

CHAPTER 9



Nutrition and Physical Activity

NUTRITION and PHYSICAL ACTIVITY

This Chapter covers the following Core Competency:

- 12: Incorporates activities to promote physical health

Overview

50% of middle school students watched three or more hours of television everyday.

14% of middle school students are overweight and 27 describe themselves a slightly or very overweight.

~ *SFUSD Youth Risk Behavior Survey, 2003*

Over the years, research evidence has concluded that physical activity and nutrition significantly affect student achievement. School physical education programs have shown favorable effects on students' academic achievement through increased concentration and improved performance on mathematics, reading, and writing tests.

~ *"How Are Student Health Risks and Resilience Related to the Academic Progress of Schools?" WestEd*

Recreation is an integral part of a young person's educational success and healthy development.

Afterschool programs serving K-5 youth should incorporate at least 90 minutes a week of structured physical education. These 90 minutes can be broken down in several ways:

- At least twice a week for 45 minutes
- 10-minute activities during transition times throughout the week
- Each day of the program for 30 minutes

Structured physical activities promote exercise and develop healthy habits.

The Centers for Disease Control recommends that everyone participate in regular physical activity as it can help:

- Control weight
- Control high blood pressure
- Reduce risk for type 2 diabetes, heart attack, and colon cancer
- Reduce symptoms of depression and anxiety

We believe that afterschool programs can help young people develop lifelong physical activity habits. We recommend an activity every day during the last hour of the program. These activities can include team sports (soccer, basketball, volleyball) as well as individual movement activities (dance, yoga, martial arts). More advanced programs can incorporate research based physical activity curricula to further enhance the learning.



In our program we incorporate activities to promote physical health and sufficient space exists for activities to take place

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
We incorporate activities to promote physical health	<ul style="list-style-type: none"> <input type="checkbox"/> A physical activity is not an option each day of the program 	<ul style="list-style-type: none"> <input type="checkbox"/> All youth engage in at least 30 minutes of vigorous physical activity per day <input type="checkbox"/> A variety of physical activities are available to youth, that appeal to all genders, and interest groups 	<ul style="list-style-type: none"> <input type="checkbox"/> All youth engage in at least 60 minutes of vigorous and varied physical activity per day <input type="checkbox"/> Staff promote an attitude of wellness and engage in physical activity with youth
Sufficient space exists for activities to take place	<ul style="list-style-type: none"> <input type="checkbox"/> Youth are in a cramped or unsafe space where physical activities are logistically difficult 	<ul style="list-style-type: none"> <input type="checkbox"/> There is at least 1 space a program can use for physical activities (outdoors, a gym, an empty room) 	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple age-appropriate spaces exist for physical activities <input type="checkbox"/> Youth leaders facilitate activities



In our program healthy snacks are available and we promote emotional health

In our Program...	Low Quality Indicators	Approaching Quality Indicators	Quality Indicators
Healthy snacks are available	<ul style="list-style-type: none"> <input type="checkbox"/> Program offers processed snacks that are appealing to youth but contain high sugar or fat content (nachos, cookies, soda) <input type="checkbox"/> Staff eat unhealthy food in front of youth 	<ul style="list-style-type: none"> <input type="checkbox"/> Program makes a conscious effort to offer healthy snacks daily (fruit, yogurt) <input type="checkbox"/> Celebrations and special events maintain healthy eating policies <input type="checkbox"/> Water is available and encouraged <input type="checkbox"/> Staff model healthy eating habits with youth 	<ul style="list-style-type: none"> <input type="checkbox"/> Program integrates values around healthy eating into activities: (cooking clubs, gardening, smoothie programs) <input type="checkbox"/> Youth may run their own snack bar as an entrepreneurship club <input type="checkbox"/> A select group of youth leaders may be responsible for coordinating snack <input type="checkbox"/> Program involves parents in healthy eating or provide youth with healthy food to bring home (from gardens, healthy snacks, etc.)
We promote emotional health	<ul style="list-style-type: none"> <input type="checkbox"/> Activity spaces are dominated by one gender, or one clique <input type="checkbox"/> Teasing or bullying breaks out during games 	<ul style="list-style-type: none"> <input type="checkbox"/> Activities are physically & emotionally safe – no bullying or injuries occur during activities <input type="checkbox"/> Activities to expand knowledge of risky behavior are offered <input type="checkbox"/> Program activities are respectfully competitive – teams are picked at random, activities test a variety of skills (not just basketball, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff are aware of youth who are not engaged in physical exercise outside of the program, and talk with them about the importance of exercise <input type="checkbox"/> De-brief sessions connect physical activities to character building (playing by rules, teamwork, learning from mistakes, etc.)



Make sure recreation activities provide an opportunity to release energy.

- ❑ Arrange your program schedule so that all youth can participate in structured physical activities at least 40 minutes per week.
- ❑ Structure the activities to ensure participants are moderately to vigorously active the majority of the time.
- ❑ Minimize instruction time and maximize movement by giving instructions while youth stretch, not giving all instructions at once, etc.

Design and choose recreation activities that help youth learn new activities and build skills.

- ❑ Offer a variety of recreation activities throughout the week (e.g. dance, sports teams, martial arts) and allow youth to choose which activities they would like to participate in.
- ❑ Integrate nutrition and physical activity in creative ways so that it is less intimidating for youth. For example, diversify activities so that youth who may feel nervous about playing sports can still reap the benefits of vigorous physical activity via dance, yoga, walking, etc.
- ❑ Modify activities for youth with diabetes, asthma, and other common conditions.
- ❑ Design activities to teach social skills and team building in addition to keeping participants active.
- ❑ Infuse math and literacy skills into recreation activities (e.g. keep track of basketball game statistics, learn new dance vocabulary, read about ancient martial arts).
- ❑ Encourage participants to bring appropriate clothing and shoes for days when recreation is scheduled.

Teach life-long health awareness skills.

- ❑ Encourage youth leadership by setting up a system for participants to rotate leading warm-ups and cool-downs, allowing them to choose which songs to choreograph, and using their input when selecting games.
- ❑ Arrange events where participants can demonstrate their new skills (e.g. at a family fitness night, holiday party, or end-of-the-year celebration).
- ❑ Teach nutrition lessons that stress the importance of both physical activity and healthy eating as life-long healthy habits.
- ❑ Encourage incremental changes – e.g. start by encouraging youth to drink more water, less soda or participate in one low impact physical activity – then work your way up.
- ❑ Check out the ShapeUP San Francisco website for more ideas about how to get your youth involved in healthy activities: www.sfgov3.org/index.aspx?page=1175



HOW TO

Infuse Structured Physical Activities into the Afterschool Program

Physical activity in the afterschool program is much more than just recess time. Follow these suggestions for setting up a safe, meaningful, and fun structured physical activities program and get participants moving!

1. Scheduling

- Survey participants to find out which physical activities they would most like to participate in.
- Designate specific time slots in your program schedule for physical activity. Post the program schedule so staff, participants, and families are aware that physical activity is a priority.

2. Staffing

- Plan ahead - schedule staff professional development days that are focused on how to implement structured physical activities.
- Prioritize hiring staff with recreation experience. Maximize their skills and have them lead the recreation component of the program.
- Encourage staff to state the goal and outcome of their physical activity and organize the space/equipment needed to successfully teach the activity.
- Network with colleagues to get referrals for consultants that provide structured physical activity in afterschool settings.
- Set aside money in the budget to purchase equipment and/or pay for consultants who

provide physical activity.

3. Youth

- Create group agreements with participants about behavior expectations during structured physical activities.

What Should I Have in My Toolbox?

- Physically safe environment (appropriate space, clear of debris and obstacles).
- Equipment for a variety of sports and games, or partnerships with community groups or recreation centers with these materials.
- Research-validated physical activity curriculum (e.g. SPARK).



I have a tight budget, what is this going to cost me?

- Outside consultants leading special activities: free (volunteers) or low-cost (stipends).
- Equipment for sports and games.



HOW TO

Infuse Skill Building in Your Structured Physical Activity

Recreation time is a great time to build skills. For bodily-kinesthetic learners, it is a perfect opportunity to reinforce literacy or math concepts. For youth who struggle socially, it can help bring out their teamwork or problem-solving skills. Take the time to view your recreation program with an eye towards “teachable moments.”

Promote positive sportsmanship and social skills in competitive and noncompetitive environments:

- Designate youth referees to mediate disputes during games.
- Play games in which there are no winners or losers.
- Introduce activities that require full team participation.
- Use team cheers.

Select specific social skills (kindness, cooperation, encouragement) to teach. Debrief with participants after the activity to reflect on these specific skills.

Provide a variety of traditional and non-traditional activities. Some activities to consider include:

- Yoga, pilates, circuit training
- Martial arts (Capoeria, tai chi, karate)
- Circus arts (juggling, tight rope, stilting)
- Biking, hiking, or running clubs
- Dance, aerobics, cheerleading, step

Enhance the physical development of every participant by teaching specific sports techniques. (e.g. hold a basketball “clinic” that focuses on developing specific skills such as passing, dribbling, shooting)

Build math and literacy development opportunities into the program.

- Have youth write articles about tournaments for the newsletter.
- Post game rules for participants to read out loud.
- List statistics for games and tournaments.
- Encourage vocabulary building.

Give clear directions, check for understanding, and provide time for reflection about the activity.

What Should I Have in My Toolbox?

- Books or curricula focusing on non-competitive or team-building physical activities (e.g. SPARK)
- A selection of team cheers (See Tools)
- Age appropriate activities
- Options and modifications for varied skill levels



I have a tight budget, what is this going to cost me?

- Staff time to plan activities and participate in training.



Cheers!

Use these cheers as motivators during physical activities

N-I-C-E T-R-Y

That's the way we spell "Nice Try."

Nice Try!

That's alright, that's OK,
We're having fun anyway!

Pride, (clap)

Spirit, (clap)

Come on, crowd,

Let's hear it! (clap)

Good Job! Good Job!

Good Job! Good Job!

G-O-O-D J-O-B

Good Job! Good Job!



HOW TO

Create Youth-Led Recreation Activities

Here are some suggestions for increasing youth leadership in your recreation activities.

- Survey participants to determine what recreation activities they are interested in learning as well as which activities they have experience in and would like to share with others. Schedule activities accordingly.
- Allow youth to choose and lead activities.
- Ask youth to demonstrate the activity and model appropriate behavior.
- Host an end-of-the year celebration, holiday party, and/or family fitness night for participants to showcase new skills.
- Train youth to set up equipment before the activity and put it away when the activity is done.
- Train youth to be “referees” for games, and how to mediate their own disputes over plays.
- Allow youth to make up and teach new rules for games.
- Allow participants to pick the music for dances and to choreograph their own pieces.
- Also see Chapter 6: *Youth Development* for ideas.

What Should I Have in My Toolbox?

- Youth survey or focus group (See Tools).
- Meaningful roles/jobs for participants.
- Incentive system such as “Youth Leader of the Month.”



I have a tight budget, what is this going to cost me?

- Incentive system: free or low-cost (See Chapter 5: *Program Environment and Safety* for ideas).


TOOL

Sample Youth Recreation Survey

Youth Survey (Please check all boxes that are true for you.)				
		Activities I have done	Activities I would like to do	Activities I would be willing to learn
1	Aerobics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Circuit Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Obstacle Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Weight Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Kick Boxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Boot Camp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Bicycling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Skateboarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Snorkeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Hiking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Boogie Boarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Running or Jogging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Karate or Martial Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Backpacking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Hockey Sack	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Mountain Biking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Physical Activity with family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Circus Stunts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	BMx Biking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	High Ropes Course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Rock Climbing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Air Guitar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	Ballet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	Modern Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	Tap Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	Hip Hop Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	Club Dancing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	Team Games like Capture the Flag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adapted from the S.P.A.R.K, San Diego State University Foundation

continued on next page...



Sample Youth Recreation Survey ...continued

31	Frisbee Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	H-O-R-S-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	Tetherball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Four Square	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Jump Rope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Running Relays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	Golf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	Rollerblade Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39	Tumbling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	Track and Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Soccer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Field Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	Racquetball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	Softball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	Tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	Boxing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	Wrestling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Cheerleading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	Badminton	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	Flag Football	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	Surfing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53	Lacrosse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54	Volleyball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	Baseball	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	Cross Country Runs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57	Gymnastics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Activity means any activity in which you tend to breathe faster and can feel your heart beating faster than when you are resting.

58	What other physical activities would you like to do afterschool that were not listed above?
59	Do you usually breathe hard or sweat during physical activities afterschool? <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never
60	Do you enjoy the physical activities afterschool? <input type="checkbox"/> Always <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never



Sample Youth Recreation Survey ...continued

61	I would be more active during physical activities if... (Check all that apply)	
	<input type="checkbox"/> I could bring my own equipment <input type="checkbox"/> There was more time for physical activities <input type="checkbox"/> There weren't so many physical activities <input type="checkbox"/> There were more choices of activities <input type="checkbox"/> There was better equipment <input type="checkbox"/> There was more space for the activities	<input type="checkbox"/> There weren't so many rules <input type="checkbox"/> There were contests, tournaments, or prizes <input type="checkbox"/> More staff participated <input type="checkbox"/> We could choose the activities we want to do <input type="checkbox"/> More people participated <input type="checkbox"/> Other_____
62	The areas where we can participate in physical activities afterschool are: (Check all that apply)	
	<input type="checkbox"/> Just right OR <input type="checkbox"/> Too small <input type="checkbox"/> Too run down <input type="checkbox"/> Too big <input type="checkbox"/> Too old	<input type="checkbox"/> Too difficult to participate in many physical activities <input type="checkbox"/> Always being used by others <input type="checkbox"/> Too crowded <input type="checkbox"/> Too boring <input type="checkbox"/> Other_____
63	The equipment for physical activities afterschool is: (Check all that apply)	
	<input type="checkbox"/> Just right OR <input type="checkbox"/> Too old <input type="checkbox"/> Always broken <input type="checkbox"/> Always lost <input type="checkbox"/> Not enough	<input type="checkbox"/> Not the right size <input type="checkbox"/> Poor quality <input type="checkbox"/> Don't really know what equipment is available <input type="checkbox"/> For activities I am not interested in <input type="checkbox"/> Other_____



Chapter 9: Nutrition and Physical Activity
Sample Youth Recreation Survey
...continued

LEADERS			
1	Do you prefer to participate in physical activity if the leader/staff participates? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Doesn't Matter		
2	Do you prefer to participate in physical activities that have both boys and girls? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Doesn't Matter		
3	What do you like best about the way staff or leaders run the physical activities?		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>The leaders: (Check all that apply)</p> <input type="checkbox"/> Provide great activities <input type="checkbox"/> Treat everyone fairly <input type="checkbox"/> Let us pick the activities we want to do <input type="checkbox"/> Participate with us <input type="checkbox"/> Are fun</td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Don't force us to participate if we don't want to <input type="checkbox"/> Let us make our own rules <input type="checkbox"/> Make sure everyone gets to participate <input type="checkbox"/> Know a lot about activities <input type="checkbox"/> Other _____</td> </tr> </table>	<p>The leaders: (Check all that apply)</p> <input type="checkbox"/> Provide great activities <input type="checkbox"/> Treat everyone fairly <input type="checkbox"/> Let us pick the activities we want to do <input type="checkbox"/> Participate with us <input type="checkbox"/> Are fun	<input type="checkbox"/> Don't force us to participate if we don't want to <input type="checkbox"/> Let us make our own rules <input type="checkbox"/> Make sure everyone gets to participate <input type="checkbox"/> Know a lot about activities <input type="checkbox"/> Other _____
<p>The leaders: (Check all that apply)</p> <input type="checkbox"/> Provide great activities <input type="checkbox"/> Treat everyone fairly <input type="checkbox"/> Let us pick the activities we want to do <input type="checkbox"/> Participate with us <input type="checkbox"/> Are fun	<input type="checkbox"/> Don't force us to participate if we don't want to <input type="checkbox"/> Let us make our own rules <input type="checkbox"/> Make sure everyone gets to participate <input type="checkbox"/> Know a lot about activities <input type="checkbox"/> Other _____		
4	What do you not like about the way staff or leaders run the physical activities?		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>The leaders: (Check all that apply)</p> <input type="checkbox"/> Always pick the best people to participate <input type="checkbox"/> Always decide what activities we will do <input type="checkbox"/> Don't participate <input type="checkbox"/> Are not fun <input type="checkbox"/> Make us participate even if we don't want to <input type="checkbox"/> Have too many rules</td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Don't pick fair teams <input type="checkbox"/> Pick the good players first <input type="checkbox"/> Have rules that are not fair <input type="checkbox"/> Don't include everyone <input type="checkbox"/> Take too long to start the activities <input type="checkbox"/> Aren't interested in physical activities or us <input type="checkbox"/> Other _____</td> </tr> </table>	<p>The leaders: (Check all that apply)</p> <input type="checkbox"/> Always pick the best people to participate <input type="checkbox"/> Always decide what activities we will do <input type="checkbox"/> Don't participate <input type="checkbox"/> Are not fun <input type="checkbox"/> Make us participate even if we don't want to <input type="checkbox"/> Have too many rules	<input type="checkbox"/> Don't pick fair teams <input type="checkbox"/> Pick the good players first <input type="checkbox"/> Have rules that are not fair <input type="checkbox"/> Don't include everyone <input type="checkbox"/> Take too long to start the activities <input type="checkbox"/> Aren't interested in physical activities or us <input type="checkbox"/> Other _____
<p>The leaders: (Check all that apply)</p> <input type="checkbox"/> Always pick the best people to participate <input type="checkbox"/> Always decide what activities we will do <input type="checkbox"/> Don't participate <input type="checkbox"/> Are not fun <input type="checkbox"/> Make us participate even if we don't want to <input type="checkbox"/> Have too many rules	<input type="checkbox"/> Don't pick fair teams <input type="checkbox"/> Pick the good players first <input type="checkbox"/> Have rules that are not fair <input type="checkbox"/> Don't include everyone <input type="checkbox"/> Take too long to start the activities <input type="checkbox"/> Aren't interested in physical activities or us <input type="checkbox"/> Other _____		
SNACKS			
1	Are snacks provided afterschool?		
2	If snacks are provided, what are your favorite snacks? a.) _____ b.) _____		
3	If snacks are provided, what are your least favorite snacks? a.) _____ b.) _____		
<i>Thank You for your time!</i>			



Promote Healthy Eating

It's in the news all of the time. Children and youth are not eating well and the effects are taking their toll on their health, energy levels, and cognitive development.

Like Statistics?

Empty calories from added sugars and solid fats contribute to 40% of daily calories for children and adolescents aged 2–18 years, affecting the overall quality of their diets. Approximately half of these empty calories come from six sources: soda, fruit drinks, dairy desserts, grain desserts, pizza, and whole milk.

Reedy J, Krebs-Smith SM. Dietary sources of energy, solid fats, and added sugars among children and adolescents in the United States. Journal of the American Dietetic Association 2010;110:1477–1484.

Adolescents drink more full-calorie soda per day than milk. Males aged 12–19 years drink an average of **22 ounces of full-calorie soda per day**, more than twice their intake of fluid milk (10 ounces), and females drink an average of **14 ounces of full-calorie soda** and only 6 ounces of fluid milk.

Forshee RA, Anderson PA, Storey ML. Changes in calcium intake and association with beverage consumption and demographics: comparing data from CSFII 1994–1996, 1998 and NHANES 1999–2002. Journal of the American College of Nutrition 2006;25:108–116.

Why Does This Concern My Afterschool Program?

Healthy eating in childhood and adolescence is important for proper growth and development and can prevent health problems such as obesity, dental cavities, iron deficiency, and osteoporosis. In addition, eating a healthy breakfast is associated with improved cognitive function (especially memory), reduced absenteeism, and improved mood.

As an afterschool provider, you are in a perfect position to help young people make healthy choices for themselves, including good choices about what they eat. In doing so, you can help develop healthy habits that will carry through for a lifetime!

OK. I'm Convinced. What Can My Program Do?

1. Provide Healthy Snacks and Meals

If snack and mealtime is under your control, serve the healthy stuff! If you are currently serving juice boxes, consider switching to water. Here are some more ideas for healthy snack and meal options:

- Whole grain cereals (like cheerios) with low-fat milk
- Low sodium vegetable soups (minestrone, lentil, split pea) with whole grain crackers
- Whole wheat tortillas with cheese, brown rice, beans and salsa
- Low-fat plain yogurt with fresh fruit
- Vegetable sticks with hummus dip
- Whole wheat noodles with vegetable pasta sauce and grated cheese
- Whole grain waffles with fruit
- Mini whole wheat bread sandwiches with low-fat cream cheese and cucumber

If it's taking a lot of convincing to get your participants to try new foods or healthier snacks, you may want to offer incentives to those who at least try the food in front of them. Who knows, one bite and they just might want more!

2. Cook

"Cooking" can be done even without a kitchen or stove. Learning to fix healthy snacks for themselves is a great way to help your youth. Plus, kids are much more likely to try eating something if they've made it themselves. Pick up a kids' cookbook, or look online for simple, healthy recipes, for example, on SFUSD's Nutrition Education Project website: www.healthiersf.org/Nutrition

And don't forget about all of the other valuable skills learned in cooking, like how to properly use a knife, good hygiene, measurement and math, etc.!



HOW TO

Promote Healthy Eating ...continued

continued on next page...

3. Garden

Every since Alice Waters popularized the idea of the “edible schoolyard” the concept has caught the attention of green thumbs and garden novices alike. The Bay Area has a year-round growing season, and there are so many lessons that can be learned from growing food, the list is virtually endless. You do not need a lot of space to grow healthy things to eat. A small window box can suffice. And your participants will love tasting the fruits of their harvest!

Visit edibleschoolyard.org or www.kidsgardening.org to get inspired and access resources.

4. Role Model

Remember, kids are much more likely to do as you do, not as you say! There is no sense in encouraging your participants to eat well if they see you eating fast food, chips, and candy all of the time. Drink water, eat apples, and share your healthy snacks with participants if they seem curious.

5. Educate

Providing your participants with background knowledge about healthy eating is a straightforward way to help them learn the reasons why they should make good eating choices. After all, we don’t know what we don’t know. Even something as simple as putting up a poster with healthy eating guidelines in your program space can make a difference.

For a list of lesson plans, visit www.healthiersf.org/

What Should I Have in My Toolbox?

Nutrition/Action6/1-Teach_Students/lessons.html

- ❑ Access to healthy snack ingredients. Solicit donations for this, or visit www.sffoodbank.org. You may also need access to bowls, utensils, a microwave, etc.
- ❑ Ingredients, recipes, and lesson plans for cooking classes



- ❑ Gardening materials: Plant boxes, seeds, gardening implements

I have a tight budget, what is this going to cost me?

- ❑ Educational materials
 - ❑ Water is cheaper than juice! For other low cost ways to include more healthy food choices in your program, visit www.sffoodbank.org or solicit donations of fruit, veggies, and other healthy options from your local grocery store or families.
 - ❑ Many gardening materials can be found for free via www.craigslist.org. You may also be able to solicit donations from garden centers such as Sloat Garden Center, Orchard Supply Hardware, Home Depot, Lowes, etc.
 - ❑ Kids’ cookbooks on Amazon.com average about \$10-\$15, but there plenty in the library and millions of free recipes available online!

References:

- Dietary Guidelines Advisory Committee. Report of the Dietary Guidelines Advisory Committee on the Dietary Guidelines for Americans, 2010, to the Secretary of Agriculture and the Secretary of Health and Human Services. Washington, DC: U.S. Department of Agriculture; 2010.*
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- Rampersaud GC, Pereira MA, Girard BL, Adams J, Metz J. Breakfast habits, nutritional status, body weight, and academic performance in children and adolescents. Journal of the American Dietetic Association 2005;105:743–760.*
- Hoyland A, Dye L, Lawton CL. A systematic review of the effect of breakfast on the cognitive performance of children and adolescents. Nutrition Research Reviews*