Lesson Plan End of Season – Wrap-up

Focus: Today review the 3 LifeStar Healthy Habits and what it means to be a LifeStar.

Review with them what they learned about goals, physical activity and eating healthier throughout the program and that today’s goal is to all be active.

1. Engage/hook/activate (5 – 10 minutes):
   - Review the 3 LifeStar Healthy Habits
     - I Can Do It! – goal setting
     - I'm Active! – physical activity/exercise
     - I Eat Right! – healthy eating
   - Ask the kids what it means to be a LifeStar?
     - A LifeStar is a person who knows how to live an active, healthy life and takes responsibility for doing it EVERY DAY!

2. Review (5 minutes):
   - Congratulate them for all their hard work and hand out final stars to those who have completed the program, have participated to the extent possible and can in your mind answer the question about what it means to be a LifeStar.

3. “I Am Active!” time (30 minutes):
   - Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   - Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. Wrap-up (5 minutes):
   - Gather the kids in a group. Remind them that you talked about all three of the LifeStar Healthy Habits and ask:
     - What they had the most fun learning about?
     - What is a goal they are going to make to continue being a LifeStar?
     - What healthy habit did you develop?
     - What healthy habit are you working on?

Finish the lesson with an “I'm Active, I Eat Right and I Can Do It” cheer.

Healthy Habits: Ask the kids if they have built the habits of:
I have the habit of trying to eat healthier every day.
I have the habit of trying to be more active every day.
I Am Active Lesson Plan – Introduction

**Focus:** Today introduce the “I Am Active” LifeStar Healthy Habit and discuss the importance of physical activity.

**Remind them** that our goal today is to learn about why it is important to be active. We also want to be active today.

1. **Engage/hook/activate (5 minutes):**
   - Ask the kids, “what does it mean to be active?”
   - When you move your arms and legs enough to make your heart beat hard and fast.
     - You could demonstrate in a fun way by having the kids run to a spot and back, do jumping jacks, or put music and do a silly dance.
     - After you do this, ask them to put their hand on their chest and ask if they can feel their heart beating faster?
   - Then ask the kids, why is it important to be active regularly? If they struggle coming up with answers, here are some ideas to get them going:
     - Makes your heart and lungs strong and healthy.
     - Strengthens and stretches your muscles.
     - Gives our brains a break and helps us to concentrate more in school.
     - Builds strong bones and muscles.
     - Helps you keep a healthy weight.
     - Makes you happy and feel good about yourself. Right? Don’t you feel happier and good after running around or playing hard?
   - Review with the kids that 1 of the LifeStar Healthy Habits is “I Am Active!”
   - How long should you be active?
     - You can be active several times a day, as long as it adds up to 60 minutes.

2. **Review (5 minutes):**
   - Ask the kids what their favorite physical activity is?
     - If they need some prompting, see if they like soccer, jumping rope, running, playing tag, playing on the monkey bars, or riding a bike. Encourage kids to find a physical activity that is fun, and they enjoy. What about walking to the neighborhood park?
   - Remind the kids to keep it fun:
     - Pace Yourself – Learn to vary the intensity (how hard you are active) of your activities and mix it up – sometimes play hard, sometimes easy
     - Grow your Strength – Gradually go beyond your comfort zone. Set new activity goals for yourself that will make you stronger. Don't push so hard that you will hurt yourself.
     - Exercise with a Friend – Some activities work better if you have a partner, like playing soccer or basketball or running

3. **“I Am Active!” time (30 minutes):**
   - Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   - Remember to stretch before and after being physically active.
   - Choose an activity for the kids to play from the list in the **Activity Section**, or pick an activity of your own. Don’t forget to lead them in an “I Can Do It “cheer before starting.
4. Wrap-up (5 minutes):

Gather the kids in a group. Remind them that you talked about the importance of being active. Invite them to set up a goal for themselves and write it down. Goal setting is important to maintain a healthy lifestyle. Ask:

- What does being active mean?
- Why is being physically active important?
- How does it help our body?
- What goal can you set for this week or weekend regarding exercise? (example: I will play hard every day at recess, I will do jumping jacks during commercials at home if I’m watching TV).
- Write down your goal (print the “Introductions - Goal Setting printable” and have them use it to keep track of their goals).

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day

I am active at least one hour throughout the day, and work hard at being stronger, faster and healthier.

Reference #IAA1
I Am Active Lesson Plan – Stretching

Focus: Today review the “I Am Active” LifeStar Healthy Habit and teach the kids about the importance of stretching. Today’s review will take place after the fitness portion to emphasize the importance of stretching after exercising. Please allow an extra 5-10 minutes after the fitness portion to do the review.

Remind them that our goal today is to learn about stretching. We also want to be active.

Tell the kids – We are going to do things a little different today. We are going to do our activity first and then learn a very important lesson.

1. “I Am Active!” time (30 minutes):
   ✴ Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ✴ Remember to stretch before and after being physically active.
   ✴ Choose an activity for the kids to play from the list in the Activity Section, or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.
   ✴ Lead the kids through some stretching exercises (There are examples below in #2). Ask the kids: “Do you know what this is called?” Tell them that you will talk more about stretching later.

2. Engage/hook/activate (5 minutes):
   ✴ Why is stretching important?
     ✴ Stretching makes us flexible, reduces stiffness and soreness, and helps to build strong muscles. Stretching is important before and after being active.
     ✴ Ask the kids if they know how to stretch. Here are some examples if they struggle with ideas:
       ✴ Quadriceps Stretch – Stand on your left leg while bending your right leg and grabbing your right foot behind you with your right hand. Hold for 10 seconds. Repeat with other leg. Be sure the kids grab a chair or wall to keep their balance.
       ✴ Shoulder Stretch – Place straight right arm across your chest and use your left hand to gently pull the right upper arm closer to your body. Hold for 5 to 10 seconds, relax, and repeat on the other side.
       ✴ Knee Lunge – Kneel down with left foot on the ground. Form 90-degree angle with left knee while keeping back straight. Gently press forward and hold for 10 seconds. Repeat with right leg.
       ✴ Butterfly Stretch – While sitting down, place soles of feet together. Bring your heels as close to your body as you can, lean forward. Hold the pose for 10-30 seconds. Relax and repeat. Gently press knees towards the ground and hold for 10 seconds.
       ✴ Calf Stretch - Stand with your feet staggered. Bend your back knee and keep your front knee straight as you fold forward and grab onto your front foot underneath your toes. Pull up gently on your toes, feeling the stretch in your calf. Repeat on the other side.

3. Review (5 minutes):
   ✴ Review the stretches that you just taught the kids and do the stretches again together as a group.
   ✴ Ask a different kid to lead each of the different stretches and have them count to 10 while performing each one.
4. Wrap-up (5 minutes):
   ∗ Gather the kids in a group. Remind them that you talked about the importance of stretching and ask:
   ∗ Why is stretching important?
   ∗ How does it help your body?
   ∗ What short term stretching goal can each of them make for the next week?
      ∗ Example – Let’s set a goal of stretching after we exercise!

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day

I limit my entertainment screen time (TV, videogames, movies) to one hour a day.

Reference #IAA2
Session Plan – Different Types of Physical Activity

Focus: Today review the “I’m Active” LifeStar Healthy Habit and review different types of physical activity.

Remind them that our goal today is to learn about the different types of exercise. We also want to be active.

1. Engage/hook/activate (5 minutes):
   ✴ Remind the kids that one of the LifeStar Habits is “I’m Active”
   ✴ Ask “what does it mean to be active”?
     ✴ Moving your body enough to make your heart beat hard and fast (you may do a demo in a fun way by running on the spot or doing a silly dance)
   ✴ Ask, “what are different types of physical activities?” If they don’t know, it’s okay. When you introduce the 3 types, talk about how each one affects your body in different ways.
     ✴ **Aerobic Activity** – Gets your heart pumping and lungs working harder. It also makes you sweat. Great aerobic activities are running, dancing, biking or playing soccer.
     ✴ **Bone Strengthening** – Exercises help your bones grow and keep them strong with activities like jumping rope, gymnastics and running.
     ✴ **Muscle Strengthening** – Gives you more power (you can flex your arms to show them). Strengthen those muscles by climbing on a jungle gym, doing gymnastics or push-ups.

2. Review (5 to 10 minutes):
   ✴ Ask: How much physical activity should you do every day?
     ✴ 60 minutes per day
   ✴ You don’t have to do 60 minutes of activity in a row; you can do a bunch of activities throughout the day, as long as it adds up to 60 minutes.
   ✴ Ask: “How many minutes total of physical activity would you have each day?”:
     ✴ If you walk to school and it takes you 15 minutes.
     ✴ Play on the monkey bars before school start for 10 minutes.
     ✴ Play hard during recess for 20 minutes.
     ✴ Walk back home, that is another 15 minutes.
   ✴ Ask “what are different ways you can be active for 60 minutes?” If they need help coming up with the answers, suggest:
     ✴ Walking the dog
     ✴ Household chores like vacuuming or sweeping the floor
     ✴ Walking or biking to/from school
     ✴ Playing at recess
     ✴ Playing a sport (soccer, basketball, volleyball)
     ✴ Exercises during TV commercials – doing pushups or sit-ups. Just don’t forget to ask your parents first if it’s ok.
     ✴ Dancing
     ✴ And don’t forget what we said about water (if that has already been covered): you should drink water before, during and after you exercise!
   ✴ Explain that some activities might work out different parts of your body, for example running/walking fast or gymnastics. Running/walking fast gets your heart pumping, strengthens bones and strengthens muscles!
3. “I Am Active! time (30 minutes):
   ✴ Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ✴ Remember to stretch before and after being physically active.
   ✴ Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It!” cheer before starting.

4. Wrap-up (5 minutes):
   ✴ Gather the kids in a group. Remind them that you talked about the different types of physical activity and ask:
     ✴ What does being active mean?
     ✴ Why is being physically active important?
     ✴ How does it help our body?
     ✴ What short term goal can each of them make for the next week regarding exercise? (Example: I will play hard every day at recess, I will play hard for 60 minutes (1 hour) every day for the next week, I will do pushups during every commercial if I’m watching TV)

Finish the lesson with an “I Am Active, I Eat Right and I Can Do It” cheer.

Healthy Habit of the Day

I am active at least one hour throughout the day, and work hard at being stronger, faster and healthier.

Reference #IAA3
Session Plan – Turn off that TV!

Focus: Today review the “I Can Do It!” LifeStar Healthy Habit and introduce the importance of limiting your screen time.

Remind them our goal as a group today is to learn about the importance of less screen time. We also want to be active.

1. Engage/hook/activate (5 minutes):
   ✴ Ask the kids if they know how many minutes most people spend in front of a screen every day? (Example: computer, TV, video games)
   ✴ Answer is 8 hours!
   ✴ Is that healthy for us?
   ✴ No, why not? It gets in the way of being active!
   ✴ To have time to be active and get homework and chores done, you will need to keep screen time to a small amount of time – what do you think is an ok amount of time? Ask how much screen time should you get?
   ✴ Answer is less than 2 hours (ages 5 – 18), less than 1 hour for ages 2 – 5 – and that includes any homework time that is needed in front of a computer /phone screen
   ✴ Ask what else they can do instead of watching TV, playing on a computer, using a cell phone or tablet? If they struggle with some ideas, suggest:
     ✴ Running
     ✴ Playing soccer
     ✴ Playing tag
     ✴ Walking the dog
     ✴ Taking a family walk
     ✴ Playing a board game
     ✴ Reading
   ✴ If they are going to watch some TV for those 2 hours, what are some great ideas to get some exercise while they watch? Remind them that you have on average over 3 minutes of TV commercials before your show starts again. So you’ve got lots of time to do some fun and healthy activities, like:
     ✴ Jumping jacks
     ✴ Push ups
     ✴ Sit ups
     ✴ Planks (Can you keep a plank for the whole duration of the commercials?)
     ✴ Lunges
     ✴ Different stretches (use examples from Stretching Lesson Plan)
     ✴ Dance during commercials
   ✴ What happens when you watch too much TV? Here are some things to suggest to start the conversation:
     ✴ You don’t sleep as well
     ✴ Your body doesn’t get the exercise it needs!
     ✴ You tend to do less homework – so maybe your grades aren’t as good as they should be

2. Review (5 minutes):
   ✴ Have each kid name alternatives to watching TV or playing computer games.
3. “I Am Active!” time (30 minutes):
   ✴ Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ✴ Remember to stretch before and after being physically active.
   ✴ Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It! “cheer before starting.

4. Wrap-up (5 minutes):
   ✴ Gather the kids in a group. Remind them that you talked about the importance of not spending too much time watching TV or playing video games, or time on the computer/cell phone, and ask:
   ✴ Why?
   ✴ Who thinks they can spend less time watching TV or playing video games? How? Why? Let’s set up a personal goal.
   ✴ Example – This week, I will spend less time in front of a screen by watching only one program a day. I will play every day before dinner for at least 30 minutes; And when I watch TV, I will work on a plank that lasts if the commercial break.

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day

I limit my entertainment screen time (TV, videogames, movies) to one hour a day.

Reference #IAA4
**Focus:** Today review the “I Am Active” LifeStar Healthy Habit and introduce the importance of getting sixty minutes of physical activity every day.

**Remind them** our goal as a group today is to learn about how much physical activity we need. We also want to be active today!

1. **Engage/hook/activate (5 minutes):**
   - Ask the kids “do you know how many minutes you need to be physically active each day? Allow guesses before you give the answer.
     - Answer – 60 minutes of activity.
     - But it doesn’t have to be all at once! You can break it up into smaller amounts of time throughout the day and do a bunch of different activities to meet the goal of 60 minutes every day.
   - Ask the kids “do you know what being physically active means?”
     - Listen to the answers and add “It means”:
     - Doing physical activity to become stronger and healthier
     - Moving your body fast enough that you breathe a little harder and your heart beats faster
   - How does physical activity help you stay healthy?
     - Reinforce their answers and mention the following if needed:
       - Helps build our muscles – so we can become strong
       - Helps us be more alert – so we can do better in school
       - We get sick less – because physical activity helps our body stay healthy
       - Gives us extra energy
       - Makes us feel happy
   - Can you name different types of physical activity? Help with examples
     - Running, walking fast
     - Jumping jacks
     - Playing soccer, football, basketball
     - Playing tag
   - Ask “what are other types of activities count as physical activity?” Every day stuff that you do, that you might not think is physical activity!
     - Doing household chores
     - Walking or biking to and from school
     - Mowing the yard
     - Walking the dog
     - Dancing
     - Working out while watching TV or during commercial breaks
   - But don’t forget what we said about water and exercising! Make sure to drink water before, during and after physical activity so you don’t turn into a limp plant

2. **Review (5 minutes):**
   - Have each kid name 5 activities they can do at home to get 60 minutes of physical activity. Remember that you can do shorter amounts of activity at a time- it just needs to add up to 60 minutes a day!

3. **“I Am Active!” time (30 minutes):**
Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?

Remember to stretch before and after being physically active.

Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. **Wrap-up (5 minutes):**
   - Gather the kids in a group. Remind them that you talked about the importance of getting sixty minutes of physical activity a day, and ask:
   - Why is physical activity important?
   - How does it help your body?
   - What short term physical activity goal can each of them make for tomorrow or next week?
     - Examples – I will walk the dog, help do chores, play games at recess and walk to school each day

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

**Healthy Habit of the Day**
I am active at least one hour throughout the day, and work hard at being stronger, faster and healthier.

Reference #IAA5
I Am Active Lesson – Go Outside!

Focus: Today review the “I Am Active” LifeStar Healthy Habit and introduce the importance of being active in the outdoors.

Note for the teacher: There is quantifiable research suggesting that outdoor exercise is associated with greater feelings of revitalization, increased energy and positive engagement, together with decreases in tension, confusion, anger and depression.

Remind them our goal is to learn about being physically active outdoors. We also want to be active today!

1. Engage/hook/activate (5 minutes):
   ✴ Ask the kids: Why is being active outside important for our health?
     ✴ Reinforce their answers and mention the following if needed:
       ✴ Helps create vitamin D in our body – for strong bones.
       ✴ Helps us be more alert – so we can do better in school.
       ✴ Helps us to sleep better
       ✴ The sun helps us to feel happier – so we can be better friends for others.
       ✴ We get sick less – the sun helps our body stay healthy.
     ✴ Do we need to be careful about too much sun?
       ✴ Yes!
       ✴ Wear sunscreen (SPF 30 is the level recommended for most people and skin types).
   ✴ Can you name different types of physical activity we can do outside? Help with examples if necessary.
     ✴ Running or walking fast
     ✴ Jumping jacks
     ✴ Playing soccer, football or basketball
     ✴ Playing tag
     ✴ Swimming
     ✴ Hiking
     ✴ Playing frisbee
     ✴ Don’t forget seasonal sports, winter activities such as making snow angels or a snowman, sledding, snowboarding, and ice skating are great ways to stay active when there is snow on the ground.
     ✴ Don’t forget what we said about water and being active! Make sure to drink water before, during and after physical activity so you don’t turn into a limp plant

2. Review (5 minutes):
Have each kid name an activity they can do outside. Remember that you can do shorter amounts of activity at a time, it just needs to add up to 60 minutes a day!

3. “I Am Active!” time (30 minutes):
   ∗ Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ∗ Remember to stretch before and after being physically active.
   ∗ Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. Wrap-up (5 minutes):
   ∗ Gather the kids in a group. Remind them that you talked about the importance of being physically active outside.
   ∗ Why is going outside important?
   ∗ How does it help your body?
   ∗ What short term goal of going outside can each of them make for tomorrow or next week?
     ∗ Examples – I will walk the dog, I will play on the neighborhood park’s playground, play games at recess, and walk or ride my bike to school each day.

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day
I am active at least one hour throughout the day, and work hard at being stronger, faster and healthier.

Reference #IAA6
I Can Do It Lesson Plan – Introduction

Focus: Today introduce the “I Can Do It” LifeStar Healthy Habit and review the 3 different types of goals.

Remind them our goal as a group today is to learn what a goal is, how to set and reach a short-term goal. We also want to be active today.

1. Engage/hook/activate (5 – 10 minutes):
   ✯ Ask the kids if they know what a goal is.
   ✯ If they need prompting explain that an example of a goal is one that happens in soccer. All players want to score a goal, because that is how their team will win the game. A personal goal is one that helps us be winners in an area of our lives, such as school, be better at a sport, eat healthier, etc.
   ✯ Goals need to be clear. In soccer, we know what a goal is, it is when the ball gets inside the net, right? Personal goals need to be clear too. For example: “I will walk every day to school so that I am more active.
   ✯ Ask, have you ever set a goal?
   ✯ If so, ask them to share an example of a goal they’ve set.
   ✯ They may need prompting. They may have set a goal and not even know it. Ask
     ✯ Has anybody saved up money to buy something?
     ✯ Can you tell us what you saved up for?
     ✯ How did it feel when you saved enough money and bought what you wanted?
   ✯ Ask:
     ✯ Has anybody played with the ball until you learned how to dribble?
     ✯ Can you tell us what you did to dribble better?
     ✯ Did someone help you (We sometimes need help to accomplish a goal)?
     ✯ How did it feel when you were able to dribble the ball better?
   ✯ Explain how good it feels to work toward something (setting a goal) and then actually making it happen (reaching the goal). Can we all say out loud “I Can Do It!”

2. Review (5 minutes):
   ✯ We are going to talk about setting a LifeStar goal – working towards a healthy goal and making it happen. What are examples of Healthy LifeStar goals?
     ✯ Walking more
     ✯ Be active outside
     ✯ Drinking more water
     ✯ Eating two fruits per day
     ✯ Coming to the Healthy LifeStars program.
   ✯ By being active and eating healthy, Healthy LifeStar goals focus on things that will help you be healthy

3. “I Am Active!” time (30 minutes):
   ✯ Could we start with an activity goal for today? We are going to set a goal today together. We are all going to be active for 10 – 15 minutes.
   ✯ Remember to stretch before and after being physically active.
   ✯ Have the kids set a goal of running for 1 minute, then walking for 1 minute, then running or walking faster for 1 minute, then walking for 1 minute and so on for a set period of time (5 – 10 minutes). Help them set up the plan for knowing when one minute is up (you will blow a whistle and call out to them for example). Don’t forget to lead them in an “I Can Do It “cheer before starting.
   ✯ Encourage the kids while they are walking or running. A great way to do this is to give high fives as they pass you.
Once the time is up and they’ve completed the activity, congratulate the kids on meeting their goal.

If there is enough remaining time, choose an activity for the kids to play from the list in the Activity Section, or pick an activity of your own.

4. Wrap-up (5 minutes):
   - Gather the kids in a group. Remind them that you talked about goals.
     - Ask, what is a goal?
     - What short term goal can each of you make for the next week regarding healthy eating or being active? (example: I will play hard at recess tomorrow, I will play / exercise for 60 minutes (1 hour) tomorrow, I will eat fruit and vegetables with every meal tomorrow, I will drink 5 glasses of water a tomorrow).
   - Invite them to set up a goal for themselves and write it down. Goal setting is important to maintain a healthy life style.
   - What goal can you set for this week or weekend regarding eating right, or being active? (example: I will do sit ups during commercials at home if I’m watching TV, I will eat one more vegetable every day).
   - Write down your goal (print the “Introductions - Goal Setting printable” and have them use it to keep track of their goals).

Finish the lesson with an “I Am Active, I Eat Right and I Can Do It” cheer.

Healthy Habit of the Day

I have set a goal to make at least one positive change in how I eat.

Reference #ICDI1

What goal can you set for this week or weekend regarding getting more physical activity? (example: I will play hard every day at recess, I will do jumping jacks during commercials at home if I’m watching TV). Write down your goal.
I Can Do It Lesson Plan– Three Types of Goals

Focus: Today introduce the “I Can Do It!” LifeStar Healthy Habit and review types of goals.

Remind them that the goal today is to learn about the three different types of goals. We also want to be active.

1. Engage/hook/activate (5 minutes):
   ★ Ask the kids, “do you remember talking about goals?”
   ★ What do you remember about the lesson? If they need prompting:
     ★ What a goal is – Working toward something (setting a goal) and then actually making it happen (reaching the goal). Like in soccer, remember? Can we all say out loud “I Can Do It!”?
     ★ What were some of the goals you made last time?
   ★ Who knows the different types of goals? It’s okay if they don’t know the different types. Introduce below.

2. Review (5 minutes):
   ★ Review the 3 types of LifeStar goals with the kids
     ★ Short-term Goals – These goals can be achieved in short amounts of time, like in an hour, a day or a couple of weeks. “I will drink water or milk instead of sugary drinks at my next meal, or for one day or for one week” for example.
     ★ Long-term Goals – Goals that take several months or years to achieve are long-term goals. An example might be, “one year from now I will complete a marathon.”
     ★ Life-long Goals – “I choose to live an active, healthy life” is an example of a lifelong goal. By eating right and being active every day, you enjoy the benefits of a healthy life.
   ★ It is always helpful to write down your goals and place them on a visible place where you see them daily (your room or your refrigerator are great places).

3. “I Am Active!” time (30 minutes):
   ★ Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ★ Remember to stretch before and after being physically active.
   ★ Choose an activity for the kids to play from the list in the Activity Section, or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. Wrap-up (5 minutes):
   ★ Gather the kids in a group. Remind them that you talked about the 3 different types of goals and ask:
     ★ Name the 3 different types of goals.
     ★ What short-term goal can each of them make for the next week regarding healthy eating or exercise? (Example: I will play hard every day at recess, I will play/exercise for 60 minutes (1 hour) every day for the next week, I will eat fruit and/or vegetables with every meal tomorrow, I will eat a fruit and vegetable in my school lunch tomorrow, I will drink 5 glasses of water a day for the next week)

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day
I have set a goal to be more active.

Reference #ICDI2
Focus: Today review the “I Can Do It” LifeStar Healthy Habit and teach the kids that making some small changes can turn into big rewards, such as being healthy and strong.

1. Remind them our goal, as a group today, is to learn about making small changes that will help us be healthier. We also want to be active today!

2. Engage/hook/activate (5 minutes):
   * Ask the kids:
     * Who can think of a habit that helps us be healthy? Some habits to get them going are:
       * Chew your food 20 times before swallowing and eat slowly!
       * Wait 20 minutes before you go get seconds – It takes the brain 20 minutes to know that your tummy is full!
       * Eat the healthy stuff on your plate first so it fills you up
       * Don’t skip meals – you’ll run out of steam quickly without the right amount of energy!
       * Substitute fruits and veggies for those cookies, candy and chips
       * Choose water or milk over soda and Kool-Aid
       * Pick apple slices over fries
       * Use smaller plates
       * Eat a healthy snack
       * Drink more water—before every meal and throughout the day
       * Get 60 minutes of exercise every day!
       * Limit your screen time to no more than two hours a day!
     * All these small efforts can lead to a healthier life.

3. “I Am Active!” time (30 minutes):
   * Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   * Remember to stretch before and after being physically active.
   * Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. Wrap-up (5 minutes):
   * Gather the kids in a group. Remind them that you talked about making small changes and ask:
     * What are some healthy habits?
     * Which tip can you try? Remember to set the goal and try!

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the day:
I have set a goal to be more active.

Reference #ICDI3
I Can Do It Lesson Plan - Building Healthy Habits, One at a Time

Focus: Today introduce the concept of healthy habits.

Remind them our goal as a group today is to understand how we develop habits and to identify some healthy habits. We also want to be active today!

1. **Engage/ hook/activate (5-10 minutes)**
   - Ask the kids- “What are some typical habits we all have- good or bad?”
   - Prompt if needed
     - Brushing your teeth
     - Putting on your seatbelt in the car
     - Biting your nails
     - Putting on your shoes
     - Grabbing the bag of nachos when you are hungry
     - Turning on the TV when you get home
   - Explain
     - These actions are small enough that you don’t even think about them, you just do them!
   - Share
     - Let’s think about healthy habits as small actions that we start practicing everyday- until they become a habit. Tiny, itsy bitsy routines that we do everyday
     - Prompt - If we do the small action everyday what does it become?
       - A habit we do automatically.

2. **Review (5 minutes)**
   - What are examples of tiny routines that will help us build healthy habits?
   - Prompt if needed- “think of something you can do about eating, being more active (just a little bit); here are some examples if needed to get the conversation going:
     - Eating breakfast
     - Eating an extra fruit a day
     - Eating an extra vegetable a day
     - Dancing for 15 minutes after school
     - Getting a drink of water before playing on the playground each day
     - Eating a fruit from the school lunch each day
     - Looking at your dinner plate and making ½ of it vegetables / fruits
     - When playing a game on your computer – play 5 minutes less
     - Walking around the school grounds during recess

3. “**I Am Active!” time (30 minutes)**
Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?

Remember to stretch before and after being physically active.

Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. Wrap-up (5 minutes):

Gather the kids in a group. Remind them that you talked about Healthy Habits and ask:

- What are habits?
- What are some healthy habits
- How do you feel when you decide to do something healthy and you do it?

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day:
I have set a goal to make at least one positive change in how I eat.

Reference #ICDI4
I Can Do It Lesson Plan - Setting a New Goal

**Focus:** Today we review the “I Can Do It!” LifeStar Healthy Habit and teach the kids how to set a new goal

**Remind them** that our goal today is to learn to set up new goals. We also want to be active today!

1. **Engage/hook/activate (10 minutes):**
   - There are three simple steps to setting a new goal.
   - When you want to start a new goal remember the three steps-
     - I will
     - What you will do
     - When you will do it
   - Setting a goal using the “will + what + when formula
     - Let’s try it – pick a healthy behavior – a tiny habit that we want to do and try the “Will+What+When” formula
     - Here’s an example “I will eat a fruit at lunch tomorrow”
     - Now prompt kids to practice; have the group repeat the formula (maybe using finger gestures paired with the formula- hold up one finger for the first part, second finger for the second part and third finger for the third part) and think for a minute about a goal they can work on- then have kids share!

2. **Review (5 minutes)**
   - There are three steps to setting a goal-it takes practice.
   - Sometimes writing down a goal makes it more real- seeing the goal written reminds us about what we want to do.
     - When you want to write down a goal, remember the three steps-
       - I will
       - What you will do
       - When you will do it
   - You can use a piece of paper length-wise to show this if you want – fold the strip of paper into three even sections; on the first section, print “I will”, on the middle section print “what you will do”, and on the final section print “when you will do it”

3. **“I Am Active!” time (30 minutes)**
   - Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard for the whole time?
   - Remember to stretch before and after being physically active.
   - Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. **Wrap-up (5 minutes)**
• Gather the kids in a group and remind them that you talked about setting up a goal
• What are the steps to set up a goal?
• How do you feel when you are successful at meeting your goal? Usually happy! You accomplished something you wanted to do. Always celebrate when you meet your goal- with high fives, giving and receiving praise- “good job, you did it, you met your goal”

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day:
I have set a goal to be more active.

Reference #ICDI5
I Can Do It Lesson – Reasons to be Healthy

FOCUS: Introduce ideas about why we want to be healthy

Remind them that today we are going to talk about why we want to be healthy. We also want to be active!

1. Engage/hook/activate (5-10 minutes)
   - Everybody has reasons for why it’s important to be healthy!
   - Ask the kids “Why is being healthy important to you?” or “Why do you want to be healthy?” Encourage responses. Prompt a little, if needed, but don’t give all the answers!
   - Healthy and strong heart, blood pressure, less disease
   - Less illness- like diabetes
   - No pain, stiffness
   - Strong bones
   - Healthy skin
   - Stronger immune system- hopefully less sickness/illness
   - Sense of well being-gives us more energy, we are less anxious and worried, makes us feel good about ourselves, helps us feel less stressed
   - Being healthy helps us do better in school
   - Staying active is a great way to have fun, make new friends, spend fun time with family
   - Feeling better when we eat right and are active.
   - Muscles get tones, your posture is better, better weight
   - Happy families

   - Do you know someone who isn’t healthy? Someone you worry about not being healthy? Do you know what they can do to be healthier?

2. Review (5 minutes)
   - Thinking about being healthy can give you ideas for healthy choices to make
   - What are some choices you can make to be healthy?

3. “I Am Active!” time (30 minutes):
   - Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   - Remember to stretch before and after being physically active.
   - Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It “cheer before starting.
4. **Wrap-up** (5 minutes):
   - Gather the kids in a group. Remind them that you talked about why we want to be healthy.
   - What is one thing they do to be healthy?

Finish the lesson with an “I'm Active, I Eat Right and I Can Do It” cheer.

**Healthy Habit of the day:**
I have set a goal to make at least one positive change in how I eat.

**Reference #ICDI6**
I Eat Right Lesson Plan – Introduction

**Focus:** Today introduce the “I Eat Right” LifeStar Healthy Habit and discuss the importance of eating healthy.

Remind them that our goal as a group today is to learn about the importance of eating right. We also want to be active.

1. **Engage/hook/activate (5 minutes):**
   - Ask: What does it mean for you to eat right (healthy)? If they struggle coming up with answers, here are some ideas to get them going:
     - Helps us grow up to be strong and healthy
     - Helps your body get better faster when you’re sick
     - Brain power – eating healthy helps our brain be able to learn more
     - Helps your body and muscles become strong
     - Gives you energy so you can play and do the activities you love (like running around, playing soccer, etc.)
   - Review with the kids that one of the LifeStar Healthy Habits is “I Eat Right!”

2. **Review (5 minutes):**
   - Ask the kids what can happen when you don’t eat healthy?
     - You can get sick more often and you’ll have less energy.
   - Ask the kids what they ate for snacks/meals in the last day?
     - Depending on the response, ask if they think that they could replace any unhealthy items that they had mentioned with a healthy one. Ask for a specific example (like cucumbers or bell peppers instead of fries, or an apple instead of cookies)
   - How does eating healthy help your body?
     - Refer to the list above for reasons to switch to healthier items to eat
   - In future lessons we will learn what it means to eat healthy.

3. **“I Am Active!” Time (30 minutes):**
   - Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   - Remember to stretch before and after being physically active.
   - Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. **Wrap-up (5 minutes):**
   - Gather the kids in a group. Remind them that you talked about the importance of eating healthy and tell them:
     - Eating healthy is about balance, treating sugary foods as occasional treats.
     - Name 3 things that happen to you when you eat right? (Use list above as reference)
     - What are some healthy snacks you can choose?
     - Invite them to set up a goal for themselves and write it down. Goal setting is important to maintain a healthy life style.
     - What goal can you set for this week or weekend regarding eating right? (example: I will eat one more vegetable every day, I will drink water instead of sugary drinks, I will eat no more than one treat a day).
     - Write down your goal (print the “Introductions - Goal Setting printable” and have them use it to keep track of their goals).
Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day
Half or my plate, at every meal, is fruits and vegetables.

Reference #IER1
I Eat Right Lesson Plan – The 5 Food Groups

Focus: Today introduce the “I Eat Right” LifeStar Healthy Habit and review the five food groups and recommended daily servings.

Remind them our goal as a group today is to learn about the five food groups we need for a healthy body and mind. We also want to be active today.

1. Engage/hook/activate (5 – 10 minutes):
   * Ask the kids, if they can name the 5 food groups?

TEACH: Introduce the 5 Food Groups, what they are, why they are important, and review how many servings they need of each per day.
   * Fruits – Helps keep you from getting sick, helps heal cuts. Fruits are rich in vitamins, minerals and fiber, which help prevent disease, fiber aids in digestion. 2-4 Servings
   * Vegetables – give you healthy skin and eyes! Vegetables are rich in vitamins, minerals and fiber, which help fight disease. Fiber aids in digestion. 3-5 Servings
   * Dairy (low-fat milk, cheese and yogurt) – provides calcium, which you need to build strong teeth and bones. 3 Servings.
   * Grains (items made with flour, such as breads, pasta, crackers, tortillas). Grains also include cereal, oats, brown rice. Whole grain cereals and whole wheat pasta, or whole-grain bread are great options, choose darker color grains– gives vitamins, minerals and energy to learn and play! Provides fuel for your body and brain. It’s just like gasoline you have to put in your car for it to go! 4-6 Servings
   * Protein (Nuts/Beans/Lean Meat/Fish/Eggs) – gives you healthy muscles and bones! Protein provides the building blocks for bones, muscles, skin and blood. 2-3 Servings

Tell them each food group is important and provides different nutrients that your body needs for good health. Try and eat a variety of foods each day from all these food groups to get your body the nutrients it needs to grow strong and be healthy.

2. Review (5 minutes):
   * Ask the kids, “what are the five food groups?” Tell them it’s important to try and eat a variety of foods each day from all these food groups to get your body the nutrients it needs to grow strong and be healthy.
   * Ask “what are your favorite foods in each group?”
   * We can occasionally have a sweet treat, soda pop or chips – just not every day and in small portions!

3. “I Am Active!” time (30 minutes):
   * Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time? Remember to stretch before and after being physically active.
   * Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It “cheer before starting.

4. Wrap-up (5 minutes):
   * Gather the kids in a group. Remind them that you talked about the five food groups and ask:
   * Name the 5 food groups?
Who can make a goal to eat foods from these five food groups tomorrow, every day?
If they struggle to come up with a goal answer, ask: What foods are you going to eat that you are not getting enough of? (example-Vegetables). How many vegetables are you going to eat? (3-5 servings)

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day
I will eat a variety of foods each day from the 5 food groups

Reference #IER2

Also see Other Resources section for Food Group activities you can do using Food Models. Download Food Models at https://www.nationaldairycouncil.org/content/2019/nutrition-education-with-visual-food-models.

Build on this lesson by teaching What Does a Healthy Meal Look Like during your next session.
I Eat Right Lesson Plan – What Does A Healthy Meal Look Like?

**Focus:** Today review the “I Eat Right” LifeStar healthy habit and teach the kids what a healthy meal/plate looks like.

**Note for Teacher/coach**
When using this lesson, be sure to review the five food groups, define what they are and why they are important (such as nutrients they provide- for example we need fruits and vegetables because they provide vitamins and minerals which help heal cuts, help us see, keep our skin healthy, help with digestion). see IER #2 Five Food Groups. Re-emphasize to kids that each food group contains different kinds of nutrients, it’s important to eat a variety of food groups at each meal to get all the nutrients your body needs to grow strong and healthy. Emphasize whole grains instead of refined ones, and nuts and beans, eggs as part of the protein family.

Remind them that our goal as a group today is to learn what a healthy meal looks like. We also want to be active today.

1. **Engage/hook/activate (5 minutes):**
   * Ask the kids:
     * Who can remember the Five food groups that we discovered in another lesson? Have students list out…respond with Yes, those are correct!
     * Let’s do a quick review of what those food groups are and why they are important.
       o Answer: **Vegetables; Fruits; Grains** (define grains--items made with wheat /wheat is ground into flour) --Examples would include breads, pastas; cereals, oats, rice are also grains; **Protein** such as nuts, beans, eggs, chicken, fish or meat; Don’t forget the **Dairy** (milk, cheese or yogurt).
     * Discuss what a healthy meal/plate should look like? Well let’s talk about what healthy meal/plate should look like, introduce the following.

2. **Teach (10 minutes):**
   * Use the visual of My Plate (next page) and talk about what makes this plate healthy.
     o Say: This visual of MyPlate shows us what a healthy meal should look like.
     o A healthy meal/plate includes foods from all or most of the five food groups.
     o **What's MyPlate All About?** or [www.ChooseMyPlate.gov/myplate-graphic-resources](http://www.ChooseMyPlate.gov/myplate-graphic-resources) for more resources
ChooseMyPlate.gov
Ask the kids:
- How much of the plate should be fruits and vegetables? Answer-1/2
- What food groups should we try to have on the other half of the plate? ¼ of our plate should be grains; ¼ of our plate should be proteins. Don’t forget the dairy, milk, cheese or yogurt.
- Explain to the kids the difference between whole grains (usually dark color, such as whole grain breads, brown rice) and refined grains (usually white, such as white rice, white bread. Encourage kids to choose whole grains that are dark brown in color most often).
- What did you have for dinner last night?
  - Use their answers to turn their meal into a Healthy Eating Plate

3. Review (5 minutes):
- Remind the kids of the five food groups, grains, protein, dairy, veggies and fruits.
- Review what a healthy plate/meal includes. Review that its important to eat a variety of food groups with each meal, each group contains different kinds of nutrients to help your body grow strong.

4. “I Am Active!” time (30 minutes)
- Ask, can we make a group goal for our activity? Everyone participate and play hard for the whole time? Who is going to play hard the whole time?
- Remember to stretch before and after being physically active.
- Tell the kids that they are now ready for “I Am Active!” time. Choose an activity such as running, jumping rope, fast walking, hula-hoop, jumping, playing a game of soccer or any other game.
- Don’t forget to lead them in an “I Can Do It” cheer before starting.

5. Wrap-up (5 minutes):
- Gather the kids in a group. Remind them that you talked about what a Healthy Eating Plate looks like and ask:
  - What did we learn about meals today?
  - What is a goal everyone can make for their meals? Can our goal be to try and follow the example of My Plate and have our meals/plates include foods from most of the food groups?

Finish the lesson with an “I’m Active, I Eat Right and I Can Do It” cheer.

Healthy Habit of the Day

Half or my plate, at every meal, is fruits and vegetables.

Reference #IER3
**Focus:** Today review the “I Eat Right” LifeStar Healthy Habit and teach the kids why eating a healthy breakfast every day is important.

**Note for the coach/teacher:** Some of our kids do not get to eat a healthy breakfast. Use this lesson to encourage those who may not get to eat breakfast to eat the school-provided breakfast and lunch.

**Remind them** that our goal today is to learn about the importance of eating a healthy breakfast every day. We also want to be active.

1. **Engage/hook/activate (5 minutes):**
   - Ask the kids:
     - What did you have for breakfast today?
     - Make sure to high five or encourage the kids as they say that they ate something healthy.
     - Why is it so important for you to eat a healthy breakfast?
       - If they struggle to come up with ideas, suggest:
         - Think of your stomach like a car: it needs gas to start, right? Well so do you!
         - Gives your brain energy and power to learn
         - It prevents you from getting too hungry later and craving unhealthy snacks.
         - You don’t eat while you sleep, so your body is ready for food!
         - Remember that eating lots of sugary foods for breakfast won’t give you long lasting energy for the morning
     - What happens when you don’t eat breakfast?
       - If they struggle to come up with ideas, suggest:
         - You don’t have energy to be able to run around and play!
         - You can get a headache and feel sleepy!
         - You don’t have the energy to learn in school

2. **Review (5 minutes):**
   - Tell the kids the kids:
     - It’s important to fuel your body with nutritious foods such fruit, whole grains (such as whole wheat bread, corn tortillas, oatmeal, protein sources such as eggs, nuts, beans and dairy such as yogurt, cheese or milk as a part of your breakfast.
     - Ask the kids, what is a better choice:
       - A donut or a whole wheat toast with nut butter?
       - A Pop Tart or eggs and beans?
       - Oatmeal with berries or a sugary cereal (give them examples)?
       - Biscuits and gravy or yogurt?
     - We might get to have a donut or sweet treat once a occasionally. Remember that sweets in the morning will affect your energy during the day, giving you a rush of energy and quickly making you very tired.
     - The good news is that there are a lot of easy, healthy and delicious breakfast choices. Can anyone name a healthy breakfast item? If they need help with ideas:
Non-sugary cereals – Oatmeal or Shredded Wheat (look for the low sugar options). You can always make it taste sweeter by adding banana, raisins, berries, cinnamon, or your other favorite cut-up fruits.

A yogurt and sliced fruit popsicle – slice fruit, combine with yogurt and freeze overnight for a yummy breakfast.

Open-faced sandwich nut butter and banana. Try peanut/nut butter sandwich with berries or bananas, it is yummy!

Whole wheat toast with avocado, or cheese, peanut/nut butter

Fruit

100% juice (remember to keep juice to one small glass a day)

Milk

Cottage Cheese

Tomato juice

Hard boiled egg

Scrambled eggs on whole grain toast with cheese

String cheese

Smoothie with yogurt, fresh, canned or frozen fruit, milk, splash of juice, ice, optional veggies such as spinach; blend in a blender and enjoy.

Can anyone tell me what a good healthy goal is for breakfast?

Answer: Aim for half of your breakfast to include fruits and veggies but make sure to also have dairy (milk, cheese or yogurt), protein and grains.

3. “I Am Active!” time (30 minutes):

* Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?

* Remember to stretch before and after being physically active.

* Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. Wrap-up (5 minutes):

* Gather the kids in a group and ask:
  *
  * Why is it important to eat a healthy breakfast?
  *
  * What are some healthy breakfast options?
  *
  * What is a goal everyone can make for tomorrow’s breakfast?

Finish the lesson with an “I Am Active, I Eat Right and I Can Do It” cheer.

Healthy Habit of the Day

I eat a healthy breakfast every day.

Reference #IER4
I Eat Right Lesson Plan – Snacks Can Be Healthy Too!

Focus: Today review the “I Eat Right!” LifeStar Healthy Habit and teach the kids the importance of eating healthy snacks.

Remind them that our goal today is to learn about choosing healthy snacks. We also want to be active.

1. Engage/hook/activate (5 minutes):
   ✴ Ask the kids: What are some of your favorite snacks?
   ✴ It’s okay if they name some unhealthy choices right now.
   ✴ After they name some snacks, ask which ones they think are healthy and which ones are not so healthy?
   ✴ To be healthy, how many snacks should you eat each day?
     ✴ 1 – 2 snacks a day – you don’t want to fill up on snacks so much that you aren’t hungry for mealtime.
   ✴ Why eat a healthy snack? What does eating a healthy snack help you with?
     ✴ Gives you an energy boost in-between meals
     ✴ Gives you vitamins and healthy proteins to build a healthy body
     ✴ Helps keep your stomach from feeling empty while you wait for your next meal
   ✴ Try to eat snacks from the five food groups.
   ✴ Review--- Say-Do you remember the five food groups?
     ✴ Food groups (Protein-meats, eggs, beans, nuts; Fruits; Veggies, Dairy (milk, cheese yogurt), and Grains (whole grains recommended-dark brown in color).

2. Review (5 minutes):
   ✴ As a group, can the kids come up with some great ideas for some healthy snacks from the five food groups?
     ✴ Ants on a log – celery, peanut butter and raisins
     ✴ Apple slices topped with peanut butter
     ✴ Hummus or salsa with carrot/celery sticks (may need to tell them what hummus is-garbanzo beans-blended with spices)
     ✴ Cucumber slices, cheese cubes or slices
     ✴ String cheese and pretzels
     ✴ Whole grain crackers, or tortilla and cheese/beans, salsa, avacado
     ✴ Baby carrots, red, green pepper slices, with cheese sticks, slices
     ✴ Whole grain slice of bread with peanut butter, banana
     ✴ Almonds, walnuts
     ✴ Cottage cheese
     ✴ Yogurt
     ✴ Popcorn-plain or with cinnamon
     ✴ Milk
     ✴ Oatmeal cookies/bars
   ✴ If they mention candy bars, chips or cookies, ask them to come up with some healthier alternatives.
     ✴ If they struggle with healthy alternatives, fruit and granola are great alternatives without added refined sugar.
   ✴ What can you do to make sure that you eat healthy?
     ✴ Ask your mom if you can help preparing some healthy snacks that you could take to school.
     ✴ Help your mom pick healthy snacks when she goes food shopping.
3. “I am Active!” time (30 minutes):
   ✩ Ask: Can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ✩ Choose an activity for the kids to play from the list in the **Activity Section**, or pick an activity of your own. Don’t forget to lead them in an “I Can Do It!” cheer before starting.

4. Wrap-up (5 minutes):
   ✩ Gather the kids in a group. Remind them that you talked about eating healthy snacks and ask:
     ✩ Why are healthy snacks important?
     ✩ Can anyone remember some of the healthy snacks we talked about?
     ✩ What is a goal everyone can make for tomorrow’s snack?

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

**Healthy Habit of the Day**
I choose healthy snacks.

**Reference #IER5**
I Eat Right Lesson Plan – A Healthier Lunch for a Healthier You!

**Focus:** Today review the “I Eat Right!” LifeStar Healthy Habit and teach the kids about the importance of eating a healthy and balanced lunch.

Remind them our goal as a group today is to learn about healthy lunches. We also want to be active.

1. **Engage/hook/activate (5 minutes):**
   - Ask the kids: What did you have for lunch today (or yesterday if the session is run in the morning)? Did it include all five food groups?
   - How important is it to have a healthy lunch?
     - Answer – Really important, right!
   - Think of your stomach like a gas tank: what happens when a car runs out of gas?
     - Answer – The car stops until you put more gas in it.
   - So, we have been working all day on the fuel we put in during breakfast. Now we need to stop and refuel. What would happen if we allow our body to run out of gas?
   - Encourage the kids to come up with some answers. If they struggle:
     - We lose all our energy and can’t work anymore.
     - Usually makes you grumpy, doesn’t it? – I know that when I don’t eat, I get really grumpy! (You can play it up and act all grumpy when explaining that to the kids)
     - It is harder to pay attention in class.
     - I might even get a headache!
   - How does eating a healthy lunch help you?
     - Reenergizes your body for the rest of the day so you can study, go out and run around, and have fun! And so you can energize your brain to learn more!

2. **Review (5 minutes):**
   - Ask the kids:
     - Now that we know that lunch is very important, what are some simple things you can do to make sure you eat a healthy lunch?
       - Eat food from all food groups.
       - Remember the healthy plate, half your plate should be fruits and veggies.
       - Choose a fruit instead of an unhealthy food like chips or cookies
       - Drink water instead of sugary drinks that make you tired!
       - Remember that your school may provide a healthy lunch.
   - Since a lot of you eat the school lunch, what can you do to make sure that you eat as healthy as possible? What should you eat first and most?
     - See what ideas they come up with and include these if they struggle:
       - Eat the fruits and vegetables first. We want to fill up on the healthy items first.
       - Eat the protein (meat, peanut butter) and be sure to drink your milk!
       - If you go for seconds, eat another fruit or vegetable

3. **“I Am Active!” time (30 minutes):**
   - Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   - Remember to stretch before and after being physically active.
   - Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. **Wrap-up (5 minutes):**
Gather the kids in a group. Remind them that you talked about the importance of eating a healthy lunch and ask:

- What are some healthy choices you can make when you eat lunch?
- What is a goal everyone can make for tomorrow’s lunch?
  - If they struggle, here are some ideas:
    - More beans less rice (brown rice is better)
    - Corn tortilla vs. flour
    - Fruits and veggies
    - Whole grain bread vs. white bread
    - Avoid sugary drinks

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day
I will not skip meals and eat breakfast and lunch every day

Reference #IER6
I Eat Right Lesson Plan - The Power of Gulps - The Healthiest Drink WATER!

Focus: Today review the “I Eat Right!” LifeStar Healthy Habit and teach the kids about the importance of water.

Remind them our goal as a group today is to learn about the importance of water. We also want to be active today.

1. Engage/hook/activate (5 minutes):
   ✪ What would happen if you didn’t water a plant?
   ✪ It would shrivel up.
   ✪ Why is it important for us to drink water? Would we get sick if we didn’t drink enough water?
   ✪ Our body is kind of like a plant, we need lots of water to stay alive and healthy.
   ✪ Ask the kids how much of your body is made up of water?
   ✪ Answer is about 75%
   ✪ Ask the kids what happens to some of that water when we exercise?
   ✪ We sweat it out.
   ✪ So because we sweat out some of the water that’s in our body, what do we need to do?
   ✪ Drink more water!
   ✪ Because of that, ask them if they think it’s really important to drink a lot of water?
   ✪ Yes
   ✪ Gulps of water are a great way to stay hydrated before, during and after we play.
   ✪ Water is the best thing to drink! Avoid sugary drinks, like soda, Gatorade and Powerade, energy drinks, as they do not help us to hydrate.

2. Review (5 minutes):
   ✪ Have the kids set a short-term goal for the rest of the week:
   ✪ 3 gulps of water before they start playing
   ✪ 3 gulps every 10 minutes – while playing / being active
   ✪ And obviously throughout the rest of the day when they’re thirsty – remember, you don’t want to wilt away like a plant that you forget to water!

3. “I Am Active!” time (30 minutes):
   ✪ Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ✪ Remember to stretch before and after being physically active.
   ✪ Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” “cheer before starting.

4. Wrap-up (5 minutes):
   ✪ Gather the kids in a group. Remind them that you talked about gulps of water and ask:
   ✪ Why is it important to drink water?
   ✪ How many gulps? And how often or when?
   ✪ What is their short-term goal for the week?

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the Day
I drink water before, during and after physical activity.

Reference #IER7
I Eat Right Lesson Plan – Eat your way through the Alphabet

Focus: Today review the “I Eat Right” LifeStar Healthy Habit and teach the kids about the different varieties of fruits and vegetables.

Remind them our goal as a group today is to learn about different fruits and vegetables. We also want to be active.

1. Engage/hook/activate (2 minutes):
   ✴ Ask the kids if they know the alphabet?
   ✴ If not, sing the alphabet song with them to jog their memories
   ✴ If it’s an older group, see if they can do the alphabet backwards to keep it fun
   ✴ Now ask if they know the names of lots of different fruits and vegetables?

2. Review (5 – 10 minutes):
   ✴ Can anyone remember why fruits and vegetables are healthy choices? Answer—they provide our bodies with lots of vitamins, minerals, fiber and other nutrients that our bodies need in order to grow and stay healthy. Plus they taste good!
   ✴ We are going to see if we can name one fruit or vegetable for each letter of the alphabet in order?
   ✴ Do you think we can do that together?
     ✴ Make sure you get an enthusiastic yes from the group
   ✴ Ask the kids to raise their hands if they can think of an answer when you say a letter. For example:
     ✴ Who knows a fruit or vegetable with the letter “A”? Apple, Avocado
     ✴ Ask kids to raise their hands to answer (not blurt out answers)
   ✴ Here is a sample list you can use:

<table>
<thead>
<tr>
<th>Avocado</th>
<th>Eggplant</th>
<th>Iceberg Lettuce</th>
<th>Mango</th>
<th>Quince</th>
<th>Ugni</th>
<th>Yam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banana</td>
<td>Fig</td>
<td>Jicama</td>
<td>Nectarine</td>
<td>Radish</td>
<td>Vine Tomato</td>
<td>Zucchini</td>
</tr>
<tr>
<td>Carrot</td>
<td>Grape</td>
<td>Kiwi</td>
<td>Orange</td>
<td>Strawberry</td>
<td>Watermelon</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Honeydew</td>
<td>Lemon</td>
<td>Plum</td>
<td>Tomato</td>
<td>Xigua</td>
<td></td>
</tr>
</tbody>
</table>

   ✴ Make sure that you describe any fruit or vegetable they don’t know
   ✴ As they name the fruits and vegetables, see who has already tried them?
   ✴ OPTIONAL FOOD ACTIVITY- ask the kids to vote on a new fruit or veggie they would like to taste. Bring in a sample and have kids taste it during the next lesson. You will be surprised how many kids have not been exposed to a variety of fruits and veggies. Tasting allows them exposure to new, healthy foods that they may add to their diet in the long-term.

3. “I Am Active!” time (30 minutes):
   ✴ Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ✴ Remember to stretch before and after being physically active.
   ✴ Choose an activity for the kids to play from the list in the Activity Section, or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” “cheer before starting.
   ✴ If the kids are running laps or performing something multiple times, every lap you could ask them to shout out a fruit or veggie.
4. **Wrap-up (5 minutes):**

- Gather the kids in a group. Remind them that you talked about the different types of fruits and veggies and ask:
  - What short-term goal are you setting for the week? Or who can set a goal to ask their mom if they can try a new fruit or veggie?
  - You can also prompt some others to ask how they can eat more fruits and veggies.
  - If they don’t answer, then say “well how about trying (choose a fruit or veggie)?” Or what about adding fruit to your cereal for breakfast; or having fruit or vegetables as your snack in the afternoon or evening.

Finish the lesson with an “I Am Active, I Eat Right and I Can Do It” cheer.

**Healthy Habit of the Day**
Half or my plate, at every meal, is fruits and vegetables.

**Reference #IER8**
I Eat Right Lesson Plan - A Healthier Way to Eat Out

Focus: Today review the “I Eat Right” LifeStar Healthy Habit and teach the kids how to eat healthy when dining out.

Remind them our goal as a group today is to learn about how to eat healthy when eating out. We also want to be active today!

1. Engage/hook/activate (5 minutes):
   ✴ Dining out, going out to eat, can be a special treat! When dining out, ask the kids:
   ✴ What’s your favorite place to eat out?
   ✴ What do you usually eat when you go out?
   ✴ Can anyone think of some ways to make eating out healthier?
   ✴ At the restaurant or drive through, what are some healthy foods we can order?
   ✴ If they struggle with answers, here are some examples to share:
     ✴ Instead of ordering French fries, ask for apple slices or a salad (or share a small order of fries and have apple slices or salad too)
     ✴ Turkey burger is a great alternative for a regular burger or hot dog
     ✴ A grilled chicken sandwich instead of chicken nuggets or fried chicken sandwich
     ✴ Ordering water or milk instead of a soda
     ✴ Limit soda, lemonade, juice refills, sip your drinks slowly so they don’t fill you up!
     ✴ Using mustard instead of mayonnaise.
     ✴ Try an English muffin egg sandwich.
     ✴ Try a yogurt parfait.
     ✴ Try a fruit smoothie.
   ✴ Remember that sometimes the amount of food at a restaurant is HUGE! You can always take some home or order one meal and share it!

2. Review (5 minutes):
   ✴ Sometimes it is hard to eat healthy when you go to a restaurant!
   ✴ Now that we know this, ask:
     ✴ Think about your favorite restaurant -who can tell me something healthy you can order the next time you go out to eat? What can you do to make your meal healthier?
     ✴ Who can think of a goal to eat healthier the next time they go out to eat?

3. “I Am Active!” time (30 minutes):
   ✴ Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ✴ Remember to stretch before and after being physically active.
   ✴ Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. Wrap-up (5 minutes):
   ✴ Gather the kids in a group. Remind them that you talked about how to eat healthy when eating out and ask:
   ✴ What are some healthy foods we can order when we go out to eat?
   ✴ What is a goal you can set next time you eat out? Be specific, prompt
     ✴ If I want a small order of French fries, I will share half of them!
     ✴ I will order a fruit or salad with my meal!
     ✴ I will drink water or milk with my meal- limit soda pop, sugary drinks!
Finish the lesson with an “I'm Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the day:
I will eat and drink slowly, and really enjoy, taste my food.

Reference #IER9
Focus: Today review the “I Eat Right” LifeStar Healthy Habit and teach the kids about drinking water and ways to make water taste good without added sugar! And also, be active today.

Remind them our goal as a group today is to learn about why it is important to drink water and ways to make water taste good without added sugar. We also want to be active today!

1. Engage/hook/activate (5 – 10 minutes):
   ✓ Ask the kids “why water is so important for your bodies?” If they struggle to come up with answers, suggest:
     ✓ Helps fight illness – Keeps you from getting sick!
     ✓ Water helps digest the food in your tummy
     ✓ Helps your brain concentrate more – easier to learn and get smarter
     ✓ “If you don’t get enough water, what can happen to your bodies?”
     ✓ Headaches
     ✓ Tummy aches
     ✓ Feel tired
     ✓ Feel dizzy
   ✓ When was the last time you drank a glass of water (or several gulps of water)? Do you like cold or warm water? Do you like the taste of water? Do you ever flavor your water? With what?
   ✓ Explain to kids we can flavor our water with things that don’t have added sugar – such as fresh or frozen fruit (strawberries, raspberries, blueberries, peach slices, mangos, lemon, lime and orange slices). Also vegetables, such as sliced cucumber, and herbs such as fresh mint. Also can add splash of 100% fruit juice or tea bags.
   ✓ OPTIONAL FOOD ACTIVITY IF TIME; provide a variety of the above flavored items, along with a pitcher of plain water and cups, and have kids experiment with creating their own flavored water mix.

2. Review (5 minutes):
   ✓ Have the kids make a short-term goal to drink 5 – 7 glasses of water a day for the rest of the week. Or who thinks they can flavor their water? With what?
   ✓ Ask the kids what goal they can set about drinking water tomorrow? Here are some suggestions:
     ✓ 5 glasses for 5 – 8 yr olds
     ✓ 7 glasses for 9 – 13 yr olds

3. “I Am Active!” time (30 minutes):
   ✓ Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ✓ Remember to stretch before and after being physically active.
   ✓ Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It “cheer before starting.

4. Wrap-up (5 minutes):
   ✓ Gather the kids in a group. Remind them that you talked about how to make water taste good and ask:
     ✓ What they learned today about water and their body?
     ✓ What will they try to drink? And how much?
Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

**Healthy Habit:** I drink water before, during, and after I am active!
I limit my sugary drinks or treats to one a day.

Reference #IER10
Focus: Today review the “I Eat Right” LifeStar Healthy Habit and teach the kids how the different colors of fruits and vegetables keep us healthy.

Remind them our goal as a group today is to learn about fruits and vegetables through a variety of colors. We also want to be active today!

1. Engage/hook/activate (5 – 10 minutes):
   ✴ Fruits and vegetables contain many different nutrients that help keep our bodies healthy and strong.
   ✴ Different colors of fruits and vegetables help our bodies. Can you think of different colors? As the kids say the colors, tell them.
     ✴ Red – Help keep our hearts healthy
       ✴ Ask the kids what are some red fruits and veggies?
         ✴ Apples, cherries, grapes, bell peppers, tomatoes
     ✴ Orange/Yellow – Help fight off disease and keep us from getting sick
       ✴ Ask the kids what are some orange fruits and veggies?
         ✴ Oranges, apricots, carrots, cantaloupe, corn
     ✴ Blue/Purple – Help with your memory
       ✴ Ask the kids what are some blue fruits and veggies?
         ✴ Blueberries, blackberries, plums, raisins
     ✴ Green – Help keep you from getting sick
       ✴ Ask the kids what are some green fruits and veggies?
         ✴ Spinach, green apples, lettuce, cucumber, grapes
     ✴ White – Help keep our stomachs and heart healthy
       ✴ Ask the kids what are some white fruits and veggies?
         ✴ Cauliflower, bananas, mushrooms, garlic
       ✴ Ask the kids, can you think of other colors?

2. Review (5 minutes):
   ✴ Ask the kids to name different fruits and vegetables in each color category.
   ✴ What color fruits and vegetables did they eat today?
   ✴ Who can make a short-term goal for fruits and vegetables for tomorrow?

3. “I Am Active!” time (30 minutes):
   ✴ Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?
   ✴ Remember to stretch before and after being physically active.
   ✴ Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It!” cheer before starting.
   ✴ If the kids are running laps or performing something multiple times, every lap you could ask them to shout out a fruit or veggie in the colors you talked about.

4. Wrap-up (5 minutes):
   ✴ Gather the kids in a group. Remind them that you talked about different colors of fruits and veggies and ask:
   ✴ Why eat different colored fruits and vegetables?
Think about what we said when we started: what do the different colors of fruits and vegetables mean? If they struggle, give them some examples (i.e. red help keep our hearts healthy)

What short term goal are you setting for the week? What fruit or vegetable could you eat at school lunch tomorrow? Or “Who can set a goal to eat something red and orange and green”?

Finish the lesson with an “I'm Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the day:
I choose healthy snacks.

Reference #IER11
I Eat Right Lesson Plan – Better Drink Choices

Focus: Today review the “I Eat Right” LifeStar Healthy Habit and teach the kids about choosing healthier drinks and understanding why sugary drinks are not healthy for us!

Remind them that our goal today is to learn about choosing better drinks. We also want to be active.

1. Engage/hook/activate (5 minutes):
   - Many drinks offer few or no nutrients and are high in sugar.
   - Ask the kids:
     - How much sugar is in a can of soda? Any guesses?
       - 9 ½ teaspoonfuls
     - So is soda good for us?
       - Not a healthy choice, lots of sugar but not any other nutrients
     - What other drinks have a lot of sugar?
       - Gatorade, sports drinks, energy drinks
       - Kool-Aid
       - Sunny D
       - Most juices
     - How much sugar is in one glass of Kool-Aid?
       - About 12 teaspoonfuls
     - So is Kool-Aid really good for us?
   - What happens when you drink sugary drinks?
     - You’re actually thirstier so you end up drinking even more sugar!
   - Why is drinking so much sugar not healthy?
     - Sugary drinks fill you up but the drinks don’t have any nutrients or very small amounts of vitamins or minerals (juice) that are good for a healthy body.
     - Drinking only sugary drinks gives you a short burst of energy but then you crash, feel tired later
     - They might make you shaky or give you a headache; many sugary drinks like sodas, energy drinks have caffeine, caffeine may keep you awake at night, which may mean you are not getting good sleep to do well in school.
     - It makes your liver and pancreas work over time.
     - Cavities form when there is too much sugar in our mouths.
   - Our bodies need lots of water! (refer to other lesson)

2. Review (5 minutes):
   - What should we drink more of?
     - Water
     - Milk
     - 100% fruit juices-limit to 4-6 ounces a day!
   - What is a short-term goal you can make for limiting sugary drinks tomorrow?
     - Drink more water!
     - Mix a little fruit juice with mostly water for a healthier drink
     - Rinse your mouth with plain water and / or brush your teeth after drinking sugary drinks to help so cavities don’t form.

3. “I Am Active!” time (30 minutes):
Ask, can we make a group goal for our activity? Can our goal be to have everyone participate and play hard for the whole time? Who is going to play hard the whole time?

Remember to stretch before and after being physically active.

Choose an activity for the kids to play from the list in the Activity Section or pick an activity of your own. Don’t forget to lead them in an “I Can Do It” cheer before starting.

4. Wrap-up (5 minutes):

Think about what kind of drinks you have at home, with snacks and at school. Think about how you could replace unhealthy choices with healthier choices

Gather the kids in a group. Remind them that you talked about why sugary drinks are not healthy and ask:

- How much sugar is in a can of soda?
- Why is it important to avoid sugary drinks?
- What’s healthy to drink?
- What do you drink at school and at home? How could you replace unhealthy choices with healthier choices? What short-term goal are they setting for the week?

Finish the lesson with an “I Am Active! I Eat Right! I Can Do It!” cheer.

Healthy Habit of the day:
I limit my sugary drinks or treats to one a day.

Reference #IER12
I am working on the habit: __________________________

I want to (my goal is):

by __________________

Date

To help me reach my goal, I will do these things (write, draw or glue pictures in the arrow showing what you will do).

Post your goal in a place you will see it often. Look at it every day. After two weeks, think about what you did, what you accomplished, what worked and what didn’t work. You can write about your thoughts on the back of this paper.
Instructions for the teacher

Print a copy of the handout for every kid before each of the introductory lessons: IAA1, AER1 and ICDI1. Handout the printouts and explain to the kids that for us to make positive changes in our lives, we need to build healthy habits. Explain that a habit is something we do repeatedly without necessarily being aware of it. LifeStars work on building the following core healthy habits:

1. Half or my plate, at every meal, is fruits and vegetables.
2. I eat a healthy breakfast every day.
3. I drink at least one glass of water with every meal.
4. I drink water before, during and after physical activity.
5. I choose healthy snacks.
6. I limit my sugary drinks or treats to one a day.
7. I am active at least one hour throughout the day.
8. I work hard at being stronger, faster and healthier.
9. I limit my entertainment screen time (TV, videogames, movies) to one hour a day.
10. I have set a goal to make at least one positive change in how I eat.
11. I have set a goal to be more active.

Ask each kid to pick one of the habits for every part of the program (during the corresponding introductory lesson), one for I eat right (habits 1-6), one for I am active (habits 7-9), and one for I can do it (habits 10-11). Then ask each kid to set up a goal for the next and to give it a time when it will be accomplished.

Ask the kids to write, draw or glue pictures in the arrow showing what each one will do to help with their goal, for example: walk during recess until I can walk longer and faster, practice shooting hoops until I get the ball in most of the time, eat one more veggie every day, drink only one sugary drink per week as a treat, set up a goal to be more active, etcetera.

Celebrate or give an incentive when the goals are met, ensure that food incentives are healthy. Encourage the kids to share with their parents and place their goals on the refrigerator. Repeat this activity in as many lessons as possible, encourage and inspire the kids to build healthy habits in their lives.