

Stroudsburg Area School District

Wellness Policy

Stroudsburg Area School District Mission Statement

“The Stroudsburg Area School District, an increasingly diverse community, will provide a safe and supportive environment in which all students receive a quality education designed to promote lifelong learning and success in an ever-changing global society.”

Stroudsburg Area School District Wellness Goal

The Stroudsburg Area School District will provide an educational environment in which all students are exposed to the benefits of good nutrition and physical activity. Opportunities will be provided for students to practice good nutrition habits and participate in physical activity during and after the school day. This will promote lifelong wellness habits with the benefit of improved quality of health.

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Policy Supervision

Each school, under the direction of the building administrator, will form a committee to oversee the implementation of the directive of the S.A.S.D. Wellness Policy.

Policy Revision

The Stroudsburg Area School District Wellness Policy will be revised annually for the first 3 years of implementation by the District Wellness Policy Committee and building administrators to insure it is meeting the nutrition and exercise needs of the students, thereafter it will be revised as needed.

Table of Contents

1. Nutritional Standards for Competitive Foods in Stroudsburg Area School District	4
2. Source of Competitive Food: Ala Carte-Food	5
3. Source of Competitive Food: Ala carte- Beverages	7
4. Source of Competitive Food: Snack and Vending	8
5. Source of Competitive Food: Vending – Beverages	9
6. Source of Competitive Food: Fundraisers (non-vending)	10
7. Concession Stand; Outside of School Group Fundraising	12
8. Source of Competitive Food: School and Classroom Parties/Holiday Celebrations/Festivities	13
9. Source of Competitive Food: Curriculum Related Celebrations & Content of Curriculum Food	14
10. Source of Competitive Food: Rewards	14
11. Source of Competitive Food: Foods from Home	15
12. Source of Competitive Food: School Stores-Foods/Snacks/Beverages	15
13. Parents, Students and Community Education	16
14. Source of Competitive Food: Faculty Lounges	17
15. Physical Activity Standards in Stroudsburg Area School District	18
16. Stroudsburg Area School District Physical Activity Standards	19
17. Faculty and Staff Physical Activity	20
18. Appendix A1	21
19. Appendix B1	22
20. Table 1- Whole Grains	23
21. Table 2-Fried Foods	23
22. Table 3-Added Sugar	24
23. Table 4-Trans Fatty Acids (Trans Fats)	24
24. Table 5-Formulas	24
25. Table 6- Foods of Minimal Nutritional Value (USDA Regulation 7CFR 210 and 220)	25
26. Appendix A: Healthy Fundraising	26
27. Appendix B: Healthy Classroom Celebrations	29
28. Appendix C: Parent Letter for Parties	35
29. Appendix D: Constructive Classroom Rewards	38
30. Appendix E: Alternatives to Using Food as a Reward	43
31. Appendix F: Ideas for Health Fairs	48
32. Appendix G: General Physical Activities Defined by Level of Intensity	56

Nutritional Standards for Competitive Foods in Stroudsburg Area School District

Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, requires all Local Education Agencies (LEA's) participating in the National School Lunch Program (NSLP) to develop local wellness policies. One requirement of the law is that nutrition guidelines must be developed for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood obesity. The standards apply to all students, in all grades, in all buildings.

Definition of Competitive Food: Foods offered at school, other than qualified meals that meet the FDA government standards served through the National School Lunch or School Breakfast Programs, including:

Definition of Ala Carte Food: A food sold in the cafeteria as a side dish that is sold separately from the National School Lunch or National School Breakfast. An entrée sold as part of the National School Lunch or Breakfast program becomes an ala carte food when it is not sold with its completing component such as milk, vegetable and fruit.

Definition of Snack: Any prepackaged food sold in the cafeteria NOT offered as part of the National School Lunch Program or National School Breakfast Program.

Definition of Vending: Any food or beverage sold in a coin operated machine.

Definition of Beverage: Any fluid/drink sold or provided to students.

Source of Competitive Food: Ala Carte-Food

Any item that is served ala carte, if it is a component of the National School Lunch (NSL) menu for the school day, is exempt from these guidelines “**except**” for the limit on pre-fried foods below which will not be offered more than three times per week.

All students may purchase unlimited milk, and fruits and vegetables that are not pre-fried, flash fried or deep fried.

Students are allowed to purchase ‘only beverages’ if they do not purchase a meal.

If buying a school lunch, K-4 will be required to take 3 of the 5 components (vegetable, fruit, grain, meat/meat alternative and/or milk) of a school lunch meal to ensure they receive a complete and balanced meal.

Marketing, pricing and nutrition education strategies will be used to encourage the selection of foods meeting these standards and combinations that result in a reimbursable meal.

The following standards apply to all foods offered as ala carte:

Foods of Minimal Nutritional Value (USDA regulation 7 CFR 210 and 220) will not be available anytime during the school day. (Table 6)

No on-site deep fat fried foods will be sold a la carte, even if they are reimbursable meal components. This does not include stir-fried or sautéed foods. Pre-fried and flash-fried food will not be offered a la carte more than three times per week.

The following standards apply whenever a la carte foods are offered for sale:

- A minimum of 3 fruits and 3 vegetables will be offered daily (at least 1 of each being fresh/raw). A variety of fruits and vegetables will be offered from day to day.
- At least 50% of grains offered will be whole grain. A whole grain food is one labeled with whole grain as the first ingredient. (Table 1)
- Foods will not contain any artificial sugars, such as aspartame, or artificial fats.

These additional standards apply to foods offered ala carte that are not reimbursable meal components:

- Items will be packaged in single serving sizes
- Items will provide < 250 calories per serving
- Contain < 35% of calories from total fat (excluding nuts, seeds, nut butters, and reduced fat cheeses).
- Contain <10% of calories from saturated fat (excluding reduced fat cheeses).
- Contain <35% sugar by weight (excluding naturally occurring sugars and low fat yogurts).

- Not contain sugar as the first ingredient. (Table 3)
- Provide no trans fatty acids. (Table 4)

Marketing, pricing and nutrition education strategies will be used to encourage the selection of foods meeting these standards and combinations that result in a reimbursable meal.

Snacks and ala carte foods not offered as part of the National School Lunch that DO NOT meet the above criteria must be approved by the District Wellness Committee. Exceptions will not exceed 25% of the offered snacks.

The Food Service Director will meet, as needed, with the individual building Healthy Kids/Wellness committee and principal to discuss concerns.

Source of Competitive Food: Ala carte- Beverages offered during the School Day

K – 9 beverages will not contain any artificial sugar.

At least 75% Beverages must be (75% beverages refer to 75% choices - each flavor is a choice):

- Plain water (any size)
- Flavored water with no sugars or artificial sweeteners (any size)
- 100% fruit and/or vegetable juice (8 oz or less size for elementary; 12 oz or less size for middle/high)
- Carbonated beverages with 70 -100% pure juice with no added ingredients except water (Must be exempted by USDA from being a Food of Minimal Nutritional Value (FMNV))
- Milk (flavored or unflavored). At least 75% of milk offered must be***:
 - o 2% fat or less
 - o 8 oz or less size for elementary;
 - o 12 oz or less size for middle/high
 - o No more than 30 grams sugar per 8 oz (As written on the Nutrition Facts Panel of label)
 - o No artificial sweeteners

The other 25% or less beverages cannot exceed:

- 150 calories per package
- 35 grams sugar per package
- High School Grades 10 – 12 only, flavored water with artificial sweeteners (17 oz or less size). Artificially sweetened water may not make up more than 25% of water and juice selections.

The 25% beverages must be approved by the SASD Wellness Policy Committee.

No carbonated beverages unless exempted by USDA from being a FMNV.

Marketing, pricing, and nutrition education strategies will be used to encourage the selection of the beverages listed above.

Source of Competitive Food: School Day Snacks and School Day Vending

School day snacks include snacks sold in the cafeteria and/or snacks offered to students in the classroom and/or snacks offered to students during school day activities.

Vending will not be available in any school building during the school day. In addition, for students in grades K-4, vending will not be available before or after the school day. Vending will only be available in grades 5- 12 after the school day ends.

The following standards apply to all foods offered as a school day snack and/or school day vending:

- Packages will be in single serving sizes.
- Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220) will not be available anytime during the school day.
- Items will provide < 250 calories per serving.
- At least 50% of grains offered will be whole grain.
- Contain < 35% of calories from total fat (excluding nuts, seeds, nut butters, and reduced fat cheeses).
- Contain <10% of calories from saturated fat (excluding reduced fat cheeses).
- Contain <35% sugar by weight (excluding naturally occurring sugars and low fat yogurts).
- Not contain sugar as the first ingredient. (Table 3)
- Provide minimal to no trans fatty acids. (Table 4)
- Not be fried (Table 2)
- K – 9 students will be limited to purchasing 2 snacks.

Marketing, pricing and nutrition education strategies will be used to encourage the selection of foods meeting these standards.

Source of Competitive Food: After School Vending – Beverages

Vending will not be available in any school building during the school day. In addition, for students in grades K-4, vending will not be available before or after the school day. Vending will only be available in grades 5- 12 after the school day ends.

All beverages offered through after school vending will meet these criteria:

- Unflavored water (any size), flavored water with no sugar or artificial sweeteners.
- 100% fruit juice (Grades K-7 not to exceed 8 oz.; Grades 8-12 not to exceed 12 oz.).
- Milk, 1% low fat or nonfat (not to exceed 16 oz), flavored or unflavored (not to exceed 30 grams of sugar per 8 oz. serving, inclusive of naturally occurring sugar, or include artificial sweeteners).
- Fluid replacement sports drinks sweetened (e.g. Gatorade, PowerAde).
- Any beverage that does not meet the criteria in the above-mentioned standards will contain 0 calories and 0 grams of sugar.

Carbonated beverages with a minimum of 70% pure juice and no other added ingredients excluding water will be allowed.

Grades 10-12 water flavored with artificial sweetener (limit 17 oz.) not to surpass 25% of all water and 100% juice available.

Marketing, pricing and nutrition education strategies will be used to encourage the selection of the beverages listed above.

Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220) (Table 6) will not be available anytime during the school day.

Source of Competitive Food: Fundraisers (non-vending)

Non-food items are encouraged as the main focus for all fund-raising items. Refer to Appendix A for Healthy Fundraising alternative ideas.

All food items sold as fundraisers on school property and available for sale during the school day must meet the guidelines below and will be reviewed by the principal of the school. Any fundraising group will receive a list of fundraising foods that meet these guidelines prior to the commencement of the fundraiser. The school food service director shall assist the principal in determining the suitability of fundraising items in accordance with the guidelines.

All food items sold as fundraisers, available for sale during the school day, will follow the standards listed below:

- Food items will not be available during breakfast and/or lunch times. Food items will be available no earlier than 30 minutes after the last meal period of the day.
- Items will provide < 250 calories per serving.
- Packages will be in single serving sizes.
- Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220) will not be available anytime during the school day. (Table 6)
- Total fat will be <35% of the total calories (excluding nuts, seeds, nut butters and reduced fat cheeses).
- Saturated fat will be < 10% of the total calories.
- Sugar content will be < 35% by weight (excluding naturally occurring sugars and low fat yogurts) and added sugar will not be listed as the first ingredient. (Table 3)
- Items will contain no trans fatty acid. (Table 4)
- Foods will not be fried.

Alternate revenue generating sources will be developed. Following are resources:
www.kidseatwell.org/flyers/twentywaystoraisefunds.pdf
http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Healthy_Fundraising_Color.PDF.

Marketing, pricing and nutrition education strategies will be used to encourage the selection of fundraising items meeting these standards.

All fundraisers outside of the school day will follow the criteria listed below:

50% of the fundraising events offered must be “nonfood” per group or organization.

Foods sold as fundraisers that are available for sale outside of the school day will support healthy eating by limiting foods high in added sugar, fat, sodium or trans fat content.

Food items that do not meet the listed standards will not be promoted during the school day. Food fundraisers that do not meet the listed standards must be picked up after school hours. Refer to Appendix A for Healthy Fundraising alternative ideas.

If food is offered as a fundraiser it is encouraged to meet the following standards:

- Items will provide no more than 250 calories per serving.
- Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220) (Table 6) will not be available anytime during the school day.
- Total fat will be no more than 35% of the total calories (excluding nuts, seeds, nut butters and cheeses).
- Saturated fat will be no more than 10% of the total calories.
- Sugar product content will be no more than 35% by weight (excluding naturally occurring sugars and low fat yogurts).
- Sugar products will not be listed as the first ingredient. (Table 3)
- Items will contain no trans fatty acids. (Table 4)

Marketing, pricing and nutrition education strategies will be used to encourage the selection of fundraising items meeting these standards.

Advertising and rewards for all fundraising will support and comply with the entire Wellness Policy (e.g. posters in school will support what money is being raised for as opposed to a picture of candy or cake, rewards will not be food or candy).

Alternate revenue generating sources will be developed. Following are resources:

<http://www.kidseatwell.org/flyers/twentywaystoraiseffunds.pdf>

http://www.sde.ct.gov/sde/lib/PDF/DEPS/Student/NutritionEd/Healthy_Fundraising_Color.PDF

http://www.pde.state.pa.us/food_nutrition/lib/food_nutrition/local_wellness_policy_q_and_as_final_12_26_06.pdf

<http://www.actionforhealthykids.org/filelib/resources/fundraisingtips.pdf>

<http://www.fwps.org/dept/nutrition/fundraiser.pdf>

http://actionforhealthykids.org/resources_topic.php?topic=13

For additional information regarding foods available for sale outside of the school day, reference Local Wellness Policy Frequently Asked Questions, page 3, which is available at http://www.pde.state.pa.us/food_nutrition/lib/food_nutrition/local_wellness_policy_q_and_as_final_12_26_06.pdf.

Concession Stands:

Foods sold at after school fundraising concession stands are encouraged to support healthy eating by limiting foods high in added sugar, fat, sodium or trans fat content.

In addition to the foods already offered, concession stands will also offer healthy food and drink alternatives (e.g. baked chips, trail mixes, dried fruits, fresh fruits, vegetable crudités, soups, water and zero calorie flavored waters).

Outside of School Group Fundraisers

Outside groups that are not related to school functions (e.g. Girl Scouts, Boy Scouts, church groups, private schools, day cares) are not permitted to sell or deliver food items during school hours to students.

Source of Competitive Food: School and Classroom Parties/Holiday Celebrations/Festivities

Non-food school and classroom parties and holiday celebrations are encouraged. Refer to Appendix B for Healthy Classroom Celebration for alternative ideas.

Alternate ideas can be found at:

http://cspinet.org/nutritionpolicy/healthy_school_snacks.pdf

Classroom parties will offer minimal amount of foods (maximum 2-3 items) and will provide the following:

- Fresh fruits and vegetables.
- Water, 100% fruit juice or milk. No soda will be allowed. **Beverages will not contain artificial sugar, such as aspartame.**

Foods and beverages offered will meet the following standards:

- Sugar products will not be listed as the first ingredient. (Table 3)
- Fresh fruits and vegetables will be offered (ideas: fruit kabobs, fruit slices with yogurt dip, apple slices with caramel dip).
- Baked goods offered will be low in sugar and low in fat. Examples of acceptable baked goods are raisin oatmeal cookies, muffins, fruit breads (banana bread, berry bread, apple bread, pumpkin bread, carrot cake, applesauce cake).
- Provide no trans fatty acids.
- Provide items that contain at least 2 grams of fiber/serving.
- Are moderate in sodium content
- Do not offer any Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220). (Table 6)
- Portions will be single serving size.

All food items sent into school that do not comply with the policy will not be accepted and will be returned.

In addition, Food Service Departments will offer party lists/menus that include food and beverage choices that:

- Are moderate in sodium content.
- Provide minimal to no trans fatty acids.
- Provide items that contain > 2 grams of fiber/serving.
- Offer fresh fruits and vegetables.
- Offer water, 100% fruit juice or milk as the beverage choices.
- Do not offer any Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220).

A parent letter will be sent home on the first day of school, which must be signed and returned to school. The letter will indicate the wellness policy regulations for parties and celebrations. The letter will be sent home again at the time of the party or holiday celebration to remind parents of the wellness policy regulations. Refer to Appendix C for Parent Letter.

Classrooms have 2 options to consider for collecting items to be offered at a party or holiday celebration:

Students and families may voluntarily bring in foods and beverages provided they meet the wellness policy regulations.

“OR”

The classroom may collect monies from each student at the beginning of the school year as opposed to having food and beverages brought from home. A letter will be sent home by the classroom teacher informing students and families of the policy requesting an amount of money to be used for parties and celebrations throughout the school year. The classroom teacher and/or classroom mother will purchase food and beverages that meet the wellness policy regulations with the monies.

Source of Competitive Food: Curriculum Related Celebrations & Content of Curriculum Food

In curriculum instruction, food or candy will not be used as a classroom tool or a manipulative (example: in math class M&M’s or Fruit Loop cereal will not be used as a counter, a non food item such as beads or buttons will be utilized).

Curriculum related celebrations will not be effected by the Wellness Policy guidelines, but should not be abused. Curriculum related celebrations and demonstrations need to occur to educate our students about heritage and to maintain a sense of tradition. Some examples are Foreign language class: Oktoberfest, Cinco de Mayo; E.S.L class: Thanksgiving feast; History: heritage celebrations; Family and Consumer Science: Holiday cooking, chef demonstrations; Health class: teaching about the importance of breakfast, healthy snacks which meet policy guidelines.

Source of Competitive Food: Rewards

Food or beverages will not be used as a reward for classroom or school activities unless the reward is an activity that promotes a positive nutrition message (example: guest chef, field trip to a farm or farmers market, etc.). Refer to Appendix D for Constructive Classroom Reward Ideas and Appendix E for Alternatives to Using Food as a Reward.

Alternate ideas can be found at:

http://www.cspinet.org/nutritionpolicy/constructive_rewards.pdf

http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Student/NutritionEd/Food_As_Reward_HO1.pdf

Source of Competitive Food: Foods from Home

Parents/caregivers will be encouraged to promote their child's participation in the school meals programs. If their child does not participate in the school meals programs, parents/caregivers will be encouraged to provide or encourage the purchase of healthy alternatives.

All nutrition standards will be explained to parents/caregivers. They will continuously be provided with nutrition education and encouraged to comply with the nutrition policies to the best of their ability and knowledge. Examples of nutrition education outreach include newsletters, open houses, back to school nights, family nights, etc.

Source of Competitive Food: School Stores-Foods/Snacks/Beverages

School stores will not sell food or beverages during school breakfast and/or lunch periods. **School stores will not sell food until 30 minutes after the last meal period of the day.**

The following standards apply to all foods sold in school stores:

- A variety of fruits and vegetables will be offered.

- Packages will be in single serving sizes.

- Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220) will not be available anytime during the school day. (Table 6)

- Items will provide < 250 calories per serving.

- At least 50% of grains offered will be whole grains.

- Contain < 35% of calories from total fat (excluding nuts, seeds, nut butters, and reduced fat cheeses).

- Contain <10% of calories from saturated fat (excluding reduced fat cheeses).

- Contain <35% sugar by weight (excluding naturally occurring sugars and low fat yogurts).

- Not contain sugar as the first ingredient. (Table 3)

- Provide minimal to no trans fatty acids. (Table 4)

- Not be fried (Table 2)

Marketing, pricing and nutrition education strategies will be used to encourage the selection of foods meeting these standards.

The following standards apply to all beverages sold in school stores:

All beverages offered will meet these criteria:

- Plain water (any size), flavored water with no sugar or artificial sweeteners. Grades 10-12 water flavored with artificial sweetener (limit 17 oz.) not to surpass 25% of all water and 100% juice available.
- 100% fruit juice (Grades K-7 not to exceed 8 oz.; Grades 8-12 not to exceed 12 oz.).
- Milk, 1% low fat or nonfat (not to exceed 8 oz for grades K-4 and 12 oz for grades 5-12), flavored or unflavored (not to exceed 30 grams of sugar products per 8 oz. serving, inclusive of naturally occurring sugar, or include artificial sweeteners).
- Carbonated beverages with 70 -100% pure juice with no added ingredients except water (Must be exempted by USDA from being a Food of Minimal Nutritional Value (FMNV)

K-9 beverages will not contain artificial sugar, such as aspartame.

Any beverage that does not meet the criteria in the above mentioned standards (not to surpass 25% of items available) will not exceed

- 150 calories per package
- 35 grams of sugar per package
- Must be approved by the SASD Wellness Policy Committee.

Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220) will not be available anytime during the school day. (Table 6)

Marketing, pricing and nutrition education strategies will be used to encourage the selection of the beverages listed above.

Parent, Student and Community Education

All nutrition standards will be explained to students/parents/caregivers. They will continuously be provided with nutrition education and encouraged to comply with the nutrition policies to the best of their ability and knowledge.

Examples of nutrition education outreach will include newsletters, open houses, back to school nights, family nights, Health Fair, etc. Refer to Appendix F for Ideas for Health Fairs

Information on exercise and nutrition will be sent to parents:

- In each District Newsletter
- On the District Website

Information on the Wellness Policy and the benefits of exercise and good nutrition will be sent to parents:

- School Calendar
- In an annual mailing such as the BMI letter
- During National Nutrition Month/March
- Nutrition Information Posters in the cafeteria

Source of Competitive Food: Faculty Lounges

Faculty is encouraged to set the example for students. Students are not likely to believe that nutrition policies are beneficial if they see faculty consuming foods and beverages that do not align with the school policy.

Other

Vegetarian Options-Students will be surveyed yearly for their interest in vegetarian entrees as part of the reimbursable meal or ala carte offerings. If interest is indicated, efforts should be made to include appealing vegetarian choices.

Student Input- Students will be an active part of menu planning through regularly scheduled meetings through both the individual building Healthy Kids programs and the Food Service, which will increase their awareness and educate them about nutritious offering of school meals. Taste testing will be offered as availability warrants.

Physical Activity Standards in Stroudsburg Area School District

Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, requires all Local Education Agencies (LEA's) participating in the National School Lunch Program (NSLP) to develop local wellness policies. One requirement of the law is that physical activity guidelines must be developed for each school campus during the school day with the objectives of promoting student health and reducing childhood obesity. The standards apply to all students, in all grades, in all buildings.

Physical activity as defined by www.cdc.gov

Physical activity is any bodily movement produced by skeletal muscles that result in an expenditure of energy.

Routine physical activity and physical fitness make important contributions to one's health, sense of well being, and maintenance of a healthy body weight. Maintenance of good physical fitness enables one to meet the physical demands of school, work and leisure comfortably. People with higher levels of physical fitness are also at lower risk of developing chronic diseases. Conversely, a sedentary lifestyle increases risk for overweight and obesity and many chronic diseases, including coronary artery disease, hypertension, stroke, type 2 diabetes, osteoporosis and certain types of cancer. Also, physical activity can aid in managing mild to moderate depression and anxiety.

Regular physical activity

A pattern of physical activity is regular if activities are performed:

- Most days of the week, preferably daily;
- 5 or more days of the week if moderate-intensity activities (in bouts of at least 10 minutes for a total of at least 30 minutes per day); or
- 3 or more days of the week if vigorous-intensity activities (for at least 20-60 minutes per session).

Moderate-intensity physical activity

Moderate-intensity physical activity refers to a level of effort in which a person should experience:

- Some increase in breathing or heart rate
- The effort a healthy individual might expend while walking briskly, mowing the lawn, dancing, swimming, or bicycling on level terrain, for example.

Vigorous-intensity physical activity

Vigorous-intensity physical activity may be intense enough to represent a substantial challenge to an individual and refers to a level of effort in which a person should experience:

- Large increase in breathing or heart rate (conversation is difficult or "broken")
- The effort a healthy individual might expend while jogging, mowing the lawn with a nonmotorized push mower, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill, carrying more than 25 lbs. up a flight of stairs, standing or walking with more than 50 lbs. for example.

Stroudsburg Area School District Physical Activity Standards:

Each School, under the direction of the principal, will form a committee to implement the directive of the S.A.S.D. Wellness Policy for physical activity during the school day, before school and after school. The committee will be developed by Sept. 15 of each school year and the program developed will be implemented by Oct. 1 of each school year.

- Grades K-4 will have a minimum of 30 minutes of daily recess during the school day. It is NOT recommended that NO recess be implemented as a form of discipline, unless the infraction requiring discipline resulted during recess time. **If recess must be removed for discipline it will not be more than 1/3 of the allotted recess time.**
- Grades 5-7 will incorporate 15 minutes of wellness time or daily recess during the school day.
- Grades 10-12 will offer additional physical education classes (a) Elective: Healthy Life Styles; offers 45 physical activity classes and 45 wellness education classes (b) Low impact physical education class.
- Propose Healthy Lifestyles curriculum for grades 8-9 to be offered 2010-2011.
- Each school building will offer the “Healthy Kids” program consisting of before and/or after school physical activities/nutrition activities.

Requirements for the “Healthy Kids” physical activity and wellness education program:

- Before/After school programs will start in September and end in May.
- Each physical activity will run for 12 sessions, preferably with a minimum meeting time of two (2) times per week, **for a minimum of one hour per individual session for grades 5 – 12 and a minimum of 45 minutes per individual session for grades K - 4.**
- The program will offer six (6) separate activities.

Suggestions:

1. Non-competitive Intramurals (coed badminton, basketball, football, coed tennis, coed volleyball, hackey sack, ultimate frisbee, dance, aerobics, weight lifting, kickball, step club).
 2. Walking clubs (e.g. I-pod walking, Getting into the Zone).
 3. Challenge clubs (Fitness Team building, hiking, biking).
 4. Skateboarding club, Roller-skating club.
 5. Wellness club (e.g. learning about healthy eating, learning how to make healthy snacks, and incorporating simple physical activity into your day).
- Schools will encourage families to participate in community parks, recreation programs, and local community fitness centers by providing information through S.A.S.D. Portal Web Site/Healthy Life Styles, mailings/flyers/brochures and school announcements.
 - Academic curriculum is encouraged to integrate physical activity into classroom instruction. A subcommittee will develop a pilot program with the assistance of an outside provider.

- Grades 7-12 will offer interscholastic athletics and activities (football, volleyball, soccer, tennis, golf, field hockey, cheerleading, basketball, wrestling, swimming, track and field, softball, baseball, and cross-country).

Guidelines for providing Healthy Kids Advisors and receiving payment:

The Building Healthy Kids committee and Building Principal will determine the selection of the advisor(s) after the application(s) has been reviewed by the committee.

Potential advisors will complete a 1) Healthy Kids Initiate a Club form (see Appendix A). The names of the advisors will be submitted to the Assistant Superintendent of Personnel to be approved by the School Board.

Each Advisor will be paid \$250.00 per 12 sessions. At the end of each session the building principal will submit request for payment through the extra pay timesheets. These extra pay timesheets will be submitted to Central Administration.

Each building has a \$500 budget to purchase supplies.

1) The Healthy Kids Preliminary Equipment Reimbursement Form (see Appendix B) and an Invoice Voucher will be submitted to the Business Office Accounts Payable in Central Administration to receive reimbursement through the District Wellness Budget.

2) A Preliminary Form will be submitted with the building budget for pre-order equipment. Monies will be deducted from the Individual buildings Wellness fund.

Faculty and Staff Physical Activity:

Faculty and staff are encouraged to participate in physical activities to set a role model for students.

Each school is encouraged to offer exercise programs for faculty.

- After school programs may be orchestrated by volunteer staff members **or volunteer outside organizations, if no fee is paid for their service. A building use form needs to be completed.**
- After school programs may be headed by a **“fee for service”** outside organization provided a building use form is completed and a fee is paid.

Appendix A1:

**STROUDSBURG AREA SCHOOL DISTRICT
Request Proposal to Initiate a Healthy Kids Group**

Number of Students who would join/participate in this Healthy Kids group _____

Grade Level(s) _____

Time of Year (All year, fall, winter, spring, summer) _____

Number of times this group meets: per week _____ per month _____ per year _____

Room(s) /Area(s)requested _____

Name of Adviser/Coach (who has agreed to lead this group if approved)

Purpose/goals of group

Discuss and submit this completed form to the Building Healthy Kids Committee and Building Principal for processing and approval consideration.

Healthy Kids Committee

Date Received _____ Approved: Yes No

Comment _____

Signature _____ **Acted on** _____

Building Principal

Date Received _____ Approved: Yes No

Comment _____

Signature _____ **Acted on** _____

5-2007/mlv

Appendix B1:

**STROUDSBURG AREA SCHOOL DISTRICT
PRELIMINARY ORDER FORM for Supply REIMBURSEMENT
WELLNESS HEALTHY KIDS ACCOUNT**

Date _____

Activity _____

School _____

Wellness Healthy Kids Account #

Name of Company

Address

City, State, Zip

Office Use Only P.O. # Date issued Delivery Date

To the Attention of: _____

Signature of Healthy Kids Advisor

Mail Check _____

Pick Up _____

Signature of Principal

Quantity	Item/Description	Size	Color	Unit Price	Total Price
				TOTAL	

Table 1- Whole Grains

A whole grain food is one labeled with the whole grain as first ingredient. The Food and Drug Administration requires foods that bear the “whole grain health claim” to contain 51% or more whole grain ingredients by weight per reference amount and be low in fat. Whole grains will usually contain at least 2 grams of fiber per serving.

Examples of whole grain terms are: “cracked,” “crushed,” “whole,” “entire,” or “groats.”

Examples of whole grain ingredients are:

Whole/entire wheat flour

Whole grain barley (hulled or lightly pearled)

Whole oats/oatmeal

Wild rice

Cracked/crushed wheat

Buckwheat

Graham flour

Wheat berries (whole-wheat kernels)

Old-fashioned oatmeal

Triticale

Quick cooking oats

Bulgur

Cornmeal

Millet

Whole grain corn

Quinoa

Popcorn

Sorghum

Brown rice

Spelt

Whole rye

Generally, if the first ingredient is “fortified” or “enriched,” it is probably not a whole grain. These items are generally not whole grains:

Unbleached flour

Organic, unbleached flour

Wheat flour

Enriched flour

Semolina

Degerminated (cornmeal)

Durum wheat

Multigrain (may describe several whole grains or several refined grains)

Sources include the USDA Food Buying Guide for Child Nutrition Programs, Dietary Guidelines for Americans 2005, Whole Grains Council.

Table 2-Fried Foods

Fried Foods: Foods that are cooked by total immersion into hot oil or other fat, commonly referred to as “deep fat frying.” This definition does not include foods that are stir-fried or sautéed, but does include foods that have been pre-fried, flash fried, or deep-fat fried.

Table 3-Added Sugar

Brown Sugar
Invert sugar
Corn sweetener
Lactose*
Corn syrup
Maltose*
Dextrose
Malt syrup
Fructose*
Molasses
Raw sugar
Glucose*
Sucrose
High fructose corn syrup
Sugar
Honey
Syrup

*Naturally occurring. Will not show up on food ingredient list unless added. Will be included as “sugars” listed on the food label.

Table 4-Trans Fatty Acids (Trans Fats)

Trans fats: Occurs in food when manufacturers use hydrogenation, a process in which hydrogen is added to vegetable oil to turn the oil into a more solid (saturated) fat. Sources of trans fatty acids include hydrogenated/partially-hydrogenated vegetable oils that are used to make shortening and commercially prepared baked goods, snack foods, fried foods, and margarine. Trans fatty acids are present in foods that come from ruminant animals (e.g., cattle and sheep). Such foods include dairy products, beef and lamb. Federal labeling of trans fats on all food products is required by January 1, 2006.

Table 5-Formulas

% Total fat: 1. Multiply grams of total fat per serving times 9
2. Divide by calories per serving
3. Multiply times 100

% Saturated fat: 1. Multiply grams of saturated fat per serving times 9
2. Divide by calories per serving
3. Multiply times 100

% Sugar by weight: 1. Divide grams of sugar per serving by gram weight for the serving size
2. Multiply times 100

Table 6- Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220)

- (1) Soda Water- A class of beverages made by absorbing carbon dioxide in potable water. The amount used is not less than that which will be absorbed by the beverage at a pressure of one atmosphere and at a temperature of 60 degrees. It either contains no alcohol or only such alcohol, not in excess of 0.5 percent by weight of the finished beverage, as is contributed by the flavoring ingredients used. No product shall be excluded from this definition because it contains artificial sweeteners or discrete nutrients added to the food such as vitamins, mineral and protein.
- (2) Water Ices- As defined by 21 CFR 135.160 Food and Drug Administration Regulations except that water ices which contain fruit or fruit juices are not included in this definition.
- (3) Chewing Gum- Flavored products from natural or synthetic gums and other ingredients, which form an insoluble mass for chewing.
- (4) Certain Candies- Processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients which characterize the following types:
 - (i) Hard Candies- A product made predominantly from sugar (sucrose) and corn syrup which may be flavored and colored, is characterized by a hard, brittle texture, and includes such items as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops).
 - (ii) Jellies and Gums- A mixture of carbohydrates which are combined to form a stable gelatinous system of jelly-like character, and are generally flavored and colored, and included gum drops, jelly beans, jellied and fruit-flavored slices.
 - (iii) Marshmallow Candies- An aerated confection composed as sugar, corn syrup, invert sugar, 20 percent water and gelatin or egg white to which flavors and colors may be added.
 - (iv) Fondant- A product consisting of microscopic-sized sugar crystals which are separated by thin film of sugar and/or invert sugar in solution such as candy corn, soft mints.
 - (v) Licorice- A product made predominantly from sugar and corn syrup which is flavored with an extract made from the licorice root.
 - (vi) Spun Candy- A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.
 - (vii) Candy Coated Popcorn- Popcorn, which is coated with a mixture, made predominantly from sugar and corn sugar.

Appendix A: Healthy Fundraising

Alternatives to selling candy for schools, sports and clubs

Candy, baked efforts, soda and other foods with little nutritional value are commonly used for fundraising. This sends the message to students that the school district views money as being more important than their students' health. It compromises classroom learning by sending contradictory nutrition messages taught in the classroom. It contributes to poor health by adding unnecessary calories and encourages students to consume less nutrient dense foods over to healthier choices. Increasing obesity rates among children are resulting in serious health consequences, such as increased incidence of heart disease, Type 2 diabetes, high blood pressure, high cholesterol, sleep apnea, low self-esteem, poor body image and isolation.

Adopting a policy of healthy fundraising result in:

- Healthier kids who learn better as research demonstrates that good nutrition is linked to better behavior and academic performance.
- Delivery of consistent health messages because fundraising with healthy foods and non-food items demonstrates a school commitment to promoting healthy behaviors and supports lessons learned in the classroom rather than contradicts them.
- Promoting a healthy school environment by providing students with reliable health information and the opportunity to practice it.

Here are some ideas for healthy fundraising

Items you can sell:

- Activity cards
- Activity theme bags
- Air fresheners
- Balloon bouquets
- Bath accessories
- Batteries
- Books, calendars
- Brick/stone/tile memorials
- Bumper stickers
- Buttons, pins
- Candles
- Christmas ornaments
- Christmas trees
- Coffee cups, mugs
- Cookbooks
- Cookbook of easy and healthy after school snacks
- Crafts
- Coupon books
- Customized stickers
- Emergency kits for cars
- House decorations
- Jewelry
- Kitchenware
- License plate frames/holders with school logo
- Lotions and soaps
- Lunch box auctions
- Magazine subscriptions
- Megaphones
- Mistletoe
- Monograms
- Music, videos, CDs
- Mugs
- Newspaper space, ads
- Personalized stationary
- Pet treats/toys/accessories
- Picture frames
- Plants
- Pocket calendars
- Pre-paid phone cards
- Raffle donations

- Elephant rides
- First aid kits
- Flea markets
- Flowers and bulbs
- Foot warmers
- Football game shout outs
- Football seats
- Frisbees
- Garage sale
- Garden seeds
- Giant coloring books
- Gift baskets
- Gift certificates
- Gift items
- Gift wrap, boxes and bags
- Greeting cards
- Hats
- Holiday decorations
- Holiday ornaments
- Holiday party decorations/Poinsettias
- Holiday wreaths

- Raffles or gift baskets
- Rent a special parking space
- Scarves
- School art drawings
- School Frisbees
- School spirit gear & accessories
- Scratch off cards
- Sell/rent wishes
- Souvenir cups
- Sprit/seasonal flags
- Stadium pillows
- Stationary
- Student directories
- Stuffed animals
- Temporary/henna tattoos
- T-shirts, sweatshirts
- Tupperware
- Valentine's Day flowers
- Yearbook covers
- Yearbook graffiti
- Yearbook space/monograms

Healthy Foods:

- Frozen bananas
- Fruit & nut baskets
- Fruit smoothies & fruit juice based slush
- Fruit & vegetable baskets
- Fruit & yogurt parfaits
- Lunch box auctions
- Nuts
- Popcorn
- Fresh and exotic fruit
- Trail mix

Custom Merchandise you can sell:

- Bumper stickers/decal
- Calendars
- Cookbook made by school
- Key chains
- Logo air fresheners
- Magnets
- Pens, pencils, erasers
- Scratch off cards
- T-shirts/sweat shirts

Activities Supporting Academics:

- Read-A-Thon
- Science Fair
- Spelling Bee

Activities:

- Arts and crafts sales
- Auction
- Basketball tournaments
- Battle of the Bands
- Bike-a-thons
- Bowling night
- Carnivals
- Car washes
- Coupons for domestic chores
- Dances
- Family bingo nights
- Family/glamour portraits
- Festivals
- Fun runs
- Gift wrapping
- Golf tournament
- “Hire a student day” (for odd jobs with proceeds going to the school)
- Jog-a-thons
- Jump rope-a-thons
- Magic show
- Milk mustache photos
- Raffles
- Read-a-thons
- Recycle cans/paper/ink cartridges
- Rent-a-teen-day (rake leaves, mow lawn, wash dog, household chores, etc)
- School plays
- Science fair
- Seasonal “Message Grams”
- Services (lawn care, housecleaning)
- Silent auctions
- Singing telegrams
- Skate-a-thons
- Skate night
- Spelling bee
- Talent shows
- Tennis/horseshoe competition
- Treasure hunt
- Walk-a-thons
- Workshops/classes

Appendix B: Healthy Classroom Celebrations

Typically, foods for school celebrations include cupcakes, candy, cookies, and soda. There is nothing wrong with an occasional treat, but unhealthy choices have become the norm rather than the exception.

Only two percent of children meet all MyPyramid.com recommendations. Most children do not eat enough fruits, vegetables or whole grains. Constant exposure to low-nutrient foods makes it difficult for children to learn how to make healthy food choices.

Schools have the opportunity to influence children's life-long eating patterns. Classroom parties can help teach children valuable social skills such as helping to prepare the food, sharing with others, and cleaning up after themselves.

If healthy foods are included in the celebration, it can provide a chance to reinforce the message that nutritious food choices lead to healthier bodies and sharper minds.

Ideas for Healthy Celebrations

- Try something new. Children like adventure. In addition to familiar games and foods, offer something different.
- Plan creative experiences such as art, music and cooking.
- Involve children in planning and preparing the party. Let them make decorations and favors.
- Put food in its proper place. Refreshments should complement the fun, not become the “main event.”
- Don't use food as rewards or prizes.
- Choose foods for fun, good taste and health. Parties that feature healthful foods provide opportunities for children to practice making wise food choices.
- Play indoor games of the students' choosing.
- Engage children in a special art project.
- Take children on a field trip.
- Play music and have a dance party.
- Take a fun walk around the school with the principal or teacher.
- Play games outside or host a field day. Allow extra recess time.

Activities to Celebrate a Child

- Plan special party games and activities. Ask parents to provide game supplies, pencils, erasers, stickers and other small school supplies instead of food.
- Create a healthy party idea book. Ask school staff and parents to send in healthy recipes and ideas for activities, games and crafts. Compile these ideas into a book that staff and parents can use.
- Give children extra recess time instead of a class party. For birthdays, let the birthday child choose and lead an active game for everyone.
- Instead of a party, organize a special community service project (e.g., invite senior citizens in for lunch, make “handkerchiefs” for chemotherapy patients, and blankets for rescue dogs). Involve parents in planning the project and providing needed materials.
- Create a “Celebrate Me” book. Have classmates write stories or poems and draw pictures to

describe what is special about the birthday child.

- Provide special time with the principal or another adult, such as taking a walk around the school at recess.
- Create a special birthday package. The birthday child wears a sash and crown, sits in a special chair and visits the principal's office for a special birthday surprise (pencil, sticker, birthday card, etc.)
- The birthday child is the teacher's assistant for the day and gets to do special tasks such as make deliveries to the office, lead the line, start an activity, and choose a game or story.

Ways for families to celebrate special events

- Instead of food, ask parents to donate a book to the school library or classroom in honor of a child's birthday with his/her name inside. Read it to the class or invite the child's parents to come in and read it to the class.
- Donate funds for playground or physical education/activity equipment such as jump ropes or balls.

Healthful Food Celebrations for Classrooms

- Make your own pizza party using chopped vegetables, fruits and low-fat cheeses.
- Make your own fruit sundae bar with fresh fruit and low-fat yogurt or sorbet.
- Host a culture club-ask students to find and prepare healthy recipes from different cultures.
- Host an agriculture day-ask a local farmer to bring in produce and have a tasting party.

Healthy Food Ideas

- Beverages
 - Low-fat or non-fat plain or flavored milk
 - 100% juice
 - Water
 - Flavored/sparkling water (without added sugars or sweeteners)
 - Sparkling punch (seltzer and 100% fruit juice)
- Fruit smoothies (blend berries, bananas and pineapple)
- Fresh fruit assortment
- Fruit and cheese kabobs
- Fruit salad
- Fruit with low-fat whipped topping
- Fresh apple wedges and caramel dip
- Dried fruit (raisins, cranberries, apricots, banana chips)
- Vegetable trays with low-fat dip
- Fresh cut vegetables and reduced fat ranch dip or salsa
- Celery and carrots with peanut butter and raisins
- Whole-grain crackers with cheese cubes, string cheese or hummus
- Baked chips & salsa
- Baked chips and reduced-fat dip
- Low-fat tortilla chips with salsa or bean dip
- Pretzels
- Air-popped popcorn
- Rice cakes

- Bread sticks
- Graham crackers
- Animal crackers
- Angel food cake, plain or topped with fruit
- Snack cake squares without icing or topped with fruit and reduced-fat whipped topping
- Oatmeal raisin cookies and low fat milk
- Fig bars
- Waffles or pancakes topped with fruit
- Bagel slices with peanut butter or jam
- Fruit or grain muffin (low-fat)
- Whole wheat English muffin
- Low-fat breakfast or granola bars
- Warm soft pretzels
- Pizza with low fat toppings (vegetables, lean ham, Canadian bacon)
- Pizza dippers with marinara sauce
- Ham, cheese or turkey sandwiches or wraps (with low-fat condiments)
- Quesadillas or bean burrito with salsa
- Low-fat pudding; sugar-free pudding
- Low-fat yogurt
- Squeezable yogurt
- Yogurt smoothies
- Yogurt parfaits or banana splits (yogurt and fruit topped with cereal, granola or crushed graham crackers)
- Trail/cereal mix (whole-grain, low-sugar cereals mixed with dried fruit, pretzels)
- Nuts and seeds
- Crackers and peanut butter
- Fresh Fruit topped with peanut butter

*check for food allergies before serving

Theme Party Recipe Ideas

Halloween

- Roasted Pumpkin Seeds
- Pumpkin Bread Muffins
- Witch's Brew*
- Abracadabra Wands*

Harvest or Thanksgiving

- Nut and Dried Fruit Trail Mix
- Lemon-Chili Veggies*
- Corn Bread

Winter Holidays

- Apple Wedges Dipped in Caramel or Peanut Butter

Valentine's Day

- Angel Food Cake with Fresh Strawberries Topped with Whipped Topping
- Fresh Fudgy Fruit*
- Cherry Tomato Fillers*

Spring

- Sparkling Grapes*
- Fruit Salad with Yogurt Dip
- Celery Wagons*

End of the Year or Summer

- Banana Splits*
- Fresh Fruit Kabobs
- Veggie Sticks with Low-fat or Non-fat Dip
- Hooray for the Red, White, and Blue!

Recipes (All recipes serve 32 students) Source: Kids Get Cookin' 5 a Day-Power Play! and American Heart Association

Abracadabra Wands (serving size: 2 sticks)

Ingredients:

10 red apples, cut into 64 chunks

5 cups red grapes

8 oz. non-fat or low-fat cheddar cheese, cut into 64 chunks

2 avocados, cut into 64 chunks

64 long, thin pretzel (or wooden) sticks (about 3 inches long)

Preparation (20 minutes):

1. Use a wooden skewer to poke holes in center of each piece of food.
2. Thread pieces onto pretzel stick.
3. Serve leftover pieces of fruit.

Witch's Brew

Ingredients:

- 1 gallon cranberry juice
- 1 gallon apple cider
- 12 oz. frozen orange juice, unprepared

Preparation (5 minutes):

1. Mix all ingredients together in large pitcher.

Lemon-Chili Veggies

1. Chop any favorite veggies (try cucumber and jicama) into chunks.
2. Squeeze fresh lemon juice onto each piece and lightly sprinkle with chili powder and salt.

Cherry Tomato Fillers (serving size: 2 tomatoes)

Ingredients:

- 64 (large) cherry tomatoes
- 1 ½ cups low-fat cottage cheese
- 1 cup sunflower seeds

Preparation (15 minutes):

1. Cut tops and scoop seeds and the pulp out of each tomato.
2. Fill with 1 teaspoon of cottage cheese.

Fresh Fudgy Fruit (serving size: ½ banana & 1 strawberry)

Ingredients:

- 16 bananas, peeled, cut in half
- 32 strawberries, tops removed
- 3 cups light hot fudge at room temp.
- 5 cups low fat granola
- 64 wooden craft sticks

Preparation (15 minutes):

1. Insert wooden stick into the cut end of each fruit.
2. Place granola into plastic bag and use a spoon to crush granola, and place in shallow bowl.
3. Pour fudge into shallow bowl.
4. Place fruit in fudge and spread the sauce around.
5. Place fruit on top of the granola. Turn to coat lightly.

Sparkling Grapes

Ingredients:

- 3 - 3 oz. packages of gelatin
- 64 small clusters grapes
- 1 ½ cups boiling water
- 1 ½ cups ice cubes

Preparation (15 minutes):

1. Pour gelatin powder into measuring cup. Pour half of the powder into a bowl and place the other half on the side.
2. Add boiling water to the bowl of gelatin. Stir until powder is dissolved. Add ice cubes and stir until ice melts.
3. Dip grape clusters in liquid gelatin mixture and shake off excess.
4. Sprinkle extra powder over grapes and serve.

Celery Wagons

Ingredients:

2 stalks celery, cut into 3 inch pieces
4 large carrots, slices
2 cups low-fat dip
64 toothpicks

Preparation (15 minutes):

1. Cut veggies ahead of time.
2. Have students put a carrot piece at each end of 2 toothpicks.
3. Place a celery stick on top of the toothpicks.
4. Fill with 1 tablespoon of dip.

Mini Banana Splits

Ingredients:

16 small bananas, peeled
8 cups fresh berries
16 cups low fat vanilla yogurt
2 cups low fat granola

Preparation:

1. Cut banana in half, share between 2 students.
2. Scoop a ½ of cup of yogurt onto banana.
3. Top with berries and granola.

Hooray for the Red, White, and Blue!

Ingredients:

5 baskets of strawberries (about 64 strawberries)
4 containers of blueberries
1-12 oz. container of low fat whipped topping

Preparation:

1. Wash fruit. Remove tops from the strawberries.
2. In small cup place 2 strawberries and a dollop of whipped topping and sprinkle with about 5 blueberries.

Appendix C: Parent Letter for Parties

August 2006

Dear Parent and/or Guardian:

This letter is being sent to inform you of the Stroudsburg Area School District Wellness Policy regarding school and classroom parties. Our Policy is a result of Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, signed by President Bush in July 2004. The law states nutrition guidelines must be developed for all foods available on each school campus during the school day with the objectives of promoting student health and reducing childhood obesity.

As a result of the policy, the following regulations have been implemented in regards to school and classroom parties:

Non-food school and classroom parties and holiday celebrations are encouraged.

Foods and beverages offered will meet the following standards:

- Sugar products will not be listed as the first ingredient. (Table 3)

- Fresh fruits and vegetables will be offered (ideas: fruit kabobs, fruit slices with yogurt dip, apple slices with caramel dip).

- Baked goods offered will be low in sugar and low in fat. Examples of acceptable baked goods are raisin oatmeal cookies, muffins, fruit breads (banana bread, berry bread, apple bread, pumpkin bread, carrot cake, applesauce cake).

- Water, zero calorie flavored water, 100% fruit juice or 1% milk will be offered as beverage choices. No soda will be allowed.

- Provide minimal to no trans fatty acids.

- Provide items that contain at least 2 grams of fiber/serving.

- Do not offer any Foods of Minimal Nutritional Value (USDA regulation 7CFR 210 and 220). (Table 6)

- Portions will be single serving size.

All food items sent into school that do not comply with the policy will not be accepted and will be returned.

A parent letter will be sent home on the first day of school, which must be signed and returned to school. The letter will indicate the wellness policy regulations for parties and celebrations. The letter will be sent home again at the time of the party or holiday celebration to remind parents of the wellness policy regulations.

Classrooms have 2 options to consider for collecting items to be offered at a party or holiday celebration:

Students and families may voluntarily bring in foods and beverages provided they meet the wellness policy regulations.

OR

The classroom may collect monies from each student at the beginning of the school year as opposed to having food and beverages brought from home. A letter will be sent home by the classroom teacher informing students and families of the policy requesting an amount of money to be used for parties and celebrations throughout the school year. The classroom teacher and/or classroom mother will purchase food and beverages that meet the wellness policy regulations with the monies.

We thank you in advance for your anticipated cooperation and compliance with these federal and state mandated changes. We know that you recognize the need for improved nutritional offerings to maximize the overall health and physical well being of our students.

Please sign and return the attached form indicating that you have read this letter.

(Place on District Letterhead)

I, _____ acknowledge that I have read and understand the classroom party and holiday celebration regulations that have been instituted in the Stroudsburg Area School District as a result of Public Law 108-265.

Child's Name Printed Homeroom Teacher

Parent Name Printed Parent Signature

Date Signed

[Appendix D: Constructive Classroom Rewards](http://www.cspinet.org/nutritionpolicy/constructive_rewards.pdf)

www.cspinet.org/nutritionpolicy/constructive_rewards.pdf

Promoting Good Habits While Protecting Children's Health

Rewarding children in the classroom need not involve candy and other foods that can undermine children's diets and health and reinforce unhealthful eating habits. A wide variety of alternative rewards can be used to provide positive reinforcement for children's behavior and academic performance.

“It's just a little treat”: the harm in using food to reward children

Schools should not only teach children how to make healthy choices and to eat to fulfill nutritional needs, but also should provide an environment that fosters healthy eating. Providing food based on performance or behavior connects food to mood. This practice can encourage children to eat treats even when they are not hungry and can instill lifetime habits of rewarding or comforting themselves with food behaviors associated with unhealthy eating or obesity. Awarding children food during class also reinforces eating outside of meal or snack times.

Since few studies have been conducted on the effect of using food rewards on children's long-term eating habits, **the best policy is not to use food to reward children for good behavior or academic performance. At minimum, children should not be rewarded using foods of poor nutritional quality.** (Note: classroom parties are covered by this policy.)

The value of rewarding children (with non-food rewards)

As teachers know, classroom rewards can be an effective way to encourage positive behavior. Children, like everyone, alter their actions based on short term anticipated consequences. When trying to foster a new behavior, it is important to reward a child consistently each time he or she does the desired behavior. Once the behavior has become an established habit, rewards can be given every now and then to encourage the child to maintain the preferred behavior.

The ultimate goal of rewarding children is to help them internalize positive behaviors so that they will not need a reward. Eventually, self-motivation will be sufficient to induce them to perform the desired behavior, and outside reinforcement will no longer be necessary.

1875 Connecticut Avenue, N.W. / Suite 300 / Washington, DC 20009-5728 / (202) 332-9110 / FAX (202) 265-4954
Executive Director: Michael F. Jacobson, Ph.D.

Physical activity and food should not be linked to punishment

Punishing children by taking away recess or physical education classes reduces their already-scarce opportunities for physical activity. Another counter-productive punishment is forcing children to do physical activity such as running laps or pushups. Children often learn to dislike things that are used as punishments. Thus, penalizing children with physical activity might lead them to avoid activities that are important for maintaining wellness and a healthy body weight. In addition, food should not be withheld as a means of punishing children. The U.S. Department of Agriculture prohibits withholding meals as a punishment for any child enrolled in a school participating in the school meal programs.¹

Examples of beneficial (and inexpensive) rewards for children

□ Social rewards

“Social rewards,” which involve attention, praise, or thanks, are often more highly valued by children than a toy or food. Simple gestures like pats on the shoulder, verbal praise (including in front of others), nods, or smiles can mean a lot. These types of social rewards affirm a child’s worth as a person.

□ Recognition

- Trophy, plaque, ribbon, or certificate in recognition of achievement or a sticker with an affirming message (*e.g.*, “Great job”)
- Recognizing a child’s achievement on the school-wide morning announcements and/or the school’s website
- A photo recognition board in a prominent location in the school
- A phone call, email, or letter sent home to parents or guardians commending a child’s accomplishment
- A note from the teacher to the student commending his or her achievement

¹ U.S. Department of Agriculture (USDA). *Prohibition against Denying Meals and Milk to Children as a Disciplinary Action*. Alexandria, VA: USDA, 1988.

² Some examples adapted from “Alternatives to Using Food as a Reward,” Michigan Team Nutrition (a partnership between the Michigan Department of Education and Michigan State University Extension), 2004. Accessed at < <http://www.tn.fcs.msue.msu.edu/foodrewards.pdf> > on November 8, 2004.

Privileges

- Going first
- Choosing a class activity
- Helping the teacher
- Having an extra few minutes of recess with a friend
- Sitting by friends or in a special seat next to or at the teacher's desk
- "No homework" pass
- Teaching the class
- Playing an educational computer or other game
- Reading to a younger class
- Making deliveries to the office
- Reading the school-wide morning announcements
- Helping in another classroom
- Eating lunch with a teacher or principal
- Listening with a headset to a book on tape or CD
- Going to the library to select a book to read
- Working at the school store
- Taking a walk with the principal or teacher
- Designing a class or hall bulletin board
- Writing or drawing on the blackboard/whiteboard
- Taking care of the class animal for a day
- Allowing a child to choose an extra recess activity for the class on his/her birthday
- Extra art, music, PE, or reading time
- Listening to music while working
- Dancing to music
- Playing a game or doing a puzzle together
- "Free choice" time at the end of the day
- A song, dance, or performance by the teacher or students
- A book read aloud to the class by the teacher
- A field trip

School Supplies

- | | |
|--|---|
| <input type="checkbox"/> Pencils: colored, with logos, decorations | |
| <input type="checkbox"/> Pens | <input type="checkbox"/> Highlighters |
| <input type="checkbox"/> Erasers | <input type="checkbox"/> Chalk (e.g., sidewalk chalk) |
| <input type="checkbox"/> Notepads/notebooks | <input type="checkbox"/> Markers |
| <input type="checkbox"/> Boxes of crayons | <input type="checkbox"/> Coloring books |
| <input type="checkbox"/> Stencils | <input type="checkbox"/> Rulers |
| <input type="checkbox"/> Stamps | <input type="checkbox"/> Glitter |
| <input type="checkbox"/> Plastic scissors | <input type="checkbox"/> Pencil sharpeners, grips, or boxes |
| <input type="checkbox"/> Bookmarks | <input type="checkbox"/> Gift certificate to the school store |

Sports equipment and athletic gear

- Paddleballs
- Frisbees
- Water bottles
- Jump rope

- NERF balls
- Hula hoop
- Head and wrist sweat bands

Fashion wear

- Temporary tattoos
- Hair accessories (barrettes, elastics, or ribbons)
- Bracelets, rings, necklaces
- Sunglasses
- Eyeglasses with nose disguise
- Hat or cap
- T-shirt
- Sneaker bumper stickers
- Shoe laces

Toys/trinkets

- Stickers
- Yo-yos
- Rubber balls
- Finger puppets
- Stuffed animals
- Plastic or rubber figurines
- Toy cars, trucks, helicopters, or airplanes
- Plastic sliding puzzles or other puzzle games
- Slinkies
- Gliders

- Magnifying glasses
- Spinning tops
- Marbles
- Jacks
- Playing cards
- Stretchy animals
- Silly putty
- Bubble fluid with wand
- Balloons
- Capsules that become sponges/figures when placed in water

Miscellaneous

- Key chains
- Flashlights
- Cup
- Magnets
- Crazy straws
- Backscratchers
- A plant, or seeds and pot for growing a plant
- Books

- **A token or point system**, whereby children earn points that accumulate toward a bigger prize. Possible prizes include those listed above and:
 - Gift certificate to a bookstore or sporting goods store
 - Movie pass or rental gift certificate
 - Ticket to sporting event
 - Puzzle
 - Book
 - Stuffed animal
 - Magazine subscription
 - Board game
 - Step counter (pedometer)
 - Sports equipment, such as tennis racket, baseball glove, soccer ball, or basketball

Children can be given fake money, tokens, stars, or a chart can be used to keep track of the points they have earned. Points can be exchanged for privileges or prizes when enough are accumulated. A point system also may be used for an entire class to earn a reward. Whenever individual children have done well, points can be added to the entire class's "account." When the class has earned a target number of points, then they receive a group reward.

For more information, visit www.cspinet.org/schoolfood/ or contact the Center for Science in the Public Interest at < nutritionpolicy@cspinet.org >.

Appendix E: Alternatives to Using Food as a Reward

At school, home and throughout the community kids are offered food as a reward for “good” behavior. Often these foods have little or no nutritional value but are easy, inexpensive and can bring about short-term behavior change. Using food as reward has many negative consequences that go far beyond the short-term benefits of good behavior or performance.

There are many disadvantages to using food as a reward:

- It undermines nutrition education being taught in the school environment.
 - o Nutrition principles taught in the classroom are meaningless if they are contradicted by rewarding children with candy and other sweets. It is similar to saying, “You need to eat healthy foods to feel and do your best, but when you behave or perform your best, you will be rewarded with unhealthy food.”
- It encourages over-consumption of foods high in added sugar and fat.
 - o Food preferences for both sweet and non-sweet foods increase significantly when they are presented as rewards. This can teach children to prefer unhealthy foods.
- It teaches kids to eat when they are not hungry, as a reward to themselves and may contribute to the development of disordered eating.
 - o Rewarding with food can interfere with children learning to eat in response to hunger and satiety cues.
 - o Providing food based on performance or behavior connects food to mood. This practice can encourage children to eat treats even when they are not hungry and can instill lifetime habits of rewarding or comforting themselves with food, resulting in unhealthy eating behaviors and/or obesity.

Research clearly demonstrates that healthy students learn better. To provide the best possible learning environment for students, schools must provide an environment that supports healthy behaviors. Students need to receive consistent, reliable health information and ample opportunity to use it. Finding alternatives to food rewards is an important part of providing a healthy school environment.

Here are some ideas for non-food rewards:

Social rewards

“Social rewards,” which involve attention, praise, or thanks are often more highly valued by children than a toy or food. Simple gestures like pats on the shoulder, verbal praise (including in front of others), nods, or smiles can go a long way. These types of social rewards affirm a child’s worth as a person.

Recognition

- Trophy, plaque, ribbon, or certificate in recognition of achievement or a sticker with an affirmative message (e.g., “Great job”)
- Recognizing a child’s achievement on the school-wide morning announcements and/or the school’s website
- A photo recognition board in a prominent location in the school
- A phone call, email, or letter sent home to parents or guardians commending a child’s accomplishment
- A note from the teacher to the student commending his or her achievement

Rewards for Individuals

- Going first
- Choosing a class activity
- Helping the teacher
- Having an extra few minutes of recess with a friend
- Sitting by friends or in a special seat next to or at the teacher’s desk
- Teaching the class
- Playing an educational computer or other game
- Play a favorite game or do puzzles
- Reading to a younger class
- Read outdoors
- Making deliveries to the office
- Reading the school-wide morning announcements
- Helping in another classroom
- Eating lunch with teacher or principal
- Private lunch in classroom with a friend
- Listening with a headset to a book on tape or CD
- Going to the library to select a book to read
- Working at the school store
- Taking a walk with the principal or teacher
- Designing a class or hall bulletin board
- Writing or drawing on the blackboard/whiteboard
- Taking care of the class animal for a day
- Allowing a child to choose an extra recess activity for the class on his/her birthday
- Items that can only be used on special occasions (special art supplies, computer games, toys)
- Bank system (earn play money used for privileges)

- Trip to Treasure Box with non-food items (stickers, tattoos, pencils, erasers, bookmarks, desktop tents)

Rewards for a class

- Extra recess
- Eating lunch outdoors
- Have lunch or breakfast in the classroom
- Going to the lunchroom first
- Reading outdoors
- Extra art, music, physical education, or reading time
- Listening to music while working
- Listen with headset to a book on audiotape
- Fun physical activity break
- Dancing to favorite music in the classroom
- Playing a game or doing a puzzle together
- “Free choice” time at the end of the day
- A song, dance, or performance by the teacher or students
- Teacher performs special skill (singing, cartwheel, guitar playing, etc.)
- Teacher or volunteer reads special book to class
- Bank system: (earn play money used for privileges)
- A field trip
- Show-and-tell
- Fun video

School Supplies

- Pencils: colored, with logos, or other decorations
- Pens
- Erasers
- Notepads/notebooks
- Boxes of crayons
- Stencils
- Stamps
- Plastic scissors
- Bookmarks
- Highlighters
- Chalk (e.g., sidewalk chalk)
- Markers
- Coloring books
- Rulers
- Glitter
- Pencil sharpeners, grips, or boxes
- Gift certificate to the school store
- Receive a “mystery pack” (notepad, folder, sports cards, etc.)
- Paperback book

Sports equipment and athletic gear

- Paddleballs
- Frisbees
- Water bottles
- NERF® balls
- Hula hoop
- Head and wrist sweat bands
- Jump rope

Toys/trinkets

- Stickers
- Yo-yos
- Rubber balls
- Finger puppets
- Stuffed animals
- Plastic or rubber figurines
- Toy cars, trucks, helicopters, or airplanes
- Plastic sliding puzzles or other puzzle games
- Slinky
- Gliders
- Magnifying glasses
- Spinning tops
- Marbles
- Jacks
- Playing cards
- Stretchy animals
- Silly putty
- Bubble fluid with wand
- Capsules that become sponges/figures when placed in water
- Inflatable toys (balls, animals)
- Small dolls or action figures

Fashion Wear

- Hair accessories (barrettes, elastics, or ribbons)
- Bracelets, rings, necklaces
- Sunglasses
- Eyeglasses with nose disguise
- Hat or cap
- T-shirt
- Sneaker bumper stickers
- Shoe laces

Miscellaneous

- Key chains
- Flashlights
- Cups
- Magnets
- Crazy straws
- Backscratchers
- A plant or seeds and pot for growing a plant
- Books
- Earn tokens over a longer period of time to redeem for a “bigger” reward

A point system can be used. Points can be exchanged for privileges or prizes when enough are accumulated. This also may be used for an entire class to earn a reward. Whenever individual children have done well, points can be added to the entire class’s “account.” When the class has earned a target number of points, then they receive a group reward.

Additional ideas for Middle School and High School Students

Middle School Students

- Sit with friends
- Listen to music while working at desk
- Five-minute chat breaks at end of class
- Extra credit
- Fun educational video
- Computer time
- Fun brainteaser activities
- Assemblies
- Field trips
- Eat lunch or have class outside

High School Students

- Extra credit
- Fun educational video
- Reduced homework or a homework “pass”
- Coupons to video or music stores
- Donated coupons to video stores, music stores or movies
- Drawings for donated prizes for students meeting a grade standard
- “Free Choice” time at end of class

Appendix F: Ideas for Health Fairs

Middle and High School Ideas:

- Order free colorful handouts and brochures from the National Dairy Council (www.nationaldairycouncil.org) go to “Tools For Schools” link → “Nutrition Education Materials Catalog” link → select your state under “Contact your local dairy council” then use the link provided to you and use that catalog, for example, if you are in Connecticut, you would go to: www.newenglanddairycouncil.org
 - Good handouts for this age group include:
 - Guide to Good Eating Handout
 - Daily Food Guide Pyramid Handout
 - Sports Nutrition Pyramid Handout
 - The Inside Out! Brochure
 - Banking on Beautiful Bones Brochure
 - Breakfast Boosts Brain Power Brochure
 - Think Your Drink (make photocopies of this reproducible master)
 - Order free colorful handouts from the Beef Council (www.beefnutrition.org)
 - Go to “Materials & Downloads” at the top of the screen
 - Go to “Online Catalog for Patients and Clients” in the dropdown menu
 - Good handouts for this age group include:
 - MyPyramid Tear Pad
 - Everyday Solutions for Everyday Heroes Tear Pad
 - The Fitness Connection
 - Order the stand-up tear pad easel to make the health fair table 3-dimensional
 - New England Dairy Council has a link called “Health Fairs.” You can download, print, and photocopy handouts for your health fair.
www.newenglanddairycouncil.org
 - Milk Mustache Booth (See *Milk Mustache Booth sheet* below from the New England Dairy Council)
 - Sugar Comparison in different beverages shows how many teaspoons of sugar in each beverage. (See “*Think Your Drink*” Document).
 - Place poster and/or handouts “Think your Drink” near display (available from the National Dairy Council or your local dairy council)
 - Nutrition Game: Create a sign on the computer and put in a 8”x11” clear plastic sign holder or create a sign using poster board that says: Nutrition Game - Win a Prize!!!
 - Ask students nutrition related questions and see if they give the correct answer. See Nutrition Game Questions below.
 - Prizes could include: Got Milk! or other posters. Call the National Dairy Council, phone number: 1-800-426-8271 to ask if they have any.
 - Chartwells Creature pencils
 - If students answer a question, they could enter a raffle to win a bigger prize (NOT unhealthy foods)
- Examples:
- Movie theater gift certificates

- Local video rental store gift certificates
- Basketballs, soccer balls, tennis balls, etc.

Elementary School Ideas:

- Order free colorful handouts and brochures from the National Dairy Council www.nationaldairycouncil.org
Go to “Tools for Schools” link → “Nutrition Education Materials Catalog” link → select your state under “Contact your local dairy council” → then use the link provided to you and use that catalog.
For example, if you are in Pennsylvania, you would go to: www.pennsylvaniadairycouncil.org
- Good handouts for the elementary age group include:
 - Eat the Five Food Group Way! Handout
 - Guide to Good Eating Handout
 - Daily Food Guide Pyramid Handout
- Order free colorful handouts from the Beef Council www.beefnutrition.org
Go to “Materials & Downloads” at the top of the screen → “Online Catalog for

Patients and Clients

- Good handouts for this age group include:
 - MyPyramid Tear Pad
 - The Tween Scene Tear Pad (for upper elementary students)
- Order the stand-up tear pad easel to make the health fair table 3-dimensional
- Pyramid Pete Velcro food pyramid game
- Play the “Who Am I Game?” with velcro Pyramid Pete food pyramid game. Have students take turns guessing what food you are describing. If they guess correctly, they can velcro the game piece to the appropriate food group and win a prize such as Chartwells creature merchandise (pencils, crayons, magnets, bookmarks, etc.)
- Some say I look like a mini tree with my green tops. What food am I? Broccoli
- I am long and orange and people say I am good for your eyes. What food am I? Carrot
- I am white and liquid; I come from a cow. What food am I? Milk
- I am yellow and I add protein and calcium to many dishes. I come in slices for sandwiches, or cubes to go on crackers. What food am I? Cheese
- I am yellow and have a half moon shape, before you eat me you have to peel me. What food am I? Banana
- I come in many colors, red, green, yellow, I have different names such as Washington and Granny Smith. Some say one of me a day keeps the Doctor away. What food am I? Apple
- I am usually eaten at breakfast time. People usually pour milk over me. What food am I? Cereal
- I am a favorite of many students, some like me as a nugget and some in a patty. What food am I? Chicken
- Offer prizes for students who participate. Prizes may include Chartwells creature pencil or other creature merchandise.
- Have someone dress up as Pyramid Pete or another Chartwells creature and shake

hands with students

- Borrow a TV and VCR and play the Pyramid Pete video continuously (as background)
- If wall space is available, post up posters
Free Posters are available from:
 - Dairy Council (Teachers Snack Packet has a poster in it)
 - TEAM Nutrition (<http://www.fns.usda.gov/tn/Resources/NTISform.html>)
- Set up a taste-testing section and offer fruits and vegetables or other healthy snacks
- Incorporate physical activity and nutrition education:

1. Play healthy hopscotch

- a. Materials needed: chalk, beanbags, and hopscotch markers or flat rocks
- b. To play: draw a hopscotch outline and write the name of a different food group in each square. Some food groups will be listed twice. A player throws a beanbag onto the first square. Before the player hops he/she has to name a food from that food group. The player continues from square to square, naming a food for the indicated food group until the course is completed. If an incorrect answer is given, the player gets a second chance at naming a food.

2. Run around the pyramid

- a. Materials needed: Mark off a triangle to represent the Food Guide Pyramid using chalk or masking tape; or, place chairs or other markers at the designated points of the triangle. Each side should be at least 30 feet in length.
- b. To Play: Players run, hop, and skip to learn the importance of exercise and healthy eating. Each student takes a turn around the Pyramid. From the starting point (bottom right corner), the student runs to the tip of the pyramid. Next, the student hops on one foot from the tip to the bottom left corner of the pyramid. Then the student skips from that corner back to the starting point.

The students can take turns or follow in a line and change movement as they turn each corner. The leader can change activities for each of the three sides of the triangle to keep movement going for at least five minutes. Students can take turns being the leader and using creative movements.

Community

- Order free colorful handouts and brochures from the National Dairy Council www.nationaldairycouncil.org
Go to “Tools for Schools” link → “Nutrition Education Materials Catalog” link → Select your state under “Contact your local dairy council” then use the link provided to you and use that catalog. For example, if you are in Connecticut, you would go to: www.newenglanddairycouncil.org
- Good handouts for this age group:
 - Guide to Good Eating Handout
 - Daily Food Guide Pyramid Handout
 - Sports Nutrition Pyramid Handout
 - Eat the Five Food Group Way! Handout

- Power Up: From the Inside Out! Brochure
- Banking on Beautiful Bones Brochure
- The Lowdown on Lactose Intolerance: Making the Most of Milk Brochure
- Helpful Tips for Hungry Kids Brochure
- Drinks and Snacks for Healthy Children (make photocopies of this reproducible master)
- Breakfast Boosts Brain Power Brochure
- Order free colorful handouts from the Beef Council www.beefnutrition.org Go to “Materials & Downloads” at the top of the screen → Go to “Online Catalog for Patients and Clients” in the dropdown menu
- Good handouts for this population include:
- Child Nutrition Tear Pad
 - Relax, Recover, Renew Lifestyle Tear Pad
 - MyPyramid Tear Pad
 - Everyday Solutions for Everyday Heroes Tear Pad
 - The Fitness Connection
 - The Tween Scene
- Order the stand-up tear pad easel to make the health fair table 3-dimensional
- Chartwells communication board with Balanced Choices or wellness policy inserts
- Pyramid Pete food pyramid game (See Elementary Schools: Pyramid Pete food pyramid game section)
- Milk Mustache Booth (See Milk Mustache Booth sheet below from the New England Dairy Council)
- Sugar Comparison in different beverages shows how many teaspoons of sugar in each beverage. (See “Think Your Drink” document).
- Place poster and/or handouts: “Think your Drink” near display (available from the National Dairy Council or your local dairy council)
- Nutrition Game: Create a sign on the computer and put in an 8”x11” clear plastic sign holder or create a sign using poster board that says: Nutrition Game Win a Prize!!!
- Ask participants nutrition related questions and see if they give the correct answer See Nutrition Game Questions below
- Award small prizes (i.e. Chartwells pencils, Creature items, stickers)
- Display Mylar creatures balloons
- Display beanie creatures

Nutrition Game Questions- Secondary School Students

Carbohydrate Confusion

1. A carbohydrate is:

- A. Next to the alternator under your car hood
- B. Something to be avoided at all costs
- C. Fuel for our cells and central nervous system
- D. Found in abundance in meats and poultry

Answer: C

2. A registered dietitian can help you learn:

- A. How many carbs to eat each meal
- B. What carbs are healthy for you
- C. A weight goal that's right for you
- D. All of the above

Answer: D

3. The American Dietetic Association recommends that:

- A. On average, fifty to sixty percent of daily calories should come from carbohydrates.
- B. That your carbohydrate intake should be based on your astrological sign.
- C. That Carb intake should be equivalent to the square root of your weight.
- D. You should restrict your Carb intake to 10 grams daily.

Answer: A

4. A Complex Carbohydrate is:

- A. A complicated nutrient
- B. The same as a simple carbohydrate
- C. Composed of long sugar chains vs. the short ones found in simple carbohydrates
- D. More expensive than a simple carb.

Answer: C

5. Eliminating high carbohydrate foods from your diet is an indicator of a fad diet.

True or False

Answer: True

Very Vegetarian

1. A vegan is someone who:

- A. Eats only animal products
- B. Eats no meat, fish or poultry but consumes eggs and dairy
- C. Eats no foods that come from animals

Answer: C

2. Vitamin B12 is an important nutrient that vegetarians need in their diet.

True or False

Answer: True

3. When deciding to become a vegetarian you should:

- A. Do what your friends say
- B. Stop all meat, fish and poultry at once
- C. Talk to a parent and/or consult with a registered dietitian

Answer: C

4. Which food contains no cholesterol?

- A. Eggs

- B. Peanuts
- C. Chicken
- D. Milk

Answer: B

5. Bulgur is a good source of calcium.

True or False

Answer: False

Portion Distortion

1. Effective weight management strategies include the following:

- A. Watching the amount of food consumed
- B. Eating a variety of foods
- C. Exercise
- D. All of the above

Answer: D

2. Gaining weight occurs when more calories are coming in than are being burned off.

True or False

Answer: True

3. Super-sizing can:

- A. Double calories
- B. Make you lose weight
- C. Double the size of the human brain

Answer: A

4. Which food is a more sensible portion size?

- A. Big-Gulp (44 ounce)
- B. Regular hamburger
- C. King fries
- D. Super grab bag of chips

Answer: B

5. One serving of cheese is the equivalent of:

- A. A deck of cards
- B. A tennis ball
- C. 4 stacked dice
- D. A basketball

Answer: C

Fabulous Fat

1. Fat is needed to transport all of the following vitamins except for:

- A. Vitamin K
- B. Vitamin C
- C. Vitamin A
- D. Vitamin E

Answer: B

2. Cholesterol is only found in plant foods.

True or False

Answer: False

3. Which of the following foods contain trans fatty acids?

- A. Butter
- B. Avocado
- C. Nuts
- D. Cookies

Answer: D

4. Monounsaturated fats are the most heart-healthy type of fat.

True or False

Answer: True

5. Which of the following oils is a monounsaturated fat?

- A. Olive oil
- B. Corn oil
- C. Sesame oil
- D. Safflower oil

Answer: A

Excellent Exercise

1. Children are more physically fit today than they were a generation ago.

True or False

Answer: False

2. What is the most common excuse for not exercising?

- A. Bad weather
- B. Not enough time
- C. Too expensive
- D. Soreness

Answer: B

3. Regular physical activity can benefit health by improving the following:

- A. Blood cholesterol
- B. High blood pressure
- C. Energy
- D. Sleeping patterns
- E. Weight
- F. All of the above

Answer: F

4. An ideal exercise schedule should involve 30 to 60 minutes performed most days during the week.

True or False

Answer: True

5. A good program only needs to promote strength.

True or False

Answer: False

6. What activity has the lowest dropout rate?

- A. Jogging
- B. Walking
- C. Dancing
- D. Calisthenics

Answer: B

Milk Mustache Booth

What you'll need for 300 participants:

- 300 small 3ounce cups
- 2 gallons of whole milk (no substitutions)
- gallons of vanilla ice cream
- Ice cream scoops
- Blender(s)
- Tablecloth(s)
- Napkins/paper towels
- A pan of soapy water or water source
- Backdrop- celebrity milk mustache posters (to order visit whymilk.com) Got Milk?® sign(s), black and white balloons, etc
- Polaroid and film or Digital camera

What to do:

1. Set up and decorate milk mustache photo area
2. Set the blender and small paper cups on a table to serve as the “milk mustache” station (*see recipe)
3. Take instant Polaroid or digital pictures of individual or groups with their milk mustaches
4. Make copies available to as a take home reminder to make sure they've “got milk?”

***Recipe:**

Ingredients:

2 gallons of whole milk

6 gallons of vanilla ice cream

Directions:

1. Soften ice cream
2. Put $\frac{3}{4}$ ice cream to $\frac{1}{4}$ milk in blender
3. Combine slowly until consistency of melted ice cream
4. Use freshly blended mixture for best “mustache” results

Appendix G: General Physical Activities Defined by Level of Intensity

http://www.cdc.gov/nccdphp/dnpa/physical/pdf/PA_Intensity_table_2_1.pdf

The following is in accordance with CDC and ACSM guidelines.

<p>Moderate activity⁺ 3.0 to 6.0 METs* (3.5 to 7 kcal/min)</p>	<p>Vigorous activity⁺ Greater than 6.0 METs* (more than 7 kcal/min)</p>
<p>Walking at a moderate or brisk pace of 3 to 4.5 mph on a level surface inside or outside, such as</p> <ul style="list-style-type: none"> • Walking to class, work, or the store; • Walking for pleasure; • Walking the dog; or • Walking as a break from work. <p>Walking downstairs or down a hill Racewalking—less than 5 mph Using crutches Hiking Roller skating or in-line skating at a leisurely pace</p>	<p>Racewalking and aerobic walking—5 mph or faster Jogging or running Wheeling your wheelchair Walking and climbing briskly up a hill Backpacking Mountain climbing, rock climbing, rapelling Roller skating or in-line skating at a brisk pace</p>
<p>Bicycling 5 to 9 mph, level terrain, or with few hills Stationary bicycling—using moderate effort</p>	<p>Bicycling more than 10 mph or bicycling on steep uphill terrain Stationary bicycling—using vigorous effort</p>
<p>Aerobic dancing—high impact Water aerobics</p>	<p>Aerobic dancing—high impact Step aerobics Water jogging Teaching an aerobic dance class</p>
<p>Calisthenics—light Yoga Gymnastics General home exercises, light or moderate effort, getting up and down from the floor Jumping on a trampoline Using a stair climber machine at a light-to-moderate pace Using a rowing machine—with moderate effort</p>	<p>Calisthenics—push-ups, pull-ups, vigorous effort Karate, judo, tae kwon do, jujitsu Jumping rope Performing jumping jacks Using a stair climber machine at a fast pace Using a rowing machine—with vigorous effort Using an arm cycling machine—with vigorous effort</p>
<p>Weight training and bodybuilding using free weights, Nautilus- or Universal-type weights</p>	<p>Circuit weight training</p>
<p>Boxing—punching bag</p>	<p>Boxing—in the ring, sparring Wrestling—competitive</p>
<p>Ballroom dancing Line dancing Square dancing Folk dancing Modern dancing, disco Ballet</p>	<p>Professional ballroom dancing—energetically Square dancing—energetically Folk dancing—energetically Clogging</p>
<p>Table tennis—competitive Tennis—doubles</p>	<p>Tennis—singles Wheelchair tennis</p>
<p>Golf, wheeling or carrying clubs</p>	<p>—</p>

Softball—fast pitch or slow pitch Basketball—shooting baskets Coaching children’s or adults’ sports	Most competitive sports Football game Basketball game Wheelchair basketball Soccer Rugby Kickball Field or rollerblade hockey Lacrosse
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Volleyball—competitive	Beach volleyball—on sand court
Playing Frisbee Juggling Curling Cricket—batting and bowling Badminton Archery (nonhunting) Fencing	Handball—general or team Racquetball Squash
Downhill skiing—with light effort Ice skating at a leisurely pace (9 mph or less) Snowmobiling Ice sailing	Downhill skiing—racing or with vigorous effort Ice-skating—fast pace or speedskating Cross-country skiing Sledding Tobogganing Playing ice hockey
Swimming—recreational Treading water—slowly, moderate effort Diving—springboard or platform Aquatic aerobics Waterskiing Snorkeling Surfing, board or body	Swimming—steady paced laps Synchronized swimming Treading water—fast, vigorous effort Water jogging Water polo Water basketball Scuba diving
Canoeing or rowing a boat at less than 4 mph Rafting—whitewater Sailing—recreational or competition Paddle boating Kayaking—on a lake, calm water Washing or waxing a powerboat or the hull of a sailboat	Canoeing or rowing—4 or more mph Kayaking in whitewater rapids
Fishing while walking along a riverbank or while wading in a stream—wearing waders	—
Hunting deer, large or small game Pheasant and grouse hunting Hunting with a bow and arrow or crossbow—walking	—
Horseback riding—general Saddling or grooming a horse	Horsebackriding—trotting, galloping, jumping, or in competition Playing polo

<p>Playing on school playground equipment, moving about, swinging, or climbing Playing hopscotch, 4-square, dodgeball, T-ball, or tetherball Skateboarding Roller-skating or in-line skating—leisurely pace</p>	<p>Running Skipping Jumping rope Performing jumping jacks Roller-skating or in-line skating—fast pace</p>
<p>Playing instruments while actively moving; playing in a marching band; playing guitar or drums in a rock band Twirling a baton in a marching band Singing while actively moving about—as on stage or in church</p>	<p>Playing a heavy musical instrument while actively running in a marching band</p>
<p>Gardening and yard work: raking the lawn, bagging grass or leaves, digging, hoeing, light shoveling (less than 10 lbs per minute), or weeding while standing or bending Planting trees, trimming shrubs and trees, hauling branches, stacking wood Pushing a power lawn mower or tiller</p>	<p>Gardening and yard work: heavy or rapid shoveling (more than 10 lbs per minute), digging ditches, or carrying heavy loads Felling trees, carrying large logs, swinging an ax, hand-splitting logs, or climbing and trimming trees Pushing a nonmotorized lawn mower</p>
<p>Shoveling light snow</p>	<p>Shoveling heavy snow</p>
<p>Moderate housework: scrubbing the floor or</p>	<p>Heavy housework: moving or pushing heavy</p>

<p>bathtub while on hands and knees, hanging laundry on a clothesline, sweeping an outdoor area, cleaning out the garage, washing windows, moving light furniture, packing or unpacking boxes, walking and putting household items away, carrying out heavy bags of trash or recyclables (e.g., glass, newspapers, and plastics), or carrying water or firewood General household tasks requiring considerable effort</p>	<p>furniture (75 lbs or more), carrying household items weighing 25 lbs or more up a flight or stairs, or shoveling coal into a stove Standing, walking, or walking down a flight of stairs while carrying objects weighing 50 lbs or more</p>
<p>Putting groceries away—walking and carrying especially large or heavy items less than 50 lbs.</p>	<p>Carrying several heavy bags (25 lbs or more) of groceries at one time up a flight of stairs Grocery shopping while carrying young children <i>and</i> pushing a full grocery cart, or pushing two full grocery carts at once</p>
<p>Actively playing with children—walking, running, or climbing while playing with children Walking while carrying a child weighing less than 50 lbs Walking while pushing or pulling a child in a stroller or an adult in a wheelchair Carrying a child weighing less than 25 lbs up a flight of stairs Child care: handling uncooperative young children (e.g., chasing, dressing, lifting into car seat), or handling several young children at one time Bathing and dressing an adult</p>	<p>Vigorously playing with children—running longer distances or playing strenuous games with children Racewalking or jogging while pushing a stroller designed for sport use Carrying an adult or a child weighing 25 lbs or more up a flight of stairs Standing or walking while carrying an adult or a child weighing 50 lbs or more</p>

<p>Animal care: shoveling grain, feeding farm animals, or grooming animals Playing with or training animals Manually milking cows or hooking cows up to milking machines</p>	<p>Animal care: forking bales of hay or straw, cleaning a barn or stables, or carrying animals weighing over 50 lbs Handling or carrying heavy animal-related equipment or tack</p>
<p>Home repair: cleaning gutters, caulking, refinishing furniture, sanding floors with a power sander, or laying or removing carpet or tiles General home construction work: roofing, painting inside or outside of the house, wall papering, scraping, plastering, or remodeling</p>	<p>Home repair or construction: very hard physical labor, standing or walking while carrying heavy loads of 50 lbs or more, taking loads of 25 lbs or more up a flight of stairs or ladder (e.g., carrying roofing materials onto the roof), or concrete or masonry work</p>
<p>Outdoor carpentry, sawing wood with a power saw</p>	<p>Hand-sawing hardwoods</p>
<p>Automobile bodywork Hand washing and waxing a car</p>	<p>Pushing a disabled car</p>
<p>~Occupations that require extended periods of walking, pushing or pulling objects weighing less than 75 lbs, standing while lifting objects weighing less than 50 lbs, or carrying objects of less than 25 lbs up a flight of stairs Tasks frequently requiring moderate effort and considerable use of arms, legs, or occasional total body movements. For example:</p> <ul style="list-style-type: none"> • Briskly walking on a level surface while carrying a suitcase or load weighing up to 50 lbs • Maid service or cleaning services 	<p>~Occupations that require extensive periods of running, rapid movement, pushing or pulling objects weighing 75 lbs or more, standing while lifting heavy objects of 50 lbs or more, walking while carrying heavy objects of 25 lbs or more Tasks frequently requiring strenuous effort and extensive total body movements. For example:</p> <ul style="list-style-type: none"> • Running up a flight of stairs while carrying a suitcase or load weighing 25 lbs or more • Teaching a class or skill requiring

<ul style="list-style-type: none"> • Waiting tables or institutional dishwashing • Driving or maneuvering heavy vehicles (e.g., semi-truck, school bus, tractor, or harvester)—not fully automated and requiring extensive use of arms and legs • Operating heavy power tools (e.g., drills and jackhammers) • Many homebuilding tasks (e.g. electrical work, plumbing, carpentry, dry wall, and painting) • Farming—feeding and grooming animals, milking cows, shoveling grain; picking fruit from trees, or picking vegetables • Packing boxes for shipping or moving • Assembly-line work—tasks requiring movement of the entire body, arms or legs with moderate effort • Mail carriers—walking while carrying a mailbag • Patient care—bathing, dressing, and moving patients or physical therapy 	<ul style="list-style-type: none"> active and strenuous participation, such as aerobics or physical education instructor • Firefighting • Masonry and heavy construction work • Coal mining • Manually shoveling or digging ditches • Using heavy nonpowered tools • Most forestry work • Farming—forking straw, baling hay, cleaning barn, or poultry work • Moving items professionally • Loading and unloading a truck
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Source: U.S. Department of Health and Human Services, Public Health Service, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Division of Nutrition and Physical Activity. *Promoting physical activity: a guide for community action*. Champaign, IL: Human Kinetics, 1999. (Table adapted from Ainsworth BE, Haskell WL, Leon AS, et al. Compendium of physical activities: classification of energy costs of human physical activities. *Medicine and Science in Sports and Exercise* 1993;25(1):71-80. Adapted with technical assistance from Dr. Barbara Ainsworth.)

* The ratio of exercise metabolic rate. One MET is defined as the energy expenditure for sitting quietly, which, for the average adult, approximates 3.5 ml of oxygen uptake per kilogram of body weight per minute (1.2 kcal/min for a 70-kg individual). For example, a 2-MET activity requires two times the metabolic energy expenditure of sitting quietly.

+ For an average person, defined here as 70 kilograms or 154 pounds. The activity intensity levels portrayed in this chart are most applicable to men aged 30 to 50 years and women aged 20 to 40 years. For older individuals, the classification of activity intensity might be higher. For example, what is moderate intensity to a 40-year-old man might be vigorous for a man in his 70s. Intensity is a subjective classification. Data for this chart were available only for adults. Therefore, when children’s games are listed, the estimated intensity level is for adults participating in children’s activities.

To compute the amount of time needed to accumulate 150 kcal, do the following calculation: 150 kcal divided by the MET level of the activity equals the minutes needed to expend 150 kcal. For example: $150 \div 3 \text{ METS} = 50$ minutes of participation. Generally, activities in the moderate-intensity range require 25-50 minutes to expend

a moderate amount of activity, and activities in the vigorous-intensity range would require less than 25 minutes to achieve a moderate amount of activity. Each activity listed is categorized as light, moderate, or vigorous on the basis of current knowledge of the overall level of intensity required for the average person to engage in it, taking into account brief periods when the level of intensity required for the activity might increase or decrease considerably.

Persons with disabilities, including motor function limitations (e.g., quadriplegia) may wish to consult with an exercise physiologist or physical therapist to properly classify the types of physical activities in which they might participate, including assisted exercise. Certain activities classified in this listing as moderate might be vigorous for persons who must overcome physical challenges or disabilities.

~Note: Almost every occupation requires some mix of light, moderate, or vigorous activities, depending on the task at hand. To categorize the activity level of your own position, ask yourself: How many minutes each working day do I spend doing the types of activities described as light, moderate, or vigorous? To arrive at a total workday caloric expenditure, multiply the minutes spent doing activities within each intensity level by the kilocalories corresponding to each level of intensity. Then, add together the total kilocalories spent doing light, moderate, and vigorous activities to arrive at your total energy expenditure in a typical day.