BECAUSE KEEPING ACTIVE AND EATING SMART GIVE STUDENTS A BETTER START

INTERACTIVE, CROSS-CURRICULAR LESSONS FOR HIGH SCHOOL TEACHERS, SCHOOL NUTRITION STAFF, AND YOUTH LEADERS

Produced by California Project LEAN, California Department of Health Services, and the Nutrition Education and Training Section, California Department of Education, in collaboration with The Greater Los Angeles and Western Affiliates, American Heart Association, and the Public Health Institute

CALIFORNIA PROJECT LEAN
LEADERS ENCOURAGING ACTIVITY AND NUTRITION

American Heart Association℠

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TEENS: www.CaProjectLEAN.org

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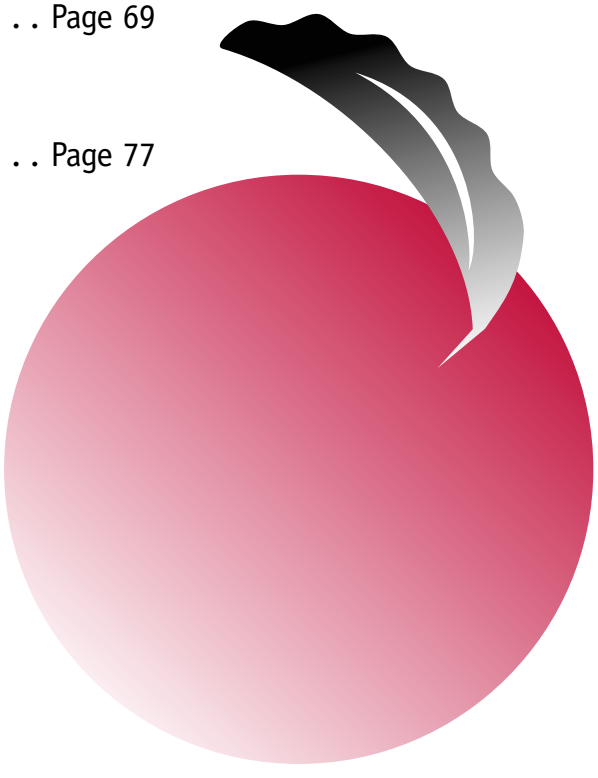

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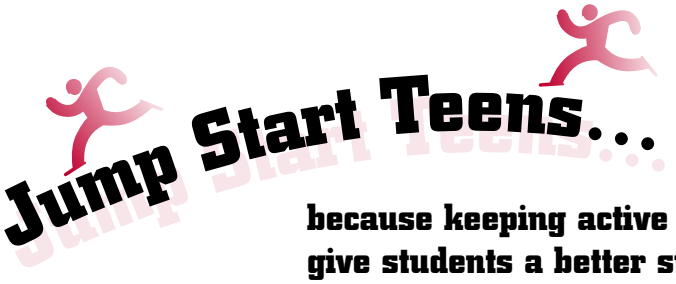

because keeping active and eating smart give students a better start!

Healthy eating and physical activity affect a student's ability to learn and perform to his/her full potential. The typical student not only skips breakfast but also eats a less-than-nutritious lunch. Combine that with physical inactivity and you have students with shorter attention spans who can't properly focus on classwork.

Knowing how much you care about student performance, the team behind California Project LEAN (Leaders Encouraging Activity and Nutrition), a program of the California Department of Health Services, and the Nutrition Education and Training Section of the California Department of Education created *Jump Start Teens*.

Jump Start's cross-curricular lessons encourage students to **eat healthy, keep moving, and become smart consumers and involved citizens!**

Jump Start reinforces your curriculum/program with:

- Creative, stand-alone lessons that integrate physical activity, nutrition, and mass media with community service, language arts, math, science, social studies, and more.
- Lessons that support team building among teachers, coaches, and nutrition staff as well as parents, local businesses, and the greater community.
- Optional extension activities that link to various parts of the curriculum.

Jump Start covers relevant, real-life, topics, such as:

- **The ABCs of Healthy Eating:** Students use MyPyramid Guide to compare what they eat with healthy eating recommendations. Includes Spanish-language handouts.
- **Let's Get Physical:** Students experience the benefits of incorporating physical activity into their daily lives while assessing their personal level of physical activity. Includes Spanish-language handouts.
- **Teens Making a Difference:** Students explore the importance and impact of their opinions and actions, then identify a project they want to work on to make a positive difference in their school or community.
- **Advertising's Hidden Messages:** Students critically examine advertisements so they can become smarter, savvier shoppers and then develop their own advertising campaign.
- **It's in the Label—The Food Label:** Students compare fat content of similar foods by learning to read the "Nutrition Facts" on food labels.
- **Have It Your Way Fast Food:** Students plan how to eat a healthier fast food meal after learning ways to cut the fat in their fast food.
- **Eating to Win:** Student athletes learn how to keep the competitive edge during sporting events by focusing on healthy pre-game meals and adequate fluid intake.
- **Making News—A Primer on the News Media:** Students write a news story after learning about the media's impact and their ability to use the media as a resource for showcasing students' community service work and other positive actions.

Who Should Use Jump Start?

Create a team! We hope that you will act as champion, or lead teacher, of *Jump Start's* activities by using a team approach to teaching. Each lesson suggests curriculum links that make it easy to involve teachers from a variety of subject areas. Don't overlook business or social studies teachers; there are lessons suited perfectly to their subjects. School nutrition directors, science resource teachers, student government, youth leadership instructors, and coaches would also be great partners to teach some of *Jump Start's* lessons. In fact, there is one lesson—**Eating to Win**—developed specifically for coaches and student athletes.

A *Jump Start* team might consist of you—the Champion—and a language arts teacher, a health education or physical education teacher, a coach, and the school nutrition director. Your team can strengthen *Jump Start's* messages across the curriculum, forge schoolwide health partnerships, build on existing district and school systems, and access resources that will enhance the activities. If your school has a health academy, it would be an ideal headquarters for *Jump Start*-related activities.

Some lessons suggest involvement by parents, administrators, school board members, business leaders, and other community representatives. Other appropriate groups to involve include school clubs, peer-to-peer educator groups, and nutrition advisory councils.

So give teens a *Jump Start*...because keeping active and eating smart give students a better start!

Playing the Policy Game: A Companion to Jump Start Teens

To become active members of their community, teens must feel comfortable using multiple skills ranging from research to public speaking. *Playing the Policy Game: Preparing teen leaders to take action on healthy eating and physical activity* teaches high school students valuable leadership skills through hands-on experiences. It guides teens on how to positively impact their school campus by enhancing opportunities for healthy eating and physical activity. Participation in a policy game project allows teens to discover the value of their opinions and how their opinions can improve their school and community.

Playing the Policy Game is designed for use by a group of teens with adult assistance. This booklet is appropriate for use in classrooms, as an after-school or extracurricular activity, or as an activity for a community youth club. The booklet can be used as part of a health education or physical education class, or as part of a civics lesson. Activity worksheets accompany the text to facilitate hands-on learning and practice.

To order your copy of the *Playing the Policy Game* booklet, either call (916) 552-9907 or write California Project LEAN, MS-7211, P.O. Box 997413, Sacramento, CA 95899-7413 and ask for your copy of California Project LEAN's materials order form. *Playing the Policy Game* can also be downloaded from www.CaliforniaProjectLEAN.org

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California Heart Disease and Stroke Prevention Program
P.O. Box 997413, MS 7212
Sacramento, CA 95899-7413
916/552-9870
www.dhs.ca.gov/chdsp

California Center for Physical Activity
PO Box 997413, MS 7211
Sacramento, CA 95899-7413
916/552-9874
www.caphysicalactivity.org

California Obesity Prevention Initiative
PO Box 997413, MS 7211
Sacramento, CA 95899-7413
916/552-9889
www.dhs.ca.gov/obesityprevention

School Health Connections
PO Box 997413, MS 7211
Sacramento, CA 95899-7213
916/552-9889
www.dhs.ca.gov/schoolhealth

California Diabetes Program
PO Box 997413, MS 7211
Sacramento, CA 95899-7413
916/552-9888
www.caldiabetes.org

Children's 5 a Day and Latino 5 a Day campaigns
P.O. Box 997413, MS-7204
Sacramento, CA 95899-7413
888/328-3483
www.dhs.ca.gov/CPNS/ca5aday

Other Resources:

American Cancer Society, California Division Office
1710 Webster Street,
Suite 210
Oakland, CA 94612
Call your local affiliate or
510/893-7900
http://www.cancer.org

American College of Sports Medicine
P.O. Box 1440
Indianapolis, IN
46206-1440
317/637-9200
www.acsm.org

American Council on Exercise
4851 Paramount Drive
San Diego, CA 92123
800/825-3636
www.acefitness.org

American Dietetic Association
120 South Riverside Plaza
Suite 2000
Chicago, IL 60606-6995
800/366-1655
www.eatright.org

American Heart Association Western States Affiliate
1710 Gilbreth Road, Suite 100
Burlingame, CA 94010
Call your local affiliate or
800/242-8721
www.amhrt.org

California Adolescent Nutrition and Fitness Program
2140 Shattuck Avenue
Suite 610
Berkeley, CA 94704
510/644-1533
www.canfit.org

California Center for Public Health Advocacy
PO Box 2309
Davis, CA 95617
530/297-6000
www.publichealthadvocacy.org

California Department of Education Nutrition Services Division
560 J Street, #270
Sacramento, CA 95814
916/445-0850
www.cde.ca.gov

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University of California, Davis
3150-I Meyer Hall
1 Shields Avenue
Davis, CA 95616
916/754-8698
www.efnep.ucdavis.edu

California Governor's Council on Physical Fitness and Sports
www.calfit.ca.gov/

California School Food Service Association
California School Nutrition Association
210 N Glenoaks Blvd., Suite C
Burbank, CA 91502
818/842-3040
www.calsna.org

Center for Science in the Public Interest
1875 Connecticut Ave. N.W.
Suite 300
Washington, DC 20009-5728
202/332-9110
www.cspinet.net

Division of Adolescent and School Health (DASH)
National Center for Chronic Disease Prevention and Health Promotion
Centers for Disease Control and Prevention
4770 Buford Highway, N.E.
Mailstop K40
Atlanta, GA 30341-3717
770/488-5401 (or 770/488-6100)
www.cdc.gov/healthyyouth

Food and Nutrition Information Center
National Agricultural Library
Room 105
10301 Baltimore Ave.
Beltsville, MD 20705-2351
301/504-5719
www.nal.usda.gov/fnic/

Healthy Kids Resource Center
Alameda County Office of Education
313 West Winton Avenue, Rm.176
Hayward, CA 94544
510/670-4583
www.hkresources.org

National Association of Anorexia and Associated Disorders
P.O. Box 7
Highland Park, IL 60035
847/831-3438
www.anad.org

National Osteoporosis Foundation
1232 22nd St. N.W.
Washington, DC 20037-1292
202/223-2226
www.nof.org

Strategic Alliance
c/o Prevention Institute
265 29th Street
Oakland, CA 94611
510/444-7738
www.preventioninstitute.org

Please copy and give us your feedback on each lesson you teach.

Name: _____ Position: _____

School District Agency: _____

1. Please tell us about the students with whom you have used this Kit. *(Check all that apply)*

- ☐ High school students in health class.
- ☐ High school students in home economics class.
- ☐ High school students in community setting.
- ☐ High school students in other classes/settings: *Please describe* _____
- ☐ Other audience(s): *Please describe* _____

2. Which of the following lessons have you used?

- ☐ Lesson 1: The ABC's of Healthy Eating
- ☐ Lesson 2: Let's Get Physical
- ☐ Lesson 3: Teens Making a Difference
- ☐ Lesson 4: Advertising's Hidden Messages
- ☐ Lesson 5: It's in the Label!
- ☐ Lesson 6: Have It Your Way Fast Food
- ☐ Lesson 7: Eating to Win
- ☐ Lesson 8: Making News

3. Do the lessons complement the existing school curriculum?

☐ YES ☐ NO ☐ N/A

4. Which part(s) of the lessons did you find most useful?

- ☐ Objectives *(sidebar)*
- ☐ "Getting Ready" *(sidebar)*
- ☐ Curriculum Links *(sidebar)*
- ☐ Activity Steps
- ☐ Extensions
- ☐ Teacher Background Information
- ☐ References
- ☐ Worksheets, transparencies, handouts

5. Generally, what is the student response to the lessons from the *Kit*?

- ☐ Students enjoy the lessons very much.
- ☐ Students don't care one way or the other.
- ☐ Students do not enjoy the lessons.

6. Do you plan to continue using the Kit with your *students* in the future?

- ☐ YES *(go on to #7)*
- ☐ NO—If "no," why not?
  - ☐ Don't work directly with students.
  - ☐ Lack of time.
  - ☐ Lessons too complicated.
  - ☐ Lessons too time-consuming.
  - ☐ *Kit* is not of high quality.
  - ☐ Lessons not interesting to my students.
  - ☐ Use it as a reference/resource.
  - ☐ Other: _____

7. Overall, what is your evaluation of the *Jump Start Teens Kit* in terms of its effectiveness with teen students or your audience?

☐ Excellent ☐ Good ☐ Fair ☐ Poor

8. Is there anything about the *Jump Start Teens Kit* and/or how you have used it that you would like to share with California Project LEAN staff?

Please return completed evaluation to: **California Project LEAN, California Department of Health Services,** *P.O. Box 997413, MS 7211, Sacramento, CA 95899-7413 or fax to (916) 552-9909.*

The ABCs of Healthy Eating

OVERVIEW OF LESSON—This lesson teaches students the ABCs of healthy eating, with an emphasis on balance among food groups. Students will compare what they typically eat in one day to *The MyPyramid* food guidance system, and learn about the link between eating habits and their physical and mental health.

Objectives

Students will:

- Learn how their eating habits affect their physical and mental health.
- Learn why nutrition experts chose a pyramid to illustrate healthy eating recommendations.
- Identify food groups in the MyPyramid Guide.

Time Needed

50 minutes

Getting Ready

Read:

- Teacher Background Information

Make:

- *The MyPyramid Guide* overhead or use online www.mypyramid.gov
- The serving sizes chart from MyPyramid overhead or use online www.mypyramid.gov
- *MíPirámide* overhead (optional)

Have:

- Sample serving sizes of dry cereal, fruits, vegetables, etc. *(optional)*

Duplicate:

- *The MyPyramid Guide*
- *What is one serving?* chart from MyPyramid
- *Mípirámide Guide*
- *¿Que es una porción?* chart from Mípirámide

Curriculum Links

- Consumer Education
- Health
- Language Arts
- Spanish

Activity Steps

1. Ask the students to stand. Ask all students who know somebody, a family member, friend, etc., who has heart disease or who has died of heart disease to sit down. Next ask students who know anyone who has cancer or who has died of cancer to sit down. Finally, ask those who know of anyone who has diabetes to sit down. (At this point, all or most of the students will be seated.) Note that poor eating habits are linked to the development of heart disease, cancer, and diabetes.

2. Discuss the following: Most teens do not believe their eating habits will affect their future health, but we know that unhealthy eating habits are linked to obesity, heart disease, stroke, high blood pressure, diabetes, and certain types of cancer. Even school-age children may have the beginning phases of heart disease. Poor eating habits can also contribute to:

- Dull and dry hair
- Pale and flaky skin
- Brittle nails
- Irritability and moodiness
- Poor concentration
- Problems with being underweight or overweight

3. Discuss the *MyPyramid Food Guidance System,* using the *MyPyramid* handout and overhead. Lead a discussion on the *MyPyramid* with the following:

- **Why do you think health experts chose this graphic as a guide for Americans?**

(Answer: The USDA's MyPyramid food guidance system symbolizes a personalized approach to healthy eating and physical activity. It is meant to remind Americans to make healthful food choices and to be active every day. This guide debuted in 2005, and is the first food guidance system to include physical activity in its core recommendations.)

- **What do you think all of the sections represent? (Review the different features of the MyPyramid)**

Activity: Activity is represented by the steps and the person climbing them, as a reminder of the importance of daily physical activity.

Variety: Variety is symbolized by the 6 color bands representing the 5 food groups of the Pyramid plus Oils. This illustrates that foods from all groups are needed each day for good health.

Moderation: Moderation is represented by the narrowing of each food group from bottom to top. The wider base stands for foods to choose more often (those with limited solid fats or added sugar); the narrower top area stands for foods to choose less often (those with more added sugars and solid fats).

Proportionality: Proportionality is shown by the different widths of the food group bands. The widths suggest how much food a person should choose from each group. (For example, the orange band represents grains, which should make up the biggest proportion of the diet.) The widths are just a general guide, not exact proportions.

Personalization: Personalization is shown by the person on the steps and the slogan "MyPyramid: Steps to a Healthier You"

Gradual Improvement: The Slogan, "Steps to a Healthier You", suggest that individuals can benefit from taking small steps to improve their diet and lifestyle each day.

- **Review the different food groups:**

Using the Serving Size Overhead and Serving Size Handout, lead a discussion on the 5 food groups. *(If available, pass around examples of pre-measured serving sizes of cereals, fruits, vegetables, and other foods. The serving sizes should be based on the My Pyramid's recommended serving sizes.)*

- **What are oils?**

(Answer: Oils are fats that are liquid at room temperature (such as oils used in cooking). Some common oils are: canola oil, corn oil, olive oil, soybean oil, sunflower oil. Foods naturally high in oils are nuts, olives, some fish and avocado. Foods that are mainly oil include mayonnaise, certain salad dressings, and tub margarine.)

- **What are fats?**

(Answer: Solid Fats are fats that are solid at room temperature. Solid fats come from various animal foods and can be made from vegetable oils through a process call "hydrogenation". Common solid fats are: butter, chicken fat, stick margarine, shortening, and pork fat (lard).

- **Do we need oils and fats?**

(Answer: Everyone needs some fats and oils in their diet. It is best to choose unsaturated fats (those found in vegetable oils) and limit saturated fat (solid fats from animal sources and/or from vegetable oils that have been hydrogenated).

Discuss Discretionary Calories: These are extra calories individuals choose to eat or drink that are above their essential nutrient needs.

- **What kinds of foods would fit into "discretionary" calories?**

(Answer: Higher fat and/or higher sugar foods such as, butter, sauces, gravies, sugar, syrup, candy, soda and other sweetened drinks, whole milk, sweetened cereals, sweetened yogurt, cookies, and cakes, etc. In general, discretionary calories or "extra" calories should should be between 100-300 calories per day. If someone is physically active, this may be more.)

The servings recommended are based on a 2000 calorie diet

- **Does everyone need 2000 calories per day?**
- **What if you need more calories?**
- **What if you need less calories?**

(Answer: If you need more or less than 2000 calories per day, you will need more or fewer servings in each of the food groups. The number of daily servings needed from each food group depends on a person's size, age, gender, activity level, and growth needs.)

For a plan that is specific to their needs, students can log onto www.mypyramid.gov, enter their age, gender, and activity level and get a plan that reflects their calorie needs.

4. Ask students to write down on a piece of paper everything they ate yesterday, (including what they drank) and any physical activity they did. Have students identify the food group each food or drink represents using MyPyramid, or you can use the *Food Tracking Worksheet* from www.mypyramid.gov to classify the foods consumed. Following are some helpful hints:

A cheeseburger falls into—

Meat, Poultry, Dry Beans, Fish, Eggs, and Nuts group because of the hamburger patty.
Milk, Yogurt, and Cheese group because of the cheese.
Oils because of the mayonnaise or special sauce.
Bread, Cereal, Rice, and Pasta group because of the bun.

Discuss how students' eating and physical activity habits stack up against *The MyPyramid Food Guidance System*. Are there any food groups that students failed to eat from? (The typical person eats too few fruits and vegetables, and adolescents typically fail to eat enough foods from the **Milk, Yogurt, and Cheese Group**). What food groups did students get enough servings in? Did most students get the recommended 60 minutes of physical activity per day? Approximately how many calories did students get from "discretionary" calories?

Please note, this activity does not focus on specific serving sizes but instead emphasizes the importance of balance among food groups in a daily eating pattern. If the foods a person eats in one day tend to be from one food group more than another, it is not the end of the world. The key is to try to include foods from all food groups throughout the week.

Extensions

- **Optional Classroom Activity:** Hold class in a computer lab and have students go online to www.mypyramid.gov and enter individualized information based on gender and age.

- **Optional Classroom Activity:** Invite school nutrition staff to class to explain how cafeteria meals reflect *The MyPyramid*.

- **Optional Family Outreach Activity:** Ask students to look at the foods they have at home and categorize them by using *The MyPyramid*. Have them determine if all food groups are represented. Or ask them to discuss what they've learned in class with their family members or caregivers. Have them write a report detailing what they found and the results of any discussions with their family members or caregivers.

Teacher Background Information

Adolescents may be surprised to learn that unhealthy eating habits and a lack of physical activity not only have a long-term effect, but also take a toll on their bodies now. Autopsies on the arteries of school-age children (who died, for example, in automobile accidents) revealed that their arteries had already started clogging.

Additionally, teens can't feel their bones becoming thinner from eating too few calcium-rich foods; yet surveys indicate teenage girls consume only half of the calcium they need to prevent osteoporosis, a disease that thins the bones, makes them brittle, and leads to 1.5 million bone fractures each year.[1]

Furthermore, inadequate nutrition during childhood can have a detrimental effect on children's cognitive development and on productivity in adulthood. There is evidence that chronically undernourished children attain lower scores on standardized achievement tests, are more irritable, have difficulty concentrating and have lower energy levels.[2]

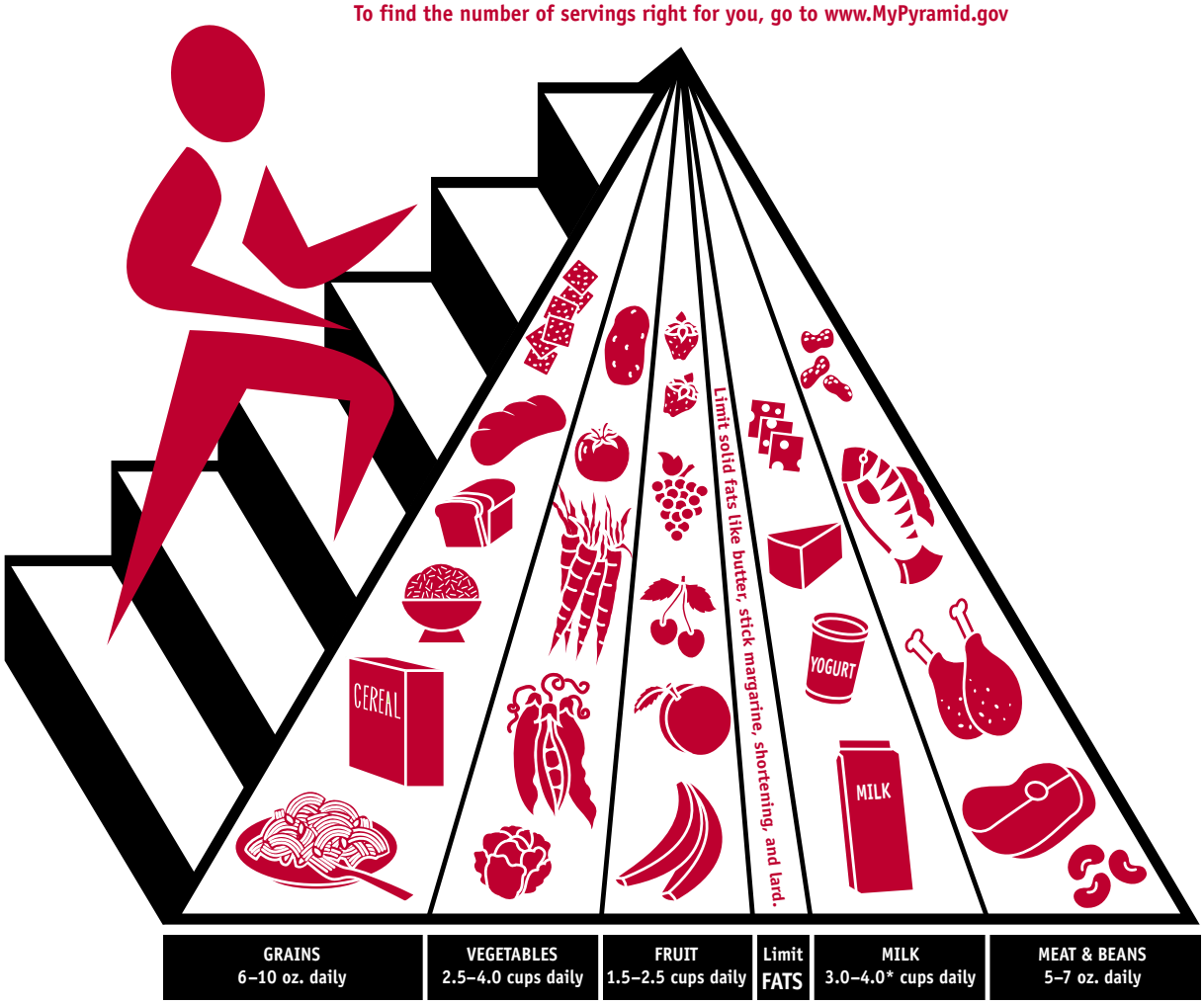
Making healthier food choices begins with an understanding of how to incorporate *The MyPyramid* into students' daily lives.

[1] Gass, M., Dawson-Hughes, B., (2006). Preventing Osteoporosis-Related Fractures: An Overview. *The American Journal of Medicine,* Vol. 119 (4A), 3S-11S

[2] Tufts University, Center on Hunger, Poverty, and Nutrition Policy, Statement on the Link Between Nutrition and Cognitive Development in Children, Tufts University, Medford, MA, 1994.

[3] Quinn, D., Calvin, M., and Kushner, A. [1997]. National Research Council's New Report Recasts Dietary Requirements for Calcium and Related Nutrients. National Academy of Sciences, National Academy of Engineering.

MyPyramid STEPS TO A HEALTHIER YOU



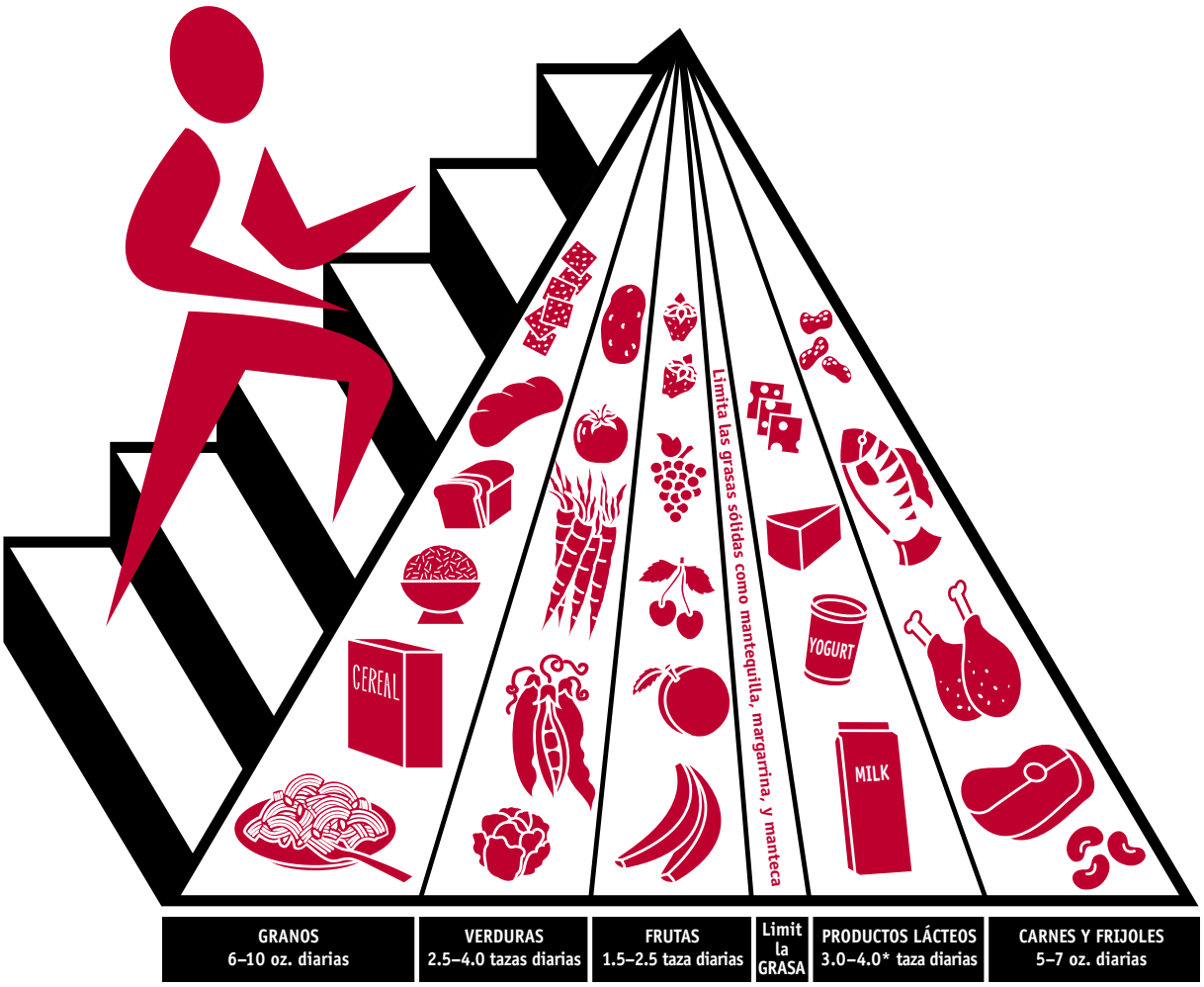
Adapted from MyPyramid, the U.S. Department of Agriculture
Center for Nutrition Policy and Promotion

*Medical experts with the National Academy of Science now recommend that adolescents consume 1,300 milligrams of calcium per day. Because of this recommendation, Project LEAN recommends 3–4 servings every day from the Milk, Yogurt, and Cheese Group to help meet adolescents' calcium needs. Calcium is needed to maintain bone strength. Eighty-five percent of a person's bone structure is formed by age 14.[3]

MiPirámide

PASOS HACIA UNA MEJOR SALUD

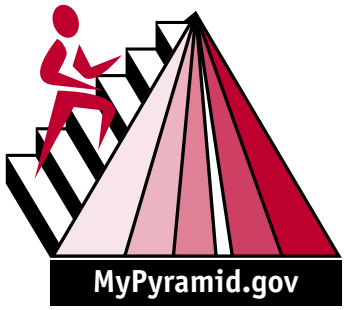
Para ver las cantidades que tú necesitas, vista www.mypyramid.gov



Adaptado de MiPirámide, del Departamento de Agricultura de Los Estados Unidos

***Para Su Información:** Expertos en medicina de la Academia Nacional de Ciencias ahora recomiendan que los adolescentes consuman 1,300 miligramos de calcio cada día. Debido a esta recomendación, Project LEAN recomienda 3 a 4 porciones de leche y productos derivados de la leche cada día para ayudar a satisfacer las necesidades de calcio en los adolescentes. El calcio es necesario para el fortalecimiento de los huesos. El ochenta y cinco por ciento de la estructura ósea está formada a la edad de 14 años.[3]

What is One Serving?



Grains	Vegetables	Fruits	Milk	Meat & Beans
6–10 ounces per day (bread, cereal, rice, pasta)	**2 1/2–4 cups per day**	**1 1/2–2 1/2 cups per day**	**3–4* cups per day**	**5–7 ounces per day**
Measured in ounces	***Measured in cups***	***Measured in cups***	***Measured in cups***	***Measured in ounces***
Choose whole grains	Eat a variety and include dark green veggies, orange veggies and include dry beans and pintos.	Eat a variety. Choose fresh, frozen, canned or dried. Go easy on juice.	Choose fat-free or low-fat.	Choose low-fat or lean meats and poultry.
1 ounce is equal to: 1 slice bread 1 cup breakfast cereal 1/2 cup rice 1/2 cup pasta 1/2 cup cooked cereal	***1 cup is equal to:*** 1 large baked potato or sweet potato 2 cups lettuce (romaine, spinach, iceberg)	***1 cup is equal to:*** 1 medium mango 1 large banana 1 medium apple Medium bunch of grapes 2 plums	***1 cup is equal to:*** 1 cup milk, soy milk, rice milk 1 cup yogurt 1/3 cup shredded cheese or 1 1/2 ounces of hard cheese	***1 ounce is equal to:*** 1/4 cup of beans 1 ounce of cooked meat, fish, poultry 3–4 pieces of shrimp 3 thin slices of cold meat 10–12 almonds or cashews
	1/2 cup is equal to: 1/2 cup corn or 1/2 cob of corn 1/2 cup raw veggies (such as carrots, celery, broccoli) 1/2 cup green beans 1/2 cup tomatoes 1/2 cup tomato juice	***1/2 cup is equal to:*** 1/2 grapefruit 1 small orange 1/2 cup 100% juice 1 peach 1/4 cup raisins 1/2 cup strawberries, blueberries, raspberries 1 kiwi 1/2 cup canned fruit	***1/2 cup is equal to:*** 1/2 cup pudding (made with milk) 1/2 cup frozen yogurt	

Find a Balance Between Food and Physical Activity.

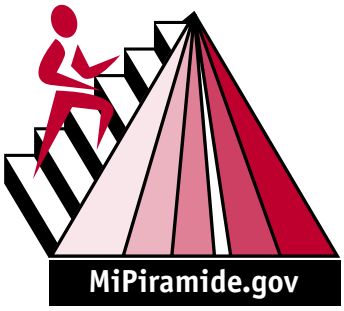
- Be physically active for at least 60 minutes most days of the week.

Know the limits on fats, sugars and salt (sodium).

- Make most of your fat sources from fish, nuts and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fat, and sodium low.
- Choose food and drinks low in added sugars. Added sugars contribute calories with few, if any, nutrients

*Reflects 1997 National Academy of Sciences calcium guidelines for adolescents.

Adapted from MyPyramid.gov, the U.S. Department of Agriculture, Center for Nutrition Policy and Promotion



¿Que es Una Porción?

Granos	Verduras	Frutas	Productos Lacteos	Carnes Y Frijoles
6–10 onzas al día (pan, cereal, arroz, pasta)	**2 1/2–4 tazas al día**	**1 1/2–2 1/2 tazas al día**	**3–4* tazas al día**	**5–7 onzas al día**
Medido en onzas	***Medido en tazas***	***Medido en tazas***	***Medido en tazas***	***Medido en onzas***
Escoge granos integrales todos los días	Consume una variedad incluyendo verduras de color verde oscuro, color naranja y frijoles.	Consume una variedad de frutas incluyendo frutas frescas, congeladas, enlatadas, o secas. Limita el consumo de jugos.	Escoge productos lácteos bajos en grasa o sin grasa.	Escoge carnes y aves de bajo contenido de grasa o magras.
1 onza equivale a:	***1 taza equivale a:***	***1 taza equivale a:***	***1 taza equivale a:***	***1 onza equivale a:***
1 rebanada de pan 1 taza de cereal 1/2 taza de arroz 1/2 taza de pasta 1/2 taza de avena cocida	1 papa grande o camote 2 tazas de lechuga para ensalada	1 mango mediano 1 plátano 1 manzana mediana 2 ciruelas	1 taza de leche, leche de soya, leche de arroz 1 taza de yogurt 1/3 taza de queso desmenuzado 1 1/2 onzas de queso seco	1/4 taza de frijoles 1 onza de carne, pescado, o pollo cocinado 3–4 camarones 3 rebanadas delgadas de carnes frías 10–12 almendras o nueces
	1/2 taza equivale a:	***1/2 taza equivale a:***	***1/2 taza equivale a:***	
	1/2 taza de granos de maíz o 1/2 elote 1/2 taza de verduras (como zanahorias, apio, o brócoli) 1/2 taza de ejotes 1/2 taza de tomates 1/2 taza de jugo de tomate	1/2 de toronja 1 naranja pequeña 1/2 taza de jugo 100% de fruta 1 durazno 1/4 taza de pasitas 1/2 taza de de fresas, 1 kiwi 1/2 taza de de fruta enlatada	1/2 flan o pudín hecho con leche 1/2 taza de yogurt congelado	

Encuentra un equilibrio entre la alimentación y la actividad física

- Mantente físicamente activo por lo menos durante 60 minutos la mayoría de los días de la semana.

Conoce los límites de las grasas, los azúcares y la sal (sodio).

- Escoge la mayor parte de fuentes de grasa de pescado, nueces, y aceites de vegetal.
- Limita las grasas sólidas como mantequilla, margarina, manteca, y comidas preparadas con estos.
- Lee las etiquetas de los alimentos—Datos de Nutrición, para limitar la grasa saturada, y sodio
- Escoge alimentos y bebidas bajos en azúcar. Los azúcares adicionales en los alimentos contribuyen calorías, con muy poco o nada de nutrientes.

*Basado en la recomendación sobre el consumo de calcio para los adolescentes de acuerdo con la Academia Nacional de las Ciencias.

LET'S GET PHYSICAL!

Let's Get Physical!

OVERVIEW OF LESSON—Less than half of American teens are physically active on a regular basis. This lesson lets students experience the immediate benefits of physical activity. Students also assess their personal level of physical activity and consider new ways to be physically active.

Objectives

Students will:

- Learn how fun and easy physical activity can be when they incorporate it into their daily routines.
- Identify health and other benefits of physical activity.
- Track their physical activities for a week.

Time Needed

50 minutes plus follow-up session after a week

Getting Ready

Read:

- Teacher Background Information

Duplicate:

- *What's the Deal with Physical Activity?*
- *You May Be More Active Than You Think*
- *Physical Activity Record Sheet*
- *¿Qué onda con la actividad física? (optional)*
- *Puede que seas más activo de lo que crees (optional)*
- *Registro de Actividad Física (optional)*

Have:

- Cassette Tape/CD player and popular music *(optional)*
- Dance, certified aerobics instructor, yoga instructor, P.E. teacher, etc. visit class *(optional)*

Curriculum Links

- Physical Education
- Health
- History
- Science
- Spanish

Activity Steps

1. Engage in ten minutes of physical activity by asking a student volunteer to lead the rest of the class in ten minutes of dance, or invite a dance or certified aerobics instructor to direct students through a short routine, or take a brisk ten-minute walk around the campus.

2. Define physical activity: Any body movement that increases energy expenditure above the resting level, such as dancing or walking. Ask students to list as many physical activities as they can. Ask students to name as many benefits of physical activity as they can. Write the benefits on the board. Add any benefits from the **Teacher Background Information** that students did not mention. Ask students to identify reasons that people are not physically active. (Reasons may include busy schedules, cost and/or safety concerns, etc.) Ask students to identify ways to overcome the barriers they have identified.

3. Distribute the *What's the Deal with Physical Activity?* quiz. After students complete the quiz, review the answers as a class.

4. Note that the average person is most physically active in the ninth grade. For many people, that's as active as they will be throughout their lifetime. Ask students to determine how active they currently are by completing *You May Be More Active Than You Think*. This handout allows students to determine whether their activity level is currently light, moderate, or vigorous according to the column where most of their activities fall. These levels are determined by the amount of effort required and the number of calories expended.

5. Ask Students to think about the types of physical activities they like to do now, and, what they would like to continue doing as they get older. Have students track their physical activities over the next week by using the *Physical Activity Record Sheet*. After a week, discuss the results and ask students to desribe their experience.

Extensions

■ **Optional Classroom Activity:** Embark on a "trek" using the *Physical Activity Record Sheets*. The trek can be an individual one that records each student's physical activity with his or her own push-pin, or it can be a class trek, which combines the mileage to cover a larger area. Decide where the final destination will be and note the "points of interest." (Please see **Optional History** or **Science Activities** for class trek ideas.) Encourage students to try new physical activities. Explain that for every ten minutes of physical activity students perform, they get one point. Students can use their points to travel on their trek from school to the final destination (Note to teacher: Define one point as an inch or a mile or other increment that will allow students to move across the map.) Display a map in the classroom so students can see their progress. Tally the record sheets on a weekly basis.

■ **Optional History Activity:** Use the trek to cover the geographic location you are studying. For example, a world history class could traverse the continents, and a U.S. or California history class could use the trek to cover the area being studied. Adjust the points given to reflect the greater distances that will be covered. (See the first **Optional Classroom Activity** for a sample point system.) Try to incorporate the eating habits and physical activities of the time/place being studied to complement the historical perspective.

■ **Optional Science Activity:** Trek across a geographical location to discover the various geological and/or climatic systems. Discuss how the geology and climate affect what people eat. (See the first **Optional Classroom Activity** for a sample point system.)

■ **Optional Science Activity:** Study the circulatory, respiratory, and metabolic systems. Identify what happens during physical activity. Discuss what happens to blood flow, breathing, digestion, and metabolic rate. What happens over time as a person is physically active on a regular basis?

■ **Optional School Outreach Activity:** Survey students on campus about the physical activities they would like to see offered at school that are currently not available. Summarize the findings and present them to the principal, physical education director, and/or school board. Please see **Lesson 3, Teens Making a Difference,** for project development strategies.

■ **Optional School Outreach Activity:** Involve the class or school in the American Heart Association's Hoops for Heart. Hoops for Heart is a basketball event that conveys the value of physical activity and community service while teaching ball-handling skills through games such as Hot-Shot Blitz and 3-on-3 tournaments. This fundraising event helps meet state physical education requirements, provides service learning opportunities that promote civic responsibility, and allows the American Heart Association to raise funds for life-saving research and the development of educational materials. To involve your class or school, contact The American Heart Association at 1-800-AHA-USA1, or visit the American Heart Association Web site at http://www.amhrt.org.

Teacher Background Information

All types of physical activity yield significant health benefits. The National Institute of Medicine and the National Association for Sports and Physical Activity recommend that children (ages 5–18) participate in 60 minutes of physical activity per day.[1] The US Surgeon General recommends that American children accumulate at least 60 minutes of moderate physical activity most days of the week. This can be done all at one time or broken down into three twenty-minute sessions.

Physical activity is defined as physical movement through both structured and unstructured routines at home, school, work, transport, leisure, and recreation[2]. Physical activity is defined in terms of intensity:

- Moderate physical activity:

Activities that use large muscle groups, including walking, swimming, cycling, dancing, yard work, gardening, and various domestic and occupational activities.

- Vigorous physical activity:

Physical activities that use large muscle groups at 70 percent or more of maximum heart rate for age, such as, jogging, running, lap swimming, cycling, aerobic dancing, skating, rowing, jumping rope, soccer, basketball, etc.

Benefits of physical activity:

- It's fun!
- Helps you look good and feel good.
- Helps build and maintain healthy bones, muscles, and joints.
- Reduces stress and helps you relax.
- Increase self-confidence.
- Boosts energy.
- Strengthens the heart.
- Helps control weight and reduce fat.
- Provides social interaction with others.
- Prevents boredom.
- Reduces feelings of depression and anxiety.
- Improves academic performance.

Long-term Benefits physical activity:

Reduces the risk of:

- becoming overweight.
- dying prematurely.
- developing diabetes.
- developing high blood.
- developing high blood pressure.

Here's how the Surgeon General's Report distinguishes between the following terms:

- **Physical Fitness** is something you achieve by being physically active. Fitness is a measure of the ability to perform activities that require endurance, strength, and/or flexibility. Health-related fitness includes cardiorespiratory fitness, muscular strength and endurance, body composition, and flexibility.

- **Exercise** is a sub-category of physical activity. It is planned, structured, and repetitive body movement. The goal of exercise is often to become physically fit. Avoiding the term "exercise" often helps decrease people's resistance to physical activity.
- **Physical Education** is a comprehensive, sequential K-12 curriculum that promotes physical, mental, emotional, and social well-being and provides students with the knowledge and ability to maintain an active, healthy lifestyle.

[1] National Association for Sport & Physical Education. "What Constitutes a Quality Physical Education Program. www.aapherd.org/naspe

[2] US Department of Health and Human Services, Physical Activity and Health: A report of the surgeon general. Atlanta. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention National Center for Chronic Disease Prevention and Health Promotion. 1996

What's the Deal with Physical Activity?

Check whether you think each sentence is TRUE or FALSE.

True	False	
☐	☐	**1.** People have to exercise as hard as they can if they want to be physically fit.
☐	☐	**2.** Regular physical activity strengthens your heart muscle.
☐	☐	**3.** Physical activity makes people want to eat more.
☐	☐	**4.** Physical activity can help people relax.
☐	☐	**5.** Exercising a part of the body is a good way to reduce body fat in that part.
☐	☐	**6.** It is not important for people to be physically active until they are 35 years old.
☐	☐	**7.** Physical activity can help people make new friends.

Adapted from *Physical Fitness Promotion: A Collection of Practical Guidelines and Measures.* IOX Assessment Associates, Los Angeles, 1988.

What's the Deal with Physical Activity?

ANSWERS

True	False	
☐	☒	**1.** People have to exercise as hard as they can if they want to be physically fit. *Moderate and light physical activity can help you become physically fit, too!*
☒	☐	**2.** Moderate physical activity strengthens your heart muscle. *Your heart gets exercise and gets stronger when you are physically active on a regular basis.*
☐	☒	**3.** Physical activity makes people want to eat more. *Moderate physical activity makes many people feel less hungry.*
☒	☐	**4.** Physical activity can help people relax. *Physical activity can relieve stress so people can relax.*
☐	☒	**5.** Exercising a part of the body is a good way to reduce body fat in that part. *Body fat in one part of the body cannot be reduced by exercising that part. When you lose fat, you lose it from all parts of your body.*
☐	☒	**6.** It is not important for people to be physically active until they are 35 years old. *People of all ages are healthier when they are physically active.*
☒	☐	**7.** Physical activity can help people make new friends. *You can meet new people and get to know them better while you get fit!*

Adapted from *Physical Fitness Promotion: A Collection of Practical Guidelines and Measures.* IOX Assessment Associates, Los Angeles, 1988.

¿Qué onda con la actividad física?

Señala si piensas que cada frase es CIERTA o FALSA.

Cierto	Falso	
☐	☐	**1.** Las personas deben hacer ejercicio tan fuerte como puedan si quieren que les produzca algún beneficio.
☐	☐	**2.** La actividad física que se hace con regularidad fortalece su músculo cardiaco.
☐	☐	**3.** La actividad física hace que uno quiera comer más.
☐	☐	**4.** La actividad física puede ayudar a que las personas se relajen.
☐	☐	**5.** Ejercitar una parte del cuerpo es una buena manera de reducir la grasa corporal en esa parte.
☐	☐	**6.** No es importante que las personas sean físicamente activas hasta que tengan 35 años de edad.
☐	☐	**7.** La actividad física puede ayudarles a las personas a hacer nuevas amistades.

Adaptada de *Physical Fitness Promotion: A Collection of Practical Guidelines and Measures.* IOX Assessment Associates, Los Angeles, 1988.

CLAVE DE RESPUESTAS

Cierto	Falso		
☐	☒	**1.**	Las personas deben hacer ejercicio tan fuerte como puedan si quieren que les produzca algún beneficio. *La actividad física moderada proporciona muchos beneficios para la salud física y mental. Hacer ejercicio "tan fuerte como sea posible" incluso puede causar lesiones.*
☒	☐	**2.**	La actividad física que se hace con regularidad fortalece tu músculo cardiaco. *La actividad física que se hace con regularidad fortalece el músculo cardiaco, lo cual dá como resultado un latido cardiaco más lento porque su cuerpo está utilizando el oxígeno con mayor eficiencia.*
☐	☒	**3.**	La actividad física hace que uno quiera comer más. *En realidad, la actividad física baja el apetito.*
☒	☐	**4.**	La actividad física puede ayudar a que las personas se relajen. *La actividad física es una manera excelente de reducir el estrés.*
☐	☒	**5.**	Ejercitar una parte del cuerpo es una buena manera de reducir la grasa corporal en esa parte. *El aumento de la energía total que se gasta (llamada calorías) en la actividad física es la única manera de reducir la grasa del cuerpo en general. Los ejercicios de fortalecimiento desarrollan los músculos pero no reducen la grasa.*
☐	☒	**6.**	No es importante que las personas sean físicamente activas hasta que tengan 35 años de edad. *Es importante ser físicamente activos como jóvenes para sentirse mejor, tener mejor apariencia y desarrollar hábitos para toda la vida. Es más difícil "adquirir el hábito" como adulto.*
☒	☐	**7.**	La actividad física puede ayudarles a las personas a hacer nuevas amistades. *Muchas actividades se hacen en grupos o equipos de modo que es una magnífica manera de conocer nuevas personas y hacer juntos algo que les agrada.*

Adaptada de *Physical Fitness Promotion: A Collection of Practical Guidelines and Measures.* IOX Assessment Associates, Los Angeles, 1988.

You May Be More Active Than You Think

Circle all the activities you are currently doing. Is your activity level generally light, moderate, or vigorous? (Choose the level with the most circled activities.)

LIGHT ACTIVITY Feels easy, such as slow walking	MODERATE ACTIVITY Feels like fast walking, break a sweat but easy to talk	VIGOROUS ACTIVITY Feels like running, hard to talk, heavy breathing
slow walking	fast walking	running, fast stair climbing, rock climbing
slow dancing	moderate dancing: rock, funk, ballroom, ballet	aerobic or fast dancing: hip-hop, folklorico, jazz
shooting hoops	basketball drills, such as layups	basketball game
tossing a Frisbee fixing a skateboard	playing hackeysack skateboarding skating	ultimate Frisbee roller hockey
slow bike riding	moderate bike riding, BMX and off-road riding (no hills), distance riding	bike riding fast uphill, mountain biking in hills, bike racing
stretching, yoga	weight training, gymnastics, martial arts	circuit weight training, running stairs
table tennis, bowling, playing pool	volleyball, badminton, tennis, softball, baseball	soccer, football, hockey, racquetball
throwing snowballs	downhill skiing, freestyle skiing	cross-country skiing
platform or board diving, floating in a pool	surfing, windsurfing, snorkeling, scuba diving, lap swimming, pool volleyball	fast swimming or racing, water polo
fishing, camping	fly-fishing, hunting, horseback riding, fast hike	backpacking, hauling gear up a hill
light housework: washing dishes, cooking	moderate housework: sweeping, vacuuming, mopping, painting	heavy housework: scrubbing walls
light yard work: weeding, watering	moderate yard work: mowing, raking	heavy yard work: digging and shoveling, hoeing, chopping wood

Adapted from various surveys by Williams and Wilkins in *Medicine and Science in Sports and Exercise,* vol. 29, no. 6 (June 1997).

Puede que seas más activo de lo que crees

Indica con un círculo todas las actividades que haces actualmente. ¿Tu nivel de actividad por lo general es ligero, moderado, o vigoroso? (Elige el nivel de la columna donde marcaste más actividades.)

ACTIVIDAD LIGERA Se siente como caminar lentamente	ACTIVIDAD MODERADA Se siente como caminar rápido—se comienza a sudar pero es fácil hablar	ACTIVIDAD VIGOROSA Se siente como correr—es difícil hablar, respiración agitada
caminar lento	caminar rápido	correr, subir escaleras rápidamente, escalar
baile lento	baile moderado: rock, funk, salón, ballet	baile aeróbico o rápido: hiphop, folklórico, jazz
tirar el basketbol a la canasta	prácticas de basketbol como jugadas y tiros	juego de basketbol
lanzar un Frisbee arreglar una patineta	jugar hackeysack andar en patineta patinar	partidos con Frisbee hockey sobre ruedas
recorrido en bicicleta lento	recorrido en bicicleta a velocidad moderada, BMX y andar a campo traviesa (sin elevaciones) recorridos de distancia	recorrido en bicicleta rápido cuesta arriba, bicicleta de montaña en elevaciones, carreras en bicicleta
estirarse, yoga	entrenamiento con pesas, gimnasia, artes marciales	entrenamiento en circuito de pesas, subir escaleras corriendo
Ping Pong, boliche, billar	voleibol, badminton, tenis, sóftbol, béisbol	fútbol (soccer), fútbol Americano, hockey, raquetbol
lanzar bolas de nieve	esquiar en nieve	esquiar a campo traviesa
clavados de plataforma o trampolín, flotar en una piscina	surfing, windsurfing, bucear con tubo de respiración, bucear con scuba, recorrer la piscina a nado, voleibol en piscina	nado rápido o en carreras, polo acuático
pescar, acampar	pesca con mosca, cazar, montar a caballo, escalar a paso veloz	excursión con mochila al hombro, remolcar equipo por una elevación
trabajo casero ligero: lavar platos, cocinar	trabajo casero moderado: barrer, aspirar, trapear, pintar	trabajo casero pesado: restregar muros
trabajo ligero en el jardín: quitar malezas, regar plantas	trabajo moderado en el jardín: cortar el pasto, rastrillar	trabajo pesado en el jardín: escarbar y palear, limpiar con azadón, cortar madera

Adaptado de diversas encuestas de Williams y Wilkins en *Medicine and Science in Sports and Exercise,* vol. 29, no. 6, junio de 1997.

Name: **Week:**

SUNDAY		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
TYPE OF PHYSICAL ACTIVITY	MIN.	TYPE OF PHYSICAL ACTIVITY	MIN.	TYPE OF PHYSICAL ACTIVITY	MIN.	TYPE OF PHYSICAL ACTIVITY	MIN.	TYPE OF PHYSICAL ACTIVITY	MIN.	TYPE OF PHYSICAL ACTIVITY	MIN.	TYPE OF PHYSICAL ACTIVITY	MIN.

Nombre: **Semana:**

DOMINGO		LUNES		MARTES		MIERCOLES		JUEVES		VIERNES		SABADO	
TIPO DE ACTIVIDAD FISICA	MIN.	TIPO DE ACTIVIDAD FISICA	MIN.	TIPO DE ACTIVIDAD FISICA	MIN.	TIPO DE ACTIVIDAD FISICA	MIN.	TIPO DE ACTIVIDAD FISICA	MIN.	TIPO DE ACTIVIDAD FISICA	MIN.	TIPO DE ACTIVIDAD FISICA	MIN.

Teens Making a Difference

OVERVIEW OF LESSON—To become involved citizens, students must learn a broad range of skills, such as public speaking letter writing, research, and critical thinking. This lesson helps students explore the importance and impact of their opinions. It gives students the opportunity to identify a community project they would like to work on, and optional extension activities help students complete their projects.

Objectives

Students will:

- Discuss the importance and influence of their opinions.
- Identify a healthy eating or physical activity issue in their school or community.
- Learn to structure a project to make a positive change in their community.

Time Needed

50 minutes plus follow-up classes for students to complete their projects

Getting Ready

Make:

- *Tools for Creating Change* transparency

Duplicate:

- *Tools for Creating Change*
- *Project Proposal*

Curriculum Links

- Social Studies
- History
- Language Arts
- Health
- Consumer Education

Activity Steps

Teacher's Note: The primary activity of this lesson is to have students ***plan*** a project that affects healthy eating or physical activity choices in their school or community. The suggestions in **Extensions** will help students complete their projects.

1. Discuss with students the influence their opinions have on society. Cite examples of how adolescents influence the world around them (e.g., they influence clothing trends, music, food). Do students feel they have the power to make changes in their school or community?

2. Explain that individuals can't create change unless they know exactly what they want. The first step is to **have a vision.** Ask students to envision a healthy school or community. What changes would they make to improve their healthy eating and/or physical activity choices. Which idea might benefit the most people? Ask for a student volunteer to record the list of ideas on the chalkboard. (For background information on healthy eating and physical activity, see Lessons 1 and 2.)

Examples of ways to improve healthy eating or physical activity choices include, but are not limited to, holding a healthy food drive to support a local food bank; starting a community garden and donating the fruits and vegetables to the needy; adding more fresh fruits and vegetables, healthier snacks, or a salad bar at school; surveying students about the types of physical activities they would like in physical education and then asking the physical education director whether some of those activities that are currently not offered can be offered; helping select

foods and beverages to offer in the school vending machines or student store that are healthy and that students will buy.

3. Discuss the concept of *policy*. Define *policy* as a set of principles or course of activities pursued by a government, organization, or individual.[1] An example of a school policy is to have a closed campus during lunch. Whether written or unwritten, policies help ensure that a plan remains in effect. Discuss the types of policymakers who write and enforce school policies, such as the principal, school board, etc.

4. Ask students to pick a project listed on the board they would like to work on in a group. Assign students to groups based on the issues they want to work on. The group's task is to identify their vision, the policy they want to change, and the tools they can use to make the change. Discuss *Tools for Creating Change* using the transparency and handout. Distribute *Project Proposal,* which will help students outline preliminary project steps.

Extensions

The following first four activities will help students complete their projects:

- **Optional Activity for Group Project:** Use California Project LEAN's *Playing the Policy Game* toolkit to help you develop an action plan for getting healthier foods or more physical activity opportunities for students on your campus or in your community. Playing the Policy Game can help you identify what you would like to change, how to change it, and who can help you. A copy of this tool can be found at www.Californiaprojectlean.org.
- **Optional Activity for Group Project:** At the completion of the project, ask students to write a summary of their experience. Encourage a professional presentation so students have a valuable writing sample to supplement their portfolio. Distribute *Project Review* to give them helpful guidelines.
- **Optional Activity for Group Project:** Ask students to evaluate the dynamics within their groups. Occasionally, the workload in a group project may be unevenly distributed and the evaluation allows students to address their efforts and the efforts of the rest of the group. Peer evaluations can be extremely valuable in instilling a sense of professionalism and responsibility in the students. Distribute *Was It a Team Effort?* Have students share their evaluations with their group members.
- **Optional Activity for Group Project:** Ask students to write a business letter to the school board, principal, etc., detailing their group's ideas. Distribute *Sample Business Letter* for a suggested format.
- **Homework:** Ask students to report on a historical figure who made a difference. Sample figures may include Mother Teresa, Rosa Parks, Cesar Chavez, Nelson Mandela, Abraham Lincoln, Sinclair Lewis, etc. Students should identify the historical figure's vision, the policy the historical personage worked to change, and the tools he/she used to create change.
- **Optional Outreach Activity:** Request permission from the school principal or school board to plant a garden on or near the school grounds. Donate the fruits and vegetables to a needy family or shelter.
- **Optional Activity:** Invite a local community activist to class to speak about his/her vision; the policy he/she wants to change; and the tools he/she is using to pursue that change.

[1] *Webster's New World Dictionary of American English* (Third college edition). (1998). New York, NY: Webster's New World.

- Identify what you want to change. (Explain your vision.)
- Write a new policy.
- Hand out information in written form, such as booklets, brochures, etc.
- Do an opinion poll or survey about the issue you want to change.
- Make posters, billboards, or murals to promote your vision.
- Talk with someone about your ideas for change.
- Write a petition and ask people to sign it.
- Write a letter to policymakers.
- Give a speech to a group of policymakers.
- Hold a press conference or special event to let people know about your project.
- Use the media. Talk to school or community newspapers, radio, and/or television stations.
- Create a website or a link on your school website that describes the change you'd like to make.

1. What is your vision? Why should your school or community have more healthy food and/or physical activity choices?

2. List one change your group wants to work on.

3. How can you get started? Remember to use the *Tools for Creating Change* handout.

4. What would *you* like to learn from this project?

To help you write your project summary, answer these questions:

1. Describe your project. What change did you work on? What tools did you use and what steps did you take?

2. Did your project help anyone? If so, how? If not, why not?

3. How did the project help you? What new skills did you learn?

4. Did everyone in the group work as a team? Explain.

Use your answers to write your paper.

Your Name: _____

This is a time to think honestly about your group project. Did everyone in the group work as a team? This grid will help you decide. Give yourself and your team members a score of 0 to 2.

SCORING

0 = This student did nothing in this area.

1 = This student helped a little in this area.

2 = This student was very helpful in this area.

Add up each student's score and write the TOTAL SCORE in the last column.

STUDENT NAME	ATTENDED MEETINGS/ ACTIVITIES	HELPED PLAN THE PROJECT	FINISHED JOBS	WORKED WELL IN THE TEAM	TOTAL SCORE

Sample Business Letter

Your Name
Your School or Group Name
Your Address
Your City, State ZIP Code

[Skip 2 Spaces]

Date

[Skip 2 Spaces]

Name of Company
Company Address
Company City, State ZIP Code

[Skip 2 Spaces]

Salutation (e.g., Dear Name of Person You are Writing): *[colon]*

[Skip 2 Spaces]

Open your letter by introducing yourself—your name, age, and what school you attend. Explain why you are writing to that person. You may even wish to start a sentence with, "I am writing to you because I feel/want…"

[Skip 2 Spaces]

In the next paragraph, explain why you think this issue is a problem or why you feel it necessary to bring concerns to the company's attention. Use facts, statistics, and/or share a personal experience to support your concern. Try and keep your letter short. It should not be more than one page.

[Skip 2 Spaces]

Close your letter by encouraging a reply (e.g., "I am looking forward to your reply"). Remember to be polite and courteous, and thank the person/company for his/her time.

[Skip 2 Spaces]

Closing (e.g., Sincerely, Yours truly), *[comma]*

[Skip 4 Spaces & Sign Your Name Here]

Type Your Name

Enc. *[This abbreviation followed by the number of additional pieces of paper enclosed with your letter (e.g., Enc. 2.)]*

LESSON 4

Advertising's Hidden Messages

Objectives

Students will:

- Analyze advertising techniques used to sell products.
- Develop an advertising campaign using advertising techniques.

Time Needed

Two 50-minute class periods

Getting Ready

Read:

- Teacher Background Information

Make:

- *Advertising Techniques* transparency

Duplicate:

- *Advertising Techniques*
- *Advertising Campaign*
- Newspaper/magazine advertisements (See **Activity Steps,** #2)

Curriculum Links

- Business
- Consumer Education
- Visual and Performing Arts
- Language Arts

OVERVIEW OF LESSON—Advertising is one of the most powerful forces shaping our ideas, culture, and behavior today. To help students become smart shoppers, this lesson teaches students to critically examine advertisements and identify the underlying messages they convey. Students are given the opportunity to express their creativity by developing their own advertising campaign.

Activity Steps

1. Briefly discuss advertising's influence on our lives. See **Teacher Background Information** for suggestions.

2. Discuss *Advertising Techniques* using the transparency and handout. Ask students to describe examples of advertisements they have seen that use the techniques. Cut advertisements out of newspapers/magazines that illustrate the following:

Status—Using the product will make you successful (e.g., most car advertisements).

Peer approval, being popular—Using the product will make you popular (e.g., beer or cigarette advertisements showing groups of people having a good time together).

Celebrity endorsement—Using the product will make you resemble the celebrity in the advertisement.

Physical attraction—Using the product will make you more attractive (e.g., many fitness center, perfume, and cigarette advertisements).

Testimonial—Ordinary people like the product; so you should, too (e.g., many cleaning product and toothpaste advertisements).

Have students identify the advertising techniques used in the sample advertisements you have clipped.

Note that advertisements usually show just one side of the story. Advertisements typically downplay the negative side of a product's cost, taste, bad health effects, etc. Ask students to identify the negative side of the advertisements you've presented.

3. During the second class period, divide students into small groups/advertising teams. Ask teams to pick a healthy food or a physical activity to promote through an advertising campaign. (For background information on healthy eating and physical activity, see Lessons 1 and 2.) Have students use one or more of the *Advertising Techniques*. Distribute *Advertising Campaign*. Encourage students to be creative.

Extensions

- **Optional Activity:** Invite a representative of a local advertising agency to class to discuss the techniques he/she has used to increase sales of a client's products.
- **Optional School Outreach Activity:** Assign students to work with school nutrition staff to develop new and creative ways to promote school lunches or healthy food choices like fresh fruits and vegetables.
- **Optional School Outreach Activity:** Ask students to clip newspaper and magazine advertisements and create a display, bulletin board or a video that identifies the "hidden" messages. Ask students to write a report about what they learned from this activity.
- **Optional Homework:** Ask students to describe the types of billboards, signs or posters they see in their community. Ask students to report on the products being advertised. What techniques are used? Are they trying to get teens to buy the products? Do students believe they or other teens have been influenced by those advertisements?

Teacher Background Information

The average American absorbs hundreds of advertising messages each day that convey what's "in," what's "out," who's "beautiful," and what constitutes the "good life." Today, students are exposed to marketing and advertising practices at schools through school television and public announcement systems, in sponsored curriculum, and on school equipment and facilities, including vending machines. Advertising has become one of the single most pervasive influences on society and culture, yet people rarely think about its impact on their lives. Consider the following:

- According to the Institute of Medicine, food and beverage advertisers collectively spend $10 billion to $12 billion a year to reach children and youth.
- Many advertisements target youths because they have tremendous spending power. Children and teenagers influence more than $150 billion a year in family spending with about $7 billion coming from weekly allowances, according to *Marketing To and Through Kids* (McGraw-Hill Inc.).

Teens are especially susceptible to advertising's seductive appeal because they want to be accepted. Unfortunately, some—not all—advertisers deliberately mislead. The Center for Science in the Public Interest points to one example: A popular toaster-ready bar is advertised as "Delicious whole grain, no preservatives…[with a] real fruit filling." Yet the "whole grain" is more ordinary white flour than whole-grain oats, and the "real fruit" filling is mainly sugar. This supposedly nutritious, healthy food is not what the advertisement claims it is.

Students need to critically examine advertising messages to ensure they are not misled into purchasing something that cannot meet the said or unsaid claims of the advertisement.

Status:

Using the product will make you successful.

Peer approval:

Using the product will make you popular.

Celebrity endorsement:

Using the product will make you resemble the celebrity in the advertisement.

Physical attraction:

Using the product will make you more attractive.

Testimonial:

Ordinary people like the product; so you should, too.

1. Name a healthy food or physical activity that you want to advertise.

2. What are the positive features about the food or physical activity?

3. What are the negative features about the food or physical activity?

4. Who do you want to listen to your message (teens, adults, younger children, etc.)?

5. What advertising techniques will you use? Remember: you want to promote the positive aspects and downplay the negative.

6. On the back of this piece of paper, or on a poster, or through a skit or video, create your message. Use the *Advertising Techniques* outlined in class. Your advertisement can be a sample TV or radio commercial or magazine or newspaper advertisement. Be creative!

It's in the Label—The Food Label

OVERVIEW OF LESSON—Attractive packaging and clever advertising often hide the nutritional quality of a food. Students will use food labels to compare the fat content of similar foods so they can make more informed choices. Fat content is the focus of this lesson. Most Americans consume more fat than is recommended. High-fat diets have been linked to obesity, heart disease, diabetes, and certain types of cancer.

Objectives

Students will:

- Learn why it is important to read food labels.
- Learn how to use a food label to compare fat content in foods.

Time Needed

50 minutes

Getting Ready

Read:

- Teacher Background Information

Make:

- *Pick a Pizza* transparency

Duplicate:

- *Pick a Pizza*

Curriculum Links

- Health
- Consumer Education
- Mathematics

Activity Steps

1. Ask students: Do you know the percent of your daily calories that should come from fat?

Answer: For optimal health, total fat intake should be between 25–35% of your daily calories, with most of the fats coming from polyunsaturated and monounsaturated fats, such as fish, nuts, and vegetable oils. The grams of fat each person needs every day depends on the person's age, gender, physical activity level, growth and the number of calories eaten in a day. For example, someone who needs 2100 calories per day needs between 58-82 grams of fat per day; someone who needs 3000 calories per day needs between 84–116 grams of fat per day. Write these ranges on the chalkboard. Usually, the more calories someone needs, the more fat they need. A very active male teenager who needs 3000 calories per day will need more fat than a fairly inactive female teenager who needs fewer calories per day. In general, Americans eat way too much fat.

2. Ask students: What are the different types of fats?

Answer: All fats and oils are a mixture of saturated fatty acids and unsaturated fatty acids. Fats that are solid at room temperature like shortening, lard, or butter contain more saturated fats and/or trans fat than oils. Fats that are liquid at room temperature like olive oil or vegetable oil contain more monounsaturated and polyunsaturated fats. Saturated fats, trans fats, and cholesterol tend to raise cholesterol levels in the blood, which in turn increases the risk for heart disease. The goal for all Americans is to limit intake of saturated fats,

trans fats and cholesterol in order to lower risk for heart disease. Less than 10% of calories should come from saturated fat. Trans fat intake should be as low as possible. For example, if someone needs 2100 calories per day, their saturated fat intake should only be 10% of these calories or 23 grams.

3. Discuss Pick a Pizza using the handout and overhead transparency. Compare calories per serving, total fat and saturated fat grams per serving (see circled numbers on handout). Because much of the fat in a food is hidden, reading the label is an important way to determine the amount of fat in a food. Ask students to identify which pizza they would typically choose given the choice of the three on the handout. Ask them to honestly determine how many slices of pizza they would eat and then figure out how many fat grams and saturated fat grams they would consume (e.g., if a student picked Peppy Pepperoni Pizza and ate three slices, then that student would have eaten 63 grams of total fat (21 g per slice x 3 slices = 63 g fat), and 27 grams (9 g per slice x 3 slices) of saturated fat. Ask students to compare the number of fat grams they would have eaten with the suggested range. How close were students to meeting their daily target of fat grams? Note that food labels are now required to list the amount of trans fat in foods right underneath the saturated fat. Many food manufacturers have begun to eliminate trans fat from their products all together. Health experts emphasize eating as little trans fat as possible.

Ask students to brainstorm ways they can eat their pizza and still have a healthy diet. Some ideas may include:

- Eat fewer slices of pizza.
- Choose pizza with lower fat toppings such as vegetables and Canadian bacon.
- Eat pizza with low-fat side dishes such as salad with low-fat/non-fat dressing or fruit.
- Eat lower fat foods for the remainder of the day/week.
- Eat high-fat foods, such as pizza, less frequently.

Extensions

- **Optional School Outreach Activity:** Ask students to work with the school nutrition director to promote healthy eating on campus. Start a Nutrition Advisory Council, which allows students to participate in taste testings of new cafeteria foods. Survey peers about their food preferences, plan school menus, etc. Coordinate this effort with the school nutrition director and the School Nutrition Association, which can be reached at 1-800-877-8822.
- **Optional School Outreach Activity:** Collect food labels from snack foods sold on campus. Ask students to compare fat content and display their findings through graphs or creative posters. Request permission to hang the posters in the cafeteria or near the vending machines. Have students develop a campaign that promotes food label reading (e.g., "Read the Label Before You Eat!"). If students want to determine whether a food is low-fat (30 percent or less of total calories from fat), have them do the math (e.g., for Peppy Pepperoni Pizza take 189 calories from fat and divide that by 405 calories per serving to get 0.467. Multiply 0.467 by 100 to get 46.7 percent of calories from fat.)
- **Optional Community Outreach Activity:** Ask students to go to their local grocery store and compare reduced-fat products with their regular counterparts. Have students share what they learned.

Teacher Background Information

Until 1990, food labeling was a free-for-all. Many food packages contained no nutrition information other than a list of ingredients. In 1994, the Nutrition Labeling and Education Act was enacted for virtually all foods and requires:

- Easier to read "Nutrition Facts" label.
- Mandatory nutrition labeling on nearly all packaged foods.
- Standard serving sizes.*
- Legal definitions of terms such as "low-fat," "light," and "fat-free."

**Serving size is based on how much people ordinarily eat and is not necessarily the amount you actually eat. This is important because food labels apply to one serving. So, if a serving is 1 cup and you eat 2 cups, then you consumed twice the amount of calories and other nutrients listed on the label.*

Nutrition experts recommend that for optimal health, no more than 25–35% of total calories consumed during the week come from fat. This translates to anywhere between 58–116 grams of fat per day for teenagers, depending on their calorie needs.

Other key terms on food labels are defined as follows:

Calories: A measure of energy in food mainly provided by carbohydrates, fat, and protein.

Calories from Fat: The amount of calories supplied by fat in a serving of food (1 gram of fat = 9 calories). Health experts recommend that no more than 25–35% of total calories come from fat for a healthy diet.

Trans Fat: A type of fat made when manufacturers add hydrogen to vegetable oil that turns liquid oils into solid fats (a process called "hydrogenation"). This type of fat clogs heart vessels and is associated with an increased risk for heart disease

Saturated Fat: A type of fat supplied in one serving of food expressed in grams. This type of fat clogs heart vessels and is associated with an increased risk for heart disease.

Sodium: The amount of sodium in one serving of food. Salt is a major contributor of sodium in the diet. Diets high in sodium may increase the risk of heart attack or stroke especially for those with high blood pressure.

Sugars: The amount of sugar in one serving of food. Sugar may be identified on a label as fructose, corn syrup, honey, etc.

Fat-free: Less than 0.5 gram of fat per serving. Remember: A fat-free food can still have lots of calories.

Light/Lite: A nutritionally altered product. Contains one-third fewer calories or half the fat of the regular form of this food.

Low-fat: Contains three grams or less of fat per serving.

Reduced-fat: Contains at least 25 percent less calories from fat per serving than the regular form of this food.

Peppy Pepperoni Pizza

Nutrition Facts
Serving Size 1/4 Pizza (152g)
Servings Per Container 4

Amount Per Serving	
Calories 405	Calories from Fat 189
	% Daily Value*
Total Fat 21g	**32%**
Saturated Fat 9g	**45%**
Trans Fat 0g	**0%**
Cholesterol 40mg	**13%**
Sodium 930mg	**39%**
Total Carbohydrate 35g	**12%**
Dietary Fiber 3g	**12%**
Sugars 7g	
Protein 19g	

Charley's Cheese Pizza

Nutrition Facts
Serving Size 1/4 Pizza (138g)
Servings Per Container 4

Amount Per Serving	
Calories 317	Calories from Fat 117
	% Daily Value*
Total Fat 13g	**20%**
Saturated Fat 8g	**40%**
Trans Fat 0g	**0%**
Cholesterol 35mg	**12%**
Sodium 580mg	**24%**
Total Carbohydrate 34g	**11%**
Dietary Fiber 2g	**8%**
Sugars 7g	
Protein 16g	

Garden Delight Veggie Pizza

Nutrition Facts
Serving Size 1/4 Pizza (131g)
Servings Per Container 4

Amount Per Serving	
Calories 243	Calories from Fat 63
	% Daily Value*
Total Fat 7g	**11%**
Saturated Fat 2.5g	**13%**
Trans Fat 0g	**0%**
Cholesterol 10mg	**3%**
Sodium 500mg	**21%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 3g	**12%**
Sugars 5g	
Protein 14g	

HAVE IT YOUR WAY FAST FOOD

Have It Your Way Fast Food

Objectives

Students will:

- Visually see how much fat is in a typical fast food meal.
- Learn at least three ways to cut fat in their fast food meals.

Time Needed

50 minutes

Getting Ready

Have:

- Tub of margarine
- Two measuring teaspoons
- One plate

Read:

- Teacher Background Information

Make:

- *McLabel It!* transparency
- *Make a Better Fast Food Choice* transparency

Duplicate:

- *Make a Better Fast Food Choice*

Curriculum Links

- Health
- Consumer Education
- Math

OVERVIEW OF LESSON—Many fast food restaurants are offering more healthier choices, but it is not always easy to identify them. This lesson offers simple tips for cutting back on the fat and saturated fat in fast food meals while reinforcing the idea that teens can have it their way—a healthier way—when ordering fast food.

Activity Steps

1. Ask students to raise one hand if they ate at a fast food restaurant this week; raise both hands if they ate at a fast food restaurant twice this week; and stand if they ate at a fast food restaurant three or more times this week. Ask students how much they usually spend on one fast food meal.

Ask students to look around the classroom and notice how much money is spent by teenagers at fast food restaurants. Note that fast food restaurants are looking too. When teens eat out, they go to fast food restaurants 85 percent of the time.

2. It's important for teens to know how to make healthier food choices when they eat out. Using the *McLabel It!* transparency, ask students to pick a McDonald's lunch that a typical high school student would order. As a class, total the grams of fat and saturated fat. On the chalkboard, note that five grams of fat are equal to about one teaspoon of fat such as margarine, butter, or oil. Ask for a student volunteer to figure out how many teaspoons of fat are in the McDonald's meal. (Take the total fat grams and divide by five.) Ask for another student volunteer to measure out the corresponding teaspoons of margarine and place them on the plate. Ask students to offer feedback on what they see. Fast food meals tend to be large portions (or "supersized"), so people end up eating more than they need. Note that the McDonald's meal is just one example of a fast food meal. Since most fast-food items are high in fat, saturated fat, and calories, it's important for people to know how to make better choices when eating fast food.

3. Distribute *Make a Better Fast Food Choice*. Remind students that every effort counts. Just asking to hold the mayonnaise or substituting water for soda, can make a meal healthier. Ask students to circle the tips they are willing to try. Ask students to share their feedback about the tips.

Extensions

- **Homework:** Ask students to complete the *Fast Food Contract*. After a week, ask students to discuss whether they tried what they set out to do. What did they learn? Did they try any new foods? Did they try any favorite foods in a new way (a hamburger without the special sauce or mayonnaise, etc.)?
- **Optional Outreach Activity:** Have students ask for nutrition brochures when they go to a fast-food restaurant. Ask students to write letters to fast food chains or call them on their 1-800 toll-free numbers to express their opinions about their food. (See *Sample Business Letter* in Lesson 3, and *Contact 'Em* for resources.)

Teacher Background Information

It's not uncommon for one fast food meal to exceed an entire day's worth of recommended fat grams. The average teenager needs to consume between 2100 and 3000 calories a day, depending on their age, gender, activity level, and growth needs. To meet the health recommendation of no more than 25–35% of calories from fat, adolescents' fat intake—on average—should not exceed 58–116 grams of total fat a day. Within that range, teens should also try to keep their saturated fat consumption at less than 10% of their total calories, and eat as little trans fat as possible

Weaning teens away from fast food is a tough sell, but they can incorporate some simple tips to eat healthier.

McDonald's Menu Item	Calories	Total Fat (grams)	Saturated Fat (grams)	Trans Fat (grams)
Hamburger	260	9	3.5	.5
Double Cheeseburger	460	23	11	1.5
Double Quarter Pounder with Cheese	730	40	19	3
Big Mac	560	30	10	1.5
Big N' Tasty	470	23	8	1.5
Premium Grilled Chicken Classic Sandwich	420	9	2	0
Premium Crispy Chicken ClassicSandwich	500	16	3	1.5
Small French Fries	250	13	2.5	3.5
Large French Fries	570	30	6	8
6 piece Chicken McNuggets	250	15	3	1.5
Caesar Salad with Grilled Chicken	220	6	3	0
Caesar Salad with Crispy Chicken	300	13	4	1.5
Side Salad	20	0	0	0
Newman's Own Creamy Caesar Dressing	190	18	3.5	0
Newman's Own Low Fat Family Recipe Italian Dressing	60	2.5	0	0
Fruit and Yogurt Parfait	160	2	1	0
McFlurry with M&M Candies (12 oz.)	620	20	12	1
Chocolate Triple Thick Shake (21 oz cup)	770	18	11	1
1% Low Fat Milk	100	2.5	1.5	0
Coca Cola Classic (32 oz.)	310	0	0	0

Based on McDonald's USA nutrition Facts For Popular Menu Items www.mcdonalds.com/countries/usa/food/nutrition/categories/nutritionfacts.pdf accessed 4/26/06

Hold the mayo!	If you order a Double Whopper with Cheese without mayonnaise, the fat grams in your sandwich go from a whopping 63 fat grams to 43 fat grams. Instead of the mayo, ask for barbecue sauce, ketchup, or mustard.
Grilled chicken is finger-lickin' good!	Chicken sandwiches can be a great choice—just beware of the extra fat, saturated fat, and calories that make up the crispy breading. Look for the words "grilled" not "crispy". At Wendy's, an Ultimate Chicken Grill has 370 calories, and 8 grams of fat, compared to the Spicy Chicken Sandwich at 510 calories and 19 grams of fat.
Is your salad dressed to kill?	If you overdress your salad, it can become as fatty as a Big Mac. Use less dressing and choose reduced-fat or fat-free dressing. Also, stay away from higher-fat toppings like cheese, bacon bits, deep fried croutons, and cheese.
Skip the soda!	Order water instead of soda. You save money, and avoid cavities at the same time.
Order small fries instead of large!	Small fries at Burger King have 230 calories and 13 grams of fat compared to 600 calories and 33 grams of fat for the King Size fries.
Choose a regular burger instead of a specialty burger.	A Carl's Junior plain hamburger has 9 grams of fat compared with a Carl's Double Western Bacon Cheeseburger with 50 grams of fat.
Choose a roast beef or turkey deli sandwich.	Turkey or roast beef sandwiches without mayo are your best bet. But if you must smear even one tablespoon of mayonnaise on a turkey sandwich, the total fat more than triples from 6 grams to 19 grams.
Look for fruits and veggies.	Many fast food restaurants are adding fruits and vegetables to their menus. Look for items such as, baked potatoes, salads, fresh veggies, or fruit and yogurt parfaits, instead of fries.

Adapted from Fast Food: The Year's Best and Worst, nutrition Action Health Letter, January/February 1995, and www.mcdonalds.com, www.wendys.com, www.bk.com, and www.carlsjunior.com accessed April 23, 2006.

The next time I eat fast food, I will try the following in an effort to eat healthier meals:

I may have the following challenges:

To overcome these challenges, I plan to:

SIGNED: **DATE:**

WITNESS: **DATE:**

Call or email your favorite fast food company and tell them that you want the lower fat/ healthier option! Or ask for the address of the corporate headquarters and send a letter with your suggestions. If the fast food company that you want is not listed, call 800/555-1212 and ask for the desired number.

Fast Food Corporation	Phone	Email
Arby's	800/487-2729	www.arbys.com
Burger King	305/378-3535	www.burgerking.com
Domino's Pizza	800/366-4667	www.dominospizza.com
McDonald's	800/244-6227	www.mcdonalds.com
Subway	800/888-4848	www.subway.com
Togo's	800/859-5339	www.togos.com
Taco Bell	800/tacobell	www.tacobell.com
In-N-Out	800/786-1000	www.in-n-out.com
Carl's Jr.	877/799-7827	www.carlsjr.com
Jack in the Box	800/955-5225	www.jackinthebox.com

EATING TO WIN

Eating to Win

Objectives

Students will:

- Discuss the importance of pre-game meals and fluids for athletic performance.

  Design a healthy pre-game meal.

Time Needed

50 minutes

Getting Ready

Have:

- A representative of the school nutrition staff available

Read:

- Teacher Background Information

Duplicate:

- *Sports Nutrition: Fact or Fiction?*
- *Eating to Win*
- *Pre-Game Meals and Fluids*

Curriculum Links

- Physical Education
- Health

OVERVIEW OF LESSON—Athletes and physically active teens generally need to follow the same healthy eating guidelines as anyone else, but they need to pay special attention to what they eat and drink while they're in training both before and after game time. In this lesson, some of the common misconceptions about sports nutrition are addressed. Students also work together in groups to plan a pre-game meal.

Activity Steps

1. Distribute *Sports Nutrition: Fact or Fiction?* After students complete it, discuss the answers.

2. Distribute *Eating to Win*. Remind students that all people—including world-class athletes—follow these general healthy eating guidelines. Briefly review them as a class.

3. Divide students into small groups. Distribute *Pre-game Meals and Fluids*. Ask students to create a pre-game meal for their school team. Ask a representative from the school nutrition staff to meet with the students to discuss ways to feature a healthy menu for athletes on game days in the cafeteria.

Extensions

- **Optional School Outreach Activity:** Have students visit school sports teams, physical education classes, and other appropriate classes to offer a student-to-student presentation on what they have learned about sports nutrition.
- **Optional School Outreach Activity:** Invite the school nutrition director, coaches, parents, and teachers of related curriculum areas to participate in a forum on nutrition and sports. Put students in charge of selecting the questions to be addressed, making invitations, handling publicity, and organizing the forum.

Teacher Background Information

Medical experts agree that healthy eating habits will not make an average athlete a champion, but unhealthy eating habits can reduce a potential champion to an athlete of only average ability. So, what constitutes a nutritious diet for an athlete? Surprisingly, the answer is that athletes should follow the same healthy eating guidelines as everyone else, but make sure they get enough calories and fluids to support the extra energy used.

Nutrition experts recommend that athletes eat a well-balanced diet that is high in complex carbohydrates, low in fat, moderate in protein with plenty of fluids. (see *MyPyramid* in **Lesson 1, The ABCs of Healthy Eating** for more information on a well-balanced diet.) Complex carbohydrates, commonly known as starches, include bread, rice, tortillas, cereal, and pasta. Complex carbohydrates are one of the body's energy sources. They are easily digested and reduce the risk of nausea and abdominal cramps during game time/physical activity.

Be careful about the type of carbohydrates you eat. Another form of carbohydrate, called simple sugars, offers fuel to the body but may hinder physical performance. Simple sugars include candy, syrup, jam, jelly, cake, pie, etc. These sweet foods can cause a rapid decrease in the blood sugar level, which can make an athlete feel tired and weak.

The pre-game meal provides the calories needed for energy before and during an event and the liquids needed to replace fluids lost during physical activity. The pre-game meal should be a small meal. It should be eaten two to four hours before competing so the meal is thoroughly digested. Small meals and snacks take two to three hours to digest. Larger meals take four to five hours.

All physically active people, regardless of their sport or level of activity, need plenty of water. Water is especially vital for athletes who compete or work out in endurance events, in hot climates, or at high altitudes. Even swimmers need to drink plenty of water as they cannot gauge how much fluid they are losing when they perspire under water. Athletes/physically active people who rely on thirst to govern their fluid intake can easily become dehydrated, which can decrease performance. During physical activity, thirst becomes detectable only *after* fluid stores are depleted. So the key is not to wait to feel thirsty before drinking.

Caffeinated foods and drinks may increase the risk of dehydration because caffeine is a diuretic, which increases the flow of urine. Caffeinated foods and drinks frequently contain large amounts of simple sugars. Consuming caffeine may result in a weak or tired feeling. Caffeine is found in chocolate and many soft drinks, coffee, and tea. Although sport drinks are promoted as physical activity enhancers, water is still the best choice of fluids. Except for a few world-class athletes whose training regimen demands an extraordinary effort from the body, most of the electrolytes (such as sodium and potassium) and sugars supplied by sport drinks can easily be replenished in a normal post-activity meal. Post-game meals should be the same as pre-game meals, but also include lots of water to replace fluids lost during physical activity.

Sports Nutrition: Fact or Fiction?

Circle your answer.

True False **1.** Sugar is a great source of long-lasting energy for athletes.

True False **2.** You should eat a pre-game meal at least two hours before an event.

True False **3.** An athlete's pre-game meal should be high in protein.

True False **4.** You should include a lot of fats, such as butter, margarine, and salad dressing, in your pre-game meal because of the high calorie content.

True False **5.** Liquids are one thing you want to avoid in a pre-game meal.

True False **6.** Easily digestible complex carbohydrates are found in starchy foods such as unsweetened cereals and rice.

ANSWERS

False **1. Question:** Sugar is a great source of long-lasting energy for athletes.
Answer: *Eating sugar may actually lower your energy level. Sweet snacks can result in a short-term energy boost but may ultimately lower blood sugar levels. This can result in fatigue and poor performance.*

True **2. Question:** You should eat a small pre-game meal at least two hours before an event.
Answer: *Eating a meal two to four hours before an athletic event or physical activity gives the body time to digest the food and have energy available by game time.*

False **3. Question:** An athlete's pre-game meal should be high in protein.
Answer: *The pre-game meal should be high in complex carbohydrates such as pasta, bread, and rice. These foods provide readily available energy. Most protein foods also contain fat, which takes longer to digest.*

False **4. Question:** You should include a lot of fats, such as butter, margarine, and salad dressing, in your pre-game meal because of the high calorie content.
Answer: *Fat takes a long time to digest, and the energy is not readily available by game time.*

False **5. Question:** Liquids are one thing you want to avoid in a pre-game meal.
Answer: *Liquids are essential before, during, and after the event. If you wait until you're thirsty to drink, it may be too late. You might be dehydrated by the time your thirst kicks in and your performance may have suffered.*

True **6. Question:** Easily digestible complex carbohydrates are found in starchy foods, such as unsweetened cereals and rice.
Answer: *Complex carbohydrates are one of the body's energy sources. Additional starchy foods are bread, potatoes, pasta, tortillas, bagels, etc.*

EAT A VARIETY OF FOODS.

Build your meals around bread, tortillas, cereal, rice and pasta emphasizing whole grain complex carbohydrates and vegetables and fruits. Top your meals off with lean protein such as skinless chicken, lean cuts of meats, fish, beans, or eggs. Athletes need only slightly more protein than sedentary individuals. Most Americans consume more protein than they need, so it is unnecessary to eat extra protein, or supplement with protein powders, etc.

CUT THE FAT.

Foods such as doughnuts, chips, candy bars, butter, margarine, french fries, and salad dressings are high in fat and calories with few other nutrients. Choose 1 percent low-fat or fat-free milk and other low-fat or non-fat milk products such as yogurt, cheese, and ice cream.

HOW MUCH WATER SHOULD I DRINK?

When:	How Much Water:
2 hours before physical activity	About 3 cups (24 ounces)
	2/3 c. to 1 1/2 cups (6 to 12 ounces)
After physical activity	Replace each pound of body weight lost with 2 cups (16 ounces) of water

Physically active people should not wait to feel thirsty before drinking. Dehydration begins before that feeling of thirst occurs. Dehydration decreases performance during physical activity.

Nutrition and athletic performance—Position of the American Dietetic Association, Dietitians of Canada and the American College of Sports Medicine Journal American Dietetic Association 2000.

A pre-game meal should be small and be eaten two to four hours before you are physically active. The meal should be high in complex carbohydrates, low in fat, and moderate in protein with plenty of fluids. You should feel full after the meal but not stuffed.

Sample Pre-Game Meal	Create a Pre-Game Meal
Some lean protein such as one of the following: ■ 2-3 ounces of skinless chicken/turkey, lean meat or fish ■ 2-3 ounces of turkey or lean lunch meats ■ 2-3 ounces of tuna packed in water ■ 3/4-1 cup of low-fat/non-fat cottage cheese or cooked dried beans	**Protein:**
2 ounces complex carbohydrates One serving is equivalent to: ■ 1/2 cup of rice or pasta ■ One medium potato ■ One slice of whole grain bread or one medium tortilla	**Complex carbohydrates:**
1 serving of fruit or vegetable, such as: ■ 1/2 cup of canned fruit or 1 fresh fruit ■ 1/2 cup of cooked vegetables or 1 cup of salad greens	**Fruit or vegetable:**
8-oz glass of 1% low-fat or fat-free milk	**Drink:**

Making News:

A Primer on the News Media

Objectives

Students will:

- Define news.
- Discuss the basic elements of news.
- Write a newspaper article highlighting positive actions of students.

Time Needed

50 minutes

Getting Ready

Read:

- Teacher Background Information

Duplicate:

- *The 5 Ws and an H*

Make:

- *What Is News?* transparency
- *What's the Big Deal About the News Media?* transparency
- *Media Includes...* transparency
- *The 5 Ws and an H* transparency

Curriculum Links

- Journalism
- Language Arts
- Consumer Education
- Health

OVERVIEW OF LESSON—The news media is a powerful force that shapes society. Teens may think of themselves on the receiving end of news, but they can also be the initiators of positive or negative news. This lesson encourages students to consider the media as a resource they can use to highlight positive contributions such as their community service work, creative accomplishments, sportsmanship, and perspectives.

Activity Steps

1. Ask students to define "news"—the type of news they see on television or reported in a newspaper. Ask students to raise their hand if they have ever been on the television news or know of someone who has. Have them raise both hands if they have ever been mentioned in the newspaper or know of someone who has. Have them stand if they have ever been on the radio or know of someone who has. Note that besides "hard news" like a major earthquake or the death of a president, about 80 percent of what they see on television news or read in the newspaper has been supplied by people like them.

2. Cover up the words on the bottom of the *What Is News?* transparency. Project *What Is News?* and ask students to give their definition of "news." Write their answers on the blank portion of the transparency. Uncover the answer when students offer no more ideas. Project and discuss the remaining transparencies: *What's the Big Deal About the News Media?; Media Includes; and The 5 Ws and an H.*

3. Homework assignment: Have students write a brief newspaper article about a positive activity teens are involved in at their school. Some examples may include a school play, community service work, or sports. Distribute *The 5 Ws and an H* to students for reference. Coordinate with the school newspaper editor and/or journalism instructor to publish some of the student articles, and/or contact a community newspaper to see if they will publish student articles. Some community newspapers have sections dedicated to teens.

Extensions

- **Optional Homework:** Ask students to monitor and clip newspaper stories about teens for a week. Have them report on what they found and write a letter to the editor expressing their opinions (e.g., thanking the newspaper for its well-balanced coverage of teens, or requesting that the newspaper work harder at highlighting teens' positive actions).

Teacher Background Information

News highlighted in the media typically has elements of controversy and criticism. It also has to have importance or relevance. But the media also strives to feature human interest stories that are more positive in nature. These positive stories often involve youths. This lesson promotes a proactive approach that places teens in the driver's seat by allowing them to designate how they would like teens to be presented in the media. It also allows them to identify the elements of a news story and incorporate them into the news stories they write.

Controversy and Criticism

This about sums it up.

True to its name, news is also about the latest happening.

It's similar to gossip.

News must also be important.

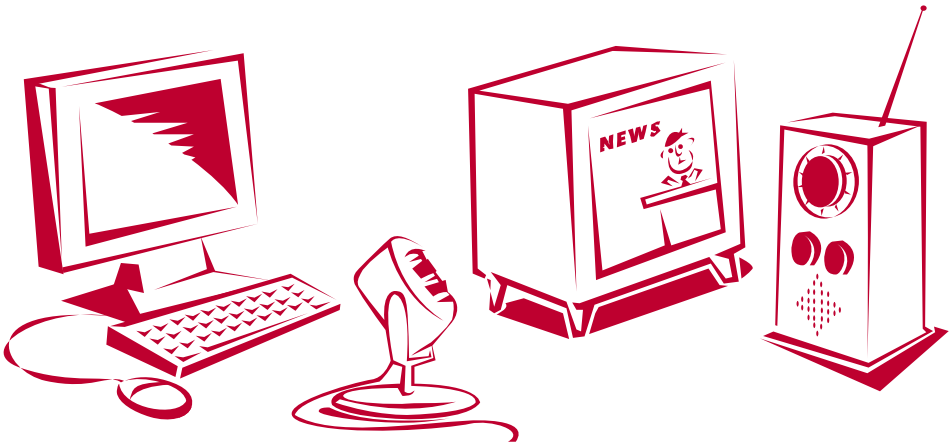
What's the Big Deal about the News Media?

The media can expose injustice, such as discriminatory hiring practices, which can result in multimillion dollar lawsuits.

The media can detail human tragedy through stories on earthquakes, floods, riots, etc.

The media can even highlight the positive actions of students.

Media Includes...

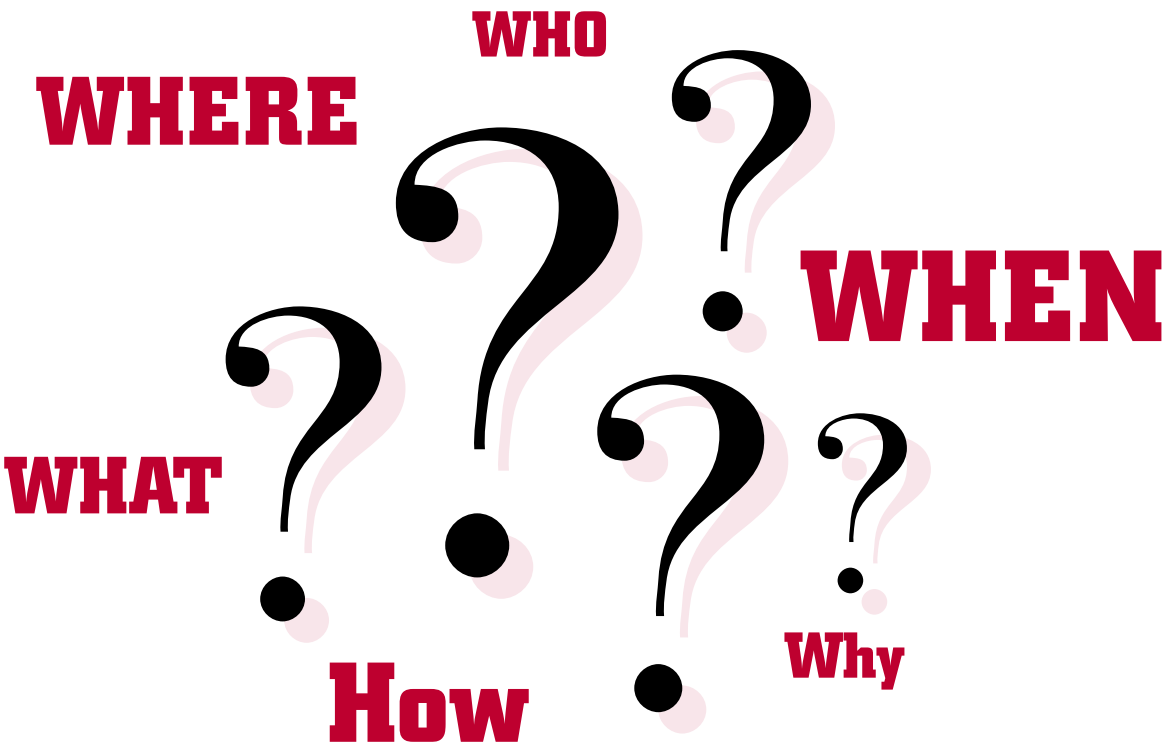


Electronic (Radio, TV, Internet)

Print (Newspapers, Magazines, Newsletters)

The 5 Ws and an H

Reporters must answer these critical questions
before they can develop a story:



If you're talking to an editor or reporter about a story idea that you have,
you need to be able to answer the above questions.
Reporters usually answer the five Ws at the beginning of a story.
Other details, such as the H for "How," follow later.

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LEADERS ENCOURAGING
ACTIVITY AND NUTRITION