

Get Fit: That's It!

Healthy Eating Active Living Lessons Middle School



KAISER PERMANENTE®

Prince William Health Partnership
&
Prince William County 4-H



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We hope you find the 4-H "Get Fit, That's It", middle school healthy living curriculum and kit helpful in working with your students. It was made possible through a grant provided by Kaiser Permanente 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 working with the Prince William County 4-H office and the area's three school systems; Prince William County and Cities of Manassas and Manassas Park, to implement this worthwhile program.

The curriculum and kit are provided for your use and are for your school to keep. We are hopeful the effectiveness of the program will result in positive outcomes for the students involved and will encourage youth and families 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=1332770737207>. This provides critical information for the sustainability of the program. Our offices and Potomac Foundation are interested to hear your thoughts about the usefulness of the kits, curriculum and the students' participation and success.

Thank you for including these positive youth development activities in your program. Please contact us should you have any questions about the HEAL Program and "4-H Get Fit, That's It". Visit our website for program updates and additional resources.

Sincerely,
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Introduction

Why is this curriculum relevant?

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 seven 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. Childhood obesity is the result of eating too many calories and not getting enough physical activity. 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. Obese children are more likely to become obese adults. Studies also show that children who have nutritious diets perform better on standardized tests.

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.

According to educators, the middle school years are considered the most vulnerable ages for our youth. Middle school is a time of transition for students. Early adolescent years (ages 11 to 14) mark a period of rapid change - in growth and life in general. Yet, young people experience these changes in ways that are unique and often dissimilar. Their chronological age may or may not match their social and physical development. These changes and differences among peers make growth a primary and common concern. For most young adolescents, growth is a key motivator for making food choices. With their growing independence, teens make many of their own food choices and decisions about physical activity. While many know the benefits of healthful food choices and physical activity, they often need "how-to" skills and motivation to consistently make appropriate eating and physical activity choices. Learning to set goals and implement goals setting plans offers a positive way for teens to take responsibility for their own food choices, physical activity and health. Personal values determine many health choices.

Program Response to Need:

Prince William Health Partnership (PWHP) is the recipient of a HEAL (Healthy Eating, Active Living) grant which enables the Partnership to work in collaboration with Prince William County 4-H, Virginia Cooperative Extension and the three area school systems; Prince William County Public Schools and the Cities of Manassas and Manassas Park to address the issue of childhood obesity epidemic. The Middle School HEAL Program will help reinforce and strengthen existing school wellness policies and programs such as the HEAL Program currently in area elementary and high schools.

The PWHP is a strong advocate for a healthy Greater Prince William Area. The Partnership, Prince William area school systems and Prince William County 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.

Program Goals and Objectives

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 for a healthy everyday life. This curriculum is correlated to the health education standards of learning.

The program was developed to increase the youth knowledge of MyPlate, and the 9-5-2-1-0 guidelines so they might increase their ability for healthy eating and active living. It is a goal that youth will score higher on the posttest than on the pretest and gain knowledge on all subjects discussed. Youth will engage in goal setting and record keeping to document an increase in healthy living and active living life skills.

This curriculum allows youth to develop the 4 H's, Head for thinking, decision making, learning to learn, managing, keeping records, goal setting. Heart for relating and communicating. Hands for working and self-motivation and Health for living into healthy lifestyle choices, self-responsibility and self-discipline.

Target Audience – Middle school youth in the three area school systems: Prince William County, City of Manassas, and City of Manassas Park.

Delivery Methods

The "Get Fit, That's It" curriculum promotes MyPlate, and the 9-5-2-1-0 guidelines. It consists of hands-on activities related to healthy eating and active living. 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. Youth will display what they have learned by completion of program activities as well as teach others through knowledge shared at home and participation in health fairs and community events.

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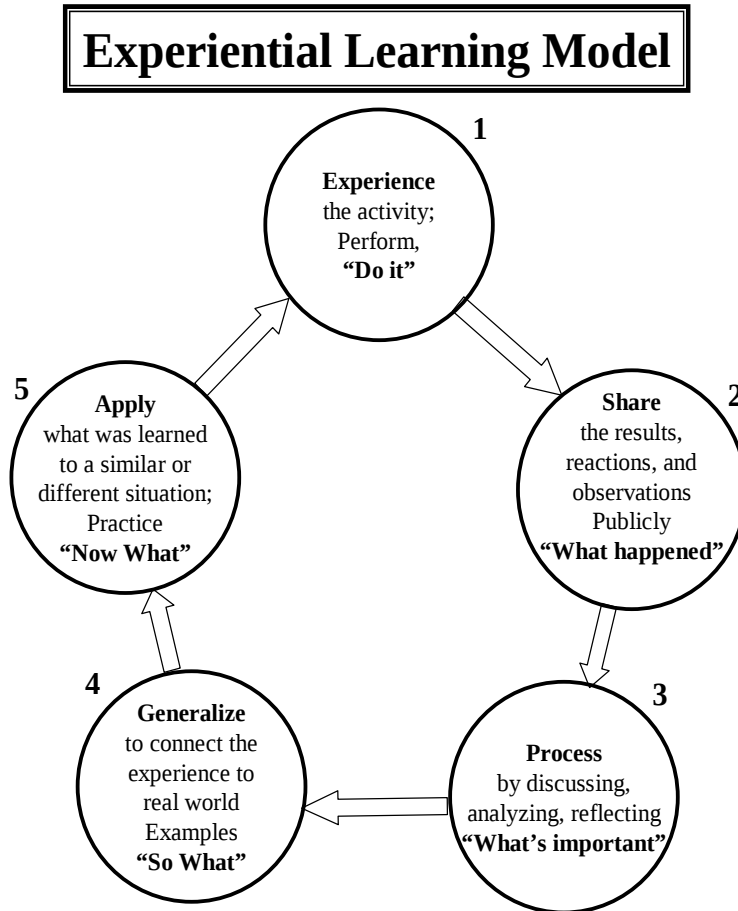


EXPERIENTIAL LEARNING

"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?



Targeting Life Skills In 4-Hⁱ

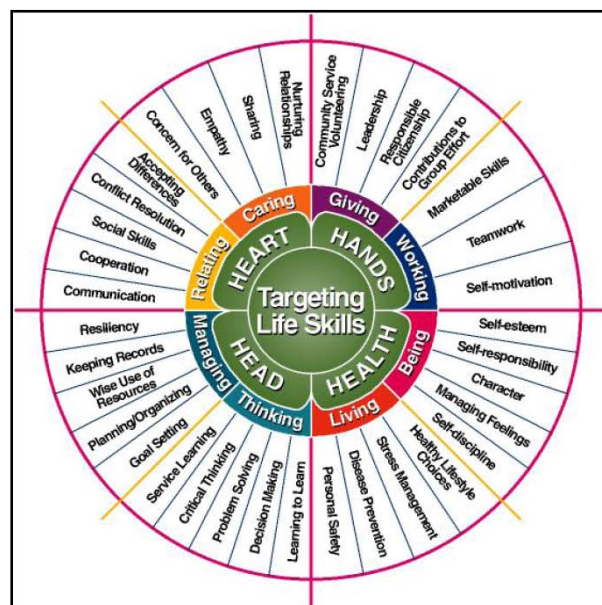
Marilyn N. Norman and Joy C. Jordanⁱⁱ

Life Skills

A skill is a learned ability. Life Skills are those competencies that assist people in functioning well in the environments in which they live. Youth development professionals are concerned with helping youth become competent in the life skills that will prepare them for transition to adulthood. Helping youth meet their basic needs and develop the competencies important to their immediate and future success is the role of the youth development professional. 4-H focuses on developing skills that are healthy and productive for both youth and their communities.

Positive youth development programs identify the skills within the five targeted competency areas that are appropriate to the age of the youth in the program and offer experiences to teach these skills. Because skills are best learned through practice, many experiences that teach or reinforce skills must be provided. Mastery of any skill requires opportunities to try, make mistakes, and try again.

Skills are learned in sequential steps related to the age and stage of development of the young person. Consequently, it is important to understand the developmental tasks and characteristics common to the ages of the youth with whom you work.



Youth development professionals, are expected to have and apply this knowledge.

The 4-H Framework

4-H uses a framework based upon the 4-H Pledge to organize the delivery of experiences that support the growth and development of youth. 4-H refers to this framework as a “Targeting Life Skills Model” (Hendricks, 1998). This model addresses the skills within the five competency areas that youth development traditionally addresses. These are noted in the following description of the model.

ⁱ This document is 4-H S FS101.9, one of a series of the Florida 4-H Program, Florida Cooperative Extension Service, Institute of Food and Agricultural Sciences, University of Florida. This material is based upon work supported by the Cooperative Research, Education, and Extension Service, US Department of Agriculture, and K-State Research and Extension, Kansas State University, under special project number 99-EYAR-1-0747. This 4-H 101 Handbook was developed by the 4-H 101 Design Team chaired by Andrea Hutson, USDA/Army Youth Development Project, CSREES/Virginia Tech University. It was adapted for Florida by Marilyn N. Norman and Joy C. Jordan, State 4-H Program. Please visit the 4-H Website at <http://4h.ifas.ufl.edu>

ⁱⁱ Marilyn Norman, Associate Professor in Family Youth and Community Sciences, and State 4-H Program Leader, and Joy C. Jordan, Associate Professor in Family, Youth and Community Sciences, Institute of Food and Agricultural Sciences, University of Florida, Gainesville.

Targeting Life Skills

In this framework, two of the competencies have been combined in order to fit the four-category structure of the pledge. The important point, however, is that the skills needed for positive growth and development are addressed through 4-H delivery format. Because these skills are inter-related, the categories in which they are placed could vary with organizational structures.

4-H Focus of Youth Competencies

HEAD: Knowledge, Reasoning and Creativity Competencies

Thinking: using one's mind to form ideas and make decisions; to imagine, to examine carefully in the mind, to consider.

Managing: using resources to accomplish a purpose.

HEART: Personal/Social Competencies

Relating: establishing a mutual or reciprocal connection between two people that is wholesome and meaningful to both.

Caring: showing understanding, kindness, concern and affection for others.

HAND: Vocational/Citizenship Competencies

Giving: providing, supplying, or causing to happen (social responsibility).

Working: accomplishing something or earning pay to support oneself through physical or mental effort.

HEALTH: Health/Physical Competencies

Living: Acting or behaving; the manner or style of daily life.

Being: living ones life; pursuing ones basic nature; involved in personal development.

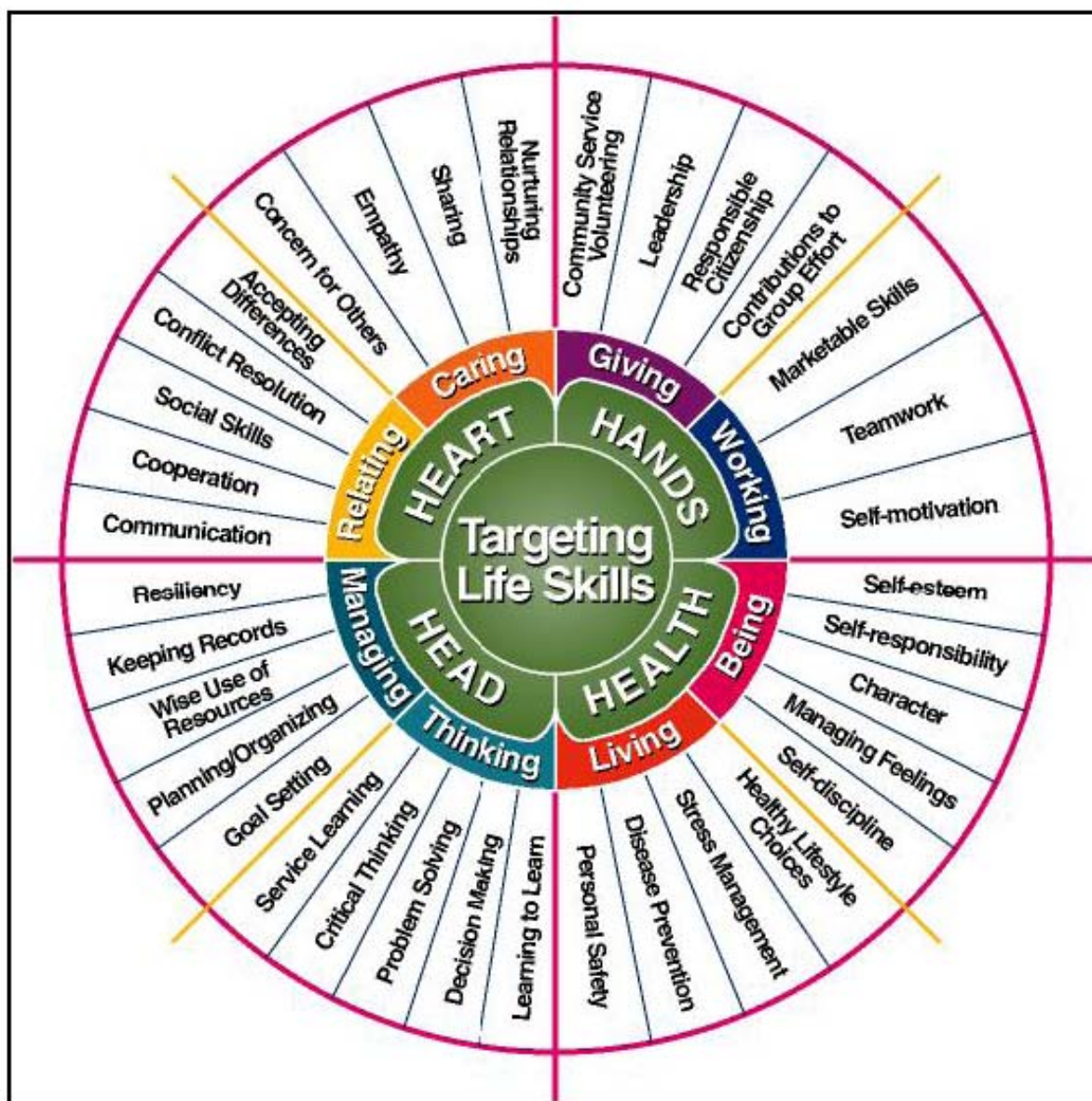
Life Skills Developed Through 4-H

The following chart lists the specific skills that lead to mastery in the four categories and eight subcategories of the 4-H Targeting Life Skills Model.

HEAD <i>Thinking</i> Learning to learn Decision-making Problem solving Critical thinking Service learning <i>Managing</i> Goal setting Planning/organizing Wise use of resources Keeping Records Resiliency	HEART <i>Relating</i> Communications Cooperation Social Skills Conflict Resolution Accepting Differences <i>Caring</i> Concern for others Empathy Sharing Nurturing relationships	HANDS <i>Giving</i> Community Service-volunteering Leadership Responsible Contribution to group <i>Working</i> Marketable/useful skills Teamwork Self-motivation	HEALTH <i>Living</i> Healthy life-style choices Stress Management Disease Prevention Personal Safety <i>Being</i> Self Esteem Self responsibility Character Managing feelings Self Discipline
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The following graphic represents a system for targeting skills that lead to mastery of targeted competencies. These are life skills and it is these skills that 4-H addresses. It is important to know this 4-H framework as well as the structure as a youth program uses to organize the competencies it targets. By understanding both structures, professionals, volunteers, and parents will know the expectations each organization has for staff and participants and will be able to partner more effectively.

Targeting Life Skills Model for 4-H



Hendricks, P. (1998) "Developing Youth Curriculum Using the Targeting Life Skills Model"
<http://www.extension.iastate.edu/4H/skls.eval.htm>

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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

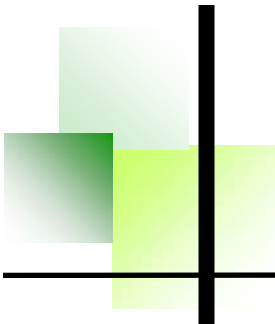
How likely are you to choose a non-sugary drink over a sugary drink?

- ☐ Not likely
- ☐ Likely
- ☐ Very likely

How likely are you to choose water over other drinks?

- ☐ Not likely
- ☐ Likely
- ☐ Very likely





Get Fit: That's It!

Healthy Eating Active Living Lessons Middle School Lesson 1



Prince William Health Partnership
&
Prince William County 4-H





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Middle School Nutritional Lessons



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

Countdown for a Healthy Lifestyle!

SOL:

6.1.3 The student will understand how to measure and interpret personal and family wellness data. SOL 6.6a

7.1.3 The student will implement safe and healthy practices and behaviors. SOL 7.5a

8.1.1 The student will understand the importance of developing and implementing short and long term health and fitness goals. SOL 8.2d

Kit Materials:

9-5-2-1-0 Poster

Student Handouts

Research Sheet

9-5-2-1-0 for Health

Abbie, Marcus and Roberto

Resources for Teacher

Schools for Health

Take Home Materials

Parents and Caregivers

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

Lifeskills: Goal Setting, Healthy Lifestyle Choices, Critical Thinking

Objective:

Youth will learn the 9-5-2-1-0 message. Youth will begin to set short term and long term goals for a personal healthier lifestyle.

Background Information:

The core message for the **Tipping the Scales for Better Health Campaign** is **9-5-2-1-0 for Health**. The numbers represent five key behaviors promoting healthy weight and good health for children. These numbers provide the basis for this curriculum's content.

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.

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.

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.



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Middle School Nutritional Lessons



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

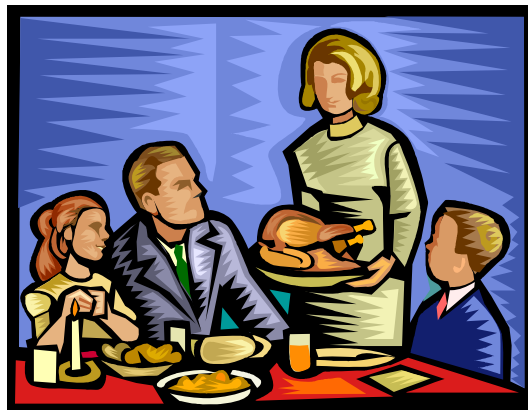
Countdown for a Healthy Lifestyle!

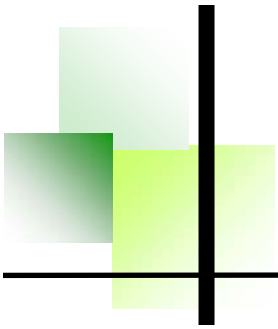
Apply:

Ask: What lifestyle dilemma or challenges do you face? You will have a chance to make a healthy lifestyle plan to help you face these challenges.

Home/Community Expansion:

Use 9-5-2-1-0 for Parents and Caregivers and the 9-5-2-1-0 Fact Sheet as appropriate. They may be a take home with youth and/or hand out at family night, health fair, etc.





Get Fit: That's It!

Healthy Eating Active Living Lessons Middle School Lesson 2



Prince William Health Partnership
&
Prince William County 4-H





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 2:

Body Image: The Real You!

SOL:

6.6.2 The student will explore Issues surrounding body image and weight management. SOL 6.3f
7.3.2 The student will investigate types of advertising techniques used to influence adolescents' decisions. SOL 7.3a
8.3.3 The student will recognize the influence of multiple media sources on adolescent health choices. SOL 8.4b

Kit Materials:

"So What Is Normal" poster
Markers

Student Handouts

"What is Normal?"
"What Makes A Beautiful Person"

Other Needed Supplies:

Posterboard

Resources for Teacher

Information on the back of the
"So What is Normal" poster

Take Home Materials

"What Do I Do If My Child Has A Poor Body Image?" sheet for parents

Lifeskill: Accepting Differences, Healthy Lifestyle Choices, Self-Esteem

Objective:

Youth will recognize that people come in all shapes and sizes and people of different weights and sizes can be healthy.
Youth will recognize body types can be a determinant for size.
Youth will understand that the images we see on TV, in videos, etc. are not always healthy.
Youth will learn that making healthy lifestyle choices and feeling good about their positive characteristics, not just looks, can create a positive body image.

Background Information:

Your body image is how you see yourself and how you feel about your body and your physical appearance. These mental pictures may not be similar to your actual body shape. Between the ages of 9-12 many children become unhappy with how they look and assume that peers see them the same way. Self-confidence and self-acceptance are two factors that influence a person's self-esteem. Self-esteem is the individual's image of self-worth; how they feel about themselves and value themselves based on who they feel they are and who they feel they should be. Media images can distort the concept of beauty and perfection. It is much healthier to strive for excellence not perfection. Adolescents can become anxious and/or dissatisfied with their body size and shape. Many factors affect body weight. It is healthy eating habits, regular physical activity, good sleep, less screen time that can keep a body healthy. Adolescents are undergoing many body changes as they grow. This growth spurt can be a sensitive topic for youth this age. The objective is a positive body image, not a negative one. The big idea is that we are all different in many ways, including physically. Some of these differences are ours to change, while others are not ours to control. Some will learn to make unhealthy, nutritionally inadequate and counterproductive and even dangerous lifestyle choices. It is best to focus on a person's individuality and character rather than outward appearance. Every person is unique. Each person's body is unique. We should focus on being accepting of others and living a healthy lifestyle as best we can.

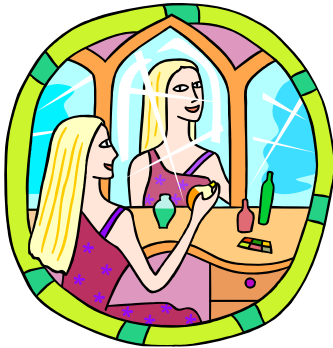


4-H Get Fit, That's It Healthy Eating, Active Living (HEAL) Nutritional Lessons



Lesson 2:

Body Image: The Real You!



ACTIVITIES

Activity 1 "So, What is Normal?"

Do:

Display the "So, What is Normal?" poster. Have four boys and three girls read the description beneath each youth on the poster. Have youth brainstorm all the ways people are different. (Possible answers: height, weight, body builds, complexions, hair colors/types, eye colors, likes/dislikes, abilities, interests, strengths/weaknesses)

Use directions on the handout, to discuss body types and the way media portrays the "perfect body image".

Reflect:

Ask: Which of those things can we change, which can we not change? What will change naturally over time?

So, what is normal?

Ask: What does it mean to have a healthy body image?

Ask: Can you have a healthy body and not look like a super-model?

Apply:

Have youth write four sentences that describe their body image. Remind them to include more about themselves than just their looks.

Activity 2 "What Makes a Beautiful Person"

Do:

Youth complete "What Makes a Beautiful Person" handout.

Reflect:

Ask: Share some of your handout, "What Makes a Beautiful Person?".

Apply:

How can you keep a personal positive body image as you reflect on this statement - "Who I am" is more important than "How I look" ?





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Middle School Nutritional Lessons



Lesson 2:

Body Image: The Real You!



Activity 3 Skit-Two Friends

Do

Have pair or pairs of youth create a skit with these directions: Pretend that a friend of yours is fascinated, captivated – maybe even obsessed – with a certain person and the way they look. Your friend wants to look like this. What might you do or say to your friend?

Reflect:

Discuss the skits

Apply:

Ask: Do you think this could happen in real life? How would they handle the situation in real life?

Activity 4 Positive Body Image Messages

DO:

In groups, pairs or as individuals, have youth create a poster with a positive body image message.

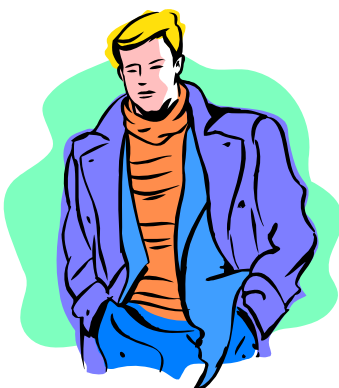
Ideas: Body types are different... not your choice
Eat healthy for a positive body image
Stay active, feel good about yourself.
Avoid fad diets - just eat a balanced diet.
No such thing as a perfect body
Feel good about who you are

Reflect:

Ask: Will you share your message with us and tell us why this message is a good one?

Apply:

These healthy body image messages would be good to share . How could you do that? Possible ideas: Tell the message to your family, treat others with respect , make no insulting comments about others' looks.





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Middle School Nutritional Lessons

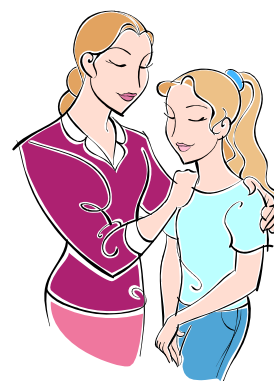


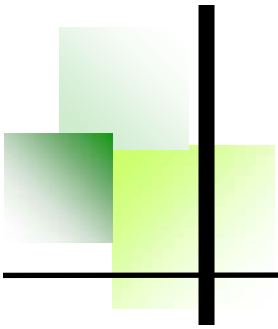
Lesson 2:

Body Image: The Real You!

Home/Community Expansion:

1. Encourage youth along with family, to look at images of people in magazines and media. Many are thin to normal weight. These ads present stereotypical ideal body images that often cause a person to be dissatisfied with his or her own body. There is no real ideal body type. Everyone should strive to maintain a healthy weight and strive to be physically fit. Ask youth to talk about what they learned about body image with their family.
2. Distribute "What Do I Do If My Child Has a Poor Body Image?" (parent sheet on body image) Use when appropriate—parent nights, health fairs, etc.





Get Fit: That's It!

Healthy Eating Active Living Lessons Middle School Lesson 3



Prince William Health Partnership
&
Prince William County 4-H





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Middle School Nutritional Lessons



Lesson 3:

Setting Goals and Making Good Choices!

SOL:

6.1.3 The student will understand how to measure and interpret personal and family wellness data. SOL 6.6a

7.1.3 The student will implement safe and healthy practices and behaviors. SOL 7.5a

8.1.1 The student will understand the importance of developing and implementing short and long term health and fitness goals. SOL 8.2d

Kit Materials:

9-5-2-1-0 Poster
Bean Bags and Mat

Take Home Materials

Parents and Caregivers
Fact Sheet 9-5-2-1-0 for
Health

Lifeskill: Goal Setting

Background Information:

Youth have explored the need for a healthy lifestyle and read the research of how we as a nation are falling short of this goal. Youth have had an overview of the 9-5-2-1-0 plan for a healthy lifestyle. Youth need to make a personal goal setting plan with action steps to help them achieve their own healthy lifestyle. There is a need to achieve an energy balance. Achieving energy balance means making balanced choices about the foods we eat and the physical activity we engage in day by day. Youth will need to make small realistic goals that make a difference in their lives. The choices they make now can set them on a healthy lifestyle for the rest of their lives, and offset serious illnesses.

Activities:

Activity 1 What Affects Your Energy Balance?

Do:

Together make a list of what affects youths choices about food and physical activities. (List might include : boredom, friends, family, cultural traditions, personal tastes, availability and convenience, time constraints, holidays, advertising, weather, money)

Reflect:

Ask: Which of these things are challenges? How could they overcome these challenges to make a healthy “energy in-energy out” balance. What could help you overcome some of the challenges and make good choices? (List might include, make small realistic changes, get a friend or family member to support you, don't force yourself to eat anything or do any physical activity you dislike, be flexible, have fun, reward yourself for changes, eat new foods or do new activities)

Apply:

Let everyone read the healthy lifestyle plans of Derek and Janine. Discuss their plans. Then let youth make a try at filling out the “Making Choices, Setting Goals, Taking Action Steps” worksheet. Discuss the need for some type of reasonable reward for achieving their goal! Tell them they will be learning more about each of the 9-5-2-1-0 numbers and charting their progress. This goal planning is an initial step. Goals can change too! Tell them to be patient as it often takes 30 days to develop a new habit.



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL) Middle School Nutritional Lessons



Lesson 3:

Setting Goals and Making Good Choices!

Activity 2 9-5-2-1-0 Bean Bag and Mat Activity

Do:

Have youth form four lines and toss the bean bag to the 9-5-2-1-0 mat. Have them each give a personal goal for that number. Remind them goals can change in as they learn more. (Remember 9 is 9 hours of sleep, 5 is 5 fruits and vegetables, 2 is no more than 2 hours of screen time, 1 is at least 1 hour of physical activity and 0 is 0 sugary beverages a day)

Reflect:

After playing, ask some wrap-up questions.

What thoughts about your own lifestyle did you have as you played the game?

What personal choices and decisions will affect you now and in the future?

What choices (food, everyday activities, etc.) affect your health?

How do you avoid temptation?

Why do people make different decisions?

How do your values, surroundings, resources, goals, family, peers, etc., fit in?

How can you respect the many different choices that your peers, family members and others make?

How can you make decisions that help you reach your goals?

Apply: Challenge youth to take this 9-5-2-1-0 message home along with their goals and find ways to involve their family in this healthy lifestyle plan.

Note to Teacher:

You can use this floor mat for many things during the course of the curriculum. For example, when a youth tosses a bean bag, they have to do that many exercises (jumping jacks, hops, slides, skips, sit-ups, etc.) When a youth tosses a bean bag, you ask a review question and their team gets that many points for the answer. The team that reaches 100 (or any number) wins.



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



Handouts and Background Information



The Research

Why is the 4-H “Get Fit That’s It” Curriculum Important to Youth?

DO:

Read These Research Facts About A Health Issue In Your Area

The Northern Virginia Healthy Kids Coalition has developed its plans based on extensive research in the Northern Virginia community. An expansive regional survey sponsored by Inova Health System and conducted in 2007 by Professional Research Consultants, Inc. showed that among Northern Virginia children and adolescents age 2-18:

- Over 100,000 are either overweight or at-risk of becoming overweight
- 16.5% are overweight (an estimated 66,100 children)
- 9.9% are at-risk (an estimated 39,700 children)
- 286,000 do not eat enough fruits and vegetables
- 227,000 do not engage in moderate or vigorous exercise on a daily basis
- 232,000 spend four or more hours per day in front of a TV or computer screen

Projecting these numbers forward, within the next several decades the Northern Virginia region will have hundreds of thousands of adults at higher risk for cardiovascular disease, diabetes, and many other health problems as a result of unhealthy lifestyles beginning in childhood. If this occurs, the combination of chronically ill adults, aging baby boomers, and at-risk children will place unprecedented pressure on our health care system, our public budgets and the economy in general.

In this context, promoting better health through energy balance is more than an initiative to improve our children’s health. It is an investment in the health of our community which could pay dividends for decades to come.

REFLECT :

What are some parts of this information that surprised you?

What do you think we need to do to help this situation?

APPLY:

Did any of this information make you think about your own life?

What ideas do you have for a personal healthy lifestyle?

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!



Abbie, Marcus and Roberto

Do: Read about these kids.

Keep telling the story of one the kids to create a more “healthy lifestyle” ending. Remember, you can be creative and make their family members part of the solution.

Reflect: How will your “more healthy lifestyle ending” improve your kid's life?

Apply: How can you make personal changes in your own lifestyle. Talk about it if you wish.

Abbie

Abbie is an average 12-year-old who is active in school and with friends and family. She is outgoing, plays on the volleyball team, babysits, and works with a tutor two days a week after school to try to bring up her grades. Although she likes lots of different foods, she rarely has time for what she calls “real food.” Most often she either misses meals or has a quick fast food snack. When Abbie skips meals, she says she gets “spacey” and tired, and that makes it hard to concentrate on her schoolwork or play well on the team. She’s concerned that by grabbing whatever’s available (usually foods like fries, soda, or cookies) she is not eating the type of foods to give her all the nutrients she needs to grow and be active.

Marcus

Marcus is 13 years old, and he loves music. He thinks, eats, and sleeps music, preferring it to all other activities, including eating. His nickname within the family is Bean (a name he’d like to lose), short for Stringbean. Marcus has always been thin, but lately, he’s had a growth spurt and has become even thinner. Now he’s concerned that he’s getting too thin, and he thinks he should eat better and get some exercise to continue to grow and fill out. But he says sports aren’t that interesting to him – never have been. And although he’d like to gain weight, he’s not especially interested in food. He doesn’t like a lot of foods, and he eats mostly crackers and chips, then skips meals

Roberto

Roberto is a 13-year-old who is always playing with his family’s video camera. In fact, he sharpens his skills by producing and directing his own segment for this video. Roberto likes his younger brother and sister and doesn’t complain about watching them. He also spends a lot of time with his grandmother in her kitchen where she cooks his favorite foods. While in the kitchen with her, Roberto tastes everything. Roberto loves to eat – he says he’s hungry all the time. However, he’s on the short side, and he’s concerned that he’s becoming chubby. He notices that the more video he shoots, the less activity he’s getting. He seems to be growing out instead of up! Robby talks with his grandmother and finds out that his father was pretty chubby, too, when he was Roberto’s age. And now his dad is a good weight for his height, so Roberto realizes that his “chubbiness” may be part of a normal growth pattern for his family.

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.huIXKjM0Ix/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.

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.

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!**

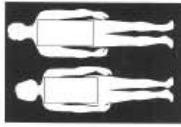
10. Provide health promotion for school staff, who serve as important role models for students.

"So, What Is Normal?"

What words do you use to describe yourself? Many teens pick words that describe how they "look" rather than "characteristics" such as smart, funny, shy, friendly. Our culture is obsessed with physical appearance. Yet, we all come in different shapes and sizes. Genetics, or what you were born with, is the greatest influence on your body shape and size. Your body is still changing and what is "normal" for you may be very different than for someone else your age. No one particular shape or size is healthier than another. You can be active, choose healthy food and feel great at any body shape.

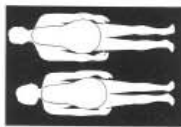
1. Read the descriptions of different body shapes.
2. Look at the teens on the "So, What Is Normal?" poster. Identify the different body shapes. Write the teen's name in the box that you think most correctly describes their body shape. Remember, it can be difficult to clearly see a person's shape. What's important is to notice the variety of body shapes and sizes. While size might change; our basic body shape remains the same.

Adapted from *LIFESTEPS: Weight Management*. www.lifestepsweight.com



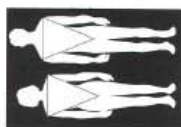
Box Shape

Straight up and down with no visible waistline. Body fat is mostly in the stomach area, rather than on the hips.



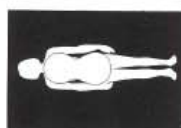
Pear Shape

Narrow shoulders, small chest, and average-size waist. Body fat is usually on the sides of the hips and/ or thighs.



Triangle Shape

Broad shoulders and narrow hips. Largest area is usually in the chest and shoulders.



Hourglass Shape

Broad hips and chest, smaller waist. Body fat is mostly in the chest and sides of hips.



Hype or Health? Activity:

1. Examine advertisements from teen magazines.
2. With a classmate or the entire class, discuss the following:
 - What is common about the "look" of the teens in the ads? Do the teens look real; do they look like you and your friends?
 - What kinds of feelings or emotions are the ads trying to stir up? What do the ads want you to feel?
 - What is the ad saying? What does the ad want you to believe?
 - Is there a direct link between the product being sold and the look or shape of the models?
 - How does media influence how teens feel about their body shape? Will buying this product make you feel differently about your body?
3. Pick one advertisement and write a new slogan or redesign an ad for the product that promotes a positive and realistic body image. Share with the class.



In My Opinion:

1. Considering we are such a diverse society, who do you think defines what the "normal" body images are?
2. In your own words, write a paragraph answering the question: What do you think it means to be healthy at any shape or size?
3. Share your paragraph with the class or teacher.

Name _____

What Makes a “Beautiful Person”?



Name 3 people you admire.

1.

2.

3.

List 3 characteristics that make each one a “beautiful person”.

1.

2.

3.

List 3 or more of your best characteristics.

1.

2.

3.

Janine's Healthy Lifestyle Plan

Name: Janine

After-school activity:

Basketball

Her story:

At every lunch, Janine spends so much time visiting with friends, she barely eats. When school is over and basketball practice begins, she's starved and buys something from a vending machine. It's the same food everyday. In the first half of practice she feels pooped—and she's still hungry! This is what she decided to do:

1. **Set a realistic goal.** Janine decided to take charge of her food choices so she wouldn't be hungry at basketball practice.

2. **Make a plan.** Janine's 2-step plan:

- 1) Eat more at lunch so she's not so hungry after school.
- 2) Plan snacks ahead, and eat before practice.

3. **Prepare for challenges.** Janine goes right from class to practice, so her snack choices are limited. She must remember to buy a piece of fruit or juice at lunch to save for a pre-practice snack. As another option, she can take a few minutes at night to pack crackers and cheese, pretzels, or baby carrots for snacks the next afternoon.

4. **Ask for help.** Janine knew the whole team was hungry before and after practice. So they made a deal and started a lunch-time training table so they'd all eat together. She also added her list of snacks to the family shopping list.

5. **Give yourself a break.** Sometimes, Janine forgets to plan ahead. Whatever she finds in the vending machine is an okay snack once in a while.

6. **Pat yourself on the back.** Janine knew she was giving her active, growing body nutrients needed for best performance—in class and on the court. For fun, she rewarded herself for smart eating, but not with food. She bought herself a new CD!

Derek's Healthy Lifestyle Plan

Name: Derek, alias *MOUSE POTATO*

After-school activity: Surfing the net

His story: Unknowingly, Derek linked to the USDA [Team Nutrition](#) website and discovered that his meals and snacks are coming up short on fruits and vegetables. As he surfs the 'net, he mindlessly nibbles away until dinner—but fruit or vegetables rarely cross his lips. He also realized his in-line skates (that he saved six months to buy) are somewhere under his bed.

Derek's decided to take some action:

1. Set a realistic goal. Derek has two goals:

- 1) Eat at least two servings of fruit and three of vegetables each day.
- 2) Spend 30 minutes each day away from the computer, getting some exercise.

2. Make a plan. Derek's steps:

- 1) Ask his family to have fruit and vegetables in the kitchen to snack on.
- 2) Have fruit juice at breakfast.
- 3) Eat a salad with dinner.
- 4) Make a point of using his in-line skates at least three times a week, for at least 30 minutes each time. Added bonus: he hopes his plan will get him a new nickname!

3. Prepare for challenges. Derek doesn't want to spend time making after-school snacks. So he decided to make a list of quick-to-fix snacks. The kitchen is loaded with all kinds of foods. For starters, he prepares a bowl of cereal with sliced fruit, and pours a glass of milk. It takes him only 2 minutes 15 seconds.

4. Ask for help. Derek searched the Web for a snack site and downloaded a bunch of easy ideas. He even participated in a snack chat with other hungry teens. His parents were thrilled when he shared his ideas for the family grocery list. His best friend found his skates, too, and joined him.

5. Give yourself a break. It's okay for Derek to come up short on fruits and vegetables every so often. He knows that it's what he eats over a few days that counts.

6. Pat yourself on the back. Derek's proud of eating more fruits and vegetables: he's up to a combined five each day. For exercise, skating is great, especially with his friend. And his new nickname: *SKATESTAR*.



Making Choices, Setting Goals, Taking Action Steps

What's Your DAILY Plan For A Healthy Eating Active Living Lifestyle?

GOAL	ACTION STEPS	CHALLENGES	WHAT CAN HELP YOU?	REWARD
9 Hours of Sleep				
5 Fruits & Vegetables				
2 Hours of Screen Time				
1 Hour of Activity a Day				
0 Sugary Drinks				

Healthy Weights for Healthy Kids: What Should I Do if My Child Has a Poor Body Image?

Elena Serrano, Extension Specialist, Department of Human Nutrition, Foods, and Exercise, Virginia Tech

Kathryn Branstad, former graduate student, Virginia Tech

Thin is the “in” image. Flip through any fashion magazine or turn on the television and you will see overly slender models and actresses and male models and actors with unrealistic muscle definition. Most of those fashion models are thinner than 98 percent of American women. Some of the images have even been digitally altered to make the model’s bodies look a certain way.

These images do not represent the majority or diversity of Americans. However, model’s sizes influence the way Americans, particularly young people, perceive their own bodies.

It is important to promote a positive body image among youth since it can influence their concept of self worth, as well as confidence.

What is body image?

Body image is how a person views him- or herself in the mirror and in his or her mind. It can change over time. A body image—positive or negative—can affect a person’s sense of worth or self-esteem. A person with a positive body image feels comfortable and confident in his or her body. He or she also recognizes that a person’s physical appearance says little about character.

Sizes and weights of people in the media are not realistic for most people.

Why is body image important?

There are several possible consequences to having a negative body image. A poor body image can lead to low self-esteem; feelings of isolation, unhappiness, and depression; and unhealthy attitudes and/or behaviors toward eating and physical activity. For overweight children these issues can be magnified, given our society’s concept of a “perfect” body. Being teased or made fun of is one of the more painful consequences of

being an overweight child.

Our children face more challenges and responsibilities than did past generations. Recent research shows that depression and anxiety are increasing among our youth. As a result, it is important to take steps to promote mental health. One way of doing this is to nurture a healthy body image.

What if I’m worried my child has an eating disorder?

Eating disorders, by definition, are patterns of disordered eating. Someone suffering from an eating disorder will either eat in an unusual manner, or not eat at all.

Many researchers believe that the foundation for an eating disorder is negative body image. Warning signs include:

- weight loss
- skipping meals



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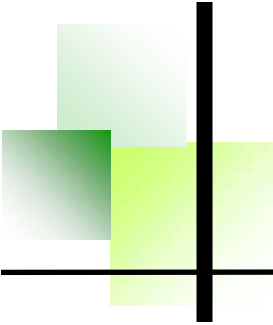


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VIRGINIA STATE UNIVERSITY



Get Fit: That's It!

Healthy Eating Active Living Lessons Lesson 4



Prince William Health Partnership
&
Prince William County 4-H





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 4: Get Good Sleep!

SOL:

6.2.1 The student will identify risky behaviors and understand the consequences of engaging in risky behaviors. SOL 6.4d
6.1.2 The student will understand the importance of accepting personal responsibility for their actions. SOL 6.4b
6.4.1 The student will understand the relationship between and the importance of maintaining healthy body systems. SOL 6.2b
6.8.1 The student will understand how stress affects adolescents. SOL 6.3a
7.8.1 The student will understand the benefits of stress management and stress-reduction techniques. SOL 7.1c
7.8.3 The student will discuss the factors that contribute to or detract from success in school. SOL 7.1e
7.8.4 The student will understand the relationship between sleep and physical and mental performance. SOL 7.2e
7.1.3 The student will implement safe and healthy practices and behaviors. SOL 7.5a
7.2.1 The student will use knowledge of health concepts to recognize the affects of harmful and risky behaviors. SOL 7.1b
8.2.1 The student will understand the health risks associated with feelings of immortality and invincibility. SOL 8.1e
8.2.2 The student will understand the health risks associated with involvement in potentially dangerous situations. SOL 8.2f
8.8.4 The student will understand the impact physical health has on mental capabilities. SOL 8.3b

Lifeskill:

Decision Making, Stress Management, Healthy Lifestyle Choices, Personal Safety

Objective:

Youth will learn the causes and effects of sleep deprivations. They will formulate solutions to sleep deprivation as they reflect on their own sleep patterns and make plans for a healthy sleep life.

Background Information:

Sleep is a basic necessity of life—as important to our health and all around well-being as air, food and water. Sleep is needed for survival—the drive to sleep is intense. Sleep affects the work we do, our relationships, our health and our safety. Nine hours of sleep is needed for adolescents for normal motor and cognitive functions. During puberty, the body secretes the sleep-related hormone, melatonin at a different time than it normally does and this changes the sleep rhythm of teens. Teens want to stay up later and get up earlier. This often conflicts with school starting times. Recent surveys show that today's youth are averaging well under the recommended amount of sleep. Studies indicate inadequate sleep can cause concentration difficulties, memory lapses, poor coordination, social disorders, mood swings, depression, low grades and even deadly car accidents. With teenagers filling their schedules more and more with homework, jobs, a great amount of “screen time and extra-curricular activities, sleep deprivation among teens is a real problem to teens' health. In contrast, a good night's sleep will help you feel more energetic, alert, focused and upbeat. Researchers think sleep can help improve your memory, help your brain consolidate new information and increase recall of information. Through sleep education, youth can understand the need for good sleep and examine their own sleep life.





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 4 : Get Good Sleep!

Kit Materials:

Markers

Student Handouts:

"Sawing Logs Questionnaire"

"What Do You Know (or Think You Know) about Sleep"

"Teens, Sleep & Drowsy Driving" classroom skit & discussion questions.

"Awake at the Wheel"

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

Resources for Teacher:

"Just Relax" Exercise

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

Whose Kids? Our Kids—Teens and Sleep

Take Home Materials:

Sleep: Wake Up Call

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

Whose Kids? Our Kids—Teens and Sleep

ACTIVITIES:

Activity 1: Blink Blink!

Do:

Divide youth into pairs, instruct each pair to stare into each other's eyes as long as they can without blinking. The first person to blink loses.

Reflect: Ask How long did it take before your eyes felt like they were tired. Ask how the students felt. Explain this is how sleep deprivation starts working on the bodies. Obviously, people do not go that long without blinking but you begin to experience the same effects on your body when you are sleep deprived.

Apply:

Think of times when you've been unable to hold your eyes open—when you were so sleepy but needed to be awake and alert.

Activity 2: How Are You Sleeping Now?

Do:

Take the Sawing Logs Questionnaire

Reflect:

Ask: Did your answers on this questionnaire give you any thoughts about your current sleep life? Share your thoughts.

Apply:

Instruct youth to hold onto this questionnaire as a help in creating personal goals for getting good sleep.

Activity: 3: What Do You Know About Sleep?

Do:

Give youth the handout, "What Do You Know (or Think You Know) about Sleep? Let them respond

Reflect:

Go over the questions (use answer sheet to check and expand information about sleep)

Apply:

Ask: Do you think you get enough sleep each night? How do you feel when you don't get enough sleep?

How much sleep do you need each night for good health?

Remind youth this is more information to help them make personal sleep goals.



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 4: Get Good Sleep!

Activity 4 Good and Bad Sleep Habits

Do:

Tell youth that learning to relax is a good habit to help them release stress and get good Lead them in the “ Just Relax” exercise.

Put youth in groups to create a “Good Sleep Habits” list and a “Bad Sleep Habits” list.(Use the Bad Sleep Habits and Good Sleep Habits ideas sheet to help youth with this.)

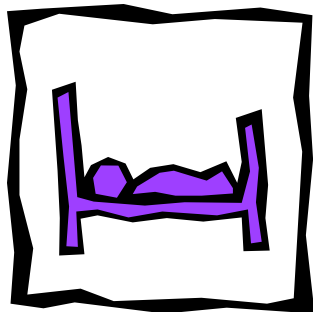
Bad Sleep Habits	Good Sleep Habits

Reflect:

Report your group's ideas for good sleep habits.
Report your group's ideas for bad sleep habits.

Apply:

What is keeping you from getting a good nights' sleep? Youth may say they are anxious or stressed about something. They may say they have a part-time job, family chores, heavy load of school work, staying out late, watching TV, texting, sleep disorder . Be responsive and sympathetic to all answers. Have youth create their own personal plan for a good night's sleep. Youth may want to share or act out the plan.





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

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Lesson 4: Get Good Sleep!

Activity 5 Teens, Sleep & Drowsy Driving

Do:

Put youth in groups of four and allow them to read through the "Teens, Sleep & Drowsy Driving" Classroom skit. Give groups a handout of "Awake at the Wheel" and have them work through this publication.

Reflect:

Give groups, the handout, "Discussion Questions" for the skit and let them discuss as a small group. Groups then share answers with the total group.

Apply:

Ask youth how they might share this information with the teen community? Ask them how this information makes an impression on them.

Activity 6 Keep a Sleep Log

Do:

Have youth keep a sleep log for a week.

Reflect:

After a week, what did you learn about your sleep pattern? Any conclusions on how this pattern affects your waking hours?

Apply:

Keep the sleep log for another week, making the needed adjustments for getting good sleep.

Bonus Activity

Use the Awake at the Wheel Brochure with two case studies to extend the learning about sleep and driving.

Home/Community Expansion:

1. Talk to your family about the sleep patterns in your family.
2. Youth may want to try the relaxation exercises with family. Send home handout.
3. Create a "Get Your Needed Sleep Campaign" for school. Create posters, slogans, morning announcements, skits. Teach younger kids about the need for sleep.





4-H Get Fit, That's It
Healthy Eating, Active Living (HEAL)
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Handouts and Background Information



Sawing Logs: Your Sleep Inventory



Please write in the number of hours you think apply to questions 1-3.

1. How many hours of sleep do you usually get on weeknights? _____
2. How many hours of sleep do you usually get on weekends? _____
3. After how many hours of sleep do you feel rested? _____

Please select the response to statements 4-10 that best describes your sleeping habits.

4. I need an alarm clock or someone to wake me up. (circle one)
Never Not Often Sometimes Usually
5. I fall asleep in class or while studying: (circle one)
Never Not Often Sometimes Usually
6. I drink products with caffeine to stay awake: (circle one)
Never Not Often Sometimes Usually
7. I take naps on weekends: (circle one)
Never Not Often Sometimes Usually
8. I have trouble **falling** asleep: (circle one)
Never Not Often Sometimes Usually
9. I have trouble **staying** asleep: (circle one)
Never Not Often Sometimes Usually
10. I study and/or read in bed: (circle one)
Never Not Often Sometimes Usually



LESSON 1
ACTIVITY 1A

What Do You Know (or Think You Know) about Sleep?

Name _____

Date _____

Indicate whether you agree or disagree with the following statements by circling “Agree” or “Disagree.”

- | | | |
|---|-------|----------|
| 1. Everyone has a biological clock. | Agree | Disagree |
| 2. Drinking coffee cures drowsiness. | Agree | Disagree |
| 3. Safe drivers don't have to worry about being sleepy. | Agree | Disagree |
| 4. Nearly everyone gets enough sleep. | Agree | Disagree |
| 5. Being sleepy makes it hard to think straight. | Agree | Disagree |
| 6. Most teenagers need at least nine hours of sleep each night. | Agree | Disagree |
| 7. Driving makes you sleepy. | Agree | Disagree |
| 8. Sleep is time for the body and brain to shut down for rest. | Agree | Disagree |
| 9. The body quickly adjusts to different sleep schedules. | Agree | Disagree |
| 10. Getting one hour less sleep per night than I need will not have any effect on my daytime performance. | Agree | Disagree |

This quiz is taken from the NIH Curriculum Supplement Series, Sleep Disorders and Biological Rhythms.
<http://science.education.nih.gov/customers.nsf/HSSleep.htm>

Supplemental Information—What Do You Know (or Think You Know) about Sleep?

- TRUE** 1. **Everyone has a biological clock.** The human biological clock resides in a part of the brain called the *suprachiasmatic nucleus*, or *SCN*. It functions through a cycling of the expression of specific genes. The timing for sleep in humans is regulated by our internal biological clock.
- FALSE** 2. **Drinking coffee cures drowsiness.** Coffee contains caffeine, which is a stimulant. Coffee and other caffeine-containing drinks and over-the-counter medicines can be helpful, temporary remedies for sleepiness, but their effects last only a short time. If you are seriously sleep-deprived, drinking coffee is not the answer. You may still experience brief uncontrollable “naps” that last a few seconds (these are called microsleeps), even while driving. Consider what could happen if you drive while drowsy at 55 miles per hour. How far could you travel in five seconds while asleep? Keep in mind, there is no substitute for sleep to relieve sleepiness.
- FALSE** 3. **Safe drivers don’t have to worry about being sleepy.** Sleepiness is associated with decreased alertness, and decreased alertness is not compatible with safe driving under any circumstances.
- FALSE** 4. **Nearly everyone gets enough sleep.** According to recent surveys, over half of the American population reports occasional sleeping difficulties. A frequent complaint is not feeling rested upon waking. The average person requires eight hours of sleep per night (adolescents need nine or more hours of sleep per night), and this is often not achieved.
- TRUE** 5. **Being sleepy makes it hard to think straight.** A drowsy individual does not process information as quickly or as accurately as one who is alert. The ability to split attention between multiple tasks and inputs is lost. Reaction times are decreased, and one’s field of vision narrows with sleepiness.
- TRUE** 6. **Most teenagers need at least nine hours of sleep each night.** Teens and young adults actually need more sleep than older adults. However, changing behaviors, attitudes, and responsibilities may cause teens and young adults to sleep less than they need to. Being able to stay up late is not the same as requiring less total sleep.
- FALSE** 7. **Driving makes you sleepy.** Driving does not make you sleepy but only makes your actual level of sleepiness apparent. Consequently, it is better to drive during those times when you are normally alert and to avoid driving when your functioning is normally at a low level.
- FALSE** 8. **Sleep is time for the body and brain to shut down for rest.** Sleep is an active process involving specific cues for onset and regulation. Although there are modest decreases in metabolic rates, there is no evidence that any major organ or regulatory system in the body shuts down during sleep. In fact, some brain activities increase dramatically. During sleep, the endocrine system increases the secretion of certain hormones, such as growth hormone and prolactin. Sleep is a very dynamic process.

- FALSE** 9. **The body quickly adjusts to different sleep schedules.** The circadian clock attempts to function according to a normal day/night schedule, even when people try to change it. People who work night shifts naturally feel sleepy when nighttime comes. This conflict with the natural biological rhythm leads to a decrease in cognitive and motor skills. The biological clock can be reset but only by one or two hours per day. Changing certain behaviors, such as sleeping in a dark, quiet room and getting exposure to bright light at the right time, may reduce the problem. However, continued shift work will affect the quality of a person's sleep.
- FALSE** 10. **Getting one hour less sleep per night than I need will not have any effect on my daytime performance.** Even this seemingly small decrease in nightly sleep, if it occurs regularly, can have a significant effect on daytime performance. Many people try to correct sleep deprivation through sleep compensation. For example, many individuals will sleep later on the weekends than they do on weekdays. Sleep compensation may be qualitatively different from normal sleep, and thus not true compensation for lost sleep.

Just Relax!

Relaxation Exercise

Relaxation exercises can help alleviate stress—alleviating stress can help you get better sleep.

Try this:

Remove footwear and be comfortable in a seated position.

Establish good breathing techniques—slow deep breaths, close eyes and exhale deeply through the mouth. Repeat for a couple of minutes.

Do you feel more relaxed?

Try this:

Now, you will relax your entire body.

Close eyes while sitting in upright position with hands on laps and feet on floor

Tighten muscles in legs, feet and toes and silently count to five.

Release and stretch those muscles in legs, feet and toes.

Repeat this tightening, releasing and stretching exercise with:

- Muscles in chest and stomach.

- Arms, fingers and shoulders

- Face, mouth, nose, eyes, and teeth

Do the entire tightening, releasing and stretching sequence again.

Open eyes

Do you feel more relaxed?



Bad Sleep Habits Examples	Good Sleep Habits Examples
Keep changing bedtimes. Sleep in an uncomfortable place. Sleep in a bedroom that is too light and/ or noisy. Drink caffeinated sodas during the afternoon and evening. Avoid exercise during the day. Sleeping with a bedside light on. Watching too much TV or texting in bed.	Establish consistent sleep and wake schedules, even on weekends Go to bed early enough to get a full nights sleep—9 hours for teens Create a regular, relaxing bedtime routine such as soaking in a hot bath or listening to soothing music—begin an hour or more before the time you expect to fall asleep Create a sleep-conducive environment that is dark, quiet , comfortable and cool. Sleep on a comfortable mattress and pillow. Use your bedroom only for sleep (avoid watching TV, using a computer or reading in bed) Finish eating at least 2-3 hours before your regular bedtime. Exercise regularly during the day or at least a few hours before bedtime. Avoid caffeine close to bedtime. Don't nap too much. If you take a nap, take it mid-morning or early afternoon and not for more than 30 minutes. Avoid late night studying. Try to get outside in natural sunlight for at least 30 minutes each day. Daylight is important in regulating sleep rhythm.



Teens, Sleep & Drowsy Driving: *Classroom Skit*

Note to Teachers: Discussion questions follow the skit.

Cast:

- Driver
- Passenger
- Police officer
- Sound effects person

Props:

- Two chairs

Scene:

The skit takes place in the front of the room, facing the class. Two chairs are placed side by side, representing the front seats of a car. POLICE OFFICER remains “off-stage” until later in the skit. The SOUND EFFECTS PERSON remains “off-stage” for the entire skit; he or she will be heard but not seen. The skit begins with the DRIVER and PASSENGER walking across the room toward the chairs, talking with great excitement.

Skit:

Driver: I told you that concert would be worth the trip. It was absolutely amazing! Unbelievable! Mind-blowing!

Passenger: I know! And that food we just had at the Waffle Hut blew my stomach away, too! *(Looks at cell phone and mood changes to concern.)* But I think it took too long for us to eat. It's 3 a.m., and we have a four-hour drive to get home.

Driver: Don't I always tell you that you worry too much? Come on, get in the car. We'll be home in no time.

DRIVER and PASSENGER pretend to open the car doors, get in the car and close the doors. SOUND EFFECTS PERSON makes the sound of doors opening and closing.

Driver: Now don't forget to put your seatbelt on – safety always comes first when I'm driving. *(They buckle up.)* And remember – you're my co-pilot. That means it's your job to help me stay awake.

Passenger: You got it. I'm on duty. *(They bump fists or do a "secret handshake.")* Now let's hit the road!

SOUND EFFECTS PERSON makes car noises as the DRIVER pretends to start the car, shift into gear and pull off with a squeal, with hands raised as if gripping a steering wheel.

Driver: *(Looking straight ahead.)* I don't even know which song was my favorite tonight. *(PASSENGER falls asleep.)* They brought out all the hits. And they played some new songs too! Which one was your favorite? *(Silent pause, waiting for an answer. Then DRIVER turns to look at the passenger.)* Are you listening to me? *(Sees that passenger is asleep. Mood changes to disgust.)* Some co-pilot you are.

DRIVER looks straight ahead again, continuing to make steering movements. Gradually, sleepiness increases: yawns, blinks eyes repeatedly, shakes head, jerks head back after it begins to dip toward chest. Finally, DRIVER falls asleep – eyes close, head dips down, body begins to lean toward passenger.

SOUND EFFECTS PERSON makes loud, rapid-fire sound of a car running over the rumble strip. DRIVER and PASSENGER both sit up straight with a jolt, eyes wide open. Noise stops.

Passenger: *(Confused panic.)* We're under attack!

Driver: *(Looking around, stunned.)* What was that?

Passenger: I don't know – you're the one driving! Wait a minute – that was the rumble strip, wasn't it? You were drifting off the road - did you fall asleep? Are you trying to kill us?

Driver: You're the one who fell asleep! I was just resting my eyes for a second. Don't make such a big deal out of it.

Passenger: Whatever. All I know is I'm too young to die. So you need to do whatever it takes to stay awake. You'd better get some caffeine.

Driver: I already did, remember? I had four or five cups of coffee at the Waffle Hut. The caffeine isn't doing anything for me tonight.

Passenger: Well, then turn up the music or something.

Driver: Good idea. *(Taps an imaginary button on the dashboard.)*

SOUND EFFECTS PERSON begins to loudly sing a popular song. PASSENGER goes right back to sleep. DRIVER bobs and sways to the sound of the music, drumming hands on the imaginary steering wheel, humming or singing along. But DRIVER begins to get sleepy again and then falls asleep, slowly leaning toward the passenger.

SOUND EFFECTS PERSON stops singing and makes the loud sound of the rumble strip. DRIVER and PASSENGER are shocked awake again. Noise stops.

Passenger: Did you fall asleep again? Are you doing this on purpose to scare me? Because it's not funny!

Driver: *(Stutters.)* I – I – I don't know what's happening. I think the steering wheel is out of line or something.

Passenger: Look – you better stop messing around. Why don't you let down your window and get some fresh air in here?

Driver: Yeah, that might help. *(Pushes button on imaginary door.)*

SOUND EFFECTS PERSON makes the mechanical sound of a power window beginning to open, then makes the loud, continuous sound of rushing air coming through the window. PASSENGER goes back to sleep. DRIVER leans out the window for a moment to feel the wind, shakes head to try to wake up, slaps face a few times. But sleep returns as the DRIVER's eyes shut and body slowly leans toward the passenger.

SOUND EFFECTS PERSON stops making the wind noise and makes the loud sound of the rumble strip. DRIVER and PASSENGER are shocked awake again. Noise stops.

Passenger: Are you kidding me? You did it again?

Before the driver can respond, the SOUND EFFECTS PERSON makes the sound of a police siren. The sound continues.

Driver: Oh no, what are we going to do?

Passenger: What are we going to do? You are going to pull over – right now!

DRIVER turns imaginary wheel to pull the car over to the side of the road. SOUND EFFECTS PERSON stops the siren, briefly makes the rumble strip sound, and then makes the sound of a car door opening and closing. POLICE OFFICER slowly and cautiously walks across the room toward the car, using an imaginary flashlight to examine the vehicle, and then stops next to the DRIVER.

Driver: *(Stuttering.)* Is – is – is there a problem officer?

Police: Have you been drinking tonight?

Driver: *(Stuttering.)* N – n – n – no, officer. I haven't had a single drink. And that's the truth.

Passenger: Not a single drink, officer. Neither of us.

Police: *(Leans down to eye level with the DRIVER.)* I want you to tell me your full name – very slowly.

As DRIVER slowly says name, POLICE OFFICER sniffs the DRIVER's breath.

Police: Well, it smells like you're telling the truth. So would you like to explain why you almost ran off the road back there?

Driver: Well, uh, it was just a mistake, officer. I, uh, well, I mean it's late, and I guess I'm getting a little sleepy.

Police: A little sleepy?

Driver: Well, maybe more than a little. But it wasn't my fault. We have to get back home, and it's late, and this stretch of road is so boring, and my co-pilot went to sleep on me. I tried everything I could to stay awake.

Police: You tried everything, did you?

Driver: Oh yes, officer. Everything.

Police: So at the rest stop that you passed about two miles back, you pulled off the road at a safe location and took a nap?

Driver: Oh – well – um, I – well...no. I guess I didn't think of that.

Police: You tried turning up the music, didn't you? (*DRIVER nods.*) And you rolled down the window? (*DRIVER nods.*) I bet you even slapped yourself. (*DRIVER nods, embarrassed.*) Don't you know that drowsy driving can be just as dangerous as drunk driving? Do you think a drunk can get sober by sticking his head out the window? (*DRIVER shakes head from side to side.*) Well you don't wake up that way, either. The only thing you can do when you are this tired is to sleep. And you can either choose to sleep, or your body will force you to sleep. It's that simple.

Driver: I'm sorry officer. I never thought about it that way.

Police: Well, you can think about it while you and your *co-pilot* go for a little ride with me. I'm not going to arrest you, but it's too dangerous to let you drive any further. So you can take a nice nap at the station while we wait for one of your parents to come pick you up. Now get out of the car and come with me.

The End

Discussion Questions

1. Why was it a bad idea for them to try to make the drive home? What could they have done differently to avoid being in this situation?
2. What were some of the warning signs that the driver was getting drowsy?
3. How did the driver attempt to stay awake? What would have been a better way to respond to the drowsiness?
4. Why is drowsy driving so dangerous?
5. Why do you think drowsy driving is so common among teens?
6. Have you ever been unable to stay awake no matter how hard you tried? Describe the situation and how you felt.
7. Why is it important to get plenty of sleep every night? Describe how you feel during the day after a good night of sleep.



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?							

ON THE
AIR



Create a Campaign to Illustrate These “Teen Sleep Truths”

Here are some facts you might like to include!

Research shows lack of sleep affects your mood, and a depressed mood can lead to lack of sleep. To stop this, sleep experts recommend that teens make getting their sleep a priority. Teens need to get the 9 hours of sleep they need each night!

Research found that if a student sleeps 8 hours before a test, they will do better than if they slept less. Sleeping makes the mind work better. The last two hours of sleep are very important because that's when the memory consolidates. So...do not stay up super late studying, get your sleep!

If a driver is drowsy while driving that is like being as impaired as driving with a blood alcohol content of .08%.

Sleep deprivation can cause you to eat too much or eat unhealthy foods like sweets and fried food that can lead to weight gain.

Stop drinking high energy and caffeinated drinks...especially in the afternoon and evening.

Naps can help but make sure they are short and not close to bedtime, or else, you will be interfering with your night time sleep. Nap for less than an hour and before 3PM.

Bedtime rituals condition the body to fall asleep easily. Go to bed early and if you have trouble falling asleep, get out of bed and do something relaxing until you feel sleepy.

Limit your recreational screen time because it can interfere with your sleep pattern. You should not study, read, watch TV or talk on the phone in bed. Only use your bed for sleep. Take time to wind down before going to bed doing something relaxing for at least 15-20 minutes.

Make the bedroom a sleep haven. Keep it cool, quiet and dark. If necessary, get eyeshades or blackout curtains. Bright light in the morning signals your body to wake up.

Without proper sleep, you may be sleepy and have a hard time staying awake.

Without proper sleep, you may be easily distracted. It may be hard for you to concentrate and focus.

Never eat a large meal before going to bed. Enjoy a healthy snack or light dessert so you don't go to bed hungry.



DEAR STUDENT:

You have school and homework. Sports and clubs. Friends and family. And an after-school job. **Who has time for sleep? Who needs sleep anyway?**

Believe it or not, you do. As a teen, you actually need more sleep than younger kids: about nine hours every night. Like most teens, you probably sleep only about six. You wake up tired, and you stay that way. Do you think that's okay — that you'll be fine, just like everyone else? No way! Here's why: **When you don't get the sleep you need, you start to get drowsy in class, at work, at parties, and behind the wheel of your car.** That's where lack of sleep can really hurt you and others. The solution is simple—**crash in bed, not on the road.** Go to bed earlier. Take a nap if you're sleepy. Sleep late when you can.

Remember, when you're short on sleep, stay out of the driver's seat.

Sincerely,

Claude Lenfant, M.D.

Director

National Heart, Lung, and Blood Institute



TOP 5 REASONS TO GET ENOUGH SLEEP



Drowsy drivers can crash their cars. Crashes disfigure, disable, and kill drivers, passengers, or pedestrians.



Drowsy teens react more slowly and perform worse in sports than well-rested teens.



Drowsy teens do poorly in school and have problems socially.



Drowsy teens have trouble making good decisions.



Drowsy teens don't look their best.

FEELING SLEEPY? HERE'S WHY!



Many teens need at least 9 hours of sleep per night. More than younger kids, and more than adults. But most teens get less than 6.5 hours of sleep. If "most teens" is you, you're probably sleepy most of the time.



When kids hit puberty, their internal clocks change: that's why teens just naturally want to go to bed late and sleep late in the morning!



Teenagers have more responsibilities than younger kids. And, between school, homework, jobs, sports and a social life, it is difficult for them to get enough sleep.

WHAT WOULD YOU DO?

HOW WOULD YOU HANDLE THESE SITUATIONS?

(For ideas, check out the **YOU SHOULD KNOW** section.)

1

Brianne is a 17-year-old junior who lives in the suburbs. She's a good student, a member of the high school basketball team, and is very socially active. She stayed up late studying for mid-terms, got to school at 7:30 a.m., finished basketball practice at 4:00 p.m., then drove a friend home from practice. Now it's 6:00 p.m., and she's heading home on the freeway. After a 20-minute drive, she suddenly realizes she missed the exit to her house and doesn't remember driving the last few miles.

What could have happened to Brianne while she was on "auto-pilot"?

How could she have avoided this dangerous situation?



2

Pete is 18, and thinking about graduation. He works after school at the mall to make money for college. His older brother is at the state university, about two hours from home; and Pete's planning a weekend road trip starting tonight. After a short night of sleep he goes to school, works for about 4 hours at his job, and grabs a bite to eat. Then, he and his girlfriend, Shelley, jump in the car and head toward the university. It's already 8:00 p.m.

Shelley falls asleep and after about 30 minutes, Pete realizes that he's exhausted, too. A few minutes later, he's startled into alertness as he hits the rumble strips along the shoulder of the highway.

How could Pete have avoided this dangerous situation? What should he do now?

3 Adam is 17, and has just received his license. His parents have given him a strict 11:00 p.m. curfew. It's now 1:30 a.m., and after a long day, he's about to leave a party at a friend's house. Feeling alert, he jumps behind the wheel of the family car with his best friend Chris in the passenger seat. A few minutes later, Chris yells, "Hit the brakes!" just as Adam, with his eyes closed, is about to drift through a red light.

How could Adam have avoided this dangerous situation? What should he do now to get home safely?



Y O U S H O U L D K N O W . . .

1 ...the only way to prevent drowsy driving is to get enough sleep on a regular basis.

2 ...it's possible to build up a big "sleep debt" by sleeping too few hours for too many days on end. You can't "pay off" the sleep debt in just one night—or day. It can take days to get back to normal.

3 ...most sleepiness-related crashes happen between 2 a.m. and 6 a.m. (during normal sleeping hours).

4 ...there is only one sure-fire way to wake yourself up when you're sleepy: take a 15-20 minute nap before driving.

5 ...getting a good night's sleep before a long drive can save your life.

6 ...traveling with a friend who's awake can help keep you awake. But, a sleeping friend is no help at all.

7 ...rolling down a window to get some air, stretching your legs, or even cranking up the radio are almost useless when you're trying to stay awake.

8 ...one beer, when someone is sleep-deprived, will hit as hard as two or three beers when one is well rested.

9 ...drinking caffeine (a caffeinated soft drink, coffee, or tea) before hitting the road may help for a short time, but it can also be a problem. Caffeine can make you lose sleep, which leads to more sleepiness!

Some high schools across the country have decided to start classes about one hour later, to allow teenage students to get extra sleep. **Do you think this will make a difference?**

In many families, parents get even less sleep than their kids.

How could you help convince your family members of the importance

of getting more sleep?

Teenagers are under a lot of pressure—preparing for college, playing sports, working after-school jobs, and trying to have a social life.

How can kids lighten their load without losing out on important parts of their lives?

WAKE UP CALL!

RATE YOUR SLEEP HABITS

1. Most nights, I sleep

- (a) under 6 hours.
- (b) 6 to 8 hours.
- (c) 9 or more hours.

2. I blow off sleep to

- (Circle any that apply)
- (a) study.
 - (b) party.
 - (c) work.
 - (d) watch TV.
 - (e) talk with friends.
 - (f) I don't blow off sleep.
 - (g) other

3. I drive when I'm sleepy because

- (a) I know I can keep myself awake.
- (b) I don't want to ask for a lift—it's embarrassing.
- (c) I love my car.
- (d) I don't think about sleepiness until I'm actually falling asleep.
- (e) I don't drive when I'm sleepy.

4. When I get sleepy while driving, I

- (a) count on highway rumble strips or passengers to wake me up.
- (b) stop and call for a lift.
- (c) stop for caffeinated soft drinks or coffee.
- (d) stop and take a nap.
- (e) open a window to get some air.
- (f) turn the music up.
- (g) just keep driving.

Score points for your answers as follows:

- 1. (a) 0; (b) 1; (c) 2
- 2. (a) to (e) 0; (f) 1; (g) 0
- 3. (a) to (d) 0; (e) 3
- 4. (a), (e), (f), (g) 0; (c) 2; (b), (d) 3

What your score means:

9 points—Wide Awake

6-8 points—Waking Up

4-5 points—Asleep at the Wheel

Less than 3 points—Hear the Alarm

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)

Advertisement

ON YOUR MARK...GET SET...

SLEEP

Many teenagers need at least 9 hours of sleep per night, most of them only get 6!

WAKE UP CALL!

According to recent research:

- ✓ Most adults need roughly 8 hours sleep per night, many teenagers need more — at least 9 hours per night.
- ✓ Teenagers' natural biological clocks control their sleep/wake systems and push them toward later bedtimes and later rising times. But, their busy schedules prevent them from doing what comes naturally.



WHY IT MATTERS

- ✦ Teens who get fewer than 9 hours of sleep per night may be sleep deprived.
- ✦ Teens who are sleep deprived are at high risk for car crashes and poor performance in sports, class, and at work.
- ✦ Drowsy teens can be a danger to themselves and others — especially on the road. Drowsy driving is a significant factor in traffic fatalities.

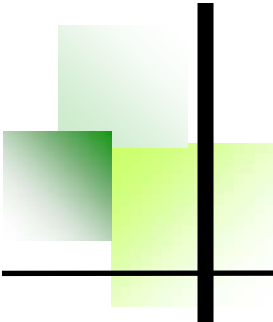
In fact, According to the National Highway Traffic Safety Administration, about 26% of highway crashes involve drivers under the age of 25. Most teens may be experiencing significant problems with sleepiness. Only one solution is effective in the long run: more sleep!

HOW CAN YOU HELP?

- ✦ Help the kids on your team understand that sleep is as important as eating and breathing. Without sufficient sleep, no one can give a peak performance.
- ✦ Explain that drowsy athletes can let down their teammates, and that drowsy drivers are as dangerous as drunk drivers.
- ✦ Help teens manage their time. Schedule sporting events and practices with teens' sleep needs in mind. Work with them to brainstorm techniques for building sleep into their busy schedules. Encourage them to find alternatives to driving when they're feeling tired.



SCHOLASTIC



Get Fit: That's It!

Healthy Eating Active Living Lessons Lesson 5



Prince William Health Partnership
&
Prince William County 4-H





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 5:

Chew the Right Thing!

SOL:

6.4.1 The student will understand the relationship between and the importance of maintaining healthy body systems. SOL 6.2b

6.6.1 The student will understand relationships to the United States Department of Health and Human Services Dietary Guidelines for Americans to personal eating habits. SOL 6.2a

7.1.3 The student will implement safe and healthy practices and behaviors. SOL 7.5a

7.6.1 The student will understand the effects of nutrition on daily performance. SOL 7.2a

8.1.1 The student will understand the importance of developing and implementing short and long term health and fitness goals. SOL 8.2d



Lifeskill:

Goal Setting, Healthy Lifestyle Choices, Critical Thinking.
Decision Making, Problem Solving

Objective:

Youth will use the MyPlate icon and knowledge to create a lifestyle of eating that includes more fruits and vegetables. Youth will choose foods that are lower in fat, sodium, calories and trans fat.

Background Information:

MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image—a place setting for a meal. This icon encourages you to think about what goes on your plate or in your cup or bowl. The message is to make half your plate fruits and vegetables. Make at least half your grains whole grains. Read nutrition labels to check servings in container, the calories per serving, the nutritional value, the trans fat, sugar and sodium count. Watching the kinds of food you eat and the portion of foods you eat are keys to weight management.

Activities:

Activity1: Explain MyPlate?

Do:

Show youth the MyPlate icon and the plastic MyPlate plate. Tell youth they will be learning how the MyPlate image can be a help to them in choosing food for healthy living.

Put youth into three groups. Each group will have one of the MyPlate handouts from the “MyPlate” packet.

Have youth discuss the information in their brochure.

Tell them: Find 10 key ideas to help youth achieve healthy eating using the MyPlate message. Each youth will report at least one message. Tell them in time, they may want to deliver messages as a public service address message for their school.



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Nutritional Lessons



Lesson 5:

Chew the Right Thing!

Kit Materials:

MyPlate Packet
Plastic MyPlate Plate
Small Beach Ball
Paper Plates
Markers
Weight Management Packet
Dice and Beans
Nutrition Label Cards
Georgia 4-H Junior Food Projects
Recipe Book
Fast Food Nutrition Brochures
Grocery Store Advertisements

Student Handouts:

"9-5-2-1-0 Fact Sheet for Healthy Eating
"How Would You Use This Information To Build Your Plate?"
"How To Use Fruits and Vegetables to Help Manage Your Weight" Brochure to Fill In The Blanks "
"Eat More Weight Less? Word Puzzle "
"Read it Before You Eat It"
"Nutrition Fact Cards Comparison Sheet"
"We Can—Go, Slow, Whoa Foods"
"Fast Food Facts"
"Get Smart As You Shop"
"Eating Better on a Budget"

Take Home Materials:

"PALA Tips for Healthy Eating"
"Get Smart As You Shop"
"Eating Better on a Budget"

Teacher Resources:

"Liven Up Your Meals with Vegetables and Fruits"
"Focus on Fruits"
"Add More Vegetables to Your Day"

Reflect:

Each group reports in their own creative way..

Key points may include:

Make half your plate fruit and vegetables

Cut back on foods high in solid fats, added sugars, and salt

Switch to skim or 1% milk

Make at least half your grains whole

Be physically active every day

Eat the right amount of calories

Enjoy your food but eat less

Vary your protein sources

Drink water instead of sugary drinks

Vary the color of your vegetables

Ask: What part of this message can you take to heart for your own life?

Apply:

1. Give youth the "9-5-2-1-0 Fact Sheet for Healthy Eating"

Ask them to find the number in the message that stands for the number of fruits and vegetables they should strive for each day.

Tell the youth you would like for them to monitor their intake of fruits and vegetables for a week using the "My Fruits and Vegetables Log. Remember, their personal goal should be 5 servings a day. Discuss results after a week. Assign another week.

Fun Ending Activity:

Play quick circle games of "Name a Vegetable" and "Name a Fruit". Use the small beach ball for youth to throw to each other. When you catch the ball you must name a vegetable. Youth cannot name a fruit or vegetable previously named. Youth may not throw to someone who previously caught the ball.

Home/Community Expansion:

1. Send home the "9-5-2-1-0 Fact Sheet for Healthy Eating" for youth to discuss with family. Other handouts may be given for take home as you see appropriate.

2. Youth can present their MyPlate message in a creative way to their school or community at cafeteria time, health fairs. Youth may create posters, announcements and skits.



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Lesson 5: Chew the Right Thing!



Activity 2: Create a Personal Salad!

Do:

Give youth the “How Would You Use This Information To Build Your Plate?” Tell them that food gives their body nutrients that help their body function. Tell them you want them to create a personal salad using markers and a paper plate which includes ingredients that will help them have a healthy functioning body. Tell them they can include ingredients from each section of the MyPlate icon. Tell them you want them to be ready to defend their ingredients as to the benefit the ingredients give their body.

Reflect:

Have youth pick a friend to share their salad creation and their reasons for ingredient choices.

After the sharing time, ask youth these questions:

What were your considerations when you chose ingredients.

Could you build this salad at home?

Could you write a recipe for preparing this salad?

Did you put a dressing on your salad?

What would be your considerations when choosing ingredients for the dressing?

Apply:

Ask: How can you use the information about food and body functioning in your daily eating plan?

What other recipes might you plan using this information?

Home/Community Expansion:

1. Encourage youth to take their “pretend” salad recipe home and really prepare it.
2. Host a “Salad Buffet Family Night” at school. Everyone brings a salad ingredient. The school provides healthy salad dressings that youth prepare. At this family night, distribute healthy eating handouts from this curriculum.
3. Start a “Salad Garden” in the community or on school property. Include lettuce, tomatoes, carrots, squash, onions, herbs, peppers.



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Activity 3: Weight Management By Eating!

Do:

Put youth into small groups and distribute the Weight Management Packets. Give youth the "Use the "How To Use Fruits and Vegetables to Help Manage Your Weight" Brochure to Fill In The Blanks" handout. Answers are found word for word in the brochure. Give youth the "Eat More Weight Less?" Word Puzzle" handout. (Answers are Across: 1. nonfat 2.vegetables 3. broth 4. hungry 5. lean Down:1.activity 2. fiber 3. meat 4. full 5.grains). Give youth the "How to avoid portion size pitfalls" game brochure and let them play using die and beans.

Reflect:

Ask: Give some healthy ways to manage your weight that you learned in the brochures and game handouts. Chart answers and give positive feedback and clarification of answers.

Apply:

Have youth make three goals for healthy weight management in their own lives. Let them share if they wish.

Home/Community Expansion:

1. The brochures used in this lesson can be ordered in bulk from CDC (Department of Health and Human Services, Centers for Disease Control and Prevention. You may want to order them for youth to take home or to be used at a school health fair.
2. Give youth the "PALA Tips for Healthy Eating" to share with family.





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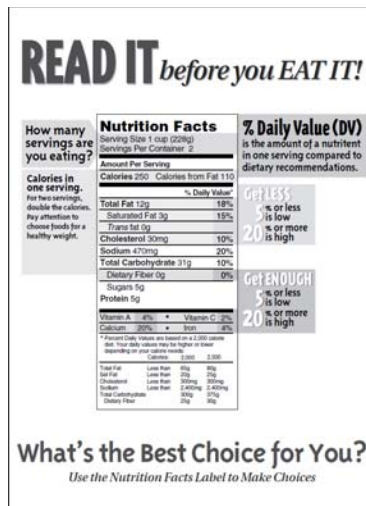
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Activity 4: What's In A Nutrition Label?

Background Information:

The nutrition facts label is information on a package of food that lists the nutrient content of that particular food or drink. It provides information about serving size, calories, fat, fiber, sugars, protein and other nutrients. Nutrition information is based on a single serving size. %DV (percent daily value) is a number that tells you the percentage of a certain nutrient in a serving. The "5-20" DV helps you know if a nutrient is high or low. If you want to choose a food that is lower for example in fat, you want to look for a DV closer to "5". The amount of sugar is listed in grams. The higher the grams, the more sugar.

Do:

Divide youth into small groups . Give each small group a copy of the "Read it Before You Eat It" handout. Talk them through this template of a nutrition label asking questions which point out each section. Explain the meaning and importance of noting "daily values" Divide the nutrition fact cards between the groups and give them the "Nutrition Fact Cards Comparison Sheet" handout to complete together.

Reflect:

Ask: What information did you learn by comparing foods?
What foods do you think are particularly healthy?

Apply:

What is the personal benefit for you now that you know how to read nutrition labels? How will you use this knowledge in creating a healthy eating lifestyle?

Home/Community Expansion:

Have youth bring in a label from a product in their home and discuss the value of this food after reading the label. Encourage youth to teach family members to read nutrition labels.

Other Activities Using Cards: Have youth sort cards into healthy snacks, food groups of MyPlate, meal choices, etc. Have them evaluate the nutrients to make good choices.



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Lesson 5: Chew the Right Thing!

Activity 4: Recipes and Nutrition

Background Information:

It is important to take into consideration the nutritional value of recipes when deciding to prepare them for yourself or your family.

Do:

Divide youth into small groups . Give each small group a copy of the Georgia 4-H Junior Food Projects Recipe Book. Ask each group to choose a recipe they might like to make at home. As a group have them to talk about the nutrition facts of the recipe in the back of the book. Have them pay attention to the total fat, sodium, fiber and sugar. Have them consider the nutrient values.

Reflect:

Ask: What is the nutritional value of your group's recipe. Is it a recipe that appeals to you? Do you think it would appeal to your family? Who does the cooking in your home? Do you help? If you do, what do you like to cook?

Apply:

Would you like to eat some of these recipes at home?

Home/Community Expansion:

1. Copy some of these recipes for take home. Send the nutritional information home as well. Encourage youth to discuss the nutritional value of the recipes to their family.
2. Prepare some of these recipes for an in-school event or an after school family event.
3. Demonstrate one of these recipes at a health fair. Distribute the recipe and nutritional analysis to attendees.





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Lesson 5: Chew the Right Thing!

Activity 4: Fast Food Frenzy

Background Information:

Fast food tends to be high in calories, saturated fats and sugar because the food is often fried and drink choices are sweetened. There are now fast food choices that are both healthy and fast. It is important to look at the nutritional information and know how to make good choices at a fast food restaurant.

Do:

Divide youth into small groups . Give each small group a copy of a fast food nutrition brochure, the “We Can—Go, Slow and Whoa Foods” handout, and the “Fast Food Facts” handout. Tell groups to find all the foods on the brochure that are pretty healthy choices and be ready to defend their choices. Tell them to build a list of foods low on fat, low on calories, high on nutrition. Watch the sugar, watch the sodium, watch the trans fat. Have them use the two handouts for background knowledge. Put restaurant names on chart paper and have youth come to the front relay fashion one by one and write a choice on their chart.

Reflect:

Ask: What does your restaurant offer in the way of healthy eating? (Give each group time to report)

Apply:

Ask: Where do you go to eat fast food on a regular basis? What new choices would you personally make and still have a meal you can enjoy eating and enjoy the health benefits?

Home/Community Expansion:

1. Have youth encourage family members to make healthy food choices when eating out.
2. Invite fast food owners to come to your school and discuss the healthy choices of their establishment.
3. Have youth do a presentation or skit about what to eat and what not to eat at a fast food restaurant. Perform for others.





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Lesson 5:

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Activity 5: Go Shopping at the Grocery Store

Do:

Divide youth into small groups . Give each small group a copy of a grocery store advertisement. Challenge them to choose two days of food for their families taking into account good price value and good nutritional value. Have them use the “Get Smart As You Shop” and “Eating Better on a Budget” handouts for background knowledge. Have youth record their choices on paper by meals (breakfast, lunch and dinner and don't forget snacks). Have them record approximately how much they spent on each food chosen and come to a grand total of money spent. Remind them, they will have to give reasons for their choices.

Reflect:

Have each group share their choices and reasons for making these choices. Ask questions like: Do the meals you chose follow the MyPlate guideline? What was your total food bill? Why do these meals appeal to you?

Apply:

Ask: Do you help with the grocery shopping for your family? What good ideas can you give your family for buying healthy foods that are a good value?

Home/Community Expansion:

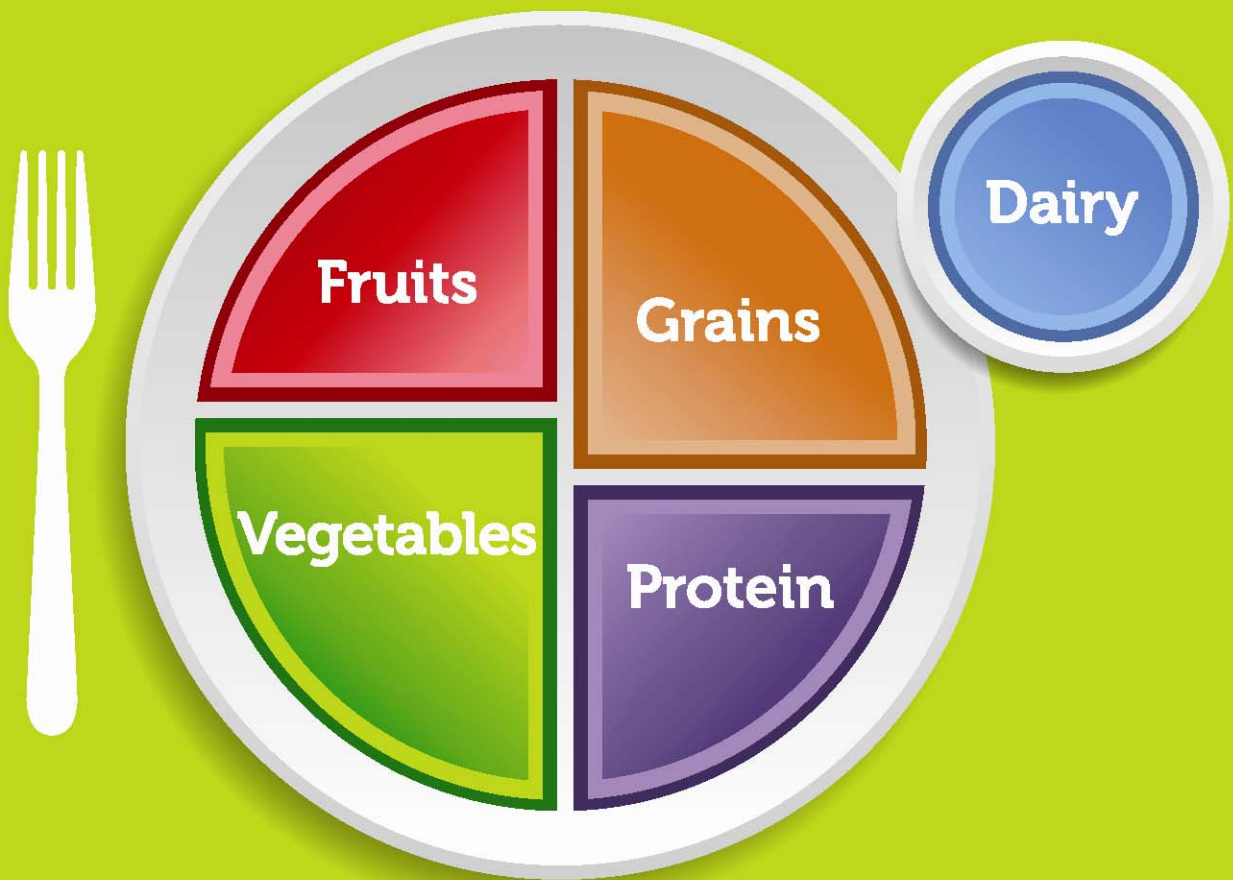
1. Have a family night where youth and family members do the above activity together. Allow family members to share their way of grocery shopping and their efforts to create healthy meals at a good value.
2. The “Get Smart As You Shop” and “Eating Better on a Budget” are appropriate for take-home to family.



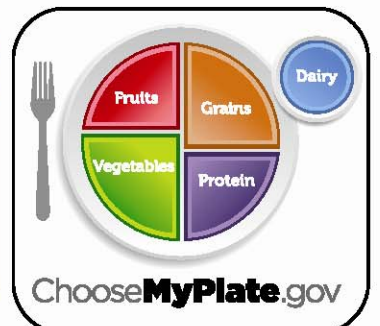
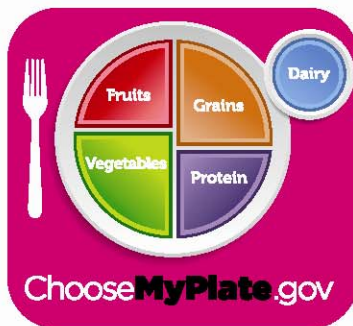
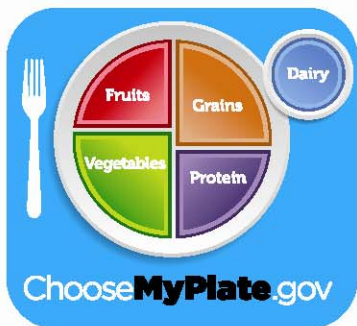


Handouts and Background Information





Choose**MyPlate**.gov



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.



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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				

How Would You Use This Information To Build Your Plate?



Nutrient	Food Sources	Function
Carbohydrate	Complex: Breads, cereals, grains, potatoes, corn Simple: Fruit	Provide energy to play and think Good for your brain!
Protein	Meat, poultry, fish, dry beans, nuts	Build and repair body tissue - muscles Good for your hair!
Fat	Butter, margarine, oil, lard	Insulation and energy storage
Vitamin A	Liver, yellow and dark green the vegetables, yellow and orange fruit	Night vision and prevention of infections
Vitamin B ₁ , B ₂ , B ₆	Whole grains or enriched foods and cereals	Help with energy utilization
Vitamin C	Citrus fruits, tomatoes, berries, green leafy vegetables	Heal wounds, build tissue, help with iron absorption
Vitamin D	Sunshine, fortified milk	Assist with calcium absorption
Vitamin E	Vegetable oil, nuts, wheat germ	Protect tissues from oxidation
Vitamin K	Leafy greens, wheat germ, oil	Clot blood (such as after cuts)
Calcium	Dairy products, (milk, yogurt, cheese) dry beans, calcium-fortified tofu, soy milk, orange juice	Build bones and teeth, form blood clots, and help with muscle contraction
Iron	Meat, poultry, fish, dry beans, enriched breads and cereals	Helps build red blood cells along with protein to carry oxygen throughout the body
Zinc	Red meats and fish	Fight infections
Fiber	Beans, Fruits, Vegetables	Move food through intestines

WATER IS GOOD FOR YOUR SKIN!

Use the "How To Use Fruits and Vegetables to Help Manage Your Weight" Brochure to Fill In The Blanks



1. Eating more _____ and vegetables along with _____ and _____, _____ and _____ is a safe and healthy way to lose or maintain a healthy weight.
2. Diets rich in fruits and vegetables may reduce the risk of some types of _____ and other _____.
3. Fruits and vegetables also provide _____ and _____, _____, and other substances that are important for good health.
4. Most fruits and vegetables are naturally low in _____ and _____ and are _____.
5. If you are less active you need to reduce your _____.

Give some tips on how to include fruits and vegetables:
In your breakfast.

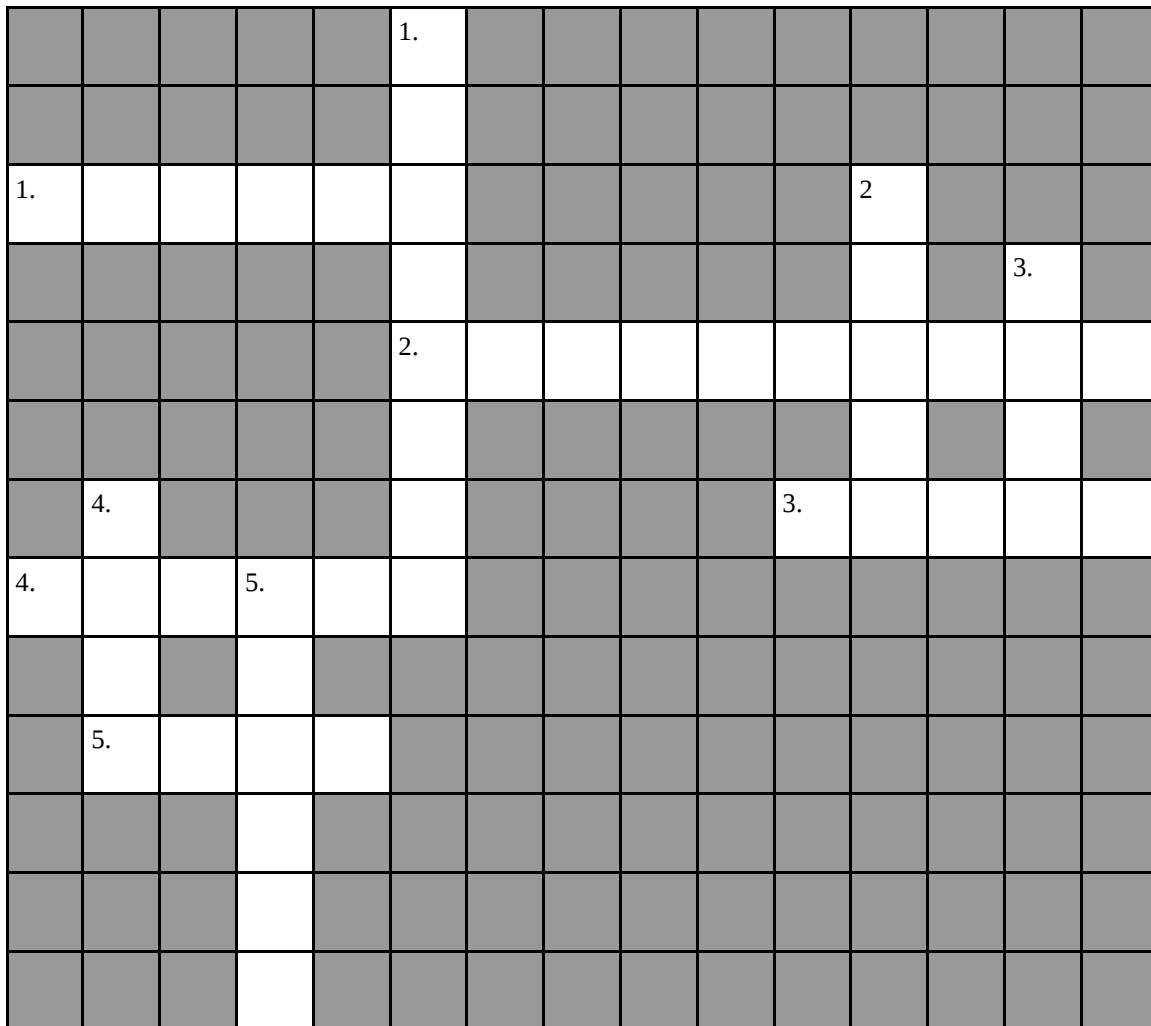
In your lunch

In your dinner

In your snacks

How should you prepare fruits and vegetables for best "calorie control" eating?

"Eat More Weight Less?" Word Puzzle



Across:

1. In recipes, use ____ - ____ milk instead of whole milk to cut calories.
2. Add ____ like spinach and tomatoes to macaroni and cheese to increase nutrition.
3. Cream based soups are higher in calories than ____ based soups.
4. If you try to lose weight by just cutting down on the amount of food you eat, you might end up feeling _____.
5. ____ meat has less fat and calories and is more "heart healthy".

Down:

1. For steady weight loss, decrease your calorie intake, maintain nutrient intake and increase physical _____.
2. Eat whole wheat bread rather than white bread because it has more _____.
3. Bacon is an example of a fatty cut of _____.
4. Research shows that people get ____ by the amount of food they eat, not the number of calories they take in.
5. Whole ____ like brown rice and whole wheat bread are good choices to fill you up.



PALA+

activity+nutrition

Be active. Have fun.

Presidential Active Lifestyle Award: Activity + Nutrition (PALA+)

PALA+ promotes physical activity AND good nutrition, because it takes both to lead a healthy lifestyle. Sign up for the six-week program to help you maintain or improve your health. Anyone age 6 and older can earn their PALA+ today – sign up at www.presidentschallenge.org or use the log on the reverse side.

PHYSICAL ACTIVITY A healthy life is an active life. Youth (6-17 years old) need to be active at least 60 minutes a day (or 11,000 steps for girls and 13,000 steps for boys). Adults (18 and older), 30 minutes (or 8500 steps). So, take a walk with friends, bike ride after dinner, garden, or play a game of basketball at the park. Get your heart pumping and your muscles moving. When you've logged six weeks of physical activity, congratulations. You've started a regular routine for a more active lifestyle.

GOOD NUTRITION

Start eating healthy. It's easier than you think! Take it one step at a time. Commit to one new healthy eating goal this week, and circle it on your weekly PALA+ log. The following week add a different goal – but make sure you continue to maintain your healthy eating goal(s) from the week(s) before. Focus on your healthy eating goals every week and remember, the more often you incorporate them into your lifestyle, the better you will feel. When you've achieved six different healthy eating goals, congratulations. You've started a routine for a healthier lifestyle.

Tips for Healthy Eating:

Make half your plate fruit and vegetables.



Keep it simple by filling half your plate with fruits and vegetables at meal time. The more colorful you make your plate; the more likely you are to get the vitamins, minerals, and fiber your body needs to be healthy. Remember that all forms count – fresh, frozen, canned (fruit in water or 100% juice), dried, or 100% juice.

Make half the grains you eat whole grains.



An easy way to eat more whole grains is to switch from a refined grain food to a whole-grain food. For example, eat whole-wheat bread instead of white bread, brown rice instead of white rice, and low-fat popcorn instead of snack chips. Read the ingredients list and choose products that list a whole-grain ingredient first. Look for things like: "whole wheat," "brown rice," "bulgur," "buckwheat," "oatmeal," "rolled oats," "quinoa," or "wild rice."

Choose fat-free or low-fat (1%) milk, yogurt, or cheese.



To help build your bones and keep them strong, dairy products should be a key part of your diet because they provide calcium, vitamin D, and many other nutrients your bones need.

Drink water instead of sugary drinks.



Regular soda and other sweet drinks such as fruit drinks and energy drinks are high in calories because they have a lot of added sugar. Instead, reach for a tall glass of water. Try adding a slice of lemon, lime or watermelon or a splash of 100% juice to your glass of water if you want some flavor.

Choose lean sources of protein.



Meat, poultry, seafood, dry beans or peas, eggs, nuts, and seeds are considered part of the protein foods group. Select leaner cuts of ground beef (label says 90% lean or higher), turkey breast, or chicken breast. Grill, roast, poach, or boil meat, poultry, or seafood instead of frying. Include beans or peas in main dishes such as chili, stews, casseroles, salads, tacos, enchiladas, and burritos.

Compare sodium in foods like soup and frozen meals and choose foods with less sodium.



Read the Nutrition Facts label to compare sodium in foods like soup, bread, canned vegetables, and frozen meals – and choose the foods with lower amounts. Look for "low sodium," "reduced sodium," and "no salt added" on food packages.

Eat some seafood.



Seafood includes fish (such as salmon, tuna, and trout) and shellfish (such as crab, mussels, and oysters). Seafood has protein, minerals, and omega-3 fatty acids (heart healthy fat). Adults should try to eat at least 8 ounces a week of a variety of seafood. Children can eat smaller amounts of seafood too.

Pay attention to portion size.



Check to see what the recommended portion sizes of foods you eat look like in the bowls, plates, and glasses you use at home. For example – check 3/4 cup cereal, 3 ounces cooked chicken, 1 cup milk, 1/2 cup of juice. When dining out avoid "supersizing" your meal or buying "combo" meal deals that often include large size menu items. Choose small size items instead or ask for a "take home" bag and wrap up half of your meal to take home before you even start to eat.



READ IT *before you EAT IT!*

How many servings are you eating?

Calories in one serving.

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

Nutrition Facts

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

Amount Per Serving

Calories 250 Calories from Fat 110

% Daily Value*

Total Fat 12g 18%

Saturated Fat 3g 15%

Trans fat 0g

Cholesterol 30mg 10%

Sodium 470mg 20%

Total Carbohydrate 31g 10%

Dietary Fiber 0g 0%

Sugars 5g

Protein 5g

Vitamin A 4% • Vitamin C 2%

Calcium 20% • Iron 4%

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

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

% Daily Value (DV)

is the amount of a nutrient in one serving compared to dietary recommendations.

Get LESS

5% or less is low

20% or more is high

Get ENOUGH

5% or less is low

20% or more is high

What's the Best Choice for You?

Use the Nutrition Facts Label to Make Choices

Nutrition Fact Cards Comparison Sheet

Do This: Choose six food labels. Use the labels to answer the questions about the percent of daily value (or %DV) of calcium, iron, vitamin A, vitamin C, fiber found in one serving. Fill in the table and answer the questions below the table.

Nutrient Amount %DV

Food	Calcium	Iron	Vitamin A	Vitamin C	Fiber

1. Which food is highest in calcium? _____
2. Which food is lowest in calcium? _____
3. Which food is highest in iron? _____
4. Which food is lowest in iron? _____
5. Which food is highest in vitamin A? _____
6. Which food is lowest in vitamin A? _____
7. Which food is highest in vitamin C? _____
8. Which food is lowest in vitamin C? _____
9. Which food is highest in fiber? _____
10. Which food is lowest in fiber? _____



We Can! GO, SLOW, and WHOA Foods

Use this chart as a guide to help you and your family make smart food choices.

Post it on your refrigerator at home or take it with you to the store when you shop.

Refer to the *Estimated Calorie Requirements* to determine how much of these foods to eat to maintain energy balance.

- **GO Foods**—Eat almost anytime.
- **SLOW Foods**—Eat sometimes, or less often.
- **WHOA Foods**—Eat only once in a while or on special occasions.

Food Group	GO (Almost Anytime Foods)	SLOW (Sometimes Foods)	WHOA (Once in a While Foods)
	Nutrient-Dense ← → Calorie-Dense		
Vegetables	Almost all fresh, frozen, and canned vegetables without added fat and sauces	All vegetables with added fat and sauces; oven-baked French fries; avocado	Fried potatoes, like French fries or hash browns; other deep-fried vegetables
Fruits	All fresh, frozen, canned in juice	100 percent fruit juice; fruits canned in light syrup; dried fruits	Fruits canned in heavy syrup
Breads and Cereals	Whole-grain breads, including pita bread; tortillas and whole-grain pasta; brown rice; hot and cold unsweetened whole-grain breakfast cereals	White refined flour bread, rice, and pasta. French toast; taco shells; cornbread; biscuits; granola; waffles and pancakes	Croissants; muffins; doughnuts; sweet rolls; crackers made with <i>trans</i> fats; sweetened breakfast cereals
Milk and Milk Products	Fat-free or 1 percent low-fat milk; fat-free or low-fat yogurt; part-skim, reduced fat, and fat-free cheese; low-fat or fat-free cottage cheese	2 percent low-fat milk; processed cheese spread	Whole milk; full-fat American, cheddar, Colby, Swiss, cream cheese; whole-milk yogurt
Meats, Poultry, Fish, Eggs, Beans, and Nuts	Trimmed beef and pork; extra lean ground beef; chicken and turkey without skin; tuna canned in water; baked, broiled, steamed, grilled fish and shellfish; beans, split peas, lentils, tofu; egg whites and egg substitutes	Lean ground beef, broiled hamburgers; ham, Canadian bacon; chicken and turkey with skin; low-fat hot dogs; tuna canned in oil; peanut butter; nuts; whole eggs cooked without added fat	Untrimmed beef and pork; regular ground beef; fried hamburgers; ribs; bacon; fried chicken, chicken nuggets; hot dogs, lunch meats, pepperoni, sausage; fried fish and shellfish; whole eggs cooked with fat
Sweets and Snacks*		Ice milk bars; frozen fruit juice bars; low-fat or fat-free frozen yogurt and ice cream; fig bars, ginger snaps, baked chips; low-fat microwave popcorn; pretzels	Cookies and cakes; pies; cheese cake; ice cream; chocolate; candy; chips; buttered microwave popcorn
Fats/Condiments	Vinegar; ketchup; mustard; fat-free creamy salad dressing; fat-free mayonnaise; fat-free sour cream	Vegetable oil, olive oil, and oil-based salad dressing; soft margarine; low-fat creamy salad dressing; low-fat mayonnaise; low-fat sour cream**	Butter, stick margarine; lard; salt pork; gravy; regular creamy salad dressing; mayonnaise; tartar sauce; sour cream; cheese sauce; cream sauce; cream cheese dips
Beverages	Water, fat-free milk, or 1 percent low-fat milk; diet soda; unsweetened ice tea or diet iced tea and lemonade	2 percent low-fat milk; 100 percent fruit juice; sports drinks	Whole milk; regular soda; calorically sweetened iced teas and lemonade; fruit drinks with less than 100 percent fruit juice

*Though some of the foods in this row are lower in fat and calories, all sweets and snacks need to be limited so as not to exceed one's daily calorie requirements.

**Vegetable and olive oils contain no saturated or *trans* fats and can be consumed daily, but in limited portions, to meet daily calorie needs. (See Sample USDA Food Guide and DASH Eating Plan at the 2,000-calorie level handout)

Source: Adapted from CATCH: Coordinated Approach to Child Health, 4th Grade Curriculum, University of California and Flaghouse, Inc., 2002.

Fast Food Facts



Did You Know:

A large fast food meal can have up to 1,500 calories. That is almost 75% of your calorie needs for the whole day. That meal takes about 15 minutes to eat. That meal would take about 4 hours of basketball or 3 hours of jogging to burn off the calories.

Portions of fast food meals have gotten bigger! 20 years ago, an average order of French fries had 210 calories, and today, it has 610 calories. The average cheeseburger used to be 333 calories and is now 590 calories.

What Can You Do?

Order small or regular sizes instead of supersize portions

Avoid the high-fat, high-calorie toppings like mayonnaise and regular salad dressings. Try ordering them on the side and use less.

Order a side salad instead of fries

Choose grilled foods instead of fried foods.

Drink water, low-fat milk instead of soda.

Look for healthy food words on restaurant menus, like "steamed, in its own juice, garden fresh, broiled, baked, roasted, poached, lightly sautéed" and make these foods your choice.

Watch out for these words on menus—"butter sauce, fried, crispy, creamed, in cream or cheese sauce, au gratin, casserole, pot pie, pastry crust". These words can mean lots of extra calories.

Get Smart As You Shop

Fruits and vegetables can fit into any budget. The following tips can help you save money as you strive to eat more fruits and vegetables.

Remember, fresh, frozen, canned, and dried types all count toward getting more fruits and veggies.

Before You Shop

-  **Look for store ads** and use them when planning your weekly grocery list. Plan to buy the fruits and vegetables that are on sale and use them in meals and snacks that week.
-  **Plan your weekly meals and snacks** before you go shopping. Look through your freezer and pantry to see what fruits and vegetables you have at home that you can use.
-  **Think variety!** Make a point to try a new fruit or vegetable each week.



After You Shop

-  **Use fresh fruits and vegetables** within a few days after shopping and use frozen and canned fruits and vegetables later in the week.
-  As you are putting your groceries away, **chop some fruits and vegetables** and place in bags or storage containers. Keep them in the refrigerator so they will be ready to grab for lunches and snacks.

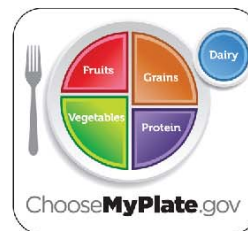
While You Shop

-  **Purchase fresh fruits and vegetables in season** when they tend to be less expensive.
-  **Buy whole fruits and vegetables** instead of pre-cut or pre-packaged forms which tend to be more expensive.
-  **Consider frozen and canned** if fresh are too expensive. Frozen and canned fruits and vegetables keep longer than fresh.
-  **Shop smartly!** Look out for added sugar in canned fruits; look for fruit packed in water or juice. Choose veggies with low sodium.
-  **Consider generic or store brands** instead of name brands. Store brands tend to cost less and have similar taste and nutrition.
-  If your budget allows, **buy larger bags of frozen fruits and vegetables.** They may be a better bargain and you can use what you need and keep the rest for later use.
-  **Buy canned or dried beans** and use them in recipes instead of meat which is more expensive. Traditional recipes made with meat such as chili, soups, and Mexican dishes like burritos are delicious with beans.

Visit www.fruitsandveggiesmatter.gov
for more great tips and recipes



eating better on a budget



10 tips to help you stretch your food dollars

Get the most for your budget! There are many ways to save money on the foods that you eat. The three main steps are planning before you shop, purchasing the items at the best price, and preparing meals that stretch your food dollars.

1 plan, plan, plan!

Before you head to the grocery store, plan your meals for the week. Include meals like stews, casseroles, or stir-fries, which “stretch” expensive items into more portions. Check to see what foods you already have and make a list for what you need to buy.

2 get the best price

Check the local newspaper, online, and at the store for sales and coupons. Ask about a loyalty card for extra savings at stores where you shop. Look for specials or sales on meat and seafood—often the most expensive items on your list.



3 compare and contrast

Locate the “Unit Price” on the shelf directly below the product. Use it to compare different brands and different sizes of the same brand to determine which is more economical.

4 buy in bulk

It is almost always cheaper to buy foods in bulk. Smart choices are family packs of chicken, steak, or fish and larger bags of potatoes and frozen vegetables. Before you shop, remember to check if you have enough freezer space.



5 buy in season

Buying fruits and vegetables in season can lower the cost and add to the freshness! If you are not going to use them all right away, buy some that still need time to ripen.

6 convenience costs... go back to the basics

Convenience foods like frozen dinners, pre-cut vegetables, and instant rice, oatmeal, or grits will cost you more than if you were to make them from scratch yourself. Take the time to prepare your own—and save!

7 easy on your wallet

Certain foods are typically low-cost options all year round. Try beans for a less expensive protein food. For vegetables, buy carrots, greens, or potatoes. As for fruits, apples and bananas are good choices.



8 cook once...eat all week!

Prepare a large batch of favorite recipes on your day off (double or triple the recipe). Freeze in individual containers. Use them throughout the week and you won't have to spend money on take-out meals.

9 get your creative juices flowing

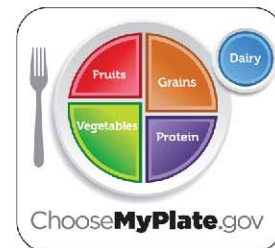
Spice up your leftovers—use them in new ways. For example, try leftover chicken in a stir-fry or over a garden salad, or to make chicken chili. Remember, throwing away food is throwing away your money!



10 eating out

Restaurants can be expensive. Save money by getting the early bird special, going out for lunch instead of dinner, or looking for “2 for 1” deals. Stick to water instead of ordering other beverages, which add to the bill.

liven up your meals with vegetables and fruits



10 tips to improve your meals with vegetables and fruits

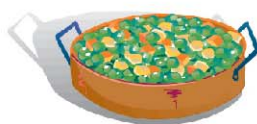
Discover the many benefits of adding vegetables and fruits to your meals. They are low in fat and calories, while providing fiber and other key nutrients. Most Americans should eat more than 3 cups—and for some, up to 6 cups—of vegetables and fruits each day. Vegetables and fruits don't just add nutrition to meals. They can also add color, flavor, and texture. Explore these creative ways to bring healthy foods to your table.

1 fire up the grill

Use the grill to cook vegetables and fruits. Try grilling mushrooms, carrots, peppers, or potatoes on a kabob skewer. Brush with oil to keep them from drying out. Grilled fruits like peaches, pineapple, or mangos add great flavor to a cookout.

2 expand the flavor of your casseroles

Mix vegetables such as sauteed onions, peas, pinto beans, or tomatoes into your favorite dish for that extra flavor.



3 planning something Italian?

Add extra vegetables to your pasta dish. Slip some peppers, spinach, red beans, onions, or cherry tomatoes into your traditional tomato sauce. Vegetables provide texture and low-calorie bulk that satisfies.

4 get creative with your salad

Toss in shredded carrots, strawberries, spinach, watercress, orange segments, or sweet peas for a flavorful, fun salad.

5 salad bars aren't just for salads

Try eating sliced fruit from the salad bar as your dessert when dining out. This will help you avoid any baked desserts that are high in calories.

6 get in on the stir-frying fun

Try something new! Stir-fry your veggies—like broccoli, carrots, sugar snap peas, mushrooms, or green beans—for a quick-and-easy addition to any meal.

7 add them to your sandwiches

Whether it is a sandwich or wrap, vegetables make great additions to both. Try sliced tomatoes, romaine lettuce, or avocado on your everyday sandwich or wrap for extra flavor.



8 be creative with your baked goods

Add apples, bananas, blueberries, or pears to your favorite muffin recipe for a treat.

9 make a tasty fruit smoothie

For dessert, blend strawberries, blueberries, or raspberries with frozen bananas and 100% fruit juice for a delicious frozen fruit smoothie.

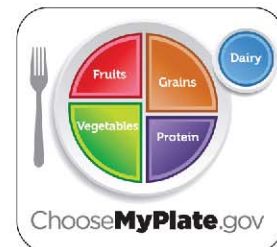


10 liven up an omelet

Boost the color and flavor of your morning omelet with vegetables. Simply chop, saute, and add them to the egg as it cooks. Try combining different vegetables, such as mushrooms, spinach, onions, or bell peppers.

focus on fruits

10 tips to help you eat more fruits



Eating fruit provides health benefits. People who eat more vegetables and fruits as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health, such as potassium, dietary fiber, vitamin C, and folate (folic acid). Most fruits are naturally low in fat, sodium, and calories. None have cholesterol. Any fruit or 100% fruit juice counts as a part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

1 **keep visible reminders**
Keep a bowl of whole fruit on the table, counter, or in the refrigerator.



2 **think about taste**
Buy fresh fruits in season when they may be less expensive and at their peak flavor. Add fruits to sweeten a recipe.



3 **think about variety**
Buy fruits that are dried, frozen, and canned (in water or 100% juice) as well as fresh, so that you always have a supply on hand.

4 **don't forget the fiber**
Make most of your choices whole or cut-up fruit, rather than juice, for the benefits that dietary fiber provides.



5 **be a good role model**
Set a good example for children by eating fruit every day with meals or as snacks.

6 **include fruit at breakfast**
At breakfast, top your cereal with bananas, peaches, or strawberries; add blueberries to pancakes; drink 100% orange or grapefruit juice. Or, try a fruit mixed with fat-free or low-fat yogurt.



7 **try fruit at lunch**
At lunch, pack a tangerine, banana, or grapes to eat, or choose fruits from a salad bar. Individual containers of fruits like peaches or applesauce are easy and convenient.

8 **experiment with fruit at dinner, too**
At dinner, add crushed pineapple to coleslaw, or include orange sections, dried cranberries, or grapes in a tossed salad.

9 **snack on fruits**
Dried fruits make great snacks. They are easy to carry and store well.



10 **keep fruits safe**
Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly to remove dirt and surface microorganisms. After rinsing, dry with a clean towel.



add more vegetables to your day

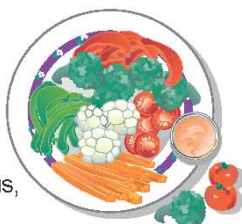
10 tips to help you eat more vegetables



It's easy to eat more vegetables! Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your meals, follow these simple tips. It is easier than you may think.

1 discover fast ways to cook
Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or broccoli in a bowl with a small amount of water in the microwave for a quick side dish.

2 be ahead of the game
Cut up a batch of bell peppers, carrots, or broccoli. Pre-package them to use when time is limited. You can enjoy them on a salad, with hummus, or in a veggie wrap.



3 choose vegetables rich in color
Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but also are good for you, too.

4 check the freezer aisle
Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen corn, peas, green beans, spinach, or sugar snap peas to some of your favorite dishes or eat as a side dish.

5 stock up on veggies
Canned vegetables are a great addition to any meal, so keep on hand canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets. Select those labeled as "reduced sodium," "low sodium," or "no salt added."



6 make your garden salad glow with color
Brighten your salad by using colorful vegetables such as black beans, sliced red bell peppers, shredded radishes, chopped red cabbage, or watercress. Your salad will not only look good but taste good, too.



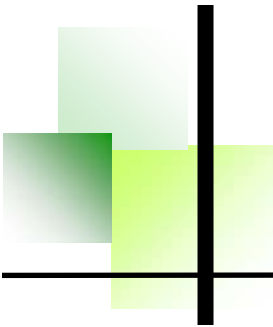
7 sip on some vegetable soup
Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups.

8 while you're out
If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or side salad instead of the typical fried side dish.

9 savor the flavor of seasonal vegetables
Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best-in-season buys. Or visit your local farmer's market.



10 try something new
You never know what you may like. Choose a new vegetable—add it to your recipe or look up how to fix it online.



Get Fit: That's It!

Healthy Eating Active Living Lessons Lesson 6



Prince William Health Partnership
&
Prince William County 4-H





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 6 : Limit Screen Time!

SOL:

6.3.5 The student will be able to recognize persuasive tactics used by various types of media. SOL 6.6b

7.3.2 The student will investigate types of advertising techniques used to influence adolescents' decisions. SOL 7.3a

8.3.2 The student will utilize a personal system of review to authenticate and validate the appropriateness of a variety of health education materials (print – newspapers, magazines, audiovisuals, and electronic information) which target adolescents. SOL 8.4a

8.3.3 The student will recognize the influence of multiple media sources on adolescent health choices. SOL 8.4b

Kit Materials:

Markers

Student Handouts:

"Screen-Free Things To Do"

"Could I Reduce My Screen Time?" "What Would I Do Instead?"

"Screen Time and Other Activity Journal"

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

Resources for Teacher:

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

Lifeskill:

Healthy Lifestyle Choices, Decision Making, Goal Setting, Self-Motivation, Critical Thinking

Objective

Youth will reduce screen time to no more than two hours per day thereby increasing activity level and decreasing media influence. Youth will become critical thinkers in regard to media advertising and media stereotyping.

Background Information:

The average youth spends at least 5 hours a day with screen-based media—television, movies, playing video games, and using computer. This does not include computer-based homework time. Children who watch more television tend to spend less time doing homework, studying and reading for leisure. The more weekday time spent watching TV, the higher a child's odds are of performing poorly in school. The more TV a child views, the higher their risk of being overweight. Replacing screen use with physical activity is a great way to reduce the risk of becoming overweight. Children who are physically active are less likely to be overweight, are sick less often, do better in school, sleep better, and are less likely to feel sad, depressed, or stressed. Adults experience many of these same benefits when screen time is reduced. Overweight children face many health problems, such as type 2 diabetes, high blood pressure, respiratory (breathing) problems, trouble sleeping, and depression. Watching too much TV can not only keeps kids sedentary instead of active, but kids also see about 40,000 ads on TV each year, most of which are for candy, cereal and fast food. These ads pressure kids to choose unhealthy foods to eat. Youth should be aware of the amount of their personal screen time and active time. This realization can make them aware of their need for physical activity.

9-5-2-1-0 !



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 6: Limit Screen Time!

ACTIVITIES:

Activity 1 Screen Time; Get The Facts Time

Do:

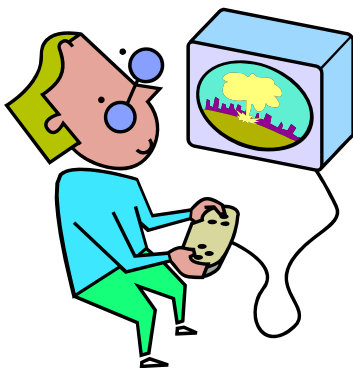
1. Brainstorm as a total group these questions:
 - What activities are classified as “screen time”
 - (computers, video games, TV, movies, cell phones, iPods, etc.)
 - What kinds of screen time do you engage in at home? Do not count schoolwork or homework screen time.
2. On a piece of paper, have each youth on their own answer these questions:
 - How much time a day do you engage in watching TV? Now, calculate a week, a month.
 - How much time a day do you engage in texting? Now, calculate a week, a month.
 - How much time a day do you use the internet for leisure? Now, calculate a week, a month.
 - What's your overall total for a day, a week, a month?
 - What is a healthy use of screen time?
 - What is an unhealthy use of screen time?
(Sitting for hours in front of a TV, missing out on other activities you could have fun doing, watching TV and for getting your homework, staying up too late on the computer and being so tired the next day, watching TV shows that cause dreams, Ignoring people you are with because you are texting others.)
3. Brainstorm as a total group the effects of “too much screen time”
(less physical activity, less healthy eating habits due to watching advertisements and eating in front of screen, more weight gain because of inactivity, less time for worthwhile activities)

Reflect:

Say: There are 24 hours in a day, you sleep 9, that leaves 15. You go to school for 6 hours of the 15, leaving a total of 9 hours. What are you doing with those other nine hours a day?
Ask: Did your screen time hours surprise you?

Apply:

Give youth paper and markers and have them draw their day with less screen time.





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 6: Limit Screen Time!

ACTIVITIES:

Activity 2 Screen Time, Is That All There Is?

Do:

Divide youth into small groups with markers and chart paper. Have them answer this question in words or pictures.

- What activities can you do that are not screen time?
- Let each group share their lists/pictures.
- Give each youth a set of the handout, "Screen-Free Things To Do" Ask them to check the ones that appeal to them as alternatives to screen-time. Add their own ideas.

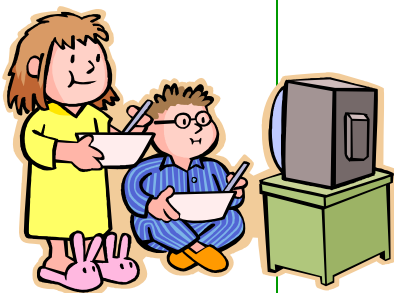
Reflect:

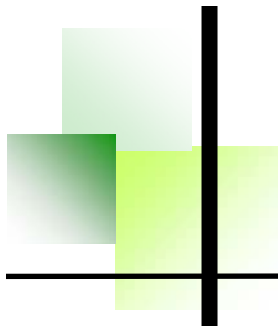
Ask: Could some of these activities be part of your day with less screen time.

Ask: When you get away from the screen, do you enjoy yourself? Do you find you have more energy and are in a better mood? Do you think you are learning new things by doing different activities?

Apply:

1. Give youth the handout, "Could I Reduce My Screen Time? "What Would I Do Instead?" Challenge them to make three goals to reduce their screen time.
2. Give youth the "Screen Time and Other Activity Journal" to record what they are doing with their time. Tell them to explain this journal to their family and see if their family wants to reduce their screen time as well. Bring the journals back in a week. Have them keep the journal for a second week to see if their behavior changed in regard to screen-time amount of time. Discuss all results.





Get Fit: That's It!

Healthy Eating Active Living Lessons Lesson 7



Prince William Health Partnership
&
Prince William County 4-H





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 7:

More Screen Time = More Exposure to Advertising

SOL:

6.3.5 The student will be able to recognize persuasive tactics used by various types of media. SOL 6.6b

7.3.2 The student will investigate types of advertising techniques used to influence adolescents' decisions.

SOL 7.3a

8.3.2 The student will utilize a personal system of review to authenticate and validate the appropriateness of a variety of health education materials (print – newspapers, magazines, audiovisuals, and electronic information) which target adolescents. SOL 8.4a

8.3.3 The student will recognize the influence of multiple media sources on adolescent health choices. SOL 8.4b

Kit Materials:

Markers
Magazine Ads
Index Cards

Student Handouts:

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

"6 Questions To Ask When Analyzing Media Ads"

Resources for Teacher:

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

Take Home Materials:

"Reduce Screen Time
Limit Computer Time and Television Usage"

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

Lifeskill:

Healthy Lifestyle Choices, Decision Making, Goal Setting, Self-Motivation, Critical Thinking

Objective:

Youth will be able to question the true value of a product from the portrayed product in an advertisement. Youth will understand the power of media and advertising.

Background Information:

The top food and beverage advertisers spend billions of dollars to market food products to children. Nutritionists consider many of these food products to be high in sugar, fat and/or salt. At the same time, there is the rising incidence in type 2 diabetes and concerns about blood pressure and cholesterol issues as well as obesity. Advertising works. It's all about the bottom line. The goal of advertising (obviously) is to sell goods and services, to adults and youth. Youth need to know that the point of advertising is to create a desire within them in order to get them to buy something, so that companies can add to their profits. It's not that all advertising is bad, it's just that youth should learn and become savvy enough to realize that everyday, they will encounter companies (via advertising) that want their money. Knowing how to evaluate advertising helps both adult and youth make healthy and wise choices as a consumer.

ACTIVITIES:

Activity 1 Advertising—Where?

DO:

Ask: Where do you see advertising?

(TV, Internet, video games, radio, movie theater, newspaper, magazines, clothing, malls, grocery stores, tote bags, buses, billboards, sides of trucks, etc.)

Ask: What are all these advertisements trying to do:

(To get you to buy something or do something)

Ask: What's your guess for how many advertisements you see on TV in a year?

(40,000) (7,600-19,000 are for food items)

Ask: How much do you think is spent on advertising in this county in a year? (about 150 billion)



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Lesson 7:

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Reflect:

Ask: Do you think advertising changes what you buy?

For example, if you were going to buy a soda, would you buy a generic brand called Cola Drink or would you buy Coca-Cola? (Have youth raises hands and count)

Why?

Tell: Youth were part of an experiment where the youth tasted hamburgers in plain wrappers and hamburgers in a fast food wrapper from McDonald's. Both were McDonald's burgers but the youth said the ones in the McDonald's wrapper tasted better. Why do you think the youth in the study gave that response?

Apply:

Give youth the "9-5-2-1-0 Fact Sheet on Limiting Screen Time" to read. Have them reflect on how this information affects their life. Tell them to take home this sheet and share with family.

Activity 2 Analyze This!

Do:

Put youth in small groups and give them examples of magazine advertisements. Youth will look at examples of advertisements from magazines to critically analyze how the ads were put together to persuade consumers to buy various products. Give groups the "6 Questions To Ask When Analyzing Media Ads" handout for each magazine advertisement to help evaluate. Have youth fill in answers as a group.

Reflect:

Share the answers to the questions

Apply:

Did this activity make you stop and think? This activity is meant to make you be a critical thinker about the information that bombards you each day through media advertising. Talk about this with your family. Watch or read an advertisement at home. Apply the six questions. Bring in the results of your critique of the advertisement.





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Activity 3 Now Here's Some Screen-Time Facts!

Do:

Put youth in small groups and have them read and discuss the "Screen-Time Facts" sheet. Tell youth you want them to write and perform a 30—60 second radio spot or TV commercial using the handout information.

Be creative! Give youth time to perform! Assign judges for each group from other groups. Choose different judges for each group. Give judges an index card to write a number from 1– 10 for acting ability/vocal delivery and content of performance.

Reflect:

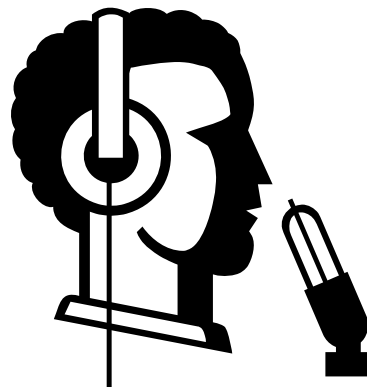
How did the groups' performance educate you?

Apply:

What knowledge from this exercise can you apply to your daily screen time life?

Home/Community Expansion

1. Perform the skits/radio spots for others in the school or to an Elementary after-school group.
2. Organize a three day screen free challenge at school or at home.
3. Make the "Reduce Screen Time Limit Computer Time and Television Usage" and the 9-5-2-1-0 Fact Sheet available for parents at health fairs.





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Handouts and Background Information



SCREEN -FREE THINGS TO DO

What might interest you? Check them!

1. Call a friend
2. Listen to your favorite music
3. Discover activities in your community center or local park
4. Workout
5. Play soccer, softball, volleyball or basketball
6. Go for a walk or run
7. Draw and/or paint a picture
8. Play dodge ball
9. Play a musical instrument
10. Practice a sport
11. Organize a game of football/baseball/basketball with friends
12. Learn to change a tire on a bike or car
13. Create a skit and perform it for others
14. Play cards
15. Make a necklace or other jewelry out of beads
16. Make crafts for gift giving
17. Write a story
18. Watch the night sky through binoculars: identify difference constellations.
Observe the moon.
19. Build a model—car, boat, plane, building
20. Write a song or rap
21. Ride your bike
22. Sing and dance to favorite music
23. Read a good book or magazine
24. Take photographs
25. Organize photographs into an album
26. Make a collage of your favorite things out of pictures from old magazines
27. Jump rope
28. Play hula hoop
29. Write in your diary
30. Take a dance class, make a routine to teach your friends
31. Repair or refinish a piece of furniture
32. Create art out of clay or other materials
33. Paint your nails
34. Play Frisbee with a friend or neighbor
35. Play with your pet

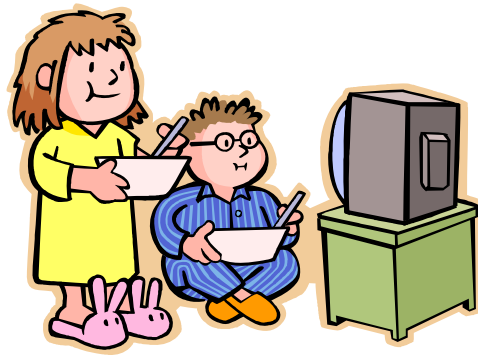


MORE SCREEN -FREE THINGS TO DO

What might interest you? Check them

36. Spend time with a brother or sister
37. Create an advertisement that encourages kids your age to cut their screen time (TV, computer, video game use)
38. Redecorate your room with parent's permission.
39. Experiment with a new look—hair, clothes, etc.
40. Do a crossword puzzle
41. Make a friendship bracelet
42. Take a nature hike. Learn about trees, flowers and animals in your area.
43. Write a poem
44. Learn a magic trick
45. Learn to juggle
46. Volunteer to help in your community
47. Learn or make-up a game and teach your buddies
48. Plant and/or work in the garden
49. Make a wooden flowerbox
50. Learn to sew and make something
51. Go roller skating, skate boarding, roller blading or ice skating
52. Go swimming
53. Plan a slumber party
54. Play hopscotch, hide and seek, or freeze-tag
55. Write cards or letters to friends and family you don't see often
56. Learn and practice knitting or crocheting
57. Build a robot
58. Walk the dog—take along a friend or family member
59. Go to a museum
60. Help a friend with homework or tutor a younger child
61. Play a board game with friends and/or family members
62. Go to a museum
63. Research your family history and draw your family tree
64. Go bowling
65. Plan a family meal and help prepare it
66. Cook a special recipe
67. Create sidewalk art with sidewalk chalk
68. Go camping
69. Play golf
- 70. What can you add?**





COULD I REDUCE MY SCREEN TIME?
TV, COMPUTER, TEXTING?
WHAT WOULD I DO INSTEAD?

Sample Goal: I will read for 15 extra minutes a day instead of watching TV.

GOAL 1:

GOAL 2:

GOAL 3:

6 QUESTIONS TO ASK WHEN ANALYZING MEDIA ADS!



1. WHO IS THE AUTHOR OR SPONSOR?

2. WHO IS THE AUDIENCE?

3. WHAT IS THE PURPOSE?

4. WHAT IS THE MESSAGE?

5. WHAT INFORMATION IS MISSING?

6. WHAT TECHNIQUES ARE USED TO ATTRACT YOUR
ATTENTION?

SCREEN TIME FACTS!

Create a Radio Spot or a TV Commercial



In 2010, a study in the American Journal of Epidemiology (Epidemiology is the branch of medicine that deals with the study of the causes, distribution, and control of disease in populations.) reported that most adolescents spend an average of 24-30 hours per week watching TV and using computers.

When children use a lot of electronic media, they spend less time on other activities, including reading and studying. Children who are heavy media users are more likely to do poorly in school.

Start early talking to youth about moderation when it comes to screen time. We live in an age with many electronic devices, computers, TV, smart phones, laptops, tablets, and iPods. More time with electronic media often means youth spend less time being active or playing outside. Sitting front of a screen means less active time and that means a direct link to overweight issues.

There is very good evidence that TV is linked to obesity because of food advertising and eating while viewing. Youth see thousands of ads per year—mostly for junk food, fast food, and toys.

The media can promote negative body image. The people you often see in magazines as “beautiful people” have had their photos touched up and are often too thin.

When you reduce youth’s time with electronic media, you help limit its negative effects. Experts recommend youth limit themselves to no more than two hours of screen media per day. Youth may have trouble sleeping if they use media in the evening or have a bedroom TV. Why not create

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.

Reduce Screen Time

Limit Computer Time and Television Usage

For many of us, limiting our computer usage and getting away from all screens can be a challenge. That means television (TV) screens, computer monitors, and even the handheld devices we use for checking e-mail, listening to music, watching TV, and playing video games on the go.

Health experts say screen time at home should be limited to two hours or less a day, unless it's work- or homework-related. The time we spend in front of the screen could be better spent being more physically active (increasing our ENERGY OUT), and setting a good example for our families.

When it comes to kids—parents and caregivers should not only set a good example, they need to set rules that limit kids' computer time, TV watching, and video game playing to reduce how much time is spent in front of a screen. Research by the Henry J. Kaiser Foundation has shown that setting rules about media use is a challenge for many parents/caregivers.

In 8- to 18-year-olds:

- 28 percent said their parents set TV-watching rules
- 30 percent said their parents set rules about video game use
- 36 percent said their parents set rules about computer use

However, the same study also demonstrated that when parents set ANY media rules, children's media use is almost three hours lower per day.

Other Screen-Time Statistics:

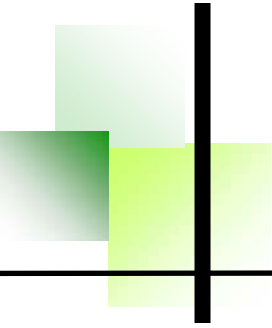
(Source: Henry J. Kaiser Foundation, "Generation M2: Media in the Lives of 8-18 Year Olds," January 2010)

Children ages 8–18 spend the following amount of time in front of the screen, daily:

- Approximately 7.5 hours using entertainment media
- Approximately 4.5 hours watching TV
- Approximately 1.5 hours on the computer
- Over an hour playing video games

These data lie in stark contrast to the 25 minutes per day that children spend reading books.

Taken from We Can! Did You Know? We Can! (Ways to Enhance Children's Activity and Nutrition), from the National Institutes of Health, helps parents encourage better food choices, increase physical activity and reduce screen time. For tools to help kids maintain a healthy weight, visit <http://wecan.nhlbi.nih.gov> or call (866) 35-WECAN.



Get Fit: That's It!

Healthy Eating Active Living Lessons Lesson 8



Prince William Health Partnership
&
Prince William County 4-H





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 8: Get Moving!

SOL:

6.4.1 The student will understand the relationship between and the importance of maintaining healthy body systems. SOL 6.2b

6.1.3 The student will understand how to measure and interpret personal and family wellness data. SOL 6.6a

6.3.3 The student will identify how involvement and volunteering with family or community projects is an asset to personal as well as community health. SOL 6.7a

6.8.1 The student will understand how stress affects adolescents. SOL 6.3a

7.8.1 The student will understand the benefits of stress management and stress-reduction techniques. SOL 7.1c

7.1.2 The student will identify the benefits of regular physical activity and fitness. SOL 7.2d

8.1.2 The student will understand the health risks of a sedentary lifestyle. SOL 8.1g

8.3.8 The student will be made aware of the opportunities for community service. SOL 8.5d

8.3.9 The student will understand that participation in family or community projects provides an opportunity to practice and develop leadership skills. SOL 8.7b

8.8.4 The student will understand the impact physical health has on mental capabilities. SOL 8.3b



Lifeskill:

Healthy Lifestyle Choices, Stress Management, Disease Prevention, Goal Setting, Service Learning, Decision Making, Cooperation, Teamwork, Contributions to Group Effort

Objective:

Youth will learn the importance of being physically active for at least one hour per day, and create personal goals for increasing physical activity in their lives. Youth will explore the possibility of their physical activity being used to help others.

Background Information:

Physical activity is anything that gets the body moving. Health experts recommend that young people should be physically active for at least 60 minutes each day of the week. Engaging in regular physical activity can help a person maintain a healthy body weight and reduce health risk factors. Physical activity does not have to be exercise in a gym; work or play activities such as mowing the lawn, gardening, walking the dog, walking to the store, or riding bicycles in the neighborhood all qualify. Activities can vary according to levels of intensity. Regular physical activity helps people not only maintain physical fitness, but also helps improve their psychological outlook and cognitive performance. Along with healthy eating, physical activity is a cornerstone in helping people maintain a healthy weight. Healthy weight is a balancing act between the calories you eat and drink and the calories you burn. It is important to find physical activities you can enjoy for a lifetime. The **9-5-2-1-0** message reminds youth to be physically active for at least one hour per day.

ACTIVITIES:

Activity 1:

Are You Knotted Up?

Do:

Youth form a human knotted circle and attempt to unravel themselves while holding hands.

Reflect:

What did it take to get unknotted?

Apply:

How can this activity apply to other situations in your life. (taking steps one by one, patience, working with others, etc.)



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 8: Get Moving!

Kit Materials:

Markers
"Shake It Up, Break It Down" CD & DVD

Student Handouts

"What Will Be In Your 60 minutes Of Activity For A Day?"

"What's Your Excuse Handout?"

"Helpful Walking Tips".

"Step Count Log"

"Monthly Physical Activity Sheet"

Other Needed Supplies:

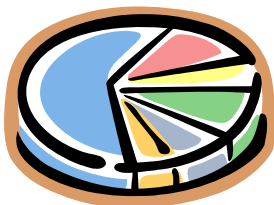
Resources for Teacher

"Physical Activity A Healthy Habit for Life"

Take Home Materials

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

"Physical Activity A Healthy Habit for Life"



ACTIVITIES:

Activity 1 Brainstorming—Why Move?

Do:

This brainstorming can be done as a total group or in small groups. Make the questions available to youth. Chart answers together or in groups. If using groups, leave time for reporting back to entire group.

Questions:

1. Why is physical activity good for you?

(burn calories, helps with your mental health, gives you something to do when you are bored, helps you feel good about yourself, makes your bones and muscles strong, good posture, makes you energetic and alert, increase helps maintain weight, improves physical coordination, helps you sleep better, helps keep your body healthy, builds strength and endurance, it's fun and you can do some physical activity with others, helps relieve stress,)

2. List all the possible activities you could do—in the house, outside, elsewhere?

(swim, walk, shoot hoops, run, skate, jump rope, golf, soccer, football, tennis, bike, skateboard, martial arts, vacuum, cut the grass, rake leaves, walk the dog, dance, climb stairs, clean house.

Reflect:

Share results of group brainstorming. Give additional information to total group.

Ask: Think of the physical activities do you do on a regular basis. Let youth share if they wish.

Apply:

Give youth the handout, "What will be in your 60 minutes of activity for a day?" and have them complete the pie chart, noting for example, 15 minutes raking leaves, 10 minutes bike riding, etc.

Encourage youth to read over the 9-5-2-1-0 Fact Sheet on Physical Activity and take it home to discuss with family.



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



Lesson 8: Get Moving!

Activity 2 What's Your Excuse?

Do:

Give youth the "What's Your Excuse Handout?" Give them markers and paper and tell them they are to illustrate a common excuse not to exercise and the reason that answers that excuse. They can make up new excuses with their own reasons why the excuse is invalid as well. Stress their work can be drawing or just words and design.

Reflect :

Ask: Do you have excuses or challenges to get moving.

Apply:

Do you think you could challenge yourself or a family member to get moving with you? How? What's a plan?

Activity 3 Walk On!

Do:

Ask: What kind of physical activity have humans have been doing for OVER 3 million years and still doing today? (Walking) Walking is a great physical activity—it can be done nearly anywhere and nearly anytime. Ask:: What do you think are the benefits of walking. (possible responses—burn calories, helps with your mood, good posture, makes you energetic and alert, helps increase or maintain muscle mass, helps maintain weight, improves physical coordination, helps you sleep better, helps keep your body healthy) Show youth a pedometer and explain this is a personal instrument to count steps.

Get youth moving doing these types of walking

1. Slow easy stroll—burn about 3 calories a minute
2. Normal walking—comfortable breathing, talking and only moderate exertion—burns about 5 calories
3. Fast walking—heavy breathing, sweating, muscles working intensely. Burns about 7-10 calories a minute

Distribute handout: "Helpful Walking Tips". Give youth time to read over tips

Reflect: Is walking a part of your exercise plan currently? How? Do you think you could build more walking into your daily life? Which of the tips make good sense to you? Using the "Helpful Walking Tips" for ideas, have youth make "More Walking" posters for display in school.





4-H Get Fit, That's It

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Nutritional Lessons



Lesson 8: Get Moving!

Apply:

Take the log home and share it with family. They might want to do it too! Bring it back after a week to discuss as a group. Note behavior change.

Home/Community Expansion:

1. Gardening—Encourage youth to consider gardening a physical activity they can do with their family or as part of a community garden. Contact your local Cooperative Extension office for gardening help.
2. Walk for a Cause—Encourage youth to take part in a walk for a worthy cause. Plan and publicize the event.
3. Inform youth about the President's Challenge website where youth can earn the Presidential Active Lifestyle Award. <https://www.presidentschallenge.org/celebrate/active-lifestyle.shtml>
This website is filled with wonderful information about increasing physical activity!
4. Use the "Physical Activity, a Healthy Habit for Life" sheet and the "9-5-2-1-0 Fact Sheet on Physical Activity" with parents.





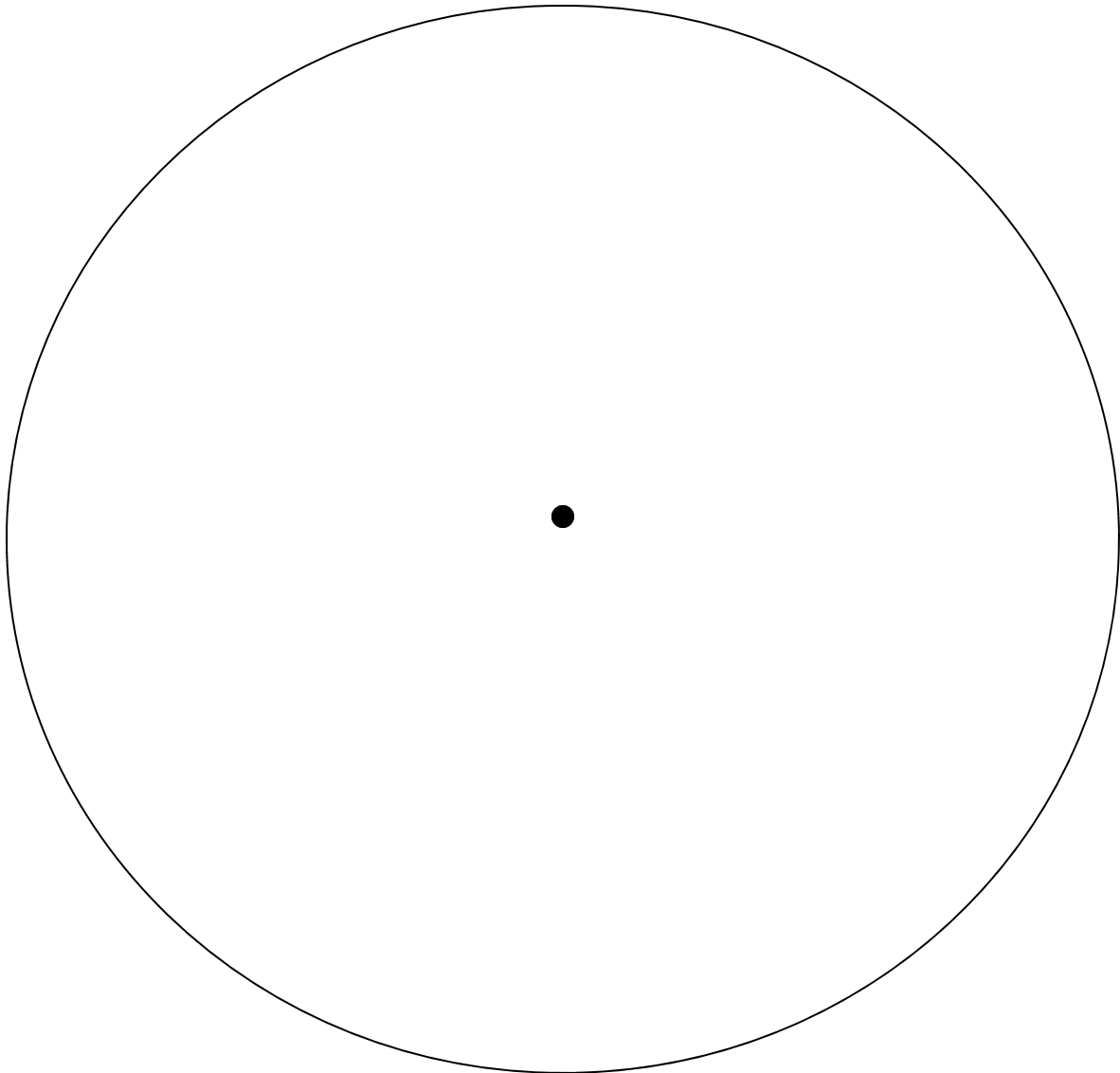
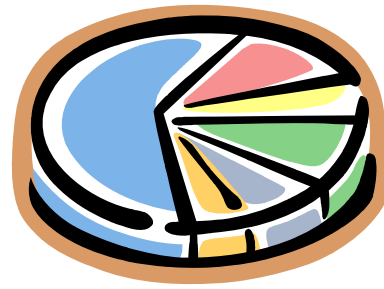
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Handouts and Background Information



WHAT WILL BE IN
YOUR 60 MINUTES
OF ACTIVITY
FOR A DAY?



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.

SO...What's Your Excuse ?

Some Excuses Not to Do Physical Activity

I am too tired!

I get sore, I could get hurt!

None of my friends exercise.

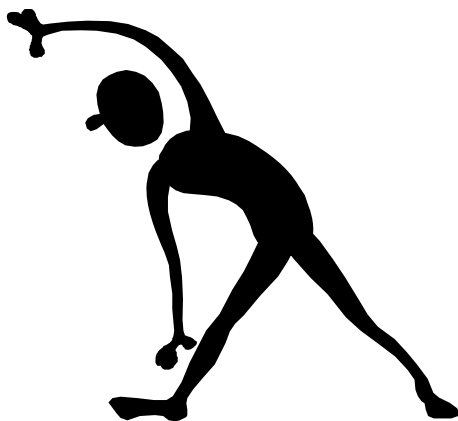
I am overweight.

I do not like to sweat

It is too cold outside

I do not have time.

Name some more excuses...



Some Reasons Why You Should

Physical activity boosts your energy! You feel better all day!

Fitness is an important indicator of health.

Water aerobics are gentle to the body.

Physical activity and healthful food choices can help stabilize weight.

It is fun to have friends and family join you. You need support from family and friends to maintain a physical activity plan.

You can wear loose breathable clothing to make physical activity comfortable.

You can start physical activity slowly and always warm up to make your muscles flexible to decrease chance of injury.

Name some more reasons...

Walking and Counting, Walking and Counting

HELPFUL WALKING HINTS



Begin your walking program slow and easy.
Increase pace and distance as you go along!

Choose a safe place to walk—firm flat surface.

Measure your resting heart rate before you begin. (This can be done by placing your index and third finger on your neck, to the side of your windpipe or by, placing two fingers between the bone and tendon on the thumb side of your wrist. When you feel your pulse, look at a watch and count the number of pulses in 15 seconds. Multiply this number X4 to get your RHR (Resting Heart Rate) A normal RHR is between 60 and 80 beats per minute.

Remember, if you can talk while walking, you are probably walking at a comfortable pace.

If you can't talk and are out of breath, slow down.

If you can sing, you are not working hard enough, pick it up to a faster pace!

Wear comfortable shoes and clothing. Drink plenty of water before, during and after exercise to maintain proper hydration.

Do simple stretches to warm up your body before beginning the walk. This helps prevent injuries.

Measure your pulse after you finish your walk. This will help you monitor your progress over time.

Use a pedometer to count your steps or remember that there are about 2,000 steps for 1-mile!

See if you can increase your steps each day!

Don't be discouraged on any day...just keep walking and keep counting!

Walking and Counting, Walking and Counting Step Count Log



Keep a record of your steps to chart your progress!

Remember, there are about 2,000 steps in a mile.

Recent guidelines say that walking 10.000 steps a day is the goal

[illegible]

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				

Total Points

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

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

Physical Activity... A healthy habit for Life!

Debra S. Jones, Extension specialist, Virginia State University

"The good news...is that people can benefit from even moderate levels of physical activity."

Surgeon General of the United States.

Years ago staying active was not an issue. But today, in our world of technology and new conveniences, most of the physical activity has been taken out of our lives. Most Americans (about 60%) no longer break a sweat on a daily basis. This lack of physical activity is having a profoundly negative effect on the health of children and adults.

Scientists recently looked at the underlying causes of all of the deaths in the United States in 2002 (excluding genetic causes). They found that a combination of lack of exercise and poor dietary habits was the second largest underlying cause of death, with smoking being the largest. Regular physical activity could prevent disease or improve the health of Americans who suffer from the following illnesses:

- 61 million people (one-fourth of the population) have cardiovascular disease.
- 16 million people have adult-onset (non-insulin-dependent) diabetes.
- 140,000 people diagnosed with colon cancer each year.
- 50 million people have high blood pressure.
- Over 57 percent of adults are overweight or obese.



Physical Activity for Good Health

The best reason to routinely include physical activity in your everyday life is that you genuinely want to improve your health and fitness. Most Americans are surprised at the amount of evidence that links regular physical activity to health improvement. Regular physical activity improves health in the following ways:

Reduces the risk of premature death:

Low physical fitness = a shorter life span

Reduces the risk of dying prematurely from heart disease:

- Decreases blood triglyceride levels
- Decreases low-density lipoprotein (LDL) cholesterol—the “bad” cholesterol
- Increases high-density lipoprotein (HDL) cholesterol—the “good” cholesterol

Reduces the risk of developing diseases:

- One in four older adults is at risk of developing Type 2 diabetes (adult-onset, non-insulin-dependent diabetes)
- Studies show regular exercise enhances the body’s ability to use insulin (a hormone that regulates the body’s use of blood sugar)
- Prevents or delays the risk of developing high blood pressure.
- Reduces the risk of developing colon cancer.

Helps build and maintain strong bones, muscles, and joints:

- Osteoporosis, in which the bones become more fragile with time, occurs most commonly in older women, but is also found in men.
- Weight-bearing exercise, such as walking and jogging, helps to maintain bone density.

Promotes psychological well-being:

- Enhances self-image and sense of well-being
- Improves quality of sleep, making one more resistant to fatigue
- Lessens depression, stress, and anxiety
- Improves outlook on life

Improves physical appearance

- Tones muscles
- Helps control weight
- Helps control appetite

What is Physical Fitness?

The American College of Sports Medicine (ACSM) defines physical fitness as the ability of your heart, blood vessels, lungs, and muscles to carry out daily tasks and occasional, unplanned bodily challenges with a minimum of fatigue and discomfort. In other words — having the energy to do all you want to do! Physical fitness requires a lifetime commitment.

The difference between physical activity and exercise is that physical activity is any voluntary body movement that burns calories. Exercise is physical activity that follows a planned format. The movements are repeated, with a goal of improving or maintaining one or more specific areas of physical fitness.



There are four components to physical fitness:

1. Aerobic fitness involves endurance activities that ...

- Increase your heart rate and breathing for an extended period of time.
- Involve the body’s ability to take in and use oxygen to produce energy
- Use large muscle groups
- Include jogging, brisk walking, swimming and bicycling

2. Muscular fitness – involves strength training, resistance training, weight training, or weight lifting activities that...

- Build muscular strength and endurance
- Help preserve lean body mass
- Challenge muscles with resistance to make them stronger

3. Flexibility – stretching activities that...

- Bend joints and stretch muscles through a full range of motion
- Help to prevent strains and may help prevent falls in the elderly.
- Include Tai Chi, Yoga, bowling, and yardwork

4. Body composition – comparison of fat tissue to other body tissue.

- Not based on how much you weigh but on how much of your weight is body fat.
- Excessive body fat can cause musculoskeletal problems and increase your risk of heart disease and high blood pressure.

“Every U.S. adult should accumulate 30 minutes or more of moderate-intensity physical activity on most, preferably all, days of the week.”

This is the recommendation of the Center for Disease Control and Prevention and the American College of Sports Medicine.

Research has shown that everyday physical activities can accomplish some of the same goals as exercise with less of the negativity sometimes associated with exercise. Best of all, you don't have to do all your physical activity at one time - ten minutes here - five minutes there. A little bit of activity throughout the day is just as beneficial as thirty minutes at one time. Remember, the goal is to accumulate thirty minutes or more of moderate activity each day. Try these suggestions:

- Take the stairs instead of the elevators.
- Park as far from the door as you can.

- Walk around the outside aisles of the store at least once before starting your shopping.
- Walk or march in place as you talk on the phone or watch TV.

The U.S. Surgeon General reports that you are more likely to stick with doing your physical activity if you:

- Think you will benefit from your activity.
- Do activities you enjoy.
- Can do the activities on a regular basis.
- Can fit the activities into your schedule.
- Feel that the activities don't impose a financial or social cost you aren't willing to pay.
- Have few negative consequences from doing your activity (negative peer pressure, lost time or injury).

Examples of Endurance Activities

Moderate

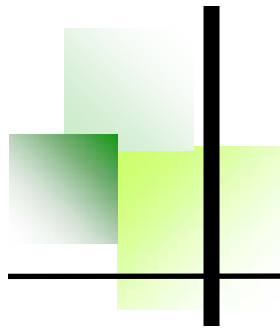
Walking briskly (2 miles in 30 minutes)
Swimming
Bicycling
Mopping or scrubbing floors
Golf, without cart
Dancing
Tennis (doubles)
Gardening for 30-45 minutes
Wheeling self in wheelchair 30-40 minutes
Jumping rope for 15 minutes
Pushing stroller 1.5 miles in 30 minutes

Vigorous

Climbing stairs or hills
Swimming laps
Brisk bicycling up hills
Hiking
Jogging
Shoveling snow
Tennis (singles)

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Get Fit: That's It!

Healthy Eating Active Living Lessons Lesson 9



Prince William Health Partnership
&
Prince William County 4-H





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 9: Stop, Think, Drink

SOL:

6.4.1 The student will understand the relationship between and the importance of maintaining healthy body systems.

SOL 6.2b

6.6.1 The student will understand relationships to the United States Department of Health and Human Services Dietary Guidelines for Americans to personal eating habits.

SOL 6.2a

7.6.1 The student will understand the effects of nutrition on daily performance.

SOL 7.2a

7.1.3 The student will implement safe and healthy practices and behaviors.

SOL 7.5a

8.1.1 The student will understand the importance of developing and implementing short and long term health and fitness goals. SOL 8.2d



Lifeskill:

Healthy Lifestyle Choices, Goal Setting, Disease Prevention, Decision Making, Critical Thinking

Objective:

Youth will be able to describe what “added sugar” means, compare 8 beverages, and identify the nutritious choices. Given learned information, youth will make healthy drink choices. Youth will be given info to understand that water is the best way to hydrate under most circumstances

Background Information:

Most people try to reduce their calorie intake by focusing on food, but another way to cut calories is examine what you drink.

Drinking sugar-sweetened beverages provides empty calories and excessive intake has been linked to an increased risk for developing health problems such as type 2 diabetes.

Consumption of sugar-sweetened beverages (soft drinks, fruit punch, energy drinks, sweetened iced teas and sports drinks) has increased dramatically in youth, and the intake of milk at a time when adolescents have rapid bone growth and need calcium has decreased. Calories in drinks are listed on the nutrition facts label. It is especially important to note how many servings are in the beverage container. It is important to make the case to choose beverages without sugar. Best choices for beverage are water, 100% juice (not large quantities) and fat-free or 1% fat milk.

ACTIVITIES:

Activity 1 Rethink Your Drink

Do:

Put youth into groups. Distribute the “Rethink Your Drink” brochures from Centers for Disease Control and Prevention.

Have youth answer the “Scavenger Hunt” handout.

Have youth create a “How To Make A Better Beverage Choice” commercial/skit based on the last page of brochure. Choose two different judges for each group to rate the commercial for acting ability. Have judges use index cards to give groups a 1-10 rating.



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 9:

Stop, Think, Drink

Kit Materials:

Rethink Your Drink Brochures
Index Cards
Think Your Drink Poster
16 and 10 Ounce Cups
Markers

Other Materials Needed:

Box of Sugar Cubes

Student Handouts:

"Rethink Your Drink Scavenger Hunt"

Beverage Log

"Think Your Drink"

"Build A Sugar Stack"

"5 C's of Sugary Drinks"

"Water—Soooo Good"

"Sports Drinks and Energy Drinks"

"Beverage Campaign Poster Ideas"

Resources for Teacher:

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

Re-think Your Drink—School Age Children and Youth, Trends, Effects, Solutions,

Energy Drinks, The Truth Behind the Boost

Take Home Materials

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

Reflect:

Talk about the answers to the scavenger hunt.
Discuss the intent of each commercial after completion.

Apply:

Introduce youth to the "What I Drank This Week" beverage log. Tell youth you want them to record what they are drinking for a week. Return logs after a week for a check. Try this for a second week and see if there is a behavior change.

Activity 2: Think Your Drink

Do:

Divide youth in to groups. Give groups the "Think Your Drink" handouts. Use the "Think Your Drink" poster to make the point that not all drinks are created equal. Ask youth nutrition fact questions about each drink. You can make this a competition between groups if you wish. Use the beverage card handout to compare and contrast sugar content and nutritional value. Point out the value of the nutrients. See back of poster for additional information. Show the two cups in the kit—16 and 10 ounce. Size really matters if you are drinking a sugar sweetened drink.

Give groups the "Build a Sugar Stack: handout and a box of sugar cubes. Let groups create the amount of sugar in the drinks listed.

Give groups markers and paper to illustrate one or more of the "5 C's of Sugary Drinks" on handout.

Reflect:

Ask: Were you surprised at the amount (cubes) of sugar in drinks? What are some of the big ideas you've learned about sugary drinks? Why do you think it's important to limit your intake of sugary drinks?

Do you need to watch the size of your serving?

Make the point that a 12ounce soda contains about 10 teaspoons of sugar.

Apply:

Ask: Will this change any of your "what you drink" behavior? How?



4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Lesson 9: Stop, Think, Drink

Activity 3 Thirsty—Sports Drink, Energy Drink, Water?

Do:

In small groups, have one youth be the teacher and ask the questions on the “Water—Soooo Good “ handout. As a group, have youth read the “Sports Drinks and Energy Drink” information sheet.

Reflect:

Ask: Tell me some information you already knew.

Ask: Share some information that was new to you.

Apply:

What did you learn that might want you to make a lifestyle change?

Activity 4 Plan Drinks Ahead!

Do:

In small groups or as a total group have youth plan the drink menu for the following situations (Beverage nutrition cards in kit can give helpful information for planning):

You're planning a party for friends

You're thirsty after playing volleyball or basketball

After school, you want something to drink at home

It's breakfast time

You're ordering a drink to go with fast food you eat at the mall

You're in the school cafeteria ;it's lunchtime.

Reflect:

What was your thinking behind your drink choices?

Apply:

What are some personal drink choices you can make in your own life to make your lifestyle more healthy.

Home/Community Expansion:

1. Send home the 9-5-2-1-0 Fact Sheet on Sugared Beverages and ask youth to share with their family. Encourage them to address drink choices they make as a family.
2. Create a “Let's Aim for 0 Sugary Beverages” Campaign for their school with slogans, posters, public service announcements, interactive display, etc. Use the “Some Beverage Campaign Poster Ideas”—Bet you can think of more!” as idea starters.





4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Final Goal Review

Lifeskill:

Goal Setting, Creating Healthy Lifestyles

Background:

Now is the time to review all the goals the youth have made through these lessons. Youth have gained knowledge they did not have at the start of these lessons and may now want to make new goals for a healthy 9-5-2-1-0 lifestyle.

Do:

Say: You have learned new information about having a healthy 9-5-2-1-0 lifestyle so we are going to play the bean bag 9-5-2-1-0 floor mat game again. When you land on a number give a goal you want to achieve for that healthy lifestyle number. (You may use the mat for any review questions from the lessons. Or use the bean bags for a circle review)

Reflect:

Ask: What will be your challenges in achieving your new goals?
How has your life changed by using your new knowledge gained from these lessons?

Apply:

What changes can you make at home now that you know more?

Home/Community Expansion:

Create a 9-5-2-1-0 event! It could be a school health fair, a display in the cafeteria, a series of school announcements, a school health newsletter, a series of skits, or a program for younger youth. Tell youth they have the knowledge to educate others about making small changes that can make big differences like lowering the obesity rate and decreasing the risk of heart disease and diabetes. Mostly, they will be creating a healthy lifestyle that will personally benefit each of them emotionally, physically and mentally.



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



Handouts And Background Information

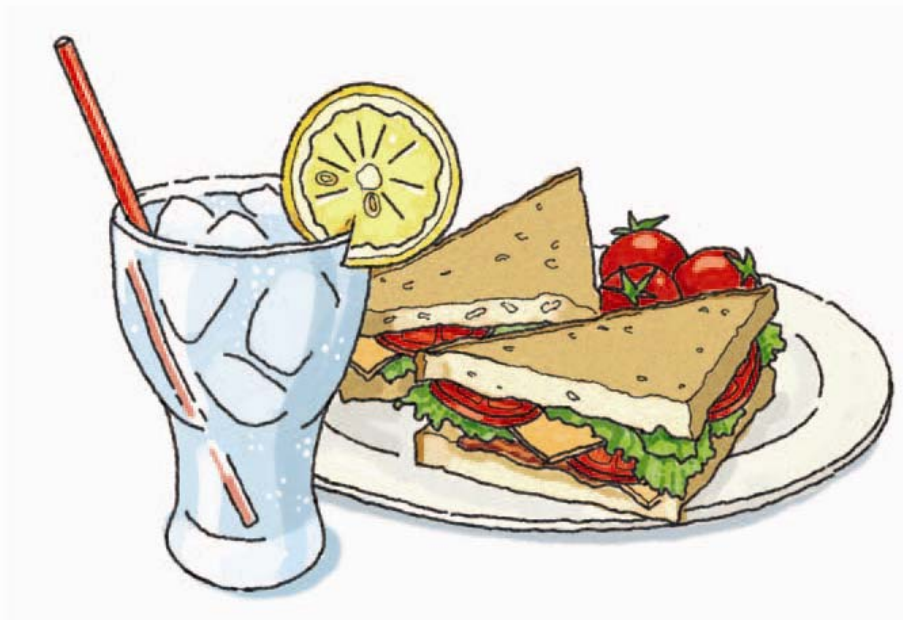


Rethink
your
drink.



DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION





When it comes to weight loss, there's no lack of diets promising fast results. There are low-carb diets, high-carb diets, low-fat diets, grapefruit diets, cabbage soup diets, and blood type diets, to name a few. But no matter what diet you may try, to lose weight, you must take in fewer calories than your body uses. Most people try to reduce their calorie intake by focusing on food, but another way to cut calories may be to think about what you drink.

What Do You Drink? It Makes More Difference Than You Think!

Calories in drinks are not hidden (they're listed right on the Nutrition Facts label), but many people don't realize just how many calories beverages can contribute to their daily intake. As you can see in the example on the next page, calories from drinks can really add up. But there is good news: you have plenty of options for reducing the number of calories in what you drink.

Occasion	Instead of...	Calories	Try...	Calories
Morning coffee shop run	Medium café latte (16 ounces) made with whole milk	265	Small café latte (12 ounces) made with fat-free milk	125
Lunchtime combo meal	20-oz. bottle of nondiet cola with your lunch	227	Bottle of water or diet soda	0
Afternoon break	Sweetened lemon iced tea from the vending machine (16 ounces)	180	Sparkling water with natural lemon flavor (not sweetened)	0
Dinnertime	A glass of nondiet ginger ale with your meal (12 ounces)	124	Water with a slice of lemon or lime, or seltzer water with a splash of 100% fruit juice	0 calories for the water with fruit slice, or about 30 calories for seltzer water with 2 ounces of 100% orange juice.
Total beverage calories		796		125-155

(USDA National Nutrient Database for Standard Reference)

Substituting no—or low—calorie drinks for sugar-sweetened beverages cuts about 650 calories in the example on the previous page.

Of course, not everyone drinks the amount of sugar-sweetened beverages shown. Check the list below to estimate how many calories you typically take in from beverages.

Type of Beverage	Calories in 12 oz	Calories in 20 oz
Fruit punch	192	320
100% apple juice	180	300
100% orange juice	168	280
Lemonade	168	280
Regular lemon/lime soda	148	247
Regular cola	136	227
Sweetened lemon iced tea (bottled, not homemade)	135	225
Tonic water	124	207
Regular ginger ale	124	207
Sports drink	99	165
Fitness water	18	36
Unsweetened iced tea	2	3
Diet soda (with aspartame)	0*	0*
Carbonated water (unsweetened)	0	0
Water	0	0

*Some diet soft drinks can contain a small number of calories that are not listed on the Nutrition Facts label. (USDA National Nutrient Database for Standard Reference)

Milk contains vitamins and other nutrients that contribute to good health, but it also contains calories. Choosing low-fat or fat-free milk is a good way to reduce your calorie intake and still get the nutrients that milk contains.

Type of milk	Calories per cup (8 ounces)
Chocolate milk (whole)	208
Chocolate milk (2% reduced-fat)	190
Chocolate milk (1% low-fat)	158
Whole milk (unflavored)	150
2% reduced-fat milk (unflavored)	120
1% low-fat milk (unflavored)	105
Fat-free milk (unflavored)	90

(USDA National Nutrient Database for Standard Reference)

Safe Weight Loss

Experts have defined healthy weight loss as a loss of 1-2 pounds per week. Most people need to cut roughly 500 calories a day to lose one pound per week. You can do this by reducing the number of calories you take in through both food or drink.



Learn To Read Nutrition Facts Carefully

Be aware that the Nutrition Facts label on beverage containers may give the calories for only part of the contents. The example below shows the label on a 20-

oz. bottle. As you can see, it lists the number of calories in an 8-oz. serving (100) even though the bottle con-

NUTRITION FACTS LABEL	
Serving Size 8 fl. oz.	
Servings Per Container	2.5
Amount per serving	
Calories	100

tains 20 oz. or 2.5 servings. To figure out how many calories are in the whole bottle, you need to multiply the number of calories in one serving by the number of servings in the bottle (100×2.5). You can see that the contents of the entire bottle actually contain 250 calories even though what the label calls a “serving” only contains 100. This shows that you need to look closely at the serving size when comparing the calorie content of different beverages.

High-Calorie Culprits in Unexpected Places

Coffee drinks and blended fruit smoothies sound innocent enough, but the calories in some of your favorite coffee-shop or smoothie-stand items may surprise you. Check the website or in-store nutrition information of your favorite coffee or smoothie shop to find out how many calories are in different menu items. And when a smoothie or coffee craving kicks in, here are some tips to help minimize the caloric damage:

At the coffee shop:

- Request that your drink be made with fat-free (skim) milk instead of whole milk.
- Order the smallest size available.
- Forgo the extra flavoring—the flavor syrups used in coffee shops, like vanilla or hazelnut, are sugar-sweetened and will add calories to your drink.

- Skip the Whip. The whipped cream on top of coffee drinks adds calories and fat.
- Get back to basics. Order a plain cup of coffee with fat-free milk and artificial sweetener, or drink it black.

At the smoothie stand:

- Order a child's size if available.
- Ask to see the nutrition information for each type of smoothie and pick the smoothie with the fewest calories.
- Hold the sugar. Many smoothies contain added sugar in addition to the sugar naturally in fruit, juice, or yogurt. Ask that your smoothie be prepared without added sugar: the fruit is naturally sweet.



Sugar by Any Other Name: How To Tell Whether Your Drink Is Sweetened

Sweeteners that add calories to a beverage go by many different names and are not always obvious to anyone looking at the ingredients list. Some common caloric sweeteners are listed below. If these appear in the ingredients list of your favorite beverage, you are drinking a sugar-sweetened beverage.

- High-fructose corn syrup
- Fructose
- Fruit juice concentrates
- Honey
- Sugar
- Syrup
- Corn syrup
- Sucrose
- Dextrose

Better Beverage Choices Made Easy

Now that you know how much difference a drink can make, here are some ways to make smart beverage choices:

- Choose water, diet, or low-calorie beverages instead of sugar-sweetened beverages.
- For a quick, easy, and inexpensive thirst-quencher, carry a water bottle and refill it throughout the day.
- Don't "stock the fridge" with sugar-sweetened beverages. Instead, keep a jug or bottles of cold water in the fridge.
- Serve water with meals.
- Make water more exciting by adding slices of lemon, lime, cucumber, or watermelon, or drink sparkling water.
- Add a splash of 100% juice to plain sparkling water for a refreshing, low-calorie drink.
- When you do opt for a sugar-sweetened beverage, go for the small size. Some companies are now selling 8-oz. cans and bottles of soda, which contain about 100 calories.
- Be a role model for your friends and family by choosing healthy, low-calorie beverages.



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DIVISION OF NUTRITION AND PHYSICAL ACTIVITY



Rethink Your Drink Scavenger Hunt

1. What do you have to do to lose weight?
2. Most people reduce calorie intake by focusing on food, but they need consider their _____ as well.
3. How do you find out how many calories are in your drink?
4. What is the calorie difference between sweetened lemon iced tea and sparkling water with natural lemon flavor?
5. How many calories are in a 12 ounce sports drink?
6. How many calories are in a 12 ounce 100% apple juice?
7. What is the lowest calorie choice for milk?
8. Why do you have to watch how many servings are in the beverage container?

Tell two ways you can cut calories in a coffee house drink.

What are three other names for "sugar" on a nutrition label?

NAME _____

WHAT I DRANK THIS WEEK (How much of each and what kind)							
	Soda	Sports Drink	Energy Drink	Juice	Water	Milk	Other
Sunday							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							

THINK YOUR DRINK!

When it comes to nutrition, not all drinks are created equal.

MILK

8 oz.

Nutrition Facts

Serving Size 1 cup = 8 oz.
Servings Per Container 1
Calories 83

		% DAILY VALUE
Total Fat	0g	0%
Total Carbohydrate	12g	4%
Protein	8g	17%
Vitamin A		10%
Vitamin C		0%
Vitamin D		25%
Calcium		30%

CHOCOLATE MILK

8 oz.

Nutrition Facts

Serving Size 1 cup = 8 oz.
Servings Per Container 1
Calories 158

3 tsp. added sugar

		% DAILY VALUE
Total Fat	2.5g	4%
Total Carbohydrate	26g	9%
Protein	8g	17%
Vitamin A		10%
Vitamin C		4%
Vitamin D		25%
Calcium		30%

COLA

20 oz.

Nutrition Facts

Serving Size 1 cup = 8 oz.
Servings Per Container 2.5
Calories 91

6 tsp. added sugar

		% DAILY VALUE
Total Fat	0g	0%
Total Carbohydrate	23g	8%
Protein	0g	0%
Vitamin A		0%
Vitamin C		0%
Vitamin D		0%
Calcium		0%

DIET COLA

20 oz.

Nutrition Facts

Serving Size 1 cup = 8 oz.
Servings Per Container 2.5
Calories 0

		% DAILY VALUE
Total Fat	0g	0%
Total Carbohydrate	0g	0%
Protein	0g	0%
Vitamin A		0%
Vitamin C		0%
Vitamin D		0%
Calcium		0%

100% ORANGE JUICE

12 oz.

Nutrition Facts

Serving Size 1 cup = 8 oz.
Servings Per Container 1.5
Calories 110

		% DAILY VALUE
Total Fat	0g	0%
Total Carbohydrate	25g	8%
Protein	0g	0%
Vitamin A		9%
Vitamin C		143%
Vitamin D		0%
Calcium		2%

FRUIT PUNCH

8 oz.

Nutrition Facts

Serving Size 1 cup = 8 oz.
Servings Per Container 1
Calories 120

7 tsp. added sugar

		% DAILY VALUE
Total Fat	0g	0%
Total Carbohydrate	30g	10%
Protein	0g	0%
Vitamin A		0%
Vitamin C		0%
Vitamin D		0%
Calcium		2%

BOTTLED WATER

12 oz.

Nutrition Facts

Serving Size 1 cup = 8 oz.
Servings Per Container 1.5
Calories 0

		% DAILY VALUE
Total Fat	0g	0%
Total Carbohydrate	0g	0%
Protein	0g	0%
Vitamin A		0%
Vitamin C		0%
Vitamin D		0%
Calcium		0%

SPORTS DRINK

16 oz.

Nutrition Facts

Serving Size 1 cup = 8 oz.
Servings Per Container 2
Calories 66

3 tsp. added sugar

		% DAILY VALUE
Total Fat	0g	0%
Total Carbohydrate	16g	5%
Protein	0g	0%
Vitamin A		0%
Vitamin C		2%
Vitamin D		0%
Calcium		0%

THINK YOUR DRINK!

GET ALL THE FACTS!!!!

Take a closer look. The **Nutrition Facts** Food Label offers information to you about what you are eating!

START WITH SERVING SIZE!

The label gives both the serving size and number of servings in the package. Remember, the serving size (amount for one serving) on the label is not necessarily all the food or beverage in the container. Be sure to compare your portion to a serving size on the label.

If a label serving size is 1 cup and you drank 2 cups, you consumed twice the amount of calories and other nutrients listed.
Example: 20 oz of Cola is 2.5 servings!



8 oz = 1 serving 12 oz = 1.5 servings 16 oz = 2 servings 20 oz = 2.5 servings

NOTE THE NUTRIENTS!

Of all the nutrients in food, only a few are listed on the label – those that relate to today's most important health issues.

- For **Fat, Saturated Fat, Trans Fat, Cholesterol, and Sodium**, try to limit how much you consume from a variety of foods to 100% Daily Value (DV) or less for the day.
- For **Fiber, Vitamins A and C, Calcium, and Iron**, try to consume a variety of foods that add up to 100% DV per day. Check the label!

Be aware that 100% DV may or may not be the optimal amount recommended for you. For example, on food labels, the DV for Calcium is 1,000 milligrams, the Dietary Reference Intake (DRI) recommended for adults up to fifty. However, teens are urged to consume 1,300 mg of calcium daily, and for adults over age fifty, the advice is 1,200 mg daily.

Depending on your age, gender, and activity level, you may need more or less than 100% DV. Visit www.mypyramid.gov for more information.

STEP 1:

Grab a drink and fill in the Nutrition Facts label with information from your container.

Nutrition Facts

Serving Size _____
Servings Per Container _____

Amount Per Serving

Calories _____ **Calories from Fat** _____

%Daily Value

Total Fat _____ g _____ %

Saturated Fat _____ g _____ %

Trans Fat _____ g _____ %

Cholesterol _____ mg _____ %

Sodium _____ mg _____ %

Total Carbohydrate _____ g _____ %

Dietary Fiber _____ g _____ %

Sugars _____ g _____ %

Protein _____ g _____ %

Vitamin A _____ % • **Vitamin C** _____ %

Calcium _____ % • **Iron** _____ %

Vitamin D _____ %

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

	Calories	2,000	2,500
Total Fat	Less Than	65g	80g
Sat Fat	Less Than	20g	35g
Cholesterol	Less Than	300g	300mg
Sodium	Less Than	2,400g	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Start Here →

Limit these Nutrients

Get enough of these Nutrients

Quick Guide to % DV

• 5% or less is Low

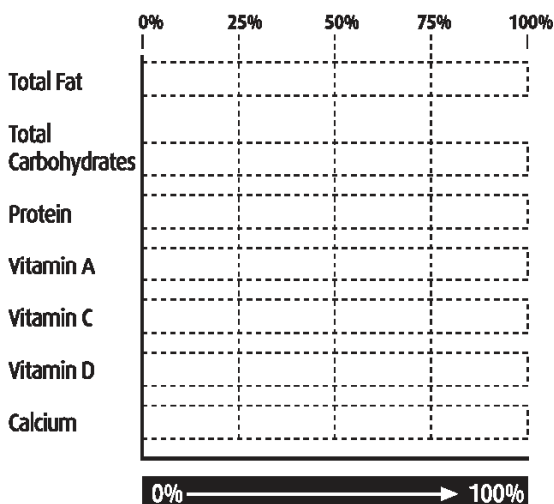
• 20% or more is High

STEP 2:

Graph the % Daily Value nutrients in your drink.

This is where you'll see if your drink has little or many nutrients. These percentages give you a general idea of how one serving contributes nutritionally to a 2,000 calorie-a-day diet.

Remember that % DV refers to a whole day, not to a single meal or snack.

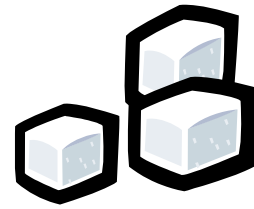


STEP 3:

So what do you think? Is this drink a good source of nutrients?

Build a Sugar Stack

Remember 4g of sugar = 1 teaspoon of sugar
1 teaspoon of sugar = 1 cube of sugar



Beverage	Size	Average Sugar Content in teaspoons
Water	1 cup	0 tsp
1% milk	1 cup	3 tsp
Chocolate milk	1 cup	7 tsp
Unsweetened soy-beverage (Calcium & Vitamin D fortified)	1 cup	0 tsp
Flavored soy beverage (Calcium & Vitamin D fortified)	1 cup	4 tsp
100% orange juice, unsweetened	1 cup	6 tsp
Fruit flavored beverage	1 cup	8 tsp
Diet soda, 1 can	1 ½ cups	0 tsp
Regular soda, 1 can	1 ½ cups	8 tsp
Sweetened iced tea	1 ½ cups	8 tsp
Unsweetened iced tea	2 ⅓ cups	8 tsp
Iced Cappuccino (with milk)	1¼ cups	8 tsp
Ice slushie	2.5 cups	12 tsp
Large fountain soda (64 oz)	7 ½ cups	51 tsp
Sports drinks	2 1/3 cups	8 tsp



Can You Illustrate the “5 C’s of Sugary Drinks” ?

Calcium- Loss

An increase in high sugar intake often leads to a decrease in milk intake and a decrease in calcium intake. You need calcium to make teeth and bones healthy and strong.

Content

Soda, sports drinks and fruit drinks contain mostly sugar. Sugar can fill you up and leave no room for healthy food with vitamins and nutrients.

Calories

Drinks with “added sugar are usually higher in calories and can lead to weight gain

Cavities

Sugary drinks mixed with bacteria in the mouth produce acid. Brush, floss or rinse your mouth with water after drinking a sugary drink to help prevent cavities. Diet soft drinks contain acid too and can cause damage to teeth.

Caffeine

Some soft drinks contain caffeine. Caffeine intake can cause sleeplessness, jitters or irritability.

WATER—Sooooooo Good!

How much of your body is made of water?

60-70%

Why are beverages important?

Beverages contain mostly water. Because so much of your body is made of water, you need to drink a lot of it to remain healthy. More than 80% of blood is water; 70% of muscle is water; 25% of body fat is composed of water; and more than 20% of bone is water.

Can you name some of the other important functions of water in the human body?

Helps with food digestion

Makes it possible for blood to transport needed nutrients to muscles

Helps blood move smoothly through veins

Regulates the heat and cooling system in the human body

Acts as a lubricant and protective cushion around tissues and sensitive organs like the eyes and brain.

How do we lose water in our body?

Through exercise, sweat and going to the bathroom

How much water do we need a day?

Generally, you need about 6-8 or so cups of water per day; more if you are an athlete. While exercising or playing sports, you should continuously replace fluids that are lost through sweating. Sweating helps regulate body temperature.

What should be your water routine when exercising?

Two hours before exercise—drink 16 ounces of water

Twenty minutes before working out -drink an additional 8 ounces

During vigorous workouts –drink 4-8 ounces every 20 minutes

After you workout—drink 18-24 ounces within 30 minutes

Can you name some foods that provide water for our bodies?

Milk, other beverages, fruit and vegetables.

Is there ever a time when sports drinks should be used in athletic workouts?

The only time young people should supplement their athletic regimens with sports drinks is when they are doing continuous and strenuous exercise for longer than 60 minutes, or when exercising in very hot weather. Sports drinks provide electrolytes (such as sodium and potassium) and carbohydrates that may be depleted during long, strenuous activities..

Sports Drinks and Energy Drinks

Sports Drinks

Should you drink a sports drink if you engage in regular physical activity? Sports drinks are popular, you see them at the gym, in vending machines, and at convenience stores. Sports drinks contain flavorings, carbohydrates (usually in the form of high fructose corn sweetener) and electrolytes. The carbohydrates in sports drinks provide energy to working muscles so that activity can continue. Sports drinks are flavored which encourages consumption so the athlete can fully rehydrate.

The only time young people should supplement their athletic regimens with sports drinks is when they are doing continuous and strenuous exercise for longer than 60 minutes, or when exercising in very hot weather. Sports drinks provide electrolytes (such as sodium and potassium) and carbohydrates that may be depleted during long, strenuous activities.

What about after your nightly workout or afternoon mowing the grass? Do you need sports drinks to stay hydrated? Since the early days of Gatorade, sports drinks have moved from the locker room to the mainstream. Today athletes and non-athletes drink sports drinks.

There is no evidence to support the use of sports drinks for athletic events or bouts of physical exertion of less than 60 minutes. Certainly, sports drinks are not appropriate for those not engaged in athletics or manual labor. At about 100 calories for 16 ounces, sports drinks do have less sugar and calories than other soft drinks. However, they still contain substantial calories and no redeeming nutritional qualities. In other words, for the non-athlete, they are not much better than drinking soft drinks. There are several sports drinks on the market that are sweetened with artificial sweetener or contain less caloric-sweetener than regular sports drinks. These may be good alternatives for athletes who want to watch their calorie intake.

Energy Drinks

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.

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.

You should read the labels of what you drink. The best energy boost comes from healthy eating and active living.

Some Beverage Campaign Poster Ideas

Bet you can think of more!

WHY ARE BEVERAGES IMPORTANT?

#1 Reason—they're mostly water which is a vital nutrient for life. In fact, a lot of your body is water: as much as half to three quarters of your total body weight. 83% of your blood is water, 73% of your muscles, 25% of body fat and 22% of bones. Your body's function depends on water. You can only live a few days without it!

HOW MANY SODAS DO YOU DRINK IN A WEEK?

Sodas—mostly water, sugar or sugar substitute, and a little flavoring. Sugared sodas are the 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. Sugared sodas promote tooth decay. A can of soda has about 100 calories and 7 teaspoons of sugar!

DRINK WATER INSTEAD OF SODA

You can get used to drinking more water just the way you got used to drinking soda. Drink water often. It's convenient and thirst quenching. Many things impact how much water you need, such as the type, intensity and frequency of physical activity you do.

GOOD IDEAS:

Read the food label to check the sugar content of your drink.
Set goals to decrease your intake of sugary beverages
Drink more water when you are thirsty—at least 8 glasses a day

SMART DRINK CHOICES

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 supersize!

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.

Re-think Your Drink



SCHOOL-AGE
CHILDREN
& YOUTH:
Trends, Effects,
Solutions

Eating smart and moving more are the cornerstone of a healthy lifestyle and provide a solid foundation for children and youth to succeed in school and in life.

There are many health benefits associated with good nutrition and physical activity. Eating smart and moving more help children and youth maintain a healthy weight, feel better and have more energy. These positive health benefits have the potential to translate into academic benefits at school. Good nutrition and physical activity nourish the brain and body, resulting in students who are present, on-time, attentive in class, on-task and possibly earning better grades.

As students work hard to achieve high academic standards, it is more important than ever that we provide opportunities for them to be active and eat healthy throughout the day. Families, schools and communities must share the responsibility of promoting and supporting children and youth to eat smart and move more.

Research points to seven key behaviors that can help children, youth and adults eat healthier and be more active:

1. Prepare and eat more meals at home
2. Tame the tube
3. Choose to move more every day
4. Right-size your portions
5. Re-think your drink
6. Enjoy more fruits and veggies
7. Breastfeed your baby



This paper will explore trends in and effects of shifts in drink consumption. It will also offer solutions for schools, government, communities and families to support children and youth in re-thinking their drink choices.

Trends in Drink Consumption

Americans are drinking more soft drinks and other sweetened beverages and less milk.¹ The most popular American beverage is the carbonated soft drink, which accounts for 28 percent of total beverage consumption. That is more than twice next-closest, non-alcoholic beverage, milk, at about 11 percent.²

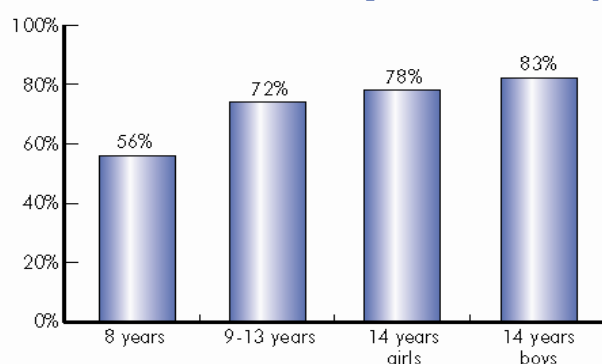
According to the United States Department of Agriculture (USDA), per capita soft-drink consumption has increased almost 500 percent over the past 50

Soft drinks are defined as any non-alcoholic beverage containing natural or artificial sweeteners. Examples include soda, tea, lemonade, fruit drinks (containing less than 50 percent juice), energy drinks and sports drinks. Milk or milk products, soy, rice or similar milk substitutes, and fruit products with 50 percent or more juice are not considered soft drinks.³

years.⁴ One reason for the steady rise in soft drink consumption is growing container sizes. In the 1950s, a 6 1/2-ounce bottle was standard. In the 1960s, it was a 12-ounce can and today the 20-ounce bottle is most common. Fountain drinks can range in size from 22 to 64 ounces.⁵

Soda is the most common soft drink.⁶ The term soda includes carbonated beverages containing artificial or natural sweeteners.⁷ Enough regular soda is produced to supply every American with more than 14 ounces of soda every day.⁶ Children start drinking soda at a remarkably young age and consumption increases through young adulthood.^{5,8} More than half (56 percent) of 8-year-olds drink soft drinks daily.⁹ Most adolescents (65 percent of girls and 74 percent of boys), drink soft drinks daily¹⁰—most of which are sugar-sweetened.¹¹

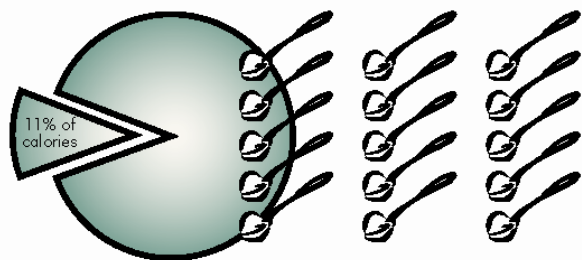
Percent of Children Drinking Soft Drinks Daily⁹



Effects of Shifting Drink Consumption

People who drink soft drinks take in more calories than those who do not.⁷ Sugar supplies the calories in soft drinks. Non-diet soft drinks account for almost half (46 percent) of total sugar in the diet.¹² Sweetened drinks are the primary source of added sugar for children and youth.¹³ On average, adolescents get 15 teaspoons of sugar from soft drinks daily.⁵

Soft Drink Contribution to Diets of Adolescents¹⁴



This high consumption of sugar is contrary to the Dietary Guidelines for Americans 2005.¹⁵ Intake of sugar-sweetened beverages has been associated with weight gain, overweight, obesity and type 2 diabetes.^{7,16} Between 1970 and 1997, yearly per capita consumption of non-diet soft drinks rose 86 percent in the United States.¹⁷ Intake of high fructose corn syrup, the primary sweetener for soft drinks, increased 1,000 percent between 1970 and 1990.¹⁸ The prevalence of obesity increased 112 percent during that same time.¹⁹

A 12-ounce can of soda has 150 calories and 10 teaspoons of sugar in the form of high fructose corn syrup. If these calories are added to the typical diet without cutting back on something else, one soda a day could lead to a weight gain of 15 pounds in one

Overweight in Children and Youth

According to the 2001 Surgeon General's *Call to Action to Prevent and Decrease Obesity*, today there are nearly twice as many overweight children and almost three times as many overweight adolescents as there were in 1980.²⁰ Results from the 2003-04 National Health and Nutrition Examination Survey (NHANES), using Body Mass Index (BMI), indicate that an estimated 13.9 percent of children ages 2-5 years, 18.8 percent of children ages 6-11 years and 17.4 percent of adolescents ages 12-19 years are overweight.²¹ North Carolina 2005 data from children seen in public health settings show an even greater increase in the number of overweight children.²²

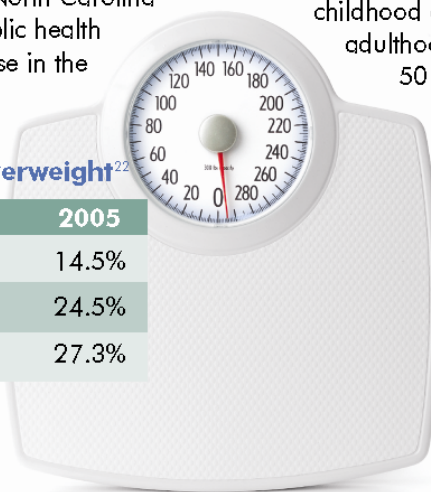
Percent of North Carolina Children and Youth Who Are Overweight²²

	1995	2000	2005
Ages 2-4	9.0%	12.2%	14.5%
Ages 5-11	14.7%	20.6%	24.5%
Ages 12-18	22.7%	26.0%	27.3%

BMI, an index of a person's weight in relation to height, is commonly used to classify overweight and

obesity among adults and is also recommended to identify children who are overweight or at risk of becoming overweight. Children with a BMI $\geq$ 85th percentile but $<$ 95th percentile are overweight (formerly considered at risk for being overweight) and children with a BMI $\geq$ 95th percentile are obese (formerly considered overweight).²³

Studies have indicated that overweight children (especially adolescents) are at higher risk of becoming obese adults.²⁴ The likelihood that childhood overweight will persist into adulthood ranges from approximately 50 to 70 percent, increasing to 80 percent if one parent is overweight.^{25,26} Obesity is no longer a concern for adults only. Signs of chronic disease associated with obesity are showing up in overweight children. These include atherosclerotic plaques,²⁷ hypertension,^{28,29,30} increased triglycerides,^{28,30} increased insulin resistance and Type 2 diabetes.^{27,31}





Sugars are found naturally in foods, such as fructose in fruit or juice, or lactose in milk. They are also added to food. Added sugars, known as caloric sweeteners, are added to foods at the table or during processing or preparation. They provide calories but few or no nutrients. Some of the names for added sugars are listed below:

Brown sugar • Honey • Corn sweetener
 Sucrose • Invert sugar • Sugar • Dextrose
 Lactose • Syrup • Malt syrup • Glucose
 Molasses • Fruit juice concentrates • Maltose
 High fructose corn syrup • Raw sugar

year.³² A recent study of 12-year-olds found that for each additional sugar-sweetened drink consumed daily, both BMI and frequency of overweight increased by 60 percent after adjustment for anthropometric, demographic, dietary and lifestyle variables.³³

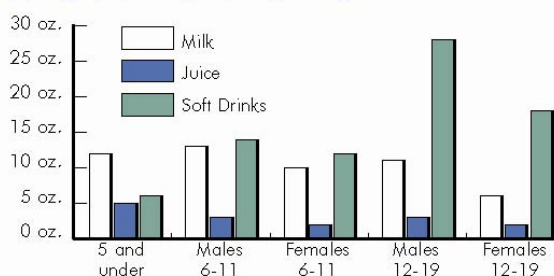
High fructose corn syrup (HFCS) is a sweetener developed from processing corn. HFCS was added to many processed foods (breads, cereals, condiments, etc.) and soft drinks in the United States between 1975 and 1985. Since then, HFCS has begun to replace sugar in various processed foods in the U.S. For manufacturers, HFCS is somewhat cheaper to use.

Not only are soft drinks adding major amounts of calories and sugar to the diets of children and adolescents, they are also replacing milk and other more nutritious beverages.¹¹ In fact, teenage boys and girls are drinking twice as much soda as milk.⁵

When children and adolescents replace low-fat milk and 100 percent fruit or vegetable juice with soft drinks, they lose out on valuable nutrients, like protein, calcium and vitamins, needed for normal growth and development. Only three in ten (36 percent) boys and less than two in ten (14 percent) girls are getting enough calcium. Teens who consume more soft drinks also get less magnesium, vitamin A, vitamin C and riboflavin, and more calories, fat and carbohydrates.⁵ Too many soft drinks also increase the risk of dental caries and potential tooth enamel erosion.³³

Beverage Consumption of Children and Adolescents in the U.S.

(Average quantities [in ounces] per day)¹⁴



Sports drinks, another popular soft drink, are intended to keep people hydrated and supplied with energy when doing high intensity, aerobic exercise for at least 90 minutes. Most kids these days are active for less time and intensity. The added sugar and sodium in sports drinks are unnecessary for children and youth.⁷ Sports drinks offer little advantage over water for kids.

Nutrient Composition of Beverages³⁴

Beverages	Calories (kcal)	Added sugar (g)	Total Fat (g)	Calcium (% Daily Value)
Plain Whole Milk	150	0	8	30
Plain Reduced Fat 2% Milk	130	0	5	30
Plain Lowfat 1% Milk	110	0	2.5	30
Chocolate Lowfat 1% Milk	160	16	2.5	30
Plain Fat Free Milk	80	0	0	30
100% Orange Juice	110	0	0	2
Fruit Punch	110	27	0	0
Sports Drink	60	13	0	0
Sugar-Sweetened Iced Tea	90	22	0	0
Regular Soda	100	26	0	0
Diet Soda	0	0	0	0

Non-nutritive sweeteners can be used in soft drinks in place of sugar. There is some evidence that non-nutritive sweeteners in beverages help manage weight. However, a cautious approach should be taken toward their use in beverages available at school. Research has shown that these beverages can displace milk and 100% juice when they are chosen at mealtimes.³⁵

Solutions for Re-thinking Drinks for Children and Youth

In order to encourage students to make healthier beverage choices, school officials, policy makers, families and community members must recognize the value that smart drink choices will have on the health of children and youth.

Regulations and Recommendations for Schools

The USDA has established regulations to restrict the sale of "Foods of Minimal Nutritional Value" (FMNV) in the food service area during school meal periods. Soda water and carbonated beverages are included in the FMNV definition.³⁶

In 1976, the North Carolina State Board of Education adopted a policy stating that all food and beverages sold in the school must contribute to the nutritional well-being of the child and aid in establishing good food habits. This standard was changed by North Carolina G.S. 115C-264 (1991) which states that each school may, with the approval of the local board of education, sell soft drinks to students so long as soft drinks are not sold (i) during the lunch period, (ii) at elementary schools, or (iii) contrary to the requirements of the National School Lunch Program. This section of the statute permits the sale of soft drinks in middle and high schools between the breakfast and lunch periods or after school as long as those sales are not contrary to the National School Lunch Program.

In the 2005 session, the North Carolina General Assembly passed S.L. 2005-457 (H 855) enacting G.S. 115C-264.3, which required the State Board of Education to establish statewide nutrition standards for school meals, à la carte foods and beverages and items served in the After School Snack Program. As a result, the NC State Board of Education adopted NC Nutrition Standards for Elementary Schools in October 2006.³⁷ Mandatory implementation of the standards for all North Carolina elementary schools is required by the end of the 2008-09 school year. Standards will also be developed for middle and high schools.

Fruit juice can be a healthy, natural source of vitamins A and C, potassium, and, if fortified, calcium. Although fruit juice can provide some benefits, excessive juice consumption can mean intake of too many calories and too much sugar. The American Academy of Pediatrics (AAP) recommends that fruit juice intake be limited to 4 to 6 ounces/day for children 1-6 years old and eight to 12 ounces/day for children ages 7-18. The Dietary Guidelines for Americans 2005 recommend that most servings of fruit should be whole fruit. Read labels carefully. A fruit juice drink, beverage, cocktail or "ade" contains less than 100 percent juice. Some contain only 5 percent or 10 percent juice and have sweeteners added.³⁸

The Standards are intended to promote gradual changes to increase the number of servings of fruits, vegetables, and whole-grain products offered and decrease foods high in total fat, trans fat, saturated fat, cholesterol and sugar. Allowable beverages in elementary schools will be limited to the following:

- Water
- 1% or less fat milk choices
- 50% or more fruit juice with no added sweeteners (≤ 8 oz portion)

To achieve a healthier school environment, the N.C. Department of Public Instruction recommends additional limitations for all beverages available on campus at all grade levels during the school day to the following items:

- Milk containing 1% or less fat (flavored or unflavored)
- Bottled water
- Bottled flavored water
- Beverages with 50% or more fruit juice
- Beverages with no more than 20 calories per serving
- Diet carbonated beverages (may not be sold during breakfast and lunch periods)
- Isotonic sports beverages or caloric equivalent (high schools only)

These recommendations apply to all areas throughout the school campus. This includes the Child Nutrition Program, school vending, school stores and other venues where beverages are available

Students who participate in the National School Breakfast and School Lunch Programs consume more servings of milk, fruit and vegetables and fewer servings of soda and fruit drinks.³⁹

to students. These recommendations do not apply to areas on campus where students are not permitted, such as the teacher's lounge, to evening or weekend events such as athletic events, or to other school functions outside the instructional day.⁴⁰

In 2006, the Alliance for a Healthier Generation, the American Beverage Association and three beverage producers signed a memorandum of understanding resulting in new School Beverage Guidelines. A progress report for the 2006-07 school year shows that shipments of full-calorie carbonated soft drinks are 45 percent lower, shipments of water are 23 percent higher and total beverage calories shipped to schools are 41 percent lower compared to 2004 data.⁴¹

Some school systems have chosen to contract with a soft drink company for the sole sale of one brand, which is referred to as an "exclusive beverage" or "pouring rights" contract. A significant part of the funding comes in an immediate lump sum with subsequent revenues tied to sales. The American Academy of Pediatrics (AAP) holds that pouring rights encourage students to drink more soft drinks. School districts should get public input before making a decision about a contract. It is important that contracts do not include incentives that encourage students to consume more soft drinks.⁴² Consumption or advertising of soft drinks within the classroom should be eliminated.

In North Carolina, only local Boards of Education may enter into contracts that legally or financially bind the school into an agreement. School personnel (principals, teachers, coaches, etc.) may not enter into service agreements or contracts directly with vendors, unless authority to do so is appropriately delegated by the local Board of Education. If an individual faculty or staff member enters into such a contract or written or verbal agreement with a vendor, without local Board approval, the individual could be held personally financially liable for the agreement.⁴⁰

Schools

- Adhere to federal regulations and state and local policies regarding competitive foods, including soft drinks.
- Work with community partners to develop a comprehensive school nutrition policy that addresses appropriate beverage choices.
- Create demand for nutritious beverages by working with nutrition educators to design and implement educational and marketing activities.
- Never include incentives for increasing students' consumption of soft drinks in vending agreements. Ensure that signage, banners and advertising are prudent and that instructional areas are free of commercial advertising.
- Guide sales in a more positive direction by including the following guidelines in vending agreements:
 - 100% fruit or vegetable juice, milk and bottled water are readily available.
 - 100% fruit or vegetable juice, milk and bottled water are sold at attractive prices.
 - Soft drink container sizes are moderate (12 ounces rather than 20 ounces).
- Provide vending machines with low-fat and skim milk, including chocolate, strawberry and other popular flavors.
- Provide bottled water in vending machines and ensure access to water at no cost by having an adequate number of strategically placed water coolers or fountains.

Vending Machine Placement and Operation

Many middle and high schools use strategies for limiting the sale of foods and beverages from vending machines.

- Keep all vending machines turned off during regular school hours.
- Keep the machines off until the end of the last lunch period.
- Prohibit the sale of "foods of minimal nutritional value" until 30 minutes after the last lunch period.
- Prohibit the sale of soft drinks until the end of the school day.
- Place vending machines in out-of-the-way places to discourage their frequent use.
- Place vending machines far from the dining areas to optimize students' participation in the school food service program.

Government

- Support the development, implementation and enforcement of state and/or national School Nutrition Standards.
- Require or incentivize local school systems to help fund school food service programs.
- Restrict the marketing of unhealthy beverage choices to children and youth.
- Create policies that provide economic incentives to encourage production and distribution of healthy beverages.

Communities

- Advocate for healthful environments that are consistent with classroom nutrition education.
- Advocate for nutrition standards for all foods and beverages available at school.
- Secure funding for marketing campaigns focused on healthful eating.
- Work through community partnerships to ensure that milk, water and other nutritious beverages are offered wherever less nutritious beverages are available.

- Fund education so that schools do not compromise the health of children and youth by raising funds through the sale of foods and beverages low in nutrients and high in calories.
- Advocate for adequate funding and resources for school food service programs and nutrition education in schools.

Families

- Help children learn to enjoy water as the thirst quencher of choice.
- Offer a variety of low-fat milks and 100% fruit and vegetable juices.
- Limit access to soft drinks (including fruitades, fruit drinks, lemonade, sweet tea and sports drinks) as a “sometimes” beverage to be enjoyed in moderate amounts.
- Encourage children to eat school breakfast and school lunch meals.
- Be a role model by making healthy beverage choices.

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Developed by the North Carolina School Nutrition Action Committee (SNAC), a partnership of the N.C. Department of Public Instruction, the N.C. Division of Public Health and the N.C. Cooperative Extension Service. The goal of SNAC is to coordinate school nutrition activities that link the cafeteria, classroom and community to eating smart and moving more.

These institutions are equal opportunity providers.

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Energy Drinks: The Truth Behind the Boost

Fact Sheet FS1108



Cooperative Extension

FAMILY AND COMMUNITY HEALTH SCIENCES

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What are “Energy Drinks”?

Energy drinks claim to give you extra energy, increase alertness, and improve mental and physical performance. They come in a variety of brands and are sold at supermarkets, convenience stores, vending machines, and restaurants. Most often these drinks contain high amounts of caffeine and sugar. Caffeine provides the main energizing “boost”.

The other ingredients in energy drinks are generally herbs (botanicals), amino acids, vitamins, and minerals. Some herbal ingredients commonly found in energy drinks are guarana, taurine, green tea and ginseng. Research on these ingredients is ongoing, but evidence of health benefits is limited at this time. Guarana is an herb that contains caffeine. Taurine is an amino acid naturally found in meat and fish with no special benefits. Green tea extract contains caffeine. Studies of ginseng have not shown any benefits. Experts recommend that we consume herbal ingredients in moderation, if at all, until we have more information about their safety.

Are Energy Drinks Dangerous?

Energy drinks consumed in moderation are safe for adults. People vary in their sensitivity to caffeine. Most experts agree that consuming 300 mg of caffeine (about three cups of coffee) per day is fine for most adults.

Although one serving of most energy drinks contains about the same caffeine as a cup of coffee (80 mg), some containers have three servings that add up to about 240 mg caffeine!

Also, energy drink labels do not include the caffeine amount naturally found in some of the herbal or tea ingredients. If more than one can is consumed in a day, it's easy to drink too much caffeine.

What are the Side Effects of Energy Drinks?

While energy drinks provide an initial jolt and increase alertness, there are down sides to high caffeine and sugar consumption. Drinking more than 400 mg of caffeine a day is considered high. If you regularly consume large amounts of energy drinks, you may experience heart palpitations, increased blood pressure, dehydration, sleeplessness, irritability, increased bone loss, upset stomach, and increased urination. The combination of heart palpitations and high blood pressure has also been shown to cause anxiety.

Energy drinks also contain high amounts of sugar. A typical 16 ounce can has 50 to 60 grams, or 12.5 to 15 teaspoons of sugar! Sugar adds calories, and unnecessary calorie intake may result in weight gain. Additionally, research shows that a high sugar intake may make it more difficult for the body to lose weight.

Some concentrated energy “shots” contain an excess amount of niacin (Vitamin B3). The recommended daily intake of niacin is 14 mg for women, and 16 mg for men. Energy shots contain

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about 30 mg in one 2-ounce serving. Niacin intake at about 35 mg or above may cause flushing, and higher doses may cause adverse health problems.

Caffeine and Adolescents

Children under the age of 12 have no need for caffeine in their diets. Parents should avoid giving energy or other caffeinated drinks to children. High school and college students may consume energy drinks to stay up late or study, but they often neglect to notice the total amount of caffeine they get in a day. Studies have shown that high caffeine intake in adolescents can result in difficulty sleeping and tiredness in the morning, as well as the previously mentioned side effects. Adolescents should recognize that energy drinks are no substitute for sleep and rest. It is important for teens and their parents to monitor caffeine consumption and look for healthier options for staying energized, such as getting adequate rest and physical activity.

Do Not Mix Energy Drinks and Alcohol

Never mix alcohol with energy drinks. Consuming these two beverages together greatly increases the possibility of dehydration and reduces a person's ability to realize they are intoxicated. This combination may have adverse health effects and inhibit good decision-making.

People with high blood pressure or heart disease should avoid energy drinks because they could affect their blood pressure and may even alter the effectiveness of their medications.

What's the Difference Between Sports Drinks and Energy Drinks?

Sports drinks are beverages consumed to restore the fluid balance and prevent dehydration after rigorous exercise and sweating. Basically, during and after a strenuous workout, sports drinks aid in replenishing the electrolytes lost in the sweat and perspiration. Most children and adults only need to drink water during exercise because the workout is not overly intense.

Sports drinks and energy drinks contain different ingredients. Sports drinks do not contain caffeine. While caffeine intake before exercising has been shown to increase endurance, it is also banned by the International Olympic Committee for its athletes. There is limited research on energy drinks and exercise. Experts do not recommend people consume an energy drink to enhance athletic performance.

What About Herbal Products?

When a product makes a claim that it is "herbal", the consumer is led to believe that it is more natural and therefore safe. Many times, dietary supplements in the form of pills, powdered

mixes, and drinks contain ingredients that do not undergo strict safety evaluations. These products may include high doses of vitamins, minerals, amino acids, and herbal ingredients. In fact, these products do not meet Federal Drug Administration (FDA) approval to be sold to the consumer because they are considered food supplements, not drugs! For example, dietary supplements containing Ephedra (also known as Ma Huang) were sold for over 25 years before the FDA prohibited its use in 2004 due to the serious risk of high blood pressure, irregular heartbeat, heart attack, stroke, and even death.

Research shows teens that use herbal products and supplements are more likely to engage in substance abuse, such as tobacco, alcohol and marijuana. Before you assume that a product is more natural or healthier just because it is labeled "herbal", keep in mind that those claims have no scientific basis!

What's a Better Way to Feel Energized?

- **Eat well.** If you eat a complete and balanced diet, chances are your energy levels will not need any extra boost! Specific diet needs vary by the individual. To make your own customized diet and exercise plan, check out www.mypyramid.gov. Here are some other energy tips:
 - A large meal may make you feel drowsy.
 - Foods high in fat may make you feel groggy.
 - Eating some protein at each meal or snack will give you longer lasting energy, than just eating a high carbohydrate meal such as pasta, bread or sweets.
 - Fresh fruits and veggies and whole grains are healthy and may make you feel "fresh" too!
- **Get plenty of sleep.** If your body gets the rest it needs, you're less likely to feel drowsy during the day. While individual needs vary, most teens need eight to 9.5 hours of sleep each night and most adults need seven to eight hours. You will feel more alert and concentrate better with adequate sleep.
- **Drink water to stay hydrated.** Dehydration will make you feel tired and it is dangerous for health.
- **Move it.** If you feel yourself growing tired while studying or working, go for a quick 10-minute walk or do some exercises to make you more alert. Regular physical activity will also improve your energy level. Children need 60 minutes of physical activity each day and adults need at least 30 minutes.
- **Drink coffee and/or tea in moderation.** Coffee and tea both contain caffeine. Try having just one 8-ounce cup and see if your body really needs more caffeine. You may want another cup, but you certainly won't need an energy drink!
- **Cut back on caffeine slowly.** If you find yourself dependent on highly caffeinated drinks, reduce your consumption slowly. Taking caffeine completely out of your routine can result in withdrawal symptoms that include headaches, body aches, and depressive symptoms.



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What's in Your Drink?

Drink	Amount	Caffeine for Listed Amount	Calories for Listed Amount
Coffee & Tea			
Brewed coffee ¹	8 oz	40-180 mg	2*
Instant coffee ¹	8 oz	30-120 mg	5*
Starbucks® coffee ²	20 oz (Venti®)	415 mg	5*
Starbucks® Espresso ²	1 oz	75 mg	5*
Dunkin' Donuts® coffee ³	14 oz	81 mg	10*
Dunkin' Donuts® Mocha Spiced Latte ³	16 oz	97 mg	330
Brewed tea ¹	8 oz	47	2*
Soda			
Caffeinated soda ¹	12 oz	30-90 mg	140-150
Energy Drink			
Red Bull ¹	8.3 oz	76 mg	115
Monster ⁴	16 oz	160 mg	200
Amp Energy Shot (jakfruit citrus) ⁵	2 oz	80 mg	40
Sports Drink			
Gatorade (orange) ⁶	20 oz	0 mg	130

*Note: calorie information does not include addition of milk, cream or sugar.

¹www.nal.usda.gov/fnic/foodcomp

²www.starbucks.com/retail/nutrition_beverages.asp

³Dunkin' Donuts® Customer Support: 800-859-5339

⁴Nutrition and Health Info Sheet Energy Drinks, University of California

⁵Supplement fact label from purchased product.

⁶Contact Gatorade: 1-800-88-GATOR

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4-H Get Fit, That's It

Healthy Eating, Active Living (HEAL)

Nutritional Lessons



Kit Contents

Lesson 1:

9-5-2-1-0 Poster
Markers

Lesson 2:

“So What Is Normal” poster
Markers

Lesson 3:

9-5-2-1-0 Poster
Bean Bags and Mat

Lesson 4:

Markers

Lesson 5:

MyPlate Packet
Plastic MyPlate Plate
Small Beach Ball
Paper Plates
Markers
Weight Management Packet
Dice and Beans
Nutrition Label Cards
Georgia 4-H Junior Food Projects Recipe Book
Fast Food Nutrition Brochures
Grocery Store Advertisements

Lesson 6:

Markers

Lesson 7:

Markers
Magazine Ads
Index Cards

Lesson 8:

Markers
“Shake It Up, Break It Down” CD & DVD

Lesson 9:

Rethink Your Drink Brochures
Index Cards
Think Your Drink Poster
16 and 10 Ounce Cups
Markers



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