



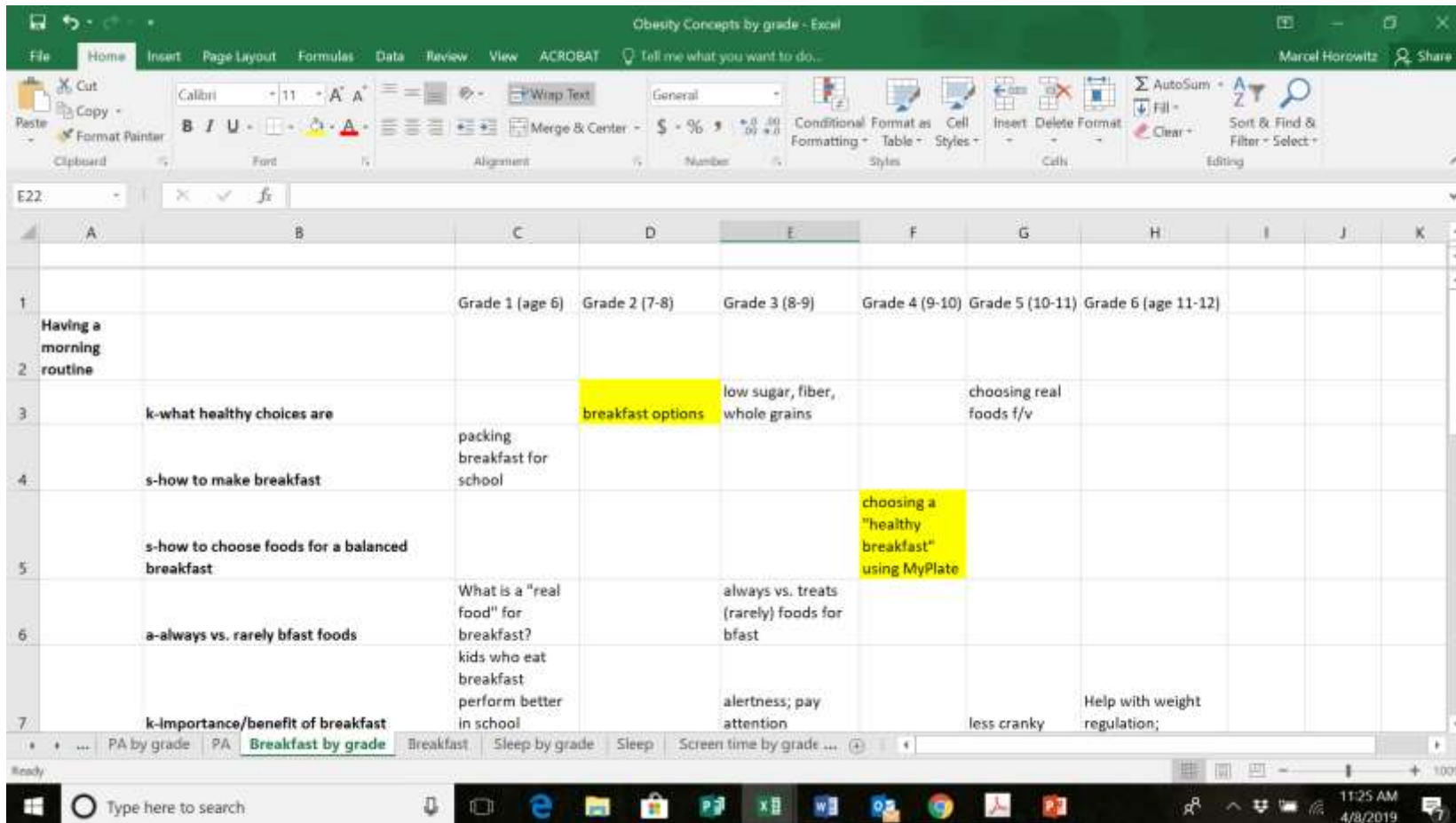
# **April 10, 2019 Webinar**

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# Skills, Attitudes & Behaviors

A team of Advisors, Educators, and Specialists developed grade-level spreadsheet for each correlate.



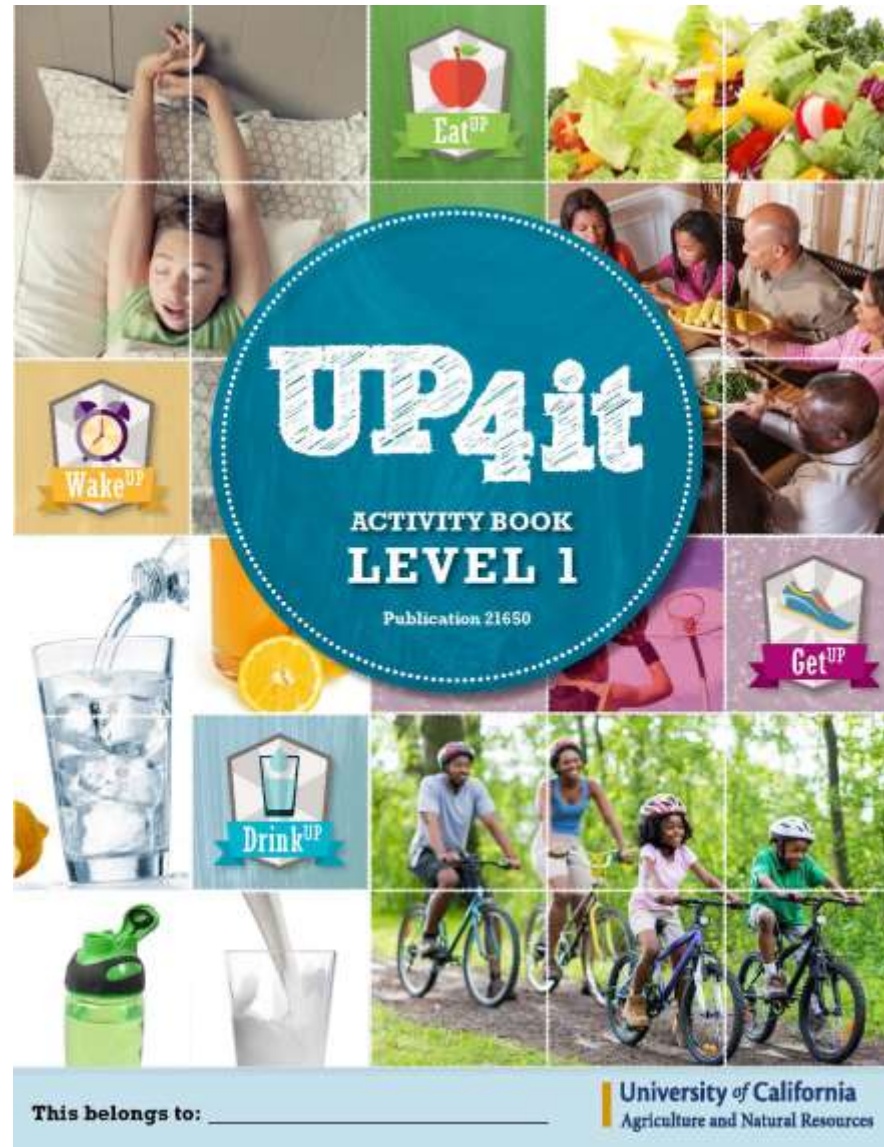
The screenshot shows an Excel spreadsheet with the following data:

	A	B	C	D	E	F	G	H	I	J	K
1			Grade 1 (age 6)	Grade 2 (7-8)	Grade 3 (8-9)	Grade 4 (9-10)	Grade 5 (10-11)	Grade 6 (age 11-12)			
2		Having a morning routine									
3		k-what healthy choices are		breakfast options	low sugar, fiber, whole grains		choosing real foods f/v				
4		s-how to make breakfast	packing breakfast for school								
5		s-how to choose foods for a balanced breakfast				choosing a "healthy breakfast" using MyPlate					
6		a-always vs. rarely bfast foods	What is a "real food" for breakfast? kids who eat breakfast perform better in school		always vs. treats (rarely) foods for bfast						
7		k-Importance/benefit of breakfast			alertness; pay attention		less cranky	Help with weight regulation;			

# Objectives

## Childhood Obesity Prevention

- Wake<sup>UP</sup>
- Eat<sup>UP</sup>
- Drink<sup>UP</sup>
- Get<sup>UP</sup>



This belongs to: \_\_\_\_\_

University of California  
Agriculture and Natural Resources

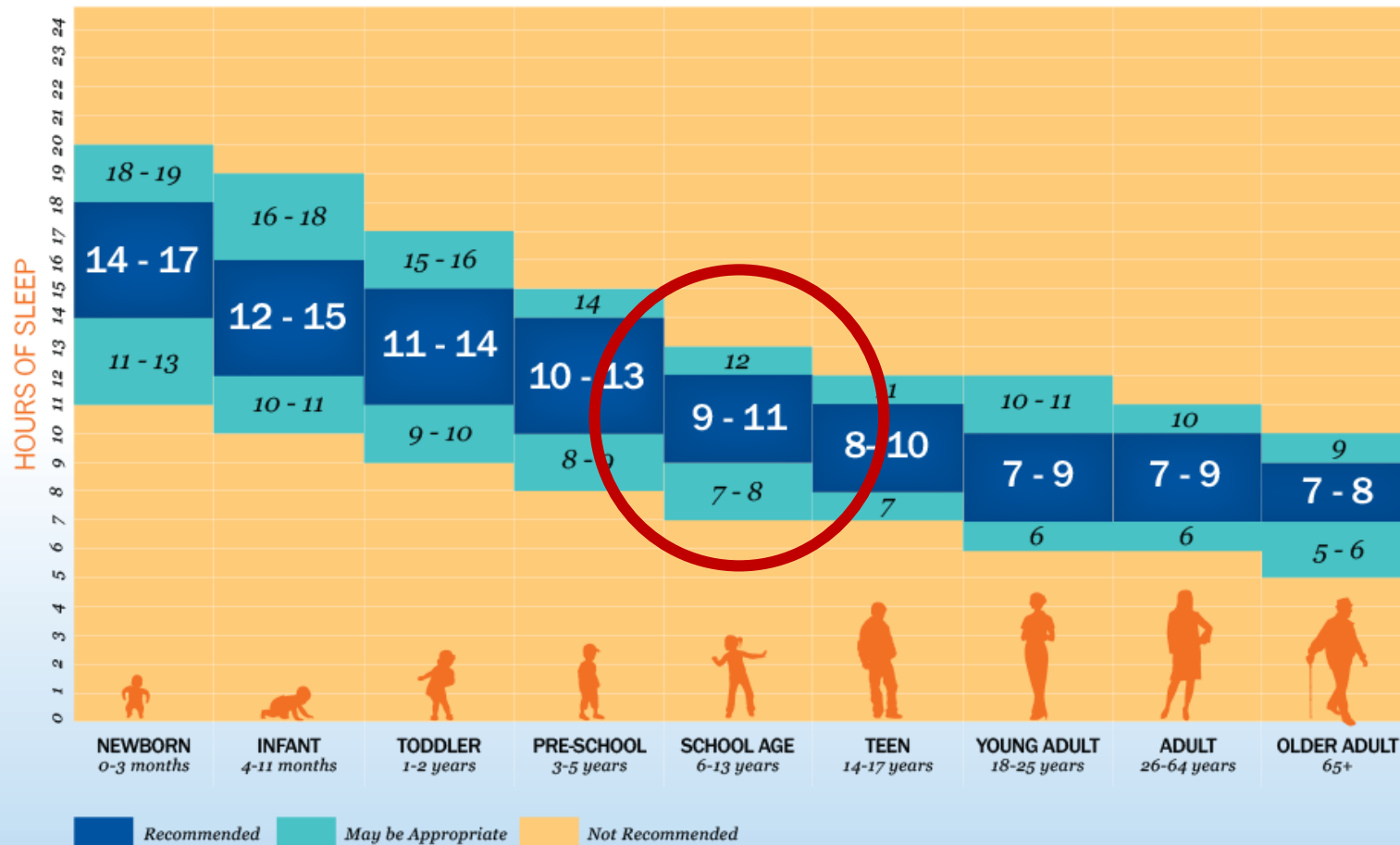
# Wake<sup>UP</sup>

## SLEEP DURATION RECOMMENDATIONS



Sleep ten hours at night to feel just right.

- Have a bedtime routine.
- Have a consistent bedtime.



# Eat<sup>UP</sup>



Select the right food for a better mood.

- Make half your plate fruits and vegetables
- Eat a variety of colors of fruits and vegetables
- Less fast food
- Healthy choices when eating out
- Breakfast as a daily habit
- Choose smaller sized portions of energy dense foods
- Choose larger sized portions of nutrient dense foods



# Drink<sup>UP</sup>

## Choose water first for thirst.

- Reduce sugar-sweetened beverages
- Increase water
- Choose 100% juice in moderation



Drink<sup>UP</sup> Name \_\_\_\_\_

**ACTIVITY 2**

### How do drinks affect your body?

Every day you take impacts your body. Drinks are **metabolized** and used in a variety of places throughout your body just like food. Different parts of the drink are used in different ways. Some make your body run better. Some make it run worse. Choosing what to drink is a very important decision.

**A Activity** **15** pts

**DIRECTIONS**

1. Read each question carefully.
2. Choose and circle the correct beverage.
3. Review the answers as a class.

**B Reflection** **C Goal**

4. Answer the reflection questions in class.

1. Which beverage contains important nutrients, which will help you feel full, longer and improve your focus in class?  
a. Soda/Sports drink    c. Non-fat or 1% milk  
b. Water    d. 100% juice

2. Which beverage is the best to drink while playing sports?  
a. Soda/Sports drink    c. Non-fat or 1% milk  
b. Water    d. 100% juice

3. When exercising, which beverage is the best for your body to run into class so you can stay cooler?  
a. Soda/Sports drink    c. Non-fat or 1% milk  
b. Water    d. 100% juice

4. What beverage will give you a quick boost but leave you with no energy more you have to stand up the next morning and feel tired?  
a. Soda/Sports drink    c. Non-fat or 1% milk  
b. Water    d. 100% juice

5. Which beverage would be the best to help prevent dry skin?  
a. Soda/Sports drink    c. Non-fat or 1% milk  
b. Water    d. 100% juice

6. Which beverage, if consumed in excess, can cause you to gain extra weight and/or feel bloated?  
a. Soda/Sports drink    c. Non-fat or 1% milk  
b. Water    d. 100% juice

7. Which beverage costs the most to **consume** and may strain your teeth?  
a. Soda/Sports drink    c. Non-fat or 1% milk  
b. Water    d. 100% juice

8. Which beverage, if consumed in excess, can cause you to gain extra weight and/or feel bloated?  
a. Soda/Sports drink    c. Non-fat or 1% milk  
b. Water    d. 100% juice

9. What beverage is needed to survive?  
a. Soda/Sports drink    c. Non-fat or 1% milk  
b. Water    d. 100% juice

**B Reflection** **C Goal**

1. What will you drink first for thirst?

# Get<sup>UP</sup>

Move and play at least an hour a day.

- Reduce leisure screen time
- Increase amount of daily physical activity
- Improve attitude toward movement as fun



Get<sup>UP</sup> Name \_\_\_\_\_

**ACTIVITY 3**

## What is a new way you could play?

Moving your body every day for at least 30 minutes is very important. If your body is active, it will

- be stronger, which can improve your performance.
- think clearly and remember better, which can help you in school.
- help balance your fat levels, so you maintain a healthy weight.
- allow you to focus, so you don't get too fidgety or become distracted.
- have more energy so you can play more.
- fight off **infections** and illnesses so you don't get sick so often.
- release feel-good brain **hormones** that make you happier.
- be able to sleep better, so you feel more rested.

Finding fun ways to be active is an important life skill. Every day you should do something that makes you move and you are breathing hard. Let's see if your classmates have some ideas for new ways to play.

**DIRECTIONS** **30 MIN**

**A. Activity**

1. Find a large open space outside.
2. Form a circle with everyone.
3. Start with the student whose birthday is coming next.
4. The student will give a movement to demonstrate an activity. This activity should be something that would get them breathing hard. For example, pretending to kick a soccer ball would demonstrate soccer.
5. All students copy the movement 5 times. Ask your hand to guess what it is once you think you know the activity. The teacher will call on a student to guess the activity. Keep guessing until someone gets it right.
6. Going clockwise, repeat steps 4 and 5 until everyone has had a turn. The same activity can only be used twice. The reason is so that everyone has a chance to be different.

**B. Goal**

7. Choose a new activity you have never tried that one of your classmates acted out today. Write the new activity in the goal section on page 12.
8. Bring this assignment home by reviewing it with your activity partner and try the activity you selected.

**C. Reflection**

9. Answer the questions from the reflection section.
10. Have your parent/guardian sign when completed and return to your teacher.



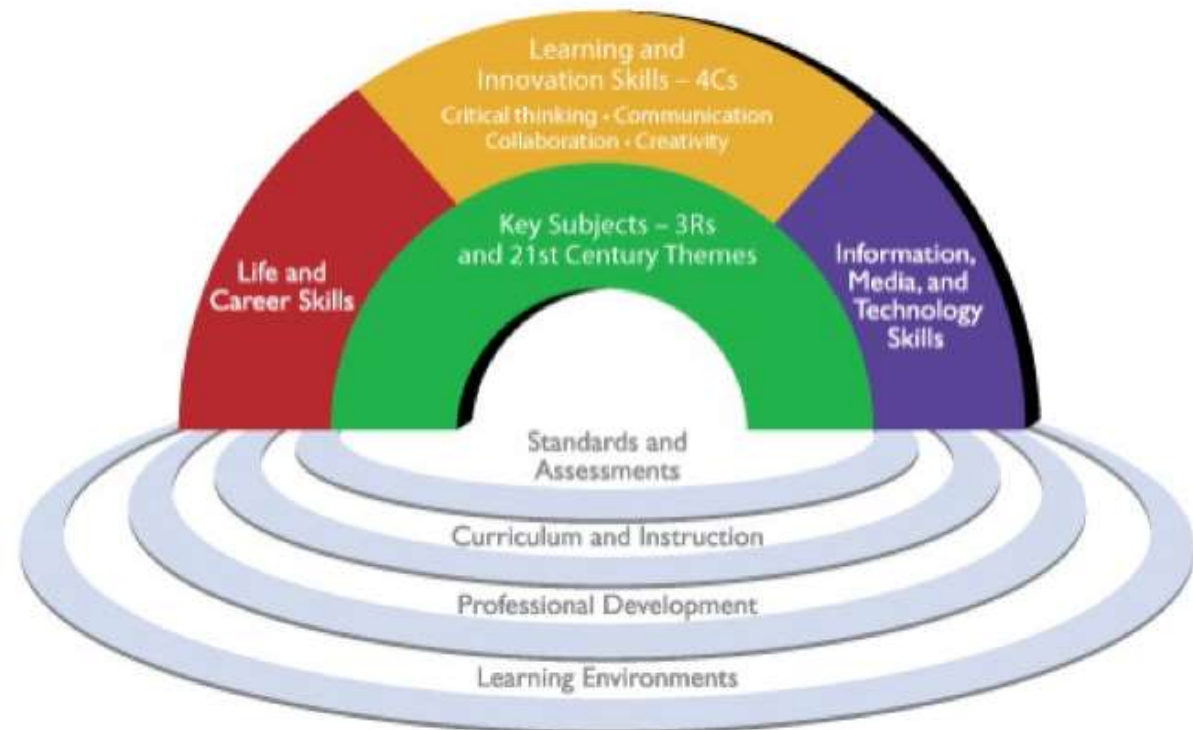


# 21<sup>st</sup> Century Learning Framework



- No teacher curriculum
- Student driven
- Inquiry-based activities
- Reflection and goal

**P21 Framework for 21st Century Learning**  
21st Century Student Outcomes and Support Systems



# Learning and Innovation Skills



Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

# Poll



POLL QUESTION: Have you heard of 21<sup>st</sup> Century Learning?

- Yes, and I use the framework techniques often when working with students
- Yes, but I have never used framework techniques in the classroom
- No, never heard of 21<sup>st</sup> Century Learning before today

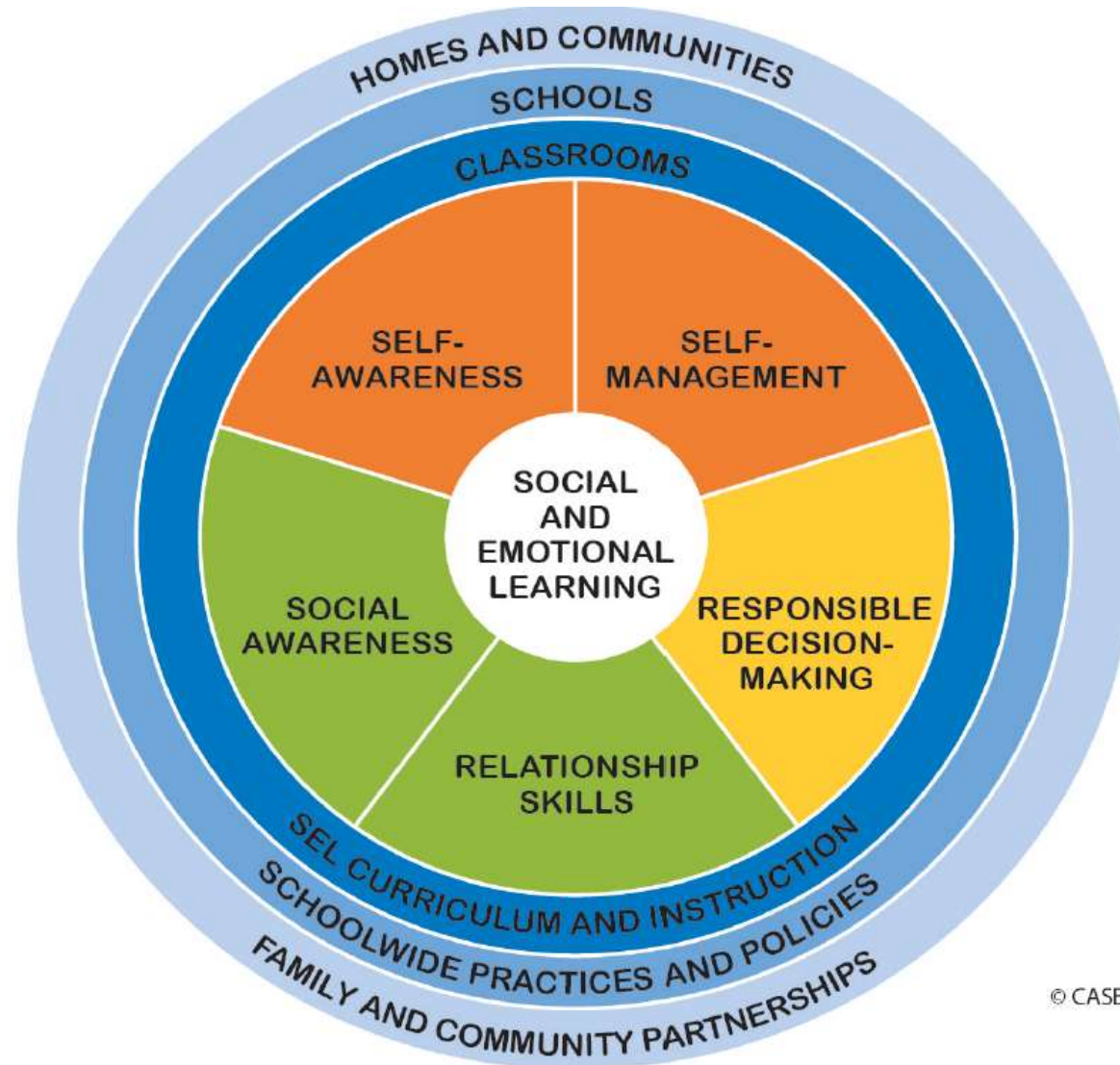
# Life and Career Skills



Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. P21's essential Life and Career Skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

# Social Emotional Learning





## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY



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# Activity 2 – How do you choose to spend your time?



- Activity Introduction
- Instructions
- Reflection
- Goal
- Scissors icon



# Activity 4-What fruits & vegetables will you discover and try?



Circle:

*Problem Solving?*

*Collaboration?*

*Communication?*

Have \_\_\_\_\_

**ACTIVITY 4**

## What fruits and vegetables will you discover and try?

Whenever you sit down to eat, take a peek at your plate. Is half the plate full of fruits and vegetables? Making fruits and vegetables full of what you eat may help:

- your mood better
- your food taste better
- you to feel and look better

It is often tricky to find the fruits or vegetables in your food. This could be foods such as salsa hidden in a burrito or grapes floating in a soup. This activity will give you some practice figuring out where the fruits and vegetables are. Then you can make sure every meal is full of fruit and vegetable goodness.

**A Activity**

**DIRECTIONS** **30 MIN**

**A Summary**

- Look at each meal photo.
- Write down all the fruits and vegetables that you can identify. Start the list with the first letter of the word and no spaces.
- Name as many fruits and vegetables as you can on your own.
- Break into groups of 2 to 4 students.
- As a group, work together to find the hidden fruit and vegetables in each plate.
- Discuss findings as a class.

**B Goal**

- Class: I think so, try and write them down.

**Super Vegetable Scramble**  
with fabulous fruit and whole wheat toast

**FRUITS AND VEGETABLES:**

1. Strawberry (parrotaki)
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**Incredible Hamburger**  
with a crisp garden salad, fries, and fresh fruit slices

**FRUITS AND VEGETABLES:**

T \_\_\_\_\_

L \_\_\_\_\_

P \_\_\_\_\_

A \_\_\_\_\_

G \_\_\_\_\_



**Hawaiian Pizza Slice**  
with fresh vegetable sticks and fruit slices

**FRUITS AND VEGETABLES:**

P \_\_\_\_\_

P \_\_\_\_\_

C \_\_\_\_\_

C \_\_\_\_\_

T \_\_\_\_\_



**Superznan Spaghetti**  
with perfectly steamed vegetables and a seasonal fresh fruit bowl

**FRUITS AND VEGETABLES:**

T \_\_\_\_\_

B \_\_\_\_\_

G \_\_\_\_\_

C \_\_\_\_\_

H \_\_\_\_\_

P \_\_\_\_\_

**B Goal**

- List two fruits and vegetables from this activity that you will try so that half of your plate is made up of fruit and vegetables.

\_\_\_\_\_

\_\_\_\_\_



# Activity 5 - How can you make your water intake measure up?



- Common Core State Standards
- Grade Level Specific



# Activity 5



Strategy:

“I add slices of fruit (lemon, lime, orange, cucumber, etc.) to my water to add flavor when I crave variety.”



# Activity 7-How would you build a better bedtime routine?



1. Self-confidence
2. Self-efficacy
3. Impulse control
4. Stress management
5. Self-discipline
6. Self-motivation
7. Goal Setting
8. Organization Skills
9. Communication
10. Identifying problems
11. Analyzing situations
12. Solving problems
13. Reflecting


 Name \_\_\_\_\_

**ACTIVITY 7**

## How would you build a better bedtime routine?

**SLEEP IS HARDER AT NIGHT TO FEEL JUST RIGHT!**  
 Did you know that sleep is when you store the details of things you learned during the day? It's when your wounds heal, muscles repair, and your body grows. Your body also needs rest for another day of action. Students who do not get enough sleep don't perform as well in school. They tend to gain more weight than they should. They face more problems, including stress, anxiety, and depression, and have less energy and motivation to get up and go to school the next day.

Some students do not get enough sleep because they are too busy. They also do not recognize the signs of being sleepy at night or the next morning. It can be hard to fall asleep quickly. First, watch any screen device within 1 hour of bedtime. **Coffee** is a part of some beverages that make you very alert. It is found in coffee, cola, energy drinks, hot chocolate, and tea. Do not drink coffee after 3:00 p.m. because it takes 10 hours for your body to get out of your system and can keep you up at night.

Not having a routine can also make it hard to fall asleep. Creating a routine for bedtime helps prepare your body and mind to fall asleep more quickly. Follow the steps below to help get a good night's sleep.

**A Activity**

**My bedtime routine:**

<input type="checkbox"/> Wash (tooth brush, hair, etc.)	<input type="checkbox"/> Brush and floss teeth	<input type="checkbox"/> Turn on the lights in the bedroom.
<input type="checkbox"/> Pack school bag	<input type="checkbox"/> Prepare for breakfast (cover box set out on counter, balance in backpack, items made, etc.)	<input type="checkbox"/> Put on pajamas
<input type="checkbox"/> Lay out clothing to wear	<input type="checkbox"/> Read	<input type="checkbox"/> Turn night light on and/or lights off
<input type="checkbox"/> Take a shower	<input type="checkbox"/> Write a journal or diary	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Wash face	<input type="checkbox"/> Stretch gently (do yoga, or perform relaxation techniques)	
<input type="checkbox"/> Change into pajamas	<input type="checkbox"/> Cuddle and hug family	
<input type="checkbox"/> Choose what to eat (are good choices)		

TV and other screens should NOT be a part of your bedtime routine.

**DIRECTIONS 30 MIN.**

**A Activity**

- Check off at least 5 items to include in your bedtime routine.
- Number them in the order you would complete them.
- On the next page, draw the routine symbol above the orange line to show what you usually go to bed.
- Below the line, draw a fun, funny, and hard to draw your new routine.

**B Goal**




- Sign your new bedtime routine home by cutting along the dotted line to remove it from the activity guide.
- Try your new routine for 1 week.
- Have your parent/guardian when completed and return to your teacher.

**C Reflection**

- Answer the reflection questions and discuss.



**My schedule:**


 Wake up for school at this time to allow enough time for breakfast and other activities. Draw a sun.
  Count back 30 hours from your wake up time. Draw a moon to tell you when to go to sleep.
  Start your bedtime routine 1 hour before you need to be asleep. Draw a book.

**Correct** \_\_\_\_\_  
**Me** \_\_\_\_\_

**B Goal**

**GOAL**

I followed my bedtime routine for one week.



Have your parent/guardian sign and date below. Return the signed form to your teacher.

As the parent/guardian, I have seen my child practicing this bedtime routine for a week.

Signature \_\_\_\_\_ Date: \_\_\_\_\_

**C Reflection**

- What can you accomplish when you are well rested and get plenty of sleep?  
 \_\_\_\_\_  
 \_\_\_\_\_
- What was one problem that made it hard to follow your new bedtime routine?  
 \_\_\_\_\_  
 \_\_\_\_\_
- Have a classroom discussion on these sleep problems. Have the class help come up with suggestions on how to solve the sleep problem. Possible solutions include:  
 \_\_\_\_\_  
 \_\_\_\_\_

# County Experiences

- **UP4it** was evaluated in the spring of 2018 during formative field testing. Students (n122) completed EFNEP pre/post evaluations.
- 72% of children improved their ability to choose foods according to Federal Dietary Recommendations.
- **UP4it** Teacher Observation Tool feedback from one teacher indicated that in 9/10 areas, students showed improvement.

“Excellent!”

“These programs greatly inspire me to include more health education throughout the school year.”

“Fantastic program. Very kid friendly.”



# In-person training

- May 14<sup>th</sup>, Woodland (north of Davis)
- May 22nd, Riverside
- ?? Fresno

