



K - 5 S C H O O L



T O O L K I T



GREETINGS!

are **you** ready?

Thank you for taking time to review the **5-2-1-0 Goes to School Toolkit!** 5-2-1-0 Goes to School works with schools across the state to increase healthy eating and physical activity opportunities for kids. The program is part of a larger initiative called *Let's Go!* at The Barbara Bush Children's Hospital at Maine Medical Center. To learn more about *Let's Go!*, please visit www.letsgo.org.

The program is based on the following easy-to-remember message:

5 or more fruits & vegetables
2 hours or less recreational screen time*
1 hour or more of physical activity
0 sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

This toolkit is designed to align with your *Let's Go!* work throughout the year. Each tab is designed to line up with the program's 5 Step Path to Success. Within each tab are the handouts, tools, and resources that will guide and support you through each step. Take time to become familiar with the contents of the toolkit and keep it handy! The whole toolkit is also available online for your convenience.

Our hope is that 5-2-1-0 Goes to School will help support schools in raising and educating a healthier generation of kids. Please direct any feedback, questions, or comments you may have to *Let's Go!* at 207.662.3734, or email info@letsgo.org.



www.letsgo.org

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CONTENTS

STEP 1: Engage

- 5-2-1-0 Goes to School Program Overview
- Let's Go!'s 5 Step Path to Success
- Let's Go!'s 10 Strategies for Success
- Let's Go! Definitions
- Let's Go! in Maine
- The Let's Go! Champion and Team
- Scientific Rationale for the 5-2-1-0 Message
- Letter to Families Announcing a New Partnership
- F.A.Q.

STEP 2: Assess Environment and Create an Action Plan

- Introduction to the Let's Go! Action Planning Packet
- Let's Go! Action Planning Packet for Schools

STEP 3: Implement Action Plan

- Welcome to 'Step 3: Implement Action Plan'!

STRATEGY 1:

Limit unhealthy choices for snacks and celebrations; provide healthy choices.

- Why Does This Matter?
- How to Implement Strategy 1: Limit Unhealthy Choices for Snacks and Celebrations; Provide Healthy Choices
- Healthy Snack Ideas – Letter to Families
- Ideas for Healthy Snacks
- Snacks to Fuel Your Brain
- Organize a Monthly Snack Program
- Ideas for Healthy Food for Celebrations
- Present Fruits and Vegetables in Fun, Creative Ways
- Ideas for Non-Food Celebrations
- Healthy Foods for Celebrations – Letter to Families
- Healthy Party Sign-Up Sheet
- Non-Food Celebrations – Letter to Families
- Tried and True Advice for Starting a Garden
- Hold a 5-2-1-0 Poster Contest
- Classroom Healthy Snack Tally
- Taste Tests
- 5-A-Day Bracelets
- Healthy Fundraising Ideas
- Sports and Snacks
- Eat at Least Five Fruits and Vegetables a Day
- Healthy Shopping on a Budget
- Understanding Food Labels
- Maine Seasonal Food Guide
- Breakfast is Best
- A Meal is a Family Affair
- Fruits and Vegetables, All Year Long!
- What's a Healthy Portion?
- Tips for a Healthier Diet
- Handling a 'Choosy' Eater
- Phrases that HELP and HINDER
- Pick a Better Fast Food Option

it's **ALL**
about healthy!



STRATEGY 2:

Limit or eliminate sugary drinks; provide water.

- Why Does This Matter?
- How to Implement Strategy 2: Limit or Eliminate Sugary Drinks; Provide Water
- Limit Sugary Drinks Sent in From Home – Letter to Families
- Make Your Own Sugar Bottle Display
- Have a Drink Plan Goal Setting Worksheet
- Make Water Fun!
- Make Fun, Flavored Water
- Role Model Drinking Healthy Beverages
- Limit or Eliminate Sugary Drinks; Provide Water
- Water is Fuel for Your Body
- Sports and Energy Drinks
- How Much Sugar Do You Drink?

STRATEGY 3:

Prohibit the use of food as a reward.

- Why Does This Matter?
- How to Implement Strategy 3: Prohibit the Use of Food as a Reward
- Use Non-Food Rewards
- Use Physical Activity as a Reward
- Food Rewards Add Up
- What the Experts Say about Food Rewards
- Non-Food Rewards at Home

STRATEGY 4:

Provide opportunities to get physical activity every day.

- Why Does This Matter?
- How to Implement Strategy 4: Provide Opportunities to Get Physical Activity Every Day
- Quick Brain Boosts
- Use Physical Activity as a Reward
- Create a Dedicated Activity Room
- StoryWalk™
- Start a Physical Activity Club
- Active Recess!

- Starting a Walking School Bus
- Get One Hour or More of Physical Activity Every Day
- Take It Outside
- Top Five Anywhere Exercises

STRATEGY 5:

Limit recreational screen time.

- Why Does This Matter?
- How to Implement Strategy 5: Limit Recreational Screen Time
- Pause to Play!
- Take Home Activity Bags
- Healthy Activities for School Vacation
- My Favorite Things to Do Instead of Watching TV
- Screen Time Challenge
- National Screen-Free Week
- It's Summer! Let's Ditch the Screens and Play!
- Media Literacy
- Limit Recreational Screen Time to Two Hours or Less
- Step Away From the Screen!
- Ditch Your Phone for an Hour a Day to Get Active and Play!
- Promote Healthy Viewing Habits
- Unplugged!
- Healthy Sleeping Habits

STRATEGY 6:

Participate in local, state and national initiatives that support healthy eating and active living.

- Why Does This Matter?
- How to Implement Strategy 6: Participate in Local, State and National Initiatives that Support Healthy Eating and Active Living
- Healthy Dates to Celebrate

STRATEGY 7:

Engage community partners to help support healthy eating and active living.

- Why Does This Matter?
- How to Implement Strategy 7:
Engage Community Partners to Help Support Healthy Eating and Active Living
- Please Give Nutritiously
- Sample Language for Requesting Support from Local Businesses
- Activities that Involve Community

STRATEGY 8:

Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.

- Why Does This Matter?
- How to Implement Strategy 8:
Partner with and Educate Families in Adopting and Maintaining a Lifestyle that Supports Healthy Eating and Active Living
- 5-2-1-0 Every Day!

STRATEGY 9:

Implement a staff wellness program that includes healthy eating and active living.

- Why Does This Matter?
- How to Implement Strategy 9:
Implement a Staff Wellness Program that Includes Healthy Eating and Active Living
- Healthy Food and Beverage Guidelines for Meetings and Occasions
- Active Meeting Guidelines
- Provide and Promote Safe Walking Routes
- Be a Healthy Role Model
- Role Model by Celebrating Staff Successes Without Food

STRATEGY 10:

Collaborate with Food and Nutrition Programs to offer healthy food and beverage options.

- Why Does This Matter?
- How to Implement Strategy 10:
Collaborate with Food and Nutrition Programs to Offer Healthy Food and Beverage Options
- The Role of School Nutrition Programs in *Let's Go!*
- Build a Healthy Lunch
- Cafeteria-Sponsored Snack Program
- Cafeteria to Classroom Connection
- Taste Tests
- *Let's Go!* Smarter Lunchrooms
- Smarter Lunchroom Scorecard
- Support Healthy School Meals
- Cafeteria as Learning Lab
- 10 Things You Always Wanted to Know About Your School Nutrition Program
- Nutrition Standards for School Lunch
- Nutrition Standards for Snacks Sold in School

STEP 4: Complete Survey

- The *Let's Go!* Survey
- How Does *Let's Go!* Measure Progress?

STEP 5: Celebrate

- Celebrate ALL of Your Successes!
- *Let's Go!* Recognition Packet for Schools

Additional Resources

- Visit the *Let's Go!* Online Store
- 5-2-1-0 Trivia, Facts, and Questions of the Day
- Original 5-2-1-0 Song Lyrics
- If You're Happy and You Know It, 5-2-1-0 Version
- 5-2-1-0 Coloring Pages
- 5-2-1-0 Activity Placemat

STEP ONE

ENGAGE



5-2-1-0 GOES TO SCHOOL

**Our goal is to help
you go from where
you are to wherever
you want to be!**

Let's Go! is a statewide initiative that helps schools, child care programs, out-of-school programs, workplaces, and healthcare practices maintain and improve upon their healthy food choices and physical activity opportunities. 5-2-1-0 Goes to School is designed to be easy and efficient to weave into your busy day. We help you look at your current successes and then build upon them. We guide you in connecting all of your efforts back to your community, creating greater impact on the families you serve.

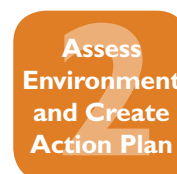
Let's Go! promotes the 5-2-1-0 message:

- 5** or more fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.



5-2-1-0 Goes to School follows **five easy steps** for using evidence-based strategies to improve the policies, practices, and environments that influence healthy eating and active living in schools.



continued

Let's Go! helps participating schools to:

- Reflect on their nutrition and physical activity environment and make changes to support healthy behaviors in students.
- Increase healthy eating in students by providing appropriate foods and beverages, and role modeling healthy eating behaviors.
- Increase opportunities for physical activity.
- Reach out to parents to promote healthy behaviors at home.
- Promote the 5-2-1-0 message.
- Work towards stronger District Wellness Policies.

What will you receive?

- Personalized help to meet your school's unique nutrition and physical activity goals.
- A free toolkit loaded with resources for both your staff and your families.
- Opportunities for free training for you and staff members.
- Regular e-newsletters from the Let's Go! Home Office.
- Free membership in a network of hundreds of schools across Maine, just like yours, working to improve the health of our children.

What is expected of your school?

- The commitment to set nutrition and physical activity goals and then work towards achieving them.
- The completion of the Let's Go! Survey each spring.

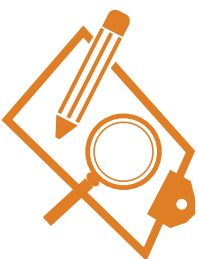
it's time to get started!

FOR MORE INFORMATION,
contact the Let's Go!
Home Office at
207.662.3734,
or email us at
info@letsgo.org



Increase Healthy Eating and Active Living Through Let's Go's

5 STEP PATH TO SUCCESS



New Sites:

Sign up with your local partner.

Returning Sites:

You will hear from your local partner.

Program year begins July 1. If applicable,

(re-)assemble your team.

Assess your

environment and practices and plan for the year by completing the

Let's Go! Action Plan or by having a

conversation with your local partner.

Implement the

strategies you have chosen. Engage in one or more types of assistance as needed.

Complete the

Let's Go! Survey each spring based on the policies and practices your site has in place.

Share your


successes with other staff, children, parents, and the community.






10

Let's Go!'s

STRATEGIES FOR SUCCESS

The 10 Strategies for Success are evidence-based and align with national recommendations to increase healthy eating and active living. Refer to your toolkit for ideas on how to implement each strategy. *Let's Go!* recommends creating and implementing strong policies around these strategies.

The Redy mascot  refers to a *Let's Go!* priority strategy.

- 1 Limit unhealthy choices for snacks and celebrations; provide healthy choices. 
- 2 Limit or eliminate sugary drinks; provide water. 
- 3 Prohibit the use of food as a reward. 
- 4 Provide opportunities to get physical activity every day. 
- 5 Limit recreational screen time. 
- 6 Participate in local, state, and national initiatives that support healthy eating and active living.
- 7 Engage community partners to help support healthy eating and active living.
- 8 Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.
- 9 Implement a staff wellness program that includes healthy eating and active living.
- 10 Collaborate with Food and Nutrition Programs to offer healthy food and beverage options.



Let's Go!

DEFINITIONS

UNHEALTHY CHOICES include foods and drinks high in sugar and/or salt such as soda, candy, cookies, cake, and chips.

HEALTHY CHOICES include water, fruits, vegetables, whole grain foods, protein sources such as eggs, beans, dairy, fish, and poultry, and healthy fats such as nuts, seeds, and avocados.

SUGARY DRINKS include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.

PHYSICAL ACTIVITY is any movement that increases heart rate and breathing such as running, climbing, jumping, dancing, etc.

SCREENS include TVs, computers, video games, tablets, and smartphones.

RECREATIONAL SCREEN TIME is screen time used for non-educational purposes.

CELEBRATIONS honor a special day or event.

A FOOD REWARD is a food used to encourage good behavior.

speaking the language



Let's Go! IN MAINE



Have you ever wondered:

- How does *Let's Go!* work in Maine?
- Where do all the tools and resources come from?
- Who you should reach out to with questions?

Then keep reading!

The *Let's Go!* Home Office

The *Let's Go!* Home office is located in Portland, Maine, at The Barbara Bush Children's Hospital at Maine Medical Center. The role of the Home Office is to:

- Oversee all of the *Let's Go!* programs across the state.
- Establish and maintain partners across the state who can implement the *Let's Go!* model locally.
- Create and manage annual evaluation activities and a statewide marketing campaign.
- Create and manage many of the tools and resources you receive including toolkits, e-newsletters, the website, and in-person and online trainings.

Dissemination Partners and *Let's Go!* Coordinators

Dissemination Partners are organizations located across the state that are responsible for supporting *Let's Go!* Coordinators in implementing *Let's Go!* locally. *Let's Go!* Coordinators are your local contact for *Let's Go!*. Your *Let's Go!* Coordinator:

- Registers your site to participate in the 5-2-1-0 program designed for your setting.
- Works with a champion at each site to go through the *Let's Go!* 5 Step Path to Success, helping you change your site's environment and policies to support healthy behaviors.
- Is your go-to-person for connecting to healthy eating and active living resources in the community.

If you don't know who your coordinator is, find out by going to www.letsgo.org and clicking on 'Partners' then 'Local Coordinators.'

Note: This is for Maine-based sites only. If you'd like to connect with the Home Office, please email: info@letsgo.org

Working with Schools, Child Care, and Out-of-School Programs

Every participating school, child care program, and out-of-school program that signs-up to work with *Let's Go!* uses the 5 Step Path to Success and the 10 Strategies for Success to work towards making the healthy choice the easy choice for kids in their care. The great news is that sites are usually doing a lot of this work already!

To learn more about how this works, view the quick 8-minute video *How Child Care Programs, Out-of-School Programs, and Schools Work with Let's Go!* at www.letsgo.org/programs/.



The *Let's Go!*

CHAMPION AND TEAM

Let's Go! reaches out to site Champions regularly throughout the year to see how we can best support your efforts. Back and forth communication is expected and will help form a supportive, ongoing relationship.

we're
here to
**support
you**



www.letsgo.org

What is a *Let's Go!* Champion?

Every one of the *Let's Go!* registered schools has a Champion to lead their school through the 5 Step Path to Success. The Champion should be someone who is at the school daily and who knows and can help influence the healthy eating and physical activity practices at the school. The importance of this role cannot be overstated—*Let's Go!* Champions are leading the way to a healthier generation of kids!

Role of the *Let's Go!* Champion in the School

As a 5-2-1-0 Goes to School Champion, you are leading the positive changes in your school environment. Your role as the Champion includes:

- Signing your school up with the local *Let's Go!* Coordinator, listing yourself as the *Let's Go!* champion, and giving your contact information.
- Reviewing the *Let's Go!* Action Planning Packet each year with your team and determining what your school wants to achieve that year.
- Ensuring that parents, administrators, and all staff are aware of and, if possible, included in the work.
- Being responsible for sharing the 5-2-1-0 message and *Let's Go!* resources with parents and staff.
- Reaching out to your *Let's Go!* Coordinator with any questions, challenges, or successes you come across in your efforts to increase healthy eating and physical activity.
- Completing the *Let's Go!* Survey each spring, with the assistance of your team.

Role of the *Let's Go!* team

While there can only be one “official” *Let's Go!* Champion at each site, schools are encouraged to gather a team to help support the Champion's efforts. *Let's Go!* data shows that schools that have a team are able to make more improvements than those that don't have a team.

The *Let's Go!* (or 5-2-1-0) team can be an already existing team (e.g. wellness team, parent advisory group, leadership team, etc...), or it could be a newly created one. The team could include a variety of individuals that are part of the school in some way (e.g. teachers, administrators, parents, staff, and students) and share the vision of creating a healthier school environment. How often a team meets is dependent on the goals of the group and the availability of the team members.

5-2-1-0 Message

THE SCIENTIFIC **RATIONALE****5** or more fruits and vegetables.

A diet rich in fruits and vegetables provides vitamins and minerals, important for supporting growth and development, and for optimal immune function in children. High daily intakes of fruits and vegetables among adults are associated with lower rates of chronic diseases such as heart disease, stroke, high blood pressure, diabetes, and possibly, some types of cancers. Emerging science suggests fruit and vegetable consumption may help prevent weight gain, and when total calories are controlled, may be an important aid to achieving and sustaining a healthy weight.

2 hours or less recreational screen time.*

Watching too much television (TV) and use of other screen media is associated with an increased prevalence of overweight and obesity, lower reading scores, and attention problems. The American Academy of Pediatrics (AAP) recommends no more than 2 hours of screen time a day and that children under age 2 not watch any TV or other screen media. The AAP recommends keeping the TV and computer out of the bedroom.

1 hour or more of physical activity.

Regular physical activity is essential for weight maintenance and prevention of chronic diseases such as heart disease, diabetes, colon cancer, and osteoporosis. While most school age children are quite active, physical activity sharply declines during adolescence. Children who are raised in families with active lifestyles are more likely to stay active as adults than children raised in families with sedentary lifestyles.

0 sugary drinks, more water.

Sugar-sweetened beverage consumption has increased dramatically since the 1970s; high intake among children is associated with overweight and obesity, displacement of milk consumption, and dental cavities. The AAP recommends that children 1–6 years old consume no more than 4–6 ounces of 100% juice per day and youth 7–18 years old consume no more than 8–12 ounces. Water provides a low-cost, zero-calorie beverage option and is a healthy alternative to sugary drinks.

* Screen time includes time spent watching television, playing video games, using a computer, smartphone, and tablet. Recreational screen time is screen time used for non-educational purposes.

Baker S, Cochran W, Greer F, et al. The use and misuse of fruit juice in pediatrics. *Pediatrics*. 2001;107(5):1210-1213. National Association for Sport and Physical Education, Physical Activity for Children: A Statement of Guidelines for Children Ages 5-12. (2004). Position of the American Dietetic Association: Dietary Guidance for Healthy Children Ages 2-11 Years. *J. Am. Diet. Assoc.*, 2004; 104: 660-677. Strasburger VC, Hogan MJ, Mulligan DA, et al. Children, adolescents, and the media. *Pediatrics*. 2013;132(5):958-961. The Henry J. Kaiser Family Foundation, Issue Brief: The Role of Media in Childhood Obesity, February 2004. USDHHS and USDA, 2005 Dietary Guidelines Advisory Committee Report, retrieved during 12/04 from www.health.gov/dietaryguidelines. Walter C. Willett, M.D. Eat, Drink and Be Healthy: The Harvard Guide to Healthy Eating, 2001, Free Press, NY. Adapted from the Harvard School of Public Health Prevention Research Center, Maine Youth Overweight Collaborative (MYOC) 6/5/15

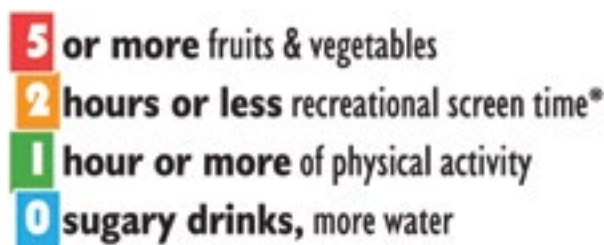


A NEW **PARTNERSHIP**

Date:

Dear Families:

We are pleased to announce that we have teamed up with *Let's Go!*, a nationally recognized program based out of The Barbara Bush Children's Hospital at Maine Medical Center. *Let's Go!* is helping create healthier environments in schools, child care and out-of-school programs, health care practices, workplaces, and communities—the places where children and their families live, learn, work, and play. *Let's Go!* is centered around the common message of 5-2-1-0.



*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

As a part of *Let's Go!*, we will be working hard to improve our nutrition and physical activity environment and adding the 5-2-1-0 behaviors into our daily activities. As part of our work, you may hear your child talking about 5-2-1-0. Don't hesitate to get involved or ask what we are working on.

For more information about 5-2-1-0 *Let's Go!*, visit www.letsgo.org, or contact the *Let's Go!* staff at 662-3734 or info@letsgo.org.

Sincerely,



get involved
help out
ask questions

IN THE KNOW **FAQ**

1. Why is our school working with *Let's Go!*?

Let's Go! provides a framework for schools to create a healthier environment. The strategies and the 5-2-1-0 message are promoted at other *Let's Go!* schools, child care programs, out-of-school programs, and health care practices in our community and throughout Maine. Together, we can help ensure a healthy environment for children throughout the day.

2. Who does the 5-2-1-0 message apply to?

While physical activity needs can vary by age, the 5-2-1-0 message applies to everyone. It is an easy-to-remember healthy lifestyle message which encourages increased physical activity and healthy eating.

3. Why the 5-2-1-0 message?

There is scientific rationale supporting each component of the 5-2-1-0 message. It has been used in doctors' offices in Maine since 2004 and has been used in schools since 2006. The 5-2-1-0 message makes it easy to have an open discussion about ways to increase physical activity and healthy eating.

4. Is this one more thing that I have to do?

No, *Let's Go!*'s goal is to "bring you from where you are to where you want to go." To make it easy for you, we help you design an Action Plan around what you are interested in doing and have created tools and resources designed to fit easily into your daily routine. We provide personalized assistance to help you reach your unique goals, help you find the resources you need, and offer top quality trainings.

5. How do I use the toolkit?

The toolkit is designed to align with your *Let's Go!* work throughout the year as you progress through the 5 Step Path to Success. There is a tab designated for each of the 5 Steps, and within each tab are specific handouts, tools, and resources that will guide and support you through that step. Take time to become familiar with the contents of the toolkit and keep it next to you when you are making your Action Plan for the year.

6. How important are my health behaviors to the success of this project?

Role modeling is an important part of changing behaviors among children. Besides parents, teachers and school staff spend the most time with children and are an important influence in their lives. If you practice good health behaviors, the children will notice and are more likely to pick up the behaviors themselves.

continued

7. What if one of the concepts in the toolkit contradicts our practices?

If at any point you feel uncomfortable with any of the ideas or concepts endorsed in the toolkit, do not proceed with that topic. There are many different strategies that you can try, so you can find one that better suits your style or practices.

8. Will discussion of the 5-2-1-0 message lead to an increase in eating disorders such as anorexia nervosa?

There is no current evidence that bringing up healthy behaviors in a positive manner leads to disordered eating. The 5-2-1-0 message is an easy way to discuss general healthy choices that apply to everyone. Its purpose is to spread healthy behaviors. Research supports the idea that interventions like 5-2-1-0 *Let's Go!* may actually help prevent eating disorders in early adolescent girls.

(Austin SB, Kim J, Wiecha J, Troped PJ, Feldman HA, Peterson KE. School-based overweight preventive intervention lowers incidence of disordered weight-control behaviors in early adolescent girls. *Arch. Pediatr. Adolesc. Med.* 2007;161(9):865-869).

9. Who is Redy?

Redy is the mascot for *Let's Go!* and the 5-2-1-0 message.

There is a Redy suit that can be borrowed for events—you may see him at wellness events promoting exercise and good eating habits. If you are interesting in borrowing the Redy costume for an event, reach out to your local *Let's Go!* Coordinator.



great ideas
go far
in an
energized
school

Why is this 7? should be 17



STEP TWO

ASSESS ENVIRONMENT + CREATE ACTION PLAN

ACTION PLANNING PACKET

Our goal is to help you go from where you are to wherever you want to be!

If you need assistance using the packet, you can contact your local 5-2-1-0 *Let's Go!* Coordinator for technical assistance.



Why should I use the *Let's Go!* Action Planning Packet?

- The *Let's Go!* Action Planning Packet is a tool designed to help you develop a successful *Let's Go!* Action Plan for the school year.

The packet will help you identify:

- What your school is already doing in support of the 10 Strategies for Success.
- Where you want to focus your efforts this year.
- What steps you need to take to achieve your goal(s).

When do I use the *Let's Go!* Action Planning Packet?

- At the start of every school year.
- Throughout the year to guide your work and that of other staff and/or team members.

How do I use the *Let's Go!* Action Planning Packet?

- Start with the Getting Started Checklist to be sure you have all the basics in place for the school year.
- Next, complete the questions for each strategy. This will help you see where your school currently stands on each of the 10 Strategies for Success, and will help you plan where you may want to focus your efforts for the year.
- Once you have a good idea of what you want to work on, fill out the Action Plan at the end of the packet.
- Make sure you complete the packet with your team members.

What else can the *Let's Go!* Action Planning Packet be used for?

- Use it to help get others on board! You don't need to fill it out by yourself! Who else can help?
- You can use the questions for each strategy to prepare for the *Let's Go!* survey sent out in the spring. These questions are the same as the survey questions.



Let's Go!

Action Planning Packet

for Schools

Let's Go! is a nationally recognized program that promotes evidence-based strategies to increase healthy eating and active living among children through the age of 18.

- 5** or more fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.



Packet Overview

This packet is designed to help you develop a successful *Let's Go!* Action Plan for the school year. The questions will help you understand what your staff is already doing in support of the 10 Strategies for Success and where you want to focus your efforts this year.

Directions:

1. Review the 10 Strategies for Success.
2. Complete the Getting Started Checklist.
3. Assess your current environment by answering the *Let's Go!* Strategy Questions.
4. Create your Action Plan.

**Remember, we are here to take you from where you are
to where you want to go!**

Table of Contents

10 Strategies for Success.....pg	3
Getting Started Checklist.....pg	4
Strategy Questions.....pg	5
Example Action Plan.....pg	15
Blank <i>Let's Go!</i> Action Plan.....pg	16

School Name: _____

Date Completed: _____


Completed by: _____






For assistance with your *Let's Go!* Action Plan, visit www.letsgo.org and click on
“In Your Community” to find your “Local Partner” or call the
Let's Go! Home Office at 207-662-3734.



10 Strategies for Success

The 10 Strategies for Success are evidence-based and align with national recommendations to increase healthy eating and active living. Please refer to the *Let's Go!* toolkit for ideas on how to implement each strategy. *Let's Go!* recommends creating and implementing strong policies around these strategies.

 The Redy mascot refers to a Let's Go! priority strategy.

-  1. **Limit unhealthy choices for snacks and celebrations; provide healthy choices.**
-  2. **Limit or eliminate sugary drinks; provide water.**
-  3. **Prohibit the use of food as a reward.**
-  4. **Provide opportunities to get physical activity every day.**
-  5. **Limit recreational screen time.**
6. **Participate in local, state and national initiatives that support healthy eating and active living.**
7. **Engage community partners to help support healthy eating and active living.**
8. **Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.**
9. **Implement a staff wellness program that includes healthy eating and active living.**
10. **Collaborate with Food and Nutrition Programs to offer healthy food and beverage options.**

Definitions:

Unhealthy choices include foods and drinks high in sugar and/or salt such as soda, candy, cookies, cake, and chips.

Healthy choices include water, fruits, vegetables, whole grain foods, protein sources such as eggs, beans, dairy, fish and poultry, and healthy fats such as nuts, seeds, and avocados.

Sugary drinks include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.

Physical activity is any movement that increases heart rate and breathing such as running, climbing, jumping, dancing, etc.

Screens include TVs, computers, video games, tablets, and smartphones.

Recreational screen time is screen time used for non-educational purposes.

Celebrations honor a special day or event.

A food reward is a food used to encourage good behavior.



5-2-1-0 Goes to School: Getting Started Checklist

Hip hip hooray! We are so excited to have you join the team of hundreds of sites that are participating in *Let's Go!* and helping students be healthy and ready to learn!

Review the list and check off any of the steps you have completed. You can then work on the other steps and check them off as you go.

At the start of the year:

- ☐ We have a 5-2-1-0 toolkit and all staff know where to find it.
- ☐ We have a team of at least a few people who are helping to bring 5-2-1-0 to life in our school and who meet a couple of times a year (*this may be your wellness team*).
- ☐ We are familiar with the 10 Strategies for Success.
- ☐ We have 5-2-1-0 posters up in key locations such as the front office, cafeteria, and in hallways (*reach out to your Let's Go! Coordinator if you need additional posters*).
- ☐ We have made our school community (*administrators, teachers, PTA/PTO, cafeteria staff, parents, etc.*) aware of our participation in 5-2-1-0 Goes to School and they know what 5-2-1-0 means.

As the year goes on:

- ☐ We send home 5-2-1-0 parent handouts.
- ☐ We encourage all staff to role model 5-2-1-0.
- ☐ We integrate the 5-2-1-0 message into our healthy eating and physical activity curriculum and projects.
- ☐ We complete the *Let's Go!* survey each year to capture our progress.
- ☐ We celebrate our successes—even the small ones!



I. Limit unhealthy choices for snacks and celebrations; provide healthy choices.

Questions for Strategy I

Does staff at your school limit unhealthy choices for celebrations ?	<input type="checkbox"/> No <input type="checkbox"/> Yes, some staff (less than 50%) <input type="checkbox"/> Yes, most staff (50% or more) <input type="checkbox"/> Yes, school-wide (100%) <input type="checkbox"/> Not applicable, our school never has food or drinks at celebrations <input type="checkbox"/> Don't know
Does staff at your school encourage families to limit unhealthy choices that are brought in from home for school celebrations ? <i>Examples may include sending home a celebration sign-up sheet with only healthy options or setting classroom guidelines or policies.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, some staff (less than 50%) <input type="checkbox"/> Yes, most staff (50% or more) <input type="checkbox"/> Yes, school-wide (100%) <input type="checkbox"/> Not applicable, our school never has food or drinks at celebrations <input type="checkbox"/> Don't know
Does staff at your school encourage families to limit unhealthy choices for snacks that are brought in from home? <i>Examples may include sending home a list of recommended snacks or setting classroom guidelines or policies.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, some staff (less than 50%) <input type="checkbox"/> Yes, most staff (50% or more) <input type="checkbox"/> Yes, school-wide (100%) <input type="checkbox"/> Don't know

Describe what your school staff is already doing in support of this strategy.

Is there anything else your school staff would like to do for this strategy this year? If so, please describe.

2. Limit or eliminate sugary drinks; provide water.

Questions for Strategy 2

Does staff at your school promote drinking water during the school day?

Examples may include allowing students to carry water bottles, ensuring water fountains are in good working order, or holding water breaks.

- ☐ No
- ☐ Yes, some staff (less than 50%)
- ☐ Yes, most staff (50% or more)
- ☐ Yes, school-wide (100%)
- ☐ Don't know

Does staff at your school encourage families to limit or eliminate sugary drinks brought in from home?

- ☐ No
- ☐ Yes, some staff (less than 50%)
- ☐ Yes, most staff (50% or more)
- ☐ Yes, school-wide (100%)
- ☐ Don't know


Describe what your school staff is already doing in support of this strategy.

Is there anything else your school staff would like to do for this strategy this year? If so, please describe.

3. Prohibit the use of food as a reward.

Questions for Strategy 3

Does staff at your school prohibit the use of food as a reward?	<input type="checkbox"/> No <input type="checkbox"/> Yes, some staff (less than 50%) <input type="checkbox"/> Yes, most staff (50% or more) <input type="checkbox"/> Yes, school-wide (100%) <input type="checkbox"/> Don't know
Does staff at your school use physical activity as a reward? <i>Examples may include having open free gym time instead of a pizza party or providing an extra 5 minutes of recess as a reward.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, some staff (less than 50%) <input type="checkbox"/> Yes, most staff (50% or more) <input type="checkbox"/> Yes, school-wide (100%) <input type="checkbox"/> Don't know
Describe what your school staff is already doing in support of this strategy.	
Is there anything else your school staff would like to do for this strategy this year? If so, please describe.	



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4. Provide opportunities to get physical activity every day.

Questions for Strategy 4

<p>Does staff at your school provide opportunities to get physical activity during every school day (not including recess)?</p> <p><i>Examples may include regular physical activity breaks, physical activity integrated into the curriculum, or daily PE.</i></p>	<input type="checkbox"/> No <input type="checkbox"/> Yes, some staff (less than 50%) <input type="checkbox"/> Yes, most staff (50% or more) <input type="checkbox"/> Yes, school-wide (100%) <input type="checkbox"/> Don't know
<p>Does your school provide daily recess for students in grades K–5?</p>	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable, our school does not have grades K–5 <input type="checkbox"/> Don't know
<p>Does any staff at your school take away recess as a punishment?</p>	<input type="checkbox"/> No, our staff does not withhold recess as a punishment <input type="checkbox"/> Yes, at least some staff withholds recess as a punishment <input type="checkbox"/> Not applicable, our school does not have recess <input type="checkbox"/> Don't know
<p>Describe what your school staff is already doing in support of this strategy.</p> <p>Is there anything else your school staff would like to do for this strategy this year? If so, please describe.</p>	
<p>Recommendations for recess and physical education:</p> <p>Elementary school students should receive at least 20 minutes of recess daily. <i>The National Association for Sport and Physical Education</i></p> <p>Elementary school students should receive at least 150 minutes of physical education per week. <i>Shape America: Physical Education Guidelines</i></p> <p>Middle/high school students should receive at least 225 minutes of physical education per week. <i>Shape America: Physical Education Guidelines</i></p> <p>Physical education classes should include moderate to vigorous physical activity for at least 50% of the class time. <i>Shape America: Guide for Effective Physical Education Policy</i></p>	



5. Limit recreational screen time.

Questions for Strategy 5

Does staff at your school support families in limiting screen time?

Examples may include sending home suggestions for screen time alternatives, hosting family activity nights, providing screen-free activity bags or hosting screen-free challenges.

- ☐ No
- ☐ Yes, some staff (less than 50%)
- ☐ Yes, most staff (50% or more)
- ☐ Yes, school-wide (100%)
- ☐ Don't know

Does staff at your school limit recreational screen time?

- ☐ No
- ☐ Yes, some staff (less than 50%)
- ☐ Yes, most staff (50% or more)
- ☐ Yes, school-wide (100%)
- ☐ Don't know

Describe what your school staff is already doing to support this strategy.

Is there anything else your school staff would like to do for this strategy this year? If so, please describe.

6. Participate in local, state and national initiatives that support healthy eating and active living.

Questions for Strategy 6

Does staff at your school participate in any local, state or national initiatives, other than *Let's Go!*, that support healthy eating and active living?

Check all that apply:

- ☐ Farm to School
- ☐ Fuel up to Play 60
- ☐ National Nutrition Month
- ☐ National Screen-Free Week
- ☐ Physical Education Program (PEP)
- ☐ Walk or Bike to School
- ☐ WinterKids
- ☐ No, our school does not participate in any initiatives
- ☐ Don't know
- ☐ Other (specify):

Describe what your school staff is already doing to support this strategy.

Is there anything else your school staff would like to do for this strategy this year? If so, please describe.



7. Engage community partners to help support healthy eating and active living.

Questions for Strategy 7

Does staff at your school engage community partners, other than your *Let's Go!* Coordinator, to help support healthy eating and active living at your school?

Check all that apply:

- ☐ College student volunteers
- ☐ Cooperative Extension
- ☐ Farmers
- ☐ Healthy Maine Partnership staff
- ☐ Librarians
- ☐ Local businesses
- ☐ SNAP-Ed nutrition educators
- ☐ No, our school does not work with any community partners
- ☐ Don't know
- ☐ Other (specify):

Describe what your school staff is already doing to support this strategy.

Is there anything else your school staff would like to do for this strategy this year? If so, please describe.

8. Partner with and educate families in adopting and maintaining a lifestyle that supports healthy eating and active living.

Questions for Strategy 8

Does your 5-2-1-0 Goes to School team include parents?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable, we do not have a team for our <i>Let's Go!</i> work <input type="checkbox"/> Don't know
Does staff at your school provide families with educational material on healthy eating and active living? <i>Examples may include brochures, tip sheets or in-person educational sessions.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, some staff (less than 50%) <input type="checkbox"/> Yes, most staff (50% or more) <input type="checkbox"/> Yes, school-wide (100%) <input type="checkbox"/> Don't know

Describe what your school staff is already doing to support this strategy.

Is there anything else your school staff would like to do for this strategy this year? If so, please describe.

9. Implement a staff wellness program that includes healthy eating and active living.

Questions for Strategy 9

Does your school have a staff wellness program?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know
Does your school provide opportunities for your staff to learn about healthy eating and active living? <i>Examples may include providing staff training or educational handouts.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Don't know
Does staff at your school role model healthy eating and active living behaviors for students? <i>Examples may include staff participating in active time, eating and drinking only healthy foods in front of students, practicing healthy staff celebrations and meetings, or using breaks to get physical activity.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, some staff (less than 50%) <input type="checkbox"/> Yes, most staff (50% or more) <input type="checkbox"/> Yes, school-wide (100%) <input type="checkbox"/> Don't know

Describe what your school staff is already doing to support this strategy.

Is there anything else your school staff would like to do for this strategy this year? If so, please describe.

10. Collaborate with Food and Nutrition Programs to offer healthy food and beverage options.

Questions for Strategy 10

Does your 5-2-1-0 Goes to School team include school nutrition staff?	<input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> Not applicable, we do not have a team for our <i>Let's Go!</i> work <input type="checkbox"/> Don't know
Does staff at your school collaborate with the school nutrition program to host educational food opportunities for students? <i>Examples may include Eat Your Way Through the Rainbow, March through the ABCs, taste testing, kitchen tours, etc.</i>	<input type="checkbox"/> No <input type="checkbox"/> Yes, some staff (less than 50%) <input type="checkbox"/> Yes, most staff (50% or more) <input type="checkbox"/> Yes, school-wide (100%) <input type="checkbox"/> Don't know
Does staff at your school coordinate food events/celebrations with school nutrition staff?	<input type="checkbox"/> No <input type="checkbox"/> Yes, some staff (less than 50%) <input type="checkbox"/> Yes, most staff (50% or more) <input type="checkbox"/> Yes, school-wide (100%) <input type="checkbox"/> Don't know

Describe what your school staff is already doing to support this strategy.

Is there anything else your school staff would like to do for this strategy this year? If so, please describe.

EXAMPLE Action Plan

Look back through the 10 strategies and choose 1 to 3 strategies that you would like to focus on this year. List them here:

1. Limit unhealthy choices for snacks and celebrations; provide healthy choices.
2. Provide opportunities to get physical activity every day.
3. Limit or eliminate sugary drinks; provide water.

Write one goal for each strategy that you selected above.

Goal 1. Our entire school will encourage families to limit unhealthy celebrations.

Goal 2. Every classroom teacher will provide at least one 5 minute classroom activity break every day.

Goal 3. Our entire school will encourage families to not send sugary drinks in for snacks and to provide water instead.

What steps do you need to take to achieve your goals? List the tasks below:

	What are the tasks for Goal 1?	Who will complete task?	By when?
1a	Work with the principal to obtain approval to send home the Healthy Snack Ideas and Healthy Foods for Celebrations Letters to Families.	Bill (Teacher, 5-2-1-0 Champion) Barbara (Principal)	September 31
1b	Send the letters home.	Classroom Teachers	October 15
1c	Gather feedback from the staff at November staff meeting on how it is going; problem solve as necessary.	Bill to lead conversation	November 20
	What are the tasks for Goal 2?	Who will complete task?	By when?
2a	Work with the principal to give staff permission and encouragement to provide physical activity breaks throughout the day.	Bill Barbara	October 10 (Staff development day)
2b	Provide classroom teachers with activity break options by making copies of Motor Breaks and Games for Elementary Schools booklet for each classroom.	Sheila (administrative assistant)	October 10
2c	Gather feedback from teachers and work with the PE teacher to tailor activities, if needed.	Bill	October 24
2d	Recognize the teachers who provide the most physical activity; recognition will be through intercom announcements and at school celebrations.	Chris (Teacher/Team member)	Monthly, Ongoing
	What are the tasks for Goal 3?	Who will complete task?	By when?
3a	Work with the principal to obtain approval to send home the Limit Sugary Drinks Sent in From Home Letter to Families.	Bill Barbara	September 31
3b	Send the letter home.	Classroom Teachers	October 15
3c	Gather feedback from the staff at November staff meeting on how it is going; problem solve as necessary.	Bill to lead conversation	November 20
3d	Work with the teachers to role model behavior and only drink water in the classroom. Recognize teachers who are seen drinking water with "I've been caught being health" stickers.	Jane	November 20, Ongoing

Remember to let people know about your efforts and to promote 5-2-1-0 throughout the community.

Refer to your Let's Go! Action Plan regularly to make it happen.

Your Let's Go! partners are here to help you. Let's keep in touch!



Let's Go! Action Plan

Look back through the 10 strategies and choose 1 to 3 strategies that you would like to focus on this year. List them here:

1. _____
2. _____
3. _____

Write one goal for each strategy that you selected above.

Goal 1. _____

Goal 2. _____

Goal 3. _____

What steps do you need to take to achieve your goals? Lists the tasks below:

	What are the tasks for Goal 1?	Who will complete task?	By when?
1a			
1b			
1c			
1d			
	What are the tasks for Goal 2?	Who will complete task?	By when?
2a			
2b			
2c			
2d			
	What are the tasks for Goal 3?	Who will complete task?	By when?
3a			
3b			
3c			
3d			

Remember to let people know about your efforts and to promote 5-2-1-0 throughout the community.

Refer to your *Let's Go!* Action Plan regularly to make it happen.

Your *Let's Go!* partners are here to help you. Let's keep in touch!



- 5** or more fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.



STEP THREE

IMPLEMENT ACTION PLAN

IMPLEMENT ACTION PLAN!



This section, Implement Action Plan, is filled with ideas on exactly HOW you can put your 5-2-1-0 Let's Go! efforts into action! You'll notice that the pages in this section are organized by the 10 Strategies for Success, so you can turn right to the strategy (or strategies!) you will be focusing on this year. Within each strategy tab you will find the following pages:

WHY PAGES – Each strategy has one WHY page explaining the science behind the strategy, and why it is important.

HOW PAGES – Each strategy also has a HOW page with a list of specific and ready-to-use ideas for how to implement the strategy. Several of the ideas on the HOW page also have supporting pages you will find later in that section.

SUPPORTING PAGES – These pages provide more details on some of the ideas listed on the HOW page. Some can be used as parent handouts, and some are great for sharing with staff.

As an example, here is how First Street School may use this section:

EXAMPLE: First Street School is preparing their Action Plan for the year, so they turn to the 'Step 3: Implement Action Plan' tab to find ideas and resources that will support them. One of the strategies they are working on in their Action Plan is "Strategy #3: Prohibit the use of food as a reward." So, they do the following within this section:

1. They turn to the sub tab, Strategy # 3, and immediately find the **WHY** document that gives them the science behind why the strategy is important.
2. Energized by the knowledge of why Strategy # 3 is important, they turn to the next page, which is the **HOW** page—a list of ideas on how to implement Strategy #3.
3. They choose a few ideas from the **HOW** page to add to their Action Plan. They notice that two of the ideas they selected have supporting pages and look for these documents in the following pages.
4. They get some ideas from the supporting pages and add them as tasks on their Action Plan. Now, having all the ideas and supporting documents they need to implement Strategy # 3, they confidently go forth and implement Strategy # 3 as part of their Action Plan.
5. First Street School ends up completing all the goals on their Action Plan earlier than expected. So, mid-year, they come back to the 'Step 3: Implement Action Plan' Tab for more ideas on how to expand their efforts.

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY ONE

Limit Unhealthy Choices for Snacks and Celebrations;
Provide Healthy Choices

STRATEGY 1: Limit Unhealthy Choices for Snacks and Celebrations; Provide Healthy Choices

why does this matter?

Snacks can be good or bad for kids' diets, depending on the choices we offer. Limiting unhealthy choices and providing healthy snacks can improve students' behavior, focus, attention span, academic achievement, and attendance. Too much junk food and an unhealthy diet decreases academic performance.¹⁻⁴

Snacks are a bigger part of kids' diets than in the past. More snacking and unhealthy snack foods (e.g., potato chips, cookies, and candy) are major factors linked with childhood obesity. When the foods are healthier, snacking can be linked to reduced obesity.^{5,6}

Classroom celebrations can happen a lot and most foods served are usually high in sugar, fat, and calories.⁷ Limiting unhealthy choices and having healthy celebrations will support what kids are learning in the classroom about healthy behaviors.

Serving healthy snacks to kids:

- Provides good nutrition.
- Supports lifelong healthy eating habits.
- Helps reduce the risk of developing long-lasting health conditions.^{8,9}

References

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8. Jago R, Baranowski T, Baranowski JC. Fruit and vegetable availability: a micro environmental mediating variable? *Public Health Nutr.* 2007;10(07):681-689.
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STRATEGY 1: Limit Unhealthy Choices for Snacks and Celebrations; Provide Healthy Choices

how to implement

Here are many ideas for how to limit unhealthy choices and provide healthy ones. Pick and choose the ones that work best for your school!

Bolded items mean there is a supporting handout in this section!

HEALTHY CHOICES

include water, fruits, vegetables, whole grain foods, protein sources such as eggs, beans, dairy, fish, and poultry, and healthy fats such as nuts, seeds, and avocados.

UNHEALTHY CHOICES

include foods and drinks high in sugar and/or salt such as soda, candy, cookies, cake, and chips.



Ask families to limit unhealthy choices for snacks:

- Send home **Healthy Snack Ideas – Letter to Families**.
- Send home the **Ideas for Healthy Snacks** handout.
- Send home the **Snacks to Fuel Your Brain** handout.
- **Organize a Monthly Snack Program**.

Limit unhealthy choices for celebrations:

- Use the **Ideas for Healthy Foods for Celebrations** handout.
- **Present Fruits and Vegetables in Fun, Creative Ways**.
- Use the **Ideas for Non-Food Celebrations** handout.

Ask families to limit unhealthy choices for celebrations:

- Send home **Healthy Foods for Celebrations – Letter to Families**.
- Send home the **Healthy Party Sign-Up Sheet**.
- Send home **Non-Food Celebrations – Letter to Families**.

Involve kids in activities that promote healthy eating:

- Start a garden at your school; review **Tried and True Advice for Starting a Garden**.
- **Hold a 5-2-1-0 Poster Contest**.
- Use the **Classroom Healthy Snack Tally** handout.
- **Conduct Taste Tests**.
- Use **5-A-Day Bracelets**.
- Decorate bulletin boards with healthy eating messaging.
- Eliminate unhealthy fundraisers by using the **Healthy Fundraising Ideas** handout.
- Sell healthy choices at school event concession stands.
- Advocate for healthier sports teams at your school using the **Sports and Snacks** handout.

Help families learn how to find, select, and serve healthy foods by sending home the handouts below:

- **Eat at Least Five Fruits and Vegetables a Day**
- **Healthy Shopping on a Budget**
- **Understanding Food Labels**
- **Maine Seasonal Food Guide**
- **Breakfast is Best**
- **A Meal is a Family Affair**
- **Fruits and Vegetables, All Year Long!**
- **What's a Healthy Portion?**
- **Tips for a Healthier Diet**
- **Handling a 'Choosy' Eater**
- **Phrases that HELP and HINDER**
- **Pick a Better Fast Food Option**

Set a policy that limits unhealthy choices for snacks and celebrations:

- Refer to the **Let's Go! Recognition Program** packet in the 'Step 5: Celebrate' Tab for help with this.

HEALTHY SNACK IDEAS

healthy
snacks
help
kids
grow!

Dear Families,

As a part of our efforts towards supporting healthy, ready-to-learn students, we encourage students to bring healthy snacks to school. Healthy snacks help students maintain energy throughout the day and help ensure they are ready to focus and learn. We want your kids to be the healthiest they can be!

Here are some healthy snack ideas to fuel your kids:

- **Turkey or Ham Roll-Ups:** Sliced turkey or ham rolled up with cheese
- **Snack Kabobs:** Veggie or fruit chunks and cheese cubes skewered onto thin pretzel sticks
- **Cottage Cheese or Yogurt with Fruit and/or Granola:** Try using fresh grapes, frozen berries, or canned peaches or pineapple
- **Crackers with Nut Butter or Hummus**
- **String Cheese**
- **Veggies and Dip**
- **Trail Mix:** Whole grain cereal (e.g. Cheerios, Mini-Wheats, Wheat Chex) mixed with dried fruit (e.g. raisins, cranberries, apricots) and nuts
- **Baked Tortilla Chips with Hummus or Salsa and Guacamole**
- **Fresh Fruit:** Apples, cherries, grapes, bananas, pears, oranges...fruit is nature's portable, ready-to-eat snack!

Our efforts are supported by *Let's Go!*, a program of The Barbara Bush Children's Hospital at Maine Medical Center. *Let's Go!* works where children and families live, learn, work, and play to help make the healthy choice the easy choice. *Let's Go!* encourages families to adopt the 5-2-1-0 message:

5 or more fruits & vegetables
2 hours or less recreational screen time*
1 hour or more of physical activity
0 sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

For more information about *Let's Go!*, visit www.lets-go.org. Thank you for joining us in our commitment to healthy, ready-to-learn kids!

Sincerely,



IDEAS FOR HEALTHY

SNACKS

Boost overall nutrition with healthy snacks. Keep the energy going all day long!

Popular vegetables that can be served raw with healthy dips, spreads, and salad dressings include:

- Broccoli trees
- Baby carrots
- Celery sticks – add some nut butter and raisins...ants on a log
- Cucumber coins
- Pepper strips – red, green, or yellow
- Snap peas
- Snow peas
- String beans
- Grape or cherry tomatoes
- Zucchini slices

Mix it up by serving fresh fruit as a salad or as kabobs!

Fruit is naturally sweet and most kids love it. Choosing fresh fruit guarantees you're getting no added sugar:

- Apples
- Apricots
- Bananas
- Blackberries
- Blueberries
- Cantaloupe
- Cherries
- Clementines
- Grapefruit
- Grapes – red, green, or purple
- Honeydew melon
- Kiwifruit
- Mandarin Oranges
- Nectarines
- Oranges
- Peaches
- Pears
- Pineapple
- Plums
- Raspberries
- Strawberries
- Tangerines

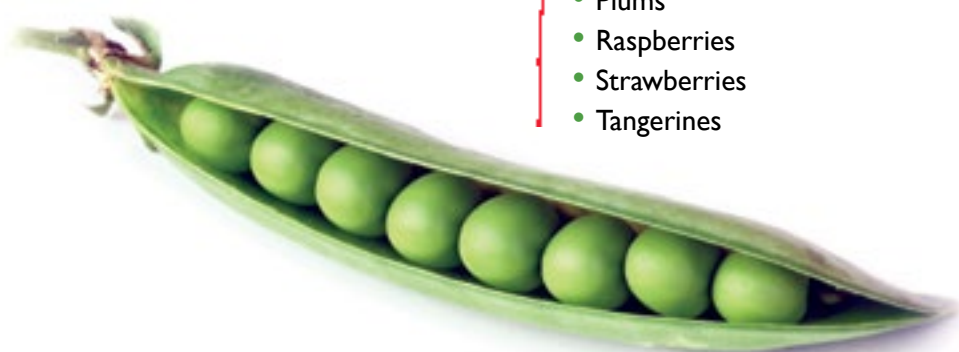
Bean dips, guacamole, hummus, salsa, and nut butters are all great for dipping or spreading!

Some other popular fruit forms among the kiddos:

- Applesauce (unsweetened)
- Canned fruit (in 100% juice or water)
- Dried fruit – try raisins, apricots, apples, cranberries, and fruit leathers with little or no added sugar
- Frozen fruit (check the label to be sure there is just fruit and no added sugar in the bag)

It's a good idea to balance out snacks by serving foods from different food groups. So during your next snack time serve a fruit or vegetable WITH one of these foods:

- Whole wheat English muffins, pitas, or tortillas
- Breakfast cereals – choose whole grain, low-sugar options like Cheerios, Grape-Nuts, Raisin Bran or Mini-Wheats
- Whole grain crackers like Triscuits or Wheat Thins
- Popcorn
- Baked tortilla chips
- Nuts or nut butter
- Unsweetened yogurt
- Cheese cubes
- Cottage cheese



SNACKS TO FUEL Your Brain

Everyone is hungry and time is limited. Try some of these quick snacks that require little prep time!



- **Veggies and Dip:** Baby carrots, cucumber slices, red pepper slices, broccoli, cherry tomatoes, snap peas, or celery sticks served with hummus, salad dressing, or other dip.
- **Vegetable Sticks with Spread:** Celery or carrot sticks topped with nut butter or cream cheese (add some raisins to make 'ants on a log'!)
- **Snack Kabobs:** Veggie or fruit chunks skewered onto thin pretzel sticks.
- **Sweet Potato Fries:** Baked sweet potato wedges, tossed lightly with olive oil and salt.
- **Cottage Cheese or Yogurt with Fruit and/or Granola:** Try using fresh grapes, frozen berries, or canned peaches or pineapple.
- **Mini Bagel with Spread:** Try cream cheese, nut butter, or hummus.
- **Apple Treats:** Sprinkle apple chunks with cinnamon and/or raisins or granola, then mix in some nut butter.
- **Chips and Salsa:** Use whole grain baked pita chips or baked tortilla chips. Also try out bean dip instead.
- **Taco Roll-Up:** Small whole wheat tortilla rolled with cheese, beans, and salsa.
- **Turkey Roll-Up:** Turkey slice rolled up with cheese.
- **Mini Pizzas:** Top pita bread or half of a whole wheat English muffin with tomato sauce, cheese, and chopped vegetables and toast until cheese is melted.



continued

even QUICKER SNACKS

for Healthy Kids

For even quicker snacks, try these!

- **Whole Fruit:** Grapes, apples, bananas, etc.
- **Fruit Salad:** Store-bought fresh fruit, unsweetened canned fruit, or snack cup.
- **Frozen Fruit:** Berries, mango, you can even freeze grapes.
- **Dried Fruit:** Look for unsweetened varieties and keep it to a handful.
- **Apple Sauce:** Unsweetened.
- **Nuts:** Such as almonds, walnuts, cashews, or mixed nuts; keep it to a handful.
- **Cheese:** One string cheese or 2 slices of cheese.
- **Granola/Fruit Bar:** Look for whole grain bars that are low in sugar.
- **Cereal:** Choose whole grain cereals like Cheerios, Multigrain Chex, and Shredded Wheat.
- **Trail Mix:** Made with nuts, seeds, granola, and/or dried fruit; keep it to a handful.
- **Popcorn:** 2-3 cups popped.
- **Fruit Smoothies:** Store-bought or homemade with fresh or frozen fruit and milk or yogurt.

- **Pretzels:** A handful served with a spoonful of hummus or nut butter.

Let's not forget about beverages.

Reach for some of the suggestions below the next time you provide beverages!

- **Water**
- **Milk**
- **Seltzer water** with a splash of 100% fruit juice

Try making yummy infused water

Just add fruit (think berries, melons, citrus fruit, kiwi, etc.) and/or vegetables (like cucumber, celery or carrot), and/or fresh herb leaves (like thyme, mint, cilantro, or parsley). Mix and match and let it sit a few hours in the fridge to let the flavors infuse.

MONTHLY SNACK PROGRAM

Tired of the kinds of snacks that come into the classroom? Want to make snack time easier for everyone?

Tips from a Successful Teacher:

- Ask parents to put snacks in individual baggies, if appropriate (e.g. grapes, crackers, trail mix, etc.).
- Have the student that brought in the snack be involved in passing it out.
- Have an emergency snack available for when a family forgets it's their turn.
- Make it a habit to thank the family that shared.



Try a Monthly Snack Program!

A monthly snack program is when families sign up for one day each month where they provide a snack for the whole class. A successful monthly snack program requires commitment from the teacher, students, and parents.

Getting started:

- Get the families and students on board. Use surveys, parent letters, and/or hold a meeting. (One teacher's perspective: "You need most parents to be in favor of the idea to work. I had two parents that could not live with the idea in September and they chose to send in a personal snack for their child daily. By November, both parents changed their minds. One parent said that she made a complete 180-degree change of mind and in the end, she was the biggest snack advocate.")
- As a class, make a list of healthy snacks parents could send in. Figure out what fruits and vegetables ALL students like, what ones MOST students like, and what ones students are willing to try. Brainstorm whole grains, dairy, and protein foods that would make nutritious snacks.

See the 'Healthy Snacks' and 'Snack to Fuel Your Brain' handouts in this section for ideas!

- Make a calendar to keep track of the snack days. Each child/family signs up for one school day a month to contribute a healthy class snack. Post the calendar in the classroom and send a copy home. Use the calendars as a tool to share the past month's favorite snacks, suggested snack ideas, and other healthy tips.

What do parents like best about the community snack idea?

- "...only needing snack once a month."
- "My child tried new things that he now asks for when we go shopping."
- "The excitement and feeling of responsibility my child felt when it was her turn was great."
- "It was easier for me to buy a snack for the whole classroom once a month, instead of buying several different snacks for my child to bring for the month."

continued

School: _____

Teacher: _____

Month: _____

monthly healthy snacks

Monday	Tuesday	Wednesday	Thursday	Friday
Apples Charlie B.				

SNACK IDEAS: carrot sticks, broccoli trees, cucumber slices, pepper slices, sugar snap peas, popcorn, whole grain crackers, whole grain cereal, trail mix, clementines, apples, bananas, unsweetened applesauce, kiwifruit, melon, yogurt, cheese sticks.

- Please send spoons or paper goods, if needed, with your snack.
- Individual servings in baggies are appreciated, if appropriate.



Ideas for

HEALTHY FOOD FOR CELEBRATIONS



If you are going to have food at your celebrations, make it count with a healthy choice!

Try some of these foods at the next celebration.



- **Fruit and Cheese Kabobs:** Put grapes, melons, cheese cubes, and berries onto a wooden kabob stick.
- **Make Your Own Trail Mix:** Provide bags of granola or whole grain dry cereal, dried fruit, and nuts for students to make their own trail mix.
- **Fruit Smoothies:** Bring a blender, frozen fruit, and yogurt to your next celebration.
- **Yogurt Parfaits:** Layer granola, fruit, and yogurt in plastic cups. Provide on a tray covered with plastic wrap or let the kids make their own.
- **Assorted Fruit Platter:** Arrange chunks and slices of fruit on a tray; to make it even more fun, use a hollowed out watermelon half.
- **Veggie and Dip Platter:** Baby carrots, cucumber slices, red pepper slices, broccoli, cherry tomatoes, snap peas, or celery sticks served with hummus, salad dressing, or other dip.
- **Vegetable Sticks with Spread:** Celery or carrot sticks with nut butter or cream cheese. Top with raisins for an old favorite – ants on a log!
- **Snack Kabobs:** Veggie or fruit chunks skewered onto thin pretzel sticks.
- **Sweet Potato Fries:** Baked sweet potato wedges, tossed lightly with olive oil and salt.
- **Cottage Cheese or Yogurt with Fruit and/or Granola:** Try using fresh grapes, frozen berries, or canned peaches or pineapple.
- **Apple Treats:** Sprinkle apple chunks with cinnamon and/or raisins or granola, then mix in some nut butter.
- **Chips and Salsa:** Use whole grain baked pita chips or baked tortilla chips. For something new, try bean dip instead of salsa.
- **Taco Roll-up:** Small whole wheat tortilla rolled with cheese, beans, and salsa.
- **Turkey Roll-up:** Turkey slice rolled up with cheese.
- **Mini Pizzas:** Top pita bread or half of a whole wheat English muffin with tomato sauce, cheese, and chopped vegetables and toast until cheese is melted.
- **Mini Bagel with Spread:** Try cream cheese, nut butter, or hummus.

Presenting Fruits and Vegetables in

FUN, CREATIVE WAYS

Kids are more likely to eat fruits and vegetables when you present them in fun, creative ways.

the
sky
is the
limit!



www.letsgo.org

Photos courtesy of Lots of Tots Child Care in Princeton, PenBay YMCA in Rockport, Maine and The Playroom Child Care Center in Warren, Maine.

NON-FOOD CELEBRATIONS

We know that celebrations are often associated with cupcakes and cakes, but it's important to show children that they can have fun, feel special, and celebrate without all the sugar. Non-food celebrations can be some of the most fun and popular ways to honor a special event. Try some of these fun-filled ideas the next time you want to celebrate!

For the birthday child:

- Let the birthday child be the first to do each classroom activity for the day.
- Create a birthday library where each child's parent donates a book to the classroom library on their child's birthday. Make it the book of the week to be read aloud in honor of the child's birthday.
- Allow the birthday child to be the class assistant for the day to help with special tasks, such as making deliveries around the school or leading the line.
- Create a "Celebrate Me" book. Have teachers or peers write stories or poems and draw pictures to describe what is special about the birthday child.
- Create a special birthday package. For example, the birthday child could wear a sash and crown, sit in a special chair, and receive a special birthday surprise like a sticker, birthday card, coloring book, etc. Consider having the child visit the principal's office to receive their gift.

For other celebrations:

- Use games or crafts, asking parents to bring in supplies for the game or project. If possible, it's extra special to invite parents to the class to lead the activity.
- Donate a plant or packet of seeds that the class could plant and grow together.
- Ask parents to send in small items for a class trading event, such as pencils, stickers, or erasers.
- Have a dance party.
- Provide extra recess or activity time.
- Bring in guest story readers.
- Have a special show and tell.
- Have a themed scavenger hunt around the school.
- Stock a treasure chest for each child to choose something from. Ask parents to send in items or small trinkets to fill the chest.
- Eat lunch outside.
- Set up an obstacle course.



HEALTHY FOODS FOR CELEBRATIONS

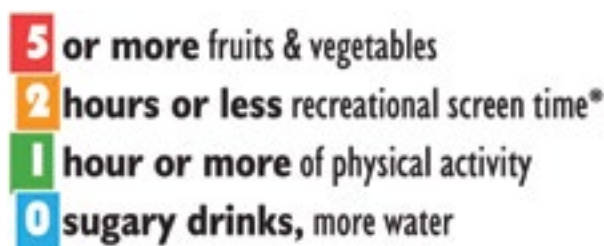
Dear Families,

We love to celebrate! Birthday parties and holiday celebrations provide a perfect opportunity to role model how fun and healthy eating go hand-in-hand! As a part of our efforts towards health and wellness, our classroom is committed to hosting healthy celebrations.

If you choose to send in food for a celebration, let's make it count with healthy choices! Fun, tasty options include:

- **Fruit and Cheese Kabobs:** Put grapes, melons, cheese cubes, and berries onto a wooden kabob stick.
- **Make Your Own Trail Mix:** Provide bags of granola or whole grain dry cereal, dried fruit, and nuts for students to make their own trail mix.
- **Fruit Smoothies:** Show up at snack time with a blender, frozen fruit, and yogurt! (Be sure to make arrangements with us first.)
- **Yogurt Parfaits:** Layer granola, fruit, and yogurt in plastic cups. Send in on a tray covered with plastic wrap; OR send in the ingredients, cups and spoons and let the kids make their own parfaits.
- **Vegetable or Fruit Platters with Dip.**

Our efforts are supported by *Let's Go!*, a program of The Barbara Bush Children's Hospital at Maine Medical Center. *Let's Go!* works where children and families live, learn, work, and play to help make the healthy choice the easy choice. *Let's Go!* encourages families to adopt the 5-2-1-0 message:



*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

For more information about *Let's Go!*, visit www.lets-go.org. Thank you for joining us in our commitment to healthy kids!

Sincerely,

fun +
healthy
go hand
in hand!



Sign-up Sheet for a HEALTHY PARTY



Dear Families,

We're having a party to celebrate _____!

Date: _____ Time: _____ Number of Students: _____

Please sign up to bring one of the choices below. There are options for food, drinks, paper goods, or even a game or craft!

A healthy fruit item (for example fruit kabobs, fruit salad, orange smiles, cut fruit, dried fruit, fruit smoothie):

Name: _____ Item: _____

Name: _____ Item: _____

A healthy vegetable item (for example veggie platter with dressing or hummus, veggie kabobs, single veggie like carrot sticks or colorful pepper slices):

Name: _____ Item: _____

Name: _____ Item: _____

A whole grain item (for example whole grain pretzels with mustard dip, mini whole grain bagels with cream cheese or hummus, whole grain tortilla chips with salsa, whole grain pasta salad, mini sandwiches on whole grain bread):

Name: _____ Item: _____

Name: _____ Item: _____

A healthy protein item (for example yogurt, cottage cheese, string cheese, black bean salad, hummus with crackers, roasted chickpeas, pumpkin seeds):

Name: _____ Item: _____

Name: _____ Item: _____

A healthy drink (Please choose from plain water, seltzer water, water infused with fruit, milk, or milk alternatives such as soy, rice, or almond milk):

Name: _____ Item: _____

Name: _____ Item: _____

Paper Plates: _____ **Cups:** _____ **Napkins:** _____

A craft that you will lead the class in:

Name: _____ Craft: _____

A game that you will lead the class in:

Name: _____ Game: _____

Thank you for helping us make our classroom healthier and more fun!

NON-FOOD CELEBRATIONS

party
healthy

Dear Families,

We love to celebrate! Birthday parties and holidays provide a perfect opportunity to role model how to celebrate with activity and play! As a part of our efforts towards health and wellness, we are committed to hosting non-food celebrations.

We know it's important to honor a birthday. Please do not send in a sugary treat for your child's birthday. Let's celebrate their special day in a different way. Ideas to consider:

- **Dance Party:** Send in your child's favorite music and we'll lead the class in a fun, active dance party in honor of their birthday.
- **Birthday Library:** Donate your child's favorite book to the classroom library. We'll read it together and all the children can sign (or stamp) it.
- **Games or Crafts:** Arrange with us in advance to bring in a game or craft to be completed in honor of your child.

Our efforts are supported by *Let's Go!*, a program of The Barbara Bush Children's Hospital at Maine Medical Center. *Let's Go!* works where children and families live, learn, work, and play to help make the healthy choice the easy choice. *Let's Go!* encourages families to adopt the 5-2-1-0 message:

5 or more fruits & vegetables
2 hours or less recreational screen time*
1 hour or more of physical activity
0 sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

For more information about *Let's Go!*, visit www.letsgo.org. Thank you for joining our commitment to healthy kids!

Sincerely,



STARTING A GARDEN

At the end of the day, gardens succeed because people are committed, and the garden is integrated into the day as much as possible.



Content contributed by Adam Burk, Program Coordinator for Sustainable Community Health, Communities Putting Prevention to Work, PROP-People's Regional Opportunity Program. He holds a master's in education for sustainability from Goddard College.

One of the most important questions we can help our kids answer is, **“Where does our food come from?”** Perhaps the best tool to help us explore this topic is a garden. Due to rising popularity, we have more and more knowledge about what's working in school gardens across the country and Maine. Here are some tips to help make your school garden adventure a success.

Form a team

- Don't do this alone; get a team together that might include teachers, staff, parents, students, etc.
- Designate someone as the garden coordinator to keep things moving forward. This position can rotate among team members.

Plan your garden

- Dream! Explore your schoolyard—think about parking lots, roof tops, lawns, and classrooms. Remember, you can grow food anywhere!
- Make friends with your facilities director and crew! They're the ones who can tell you the best locations, ensure water access, and help order supplies.
- Draw pictures; come up with a master plan. If you are planning a major garden, you may want to get a professional landscape architect or permaculture designer to help you with this process. Your local Cooperative Extension office can help with free workshops and materials.
- Build a budget. Consider contacting local businesses to ask how they might support your garden—they may be excited to provide supplies or cash. Or search the web for grant opportunities (e.g., www.kidsgardening.org).
- If your budget is small, start small, maybe with just a few container gardens. Never lose sight of the big picture, but you have to start somewhere!
- Things you will absolutely want to have are:
 - Good soil (get it tested if you are going to grow in the ground).
 - At least six hours of sunlight.
 - A water source.
 - A tool shed.
- Plan for summer maintenance! Schedule team members and/or recruit others like parents, teachers, and student volunteers for different maintenance tasks, or integrate garden maintenance into summer school programs. Make friends with a farmer to consult with as problems arise.

Enjoy your garden!

- Use your harvested food. Use it for snacks in the classroom, food in the cafeteria, send it home with children, or donate to pantries.
- Incorporate activities that are integrated into the day (e.g., let kids pull weeds during outdoor time.)
- Above all else, have fun!

Hold a

5-2-1-0 POSTER CONTEST

Holding a 5-2-1-0 poster contest can create excitement around and bring attention to the Let's Go! efforts at your school.

Students at Portland's Deering High School, with the leadership of school nurse Kristin Johnson, participated in a 5-2-1-0 poster contest. Students were encouraged to design a poster based on the 5-2-1-0 message and the winning design by Senior Andrea Rogers was screen printed onto t-shirts! See a selection of the entries below:



Runner-Up: Francesco Marabito, 10th Grade



Runner-Up: Cooper Nadeau, 10th Grade

Hold a poster contest of your own!



Runner-Up: Jazmin Gandia, 12th Grade



Winner:
Andrea Rogers,
12th Grade



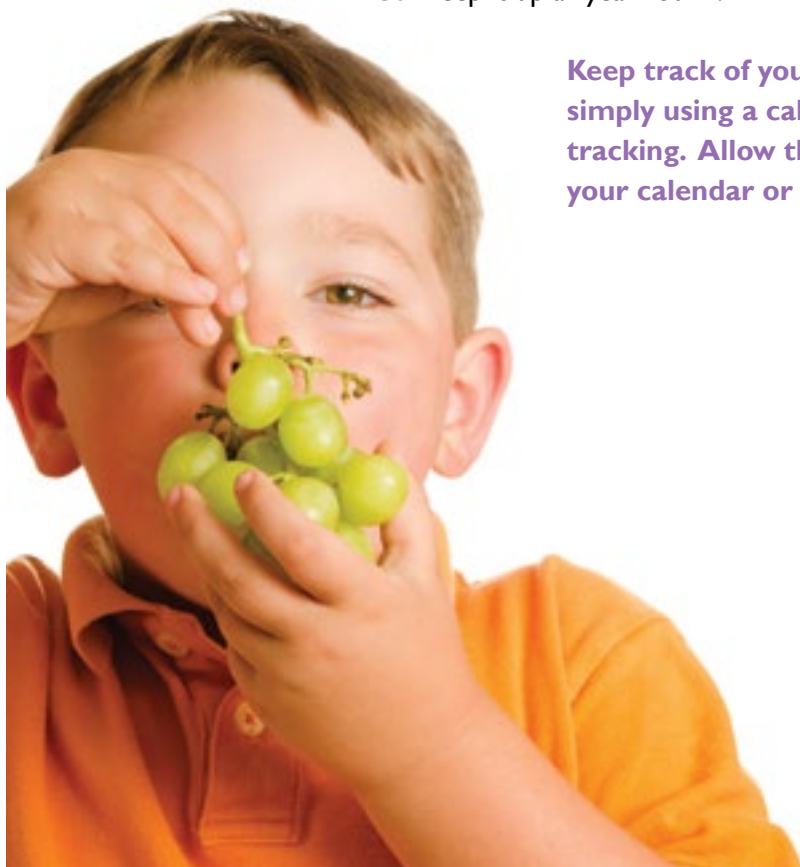
HEALTHY SNACK TALLY

The goal of the classroom healthy snack tally is to highlight the fruits and vegetables kids are bringing into school. Use a classroom healthy snack tally to encourage students to bring in more fruits and veggies!

How does it work?

1. Explain to students that the class is going to be tracking the fruits and vegetables students bring in for snack.
2. Send home one or more of the healthy snack handouts found in this section of the toolkit for inspiration.
3. Each day during snack time, ask all the students with a fruit or veggie in their snack to hold it up.
4. For each fruit and vegetable brought in, add a tally mark to the class's healthy snack tally.
5. When the class reaches a predetermined number of tallies, reward the class with extra recess or free gym time.
6. Keep it up all year round!

Keep track of your classroom's healthy snack tally simply using a calendar or create your own chart for tracking. Allow the kids to get creative and decorate your calendar or chart as a classroom activity!



TASTE TESTS

Taste tests allow students to get excited about new foods. They can try different items, provide feedback, and ask questions. They are a fun and easy way to connect the classroom, community, and cafeteria.

To get started, contact the School Nutrition Director. Questions to explore together include:

WHAT IS THE PURPOSE OF A TASTE TEST? Is it to expose students to new fruits and veggies? To promote unpopular lunch items? To highlight locally sourced food items?

- What will the taste test item or recipe be?
- How will taste test items be purchased and paid for?
- Who will prepare the taste test items?
- Where and when will the taste test be held?
- Are there student food allergies to be aware of?

Coordinate volunteers, if needed.

Consider the size of the school where you'll be conducting a taste test—can you facilitate a taste test there on your own or do you need some extra hands to pass out samples?

Once you have hammered out some details, consider how you will set up. There are different ways you can approach offering a taste test:

TASTING TABLE: Have classes/grades come up individually to a centrally located table to pick up their sample. Have them bring the sample back to their seat or try it right then and there.

SERVE STUDENTS: Walk around with samples and serve tables individually.

Hear the students' voices:

Give students specific options for their voting:

- Loved it, Liked it, Tried it OR I like it, It was OK, and No Thanks.
- Visuals work well for younger students who can't read: Thumbs Up, Thumbs in the Middle, Thumbs Down OR Smiley Faces.

Content contributed by Christine Gall, Food Corp Coordinator in RSU 3.



Try This!

5-A-Day BRACELETS

5-A-Day bracelets are a visual tool to remind students to eat their 5 fruits and vegetables every day.

Order jelly bracelets online by going to www.rebeccas.com and typing jelly bracelet into the search box.

How to use 5-a-day bracelets:

- Ask students to put all 5 bracelets on their RIGHT wrist each morning.
- Each time they have a serving of fruit or vegetables, they move ONE bracelet to their LEFT wrist.
- The goal is to have all 5 bracelets on their LEFT wrist by bedtime!

What counts as a 5-a-day serving?

- 1 medium-sized piece of fruit
- 1 cup raw, leafy salad
- ½ cup chopped fresh or canned fruit
- ½ cup cooked or canned vegetables
- ¼ cup dried fruit (raisins, dried apricots, etc.)
- ½ cup cooked beans or peas

This is a fun activity that can last for a whole week or even a month!

Teachers and staff can participate too!



HEALTHY FUNDRAISING

healthy
kids learn
better

Research clearly demonstrates that good nutrition is linked to better behavior and academic performance.

Finding alternatives to unhealthy fundraisers, such as bake sales, will promote a healthier school environment. Select and use your favorite healthy fundraising ideas from the list below!

- Activity theme bags
- Hats
- Stationary
- Holiday ornaments
- Stuffed animals
- Balloons
- Holiday wreaths
- Bath bouquets
- House decorations
- T-shirts, sweatshirts
- Batteries
- Jewelry
- Tupperware
- Books, calendars
- Lunch box auctions
- Valentine flowers
- Brick, stone, tile memorials
- Magazine subscriptions
- Yearbook covers
- Bumper stickers and decals
- Buttons, pins
- Monograms
- Candles
- Music, videos, CDs
- Healthy foods
- Christmas trees
- Newspaper space, ads
- Frozen bananas

- Coffee cups, mugs
- Preferred parking spot
- Fruit and nut baskets
- Cookbooks
- Pet treats, toys, accessories
- Fruit and yogurt parfaits
- Crafts
- Plants
- Fruit smoothies
- Coupon books
- Pocket calendars
- Lunch box auctions
- Customized stickers
- Pre-paid phone cards
- Trail mix
- Emergency kits for cars
- Raffle donations
- First aid kits
- Front row seats at a special school event
- Flowers and bulbs
- Bumper stickers, decals
- Foot warmers
- Rental of a special parking space
- Calendars
- Football seats
- Scarves

- School made cookbooks
- School art drawings
- Giant coloring books
- School Frisbees
- Gift baskets
- School spirit gear
- T-shirts, sweatshirts
- Gift certificates
- Gift items
- Items supporting academics
- Gift wraps, boxes, and bags
- Souvenir cups
- Read-A-Thon
- Graduation tickets
- Spirit, seasonal flags
- Science Fair
- Greeting cards
- Stadium pillows
- Spelling Bee

continued

Physically active fundraisers

- Fun walks or runs
- School dances
- Family obstacle course
- Golf or tennis tournaments
- Teacher-student competitions
- 30 day fitness challenges

Additional healthy fundraising ideas

- Lawn mower, snow blower tune-ups (Tech students provide the service)
- IT support for elders (IT students provide the service)
- Salt bag delivery and application for water softeners (Football team provides the service)
- Hold a garage sale (ask parents for donations)

Additional resources

- *Smart Fundraising for Healthy Schools Webinar and Resources* by Action for Healthy Kids, www.actionforhealthykids.org/component/content/article/19-resource-clearing-house/1379-smart-fundraising
- *Non-Food Ways to Raise Funds and Reward a Job Well Done*. Texas Department of Agriculture, 2004. <http://www.squaremeals.org/Portals/8/files/publications/Non%20Food%20Ways%20to%20Reward.pdf>
- *Sweet Deals: School Fundraising Can Be Healthy and Profitable*. Center for Science in the Public Interest, 2007. <http://www.cspinet.org/schoolfundraising.pdf>

Adapted with permission from *Healthy Fundraising* by the Connecticut State Department of Education, www.sde.ct.gov/sde/lib/sde/pdf/deps/nutrition/cf/healthyfund.pdf

SPORTS AND SNACKS

Hold the sports drinks!

Unless kids are vigorously exercising for at least 60 minutes or more, they don't need a sports drink. Fresh fruit has everything kids need to refresh after a practice or game! Serve alongside bottles of water for reenergized kids!

Many parents enroll their kids in sports to help them get physical activity and be healthy. Yet parents often overestimate how much energy kids are actually burning during practices and games. Kids frequently get unhealthy food and drinks when they participate in organized sports - foods that can provide way more energy than the kids actually burn.

Snack items provided by families after games or practices are often unhealthy. To help the kids on your school's sports teams fuel their bodies with healthy food, try out the tips below!



To help improve the quality of after practice and game snacks:

- Ask your child's coach to set a fruit-only snack policy and offer to help spread the word.
- Role model: Bring healthy choices when it's your turn.
 - Any fresh fruit works great as an after practice or game treat. Consider: watermelon slices, orange slices (a classic favorite!), berries, melon, pineapple chunks, cherries, or grapes.
 - No time to wash and cut up fruit? Just reach for whole fruit! For example: bananas, apples, peaches, or clementine oranges.
 - Bring bottles of water to help kids rehydrate.

5

EAT AT LEAST FRUITS + VEGETABLES EVERY DAY



REDY'S RULES

Try it!

- Try fruits and veggies different ways and try at least a couple of bites each time. It can take 7 to 10 tries before you like a new food, so be open to trying again and again. It may become your new favorite!
- Many fruits and veggies taste great with a dip or dressing. Try salad dressing, yogurt, nut butter, or hummus.
- Make a fruit smoothie with yogurt.

Mix it!

- Add veggies to foods you already make, like pasta, soups, casseroles, pizza, rice, etc.
- Add fruit to your cereal, pancakes, or other breakfast foods.

Slice it!

- Keep washed and chopped veggies and fruits in the fridge so they are ready to grab and eat.
- Most people prefer crunchy foods over mushy ones. Enjoy vegetables fresh or lightly steamed, and avoid overcooking.

Did you know?

A diet rich in fruits and vegetables provides vitamins, minerals, and phytonutrients, important for supporting growth and development, and for optimal immune function.

What is a serving?

Kids

- Size of the palm of their hand

Adults

- A whole fruit the size of a tennis ball
- 1/2 cup of chopped fruit or veggies
- 1 cup of raw, leafy greens
- 1/4 cup of dried fruits



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HEALTHY SHOPPING ON A BUDGET

Healthy shopping on a budget takes planning!
Planning helps you **SAVE TIME, MONEY, and EAT HEALTHIER.**

- **Make a list and stick to it.** Lists help you avoid impulse buys that are usually unhealthy and expensive.
- **Shop mostly the perimeter of the store.** Spend most of your grocery budget on natural foods found around the outside of the store like fruits, vegetables, dairy, and protein foods that are good for your body. Limit your shopping in the middle aisles to staples like pasta, canned tuna, and nut butter, avoiding other expensive processed, and often unhealthy, packaged foods.
- **Shop when you are NOT hungry or stressed.** People who shop when hungry or stressed tend to not only buy MORE food, but also unhealthier food.
- **Compare unit prices. Bigger is not always better!** Use the unit price to compare similar products and make sure you're getting the best deal. The unit price is the cost per a standard unit (like ounce or pound) and is usually found on a sticker on the shelf beneath the product.
- **Weigh the cost of convenience.** If food tends to rot in your fridge before you prepare it, then you could actually save money by purchasing fresh fruits and veggies that have been washed and chopped for you.
- **Try frozen and canned.** Canned and frozen produce keeps for a long time and may be cheaper per serving than fresh. For frozen, make sure you look for items with no added sauces or sugar. For canned, choose fruit canned in 100% juice and vegetables that are labeled either "low sodium" or "no added salt."
- **Use store flyers to plan your menu.** Save money by planning your menu around fruits, vegetables and other items that are on sale each week. Save time by already knowing what you are going to make for dinner each night.
- **Try store brands.** Store brands on average are cheaper by about 26% to 28% and their quality usually at least meets, and often surpasses, that of name brand products.
- **Shop in season.** Buying fruits and vegetables in season generally means your food not only tastes better, but is more nutritious and affordable.
- **Buy in bulk when foods are on sale.** Frozen and canned produce, and some fresh items like apples and carrots, will last a long time. If you have the storage space, stock up on the foods you eat regularly when they are on sale to save some money.



UNDERSTANDING FOOD LABELS

For more information visit <http://www.fda.gov/> and search “Food Labeling”

What can I use the Nutrition Facts label for?

- Getting a general idea about how healthy a food is.
- Figuring out what counts as one serving and how many calories are in each serving.
- Comparing two similar products to choose the healthiest option.

Watch out for these common misconceptions:

- Assuming “sugar-free” or “fat-free” means a product is low calorie or healthy; it’s not true!
- Buying something because it says “organic,” “natural,” “multigrain,” or has some other “healthy” claim. These statements do not necessarily mean a product is good for you.
- Assuming that a package or bottle is only one serving. Many beverage bottles and packages of chips, cookies, and candy are actually 2 or 3 servings!

1 START HERE

Start by checking what counts as one serving size and how many servings there are per package.

2 CHECK CALORIES

How many calories would you eat if you ate a whole package?
Multiply the number of “servings per container” by the “calories.”

3 Know Your Fats and Reduce Your Sodium

Aim to eat only small amounts of saturated fat and cholesterol. Keep *trans* fat to 0. Limit your sodium by choosing foods with less sodium.

4 GET ENOUGH OF THESE NUTRIENTS

Aim to get enough fiber, vitamins, and minerals.

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
% Daily Value*	
Total Fat 12g	10%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 6g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

QUICK GUIDE TO % DAILY VALUE

5% or less is Low,
20% or more is High.
Use the % Daily Value to compare similar foods and choose the healthiest option.

A Guide to **MAINE** **SEASONAL** **FOOD**

When you buy fruits and vegetables that are in season they are freshest and you save money.

Buying from local farms also means supporting your local farmers and their ability to produce nutritious, fresh food. This page lists what produce is available locally depending on the time of year.

January to April

Apples, Dry Beans, Beets, Cabbage, Carrots, Celeriac, Leeks, Onions, Parsnip, Potatoes, Rutabaga, Sweet Potatoes, Turnip, Winter Squash, Garlic

May to June

Rhubarb, Asparagus, Radishes, Salad Turnips, Scallions, Peas, Fiddleheads, Chives, Parsley, Greens

July to August

Berries (Strawberries, Raspberries, Blueberries, Blackberries), Plums, Peaches, Earliest Apples, Melons, Beets, Broccoli, Cabbage, Carrots, Cauliflower, Celery, Cucumbers, Eggplant, Fennel, Green Beans, Greens, Leeks, Onions, Scallions, Shallots, Peas, Peppers, Potatoes, Radishes, Salad Turnips, Summer Squash, Zucchini, Tomatoes, Garlic Scapes and Garlic Bulbs

September to October

Apples, Pears, Cranberries, Melons, Raspberries, Broccoli, Broccoli Raab, Brussel Sprouts, Cabbage, Cauliflower, Kohlrabi, Celeriac, Celery, Sweet Corn, Cucumbers, Fennel, Greens, Leeks, Onions, Scallions, Shallots, Beets, Carrots, Parsnips, Potatoes, Rutabaga, Sweet Potato, Turnips, Radishes, Salad Turnips, Green Beans, Shell Beans, Soy Beans (edamame), Summer Squash, Zucchini, Eggplant, Peppers, Tomatillos, Tomatoes, Winter Squash, Pie Pumpkins, Garlic.



continued



November to December

By this time of year, most local produce is coming from cold storage although you may be able to find some fresh green- house-grown products at your winter farmer's market. Apples, Pears, Dry Beans, Beets, Brussel Sprouts, Cabbage, Carrots, Celeriac, Late season greens (like kale and spinach), Kohlrabi, Leeks, Onions, Parsnips, Potatoes, Radishes, Rutabaga, Sweet Potatoes, Turnips, Winter Squash, Garlic.

Maine-produced foods that are in season all year long:

FRUIT: Blueberries and Apples

VEGETABLES: Potatoes, Carrots, Beets and Beet Greens, Garlic, Salad and Braising Greens, Tomatoes, Winter Squash, Cabbage, Onions

DAIRY: Milk and Cheese

PROTEIN: Eggs, Ground Meat, Seafood, Dry Beans

GRAINS: Wheat

Where to find local food through the winter:

Winter Farmers Market, Winter CSA (Community Supported Agriculture), Natural Food Store, Local Food Coop

To find local food near you visit www.mofga.org and click on "Resources" then "Find Local Foods"

For general information on local, seasonal, organic eating in Maine, visit www.mofga.org or call (207) 568-4142.

A Healthy Start

BREAKFAST IS BEST

**Keep it simple,
but keep it delicious!**
You may like:

- Oatmeal with cinnamon, applesauce, and a glass of milk.
- A waffle or pancake with blueberries.
- An English muffin with a slice of ham, egg, and cheese.
- A raisin bran muffin, a banana, and a glass of milk.

**Choose whole grains
most of the time!**

Why eat breakfast every day?

- It will give you the energy you need to start your day. It is “fuel” for the body!
- It can help you focus on work or school!
- It can help you feel and act your best!
- It can help keep you healthy!

Try a variety of healthy foods! Find the ones YOU like!

Not hungry in the morning? Start small...try:

- A cup of yogurt (plain – add your own fruit).
- A piece of fruit such as a banana, orange, or apple.
- A bowl of cereal with milk.
- A slice of toast with nut butter and a glass of milk.
- Half of a toasted English muffin with a slice of cheese.
- Trail mix of raisins, nuts, and cereal.

boost your **energy**
and **brain power!**



A MEAL IS A FAMILY AFFAIR

In such a busy world, mealtimes often revolve around our lifestyles. As a result of this, we miss meals or eat foods that are not the best for our bodies. **Did you know experts have found that kids who eat regularly with their families are more likely to eat fruits, vegetables, and whole grains?** So, no matter how busy life may seem, it's important to make family meals a priority.



To get started, try some of these ideas:

- Choose a time when everyone can enjoy at least one meal together—it may be breakfast, lunch, or dinner.
- As the parent, you should decide what time meals are served and what the food choices are. Your children can then decide what and how much to eat of what's offered.
- Include your children in preparing the meal.
- Gather around the table for a meal and turn the TV and mobile devices off.
- Make the meal pleasant by keeping the conversation positive.
- Limit eating and drinking unhealthy snacks between meals.
- Role model the habits you want your children to develop.



together
energy



www.letsgo.org

FRUITS AND VEGETABLES ALL YEAR LONG!

5

Eat at least five fruits and vegetables a day!

There's no reason not to have fruits and vegetables year-round. Here's why frozen or canned produce is a good choice:

For health:

- They're just as good for you as fresh fruit and vegetables – their nutrients are preserved in the canning and freezing process.
 - Choose fruit packed in their natural juice, not in syrup.
 - Choose canned vegetables that are salt-free. You can season to taste. If you have only have salted canned vegetables, rinse in water before preparing.

For savings:

- They cost less than fresh fruit and vegetables.

For convenience:

- They're always in season.
- You'll have lots of choices.
- They're easily stored.
- They're already washed and cut—ready for your favorite recipe!

Add frozen and canned vegetables to:

- Chili
- Soups or stews
- Stir-fry
- Pasta sauce
- Casseroles

Use canned black beans, corn, peppers, and onions to spice up a Mexican dish. Add chick peas or kidney beans to any salad.

Add frozen and canned fruits to:

- Smoothies
- Yogurt parfaits
- Plain yogurt
- Fruit salad
- Cereal
- Stir-fry (pineapple)

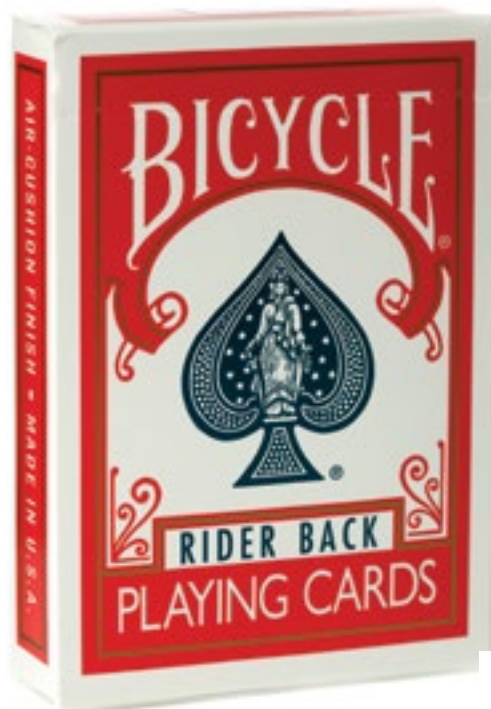
Or simply use as a side dish!

soooooo cool!



WHAT IS A HEALTHY PORTION?

Food portions are larger than ever these days—usually much more than we need. Choose your starting portion size by relating food to everyday items.



A serving of meat, fish, or poultry is equal to a deck of cards.



A serving of fruit or vegetables is about the size of a tennis ball.



A serving of nut butter or salad dressing is about the size of a ping-pong ball.



For toddlers, the right portion size is the size of the palm of their hand.

continued
70

Use these tips to help keep your portions right-sized.

- Start with one portion of each food on your plate. If you are still hungry, you can always get more.
- Use the MyPlate model to create a balanced plate. Fill half of your plate with veggies (and/or fruit), $\frac{1}{4}$ with protein, and $\frac{1}{4}$ with starch, preferably a whole grain.
- Check the serving size on packaged foods for guidance on portion size.
- Eat your food while sitting down and using a plate or bowl. Avoid eating directly out of packages.
- Eat regularly throughout the day; this helps keep you from getting too hungry.
- Serve food on smaller plates.
- Serve meals from the stove. This can help you avoid eating more when you are no longer hungry.
- At restaurants, ask for a lunch-size portion, split your meal, or box up half to take home.
- Skip the “clean plate” club. Instead, start with smaller portions, savor your food, and eat until you are satisfied.
- Role model the behaviors that you want your children to develop.



no
more
clean
plate
club!



TIPS FOR A HEALTHIER DIET

Healthier foods are generally more “nutrient-dense.” This means they provide lots of vitamins and minerals along with the calories they contain.

These foods are nutrient-dense and easy to include in your diet:

- Frozen fruits and vegetables
- Canned beans (rinse and drain well)
- Fresh fruit in season
- Whole grains in bulk
- Store brand whole-grain breakfast cereals

By choosing nutrient-dense foods like these, you can make sure your child’s calories count:

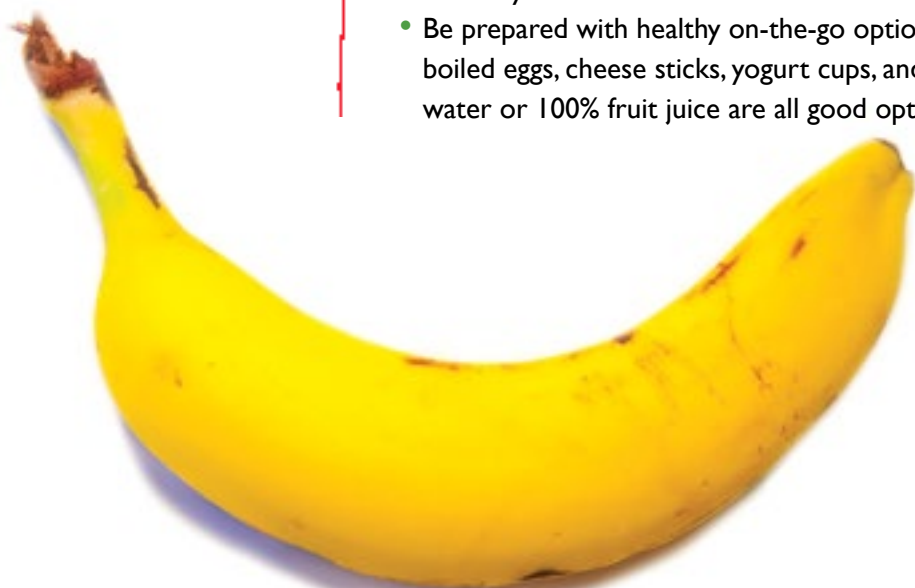
- Vibrant, deeply-colored fruits and vegetables
- Lean meat, skinless poultry, fish, eggs, beans, and nuts
- **TIP:** The leanest cuts of meat end in “loin” or “round”
- Fiber-rich whole grain foods
- Milk, cheese, and yogurt

Tips to help your family have a healthier diet:

Are you looking to help everyone in your family eat healthier? Here are some ideas for how to successfully introduce new foods and improve the quality of your family’s diet.

- Offer new foods over and over again. It can take many exposures to a food before a child is willing to try it.
- Offer less familiar foods alongside your child’s favorite foods to increase the chances they’ll try it.
- Mix more nutritious foods into less nutritious ones. For example, mix whole grain cereal into your child’s favorite cereal, plain yogurt into sugar-sweetened yogurt, and whole grain flour into your pancake mix.
- Make your own versions of favorite foods (e.g. pizza with whole wheat dough and veggies on top, baked ‘French fries’ tossed in olive oil and salt).
- Let the kids help you cook! They are more likely to try something they helped make.
- Have fresh veggies available for kids to snack on while they wait for dinner to be ready.
- Be prepared with healthy on-the-go options: whole or dried fruit, nuts, hard boiled eggs, cheese sticks, yogurt cups, and single-serve fruit cups canned in water or 100% fruit juice are all good options.

Adapted from The Fittest Food by Nutrition Works, LLC © 2008



Handling a

“CHOOSY” EATER

Often, choosy eating is a sign your child is growing up and becoming more independent.

What seems “choosy” may just be your child’s first steps in learning to make decisions. Learn how to handle eating challenges and avoid conflict so meals don’t become a tug-o-war of control.

If you are concerned about your child’s weight or eating habits, consult your pediatrician.



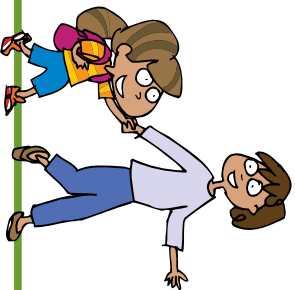
What do you do if your child refuses a whole meal because something they don’t like touched their plate? Or if they refuse to eat anything other than fruit and two days ago would only eat peanut butter sandwiches? Or maybe your child is not showing any interest in food at all!

These behaviors are not uncommon. Here are ten tips for handling a “choosy” eater to make meal times more pleasant again:

1. **Treat food jags casually.** A food jag is when a child eats only a certain food for a period of time. They usually do not last long.
2. **Look at what a child eats over several days,** instead of over one day or per meal. Most kids are eating more variety than you think.
3. **Trust your child’s appetite.** Forcing a child to eat more than they want can cause conflict and lead to overeating.
4. **Set reasonable time limits for the start and end of a meal** and then quietly remove the plate.
5. **Stay positive** and avoid criticizing or calling any child a “picky eater.” Children believe what we say!
6. **Serve food plain and respect the “no foods touching” rule** if that’s important to your child. This will pass in time.
7. **Avoid being a short-order cook** by making and offering the same food for the whole family. Aim for at least one food everyone will eat.
8. **Substitute a similar food** if a child does not like a certain food. For example, instead of squash, offer sweet potatoes.
9. **Provide just two or three choices,** not a huge array of food. Then let your child decide. Keep in mind your child may choose nothing and that is okay!
10. **Focus on your child’s positive eating behavior,** not on the food.

Adapted from “Nibbles for Health” Nutrition Newsletter for Parents of Young Children, USDA Food and Nutrition Service.





Phrases that *HELP* and *HINDER*

As the caregiver, you play the biggest role in your child's eating behavior.

What you say has an impact on developing healthy eating habits.

Negative phrases can easily be changed into positive, helpful ones!



Phrases that *HINDER*

INSTEAD OF ...

Eat that for me.

If you do not eat one more bite, I will be mad.

Phrases like these teach your child to eat for your approval and love. This can lead your child to have unhealthy behaviors, attitudes, and beliefs about food and about themselves.

INSTEAD OF ...

You're such a big girl; you finished all your peas.

Jenny, look at your sister. She ate all of her bananas.

You have to take one more bite before you leave the table.

Phrases like these teach your child to ignore fullness. It is better for kids to stop eating when full or satisfied than when all of the food has been eaten.

INSTEAD OF ...

See, that didn't taste so bad, did it?

This implies to your child that he or she was wrong to refuse the food. This can lead to unhealthy attitudes about food or self.

INSTEAD OF ...

*No dessert until you eat your vegetables.
Stop crying and I will give you a cookie.*

Offering some foods, like dessert, in reward for finishing others, like vegetables, makes some foods seem better than others. Getting a food treat when upset teaches your child to eat to feel better. This can lead to overeating.

Phrases that *HELP*

TRY ...

This is kiwi fruit; it's sweet like a strawberry.

These radishes are very crunchy!

Phrases like these help to point out the sensory qualities of food. They encourage your child to try new foods.

TRY ...

Is your stomach telling you that you're full?

Is your stomach still making its hungry growing noise?

Has your tummy had enough?

Phrases like these help your child to recognize when he or she is full. This can prevent overeating.

TRY ...

Do you like that?

Which one is your favorite?

Everybody likes different foods, don't they?

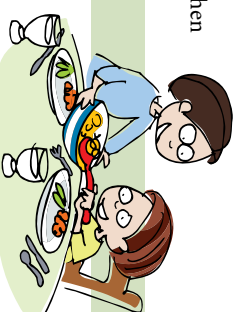
Phrases like these make your child feel like he or she is making the choices. It also shifts the focus toward the taste of food rather than who was right.

TRY ...

We can try these vegetables again another time. Next time would you like to try them raw instead of cooked?

I am sorry you are sad. Come here and let me give you a big hug.

Reward your child with attention and kind words. Comfort him or her with hugs and talks. Show love by spending time and having fun together.



Need a quick lunch between meetings?

Dinner on the go on the way to soccer practice? A quick family meal at the end of a long, busy day? Sometimes the drive-thru is the easiest choice, but we know it is not the most nutritious. *Let's Go!* has created this handy guide to help you navigate your way through the drive-thru!

Burger Joints

- Try a grilled chicken salad with balsamic vinaigrette.
- Pick grilled chicken over fried chicken sandwiches, salads, or wraps.
- Choose a single patty burger rather than getting burgers with 2-3 patties.
- Opt for a veggie burger and substitute fries with a side of apple slices or a small salad.

Chain Coffee Shops

- Ask for your egg sandwich on an English muffin rather than a bagel.
- Add a side of fruit.
- Choose a yogurt parfait or unsweetened oatmeal.

Sandwich Shops

- Choose whole wheat bread.
- Ask for extra vegetables instead of cheese.
- Ask for mustard (honey, brown, or yellow) instead of mayonnaise or oil.
- Pick a salad and ask for dressing on the side.



Mexican Fast Food

- Choose a salad or bowl without the taco shell.
- Add your favorite vegetables, brown rice, black beans, or grilled chicken.
- Try a bean burrito with a side of Pico de Gallo.
- Choose a chicken soft taco with a side of black beans and salsa.
- Try beef soft tacos on corn tortillas with extra lettuce and tomatoes.

Many fast food places also list nutrition information on their websites, drive-thru menus, or have it available at the register. Don't be afraid to ask!

Quick Tips

- Be mindful of your **portion sizes**. Opt for small or medium when selecting your food items.
- **Watch your condiments.** Ask for dressings and sauces on the side.
- **Change up your sides!** Look for apple slices, fresh fruit cups, or side salads in place of French fries and onion rings. If you opt to have French fries or onion rings, choose the small size to go along with your sandwich or burger.
- **Add extra vegetables.** They will fill you up!
- **Pick your drink carefully.** Choose water, milk, unsweetened iced tea or black coffee in place of sugary drinks like soda.

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY TWO

Limit or Eliminate Sugary Drinks; Provide Water

STRATEGY 2: Limit or Eliminate Sugary Drinks; Provide Water

why does this matter

Limiting sugary drinks is a key way to promote healthy eating and prevent excess weight gain in kids.¹ Research shows that sugary drinks contribute to childhood obesity.²

Sugary drinks provide a lot of calories very quickly. This is a problem because it's easy to drink more than your body needs before your body has a chance to signal that it is full. Also, sugary drinks are usually additions to your regular diet, adding calories that your body does not need.³

A 12-ounce serving of soda has the equivalent of 10 teaspoons of sugar.³ One serving of soda per day could lead to a 15 pound weight gain in one year.⁴ Each additional daily serving of soda increases a child's risk of obesity by 60%.⁵

Water provides a low-cost, zero-calorie beverage option and is a healthy alternative to sugary drinks. Drinking water is linked to a number of health benefits. It can improve kids' readiness to learn and is the best first choice for hydration before, during, and after most exercise routines.^{6, 7}

References

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STRATEGY 2: Limit or Eliminate Sugary Drinks; Provide Water

how to implement

What's the best way to help kids avoid sugary drinks? Not providing them! Here are some tips to reduce access to sugary drinks at school.

Bolded items mean there is a supporting handout in this section!

SUGARY DRINKS

include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.

Ask students and families to limit sugary drinks brought in from home:

- Send home the **Limit Sugary Drinks Sent in from Home – Letter to Families**.
- Set a water-only guideline or policy for the classroom.

Promote drinking water at your school:

- Provide or allow water bottles.
- Ensure water fountains are in good, working order.
- Replace sugary drinks in vending machines with water.
- Post the **Let's Go! Water Posters** (see the back pocket of your toolkit for ready-to-post copies!).

Involve kids in activities to promote healthy drinks:

- **Make Your Own Sugar Bottle Display**.
- Use the **Have a Drink Plan Goal Setting Worksheet**.
- Do one of the activities on the **Make Water Fun** handout.
- **Make Fun, Flavored Water**.
- **Role Model Drinking Healthy Beverages**.

Learn about the benefits of less sugary drinks and share this knowledge with families using these handouts:

- **Limit or Eliminate Sugary Drinks; Provide Water**.
- **Water is Fuel for Your Body**
- **Sports and Energy Drinks**
- **How Much Sugar Do You Drink**

Set a policy that limits or eliminates sugary drinks.

- Refer to the **Let's Go! Recognition Program** packet in the 'Step 5: Celebrate' Tab for help with this.

LIMIT SUGARY DRINKS SENT IN FROM HOME

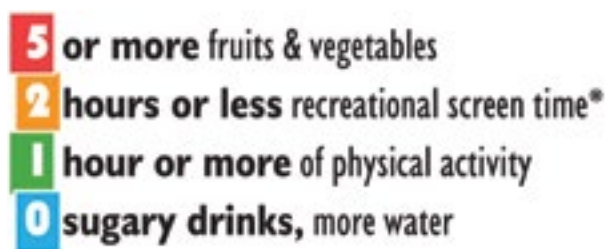
Dear Families,

As part of our efforts towards supporting healthy, ready-to-learn students, we encourage students and families to limit sugary drinks brought in from home. Water is the best thirst quencher. We want your kids to be the healthiest they can be!

Here are some tips to limit sugary drinks and make water more appealing:

- **Flavor water with fresh squeezed fruit.** Try traditional lemon, lime, or orange wedges or experiment with things like melon, berries, and kiwi.
- **Try flavored, unsweetened seltzer water.** It's fizzy and tastes good so is a great substitute for soda.
- **Choose whole fruit instead of juice.** If you do provide juice, choose only 100% juice and keep the servings small.
 - No more than 4-6 ounces per day for children age 6 years and younger.
 - No more than 8-12 ounces per day for children age 7 years and older.

Our efforts are supported by *Let's Go!*, a program of The Barbara Bush Children's Hospital at Maine Medical Center. *Let's Go!* works where children and families live, learn, work, and play to help make the healthy choice the easy choice. *Let's Go!* encourages families to adopt the 5-2-1-0 message:



*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

For more information about *Let's Go!*, visit www.letsgo.org. Thank you for joining us in our commitment to healthy kids!

Sincerely,



Water is
the **best**
thirst
quencher

Directions to Make Your Own

SUGAR BOTTLE DISPLAY

Making a sugar bottle display is a great activity.

This powerful visual is one of the best ways to show just how much sugar is in some popular drinks—you'll be surprised. This is a tool that can be used to help kids and staff to make smart drink choices.

**Supplies:**

- Bottles of common sugary drinks – refer to the table on the next page for suggestions.
- Bag of white sugar
- Teaspoons
- Funnels

Directions:

1. Empty, wash, and completely dry bottles. Be careful not to damage the labels as you want to keep them on the bottles.

TIP: Give the bottles at least 24 hours to dry.

2. Find the Nutrition Facts on the bottle label.

3. Take note of serving size (many bottles contain two or more servings – something to think about!)

TIP: Make sure to pay attention to the information listed per bottle.

4. Record how many grams of sugar are in a bottle.

5. Figure out how many teaspoons of sugar are in each bottle by dividing the grams of sugar by 4.2 (the number of grams of sugar in a teaspoon).

For example:

- Serving size 1 bottle
- Grams of sugar per bottle: 48g
- Teaspoons of sugar per bottle: 48 divided by 4.2 \approx 11

The amount of sugar to put into this bottle is 11 teaspoons.

6. Put funnel into mouth of bottle and pour in the sugar. Replace cap. Screw on tight!

7. Make a chart like the one below that matches the drinks you chose.

TIP: Lamine the chart to ensure it lasts a long time.

8. Display the chart in your building so kids and staff can see how much sugar is in some of their favorite drinks. Place the bottles filled with sugar in front of the chart.

9. Other ideas:

- Take a photo of your display and use along with chart and other handouts to make a bulletin board.
- Make a game out of it by having people guess how many teaspoons of sugar are in their favorite drinks and give the winners a 5-2-1-0 approved prize.
- Have a poster contest around limiting sugar-sweetened beverages.

DRINK	SIZE	CALORIES	SUGAR GRAMS	SUGAR TSP.
Coca-Cola® Classic	20 oz	240 cal	65 g	15
Dunkin' Donuts Strawberry Fruit Coolata®	16 oz <i>sml</i>	230 cal	57 g	14
Sprite®	20 oz	240 cal	64 g	15
Monster Energy® Drink	16 oz	200 cal	54 g	13
Arizona® Green Tea & Honey	20 oz	175 cal	43 g	10
Minute Maid® 100% Apple Juice	15.2 oz	210cal	49 g	11
Glaceau Vitamin Water®	20 oz	120 cal	32 g	8
Gatorade Thirst Quencher®	20 oz	133 cal	35 g	8
Starbucks® Bottled Coffee Frappuccino®	9.5 oz	200 cal	32 g	8
Water	Any size	0 cal	0g	0

GOAL SETTING WORKSHEET

think
drink!

Now go for it;
begin choosing the
drinks you listed in
question 3 today!
Revisit this
worksheet in a
month to see what
kind of progress
you've made!



1. On average, how often do you drink sugary drinks?

Sugary drinks include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.

___ Only at special events ___ Daily ___ Once a week ___ 3 times a week

2. On average, how much 100% fruit juice do you drink?

___ Only at special events ___ Daily ___ Once a week ___ 3 times a week

3. What other drinks do you enjoy besides sugary drinks?

4. What's a realistic goal for how many sugary drinks, including 100% juice; you could limit yourself to each day?

Make

WATER FUN!

refreshing
water!



Water cooler water slide

- Funnel the water from the cooler spout through a toy like Marble Run or a custom made slide. Clean the Marble Run before use.
- Keep tubes in half-pipe form so kids can watch the water flow. Add water wheels, doors, bells, etc., for excitement.
- Make sure the slide pieces are water tight. When kids want water have them place their cup at the end of the slide to capture the water.
- Have an involved parent help with the construction, if needed.

Add non-caffeinated herbal tea

- In addition to fruits like lemon, cucumber, berries, and melons, herbal teas can make delicious flavored water. Herbal teas are commonly non-caffeinated and have lots of flavor. Popular non-caffeinated choices are mint, chamomile, and lavender. Keep a batch chilled in the fridge, ready-to-drink!
- Go the extra mile and use wild Maine herbal teas such as wintergreen, sweetfern, and Labrador tea. These species are common and can be found in most guide books. Take the kids outside and forage for these species.

Silly animal poster

- Have kids bring in a silly picture of their favorite animal drinking water. As a class, make a poster and hang it by the water cooler.
- During water breaks have kids pick an animal that they want to be while drinking water.

Whimsical bubbler

- Give bubblers imaginative, leading names. Reference books, art, nature, etc. For example:
 - Poseidon's Pool (from Greek mythology)
 - Fountain of Tivoli
 - Maine's Magic Spirit of Life
 - Fountain of Fair Fortune (Harry Potter reference)
 - Big Lizard's Underwater Swimming Hole
- Decorate with indoor plants and holiday lights.

Content developed by Christine Adamowicz
of Let's Go! Healthy Androscoggin

Make Fun

FLAVORED WATER

Infuse a bit of fun flavor into water with fruit, or even vegetables and herbs!

Be creative and try lots of different combinations! Let the kids come up with ideas for the next flavor infusion!

You can make infused water in a large jug by simply adding sliced or chopped-up fruit, vegetables, and/or herbs to the water. Try lemon and orange, melon and mint, cucumber slices, or frozen berries; get more ideas from the lists below. Let it set a few hours, then enjoy poured over ice. Share your creation by setting up a sampling table for others to try!

Fruit

- Berries
- Oranges
- Lemons
- Lime
- Grapefruit
- Pineapple
- Grapes
- Watermelon
- Mango
- Cantaloupe
- Honeydew
- Kiwi
- Cherries
- Apples

Vegetables

- Cucumber
- Jalapenos
- Bell Peppers
- Celery
- Carrots

Herbs

- Basil
- Mint
- Rosemary
- Cilantro
- Lavender
- Tarragon
- Thyme
- Sage
- Ginger Root

cucumber**mint**

cheers to
drinking
water!

ginger**apple**

pineapple**sage**



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DRINKING HEALTHY BEVERAGES

Send a healthy message to kids by ditching sugary drinks and drinking water!

Kids are watching what you say and do!

Take action and be a healthy role model by doing the following things:

- Only drink water.
- Put any beverage that isn't water in a logo-free, opaque container.
TIP: This also helps avoid any unintended advertising to kids!
- Stock the teachers' lounge with bottled water. Try both plain and sparkling!
- Encourage kids to drink water when they are thirsty. At transitions, line up next to a water fountain to give them an opportunity to grab a quick drink!



0

SUGARY DRINKS...

DRINK WATER!



Put limits on juice!

- Juice products labeled “-ade,” “drink,” or “punch” often contain 5% juice or less. Sometimes, the only difference between these “juices” and soda is that they have added Vitamin C.
- Always try to choose whole fruits over juice.
- Suggest a glass of water or milk instead of juice.
- If you choose to serve juice:
 - Buy 100% juice.
 - Each day, juice should be limited to:
 - 4-6 ounces for children 1-6 years old.
 - 8-12 ounces for children 7-18 years old.
 - No juice for children 6 months and under.

Did you know?

Soda has no nutritional value and is high in sugar. Just 9 ounces of soda has up to 150 empty calories. Many sodas also contain caffeine, which kids don't need.



Water!

Keep It Handy, Keep It Cold:

- Keep bottled water or a water bottle on hand.
- Fill a pitcher of water and keep it in the fridge.

Liven It Up, Make It Fruity:

- Add fresh lemon, lime, or orange wedges to water for some natural flavor.
- Try mixing seltzer with a splash of juice.

Be a Role Model:

- Drink water when you're thirsty.
- Replace soda with water, instead of other sugar-sweetened beverages, such as juice or sports drinks.

Water is fuel for your body:

- Between 70-80% of our body is made up of water.
- When you exercise, you sweat, and when you sweat, you LOSE water—it is important to replace the water you lose when you sweat.
- Water is the #1 thirst quencher!



WATER IS FUEL for Your Body

**“In a game,
when my
players get
thirsty, water
gets the call.”**

Arnie Beyeler, Manager,
Portland Sea Dogs

Ever wonder why you need water? Like food, water acts like fuel in your body and helps your body run. To keep your body running smoothly, drink plenty of water throughout the day.

Kids who eat healthy, drink enough water, and sleep well at night will have more energy for all their sports and activities!

- Between 70-80% of your body is made up of water.
- Water is the #1 thirst quencher.

Give your body water when you need more fuel!

When you exercise, you sweat, and when you sweat, you LOSE water and minerals. It's important to replace the water you lose when you sweat by drinking water. You can replace the minerals by eating a piece of fruit such as a banana. It's uncommon for kids to reach a level of activity where they require sports drinks. Most often the best choice is water and a light snack.

Energy drinks should never be used to replace water during exercise. Most energy drinks, like Red Bull and SuperStar, contain **caffeine**. Caffeine causes the body to lose water and can sometimes cause anxiety, headaches, stomachaches, and sleep problems.

Energy drinks and many sports drinks contain HIGH amounts of sugar and calories. The extra sugar and calories may add to weight gain and tooth decay.

stay **hydrated!**
it's cool.



Most People Don't Need

SPORTS AND ENERGY DRINKS

Did you know?

Neither sports drinks nor energy drinks are a good substitute for the water we need each day – water is always the best thirst quencher! Water is the best choice for hydration, before, during, and after most people's exercise routines.

Sports drinks:

- These are flavored drinks that usually contain sugar, minerals, and electrolytes (like sodium, potassium, and calcium).
- Most people don't need them! They are recommended **only when you are doing intense physical activity for at least an hour or longer** (such as long-distance running or biking, or high intensity sports like soccer, basketball, or hockey).
- Avoid drinking them when you are just doing routine physical activity or to satisfy your thirst.
- Examples of Sports Drinks:
 - Gatorade ◦ Powerade ◦ Accelerade ◦ All Sport Body Quencher ◦ Propel

Energy drinks:

- These are flavored beverages that usually contain stimulants like caffeine and other compounds along with sugar, added vitamins and minerals, and maybe even protein.
 - Guess what?! We don't need these nutrients from drinks; we get them from our food!
- These drinks are not the same thing as sports drinks and are **never** recommended for children or adolescents.
- These could cause increased heart rate, increased blood pressure, trouble sleeping, anxiety, difficulty concentrating, upset stomach, and even caffeine toxicity.
- Examples of Energy Drinks:
 - Monster ◦ Red Bull ◦ Power Trip
 - Full Throttle ◦ Jolt ◦ Rockstar

Instead of sports drinks, have some water and a piece of fruit after a workout!



HOW MUCH SUGAR

Consider how frequently you or your kids enjoy these, and similar, drinks. They provide loads of sugar and little if any nutrition.

Common Drink Choices

DRINK	SIZE	TOTAL CALORIES	SUGAR GRAMS	SUGAR TSP.
Arizona® Green Tea & Honey	20 oz	175 cal	43 g	10
Coca-Cola® Classic	20 oz	240 cal	65 g	15
Minute Maid® 100% Apple Juice	15.2 oz	210 cal	49 g	11
Dunkin' Donuts Strawberry Fruit Coolata®	16 oz (sml)	230 cal	57 g	14
Gatorade Thirst Quencher®	20 oz	133 cal	35 g	8
Glaceau Vitamin Water®	20 oz	120 cal	32 g	8
Monster Energy® Drink	16 oz	200 cal	54 g	13
Mountain Dew®	20 oz	290 cal	77 g	18
Sprite®	20 oz	240 cal	64 g	15
Starbucks Bottled Frappuccino®	9.5 oz	200 cal	32 g	8
Water	ANY SIZE!	0 cal	0 g	0

Tips to make cutting back on sugary drinks easier:

- Cut back slowly.
- Don't replace soda with other sugary drinks, such as juice and sports drinks.
- Remember, water is the best drink when you are thirsty.
- Make water and milk the primary drinks of choice at your home. Buy fewer and fewer sugary drinks each week until you no longer buy any!



STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY THREE

Prohibit the Use of Food as a Reward

STRATEGY 3: Prohibit the Use of Food as a Reward

why does this matter

Rewarding kids with food, even healthy foods, encourages kids to eat outside of meal and snack times, when they may not be hungry, and can lead to poor eating habits.^{1,2}

Using food, such as candy, cookies, doughnuts, sugary drinks, and pizza, as a reward for good behavior and academic performance is a common practice with kids and **puts them at risk for excess weight gain and obesity**.^{3,4}

Encouraging kids to eat healthy foods, but at the same time rewarding good behavior with unhealthy foods, **sends a mixed message and confuses kids**.¹

Foods that are used as rewards are typically high in sugar, fat, and salt with little nutritional value, and can play a role in establishing kids' preferences for unhealthy foods.^{1,2}

References

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STRATEGY 3: Prohibit the Use of Food as a Reward

how to implement

Rewarding kids with food, even healthy foods, encourages kids to eat when they may not be hungry and can lead to poor eating habits. Here are some ways to ensure food is never used as a reward and what you can do instead.

Bolded items mean there is a supporting handout in this section!

FOOD REWARD

is a food used to encourage good behavior.

Instead of food rewards:

- Use **Non-Food Rewards**.
- Use **Physical Activity** as a Reward.

Learn about the harm of using food as a reward and non-food alternatives and share this knowledge with families and staff using these handouts:

- **Food Rewards Add Up**
- **What the Experts Say about Food Rewards**
- **Non-Food Rewards at Home**

Set a policy that prohibits the use of food as a reward.

- Refer to the **Let's Go! Recognition Program** packet in the 'Step 5: Celebrate' Tab for help with this.



Use

NON-FOOD REWARDS

For any age student, don't underestimate the power of using verbal praise that is specific. For example, "You did a great job, John. I'm so proud of you for helping Jack with his math problems today."

To support your efforts, help to create a district-wide policy that prohibits the use of food as a reward.

Alternatives to food as a reward

Younger students can:

- Share a special item or talent with the class.
- Be "Super Kid of the Day", or "Star of the Day."
- Sit in a special seat during snack time or lunch.
- Be recognized in a newsletter or on a bulletin board.
- Be given an important responsibility, such as helping teach the class or reading the morning announcements.
- Receive a compliment from the other kids in the classroom.
- Receive a positive note from the principal, teacher, or have one sent home for parents to see.
- Get a signed t-shirt, Frisbee, or ball.
- Lead out on group activities.
- Receive coupons with special privileges.
- Attend a reading party (kids bring blankets to sit on and read favorite books).
- Read a favorite poem.
- Share a favorite picture of a family member or friend.
- Play a favorite game or puzzle.
- Eat lunch outdoors or have a picnic.
- Eat lunch/take a walk with the principal or a favorite teacher.
- Get access to items that can only be used on special occasions (e.g. special art supplies, toys, or games).
- Get a trip to a treasure chest full of small, non-food items (e.g. bubbles, crayons, finger puppets, Slinkys, yo-yos, rubber balls, spinning tops, stickers, school supplies, etc.).

- Get a monthly indoor or outdoor physical activity event to celebrate accomplishments or birthdays.
- Make a list of fun, non-food rewards and get to choose a reward from the list when appropriate.
- Dance to favorite music.
- Schedule a field trip.
- Read the kids' favorite book.
- Get extra or longer free time.
- Get extra outdoor activities.
- Receive a trophy or ribbon.

Benefits of providing non-food rewards:

- Creates an environment that fosters healthy eating and supports the 5-2-1-0 message.
- Allows the opportunity for more frequent rewards.
- Adds to fitness if physical activity is used as reward.



Alternatives to food as a reward

Older students can:

- Sit with friends.
- Listen to music while working.
- Get extra credit.
- Be given less homework.
- Get a late homework pass.
- Be entered into a drawing for donated prizes.
- Receive recognition during morning announcements.
- Get tickets to school events (e.g. sports games, dances).
- Choose partners for activities.
- Earn points or play money for privileges.
- Have class outside.
- Receive extra free choice time.
- Be recognized at a pep rally or assembly.
- Choose end-of-class brain teasers or games.
- Earn sports equipment or athletic gear (e.g. frisbees, water bottles, head or wrist sweat bands, NERF balls, etc.)



Use Physical

ACTIVITY AS A REWARD

Let's help kids understand that movement can be fun!

Using physical activity instead of a food reward:

- Helps kids get their 1 hour a day!
- Makes physical activity fun!
- Won't limit how many rewards you can give, as they just add up to more activity for kids!

So next time you want to reward kids, think about how you could make it physically active. Here are some ideas to get you started:

- Dancing to favorite music in the classroom.
- A 'walk and talk' with a special person, favorite teacher, or principal.
- Extra outdoor activities or recess time.
- Setting up an obstacle course.
- Special access to particular toys or games that promote movement like a bike or jump rope.
- A monthly physical activity event to celebrate accomplishments.
- Access to active video games (e.g. Wii, Dance Dance Revolution).

Doing the Math FOOD REWARDS **ADD UP**

$$\begin{array}{r}
 416 \\
 110 \\
 100 \\
 271 \\
 234 \\
 156 \\
 + 600 \\
 \hline
 1,887
 \end{array}$$

Often times we think that “little treats” don’t add up; however, one of our own staff members here at *Let’s Go!* shared what their middle school-aged daughter ate in one day, just from food rewards. Check it out, you’ll be amazed!

FOOD REWARD # 1

Mary arrives at school and has a student delegate meeting where they serve donut holes and juice to the kids for participating.

8 glazed donut holes = 416 calories (52 calories each)

8 ounces of orange juice = 110 calories

FOOD REWARD # 2

Mary correctly answers questions in social studies class later that morning and is rewarded with a large lollipop.

Large lollipop = 100 calories

FOOD REWARD # 3

There is a classroom pizza party to celebrate the kids’ especially good behavior and well-done projects that month.

1 slice of cheese pizza = 271 calories

1 slice of chocolate cake with icing = 234 calories

FOOD REWARD # 4

Later that day, Mary answered another question correctly, this time in math class.

1 large chocolate chip cookie = 156 calories

FOOD REWARD # 5

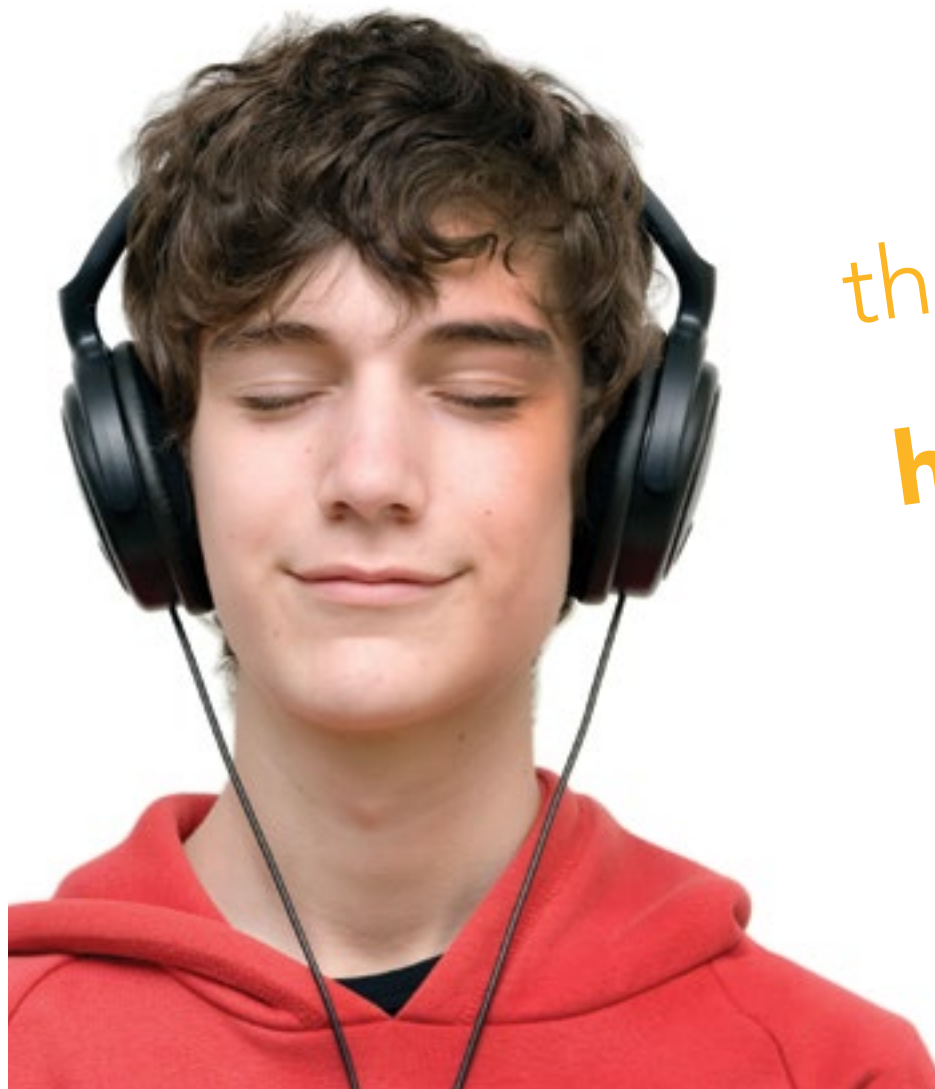
Mary is selected as Student of the Month and is given an extra-large Hershey’s chocolate bar with her certificate.

1 extra-large chocolate bar = 600 calories

Throughout the day, Mary was rewarded with 1,887 calories of food! That’s just about the same amount of calories she needs in an entire day, and doesn’t even include her three meals. Most of these treats were full of “empty calories” and offered little nutrition. Everyone had good intentions to reward this student, but no one knew that she had been rewarded all day long.

Wondering what you can do to help prevent this?

- Work with students to learn what, besides food, makes them feel rewarded—an extra 15 minutes of free time? Leading a class activity? Listening to music? Then, provide these rewards instead of food.
- A personal word of praise or public acknowledgment is a great way to reward a student.
- Use physical activity as a reward!
- Work with your School Wellness Committee to set a district-wide policy that prohibits the use of food as a reward.
- Occasional treats are okay, but they should be just that—occasional—and not a reward but a treat!



the true
reward is
**healthy
kids!**



SAY ABOUT **FOOD REWARDS**

American Academy of Pediatrics:

Food should be used as nourishment, not as a reward or punishment. In the long run, food rewards or bribes usually create more problems than they solve.

American Academy of Family Physicians:

Food should not be used for non-nutritive purposes such as comfort or reward. Do not provide food for comfort or as a reward.

Academy of Nutrition and Dietetics:

Do not use food as a reward. When children are rewarded with sweets or snack food, they may decide that these foods are better or more valuable than healthier foods.

American Academy of Child and Adolescent Psychiatry:

Do not use food as a reward.

American Psychological Association:

Avoid using food as a reward for good behavior. Making unhealthy food a reward for good deeds promotes the idea that healthy food isn't as appealing as junk food or something to look forward to.

Let's Go!:

Prohibit the use of food as a reward.

Yale Medical Group:

Using food as a reward or as a punishment can undermine the healthy eating habits that you're trying to teach your children. Giving sweets, chips, or soda as a reward, often leads to children overeating foods that are high in sugar, fat, and empty calories. Worse, it interferes with kids' natural ability to regulate their eating, and it encourages them to eat when they're not hungry to reward themselves.

listen up!



www.letsgo.org



Adapted from: Fedewa, A., Courtney, A. The Use of Food as a Reward in Classrooms: The Disadvantages and the Alternatives. 2014.

NON-FOOD REWARDS AT HOME

How can you celebrate a job well done without using food treats?

Here are some ideas:

- Make a list of fun, non-food rewards that don't cost much and post it where the whole family can see it. Allow your child to choose something from the list when appropriate.
- Have a separate list of special and inexpensive rewards for those really big achievements.
- Give certificates or ribbons for healthy behaviors.
- Allow your child to have a few friends over after school to play sports.
- Invite a few of your child's friends to a sleepover.
- Have a family game night.
- Keep a box of special toys or art supplies that can only be used on special occasions.
- Go to a sports game.
- Camp out in the back yard.
- Allow the use of electronics that support physical activity, like Dance Dance Revolution.
- Choose toys and games that promote physical activity like jump ropes, balls, or Skip-Its.

Food as a reward:

- Contributes to poor health.
- Encourages over-consumption of unhealthy foods.
- Contributes to poor eating habits.
- Increases preferences for sweets.

Be sure to avoid giving extra time in front of the TV or computer as a reward!

Words of appreciation can go a long way. Children love to hear "You did a great job" or "I appreciate your help."



STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY FOUR

Provide Opportunities to Get Physical Activity Every Day

STRATEGY 4: Provide Opportunities to Get Physical Activity Every Day

why does this matter?

Active kids tend to be healthier kids, and healthier kids are better learners.

Regular physical activity reduces feelings of anxiety, stress, and depression, and increases self-esteem.^{1,2}

Kids who are physically active on a daily basis are less likely to be overweight or obese. They are also less likely to develop risk factors for chronic diseases and several types of cancer.¹⁻³

Students who are physically active tend to have better grades, school attendance, and classroom behaviors.⁴⁻⁸

Students spend most of their time in the classroom, making it a practical location for adding opportunities for physical activity. Brief classroom physical activity breaks (5-10 minutes) can improve attention, concentration, on-task behavior, and test scores.⁴⁻⁸

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STRATEGY 4: Provide Opportunities to Get Physical Activity Every Day

how to implement

Active kids tend to be healthy kids and better learners. Here are some ways to get kids moving during the school day. Which ones can your school use?

Bolded items mean there is a supporting handout in this section!

PHYSICAL ACTIVITY

is any movement that increases heart rate and breathing such as running, climbing, jumping, dancing, etc.

Provide opportunities to get physical activity:

- Keep facilities open before and after school for physical activity.
- Incorporate physical activity into the curriculum.
- Use **Quick Brain Boosts** between classroom activities.
- Do not take away physical activity as a punishment.
- **Use Physical Activity as a Reward.**
- **Create a Dedicated Activity Room** at your school.
- Borrow and use a **StoryWalk™**.
- **Start a Physical Activity Club.**
- Provide recess or PE every day; get kids moving using the **Active Recess!** handout.
- **Start a Walking School Bus.**
- Use your PE teachers as a resource for ideas.
- Use the **5-2-1-0 Activity Booklet** found in the pocket of your toolkit.

Learn how to include physical activity in every day and share this knowledge with families using these handouts:

- **Get One Hour or More of Physical Activity Every Day**
- **Take It Outside**
- **Top Five Anywhere Exercises**

Set a policy that requires opportunities for physical activity to be provided every day.

- Refer to the **Let's Go! Recognition Program** packet in the 'Step 5: Celebrate' Tab for help with this.



QUICK BRAIN BOOSTS

let's take
a break!

There are several ways to incorporate these ideas into the day. You could:

- Use them throughout the day as a quick and easy physical activity break.
- Put a few together for an indoor recess period.
- Combine them all for use at a health fair or field day.

These activity breaks come from Kerry Cartwright, first grade teacher at Young Elementary School in Saco. They are great for all ages.



Try the ideas below for quick brain boosts in between learning activities in the classroom.

High Knee Run/March: Run or march in place, lifting your knees in front of you as high as you can.

Tree Pose: Balance on one foot. Place your other foot on the inside of your balanced leg. Your knee should be pointing to the side and your heel pointing up your leg. It is okay to leave your toes on the ground if you need to. Bring your hands together in front of you or overhead. Change legs after a count of 30.

Wood Chopper: Stand with your feet hip distance apart. Squat down with arms extended in front of you with a ball between your hands or just bring your hands together in a fist. As you lower in a squat bring the ball towards the ground. As you rise up, bring the ball over your head. Keep your eyes looking straight ahead the entire time.

Chair Pose: Feet together. Legs together. Keeping your knees together, sit back like you are sitting in a chair. Hold that position as long as you can. Relax when you need to, and then try again.

Skate in Place: Pretend to ice skate in place as you hop side to side, bringing your heel behind you as high as you can. Swing your arms side to side. You can do this without hopping by stepping side to side.

Agility Ladder: Place a ladder on the ground. Run through the ladder without stepping on the bars. Pick your knees up high! Run through the ladder and then jog around to the other end to do it again.

Squeeze the Ball: Place a ball between your hands, elbows pointing out to the side. Squeeze your palms in towards the ball. Feel your arms working hard!

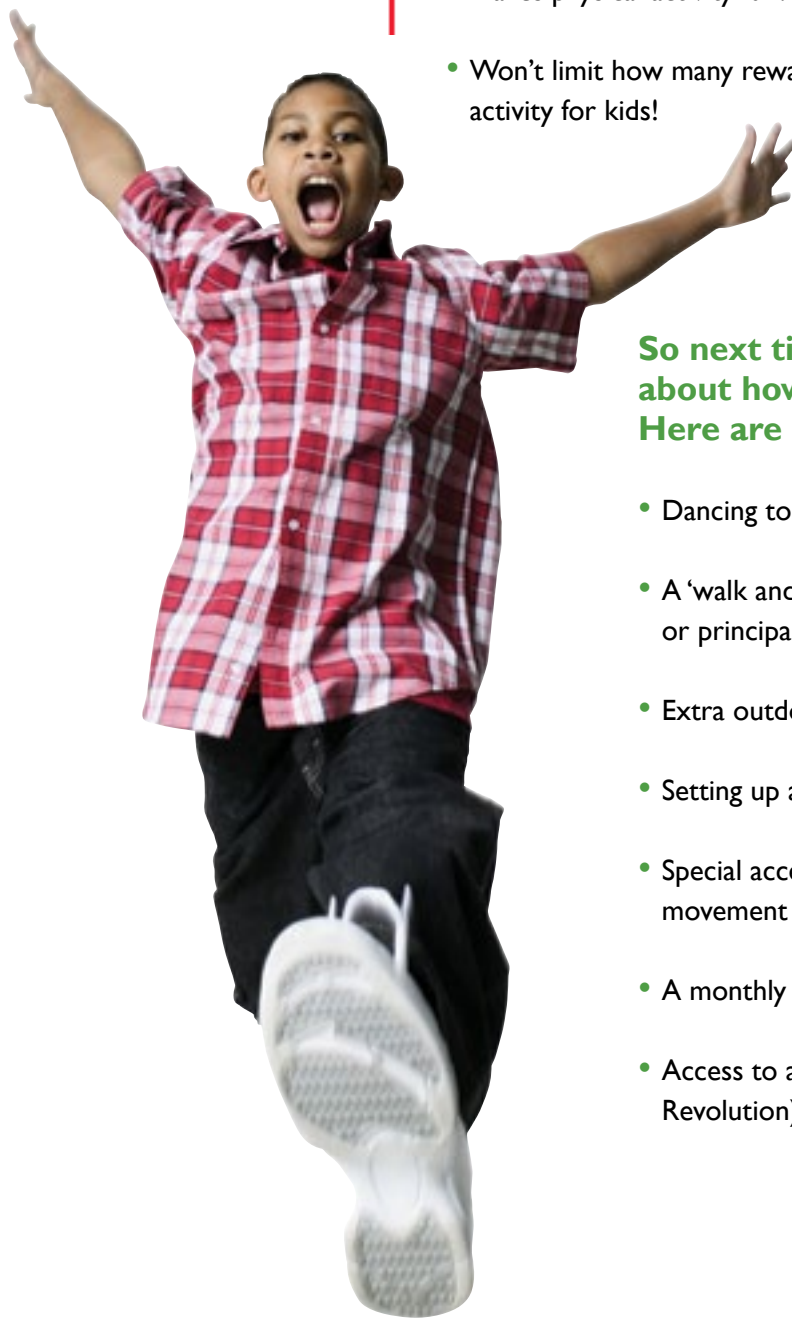
Jump Rope: You can pretend to jump rope or use a real jump rope. Keep moving! Jumping rope builds endurance and is recommended for both children and adults. It can be done individually or in a group setting.

Hands to Knee: Extend your arms overhead. Lock your thumbs together. Lift one knee up as you pull your arms down to touch that knee. Arms go back overhead as that foot goes back down to the ground. Lift the other knee as you pull your arms down to touch the knee. Stand nice and tall to help your abdominal muscles get strong!

Use Physical

ACTIVITY AS A REWARD

Let's help kids understand that movement can be fun!



Using physical activity instead of a food reward:

- Helps kids get their 1 hour a day!
- Makes physical activity fun!
- Won't limit how many rewards you can give, as they just add up to more activity for kids!

So next time you want to reward kids, think about how you could make it physically active. Here are some ideas to get you started:

- Dancing to favorite music in the classroom.
- A 'walk and talk' with a special person, favorite teacher, or principal.
- Extra outdoor activities or recess time.
- Setting up an obstacle course.
- Special access to particular toys or games that promote movement like a bike or jump rope.
- A monthly physical activity event to celebrate accomplishments.
- Access to active video games (e.g. Wii, Dance Dance Revolution).

Create a

DEDICATED **ACTIVITY ROOM**

The concept of an activity room has been successfully implemented in schools as a way to reward good behavior and incorporate physical activity into the school day.

Follow the steps below to create your own activity room.

1. Work with your administrator to identify a room that can be used as the activity room. The space can be fairly small, but should be big enough to accommodate a few students at a time.
2. Apply for external funds to stock the room with games and activities that promote physical activity (consider making an appeal to the PTO). You may also want to put a request out to families for any good quality, used equipment or games they have to donate (**NOTE:** we suggest providing a list of exactly what you are looking for). Examples may include Twister, yoga cards, jump ropes, yoga balls, rowing machines, treadmills, Dance Dance Revolution, Wii Fit, a rock climbing wall, etc. Set-up physical activity stations and directions around the room using the games and activities you have acquired.
3. Make the activity room a part of the school environment. Allow faculty and staff to give students a 'coupon' for 10 minutes in the activity room as a reward for good behavior. Make the room available during free periods, before and after school, and maybe even hold class in the room using physical activity to teach your content for a day.

twister • jump ropes • yoga balls • yoga cards • tents •
scarves • bean bags • hula hoops • floor spots • tunnels

Activity room in action:

PE teacher Robin O'Connor successfully created an activity room for Mast Landing School in Freeport, Maine. Working closely with administration and other teachers, Robin identified a room, determined the rules, and implemented a school-wide reward system. Any teacher can sign-up to bring their class to the room, and faculty and staff can award 'coupons' for use of the room to students for positive behavior. All school members have the opportunity to reward a student. The School Nutrition Department used to give cupcakes to students on their birthdays. Now, they give a coupon to the activity room! Even the custodial staff and ground keepers are able to give out the coupons. The room creates school-wide unity and excitement.



THE STORYWALK™ PROJECT

For other questions, such as “How do I make my own StoryWalk™?” or “How much does it cost to make a StoryWalk™?”, please contact the creator Anne Ferguson at 802.223.7035.



What is a StoryWalk™?

A StoryWalk™ combines physical activity with literacy.

It's an innovative way to get people of all ages out walking while reading children's picture books. Pages of a book are transformed into signs that are then laid out on a trail inviting families, children, caregivers, teachers, and others to follow the path of pages.

Where can I use a StoryWalk™?

A StoryWalk™ can easily be set up on playgrounds, walking paths, hiking trails, or fields. Our signs are windproof and waterproof and can be placed at different heights for various age levels.

How might my Maine-based organization borrow a StoryWalk™?

In the Portland, Maine area: For information on borrowing the *Let's Go! StoryWalk™ Scoot!* by Maine author/illustrator Cathryn Falwell, contact either Jackie Rogers at 207.541.6952, email jrogers@portlandmaine.gov, or Amanda Hutchins at 207.874.8618, email ahutchins@portlandmaine.gov.

In the Rockport, Maine area: For information on borrowing the *Let's Go! StoryWalk™ Down to the Sea with Mr. Magee* by Maine author/illustrator Chris Van Dusen, contact Adrienne Gallant at 207.596.8951, email agallant@penbayhealthcare.org.

Snow Day! To borrow *Snow Day!* by author Patricia Lakin and illustrator Scott Nash, please contact Marion Doyle directly through the WinterKids Program at mdule@winterkids.org.

The StoryWalk™ Project was created by Anne Ferguson of Montpelier, VT and developed in collaboration with the Vermont Bicycle & Pedestrian Coalition and the Kellogg Hubbard Library.



Start a

PHYSICAL ACTIVITY CLUB



Notes from one Successful Teacher:

- Last year I bumped into one of my former students and she said “Know what I miss most about second grade? Thousand-Step Thursday. I wish my third grade teacher took us walking.”
- My class walked at the same time each week and parents knew that if they showed up, they were welcome to join us.
- Teach students how to use pedometers; pedometers are great motivators for walking.

A physical activity club is a great way to provide opportunities for kids to get physical activity every day. Check out the example clubs below and give them a try, or come up with your own club!

Thousand-Step Thursday

Keep track of steps using pedometers and record steps on a chart or incorporate them into a mathematics lesson; grades 2 and up really enjoy using pedometers.

On-the-Move Monday (or Walking Wednesday)

Make a commitment to walk for a period of time every Monday (or Wednesday) for the entire school year.

Twenty Miles in Twenty Days

Choose a month with twenty school days. Map out an area around the school or community that is exactly one mile. Every day for a month, have students walk the mile course. At the end of the month, they will proudly say that they were able to walk twenty miles in twenty days! This is a great activity for the spring.

Look what one school did!

Be sure to look both ways before you cross the entrance to Hall School in Portland; if you're not paying close attention you risk being run down by the “Recess Runners.” “Recess Runners” is a program designed to get students active during the school day. Students have the opportunity to walk or run a marked trail during recess and free periods and receive a punch on an index card for each lap completed. A teacher or parent volunteer stands nearby to give the hole punches. When they return inside, they move their marker a bit farther on the path across the United States according to how many laps they ran. The program has been a great success, with teachers reporting better attendance and behavior after lunch.



ACTIVE RECESS!



Recess should never be denied, withheld as punishment, or used as a time to make up incomplete academic work.

Active recess means kids are getting real physical activity during recess, rather than sitting and talking. Active recess periods allow students to release energy and reduce stress. This helps improve classroom attention and decreases disruptive behavior! Aim to have all students be physically active during the majority of recess time through age appropriate games and other organized activities.

Help ensure your school's recess periods are active:

- Commit to active recess as a school-wide practice. Everyone can play a role! The classroom teacher can help teach new rules of activities, while the physical education teacher can help teach new activities. The art teacher may help develop new rules posters. The school counselor and school nurse can help integrate safety and social rules.
 - Review and improve, if needed, recess areas. If possible, establish safe grassy, blacktop, and playground equipment areas. Paint colorful markings on blacktop.
 - Allow all children to participate in recess activities. Avoid withholding recess from students who misbehave in other academic classes.
 - Allow children at different developmental levels private use of large equipment area (swings, climbing equipment, and slides). For example, avoid having fifth grade students play on the large structures at the same time as the first grade.
 - Provide a consistent set of rules for each area of the playground. Post them where all can see.
 - Plan out age-appropriate activities and obtain needed supplies and equipment.
 - Teach kids appropriate use of each area of the playground.
 - Increase the use of games and equipment during recess by providing equipment choices for each area of the playground.
 - Teach appropriate games at each grade level.
- TIP:** Both physical education and classroom teachers can integrate games into units.
- Examples of some popular games include: Four Square, Longball, Basketball, Around the World, Tetherball, Multi-Use Circle, Wallball, Alphabet Track, Running Track-Painted Line, Tricycle Track, Volleyball, Prisoner Court, Skipping Track, US Map, and Hopscotch.
 - Let kids use pedometers at recess. Track movement as a classroom activity!
 - Consider having recess before lunch (students play and then eat).
 - Develop an active recess handbook for the school and orient all playground supervisors.



Starting a Walking School Bus: The Basics

SafeRoutes

National Center for Safe Routes to School



Why develop a walking school bus?

Studies show that fewer children are walking and biking to school, and more children are at risk of becoming overweight. Changing behaviors of children and parents require creative solutions that are safe and fun.

Implementing a walking school bus can be both.

What is a walking school bus?

A walking school bus is a group of children walking to school with one or more adults. If that sounds simple, it is, and that's part of the beauty of the walking school bus. It can be as informal as two families taking turns walking their children to school to as structured as a route with meeting points, a timetable and a regularly rotated schedule of trained volunteers.

A variation on the walking school bus is the bicycle train, in which adults supervise children riding their bikes to school. The flexibility of the walking school bus makes it appealing to communities of all sizes with varying needs.



Chester, VT



Apex, NC

Parents often cite safety issues as one of the primary reasons they are reluctant to allow their children to walk to school. Providing adult supervision may help reduce those worries for families who live within walking or bicycling distance to school.

Starting simple

When beginning a walking school bus, remember that the program can always grow. It often makes sense to start with a small bus and see how it works. Pick a single neighborhood that has a group of parents and children who are interested. It's like a carpool—without the car—with the added benefits of exercise and visits with friends and neighbors. For an informal bus:

1. Invite families who live nearby to walk.
2. Pick a route and take a test walk.
3. Decide how often the group will walk together.
4. Have fun!



Reaching more children

Success with a simple walking school bus or a desire to be more inclusive may inspire a community to build a more structured program. This may include more routes, more days of walking and more children. Such programs require coordination, volunteers and potential attention to other issues, such as safety training and liability. The school principal and administration, law enforcement and other community leaders will likely be involved.

First, determine the amount of interest in a walking school bus program. Contact potential participants and partners:

- Parents and children
- Principal and school officials
- Law enforcement officers
- Other community leaders

Second, identify the route(s).

- The amount of interest will determine the number of walking routes.
- Walk the route(s) without children first.

Third, identify a sufficient number of adults to supervise walkers.

The Centers for Disease Control and Prevention recommend one adult for every six children. If children are age 10 or older, fewer adults may be needed. If children are ages 4 to 6, one adult per three children is recommended.

Next, finalize the logistical details.

- Who will participate?
- How often will the walking school bus operate? Will the bus operate once a week or every day?
- When do children meet the bus? It's important to allow enough time for the slower pace of children, but also to ensure that everyone arrives at school on time.
- Where will the bus meet children—at each child's home or at a few meeting spots?
- Will the bus operate after school?
- What training do volunteers need?
- What safety training do children need?

Finally, kick-off the program.

A good time to begin is on International Walk to School Day. Walk and look for ways to encourage more children and families to be involved. Have fun!

For more information about planning and conducting a walking school bus, see <http://www.walkingschoolbus.org/resources.html>.

When picking a route, answer these four questions:

- 1 Do you have room to walk?**
Are there sidewalks and paths?
Is there too much traffic?
- 2 Is it easy to cross the street?**
- 3 Do drivers behave well?**
Do they yield to walkers?
Do they speed?
- 4 Does the environment feel safe?**
Are there loose dogs?
Is there criminal activity?

For more help identifying walkable routes, use the Walkability Checklist at <http://bit.ly/wchecklist>.

1

GET ONE HOUR OR MORE OF PHYSICAL ACTIVITY EVERY DAY



Move 1 hour every day!

Physical activity can be free and fun!

- Take a walk with your family
- Play with your pet
- Play tag
- Take a bike ride
(remember to wear your helmet)
- Turn on music and dance
- Jump rope
- Play Frisbee
- Take the stairs
- Park the car at the end of the parking lot
- Make snow angels

Make physical activity easier.

- Make gradual changes to increase your level of physical activity.
- Track the level of your physical activity using a pedometer, fitness band, or online tracker.
- Choose toys and games that promote physical activity (e.g. balls, hula hoops, jump ropes, scarves).
- Do physical activities together with friends or family.
- Turn off the TV and computer and keep them out of the bedroom.
- Limit recreational screen time (e.g. TVs, computers, video games, etc.).
- Encourage lifelong physical activity by incorporating it into your routine.
- Keep physical activity fun! You'll be more likely to do it.



be a
**role
model**
Schedule active family
play time daily.

Did you know?

One hour of moderate physical activity means:

- Doing activities where you breathe hard, like fast walking, hiking, or dancing.

20 minutes of vigorous physical activity means:

- Doing activities where you sweat, like running, aerobics, or basketball.

Physical activity...

- Makes you feel good.
- Makes your heart happy.
- Makes you stronger.
- Makes you flexible.



www.lets-go.org

TAKE IT OUTSIDE

With so much technology, it can be hard to pull ourselves away from indoor attractions like computers, TVs, and video games. As a result, we miss out on the exciting and beautiful world of nature that is right outside the door. Spending time in nature, either alone or with our families, has positive outcomes for everyone.

Did you know that experts have found that kids who have greater contact with nature are happier, healthier, smarter, more creative, more optimistic, more focused, and more self-confident? Families also have stronger bonds and get along better if they participate in activities outside. Getting outside can even help prevent diabetes, behavioral disorders, and depression. So, no matter how tempting staying inside may be, making time for nature is really important!

Tips to get involved:

- Make a list of nature activities that your kids want to do and then use those activities as rewards.
- Encourage kids to go outside with you while you do yard work.
- Help kids plant a garden that they can take care of.
- Check out books on local animals, like birds, and help your kids explore them.
- Get other friends and families involved in your nature outings—the more, the merrier!

Here are some fun, family-friendly outdoor activities you can try:

- Go apple or berry picking
- Jump in puddles
- Go stargazing and pick out your favorite constellations
- Plant a vegetable garden
- Go for a hike or nature walk
- Collect seashells on the beach
- Follow animal tracks
- Sleep in the backyard
- Go sledding
- Go fishing





All of these exercises can be done with limited space and no equipment!

Kneeling Push-Ups

Start with your knees on the ground, feet lifted and your hands directly underneath your shoulders. Put your body into a kneeling plank position. Slowly lower your chest down and push your body back up to the starting position. You can also do these on the wall to start or on your toes as you gain more strength.

Planks

Start by lying face down. Place your elbows and forearms underneath your chest and prop yourself onto your toes and forearms. Maintain a flat back and do not allow your hips to sag toward the ground. These can also be done in a kneeling position. Start by holding this position for 10 seconds and work your way up to a longer time!

Squats

Sit back like you are sitting in a chair, bending at the knees, hinging at the waist, and putting your weight in your heels. Be careful not to extend your knees over your toes! Return to standing once you have reached a comfortable range of motion. Taking care of knees? Don't go as far down into the squat, or use a chair behind you. Slowly sit back on the edge of the chair and then return to a standing position.

Jumping Jacks

Start out with this move by stepping one foot out, then the other. As you feel comfortable, work up to jumping both feet out at one time and bring your arms out into a V-position at the same time. Great for warming up your muscles!

Running in Place

Just starting out? March in place and build up to a jog. Keep it up for 10-30 seconds. This simple exercise gets the heart pumping and works important muscles!

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY FIVE

Limit Recreational Screen Time

STRATEGY 5: Limit Recreational Screen Time

why does this matter?

Limiting screen time can help prevent childhood obesity.¹

Young children who spend less time watching TV tend to do better in school, have a healthier diet, and are more physically active when they are older.²

Too much screen time puts kids at risk for lower reading scores, attention problems, and problems learning.³⁻⁶

Screen time includes time spent watching TV, playing video games, using a computer, and using mobile devices such as smartphones and tablets.

As new screen technologies become popular, they don't replace the old ones. For example, video games and tablets have not replaced television time—they have actually added to the amount of time kids spend with screens.⁷

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STRATEGY 5: Limit Recreational Screen Time

how to implement

As a school, it's important to limit recreational screen time during school hours and to support families in limiting screen time outside of school. Use the ideas below to work on both areas!

Bolded items mean there is a supporting handout in this section!

SCREENS

include TVs, computers, video games, tablets, and smartphones.

RECREATIONAL SCREEN TIME

is screen time used for non-educational purposes.

Use screen time for educational purposes only.

Use physical activity to replace screen time.

- Get some ideas from the **Pause to Play!** handout.

Support families in limiting recreational screen time:

- Create **Take Home Activity Bags** for families to borrow.
- Host family fun nights to provide families with an alternate activity to screen time.
- Send home the **Healthy Activities for School Vacation**.
- Use the **My Favorite Things to Do Instead of Watching TV** worksheet.
- Do a **Screen Time Challenge**.
- Inspire families to participate in **National Screen-Free Week**.
- Send home the **It's Summer! Let's Ditch the Screens and Play!** handout.
- Help protect kids from the unhealthy effects of media by teaching them **Media Literacy** skills.

Learn about the importance of limiting recreational screen time and how to do it and share this knowledge with families using these handouts:

- **Limit Recreational Screen Time to Two Hours or Less**
- **Step Away From the Screen!**
- **Ditch Your Phone for an Hour a Day to Get Active and Play!**
- **Promote Healthy Viewing Habits**
- **Unplugged!**
- **Healthy Sleeping Habits**

Set a policy that limits recreational screen time.

- Refer to the **Let's Go! Recognition Program packet** in the 'Step 5: Celebrate' Tab for help with this.



Change
the Channel
PAUSE

TO PLAY

Kids are getting way too much screen time these days—up to 7 hours a day in some cases. Much of the time kids are spending in front of screens is time kids **USED** to spend being active.

bring
back
silly!

In school kids often get extra screen time when there is indoor recess. Let's switch this back around and replace screen time with physical activity!

Here are a few ideas to ensure that instead of screen time during indoor recess kids are getting physical activity:

- Turn on music and have a dance party.
- Set up an obstacle course.
- Do age-appropriate exercise videos.
- Do a scavenger hunt.
- Use the gym to play active games like: Red Light Green Light, Freeze Dance, Hopscotch, Tag, Simon Says, Twister.
- Play Balloon Volleyball: Blow up some balloons. Break into two teams and sit on the floor facing each other. The object of the game is to not let the “volleyball” touch the ground.
- Use the *Motor Breaks and Games for Elementary Schools* booklet that came with your toolkit.



ACTIVITY BAGS

what's in
your bag?



Looking for a way to help families unplug from screens? Try creating Take Home Activity Bags!

1. **Create Take Home Activity Bags or Boxes.** Fill a bag or box with new and different activities for kids and families to do at home as an alternative to screen time. Include special items that your students like but don't have access to every day. You want to provide desirable items that the students want!
2. **Advertise to families.** Let families know that students may "check out" an Activity Bag for the evening as an alternative to screen time. Consider adding the sentence below to parent communications.

"Attention Families! We now provide Take Home Activity Bags available to check out overnight for a fun alternative to screen time! If you'd like to have a screen-free evening, contact ____."
3. **Develop a check-out system.** Who will be responsible for the bags? The school nurse? The librarian? Front office staff? How long will parents be allowed to borrow them for? How will you handle any lost or broken items?
4. **Keep the bags updated.** Use fun and exciting toys and activities!

floor puzzles • board games • story books • activity dice • snow block makers • directions and supplies for special arts and crafts • jump ropes • animal tracks book •

Circle each activity
when completed.
Complete as many
as you can!

Name: _____ Vacation Dates: _____

- Go sledding
- Try a new physical activity
- Make your own dip for veggies
- Go for a walk
- Build a snowman
- Play outdoors all day
- Play a card game
- Create an obstacle course
- Go on a hike
- Play baseball
- Build a snow fort
- Do a jigsaw puzzle
- Go swimming
- Dance to music
- Play a board game
- Go bowling
- Drink a glass of water upside-down
- Create a skit or play
- Go roller skating
- Play football in the snow
- Strike a yoga pose
- Have a fruit smoothie
- Jump rope or skip
- Don't use any screens all day
- Write a letter
- Eat a banana spread with peanut butter and rolled in cereal
- Help make dinner
- Build a fort with furniture and blankets
- Go to a sporting event
- Make a card for someone special
- Do as many cartwheels or somersaults as you can
- Climb a tree
- Find a new park to visit

WHAT ELSE DID YOU DO?

unplugged
can be fun!

My Favorite Things to Do

INSTEAD OF **WATCHING TV**



let's
unplug
together!



www.letsgo.org

Name: _____

Life is more fun when you join in!

What do you like to do that helps your mind and body grow strong?

Here are some ideas to get you going:

puzzles • reading • dancing • singing •
hopsotch • building towers • playing
dress-up • jumping • rolling down hills •
walking • riding a bike • playing catch •
helping in the kitchen • flying kites

[illegible]

Take the SCREEN TIME CHALLENGE

Screens include TVs, computers, video games, tablets, and smartphones.

We know that most kids are getting too much screen time but often we don't know just how much. A fun way to find out and also reduce the amount of screen time is to challenge students to set a goal and then track the amount of screen time they are getting.

The challenge is easy

1. Make a copy of the log below for each student to use and track their screen time. They can either bring it home or complete it in class.
2. Ask each student to set a goal for limiting the amount of screen time they get each day. Then ask them to write their goal in the top line of the screen time log.
3. Once they have their goal, ask them to record how much screen time they get each day of the week.
4. At the end of the challenge, ask students to share if they met their goal or not for every day of the week. If not, how many days out of the week did they achieve their goal? What do they think were the reasons they either met or didn't meet their goal?

Screen Time Goal

	T.V. OR MOVIES	VIDEO GAMES	TEXTING OR EMAIL	INTERNET BROWSING	TOTAL HOURS PER DAY
Mon					
Tue					
Wed					
Thu					
Fri					
Sat					
Sun					
TOTAL HOURS PER WEEK					



Inspire Families to Participate in

NATIONAL SCREEN-FREE WEEK



Here is how the Saco, Maine School Department, with help from *Let's Go!* York County, inspired students and families to participate in National Screen-Free Week!

Screen-Free Week is 7 days every May when kids, families, and communities around the world unplug from digital entertainment and rediscover the joys of life beyond the screen.

Far in advance:

- The district applied for grant funding to purchase materials for a “Screen-Free Week Survival Kit” for each K-5 classroom. Kits contained things like a set of Fitness Dice, daily activity log sheets, small incentive prizes, and Achievement Certificates which each student received at week’s end.

Couple weeks before:

- Each school sent home a letter telling parents that their child’s class would be participating in Screen-Free week and encouraging families to take part as well.

The week before:

- Administrators briefed staff on the plans for their specific school.
- Screen-Free Week posters were hung throughout the schools.
- A student-recorded message was sent out to the phones of all parents with a reminder of the week-long celebration and encouragement to get involved.

Tips for success from Karen MacKenzie, Fairfield Elementary School 5-2-1-0 Champion:

- Have staff use a common message to help get students and families on board, such as “Turn off the TV and turn on _____ (life, books, creativity, fun, etc.)!”
- Reference Screen-Free Week in newsletters, e-mails, web pages, etc. “Talk it up” in many ways!
- Remind students daily that this is a special week and a special challenge.
- Bring in fresh new activities and games for classroom movement breaks.
- Motivate students to participate with small prizes.
- Ask teachers to tie the theme into their curriculum (e.g. read screen-free week themed books, do graphs about TV viewing habits, etc.)



IT'S SUMMER!

Let's Ditch the SCREENS and

PLAY

How many of these fun summer activities can you complete this summer?

- ☐ Build a fort.
- ☐ Build sand castles.
- ☐ Catch butterflies.
- ☐ Cheer for a local sports team.
- ☐ Clean a local park.
- ☐ Climb trees.
- ☐ Dig up worms.
- ☐ Do a water balloon toss.
- ☐ Draw with sidewalk chalk.
- ☐ Eat watermelon and have a spitting seeds contest.
- ☐ Finger paint.
- ☐ Go berry picking.
- ☐ Go camping.
- ☐ Go fly a kite.
- ☐ Go on a nature walk.
- ☐ Go rollerblading/roller-skating.
- ☐ Go swimming.
- ☐ Go to a Farmer's Market.
- ☐ Go to the playground.
- ☐ Have a dance party.

- ☐ Have a healthy picnic.
- ☐ Have a hula hoop contest.
- ☐ Have a sack race.
- ☐ Have a three-legged race.
- ☐ Hug a tree.
- ☐ Make a fruit smoothie.
- ☐ Make flavored water by adding mint and cucumber to a pitcher of ice water.
- ☐ Make sock puppets.
- ☐ Paint rocks.
- ☐ Plant a seed.
- ☐ Play dress up.
- ☐ Play flashlight tag.
- ☐ Play hide and seek.
- ☐ Play mini-golf.
- ☐ Play with face paint.
- ☐ Run through the sprinkler.
- ☐ Wash the car by hand.
- ☐ Go star-gazing.



HAVE AN ABC SCAVENGER HUNT!

Write the ABCs on the edge of a paper plate and give one plate to each child. Walk around the yard or neighborhood. When they see something that starts with that letter (e.g.: Nest - N), mark off the N on their plate.

Think

MEDIA Literacy

What is Media Literacy?

Media literacy is the ability to think critically about the messages heard, seen, and read through books, magazines, TV, advertising, radio, internet, and other media.

Media literacy education is used to protect children and adolescents from the unhealthy effects of media by teaching them skills to think critically about messages in the media.

Use these key questions from the Center for Media Literacy to help children analyze media messages:

- Who created this message?
- What creative techniques are used to attract my attention?
- How might different people understand this message differently from me?
- What lifestyles, values, and points of view are represented in, or left out from, this message?
- Why is this message being sent?

The goal of asking questions like this is to help children build the habit of analyzing the media messages they are exposed to.

Recommended resources:

- Center on Media and Child Health, www.cmch.tv
- Center for Media Literacy, www.medialit.org
- Media Literacy Clearinghouse, www.frankwbaker.com/mlc
- Action Coalition for Media Education, www.acmecoalition.org
- Common Sense Education, www.common sense media.org/educators



2

LIMIT RECREATIONAL SCREEN TIME TO HOURS OR LESS EVERY DAY

Keep TV/Computer out of bedroom. No screen time under the age of 2.

Life is a lot more fun when you join in!

Try these activities instead of watching TV.

- Ride a bike.
- Go on a nature hike.
- Put together a puzzle.
- Turn on music and dance.
- Read a book or magazine.
- Spend time catching up with your family.
- Take your kids to the park or beach.
- Play board games.
- Walk, run, or jog.
- Start a journal.
- Play ball (basketball, catch, soccer, etc.).
- Go to the library.
- Explore free activities in your community.
- Rollerblade.
- Play charades.
- Go play in the snow (e.g. sled, ski, snowshoe, build a snowman or fort).

Tame the TV and computer!

Set limits and provide alternatives.

- Set some basic rules, such as no TV or computer before homework or chores are done.
- Do not watch TV during mealtime.
- Use a timer. When the bell rings, it's time to turn off the TV.
- Eliminate TV time during the week.
- Set family guidelines for age-appropriate shows.
- Make a list of fun activities to do instead of being in front of a screen.
- Keep books, magazines, and board games in the family room.

Healthy screen time means:

- No TV/computer in the room where the child sleeps.
- No TV/computer under the age of 2.
- One hour of educational TV/computer time between ages 2 and 5.
- After the age of 5, two hours or less per day.

Did you know?

- Screen time includes time spent on TVs, computers, gaming consoles/handhelds, tablets, and smartphones. It's important to limit the use of ALL screens.
- Watching TV is associated with more snacking and increased obesity.
- Too much TV has been linked to lower reading scores and attention problems.



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Step Away FROM THE SCREEN!

Did you know research shows that when parents set media rules, children's media use is almost **three hours lower per day!**

TVs are on for an average of 7 hours and 40 minutes per day! Let's shake up the routine!

Indoor alternatives to screen time:

- Dance to your favorite music; let the kids DJ!
- Set up an indoor obstacle course.
- Keep a balloon or beach ball aloft as long as you can.
- Do a family art project.
- Make a fort out of furniture and blankets.
- Make up and act out a skit.

Outdoor alternatives to screen time:

- Organize a neighborhood scavenger hunt.
- Take a walk with your family.
- Ride your bike to the nearest playground.
- Play catch with friends and/or family.
- See how many jumping jacks, somersaults, and/or cartwheels you can do.



Suggested rules to live by:

- 2 hours or less per day* of total screen time (includes TV, non-school related computer time, and video games).
- No TV during meal times.
- No TV during homework.
- No television sets in any bedrooms.
- No eating while watching TV.
- No surfing—watch favorite shows only.
- Limit viewing to specific days/times.

GET ACTIVE + **PLAY!**

DITCH YOUR PHONE for

1 HOUR A DAY

Focus on fun and try a few of these physical activities with your family.

- Biking
- Hula-Hooping
- Walking
- Jumping Rope
- Running
- Soccer
- Tag
- Hopping
- Yoga
- Frisbee
- Hiking
- Scavenger Hunt
- Dancing
- Tennis
- Jogging
- Whiffle Ball
- Skipping
- Basketball
- Tug-O-War
- Skating

WHO: You and your family

WHAT: 1 hour of physical activity

WHEN: Every day after school or work

WHERE: Outside—or inside if it's too dark out

HOW: Ditch the social media, pick an activity, and **GO! GO! GO!**

Tips for getting started:

- Create a healthy environment for your family by doing physical activity together.
- Leave electronic devices in a designated area and have the whole family do fun activities together.
- Pick a variety of activities to work on strength, endurance, and flexibility (e.g. play tug-o-war on Monday, play tag on Tuesday, and do yoga poses on Wednesday).
- Track your activity and encourage each other along the way to having a stronger, healthier family.



PROMOTE **HEALTHY VIEWING** HABITS

How much screen time is too much?

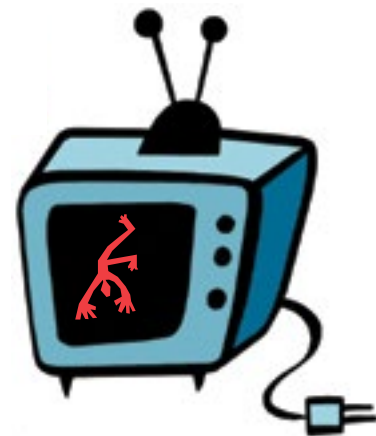
The American Academy of Pediatrics (AAP) recommends that kids under 2 years old not have **any screen time** and that those older than 2 have **no more than** 1-2 hours a day of quality programming.

Why is this important?

TV and other electronic devices can get in the way of learning, exploring, playing, sleeping, and interacting with parents and others, which encourages learning and healthy physical and social development.

Here are some tips you can use to help your child develop positive screen time habits:

- Keep screens out of your child's bedroom.
- Turn off TV and put away handheld devices during meal time.
- Treat screen time as a privilege to be earned—not a right.
- Establish and enforce family viewing rules, like allowing screen time only after chores and homework are complete.
- Make a list of fun activities to do instead of being in front of a screen. Keep books, magazines, and board games easily available.



What counts as a screen time?

Screen time is any time spent using TVs, computers, video games, tablets, and/or smartphones.



UNPLUGGED!

Life is a lot more fun when you join in!



Interesting facts about TV

- Screen can be habit-forming: the more time kids engage with screens, the harder time they have turning them off as they become older.
- Over half of advertisements during kids' TV shows are about foods, and up to 98% of these promote foods that are high in fat, sugar, and/or sodium.
- Reducing screen time can help prevent childhood obesity.
- Kids who spend less time watching television in early years tend to do better in school, have a healthier diet, be more physically active, and be better able to engage in schoolwork in later elementary school.

Adapted from Campaign for a Commercial-Free Childhood

Try some of these “unplugged” activities instead of watching TV.

- Take a walk
- Ride a bike
- Go on a nature hike
- Put together a jigsaw puzzle
- Go camping (even if it's just in the backyard)
- Go to a school sporting event
- Play a board game
- Read a book
- Play outside
- Turn on the music and dance
- Start a journal

Check these out!

- Center on Media and Child Health: www.cmch.tv
- Campaign for a Commercial-Free Childhood: www.commercialfreechildhood.org



HEALTHY SLEEPING HABITS

How much sleep is enough?

There are no exact number of hours of sleep required by all kids in a certain age group, but the National Sleep Foundation suggests:

- Preschoolers (ages 3 to 5) need 10 to 13 hours of sleep a night.
- School-Age kids (ages 6 to 13) need 9 to 11 hours of sleep a night.
- Teens (ages 14 to 17) need 8 to 10 hours of sleep a night.

The average kid has a busy day. There's school, taking care of pets, playing with friends, participating in sports practice or other activities, and doing homework. By the end of the day, kids need sleep. However, a lot of kids are not getting the sleep they need. National experts surveyed kids about their sleep habits and here's what they learned:

- 70% of kids said they wish they could get more sleep.
- 71% of kids said they feel sleepy or very sleepy when it's time to wake up for school.
- 25% of kids said they feel tired at school every single day.



Five tips for bedtime

It may be a challenge to make a change to your children's bedtime routine, but if you stick to it your efforts will pay off.

These ideas can help:

1. Help your child prepare for school the night before by laying out their clothes, backpack, etc.
2. Set up a routine where kids slow down before bed and go to bed about the same time each night.
3. Avoid screen time at least one hour before bedtime.
4. Make the bedroom a cozy environment where your child wants to be.
5. Make the bedroom a screen-free zone.
6. Adjust your child's bedtime earlier if they are not getting enough sleep.

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY SIX

Participate in Local, State and National Initiatives
that Support Healthy Eating and Active Living

STRATEGY 6: Participate in Local, State, and National Initiatives that Support Healthy Eating and Active Living

why does this matter?

Other initiatives may **share new information, tools, and resources** that will support your efforts and increase the potential to create change.¹⁻³

Valuable relationships can be formed through collaboration with other initiatives that will help promote culture change across the community.¹⁻³

Coordinating with other initiatives to support healthy eating and active living will help to **improve the commitment and sustainability of local efforts.**¹⁻³



References

1. Keener D, Goodman K, Lowry A, Zaro S, Khan LK. Recommended community strategies and measurements to prevent obesity in the United States: Implementation and measurement guide. *Centers for Disease Control and Prevention*. 2009.
2. Organization WH. Population-based prevention strategies for childhood obesity: report of a WHO forum and technical meeting, Geneva, 15-17 December 2009. 2010.
3. Davis MM, Gance-Cleveland B, Hassink S, Johnson R, Paradis G, Resnicow K. Recommendations for prevention of childhood obesity. *Pediatrics*. 2007;120(Supplement 4):S229-S253.

STRATEGY 6: Participate in Local, State and National Initiatives that Support Healthy Eating and Active Living

how to implement

Bring fresh ideas and resources to your Let's Go! work when you participate in other initiatives that support healthy behaviors.

- Bolded items** mean there is a supporting handout in this section!

Get involved with one of these excellent initiatives:

- Farm to Preschool www.farmtopreschool.org
- WinterKids Preschool GOAL www.winterkids.org
- Let's Move Active Schools www.letsmoveschools.org
- Fuel Up to Play 60 www.fueluptoplay60.com
- Safe Routes to School www.saferoutestoschools.org
- HealtheirUS School Challenge: Smarter Lunchrooms www.fns.usda.gov/hussc/healthierus-school-challenge-smarter-lunchrooms
- Smarter Lunchrooms www.smarterlunchrooms.org

Use national healthy observations:

- **Use Healthy Dates to Celebrate** to enhance your curriculum.

here **there** and
everywhere!



Put These on Your Calendar

HEALTHY DATES TO CELEBRATE



who
doesn't
like to
celebrate!

The chart below shows some of the special days, weeks, and months of the year for celebrating health. Choose the special occasions you would like to celebrate with the kids. By adding these healthy dates into your schedule, you'll enhance your curriculum, support healthy eating, and promote physical activity all at the same time!

MONTH	SPECIAL DAYS, WEEKS, AND MONTHS
September	Fruits and Veggies – More Matters www.fruitsandveggiesmorematters.org Family Health and Fitness Day USA www.fitnessday.com
October	Health Literacy Month www.healthliteracy.com International Walk to School Month www.iwalktoschool.org
Week 2	National School Lunch Week www.schoolnutrition.org
November	Take a Hike Day (17th) National Parfait Day (25th)
December	National Hand Washing Awareness Month www.henrythehand.com
January	National Fiber Focus Month Oatmeal Month http://wholegrainscouncil.org/
Week 4	Healthy Weight Week http://www.healthyweight.net/hwww.htm
February	National Sweet Potato Month American Heart Month www.heart.org
March	National Nutrition Month www.eatright.org
Week 2	National School Breakfast Week www.schoolnutrition.org
April	National Garden Month www.nationalgardenmonth.org
Week 4	National-Screen-Free Week www.screenfree.org
May	National Strawberry Month National Physical Fitness and Sports Month http://www.foh.hhs.gov/dbdmarketing/npfsm.html National Bike Month www.bikeleague.org
1st Wed	All Children Exercise Simultaneously (ACES) www.lensaunders.com/aces
June	National Fresh Fruit and Vegetable Month
August	Watermelon Day (3rd)

For more special monthly observations, go to:

<http://healthymeals.nal.usda.gov/features-month-1>

<http://snap.nal.usda.gov/nutrition-through-seasons/holiday-observances>

<http://food.unl.edu/fnh/january>



STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY SEVEN

Engage Community Partners to Help Support
Healthy Eating and Active Living

STRATEGY 7: Engage Community Partners to Help Support Healthy Eating and Active Living

why does this matter?

Positive change is more likely to occur when community partners are part of a program's development and implementation.¹

Engaging community partners and building coalitions can help to coordinate and align efforts and leverage resources in the community to support healthy eating and active living.²

Community engagement can help build trust, find new resources and allies, create better communication, and improve overall health outcomes as successful projects evolve into lasting collaborations.¹



References

1. Centers for Disease Control and Prevention. *Principles of community engagement: Second edition*. CDC/ATSDR Committee on Community Engagement. 2011.
2. Koplan JP, Liverman CT, Kraak VI. Preventing childhood obesity: health in the balance: executive summary. *J. Am. Diet. Assoc.* 2005;105(1):131-138.

STRATEGY 7: Engage Community Partners to Help Support Healthy Eating and Active Living

how to implement

Community partners can add expertise and extra hands to your *Let's Go!* efforts. Think about how you might include one of the community partners in your plan for the year.

● **Bolded** items mean there is a supporting handout in this section!

Engage community partners:

- Ask SNAP educators to provide nutrition education.
- Ask Health professionals such as your school physician, local pediatrician, or nutritionist to come share their expertise.
- Ask Cooperative Extension Master Gardeners to help with your school garden.
- Invite local college students to lead a healthy activity.
- Partner with your local food bank to do a healthy food drive using the **Please Give Nutritiously** handout.
- Take a tour of a local farm to learn how fruits and vegetables are grown.
- Seek funding using the **Sample Language for Requesting Support from Local Businesses**.
- Involve kids in **Activities that Involve the Community** in healthy eating and active living.





Please Give Nutritiously

Shelter, soup kitchens, and food banks depend on your generous food donations. Your local Healthy Maine Partnership hopes you give from the heart and for the heart—food that is nutritious and healthy. Here are a few suggestions:

- Whole Wheat Pasta
- Unsalted Nuts & Seeds
- Fruit Canned in Fruit Juice
- Low-sodium Soups, Sauces, & Canned Vegetables
- Canned Beans
- Whole Grain Cereals
- Dried Fruit

Donations can be delivered to:

Pantry: _____

Address: _____

Between the hours of: _____

Contact: _____

Thank you for whatever you can give!



Shopping List

Here is a sample shopping list for your food pantry donations. Take one through the store with you as a reminder of some positive donation items. Check off the items that you find.

- ☒ Thank you for your donations.
- ☐ Beans: black, kidney, navy, garbanzo
- ☐ Whole grains: rice, oats, bran, quinoa
- ☐ Canned fish (packed in water—no added salt)
- ☐ Fruit, canned (packed in juice), peaches, pears, applesauce
- ☐ Nuts and seeds: almonds, walnuts, peanuts
- ☐ Pasta: whole wheat or whole grain
- ☐ Rice: brown, if possible
- ☐ Soup, canned (low sodium): lentil, minestrone, chicken and rice, chili
- ☐ Vegetables, canned: tomatoes, corn, string beans

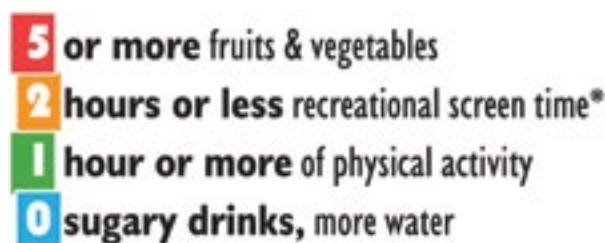
Sample Language for Requesting

SUPPORT FROM
LOCAL BUSINESSES**Keys to a
successful letter:**

- **Be specific!**
Determine what you would like funds for and ask for it specifically.
- **Consider listing a specific amount.**
- **Consider asking for a product as opposed to money.** Food stores may rather donate healthy snacks instead of money.

Dear _____,

Our school is participating in a healthy lifestyle program called *Let's Go!* which promotes the following message:



*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

Through *Let's Go!*, we are working hard to create environments, policies, and practices at our school that promote and support healthy lifestyles.

I am writing to request your support in our efforts. While *Let's Go!* can be implemented at no cost, additional funding allows for enhanced implementation of the program. With additional funding, we could contribute to sustainable change by _____. The total cost is estimated at: \$_____. A donation of any amount is greatly appreciated.

Engaging community leaders is one of our goals as a part of the *Let's Go!* program. Support from local businesses will enhance our community as a whole. Thank you for considering our request and please contact me at _____ with any questions.

Sincerely,

Examples to fill in the blank with:

- ...purchasing physical activity equipment that would be used as a reward for good behavior.
- ...being able to provide fresh fruits and vegetables as a snack once a month.
- ...supporting a staff wellness development program to all our staff.
- ...improving the food environment by purchasing salad bars, new equipment, etc.
- ...purchasing pedometers for a walking program.



INVOLVE COMMUNITY

HOT TIPS:

- **Reach out to your local Healthy Maine Partnership representative!**
www.healthymainepartnerships.org
- **Tap into local experts—don't forget, some of your students' parents may be dentists, healthcare providers, or nutritionists!**
- **Use the MaineHealth Learning Resource Centers.**
<http://www.mainehealthlearningcenter.org/>



Both schools and communities can benefit from partnering together!

Try one of these ideas to begin involving your community in your *Let's Go!* work:

- Begin a school/community garden.
- Sponsor a clean-up day in the neighborhood.
- Sponsor a distinguished speaker series.
- Begin a Walk-to-School Day.
- Host a healthy community breakfast.
- Host a family fitness night.
- Create a community cookbook.
- Hold a community healthy food drive.

Examples of successful collaborations between schools and community:

YARMOUTH SCHOOL GARDEN In collaboration with the School Nutrition Program and the Maine County Extension Master Gardeners, Yarmouth created a new garden on school grounds that is used for teaching, learning, and growing vegetables for classrooms and the cafeteria. In the spring, the Master Gardeners help prepare the soil and plant the seeds. Over the summer months, families sign up for one week maintenance rotations to water and weed. In the fall when school begins, those responsibilities are returned to the school, and in the end everyone has a part in the success of the garden.



LOCAL PEDIATRICIAN IN THE CLASSROOM

The second graders at Westbrook schools received a special visit from Dr. Brian Youth, a local pediatrician. He explained the 5-2-1-0 message to students and reinforced the importance of making healthy choices. As a part of their work with 5-2-1-0 Goes to School, Westbrook schools were paying special attention to the '0' message of drinking more water and fewer sugary drinks. Dr. Youth was able to focus his visit on this topic and reinforce the work the school was doing. One child told Dr. Youth that having him come to class was 'better than eating candy!'

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY EIGHT

Partner with and Educate Families in Adopting
and Maintaining a Lifestyle that Supports Healthy Eating and Active Living

STRATEGY 8: Partner with and Educate Families in Adopting and Maintaining a Lifestyle that Supports Healthy Eating and Active Living

why does this matter?

Parents and caregivers:

- Create an environment for kids that encourages either active or inactive lifestyles.
- Make the choices about what types of foods and meals the family eats.
- Model eating and physical activity behaviors.^{1,2}

Partnerships with families can ensure that kids receive consistent messages about healthy behaviors. Families can then engage, guide, and motivate kids to eat healthy foods and be active.³

Kids pick up attitudes and behaviors about eating and physical activity from parents and caregivers.^{1,2}

Parents and caregivers must be involved in promoting healthy lifestyles in order to achieve long-lasting behavior change.¹

References

1. Story M, Kaphingst K, French S. The role of schools in obesity prevention. *Future Child*. 2006;16(1):109-142.
2. Kraak VA, Liverman CT, Koplan JP. *Preventing Childhood Obesity: Health in the Balance*. National Academies Press; 2005.
3. Centers for Disease Control and Prevention. School health guidelines to promote healthy eating and physical activity. *MMWR. Recommendations and reports: Morbidity and mortality weekly report. Recommendations and reports/Centers for Disease Control*. 2011;60(RR-5):1.

STRATEGY 8: Partner with and Educate Families in Adopting and Maintaining a Lifestyle that Supports Healthy Eating and Active Living

how to implement

Partnerships with families promote consistent messaging about healthy lifestyles and can influence the home environment. Here are some ways to bring families into the fold!

Bolded items mean there is a supporting handout!



www.letsgo.org

Partner with Families:

- Ask parents or a PTO member to be a part of your *Let's Go!* team.
- Send home the **Letter to Families Announcing a New Partnership** (found in the 'Step 1: Engage' tab of the toolkit).
- Once you are implementing all 5 priority strategies, send home the *Let's Go!* "Message to Families". (Refer to the **Let's Go! Recognition Packet** in the 'Step 5: Celebrate' Tab for a copy of the "Message to Families." There is also a modifiable version available online at www.letsgo.org/toolkits.)
- Invite families to participate in healthy eating and active living activities at your school.
- Utilize the skills of parents (e.g. nutritionist, carpenter, artist, etc.) to support your 5-2-1-0 efforts.
- Use bulletin boards and wall space to promote 5-2-1-0 messages.
- Create a 5-2-1-0 *Let's Go!* section of your program newsletter.
- Host family wellness events such as:
 - Educational sessions
 - Family cooking classes
 - Family fitness nights
 - Wellness fairs
- Send home parent handouts such as **5-2-1-0 Every Day!**

Each of the 5 priority strategy tabs has more parent handouts to share! Choose the ones you want to send home, and then go to that section to find them:

STRATEGY 1: Limit unhealthy choices for snacks and celebrations; provide healthy choices.

- **Healthy Snack Ideas – Letter to Families**
- **Ideas for Healthy Snacks**
- **Snacks to Fuel Your Brain**
- **Healthy Food for Celebrations – Letter to Families**
- **Non-Food Celebrations – Letter to Families**
- **Eat at Least Five Fruits and Vegetables a Day**
- **Healthy Shopping on a Budget**
- **Understanding Food Labels**
- **Maine Seasonal Food Guide**
- **Breakfast is Best**
- **A Meal is a Family Affair**
- **Fruits and Vegetables, All Year Long!**
- **What's a Healthy Portion?**
- **Tips for a Healthier Diet**
- **Handling a 'Choosy' Eater**
- **Phrases that HELP and HINDER**
- **Pick a Better Fast Food Option**

continued

STRATEGY 8: Partner with and Educate Families in Adopting and Maintaining a Lifestyle that Supports Healthy Eating and Active Living

how to implement

Partnerships with families promote consistent messaging about healthy lifestyles and can influence the home environment. Here are some ways to bring families into the fold!

Bolded items mean there is a supporting handout!

STRATEGY 2: Limit or eliminate sugary drinks; provide water.

- Limit Sugary Drinks Sent in from Home – Letter to Families
- Limit or Eliminate Sugary Drinks; Provide Water
- Water is Fuel for Your Body
- Sports and Energy Drinks
- How Much Sugar Do You Drink?

STRATEGY 3: Prohibit the use of food as a reward.

- Food Rewards Add Up
- What the Experts Say about Food Rewards
- Non-Food Rewards at Home

STRATEGY 4: Provide opportunities to get physical activity every day.

- Get One Hour or More of Physical Activity Every Day
- Take It Outside
- Top Five Anywhere Exercises

STRATEGY 5: Limit recreational screen time.

- Healthy Activities for School Vacation
- Limit Recreational Screen Time to Two Hours or Less
- Step Away From the Screen
- Ditch the Phone for an Hour a Day to Get Active and Play!
- Promote Healthy Viewing Habits
- Unplugged!
- Healthy Sleeping Habits

make healthy the
buzz word!



5-2-1-0 EVERY DAY!

Follow the 5-2-1-0 message to a healthier you!



- Aim to eat a wide variety of brightly colored fruits and vegetables.
- Fill half of your plate with fruits and/or vegetables.
- Frozen and canned are just as nutritious as fresh.
- Try new fruits and vegetables to discover what you like!



- Keep TV and computer out of the bedroom.
- No screen time under the age of 2.
- Turn off screens during meal time.
- Plan ahead for your screen time instead of just turning it on.



- Take a family walk.
- Turn on the music and dance.
- Use the stairs.
- Choose activities that you enjoy!



- Keep sugary drinks out of the grocery cart.
- Drink water when you are thirsty. It's the #1 thirst quencher!
- Keep a water bottle on hand and fill it up throughout the day.
- Put limits on 100% juice.

For more ideas visit www.letsgo.org

STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY NINE

Implement a Staff Wellness Program
that Includes Healthy Eating and Active Living

STRATEGY 9: Implement a Staff Wellness Program that Includes Healthy Eating and Active Living

why does this matter?

Staff who practice **healthy eating and active living** are great role models for kids.^{1,2}

A staff wellness program can strengthen the healthy eating and active living message that kids are already receiving.

A staff wellness program can encourage staff to **value nutrition and physical activity more highly**, and can increase their commitment to adopting and creating a healthy environment for the children in their care.^{1,3}

Staff becomes **more comfortable talking** about nutrition and physical activity, and they are more likely to serve healthy options for snacks, at celebrations, and at staff meetings.¹⁻⁴

References

1. Story M, Kaphingst K, French S. The role of schools in obesity prevention. *Future Child*. 2006;16(1):109-142.
2. Centers for Disease Control and Prevention. School health guidelines to promote healthy eating and physical activity. *MMWR. Recommendations and reports: Morbidity and mortality weekly report. Recommendations and reports/Centers for Disease Control*. 2011;60(RR-5):1.
3. Crawford PB, Gosliner W, Strode P, et al. Walking the talk: Fit WIC wellness programs improve self-efficacy in pediatric obesity prevention counseling. *Am. J. Public Health*. 2004;94(9):1480-1485.
4. Gosliner WA, James P, Yancey AK, Ritchie L, Studer N, Crawford PB. Impact of a worksite wellness program on the nutrition and physical activity environment of child care centers. *American Journal of Health Promotion*. 2010;24(3):186-189.

STRATEGY 9: Implement a Staff Wellness Program that Includes Healthy Eating and Active Living

how to implement

Staff who practice healthy eating and active living are great role models for kids. Help keep staff healthy by using the following tips.

Bolded items mean there is a supporting handout in this section!

Encourage staff wellness:

- Follow the **Healthy Food and Beverage Guidelines for Meetings and Occasions**.
- Incorporate movement breaks into meetings using the **Active Meeting Guidelines**.
- **Provide and Promote Safe Walking Routes**.
- Open school facilities before and after school for physical activity, especially in the winter.
- Remove junk food from staff areas.
- Use walking meetings.
- **Be a Healthy Role Model**.
- Provide opportunities for staff to learn about healthy eating and active living.
- **Role Model by Celebrating Staff Successes Without Food**

See the **Healthy Workplaces Toolkit** at <http://www.letsgo.org/toolkits/healthy-workplaces/> for more information on how to:

- Increase healthy eating at work
- Increase movement at work
- Support healthy families



Healthy Food and Beverage Guidelines for

MEETINGS AND CELEBRATIONS

Hosting a meeting or celebration?**Thinking about providing food and beverages?**

Follow these guidelines to promote healthy, nourished employees!

Guidelines:

WATER – Provide pitchers with cold, fresh water and cups, or bottled water.

MEALTIMES – Food doesn't need to be provided at every meeting, especially at meetings less than one hour.

- Notify meeting attendees ahead of time if food will be provided.
- If possible, avoid holding meetings during lunch. Lunch may be the best time for employees to get movement into their workday.

MEETING TIME	CONSIDER PROVIDING	ALWAYS PROVIDE
7 a.m. - 8 a.m.	Light Breakfast, Coffees, Teas	Water
9 a.m. - 11:30 a.m.	Healthy Snacks	Water
11 a.m. - 12:30 a.m.	Light Lunch	Water
12 p.m. - 4 p.m.	Healthy Snacks	Water

Healthy beverages:

Provide fresh cold water, milk, coffee, tea, or 100% juice. Soda is not a healthy option.

A healthy breakfast includes:

- Fruit (whole or cut up).
- Whole grains such as whole grain bagels, muffins, granola or oatmeal. You must specifically request whole grain bagels or muffins from your caterer. Ask for 'mini' versions.
- Protein – eggs (hard boiled or egg sandwich if it's a grab and go breakfast), peanut butter for bagels, yogurt, smoothies made with yogurt or protein powder, or protein bars.

A healthy lunch includes:

- Fruit (whole or cut up).
- Vegetables (salad, crudité, soup, hot or cold vegetable sides).
- Whole grains such as sandwich bread, couscous, tabouli, quinoa, crackers. You must specifically request whole grain items from your caterer.
- Entrées – Sandwiches (e.g. turkey, chicken, hummus, portabella mushroom), salads (e.g. chicken caesar salad, chef salad), vegetable pizza with low-fat cheese on whole grain crust.

A healthy snack may be:

Trail mix, pretzels, baked chips, veggie platter, fruit (whole or cut up), peanut butter and whole-grain crackers, yogurt, or popcorn.

Healthy food tips:

- Serve whole grains, fruits, and vegetables whenever possible.
- Serve small portions – cut items in half or quarters.
- Dessert doesn't have to be heavy – fresh fruit, fruit crisp, or small cookies are excellent choices. No dessert is also an option!
- Include a vegetarian option at all meals.
- Identify food items with signage.
- Serve salad dressing on the side.

*think twice
before providing food*



ACTIVE MEETING GUIDELINES

Movement during a meeting—standing, stretching or participating in a movement break—increases meeting participation and attention span, which can mean a more productive meeting. *Let's Go!* encourages movement in all meetings. Everyone will benefit from increased movement, no matter how brief. To increase movement during your meetings, follow these basic guidelines.

Guidelines for meeting leaders:

- At the beginning of every meeting **let participants know it's okay to stand up** and move during the meeting or to ask for a movement break.
- Provide **one to two movement breaks each hour** (self-directed or structured).
- **Include breaks on the agenda.**
- Always allow for participants to opt out of the activity.
- Movement breaks may be self-directed, led by the meeting facilitator, or video routines may be viewed on a website. Resources for each are in the *Let's Go!* Healthy Workplace toolkit and at www.letsgo.org.

Keep it going!

- When the energy is waning, ask everyone to stand up, take a deep breath, lift their arms over their head to reach to the ceiling, lower their arms and sit back down.
- If your discussion stalls, take a two-minute stretch break.
- Movement breaks can be as quick as two minutes, so no matter how long your meeting is, you can fit one into the agenda!

Guidelines for meeting participants:

- Movement is always optional.
- **Feel free to stand up in the back of the room.**
- Move only in ways you feel comfortable.
- Assess space and clearance to avoid injury.
- Individuals with acute or chronic conditions, or other concerns about their health, should check with their provider before beginning any new physical activity.



Provide and Promote

SAFE WALKING ROUTES

Make it easier for employees to fit more movement into their day by providing and promoting walking routes at or near the workplace.

Find safe areas to walk

Safe areas could include non-congested indoor hallways, around the edges of the employee parking lot, a nearby town park or walking path, or sidewalks through a nearby neighborhood.

Get approval

Remember to check with the building owner or property management before installing signage or marking distances.

Measure distance of walking routes (optional)

For routes on your organization's property, mark or post distances. Use an app such as Walk Watch or RunKeeper or ask to borrow a measuring wheel from your local recreation department or police department.



Promote walking options

Install signage along paths to direct walkers and show them the distance they have walked. Provide laminated walking maps in conference rooms so meeting attendees know where they can take a walk during a movement break. Recruit champions (including department and senior management and wellness committee members) to lead by example by taking walks and leading walking meetings. (See **Active Meeting Guidelines**.)

Provide time for walks

Allow and encourage staff to take walking breaks.

get
moving!



Be a

HEALTHY **ROLE MODEL**

What you do makes a difference!

Research shows that kids learn by watching those around them. They learn about eating habits, attitudes toward food, how they should feel about their bodies, and how to be physically active (or inactive).

As an important adult in a child's life, there are things you can do to help them learn healthy habits. Even small changes will make a big difference to the kids around you!

Be a healthy role model:

- Eat healthy foods.
- Participate in classroom motor breaks and games with the students.
- Use your free time to get physical activity.
- Drink water.
- Put any beverage that isn't water in an unmarked opaque container.

children are
watching you!



SUCCESSSES WITHOUT **FOOD**

**Show the kids how
you can celebrate
success without food!**

Here are some non-food ideas to get you started:

- Select a staff member of the month. Recognize them with a certificate and public announcement.
- Award gift certificates (e.g. for a car wash, movie tickets, to a bookstore, to a clothing store, to a spa, etc.).
 - Activities that promote health are especially good (e.g. a massage, day pass to a gym, cooking classes, etc.).
- Allow casual dress days.
- Award passes to a local, state, or national park.
- Award sporting tickets.
- Give them flowers.
- Write a personal thank you note.
- Offer to swap a task or cover a task for the day or week (e.g. recess duty, bus duty, extra-curricular duty, etc.)
- Allow them a special parking space for a week.



STEP THREE

IMPLEMENT ACTION PLAN

STRATEGY TEN

Collaborate with Food and Nutrition Programs
to Offer Healthy Food and Beverage Options

STRATEGY 10: Collaborate with Food and Nutrition Programs to Offer Healthy Food and Beverage Options

why does this matter?

Food and nutrition programs are essential partners in the mission to promote healthy eating.

Collaboration with food and nutrition programs **provides guidance and expertise** around nutritious meals and snacks.¹⁻³

Food and nutrition programs can reinforce positive nutrition messages by hosting educational food activities such as Eat Your Way through the Rainbow, March through the ABCs, taste testing, and kitchen tours.¹⁻³

Collaboration can **help incorporate nutrition education into the curriculum.**¹⁻³

References

1. Ritchie LD, Boyle M, Chandran K, et al. Participation in the Child and Adult Care Food Program is associated with more nutritious foods and beverages in child care. *Childhood Obesity*. 2012;8(3):224-229.
2. O'toole TP, Anderson S, Miller C, Guthrie J. Nutrition services and foods and beverages available at school: results from the School Health Policies and Programs Study 2006. *J. Sch. Health*. 2007;77(8):500-521.
3. USDA Food and Nutrition Service. Child and Adult Care Food Program (CACFP). <http://www.fns.usda.gov/cacfp/nutrition-and-nutrition-education>. Accessed April 22, 2015.

STRATEGY 10: Collaborate with Food and Nutrition Programs to Offer Healthy Food and Beverage Options

how to implement

Working to increase healthy eating? Don't go it alone! Bring your school nutrition program into the mix. Here are some ideas to consider.

Bolded items mean there is a supporting document in this section!

Collaborate with food and nutrition programs:

- Have a member of the School Nutrition Program on your *Let's Go!* team.
- Understand **The Role of School Nutrition Programs in *Let's Go!***
- Work with kids to **Build a Healthy Lunch.**
- Create a **Cafeteria-Sponsored Snack Program.**
- Create a **Cafeteria to Classroom Connection.**
- **Conduct Taste Tests.**
- Support cafeteria staff in implementing *Let's Go!* Smarter Lunchroom practices.
- Complete the **Smarter Lunchroom Scorecard** with your cafeteria manager.
- **Support Healthy School Meals.**
- Support the **Cafeteria as a Learning Lab.**
- Review **10 Things You Always Wanted to Know About Your School Nutrition Program.**

Arm yourself with knowledge:

- **Nutrition Standards for School Lunch.**
- **Nutrition Standards for Snacks Sold in School.**

SCHOOL NUTRITION PROGRAMS IN **LET'S GO!**

Let's Go! views School Nutrition Programs as essential partners in our goal to promote healthy eating and active living. School Nutrition Programs (also known as school food service programs) often operate independently from the rest of the school environment. However, schools implementing 5-2-1-0 Goes to School can greatly benefit from a positive relationship with the School Nutrition Program and vice versa.

What 5-2-1-0 teams can do:

- **Invite the district School Nutrition Director to join your team.** Let them know what 5-2-1-0 Goes to School is and that you are looking at the entire school food environment (i.e. not just lunch but also celebrations, snack time, fundraisers, etc.). Invite them to participate because of their expertise in feeding kids and your desire to develop a productive relationship. A good way to start off on the right foot is to ask what you can do to help the nutrition program. Be positive and don't immediately request changes.
- **If you are working on a healthy snack program, involve your school nutrition director.** Each school also has a kitchen manager. You may get more headway with the director, but having the manager on board is helpful too. Check out the Cafeteria Sponsored Snack Program handout in the toolkit!
- **Embrace school lunch staff as valuable members of the school community.** Give them a chance to show off their stuff! Offer them the opportunity to come into the classroom to offer nutrition education. See the Cafeteria to Classroom Connection handout in the toolkit.
- Spend time in the cafeteria. Walk through the hot lunch line. Help kids identify how their lunch choices can contribute to their 5-a-day. Go to the salad bar. **Sit with the kids. Be a healthy eating role model!**
- **If you want to work on the school menu, developing a positive working relationship with the director is the first step. Be curious.** Ask about what nutrition standards they follow and how much money they are allowed to spend per meal. It's a real eye-opener. Contact *Let's Go!* for further assistance.

What School Nutrition Directors can do:

- Adding a healthy new menu item? Rely on your 5-2-1-0 team members to help promote the new item. Ask the principal, school nurse, or school secretary to help serve the new item.
- Write a descriptive menu. For example, write "Grandma's Garden Vegetable Stew" instead of "Vegetable Soup."
- Increase the nutritional quality of school meals by achieving the HealthierUS School Challenge.
- Include classroom teachers in nutrition activities, such as "March through the Alphabet" or "Eat your way through the Rainbow." These efforts can be complemented in the classroom.
- Market, market, market! Let people know why your program is great!

Let's Go! runs regional School Nutrition Workgroups. Visit our website to see if there is one in your area! With a little extra effort, everyone who has a role in healthy eating and active living at school can come together and have double the impact!



Build a Healthy Lunch

Protein


Grain

Milk

Fruit

Vegetable

Remember to choose a fruit and/or vegetable!



5

or more
fruits &
vegetables

2

hours or less
recreational
screen
time*

1

hour or more of
physical
activity

0

sugary
drinks,
even water

*Longer for most of the population. No screen time under the age of 2.

5210

LET'S GO!

www.letsgo.org

Cafeteria-Sponsored

SNACK PROGRAM

Here’s how it works:

- If students are interested in purchasing a snack through the school, they can pay .50¢ in the cafeteria each day before 8:00 a.m., and then leave their name and classroom name.
- Snacks are then placed in a basket along with the names of students who purchased a snack. Just before snack time, a designated classroom helper will come to the kitchen and pick up the classroom’s snack basket.
- All snacks are “user friendly,” meaning that they are cut up, ready to eat, and come with the necessary utensils.

Why it’s great:

- The school lunch program gets some revenue because the cost of snacks to the cafeteria is several cents less than what is charged.
- This program has been proven successful in grades K-5.
- It is a simple, effective way to ensure that the students are getting something healthy to eat and eases parents’ anxiety around packing a healthy snack.

SAMPLE MENU				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Yogurt	Applesauce	Whole Grain Crackers	String Cheese	Fresh Fruit or Veggie Sticks

CLASSROOM CONNECTION

Here are some activities that the School Nutrition Program can run in the classroom:

Staff to consider involving in these lessons:

- School Health Coordinator
- School Nurse
- Health Teacher
- Local Pediatrician
- Physical Education Teacher
- P.T.O. Members

Can You Name That Fruit

Second to Third Grade Level, Led by Cafeteria Staff

In this exercise, a variety of fresh produce will be brought into the classroom by a member of the cafeteria staff. Students will be encouraged to taste test new and exotic fruits, guessing the names and where the fruits are grown. During this activity, students will also have the opportunity to sample the fruit in other forms, such as through fresh fruit smoothies.

Mystery Vegetable or Fruit Activity

Second to Third Grade Level, Led by Cafeteria Staff

For this activity, students will have an opportunity to touch a mystery vegetable or fruit, without looking, and guess what it might be. The cafeteria staff will walk around with a vegetable or fruit in a paper bag while each student reaches in to feel the vegetable or fruit. Once each student has had their turn they get to guess what it might be. Finally, after everyone has guessed what the mystery vegetable or fruit might be they will try it and be given an explanation of what it is and how it is good for the body.

Tour the Kitchen *Second to Third Grade Level, Led by Food Service Director*

During this activity, students will have an opportunity to tour their school's kitchen and see where their food is prepared. Students will also learn about the equipment used to make their meals and have the opportunity to sample a healthy snack. At the end of the tour, the food service director or other kitchen staff member will discuss the importance of good nutrition and healthy eating.

Know What's in Your Breakfast

Second to Third Grade Level, Led by Classroom Teacher

Materials: Cereal labels and instructions on reading a food label
Students will be asked to bring in a food label from their favorite box of cereal. During the lesson, students will learn how to read a label and analyze the sugar content of their morning meal. For homework, they will be asked to watch some Saturday morning cartoons (no more than an hour!) and jot down the number of times they see cereal advertisements. When they return to school on Monday, they should be asked to share their findings. The lesson should conclude with a discussion of how cereal companies gear their advertising towards kids, often for unhealthy food choices.

Nutrition 101

Fourth to Fifth Grade Level, Led by Cafeteria Staff

Cafeteria staff connect with the students by teaching a basic nutrition lesson. This lesson should cover topics from the food groups to portion size (look for handouts in the toolkit to use!). To conclude, the cafeteria staff relates eating healthy foods to putting good gas in your car.



TASTE TESTS

Taste tests allow students to get excited about new foods. They can try different items, provide feedback, and ask questions. They are a fun and easy way to connect the classroom, community, and cafeteria.

To get started, contact the School Nutrition Director. Questions to explore together include:

WHAT IS THE PURPOSE OF A TASTE TEST? Is it to expose students to new fruits and veggies? To promote unpopular lunch items? To highlight locally sourced food items?

- What will the taste test item or recipe be?
- How will taste test items be purchased and paid for?
- Who will prepare the taste test items?
- Where and when will the taste test be held?
- Are there student food allergies to be aware of?

Coordinate volunteers, if needed.

Consider the size of the school where you'll be conducting a taste test—can you facilitate a taste test there on your own or do you need some extra hands to pass out samples?

Once you have hammered out some details, consider how you will set up. There are different ways you can approach offering a taste test:

TASTING TABLE: Have classes/grades come up individually to a centrally located table to pick up their sample. Have them bring the sample back to their seat or try it right then and there.

SERVE STUDENTS: Walk around with samples and serve tables individually.

Hear the students' voices:

Give students specific options for their voting:

- Loved it, Liked it, Tried it OR I like it, It was OK, and No Thanks.
- Visuals work well for younger students who can't read: Thumbs Up, Thumbs in the Middle, Thumbs Down OR Smiley Faces.

Content contributed by Christine Gall, Food Corp Coordinator in RSU 3.



SMARTER LUNCHROOMS

Work with your cafeteria manager to complete the Scorecard included in this toolkit. Work together to see where things are going well and where new best practices can be introduced.

In 2015, Let's Go! created a Let's Go! Smarter Lunchroom Recognition Program. Learn more in the Let's Go! Recognition Packet for Schools.



Let's Go! is working with school lunchrooms across the state to implement science based practices that nudge students to make healthy selections in the lunchroom.

We're calling cafeterias that make the healthy choice the easy choice *Let's Go!* Smarter Lunchrooms. This effort is based on the Smarter Lunchroom Movement based at Cornell University.

Smarter Lunchroom practices provide a great opportunity for school and cafeteria staff to come together to make sure the cafeteria environment supports healthy kids. Most Smarter Lunchroom practices can be implemented by the cafeteria staff, but some of them require involvement from the greater school community.

A cafeteria may have several goals to improve consumption of healthier options. Here are examples of Smarter Lunchroom practices that can help meet your cafeteria goals:

Goal: Increase vegetable consumption.

Smarter Lunchroom practices to achieve goal:

- Work with students to creatively name the vegetables (changing the name of carrots to "X-ray Vision Carrots" increased selection by 70% in one study).
- Place the salad bar in the heavy traffic areas.
- Hold taste tests.

Goal: Increase consumption of white milk.

Smarter Lunchroom practices to help achieve goal:

- Re-arrange cooler so that white milk is most convenient. Make sure white milk accounts for at least 1/3 of the drinks displayed in all coolers.
- Place white milk in front of other drinks.

Visit www.smarterlunchrooms.org to learn more.

It works!

Researchers from Cornell University have found that:

- Moving and highlighting fruit increased sales of fruit by up to 102 percent.
- Naming vegetables with creative descriptions increased student selection of vegetables from between 40–70 percent.
- Placing chocolate milk and other unhealthy drinks out of reach increased white milk sales by 46 percent.

Since its founding in 2009 the Smarter Lunchrooms Movement has championed the use of evidence-based, simple low and no-cost changes to lunchrooms which can simultaneously improve participation and profits while decreasing waste. This tool can help you to evaluate your lunchroom, congratulate yourself for things you are doing well and and identify areas of opportunity for improvement

Instructions

Read each of the statements below. Visualize your cafeteria, your service areas and your school building. Indicate whether the statement is true for your school by checking the box to the left. If you believe that your school does not reflect the statement 100% do not check the box on the left. After you have completed the checklist, tally all boxes with check marks and write this number in the designated area on the back of the form. This number represents your school's baseline score. The boxes which are not checked are areas of opportunity for you to consider implementing in the future. We recommend completing this checklist annually to measure your improvements!

It's not nutrition
...until it's eaten!



Important Words

Service areas: Any location where students can purchase or are provided with food

Dining areas: Any location where students can consume the food purchased or provided

Grab and Go Meals: Any meal with components pre-packaged together for ease and convenience – such as a brown bag lunch or “Fun Lunch” etc.

Designated Line: Any foodservice line which has been specified for particular food items or concepts – such as a pizza line, deli line, salad line etc.

Alternative entrée options: Any meal component which could also be considered an entrée for students - such as the salad bar, yogurt parfait, vegetarian/vegan or meatless options etc.

Reimbursable “Combo Meal” pairings: Any reimbursable components available independently on your foodservice lines which you have identified as a part of a promotional complete meal – For example you decided your beef taco, seasoned beans, frozen strawberries and 1% milk are part of a promotional meal called the, “Mi Amigo Meal!” etc.

Non-functional lunchroom equipment: Any items which are either broken, awaiting repair or are simply not used during meal service – such as empty or broken steam tables, coolers, registers etc.

Good Rapport: Communication is completed in a friendly and polite manner

All Points of Sale: Any location where a register/pin-pad is located for example: deli-line, snack window, a la carte line, hot line, kiosks/carts etc.

- ☐ Fruit is available at all points of sale (deli-line, snack windows, a la carte lines etc.)
- ☐ Daily fruit options are available in at least two different locations on each service line
- ☐ At least one daily fruit option is available near all registers (If there are concerns regarding edible peel, fruit can be bagged or wrapped)
- ☐ Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing/hotel pans)
- ☐ A mixed variety of whole fruits are displayed together
- ☐ Daily fruit options are easily seen by students of average height for your school
- ☐ Daily fruit options are bundled into all grab and go meals available to students
- ☐ Daily fruit options are written legibly on menu boards in all service and dining areas

Promoting Vegetables & Salad

- ☐ At least two types of vegetable are available daily
- ☐ Vegetables are not wilted, browning, or otherwise damaged
- ☐ At least one vegetable option is available in all foodservice areas
- ☐ Individual salads or a salad bar is available to all students
- ☐ The salad bar is highly visible and located in a high traffic area
- ☐ Self-serve salad bar utensils are at the appropriate portion size or larger for all fruits and vegetable offered
- ☐ Self-serve salad bar utensils are smaller for croutons, dressing and other non-produce items
- ☐ Daily vegetable options are available in at least two different locations on each service line
- ☐ Daily vegetable options are easily seen by students of average height for your school
- ☐ A daily vegetable option is bundled into grab and go meals available to students
- ☐ A default vegetable choice is established by pre-plating a vegetable on some of the trays



- ☐ Available vegetable options have been given creative or descriptive names
- ☐ All vegetable names are printed/written on name-cards or product IDs and displayed next to each vegetable option daily
- ☐ All vegetable names are written and legible on menu boards
- ☐ All vegetable names are included on the published monthly school lunch menu

Moving More White Milk

- ☐ All beverage coolers have white milk available
- ☐ White milk is placed in front of other beverages in all coolers
- ☐ White milk crates are placed so that they are the first beverage option seen in all designated milk coolers
- ☐ White milk is available at all points of sale (deli-line, snack windows, a la carte lines etc.)
- ☐ White milk represents at least 1/3 of all visible milk in the lunchroom
- ☐ White milk is easily seen by students of average height for your school
- ☐ White milk is bundled into all grab and go meals available to students as the default beverage
- ☐ White milk is promoted on menu boards legibly
- ☐ White milk is replenished so all displays appear “full” continually throughout meal service and after each lunch period



Entrée of the Day

- ☐ A daily entrée option has been identified to promote as a “targeted entrée” in each service area and for each designated line (deli-line, snack windows, a la carte lines etc.)
- ☐ Daily targeted entrée options are highlighted on posters or signs
- ☐ Daily targeted entrée is easily seen by students of average height for your school
- ☐ Daily targeted entrées have been provided creative or descriptive names
- ☐ All targeted entrée names are printed/written on name-cards or product IDs and displayed next to each respective entrée daily



Focusing on Fruit

- ☐ At least two types of fruit are available daily
- ☐ Sliced or cut fruit is available daily
- ☐ Fruit options are not browning, bruised or otherwise damaged
- ☐ Daily fruit options are given creative, age-appropriate names



- ☐ All targeted entrée names are written and legible on menu boards
- ☐ All targeted entrée names are included on the published monthly school lunch menu
- ☐ All targeted entrees are replenished so as to appear “full” throughout meal service

Increasing Sales Reimbursable Meals



- ☐ A reimbursable meal can be created in any service area available to students (salad bars, snack windows, speed lines, speed windows, dedicated service lines etc.)
- ☐ Reimbursable “Combo Meal” pairings are available and promoted daily
- ☐ A reimbursable meal has been bundled into a grab and go meal available to students
- ☐ Grab and go reimbursable meals are available at a convenience line/speed window
- ☐ The convenience line offers only reimbursable grab and go meals with low-fat non-flavored milk fruit and/or vegetable.
- ☐ Grab and go reimbursable meals are easily seen by students of average height for your school
- ☐ The School offers universal free lunch
- ☐ A reimbursable combo meal pairing is available daily using alternative entrees (salad bar, fruit & yogurt parfait etc.)
- ☐ Reimbursable “Combo Meal” pairings have been provided creative or descriptive age-appropriate names (i.e. – The Hungry Kid Meal, The Athlete’s Meal, Bobcat Meal etc.)
- ☐ Reimbursable “Combo Meal” pairing names are written/printed on name-cards, labels, or product IDs and displayed next to each respective meal daily
- ☐ All reimbursable “Combo Meal” names are written and legible on menu boards
- ☐ All reimbursable “Combo Meal” names are included on the published monthly school lunch menu
- ☐ Reimbursable “Combo Meal” pairings are promoted on signs or posters
- ☐ The named reimbursable “Combo Meal” is promoted during the school’s morning announcements
- ☐ Students have the option to pre-order their lunch in the morning or earlier
- ☐ The cafeteria accepts cash as a form of payment

Creating School Synergies Signage, Priming & Communication



- ☐ Posters displaying healthful foods are visible and readable within all service and dining areas
- ☐ Signage/posters/floor decals are available to direct students toward all service areas

- ☐ Signs promoting the lunchroom and featured menu items are placed in other areas of the school such as the main office, library or gymnasium.
- ☐ Menu boards featuring today’s meal components are visible and readable within all service and dining areas
- ☐ A dedicated space/menu board is visible and readable from 5ft away within the service or dining area where students can see tomorrow’s menu items
- ☐ Dining space is branded to reflect student body or school (i.e. – school lunchroom is named for school mascot or local hero/celebrity)
- ☐ All promotional signs and posters are rotated, updated or changed at least quarterly
- ☐ All creative and descriptive names are rotated, updated or changed at least quarterly
- ☐ A monthly menu is available and provided to all student families, teachers and administrators
- ☐ A monthly menu is visible and readable within the school building
- ☐ A weekly “Nutritional Report Card” is provided to parents detailing what their student has purchased during the previous week.

Lunchroom Atmosphere

- ☐ Trash on floors, in, or near garbage cans is removed between each lunch period
- ☐ Cleaning supplies and utensils are returned to a cleaning closet or are not visible during service and dining
- ☐ Compost/recycling/tray return and garbage cans are tidied between lunch periods
- ☐ Compost/recycling/tray return and garbage cans are at least 5ft away from dining students
- ☐ Dining and service areas are clear of any non-functional equipment or tables during service
- ☐ Sneeze guards in all service areas are clean
- ☐ Obstacles and barriers to enter service and dining areas have been removed (i.e. – garbage cans, mop buckets, cones, lost & found etc.)
- ☐ Clutter is removed from service and dining areas promptly (i.e. – empty boxes, supply shipments, empty crates, pans, lost & found etc.)
- ☐ Students artwork is displayed in the service and/or dining areas
- ☐ All lights in the dining and service areas are currently functional and on
- ☐ Trays and cutlery are within arm’s reach to the students of average height for your school
- ☐ Lunchroom equipment is decorated with decals/magnets/signage etc. wherever possible

- ☐ Teachers and administrators dine in the lunchroom with students
- ☐ Cafeteria monitors have good rapport with students and lunchroom staff
- ☐ The dining space is used for other learning activities beyond meal service (i.e. – home economics, culinary nutrition education activities, school activities etc.)
- ☐ Staff is encouraged to model healthful eating behaviors to students (i.e. – dining in the lunchroom with students, encouraging students to try new foods etc.)
- ☐ Staff smiles and greets students upon entering the service line continually throughout meal service
- ☐ Students who do not have a full reimbursable meal are politely prompted to select and consume a fruit or vegetable option by staff

Student Involvement

- ☐ Student groups are involved in the development of creative and descriptive names for menu items
- ☐ Student groups are involved in creation of artwork promoting menu items
- ☐ Student groups are involved in modeling healthful eating behaviors to others (i.e. – mentors, high school students eating in the middle school lunchroom occasionally etc.)
- ☐ Student surveys are used to inform menu development, dining space décor and promotional ideas
- ☐ Students, teachers and/or administrators announce daily meal deals or targeted items in daily announcements

Recognition & Support of School Food

- ☐ The school participates in other food program promotions such as: Farm to School, Chefs Move to Schools, Fuel Up to Play 60, Share our Strength etc.)
- ☐ The school has applied or been selected for the Healthier US School Challenge
- ☐ A local celebrity (Mayor, sports hero, media personality) is invited to share lunch with student 3 to 4 time a year

A la Carte

- ☐ Students must ask to purchase a la carte items from staff members
- ☐ Students must use cash to purchase a la carte items which are not reimbursable
- ☐ Half portions are available for at least two dessert options

Total Checked

Scoring Brackets

- Smarter Lunchrooms Gold
- Smarter Lunchrooms Silver
- Smarter Lunchrooms Bronze



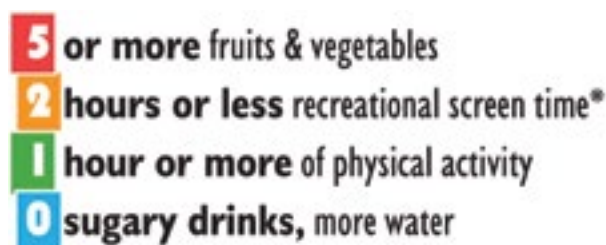
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HEALTHY SCHOOL MEALS

School meals today include more fruits, vegetables, and whole grain-rich food than years past. They also provide portions that are appropriate for a child's age, and less saturated fat and sodium. They follow strict USDA nutritional guidelines.

The healthy options in cafeterias help our students live the *Let's Go! 5-2-1-0* message that our district promotes:



*Keep TV/Computer out of the bedroom. No screen time under the age of 2.

Teachers and other staff can play an important role in supporting the healthy meals school cafeterias provide. Here are some ways you can help support your school's healthy meals:

- Always speak positively about school meals and encourage students to try new items.
- Talk to your students about the new school lunches. Find out what they like/dislike and report back to the cafeteria staff.
- Serve as a role model by occasionally eating school lunch with your students.
- Read the menu of the day over the morning announcements.
- Incorporate nutrition education into your classroom.
- Support the message of healthy eating by not using food as a reward and by serving healthier options at classroom parties.

For more ideas on how to promote a healthy school environment, visit www.letsgo.org

LEARNING LAB

Aim for consistent messaging between the classroom and the cafeteria. The following are some examples of cafeteria activities that can be complemented by the classroom. See if your School Nutrition Director is interested in one of them!

March Through the ABCs

Each day is assigned a different letter. The cafeteria features food(s) that begin with the letter of the day. For example, apples, apricots, asparagus, and arugula are featured on A-day. Bananas, blueberries, and beans are served for B-day. If the cafeteria creates a printed menu for the month indicating the letter for each day, the classroom can use the menu to encourage kids to bring snacks like cantaloupe, cherries, celery, and carrots on C-day! The book “Eating the Alphabet” by Lois Ehlert is a great classroom read.

Maine Harvest Lunch

The Maine Harvest Lunch is a day in September where schools throughout the state of Maine celebrate the bounty of Maine’s harvest by featuring local foods on the school menu. This is a distinctive opportunity for positive interaction and collaboration with the School Nutrition Program. Pulling off the Maine Harvest Lunch requires commitment and dedication from the entire school. It requires extra effort, money, and enthusiasm from the School Nutrition staff, and support from the rest of the school can go a long way. Check in with your School Nutrition Director to see if your school is participating this year. There is an easy-to-use curriculum designed to tie the Maine Harvest Lunch ideals into the classroom. To find out more about the Maine Harvest Lunch and to order the free curriculum, visit www.mofga.org. Look for Maine Harvest Lunch under the resources tab.



Eat Your Way Through the Rainbow

Explain to kids that they should try to eat the rainbow every day. Eating a variety of colorful foods greatly improves the chances of getting all the nutrients they need for good health. The outside color of a fruit or vegetable can be a clue to the vitamins and minerals found within. This activity runs like the “March through the ABCs” program. The

cafeteria assigns a color to each week in a month and the classroom encourages students to bring in cherries during red week and carrots during orange week. It’s a great way to create unity between cafeteria and classroom.

10 Things You Always Wanted to Know About Your SCHOOL NUTRITION PROGRAM



1. Your School Nutrition Program must offer a variety of colorful vegetables each week. There are specific amounts of dark green, red/orange, and starchy vegetables that must be offered to all students. Beans are required to make a weekly appearance as well. Vegetables a plenty!
2. Your School Nutrition Program offers almost exclusively whole grain products. In almost all cases, pizza crust, French toast sticks, pancakes, waffles, breadsticks, and pasta are made with whole grains.
3. Your School Nutrition Program purchases as much locally grown fruits and vegetables as possible. For example, many districts purchase apples, lettuce, and potatoes locally when available. Many schools are also starting to grow their own vegetables.
4. Students who eat school meals have the opportunity to get at least 4 of their “5-a-day” at school. Your School Nutrition Program offers a wide variety of fruits and vegetables. In many cases, students can have unlimited quantities of fruits and vegetables.
5. When menu planning, the School Nutrition Program follows very specific guidelines. They must meet calorie, sodium, and fat standards, and offer a variety of food from all 5 food groups.
6. Your School Nutrition Program has to keep track of everything—what days each student ate lunch, what the menu was, how much food was purchased, how it was served, what was the temperature of the meal, how each student’s lunch got paid for—and be able to provide it up to 3 years later.
7. Your School Nutrition Program operates under strict federal and state guidelines. Cafeterias have a state review every 3 years to ensure their program’s meals meet nutrition standards and have annual health inspections.

8. Your School Nutrition Program has to be self-supported. They have their own budget, separate from the school. From this budget, they have to pay salaries, benefits, buy food, purchase and repair equipment, as well as buy paper and other non-food supplies.
9. Research conducted by the Robert Wood Johnson Foundation found that the nutritional quality of school meals has been increasing steadily since 2006-2007.
10. Students receiving free and reduced lunch are kept confidential and are not identified in the lunch line. Students can apply for free and reduced meals any time during the year. Applying for free/reduced lunch actually benefits the school district as a whole by increasing funding from many sources in different departments. Many sources of funds require that a particular participation percentage level be met.



Nutrition Standards for SCHOOL LUNCH

**Go to the cafeteria!
How many vegetables
can you find?**

- Dark Green vegetables include broccoli, spinach, romaine lettuce, and kale.
- Red/Orange vegetables include butternut squash, carrots, pumpkin, and tomatoes.
- Legumes include black beans, lentils, pinto beans, soy beans, and chickpeas.
- Starchy vegetables include corn, peas, and potatoes.

Ever wondered what the nutrition standards for school lunch are? Here are the National School Lunch Program nutrition standards for Grades K-5 effective 2014-2015.

FOOD COMPONENTS	GRADE K - 5
Low Fat and Non Fat White Milk and Non Fat Flavored Milk (Providing flavored milk is a district level decision)	5 cups/week (1 cup daily)
Proteins, often referred to as Meat or Meat Alternates <i>weekly minimum</i>	8 oz equivalent/week (1 oz daily min.)
Vegetables (total) <i>weekly minimum</i>	3¾ cups/week (¾ cup daily min.)
Dark Green Vegetable Subgroup	½ cup/wk
Red/Orange Vegetable Subgroup	¾ cup/wk
Legumes Vegetable Subgroup	½ cup/wk
Starchy Vegetable Subgroup	½ cup/wk
Other Vegetable Subgroup	½ cup/wk
Fruits <i>weekly minimum</i>	½ cups/week (½ cup daily min.)
Grains / Breads (<i>weekly minimum</i>)	8 oz equivalent/week (1 oz daily min.)
Minimum – Maximum Calories (kcal) <i>weekly average</i>	550 – 650
Saturated Fat (% of total calories) <i>weekly average</i>	<10%
Sodium** <i>weekly average</i>	≤1230 mg*
Trans Fat	0 grams / serving

Requiring School Nutrition Programs to offer a colorful variety of vegetables each week ensures students can obtain a wide range of nutrients at school.

SNACKS SOLD IN SCHOOL

Not sure if your snack meets the standards? Use the Alliance for a Healthier Generation calculator to find out if your snack meets the mark.

<https://foodplanner.healthiergeneration.org/calculator/>

Nutrition standards for foods and drinks sold at school became effective in July 2014. These standards apply to all foods and drinks sold in schools including at the cafeteria, school store, vending machine, or through a fundraiser.

NUTRITION STANDARDS FOR FOODS

Any food sold in schools must:

- Be a “whole grain-rich” grain product; or
- Have as the first ingredient a fruit, a vegetable, a dairy product, or a protein food; or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable; or
- Contain 10% of the Daily Value (DV) of one of the nutrients of public health concern in the 2010 Dietary Guidelines for Americans (calcium, potassium, vitamin D, or dietary fiber).*

Foods must also meet these nutrient requirements:

Calorie limits:

- Snack items: ≤ 200 calories
- Entrée items: ≤ 350 calories

Sodium limits:

- Snack items: ≤ 230 mg**
- Entrée items: ≤ 480 mg

Fat limits:

- Total fat: ≤ 35% of calories
- Saturated fat: < 10% of calories
- Trans-fat: zero grams

Sugar limit:

- ≤ 35% of weight from total sugars in foods



NUTRITION STANDARDS FOR DRINKS

All schools may sell:

- Plain water (with or without carbonation)
- Unflavored low fat milk
- Unflavored or flavored fat free milk
- 100% fruit or vegetable juice
- 100% fruit or vegetable juice diluted with water (with or without carbonation), and no added sweeteners.

Elementary schools may sell up to 8-ounce portions, while middle schools and high schools may sell up to 12-ounce portions of milk and juice. There is no portion size limit for plain water.

Beyond this, the standards allow additional “no calorie” and “lower calorie” drink options for high school students:

- No more than 20-ounce portions of: calorie-free, flavored water (with or without carbonation); and other flavored and/or carbonated drinks that are labeled to contain < 5 calories per 8 fluid ounces or ≤ 10 calories per 20 fluid ounces.
- No more than 12-ounce portions of drinks with ≤ 40 calories per 8 fluid ounces, or ≤ 60 calories per 12 fluid ounces.



STEP FOUR

COMPLETE SURVEY

We Want to Hear From You

THE *LET'S GO!* SURVEY

**Remember,
the survey needs
to be completed
every year!**

We know you are busy,
so we keep the survey
as short and quick as
possible.

We thank you in
advance for filling it out
on behalf of your site
each year.

Every year, *Let's Go!* surveys our registered sites to measure progress on the *Let's Go! 10 Strategies for Success*. In the spring, you will receive an invitation to complete the survey online. If you have limited access to a computer, paper surveys are available by request from your *Let's Go!* Coordinator.

**The survey is important in many ways.
By completing the survey,**

- You are fulfilling your commitment to *Let's Go!* – thank you!
- Your site becomes eligible for recognition as a *Let's Go!* Site of Distinction.
- Your answers help inform new materials and trainings.
- You paint the picture of how sites like yours across the state support healthy eating and active living.
- You help build evidence to support *Let's Go!*, which in turn helps us secure funding so we can continue to expand and innovate.

Tips for Survey Success:

- Review your Action Planning Packet. The questions on the survey are the same as the questions in the packet!
- Talk with your team members to be sure you are aware of everything going on at your site around healthy eating and active living.
- If you don't know the answer to a question, ask others at your site.



EVALUATION FRAMEWORK

Let's Go! includes a comprehensive evaluation plan to track program performance and measure impact.

Let's Go!'s theory of change is based on a social ecological framework of behavior change—that people's behaviors are influenced by many factors including family, friends, local surroundings, built environment, and community.

In order to bring about behavior change, the supporting environments and policies must be changed to make it easier for people in those environments to make the healthy choice.



The following evaluation activities provide evidence of progress and help inform decision making at Let's Go!:

1. Implementation of program strategies

Let's Go! surveys sites and relies on self-reported information to track the implementation of Let's Go!'s environmental and policy strategies for increasing healthy eating and active living.

- Child care programs, schools, and out-of-school programs are measured on their implementation of Let's Go!'s 10 Strategies for Success.

This is where you come in!

Please be sure to complete the Let's Go! Survey every spring!

- Healthcare practices are measured on their adherence to Let's Go!'s clinical approaches for the prevention, assessment, and treatment of childhood obesity.
- School cafeterias are measured on their implementation of Smarter Lunchrooms strategies that make the healthy choice the easy choice for all students.

2. Changes in awareness

Let's Go! creates awareness of the program and the 5-2-1-0 messages with annual media campaigns that have included radio commercials, Maine Public Broadcasting Network TV spots, bus ads, Facebook, and Twitter. Let's Go! monitors parent awareness by adding a few questions to a local market research firm's statewide telephone survey.

3. Changes in behaviors

Let's Go! uses the Maine Integrated Youth Health Survey (MIYHS) data to track changes in each of the 5-2-1-0 behaviors among Maine students. The MIYHS is administered in odd-numbered years, beginning in 2009, by the Maine Department of Health and Human Services and the Maine Department of Education. Its purpose is to quantify the health of kindergarten and grade 3 students through parent interviews, and the health-related behaviors and attitudes of 5th through 12th graders by direct student survey.

4. Changes in weight status

Let's Go! uses two sources to track the prevalence of overweight and obesity:

- MIYHS data are used to track the prevalence of overweight and obesity among students in kindergarten and grades 3, 5, and 7-12. Data for grades 7-12 are based on self-reported heights and weights.
- Healthcare patient data are used to track the prevalence of overweight and obesity for children and adolescents aged 2-19. Data are based on measured heights and weights.

STEP FIVE

CELEBRATE

Celebrate

ALL OF YOUR SUCCESSES

Remember, even small steps are a step in the right direction. Just talking with someone about the 5-2-1-0 message and what you are doing in your program is something to celebrate!

How many successes can you recognize and celebrate this year?

At Let's Go!, we believe in celebrating every step you take, big or small, towards increased healthy eating and active living. Significant change is usually the result of many smaller changes. There is no need to wait until a goal is fully achieved before recognizing and celebrating progress.

Maybe you haven't been able to fully eliminate food rewards, but you have made the switch from using sweets as a reward to using healthy foods. What should you do? Recognize and celebrate your progress, and then keep on going!

Maybe you haven't been able to put limits on juice, but you have been able to completely eliminate other sugary drinks, even during special celebrations. What should you do? Celebrate your progress, and then keep on going!

Let's Go! has a formal recognition program that is outlined in the Recognition Packet, but we know it takes a lot of work to even make it to the Bronze level. We think your site is awesome regardless of formal recognition, so keep up the great work!



Let's Go!

Recognition Packet

for Schools

Let's Go! is a nationally recognized program that promotes evidence-based strategies to increase healthy eating and active living among children through the age of 18.

- 5** or more fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.



Let's Go! Recognition Program

Table of Contents

Let's Go! Recognition for Schools, Child Care, and Out-of-School Programs	pg 3
Let's Go! Recognition Program Key Points.....	pg 4
Recognition Levels.....	pg 5
Bronze Level Recognition.....	pg 6
Silver Level Recognition.....	pg 7
Message to Families.....	pg 8
Gold Level Recognition.....	pg 9
Policy Addendum.....	pg 10
Let's Go! Policy Checklist.....	pg 11
Let's Go! Smarter Lunchroom Recognition Program.....	pg 12

Let's Go! Recognition Program for Schools, Child Care Programs, and Out-of-School Programs

The *Let's Go!* Recognition Program celebrates schools, child care programs, and out-of-school programs that have made improvements in their environments related to healthy eating and physical activity.

The *Let's Go!* Recognition Program is designed to:

- Celebrate successful changes that make the healthy choice the easy choice.
- Provide consistent, statewide standards for being a *Let's Go!* Recognized Site.
- Move sites towards lasting change.

Each recognition level has a theme:

BRONZE = Implementation

The Bronze Level is all about making changes in your daily practices and environment. This is done by implementing the 5 priority strategies.

- This is the first step to supporting healthy behaviors.
- This makes it easy and natural for kids to make healthy choices.

SILVER = Communication

The Silver Level is about communicating with families. As you change your daily practices and environment, it is important to make families aware of the changes. When you bring families into the conversation:

- It allows them to be advocates.
- It encourages them to role model the same practices at home.
- It increases accountability.

GOLD = Policy

The Gold Level is about putting the changes you have made into policy. This helps to ensure that the school environment remains a healthy place through the years, as new kids enter the school and existing staff move on. Setting a clear District Wellness Policy around practices that support healthy behaviors can help you:

- Make sure all staff and parents understand the expectations around health and wellness.
- Provide a set of consistent guidelines for staff to refer to.
- Ensure children are provided a healthy environment.

We know schools do not work on policy individually, but at the level of a District Wellness Policy. Since changing District Wellness Policies can take years, schools can achieve *Let's Go!* Gold Level recognition by having a staff member actively participating on their district's wellness committee.

Tip: *Keep parents in the loop! As you make changes to practices, environments, and policies, make sure to communicate them clearly to parents.*



Let's Go! Recognition Program

Key Points

Regardless of recognition status, all *Let's Go!* registered sites are taking part in a community-wide movement to increase healthy eating and physical activity for children. Each site should be celebrating their successes!

Quick Notes:

- Recognition is determined on a yearly basis.
- Sites must complete the Let's Go! Survey each spring to be eligible for recognition.
- Prepare for the survey by reviewing the strategy questions in the Let's Go! Action Planning Packet with other staff at your site. The strategy questions are very similar to the questions in the survey.
- Completion of the Let's Go! Survey allows Let's Go! to monitor statewide improvements in healthy eating and physical activity environments for children. Thank you in advance for taking the survey!

Recognized sites are publicly acknowledged on www.letsgo.org
Sites also receive a framed Let's Go! Certificate of Recognition.



Let's Go! Recognition Program Levels

Let's Go! recognizes three levels of change for schools, child care programs, and out-of-school programs. Each level must be completed entirely to reach the next level.

Bronze Implementation	<p>A site implements all five <i>Let's Go!</i> priority strategies:</p> <ol style="list-style-type: none"> 1. Limit unhealthy choices for snacks and celebrations; provide healthy choices. 2. Limit or eliminate sugary drinks; provide water. 3. Prohibit the use of food as a reward. 4. Provide opportunities to get physical activity every day. 5. Limit recreational screen time.
Silver Communication	<p>Achievement of Bronze, PLUS:</p> <p>A site communicates with families about 5-2-1-0 and the five <i>Let's Go!</i> strategies in each of the following three ways:</p> <ol style="list-style-type: none"> 1. Display 5-2-1-0 posters. 2. Send home the "Message to Families." 3. Use the "Message to Families" in one additional way.
Gold Policy	<p>Achievement of Silver, PLUS:</p> <p>SCHOOLS:</p> <p>A school has a staff member on their district wellness committee OR has adopted the five <i>Let's Go!</i> priority strategies into policy.</p> <p>CHILD CARE and OUT-OF-SCHOOL PROGRAMS:</p> <p>A child care/out-of-school program has adopted the five <i>Let's Go!</i> priority strategies into policy using the policy addendum or policy checklist.</p>

Bronze Level - Implementation

To achieve BRONZE level recognition, a school must be implementing all five *Let's Go!* priority strategies with most staff or school-wide. Schools will be asked to verify this each year in the *Let's Go!* Survey.

Quick Notes:

- To prepare to take the survey the *Let's Go! Champion* should review the strategy questions in the *Let's Go! Action Planning Packet* with his or her school team to ensure accurate responses.
- *Let's Go!* priority strategies that are implemented by most staff or school-wide will count towards recognition.
- If a priority strategy is not being implemented by most staff or school-wide, the school is not yet ready for Bronze level recognition—but keep up the great work!

Let's Go! Priority Strategies

1. Limit unhealthy choices for snacks and celebrations; provide healthy choices.
2. Limit or eliminate sugary drinks; provide water.
3. Prohibit the use of food as a reward.
4. Provide opportunities to get physical activity every day.
5. Limit recreational screen time.



Silver Level - Communication

To achieve SILVER level recognition, a school must meet the requirements for Bronze AND must communicate with families about its commitment to 5-2-1-0 and the five *Let's Go!* priority strategies in each of the following three ways:

1. Display 5-2-1-0 posters.
2. Send home the "Message to Families" (provided on page 8) to the families of all children.
3. Use the "Message to Families" in one additional way. For example:
 - Upload the "Message to Families" to your website and post a link to it on your Facebook page.
 - Have copies of the "Message to Families" available in the school entrance/lobby.
 - Display the "Message to Families" on a bulletin board.

You will be asked to verify on the *Let's Go!* Survey that you have completed these three tasks.

Quick Notes:

- *Locations to display 5-2-1-0 posters may include the front entrance/lobby, classrooms, the cafeteria, and the library. You can get free posters from your Let's Go! Coordinator!*
- *You may customize portions of the "Message to Families" by using the modifiable version available online.*
- *Send the "Message to Families" home however you typically communicate with families, either by hard copy or email.*

If you need assistance with any of these steps, contact your *Let's Go!* Coordinator or the *Let's Go!* Home Office at 207-662-3734. We are here to help!

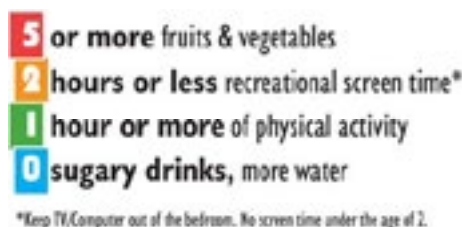
Healthy Eating and Physical Activity at Our School

A Message to Families

Date:

Dear:

Our school believes that all children deserve the opportunity to be healthy and successful. Healthy eating and physical activity improve concentration, memory, and mood, helping students become better learners. We are pleased to share with you that our school supports the 5-2-1-0 Every Day message, which states the following:



To further support healthy students, staff, and families, we participate in *Let's Go! 5-2-1-0 Goes to School*. As part of this program, we promote and follow the *Let's Go!* five healthy strategies below, which support the 5-2-1-0 behaviors:

1. We limit unhealthy choices for snacks and celebrations and provide healthy choices instead.
2. We limit sugary drinks.
3. We do not reward children with food.
4. We provide opportunities for children to get physical activity every day.
5. We limit recreational screen time.

These strategies and the 5-2-1-0 message are promoted at other *Let's Go!* schools, child care programs, out-of-school programs, and health care practices in our community and throughout Maine. Together, we can help ensure a healthy environment for kids throughout the day.

If you have any questions please don't hesitate to contact us. If you would like more information about *Let's Go!*, visit www.letsgo.org. Thank you for your support in helping us create a healthier place for our students to learn!

Sincerely,



Gold Level - Policy

To achieve GOLD level recognition, a school must achieve the requirements for BOTH Bronze and Silver AND complete one of the options below.

Option A:

A member of the school is an active participant on the district wellness committee.

The *Let's Go!* Champion verifies this on the *Let's Go!* Survey.

OR

Option B:

The school district adopts the Policy Addendum (on page 10) into their District Wellness Policy. The *Let's Go!* Champion dates and initials the Policy Addendum and submits it upon request.

OR

Option C:

The school district writes or edits their District Wellness Policy to clearly support the five *Let's Go!* priority strategies by following the *Let's Go!* Policy Checklist (on page 11).

The *Let's Go!* Champion submits the District Wellness Policy with the completed *Let's Go!* Policy Checklist upon request.

Quick Notes:

- You may customize portions of the Policy Addendum by using the modifiable version available online.

If you need assistance with any of these steps, contact your *Let's Go!* Coordinator or the *Let's Go!* Home Office at 207-662-3734. We are here to help!



Healthy Eating and Physical Activity in Our District

Policy Addendum

Our district is committed to helping raise a healthier generation of children. The staff at

_____ has made it our policy to follow the five *Let's Go!* priority strategies for healthy eating and physical activity.

1. We limit unhealthy choices * for snacks and celebrations.
2. We limit sugary drinks.**
3. We prohibit the use of food as a reward.
4. We provide opportunities for physical activity every day.
5. We limit recreational screen time.

* *Unhealthy choices include foods and drinks high in sugar and/or salt such as soda, candy, cookies, cake, and chips.*

** *Sugary drinks include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.*

This Addendum was adopted into policy on this date: _____

Initials of Let's Go! Champion: _____



Let's Go! Policy Checklist

If a site chooses to reach GOLD by editing their policy to clearly support the five Let's Go! priority strategies, this checklist must be completed and submitted with the updated policy.

Check off each box after verifying your policy meets the guidelines.

NAME OF SITE:

NAME OF CHAMPION:

EMAIL:

☐ The policy is included with this completed checklist (required).

Strategy 1: Limit unhealthy choices for snacks and celebrations; provide healthy choices.

☐ Policy shows unhealthy choices provided by the site for snacks and celebrations are limited.

- Policy does not have to show that the site limits unhealthy choices sent from home.
- Policy does not have to show that the site provides healthy options.
- There is no strict definition of "limit;" it is set by the site.
- Unhealthy choices include food and drinks high in sugar and/or salt such as soda, candy, cookies, cake, and chips.
- Healthy choices include water, fruits, vegetables, whole grain foods, protein sources such as eggs, beans, dairy, fish, and poultry, and healthy fats such as nuts, seeds, and avocados.

Strategy 2: Limit or eliminate sugary drinks; provide water.

☐ Policy shows the site limits sugary drinks.

- Policy does not have to show that sugary drinks sent from home are limited.
- Policy does not have to show that the site provides drinking water.
- Sugary drinks include juices (including 100% fruit juice), soda, sports drinks, energy drinks, lemonade, and sweetened coffee or tea drinks.

Strategy 3: Prohibit the use of food as a reward.

☐ Policy shows that using food as a reward is not allowed at the site.

Strategy 4: Provide opportunities to get physical activity every day.

☐ Policy shows that children are given opportunities for physical activity every day.

Strategy 5: Limit recreational screen time.

☐ Policy shows that recreational screen time is limited.

- "Recreational screen time" includes the use of computers, tablets, phones, and other electronic devices with screens for non-educational purposes.



Let's Go! Smarter Lunchroom Recognition Program

In 2014-2015, *Let's Go!* began a recognition program for school lunchrooms. This program is open to all schools in Maine who participate in the National School Lunch Program.

Why a recognition program?

Let's Go! is working with school lunchrooms across the state to implement science-based practices that nudge students to make healthy selections in the lunchroom. The recognition program elevates school cafeterias as places of priority when it comes to helping kids be healthy. School nutrition programs that excel at making the healthy choice the easy choice achieve Bronze, Silver, or Gold level recognition.

How does it work?

The *Let's Go!* Smarter Lunchroom Recognition Program is based on the Smarter Lunchroom Scorecard from Cornell University. The items on the Scorecard are practices that can improve participation and decrease waste. The Scorecard is mailed to every public school in Maine in early May. The cafeteria manager or lead kitchen worker completes the Scorecard and adds up the checked boxes to determine if the cafeteria has achieved Bronze, Silver, or Gold recognition. The cafeteria manager or lead kitchen worker returns the completed Scorecard to *Let's Go!* in the pre-paid envelope provided. It's that simple!

What do *Let's Go!* Smarter Lunchrooms get?

Bronze and Silver: A large, color poster recognizing your lunchroom as a *Let's Go!* Smarter Lunchroom and recognition on the *Let's Go!* website.

Gold: A large color poster, recognition on the *Let's Go!* website, plus a letter sent to your superintendent and principal applauding your lunchroom.

Who is eligible?

All schools in Maine that participate in the National School Lunch Program are eligible. All schools will automatically receive the Scorecard in the spring.

- 5** or more fruits & vegetables
- 2** hours or less recreational screen time*
- 1** hour or more of physical activity
- 0** sugary drinks, more water

*Keep TV/Computer out of the bedroom. No screen time under the age of 2.



RESOURCES

Visit

THE *LET'S GO!* ONLINE STORE

Take some time
to visit the *Let's Go!*
Online Store.

Let's Go! has partnered with local companies to offer you 5-2-1-0 tools, resources, and promotional materials at a great price. You can purchase the following branded items with just a few clicks:

- Toolkits
- Posters
- Brochures
- Activity Rings
- Stickers
- Bracelets
- Water Bottles
- School Policy Guide

Give students stickers instead of food rewards, provide water bottles for use at your child care program, refer to the activity ring during your out-of-school program, and offer role modeling brochures to parents.



www.letsготoolkits.com



5-2-1-0 TRIVIA, FACTS AND QUESTIONS OF THE DAY

Use these trivia, facts, and daily questions to start a fun conversation about healthy behaviors. Try posting them on your bulletin board, Facebook page, or in a newsletter sent home to parents. Bring them up with the children during circle time or meal time.



For young kids:

- 1. What does 5-2-1-0 stand for?**
A: 5 or more fruits and vegetables, 2 hours or less of recreational screen time, 1 hour or more of physical activity, 0 sugary drinks; more water!
- 2. Name 3 fruits that you could have at breakfast.**
- 3. Name 5 vegetables that you could bring for lunch.**
- 4. How many commercials do think you watch every year?**
A: The average child watches 20,000 commercials each year.
- 5. Name 3 activities you can do inside that don't involve a screen.**
Build a fort, play dress up, dance to your favorite music, etc.
- 6. What is the #1 thirst quencher?** A: Water
- 7. Frogs do not need to drink water because they absorb the water through their skin. You, however, are not a frog and need to drink plenty of water every day!**
- 8. Raisins are made from grapes that have dried in the sun for two to three weeks. ¼ cup of raisins in your lunch can count as one of your 5-a-day!**
- 9. What color are carrots? Did you know that they also come in purple, red, black, and white? Ask your parents to take you to the local farmer's market and find them!**

For older kids:

- 1. Most Americans eat about 20 teaspoons of sugar each day.**
- 2. True or False: Americans spend more money on fast food than on movies, books, magazines, newspapers, videos, and recorded music—combined.** A: True
- 3. According to a study from the Trust for America's Health and the Robert Wood Johnson Foundation, the number of fast food restaurant outlets in the United States increased from 30,000 in 1970 to 220,000 in 2001, and fast food spending has increased from \$6 billion to \$110 billion over the last three decades.**
- 4. How many teaspoons of sugar are in a 20oz bottle of mountain dew?** A: 18 tsp
- 5. Did you know that since the 1970s, the standard dinner plate has increased from 10½ inches to 12½ inches in diameter?**
- 6. Did you know that in 1969, 50% of kids walked to school each day compared to the 10% that walked to school in 2001?**
- 7. A serving of fruit for a kid is the size of the palm of their hand.**
- 8. How much of a child's body is made up of water?** A: 70-80%
- 9. Try this Physical Activity Break today! Run or March in place, lifting your knees in front of you as high as you can. Pump your arms. Count to 30!**

SING

Original Version of the
5-2-1-0 SONG

5 – 2 – 1 and 0

That's a funny way to count you say.

5 – 2 – 1 and 0

Well that's the way to stay healthy today.

5 fruits and vegetables everyday

Make your mind and body strong.

Like carrots or broccoli or apples or bananas

Or green beans that grow long.

5 – 2 – 1 and 0

That's a funny way to count you say.

5 – 2 – 1 and 0

But that's the way to stay healthy today.

And TV and video games, we know that they are fun

But just keep it under 2 hours

And let your imagination run ...

With.... 5 – 2 – 1 and 0

That's a funny way to count you say.

But 5 – 2 – 1 and 0

That's the way to stay healthy today.

And run and jump and play outside

For at least 1 hour

And when you're thirsty, leave the soda behind

But grab an ice cold milk or a water that's fine...

And remember.... 5 – 2 – 1 and 0

Well that's a funny way to count you say.

But 5 – 2 – 1 and 0

Well that's the way to stay healthy today.

That's the way to stay healthy today!



Lyrics and Music
By Sara Yasner

Listen to the Original 5-2-1-0 Song [online at www.letsgo.org](http://www.letsgo.org).

SING

5-2-1-0 Version of

IF YOU'RE **HAPPY**
AND YOU KNOW IT

Sing to the tune of "If You're Happy and You Know it..."

If you're healthy and you know it
Go for 5!

5 fruits and veggies each day will help you thrive!
They give you energy to Go!
And vitamins to grow.
If you're healthy and you know it
Go for 5!

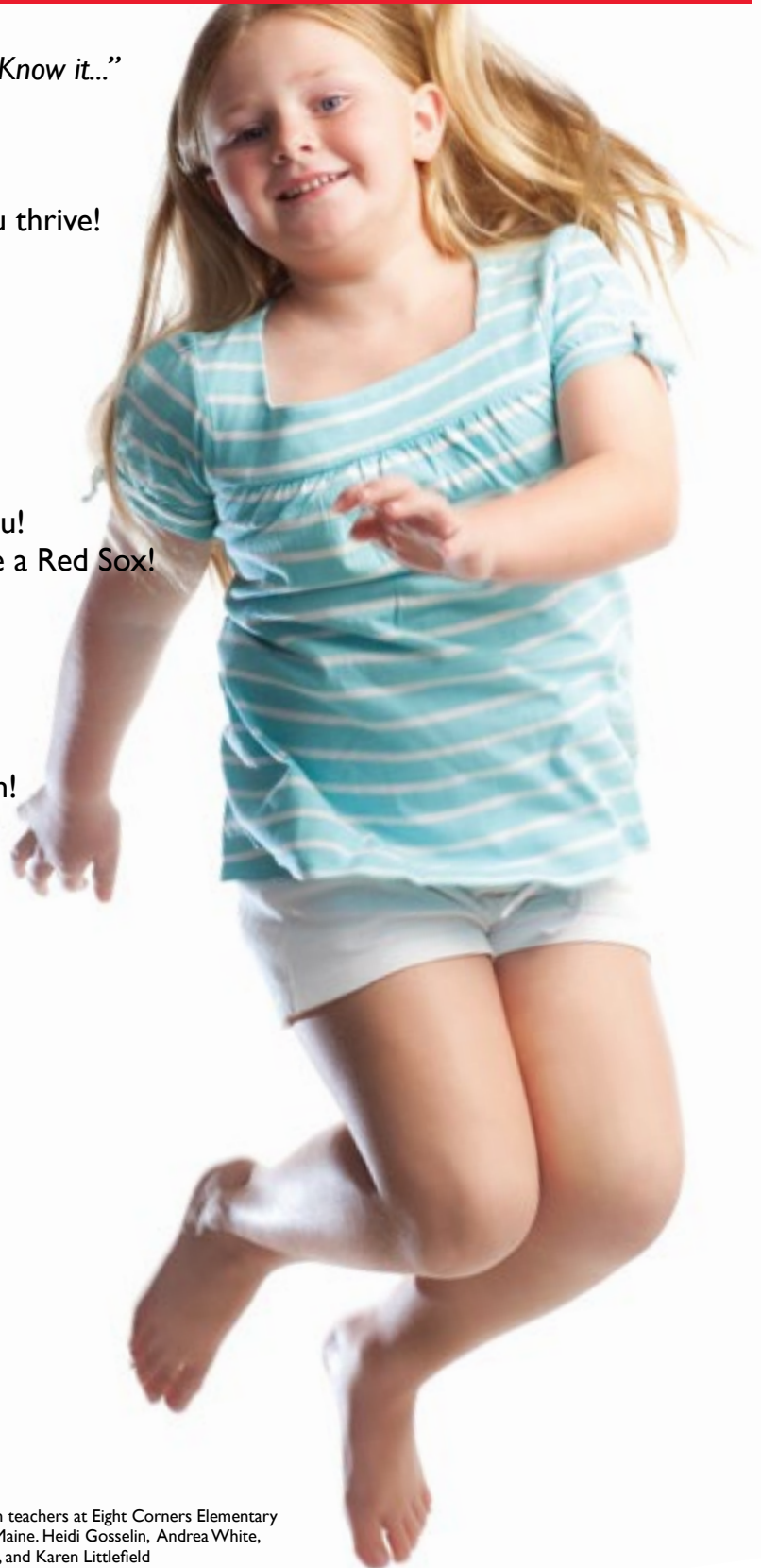
If you're healthy and you know it
Go for 2!
Less than two hours of TV is good for you!
Play Station and X-box won't help you be a Red Sox!
If you're healthy and you know it
Go for 2!

If you're healthy and you know it
Go for 1!
1 hour of exercise is each day is really fun!
Walking, running, jumping, biking,
Playing ball and going hiking,
If you're healthy and you know it
Go for 1!

If you're healthy and you know it
Go for 0!
No sugary drinks will make you a hero!
You know that you ought to
Drink milk and lots of water
If you're healthy and you know it
Go for 0!



Written by Kindergarten teachers at Eight Corners Elementary
School in Scarborough, Maine. Heidi Gosselin, Andrea White,
Erica Keay, Jessica Deans, and Karen Littlefield



EAT

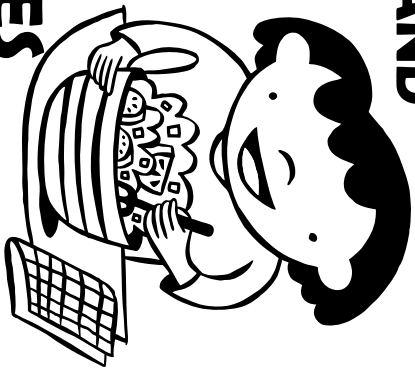
5

FRUITS



AND

VEGGIES



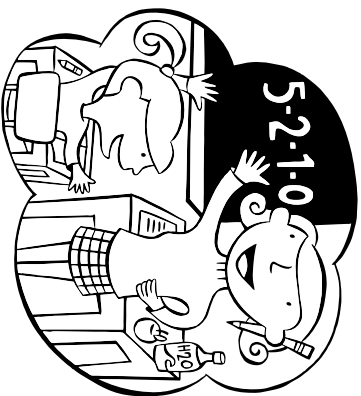
EVERY DAY!

What I like about FRUITS and VEGETABLES:



2

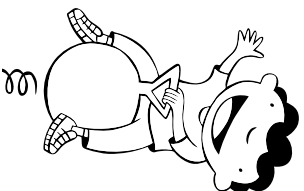
**HOURS
OR LESS**



**RECREATIONAL
SCREEN TIME**



**SPEND MORE
TIME OUTSIDE
EVERY DAY!**



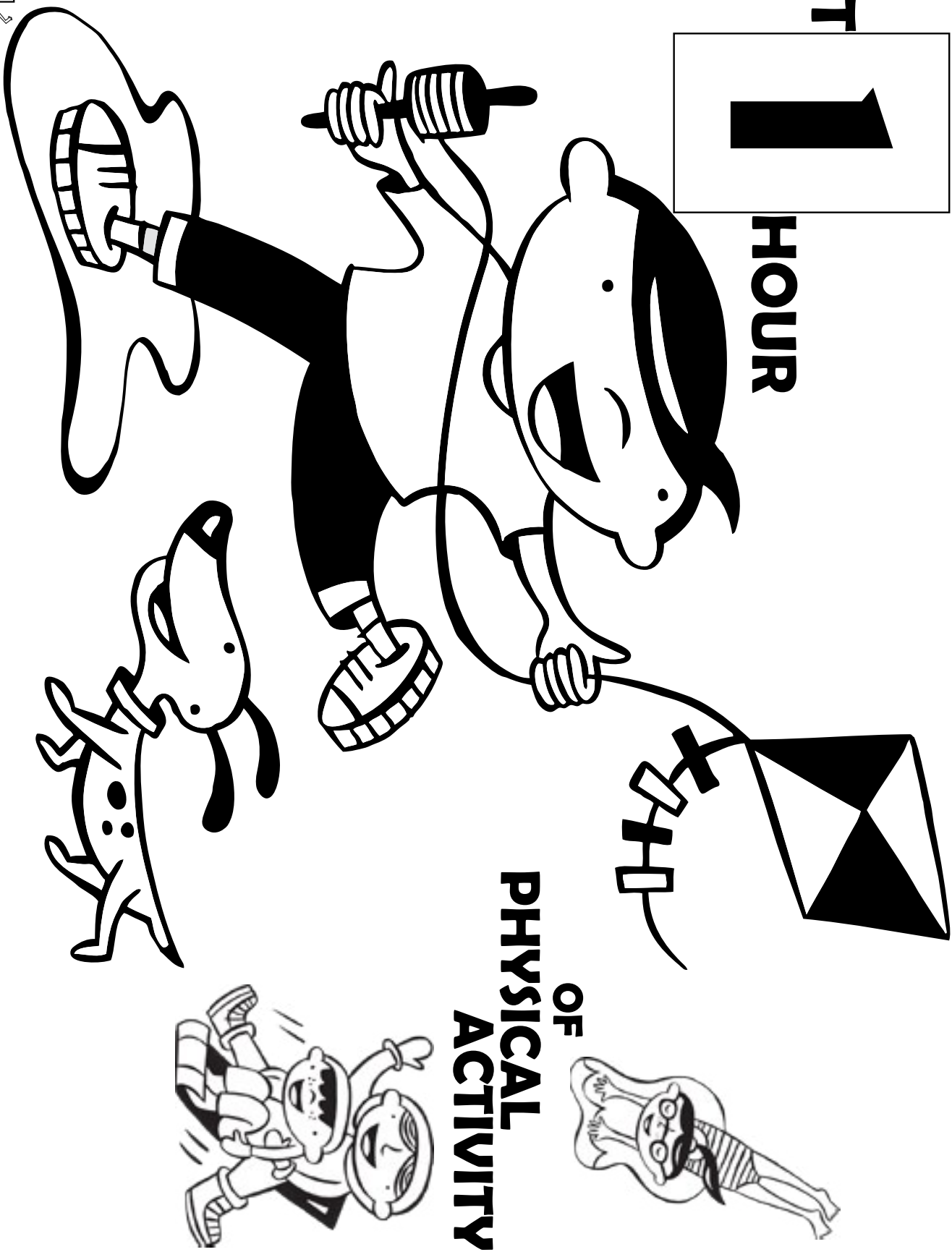
What I do INSTEAD of TV:



GET

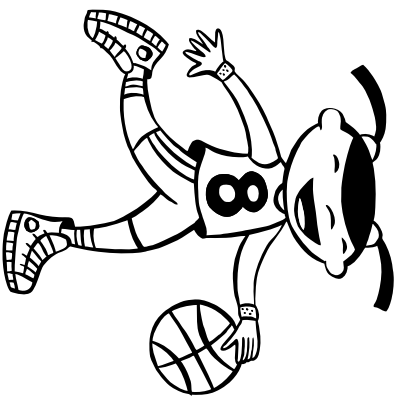
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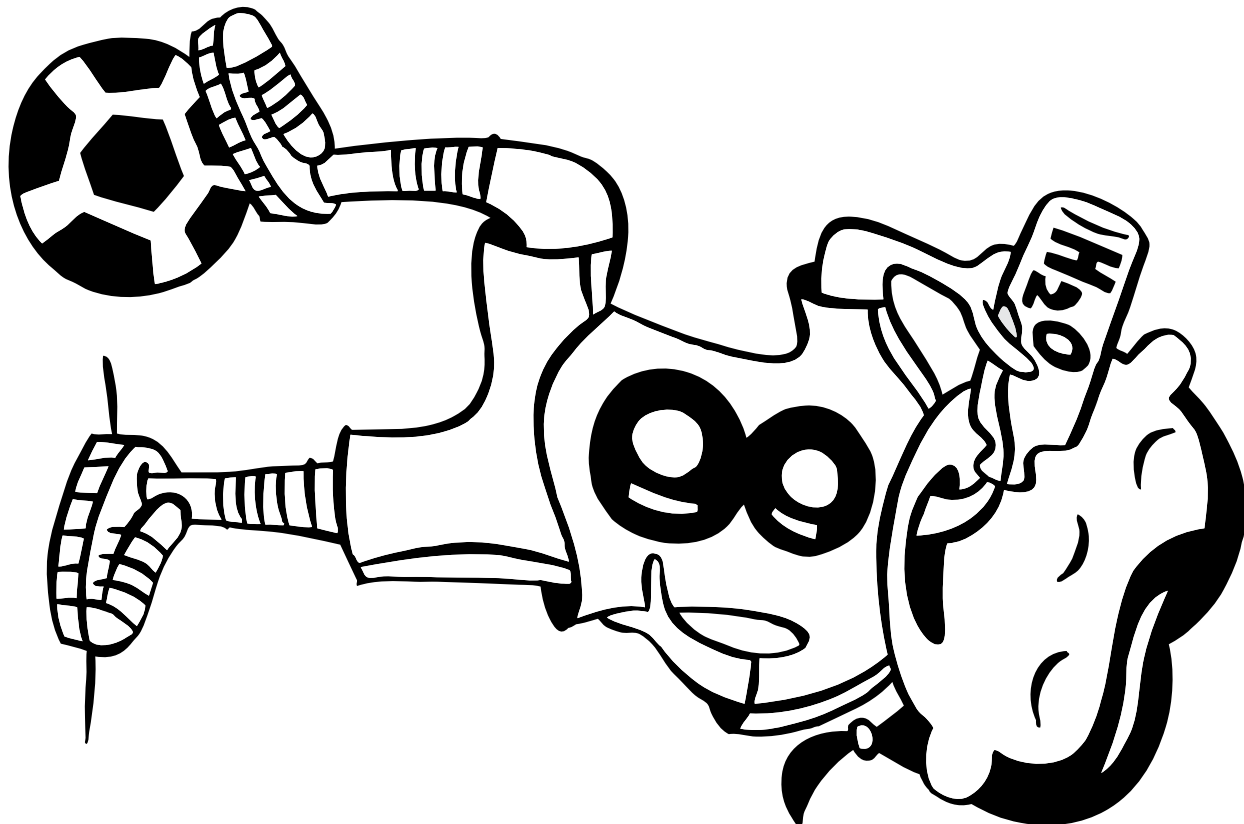
HOUR



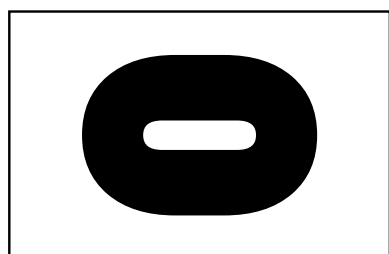
EVERY DAY!

What I like to do OUTSIDE:

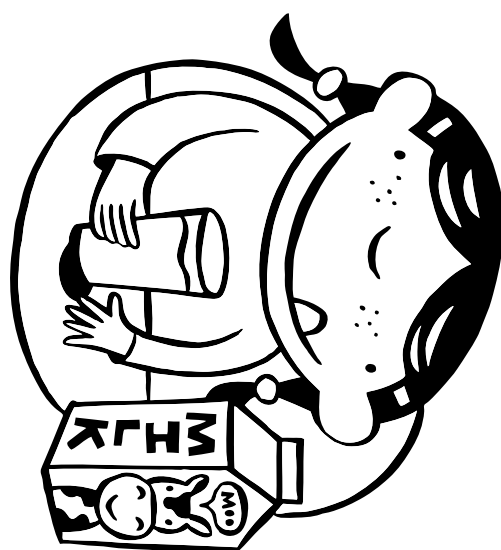




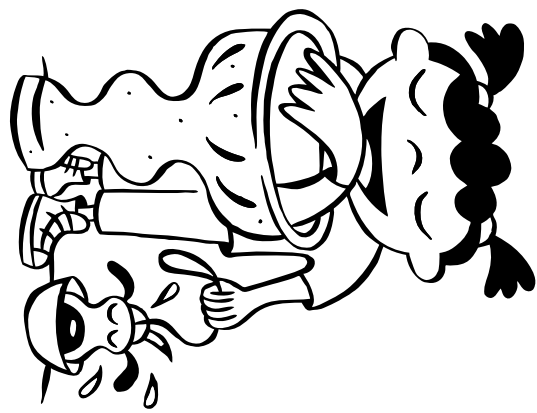
**SUGARY
DRINKS**



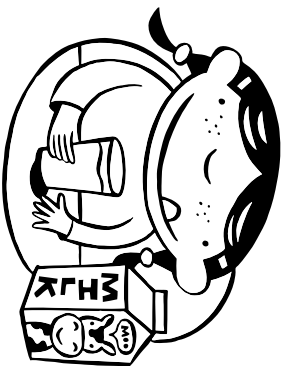
**MORE
WATER**



EVERY DAY!

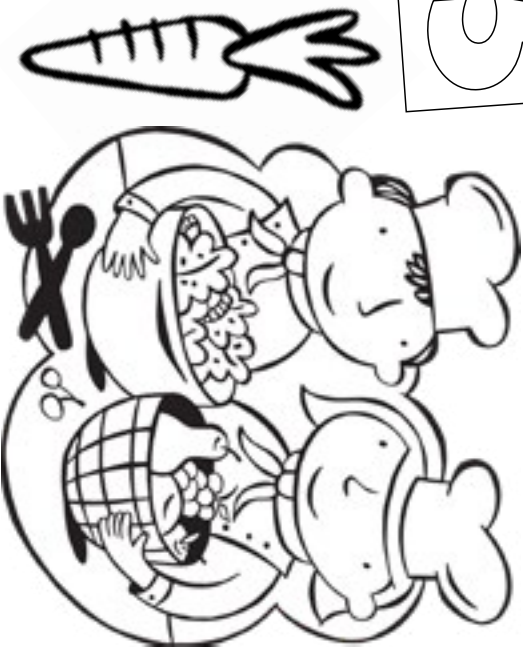


Where I can find fresh, cool water:



5

or more fruits and vegetables!



1

hour or more of physical activity!

How many of the activities listed can you find in the puzzle below?

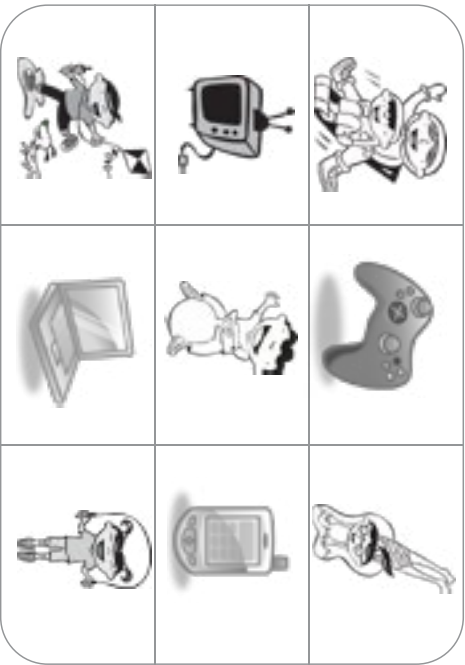
- BASKETBALL
- BIKE
- DANCING
- GARDENING
- HIKING
- JUMPING
- JUMPROPE
- PLAY
- RECESS
- REDY
- RUNNING
- SKIING
- SLEDDING
- SNEAKERS
- SNOWSHOES
- SOCCER
- SWIM
- TAG
- WALKING
- WATER

C F G J B X S V B D Q R A R Y Y P G Y O L R G M S
Y N W U N P R G A G N I N E D R A G N G U N H I W
I B I Y R W E Q S Z W N C C I O Y V N I I J F N I
O J A B M H K L K H G S F C J H Y I M D I R G S M
R S X U L N A M E P U Q B O Z Q K E D H P K N C S
D C Q E U C E W T A Z I V S D I A E P U G O S Q J
F R O G K W N P B J K P W Z H H L W C O W R M K A
Y A L P A Q S F A E K P R L P S E U I S R L E G X
W F L R R T L T L Z Z P X U U F M D H X A P C D G
A Q A N U Q N F L Q R W R S N H A O W P Q V M I Y
L E G H I B C G L K P S I V C N E X R H N Q C U Q
K U E Q R Z Q E N N E J X O C S I P T E S J Y F J
I A S J P C B Z H J U M P I N G R N S S E C E R M
N J I G W C V B V G G N G J Y I W G J W Y B Z R
G W A T E R S E I Y Q G V P P F M K W N N X D W D

2

hours or less recreational screen time!

Circle the activities that make your body strong!



5-2-1-0
Every Day!

0

sugary drinks, more water!



WATER



Redy is Let's Go!'s mascot and shares the 5-2-1-0 message. Redy's favorite foods are apples, blueberries, and green peppers. He loves doing cartwheels, and is also very good at jumping rope and playing Frisbee. He likes to cool down with clear, refreshing water after a long day of play!

