



# Summer BreakSpot Mobile Program Activity Guide

*Pilot Program - Summer 2014*



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2411 NW 7th Street, Fort Lauderdale, FL 33311

### Everglades Heights

2400 NW 22nd Street, Fort Lauderdale, FL 33311

### Parkridge Court

5200 NE 5th Terrace, Deerfield Beach, FL 33064

### Tallman Pines I & II

700 NE 41st Street, Deerfield Beach, FL 33064

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# Preface

The Broward County Public School District (BCPS) is the sixth largest public school system in the United States and the largest fully accredited K-12 and adult school district in the nation with over 260,000 students and approximately 175,000 adult students. During the school year 2013-2014, more than 62% of BCPS students were eligible for free or reduced price meals under the National School Lunch Program (NSLP). This staggering statistic is also an indication of the number of children in Broward County who experience the negative consequences related to food insecurity, including poor academic performance, adverse health outcomes and paradoxically, childhood obesity.

Over half of Broward County's school-aged children receive free and reduced-price meals through the School Breakfast and National School Lunch Programs. When school lets out for the summer, many of these children are at risk of hunger or poor nutrition. The Summer Food Service Program (SFSP) was designed to ensure that children have access to the nutritious meals they need to grow, learn and play during the summer months and to help ensure their bodies and minds are healthy and strong for the upcoming school year.

To help bridge the gap in nutrition during the summer months, the Summer Food Service Program (SFSP) serves nutritious meals to children 18 years and younger while school is not in session. The SFSP is federally funded by the United States Department of Agriculture (USDA) and is state-administered in Florida by the Florida Department of Agriculture and Consumer Services (FDACS), Division of Food, Nutrition and Wellness (FNW).

In order to take advantage of the federally funded SFSP and ensure children had access to healthy meals throughout the summer, a Pilot Project was developed to provide an innovative program whereby children, residing in four of the county's housing authority developments, would receive healthy meals at lunchtime in conjunction with weekly activities related to nutrition, physical activity, tobacco-free environments and tips for healthier living.

## About the Partners

The Summer BreakSpot Mobile Service Pilot Program provided the structure and partnerships needed to serve an estimated 530 to 585 children at the places where they live – four (4) Broward County Housing Authority sites.

Major partners of the BreakSpot Mobile Service Pilot Program included: Broward Meals on Wheels, Broward County Housing Authority, Florida Impact, the Children’s Services Council of Broward County, Community Foundation of Broward, Broward Regional Health Planning Council’s TOUCH (Transforming Our Community’s Health) and Nova Southeastern University, School of Public Health. BRHPC considered the BreakSpot Mobile Service Pilot Program a potentially promising practice for impacting policies, systems and environmental changes to the overall Summer Food Service Program (SFSP) model. As such, the TOUCH initiative staff and partners provided age and culturally appropriate weekly programs related to nutrition, physical activity, tobacco free environments and tips for healthier living at each site. Additionally, the team evaluated the efficacy of the Summer BreakSpot Mobile Service Pilot Program of Broward County.

Human Services Network, Inc. /DBA: Broward Meals on Wheels (BMOW) serves over 10,000 clients annually across all of Broward County, providing more than 1.2 million meals to older and disabled adults. With 30 years of experience in providing meal programs, BMOW was extremely well positioned to serve as the Summer BreakSpot sponsor for The Broward County Housing Authority. BMOW’s catering vendor, GA Foods, has USDA-approved summer program menus and was enthusiastically in support of the pilot program.

The Broward County Housing Authority (BCHA) is a well-established community resource provider. The Authority is committed to the creation and preservation of high quality housing, generally located in impacted census tracts, where resident income profiles typically range from extremely low Income to moderate Income.

Broward Regional Health Planning Council is a not-for-profit, established in 1982, as the legislatively designated Broward County local health planning entity. BRHPC is committed to delivering health and human service innovations at the national, state and local level through planning, direct services, implementation, evaluation and organizational capacity building.

BRHPC’s Transforming Our Community’s Health, TOUCH, is a CDC funded grant initiative with a strategic focus on creating access to healthy foods in areas experiencing the greatest levels of racial, wealth and health disparities. The locations selected for this pilot programs are within these targeted areas as evidenced by maps located in the [Planning Appendix \(pg. 40\)](#)

Florida Impact has served as Florida's leading statewide, anti-hunger policy organization since 1979. Florida Impact has effectively mobilized state and community leaders in aggressive outreach strategies for federal food and nutrition programs leveraging millions in public funds to address hunger and poverty among Florida's residents. Florida Impact is the convener of the Florida Partnership to End Childhood Hunger ([www.FloridaHungerPartnership.org](http://www.FloridaHungerPartnership.org)), which serves as an anchor around which local organizations across the state work strategically and in concert to address hunger and under nutrition. South Florida Hunger Coalition supports a network of food assistance, emergency and disaster response agencies, and children and senior programs throughout South Florida and served as the umbrella organization for the Summer BreakSpot Mobile Service Pilot of Broward County.

The Nova Southeastern University (NSU) Master of Public Health (MPH) Evaluation Team provides process and outcome evaluation for interventions and programs aimed at improving the health and well-being of diverse populations in multiple settings. As an academic program, and as dedicated public health professionals, the Team's approach is focused upon working with and within communities to best understand their needs, and obtain full participation and engagement in designing and implementing meaningful evaluations.

The mission of the Children's Services Council is to provide leadership, advocacy and resources necessary to enhance the lives of the children of Broward County and empower them to become responsible, productive adults.

The organization funds close to a hundred programs that serve children and families, advocates for policies that protect the interests of future generations and provides leadership that brings the child-serving community together.

# Guiding Principles of the Activity Guide

This “Activity Guide” provides an overview of the activities, lessons learned and resources that were used for the Summer BreakSpot Mobile Service Pilot Program in Broward County (“Summer BreakSpot Program”). The activities are evidence-based and can be replicated and used at other sites in the future to enhance the learning opportunities and impact of the program. Many of these activities are no- or low-cost, available through community-based organizations and can be performed by existing staff, volunteers or partnering agencies.

## 1. LEARN BY DOING

Provide students with hands-on, interactive ways to gain knowledge, attitudes, skills, and experiences needed for healthy eating and physical activity. Use FUN and experiential ways to teach healthy habits.

## 2. FUN AND FLEXIBILITY

Provide students with an atmosphere of fun and flexibility. Remember that you are working with young children who have very short attention spans so keeping them engaged and active is a must. It is also SUMMER – so have FUN! Flexibility is also a must. There will be times when a lesson plan or activity must be changed due to the age of children attending or inclement weather. Practice flexibility at those times, knowing you can find ways to share the information in another format that day. Above all else, know you are the role model for health – so be friendly, fun and flexible!

## 3. EAT WELL TO BE WELL

Provide students with easy to understand ways to understand why good nutrition is fundamental to healthy living. Demonstrate how to read and understand nutrition labels, ways to easily identify healthy food choices and visualize sugar and fat content in foods. The goal is to make the *healthy* choice the *easy* choice.

## 4. MOVE EVERY DAY IN MANY WAYS

Provide students with creative ways to stay active throughout the day from walking, running, biking, hopping, jumping, and squirming. You get the Idea – creative ways to be active and re-energized throughout the day. The by-product of these activities is more focus and readiness to learn.

## 5. FEEL GOOD ON THE INSIDE

Provide students with an overview of healthy behaviors including sleeping well, stress release, tobacco and drug-free living and positive self-esteem. A sense of well-being is dependent upon a holistic approach to good health. These activities also focus on reducing risky behaviors for lifelong optimal health.

## 6. CONSISTENCY OF MESSAGING AND TIMING

Provide students with a consistent message of healthy eating and active living throughout the entire summer program. Additionally, ensure you have a consistent schedule to be at the various sites selected for the Summer BreakSpot Program. Make sure you arrive on time or preferably early to sites. Should any problems arise, arriving early will allow you time to adjust plans and/or resolve an issue without losing time from the week’s lesson or activity. Plan to visit each site on the same day each week for the entire summer so staff will know when to expect you. Also, be sure to send out the

reminder update email to the lead staff personnel at each site during the prior week, outlining the planned lesson for the week.

## **7. SITE-SPECIFIC PLANNING**

Provide each site with activity plans that are specific to each location's needs. Plan accordingly and pay close attention to details when observing the different sites during Week 1. There should be at least one planning meeting with each partner prior to each week's lesson. Make sure to have a "rain plan" if you have outside locations or have planned outdoor physical activities for that week. Also, make sure to develop checklists for materials needed to provide fun and engaging activities.

## **8. SAFETY MEASURES**

Provide students with a safe place to engage, learn and play. In addition to making sure the areas on the site are safe; make sure that proper documentation and releases are received from all children participating in the Summer BreakSpot program activities, especially those who engage in active play, physical activities and/or cooking demonstrations. Most partnering agencies have their own liability release forms, but for ease of use, examples of releases are included in [Appendix 1.5 \(pg. 45\)](#). **Physical Activity/Photo releases are required** for any participation in physical activities and or media including photos and videos. Also, ensure there are releases for children or adults who may be included in photographs. This is important in keeping all organizations and participants safe.

## **9. DOCUMENT AND MEASURE**

At the conclusion of the Summer BreakSpot Program, provide to supporters the documentation of successes, unanticipated outcomes, and lessons learned. Determine ways to measure attitudes and behaviors before and after the lessons and activities. Share the results so that others can learn, modify as needed and replicate the promising practices.

## **10. PARTNERING AGENCIES**

Provide opportunities for community engagement in the Summer BreakSpot Program. Identify community-based organizations that can partner with you for no-cost, low-cost or leveraged support for child-friendly, healthy activities. Many organizations have outreach as part of their mission. As such, they are able, with adequate pre-planning, to provide programs, materials and education to the site. The American Lung Association, the YMCA and the United Way of Broward County all were able to provide programs and bring educational materials to the sites.

## **11. DOING IT TOGETHER**

Provide opportunities to create a healthier community. The Summer BreakSpot Program focused on developing partnerships among students, their families, community members and schools to enhance student learning, promote consistent messaging about healthy behaviors, increase resources, and engage, guide, and motivate students to eat healthily and be active. We believed that by working together we could create a healthier Broward!

# Communication

**Communication is the key to success!** Remember to maintain ongoing communication in every aspect of the Break Spot Program.

- **Be Informative.** Maintain constant communication with partners and all affiliates of the program. Send weekly updates to inform the sites of the upcoming activities and to keep affiliates updated on the program and its progression
- **Body Language/Facial Expressions.** Make sure that your body language expresses fun and excitement during lessons and physical activities. Demonstrate before all physical activities and SMILE! Children feed off other's energy so you will set the tone with yours.
- **Secure Partner Contact Information.** Make sure that you obtain cell phone numbers and emails for partners that you will be collaborating with on lessons and activities. This is important for planning and any emergencies that may arise.
- **Facilitate Open Conversation.** You should make sure that your conversations are open and include everyone. Make sure that none of the children are left out of activities and everybody has an opportunity for input. Try to give each child an opportunity to comment during conversation only if hands are raised. You may not be able to respond to all comments but be sure to address that child's concern individually afterward.
- **Be crystal clear.** Make it clear what you're hoping to convey from the outset. For example, your purpose could be to inform others, obtain information, or initiate action. If people know in advance what you expect from the communication, things will go more smoothly.
- **Stay on topic.** Make sure everything you're saying adds to the message you intend to communicate and strengthens it. If you have already thought through the issues and distilled them to the essentials, it is likely that helpful pertinent phrases will stick in your mind. Do not be afraid to use these to underline your points. Even confident, well-known speakers reuse their key lines again and again for emphasis and reinforcement. Remember to keep the overall message clear and direct.
- **Be clear and unambiguous with your body language.** Use facial expressions consciously. Strive to reflect passion and generate listener empathy by using soft, gentle, aware facial expressions. Avoid negative facial expressions, such as frowns or raised eyebrows. What is or isn't negative depends on the context, particularly the cultural context, so be guided by your situation
- **Be vocally interesting.** A monotone is not pleasing to the ear, so good communicators use vocal color to enhance communication. Raise the pitch and volume of your voice when you transition from one topic or point to another. Increase your volume and slow the delivery whenever you raise a special point or are summing up.

## **Weekly Lesson and Activity Plans**

# Planning and Becoming Familiar!

## Activities Summary

Summer BreakSpot Program is under way! This week's activities serve as an introduction to the sites and their locations and introductions to Lead Staff Members. These activities can be scheduled any time prior to the official start of the program. Travel to each of your sites; be sure to note the distance and travel times for each site. Try to plan multiple routes to each site in case of future traveling obstacles.

Observe the surrounding areas. Since you will be talking with residents and touring the properties during Week 1 you will need to use this opportunity to familiarize yourself with the surrounding communities. Note the types of nearby foods available. Are there many corner stores and fast food restaurants? Are there any nearby farmers markets or gardens? Be very thorough and specific in your observations. This will prove to be pivotal in determining the community condition and access to healthy and nutritious foods. The staff at each site will be much more familiar and can most likely give you a lot more information on the community resources and conditions. Use this resource and ask questions, this will save planning time and provide a more knowledgeable approach.

Once on site and networking with lead staff, provide them with the tentative summer program schedule. Outline briefly the plans for the summer and what is to be expected from you and from them. Don't forget to bring the [Physical Activity/Photo Release](#) Waiver forms to give to staff. Inform them of the importance of having the document filled out by Parents/Guardians prior to physical activity week. Allow for input and feedback from site personnel regarding activities.

Obtain their suggestions as well regarding the information to be featured in the program flyer for distribution at the various sites. Lastly, discuss the [Pre-Intervention Surveys](#) to be performed by NSU students.

### PLANNING CHECKLIST

#### Supplies to Bring

- Notepad and Pen
- Business Cards
- Physical Activity/Photo Release Waivers

#### Things to Do

- Locate and Network with on Site Staff (Share Email addresses and Phone numbers)
- Observe the space available for outdoor physical activities and indoor lessons
- Observe the type of site, community, size of complex and any environmental conditions
- Confirm Date and Location for Media Event
- Confirm the Days, Times and Staff Assignments for the [Pre-Intervention Survey](#) by weeks end

#### Tips

- Arrive Early
- Go to Sites during Planning Week, meet staff and exchange contact information
- Observe surrounding areas for community condition and availability of resources.
- Modify the proposed Activity Plan for Week 1 based on observations

## **Planning Duration**

Locate the sites and research multiple routes to and from each of them. You will need at least an hour per location, plus travel time to and from the sites, to effectively observe the surrounding environments, make notes network with staff and review proposed activities.

## **Planning Objectives**

The objectives for Planning Week were to observe the community and the surrounding area conditions and resources. Remember to utilize the staff to obtain more information. Our next objective was to network and exchange information with the lead staff and review the proposed program flyer and weekly activities. Be sure to make a great first impression! Smile and be prompt and courteous. Be sure to network as much as possible while there are no children to distract you.

## **Special Events Planning**

### *Media Event – Thursday, July 10th*

During the planning phase of the program a Media Event was planned to provide information and details about the Summer BreakSpot Program and the communities being served as well as bringing attention to the collaborative efforts of all the partners involved. The event was held on Week #5 at the Tallman Pines site as it was deemed the most suitable for parking and space availability. The event consisted of speeches by various city and county officials including the Lead Program person from each BreakSpot location. The children were also served lunch during the event as it was scheduled during their usual BreakSpot hours. VIP's present for the event served the children lunches as part of the program. The children also participated in physical activities and a cooking demonstration by Need to Feed, Inc. to conclude the event. Ideally, this event would be presented during Week #1 to bring media recognition to the program and attract more participants.

### *End of Summer Celebration Event Friday, August 8<sup>th</sup>*

It was felt that an End of Summer Celebration Event would be a great opportunity to bring recognition and celebrate the innovative Summer BreakSpot Program which brought children healthy and nutritious meals along with fun activities throughout the entire summer and presented right at their housing site. The Event was held during Week #9 as part of the program wrap-up. In order to ensure there was a great turnout, "Burnie" the Miami Heat mascot was scheduled to attend and play games with the children. While pictures with Burnie were allowed, we were not authorized to release and use the pictures in any publicity regarding the event. YFit also provided one last session of fun physical activities. As with the Media Event, the Celebration was held during the regularly scheduled BreakSpot hours in order for the children to receive their lunch and snack as usual.

# Week #1 – A Healthy Plan of Action!

## Activities Summary

During the first week it is important to observe the site dining areas and the original setup style. First, look around and note things such as floor space and seating availability. Pay attention to the times that meals are served and the serving process. Do the children line up for food or is it brought to them? It is also very important to observe the number of children who are present throughout the day. Take a look outside and view the surrounding areas where physical activity could take place and make note of any environmental hazards or concerns. Start disseminating waivers this week. Bring copies of the [Physical Activity/Photo Release Waivers](#) with you to each site to provide to the lead staff. Inform the staff of the requirement for children to have their parent/guardian fill out the form and return it ASAP, as they cannot participate in many of the activities without a signed release.

Remember, this is the first time that the children will be seeing you so make sure you have a look of fun and excitement! Walk around and familiarize yourself with the atmosphere. Take a brief moment to introduce yourself to the children and let them know that you will be coming for the next 9 weeks (on the select day and time for that site) with Games! Activities! Prizes! And FUN! Ask the children to tell all of their friends in the neighborhood to come every week for a new and fun activity!

Even though we were familiar with all of the sites prior to the start of the program, observing each site during Week 1 with the children present was integral in the overall planning of activities moving forward.

Your visit during Week 1 should be focused on becoming familiar with each of the sites, the areas surrounding them, the management team and residents. During Week 1, we toured the communities while briefly speaking to residents along the way. We made it a priority to meet with the lead staff at each site to introduce ourselves and speak about the plans and expectations for the summer. We also made sure that Promotional Flyers and Lunch Menus for the next two weeks were distributed throughout the sites,

### WEEK #1 CHECKLIST

#### Supplies to Bring

- Notepad and Pen
- Business Cards
- Physical Activity/Photo Release Waivers

#### Things to Do

- Locate and Network with on Site Staff (Share Email addresses and Phone numbers)
- Observe the space available for outdoor Physical Activities and indoor Lessons
- Ensure each Site has begun distributing program [Promotional Flyers](#) and [Lunch Menus](#)
- Observe the type of site, community, size of complex and any environmental conditions
- Confirm Date and Location for Media Event, if not confirmed yet.
- Confirm the Days, Times and Staff Assignments for the [Pre-Intervention Survey](#) by week's end
- Provide training and guidance to those responsible for administering the Surveys

#### Tips

- Arrive Early
- Talk with residents and children
- Observe mealtime
- Modify Activity Plan for Week 2 based on Observations

posted on bulletin boards and in main offices.

Continue planning your Media Event! You should have the Media Event date, time, and location confirmed by the end of Week 1 to ensure you have ample time to create and distribute all communication documents such as email invitations, Media Advisories and Releases ([Communications Appendix – pg. 75](#))

## Time and Lesson Duration

We chose to have a one-hour time slot for the activities and lessons throughout the summer. This time frame was chosen based on suggestions and observations from site staff following Week 1.

After speaking with Partners, Program Providers (BRHPC, YMCA, American Lung Association, Need to Feed and United Way) and Staff at each of the sites it was determined that the best time to conduct activities and lessons would be in the period between the end of lunch service and before the afternoon snacks were distributed.

For two sites the activity time was from 12:30 pm-1:30 pm and for the other two sites activity time was from Noon-1:00 pm. These times ensured the programs would reach the maximum number of children. The Week 1 observations allowed us to adjust the start times for activities based on each site's unique needs and characteristics.

The estimated planning time needed for Week 1 activities is about 30 minutes plus a site visit (during Planning Week) prior to the beginning of the Summer BreakSpot meal distribution. It was decided that lessons would take place Tuesday-Thursday with one site visit per day. Since we were given four sites this proved to be the best option. We then utilized Mondays for last minute planning, adjustments and preparation. Your schedule may be adjusted for the Media Event or for the End of The Summer Celebration Event so that all sites will receive a lesson.

## Lesson Objectives



Our Week 1 objectives were to foster connections with the staff, parents, children and other residents at each site. This was the most important and primary objective for the first week.

Be sure to collect any additional email addresses from the staff at each site and notify them that you will be sending an email update for each upcoming week with details about the upcoming activities, any [releases or waivers](#) (photography and physical activity) that must be signed by parents for their children's participation, lessons and expectations of attendance. After collecting emails, send out a follow-up email with the full 9-week schedule for staff to review and post.

The other objective for Week 1 is to observe the attendance rates and become more familiar with each site and its features such as space availability, venue features and characteristics (Indoor/Outdoor, Whiteboards, and Projector Etc.). Make note of the smaller spaces that can only support limited indoor activities, the outdoor spaces for physical activities and the overall estimated number of attendees each week.

The final Week 1 objective is to disseminate [physical activity/photo release waiver forms](#). These should be given to the lead staff at each site for the children to take home to their parents/guardians. Make sure this is done during Week 1 to allow enough time for them to be returned on or prior to the physical activities. Encourage the lead staff to give waivers directly to parents/guardians who attend Summer BreakSpot with their child or to parents who drop off and pick up their children.

## Partners

Our partners for Week 1 activities and planning included the Broward County Housing Authority, Florida Impact, BRHPC's TOUCH Initiative and NSU. Their primary purpose was to create and distribute the promotional flyers to the complexes as well as working with NSU to gain permission to administer the Pre-Intervention Surveys during Week 2. After gaining permission from the sites we worked with NSU to select available students and staff to administer the [Pre-Intervention Child Surveys](#) during Week 2. Broward Meals on Wheels ("BMOW") was in charge of meal and snack distribution as well as meal data collections. BMOW collected the number of meals distributed each day at each site and worked to make appropriate menu revisions for the children for the upcoming week.

## Lessons Learned and Future Modifications

After conducting site observations during Week 1, two of the four sites suggested that we begin our lesson at Noon for the highest attendance rate from children at the site. This required us to adjust the schedule for the two sites from a 12:30 pm start time to Noon.

Be aware that some of the site lesson times will vary within a 30-minute window based on the attendance and the ages of children attending on specific day. On some days we had full attendance by Noon, and on other days the children did not arrive until 12:15 pm or later.

Since the program does not restrict the children from leaving after the meal or snack is completed, it was very important to remember one of the Guiding Principles: FLEXIBILITY. It was often difficult to predict the number of participants upon arrival so make sure to plan accordingly and be very flexible with times and activities. If you end up beginning a lesson later than planned, a flexible attitude will allow adjust and adapt with minimal conflict or stress. One approach in these situations may be to revise or remove the "less important" material or activities from the lesson plan for that day. The removed materials may be included in lesson plans for another week.

At the Summer BreakSpot Program in Broward County, the most popular food day and highest attendance rate for activities was on Grilled Chicken Sandwich Day! Use this information to plan lessons on those days for maximum reach and impact. Observe the attendance rates during the week and note which day has the highest attendance based on the children's feedback and favorite menu items.

## Unanticipated Outcomes

Week 1 allowed us to plan for the upcoming weeks of Summer BreakSpot activities. One of the greatest unexpected outcomes of Week 1 was the need to have a range of start times for lessons and activities. After observing each site we noticed that the children arrive in unpredictable clusters, so having multiple start times for activities was important.

In addition, we noticed and documented the differences in site capacity and conditions. Each of the sites had different strengths and challenges. One of the sites was an outdoor site under two canopy

style tents and another site was partially outdoors in a shaded patio area which impacted the planned activities.

Finally, we also took note of the differences in the ages of participating children and the variations in attendance from one site to the other. There were children who were toddlers (estimated age under 2 years) all the way up to high school students (estimated age at 17 years).

These observations from Week 1 helped us prepare more appropriate lesson plans and activities that could be adapted to very young children and yet still be engaging to older youths. In addition, it provided time to create a “setup plan” for the upcoming weeks based on the indoor and outdoor spaces available and prepare alternate indoor activities in anticipation of possible inclement weather.

## Sites



**Park Ridge Court Apartments**  
Deerfield Beach, FL



**Tallman Pines Apartments**  
Deerfield Beach, FL



**Meyers Estates**  
Fort Lauderdale, FL



**Everglades Heights**  
Fort Lauderdale, FL

# Week #2 - Pre-Intervention Surveys of Students And Knowing How To Read The Facts!

## Activities Summary

During the Second Week, there were four activities to complete in addition to administering of the Pre-Intervention Surveys.

Ask the lead staff at each site to help prepare the children and to assist you with administering the survey. The training of those who administered the surveys was done during Week 1 by NSU. Trainees were students from the Nova Southeastern University Public Health Program.

The NSU MPH Evaluation Team worked with all of the partners involved in the Summer BreakSpot Program to help evaluate the program's efforts toward improving children's access to healthy foods, attitudes and behaviors regarding nutrition, and opportunities for physical activity, in addition to assessing program's reach and program satisfaction. The team also sought to identify lessons learned and opportunities for enhancing future implementations of the Summer BreakSpot Program model. To do so, NSU's MPH Evaluation Team conducted Pre- and Post-Intervention surveys of children participating in the program, [retrospective Post-Intervention surveys of parents/guardians](#), and weekly onsite observations of the Summer BreakSpot Program sites.

You may use your local college or university to assist with surveying as well. They are a great source of young and enthusiastic energy for the children. The training necessary was very brief; those who were to administer surveys at sites were informed of the best practices to ensure the survey results were accurate such as assisting with questions and reviewing the surveys upon submission. The lead staff does not have to be trained to assist with the surveys.

The staff selected to administer the surveys were informed of their assignments by the end of Week 1 and instructed to arrive 15 to 20 minutes early to their assigned program sites. The survey was developed in partnership with Nova Southeastern University

## WEEK #2 CHECKLIST

### Supplies to Bring

- Child Surveys for pre-intervention of Healthy Activities, Attitudes and Behaviors
- Nutrition Labels
- Portable Dry-Erase Board, Dry-Erase Marker, Pens
- Physical Activity Participation Waiver/Photo Release

### Things to Do

- Send an email update to all sites alerting them of the day, time and lesson plan for the week.
- Hold a Planning Meeting with the collaborating partner for the week, making sure to discuss the lesson objectives and activities.

### Tips

- Plan to arrive early to Administer Surveys: 15 to 20 Minutes
- Estimated Planning Time: 60 to 90 Minutes
- Estimated Activity Time: 60 to 90 Minutes

### Activities

- ["Survey Time"](#)

Supplies: Surveys, Pens, and Folder

- [Go, Slow, Whoa! - "Sort the Foods"](#)

Supplies: GSW Cards, Red, Yellow, Green Hula Hoop

- ["Refined Vs. Unrefined Grains"](#)

Supplies: Portable Dry-Erase Board, Dry-Erase Marker

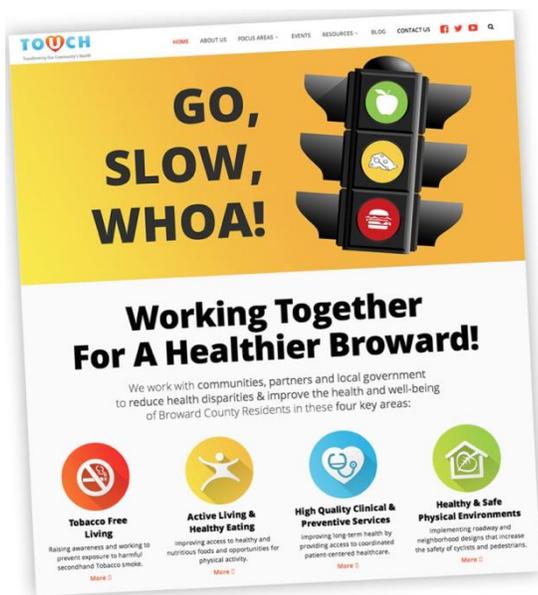
- ["Nutrition Label Activity"](#)

Supplies: Nutrition Labels

Evaluation Team and a copy of both the Pre- and Post-Intervention surveys are included in [Appendix 2 \(pg. 46\)](#).

The first lesson and activity for this week focused on [building rapport](#); informing the children of the great plans we had in store for the entire summer and readying them for fun with food and active play.

The [Physical Activity Waiver/Photo Release](#) was distributed both to students and to the site staff during Week 1. Emphasis was put on the importance of having it signed and returned by “Physical Activity Week” so the children could participate in the activities. Extra waiver forms were given to the lead site staff members to distribute to the children and their guardians living in the complex. Make sure the staff has more than enough waivers to account for extra children who might attend later in the summer. Refer to [Appendix 1.5 \(pg. 45\)](#) for sample Photo Release/Physical Activity Waiver that was used by the Summer BreakSpot Mobile Pilot.



The second activity for Week 2 introduced the [Go, Slow and Whoa Foods](#) based on a “traffic light” color-coding model. This simple and effective nutrition education model makes healthy food selection simple and easy to learn. The model uses the color Green for “Go foods”, indicating that they are the healthiest options and should be eaten the most often; Yellow is for “Slow foods”, indicating that these are higher in fat, added sugar and salt, and should not be eaten every day; and Red is for “Whoa foods”, indicating that these are often low in nutrients, high in calories, sugar and fat and should only be eaten once in a while and in small portions.<sup>1</sup> This approach has shown to assist individuals in making healthier food choices for the short- and long-term, including at the point of sale.<sup>2,3</sup>

After introducing the Go, Slow, Whoa (GSW) concepts we engaged in an interactive and hands-on activity called

“Sort The Foods!” based on the [GSW flash](#) cards designed to “make healthy food choices the easy choices.” The flash cards are available for download at no cost at:

<http://www.nhlbi.nih.gov/health/educational/wecan/downloads/gswflashcards.pdf>

The object of the game is to select cards from a pile of randomized GSW Food Cards and categorize each food as Go, Slow or Whoa by putting them into a Red, Yellow or Green Hula Hoop. This was very interactive and started conversations about how a “Go” food such as corn could be turned into a Slow Food by adding butter. After the game we reviewed all of the cards and further discussed the

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1 National Heart, Lung, and Blood Institute. (2013). Choosing foods for your family. Retrieved from <http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/eat-right/choosing-foods.htm>

2, Epstein, LH, Myers MD, Rayner HA and Saelens, BE. “Treatment of pediatric obesity.” *Pediatrics: Official Journal of the American Academy of Pediatrics*, 1998;101;554.

3 Thorndike AN, Riis J, Sonnenberg LM, and Levy, D. “Traffic-Light Labels and Choice Architecture Promoting Healthy Food Choices.”, *American Journal of Preventive Medicine* 46:2 143–149, February 2014

differences between Go, Slow and Whoa foods as well as their ideas on how to make healthy changes in their diets.

The next activity we performed was called [“Refined vs. Unrefined Grains.”](#) Through this activity, the children learned the difference between processed and whole grains. This was illustrated in two ways, first by using a dry-erase board to show the three different components (Bran, Endosperm, and Germ) and the benefit of each. And, then by describing ways whole grains provide vitamins needed to run, jump, play and think!

The Week 2 lesson was concluded by a hands-on activity to teach the children [how to read and understand nutrition labels](#), helping them identify sugar, vitamins, fat and other ingredients. Emphasis was also placed on the idea of “the fewer ingredients listed, the better!” Finally, to ensure consistency of messaging, children were asked to identify which of the labels would be for Go, Slow or Whoa foods.



## Time and Lesson Duration

The Survey collection took approximately 20 minutes and the learning activities for Week 2 took approximately one hour. The Go, Slow, Whoa and Nutrition Label reading activities require about 60-90 minutes of prior planning to execute successfully. Remember to arrive early during Week 2 to administer the surveys and begin the lesson while attendance is at its highest.

## Lesson Objectives

The lesson objectives for Week 2 were nutrition based and focused on how to find easier ways for children to identify and make healthier choices. The lessons were designed to provide information that could help them choose nutrient-rich foods and help them improve some of their eating habits.

The children were provided fun, hands-on activities related to GSW Foods to build their individual knowledge and decision-making skills when shopping for snack foods on their own. It was important to take the time to teach the children how to read nutrition labels correctly, as a vast majority of them did not know how to read or understand the information contained in nutritional labels, aside from the basic fat and sugar content.

The next objective was to educate the children on the differences between a [refined grain and a 100% Whole Grain](#). We also talked about the 3 energy sources in Grains, which are Carbohydrates, Fats and Protein.

## Partners

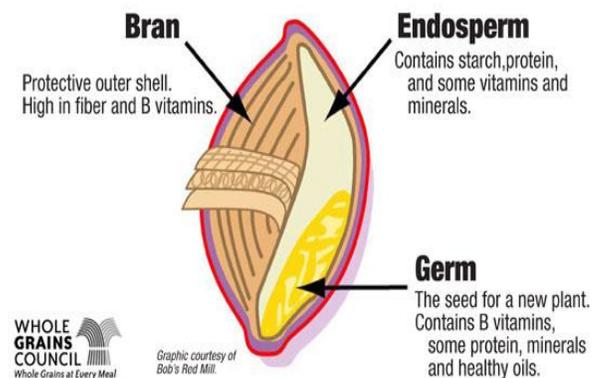
There were several partners for Week 2 activities. Broward Meals on Wheels; in charge of lunch/snack delivery and distribution as well as food data collection. The YMCA YFIT Program was the lead organization for the Go, Slow, Whoa activity and lesson. In Broward County, the YMCA has a commitment to Healthy Eating and Physical Activity education. Their collaboration during Weeks 2, 3, 4 and 5 allowed a consistent, positive message during the nutrition lessons and physical activities. This made planning easier and connections with the children increased due to more familiarity with the staff involved in each week's visit. Nova Southeastern University's Evaluation Team was in charge of creating the [Pre-Intervention Child Survey](#) and scheduling the dates, times, locations and persons to administer the survey at each site. Meetings with each of the partners were held weekly to address any issues, concerns or needs to modify lessons.

## Lessons Learned and Future Modifications

From the Observations during Week 1 we discovered that students were having trouble focusing on the lesson. We briefly demonstrated the contents of a 100% Whole Wheat Grain on the dry-erase board which gained more of their attention due to the illustration aspect. As a result of this observation we altered the lesson plans to be as engaging as possible with little to no down time to keep the children active and attentive. This started with an icebreaker activity as the introduction for each of the following weeks.

## Unanticipated Outcomes

During the Go, Slow, Whoa activity at the first site the children were very attentive and knew a lot more than we expected when categorizing the foods. A large majority of the children assumed the number of calories correlated to the health of the food item. We explained that although calories are nothing to ignore there are more important things to pay attention to, such as the vitamin and nutrient content of a particular food item.



# Week #3 – Sugar’s Not Always So Sweet!

## Activities Summary

By the time we arrived at Week 3, great rapport had been built with many of the students and it was time to expand and build upon the knowledge they had acquired in the past weeks. During Week 3 the children learned about the importance of [safe sugar consumption and the effects of overdose](#) as well as the differences between natural sugar in fruits and added sugar in processed foods.

## Lesson Description

After observing the children’s engagement level and behaviors from Week 2 we decided to introduce this week’s lesson with an interactive icebreaker activity called [“fat grabber”](#). This was a great game to get the children up, moving and get their blood pumping. We believed that by starting with a fun introduction icebreaker this would pre-engage the students for the lesson plan.

The Fat Grabber activity uses Hula Hoops, hard balls representing the bad fats and smooth fluffy balls representing the good fats. The object was for teams to compete against each other to get all the fat out of their circle before the time limit was up ([For more information on this activity refer to appendix 3.2 on pg. 51](#)).

The next activity provided a quick overview of the prior week’s material on Whole Grains, GSW Foods and the 3 energy sources: Fat, Protein and Carbohydrates. We then went onto the [“Fabulous Fiber Demonstration”](#) of “Whole Wheat Bread vs. White Bread”. For this activity one slice of white bread and one slice of 100% whole wheat bread were put onto a plate and were soaked in orange juice (the orange juice was used to represent stomach acid). After letting the slices sit for about 10 minutes the children were able to clearly see how the nutritious wheat bread stayed more intact (Fabulous!) the white bread with little nutritional value completely fell apart and was disintegrated by the acid from the orange juice. We stressed that 100% Whole Wheat provides longer lasting energy.

### WEEK #3 CHECKLIST

#### Things to Do

- Send Week #3 update email to all sites alerting them of the day, time and lesson plan for the week.
- Bring a folder for waiver collections and remind Children that have not brought back a signed waiver to do so.
- Hold a Planning Meeting with the collaborating partner for the week, making sure to discuss week three details.

#### Tips

Plan to arrive 15-20 for setup (If needed)

Estimated Planning Time: 90 Minutes

#### Activities

- [“Fat Grabber”](#)

Supplies: 2 Hula Hoops, 8 Fluffy Balls, 8 Hard Balls

- [“Sugar Overload”](#)

Supplies: High Sugar Snacks such as pop tarts and honey buns and sugary Drinks such as Soda and Other Artificially flavored products, Low Sugar Snacks and Drinks such as whole foods like fruits and vegetables and 100% natural juices.

- [“Fabulous Fiber”](#)

Supplies: 1 piece of white bread, 1 piece of 100% whole wheat bread, Paper Plate, Orange Juice

- [“Blubber Burger”](#)

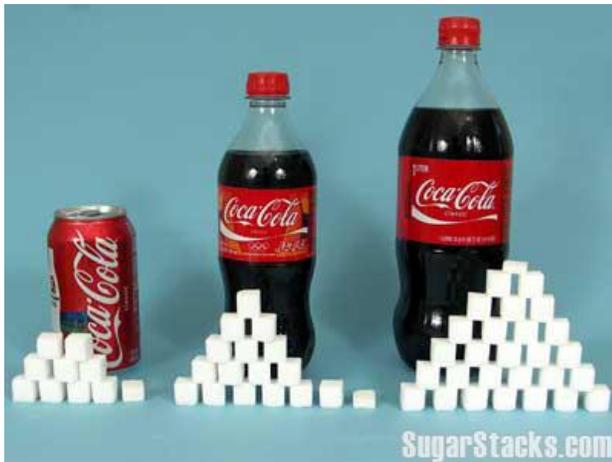
Supplies: Plastic Spoons, Vegetable Shortening, 2 pieces of white bread

- [“Drink Smart”](#)

Supplies: Plastic Cups, Club Soda, and Orange Juice

- [“Natural Sugar vs. Added Sugar”](#)

Supplies: Plastic Spoons, Pure Cane Sugar



Next was an activity called [“Blubber Burger”](#) which helped children identify the amount of unhealthy fat in some of their favorite foods. This activity also provided a visual representation of fat in most premium fast food sandwiches using shortening and white bread. It also demonstrated how little fat (1/4 of a teaspoon = a gram of fat) might be in some of the foods they eat.

To demonstrate the added and natural sugars in food, the next activity called [“Sugar Overload”](#) used 1 clear zip lock bag, 1 plastic spoon and a bag of regular sugar. For this demonstration a collection of child-

marketed snack and beverage containers were used to build on the Nutrition Label reading lessons. This time the children were able to get a visual representation of the number of teaspoons of sugar were in candies such as Skittles, sugar-sweetened and all-natural, organic fruit juices, sugar-sweetened sodas and snacks including Pop Tarts and Honey Buns. This provided children and the adults who were also watching with a very clear way of seeing the amount of sugar in each product.

To conclude the activities for the day our last activity called [“Drink Smart”](#) which used club soda and orange juice. The children were shown how to make a healthier substitute for regular soda by taking club soda and adding it to any of their favorite 100% fruit juices.

## Time and Lesson Duration

The Week 3 planning time is a bit more intensive than other weeks, but is well worth the effort. It requires a minimum of 1.5 to 2 hours to plan the lesson effectively. Make sure to select the snacks and beverages that are familiar to the children you will serve. Remember, none of the unhealthy/fat-laden or sugar-sweetened snacks or beverage should be provided to the children for consumption. The containers, bottles, cans or wrapper are sufficient to use. An effort should be made to select the products with the highest sugar content and some with very low sugar content to show the differences. You can expect this lesson to last for 1 hour and 15 minutes approximately. You will need to arrive at least 15 minutes early to transport and setup materials for activities.

## Lesson objectives

The lesson objectives for Week 3 were to educate the children on the effects of excessive sugar and fat consumption. This was a very important healthy eating topic since many children tend to indulge in sugary snacks and beverages regularly. We wanted to educate them on what sugar actually is (Carbohydrate) and that too much of it, with a lack of exercise and a poor overall diet, can lead to feeling tired, cranky and unfit.

Our next objective was to educate the children on the amount of fat that is contained in a large majority of fast food chain premium sandwiches. We chose the activity because many of the housing authority complexes are located in USDA Food Deserts where access to healthier food options is limited and where it may be easier for families to rely on fast food for meals. The illustration of the amount of fat that may be ingested from the various fast food chains was shocking to many of the children and the adults who attended the lesson.

The importance of choosing whole grains was also a learning objective for Week 3. This activity was chosen because a lot of the children confirmed that they had heard that 100% whole wheat bread is the healthier alternative to white bread but they did not know exactly why and what difference it makes inside your body.

The final objective was to teach children how to make a healthier soda alternative. This activity was chosen because soda is a popular beverage for children and we wanted to show them how to keep the soda fizz, make it a healthier beverage and save money doing so.

## Partners

Our partners for Week 3 were Broward Meals on Wheels: in charge of lunch/snack and the delivery and distribution as well as food data collection; and the YMCA YFIT Program as the lead organization for the Fat Grabber activity and lessons. Since the YMCA conducted the nutritional lessons in Weeks 2 and 3, rapport had been built with the children and they were excited to learn more.

## Lessons Learned and Future Modifications

Have FUN and be Friendly! We began the lesson this week with the “Fat Grabber” Ice Breaker Activity. The familiarity among the children and those providing the programs continued to grow because the children were involved and excited to learn. They were much more receptive during Week 3 activities with the inclusion of an icebreaker activity that grabbed their attention. We learned that activities that are demonstration based and fully engaging are a must have. Since the majority of children were between the ages of 5-12 this was the most successful strategy.

Some juices may have been better suited for the “*Drink Smart*” activity rather than the orange juice used by us – perhaps all natural apple or grape juice would be good substitutes. Practicing mixing the juices with the soda water ahead of time to see which combinations taste best is a good idea.



# Week #4 – Play Hard, Live Easy!

## Week Activities Summary

During the fourth week we talked about exercise and how it contributes to health, feeling good and can improve concentration and readiness to learn. As in the previous nutrition lessons, Weeks 4 and 5 build on the activities and skills previously learned. It is also important to show that “exercise” doesn’t have to be systematic and routine. Vigorous exercise can happen while playing! Make sure to take a few minutes before starting any physical activities to go over [safety rules for injury free play](#). Discuss rules such as no fighting (verbally or physically), no cheating and make sure that all shoes are tied!

## Lesson Description

Week four started with an introduction to the [benefits of physical activity and the importance of hydration](#) before during and after playing hard and being active. We had an open discussion making sure that we included the children in the conversation by asking open-ended questions about exercise. Afterwards the children participated in YFIT games to build an understanding of how “games” can provide an engaging way to be active.

## Time and Lesson Duration

For week 4 planning you will need to set aside at least 30 minutes to plan the lesson effectively. Make sure to select the games and the details for each such as the winning scores, team selection criteria, etc. Plan to explain the activities for no longer than 10 to 15 minutes to retain the children’s attention. You can expect the total lesson time to last for 1 hour and 15 minutes approximately. You will need to arrive at least 15-20 minutes early to transport and setup materials for physical activities

## Lesson Objectives

Lesson objectives for week 4 were to educate the children on the positive benefits of exercise and physical activity and the importance of proper hydration before, during and after being active. The

### WEEK #4 CHECKLIST

#### Supplies

- Water

#### Things to Do

- Send Week #4 update email to all sites alerting them of the day, time and lesson plan for the week.
- Hold a Planning Meeting with the collaborating partner for the week, making sure to discuss week objectives.
- Bring A folder with the signed releases and extra blank waivers
- STAY HYDRATED! Make sure you bring plenty of water for the children

#### Requirements

EACH CHILD MUST HAVE A PARENTAL OR GUARDIAN SIGNED [RELEASE/WAIVER](#) TO PARTICIPATE IN THE ACTIVE PLAY AND PHYSICAL ACTIVITIES

#### Tips

- Plan to arrive 15-20 minutes early for setup
- Estimated Planning Time: 30-60 Minutes
- Estimated Activity Time: 45 minutes - 1 hour 15 minutes

#### Games

- [“Knees Down Dodge Ball”](#)  
Supplies: 3 or more soft dodge balls
- [“All Run Kickball”](#)  
Supplies: 3 rubber bases or place markers, kickball
- [“Cool Down Football Shuffle”](#)  
Supplies Needed: None

games were team based to promote peer interaction and appropriate social skills.

Hydration, by drinking water, was emphasized in the lessons. The children learned one of the most important rules to staying healthy and safe when being physically active – drinking water and staying hydrated - especially during the summer. Water was not necessarily the preferred drink of choice by the children so additional information was provided about the role that water plays when hydrating the body compared to other beverages that may have added sugar or additives. The last objective was to teach the children teamwork. This was done through team-based games during YFIT play time.

## Partners

Our partners for Week 4 were Broward Meals on Wheels, in charge of lunch/snack delivery and distribution as well as food data collection and the YMCA YFIT Program, as the lead organization for the hydration lesson and the physical activity.

## Lessons Learned and Future Modifications



Two opposing lessons were learned in Week 4 - FLEXIBILITY and RIGIDITY.

Flexibility is required to keep the children's attention on learning the importance of hydration, social skills and teamwork as the children were anxious to get to play games and engage in the physical activities. Our desire to teach and the children's desire to play provided the opportunity to be flexible in our approach to make a Game out of Learning. This "lesson learned" was used in Week 5 to great success as a teaching-based physical activity was used to begin the activity.

Rigidity was also a lesson learned as only children with a signed waiver/release were allowed to engage in the active play and physical activity games.

## Unanticipated Outcomes

Although there were inclement weather policies in place for outdoor activities, an unanticipated outcome and additional lesson learned was the importance of grass and shade in the summer in south Florida. Those locations with only outdoor areas of play with little to no shade or grassy areas did not have the same enthusiasm for active, vigorous play and physical activities. The children still engaged in the lessons, but their active play was deterred by sweltering conditions.

## Games and Physical Activity Descriptions for Week 4

- [Knees Down Dodge Ball](#) - This is simply dodge ball but the ball cannot hit above the knee or the player has to do 5 sit-ups or pushups.
- [All Run Kickball](#) - This is the simple game of kickball but once a ball is kicked all team members must run around the bases. The defense must capture the ball and have all of the team members touch the ball before all players from the other team cross the home plate.

- [Cool Down Football Shuffle](#) - This was a cool down activity. The objective is to shuffle in a squatted position while giving others High 5's and saying your favorite fruit or vegetable!

# Week #5 – Get Out and Sweat!

## Activities Summary

During the fifth week we expanded on week four's lesson and continued with educating the children on the importance of proper hydration and the benefits of being physically active and fit from childhood all the way through adulthood. We engaged the children with body language and energy. Remember to bring extra waivers just in case new children with guardians present want to participate.

During Week 5 we also held the Summer BreakSpot Media Event designed to engage local media as well as city and county officials, as well as promote this innovative program within the communities served and to the general population.

## Lesson Description

Week 5 started with a review of the [benefits from exercising and the importance of proper hydration](#).

Instead of "lecturing" the leaders of the program started the children with a stretching activity and demonstrated some of the different ways to warm up before active play and physical activities. While doing the stretching and warm up, the lesson continued by focusing on how there were many ways to be active throughout ones' lifetime and the benefits of being active for good health and a better sense of well-being. This interactive and integrated way of teaching the lessons also kept the children engaged, attentive and active.

## Time and Lesson Duration

For Week 5 planning you will need to set aside at least 30 minutes to plan the lesson effectively. Make sure to select the games and details for each such as the winning scores and team selection criteria in advance.

Plan to have interactive teaching lessons for no longer than 15 minutes – this keeps the children engaged and the exercise fun. The lesson is expected to last for approximately 1 hour and 15 minutes. Ensure arriving at least 15 minutes early to transport and setup materials for physical activities.

### WEEK #5 CHECKLIST

#### Things to Do

- Send Week #5 update email to all sites alerting them of the day, time and lesson plan for the week.
- Hold a Planning Meeting with the collaborating partner for the week, making sure to discuss the week's learning and activity objectives.
- Bring a folder with the signed releases and extra blank waivers
- STAY HYDRATED! Make sure you bring plenty of water for the children

#### Requirements

EACH CHILD MUST HAVE A PARENTAL OR GUARDIAN SIGNED [RELEASE/WAIVER](#) TO PARTICIPATE IN THE ACTIVE PLAY AND PHYSICAL ACTIVITIES

#### Tips

- Plan to arrive 15-20 minutes early for setup
- Estimated Planning Time: 30-60 Minutes
- Estimated Activity Time: 45 minutes -1 hour 15 minutes

#### Games

- [Stretching and Warm-up](#)
- [Fitness in the Middle](#)
- [Speed/Chicken Ball](#)

Supplies: Soft medium sized ball, Rubber Chicken (may be substituted), 2 Hula Hoops

- [Knee Slapper](#)
- [Relay Race](#)

Supplies: Baton

- [Ring Toss](#)

Supplies: 3 Hula Hoops 6 soft balls

## Lesson Objectives

The lesson objectives for Week 5 was to teach the students about the importance of stretching, warming up muscles, how stretching enables mobility in the body and examples of injuries that could occur if proper stretching and warm ups are not done. The importance of stretching and warming up was included in this lesson because most children do not know the benefits. The majorities of children just run outside and start to play. While this might seem of little to no concern, if children engage in high intensity activities without warming up properly the injury risk skyrockets. Additionally, encouraging all different levels of physical activity and mobility helped the students understand how they could engage in healthy physical activity throughout their lives. The final objective was to inspire teamwork during physical activities through team based games. We made sure that all of the games were team based and used a large number of players per team so that teamwork was required and not optional.



## Partners

Our collaborators for week four were Broward Meals on Wheels; in charge of lunch and snack delivery and distribution as well as food data collection; and The YMCA YFIT Program was the lead organization for the stretching and injury prevention lesson.

## Lessons Learned and Modifications

In the previous week (Week 4), we observed some difficulties maintaining the children's attention during the pre-game discussion due to the high anticipation to play games. Therefore, we slightly revised this week's activities to be fully engaging throughout. Instead of having the children sit while we talked to them about stretching we had them participate in an icebreaker warm-up stretching activity while we taught.

## Games and Physical Activity Descriptions for Week 5

- [Stretching and Warm Up](#) – This activity provided the students with ways to get all of their muscles ready for active play and physical activity.
- [Fitness in the Middle](#) - This is a partner relay game where participants get into teams of two. Teams are then asked to stand across from each other on an open field. The object is to run to the middle and complete the various exercise (Pushups, Sit-ups, and Jumping Jacks) before the other team member.

- **Speed Ball** – Speedball is a game played by two teams. The object of the game is for the team in possession of the ball to advance the ball down the field toward the opponent's goal line and attempt to score. View full instructions and resources in the [Appendix 5.2 \(pg. 56\)](#).
- **Knee Slapper** - This game requires the children to select a partner. The object of the game is to gently slap your partner's knee. The concept is very similar to the popular game of Tag. Instructions for this game are in the [Appendix 5.3 \(pg. 56\)](#).
- **Chicken Ball** – This game uses two teams and has the same exact rules and guidelines as Speed Ball but instead of a ball a rubber chicken is used. This is for the smaller children who cannot keep up with the normal speedball or find it difficult to stay connected.
- **Relay Race** - Standard relay race with boys and girls equally divided into two or more teams based on the number of children.
- **Ring Toss** - The objective of this game is to toss soft medium sized balls into the hula-hoop a few feet away. This activity is for the smaller children preferably 6 yrs. and under.

# Week #6 – Cooking For Health!

## Activities Summary

During the sixth week, the students were able to build on the previous nutrition lessons with a healthy food demonstration hosted by wonderful local Chef, Trina Spillman, from the Need to Feed organization.

The children were able to learn new techniques and recipes for healthier meals. They also had the opportunity to learn about using Go Slow Whoa to make balanced and healthy choices.

As an added bonus, Chef Trina, used natural fruit, with no sugar added to teach all of the children how to make (and enjoy) a very yummy smoothie!

## Lesson Description

The lesson for Week 6 provided the students with the opportunity to think about food and nutrition in a very different way. Chefs have a way of describing the experience of eating, enjoying different textures and tastes that most people do not really think about. Chef Trina engaged the children to talk about fruits and vegetables they enjoyed eating and why. Then, using her handy-dandy “Need to Feed” mobile kitchen she demonstrated to the children how easy it was to make a healthy, all natural, and no-sugar added snack.

During the lesson the children learned about the importance of natural fruits and vegetables and what they can do for our bodies. As the smoothies were being prepared there were discussions about the flavors and tastes of different fruits (sweet, sour, tart) and ways to balance flavors when making a smoothie (as well as other healthy snacks).

## Time and Lesson Duration

Week 6 planning should begin during the “Planning Week” prior to starting the Summer BreakSpot program so that an appropriate Chef can be found and engaged. A healthy food preparation demonstration may require financial support, as well. Meetings prior to the scheduled demonstration times must be made to share the observations and interactions with the children. Make sure to contact the contributing

### WEEK #6 CHECKLIST

#### Things to Do

- Send Week #6 update email to all sites alerting them of the day, time and lesson plan for the week.
- Hold a minimum of two (2) Planning Meetings with the collaborating partner to discuss the site accommodations, number of children and lessons for the week.

#### Tips

- Plan to arrive 30 minutes to an hour for setup (if needed)
- Estimated Planning Time: Weeks depending on availability of Chef and needed resources for the demonstration.
- Estimated Activity Time: 45 minutes to 1 hour

#### Activities

##### [Cooking Demonstration](#)

(Supplies and equipment provided by chef.)

##### Requirements:

- Electricity
- Clean water
- Parking availability
- Possibly some folding chairs and tables.

partner to speak about the lesson plan and what activities they will be conducting for the lesson. This lesson and demonstration generally lasts for 45 minutes to 1 hour. Since the Chef/organization doing the demonstration may need or want to bring their own appliances, up to and including a mobile kitchen or food truck, it is imperative to plan ahead for **electricity, clean water, and make parking arrangements, if needed.**

## Lesson Objectives

The lesson objective for week 6 was to help bring together the previous lessons of good nutrition, healthy eating and being physically active with teaching ways to make a healthy snack.

It was also important to provide a way for the children to learn about all the ways to experience food using all 5 senses.

Finally, having a Chef to talk about foods, ways to combine them and the “How to” demonstration fully engaged the children and allowed them to “taste” the fruits of their labors and learning!

## Partners

Our collaborators for week four were Broward Meals on Wheels, who was in charge of lunch/snack delivery and distribution as well as food data collection. Chef Trina Spillman, from the Need to Feed organization, was the lead and host organization for the Cooking Demonstration.

## Lessons Learned and Future Modifications

This week went exceptionally well, there were no negatives but in the positive we found that children loved to be a part of creating their own food or drink.

One modification to make if there is more time and the funding to support it would be to demonstrate a healthy meal or snack in addition to a smoothie. It would be ideal if this could be done later in the afternoon so that it could be a family-centered activity.



# Week #7 – Surveys of Parents or Guardians and A Breath of Fresh Air!

## Activities Summary

The survey of parents' or guardians' perception of the Summer BreakSpot program was conducted to gain information and insights for future programming and process evaluation. The surveys were done at a time to reach the maximum number of parents/guardians of the children participating in the Summer BreakSpot pilot program, which was identified as 5:30 pm to 6:30pm. This time was chosen because this was the most convenient time for parents and guardians who worked during the day.

As noted in the introduction, the collaborating partners wanted to provide activities that demonstrated ways to live healthier lives. During Week 7 the students learned about the importance of staying tobacco free and the benefits of living and playing in smoke-free environments.

## Lesson Description

Week 7's lesson started with an introduction from the American Lung Association explaining their purpose and mission. The discussion was then continued by the children, who asked questions about smoking and tobacco advertising used to influence the choices of potential cigarette buyers. Our activity for day was the "[Anti-Tobacco Advertisement Activity](#)". Children were divided into teams of 3 and provided an opportunity for the children to explore the messages and ways these advertisement might be attractive to youth. Each group presented their findings and there was a very open conversation about the advertisement. The very young children 5 and under were given [anti-tobacco coloring pages](#).

## Time and Lesson Duration

For Week 7 planning you will need to set aside at least 45 minutes to plan the lesson effectively. Make sure to contact the contributing partner to speak about the lesson plan and what activities they will be conducting for the lesson. You can expect this lesson to last for 1

### WEEK #7 CHECKLIST

#### Supplies to Bring

- [Parent Surveys](#)
- Anti-Tobacco Advertisement Activity Supplies, Coloring Materials, Blank Paper, Pencils and Pens

#### Things to Do

- Send Week #7 update email to all sites alerting them of the day, time and lesson plan for the week.
- Hold a Planning Meeting with the collaborating partner to discuss details and needs for the week's activities.

#### Tips

- Plan to arrive 15-20 minutes early for set up.
- Estimated Planning Time: 45 Minutes
- Estimated Activity Time: 1 hour
- Parent Survey Administration
- Plan to return to each site from 5:30 pm to 6:30 pm to survey parents whose children participated in the Summer BreakSpot Program.

#### Activities

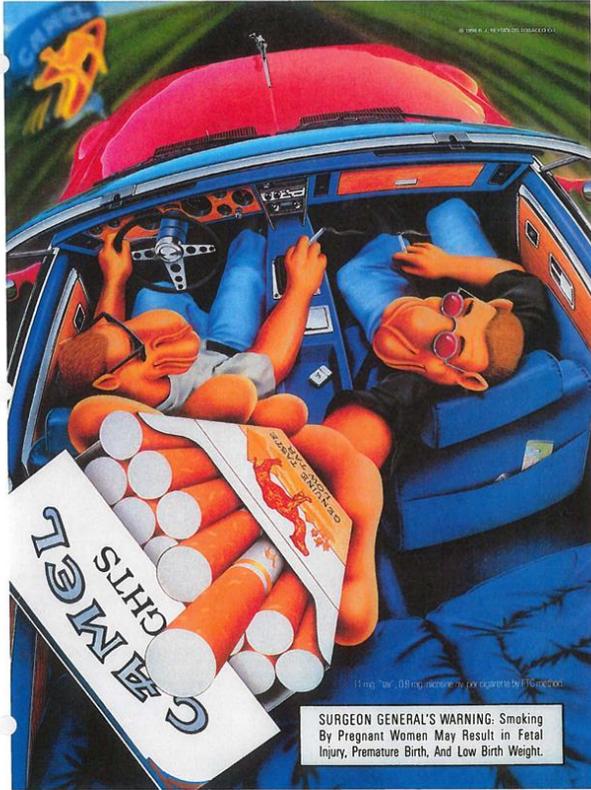
- [Anti-Tobacco Advertisement](#)

Supplies: Printed tobacco Advertisements

- [Anti-Tobacco Coloring](#)

Supplies: Coloring Pencils and Crayons, Ant-Tobacco Coloring Handouts

hour approximately. You will need to arrive at least 15 minutes early to prepare materials for lesson plan.



## Lesson Objectives

The lesson objectives for Week 7 were to teach the children about the negative effects of smoking, how advertisements can be geared towards youth and the importance of never starting to smoke. This topic was chosen for the week because many children know that smoking is bad for them but they do not know specifically why nor are they aware of the advertising that is seemingly focused on people younger than 18 years of age.

Most of these children also live in areas or neighborhoods where the smoking prevalence is most likely higher and they are often exposed to secondhand smoke due to living in multi-housing unit complexes.

The tobacco advertisement activity was chosen because its ability to begin the conversation about the benefits of never smoking and to encourage children to think about what messages are being conveyed by cigarette advertisements. This activity allowed for conversations about the dangers of secondhand smoke. It is believed this

kind of education will help children discern the enticements of advertising, other unhealthy items such as sugar-sweetened beverages and fat-laden foods and unhealthy behaviors such as excessive TV watching and videogame playing.

## Partners

The collaborators for Week 7 were Broward Meals on Wheels; in charge of lunch/snack delivery and distribution as well as food data collection; and The American Lung Association of Florida, which was the lead organization for the Anti-Tobacco Activity. The American Lung Association performs outreach at no cost to community agencies.

## Lessons Learned and Future Modifications

Although all of the advertisements that could have been used in this activity could be witnessed in many magazines or billboard by any of the students, because of the age of the students participating in this activity, we took special care not to use advertisements that may have been considered too racy or promoting promiscuous behaviors.

Another modification to be considered if using this activity is to ensure there are some advertisements that reflect the diversity of the children.

## Unanticipated Outcomes

The level and quality of insight shared by the children was very unexpected, but very welcome. The children noticed a lot of negative “hidden” messages and unhealthy behaviors, besides just smoking in the advertisements. They noted that the advertisement featured here showed that the occupants were driving without using safety belts – a very unhealthy and risky behavior. The conversation and sharing also allowed the children to suggest healthier and safer alternatives.

Children even found things such as the colors and the font used on the advertisements to be persuasive. For example, the advertisements favored by girls had softer and more feminine colors such as baby blue, pink and yellow. The fonts for the “girl favored” advertisements were also very vibrant and pleasing to the eye. They consisted of cursive and other types of soft styles. On the other hand, the boys favored advertisements that were more masculine and had bold and dark toned color and fonts. Boys favored colors such as Black, Blue and Red. They were also very attracted to the masculine photos of men with sports cars, “outfits etc.” The favored font for the boys as mentioned earlier was bold and dark toned colors. There was even a graffiti style advertisement that the boys favored most.

These unanticipated outcomes helped us realize the importance of educating children about the power of advertisements and how they can discern the enticing practices and techniques used in these ads and become savvy, healthy consumers.

# Week #8 – Post-Intervention Surveys of Students and The Overlooked Health Tips!

## Activities Summary

During Week 8, the Post-intervention Child Survey of the students was performed in addition to the week's lesson.

As with the Pre-Intervention Child Survey, some basic training was conducted for those administering the surveys and their assignments were given to them. The survey was developed and administered in partnership with the Nova Southeastern University Evaluation Team and a copy of both the Pre- and Post-Intervention surveys are included in [Appendix 2](#).

Week 8's lesson provided the opportunity to share with the children some often overlooked, yet very important components of a healthy lifestyle such as adequate sleep, stress management, and self-esteem. Also discussed were unhealthy behaviors including alcohol and drug abuse, and being a bully or being bullied. These behavioral health topics were chosen as being both relevant to the children's age and developmental stage as well as acknowledging the importance of mental health to their overall sense of well-being.

## Lesson Description

The lesson started with an introduction of the United Way of Broward County and the organization's purpose. The activities were based on the "Deal or No Deal" themed game. [The "Deal or No Deal" Activity](#) consisted of randomized questions pertaining to drugs, health and overall wellness. The children were organized by grade and then selected to participate one at a time. Each participant was given a question to answer based on the information given. Instructions for this activity can be found in [Appendix 8.3 \(pg. 70\)](#).

### WEEK #8 CHECKLIST

#### Supplies to Bring

- [Child Surveys for post-intervention of Healthy Activities, Attitudes and Behaviors](#)

#### Things to Do

- Send Week #8 update email to all sites alerting them of the day, time and lesson plan for the week.
- Hold a Planning Meeting with the collaborating partner.

#### Conduct Child Post-Intervention Survey

Arrive 15-20 to minutes before the planned activity to conduct the Post-Intervention Survey.

#### Tips

- Estimated Planning Time for activity: 45 Minutes
- Estimated Activity Time: 1 hour

#### Activities

- [Deal or No Deal](#)

Supplies: Deal or no Deal instructions, and prizes

## **Time and Lesson Duration**

For week eight planning you will need to set aside at least 45 minutes to plan the lesson effectively. Make sure to contact the contributing partner to speak about the lesson plan and what activities they will be conducting for the lesson. You can expect this lesson to last for 1 hour approximately.

## **Partners**

Our collaborators for week four were Broward Meals on Wheels; in charge of lunch/snack delivery and distribution as well as food data collection; and The United Way of Broward County, which was the lead organization and the Host of “Deal or No Deal” was selected from past partnerships and a great history of educational programs related to behavioral issues faced by many children.

## **Lessons Learned and Future Modifications**

The lesson learned this week was, *Sometimes Less is More*. Because the nature of the activity was based on a game show where prizes are given out, there was an expectation of “good” or “real” prizes being “won” by the students. In retrospect, not having prizes and offering applause may have been a better way to acknowledge healthy behaviors. Even though the primary objective was to educate, we found it harder to attract and retain participants when offering prizes. If prizes are offered they should reinforce the concepts of healthy eating or behaviors the children have been learning through the Summer BreakSpot Program.

## **Unanticipated outcomes**

During this week’s lesson a lot of the children were unresponsive or hesitant when speaking about bullying and the preventing practices. We asked questions such as “What would you do if you saw someone getting bullied?” and “How many of you have been bullied before?” Some of the children hesitated and then refrained from raising their hand as if they were embarrassed about being a past victim of bullying or being a participant in bullying another child.

The children were also more knowledgeable about drugs and illegal substances than we anticipated. We even had some of the children mention underground drugs like “Angel Dust” and “Crystal Meth”.

This week’s lesson reminded all the partners how children are aware of behavioral health issues at very early stages of their lives. It also provides us with the opportunity to ensure that behavioral health becomes an integral part of healthy living.

# Week #9 – Healthy And Ready To Learn!

## Activities Summary

The activities during the Summer BreakSpot Program were designed to provide stepping-stones for the children (and hopefully their families) to learn healthier ways of eating and more opportunities to actively engage in play and other forms of physical activity.

This final week's activity should focus on finding out from the children what knowledge was gained, what activities they enjoyed the most, what they found to be most interesting and if any of their attitudes or behaviors had changed. It is a time to encourage interaction by making the Students the Teachers and having them suggest future changes and recommendations.

Finally, during this final week of the Summer BreakSpot program the End of Summer Celebration event and program wrap-up was also held.

## Lesson Description

For this lesson we recommend starting a game where children are actively engaged physically as well as mentally. One option is a game called "Mimic Mind Fluster" which encourages conversation and questions to be asked and answered by the children. The activity also reminds the children of each of the lessons learned throughout the 9 weeks. You can find details and instructions for this activity in [Appendix 9.3 \(pg. 74\)](#).

Determining the children's likes and dislikes will prove invaluable to future programs. It also provides the children with a way to tell us, the providers, what they thought was missing in the program and topics they would like to learn more about.

Although you don't want to be distracted by taking notes while engaging the children, it may be of use to have a "scribe" at the end of the lesson to make sure all of the voices were heard and the suggestions were given consideration.

Conclude this lesson by distributing [feedback surveys](#)

### WEEK #9 CHECKLIST

#### Supplies to Bring

- [Feedback Surveys](#) and folders
- Markers, colored pencils and crayons
- Blank paper for coloring

#### Things to Do

- Send Week #9 update email to all sites alerting them of the day, time and lesson plan for the week.
- Hold a Planning Meeting with the collaborating partner for the week, making sure to discuss week three details.

#### Tips

- Plan to arrive 15-20 for setup (If needed)
- Estimated Planning Time: 15-20 Minutes
- Estimated Activity Time: 30 Minutes

#### Activities

- ["Mimic Mind Fluster"](#)

Supplies: Handout for children with basic outline of weekly topics or activities.

to the older children who are able to complete. Hand out coloring materials for the younger children and have them draw their favorite activity or one thing they learned about during the summer.

## **Time and Lesson Duration**

For week 9 planning you will need to set aside at least 45 minutes to plan the lesson effectively. Make sure to have pictures of the activities that were conducted over the 9-weeks to prompt conversation and discussion. You can expect this lesson to last for about 30 minutes.

## **Partners**

This is a great time to have collaborators who have built rapport with the students participate in the activity. It also provides a time for celebrating all of the knowledge they've gained, friends they've made and closure for the activity, including good-byes and a Wrap-up.

## **Lessons Learned and Future Modifications**

The main lesson learned was the importance of having lots of ways for children to "evaluate" us! Were we good role models? Did we provide opportunities for them to see role models who look like they do? Could we do a better job of finding experiential lessons to fully engage the students?

Children, like most adults, have a limited attention span. Finding ways to keep them engaged, learning and participating is our responsibility.

Use partners and collaborators who understand programming for children.

When possible, find healthy role models to participate in the activities that look like participants, speak the same language(s) and are from the same areas as the students.

Get photo releases signed by parents or take pictures that show the activity without the children's faces. The photos show the real impact of the engagement with the children.

Use social media, Facebook, Twitter, Instagram and Blog posts to bring awareness to the program and the important reasons to engage in a summer meal program.

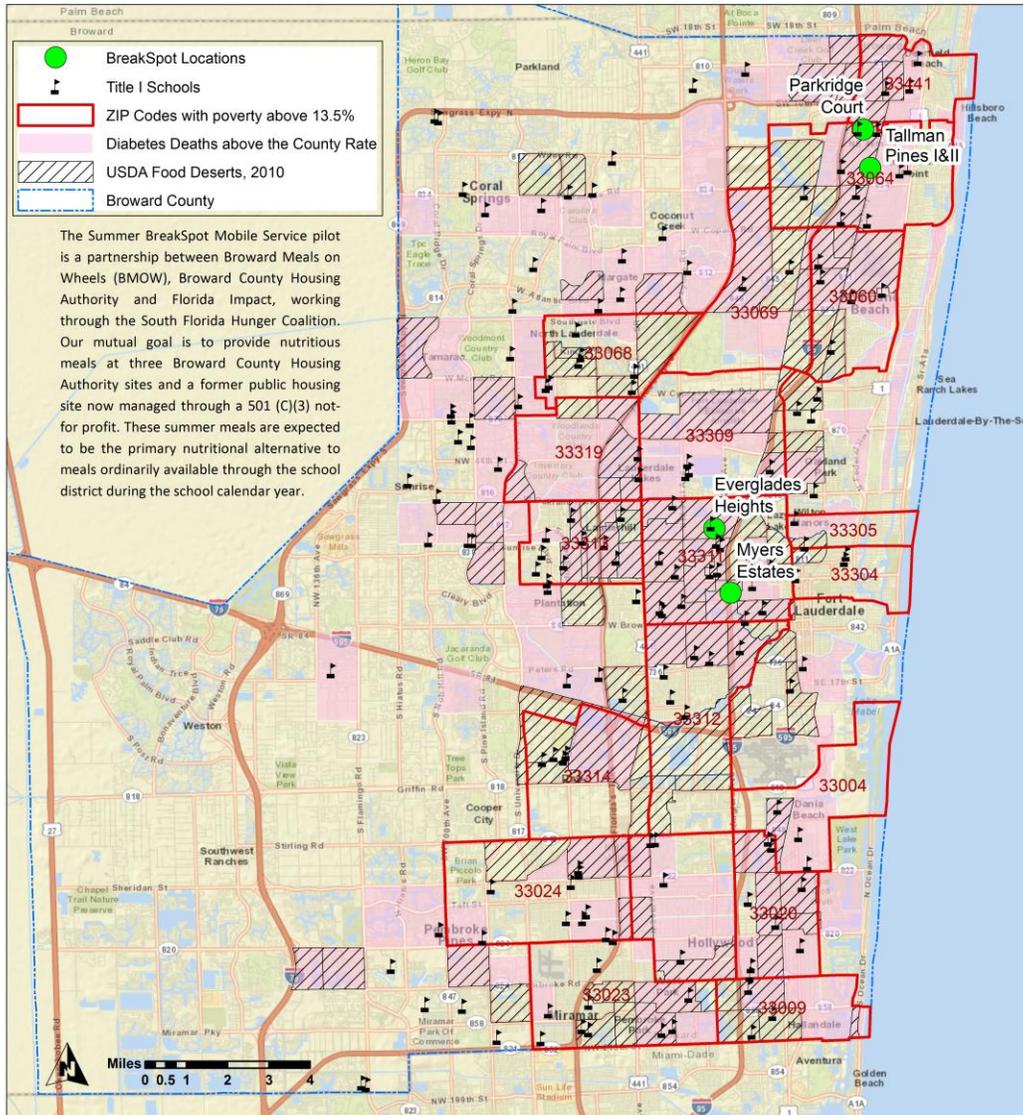
Never underestimate the intelligence of a child!

## **Appendixes & Resources**

# Appendix - Planning

Sample Broward County map used to select the locations for the Summer BreakSpot Pilot Program. The locations were selected within zip codes showing Poverty Rates above 13.5%, high incidence and risk of Diabetes and designated as USDA Food Deserts.

## Summer BreakSpot Mobile Service Sites in Broward County: Poverty, Diabetes Deaths, and Food Deserts



Data Sources: Diabetes Deaths from the Florida Dept. of Health via FloridaCharts.com. Death counts summarized from 2006-2010 by tract, indexed to the ACS Census 2009 total population. County Diabetes Death Rate=96 Deaths per 100,000 Title I Schools: Broward GIS. Poverty ACS : County 2012 Rat: 13.5% Food Deserts: USDA Food Environment Atlas, 2010

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Created by Anthony Olivieri, FHEED, LLC. For the Broward Regional Health Planning Council's purposes only. 4/29/14

# Week #1 Appendix and Resources

- 1.1 – Week #1 Online Resources
- 1.2 - Sample Program Promotion Flyer
- 1.3 - Sample Lunch/Snack Menu
- 1.4 - Example Weekly Site Schedule
- 1.5 - Sample Photo Release/Physical Activity Waiver

## 1.1 – Week #1 Online Resources

### Communication:

[How to Communicate Effectively](#)

## 1.2 – Sample Promotional Flyer



# FREE MEALS ALL SUMMER LONG!

**WHAT?** Free food and fun all summer long

**WHO?** Kids and teens 18 and under

**WHERE?** Park Ridge Court Community Room

**WHEN?** Mondays - Fridays, until August 15th

Program runs five days a week until August 15<sup>th</sup>, 2014 (Closed July 4<sup>th</sup>, 2014)

**LUNCH SERVED DAILY FROM 11:30 AM - 1:30 PM**

**SNACK SERVED DAILY FROM 1:30 PM - 2:30 PM**

### ACTIVITIES

**Games every day!**

**Weekly Nutrition and Physical Activity Engagement/Education/**

**Cooking Demonstrations**

**QUESTIONS? CALL 954-325-3656**

### 1.3 – Two Week Lunch & Snack Menu Sample



Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week One</b>				
<p><b>LUNCH</b></p> <p>Grilled Chicken Sandwich Mandarin Orange Blue Raspberry Juice 1% Milk</p>	<p><b>LUNCH</b></p> <p>Cheeseburger Fresh Fruit Grape Juice 1% Milk</p>	<p><b>LUNCH</b></p> <p>Turkey &amp; Cheese Sandwich on Seeded Bun Peach Cup Orange Pineapple Juice 1% Milk</p>	<p><b>LUNCH</b></p> <p>Ham &amp; Cheese Sandwich Baby Carrots Apple Juice 1% Milk</p>	<p><b>LUNCH</b></p> <p>2 Slices Cheese Pizza Pear cup Peach juice 1% Milk</p>
<p><b>SNACK</b></p> <p>Peach Juice Spice Cookie</p>	<p><b>SNACK</b></p> <p>Orange Pineapple Juice Animal Crackers</p>	<p><b>SNACK</b></p> <p>Apple Juice Banana Snack N Loaf</p>	<p><b>SNACK</b></p> <p>Grape juice Graham crackers</p>	<p><b>SNACK</b></p> <p>Blue Raspberry Juice Cheese on cheese Crackers</p>
<b>Week Two</b>				
<p><b>LUNCH</b></p> <p>Club on a Bun- Yellow Cheese/Turkey/Turkey Ham Mixed Fruit Cup Mayo 1% Milk</p>	<p><b>LUNCH</b></p> <p>Cheeseburger Fresh Fruit Grape Juice 1% Milk</p>	<p><b>LUNCH</b></p> <p>2 slices Cheese Pizza Baby carrots Apple Juice 1 % Milk</p>	<p><b>LUNCH</b></p> <p>Grilled Chicken Sandwich Mayo Pear cup Peach juice 1% Milk</p>	<p><b>LUNCH</b></p> <p>Ham &amp; Cheese Sandwich Fresh Fruit Orange Pineapple Juice 1 %Milk</p>
<p><b>SNACK</b></p> <p>Apple Juice Animal Crackers</p>	<p><b>SNACK</b></p> <p>Green Apple Juice Graham Crackers</p>	<p><b>SNACK</b></p> <p>Peach Juice Raisin Bran Muffin</p>	<p><b>SNACK</b></p> <p>Orange Pineapple Juice Cheese on Cheese Crackers</p>	<p><b>SNACK</b></p> <p>Grape Juice Dot Grahams</p>

## 1.4 – Weekly Site Schedule Sample

### June 9-13<sup>th</sup>

Monday (Tallman I&II)

Tuesday (Myers Estates)

Wednesday (Everglades Heights)

Thursday (Park Ridge Court)

### June 16-20<sup>th</sup>

Tuesday (Myers Estates)

Wednesday (Park Ridge Ct)

Thursday (Tallman Pines I&II)

Friday (Everglades Heights)

### June 23<sup>rd</sup> -27<sup>th</sup>

Tuesday (Park Ridge Ct)

Wednesday (Meyers Estates)

Thursday (Tallman Pines I&II)

Friday (Everglades Heights)

### June 30<sup>th</sup> – July 4<sup>th</sup>

Monday (Park Ridge Ct 27)

Tuesday (Meyers Estates)

Wednesday (Tallman Pines I&II)

Thursday (Everglades Heights)

### July 7<sup>th</sup> -11<sup>th</sup>

Monday (Park Ridge Ct)

Tuesday (Tallman Pines I&II)

Wednesday (Everglades Heights)

Thursday (Meyers Estates)

### July 14<sup>th</sup> – 18<sup>th</sup>

Monday (Park Ridge Ct)

Tuesday (Tallman Pines I&II)

Wednesday (Everglades Heights)

Thursday (Meyers Estates)

### July 21<sup>st</sup>-25<sup>th</sup>

Tuesday (Park Ridge Ct)

Wednesday (Tallman Pines I&II)

Thursday (Meyers Estates)

Friday (Everglades Heights)

### July 28<sup>th</sup> - August 1<sup>st</sup>

Tuesday (Park Ridge Ct)

Wednesday (Meyers Estates)

Thursday (Everglades Heights)

Friday (Tallman Pines)

## 1.5 – Sample Photo Release/Physical Activity Waiver

### YMCA OF BROWARD COUNTY-‘YFit Program’

#### RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT

IN CONSIDERATION of being permitted to utilize the facilities, services and programs of the YMCA of Broward County (or for my children to participate) for any purpose, including, but not limited to observation or use of facilities or equipment, or participation in any off-site program affiliated with the YMCA of Broward County (YFit Program), the undersigned, hereby acknowledges, agrees and represents that he or she has, or immediately upon entering or participating will, inspect and carefully consider such premises and facilities or the affiliated program. It is further warranted that such an entry into the YMCA of Broward County for observation or use of any facility or equipment or participation in such affiliated program constituted an acknowledgment that such premises and all facilities and equipment thereon and such affiliated programs have been inspected and carefully considered and that the undersigned finds and accepts same as being safe and reasonably suited for the purpose of such observation, use or participation by the undersigned and such children.

IN FURTHER CONSIDERATION OF BEING PERMITTED TO ENTER THE YMCA OF BROWARD COUNTY FOR ANY PURPOSE INCLUDING, BUT NOT LIMITED TO OBSERVATION OR USE OF FACILITIES OR EQUIPMENT, OR PARTICIPATION IN ANY OFF-SITE PROGRAM AFFILIATED WITH THE YMCA OF BROWARD COUNTY, THE UNDERSIGNED HEREBY AGREES TO THE FOLLOWING:

1. THE UNDERSIGNED, ON HIS OR HER BEHALF AND BEHALF OF SUCH CHILDREN, HEREBY RELEASES, WAIVES, DISCHARGES AND COVENANTS NOT TO SUE the YMCA of Broward County, its directors, officers, employees and agents (hereinafter referred to as “releases” □) from all liability to the undersigned or such children and all his personal representatives, assigns, heirs, and next of kin for any loss or damage, and any claim or demands therefor on account of injury to the person or property or resulting in the death of the undersigned or such children whether caused by the negligence of the releases or otherwise while the undersigned or such children is in, upon, or about the premises or any facilities or equipment therein or participating in any program affiliated with the YMCA of Broward County.
2. THE UNDERSIGNED HEREBY AGREES TO INDEMNIFY AND SAVE AND HOLD HARMLESS the releases and each of them from any loss, liability, damage or cost they may incur due to the presence of the undersigned or such children in, upon or about the YMCA of Broward County premises or in any way observing or using any facilities or equipment of the YMCA of Broward County or participating in any program affiliated with the YMCA of Broward County whether caused by the negligence of the releases or otherwise.
3. THE UNDERSIGNED HEREBY ASSUMES FULL RESPONSIBILITY FOR AND RISK OF BODILY INJURY, DEATH OR PROPERTY DAMAGE to the undersigned or such children due to the negligence of releases or otherwise while in, upon or about the premises of the YMCA of Broward County and/or while using the premises or any facilities or equipment thereon or participating in any program affiliated with the YMCA of Broward County.

THE UNDERSIGNED further expressly agrees that the foregoing RELEASE, WAIVER AND INDEMNITY AGREEMENT is intended to be as broad and inclusive as is permitted by the laws of the State of Florida and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

THE UNDERSIGNED HAS READ AND VOLUNTARILY SIGNS THE RELEASE AND WAIVER OF LIABILITY AND INDEMNITY AGREEMENT, and further agrees that no oral representations, statements or inducement apart from the foregoing written agreement has been made.

#### FOR MINOR PARTICIPANTS

##### Permission to Treat

Should the YMCA of Broward County be unable to reach me or the person(s) designated, the YMCA of Broward County is authorized to contact my physician or arrange for immediate medical treatment to ensure the health and safety of my child/children. I accept responsibility for payment of medical services rendered.

##### Photo/Video Release

I grant the YMCA of Broward County permission to use photographs and videotapes taken of registrants for YMCA of Broward County publication purposes.

I have read the following agreement:

Child’s Name (Print): \_\_\_\_\_

School Attending: \_\_\_\_\_

Parent’s Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Are You a Member of the YMCA: Yes \_\_\_\_\_ No: \_\_\_\_\_

X \_\_\_\_\_

(Parent’s Signature)

X \_\_\_\_\_

(Date)

## **Week #2 Appendix and Resources**

2.1 – Week #2 Online Resources

2.2 – Sample Pre-Intervention Survey (for children)

2.3 – Sample Post-Intervention Survey (for children)

## 2.1 – Week #2 Online Resources

### Building Rapport with Children

[Sexual Assault Center of Northeast Georgia: Building Rapport with Children](#)

### Food Group Relay Race Icebreaker Activity Resources!

[Share Our Strength: Cooking Demo Toolkit “Food Group Relay Race Activity” Pg.26](#)

### Go, Slow Whoa Resources

[TOUCH Broward Blog Post: Green light, GO! Yellow light, SLOW! Red light, WHOA!](#)

[Nemours Foundation: GO, SLOW, WHOA: A Kid’s Guide to Eating Right](#)

[National Heart, Lung and Blood Institute: Go, Slow, Whoa Food Cards](#)

[Letsgo.org: Go, Slow, Whoa! What is it and where do the foods go?](#)

### Refined vs. Unrefined Grains Activity Resources

[Whole Grains Council: Downloadable PDF’s](#)

[United States Department of Agriculture: What Foods are in the Grains Group?](#)

[LIVESTRONG: Difference between Refined Carbohydrates & Complex Carbohydrates](#)

### Nutrition Label Activity Resources

[How to Understand and Use the Nutrition Facts Label](#)

[U.S. Food and Drug Administration: Downloadable PDF Explanatory Nutrition Label](#)

[U.S. Food and Drug Administration: Proposed Changes to the Nutrition Facts Label](#)

### Video Resources

[LiveWell Colorado: Go, Slow, Whoa Toolkit Video 2013](#)

[Teaching Demonstration: Go, Slow, Whoa](#)

[White Bread vs. Whole Wheat \(Grain\): What’s healthier? What’s the difference?](#)

[HealthiNation : Complex Carbs vs. Simple Carbs](#)

## 2.2 – Sample Pre-Intervention Survey

### BreakSpot Mobile Baseline Survey Children

1. How old are you?

2. Are you a boy or a girl?

Boy .....  Girl.....

3. What grade will you be in next year?

4. How did you hear about this lunch?

5. Do you like the food here?

No.....  Sort of...  Yes .....

6. Did you eat any vegetables yesterday (not including French fries)?

No.....  Yes.....

7. Did you eat any fruit yesterday (not including juice)?

No.....  Yes.....

8. Did you eat fast-food from a fast-food restaurant yesterday?

No.....  Yes.....

9. Did you play outside or exercise yesterday?

No.....  Yes.....

**How much do you agree with the ideas below?**

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>In the Middle</i>	<i>Agree</i>	<i>Strongly Agree</i>
					
10. It is important to eat healthy foods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I like to eat fruit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I like to eat vegetables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. It is healthier to play outside and exercise than it is to watch TV and play video games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.3 – Sample Post-Intervention Survey

### BreakSpot Mobile Follow-Up Survey Children

1. How old are you?

2. Are you a boy or a girl?

Boy .....  Girl.....

3. What grade will you be in next year?

4. Do you like the food here?

No.....  Sort of...  Yes .....

5. What could make this lunch program better?

6. Would you like to have lunch like this next summer?

No .....  Yes.....

7. Did you eat any vegetables yesterday (not including French fries)?

No .....  Yes.....

8. Did you eat any fruit yesterday (not including juice)?

No .....  Yes.....

9. Did you eat fast-food from a fast-food restaurant yesterday?

No .....  Yes.....

10. Did you play outside or exercise yesterday?

No .....  Yes.....

How much do you agree with the ideas below?

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>In the Middle</i>	<i>Agree</i>	<i>Strongly Agree</i>
					
11. It is important to eat healthy foods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I like to eat fruit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I like to eat vegetables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. It is healthier to play outside and exercise than it is to watch TV and play video games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Week #3 Appendix and Resources

3.1 – Online Resources

3.2 – Sample Fat Grabber Activity

3.3 – Blubber Burger Activity Instructions

## 3.1 Online Resources

### **Sugar Overload Activity Resources**

[Share Our Strength: Sugar Overload Activity Beverage Cards and Nutrition Labels](#)

[Share Our Strength: Cooking Demo Toolkit “Sugar Overload Activity” Pg.36](#)

[Piedmont Healthcare: Sugar Overload PDF Poster](#)

### **Fabulous Fiber Activity Resources**

[Share Our Strength: Cooking Demo Toolkit “Fabulous Fiber Activity” Pg.24](#)

### **Blubber Burger Activity Resources**

[Cornell University Division of Nutritional Sciences: Blubber Burger Cards](#)

[Share Our Strength: Cooking Demo Toolkit “Blubber Burger Activity” Pg.23](#)

[A Calorie Counter: Fast Food Restaurants & Nutrition Facts Compared](#)

### **Drink Smart Activity Resources**

[Share Our Strength: Cooking Demo Toolkit “Drink Smart Activity” Pg.39](#)

### **Natural Sugar vs. Added Sugar**

[Food Network: What’s the difference Between Added and Natural Sugar?](#)

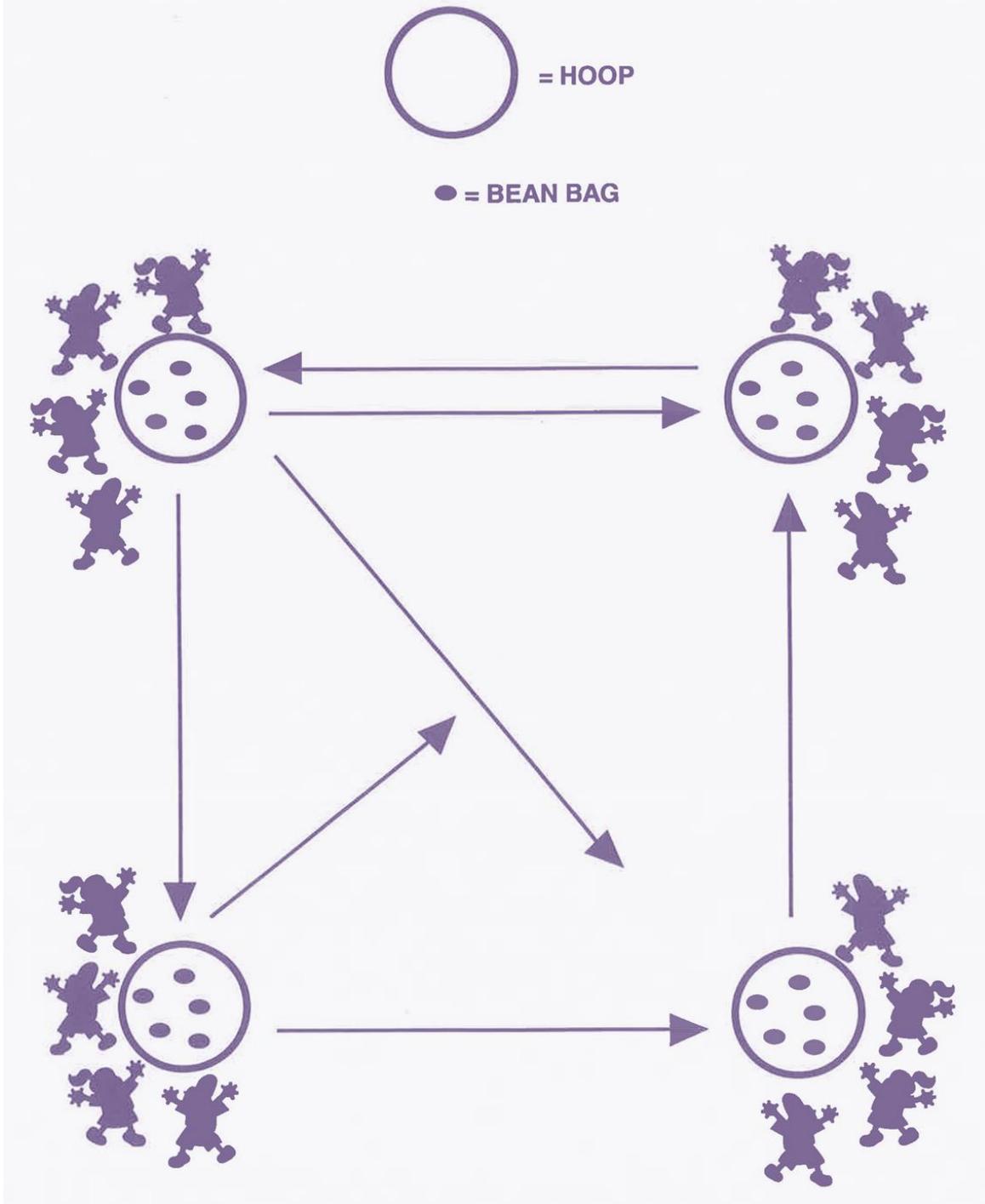
### **Video Resources**

[Sugar Overload: How we are Getting Fat](#)

[First Coast Oncology: The Doctor is In “Sugar Overload”](#)

### 3.2 – Fat Grabber Activity Sample

AEROBIC GAMES



**UNIT: AEROBIC GAMES**

**AGES: 8-14**

**OBJECTIVES**

Running, grasping, cooperative behavior

**EQUIPMENT**

4 cones for boundaries, 4 hoops, 1 bean bag + 1 fluff, yarn, or foam ball/youth, music/whistle

ACTIVITY	ORGANIZATION	TEACHING CUES
<p><b>Fat Grabbers</b> <i>Diagram on back</i></p>	<p align="center"><u>-GROUP DAY-</u></p> <p>-Arrange 4 hoops in the corners of an area 20 X 20 paces.</p> <p>-Place 5 bean bags and 5 fluff balls in each hoop.</p> <p><u>-Divide players into 4 groups, 1 behind each hoop.</u></p> <p>-A player can take only 1 bean bag or fluff ball at a time.</p> <p>-Start with players walking <u>if</u> they did not previously warm-up.</p> <p>-As fitness improves, increase distance between hoops.</p>	<p>-This game is called "Fat Grabbers."</p> <p>-Some fats are worse for our health than others. In this game, bean bags will represent heavy, less desirable fat, the LDL cholesterol.</p> <p>-Fluff balls are the lighter, healthier fat, the HDL cholesterol.</p> <p>-On START cue, take a heavy fat from your home hoop and deposit it in any other hoop. Take a light fat from others and bring it to your hoop.</p> <p>-Pick up 1 bean bag or fluff ball at a time.</p> <p>-Place (no throwing or tossing) it in your own hoop.</p> <p>-You cannot defend your hoop.</p> <p>-Avoid running into others.</p> <p>-On STOP cue, count the heavy and light fat in your hoop.</p>



### 3.3 – Blubber Burger Activity Instructions

The Blubber Burger Activity provides a great demonstration of the Fat Content in Select Premium Fast Food Sandwiches and other fast foods. For this demonstration use shortening to illustrate the fat content. Start by using a teaspoon to measure out the amounts of fat in each selected meal to display on a piece of bread. Refer to [this online resource](#) to find the number of Grams of fat for common fast food meals.

Then divide the number of Grams of fat by 4, the result is the number of teaspoons of shortening you should serve.

#### **Grams of fat/4= teaspoons of shortening**

Using this simple equation you can convert any food or meal to a “Blubber Burger”.

1. Divide the participants into 3 to 4 groups. Give each group a pre-selected meal ([select one from this online document](#)), a pen, and a piece of paper.
2. Have each group add up the total number of grams of fat in the meal they choose.
3. Ask each group for the total grams of fat for their meal. Write the total number for each group on the flip chart, and use the equation to calculate the number of teaspoons of shortening that represents the fat in the meal.
4. As a group, take one sample meal at a time, and count the number of teaspoons of fat as a volunteer measures out and spreads the shortening onto a bun. By the end, you will have several “Blubber Burgers”, each representing the fat content of a different sample meal.
5. Compare the results, and discuss ways to choose lower-fat meals while eating out. Compare the fat content in each meal to recommendations for daily fat intake.

**Blubber Burger Supplies:** [Printed copies of online Fast Food Meal Fat Content Guide](#), 1 Loaf of bread, 1 can of vegetable shortening, spoons, and calculator, Dry Erase Board

# Week #4 Appendix and Resources

## 4.1 – Week #4 Online Resources

### 4.1 – Week #4 Online Resources

#### Warm-up and Injury Prevention

[The importance of warm-up, cool-down, and flexibility in injury prevention](#)

#### Benefits of Exercise Resources

[The New York Times: How Exercise Can Help Us Learn](#)

[ADDitude: Brain Power and Exercise: How to Improve Memory and Learning](#)

[Psychology Today: Exercise and Learning in Grade School](#)

[Remake learning: How Physical Activity Can Help Kids Do Better in School](#)

#### Exercise and Hydration Resources

[Family Doctor: Athletes: The Importance of Good Hydration](#)

[1LifeHealth: 6 Benefits of Staying Hydrated](#)

#### Knees Down Dodge Ball Resources

[FunandGames.Org: Dodge ball Games](#)

#### All-Run Kickball Activity Resources

[Spark: All-Run Kickball Instruction and Diagram Sheet](#)

[Spark: Physical Education Lesson Plans](#)

#### Video Resources

[Cool Down Shuffle Example](#)

# Week #5 Appendix and Resources

5.1 – Week #5 Online Resources

5.2 – Speed Ball/Chicken Ball Activity Instructions

5.3 – Knee Slapper Activity Instructions

## 5.1 – Week #5 Online Resources

### Stretching and Warm-up Resources

[Ahmad Tousi: The Importance of Warming up and Stretching](#)

[Laura Inverariy: Stretching 101](#)

[Nemours Foundation: The Basics of Warming Up](#)

[Teaching Ideas: Warm-up and Cool-Down Ideas](#)

### Fitness in the Middle Resources

[SPARK: Meet Me in the Middle Resources](#)

### Relay Race Resources

[Barbara Shelby: Races, Relays, Balloons and Beanbag Games](#)

### Video Resources

[Kids Frisbee Ring Toss](#)

[Tea Time with Tayla: Stretching for Kids](#)

[Katharine TWhealth: Stretches For Children](#)

[Project Fitness: Stretching For Kids](#)

[Concordia Lutheran High School: Speedball](#)

[Athletic Foundations: Youth Fitness Tennis Ball Relay for Kids](#)

[Catch: Meet Me in the Middle](#)

[Group Energiser, Warm-Up, Fun Game - Jump In Jump Out](#)

## 5.2 – Speed Ball/Chicken Ball Activity Instructions

Although 11 players constitute a regulation team, the game can be played with fewer members on each team. A wide variety of techniques are employed in speedball, including catching and throwing the ball as in basketball, and passing the ball as in football.

The object of the game is for the team in possession of the ball to advance the ball down the field toward the opponent's goal line and attempt to score. The opponents of the team in possession of the ball try to intercept and gain possession of the ball in order to move it toward the goal line in an attempt to score. A player cannot take more than two steps after securing the ball. You can run free without the ball but once the ball is in your full possession you must come to a complete stop! A touchdown is scored when an offensive player passes the ball to a teammate who catches it behind the opponent's goal line. A touchdown counts for 1 point.

To make the game more challenging for older children you can add in the hula hoops for increased difficulty. The rules remain the same but in order for a team to score a goal they must throw the ball through the hoop held by one of their teammates in the end zone. If the ball goes through, it counts as a Touchdown. Players on the opposing team may defend the hula-hoop as well.

**Speed Ball Supplies:** 1 Soft Rubber Ball, 2 Hula Hoops (Optional)

**Chicken Ball Supplies:** 1 Soft Rubber toy (We used a rubber chicken because the younger children were more attracted to this item than the standard soft dodge ball we used for the older children), 2 Hula Hoops (Optional)

## 5.3 – Knee Slapper Activity Instructions

The Knee Slapper game is a great way to get the children up and moving as a warm-up activity.

1. Ask all children to find a partner. Every child should be paired with someone in groups of two (2).
2. The object of the game is to chase your opponent and try to touch their knee with your hand as they evade.
3. To decide who will run first do a game of rock, paper scissors and the loser of the game must be the "chaser" first.
4. Once the pursuer hits the evader's knee then roles switch and now the evader turns into the pursuer.
5. Have the children keep score for each time they capture the opponent. The highest score of the pair wins.

**Supplies:** None

# Week #6 Appendix and Resources

6.1 – Week #6 Online Resources

6.2 – Macaroni & Cheese Recipe Handout Sample

6.3 – Smoothie Recipe Handout Sample

## 6.1 – Week #6 Online Resources

### Smoothie Recipes and Resources

[My Healthy Eating Secrets: Healthy Fruit Smoothie Recipes](#)

[California Department of Public Health: Healthy Recipe Demonstration and Sampling](#)

### Benefits of Fruits and Vegetables

[Harvard School of Public Health: Vegetables and Fruits](#)

[Dairy Council of California: Health Benefits of Fruit](#)

[Share Our Strength: Cooking Demo Toolkit](#)

## 6.2 – Macaroni & Cheese Recipe Handout Sample

# Garden Medley Macaroni-n-Cheese



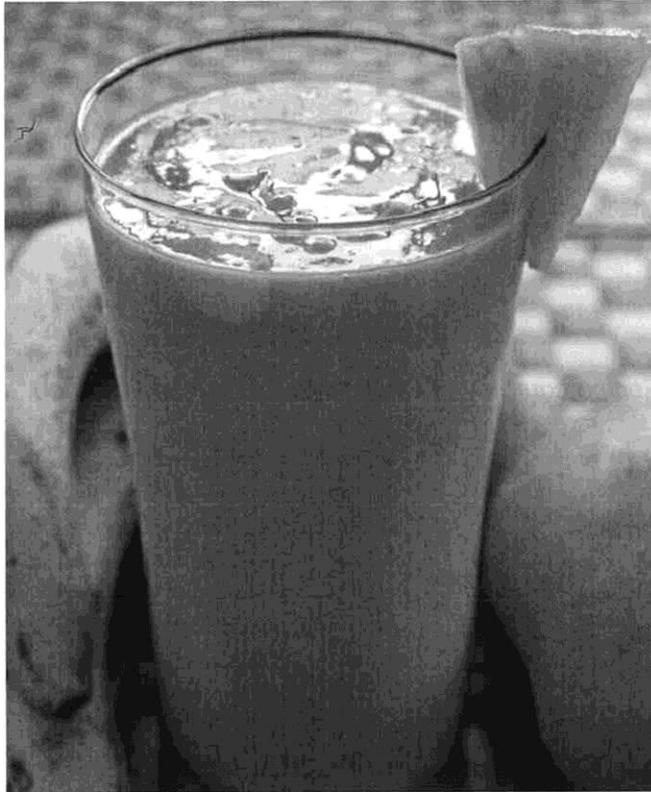
*Recipe courtesy of Chef Trina – The Need to Feed*

**4 ounces very sharp yellow cheddar cheese**  
**2 medium red bell peppers, about 12 ounces**  
**3 large garlic cloves, peeled**  
**1 tablespoon unsalted butter**  
**1 teaspoon honey**  
**½ teaspoon chipotle chile powder**  
**8 ounces ziti or penne rigate**  
**5 cups small cauliflower florets**  
**3 tablespoons finely chopped chives**

① Shred the cheese on the large holes of a box grater and set aside.  
② Cut the peppers in half and remove the seeds. Cut into 1-inch pieces and put in a small saucepan with ½ cup water. Cut the garlic in half, lengthwise and add to the saucepan. Bring to a boil, lower the heat to medium, and cover. Cook for 15 minutes, or until the peppers are very soft. Transfer the contents of the saucepan, including the water, to a food processor or blender. Add the butter, honey, chile powder, and salt to taste and process until very smooth. Return to the saucepan.  
③ Meanwhile, bring a large pot of salted water to a boil. Add the pasta and cauliflower and cook for 12 minutes, or until tender. Drain well and shake dry. Transfer to a large bowl. Heat the sauce and pour it over the pasta. Add the cheese and stir well. Add salt to taste. Sprinkle with chives.

For more information about The Need to Feed go to: <http://www.theneedtofeedinc.org/>  
For information about the Miramar Community Garden where members share free organic veggies go to <http://ci.miramar.fl.us/green/garden/>

## 6.3 – Smoothie Recipe Handout Sample



### **Pineapple Banana Smoothie**

*Recipe courtesy of Chef Trina – The Need to Feed*

#### **Ingredients**

2 bananas  
2 cups of vanilla yogurt  
2 cups of pineapple juice  
ice cubes

#### **Directions**

Add juice, yogurt and bananas to a blender. Blend ingredients on high until smooth. Add ice cubes to mixture until your desired temperature is reached. Some people like their smoothies super cold.

For more information about The Need to Feed go to: <http://www.theneedtofeedinc.org/>

For information about the Miramar Community Garden where members share free organic veggies go to <http://ci.miramar.fl.us/green/garden/>

# Week #7 Appendix and Resources

7.1 – Week #7 Online Resources

7.2 – Sample Anti-Tobacco Coloring Pages

7.3 – Sample Parent Survey

7.4 – Sample Tobacco Advertisement Activity Outline

7.5 – Sample Tobacco Advertisement Activity Discussion Questions

## 7.1 – Week #7 Online Resources

### Tobacco Resources

[California Department of Public Health: "Replacement" Customers](#)

[Tobacco free kids: Tobacco Advertising and Youth](#)

[Partnership for a Tobacco- Free Maine: Tobacco Industry](#)

[The National Academies: Limiting Tobacco Advertising to Youth](#)

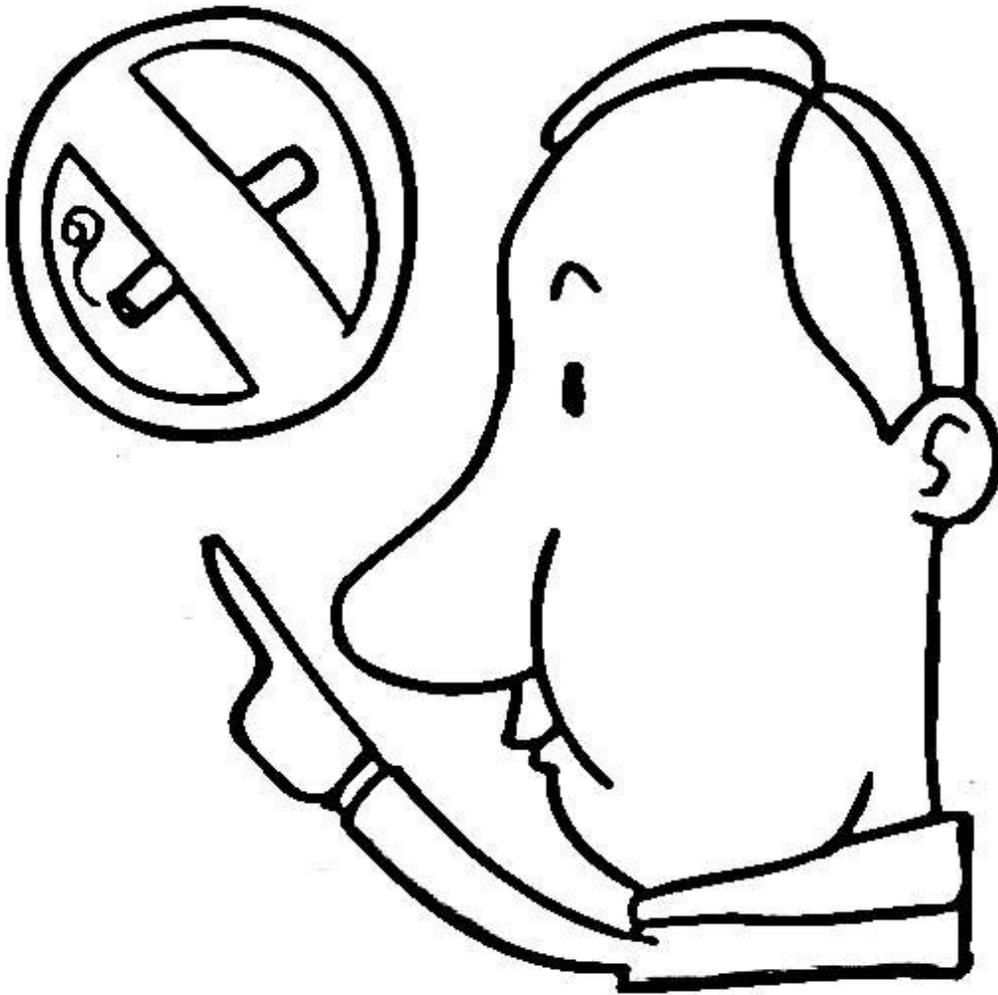
[Nemours Foundation: Second Hand Smoke](#)

[Centers for Disease Control: Health Effects of Secondhand Smoke](#)

[WebMD: Effects of Secondhand Smoke](#)

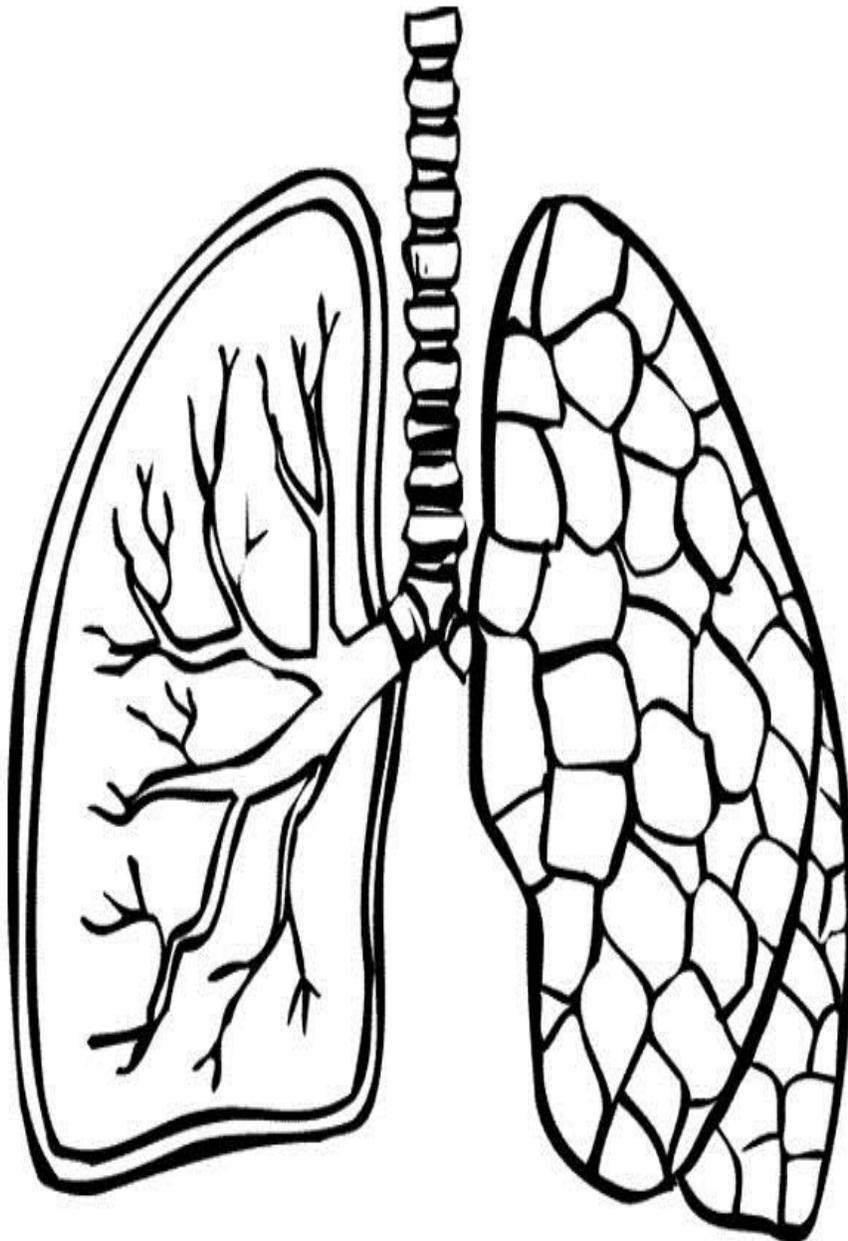
[Stanford School of Medicine: Tobacco Advertising Themes](#)

# NO SMOKING!



**TOBACCO**

**KILLS**



SMOKING  
STINKS



SmokingStinks.org  
Anne Arundel County  
Department of Health

## 7.3 – Sample Parent Surveys

### BreakSpot Mobile Survey Parents & Guardians

1. What is your gender?

Male .....  Female.....

2. What is the main language you speak at home?

3. How many children do you have participating in the BreakSpot lunch program?

4. How did you hear about this summer lunch program?

5. Does your child enjoy the food served at the BreakSpot lunch program?

Yes .....  No .....

6. How many days a week do you or someone in your family cook a meal at home?

7. Since your child started attending the BreakSpot lunch program, how often do you or someone in your family cook a meal at home?

More often than before .....   
About the same as before.....   
Less often than before.....

8. Since your child started attending the BreakSpot lunch program, how often does your family eat vegetables (not including French fries)?

More often than before .....   
About the same as before.....   
Less often than before .....

9. Before participating in the BreakSpot lunch program, on a normal day during the summer break from school, how many hours did your child watch TV, play on the computer, play on a phone, or play on any electronic device with a screen?

Less than 1 hour per day .....   
1 hour per day.....   
2 hours per day .....   
3 hours per day .....   
4 hours per day .....   
5 or more hours per day .....

10. Since starting the BreakSpot lunch program, how much time does your child spend watching TV, playing on the computer, playing on the phone, or playing on any electronic device with a screen?

More time than before.....   
About the same amount of time.....   
Less time than before .....

11. What is your age?

12. What is the highest grade or year of school you completed?

Some high school or less.....   
High school graduate or more .....

13. What is your race?

## 7.4 – Sample Tobacco Advertisement Activity Outline

### Learner Objectives:

- To expose the images and myths used to promote tobacco products.
- To develop strategies for resisting tobacco marketing pitches.
- To identify “hidden messages” in advertisements for tobacco products.
- To consider the merits of arguments for and against restricting tobacco advertising.
- To learn how to lead effective discussions.

### 1) Introduction

- a) Who is the American Lung Association?
- b) Difference between a nonprofit and for profit.
- c) Focus of ALA is saving lives by promoting lung health. How do think that we do this?
- d) Today, I am here to talk to you about advertisements and how they are used by companies to influence the decisions we make.

### 2) Discussions on advertisements

- a) What is an advertisement?
- b) What is the purpose of advertising?
- c) Who benefits from advertising?
- d) Who here can tell me of a recent advertisement that they saw? Did it make you want to buy the product? How else did it influence you?
- e) Are advertisements always truthful? Why not?

### 3) Tobacco and advertisements

Companies that make and sell tobacco products, like cigarettes and cigars, use advertisements as a way of hiding the truth that their products cause addiction, disease, and death. Why are these companies hiding the truth?

Tobacco companies want to make money. In fact, they want to make lots and lots of money. Unfortunately, they are losing money. Why? Every day 5,000 people die from smoking. Tobacco companies need to advertise to bring in more customers; otherwise, their business will fold.

When we're aware of how their ads try to persuade us, we're more likely to be able to keep our personal power and make choices that are in our best interests. Tobacco companies try to take away our choice by sugar coating cigarettes, cigars, and other items as healthy, as cool, as popular. They spend a lot of money doing this: over \$6 billion a year on marketing. That's \$16 million each day. Does anyone care to guess how much this is per minute? It's \$11,000 per minute.

The best way for you to find out how they are targeting you is to see how this works. What I have for you today are some tobacco advertisements. What I would like to do today is divide you into teams and discuss one of the advertisements I provide you. There are questions provided for you to help direct your conversation.

4) Activity

- a) Divide group into 3 - 5 teams.
- b) Hand out 3 - 4 advertisements per team.
- c) Give them 15 minutes to discuss the advertisements. There are questions provided to help guide the conversation.
- d) After the 15 minutes have passed, the group will share their findings.
- e) Part 2: Design your own anti-tobacco advertisement.

## 7.5 – Sample Tobacco Advertisement Activity Discussion Questions



# TEENS AGAINST TOBACCO USE™

## Truth in Tobacco Advertising — A Reality Check

1. Who do you think this ad would appeal to?
2. What do you think is the story being told in the ad?
3. What does the picture have to do with tobacco?
4. Where are the tobacco products in the picture?
5. Why do you think the ad does not show the models smoking?
6. What image do the models project?
7. In some of the ads, there are no people. What do you think this means?
8. What statement are the tobacco companies trying to make? What do the ads want you to feel? To think?
9. Do you think smoking the advertised cigarette or using the spit tobacco will make you confident, sexy, adventurous, glamorous, slim, successful, handsome, fun, athletic or macho?
10. How does the slogan fit with the picture? With cigarettes or spit tobacco?
11. What words are used to describe the product? Do you think they are a true reflection of the product? Is there a health message?
12. What methods are the ads using to persuade you to use their product? For example, humor, scientific information, association, repetition (such as a catchy slogan), etc.
13. What does the warning label say?



# Week #8 Appendix and Resources

8.1 – Week #8 Online Resources

8.2 – Sample Post-Intervention Child Survey

8.3 – “Deal or No Deal” Activity Instructions

## 8.1 – Week #8 Online Resources

### Sleep Resources

[American Psychological Association: Children's Mental Health](#)

[Patheos: The 9 Components of Mental Health and How You get them](#)

[Harvard Medical School: Importance of Sleep: Six reasons not to scrimp on sleep](#)

[Healthy People: Sleep Health](#)

### Stress Resources

[WebMD: The Effects of Stress on your Body](#)

### Substance Abuse

[Government of South Australia: Drugs](#)

[Nemours Foundation: All about Drugs](#)

[StopBullying.gov: Bullying Resources](#)

### Self Esteem

[Nemours Foundation: The Story on Self Esteem](#)

[Nemours Foundation: Developing Your Child's Self Esteem](#)

### Video Resources

[The Doctor's: How Stress Affects Your Brain](#)

[Kansas City Blue Cross Blue Shield: Effects of Stress](#)

[Brain Smart: Managing Stress](#)

## 8.2 – Sample Post-Intervention Child Survey

### BreakSpot Mobile Follow-Up Survey Children

1. How old are you?

2. Are you a boy or a girl?

Boy .....  Girl.....

3. What grade will you be in next year?

4. Do you like the food here?

No.....  Sort of...  Yes .....

5. What could make this lunch program better?

6. Would you like to have lunch like this next summer?

No .....  Yes.....

7. Did you eat any vegetables yesterday (not including French fries)?

No .....  Yes.....

8. Did you eat any fruit yesterday (not including juice)?

No .....  Yes.....

9. Did you eat fast-food from a fast-food restaurant yesterday?

No .....  Yes.....

10. Did you play outside or exercise yesterday?

No .....  Yes.....

**How much do you agree with the ideas below?**

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>In the Middle</i>	<i>Agree</i>	<i>Strongly Agree</i>
					
11. It is important to eat healthy foods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I like to eat fruit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I like to eat vegetables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. It is healthier to play outside and exercise than it is to watch TV and play video games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 8.3 – “Deal or No Deal” Activity Instructions

This activity served the purpose of providing the children with valuable information about Mental and Physical Wellness through a tailored “Deal or No Deal” style game.

1. First Start by introducing yourself to the children and letting them know the rules and regulations for the day’s activity. Make sure to say things such as no yelling out the answers, no fighting for prizes and make sure to let everyone know that regardless of the prize they receive the object of the game is education so keep a winning attitude. Be very clear and concise when explaining the “Deal or No Deal” game rules to the children. The game may seem very simple to understand for us but remember these are younger children who are used to playing games like “Hide and Seek” and “Duck, Duck, Goose”
2. Begin to introduce wellness to the children, ask open-ended questions such as “What are some other aspects of health besides physical?” and “Can the lack of sleep make you gain weight?” These are relevant questions that lead into questions given during the activity.
3. Following have a brief conversation with the children about the overlooked aspects of health such as bullying, drug abuse and sleep.
4. Begin to arrange the students by grade starting with Kindergarten.
5. Starting with kindergarten, each child will have their time to come up and answer a “Deal or No Deal” Question and have the opportunity to win a prize by default or they have the possibility of getting an offer from the “Banker”.
6. Take medium sized pieces of paper and print a number on one side (#1-20) starting with 1.
7. On the other side of the paper have the prize for that number, decide for which numbers you want the banker to make an offer and then put the offer and the deal on the opposite side of the number paper.
8. Use online resources related to physical activity, healthy nutrition and physical and mental health to brainstorm and create the questions for the game. You can also use the many online resources included throughout the Appendixes of this guide for this purpose, and use this activity as an opportunity to further reinforce the concepts and ideas the children have been learning throughout the Summer BreakSpot Program.
9. If a child receives a deal from the banker they will have the opportunity to choose a default prize that is shown (Deal) or take the risk (No Deal) and opt for the hidden prize. This is the “Deal or No Deal” aspect.
10. Make sure to have the prizes pre-selected and organized so you will be prepared when a child selects a number with an offer.
11. Continue with this activity by grade until all children have participated.

“Deal or No Deal” Activity Supplies: [Think, Choose, Act Healthy \(Student Activities for High School\) Written by Hilda Clarice Quiroz](#) OR Self formulated questions pertaining to mental and physical health (Example Questions below), Number Cards, Prizes.

Example questions (make sure when asking the questions to help the child find the right answer if they seem unsure. It is ok to give hints and tips as guidance. After each answer go into a little bit more detail and give a summarization for that topic before continuing to the next. Encourage discussion and participation for each question. As you will notice the difficulty of the questions range, be sure to pre-select questions based on your opinion of intelligence from factors such as age and grade.

1. How many hours of sleep should you get per day?
2. What would you do if you saw someone getting bullied?

3. What is a substance?
4. What signs can you look for to see if someone is on drugs?
5. How many times a day should you brush your teeth?
6. How many meals a day should you eat?
7. What are the different aspects of health? (Physical, Mental etc.)
8. How many days of the week should you exercise?
9. What should you drink every day?
10. How much water should you drink per day?
11. What does Above the Influence mean?
12. What President Created the "Above the Influence" Movement?
13. What is the "Just Move" Campaign about?
14. Who created the "Just Move" Campaign?
15. Name 5 Types of Substances
16. What is a DUI?
17. What does DUI Stand for?
18. What happens if you get a DUI?
19. What is peer pressure?
20. What would you do if your best friend was on drugs?
21. What would you do if your best friend was bullying someone?
22. Name a type of hygiene?
23. How many times a year should you visit the dentist?
24. Can stress make you sick?
25. Name two ways to relieve stress

# Week #9 Appendix and Resources

9.1 – Week #9 Online Resources

9.2 – Sample Feedback Survey for Children

9.3 – Mimic Mind Fluster Game Instructions

## 9.1 – Week #9 Online Resources

**Nurturing Parenting Evaluations:**

[Program Evaluation Form](#)

## 9.2 – Sample Child Feedback Survey



### Child Feedback Survey

What was your favorite week or topic of the Summer Break Spot Program? Why?

Tell me your least favorite week or topic of the Summer Break Spot Program? Why?

List three (3) things that you learned during the program

1.

2.

3.

How much did you like the program? (Circle a number 1 being dissatisfied and 10 being satisfied)

1 2 3 4 5 6 7 8 9 10

What would you change about the program? (Games, Topics, etc.)

### 9.3 – Mimic Mind Fluster Game Instructions

This game serves as a review of materials for the 9 weeks.

The object of this game is to go week by week starting from week 1 and test the knowledge of the children (if the children are having trouble recalling what happened during a specific week you may give them tips and hints to help them remember).

1. Begin by informing the children of the activity details
2. Separate the children into 8 separate groups assign each group a week to remember information and activities from.
3. Tell the children to work with their group to come up with one phrase or action completed during the week by the partner or yourself. (Groups can mimic something funny that occurred during the week or just simply make fun of something said or done by yourself or a partner that was present)
4. After each group give a brief overview of the week and any details left out and continue the day's activities.

**Supplies needed:** Handout for children with a basic outline of each week's topic or activities.

# Communications Appendix

10.1 – Summer BreakSpot Online Marketing/Communications Resources

10.2 – Celebration Event Sample Agenda

10.3 – Celebration Event Sample Flyer

10.4 – Sample Media Advisory

10.5 – Sample Media Release

10.6 – Sample Parent Survey Event Flyer

10.7 – Sample “Go, Slow, Whoa” Blog Post

10.7 – Sample Email Blast

10.8 – Sample Event Post in Online Calendar

10.9 – Sample Social Media Posts

## **10.1 – Summer BreakSpot Online Communications/Marketing Resources**

[Summer BreakSpot: Communications Resources](#)

## 10.2 – Celebration Event Sample Agenda



# Mobile Pilot Celebration

July 10, 2014  
Tallman Pines I & II  
Deerfield Beach, Florida  
11:00 a.m. – 1:00 p.m.

## Agenda

- 11:00 AM WELCOME AND INTRODUCTIONS**  
*Ann Deibert, Chief Executive Officer, Broward County Housing Authority*
  
- 11:05 OPENING REMARKS**  
*Robin D. Bailey, Jr., Southeast Regional Administrator, Food & Nutrition Service, U.S.D.A.*
  
- 11:15 REMARKS**  
*Steven E. Markus, President and Chief Executive Officer, Health Foundation of South Florida (Emcee)*
  
- 11:20 REMARKS**  
*Sandra Bernard-Bastien, Chief Communications Officer, Children’s Services Council of Broward County*
  
- 11:23 REMARKS**  
*Gary E. Bitner, Partner, Bitner Goodman, Community Foundation of Broward Board Member*
  
- 11:25 REMARKS**  
*Elected officials who are present*
  
- 11:30 LUNCH**  
Served to children by VIPs – media interviews will take place at this time
  
- 12:10 PM COOKING DEMONSTRATION**
  
- 12:40 PHYSICAL ACTIVITY/GAMES**

## 10.3 – Celebration Event Sample Flyer

# PLEASE JOIN US FOR A SPECIAL EVENT!



**WHAT:** Celebration of Innovative Summer BreakSpot Mobile Pilot!

**WHO:** Parents, Children, Community Leaders

**WHERE:** The Tallman Pines I & II Leasing Office

**WHEN:** Thursday, July 10<sup>th</sup>, 11:00 a.m. – 1:00 p.m.

**LUNCH:** SERVED FROM 11:30 AM - 1:30 PM\*

**SNACK:** SERVED FROM 1:30 PM - 2:30 PM\*

**ACTIVITIES:** \* Free lunch and snacks for kids and teens 18 and under! ●

Games! ● Cooking Demonstration!

**QUESTIONS?** CALL 954-325-3656



## 10.4 – Sample Media Advisory



## MEDIA ADVISORY

### **New Mobile Units will Deliver Nutritious Summer Meals to Kids in Broward Neighborhoods**

**For information, contact: Julie A. Kreifler  
Florida Partnership to End Childhood Hunger  
954 609 3474**

**July 8, 2014**

**BROWARD COUNTY** — A collaborative of nonprofits will be celebrating the arrival of mobile units delivering nutritious meals into area Broward County Housing Authority sites to serve at-risk children.

**Joining the celebration will be Robin Bailey, the USDA's new Southeast Regional Administrator, and other local VIPs. Broward County Housing Authority is hosting the celebration on July 10 from 11:00 a.m. – 1:00 p.m. at Tallman Pines I & II, 700 NE 41<sup>st</sup> Street, Deerfield Beach.**

Up to 500 children ages 18 and under are receiving lunch and a snack five days a week at four sites, sponsored by Broward Meals on Wheels, Broward County Housing Authority, and funded by Children's Services Council of Broward County and Community Foundation of Broward.

The Florida Department of Agriculture and Consumer Services administers the Summer BreakSpot in Florida, which reimburses the cost of these meals during the summer months when school is out. There are more than 200 Summer BreakSpot sites in Broward County. Broward sponsors of the program include the School District, municipal parks and recreation centers, and private nonprofits operating in school zones where more than half the children are eligible for free or reduced-price meals. All children from around the county are welcome to eat free. For more information about Summer BreakSpot and to find sites near you, visit <http://www.summerfoodflorida.org/>

The Florida Partnership to End Childhood Hunger serves as an anchor around which local organizations across the state work strategically and in concert to address hunger and under nutrition. To learn more, go to [FlordaHungerPartnership.org](http://FlordaHungerPartnership.org).

###

## **10.5 – Sample Media Release**



BROWARD COUNTY, FLORIDA

**MEDIA RELEASE**

July 10, 2014

**Contact:** Julie A. Kreaflie  
954 609 3474

## Innovative Summer BreakSpot Mobile Pilot helps feed MORE Children in Broward Neighborhoods

**BROWARD COUNTY, FL –** A collaborative of Broward nonprofits is busy delivering nutritious meals throughout the County with a new mobile delivery approach, and using Broward County Housing Authority sites to launch the initiative.

The Children's Services Council of Broward County and Community Foundation of Broward are funding this pilot, marketed County-wide as the "Summer BreakSpot". This effective local approach will maximize the reach of the federal Summer Food Service Program available through the Florida Department of Agriculture and Consumer Services.

Partners—joined by Robin Bailey, the U.S. Department of Agriculture's Southeast Regional Administrator—gathered to formally launch the new mobile pilot at the Tallman Pines residential community on July 10.

Community outreach and site logistics by the Housing Authority assured up to 500 children under age 18, from four neighborhoods, will receive lunch and a snack five days a week sponsored by Broward Meals On Wheels.

The children participate in weekly activities through the Broward Regional Health Planning Council's TOUCH Grant that includes nutrition and physical education activities as well as cooking demonstrations.

**What makes this particular pilot exciting—besides the breadth of high-level local partners—is the local funding support it has leveraged from both the Children's Services Council (\$28,000) and the Community Foundation of Broward County (\$15,000).**

There are more than 200 Summer BreakSpot sites in Broward County this summer.

### 10.6 – Sample Parent Survey Event Flyer

# Get rewarded for your feedback!

Fill out the short survey and receive a \$10 Wal-Mart Gift card after completing!

**What:** Summer BreakSpot Parent Survey Event

**Where:** (Insert Location Here)

**When:** (Insert Date and Time Here)

Surveys can only be taken by parents and guardians of children who attend the Summer BreakSpot program!



## 10.7 – Sample “Go, Slow, Whoa” Blog Post

[Click here to review the Blog Post on the TOUCH Website](#)



### Stay in TOUCH:

Get updates and new content right in your inbox!

(Fields marked with a \* are required.)

Your First Name... \*

Your best email address... \*

Get Email Updates!

# Green light, GO! Yellow light, SLOW! Red light, WHOA!

July 10, 2014 | Spencer Lott  
Active Living and Healthy Eating  
1 Comment



31  
SHARES

It can be a daunting task to educate children and teens about healthy eating choices and to instill in them new and lasting healthy eating habits. So a new Nutrition Education Model has been developed; a model that is fun and easy to explain, and catchy enough to stick!

Through a combined effort, a research team working with a program called **CATCH (Coordinated Approach to Child Health)** developed GO, SLOW, WHOA as a simple method to help children and their families choose healthier food options every day.

### Broward County Farmers Markets

Find fresh, healthy & local food near you.



Questions about Health Coverage?  
Get answers here.

## 10.7 – Sample Email Blast



### Recent Posts and Articles on the TOUCH Broward Blog:

- [Green light, GO! Yellow light, SLOW! Red light, WHOA!](#)
- [Youth cigarette smoking declines, cigar use rises - OP-ED by Matthew Competiello \(American Lung Association in Florida\)](#)
- [YMCA GoSPLASH Program Leading Efforts To Build Safer Swimmers](#)
- ["Traffic Light" Food Labeling System Creates Long Term Changes in Eating Habits](#)
- [Closing the Gap in Childhood Obesity: Watch the Videos of this Clinton Foundation Forum](#)



### GO, SLOW, WHOA: A New Nutrition Education Method In Use in Broward County

It can be a daunting task to educate children and teens about healthy eating choices and to instill in them new and lasting healthy eating habits. So a new Nutrition Education Model has been developed; a model that is fun and easy to explain, and catchy enough to stick!

Read how it works and how TOUCH Broward and partners are using this method in new, innovative programs across Broward County.



**Youth cigarette smoking declines, cigar use rises - OP-ED by Matthew Competiello**



**YMCA GoSPLASH Program Leading Efforts To Build Safer Swimmers**



**"Traffic Light" Food Labeling System Creates Long Term Changes in Eating Habits**



**Closing the Gap in Childhood Obesity: Watch the Videos of this Clinton Foundation Forum**

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TOUCH Broward | 200 Oakwood Lane | Suite 100 | Hollywood | FL | 33020

# 10.8 – Sample Event Post in Online Calendar

[Click here to view the event on the TOUCH Calendar](#)



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## Summer BreakSpot Program Celebration!

By [Betsy Schoenfeld](#) On August 4, 2014 · [Add Comment](#) · In [\[Edit\]](#)

**WHEN:** August 8, 2014 @ 11:30 AM – 1:00 PM

**WHERE:** Meyers Estates  
2411 Northwest 7th Street  
Fort Lauderdale, FL 33311  
USA

**COST:** Free

**CONTACT:** 954-325-3656



[Back to Calendar](#)  
[Add to Calendar](#)

**PLEASE JOIN US for a SPECIAL EVENT!**

**WHAT?** Celebration of Innovative Summer BreakSpot Mobile Pilot! **WHO?** Parents, Children, Community Leaders

**WHERE?** Meyers Estates  
2411 NW 7th Street, Fort Lauderdale, 33311

**WHEN?** Friday, August 8th  
11:30 a.m. – 1:30 p.m.

**LUNCH SERVED FROM 11:30 AM – 1:30 PM\***

**SNACK SERVED FROM 1:30 PM – 2:30 PM\***

**ACTIVITIES**

\*Free lunch and snacks for kids and teens 18 and under! • Special Appearance by Burnie, The Miami HEAT Mascot! • Games! • Cooking Demonstration!



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**QUESTIONS? CALL 954-325-3656**












[Share Image](#)

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**Stay in TOUCH:**

Get updates and new content right in your inbox!

(Fields marked with \* are required.)



Get Email Updates!

**Broward County Farmers Markets**

Find fresh, healthy & local food near you.




Questions about Health Coverage?  
Get answers here.

**Local Events!**

View the TOUCH Events Calendar.



**Early Learning Resources**

for Parents and Childcare Facilities.



**Recent Posts:**

 Grab Your Tickets For FLIPAN's 'Chels Up Front' Dinners

 USDA Compiling and Publishing New Local Food Directories!

 FREE Classes: Healthy Food for Healthy Mothers and Babies!

 Complete Streets: Fort Lauderdale Walking Audit a Huge Success!

 E-cigarettes: Colorful, cherry-flavored and carcinogenic?

TOUCH Broward is Coordinated by:



In Partnership with:



And funded by the Centers For Disease Control and Prevention's Community Transformation Grant



## 10.9 – Sample Social Media Posts



**TOUCH Broward -Transforming Our Community's Health**

Posted by Beny Schonfeld [?] · July 10

### **Summer BreakSpot Mobile Pilot Program Launch Event (14 photos)**

A collaborative of Broward nonprofits is busy delivering nutritious meals throughout the County with a new mobile delivery approach, and using Broward County Housing Authority sites to launch the initiative.

The Children's Services Council... See More



10.9.1 - Summer BreakSpot Facebook Album on [facebook.com/TOUCHBroward](https://facebook.com/TOUCHBroward) (click image to view)



**TOUCH Broward -Transforming Our Community's Health** shared a link.

Posted by Buffer [?] · August 5

The Summer BreakSpot Program Celebration! - Free lunch and snacks for kids under 18, Games, Cooking Demo and special appearance by Burnie, the #Miami #Heat Mascot!

» <http://bit.ly/1tNWbOS>



**Summer BreakSpot Program Celebration! - Touch Broward**

[touchbroward.org](http://touchbroward.org)

When: August 8, 2014 @ 11:30 AM – 1:00 PM Where: Meyers Estates, 2411 Northwest 7th Street, Fort Lauderdale, FL 33311, USA Back to Calendar Add to Calendar Add to Timely Calendar Add to Google Add to...

10.9.2 – Facebook Post promoting the Summer BreakSpot Celebration Event



**TOUCH Broward - Transforming Our Community's Health** shared a link.

Posted by Buffer [?] · July 29

**GO, SLOW, WHOA - A Simple Nutrition Education Method that creates long-lasting healthful changes**

» <http://bit.ly/1zquLPq>



**GO, SLOW, WHOA - A Simple Nutrition Education Method**  
touchbroward.org

GO, SLOW, WHOA educates kids about the various types of foods, and helps them make more healthful food choices. Read how we're using it in Broward County

10.9.3 – Facebook Post promoting Go, Slow, Whoa Blog Post published on TOUCHBroward.org



**TOUCH Broward -Transforming Our Community's Health**

Posted by Spencer Lott [?] · July 16

Summer Breakspot continues!

Here are a few children residents of Meyers Estates enjoying a delicious Banana and Pineapple smoothie today from a demonstration provided by Need to Feed Inc.



10.9.4 – Instagram Image on Facebook shared in real time as Summer BreakSpot activities were being performed.



**TOUCH Broward -Transforming Our Community's Health**

Posted by Spencer Lott [?] · July 9

Children during a game of speedball with YFIT at Myers Estates Housing Complex



10.9.5 – Another example of photos shared in real time on Facebook.



This publication was supported by the Cooperative Agreement Number: 5U58DP003661-3 from the Centers for Disease Control and Prevention. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention.