



Chapter 3 Classroom Activities

Step 1: Get started by explaining the program to students.

What is Power Panther Pals (PPP)?

PPP is an eight-week health education program to help students learn to enjoy fruits and vegetables and daily physical activity. During this program students will also learn how to make their own healthy snacks. This introduction for students can be done the week prior to PPP implementation or can be part of the first week's activities.

Who is Power Panther?

Power Panther is the spokescharacter for USDA's **EAT SMART. PLAY HARD.** campaign. **EAT SMART. PLAY HARD.** is Power Panther's motto.

How does Power Panther Pals work?

Each week students will participate in an **EAT SMART** activity and a **PLAY HARD** activity. There are student activity pages to complete and information to take home to the family.

During week two of the eight-week program, students will set personal **EAT SMART** goals and **PLAY HARD** goals for each week. **EAT SMART** goals will increase fruit and vegetable consumption and **PLAY HARD** goals will increase daily physical activity. Goals will be set individually by each student with the guidance of the facilitator.

What are “Power Points”?

Students will earn “Power Points” for consuming fruits and vegetables and spending time engaged in daily physical activity. Physical activity may be recorded in minutes OR in steps (if students have access to pedometers).

Students will record fruits and vegetables consumed and physical activity on their daily log form. Student log forms are found on page 32 of the Student Activity Books. It is strongly suggested that the names of fruits and veggies consumed be recorded on the log form rather than “4 servings”. Designate where students will keep their Student Activity Books (a designated place in the classroom, in their desk, able to take home, etc.). Determine and explain the consequences if the cumulative log is lost during the eight weeks. Determine if logs will be maintained during weekends. The facilitator may elect to have students maintain logs only on school days to simplify record keeping.



Power Points can be earned daily as follows:

1 Power Point = 1/4 hour physical activity

OR

1 Power Point = 2000 steps on pedometer

OR

1 Power Point = 1/2 mile walking or running

OR

1 Power Point = 1 serving fruit or veggie consumed

How is teamwork part of Power Panther Pals?

In addition to participating as an individual, each student will be a member of a team. At the conclusion of the eight weeks, each team member’s “Power Points” will be added together and a water bottle will be given to each member of the winning team.

How can family members participate?

Family members can also participate in Power Panther Pals! Family participation will be limited to one **EAT SMART** point per day and one **PLAY HARD** point *per day per family*, NOT per family member. For the student to count the family member's points, the family member must engage in the activity **WITH** the student. (If dad goes to the gym to work out, the time does not count because he engaged in the activity alone and not with the student.) The family member earning the points may vary from day to day. (Mom may eat a fruit snack with the student today, but tomorrow a veggie snack may be consumed with a sibling.)

Physical activity does NOT mean a daily regimen of calisthenics or exercises. Consider these activities for increasing daily physical activity that can be done with other members of the family:

- ✓ Brisk walking – outdoors or at the mall
(Hint: take the dog along!)
- ✓ Skateboarding with a sibling
- ✓ Riding a bicycle
- ✓ Bowling
- ✓ Jumping rope
- ✓ Playing catch or throwing a Frisbee or football



What does each student receive for Power Panther Pals participation?

Distribute Power Panther Pals membership cards to students at the beginning of the program to create interest and enthusiasm. The membership cards are for “fun” and do not relate directly to any program activities. They will not be replaced if they are lost. At the end of the 8 weeks, each student will receive a certificate stating that they participated in Power Panther Pals.

What additional incentives may students earn?

Students that meet both their personal **EAT SMART** and **PLAY HARD** goals for at least five of the seven weeks that logs are maintained will earn a carabineer clip.

Students will be divided into teams at the beginning of PPP. Fruit and vegetable consumption and physical activity will be calculated in “Power Points”. At the conclusion of the eight weeks, each member of the team with the greatest number of “Power Points” will receive a water bottle.

Step 2: Divide students into teams.

Designate teams of students for PPP participation. Teams must be six students or less (only six water bottles are provided). Teams may be determined by random selection, counting off, or any other method deemed acceptable by the facilitator. The facilitator may elect to “assign” students to teams including more motivated students on each team. In the event that two teams have the same number of Power Points at the end of the program, the winning team may be chosen by a drawing.

Step 3: Set goals.

Each student will set goals individually with guidance from the facilitator.

Each student will have an **EAT SMART** goal and a separate **PLAY HARD** goal for seven weeks of the program.

Students that meet both their **EAT SMART** and **PLAY HARD** goals for at least five of the seven weeks logs are maintained will receive a carabineer clip. Carabineer clips are provided for each student.

It is anticipated that MOST students will set realistic goals, meet their goals and receive a carabineer clip at the conclusion of Power Panther Pals. Goals should be simple, achievable and easy to measure. Goals may be sequential, reflecting an increase for each week of the program or the goal may be the same each week.

Goals may be stated:

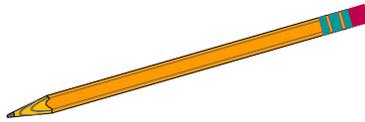
- In the anticipated amount of increase (i.e. “increase physical activity by 15 minutes daily during each week of the program”) OR
- In total outcome anticipated (i.e. get one hour daily of physical activity).



If a student currently consumes one to two servings of fruits and vegetables daily, it may be realistic for that student to increase consumption by $\frac{1}{2}$ serving daily per week. Goals may be the same for all weeks if desired. For example, a student may choose a goal of eating five servings of veggies and fruits daily and use this **EAT SMART** goal for each of the seven weeks logs are maintained. A student earns a “Power Point” for each serving of fruit and/or vegetable consumed even if the number of servings is different from their stated goal.

It is the facilitator’s responsibility to assist students with special needs in determining and setting appropriate goals. Goals may need to be adapted/modified for special situations.

Goals will be reviewed at the beginning of week four to determine if they are realistic and attainable. At this point in the program, goals may be revised and it will still be possible for each student to meet their personal goal for five of the seven weeks logs are maintained.



Step 4: Begin activities for week 1.

Week one and week two activities are required. Week one may take longer than one hour to complete for some classrooms, so you may choose to introduce some of the week one activities a week earlier. The review of goals in week four is also required.

Other weekly activities may be done in random order if desired or similar activities that meet the identified goals may be substituted.

Follow the steps outlined in each week’s activities. The outlines include instructions on which student activity sheets to use and which items to send home with students.

For a complete shopping list of food items to be purchased for all eight weeks see page 169-171. If you choose to have School Food Service purchase fruits and vegetables for your classroom, it may be helpful to provide this list to them.

Teacher's Notes