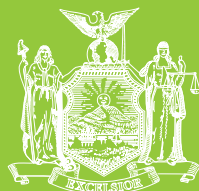




YMCAs
of New York State, Inc. -



Healthy Kids, Healthy New York - After-School Initiative Toolkit -



The Healthy Kids, Healthy New York After-School Initiative is a collaboration funded through a grant from the National Governors Association Center for Best Practices, with matching funds from the New York State Department of Health.

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STATE OF NEW YORK
EXECUTIVE CHAMBER
ALBANY 12224

DAVID A. PATERSON
GOVERNOR

October 27, 2008

To New York State's After-School Providers:

I am pleased to introduce to you the *Healthy Kids, Healthy New York After-School Initiative*. Funded by a grant from the National Governor's Association, these model guidelines for nutrition, physical activity and screen time will help our children acquire healthy habits so they can lead long and healthy lives.

Like the rest of our nation, New York State is experiencing an epidemic of childhood obesity. Nearly one in four children in New York is obese and, for the first time, children are being diagnosed with type 2 diabetes. Poor nutritional choices, inadequate physical activity, and too much time viewing television and other recreational media are key modifiable behaviors that have contributed to the obesity crisis. To reverse this serious trend we need to reestablish healthy lifestyles, particularly in the settings where children spend time – at home, in schools and in after-school programs.

Because so many children spend time in after-school programs, it's an ideal place to introduce improved nutrition, increased physical activity and sensible screen time limits. I hope that your after-school program will choose to implement the model guidelines contained in this tool kit. They are easy to follow and will help tackle the problems that are fueling our children's health crisis.

I look forward to recognizing select providers that choose to implement the *Healthy Kids, Healthy New York After-School Initiative*. I hope that you are among that group of providers. New York State's future depends on strong and healthy children. Your adoption of these model guidelines will make a difference in our children's lives.

Sincerely,

A handwritten signature in blue ink that reads "David A. Paterson".

David A. Paterson



Acknowledgements

Thank you to the following members of our Policy Team, who have been committed to creating this initiative and toolkit, and to improving the health of children throughout New York State.

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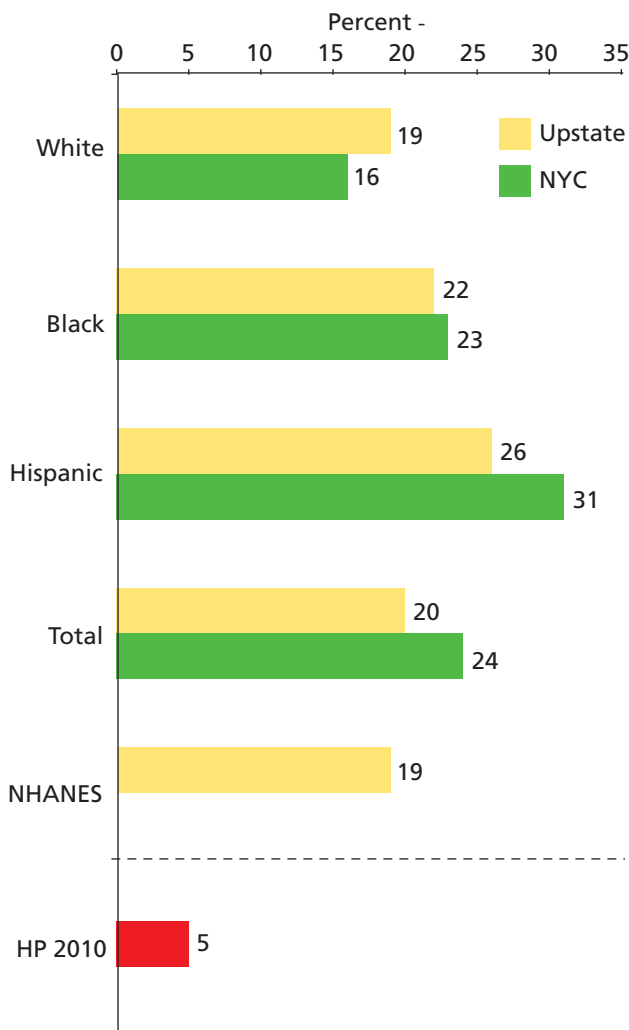


Facts About Childhood Obesity in New York State -

20% of elementary school children in New York State (NYS) are obese

24 % of elementary school children in New York City (NYC) are obese

Proportion of elementary school children in upstate NY and New York City who are obese



Source: Upstate NY: 3rd Grade Oral Health, Physical Activity and Nutrition

Survey, 2005; New York City: Am J Public Health, 2004; 94: 1496-1500.

NHANES: JAMA 2006; 295: 1549-1555.

Youth Risk Behavior Surveillance – 2007

The national Youth Risk Behavior Surveillance System (YRBSS) monitors six categories of priority health-risk behaviors among high school students (grades 9 through 12), including behaviors correlated with obesity such as poor nutrition, physical inactivity and screen time use.

Dietary Behavior

Among New York State High School Students

- 88% of NYS high school students self-reported that they drank less than 3 glasses of milk per day during the past seven days
- 24% of NYS high school students self-reported that they drank a can, bottle or glass of soda or pop (not including diet soda or diet pop) at least one time a day during the past seven days

Physical Activity

Among New York State High School Students

- 62% of NYS high school students did not meet recommended levels of physical activity
- 17% of NYS high school students self-reported that they did not participate in 60 or more minutes of physical activity during any of the past seven days

Television Use

Among New York State High School Students

- 35% watched 3 or more hours of television on an average school day

Taken from

<http://www.cdc.gov/mmwr/PDF/ss/ss5704.pdf>



Healthy Kids, Healthy New York After-School Initiative -

Model Guidelines -

Nutrition -

These nutrition guidelines have been developed to be consistent with the Child and Adult Care Food Program (CACFP) and National School Lunch Program (NSLP) guidelines.

1. Serve nutritious snacks that ***include only***:
 - Low-fat or fat-free milk.
 - Vegetables and fruits (fresh, frozen or canned) with no added sugar, salt, or fat.
 - 100% vegetable or fruit juice (limited to 6 ounce portions and served a maximum of two times per week).
 - Vegetable protein items (nuts, beans, seeds) or low-fat animal protein items (meat, poultry, fish, cheese, and plain/flavored yogurt).
 - Whole grain crackers, breads, or cereals (first ingredient must be a whole grain such as whole wheat*).
 - Single servings of prepackaged food items that meet the above standards.
2. Any food items served contain zero grams of trans fat.
3. Any foods and beverages sold, served or offered in addition to, or instead of, the reimbursable meal or snack (vending machines, party food, fundraising, etc.) also meet the standards listed.
4. Water is available at all times and easily accessible to children.
5. If the provider requires or allows parents to send in snacks, the snacks should meet the nutrition guidelines above.

*Whole grains may include brown rice, bulgur (cracked wheat), whole-grain corn or whole corn meal, whole rye, wild rice, buckwheat, millet, sorghum, whole-grain barley, whole oats/oatmeal/rolled oats, whole wheat. Label terms such as 100% wheat, stone-ground or multi-grain do not guarantee the grain is whole. For more information see *Serve More Whole Grains for Healthier School Meals*.

Although these nutrition guidelines have been developed to be consistent with the CACFP and NSLP, following these guidelines does NOT necessarily mean that an after school care provider will be reimbursed for those food items. An after school provider must participate in the CACFP and NSLP and meet all of the program requirements.

For more information go to:

<http://portal.nysed.gov/portal/page/pref/CNKC>
or call (518) 473-8781, and;

<http://www.health.state.ny.us/prevention/nutrition/cacfp/overview.htm>

or call 1-800-942-3858.



Key Recommendations for Nutrition

- - Programs strive to provide opportunities for healthful eating.
- Food is appetizing and served in quantities that provide a balance of energy and nutrients.
- Food is available to all children in attendance.
- A variety of wholesome foods that are maintained at proper temperatures are served.
- Portion sizes are age-appropriate.
- While children with special health care/ nutrition needs (e.g., food allergies, diabetes, celiac disease) should be served only foods and beverages consistent with their dietary needs, their snacks and meals should adhere as closely to the model nutrition guidelines as possible.
- Staff will consume the same snacks served to children, in the same quantities, in order to model healthful eating.
- Staff will provide nutrition education opportunities to participants or arrange for the provision of nutrition education to participants.
- USDA Federal reimbursement is available for Snacks and Suppers in after school programs (National School Lunch Program (NSLP) and Child and Adult Care Food Program (CACFP), respectively) in New York State. Participation in one of the reimbursable after-school nutrition programs (CACFP snack/supper or NSLP snack) is a model performance indicator.*

* Although the Healthy Kids, Healthy New York nutrition guidelines have been developed to be consistent with the CACFP and NSLP, following these guidelines does NOT necessarily mean that an after school care provider will be reimbursed for those food items. An after school provider must participate in the CACFP and NSLP and meet all of the program requirements.

For more information go to:

www.fns.usda.gov/cnd/afterschool

or

<http://www.health.state.ny.us/prevention/nutrition/cacfp/overview.htm>

or call 1-800-942-3858

www.nysed.gov/cn/cnms.htm

or call 518-473-8781.



Healthy Kids, Healthy New York After-School Initiative - Model Guidelines -

Physical Activity -

1. Engage children in physical activities that are designed to recognize differences in age, physical and mental development, and skill level.
2. Schedule at least 30 minutes of moderate to vigorous physical activity during each 3-hour block. (At least half of that time should be scheduled outdoors.)
3. Provide an activity break after no more than 60 continuous minutes of sedentary activity.

Key Recommendations for Physical Activity

- Programs will provide components that nurture lifelong healthy habits, character development, and enjoyment.
- Build staff capacity by providing appropriate training for staff and volunteers that utilizes staff involvement, and builds on previous staff and program success.
- Promote active participation of staff in physical activity, rather than observation on the sidelines.
- Try games that do not involve elimination of players, but allow active participation for all, for the duration of play.
- Programs should encourage staff and other leaders to model positive, healthy behavior.



Healthy Kids, Healthy New York After-School Initiative

Model Guidelines -

Screen Time -

1. Limit television or recreational screen time (e.g., videos, DVDs, computers, portable electronic devices) to no more than 2.5 hours (30 minutes per day) per 5-day week.* Computer use for homework is exempted.
2. Ensure that television programming, videos, DVDs, or computer programs are age-appropriate, non-violent, and educational.**
3. Use programs that actively engage child movement most frequently.
4. Avoid commercial advertising.
5. Separate snacking from television or computer use.
6. Offer alternative(s) to television or recreational screen time.

* Children's total viewing time includes time they spend watching other children on the computer or other device (e.g., while waiting in line for their turn).

** Use television and software rating systems to guide viewing and use selections.



Self-Assessment Tool for After-School Providers -

Nutrition

Checklist Items	PRACTICE			POLICY (Written)	
	Always	Sometimes	Never	Yes	No
Does your program participate in one of the after-school food reimbursement programs (CACFP or NSLP)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is water always available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When milk is offered, are low-fat or fat-free milk the only options?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are vegetables and fruit (fresh, frozen, or canned) offered without added sugar, salt or fat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If juice is offered, is it only 100% fruit or vegetable juice and offered no more than two times per week?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do all grain products that are served have a whole grain listed as the first ingredient?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is pre-packaged food served in single serving quantities according to the label?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have parents been informed of the Healthy Kids Healthy New York After-School Nutrition Guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does food offered for special occasions meet the guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the vending machine choices meet the Nutrition Guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do after-school staff eat and drink the same items as the children when children are present?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Physical Activity

Checklist Items	PRACTICE			POLICY (Written)	
	Always	Sometimes	Never	Yes	No
Do you have regularly scheduled PA time – at least 30 minutes of moderate to vigorous PA every day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is an activity break provided after no more than 60 minutes of sedentary activity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do children have an opportunity to play outside most days of the week?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are physical activity opportunities age-appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does staff encourage non-competitive play and physical activity opportunities for children of all abilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does staff receive training in providing age, developmentally- and ability-appropriate physical activities, including modifying or providing alternative activities for children with disabilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Screen Time

Checklist Items	PRACTICE			POLICY (Written)	
	Always	Sometimes	Never	Yes	No
Is there a policy limiting TV and/or recreational screen time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is television and recreational screen time limited to less than 2.5 hours per week (5 day week)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the television, movie, and software ratings systems used in choosing age appropriate selections?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are all selections educational in nature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are all programs non-violent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is snacking prohibited while children are watching TV or movies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is snacking prohibited while children use video games or the computer?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If children are watching someone else use a computer or video game, is that time included in their total viewing time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are alternatives to screen time provided for children who do not want to participate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Resources For After-School Staff

Sample Program Schedule

That Meets Healthy Kids, Healthy New York After-School Initiative Model Guidelines

Time	Monday	Tuesday	Wednesday	Thursday	Friday
3:00 – 3:15	Arrival and roll-call	Arrival and roll-call	Arrival and roll-call	Arrival and roll-call	Arrival and roll-call
3:15 – 3:30	Healthy Snack	Healthy Snack	Healthy Snack	Healthy Snack	Healthy Snack
3:30 – 4:00	Homework	Physical Activity (Playground/Gym)	Structured Physical Activity	Structured Physical Activity	Physical Activity (Playground/Gym)
4:00 – 4:30	Physical Activity (Playground/Gym)	Homework or Table Activities	Homework	Homework	Homework or Table Activities
4:30 – 5:00	Educational Games	Group Physical Activity	Computer Time (30 minutes – Physical Activity)	Educational Movie or	Group Physical Activity
5:00 -5:30	Group Activity	Arts and Crafts	Free Play – Playground/gym	Free Play – Playground/gym	Educational Movie (1 hour screen time)
5:30 -6:00	Homework or Table Activities*	Homework or Table Activities	Homework or Table Activities	Group Activity	

***Table Activities:**

Playing cards, drawing, word or board games, Cat's Cradle, puzzles, independent reading, etc.



Resources For After-School Staff

Tips to Healthy Eating at Your After-School Program

1. Offer a wide variety of foods throughout the week.
2. Use a cycle menu to plan for a variety of foods, promote the use of seasonal fruits and vegetables, and to vary the snack pattern (components offered).
3. Fruits, vegetables and whole-grain breads and cereals are foods children don't get enough of. Offer these foods more often to help children meet the recommended daily servings.
4. Be adventurous. Encourage, but don't force, children to try new foods and new ways of eating them.
5. Work with children to set healthy eating goals, such as eating breakfast daily and choosing healthy snacks.
6. Encourage children to drink low-fat milk and to avoid soda and other sugar laden drinks. Offer water to quench thirst.
7. Do your best to make healthy eating fun for children!

Adapted from International Food Information Council

Tips to Encourage Kids to be Physically Active

1. Make physical activity fun!
2. Offer a variety of learning experiences through games, fitness and sports.
3. Be a good role model and do the physical activity with the children.
4. Remember walking is a great physical activity, whether it's in the halls of a building, or outside on trails or sidewalks.
5. Provide positive feedback for participation in physical activity.
6. Use physical activity as a reward.
7. Provide age-appropriate physical activity opportunities.
8. Choose activities in which all children can participate.
9. Encourage children to be active at home.



Resources for After-School Staff

Tips for Reducing Screen Time

1. Place the television where it's least obvious.
2. Don't use television, video games, or computer use as a punishment or reward.
3. Replace screen time with fun activities.
4. Find programs that actively engage child movement.
5. Try a screen-time log to assess how much time the children are currently engaged in watching television or using the computer or video games.
6. Listen to the radio.
7. Plan screen time in advance.
8. Be a role model and don't talk about television shows or video games, or watch television or play video games around the children.
9. Encourage children to watch less television at home.



Implementation Resources -

Nutrition



KEY ISSUES:

- Whole grains contain fiber, vitamins, minerals, and antioxidants.
- Whole grains may reduce the risk of several chronic diseases including coronary heart disease, and may help maintain a healthy weight.
- The *2005 Dietary Guidelines for Americans* recommend we consume at least half of our grains as whole grains (3 or more ounce-equivalents per day).
- Offer one or more whole-grain products every day in your school meals.
- The Food and Drug Administration (FDA) has developed draft guidance on whole-grain label statements. At this time, foodservice personnel should still read the ingredient statement on grain products and choose those with whole grains as the first ingredient.



Fact Sheet

Serve More Whole Grains for Healthier School Meals

Although some students may not be familiar with the color, taste, and texture of whole grains and whole-grain products, they can enjoy these good-for-you foods if you gradually add them to your menus.

Recognizing Whole Grains Is Easy!

Read the *ingredient statement* for the products you purchase. Manufacturers must list ingredients in descending order by weight. Look for products that list whole grains first. If your students aren't used to eating whole grains, start with products that list whole grains further down the list and make a plan to gradually offer more whole grains throughout the school year.

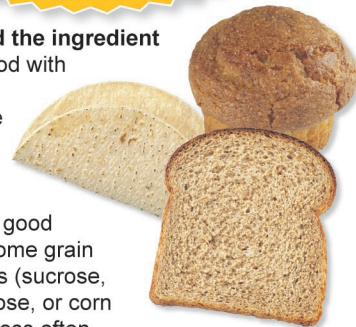
For many whole grains, the word "whole" usually is listed before the type of grain, such as "whole-wheat flour," "whole durum flour," "whole-grain barley," "whole cornmeal," or "whole white wheat." Other ways to identify whole grains are:

- Some whole grains have a *standard of identity* and do not include the word "whole," such as "cracked wheat," "crushed wheat," and "graham flour."
- The term "berries" or "groats" indicate a whole, unrefined grain – for example, rye berries or buckwheat groats.
- Rolled oats, oatmeal, brown rice, brown rice flour, and wild rice are also whole grains.

Easy ways to follow the 2005 Dietary Guidelines for Americans

Recipe for Success

- **Compare Nutrition Facts labels and the ingredient lists** for similar foods. Choose the food with whole grains as the first ingredient. Check the Nutrition Facts label for the lowest amount of *trans* fat, saturated fat, sugar, sodium, and cholesterol. Some manufacturers add whole grains to foods that otherwise are not good choices for students. For example, some grain products contain a lot of added sugars (sucrose, honey, high-fructose corn syrup, glucose, or corn sweetener). Choose these products less often.





USDA Commodity Food Program

Schools can order brown rice, rolled oats, whole-wheat flour, whole-grain dry kernel corn (for processing), and whole-grain pastas (spaghetti and rotini) through the USDA Commodity Food Program. Check the list of available whole-grain items at: www.fns.usda.gov/fdd/programs/schcnp/.

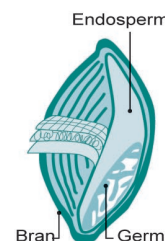
- **Introduce whole grains** in popular products like pizza crust, breads and rolls, hamburger buns, pasta, mixed dishes such as meatballs, and breakfast foods. For more variety, include some less common whole grains and offer different whole-grain products to your students.
- **Write specifications that clearly describe the product** you want to offer. If possible, buy products that contain whole grain as the primary ingredient by weight.
- **Modify recipes to add more whole grains.** For example, start with smaller amounts of whole-wheat flour (33 percent) in your favorite roll recipe and work up to at least 51 percent. Share your recipes with other schools to help them offer their students tasty, nutritious whole-grain products.
- **Continue to offer some enriched grain products**, which are fortified with folic acid, an important nutrient for our diets.
- **Suggest Food Service Management Companies use the above tips** when writing specifications, and preparing or selecting grain products for menus.

Messages for Students

- Make half your grains whole!
- Try something new – whole-grain pasta or brown rice pilaf.
- Be “label able” – Look for whole grains in the ingredient statement and choose foods that list whole grains first.
- Choose a whole-grain cereal for breakfast!

Did You Know?

Whole Grains consist of the entire cereal grain seed or kernel. The kernel has three parts—the bran, the germ, and the endosperm. Usually the kernel is cracked, crushed, or flaked during the milling process. If the finished product retains the same relative proportions of bran, germ, and endosperm as the original grain, it is considered a whole grain.



Refined grains are milled to remove part or all of the bran and/or germ. Most refined grains are “enriched” to add back some of the iron, thiamine, niacin, and riboflavin that were lost in the milling process. Enriched grains also have folic acid added to increase this important nutrient in our diets.

Terms that indicate refined grains, not whole grains: flour, enriched flour, wheat flour, bread flour, durum flour, grits, hominy, farina, semolina, cornmeal, degerminated cornmeal, corn flour, rice, rice flour, couscous, pearly barley, Scotch barley, pot barley.

For more information:

www.MyPyramid.gov

www.cfsan.fda.gov/~dms/flragui.html

Contact the National Food Service Management Institute (NFSMI) at www.nfsmi.org or 1-800-321-3054, if you have questions about whole grains, need recipes or additional information.



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Food and Nutrition Service



SCHOOL GUIDELINES FOR MANAGING STUDENTS WITH FOOD ALLERGIES

Food allergies can be life threatening. The risk of accidental exposure to foods can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for food-allergic students.

Family's Responsibility

- ☐ Notify the school of the child's allergies.
- ☐ Work with the school team to develop a plan that accommodates the child's needs throughout the school including in the classroom, in the cafeteria, in after-care programs, during school-sponsored activities, and on the school bus, as well as a Food Allergy Action Plan.
- ☐ Provide written medical documentation, instructions, and medications as directed by a physician, using the Food Allergy Action Plan as a guide. Include a photo of the child on written form.
- ☐ Provide properly labeled medications and replace medications after use or upon expiration.
- ☐ Educate the child in the self-management of their food allergy including:
 - ☐ safe and unsafe foods
 - ☐ strategies for avoiding exposure to unsafe foods
 - ☐ symptoms of allergic reactions
 - ☐ how and when to tell an adult they may be having an allergy-related problem
 - ☐ how to read food labels (age appropriate)
- ☐ Review policies/procedures with the school staff, the child's physician, and the child (if age appropriate) after a reaction has occurred.
- ☐ Provide emergency contact information.

School's Responsibility

- ☐ Be knowledgeable about and follow applicable federal laws including ADA, IDEA, Section 504, and FERPA and any state laws or district policies that apply.
- ☐ Review the health records submitted by parents and physicians.
- ☐ Include food-allergic students in school activities. Students should not be excluded from school activities solely based on their food allergy.
- ☐ Identify a core team of, but not limited to, school nurse, teacher, principal, school food service and nutrition manager/director, and counselor (if available) to work with parents and the student (age appropriate) to establish a prevention plan. Changes to the prevention plan to promote food allergy management should be made with core team participation.



- ☐ Assure that all staff who interact with the student on a regular basis understands food allergy, can recognize symptoms, knows what to do in an emergency, and works with other school staff to eliminate the use of food allergens in the allergic student's meals, educational tools, arts and crafts projects, or incentives.
- ☐ Practice the Food Allergy Action Plans before an allergic reaction occurs to assure the efficiency/effectiveness of the plans.
- ☐ Coordinate with the school nurse to be sure medications are appropriately stored, and be sure that an emergency kit is available that contains a physician's standing order for epinephrine. In states where regulations permit, medications are kept in a easily accessible secure location central to designated school personnel, not in locked cupboards or drawers. Students should be allowed to carry their own epinephrine, if age appropriate after approval from the student's physician/clinic, parent and school nurse, and allowed by state or local regulations.
- ☐ Designate school personnel who are properly trained to administer medications in accordance with the State Nursing and Good Samaritan Laws governing the administration of emergency medications.
- ☐ Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.
- ☐ Review policies/prevention plan with the core team members, parents/guardians, student (age appropriate), and physician after a reaction has occurred.
- ☐ Work with the district transportation administrator to assure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- ☐ Recommend that all buses have communication devices in case of an emergency.
- ☐ Enforce a "no eating" policy on school buses with exceptions made only to accommodate special needs under federal or similar laws, or school district policy. Discuss appropriate management of food allergy with family.
- ☐ Discuss field trips with the family of the food-allergic child to decide appropriate strategies for managing the food allergy.
- ☐ Follow federal/state/district laws and regulations regarding sharing medical information about the student.
- ☐ Take threats or harassment against an allergic child seriously.

Student's Responsibility

- ☐ Should not trade food with others.
- ☐ Should not eat anything with unknown ingredients or known to contain any allergen.
- ☐ Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- ☐ Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.

More detailed suggestions for implementing these objectives and creating a specific plan for each individual student in order to address his or her particular needs are available in The Food Allergy & Anaphylaxis Network's (FAAN) *School Food Allergy Program*. The *School Food Allergy Program* has been endorsed and/or supported by the Anaphylaxis Committee of the American Academy of Allergy Asthma and Immunology, the National Association of School Nurses, and the Executive Committee of the Section on Allergy and Immunology of the American Academy of Pediatrics. FAAN can be reached at: 800/929-4040.

The following organizations participated in the development of this document:

American School Food Service Association
National Association of Elementary School Principals
National Association of School Nurses
National School Boards Association
The Food Allergy & Anaphylaxis Network



Sample After-School Snack Menus

Limited Kitchen Facilities (2-week cycle)

Serve water with all snacks. 2 components are required; see chart -

Banana and peanut butter (2 Tbsp)

Whole grain crackers and a tangerine

Cinnamon rice cake and a peach or
canned peaches packed in juice (3/4c)

Graham crackers and a pear or canned pears
packed in juice (3/4c)

Whole grain raisin bread (1 slice) and
peanut butter (2 Tbsp)

Whole wheat breadsticks and marinara sauce (3/4c)

Cinnamon bread and applesauce with no
added sugar (3/4c)

Whole wheat bread with a sliced tomato

Mini whole grain bagel and orange slices

Apple slices with peanut butter

Traditional Kitchen Facilities (2-week cycle) -

Serve water with all snacks. 2 components are required; see chart -

Bran muffin and skim milk (1 c) -

Cucumber and carrot slices (3/4c) with a
package of ranch dressing mixed into
low-fat cottage cheese (1/4c) -

Corn tortilla and refried beans (1/4c) -

Pita bread (1 round) and hummus (1 oz) -

Fresh or frozen berries (3/4c) with plain or
vanilla low-fat yogurt (1/2c) -

String cheese (1oz) and cherry tomatoes (3/4c) -

Whole wheat bread stick wrapped in low-fat cheese -

Whole grain cereal and fat-free milk -

Whole grain waffle square and strawberries (3/4 c) -

Mexican pizza (whole wheat or corn tortilla,
salsa, low-fat cheese) -

REMEMBER

Amounts listed meet requirements for youth 6-18 yrs.
Check your meal pattern for serving sizes.

Serve water with all snacks.



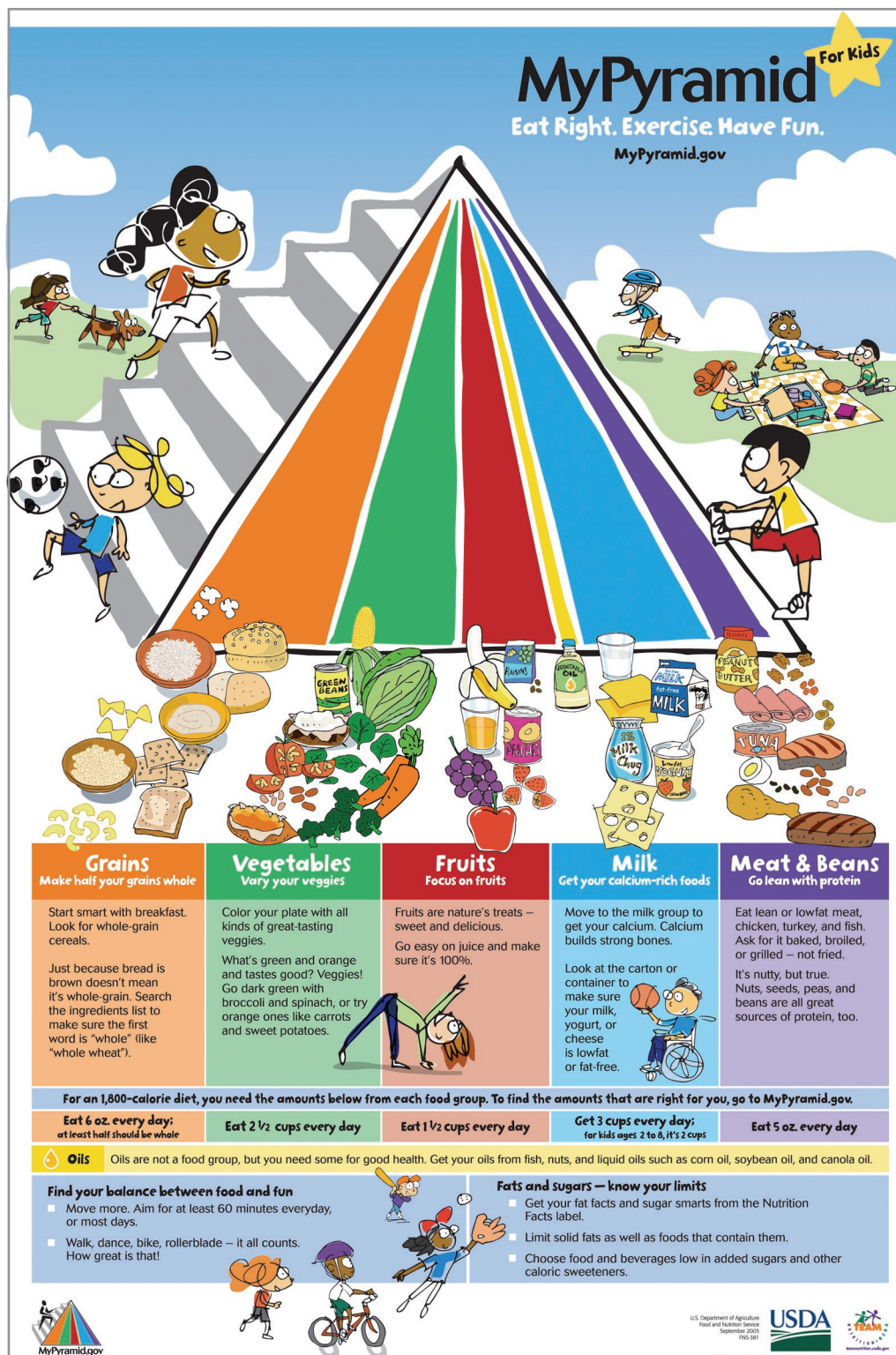
After-School Food Chart -

Food Components	Food Items	Ages 6-12
Breakfast – Serve all 3 components		
Milk, fluid (Whole milk under 2 yrs. only)	Skim, Low-fat	1 cup
Vegetable/Fruit	Vegetable and/or Fruit or full strength juice (juice no more than twice per week)	1/2 cup
Grains/Breads Choose whole grains	Bread <i>or</i> Cornbread, Biscuit, Roll, Muffin <i>or</i> Dry Cereal <i>or</i> Cooked Cereal	1 slice 1 serving 3/4 cup 1/2 cup
Snack – Select 2 of 4 components		
Milk, fluid (Whole milk under 2 yrs. only)	Skim, Low-fat	1 cup
Vegetable/Fruit	Vegetable and/or Fruit or full strength juice (juice no more than twice per week)	3/4 cup
Grains/Breads (see lists above and below) Choose whole grains	Whole Grain Breads, Crackers, Cereals	1 serving
Meat/Meat Alternate (see list below) Choose lean meat, poultry, fish, or low-fat vegetable or dairy sources	Lean Meat, Poultry or Fish <i>or</i> Peanut Butter <i>or</i> Peanuts, Nuts or Seeds <i>or</i> Yogurt	1 oz. 2 Tbsp. 1 oz. 1/2 cup
Lunch or Supper – Serve all 4 components		
Milk, fluid (Whole milk under 2 yrs. only)	Skim, Low-fat	1 cup
Vegetables/Fruits	Two Vegetables and/or Fruits	3/4 cup total
Grains/Breads (see list above) Choose whole grains	Bread <i>or</i> Cooked Pasta, Noodles or Grains <i>or</i> 6" Tortilla	1 slice 1/2 cup 1 tortilla
Meat/Meat Alternate (a serving is the amount of meat/meat alternate without bones, breading, etc.) Choose lean meat, poultry, fish, or low-fat vegetable or dairy sources	Lean Meat, Poultry or Fish <i>or</i> Cottage Cheese <i>or</i> Cheese <i>or</i> Egg <i>or</i> Cooked Dry Beans, Peas or Lentils <i>or</i> Peanut Butter <i>or</i> Peanuts, Nuts or Seeds <i>or</i> Yogurt	2 oz. 1/2 cup 2 oz. 1 large 1/2 cup 4 Tbsp. 1 oz. = 50% 1 cup



USDA Food Guide Pyramid for Kids -

<http://www.mypyramid.gov/kids>





A Close Look at MyPyramid For Kids

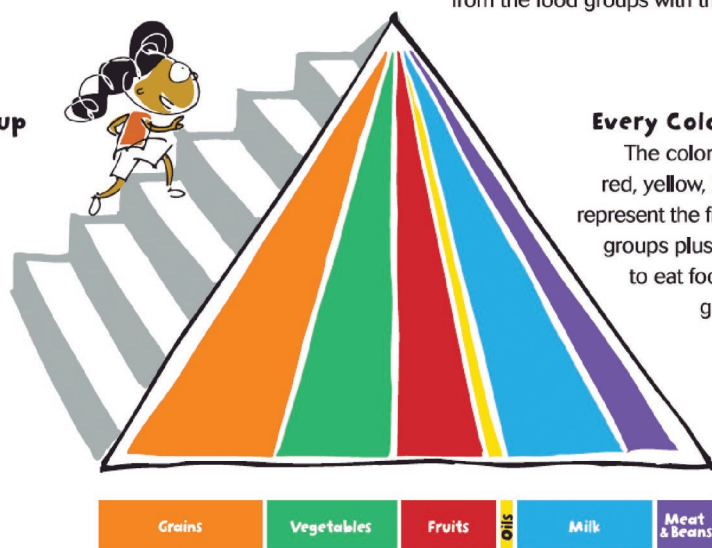
MyPyramid for Kids reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

Be Physically Active Every Day

The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

Choose Healthier Foods From Each Group

Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.



Eat More From Some Food Groups Than Others

Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

Every Color Every Day

The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

Make Choices That Are Right for You

MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

Take One Step at a Time

You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.



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Food and Nutrition Service
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FNS-588



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Vending Machine Snack Suggestions

Snacks for youth should be healthful and include the foods and beverages that are to be encouraged, specifically fruits, vegetables, whole grains, and nonfat or low-fat dairy products. Snack foods should also meet recognized standards for fats, energy, added sugars, and sodium.*

Fruits

- Fresh fruit -
- Canned fruit, without sugar -
- Dried fruit, without sugar -

Vegetables

- Fresh vegetables -
- 100% 5 Vegetable juice -
- Canned soup, reduced salt -

Whole Grains

- Whole grain, reduced fat crackers -
- Whole grain cereal -
- Whole grain Cereal bar -

Nonfat and Low-fat Dairy Products

- Nonfat or Low-fat yogurt -
- Nonfat or Low-fat yogurt smoothies -
- Nonfat or Low-fat milk -
- Low-fat chocolate milk -

* Stallings VA, Yaktine AL, Eds., Nutrition standards for foods in schools: leading the way toward healthier youth.. Committee on Nutrition Standards for Foods in Schools. Food and Nutrition Board. Institute of Medicine: Washington, DC: The National Academies Press, 2007, p5.



Keeping Food Costs Down: Food Banks -

Food Bank Association of New York State

Find regional food banks across New York State.

<http://www.foodbankassocnys.org/advocacy.cfm>

Just Say Yes to Fruits and Vegetables

Lists from each of the links of regional food banks according to area of state.

<http://www.jsyfruitveggies.org/jsyresources/foodbanks>

Northeast Regional Food Guide

This resource offers a seasonal food buying guide for use in the Northeast, a food pyramid based on locally available Northeast foods and a poster.

<http://www.nutrition.cornell.edu/foodguide/archive/index.html>

Cooking Class Resource Information for After-School Programs -

Family Cook Productions

Bringing families together through delicious fresh food.

Contact: -

Lynn Fredericks -
330 East 43rd Street #704 -
New York, NY 10017 -

Phone: (212) 867-3929 -

info@familycookproductions.com -

<http://www.familycookproductions.com/familycook.html>

Cooking Up Fun

An integrated nutrition and youth development program to help youth ages 9 to 15 gain independent food skills.

Contact: -

Patricia Thonney -
Cornell Cooperative Extension -
Pet3@cornell.edu -

<http://www.cookingupfun.cornell.edu/>

CookShop®

FoodChange provides CookShop® programming for people age 5 to 95 in schools, after-school programs, and community-based organizations throughout NYC. Each curriculum is designed to increase awareness and consumption of wholesome foods in the community, and improve the health and well-being of New York City's low-income population.

Contact: -

Jeannie Fournier -
Senior Program Officer -
CookShop® -

jfournier@foodchange.org -

Or write or call: -

FoodChange Main Office -
39 Broadway, 10th Floor (at Exchange Place)
New York, NY 10006
Phone: (212) 894-8094

<http://www.foodbanknyc.org/go/our-programs/education-and-nutrition/children-s-programs>



Other Nutrition Resources

American Dietetic Association

Search under “Food & Nutrition Information” for useful fact sheets, such as 25 Healthy Snacks for Kids (English/Spanish). www.eatright.org

American Cancer Society

www.cancer.org

American Diabetes Association

www.diabetes.org

American Heart Association

www.americanheart.org

Centers for Disease Control and Prevention

<http://www.cdc.gov>

Centers for Disease Control

Fruits and Veggies Matter

www.fruitsandveggiesmatter.gov

Children’s Nutrition Research Center at Baylor College of Medicine

<http://www.kidsnutrition.org>

Cornell Cooperative Extension

Using the New York state county map, point and click on any county to find the website for the nearest Cornell Cooperative Extension (CCE) and the available programs or event at the county and regional levels.

http://www.cce.cornell.edu/editor/show/In_Your_Community

Food and Nutrition Information Center

http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=1

My Pyramid

www.mypyramid.gov

New York State Department of Agriculture and Markets

Many resources are available through this website designed to introduce the user to their services and specialized programs, including:

- The Farm Fresh Guide listing nearly 2000 farms offering food, products, and services. Search by region or county for locations. www.agmkt.state.ny.us/AP/FFGSearch.asp
- Locating New York State Farmer’s Markets with their dates and times by county. www.agmkt.state.ny.us/AP/CommunityFarmersMarkets.asp
- Download an activity book about New York farms (ages 7 to 10 years). www.agmkt.state.ny.us/ColorNY.pdf

New York State Department of Health

<http://www.health.state.ny.us/prevention/nutrition/>

New York State Dietetic Association

<http://www.eatrightny.org/>

School Nutrition Association

www.schoolnutrition.org

USDA Food and Nutrition Services

www.fns.usda.gov



Implementation Resources -

Physical Activity

Why Play? -

Children need to play. Playing is physical activity for children and the result of this activity is healthy physical, cognitive, social, and emotional development. Active children are more likely to become active, healthy adults.

The National Association for Sport and Physical Activity has established a statement of guidelines for children ages 5 -12 years.

- Preadolescent children ages 6-12 years should accumulate at least 60 minutes, and up to several hours of age-appropriate physical activity on all or most days of the week. This daily accumulation should include moderate and vigorous physical activity with the majority of the time being spent in activity that is intermittent in nature. Note: To attain optimal benefits, children need to accumulate more than 60 minutes of physical activity per day.
- Children should participate in several bouts of physical activity lasting 15 minutes or more each day. Examples of physical activity bouts are recess, physical education, play periods, and sports practices.
- Children should participate each day in a variety of age-appropriate physical activities. (Physical Activity Pyramid).
- Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.

Young children's play is characterized by spontaneous movement with brief bouts of varying intensity activity and frequent rest periods. As children reach preadolescence they may like to play with toys like balls, jump ropes, and bikes for longer periods of times.

Moderate and Vigorous Physical Activity -

Physical activity includes movement that uses the major muscles of the legs and arms, and elevates the child's breathing and heart rate above resting levels.

- Moderate physical activities are of an intensity equal to a brisk walk. These activities can be performed for a relatively long period of time without fatigue.
- Vigorous physical activities include movement that expends more energy or is performed at a higher intensity than brisk walking. These activities may include games such as tag and jump rope. Some activities may be done for longer periods of time while others may require frequent resting in between periods of activity.

A Word About Promoting Inclusive Physical Activity Communities for Children with Disabilities

Including children with disabilities in physical activity is critical to their health and well being. Health and fitness professionals should redirect some of their efforts to ensure the availability of accessible facilities, programs and services for children who have a disability. The participation of children and all individuals with disabilities in physical activity must become a priority for all organizations working to improve the health of New Yorkers. For more information on this subject, visit the President's Council on Physical Fitness and Sports Research Digest:

http://www.presidentschallenge.org/misc/news_research/research_digests/june2008.pdf



Quick Ideas for Games

Fun, non-competitive games are a great way to get your after-school students moving. If you have only a few minutes to prepare for activities, these links provide some quick examples of great games.

After School Physical Activity -

Developed by the San Diego County Office of Education provides physical activity suggestions, including cooperative games, dance, and jump rope for children in grades 4 through 8.

<http://www.afterschoolpa.com/base.html>

Jumpbunch Sports and Fitness for Kids -

Provides a list of fun fitness games and the rules and equipment needed for play.

<http://www.jumpbunch.com/kidsfitnessgames.html>

Fitsource -

Sponsored by the U. S. Department of Health and Human Services, Fitsource has compiled a list of physical activities; curriculum, menus and resources for child care providers.

<http://fitsource.nccic.acf.hhs.gov/fitsource/>



Do you Have a Little More Time to Plan?

If you have more time to plan and organize activities for your program, these resources offer a variety of options.

Action for Healthy Kids

The toolkit provides guidance for hosting a Game On Wellness Challenge in your organization or community.

http://www.actionforhealthykids.org/special_GameOnToolkit.php

BAM! (Body and Mind)

The CDC provides children ages 9-13 with activity guides, physical activity challenges and health related information. This site could be used during computer time to support physical activity efforts.

http://www.bam.gov/sub_physicalactivity/index.html

New York Road Runners Foundation

New York Road Runners Foundation (NYRRF) was founded in 1998 by New York Road Runners (NYRR). The foremost running organization in the world, NYRR's premier event is the ING New York City Marathon. The Foundation carries out NYRR's youth services mission by establishing running-based programs that promote children's physical fitness, character development and personal achievement in under-served communities. NYRRF programs currently serve more than 50,000 children a week in almost 250 schools and community centers. Having proven successful in New York City, programs are now being established across the United States and Africa. The vision of NYRRF is to make running a part of every child's school day.

www.nyrrf.org

The American Heart Association gets kids' hearts

pumping with a list of physical activity programs, tips on getting kids moving, and facts about kids and heart health.

<http://www.americanheart.org/presenter.jhtml?identifier=3007589>

Mighty Milers

Mighty Milers enables schools and community centers virtually anywhere in the world to engage large numbers of children in youth running for fitness programs which improve health, combat obesity and build character. Recently recognized by Time Magazine as one of their "Top Ten Tips To Get Kids Moving," Mighty Milers will serve more than 100,000 children a week locally, nationally (with at least one site in each of the 50 states) and internationally by the end of the school year. Mighty Milers instills lifetime habits of physical fitness by motivating children to run and/or walk at least half a mile two to five times a week and to set a goal of accumulating one to four marathons of miles (26.2 – 104.8) during the course of a program cycle. Participant's miles are logged into the award-winning Mighty Milers Database which features a personalized web page for each child as well as a variety of other program and curriculum options. For more information, visit www.nyrrf.org and click on "Mighty Milers".

PE Central -

An information clearinghouse that provides physical education teachers with lesson plans and age-appropriate activities.

www.pecentral.org

Sports4Kids -

Sports4Kids has created a resource book, which lists a number of ideas for organized team sports and playground activities.

<http://www.sports4kids.org/images/stories/sports4kids%20playbook.pdf>



Research-based Curricula

Two physical activity and recreation curricula that have been developed specifically for the afterschool settings include the Sports Play and Active Recreation for Kids (SPARK) program, and the Coordinated Approach to Child Health (CATCH) program. These programs provide professional staff training, activity manuals and cards, and equipment that allow for program implementation throughout the entire school year.

In addition to a research-based curriculum, both programs are able to tailor the training and program implementation to your needs. They can address specific challenges such as facilities with limited space, involving all children in activities, and those that may not like to participate in traditional sports games. These programs also provide guidance and tools for to assess the improvement in movement skills among individual children.

Please visit each site to learn more about training and equipment costs, curriculum design, and to see sample lesson activities.

Coordinated Approach to Child Health (CATCH)

A Coordinated School Health Program approach to promoting physical activity, good nutrition, and tobacco prevention.

<http://www.catchinfo.org>

Sports, Play & Active Recreation for Kids (SPARK)

An organization that has developed research based physical education and activity programs for children in grades Pre K through high school, including afterschool programs.

<http://www.sparkpe.org>

Other Physical Activity Resources

National Association of Sport and Physical Education

Provides national standards, guidelines, and appropriate practices for physical education, physical activity, and sport in school and afterschool programs.

<http://www.aahperd.org/naspe/template.cfm>

The National Center on Physical Activity and Disability

Provides information and options to individuals with disabilities, and organizations working to provide safe and appropriate physical activity for individuals of all abilities.

<http://www.ncpad.org/>

New York State Association for Health, Physical Education, Recreation, and Dance

Provides a place for professionals statewide to share helpful websites, current information on NYS health issues and workshop updates.

www.nysahperd.org

New York State Department of Health

Offers the *New York State School Nutrition and Physical Activity Best Practices Toolkit* to provide guidance and resources for promoting healthy eating and physical activity.

<http://www.nyhealth.gov/prevention/obesity/index.htm>

Steps to a HealthierNY

Steps aims to help New Yorkers of all ages live longer, healthier lives, by decreasing the effects of tobacco, asthma and obesity.

http://www.health.state.ny.us/prevention/healthy_lifestyles/steps/index.html


UNIT: AEROBIC GAMES
AGES: 8-14
OBJECTIVES

Pitching, kicking, trapping, passing, running

EQUIPMENT

 1 ball/12-20 youth, 4 bases/12-20 youth,
6 hoops/12-20 youth, music/whistle

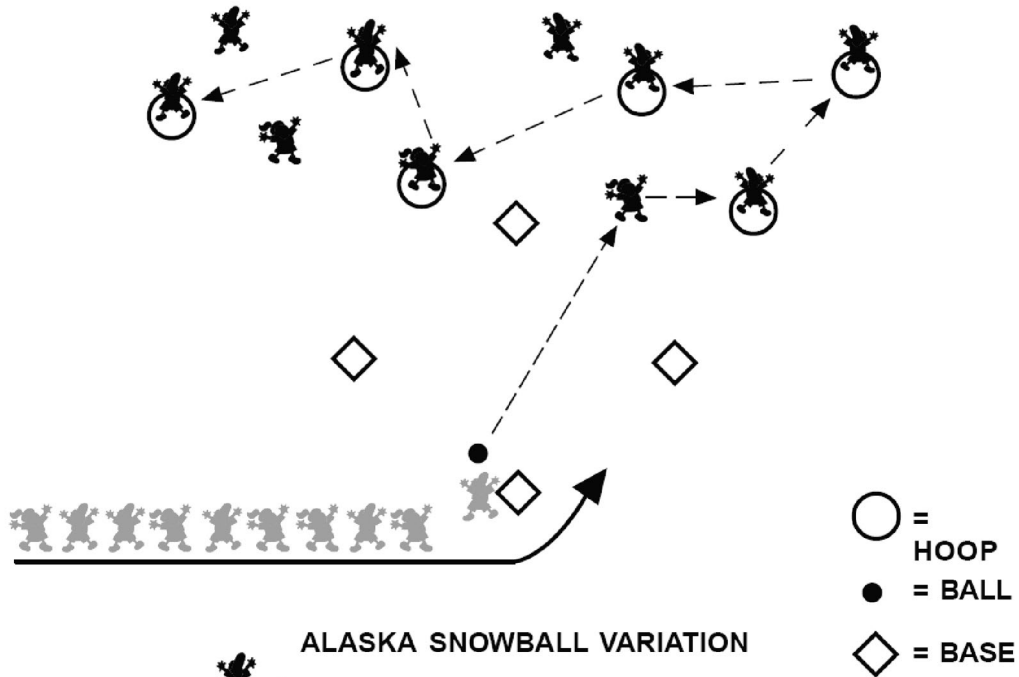
ACTIVITY	ORGANIZATION	TEACHING CUES
<u>-GROUP DAY-</u>		
All-Run Kickball <i>Diagram on back</i>	<ul style="list-style-type: none"> -Set up a softball-type diamond and distribute 6 hoops in the outfield. -Play on a small baseball field if available. Grass fields may be adapted, however, they do not offer the safety advantages of a backstop. -Divide players into kicking and fielding groups. -Kicking group lines up behind the backstop or in a safe area. -Change sides after 3 kickers. -Have children play different positions each inning. -Once game rules are understood, divide group into 4 groups (6-10/group) on 2 fields. Smaller groups allow the game to be played with everyone having a turn "at bat" before the other group is up. -Play with different equipment (e.g., frisbee, soccer ball, vortex, rag softball). 	<ul style="list-style-type: none"> -Today's Great Game is called "All-Run Kickball!" -<u>The fielding group gets the kicking group "out" by throwing the kicked ball to a different player in each of the 6 hoops.</u> -The first batter kicks either a rolled (pitched) or stationary ball into fair territory and runs around the bases without stopping. -All members of the kicking group follow in single file (no passing allowed). -Each player reaching home plate before an "out" is declared, scores 1 run for the group. -<u>Fielders, don't stand in the baselines.</u> <p><u>Variation: "Alaska Snowball"</u></p> <ul style="list-style-type: none"> -The fielding group lines up in single file behind the person who fields the kicked ball. -Group members alternate passing the ball over their heads and through their legs until the last person carries the ball to the front and yells "OUT!"



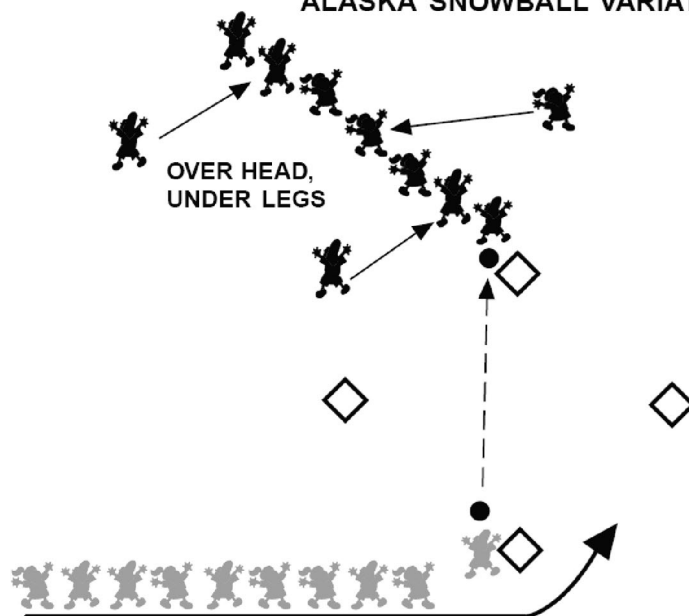
SPARK ALL-RUN KICKBALL

ALL-RUN KICKBALL

HOOP VARIATION



ALASKA SNOWBALL VARIATION





UNIT: SOFTBALL

AGES: 8-14

OBJECTIVES

Sport skill development, throwing, catching, running, fielding

EQUIPMENT

1 ball/5 youth, 4 cones/5 youth, music/whistle

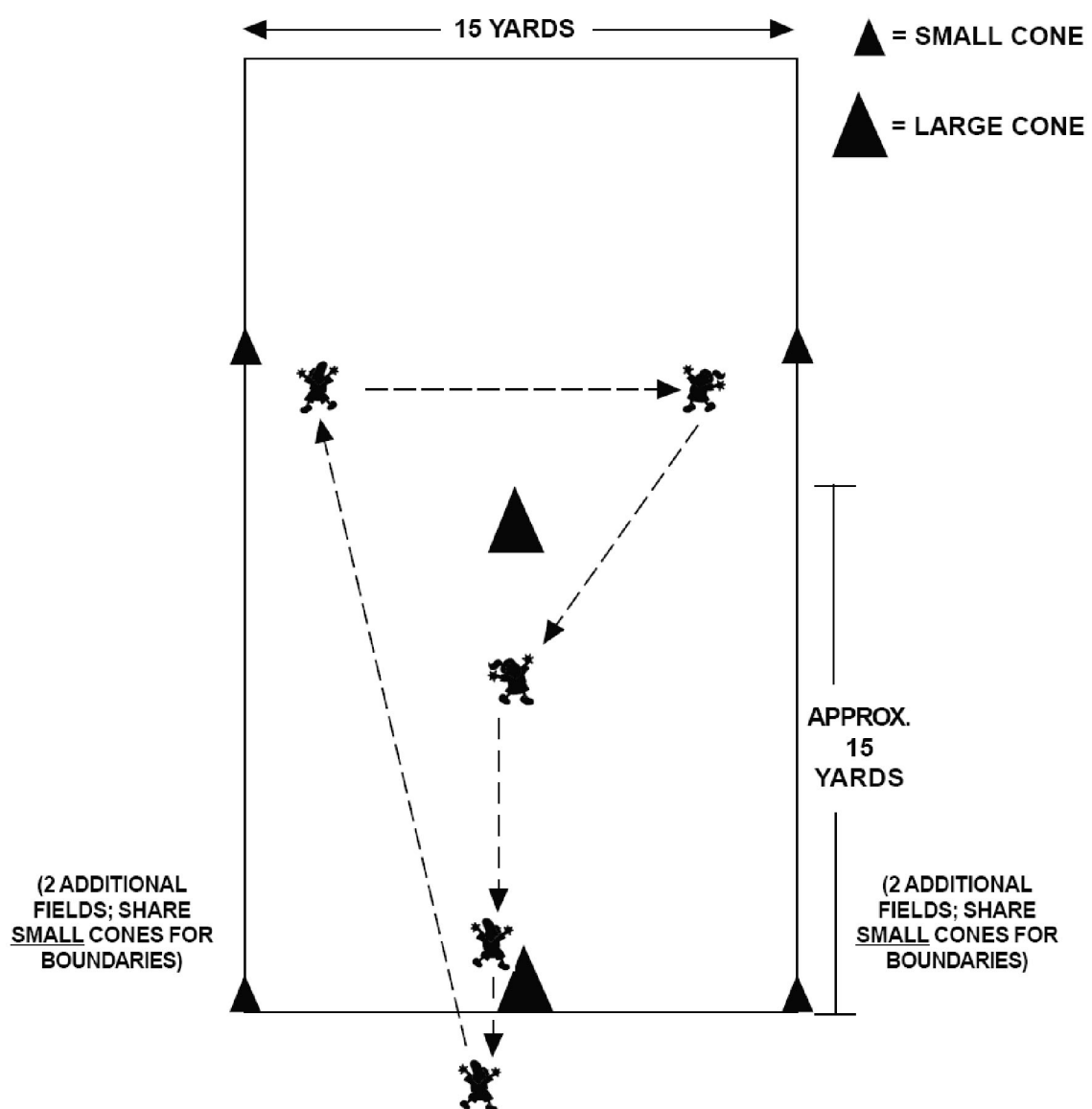
ACTIVITY	ORGANIZATION	TEACHING CUES
<u>-GROUP DAY-</u>		
5 Person Throw and Run Softball <i>Diagram on back</i>	-Designate an area 15-20 paces wide for each <u>group of 5</u> .	-The object of the game is to score a run by throwing the ball into the field, circling the cone, and getting to home plate before the outfielders can relay the ball to the catcher.
	-One ball/group; (pitcher, catcher, "batter", and 2 fielders).	
	-Small games are spread out on fields with catchers' backs to a fence or wall if possible.	-Pitcher: Throw ball underhand to "batter" who catches ball.
	-A cone is approximately 5 paces behind the pitcher where second base would be.	-Batter: Catch ball and throw it within your field's boundaries. Run around the cone and back to home as fast as you can!
	-Assign group leaders to keep score.	
<u>Variation:</u> -Rotate positions after each batter has 2 attempts.		
<hr/> x = cone		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> x Fielder </div> <div style="text-align: center;"> x Fielder </div> </div>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> x P pitcher </div> <div style="text-align: center;"> running cone </div> </div>		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> home cone C </div> <div style="text-align: center;"> B batter catcher </div> </div>		
		-There are no fly ball outs.
		-After each "batter" runs, rotate positions clockwise: (batter to catcher, catcher to outfield for 2 rotations, outfield to pitcher).
		-See how many times each person in your group can get a turn at bat! Hustle so everyone gets a lot of chances.



SPARK SOFTBALL

5 PERSON THROW AND RUN SOFTBALL

CLOCKWISE ROTATION OF PLAYERS AFTER EACH TURN:





Guidelines for After School Physical Activity and Intramural Sport Programs

A Position Paper from the National Association for Sport and Physical Education

The purpose of these guidelines is to provide teachers, school activity directors and administrators and program leaders with basic information for planning and implementing physical activity and intramural programming for children in grades K-12.

All children should receive basic instruction in motor skills and sport activities through comprehensive physical education programs. We believe that such programs facilitate the skills and knowledge necessary to support an active, productive and healthy lifestyle. Intramural and other physical activity programs extend and complement physical education to ensure that all children are provided the opportunity, regardless of athletic skills, to participate in lifetime physical activity that can contribute to their enjoyment of leisure time. We believe that school-based programs promoting and providing physical activity should be available to students in elementary, middle and high school years.

Characteristics of Intramural and Physical Activity Programs

The term "intramural" simply means "within the walls." Traditionally, this term refers to team and dual/individual activities, tournaments, meets, and/or special events that are limited to participants and teams from within a specific school or institutional setting. More recently, efforts to expand participation have broadened the definition to include all physical-activity based programming including clubs, open gym days, dance activities, etc.

Other than being limited to participants from a specific school, there are three things that distinguish an after-school physical activity program:

1. Activities are intended to be voluntary in nature, i.e., the student has a choice of activities or participation.
2. Every student is given an equal opportunity to participate regardless of physical ability.
3. Students have the opportunity to be involved in the planning, organization and administration of programs. Such involvement should be age-appropriate and under supervision and guidance of a qualified adult.

What are the goals of an intramural/activity program?

- Provide an opportunity to participate in sport and physical activities without regard for high performance skill or ability.
- Provide activities in a safe and professionally supervised environment.
- Nurture healthy competition, enjoyment, fair play and teamwork.
- Establish a student-centered program that considers the needs and interests of all students.
- Enhance social interaction and reduce student conflict.
- Provide opportunity for co-ed physical activity participation.



- Provide opportunities for students to experience a variety of physical activities that will contribute to an active lifestyle and enhance their leisure time.

The Intramural/Activity Program

Organization and Administration

- Intramurals should be considered an enhancement of the school's physical education curriculum.
- Schools should provide for physical activity opportunities for students outside the physical education program. Intramural programming does not replace a physical education curriculum, but provides an outlet for learning achieved in physical education classes.
- Intramurals should be directed by professional educators, have access to adequate facilities and equipment, ensure safety of participants, and be adequately funded.
- A student leadership program should provide input into selection of activities and policy development and enforcement.
- Grouping of students during activities should be based on age-appropriate activities as well as considerations to skill and maturity level.

Professional Leadership

Professional preparation in physical education or recreation provides appropriate qualifications for leaders responsible for intramural and physical activity programs.

Specific competencies include:

- Understanding cognitive, psychosocial, and motor development of youth.
- Knowledge about components of physical fitness and appropriate training principles.
- A knowledge of sport and physical activities including skills, rules, officiating techniques for a variety of activities.
- Knowledge of sports safety requirements and first aid.
- Knowledge of program planning and various resources available for providing appropriate physical activity experiences.
- Knowledge and skills related to organizing competition (teams, ladders, tournaments, practices, rotations, etc.).
- Younger or less experienced leaders can be trained to oversee certain age groups and activities or can assist professionals in other situations.

Activities

The program of activities should include competitions in various sports, clubs, self-directed activities, open gym, special events, field trips, instructional and practice opportunities.

Guidelines for selection should include:

© September 2001

*National Association for Sport and Physical Education, an association of the
American Alliance for Health, Physical Education, Recreation and Dance*



- Providing opportunities for inclusion for males, females, and co-educational participation with organization which facilitates full participation for all students in all activities.
- Activities meet the needs of all skill levels and physical abilities, including students with disabilities.
- Modification of activities so that they are appropriate to the age, physical development and skill levels of individual participants. In some cases, height and weight may be of more importance than age or grade level in determining groupings for team and individual competition.
- Leagues may need to be established based upon low, moderate, and high skill levels.
- Specific rules and regulations should be established that assure equal opportunity, fair play, and safe participation.
- Activities should reflect student interest and provide challenge, enjoyment and moderate to vigorous activity for all participants (Sport For All).

Facilities/Equipment

Adequate facilities and equipment are critical to support the success of physical activity programs. Programs may be modified and adapted to meet the budget and space available.

Basic guidelines include:

- Facilities should be adequate to meet the needs, interests and number of students participating.
- Safety standards must be considered and met for each activity in the program; all damaged equipment should be repaired or discarded.
- The amount of equipment depends upon specific programs, but should meet the needs of participants so that programs can serve the maximum number of participants under established safety standards.
- Equipment should be modified according to age, size and / or physical ability of the participants.
- Regular inspections should be implemented to assure safety for all activities.

Health and Safety of Participants

In order for intramural physical activity programs to enhance the health and fitness of participants, the following guidelines are recommended:

- All activities should be structured to ensure that safety requirements are met including consideration of each participant's readiness for the activity based upon age, skill, and physical condition.
- All participants should have medical clearance to participate.
- Medical problems that may affect participation should be communicated to the program leader. Medical clearance should be reaffirmed on a periodic basis.



- Locker rooms should be supervised with clear rules for student behavior.
- Parents must provide informed consent.
- Written policies are available outlining procedures for accident prevention, management of injury situations, reporting, and notification of parents / guardians in the event of an emergency.
- Immediate first aid must be available from trained providers any time the program is in progress. First aid equipment must be available on-site, be part of the budget for the program, and be regularly monitored.
- Communication in emergency situations must be available.
- Pupil/teacher ratio must be 4 to 1 or better.
- Students must be supervised at all times.

Awards

The focus of intramural programs is participation. Modest recognition for outcomes may be appropriate.

Evaluation

Intramural programming must be subjected to continuous, on-going evaluation. Areas to be reviewed include:

- Objectives
- Programming
- Facilities / equipment
- Safety
- Organization / Administration
- Student response

The results of the evaluation process allow for modification of objectives, planning and implementation of program needs, justification for budgets, and program changes.

Useful Publications

Sport For All; Ideas I, II, III



Implementation Resources

Screen Time

Helpful Ways to Reduce Screen Time for Parents and Providers -

Here are a few simple tips to help children reduce their screen time and increase physical activity in order to maintain a healthy weight.

- **Know how much screen time, active time your family/students is getting.** By knowing how much screen media time, including TV, DVD, video games, and non-school- or non-work-related computer and Internet use, your family/students spend and how much physical activity they get, you will be more aware of their needs for physical activity to maintain energy balance.
- **Talk to your family/students.** Explain that it's important to sit less and move more to stay at a healthy weight. They will also be more energized, have a chance to practice certain skills (such as riding a bike or shooting hoops), and have fun with friends and peers. Tell them that you also are going to limit your screen time and increase your physical activity, so you will all be working toward this goal together.
- **Set limits on screen time.** Set a rule that children may spend no more than two hours a day of screen time. More importantly, enforce the rule once it's made.
- **Minimize the influence of TV in the home.** Do not put a TV or computer in a child's bedroom. This tends to physically isolate family members and decrease interaction. Also, children who have TVs in their room tend to spend almost 1 1/2 hours more in a typical day watching TV than their peers without a set in their room.
- **Turn off the TV during meal/snack time.** Better yet, remove the TV from the eating area if you have one there. Meals are a good time to talk to each other. Research has shown that families who eat together tend to eat more nutritious meals than families who eat separately. Make eating together a priority and schedule family meals at least two to three times a week.
- **Provide other options and alternatives.** Watching TV can become a habit for children. Provide other alternatives for them to spend their time, such as playing outside, learning a hobby or sport, or spending time with family and friends.
- **Set a good example.** You need to be a good role model and also limit your screen time to no more than two hours per day. If kids see you following your own rules, then they will be more likely to follow. Instead of watching TV or surfing the Internet, spend time with your family/students doing something fun and active.
- **Don't use TV to reward or punish a child.** Practices like this make TV seem even more important to children.
- **Be a savvy media consumer.** Don't expect children to ignore the influences of television advertising of snack foods, candy, soda, and fast food. Help children develop healthy eating habits and become media savvy by teaching them to recognize a sales pitch. Ask children why their favorite cartoon character is trying to get them to eat a certain brand of breakfast cereal. Explain to them that this is a way for advertisers to make the cereal more appealing to young people, so that they ask their parents to buy it for them and the company can make money.
- **Make screen time, active time.** Stretch, do yoga, lift hand weights while watching TV; challenge children to see who can do the most push-ups, jumping jacks, or leg lifts during commercial breaks, or switch to an exercise tape during commercials.

Adopted from <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/live-it/screen-time.htm>

We Can!™ is a trademark of the U.S. Department of Health and Human Services.



Alternatives to Screen Time -

Write a letter

Use chalk to make sidewalk art

Hula hoop

Make a collage

Do homework

Play tag

Play kickball

Create a healthy snack

Practice magic tricks

Sing a song

Write a poem

Start a collection

Play a board game

Send someone a postcard

Do a crossword puzzle

Learn to knit

Make paper airplanes

Read a book

Listen to music

Draw a picture

Play frisbee

Paint a mural

Go for a walk

Play cards

Make crafts to give as gifts

Jump rope

Create jewelry



Understanding TV Ratings



All Children

This program is designed to be appropriate for all children. Whether animated or live-action, the themes and elements in this program are specifically designed for a very young audience, including children from ages 2 - 6. This program is not expected to frighten younger children.



Directed to Older Children

This program is designed for children age 7 and above. It may be more appropriate for children who have acquired the developmental skills needed to distinguish between make-believe and reality. Themes and elements in this program may include mild fantasy violence or comedic violence, or may frighten children under the age of 7. Therefore, parents may wish to consider the suitability of this program for their very young children.



Directed to Older Children - Fantasy Violence

For those programs where fantasy violence may be more intense or more combative than other programs in this category, such programs will be designated TV-Y7-FV.



General Audience

Most parents would find this program suitable for all ages. Although this rating does not signify a program designed specifically for children, most parents may let younger children watch this program unattended. It contains little or no violence, no strong language and little or no sexual dialogue or situations.



Parental Guidance Suggested

This program contains material that parents may find unsuitable for younger children. Many parents may want to watch it with their younger children. The theme itself may call for parental guidance and/or the program contains one or more of the following: moderate violence (V), some sexual situations (S), infrequent coarse language (L), or some suggestive dialogue (D).



Parents Strongly Cautioned

This program contains some material that many parents would find unsuitable for children under 14 years of age. Parents are strongly urged to exercise greater care in monitoring this program and are cautioned against letting children under the age of 14 watch unattended. This program contains one or more of the following: intense violence (V), intense sexual situations (S), strong coarse language (L), or intensely suggestive dialogue (D).



Mature Audience Only

This program is specifically designed to be viewed by adults and therefore may be unsuitable for children under 17. This program contains one or more of the following: graphic violence (V), explicit sexual activity (S), or crude indecent language (L).



Motion Picture Association of America Ratings Guide -

A **G-rated motion picture** contains nothing in theme, language, nudity, sex, violence or other matters that, in the view of the Rating Board, would offend parents whose younger children view the motion picture. The G rating is not a “certificate of approval,” nor does it signify a “children’s” motion picture. Some snippets of language may go beyond polite conversation but they are common everyday expressions. No stronger words are present in G-rated motion pictures. Depictions of violence are minimal. No nudity, sex scenes or drug use are present in the motion picture.

A **PG-rated motion picture** should be investigated by parents before they let their younger children attend. The PG rating indicates, in the view of the Rating Board, that parents may consider some material unsuitable for their children, and parents should make that decision. The more mature themes in some PG-rated motion pictures may call for parental guidance. There may be some profanity and some depictions of violence or brief nudity. But these elements are not deemed so intense as to require that parents be strongly cautioned beyond the suggestion of parental guidance. There is no drug use content in a PG-rated motion picture.

A **PG-13** rating is a sterner warning by the Rating Board to parents to determine whether their children under age 13 should view the motion picture, as some material might not be suited for them. A PG-13 motion picture may go beyond the PG rating in theme, violence, nudity, sensuality, language, adult activities or other elements, but does not reach the restricted R category. The theme of the motion picture by itself will not result in a rating greater than PG-13, although depictions of activities related to a mature theme may result in a restricted rating for the motion picture. Any drug use will initially require at least a PG-13 rating. More than brief nudity will require at least a PG-13 rating, but such nudity in a PG-13 rated motion picture generally will not be sexually

oriented. There may be depictions of violence in a PG-13 movie, but generally not both realistic and extreme or persistent violence. A motion picture’s single use of one of the harsher sexually-derived words, though only as an expletive, initially requires at least a PG-13 rating. More than one such expletive requires an R rating, as must even one of those words used in a sexual context. The Rating Board nevertheless may rate such a motion picture PG-13 if, based on a special vote by a two-thirds majority, the Raters feel that most American parents would believe that a PG-13 rating is appropriate because of the context or manner in which the words are used or because the use of those words in the motion picture is inconspicuous.

A **R-rated motion picture**, in the view of the Rating Board, contains some adult material. An R-rated motion picture may include adult themes, adult activity, hard language, intense or persistent violence, sexually-oriented nudity, drug abuse or other elements, so that parents are counseled to take this rating very seriously. Children under 17 are not allowed to attend R-rated motion pictures unaccompanied by a parent or adult guardian. Parents are strongly urged to find out more about R-rated motion pictures in determining their suitability for their children. Generally, it is not appropriate for parents to bring their young children with them to R-rated motion pictures.

An **NC-17 rated motion picture** is one that, in the view of the Rating Board, most parents would consider patently too adult for their children 17 and under. No children will be admitted. NC-17 does not mean “obscene” or “pornographic” in the common or legal meaning of those words, and should not be construed as a negative judgment in any sense. The rating simply signals that the content is appropriate only for an adult audience. An NC-17 rating can be based on violence, sex, aberrational behavior, drug abuse or any other element that most parents would consider too strong and therefore off-limits for viewing by their children.



Entertainment and Software Rating Board Content Descriptors

Alcohol Reference

Reference to and/or images of alcoholic beverages

Animated Blood

Discolored and/or unrealistic depictions of blood

Blood

Depictions of blood

Blood and Gore

Depictions of blood or the mutilation of body parts

Cartoon Violence

Violent actions involving cartoon-like situations and characters. May include violence where a character is unharmed after the action has been inflicted

Comic Mischief

Depictions or dialogue involving slapstick or suggestive humor

Crude Humor

Depictions or dialogue involving vulgar antics, including “bathroom” humor

Drug Reference

Reference to and/or images of illegal drugs

Fantasy Violence

Violent actions of a fantasy nature, involving human or non-human characters in situations easily distinguishable from real life

Intense Violence

Graphic and realistic-looking depictions of physical conflict. May involve extreme and/or realistic blood, gore, weapons and depictions of human injury and death

Language

Mild to moderate use of profanity

Lyrics

Mild references to profanity, sexuality, violence, alcohol or drug use in music

Mature Humor

Depictions or dialogue involving “adult” humor, including sexual references

Nudity

Graphic or prolonged depictions of nudity

Partial Nudity

Brief and/or mild depictions of nudity

Real Gambling

Player can gamble, including betting or wagering real cash or currency

Sexual Content

Non-explicit depictions of sexual behavior, possibly including partial nudity

Sexual Themes

References to sex or sexuality

Sexual Violence

Depictions of rape or other violent sexual acts

Simulated Gambling

Player can gamble without betting or wagering real cash or currency

Strong Lyrics

Explicit and/or frequent references to profanity, sex, violence, alcohol or drug use in music

Strong Sexual Content

Explicit and/or frequent depictions of sexual behavior, possibly including nudity



Suggestive Themes

Mild provocative references or materials

Tobacco Reference

Reference to and/or images of tobacco products

Use of Drugs

The consumption or use of illegal drugs

Use of Alcohol

The consumption of alcoholic beverages

Use of Tobacco

The consumption of tobacco products

Violence

Scenes involving aggressive conflict. May contain bloodless dismemberment

Violent References

References to violent acts

Screen-time tracking form with instruction: Excerpts from *Do More-Watch Less!*, a toolkit for afterschool programs and youth-serving organizations to encourage tweens (ages 10-14) to incorporate more screen-free activities into their lives while reducing the time they spend watching TV, surfing the internet, and playing video games. Developed by the California Obesity Prevention Initiative, California Department of Public Health. Also available in Spanish.

<http://www.cdph.ca.gov/programs/SchoolHealth/Pages/DoMore,WatchLessTVTool.aspx>



DO MORE. WATCH LESS

SCREEN TIME TRACKING FORM



PARTICIPANT NAME:

START DATE:

THREE DAY TOTAL:

AVERAGE DAILY TIME
SPENT ON SCREEN-
BASED ACTIVITIES:

Instructions

1. Select 3 days to track your screen time: 2 weekdays and 1 weekend day.
2. When logging your screen time, round up to the nearest half hour using the following: 1 = 1 hour and 1/2 = 30 minutes. (For example, if on one day you watch TV for 10 minutes, walk away and do something else for a while, and then later that day you watch TV for an hour, your daily total would be 1 hour since you would round to the nearest half hour-below.) To get your **Daily Total Screen Time**, add the **TV Screen Time** for the day to the **Computer Time** number.
3. To figure out the **Three Day Total**, add all three numbers in the **Daily Total Screen Time** column. Note the total hours and minutes, and round up or down to the nearest half hour.
4. To figure the **Average Daily Time Spent on Screen-Based Activities**, take the three-day total and divide by three to get your daily average. (For example, if you had 15 total hours over three days, you'd divide by 3 to get an average of 5 hours a day. If your daily average does not come out evenly (e.g., 4.7), round up to the next highest number (e.g., 5). (See example on next page)

Day of the Week	TV Screen Time	Computer Time	Daily Total Screen Time
	<i>(Includes TV, VCR, DVD & video games)</i>	<i>(Does not include homework-related use)</i>	<i>(Add daily totals for TV & computer time)</i>
First Weekday <i>(Mon. through Fri.)</i>			
Day/Date			
Second Weekday <i>(Mon. through Fri.)</i>			
Day/Date			
Weekend <i>(Sat. or Sun.)</i>			
Day/Date			



DO MORE, WATCH LESS

SCREEN TIME TRACKING FORM

Example



PARTICIPANT NAME:

Jane Doe

START DATE:

June 25, 2004

THREE DAY TOTAL:

 $8 + 6 + 12 = 26$ hoursAVERAGE DAILY TIME
SPENT ON SCREEN-
BASED ACTIVITIES: $26 \div 3 = 8.6$ hours

Round up 8.6 to 9

Day of the Week	TV Screen Time	Computer Time	Daily Total Screen Time
	(Includes TV, VCR, DVD & video games)	(Does not include homework-related use)	(Add daily totals for TV & computer time)
First Weekday (Mon. through Fri.) Friday 6/25/04 Day/Date	4-1/2	3-1/2	8 hours
Second Weekday (Mon. through Fri.) Tuesday 6/29/04 Day/Date	3	3	6 hours
Weekend (Sat. or Sun.) Sunday 6/27/04 Day/Date	10	2	12 hours



MÚEVETE MÁS, NO TE QUEDES SENTADO

SCREEN FORMA PARA LLEVAR EL CONTEO DEL TIEMPO FRENTE A UNA PANTALLA



Instrucciones

1. Elige 3 días para llevar el conteo del tiempo frente a una pantalla: 2 días entre semana y un día durante el fin de semana.
2. Al contar el tiempo, redondéalo a la media hora más cercana usando el ejemplo siguiente: 1 = 1 hora 1/2 = 30 minutos. (Por ejemplo, si un día miran la tele por 10 minutos, luego te alejas y haces otra cosa, luego más tarde ves la tele por una hora más, el total para ese día sería de una hora). Para obtener el **Tiempo Total Diario Frente a una Pantalla**, suma el **Tiempo Frente a la Televisión** más el número del **Tiempo frente a la Computadora**.
3. Para obtener el **Total de los Tres Días**, suma los números de la columna titulada **Tiempo Total Diario Frente a una Pantalla**.
4. Para obtener el **Tiempo Promedio Diario en Actividades Frente a una Pantalla**, suma el total de los tres días y divídelo entre tres para sacar el promedio diario. (Por ejemplo, si tienes 15 horas en total, lo divides por tres para obtener un promedio de 5 horas al día. Si el promedio sale de 4.7, sube al siguiente número, o sea 5. (Favor de ver el ejemplo en la siguiente página).

NOMBRE DEL
PARTICIPANTE:

FECHA AL COMENZAR:

TOTAL DE TRES DIAS:

TIEMPO PROMEDIO
DIARIO PASADO EN
ACTIVIDADES FRENTE
A UNA PANTALLAS:

Día de la Semana	Tiempo frente a la Televisión <small>(Incluye la televisión, videos, DVD y juegos de video)</small>	Tiempo frente a la Computadora <small>(No incluye el tiempo que se usa para hacer tarea)</small>	Tiempo Total Diario Frente a una Pantalla <small>(Sumar los totales diarios para el tiempo frente a la televisión y la computadora)</small>
Primer día de la Semana <small>(lunes a viernes)</small> Día/fecha			
Segundo día de la Semana <small>(lunes a viernes)</small> Día/fecha			
Fin de Semana <small>(sábado o domingo)</small> Día/fecha			



MÚEVETE MÁS, NO TE QUEDES SENTADO

FORMA PARA LLEVAR UN CONTEO DEL TIEMPO FRENTE A UNA PANTALLA



Ejemplo

NOMBRE DEL
PARTICIPANTE:

Jane Doe

FECHA AL COMENZAR:

25 de junio
del 2004

TOTAL DE LOS
TRES DIAS:

$8 + 6 + 12 = 26$ horas

TIEMPO PROMEDIO
DIARIO PASADO EN
ACTIVIDADES FRENTE
A UNA PANTALLA:

$26 \div 3 = 8.6$ horas
Redondear el 8.6 a 9

Día de la Semana	Tiempo frente a la Televisión <small>(Incluye la televisión, videos, DVD y juegos de video)</small>	Tiempo en la Computadora <small>(No incluye el tiempo que se usa para hacer tarea)</small>	Tiempo Total Diario Frente a una Pantalla <small>(Sumar los totales diarios para el tiempo frente a la televisión y la computadora)</small>
Primer día de la Semana <small>(lunes a viernes)</small> viernes 6/25/04 Día/fecha	4-1/2	3-1/2	8 horas
Segundo día de la Semana <small>(lunes a viernes)</small> martes 6/29/04 Día/fecha	3	3	6 horas
Fin de Semana <small>(sábado o domingo)</small> domingo 6/27/04 Día/fecha	10	2	12 horas





Parent Resources

Sample Letter to Parents and Families -

Dear Parents and Families,

Today many of us are concerned about children's poor nutrition and physical inactivity. The (PROGRAM NAME) is working to improve the healthfulness of the after-school environment. To that end, we will be making the following changes for the (insert academic year, such as '2008-2009') school year.

Many children and adolescents consume too many foods and beverages that are low in nutrition yet high in calories, sugar and fat. Youth today are spending more time in front of the television or playing computer games and less time being physically active. Because of these choices, more youth are overweight and obese, leading to increased rates of medical conditions like diabetes, high blood pressure, asthma, and attention disorders.

To model more healthful eating and physical activity habits, we have implemented the *Healthy Kids, Healthy New York After-School Initiative* model guidelines for nutrition, physical activity and screen time. Snacks will improve as we focus on serving more fruits, vegetables, whole grain products, and nonfat or low-fat dairy products. Children will be participating in at least 30 minutes of physical activity during each three hour time block in our program. Recreational screen time will be limited to no more than 2 1/2 hours per five day week (excluding computer time for homework) to encourage more physical activity.

Any snacks for parties or celebrations sent in by parents need to meet our new nutrition guidelines. Parents should contact (insert NAME/PHONE/CONTACT INFO) for approval of food/beverages for celebrations.

We trust that you will be pleased with the positive changes we have made. Our goal is to model these healthy behaviors in our after-school program to encourage their adoption. Studies have shown that children who eat well and participate in regular physical activity are not only are healthier, but have better concentration, improved test scores and fewer behavioral problems.

If you have any questions about the new guidelines, feel free to call. And please share any ideas you may have to help us continue to build a healthful after-school environment.

Sincerely,



Carta muestra para los padres y familias -

Estimados padres y familias,

Hoy en día, es preocupante para muchos de nosotros la nutrición deficiente y la inactividad física de nuestros hijos. El (PROGRAM NAME) trabaja activamente para mejorar la salubridad del entorno extraescolar. Con ese propósito, estaremos realizando los siguientes cambios durante el año escolar (insert academic year, such as '2008-2009').

Muchos niños y jóvenes consumen demasiados alimentos y bebidas de bajo valor nutritivo, pero con un elevado contenido de calorías, azúcar y grasa. La juventud de hoy en día pasa más tiempo frente al televisor o jugando en la computadora que realizando actividades físicas. Es debido a esas opciones que muchos de los jóvenes tienen sobrepeso y obesidad, lo que conduce a índices más elevados de afecciones médicas como la diabetes, presión arterial alta, asma y afecciones cognitivas.

Con la idea de crear hábitos de alimentación y de actividades físicas más saludables, hemos puesto en práctica la iniciativa *Niñez sana, Nueva York sano en actividades extraescolares (Healthy Kids, Healthy New York After-School Initiative)*, que incluye pautas modelo de nutrición, actividades físicas y oportunidades de tiempo de pantalla. Los refrigerios mejorarán en la medida en que nos concentramos en servir más frutas, vegetales, productos de granos integrales y productos lácteos descremados o semidescremados. Los niños participarán en un mínimo de 30 minutos de actividades físicas por cada bloque de tres horas de nuestro programa. El tiempo de pantalla recreativo se verá limitado a no más de 2 horas y media por semana de cinco días (a excepción del uso de la computadora para las tareas escolares) con el fin de fomentar más actividades físicas.

Toda golosina o refrigerio enviado por los padres para fiestas o celebraciones deberá cumplir con nuestras nuevas pautas de nutrición. Para obtener la autorización de los alimentos o bebidas para las celebraciones, los padres deben ponerse en contacto con (insert NAME/PHONE/CONTACT INFO).

Confiamos en que los cambios positivos que hemos llevado a cabo resultarán satisfactorios para todos ustedes. Nuestro objetivo es incorporar estos modelos de comportamiento saludable a nuestros programas extraescolares para fomentar su adopción. En estudios se ha demostrado que los niños bien alimentados y que participan habitualmente en actividades físicas no son solamente más sanos, sino que tienen una mejor concentración, calificaciones mejoradas en los exámenes y menos problemas de comportamiento.

Si tienen alguna pregunta sobre las nuevas pautas, no duden en llamarnos. Así como también compartan con nosotros todas sus ideas para crear un entorno extraescolar saludable.

Atentamente,



Tips for Parents

What can I do to help promote a healthy lifestyle for my child(ren)?

- **Focus on good health, not a certain weight goal.** Teach and model healthy and positive attitudes toward food and physical activity without emphasizing body weight.
- **Focus on the family.** Do not set overweight children apart. Involve the whole family and work to gradually change the family's physical activity and eating habits.
- **Establish daily meal and snack times, and eating together as frequently as possible.** Make a wide variety of healthful foods available based on the Food Guide Pyramid for Young Children. Try to choose whole grains, low-fat or no-fat dairy products, and fruits and vegetables. Limit sugars, including soda and other sweetened beverages, and high fat foods.
- **Plan sensible portions.** Use the Nutrition Facts label on food packages to identify the serving size for that food. Remove a single serving from multi-serving packages. Eating out of the package encourages overeating.
- **Get Moving!** Spend time as a family engaging in activities that get your bodies moving and your heart rate up. Go hiking, play at the playground, play catch, start a family garden, have fun!
- **Reduce Screen Time.** Know how much time your child spends in front of a screen (TV, computer, video games, etc.) each week. Replace screen-time with alternative activities to increase the overall health of your family.

Eat Healthy Foods, Increase Physical Activity, and Reduce Screen Time

The following links will help you create healthy meals, encourage physical activity, and reduce screen-time in your home.

My Pyramid provides information on nutritional guidelines, tips for healthy eating, and allows you to track your family's calorie intake in comparison to the daily recommendations. www.MyPyramid.gov

The Centers for Disease Control and Prevention (CDC) offers helpful information on selecting fruits and vegetables, using them in recipes and understanding the benefits of including fruits and veggies in your diet. www.FruitsandVeggiesMatter.gov

The Center for SCREEN-TIME Awareness provides information so people can live healthier lives in functional families in vibrant communities by taking control of the electronic media in their lives, not allowing it to control them. www.screentime.org

KidsHealth covers all areas of child health and specifically addresses nutrition and physical activity by age group. Also, the information is available in Spanish. <http://www.kidshealth.org/parent/>

We Can! Program, sponsored by the National Heart, Lung and Blood Institute suggests alternatives to screen-time and family fun activities to get your family moving. <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/live-it/screen-time.htm>

Fit Source, a program of the U.S. Department of Health and Human Services, has compiled a web directory for parents to access information about physical activity and nutrition. Many of the listed sites are also in Spanish. <http://fitsource.nccic.acf.hhs.gov/fitsource/fitsource.cfm?search=Topics&subSearch=For%20Parents&topic=6>



NUTRITION

FACT SHEET

25 Healthy Snacks for Kids

When a snack attack strikes, refuel with these nutrition-packed snacks.

Easy, Tasty (and Healthy) Snacks

You may need an adult to help with some of these snacks.

1. Peel a banana and dip it in yogurt. Roll in crushed cereal and freeze.
2. Spread celery sticks with peanut butter or low-fat cream cheese. Top with raisins. Enjoy your “ants on a log.”
3. Stuff a whole-grain pita pocket with ricotta cheese and Granny Smith apple slices. Add a dash of cinnamon.
4. Mix together ready-to-eat cereal, dried fruit and nuts in a sandwich bag for an on-the-go snack.
5. Smear a scoop of frozen yogurt on two graham crackers and add sliced banana to make a yummy sandwich.
6. Top low-fat vanilla yogurt with crunchy granola and sprinkle with blueberries.
7. Microwave a small baked potato. Top with reduced-fat cheddar cheese and salsa.
8. Make snack kabobs. Put cubes of low-fat cheese and grapes on pretzel sticks.
9. Toast a whole grain waffle and top with low-fat yogurt and sliced peaches.
10. Spread peanut butter on apple slices.
11. Blend low-fat milk, frozen strawberries and a banana for thirty seconds for a delicious smoothie.
12. Make a mini-sandwich with tuna or egg salad on a dinner roll.
13. Sprinkle grated Monterey Jack cheese over a corn tortilla; fold in half and microwave for twenty seconds. Top with salsa.
14. Toss dried cranberries and chopped walnuts in instant oatmeal.
15. Mix together peanut butter and cornflakes in a bowl. Shape into balls and roll in crushed graham crackers.
16. Microwave a cup of tomato or vegetable soup and enjoy with whole grain crackers.
17. Fill a waffle cone with cut-up fruit and top with low-fat vanilla yogurt.



25 Healthy Snacks for Kids (continued)

DIP IT! BONUS SNACKS

Dip baby carrots and cherry tomatoes in low-fat ranch dressing.

Dip strawberries or apple slices in low-fat yogurt.

Dip pretzels in mustard.

Dip pita chips in hummus.

Dip graham crackers in applesauce.

Dip baked tortilla chips in bean dip.

Dip animal crackers in low-fat pudding.

Dip bread sticks in salsa.

Dip a granola bar in low-fat yogurt.

Dip mini-toaster waffles in cinnamon applesauce.

18. Sprinkle grated Parmesan Cheese on hot popcorn.

19. *Banana Split:* Top a banana with low-fat vanilla and strawberry frozen yogurt. Sprinkle with your favorite whole-grain cereal.

20. *Sandwich Cut-Outs:* Make a sandwich on whole grain bread. Cut out your favorite shape using a big cookie cutter. Eat the fun shape and the edges, too!

21. Spread mustard on a flour tortilla. Top with a slice of turkey or ham, low-fat cheese and lettuce. Then roll it up.

22. *Mini Pizza:* Toast an English muffin, drizzle with pizza sauce and sprinkle with low-fat mozzarella cheese.

23. *Rocky Road:* Break a graham cracker into bite-size pieces. Add to low-fat chocolate pudding along with a few miniature marshmallows.

24. *Inside-Out Sandwich:* Spread mustard on a slice of deli turkey. Wrap around a sesame breadstick.

25. *Parfait:* Layer vanilla yogurt and mandarin oranges or blueberries in a tall glass. Top with a sprinkle of granola.



Now that you are refueled, take a trip to Planet Power. Play the MyPyramid Blast Off game at www.mypyramid.gov.

For a referral to a registered dietitian and for additional food and nutrition information visit WWW.EATRIGHT.ORG

What's your most valuable source of good nutrition?
Registered Dietitians are the experts when it comes to helping people eat well and stay healthy. An RD has the knowledge and expertise to develop an eating plan to meet the needs of all individuals.

 **American Dietetic Association**
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NUTRITION

FACT SHEET

25 Refrigerios Saludables para los Niños

Cuando necesites un refrigerio para “recargar tus baterías”, estos son completamente nutritivos.

Refrigerios fáciles, sabrosos (y saludables)

Quizás necesites que un adulto te ayude a preparar algunos de estos refrigerios (*snacks*).

1. Pela una banana y sumérgela en yogur. Hazla rodar sobre cereal triturado y congélala.
2. Unta unos palitos de apio con mantequilla de cacahuate (maní) o con queso crema bajo en grasa. Colócales uvas pasas encima. Disfruta tus “tronquitos con hormigas”.
3. Rellena un pan pita de harina integral con ricota y rebanadas de manzanas tipo Granny Smith. Agrégales una pizca de canela.
4. Mezcla cereal listo para servir, frutas secas y nueces en una bolsita de sándwich. Disfruta este refrigerio en cualquier momento, mientras haces otras cosas.
5. Esparce una bolita de yogur helado sobre dos galletas graham y agrégales una banana rebanada para obtener un sándwich delicioso.
6. Corona un yogur de vainilla, bajo en grasa, con granola crujiente y unos pocos arándanos.
7. Calienta en el microondas una pequeña papa asada. Cúbrela con queso cheddar reducido en grasa y salsa.
8. Prepara un refrigerio de brochetas. Inserta en unos palitos de pretzel cubitos de queso bajo en grasa y uvas.
9. Tuesta un gofre (*waffle*) de harina integral y cúbrelo con yogur bajo en grasa y duraznos (melocotones) rebanados.
10. Unta unas rebanadas de manzana con mantequilla de cacahuate (maní).
11. Licua leche baja en grasa, fresas congeladas y una banana durante treinta segundos para obtener un batido delicioso.
12. Prepara un mini-sándwich de ensalada de atún o de huevo en un panecillo.
13. Espolvorea una tortilla de maíz con queso rallado Monterrey Jack; dóblala por la mitad y caliéntala en el microondas durante veinte segundos. Corónala con salsa.
14. Mezcla avena instantánea con arándanos agrios secos (*cranberries*) y nueces de nogal picadas.
15. Mezcla mantequilla de cacahuate (maní) y hojuelas de maíz (*cornflakes*) en un tazón. Forma bolitas con la mezcla y hazlas rodar sobre galletas graham trituradas.
16. Calienta en el microondas una taza de sopa de tomate o vegetales y disfrútala acompañada con galletas de harina integral.
17. Rellena un cono de gofre (*waffle*) con fruta troceada y ponle encima yogur de vainilla bajo en grasa.



25 Refrigerios Saludables para los Niños (continued)

18. Espolvorea palomitas de maíz calientes con queso parmesano rallado.
19. "Banana Split": Cubre una banana con yogur congelado de vainilla y fresa, bajo en grasa. Espolvoréala con tu cereal integral favorito.
20. Sándwich recortado: Hazte un sándwich en pan integral. Usa un molde de cortar galletas y recorta tu figura favorita. Diviértete comiendo tu sándwich recortado y ¡los bordes también!
21. Unta una tortilla de harina con mostaza. Cúbrela con una rebanada de pavo o jamón, queso bajo en grasa y lechuga. Luego, enróllala.
22. Mini-pizza: Tuesta un panecillo inglés (*English muffin*), salpícalo con salsa para pizza y espolvoréalo con queso mozzarella bajo en grasa.
23. "Rocky Road": Parte una galleta graham en trozos tamaño bocado. Agrégale pudín de chocolate bajo en grasa y unos malvaviscos (*marshmallows*) en miniatura.
24. Sándwich al revés: Unta una rebanada de fiambre de pavo con mostaza. Enróllala en un palito de pan con semillas de ajonjolí.
25. Postre helado: En un vaso alto forma capas con yogur de vainilla y gajos de mandarina o arándanos (*blueberries*). Corona esto con un poco de granola.

OTROS REFRIGERIOS MÁS PARA ¡UNTAR Y MOJAR!

Moja unas zanahorias pequeñas y tomates cereza en aderezo ranchero bajo en grasa.

Moja unas fresas o rebanadas de manzana en yogur bajo en grasa.

Unta unos pretzels con mostaza.

Unta unos totopos (*chips*) de pan pita con paté de garbanzos (*hummus*).

Unta unas galletas graham con compota de manzana.

Moja unos totopos (*tortilla chips*) horneados en salsa de frijoles para antojitos.

Moja unas galletas con forma de animales en pudín bajo en grasa.

Moja unos palitos de pan en salsa.

Moja una barrita de granola en yogur bajo en grasa.

Unta unos mini-gofres (*waffles*) listos para tostar con compota de manzana con canela.

Para encontrar un dietista registrado y obtener información adicional sobre alimentos y nutrición, visite
WWW.EATRIGHT.ORG

¿Cuál es su fuente más valiosa de una buena nutrición?

Los dietistas registrados (RD por sus siglas en inglés) son los expertos en ayudar a las personas a alimentarse bien y mantenerse saludables. Un RD tiene el conocimiento y la pericia para desarrollar un plan de alimentación que satisfaga las necesidades de todos y cada individuo.



American Dietetic Association

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NYSHEPA is a New York State alliance dedicated to improving policy and practices that promote healthy eating and physical activity.

www.nyshepa.org