



Get Fit: That's It!

Healthy Eating Active Living Lessons High School



Prince William Health Partnership
&
Prince William County 4-H



Virginia Cooperative Extension

A partnership of Virginia Tech and Virginia State University



Prince William County 4-H

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We hope you find this kit helpful in working with your students. It was made possible through a grant provided by Kaiser called Healthy Eating and Active Living (HEAL). The HEAL grant was awarded to the Prince William Health Partnership to address the youth obesity epidemic while also supporting physical activities and healthy lifestyle choices. The Prince William Health Partnership is fortunate to be working with the Prince William County 4-H office and the area's three school systems; Prince William County, City of Manassas and Manassas Park, to implement this worthwhile program.

The kits have been provided for your use and are for your school to keep. Please take the time to replenish certain contents if needed. The expense should be minimal. We are hopeful the effectiveness of the program will result in positive outcomes for the students involved and will encourage our students in the Greater Prince William Area to make positive lifestyle choices. Upon completion of curriculum and kit, please have each teacher who delivered the program complete the online survey at <https://survey.vt.edu/survey/entry.jsp?id=1243449238416>. This is critical information for the sustainability of the program.

Our offices and Kaiser are interested to hear your thoughts about the usefulness of the kits, curriculum and the students' participation and success. We will also provide your comments to the school systems for their review.

Thank you for providing positive youth development activities in our county's schools.

Please contact us should you have any questions about the HEAL Program.

Sincerely,
Liz Bradsher
Coalition Coordinator
Prince William Health Partnership

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Introduction

4-H Healthy Lifestyles/Food and Nutrition Education for Children

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Program of Distinction Category

- Food and Nutrition
- Nutrition Education
- Health and Fitness
- Youth Decision Making

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Knowledge and Research Base

In 2010, National Center for Chronic Disease and Prevention and Health Promotion, Division of Adolescent and School Health reported findings of how healthy eating can reduce the risk for many diseases in children and adolescents. Healthy eating is associated with reduced risk for many diseases, including the three leading causes of death: heart disease, cancer, and stroke. Healthy eating in childhood and adolescence is important for proper growth and development and can prevent health problems such as obesity, dental cavities, and iron deficiency anemia. Most young people are not following the recommendations set forth in the Dietary Guidelines for Americans: of U.S. youth aged 6-19, 67% exceed dietary guidelines recommendations for fat intake, 72% exceed recommendations for saturated fat intake. In 2009, only 22.3% of high school youths reported eating fruits and vegetables five or more times daily (when fried potatoes and potato chips are excluded) during the past 7 days.

The Centers for Disease Control and Prevention states one in every four children in the United States is classified as either overweight or at risk for being overweight. High blood pressure, elevated cholesterol and bone and joint problems are more prevalent in children over the past 30 years. Obesity increases the risk of type 2 diabetes, hypertension, heart disease, colon cancer and obstructive sleep apnea. Overweight children are suffering from what were once thought of as only adult problems.

In 2007, a study of the Greater Prince William Area (GPWA) youth showed that the overweight prevalence among children and teens ages two through eighteen was 28.2%. Other indicators from this study and the 2008 Prince William County Public Schools' Wellness' Survey indicated that 62% of area youth engage in four or more hours of recreational screen time on a typical day and 34% of area youth consume fast food meals on a daily basis. This data serves as indicators of the need to improve nutritional education and increase youth awareness with about the benefits of good nutrition and physical education.

Program Response to Need

Prince William 4-H in partnership with Prince William Health Partnership, and the three area school systems; Prince William County Public Schools and the Cities of Manassas and Manassas Park, submitted a response to Kaiser's initiative addressing the childhood obesity epidemic through community partnerships by improving access to healthy foods, supporting physical activity and enabling healthy lifestyles. The 9th grade HEAL Program will help to reinforce and strengthen existing school wellness policies and programs such as the HEAL Program awarded to the Partnership in 2009 for grades K-5 by Kaiser while reinforcing the Standards of Learning curriculum set by the state.

The PWHP is sponsored is a strong advocate for a healthy Greater Prince William Area. The Partnership, Prince William area school systems and Prince William 4-H are active members and participants in the Northern Virginia Healthy Kids Coalition. The coalition promotes better health through energy balance for more than 530,000 children and their families in the Northern Virginia region.

Health Education

The program gives youth opportunities to gain the knowledge, attitudes, and skills needed to make healthy decisions, achieve health literacy, adopt health-enhancing behaviors, reduce health-related risk behaviors, and promote the health of others. Youth are provided with a researched based curriculum that addresses the physical, and social aspect of health. Health education increases their knowledge and ability to apply it to everyday life.

Program Goals and Objectives

The program was developed to increase the youth knowledge of MyPyramid, MyPlate, and the 9-5-2-1-0 guideline so they might increase their ability to lead a life of healthy eating and active living. It is a goal that youths will score higher on the posttest than on the pretest and gain knowledge on all subjects discussed. When youth are asked to recall information related to what they learned they will produce measurable knowledge on healthy eating and active living.

Target Audience

The target audience for this program is high school youth in the three area school systems: Prince William County, City of Manassas, and City of Manassas Park.

Type of Program

This program will be delivered as a Prince William County 4-H in-school enrichment program in the classrooms led by 4-H trained physical educational teachers.

Delivery Methods

The "Get Fit, That's It" curriculum promotes MyPyramid, MyPlate, and the 9-5-2-1-0 guideline. It consists of hands-on activities related to healthy eating and active living. Delivery will be by the physical education teacher. Youth will display what they have learned by completion of projects as well as teach peers and younger youth through participation in health fairs.

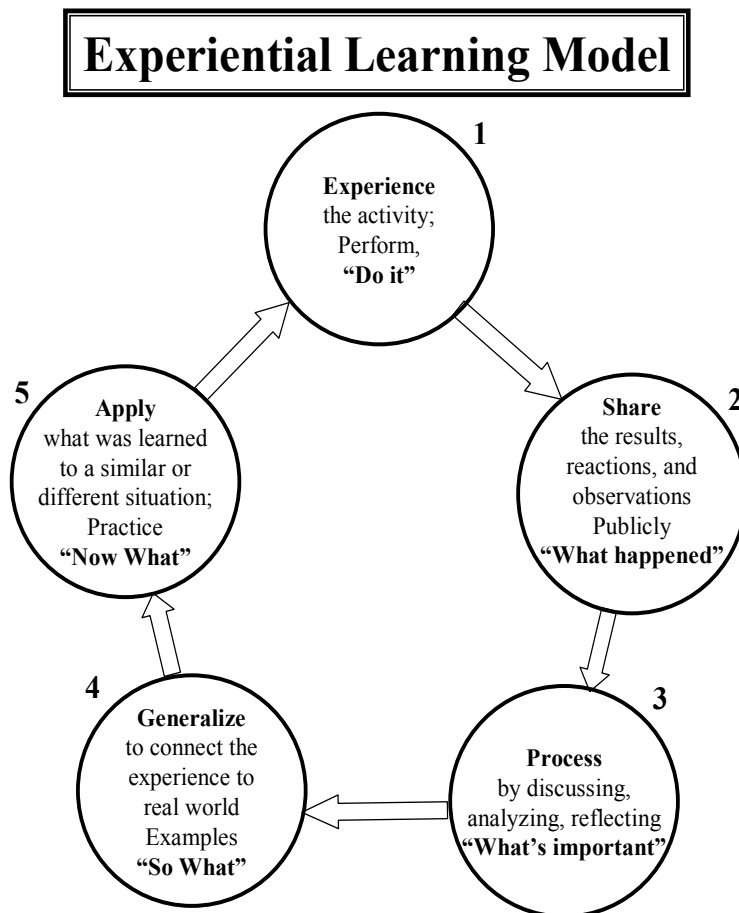


EXPERIENTIAL LEARNING

"Experiential learning takes place when a person involved in an activity looks back and evaluates it, determines what was useful or important to remember, and uses this information to perform another activity."

John Dewey

The 4-H program promotes the Experiential Model of Learning as the primary format for educating youth. Several key processing steps take youth beyond "simply doing" the activity or participating in the experience.



STEPS IN EXPERIENTIAL LEARNING

1. Do

Experience - could be an individual or group activity

2. Reflect

Share - talk about what was experienced when doing the activity

What did you do? What did your group do when...? What did you see? Feel? Hear? Taste? What was most difficult? Easiest?

Process - talk about what questions were created by doing the activity

What problems or issues seemed to occur over and over? What did you learn about (life skill or activity subject matter) through this activity?

Why is the life skill you practiced important?

3. Apply

Generalize - find general trends/common lessons learned - how does the experience apply to the "real world?"

What similar experiences have you had with this life skill or subject matter?

What similar challenge/problem/feeling have you faced? What did you do then?

Apply - discuss how the new information can be applied to everyday situations, or in the future

How does what you learned relate to other parts of your life? How can you use what you learned?

How can you apply the life skill you practiced in the future?



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Pre- Test/ Post-Test



School _____ Grade _____ Age _____

Gender _____ Male _____ Female

During the week, how many hours per day of sleep do you get?

- 1-4 hours
- 4-6 hours
- 6-8 hours
- More than 8 hours

Do you read the nutrition labels on food packages?

- Almost always or always
- Sometimes
- Almost never or never

How many total servings of fruits and vegetables do you eat each day.

- At least 2
- At least 5
- At least 9
- At least 10
- don't know

Do you eat fruit for lunch?

- Almost always or always
- Sometimes
- Almost never or never

Do you ever eat vegetables for dinner?

- Almost always or always
- Sometimes
- Almost never or never

During the week, how many hours per day do you usually spend watching TV shows or videos?

- I don't watch TV or videos
- Less than 1 hour a day
- 1-2 hours a day
- 3-4 hours a day
- More than 4 hours a day

During the week, how many hours per day do you usually play video games like Nintendo, Sega, games at the arcade, or use the computer to surf the Internet, or text?

- I don't play video games or use the computer
- Less than 1 hour a day
- 1-2 hours a day
- 3-4 hours a day
- More than 4 hours a day

During the weekend, how many hours per day do you usually play video games like Nintendo, Sega, games at the arcade, or use the computer to surf the Internet or text?

- I don't play video games or use the computer
- Less than 1 hour a day
- 1-2 hours a day
- 3-4 hours a day
- More than 4 hours a day

I engage in _____ minutes of physical activity on most days of the week.

- 30
- 60
- 90

How likely are you to be physically active 3-5 times a week?

- Not likely
- Likely
- Very likely

How likely are you to exercise and keep moving for most of the time in your out of school time?

- Not likely
- Likely
- Very likely

How likely are you to choose a non-sugary drink over a sugary drink?

- Not likely
- Likely
- Very likely

How likely are you to choose water over other drinks?

- Not likely
- Likely
- Very likely





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Nutritional Lessons



Lesson 1: 9-5-2-1-0

Do You Have the Right Numbers?

Outcome: Students will learn the importance of healthy eating as it applies to personal health.

SOL:

9.6.1 The student will use current research and scientific study to interpret dietary principals. SOL 9.1a

9.6.2 The student will recognize the value of proper nutrition. SOL 9.2c

9.6.3 The student will access the Impact of poor dietary choices. SOL 10.1a

9.6.4 The student will use various sources of information to evaluate the benefits of nutrition. SOL 9.4b

Life Skill: Healthy Living, Decision Making

Time: 45-60 minutes

Grade Level: 9-12

Space: Classroom

Materials Not Included in Kit:

Copies of handouts
MyPlate Sheet
MyPyramid Sheet
9-5-2-1-0 Sheet
Using MyPyramid In Your Life
Children and Youth
Parent Sheet
Legal size paper

Materials Supplied in Kit:

Up for the Challenge Curriculum
9-5-2-1-0 Poster
My Plate Poster
My Pyramid Poster
Markers

Concept/Theme: Learn the 5 key behaviors of 9-5-2-1-0 which promote healthy eating and active living for youth.

Discussion:

1. Display *MyPlate* poster, *MyPyramid* poster, and 9-5-2-1-0 poster. Discuss with youth the importance of each food group and having a healthy diet and active lifestyle. (See teacher resources for background info)
2. Review MyPyramid to ensure youth know the food groups and the daily servings recommended for a balance diet. Use Up For The Challenge, Chapter 1 Lesson 2 “MyPyramid: The Beginning Challenge” to review the importance of using MyPyramid.
3. Give youth “MyPlate”, “MyPyramid” and 9-5-2-1-0 handouts for them to use throughout this lesson.
4. Tell youth the 9-5-2-1-0 health message was developed to assist youth in developing five daily habits to live a healthier life and sustain a healthy body weight. Go over what the numbers represent:
 - 9- Get at least 9 hours of sleep
 - 5- Eat 5 servings of fruits and vegetables
 - 2- Limit screen time to 2 hours or less
 - 1- Get at least 1 hour of physical activity
 - 0- Eliminate sugary drinks.
5. Talk about how MyPlate can be used with MyPyramid and how it is a tool to help youth choose healthy foods and be active. (See teacher resources). Use “My Plate and My Pyramid: Can they be used together” sheet for background info)

Activities:

1. Talk to youth about the importance of physical activity. Discuss the importance of eating healthy food and how it helps support their everyday functioning.
2. Use the *Using MyPyramid In Your Life - Children and Youth* handouts along with the *MyPyramid Worksheet* to encourage the youth to count their daily calories and then build a daily meal plan based on their needs.
3. Give youth the 9-5-2-1-0 Sheet and Parent Sheet.



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 1: 9-5-2-1-0

Do you have the right numbers?

Teacher Resources:

MyPlate & MyPyramid Can They Be Used Together?

9-5-2-1-0 Fact Sheet

Information for Schools & Parents/Caregivers

School Sheet

Parent Sheet



Lesson Expansion:

1. Divide the class into groups of 4-5 youth, give them legal size paper and have them answer these questions on the paper:
 - Why is healthy eating, active living important?
 - How much time do you spend texting, watching television, playing on video games, using the computer for social networking?
 - What do you drink?
 - What does your breakfast plate look like? Dinner plate?
 - What activities do you do?
 - What is your sleep pattern? How many hours?
 - Have them give reasons why.
2. Have individual youth create their healthy eating, active living youth. Give them legal size paper and markers to create their youth. Have them share with the class what makes their creation an healthy eating, active living youth.
3. Have the youth bring in a picture of their breakfast or dinner plate. (The teacher may decide which meal). Play the rating game and have the class rate each plate of food according to its nutritional value 1 to 5, five being the closest to MyPlate recommendations.



Lesson 2: MyPyramid: The Beginning Challenge

Introduction to Nutrition


PREPARATION

🕒 10 minutes



SET UP

Circle for group discussion

SUPPLIES

MyPyramid poster 

HANDOUTS & BOOKS

- ❑ *Using MyPyramid – Children and Youth*  p. 211
- ❑ *MyPyramid Worksheet* 

Outcomes (All Ages)

The purpose of this lesson is to have youth:

- Use MyPyramid as a personalized guide for healthy eating and physical activity
- Recognize the significance of portion/serving size in making food choices



Instructor Essential Information

MyPyramid replaces the former Food Guide Pyramid. It can be found at: <http://www.mypyramid.gov>.

MyPyramid is based on the USDA 2005 Dietary Guidelines for Americans. The Guidelines are designed to help Americans choose diets that will meet nutrient requirements, promote health, support active lives and reduce the risks of chronic disease.



The MyPyramid guidelines represent the best advice available about how to choose healthful foods and be more active. Instructors should teach the same content to each age group, however their teaching strategies may vary by age group.

Instructor Note: You may choose a web video activity for (School Age) youth as an alternative to the Discussion. The web video can be found at: <http://www.MyPyramid.gov>. Click on “Tour MyPyramid” to see a video clip explaining the structure and purpose of this food guidance system.

Discussion

 (All Ages) 🕒 45 minutes

Introduce MyPyramid. Cover up the pictures of food groups on the *MyPyramid* poster. Direct youth to look at the pyramid symbol.

🔍 Ask: What does the MyPyramid symbol represent? Answer: it represents the two key aspects of good health – healthful eating and physical activity. Each of the colors in the pyramid represents one of the five food groups.

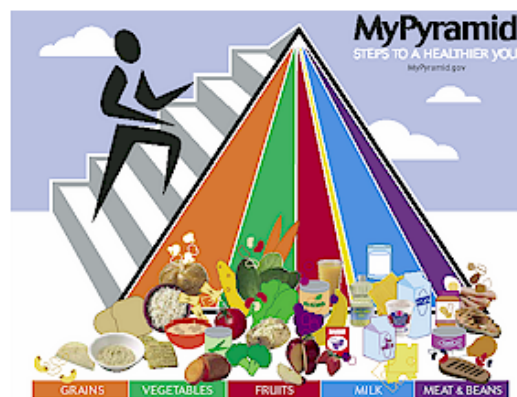
Lesson 2: MyPyramid: The Beginning Challenge

↑ Ask: What are the different colors and which food groups do they represent? Have youth guess. Answers: orange = grains, green = vegetables, red = fruits, blue = dairy, purple = meat and beans.

↑ Ask: Why are the color bands different sizes? Answer: The widths show the proportions that we should eat from each food group.

↑ Ask: What do you think the yellow band represents? Answer: the yellow band is not a food group. It represents oils. Remind them that a small amount of oils are important for good health.

↑ Ask: What else do you see in the picture? A person is climbing the steps. What do you think it represents? Answer: It represents activity. This is a reminder that physical activity is important each day.



Look at the entire poster and name some foods in the colored bands.

HANDOUTS & BOOKS

- *Using MyPyramid In Your Life – Children and Youth* p. 211
- *MyPyramid Worksheet*

Activity 1 - Using MyPyramid

(All Ages) ⌚ 20-25 minutes

This activity has two steps. Youth will first estimate their daily calorie needs, then build an eating plan. The instructor may need to assist School Age youth in estimating their daily calorie needs (Step 1 below).

Youth need a copy of two handouts for this activity. Both are located on the University of Florida Institute of Food and Agriculture web site. Students will print them as part of the activity. The first handout, *Using MyPyramid In Your Life – Children and Youth* is also in Appendix A, so that the instructor may choose to skip the web download and make copies in advance.

- Download the first handout. Go to <http://fyas.ifas.ufl.edu/pyramid/index.htm> and click on “Youth.” Scroll to the bottom of the page and click on

Using MyPyramid In Your Life – Children And Youth



Using MyPyramid in Your Life - Children and Youth

MyPyramid will help you build an eating plan that works for you. You will find the right amount of foods to eat to meet your calorie needs for growth and a healthy weight. Your eating plan will also give you the nutrients you need for energy, muscle growth, and strong bones!

Step 1: Estimate Your Daily Calorie Needs

Use the **Estimated Daily Calorie Needs** chart to find a calorie level that's right for you. First, find your gender and age. Then select a calorie level that fits your lifestyle (from sedentary up to active) - see definitions below. Your calorie level may be between the two levels in the chart, depending on how active you are.

The calorie levels are right for young people of average height and at a healthy weight. If you are a large person, your calorie needs may be higher. If your weight is causing health problems, you can move toward a healthier weight by following the calorie level in the chart for your gender and age group. Be sure you don't lose weight quickly, since that can cause health problems. You should not feel hungry a lot, and you need to eat enough food to get all of the nutrients you need! Check with your doctor for more information about a healthy body weight for you.





University of Florida, IFAS Extension, Department of Family, Youth and Community Sciences, 2005,
<http://fyces.ifas.ufl.edu/pyramid/index.htm>. For more information, visit <http://MyPyramid.gov>.

Using MyPyramid In Your Life – Children And Youth


ESTIMATED DAILY CALORIE NEEDS

This chart gives an **estimate** of calorie needs for specific age and gender groups. Calorie ranges are based on physical activity level, from sedentary to active.

		CALORIES	
ACTIVITY LEVEL:		Sedentary	Active
Females			
4-8 years		1,200	1,800
9-13 years		1,600	2,200
14-18 years		1,800	2,400
Males			
4-8 years		1,400	2,000
9-13 years		1,800	2,600
14-18 years		2,200	3,200

Sedentary - less than 30 minutes a day of moderate physical activity in addition to daily activities

Active - 60 or more minutes a day of moderate physical activity in addition to daily activities.



My **Estimated Daily Calorie Needs** are _____ calories. This calorie level is about right for a person my age and gender of average height, who is at a healthy weight.

Remember, calorie needs vary from day to day, depending on how active you are. Also, when you go through a "growth spurt" you will need more calories than usual. Use the chart on the next page to build your eating plan!

2

Using MyPyramid In Your Life – Children And Youth

Step 2: Build Your Eating Plan



Find your calorie level at the top of the My Eating Plan chart.


Follow the column below your calorie level to see how much food to eat from each of the food groups.

There are tips for each food group on the next page. Eat healthy foods that you enjoy and that fit your lifestyle! Think about how you will get all the fruits and veggies that you need! You can use a menu planner to plan your day! See the worksheet at: <http://fycs.ifas.ufl.edu/pyramid/adobe/worksheet.pdf>


NOTE: oz-eq means ounce-equivalent; see the Grains Group and Meat and Beans Group below to understand how these work.

Calorie Level	1,200	1,400	1,600	1,800	2,000	2,200	2,400	2,600	3,200
Grains	4 oz-eq	5 oz-eq	5 oz-eq	6 oz-eq	6 oz-eq	7 oz-eq	8 oz-eq	9 oz-eq	10 oz-eq
Vegetables	1½ cups	1½ cups	2 cups	2½ cups	2½ cups	3 cups	3 cups	3½ cups	4 cups
Fruits	1 cup	1½ cups	1½ cups	1½ cups	2 cups	2 cups	2 cups	2 cups	2½ cups
Milk	2 cups	2 cups	3 cups	3 cups	3 cups	3 cups	3 cups	3 cups	3 cups
Meat and Beans	3 oz-eq	4 oz-eq	5 oz-eq	5 oz-eq	5.5 oz-eq	6 oz-eq	6.5 oz-eq	6.5 oz-eq	7 oz-eq
Oils	4 tsp	4 tsp	5 tsp	5 tsp	6 tsp	6 tsp	7 tsp	8 tsp	11 tsp


Using MyPyramid In Your Life – Children And Youth




Fruit Group includes all fresh, frozen, canned, and dried fruits and fruit juices. In general, 1 cup of fruit or 100% fruit juice, or $\frac{1}{2}$ cup of dried fruit is considered 1 cup from this group.




Vegetable Group includes all fresh, frozen, canned, and dried vegetables and vegetable juices. In general, 1 cup of raw or cooked vegetables or vegetable juice, or 2 cups of raw leafy greens can be considered as 1 cup from the vegetable group.



Grains Group includes all foods made from wheat, rice, oats, cornmeal, or barley, such as bread, pasta, oatmeal, breakfast cereals, tortillas, and grits. In general, 1 slice of bread, 1 cup of ready-to-eat cereal, or $\frac{1}{2}$ cup of cooked rice, pasta, or cooked cereal can be considered as 1 ounce equivalent from this group. At least half of all grains eaten should be whole grains.



Milk Group includes all fluid milk products and foods made from milk that retain their calcium content, such as yogurt and cheese. Foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not part of the group. Make most milk group choices fat-free or low-fat. In general, 1 cup of milk or yogurt, $1\frac{1}{2}$ ounces of natural cheese, or 2 ounces of processed cheese is considered as 1 cup from this group.



Meat & Beans Group: In general, 1 ounce of lean meat, poultry, or fish, 1 egg, 1 tablespoon peanut butter, $\frac{1}{2}$ cup cooked dry beans, or $\frac{1}{2}$ ounce of nuts or seeds can be considered as 1 ounce equivalent from the meat and beans group.

Oils include fats from many different plants and from fish that are liquid at room temperature, such as canola, corn, olive, soybean, and sunflower oil. Some foods are naturally high in oils, like nuts, olives, some fish, and avocados. Foods that are mainly oil include mayonnaise, certain salad dressings, and soft margarine.

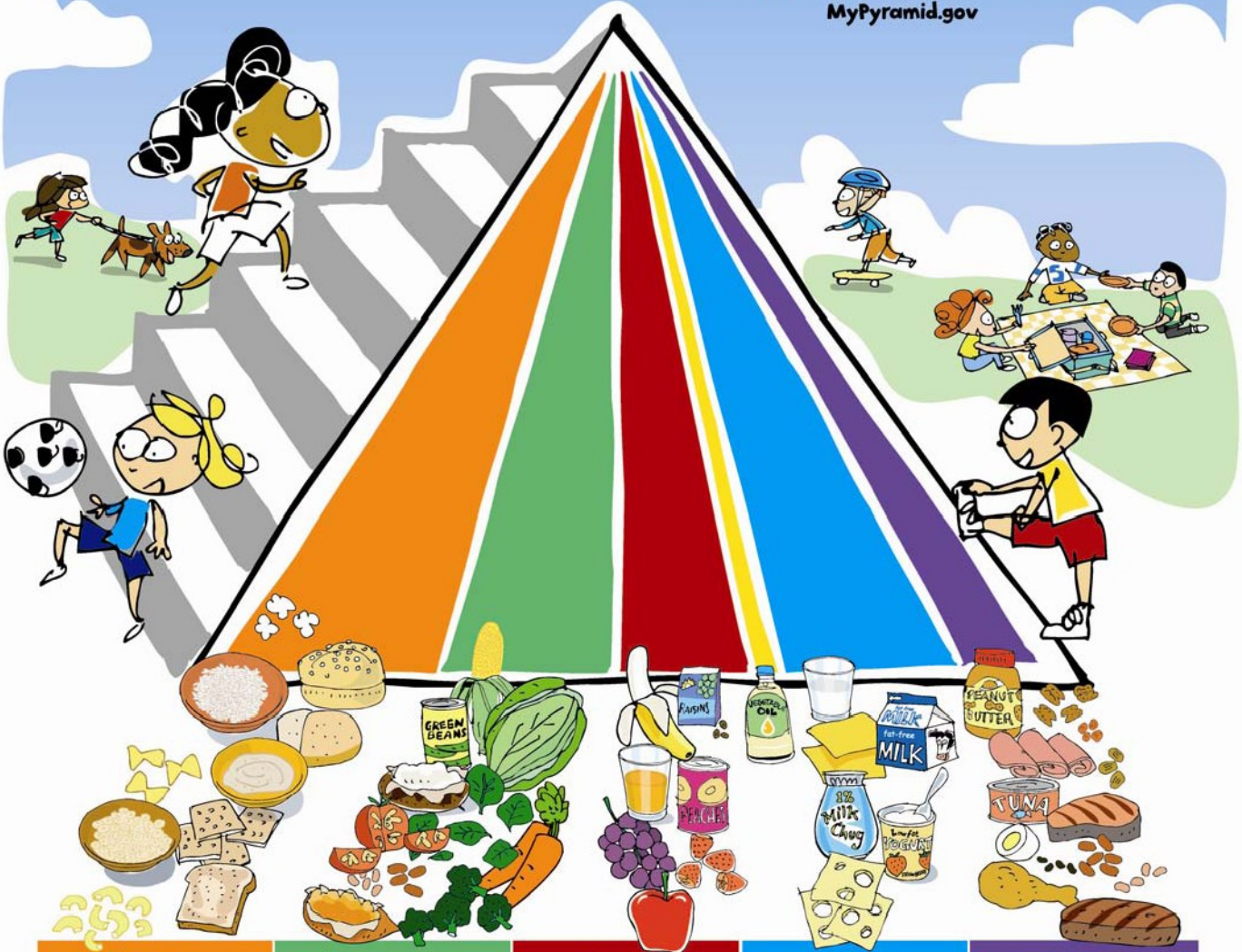
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MyPyramid

For Kids

Eat Right. Exercise Have Fun.

MyPyramid.gov



Grains

Make half your grains whole

Start smart with breakfast. Look for whole-grain cereals.

Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").

Vegetables

Vary your veggies

Color your plate with all kinds of great-tasting veggies.

What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.



Fruits

Focus on fruits

Fruits are nature's treats – sweet and delicious.

Go easy on juice and make sure it's 100%.

Milk

Get your calcium-rich foods

Move to the milk group to get your calcium. Calcium builds strong bones.

Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.



Meat & Beans

Go lean with protein

Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.

It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.

For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day;
at least half should be whole

Eat 2 1/2 cups every day

Eat 1 1/2 cups every day

Get 3 cups every day;
for kids ages 2 to 8, it's 2 cups

Eat 5 oz. every day

Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Find your balance between food and fun

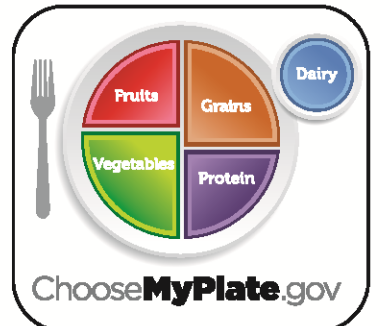
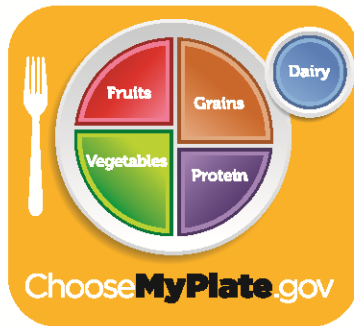
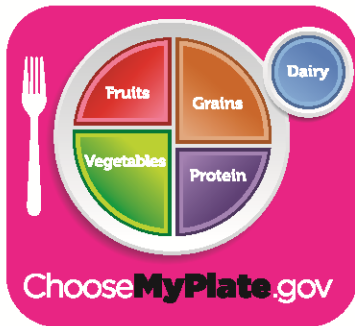
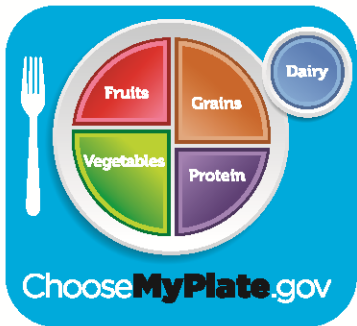
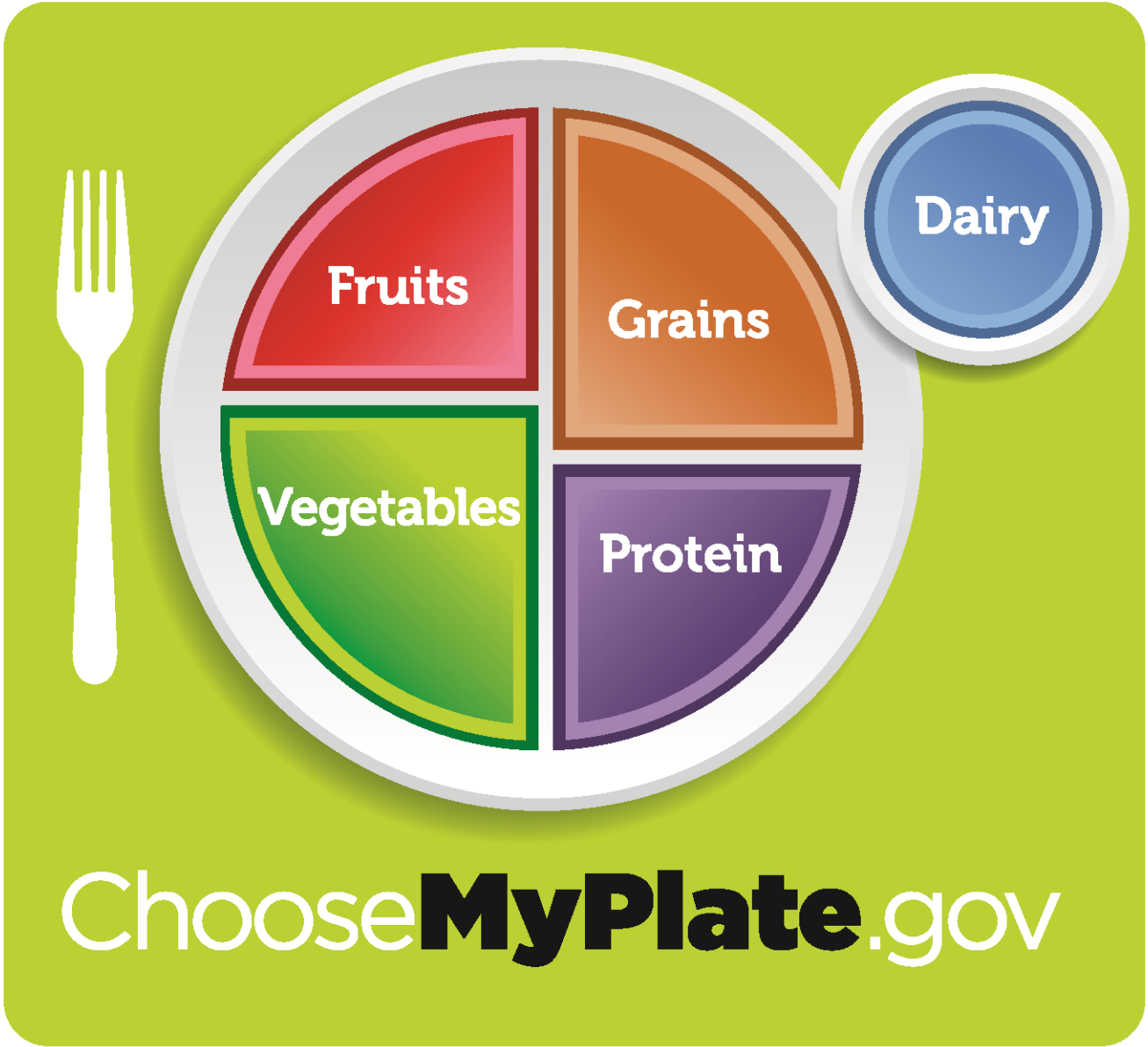
- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that!



Fats and sugars – know your limits

- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.





9-5-2-1-0 for Health!

9

get **9** hours of sleep



5

eat **5** servings of fruits and vegetables each day



2

limit screen time to no more than **2** hours each day



1

get at least **1** hour of exercise each day



0

no sugary drinks!





4-H Get Fit, That's It
Healthy Eating, Active Living (HEAL)
Nutritional Lessons



Teacher Resources



Fact Sheet on 9-5-2-1-0 for Health

The Northern Virginia Healthy Kids Coalition is promoting **9-5-2-1-0 for Health** for children & youth through the **Tipping the Scales for Better Health Campaign**.

Why 9-5-2-1-0 for Health?

The core message for the **Tipping the Scales for Better Health Campaign** is **9-5-2-1-0 for Health**. This message communicates five key behaviors which promote healthy weight and overall good health for children.

9 - Get at least nine hours of sleep per day.

Recent research has linked inadequate sleep with a higher risk for childhood obesity. Adolescents and teens should get at least 8.5 to 9.5 hours per day, and younger children should get more.

http://www.sleepfoundation.org/site/c.huIXKjM0IxF/b.2419309/k.6773/Children_Obesity_And_Sleep.htm

5 - Five servings of fruits and vegetables per day

Eating five fruits and vegetables per day promotes good health and may also reduce eating of less nutritious foods which contribute to unhealthy weight gain.

http://www.surgeongeneral.gov/topics/obesity/calltoaction/fact_adolescents.htm

2 - Limit screen time to 2 hours or less outside of school

Research links higher volumes of screen time to higher rates of obesity. Time spent in front of a screen is time not spent in physical activity, plus high doses of screen time may decrease metabolism and increase snacking.

1 - Get at least 1 hour of physical activity per day

Physical activity has many health benefits in addition to the calorie consumption needed to achieve a healthy weight. Research shows that most kids don't get enough.

0 - Eliminate sugar-added beverages

Natural beverages with natural sugars are fine for most children. But too many children drink too many sugar-added beverages. This habit increases intake of 'empty' calories and can cause other health problems. It is recommended that children drink no or almost no beverages with sugar added.

- See the references at www.TippingtheScales.net
-

What can I do to promote 9-5-2-1-0 for Health in children & youth?

- ✓ Educate kids, parents, & caregivers about the importance of healthy habits for good health.
 - ✓ Remember the **9-5-2-1-0 for Health** message:
 - 9 - Get at least 9 hours of sleep per day
 - 5 - Eat 5 servings of fruits and vegetables per day
 - 2 - Limit screen time to no more than 2 hours per day
 - 1 - Get at least one hour of physical activity per day
 - 0 - Avoid beverages with added sugar.
 - ✓ Learn more about the **Tipping the Scales for Better Health Campaign** at www.TippingTheScales.net.
-

MyPlate and MyPyramid...

Can they be used together?



If you've been wondering how to teach nutrition using MyPlate instead of MyPyramid, you are not alone. A lot of educators are asking if they can use MyPlate along with their existing MyPyramid educational materials.

The short answer is: YES, continue to use any lessons or materials you have found to be good teaching tools for your audience.

A large number of educational materials based on MyPyramid are available and in use. These materials can be used in conjunction with the new MyPlate icon. Here's why:

- The information about what and how much to eat has not changed—both MyPyramid and MyPlate are illustrations that are based on the same food groups and recommendations about what and how much to eat.
- The [ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) website contains much of the same information that was available on [MyPyramid.gov](http://www.MyPyramid.gov). Note that some sections of the website have been updated to reflect the 2010 Dietary Guidelines, and other sections continue to be updated. Look for a completely redesigned website and new interactive tools in the fall of 2011!

How can you incorporate the new and popular MyPlate icon into your lessons or materials? Try using MyPlate to generate interest and prompt your audience to think about what they actually put on their plates.

For example, you can use the following materials now available on www.ChooseMyPlate.gov. Click on the News and Media tab:

- **Coloring sheets**—use them to encourage children to illustrate their own plates or what they think is a healthy plate.
- **Downloadable images of MyPlate**—display and ask your audience to “rate their plate” and discuss ways to improve their choices.

Then, use your existing lessons or materials to “dig deeper”—to help guide discussion and answer questions.

Over time, lessons and materials will be developed or updated to incorporate the MyPlate icon. The information and messages in these materials may be very similar to current materials. As noted above, the content will only need to change to update it for the 2010 Dietary Guidelines.

Schools

Here are *10 things* that *schools* can do to improve student health and promote life-long healthy habits:

Sleep:

1. Become a “sleep-friendly” school by adjusting school schedules to allow later start times for high school students.

Fruits/Vegetables: Five servings of fruits and vegetables per day.

2. Ensure that all food, including vending machines, celebrations, snack bars, and school stores, include healthy food and beverage options
3. Assure that all food sold on school campuses, during the school day, meets minimum nutrition requirements.
4. Serve a variety of foods and increase access to fruits, vegetables and whole grains.

Limit Screen Time: Limit screen time outside of school to no more than two hours per day.

5. Offer a variety of before and/or after school programs that promote physical activity.

Physical Activity: Students need at least one hour of physical activity per day.

6. Require 150 minutes of PE for elementary students and 225 min. for middle/high school students.
7. Provide a minimum of 30 minutes daily recess that promotes physical activity for elementary students.
8. Integrate health/physical education into other curriculum and provide opportunities for physical activity during class time.

Drink Zero Beverages with Sugar Added

9. Sell only 100% fruit juice, low or non-fat milk or water.

Pass on the message: **9 5 2 1 0 - Your Winning Numbers for Health!**

10. Provide health promotion for school staff, who serve as important role models for students.

Parents & Caregivers

Here are *10 things* that *parents* can do to improve their children's health and promote life-long healthy habits.

Sleep: Make sure your child gets enough sleep each night.

1. Know how much sleep your child needs:
 - Preschoolers- -11 to 13 hours/night
 - Ages 5-12- -9 to 11 hours/night
 - Adolescents- -8 ½ to 9 ½ hours/night
2. Help your children develop regular evening bedtime routines to aid them in falling asleep at night.

Fruits/Vegetables: Be sure your child eats five servings of fruits and vegetables per day.

3. Offer fruits and vegetables at every meal and for snacks.
4. Be a good role model—eat fruits and vegetables at your meals and try to eat one meal a day with your kids.

Limit Screen Time: Limit screen time outside of school to no more than two hours per day.

5. Give your kids a screen time allowance to help them choose which shows or games they really want to see or play.
6. Encourage your children to read or play games—have books, magazines, and board games available.
7. Turn off the T.V. during meal times.

Physical Activity: Be sure that your child gets at least one hour of physical activity per day.

8. Set a positive example for your children by making physical activity part of your lifestyle.
9. Make physical activity a fun part of your family's day through taking walks, playing active games, or organized sports together.

Drink Zero Beverages with Sugar Added

10. Serve water, low-fat milk, or 100% juice with your child's meals and snacks.

Pass on the message: **9 5 2 1 0 - Your Winning Numbers for Health!**

Go to www.tippingthescales.com to find out about more things you can do improve your child's health and promote healthy life-long habits.

A COLORFUL PALETTE

of food leads to healthier eating

By Kathy Dixon

When it comes to healthy eating, color is key.

If you turn your dinner plate into a palette of colors, chances are you'll be eating well-balanced meals chock-full of nutrients and vitamins.

"When you eat in color you can almost be certain that you're getting proper nutrients," said Jennifer Abel, a Virginia Cooperative Extension family and consumer sciences agent in Arlington County. "Variety is always important in maintaining a healthy diet."

Abel added that during the summer months, when farmers' markets are brimming over with fresh produce, there's no excuse not to eat enough fruits and vegetables at every meal. She and other nutritionists recommend that people eat various colors of food to ensure they get all the vitamins and minerals they need.

Even the U.S. Department of Agriculture is on board. USDA recently replaced its food pyramid with a food plate divided into four colorful quarters: the red quadrant is for fruits; the green fourth represents vegetables; the orange for grains; and purple for lean protein. Beside the plate is a small blue circle signifying a side serving of dairy such as fat-free or low-fat cheese, milk or yogurt. The plate's message: Half of everyone's food plate should be full of fruits and vegetables.

Colors represent different nutrients that the body needs. For example, dark, leafy greens are high in iron and contain calcium and magnesium. "We all need to eat more leafy green vegetables," Abel said.

Green fruits and vegetables like grapes, honeydew, green beans, sprouts and leafy greens also are high in lutein, which is believed to help strengthen vision and reduce the risk of some cancers.

Orange and yellow fruits and vegetables such as carrots, peaches, squash and sweet potatoes contain carotenoids, bioflavonoids and vitamin C. They help promote heart health, good vision and a strong immune system and can reduce the risk of some cancers, Abel said.



The food plate eating recommendations released earlier this year by the U.S. Department of Agriculture assign a color to each of five food groups. Varying the colors in one's meals in general gets a variety of nutrients into the meal plan.

Purple and blue fruits and vegetables, including blueberries, eggplant, purple-fleshed potatoes and raisins, are high in anthocyanins, which have antioxidant benefits and are believed to help prevent cancer, contribute to urinary tract health and improve memory.

Red fruits and vegetables such as apples, pomegranates, tomatoes and watermelon are high in lycopene, which helps regulate cholesterol and prevents prostate cancer.

All fruits and vegetables—regardless of color—are high in fiber, which helps prevent colon cancer and diverticulitis.

So how does one practice eating in color? Abel has some suggestions.

For breakfast, a quarter of the plate could be filled with fresh blueberries,

and the rest of the plate could consist of scrambled eggs made with diced green and red peppers and chopped kale, sprinkled with Swiss cheese. Add a slice of whole-wheat toast, and you have your whole grains as well.

For lunch, she suggests an apple or peach, sliced cucumbers and tomatoes, and a turkey sandwich on whole wheat bread with fresh spinach instead of lettuce.

A colorful dinner could include a tossed salad with broccoli, carrots and radishes, a fruit, a lean piece of chicken and a half-cup serving of brown rice.

"Eating in color will definitely lead to healthier eating," Abel said. "This time of year there is lots to explore at local farmers' markets. Be creative, and make eating a colorful experience."



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 2: Are You Getting Enough Sleep?

Outcome: Students will learn the causes, effects, and solutions to sleep deprivation.

SOL:

9.1.2 The student will recognize how maintenance of health habits promotes personal health. SOL 9.1d

9.1.5 The student will recognize the value of proper rest and regular physical activity. SOL 9.2c

9.1.8 The student will examine family health habits and behaviors as they relate to health promotion. SOL 10.2g

Life Skill: Decision making ability

Time: 45-60 minutes

Grade Level: 9-12

Space: Classroom

Materials Not Included in Kit:

Copies of handouts
Mad-Gab Cards Sheets
Mad-Gab Cards Answers
My Sleep Log
Solutions Charade Sheet
Sleep Is One Thing Missing in Busy Teenage Lives paper
Poster board

Materials Supplied in Kit:

Wrist and ankle weights
Markers
Magazines
Bowl
Glue sticks

Concept/Theme: To introduce the causes of sleep deprivation and ways to alleviate it. To heighten youth awareness of personal sleep habits and how sleep contributes to a healthy active lifestyle .

Discussion:

Effects of Sleep Deprivation

1. Talk with youth about the benefits of getting at least 9 hours of sleep each night. There are many effects of sleep deprivation but most frightening are the long-term effects. Sleep deprivation affects every part of the body. A recent finding of effects of sleep deprivation highlights drowsy driving. Drowsy driving has been shown to be as dangerous as drunk driving. Sleep deprivation can also lead to heart disease, diabetes, depression, and stroke.
2. Read "Sleep Is One Thing Missing in Busy Teenage Lives" to youth. Write the numbers 1-12 on the board. Ask each youth how many hours of sleep they get on an average night. Make tally marks under the corresponding numbers. Add all answers and divide by the number of youth. Now you have the average hours of sleep they are receiving. Explain to them they should be getting at least 9 hours every night.

Activities:

Lack of Sleep

1. Youth will play a game with "Mad-Gab" cards. This game will help youth learn the long term effects of sleep deprivation. It will be difficult for youth to figure out the words at a glance. This difficulty mimics the short term effect of sleep deprivation much like the ability to read and comprehend. Divide the class into pairs. Give each pair a set of six cards. Each member of the pair takes turns sounding out the word or words on the card that give an effect of sleep deprivation. After all pairs have finished, go over the correct answers. Ask if any of the long-term effects were surprising to them.



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 2: Are You Getting Enough Sleep?

Teacher Resources:
9-5-2-1-0 Sleep Fact Sheet

Activities:

1. Youth often do not realize how lack of sleep can affect their body. This activity will help them feel the effect of sleep deprivation. Talk to youth about how not getting enough sleep can make them sluggish which can affect their performance in sports, test taking, writing skills, concentration, and everyday activities.

Divide the class into three groups. One group is given the wrist weights to wear, another group is given the ankle weights to wear, while the third group does not wear any weights.

Give youth writing paper. Instruct them to write out their schedule for the week. See how youth feel after writing. The group of youth with the wrist weights will see how it can effect their writing ability.

Next have the youth walk around the classroom several times. The group with the ankle weights will feel how lack of sleep can effect their energy level.

Have each group share with the class how they felt as they were going these activities.

Ask if the weights hindered them and how? Did the ones wearing the ankle weights have any problems with the writing exercise? Did the weights on their ankle distract them while doing the writing exercise? How did it affect the ones wearing the wrist weights? The ones not wearing weights?

Ask these questions with the walking exercise as well.

2. Get a Good Nights Sleep—Solutions Charade

This charade activity will show youth solutions of sleep deprivation. The youth will silently act out different solutions for sleep deprivation.

Have the class members sit in a circle.

Place solution cards in the bowl.

Ask volunteers to draw out a solution charade card.

Have youth act out the solution without using words or props.



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“Sleep Is One Thing Missing in Busy Teenage Lives” by Denise Grady

Paragraphs to be read for activity:

At 6:30 in the morning, a strapping teenager on the cusp of manhood can look an awful lot like a newborn puppy, with eyes that won't open and a powerful instinct to curl up under something warm.

Is this the same person who swore he wasn't tired at 10:30 the night before while he traded instant messages with six different friends at once, and who will probably do it again tonight?

Parents know the adolescent drill all too well: stay up past 11 or 12 on school nights, stagger out of bed at 6 or 7, shower interminably, eat a token breakfast and bolt. Yawn through school, perk up for sports or clubs, fight sleep while doing homework. Come to life at 9 p.m., deny fatigue and stay up well after parents have collapsed into bed. Holidays and weekends, stay up half the night and then “binge sleep” until noon or beyond. Sunday night, restart the cycle of late to bed and early to rise.

Americans are said to be a sleep-deprived people, and teenagers are the worst of the lot. Most are lucky to get 6, 7 or 8 hours of sleep a night, even though studies have shown repeatedly that people in their teens and possibly even early 20's need 9 to 10 hours. Many live in a state of chronic sleep deficit that can affect mood, behavior, schoolwork and reaction time.

URL for entire article:

<http://www.nytimes.com/2002/11/05/health/children/05SLEE.html>



MadGab Flash Cards

Deep
Russian

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Pretend
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Peach

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Answer Sheet

MadGab Flash Cards

Deep
Russian

Depression

Hard
Tis
Ease

Heart Disease

Slaw
Yours
Peach

Slows Your Speech

High
Pretend
Shin

Hypertension

Way
To
Gain

Weight Gain

We Kim
You N
Cyst Hem

Weaken Your System

Hi Year
Is Cove
Cant Sir

Higher Risk of Cancer

Bring
Mat
Tour
Deaf

Premature Death

Hawk You
Pay Shun
All- In
Jury

Occupational Injury

Stir
Oak

Stroke

Dye
Ab
Eat
Tees

Diabetes

Cards for Charades

Lavender Scents

Read a Book

Take a Hot Bath

Don't Drink Caffeine before Bed

Exercise in the Morning

Turn On a Fan

Comfortable Pillow

Meditate

Listen to Relaxing Music

Avoid Naps



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)
Nutritional Lessons



My Sleep Log

Name: _____

Date: _____	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What time did you first go to bed?							
What time did you go to sleep?							
About how many times, if any, did you awaken during the night?							
On a scale of 1 (poor sleep, trouble sleeping at all) to 5 (slept like a baby) how would you rate the quality of your sleep this time?							
Overall, about how many hours did you sleep?							
At what time did you wake up (for the last time) today?							
In general, how did you feel when you woke up?							
How much time, if any, did you spend napping during the day?							



4-H Get Fit, That's It
Healthy Eating, Active Living (HEAL)
Nutritional Lessons



Teacher Resources



Fact Sheet on Healthy Sleep

The **Northern Virginia Healthy Kids Coalition** is promoting healthy lifestyles for children & youth through the **Tipping the Scales for Better Health Campaign**. In this fact sheet we focus on healthy sleep. Remember healthy sleep is an important part of the **9-5-2-1-0 for Health** message:

- ✓ **9** - Get at least 9 hours of sleep per day
- ✓ **5** - Eat 5 servings of fruits and vegetables per day
- ✓ **2** - Limit screen time to no more than 2 hours per day
- ✓ **1** - Get at least one hour of physical activity per day
- ✓ **0** - Avoid beverages with added sugar.

Can lack of sleep really increase the chances for obesity in children?

Recent research has linked inadequate sleep with a higher risk for childhood obesity:

- Lack of sleep disrupts a child's 'energy balance', or the balance between 'energy in' (calories consumed) and 'energy out' (calories burned). This can cause the body to produce hormones which increase the child's appetite and result in weight gain/obesity.
- Childhood obesity/overweight puts a child at risk for sleep apnea, a disorder that prevents uninterrupted, deep sleep at night. Children with sleep apnea feel sleepy during the day and have impaired concentration/daytime performance of normal tasks.
- One study found that for each hour increase of sleep, the risk for childhood obesity/overweight is decreased by 9%.
- See the references for these studies at www.TippingtheScales.net

How much sleep do children & youth need each night?

The National Sleep Foundation recommends these basic daily sleep requirements:

- Preschoolers: 11-13 hours
- Elementary school students: 10-12 hours
- Pre-teens: 9 - 11 hours
- Teens: 8 1/2 - 9 hours
- See the references at www.TippingtheScales.net.

What can I do to promote healthy sleep in children & youth?

- ✓ Model the way by getting the appropriate amount of sleep.
- ✓ Educate kids, parents, & caregivers about the importance of adequate sleep for good health.
- ✓ Learn more about the **Tipping the Scales for Better Health Campaign** at www.TippingTheScales.net.



B3706-13

Whose kids? Our kids!

Teens and sleep

AJ Schwichtenberg, Mary Huser, Stephen Small

With all of the demands teens face today, getting enough sleep can be difficult. Inadequate sleep can affect your teen's mood, health and safety. Research has linked poor sleep habits to increased rates of depression and attention deficit disorder. Lack of sleep may change teens' metabolism, putting them at increased risk for obesity. Recent research links a lack of sleep with poor

- ✓ Falls asleep in class
- ✓ Concentrates poorly
- ✓ Becomes irritable, anxious or easily frustrated

Factors that may contribute to your teen's sleep

Early school start times

Middle school and high school generally start earlier than elementary schools, which conflicts with your teen's natural tendency to sleep later.

This conflict has been the

topic of many recent policy debates and today some schools are adopting later start times. If you have a choice, consider a school with a later start time or talk with local school officials about a later start time. An extra hour of sleep in the morning can help teens' memory, attention, mood and concentration throughout the day.

Extracurricular activities

Participating in extracurricular activities is linked to many positive outcomes, but balancing these activities with home life, work and school can put a strain on your teen's sleep. Encourage your teen to find a balance between all of these activities while still promoting sleep as a priority. Teens that are considered "high achievers" or that participate in multiple extracurricular activities are at increased risk for sleep problems.

Drinking caffeine

Drinking caffeinated beverages like soda, coffee or energy drinks is common for teens today. Consuming caffeine anytime after lunch can delay sleep onset at night which leads to less sleep at night and an increased desire for caffeine the following day. Caffeine is a stimulant and it is addictive. Many professionals do not recommend caffeine for teens, but if your teen does drink caffeine, limit consumption to a single serving in the morning. Avoid all sources of caffeine after lunch.

Circadian rhythm shift

One biological factor that influences the times and amount we sleep is our circadian rhythm. Circadian rhythms are 24-

"I can't go to sleep at 10 pm—all I do is lay there wide awake for hours."

school performance. And not getting enough sleep can make driving more dangerous. Teen drivers are one of the groups at highest risk for driving accidents caused by drowsiness or fatigue.

Most professionals recommend that your teen receive 8½ to 9½ hours of sleep per night. But with a tendency to stay up late, early school start times and a busy schedule, it is not surprising that most U.S. teens are not getting enough sleep. The average teen gets 7 hours of sleep per night. For many teens, weekend nights mean even less sleep.

Here are some signs that your teen is not getting enough sleep.

- ✓ Naps for longer than 45 minutes
- ✓ Sleeps-in two or more hours on weekends
- ✓ Wakes up with difficulty in the morning
- ✓ Yawns throughout the day
- ✓ Depends on caffeine

For many teens, weekend nights mean even less sleep.

hour based cycles that dictate when we feel drowsy or awake based on our exposure to light. Recent research has found a circadian rhythm shift in teens. This shift leads teens to stay awake later in the evening and to sleep later in the morning. Many parents have noticed this tendency for generations, but recently researchers have uncovered a biological basis for this change. So, it's natural for your teen to want to sleep later and to stay up later at night, while parents are winding down for the day.

Tips to help your teen get enough sleep

- ✓ Establish consistent bedtimes and waking times throughout the week. Research has shown that sleeping-in on weekend mornings does not erase the negative effects of sleep deficits during the week. The optimal amount of sleep for teens is around 9 hours each night.
- ✓ Pay attention to sleeping-in on weekends. If teens don't stick to within 2 hours of their weekday waking schedule, they can get out of sync, making Monday mornings very difficult.
- ✓ Help your teen wake more easily in the morning by opening window coverings at night or providing gradual light into the room in the morning. This will allow your teen to wake slowly, making morning struggles less difficult.
- ✓ Encourage your teen to exercise. Teens who participate in moderate exercise fall asleep and stay asleep more easily. Moderate exercise is 30–60 minutes of cardiovascular activity 4 to 7 days per week. However, because exercise sessions are often followed by a burst of energy, evening exercise may make it difficult for your teen to fall asleep. Help your teen avoid exercise an hour before bedtime and reserve this time for a quiet activity.
- ✓ Prioritize sleep for your whole family. Often, it's more than just the teenager in the family who is not getting enough sleep. Most adults need about 8 hours of sleep each night. Remember that sleep is not a luxury; it's absolutely vital so the body and mind can function normally.
- ✓ Be patient and expect changes in sleep habits to take some time. Research has shown sleep patterns develop slowly and can be difficult to change, so allow a couple of weeks to adjust to new sleep times or routines.

Teenagers require more sleep than they did when they were 9 and 10 years old, yet most get 1 to 2 hours less!

Parents make a difference!

Parents can promote more sleep for their teens by providing a sleep environment that is cool, quiet and dark at night. Remove all electronic distractions at bedtime. Watching television and having a TV in the bedroom have been linked with sleep difficulties in teens and adolescents. Items like TVs, video game stations, computers, cell phones, stereos or MP3 players are stimulating and can delay falling asleep. Reserve the bedroom for sleeping and quiet activities like reading.

When to contact a pediatrician

Not all teen sleep problems are solved by modifying their sleep environment, cutting back on caffeine or other lifestyle changes. Some sleep problems are symptoms of more serious mood disorders (like depression), breathing abnormalities or medical conditions. If your teen's sleep problem interferes with his or her daily functioning and environmental changes have not helped, ask a medical doctor about the situation. Sometimes, a sleep study can be done to assess his or her breathing airway, body temperature, muscle tone and neurological activity while sleeping. These assessments are used to screen for the most common teen sleep disorders.

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Whose Kids? Our Kids! Teens and Sleep (B3706-13)



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Nutritional Lessons



Lesson 3: Healthy Eating– Whenever, Wherever

Outcome: Student will make healthier food choices whenever and wherever.

SOL:

9.1.2 The student will recognize how maintenance of health habits promotes personal health. SOL 9.1d

9.6.1 The student will be able to use health knowledge and skills to apply the use of current research and scientific study to interpret dietary principles. SOL 9.1a

9.6.3 The student will assess the impact of healthy and poor dietary choices. SOL 10.1a

Life Skill: Time: 45-60 minutes

Grade Level: 9-12

Space: Classroom

Materials Not Included in Kit:

Copies of handouts:

MyPlate

My Portion Plate

Ten Tips For Choosing

Healthier Food When Eating
Out

Size Does Matter

My Fruits and Vegetables Log

Materials Supplied in Kit:

Nutritional Guides of

Restaurants

Menus from Restaurants

Concept/Theme:

Discussion:

1. Talk with the youth about the importance of making smart food choices and watching their portion sizes. Wherever they are - the grocery store, at work, at school, favorite restaurant, running errands, or at the sports fields.
2. Give youth a copy of MyPlate and go over the portion sizes of each food groups. Use the portion plate to shown how their plate should look at mealtimes. Youth need to understand it is healthier to eat less fast food and to make more healthier choices at fast food and other restaurants. Almost half of the meals Americans eat are away from home. They should be reminded to use MyPlate as a guideline for every meal even when eating away from home.
3. Use My Portion Plate handout to show the youth portion sizes and how they relate to items in their household.

Activities:

1. Refer to Up for the Challenge Chapter 6, Lesson 6, “Eating Out”- Discuss with the youth the importance of eating right, eating the right portions and counting their calories. Have youth use the “Ten Tips for Choosing Healthier Food When Eating Out” handout for guidance in this activity.
Have youth check on line (if possible) different restaurants and the nutritional values of their items they usually consume. Restaurants such as: McDonald’s, Wendy’s, Taco Bell, and Chick-fil-A, and Subway. There are restaurant nutritional sheets in kit. Give the youth a copy of “Fast Food - Line ‘Em Up” without the amount of calories on it.



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Nutritional Lessons



Lesson 3: Healthy Eating– Whenever, Wherever

Teacher Resources:

9-5-2-1-0 Handout

9-5-2-1-0 Fact Sheet on
Healthy Eating

MyPyramid Handout

Have the youth look up the items and find the amount of calories in each item.

Have them then look up a typical meal they would order and add up how many calories are in that meal.

Have them look at the menus found in kit and find some alternatives to reduce the fat and calories.

Discuss with youth the value of making healthy choices such as choosing grilled instead of fried.

Ask volunteers to share with the class their typical meal, how many calories in the meal and what they can order to make it a healthier choice.

Ask youth if they were surprised at the actual calorie count.

Remind them that simply by reducing the size of the item they are already reducing calories.

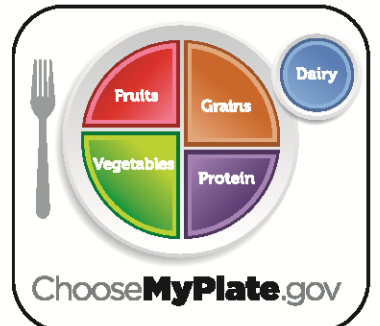
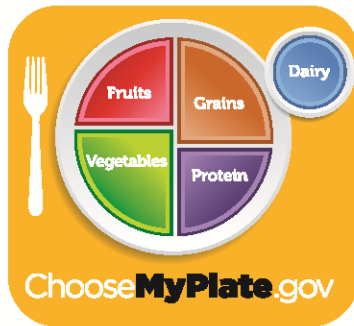
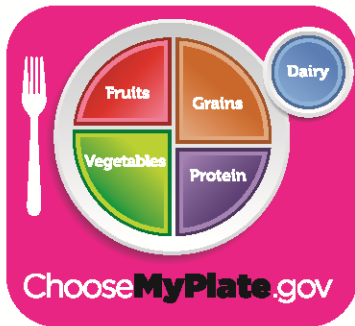
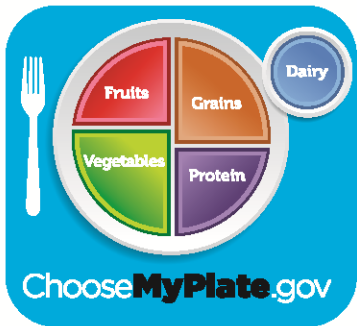
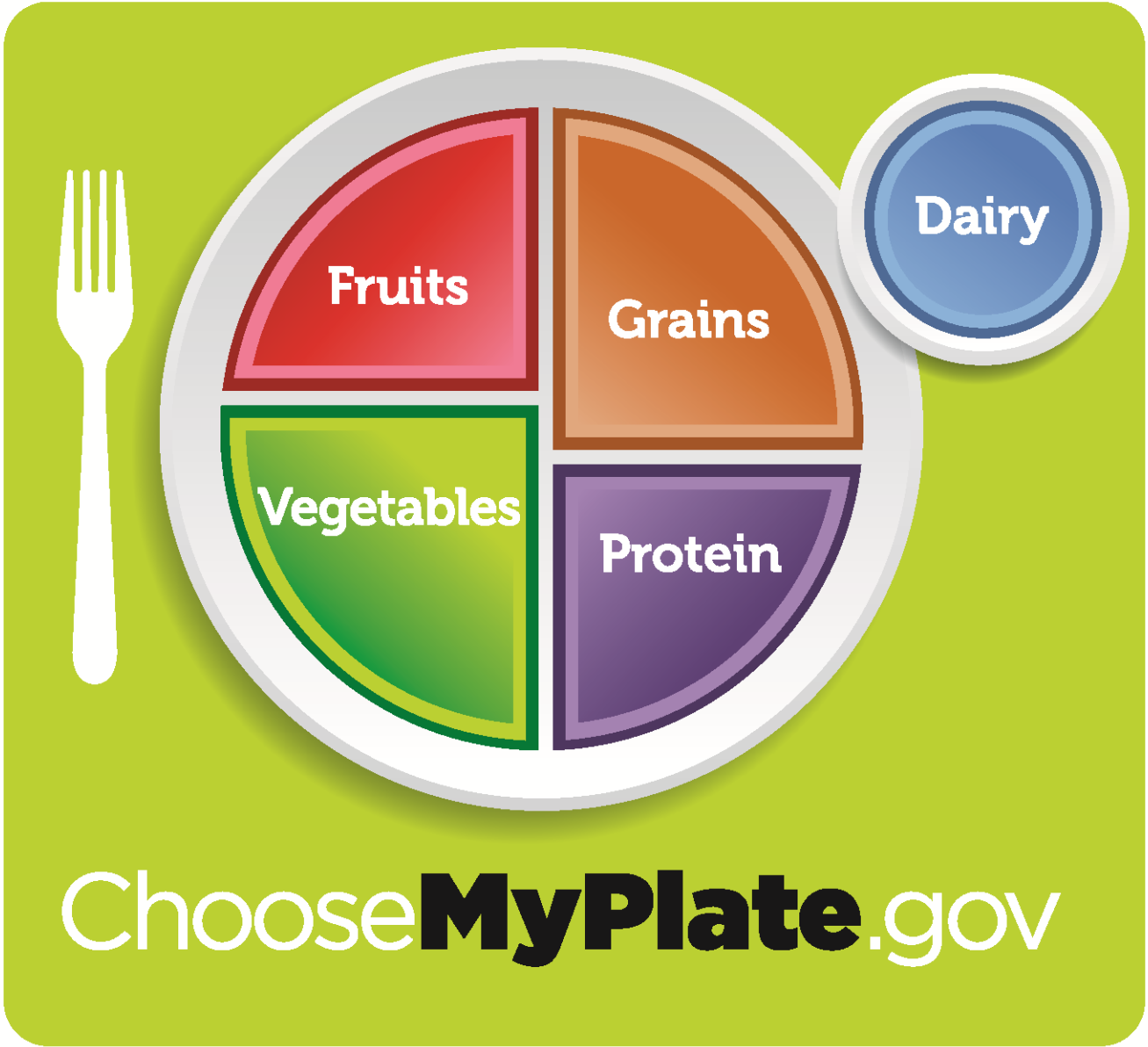
Have the youth take the chart home “Size Does Matter” to fill out and then return to share with the class.

2. Have youth complete the My Fruits & Veggies Log for a week. Bring them back to class and evaluate. Have youth do them a second week and evaluate. Was there a behavior change?

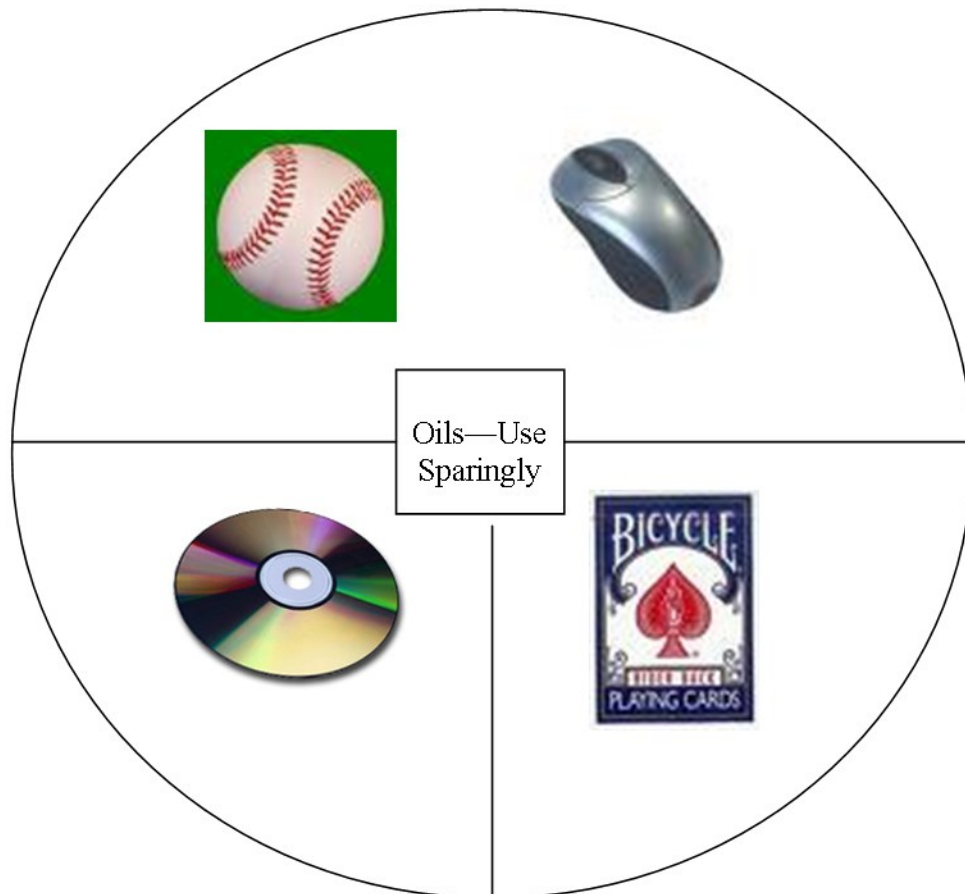
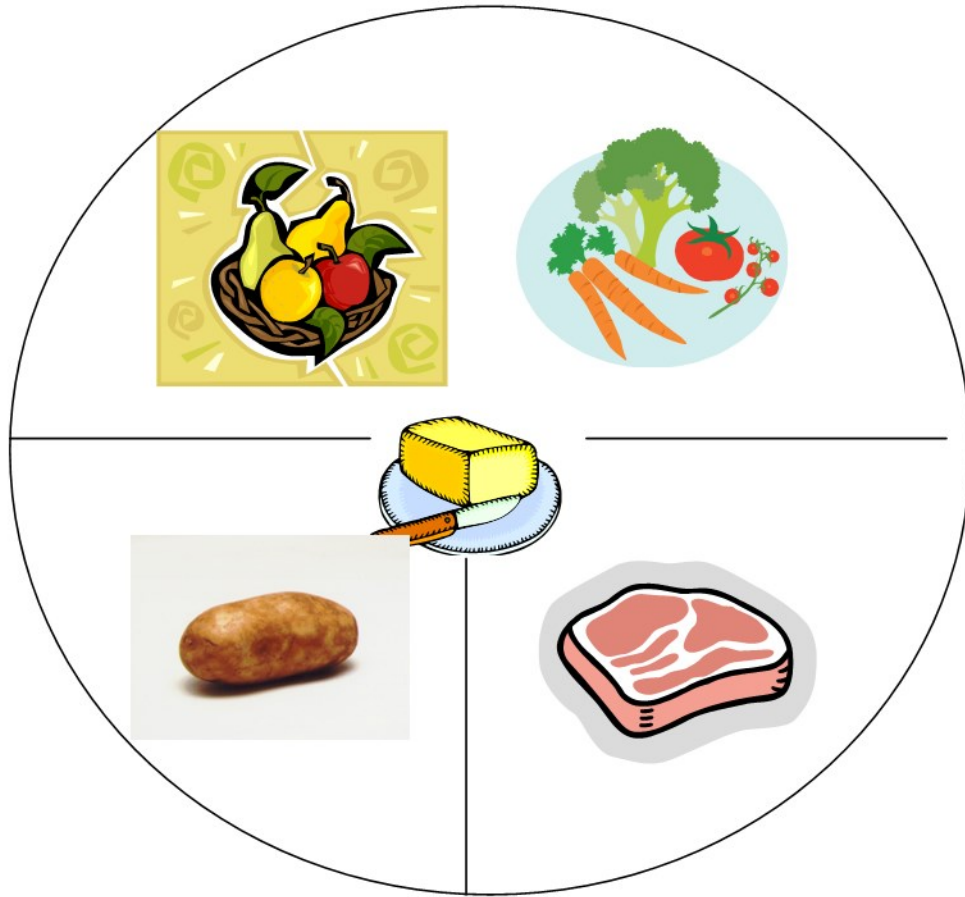
Lesson Expansion:

1. Divide the classroom into groups of 4-5 teens. Have them develop a television commercial promoting a healthy fast food restaurant. The restaurant can be made up or an existing one. Encourage each group to be creative and informative in the types of foods they offer at this restaurant. Have each group present their commercial.





MY PORTION PLATE



Handout for Chapter 4, Lesson 5: Eating Out

Ten Tips For Choosing Healthier Food When Eating Out

You can enjoy eating at your favorite fast food restaurants and not even have to give up your favorite foods! Here are some tips.

1. Plan what you will eat instead of eating impulsively. You can budget your calories. If you know you will be eating calorie-laden foods later, you can eat lighter meals at other times of the day.
2. Avoid super-size portions. Choose a regular burger instead of the double burger, or a small order of fries instead of the large order. For example, a Whopper has 660 calories while a Whopper Junior has 400 calories. A small French Fries has 50 calories and a king sized serving has 590 calories.
3. Use ketchup, mustard, salsa, or other fat-free spreads instead of high calorie spreads like mayonnaise or special sauces.
4. Use low-fat or fat-free salad dressings and ask for them "on the side." If you overdress your salad it can be as high in calories as a Whopper.
5. When using a salad bar, choose fewer high-calorie ingredients. Also avoid toppings such as fried croutons, bacon bits, olives, avocados, eggs, etc.
6. Avoid pre-made salads that are made with heavy dressings and mayonnaise.
7. Choose baked, grilled or broiled foods instead of fried foods. A baked potato (watch the toppings) or grilled or broiled chicken, are good choices.
8. If you choose deli sandwiches, the best choices are roast beef or turkey. Remember that adding just one tablespoon of mayonnaise can more than triple the fat in these sandwiches.
9. Remove the skin and breading from chicken and avoid wing meat. This can cut the fat in half!
10. You can ask for the nutrition information. Some fast-food restaurants post nutrition information. Use it to make healthier choices.

Lesson 6: Eating Out

PREPARATION

🕒 45 minutes



SET UP

See Set Up Details.

SUPPLIES

- Easel
- Paper
- Markers
- Empty cartons from fast food meals

HANDOUTS & BOOKS

- Tips For Choosing Healthy Food When Eating Out*  p. 277
- Portion Distortion* 



Outcomes (All Ages)



The purpose of this lesson is to have youth:

- Understand that it is healthier to eat less fast food
- Calculate how much fat and calories are in a fast food meal
- Understand how to make more healthful food choices at fast food and other restaurants
- Learn at least three ways to reduce fat in fast food meals
- Prepare and sample a quick, convenient and healthy recipe to use at home in place of fast foods

Instructor Essential Information

Americans eat almost half of their meals away from home. Something that was once a special treat, an occasional indulgence, is becoming a way of life in our busy society. The challenge is to keep calories under control when eating out. Americans consume approximately three hamburgers and four orders of French fries every week. Busy and cash-strapped families increasingly rely on take-out food for family dinners.

As people eat out more frequently in fast food restaurants or all-you-can-eat buffets, they become accustomed to super-sized portions and think that such portions are normal. The high caloric content of these large servings leads to weight gain for regular fast food customers. The resulting obesity can lead to many dangerous health problems.

SET UP DETAILS

Before the lesson begins:

- Arrange room with seats in a semi-circle.
- Write the data from the Burger King food items table on page 163 in the lesson below on the board or a flip chart or poster. You can use any fast food restaurant data for this lesson if you can obtain the calorie and fat information. This type of information is usually found in a nutrition analysis chart at the restaurant.
- Make 2 copies of the *Fast Food - Line 'Em Up* handout. Use one as an answer key. The other one should be cut apart, line-by-line, discarding the calorie column.
- Make copies of the *Toaster Oven Pizza* and *Ten Tips For Choosing Healthy Food When Eating Out* handouts.

Lesson 6: Eating Out

Discussion

DO (All Ages) ⌚ 30 minutes

🔍 Ask: Did anyone eat at a fast-food restaurant this past week? Raise your hand if you ate out once this past week. Raise both hands if you ate out twice this past week. Stand up if you ate out three or more times this past week. Have youth look around to see how many people have their hands raised or are standing up.

🔍 Ask: How many of you like to eat at Burger King? What is your favorite meal at Burger King? After the youth share their favorite foods from Burger King, ask the group if they have ever wondered about the calories or fat in fast food.

🔍 Ask: Has anyone here ever eaten a Whopper with cheese, large fries, and a milkshake? To make a statement about the amount of fat and calories being consumed, show them a bag of these items from Burger King (use empty containers). Using the flip chart or the blackboard, show the amount of fat and calories that this large portion fast food meal has.



Burger King Food Item	Fat Grams	# of Calories
Large Meal		
Whopper	40	660
King Fries	30	600
Vanilla Shake	30	590
Total	100	1850
Smaller Meal		
Hamburger	15	320
Small Fries	13	250
Low-fat milk	2.5	100
Total	30.5	670

Remind youth that the recommended total calories intake per day for most individuals is between 1600 and 2200. Explain that 65 grams of fat is the total Daily Value for fat using a 2000 calorie a day diet, as shown on food labels. Thus, 65 grams of fat is 100% of the total daily requirement.

Lesson 6: Eating Out



Explain that youth will be learning how to consume fewer calories at fast food restaurants by making better choices.

Have them review the *Portion Distortion* handout and point out that the larger the food item, the more calories it has. To reduce their caloric intake, youth need to choose smaller sized portions from fast food restaurants. Show them another bag of smaller-sized items from Burger King, such as a regular hamburger, small fries, and a container of low-fat milk. Write on the flip chart or board, the facts in the table below with the calories for that smaller-sized fast food meal from Burger King.

? Ask: How does the total amount of fat and calories for the smaller meal compare to the larger fast-food meal?

? Ask: How does the total fat compare to the recommended amount of less than 65 grams per day?

? Ask: How do the total calories of the large meal compare to 1600-2200 total calories recommended per day? How about the smaller-sized meal?

PREPARATION

⌚ 15 minutes

SET UP

Cut the *Fast Food - Line 'Em Up* handout into strips minus the calorie counts (see Set Up Details).

SUPPLIES

- Index cards
- Scissors

HANDOUTS & BOOKS

Fast Food - Line 'Em Up p. 278

Activity 1 – Fast Food - Line 'Em Up

(All Ages) ⌚ 20 minutes

Using the cut up strips from the *Fast Food - Line 'Em Up* handout, give each child the name of a fast food item. Have all youth line up from one side of the room to the other, arranging themselves from the highest calorie food at one end of the line to the lowest calorie food at the other. Have them discuss with one another where they should be in the line based on their food item.

Next, reveal the actual calorie count for each food and have youth rearrange the line according to the real calorie counts.

? Ask: Were you surprised about any of the calorie counts for the fast food items? Which ones? Did you think they were higher or lower?

Fast Food - Line `Em Up

Here are some favorite fast food items and their total calories.

Burger King Double Whopper with Cheese

Burger King Croissan'wich with Sausage, Egg and Cheese

Burger King Fries

McDonald's Deluxe Warm Cinnamon Roll

McDonald's Egg McMuffin

McDonald's Quarter Pounder with Cheese

Sausage, Egg and Cheese McGriddle

Burger King Chicken Sandwich

Burger King Whopper Junior

Domino's Pizza – 2 slices pepperoni cheese

Domino's Meatzza Feast – 2 slices

Dunkin Donut – glazed yeast

Dunkin Donut – blueberry muffin

Kentucky Fried Chicken (KFC) extra crispy breast

Taco Bell Taco Salad

Taco Bell Burrito Supreme with Beef

Taco Bell Soft Beef Taco

Taco Bell Taco Supreme

Subway Veggie Delite Sub

Subway Classic Italian BMT Sub

Fast Food - Line `Em Up

Here are some favorite fast food items and their total calories.

Burger King Double Whopper with Cheese	1,010
Burger King Croissan'wich with Sausage, Egg and Cheese	450
Burger King Fries	590
McDonald's Deluxe Warm Cinnamon Roll	590
McDonald's Egg McMuffin	300
McDonald's Quarter Pounder with Cheese	530
Sausage, Egg and Cheese McGriddle	560
Burger King Chicken Sandwich	710
Burger King Whopper Junior	400
Domino's Pizza – 2 slices pepperoni cheese	614
Domino's Meatzza Feast – 2 slices	754
Dunkin Donut – glazed yeast	180
Dunkin Donut – blueberry muffin	490
Kentucky Fried Chicken (KFC) extra crispy breast	470
Taco Bell Taco Salad	850
Taco Bell Burrito Supreme with Beef	430
Taco Bell Soft Beef Taco	210
Taco Bell Taco Supreme	260
Subway Veggie Delite Sub	232
Subway Classic Italian BMT Sub	456



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)
Nutritional Lessons



My Fruits & Vegetables Log

Name: _____

Date:	# Veggies	# Fruits		Met Goal Yes or No
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Date:	# Veggies	# Fruits		Met Goal Yes or No
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

SIZE Does Matter

Record your calories in each item of a typical meal in chart below

Food Item size & Calories	Reduced size item & Calories	How many calories reduced by reducing size of item

How does the total amount of calories for the smaller item compare to the larger item?

How does the total calories of the smaller portions compare to the total of calories of all the larger portions? _____

How does the total calories of your meal compare to the daily recommended 1600-2200 total for the day? _____



4-H Get Fit, That's It
Healthy Eating, Active Living (HEAL)
Nutritional Lessons



Teacher Resources



5

9-5-2-1-0 for Health

Fact Sheet on Healthy Eating

The **Northern Virginia Healthy Kids Coalition** is promoting healthy lifestyles for children & youth through the **Tipping the Scales for Better Health Campaign**. In this fact sheet we focus on healthy eating. Remember healthy eating is an important part of the **9-5-2-1-0 for Health** message:

- ✓ 9 - Get at least 9 hours of sleep per day
 - ✓ 5 - Eat 5 servings of fruits and vegetables per day
 - ✓ 2 - Limit screen time to no more than 2 hours per day
 - ✓ 1 - Get at least one hour of physical activity per day
 - ✓ 0 - Avoid beverages with added sugar.
-

What makes up a balanced diet?

The US Dietary Guidelines for Americans states a *healthy diet* is one that:

- Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products;
 - Includes lean meats, poultry, fish, beans, eggs, and nuts; and
 - Is low in saturated fats, *trans* fats, cholesterol, salt (sodium), and added sugars
 - See the references for these studies at www.TippingtheScales.net
-

Why are fruits and vegetables important?

Fruits and vegetables are important because:

- Most fruits and vegetables are low in calories, contain essential nutrients, and provide dietary fiber.
 - Fruits and vegetables play an important role in preventing chronic diseases.
 - See the references at www.TippingtheScales.net.
-

How many fruits and vegetables do children & youth need?

- Fruit and vegetable needs depend upon daily calorie needs. Calorie needs are based on age, sex, and physical activity levels.
 - The Office of Surgeon General recommends that children/adolescents eat five servings of fruits and vegetables per day.
 - Children should eat from the five vegetable subgroups (dark green, orange, legumes, starchy vegetables, and other vegetables) several times a week.
 - See the references at www.TippingtheScales.net
-

What can I do to promote healthy eating for children & youth?

- ✓ Model the way by eating a healthy diet.
 - ✓ Educate kids, parents, & caregivers about the importance of fruits and vegetables for good health.
 - ✓ Learn more about the **Tipping the Scales for Better Health Campaign** at www.TippingTheScales.net.
-

9-5-2-1-0 for Health!

9

get **9** hours of sleep



5

eat **5** servings of fruits
and vegetables each day



2

limit screen time to
no more than 2 hours each day



1

get at least **1** hour of
exercise each day



0

no sugary drinks!

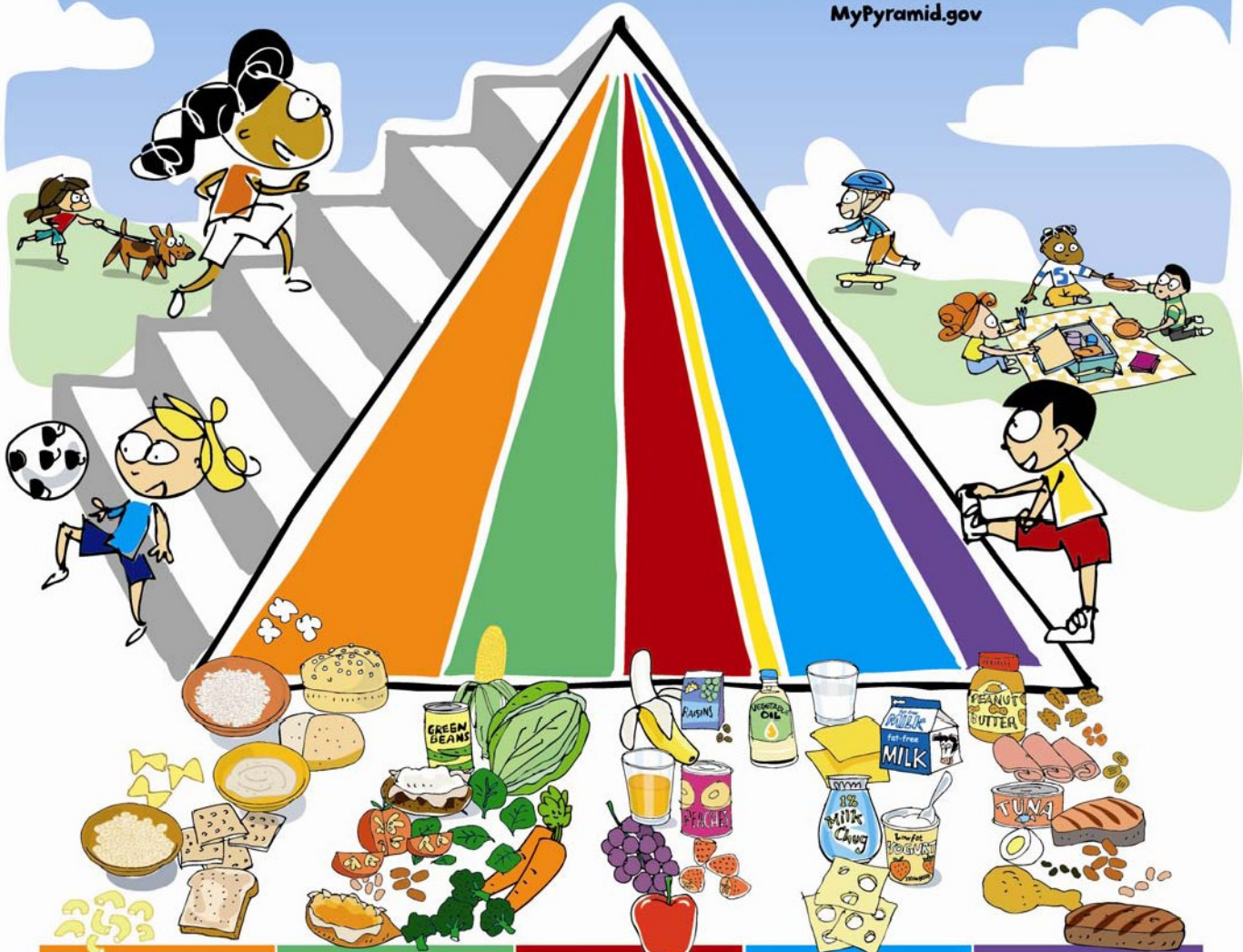


MyPyramid

For Kids

Eat Right. Exercise Have Fun.

MyPyramid.gov



Grains

Make half your grains whole

Start smart with breakfast. Look for whole-grain cereals.

Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").

Vegetables

Vary your veggies

Color your plate with all kinds of great-tasting veggies.

What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.

Fruits

Focus on fruits

Fruits are nature's treats – sweet and delicious.

Go easy on juice and make sure it's 100%.



Milk

Get your calcium-rich foods

Move to the milk group to get your calcium. Calcium builds strong bones.

Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.



Meat & Beans

Go lean with protein

Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.

It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.

For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day;
at least half should be whole

Eat 2 1/2 cups every day

Eat 1 1/2 cups every day

Get 3 cups every day;
for kids ages 2 to 8, it's 2 cups

Eat 5 oz. every day

Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

Find your balance between food and fun

- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that!



Fats and sugars – know your limits

- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 4: Screen Time, Me Time

Outcome: The student will see the importance of having no more than 2 hours of screen time per day and see how much the media plays in the choices they make.

SOL:

9.1.2 The student will recognize how maintenance of health habits promotes personal health. SOL 9.1d

9.1.4 The student will recognize the establishment of personal parameters for appropriate and inappropriate health behaviors. SOL 9.1f

Life Skill: Time: 45-60 minutes

Grade Level: 9-12

Space: Classroom

Materials Not Included in Kit:

Copies of handouts:
Screen Time Journal

Paper

Materials Supplied in Kit:

Glue
Scissors
Magazines

Concept/Theme:

Youth will reduce screen time to no more than 2 hours per day replacing it with physically active activities. Increased screen time also increases time for media influence on youth. Note this influence affects eating choices.

Discussion:

1. Talk with youth about how most teenagers (60 percent) spend on average 20 hours per week in front of television and computer screens, a third spend closer to 40 hours per week, and about 7 percent are exposed to more than 50 hours of 'screen-time' per week, according to a study presented at the American Heart Association's 48th Annual Conference on Cardiovascular Disease Epidemiology and Prevention. Ask youth what they think screen time means? Remind them not only does that mean television, but includes videos/DVDs, video games, computers, and Smart phones. On a piece of paper have youth write their name and their best estimate of how much time they spend in front of a screen each day. Teachers collect these papers and keep them to compare their screen time after the youth complete screen time journal activity for a week.
2. Talk with youth about how they decide what video games they play, what television shows and movies they choose to watch? Refer to Up For The Challenge, Chapter 4, Lesson 5, "Media Mania". Talk with youth about the influence the media has on viewers. Encourage the youth to evaluate the information given to them before making a choice. Make their decision based on facts not opinions. Encourage youth to pay close attention to the next commercial they see - how factual is the information given and how influential is the commercial because of the actor/actress in the commercial?



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Nutritional Lessons



Lesson 4: Screen Time, Me Time

Teacher Resource:

9-5-2-1-0 Fact
Sheet on Limiting
Screen Time



Activities:

1. Divide youth into small groups. Have them use markers and chart paper. Ask youth to brainstorm and chart ideas to reduce their screen time. Examples: a family day playing board games, volunteering in the community, getting a job, going for a walk, getting involved in sports, planting a garden, adopting a new hobby...
2. Give the youth the screen time journal. Have them keep it for a week and log in their hours of screen time daily. Instruct the youth to bring them in at the end of the week. Have the youth add all the hours and then divide it by the days logged. This will give them the average screen time spent daily for the week. Ask youth if they are surprised? Return their initial personal estimate of screen time. Compare this daily amount to the daily amount reported on their first estimate at the beginning of the lesson. Is it the same as first reported? How much difference between their estimate at the beginning of the lesson and the actual? Have the youth take the journal home and record for another week. After that week, have them bring in journals again. Did any of the youth reduce their hours? Did they increase?
Tell them that just being aware of their time spent in front of a screen is the first step to making a positive change.

Lesson Expansion:

1. Give youth paper, scissors, glue, and magazines. Instruct them to cut out pictures, logos, phrases that companies use to influence readers to use their products. Ask the youth if they would use the products based on the logo or the person advertising the product alone? Would they research the item before deciding to purchase? Have them pay special attention to food ads that might influence their food choices. Ask: Do super ads mean healthy foods? Why or why not?

Lesson 5: Media Mania

PREPARATION

⌚ 10 minutes



Outcomes (All Ages)



The purpose of this lesson is to have youth:

- Discover the impact of the media on food choices
- Identify techniques used in advertisements to encourage consumers to choose their products
- Learn to evaluate ads for credible nutrition information
- Use advertising techniques to develop a tool to market healthy food choices
- Evaluate products based on factual information versus advertising claims

Discussion

DO (All Ages) ⌚ 15 minutes

Ads can exert a powerful influence on our spending and eating habits. A report of the American Psychological Association's Task Force On Advertising And Children⁶ provides these estimates:

- The average child sees more than 40,000 television commercials a year.
- Advertisers spend more than \$12 billion per year to target the youth market because of its strong contribution to the consumer economy.
- Children age 14 years old and under make \$24 billion in direct purchases and influence \$190 billion in family purchases, underscoring the high stakes involved.

? Ask: What is a jingle? Answer: a jingle is a slogan or piece of music in advertising that helps you remember the product or service.

? Ask: What is your favorite food ad? Did a jingle or company character help you remember the product or cause you to buy it? Examples: Cheerios, the Jolly Green Giant, Captain Crunch. Describe the connections and choices we make because of the power of ads.

⁶ *Report Of The American Psychological Association's Task Force On Advertising And Children: Psychological Issues in the Increasing Commercialization of Childhood,* February 20, 2004, the American Psychological Association. See <http://www.apa.org/monitor/jun04/protecting.html>.

Lesson 5: Media Mania

Show youth some examples of popular advertising campaigns in magazines such as “Got Milk?”

🔦 Ask: What is advertising? Why do you think companies advertise their products? Think of how many different kinds of ads bombard you daily from TV, billboards, magazines, radio, etc.

Make no mistake - advertising is Big Business! The cost of a “Premium” ad in the Washington Post is nearly \$200 a column-inch.

🔦 Ask: Who can guess how much it cost per second to advertise during the Super Bowl? Answer: in the 2006 Super Bowl, a 30-second ad cost \$2.6 million.



Lesson 5: Media Mania


PREPARATION

⌚ 10 minutes

SUPPLIES

- Flipchart or blackboard
- Markers or chalk
- Pencils
- Paper

HANDOUTS & BOOKS

Advertising Sells 
p. 276

Activity 3 – Create An AD


DO (Teen) ⌚ 30 minutes

Divide youth into small groups and have each group develop a food ad that promotes a healthy food. Encourage youth to be as creative as possible. Have each group present their ad to the group. Here are some key components to consider:

- Decide which type of media you will use: television, radio, newspaper, or magazine.
- Describe your audience.
- What will you use to appeal to your audience?
- How will you convey that this is a healthy food choice?



REFLECT (Teen)

 Ask: Do you think that creating your own food ad might make you think twice before responding to an ad in the future?

APPLY (Teen)

Post your ads around the Center or in other buildings around the installation, if possible.

Technology Challenge

(Teen)

This PBSKids website tells you what to ask yourself when you see an advertisement. Select "Buying Smart" and "Question the Commercial."

<http://pbskids.org/dontbuyit/advertisingtricks/foodadtricks.html>

On the website above, analyze an ad by selecting "Advertising Tricks" and then "What's in an Ad?" Follow the directions on the page and click on "Pepsi."



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)
Nutritional Lessons



Screen Time Journal

Name: _____

WEEK ONE

	TV	Video Games	DVD	Computer/Internet	Total Time (Hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
				Total Hours:	

WEEK TWO

	TV	Video Games	DVD	Computer/Internet	Total Time (Hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
				Total Hours:	



4-H Get Fit, That's It
Healthy Eating, Active Living (HEAL)
Nutritional Lessons



Teacher Resources



2

9-5-2-1-0 for Health

Fact Sheet on Limiting Screen Time

The **Northern Virginia Healthy Kids Coalition** is promoting healthy lifestyles for children & youth through the **Tipping the Scales for Better Health Campaign**. In this fact sheet we focus on limiting screen time.

Remember limiting screen time is an important part of the **9-5-2-1-0 for Health** message:

- ✓ **9** - Get at least 9 hours of sleep per day
 - ✓ **5** - Eat 5 servings of fruits and vegetables per day
 - ✓ **2** - Limit screen time to no more than 2 hours per day
 - ✓ **1** - Get at least one hour of physical activity per day
 - ✓ **0** - Avoid beverages with added sugar.
-

How does screen time effect children & youth weight?

- Research has shown an association between the time spent watching television and an increase in overweight among children.
 - Media use, especially television, can lead to the following:
 1. Replace time children spend in physical activities.
 2. Contribute to excessive snacking and eating meals in front of the TV.
 3. Influence children to make unhealthy food choices through exposure to food advertisements lower children's metabolic rate.
 - See the references for these studies at www.TippingtheScales.net
-

What is appropriate screen time for children & youth?

The Centers for Disease Control, the American Academy of Pediatrics, and Health and Human Services recommend the following:

- Limit the time children watch TV, play video games, or surf the web to no more than 2 hours outside school time.
 - Television viewing is not recommended for children under 2 years of age.
 - See the references at www.TippingtheScales.net.
-

What can I do to promote limiting screen time for children & youth?

- ✓ Model the way by limiting your own screen time.
 - ✓ Educate kids, parents, & caregivers about the importance of limiting screen for good health.
 - ✓ Learn more about the **Tipping the Scales for Better Health Campaign** at www.TippingTheScales.net.
-



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 5: Get Moving, Stay Healthy

Outcome: Students will be physically active for at least one hour per day.

SOL:

9.1.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long term health and wellness. SOL 9.1b

9.1.5 The student will recognize the value of proper rest and regular physical activity. SOL 9.2c

9.2.1 The student will analyze, synthesize, and evaluate the relationship between positive health behaviors and the prevention and treatment of injury and premature death. SOL 9.3a

Life Skill: Making healthy choices

Time: 45-60 minutes

Grade Level: 9-12

Materials Not Included in Kit:

Copies of handouts:
Physical Activity Journal

Materials Supplied in Kit:

Variety of sports items
Frisbees

Concept/Theme: Youth will learn the importance of being physically active for at least one hour per day.

Discussion:

1. Encourage youth to remember and tell how they spent their free time when they were younger. Did they play in the neighborhood with their friends? Go to the local park and play? Did they participate in local recreational sports? Did they play some fun neighborhood basketball or tag football? Did they ride their bike around the neighborhood? Ask them if they ever made up games when they were younger. Ask them what kind of games they made up. Do they still do any of those physical activities now? What are those activities? Ask them if their free time differs from when they were younger? Ask youth how regular physical activity helps them. Examples: maintains physical fitness, helps improve their psychological outlook, helps maintain a healthy body weight.
2. Ask youth the amount of time they are physically active each day? Have each youth write this estimate on a piece of paper with their name. Teacher collects papers to use with youth after they complete their physical activity journal.

The **9-5-2-1-0** message reminds them to be physically active for at least one hour per day.





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 5: Get Moving, Stay Healthy

Teacher Resources:

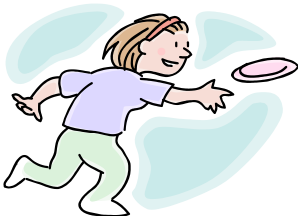
9-5-2-1-0 Fact Sheet
on Physical Activity

Activities:

1. Have youth use their imagination and create a game. Divide them into three groups. Have them pick three items out of the sports items. Instruct them to create a game using all three items. Once they have come up with a game with instructions and rules, have the teams switch and play each others' newly created games. Ask if the new games were easy to play, if they could understand the instructions, and were the rules easy to follow. Ask youth if they had fun creating the games? Ask them how this could help them be physically active.
2. Frisbee golf - (this game can be played inside or out, outside is the preferred area) Have youth use paper and pencils to designate the holes. Number the holes 1-10 or how many holes you want to have. Divide the youth into to teams. Have each team designate someone to be score keeper. The first player starts a designated area and attempts to throw the Frisbee to the first hole. The next player then picks up the Frisbee and attempts to throw it to the next hole passing the Frisbee to the next player letting each person has a chance to play.
3. Have youth complete the "Physical Activity Sheet" for a week. Evaluate in class. Have youth do this for another week. Evaluate. Has there been a change in behavior? Have youth note all the different kinds of activities on this sheet you can do to become physically active.

Lesson Expansion:

1. Play the "Pass the Hula Hoop" game according to the direction in Up for the Challenge Chapter 5, Lesson 2, "Let's Play Outside". Teachers may want to use lessons from Up for the Challenge, Chapter 5, "Activity for Life" to extend learning.



Lesson 2: Let's Play Outside

Everyday Fun Activities

PREPARATION

⌚ 5 minutes

SET UP

- ❑ Set out an assortment of play equipment that might be available at home such as balls, jump ropes and hula-hoops
- ❑ Identify and label 10 Frisbee "golf holes"

SUPPLIES

- ❑ Play equipment (see Set Up)
- ❑ Two large hula-hoops
- ❑ 4-5 Frisbees
- ❑ Marker and paper to label Frisbee golf holes
- ❑ Paper
- ❑ Pencils

Outcomes (All Ages)



The purpose of this lesson is to have youth:

- Learn that playing actively is an important part of staying healthy
- Recognize that screen time should be limited to less than two hours each day
- Design a group play activity where all members of the group have active roles
- Participate in active, easy, games

Discussion

DO (All Ages) ⌚ 10 minutes

? Ask: Does anyone have any good memories to share of a time when they were playing outside with friends and/or family? What makes it such a good memory? What activities were you doing? Examples: a family picnic in the park, a neighborhood game of kickball or softball, playing football or soccer with your family members, riding bikes through the neighborhood.

Actively playing with friends and family, such as a neighborhood game of basketball or riding bikes, can help to keep you healthy and strong. Many youth spend too much time indoors playing video games or watching television and don't get the recommended one hour of moderate physical activity every day.

? Ask: How do you spend your free time after-school and on the weekends? Do you play video or computer games? Is your free time spent with friends? Do you watch much television? Do you play outside?

More than two hours per day of screen time for children and teens can be associated with poor health. Remind youth that growing bodies of all ages need at least 60 minutes of moderate physical activity each day to remain healthy. One of the best ways to achieve this goal is to limit time spent in front of computers, video games, and television and go outside and play!



Lesson 2: Let's Play Outside

Activity 1 – The Use-Your-Imagination Game

DO (All Ages) ⌚ 30 minutes

Divide the youth into groups of four to six. Tell them that they are going to invent a game. Have each group pick at least three pieces of play equipment from the choices available. Instruct each group to spend five to seven minutes designing a game. Give the game a fun name. There are three rules:

- The games should last at least 10 minutes.
- The game should allow each member of the group to be an active participant.
- The three pieces of equipment must be incorporated into the game.

Allow each group a few minutes to practice their activity. After a few minutes of practice, have each group tell the name of their game and provide a demonstration.

SET UP

The best place for this activity is in a gymnasium or outside.



Activity 2 – Frisbee Golf

DO (All Ages) ⌚ 30 minutes

Identify 10 "holes" that will make up your Frisbee golf course. A "hole" can be a piece of paper with a number on it, a chair, a tree, a spot on the wall. Label each hole 1-10. Decide the par (points given) for each hole. To simplify the game, you may wish all holes to be a standard 3 par. Or the par may change depending upon the difficulty of the throws.

Divide youth evenly into teams. Designate a scorekeeper on each team and give him/her a paper and pencil to keep score for each member of their team. The object of the game is to hit the holes with the Frisbee. The throw for the first hole is taken from a designated starting spot. Subsequent throws are taken from the previous hole. For example, a youth would stand at hole two to throw to hole three. The winner is the individual or team with the lowest score, which translates to the fewest overall throws used to hit their targets.

This game can be played as a competition between teams or between the youth on each team. If you have a large group, start half of the teams at hole 1 and the other half at hole 10 so that youth are not waiting too long for their turns.

Stress to the youth that the form they use to throw the Frisbee is not as important as hitting the target. Whatever method of throwing that will get the Frisbee to the target is acceptable. This

Lesson 2: Let's Play Outside



way, those youth who are not skilled at Frisbee throwing will feel less intimidated. It also adds a silly factor to the game because some unskilled youth will be successful using unusual throwing methods to hit the holes.

Activity 3 – Pass the Hula-Hoop

DO (All Ages) ⌚ 15 minutes

Have youth line up holding hands with the person next to them. This can be done (and is more fun) with two lines of youth lined up and facing each other. Start at one end and put the hula-hoop over the head of the first youth. Have that youth wiggle the hula-hoop any way possible to the next person, and so on down the line. The hula-hoop can be passed over their heads, under their legs, and across linked arms, but youth must keep their arms linked. Once the hula-hoop gets to the end, have them pass it back to the beginning.

REFLECT (All Ages)

T Ask: Would you say that your generation is generally healthier or unhealthier than your parents' generation? Why?

APPLY (All Ages)

Ask youth to keep a log of their screen time for one week (TV, computer, video games). Ask them to try and replace some of the time they spend doing screen activities with active play and/or sports. Have them report back on their successes.

Technology Challenge

(All Ages)

Have youth create a list of all the fun activities, games, sports, and events that they can do at the Center - both inside and outside. They may use a search engine such as Google <http://www.google.com> to find this type of activity. Make sure they include the instructions for the activity in their document. The "inside" list should include active games or activities that can be done inside the Center. The "outside" games should involve lots of movement across a large space and require minimal equipment. **Hint:** Physical education sites include many fun activities for groups and individuals.

MONTHLY PHYSICAL ACTIVITY SHEET

Month _____

Name _____

Point Goal _____

1 Point/4 min
Bicycling >16 mph Handball, Squash, Racquetball Rowing-vigorous Running > 7 mph X-C skiing – racing
1 Point/5 min
Boxing/sparring Football Martial arts Rope jumping Running, 6 mph Soccer -vigorous Swimming - vigorous X-C skiing – vigorous
1 Point/6 min
Basketball – game Bicycling 12-15 mph Bicycling stationary Calisthenics-vigorous Carrying heavy loads Circuit training Hockey Rock climbing Running, 5 mph X-C skiing–moderate Snow shoeing Swimming–moderate Tennis, singles Volleyball, beach Walking upstairs
1 Point/10 min
Aerobic – general Backpacking/hiking Bicycling 10-12 mph Canoeing - moderate Dancing – aerobic, fast Jet-skiing, water Jogging < 5 mph Moving boxes Rowing – moderate Shoveling snow Skating – vigorous Skiing-moderate Sledding Soccer – moderate Swimming-leisure Tennis – doubles Weight lifting-vigorous Walking – brisk, 4 mph

Date	Activity	Length of Time	Points	Sub-total
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				
31				

1 Point/12 min
Badminton Basketball – shooting Construction/remodel Dancing Golf – without cart Health Club – general Housework – vigorous Hunting Kayaking Mowing lawn –walking Play w/kids – vigorous Skate/Roller blade Softball or Baseball Volleyball – vigorous Yard work, raking etc.
1 Point/15 min
Archery Auto Repair Bicycling <10 mph Bowling Canoeing – light Golf – using motor cart Home repair–carpentry, Plumbing, etc. Horseback riding Housework – cleaning Music–vigorous, drums Play w/kids – moderate Sailing/sail board Snowmobiling Stretching, Yoga Table tennis Walk – moderate 3 mph Water Aerobics Weight Lift – moderate
1 Point/20 min
Billiards/pool Cooking Fishing Mowing lawn – riding Music playing –general Playing catch Play w/kids – light Walking – slow 2 mph Yard games – Croquet, frisbee, darts, etc

Total Points

Approximate calories burned during activity
 1 point = 40 calories for a 105 pound person
 1 point = 50 calories for a 130 pound person
 1 point = 60 calories for a 155 pound person
 1 point = 70 calories for a 180 pound person
 1 point = 80 calories for a 210 pound person
 1 point = 90 calories for a 235 pound person
 1 point = 100 calories for a 260 pound person
 Resting Metabolic Rate = about 1 to 2 points/hr

Multiply by calories/point (see weight chart) x _____

Total calories burned this month



4-H Get Fit, That's It
Healthy Eating, Active Living (HEAL)
Nutritional Lessons



Teacher Resources



1

9-5-2-1-0 for Health

Fact Sheet on Physical Activity

The **Northern Virginia Healthy Kids Coalition** is promoting healthy lifestyles for children & youth through the **Tipping the Scales for Better Health Campaign**. In this fact sheet we focus on physical activity. Remember physical activity is an important part of the **9-5-2-1-0 for Health** message:

- ✓ **9** - Get at least 9 hours of sleep per day
 - ✓ **5** - Eat 5 servings of fruits and vegetables per day
 - ✓ **2** - Limit screen time to no more than 2 hours per day
 - ✓ **1** - Get at least one hour of physical activity per day
 - ✓ **0** - Avoid beverages with added sugar.
-

Why is physical activity important for children & youth?

The following are benefits of physical activity as listed by the *2008 Physical Activity Guidelines for Americans*:

- Lowers risk of chronic diseases such as coronary heart disease, diabetes, and high blood pressure.
 - Helps achieve and maintain a healthy weight.
 - Reduces feelings of depression.
 - Helps build and maintain healthy bones, muscles, and joints.
 - See the references for these studies at www.TippingtheScales.net
-

How much physical activity do children & youth need?

The Health and Human Services and the Centers for Disease Control recommend in the *2008 Physical Activity Guidelines for Americans* that:

- Children and youth be physically active for about 60 minutes every day.
 - Physical activity can be done in a variety of short segments throughout the day.
 - Children and youth should participate in the 3 types of physical activity: aerobic activity, muscle strengthening, and bone strengthening.
 - See the references at www.TippingtheScales.net.
-

What can I do to promote physical activity for children & youth?

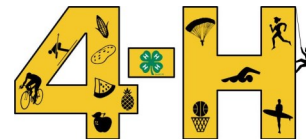
- ✓ Model the way by participating in a healthy program of physical activity.
 - ✓ Educate kids, parents, & caregivers about the importance of physical activity for good health.
 - ✓ Learn more about the **Tipping the Scales for Better Health Campaign** at www.TippingTheScales.net.
-



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 6: Think Before You Drink

Outcome: Student will choose healthy drinks.

SOL:

9.6.3 The student will assess the impact of healthy and poor dietary choices. SOL 10.1a

9.1.2 The student will recognize how maintenance of health habits promotes personal health. SOL 9.1.2

9.1.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long term health and wellness. SOL 9.1b

Life Skill: Using resources available

Time: 45-60 minutes

Grade Level: 9-12

Space: Classroom

Materials Not Included in Kit:

Copies of handouts:
Beverage Comparison chart
Beverage Log

Sugar

Materials Supplied in Kit:

Measuring spoons
Bowl for sugar
Clear cups
Markers
Drink labels
Rethink Your Drink
brochure

Concept/Theme:

Youth will make informed decisions on what to drink according to nutritional value reducing the amount of sugary drinks.

Discussion:

1. Use Up for the Challenge, Chapter 1, Lesson 5, “Think Your Drink” for background information to engage youth in a discussion about what they drink.
1. Talk with youth about how energy drinks make big promises. Some say they will increase energy and alertness, others offer extra nutrition, and some even claim to boost your athletic performance or increase concentration. Youth should be reminded to read the nutritional labels and they will find that most energy drinks contain large amounts of sugar and caffeine. Remind youth that no matter what the label says, no energy drink can make them a better athlete. There is no substitute for adequate sleep, healthy diet, and physical exercise.
2. Remind youth that most energy drinks contain caffeine and it is a stimulant. It can cause side effects like jitteriness, upset stomach, headaches, and sleep problems— all of which cause you to be sluggish. Youth should read the labels of what they drink. The best energy boost comes from healthy eating and active living. Have the youth talk about the drinks they drink and why they choose those drinks. Do they think they are healthy? What is a better alternative?





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 6: Think Before You Drink

Teacher Resources:

9-5-2-1-0 Fact
Sheet on Sugary
Beverages



Activities:

1. In Up For the Challenge do Activity 2, in Chapter 1, Lesson 5, “Look at All That Sugar!”. Instead of actual bottles of drink, use the labels in the kit. There are labels for milk, juice, energy drinks, sports drinks and soda. Check the fat content on the drinks as well, most especially the milk. Check also for caffeine content. Note sodium content as well. The “Beverage Comparison Chart” handout will give youth added information about their drinks.
2. Have youth form small groups to study the “Rethink Your Drink” brochures from the Center for Disease Control and Prevention. Give the group the following questions to discuss and answer.
 1. What did you learn that you didn’t know before.
 2. What “drink changes” will you make based upon your new knowledge?
 3. Why will you make these changes?
3. Have youth complete a “Beverage Log” for a week. Youth should write down everything they drink. Have them bring logs to class and evaluate choices together. Allow youth to self-evaluate. What changes do they intend to make the next week?

Lesson Expansion:

1. Use the information and activities in Up For The Challenge Chapter 3, Lesson 7, “Energy Drinks and Foods”, pages 130 –135 to extend the learning.
2. Have youth be creative and design their own healthy drink label on paper.. Have them include a nutritional label as well as a design. Youth will share their designs with everyone. How is their drink healthier compared to actual drinks? As leader, you might share the homemade sports drink recipe found in Up for the Challenge page 266.

Lesson 5: Think Your Drink



PREPARATION

🕒 2¾ hours

Includes grocery shopping, classroom set up, and making fat test tubes (60-90 minutes to prepare stations)

SET UP

See Set Up Details.

SUPPLIES

- See recipes for ingredients and utensils list
- Poster or picture of skeleton

Fat Test Tubes

- 4 test tubes or small containers with lids (baby food jars, plastic containers)
- Vegetable shortening
- Measuring spoons
- Microwaveable container
- Labels
- Markers

Make Mine Orange

- Empty 20 oz. bottles: orange soda, orange drink, orange juice, orange beverage or punch with tops
- Teaspoon measure
- Sugar
- Funnel

Outcomes (All Ages)

The purpose of this lesson is to have youth:

- Describe how empty calories in sodas often replace the healthier beverages such as milk, water and juice
- Refer to nutrition labels to compare drink choices
- Compare the taste and fat content of different types of milk and be encouraged to select low-fat dairy
- Prepare a quick and simple nutritious drink

Instructor Essential Information

This lesson helps youth understand why beverages are important. Beverages are mostly water, a nutrient that's essential to life. In fact, a lot of your body is water -- from 55 to 75 percent of your total body weight. Every one of our body functions depends on water. You can only live a few days without it.

Make drinks count as healthful beverage choices! Pick more drinks that have a lot of calcium (milk group) or vitamin C (fruit and vegetable groups). Rely less often on drinks that supply mostly calories. When you are thirsty, drink water. It is convenient and thirst quenching.

JUICES, SODAS, PUNCHES, JUICE-LIKE DRINKS

Juice is an easy way to enjoy fruit. It provides vitamin C to help heal cuts and bruises, fight infection and use iron from food. Vitamin A, found in some juices, contributes to healthy eyes and skin. Carbohydrates (sugars and starches) are used for energy. However, one serving of juice a day (¾ cup) is enough. Juice has many calories (from fruit sugar). Read the label and look for 100% fruit juice, rather than fruit drinks or punches. Avoid the empty calories in sodas.

The new MyPyramid suggests that we eat three low-fat or fat-free dairy foods every day to get enough important nutrients such as calcium, protein, Vitamin A, Vitamin D, magnesium, and potassium. Unfortunately, many Americans fail to consume the currently recommended three daily servings of milk, cheese or yogurt.

Combining physical activity with three servings of low-fat or fat-free dairy foods helps build strong bones to last a lifetime. Youth need plenty of calcium for their growing bones (3 cups low-fat dairy per day). Youth's bones grow the most between ages 11 and 18.

Lesson 5: Think Your Drink


Soda Anyone?

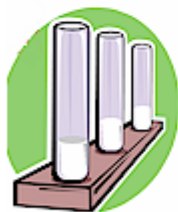
- ❑ Empty Coke bottle
- ❑ Sugar
- ❑ Funnel
- ❑ Measuring spoons

Taste It And Decide!

- ❑ Small cups
- ❑ Full milk cartons and empty cartons of whole milk, 2% milk, 1% milk, fat-free milk, low-fat chocolate milk, lactose-free milk

HANDOUTS & BOOKS

Can You Guess How Much Fat Is In Each Cup of Milk?  p. 217



Sodas are mostly water, sugar or sugar substitute, and a little flavoring. Sugared sodas are a source of empty calories. Drinking sodas with meals and snacks often replaces nutrient dense beverages such as milk or juice, which contain nutrients such as calcium and vitamin C. Vitamin C helps fight infection and keeps you healthy in other ways.



REGULAR FAT VS LOW-FAT

What is the difference between regular fat and low-fat dairy foods? Dairy foods can be high in fat, especially the harmful kind - saturated fat. Low-fat dairy products, which are 1% fat or less, are the best choice.

SET UP DETAILS

Have youth help with the set up whenever possible. Prepare the four stations: Fat Test Tubes, Soda Anyone?, Make Mind Orange, and Taste It and Decide! using the supplies listed at left.

Fat Test Tubes This station provides a visual representation of the amount of fat contained in four kinds of milk. Use vegetable shortening to represent fat. Weigh or measure the amount of fat needed for each tube using the list of fat in each kind of milk below. For example, use 8 grams of vegetable shortening for whole milk since that contains 8 grams of fat. Note that 5 grams of fat is equivalent to 1 teaspoon of shortening.

Different kinds of milk have different amounts of fat. Here is the fat content for one cup (8 oz.) of several kinds of milk.

- Whole milk - 8 grams of fat (1.6 teaspoons)
- 2% milk - 5 grams of fat (1 teaspoon)
- 1% milk - 2.5 grams of fat (1/2 teaspoon)
- Fat-free - 0 grams of fat

Place a few tablespoons of vegetable shortening into a microwaveable container and melt it in the microwave. This will only take a few seconds. Pour the melted shortening into the fat tubes.

Find a safe and sturdy place where test tubes can cool in an upright position. Put the lid on each tube and set in a safe place while it cools to become a solid. Label the tubes describing the number of grams of fat in each. The tubes can be stored in the freezer for future use.

Lesson 5: Think Your Drink

Instructor Note: When you store the test tubes, remember that warm temperatures will melt the shortening and make them messy to use. You may substitute paraffin wax for shortening.

Make Mine Orange Make a visual representation of the amount of sugar in different drinks. Refer to the labels on the empty bottles of these drinks to determine the amount of sugar they contain: orange soda, orange drink, orange juice, and fruit beverage or punch. Four grams of sugar equals 1 teaspoon. Pour the total amount of sugar into each bottle. Put tops on tightly.

Soda Anyone? Place the supplies shown at left at the station.

Taste It And Decide! Read the supply list at left and have supplies ready in the refrigerator. Make copies of the handout *Can You Guess How Much Fat Is In Each Cup of Milk?* Label cups with the letters A, B, C, D, E, and F, to correspond with the different types of milk as shown below. Do not let the youth see which type of milk goes into the cups. Pour these different types of milk into cups.

- A = whole milk
- B = 2% milk
- C = 1% milk
- D = fat-free (skim) milk
- E = chocolate milk
- F = low-fat chocolate milk



Activity 1 - Low-Fat Or Fat-Free Dairy

DO (All Ages) ⌚ 45 minutes



Show youth a model or photo of a skeleton. Explain that the skull is a bone. Point out the ribs.

? Ask: Which organ does the skull protect? Answer: the brain.

? Ask: Which organs do the ribs protect? Answers: heart, lungs, and parts of the stomach, spleen, and kidneys. It is important to have strong bones to protect vital organs.

Describe the difference between regular and fat-free sour cream, yogurt, and cheese. Explain that it is important to choose the low-fat or fat-free dairy products because they have less fat.

Lesson 5: Think Your Drink

🔍 Ask: How many of you drink 1% or fat-free (skim, non-fat) milk? Stress that 1% and fat-free milk are considered low-fat choices whereas 2% and whole milk are not.

There are important nutrients in milk that help us create and maintain strong bones. The USDA recommends three cups of low-fat or fat-free dairy per day to meet our daily requirements.

Go to the [Fat Test Tubes](#) station. Use the test tubes and empty milk cartons to illustrate the different amounts of fat found in one cup of different types of milk. Explain that youth can look at the labels to get the nutrition facts for each product.

Go to the [Taste it and Decide!](#) station. Give each youth a copy of the handout *Can You Guess How Much Fat Is In Each Cup Of Milk?* Have youth taste the milk and record their choices. The point of this activity is to demonstrate that they may find that lower fat milk is just as acceptable as a higher fat choice. Once youth have completed their forms, reveal the labels.

🔍 Ask: Who in the group would be willing to drink a lower fat milk choice based on this tasting? How would you encourage your family members to purchase lower fat milk products? How many grams of fat would you save by drinking the lower-fat choice?

Activity 2 - Look At All That Sugar!

DO (All Ages) ⌚ 20 minutes

At the [Soda Anyone?](#) station, have one youth measure the amount of sugar in a 20-ounce bottle of Coke. Next, display the visual representations of the amount of sugar in the five different drinks in the [Make Mine Orange](#) station that you set up before class.

🔍 Ask: How many sodas do you drink in a week?

🔍 Ask: If you multiply the number of sodas you drink in a week times 52, how many sodas do you drink in a year? Calculate how much sugar you drink from sodas in a year.

REFLECT (All Ages)

🔍 Ask: What happens when you drink a lot of soda? Answers: excess empty calories, tooth decay, replaces healthy drinks.



Lesson 5: Think Your Drink

SUPPLIES

See recipes for ingredients and utensils list.

HANDOUTS & BOOKS

- Recipe: *Three Fruit Drinks: Fruit Juice Spritzer, Juice Float, Power Me Up Smoothie* [B] p. 218
- Recipe: *Make Your Own Yogurt* [B] p. 219

HANDOUTS & BOOKS

Ice Cream Personality Test [B] p. 220

? Ask: What can you do to make smart drink choices? Answers:

- Drink milk with meals, for snacks, smoothies, etc.
- Drink juice from vending machines, for snacks, juice floats, frozen juice boxes, etc.
- Drink soda only occasionally, not with meals; pour a glass rather than drink from large bottle
- Drink water
- Don't super-size

Now We're Cookin' – Three Fruit Drinks

DO (All Ages) ⌚ 15-30 minutes depending on recipes

Have youth wash their hands using the *Proper Handwashing* steps on page 29. Have youth break into groups to prepare the following recipes. See the recipes in Appendix A for ingredients and steps.



- *Fruit Juice Spritzer*
- *Juice Float*
- *Power Me Up Smoothie*

Put samples of all three drinks into small cups and have youth taste these delicious and healthy drinks.

APPLY (All Ages)

Check the kind of milk in your home refrigerator. How can you influence your family to select lower fat milk?

Make your own yogurt at home. Directions can be found in the [Make Your Own Yogurt](#) recipe in Appendix A.

Technology Challenge

(All Ages)

Take the *Ice Cream Personality Test* on the University of North Dakota Kids Nutrition website (also in Appendix A).

Go to <http://www.ext.nodak.edu/food/kidsnutrition/kids-2.htm> , under "Dairy," select "Ice Cream Personality."

Go to: <http://www.got-milk.com>. In the "Trivia and Games" area

Lesson 5: Think Your Drink

take a trivia quiz. Report back to the group: Which quiz did you take? How did you do? In the "Better Bones" area find out how much of your bone is formed during your "growth spurt." Play games, take the body tour, and discover *Why Milk* at <http://www.whymilk.com/facts.htm>.



Beverage Comparison Chart

Ingredients per 8 oz.	Carbohydrate Content (%)	Carbohydrate (g)	Carbohydrate Type	Calories	Sodium (mg)	Potassium (mg)	Carbonation	Caffeine
What to look for in a Sports Drink During Exercise → → → → →	Less than 7% carbohydrate	14 g	Sucrose, Glucose, Fructose	50-60 calories	At least 100 mg	At least 28 mg	No	No

SPORTS DRINKS

Accelerade (Pacific Health Laboratories)	7%	17	Sucrose, Fructose Maltodextrin	93	127	43	No	No
AllSport (Monarch Beverages)	9%	19-20	High Fructose Corn Syrup	70	55	55	No	No
Cytomax (Cytosport, Inc.)	8%	19	High Fructose Corn Syrup, Maltodextrin	80	50	55	No	Yes (in some flavors)
Endurox R4 (Pacific Health Laboratories)	15%	35	Crystalline Fructose, Glucose	187	153	93	No	No
Extran Thirst Quencher Mix (Nutricia)	5%	11	Fructose, Maltodextrin	45	3.3	2.8	No	No
Gatorade (The Gatorade Company)	6%	14	Sucrose, Glucose, Fructose	50	110	30	No	No
Hydrade (Hydrade Beverage Company)	4%	10	High Fructose Corn Syrup	55	91	77	No	No
Met-RX (Met-Rx, Inc.)	8%	19	Fructose, Glucose	75	125	40	No	No
Metabolol Endurance (Champion Nutrition)	7%	16	Maltodextrin, Fructose	133	140	200	No	Yes
Powerade (The Coca-Cola Company)	8%	19	High Fructose Corn Syrup, Maltodextrin	70	55	30	No	No
Pro-Hydrator (Inherluma, Inc.)	0%	0	Glycerol is primary ingredient (no carbohydrate)	0	2.5	4.5	No	No
Revenge (Champion Nutrition)	4.2%	10	Maltodextrin, Fructose	50	48	80	No	Yes
Ultima (Ultima Replenisher)	1.7%	4	Maltodextrin	16	8	16	No	No

NON SPORTS DRINKS

Cola, Regular (Caffeinated, carbonated cola)	11%	26	High Fructose Corn Syrup, Sucrose	95	34	0	Yes	Yes
Orange Juice	11%	27	Sucrose, Fructose, Glucose	112	7	446	No	No
Pedialyte (Ross Laboratories)	2.5%	6	Glucose, Fructose	24	248	188	No	No
Red Bull (Red Bull North America, Inc.)	11%	27	Glucose, Sucrose	108	207	0	Yes	Yes
Rehydrate (Ross Laboratories)	2.5%	6	Glucose	24	414	188	No	No
Water	0%	0	None	0	0	0	No	No



4-H Get Fit, That's It
Healthy Eating, Active Living (HEAL)
Nutritional Lessons



My Beverage Log

Name: _____

Date: _____	What I Had To Drink and How Much I Drank of Each Drink (Example: 1% Milk—1) 8 oz. glass)
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	



4-H Get Fit, That's It
Healthy Eating, Active Living (HEAL)
Nutritional Lessons



Teacher Resources





9-5-2-1-0 for Health

Fact Sheet on Sugared Beverages

The **Northern Virginia Healthy Kids Coalition** is promoting healthy lifestyles for children & youth through the **Tipping the Scales for Better Health Campaign**. In this fact sheet we focus on limiting sugared beverages. Remember limiting sugared beverages is an important part of the **9-5-2-1-0 for Health** message:

- ✓ **9** - Get at least 9 hours of sleep per day
- ✓ **5** - Eat 5 servings of fruits and vegetables per day
- ✓ **2** - Limit screen time to no more than 2 hours per day
- ✓ **1** - Get at least one hour of physical activity per day
- ✓ **0** - Avoid beverages with added sugar.

Why should children & youth limit sugared beverages?

According to the American Association of Pediatricians, the potential health problems linked to high intake of sugared beverages are:

- Overweight or obesity due to additional calories in the diet.
- Decrease of milk consumption, resulting in calcium deficiency.
- Dental caries and potential tooth enamel erosion.
- See the references for these studies at www.TippingtheScales.net

What beverages should children & youth be encouraged to drink?

Beverages to encourage:

- Fat free or 1% milk
- 100% fruit juice
- Water

Beverages to avoid:

- Sodas
- Juice with added sugar

See the references at www.TippingtheScales.net.

What can I do to promote limiting sugared beverages for children & youth?

- ✓ Model the way by limiting your own intake of sugared beverages.
- ✓ Educate kids, parents, & caregivers about the importance of limiting sugared beverages for good health.
- ✓ Learn more about the **Tipping the Scales for Better Health Campaign** at www.TippingTheScales.net.



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Nutritional Lessons



Lesson 7: 9-5-2-1-0 Spread the Word

Outcome: Students will review important healthy eating and active living information from the 9-5-2-1-0 message

Students will develop a healthy eating, active living event for their school or a nearby elementary or middle school using the 9-5-2-1-0 message they have learned

Life Skill: Healthy Living, Decision Making, Teamwork

Time: 45-60 minutes

Grade Level: 9-12

Space: Classroom & Community

Materials Not Included in Kit:

Copies of handouts
9-5-2-1-0
My Plate
My Pyramid

Materials Supplied in Kit:

9-5-2-1-0 Poster
My Plate Poster
My Pyramid Poster

Concept/Theme: Planning a 9-5-2-1-0 Healthy Eating, Active Living Event (Much of this lesson comes from Up for the Challenge, Chapter 5, Lesson 6, This lesson gives direction for a culminating event after youth complete lessons and have a grasp of the 9-5-2-1-0 message. There is a great health fair planning guide at this site: <http://fcs.tamu.edu/health/hfpq/>)

Discussion:

1. Have youth brainstorm concepts they have learned, guiding them to the principles of the 9-5-2-1-0 message

Get 9 hours of sleep each night

Eat 5 fruits and vegetables every day

Limit screen time to no more than 2 hours a day

Get at least 1 hour of exercise each day

No (0) sugary drinks

Ask: Have you or anyone in your family made any healthy lifestyle changes or developed new habits as a result of what you have learned in these healthy eating, active living lessons? Examples: more family bike rides/walks, packing healthy school lunches, participation in physical activities in school or in the community, healthy family meals together, etc. Designate a recorder to write down ideas on flip chart paper.

Ask: What kinds of community activities encourage families to be active and healthy? Examples include: community fun runs or walks benefiting charities like the March of Dimes, cancer research, nutrition fairs, multicultural festivals where unfamiliar foods and dances are presented, intramural or recreational sport activities, access to parks and recreational facilities for activities like neighborhood pick-up games, softball, Frisbee, etc. Post the ideas around the room to be used in the next activity.



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Nutritional Lessons



Lesson 7: 9-5-2-1-0 Spread the Word

Teacher Resources:

This lesson gives direction for a culminating event after youth complete lessons and have a grasp of the 9-5-2-1-0 message

There is a great health fair planning guide at this site

<http://fcs.tamu.edu/health/hfpg/>

ACTIVITY:

Planning the 9-5-2-1-0 Healthy Eating, Active Living Event

Divide youth into groups. Using the ideas generated from the discussion, have each group come up with a plan of action for a healthy eating, active living event that they could actually implement in their high school or a nearby elementary or middle school or the larger community.

Once the healthy eating, active living event has been chosen, lead the group through the planning discussion and make sure to cover the following items:

Timeline – Youth will need to set a date for the event as well as deadlines for all things that need to happen prior to the event.

Leader – Vote on a youth chairperson who will be responsible for making sure everything gets accomplished.

Roles – Make sure everyone is assigned a job and understands their responsibilities

Location – Research available locations for your event

Resources – What resources/supplies do you need to make your event successful such as t-shirts, prizes, food, etc? Who can provide them? Will you need money and a budget? (See Teacher Resources for 9-5-2-1-0 partners)

Partnerships – Are there community partners who might help you with your event? (See Teacher Resources for partner ideas and contact our 4-H office)

Marketing – How will you handle the publicity for the event?

Community Participation – Youth are encouraged to involve the larger community. How will you get the community to participate?

Rain Date – Select a rain date if the event will be held outside.





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 7: 9-5-2-1-0 Spread the Word

Lesson Expansion:

Technology Challenge

Have youth spread the news about the upcoming **9-5-2-1-0** event. **9**

Write a news story that focuses on **9-5-2-1-0** to publicize the event.

Or, use the web to spread the word through social media.

