

Activities Summary

<i>Activity Name</i>	<i>Suggested Age</i>	<i>Topic</i>	<i>Assessment</i>	<i>Discussion</i>	<i>Hands-on</i>	<i>Handout</i>
*Are You Meeting Your Nutrition and Physical Activity Requirements?	11-18	General nutrition and physical activity	X			X
The Low-Down on Sugar	11-18	Sugar in foods			X	X
The Low-Down on Fat	11-18	Fat in foods			X	
Eating on the Run	11-18	Fat in fast foods			X	X
*Reading Food Labels	11-18	Food labels			X	X
*My Snack Options	11-18	Making better snack choices	X	X		X
*My Physical Activity Options	11-18	Including more physical activity	X			X
*What Are You Really Paying For?	15-18	Consumer literacy	X			X
Making the Grade	11-18	Nutrition and achievement	X	X		
Facilitating a Youth Discussion	15-18	Physical activity Fruits & vegetables Soda consumption Fast food Skipping meals Nutritional supplements		X		X

* Activities requiring more than one session.

Activity 1: Are You Meeting Your Nutrition and Physical Activity Recommendations?

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Purposes:

- Youth will assess their diet and physical activity behaviors.
- Youth will identify ways to improve their diet and physical activity choices.

Session One

Before the session:

Make copies of *My Food Record* (page 105) and *My Physical Activity Record* (page 106) handouts.

What to do:

1. Tell youth that they will be collecting information on their eating and physical activity patterns. Distribute *My Food Record* and *My Physical Activity Record* handouts. Have youth keep a record of all the food they eat and how much physical activity they get for an entire day.
2. Provide instruction on how to complete the records.

- Explain that it is very important that they be specific about the kinds of food and the amount they eat.

Specific examples:

- 2 slices of cheese pizza
- Pint carton of lowfat milk
- One 12-oz. can of diet or regular soda
- A turkey sandwich, 3 slices of turkey, 2 slices of bread w/lettuce, tomato
- 3 pieces of fried chicken with skin

Non-specific examples:

- pizza
- milk
- soda
- sandwich
- chicken

- Explain that physical activity also includes things such as walking to and from school, or household chores like mowing the lawn, washing the car, sweeping, and vacuuming. This is in addition to traditional exercise such as playing basketball, running, or bike riding. Tell them to keep track of all of it!

Session Two

Before the session:

Make copies of *Are You Meeting Your Nutrition and Physical Activity Recommendations?* (pages 107 and 108).

What to do:

1. Distribute copies of *Are You Meeting Your Nutrition and Physical Activity Recommendations?* handout for the youth to complete.
2. Review the nutrition recommendations.

Recommendations for each food group:

- **Grains:** Make half your grains whole. Eat at least 3 ounces of whole-grain cereals, breads, crackers, rice, or pasta every day.
- **Vegetables:** Vary your veggies. Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens. Eat more orange vegetables like carrots and sweet potatoes. Eat more dry beans and peas like pinto beans, kidney beans, and lentils.
- **Fruits:** Focus on fruits. Eat a variety of fruit. Choose fresh, frozen, canned, or dried fruit. Go easy on fruit juices.
- **Milk:** Get your calcium-rich foods. Go lowfat or fat-free when you choose milk, yogurt, and other milk products.
- **Meat and Beans:** Go lean with protein. Choose lowfat or lean meats and poultry, fish, beans, peas, nuts, and seeds.

3. Review the physical activity recommendation for children and adolescents.

Recommendation for physical activity:

Aim for at least 60 minutes a day on most, preferably all, days of the week.

- Be spontaneously physically active
- Play tag
- Jump rope
- Ride a bike
- Walk or run
- Play during recess
- Roller skate or in-line skate

- Take part in physical education classes during school
 - Join after-school or community physical activity programs
 - Dance
 - Prevent dehydration by drinking water regularly during the activity and after the physical activity is completed.
4. Review what happens when you don't meet your nutrition and physical activity recommendations. You may:
- Get cranky, moody, not be able to concentrate
 - Become overweight or underweight
 - Become constipated
 - Suffer from:
 - stroke
 - high blood pressure
 - type 2 diabetes
 - certain types of cancers
5. Discuss the following:
- Were you surprised by the amounts or types of food you ate?
 - Were you more physically active or less physically active than you expected?
 - Did you meet the nutritional and physical activity recommendations?
 - What ideas did you come up with to improve your choices?

Tip: Youth can track their eating habits on-line with the United States Department of Agriculture's *MyPyramid Tracker* at MyPyramid.gov. They can create an online profile by entering in the foods they eat and tracking their calorie, vitamin, fat, fiber, cholesterol, and protein intake. A 20-day log will help them to document their eating patterns.

My Food Record

Name:

Date:

List All Food and Drink

Amount

MORNING:

BEFORE LUNCH:

LUNCH:

AFTERNOON:

DINNER:

AFTER DINNER:

Are You Meeting Your Nutrition and Physical Activity Recommendations?

Use your completed food and physical activity records to answer these questions and see!

Fruits and vegetables provide important nutrients and other substances that can help you:

- Keep your skin and eyes healthy
- Avoid getting sick
- Avoid getting constipated
- Reduce your risk of cancer and other diseases
- Heal wounds faster

For a 2,000-calorie diet, you need at least 2 cups of fruit and 2 1/2 cups of vegetables a day!!

Did you meet the recommendations?

- Yes No

Foods from the Milk group are important for:

- Building strong bones and teeth
- Making muscles work

Because you are still growing, you need at least 1300 mg of calcium a day. *That means 3 cups of foods high in calcium every day.*

Did you meet the recommendations?

- Yes No

What about soda?

Drinking too much sugary soda may:

- Cause weight gain
- Give you cavities

The average 12- to 19-year-old male youth consumes about 18 oz. of soda a day. This adds up to more than an extra 14 tsp. of sugar per day! And this doesn't include the sugar from eating other foods such as candy, cookies, cakes, or ice cream.

How many tsp. of sugar from soda did you have? (Multiply the ounces of soda you drank by 8 and divide by 10) ____ oz. of soda x 8 = ____ ÷ 10 = ____ tsp. of sugar

One cup of fruit and vegetable is:

- 1 medium size pear or large orange or banana
- 1 cup 100% fruit juice
- 1 cup canned or chopped fruit
- 1 cup cooked or chopped raw vegetables
- 2 cups raw leafy vegetables – spinach, romaine, etc.
- 1/2 cup dried fruit
- 1 cup tomato or mixed vegetable juice

The following amounts of these foods provide similar amounts of calcium:

- 1 cup fat-free or lowfat milk, yogurt, or pudding
- 1 1/2 oz. lowfat cheese
- 1 cup calcium-fortified juice or calcium-fortified cereal
- 3 cups broccoli
- 6 medium corn tortillas

Physical Activity

Every day, or most days, you should get at least 60 minutes of physical activity. This includes moderate activity such as playing basketball or football, swimming laps, or jumping rope, and other activity such as walking your dog, biking to school or to visit friends, or using the stairs.

Did you get at least 60 minutes of moderate physical activity? Yes No

What happens when you don't meet the food and physical activity recommendations?

Now...

- You may become cranky or moody, or not be able to concentrate
- Become overweight or underweight
- Get constipated

Later...

Suffer from:

- Stroke
- High blood pressure
- Type 2 diabetes
- Certain types of cancers

Improving Your Food and Physical Activity Choices

What changes can you make to improve your food and physical activity choices? Check all that apply and add a brief comment on how you will make improvements.

<i>Improvement</i>	<i>How:</i>
<input type="checkbox"/> Eat more fruits and vegetables	
<input type="checkbox"/> Eat/drink more from the milk group	
<input type="checkbox"/> Drink less soda	
<input type="checkbox"/> Make at least half of grains whole	
<input type="checkbox"/> Add more physical activity into my day	

Activity 2: The Low-Down on Sugar

Purposes:

- Youth will assess the amount of sugar in popular beverages.
- Youth will identify healthier drink alternatives.

Materials:

- Sample high-sugar drinks (actual cans/bottles or labels)
- Sugar (2 lbs. or 5 lbs. depending on size of group)
- Measuring spoons
- Plastic bags
- Clean-up materials

Ahead of time:

1. Collect labels or cans/bottles of drinks.
2. Make copies of *The Low-Down on Sugar* (page 112 and 113) and *Do You Know What Is In Your Soda?* handouts (page 114).

What to do:

1. Introduce the activity:

Bring in various beverages including ones with added sugar (e.g., soda, fruit drinks) and ones without added sugar (e.g., 100% fruit juice, orange juice).

Tip: You can substitute other high-sugar foods such as breakfast cereals, candy, or cookies instead of drinks.

2. Ask youth to place the drinks in order of lowest amount of added sugars to the highest without looking at the labels. Make a note of this sequence.

3. Find out if youth agree or disagree that all sugars are the same. Review the types of carbohydrates.

Complex carbohydrates (starches) are found in grains, such as bread, pasta, and rice, and vegetables. Foods that are high in complex carbohydrates may also contain vitamins and minerals.

Simple carbohydrates (sugars) occur naturally in foods such as milk and fruits and are also added to foods such as soft drinks, candy, ice-cream, and cookies. Sugars that occur naturally in foods are usually accompanied by other nutrients. These can include vitamins, minerals, protein, and fiber. Refined sugars such as table sugar, corn syrup, honey, and maple syrup that are added to foods provide only calories.

4. Have the youth read the labels on the containers of drinks or other high-sugar foods to find out how much sugar they contain. It is important for them to keep in mind that the amount of sugars listed on the Nutrition Facts label represents “total sugars” in the food. This includes those that have been added and those that occur naturally. For example, 1 cup of milk contains 11 grams of natural sugars and 100% orange juice (without added sugar) contains 20 grams of natural sugar. The same amount of orange soda contains 32 grams of added sugar. Once they have checked their label to identify how much sugar is in their food, have them measure out the amount of sugar. Use the 4 grams of sugar = 1 teaspoon rule. Pile the sugar in a plastic bag in front of the container. Then have the youth put the drinks in order from lowest in sugar to highest. Check to see if the order is the same as what they originally thought. Ask if they were surprised by the amount of sugar in particular drinks.
5. Ask youth if they pay attention to how much added sugar they get in their diet. Find out why they do or do not pay attention to what they drink. Review some of the possible consequences of a high-sugar diet:
 - Weight gain
 - Cavities
 - Foods made with lots of refined sugar fill you up and can crowd out other, healthier foods from your diet.

6. Have youth brainstorm healthier drink alternatives. Some possible choices are:
 - Water – 0 calories
 - Sparkling water – 0 calories
 - 1% or fat-free milk (8 fl. oz.) – 80-100 calories
 - Unsweetened iced tea (8 fl. oz.) – 2 calories
 - 100% fruit juice without added sugar (8 fl. oz.) – 110 calories

Tip: Taste test a healthier alternative to soda: 100% fruit juice with club soda.
7. Distribute *The Low-Down on Sugar* handout. Review ways youth can decrease the amount of added sugar in their diet.
 - Cut back on soda and juices or fruit drinks with added sugar.
 - Drink 100% fruit juice with no added sugar, unsweetened iced tea, water, or fat-free or 1% milk. Always check the ingredients list for added sugars.
 - Reach for fresh, canned, and dried fruit. Make sure to buy canned fruits packed in water, juice, or light syrup rather than in heavy syrup, and dried fruit with no added sugar. Always check the ingredients list to make sure!
 - Buy fewer snack foods that are high in sugar such as cookies, cakes, and candies. Try vanilla wafers, graham crackers, bagels, English muffins, nuts (dry roasted), sunflower seeds, air-popped popcorn, or baked tortilla chips instead.
 - Watch out for cereals with added sugar by checking the Nutrition Facts label for the amount of sugar. Look at the ingredients list to make sure that sugar isn't one of the first two ingredients. Other names for added sugars include corn syrup, high-fructose corn syrup, fruit juice concentrate, maltose, dextrose, sucrose, honey, and maple syrup.

The Low-Down on Sugar

Everyone likes the sweet taste of sugar. But eating too many sugary foods and drinks can make you gain extra weight and develop cavities. Plus, sugary stuff eliminates your hunger and if you are not hungry, you won't want to eat the types of foods that you need to help you grow and feel your best.

What is sugar?

Sugar is a type of carbohydrate and it is found naturally in healthful foods such as milk and fruits. These foods may also have vitamins, minerals, protein, and/or fiber. However, some foods such as soft drinks, candy, ice cream, and cookies may contain large amounts of added sugar. This sugar is called table sugar, corn syrup, high-fructose corn syrup, fructose, maltose, dextrose, corn sugar, honey, or maple syrup. Unless they are fortified, sugary foods and drinks provide plenty of calories but relatively small amounts of vitamins and minerals.

Have you ever thought about how many teaspoons of added sugar you eat each day?

Take a closer look at how much sugar is added to some of the foods you might be eating throughout the day.

<i>Food</i>	<i>Teaspoons of added sugar</i>
Strawberry frosted toaster pastry	5
Large fruit roll-up	2
Hard candy, 6 pieces	4
Fruit drink, 1 cup canned	7
Vanilla cream stuffed cupcake	6½
Chocolate flavored puffed cereal, ¾ cup	4
Jelly beans, 10 large	4
Soda, 12 ounces	10

Got a Sweet Tooth?

Here are some things you can do to eat less sugar.

- Cut back on soda and juices or fruit drinks loaded with sugar. Instead try 100% fruit juice with no added sugar, unsweetened iced tea, water, or fat-free or 1% milk. Always check the ingredients list for added sugars.
- Reach for fresh, canned, and dried fruit. Make sure canned fruits are packed in water, juice, or light syrup instead of heavy syrup; and the dried fruit has no added sugar. Always check the ingredients list to make sure!
- Buy fewer cookies, cakes, and candies. These snack foods are high in sugar. Try vanilla wafers, graham crackers, bagels, English muffins, nuts (dry roasted), sunflower seeds, popcorn without butter, or baked tortilla chips instead.
- Watch out for added sugars in cereals. A good rule is to check the Nutrition Facts label for the amount of sugar. Look at the ingredients list to make sure that sugar isn't one of the first two ingredients.

Tip: If you still want the fizz, dilute 1 cup of 100% fruit juice with ½ cup club soda.

Buyer Beware

Check your foods' Nutrition Facts labels for sugar content. Keep in mind that the sugar column on the Nutrition Facts label includes both naturally occurring sugars (like those in fruit or milk) and sugar that has been added to food (cakes and cookies) or drinks (soda and fruit drinks). No % DV has been established for sugars because no recommendations have been made for how much sugar to eat in a day.

Always check your ingredients list for more information on added sugars. Make sure sugar isn't one of the first two ingredients. Other names for sugar include: table sugar, corn syrup, high-fructose corn syrup, fructose, maltose, dextrose, corn sugar, honey, or maple syrup.

Nutrition Facts

Serving Size 3 Cookies (35g/1.3oz)
Servings Per Container 5

Amount Per Serving

Calories 190 Calories from Fat 90




% Daily Value*

Total Fat 10g	15%
Saturated Fat 3.5g	18%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 100mg	4%
Total Carbohydrate 22g	7%
Dietary Fiber 1g	4%
Sugars 13g	

MADE FROM: SUGAR, PARTIALLY HYDROGENATED VEGETABLE SHORTENING (SOYBEAN AND COTTONSEED OILS), UNBLEACHED ENRICHED WHEAT FLOUR (FLOUR, NIACIN, REDUCED IRON, THIAMIN MONONITRATE (VITAMIN B1), RIBOFLAVIN (VITAMIN B2), FOLIC ACID), SEMI-SWEET CHOCOLATE [SUGAR, CHOCOLATE LIQUOR, COCOA BUTTER, CHOCOLATE LIQUOR PROCESSED WITH ALKALI (DUTCHED), MILK FAT, SOY LECITHIN ADDED AS AN EMULSIFIER, VANILLA EXTRACT], EGG WHITES, OATMEAL. CONTAINS 2 PERCENT OR LESS OF: BUTTER, SALT, LEAVENING (CREAM OF TARTAR, BAKING SODA), SOY LECITHIN AND NATURAL FLAVORS.

Did you know that fat-free or reduced-fat foods are sometimes high in sugar? Sugar is added to replace flavor that is lost when the fat is taken out.

Do You Know What Is In Your Soda?

12 oz. Soda	Calories	Teaspoons of sugar
Orange Soda	180	12 1/2 
Colas	150	10 
Clear Soda	144	9 
Iced Tea, Unsweetened	1	0
Diet Soda	0	0

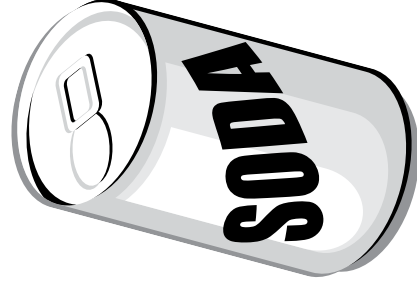
Do the Math!

Very large size sodas may contain 64 ounces. Each ounce of cola has about 13 calories. That doesn't sound like much, but...

13 calories \times **64** ounces = **832** calories

Choose More Often

- 1 cup of fat-free milk has 80 calories.
- 1 cup of lowfat milk has 102 calories.
- 1 cup of orange juice has 112 calories.
- Plain water has 0 calories.



Activity 3: The Low-Down on Fat

Purposes:

- Youth will learn about the different types of fat.
- Youth will learn about the health risks of a diet high in total fat, saturated fat, *trans* fat, and cholesterol.
- Youth will learn how to decrease the amount of total fat, saturated fat, *trans* fat, and cholesterol in their diet.

Materials:

- Sample foods with labels, or food labels alone
- Solid vegetable shortening
- Plastic bags
- Measuring spoons
- Cleaning materials

Before the session:

Decide how you will introduce the activity. Collect food labels if you will be placing foods in order of fat content.

What to do:

1. Introduce the activity:

Ask youth to place the foods in order of fat content from lowest amount to highest. Have the youth read the labels to find out how much fat each food contains. Then have them measure the fat (using the 4 grams of fat = 1 teaspoon rule) into a plastic bag, and place it in front of each food. Discuss how to read the label for the % DV information, and that 5% DV or less is a small amount, but 20% DV or more is a large amount. Also see *READ IT before you EAT IT!*, Handout 6.7, page 126.

Ask the youth if they are surprised by the amount of fat in some foods.

2. Review the different types of fat.

Saturated fats are found in animal products like meats (ground beef, sausage, hot dogs, bologna), fatty milk and milk products (whole milk, cheese, and ice cream), and other foods that are made with butter (most pies and pastries). They can also be found in some vegetable oils (such as coconut and palm oils) and in hydrogenated vegetable fats, like shortening and stick margarine. Saturated fats are solid at room temperature and, when consumed, can increase cholesterol in the blood, which can lead to increased risk for heart disease.

Unsaturated fats are found in oils (vegetable oil, canola oil, safflower oil, soft margarine). They are liquid at room temperature. When substituted for saturated fat, unsaturated fat helps reduce risk of heart disease.

Trans fats are created when oils are “partially hydrogenated” to turn liquid oils into solid margarine or shortening. Foods that are high in *trans* fat include hard or stick margarine, cakes, cookies, pies, and other fatty foods made with partially hydrogenated (partially hardened) oils. *Trans* fat contributes to elevated blood cholesterol levels and can increase heart disease risk.

3. Ask the group if they feel it is important to pay attention to how much total fat, saturated fat, *trans* fat, and cholesterol they get in their diet. Choose one of the following activities to demonstrate how too much fat and cholesterol in your diet can affect your health.

A. Ask everybody to stand up. Ask if they know anyone who has heart disease or high blood pressure or who has had a heart attack. If they do, have them sit down. Next ask those who remain standing to sit down if they know anyone who has cancer or who has died from cancer. Finally, ask those who remain standing to sit down if they know anyone who has diabetes or who has died from diabetes. Most or all participants should be seated after all the questions have been asked. Explain that these are some of the diseases that are related to poor eating habits, particularly a diet high in total fat, saturated fat, *trans* fat, and cholesterol.

B. Review the risks of a diet high in total fat, saturated fat, *trans* fats, and cholesterol.

- Heart disease, high blood pressure, stroke
- Weight gain
- Cancer (specifically colon)

Make reference to a movie star, musician, or professional athlete who has been afflicted with or died as a result of these types of diseases. You can also use a personal story or experience.

- C. Use models of a clogged artery or a replica of triglycerides in the blood to provide a visual example of how total fat, saturated fat, and *trans* fat affects our health. (See Nasco Nutrition Aides in the Resources chapter for information on how to purchase these models.)
4. Ask youth to come up with ways they can decrease the amount of saturated fat, *trans* fat, and cholesterol in their diet.
- Cut back on fried foods such as fried chicken, fried fish, potato chips, and French fries.
 - Avoid high-fat snacks such as cookies, donuts, and cakes. Instead choose fresh, dried, or canned fruit, a lowfat granola bar, a bagel with jelly or peanut butter, or fig newtons.
 - Avoid drinking whole milk; instead choose fat-free or lowfat milk.
 - Hold the mayo on sandwiches and burgers; try just mustard and/or ketchup instead.
 - Remove the skin from chicken.

Activity 4: Eating on the Run

Purposes:

- Youth will assess their fast food choices.
- Youth will identify ways to improve their fast food choices.

Materials:

- Solid vegetable shortening
- Plastic bags
- Measuring spoons
- Clean-up materials

Depending on the activity you choose, you may also need:

- Nutrition Facts information from fast food restaurants

Ahead of time:

1. Collect materials.
2. Make copies of *Eating on the Run* handout (pages 120 and 121).
3. Put the recommended daily value of fat for an active youth (about 80 grams, 20 teaspoons, or 6 ½ tablespoons of fat) into a plastic bag.
4. Decide which activity option you will choose.

What to do:

1. Introduce the activity.

Ask youth how many times a week they eat fast food. Find out whether they think it's possible to eat healthy at a fast-food restaurant.

2. Choose *one* of the following activities to measure out the amount of fat in fast foods. Use the 4 grams of fat = 1 teaspoon rule.
 - A. Youth can bring in Nutrition Facts information from their favorite fast-food restaurant. It is available at the restaurant or on its Web site. Have them choose the meal that they usually order, find out how much fat is in the food or meal, and measure out the amount of fat into a plastic bag.

- B. Assign foods from the *Eating on the Run* handout.
- C. Collect nutrition information from various fast-food restaurants, or make copies of the *CANFit Fast Food Survival Guide* booklet. (See CANFit in Resources Section of Chapter 7 for information on how to order.) Assign a menu item for each youth to measure.
3. Have youth share the amounts of fat in their meal/foods and what they thought about those amounts. (Were they surprised? Disgusted? Did they already know?)
 4. Review the maximum daily amounts of fat that should be consumed by adolescents (moderately active males ages 11-18 should consume no more than 78-109 grams of fat per day; moderately active females ages 11-18 should consume no more than 70-78 grams of fat per day). Compare the bag of 80 grams of fat to the bags of fat from the fast foods. Does their fast-food meal contain more than the maximum amount for the entire day?
 5. Distribute the *Eating on the Run* handout. Discuss ways that youth can make healthier choices when they eat fast food.

Eating on the Run

Although fast food is often quick and easy, many fast foods are loaded with fat, added sugars, calories, and salt. Eating fast food on a regular basis can be bad for your health unless you learn to make better fast-food choices.

Here are some simple guidelines:

Pass on the soda

Most soda is loaded with sugar and calories. One 12 oz. soda contains about 10 tsp. of sugar. Most fast-food chains offer more healthful drinks such as orange juice, 1% or fat-free milk, unsweetened iced tea, or bottled water.

Watch out for fried foods

Fried chicken and fish sandwiches, chicken nuggets, and fries are loaded with fat. To reduce fat and calories order a broiled or grilled chicken or fish sandwich, or stick to a regular hamburger. Instead of fries, try a baked potato or a side salad. Choose Mexican food with soft (rather than fried) tortillas, such as burritos, soft tacos, or fajitas. Try lowfat Chinese foods like won-ton soup and stir-fried dishes. Order steamed rice instead of fried rice or chow mein.

Watch out for added fat

Not having cheese or mayo can decrease the amount of fat and calories in your fast-food meal. Avoid specialty burgers that have special sauces or bacon. Bacon and sauces are loaded with fat and cholesterol (see “Facts About Cholesterol” in Chapter 1, on page 19).

Watch your amounts

If you decide on a burger and fries, order the regular or small-sized versions. You can get two smaller-sized hamburgers without cheese instead of eating a quarter-pound cheeseburger for fewer calories and less fat.

Never “SUPER SIZE”

A regular cheeseburger meal provides 680 calories. When you order a super size the extra fat from the fries and sugar in a 42-oz. super-size soda add another 660 calories, bringing the total calories in a super-size

cheeseburger meal to a whopping 1,340. This is more than half of the calories you need for an entire day.

Ask to see the nutrition information

Most fast-food restaurants now have nutrition information on all of their menu items available at the restaurant or on the Internet. Take some time to look and see what is in each menu item before you place your order.

See the difference for yourself.

What choice will you make next time you eat fast food?

Higher Fat	<i>Calories</i>	<i>Fat</i>	Lower Fat	<i>Calories</i>	<i>Fat</i>	<i>Calories/ Fat Saved</i>
Quarter-pound burger w/cheese	520	29	Regular hamburger	260	9	260/20
Deluxe crispy chicken	500	50	Classic grilled chicken	250	3	250/47
Large fries	450	22	Small fries	210	10	240/12
Large burger	630	39	Regular hamburger	260	10	370/29
Double large burger w/cheese	950	63	Regular hamburger	260	10	690/53
Chicken sandwich	700	43	Broiled chicken sandwich	267	8	433/35
Bacon cheeseburger	1,150	89	Regular hamburger	260	10	890/79
Spicy crispy chicken	560	27	Fajita chicken pita	280	9	280/18
Double bacon cheeseburger	1,030	63	BBQ chicken sandwich	310	6	720/57
Regular fries	370	20	Light baked potato	290	1	80/19
Original chicken breast	400	29	Chicken breast without skin	169	4	231/25
Potato wedges	280	13	Mashed potatoes and gravy	120	6	160/7
			Red beans and rice	130	3	150/10

Activity 5: Reading Food Labels

Purposes:

- Youth will learn how to determine amounts of foods.
- Youth will learn how to read a food label.
- Youth will learn how to make healthier snack choices.

Session One

Before the session:

Collect materials.

Materials

- 1 box of high-sugar cereal (one that is sugar coated)
- 1 liter of soda (not diet)
- 1 large bag of chips (more than 2 servings)
- 2 large bowls
- One 24-oz. cup
- Measuring cup for dry foods
- Measuring cup for liquids

What to do:

1. Set out a box of high-sugar cereal and a large bowl, a liter of soda and 24-oz. cup, and a large bag of chips and a large bowl. Ask for three youth volunteers to serve themselves from the choices. Do not explain what the activity is about. Simply ask them to take as much as they would normally.
2. Ask three new volunteers to measure out how much of each food was selected. (Use measuring cups.)
 - Ask the group if they think what was selected is equal to one serving size on the food label.
 - How do they know?
 - Ask the group where they can find information about serving sizes.

Have three new volunteers check the label and read aloud what the actual serving size is for each food. Compare what was selected to one serving according to the food label.

- Were the amounts more or less than what the label said is a serving size?

Have youth figure out how many servings were actually selected.

3. Ask the group how much sugar they think is in the amount of cereal and soda selected and how much fat is in the amount of chips chosen. (Remind them that they can find this information on the food label.) Ask them if they think the information on the food label applies to what they served themselves. In other words, is what was served equal to what is considered a serving according to the food's label?
4. Have three new volunteers look at the food label to find out how much fat or sugar is in one serving. Multiply this amount by the number of servings that were selected to find out how much fat or sugar would have been consumed.
5. Review and discuss:
 - The importance of the amount of food consumed and serving sizes. (Refer to *MyPyramid* on page 8 for the sample daily amount information for 2,000-calories.) Sometimes we do not realize how much or what we are eating. It is especially important to think about serving size when it comes to snack foods because they are often high in sugar and fat. What we think might be a reasonable amount of a certain food may actually be an unhealthy amount high in sugar and fat.
 - Remind the youth that they can find out how much one serving is by reading the food label.
 - It is important to realize that all the information on the food label applies to ONE serving as listed on the food label.
6. Ask youth to bring food labels from the snack foods they eat to the next session.

Tip: Provide an incentive for youth to bring in labels (i.e., points, movie passes, CDs, sporting equipment).

Session Two

Materials:

- Food packaging containing Nutrition Facts labels and ingredients lists from popular snack foods.

Before the session:

1. Make copies of *READ IT before you EAT IT!* (page 126) and *Ways To Tell If Your Snack Is a Healthy Choice* (page 127) handouts.
2. Collect four sample food labels of popular snack foods such as candy bars, an individually packaged muffin, and a fruit drink.
3. Remind youth to bring in labels from snack foods.

What to do:

1. Pass out copies of both handouts.
2. Choose one of the following activities:
 - A. (For older youth) Using the *READ IT before you EAT IT!* handout, have youth look at the labels they brought in to see if they made good snack choices. Have the youth share with the large group what foods they ate and whether they made healthful choices. If their snacks were not the best choices, decide how they can be improved.
 - B. (For younger youth) Using the labels youth brought in, determine as a *large group* if the snack foods are healthful choices.
 - Ask if the Daily Value for total fat and saturated fat is close to 5% DV.
 - Does the food have close to 20% DV for fiber?
 - Does the food have close to 20% DV for vitamin A, vitamin C, calcium, or iron?
 - Is sugar one of the first two ingredients on the ingredients list?

Have youth offer suggestions for more healthful snack choices (e.g., fig bars, a lowfat granola bar, a piece of fruit, a bagel, 100% orange juice, 1% milk).

3. Have youth share whether or not they plan to read food labels. If so, what things will they definitely look for on the food label? Remind the youth that there are no good or bad foods. All foods can fit into a healthy diet. Reading the food label helps you keep track of the foods you are eating and make more informed choices.

READ IT *before you EAT IT!*

How many servings are you eating?

Calories in one serving.

For two servings, double the calories. Pay attention to choose foods for a healthy weight.

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 250 **Calories from Fat** 110

% Daily Value*

Total Fat 12g **18%**

Saturated Fat 3g **15%**

Trans fat 0g

Cholesterol 30mg **10%**

Sodium 470mg **20%**

Total Carbohydrate 31g **10%**

Dietary Fiber 0g **0%**

Sugars 5g

Protein 5g

Vitamin A 4% • Vitamin C 2%

Calcium 20% • Iron 4%

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

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

% Daily Value (DV) is the amount of a nutrient in one serving compared to dietary recommendations.

Get **LESS**

5% or less is low

20% or more is high

Get **ENOUGH**

5% or less is low

20% or more is high

What's the Best Choice for You?

Use the Nutrition Facts Label to Make Choices

Ways To Tell If Your Snack Is a Healthy Choice

Is it low in fat?

Use the % Daily Value (DV) column. Recall that if a food has 5% DV or less for a nutrient, it contributes a low amount, while foods having 20% DV or more for a nutrient contribute a high amount. Choose most often snack foods that are lower in total fat, saturated fat, and *trans* fat. Watch out for fried snack foods. Try baked instead. A bag of regular fried potato chips has 15% DV for fat and a bag of baked chips has 5% DV for fat.

Is it low in sugar?

Check the ingredients list. If sugar is one of the first two ingredients, the food is high in sugar. Other names for sugar that you might see on the ingredients list are: table sugar, corn syrup, high-fructose corn syrup, fructose, maltose, dextrose, corn sugar, honey, or maple syrup. Soda and certain kinds of fruit juices are high in sugar. Choose to drink water or 100% fruit juices that have no added sugar.

Be sure to check the ingredients list!

The ingredients list tells you everything that's in your food. Ingredients are listed from the largest quantity to the smallest quantity by weight. Whatever ingredient your food has the most of will be first on the list, and so on.

Is it high in fiber?

Use the % DV column. Foods with 20% DV or more contribute a large amount of fiber, while foods with 5% DV or less contribute a small amount of fiber. Snack foods that are a good source of fiber are whole-wheat English muffins, pears, almonds, apples, broccoli, and whole-grain cereals.

Is it a whole grain?

Check the ingredient list for the words “whole” or “whole grain” before the grain ingredient's name to decide if a food is made from a whole grain, rather than a refined grain. The primary grain should be the first ingredient in the ingredient list to be considered a “whole grain.” Some whole grains, like popcorn or brown rice, do not have the word “whole” in front of their names. Snack foods that are a good source of whole grain are whole-wheat bagels or crackers, whole-grain cereals, oatmeal, or popcorn.

Is it full of vitamins and minerals?

Use the % DV for vitamin A, vitamin C, calcium, and iron. If the snack has 20% or more of the % DV it contributes a large amount of a nutrient, while foods with 5% or less of the % DV contribute a small amount.

Activity 6: My Snack Options

Purposes:

- Youth will identify the influences on their snack choices.
- Youth will survey the types of snack foods that are available.
- Youth will plan to make more healthful snack choices.

Session One

Before the session:

- Make copies of *What Are My Snack Options?* (pages 133 and 134).

What to do:

1. As a group, ask youth to share some of their usual snack habits.
 - What types of food do you eat for snacks?
 - At what times during the day?
 - Where do you usually get your food? (e.g., snacking on vending machine foods between classes, visiting fast-food restaurants or corner stores on the way home from school, or snacking on what's available at home).
2. As a group, discuss some of the things that influence their snacking habits.
 - What is the first thing you think about when you want a snack?
 - What is of most importance to you when choosing snack foods? (e.g., cravings, taste, cost, convenience, availability, peer pressure, family, advertising, nutrition).

Have each youth identify three things that frequently influence his or her snack choices. Find out if they think these influences help them to make healthful choices or lead them to make unhealthful choices.

3. Take a few minutes and discuss the types of snack foods that are available to youth at home, in school, and in their neighborhoods. Ask them if they feel they have a wide variety to choose from, including healthful foods.

- What do you snack on at home?
 - On the way to/from school?
 - With friends?
4. Distribute the *What Are My Snack Options?* handout. Explain to the youth that they will be keeping track of the snack options they have at school, at home, and in their neighborhoods. Using the handout, they will record the available snack foods in the columns listed. Have youth fill in an example for each location (school, at home, and their neighborhood).

Tip: Take a few minutes to review examples. (See “*MyPyramid Food Guidance System*” on page 7.)

5. Tell youth to bring their completed handouts to the next session.

Session Two

Before the session:

1. Make copies of the *Snack Tips* handout (pages 131 and 132).
2. Remind youth to bring in their completed handouts.

What to do:

1. As a large group, have youth share what they found.
 - What types of snacks were available to you?
 - What food group or in which column did most of the snack foods fall?
 - Were fruits and vegetables available everywhere?
 - Were whole-grain foods available?
 - Would you consider the snack foods that were available healthful or not?
2. Ask youth if any foods were not available that they would like to have.
 - What types of food would these be?
 - Fruits?
 - Veggies?
 - Whole grains?
 - Snacks high in fat or sugar?
3. Ask youth if, given the foods they have to choose from, they feel they usually make healthful or unhealthful snack choices. Why or why not? If not, what could they do to improve their snack choices? Have youth brainstorm ideas as a large group (e.g., plan snacks ahead of time and bring them from home; avoid candy bars and other high-sugar, high-fat snack foods; choose more fruits and vegetables).
4. Distribute and review the *Snack Tips* handout. Have youth come up with their own ideas for how they can make more healthful snack choices.

Follow-up Activities:

- Write a letter to the school principal to request more healthful snack options in school vending machines.
- Have youth prepare a snack from the *Snack Tips* handout.

Snack Tips

Use the Nutrition Facts label and the ingredients list to help you make smarter snack choices!

- Make sure your amounts are sensible. Read the Nutrition Facts label to determine the size of a serving.
- Make snack drinks count. Drink fat-free or 1% milk or 100% fruit or vegetable juice instead of soda or sugar-sweetened fruit drinks.

Choose more often juices that are made from 100% fruit juice and have no added sugar.

- Choose lowfat snack foods. Use the Nutrition Facts label to determine the amount of fat in a serving. Choose most often snacks that have a lower % DV for fat. Foods with 20% DV or more contribute a large amount of a nutrient, while foods that have 5% DV or less contribute a small amount of a nutrient.

Choose More Often:

Whole-grain cereal, bagels, whole-grain crackers, graham crackers, pretzels, lowfat cheese, fat-free yogurt, fruit, vegetables, fig bars, bread sticks

Choose Less Often:

Donuts, sweet bread, butter crackers or saltines, chips, ice cream, cakes, cookies

- Choose foods lower in added sugars. Look at the ingredients list to make sure that sugar is not one of the first two listed.

Watch out for all forms of added sugar: table sugar, corn syrup, high-fructose corn syrup, fructose, maltose, dextrose, corn sugar, honey, or maple syrup!

- Choose high-fiber snack foods including fresh, canned, or dried fruits and vegetables.

Choose More Often:

Whole-grain ready-to-eat cereals, dried figs, almonds, apple, banana, orange, broccoli, oat bran muffin

Choose Less Often:

Chips, sugar-sweetened cereals, donuts, candy, pies

- Choose whole-grain foods. Look for foods made with whole-grain or whole-wheat flour rather than refined, bleached, or white flour.

Choose More Often:

Whole-wheat flour, whole-wheat or corn tortillas, pretzels, whole-grain crackers and breads, whole-grain cereals, brown rice

Choose Less Often:

Wheat flour, flour tortillas, saltine crackers, butter crackers, potato chips, white bread, sugar-sweetened cereal, white rice

Try These Snacks

Grains

Flavored Popcorn

Spray air-popped popcorn with a nonstick spray and add one of these: chili powder, onion powder, garlic powder, Parmesan cheese, or cinnamon.

Snack Mix

5 cups bite-sized squares cereal, 1/4 cup raisins, 1/4 cup peanuts, 1/4 cup sunflower seeds. Combine all ingredients and store in plastic bags.

Fruits/Vegetables

Quick Pizza

Top an English muffin, bagel, or piece of pita bread with tomato sauce; vegetables such as broccoli, corn, or zucchini; grated lowfat cheese; and seasonings. Place in a 350° oven to heat and melt cheese.

Frobana Crunch

Cut a banana into 4 pieces. Dip in fruit-flavored yogurt or peanut butter and roll in crushed graham crackers, and freeze.

Meat and Beans

Beans and Baked Tortilla Chips

Cover chips with 1/2 cup whole or refried beans and 1/4 cup shredded lowfat cheddar cheese. Cook in microwave until cheese is melted. Top with fresh tomatoes and lettuce.

Milk

Fruit Shake

Chop your favorite fruit, add 1/4 cup chilled apple juice and 1 cup flavored lowfat or fat-free yogurt. Blend chopped fruit, apple juice, and yogurt until smooth.

Quesadillas

Cut corn tortillas into six triangles. Top with green chilies and a little grated lowfat mozzarella cheese. Place in a 350° oven to crisp tortilla and melt cheese.

Other Snacks

Vanilla wafers
Rice and marshmallow bars

Fruit Spritzer

1 can unsweetened 100% frozen juice concentrate, and club soda. Mix juice concentrate according to directions on the can. Substitute club soda for water.

Crispy Sweet Potato Wedges

Cut a sweet potato into wedges. Spray with cooking spray and bake at 450° until crispy on the outside and tender on the inside (about 25 minutes).

Other Snacks

1% lowfat chocolate milk
String cheese with whole-wheat crackers
Non-fat pudding with berries

What Are My Snack Options?

Please list the foods you find to snack on today. List the foods in the columns below.

Name: _____

Date: _____

	<i>Grains</i>	<i>Vegetables</i>	<i>Fruits</i>	<i>Milk</i>	<i>Meat and Beans</i>	<i>Snacks High in Fat or Sugar</i>	<i>"Combo Foods"</i>
At School Example						<i>chips, soda, candy bar</i>	
In the cafeteria							
In the vending machine							
At the school store							
Other							
At Home Example	<i>crackers</i>	<i>carrots, celery</i>	<i>apple, banana</i>	<i>lowfat milk, fat-free yogurt</i>	<i>peanuts</i>	<i>cookies</i>	<i>turkey sandwich</i>
In the refrigerator							

Continued

	Grains	Vegetables	Fruits	Milk	Meat and Beans	Snacks High in Fat or Sugar	"Combo Foods"
In the freezer							
In the cabinets							
In Your Neighborhood Example	<i>bagel</i>					<i>soda, donut</i>	<i>cheese-burger, pizza</i>
At the corner store							
At a fast food place							
Other							

Please answer the following questions.

1. Which food group did most of the foods belong to?
(Circle no more than 2)

Grains Vegetables Fruits Milk Meat and Beans Snacks High in Fat or Sugar "Combo Foods"

2. Which foods would you consider healthful options?

3. Are there any foods that you would like to have available for snacks?

Activity 7: My Physical Activity Options

Purposes:

- Youth will assess their current physical activity patterns.
- Youth will set a goal of getting 60 minutes of physical activity each day, or most days.

6

Session One

Before the session:

- Make copies of *My Physical Activity Goals* (page 141) and *My Physical Activity Log* (page 142) handouts.

What to do:

1. Pass out copies of *My Physical Activity Goals* handout and review the instructions. List the physical activities you usually do in a week and how long you do the activity. Then add up the number of minutes of physical activity you get each day.

Remind youth that there are lots of ways to be physically active. There are moderate-intensity physical activities such as walking, light gardening/yard work, and dancing. There are also vigorous-intensity physical activities such as running/jogging, hiking, lap swimming, heavy yard work, and basketball.

2. In a large group, find out what types of physical activities youth did. What were their favorite activities?

Option: Ask youth to stand up each time you name a physical activity they listed (e.g., stand up if you played basketball; walked or rode your bike to school; did light or heavy yard work).

3. Ask youth why it is important to be physically active. Do they enjoy it? Is it important to their health? Do they feel better when they are physically active? Does someone force them to be physically active? Find out what they think are the benefits of regular physical activity. Possible responses are:

Exercise may help:

- Keep your bones strong
- Keep your heart healthy
- Strengthen your muscles
- Increase your endurance and flexibility
- Make you feel better
- Reduce feelings of depression and anxiety.

4. Ask youth if they think they get enough physical activity every day, and if they know how much daily physical activity is recommended.

Explain that 60 minutes of physical activity every day, or most days, is recommended for children and adolescents to maintain good health. This includes moderate activity like walking, light gardening/yard work, and dancing. There are also vigorous activities, such as running/jogging, hiking, lap swimming, heavy yard work, and basketball. It doesn't matter when they do it—10 minutes here, 10 minutes there, or 60 minutes all at once—as long as they do it.

5. Explain to the youth that they are going to set goals to increase their physical activity and meet the 60-minute recommendation for daily physical activity.

Explain that a goal:

- Is something you plan to accomplish,
- Is a challenge you set for yourself, and
- Can be short-term or long-term.

Review the three characteristics of a good goal:

- **CHALLENGING**—more than you are doing now,
- **REALISTIC**—something you know you can do, and
- **SPECIFIC**—exactly what you plan to do.

Ask a youth volunteer to share what he did for physical activity on a day he spent less than 60 minutes doing it. As a group, come up with a sample goal to increase the amount of time spent on the activity. For example, if he already walks to and from school, the goal might be to add 20 minutes of walking after school for fun.

Possible ways to increase physical activity are to:

- Trade inactive time for active time (instead of watching TV, ride a bike, or play basketball);
 - Do more of what you are already doing (play longer);
 - Add new activities (walk to school or church instead of getting a ride).
6. Have youth consider how much physical activity they usually get during the week (especially on the days they do not get a full 60 minutes of physical activity), and think about how they can increase their physical activity. Then, ask them to write down three goals of their own that will help them increase their daily physical activity.

Encourage youth to include non-sports-related activity options as well, such as walking, riding their bikes, light gardening, and heavy yard work.

7. Explain that over the next week, they will work on meeting their physical activity goals by keeping track of all the physical activity they do, when they do it, and for how long. Review the example of how to complete the handout (*My Physical Activity Log*, example page 143) and answer any questions they have.

Instruct youth to share what they plan to do with their parents. They must get a parent's signature on *My Physical Activity Goals* before completing their physical activities, and on *My Physical Activity Log* after completing their physical activities.

Ask youth to bring their completed handouts to the next session.

Option: Establish a points scale, and give points to youth who turn in completed handouts.

Session Two

Before the session:

- Make extra copies of *My Physical Activity Log* handout.

What to do:

1. Poll the group to find out how many youth met their goals. Was it difficult? What challenges did they have? Ask for volunteers to share their plans and physical activities. Discuss if they noticed any benefits from getting 60 minutes of physical activity each day—did they feel more energetic? Feel more alert?
2. Ask youth to share some of the barriers they might face in trying to meet their physical activity goals. Ask those who did not meet their goals to share some of the reasons why they were unable to complete their plans. Possible responses are:
 - I didn't have enough time.
 - I don't like to exercise.
 - I don't like to get sweaty.
 - I don't want to mess up my hair.
 - I'm not good at sports.
 - I prefer other activities like watching TV, using computers, talking on the phone.
 - I don't care.
 - It's not safe.

Write their reasons on a chalkboard or flip chart.

Have youth brainstorm ways they can overcome some of the challenges and barriers to getting 60 minutes of physical activity each day. Use the chart that follows to guide your discussion.

Barriers/ Challenges	What To Do
I do not have enough time.	<ul style="list-style-type: none"> ■ Walk or ride bike to and from school or church. During school, play basketball, jump rope, or tag at breaks and lunch time. ■ At home, help with chores such as gardening or yard work, dance in your room, or jump rope in the garage. ■ On the weekends, go for a bike ride or a hike with a family member, go swimming, play tennis, play catch, go to the park, go to a gym, help out around the house.
I don't like to exercise. I don't want to get sweaty.	<ul style="list-style-type: none"> ■ Be creative. Try walking instead of getting a ride, taking the stairs instead of the elevator, playing with a younger sibling or relative, doing chores around the house, or dancing. These all count as physical activity.
I'm not good at sports.	<ul style="list-style-type: none"> ■ Try new activities like golf, weight lifting, or dancing. ■ Walk or ride bike to and from school or church. During school, play basketball, jump rope, or tag at breaks and lunch time. ■ At home, help with household chores such as gardening or yard work, dance in your room, or jump rope in the garage. ■ On the weekends, go for a bike ride or a hike with a family member, go swimming, play tennis, play catch, go to the park, go to a gym, help out around the house.
I prefer other activities such as watching TV, using computers, talking on the phone.	<ul style="list-style-type: none"> ■ Try new activities like Tae Bo, karate, capoeira, Akido, yoga, Tai Chi. ■ Set limits on how much time you spend watching TV, playing video games, surfing the Internet, or talking on the phone. ■ Find other people to be active with. Join a school or community sports team or find a friend to be active with. ■ Walk or ride your bike to an arcade.
I don't care.	<ul style="list-style-type: none"> ■ Think about all the benefits you get from being physically active: stronger muscles, bones, and heart; prevention of disease and weight control; can make some people feel more energetic.
It's not safe.	<ul style="list-style-type: none"> ■ Get a parent or older sibling to be active with you.

Continue with setting goals for physical activity. Distribute copies of *My Physical Activity Log*, and have youth keep track of the physical activities they do during the week. Challenge them to meet the recommended 60 minutes of physical activity every day, or most days.

Follow-Up

Continue to collect physical activity logs and award points each week for completed logs. You can open each session by asking for volunteers to share their experiences with physical activities each week. Give youth an opportunity to voice their challenges and brainstorm solutions.

My Physical Activity Goals

How physically active are you? In the boxes below, write down the physical activity you usually do in a week.

Physical Activity?	Intensity? (Easy, moderate, or hard)	Frequency and Time (number of minutes on each day)						
		MON	TUE	WED	THU	FRI	SAT	SUN
<i>Basketball</i>	<i>Hard</i>	<i>20</i>	<i>20</i>	<i>20</i>	<i>20</i>	<i>20</i>		
	Total Minutes							

Did you get at least 60 minutes of physical activity every day?

Yes No

How can you be more physically active? Set three goals to increase your physical activity.

Examples:

Trade physically inactive time for physically active time. (I could ride my bike instead of watching TV after school on Mondays and Thursdays.)

Add new physical activities. (I could walk to church instead of getting a ride.)

Do more of what you are already doing. (I could play basketball for 30 minutes a day instead of 20 minutes Monday through Friday.)

My Physical Activity Goals

I could _____ instead of _____

When? _____

I could _____ instead of _____

When? _____

I could _____ instead of _____

When? _____

Your Signature _____ Date _____ Parent Signature _____ Date _____

My Physical Activity Log

Use the goals you set to help you meet your daily physical activity recommendation. Keep track of what you do, when you do it, and for how long. Add up your minutes of physical activity each day to see if you get at least 60 minutes.

What I did on:		What I did on:	
What:	When:	How Long:	How Long:
How many minutes of physical activity did you get today?		How many minutes of physical activity did you get today?	
What I did on:		What I did on:	
What:	When:	How Long:	How Long:
How many minutes of physical activity did you get today?		How many minutes of physical activity did you get today?	
What I did on:		What I did on:	
What:	When:	How Long:	How Long:
How many minutes of physical activity did you get today?		How many minutes of physical activity did you get today?	
What I did on:		What I did on:	
What:	When:	How Long:	How Long:
How many minutes of physical activity did you get today?		How many minutes of physical activity did you get today?	

Did you get 60 minutes of physical activity every day? Yes No

Did you meet your physical activity goals? Yes No

Your Signature

Date

Parent Signature

Date

My Physical Activity Log

Use the goals you set to help you meet your daily physical activity recommendation. Keep track of what you do, when you do it, and for how long. Add your minutes of physical activity each day to see if you get at least 60 minutes.

What I did on: Monday, April 23		What I did on: Friday, April 27	
What: Walked to school Played tag Played basketball	When: Before school At lunch After school	What: Walked to school Jumped rope Rode bike	When: Before school At lunch After school
How many minutes of physical activity did you get today? 45 minutes		How many minutes of physical activity did you get today? 55 minutes	
What I did on: Tuesday, April 24		What I did on: Saturday, April 28	
What: Walked to school Walked home	When: Before school After school	What: Walked to/from pool Swam	When: Morning Morning
How many minutes of physical activity did you get today? 20 minutes		How many minutes of physical activity did you get today? 80 minutes	
What I did on: Wednesday, April 25		What I did on: Sunday, April 29	
What: Walked to school Played basketball Walked home	When: Before school At lunch After school	What: Walked to/from church Washed car, mowed lawn, vacuumed	When: Morning Afternoon
How many minutes of physical activity did you get today? 40 minutes		How many minutes of physical activity did you get today? 90 minutes	
What I did on: Thursday, April 26			
What: Walked to school Played soccer	When: Before school After school		
How many minutes of physical activity did you get today? 70 minutes			

Did you get 60 minutes of physical activity every day? Yes No

Did you meet your physical activity goals? Yes No

Your Signature

Date

Parent Signature

Date

Activity 8: What Are You Really Paying For?

Purposes:

- Youth will learn about the different strategies food companies use to get them to purchase products.
- Youth will be able to assess how much money they spend on convenience food.
- Youth will be able to describe ways to reduce their convenience food purchases.

Session One

Before the session:

- Review *How Much Do You Spend on Food Each Week?* handout (pages 148 and 149).

What to do:

1. As a group, discuss some of the things that influence snacking habits.
 - What is the first thing you think about when you want a snack?
 - What is most important to you when choosing snack foods? (e.g., cravings, taste, cost, convenience, availability, peer pressure, family, advertising, nutrition).
2. Name a popular food or drink slogan and see if the youth recognize the product associated with it.
3. Ask the youth how much of an effect food advertisements have on them.
4. Ask youth to give examples of the strategies food companies use to get people to buy their product. Some strategies include:
 - *Ad Campaigns/Merchandising*—These feature popular music, funny slogans, bright colors, and celebrities. Advertising techniques lead you to think you can be like the person in the ad and suggest that everyone is eating/drinking their product.
 - *Packaging*—Attractive, bright colors

- *Location*—Vending machines in schools, fast-food places near schools, school cafeteria contracts with fast-food restaurants
- *Gimmicks*—Premiums, sweepstakes, clubs
- *Claims*—Misleading statements about what their product can do for you or legal health and nutrient claims approved by FDA or USDA.

How do these strategies affect them? Which ones affect their purchases the most?

5. Ask youth to guess what they think the average youth spends on convenience food purchases each week. Explain that they can see how much they spend on snacks in 1 week by keeping a record of these purchases and how much they cost. Distribute the *How Much Do You Spend on Food Each Week?* handout and explain how to complete it.
6. Tell youth to bring completed handouts to the next session.
Option: Establish a points scale. Youth who turn in completed handouts earn points.

Session Two

Before the session:

1. Make copies and review *What Are You Really Paying For?* handout (pages 150 and 151).
2. Remind youth to bring in their completed *How Much Do You Spend on Food Each Week?* handout.

What to do:

1. Have youth tell a partner or a small group what he spent on food in 1 week. Calculate the total and average the amount the entire group spent.
2. Discuss the following questions:
 - What influenced your purchases (ad campaigns, merchandising, taste, price, convenience, peers)?
 - On average, what types of food did you buy? Was the food high in total fat, saturated fat, *trans* fat, high in added sugar, or was it nutritious?

- When do you buy your food (before school, during, after)?
 - Where do you purchase most of your food (vending machines, fast-food restaurants, mall food courts)?
3. Ask youth if they feel their food purchases were worth the amount of money they spent.
 - Are you getting the best value for your money in terms of value, quality, and nutrition?
 - Are the foods you are eating meeting your nutritional needs?
 - Who really benefits from your purchases—the company or you?
 4. Distribute copies of *What Are You Really Paying For?* Ask youth if they feel they get their money's worth. Discuss what they think the consumer pays for when he buys convenience food products (advertising campaigns, packaging, merchandising, location, gimmicks, taste, quality, nutrition, convenience). Explain that all of the strategies that they learned about in the last session are added into the cost of the products.
 5. Review the sections “Who Pays the Price?” and “Are You Getting the Most for Your \$?”.
 6. Ask youth how they would benefit by buying fewer convenience food items.
 - How much money could you save each week, month, and year if you spent less on convenience food?
 - What would you do with the money you saved? (Refer to “What You Could Be Saving” on the *What Are You Really Paying For?* handout.)
 - Do you think your health would benefit? If so, how?
 7. Have youth discuss how they can save money on their food purchases. (Refer to “What You Could Be Saving” on *What Are You Really Paying For?* handout.)

Additional Discussion Topics

1. Ask youth how they feel about food and beverage companies advertising unhealthful foods to young people. Should the companies take responsibility for the health problems (type 2 diabetes, heart disease) experienced by people who consume a lot of their unhealthful foods? Is this different from tobacco companies taking responsibilities for lung cancer? Why or why not?
2. Ask youth how they feel about convenience food companies advertising in schools such as on scoreboards, in buses, or in textbooks and other materials.

Extension Activity

Have youth watch their favorite television shows and count how many times they see advertisements for fast food and/or snack foods (including soda)—not only during ad breaks, but also within the shows.

How Much Do You Spend on Food Each Week?

Keep track of the food you buy. Make sure to list the type of food (including brand name), how much it costs, where and when you bought it. Use the following key:

BS = Before school DS = During school AS = After school

Foods Purchased	Cost	Where	When
<i>Example: Soda</i>	<i>\$1.00</i>	<i>Vending Machine</i>	<i>AS</i>
Day 1:			
	\$		
	\$		
	\$		
	\$		
Day 2:			
	\$		
	\$		
	\$		
	\$		
Day 3:			
	\$		
	\$		
	\$		
	\$		
Day 4:			
	\$		
	\$		
	\$		
	\$		
Day 5:			
	\$		
	\$		
	\$		
	\$		

Foods Purchased	Cost	Where	When
Day 6:			
	\$		
	\$		
	\$		
	\$		
Day 7:			
	\$		
	\$		
	\$		
	\$		
Total \$ Spent:	\$		

Answer the following questions about your food purchases.

1. What influenced your food purchases? (Taste, price, convenience, commercials, ads, peers)
2. Where did you spend most of your money?
3. When did you make most of your purchases? (Before school, during school, after school)
4. How would you describe the food you bought the most? (Check one)
 - Good for you
 - High fat
 - High sugar

What Are You Really Paying For?

When you eat at the local fast-food restaurant or buy chips, candy, or soda from the corner convenience store, do you ever stop to think about what you are really paying for?

Did you know?

Food companies spend billions of dollars each year in advertising, marketing, and promotional costs that target young people. A major cola company spends about \$154 million each year; a large candy company spends about \$67 million, one potato chips producer spends about \$56 million; and a beverage company spends about \$19 million in advertising costs. The fact that their ads have popular music, flashy special effects, catchy slogans, and celebrities is no coincidence. Food companies do research on what types of images will attract young people and convince you to buy their products. After all, young people have money to spend!

Teen Spending...

Experts estimate that the average youth spends over \$2,000 each year on food. *Center for Science in the Public Interest, 1995.*

Ways food companies get you to buy their products:

- They use flashy packaging.
- Their products are sold where you are: at the mall, or near or in your schools.
- They offer appealing prizes and gifts.
- They lead you to think you can be like the people in their ads.
- They suggest that everyone is eating or drinking their products.
- They appeal to your senses by using pictures or sound.

Who Pays the Price?

When you buy a burger at the mall or around the corner from your school, you aren't just paying for the beef, bun, and special sauce. You also pay for part of the high rent, labor, fuel costs, etc. fast-food places pay to be in a prime location where you hang out. And you're paying for the flashy ad that you see on TV featuring your favorite basketball star enjoying a burger. It's not cheap for companies to buy commercial time during peak hours when young people watch TV, and we all know that star athletes do not work for free.

<i>What You Pay When You Eat Out</i>	<i>What You Pay If You Make It Yourself</i>
\$2.29 for a burger with cheese	\$1.06 for hamburger and ingredients
\$1.65 for a large fries	\$0.48 for store brand frozen fries
\$3.94	\$1.54

That's a difference of \$2.40!

Are you getting the most for your \$?

Fast foods and snack foods are often loaded with fat, added sugars, and salt. Eating a lot of these foods, combined with lack of physical activity, may put you at risk for developing diseases like diabetes and heart disease. **Yes, YOU!**

Compare and Decide

<i>Food</i>	<i>Calories</i>	<i>Fat</i>	<i>Replacement Food</i>	<i>Calories Saved</i>	<i>Fat Saved</i>
Fruit Pie	470	22g	Bagel	195	21g
Chocolate Candy Bar	292	15g	Rice and Marshmallow Bar	192	13g
Small Bag Potato Chips	152	10g	Pretzels	42	9g

Planning and making your own meals and snacks can save you money and improve your nutrition. But even if you eat on the run, there are cheaper and more healthful foods to buy.

What You Could Be Saving

Do you ever think about how much money you could save if you ate less convenience food?

<i>What You Spend</i>	<i>Money You Could Save In a Year</i>	<i>What You Could Buy with the Money You Save</i>
If you bought a \$.80 candy bar on the way home from school every day...	\$144	17 regular-priced movie tickets or 26 matinee-priced movie tickets
If you bought a \$1.00 soda every day...	\$365	26 CDs (at \$14/CD) or 37 tapes (at \$10/tape)
If you bought a \$3.59 burger and fries meal 3 times a week...	\$560	7 new pairs of athletic shoes (average cost of a pair estimated at \$75)

Activity 9: Making the Grade

Purposes:

- Youth will recognize the relationship between good nutrition, regular physical activity, and academic performance.
- Youth will learn ideas for balanced breakfasts and snacks.
- Youth will learn ideas for getting more physical activity.

Materials:

- Healthy breakfast or snack (for all participants)

Before the session:

1. Plan and prepare a healthy breakfast or snack. Remind youth and parents the day before that you will have breakfast or snack served as a part of the session.
2. Make copies of *Making the Grade* handout (pages 153-155).
3. Choose five exercises that youth can do while seated or standing at a desk. (See *Making the Grade* handout or “Games for Small Places” in Chapter 4.)

What to do:

1. Set aside time during your program to serve a healthful, quick, and easy breakfast or snack.
2. Throughout the session, demonstrate exercises that youth can do between classes or while seated at a desk.
3. Distribute the *Making the Grade* handout. Review why proper nutrition and regular physical activity play an important role in academic performance.
4. Get feedback on the breakfast or snack served and the exercises.
 - Would you consider making the snack or breakfast at home on your own?
 - Do you eat breakfast every morning?
 - Do you pack healthy snacks to take to school or for a long test?
 - Would you try these exercises during class or on a break?

Making the Grade

Did you know that there are a lot of things you can do to be more successful in learning? Have you ever noticed that when you haven't eaten, you get headaches or stomachaches and feel tired and dizzy? These symptoms are annoying, and they can also make it harder for you to learn. What and how often you eat affects your concentration, problem-solving skills, memory, and ability to take tests. Eating balanced meals throughout the day (every 3 to 4 hours) gives your body the energy it needs to grow, stay awake, and be alert.

Follow these guidelines to be at the head of your class.

Break the Fast

After a full night of sleep, your body's reserve of energy is low. Before you arrive at school in the morning, take a minute to fuel up. Start your day off right with a breakfast that includes some carbohydrates, protein, and fat.

Quick and easy portable breakfast ideas:

- Whole-wheat toast with peanut butter and a box of juice.
- Mini box of cereal and a yogurt.
- Lowfat granola bar and a piece of fruit.
- Grilled cheese sandwich.
- Leftover pizza from the night before.
- A fruit smoothie or an instant breakfast shake made with 1% or fat-free milk in a thermal jug.

Choose Healthy Snacks

Eating snacks that are high in saturated or *trans* fat or added sugar might give you a temporary boost of energy, but in the long run, they will slow you down. Stick to snacks that contain complex carbohydrates such as bagels and rice cakes, and foods that contain protein such as lowfat yogurt or fat-free milk. Plan your snacks ahead of time to make sure you stay within your estimated calorie needs and to avoid being tempted by unhealthful vending machine and snack-line foods!

Choose from the following snacks:

Limit these snacks that are high in added sugar, saturated fat, or trans fat:

Fresh or dried fruit or fresh vegetables	Fruit drinks with added sugar
100% fruit juice	Sodas
Lowfat yogurt or pudding	Candy bars
Graham crackers, fig bars, gingersnaps, vanilla wafers, animal crackers	Cookies
Whole-grain crackers with string cheese	Chips
Rice cakes, pretzels, unsalted nuts, bagels	

Keep Moving

Getting your blood pumping with regular physical activity sends oxygen to all of your muscles and your brain.

Increase your daily physical activity by:

- Walking or riding your bike to school
- Participating in intramurals at school or joining a physical activity club
- Playing a game of tag or shooting hoops during lunch.

Try these physical activities while seated at your desk:

- *Leg extensions:* Sit on a chair with your feet on the floor. Flex one foot and slowly straighten the leg, wait, then lower. Repeat 20 times on each side.
- *Straight-leg lifts:* Sit on a chair with your feet on the floor. Flex one foot, straighten, then lift the entire leg off the chair. Hold for 20 seconds, then lower. Repeat three times with each leg.
- *Writing the alphabet:* Sit at your desk, lift and rotate one foot to “write” each letter of the alphabet. Switch feet.
- *Heel lifts:* Sit at your desk. Press down on the toes of one foot as you lift your heel. Hold for a few seconds, then lower. Repeat 10 times with each foot.
- *Desk press:* While sitting, place hands (palms down) on your desk. Press down as hard as you can for 10 seconds. Rest, then repeat seven times.
- *Chest press:* While sitting at your desk, put palms together and press together as hard as you can for 10 seconds. Rest, then repeat seven times.
- *Reverse desk press:* While sitting, place hands under the desk, with palms facing upward. Push as hard as you can for 10 seconds. Rest, then repeat seven times.
- *Desk dips:* Face away from desk, hands grasping the edge of the desk with feet slightly forward. Lower your body until your knees are slightly bent. Do eight desk dips.

Don't Forget to “Get Your ZZZs”

According to the National Institutes of Health (NIH) National Center on Sleep Disorders Research, school-aged children and teens need at least 9 hours of sleep a night!

Activity 10: Facilitating a Youth Discussion on Nutrition and Physical Activity Topics

6

Whether they see it on TV, hear about it from their peers, or read about it on the Internet, young people are exposed to information on a variety of health topics, including nutrition and physical activity. With access to all this information, useful, misleading, or false, it is natural for young people to form their own opinions and beliefs about nutrition and physical activity issues.

Allowing your youth to have open dialogue and exchange around important health issues is a great way for them to voice their opinions and share information. However, be prepared to be challenged during discussions, since argument and rebuttals are necessary in order to understand and accept important messages.

Take 10 to 15 minutes at the open or close of your program sessions to discuss a nutrition or physical activity topic with your youth participants.

Before the session:

1. Pick a discussion topic and review the background information and *Just the Facts* sheet to become familiar with the topic and be prepared to respond to questions or challenges.
2. Review the prompter questions and tailor them to your youth.
3. Make an overhead slide and/or copies of the *Just the Facts* sheet.
4. Make or obtain copies of any additional resource materials you plan to distribute.

What To Do:

1. Announce the discussion topic. Ask everyone whether they agree or disagree with the statement and why. Use the discussion prompter questions to inspire conversation and address related issues.
2. After everyone has had a chance to agree or disagree, and voice their opinions, share the *Just the Facts* information with the youth (use as an overhead or a handout). Discuss each fact and address any questions.

3. Find out if anyone has changed his or her opinion after hearing the facts.
4. Distribute any related resources.

Discussion Topics:

- A. I am too young to worry about what I eat or how much physical activity I need.
- B. I don't need to pay attention to how many fruits and vegetables I eat every day.
- C. It's okay for me to drink soda whenever I am thirsty.
- D. I can eat fast food every day.
- E. Skipping breakfast and meals won't affect my health.
- F. I can improve my athletic performance by taking supplements.

A. I am too young to worry about what I eat or how much physical activity I need.

Discussion Prompters

- Do you think it is important for young people to pay attention to what they eat and how much physical activity they get?
- Can your eating and physical activity behaviors affect your health today? In the future?
- Can you eat whatever you want and still be healthy? Can you not get the recommended amount of physical activity and still be healthy?
- What do you think happens to your body when you eat lots of fat and sugar? What do you think happens to your body when you don't get the recommended amount of physical activity?

Background Information

Good eating and sound physical activity behaviors are extremely important at any age, but especially for young people. Young people often have trouble relating their current behaviors to consequences in the future, but poor nutrition and too little physical activity can negatively affect their health and well-being now. Clogged arteries and elevated blood cholesterol and blood sugar levels are a reality for many adolescents today. These risk factors are related to getting diabetes and heart disease. Adolescents who eat poorly and are not physically active may also face everyday consequences such as fatigue, low energy, weight gain or weight loss, decreased attention span, difficulty in concentrating, poor performance in school, and frequent illnesses.

Young people need to realize that the habits they establish during adolescence will most likely become the habits they practice in adulthood. A lifetime of unhealthful habits can lead to the development of many serious diseases. Eating plenty of fruits and vegetables, limiting fat intake, and staying physically active are all things they should be practicing to ensure their health now and in the future.

Additional Handouts/Resources:

- *Take Charge of Your Health! A Teenager's Guide to Better Health*, Weight-control Information Network, 1999. Download publication at win.niddk.nih.gov/publications/take_charge.htm
- *Blood Cholesterol Models*, Nasco Nutrition Aids. To order through the specialty catalog, call 800-558-9595, or visit www.enasco.com
- *CHOW! A Nutrition Curriculum for Grades 7-12*. Center for Science in the Public Interest. 1995. To order call 202-332-9110, ext. 393

Just the Facts

Diet and Physical Activity

- Poor diet is a known risk factor for the three leading causes of death—heart disease, some types of cancers, and stroke—as well as for diabetes and high blood pressure.
- Researchers estimate that better eating habits could prevent as many as 35 percent of cancer deaths.
- Hardening of the arteries is an early sign of heart disease that begins in childhood and adolescence with increased blood cholesterol levels caused by poor diet.
- As many as 30,000 young people have type 2 diabetes caused by poor eating and physical inactivity. The long-term effects of type 2 diabetes can include kidney failure, blindness, and amputation of toes or legs.
- 64 percent of youth ages 6-17 eat too much total fat. Poor eating habits (high intakes of saturated fat, *trans* fat, and foods high in added sugar) and not being physically active enough can put you at risk for becoming overweight/obese.
- 15 percent of adolescents ages 12-19 are overweight. If you are overweight or obese as a child or adolescent, you are more likely to become overweight or obese as an adult. This puts you at an increased risk for developing heart disease, diabetes, some types of cancers, and other serious health conditions.
- Studies of young people have found that watching too much television may be directly related to being overweight.
- Healthful eating and physical activity may improve your ability to learn, give you more energy, and prevent you from getting sick.

B. I don't need to pay attention to how many fruits and vegetables I eat every day.

Discussion Prompters

- Is it important to eat fruits and vegetables?
- How do fruits and vegetables help your body?
- How many fruits and vegetables should you eat every day?
- What happens to you when you do not eat enough fruits and vegetables?
- Can you take a multivitamin instead of eating fruits and vegetables?
- If you take a multivitamin, are you getting everything you need to be healthy? How do you know?

Background Information

We have known for a long time that fruits and vegetables, as part of a healthy eating plan, are important for maintaining good health. Today, scientists are learning new things about the importance of fruits and vegetables and the major role they play in preventing disease. Fruits and vegetables contain vitamins and minerals which keep our hearts, nerves, and muscles working, our bones and immune system strong, our eyes, skin, and hair healthy, and our digestive system functioning. In addition, they contain fiber and other substances known as phytochemicals. Eating enough fiber not only keeps your digestive system running smoothly but can also lower your risk of developing heart disease and certain types of cancers. Phytochemicals can also help protect our bodies from disease.

MyPyramid recommends that young people following a 2,000-calorie diet eat at least 4 ½ cups of fruits and vegetables a day. Many school children do not eat the recommended amount of fruit and vegetables everyday. It is important for adolescents to understand that by meeting their daily fruit and vegetable recommendations, they are taking an important step toward disease prevention, and that by not following recommendations, they are actually putting themselves at an increased risk for developing disease.

Ways to increase fruit and vegetable consumption:

- Drink 100% fruit juice or low-sodium vegetable juice.
- Top your morning cereal or evening dessert with fresh berries, bananas, peaches, or raisins.
- Add fruit to yogurt, pancakes, and waffles.
- Snack on cut-up vegetables such as raw broccoli, carrots, celery sticks, or grape tomatoes.
- Add fresh vegetables such as zucchini, broccoli, red peppers, and mushrooms to soups and pasta.

Additional Handouts/Resources

- Time to Take Five a Day, National Institutes of Health, NIH (To order call 1-800-4CANCER).
- Eat Smart. Play Hard.™ Brochures (To order visit www.fns.usda.gov/eatsmartplayhard).

Just the Facts

Fruits and Vegetables

- Fruits and vegetables, as part of a healthful diet, contain vitamins and minerals that are important for healthy growth and development.
- Most fruits and vegetables are low in fat. When you follow a lowfat diet, as part of a healthful diet, you can decrease your risk of developing diseases.
- Most fruits and vegetables are high in fiber. A diet high in fiber, as part of a healthful diet, can help protect you from developing certain types of cancers.
- When you do not eat enough fruits and vegetables, you can increase your risk of developing certain diseases.
- For good health, 2 cups of fruits and 2 ½ cups of vegetables are recommended every day, based on a 2,000-calorie diet.

Try these tips to eat more fruits and vegetables:

- Drink 100% fruit juice and vegetable juices.
- Add berries, bananas, peaches, or raisins to your cereal in the morning.
- Add fresh, canned, or dried fruit to yogurt, pancakes, and waffles.
- Snack on carrot or celery sticks.
- Make a fresh fruit smoothie.
- Have a main dish salad for lunch or green salad with dinner every day.

C. It's ok for me to drink soda whenever I am thirsty.

Discussion Prompters

- Should you worry about how much soda or sweetened drinks you drink?
- How much soda is too much?
- Is soda bad for you?
- What is soda made from? What nutrients do you get from soda?
- What can happen to you if you drink too much soda?
- What can you drink instead of soda?

Background Information

Young people should be concerned with how much soda or sweetened drinks they are drinking. Most of these drinks are loaded with sugar and calories, as well as caffeine and other food additives. Sweetened sodas have been linked to the rise in obesity rates among young people. A recent study found that drinking one extra sweetened soda a day gave children a 60-percent greater chance of becoming obese*. Additionally, sweetened sodas may also put youth at risk of developing tooth decay and weight gain. Teenage males are especially heavy consumers of soda, with over a third of them drinking more than three sodas a day. According to government and other studies, sweetened soft drinks are currently the leading source of added sugars in the daily diet of young Americans. Adolescent men average 58 grams of sugar per day from soda. This adds up to about 232 calories or about 10 percent of their total daily calories. Soda is readily available at school, at home, at church, and in the community.

Additional Handouts/Resources:

- *Do You Know What Is In Your Soda?* (Activity 2, "The Low-Down on Sugar," page 109)
- *Liquid Candy*, Center for Science in the Public Interest, 1999. To order, call 202-332-9110 or visit www.cspinet.org/sodapop/liquid-candy.htm.

* "Relationship between consumption of sugar sweetened drinks and childhood obesity: a prospective, observational analysis." David S Ludwig, et al. *The Lancet*, 357:505-508. 2001.

Just the Facts

Drinking Sodas

- A 12-ounce can of soda contains about 10 teaspoons of sugar and very few nutrients (empty calories).
- Young people who drink sugary drinks may be at a greater risk of becoming obese. The increase in obesity rates of young people has been partly blamed on the increase in soda consumption.
- Drinking lots of soda or sweetened drinks in place of milk can decrease your calcium intake and put you at a greater risk for breaking a bone.
- Consuming soft drinks regularly promotes tooth decay because your teeth are bathed in sugar-water.
- The average medium soft drink at a fast-food restaurant sells for about \$1.29 and contains roughly \$.09 worth of soda syrup.
- Water, fat-free or lowfat milk, 100% fruit juice, and unsweetened teas are healthier choices.

D. Skipping breakfast and meals won't affect my health.

Discussion Prompters

- What is the most important meal of the day?
- Where does your body get the fuel to perform everyday tasks?
- What happens to your body when you skip meals? How do you feel when you have not eaten?
- Are you able to take tests or play sports when you are hungry?

Background Information

Young people need to eat regularly (every 3 to 4 hours) to provide enough energy for their daily activities as well as to support all the growth and development that takes place during adolescence. When they skip meals, they not only compromise their health but also lessen their ability to perform both physically and mentally. Failing to eat breakfast in the morning or a balanced lunch at school may affect test scores, grades, and performance during after-school activities. It is especially important to eat a well-balanced breakfast in the morning after a full night's sleep. While you sleep, the body is digesting foods, growing, building muscles, and repairing cells. When you wake up, you need to replace the energy used during this body-building time. If you don't replenish the fuel in your body, your brain loses energy, making it hard for you to concentrate. You may even become sleepy and get headaches.

Additional Handouts

- *Making the Grade* (Activity 9, "Making the Grade," pages 152-155)

Just the Facts

Skipping Breakfast and Meals

- What you eat every day is related to your physical health, growth and development, your ability to learn, and your chance of getting a disease.
- Not eating healthful foods may affect how much you grow, how your brain develops, and how well you perform in school.
- Not eating healthful foods may make you more likely to catch colds.
- Not eating healthful foods may affect how you learn and how well you succeed in school.
- Not eating healthful foods may make you irritable and moody.
- Skipping breakfast and meals may give you headaches and stomachaches.
- Skipping breakfast may make it difficult for you to solve problems at school.
- Eating breakfast before school may increase your attention span.
- Bad eating habits you develop while you are young may lead to bad eating habits as an adult.

E. I can improve my athletic performance by taking supplements.

Discussion Prompters

- Do athletes need more nutrients to perform?
- What does your body use as fuel?
- How does your body gain muscle?
- Can you get more energy from supplements than from food?
- Name some popular supplements.
- Do you take dietary supplements? Do they work? Are they worth the money?
- Are there any risks associated with taking these supplements?

Background Information

The key to succeeding in athletics is hard work, dedication, and consistency. The best thing young athletes can do to improve their performance is follow a proper training regimen, eat a healthful and balanced diet, and get enough fluids and plenty of rest. Despite popular belief, athletes do not need to consume excessive amounts of protein or other dietary supplements to improve their performance. It is true that to compensate for increased energy needs and increased muscle building and breakdown, young athletes need to consume additional calories and fluids. However, these additional needs can easily be met by increasing food portions at meals and incorporating snacks during the day.

It is not uncommon for young athletes to believe they can take a supplement to improve their performance. However, no supplement on the market today can make up for poor eating and activity habits, or a lack of discipline or talent. Although many supplements sold today make claims to improve athletic performance, they have not been proven to be effective. Taking large doses of vitamins or other types of nutritional supplements can actually be dangerous. Little is known about the possible long-term side effects of taking supplements. Before you spend a lot of money and possibly put your health at risk, it is important to research what you might stand to gain or lose from taking a supplement.

Nutrition Do's for Young Athletes

1. Follow a balanced diet of carbohydrate, protein, and fat. Use *MyPyramid* to guide your choices.
2. Eat enough calories. Many athletes emphasize protein intake over caloric intake when trying to build bulk. Athletes who are having trouble gaining weight are usually not consuming enough calories.
3. Take time to eat before and after workouts to provide energy that is burned during workouts and replace depleted muscle glycogen stores. Athletes can maximize muscle glycogen storage by eating high-carbohydrate, moderate-protein snacks right after each workout. Smart snack choices include bagels, fruit, peanuts, sunflower seeds, or a cup of lowfat or fat-free milk or 100% orange juice. (See *The Competitive Edge* handout in the Appendix, pages 197-199, for additional recommendations.)
4. Drink enough fluid before, during, and after workouts. Athletes lose concentration, coordination, and endurance when they are dehydrated. (See *The Competitive Edge* handout on pages 197-199 for additional recommendations.)

Nutrition Don'ts for Young Athletes

1. Don't skip meals. Your body relies on fuel from foods to perform.
2. Don't overload on protein. Although some protein is necessary for muscle growth and development, eating enough carbohydrate is a factor in increasing muscle mass and replenishing muscle glycogen stores.
3. Don't waste money on nutrition supplements that make outrageous and unsupported claims.

Consider that:

- Foods can provide all your basic nutrient needs to fuel performance. Good nutrition, proper fluid replacement, adequate training, and rest are the most important factors in improving performance.
- If you choose to buy a supplement like amino acids, herbs, or a food-related supplement, you should check the label for the amount of the active ingredient that the supplement actually contains.

- The dietary supplement manufacturer is responsible for ensuring that a dietary supplement is safe before it is marketed, not the Food and Drug Administration or other government agency. In other words, consider whether you should rely entirely on manufacturers' safety claims.

Glossary

Carbohydrate: Includes starches (breads, pasta, rice, and beans) and sugars (fruits, milk and foods made with added sugars) that are absorbed for energy, and dietary fiber which is not digested by the body. Once digested, simple carbohydrates are broken down into glucose, which is stored in cells as the body's main energy source.

Protein: A nutrient made of amino acids and used by the body for tissue growth and repair. Protein is not a significant energy source for the body during rest or exercise. Protein is found in both animal (meat, fish, milk and milk products, eggs, and poultry) and plant foods (beans, grains, and nuts).

Glycogen: The stored form of carbohydrate in the body that provides energy to muscles.

Additional Handouts/Resources

- *The Competitive Edge* (Appendix, pages 197-199)
- *Sports Nutrition: Eat to Fuel Performance Kit*, Iowa Beef Industry Council. To order call 515-296-2305 or visit www.iabeef.org/.
- *Power Up from the Inside Out*, National Dairy Council. To order call 800-426-8271 or visit www.nationaldairycouncil.org.

Just the Facts

Dietary Supplements

- You can get all the nutrients you need to perform well in sports from foods. Pills that contain vitamins, minerals, and herbs do not contain calories and do not provide energy for the body.
- Eating extra protein or taking amino acid supplements will not make your muscles bigger or make you stronger. Your protein needs can easily be met by eating balanced meals and snacks.
- Eating extra protein can actually make you dehydrated because your body has to use more water to get rid of the waste products of protein breakdown. When you become dehydrated, you lose concentration, coordination, and endurance.
- Your muscles use energy supplied by carbohydrates (breads, grains, milk, fruits) more efficiently than protein. Although your body uses protein for muscle growth and repair, eating enough carbohydrates is also important to provide energy for strength and growth to replenish muscle glycogen stores.

The best way for athletes to increase muscle size and strength is by:

- Getting proper training and rest,
- Following a good diet that includes regular meals and snacks before and after training, and
- Staying hydrated.

Don't waste your money on expensive supplements. You can get everything you need from foods.

Here are some foods to try after exercising:

- 1 carton of lowfat yogurt
- A large apple or banana
- 1/4 cup dried fruit
- 1/2 oz. peanuts
- 1/2 oz. sunflower seeds
- 1 slice of whole-wheat bread or bagel
- 1 cup dry cereal

Make sure to drink enough fluid during the day to stay hydrated.

- Have a glass of 100% orange juice with breakfast.
- Make sure to pour enough lowfat milk in your cereal.
- Take a 32-oz. water bottle with you to school.
- For dessert try a fruit smoothie made with a cup of your favorite 100% fruit juice.
- Have a cup of hot lowfat chocolate milk while studying.

Your body can't tell the difference between protein from expensive supplements and protein in foods. Amino acid supplements usually contain only 200-500 mg of amino acids per capsule. By contrast, 1 oz. of beef, chicken, or fish has 8 grams of protein and 7,000 mg of amino acids!

The following foods are also good sources of protein:

<i>Food</i>	<i>Protein (Grams)</i>
1 cup fat-free milk	8
1 cup lowfat yogurt	8
1 scrambled egg	7
1/4 cup dry beans, cooked	4
1/2 oz. roasted peanuts	7
3 Tbsp fat-free milk powder	11 (can add to other beverages)

Before you spend a lot of money and possibly put your health at risk, do research on what you stand to gain or lose from taking any substance that states it will enhance physical performance.

Dietary Substance	What They Claim To Do	Truth
Amino acids and protein powders	Increase muscle mass and strength, weight gain	Amino acids are the building blocks of protein. Research shows that extra protein from amino acids supplements or protein powders does not increase muscle mass and may do more harm than good.
Androstenedione (Andro)	Increase testosterone production	Andro plays a role in the production of the hormone testosterone. (Testosterone is responsible for bigger muscles and other male characteristics.) There is no proof that taking more andro will increase testosterone levels and improve performance. Your body naturally regulates testosterone production, producing more when levels are low, and producing less when levels are high. Taking andro or other related hormones can cause acne, breast enlargement, liver and heart problems, and personality disorders.
Carnitine “L-Carnitine”	Burn fat	Carnitine is found naturally in our bodies. Unless you have a rare condition that causes you to be deficient, taking a carnitine supplement will not help your body burn fat or increase your strength. Your body already has all the carnitine it needs and extra is excreted as waste.
Chromium “Chromium Picolinate”	Burn fat and build muscle	Chromium is a mineral that helps move sugar from the blood into muscle cells. Taking extra chromium has not been proven to burn fat or build muscle in athletes. A well-balanced diet including foods such as corn, potatoes, apples, peas, and chicken breasts will provide you with all the chromium you need.
Coenzyme Q10	Increase energy	Coenzyme Q10 can help with energy production in the body. However, there is no dietary requirement for this substance because humans are never deficient. Taking extra Coenzyme Q10 will not increase energy.
Creatine “Creatine Phosphate”	Increase muscle strength and size	Creatine is stored in your muscles. Some research has shown that creatine supplements may improve performance of elite athletes during short-term exercises like sprinting. There is no good evidence it is beneficial in “average athletes.” But research has also shown that creatine supplements increase water retention which is believed to contribute to muscle cramps, muscle spasms, and even pulled muscles. You can get all the creatine your body needs from a well balanced diet.
Caffeine, and herbal products like Ephedra (Mau-huang) and ginseng	Increase energy, burn fat	These products are found in drinks, diet pills, bars, powders, teas, and supplements. Taking an herbal supplement can be harmful to your health and possibly life-threatening. For example, taking ephedra can put you at risk of having a heart attack, seizure, stroke, or kidney damage, and taking caffeine before exercising can lead to dehydration and abnormal heart rhythms and cause diarrhea.
Vanadium “Vanadyl Sulfate”	Build muscle	Vanadium is a trace mineral. There is no daily requirement for vanadium and no evidence that it is useful for increasing muscle mass. Large doses of vanadium have been shown to cause diarrhea, green tongue, and cramps.

