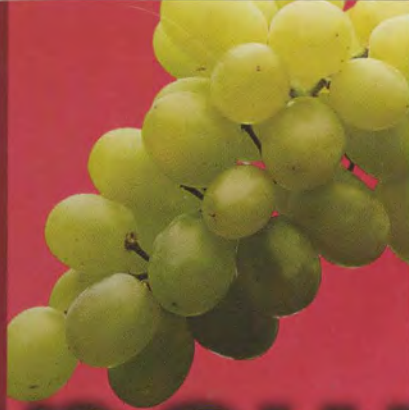


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# Empowering Youth



*with* **NUTRITION**  
*and* **PHYSICAL**  
**ACTIVITY**



**ASERL**





# Empowering Youth

*with* **NUTRITION**  
*and* **PHYSICAL**  
**ACTIVITY**



U.S. Department  
of Agriculture  
Food and Nutrition  
Service



Centers for  
Disease Control  
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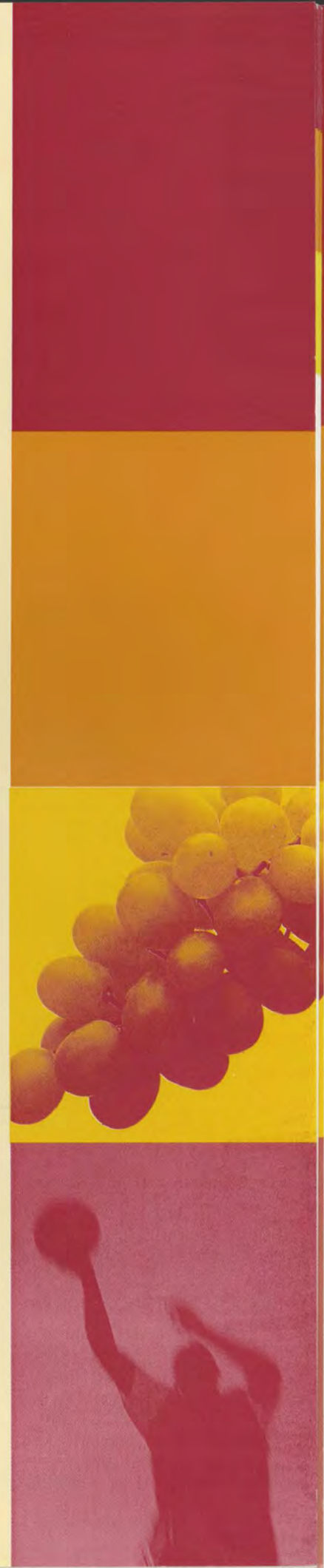
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The contents of this curriculum may be downloaded from USDA's Team Nutrition Web site at *teamnutrition.usda.gov*.



**W**elcome to *Empowering Youth with Nutrition and Physical Activity!* This manual was developed as a resource to help teachers and caregivers of adolescents become positive role models. It gives them a basic background of nutrition and physical activity and strategies to effectively communicate healthy nutrition and physical activity messages through simple day-to-day activities. Each chapter provides innovative, in-depth tools designed to teach youth how to make smart choices. The manual may contain more activities and games than your time allows; therefore, it is recommended that you review the manual and select appropriate activities and games that will be feasible *and* fun in your teaching environment.

As teachers and caregivers, your efforts can make a difference by encouraging youth to make healthy choices. No previous training is needed to incorporate these activities and games into your program; simply take advantage of this wonderful opportunity to be a role model for health.







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## Acknowledgments

*Empowering Youth With Nutrition and Physical Activity* is an updated version of the manual, *Nutrition and Physical Activity the 100 Way* (2003), which was developed through a collaborative partnership with the U.S. Department of Health and Human Services (DHHS)/Centers for Disease Control and Prevention (CDC), the U.S. Department of Agriculture (USDA)/Food and Nutrition Service (FNS), the 100 Black Men of America, Inc. (100 BMOA), and the California Adolescent Nutrition and Fitness Program (CANFit). The purpose of this partnership was to create a document that included nutrition and physical activity in leadership development tools for working with 11- to 18-year-old youth, with the intent of helping to prevent obesity and improving health.

While the *Nutrition and Physical Activity the 100 Way* manual was initially developed for young African-American males, it was pilot tested with males and females and the youth activities were borrowed from existing youth programs. The information and activities included in it have broad application and were expanded into the current manual, *Empowering Youth With Nutrition and Physical Activity*. Additional information was incorporated throughout this manual based on the *2005 Dietary Guidelines for Americans* and *MyPyramid*. The final product contains background information on a variety of nutrition and physical activity topics, a section on incorporating the guide into an existing afterschool program or classroom, complete instructions for implementing interactive activities, handouts and background information for parents, and resource lists.

This project could not have been completed without the efforts of many people who worked together to create this guide, including:

**U.S. Department of Health and Human Services  
Centers for Disease Control and Prevention  
Division of Nutrition and Physical Activity**

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Dallas, TX, Chapter—Anthony Sampson, Robert Tapley

DeKalb County, GA, Chapter—Wayne Glover, Sylvester Hopewell

Los Angeles, CA, Chapter—Taynay Cameron, Patricia Rillera

**Boys and Girls Clubs of America**

East DeKalb County, GA—Shirley Durden

Challenger's Los Angeles, CA—Lew Dantzler, Vicky Fullmore, David  
Bussey

This project was originally funded with Federal funds from the Centers for  
Disease Control and Prevention and the Food and Nutrition Service under  
Grant Agreement #59-3198-9-017.



# Introduction

Current research indicates that adolescents are at an increased risk of becoming overweight and obese and of developing heart disease and diabetes. These chronic diseases are often linked to poor eating and physical activity behaviors. Community issues often make it difficult for youth to make healthful choices regarding their diet and physical activity. An important strategy for young people to improve their food and activity choices is to learn what goes on in their community and how it affects their eating and physical activity behaviors. Youth programs can play an important role in motivating young people to examine these issues and come up with solutions.

Encouraging young people to canvass their communities and develop action plans for improving their food and physical activity options is an empowering effort that can lead to lifelong healthier habits. This type of activity can easily be incorporated into a youth program.

This manual will help you guide youth through activities that will:

- Increase their understanding of nutrition and physical activity-related issues that affect their environments.
- Teach skills that will help them make healthier nutrition and physical activity choices.
- Design a youth-driven nutrition and physical activity community project.
- Model and promote healthful eating and physical activity.



## Introduction

The purpose of this report is to provide information on the current state of nutrition and physical activity among children and adolescents in the United States. The report is based on data from the National Health and Medical Examination Survey (NHANES), a series of cross-sectional surveys conducted by the National Center for Health Statistics (NCHS) of the U.S. Department of Health and Human Services. The NHANES surveys are the only nationally representative source of data on the health and behavior of the U.S. population. The report is organized into four main sections: (1) Overview of the NHANES surveys, (2) Current state of nutrition and physical activity, (3) Trends in nutrition and physical activity, and (4) Conclusions and recommendations.

The first section provides an overview of the NHANES surveys, including a description of the survey design, the sampling frame, and the data collection procedures. The second section provides a detailed description of the current state of nutrition and physical activity among children and adolescents in the United States. This section includes data on the prevalence of overweight and obesity, the prevalence of underweight, the prevalence of diet-related chronic diseases, and the prevalence of physical inactivity.

The third section provides information on trends in nutrition and physical activity among children and adolescents in the United States. This section includes data on the prevalence of overweight and obesity, the prevalence of underweight, the prevalence of diet-related chronic diseases, and the prevalence of physical inactivity over the past several decades. The fourth section provides conclusions and recommendations based on the findings of the report.



## Nutrition and Physical Activity Basics

Being a positive role model and understanding the relationship between good nutrition and regular physical activity and disease prevention are important parts of implementing successful strategies to improve the health of the youth involved in your programs. The following sections include information on the *2005 Dietary Guidelines for Americans*; *MyPyramid Food Guidance System*; food labels; lowering the amount of saturated fat and *trans* fat, cholesterol, and sodium in your diet; and nutrition-related chronic diseases. This information is provided to help you become more informed about nutrition and physical activity and to help you improve your own eating and physical activity behaviors.







# 2005 Dietary Guidelines for Americans

The *2005 Dietary Guidelines for Americans* give science-based advice on food and physical activity choices for health. Its recommendations are for the general public over 2 years of age. To see the full 80-page *Dietary Guidelines* report, go to [www.healthierus.gov/dietaryguidelines](http://www.healthierus.gov/dietaryguidelines). Key concepts from the *Dietary Guidelines* are described below.

1

## Finding Your Way to a Healthier You

Adapted from *2005 Dietary Guidelines for Americans*

### Feel better today. Stay healthy for tomorrow.

Here's how: The food and physical activity choices you make every day affect your health—how you feel today, tomorrow, and in the future. The science-based advice of the *Dietary Guidelines for Americans 2005* highlights how to:

- Make smart choices from every food group.
- Find your balance between food and physical activity.
- Get the most nutrition out of your calories.

You may be eating plenty of food, but not eating the right foods that give your body the nutrients you need to be healthy. You may not be getting enough physical activity to stay fit and burn those extra calories.

Eating right and being physically active aren't just a "diet" or a "program" – they are keys to a healthy lifestyle. With healthful habits, you may reduce your risk of many chronic diseases such as heart disease, diabetes, osteoporosis, and certain cancers, and increase your chances for a longer life.

### Make smart choices from every food group.

The best way to give your body the balanced nutrition it needs is by eating a variety of nutrient-packed foods every day. Just be sure to stay within your calorie needs.

A healthy eating plan is one that:

- Emphasizes fruits, vegetables, whole grains, and fat-free or lowfat milk and milk products.



- Includes lean meats, poultry, fish, beans, eggs, and nuts.
- Is low in saturated fats, *trans* fats, cholesterol, salt (sodium), and added sugars.

**Don't give in when you eat out and are on the go.**

It's important to make smart food choices and watch portion sizes wherever you are - at the grocery store, at work, in your favorite restaurant, or running errands. Try these tips:

- At the store, plan ahead by buying a variety of nutrient-rich foods for meals and snacks throughout the week.
- When grabbing lunch, have a sandwich on whole-grain bread and choose lowfat/fat-free milk, water, or other drinks without added sugars.
- In a restaurant, opt for steamed, grilled, or broiled dishes instead of those that are fried or sautéed.
- On a long commute or shopping trip, pack some fresh fruit, cut-up vegetables, string cheese sticks, or a handful of unsalted nuts to help you avoid impulsive, less healthful snack choices.

---

**Mix up your choices within each food group.**

**Focus on fruits.** Eat a variety of fruits—whether fresh, frozen, canned, or dried—rather than fruit juice for most of your fruit choices. For a 2,000-calorie diet, you will need 2 cups of fruit each day (for example, 1 small banana, 1 large orange, and ¼ cup of dried apricots or peaches).

**Vary your veggies.** Eat more dark-green veggies, such as broccoli, kale, and other dark leafy greens; orange veggies, such as carrots, sweet potatoes, pumpkin, and winter squash; and beans and peas, such as pinto beans, kidney beans, black beans, garbanzo beans, split peas, and lentils.

**Make half your grains whole.** Eat at least 3 ounces of whole-grain cereals, breads, crackers, rice, or pasta every day. One ounce is about 1 slice of bread, 1 cup of breakfast cereal, or ½ cup of cooked rice or pasta. Look to see that grains such as wheat, oats, or corn are referred to as “whole” in the list of ingredients.

**Get your calcium-rich foods.** Get 3 cups of lowfat or fat-free milk—or an equivalent amount of lowfat yogurt and/or lowfat cheese (1½ ounces



of cheese equals 1 cup of milk)—every day. For kids aged 2 to 8, it's 2 cups of milk. If you don't or can't consume milk, choose lactose-free milk products and/or calcium-fortified foods and beverages.

**Go lean with protein.** Choose lean meats and poultry. Bake it, broil it, or grill it. And vary your protein choices—with more fish, beans, peas, nuts, and seeds.

**Know the limits on fats, salt, and sugars.** Read the Nutrition Facts label on foods. Look for foods low in saturated fats and *trans* fats. Choose and prepare foods and beverages with little salt (sodium) and/or added sugars (caloric sweeteners).

**Find your balance between food and physical activity.**

Becoming a healthier you isn't just about eating healthy—it's also about physical activity. Regular physical activity is important for your overall health and fitness. It also helps you control body weight by balancing the calories you take in as food with the calories you expend each day.

- Adults should be physically active for at least 30 minutes most days of the week.
- Increasing the intensity or the time that you are physically active can have even greater health benefits and may be needed to control body weight. About 60 minutes a day may be needed to prevent weight gain.
- Children and teenagers should be physically active for 60 minutes every day, or most every day.

**Get the most nutrition out of your calories.**

There is a right number of calories for you to eat each day. This number depends on your age, activity level, and whether you're trying to gain, maintain, or lose weight. (2,000 calories is the value used as a general reference on the food label. But you can calculate your number at [MyPyramid.gov](http://MyPyramid.gov).) You could use up the entire amount on a few high-calorie items, but chances are you won't get the full range of vitamins and other nutrients your body needs to be healthy.

Choose the most nutritionally-rich foods you can from each food group each day—those packed with vitamins, minerals, fiber, and other nutrients but lower in calories. Pick foods like fruits, vegetables, whole grains, and fat-free or lowfat milk products more often.



## Nutrition: To know the facts...use the label.

Most packaged foods have a Nutrition Facts label. For a healthier you, use this tool to make smart food choices quickly and easily. Try these tips:

- Keep these low: saturated fats, *trans* fats, cholesterol, and sodium.
- Get enough of these: potassium, fiber, vitamins A and C, calcium, and iron.
- Use the % Daily Value (DV) column when possible: 5% DV or less is low, 20% DV or more is high.

### Check servings and calories.

Look at the serving size and how many servings you are actually consuming. If you double the servings you eat, you double the calories and nutrients, including the % DVs.

### Make your calories count.

Look at the calories on the label and compare them with what nutrients you are also getting to decide whether the food is worth eating. When one serving of a single food item has over 400 calories per serving, it is high in calories.

### Don't sugarcoat it.

Since sugars contribute calories with few, if any, nutrients, look for foods and beverages low in added sugars. Read the ingredient list and make sure that added sugars are not one of the first few ingredients. Some names for added sugars (caloric sweeteners) include sucrose, glucose, high fructose corn syrup, corn syrup, maple syrup, and fructose.

### HOW TO READ A NUTRITION FACTS LABEL

Macaroni & Cheese

<b>Nutrition Facts</b>	
Serving Size 1 cup (228g)	
Servings Per Container 2	
<b>Amount Per Serving</b>	
<b>Calories</b> 250	Calories from Fat 110
<b>% Daily Value*</b>	
<b>Total Fat</b> 12g	<b>18%</b>
Saturated Fat 3g	<b>15%</b>
Trans Fat 0g	
<b>Cholesterol</b> 30mg	<b>10%</b>
<b>Sodium</b> 470mg	<b>20%</b>
<b>Total Carbohydrate</b> 31g	<b>10%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 5g	
<b>Protein</b> 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

Start Here

Limit these Nutrients

Get Enough of these Nutrients

Footnote

#### Quick Guide to % Daily Value

5% or less is Low  
20% or more is High



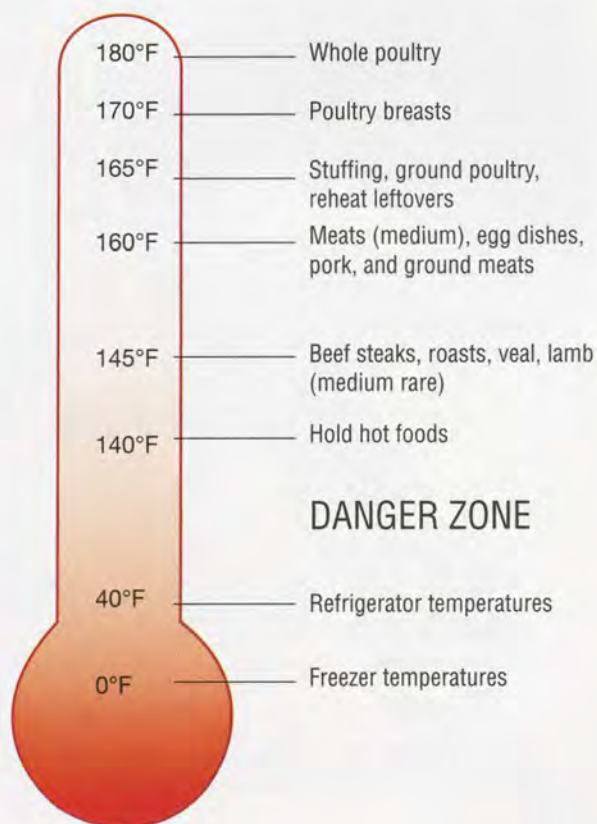
**Know your fats.** Look for foods low in saturated fats, *trans* fats, and cholesterol to help reduce the risk of heart disease. Most of the fats you eat should be polyunsaturated and monounsaturated fats. Keep total fat intake between 20 and 35 percent of calories.

**Reduce sodium (salt), increase potassium.** Research shows that eating less than 2,300 milligrams of sodium (about 1 tsp of salt) per day may reduce the risk of high blood pressure. Most of the sodium people eat comes from processed foods, not from the saltshaker. Also look for foods high in potassium, which counteracts some of sodium's effects on blood pressure.

### Play it safe with food.

Know how to prepare, handle, and store food safely to keep you and your family safe:

- Clean hands, food-contact surfaces, fruits, and vegetables. To avoid spreading bacteria to other foods, meat and poultry should not be washed or rinsed.
- Separate raw, cooked, and ready-to-eat foods while shopping, preparing, or storing.
- Cook meat, poultry, and fish to safe internal temperatures to kill microorganisms.
- Chill perishable foods promptly and thaw foods properly.



## About alcohol.

1 Alcoholic beverages should not be consumed by some individuals, including children and adolescents, among other populations specifically mentioned in the *Dietary Guidelines for Americans*. If adults choose to drink alcohol, they should do so in moderation. Moderate drinking means up to 1 drink a day for women and up to 2 drinks for men. Twelve ounces of regular beer, 5 ounces of wine, or 1½ ounces of 80-proof distilled spirits count as a drink for purposes of explaining moderation. Remember that alcoholic beverages have calories but are low in nutritional value.

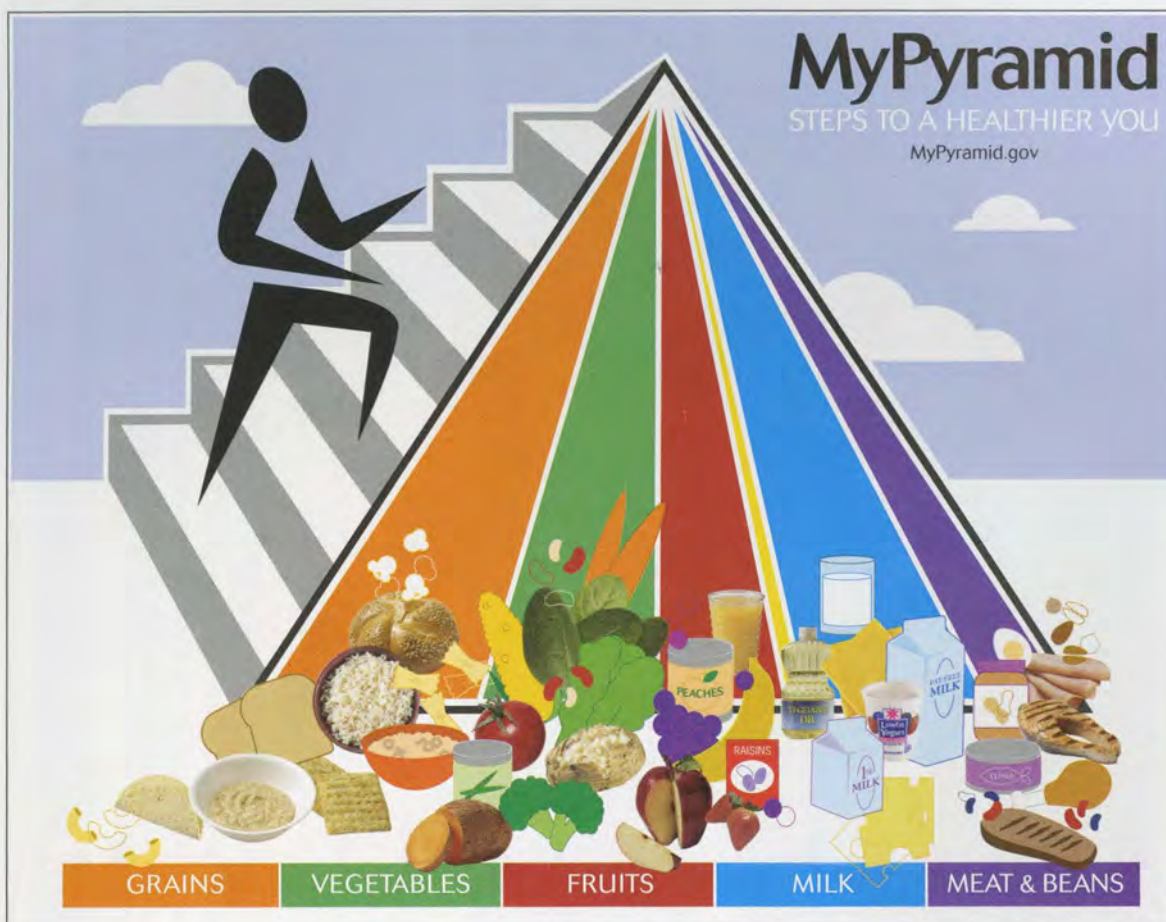
Generally, anything more than moderate drinking can be harmful to your health. And some people, or people in certain situations, shouldn't drink at all. If you have questions or concerns, talk to your doctor or healthcare provider.



# MyPyramid Food Guidance System

The U.S. Department of Agriculture has packaged recommendations from the *Dietary Guidelines for Americans* into the *MyPyramid Food Guidance System*. *MyPyramid* was designed to provide many options to help Americans make healthy food choices and to be active every day. The recommendations in *MyPyramid* are for the general public over 2 years of age. *MyPyramid* is not a therapeutic diet for any specific health condition. Individuals with a chronic health condition should consult with a healthcare provider to determine what dietary pattern is appropriate for them. For more detailed information, go to [MyPyramid.gov](http://MyPyramid.gov). The *MyPyramid* graphic, slogan, messages, and anatomy are depicted below.

1





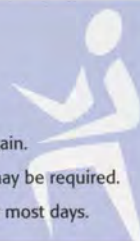
GRAINS Make half your grains whole	VEGETABLES Vary your veggies	FRUITS Focus on fruits	MILK Get your calcium-rich foods	MEAT & BEANS Go lean with protein
Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day  1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta	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	Eat a variety of fruit  Choose fresh, frozen, canned, or dried fruit  Go easy on fruit juices	Go low-fat or fat-free when you choose milk, yogurt, and other milk products  If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages	Choose low-fat or lean meats and poultry  Bake it, broil it, or grill it  Vary your protein routine – choose more fish, beans, peas, nuts, and seeds

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to [MyPyramid.gov](http://MyPyramid.gov).

Eat 6 oz. every day	Eat 2 1/2 cups every day	Eat 2 cups every day	Get 3 cups every day; for kids aged 2 to 8, it's 2	Eat 5 1/2 oz. every day
---------------------	--------------------------	----------------------	---	-------------------------

#### Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.



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

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



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July 2005  
FNS-380



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Your food and physical activity choices each day affect your health—how you feel today, tomorrow, and in the future.

These tips and ideas are a starting point. You will find a wealth of suggestions at [MyPyramid.gov](http://MyPyramid.gov) that can help you get started toward a healthy diet. Choose a change that you can make today, and move toward a healthier you.



# Anatomy of MyPyramid

## One size doesn't fit all

USDA's new MyPyramid symbolizes a personalized approach to healthy eating and physical activity. The symbol has been designed to be simple. It has been developed to remind consumers to make healthy food choices and to be active every day. The different parts of the symbol are described below.

### Activity

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

### Moderation

Moderation is represented by the narrowing of each food group from bottom to top. The wider base stands for foods with little or no solid fats or added sugars. These should be selected more often. The narrower top area stands for foods containing more added sugars and solid fats. The more active you are, the more of these foods can fit into your diet.

### Personalization

Personalization is shown by the person on the steps, the slogan, and the URL. Find the kinds and amounts of food to eat each day at MyPyramid.gov.

### Proportionality

Proportionality is shown by the different widths of the food group bands. The widths suggest how much food a person should choose from each group. The widths are just a general guide, not exact proportions. Check the Web site for how much is right for you.

### Variety

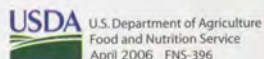
Variety is symbolized by the 6 color bands representing the 5 food groups of the Pyramid and oils. This illustrates that foods from all groups are needed each day for good health.

### Gradual Improvement

Gradual improvement is encouraged by the slogan. It suggests that individuals can benefit from taking small steps to improve their diet and lifestyle each day.



**MyPyramid.gov**  
STEPS TO A HEALTHIER YOU



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GRAINS

VEGETABLES

FRUITS

OILS

MILK

MEAT & BEANS



# Facts About Heart Disease

## Did you know?

- Coronary heart disease is the *single* largest killer of American males and females.
- About every 26 seconds an American will suffer a coronary event, and about every minute someone will die from one.
- In 2005, 37 percent of students in grades 9 to 12 viewed television 3 or more hours on the average school day.
- In 2005, 24 percent of adult Americans did not participate in any leisure-time physical activities in the past month.
- The risk of developing heart disease may be decreased by following a healthy diet and being physically active.

## What is heart disease?

Heart disease occurs when the arteries that supply blood to the heart muscle become hardened and narrowed due to a buildup of plaque on the inner walls of the arteries. Heart disease causes a decrease in the heart's ability to work properly. Heart attacks, strokes, and high blood pressure are all factors that can damage the heart.

## What is a heart attack?

A heart attack can occur when an artery that supplies blood to the heart becomes blocked. This can happen when there is a buildup of fat or cholesterol or a blood clot. Without oxygen-rich blood, the heart muscle suffers significant damage and dies.

## What is a stroke?

A stroke occurs when an artery that transports blood and oxygen to the brain becomes blocked or when a blood vessel in the brain bursts. Without enough oxygen, brain cells die resulting in memory loss as well as an inability to talk, walk, or move. Once brain cells die, they cannot be replaced.



## What is high blood pressure?

Blood pressure is a measure of the force with which blood pushes against the artery walls as it is pumped through the cardiovascular system. Optimal blood pressure for adults is  $< 120 / < 80$ . A blood pressure reading of 140/90 is considered high and is diagnosed as hypertension. Hypertension means that there is too much pressure on the artery walls and the heart has to work harder to pump blood. High blood pressure can begin in childhood, and over time may cause the heart to enlarge and the arteries to become scarred, hardened, and less elastic. Less elastic arteries are more likely to become clogged, setting the stage for a heart attack or stroke. High blood pressure can also lead to kidney failure if blood vessels in the kidney are damaged, and/or blindness as arteries in the eye become too narrow. One in four Americans suffers from high blood pressure and nearly one-third of these people do not know they have it.

---

## What are the risk factors for heart disease?

*High blood pressure.* Excessive sodium intake has been shown to raise blood pressure. The *2005 Dietary Guidelines for Americans* recommends eating no more than 2,300 mg. of sodium (the amount found in 1 teaspoon of salt) a day. By age 17, the average child consumes 3,670 mg. daily!

*High blood cholesterol.* Consuming foods high in saturated fat, *trans* fat, and cholesterol, such as meat, milk, and milk products, can lead to high blood cholesterol levels. About 10 percent of adolescents ages 12–19 have total cholesterol levels exceeding 200 mg/dL, which is considered high total blood cholesterol.

*Obesity and overweight.* Being 20 percent or more above ideal body weight doubles the risk of developing heart disease. Extra weight around and above the waist is associated with an increased risk.

*Physical inactivity.* The risk for heart disease is 1.5 to 2.4 times higher for people who are inactive compared with those who are physically active on a regular basis. This increase in risk is comparable to that observed for people who have high blood cholesterol or high blood pressure, or people who smoke cigarettes.



*Smoking.* Smokers have more than double the risk of having a heart attack than nonsmokers. Smoking damages the blood vessels and stimulates the development of fatty deposits around the arteries.

*Heredity.* High blood cholesterol and high blood pressure are also related to genetics. Children whose parents have high cholesterol or high blood pressure are more likely to develop these conditions which contribute to heart disease.

*Gender.* Men have more heart disease than women, but it is still the greatest killer of women.

*Age.* About four out of five people who die of a heart attack are age 65 or older. Heart disease primarily affects middle-aged and older adults, but the risk is increasing in younger people, especially among overweight, inactive young adults.

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### **How can I decrease my risk of developing heart disease?**

*Fill up on fiber.* You can increase the amount of fiber in your diet by including more beans. Try cooking chili and bean soups; add kidney beans to rice and salads. Root vegetables, such as sweet potatoes, are good sources of fiber. Try adding these vegetables to soups or stews. Add apples and pears to slaws and salads. Other good sources of fiber are peas, oranges, raspberries, oat bran, whole-wheat breads, rye wafer crackers, and whole-grain breakfast cereals. Read the food label; foods with 20% or more of the % DV for fiber contribute a large amount, while foods with 5% or less of the % DV contribute a small amount of fiber.

*Eat less saturated and trans fats.* Know your limits for fat. Adults should keep total fat intake between 20 to 35 percent of calories, with most fats coming from sources of polyunsaturated and monounsaturated fatty acids, such as fish, nuts, and vegetable oils. The recommendation for children and adolescents is to keep total fat intake between 25 to 35 percent of calories for ages 4 to 18.

*Choose baked, steamed, or broiled rather than fried foods most often.* Limit your consumption of solid or saturated fats such as butter and hard or stick margarine. Use vegetable oils (canola, olive, safflower, corn, sunflower, sesame seed) as a substitute. Other major sources of saturated fat include ground beef (hamburger meat), sausage, hot dogs,



bologna, whole milk, cheese, ice cream, pies, pastries, and chocolate bars. Choose lean meats and poultry and fat-free or lowfat (1%) milk products and soft margarine. Cut back on hard or stick margarine, cakes, cookies, and pies that contain partially hydrogenated oils (*trans* fat).

*Eat fewer foods that are high in cholesterol.* Foods containing cholesterol come from animals and animal products such as meat, poultry, shellfish, whole milk and whole-milk products, butter, lard, and egg yolks.

*Eat fewer high-sodium foods.* High-sodium foods include many processed foods that are canned or dehydrated such as instant ramen noodle soups; processed meats (hot dogs, bologna, sausage, bacon); processed cheese (American); frozen dinners; canned pasta and soups; flavored rice and pasta mixes; and most fast foods. Look for lower-sodium versions of many of these products.

*Be physically active to protect your heart.* Physical activity can raise HDL (good) cholesterol, lower blood pressure, and help maintain weight. Adults should get at least 30 minutes of moderate-intensity physical activity most days of the week, preferably every day. Children and adolescents need 60 minutes of physical activity on most, preferably all, days of the week, including moderate to vigorous exercise. Examples of moderate physical activities include: light gardening/yard work, walking, and dancing.

For more information on heart disease, contact your local chapter of the American Heart Association or visit [www.americanheart.org](http://www.americanheart.org).



# Facts About Diabetes

1

## Did you know?

- Diabetes is the sixth leading cause of death in the United States.
- Diabetes is a chronic disease for which there is no cure. Altogether, diabetes contributed to 213,000 deaths in 2000.
- Approximately 20.8 million or 7% of all Americans have diabetes, however one-third of them do not know they have it.
- Each year more than 82,000 amputations are performed on Americans with diabetes.
- Ten to 21 percent of all people with diabetes develop kidney disease.
- The prevalence of type 2 diabetes is on the rise among adolescents. Studies indicate that type 2 diabetes is becoming more common among Native American, African-American, and Hispanic children and adolescents.

## What is diabetes?

Diabetes occurs when the body is unable to transport sugar from the blood into the cells in the body. Left untreated, diabetes can lead to blindness, kidney failure, and nerve damage in the feet and the legs.

## What are the two types of diabetes?

1. Type 1 diabetes occurs when the body is unable to produce insulin (the hormone that transports sugar from the blood into cells). Type 1 diabetes usually develops in childhood, and its cause is not entirely understood. Some scientists have linked it to both genetic and environmental components.
2. Type 2 diabetes occurs when there is a decrease in the cells' sensitivity to insulin. It usually occurs in adults over the age of 40 who are overweight or obese and physically inactive, but there is now a rise in the number of children and adolescents diagnosed with the disease. It is believed that an increase in overweight rates among young people is one component of the factors that lead to increases in type 2 diabetes.



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### **What are the risk factors for type 2 diabetes?**

- Diet
- Physical inactivity
- Obesity and overweight
- Family history of diabetes

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### **How can I decrease my risk of developing type 2 diabetes?**

- Follow a healthy diet low in fat and rich in fruits and vegetables to help prevent excessive weight gain.
- Get at least 30 minutes of moderate-intensity physical activity most days of the week, preferably every day for adults and at least 60 minutes of physical activity for children and adolescents on most, preferably all, days of the week.

For more information, contact the American Diabetes Association at 800-342-2383 or visit [www.diabetes.org](http://www.diabetes.org).



## Facts About Fats

Fats are the most concentrated source of calories and some fats have been associated with the development of heart disease and other serious illnesses. Although a high intake of fat has been associated with the development of certain diseases, certain types of fats are essential for good health.

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### Why do we need some fat in our diet?

Fat:

- provides essential fatty acids such as linolenic, also known as Omega-3, and linoleic, also known as Omega-6 (essential fatty acids are fats that the body cannot manufacture);
- is necessary for the absorption of important vitamins (A, D, E, K); acts as an insulator to maintain body temperature; supplies oils to skin and hair follicles for a healthier complexion and shiny hair;
- improves the taste of foods and promotes digestion.

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### What are the different types of fats?

*Saturated fats* are usually solid or almost solid at room temperature (e.g., butter, lard). These foods introduce cholesterol into the body which may raise blood cholesterol levels and increase the risk of cardiovascular disease. Saturated fat is found in animal products such as meat, poultry, and whole-fat milk and milk products, such as cheese, butter, and cream, as well as processed and fast foods.

*Unsaturated fats* (e.g., monounsaturated, polyunsaturated) are usually liquid or soft at room temperature (e.g., vegetable oils and soft margarine). Some exceptions include unsaturated fats found in olives, avocados, and peanut butter. When substituted for saturated fat, unsaturated fat may lower cholesterol levels or help reduce the 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.



## How can I know the limits on fats in my diet?

The maximum amount of fat a person should consume daily depends on his or her age, gender, physical activity, growth, and the number of calories he or she consumes. It is recommended that adults should keep total fat intake between 20 to 35 percent of calories, with most fats coming from sources of polyunsaturated and monounsaturated fatty acids, such as fish, nuts, and vegetable oils. The recommendation for children and adolescents is to keep total fat intake between 25 to 35 percent of calories for ages 4 to 18 years old. Make sure your total fat intake is within the recommended range.

1. Limit your use of solid or saturated fats such as butter and hard or stick margarine. Use vegetable oils (canola, olive, safflower, corn, sunflower, sesame seed, or tub margarine low in saturated and *trans* fat) as substitutes.
2. Cut back on foods that contain partially hydrogenated oils such as cakes, cookies, and pies.
3. Avoid foods that are fried such as chicken and fish, French fries, fried cheese and zucchini sticks, donuts, and potato chips. Replace these items with those that are baked.
4. Choose fat-free or lowfat (1%) milk products.
5. Choose lean meats and poultry without skin.
6. Read your Nutrition Facts label to compare the % DV for fat and saturated fat and to choose foods with a lower % DV. Foods with 5% DV or less for fat contribute a small amount of fat while 20% DV or more for fat contribute a large amount.

### What is your Limit on Fat?

<i>Total Calories Per day</i>	<i>Saturated Fat in Grams*</i>	<i>Adolescents Total Fat in Grams**</i>
1,600	18 or less	44-62
2,000	20 or less	56-78
2,200	24 or less	61-86
2,500	25 or less	69-97
2,800	31 or less	78-109

\* This limit is less than 10% of calories from saturated fat.

\*\* This limit is 25-35% of calories from total fat.



## Compare the Saturated Fat in Foods

<i>Food Category</i>	<i>Saturated Fat Content in Grams</i>	<i>% Daily Value of Saturated Fat**</i>
<b>Cheese---1 oz.</b>		
Regular cheddar cheese	6.0	30.0%
Lowfat cheddar cheese*	1.2	6.0%
<b>Ground Beef---3 oz. cooked</b>		
Regular ground beef (25% fat)	6.1	30.5%
Extra lean ground beef (5% fat)*	2.6	13.0%
<b>Milk---1 cup</b>		
Whole milk (3.24%)	4.6	23.0%
Lowfat (1%) milk*	1.5	7.5%
<b>Breads---1 medium</b>		
Croissant	6.6	33.0%
Bagel*	0.2	1.0%
<b>Frozen Desserts---1/2 cup</b>		
Regular ice cream	4.9	24.5%
Frozen yogurt, lowfat*	2.0	10.0%
<b>Table spreads---1 tsp.</b>		
Butter	2.4	12.0%
Soft margarine with zero <i>trans</i> *	0.7	3.5%
<b>Chicken---3 oz.</b>		
Fried chicken (leg with skin)	3.3	16.5%
Roasted chicken (breast, no skin)*	0.9	4.5%
<b>Fish---3 oz.</b>		
Fried fish	2.8	14.0%
Baked fish*	1.5	7.5%

\* Choice that is lower in saturated fat

\*\* Percent Daily Values (DV) are estimated based on a 2,000-calorie diet.



# Facts About Cholesterol

1

High blood cholesterol can increase your risk of developing heart disease. Although eating too much saturated fat is the chief culprit in raising blood cholesterol, eating too much dietary cholesterol can also play a part.

## **What is cholesterol?**

Cholesterol is a fatty-like substance that the body uses for many chemical processes. It builds and repairs cells, is used to produce sex hormones, such as estrogen and testosterone, is converted to bile acids to help you digest food, and is found in large amounts in brain and nerve tissue.

## **Where does cholesterol come from?**

Your liver manufactures cholesterol, and you can also consume cholesterol in foods. Dietary cholesterol is found only in foods that are of animal origin such as meat (particularly organ meats like liver or kidney), egg yolks, shellfish, and milk and milk products. There is no cholesterol in plant foods such as fruits, vegetables, and vegetable oils.

## **What are the different types of cholesterol?**

Cholesterol travels in the blood in combinations called lipoproteins.

*Low Density Lipoprotein (LDL)* is often called “bad” cholesterol because too much LDL in the blood can lead to cholesterol buildup and blockage in the arteries. LDL delivers cholesterol to your arteries which can lead to a buildup of plaque. Over time, a buildup of plaque can make your arteries narrower and narrower. As a result, less blood gets to the heart and the risk of heart disease increases. Eating too much saturated fat and cholesterol can raise the level of LDL cholesterol in your blood.

*High Density Lipoprotein (HDL)* is known as “good” cholesterol because HDL helps remove cholesterol from the blood, preventing it from accumulating in the arteries. High levels of HDL are associated with a decreased risk of heart disease. Regular physical activity can increase HDL levels.



## How can I lower my blood cholesterol?

*Limit daily dietary cholesterol to 300 mg or less.* Foods high in cholesterol include liver, egg yolks, and shrimp.

*Limit intake of saturated fats.* Saturated fats are mostly found in animal fat, such as lard, butter, beef fat, and cream. Use the leanest cuts of meat, avoid the skin of poultry, and use fat-free or lowfat milk, yogurt, and cheese. Tropical oils, such as palm, palm kernel, and coconut, also contain large amounts of saturated fats. These oils are hidden in coffee creamers, whipped toppings, commercially baked goods, and chocolate candy.

*Limit intake of trans fatty acids.* Trans fats are created when foods are partially hydrogenated to make them solid—like stick margarine. These types of fats can also be found in commercially baked goods, fried foods, and prepared convenience foods. Liquid oils and trans fat-free soft margarines are your best choices.

*Increase your fiber intake.* Foods containing soluble fiber (such as oats, beans, lentils, barley, and vegetables, and fruits, such as apples, pears, raspberries, oranges, and bananas) can help lower blood cholesterol levels. The soluble fiber in these foods helps reduce the fat and cholesterol that your body absorbs from your intestinal tract.

*Two cups of fruits and 2½ cups of vegetables a day are recommended for a 2,000-calorie diet.* Fruits and vegetables provide fiber, vitamins, minerals, antioxidants, and phytochemicals. Oranges, guava, pears, okra, cooked dry beans, and peas are high in soluble fiber, which has been shown to lower cholesterol. Sweet potatoes, potatoes, tomatoes, cantaloupes, watermelons, carrots, and peaches are high in beta-carotene and other nutrients. Spinach, broccoli, cabbage, and other green leafy vegetables are a rich source of antioxidants.

*Stay physically active.* Adults should get at least 30 minutes of moderate-intensity physical activity most days of the week, preferably every day. Children and adolescents need at least 60 minutes of physical activity every day.



## Facts About Sodium

Nearly one in three adults has high blood pressure. Studies indicate that a diet high in sodium can lead to an increase in blood pressure.

### What is sodium?

Sodium is a mineral that is essential for life. It is important for maintaining proper fluid balance in the body and aids in nerve transmission and muscle contraction.

### How much sodium do our bodies need?

To replace salt lost in urine, feces, and sweat, the body needs about 500 mg of sodium a day (less than  $\frac{1}{4}$  teaspoon of salt). It is recommended for adults to consume no more than 2,300 mg of sodium (about 1 teaspoon of salt) a day. For 9- to 13-year-olds, the recommendation is 2,200 mg/d.

### Where do we get sodium from?

Salt is our number one dietary source of sodium. The average American eats 6,000 mg of sodium ( $2\frac{1}{2}$  teaspoons of salt) a day, which exceeds recommendations: 15 percent comes from the salt shaker, 10 percent occurs naturally in foods, and 75 percent is in processed foods (luncheon meats, bacon, sausage, canned soups and vegetables).

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### How can I decrease the sodium in my diet?

- Limit your intake of processed foods.
- Choose unprocessed meats.
- Choose fresh or frozen fish, shellfish, and poultry more often.
- Choose fresh, plain frozen, or canned vegetables without added salt more often.
- Do not use salt at the table.
- Do not add salt while preparing meals.
- Substitute herbs, spices, or lemon juice for salt.
- Read Nutrition Facts labels and choose foods with lower levels of sodium and/or salt.



## **Foods Typically High In Sodium\***

Processed cheese	Luncheon meats
Hot dogs	Bacon
Catsup	Many frozen entrees
Soy sauce	Canned entrees
Canned soups	Flavored pasta and rice mixes
Pizza	Most chips
Many snack crackers	

\* You can usually find lower sodium versions of these foods.



# Incorporating Nutrition and Physical Activity Into Your Program

## Section Contents

1. Why Are Nutrition and Physical Activity Important for Youth?
2. How Can Your Program Make a Difference?
3. Incorporating Nutrition and Physical Activity Into Youth Development Topics
4. Incorporating Nutrition and Physical Activity Into Special Events
5. Nutrition and Physical Activity Field Trips
6. Nutrition and Physical Activity Guest Speakers, Topics, and Contacts
7. Calendar of Events for Food, Health, and Agriculture Activities









# 1. Why Are Nutrition and Physical Activity Important for Youth?

## Did You Know?

- 17 percent of children age 12-19 are overweight.
- Type 2 diabetes is becoming more common among children and adolescents, particularly in American Indians, African-Americans, and Hispanics/Latinos.
- Nearly one in three adults has high blood pressure.
- 17 percent of Americans have high blood cholesterol.

The young people you work with will grow up to be leaders of tomorrow. Over the last decade, we have discovered much about the relationship between poor nutrition and inactivity and poor health. We see the serious outcomes that unhealthy eating and physical inactivity have had on the community. For example, soaring blood pressure levels and diabetes can lead to kidney failure, amputation, and strokes. Despite increased awareness and these tragic outcomes, poor eating and physical inactivity behaviors continue, especially among adolescents.

## Common Youth Behaviors and Beliefs

Focus groups conducted with 11- to 18-year-olds about nutrition and physical activity for the development of this manual revealed:

- Youth frequently buy chips, sodas, apple pies, and candy bars for lunches and snacks at school snack stores and vending machines.
- They prefer to eat fast foods at lunch instead of cafeteria food or lunch brought from home.
- They do not eat many fruits and vegetables.
- They average about 5 hours of TV viewing a day.
- They do not participate in regular physical activity outside of organized sports.
- They realize that good health is important, but they don't think that it is important for them.

Increased consumption of high-fat fast foods, high-sugar soda, and candy, coupled with decreased participation in regular physical activity, contribute to the high incidence of overweight and other health risks among adolescents. When you consider the constant amount of unhealthy diet and physical inactivity images and messages, it's no surprise that these unsound behaviors and attitudes are so prevalent. Fast-food outlets proliferate (to date, 170,000 nationwide); soda manufacturers spend billions of dollars on clever advertising and marketing campaigns to ensure brand loyalty. Technological breakthroughs such as cordless phones, remote control devices, video games, and the Internet have made life more sedentary and less active for youths and adults. But despite the realities of modern society, there are many positive ways to help influence the nutrition and physical activity attitudes and behaviors of young people.



## 2. How Can Your Program Make a Difference?

2

1. Assess the nutrition and physical activity behaviors of youth, and help them make plans for improvement. If possible, encourage youth to monitor their nutrition and physical activity habits on a continuous basis throughout offered programs and emphasize gradual improvement.
2. Teach skills that can help them improve their nutrition and physical activity choices. This can include identifying reliable sources of information on nutrition and physical activity, learning to read food labels, analyzing foods for nutritional content, and setting goals to incorporate more physical activity into their day.
3. Incorporate interactive nutrition and physical activity learning experiences into your programming. These can include analyzing food advertisements and other influences on eating and physical activity, taste testing a variety of foods, measuring the fat content of popular fast foods, inviting a nutrition or physical activity expert to speak at a meeting, and visiting a local recreation facility such as a swimming pool, golf course, tennis court, or gym.
4. Sponsor youth-driven projects that can promote community nutrition and physical activity, including increasing the availability of healthful foods at their school or in their neighborhood.
5. Model and promote healthful eating. Offer healthful meals and snacks during program meetings, and encourage youth to participate in regular physical activity.



### 3. Incorporating Nutrition and Physical Activity Into Youth Development Topics

Listed below are a number of sessions that might be part of a youth development program. Under each session, examples of how to incorporate messages and activities related to good nutrition and physical activity into the session are provided.

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#### Session I. Introduction

- *Program objectives and ground rules*
  - Highlight your program's goal of improving youth nutrition and physical activity. Emphasize that eating well and being physically active are important and relevant to young people.
  - Play a trivia game to determine their nutrition and physical activity knowledge.
  - Offer a healthful meal and/or snack.
  - Engage youth in a physical activity session.

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#### Session II. Self-identity

- *Self-esteem, feeling good about yourself*
- *Self-direction, taking responsibility*
- *Taking care of yourself (personal hygiene)*

Taking good care of your body is an important part of establishing self-esteem and confidence. Young people can take responsibility for their health by improving their food and physical activity choices.

- Have youth complete food and physical activity records to assess their nutrition and physical activity behaviors. Review the *MyPyramid* daily nutrition and physical activity recommendations. Discuss their current diet and physical activity behaviors, and brainstorm ways they can be improved.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.



## Session III. Family Roles and Support System

- *Identifying family roles and responsibilities*
- *Learning to deal with feelings of anxiety and frustration toward family members*

Family environment plays a large role in fostering and modeling appropriate eating and physical activity behaviors. Making trips to the grocery store, preparing and sharing an evening meal, or taking a family outing are great opportunities to set good examples and strengthen communication. Encourage youth to get involved with family meal planning and preparation. Promote family physical activities, such as walks to the store or church, shooting hoops at the basketball court, playing catch at the park, bowling, tennis, or miniature golf.

- Have youth plan and prepare a healthful meal, and invite parents and family members to attend. Tell parents about the value of sharing healthful meals and physical activity experiences with their children.
- Invite a chef to conduct a healthy cooking demonstration to demonstrate basic food preparation and safe food-handling techniques.
- Plan a field trip to a local grocery store and discuss smart shopping strategies.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

## Session IV. Peer Relationships

- *Dealing with peer pressure*
- *Identifying negative influences and behaviors*

Young people today face many lifestyle choices. Peer pressure, peer influence, and the media all play significant roles in the decisions that youth make about what they eat and how they spend their free time. Help youth identify and deal with the negative messages and influences.

- Discuss the roles peer pressure, peer influence, and the media play in youth dietary and physical activity behaviors.



- Have youth identify role models (e.g., sports figures, relatives, or teachers) whom they believe follow a healthy lifestyle.
- Invite a local sports figure to speak to the youth about the positive effect healthy eating and physical activity habits have had on his or her successful career.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

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## Session V. Effective Expressions

### ■ *Verbal and nonverbal forms of communication*

Young people today often place a lot of importance on physical appearance. How they decide whether someone is attractive or not can definitely affect how they communicate both verbally and nonverbally. Helping youth to be aware of what influences their forms of communication with others and to learn how to overcome bias are important elements in fostering effective communication skills.

- Encourage youth to focus on appreciating internal versus external qualities.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

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## Session VI. Setting Goals

### ■ *Identifying long-term and short-term goals*

Goal-setting is an important part of taking responsibility for health.

- Have youth identify healthy behaviors they would like to establish and develop plans to accomplish them.
- Have youth complete a weekly or monthly activity goal sheet to set objectives and track their progress.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.



## Session VII. Career Development

There are many exciting and innovative health-related employment opportunities in both the public and private sectors.

- Invite a guest speaker to talk about career opportunities in a nutrition or physical activity-related field.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

## Session VIII. Growth and Opportunity

### ■ *Dealing with issues of puberty and sexuality*

During adolescence, youth often experience concern about their body weight, shape, and the changes their bodies are going through. Adolescent insecurities combined with our society's obsession with physical appearance can lead to an unhealthy body image. Both boys and girls feel pressure to live up to images they see portrayed in society. As a result, they often place unrealistic expectations on one another and have unrealistic definitions of what is considered attractive. Young men, in particular, have a major influence on how young women view their bodies. It is important for youth to develop an appreciation of diversity and, at the same time, learn to accept their own bodies.

- Hold a discussion about how society influences how they feel about themselves and others.
- Discuss the ways that young men influence how young women feel about their bodies.
- Discuss the ways that young men can be more respectful of their female peers.
- Discuss the ways that young women can command respect from young men.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.



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### **Session IX. Abstinence and Contraceptive Methods**

- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

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### **Session X. Substance Abuse and Violence**

- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

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### **Session XI. Divorce, Suicide, Death, and Bereavement**

- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.

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### **Session XII. Closing**

Summarize what has been learned about eating healthful foods and getting regular physical activity.

- Have youth complete a food and physical activity record to evaluate their progress—what they have learned and any changes or improvements they have made along the way.
- Offer a healthful meal and/or snack.
- Engage youth in a physical activity session.



## 4. Incorporating Nutrition and Physical Activity Into Special Events

### 1. Set up a nutrition and/or physical activity booth at your next event

- Have information available for people to take home. Chapter 7, “Resources,” lists various organizations to contact for nutrition and physical activity materials.
- Give away nutrition and physical activity-related prizes such as sporting equipment, gift certificates to selected restaurants, or cookbooks.
- Have qualified people available to answer questions or make referrals to other resources/organizations. (See “Nutrition and Physical Activity Guest Speakers, Topics, and Contacts” section on page 37.)
- Set up a visual display. (See below for examples.)

#### **It's all a matter of choice**

Make a list of foods to choose less often and foods to choose more often. Read the Nutrition Facts label of selected foods to compare the % DV for total fat and saturated fat to decide which foods to use. Choose foods with the lower % DV for fat and saturated fat for the Choose More Often column, and choose foods with a higher % DV for fat and saturated fat for the Choose Less Often column. Foods with 5% DV or less for fat contribute a small amount of fat while ones with 20% DV or more for fat contribute a large amount. Provide information on the calories and grams of total fat and saturated fat in each food. Some examples include:

**Choose less often\*****Choose more often\*****Whole milk**

Total Fat: 8g 13% DV  
Saturated Fat: 5g 25% DV

**Fat-Free milk**

Total Fat: 0g 0% DV  
Saturated Fat: 0g 0% DV

**Packaged muffin**

Total Fat: 12g 19% DV  
Saturated Fat: 2.5g 12% DV

**Bagel**

Total Fat: 1.5g 2% DV  
Saturated Fat: 0.5g 3% DV

**Toaster pastry**

Total Fat: 6g 9% DV  
Saturated Fat: 1g 5% DV

**Low-fat granola bar**

Total Fat: 3g 5% DV  
Saturated Fat: 0.5g 3% DV

**Mac 'n' cheese**

Total Fat: 18.5g 28% DV  
Saturated Fat: 4.5g 23% DV

**Red beans and rice**

Total Fat: 0g 0% DV  
Saturated Fat: 0g 0% DV

**Packaged ramen soup**

Total Fat: 8g 12% DV  
Saturated Fat: 4g 20% DV

**Healthful canned soup version**

Total Fat: 2g 3% DV  
Saturated Fat: 0.5g 2.5% DV

**Potato chips**

Total Fat: 10g 16% DV  
Saturated Fat: 2.5g 13% DV

**Pretzels**

Total Fat: 1g 2% DV  
Saturated Fat: 0g 0% DV

**Packaged cookies**

Total Fat: 10g 16% DV  
Saturated Fat: 3g 6% DV

**Graham or animal crackers, fig bars**

Total Fat: 3g 4% DV  
Saturated Fat: 0g 0% DV

\*% DV based on a 2,000 calorie diet



### Fat in fast foods

- Measure out the different amounts of fat in different high-fat and lowfat fast-food menu items (4 grams of fat are equal to 1 teaspoon); mound up the fat or use display tubes available for purchase from Nasco Nutrition Aids. (To order call 1-800-558-9595.)
- Have people guess how far they would have to walk to burn off the amount of calories from eating different fast-food menu items. For example, a 155-pound male walking 20 minutes at a pace of 15 mph burns about 115 calories. (Visit the Activity Calorie Calculator Web site at <http://www.primusweb.com/cgi-bin/fpc/actcalc.pl> to calculate the amount of calories burned for 100 other activities.)\*
- Distribute nutrition information from various fast-food restaurants and/or the *Eating on the Run* handout found in Chapter 6.

### Do you know how much sugar is in your favorite drink?

- Measure out the different amounts of sugar in sodas and other fruit drinks and juices. Put the sugar in a mound or use sugar display tubes available for purchase from Nasco Nutrition Aids. (To order call 1-800-558-9595.)
- Have samples of drinks with no added sugar (100% fruit juice or water).
- Have people guess the amount of sugar in a 64-ounce fountain soda (212 grams or 54 teaspoons of sugar).
- Pass out the *Do You Know What Is In Your Soda?* handout found in Chapter 6.

### Salt in foods

- Measure out the amount of salt in various foods. Put the salt in a mound or use display tubes available from Nasco (1-800-558-9595).
- Taste test various low-sodium and salt-free products (canned goods, seasonings, crackers).
- Have people guess how much sodium is in various foods (pizza, fast foods, macaroni and cheese mixes, canned or instant soups, processed cheeses like American, or processed meats such as sausage, bacon, pepperoni, bologna, or hot dogs).
- Distribute nutrition information from the American Heart Association. Visit [www.americanheart.org](http://www.americanheart.org) for information on how to order materials, or check your phone book for the American Heart Association phone number in your division or region.

\*Links to non-Federal organizations are provided solely as a service to our users. Links do not constitute an endorsement of any organization by USDA/FNS or DHHS/CDC or the Federal Government, and none should be inferred. The USDA/FNS or DHHS/CDC is not responsible for the content of the individual organization Web pages found at this link.



## **Eat fruits and vegetables every day**

- Taste test seasonal fruits and vegetables. Try tasting four different varieties of apples, pears, or citrus fruits or four types of crunchy vegetables such as carrots, jicama, celery, and radishes. (Contact the local farmers' market or grocery store for donations.)
- Sample a fresh fruit smoothie (requires electricity, blender, and an ice chest).
- Distribute recipes for fruit and vegetable snacks or meals, coupons for fresh produce, coupons from a local juice or smoothie shop, dates and locations for local farmers' markets, and information on the importance of eating fruits and vegetables every day.
- Contact your local Fruits and Veggies—More Matters Coordinator at your local health department for promotional materials, posters, brochures, and giveaways.

## **Physical activity challenge**

- Set up activity circuits or an obstacle course (see Chapter 4 for station ideas). Make sure to include physical activities for a variety of abilities and age groups. Award a prize or healthful snack (orange wedges, grapes, or banana) to everyone who participates.
- Distribute information about the importance of regular physical activity.
- Invite local community groups to distribute information about sports and recreation activities available in the community for all age groups.
- Invite a local sports personality to talk about the importance of being physically active.

## **Healthful food for the soul**

- Taste test recipes from the Appendixes: Mushroom Brown Rice Pilaf, Mouth-Watering Oven-Fried Fish, Vegetables with a Touch of Lemon, Oven-Baked Sweet Potato Fries, or 1-2-3 Peach Cobbler.
- Display healthful cooking products (oils, cooking sprays, egg substitute, salt-free spices) and provide information on lowfat cooking tips (see the *Healthy Cooking* handout in Appendix 8.2).
- Encourage people to guess the amount of fat they would save in a year if they did not put butter on their toast every morning. (1 teaspoon of butter has 4 grams of fat; 365 days in a year x 4 grams of fat = 1,460 grams of fat each year; 1 gram of fat has 9 calories; 1,460 grams of fat X 9 calories = 13,140 calories each year.) This adds up to about 3½ lbs. (3,500 calories = 1 lb.) of extra weight each year if



the calories consumed exceed an individual's recommended amount for each day! Of course, this assumes that you only put 1 teaspoon of butter on your toast. Try fruit preserves or apple butter for topping toast!

- Display household products that help you cut back on the fat when cooking (e.g., indoor grill, steamer, nonstick cooking pan).
- Pass out copies of recipes and healthful cookbooks. Copies of *Keep the Beat – Heart Healthy Recipes* from the National Heart, Lung, and Blood Institute are available from the National Institutes of Health (NIH Publication No. 2921 or download from the Web site at [www.nhlbi.nih.gov/health/infoctr/ic-ordr.htm](http://www.nhlbi.nih.gov/health/infoctr/ic-ordr.htm)). To order call 301-592-8573.

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## **2. Support nutrition and physical activity at your organized sports events**

- Set up a visual display or booth similar to those described on the previous pages.
- Offer a healthful snack (bagels, fruit, and water).
- Pass out information about the importance of regular physical activity and good nutrition. (See *The Competitive Edge* handout in Appendix 8.8.)
- Have a local sports personality lead a half-time stretch/physical activity break for the audience (see Chapter 4 for activity ideas).
- Have a half-time nutrition and physical activity trivia game.

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## **3. Support nutrition and physical activity at your meetings and programs**

- Add a physical activity/stretch break to the agenda (see Chapter 4 for activity ideas).
- Serve healthful snacks and meals (see Chapter 3 for ideas).
- Lead the group in a nutrition activity (adapt one of the activities from Chapter 6).
- Set up a visual display or booth (see the previous pages).



## 5. Nutrition and Physical Activity Field Trips

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### **Take a trip to a sit-down or fast-food restaurant**

During your visit, make a list of healthful menu choices and collect menus with nutrition information. Youth can also practice making healthful food choices and proper restaurant etiquette. Assemble a collection of menus from your visits.

### **Tour a health food store, supermarket, or ethnic food store**

Compare the difference in food availability, variety, quality, price, and nutritional value. Discuss smart shopping strategies such as using coupons and purchasing store brands and foods on sale. Take a tour of the produce department. Have someone talk to the youth about how to pick seasonal fruits and vegetables. Visit the canned goods aisle and discuss the alternatives to fresh produce (canned, dried, and frozen) that are available. Point out various strategies food manufacturers and stores use (packaging, placement in the store, displays) to attract young people to their products.

### **Visit a local health club or recreation center**

Learn about the facilities and opportunities for physical activity that are available for youth.

### **Visit a dialysis or cardiac clinic**

Show youth first hand how poor diet and physical inactivity can affect the body.

### **Get some physical activity**

- Expose youth to examples of enjoyable lifelong activities
- Go for a swim
- Play a game of basketball, golf, or tennis
- Take a hike
- Participate as a team in a walk-a-thon or race



## 6. Nutrition and Physical Activity Guest Speakers, Topics, and Contacts

Invite an expert from a local organization or business to speak on any of the following nutrition or physical activity topics or careers.

### Registered Dietitian

- Relationship between disease, diet, and physical activity
- *MyPyramid Food Guidance System*
- Adolescent nutrition needs
- Choosing healthier meals and snacks
- Reading food labels
- Eating healthfully on a budget
- Eating healthfully while away at college
- Eating on the run
- Packing healthful lunches and snacks
- Dieting
- Link between nutrition and academic performance
- Nutrition information on the Internet
- Food fads and myths
- Sports nutrition; eating healthfully for maximum performance
- Vegetarian diets
- Careers in nutrition



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### **Physician**

- Link between diet, physical activity, and disease
- Obesity
- Heart disease
- Diabetes
- Cancer

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### **Professional Chef**

- Conduct a food demonstration or prepare a healthful recipe

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### **Local Sports Star, Coach, or Fitness Trainer**

- The importance of physical activity and a healthy diet
- Careers in the fitness industry
- Maintaining a physically active lifestyle while completing a full class load



## Contacts for Potential Speakers

- State, county, and local health departments
- Universities that have physical education, kinesiology, or nutrition departments
- Hospitals and Health Maintenance Organizations that have outreach programs
- Hospitals that have dietetic internship programs

### **American Dietetic Association (ADA)**

Provides referrals to a Registered Dietitian in your area.

Phone: 1-800-366-1655

[www.eatright.org](http://www.eatright.org)

### **American Cancer Society (ACS)**

Provides guest speakers for classrooms, parent groups, and health fairs. Check your phone book under "American Cancer Society" for your regional office.

[www.cancer.org](http://www.cancer.org)

### **American Alliance for Health, Physical Education, Recreation, and Dance**

Phone: 1-800-213-7193

[www.aahperd.org](http://www.aahperd.org)

### **American Heart Association (AHA)**

Contact your division or regional American Heart Association office in your phone book.

[www.americanheart.org](http://www.americanheart.org)

### **President's Council on Physical Fitness and Sports**

Phone: 202-690-9000

[www.fitness.gov](http://www.fitness.gov)

## **Local/State Cooperative Extension Offices**

Offer a variety of services and are a source of nutrition education resources and programs. Phone numbers are usually listed in the telephone directory under county/city government. The national office is located in the:

U.S. Department of Agriculture  
Washington, D.C.  
Phone: 202-720-2908  
[www.csrees.usda.gov](http://www.csrees.usda.gov)

## **National Center on Minority Health and Health Disparities**

National Institutes of Health  
6707 Democracy Blvd., Suite 800  
MSC-5465  
Bethesda, MD 20892  
Phone: 301-402-1366  
Fax: 301-480-4049  
[www.ncmhd.nih.gov](http://www.ncmhd.nih.gov)

## **Centers for Disease Control and Prevention**

Division of Adolescent and School Health, Division of Nutrition and Physical Activity  
4770 Buford Highway, N.E.  
Mailstop K33  
Atlanta, GA 30341-3724  
Nutrition and Physical Activity Information Line: 1-888-CDC-4NRG  
Phone: 1-800-311-3435  
[www.cdc.gov](http://www.cdc.gov)

## **YMCA**

Phone: 1-888-311-YMCA  
[www.ymca.net](http://www.ymca.net)



## 7. Calendar of Events for Food, Health, and Agriculture Activities

Food, health, and agriculture-related activities can be scheduled and acknowledged throughout the year as shown in the following calendar. Look at these and other events for ways to promote healthful eating and healthful living messages.

<b>January</b> National Oatmeal Month National Pizza Week National Soup Month	<b>February</b> American Heart Month National Cherry Month National Children's Dental Health Month National Pancake Week Potato Lover's Month National Girls and Women in Sports Day	<b>March</b> National Agriculture Week National Nutrition Month National Peanut Month National School Breakfast Week National Youth Sports Safety Month	<b>April</b> Cancer Control Month Earth Day World Health Day
<b>May</b> National Blood Pressure Month National Egg Month National Physical Fitness and Sports Month National Bike Month National Running and Fitness Week	<b>June</b> National Dairy Month National Fresh Fruits and Vegetables Month National Tennis Month National Special Recreation Week	<b>July</b> National Baked Beans Month National Ice Cream Month National Picnic Month National Recreation and Park Month	<b>August</b> National Catfish Month National Water Quality Month
<b>September</b> All American Breakfast Month National Chicken Month National Cholesterol Education Month National Food Service Employees Day National Rice Month National Food Safety Month Family Health and Fitness Days	<b>October</b> Child Health Day National Apple Month National Pasta Month National Popcorn Month National School Lunch Week National Seafood Month National Walk a Child to School Week	<b>November</b> Sandwich Day Split Pea Soup Week National Diabetes Month	<b>December</b> National Handwashing Awareness Week



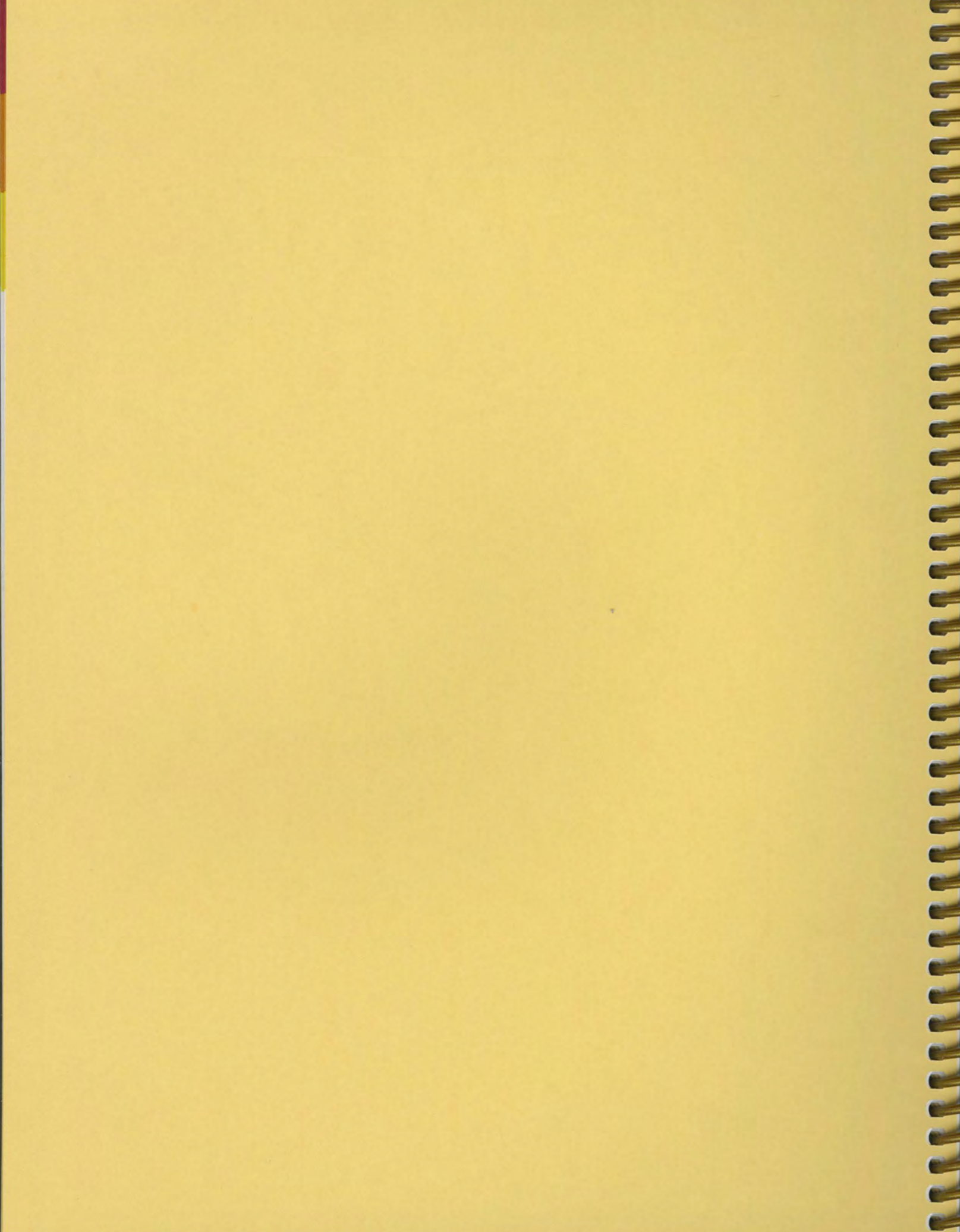


## Providing Healthful Snacks and Meals

### Section Contents

1. Basic Guidelines for Offering Healthful Meals
2. Tips for Choosing Healthful Meals With Caterers
3. Tips for Planning Healthful Snacks







## 1. Basic Guidelines for Offering Healthful Meals

You won't be sacrificing taste or quality or spending extra time and effort offering nutritiously balanced meals. Simple substitutions can cut fat, salt, and added sugar; increase the amount of fruits, vegetables, and whole grains; and improve health significantly. Are you worried that your youth won't eat the food you serve because it is healthful? Don't be. If you offer it, they will probably eat it. Here are some easy-to-follow guidelines to help you offer healthful meals and snacks.

### **Offer breakfast**

Breakfast is often called the most important meal of the day, and with good reason. Studies have shown that eating breakfast can increase attention span and concentration, decrease irritability, and improve physical and mental performance. Breakfast can be as simple as a glass of juice or milk, a piece of fruit, and a lowfat granola bar, or as elaborate as wheat toast, grits, and eggs. Taking time in the morning to fuel up on carbohydrates (found in breads, grains, fruits), protein (found in meat, milk and milk products, nuts, beans), and a small amount of fat (found in lowfat milk products, eggs, peanut butter) is the key to help ensure a sustained release of energy throughout the morning.

### **Serve fruits and vegetables**

Based on the *MyPyramid Food Guidance System* recommendation for a 2,000-calorie diet, adolescents should get at least 2 cups of fruits and 2½ cups of vegetables every day. In 2005, 20 percent of students in grades 9-12 consumed 5 or more servings of fruits and vegetables per day. Serve seasonal fresh fruits and vegetables, dried fruits or canned fruits in their natural juices, and 100% fruit or vegetable juices for nutrition and convenience.



**Choose foods lower in fat**

Limit high-fat meats (e.g., hamburgers, bacon, sausage), fried foods (e.g., fried chicken or fish, French fries), cakes, cookies, donuts, croissants, Danish pastries, and foods prepared with lots of mayonnaise, butter, oil, and added gravies and sauces. Cheese is also a source of saturated fat. Stick to reasonable amounts (1 to 2 oz.), and choose cheeses lower in fat such as lowfat (1%) cottage, part-skim ricotta, or part-skim mozzarella. A variety of other reduced-fat and fat-free cheeses are also available. Read your Nutrition Facts label to compare the % Daily Value for total fat and saturated fat and to choose foods with the lower value. Foods with 5% DV or less for fat and saturated fat contribute a small amount, while foods that have 20% DV or more for fat and saturated fat contribute a large amount. Keep intake of *trans* fat and cholesterol as low as possible.

**Choose healthful beverages**

Healthful drink selections include lowfat (1%) or fat-free milk and ½ cup servings of 100% fruit juices such as orange, pineapple, grape, or apple. If you want a fizzy drink, dilute juice with club soda. Inexpensive, thirst-quenching water is another healthful beverage choice.

**Watch out for added sugars**

Always check the ingredients for added sugars (e.g., corn syrup, high fructose corn syrup, honey, fructose, or other ingredients ending in “ose.”). Foods that have added sugar as one of the first two ingredients are high in sugar content. Reduced-fat or fat-free foods may contain more sugar than their regular versions since manufacturers often add sugar and other substances to improve the flavor of lowfat products.

**Choose breads, crackers, and cereals made with whole grains**

Whole grains such as whole wheat, whole cornmeal, oatmeal, and rye are higher in fiber than products made with refined grains (e.g., white bread, plain bagels, saltines). Look for the word “whole” with the primary grain listed as the first ingredient in the ingredient list; in some instances the word “whole” does not precede the grain (e.g. oatmeal, brown rice, popcorn).

**Watch out for portion sizes**

If you serve a high-fat food or dessert, limit the portion size to a reasonable amount and allow only one serving. Refer to *MyPyramid's* recommended amounts for all food groups.



## 2. Tips for Choosing Healthful Meals With Caterers

In some cases, a caterer may be involved in planning and preparing a meal for special programs and events. Since caterers are not always the best authority on healthy food choices, this would be a wonderful opportunity to get involved and work with the caterer to find out what foods are available and how they are prepared. Although you may not have complete control over each ingredient used in the preparation of catered meals, you can make specific requests and instructions to make a more healthful meal.

### **All you have to do is ask**

Don't be afraid to ask about the availability of lowfat muffins, fat-free salad dressings, lean cuts of meat, vegetarian options, or more healthful preparation methods.

Some sample questions to ask your caterer include:

- Do you offer soft or tub margarine made from unsaturated oil, such as canola, safflower, sunflower, cottonseed, soybean, or corn oil, instead of butter?
- Do you offer fat-free or lowfat (1%) milk instead of whole milk?
- Do you offer vegetarian selections?
- Do you offer lowfat desserts (e.g., frozen yogurt, 100% juice pops, puddings, fruit salad, sherbet, or angel food cake)?
- Do you use lowfat cooking methods: baking, broiling, steaming, microwaving, sautéing, stir-frying, grilling, stewing, braising, boiling, or roasting?
- Do you offer foods prepared with unsaturated fats (safflower, corn, soybean, canola, sunflower, or olive oil) instead of saturated fats (butter; palm, palm kernel, or coconut oils; or lard)?
- Do you use cooking sprays to sauté foods?
- Do you trim visible fat from meat, poultry, or fish before cooking?
- Do you prepare your chicken without skin?
- Do you offer leaner cuts of meats (e.g., beef, "loin" or "round"; pork, "loin" or "leg"; chicken, "breast" or "tender")?
- Do you offer bottled water, 100% fruit juices, and/or sugar-free beverages?



**Be clear about your instructions**

Simply mentioning the word “healthful” to your caterer does not provide enough information. Always give your caterer a detailed description of the foods and beverages you want and how you want them prepared. Your caterer is probably willing and able to accommodate your special requests. (Refer to Chapter 8, “Appendix 10,” for a sample *Menu Guideline Memo*.)

Examples of instructions include:

- Do not serve foods that have been fried, basted with fat, or cooked in fatty sauces and gravies.
- Trim all visible fat from meats and poultry before cooking.
- Remove skin on poultry products.
- Serve only lean cuts of meat (e.g., beef, “loin” or “round”; pork, “loin” or “leg”; chicken, “breast” or “tender”) prepared by: broiling, roasting, baking, grilling, poaching, braising/ stewing, or stir-frying with minimal oil.
- Use unsaturated oils (e.g., safflower, corn, soybean, canola, sunflower, or olive oil) for cooking meats.
- Do not use added butter, lard, fat back, cracklings, or animal drippings to prepare vegetables.
- Offer lowfat and fat-free salad dressings and make dressings available on the side.
- Use whole-wheat bread for sandwiches.
- Use lowfat mayonnaise or mustard on sandwiches.
- Serve 1% or fat-free milk with breakfast cereals.
- Use fat-free milk or chicken stock instead of butter to add flavor to mashed potatoes.
- Do not add salt to cook pasta or vegetables.



## Sample Meals

### Lunch/Dinner

Baked Chicken

Oven Baked Potatoes

Steamed Broccoli

Corn Bread

Fruit Salad

Water, 100% Fruit Juice, 1%  
or Fat-free Milk

### Lunch/Dinner

Turkey Sandwiches  
(on whole-wheat bread  
with lowfat cheese, mustard,  
lettuce, tomatoes)

Pretzels

Carrot and Celery Sticks with  
lowfat Ranch Dressing

Fruit

Water, 100% Fruit Juice, 1%  
or Fat-free Milk

### 3. Tips for Planning Healthful Snacks

A healthful snack can provide important energy and nutrients for a growing adolescent. Whether you have the facilities to prepare snacks during meetings and events or you buy your snacks ahead of time, there are many healthful, nutritious, and affordable choices available. When choosing snacks for your programs, keep the following criteria in mind:

- Watch out for the fat content. Read your Nutrition Facts label to compare the % DV for fat and saturated fat and to choose foods with the lower % DV. Foods with 5% DV or less for fat contribute a small amount, while foods with 20% DV or more for fat contribute a large amount. Choose foods with little or no *trans* fats and keep cholesterol intake as low as possible.
- Check the ingredients. Is sugar one of the first two listed? Are there other forms of added sugar (e.g., corn syrup, honey, or fructose)? Look for whole-wheat or whole-grain flour rather than refined flour or white flour.
- Look at the vitamin and mineral content. Foods with 20% DV or more contribute a large amount of a nutrient, while foods with 5% DV or less contribute a small amount of a nutrient.

#### Sample Healthful and Affordable Snacks

Whole-wheat Bagels with lowfat or fat-free Cream Cheese,  
100% Juice (no added sugar) Juice Box

Lowfat Granola Bar, Fat-free Pudding Snacks

Graham Crackers (4 sheets) w/Peanut Butter, Banana

Fruit Smoothies (fresh or canned fruits, lowfat or fat-free yogurt,  
100% juice, ice)



## Receiving Reimbursement for Your Afterschool Program

USDA allocates funds for afterschool programs to provide nutritious, well-balanced snacks to youth. Cash reimbursement for snacks served to children through the age of 18 is available through USDA's Child and Adult Care Food Program (CACFP) for programs that:

1. Provide children with regularly scheduled activities in an organized, structured, and supervised environment;
2. Include educational or enrichment activities; and
3. Are located in a geographical area served by a school in which 50 percent or more of the enrolled children are eligible for free or reduced-price school meals.

CACFP also reimburses for suppers served in afterschool care programs in seven States -- Delaware, Illinois, Michigan, Missouri, New York, Oregon, and Pennsylvania. To receive reimbursement for suppers, afterschool programs in these States must meet the same criteria that are described above for snacks.

Snacks and suppers that are served by programs operating under the at-risk afterschool component of the CACFP are reimbursed at the free rate and must be served free of charge to children.

For more information, please contact the agency that administers the CACFP in your State (usually the State Department of Education). State agency contacts are listed at [www.fns.usda.gov/cnd](http://www.fns.usda.gov/cnd).

## Additional Guidance

Additional guidance on offering healthful meals, tips for choosing healthful meals with caterers, and tips for planning healthful snacks can be found on the following Internet Web sites:

1. Centers for Disease Control and Prevention  
**[www.cdc.gov/nccdphp/dnpa/pdf/Healthy\\_Worksite\\_Food.pdf](http://www.cdc.gov/nccdphp/dnpa/pdf/Healthy_Worksite_Food.pdf)**
2. New York State Department of Health  
**[www.health.state.ny.us/nysdoh/prevent/guidelines.htm](http://www.health.state.ny.us/nysdoh/prevent/guidelines.htm)**
3. Seattle and King County Public Health  
**[www.metrokc.gov/health/nutrition/meetings.htm](http://www.metrokc.gov/health/nutrition/meetings.htm)**
4. University of Minnesota – School of Public Health:  
**[www.sph.umn.edu/img/assets/9103/Nutrition\\_Guidelines.pdf](http://www.sph.umn.edu/img/assets/9103/Nutrition_Guidelines.pdf)**
5. Cooperative Extension Service – Hawaii  
**[www.ctahr.hawaii.edu/new/Newsletters/HealthyMeetings.pdf](http://www.ctahr.hawaii.edu/new/Newsletters/HealthyMeetings.pdf)**
6. New York State Department of Health  
**[www.nysphysicalactivity.org/news/docs/150.pdf](http://www.nysphysicalactivity.org/news/docs/150.pdf)**



# Increasing Opportunities for Physical Activity

## Section Contents

1. Importance of Physical Activity for Youth
2. Your Role in Promoting Physical Activity
3. Tips for Successful Physical Activity Sessions
4. Games for Small Spaces

Adolescence is a pivotal time for preventing sedentary behavior in adulthood. Encouraging participation in regular physical activity will help adolescents develop active lifestyles. There are many positive ways a youth program can influence the physical activity behavior of young people. Organized competitive sports are usually available in youth programs, but adolescents also need to learn physical activities that they can use throughout their lives. Physical activities such as cooperative games, stretching, Tae Bo, etc., teach skills that can be used for a lifetime. This chapter contains information and suggestions for incorporating physical activity into your program and special events.







# 1. Importance of Physical Activity for Youth

Regular physical activity improves health and reduces the risk of developing many chronic diseases including cardiovascular disease, hypertension, overweight and obesity, osteoporosis, diabetes, and certain cancers. Although children and adolescents are generally more active than adults, many still do not meet the recommended guidelines for physical activity. In 2005, 9.6 percent of students in grades 9-12 did not engage in moderate or vigorous physical activity.

## Benefits of Physical Activity for Adolescents

Physical activity can help:

- improve aerobic capacity, flexibility, and muscular strength and endurance;
- lower lipid and cholesterol levels;
- decrease blood pressure in adolescents with borderline hypertension (high blood pressure);
- control weight;
- increase self-esteem and lower levels of anxiety and stress; and
- build bone mass.

## Physical Activity Recommendation for Children and Adolescents

The recommendation for children and adolescents is 60 minutes of physical activity on most, preferably all, days of the week. This includes moderate activity, such as playing basketball, soccer, swimming, or running, and physical activity as part of everyday life, such as doing household chores, walking to and from school, or taking the stairs instead of the elevator.



## 2. Your Role in Promoting Physical Activity

Modern conveniences such as cordless phones, remote control devices, video games, the Internet, and accessible transportation as well as environmental challenges (e.g., lack of sidewalks in neighborhoods, poor lighting) have contributed to a decline in the overall physical activity levels in both adults and youth. Although we make many excuses for remaining sedentary, it is easy to incorporate physical activity into our daily schedules. Here are some ways to encourage youth in your program to be more physically active.

### **Keep Them Moving**

Make physical activity an integral part of your programs, meetings, and events. Begin each session with an interactive physical activity icebreaker. Have youth get up, stretch, and move around during breaks and allow them to be physically active after serving lunch or dinner. It takes only a few minutes to lead a stretching activity or do a set of jumping jacks. Research shows that increasing circulation and blood flow to the brain can improve concentration and performance.

### **Promote Lifelong Physical Activity**

1. Teach youth the health benefits and importance of regular physical activity.
2. Help youth develop the knowledge, attitudes, and skills they need to adopt and maintain a physically active lifestyle. Provide opportunities for them to practice lifelong activities such as walking, running, jumping rope, swimming, bicycling, or skating.
3. Encourage youth to be physically active by providing examples of how they can fit more activity into their daily schedules. Youth can add physical activity into their routines by walking or riding their bikes to and from school, to friends' houses, or to the store; taking the stairs; and helping out with chores such as mowing the lawn, gardening, or washing the car.



**Plan a Special Event That Highlights Physical Activity**

Walk-a-thons, dances, or sports tournaments are great fundraising activities that also promote physical activity messages. Get youth, parents, community members, and local businesses and agencies involved in planning and participating in the event. For a parent picnic, why not organize a friendly young people vs. elders basketball or volleyball game? These events are great ways to promote physical activity and have youth share health information with their parents and the community.

**Join Forces**

Find out what physical activity opportunities (e.g., sports leagues, recreation centers, private gyms) are available for youth in your area and explore ways to support each other. A community program or local business might be willing to provide sponsorship or resources for physical activities, while your program can provide referrals.

**Get Parents Involved**

Reinforcement of a physically active lifestyle is key to adopting it permanently. Encourage parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

**Set an Example**

Be physically active yourself. Be enthusiastic while demonstrating and participating in physical activities, and remember that your actions are a powerful influence.

### 3. Tips for Successful Physical Activity Sessions

Before you organize and implement a physical activity and/or game, keep in mind the following tips:

#### **Get Their Attention**

Get everyone's attention before you explain the details/rules of the activity. Always make sure to say the "when" before the "what." For example, "When I say go, I want everybody to grab a ball."

#### **Make Sure Everyone Is Involved**

Avoid games such as baseball and kickball that require half of participants to sit and wait for their turn. Find ways to modify a physical activity to include everyone (e.g., have more equipment available or play games with smaller teams).

#### **Give Concise Instructions and Provide Supervision**

Be brief and to the point. Get the physical activity started on time! Be available to clarify instructions and provide feedback for those who need it during the physical activity.

#### **Emphasize Physical Activity and Enjoyment Over Competition**

Competitive sports are a good source of physical activity, but they are not for all youth. Make sure to offer a wide range of competitive and noncompetitive physical activities for a variety of abilities. This will help youth develop the skills and confidence to participate.

#### **Be Enthusiastic**

Get involved with the physical activity in order to demonstrate the appropriate behavior. Show that physical activity is important to you as well.

#### **Be Creative**

Not all physical activity requires expensive equipment. Use what is available. For example, soup cans and water jugs can serve as weights during strength-training activities.



## 4. Games for Small Spaces

These physical activities are great icebreakers for the beginning of meetings.

Activity	Description	Time Requirement	Equipment
<b>Learning Names</b>			
<b>Find Someone Who*</b>	Youth attempt to complete the questions on their handout by finding other youth who know the answer to various questions. When they identify someone who knows an answer, they must have them sign their list. One signature per person. <i>(Please refer to the end of this section for the handout.)</i>	5 to 10 minutes	<i>Find Someone Who</i> Handout
<b>Name Game*</b>	Participants learn group members' names while practicing hand-eye and ball-tossing coordination skills <i>(Please refer to the end of this section for a detailed description.)</i>	5 to 10 minutes (depending on group size)	Name tags; soft throwable objects such as balls, bean bags
<b>Switching Places*</b>	Youth are divided into groups. A group leader calls out two names. Those identified exchange places while the leader attempts to occupy a vacated space. Whoever is left out of the circle calls two more names.	10 minutes	None
<b>Cooperative Games</b>			
<b>Knots*</b>	Youth form a human knotted circle and attempt to unravel themselves while holding hands.	10 minutes	None
<b>Houdini Hoops*</b>	Youth form a circle holding hands and attempt to see how quickly they can move a hoop around their circle without letting go of their hands.	5 to 10 minutes	Large size hoops
<b>Clean Your Room*</b>	Each team attempts to keep their "room" the cleanest by removing objects from one side and throwing them onto the other. Participants are active and moving while practicing coordination and throwing. <i>(Please refer to the end of this section for a detailed description.)</i>	5 to 10 minutes	Soft objects (at least 1 per participant, e.g., foam balls, bean bags, crumpled-up recyclable paper), boom box, whistle, 4 cones, long rope
<b>Activities to Increase Flexibility and Strength</b>			
	<i>(Please refer to the end of this section for detailed descriptions.)</i>	5 minutes each	None
<i>*From: SPARK Physical Education, San Diego State University</i>			

## Find Someone Who...

Plays on his school's basketball team

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Has met a professional athlete

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Will do 10 jumping jacks with you

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Can list three Women's National Basketball Association teams

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Can name a female Olympian in track and field

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Can name a male Olympian in track and field

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Can name a baseball player in Major League baseball

---

Will hop on one foot 10 times

---

Has a family member with diabetes

---

Has a family member with heart disease

---

Gets 1 hour of moderate physical activity (e.g., walking, biking, swimming, jogging) at least 5 days/week

---

Can name three vegetables that are high in vitamin A

---

Can name three fruits that are high in vitamin C

---

Can name three foods high in fiber

---

Walks to school every morning

---

*From: SPARK Physical Education, San Diego State University*



# Name Game

## Purpose

- To allow participants to learn each other's name.
- To practice hand-eye and ball-tossing coordination skills.

## Time

5 to 10 minutes (depending on group size)

## Materials

Name tags

Soft, throwable objects such as balls, bean bags, any other implements that won't hurt

## Activity

Have participants make a circle. Ideally, each should have a name tag on.

Part 1: Leader begins by stepping forward into the circle and says his first name. All others repeat it out loud in unison to remember it. The leader steps back. Each person follows the leader, stepping forward, saying his name, waiting until the others repeat it, and then steps back.

Part 2: Add ball-tossing element (can also use a bean bag or other light tossable objects).

- Prompt each person to call the other person's name and make sure he has his attention before tossing or rolling the object to him.
- Catcher says, "thank you" using the other person's name.
- Encourage all to participate.

Part 3: After people seem to know the rules, add more balls/bean bags to speed up the activity.

Part 4: Take away all implements. Everyone covers his name tag. Repeat Part 1, but now see if others can say the person's name without the person saying it first. Take a few minutes at the conclusion of the game to discuss: what does this game teach besides names (i.e., social skills, not tossing something at someone until she/he is ready, proper form for tossing—shoulders square, face the person).

*From: SPARK Physical Education, San Diego State University*

## Clean Your Room

### Purpose

- Get youth moving and physically active.
- General coordination, throwing.

### Time

5 to 10 minutes

### Prepare

Designate a 30' x 30' physical activity area and divide the area in half with a rope or string.

### Materials

One soft object per participant (e.g., bean bags, soft balls)

Boom box

Whistle

Four cones

Long rope

### Activity

1. Divide youth into two groups.
2. Place half of the soft objects on the floor in front of each group's physical activity area.
3. At the start cue (whistle or music), each side will clean their room by throwing the soft objects over to the other side as fast as they can. The object of the game is to have the cleanest room.
4. On the stop signal (whistle cue, music stop), participants make an "x" with their body (i.e., jumping jack stance) and drop any objects in their hands. Count the remaining balls left on each side to determine which team has the cleanest room.

*From: SPARK Physical Education, San Diego State University*



## Activities to Increase Flexibility

### Quad Stretch

Sit on the floor with the soles of your feet together. Gently move your upper body forward until you feel a slight stretch in the groin area. Keep head up and back straight. Hold for 10 seconds and release.



### Flamingo Stretch\*

This stretch is like a flamingo bird who stands on one leg. Hold onto the back of a chair and bend one leg up behind you. Reach back and hold the ankle with your free hand, slowly and gently pull it toward your buttocks. Hold for 10 seconds and release. Repeat with the other leg.



### Desk Stretch\*

Hold onto the desk with one foot 12 inches behind the other foot. Slowly move your hips forward, keeping the heel of the back leg flat on the ground. You should feel a slight stretch in the calf muscles. Keep head up and back straight. Hold for 10 seconds and release. Repeat with the other leg.



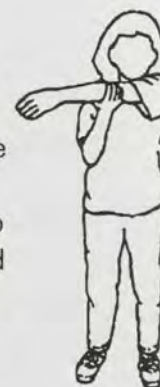
### I Love Me Stretch

Standing with your legs slightly apart, cross your arms in front, gently reach as far as possible behind your shoulders and give yourself the biggest hug you can! Hold for 10 seconds and release. This is a good stretch to do anytime!



### Tree Limb Stretch

Stand erect as if you were a tall tree, with one arm out in front of you as if it were a tree limb. With your other arm, gently bring elbow of the limb arm across your chest toward the opposite shoulder. Hold for 10 seconds and relax. Repeat with the other arm.



### Remember to:

- Stop if you feel any pain.
- Hold each stretch steadily—no bouncing!
- Breathe normally.

\* Make sure that the desks or chairs are secure or pushed against a wall.

*This material is from "Choose A Healthy Lifestyle" curriculum prepared by Washington Apple Commission (1993).*



## Activities to Increase Strength

### Chest Press

While sitting at desk, put palms together, chest high. Push hands together as hard as you can for 10 seconds. Rest, then repeat seven times.



### Desk Press

While sitting at desk, place hands (palms down) on desk. Press down as hard as you can for 10 seconds. Rest, then repeat seven times.



### Quad Squat\*

Stand to the side of the desk with one hand grasping the desk. Slowly bend down only to the point where the thighs (top of your leg) are parallel with the floor. Do eight knee bends.



### Straight Leg Flexion\*

Stand to the side of the desk, with one hand grasping the desk. The weight is on the supporting leg. Lift the leg in front without leaning forward or backward. Hold for six seconds. Return to starting position and repeat on the other side. Do eight repetitions.



### Desk Dips\*

Face away from desk, hands grasping the edge of the desk with feet slightly forward so the weight of the body is off center to the back. Lower the body only until the knees are slightly bent. Do eight desk dips.



### Reverse Desk Press\*

While sitting at desk, place hands under the desk, with palms facing upward. Push up as hard as you can for 10 seconds. Rest, then repeat seven times.



### Rear Leg Extension\*

Stand to the side of the desk, with one hand grasping the desk. The weight is just forward of the slightly bent supporting leg. The working leg should be raised straight behind, only as far as possible without tipping the upper body forward. Hold for six seconds. Return to starting position and repeat on the other side. Do eight repetitions.



### Desk Push-Up\*

Face the desk, hands grasping the edge of the desk. Place feet away from desk approximately one to two feet. Lower the body until the chest touches the desk and then come back up. Do eight push-ups.



### Tip Toe Heel Raises\*

Stand to the side of the desk, with one hand grasping the desk. Raise up high on your toes then back down. Do eight heel raises.



### \*Remember to:

- Make sure that the desks are secure, or pushed against a wall.
- Breathe out on the hard part of the movement.

\* Make sure that the desks or chairs are secure, or pushed against a wall.

This material is from "Choose A Healthy Lifestyle" curriculum prepared by Washington Apple Commission (1993)



# Helping Youth to Plan, Implement, and Evaluate a Project

## Section Contents

1. How To Choose and Plan a Successful Youth Project
2. How To Promote and Publicize Your Project
3. How To Work with Parents, Community Members, and Community Institutions
4. Handouts







# 1. How To Choose and Plan a Successful Youth Project

A key strategy in helping youth form positive lifelong health habits is to encourage them to become health advocates. Youth can plan and implement a project that addresses nutrition and physical activity issues relevant to their neighborhood, home, or school. Youth-driven projects give your program great ways to gain visibility and build community awareness, and help youth to develop and practice important team-building, leadership, critical thinking, problem-solving, and organization skills.

The following are examples of some exciting youth-driven projects that:

## **Promote Community Education**

- Research and produce a public service announcement about nutrition and physical activity for a local cable station; or research, write, and submit an article or editorial to a local paper.
- Develop a resource guide of places where youth can be physically active in their community.
- Conduct a survey of foods served at youth hangouts (shopping mall, corner stores). Make a list of affordable and healthful snack foods available at those locations.
- Work with local restaurants to add healthful menu items or modify existing items to be healthier.
- Conduct a community assessment such as a walkability survey to find the safest and best places for walking in the community. Make a list of those locations.

## **Influence Policy and Legislation**

- Gather information on foods served at class parties and sporting events or sold for school fund raisers. Work with the school to set a health-conscious policy for foods at school functions.
- Write letters or make phone calls to a local public official regarding a nutrition or physical activity issue that affects the community.



## **Change Organizational Practices**

- Work with your school to add healthful food items to school menus and vending machines.
- Work with the school physical education department to broaden the classes taught (e.g., hip-hop dance, swimming).

## **Strengthen Individual Health Knowledge, Attitudes, and Skills**

- Conduct parent education meetings on nutrition and physical activity.
- Give parents nutrition and physical activity information so that they can reinforce the health messages your program provides.

To ensure success, it is essential that youth have ownership of the project by being fully involved at each step—from deciding on an issue, to developing an action plan, to completing an evaluation. Youth are full of creative ideas, fresh opinions, energy, and enthusiasm. They can be a valuable asset in exposing issues that affect the community and finding solutions to problems. However, working with youth will require time and patience. All activities should be closely supported and monitored by adult mentors to encourage responsibility and ensure follow-through.

To facilitate a youth-driven project, you will need to help with the following steps:

1. Assessing the environment
2. Deciding on a project
3. Building an action plan
4. Gathering detailed information
5. Reviewing progress



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## Step 1. Assess the Environment

Have youth think about their neighborhood or their school or home environment: What types of grocery stores, restaurants, and recreational facilities are there? Does their school sell unhealthy foods in the vending machines and at lunch? Do they have opportunities for physical activity during school hours? Does their family regularly participate in physical activity? Are fresh fruits or vegetables available for snacking at home? By observing these aspects of their environments, youth can determine the significant nutrition and physical activity issues and select an area to change or improve.

Use the *Assess Your Environment* handout, or develop your own questions to assist your youth to assess nutrition and physical activity in their environment. You can also use the School Health Index (<http://apps.nccd.cdc.gov/shi/default.aspx>), a useful assessment tool for school-based nutrition and physical activity. They can use the results of their assessment to make a choice or vote on their top issue.

**Tip:** These questions can be completed and discussed in groups or completed individually as a homework assignment. For younger youth, we suggest you have them consider one environment only (i.e., school, community, or home).

---

## Step 2. Decide on a Project

Once youth have identified an issue, it's time to come up with a project. Brainstorming is a great way to tap into everyone's ideas. Facilitate a brainstorming activity during a meeting or class, or ask youth to brainstorm ideas with parents and other family members.

### 1. Brainstorm ideas for a project on the identified issue.

- Everybody must participate and help identify as many ideas as possible—from silly to serious and everything in between.
- Write down everybody's ideas. You'll make choices later.
- Nobody criticizes anybody else's ideas.

### 2. Narrow ideas by asking questions.

- How much time do we have to complete the project?



- What specifically do we want to do—create a new policy or legislation, change a practice, provide education, or help to improve individual choices?
- Who will be the target audience?
- Which idea will make the most difference or have a lasting impact?
- Which idea has the best chance of succeeding?

### 3. Choose one idea to work with.

### 4. Set goals and objectives so that the achievement can be measured.

Use the *Brainstorming Worksheet* handout on page 79.

#### Issues

#### Ideas

There are too few planned sports activities in my community.

Survey youth in the neighborhood to come up with ideas for physical activity and present your results to the city council, school district, or community center.

My neighborhood is not a safe place to be physically active.

Assess the neighborhood, come up with ideas for improvements (e.g., increased security/police patrol, lighting, repair sidewalks) and present results to the city council.

My school serves too many high-fat, high-sugar foods.

Work with school food services, school health councils, and/or school administrators to find healthier alternatives to serve at school functions, in the cafeteria, and in vending machines.

We do not have enough opportunities to get physical activity at school.

Develop a petition to give students increased access to the school's recreational facilities and sports equipment before, during, and after school hours.

Or

Talk with the principal about how to increase opportunities for physical activity during the school day.



### Step 3. Build an Action Plan

Have youth build their own action plan by considering what needs to be done, who will do it, and when it should be done. If they are working in groups, make sure that all members are involved by assigning specific tasks from the action plan to each person. Always have an adult available to give direction and keep everyone focused. After each step is completed, have youth assess how their plan is going, identify hurdles, and come up with solutions. This is also a good time for an adult facilitator to provide direction, advice, and positive reinforcement.

Use the *Action Plan* handout on page 81.

#### Sample Action Plan

**Idea:** Too few opportunities for community participation in physical activity

**Project:** Prepare a report for the city council on how to increase community physical activity.

<i>Activity</i>	<i>Who Does It</i>	<i>By When</i>
Gather information about physical activity in the neighborhood	All of us	October 4
Take photos of unsafe and unkempt recreation areas, sidewalks, etc.	All of us	November 4
Meet to discuss data and come up with solutions	All of us	December 4
Put together report	All of us	February 4
Write news release	Omar	February 4
Contact media	Joe	February 4
Meet with city council members or attend city council meeting	All of us	March 4

Adapted from *Playing the Policy Game*, California Project Lean, Public Health Institute



## Step 4. Gather Detailed Information

Once a decision has been made about an issue and project, the next step is to become familiar with the issue and gather information. Examples might include collecting specific nutrition information on menu items from local restaurants or on snack foods available in school vending machines, surveying students on what they think of foods served at school, or conducting a walkability survey of their neighborhood.

Here's how to get started:

### ■ Help youth become familiar with their issue.

- Provide learning opportunities such as hands-on activities, handouts, or guest speakers. If your youth project involves improving snack choices, talk about what makes a healthy or poor snack choice and conduct an activity on reading food labels.
- Encourage youth to contact local groups that support similar issues and find out what they do. Examples might include a local chapter of the American Heart Association, a hospital, the school district, the City Parks and Recreation Department, the City Health Department, community-based organizations such as the YMCA or Boys & Girls Clubs, or local businesses such as a health club or grocery store. Have the youth create a list of organizations, groups, businesses, or individuals to contact and potentially work with. (Please refer to the *What Resources Are Available?* handout on page 82.)
- Show youth how they can learn more about their issue via the Internet. (See Resources chapter for a list of nutrition and physical activity Web sites.)

### ■ Help youth decide what information to collect and develop a data collection tool. For example:

- Collect nutrition information on foods served at school, at home, or in neighborhood restaurants and fast-food places; at movie theaters; and at sporting events.
- Interview students or family members for their opinions on food served or available at school or at home.



- Collect information on community recreation facilities such as parks, playgrounds, and recreation centers (e.g., safety, hours open to the public, their condition, organized physical activities, equipment available, variety of physical activities available).
- Taste test healthy snack options at school, at home, or in the community.

Sample data collection tools include *What's in Your Vending Machine?*, *Prepared Combination Foods*, and *Walkability Checklist* on pages 83-85.

## ■ Review the findings.

### Step 5. Review Progress

From the time you put your plan into action, evaluation and monitoring are key to determining whether your activities are on track, how well you are moving toward achieving your objectives, and whether your goals have been met. It is important to keep stakeholders and community partners informed and involved in order to effectively gain support and keep communication lines open.

Remind youth about the possibility of challenges that may arise and give them examples in order to prepare them to address the issues they may face. There may also be times when tasks may take longer than expected. This is common and youth can be encouraged to evaluate their progress after they complete each step in their action plan. They can then make adjustments as needed and stay on target.

After the entire project is completed, it is also important to assess whether overall goals were met. Encourage your youth to write an evaluation report. The document could be useful when applying to colleges or for scholarships, and when looking for employment.

Use the *Project Review Worksheet* on page 88.



## 2. How To Promote and Publicize Your Project

Publicizing your youth project means bringing community awareness to your issue, generating support, and highlighting your program and the positive work it does for youth in the community. Your youth can write letters, make phone calls, give presentations, create a public service announcement, or work with local media. The media especially enjoy hearing from young people, so get the word out about your program and its exciting activities.

### Deciding Who to Contact

Your ultimate goal is to reach as many people as possible and get them talking about your project and its positive messages. The first step is to identify who should know about your project and the best way to reach them. Collect information about who's who in your community and make a target contact list. Although working with the media allows you to reach a large number of people at one time, there are always other avenues available to help you reach your target audience. Examples of these are:

- *Local associations and organizations.* If local organizations (e.g., voluntary health groups, universities) are involved with your program, ask their communications departments to help publicize your activities. They can send out press releases, put announcements in their newsletters, and inform their members about your activities.
- *Local politicians (mayor, city council members, school board members, etc.).* You will attract attention simply by having these people involved. You can also work with local or State officials to create a proclamation.
- *Media personalities.* Media outlets are always looking for local stories. (Use the *Working with the Media* handout on page 91.) Watch your news station and read your local newspapers to find out if they have special correspondents who cover community activities, education, health, fitness, or other relevant subjects. You can also contact the assignment editors or reporters yourself. (Please refer to the end of this chapter for additional media support information.)
- *Local sports figures.* Get your local high school, college, semiprofessional, and professional sports teams involved. Many of them are looking for ways to contribute to the community, and their



involvement will generate publicity for your activities. Contact the team's public relations representative.

- *Weather forecasters.* One of the most effective ways to get your message out is through local weather forecasters. They can mention activities and show promotional items on the air. They generally appear several times throughout a newscast and often mention community activities each time.
- *Local DJs.* Enlist a radio personality to help spread the word about your project. Consider making a visit to the radio station while a popular show is broadcast live. Bring the youth along—they may get the chance to talk on the air about their project. They can also create and submit a public service announcement.

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## Developing Promotional Materials

Now that you know who you want to tell, you need to decide what you want to tell them. Your goal is to catch their attention.

- *Develop a press release.* A press release conveys information about your project in a quick and easy-to-read fashion. Make sure to include who, what, when, where, how, and why clearly and concisely. Also include the title, date, time, and location as well as a contact person and phone number for further information. Be sure to state if the press release is written by the youth. People will be much more interested in your story. You can develop a press kit with additional information such as a backgrounder (information on your program and participants and activities), biographies, photos, activity descriptions, etc. Assemble the kit with the most important information in the front and any secondary information in the back. (There is a *Sample Press Release* on page 97.)
- *Create a public service announcement.* Have the youth develop their own public service announcement by dividing up the tasks (writer, recorder, supervisor, timekeeper, etc.).
- *Submit an article or editorial to a local newspaper.*
- *Create posters and flyers.* These can be hung in local storefronts or on community information boards.



## Making Contact

Develop a media contact list to use to spread the word about your project.

- *Contact the media.* When working with the media, it is especially important to contact the right person. In large metropolitan areas, media directories are often available at most public libraries. You can also contact the station or publication directly and find out who covers the nutrition, health, food, or community beat. Mail or fax a copy of your press release or kit along with a cover letter explaining your project and why it would be a good story to cover. You might find that you get the best response by faxing your press release. Use the *Working With the Media*, *Media Contact List*, *Media Plan Checklist*, and *Sample Media Advisory* handouts at the end of this chapter.
- *Contact your weather forecaster.* Write an introductory letter. Briefly discuss your activities and request his or her participation. Prepare a special promotional gift, like a basket of fresh fruit and vegetables, a healthy menu cookbook, or sample healthy snacks. Your gift may end up on television, so make sure it looks attractive and appealing. Include your press kit with the gift, and if possible deliver it in person to the station.
- *Write letters.* A letter is a great way to either inform someone about your project or get someone to support your cause.
- *Make phone calls.* There are two handouts to assist in telephoning: *Making Phone Calls* and *Phone Guide*.
- Contact the community calendar sections of the local newspapers and television stations to post your activity.
- Include articles written by youth in your parent newsletter.



### 3. How To Work With Parents, Community Members, and Community Institutions

Getting parents and the community involved in supporting your youth projects is essential. Parents and community members can create a positive environment by being role models—setting a good example by being physically active and making healthy eating choices. They can also offer an abundance of valuable resources such as time, money, supplies, expertise, feedback, and free publicity.

Consider involving the following community members in your project:

Who	How They Can Support
Parents	Make introductions to key policy makers, transport youth to special events, help conduct activities
Teachers	Assign credit for student projects
City council members	Get traffic patterns changed
Local school districts/representatives	Change vending machine options, school policies
Religious group representatives	Support events, publicize projects at worship services or in the group's newsletter
Health care providers/hospital	Provide health information, meeting space for events, resources (handouts)
Business leaders, especially those in the food or fitness industries	Donate foods or sports equipment, sponsor events, teams
Media representatives	Publicize events, issues
Local sports figures	Help get local press coverage, attend events, speak at parent meetings
Other youth	Provide information, help conduct surveys, put up flyers about community meetings

## 4. Handouts

### *Choose and Plan a Project*

- Assess Your Environment
- Brainstorming Worksheet, Sample
- Brainstorming Worksheet
- The Action Plan
- What Resources Are Available?
- What's in Your Vending Machine?
- Prepared Combination Foods
- Walkability Checklist
- Project Review Worksheet

### *Promote and Publicize Your Project*

- Making Phone Calls
- Phone Guide
- Working With the Media
- Media Plan Checklist
- Media Contact List
- Sample Media Advisory
- Sample Press Release
- Sample Backgrounder
- Sample Fact Sheet



# Assess Your Environment

## In Your Neighborhood

1. Can you buy fresh fruits and vegetables and milk and milk products at the stores near your home?  
☐ Yes      ☐ No
2. Can you buy lower fat foods such as lowfat (1%) or fat-free milk, or whole-wheat or other whole-grain breads?  
☐ All the time    ☐ Never  
☐ Sometimes, explain \_\_\_\_\_ ☐ Don't know
3. Are there fast-food places in your neighborhood?  
☐ A lot      ☐ Not a lot  
☐ Sort of, explain \_\_\_\_\_ ☐ Don't know
4. Are there any restaurants that serve lowfat foods?  
☐ A lot      ☐ Not a lot  
☐ Sort of, explain \_\_\_\_\_ ☐ Don't know
5. Is there a park or community center in your neighborhood?  
☐ Yes      ☐ No      ☐ Don't know
6. Do they offer sports programs and activities for young people and families?  
☐ A lot      ☐ A few  
☐ None      ☐ Don't know
7. Are the parks in your neighborhood safe and clean?  
☐ Yes      ☐ No  
☐ Sort of, explain \_\_\_\_\_ ☐ Don't know
8. Are there enough stop signs, traffic lights, and speed bumps in your neighborhood?  
☐ Yes      ☐ No  
☐ Sort of, explain \_\_\_\_\_ ☐ Don't know

**At Your School**

1. Does your cafeteria serve fruits and vegetables?  
☐ Every day   ☐ Sometimes   ☐ Never   ☐ Don't know
2. Does your cafeteria serve fast food (from restaurant franchises)?  
☐ Every day   ☐ Sometimes   ☐ Never   ☐ Don't know
3. Does your cafeteria serve (offer) whole-grain foods?  
☐ Every day   ☐ Sometimes   ☐ Never   ☐ Don't know
4. How many vending machines does your school have?  
☐ 1-2   ☐ 3-4   ☐ 5-6   ☐ More than 6   ☐ Don't know
5. Do the vending machines have lowfat, low-sugar snacks such as fruit, granola bars, water, and 100% juices?  
☐ Yes   ☐ No  
☐ Sort of, explain \_\_\_\_\_ ☐ Don't know
6. Does your school sell candy, cakes, cookies, and other sweets at bake sales or fundraisers?  
☐ All the time   ☐ Never  
☐ Sometimes, explain \_\_\_\_\_ ☐ Don't know
7. How often do students have physical education?  
☐ Every day   ☐ Every other day   ☐ 2 times a week  
☐ Never   ☐ Other \_\_\_\_\_
8. Can students use sport equipment (balls, jump ropes, etc.) during lunch and breaks or after school?  
☐ All the time  
☐ Sometimes, explain \_\_\_\_\_ ☐ Never
9. Does your school organize games (basketball, volleyball, etc.) during breaks or lunch?  
☐ All the time  
☐ Sometimes, explain \_\_\_\_\_ ☐ Never
10. Can students use school sport facilities (gym, track, weight room, pool) before or after school?  
☐ All the time  
☐ Sometimes, explain \_\_\_\_\_ ☐ Never



## In Your Home

1. What foods can you snack on at home? (Check all that apply.)

- ☐ cookies    ☐ chips    ☐ granola bars    ☐ yogurt  
☐ fruit    ☐ veggies    ☐ bagels    ☐ other \_\_\_\_\_

2. If you pack a lunch for school, what foods do you have? (Check all that apply.)

- ☐ sandwich    ☐ leftovers    ☐ cookies    ☐ chips  
☐ granola bar    ☐ yogurt    ☐ veggies    ☐ fruit    ☐ other \_\_\_\_\_

3. What is there to drink in your house? (Check all that apply.)

- ☐ water    ☐ soda    ☐ fruit drink  
☐ 1% milk    ☐ whole milk    ☐ fat-free milk  
☐ 100% fruit juice (e.g., orange, apple, etc.)    ☐ other \_\_\_\_\_

4. How many times does your family eat out during the week?

- ☐ Every day    ☐ 4 times a week    ☐ 2 times a week  
☐ Once a week    ☐ Rarely

5. Do you have sports equipment (bike, balls, roller blades, etc.) at home?

- ☐ Yes    ☐ No, Explain \_\_\_\_\_

6. Are your parents physically active?

- ☐ All the time    ☐ Sometimes, explain \_\_\_\_\_    ☐ Never

## Which issue would you like to address?

We know that eating healthfully and staying physically active are important to our health. You have described some characteristics of your neighborhood, school, and home that make it difficult to be healthy. Now it's time to think about what you can do to make it easier for young people to eat healthfully and stay physically active in your community.

Which problem is most important to try to solve? Choose one of these issues or come up with your own.

- ☐ Restaurants in my neighborhood do not have enough healthful menu items.
- ☐ It is difficult to find healthful food/snacks in my neighborhood.
- ☐ There are too few planned sports activities in my community.
- ☐ My neighborhood is not a safe place to be physically active.
- ☐ My school serves too much processed and high-fat food.
- ☐ Students do not have enough opportunities to get physical activity at school.
- ☐ There is not enough fresh and healthful food at my home.
- ☐ My family eats too much fast food.
- ☐ My family does not get the recommended amount of physical activity.
- ☐ Your own issue \_\_\_\_\_



### Steps to Brainstorming:

- A. Come up with ideas.
- B. Narrow ideas by asking questions.
- C. Choose one basic idea to work with.
- D. Set goals and objectives.

#### A. Come up with ideas

**Issue:** *It is difficult to find healthy snacks/food in my neighborhood.*

#### What you could do:

- 1. *Do a community food assessment to determine healthy food availability.*
- 2. *Plan a food fair. Invite local restaurants to provide healthy menu items.*
- 3. *Cook a healthy meal and invite parents and community guests.*

#### B. Narrow ideas by asking questions

After you compile a list of ideas, it's time to make a choice.  
Ask the following questions to help you make your decision.

- How much time will you have to complete your project? *6 months*
- Who will your target audience be? *Youth*
- Which project will make the most difference and have the longest effect?
- Which project has the best chance of succeeding?

#### C. Choose one idea

**Idea:** *Do a community food assessment to determine healthy food availability.*

#### D. Set goals and objectives:

- 1. *Survey local stores and restaurants to determine healthy foods and menu items.*
- 2. *Develop a neighborhood meal/snack guide featuring places to purchase healthy foods.*
- 3. *Distribute guide to youth in the neighborhood to increase awareness of healthy foods available in the community.*

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute



### Steps to Brainstorming:

- A. Come up with ideas.
- B. Narrow ideas by asking questions.
- C. Choose one basic idea to work with.
- D. Set goals and objectives.

### A. Come up with ideas

Issue: *Not enough opportunities for youth to be physically active.*

### What you could do:

1. *Do a community walkability assessment.*
2. *Develop a neighborhood resource guide of places to be physically active.*
3. *Plan a community physical activity event.*

### B. Narrow ideas by asking questions

After you compile a list of ideas, it's time to make a choice.  
Ask the following questions to help you make your decision.

- How much time will you have to complete your project? *6 months*
- Who will your target audience be? *Youth*
- Which project will make the most difference and have the longest effect?
- Which project has the best chance of succeeding?

### C. Choose one idea

Idea: *Do a community walkability assessment.*

### D. Set goals and objectives:

1. *Survey neighborhood to determine if it's a safe place to walk.*
2. *Develop a news release.*
3. *Meet with city and school officials to discuss results.*

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute



# Brainstorming Worksheet

## Steps to Brainstorming:

- A. Come up with ideas.
- B. Narrow ideas by asking questions.
- C. Choose one basic idea to work with.
- D. Set goals and objectives.

## A. Come up with ideas

Issue:

---

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What you could do:

1.

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2.

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3.

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4.

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5.

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6.

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7.

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**B. Narrow ideas by asking questions**

After you compile a list of ideas, it's time to make a choice. Ask the following questions to help you make your decision.

- How much time will you have to complete your project?

---

- Who do you want your target audience to be?

---

- Which project will make the most difference and have the longest effect?

---

- Which project has the best chance of succeeding?

---

**C. Choose one idea**

Idea:

---

---

**D. Set goals and objectives:**

1.

---

---

2.

---

---

3.

---

---

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute



2.

# HANDOUT

[illegible]

## What Resources Are Available?

Build a list of organizations, groups, and companies that you would like to contribute to your project. You will need to communicate with these people through letters and phone calls.

**Project:**

**Name**

Phone

Organization

Address

Notes

**Name**

Phone

Organization

Address

Notes

**Name**

Phone

Organization

Address

Notes

**Name**

Phone

Organization

Address

Notes

**Name**

Phone

Organization

Address

Notes



# What's in Your Vending Machine?

Data collector: \_\_\_\_\_ Vending machine location: \_\_\_\_\_

Name and brand of the item.	Size or amount in the pack	How many servings per package?	Price	How much is in each serving?						Where is sugar listed on the ingredients list?
				Total Fat grams	% DV for Fat	% DV for saturated fat	% Daily Value of sodium	Fiber in grams	% DV for fiber	
<i>Example: peanut butter cracker sandwiches</i>	<i>1 package (50g)</i>	<i>1 (sometimes it's 2 or more)</i>	<i>\$0.85</i>	<i>16g</i>	<i>25%</i>	<i>18%</i>	<i>20%</i>	<i>1g</i>	<i>3%</i>	<i>It is the 4th item on the list</i>

Name of Data Collector:

[illegible]



# Walkability Checklist

Everyone benefits from walking. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. If you find problems, there are ways you can make things better.

**Getting started:** Pick a place to walk, like the route to school, a friend's house, or just somewhere fun to go. Read over the checklist before you go and, as you walk, note the locations of things you would like to change. At the end of your walk, circle an overall rating for each question. Then add up the numbers to see how you rated your walk.

## Rating scale

1 = awful	4 = good
2 = many problems	5 = very good
3 = some problems	6 = excellent

### 1. Did you have enough room to walk safely?

Rating: 1 2 3 4 5 6

☐ Yes ☐ Some problems: (use rating scale)

\_\_\_ Sidewalks or paths started and stopped

\_\_\_ Sidewalks were broken or cracked

\_\_\_ Sidewalks were blocked with poles, signs, dumpsters, etc.

\_\_\_ No sidewalks, paths, or shoulders

\_\_\_ Too much traffic

\_\_\_ Something else? \_\_\_\_\_

Locations of problems: \_\_\_\_\_

## 2. Was it easy to cross the streets?

Rating: 1 2 3 4 5 6

☐ Yes ☐ Some problems: (use rating scale)

\_\_\_ Road was too wide

\_\_\_ Traffic signals made us wait too long or did not give us enough time to cross

\_\_\_ Needed striped crosswalks or traffic signals

\_\_\_ Parked cars blocked our view of traffic

\_\_\_ Trees or plants blocked our view of traffic

\_\_\_ Needed curb ramps or ramps needed repair

\_\_\_ Something else? \_\_\_\_\_

Locations of problems: \_\_\_\_\_

## 3. Did drivers behave well?

Rating: 1 2 3 4 5 6

☐ Yes ☐ Some problems: (use rating scale)

Drivers...

\_\_\_ Backed out of driveways without looking

\_\_\_ Did not yield to people crossing street

\_\_\_ Turned into people crossing streets

\_\_\_ Drove too fast

\_\_\_ Sped up to make it through traffic lights or drove through red lights

\_\_\_ Something else? \_\_\_\_\_

Locations of problems: \_\_\_\_\_

## 4. Was it easy to follow safety rules?

Rating: 1 2 3 4 5 6

Could you and your child...

Yes

No

☐ ☐ Cross at crosswalks or where you could see and be seen by drivers?

☐ ☐ Stop and look left, right, and left again before crossing streets?

☐ ☐ Walk on sidewalks, or shoulders (if no sidewalks), facing traffic?

☐ ☐ Cross with the light?

Locations of problems: \_\_\_\_\_



## 5. Was your walk pleasant?

Rating: 1 2 3 4 5 6

☐ Yes ☐ Some unpleasant things: (use rating scale)

\_\_\_ Needs more grass, flowers, or trees

\_\_\_ Scary dogs

\_\_\_ Suspicious activity

\_\_\_ Not well lit

\_\_\_ Dirty, lots of litter or trash

\_\_\_ Something else? \_\_\_\_\_

Locations of problems: \_\_\_\_\_

## How does your neighborhood stack up?

Add up your ratings and decide.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

( ) = total

## How did your neighborhood rate?

26–30 Celebrate! You have a great neighborhood for walking.

21–25 Celebrate a little. Your neighborhood is pretty good.

16–20 Okay, but it needs work.

11–15 It needs lots of work. You deserve better than that.

5–10 Call out the National Guard before you walk. It's a disaster area.

Taken from National Child Passenger Safety Week Activities, National Highway Traffic Safety Administration Web site, [www.nhtsa.dot.gov/people/injury/pedbimot/ped/walk1.html](http://www.nhtsa.dot.gov/people/injury/pedbimot/ped/walk1.html).

# Project Review Worksheet

Take a minute to think about your work and answer these questions.

1. What have you done so far? What steps have you taken?
2. Which steps worked? Which steps didn't work? Why didn't they work and what did you do about it?
3. Have you made any changes to your plan?
4. What new skills did you learn?

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute



# Making Phone Calls

**Making calls to potential donors, supporters, and volunteers is a way to get support for your project or event.**

When you make a phone call, follow these tips:

1. Fill out a copy of the phone guide.
2. Get permission to use the phone.
3. Have paper and pencil handy for note taking.
4. When someone on the other end answers, always introduce yourself by giving your name, age, and the program you belong with. Speak clearly and slowly enough to be easily understood.
5. If the person you are calling is not there, ask what time he or she is expected to return.
6. Write down the time and call back then.
7. If you need to leave a message, make sure to leave your name, your program, phone number, the best time to call you back, and a short message about why you are calling. Don't be afraid to call back as many times as it takes to get a response!
8. While you have your contact on the phone, get the correct spelling of his or her name, title, mailing address, and phone number.
9. Always say thank you before saying good-bye.

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

# Phone Guide

**Fill out this Phone Guide before you make your calls.**

## Contact Information

Contact name:	Contact title:
Contact organization:	Contact e-mail:
Contact phone:	Contact fax:
Contact address:	

**Hello, may I please speak to [contact name] ?**

**My name is \_\_\_\_\_ and I am \_\_\_\_\_ years old and am enrolled in the [program name]\_\_\_\_\_.**

**I am calling to speak to you about...**

*Why you are calling. What you want to say or ask:*

---

---

---

*Notes: Write down what your contact tells you:*

---

---

---

**Thank you very much. Good bye.**

## Your Information

Sometimes your contact will ask for more information about you. Fill out the section below so that you have the information handy.

Name of your program:	
Program address:	
Program phone:	Program fax:

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute



## Working With the Media

### **Make a media contact list for newspapers and radio and TV stations**

Find the phone numbers and addresses in the phone book. Call newspapers and radio and TV stations to ask which reporters cover health and education. Put all the names, phone and fax numbers, and addresses you find into a media contact list.

### **Write a Letter to the Editor**

Newspapers print letters to the editor. These letters express opinions about issues that affect the community. You can find the editor's name and address on the editorial page of the newspaper.

### **Write a Media Advisory**

A media advisory is a little different from a press release. It is not a narrative description of what you are doing. Instead, it is a snappy heads-up with a few facts and reasons why the media should be interested in reporting your project or attending your event. See the sample on page 96.

### **Write a Press Release**

A press release is a written description of a news story or event. A press release should be short and to the point—no more than two typed pages. Your press release should include:

WHAT   WHO   WHEN   WHERE   WHY

Make sure that reporters know that the release was written by young people. They will be much more interested in your event or project. Fax or mail a copy of your press release to all of the reporters on your media contact list, then telephone them to make sure that they have received it.

It is a good idea to include a quote from someone who supports your project. This could be from one of your youths or from someone who is important in your community—a business person; civic, political, or religious leader; or other influential person who supports or endorses what you are doing.



## Backgrounders and Fact Sheets

These are other ways to present information to your media contacts, which you can include with your press release or media advisory. They allow you to go into greater detail about your project—history, facts and figures, lists of supporters, and other information that would help a reporter write a story. See pages 98 and 99.

## Create a Public Service Announcement

Public Service Announcements (PSAs) are announcements that publicize the events and activities of nonprofit organizations. TV or radio stations donate the broadcast time so that the announcement can be played on the radio or viewed on TV. PSAs are usually 10-60 seconds long.

When developing your PSA, always remember:

- Keep it short and simple
- Identify the main issue in the first 10 seconds
- Emphasize the solution and the problem

After you get media coverage, remember to get a copy of the article, or a recording of the TV or radio story. If you are unable to record it, politely ask your media contact for one. You may have to purchase it.

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute



# Media Plan Checklist

## Make Contact

- ☐ Collect basic information on who's who in the media including local radio, TV, daily, weekly and monthly newspapers, and local and regional magazines.
- ☐ Check out content and style of programs, specialized columns.
- ☐ Identify ethnic and specialized publications in the community, if applicable.

## Know Your Media

- ☐ Get to know the reporters and editors.
- ☐ Know who covers what "beat"—education, schools, food, health, nutrition, chefs, and restaurants.
- ☐ Call local newsrooms.
- ☐ Note who has covered community events in the past.

## Research Other Media Sources

- ☐ Ask chefs which writers may have covered them in the past and if they have their own publicist.
- ☐ Keep a clipping file of stories from publications that have articles on food, health/nutrition, schools, education, chefs, communities, etc.

- ☐ Use the News Media Yellow Book (available at most public libraries) and other library resources.
- ☐ Contact print media that needs longer lead time—monthly magazines and publications.

## Establish a Relationship With the Media

- ☐ Designate specific spokesperson(s) to talk to the media.
- ☐ Contact assignment editors.
- ☐ Develop your press release and teaser.

## Press Release

- ☐ Tell who, what, where, when, how, and why as clearly and concisely as possible.
- ☐ Think of who the audience is and what would appeal to them.
- ☐ Try to keep to one page.
- ☐ Be creative and innovative—make it stand out from the others.
- ☐ Include title, date, and location.
- ☐ Include a contact person and phone number for further information.



### Teaser

- ☐ Develop a creative media attention getter.

### Mail Press Release and Teaser

- ☐ Find out who is the right person to fax, mail, or e-mail press releases, background information, and “teasers” to. Faxing is usually the best way.
- ☐ Ask to speak to that person to establish a personal contact and to get them interested in the upcoming activity.
- ☐ If contact can not be made on the telephone, then fax or mail an introductory letter. Set up a personal meeting, if necessary.

### Questions for the Media

- ☐ Name, media outlet, phone/fax numbers.
- ☐ Deadline for publication or broadcast AND when the story will run.
- ☐ Encourage a photographer or camera crew to accompany the reporter.
- ☐ Find out if the outlet has a special angle to cover on the event.
- ☐ Fax information to them.

### Assemble the Media Kit

- ☐ Include press release, biographies/photos of chefs, and chef recipes.

- ☐ Provide reporters with media kit as soon as possible.
- ☐ Designate a photographer.

### Reach Out

- ☐ Contact reporters to remind them of the activity 2 or 3 days in advance.

### Last Minute

- ☐ Telephone media contacts to remind them of the activity the day before.
- ☐ If the media contact is unable to attend, make sure to get follow-up materials and photos to them.
- ☐ Be sure to have all press attendees sign in; give them a map of the activity.
- ☐ Capture addresses, phone numbers, and affiliation.
- ☐ Keep track of all media attended and interested parties who were unable to attend the event and who may do a follow-up story.
- ☐ Assign a guide to direct media to activities.

### Follow up

- ☐ Collect all newspaper articles written; ask media outlets for copies of their story.
- ☐ Evaluate the event. Take notes as to what might be done next time.



# Media Contact List

Use this worksheet to list newspapers and television and radio stations in your community.

Project: \_\_\_\_\_

**Name** \_\_\_\_\_

Newspaper or Station \_\_\_\_\_

Address \_\_\_\_\_

Phone and Fax Numbers \_\_\_\_\_

Notes \_\_\_\_\_

**Name** \_\_\_\_\_

Newspaper or Station \_\_\_\_\_

Address \_\_\_\_\_

Phone and Fax Numbers \_\_\_\_\_

Notes \_\_\_\_\_

**Name** \_\_\_\_\_

Newspaper or Station \_\_\_\_\_

Address \_\_\_\_\_

Phone and Fax Numbers \_\_\_\_\_

Notes \_\_\_\_\_

**Name** \_\_\_\_\_

Newspaper or Station \_\_\_\_\_

Address \_\_\_\_\_

Phone and Fax Numbers \_\_\_\_\_

Notes \_\_\_\_\_

Adapted from *Playing the Policy Game*, California Project LEAN, Public Health Institute

## Sample Media Advisory

For more information, contact:  
[Contact name and phone number]

### Media Advisory

Who: [Your program and other participants]

What: Community Walk-a-Thon, an opportunity for all ages to experience how walking can be a fun and easy way to get daily physical activity.

When: [Date, time of event]

Where: [Location of route]

#### Interview

Opportunities: [List school principal, teacher, organization or agency director, event coordinator, and all distinguished guests who will participate.]

#### Photo

Opportunities: [List activities that would make good pictures.]  
Some examples include:

- Local celebrities participating in the event
- Young and old people participating together
- Exhibits
- Supporters



## Sample Press Release

For Immediate Release  
[Date]

For more information, contact:  
[Contact name and phone number]

*[Program youth] are taking strides to increase  
community participation in regular physical activity*

Youth participating in the [program name] are organizing a walk-a-thon to take place on [date, time, location]. The goal of the event is to promote walking as an easy and fun way for [community name] members of all ages to stay active. Proceeds from the event will help to support [describe program activities here].

[Program name] student and teachers will be joined by [name distinguished guests and supporters]. People of all ages are encouraged to participate. The day's activities will include [brief description of route and special attractions].

The day's activities will include a 3-mile scenic walk through the [community name]. Upon completion, all participants will receive [list prizes and refreshments] courtesy of [list supporters]. Information on healthy eating and opportunities to be physically active for [community members] will be available at booths staffed by [local nutrition and physical activity organizations].

[Insert quote from supporter—sample] “[Walk-a-thon supporter] has a strong interest in supporting activities that empower youth to make a difference in the lives of [community name] members. We are pleased to be a part of today's event and will continue to reinforce and support the community's efforts to increase participation in safe and enjoyable physical activity.”

[Insert quote from program spokesperson—sample] “So many chronic diseases in our community (diabetes, high blood pressure) can be prevented through a healthful diet that does not exceed an individual's caloric need in conjunction with regular physical activity. We realize that regular physical activity is also an important part of leadership development. We want our youth to be role models for the community by engaging in health-promoting activities. Walking is a safe, fun, and affordable activity that can be enjoyed by all.”

## Sample Backgrounder

[Your program's name]

Address

City, State, Zip

Phone

School principal, teacher, organization or agency director:

Event Coordinator:

[Other pertinent participants]

Program enrollment:

Age groups:

Brief description of your program and its commitment to nutrition and physical activity issues as related to your event.

Description of the theme and goal of the event.

List activities to take place.

Give location, date, and time of event.

List everyone who will participate.

Other Facts:

[This is a good place to list other interesting facts about your program, including any prominent people who are members or who have supported any of your activities, other special programs or partnerships, etc.]



# Sample Fact Sheet

## Fact Sheet

### [Program name] Community Walk-a-thon

- In 2002, 696,947 people died of heart disease (51 percent of them women), accounting for 29 percent of all U.S. deaths.
- 20.8 million people in the United States have diabetes.
- 65 percent of the population is overweight or obese.
- Regular physical activity has been shown to reduce the risk of certain chronic diseases, including high blood pressure, stroke, coronary artery disease, type 2 diabetes, colon cancer, and osteoporosis.
- Over half of U.S. adults do not engage in physical activity at levels consistent with public health recommendations.
- Less than 50 percent of American children engage in physical activity that promotes long-term health and cardiovascular benefits.
- [School or program name] has made the promotion of physical activity an important part of our program, through role modeling and actively engaging youth participants in sharing these messages with their families and community.
- The goal of our walk-a-thon is to engage our youth through creating opportunities for physical activity that are enjoyable, meet the needs of the community, and involve and encourage participation of friends, peers, parents, and community members.
- The walk-a-thon will include [list activities]
- The walk-a-thon will take place [give location, date, and time]
- Participants include [list other participants]





## Activities for Youth on Nutrition and Physical Activity

This chapter is filled with activities that cover a variety of topics that are important and relevant to youth. Activities are designed to be stand-alone, so you can choose those that best meet the needs of your youth. However, it is recommended that you complete the activities in the order they are listed.

### Types of Activities:

#### Assessment

Assessment activities have youth examine their current behaviors. Youth take home activity sheets and record their current diet and/or physical activity behaviors.

#### Discussion

Discussion activities provide an opportunity for youth to talk about current nutrition and/or physical activity topics and share their opinions and ideas. These activities require minimal preparation and are ideal for situations where time is limited.

#### Hands-on

Hands-on activities require additional preparation and supplies.







## 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?

## 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:**

6.1

HANDOUT

Date:

### For How Long?

[illegible]



# 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

6

### 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\*




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

MADE FROM: SUGAR, PARTIALLY HYDROGENATED VEGETABLE SHORTENING (SOYBEAN AND COTTONSEED OILS), UNBLEACHED ENRICHED WHEAT FLOUR (FLOUR, NIACIN, REDUCED IRON, THIAMIN MONONITRATE (VITAMIN B<sub>1</sub>), RIBOFLAVIN (VITAMIN B<sub>2</sub>), 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 ½ 
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...

$$13 \text{ calories} \times 64 \text{ ounces} = 832 \text{ calories}$$

### 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?**

<b>Higher Fat</b>	<i>Calories</i>	<i>Fat</i>	<b>Lower Fat</b>	<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 unhealthful 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*
<b>Total Fat</b> 12g	<b>18%</b>
Saturated Fat 3g	<b>15%</b>
Trans fat 0g	
<b>Cholesterol</b> 30mg	<b>10%</b>
<b>Sodium</b> 470mg	<b>20%</b>
<b>Total Carbohydrate</b> 31g	<b>10%</b>
Dietary Fiber 0g	<b>0%</b>

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.

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### 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

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### 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.

### 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

## Fruits/Vegetables

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### 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.

### 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).

## Meat and Beans

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### 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

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### 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.

### 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: \_\_\_\_\_

	Grains	Vegetables	Fruits	Milk	Meat and Beans	Snacks High in Fat or Sugar	"Combo Foods"
<b>At School</b> Example						<i>chips, soda, candy bar</i>	
In the cafeteria							
In the vending machine							
At the school store							
Other							
<b>At Home</b> 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							
<b>In Your Neighborhood</b> 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.

### 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"> <li>Walk or ride bike to and from school or church. During school, play basketball, jump rope, or tag at breaks and lunch time.</li> <li>At home, help with chores such as gardening or yard work, dance in your room, or jump rope in the garage.</li> <li>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.</li> </ul>
I don't like to exercise. I don't want to get sweaty.	<ul style="list-style-type: none"> <li>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.</li> </ul>
I'm not good at sports.	<ul style="list-style-type: none"> <li>Try new activities like golf, weight lifting, or dancing.</li> <li>Walk or ride bike to and from school or church. During school, play basketball, jump rope, or tag at breaks and lunch time.</li> <li>At home, help with household chores such as gardening or yard work, dance in your room, or jump rope in the garage.</li> <li>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.</li> </ul>
I prefer other activities such as watching TV, using computers, talking on the phone.	<ul style="list-style-type: none"> <li>Try new activities like Tae Bo, karate, capoeira, Akido, yoga, Tai Chi.</li> <li>Set limits on how much time you spend watching TV, playing video games, surfing the Internet, or talking on the phone.</li> <li>Find other people to be active with. Join a school or community sports team or find a friend to be active with.</li> <li>Walk or ride your bike to an arcade.</li> </ul>
I don't care.	<ul style="list-style-type: none"> <li>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.</li> </ul>
It's not safe.	<ul style="list-style-type: none"> <li>Get a parent or older sibling to be active with you.</li> </ul>

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.

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### 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>		
	<b>Total Minutes</b>							

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.

<b>What I did on:</b>			<b>What I did on:</b>		
<b>What:</b>	<b>When:</b>	<b>How Long:</b>	<b>What:</b>	<b>When:</b>	<b>How Long:</b>
How many minutes of physical activity did you get today?			How many minutes of physical activity did you get today?		
<b>What I did on:</b>			<b>What I did on:</b>		
<b>What:</b>	<b>When:</b>	<b>How Long:</b>	<b>What:</b>	<b>When:</b>	<b>How Long:</b>
How many minutes of physical activity did you get today?			How may minutes of physical activity did you get today?		
<b>What I did on:</b>			<b>What I did on:</b>		
<b>What:</b>	<b>When:</b>	<b>How Long:</b>	<b>What:</b>	<b>When:</b>	<b>How Long:</b>
How many minutes of physical activity did you get today?			How many minutes of physical activity did you get today?		
<b>What I did on:</b>			<b>What I did on:</b>		
<b>What:</b>	<b>When:</b>	<b>How Long:</b>	<b>What:</b>	<b>When:</b>	<b>How Long:</b>
How many minutes of physical activity did you get today?			How many minutes of physical activity did you get today?		
<b>What I did on:</b>			<b>What I did on:</b>		
<b>What:</b>	<b>When:</b>	<b>How Long:</b>	Did you get 60 minutes of physical activity every day? <input type="checkbox"/> Yes <input type="checkbox"/> No Did you meet your physical activity goals? <input type="checkbox"/> Yes <input type="checkbox"/> No		
How many minutes of physical activity did you get today?					

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.

<b>What I did on: Monday, April 23</b>			<b>What I did on: Friday, April 27</b>		
<b>What:</b> Walked to school Played tag Played basketball	<b>When:</b> Before school At lunch After school	<b>How Long:</b> 10 minutes 15 minutes 20 minutes	<b>What:</b> Walked to school Jumped rope Rode bike	<b>When:</b> Before school At lunch After school	<b>How Long:</b> 10 minutes 15 minutes 30 minutes
How many minutes of physical activity did you get today?		45 minutes	How many minutes of physical activity did you get today?		55 minutes
<b>What I did on: Tuesday, April 24</b>			<b>What I did on: Saturday, April 28</b>		
<b>What:</b> Walked to school Walked home	<b>When:</b> Before school After school	<b>How Long:</b> 10 minutes 10 minutes	<b>What:</b> Walked to/from pool Swam	<b>When:</b> Morning Morning	<b>How Long:</b> 20 minutes 60 minutes
How many minutes of physical activity did you get today?		20 minutes	How many minutes of physical activity did you get today?		80 minutes
<b>What I did on: Wednesday, April 25</b>			<b>What I did on: Sunday, April 29</b>		
<b>What:</b> Walked to school Played basketball Walked home	<b>When:</b> Before school At lunch After school	<b>How Long:</b> 10 minutes 20 minutes 10 minutes	<b>What:</b> Walked to/from church Washed car, mowed lawn, vacuumed	<b>When:</b> Morning Afternoon	<b>How Long:</b> 10 minutes 80 minutes
How many minutes of physical activity did you get today?		40 minutes	How many minutes of physical activity did you get today?		90 minutes
<b>What I did on: Thursday, April 26</b>					
<b>What:</b> Walked to school Played soccer	<b>When:</b> Before school After school	<b>How Long:</b> 10 minutes 60 minutes			
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.

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### 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>
<b>Day 1:</b>			
	\$		
	\$		
	\$		
	\$		
<b>Day 2:</b>			
	\$		
	\$		
	\$		
	\$		
<b>Day 3:</b>			
	\$		
	\$		
	\$		
	\$		
<b>Day 4:</b>			
	\$		
	\$		
	\$		
	\$		
<b>Day 5:</b>			
	\$		
	\$		
	\$		
	\$		



Foods Purchased	Cost	Where	When
Day 6:			
	\$		
	\$		
	\$		
	\$		
Day 7:			
	\$		
	\$		
	\$		
	\$		
<b>Total \$ Spent:</b>	\$		

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.

*What You Pay  
When You Eat Out*

\$2.29 for a burger with cheese  
\$1.65 for a large fries  
\$3.94

*What You Pay  
If You Make It Yourself*

\$1.06 for hamburger and ingredients  
\$0.48 for store brand frozen fries  
\$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.

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### 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!

<i>Choose from the following snacks:</i>	<i>Limit these snacks that are high in added sugar, saturated fat, or trans fat:</i>
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,	Cookies
vanilla wafers, animal crackers	Chips
Whole-grain crackers with string cheese	
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.

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### 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

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](http://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](http://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 Prompts**

- 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](http://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](http://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/](http://www.iabeef.org/).
- *Power Up from the Inside Out*, National Dairy Council. To order call 800-426-8271 or visit [www.nationaldairycouncil.org](http://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.**

<b>Dietary Substance</b>	<b>What They Claim To Do</b>	<b>Truth</b>
<b>Amino acids and protein powders</b>	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.
<b>Androstenedione (Andro)</b>	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.
<b>Carnitine "L-Carnitine"</b>	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.
<b>Chromium "Chromium Picolinate"</b>	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.
<b>Coenzyme Q10</b>	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.
<b>Creatine "Creatine Phosphate"</b>	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.
<b>Caffeine, and herbal products like Ephedra (Mau-huang) and ginseng</b>	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.
<b>Vanadium "Vanadyl Sulfate"</b>	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.







## Resources

### Section Contents

1. Recommended Nutrition and Physical Activity Contacts and Resources
2. Recommended Web Sites Related to Nutrition and Physical Activity
3. Nutrition and Physical Activity Vendors and Materials







## Recommended Nutrition and Physical Activity Contacts and Resources

7

### **American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)**

800-213-7193

[www.aahperd.org](http://www.aahperd.org)

### **American Cancer Society (ACS)**

Check your phone book under "American Cancer Society" for your regional office.

[www.cancer.org](http://www.cancer.org)

Provides guest speakers for classrooms, parent groups, and health fairs.

### **American Council on Exercise**

5820 Oberlin Drive, Suite 102

San Diego, CA 92121-3787

858-279-8227

[www.acefitness.com](http://www.acefitness.com)

### **American Diabetes Association**

1701 North Beauregard Street

Alexandria, VA 22311

800-DIABETES (800-342-2383)

[www.diabetes.org](http://www.diabetes.org)

Materials include *New Soul Food Cookbook for People with Diabetes*

### **American Dietetic Association (ADA)**

800-366-1655


[www.eatright.org](http://www.eatright.org)

Can provide referrals to a Registered Dietitian in your area.

### **American Heart Association (AHA)**

Contact your division or regional American Heart Association office in your phone book.

[www.americanheart.org](http://www.americanheart.org)



### **American Volkssport Association**

1001 Pat Booker Rd., Suite 101

Universal City, TX 78148-4147

800-830-9255 or 210-659-2112

For organized, noncompetitive hikes and walks for walkers of all abilities throughout the country; call to reach local chapters.

[www.ava.org](http://www.ava.org)

### **Association of Black Cardiologists, Inc.**

6849-B2 Peachtree Dunwoody Rd., NE

Atlanta, GA 30328

678-302-4ABC

[www.abccardio.org](http://www.abccardio.org)

### **Boys and Girls Clubs of America**

1275 Peachtree Street NE

Atlanta, GA 30309-3506

404-487-5700

[www.bgca.org](http://www.bgca.org)

### **California Adolescent Nutrition & Fitness Program**

2140 Shattuck Ave, Suite 610

Berkeley, CA 94704

800-200-3131 or 510-644-1533

[www.canfit.org](http://www.canfit.org)

### **Centers for Disease Control and Prevention**

Division of Nutrition and Physical Activity

4770 Buford Highway, N.E. Mailstop K33

Atlanta, GA 30341-3717

770-488-5820

[www.cdc.gov/nccdphp/dnpa/](http://www.cdc.gov/nccdphp/dnpa/)

Nutrition and Physical Activity Information Line 888-CDC-4NRG

### **Center for Science in the Public Interest**

1875 Connecticut Ave., N.W., Suite 300

Washington, DC 20009-5728

202-332-9110

[www.cspinet.org](http://www.cspinet.org)

Materials include the *Nutrition Action Health newsletter*



**Food and Nutrition Information Center (FNIC)**

National Agriculture Library, Rm. 304  
10301 Baltimore Ave.  
Beltsville, MD 20705-2351  
301-504-5719  
[www.nal.usda.gov/fnic](http://www.nal.usda.gov/fnic)

**Food Safety and Inspection Service (FSIS)****Food Safety and Consumer Education**

1400 Independence Ave. S.W., Rm-2932-S  
Washington, D.C. 20250-3700  
[www.fsis.USDA.gov](http://www.fsis.USDA.gov)  
[www.fightbac.org](http://www.fightbac.org)

**Minority Health Professions Foundation**

3 Executive Park Drive, NE, Suite 100  
Atlanta, GA 30329  
404-634-1993  
[www.minorityhealth.org](http://www.minorityhealth.org)

**National Association for Health and Fitness**

c/o Be Active New York State  
65 Niagara Square, Room 607  
Buffalo, NY 14202  
716-583-0521  
[www.physicalfitness.org](http://www.physicalfitness.org)

**National Center for the Advancement of Blacks in the Health Professions**

P.O. Box 21121  
Detroit, MI 48221  
313-342-1522  
[dm2103@aol.com](mailto:dm2103@aol.com)

**National Hypertension Association (NHA)**

324 East 30th Street  
New York, NY 10016  
212-889-3557  
[www.nathypertension.org](http://www.nathypertension.org)

**National Institutes of Health (NIH)**

National Center on Minority Health & Health Disparities  
6707 Democracy Blvd. Suite 800  
Bethesda, MD 20892-5465  
301-402-1366  
[www.ncmhd.nih.gov](http://www.ncmhd.nih.gov)

**National Kidney and Urologic Diseases Information Clearinghouse**

3 Information Way  
Bethesda, MD 20892-3580  
301-654-4415  
[www.kidney.niddk.nih.gov](http://www.kidney.niddk.nih.gov)

**National Recreation and Park Association (NRPA)**

22377 Belmont Ridge Rd.  
Ashburn, VA 20148  
703-858-0784  
[www.nrpa.org](http://www.nrpa.org)

**Office of the Centers for Disease Control and Prevention**

Associate Director of Minority Health  
1600 Clifton Road, N.E.  
Mailstop D39  
Atlanta, GA 30333  
404-639-7210  
[www.cdc.gov/od/admh/](http://www.cdc.gov/od/admh/)

**Office of Minority Health Resource Center**

Can provide a list of health professionals in your area for guest speaking.  
P.O. Box 37337  
Washington, DC 20013-7337  
800-444-6472  
[www.omhrc.gov](http://www.omhrc.gov)

**Society for Nutrition Education (SNE)**

7100 Winton Drive, Suite 300  
Indianapolis, IN 46268  
317-328-4627 or 800-235-6690  
[www.sne.org](http://www.sne.org)



### **YMCA-USA**

101 North Wacker Drive  
Chicago, IL 60606  
800-872-9622  
[www.ymca.net](http://www.ymca.net)

### **U.S. Department of Agriculture**

Food and Nutrition Service  
Team Nutrition

3101 Park Center Drive, Rm. 632  
Alexandria, VA 22302  
703-305-1624

[www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)

Team Nutrition is the implementation tool for the USDA's School Meals Initiative for Healthy Children.

### **U.S. Department of Agriculture**

Center for Nutrition Policy and Promotion

3101 Park Center Drive, Rm. 1034  
Alexandria, VA 22302  
703-305-7600

[www.cnpp.usda.gov](http://www.cnpp.usda.gov)

Materials include *MyPyramid Food Guidance System* and the *Healthy Eating Index*.

### **U.S. Food and Drug Administration (FDA)**

5600 Fishers Lane, HFE-88

Rockville, MD 20857

888-INFO-FDA (463-6332)

301-827-7130

[www.fda.gov/opacom/morecons.html](http://www.fda.gov/opacom/morecons.html)

## Recommended Web sites Related to Nutrition and Physical Activity

See also the Web addresses for organizations listed in the previous section. The Centers for Disease Control and Prevention and the U.S. Department of Agriculture/Food and Nutrition Service, do not monitor or endorse the information contained in the referenced Web sites.

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### General Web sites

#### **Body and Soul Wellness Program**

[www.bodyandsoul.nih.gov/index.html](http://www.bodyandsoul.nih.gov/index.html)

#### **Dietary Guidelines for Americans**

[www.health.gov/dietaryguidelines/](http://www.health.gov/dietaryguidelines/)

#### **Dole's 5 a Day**

[www.dole5aday.com](http://www.dole5aday.com)

#### **Food Composition Information**

[www.nal.usda.gov/fnic/foodcomp](http://www.nal.usda.gov/fnic/foodcomp)

#### **Food and Drug Administration's (FDA) Center for Food Safety and Applied Nutrition**

[www.cfsan.fda.gov/list.html](http://www.cfsan.fda.gov/list.html)

#### **Guide to Your Health Daily**

[www.yourhealthdaily.com](http://www.yourhealthdaily.com)

#### **Health and Fitness Page**

[www.k2.kirtland.cc.mi.us/~balbachl/fitness.htm](http://www.k2.kirtland.cc.mi.us/~balbachl/fitness.htm)

#### **Healthy People 2010**

[www.healthypeople.gov](http://www.healthypeople.gov)

#### **International Food Information Council**

[www.ificinfo.health.org](http://www.ificinfo.health.org)



**Kid's Health for Parents, Kids and Teens**

[www.kidshealth.org/index.html](http://www.kidshealth.org/index.html)

**Kids Walk-to-School Program**

[www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm](http://www.cdc.gov/nccdphp/dnpa/kidswalk/index.htm)

**MedlinePlus Health Information**

[www.nlm.nih.gov/medlineplus](http://www.nlm.nih.gov/medlineplus)

**MyPyramid Food Guidance System**

[www.mypyramid.gov](http://www.mypyramid.gov)

**Small Step Program**

[www.smallstep.gov](http://www.smallstep.gov)

**Team Nutrition**

[www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)

**The President's Council on Physical Fitness and Sports**

[www.presidentschallenge.org](http://www.presidentschallenge.org)

**U.S. Department of Agriculture (USDA)****What We Eat in America—Food Surveys Research Group**

[www.barc.usda.gov/bhnrc/foodsurvey/home.htm](http://www.barc.usda.gov/bhnrc/foodsurvey/home.htm)

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**Youth Web sites****Body and Mind**

[www.bam.gov](http://www.bam.gov)

**Bodies in Motion...Minds at Rest**

[www.library.thinkquest.org/12153/](http://www.library.thinkquest.org/12153/)

**BodyWise**

[www.girlpower.gov/girlarea/BodyWise/](http://www.girlpower.gov/girlarea/BodyWise/)

**Girls Health**

[www.girlshealth.gov](http://www.girlshealth.gov)

**Healthy Eating and Active Living**

[www.kidnetic.com](http://www.kidnetic.com)

### **In the Mix Sports**

[www.pbs.org/inthemix/shows/show\\_sports.html](http://www.pbs.org/inthemix/shows/show_sports.html)

### **National Bone Health Campaign – Powerful Bones. Powerful Girls.™**

[www.cdc.gov/nccdphp/dnpa/bonehealth/](http://www.cdc.gov/nccdphp/dnpa/bonehealth/)

### **Nutrition on the Web for Teens**

[www.library.thinkquest.org/10991/nutriquiz.html](http://www.library.thinkquest.org/10991/nutriquiz.html)

### **Youth Physical Activity**

[www.verbnow.com](http://www.verbnow.com)

### **We Can! Ways to Enhance Children's Activity & Nutrition**

[www.nhlbi.nih.gov/health/public/heart/obesity/wecan/](http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/)

### **Information on Fast Foods**

[www.calorieking.com/foods](http://www.calorieking.com/foods)

[www.fatcalories.com](http://www.fatcalories.com)

[www1.wfubmc.edu/nutrition/count+your+calories/dtd.htm](http://www1.wfubmc.edu/nutrition/count+your+calories/dtd.htm)



# Nutrition and Physical Activity

## Vendors and Materials

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### Nutrition

#### **Nutrition Counseling Education Service® (NCES®) Materials on Nutrition/Physical Activity**

Credit card orders: Call 1-800-445-5653 (M-F 9 a.m. to 5 p.m. Central)  
Fax your credit card or purchase orders any time. Fax: 1-800-251-9349  
Mail orders to: NCES, 1904 E 123rd St., Olathe, KS 66061 or order from the Web site: [www.ncescatalog.com/](http://www.ncescatalog.com/)

### Nutrition and Cookbooks

#### **Eating on the Run**, Evelyn Tribole, RD

One of the most helpful books we have come across. Tribole shows how to combine nutritious eating with fast-paced living. She provides strategies for weight control, meal and snack planning, and 40 recipes that can be prepared in less than one minute! This book is filled with calorie and nutrient content charts and tips on dining out.

#1012 Soft-cover 1992 \$15.95

#### **Bowes and Church's Food Values of Portions Commonly Used**, 17th Edition, Jean A.T. Pennington, Ph.D., RD.

It's all here...the data you need on the nutrient content of foods in quick reference.

#2000 \$47.00

#### **Nasco Nutrition Teaching Aids**

Featuring Lifeform Food Replicas

Call: 800-558-9595

Nasco—Modesto

4825 Stoddard Rd.

P.O. Box 3837

Modesto, CA 95352-3837

Phone: 209-545-1600

Fax: 209-545-1669

[www.enasco.com](http://www.enasco.com)

or

Nasco—Fort Atkinson  
901 Janesville Ave.  
P.O. Box 91  
Fort Atkinson, WI 53538-0901  
Fax: 920-563-8296

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## **Physical Activity**

### **Collage Video—Exercise videos for home use and classes**

1-800-433-6769  
[www.collagevideo.com](http://www.collagevideo.com)

### **Accusplit—Pedometers and stopwatches**

2290A Ridgewood Ave.  
San Jose, CA 95131  
Order by phone: 1-800-935-1996  
[www.accusplit.com](http://www.accusplit.com)

### **ProFit Instructor Supplies**

Books, nutrition education supplies—fat tubes, food maps, strengthening equipment, balls, bands, step counters  
Order by phone: 425-255-3817 or fax 425-255-0478

### **ProFit**

12012 156th. Ave. SE  
Renton, WA 98059  
[www.exercisexpress.com](http://www.exercisexpress.com)

### **SPORTIME**

Physical Education, Recreation, Athletics, Aquatics, Dance, and Health supplies and equipment  
Phone orders: 1-800-283-5700  
Fax orders: 1-800-845-1535  
[www.sportime.com](http://www.sportime.com)

### **SPRI**

Xertube Products—low-cost, physical activity equipment (e.g., tubes, bands)  
To order call: 1-800-222-7774  
[www.spriproducts.com](http://www.spriproducts.com)



## Appendixes

### Section Contents

1. What You Should Know About Adolescent Nutrition and Physical Activity (Parent Handout)
2. Healthful Cooking (Parent Handout)
3. Mushroom Brown Rice Pilaf
4. Mouth-Watering Oven-Fried Fish
5. Vegetables With a Touch of Lemon
6. Oven-Baked Sweet Potato Fries
7. 1-2-3 Peach Cobbler
8. The Competitive Edge (Youth Handout)
9. Looking Good and Feeling Great (Youth Handout)
10. Sample Menu Guidelines Memo







# What You Should Know About Adolescent Nutrition and Physical Activity

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## The Problem

Young people are eating more, exercising less, getting heavier, and becoming unhealthier. Among children and teens ages 12-19, 17 percent are overweight, according to NHANES 2003-2004 data. Experts say being overweight at any age increases your risk of developing serious health conditions such as type 2 diabetes and heart disease.

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## Who or What Is To Blame?

Adolescents today face many challenges when it comes to making food and activity choices:

- Little knowledge of good nutrition and the negative effect of poor nutrition.
- Widespread availability of low-cost, high-fat, high-sugar foods.
- Being bombarded with advertising for unhealthful foods.
- Lack of food selection and preparation skills.
- Limited access to safe physical activity options.
- Too many opportunities to be physically inactive (cell phones, video games, Internet, television, cars).

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## The Solution

Proper nutrition and regular physical activity are important for good health. Making sensible eating and activity choices begins at home. As parents, there are many things you can do to support good nutrition and physical activity and help your child develop health habits that can last a lifetime.



### **1. Encourage your adolescent to meet these recommendations.**

**Eat at least 2 cups of fruit and 2 ½ cups of vegetables each day for a 2,000-calorie diet** to support good health and growth. Diets rich in fruits and vegetables, as part of a healthy diet, are associated with decreased risk of some types of cancers and heart disease.

**Eat fiber-rich foods every day.** Good sources of fiber are beans, sweet potatoes, peas, apples, pears, oranges, oat bran, and many whole-wheat breads, crackers, and breakfast cereals. Read the Nutrition Facts label to find out if the food is a good source of fiber.

**Eat/drink 3 cup equivalents of foods from the milk group every day** to build and maintain strong bones. Some Americans shy away from calcium-rich milk and milk products because they suffer from lactose intolerance. Use lactose-free milk products and other calcium-rich sources. Other sources of calcium include calcium-fortified juices, soy beverages, black-eyed peas, broccoli, greens, kale, and spinach.

### **2. Be aware of what they are eating.**

With independence comes the responsibility for making appropriate food choices. What youth eat away from home is sometimes a mystery. If they are not eating school lunch, chances are they might not be getting the nutrition they need. Youth often have access to unhealthful fast and convenience foods on school grounds. Meal and snack choices might include chips or a soda and a candy bar from a vending machine. Talk with your adolescent about how food choices can affect health. Encourage him/her to balance food choices and eat a variety of foods. Discuss healthier food selections and assist him/her with planning and selecting meals and snacks.

### **3. Practice makes perfect.**

Have youth participate in meal planning, selection, and preparation. Take them with you to the grocery store; show them how to pick fresh produce and teach them to look for expiration dates. Invite them into the kitchen to prepare a nutritious meal or snack. Point out the safety hazards in the kitchen and how to properly use utensils and other cooking equipment. Teach your child lowfat cooking methods (e.g., substituting lowfat milk in recipes, baking/broiling rather than frying). If armed with the tools and the knowledge, your child will be more likely to prepare his/her own meal or snack when left alone.



#### **4. Keep a variety of food in the home.**

Adolescents say that lack of availability is one of the reasons why they do not choose healthier foods. Make healthful snack foods visible and convenient (see grocery list on next page). Wash and cut up their favorite fruits and vegetables ahead of time and place in a clear container in the front of the refrigerator. Have foods on hand that appeal to a variety of cravings.

- *Sweet* – fresh or dried fruit, lowfat pudding, lowfat granola bars, vanilla wafers, fig bars
- *Salty* – pretzels, unbuttered popcorn, baked chips
- *Crunchy* – bread sticks, whole-wheat crackers, ready-to-eat, low-sugar cereals, fresh vegetables

#### **5. Encourage regular physical activity.**

Young people need 60 minutes of physical activity each day, or most days. Find out what activities your child likes and help him or her to get involved in a leisure sports activity or a competitive league in your community. Select gifts that encourage physical activity (e.g., skates, balls, jump ropes) and set limits on television watching and computer use. Set aside time to share at least one outdoor activity with your child each week (e.g., go for a walk or hike, clean up the yard, play ball).

#### **6. Set an example.**

Be a role model by showing that nutrition and physical activity are important to you!

## Grocery List

At the store buy the following...

### Foods high in vitamins A and C

Sweet potatoes  
Dark leafy greens: turnip, mustard,  
spinach, beet greens, collards  
Peas and carrots  
Broccoli  
Tomatoes  
Apricots  
100% Cranberry juice  
w/vitamin C added

100% Orange juice  
Citrus fruits  
100% Apple juice w/vitamin C  
Red and green peppers  
Cantaloupe  
Strawberries  
Peaches

### Sources of calcium

Low/non-fat yogurt, milk, pudding  
Lowfat cheeses (part-skim ricotta,  
mozzarella, Parmesan, Swiss)  
Dark leafy greens

Cereal fortified with calcium  
Black-eyed peas  
100% juices fortified with calcium  
Salmon, canned w/bones

### Foods high in fiber

Whole-wheat bread, muffins,  
crackers (100% whole-wheat  
flour is the first ingredient)  
Cooked dry beans  
Oat bran  
Dried fruits  
Mixed vegetables  
Apple with skin

Whole-grain cereals  
Cornmeal (whole)  
Potatoes with skin  
Popcorn (air popped)  
Bran ready-to-eat cereal  
Sweet potato  
Almonds  
Broccoli

### Whole-grain foods

Whole-wheat bread, muffins,  
crackers (100% whole-wheat  
flour is the first ingredient)  
Wild rice  
Whole-grain barley  
Whole-grain corn

Whole-grain cereals  
Brown rice  
Oatmeal  
Whole rye  
Buckwheat  
Popcorn



# Healthful Cooking

Making small changes in the kitchen can add up to big gains in your health. But who said you have to sacrifice taste for nutrition? Try the following tips and substitutions to make the meals you serve better for health.

When sautéing onion for flavoring stews, soups, and sauces	—	Use nonstick spray, water, or stock.
When making a salad dressing	—	Use equal parts water and vinegar and half as much oil. To make up for less intense flavor, add more mustard and herbs.
When making chocolate desserts	—	Use 3 tablespoons of cocoa instead of 1 ounce of baking chocolate (if fat is needed to replace the fat in chocolate, add 1 tablespoon or less of vegetable oil).
When making cakes and soft-drop cookies	—	Use no more than 2 tablespoons of fat for each cup of flour.
When making muffins, quick breads, biscuits	—	Use no more than 1-2 tablespoons of fat for each cup of flour.  Substitute ½ whole-wheat flour for white flour.
When making muffins or quick breads	—	Use 3 ripe, very well mashed bananas or ½ cup applesauce instead of ½ cup butter or oil.
When baking or cooking	—	Use 3 egg whites and 1 yolk instead of 2 whole eggs; use 2 egg whites instead of 1 whole egg.
When making pie crust	—	Use only ½ cup margarine for every 2 cups of flour.
When you need sour cream	—	Blend 1 cup lowfat cottage cheese with 1 tablespoon skim milk and 2 tablespoons lemon juice; substitute plain, nonfat or lowfat yogurt; or try some of the reduced-fat sour cream substitutes.
When a recipe calls for butter, lard or shortening	—	Choose soft margarine with liquid vegetable oil as the first ingredient listed on the label.
To cut saturated fat	—	Use regular soft margarine made with vegetable oil instead of butter or lard. In general, diet margarine should not be used in baking.

Adapted from National Institutes of Health Heart Healthy Cookbook



**TRY...****INSTEAD OF...**

Broiling, steaming, roasting/baking, microwaving, grilling, braising/stewing, boiling, simmering, stir-frying with a little bit of oil

Frying, basting with fat, cooking in fatty sauces and gravies

Lean meats such as round, sirloin, chuck arm pot roast, loin, lean and extra lean ground beef

Regular ground beef

Chicken and turkey with skin removed

Fried chicken

Baked or broiled fish, tuna packed in water

Fried fish, tuna packed in oil

Beans made with smoked turkey parts

Beans made with lard, ham hock

Small amount of vegetable oil

Lard, butter, or other fats that are solid at room temperature

Turkey bacon, lean ham, Canadian bacon

Pork bacon, sausage

Ground turkey breast

Ground beef or pork

Lowfat or fat-free milk

Whole milk or 2% milk

Lowfat or part-skim milk cheeses (check labels)

Whole-milk cheeses

Evaporated skim milk

Cream

Mustard, lowfat mayo and salad dressing

Regular mayo and creamy salad dressing

Vegetables prepared without added fat

Vegetables made with butter or seasoned with meats

Low-sodium bouillon and broth

Regular bouillon and broth

**For healthful recipes****Check out the following websites:**

[www.intelihealth.com](http://www.intelihealth.com)

[www.cookinglight.com](http://www.cookinglight.com)

[www.deliciousdecision.org](http://www.deliciousdecision.org)

[www.allrecipes.com](http://www.allrecipes.com)

[www.mealforyou.com](http://www.mealforyou.com)

**Or healthful cookbooks:**

*More Healthy Homestyle Cooking,*

Evelyn Tribble

*AHA Meals in Minutes,* American Heart Association

Adapted from National Institutes of Health Heart Healthy Cookbook



## Mushroom Brown Rice Pilaf

### Ingredients:

1/2	large onion, chopped
1 cup	sliced mushrooms (4-5 mushrooms)
1 Tbsp	olive or canola oil
1 cup	brown rice
2 cups	chicken or vegetable broth

1. Heat the oil in a large saucepan and brown onion and mushrooms for about 5 minutes.
2. Add one cup brown rice and stir to coat grains in oil.
3. Add two cups broth, bring to a boil, then turn down to a simmer.
4. Simmer for about 45 minutes or until all liquid is absorbed. Cooking time for whole-grain rice varies according to the variety of rice; check package directions.

### Nutrition Facts:

Makes 6 servings

#### Nutrients Per Serving

Calories	98	Saturated Fat	.3 g	Iron	.9 mg
Protein	2.9 g	Cholesterol	0 mg	Calcium	14.1 mg
Carbohydrate	15.2 g	Vitamin A	0 IU	Sodium	130 mg
Total Fat	3 g	Vitamin C	7.2 mg	Dietary Fiber	2 g

*Quick and Easy Whole Grain Recipes from the Whole Grains Council*  
[www.wholegrainscouncil.org](http://www.wholegrainscouncil.org)

## Mouth-Watering Oven-Fried Fish

### Ingredients:

2 lbs	fish fillets
1 Tbsp	lemon juice, fresh
¼ cup	nonfat milk or 1% buttermilk
2 drops	hot pepper sauce
1 tsp	garlic, fresh, minced
¼ tsp	white pepper, ground
¼ tsp	salt
¼ tsp	onion powder
½ cup	cornflakes, crumbled or regular brand bread crumbs
1 Tbsp	vegetable oil (for greasing baking dish)
1	lemon fresh, cut in wedges

1. Preheat oven to 475°F.
2. Wipe fillets with lemon juice and pat dry.
3. Combine milk, hot pepper sauce, and garlic.
4. Combine pepper, salt, and onion powder with cornflake crumbs and place on a plate.
5. Let fillets sit in milk briefly. Remove and coat fillets on both sides with seasoned crumbs. Let stand briefly until coating sticks to each side of fish.
6. Arrange on lightly oiled shallow baking dish.
7. Bake 20 minutes on middle rack without turning.
8. Cut into 6 pieces. Serve with fresh lemon.

### Nutrition Facts:

Makes 6 servings

#### Nutrients Per Serving

Calories	167	Saturated Fat	.5 g	Iron	2.4 mg
Protein	28.9 g	Cholesterol	86 mg	Calcium	65.8 mg
Carbohydrate	3.9 g	Vitamin A	139.5 IU	Sodium	225 mg
Total Fat	3.4 g	Vitamin C	6.8 mg	Dietary Fiber	.4 g



## Vegetables With a Touch of Lemon

### Ingredients:

½ small head	cauliflower, cut into florets
2 cups	broccoli, cut into florets
2 Tbsp	lemon juice
1 Tbsp	olive oil
1 clove	garlic, minced
2 tsp	fresh parsley, chopped

1. Steam broccoli and cauliflower until tender (about 10 minutes).
2. In a small saucepan, mix the lemon juice, oil, and garlic, and cook over low heat for 2 or 3 minutes.
3. Put the vegetables in a serving dish. Pour the lemon sauce over the vegetables. Garnish with parsley.

### Nutrition Facts:

Makes 6 servings

#### Nutrients Per Serving

Calories	42	Saturated Fat	.3 g	Iron	.5 mg
Protein	2 g	Cholesterol	0 mg	Calcium	29.4 mg
Carbohydrate	4 g	Vitamin A	748.1 IU	Sodium	17.2 mg
Total Fat	2.5 g	Vitamin C	50.9 mg	Dietary Fiber	2.1 g

# Oven-Baked Sweet Potato Fries

## Ingredients:

nonstick cooking spray

1 ½ lbs (2 large)                      fresh sweet potatoes

⅛ tsp    black pepper

½ tsp    salt

1. Preheat oven to 400°F.
2. Lightly spray a 10" x 14" cookie sheet with nonstick cooking spray.
3. Scrub potatoes under tap water with a vegetable brush. With a knife, remove any bad spots or defects on the potato. Do NOT peel.
4. Cut each potato into stick-fry size, approximately, 1" x 1" x 3".
5. Spread potato sticks evenly on cookie sheet, and lightly spray potatoes with nonstick cooking spray.
6. Sprinkle salt and pepper evenly over the potatoes.
7. Place cookie sheet in oven and bake for approximately 20 minutes or until potatoes are just tender. If desired, the potatoes can be placed under the oven broiler for about 3 minutes, turn the potatoes and broil 3 minutes on the other side.
8. Remove from oven and serve.

## Nutrition Facts:

Makes 6 servings

### Nutrients Per Serving

Calories	117	Saturated Fat	.03 g	Iron	.5 mg
Protein	2 g	Cholesterol	0 mg	Calcium	32.1 mg
Carbohydrate	27.6 g	Vitamin A	24,745.8 IU	Sodium	205.1 mg
Total Fat	less than 1 g	Vitamin C	27.9 mg	Dietary Fiber	3.4 g



## 1-2-3 Peach Cobbler

### Ingredients:

½ tsp	cinnamon, ground
1 Tbsp	vanilla extract
2 Tbsp	cornstarch
1 cup	peach nectar
¼ cup	pineapple juice or peach juice
2	16-oz. cans peaches, sliced, packed in juice, drained (or 1 ¾ lbs fresh)
1 Tbsp	tub margarine, nonstick cooking oil spray (for baking dish)
1 cup	pancake mix, dry
⅔ cup	all-purpose flour
½ cup	sugar
⅔ cup	evaporated nonfat milk

### Topping:

½ tsp	nutmeg
1 Tbsp	brown sugar

### Directions:

1. Combine cinnamon, vanilla, cornstarch, peach nectar, and pineapple or peach juice in a saucepan over medium heat. Stir constantly until mixture thickens and bubbles.
2. Add sliced peaches to mixture.
3. Reduce heat and simmer for 5 to 10 minutes.
4. In another saucepan, melt margarine and set aside.
5. Lightly spray an 8-inch-square glass dish with cooking oil spray. Pour hot peach mixture into the dish.
6. In another bowl, combine pancake mix, flour, sugar, and melted margarine. Stir in milk.
7. Quickly spoon this mixture over peach mixture.

8. Combine nutmeg and brown sugar. Sprinkle mixture on top of batter.
9. Bake at 400°F for 15 to 20 minutes or until golden brown.
10. Cool and cut into 8 squares.

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### **Nutrition Facts:**

Makes 8 servings

Serving Size: 1 square

#### **Nutrients Per Serving**

Calories	213	Saturated Fat	.08 g	Iron	1.3 mg
Protein	4.7 g	Cholesterol	1 mg	Calcium	120.6 mg
Carbohydrate	47.4 g	Vitamin A	502.2 IU	Sodium	213.3 mg
Total Fat	.4 g	Vitamin C	4.8 mg	Dietary Fiber	2.6 g



# The Competitive Edge

Eating and drinking the right foods and fluids gives you the energy you need to play and perform at your best.

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## Follow *MyPyramid* Each Day

By eating the recommended amounts from each food group, you can be sure that you are at the top of your game. As an active youth, you may need to eat more from each food group to keep your energy up. No one can eat the perfect diet every day, but the better you eat the healthier you'll feel. Make small changes every day. You'll soon notice the difference.

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## Game Day

On competition days, it is especially important to pay attention to what you eat and drink. Most of the energy you will use comes from the food you eat and drink that day. Healthful foods to fuel your best performance have carbohydrates and very little fat. Carbohydrates are an important source of energy for intense sports, like running or basketball. Foods such as pasta, rice, breads, and fruits are good examples of "healthful carbohydrates." High-fat and high-protein foods stay in your stomach longer, and during exercise can cause stomach cramps, nausea, and even vomiting. Eating sugary foods can also make your stomach hurt during sports activities.



## Fuel Up Before You Are Physically Active

Below are some suggestions you may wish to consider about fueling up on game day.

- Foods to eat 3 to 4 hours before physical activity: fruit or vegetable juice, fresh fruit, bagel with lowfat cream cheese, bread or English muffin with peanut butter, lean meat, lowfat yogurt, baked potato, lowfat cheese, cereal with fat-free or lowfat (1%) milk, pasta with tomato sauce.
- Foods to eat 2 to 3 hours before physical activity: fruit or vegetable juice, fresh fruit, bagel, bread, English muffin. Avoid cream cheese and peanut butter; the fat in these foods might make you feel sick while exercising.
- Foods to eat 1 to 2 hours before physical activity: fruit or vegetable juice, fresh fruit (especially low-fiber fruits such as bananas, plums, melons, cherries, and peaches).
- Don't eat right before you are physically active. Digestion takes energy and food that is left undigested can leave you feeling full and/or sick.
- Don't eat high-fat foods. High-fat foods take longer to digest. Eating a high-fat food before you are physically active can make you feel tired and sluggish and may cause stomach cramps or vomiting.
- Don't eat high-sugar foods. Eating sugary foods such as soda and candy bars before physical activity can make you run out of energy too soon.
- Don't eat high-fiber foods such as bran cereals, beans, or popcorn before physical activity. They can cause gas and discomfort. Instead, eat these foods on days when you do not have an important game or competition.

### Drink Up

- Proper hydration is important when participating in physical activity. Two steps that help avoid dehydration during prolonged physical activity or when it is hot include: (1) consuming fluid regularly during the activity and (2) drinking several glasses of water or other fluid after the physical activity is completed.



### During Exercise

- Drink 3 to 4 ounces (about  $\frac{1}{2}$  cup) of water every 15 minutes to replace lost fluid.

**Tip:** If you will be exercising longer than 1 hour, you should refuel with carbohydrates. For example, try juice mixed with water or a sports drink.

### Why is water the best for you?

Of all drinks, water is absorbed easiest by your body and it is usually free or relatively inexpensive. Sports drinks can be costly and can be high in added sugar. Soda is loaded with both sugar and caffeine, a combination that can give you stomach cramps. Caffeine also pulls fluid from your body and dehydrates you even more.

### After Exercising

- Eat a high-carbohydrate meal or snack to refuel your body. Try fresh fruit or vegetables, bean burritos, sandwiches, spaghetti.
- Drink at least 2 cups of water after exercising to replace the fluid you lost from sweating. If it is a hot day or you just feel thirsty, drink more.

## Looking Good and Feeling Great

### Break-Outs and Pimples

Frustrated by those unexpected and uninvited guests that always appear at the worst possible time? You are not alone.

Here are some things you can do:

- Keep your face clean by washing twice a day, especially after exercising. Avoid using rough surfaces to clean your skin as they can cause more irritation. Use your hands, plain soap and water, or oil-free products for best results!
- Avoid the temptation to pick and pop. By picking at or popping pimples, you run the risk of spreading the bacteria that cause pimples in the first place. You can also irritate your skin even more and cause permanent scarring.
- Try not to get stressed out! Relax, try exercising and meditating to reduce your stress.

### Getting Sick All the Time

Does it seem as if each month you notice the same symptoms: the scratchy throat, the heavy head, that overall achy feeling, fever, chills? And before you know it, you have come down with a cold.

To help maintain health, try these tips:

- Increase your fruit and vegetable consumption. Fruits and vegetables provide antioxidants that help boost your immune system, strengthening your body's ability to resist infection and improve its ability to heal wounds.
- Get enough sleep. Your body needs rest in order to be able to fight off disease. Experts recommend at least 9 hours of sleep, every night.
- Get regular exercise.
- Avoid sharing drinking cups, silverware, or towels with other people.



- Wash your hands frequently even if they do not look dirty. Germs can appear on all types of surfaces, door handles, poles, railings.
- Try not to get stressed. When your body is under stress it is unable to fight off infection, making it easier for you to get sick.
- Stay clear of cigarette smoke.

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## Feeling Stressed

Whether it's the math test you have next week or the school dance next month, young people have a lot on their minds. It is easy to feel overwhelmed, under pressure, and stressed out by everyday life.

Here are some things you can do to help manage your stress level:

- Be physically active. Regular activities such as walking, biking, and playing basketball are all good ways to deal with stress.
- Hang out with friends more frequently.
- Adopt a hobby to keep your mind off things.
- Remember to breathe deeply. Increased oxygen to the body and brain helps you to feel more relaxed and calm.

For more information on these and other teen health issues, visit the Teens Health Web site at [www.kidshealth.org](http://www.kidshealth.org).

## Sample Menu Guidelines Memo

Date: \_\_\_\_\_  
TO: Catering Manager  
FR: Client \_\_\_\_\_  
RE: Menu Guidelines for our event

Since we are an organization dedicated to promoting good health to our members, we have made a commitment to “practicing what we preach.” Therefore, we are requesting that when catering meals for our organization, you make every effort to follow the menu guidelines listed below.

### Menu Guidelines

1. Provide a variety of fruits and vegetables. Examples include whole or cut-up fruit, fruit or vegetable salads, cooked vegetables, or raw vegetables with lowfat dip. Include dark green and orange vegetables and orange fruits. Add cooked dry beans or peas to salads or soups.
2. Offer a variety of grains, especially whole-grain foods. Examples include whole-grain breads, bagels, cereals, lowfat crackers, lowfat muffins, and lowfat granola bars. Other examples include whole-grain pasta and brown rice, oatmeal, and popcorn.
3. Serve fat-free, lowfat, or low-calorie foods and beverages. Some examples are fat-free or lowfat dressings or toppings such as salsa or lowfat yogurt dressing; lowfat or low-calorie desserts such as angel food cake; lowfat or fat-free milk, lowfat yogurt or cheeses; and lean meats, poultry, or fish, cooked dry beans, peas and lentils.
4. Offer foods and beverages low in added sugars. Serve unsweetened cereals, fruit spreads, water, 100% fruit or vegetable juices, and regular and decaffeinated coffee or tea.
5. Serve foods that are low in salt (sodium), such as unsalted pretzels, popcorn, or baked chips; grilled or roasted entrees; and entrees cooked with spices and herbs instead of salt.
6. Serve smaller portions such as lowfat mini-muffins or lowfat mini-bagels, or 1-inch lowfat cheese squares. Cut up breads, sandwiches, and other such foods into halves or quarters.







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