### Handouts for 12-Module CHAT Training

**Mod 1 Welcome**
- 1-1 Welcome Choose Health Action Teen!
- 1-2 CHAT Job Description (from Guide)
- 1-3 CHAT Contract (from Guide)
- 1-4 CHAT Local Training Schedule

**Mod 2 Great Teaching**
- 2-1 Tips for Great Teaching – A Snapshot

**Mod 3 The Choose Health: Food, Fun, and Fitness Curriculum**
- 3-1 Key Features of CHFFF Lessons

**Mod 4 Healthy Eating and Active Living**
- 4-1 Eat Healthy! Live Active!
- 4-2 Choose Health Behavior Goal Worksheet
- 4-3 Choose Health Behavior Goal Chart

**Mod 5 Great Teaching**
- 5-1 Tips for Great Teaching Revisited

**Mod 6 Grow Your Skills**
- 6-1 Mentor Observation Form

**Mod 7 Understand Your Audience**
- 7-1 Know Kids to Teach Them
- 7-2 Child Development Puzzles
- 7-3 How Children Change as They Grow
- 7-4 What Are Children Like After School?

**Mod 8 Teach and Debrief Lessons 3 and 4**

**Mod 9 Leading Fun**
- 9-1 Active Games Tips (from CHFFF Intro)

**Mod 10 Teach and Debrief Lessons 5 and 6**

**Mod 11 Goal-Setting**
- 11-1 Goal-Setting and Tracking Sheet

**Mod 12 Get Ready to Teach!**
- 12-1 Get Ready to Teach!

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**Your Name:**

Place label here with local contact information:
- CHAT Mentor name(s)
- Address, phone, email

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**Inspire Healthy Choices!**
Welcome Choose Health Action Teen!

As a Choose Health Action Teen, you’re part of an exciting collaboration developed jointly by Cornell Cooperative Extension’s 4-H Youth Development Program and Cornell’s Division of Nutritional Sciences in which you will help teach children to eat better and be more active.

**You’ll address two national 4-H priorities:**
- Youth Civic Engagement – learn about your community and find meaningful ways to make it better
- Healthy Living – promote healthy eating and active living

**What You’ll Do**
As a Choose Health Action Teen, you’ll work with a 4-H or nutrition educator to teach hands-on healthy living and active play lessons to younger children in after-school, summer recreation, and other programs that involve kids. See the CHAT job description on the next page for more detail.

And while you’re doing it, you’ll learn too! You’ll gain confidence, leadership skills, and learn healthy nutrition and activity habits that you can use in your own life. You’ll get a chance to try out career options in teaching or nutrition education too.

**What Will You Teach?**
Your 4-H and/or nutrition educator has been trained to help you learn how to teach lessons from *Choose Health: Food, Fun, and Fitness (CHFFF)*, a curriculum for 8-12 year-olds developed by Cornell’s Division of Nutritional Sciences.

The lessons in *CHFFF* are focused on the behaviors shown on the right. Research shows these behaviors to be most important to prevent childhood obesity and chronic diseases like heart disease, cancer, and diabetes.

“Choose Health” Behavior Goals

- Replace sweetened drinks with low-fat milk and water
- Eat more vegetables and fruits
- Eat fewer high-fat and high-sugar foods and more nutrient-rich and high-fiber foods
- Eat only as often and as much as needed to satisfy hunger
- Play actively 60 minutes a day
- Limit screen time to two hours or less a day
- Promote healthy behaviors
Print the following handouts from the CHAT Facilitator Guide.

CHAT 1-2: Insert CHAT Job Description as page 2 in CHAT Handouts given to teens.

CHAT 1-3: Insert completed CHAT Contract as page 3 in the CHAT Handouts given to teens.

CHAT 1-4: Insert your CHAT Training Schedule as page 4 in the CHAT Handouts given to teens.

Your Local CHAT Training Schedule

With:
- Dates
- Times
- Locations

For all training sessions you'll provide for your Choose Health Action Teens
**Tips for Great Teaching – A Snapshot**

<table>
<thead>
<tr>
<th>Facilitation Skill</th>
<th>What It Looks Like</th>
<th>Did I See It?</th>
<th>Could I do this? 1=easy for me 5=will take some work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite, Include</td>
<td>• Make sure everyone feels comfortable, welcome, valued, and respected.</td>
<td>Yes</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Energize</td>
<td>• Show enthusiasm!</td>
<td>Yes</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Encourage</td>
<td>• Be positive, supportive and encouraging.</td>
<td>Yes</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Engage &amp; Keep It Moving</td>
<td>• Speak loudly and clearly, and spend more time “doing” than explaining.</td>
<td>Yes</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
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<tr>
<td>Wait, 3 Before Me</td>
<td>• When you ask a question, wait five seconds and allow 2 or 3 children to speak before you jump in.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Key Features of CHFFF Lessons

- **Hands-on, Interactive Learning!**
  Involve children to help them learn by doing! Choose Health Lessons are designed using the 4 A’s below to help kids learn experientially:
  - **Anchor** - an activity that connects the topic to children’s experience or interests
  - **Add** - information the educator needs to share to help children understand the topic
  - **Apply** - doing something with the information offered in the “Add”
  - **Away** - encouraging children to use the information in a real life setting

- **Fun Active Games!**
  Teach kids to be active by having active fun with them! Get them moving to stimulate their brains, so they’ll want to learn, and to have fun!

- **A Tasty Healthy Snack!**
  Choose Health recipes are fun and yummy! Expect there to be a vegetable or fruit plus one or more: whole grain, low-fat dairy, and/or protein source. Preparing these snacks gives kids a chance to try new foods and learn to like foods that are healthy – and that kids love to eat!

- **Goal-Setting**
  When kids think about and set a behavior goal, they’re more likely to try it!

- **Family Newsletters**
  These help parents learn something about each lesson’s topic, see their child’s goal(s), and get ideas for healthy snacks and active play!

- **Six Sequential Lessons!**
  Why? Research suggests that people need at least six lessons before they really learn nutrition information. And the lessons need to be sequential – so each lesson builds on learning from the previous lesson.

  **Lesson 1:** Drink Low-Fat Milk and Water Instead of Sweetened Drinks
  **Lesson 2:** Eat a Rainbow! Eat More Vegetables and Fruits
  **Lesson 3:** Read it Before You Eat It! The Nutrition Facts Label
  **Lesson 4:** Make Half Your Grains Whole! Eat More Whole Grains
  **Lesson 5:** Healthier Food – Fast: Eat Fewer High-Fat and High-Sugar Foods
  **Lesson 6:** Power Up Your Day! Eat Breakfast
You’ve probably heard that being obese or overweight are on the rise – for adults and also for children. This draws attention to widespread trends of unhealthy eating and activity habits among most youth and adults these days. Such habits and their results can lead toward chronic illnesses like diabetes, cancer, and heart disease.

As a Choose Health Action Teen, you can play an important role in reversing these trends by engaging youth in activities to encourage healthy eating and active play, and by helping to create healthy food and activity environments.

What is healthy weight?
Healthy weight is defined as the weight you have when you have a healthy lifestyle. That’s why Choose Health: Food, Fun, and Fitness is meant for all kids because all kids need to learn healthy lifestyle habits.

Eating healthy and being physically active are key elements in a healthy lifestyle.

What a healthy lifestyle does for us
Eating healthy and being active helps children and adults:

• Feel more energetic
• Decrease stress
• Maintain healthy weight
• Build strong bones and muscle
• And have fun!

Focus on teaching and environmental changes together for the most impact!
A chart on the next two pages lists the eating and activity behaviors that research shows to be most important for youth. You’ll fill in the missing pieces of the “puzzle” to see how Choose Health teaching and environmental changes go hand-in-hand to help kids develop these behaviors.

“Choose Health” Behavior Goals

• Replace sweetened drinks with low-fat milk and water
• Eat more vegetables and fruits
• Eat fewer high-fat and high-sugar foods and more nutrient-rich and high-fiber foods
• Eat only as often and as much as needed to satisfy hunger
• Play actively 60 minutes a day
• Limit screen time to two hours or less a day
• Promote healthy behaviors
<table>
<thead>
<tr>
<th>Health Behavior Goal</th>
<th>Why It’s Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace sweetened drinks with low-fat milk and water</td>
<td></td>
</tr>
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<tr>
<td>Play actively 60 minutes a day.</td>
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<tr>
<td>Limit screen time (TV, video games, and non-homework computer time) to 2 hours or less a day.</td>
<td></td>
</tr>
<tr>
<td>Promote healthy behaviors.</td>
<td></td>
</tr>
</tbody>
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This page is intentionally left blank so that pages 8 and 10 can be printed one-sided, and placed in the CHAT Handouts (binder, folder, or stapled) so that they open with page 8 on the left and page 10 on the right as shown below.
<table>
<thead>
<tr>
<th>Choose Health: Food, Fun, and Fitness</th>
<th>How After-Schools and Summer Camps Can Support Health Behavior Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Drink Water and Low-Fat Milk instead of Sweetened Drinks</td>
<td></td>
</tr>
<tr>
<td>Each lesson includes a chance for kids to help prepare a food they can try. All recipes include vegetables and fruits.</td>
<td></td>
</tr>
</tbody>
</table>
| Lesson 1: Drink Water and Low-Fat Milk instead of Sweetened Drinks  
Lesson 4: Make Half Your Grains Whole  
Lesson 5: Healthier Foods – Fast |  |
| Portion size addressed in:  
Lesson 1: Drink Water and Low-Fat Milk instead of Sweetened Drinks  
Lesson 5: Healthier Foods – Fast |  |
| Four active games are included for each lesson – adding up to about 20 minutes of active play, and giving lots of ideas for active fun! |  |
| Screen time addressed in:  
Lesson 6: in the Family Newsletter  
And by teaching active games as an alternative to screen time |  |
| Role modeled by Choose Health Action Teens and Cornell Cooperative Extension Educators |  |
This page is intentionally left blank so that pages 8 and 10 can be printed one-sided, and placed in the CHAT Handouts (binder, folder, or stapled) so that they open with page 7 on the left and page 9 on the right as shown below.
<table>
<thead>
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<th>Health Behavior Goal</th>
<th>Why It's Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replace sweetened drinks with low-fat milk and water</td>
<td>• Sweetened drinks usually have high calorie content without much or any nutrient value and are associated with obesity and chronic disease.</td>
</tr>
</tbody>
</table>
| Eat more vegetables and fruits.                                                    | • They're high in nutrients and fiber while being low in fat and calories.  
• They help prevent cancer and other chronic diseases.  
• Whole fruit is healthier than juice.                                                                                                           |
| Eat fewer high-fat and high-sugar foods and more nutrient-rich and high-fiber foods. | • High-fat and high-sugar foods have lots of calories and usually few nutrients.  
• Nutrient-rich and high-fiber foods give your body more of what it needs with fewer calories to maintain healthy weight and prevent chronic diseases.              |
| Eat only as often and as much as needed to satisfy hunger.                          | • Learning to follow your body’s cues for hunger and fullness helps you to have healthy eating patterns and not overeat.  
• Learning when to quit eating helps a person stay healthy even when portion sizes are large.                                                    |
| Play actively 60 minutes a day.                                                    | • Active play helps you keep fit, feel better, have more energy, and maintain a healthy weight.  
• Being active also helps prevent obesity and chronic disease.                                                                                  |
| Limit screen time (TV, video games, and non-homework computer time) to 2 hours or   | • Time spent in front of a screen takes away from active play time.  
• TV has lots of food ads that tempt us, and we might snack ‘mindlessly’ in front of the tube.                                                    |
| less a day.                                                                          |                                                                                                                                                                                                                      |
| Promote healthy behaviors.                                                          | • Individuals are more likely to choose healthy behaviors in an environment where those behaviors are what most people choose.  
• Schools, after-school programs, and summer camps should be healthy environments!                                                              |
This page is intentionally left blank so that pages 12 and 14 can be printed one-sided, and placed in the CHAT Handouts (binder, folder, or stapled) so that they open with page 12 on the left and page 14 on the right as shown below.
## Choose Health: Food, Fun, and Fitness

### How After-Schools and Summer Camps Can Support Health Behavior Goals

<table>
<thead>
<tr>
<th>Choose Health: Food, Fun, and Fitness</th>
<th>How After-Schools and Summer Camps Can Support Health Behavior Goals</th>
</tr>
</thead>
</table>
| Lesson 1: Drink Water and Low-Fat Milk instead of Sweetened Drinks | • Serve only water and/or low-fat milk (skim or 1%) at snacks and meals.  
• Offer water at all times.  
• Offer sweetened drinks only occasionally. |
| Each lesson includes a chance for kids to help prepare a food they can try. All recipes include vegetables and fruits. | • Serve two or more choices of vegetables and/or fruits other than juice as part of every snack.  
• Offer only 100% juice, and only once or twice a week or less. |
| Lesson 1: Drink Water and Low-Fat Milk instead of Sweetened Drinks, Lesson 4: Make Half Your Grains Whole, Lesson 5: Healthier Foods – Fast | • Offer healthy snacks every day.  
• Serve mostly whole grains at snacks and meals such as whole grain crackers, chips, cookies, breads, and cereals. |
| Portion size addressed in: Lesson 1: Drink Water and Low-Fat Milk instead of Sweetened Drinks, Lesson 5: Healthier Foods – Fast | • Let children decide what to take and get seconds if they are still hungry.  
• Do not require children to finish the food they take.  
• Allow adequate time for children to eat. |
| Four active games are included for each lesson – adding up to about 20 minutes of active play, and giving lots of ideas for active fun! | • Offer at least 30 minutes of active play time every day, outside when weather permits.  
• Offer enough active choices so all children can find something they enjoy. |
| Screen time addressed in: Lesson 6: in the Family Newsletter And by teaching active games as an alternative to screen time | • Limit non-homework screen time (e.g., TV, movies, computer games) to 30 minutes per day or less, and provide active alternatives.  
• Don’t allow use of hand-held video games. |
| Role modeled by Choose Health Action Teens and Cornell Cooperative Extension Educators | • Have all staff role model healthy eating and activity behaviors in each of the above areas.  
• Offer learning opportunities like CHFFF that include information on healthy eating and offer alternatives for active play. |
This page is intentionally left blank so that pages 12 and 14 can be printed one-sided, and placed in the CHAT Handouts (binder, folder, or stapled) so that they open with page 12 on the left and page 14 on the right as shown below.
### More Tips for Great Teaching

<table>
<thead>
<tr>
<th>Facilitation Skill</th>
<th>What It Looks Like (Circle a skill you want to work on and add your own ideas for each.)</th>
</tr>
</thead>
</table>
| **Invite, Include** | • Strive to make everyone feel comfortable, welcome, valued, and respected.  
  • Make eye contact and smile at each child!  
  • Learn and use their names!  
  **My ideas:** |
| **Energize**       | • Show enthusiasm for the topic and the participants!  
  • Change your voice.  
  • Smile!  
  • Provide activities that encourage learners to move about.  
  **My ideas:** |
| **Encourage**      | • Be positive, supporting and encouraging.  
  • Say “Thank you,” or “I’m glad you said that because…”  
  • Nobody likes being put on the spot, so ask for volunteers rather than calling on individuals.  
  • Respect and value kids’ previous experiences and knowledge.  
  • React positively to child responses even if incorrect or off-topic such as “Thanks for sharing.”  
  **My ideas:** |
| **Engage & Keep It Moving** | • Keep kids engaged by keeping the lesson fast-paced.  
  • Apply the 30/50/70/90 Rule by keeping the talking brief and moving quickly to the Apply, where kids get to do something with the new information!  
  • Speak loudly and clearly, putting the lesson in your own words.  
  • Give clear, concise directions for activities.  
  **My ideas:** |
| **Wait, 3 Before Me** | • When you ask a question, give kids time to think and respond by counting to five in your head before you say anything else.  
  • Allow 2 or 3 children to speak before you jump in.  
  **My ideas:** |

What else could you do to engage kids’ interest and help them feel respected?
# Mentor Observation Form for Choose Health Action Teens

Name of CHAT ___________________________  Lesson Taught: ___________________________

Observer ___________________________  Date and Location: ___________________________

## Please check appropriate number and discuss with teens

4 = very good and 1 = needs improvement. Please comment (especially in areas marked 1 or 2) to help CHATs learn skills.

<table>
<thead>
<tr>
<th></th>
<th>4 very good</th>
<th>3</th>
<th>2</th>
<th>1 needs work</th>
</tr>
</thead>
</table>

### Invite, Include
- Made participants feel comfortable, respected
- Made eye contact, called participants by name

Comments:

### Energize
- Showed enthusiasm for topic and participants
- Changed voice, smiled

Comments:

### Encourage
- Was supportive and encouraging, did not call on individuals
- Reacted positively to children even if incorrect or off-topic

Comments:

### Engage and Keep It Moving
- Spoke loudly and clearly
- Put lesson in own words
- Kept lesson fast-paced; more time doing than explaining
- Gave clear, concise directions

Comments:

### Wait, 3 before me
- Waited 5 seconds after asking a question to let kids think and respond
- Allowed 2 or 3 children to respond before jumping in

Comments:

### Prepared
- Knows lesson (prepared, asks and answers questions, etc.)

Comments:

### Debrief with CHAT

What did the CHAT like about how s/he taught the lesson?

What did I like about how the CHAT taught the lesson?

What would the CHAT like to do differently when teaching this lesson again?

What support does the CHAT need from me in order to be able to teach the lesson more effectively another time?
Know Kids to Teach Them

The house diagram below helps us understand the big picture of positive youth development – from the ground up.

**Understanding Developmental Stages** is the “foundation” for working effectively with children. When we know what to expect from kids of certain ages – what they can do, what they are learning, how they manage their emotions and friendships, we can tailor our teaching to meet them where they are.

**Meeting Children’s Needs** (the “first floor” of our house) helps us teach too. Kids behave better when their needs are met, and when they behave badly, kids are often just trying to meet their needs and they don't know how to do so in positive ways.

**Teaching Skills** helps prepare kids for life! Healthy eating and active living can fit into all four categories of the skills shown on the “second story.”

**Considering the Environment** where kids grow up helps us really understand and reach them!

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When healthy options are available and when they have healthy role models – like you - it’s easier for children to make healthy choices.

When we teach children skills like eating healthy and being active, we help them learn to live healthy lives!

When you meet children’s needs – like making learning fun – they’ll be less likely to behave in negative ways that can be difficult to deal with!

As kids grow, they change at individual rates but in generally predictable stages. See the next pages to anticipate how kids of different ages might behave.

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The House Diagram of Positive Youth Development adapted from Cathann Kress, PhD. Extension Youth Development Specialist. Permission pending.
Choose Health Action Teen Handout

Child Development Puzzles

Enlarge and cut apart. Laminate to use multiple times.

8-10-year-old puzzle

- Often physically awkward
- Likes to be busy!
- Has short attention span
- Full of ideas
- Full of energy
- Fairness matters
- Impatient
- Projects can get messy!

11-12-year-old puzzle

- Grows and changes fast
- Likes trying new things
- Likes working in groups
- Likes physical challenges
- Needs physical challenges
- Likes same gender groups
- Likes older kids
- Girls mature faster than boys
- Shorts get shorter
How Children Change as They Grow

Children go through reasonably predictable stages as they grow, but they go through those stages at their own individual rates! That’s why a 9-year-old may act or look older or younger than other 9-year-olds. Since the Choose Health: Food, Fun, and Fitness curriculum is focused on 8-12-year-olds, here are general descriptions of children of the ages you’ll be working with. Since 8-year olds sometimes act like 7-year-olds and 12-year olds sometimes act like 13-year olds, those ages are also included.

<table>
<thead>
<tr>
<th>Age</th>
<th>General Description</th>
<th>Key Characteristics</th>
</tr>
</thead>
</table>
| 7   | Seven-year-olds are generally quiet, sensitive, and serious. Their intense moods often change quickly. Sevens tend to work hard at everything they do and need private time to manage their new thoughts and feelings. | • Gaining control of physical abilities  
• Need security and structure  
• Rely on adults for approval  
• Rapidly develop vocabulary  
• Good at classifying and sorting  
• Like to be read to  
• Enjoy hands-on exploration |
| 8   | Enthusiastic and imaginative, eights often like to take on big challenges but lack the work skills and patience to complete their plans. Children this age need adult help to know their limits and work through the steps to their goals. | • Full of energy; do things in a hurry  
• Somewhat awkward physically  
• Enjoy socializing and sharing humor  
• Love group activities and cooperative work – usually with peers of same gender  
• Industrious, impatient, and full of ideas  
• Have limited attention spans but can become engrossed in activity at hand, especially if they can also socialize while doing it |
| 9   | Nines tend to be critical of the world around them – nothing seems fair to a nine-year-old. But nine can also be a time of budding intellectual curiosity. Children this age look hard for explanations of how things work and why things happen as they do. | • Better coordinated  
• Like to push their limits; tire easily  
• Gaining individual confidence  
• Often feel worried or anxious  
• Often complain about fairness issues  
• Love word play and new vocabulary  
• Enjoy exaggeration  
• Industrious and intellectually curious but less imaginative than at eight  
• Able to manage more than one idea at a time |

### How Children Change as They Grow, continued

<table>
<thead>
<tr>
<th>Age</th>
<th>General Description</th>
<th>Key Characteristics</th>
</tr>
</thead>
</table>
| 10  | Ten-year-olds are generally happy and relaxed, enjoying themselves and their peers, parents, even siblings. Proud of all they have accomplished, they like to share their knowledge with others. Tens usually do well with group projects because they tend to be calm and naturally cooperative. | • Large muscles developing rapidly  
• Need outdoor time and physical challenge  
• Friendly, generally happy; quick to anger and quick to forgive  
• Work well in groups, enjoy clubs and activities  
• Expressive and talkative; like to explain things  
• Good at solving problems |
| 11  | Elevens are going through huge changes in their bodies, minds, and social behavior as they begin adolescence. The easy friendliness of ten often gives way to awkward, sometimes rude behavior at eleven. With their growing capacity for higher thinking, children this age like to try work that feels grown up, such as researching and interviewing. | • Restless and energetic  
• Need lots of food, physical activity, and sleep  
• Many girls experience an early adolescent growth spurt; some boys get rapidly taller  
• Like to challenge rules, argue, and test limits  
• Need lots of time to talk with peers  
• Impulsive – often talk before thinking  
• Would rather learn new skills than review or improve previous work  
• Increasingly able to see the world from various perspectives |
| 12  | Twelves are often unpredictable and hard to read as they swing between childhood and adulthood. Their greatest need is to be with peers as they sort through their physical, social, and emotional challenges and the all-important identity question, “Who am I?” | • Very energetic; need lots of food, exercise, and sleep  
• Enjoy physical education and sports  
• Adult personality begins to emerge  
• Care more about peer opinions than those of parents and teachers  
• Will initiate their own activities without adult prompting  
• Can and will see both sides of an argument  
• Very interested in current events and issues of the day as well as pop culture and the latest cool clothes, music, etc. |
| 13  | Thirteen is an age of dramatic contrasts. Thirteen-year-olds commonly slip forward and backward in their development so on any given day, you may not know who you’re dealing with. At this age, “bored” may translate as “insulted.” Thirteens want adults to see them as capable young people and to leave them alone. Being with and feeling accepted by friends is of paramount importance. | • Lots of physical energy; most boys and girls are showing signs of puberty (girls more than boys)  
• Very concerned about personal appearance but not about personal environment (rooms, lockers, etc.)  
• Moody and sensitive, feelings easily hurt; anger can flare suddenly  
• Feel and exert a lot of peer pressure about dress, how to talk, music, etc.  
• Like to challenge intellectual as well as social authority |
What are children like After-School?

Children often act differently depending on where they are. Therefore, it’s helpful to anticipate what kids will be like in the various settings where you’ll teach Choose Health. Here are some things to consider when working with kids in after-school settings.

Between approximately 3 and 6PM, children leave the structured setting of the school day and enter into another world. They may attend a program that is in their same school building or they may be bussed or escorted on foot to an entirely different site. After-school programs vary a great deal, but here are some things you might expect to see children doing:

• Eating a snack
• Doing homework
• Playing board games
• Participating in special interest activities
• Playing outside or in a gym
• Making arts and crafts projects
• Doing science, literacy, or math activities
• Hanging out with friends
• Having fun!

In after-school, children may experience more freedom and less structure than they do during the school day. Children are expected to follow safety rules. Often they participate in creating the program’s rules.

After school, children may:

• Be hungry
• Be tired
• Be eager to move after sitting most of the school day
• Be tired of being with people
• Have had a tough day at school
• Have had a fight with a friend
• Be looking forward to doing something different
• Wish they could just be left alone

Therefore, when you’re working with children in After-School, you need to be prepared for anything!
Print a larger version of these Leadership Tips from the CHFFF Introduction

**Plan and Prepare to be a Great Leader of Fun**
When you lead a game, you take on a big responsibility—to help everyone have the most fun and the most physical activity they can while nobody gets hurt. Prepare well so you can:
- Get kids excited but not so over-stimulated that they are unsafe or that you can't bring them back from chaos!
- Explain new games quickly so children don't have to stand around before they play!
- Avoid downtime between games when kids might try to create unsafe fun
- Focus on a great play experience for everyone—not just the "winners" of a game.

**Teach Players an "Attention Please" Signal**
Teach children (or adults) a signal to say "Time to listen to me now!" Use your "Attention Please" signal when you really need it. Pick a signal that is fun, effective, and fits your own game leadership style.
Here are some for you to consider:
- Say, "Clap once when you can hear my voice." Then some people clap, others will notice. If you need to say, "Clap twice (or three or four times)" when you can hear my voice.
- Use a silly, but loud, noise-maker: horn, chime, or drum.
- Teach players a clapping, knee-slapping, or stomping rhythm.
- Say, "I need your attention in 3... 4... 3... 2... 1." Get players to count down with you to add to your volume.
- Gather a small group and get them to shout a positive phrase (Let's rock, hop to it, or some other catchy words) to get the attention of the rest of the players.

**Ready, Set, Play**
- Plan what you'll say to introduce games quickly so kids won't get antsy waiting for play to begin.
- Stand where everyone can hear and see you.
- Get kids into game's formation, explain how to play, demonstrate the game, start the play.
- If a game has many rules, consider introducing only a few before players try out the game, then stop the play with your "Attention Signal" and add the rest of the rules.

**Keep Games and Transitions Active and Fast-Paced**
- Plan how to move from one game into the next with little or no down time in between.
- Keep kids moving as much as possible.
- Use "re-entry tasks" like jumping jacks, toe touches, and so forth to "re-circulate" players who get out to all stay engaged and active.
- No one ends up waiting on the side and not moving.
- Change the game to make it more active.
- Add a second "hit" to a tag game— or even three!
- Change the boundaries bigger or smaller.
- Add equipment. If you're playing with one toss-able toy, what happens if you add more?

**Make a Game out of Forming Teams**
Use a game (like Table for Three) to help kids get into teams quickly. Or use one of the following methods to get players in roughly equal-sized teams. Then adjust to make teams equal.
- Ask players to fold their arms. People who put their right arms on top are one team, left on top are another team.
- Ask players to fold their hands. Right thumb on top are one team, left on top are another.
- Ask players to group themselves by their birth months. Put January-June and July-December together for two teams or divide the months into quarters (January-March, April-June, July-September, October-December) for four teams.
- Ask players which pant-leg they put on first, or which shoe they put on first. Left is one team, right another.

**Quit While You're Ahead**
- Plan to stop a game at the peak of fun—when the players are having the best time possible—before it gets boring and so they'll want to play the game again.
- Each Choose Health Active Game is meant to last five minutes or less.
- Leave them wanting more, and they may request to play a game from an earlier lesson again.

**Make Games Safe**
- Think about physical and emotional safety issues before you play.
- Blood, bleeding, or being embarrassed seriously interrupts fun.
- Adapt the environment (creating physical boundaries, removing hazards, and so forth)
- Create rules (only one person holds the ball, run only after your team member returns to the line, and so forth) to make the play safe.

**Use Soft Toss-able Toys and Tagging Balls**
- Make it easy for children to catch and throw by using soft tossable toys like Koosh® balls or homemade "Hoosh" or "Spooosh" Balls (See instructions on next cards).
- Give soft "Tagging Balls" to "its" during tag games to reduce the chance that children will hurt each other in the excitement of the game.
# CHAT Goal Setting and Tracking Sheet

Name: ___________________________  Date of first CHFFF lesson taught: ___________________________

Each week, please record your “Take a Healthy Step” goal in the space below (see suggested goals on Family Newsletters). The following week, briefly describe how your goal went and any small steps you took or tried that week toward your new or previous goals.

<table>
<thead>
<tr>
<th>Lesson 1. Drink Low-Fat Milk and Water Instead of Sweetened Drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>My goal from Lesson 1:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 2. Eat a Rainbow! Eat More Vegetables and Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps or actions I took toward my goal from Lesson 1:</td>
</tr>
</tbody>
</table>

|                                                   |
| My goal from Lesson 2:                             |

<table>
<thead>
<tr>
<th>Lesson 3. Read It Before You Eat It! The Nutrition Facts Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps or actions I took toward my goal from Lesson 2 and/or my goal for Lesson 1:</td>
</tr>
</tbody>
</table>

<p>| |
|                                                   |
| My goal from Lesson 3:                            |</p>
<table>
<thead>
<tr>
<th>Lesson 4. Eat More Whole Grains: Make Half Your Grains Whole</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps or actions I took toward my goal from Lesson 3 or earlier lessons:</td>
</tr>
<tr>
<td>My goal from Lesson 4:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 5. Healthier Foods – Fast: Eat Fewer High-Fat, High-Sugar Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps or actions I took toward my goal from Lesson 4 or earlier lessons:</td>
</tr>
<tr>
<td>My goal from Lesson 5:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 6. Power Up Your Day: Eat Breakfast!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps or actions I took toward my goal from Lesson 5 or earlier lessons:</td>
</tr>
<tr>
<td>My goal from Lesson 6:</td>
</tr>
</tbody>
</table>

Other Comments:
Get Ready to Teach!

As you prepare to teach a lesson, you and your co-facilitator will have lots of decisions to make. Who will lead each game, who will present the Anchor, Add, Apply, and Away, how will you work together, and lots more.

Here are some tips to get ready for your teaching adventure!

Practice and Prepare

- Decide which of you will take the lead on each part of the lesson.
- Learn all parts of the lesson well so you know the topic, are prepared to answer questions, and to back up your co-facilitator if s/he needs you.
- Practice presenting together – with other CHATs, your educator, family, or even your mirror for your audience!

Anticipate Kids’ Needs

- Plan how you’ll help kids meet their needs for belonging, independence, mastery, generosity, and fun and stimulation while you teach the lesson.
- Practice moving from one activity to the next so you can keep the lesson fast-paced and keep kids’ attention!
- As you start, learn kids’ names and personalities as soon as you can! Anticipate who might act up and position yourself near them!

Be a Great Partner

- Really listen to your co-facilitator so you can reinforce rather than repeat what s/he says.
- Use time when you’re “on deck” but not teaching to get ready for your turn to take over the teaching, but keep listening so you won’t miss your cue!
- Ask your co-facilitator “Is there anything you’d like to add?”
- Position yourselves so you can see each other. Smile at each other, and be ready to step in if your co-facilitator sends a “Help!” signal.

Am I Ready?

A Checklist

- Have I read the lesson thoroughly?
- Have my co-facilitator and I decided which parts of the lesson each of us will lead?
- Have we talked about how we’ll back each other up?
- Have I studied my parts so I’m confident in leading them?
- Have I gathered all the supplies and am I familiar enough with them so I know what to do with them?
- What do I know about the kids and the program where they’ll be?
- Do I know what our space will be like?
- Have I planned how I’ll get to the site and have I given myself plenty of time so I’ll be there at least 30 minutes before we teach?