Learn, Grow, Eat & Go!
East Texas Team

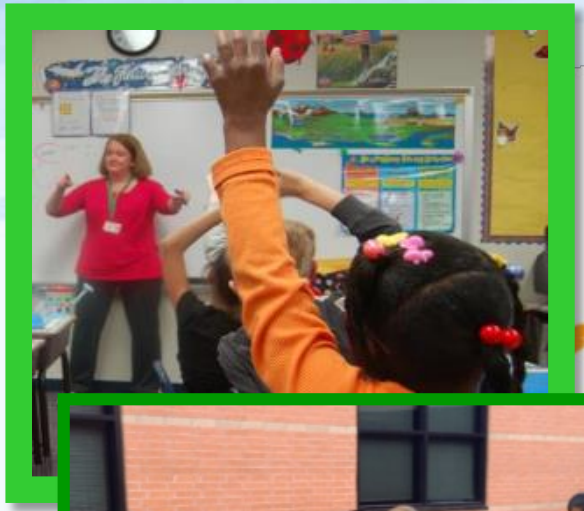
2nd Place NEAFCS – Mary W. Wells Memorial Diversity Educational Program

BETTER LIVING FOR TEXANS

Learn, Grow, Eat & GO!

TEXAS A&M AGRILIFE EXTENSION

Learn!
Grow!
Eat!
Go!



Mission


Junior Master Gardener
growing good kids
Growing Good Kids through igniting a passion for learning, success, and service through a unique gardening education
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LGEG Evidence-Based Facts

- Encourages daily physical activity
- Increase exposure to vegetables
- Encourages adoption of healthy beverages
- Expands knowledge in plant science and nutrition
- Reaches into the home to support positive family health practices

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Learn, Grow, Eat & Go!

- Interdisciplinary agent team and volunteers
- 10-week, 20 lesson researched-based curriculum enrichment program
  - science, reading, math, literature, writing, geography skill development
  - school gardens
  - nutrition education
  - physical activity

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Program Areas

- Diversity
- SNAP-Ed
- Volunteerism
- Environmental Education
- School Wellness
- Family Health & Wellness
- 4-H Youth Development

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Diversity Addressed

- Title I Schools
  - receive federal funds for high concentrations of low-income students
- Target audience
  - Hispanic, Asian, Native American and African American 3rd grade students
- Other youth-based entities without regard to race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation or gender identity

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Diversity Addressed

- Ethnicity, race, and physical disabilities
  - Literature based upon cultural and learning differences
- Unique family structures
  - divorce, grandparents, and child relationships
- Ethnic food tasting
  - Bok choy, mustard greens and cilantro

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Volunteerism

- 6,782 volunteer hours
- $167,448 economic impact
- Extension-based volunteer groups
  - Master Gardeners and Master Wellness Volunteers
- Committed 40 hours each
- Assisted with incentive items, donations, garden beds, lessons and recipe demos

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Issue

- Childhood Obesity rate in 17% in the US*
- 3x the rate one generation ago
- Texas Childhood Obesity rate

33.3%	10-17 year old's
23.5%	8-10 year old's
14.9%	2-4 year old's

**Centers for Disease Control 2017*

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Issue

- Texas ranks 6th among the highest states in Childhood Obesity for children ages 8-10*
- 33.8% African American boys
- 7.7% Latino boys
- Texas ranks 9th in the nation as the most physically inactive and 10th with highest obesity rate

*National Institute for Health

TEXAS A&M AGRILIFE EXTENSION

Learn!

TEXAS A&M AGRILIFE EXTENSION

Classroom Instruction

- 10 weeks – two sessions
- Literature selections
- Student journals

Learn! Base curriculum

» Week 1
45 minutes – Know & Show Sombrero
30 minutes – 5 Senses Food, Tasting 1: Fresh carrots

» Week 2
30 minutes – *Tops & Bottoms*, Plant Parts We Eat
45 minutes – Nutrients to Grow

» Week 3
15 minutes – Don't Crowd Me
45 minutes – Paper Towel Gardening

» Week 4
30 minutes – *A Place to Grow*, Home Sweet Home
45 minutes – Balloon Hot Potato

» Week 5
30 minutes – Rules are Rules and Schedule It*
30 minutes – MyPlate

» Week 6
60 minutes – Veggie Research and Garden Graffiti
30 minutes – GO, SLOW, WHOA Classification

» Week 7
30 minutes – 10 in 2 Color Box
30 minutes – 1-Week Dinner Tracker

» Week 8
40 minutes – Fruity Beauty and Blind Taste Test
40 minutes – *Ugly Vegetables*, The Tasty Unknown, Paper Chain

» Week 9
40 minutes – *Two Old Potatoes & Me*, Growing New from Old
40 minutes – Greasy Grid Evaluation

» Week 10
45 minutes – Kitchen Cotton Quantity Conversion
40 minutes – *I Will Never Not Ever Eat a Tomato*, Menu Mind Makeovers

Vegetable/ plant features:	Food exposures and physical activity features: A	B	C
Carrots	Food Exposure fresh sample Tasting 1: Carrots	Food exposure recipe demos Garden Kitchen: Cinnamon Carrot Crunch (pages 139-140)	GO Strong Class exercise: 1: Take a Walk (page 161)
	Tasting:	Garden Kitchen:	2: Team Bubble Burst (page 162)
	Tasting:	Garden Kitchen:	3: Hit the Deck Dash (page 163)
	Tasting:	Garden Kitchen:	4: 10x Multiplying Montior (page 165)
	Tasting:	Garden Kitchen:	5: Alphawalk (page 167)
	Tasting:	Garden Kitchen:	6: Scarecrow Tag (page 168)
	Tasting:	Garden Kitchen:	7: Playground Touch Map (page 169)
	Tasting:	Garden Kitchen:	8: Caterpillar Carry (page 170)
	Tasting:	Garden Kitchen:	9: Rainbow Relay (page 171)
	Tasting:	Garden Kitchen:	10: Favorite Walk (page 172)

Base curriculum 2 lessons/week
To earn certification, the students in your class must complete the base curriculum and participate in a class service-learning project (pages 174-175).

Garden start window of time

Choose 6 crops that will grow this season in your garden, and then assign a week to feature it!

Nutrient-dense planting list
Bell pepper, bok choy, broccoli, carrots, cherry tomatoes, cauliflower, potatoes, red leaf lettuce, spinach, squash, sugar snap peas, Swiss chard

www.jmgkids.us/LGFG

Learn!

Week 1

Plants need…

Place
Light
Air
Nutrients
Thirsty
Soil

a. Know & Show Sombreros 45 minutes

Objective
Analyze what plants need and how they support people and animals.

Supplies
1 assembled and decorated Know & Show Sombrero
Large writing surface, such as a poster, dry-erase board, or smart board
1 marker
Miscellaneous craft materials, such as balloons, feathers, and pipe cleaners
For each student: 2 large, square sheets of newspaper; 1 pen or pencil; 1 sheet of paper
For each group of 3 students: 1 roll of packing tape

Walk into the classroom wearing your Know & Show Sombrero. When the students ask about it, tell them that they will find out soon and will make one of their own. But first they must answer a few questions.

Begin a discussion about what people must have to be able to live. As the students call out needs, create a list on a poster or other large writing surface in front of the class. Include the five basic needs that all people share: air, clothing, food, shelter, and water.

Ask a student to circle the items that the group says plants must have in order to live.

Next ask: Is there anything that plants need that people do not? *None need clothing; most need no shelter unless they have been moved from their natural homes.*

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Learn!

Week

b. MyPlate 30 minutes

Objectives

Use fraction names and symbols to describe MyPlate meals.

Supplies

For each student: 1 9-inch paper plate; 1 4-inch paper plate; crayons or colored pencils; 1 stapler; *Choose MyPlate* page; 1 blank sheet of paper

Just as we plan to meet our plants' needs, we must also plan our meals to provide for our needs. Ask the questions below to guide the students in planning a meal that provides the right proportion of food groups and a variety of nutrients to meet our needs.

★ Why is it important to plan when and how to water, weed, and feed our garden? *A plan helps us work together to complete all the garden tasks as often as needed. If we don't plan, we might run out of time or forget to water on a day that our plants need water. The plants could wilt and become unhealthy.*

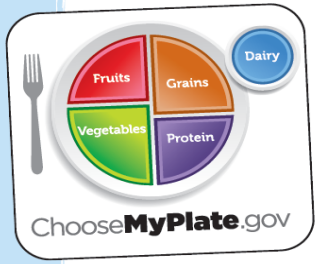
★ We know that if we do not plan, we might forget or run out of time to give our plants what they need.

Is it important to plan to provide for our own needs also?

Who in your house makes plans for meals?

Do you help decide what your family eats?

★ What should be on your plate at mealtime to make sure that you are eating all the nutrients your body needs? *Foods from all the food groups.*



★ Display the *Choose MyPlate* page.

How does this plate help us get all the nutrients our bodies need? *It helps us include all the food groups and eat the right amount from each group. If we include all of the groups, we're more likely to eat all the nutrients that our bodies need to be healthy.*

★ What are some of the benefits we get from the different food groups? *Protein foods build our muscles; grains provide energy and give us fiber to clean our digestive systems; vegetables and fruits provide vitamins and fiber; and dairy foods build our bones and teeth.*

★ *Give each student crayons, one 9-inch paper plate, and one 4-inch paper plate or piece of cardboard.*

Fold the large paper plate into halves.

Then open the plate and draw a line down the crease.

Nutrition Education

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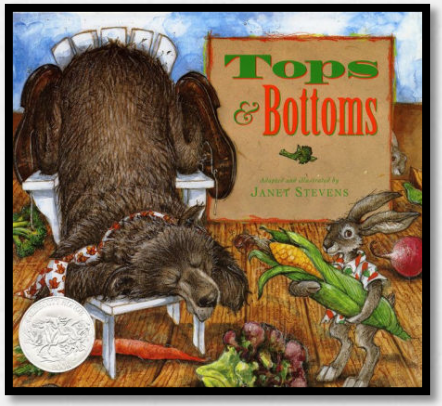
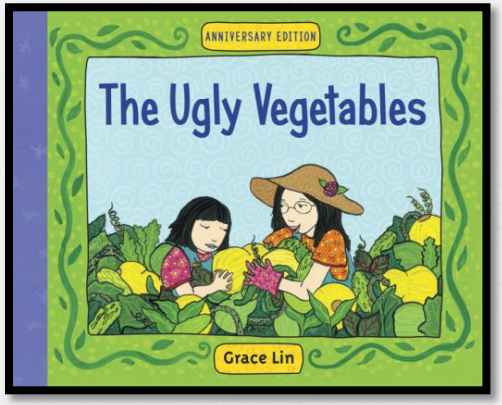
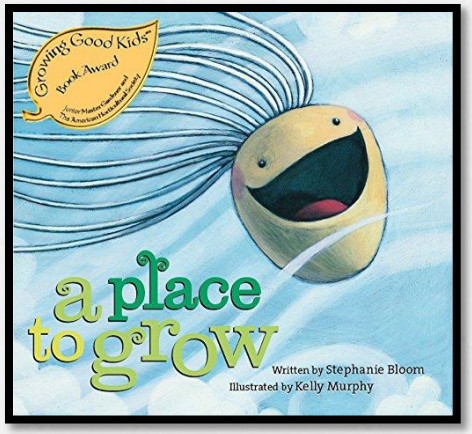
Learn!

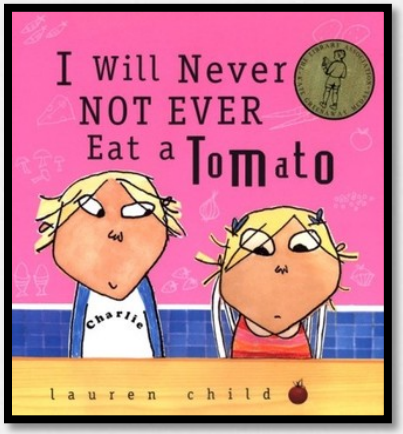
Literature selections

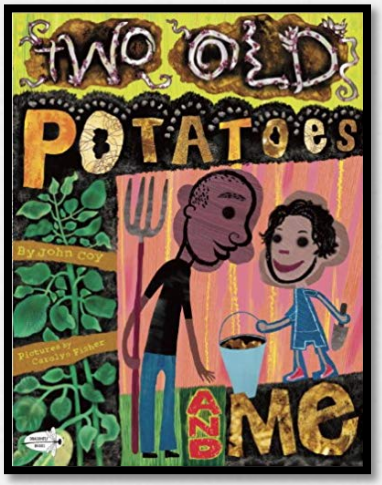
- Relationships
- Cultures
- Morals











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Learn!

Week 4

This Week's Lessons:

a. Home Sweet Home *30 Mins*
b. Balloon Hot Potato *45 Mins*

Weekly Ala Carte Features:

Fresh Food Exposure, page #
Garden Kitchen Recipe Demo, page #
Quick Classroom Exercise, page #

Tip of the Week

This curriculum involves students in every step of making a garden successful at your school. This week you will lead them in selecting the garden site, and in next week's lesson they will create garden rules and develop teams with specific responsibilities to make sure that the garden is cared for well.

Creating a new garden can be simple and inexpensive. If the soil is rich and well drained, you might be able to just plant into the existing ground. If not, a solution could be to make a small, easy-to-make and easy-to-maintain raised bed garden that's filled with purchased soil.

See page # for ways to make your garden a success with little effort and money.

a. Home Sweet Home 30 minutes

Objective

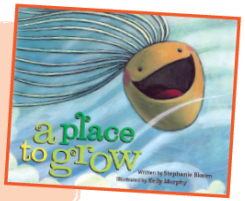
Determine, observe, evaluate, and describe the physical characteristics of a garden location.
Select a garden area that will provide for the needs of vegetable plants.

Supplies

A Place to Grow book
Glue
Poster
For each student: *Home Sweet Home* site evaluation page; clipboard; pen or pencil; several packets of other kinds of vegetable seeds

Literature connection: *A Place to Grow* Synopsis

As it floats through the sky looking for a place to grow, a tiny seed lands in different places, looking for a home that provides for all its needs. Some places are too shady, too dangerous, or too crowded. Will the little seed ever find a place to grow?



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Week 1

Garden Journal: Week 1

Write a plant need beside each letter below:

P
L
A
N
T
S

Your teacher has given you a seed. What might it grow into if you plant it and give it everything it needs? Maybe it will grow into a tree, a flower, or some tasty new veggie that you've never even seen before.

1. Draw a picture of what you think this seed might become one day:
2. Write 2 sentences to describe what you think the plant would look like when it's grown. (Include at least 3 describing words in these sentences.)
3. Write one more sentence to tell how this grown plant might be useful to you.

TASTING 1: Carrots

You've learned that eating something is not just tasting—it's using all 5 of your senses! Today you will give a report card to a carrot. Give it a separate grade for each sense—sight, smell, feel, sound, and taste.

Sight	A	B	C	D	F
Smell	A	B	C	D	F
Feel	A	B	C	D	F
Sound	A	B	C	D	F
Taste	A	B	C	D	F

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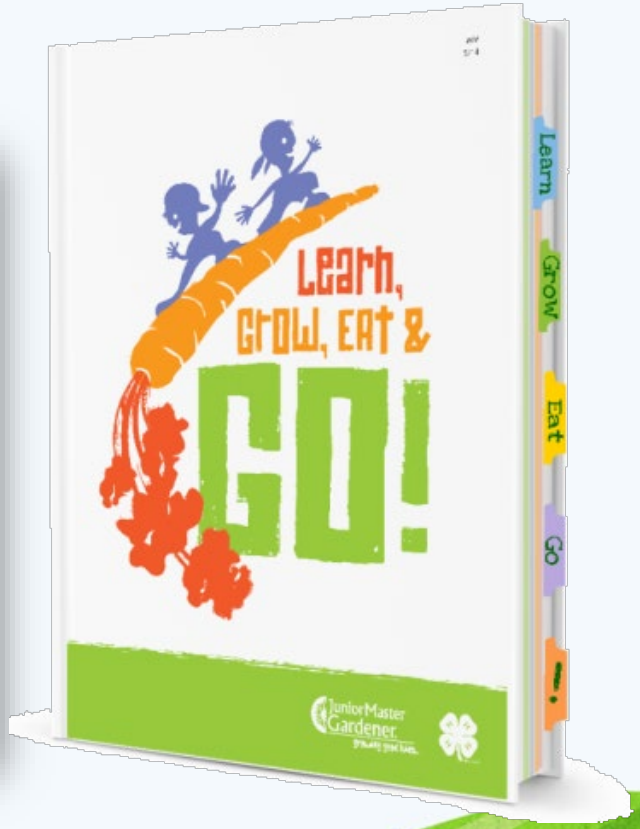
Grow! School Gardens



Grow!

- GARDENS - raised beds or container gardens
- Grow featured *nutrient-dense* vegetables

- Carrot
- Red leaf/loose leaf lettuce
- Broccoli
- Potatoes
- Swiss chard
- Bell pepper
- Cauliflower
- Spinach
- Oriental cabbage – Bok Choy
- Cherry tomatoes
- Sugar snap peas
- Squash

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Quick & Easy Garden Kit

- Getting Materials: What are we growing?
  - *growing 6 seasonal crops*
  - *3 square ft. plantings of each*
  - *extra space for kids to choice plantings*
  - *simplicity of steps/supplies*

Sample cool season 3x7 raised bed:

carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice
carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice
carrots	leaf lettuce	baby spinach	cauliflower	broccoli	swiss chard	kids' choice

Raised Garden Beds

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Compost & Soil

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Planting Guide

Garden Planting Chart

Crop	Recommended planting date	Number of days until emerging	Number of seeds or plants per paper towel	Planting depth	Number of days to harvest
Beans (bush)		5-10	9	1 inch	45-60
Beans (pole)		5-10	8	2 inches	50-70
Beets		7-10	9	½ inch	55-70
Bell peppers		9-14	1	¼ inch	110-120
Bok choy		3-10	4	¼ inch	45-50
Broccoli		Transplant	1	Transplant	60-80
Brussels sprouts		5-10	1	¼ inch	120-150
Cabbage		5-10	1	¼ inch	60-120
Carrots		12-18	16	¼ inch	70-80
Cauliflower		Transplant	1	Transplant	60-100
Collards		5-10	4	½ inch	45-80
Cucumbers		6-10	2	1 inch	50-70
Garlic		5-10	16 cloves	1 inch	100-200
Kohlrabi		6-9	1	½ inch	50-75
Lettuce (head)		5-8	4	½ inch	45-90
Lettuce (leaf)		6-8	4	¼ inch	45-60
Mustard greens		3-8	4	½ inch	30-50
Onions		10-14	16	1 inch	80-120
Potatoes		14-28	1 seed potato piece	4 inches	70-90
Radishes		3-6	16	½ inch	25-40
Spinach		7-12	9	½ inch	40-60
Squash		4-6	1 seed per 4 squares	1 inch	45-90
Sugar snap peas		10-12	8	1 inch	60-100
Swiss chard		7-10	4	1 inch	45-80
Tomatoes		Transplant	1	Transplant	60-80
Turnip greens		4-8	4	½ inch	30-60
Turnips		4-8	9	½ inch	30-60

See page# for details of where to find recommended planting date information for your area.

Local Extension support to provide info on your local planting dates

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Tools & Planting Day

TEXAS A&M AGRILIFE EXTENSION

GrOW!

Garden Maintenance

TEXAS A&M AGRILIFE EXTENSION

Pests

Grow!

Harvest

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Happy Faces

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Funding

- **Donations**
  - **Local nurseries, landscapers, businesses, wish list sent home with students**
- **Fundraisers**
- **Grants**

EAT!

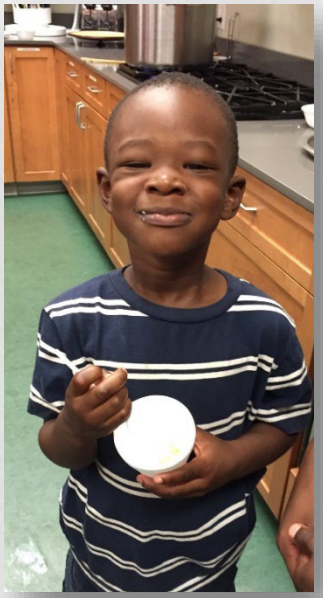
Food Exposure

TEXAS A&M AGRILIFE EXTENSION

Exposure to nutrient-dense vegetables

Fresh from the garden to snack-time

Food demonstration in the classroom



"I didn't know I liked broccoli"

EAT!

Food tastings and recipe demos with your kids

Through the Learn, Grow, Eat, and Go! curriculum, teachers, school cafeteria personnel, and volunteers can expose kids to new foods by conducting raw vegetable tastings and recipe demonstrations.

These demos and tastings can provide hands-on experiences that encourage students to try new foods. For some students, these tastings or recipes may give them their first experiences with different varieties of vegetables.

Schools have found several ways to offer these opportunities:

- School nutrition and cafeteria personnel lead the tastings and demonstrations for the students to sample and view during class time.
- These personnel include the fresh vegetables or recipes as a part of the lunch program.
- The students prepare the recipe along with the school personnel.
- The tastings or recipes are prepared during classroom time by trained school volunteers, teachers, Extension volunteers, or Extension nutrition education assistants (all under the direction of an individual with appropriate food handler certification).

The county Extension office can also train teachers, cafeteria workers, and volunteers on the best methods for conducting tastings. Contact information for your local Extension agent is available at www.jmgkids.us/MyCounty.

Follow these best practices from www.foodsafety.gov for handling raw vegetables:

- Refrigerate perishable fresh vegetables and all produce that has been cut or peeled.
- Wash your hands before preparing fresh produce for the tasting or demonstration.
- Before cooking or eating any produce, wash it under running water, unless it has been bagged and labeled as pre-washed.
- Have the students wash their hands before handling or tasting food.

During the tastings, the students will evaluate the look, smell, sound, texture, and taste of the foods. The evaluation process can help the students avoid automatically dismissing a vegetable or recipe before trying it.

Teachers can encourage students to try new vegetables by:

- Modeling the tasting of raw vegetables
- Modeling the tasting of new recipes
- Encouraging students to avoid saying "yuck" or "ew" during tastings or demonstrations
- Leading classroom discussions on how food looks, tastes, feels, sounds, and smell

As the students taste more fresh vegetables a new recipes, their excitement level and willi ness to try new foods will grow.

Swiss chard

Serving size: 1 cup

Raw nutrient amounts

- Vitamin A: 45% DV
- Vitamin C: 20% DV
- Vitamin K: 374% DV

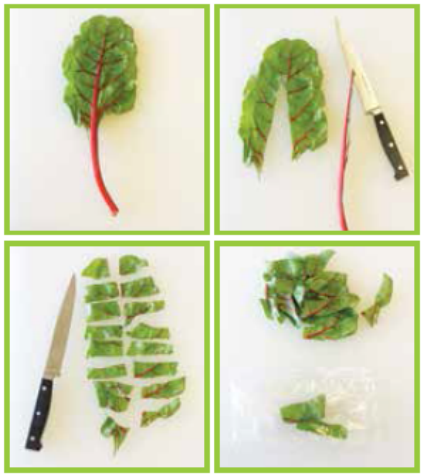
Edible colors: Green, orange, red, white, yellow

Amount needed to provide 1 bite-size sample each for 20 students: 3 medium-size leaves

Preparation tips

- Cut away the base stems.
- Wash the leaves carefully under cold water.
- Slice the leaves into thin, ½-inch-long slices, and give each student 1 or 2 strips.

Option: Give each student a few drops of low-fat ranch, vinaigrette, or other salad dressing for dipping the veggie sample.



EAT!

Observe and Evaluate

2nd Exposure

12 Garden Kitchen recipe demonstrations in classroom with featured vegetable from sample

1st Exposure

Evaluation of 12 fresh vegetable samples in classroom

TASTING 1: Carrots

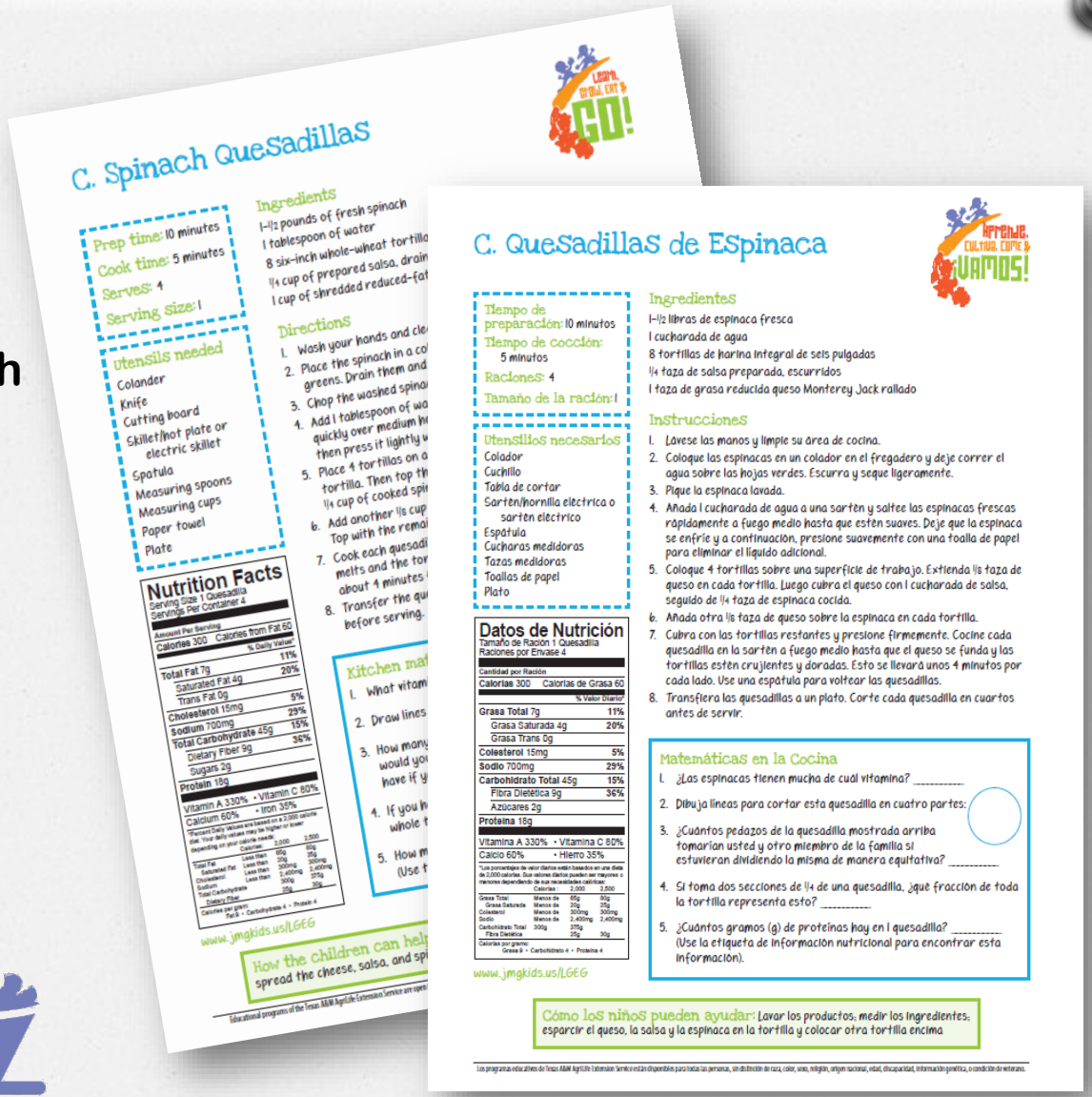
You've learned that eating something is not just tasting—it's using all 5 of your senses! Today you will give a report card to a carrot. Give it a separate grade for each sense—sight, smell, feel, sound, and taste.

Sight	A	B	C	D	F
Smell	A	B	C	D	F
Feel	A	B	C	D	F
Sound	A	B	C	D	F
Taste	A	B	C	D	F

TEXAS A&M AGRILIFE EXTENSION

EAT!

12 take home recipes in English and Spanish



C. Spinach Quesadillas

Prep time: 10 minutes
Cook time: 5 minutes
Serves: 4
Serving size: 1

Utensils needed
Colander
Knife
Cutting board
Skillet/hot plate or electric skillet
Spatula
Measuring spoons
Measuring cups
Paper towel
Plate

Ingredients
1-1/2 pounds of fresh spinach
1 tablespoon of water
8 six-inch whole-wheat tortilla
1/4 cup of prepared salsa, drain
1 cup of shredded reduced-fat

Directions
1. Wash your hands and cle
2. Place the spinach in a co greens. Drain them and
3. Chop the washed spina
4. Add 1 tablespoon of wa quickly over medium he then press it lightly w
5. Place 4 tortillas on a tortilla. Then top th 1/4 cup of cooked spi
6. Add another 1/8 cup Top with the remai
7. Cook each quesadi melts and the tor about 4 minutes.
8. Transfer the qu before serving.

Nutrition Facts
Serving Size 1 Quesadilla
Servings Per Container 4

Amount Per Serving	
Calories 300	Calories from Fat 60
	% Daily Value*
Total Fat 7g	11%
Saturated Fat 4g	20%
Trans Fat 0g	
Cholesterol 15mg	5%
Sodium 700mg	29%
Total Carbohydrate 45g	15%
Dietary Fiber 9g	36%
Sugars 2g	
Protein 18g	
Vitamin A 330%	• Vitamin C 80%
Calcium 60%	• Iron 35%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

		Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Kitchen ma
1. What vitam
2. Draw lines
3. How many would yo have if y
4. If you h whole t
5. How m (Use t

How the children can help spread the cheese, salsa, and sp

www.jmgkids.us/LGEG

Educational programs of the Texas A&M AgriLife Extension Service are open

C. Quesadillas de Espinaca

Tiempo de preparación: 10 minutos
Tiempo de cocción: 5 minutos
Raciones: 4
Tamaño de la ración: 1

Utensilios necesarios
Colador
Cuchillo
Tabla de cortar
Sartén/hornilla eléctrica o sartén eléctrico
Espátula
Cucharas medidoras
Tazas medidoras
Toallas de papel
Plato

Ingredientes
1-1/2 libras de espinaca fresca
1 cucharada de agua
8 tortillas de harina integral de seis pulgadas
1/4 taza de salsa preparada, escurridos
1 taza de grasa reducida queso Monterey Jack rallado

Instrucciones
1. Lávese las manos y limpie su área de cocina.
2. Coloque las espinacas en un colador en el fregadero y deje correr el agua sobre las hojas verdes. Escurra y seque ligeramente.
3. Pique la espinaca lavada.
4. Añada 1 cucharada de agua a una sartén y saltee las espinacas frescas rápidamente a fuego medio hasta que estén suaves. Deje que la espinaca se enfríe y a continuación, presione suavemente con una toalla de papel para eliminar el líquido adicional.
5. Coloque 4 tortillas sobre una superficie de trabajo. Extienda 1/8 taza de queso en cada tortilla. Luego cubra el queso con 1 cucharada de salsa, seguido de 1/4 taza de espinaca cocida.
6. Añada otra 1/8 taza de queso sobre la espinaca en cada tortilla.
7. Cubra con las tortillas restantes y presione firmemente. Cocine cada quesadilla en la sartén a fuego medio hasta que el queso se funda y las tortillas estén crujientes y doradas. Esto se llevará unos 4 minutos por cada lado. Use una espátula para voltear las quesadillas.
8. Transfiera las quesadillas a un plato. Corte cada quesadilla en cuartos antes de servir.

Datos de Nutrición
Tamaño de Ración 1 Quesadilla
Raciones por Envase 4

Cantidad por Ración	
Calorías 300	Calorías de Grasa 60
	% Valor Diario*
Grasa Total 7g	11%
Grasa Saturada 4g	20%
Grasa Trans 0g	
Colesterol 15mg	5%
Sodio 700mg	29%
Carbohidrato Total 45g	15%
Fibra Dietética 9g	36%
Azúcares 2g	
Proteína 18g	
Vitamina A 330%	• Vitamina C 80%
Calcio 60%	• Hierro 35%

*Los porcentajes de valor diarios están basados en una dieta de 2,000 calorías. Sus valores diarios pueden ser mayores o menores dependiendo de sus necesidades calóricas:

		Calorías:	2,000	2,500
Grasa Total	Menos de		65g	80g
Grasa Saturada	Menos de		20g	25g
Colesterol	Menos de		300mg	300mg
Sodio	Menos de		2,400mg	2,400mg
Carbohidrato Total		300g	375g	
Fibra Dietética			25g	30g

Calorías por gramo:
Grasa 9 • Carbohidrato 4 • Proteína 4

Matemáticas en la Cocina
1. ¿Las espinacas tienen mucha de cuál vitamina? _____
2. Dibuja líneas para cortar esta quesadilla en cuatro partes:
3. ¿Cuántos pedazos de la quesadilla mostrada arriba tomarían usted y otro miembro de la familia si estuvieran dividiendo la misma de manera equitativa? _____
4. Si toma dos secciones de 1/4 de una quesadilla, ¿qué fracción de toda la tortilla representa esto? _____
5. ¿Cuántos gramos (g) de proteínas hay en 1 quesadilla? _____ (Use la etiqueta de información nutricional para encontrar esta información).

www.jmgkids.us/LGEG

Cómo los niños pueden ayudar: Lavar los productos; medir los ingredientes; esparcir el queso, la salsa y la espinaca en la tortilla y colocar otra tortilla encima

Los programas educativos de Texas A&M AgriLife Extension Service están disponibles para todas las personas, sin distinción de raza, color, sexo, religión, origen nacional, edad, discapacidad, información genética, o condición de veterano.

GO!

Research shows physical activity breaks can improve academic performance.

What is GO?

10 activities to help include physical fitness

- **Week 1 – Take a Walk**
- **Week 2 – Team Bubble Burst**
- **Week 3 – Hit the Deck Dash**
- **Week 4 – 10x Multiplying Monitor**
- **Week 5 – AlphaWalk**
- **Week 6 – Scarecrow Tag**
- **Week 7 – Playground Touch Map**
- **Week 8 – Caterpillar Carry**
- **Week 9 – Rainbow Relay**
- **Week 10 – Favorite Walk**

Texas A&M AgriLife Extension

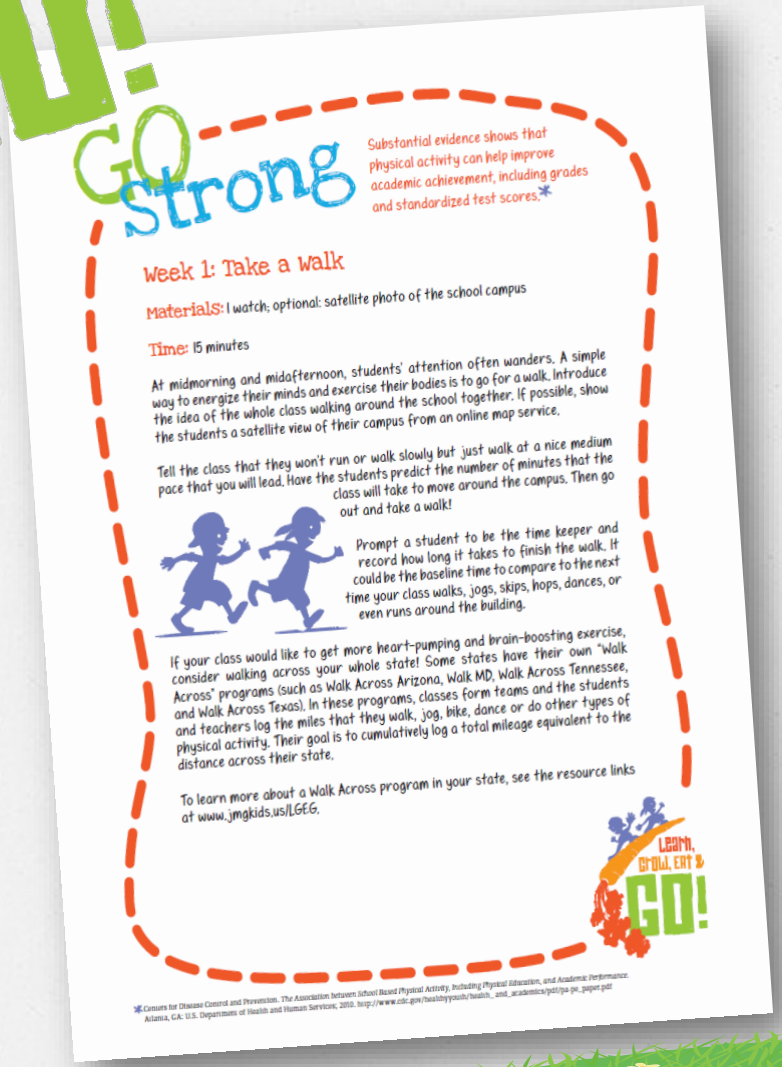
Benefits of GO!

- **Settling a fidgety group of kids**
- **Helping students refocus**
- **Promoting creativity**
- **Improving student performance**
- **Re-energizing a droopy class after lunch**

Research has shown that students who are physically active and fit are more likely to perform well in school than are their sedentary peers.

Texas A&M AgriLife Extension

Weekly featured brain & body boosting activities



GO! GO Strong

Substantial evidence shows that physical activity can help improve academic achievement, including grades and standardized test scores.*

Week 1: Take a Walk

Materials: 1 watch; optional: satellite photo of the school campus

Time: 15 minutes

At midmorning and midafternoon, students' attention often wanders. A simple way to energize their minds and exercise their bodies is to go for a walk. Introduce the idea of the whole class walking around the school together. If possible, show the students a satellite view of their campus from an online map service.

Tell the class that they won't run or walk slowly but just walk at a nice medium pace that you will lead. Have the students predict the number of minutes that the class will take to move around the campus. Then go out and take a walk!

Prompt a student to be the time keeper and record how long it takes to finish the walk. It could be the baseline time to compare to the next time your class walks, jogs, skips, hops, dances, or even runs around the building.

If your class would like to get more heart-pumping and brain-boosting exercise, consider walking across your whole state! Some states have their own "Walk Across" programs (such as Walk Across Arizona, Walk MD, Walk Across Tennessee, and Walk Across Texas). In these programs, classes form teams and the students and teachers log the miles that they walk, jog, bike, dance or do other types of physical activity. Their goal is to cumulatively log a total mileage equivalent to the distance across their state.

To learn more about a Walk Across program in your state, see the resource links at www.jmgkids.us/LGEG.

Learn, Grow, Eat & GO!

*Centers for Disease Control and Prevention. *The Association between School Based Physical Activity, Including Physical Education, and Academic Performance.* Atlanta, GA: U.S. Department of Health and Human Services, 2010. http://www.cdc.gov/healthyyouth/health_ and_academics/pdf/pa-pe_paper.pdf

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Team Bubble Burst

GO Strong

Research shows that activity breaks can help students' on-task behavior*

Week 2: Team Bubble Burst

Materials: 1 balloon for each pair of students in the class

Time: 15 minutes

Outside, choose a start line and a finish line about 25 to 30 feet apart. Pair up the students and have each pair stand at the starting line facing each other with their hands clasped behind their backs.

Place a balloon between each pair, and have the students hold it there with their chests.

When you give the signal, the students will work together to get their balloon to the finish line. The students may touch the balloon with their hands only if it drops. Then one student may pick it up and place it back in its starting position. Both players will then clasp their hands again behind their backs then continue the race. If a balloon pops, that team must run back to the starting line, then to the finish line, and sit until all other teams have also crossed the finish line.

The winning team will be the first to cross the finish line and pop the balloon by stomping, squeezing, or sitting on it.

The race continues until all teams cross the finish line.

Learn, Grow, Eat & GO!

*Active Living Research. Physical Activity and Academic Achievement. San Diego, CA: Active Living Research, Robert Wood Johnson Foundation, February 2010. http://www.lesago.org/wp-content/uploads/mhab09623-physical-activity-and-academic-achievement-color-double-sided.pdf

Texas A&M AgriLife Extension

GO!

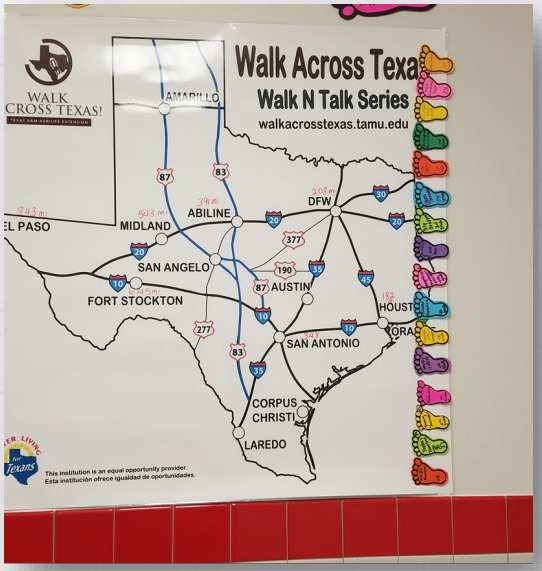
Walk Across (Your State)

"Across the United States, Extension agencies have developed 'Walk Across …' programs in which students, teachers, and families get active to accrue mileage that equals the distance across their respective states."

WALK ACROSS TEXAS!
TEXAS A&M AGRILIFE EXTENSION

TEXAS A&M AGRILIFE EXTENSION

GO! Walk Across Texas



TEXAS A&M AGRILIFE EXTENSION

Results

- 10 counties collaborated
- 33 schools and sites in rural eastern Texas
- 3,592 survey eligible participants (3rd+)
- Over 5,000 youth reached

TEXAS A&M AGRILIFE EXTENSION

Agent Team

Family & Community Health Agents
Agriculture/Natural Resource Agents
4-H Youth Development Agents
Horticulture Agents
Better Living for Texans Extension Educators
Prairie View A&M Cooperative Extension Agent

Texas A&M AgriLife Extension

Thank you!

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