

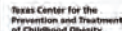


Next Steps Activity Book!

Activity Book for Caregivers and Children
Aged 5 to 12 Years

This Book's for You!!

What's Your Name? _____



Acknowledgments

Next Steps was created through a partnership among the National Initiative for Children's Healthcare Quality, The Barbara Bush Children's Hospital at Maine Medical Center, and the Maine Chapter of the American Academy of Pediatrics, with lead authors Jonathan T. Fanburg, MD, MPH, FAAP; Victoria W. Rogers, MD, FAAP; and Michael A. Dedekian, MD, FAAP.



Maine Chapter

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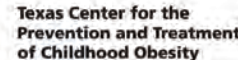
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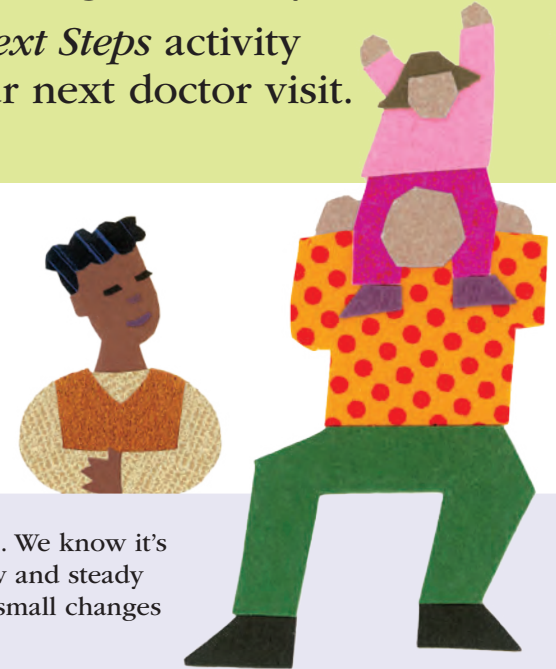
What is the *Next Steps Activity Book*? How can our family use this workbook?

At the Doctor's Office

- Tell the doctor about your child's health. Does diabetes run in your family? Is your child gaining too much weight?
- With your child's doctor, choose 1 or 2 themes that are challenges for your family.
- The doctor will explain the key points and help you set some realistic goals.
- Do all the themes at your own pace, and schedule a follow-up visit with the doctor to see how the changes are going.

At Home

- Work on the themes you reviewed with your child's doctor. Set goals and keep track of barriers and successes.
- When ready, pick 2 more themes in the booklet and set goals with your child.
- Bring the *Next Steps* activity book to your next doctor visit.



Tips for parents: Ask your child's doctor about community resources to help you reach your family goals. We know it's hard to change habits and foods that you are used to. Start small and try each activity one at a time; slow and steady wins the race. Ask the rest of the family to help. Diabetes and obesity are serious health conditions and small changes over time can lead to big results!

If you get stuck on your family journey, ask your doctor for help, or visit the American Academy of Pediatrics (www.HealthyChildren.org) or the Centers for Disease Control and Prevention (www.cdc.gov/parents/children).

With *Next Steps*, you and your child's doctor can

- Select themes that are right for your family.
- Find resources and support in your community, like recreation programs, nutrition classes, counseling services, or specialty health clinics.
- Check on progress. Some families will just need one or two visits; others will meet every month. Tell your doctor how often you'd like to have a clinic visit.

As you get started, fill in these statements.

The first themes I want to talk about are

Other resources I plan to use

(Examples: recreation center, sports team, dance class)



Contents

Instructions: Check off each box when you have reviewed each theme.

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Theme: Understanding Health

- **Our goal:** get healthier.
- To start, keep up the healthy parts of your life and avoid new unhealthy habits.
- Focus on your health, not your weight.
- Body mass index (BMI) tells you if your weight is healthy for your age and height.
- You are born with genes that partially determine your health and weight.



Theme: Understanding Health, *continued*

Think about healthy food and drinks you like. Circle all of the **healthy things** you do for your body, like drink water, play outside, or go to sleep early. Then, make a list of other things you will try to do to keep your body healthy.

Circle the healthy things for your body. Put an X on the less healthy things.



Write down NEW healthy things that YOU will do this week.

(Examples: *I will drink water instead of soda this week. I will play outside.*)

1. _____
2. _____
3. _____
4. _____

Tips for parents: Praise your child when you catch them doing their new healthy behavior. “I’m proud of you! You made a very healthy choice by drinking water instead of soda.” “You tried a new veggie today! Good job!” “I like it when you play outside instead of playing video games.”

Resource: https://sph.uth.edu/research/centers/dell/resources/Health-Fits-Into-Every-Day_infographic.pdf

Theme: Understanding Meaning of Healthy Foods

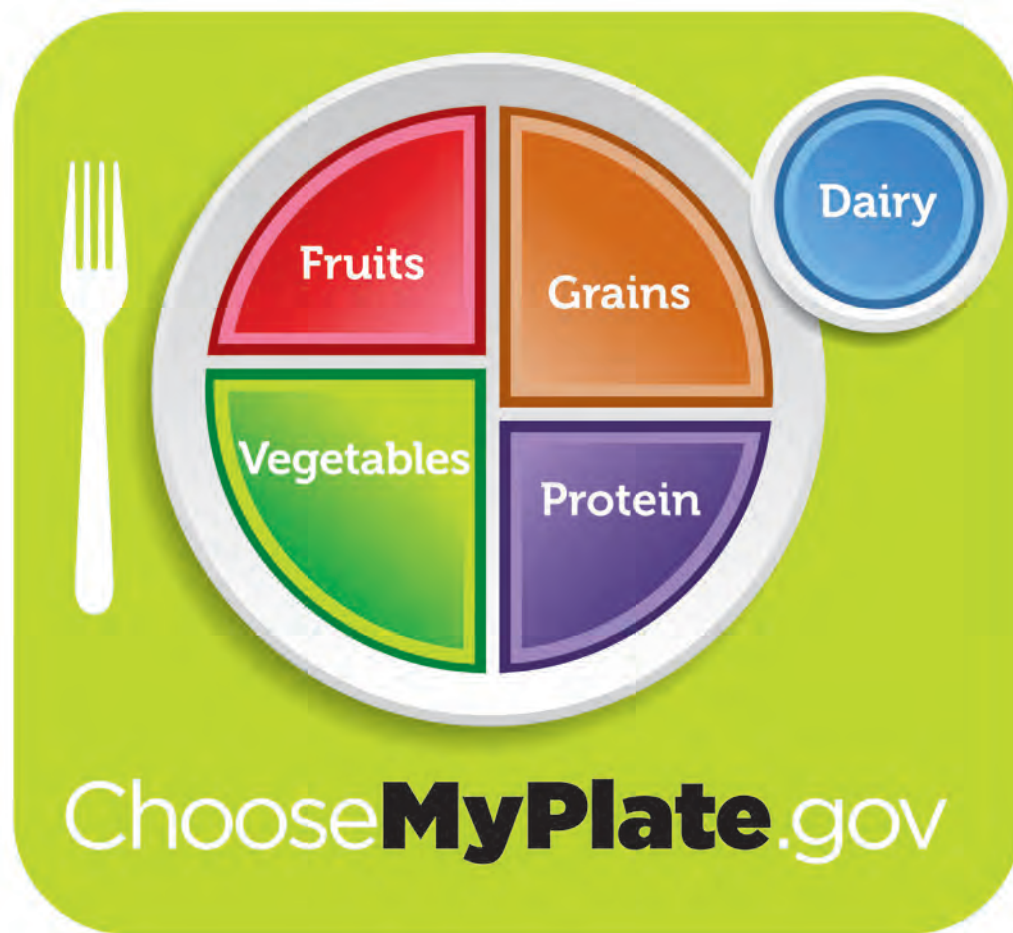
To stay healthy, we all need to eat foods from different food groups.

Think about eating more of these

- Foods that you can find in nature or on a farm
- Fruits and vegetables
- Whole grains

And less of these

- Processed foods
- Sugary drinks
- Candy and sweets
- Deep-fried foods



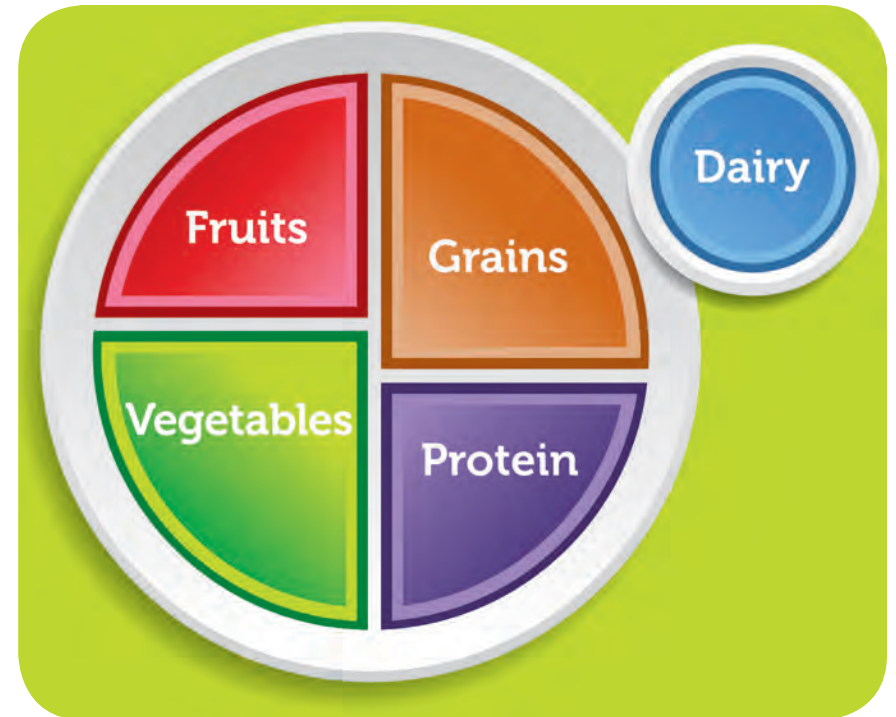
Theme: Understanding Meaning of Healthy Foods, *continued*

Food is fuel for our bodies. Think of a car—it needs gas to run! In the same way, our bodies need fuel to run. To feel our best, we should use “good fuel” for our bodies.

Here are pictures of several kinds of foods. Put an X on foods that you should eat LESS. Circle the foods that you should eat MORE.



Make a healthy meal! For each food you circled, draw a line and match it to MyPlate.



Tips for parents: Choose foods that are closest to their natural state. For example, choose an apple instead of apple juice. Eat less processed foods like hot dogs or chips. At the grocery store shop around the outer aisles—you will find healthier, unprocessed foods, like fresh fruits and vegetables, milk, and low-fat meats. Don't forget the freezer section for healthy frozen fruits and vegetables. Visit MyPlate Kids' Place for games, activity sheets, videos, and songs about healthy eating and physical activity (www.choosemyplate.gov/kids).

For a way to classify healthy foods, see the We Can! GO, SLOW, and WHOA flashcards (www.nhlbi.nih.gov/health/educational/wecan/downloads/gswflashcards.pdf) (www.nhlbi.nih.gov/health/educational/wecan/downloads/gswtips.pdf).

Answer key: X on candy, chips, chicken nuggets, cake, and soda. Circle green beans, brown rice, chicken, milk, and fruit.
Resource: https://sph.uth.edu/research/centers/dell/resources/GO-SLOW-WHOA%20magnet_bilingual.pdf

Theme: Home Environment

A healthy home environment improves success!

- Be proactive—get the junk out of the house; put healthier foods in clear sight.
- Find ways for the family to be a team to work together toward success.
- Plan ahead to avoid impulse eating.
- Get the whole family involved—take turns
 - Choosing and making healthy meals
 - Choosing the topic for table conversation (Turn off the TV.)



Theme: Home Environment, *continued*

The Healthy Hide-and-Seek Game

Take 10 minutes and see how many of the following items you can find where you live.

Mark the items you find as foods I should eat **Every Day (E)**, or foods I should eat **Rarely (R)**.

	How Many Can You Find?	Every Day (E) or Rarely (R)		How Many?	Every Day (E) or Rarely (R)
<i>(eg, Soda [full sugar])</i>	<i>(eg, 3 bottles)</i>	<i>(eg, R)</i>			
Soda (full sugar)	_____	_____	Water bottles	_____	_____
Fruit juice (100%)	_____	_____	Any kind of fruit	_____	_____
Fruit juice (<25%)	_____	_____	Any kind of vegetable	_____	_____
Sports drinks (with sugar)	_____	_____	Sugary cereal (<8 grams/serving)	_____	_____

What foods or drinks can you change in your home to keep your family healthy? Draw or write 3 of them.

Tips for parents: Role modeling matters! You don't have to be perfect, but try to eat healthy or be active in front of your kids. They will pick up on the things they see you do and get the message that good nutrition and physical activity are important!

Theme: Behaviors and Emotions Around Eating

How do you know when you are hungry?

Do you ever eat when you aren't hungry?

Lots of people eat when they are

- Fighting
- Bored
- Watching TV
- Feeling sad, angry, stressed, or lonely

Do these things instead!

- Go for a walk.
- Ride your bike.
- Do a craft.
- Play with a friend.
- Your idea: _____

Think about what you are eating!

Take time to enjoy

- Taste
- Texture (touch)
- Smell



Theme: Behaviors and Emotions Around Eating, *continued*

How do you know when you're hungry?

<p>→ Body hunger is physical hunger, when your body runs out of fuel and needs food.</p>	CIRCLE HOW YOU FEEL WHEN YOU'RE HUNGRY.		
	Your stomach grumbles or feels empty.	You feel tired or grumpy.	You can't focus or concentrate.

<p>→ Other times, we might feel the need or desire to eat when we're not hungry.</p>	BE ON THE LOOKOUT! LOOK FOR OTHER REASONS YOU MIGHT EAT.			
	Media—seeing food on TV or in a movie	Sensory cues—seeing or smelling food	Emotions—sadness, loneliness, stress, boredom	Social cues—celebrations, everyone else is eating

“Feed” your other reasons with something besides food.

→ The first step to “mindful eating” is knowing how we feel and how feelings relate to our eating.

What are some activities I can do instead of eating?

1.
2.
3.
4.

THE IDEA ZONE		
Jump rope.	Turn off the TV.	Dance to music.
Call a friend.	Write in a journal.	Play with a pet.
Read a book.	Go for a walk.	Draw a picture.
Do stretches.	Play a game.	Practice a sport.

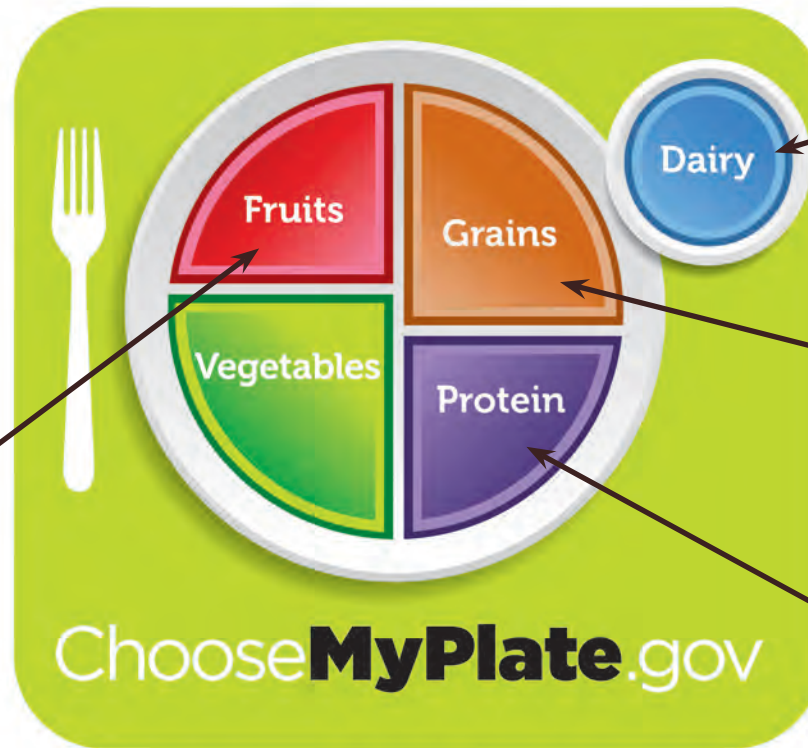
Tips for parents: Remember—regular meals and snacks will help kids not be hungry between meals. If your child asks for something to eat at other times, they may be bored or have seen food on TV. Try to remind them of the next planned meal or snack and encourage them to do one of the activities listed in the IDEA ZONE instead.

Theme: Portion Sizes

How to balance your plate

- Eat lots of different foods!
- A 9" to 10" plate (size of salad plate) holds the right amount.
- Whole grains and some protein will fill you up.
- Fruits and vegetables also fill you up without adding extra calories.

Fruits and vegetables
½ of your plate



Dairy

Nonfat (skim) or low-fat (1%) white milk and cheese

Whole grains

¼ of your plate
.....> Whole wheat, brown rice, oatmeal, barley

Protein

¼ of your plate
.....> Lean meat and poultry, seafood, beans, eggs, nuts

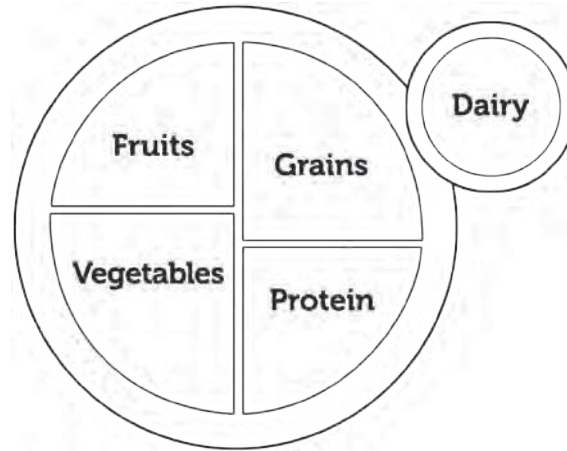
Theme: Portion Sizes, *continued*

Draw the food you ate last night on the plate.

What was your fruit?
Was it $\frac{1}{4}$ of your plate?

What was your vegetable?
Was it $\frac{1}{4}$ of your plate?

What was your dairy?
Was your dairy low fat?



What was your grain/bread?
Was it a whole grain and only $\frac{1}{4}$ of your plate?

What was your protein/meat?
Was it lean and only $\frac{1}{4}$ of your plate?
Was it beans?

One-week challenge!! Draw a smiley face every day you meet at least one goal!

GOAL CHALLENGE	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
I will make $\frac{1}{2}$ of my plate fruits or veggies.							
I will decrease my proteins/meat/beans to only $\frac{1}{4}$ of my plate.							
I will decrease my grains/bread to only $\frac{1}{4}$ of my plate.							

Did you get at least 5 smiley faces?

Great job!

Get more than 5 next week!

Tips for parents: Serve the plates for your family with the right amounts. Encourage trying new foods; praise kids for being adventurous but be quiet when your child does not like a food. It can take a child 10–15 tries of a new food before they eat it, so don't give up! Their tastes change over time.

Theme: Healthy Drinks

Water and nonfat/low-fat milk are your best bet!

What do you like to drink?

Drink lots of

- Water
- Nonfat (skim) or low-fat (1%) white milk
- Seltzer water, plain or fruit flavored

Drink a little (a cup or less, and not every day)—or none at all—of

- 100% fruit juice
- Diet (sugar-free) drinks

Drink rarely, if ever

- Regular soda
- Sports drinks
- Energy drinks
- Juice drinks with less than 100% juice
- Vitamin waters
- Sweet teas



Theme: Healthy Drinks, *continued*



RETHINK YOUR DRINK

Match the drink to the correct number of calories.

1. 12 ounces of soda		A. 157–175
2. 12 ounces of sports drink		B. 125
3. 12 ounces of whole milk		C. 0
4. 12 ounces of nonfat milk		D. 124–189
5. 12 ounces of 100% juice		E. 94
6. 12 ounces of water		F. 220



Take the Healthy Drink Pledge.

Sign your name if you agree!

I pledge to drink low-fat milk or water instead of sugary drinks* at home and eating out. _____

I pledge to drink no more than one small serving of 100% juice per day. _____

Tips for parents: A 12-ounce soda has 10 teaspoons of sugar. Drinking too many sodas weakens your bones and your teeth. Kids need milk for strong and healthy bones. Keep your house free of sugary beverages so your kids will drink water. Make water more exciting by adding a slice of lemon, lime, or other fruit, like melon or strawberries.

Answer key: 1. D, 2. E, 3. F, 4. B, 5. A, 6. C

Resources: www.webmd.com/diet/calories-in-drinks-and-popular-beverages,
https://sph.uth.edu/research/centers/dell/resources/CATCH_WaterTipSheet.pdf

*Sugary drinks include regular soda, flavored milk, sports drinks, energy drinks, juice drinks with less than 100% juice, vitamin waters, and tea.

Theme: Parenting

Parenting: the toughest job!

Your children need to know you love and support them for who they are—regardless of weight!

Children love and want your PRAISE.

- Specific, immediate, and genuine words work well.

Does your child know your expectations and rules?

- For example, what are your rules for eating dinner with the family or walking the dog?
- Short and clear instructions work well—have all family members and caregivers be consistent.

Home can be a healthy zone.

- If the food choices at home are healthy choices, it can help avoid arguments.

- Try to be a healthy role model; your family will follow.

What do you do when your child doesn't follow your instructions?

- Take a deep breath and learn to tolerate whining and tantrums.
- Accept that this will take time; kids don't always like changes.
- Try a smaller change next time.



Theme: Parenting, *continued*

Parents set a lot of rules for children. Can you write a rule that your parents have in your house?

Rules can also help you to eat healthy and be active.

Here are the top 10 rules to help your family be healthy.

1. We drink water or milk and not sugary drinks.	6. We don't have TV/screens (eg, phones, computers, tablets) in the bedroom.
2. Our family sits down and eats dinner together.	7. Children help parents make dinner.
3. Our house doesn't have fried snacks (like chips).	8. We limit TV/screens (eg, computer for play, video games, smartphones, tablets) to 2 hours or less each day.
4. We put away TV/DVDs/tablets/smartphones at dinner.	9. We take walks as a family after dinner.
5. We limit fast food to once a week.	10. We take at least one bite of fruits and veggies on our plate.

How many of these rules can you do in your house? Circle 2 or 3 of these goals and try them this week. Try to use all of these rules in your house if you can!

Tips for parents: Setting rules can help you keep on track with your eating habits and help children know what to expect (and avoid arguments). To work effectively, you need to follow these rules almost all of the time. If you can't meet a rule for some reason, that's OK. Just try to do better the next day. Keeping a chart with these rules in your kitchen can be a reminder for you and your child. Be sure to give more praise than criticism. Catch your children making good choices and praise them for their efforts, not only the outcome.

Theme: Physical Activity

- Being active is good for your body, even if you don't get sweaty or lose weight. It is OK to sweat.
- Try different activities for different days of the week. Keep it fresh and fun.
- Do you like to be active with others?
 - For younger kids, free play is great exercise.
 - For older kids, consider teams or clubs.
- Start small and work your way up.
 - You could start with 5 minutes and add a few minutes each day until at target.
 - Record what you do—it will keep you focused. Shoot for an hour a day.
- Make it fun—games, targets, rewards.



Theme: Physical Activity, *continued*

There are tons of ways to stay active and healthy.

Here's my plan to start building toward 60 minutes or more of physical activity a day!

I'm going to

_____ for _____ minutes/day

_____ for _____ minutes/day

_____ for _____ minutes/day

KEYS TO 60 MINUTES OR MORE OF PHYSICAL ACTIVITY A DAY

- **Start Small**—Work your way up to 60 minutes a day! Break up your activity into 5- or 10-minute chunks and add a few minutes each day until you reach 60 minutes total.
- **Grab a Buddy**—Be active with a friend or family member!
- **Mix It Up**—Try different games and activities to keep it interesting.

IDEAS TO FIT IN YOUR PHYSICAL ACTIVITY FOR THE DAY!

• Walk or bike to/from school.	15 minutes
• Move and play during recess.	15 minutes
• Work hard and stay moving in PE class.	20 minutes
• Ride your bike or walk the dog or dance in your room to music after school.	10 minutes
• Make up your own way to stay active!	10 minutes

That's 70 minutes **TOTAL**—you reached your goal and more!!

Tips for parents: A calendar can help you and your child keep track of a goal. An example of using a calendar to keep track of goals is in the Choosing a Goal theme near the end of this book.

Resource: https://sph.uth.edu/research/centers/dell/resources/CATCH_PhysicalActivityTipSheet.pdf

Theme: Physical Activity, *continued*

Physical activity questions and answers

- How many days should I be active?
- How do I know if I'm being active?
- How long should I be active?



REMEMBER TO BE FIT!

F =	<i>Frequently</i> (That means every day—or most days of the week.)	
I =	<i>Intensity</i> (That means feel some, or all, of the body cues.)	<p>What are body cues?!? Body cues are the ways our body tells us we are being active.</p> <p>The cues are</p> <ul style="list-style-type: none"> • Warm face • Breathing harder • Faster heartbeat • Sweating
T =	<i>Time</i> (That means work up to 60 minutes a day or more.)	



Tips for parents: Kids need your help! If they aren't getting their physical activity, you can help them be more active by encouraging them. Could they join a sports teams or dance class? Do you have a park or recreation center nearby? You can also help by being active WITH them!

Theme: Physical Activity, *continued*

Physical Activity—Putting the **I** in **FIT!**

How to Get Active and Feel Those **BODY CUES**

Remember that body cues tell you when you're being active. You want to move and play enough so that you feel **some or all** of the body cues (warm face, breathing harder, faster heartbeat, sweating).

When you are trying to get your 60 minutes or more of activity each day, try to be active enough to feel at least some of those body cues. Think about the different things you do to move and play. Below are all activities to help you get your physical activity for the day, but some will make you feel more body cues than others. Circle the activities below that you think would make you feel **most or all of the body cues**.



Hula-Hooping



playing soccer



skateboarding



walking the dog



dancing to music



sweeping



running



raking leaves



jumping rope



playing basketball



swinging



playing with pets

Tips for parents: Encourage your child to do different type of activities that will strengthen their bones, muscles, and heart. Weight-bearing activities, like soccer, climbing stairs, jogging, or dancing, cause new bone tissue to form, and this makes bones stronger. Activities like swimming and bicycling help build strong muscles and are also good for the heart and for overall health.

Theme: Feeling Good About Yourself

**Feeling good about ourselves—and our bodies—
is important no matter who we are!**

Tips for building self-esteem

- What is special about you? What do you like about yourself? Make a list.
- Spend time doing things you enjoy.
- Focus on health behavior changes, not weight.
- If you achieved a goal, how did it feel?



Theme: Feeling Good About Yourself, *continued*

We all have special gifts and talents—focus on what you are good at!

Draw or write down 2 things you like about yourself.

Draw or write down 2 things you like to do that make you healthy.

Now set a goal to do something healthy that you like and makes you feel good.

	WORKING ON IT	DID IT!
1.		
2.		
3.		

Tips for parents: Talk with your child about what makes them feel special and proud. Listen to your child and encourage them to stay motivated. Give them praise when they accomplish a goal or even if they have tried something new!

Theme: Label Reading

1) Start here.
How many servings in package?
How big is a serving?

2) Check calories.

3) Limit fat and sugar.

4) Get enough fiber, vitamins, and calcium.

Nutrition Facts		
Serving Size 1 cup (236 ml)		
Servings Per Container 1		
Amount Per Serving		
Calories	80	Calories from Fat 0
% Daily Value*		
Total Fat	0g	0%
Saturated Fat	0g	0%
Trans Fat	0g	
Cholesterol	Less than 5 mg	0%
Sodium	120 mg	5%
Total Carbohydrate	11g	4%
Dietary Fiber	0g	0%
Sugars	11g	
Protein	9g	17%
Vitamin A 10% • Vitamin C 4%		
Calcium 30% • Iron 0% • Vitamin D 25%		
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.		

Nutrition Facts		
Serving Size 1 cup (236 ml)		
Servings Per Container 1		
Amount Per Serving		
Calories	120	Calories from Fat 45
% Daily Value*		
Total Fat	5g	8%
Saturated Fat	3g	15%
Trans Fat	0g	
Cholesterol	20 mg	7%
Sodium	120 mg	5%
Total Carbohydrate	11g	4%
Dietary Fiber	0g	0%
Sugars	11g	
Protein	9g	17%
Vitamin A 10% • Vitamin C 4%		
Calcium 30% • Iron 0% • Vitamin D 25%		
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.		

5) Use the % Daily Value to limit or get enough nutrients.
For some, <5% is good (eg, cholesterol, saturated fat, sodium). For some, >20% is good (eg, fiber, protein, vitamins, minerals).

Warning

“Sugar-free” or “fat-free” does not mean calorie free.

“Organic,” “natural,” and “multigrain” don’t necessarily mean a product is healthy.

One package may hold more than one serving.

Theme: Label Reading, *continued*

How can you tell which food is a better choice for you by looking at the label (look at the previous page to find out where you can find this information)?

- Serving Size** to see how much food is in one serving. HINT: These serving sizes are often smaller than you think! You might be eating 2 or more times the serving and get 2 or more times the calories.
- Calories.** This is the amount in *one* serving. HINT: Snacks for children should be between **100 and 200 calories**, and meals should be **400 to 600 calories**.
- Total Carbohydrate.** You want more fiber and less sugar. Cereals should have **3 grams (g) of fiber or more** and **7 or 8 grams (g) of sugar or less**.
- Total Fat.** Choose foods **low in saturated fat** and **0 grams (g) of trans fat**.
- % Daily Value.** Remember: 20% or more means the food is high in that nutrient, and 5% or less means it is low in that nutrient.

Cereal 1

Nutrition Facts		
Serving Size	¾ Cup (30g)	
	Cereal	with ½ cup skim milk
Amount Per Serving		
Calories	120	170
Calories from Fat	20	20
	% Daily Value**	
Total Fat 2g*	3%	3%
Saturated Fat 0.5g	3%	3%
Trans Fat 0g		
Polyunsaturated Fat 1g		
Monounsaturated Fat 0.5g		
Cholesterol 0mg	0%	1%
Sodium 135mg	6%	8%
Potassium 40mg	1%	7%
Total Carbohydrate 11g	8%	10%
Dietary Fiber <1g	3%	3%
Sugars 13g		
Protein 1g		
Vitamin A	10%	15%
Vitamin C	25%	25%
Calcium	0%	15%
Iron	25%	25%
Vitamin D	10%	25%

Cereal 2

Nutrition Facts		
Serving Size	¾ Cup (29g)	
	Cereal	with ½ cup skim milk
Amount Per Serving		
Calories	90	130
Calories from Fat	5	5
	% Daily Value**	
Total Fat 0.5g*	1%	1%
Saturated Fat 0g	0%	0%
Trans Fat 0g		
Polyunsaturated Fat 0g		
Monounsaturated Fat 0g		
Cholesterol 0mg	0%	0%
Sodium 210mg	9%	11%
Potassium 150mg	4%	10%
Total Carbohydrate 24g	8%	10%
Dietary Fiber 5g	20%	20%
Soluble Fiber less than 1g		
Insoluble Fiber 4g		
Sugars 5g		
Protein 3g		
Vitamin A	15%	20%
Vitamin C	100%	100%
Calcium	0%	15%
Iron	100%	100%
Vitamin D	10%	25%

Cereal 1

Serving Size _____
 Calories _____
 Sugars _____
 (Less is healthier.)
 Dietary Fiber _____
 (More is healthier.)
 Healthy: Yes or No?

Cereal 2

Serving Size _____
 Calories _____
 Sugars _____
 (Less is healthier.)
 Dietary Fiber _____
 (More is healthier.)
 Healthy: Yes or No?

Tips for parents: Make a game out of reading food labels when you go shopping with your child. You are teaching them nutrition and math at the same time! Some of the healthiest foods (fruits and vegetables) don't have food labels.

Theme: Screen Time and Sleep

Plenty of sleep and limiting TV, computer, and video gaming time are better for weight and health!

Here are some ideas.

- Earn TV time with physical activity time.
- Aim for 2 hours or less of screen time each day.
- A daily bedtime helps kids get the sleep they need (9–11 hours each night).
- Keep TVs and computers out of the bedroom. It is much easier to never put them in.
- Keep TVs and computers off during meals. This is a great time to talk as a family.



Theme: Screen Time and Sleep, *continued*

Sleep is important!

To be at your **BEST** during the day—get enough sleep during the night.

AGE (years)	TOTAL HOURS OF SLEEP NEEDED
1–3	12–14
3–5	11–13
7–8	10–12
8–13	10

How many hours of sleep should you get?	_____
What time do you get up in the morning?	_____
Name your bedtime to get enough sleep.	_____

What I LOVE to do that has no screens (no TV, computer, electronic games, smartphone)

1. _____
2. _____

IDEAS FOR WAYS TO REDUCE SCREEN TIME

- Set a time every day for screen time (no more than 2 hours). Stick to the plan!
- Take the TV/smartphone/tablet/computer/video games out of the bedroom.
- Have easy puzzles or games you can do alone or with a sibling.
- Draw, color, create a sculpture, or use Play-Doh.
- Your idea: _____

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7

Tips for parents: When you are watching TV as a family, try to make it active time too! Challenge everyone to see who can do the most jumping jacks or push-ups during the commercials.

Theme: Meal Patterns and Snacks

Think about WHAT, WHEN, and WHERE you eat.

INSTEAD OF THIS	TRY THIS
<ul style="list-style-type: none"> • Skipping meals 	<ul style="list-style-type: none"> • Start each day with breakfast. • Eat regularly. • Plan one snack between meals to keep from getting hungry. Fruit and veggies are great snacks.
<ul style="list-style-type: none"> • Eating outside kitchen or dining room • Eating out of packages 	<ul style="list-style-type: none"> • Eat off plates and bowls.
<ul style="list-style-type: none"> • Fast-food restaurants, buffets 	<ul style="list-style-type: none"> • Limit eating out to once each week. • Eat smaller portions.
<ul style="list-style-type: none"> • Eating with the TV on 	<ul style="list-style-type: none"> • Eat as a family at least once each day.
<ul style="list-style-type: none"> • Eating very fast 	<ul style="list-style-type: none"> • Eat slowly.
<ul style="list-style-type: none"> • Drinking soda or juice 	<ul style="list-style-type: none"> • Drink water or low-fat/nonfat milk with meals.
<ul style="list-style-type: none"> • Multitasking while eating 	<ul style="list-style-type: none"> • Think about your meal and enjoy it!

Theme: Eating Out of the Home

It's easier to eat healthy when you control what's being served.

- Meals prepared at home keep you in control.
- Outside the home, look for the healthiest options available.
- It's OK to say, "No, thank you."
- School meals help you get the nutrients you need.



Theme: Eating Out of the Home, *continued*

Circle the calories you should eat per day.

ESTIMATED CALORIE NEEDS PER DAY BY AGE, GENDER, AND PHYSICAL ACTIVITY LEVEL		
Age (years)	Boy (calories/day)	Girl (calories/day)
	Sedentary—Active	Sedentary—Active
3	1,200–1,400	1,000–1,400
4	1,200–1,600	1,200–1,400
5	1,200–1,600	1,200–1,600
6	1,400–1,800	1,400–1,600
7	1,400–1,800	1,400–1,800
8	1,400–2,000	1,400–1,800
9	1,600–2,000	1,400–1,800
10	1,600–2,200	1,400–2,000
11	1,800–2,200	1,600–2,000
12	1,800–2,400	1,600–2,200
13	2,000–2,600	1,600–2,200

CHOOSE THESE FOODS	INSTEAD OF THESE FOODS
<ul style="list-style-type: none"> • Regular, single-patty hamburger without cheese • Plain milk and apple slices • Garden salad with grilled chicken, dressing on the side • Baked potato or side salad • Grilled chicken strips • Salad with toppings such as nuts and cheese 	<ul style="list-style-type: none"> • Double-patty cheeseburger • Milk shake • Medium french fries • Chicken “nuggets” or tenders



Tips for parents: It can be easy to overeat at a restaurant, especially at fast-food chains. But it is possible to eat healthier by avoiding milk shakes (550 calories), fries (100–500 calories), and soda (110–310 calories). Choose smaller portion sizes, fruits, and salads, and drink water instead of soda.

Resource: www.choosemyplate.gov/sites/default/files/tentips/DGTipsheet41EatingFoodsAwayFromHome_0.pdf

Theme: Holidays/Special Occasions

How to handle special occasions

- Keep to your meal schedule.
 - Try not to skip meals.
- To make healthy choices
 - Scan all food available before making choices.
 - Balance your plate.
 - Choose foods to stay energized, not sluggish.
 - Fill up on healthy food first.



- It's OK to say, "No, thank you."
- Pick a smaller plate to use.
- Balance holiday/party food with extra physical activity and extra healthy food choices before or after the special occasion.
 - Be realistic—you don't have to skip everything. Just be choosy and pick a smaller amount of what you really like.

Theme: Holidays/Special Occasions, *continued*

Holidays have time-honored traditions that include our favorite meals and foods. As you celebrate, think of little changes you can make this holiday season to create healthier meals and active days.



Tips for parents: Whether a food is healthy or unhealthy depends on how it's made. For example, veggies are a good option, but too much high-fat dip is not healthy. When you or your child eats unhealthy food, eat a small amount so you can enjoy the flavor but not overdo it.

<p><i>tweak the sweets</i></p>  <p>fruits make delicious desserts</p>	<p><i>cheers to good health</i></p>  <p>drink water to manage calories</p>
<p><i>bake healthier</i></p>  <p>use recipes with pureed fruits instead of butter or oil</p>	<p><i>spice it up</i></p>  <p>use spices and herbs instead of sugar and salt</p>
<p><i>brighten your meal</i></p>  <p>fill half your plate with fruits and vegetables</p>	<p><i>skim the fat</i></p>  <p>try skim evaporated milk instead of heavy cream</p>
<p><i>swap the grains</i></p>  <p>choose whole wheat flour instead of white flour</p>	<p><i>go easy on the gravy</i></p>  <p>a little bit of gravy goes a long way</p>

Resource: www.choosemyplate.gov/sites/default/files/tentips/DGTipsheet32MakeHealthierHolidayChoices.pdf

Theme: Healthy Families

- Let's get your whole family healthy!
- Enjoy healthy foods together at the table.
- When unhealthy foods are out of the house, healthy choices are easier.
- Family time can be active time.
 - Take a family hike or walk.
 - Enjoy a family day out.
- What does your family like to do?



Theme: Healthy Families, *continued*

Home is where the heart is!

Think of things you can do with your family to be healthy. Write or draw them in the space below.

Healthy Eating

(Example: Plan a healthy dinner.)

Physical Activity

(Example: Go for a bike ride together as a family.)

Tips for parents: You can keep your family healthy by making changes in your lifestyle, from cooking healthier to increasing physical activity. Visit www.nhlbi.nih.gov/health/educational/wecan/downloads/tip-healthy-habits.pdf for tips on creating Healthy Habits, Healthy Families.



Theme: Community Partners

Sports teams and classes can help!

- Scheduled activities with friends or in groups can be easier to keep doing.
- Kids learn new skills and build confidence.
- Teams and classes keep it fresh.
- What activities exist in your area?



Theme: Community Partners, *continued*

Did you know sports teams, recreation leagues, and classes are GREAT ways to stay active outside of school?

That's RIGHT! Sports teams, rec leagues, and classes can help!

- Teams and classes can help keep things fun and fresh.
- Scheduled games and activities with friends or in groups can make it easier to keep going.
- You can learn new skills and build confidence.

Physical Activity Scavenger Hunt!

No matter where you live, there's probably a sports team to join that's close or a place to play that's nearby! So...let's play a game to help find places you can play and be active!

1. What is your favorite sport? _____
Where is the closest place you can play that sport?

2. Where is the closest playground or park in your neighborhood?

3. Where is the closest swimming pool? _____

Place to shoot hoops? _____

Place to play soccer? _____

Playground? _____

HINTS

- Look for local YMCAs, Boys & Girls Clubs, or community rec centers or a neighborhood park nearby.
- Are there any after-school groups/teams at your school?
- Ask your PE teacher about other groups/teams around the area.

Tips for parents: Enrolling your child in sports, dance, or other recreational classes is a gift that lasts a lifetime! Sports are good for your child's mind, body & spirit. Your child will learn to set goals, resolve conflicts, develop social skills, and build self-esteem. Support, praise, and love are keys to success & enjoyment. Find them opportunities, sign them up, and make sure they get to class, practices, and games. Many sport clubs offer reduced fees for qualifying families.

Resources: www.austinyca.org,
www.bgca.org/Pages/index.aspx

Theme: Bullying and Teasing

What to do if you are bullied

- **Tell the bully to stop.**
- **Walk away.**
Do not let the bully get to you. If you walk away or ignore the bully, the bully will not get that satisfaction.
- **Protect yourself.**
If you are being physically hurt, protect yourself and get away.
- **Tell an adult who you trust.**
Talking to someone could help you figure out the best ways to deal with the problem. In some cases, adults need to get involved for bullying to stop.
- **Find a safe place.**
Go somewhere that you feel safe and secure like the library, a favorite teacher's classroom, or the office.
- **Stick together with groups you trust.**
Stay with a group or people who you trust.
- **Stick up for others.**
- **Find chances to make new friends.**
Explore your interests and join school or community activities such as sports, drama, or art. Volunteer or participate in community service.
- **Find out if there are laws that can protect you.**
Some laws may apply to you if bullying has risen to a certain level. Find out what laws are in place where you live. Schools typically know local laws.
- **Parents**
Talk to the school about keeping your child safe and bully free.



Adapted from stopbullying.gov

Theme: Bullying and Teasing, *continued*

When things go wrong you have choices.

Don't be a victim. Don't be a bystander.

THE SITUATION ROOM	WHAT WOULD YOU DO?	
Positive behavior is <i>expected</i> from kids your age. When someone is acting out, teasing, name-calling, threatening, pushing, hitting, posting bad things online—you have to talk to someone. Report bullying behavior to mom, dad, teacher, brother, sister, aunt, uncle, cousins. You are not alone.	Who can you talk to? _____ _____	
Walk away. When a bully is doing their business, protect yourself and walk or run away. Avoid the places a bully hangs out, and travel with friends.	Plan ahead. What is your escape route? Who can you walk with? _____ _____	
When you see it coming. If you see someone else being bullied. If it happens to you. Tell the bully to stop . Then walk away. And talk to an adult.	Practice right now. Pretend you see a bully or a bully is after you. What would you do? _____ _____	
Bullying is not normal behavior.	Bullying is violence.	Stop. Walk. Talk.

Tips for parents: Take bullying seriously. Many kids are embarrassed to say they have been bullied. You may only have one chance to step in and help. Praise your child for doing the right thing by talking to you about it. Remind your child that he or she isn't alone—a lot of people get bullied at some point. Emphasize that it's the bully who is behaving badly—not your child. Reassure your child that you will figure out what to do about it together.

Theme: Unintentional Disruptions

Recognize when obstacles block your goals.

- Are your goals reasonable and doable?
- Are family or friends unintentionally getting in the way of your plan?
- Have you asked for help? “I want to be healthier, so let’s play cards instead of eating ice cream.”
- Have you started with simpler and easier goals first?

Appreciate that many obstacles are not intentional but may still distract you from achieving your goal.

Set yourself up for success.



Theme: Unintentional Disruptions, *continued*

Obstacles or barriers are things that make it hard to do the things we want to do.

EXAMPLE: You want to go over to your friend’s house, but you need a ride because it’s too far to walk or ride your bike.

When a barrier is in our way, it’s helpful to think of ways to get around, or overcome, that barrier.

OVERCOMING BARRIERS: Ask an adult family member or guardian to take you.
 Ask your friend if he/she can get a ride and come to your house.

Now, think about some barriers that get in the way of you eating healthy and being active.

REMEMBER: Barriers may slow you down, but don’t let them stop you! Think of ways you can overcome the barriers that get in your way.

STRATEGIES TO HELP YOU

- Ask for help!
 - Who can help you with your barrier (a parent, a family member)?
 - Remember to say “please” and “thank you”!
- Plan to succeed!
 - Think ahead and plan to avoid, or work around, situations that make it hard for you to be healthy.
 - Problem-solve as a family—brainstorm all the different things that get in the way of being healthy and then work together to come up with solutions to get past those barriers.

JUST REMEMBER: Don’t get down on yourself—barriers are normal and may slow you down, but they don’t have to stop you!

Theme: Unintentional Disruptions, *continued*

Overcoming Barriers, Challenges, and Obstacles

Challenges to Eating Healthy and Being Active

BARRIER OR CHALLENGE		POSSIBLE SOLUTION	COME UP WITH YOUR OWN SOLUTION
I'm too tired...	...to exercise.	Start with just 5–10 minutes of activity and add minutes over time as you get used to doing activity.	
I don't have time...	...to eat healthy.	Help your parent/guardian make snack bags with fruits or veggies and store them for when you need a quick snack!	
	...to exercise.	Plan ahead— plan for fitting activity time in your day: walk or bike to school, exercise while you watch TV, etc.	
When we go out to eat it's hard...	...to eat healthy.	Choose the healthiest food on the menu (like a grilled chicken sandwich or a salad instead of a hamburger), or choose to eat a smaller portion (like small fries instead of large fries).	
I have to stay inside after school so I can't...	... exercise.	Dance or make up your own exercises to do to music in your room or living room.	
WHAT OTHER BARRIERS OR CHALLENGES DO YOU HAVE FOR EATING HEALTHY OR BEING ACTIVE? WRITE THEM BELOW AND BRAINSTORM SOLUTIONS TO OVERCOME THEM!			

Tips for parents: The power of POSITIVITY! Keep a positive attitude even when dealing with challenging situations. Remember, you and your child aren't perfect; the key is to stay positive and keeping working together to get past those barriers!

Theme: Choosing a Goal

**Here are some things that have worked for some other families.
Which, if any, would you be willing to try?**

For Kids	For Parents
<ul style="list-style-type: none"> Eat vegetables instead of sugary or fried foods. Watch less TV. Become more active. Cut back on video games. Eat more healthy snacks. Cut down on juice. Sleep at least 8 hours. Give up soda. Something else? Eat less fast food. Drink nonfat (skim) or low-fat (1%) milk. Stop skipping breakfast. Eat fruit for dessert. 	<ul style="list-style-type: none"> Buy less juice. Remove TVs from bedrooms. Set a bedtime for your kids. Buy nonfat (skim) or low-fat (1%) milk. Cook with less fat. Provide vegetables daily. Provide fruit as dessert. Serve breakfast daily. Watch less TV. Eat at home more. Something else? Serve smaller portions. Play actively together. Do not keep soda in the house.

Goal setting must be • Measurable • Countable • Small Steps • With Commitment • With Family • Achievable

Theme: Choosing a Goal, *continued*

What is a “just right” goal? Healthy, countable, and achievable.

I will exercise a lot!

Healthy but *not* countable

You can't count or measure whether you met this goal.

I will play soccer for 3 hours every day.

Healthy, countable, but *not* achievable

This goal is too hard.

I will play outside with my friends for 45 minutes Monday, Tuesday, and Friday.

Yes! Healthy, countable, AND achievable!

This goal is just right!

Refine the plan to have measureable goals.

- I will spend 30 minutes walking from my house to the park on 3 days during the next week.
- I will try one new vegetable at dinnertime on 5 of the next 7 days.
- I will replace my daily soda with a glass of water every other day for the next 7 days.

WRITING IT DOWN MAKES IT MORE LIKELY TO HAPPEN!

Between now and _____, I will _____ / _____.
(date) (action/change) (number of times/length of time)

These are the reasons I think it will get done: _____

These are the barriers that might get in the way: _____

I am (*circle one*: very ready, somewhat ready, not ready) to do this.

I am (*circle one*: very sure, somewhat sure, not sure) that I will be able to reach my goal.

Tips for parents: It's best to let your child decide what they want to achieve. As they begin to set goals and work toward them, don't forget the compliments. Each small success should be recorded so that your child can see their progress toward the final goal. Charts are an excellent way to create a visual reminder of the goal, the steps made, and the steps still to be taken to reach the goal. Teaching your child to set goals and achieve them will enable them to learn to succeed. It also helps them learn that when they first fail, they can pick themselves back up and try again. Having dreams is great, but it is even greater to achieve that dream.

Theme: Choosing a Goal, *continued*

Example: Using a Calendar to Keep Track of Goals

This family wanted more playtime and fewer sugary drinks. The family first wrote down the minutes playing with the dog. After a couple of weeks, the family started the drink goal and put a smiley face for a day without sugary drinks.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<div style="border: 1px solid red; padding: 5px;"> ___ min = time playing with dog 😊 = no soda, Kool-Aid, or Gatorade </div>		1	2	3	4	5
6 Starts with playing with dog for 10 minutes	7 10 min	8 10 min	9 0 min	10 10 min	11 10 min	12 5 min
13 10 min This week, more dog time!	14 15 min	15 15 min	16 15 min	17	18 15 min	19 15 min
20 15 min New goal of no soda or other sugary drinks	21 15 min 😊	22 15 min 😊	23 15 min 😊	24 15 min 😊	25 😊	26 
27 15 min	28 20 min	29 20 min 😊	30 20 min 😊	31 20 min 😊		Not every day was perfect!

Theme: Choosing a Goal, *continued*

Month _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Theme: Choosing a Goal, *continued*

Month _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Theme: Choosing a Goal, *continued*

Month _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



Theme: Choosing a Goal, *continued*

Month _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Appendix

Menu Planning Forms

- These forms are examples of planning your menus to ensure that you have a healthy eating pattern. These menus are for a 2,000-calorie diet, which is sufficient for a child aged 9 to 12 years who is moderately active (eg, engages in some kind of physical activity that makes them breathe hard or pulse increase for about 60 minutes on most days of the week). Children younger than 6 years need less food and smaller portion sizes.
- Keep in mind that there are lots of different ways to plan your menu throughout the day and that it might even vary day by day! Think of it like a puzzle, where you have a set number of different parts, but they can be combined in various ways to make a healthy diet.
- Be sure to use the correct portion sizes for your food. Here are some ideas of correct portion size.
 - ½ cup of cooked vegetables or 1 cup of lettuce or leafy greens is a portion size. 1 cup is about the size of an adult fist or a baseball.
 - 3 ounces of meat (a healthy portion size) is the size of a deck of cards or your palm.
 - 1 serving of milk is 8 ounces (a carton of milk).
 - 1 serving of baked potato is the size of a computer mouse.
 - 1 cup of cereal is the size of a baseball.
 - 1 serving of grains is ½ cup (about half a baseball).
 - 1 serving of bread is 1 slice of bread or ½ of a hamburger bun.



Resource: www.webmd.com/diet/healthtool-portion-size-plate

Appendix, *continued*

Here are example menu plans or checklists to use to plan meals for children. Children need fewer calories when they are small and more calories as they grow.

Here are 3 menu plans for

- Preschool children aged 2 to 5 years (1,000–1,400 calories per day)
- Children aged 6 to 8 years (1,400–1,800 calories per day)
- Children aged 9 to 12 years (1,800–2,200 calories per day)

NOTE: These are approximate calorie levels. Your physician or dietitian may give you other, more individual menus or calorie levels, based on your child's size and how active they are.

Preschool Children Aged 2–5 Years (1,000–1,400 calories per day)

- 1 cup of fruit (about 3 servings)
- 1½ cups of vegetables (about 3 servings)
- 4 ounces of bread or grains (about 4 servings)
- 3 ounces of protein (about 2 small servings)
- 2½ cups of milk (low-fat or nonfat) (about 3 servings in small cups)

Children Aged 6–8 Years (1,400–1,800 calories per day)

- 1½ cups of fruit (about 3 servings)
- 2 cups of vegetables (about 4 servings)
- 5 ounces of bread or grains (about 5 servings)
- 5 ounces of protein (about 2 servings)
- 2½ cups of milk (low-fat or nonfat) (about 3 servings in small cups)

Children Aged 9–12 Years (1,800–2,200 calories per day)

- 2 cups of fruit (about 4 servings)
- 2½ cups of vegetables (about 5 servings)
- 6 ounces of bread or grains (about 6 servings)
- 5½ ounces of protein (about 2 servings)
- 3 cups of milk (low-fat or nonfat) (about 3 servings)



Source: www.choosemyplate.gov/MyPlate-Daily-Checklist

