluation with kids can be challenging—not impossible, but it definitely takes time and effort.

There are two ways to evaluate your work with the Camp Fire Wise Kids curricula:

1. The Wise Kids module of the Camp Fire Outcome Evaluation Survey. Kids take the survey when Wise Kids is complete. It gives you a picture of what they know and believe after learning Wise Kids, but does not give you a comparison to what they knew going in.
2. Pre/post survey methodology, which has the kids taking surveys before and after learning Wise Kids. This gives you both a baseline for what they know going in and shows what they learned and what attitudes/behaviors changed as they went through the curriculum.

**Both provide information that is valuable not only for your own site, where you can learn what kids need more education about, but in your community (providing results to parents, schools, and local press can generate positive responses) and at a higher level, it's an excellent tool for applying for grants.**

#### Please Note:

**If you are doing the pre- and post-curriculum surveys, they must be done on site, either on a computer or on a paper copy. Verbal responses, raising hands, or sending links home for the kids to do later will not generate accurate results and is not acceptable.**





## Guidelines for Planning Surveys and Evaluation

### **If you received grant funding that requires pre/post measurement/evaluation:**

1. Use the pre- and post-curriculum surveys so you can report quantitative changes. Contact Camp Fire National Headquarters so we can set up these surveys for your council.
2. Pre- and post-curriculum surveys can only be used for sites running Wise Kids for four or more weeks. Attitude, value, and behavior changes take a few weeks, so using this tool on a short-term program is not advised
3. If you are running the program in three or fewer weeks, use the Wise Kids module of the Camp Fire Outcome Evaluation tool or simply do the post survey rather than the pre/post methodology.

### **If you are evaluating Camp Fire Wise Kids as part of your overall work with kids rather than as a required measurement for a grant:**

1. Use the Wise Kids module of the Camp Fire Outcome Evaluation tool.  
**If, however, you're thinking of applying for a grant in the future,** consider using the pre/post surveys (see above) to receive more detailed results, which are more helpful for a grant application.
2. If you are using the curriculum over a period of three or fewer weeks, use the Wise Kids module of the Camp Fire Outcome Evaluation and/or consider running the post-only survey to gather more information.

If you have any questions regarding surveys or evaluation, contact national headquarters for help.



# Camp Fire Wise Kids® Two

## Learn – Do – Play

### Learn, Do, Play

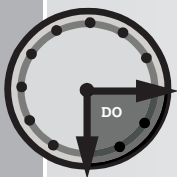
**Each session follows the same simple format: Learn-Do-Play. This breakdown will help you and the kids know what will happen next.**



#### **LEARN (15 MINUTES):**

Children receive a Wise Kids workbook for each lesson. You can have them read this to themselves, or have some children read the text aloud in a group. Fun activities help them better understand how to make good nutrition (Energy IN) and activity (Energy OUT) choices.

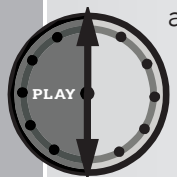
The workbooks provide the children with both an Energy IN and an Energy OUT challenge in each lesson. Consider having the group work on the goals together and track progress throughout the week.



#### **DO (15 MINUTES):**

We've provided you with three to five Learning Activity choices in each lesson to help illustrate the concepts covered. Choose the activities that you think will keep the kids interested for maximum learning and fun. Feel free to create your own activities! These can be done in small groups or teams. Whether you are playing games, making posters, or doing experiments, the kids will be more involved if you make a "space" where they can display some of the projects they work on.

Activities can even take on a local flair (ethnic foods, local sports, etc.). Use resources you have in your local community, such as asking a local physician or nurse to come in and speak. Or, link Wise Kids with other wellness programs you are running.



#### **PLAY (30 MINUTES—AT LEAST!):**

We've provided you with three to five Active Activity choices in each lesson. These, too, can be done either as a whole group or in small teams, depending on the activity. The goal is to find activities that will keep all of the kids interested and active for 30 minutes. They'll be halfway to their activity goal for the day and have a lot of fun doing so. If you can add in additional activities to keep them active, great! The more time they spend being active, the healthier they will be, and the more you will have helped them.

You now have the basic framework for a successful session! By following the easy-to-use format of "Learn-Do-Play," you'll provide structure for both yourself and the children.



## Other Tips to Help Make a Wise Kids Lesson Fun for All and Easy to Implement

1. **Read your audience.** What do the kids already know, and how old are they? Older kids may need to have some of the activities modified to match their interests. Younger kids may need help reading or working on an activity. Encourage them to work as teams, and give the older kids an opportunity to lead.
2. **Rewards.** Kids are motivated by rewards, even little ones, which provide immediate satisfaction and can reinforce healthy habits. Use your current system, if you have one, or create a large sticker chart to track progress for the Energy IN and OUT Challenges.
3. **Set group goals.** Whether it is a healthy snack, extra activity time, or even a trip to a neighboring park facility, group goals will help them work together towards something and keep one another in line so they can earn the reward for the right kind of participation.
4. **A little prep goes a long way.** Preview each lesson's workbook and training manual ahead of time. Select the activities you'll use. Think about field trips you might be able to make, or local health care providers or other community staff members who could come in to talk. Review the snack options for the day, and try to make them as healthy as possible.
5. **When possible, include families.** Send the Wise Families newsletters (available in Spanish and English) out to families to inform them about what their child is learning and encourage family involvement.

We recommend the following schedule:

**Lesson 2 . . . . . Wise Families Newsletter No. 1**

**Lesson 3 . . . . . Wise Families Newsletter No. 2**

**Lesson 7 . . . . . Wise Families Newsletter No. 3**

**Lesson 9 . . . . . Wise Families Newsletter No. 4**

(The Wise Kids section on Compass also has email text you can send, with parenting tips that align with Wise Kids if paper newsletters won't work.)

Even better, if you can plan a **family-focused event** towards the end of Wise Kids, it's a great way for the kids to show their families what they've learned. Some sites that have run Wise Kids have had events where the kids prepared a healthy meal or snack for their parents or put on a play about what they learned; one site even had an **"Are You Smarter Than a Wise Kid?"** contest, pitting kids against their parents on Wise Kids topics. (The kids won!)



### Energy IN and OUT Challenges

One of the goals of the Camp Fire Wise Kids curricula is to help children set goals for healthy eating and activity. Each lesson contains an Energy IN and an Energy OUT challenge. Take the first five minutes of the Active Activity section to explain or demonstrate the week's OUT challenge.

Consider making it a group challenge and participate yourself. They'll be very excited to know their program leader is taking on the challenges with them. Ask the kids about their progress with the challenges each day you see them. If it's going well, praise them; if they're struggling, help them brainstorm solutions. Create a sticker chart for them to track their accomplishments, one sticker for each challenge met. If a challenge asks for performance over multiple days, give a sticker for each day they meet the challenge. Camp Fire participants can earn a bead for completing each week's Energy IN and Energy OUT challenges.

Here's an example from the first lesson:

#### **Week 1 Energy Balance**

**IN** Eat at least one piece of fruit for lunch each day this week.

**OUT** Do a balance activity, like walking on a balance beam, a line in a gym, or a curb, 3 times this week.

### What do you think?

Each Wise Kids Two lesson includes discussion questions designed to get kids thinking about what they've learned. Some help them apply the concepts to situations they experience on a daily basis. Others help them think about how to take what they've learned and incorporate it into their lives. These are starting points for discussion—feel free to add questions of your own, or if the conversation is going well, let the kids drive the talk.

Think about how you might answer the question and share your ideas with the kids.

#### **Remember:**

- This should be a "safe" discussion zone—no one should be allowed to make fun of anyone else.
- It's OK if a child struggles at times with Energy Balance.
- Find ways to encourage and praise the work they're doing in trying to achieve their goals.
- Share your own journey through Wise Kids.



## Energy Balance Jump-Start

This section is a key source of background information for those leaders who did not lead a Wise Kids session or for those who would like a brief review of key topics.

### **Haven't worked with Energy Balance before? This section is for you.**

**Energy Balance** is the foundation of the Wise Kids curricula. It means balancing Energy IN (calories from food and drinks) with Energy OUT (calories burned through daily living and physical activity).

We need calories just to live day to day. **No one needs to exercise away all the calories they take in.** Specific caloric needs vary based on age, weight, gender, and general activity level. Kids could need anywhere from 1,400–2,600 calories per day just to get up, go to school, do schoolwork, play with friends, and to grow properly. For the purposes of this program, the message to kids should be that everyone is different. They should focus on the EXTRA calories they consume in the form of Junk Food. They need to make sure they are balancing Junk Foods with EXTRA physical activity.

In order to understand Energy IN, it is important to know what some key components of Energy IN are. **The six primary nutrients and some of their benefits are:**

- **Carbohydrates:** provide energy to the body.
- **Protein:** helps build muscle, provides energy, and helps the body grow and repair itself when it's sick or injured.
- **Vitamins:** provide a variety of repair and healing qualities and help maintain good health.
- **Minerals:** including calcium and iron, help build strong teeth and bones and provide iron to keep the blood healthy.
- **Fiber:** helps move food through the digestive system. Some kids may tell you that fiber helps you poop—that's true!
- **Water:** the body can't survive without it. Water and other healthy fluids aid in digestion of food and help move nutrients to different parts of the body.





### The Key Components of Energy OUT:

There are three different kinds of activity, and everyone should do some of these every week. Below, we provide specific time recommendations. We didn't include them in the children's workbooks because we didn't want to overwhelm them.

- **Heart-pumping activities** get the heart in better shape. There are different levels of heart-pumping activities:
  - **Easy**, like walking, can be done for 60 minutes every day.
  - **Moderate**, like playing tag, are more intense than walking. This type needs to be done for about 45 minutes, and not every day.
  - **Intense**, such as continual fast running, only needs to be done for 30 minutes three times a week, because the body is working its hardest.

Kids can do all different kinds of these to keep from getting bored.

- **Muscle-building activities** are designed to get the muscles in better shape. These can be tiring, but that's what it takes to strengthen muscles. These kinds of activities gradually allow people to lift and carry things more easily and should be done two or three times each week.
- **Stretching activities** make it easy for the muscles to bend and stretch. These types of activities (touching toes, stretches, yoga) are generally never perceived as hard work. Stretching activities only take about 15 minutes and can be done anytime. Encourage kids to stretch before more strenuous physical activity as part of a warm-up to avoid getting injured.

All of these activity types give different benefits to the body and need to be included each week. They're related to each other too: stretching exercises make it easier to do the other kinds of activities; muscle-building activities increase stamina so heart-pumping activities can be done for a longer period of time; and in turn, heart-pumping activities increase stamina and strength for the other kinds of exercise.

There are also three main ways to do them, called the 3 Hows of Exercise and Activity:

- **How Often** Exercise works best when you do it often, not just once in a while.
- **How Many** Only doing one kind of activity from the above list is not nearly as beneficial as incorporating all three every week. A second meaning to the How Many is to do different kinds of activities within each category.
- **How Long** Exercising for five minutes is good. Ten minutes is better. Sixty minutes every day is best. Encourage discussion about the benefits of activity, which include: feeling better, more energy, stronger bones and muscles, and a healthy heart.



## Lesson 1: Energy Balance

Energy Balance is the cornerstone of the Wise Kids curricula. If you haven't worked with the Energy Balance concept before, please turn to page 14 to learn more about what it is and how it works.

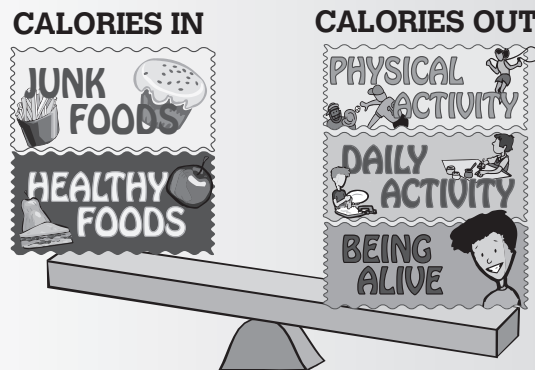
### Basic Concepts

One of the most important things to know about Energy Balance is that we need calories just to live day to day. No one should look at their total calorie intake and think they need to exercise all the calories away.

Specific caloric needs vary based on age, weight, gender, and general activity level. Kids could need anywhere from 1,400–2,600 calories per day just to get up, go to school, do schoolwork, play with friends, and to grow properly. That part of the Balance happens automatically just because you are alive and your body needs calories for energy to breathe and live. When you look at that calorie range, you can also see that everyone's body is different, and everyone has different caloric requirements. For the purposes of this program, the message to kids should be that everyone is different. They should focus on the EXTRA calories they consume in the form of Junk Food, which should be balanced with EXTRA physical activity.

Most experts say kids should get at least 60 minutes of activity every day. Some do that naturally through playing, but others need more encouragement. Letting them know that there are different kinds of activity, all of which are good for the body, can open up some possibilities for them. Team sports are great, of course, but there are lots of other ways to be active.

### Energy Balance Equation



### Materials Needed for This Lesson

- ☐ Roll of paper or poster board
- ☐ Paints and brushes
- ☐ Paper plates
- ☐ Items that represent Energy IN/ OUT (grapes or apples cut in half, tennis ball, hockey puck, etc.)
- ☐ Packaging from Healthy Foods
- ☐ Activity items (tennis ball, baseball, swimming goggles, etc.)
- ☐ Whistle



# Camp Fire Wise Kids® Two

## Energy Balance

### There Are Many Benefits of Regular Activity

- Improves muscle strength, endurance, and flexibility
- Increases energy
- Controls weight
- Helps prevent high blood pressure and heart disease
- Improves mood and attitude, as well as self-image
- Develops new skills
- Provides an opportunity to spend fun time with friends and family

### Learning Objectives

- Review the concept of Energy Balance
- Review the classifications of Healthy Foods and Junk Foods
- Review the three activity types



### What Kids Should Learn From This Lesson

- **Energy IN (calories from food and drinks) needs to be balanced with Energy OUT.** Your body needs calories just to live. It is the EXTRA calories that you put in your body that need to be balanced with additional Energy OUT, or activity.
- Foods have nutrients, which have different roles in development and health.
- **Healthy Foods are high in nutrients and often—but not always—they're lower in calories.** Examples include grains, milk, fruits, and vegetables.
- **Junk Foods have very few nutrients and may be high in calories.** They might provide energy, but not the nutrients needed to keep growing and stay healthy.
- Eating Healthy Foods is a great start but **physical activity is needed to stay in Balance**; Energy IN should always be paired with Energy OUT for full Balance.

### Keep in Mind

Kids don't tend to think about long-term effect of their behaviors, especially when it comes to health. Heart disease that might crop up in 30 years is too hard for them to understand. Instead, talk to kids about the benefits of healthy living in their lives right now: they'll feel better, and they'll be able to have more fun.

### When Talking to Kids About Energy Balance...

Unless allergies are involved, no foods are ever completely forbidden. It's unrealistic to think kids will never eat Junk Foods. The important thing is to try to eat fewer of them and to try to balance the Junk Foods with physical activity to avoid gaining too much weight too soon.



They shouldn't be counting calories or thinking about diets. The word "diet" isn't used in the Wise Kids Two curriculum, because we want kids to think about nutrition and activity as part of a lifelong lifestyle, not a temporary plan. Please note: You may encounter children who have been placed on diets by physicians. If so, support them in making healthy choices, but know that most children are not on calorically restricted diets.

### When Talking to Kids About Activity...

Kids like to have options and feel like they get to choose. Within each of the three types of activities, there are lots of choices. Heart-pumping could have kids walking fast one day, playing tag the next, riding a bike the next. **Variety makes it more fun** and keeps kids (and adults!) more motivated to keep being active.

They also have control over the 3 Hows. **Encourage them to try new activities.** If they don't like a new activity, no big deal—pick another one and move on. Just like with food, where only eating one kind of Healthy Food is not as good for the body as eating a wide variety of different good foods, the same is true with exercise.

The other point to reinforce is that **everyone's fitness level is different.** Some kids would have no problem being highly active for 60 minutes. For others, that's a big leap. Emphasize that any change that increases activity is a positive. In this lesson, we suggest to kids to set a simple goal of adding five extra minutes of activity each day. Once that is easy, add five more. It's OK if they can't do a full 60 minutes every day right away. Short amounts of exercise are better than none, and regular short amounts of exercise can gradually expand to longer periods as strength and stamina increase.

### Energy IN and OUT Challenges

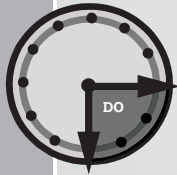
**IN** Eat at least 1 piece of fruit for lunch each day this week.

**OUT** Do a balance activity, like walking on a balance beam, a line in a gym, or a curb, 3 times this week.



# Camp Fire Wise Kids® Two

## Energy Balance



### Learning Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

#### Energy Balance Masterpiece

1. Collect a roll of paper or poster board, different colors of paint, paper plates, paintbrushes, and objects to dip into the paint and then use to make imprints. The objects need to include things that represent physical activity, such as tennis balls or hockey pucks; and Healthy Foods, such as apples sliced in half, grapes, etc.
2. Pour different colors of paint on separate paper plates. Each child picks at least one Healthy Food "Energy IN" object to paint or make an impression of by dipping the food in the paint and then placing it on the paper. Then they will pick an activity, or "Energy OUT" object, to dip in the paint for the picture. A puck dipped in paint and then put on the paper can represent hockey, or a tennis ball rolled in the paint can represent tennis, etc.

#### Energy Balance Competition

1. Divide the kids into two teams. One team will be the Energy IN team, the other is the Energy OUT team.
2. The Energy IN team starts by naming a food they eat for breakfast. The Energy OUT team has to suggest a physical activity that they could do during the day to stay healthy. The game continues going through each meal—breakfast, lunch, dinner, after-school snack, and birthday party.
3. Once the teams have made it through all the meal options, have them switch roles and go through the meal list again, but both teams must come up with new answers.



### Energy Balance Memory Game

1. Collect an assortment of Healthy Foods or packaging. Also collect items from different activities, such as a tennis ball, baseball, pair of swimming goggles, ping pong ball, a running shoe, etc.
2. Spread all objects out on the floor. The children should sit in a circle around the items with their eyes closed. Remove two of the objects from the group. See if they can guess what has been taken away. Try it again.
3. To make the game more difficult/easy, vary the number of objects in the middle and how many you take away.

### Discussion/Reflection

- What other items can you think of that would be good additions to the Energy Balance Masterpiece? Why?
- Thinking of what you've had to eat in the past day, how healthy was it? What choices could you make to be healthier?
- What kinds of activities would you like to do or try to help you be in Balance?



# Camp Fire Wise Kids® Two

## Energy Balance



### Active Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

#### Red Light Green Light

This is an Energy Balance twist on an old favorite.

1. Have the kids line up on one side of a gym or field area.
2. The leader stands in the middle, calling out the names of Healthy or Junk Foods or physical activity options. When a healthy choice is called, the kids run forward. When an unhealthy choice is called, they must stop. If someone runs on an unhealthy choice, they must go back to the starting line.
3. The game ends when someone reaches the other side.

#### Log Roll

**Outdoors:** Find a hill and roll down it, then see if the kids can get up and run in a straight line.

**Indoors:**

1. Find an open area, preferably with a soft surface.
2. Mark off a start line and a turnaround line.
3. Form teams. The first person on each team log rolls to the turnaround line and back. The next team member goes when the previous person returns to the start line. The first team to have all of its members complete the log rolls wins.



### Just Give a Whistle

Everyone scatters in the playing area, but they must keep moving, either walking, hopping, skipping, jumping, or running.

1. A leader blows a whistle a certain amount of times. The kids must get into groups with the same number of kids as the number of times the whistle was blown.
2. If someone is not in a group after 20 seconds they must do something the leader tells them to, like 10 jumping jacks or skip a turn.
3. To make it more difficult, you could say that the kids must be in completely different groups each time the whistle is blown.

### Balance Freeze Tag

Follow the basic rules for freeze tag, but when the person who is "it" tags someone, the tagged person must freeze into a position requiring balance, like balancing on one leg. Have them get creative and think along the lines of the game Twister, where you might balance on your right hand and have both feet on the floor. Someone not frozen must gently tag the frozen balanced kids in order to unfreeze them.

### Discussion/Reflection

- How many different ways can you think of to do a balancing activity?
- Brainstorm a list of healthy and unhealthy ideas for the Energy Balance version of Red Light Green Light.
- What are your favorite ways to be active? What are some activities you've never tried, but would like to?



## Lesson 2: Goal Setting

Goal setting is a valuable tool for everyone. Not only can we set goals regarding Energy Balance, but it is something that can be applied to many other areas of people's lives, like schoolwork and hobbies.

### Basic Concepts

Goal setting can help you learn something new or make something a regular part of your life. Reaching a goal is a process over time, not something that might happen the first time you attempt to reach a goal. This lesson provides the kids with a framework, "How to Set Goals using Sparky's 3-S System," that they can use to set and reach their goals. The goals that the kids set should be challenging, yet achievable. You will check in during future lessons to see how the kids are progressing towards their goals, so encourage them to work on them each week.

### Materials Needed for This Lesson

- ☐ Setting Goals worksheet (follows this lesson in the training manual)
- ☐ 2 large pieces of paper or a chalkboard
- ☐ Marker or chalk
- ☐ 2–3 baskets, boxes, or garbage cans
- ☐ 2–3 balls of any size
- ☐ Cones or nets
- ☐ Inflated beach ball

### Learning Objectives

- Understand how to set goals and why they are important
- Learn how to set goals using Sparky's 3-S System
- Set realistic goals for a meal/snack occasion and an activity



### What Kids Should Learn From This Lesson

They should understand and use Sparky's 3-S System to set goals. When they use the 3-S System, they should set goals for themselves that they could realistically complete, but ones that also allow them to push themselves.

**S1: Specific and Simple:** The goals should not be too complicated or take too long to reach, and they should be tailored to the child. For example, someone who is generally inactive shouldn't set a goal to run five miles. They should decide to try adding a 30-minute walk after school three times a week instead. By starting slow, they will do more than they've been doing, they can be successful, and gradually



maybe even build up to that five-mile run. But if they try to run five miles right away, they will likely be unsuccessful and discouraged.

**S2: Solve Possible Problems:** Help the kids figure out what might keep them from reaching their goals, then brainstorm solutions. For example, maybe the weather is going to be too hot/cold/rainy to walk outside one day. Where could they walk instead so they could still reach their goal? It's a good idea to write down both the goals and the possible problems/solutions—it helps make them real.

**S3: Stick with it!** Remind the kids that they may not always reach their goals, but when they keep trying, they will likely succeed. An important part of sticking with it is looking at if they met their goals and understanding why or why not. When they can learn to evaluate the process, they'll learn to set more accurate goals and be less likely to have a setback.

### When Talking to Kids About Goal Setting...

Help the kids understand that even though everyone's goals are unique, it doesn't mean they can't help each other. Suggest that they team up as goal buddies, working together to help each other succeed. Help the kids understand that in the beginning, when they are new to the goal-setting process, they might need to change their goals several times until they find a goal that is realistic for them. Even though they've tried to anticipate all the potential problems that might trip them up, there may still be unexpected obstacles along the way. That's OK—it's all part of the process. The most important thing is for them to keep trying. Never give up, and help everyone else do the same.

### Keep in Mind

**Successfully achieving a goal is obviously a great outcome. But the skills kids learn in the process of setting goals and trying to achieve them, whether or not they succeed, are equally important. Spend less time emphasizing making the goal and more time talking about working towards a goal, especially how to evaluate a goal that didn't work and figure out a better approach. Being able to do that is just as important as succeeding.**

### Energy IN and OUT Challenges

**IN** Eat a rainbow! Eat 1 different-colored fruit and 1 different-colored vegetable each day this week.

**OUT** Choose 1 new sport or activity, and do it for 15 minutes 3 days this week.

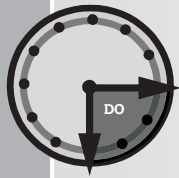
### Wise Families—Wise Kids Two Newsletter

If using the Wise Families Newsletters, now is the time to send Newsletter #1 home for the parents.



# Camp Fire Wise Kids® Two

## Goal Setting



## Learning Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### Setting Goals Using Sparky's 3-S System

1. Make copies of the goal-setting worksheet that follows this lesson and pass them out.
2. Help each child set a specific, simple, reachable goal using the worksheet. Encourage them to set a goal either for Energy IN (healthy eating) or for Energy OUT (activity).
3. In subsequent Wise Kids sessions, set time aside to ask the kids how they are doing in trying to reach their goals. Encourage those who have reached their goals to set new ones. Have additional goal-setting worksheets available to use. Work with those who haven't reached their goals to make sure their goals are achievable. When necessary, have them work through the 3-S System again.

### Rainbow List

1. Get two large pieces of paper or a chalkboard. Title one page or section of the board with "Rainbow of Fruits" and one with "Rainbow of Veggies."
2. Write down the colors red, orange, yellow, green, blue, and purple in a column, leaving space for ideas to be added to the side and slightly below.
3. Have the group divide into two teams and appoint someone on each team to write down their team's ideas. One team brainstorms veggies under each color and the other, different-colored fruits.
4. The groups then switch sides so there are a couple of options for each color.
5. Hang the posters around your site for kids to look at. You may also consider making copies and sending them home for the families.





### Stump the Junk (Optional: Need to have Wise Kids one kit components)

1. Find the Great Plate Game Card Set from the Wise Kids one toolbox. You'll use the cards from that game again in this game. Divide the cards into two piles, Healthy Foods and Junk Foods. Divide each into a few sets so that you can have several small teams playing.
2. Shuffle, then deal the cards out to each group. One side starts by laying a Junk Food down. The other team has to Stump the Junk by playing a Healthy Food alternative to that Junk Food. If they cannot, they must draw a card from the pile, and the turn passes to the next team. If the team can lay down a Healthy Food option, then they can set down a Junk Food and the player to their left has to Stump the Junk.
3. Play continues until one team is out of cards.
4. An alternative round could be finding specific items to read, such as the amount of vitamins, sugar, fat, etc., and have the kids find better options for those nutrients.

### Discussion/Reflection

- Look at the goal(s) you set on your worksheet. Explain how you picked out those goal(s) and set a plan using Sparky's 3-S System.
- What are some ways you can work on your own goals?
- What are some ways you can help your friends and family work on their goals?



# Camp Fire Wise Kids® Two

## Goal Setting



## Active Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### SPARKY (aka HORSE)

1. Find two or three baskets, boxes, or garbage cans. Set them around a larger area so two or three games can take place at once. You'll also need two or three balls of any size.
2. Divide the kids into two or three teams depending on how many baskets you create. Each team takes turns shooting the ball into the basket. If a basket is made, the next person in line must make the same shot into the basket or they earn the letter "S."
3. Game continues with the children playing until someone reaches SPARKY. Whoever has the fewest letters is the winner.

### Crazy Goals

1. Set up several cones or nets to make a few goals in your activity space.
2. Have the kids try to make goals using any type of ball but attempting to shoot and score doing crazy things. You can use this list and add others: crab walk, then shoot; hop on one foot, then shoot; walk/run backwards to the net/goal and shoot; run with the ball held between their elbows, then shoot to score; etc.



### Moonball

1. All players scatter on a basketball court or open field. Depending on the group's size, you'll use one or more beach balls. More balls create a bigger challenge for the group.
2. The kids' goal is to hit the ball in the air as many times as possible before the ball touches the ground. Depending upon the skill of the group, you can set goals of increasing numbers of hits (30, 50, 75, 100).
3. You could also require that each child be allowed to hit the ball only a certain number of times, or that everyone in the group hit the ball at least once in the game for the game to count.
4. Remind the kids that part of SPARKY's 3-S System of goal setting is to encourage each other and try again if they don't reach the goal right away. Don't let the kids make fun of or become angry at anyone who misses the ball.

### Playground Follow-the-Leader

A favorite activity from the original Wise Kids program.

1. Break the group into two or three teams, depending on size.
2. The leader starts with one activity, which everyone does. Then the next child adds a second activity, and everyone does both the first and the second activity. The third child adds a third, and everyone does all three, and so on.
3. Repeat so that each child can be the leader. Consider adding a "HORSE" element by having opposing teams attempt to follow their follow-the-leader pattern. If a team can't follow another team's pattern, they earn a letter. Play until one team spells the word "SPARKY." The team that reaches the full word first loses.

### Discussion/Reflection

Let's talk about Sparky's 3-S System. Think of a goal you would like to set.

1. What makes the goal Specific and Simple?
2. How can we Solve Possible Problems for that goal?
3. What will help us Stick With It?





# Setting Goals Using Sparky's 3-S System

Use this page to help you set your goals. If you need help with any of the sections, look back in your workbook.

## **S1: Specific and Simple**

Write your goal here:

## **S2: Solve Possible Problems**

List possible problems that might stop you from reaching your goal and the solutions here:

## **S3: Stick With It!**

Adjust your goal as necessary to make it achievable!

**Go For It! You can do it!**



### Lesson 3: Daily Needs and Serving Sizes

This lesson focuses on helping kids see the truth about serving sizes. This is often an eye-opening lesson for most kids. They're used to accepting things at face value, so when a bag of chips is put in front of them, or a plate of spaghetti, they don't see that as anything but one serving. They become accustomed to eating two or three (or more!) servings without even realizing what's happening.

#### Basic concepts

After a review of MyPlate (from [choosemyplate.gov](http://choosemyplate.gov)), the focus of the lesson turns to how much of each food group (how many servings) a healthy kid's body needs and exactly what a serving size of each of the five different food groups really is. By using visual aids comparing serving sizes of different foods to everyday objects (deck of cards, fist, etc.), kids are encouraged to think about not just the kinds of food they eat, but the amounts. This helps them understand that most serving portions are large in comparison to what we really need to eat to be in Energy Balance.

Remind the kids that they should choose their foods in proportion to how they appear on MyPlate: Vegetables and fruits take up half the plate, we need about the same amount of protein as fruit, and we need more vegetables and grains than protein.

#### Learning Objectives

- Review MyPlate and food groups
- Explain the concept of daily requirements
- Explain what a serving size is in relation to everyday objects

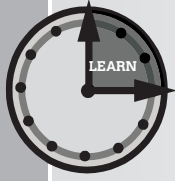
#### Materials Needed for This Lesson

- ☐ Several different sizes of breakfast bowls
- ☐ 2 boxes of cereal
- ☐ Measuring cup
- ☐ Several food items to measure serving sizes (bags of chips, package of cookies, cooked pasta, etc.)
- ☐ Grocery store ads
- ☐ MyPlate Riddles (follows this lesson in the training manual)
- ☐ Volleyball or beach ball



# Camp Fire Wise Kids® Two

## Daily Needs and Serving Sizes



### What Kids Should Learn From This Lesson

The basics of MyPlate will be briefly reviewed here. There are five groups (Grains, Vegetables, Fruits, Milk Products, and Meat and Beans). To recap:

- **Grain group:** Breads, cereals. Grains give us energy, vitamins, and minerals, as well as fiber, which helps you feel full longer. Whole grains, such as whole wheat, have the most nutrients.

**Message: Choose whole grains to get the most nutrients.**

- **Vegetable group:** Vegetables and vegetable juices. These are low in fat and calories and full of important nutrients, including vitamins, minerals, and fiber. Because each vegetable has a different mix of nutrients, they serve different purposes, and it's best to try different colors of vegetables to get the most nutritional value. Fresh or frozen vegetables offer the most nutrients.

**Message: Vary your fresh or frozen veggies to get the best mix of nutrients.**

- **Fruit group:** Fruits and 100% fruit juices. Like vegetables, fruits are naturally low in fat and give the body the most nutrients when we eat a wide variety of them.

**Message: Choose many colors of fruits to get the best mix of nutrients.**

- **Dairy group:** Milk products, low-fat cheese, and yogurt. This group gives us protein, vitamins, and minerals, including calcium. Calcium is a critical factor in developing and maintaining strong, healthy teeth and bones. For best results, nonfat or low-fat milk products should be chosen.

**Message: Dairy products are rich in calcium.**

- **Meat and Beans group:** Beef, poultry, fish, legumes, eggs, nuts, and tofu. Protein helps the body grow and heal itself if it's sick or injured. Meat and beans help you stay full longer. Like the milk group, foods from the meat and beans group are best when they're lean and low in fat.

**Message: Go lean with protein, such as meats like chicken, fish, and lean beef or pork, or beans, nuts, and seeds.**

Exercise is also an important part of MyPlate. It shows the importance of activity to healthy living. Eating right and being active helps everyone achieve Energy Balance.

MyPlate provides guidelines to determine serving sizes. They are exactly that—guidelines. Every body is different and needs different amounts of food each day. Some kids need more than others, especially kids who are going through growth spurts or who are very active. Remind the kids that if they eat more than they should on any given day, they should add extra activity to remain in Energy Balance.





### Food Group Daily Need

- Grains 6 ounces
- Vegetables 2 cups
- Fruits 1 cup
- Milk/Dairy 3 cups
- Meat/Beans 5 ounces

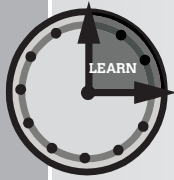
Kids don't have to measure every single thing they eat to make sure they're getting the right amounts. Over time, they can learn to "eyeball" serving sizes. Here are some ways to explain food servings that will make it easier for them to figure out how much is enough.

<b>Food group</b>	<b>1 serving equals</b>	<b>Compare size to</b>	<b>Daily need</b>
Grains			6 of these
dry cereal	1 cup	baseball	
bagel	1/2 bagel	hockey puck	
cooked noodles	1/2 cup	computer mouse	
tortilla	1 each	CD	
Vegetables			2 1/2 of these
raw/cooked veggies	1/2 cup	3 ice cubes	
baked potato	1 each	fist	
leafy veggies	1 cup	baseball	
Fruit			1 1/2 of these
100% juice	1/2 cup	6 oz. pouch/box	
apple	1 each	baseball	
sliced fruit	1/2 cup	small computer mouse	
Milk & Dairy			3 of these
yogurt	1 cup	baseball	
low fat or skim milk	1 cup	small milk carton	
cheese (like Swiss or cheddar)	2 ounces	2 dominoes	
Meat & Beans			2 of these
peanut butter	2 tablespoons	pink eraser	
eggs	1 each	egg	
chicken	2–3 ounces	2 dice	
beans	1/2 cup	light bulb	



# Camp Fire Wise Kids® Two

## Daily Needs and Serving Sizes



### When Talking to Kids About Serving Size...

Make sure the kids understand that a serving size on MyPlate is not the same thing as a serving size on a food label! This is especially important when eating out. The standard serving at a restaurant, especially a fast-food restaurant, is probably several servings according to MyPlate.

#### Fun Fact:

**The empty stomach is about the size of a fist. When people eat (or overeat), it stretches like a balloon to hold everything they've eaten.**

be eaten only occasionally, with activity planned to help them use up the extra calories. A small portion of a Junk Food will be easier to use up than a multiple-serving portion.

#### Keep in Mind

One of the very best ways kids (and adults!) can figure out when and how much to eat is to learn to listen to their bodies. The body sends signals to tell the brain that it's hungry or it's had enough to eat. If they're hungry, their stomach might growl or they might feel a little dizzy. Knowing when enough food has been eaten is a little trickier. The body can take as much as 10–20 minutes to tell the brain that enough food has been eaten—plenty of time for overeating to occur. Encourage them to slow down while eating, and suggest they don't automatically reach for seconds.

Using the visual guides, have the kids think about how much they usually eat every day or when they go out, then ask them to figure out how to eat more healthfully. **Note:** This is a good time to remind them that no foods are ever forbidden (unless there's a food allergy involved, of course), but that they should eat more of some foods than others, and Junk Foods should

### Energy IN and OUT Challenges

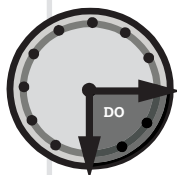
**IN** Measure out and eat 1 serving of your favorite healthy snack 2 times this week.

**OUT** Choose an activity to do 4 times this week. Each time, try to do the activity for 5 more minutes than the last time you did it.

### Wise Families—Wise Kids Outdoors Two Newsletter

If using the Wise Families Newsletters, now is the time to send Newsletter #2 home for the families.





## Learning Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### What's Your Serving Size?

Bring in several different sizes of breakfast bowls as well as a couple of boxes of cereals, or have the children bring in their own bowls. Remind the kids that this is not an eating activity if the cereal will be “handled” by lots of people.

1. Have the kids pour into their bowls the amount of cereal that they would normally eat for breakfast.
2. Using a measuring cup, measure how much cereal is in each bowl.
3. If one cup of ready-to-eat cereal is one serving, how many servings of cereal are in each bowl?

### Serving Size Count

1. Bring in two or three bags of chips, a package of cookies, a container with cooked pasta, etc.
2. Divide the kids into smaller groups. Have them count out the amount of each item that makes a serving.
3. Teams should then discuss if this is more or less than what they thought.
4. Teams can put back their counted items. Groups rotate so they have a chance to count each example item.

### Grocery Shopping

Have each child look through the grocery ads to pick their favorite food in them. They should share with the group why it is their favorite food, whether it is a Healthy Food or not, and what a serving/portion size would be.



# Camp Fire Wise Kids® Two

## Daily Needs and Serving Sizes

### MyPlate Riddles

Using the MyPlate Riddles on page 40 is a great way to have fun while learning more about MyPlate. Consider making the game show part of your program moving forward to improve nutrition and activity knowledge. Build additional questions, or encourage the kids to come up with questions themselves!

1. Divide the group into two groups. Make sure each group has a mix of older and younger kids. Tell them that today is game show day.
2. Take turns asking each group a riddle about MyPlate. Questions and answers are provided.
3. Program directors/leaders can add their own as well to include local flavor.
4. If the group being asked doesn't know the answer, the other group tries to answer it.
5. Each correct answer is worth 100 points. At the end of the game, the group with the most points gets to decide where the group plays the next day or what games they will play during the week.

### MyPlate Bingo®

If you have the Wise Kids One kit you can also play MyPlate Bingo®, following the directions on the box.

### Discussion/Reflection

- When measuring out the cereal serving sizes, what surprised you?
- How many servings do you usually eat? What does that mean in terms of calories, grams of sugar, etc., in your bowl of cereal?
- Why is it important to understand serving size if you're going to eat out at a restaurant?





## Active Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### Alphabet Volleyball

This game can be played with a volleyball or beach ball, outdoors or in a gym.

1. One player is chosen to be the leader to start the game. They hit the ball up in the air and say a food (hopefully a Healthy Food!) that begins with the letter "A." The next person to hit the ball must say a food that begins with the letter "B" and so on.
2. The goal is to successfully hit the ball into the air 26 consecutive times, calling out foods that begin with the letters A through Z without letting the ball fall to the ground. A player may hit the ball more than once but not two times in a row. If the ball gets hit to someone and they can't think of a food/drink that begins with that letter, they can yell out "pass" and the next person takes over that letter. If the ball touches the ground, the game starts again at an "A" food.

### Serving Size Sprint

To find items for this activity, look at the table in the kids' workbook for this lesson.

1. Place serving size comparison items at one end of the gym or field. Have the kids divide into teams and line up at the opposite side.
2. Call out a food from the list below. A member from each team needs to rush to the other side, find the right-sized comparison item, and return to the rest of the team. If this is not the right item, another member runs to the opposite side and retrieves something else. This continues until one team retrieves the right item. (Food List: Milk, Chicken, Apple, Carrot, Orange, Banana, Rice, Beans, Hamburger, Bread, Cereal, Orange, Juice, Bagel, Yogurt, Broccoli, Potato, Red pepper.)
3. Play continues with a new item.





## Crossing Over

Divide the group of children into two lines facing each other. Explain that you'll call out a series of statements, and if the kids believe the statement is true about themselves, they will cross (by skipping/walking/running/etc.) to the other side. As kids cross to the other side they will pass other kids who are moving to the opposite side. When kids pass each other as they cross to the opposite sides they will high-five each other. This continues as the leader calls out more statements. After a while, the leader may ask the kids to call out other things that may be true about the group. This continues until the leader ends the activity.

- Sample statements:
  - Cross over if you ate a healthy snack today.
  - Cross over if you drank milk or water today.
  - Cross over if you helped someone today.
  - Cross over if someone helped you today.
  - Cross over if you have done an activity for Energy OUT today.
  - Cross over if you feel you accomplished a lot today.
  - Cross over if you learned something new and exciting.
  - Cross over if you challenged yourself today and feel good about it.
  - Cross over if you learned something new about a classmate.
  - Cross over if you haven't crossed over yet.
  - Cross over if you've made progress towards the goal that you set.
  - Cross over if you smiled at someone today.

## Discussion/Reflection

- Why is it important to think about serving sizes?
- What are some ways we can remember what a serving size of meat should be? Grains?
- What happens if we use different sizes of plates or bowls to serve our food? How can that help or hurt us?

# MyPlate Riddles

1 What is the name given to the 5 food groups?

**Answer:** MyPlate

2 Which food group provides an important source of dietary fiber, gives you energy, and helps you feel full?

**Answer:** Grains

3 Which food group contains foods that are naturally low in fat and calories?

**Answer:** Vegetables

4 At least half of your grains should be what kind of grain?

**Answer:** Whole Grains

5 Which food group contains food choices that help build and maintain teeth and bones?

**Answer:** Dairy

6 Which food group reminds us to vary the color of our selections?

**Answer:** Vegetables

7 What does the body need to build, maintain, and repair itself?

**Answer:** Nutrients

8 How many food groups are there?

**Answer:** 5

9 What are the best types of grains?

**Answer:** High fiber or whole grains/  
whole wheat

10 To which 2 groups do beans belong?

**Answer:** Protein and Vegetables

11 How much of your plate should be fruits and vegetables?

**Answer:** Half

12 Which types of dairy products are the best choices?

**Answer:** Low-/no-fat milk, cheese, and yogurt

13 What are some good sources of protein?

**Answer:** Beans, lean meats, poultry, fish, eggs, nuts

14 Which 2 food groups include juices?

**Answer:** Fruits and Vegetables

15 What is the best way to make healthy food choices?

**Answer:** Follow MyPlate's recommendations for healthy choices

16 Which food group gives us calcium?

**Answer:** Dairy

17 What are good vegetarian sources of protein?

**Answer:** Beans, peas, nuts, and soy products.





## Lesson 4: Vitamins

"Vitamins"—there's a word that gets tossed around a lot. It's always on food labels, and many food products tout the vitamins they have naturally or as enhancements. Not to mention the confusing names—they're known primarily by long, scientific names (Ergocalciferol!), but have "nicknames"—letters of the alphabet. This make them easier to pronounce, but for kids, it may just sound like a jumble of letters. They might understand that they need vitamins, but not that they need to get a variety of vitamins. This lesson will help them start seeing why there are different vitamins, what they do for the body, and why we need to eat a variety of foods.

### Materials Needed for This Lesson

- ☐ Roll of drawing paper
- ☐ Markers
- ☐ Blank Bingo sheets with A-B-C-D-Cal across the top
- ☐ Pens
- ☐ 8" x 5" sheets of paper
- ☐ Poster board or chalkboard
- ☐ Chalk (if using chalkboard)
- ☐ Food containers with 1 or more of Vitamins A, B, C, or D in them

### Basic Concepts

The body needs vitamins to work properly. However, the body itself does not make vitamins, so **it's important to eat and drink foods that have a wide variety of vitamins.** It's great if someone gets lots of Vitamin C every day, but if they're not getting enough Vitamin A or D, they may not be as healthy as someone who gets a good variety.

There are numerous vitamins, but this lesson focuses on Vitamins A, B, C, and D. Trying to learn every vitamin all at once would be overwhelming.

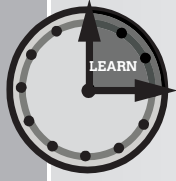
### Learning Objectives

- Review the role of Vitamins in the body
- Identify four important Vitamins for growing bodies
- Identify some of the best sources for Vitamins A, B, C, and D



# Camp Fire Wise Kids® Two

## Vitamins



### What Kids Should Learn From This Lesson

Vitamins are nutrients made by plants and animals. The body can't make vitamins. Instead, everyone needs to get vitamins from food and drinks.

Not every food has every single vitamin that you need to grow healthy and strong. Different foods have different vitamins. Because each vitamin provides a different health benefit to the body, it's important to eat a variety of foods from all the food groups to get the best range of vitamins.

Here's what Vitamins A, B, C, and D do, and where to find them:

#### **Vitamin A:**

- Good for the eyes: Even helps with night vision, and to see color.
- Helps you grow and stay healthy: Helps your body fight germs, keeps your skin healthy, and helps you breathe better. It also helps your body eat and digest foods and drinks properly.
- Found in milk, cheese, egg yolk, fish, orange and yellow fruits and veggies (like carrots), and green leafy vegetables.

#### **Vitamin B:**

- Helps you have more energy.
- Works to make red blood cells, which carry oxygen throughout your body.
- There are many kinds of B vitamins (for example, B1, B6, B12). Getting a mixture of all of them is best.
- Found in whole grains—such as wheat or oats, fortified cereals, and breads—poultry and meats, fish and seafood, eggs, milk, yogurt, leafy green vegetables, and beans and peas.

#### **Vitamin C:**

- Helps you stay healthy: Fights germs and infections, helps heal cuts and burns, and works with the body to make healthy skin, teeth, and gums.
- Found in fresh, raw fruits, like strawberries, limes, lemons, 100% fruit juices, oranges, and other citrus fruits; also vegetables, like tomatoes, green and red peppers, and green vegetables. Cooking fruits and vegetables can destroy a lot of the vitamin C, so it is better to have raw fruits and vegetables if possible.

#### **Vitamin D**

- Helps make strong, healthy bones and teeth.
- Found in sunshine (a little—don't forget the sunscreen!), fortified milk, butter, cheese, egg yolks, some fish (like tuna or salmon), and fortified cereals.



**Vitamins fall into two categories: stored and not stored.** This means that the body retains some vitamins, saving them for when the body needs them, while others are either used right away or pass out of the body if it doesn't need them. Those need to be replenished more often. Vitamins A and D fall into the stored category, while Vitamins B and C are not stored.

**A word that often is teamed with vitamins is minerals.** These are nutrients that work together with vitamins to make the body work properly. Like vitamins, we need to get these from foods. For example, calcium is found in milk and is needed to help build strong bones. Just like vitamins, it's important to eat a variety of foods from all the food groups so that the body gets all the minerals that it needs.

### When Talking to Kids About Fortified Foods...

Fortified foods have vitamins and minerals added to them that were not there before. Fortified foods can be great sources of vitamins and minerals when eaten as part of balanced meals.

### When Talking to Kids About Vitamin and Mineral Supplements...

Foods that naturally contain vitamins and minerals are the best way to get those nutrients. That's because the way nutrients interact with the plants and animals that make up our food supply is very complex and can't be fully reproduced in a multivitamin tablet. Most people get enough vitamins and minerals through the foods they eat. But for those who don't or can't eat balanced meals regularly, a multivitamin and mineral supplement can be a good way to balance out nutrient consumption. Before starting to take any kind of supplement, it's best to talk to a doctor, nurse, or dietitian who can help figure out if it is needed.

### Keep in Mind

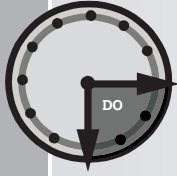
**Vitamins can seem complicated. The simplest part of the message is the need to eat a variety of foods, especially vegetables and fruits. It's not enough to have one favorite fruit or vegetable and only eat that one—they don't get the variety of vitamins they need to be healthy. Instead, they need to eat a variety.**

### Energy IN and OUT Challenges

**IN** Do you eat when you are bored? Write a list of 10 things that you can do instead. Try 1 of the ideas on the list by the end of the week.

**OUT** Do 3 activities that start with 3 different letters of the alphabet this week. For example, you could try B = Biking, D = Dancing, and T = Tennis.





## Learning Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### Nutrition Pictionary

1. Write out the names of nutrients and food components (carbohydrates, protein, fat, vitamins A, B, C, and D, calcium, water, sugar, fiber) on a piece of paper, then cut them out.
2. Divide the children into two or three teams.
3. Place the names of the nutrients into a hat or bowl.
4. Starting with team 1, a member picks a nutrient from the hat.
5. Without talking, the team member must draw foods that contain the nutrient or food component until their team guesses it correctly.

### Vitamin Bingo

1. Draw five columns on a sheet of poster paper.
2. Ask the children questions about nutrients and the foods that they are found in. As the kids name foods, write the foods on the poster paper.  
What foods contain:
  - Vitamin A?
  - Vitamin B?
  - Vitamin C?
  - Vitamin D?
  - Calcium?

\*If you need help with ideas for foods for each nutrient, check the list.
3. Once there are about six or seven foods listed for each nutrient, ask the children to create their own bingo card. Have them write in the names of the foods in each column. Remind them to mix up the order so that their card is different from everyone else's. The middle square is "free."
4. Begin calling out the foods (for example, "Vitamin A—milk"). Continue calling out the foods until someone has a "BINGO" across, down, up, or diagonally.



### Sparky Says – Vitamins Please

1. This is a great twist on an old favorite. Write one of each capital letters A, B, C and D on an 8x5 sheet of paper with a dark marker. Make a copy for each group of kids that will be playing.
2. Divide kids into groups of four. Give each a set of the A,B,C,D cards. The object is to answer the most right questions by holding up the right vitamin letter. Teams will call out and hold up the right vitamin card.

Questions are as follows:

1. Sparky Says that I help you have more energy (answer is B)
2. Sparky Says that I can be found in oranges (C)
3. Sparky Says that I help make strong, healthy bones (D)
4. Sparky Says that I can be found in sunshine (D)
5. Sparky Says that I am good for your eyes (A)
6. Sparky Says that I help to heal cuts and burns (C)
7. Sparky Says that I can be found in cheese (A)
8. Sparky Says that I can be found in milk (D or A)
9. Sparky Says that I can be found in whole grains (B)
10. Sparky Says that I help fight germs (C)
11. Sparky says that I can be found in egg yolks (D)
12. Sparky says that I can be found in tomatoes (C)
13. Sparky Says that I can be found in meats and fish (B)
14. Sparky Says that I help your body eat and digest food and drinks properly (A)
15. Sparky Says that I can be found in citrus fruits (C)



# Camp Fire Wise Kids® Two

## Vitamins

### Better Than Eating Boredom Busters

Children often eat when they are bored and don't know what else to do. Help the kids at your site build a list of healthy alternatives.

1. Use a large piece of poster paper or the chalk board to brainstorm a list of 20 things to do instead of eating.
2. Once complete, have the group brainstorm a list of healthy eating options instead of Junk Foods.

### Biggest Vitamin Card Sort (Optional: If you have the Wise Kids One kit)

1. Using the Great Plate Card Set Game from Wise Kids One, each group will sort the food selections into four piles—A, B, C, and D—based on what vitamin each food card item contains.
2. A food containing none of the listed vitamins but having a high level of another vitamin should be placed in a separate pile. Place foods with little or no listed vitamins in a Junk Food pile.

### Discussion/Reflection

- What's the best way to get a lot of different vitamins?
- Why is it not a good idea to eat when you're bored?
- What are some of your favorite foods that have lots of vitamins?





## Active Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### Get a Mix

1. Place a variety of food containers or sample foods that have one or more of the four key vitamins A, B, C, and D at one end of the gym or play area. You'll want 20–25 boxes or items, with four or five items representing each vitamin.
2. Divide the kids into groups of two or three children. The object is to be the team that retrieves the most food items the quickest. Place the kids into groups as far from the vitamin objects, such as the opposite side of a gym, so they need to run to get the items.
3. The leader calls out a vitamin, such as "Vitamin A." One person from each team runs to the food table, grabs an item they think has the most Vitamin A in it, and returns to their team. The first team back with the most Vitamin A gets a point.
4. If the food chosen does not contain that vitamin, the child returns to the table and picks something different.
5. Repeat so that each child gets three or four chances to grab a food item.

### Storage Bank

We know some vitamins are stored and others are not. This game is about gathering stored vitamins and is played like Sharks and Minnows.

1. One child is selected to be the Storage Bank. He/she needs to gather more vitamins in storage. This child stands in the middle of the gym or field. The other children stand on one side, pretending to be vitamins, and attempt to get to the other side without being stored.
2. When the Storage Bank is ready, he/she yells "I'm hungry," and the others try to get across without being tagged. If tagged, they remain in the bank and attempt to gather more "vitamins" each time children run across the play area.
3. The game is done when all vitamins are "stored". The last stored vitamin/child becomes the Storage Bank for the next round.



### Do the opposite

Have the kids stand in a group. Then call out instructions like:

- stand up
- sit down
- put your hands on the floor

and tell the kids that they have to do the opposite of what you ask them to do! So make sure your instructions are things having opposites they will be able to do. Sometimes the opposites might include a couple of choices; for example, the opposite of "raise your right arm" could be to keep your right arm down or to raise your left arm. Kids who do exactly what you tell them are out.

### Discussion/Reflection

- What's your favorite food with Vitamin A? B? C? D?
- Think about the saying "Eat a rainbow." What different colors of foods can you think of that give you a variety of vitamins?
- What are some things you can do to make sure you get enough vitamins each week?





## Lesson 5: Water

This lesson focuses on water, giving an in-depth explanation of water's benefits and why it's necessary. Kids can lose sight of the overall value of water, only thinking of it when they're actually thirsty and perhaps the only source of a drink is a water fountain. But if they have a choice, they often choose sugary soda pop or sports drinks over water, even though water is far more beneficial to their bodies and a lot less expensive as well.

### Basic Concepts

**Water makes up more than half the body's weight.** Every system within the body depends on water. It's even more important than nutritious food; the body can survive longer without food than it can without water. To maintain good health, it's critical to "refill" the body with water on a regular basis.

How much water does a human need?

The general guidelines are 7–10 cups daily. But there are times when more is recommended:

- When people are active
- When they're sick
- When it's hot or humid outside

Just like with calories, we use a certain amount of water each day just to keep our bodies running properly. But if people are active or outside when it's warm or humid, they sweat more, which increases the need to drink water.

Not all liquids are healthy sources of water. The best choice for a drink is water itself, but skim or low-fat milk and 100% fruit juice are good options too, because they provide extra nutrients the body needs as well as the water. Kids are naturally attracted to sugary soda pop and sports drinks, but most of these should be considered Junk Foods, consumed only occasionally. Many contain large amounts

### Materials Needed for This Lesson

- ☐ Grocery store ads or magazines with food pictures
- ☐ Poster-sized paper
- ☐ Scissors
- ☐ Markers
- ☐ Drawing paper
- ☐ Empty water bottles (at least 10)
- ☐ Liquid measuring cups
- ☐ Large sponge
- ☐ Bucket
- ☐ Water
- ☐ Paintbrushes
- ☐ Balloons (not blown up)
- ☐ Bowls
- ☐ Spoons
- ☐ Small playground ball



# Camp Fire Wise Kids® Two

## Water

of sugar and/or caffeine. Caffeine can make people (not just kids!) jumpy or prone to headaches or cause them to have trouble sleeping.

### Learning Objectives

- Understand why water is so important to/in the body
- Understand on average how much water a body needs as well as when it might need more
- Explain the importance of drinking water with fluoride for teeth



### What Kids Should Learn From This Lesson

Even if they can't easily see it, water makes up about 60% of their bodies. Water has many jobs to do to help keep the body working smoothly, so it's important to keep the right amount of water coming into the body.

#### What does water do for the body?

- Saliva and mucus moisten the tissues in the mouth, eyes, nose, and throat.
- Water helps the body's temperature stay stable by sweating when the body is overheating. Sweating helps the body stay cool. Sweat is water coming out of the body through tiny holes called pores.
- Blood is made up mostly of water. It's one of the main ways the body gets food and oxygen to the cells.
- Water helps carry waste out of the body (urine).

#### What are the best ways to get water?

- Drink liquids: water, skim or low-fat milk, or 100% fruit juice are the healthiest choices.

#### Note:

Depending on where you're located, your tap water may have fluoride in it to help prevent tooth decay. There are also some bottled waters that have fluoride, although most don't. If your tap water has fluoride, encourage the kids to drink tap water often, and remind them that fluoride helps prevent tooth decay.

- Avoid soda pop, even though it has water, because of the sugar, caffeine, and other chemicals.
- Some foods are high in water, such as particularly juicy fruits and vegetables
- Make sure to drink 7–10 cups of water every day, and remember to drink more when being active, when you're sick, or when it's hot or humid outside. Be sure to drink water before, during, and after an activity.



### When Talking to Kids About Dehydration...

Dehydration is what happens when the body isn't getting enough water. If dehydration lasts long enough, the body will have trouble performing the way it should. It can quickly become a dangerous situation. Kids may not always realize that they're becoming dehydrated, so when talking to them, be sure to:

- Stress how important it is to drink water before, during, and after an activity.
- Describe the signs of mild to moderate dehydration: dry, sticky mouth, thirst, fatigue, little or no urination, dizziness, headache, muscle weakness, few/no tears when crying.
- Point out some causes of dehydration: strenuous activity, excessive sweating, vomiting/ diarrhea. Because being active is so important to their health, they should be sure to balance the activity with proper water intake.
- Explain that the best sign that they are drinking enough water is the color of their urine. If it's clear or light-colored, they're well-hydrated. But if it's dark yellow or amber, they may be becoming dehydrated and should drink some water.

### Keep in Mind

**Most kids don't realize how important water is. But as they learn about it, they might make the connection between water and urination. That's OK, even if it leads to some silly jokes! Take the opportunity to tell them that urinating is something the body needs to do, and not urinating can be a warning sign that they are becoming dehydrated—a dangerous situation.**

### When Talking to Kids About Water Bottles:

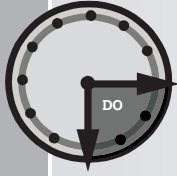
It's important to keep the bottles themselves clean; otherwise the water they drink from the bottles may not be clean. They should only refill bottles that are designed to be reused.

### Energy IN and OUT Challenges

**IN** Instead of soda pop, drink water or skim or low-fat milk for 3 days this week.

**OUT** Play with your water! Try swimming, running through a sprinkler, fishing, ice skating, or boating once this week.





## Learning Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### Water Winners

1. Have the kids break into small groups of two or three children.
2. Provide each group with a large sheet of paper and some scissors so that they can make a Water Winners poster.
3. Using grocery store ads and magazines, have the kids cut out pictures of foods and beverages that are good sources of water and paste them onto their posters.
4. Hang the posters in and around your meeting area for everyone to see.

### Food Name Game

1. Give each child markers and paper.
2. Have each child write their first and last name in capital letters across the paper.
3. For each letter of their name, have them pick a Healthy Food or drink that starts with that letter and write the name of that food below each letter of their name.
4. When done, ask each child to pick their favorite of the Healthy Foods they wrote down and share it with the group.
5. Post their work on the walls so everyone can look at it.



### How Much Water Am I Drinking?

1. Have each child bring in an empty water bottle in the size from which they usually drink. Also have several liquid measuring cups on hand.
2. Have each child fill their water bottle with water and then measure how much each holds by pouring the water into a measuring cup. Have them write down how many cups of water are in each water bottle, and then have the kids estimate how many bottles they drink each day.
3. Have the children who drink from the drinking fountain each day take a measuring cup to the drinking fountain and press the button on the fountain for the length of time that they usually drink, filling up the measuring cup in the process. Have them add this amount to their water tally.
4. Once the kids have their water totals of what they think they drink each day, ask them if they are within the 7–10 cup range that they are supposed to be drinking.

### Sponge It Up

1. Put the sponge in the bucket and add a small amount of water. Show the kids what happens. The sponge should absorb all of the water. Add more water, and show the kids. Keep repeating the process until the sponge has absorbed all that the water that it can hold and is now sitting in water.
2. Explain to the kids that the sponge is like their bodies. When they drink water, the water is used within their bodies for so many functions, just like the sponge when it initially absorbed all of the water that was added to the bucket.



# Camp Fire Wise Kids® Two

## Water

### \* Water, Water, Where'd You Go? \*

1. (Weather Permitting: Warmth and Sun Needed!) Outside, the kids can take their socks and shoes off, dip their feet in the bucket of water, and make tracks on the sidewalk. Have them watch how quickly their tracks disappear. Explain to them that on warmer days, their tracks will disappear faster. Similarly, on warm days, they need to drink more water as their bodies use the water that they drink for sweat to keep cool.
2. Instead of (or in addition to!) making tracks on the sidewalk with their feet, have the kids paint water on the sidewalk or on rocks and watch how quickly it dries. Again, explain to them that on warmer days, the "painting" will disappear faster, just like their bodies need them to drink more water as their bodies use the water that they drink for sweat to keep cool.

### Discussion/Reflection

- How are our bodies like sponges?
- What are some ways we can tell if we are not getting enough water?
- What are some ways we can drink more water each day?





## Active Activities

**Reminder: Feel free to customize the activities or create new ones.**  
These are meant to be a springboard for you, not the only things you can do.

### Water Balloon Toss

1. Divide the group into pairs. Give each pair a water balloon.
2. Each pair stands face to face, with one holding a water balloon. They toss it to each other and then take one step back. The pair that has their water balloon intact the longest wins.

### Water Shuttle

1. Divide the kids into groups of three or four. Give each team a spoon and a bowl of water.
2. The object is for each team to carry water using the spoon from the start line to a cup on the other side.
3. The winning team is the team that fills its cup the fastest.

### Ships Across the Ocean

1. Choose three kids to be captains. Have them stand in the middle of the gym.
2. Have the remaining kids line up at one end of the gym.
3. The kids (ships) have to chant:  
"Ships across the ocean,  
Ships across the sea,  
Captain, Captain,  
You can't catch me!"
4. After they finish the chant, the ships have to run across the gym (sea) and try to make it to the other side without being tagged by the captain.
5. If a child is tagged by a captain, he/she freezes and becomes "seaweed."  
"Seaweed" kids have to keep their feet planted, and try to tag ships as they run by.



# Camp Fire Wise Kids® Two

## Water

### Water Bottle Bowling

1. Collect 10 empty water bottles and a small playground ball.
2. Stand the water bottles up in a triangular shape on one side of the room.
3. Use tape to mark a line a distance away on the floor.
4. Have the kids line up behind the line and roll the ball to knock down the water bottles. Each kid gets two rolls.
5. The bowler then takes a turn to reset the water bottles to a standing position.

### Discussion/Reflection

- Why is it so hard to carry a spoon full of water?
- What kind of water can help our teeth?
- Talk about some of the body parts that benefit from getting plenty of water.





## Lesson 6: Muscles

If your kids participated in Wise Kids One, they learned that certain kinds of physical activity are considered “Muscle-building.” This lesson takes them more deeply into why muscle-building activities are so important. They will learn what some of the muscles in their bodies are and what they do, so they can better understand why they need to strengthen and take care of them.

### Basic Concepts

**There are three different types of muscles in the body:**

- **Arm muscles**, which help the body push and lift. These include the biceps, which are at the front of the arm, and the triceps, which are at the back of the arm.
- **Leg muscles**, which help the body jump and kick. These include the quadriceps, which are at the front of the legs, and the gluteus maximus, which is the rear end (or, as the kids might call it, the “butt”).
- **Midsection muscles**, which give the body good balance and posture. These include the rectus abdominus, which is in the front of the body, and the erector spinae, at the back of the body. The muscles all work together to move the body in three different ways: forwards and backwards, sideways, and spinning around in a circle.

Knowing the “formal” names for the muscles is not as important as knowing that kids should aim to strengthen all three types of muscles by doing a variety of activities. Kids might think that weight lifting is the only way to strengthen muscles. That’s one way—but not the only way. **Any time kids are actively playing, such as playing soccer or climbing on playground equipment, it helps strengthen muscles.** The more often they do these kinds of activities, the stronger the muscles will be, and the more energy and endurance their bodies will have.

### Materials Needed for This Lesson

- ❑ Fitness magazines and/or sports sections from newspapers
- ❑ Poster board
- ❑ Nametags or pieces of masking tape
- ❑ Balls of various sizes
- ❑ Jump ropes
- ❑ Balloons (blown up)
- ❑ Items for an obstacle course (tables, chairs, balls, hoops, cones, ropes, boxes, etc.)



# Camp Fire Wise Kids® Two

## Muscles



### Learning Objectives

- Understand the importance and relationship of strong muscles and activity
- Understand how muscles work together
- Identify important muscles in your body

### What Kids Should Learn From This Lesson

Kids sometimes think about muscles as those big lumpy things that bodybuilders or pro wrestlers have. They don't always understand that everyone has muscles, and that you can have strong, healthy muscles even if they're not big. One point to make is that **muscles only become strong and stay that way with regular use and activity.** Even if someone has worked hard to make their muscles strong, if they stop using them, the muscles will become weaker. The other important point is that **the more the muscles are used, even when playing, the better they**

**work together.** The better the muscles work together, the longer the kids can play, and the more fun they'll have.

### Keep in Mind

Kids might think of healthy muscles as being huge, like those of professional weight lifters. But that's not necessarily true. Someone can have strong muscles without having huge muscles. Again, as always in Wise Kids curricula, emphasize that every body is different.

### When Talking to Kids About Muscles...

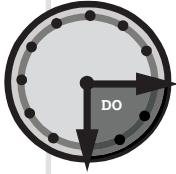
It's likely that at some point they'll feel soreness in their muscles, either because they haven't been using them much, or because they're pushing them harder than they have before. Explain that this (minor) pain is temporary, and it's a sign that the muscles are getting stronger.

### Energy IN and OUT Challenges

**IN** Eat a sandwich made of foods from 3 different food groups 3 times this week.

**OUT** Do 1 Pushing and Lifting activity on Monday, Wednesday, and Friday. Do 1 Jumping and Kicking activity on Tuesday, Thursday, and Saturday.





## Learning Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### Muscle Mania

1. Divide the kids into teams.
2. Hand out the fitness magazines and newspaper sport sections you've collected.
3. The teams will make a collage of activities on poster board that represent activities that would benefit each of the three muscle groups: Pushing/ Lifting Muscles; Jumping/ Kicking Muscles; Balance/Posture Muscles.
4. The leader calls out a muscle, and the kids need to touch that muscle with their hand.

### Sparky Says Name That Muscle

1. Refer to the previous page for the names of the muscles.
2. Play the game like Simon Says, with the leader calling out muscle names, but if "Sparky Says" does not precede the muscle named and a child follows the action anyway, then that child is out.



### What Muscle Am I?

This game is a version of "Guess Who?" The kids will determine what muscle they are by asking "yes" or "no" questions.

1. Before your Wise Kids Two session, make a list of the kids in your group and assign them each one of the muscles they learned about in this lesson.
2. Using nametags or pieces of masking tape, write down each child's name and their assigned muscle. Do not let the child see what muscle they've been assigned. Place the nametag on their back.
3. Once everyone has their muscle nametag on their back, all the kids will circulate around the room finding friends and asking "yes" or "no" questions to determine what muscle they are. They can use their Wise Kids Two workbooks as reference if needed.
4. Once they've determined what muscle they are, they can move their name tag to the front and continue to be part of the question/answer process until everyone has determined their muscle.

### Discussion/Reflection

- What are some different ways you can strengthen your muscles?
- Did you know some of these ways could be good for muscles? What kinds of things you already do might be good for muscles too?
- Think of the three different muscle groups. What are some good activities for each of them?





## Active Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### Balance Ball Catch

1. Divide the kids into groups of two. One child is the thrower and the other the catcher. You'll need balls of various sizes but light enough to throw and catch.
2. The catcher has to stand on one foot. Either foot will do.
3. The thrower tosses the ball to the catcher, who must remain on one foot while catching. Once caught, the catcher throws it back to the thrower.
4. Repeat 5–10 times then switch roles.
5. The key is for the kids to focus on their core muscles to maintain balance.

### Jump Rope Contest

Jumping rope works all three muscle groups, so it's a great exercise. A contest could involve how long or how fast someone can jump rope; or you could ask the kids to make up a chant or song to go with the rhythm of the jumping.

### Balloon Battle

1. The leader will need to find a large area for a playing field. Form two teams. Each team claims a side. The leader will need to have three or four blown-up balloons ready.
2. The object is to be the first team to kick the balloons to the opposite side. Care must be taken to avoid popping the balloons. No hands allowed!
3. The team to get the balloons to the opposite side wins. Once a balloon has crossed the side, it remains on that side.



# Camp Fire Wise Kids® Two

## The Body

### Strong Team Hop

The goal for this activity is for the team to work together to get to the other side. In order to get to the other side, a team must hold hands, and each team member can only take one jump at a time.

### Sideways Obstacle Course

1. Create three or four obstacle courses for the children to maneuver over and around. You can use tables, chairs, balls, hoops, ropes, boxes, etc. You can also use trees, benches, playground equipment, etc. if you are outside. Set these up ahead of time in the gym or field area.
2. Children should find a partner. Each team needs to complete the obstacle course while running, shuffling, or walking sideways. They can also spin if necessary.
3. Assign each team to an obstacle course. The first partner completes the course. Once they have finished, the second partner completes the course. The winning group in each heat is the one who gets both partners to the opposite side first.
4. Repeat so each team gets two or three times for completion.

### Discussion/Reflection

- Think about Stretching activities. What are some different stretches you could do for different groups of muscles?
- What are things you can do with your family or friends to make your muscles active?
- What happens if you don't exercise your muscles regularly?



## Lesson 7: Bones

Kids know what bones are. They just might not know what bones do in terms of helping their bodies, and they might not know what it takes to grow and keep bones healthy and strong. Telling a child to drink milk because it's good for them usually doesn't make a big impression on them or get them to drink more milk; telling them "why" to drink milk and how the milk helps their bones will likely make a stronger impression and hopefully change behaviors.

### Basic Concepts

Bones are what help the body to stand up straight. They also protect the heart, lungs, brain, and other organs (sort of like armor!). As kids grow, their bones grow too; they grow both wider and longer in order to support the also-growing internal organs and muscles.

So just how are bones organized and connected within the body? Bones are connected to each other by ligaments, or tiny ropes. Where bones meet each other is called a joint (like your elbow). Bones that are connected to other bones are what allow the skeleton to stand up straight even when it's not moving. Tendons are special connector pieces that connect the bones and muscles.

Like muscles, bones also benefit from activity to help strengthen them. There are three main categories of activities that help keep bones healthy:

- Pushing and lifting activities using the humerus (upper arm) and radius and ulna (lower arm)
- Jumping and kicking activities using the femur (upper leg) and tibia and fibula (lower leg)
- Balance activities and posture using the ribs and sternum (front of the body) and vertebrae and pelvis (back of the body)

Similar to the lesson on muscles, it is not important to remember the names of each of the muscles, but rather to encourage kids to participate in a variety of activities

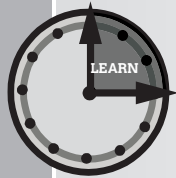
### Materials Needed for This Lesson

- ☐ Paper
- ☐ Pens or markers
- ☐ 8" x 17" sheets of paper
- ☐ Food items like uncooked spaghetti, pretzels, licorice, cookies, or dry cereal
- ☐ Place markers for hopscotch (large button, stone, etc.)
- ☐ Masking tape
- ☐ Gym equipment
- ☐ Kickball
- ☐ Bases



# Camp Fire Wise Kids® Two

## Bones



to keep their bones healthy. Knowing some of the bone names might help them make sure to do things in each category.

### Learning Objectives

- Understand the importance of bones in the body
- Understand the importance of activity, calcium, and Vitamin D in the development of strong bones
- Identify key bones in the body

### What Kids Should Learn From This Lesson

It's really important for kids to get plenty of Healthy Foods and drinks, like low-fat/skim milk, 100% orange juice, and green vegetables, to help their bones grow

### Keep in Mind

**It's critical that kids get enough calcium while they're growing. If they don't, as adults their bones may become very fragile and potentially break easily. What many people don't realize is that it's necessary to get enough calcium as they're growing—they can't "make up" a calcium deficiency later in life. One way to explain that idea is to say that bones are like a bank: if they put money (calcium) in the bank early on, they'll have a savings (bone strength) to help them later in life. If they don't save the money/calcium, they'll have a harder time maintaining bone health as adults. The best way to get healthy, strong bones is to eat foods and drinks with calcium and Vitamin D, like milk (low-fat or nonfat is best), cheese, orange juice, and green vegetables.**

strong for the future. Using their bones along with their muscles by being active also increases bone strength. Bones that get plenty of calcium and activity will get stronger, longer, wider, and thicker as kids grow, and that will also help the bones be strong when the kids become adults. If they don't get enough calcium in childhood, they may not have strong bones when they're grown up. They can't easily add more calcium later in life to make up for what they didn't get when they were young—it's best to get it while they're growing.

### When Talking to Kids About Bones...

It's necessary to get them to understand that it's really important to get enough calcium, but at the same time, you don't want to scare them or make them think it's impossible. The key is to get them to think about calcium and where they can get it. Some kids may have allergies to milk, or simply don't like it. Explain that





there are many other good sources of calcium, such as other dairy products, like yogurt and cheese, orange juice (many types of OJ have calcium added), or green vegetables. Consider having the kids write down what calcium-rich foods they currently get every day, then set a goal to increase that over the next week. Try getting more calcium yourself! Kids love it when the leaders join in.

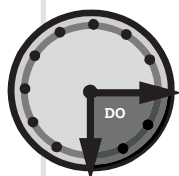
### Energy IN and OUT Challenges

**IN** Try a fat-free or low-fat calcium-rich food such as yogurt, milk, pudding, or cheese 3 times this week.

**OUT** Try a Bone-Building activity, like jumping rope, biking, dancing, or kickball, 3 times this week.

### Wise Families—Wise Kids Outdoors Two Newsletter

If using the Wise Families Newsletters, now is the time to send Newsletter #3 home for the families.



## Learning Activities

Reminder: Feel free to customize the activities or create new ones. These are meant to be a springboard for you, not the only things you can do.

### Bone-Healthy Foods

Divide the kids into small groups. Have each group make a list of foods they could choose to build strong bones. They can then make posters or a large poster-mural with this information to hang in your meeting area.

### Make a Skeleton

Have the kids create a skeleton person that has arms, legs, body, and head, made out of items like uncooked spaghetti noodles, pretzels, licorice, dry cereal, etc, and place it on 8" x 17" sheets of paper. They can name their skeleton, and then label the major bones.



### Hangman With Bone Words

1. Choose one person to be the writer. That person will think of a word or phrase relating to bones (i.e., "tibia" or "strong") and mark out blanks (short lines) for each letter of each word. Separate words with either a slash or a fairly wide gap, or place words on separate lines. Then the other players will guess a letter. If that letter is in the word(s) the writer writes the letter in everywhere it would appear, and crosses out that letter in the alphabet. (List the alphabet out so that everyone can see which letters have been used or guessed.) If the letter isn't in the word, then add a body part to the drawing of the gallows (head, body, left arm, right arm, left leg, right leg). The player will continue guessing letters until they can either solve the word (or phrase) or all six body parts are drawn on the gallows.
2. The writer wins if the full body is hanging from the gallows. The guesser(s) win if they guess the word before the person is hung.

### Discussion/Reflection

- Why are bones important in our body?
- What are some ways we can take good care of our bones?
- What happens if we don't take care of them?





## Active Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### Hopscotch for Health

Playing hopscotch can be done indoors or out. You need place markers, such as a stone, a large button, or a beanbag. For hopscotch outside, sidewalk chalk works best; for indoor versions, using masking tape to create a grid on carpet is a good bet.

1. Create a diagram with eight squares and number them.
2. Draw or tape a starting line about six inches behind the first square. The game starts and continues with the first player until they make a mistake, when player number 2 gets a turn, and so on. The object is to hop over the marker and onto the next square (or set of squares), and continue working your way up the grid without making a mistake.
3. To begin, the first player tosses their marker onto square 1. They must hop over that square and land on squares 2 and 3 with one foot in each. Next, they hop on one foot and land on square 4, then jump and land on two feet in squares 5 and 6 and so on until they reach the end, square 10. There they must turn around by hopping on one foot and come back the same way they went up, stopping on squares 2 and 3 to pick up their marker from square 1. Next, they hop to square 1 and out of the grid. If no mistakes were made, the same player continues by tossing their marker to square 2 and repeats the process, always avoiding contact with the square that contains the marker.
4. A player's turn ends when one of the following happens:
  - Marker does not land on the intended or correct square.
  - Player loses balance and places hand or second foot down.
  - Player steps on a line.
  - Player hops on wrong square or square containing a marker.
  - Player puts both feet down in a single box.
5. When a turn ends, the player places their marker in the last completed square and goes to the back of the line. It's now the next player's turn, but they must avoid their own marker as well as the first player's marker by hopping over the occupied square.



# Camp Fire Wise Kids® Two

## Bones

### Funny Bones

1. In your play area or gym, set up stations for the children to do various bone-building and muscle-building activities. Activities can include a sit-up mat, jump ropes, stair steps/boxes to climb on, a running course, balance beam, items to lift, a ball for dribbling, a ball to kick, etc. Aim for 8–10 stations.
2. Divide the kids into groups so that you have kids starting at each station. Allow two to three minutes per station. When time is up, blow a whistle and rotate stations. Complete once, then repeat moving counterclockwise.

### Kickball

Kickball is similar to baseball, only a playground ball is used (and no bat.)

1. The game runs as follows: The ball is rolled towards home plate, and the player who is up (kicking) tries to kick the ball. If the ball is caught in the air on the fly, the kicker is out. A player is also out if the ball is thrown at them and hits them while they are not touching a base. If a thrown ball misses them, they may only run to the next base, the one-base-on-an-overthrow rule. If the ball is thrown to the first baseman, and it is caught by the first baseman while they are touching first base, the player running to first base is out, a “force out” in that the runner was forced to run to that base. A “force out” can happen on any base that a runner is forced to run to.
2. Once a team gets three outs, the teams switch sides. A team gets 1 point for having a runner make it all the way around the bases and back to home base.

### Discussion/Reflection

- Sometimes people talk about their “funny bone” when they talk about something that made them laugh. Where do you think a funny bone would be in your body? What other kinds of silly names can you think of for some of your bones?
- Thinking back to Sparky’s 3-S System for setting goals, what are some goals you can set for making your bones stronger? (Remember to do each part of the 3-S System!)
- Kickball is a fun game that also strengthens bones. What other kinds of games might do that as well?



### Lesson 8: The Brain

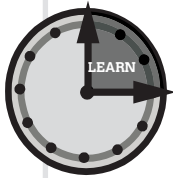
Energy Balance focuses on ways to keep the body healthy. But there's one part of the body in particular that needs its own form of Energy Balance: the brain. The brain is the control center of the body, so taking care of it is just as important as taking care of everything else.

#### Basic Concepts

The brain is the command center of the body, so it's important that we take good care of it. Like the rest of the body, the brain has a form of Energy Balance too: it needs Healthy Foods to grow and work properly, and it needs activity in the form of mental challenges to stay strong and at its best. The brain is like a muscle: if it's exercised regularly, it will be in its best shape, but if it's not challenged, it won't stay strong.

#### Materials Needed for This Lesson

- ☐ List of numbers 1–10 in a foreign language (see Learning Activities for details)
- ☐ Paper
- ☐ Poster board
- ☐ Markers or pens



#### Learning Objectives

- Understand the brain needs both Healthy Foods and its own kind of activity
- Understand what a synapse is and how it forms
- Identify habits that are important for the brain to grow and be at its best

#### What Kids Should Learn From This Lesson

Brain health is important for body health. Every time we learn something new, whether at school or trying to write a story at home, our brain strengthens. Solving puzzles, working out solutions to problems, trying new activities, reading, memorizing, learning a musical instrument, memorizing a poem or a song—these are all things we can do to keep our brain in its best shape. Just like the rest of the body, the brain will grow best if we feed it Healthy Foods, especially foods that are high in protein, and vegetables and fruits.

#### Keep in Mind

**Emphasize the importance of continuing to challenge the brain. Point out that when they learn something new or try a different approach to an activity, they're helping their brain. That means that even if they don't like doing their homework at school, the act of working on it is still valuable. In other words, it's a great response to the question: "Why do I have to learn this? I'll never use it!" Because just by learning, we exercise the brain.**



# Camp Fire Wise Kids® Two

## The Brain

### When Talking to Kids About the Brain...

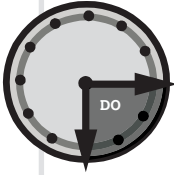
All through our lives, we can keep learning. The best part is, there are so many ways to challenge your brain. Anything that interests you can be a source of new learning. (This is a great lesson for exploring sparks!). Every person has something they can find that interests them and challenges their brain. Someone interested in pro sports may learn about stats and memorize batting records. A person who loves music may learn to play musical instruments or compose music. Someone curious about the way things work may find science a fascinating resource. Each brain is individual, just like each person, and we should all find the best ways for our own brain to grow and flourish.

### Energy IN and OUT Challenges

**IN** Plan a lunch or dinner meal with your family that has foods from all 5 food groups 1 day this week.

**OUT** Do 3 of your favorite activities with a friend this week.





## Learning Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### New Numbers, Part 1

Teach the kids how to count to 10 in a different language. (There are many websites that can help you with this.) Be sure to pick a language that's unknown to them. (If you have lots of Hispanic kids at your site, don't choose Spanish!) Wikipedia has lists of numbers 1–10 in all kinds of languages, some very old. The purpose here is to get the kids to understand each number in a new language so they can play the New Numbers, Part 2, game in Active Activities.

### Care for Your Brain Posters

Divide the kids into groups of two or three. Give each group a piece of poster board or large paper and have them make posters showing the different aspects of taking care of your brain. You could also assign specific tasks to different groups: one could make a list of healthy sources of protein, another could make a poster of fruits and vegetables, and others could make posters about brain activity.

### Brain Power Poems

Have each child write a rhyming poem. It might be necessary to pair older and younger kids for this exercise. Then have them share their poems with each other.

Note: Shel Silverstein's website ([www.shelsilverstein.com](http://www.shelsilverstein.com)) has a downloadable Poetry Workshop Kit with prompts and ideas.



### Brain Activity

1. Divide the kids into pairs. Give each pair the following list of words and ask them to create some kind of puzzle (crossword, word find, etc.) with it.

Brain  
Synapses  
Activity  
Command  
Thinking  
Healthy  
Breakfast

\*Note: it's OK if they want to add other words, as long as they're relevant in some way to the brain lesson.

2. Have each group share their puzzle with another pair.

### Discussion/Reflection

- What are things we can do to care for our brains?
- Think about working your muscles, and then about working your brain. How do they feel different? The same?
- What are some good Healthy Foods for the brain?







## Active Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### New Numbers, Part 2

1. Review the numbers 1–10 in the language you chose in the Learning Activities.
2. Pick several activities (jumping jacks, laps around the gym, push-ups or sit-ups, etc.) and tell the kids you will give them a number in the new language. They will need to do each activity that many times, shouting out the numbers leading up to it (1, 2, 3, 4) in the foreign language.

### Brain Challenge/Scavenger Hunt

1. Ahead of time, prepare a list of items for the kids to find or problems to solve. If you have access to an outdoor area, you can include such things as a pinecone, a dandelion, or a certain-shaped leaf. Use descriptive clues so they have to think about what the object is. For example, "Find a leaf that has 5 points" or "a yellow flower that grows in the grass and has seeds that blow in the wind." If you are indoors, you can hide items around your area and also provide descriptive clues. For example "I am black and white and people kick me with their feet." (soccer ball)
2. You could create simple riddles or "problem-solving" challenges that require the children to solve them in order to receive the next clue. For example "Solve 3 math problems ( $10 + 108$ ,  $6 \times 5$ ,  $77 - 14$ ). When you are done, find 'Miss Sharon' for the next clue."
3. The idea is that they have to use their brains to go on to the next part of the challenge or scavenger hunt. Make sure you design activities to keep the kids moving, not sitting. Consider requiring some type of physical activity to be completed before they go/complete the next challenge. For example, when you find or solve "X", do 10 jumping jacks/run to the bleachers and back/stand on one foot for 15 seconds then move on to the next clue/item/etc.



### Brain-Building Obstacle Course

1. Have the children each brainstorm one activity that would challenge their brain. Some examples include: Recite the pledge of Allegiance, name the five food groups, name the three types of physical activity, spell your name backwards.
2. They can write their ideas on pieces of paper or create posters using construction paper.
3. Pick a starting line.
4. Gather up the papers and place them around the gym or outdoor area ensuring they are spread apart. If you've got a large group, you may only want to randomly select 8–10 ideas.
5. Divide the groups into two to four groups so each has four or five children.
6. Have the teams race to see which team can run course, with all team members completing each brain-building obstacle in the shortest amount of time.

### Discussion/Reflection

- Does working your brain tire you out like working your body does? Why or why not?
- What are some of your favorite activities that help the brain?
- What are some activities you've never tried, but would like to, that would help the brain?



## Lesson 9: Graduation

This lesson acts as a review of what the kids have learned throughout the Wise Kids Two curriculum. The most important thing to emphasize to them is that just because they may be “graduating” from Wise Kids Two, they shouldn’t leave behind what they have learned. They should incorporate their new learning into their lives, for the rest of their lives. Everything they’ve learned—from the importance of water to serving sizes to vitamins to what their bones and muscles do and how to strengthen them—are things they can use every single day. And the more they try to use them, the better able they’ll be to work towards achieving Energy Balance.

### Materials Needed for This Lesson

- ☐ Poster board or paper
- ☐ Restaurant menus (optional)
- ☐ Masking tape or chalk

### Basic Concepts

**Energy Balance is a lifelong strategy.** Some days may not go as well as others, but as long as they keep thinking in terms of Energy IN = Energy OUT and trying to apply that to their lives, they’ll make great strides in building healthier lives.

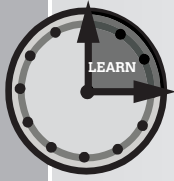
**When it comes to Energy IN, wise choices are critical.** Throughout Wise Kids Two, the kids have gained so many tools to help them. These tools include knowledge of MyPlate, understanding serving sizes, knowing how to choose a wide variety of Healthy Foods, and understanding the importance of drinking plenty of water. Healthy Foods, and the right portion sizes, help the whole body—including muscles and bones.

Energy OUT should be a daily part of their lives. Just like with Healthy Foods, a wide variety of physical activity is best. **Team sports are good, but not the only way to get activity.** Just normal playing, running around, biking, swimming, walking, skateboarding, and climbing on playground equipment are all excellent ways to get enough Energy OUT. The more active the kids become, they stronger they’ll grow, they’ll better they’ll feel, and they’ll have more energy for playing even harder.



# Camp Fire Wise Kids® Two

## Graduation



### Learning Objectives

- Explain the importance of Energy Balance as a lifelong process
- Describe how wise choices can help make staying in Energy Balance easier
- Describe how muscles and bones get stronger when you eat healthy and stay active
- Understand that the brain needs care too
- Check in on the goal-setting process to see how everyone is doing and if anyone is ready to set new goals

### What Kids Should Learn From This Lesson

As a review lesson, none of these concepts should be unfamiliar to the kids, but they may have forgotten bits and pieces. Review the Energy Balance concept and how it affects the body, making sure to allow time for kids to ask questions.

### When Talking to Kids About Healthy Eating, Vitamins, Activity, Bones, Muscles, and the Brain...

Discuss how these things are all tied together. Every one of them affects the others—healthy eating develops better health and energy for being more active, which increases muscle and bone strength, etc., and it all helps the body's control center, the brain. It all comes down to Energy Balance.

Encourage the kids to really think about and discuss how they can keep using Energy Balance in their lives:

### Keep in Mind

**This is a good time to remind the kids that Energy Balance is something they can work on every day. No one is perfect all the time—everyone eats Junk Food now and then, or too much of any food. The key is to think about it and work out ways to balance those Junk Foods or too-large portions: more activity and better eating the next day.**

- Remind them about how to set goals, and how using Sparky's 3-S System of goal setting can help them in lots of different ways.
- Emphasize the need for variety, both for Energy IN and Energy OUT
- Take extra time to review serving sizes. Enormous portions can throw off anyone's Energy Balance goals. Point out that at both restaurants and home, what's served on a plate might actually be several servings. Additional physical activity can help with that, but it's best if they don't overeat to begin with.



- Don't forget to take care of the brain—it needs good nutrition and its own form of exercise too.

### **Energy IN and OUT Challenges**

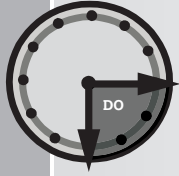
**IN** Replace 5 soda pop drinks with water this week.

**OUT** Pick an activity that you normally do inside (like basketball, swimming, or walking) and take it outside this week.

### **Wise Families Newsletter**

If using the Wise Families Newsletters, now is the time to send Newsletter #4 home for the families.





## Learning Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### Trivia Challenge

1. Divide the group into two teams for a trivia bowl.
2. Use a list of 25 trivia questions you've created from the Wise Kids Two material.

### Teach Your Parents

Have the kids create a poster or book of activities, or even a "coupon book" of things to try, to share the top five things they learned during the program with their parents.

### Menu Remake

1. Kids can write out their favorite meal, or you can bring in sample restaurant menus from a local restaurant.
2. Have them choose a meal they would normally have.
3. Then, have them redo the menu to include healthier options.
4. Have them add in a family activity to do afterwards.
5. Kids can take turns presenting their new menu to the group and talk about why they chose that activity.



## Goal Setting – One Month Out

Children can set one nutrition and one activity goal for the next month using Sparky's 3-S System.

### Discussion/Reflection

Think about the goals you set during Wise Kids Two.

- What worked? What didn't?
- What did you learn?
- What can you do differently next time?



# Camp Fire Wise Kids® Two

## Graduation



## Active Activities

**Reminder: Feel free to customize the activities or create new ones.**

These are meant to be a springboard for you, not the only things you can do.

### The Energy Balance Race

1. Create six challenges each team must complete, two from each group: bone-building, muscle-building, and heart-pumping.
2. Divide the kids into four teams.
3. Teams are timed for challenge completion. All team members must do each of the six challenges.
4. Team with lowest total time is the Champion.

### The Miler

Take the group on a one-mile walk together. Encourage them to notice different things—trees, birds, landmarks, etc. Play “I Spy” along the way.

### The Sit-Walk Relay

This game should be played in an open area, like a gym. Mark a start and a finish line with masking tape or chalk, and divide the group into relay teams.

1. The first person on each team should sit on the floor with their legs straight out in front of them. Then they attempt to walk on their bottom. They can't use their hands or feet in any way to push themselves forward.
2. The “walker” must tag the next person in line before that person can go. The first team to finish wins.
3. For a variation, try “sit-walking” backwards.

### Discussion/Reflection

- Think about everything you've learned about Energy Balance. Let's talk about the different ways you can work towards being in balance.
- When you eat at a restaurant, what are some important things to watch out for?
- What's your favorite Healthy Food? Physical activity? Brain exercise?





## Resources

There are many great public resources on nutrition and activity guidelines for children. Here are a few that provide a full explanation of many topics covered by Camp Fire Wise Kids.

### Resources to explore:

- [www.choosemyplate.gov](http://www.choosemyplate.gov)
- [www.dolesuperkids.com](http://www.dolesuperkids.com)
- <http://healthymeals.nal.usda.gov>
- [www.fitness.gov](http://www.fitness.gov)
- [www.sleepforkids.org](http://www.sleepforkids.org)

Visit these sites to learn more and to see other kid-friendly resources that reinforce the topics through games and activities. Try the activities provided in the Wise Kids lessons first. Then continue to include activities focused on the nutrition and fitness concepts discussed throughout your programming with the children.

### Questions:

**E-mail:** [info@campfire.org](mailto:info@campfire.org)

For more information, please visit our website: [www.campfire.org](http://www.campfire.org)

