



MIDDLE SCHOOL  
HIGH SCHOOL

5210 

LET'S GO!

[www.letsgo.org](http://www.letsgo.org)

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](http://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](mailto:info@letsgo.org).



[www.letsgo.org](http://www.letsgo.org)

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it's **ALL**  
about healthy!



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# STEP ONE

# ENGAGE

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# Program Overview

# 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,



[www.letsgo.org](http://www.letsgo.org)

# 5 STEP PATH TO SUCCESS

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



**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 should you 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.

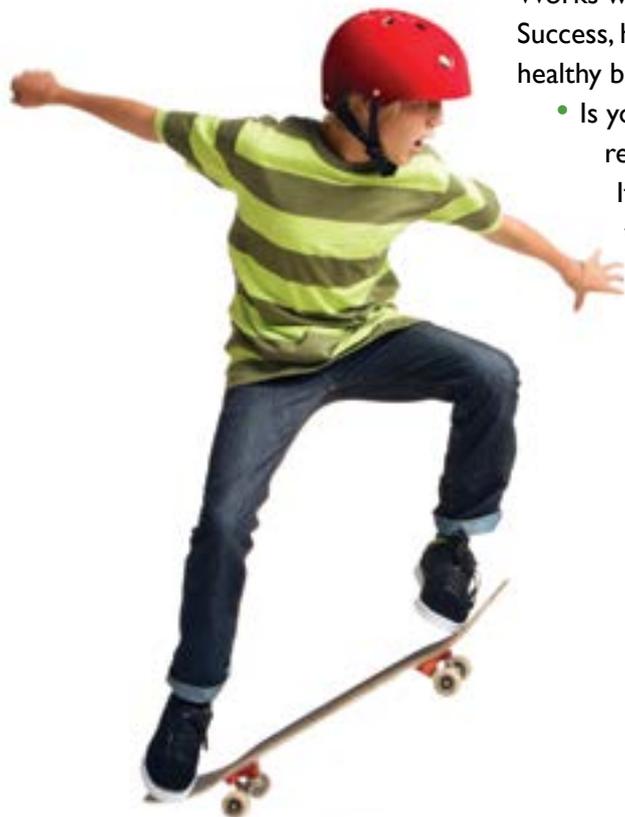
If you don't know who your coordinator is, find out by going to [www.letsgo.org](http://www.letsgo.org) and clicking on 'Partners' then 'Local Coordinators.'

Note: This is for Maine-based sites only. If you'd like to connect with the Home Office, please email: [info@letsgo.org](mailto: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/](http://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.lets-go.org](http://www.lets-go.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](http://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.



Letter to Families Announcing

# 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.

- 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.

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.

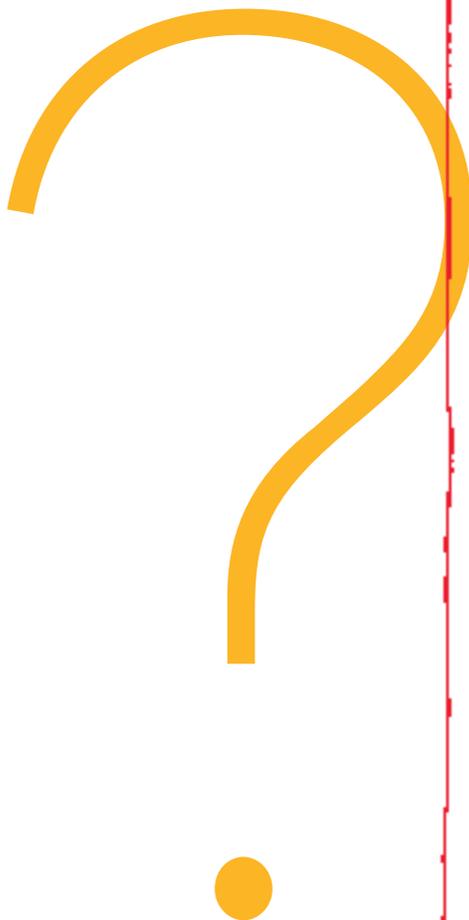
For more information about 5-2-1-0 *Let's Go!*, visit [www.letsgo.org](http://www.letsgo.org), or contact the *Let's Go!* staff at 662-3734 or [info@letsgo.org](mailto:info@letsgo.org).

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 interested 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



## STEP TWO

# ASSESS ENVIRONMENT AND CREATE AN ACTION PLAN

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# 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!**

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**School Name:** \_\_\_\_\_

**Date Completed:** \_\_\_\_\_

**Completed by:** \_\_\_\_\_

For assistance with your *Let's Go!* Action Plan, visit [www.letsgo.org](http://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

<p>Does staff at your school limit unhealthy choices for <b>celebrations</b>?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Yes, some staff (less than 50%)</li> <li><input type="checkbox"/> Yes, most staff (50% or more)</li> <li><input type="checkbox"/> Yes, school-wide (100%)</li> <li><input type="checkbox"/> Not applicable, our school never has food or drinks at celebrations</li> <li><input type="checkbox"/> Don't know</li> </ul>
<p>Does staff at your school encourage families to limit unhealthy choices that are brought in from home for school <b>celebrations</b>?</p> <p><i>Examples may include sending home a celebration sign-up sheet with only healthy options or setting classroom guidelines or policies.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Yes, some staff (less than 50%)</li> <li><input type="checkbox"/> Yes, most staff (50% or more)</li> <li><input type="checkbox"/> Yes, school-wide (100%)</li> <li><input type="checkbox"/> Not applicable, our school never has food or drinks at celebrations</li> <li><input type="checkbox"/> Don't know</li> </ul>
<p>Does staff at your school encourage families to limit unhealthy choices for <b>snacks</b> that are brought in from home?</p> <p><i>Examples may include sending home a list of recommended snacks or setting classroom guidelines or policies.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Yes, some staff (less than 50%)</li> <li><input type="checkbox"/> Yes, most staff (50% or more)</li> <li><input type="checkbox"/> Yes, school-wide (100%)</li> <li><input type="checkbox"/> Don't know</li> </ul>

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.

## 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>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Yes, some staff (less than 50%)</li> <li><input type="checkbox"/> Yes, most staff (50% or more)</li> <li><input type="checkbox"/> Yes, school-wide (100%)</li> <li><input type="checkbox"/> Don't know</li> </ul>
<p>Does your school provide daily recess for students in grades K–5?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> Not applicable, our school does not have grades K–5</li> <li><input type="checkbox"/> Don't know</li> </ul>
<p>Does any staff at your school take away recess as a punishment?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No, our staff does not withhold recess as a punishment</li> <li><input type="checkbox"/> Yes, at least some staff withholds recess as a punishment</li> <li><input type="checkbox"/> Not applicable, our school does not have recess</li> <li><input type="checkbox"/> Don't know</li> </ul>
<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><b>Recommendations for recess and physical education:</b></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.



# 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.





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

### Questions for Strategy 10

<p>Does your 5-2-1-0 Goes to School team include school nutrition staff?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> Not applicable, we do not have a team for our <i>Let's Go!</i> work</li> <li><input type="checkbox"/> Don't know</li> </ul>
<p>Does staff at your school collaborate with the school nutrition program to host educational food opportunities for students?</p> <p><i>Examples may include Eat Your Way Through the Rainbow, March through the ABCs, taste testing, kitchen tours, etc.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Yes, some staff (less than 50%)</li> <li><input type="checkbox"/> Yes, most staff (50% or more)</li> <li><input type="checkbox"/> Yes, school-wide (100%)</li> <li><input type="checkbox"/> Don't know</li> </ul>
<p>Does staff at your school coordinate food events/celebrations with school nutrition staff?</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No</li> <li><input type="checkbox"/> Yes, some staff (less than 50%)</li> <li><input type="checkbox"/> Yes, most staff (50% or more)</li> <li><input type="checkbox"/> Yes, school-wide (100%)</li> <li><input type="checkbox"/> Don't know</li> </ul>

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 STRATEGIES

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WELCOME



[www.letsgo.org](http://www.letsgo.org)

# IMPLEMENT ACTION PLAN!

jump  
in!



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 STRATEGIES

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## STRATEGY ONE

Limit Unhealthy Choices for Snacks and Celebrations;  
Provide Health Choices



## STRATEGY I: 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.<sup>1-4</sup>

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

**Classroom celebrations can happen a lot and most foods served are usually high in sugar, fat, and calories.**<sup>7</sup> 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.<sup>8,9</sup>

#### References

1. Florence MD, Asbridge M, Veugelers PJ. Diet quality and academic performance. *J. Sch. Health.* 2008;78(4):209-215.
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5. Wansink B, Shimizu M, Brumberg A. Association of nutrient-dense snack combinations with calories and vegetable intake. *Pediatrics.* 2013;131(1):22-29.
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7. Turner L, Chriqui JF, Chaloupka FJ. Classroom parties in US elementary schools: the potential for policies to reduce student exposure to sugary foods and beverages. *Journal of Nutrition Education and Behavior.* 2013;45(6):611-619.
8. Jago R, Baranowski T, Baranowski JC. Fruit and vegetable availability: a micro environmental mediating variable? *Public Health Nutr.* 2007;10(07):681-689.
9. Bray GA. Medical consequences of obesity. *J. Clin. Endocrinol. Metab.* 2004;89(6):2583-2589.



## 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 students and families to limit unhealthy choices for snacks:

- Send home **Healthy Snack Ideas – Letter to Families**.
- Provide students with the **Ideas for Healthy Snacks** handout.
- Provide students with the **Snacks to Fuel Your Brain** handout.

### Limit unhealthy choices for celebrations:

- Use the **Ideas for Healthy Foods for Celebrations** handout.
- Use the **Ideas for Non-Food Celebrations** handout.

### Ask students and families to limit unhealthy choices for celebrations:

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

### Involve students 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**.
- **Conduct Taste Tests**.
- Use **5-A-Day Bracelets**.
- Encourage students to decorate bulletin boards with healthy eating messaging.
- Eliminate unhealthy fundraisers by using the **Cash without Calories! 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 students learn how to make healthy food choices using the handouts below:

- **Eat at Least Five Fruits and Vegetables a Day**
- **Understanding Food Labels**
- **Breakfast is Best**
- **What's a Healthy Portion?**
- **Pick a Better Fast Food Option**

### Set a program 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.



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# HEALTHY SNACK IDEAS

healthy snacks help kids learn!

Dear Families,

As a part of our efforts towards health and wellness, we encourage you to support your kids in choosing healthy snacks each day. Adolescents need healthy snacks to help them grow, develop, and be ready to learn. We want your kids to be the healthiest they can be!

Here are some healthy snack ideas to fuel your preteens and teenagers:

- **Turkey Roll-Up:** Sliced turkey rolled up with cheese.
- **Snack Kabobs:** Veggie or fruit chunks skewered onto thin pretzel sticks.
- **Pita Sandwiches:** Stuff whole wheat pita bread with any combination of fillers. Try meat, cheese, and a variety of veggies. Add hummus or mustard for extra flavor.
- **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**

Our efforts are supported by *Let's Go!*, a program at 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](http://www.lets-go.org). Thank you for joining us in our commitment to healthy kids!

Sincerely,



# IDEAS FOR HEALTHY SNACKS

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

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

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

## YUM!

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

**Fruit is a nutritious and naturally sweet option for snacking. 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

## Mix it up!

Serve fresh fruit as a salad or kabobs!

**Some other popular fruit forms include:**

- 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. For your next snack try eating 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



# quick SNACKS TO FUEL Your Brain

When you are 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 dried fruit on top for a twist on the flavor).
- **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.
- **Pita Sandwiches:** Stuff whole wheat pita bread with any combination of fillers. Try meat, cheese, and a variety of veggies. Add hummus or mustard for extra flavor.
- **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.
- **Smoothies:** Use water or milk as your base and add any sort of fruits and vegetables you like! Sweet fruits like strawberries and bananas make smoothies a tasty yet nutritious treat.



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 tasty 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.

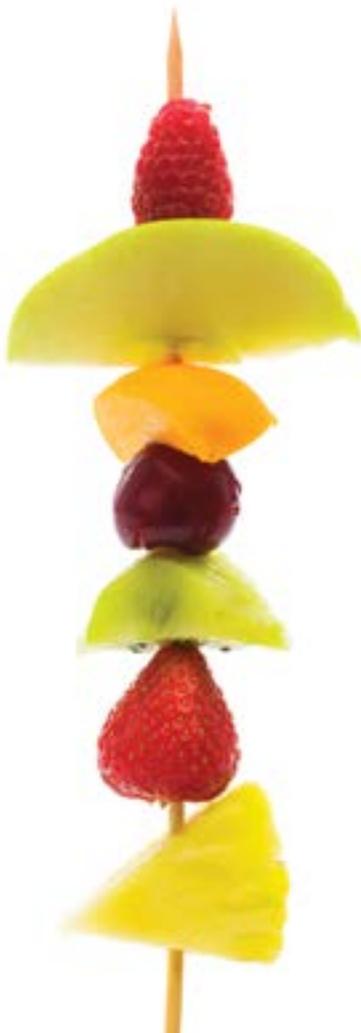
Ideas for

# 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 dried fruit for a unique twist.
- **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.
- **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.

# NON-FOOD CELEBRATIONS

Celebrations are often associated with cupcakes and cakes, but it's important to show students that they can celebrate and have fun 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!

- Reduced homework, no homework, or late homework pass
- Front of the lunch line pass
- Tickets to school events (dances, sports games, school play, etc.)
- VIP lunch with three friends
- Extra credit
- Shout-out on announcements
- Lunch karaoke
- Pass to wear a hat for one day
- Choice of partners for activities
- Points or play money for privileges
- Free choice time at end of class
- Assemblies/Pep rally
- Field trips
- Eat lunch or have class outside
- Brainteaser competitions
- Board games or puzzles
- Option to sit with friends
- Permission to listen to music while working at desk
- Five minute chat break at end of class
- Special parking spot for a day
- Entry into a drawing for donated prizes



# HEALTHY FOODS FOR CELEBRATIONS

fun + healthy go hand in hand!

Dear Students and 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 bring 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 students make their own parfaits.
- **Vegetable or Fruit Platters with Dip**

Our efforts are supported by *Let's Go!*, a program at 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](http://www.letsgo.org). Thank you for joining us in our commitment to healthy kids!

Sincerely,



# Sign-up Sheet for a HEALTHY PARTY



**Event:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_ **Number of Students:** \_\_\_\_\_

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

**Please return to this form to school by \_\_\_\_\_.**

**A healthy fruit item** (for example fruit kabobs, fruit salad, 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 parties healthier and more fun!**

# 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 students 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 ([www.kidsgardening.org](http://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 students, or donate to pantries.
- Incorporate activities that are integrated into the day. *For example: Let students pull weeds.*
- Above all else, have fun!

**Involve students in the planning and maintenance of the garden as a classroom project.**

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



# Conduct **TASTE TESTS**

**Taste tests allow students to get excited about new foods and let school nutrition staff try out new foods to possibly add to the menu. But even more than this, they are a great way to involve your school nutrition program in your Let's Go! efforts! Taste tests are a fun and easy way to connect the classroom, community, and cafeteria**

## **Something new!**

Taste tests are great because they allow students try different menu items, provide feedback, and ask questions.

### **Step 1: Contact your food service director.**

### **Step 2: Explore the following together:**

- 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?

### **Step 3: 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?

### **Step 4: Determine how you want to offer the taste test:**

**SET UP A TASTING TABLE:** Have students come up individually at their leisure to a centrally located table to pick up their sample. Students can bring the sample back to their seat or try it right then and there.

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

### **Step 5: Hear the students' voices by conducting a survey during or after the taste testing.**

Give students specific options for their voting:

- Loved it, Liked it, Tried it;

OR

- I like it, It was OK, No thanks.

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



www.letsgo.org

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](http://www.rebeccas.com) and typing jelly bracelet into the search box.**

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

**Teachers and staff can participate too!**



## 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 the end of the day!

## 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



# CASH **WITHOUT** CALORIES!

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
- School air fresheners
- Holiday ornaments
- Stuffed animals
- Balloons
- Holiday wreaths
- Temporary henna tatoos
- Bath bouquets
- House decorations
- Trail mix
- Batteries
- Jewelry
- Tupperware
- Books, calendars
- Lunch box auctions
- Valentine flowers
- Brick, stone, tile memorials
- Magazine subscriptions
- VIP parking spots
- Umbrellas
- Yearbook covers
- Yearbook graffiti
- Megaphones
- Buttons, pins
- Calendars
- Monograms

- Candles
- Music, videos, CDs
- Christmas trees
- Newspaper space, ads
- Coffee cups, mugs
- Fruit and nut baskets
- Pet treats, toys, accessories
- Crafts
- Plants
- Coupon books
- Pocket calendars
- Customized T-shirts
- Customized stickers
- Emergency kits for cars
- Raffle donations
- First aid kits
- Front row seats at a special school event
- Flowers and bulbs
- Foot warmers
- Rental of a special parking space
- Football seats
- Read-A-Thon
- Scarves
- School made cookbooks
- School art drawings
- Fruit and yogurt parfaits
- Fruit smoothies

- School art drawings
- School frisbees
- Gift baskets
- School spirit gear
- School bumper stickers and decals
- Gift certificates
- Science fair
- Scratch off cards
- Sell/rent wishes
- Gift items
- Items supporting academics
- Gift wraps, boxes, and bags
- Souvenir cups
- Graduation tickets
- Spirit, seasonal flags
- 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
- Walk/Bike/Dance/Jump Rope -a-thons
- Bowling night

### 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)

start a  
new trend!

### Additional resources

- *Smart Fundraising for Healthy Schools Webinar and Resources* by Action for Healthy Kids, [www.actionforhealthykids.org/component/content/article/119-resource-clearing-house/1379-smart-fundraising](http://www.actionforhealthykids.org/component/content/article/119-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](http://www.sde.ct.gov/sde/lib/sde/pdf/deps/nutrition/cf/healthyfund.pdf).

Know About

# 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 students are involved in sports to get physical activity and be healthy. Yet, they often overestimate how much energy they're actually burning during practices and games. Student athletes frequently get unhealthy food and drinks when they participate in organized sports—foods that provide far more energy than student athletes actually burn.

Two common sources of unhealthy foods are the concession stand and the snack items provided by families after games or practices. Our student athletes need healthy foods to support them in getting strong and learning new skills.



## To help the athletes on your school's sports teams fuel their body with healthy food, try out the tips below!

- 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.



[www.lets-go.org](http://www.lets-go.org)

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.
- Aim to have at least one veggie at every meal.

### Mix it!

- Add veggies to foods you already make, like pasta, soups, casseroles, pizza, rice, omelets, tuna fish salad, etc.
- Add fruit to your cereal, pancakes, and chicken salad.
- Make a fruit smoothie with yogurt.

### Slice it!

- Keep washed and chopped veggies and fruits in the fridge so they are ready to grab and eat.
- Have fresh fruit with cheese wedges as a dessert.
- Make fruit or veggie kebabs for parties.
- 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?

#### Young Children

- Size of the palm of their hand

#### Adolescents and 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



# UNDERSTANDING FOOD LABELS

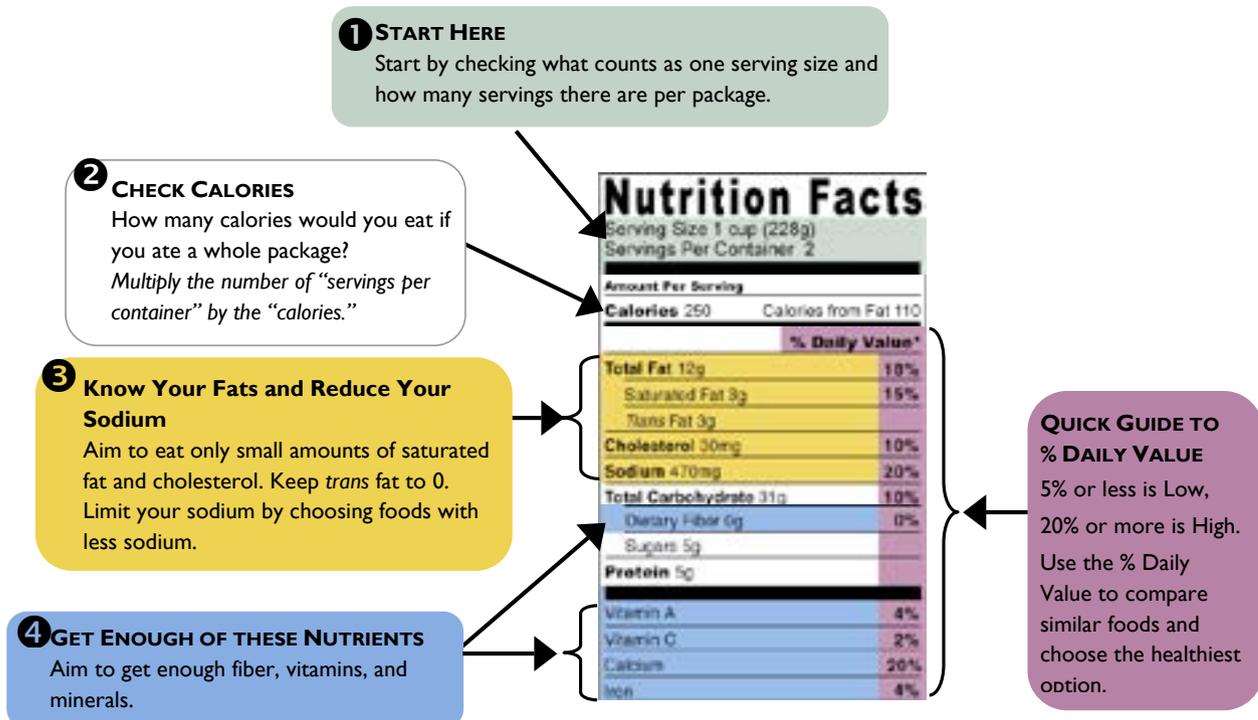
For more information visit <http://www.fda.gov> and search “Food Labeling”

## 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!



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



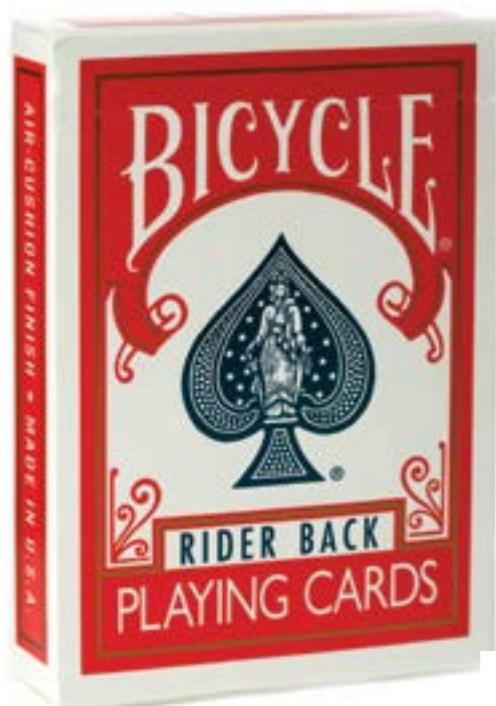
and your  
brain  
power!



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# WHAT'S 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  
60

## 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.



no  
more  
clean  
plate  
club!

# Pick a **BETTER** **FAST FOOD** OPTION

**Stopping for lunch in the mall food court?**

**Grabbing a quick dinner on the way home from a soccer game?**

**Late night stop with your friends?**

Sometimes fast food is the easiest choice, but we know it is not the most nutritious.

*Let's Go!* has created this guide to help you navigate your way through fast food menus!



## **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.

## **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 smalls or mediums 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.

Created with funding from the US Centers for Disease Control and Prevention in partnership with MaineHealth.



## STEP THREE

# IMPLEMENT STRATEGIES

## 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.<sup>1</sup>** Research shows that sugary drinks contribute to childhood obesity.<sup>2</sup>

**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.<sup>3</sup>

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

**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.<sup>6,7</sup>

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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 students in activities to promote healthy drinks:

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

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

- **Zero Sugary Drinks... Drink 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.



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# LIMIT SUGARY DRINKS SENT IN FROM HOME

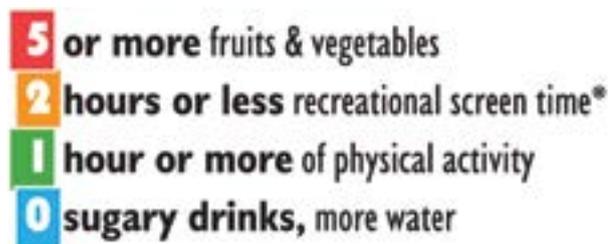
Dear Families,

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](http://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.



continued

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:** *Laminate 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 (sml)	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

plan your 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 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!

Students 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 students!*
- 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!

### Set limits!

- 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.
- Have a glass of water or milk instead of juice.
- If you choose to have juice:
  - Buy 100% juice.
  - Drink no more than 8-12 ounces per day.

### Keep it handy and 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 for Others:

- 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!

#### 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 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.

**Students 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 student athletes 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.**



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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 do you drink?

Consider how frequently you 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
Red Bull Energy Drink®	8.2 oz	110 cal	27g	7
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 STRATEGIES

## 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.<sup>1,2</sup>

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**.<sup>3,4</sup>

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

**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.<sup>1,2</sup>

#### References

1. Wang YC, Bleich SN, Gortmaker SL. Increasing caloric contribution from sugar-sweetened l. Puhl RM, Schwartz MB. If you are good you can have a cookie: How memories of childhood food rules link to adult eating behaviors. *Eating Behaviors*. 2003;4(3):283-293.
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3. Kubik MY, Lytle LA, Story M. Schoolwide food practices are associated with body mass index in middle school students. *Arch. Pediatr. Adolesc. Med.* 2005;159(12):1111-1114.
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## STRATEGY 3: Prohibit the Use of Food as a Reward

# how to implement

Rewarding students 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 share this knowledge with other staff using these handouts:

- **Food Rewards Add Up**
- **What the Experts Say about Food Rewards**

### 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.

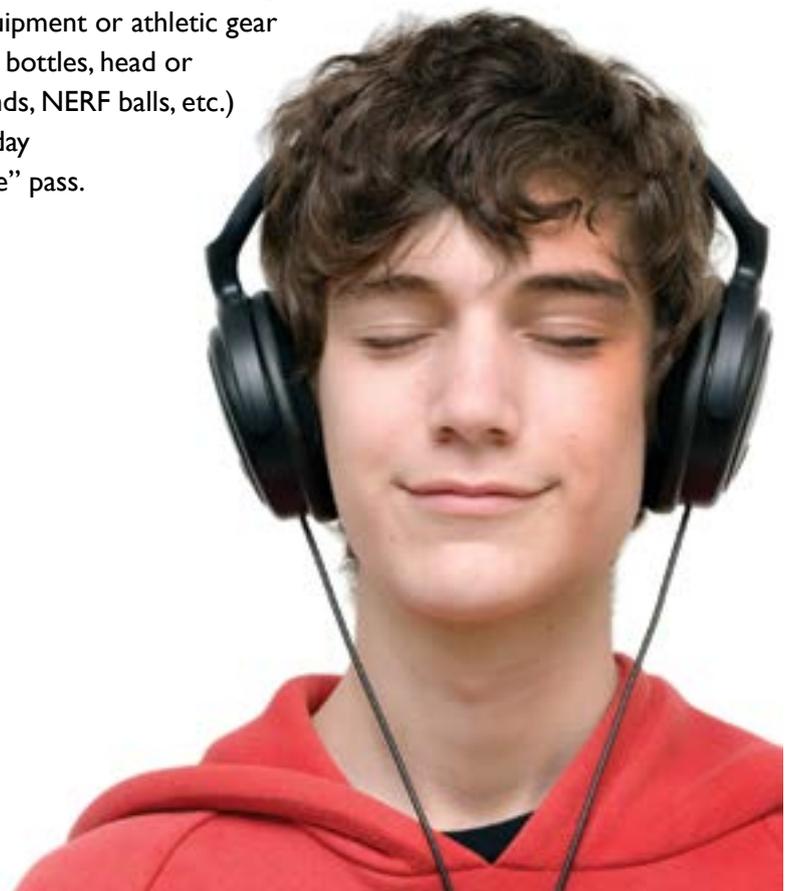
## Alternatives to food as a reward

### Students can:

- Sit with friends.
- Listen to music while working.
- 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 (sports games, dances).
- Choose partners for activities.
- Earn points or play money for privileges.
- Have class outside.
- Be recognized at a pep rally or assembly.
- Choose end-of-class brain teasers or games.
- Earn sports equipment or athletic gear (frisbees, water bottles, head or wrist sweat bands, NERF balls, etc.)
- Receive a one-day "Park Anywhere" pass.

## 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.



Use Physical

# ACTIVITY AS A REWARD

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

## Using physical activity instead of a food reward:

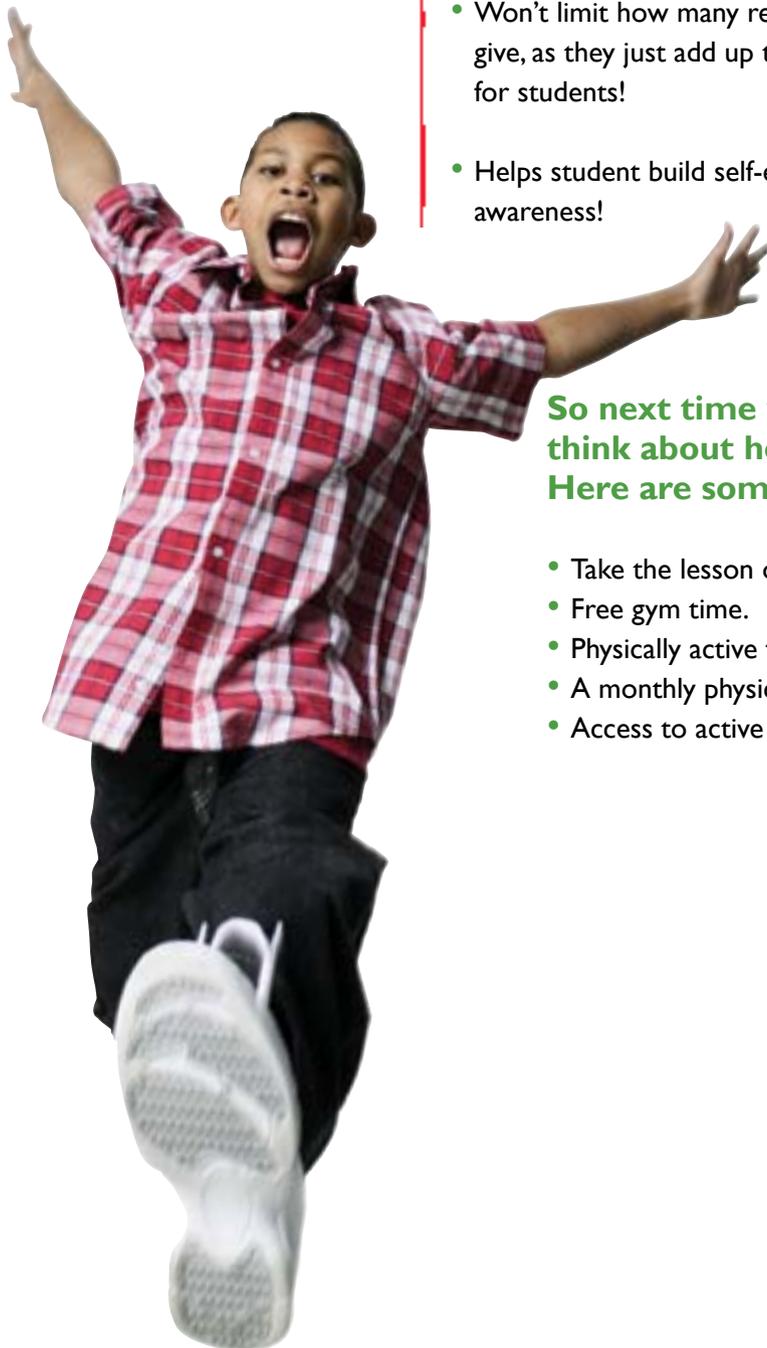
- Helps students get their 1 hour a day!
- Makes physical activity fun!
- Won't limit how many rewards you can give, as they just add up to more activity for students!
- Helps student build self-esteem and body awareness!

## Research indicates that:

Active video games may be an effective way to increase childrens' overall physical activity levels. Energy used during active video game play is comparable to moderate-intensity walking.

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

- Take the lesson outside!
- Free gym time.
- Physically active field trips.
- A monthly physical activity event to celebrate accomplishments.
- Access to active video games (Wii, Dance Dance Revolution).



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# 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 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!



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



## STEP THREE

# IMPLEMENT STRATEGIES

## 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.<sup>1,2</sup>**

**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.<sup>1-3</sup>**

**Students who are physically active tend to have better grades, school attendance, and classroom behaviors.<sup>4-8</sup>**

**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.<sup>4-8</sup>**

### References

1. Physical Activity Guidelines for Americans Midcourse Report Subcommittee of the President's Council on Fitness, Sports & Nutrition. *Physical Activity Guidelines for Americans Midcourse Report: Strategies to Increase Physical Activity Among Youth*. Washington, DC: U.S. Department of Health and Human Services, 2012.
2. IOM (Institute of Medicine). *Accelerating progress in obesity prevention: solving the weight of the nation*. Washington, DC: The National Academies Press; 2012.
3. Kushi LH, Byers T, Doyle C, et al. American Cancer Society Guidelines on Nutrition and Physical Activity for cancer prevention: reducing the risk of cancer with healthy food choices and physical activity. *CA Cancer J. Clin.* 2006;56(5):254-281.
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## STRATEGY 4: Provide Opportunities to Get Physical Activity Every Day

# how to implement

Active students tend to be healthy students 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.

### Understand the importance of physical activity in the classroom:

- Review the **Movement for Academic Success** handout.

### Provide opportunities to get physical activity:

- Keep facilities open before and after school for physical activity.
- Incorporate physical activity into test review using the **Movement for Test Success** handout.
- 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 Center** at your school.
- **Start a Physical Activity Club.**
- Provide recess or PE every day; get kids moving using the **Active Recess!** handout.
- Use your PE teachers as a resource for ideas.

### Learn how to include physical activity in every day and share this knowledge with students using the handouts below:

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

### Set a program 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 and Recognize' tab for help with this.



## Movement in the Classroom for

**ACADEMIC SUCCESS****A Note for Educators**

Emphasis on the importance of incorporating physical activity into the classroom has spiked throughout the past few years. A number of studies have indicated that an increase in physical activity throughout the school day is associated with better academic performance and higher levels of on-task behavior. For example:

- A 2010 review found positive associations between classroom-based physical activity and indicators of cognitive skills and attitudes, academic behavior, and academic achievement; none of the studies found negative associations.<sup>1</sup>
- A 2011 review found no evidence to support the claim that increasing the time allotted for physical activity during the school day results in decreased academic performance.<sup>2</sup>
- A 2005 review notes that physical activity improves general circulation, increases blood flow to the brain, and raises levels of norepinephrine and endorphins, having a calming effect on the body, and as a result could lead to improvements in academic achievement.<sup>3</sup>

**Use movement in your classroom to help students succeed! Here are some tips for success:**

- Find class-time opportunities that work for you. Consider subject transition periods or classroom activities that could easily be made “mobile.”
- Don’t be discouraged if students are unwilling at first. All changes, big or small, take some getting used to.
- Incorporate short exercises into transition periods. Activity for just 30 seconds can help get blood flowing to the brain and improve alertness. Let students choose the activity at the beginning of the day (this can be a reward).
- Pick natural student leaders to help encourage the class to participate – even if they’re simply leading by example.
- Express enthusiasm! Students are more likely to participate if you are role modeling with excitement.
- Make it fun and be creative! Play popular music and promote a light-hearted environment. Laughing is encouraged!

<sup>1</sup>Center for Disease Control and Prevention. The association between school based physical activity, including physical education, and academic performance. Atlanta, GA: US Department of Health and Human Services. 2010.

<sup>2</sup>Donnelly JE, Lambourne K. Classroom-based physical activity, cognition, and academic achievement. Preventive Medicine. 2011;52:S36-S42.

<sup>3</sup>Taras H. Physical activity and student performance at school. Journal of School Health. 2005;75(6):214-218.

# TEST SUCCESS

## Make Test Review Active:

- Instruct students to move their chairs back from their desks, remain seated, and close their eyes. Read a series of test-related true or false statements aloud. If students think it is true, they should stand up. If they believe it is false, they should remain seated. After each statement, tell students to open their eyes only after everyone has assumed their chosen position. Review the correct answer.
- Bring the class outside or to the gym to review for tests. Stand at one end of the field or gym and instruct the class to stand at the other. One by one, ask your students review questions. If they answer correctly, they can run a designated number steps to you; if they answer incorrectly, they are to stay where they are and do some kind of exercise (jumping jacks, toe touches, high knees, etc.). To speed up the process, place students into teams.

## Pre-Test Exercises:

- To get students' blood flowing before a test lead them on a quiet 5-minute walk around the building.
- To loosen up tension:
  - Stretch arms overhead
  - Touch toes
  - Arm circles
  - Neck circles
  - Forearm stretch
  - Deep breathing – in through nose and out through mouth
  - Rub ear lobes
  - Wiggle jaw
  - Yawn
  - Clench fists/stretch fingers out wide
- Exercises for mental clarity:
  - **WHITE CRANE:** Place palms together overhead. Raise right leg so quad is parallel with the floor and knee is bent. Slightly bend left leg and focus eyes on a spot on the wall in front of you. Balance like this for 30 seconds then switch legs.
  - **WRIST SHAKE:** Place hands 12 inches apart about 6 inches in front of face with palms facing towards each other and thumbs pointed towards ears. Keeping shoulders and elbows relatively still, shake wrists and forearms in a front-to-back motion. Breathe deeply and continue for 20 seconds.
  - **HIP AND ARM SWING:** Stand in an athletic stance with knees slightly bent, back straight, and feet a bit more than shoulder width apart. Leading with hips, rotate your body with arms loose and head turning with shoulders. Allow arms to flop around, following the movement of the hips. Continue for 30 seconds.

## Smart moves!

Research shows that movement can help increase brain activity, so try these exercises with your students to help them do their best on tests.



# QUICK BRAIN BOOSTS

let's take  
a break!

The following activity breaks were provided by Kerra Cartwright, first grade teacher at Young Elementary School in Saco.

These can be used in the classroom between learning activities for quick brain boosts!

**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:** Pretend there is a ladder on the ground around the outside of the classroom. Run through the ladder without stepping on the bars. Pick your knees up high! Once completed, jog around to the other end to do it again.

**Squeeze the Ball:** Place the palms of your hands together, elbows pointing out to the side. Squeeze your palms together. Feel your arms working hard!

**Jump Rope:** Pretend to jump rope. Keep moving! Don't forget your arms! 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 students 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 students!
- Helps student build self-esteem and body awareness!

## Research indicates that:

Active video games may be an effective way to increase childrens' overall physical activity levels. Energy used during active video game play is comparable to moderate-intensity walking.

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

- Take the lesson outside!
- Free gym time.
- Physically active field trips.
- A monthly physical activity event to celebrate accomplishments.
- Access to active video games (Wii, Dance Dance Revolution).



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Create a

# DEDICATED ACTIVITY CENTER

The concept of an activity center 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 center.

1. Work with your administrator to identify a space that can be used as the activity center. 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 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.

ab wheels • jump ropes • yoga balls • active video games •  
yoga cards • mini trampolines • aerobic steps • exercise bands

### Activity center in action:

PE teacher Robin O'Connor successfully created an activity center for Mast Landing School in Freeport, Maine. Working closely with administration and other teachers, Robin identified a space, determined the rules, and implemented a school-wide reward system. Any teacher can sign up to bring their class to the center, and faculty and staff can award 'coupons' for use of the center 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 center! Even the custodial staff and ground keepers are able to give out the coupons. The room creates school-wide unity and excitement.



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Start a

# PHYSICAL ACTIVITY CLUB

## Notes from one Successful Teacher:

- 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 students 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.

### 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.



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# 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 and blacktop 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.
- Provide a consistent set of rules for each area of the schoolyard. Post them where all can see.
- Plan out age-appropriate activities and obtain needed supplies and equipment.
- Increase the use of games and equipment during recess by providing equipment choices for each area of the schoolyard.
- 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, Running Track-Painted Line, Volleyball, Prisoner Court, Skipping Track.
- 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 schoolyard supervisors.



Content adapted from Active Schools Toolkit by the Wisconsin Department of Public Instruction, <http://fitness.pediatrics.wisc.edu/physical-activity/Active-Schools-SectionII-4.pdf>.



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.
- Take a bike ride (remember to wear your helmet).
- Turn on music and dance.
- Play Frisbee.
- Take the stairs.
- Park the car at the end of the parking lot.
- Make snow angels.
- Ride your skateboard (don't forget your protective gear).

### 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 smartphone app.
- Choose games that promote physical activity (balls, frisbees, hacky sack).
- Do physical activities with friends or family.
- Limit recreational screen time by turning off the TV, computer and other electronic devices and keeping them out of your bedroom.
- Encourage lifelong physical activity by incorporating it into your routine.
- Keep physical activity fun! You'll be more likely to do it.



### 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 you stronger.
- Makes you flexible.
- **Helps keep you healthy!**

# TAKE IT OUTSIDE

With so much technology, it can be hard to pull ourselves away from indoor attractions like computers, TVs, tablets, 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 students 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 family wants to do together and then use those activities as rewards.
- Go outside and do yard work as a family. Everybody can help out.
- Plant a garden and take care of it together as a family.
- 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, berry, or pumpkin picking
- Follow animal tracks

- Go sledding
- Sleep in the backyard
- Go fishing
- Go stargazing and pick out your favorite constellations
- Plant a vegetable garden
- Go for a hike or nature walk
- Collect seashells on the beach
- Make a fort in the backyard
- Explore the neighborhood together on foot, bike, or rollerblades
- Check out the nearest skate park (don't forget your protective gear)



**TOP  
FIVE**  
ANYWHERE

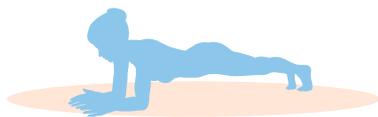
# EXERCISES

**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 STRATEGIES

## STRATEGY FIVE

Limit Recreational Screen Time



## STRATEGY 5: Limit Recreational Screen Time

# why does this matter?

**Limiting screen time can help prevent childhood obesity.<sup>1</sup>**

**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.<sup>2</sup>**

**Too much screen time puts kids at risk** for lower reading scores, attention problems, and problems learning.<sup>3-6</sup>

**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.<sup>7</sup>

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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 students and 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.



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### Be wise about screen time use during school:

- Use screen time for educational purposes only.
- Use physical activity to replace screen time. Get some ideas from the **Pause to Play** handout.
- Set an in-class and in-hallway no cell phone policy during class periods.

### Support students in limiting recreational screen time:

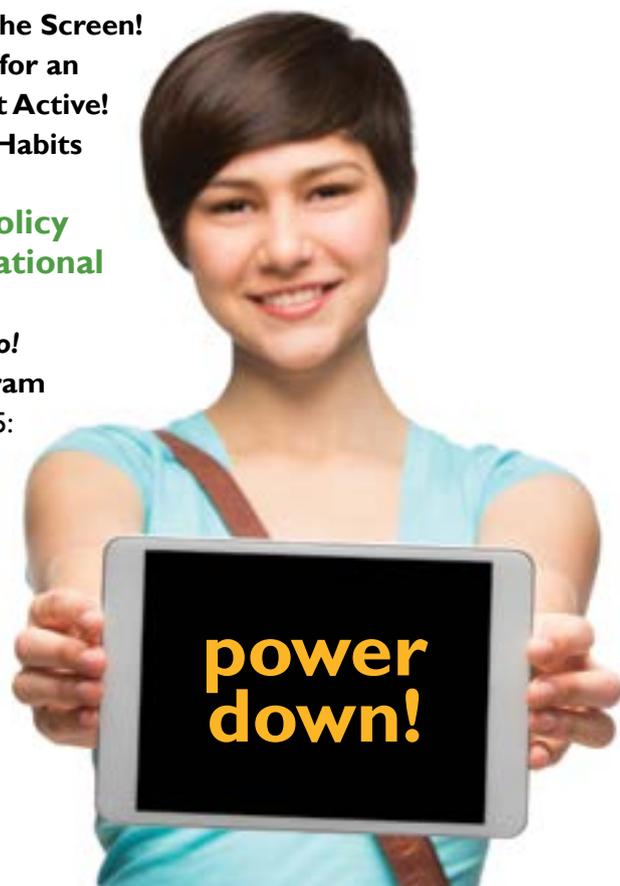
- Use the **Healthy Activities for School Vacation** handout.
- Do a **Screen Time Challenge**.
- **Inspire Students and Families to Participate in National Screen-Free Week**.
- **Hang PSA Posters Throughout Your School**.
- Help protect students from the unhealthy effects of media by teaching them **Media Literacy** skills.

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

- **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!**
- **Healthy Sleeping Habits**

### Set a program policy that limits recreational screen time.

- Refer to the **Let's Go! Recognition Program Packet** in the 'Step 5: Celebrate and Recognize' tab for help with this.



# PAUSE TO PLAY



Adolescents are getting way too much screen time these days – up to 7 hours a day in some cases. Much of the time that’s being spent in front of screens is time kids **USED** to spend being active.

In school students 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 students are getting physical activity:

- Turn on music and have a dance party.
- Do age-appropriate exercise videos.
- Have a scavenger hunt.
- Use the gym for free play and role model active games.
- 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.



Healthy  
Activities for

SCHOOL

# VACATION

**Want something healthy and fun to do over school vacation? Try some of these activities.**

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



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Name: \_\_\_\_\_ Vacation Dates: \_\_\_\_\_

- Cook dinner for your family
- Look through your fridge and make up new healthy recipes. Write them down and try them out!
- Make a fruit smoothie
- Go on a hike
- Go sledding
- Learn all the lyrics to your favorite song
- Teach your pet a new trick
- Volunteer in your community
- Have a picnic with a group of friends
- Play tug of war, hopscotch, or red rover in the snow
- Teach yourself a new language – or make one up with your friends!
- Set up a tent or sleeping bags in your backyard and camp out
- Go swimming
- Play cards
- Make a music video for your favorite song with friends
- Sketch or paint a plant growing in your backyard
- Set a fitness goal for yourself (example: 20 push-ups in a row) and work towards it every day
- Create your own Mad Libs and fill them out with friends and family
- Find a community event you wouldn't normally go to and check it out
- Become an expert on something you're interested in by going to the library for a day and reading all about it
- Join or start a book club
- Handwrite a letter to a family member or friend
- Have a sandcastle or snowman making contest with your friends
- Go bowling

**WHAT ELSE DID YOU DO?**

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**unplugged  
can be fun!**

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
Daily Goal					
Mon					
Tue					
Wed					
Thu					
Fri					
Sat					
Sun					
<b>TOTAL HOURS PER WEEK</b>					



# Inspire Students and 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 seven days every May when students, 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 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 student’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 fun week and an exciting 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. do graphs about TV viewing habits).



# HANG PSA Posters

Public Service Announcement (PSA) posters can help get the word out about your 5-2-1-0 efforts and impact student and staff attitudes and actions. Use the following PSA posters to spread the word about the benefits of limiting screen time. Hang them in the school hallways, bathrooms, cafeteria, gymnasium, and other high traffic areas.



In the time that you just spent  
**binge-watching**

the entire series of your  
favorite show on Netflix,

*you could have run*

**495 miles!**

**#OffTheCouch**



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In the time that you just spent  
**binge-watching**

the entire series of your  
favorite show on Netflix,

*you could have practiced*

**15,840** shots  
on goal!

**#ScoreBig!!!!**



[www.letsgo.org](http://www.letsgo.org)

In the time that you just spent  
**binge-watching**

the entire series of your  
favorite show on Netflix,

*you could have taken*

**17 SAT  
practice tests!**

**#FocusOnSuccess**



[www.letsgo.org](http://www.letsgo.org)

In the time that you just spent  
**binge-watching**

the entire series of your  
favorite show on Netflix,

*you could have discovered*

**1,047** new  
songs  
online!

**#BeatToTheBeat**



[www.letsgo.org](http://www.letsgo.org)

In the time that you just spent  
**binge-watching**

the entire series of your  
favorite show on Netflix,

*you could have gotten*

**66** more  
hours  
of sleep!

**#FeelingTired**



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# Think MEDIA Literacy

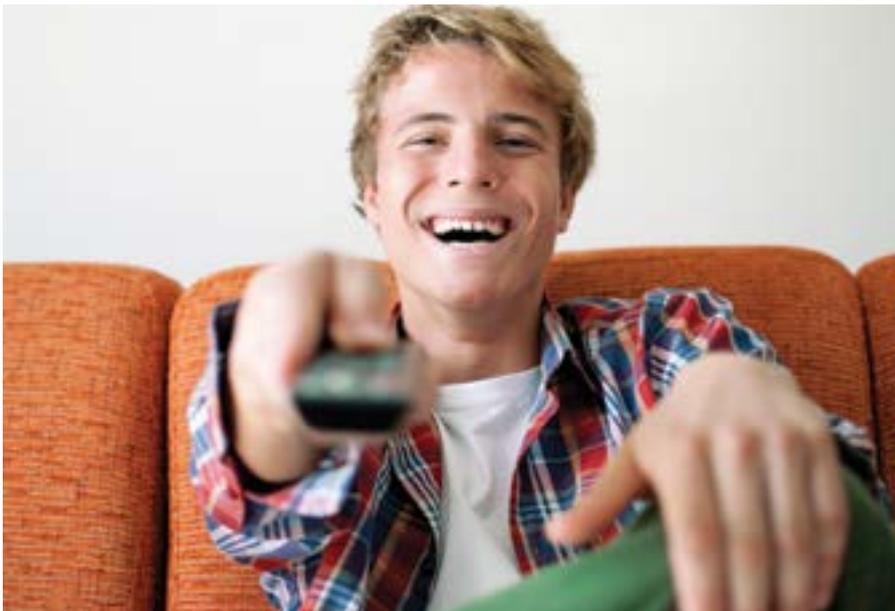
## What is Media Literacy?

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 students 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 students 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 students build the habit of analyzing the media messages they are exposed to.

## Recommended resources:

- Center on Media and Child Health, [www.cmch.tv](http://www.cmch.tv)
- Center for Media Literacy, [www.medialit.org](http://www.medialit.org)
- Media Literacy Clearinghouse, [www.frankwbaker.com/mlc](http://www.frankwbaker.com/mlc)
- Action Coalition for Media Education, [www.acmecoalition.org](http://www.acmecoalition.org)
- Common Sense Education, [www.common sense media.org/educators](http://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.
- Play a card or board game.
- Turn on music and dance.
- Read a book or magazine.
- Spend time catching up with your family.
- 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 around in the snow (sled, ski, snowshoe, build a snowman or fort).
- Help make dinner.
- Play with your dog or cat.
- Do some volunteer work.

### Tame the TV and computer! Set limits for yourself:

- Don't watch TV or play on the computer until your homework or chores are done.
- Keep mealtimes screen free – no TV or smartphones allowed.
- Don't watch more than one TV episode at a time.
- Don't watch any TV during the week.
- Don't keep your phone in your room at night. Charge it in the kitchen.
- Power down from all screens at least one hour before going to bed.

### 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.



# Step Away FROM THE SCREEN!

Did you know research shows that when parents set media rules, kids' 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:

- Clean your room.
- Cook dinner for the whole family.
- Pick up a new, unique hobby.
- Learn all the words to a song you like.
- Create a dance routine to your favorite song.
- Help with work around the house.
- Teach yourself a new language (or make one up!).
- Have a quality conversation with someone face-to-face.
- Read a book for pleasure.
- Volunteer at a local charity.
- Call a friend instead of texting them.

## Outdoor alternatives to screen time:

- Organize a neighborhood scavenger hunt.
- Take a walk with your family.
- Ride your bike or skateboard to the nearest park (don't forget your protective gear!).
- Play catch with friends and/or family.
- Practice your favorite sport (or try a new one!).

## 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 TV sets in any bedrooms.
- No eating while watching TV.
- No channel surfing – watch favorite shows only.
- Limit viewing to specific days/times.



\*As recommended by the American Academy of Pediatrics



# 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
- Yoga
- Frisbee
- Hiking
- Pilates
- Scavenger Hunt
- Dancing
- Tennis
- Jogging
- Whiffle Ball
- Kayaking
- Basketball
- 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 (do sit-ups and push-ups on Monday, play basketball on Tuesday, and do yoga poses on Wednesday).
- Track your activity and encourage each other along the way to having a stronger, healthier family.



[www.letsgo.org](http://www.letsgo.org)

Content adapted from contributions by Gretchen Cullenberg. Learn more at [www.gretchhealth.org](http://www.gretchhealth.org)

# HEALTHY SLEEPING HABITS

“Research shows that teens need about 9 hours of sleep a night.

Most teens don't get enough sleep, usually because their schedules are overloaded or they spend too much time texting or chatting with friends until the wee hours of the morning. Other teens try to go to sleep early, but instead of getting much-needed rest, they lie awake for hours.

Over time, nights of missed sleep can build into a sleep deficit (or sleep debt). Teens with a sleep deficit can't concentrate, study, or work effectively. They also can have emotional problems, like depression.”

– Kids Health 2015

## Enough Sleep:

- + Improves memory
- + Increases alertness
- + Reduces inflammation
- + Improves immune function
- + Improves metabolism

## Not Enough Sleep:

- Impairs judgement
- Depresses mood
- Decreases ability to learn new information
- Impairs metabolism
- Impairs immune function

## Five tips for bedtime

It may be a challenge to change up your bedtime routine, but if you stick to it your efforts will pay off. These ideas can help:

- **Prepare for school the night before by laying out your clothes, backpack, etc.** That way, you can set your alarm for later and catch some extra zzzzzs in the morning.
- **Try to set up a routine by going to bed at roughly the same time each night.** As your body readjusts its internal clock, it will actually become easier to fall asleep at its designated time.
- **Avoid screen time at least one hour before bedtime.** The glow from your device passes through your eye and signals your brain to delay the release of melatonin, a sleep-inducing hormone. Playing video games and using social media also stimulates the brain, which makes it difficult to fall asleep.
- **Make your bedroom a cozy environment that you enjoy.** If you feel comfortable in the space you sleep in, chances are you'll feel more relaxed and fall asleep more easily. Note: If you like things neat, try setting aside 10 minutes before you go to bed to tidy things up and avoid the stress of a messy room.
- **Try to go to bed earlier if you're not getting enough sleep.** This may seem like a no-brainer, but if you consistently find yourself feeling drowsy during the day, try heading to bed an hour or two earlier. Tiredness is your body's way of telling you to get more sleep!



## STEP THREE

# IMPLEMENT STRATEGIES

## 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.<sup>1-3</sup>

**Valuable relationships can be formed through collaboration** with other initiatives that will help promote culture change across the community.<sup>1-3</sup>

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



#### 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 School [www.farmtoschool.org](http://www.farmtoschool.org)
- WinterKids Guide to Outdoor Active Learning [www.winterkids.org](http://www.winterkids.org)
- Let's Move Active Schools [www.letsmoveschools.org](http://www.letsmoveschools.org)
- Fuel Up to Play 60 [www.fueluptoplay60.com](http://www.fueluptoplay60.com)
- Safe Routes to School [www.saferoutestoschools.org](http://www.saferoutestoschools.org)
- HealthierUS School Challenge: Smarter Lunchrooms [www.fns.usda.gov/hussc/healthierus-school-challenge-smarter-lunchrooms](http://www.fns.usda.gov/hussc/healthierus-school-challenge-smarter-lunchrooms)
- Team Nutrition [www.healthymeals.nal.usda.gov](http://www.healthymeals.nal.usda.gov)
- Smarter Lunchrooms [www.smarterlunchrooms.org](http://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
<b>September</b>	Fruits and Veggies – More Matters <a href="http://www.fruitsandveggiesmorematters.org">www.fruitsandveggiesmorematters.org</a> Family Health and Fitness Day USA <a href="http://www.fitnessday.com">www.fitnessday.com</a>
<b>October</b>	Health Literacy Month <a href="http://www.healthliteracy.com">www.healthliteracy.com</a> International Walk to School Month <a href="http://www.iwalktoschool.org">www.iwalktoschool.org</a>
<b>Week 2</b>	National School Lunch Week <a href="http://www.schoolnutrition.org">www.schoolnutrition.org</a>
<b>November</b>	Take a Hike Day (17th) National Parfait Day (25th)
<b>December</b>	National Hand Washing Awareness Month <a href="http://www.henrythehand.com">www.henrythehand.com</a>
<b>January</b>	National Fiber Focus Month Oatmeal Month <a href="http://wholegrainscouncil.org/">http://wholegrainscouncil.org/</a>
<b>Week 4</b>	Healthy Weight Week <a href="http://www.healthyweight.net/hww.htm">http://www.healthyweight.net/hww.htm</a>
<b>February</b>	National Sweet Potato Month American Heart Month <a href="http://www.heart.org">www.heart.org</a>
<b>March</b>	National Nutrition Month <a href="http://www.eatright.org">www.eatright.org</a>
<b>Week 2</b>	National School Breakfast Week <a href="http://www.schoolnutrition.org">www.schoolnutrition.org</a>
<b>April</b>	National Garden Month <a href="http://www.nationalgardenmonth.org">www.nationalgardenmonth.org</a>
<b>Week 4</b>	National-Screen-Free Week <a href="http://www.screenfree.org">www.screenfree.org</a>
<b>May</b>	National Strawberry Month National Physical Fitness and Sports Month <a href="http://www.foh.hhs.gov/dbdmarketing/npfsm.html">http://www.foh.hhs.gov/dbdmarketing/npfsm.html</a> National Bike Month <a href="http://www.bikeleague.org">www.bikeleague.org</a>
<b>1st Wed</b>	All Children Exercise Simultaneously (ACES) <a href="http://www.lensaunders.com/aces">www.lensaunders.com/aces</a>
<b>June</b>	National Fresh Fruit and Vegetable Month
<b>August</b>	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 STRATEGIES

## 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.<sup>1</sup>

**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.<sup>2</sup>

**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.<sup>1</sup>



#### 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 these 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 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.
- Have students **Create Media Projects** in partnership with community organizations.
- Seek funding using the **Sample Language for Requesting Support from Local Businesses** handout.
- 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

# CREATE MEDIA PROJECTS

**Don't forget to share your students' creations with your local Let's Go! Coordinator. You never know, a new 5-2-1-0 public service announcement could come from you!**

Having students create their own health media is a great way to educate them, their peers, and others in the community about teen health issues. You can help them spread positive 5-2-1-0 messages by working with them and community organizations to create various types of media projects. Teens will have great ideas for catchy media campaigns and will be excited to create ads that will appeal to their peers.

## Objectives:

Students will:

- Experience team work and collaboration.
- Explore the way media is used as a tool to spread health messages.
- Create a product that can be shared, assessed, and utilized.
- Gain knowledge on current teen health issues.

## Consider having students create:

- 5-2-1-0 commercials or ads (post them on YouTube, Facebook, and other social media outlets!)
- 5-2-1-0 songs, raps, or poems (see if a local radio station will air them!)
- 5-2-1-0 flyers, posters, or brochures (make it a poster contest!)

Or, send students on a photo scavenger hunt to capture people in the 'act' of a healthy behavior. Who can capture the best image that represents the 5 message? The 2 message? 1? 0? Encourage creativity and thinking outside the box!

## Creation of any of the above projects could be a:

- Homework assignment
- Class project
- Family project
- Community service project



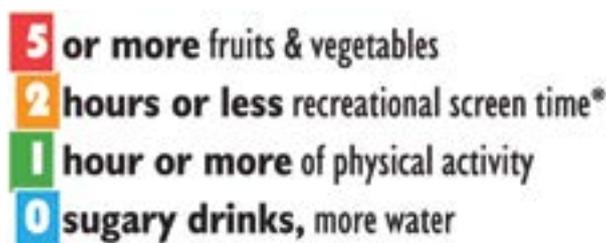
## Sample Language for Requesting

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](http://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 at**  
<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**

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.

## STEP THREE

# IMPLEMENT STRATEGIES

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## STRATEGY EIGHT

Partner With and Educate Families in Adopting and Maintaining a Lifestyle that Supports Health 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.<sup>1,2</sup>

**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.<sup>3</sup>

**Kids pick up attitudes and behaviors** about eating and physical activity from parents and caregivers.<sup>1,2</sup>

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



#### 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!



### Partner with families:

- Ask parents or PTO members 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: Sign-Up or Re-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 Program packet** in the 'Step 5: Celebrate and Recognize' tab for a copy of the Message to Families. There is also a modifiable version available online at [www.letsgo.org/toolkits](http://www.letsgo.org/toolkits)).
- Invite families to participate in healthy eating and active living activities at your school.
- Ask parents to help maintain your school garden.
- 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 school newsletter.

### Host family wellness events such as:

- Educational sessions
- Family cooking classes
- Family fitness nights
- Wellness fairs

Each of the 5 priority strategies has a number of parent handouts to share! Go to [www.letsgo.org](http://www.letsgo.org), click through to 'Families' and choose the ones you want to send home. Send them home with newsletters, post them to social media, or to your school website. Share them however you normally communicate with parents.

## STEP THREE

# IMPLEMENT STRATEGIES

## 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.<sup>1,2</sup>

**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.<sup>1,3</sup>

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.<sup>1-4</sup>

#### 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.



[www.letsgo.org](http://www.letsgo.org)

## 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 (turkey, chicken, hummus, portabella mushroom), salads (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



www.lets-go.org

# 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](http://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.



[www.letsgo.org](http://www.letsgo.org)

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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)

Find routes on your organization's property and 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!



www.letsgo.org

Be a

# HEALTHY ROLE MODEL

## What you do makes a difference!

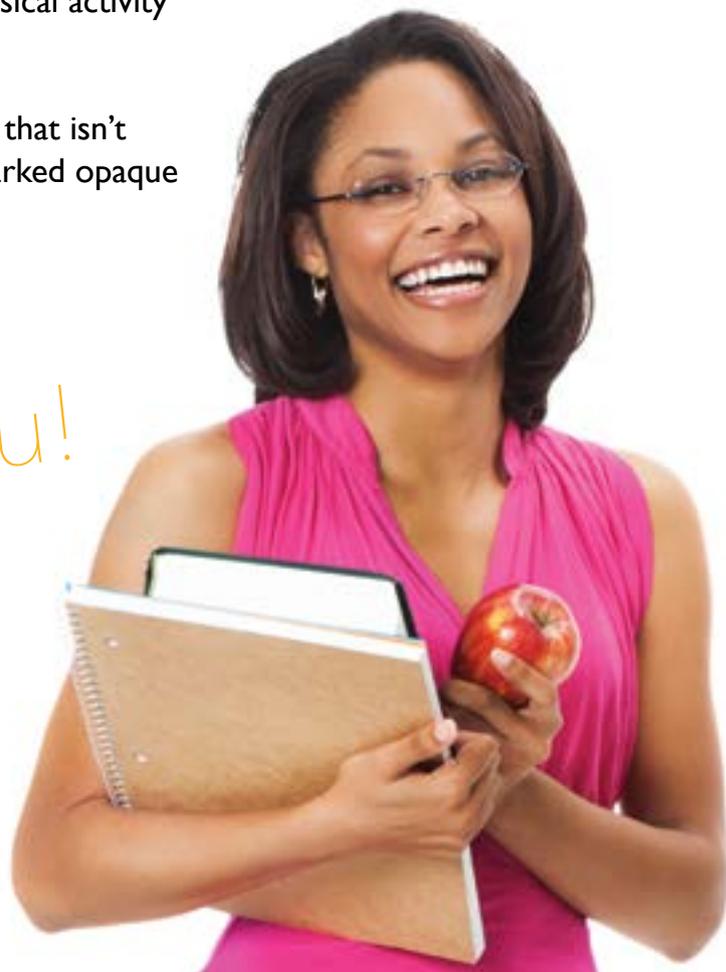
We know that students learn about eating habits, attitudes toward food, how they should feel about their bodies, and how to be physically active (or inactive) from their peers and mentors.

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

## Be a healthy role model:

- Eat healthy foods.
- Limit use of handheld devices.
- Participate in physical activity with students.
- Drink water.
- Put any beverage that isn't water in an unmarked opaque container.

students are  
**watching** you!



# SUCCESSES WITHOUT FOOD

**Show students 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 (for a car wash, movie tickets, to a bookstore, to a clothing store, to a spa, etc.).
  - Activities that promote health are especially good (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 (recess duty, bus duty, extra-curricular duty, lunch duty, etc.).
- Allow them a special parking space for a week.



## STEP THREE

# IMPLEMENT STRATEGIES

## 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.<sup>1-3</sup>

**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.<sup>1-3</sup>

Collaboration can **help incorporate nutrition education into the curriculum.**<sup>1-3</sup>



#### 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!***
- Create a **Cafeteria-Sponsored Snack Program.**
- **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.** Tell them about 5-2-1-0 Goes to School and that you are looking at the entire school food environment (not just lunch but also celebrations, snacks, fundraisers, etc.). Invite them to participate because of their expertise in feeding students 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 under Strategy 10 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.
- **Spend time in the cafeteria.** Walk through the hot lunch line. Help students 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."
- **Encourage teachers to eat school lunch with students.** Enter these teachers into a drawing for a healthy snack for their classroom.
- **Increase the nutritional quality of school meals** by achieving the HealthierUS School Challenge.
- **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!



# Cafeteria-Sponsored SNACK PROGRAM

Instead of bringing a snack to school, a snack program lets students purchase snacks through the cafeteria.

## 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.
- 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



# Conduct **TASTE TESTS**

**Taste tests allow students to get excited about new foods and let school nutrition staff try out new foods to possibly add to the menu. But even more than this, they are a great way to involve your school nutrition program in your Let's Go! efforts! Taste tests are a fun and easy way to connect the classroom, community, and cafeteria.**

## **Something new!**

Taste tests are great because they allow students try different menu items, provide feedback, and ask questions.

### **Step 1: Contact your food service director.**

### **Step 2: Explore the following together:**

- 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?

### **Step 3: 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?

### **Step 4: Determine how you want to offer the taste test:**

**SET UP A TASTING TABLE:** Have students come up individually at their leisure to a centrally located table to pick up their sample. Students can bring the sample back to their seat or try it right then and there.

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

### **Step 5: Hear the students' voices by conducting a survey during or after the taste testing.**

Give students specific options for their voting:

- Loved it, Liked it, Tried it;

OR

- I like it, It was OK, No thanks.

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



www.letsgo.org

Let's Go!

# 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 on page 12 of 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 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](http://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

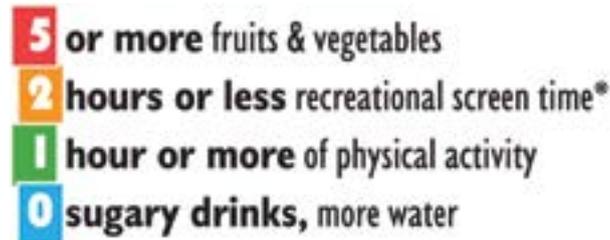
- Smarter Lunchrooms Gold
- Smarter Lunchrooms Silver
- Smarter Lunchrooms Bronze



# 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](http://www.letsgo.org)



# LEARNING LAB

**Aim for consistent messaging between the classroom and the cafeteria. Here are some examples of cafeteria activities that can be complemented by the classroom. Connect with your School Nutrition Director to see if they're interested in one of them!**

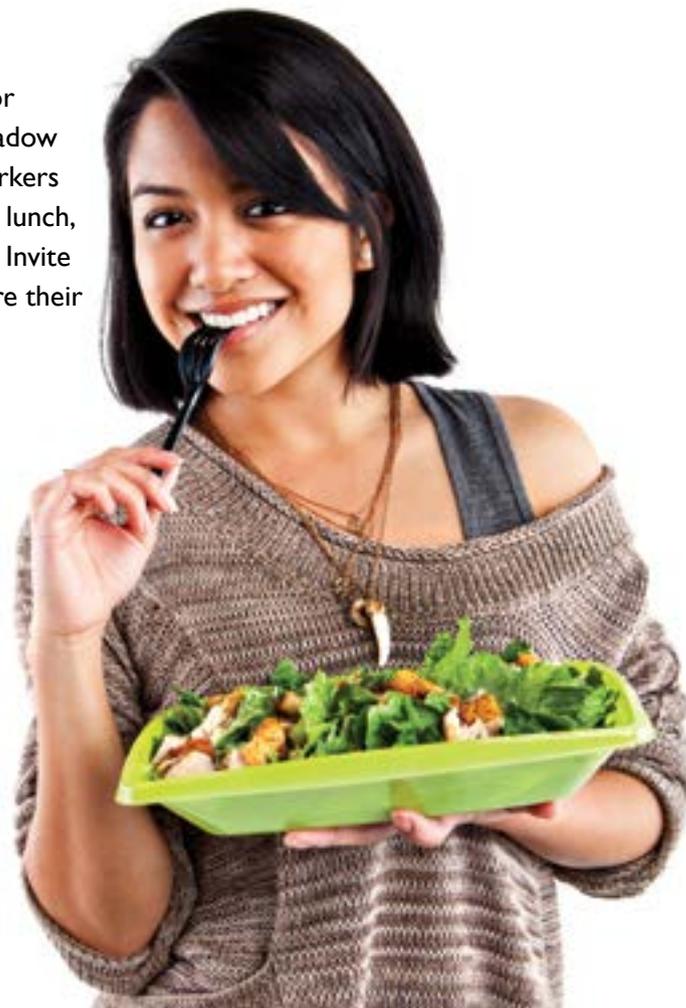
## Go Foods, Slow Foods, Whoa Foods

The U.S. National Heart, Lung, and Blood Institute suggests the Go, Slow, Whoa foods system as a way to think about food. Go foods are lowest in fat and sugar, relatively low in calories, and great to eat anytime. Slow foods are higher in fat, added sugar, and calories. These should only be eaten sometimes. Whoa foods are highest in fat, added sugar, and high in calories. These should only be eaten once in a while and in small portions. Consider color-coding a la carte foods in the cafeteria according to the Go/Slow/Whoa system to guide students towards the healthiest choices. Include students by involving them in the conversations about how to label each item, and then having them come do the labeling with color-coded stickers. You may also want to track the sales of labeled foods and/or survey students about how they feel about the new labels. Learn more about the Go/Slow/Whoa categories at [http://kidshealth.org/kid/stay\\_healthy/food/go\\_slow\\_whoa.html](http://kidshealth.org/kid/stay_healthy/food/go_slow_whoa.html).

## Lunch and Learn

Provide an opportunity for interested students to shadow or interview cafeteria workers during a study hall, during lunch, or before or after school. Invite them to learn about where their food is made, how menu development works, and other behind-the-scenes actions that take place.

continued



## 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](http://www.mofga.org).

## Embracing School Spirit

Provide a copy of the school calendars (both academic and extracurricular) to the head cafeteria worker at your school. Ask them to pick a few events and provide a “featured dish” on the day of with a relevant descriptive title. For example, during finals week, serve “Test-Ready Tacos” or “Brain-Boosting Beef Burger,” or on the day of a big sports game provide “Championship-Bound Chicken and Veggie Boats.” (Note: the cafeteria does NOT need to serve a new or unusual dish—simply changing the name to make it more festive or relevant is all you need!).

# 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 the temperature of the meal was, 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.



continued

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

Requiring School Nutrition Programs to offer a colorful variety of vegetables each week ensures students can obtain a wide range of nutrients at school.

Ever wondered what the nutrition standards for school lunch are? Here are the National School Lunch Program nutrition standards for Grades 6-12.

FOOD COMPONENTS	GRADE 6-8	GRADE 9-12
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	5 cups/week 1 cup daily
Proteins, often referred to as Meat or Meat Alternates <i>weekly minimum</i>	9-10 oz equivalent/week, 1 oz daily min.	10-12 oz equivalent/week 1 oz daily min.
Vegetables (total) <i>weekly minimum</i>	3¾ cups/week ¾ cup daily min.	5 cups/week 1 cup daily min.
Dark Green Vegetable Subgroup	½ cup/wk	½ cup/wk
Red/Orange Vegetable Subgroup	¾ cup/wk	1¼ cup/wk
Legumes Vegetable Subgroup	½ cup/wk	½ cup/wk
Starchy Vegetable Subgroup	½ cup/wk	½ cup/wk
Other Vegetable Subgroup	½ cup/wk	¾ cup/wk
Fruits <i>weekly minimum</i>	2½ cups/week ½ cup daily min.	5 cups/week 1 cup daily min.
Grains / Breads <i>weekly minimum</i>	8-10 oz equivalent/week, 1 oz daily min.	10-12 oz equivalent/week 1 oz daily min.
Minimum – Maximum Calories (kcal) <i>weekly average</i>	600 – 700	750 – 850
Saturated Fat (% of total calories) <i>weekly average</i>	<10%	<10%
Sodium* <i>weekly average</i>	≤1360 mg*	≤1360 mg*
Trans Fat	0 grams/serving	0 grams/serving

**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.

\*These sodium limits currently apply through June 30, 2017. It is projected that the sodium targets will decrease by July 1, 2022.



# Nutrition Standards for **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



\* On July 2, 2016, foods may not qualify using the 10% DV criteria.

\*\* On July 2, 2016, snack items must contain ≤ 200 mg sodium per item.

## 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 of milk and juice, while middle schools and high schools may sell up to 12-ounce portions. 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  $\leq$  10 calories per 20 fluid ounces.
- No more than 12-ounce portions of drinks with  $\leq$  40 calories per 8 fluid ounces, or  $\leq$  60 calories per 12 fluid ounces.



## STEP FOUR

# COMPLETE SURVEY

---



[www.letsgo.org](http://www.letsgo.org)

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.



[www.letsgo.org](http://www.letsgo.org)

# 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

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[www.letsgo.org](http://www.letsgo.org)

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!**

**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!

how many  
can you  
**celebrate**  
this year?  
**successes**  
**recognize and**



[www.lets-go.org](http://www.lets-go.org)



# 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

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# 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](http://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.

<p><b>Bronze</b></p> <p>Implementation</p>	<p>A site implements all five <i>Let's Go!</i> priority strategies:</p> <ol style="list-style-type: none"> <li>1. Limit unhealthy choices for snacks and celebrations; provide healthy choices.</li> <li>2. Limit or eliminate sugary drinks; provide water.</li> <li>3. Prohibit the use of food as a reward.</li> <li>4. Provide opportunities to get physical activity every day.</li> <li>5. Limit recreational screen time.</li> </ol>
<p><b>Silver</b></p> <p>Communication</p>	<p><b><i>Achievement of Bronze, PLUS:</i></b></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"> <li>1. Display 5-2-1-0 posters.</li> <li>2. Send home the "Message to Families."</li> <li>3. Use the "Message to Families" in one additional way.</li> </ol>
<p><b>Gold</b></p> <p>Policy</p>	<p><b><i>Achievement of Silver, PLUS:</i></b></p> <p><b>SCHOOLS:</b></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><b>CHILD CARE and OUT-OF-SCHOOL PROGRAMS:</b></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>

# 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!

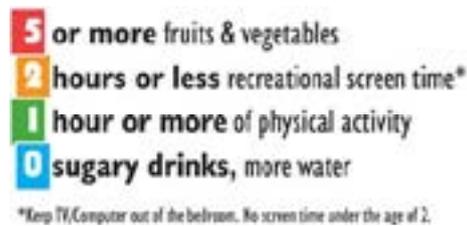
# Healthy Eating and Physical Activity at Our School

## 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](http://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

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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.letsgotoolkits.com](http://www.letsgotoolkits.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 using them in morning announcements, or posting them on bulletin boards or your Facebook page. Bring them up with the students during class time or lunch periods.

## For middle school:

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 kid watches 20,000 commercials each year.
5. **Name 3 activities you can do inside that don't involve a screen.**  
Build a fort, play board games, dance to your favorite music, etc.
6. **What is the #1 thirst quencher?** A: Water
7. **True or False: Beans/legumes count as a vegetable.** A: True
8. **What's the recommended limit for 100% juice each day?** A: 8-12 ounces for adolescents

## For high school:

1. Most Americans eat about 20 teaspoons of sugar each day. That's more than double the American Heart Association's recommended daily limit!
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 restaurants 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 teen is half a cup, or about the size of a tennis ball.
8. **How much of your body is made up of water?** A: 70-80%

