

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®

What is Camp Fire Wise Kids? It's Camp Fire's curricula that teaches children aged 6 to 11 how to live healthy lives by making good choices in food and activity.

You don't have to be a doctor or dietitian to implement Wise Kids. 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 afterschool programs, summer camps, and schools across the country.

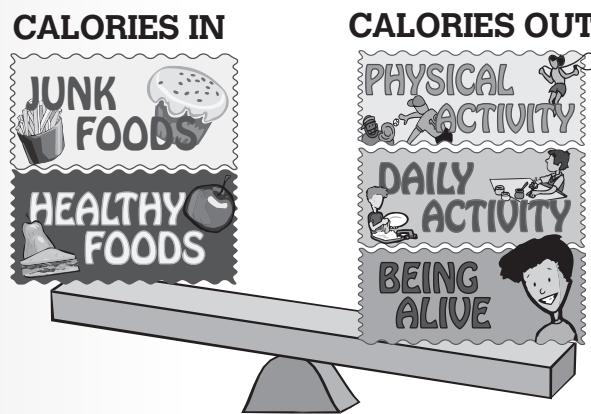
The central idea of each Wise Kids lesson is the concept of **Energy Balance**, which is covered in-depth in Lesson 1. This is a very basic, but often not-talked-about, concept:

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 grow properly or feel well. Each of the nine lessons of Wise Kids explores an aspect of Energy Balance.

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 lesson. **Take time to read through the "How to Lead a Camp Fire Wise Kids" section—it's packed with tips and details to make your job easier and more successful.**

Energy Balance Equation



Camp Fire Wise Kids Learning Objectives

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

Lesson 1— Energy Balance

- Understand the concept of **Energy Balance**
- Classify foods as Healthy Foods or Junk Foods
- Identify the three components of Energy OUT calorie requirements: Being alive, daily living, and physical activity

Lesson 2 — MyPlate

- Explain the proportion of foods on the plate
- Explain why a variety of foods is important
- Emphasize the importance of healthy choices in each part of the plate

Lesson 3 — Calories

- Describe what a calorie is and why it is important
- Explain what Healthy Foods provide and how they differ from Junk Foods

Lesson 4 — Food Labels

- Identify the five major areas of a food label
- Compare two similar foods and determine which is healthier
- Explain at least two things they can learn from a food label

Lesson 5 — The Heart

- Identify two places on their bodies to take their pulse
- Explain the role of the heart and why their heart beats faster with exercise

Lesson 6 — The Body

- Name the five components of the body: bones, muscle, fat, skin, internal organs
- Explain the role of each component

Lesson 7 — Activity

- Identify the three types of activity (heart-pumping, muscle-building, stretching) and the role of each
- Classify activities into the 3 activity types
- Explain at least two benefits of activity

Lesson 8 — Sleep

- Understand that getting enough sleep is an important part of health
- Identify what happens when we don't get enough sleep (irritability, sadness, lack of energy, brain not fully working)
- List ways of developing routines that will encourage regular sleep

Lesson 9 — Graduation

- Explain why Energy Balance is a life-long process
- Demonstrate healthy decision-making in nutrition and activity
- Set goals for a healthy meal/snack occasion and activity

Learning Objectives



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 jumping-off points—**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 everybody 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.

About Wise Kids



How to Talk to Kids About Food

In the Wise Kids section of Compass, there are four newsletters you can use to send home to the parents. (The lesson plans note when they should be sent out.) The second newsletter goes over how parents can talk to kids about food. Many of the suggestions for parents apply to program leaders too.

- **Praise good choices:** "Good for you, you picked an apple for a snack—great choice!"
- **Keep it positive.** Kids shouldn't feel guilty about what they eat.
- **Help them figure out ways to balance food with activity.** The more calories they eat, the more they need to move. Talk to them about choosing Healthy Foods rather than Junk Foods, and getting plenty of activity to stay in Balance.
- **No food is ever forbidden (unless there's a food allergy involved).** If a child thinks a food is forbidden, it is suddenly much more interesting to them. The same often goes for adults!
- **Don't nag** about eating too much or too little.
- **Encourage Healthy Foods instead of Junk Foods.** Say things like, "I know those cookies taste good. How about having one now, then saving some for tomorrow?" or "Sounds like you'd like something sweet to eat. How about digging into that bowl of grapes?"
- **Avoid the "clean plate club."** Kids don't always need a big plateful of food to be healthy.
- **Calories aren't bad.** Everyone needs them just to survive.
- **Don't criticize their appearance:** "You're getting fat" or "keep eating like that and you'll get fat" can lead to eating disorders.
- **Encourage** them to brainstorm ways to get into Balance.
- **Be a role model.** Kids learn by watching. If they see you working on Energy Balance, it will encourage them to try too.
- **Remind them that Energy Balance is not just something to do for a day or a week, but for their whole lives.** That doesn't mean they have to be perfect each and every day—**Energy Balance** is meant to be done over the long term. That's the healthiest approach.



How to Lead a Camp Fire Wise Kids Lesson

Leading a Wise Kids 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 4 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. (Note: Workbooks are also noted as Handouts.)
- **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 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 4 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 3 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.

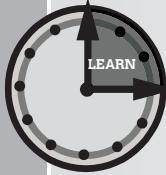


Camp Fire Wise Kids®

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.

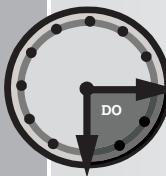


LEARN (15 MINUTES):

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. 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 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 3 to 5 Active Activity choices. 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 Include

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 each other 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.** If possible, 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 1 Wise Families Newsletter No. 1**
- Lessons 2-3. Wise Families Newsletter No. 2**
- Lessons 5-6 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, 1 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 breakfast each day this week.

OUT Play on a playground for 30 minutes 3 days this week.

What do you think?

Questions can't be answered with a "yes" or "no" answer. Instead, encourage children to share ideas and learn from each other. Look at these questions at the beginning of each lesson. Think about how you might answer the question and share your ideas with the kids.

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.

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.



Lesson 1: Energy Balance

What is **Energy Balance**?

It's a simple equation:

Energy IN (calories from food and drink) should equal Energy OUT (calories burned through daily living and physical activity)

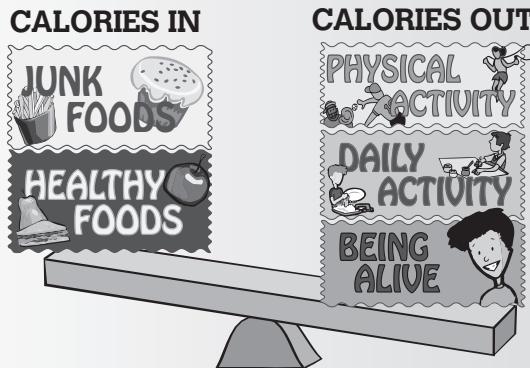
Over the next nine lessons, you'll teach the kids about both Energy IN and Energy OUT. Part of each lesson involves Energy IN/Energy OUT challenges. These challenges are meant to be done outside of program time, at home or on weekends. Help the kids understand the challenges, and maybe even try them yourself — good role models help motivate kids.

Basic Concepts:

There are a few things you need to know to successfully approach Energy Balance:

- Most important: **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 amounts vary based on age, weight, gender, and general activity level, but **kids could need anywhere from 1,400–2,600 calories per day** just to get up, go to school, do schoolwork, and play with friends.
- When you look at that calorie range, you can also see that everyone's body is different, and **everyone has different caloric requirements.**
- The specific calorie needs depend on who they are and how active they are.
- 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.

Energy Balance Equation



Materials Needed for This Lesson

- Packaging and/or actual food items—10 Healthy Foods and 10 Junk Foods
- Two grocery bags
- Construction paper or poster board
- Old magazines/Sunday newspaper inserts/catalogs, etc.
- Masking tape
- Playground cones
- Large ball, like a basketball or soccer ball

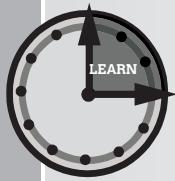


Camp Fire Wise Kids®

Energy Balance

Learning Objectives

- Understand the concept of Energy Balance
- Classify foods as Healthy Foods or Junk Foods
- Identify the three components of Energy OUT calorie requirements: Being alive, daily living, and physical activity



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 (activity).
- Not all foods are created equal.
- Foods have nutrients, which have different roles in development and health (see Box).
- **Healthy Foods are high in nutrients**, like grains, milk, fruits, and vegetables, and often—but not always—they're lower in calories.
- **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.
- Drinks aren't created equal either. The body needs lots of water, but where that water comes from is important too. Plain water, skim milk, and 100% fruit juices are the best sources; others, like sports drinks and soda pop, are high in added sugar and often replace more important beverages like milk. Children need 8–11 cups of water or other healthy liquids each day, and even more when it's hot outside or the kids have been playing hard.

Keep in Mind

Avoid talking about dieting or saying it's wrong to eat certain foods. Instead, focus on achieving Balance on a daily basis and using additional physical activity to counter the occasional Junk Food. When you see kids choosing healthy snacks or getting more active, talk to them about the good choices they're making.



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 smaller

portions when you do) and to try to balance the Junk Foods with physical activity to avoid gaining too much weight too soon.

The seven 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.
- Fat: in minimal quantities, helps the body grow and develop properly, provides energy, and keeps you feeling full longer.
- 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.

Energy IN and OUT Challenges

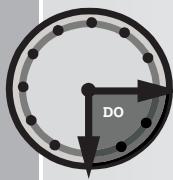
IN Eat breakfast each day this week.

OUT Play on a playground for 30 minutes 3 days this week.



Camp Fire Wise Kids®

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.

Wise Families Newsletter #1—If possible, visit the Wise Kids section on Compass and download the first newsletter to send to the parents.

Camp Play for a Healthy Day – Part 1:

Allow kids to bring in “equipment” for some of their favorite activities (for example: balls, gloves, or jump ropes. You set the rules on what can be brought in).

1. Have the kids name their favorite activity. What do they need to teach it to someone else (like needing a jump rope to teach someone how to jump rope)? This is a good team or pair activity. It’s OK if they want to create silly activities, as long as they’re active.
2. The kids will create a poster which explains how to do the activity, with drawings. These can be hung in the gym or outside prior to the second session (see Part 2 in Active Activities).

Shopping Cart Sorter

1. Bring food packaging for at least 10 Healthy and 10 Junk Foods (using items the kids will recognize). Set them up randomly around your site.
2. Bring in 2 grocery bags: one labeled Healthy Food and the other labeled Junk Food.
3. Divide the group into two teams, then time each group as they pick five Healthy Foods and five Junk Foods and put each food into the correct grocery bag.
4. Once they have all finished, have each group share what is in each of their bags. Ask the teams if they agree on what is Healthy vs. Junk Food.



Energy Balance Posters

Creating posters encourages kids to talk about the healthy and not-so-healthy choices that they face every day.

1. Gather old magazines, newspapers, Sunday newspaper supplements, old recreation program catalogs, etc.
2. Have poster-sized paper or cardboard available for kids to use for making a poster. If you have open walls, consider allowing them to make smaller posters which can be used to create a wall mural.
3. Ask students to work in small groups to find examples of Healthy Foods and Junk Foods. Also have them find pictures of active activities and inactive activities. Cut out pictures and draw pictures.
4. Place these pictures and drawings on posters labeled "Healthy Foods," "Junk Foods," "Healthy Activities," and "Inactive Activities."
5. Display completed posters around your meeting area for kids to look at throughout the week.

Discussion/Reflection

- What surprised you when you sorted Healthy and Junk Foods?
- What are some foods someone might think are Healthy, but really aren't?
- What are some other ideas you can imagine for a fun activity?



Camp Fire Wise Kids®

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.

The “Boot Camp” Challenge

This activity can be used as a warm-up for any of the activities you do this week. We suggest you use masking tape to mark the floor at the transition points.

1. Ask the kids to find a partner.
2. Have one child from each pair move 1/4 of the way down the gym and lay face down on the floor with feet facing their partner (away from the far end of the gym).
3. The Leader says “go,” and the standing child runs to their partner, drops to the floor, and lays face down like their partner.
4. The other child gets up and runs another 1/4 of the way down the gym. Once down, the student on the floor stands up and again runs to the partner lying down and takes their place face down on the floor. Repeat until both students reach the far end of the gym.
5. All the pairs compete in this relay race of ups-and-downs to see who crosses the line first.

Camp Play for a Healthy Day – Part 2:

This activity is used in conjunction with Part 1 listed in the Learning Activities.

1. Session 2 this week, have kids come prepared to hang their signs and teach their friends how to perform the activity.
2. Set each child/group up in a different area of the gym or outdoor space.
3. Give them time to set up their Camp Station.
4. Divide the children into two groups. Group A will host their camp first and Group B will be the campers. Group B campers circulate among the stations so that everyone is busy being active at the same time. Switch places once each Group B camper has made it to all the Camp stations.

Follow the Balancing Leader

You may want to brainstorm balancing activities before you start the game so everyone knows what balance is. Good examples include standing on one foot, walking on a straight line, walking on the curb, or hopping on one foot.

1. Split the kids into teams of four to six. Each team will play follow the leader. Give each child multiple chances to be the leader.
2. Each group selects a leader. The leader has to perform an activity that demonstrates balance.
3. The other children follow the leader and stay in balance until one of the group cannot perform the activity without falling or until the Program Leader calls for a leader change.
4. Repeat following the leader until all children have taken at least one turn at being the leader.

Basketball/Soccer

The sillier and more inclusive you can make any traditional sport, the more kids of all abilities will enjoy playing and the longer they will want to play. Consider this twist on basketball or soccer.

1. Put two cones on each end of the gym or a field to make a goal.
2. Divide the group into teams.
3. Use a large ball. Play the games as usual, but eliminate all the positioning rules. For fun, consider establishing a silly rule, like having to clap your hands twice before touching the ball with either your hands or feet.

Discussion/Reflection

- How do you feel when you get to move around and be active?
- What are some other kinds of team sports that you can play and change the rules?
- What are ways you can practice balancing at home?



Lesson 2: MyPlate

You might have grown up with the Food Pyramid. In 2010, the USDA changed that standard to MyPlate, which depicts a meal divided into portions based on how much of each food group we should eat. Here's an overview of what MyPlate will mean to the kids.

Basic Concepts

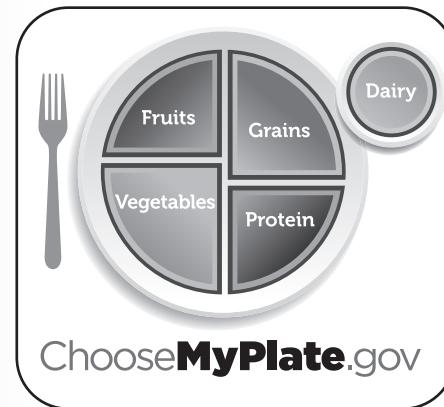
MyPlate illustrates how we should portion out the different food groups. There are still five basic food groups (grains, vegetables, fruits, protein, and dairy), and people can use the plate shape to determine how much of each they need.

- **Half of the plate: fruits and vegetables**
- **Little over a quarter of the plate: grains**
- **Little less than a quarter of the plate: protein**
- **Side item: dairy**

Most people (not just kids) will need to rethink how they eat to meet what MyPlate asks—they'll probably have to cut back on some foods and eat more of others.

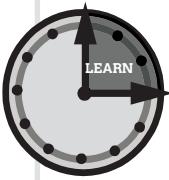
Learning Objectives

- Explain the proportion of foods on the plate
- Explain why a variety of foods is important
- Emphasize the importance of healthy choices in each part of the plate



Materials Needed for This Lesson

- Printout of MyPlate Chart (page 33)
- Takeout menus from local restaurants (or download these from the internet)
- Great Plate Game Card Set (included in your kit)
- MyPlate Bingo Game (also in your kit)
- MyPlate Game Die (page 31)
- Crayons, markers, or colored pencils
- Glue
- Paper plates
- Magazines or coupon circulars with food photos
- MyPlate Riddle Sheet (page 35)
- Test tubes (also in your kit)
- Sugar
- Empty beverage bottles (soda pop, chocolate milk, energy drink, fruit juice, etc.)
- Masking tape
- Food Activity Cards (pages 37-49)
- Ball



What Kids Should Learn From This Lesson

MyPlate is made up of five main food groups. Each group has its own important message:

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

Message: Make at least half your grains whole grains.

- VEGETABLES GROUP Vegetables and 100% 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, we need a wide variety, 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: Make half your plate fruits and vegetables.

- FRUITS 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: Make half your plate fruits and vegetables.

- PROTEIN (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.

- DAIRY (MILK) 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: Switch to fat-free or low-fat milk products.

Not on MyPlate but very important are physical activity and water.

- PHYSICAL ACTIVITY simply means movement of the body that uses energy.
- Regular physical activity can produce long-term health benefits.
- People of all ages, shapes, sizes, and abilities can benefit from being physically active.
- The more physical activity you do, the greater the health benefits.

MyPlate



Camp Fire Wise Kids®

MyPlate

- WATER is used by the body to help digest food and to move nutrients from food to the parts of the body that need them. We cannot survive without water. Kids need 8–11 cups of water or other healthy liquid each day, especially when the weather is hot or they have been playing hard. Plain water, low-fat milk, or 100% fruit juice are the best sources.
- Drink water instead of sugary drinks.

When Talking to Kids About MyPlate...

- **Emphasize how much choice there is.** Eating frozen yogurt instead of ice cream reduces fat intake. Eating an apple is a better source of fruit vitamins, minerals, and fiber than drinking a juice box with added sugar and no fiber. Eating lean chicken is healthier than eating a cheeseburger, which is higher in fat.
- **Point out that the different food groups on MyPlate come in different sizes,** but all together they fit on the plate. Fruits and vegetables together should be half of the plate, and they should have a wide variety of colors to get the most nutritional benefit.
- **Portion size is important.** One key idea for kids to understand is that fried foods, like fried chicken or french fries, have fat added to them and are not healthy. Better to choose the option that's not fried, so it's healthier.

Ethnic foods fit on MyPlate too. The kids in your program may come from many different ethnic backgrounds. This can be a great resource for you, because these children may offer examples of different types of grains, fruits, vegetables, or other foods in their diets when fitting foods into the right food group. For example, tofu and lentils are in the Protein group; while tortillas, naan, and chapati are in the

Keep in Mind

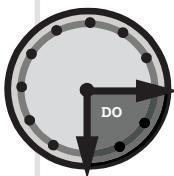
Many people, especially kids, don't get enough fruits and vegetables. Remind them how important fruits and vegetables are, and that it's also really important to get a variety of each. Nutritionally, eating one type of fruit or vegetable each day is not as nutritious (or interesting!) as getting a variety.

Grains group. Consider having the kids bring in ethnic foods that they typically eat for a "show and tell" with the group, then help them determine which food group each food item fits into.

Energy IN and OUT Challenges

IN Try 1 new vegetable or eat the school lunch vegetable each day this week.

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

Wise Families Newsletter #2—if possible, visit the Wise Kids section on Compass and download the first newsletter to send to the parents. You can also wait to send this newsletter until Lesson #3.

MyPlate

Restaurant Makeover

1. Hand out local restaurant menus (these can be fast food) for them to look at or download menus from the Internet.
2. Have them write down what they would eat at that restaurant.
3. Give them a chance to make their choices healthier so they can stay in balance.
4. Have the children identify three to four more Healthy Food items they would add to the menu and what Junk Food items they might remove.
5. Have them include an area for recommended activities that would help create balance after eating at this restaurant.
6. Have teams share their new menus with the rest of the group.

MyPlate Bingo®

Follow directions on the box.



Camp Fire Wise Kids®

MyPlate

Great Plate Game Card Set*

Kids will have a great time sorting foods into the right categories using the food cards in this game. The activity helps them become familiar with how different foods fit into MyPlate.

1. Show the kids a MyPlate chart. Explain the different categories with examples of foods from each group.
2. Have them draw MyPlate on a large piece of paper, whiteboard, or chalkboard.
3. Keeping the MyPlate chart in view, hand out the food graphics to each child and have them take turns naming and sorting by food group.
4. Once the food cards have been used, hand out more, or brainstorm other foods that could be included in each group.
5. Optional: the Great Plate Game Card Set includes instructions for several other games. As time allows, have the kids play some of the other games.

The MyPlate Game*

The kids will review the five food groups and take turns identifying foods that fall into each category.

1. Have the children color the die graphic provided to represent the colors of MyPlate, then cut out the die and glue tabs together.
2. The students then take turns rolling the die. When the die lands, they should name the food group represented by the color on the die and name a food from that group. Before passing the die onto the next student, they should color in that section on the blank MyPlate we've provided.
3. The first person to fill in the entire MyPlate wins the game.
4. Once each child has finished, have them compare their MyPlate choices as a group and talk about what they could do to make their choices even healthier.



Building a Healthy Plate

This activity sparks creativity and teaches the kids how to build a healthy meal they would like to eat.

1. Hand out paper plates and magazines or coupon circulars to students.
2. Ask them to cut out pictures of healthy foods and glue them onto their plates. Encourage them to find foods to include from each food group. Suggest they try to find a rainbow of colors.
3. Once each child has finished, compare meals as a group and talk about what they could do to make their meals even healthier.

MyPlate Riddles

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 kids 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 (riddles and answers follow this lesson).
3. Program directors can add their own as well to include local flavor.
4. If the group being asked doesn't know the answer, the other group may answer it.
5. Each correct answer is worth 10 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.



Sugar Scientists

One of the most popular Camp Fire Wise Kids activities, Sugar Scientists, allows kids to have hands-on experience with one of the primary ingredients in their favorite foods: SUGAR. They learn literally how much sugar is in various types of beverages they drink.

1. Tell them they are going to play "scientist" today to learn how much sugar is in different drinks.
2. Divide the group into two teams, making sure to have older and younger children in each group. Hand out test tubes, empty beverage containers, a container of sugar, and spoons.
3. Have the kids find the number of grams of "sugars" on the food label. Then ask them to divide that number by 4 to find the number of teaspoons of sugar in their soda pop can. (One gram of sugar = 4 calories. Four grams of sugar = 16 calories = 1 teaspoon of sugar.) Older kids can do the math for the younger ones.
4. Have the kids measure out that number of teaspoons into the test tube. A piece of paper can be used as a funnel. Ask for reactions to seeing how much sugar each drink contains.
5. Have them compare the amount of sugar in the different drinks and decide what choice is healthiest.

Discussion/Reflection

- What surprised you during Sugar Scientist? What kinds of beverages should you drink for Energy IN?
- How can you use MyPlate to work on eating healthier foods?
- What are some of your favorite fruits and vegetables? What are some you've never tried?





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.

MyPlate

Power of the Plate*

Kids will work in small groups to build their own MyPlate using food and activity cards. You'll need the gym for this activity and will need to make copies of the activities. If your center does not have equipment for any of the activities, like a bar for pull-ups, just don't hand out that card.

1. Using masking tape, have each team build a MyPlate on the gym floor. Create one as an example for them to follow. Hand out a stack of cards to each group.
2. Each team draws a card and completes the activity described. All team members must participate in the activity.
3. Once all team members have done the activity, they place the card in the right food group. Then they draw another card and do that required activity. Teams continue until all cards have been completed and placed on the MyPlate.
4. The first team to complete their MyPlate wins.

Playground Follow-the-Leader*

A variation on the usual follow-the-leader game.

1. Break the group into two to 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 second activity. The third child adds a third, everyone does all three activities, 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 "FOOD."



Camp Fire Wise Kids®

MyPlate

Food Group Freeze Tag

1. The child who is "It" chooses a food group.
2. The other players then begin running around to avoid a tag. They can also not be tagged if they call out the name of a food in that food group. If the child who is "It" tags them before they call out a name, the child who's been tagged is frozen.
3. The last person standing is "It" for the next round.

Food Group or Colorful Foods Hot Potato

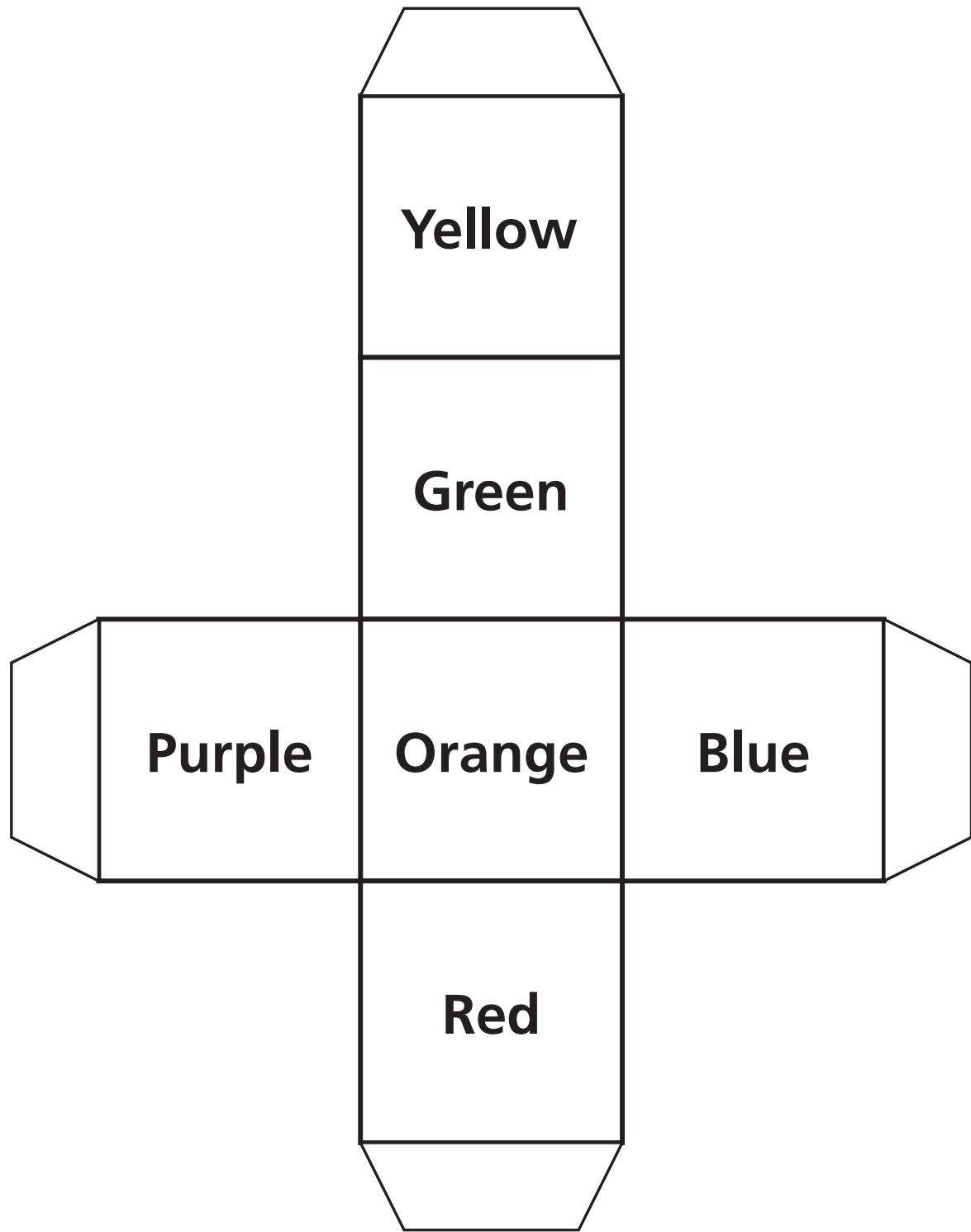
You can do this activity as a big group or break the kids into smaller groups, depending on the area you have to work with. Go outside to play when possible.

1. Ask kids to stand in a circle. The first child holds a ball and calls out a healthy food that begins with an "A" and the food group to which it belongs. They then pass the ball to another student, who in turn must repeat the name of that food and food group, and then name a healthy food that begins with a "B" and its food group.
2. Continue through the alphabet.
3. Encourage them to pick up speed as they learn more foods that start with each letter of the alphabet.
4. For variation, try Colorful Foods Hot Potato. The first child chooses a color (purple, blue, green, white, yellow, orange, or red). They hold a ball and call out a fruit or vegetable that is that color. They then pass the ball to another student who in turn must repeat the name of that fruit/vegetable and then call out another fruit/vegetable of the same color. Continue until the kids run out of fruits/vegetables in that color.

Discussion/Reflection

- Think about the colors in a rainbow. What kinds of Healthy Foods could you think of to match those colors?
- What are some ways you can eat more fruits and vegetables?
- Think about some of your favorite foods. Which are Healthy Foods? Which are Junk Foods?

The MyPlate Game



The MyPlate Game



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?

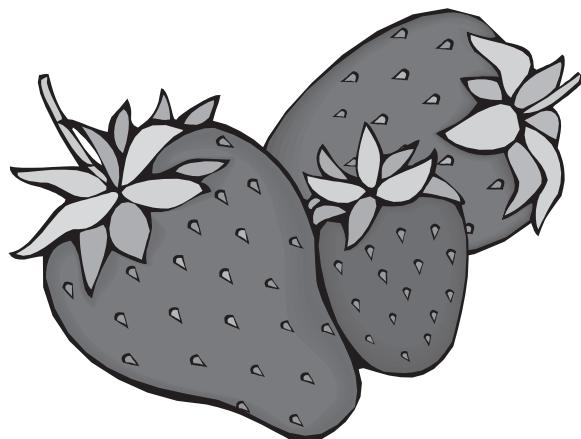
Answer: Dairy

17 What are good vegetarian sources of protein?

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

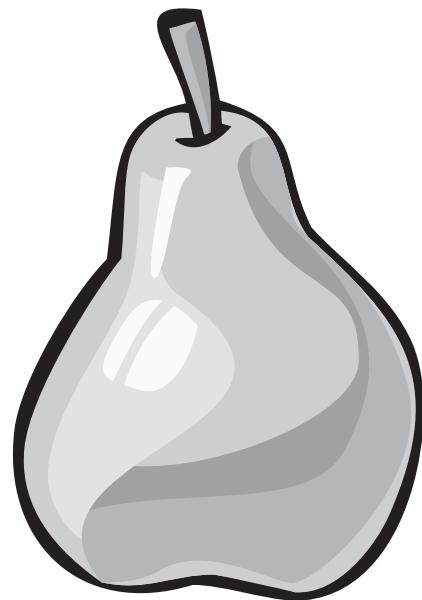
The Power of MyPlate Cards (cut these out)

Strawberries



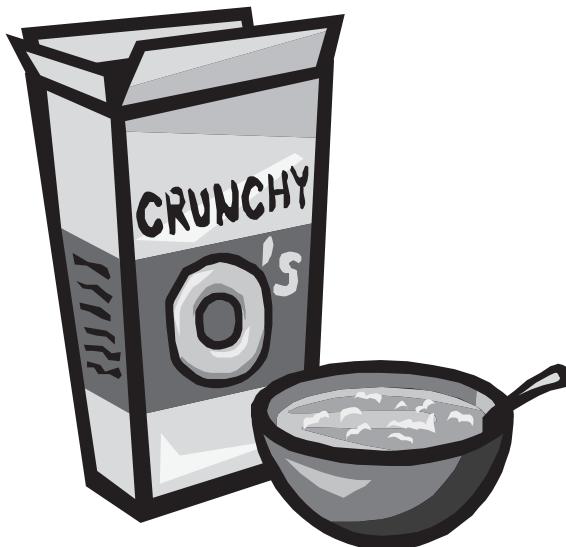
Jump rope 20 times backwards

Pears



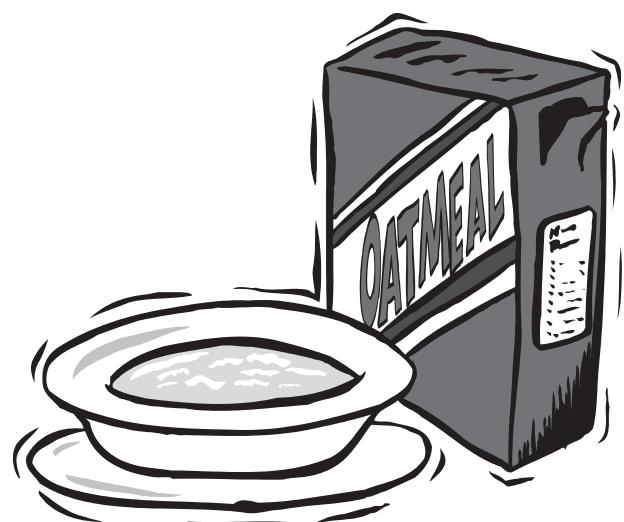
20 sit-ups

Cereal



Pull-ups: as many as you can do

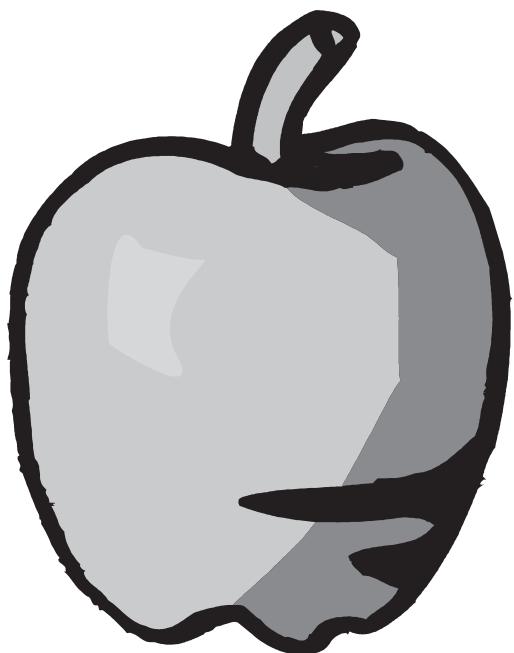
Oatmeal



Pull-ups: as many as you can do.
If you can't do any, stay up there for
at least 10 seconds trying to pull

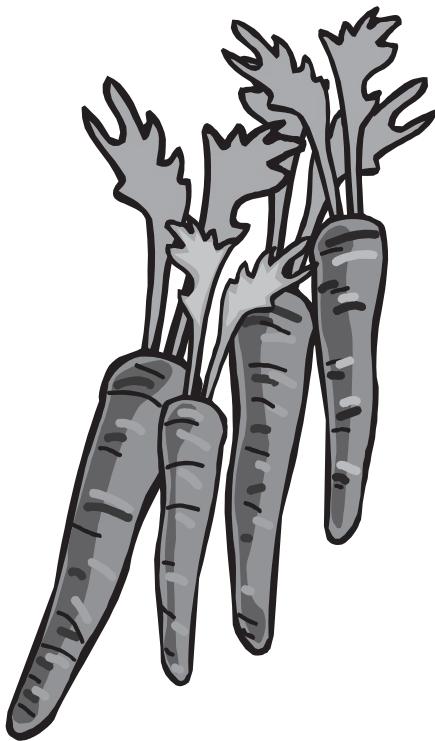
The Power of MyPlate Cards (cut these out)

Apples



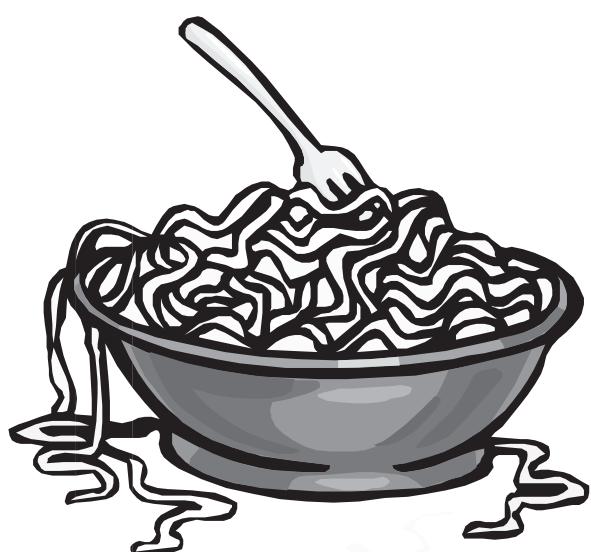
Jump rope 30 times forward

Carrots



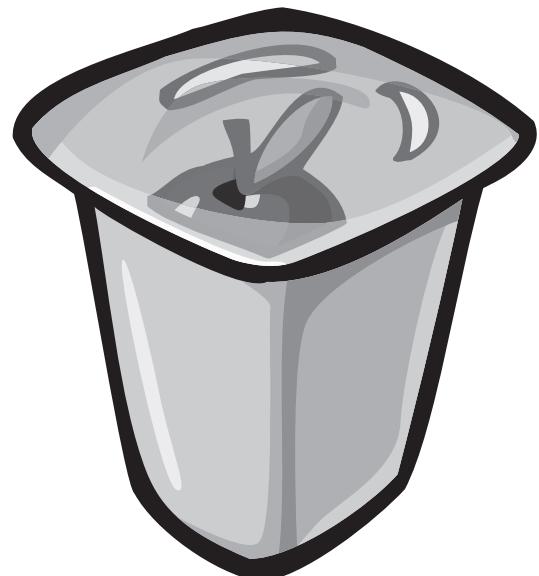
Run _____ laps

Whole Wheat Pasta



1 minute of stretching

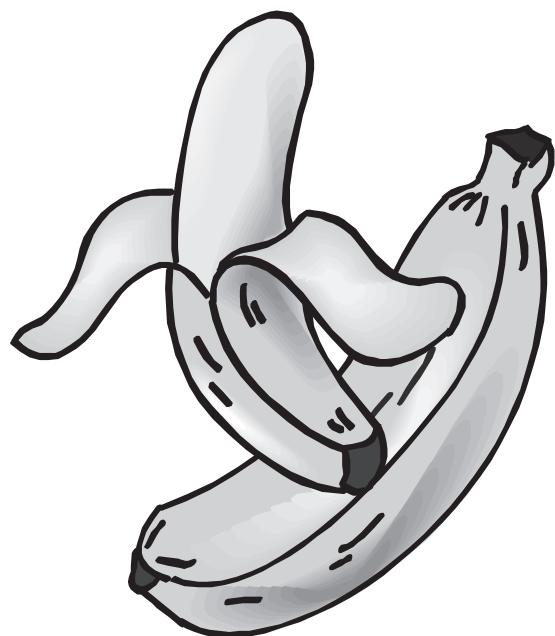
Yogurt



Running and jumping
rope _____ laps

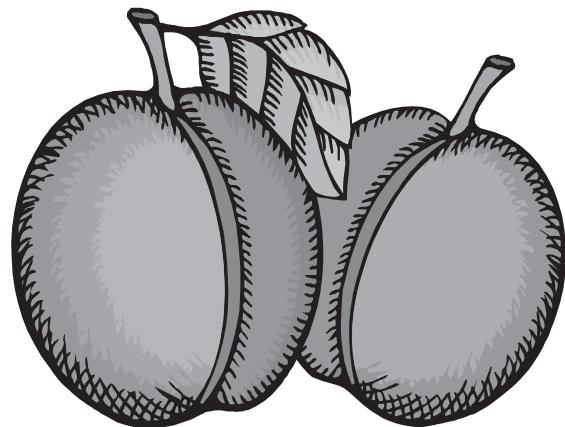
The Power of MyPlate Cards (cut these out)

Bananas



10 sit-ups

Peaches

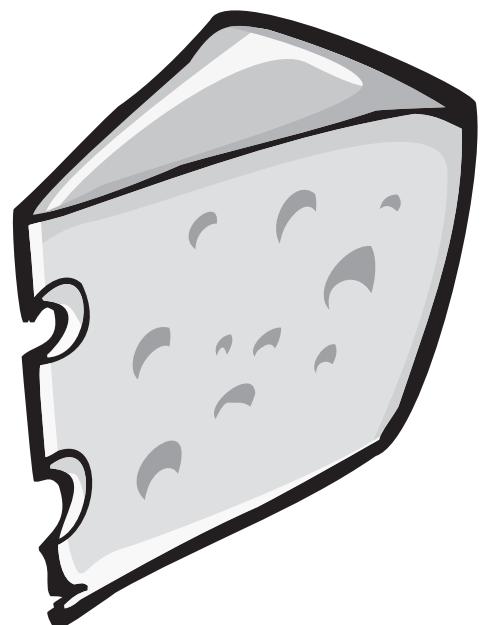


Egg



Jump rope 15 times on 1 foot

Cheese



7 push-ups,
rest 15 seconds,
7 push-ups

The Power of MyPlate Cards (cut these out)

Orange Juice



7 push-ups,
rest 15 seconds,
7 push-ups

Vegetable Juice



Run _____ laps

Raisins



10 sit-ups

Wheat Bread



Pull-ups: as many as you can do.
If you can't do any, stay up there for
at least 10 seconds trying to pull

The Power of MyPlate Cards (cut these out)

30 to 60 minutes of
daily physical activity



Run _____ laps

Peanut Butter



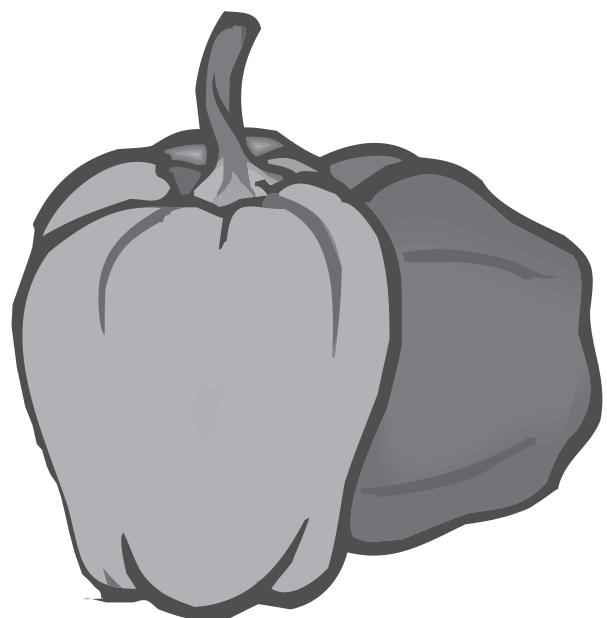
25 jumping jacks

Lentils/Beans



Skip _____ laps

Green Pepper



Grapevine (crossover) _____ laps

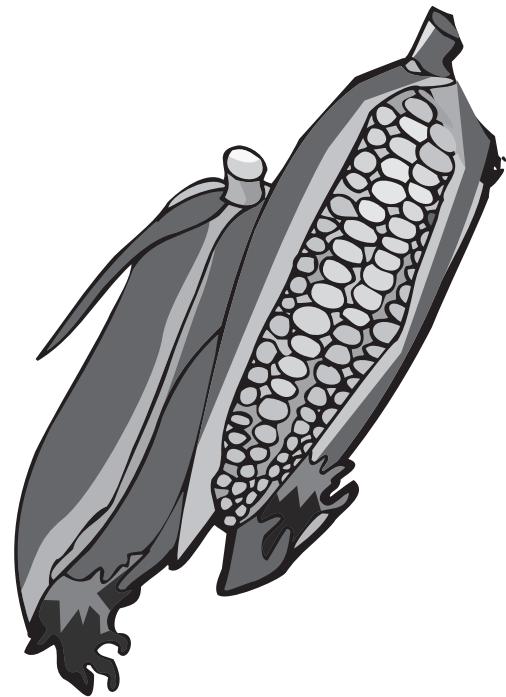
The Power of MyPlate Cards (cut these out)

Rice



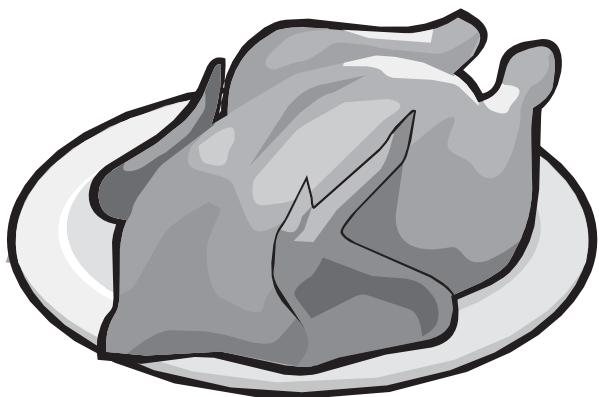
Flexed-arm hang on the pull-up bar
(Keep chin above bar as long as
possible, use the shortest bar)

Corn



Run _____ laps

Chicken



Jump rope 15 times on 1 foot

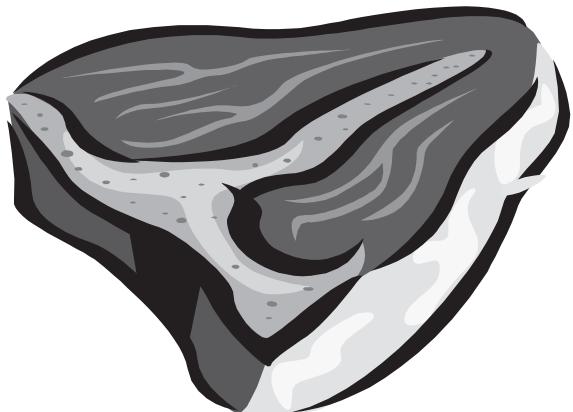
Potatoes



Run _____ laps

The Power of MyPlate Cards (cut these out)

Steak



25 jumping jacks

Broccoli



Run _____ laps

Milk



Running and jumping
rope _____ laps

Fish



25 jumping jacks

Lesson 3: Calories

"Calories" is a controversial and sometimes negative word today, and that's not right. Calories are the Energy IN part of Energy Balance. Without calories, we can't survive.

Calories are the fuel that makes our body run. Everyone needs a minimum amount of calories each day just to get up in the morning and keep breathing. How much that minimum amount is depends on age, gender, weight, height, and activity level. In this lesson, we suggest that kids think of calories as fuel for their cars (their bodies). Without enough fuel, their cars won't run. On the other hand, if they fill their cars too full, they end up getting more calories than they need. With regular "over-fueling" of their cars with calories, they will likely gain weight.

Basic concepts

Knowing where the calories come from and what nutrients they contain is just as important as how many calories are eaten. The best fuel comes from Healthy Foods with lots of nutrients. Foods that have lots of calories from fat and sugar but few nutrients are called Junk Foods, which should be avoided.

Learning Objectives

- Describe what a calorie is and why it's important
- Explain what Healthy Foods provide and how they differ from Junk Foods

Materials Needed for This Lesson

- Great Plate Game Card Set
(included in your kit)
- Calorie Spinner Game (page 59)
- Pencils
- Paper clips
- Construction paper
- Crayon, markers, or colored pencils
- Empty "Grab Bag" of potato chips
- Empty "King-Sized" candy bar wrapper

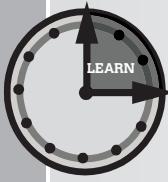
Keep in Mind

You can eat a reasonable amount of calories, but if it's all from food that is filled with fat and added sugars, you're not going to grow properly or stay healthy.



Camp Fire Wise Kids®

Calories



What Kids Should Learn From This Lesson

- **Junk Foods** Foods with lots of calories from fat and added sugar, but with very few nutrients.
- **Calories** A measure of how much energy your body gets when you eat or drink something, or how much energy you use.
- **Carbohydrate** A nutrient that gives energy to the body.
- **Protein** A nutrient that provides energy and helps the body grow and repair itself when it's injured or sick.
- **Fat** A nutrient that gives energy to the body and helps you stay full longer.
- **Carbohydrates, protein, and fats** give us energy.
- **Water and fiber** help us digest foods.
- Other nutrients, like **vitamins and minerals**, help us use energy to grow and to heal the body when it's injured or sick.
- Foods with lots of **nutrients** help us feel full longer and grow stronger.

Eating too many calories and not balancing that with physical activity (Energy OUT) can cause weight gain. Eating too few calories can cause you to lose too much weight and become ill and not grow properly. Maintaining Energy Balance is the key to good health, feeling good, and as is said in the lessons, the key to having more fun in life.

The 2 key points when talking about calories are:

- Most calories are not bad for you. Everyone needs calories to live and grow.
- Healthy Foods should be your main source of calories.

Keep in Mind

Try not to emphasize calorie counting, because that's a concept they may have heard adults talking about in terms of dieting. They may also know adults who have tried to lose weight on a diet and did not succeed, so "dieting" can take on a negative meaning.

When Talking to Kids About Calories...

As adults, you are probably aware that being overweight can cause health conditions, such as diabetes, high blood pressure, and heart disease, and can reduce the length of your life. **Kids may not understand or care about that; that's why the emphasis in their lessons is about feeling good and having fun.**

The Camp Fire Wise Kids program emphasizes healthy eating, not dieting. Instead, Wise Kids focuses on building a healthy lifestyle with both good food choices and activity, which is a lifetime approach.

Healthy eating means eating a variety of foods from each food group and limiting "Junk Foods." This does not mean never eating Junk Foods; it is OK and expected that children eat Junk Foods as they grow. They simply need to learn how to make healthier choices when they can, limit the amount of Junk Foods they do eat, and to make sure they use activity to burn off any extra calories they put into their bodies.

Reminder: because everyone's caloric needs are different, it's important to remind kids to be respectful of each other. **It is NOT OK to make fun of someone because of their weight or body shape.**

Energy IN and OUT Challenges

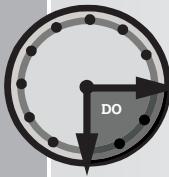
IN Pack or eat a healthy lunch that contains at least 1 fruit and 1 vegetable 2 days this week.

OUT 1. Grab a box or can from your kitchen.

2. Find the number of calories.
3. Find a step and step up and down for the total number of calories in 1 serving.

Calories





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.

Wise Families Newsletter #2—if you didn't send this out with Lesson 2, visit the Wise Kids section of the Compass page to download and send this to parents.

The Calorie Spinner Game *

This is a great activity for combining both the IN and OUT concepts of Energy Balance.

1. Make copies of the spinner game printout (on page 59).
2. Use pencils and paper clips to create the spinner. Hold the pencil tip straight up with the tip in the middle of the spinner. The paper clip goes around the tip of the pencil to act as the spinner.
3. Divide the kids into groups of four to five. Have them take turns spinning the spinner.
4. Once the spinner lands on a space, the child refers to the list of activities and acts out a physical activity that burns off the calories of that food.
5. Play for 15 minutes.



Flash-Card Fun

Divide the children into four teams. Divide each team into two groups, the "guessers" and the "answer keepers."

1. Give each team 5–10 food cards (found in the Great Plate Card Game Set, included in your kit).
2. Have the "answer keepers" select a food card. Hold it up for the "guessers" to make a guess on the amount of calories in one serving of that food. Compare actual calories to predicted amount. Have the "answer keepers" and the "guessers" trade places. Give the new "answer keepers" 5–10 new food cards.
3. Repeat the guessing and answering.
4. Compare results and any surprises as a group.

Food Diaries and Menu Plans

Recording their actions and helping kids learn how to plan their eating and activity is a great way for them to learn about making healthy choices. Consider using this activity to allow them to track their habits, then set goals and monitor progress at your site.

1. Using construction paper, have them create a table with two columns and two rows. Label columns Day 1 and Day 2. Label rows Food and Activity.
2. Have the kids write down all they have eaten that day in the first column.
3. Have them write down all the activity they have had that day as well. Discuss if they think they are balanced or not.
4. Have the children plan a healthier breakfast and lunch for tomorrow and list three more activities they might do to have more calories OUT.

Discussion/Reflection

- Does everyone need exactly the same calories each day? Why or why not?
- How do calories work with Energy Balance?
- Why are calories important for our daily lives?

Calories





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.

Calorie Muncher

This is meant to be very active. It allows kids the chance to learn from each other on the playground. The goal is to play on as many different playground events in a pattern as they can. If weather is poor, consider setting up an obstacle course and/or various pieces of indoor play equipment in the gym.

1. Break the group into teams of about six kids each.
2. Each group should choose someone to go first.
3. The first person begins the pattern of activity by doing something on or around the playground equipment. All the kids do this activity.
4. The next person on the team does the first activity and then adds another activity. Everyone completes both activities.
5. Repeat so each child on the team builds onto the pattern.
6. Once the full pattern is defined, time them to see how long it takes the group to finish the pattern.
7. Repeat the activity building process to create a new pattern.
8. You could also have all the groups compete for lowest pattern time on each group's pattern, or see which team can complete one pattern, two patterns, etc., the fastest.

Red Light – Green Light or Marco Polo

Playing classic games like Red Light-Green Light or Marco Polo is a great way to get kids active. You can use either an indoor or an outdoor location to play these games. Use these anytime to get the children active. The kids will have fun, be active, and make progress towards Energy Balance.



Calorie Burner

1. Show the kids a "Grab Bag" of chips. Count out the pieces or a serving close to 100 calories.
2. Have kids perform an activity like skipping for 100 seconds. Other activity ideas are bear walk, jumping rope, hop-scotch, etc.
3. Repeat with a King-Sized candy bar. Show them a serving that equals about 200 calories. Have the kids perform an activity that is a bit harder for 200 seconds. Choose activities like dribbling a basketball while walking or running, jogging around the gym, or playing tag.
4. Repeat with two to three other snack foods you know they like to eat.

Sharks and Minnows

1. Identify one child to be the shark. They stand in the middle of the gym/field.
2. Give each of the other kids (the "minnows") a ball to dribble, like soccer, across the gym. If you don't have enough balls, you can simply play this game like "tag" with children trying to get across without being tagged.
3. The minnows attempt to make it across the gym/field dribbling the ball without the shark kicking their ball away (or tagging them if playing the alternate version).
4. Kids who are caught or tagged by the shark become sharks.
5. Play continues until only one minnow is left. The last minnow wins and becomes the shark for the next round.

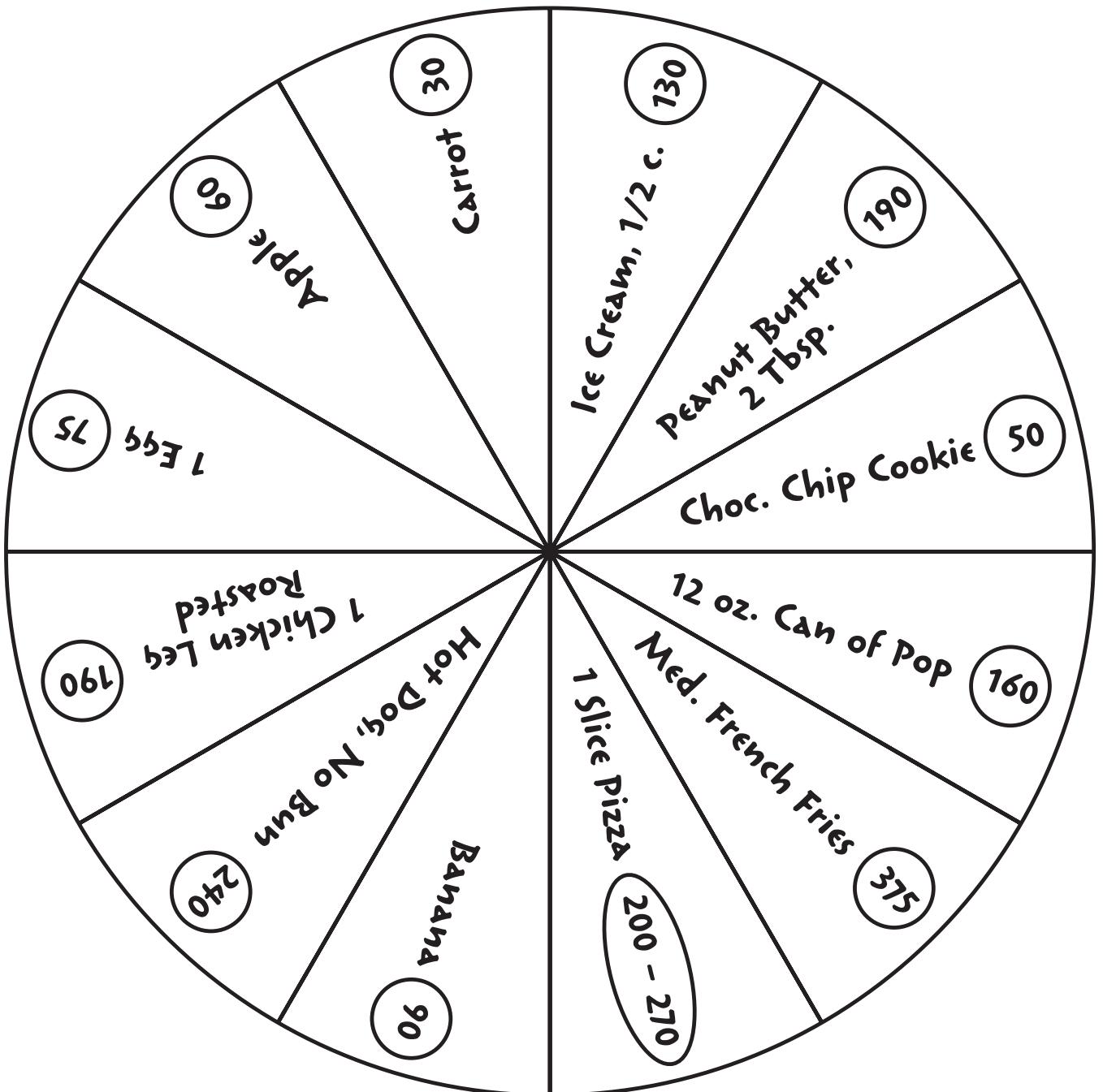
Discussion/Reflection

- Think of some of your favorite foods. Do you think they have lots of healthy calories?
- If you eat too many calories, what can you do to get back in Balance?
- Why are calories important to our bodies?

Calories



Spinner Game



Exercise Calorie Expenditure in 30 Minutes

Activity	50 lbs.	60 lbs.	70 lbs.	80 lbs.	90 lbs.	100 lbs.	110 lbs.	120 lbs.	130 lbs.
Aerobic dancing (low impact)	68	76	84	94	104	115	127	138	149
Aerobics (high impact)	86	95	106	118	131	145	160	174	189
Aerobics, slide training (basic)	89	98	109	122	135	150	165	180	195
Backpacking with 10 lb. load	106	118	131	146	162	180	198	216	234
Backpacking with 20 lb. load	118	131	146	162	180	200	220	240	260
Backpacking with 30 lb. load	138	154	171	190	211	235	259	282	306
Badminton	89	98	109	122	135	150	165	180	195
Basketball (game)	130	144	160	178	198	220	242	264	286
Basketball (leisurely, nongame)	77	85	95	105	117	130	143	156	169
Bicycling, 10 mph (6 minutes/mile)	73	82	91	101	112	125	138	150	162
Bicycling, 13 mph (4.6 minutes/mile)	118	131	146	162	180	200	220	240	260
Billiards	27	30	33	37	41	45	49	54	58
Bowling	33	36	41	45	50	55	60	66	72
Canoeing, 2.5 mph	41	46	51	57	63	70	77	84	91
Canoeing, 4.0 mph	80	89	99	110	122	135	149	162	175
Croquet	35	39	44	49	54	60	66	72	78
Cross country snow skiing, intense	195	217	241	267	297	330	363	396	429
Cross country snow skiing, leisurely	92	102	113	126	140	155	171	186	202
Cross country snow skiing, moderate	130	144	160	178	198	220	242	264	286
Dancing (noncontact)	59	66	73	81	90	100	110	120	130
Dancing (slow)	33	36	41	45	50	55	60	66	72
Gardening, moderate	53	59	66	73	81	90	99	108	117
Golfing (walking, w/o cart)	59	66	73	81	90	100	110	120	130
Golfing (with a cart)	41	46	51	57	63	70	77	84	91
Handball	136	151	168	186	207	230	253	276	299
Hiking with a 10 lb. load	106	118	131	146	162	180	198	216	234
Hiking with a 20 lb. load	118	131	146	162	180	200	220	240	260
Hiking with a 30 lb. load	138	154	171	190	211	235	259	282	306
Hiking, no load	92	102	113	126	140	155	171	186	202
Housework	53	59	66	73	81	90	99	108	117
Ironing	30	33	36	41	45	50	55	60	65
Jogging, 5 mph (12 minutes/mile)	110	122	135	150	167	185	203	222	240
Jogging, 6 mph (10 minutes/mile)	136	151	168	186	207	230	253	276	299
Mopping	51	56	62	69	77	85	94	102	111
Mowing	80	89	99	110	122	135	149	162	175
Ping Pong	53	59	66	73	81	90	99	108	117
Raking	45	50	55	61	68	75	82	90	98
Raquetball	121	135	150	167	185	205	225	246	266
Rowing (leisurely)	45	50	55	61	68	75	82	90	98
Rowing machine	106	118	131	146	162	180	198	216	234
Running, 08 mph (7.5 minutes/mile)	180	200	222	247	274	305	336	366	396
Running, 09 mph (6.7 minutes/mile)	195	217	241	267	297	330	363	396	429
Running, 10 mph (6 minutes/mile)	207	230	255	284	315	350	385	420	455
Scrubbing the floor	83	92	102	113	126	140	154	168	182
Scuba diving	112	125	139	154	171	190	209	228	247
Shopping for groceries	35	39	44	49	54	60	66	72	78
Skipping rope	169	187	208	231	257	285	313	342	370
Snow shoveling	115	128	143	158	176	195	215	234	253
Snow skiing, downhill	77	85	95	105	117	130	143	156	169
Soccer	115	128	143	158	176	195	215	234	253
Squash	121	135	150	167	185	205	225	246	266
Stair climber machine	94	105	117	130	144	160	176	192	208
Stair climbing	83	92	102	113	126	140	154	168	182
Swimming (25 yards/minute)	71	79	87	97	108	120	132	144	156
Swimming (50 yards/minute)	133	147	164	182	202	225	248	270	292
Table Tennis	53	59	66	73	81	90	99	108	117
Tennis	94	105	117	130	144	160	176	192	208
Tennis (doubles)	65	72	80	89	99	110	121	132	143
Trimming hedges	62	69	76	85	94	105	115	126	136
Vacuuming	45	50	55	61	68	75	82	90	98
Volleyball (game)	71	79	87	97	108	120	132	144	156
Volleyball (leisurely)	41	46	51	57	63	70	77	84	91
Walking, 2 mph (30 minutes/mile)	35	39	44	49	54	60	66	72	78
Walking, 3 mph (20 minutes/mile)	47	52	58	65	72	80	88	96	104
Walking, 4 mph (15 minutes/mile)	59	66	73	81	90	100	110	120	130
Washing the car	45	50	55	61	68	75	82	90	98
Waterskiing	94	105	117	130	144	160	176	192	208
Waxing the car	59	66	73	81	90	100	110	120	130
Weeding	59	66	73	81	90	100	110	120	130
Weight training (40 sec. between sets)	151	168	186	207	230	255	280	306	332
Weight training (60 sec. between sets)	112	125	139	154	171	190	209	228	247
Weight training (90 sec. between sets)	73	82	91	101	112	125	138	150	162
Window cleaning	45	50	55	61	68	75	82	90	98

Lesson 4: Food Labels

Food labels contain a wealth of information, and kids love to find out what's on those labels. It's like solving a riddle.

Materials Needed for This Lesson

- Test tubes
- Bowl or bottle
- Measuring spoon
- Vegetable oil
- Jump ropes

- Empty food containers (ask kids to bring them in ahead of time, or have staff gather them)
- Understanding Food Labels worksheet (on pages 71-72)
- Great Plate Game Card Set (included in your kit)

Basic Concepts

Food labels contain important information that can help us make healthier food choices. The information included on food labels includes serving sizes, amounts of nutrients per serving, an ingredient list (with all those long, scientific names for chemical additives and preservatives), and the percent Daily Value (%DV) each serving contains.

Take a look at the picture of the food label. Learn these sections and what they mean: Serving Size, Calories, Things to Limit, Things We Need, Ingredients (explanations listed on page 64).

Learning Objectives

- Identify the five major areas of a food label
- Compare two similar foods and determine which is healthier
- Explain at least two things they can learn from a food label

Nutrition Facts

Serving Size 1 cup (228g)	Servings Per Container 2
<hr/>	
Amount Per Serving	
Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 1.5g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
<hr/>	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

INGREDIENTS: Enriched macaroni product (Wheat flour, niacin, ferrous sulfate (Iron), Thiamin mononitrate (Vitamin B1), Riboflavin (Vitamin B2), Folic Acid); Cheese sauce mix (whey, milkfat, milk protein concentrate, salt, calcium carbonate, sodium tripolyphosphate, contains less than 2% of citric acid, sodium phosphate, lactic acid, milk, yellow #5, Yellow #6, Enzymes, Cheese culture).

Food Labels



Camp Fire Wise Kids®

Food Labels



What Kids Should Learn From This Lesson

The kids in your program can learn how to read and understand food labels and use them to make healthy choices when comparing two similar foods or drinks.

FOOD LABELS ARE BROKEN OUT INTO FIVE MAJOR SECTIONS:

1. **Serving Size and Servings Per Package:** how big a serving is, and how many servings are in one package. **All the information on the food label is reported per serving, not total for the package.**
2. **Calories:** how many calories are in each serving.
3. **Things to Limit:** how much fat, cholesterol, sodium, and sugar are in a serving of this food. The body should not have these nutrients in big amounts. **The lower** the number of these nutrients, **the healthier** the food is for you.
4. **Things We Need:** how much of the "good" stuff there is in a serving of this food, such as fiber, protein, vitamins, and minerals. **The higher** the number of these nutrients, **the healthier** the food is for you. If it's more than 10% of the Daily Values, it's a good choice.
5. **Ingredients:** all the ingredients that are in the food. Ingredients are listed in order from most to least, so if sugar is one of the first three ingredients listed, that food is made mostly of sugar. Note: sugar goes by many names, including corn syrup, glucose, high fructose corn syrup, honey, and cane sugar.

Vitamins and Minerals are nutrients that make the body work the way it should. You must get these nutrients through food, because the body doesn't make them. Vitamins are made by plants or animals. Minerals come from the earth.

Fiber The part of plant foods that your body can't digest. It helps move food through the digestive system.

One of the most important things that the kids should learn from this lesson is about actual serving size and the total number of servings per package. With all the giant-sized foods available, it's easy to assume that the large bottle of soda pop or the huge bag of chips is one serving. Helping the kids figure out what the actual serving size is for that food, and how many servings there are in that container, is an eye-opening experience. Using math skills to add or multiply the number of calories or grams of sugar in each package or container can really surprise them.



When Talking to Kids About Food Labels...

Emphasize how valuable food labels are as a source of information that can be used to make good decisions when comparing two similar foods or drinks. It's not about forbidding types of food altogether, but about understanding that drinking that large bottle of sports drink instead of drinking a bottle of low-fat milk is going to mean taking in a whole lot of sugar, more calories, and fewer nutrients. Encourage kids to compare labels from different kinds of foods to see the differences between foods that are healthy and those that are not. Remind them to check the ingredient list: Is sugar one of the first three ingredients?

Energy IN and OUT Challenges

IN Help your family plan and prepare a nutritious dinner this week.

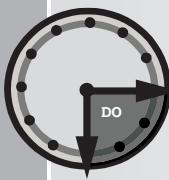
OUT Pick a box or can from your kitchen. Find the food label and use it for your challenge:

- Number of Grams of Protein = Number of push-ups
- Number of Grams of Carbohydrates = Number of sit-ups
- Number of Grams of Fat = Number of seconds to jump in place

Keep in Mind

This is not only an eye-opening lesson for kids, it's also a way to give them some control over their choices. Kids often don't have control of what kinds of food they have access to, but learning about serving size gives them the ability to make decisions about how much to eat or drink.





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.

Understanding Food Labels

Kids love to look at real examples of things they've learned. This could be an ongoing exercise you do throughout the program.

1. One week prior to this lesson, ask kids to bring in empty boxes or containers of food from their home (or bring some in yourself). Consider picking a theme, like breakfast cereals or snack foods, so they can practice making comparisons of similar foods.
2. Team up an older and a younger child.
3. Have them choose two boxes or containers and look at the food labels. They can cut them out and paste them on the sheet provided [Understanding Food Labels on pages 71-72].
4. Have them find the main ingredients, sugar, fat, sodium, calories, and serving size, and fill in the blanks on the Understanding Food Labels worksheet.
5. Have them compare the labels and discuss which is healthier and why.
6. Repeat for another two labels brought in from home.



Measuring Fat Content

Just like measuring the sugar in beverages, measuring the amount of fat found in popular foods is fun and helps kids better understand what they are putting into their bodies. This activity is a little messy, but it will help kids understand more about how much fat there really is in many favorite foods.

1. Put the kids into small groups, making sure to place both older and younger children together.
2. Show the kids the nutrition information for french fries or a hamburger using the Great Plate Game food cards.
3. Have them divide the number of grams by 5 to get the number of teaspoons. [One gram fat = 9 calories. One tsp fat =~5 grams = 45 calories]
4. Using the test tubes and a bowl or bottle of cooking oil, have the kids measure the number of teaspoons of oil into the test tube. Discuss if they think this is a healthy amount or not. Have them brainstorm ideas for activity to balance when they eat high-fat foods.
5. Repeat for other items, such as french fries, chips, cookies, etc.

Which Foods are Healthier?

1. Using the food labels brought in from home, have the kids cut out several labels.
2. Place cut-out labels upside down on a table. Divide the kids into teams.
3. Each team draws a label. Teams must decide which food label is for the healthier food. Five points are awarded to the team with the healthiest label. For ties, each group receives two points. The winning team is the one with the most points after a certain amount of time or all labels are turned over.



Activity Labels – Part 1

Kids use the concept of labels to develop activity labels, similar to food labels.

1. Have kids think about the different activity areas on the playground, at the park, or in the gym. Thinking about what they've learned about food labels, have them create a label for what each of those activity areas might help with in food selection. For example:
 - a. Activities that make you sweat = Sweat out the Sodium
 - b. Activities that are high-energy, fast, and take some time = Run off the Calories
 - c. Activities that teach you to balance = Balance the Nutrients
 - d. Activities that get you stretching = Inspect the Ingredients
 - e. Activities that build muscles = Maximize the Muscles
2. Have kids assign points for each activity area and make signs to be the Activity Labels.
3. When complete, make copies of the labels so they can post the right signs by the various activities.
4. Go onto the Active Activity portion of this game.

Discussion/Reflection

- What surprised you about reading food labels?
- Why is reading the information on food labels important?
- How can you use food labels to help you work towards 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.

Food Labels

Activity Labels – Part 2

Once the playground labels are done, take the second part of the activity outside.

1. Have kids post their Activity Label signs at appropriate activity areas.
2. The more types of activities they label, the more options there will be for earning points.
3. Divide the group into teams. Provide each team with a score card.
4. Give the teams 20–30 minutes to play at the playground or in the gym. The goal is to be the team with the most activity points at the end of the allotted time. Teams must get points from each of the activity label categories.

Jump Rope Contest

Jumping rope is a great form of exercise. No doubt there are many different types of jump rope kids in your program enjoy playing: Chinese Jump Rope, Two-Person jump rope, etc. Have the jump-rope experts teach others how to do various games, hold a contest for the most minutes of consecutive jumping, etc.



Food Label Says!

"Simon Says" is a classic game kids love to play. Try this food label twist.

1. Divide kids up into teams. Each team should come up with an exercise/activity that starts with the first letter of one of the seven nutrients: P, F, C, W, V, M (Protein, Fats, Carbohydrates, Fiber, Water, Vitamins, Minerals).
2. The leader has a food item and reads the label to determine the number of P, F, C, W, V, M activities/exercises. Kids do the activities based on what the Label Says! For example: if a label has 10 grams of protein, and the activity chosen for P is push-ups, then the kids each need to do 10 push-ups.
3. Repeat by choosing new food item cards.

Playground Color Tag

If you don't already do it, give the children 20 to 30 minutes of time on the playground. Encourage games of tag that challenge kids too. Color Tag is a fun way to get them going.

1. Choose one child to be "It." They choose the "color" that is "base".
2. Tag play begins. The child is only safe if they are touching the "color."
3. When a new person is chosen to be "It," they choose a new color for base.

Discussion/Reflection

- Talk about the activity labels. How do those work with food labels?
- What are some of the nutrients that you find in Healthy Foods? Why are these important?
- How can you use physical activity to help you work towards Energy Balance?



Understanding Food Labels

1. Bring in your own food labels and paste them on the right side of the page.
2. For each of your food labels, fill in the blanks with the food label information below. Be sure to include whether you used weights (g=grams) or percentages (%):

Food _____

Serving Size _____

Calories/Serving _____

Fat Content _____

Sodium Content _____

Sugar Content _____

Fiber content _____

Vitamin A _____

Vitamin C _____

Calcium _____

Main Ingredients _____

Understanding Food Labels

1. Bring in your own food labels and paste them on the right side of the page.
2. For each of your food labels, fill in the blanks with the food label information below. Be sure to include whether you used weights (g=grams) or percentages (%):

Food _____

Serving Size _____

Calories/Serving _____

Fat Content _____

Sodium Content _____

Sugar Content _____

Fiber content _____

Vitamin A _____

Vitamin C _____

Calcium _____

Main Ingredients _____

Lesson 5: The Heart

Time to learn about Energy OUT! In this lesson, the kids will learn about the heart and heart rate and why it matters for fitness and health. You don't need to be a cardiovascular specialist—we'll provide you with the basics you need to know.

As adults, you've heard the reasons exercise is so important for the heart: to prevent heart disease, strokes, high blood pressure, and weight gain. Kids don't think about long-term health consequences, so the emphasis in the Camp Fire Wise Kids program is taking care of the heart to feel better, have more energy, and consequently have a lot more fun in their lives.

Materials Needed for This Lesson

- Timer or clock with a second hand
- Heart Rate Prediction Sheet (see page 81)
- Construction or poster paper
- Old magazines, newspapers, catalogs
- Scissors
- Glue
- Pedometers (included in your kit)
- Basketballs or volleyballs (or similar)

Basic Concepts

Here is a rough outline of how the heart works:

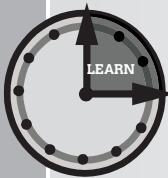
- The heart is a pump.
- It sends blood through the body in a complete circle.
- The right side of the heart pumps the blood to the lungs, which provide the blood with oxygen.
- The lungs then send the oxygenated blood back to the left side of the heart, which in turn pumps the blood out to the body.
- The blood distributes oxygen to the muscles, and when the blood is depleted of oxygen, it returns to the right side of the heart to start the process again.

The Heart



Camp Fire Wise Kids®

The Heart



Learning Objectives

- Identify two places on their bodies to take their pulse
- Explain the role of the heart and why their heart beats faster with exercise

What Kids Should Learn From This Lesson

What the kids will learn is about how exercise affects their heart:

- When they're resting or not being active, the rate at which their heart beats is slowest.
- During exercise, their heart rate increases because their muscles need more oxygen.
- The harder they exercise, the more oxygen that needs to be delivered, so the heart beats faster.

Exercise also causes the lungs to work harder, which makes their breathing increase, and they might begin to sweat. When they are done exercising, their heart rate and breathing will slow down because their muscles don't need as much oxygen.

Regular exercise strengthens the heart, which in turn enables the body to exercise longer and at a lower heart rate. Strong, healthy hearts don't need to beat as fast when the body is relaxing, so their resting heart rates will also be lower.

Whether they're active or at rest, kids will learn how to find their heart rate by checking pulse points on their neck or on their wrists.

Some Fun Trivia

- **It takes 1 blood cell 20 seconds to make an entire trip from the heart and back**
- **The blood travels 12,000 miles in 1 day**
- **Your body circulates your blood through your body 3 times every minute**

The Heart The muscular organ that pumps blood through the body

Heart Rate The number of times the heart beats in a minute

Resting Heart Rate The number of times the heart beats at rest



To find the heart rate:

1. Count the number of beats in six seconds. Remember to start counting after you feel the first heartbeat.
2. Multiply by 10 to get the number of beats in one minute
 - (7 beats in 6 seconds X 10 = 70 beats per minute)

When Talking to Kids About the Heart...

- Describe the heart as a muscle that pumps blood.
- Like other muscles in the body, it's stronger when it's exercised regularly.

How do they know that their exercise is making a difference? **When they check their heart rate during or right after exercise, the heart rate will be higher than it was when they were resting.** The emphasis here is on feeling better and being able to have more energy and more fun.

Energy IN and OUT Challenges

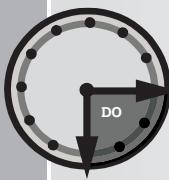
IN Eat 1 more fruit each day for the next 5 days.

- OUT**
1. Count how many times your heart beats in 1 minute when you are sitting in a chair.
 2. Jog or march in place for that number of seconds.
 3. Repeat 3 times this week.

Keep in Mind

It's OK if the kids come up with questions about the heart that you don't know the answers to. Admit that, and challenge them to find the answers, or help them find the answers. This might be the "spark" that a child needs to become more interested in the body in general and Energy Balance in particular.





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.

Wise Families Newsletter #3—if possible, visit the Wise Kids section on Compass and download the first newsletter to send to the parents. You could also send this out in Lesson 6 instead.

Finding the Heart Rate

Learning to find their heart rate is a great way to teach kids how to know when they are being active enough. Stop them at different points during your session and ask them to count their heart rate.

1. Help the kids find their heart rate on their wrist or on their neck.
2. Have a timer ready (or a clock nearby with a second hand), then have children count heartbeats for six seconds and record the number of beats they counted. Multiply the number by 10 (or just add a zero at the end of the number of heart beats) to show the number of beats in a minute.
3. Now lead the children through several activities and have them count their heart rate—walking around the room, marching in place, doing jumping jacks, hopping on one foot. Rest for a minute or two between activities while writing down the heart rate.
4. Discuss as a group the results, noting how each activity made their heart rate different from when they were just sitting. Emphasize that simple activities can strengthen their heart.



Heart Rate Predictions

1. Have the group break into teams of two or three and list three of their favorite activities. They should write their choices on the provided Heart Rate Prediction sheet (which follows this lesson in the training manual).
2. Have them predict which activity will raise their heart rate the most.
3. Take them into a play area or out to the playground or field.
4. Kids should then perform those activities for three to five minutes each. Keep the number of minutes consistent for each activity.
5. After performing each activity, have the kids count their pulse for six seconds, write the number down, and multiply by 10 or add a zero. This is their heart rate in one minute.
6. Each group will record the results on their Prediction sheet. Once you return to your common area, have each group report which activity strengthened their heart the most. Make a list of the top activities from each group.

Healthy Heart Posters

1. Pass out construction or other poster paper, old magazines, newspapers, programming catalogs, scissors, and glue.
2. Have kids cut out photos of people participating in activities that exercise their heart.
3. They can include their own drawings of activities too.

Discussion/Reflection

- What kinds of activities will make your heart work hard?
- What are your favorite activities that will raise your heart rate?
- What do you think would happen if you tracked your heart rate over a long time and made sure to be physically active every day during that time?





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.

Healthy Heart Challenge

Use this activity to help demonstrate how hard their heart actually works when playing.

1. Have kids measure their heart's resting rate.
2. Program Leader chooses a heart rate of 140, 150, or 160.
3. Have the kids walk, run, or actively play for 10 minutes. Then have them stop. Each student should check their heart rate. See who came closest to the desired rate. Remind them that the goal is not to get a heart rate much higher than 160.
4. Repeat for the heart rate targets not used.

Heart-Pumping Maze

Create a living maze!

1. Divide the kids into teams.
2. Provide them with various gym or outdoor equipment to use in building an obstacle course.
3. Provide each maze with a basketball.
4. Kids take turns completing the mazes, pretending they are carrying oxygen from one end to the other. Have them place the basketball between their knees, between their elbows, in one palm, or any other silly idea, and have them finish the obstacle course while doing so.

Heart-Healthy Hike

1. Take a 30-minute hike in a neighboring park.
2. Wear pedometers to track the number of steps taken.

Heart-Healthy Shuttle Run*

This activity helps reinforce what they've learned about the heart: It pumps blood with oxygen to the muscles. You can set up in the gym or on the playground.

1. Divide the group into two teams. Find two to three basketballs, volleyballs, or other similar balls.
2. One child is the "heart." Two or three children are the "muscles." The other children are "blood cells" that carry "oxygen" to the muscles.
3. Set the kids up in a circle. The "heart" is at the top of the circle. The muscles are spread out around the circle at a wide enough distance that the "blood cells" have enough room to run. The "blood cells" should stand near the heart.
4. The "heart" will pass the first ball or "oxygen" to the first "blood cell," who will run it to the first "muscle." The "heart" will pass the second ball or "oxygen" to the second "blood cell" who will run it to the next muscle, etc.
5. Once the "blood cell" has delivered its "oxygen" to the muscle, they continue running around the circle, clockwise, until they reach a muscle that has used "oxygen" to carry back to the heart or directly back to the heart again. If they see a "muscle" with used "oxygen" they should pick up the ball ("oxygen") and return it back to the heart.
6. The muscles should be doing something active while they wait for the "oxygen." Some good options are jumping jacks, jogging in place, stretching, lunges, etc.
7. Once the heart receives the oxygen, it again hands it to a waiting "blood cell", who repeats the delivery process of "oxygen" to the blood and picking up of used "oxygen."
8. Play for three to five minutes. Then switch roles until everyone has had a chance to be the "heart," a "muscle," or a "blood cell."

Discussion/Reflection

- Team sports are a great way to get your heart working. What are some ways to work your heart that you can do by yourself?
- What kinds of activities can you do at home to get your heart working? At school?
- Why is it important to exercise the heart?

The Heart



Heart Rate Prediction Worksheet

Place	Predicted Steps	Actual Steps
Total Steps:		

Place	Predicted Steps	Actual Steps
Total Steps:		

Lesson 6: The Body

Don't worry—this isn't a lesson designed for premed students! Kids are very curious, and if we tell them that they need to eat nutritious foods and get lots of activity to keep their bodies healthy, we should tell them more about that body.

Basic Concepts

For this lesson, the body is broken into five major parts:

- Bones
- Muscle
- Fat
- Skin
- Internal organs (like the heart, lungs, and brain)

The weight of all these different parts adds up to the total body weight.

Each part is different for every person.

If there are three kids who each weigh 100 pounds, they could still be very different. One might have a bigger skeleton or bones, another might have more fat, and the third might have more muscle. The weight would be the same, but all three would look very different. Food and activity choices can affect every body part, but unfortunately the biggest difference kids will visibly notice is their fat and muscles. **We need to continually stress that all five major body parts are important and that all bodies are OK.**

Maintaining Energy Balance keeps all five body parts in healthy working order. Without good nutrition and plenty of activity:

- Skin won't be as smooth
- Muscles, bones, and internal organs will become weak
- The body may begin to store excess fat
- The body can become sluggish or feel ill

Materials Needed for This Lesson

- Two stacks of books (or other portable items), one weighing five pounds, one weighing 10 pounds
- Two backpacks
- Pedometers (included in your kit)
- Name tags or masking tape
- Cones
- Kickballs

Some Fun Trivia

- **The body has more than 600 muscles**
- **The body has over 200 bones**
- **A layer of fat on the body is necessary. It makes a cushion and keeps it warm**



Camp Fire Wise Kids®

The Body



Learning Objectives

- Name the five components of the body: bones, muscle, fat, skin, internal organs
- Explain the role of each component

What Kids Should Learn From This Lesson

Our bodies are made up of five major parts:

Bones protect internal organs and support the body

Muscle makes the body move

Fat keeps the body warm and protected and provides stored energy

Skin the outer layer of the body that keeps you together.

Internal Organs keep the body functioning

Working on Energy Balance makes a difference for each part of the body. It affects the amount of muscle and fat on the body, the strength of their bones and internal organs, and the tone of their skin by making wise food and activity choices.

Keep in Mind

The message across all Wise Kids lessons is that every body is different. It's especially important in this lesson. Discuss with the kids how the different body parts make everyone look different. How each person manages Energy Balance is also important: someone might appear to be a healthy weight, but if they're not eating Healthy Foods or getting plenty of physical activity, they're still not in Balance.

When Talking to Kids About the Body...

- Everyone's body is different, but all bodies have five separate parts, and the five parts together add up to each person's total weight
- Because we can't see what's on the inside, it's important not to compare one person's body shape or size to another
- Taking care of their own body is the key. Fat is a necessary part of our bodies. We all need some to stay healthy. Making sure we don't have too much is best.



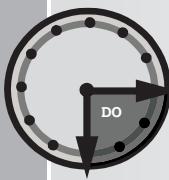
Energy IN and OUT Challenges

IN Drink 2 extra glasses of water each day this week.

OUT Do each of the following "Box X 5" activities 3 days this week.

- Muscles = 5 push-ups. Strengthens muscles.
- Bones = 5 vertical jumps. Makes your bones strong.
- Internal Organs = 5 sit-ups. Strong muscles protect the internal organs.
- Skin = 5 glasses of water. Makes your skin healthier.
- Fat = 5 jumping jacks. Burns fat and strengthens your heart.





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.

Wise Families Newsletter #3—if you didn't send out this newsletter with Lesson #5, visit the Wise Kids section of Compass and download to send to parents.

Backpack Demo

This activity shows the effects of adding excess weight on walking and standing by using a backpack. Prior to doing this activity, determine how many books (or other portable items) are needed to weigh 5 and 10 pounds.

1. Have an average-size volunteer sit in a chair without a backpack, and show how they would stand up without using their arms.
2. Show kids how many books it takes to make up 5 and 10 pounds.
3. Now add the 5 pounds of books to two backpacks. Point out that you are adding excess weight. Have the volunteer put on the backpacks, one on their back and one in front. Have s/he stand up again without using their arms, and then tell the group if it was harder or the same as without the backpacks. Ask the volunteer to repeat standing and sitting until they feel tired. Have another volunteer without the backpacks stand and sit with that volunteer to compare speed and when they get tired.
4. Change volunteers and add books to the backpacks to equal 10 pounds. (Be sure to choose a volunteer you think can carry this amount.) Ask them to repeat standing and sitting as many times as they can until getting tired.
 - a. Ask the volunteer to tell the group how easy or hard it was to do this activity with the extra 10 pounds. Ask the other kids what they observed.
 - b. Give all the kids a chance to try on the backpacks and feel what it is like to carry more weight on their bodies.



Body Parts Detective

Use these role-playing scenarios to help kids learn about making nutrition and activity choices and figure out if they are good or bad for the body. Then brainstorm ways to improve the choices.

1. Divide the kids into small groups. Read the "case" to your detective groups. Ask them to answer each of the questions.
2. Have each group select a "spokesperson" who will write down their answers and share them with the larger group.
3. Scenarios:
 - a. Jason loves to play video games. He comes home and plays video games for an hour after school, eats chips while playing, and drinks a soda. What impact will this have on his muscles? On his fat? What choices could Jason make to have a more positive impact on his body?
 - b. Felicia rides her bike every day after school. She also plays soccer on a neighborhood team. She has a healthy lunch and dinner most days. Her body weight goes up. What effect does her choice have on her muscles? On her amount of fat?

Step Test

1. Have the kids put the pedometers on their waistbands. Show them how to read the numbers and how to reset the pedometer, and then have them reset theirs.
2. Prior to this activity, identify three to five destinations around your center for the kids. Have them go to the various destinations and record the number of steps they take getting to each location.
3. Have them pick three to five more destinations or activities to perform and record the number of steps.
4. Have the groups return when finished. Ask them if the number of steps is more or less than they would have thought for the assigned destinations. Have them share number of steps to other places they went or activities they did. Ask if they were surprised by the results.



Camp Fire Wise Kids®

The Body

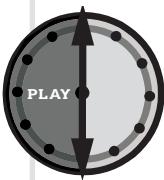
What Part Am I?

This exercise is a combination of "Guess Who?" and teamwork. The children will need to determine what body part they are by asking "yes" or "no" questions, and find the remaining four parts of the body to complete a person.

1. Before your weekly Wise Kids session, make a list of the kids in your group and assign them each one of the five body parts: bones, skin, muscle, fat, or internal organs.
2. Using name tags or a piece of masking tape, write down that child's name and their assigned body part. Do not let the child see what body part they've been assigned. Place the name tag on their back.
3. Once everyone has their body part name tag on their back, all the kids will circulate around the room finding friends and asking "yes" or "no" questions to determine what body part they are. They can use their Wise Kids workbooks as reference if needed.
4. When they've determined what body part they are, they can move their name tag to the front. This will show others that they know what part they are. Kids then search for the four other body parts they need to make a person. They can only join up with other people who know what part of the body they are. As they find "parts" that will complete the person, they can travel together to find the remaining parts. They cannot tell someone the body part they are if they don't know it. They can help that person by answering "yes" or "no" questions only.
5. The first complete Person wins.

Discussion/Reflection

- How hard or easy was it to find all the body parts during What Part Am I?
- What surprised you about the five-pound backpack exercise? What did you expect it to feel like? How did it really feel?
- Can you create some more "cases" for the Body Parts Detective game?



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 Body

The Bod x 5 challenge (This week's Energy OUT Challenge)

1. Bones = 5 vertical jumps. Stand in place and jump straight up as high as they can.
2. Skin = 5 glasses of water. No need to demonstrate this.
3. Muscles = 5 push-ups. Proper push-up: Straight back, arms shoulder-width apart. Consider starting with knee push-ups. Hands and knees are the floor touch-points. Knees are kept together. This is easier for kids.
4. Organs = 5 sit-ups. Proper sit-up: Lie on back with knees raised and feet on the floor. Put arms behind head and neck, face pointing to the ceiling. Face should be pointing to the ceiling. Lift the head and shoulders off the ground, then lower. The neck should stay straight; the "crunch" should come from the abdomen.
5. Fat = Jog in place for 1 minute.
6. Have kids complete this challenge for both sessions this week.

Indoor Tennis Ball Kickball

1. Set up two kickball fields using cones in the gym or on the playground.
2. Make the field small enough that kids of all abilities will feel comfortable playing. Make sure to mark off the bases.
3. Teach kids the basic rules of kickball.
4. Divide the group into four teams.
5. Toss out a tennis ball for each team to use for play.
6. Allow them to play for 30 minutes.



Playground Step Challenge*

1. Give each child a pedometer and have them put it on their waistband. Divide the group into teams of two if necessary. Partners will take turns wearing the pedometer, but will be active together as a team.
2. Give them 30 minutes to see how many steps they can take. You choose the location: playground, gym, or park.
3. Program Leader gives the "Go" command. The kids begin playing. If using partners, pause play after 15 minutes, allowing partners to transfer the pedometer to the other child.
4. At the end of the 30 minutes, see which team has the most steps. Give the winning team some type of healthy special activity, like choosing what activity you do the next day.

Scooter/Skateboard/In-line Skate Day in the Parking Lot (Requires Pre-Planning)*

1. If possible, block off a section of the parking lot using cones. Allow children to bring in their scooters, skateboards, or in-line skates from home. They should bring any required safety equipment, like helmets too. Let them have fun for 30 minutes.
2. Optional: Consider using sidewalk chalk to make roads and other paths for participants to drive on. Let the kids design their own freeway system, skateboard park, in-line skating trails, anything they like.



Activity Fair

Use one of your Wise Kids sessions to host an activity day. Prepare the kids during the first session so they are ready for the Activity Fair day on the second session.

1. Have each child choose an activity they like to do. The activity should not require customized equipment, but should be one that many children can do at once. Good examples: hopscotch, four-square, jump rope, juggling, etc. Each child should be prepared to explain how to do their activity to others.
2. Have them bring in any equipment they might need to demonstrate their activity. You set the limits here! Have the kids focus on activities that someone with any ability level can participate in and that can be easily demonstrate (that means no downhill skiing!).
3. Give all kids an assigned location for their activity in the gym or outside. Give them five minutes to set up.
4. Divide the children into two groups. Group 1 will demonstrate first, and all children in Group 2 will circulate to the various manned stations. Each child must do the activities at each station.
5. After 15 minutes, switch the groups around with Group 2 demonstrating and Group 1 participating.

Discussion/Reflection

- Were you able to try some new activities? What did you think of them? What are some other activities you'd like to try?
- How many steps were you able to take during the 30 minutes? How many steps do you think you could take in a day?
- What are some ways you could increase the number of steps you take in a day?



Lesson 7: Activity

We've talked about how Energy IN needs to be balanced with Energy OUT and how important activity is for the heart and the body. Now it's time to look at activity itself.

Basic Concepts

Today, most experts say that kids should get at least 60 minutes of activity every day. Some do that naturally through playing, but others need more encouragement. Team sports are wonderful, but some kids need individual activities. 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.

Learning Objectives

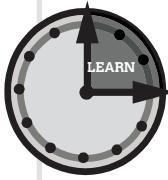
- Identify the three types of activity (heart-pumping, muscle-building, stretching) and the role of each
- Classify activities into the three activity types
- Explain at least two benefits of activity

Materials Needed for This Lesson

- Construction paper or poster board
- Crayons/markers/colored pencils
- Magazines and newspapers with pictures of people being active
- Whiteboard, blackboard, or flipchart with writing utensil
- Masking tape
- Frisbees or balloons
- Dance Dance Revolution or Wii Fit
- Gym equipment

There Are So Many Benefits to 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



What Kids Should Learn From This Lesson

There are three different kinds of activity, and everyone should do some of these every week.

1. **Heart-pumping activities** get the heart in better shape. There are different levels of heart-pumping activities:
 - **Easy:** for example, walking. Can be done 60 minutes every day.
 - **Harder:** for example, playing tag. Only needs to be done for about 45 minutes and not every day.
 - **Most intense:** for example, continual fast running. Only need to be done for 30 minutes three times a week, because the body is working its hardest.
2. **Muscle-building activities** are designed to get the muscles in better shape. These can feel fatiguing, 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 to three times each week.
3. **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.

While they can be done anytime of the day, encourage kids to stretch before more strenuous physical activity as part of a warm-up. Stretching before other activities reduces the chances of injuries.

All three of these activity types give different benefits to the body, so all three need to be included each week. They're all related to each other: 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 concepts about how to do them. The Camp Fire Wise Kids program calls them the Three 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.



When Talking to Kids About Activity...

Choice, choice, choice. 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 Three 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, 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 that they 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 increase to longer periods as strength and stamina increase.

Energy IN and OUT Challenges

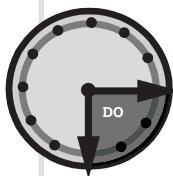
IN Choose a healthy snack three times this week.

OUT Choose your favorite TV show during the week. Do as many standing lunges as you can during each commercial until the show comes back on.

Keep in Mind

The important thing is to get kids moving. That's easier for some kids than others. Look at the kids who seem reluctant. What are some alternatives for them that might be fun? They may shy away from competitive sports, but may discover other ways of being active, like hiking or swimming. Encourage them to look at other options.





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.

Activity

Activity Goal Setting

Consider having the kids work on setting these goals and then track how they managed their goals. Reward kids who meet their goals with stickers on a wall chart.

1. Have each child plan three days of activities for themselves. They should include activities from each of the three activity categories.
2. Students should create a Goal poster. Use construction paper. Allow children to draw pictures and cut out photos from magazines and newspapers. Post their goals poster in your meeting area.

Hangman

1. On a whiteboard or flip chart, write spaces for the word "Physical Activity" like the game Hangman.
2. Have one child come forward and act out an activity silently for 5–10 seconds. After s/he is finished, have them place a letter in one of the spaces on the whiteboard. Then have a second child demonstrate a new activity and place another letter on the board. Keep going until someone in the class can answer the two-word phrase.
 - You can hand the child a card with the letter and space to fill in or simply tell them when they are done acting out their activity.
 - Kids know so many different ways to play and be active. Have them choose the activity to act out or give them suggestions if they are stumped as to what to act out. (Examples: Running, fishing, push-ups, sit-ups, bicycling, jumping rope, dance, basketball, bowling, soccer, gymnastics.)
3. The game is finished when someone solves the word.
4. Repeat using other vocabulary words from the weekly worksheets.



Fill in the Activity Grid

1. Use masking tape to make a three-part chart on the wall.
2. Have kids make up cards (two to three per child) with various activities on them.
3. Shuffle the cards. Let the kids take turns drawing a card and using tape to pin it on the appropriate section of the chart.
4. Once you've done 10-15 activities, you are done. Reward the kids with outside activity time.

Discussion/Reflection

- What are some important things to keep in mind when setting goals?
- What are some ways you can plan to work on your goals?
- What are things you should do if you don't succeed the first time?





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.

Activity

Activity Sampler

Kids do a series of events that demonstrate the three activity categories. Heart-Pumping, Muscle-Building, and Stretching can all be demonstrated for at least 10 minutes each throughout the week. If you can spread out the activities and do each one for 30 minutes, great!

1. Using the activity ideas brainstormed in the "Fill in the Grid" activity, have the kids demonstrate each of the activities to the program staff.
2. Based on the activities that are brainstormed, choose one or two that take 10 minutes each, and lead kids in these activities in session 1. Choose one or two additional activity ideas and use those in session 2.

Frisbee Golf

1. Have the kids set up a "golf course" in your gym or outdoor area. Use hula hoops, jump ropes, equipment boxes, etc. as the holes. There should be a minimum of six holes and no more than nine.
2. Hand out Frisbees if available. If no Frisbees are available, you can modify this activity to be "Balloon" golf. Blow up a few latex balloons. Children will use their hands or feet to "golf" the balloon along the course.
3. Use paper to keep score for who has the least number of "strokes" after six to nine different holes.



Dance Dance Revolution® or Wii Fit

If you have access to DDR, consider having a “dance” contest.

1. Set up the DDR or Wii Fit system and TV.
2. Allow children to play for 5–10 minute intervals. While waiting for turns, set up various other free choice activities (basketballs, space for tag, duck-duck goose, red light-green light) for the children to do while waiting.

Obstacle Course Fun

1. Select the first team of “course builders.” Give them three minutes to determine the course. Course builders demonstrate the obstacle course challenge.
2. Other kids take turns running the course. The Program Leader records time. The child with the fastest time wins.
3. Repeat after selecting a new team of “course builders.” Have the other kids take turns running the course. This time the child with the slowest time wins!
4. Repeat and reward other silly performances.

Discussion/Reflection

- Which games that we’ve played could you play with your friends or family at home?
- What Heart-Pumping activities do you enjoy? Muscle-Building? Stretching?
- What are ways you can plan to get all three kinds of activity into your day?



Lesson 8: Sleep

Sleep

Kids may already know a little about eating healthy and physical activity, but they likely don't understand how important sleep is for their bodies too. Getting enough sleep is a major factor in good health, and it's also critical for brain function. Without enough sleep, we don't just feel physically tired, but we may find our brains don't seem to work at full power. Emotionally we may feel sad or angry for no reason, or for little reason.

What's more, there appears to be a correlation between lack of sleep and childhood obesity, although researchers at the National Institutes of Health admit it's a "chicken or the egg" situation—is lack of sleep contributing to overeating and less physical activity, or is increased weight leading to sleep apnea, which can prevent kids from getting enough sleep?

Either way, it's clear that good health involves both Energy Balance and a good amount of sleep.

Basic Concepts

Everyone needs sleep.

- How much sleep each person needs depends on their age and level of physical activity.
- Kids aged 5 to 12 need on average 10–12 hours per night.
- The body needs to rest each night from its day's activities.
- The brain needs "down time" to be fully functional the next day.
- When a child is growing, the body needs more rest.

Learning Objectives

- Understand that getting enough sleep is an important part of health
- Identify what happens when we don't get enough sleep (irritability, sadness, lack of energy, brain not fully working)
- List ways of developing routines that will encourage regular sleep



Camp Fire Wise Kids®

Sleep



What Kids Should Learn From This Lesson

- Sleep is an important part of overall health.
- Kids aged 5 to 12 need about 10–12 hours of sleep per night.
- Without enough sleep, we don't think as well, can become sad or angry, and can even become sick.
- Rapid Eye Movement (R.E.M.) sleep is a stage of sleep where we dream and our eyes move rapidly under our eyelids. It's the deepest stage of sleep, and we all need four to five cycles of R.E.M. sleep per night.

When Talking to Kids About Sleep...

Sleep can be an abstract concept for kids. But most of them should be able to identify how they feel when they don't get enough sleep. It's likely they have not

put two and two together. Bring in the theme of feeling better and having more fun when they're properly rested.

It's unlikely that many kids have thought about the value of a bedtime routine. This is an area where most kids can have some control; they can plan their routine, even if they can't set their own bedtime.

Fun Fact

Every living creature needs sleep. Did you know some animals need up to 20 hours of sleep per day?

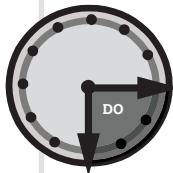
Keep in Mind

Have you ever been around a child who is in a bad mood, or is misbehaving, and you know it's because they're short on sleep? What happens when you tell them they're tired? Usually the reaction isn't a good one. Kids may not be able to articulate it, but the emotions they feel when they're tired feel bigger than just needing more sleep. Rather than telling them to take a nap, find ways to help them wind down and relax, and talk about the need for sleep at another point.

Energy IN and OUT Challenges

IN Drinking liquids with caffeine, like soda pop or iced tea, can make it hard to fall asleep. Avoid these kinds of drinks every weeknight this week.

OUT Decide what time you should go to bed to get enough sleep at night. Try to go to bed at that time 5 nights in a row.



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.

Sleep

Create a Bedtime Routine

1. Have a short discussion with the kids about things they do before they go to bed (for example, take a bath, brush their teeth, read a book, etc.).
2. Have them write and/or draw a plan for the routine they'd like best, listing each step in order.
3. If there are physical things they like to have with them when they sleep (favorite blanket, stuffed animal, etc.), have them add those to the routine.
4. Children should take the bedtime routine plans home and share with their parent or guardian.

Sparky's Sleep Journal

1. Have each child label a piece of paper with their name (it's probably easiest if you hang onto these until the end of the lesson).
2. Each day, ask them to write down what time they went to bed the night before and what time they got up that morning. Ask them how they felt when they got up each morning.
3. Calculate the number of hours they slept each night. If there was a nap on any of the days, add that in.
4. At the end of the week, spend time talking about how they felt when they got enough sleep (10–12 hours) and when they did not. Reflect on what they can do differently next week to increase the hours they sleep, or what adjustments they might need to make in their routines.

Materials Needed for This Lesson

- Construction paper or poster board
- Crayons/markers/colored pencils
- Magazines and newspapers with pictures of people being active

- Whiteboard, blackboard, or flipchart with writing utensil
- Masking tape
- Frisbees or balloons
- Dance Dance Revolution or Wii Fit
- Gym equipment



Camp Fire Wise Kids®

Sleep

Sleep is Serious! Posters

1. Let the kids create posters that explain why sleep is important and tips to get a good night's rest. If possible, hang these around your site for others to learn from.
2. You can also consider making a large "Sleep is Serious!" mural or bulletin board to hang or place in a prominent location so parents and other children can learn too.

Sleep skits

Form teams and have them create a funny skit that encourages people to get enough sleep and highlights what happens when you don't!

Discussion/Reflection

- What happens when we don't get enough sleep?
- What can we do to make sure we get enough sleep?
- What are things we should not do when it's just about time to sleep?





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.

Sleep

Walk-a-Thon

Getting 60 minutes or more a day of physical activity serves two purposes:

1) it helps the body stay healthy, and 2) it helps you sleep better at night. This week, consider creating a "Walk-a-Thon."

1. As a group, establish a miles or steps goal you'd like to achieve during the week. You could pick a local destination the kids love, like a theme park, museum, or mall, and work together to "walk the miles" needed to get the group there. For example, if it is 20 miles away and you have 20 children in your group, each child walks one mile to represent the 20 miles you need.
2. You could also use the pedometers in your Wise Kids kit and keep track of steps over the week. Maybe your group sets a 10,000-step goal for the day as a group. Have each participant wear a pedometer and record steps taken throughout the day. Once you hit the goal as a group or individually, reward the milestone with a healthy snack or a celebration event.

Game Day

Set aside 60 minutes and devote that time to playing:

1. An organized sport, such as soccer, flag football, kickball, basketball, etc. Ensure all kids get at least 30 minutes of playing time or more.
2. A yard game, such as Kick-the-Can or Capture-the-Flag around your location or at a local park.
3. Put a "sleep" twist on it by combining it with Pajama Day and the kids will have fun playing those games in their pajamas!



Park/Activity Challenge

Create a "challenge" course around your location at a local park. (Think reality TV shows like "Survivor" or "Eco-Challenge.") Combine a series of physical activity events teams need to complete in order to complete the challenge. Reward the achievement or create prizes for the various "finish" places.

1. Identify three to four activities that can be done at a local park or around your location. Consider choosing activities that can become lifelong hobbies, require teamwork or offer something new for the children to try. Examples include: biking, swimming, jogging, a nature hike/walk, pogo stick, tennis, canoeing, fishing, etc.
2. Consider teaching a different element of the "challenge course" each day you meet with the children that week or over a few weeks.
3. Weave in some silly elements too, such as a water balloon toss, carry-the-egg, etc.
4. Establish the "challenge course." The children can help design the course or you and your staff can create the order of events. Children can compete individually or as teams. For added fun, consider making t-shirts to represent the day or the team.
5. Kick-off the challenge, take photos of the kids in action, and celebrate at the finish line!

Discussion/Reflection

- How do physical activity and sleep work together?
- Getting physical activity right before bedtime can make it hard to fall asleep, because it wakes up your body. When is a good time to be physically active?
- How can you get more steps in your day?



Lesson 9: Graduation

The really important point of this final Energy Balance lesson is ensuring that the kids carry their new knowledge into the future. **Knowing about Energy Balance will only help them if they continue to use it in their daily lives.** No one's perfect—everyone has an "off" day now and then. But the more they try to develop the habits of good food and activity choices, the better their health will be for years to come. And they shouldn't forget to sleep!

Basic Concepts

- Calories IN = Calories OUT.
- Stress the idea of making good food and activity choices. MyPlate can help guide them.
- Calories are the fuel our bodies need. Choose Healthy Foods with lots of nutrients, not Junk Foods, as your main source of calories.
- Review the basic elements of a food label. It is a great tool to help us make wise and healthy choices, especially when comparing two food or drink choices.
- The heart is the muscular organ that pumps blood through the body. Keep it healthy so it doesn't wear out.
- The body has five major parts: Bones, muscle, fat, skin, and internal organs. Food and activity choices affect every part of the body.
- Children should get at least 60 minutes of activity a day. Try to get a variety of the three types of activity: heart-pumping, muscle-building and stretching.
- Getting enough sleep is as important for a healthy body (and brain) as Healthy Foods and Physical Activity.
- Set goals, work with a buddy, and most important, have fun being active and choosing foods that help the body stay healthy!

Materials Needed for This Lesson

- Construction paper/poster board
- Crayons/markers/colored pencils
- Old magazines or coupon flyers
- MyPlate Bingo (included in your kit)
- Healthy Meal and Activity Planning Sheet (see page 111)
- Pedometers (included in your kit)

Graduation



Camp Fire Wise Kids®

Graduation



What Kids Should Learn From This Lesson

- Review the basic concepts listed on page 105, and these terms:
 - **Protein** The nutrient that provides energy and helps the body grow and repair itself when it's injured or sick
 - **Fat** A nutrient that gives energy to the body and helps you stay full longer
 - **Carbohydrate** A nutrient that gives energy to the body

When Talking to Kids About What They've Learned From Camp Fire Wise Kids...

This lesson is a great time to review Energy Balance. Each lesson has been designed to incorporate information about Energy IN (food and fluids) and Energy OUT (activity). **We know as adults that maintaining Energy Balance helps prevent a multitude of illnesses, but the important things for kids is that they'll feel better and have more fun.**

Talk to the kids about setting and managing goals. **Emphasize that it's too easy to pick a really ambitious goal, then feel bad when it doesn't work.** The best approach is to pick small, manageable goals, like doing jumping jacks during commercials while watching TV or eating fruit instead of a Junk Food each day. When that goal is successfully met, add a new goal or a new twist to the first goal: less TV and more walking outside. Encourage them to set up a "buddy" system, where they set goals together with a friend.

Keep in Mind

Energy Balance is a lifelong process. Taking care of the body makes it feel better and lets us have more fun in our lives. No one is perfect every single day. The key is to learn from our mistakes and move on.

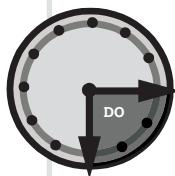
The importance of continuing to work on Energy Balance can't be overestimated. At your site, brainstorm ways to keep kids motivated. Maybe it's a goal-setting chart where they get stickers or stars for making and attaining goals. Conventional wisdom says it takes at least 12 weeks to develop a new habit. The sooner kids develop good Energy Balance habits, the better off they will be. Key phrase? **Never give up!**

Energy IN and OUT Challenges

IN Try 1 of the following whole grains this week: whole grain cereal, whole wheat bread, brown rice, whole wheat tortilla.

OUT Pick a buddy or family member. Ask them to walk, scooter, or skateboard with you at the neighborhood park for at least 15 minutes 3 times 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.

Wise Families Newsletter #4—if possible, visit the Wise Kids section on Compass and download the first newsletter to send to the parents.

Graduation

Nutrition and Activity Olympics (Part 1)

A special final event at the end of Camp Fire Wise Kids is a great way to really emphasize the Energy Balance concept and the information discussed over the last eight lessons. This activity has both a Learning Activity component (the kids will need to plan/design it) and an Active Activity component (participation).

1. Put the kids in groups of two to four.
 2. Tell them each group needs to come up with an Olympic event, an activity/game/sport that will help burn calories. They need to name their event, create event posters, and make fun awards.
 3. Host the 1st Annual Nutrition and Activity Olympics. Everyone participates in all events. Each event has a first, second, and third place winner/finisher. Once the events are completed, they can have an awards ceremony.
- OPTIONAL: Have the same groups each identify an Olympic Snack that would be healthy for athletes in their event. After the awards ceremony, have them prepare those items and throw a party where all participants get to sample their snack.

MyPlate Bingo®: Playoffs

Optional: Hand out healthy snacks to Bingo winners.



Create a Restaurant Menu*

1. Divide the kids into groups of three to four. Provide each group with paper, markers, crayons, old magazines, or coupon flyers.
2. Tell them that they will be creating their own restaurant. They should determine the name of their restaurant and create a menu.
3. The menu must contain foods from each of the five food groups. They need to determine the number of calories in each item if possible using the food cards or internet. They should also list what food group each item falls into.
4. The menus should include possible activities families could do together after eating out to be balanced.
5. Once the menus have been written, they should be decorated and prepared to present to the rest of the group.

Healthy Meal and Activity Planning

Give kids the blank meal and activity plan for them to complete (page 111). Have them refer to the Wise Kids workbook to review the different food groups.

1. Ask kids to think about MyPlate and choose foods to fill in the meal plan representing a variety of these food groups. Encourage them to include foods they like to eat and to try some new foods.
2. Have them balance their food choices throughout the day. Also list some healthy activities they like to do.
3. Once all the kids are finished, ask them to share some of the foods they included in the different meals. The children will get good ideas from their friends. If someone has included an unhealthy choice, encourage the group to help identify a food that could replace it.

Discussion/Reflection

- When you eat out at a restaurant, what kinds of choices can you make to eat Healthy Foods?
- What have you learned about Healthy Foods? Junk Foods?
- How do Physical Activity and getting enough sleep work together?



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.

Graduation

Nutrition and Activity Olympics (Part 2)

This follows Part 1 of the Olympics, as described in Learning Activities.

1. Host the 1st Annual Nutrition and Activity Olympics. Everyone participates in all events. Each event has a first-, second-, and third-place winner/finisher. Or offer awards to all participants, such as the Graduation Certificate found on the Marketing Materials CD or the temporary tattoos. Once the events are completed, children can have an awards ceremony.
- OPTIONAL: Each winner can tell how their body benefits from the activity they won an award for.

What's the Time, Mr. Wolf?

1. Choose one player to be Mr. Wolf. The wolf stands about 15 feet from the other players, turning his/her back to them.
2. The other players call out, "What's the time, Mr. Wolf?" The wolf turns to face the others and shouts out a time ("10 o'clock"). The others then take 10 steps toward the wolf.
3. Every time the wolf calls a time, the others take that many steps.
4. After everyone takes the steps, the wolf turns his/her back again until the others call, "What's the time, Mr. Wolf?"
5. When the group gets close to the wolf, the wolf will answer, "DINNER TIME!" and run after the others, who are running back to the starting line. If the wolf catches someone before they get back to the starting line, they become the wolf. Otherwise, the same wolf starts the next round.



Sparky Six Challenge

You may need to do this activity during both weekly sessions. The goal: Earn the most points by the end of the game.

1. Divide the group into four groups. Have the kids wear a pedometer on the Sparky Six days.
2. Explain the six challenges:
 - a. Total number of steps taken while participating. Add up each team member's steps after completing all six challenges.
 - b. Playground obstacle course. Establish a course and measure the total time for each team player to complete it. Have staff time and record each child's time.
 - c. Drinking the recommended water amounts in a day. Five points for each player who drinks 8–11 cups of liquids, with at least 3–6 cups of that being water, the day of the events.
 - d. Fruit and Veggie Challenge. Five points for each player who eats five to seven fruits or vegetables the day of the events.
 - e. Capture the Flag. Play one round of Capture the Flag with each team hiding a flag. The first team to successfully capture a flag receives 100 points.
 - f. Monkey Bar Challenge. 100 points awarded to the team with the highest cumulative number of passes across the monkey bars. Each team player passes across the monkey bars until they drop. Each pass counts as one point.

Discussion/Reflection

- You've learned a lot in Camp Fire Wise Kids. What have you learned that you can share with your family? Your friends?
- Think about Energy IN and Energy OUT challenges. What are some challenges you can set for yourself?
- Once you've set those challenges, think about what you can do to work towards them. What might make it difficult? What can you do to succeed?



Healthy Meal and Activity Planning

	Breakfast	Lunch	Snack	Dinner	Snack	Activity
Fruits						
Vegetables						
Grains						
Milk						
Meats/Beans						

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
- www.dolesuperkids.com
- <http://healthymeals.nal.usda.gov>
- www.fitness.gov
- 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

For more information, please visit our website: www.campfire.org

Resources

