

FOOD, HEALTH AND EXERCISE

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TEACHER'S RESOURCE BOOK

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New discoveries about health and nutrition are constantly in the headlines. With so much information available, one might expect that young adults in the United States today would have an easier time making healthy lifestyle choices. Unfortunately, this is often not the case. Teens today are busy juggling the demands of school, homework, part-time jobs, and extracurricular activities—but being busy does not necessarily mean being active or physically fit. In today’s society, the sedentary lifestyle of an adolescent is often considered a simple fact of life. Many teens believe that it’s just too hard to make healthy food choices.

Some nutritionalists believe that the environment we live in makes it difficult for us to live a healthy, active lifestyle. Many factors contribute to creating a “toxic environment.” For young people, there are myriad temptations. The typical teenager spends hours in front of a computer, playing video games or watching television. While these things may be fun, they aren’t particularly healthy.

The fast food and entertainment industries can make it difficult for anyone to stay on a course of healthy living. Television advertisements bombard teenagers with countless images of obscenely large portions of greasy fast foods, potato chips, cookies and ice cream. Even more insidious messages come from ads for so-called “miracle” diet pills. These media messages may cause young people to have a distorted sense of body image, or perhaps even to develop eating disorders. The simple truth is that there are no quick-fix diets or pills that melt away the pounds.

Teens need to be reminded of the value of healthy eating. They must learn that the Food Guide Pyramid is a key tool for understanding how many portions of different food groups are necessary to keep their bodies functioning. By learning how to decipher the nutritional labels on food packaging, young people will be armed with another vital tool for healthy eating choices. Being physically active is just as important to our health as maintaining healthy eating habits. Physical activity can be used to control weight, enhance mood, improve cardiovascular fitness, strength and endurance.

After viewing *Food, Health and Exercise*, your students will have a better understanding of how certain factors in the environment have an effect on their diet and activity level. They will have a clear sense of how they can benefit from using the Food Guide Pyramid, reading nutritional labels and incorporating exercise into their lives. Viewers will also see that fad diets are ineffective and dangerous. By becoming aware of the specific factors that make up the “toxic environment,” your students will be able to make healthy decisions and steer away from unrealistic physical goals. This program raises students’ awareness of how they can make healthier choices, and offers guidelines on how to live more active lives.

LEARNING OBJECTIVES

After viewing the video *Food, Health and Exercise* and participating in the class activities included in this Teacher's Resource Book, your students will be able to:

- describe how factors in their environment may promote an unhealthy diet and a sedentary lifestyle
- explain the benefits of a healthy diet and exercise
- identify the risks of an unhealthy diet and sedentary lifestyle
- describe the basic principles of the Food Guide Pyramid
- be able to interpret the nutritional information on food labels
- recognize the dangers of fad dieting
- appreciate that the healthiest way to lose weight is to exercise and eat moderately

“We’ve all heard it before, countless times,” the two young video hosts tell viewers. “Young people are out of shape. We’re fatter, less active, more at risk for getting a bunch of different diseases. We’re addicted to fast food and video games. We’d rather surf the Net than walk around the block.” Thus begins *Food, Health and Exercise*.

One-fourth of school-aged children in the United States are overweight, and one-eighth are obese, according to the hosts. These figures are nearly double the percentages from 20 years ago. The risks of being overweight are significant. Aside from lacking energy and feeling uncomfortable in their clothes, “people who are overweight in their youth are more likely to be overweight as adults. Study after study has shown that this puts people at risk for diabetes, heart disease, high blood pressure and other diseases.” Some doctors believe that obesity will soon rival smoking as a leading cause of preventable death in our society.

If young consumers know the health risks of obesity, why don’t they make healthier food choices? Viewers see a slew of fast food signs. “Americans today have an unprecedented access to poor diet choices.” The narrators claim that maintaining a healthy diet while exercising properly is much more difficult than a few decades ago. Fast food chains provide a way to eat cheaply and quickly.

With inexpensive food options always available, it’s easy to forget about good nutritional choices. But here are some facts. Bubbles pop on screen with surprising information. The portions of fast food we are served are much larger than the past. McDonald’s French fries now come in 6.9-ounce servings with 610 calories each. In comparison, back in 1955, a serving of fries weighed 2.3 ounces, and contained only 210 calories.

Next, viewers watch a familiar scene: a pizza being delivered to a house of teenagers. “Eating isn’t just for nourishment, it’s a major part of our social life.” The narrators point out that eating fast food isn’t the only unhealthy activity that teens enjoy. “Often when we’re happily gorging on pizza, we’re also sitting in front of the television or playing a computer game.” We learn that 26 percent of kids between the ages of eight and 16 watch four or more hours of television every day. “All of this is what some have dubbed the ‘toxic’ environment,” the hosts explain.

One host asks, “So what is a kid to do?” Understanding how our bodies work is a good first step. The next segment is dedicated to calories. “Calories are simply a way of measuring the amount of energy in food and the energy released when our bodies use food.” Viewers learn that human beings need calories to move and blink, but we don’t have an unlimited need for calories. In fact, we should only consume a certain number of calories each day. Any calories that we don’t use are stored in the body as fat.

Our prehistoric ancestors needed to store fat because they couldn't find steady food. We see cavemen come on screen. But since today we have few worries over where our next meal is coming from, these extra pounds of fat serve no purpose but to make us unhealthy. The question is asked: "How much food do we need?" The answer: "It depends."

The hosts explain, "During the teen years, we need more food than at other times in our lives because this is the time that we grow more rapidly than any other time in our lives except for when we were infants." We learn that a very active teenage boy may need as much as 4,000 calories a day. As the scene continues, viewers see teenagers of varying body types, and the hosts explain more about the variables of minimum daily calorie requirements. Metabolism plays an important part in determining diets. Some people burn calories faster than others. But the average American boy (between the ages of 15 to 18) needs about 3,000 calories a day. On average, a teenage girl needs slightly less—about 2,100 to 2,200 calories a day.

The hosts invite viewers to follow one person and calculate the calories he consumes. We are introduced to Josh and we see what he consumes in a day. The graphics on the screen show how many calories he really needs versus how many he actually consumes. After skipping breakfast (an unhealthy practice that is common among 12 percent of school-aged children), through a fast food lunch, all the way to a pizza dinner and a night at the movies with popcorn, Josh's calorie count escalates way out of control.

The hosts come back on screen. "While this represents one day in Josh's life and it may not be a typical day, over time even a small surplus of calories each day really adds up. Remember, what we don't need, we store as fat."

A dietician now appears on screen to inform students that although knowing about calories is important, it doesn't mean that we have to count every single calorie we eat. Common sense does the trick. Making healthy substitutions at mealtimes is a great way to reduce calories.

The hosts say, "Up to now, we've been talking as if all calories are the same, but that's not true. Where we get our calories from is very important." This next section introduces viewers to the Food Guide Pyramid. Arranged in a pyramid layout, it clearly details which foods should make up the bulk of our diet and calories, and which foods should be used only sparingly. From bottom layer to top, the food pyramid contains the following food groups: 1) breads, cereals, rice and pasta; 2) vegetables; 3) fruits; 4) milk, yogurt and cheeses; 5) meats, poultry, fish, dry beans, eggs and nuts; and at the top, 6) oils, sugars and fats.

The higher up in the pyramid we go, the less of each group we should consume. Breads and pastas should form the foundation of our diet, with appropriate portions of foods in other levels. The foods at the top of the pyramid (oils, sugars and fats) have a lot of calories, but contain few

valuable nutrients. We should eat them very sparingly, because we also get lots of fats and sugars when we eat other foods lower down on the pyramid.

How did Josh's consumption pattern match up? The hosts come back to compare what we should eat to what we typically do eat. As we go back through Josh's day, we see the Food Guide Pyramid on the screen. As his food is cataloged, the pyramid slowly starts to change shape, with the top of the pyramid ballooning and the bottom part shrinking. It becomes obvious that the foods Josh has consumed are very different from the recommended daily values that the Food Guide Pyramid encourages.

The question arises, "How can we know what we're eating? How can we make good choices?" The answer, viewers learn, can come from the information on labels on most foods. With the exception of meat, poultry, fresh vegetables and fresh fruit, food manufacturers and distributors are required by law to state the nutritional value of their products. Servings, viewers are told, are especially important to notice. While a few calories from potato chips won't hurt, if you're not careful and eat more than a few servings, you could be consuming many more calories than you intended.

The hosts tell us, "Nutritionists recommend that altogether no more than 30 percent of the total number of calories we consume each day should come from fat. That's why fat is at the top of the food pyramid." The same rule applies to sugar. "But since sugar is in so many of the foods we eat, at this rate it wouldn't take much to far exceed the recommended amount of added sugar in our diet."

Packaging can be deceptive. When you see something labeled "Low Fat," or "Reduced Fat," it's logical to assume that these are healthy choices. Yet this is often not true. While these labels require certain legal standards in regards to grams of fat per serving, sugar can be added to enhance the flavor, and inevitably, keeping the calorie count high.

The next segment, on environment and media imaging, begin with a series of fast-paced images of advertisements, billboards and magazine covers. "Ads, magazines, movies and television almost uniformly present a supposed ideal of slimness and athleticism that is very difficult for most people to achieve," our narrators say. "In a way, our culture and environment practically condemns us to failure. We're told that we should look slim and be athletic, but we're also confronted with a dizzying number of temptations to overeat and to not exercise."

This creates a dangerous juxtaposition for many young people, especially adolescent girls. Anorexia nervosa and bulimia nervosa are explained by a nutritionist. These disorders are marked by a significant distortion in a person's perception of body shape and size. The hosts explain that while these disorders primarily are associated with young women, adolescent boys and young men can suffer from them as well.

Along with the dangerous eating habits, viewers learn that many people rely on diets to keep them healthy. Extreme diet regimens are usually ineffective and disappointing. But dieting is big business. Hundreds of commercials tout the results of this year's "miracle diet." But, the hosts say, the problem is that most diets don't work.

Exercise is the final segment in this video. "The most sensible approach to eating well is simply to follow the guidelines of the food pyramid and avoid oversized portions of food. But there's more to a healthy lifestyle than watching what we eat. A healthy lifestyle is a combination of diet and exercise." Recounting that an average teenage boy needs 3,000 calories, if you factor in that exercise burns these calories, he can take in more calories without storing these calories as fat.

Along with burning fat, exercise makes us stronger, and even enhances our mood. "Some studies show that when we exercise, chemicals in our brains are released that make us feel less stressed. Feeling less stressed is definitely a part of being healthy, too." Most importantly, exercise increases our cardiovascular health. Aerobic activities like running and swimming strengthen the heart, reduce artery-clogging cholesterol and help us avoid high blood pressure and its associated risks.

The final segment presents a case study of an adolescent who has successfully combined a healthy diet and an exercise program. The program focuses on Polly Gutierrez, a teenager who was once overweight and out of shape. Viewers hear as she describes how she has transformed herself. Polly considers her recent lifestyle changes as something that she plans to keep up forever. She tells viewers that these changes have enhanced the quality of her life. For example, rather than seeing exercise as a burden, she now finds it fun and invigorating. Her eating habits have also changed for the better. As the video draws to a close, viewers are reminded that it's not necessary to give up fast foods entirely; the greater goal is to be smart about what we eat.

Below are some suggestions for how to make the most of the class activities with your students.

Activity 1: What Is a Healthy Lifestyle?

After the students generate their own lists of what they believe constitutes a healthy lifestyle, involve the class in a discussion. Write some of the more popular responses on the board. Is there a consensus about what a healthy lifestyle is? As an extension, have students research some of their own ideas to see if they are factual or just myths.

Activity 2: Snack Switching

Extension activities for this lesson can include:

- a. Make a class chart with the ideas that students listed. Display this as a bulletin board.
- b. Have students compare the nutritional values of their original snacks to the alternatives. Your school or public library should be able to supply your class with books that list the nutritional values (calories, etc.) of a variety of foods. If students have snack foods at home, they can either write down the information from the packages, or bring in the empty packages. The Internet can also be a very helpful resource.
- c. Celebrate with a class party that features healthier snack alternatives.

Activity 3: Food and Activity Journal

- a. You will need to supply each student with three copies of the journal. Instruct students to use additional sheets as needed. Students can use the chart as a template and make up their own.
- b. If your class is working on other nutrition-related subjects, incorporate them into this lesson. For example, if you are working on vitamins and minerals, have students find out how much of each nutrient they are consuming. Or have students calculate how many calories they use doing certain activities.
- c. Students can “rewrite” a day of their journal to make it healthier. This will help them to find weaknesses and strengths in their eating and exercising styles and they can make changes where appropriate. Hopefully this will enable them to make real life changes.
- d. It is a good idea to have students do this activity with at least one weekend day included.

Activity 5: Reading Food Labels

- a. Prior to engaging in this activity, have students bring in empty and clean food packages. You may want students to bring in more than one package, or provide some yourself, in case a student does not have a useable food label.
- b. Display the food packages and the students' findings on the bulletin board.

Activity 7: Ethnic Food Pyramid

- a. Compile the recipes that students brought in to complete the activity into a class cookbook. Along with the actual recipes, have students include how the food relates to the food guide pyramid, suggestions as to how to make the recipe low fat, low-sugar, etc.
- b. Make the activity interdisciplinary. Have students learn more about their heritage or more about a culture that they may be studying in Social Studies.
- c. Students can do research into their ethnic backgrounds. Is the population of their country of origin healthier than the population of the United States? Why or why not?

Activity 8: Mass Media and Food

Students can write to the manufacturer, and express their opinions about the way that certain food products are presented.

Activity 9: Fast Food Road Trip

Students can do research at fast food restaurants to find out what is considered a serving compared to the portion size consumers are typically given. Students will be able to see how portion sizes have increased over the years and how that correlates to the weight problem that many Americans confront today. Students can broaden their search to see if socio-economic status, demographics and/or racial identity contribute to the weight issues.

STUDENT ACTIVITIES

NAME: _____

Pre/Post Test

1. **TRUE or FALSE:** One-fourth of school-aged children in the United States are overweight. _____
2. **TRUE or FALSE:** If you are overweight in your youth, you are more likely to be thin as an adult. _____
3. **TRUE or FALSE:** Being overweight does not add to the risk of getting heart disease, diabetes or high blood pressure. _____
4. **TRUE or FALSE:** Calories that we don't use are stored in the body as fat. _____
5. **TRUE or FALSE:** Some people burn calories faster than others. _____
6. **TRUE or FALSE:** The media often presents a supposed ideal of slimness and athleticism that is very difficult for most people to achieve. _____
7. **TRUE or FALSE:** Extreme diet regimens are effective and easy ways to loss weight. _____
8. **TRUE or FALSE:** A healthy lifestyle is a combination of diet and exercise. _____
9. **TRUE or FALSE:** Some studies show that exercise makes us feel less stressed. _____
10. **TRUE or FALSE:** Aerobic exercise, like running, does not help in reducing cholesterol or avoid high blood pressure. _____

Answer Key

1. **TRUE or FALSE:** One-fourth of school-aged children in the United States are overweight. **True**
2. **TRUE or FALSE:** If you are overweight in your youth, you are more likely to be thin as an adult. **False**
3. **TRUE or FALSE:** Being overweight does not add to the risk of getting heart disease, diabetes or high blood pressure. **False**
4. **TRUE or FALSE:** Calories that we don't use are stored in the body as fat. **True**
5. **TRUE or FALSE:** Some people burn calories faster than others. **True**
6. **TRUE or FALSE:** The media often presents a supposed ideal of slimness and athleticism that is very difficult for most people to achieve. **True**
7. **TRUE or FALSE:** Extreme diet regimens are effective and easy ways to loss weight. **False**
8. **TRUE or FALSE:** A healthy lifestyle is a combination of diet and exercise. **True**
9. **TRUE or FALSE:** Some studies show that exercise makes us feel less stressed. **True**
10. **TRUE or FALSE:** Aerobic exercise, like running, does not help in reducing cholesterol or avoid high blood pressure. **False**

NAME: _____

ACTIVITY 2

WHAT IS A HEALTHY LIFESTYLE?

You have probably heard about the benefits of eating right and physical activity since you were small. But how much do you know? Is your information coming from reliable sources?

In the space below (or on a separate sheet of paper), describe what you think constitutes a healthy lifestyle. Some questions to get you started are listed.

- What makes a healthy lifestyle?
- What is a healthy diet?
- What sort of foods and beverages does it consist of?
- Is physical activity important? If so, what kind of physical activity is required, and how often does it need to be repeated?
- Does a person's environment have an impact on his or her health? Explain your answer.
- What does a healthy person look like?
- Do you need to take supplements in order to be healthy? Can these supplements pose any health risks? Explain your answer.
- Does fast food fit into a healthy diet? Explain your answer.

In my opinion, a healthy lifestyle includes:

NAME: _____

ACTIVITY 3A
SNACK SWITCHING

In the left column, generate a list of snacks that you, your friends, or family members currently like to eat. In the middle column write down one or two traits that make this food appealing. In the last column, write down a snack that has similar traits, but would be a healthier alternative.

| SNACKS | TRAITS | ALTERNATIVE |
|-------------------------------|---------------------|--------------------|
| EX: <i>Gummy Bears</i> | <i>Chewy, Sweet</i> | <i>Dried Fruit</i> |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

This activity is continued on the next page.

NAME: _____

ACTIVITY 3B

SNACK SWITCHING

1. Can you make a commitment to substituting healthier snacks for the ones you currently eat? Which ones?

2. Describe what makes your alternative snacks healthier than the originals.

NAME: _____

ACTIVITY 4A

FOOD AND ACTIVITY JOURNAL

Using the chart on the following page (Activity 3b), write down ALL the food and beverages you consume for the next three days. Try to include the specific amount of each food you have eaten. If you ate a turkey sandwich, write down exactly what it consisted of. For example:

TURKEY SANDWICH:

| | |
|----------------------------|----------------------------------|
| 2 slices whole wheat bread | 2 slices of tomato |
| 4 slices of turkey | about 1 tablespoon of mayonnaise |

Use the chart in Activity 3c to write down ALL the activities you do for the next three days. These may include studying, watching television, using the computer, talking on the phone, playing tennis or any other physical exercise. Make sure that you record the length of time you spent doing each activity.

To complete this activity, you will need a copy of Fact Sheet 6, *Serving Sizes*.

Listed below are some serving equivalents to help you figure out your approximate serving sizes.

| | | |
|-----------------------------------------------------------|---|----------------------------------------------------|
| 1 cup | = | your fist |
| 1/2 cup | = | a tennis ball |
| 3 ounces of meat | = | the size of a deck of cards, or a cassette tape |
| 1 tablespoon | = | 3x the tip of your thumb |
| 1 teaspoon | = | the tip of your thumb |
| 1 ounce of cheese | = | the length of your thumb |
| 2 ounces of snack food (chips, pretzels, nuts) | = | one handful |

This activity is continued on the next page.

NAME: _____

ACTIVITY 4D
FOOD AND ACTIVITY JOURNAL

1. Based on the information you recorded for each day of your food journal, how many servings of each of the groups did you have?

| Food Group | Day 1 | Day 2 | Day 3 | Average |
|------------------------------------------------|-------|-------|-------|---------|
| | | | | |
| Bread, Cereal, Rice and Pasta Group | | | | |
| Vegetable Group | | | | |
| Fruit Group | | | | |
| Milk, Yogurt and Cheese Group | | | | |
| Meat, Poultry, Fish, Beans, Eggs and Nut Group | | | | |
| Fat, Oil and Sweets Group | | | | |

2. The USDA uses the Food Guide Pyramid shape to illustrate what types and amounts of food an individual should eat to have a balance diet. If you were to take your average number of servings for each of the groups and place them in their respective places on the pyramid, what shape would your pyramid take? Draw it on a separate sheet of paper.

3. What food group(s) did you eat too much of? _____

4. What food group(s) did you eat too little of? _____

5. How could you modify your food choices in order to make your pyramid look more like the Food Guide Pyramid?

6. Did the results of your journal surprise you? Explain your answer.

7. How many non-diet sodas did you consume? _____. If each 12-ounce can of soda contain 12 teaspoons of sugar, how many teaspoons did you consume in all? _____

This activity is continued on the next page.

NAME: _____

ACTIVITY 4E

FOOD AND ACTIVITY JOURNAL

8. Look at your activities. How long did you spend watching television? Using the computer? Playing video games? Could you have cut back on some of those sedentary activities and incorporated some more physical ones into your schedule, like walking, playing basketball with some friends, going for a bike ride or roller-blading at the park?

9. Compare the serving sizes that are suggested on the food labels. Were your serving sizes typically larger or smaller than the amounts suggested on the labels?

10. Did any external factors influence your food choices? For example, did you eat something because your friends did? Or because it had tempting packaging or because of the price?

11. Did you make different food choices or activity choices because you were aware of the fact that you were keeping a journal?

12. Compare a weekday with one weekend day. Were there any differences in your food consumption and/or physical activity from the two days? If so, why do you think there was a difference in your eating or exercising habits?

NAME: _____

ACTIVITY 5A

EQUIVALENTS

If you have ever watched a car commercial or looked at the sticker on a new car, it's likely that you saw listed the average city and highway miles per gallon. In a way, our bodies are like automobiles. Whereas a car may use gasoline for fuel, we use food—or more precisely we use the calories contained in food. Imagine if food labels came with ratings similar to the ones on cars! Wouldn't it be great to see how long it would take to burn off last night's dinner?

Using the information provided on this page and on Activity 4b, work on the problems in Activity 4c. For each one, calculate how long it would take each individual to burn off the food they have eaten.

IMPORTANT: You will need to use the formula below to help you solve the problems.

Step 1:

person's weight x calories used per pound per minute
equals
calories burned per minute

Step 2:

Number of calories in food divided by calories burned per minute
equals
the number of minutes it will take the person to burn off a meal.

Example:

Charlie weighs 200 pounds. He drinks a soda (containing 160 calories) and wants to know how long he has to walk at 3.5 miles per hour to burn it off. According to the chart, walking at 3.5 miles per hour burns .035 calories per pound.

$$200 \text{ pounds} \times .035 = 7 \text{ calories per minute}$$

$$160 \text{ calories in soda} \div 7 \text{ calories burned per minute} = 22.86 \text{ minutes}$$

ANSWER: It will take Charlie about 23 minutes to walk off his soda.

This activity is continued on the next page.

NAME: _____

| |
|--------------------|
| ACTIVITY 5B |
| EQUIVALENTS |

You will need to refer to the charts below in order to calculate the answers to the questions on the next page of this activity.

Below are examples of how many calories certain foods contain.

| Food or Beverage | Number of calories |
|-------------------------|---------------------------|
| Candy bar | 210 |
| 20 potato chips | 150 |
| 1 apple | 125 |
| 1 slice of cheese pizza | 240 |
| Bagel with cream cheese | 300 |
| Orange juice | 110 |
| 1 can (12-ounce) soda | 160 |
| 3 carrots | 90 |
| Big Mac meal | 1,550 |

Below are estimates of calories burned per pound per minute:

| Activity | Calories burned per pound per minute |
|--------------------------------------|---------------------------------------------|
| Aerobic dance | .062 calories |
| Basketball (full court, vigorous) | .097 calories |
| Bicycling (15 mph) | .049 calories |
| Bicycling (25 mph) | .139 calories |
| Canoeing (flat water, moderate pace) | .139 calories |
| Cross-country skiing (8 mph) | .104 calories |
| Golf (carrying clubs) | .045 calories |
| Handball | .078 calories |
| Rowing (vigorous) | .097 calories |
| Running (5 mph) | .061 calories |
| Running (10 mph) | .114 calories |
| Soccer (vigorous) | .097 calories |
| Studying | .011 calories |
| Swimming (20 yards/min) | .032 calories |
| Swimming (50 yards/min) | .070 calories |
| Tennis (recreational) | .032 calories |
| Walking (at 3.5 mph) | .035 calories |
| Walking (at 4.5 mph) | .048 calories |

Source: <http://score.kings.k12.ca.us/lessons/calories/calorieburn.html>

This activity is continued on the next page.

NAME: _____

ACTIVITY 5C

EQUIVALENTS

1. Josh weighs 140 pounds. After he ate his Big Mac meal, he started studying for a test. How many hours of studying would Josh need to use up all the calories from his super-sized lunch?
2. Martin ate an apple right before playing handball with his friends. For how long will that apple provide fuel for this 170-pound male?
3. Susan is going to play tennis with a friend. She weighs 120 pounds. For lunch she had a slice of pizza and a soda. How long does she need to play tennis to burn off the calories from her lunch?
4. Kevin had a bagel with cream cheese, an apple and two glasses of orange juice. He is planning on going swimming at a friend's pool. He can swim about 50 yards a minute. If he weighs 165 pounds, how long will he have to swim to burn off his breakfast?
5. Jackson weighs 157 pounds. On his way to basketball practice, he eats a candy bar and a 12-ounce soda. How long will he have to stay at basketball practice in order to use up the calories in his afternoon snack?
6. What about yourself? Using one of your meals from your *Food and Activity Journal* (Activity 3), calculate how long it will take for you to burn off the calories you consumed if you were to walk at 4.5 mph. You can use resources from the Internet, refer to calorie counter books at the library, the food labels or other resources to find out the caloric value for your meal.

How long will it take you to use the calories you consumed? _____

The answer key for this activity is provided on the next page.

Answer Key

1. Josh weighs 140 pounds. After he ate his Big Mac meal, he started studying for a test. How many hours of studying would Josh need to use up all the calories from his super-sized lunch?

$$140 \times .011 = 1.54 \text{ calories burned per minute}$$

$$1,550 \text{ divided by } 1.54 = 1006.49$$

ANSWER: It will take Josh 1,006.49 minutes of studying to burn off his lunch.

2. Martin ate an apple right before playing handball with his friends. For how long will that apple provide fuel for this 170-pound male?

$$170 \times .078 = 13.26 \text{ calories burned per minute}$$

$$125 \text{ divided by } 13.26 = 9.43$$

ANSWER: The apple will provide Martin with fuel for 9.43 minutes.

3. Susan is going to play tennis with a friend. She weighs 120 pounds. For lunch she had a slice of pizza and a soda. How long does she need to play tennis to burn off the calories from her lunch?

$$120 \times .032 = 3.84$$

$$(240 + 160) \text{ divided by } 3.84 \quad \text{or} \quad 400 \text{ divided by } 3.84 = 104.17$$

ANSWER: Susan will need to play tennis for 104.17 minutes.

4. Kevin had a bagel with cream cheese, an apple and two glasses of orange juice. He is planning on going swimming at a friend's pool. He can swim about 50 yards a minute. If he weighs 165 pounds, how long will he have to swim to burn off his breakfast?

$$165 \times .070 = 11.55$$

$$(300 + 125 + 110 + 110) \text{ divided by } 11.55 \quad \text{or} \quad 645 \text{ divided by } 11.55 = 55.84$$

ANSWER: Kevin will have to swim for 55.84 minutes to burn off his breakfast.

5. Jackson weighs 157 pounds. On his way to basketball practice, he eats a candy bar and a 12-ounce soda. How long will he have to stay at basketball practice in order to use up the calories in his afternoon snack?

$$157 \times .097 = 15.23$$

$$(210 + 160) \text{ divided by } 15.23 \quad \text{or} \quad 370 \text{ divided by } 15.23 = 24.29$$

ANSWER: Jackson's snack will take 24.29 minutes to burn off at basketball practice.

NAME: _____

ACTIVITY 6A
READING FOOD LABELS

For this activity, you will need to bring in an empty food package (can, box, bottle, etc.) from home. As a result of the Nutrition Labeling and Education Act of 1990, nutrition labels on food and beverage products must clearly list certain facts. Answer the following questions as they pertain to the food label on the package you brought in.

1. What is the name of the product?

2. What is the common name of the product? (i.e. *Chips Ahoy!* would be chocolate chip cookies.)

3. What is the name and address of the manufacturer?

4. What is the product's net content in terms of weight, measure or count?

5. Is there an ingredient list? Manufacturers are required to list the ingredients in descending order of predominance and weight. What ingredient is there the most of? The least of?

6. The information listed on the food label is based on one serving. What is the serving size? Is that serving size a realistic one for you? Why or why not?

7. How many servings are in the package?

This activity is continued on the next page.

NAME: _____

8. Does the label show the percent daily values based on a 2,000 calorie diet? _____
 What are the percentages for total fat? _____
 Saturated fat? _____
 Sodium? _____
 Carbohydrates? _____

9. How many calories does one serving contain? How many of these calories are from fat?

10. What is the weight of total carbohydrates for this product?

11. What is the weight of sugars for this product?

12. If you subtract the sugars (simple carbohydrates) from the total carbohydrates, how many complex carbohydrates are in your food?

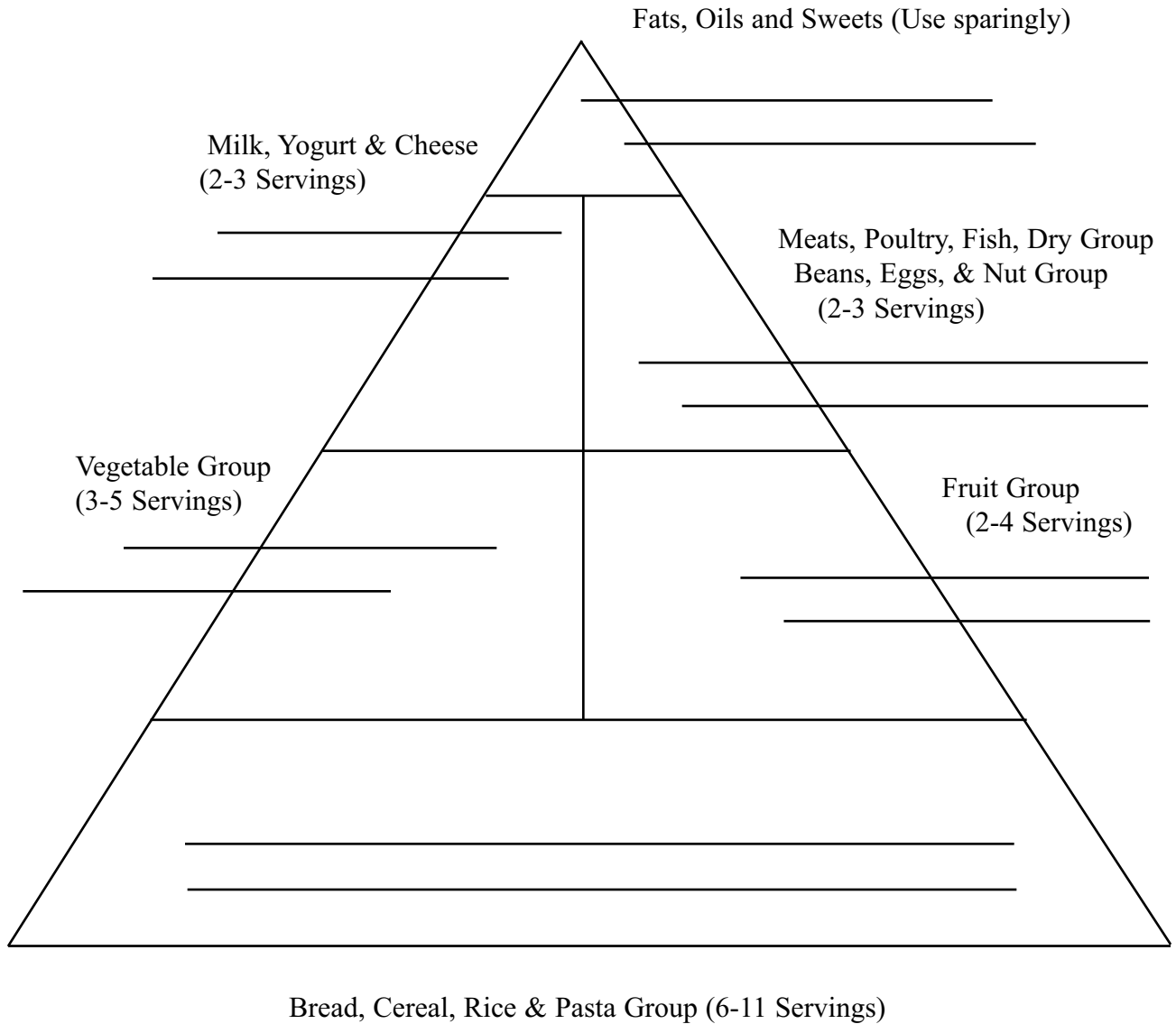
13. What category would your food product fit into on the Food Guide Pyramid?

14. Does your food product claim to be low-fat or healthy? Does it meet the requirements for its claims? Refer to fact sheet 3, *Food Terms*, to support your answer.

NAME: _____

ACTIVITY 8A
ETHNIC FOOD PYRAMID

Using the blank Food Guide Pyramid below, fill in some of the foods that are native to your culture or ethnic background.



This activity is continued on the next page.

NAME: _____

1. Were you able to complete the Food Guide Pyramid by using foods that are common among people of your ethnic background?

2. By substituting ethnic foods into the Food Guide Pyramid, will it be easier or harder for you to follow the suggested guidelines?

3. In general, is the diet of your nationality more or less healthy than the American diet? Explain.

4. Do you think fast food is as popular in other countries as it is in the United States? Why or why not?

5. Bring in a recipe that is popular among people of your ethnic background. How does it fit in with the Food Guide Pyramid? What other foods would you serve it with to make a balanced meal?

NAME: _____

ACTIVITY 9

MASS MEDIA AND FOOD

Does the media have any effect on the food and beverages you consume? You might be surprised!

Watch TV or look through a magazine, or browse through the coupon section of your newspaper. Pay close attention to food advertisements. Answer the following questions on a separate sheet of paper. If the advertisement is in print form, attach it to the assignment.

1. What is the name of the food (i.e., Entenmanns Cakes)?
2. What type of food is it (i.e., donuts)?
3. What adjectives are used to describe the food?
4. Does the ad include a famous actor or sports person? Is there an animated character promoting the product?
5. Does the ad use a popular song, slogan or any type of cool special effect?
6. Is there any sort of information about the nutritional value of the food given in the commercial? If yes, what is said?
7. Was the ad geared towards a specific age group? If so, who was the target audience? Why do you think advertisers place their ads in specific time slots or in particular magazines?

Now it's your turn to create a food ad—either a print ad or TV commercial. Create a non-propaganda advertisement that depicts the food in a realistic way. Keep in mind the nutritional facts about the product. Would you give the product a new motto? Use a different spokesperson or background? What about the packaging? Does it need to be changed? Does it accurately reflect the food's main ingredients, or is it misleading?

NAME: _____

ACTIVITY 10

FAST FOOD ROAD TRIP

Your class will be separated into groups. Each group will be assigned a specific type of fast food restaurant. Your job is to investigate the items that are offered on that restaurant's menu. You can go to the restaurant and request a nutritional fact brochure. You can visit their web site or try to speak by phone to someone in the company's public relations department. Once you have the nutritional information, answer the following questions:

- What are some of the items that members of your group would regularly choose to eat?
- How can you make those choices healthier?
- Can you request no mayonnaise?
- Can you find another item on the menu that would be a better choice?
- Can you use what you've learned about nutrition and the nutritional values listed on the restaurant's brochure to come up with healthier meal choices?
- What would you choose for breakfast? Lunch? Dinner?
- Do any of your choices fit into the FDA's food label health claims (low fat, no cholesterol, etc). Which items are they?

After you have compiled your findings, report them to your classmates. Use any visual aids you think are appropriate (charts, graphs, pictures, etc). Your report should aim to help your classmates find out what their healthy (and unhealthy) fast food choices are.

The questions that follow will give you a rough sketch of your eating habits. This quiz focuses on fat, saturated fat, cholesterol, sugar, fiber, fruits and vegetables. It does not attempt to cover everything in your diet or measure precisely how much of the key nutrients you eat.

Select the number that corresponds to the answer you choose. If two or more answers apply, choose the one that most reflects your typical eating habits.

Pay attention to serving sizes, which we give when needed. For example, a serving of vegetables is one-half cup. If you usually eat one cup of vegetables at a time, count it as two servings.

FRUITS, VEGETABLES, GRAINS & BEANS

- How many servings of fruit or 100% fruit juice do you eat per day?
(OMIT fruit snacks like Fruit Roll-Ups and fruit-on-the-bottom yogurt. One serving = one piece or one-half cup of fruit or 6 oz. of fruit juice.)

| | | | |
|----------------|-------------|--------------|-------------|
| a) 0 | (-3 points) | d) 2 | (+1 point) |
| b) less than 1 | (-2 points) | e) 3 | (+2 points) |
| c) 1 | (0 points) | f) 4 or more | (+3 points) |
- How many servings of non-fried vegetables do you eat per day?
(One serving = 1/2 cup. INCLUDE potatoes.)

| | | | |
|----------------|-------------|--------------|-------------|
| a) 0 | (-3 points) | d) 2 | (+1 point) |
| b) less than 1 | (-2 points) | e) 3 | (+2 points) |
| c) 1 | (0 points) | f) 4 or more | (+3 points) |
- How many servings of vitamin-rich vegetables do you eat per week?
(One serving = 1/2 cup. ONLY count broccoli, brussels sprouts, carrots, collards, kale, red pepper, spinach, sweet potatoes, or winter squash.)

| | | | |
|-----------|-------------|--------------|-------------|
| a) 0 | (-3 points) | c) 4 to 6 | (+2 points) |
| b) 1 to 3 | (+1 point) | d) 7 or more | (+3 points) |
- How many servings of leafy green vegetables do you eat per week?
(One serving = 1/2 cup cooked or 1 cup raw. ONLY count collards, kale, mustard greens, romaine lettuce, spinach, or Swiss chard.)

| | | | |
|----------------|-------------|--------------|-------------|
| a) 0 | (-3 points) | d) 3 to 4 | (+2 points) |
| b) less than 1 | (-2 points) | e) 5 or more | (+3 points) |
| c) 1 to 2 | (+1 point) | | |

This activity is continued on the next page.

NAME: _____

ACTIVITY 11B

RATE YOUR DIET

5. How many times per week does your lunch or dinner contain grains, vegetables, or beans, but little or no meat, poultry, fish, eggs, or cheese?
- | | | | |
|-----------|------------|--------------|-------------|
| a) 0 | (-1 point) | c) 3 to 4 | (+2 points) |
| b) 1 to 2 | (+1 point) | d) 5 or more | (+3 points) |
6. How many times per week do you eat beans, split peas, or lentils? (OMIT green beans.)
- | | | | |
|----------------|-------------|--------------|-------------|
| a) 0 | (-3 points) | d) 2 | (+1 point) |
| b) less than 1 | (-1 point) | e) 3 | (+2 points) |
| c) 1 | (0 points) | f) 4 or more | (+3 points) |
7. How many servings of grains do you eat per day? (One serving = 1 slice of bread, 1 oz. of crackers, 1 large pancake, 1 cup pasta or cold cereal, or 1/2 cup granola, cooked cereal, rice, or bulgur. OMIT heavily sweetened cold cereals.)
- | | | | |
|-----------|-------------|--------------|-------------|
| a) 0 | (-3 points) | d) 5 to 7 | (+2 points) |
| b) 1 to 2 | (0 points) | e) 8 or more | (+3 points) |
| c) 3 to 4 | (+1 point) | | |
8. What type of bread, rolls, etc., do you eat?
- | | |
|---------------------------------------------------|-------------|
| a) 100% whole wheat as the only flour | (+3 points) |
| b) whole wheat flour as the first or second flour | (+2 points) |
| c) rye, pumpernickel, or oatmeal | (+1 point) |
| d) white, French, or Italian | (0 points) |
9. What kind of breakfast cereal do you eat?
- | | |
|--------------------------------------------------------------|-------------|
| a) whole-grain (like oatmeal or Wheaties) | (+3 points) |
| b) low-fiber (like Cream of Wheat or Corn Flakes) | (0 points) |
| c) sugary low-fiber (like Frosted Flakes) or low-fat granola | (-1 point) |
| d) regular granola | (-2 points) |

MEAT, POULTRY & SEAFOOD

10. How many times per week do you eat high-fat red meats (hamburgers, pork chops, ribs, hot dogs, pot roast, sausage, bologna, steaks other than round steak, etc.)?
- | | | | |
|----------------|-------------|--------------|-------------|
| a) 0 | (+3 points) | d) 2 | (-2 points) |
| b) less than 1 | (+2 points) | e) 3 | (-3 points) |
| c) 1 | (-1 point) | f) 4 or more | (-4 points) |

This activity is continued on the next page.

NAME: _____

ACTIVITY 11c

RATE YOUR DIET

11. How many times per week do you eat lean red meats (hot dogs or luncheon meats with no more than 2 grams of fat per serving, round steak or pork tenderloin, etc.)?
- | | | | |
|----------------|-------------|--------------|-------------|
| a) 0 | (+3 points) | d) 2-3 | (-1 point) |
| b) less than 1 | (+1 point) | e) 4-5 | (-2 points) |
| c) 1 | (0 points) | f) 6 or more | (-3 points) |
12. After cooking, how large is the serving of red meat you eat? (To convert from raw to cooked, reduce by 25 percent. For example, 4 oz. of raw meat shrinks to 3 oz. after cooking. There are 16 oz. in a pound.)
- | | | | |
|------------------|-------------|-----------------------|-------------|
| a) 6 oz. or more | (-3 points) | c) 3 oz. or less | (0 points) |
| b) 4 to 5 oz. | (-2 points) | d) don't eat red meat | (+3 points) |
13. If you eat red meat, do you trim the visible fat when you cook or eat it?
- | | | | |
|--------|-------------|-------|-------------|
| a) yes | (+1 points) | b) no | (-3 points) |
|--------|-------------|-------|-------------|
14. What kind of ground meat or poultry do you eat?
- | | |
|------------------------------------------|-------------|
| a) regular ground beef | (-4 points) |
| b) ground beef that's 11% to 25% fat | (-3 points) |
| c) ground chicken or 10% fat ground beef | (-2 points) |
| d) ground turkey | (-1 point) |
| e) ground turkey breast | (+3 points) |
| f) don't eat ground meat or poultry | (+3 points) |
15. What chicken parts do you eat?
- | | | | |
|--------------|-------------|----------------------|-------------|
| a) breast | (+3 points) | d) wing | (-2 points) |
| b) drumstick | (+1 points) | e) don't eat poultry | (+3 points) |
| c) thigh | (-1 point) | | |
16. If you eat poultry, do you remove the skin before eating?
- | | | | |
|--------|-------------|-------|-------------|
| a) yes | (+2 points) | b) no | (-3 points) |
|--------|-------------|-------|-------------|
17. If you eat seafood, how many times per week? (OMIT deep-fried foods, tuna packed in oil, and mayonnaise-laden tuna salad although low-fat mayo is okay.)
- | | | | |
|----------------|-------------|--------------|-------------|
| a) less than 1 | (0 points) | c) 2 | (+2 points) |
| b) 1 | (+1 points) | d) 3 or more | (+3 points) |

This activity is continued on the next page.

MIXED FOODS

18. What is your most typical breakfast? (SUBTRACT an extra 3 points if you also eat sausage.)
- a) biscuit sandwich or croissant sandwich (-4 points)
 - b) croissant, danish, or doughnut (-3 points)
 - c) eggs (-3 points)
 - d) pancakes, French toast, or waffles (-1 point)
 - e) cereal, toast, bagel (no cream cheese) (+3 points)
 - f) low-fat yogurt or low-fat cottage cheese (+3 points)
 - g) don't eat breakfast (0 points)
19. What sandwich fillings do you eat?
- a) regular luncheon meat, cheese, or egg salad (-3 points)
 - b) tuna or chicken salad or ham (-2 points)
 - c) peanut butter (0 points)
 - d) roast beef (+1 point)
 - e) low-fat luncheon meat (+1 point)
 - f) tuna or chicken salad made with fat-free mayo (+3 points)
 - g) turkey breast or hummus (+3 points)
20. What do you order on your pizza? (SUBTRACT 1 point if you order extra cheese, cheese-filled crust, or more than one meat topping.)
- a) no cheese with at least one vegetable topping (+3 points)
 - b) cheese with at least one vegetable topping (-1 point)
 - c) cheese (-2 points)
 - d) cheese with one meat topping (-3 points)
 - e) don't eat pizza (+3 points)
21. What do you put on your pasta? (ADD one point if you also add sauteed vegetables.)
- a) tomato sauce or red clam sauce (+3 points)
 - b) meat sauce or meat balls (-1 point)
 - c) pesto or another oily sauce (-3 points)
 - d) Alfredo or another creamy sauce (-4 points)
22. How many times per week do you eat deep-fried foods (fish, chicken, french fries, potato chips, etc.)?
- a) 0 (+3 points)
 - b) 1 (0 points)
 - c) 2 (-1 point)
 - d) 3 (-2 points)
 - e) 4 or more (-3 points)

This activity is continued on the next page.

NAME: _____

ACTIVITY 11E

RATE YOUR DIET

23. At a salad bar, what do you choose?
- a) nothing, lemon, or vinegar (+3 points)
 - b) fat-free dressing (+2 points)
 - c) low- or reduced-calorie dressing (+1 points)
 - d) oil and vinegar (-1 point)
 - e) regular dressing (-2 points)
 - f) cole slaw, pasta salad, or potato salad (-2 points)
 - g) cheese or eggs (-3 points)
24. How many times per week do you eat canned or dried soups or frozen dinners? (OMIT lower-sodium, low-fat ones.)
- a) 0 (+3 points)
 - b) 1 (0 points)
 - c) 2 (-1 point)
 - d) 3 to 4 (-2 points)
 - e) 5 or more (-3 points)
25. How many servings of low-fat calcium-rich foods do you eat per day?
(One serving = 2/3 cup low-fat or non-fat milk or yogurt, 1 oz. low-fat cheese, 1 1/2 oz. sardines, 3 1/2 oz. canned salmon with bones, 1 oz. of tofu made with calcium sulfate, 1 cup collards or kale, or 200 mg of a calcium supplement.)
- a) 0 (-3 points)
 - b) less than 1 (-1 point)
 - c) 1 (+1 point)
 - d) 2 (+2 points)
 - e) 3 or more (+3 points)
26. How many times per week do you eat cheese? (INCLUDE pizza, cheeseburgers, lasagna, tacos or nachos with cheese, etc. OMIT foods made with low-fat cheese.)
- a) 0 (+3 points)
 - b) 1 (1 point)
 - c) 2 (-1 point)
 - d) 3 (-2 points)
 - e) 4 or more (-3 points)
27. How many egg yolks do you eat per week? (ADD 1 yolk for every slice of quiche you eat.)
- a) 0 (+3 points)
 - b) 1 (1 point)
 - c) 2 (0 points)
 - d) 3 (-1 point)
 - e) 4 (-2 points)
 - f) 5 or more (-3 points)

This activity is continued on the next page.

NAME: _____

ACTIVITY 11F

RATE YOUR DIET

FATS & OILS

28. What do you put on your bread, toast, bagel, or English muffin?
- a) stick butter or cream cheese (-4 points)
 - b) stick margarine or whipped butter (-3 points)
 - c) regular tub margarine (-2 points)
 - d) light tub margarine or whipped light butter (-1 point)
 - e) jam, fat-free margarine, or fat-free cream cheese (0 points)
 - f) nothing (+3 points)
29. What do you spread on your sandwiches?
- a) mayonnaise (-2 points)
 - b) light mayonnaise (-1 point)
 - c) catsup, mustard, or fat-free mayonnaise (+1 point)
 - d) nothing (+1 point)
30. With what do you make tuna salad, pasta salad, chicken salad, etc?
- a) mayonnaise (-2 points)
 - b) light mayonnaise (-1 point)
 - c) fat-free mayonnaise (0 points)
 - d) low-fat yogurt (+2 points)
31. What do you use to saute vegetables or other foods? (Vegetable oil includes safflower, corn, sunflower, and soybean.)
- a) butter or lard (-3 points)
 - b) margarine (-2 points)
 - c) vegetable oil or light margarine (-1 point)
 - d) olive or canola oil (+1 point)
 - e) broth (+2 points)
 - f) cooking spray (+3 points)

BEVERAGES

32. What do you drink on a typical day?
- a) water or club soda (+3 points)
 - b) caffeine-free coffee or tea (0 points)
 - c) diet soda (-1 point)
 - d) coffee or tea (up to 4 a day) (-1 point)
 - e) regular soda (up to 2 a day) (-2 points)
 - f) regular soda (3 or more a day) (-3 points)
 - g) coffee or tea (5 or more a day) (-3 points)

This activity is continued on the next page.

NAME: _____

ACTIVITY 11G

RATE YOUR DIET

33. What kind of “fruit” beverage do you drink?
- a) orange, grapefruit, prune, or pineapple juice (+3 points)
 - b) apple, grape, or pear juice (+1 point)
 - c) cranberry juice blend or cocktail (0 points)
 - d) fruit “drink,” “ade,” or “punch” (-3 points)
34. What kind of milk do you drink?
- a) whole (-3 points)
 - b) 2% fat (-1 point)
 - c) 1% low-fat (+2 points)
 - d) skim (+3 points)

DESSERTS & SNACKS

35. What do you eat as a snack?
- a) fruits or vegetables (+3 points)
 - b) low-fat yogurt (+2 points)
 - c) low-fat crackers (+1 point)
 - d) cookies or fried chips (-2 points)
 - e) nuts or granola bar (-2 points)
 - f) candy bar or pastry (-3 points)
36. Which of the following “salty” snacks do you eat?
- a) potato chips, corn chips, or popcorn (-3 points)
 - b) tortilla chips (-2 points)
 - c) salted pretzels or light microwave popcorn (-1 point)
 - d) unsalted pretzels (+2 points)
 - e) baked tortilla or potato chips or homemade air-popped popcorn (+3 points)
 - f) don’t eat salty snacks (+3 points)
37. What kind of cookies do you eat?
- a) fat-free cookies (+2 points)
 - b) graham crackers or reduced fat cookies (+1 point)
 - c) oatmeal cookies (-1 point)
 - d) sandwich cookies (like Oreos) (-2 points)
 - e) chocolate coated, chocolate chip, or peanut butter (-3 points)
 - f) don’t eat cookies (+3 points)

This activity is continued on the next page.

NAME: _____

ACTIVITY 11H

RATE YOUR DIET

38. What kind of cake or pastry do you eat?
- a) cheesecake (-4 points)
 - b) pie or doughnuts (-3 points)
 - c) cake with frosting (-2 points)
 - d) cake without frosting (-1 point)
 - e) muffins (0 points)
 - f) angelfood, fat-free cake, or fat-free pastry (+1 point)
 - g) don't eat cakes or pastries (+3 points)
39. What kind of frozen dessert do you eat? (SUBTRACT 1 point for each of the following toppings: hot fudge, nuts, or chocolate candy bars or pieces.)
- a) gourmet ice cream (-4 points)
 - b) regular ice cream (-3 points)
 - c) frozen yogurt or light ice cream (-1 point)
 - d) sorbet, sherbet, or ices (-1 point)
 - e) non-fat frozen yogurt or fat-free ice cream (+1 point)
 - f) don't eat frozen desserts (+3 points)

Scoring

| | |
|-------------|--------------------------------------------------|
| 0 or below | poor; potential health risk |
| 1 to 29 | diet needs some work |
| 30 to 59 | above average in terms of healthy diet |
| 60 or above | excellent; a role model for the health conscious |

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NAME: _____

ACTIVITY 12
FITTER CHOICES

Improvements in technology, communications and transportation have lessened the time we spend engaging in physical activity. That has led to an alarming rise in obesity and bad health. Modern technology has also given us more leisure time—time that many people are choosing to spend in front of a TV or computer.

For each activity below, choose an activity that is healthier and more active. There are no right or wrong answers, so be creative!

Instead of...

I could...

Watching a TV show about forests

Driving to the park

Getting drive-through fast food

Using a computer to shop for a gift

Playing a computer baseball game

Calling a friend to chat

Trimming the bushes with an electric hedge trimmer

Watching a documentary about an Olympic swimmer

Ordering a pizza

Reading a magazine about musical groups

NAME: _____

ACTIVITY 13
HOW MUCH SUGAR DO YOU CONSUME?

| Food | Serving | Grams of sugar | Equivalent in teaspoons |
|-------------------------|----------------|-----------------------|--------------------------------|
| Soda | 12 ounces | 40 | 10 |
| Lemonade | 12 ounces | 34 | 8.5 |
| Cheesecake | 1 slice | 29 | 7.2 |
| Chocolate | 1 bar | 22 | 5.5 |
| Sweetened Cereal | 1 cup | 12 | 3 |

Check the labels on your favorite beverage container, candy bar wrapper and cereal box. How many grams of sugar do they contain per serving? How many teaspoons does that equal? (There are four grams of sugar in a teaspoon.)

| Your favorite | Serving | Grams of sugar | Equivalent in teaspoons |
|----------------------|----------------|-----------------------|--------------------------------|
| Beverage | | | |
| Candy bar | | | |
| Cereal | | | |

Based on the information above, how many teaspoons of sugar do you consume on an average day? _____

The recommended intake is ten teaspoons or less of added sugar per day. If your intake is higher, what steps can you take to reduce your sugar intake?

FACT SHEETS

NAME: _____

What is the Food Guide Pyramid?

The Food Guide Pyramid is an outline of what to eat each day based on the Dietary Guidelines. It's not a rigid prescription but a general guide that lets you choose a healthful diet that's right for you.

The Pyramid calls for eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain healthy weight.

Use the Pyramid to help you eat better every day...the Dietary Guidelines way. Start with plenty of breads, cereals, rice, pasta, vegetables, and fruits. Add 2-3 servings from the milk group and 2-3 servings from the meat group. Remember to go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

Looking at the Pieces of the Pyramid

The Food Guide Pyramid emphasized foods from the five major food groups shown in the three lower sections of the Pyramid. Each of these food groups provides some, but not all, of the nutrients you need. Foods in one group can't replace those in another. No one of these major food groups is more important than another—for good health, you need them all.

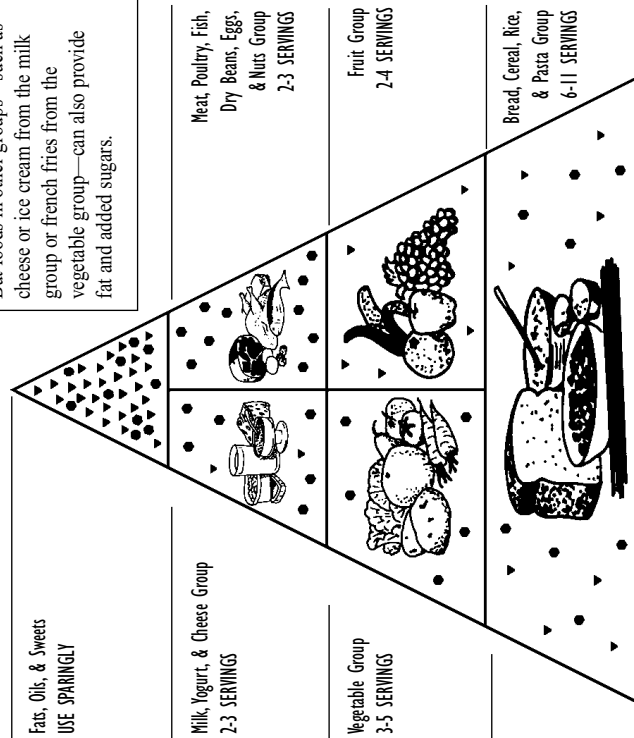
The Food Guide Pyramid

A Guide to Daily Food Choices

Key

- Fat (naturally occurring and added)
- ▼ Sugars (added)

These symbols show fat and added sugars in foods. They come mostly from the fats, oils, and sweets group. But foods in other groups—such as cheese or ice cream from the milk group or french fries from the vegetable group—can also provide fat and added sugars.



What Counts as 1 Serving?

The amount of food that counts as 1 serving is listed below. If you eat a larger portion, count it as more than 1 serving. For example, a dinner portion of spaghetti would count as 2 or 3 servings of pasta.

Be sure to eat at least the lowest number of servings from the five major food groups listed below. You need them for the vitamins, minerals, carbohydrates, and protein they provide. Just try to pick the lowest fat choices from the food groups. No specific serving size is given for the fats, oils, and sweets group because the message is USE SPARINGLY.

Food Groups

| | | | |
|---------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------|
| Milk, Yogurt, and Cheese | 1 cup of milk or 1 1/2 ounces of yogurt | 2 ounces of natural cheese | 2 ounces of process cheese |
| Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts | 2-3 ounces of cooked lean meat, poultry, or fish | 1/2 cup of cooked dry beans, 1 egg, or 2 tablespoons of peanut butter | count as 1 ounce of lean meat |
| Vegetable | 1 cup of raw leafy vegetables | 1/2 cup of other vegetables, cooked or chopped raw | 3/4 cup of vegetable juice |
| Fruit | 1 medium apple, banana, orange | 1/2 cup of chopped, cooked, or canned fruit | 3/4 cup of fruit juice |
| Bread, Cereal, Rice, and Pasta | 1 slice of bread | 1 ounce of ready-to-eat cereal | 1/2 cup of cooked cereal, rice, or pasta |

| Nutrition Facts | |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Serving Size 1/2 cup (114g) | |
| Servings per Container 4 | |
| Amount Per Serving | |
| Calories 90 | Calories from Fat 30 |
| % Daily Value* | |
| Total Fat 3g | 5% |
| Saturated Fat 0g | 0% |
| Cholesterol 0mg | 0% |
| Sodium 300mg | 13% |
| Total Carbohydrate 13g | 4% |
| Dietary Fiber 3g | 12% |
| Sugars 3g | |
| Protein 3g | |
| Vitamin A 80% | Vitamin C 60% |
| Calcium 4% | 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: | |
| Total Fat Less than 65g | Calories 2,000 2,500 |
| Sat Fat Less than 20g | 80g |
| Cholesterol Less than 300mg | 25g |
| Sodium Less than 2,400mg | 300mg |
| Total Carbohydrate 300g | 2,400mg |
| Fiber 25g | 375g |
| Calories per gram: | |
| Fat 9 | Carbohydrate 4 |
| | Protein 4 |

Total Fat
Aim low: Most people need to cut back on fat! Too much fat may contribute to heart disease and cancer. Try to limit your calories from fat. For a healthy heart, choose foods with a big difference between the total number of calories and the number of calories from fat.

Saturated Fat
A new kind of fat? No—saturated fat is part of the total fat in food. It is listed separately because it's the key player in raising blood cholesterol and your risk of heart disease. Eat less!

Cholesterol
Too much cholesterol—a second cousin to fat—can lead to heart disease. Challenge yourself to eat less than 300mg each day.

Sodium
You call it "salt," the label calls it "sodium." Either way, it may add up to high blood pressure in some people. So, keep your sodium intake low—2,400 to 3,000 mg or less each day.*
**The AHA recommends no more than 3,000 mg sodium per day for healthy adults.*

Daily Value
Feel like you're drowning in numbers? Let the Daily Value be your guide. Daily Values are listed for people who eat 2,000 or 2,500 calories each day. If you eat more, your personal daily value may be higher than what's listed on the label. If you eat less, your personal daily value may be lower.

For fat, saturated fat, cholesterol and sodium, choose foods with a low % Daily Value. For total carbohydrate, dietary fiber, vitamins and minerals, your daily value is to reach 100% of each.
g = grams (About 28 g = 1 ounce)
mg = milligrams (1,000 mg = 1 g)

Serving Size
Is your serving the same size as the one on the label? If you eat double the serving size listed, you need to double the nutrient and calorie values. If you eat one-half the serving size shown here, cut the nutrient and calorie values in half.

Calories
Are you overweight? Cut back a little on calories. Look here to see how a serving of the food adds to your daily total. A 5'4", 138 lb active woman needs about 2,200 calories each day. A 5'10", 174 lb active man needs about 2,900. How about you?

Total Carbohydrate
When you cut down on fat, you can eat more carbohydrate. Carbohydrates are in foods like bread, potatoes, fruits and vegetables. Choose these often! They give you more nutrients than sugars like soda pop and candy.

Dietary Fiber
Grandmother called it "roughage," but her advice to eat more is still up-to-date! That goes for both soluble and insoluble kinds of dietary fiber. Fruits, vegetables, whole-grain foods, beans and peas are all good sources and can help reduce the risk of heart disease and cancer.

Protein
Most Americans get more protein than they need. Where there is animal protein, there is also fat and cholesterol. Eat small servings of lean meat, fish and poultry. Use skim or low-fat milk, yogurt and cheese. Try vegetable proteins like beans, grains and cereals.

Vitamins & Minerals
Your goal here is 100% of each for the day. Don't count on one food to do it all. Let a combination of foods add up to a winning score.

If you ever walked down an aisle at your local food store, chances are you've noticed that almost every food package has some sort of health claim printed on it. Some examples are fat-free, no-cholesterol, and light. What do these terms mean? What is a manufacturer allowed to print on the label?

Fortunately, the Food and Drug Administration (FDA) has set guidelines. Only claims that can be supported with actual scientific evidence can be printed on a label. These claims also need to fit the regulations that the FDA has set. Listed below are the restrictions that have been set for food label health claims.

Free: The food item has less than 0.5 grams per serving of a particular nutrient.
Examples: Sodium-free, Fat-free, Sugar-free

Low: The food has enough of a nutrient to make a difference in an individual's diet.
Examples listed below are claims for various types of nutrients.

| | |
|-------------------|----------------------------------------------------|
| Low fat | 3 grams or less per serving |
| Low saturated fat | 1 gram or less per serving |
| Low sodium | 140 mg or less per serving |
| Very low sodium | 35 mg or less per serving |
| Low cholesterol | 20 mg or less and 2 grams or less of saturated fat |
| Low calorie | 40 calories or fewer per serving |

Light: The term "light" or "lite" can be used to describe a food that has one-third fewer calories. If the food gets more than half its calories from fat, the reduction needs to be 50% of the fat in order to be called "light."

Less: In order for a package to use the word "less," a nutrient must be at least 25% less in that product compared to a similar food. Example: If a certain brand of frozen yogurt has 25% less fat than ice cream, it use the term "less" or "fewer."

Lean: This term is used to describe the fat content of meat. One serving of lean meat has less than 10 grams of fat, less than 2 grams of saturated fat, and less than 95 mg of cholesterol per serving and per 100 grams.

NAME: _____

Extra Lean: Meats can qualify to carry the “extra lean” claim if they have less than 5 grams of fat, less than 2 grams of saturated fat, and less than 95 mg of cholesterol per serving and per 100 grams.

Reduced: This means the product was nutritionally altered to meet a health claim. If a food is considered to be “low” in a nutrient, it cannot be considered reduced.

High: If a food contains 20% or more of the daily value of a particular nutrient per serving, it can use the term “high.”

Good Source: The term “good source” can be applied to a food only if it contains 10 to 19 percent of the daily value of a nutrient.

More: This term applies to a food when there is at least a 10% higher difference from a similar food. If a food has been nutritionally altered to make that claim, the terms “fortified,” “enriched,” and “added” can be applied.

NAME: _____

Maintaining a healthy weight can help us feel better, look better and lower our risk of diseases like diabetes and high blood pressure. The chart below will give you an idea of the weight range that is probably best for you. Other factors—such as body type, gender, and family history—can also play a role in determining your healthy weight. It’s always best to ask a doctor about your ideal weight.

Height/Weight Guidelines for High School Teens
Weight Ranges for Ages 14-18

| HEIGHT | BOYS | GIRLS |
|---------------|-------------|--------------|
| 4'10" | 80-97 | 76-96 |
| 4'11" | 82-99 | 82-103 |
| 5'0" | 87-106 | 86-114 |
| 5'1" | 90-109 | 92-124 |
| 5'2" | 94-114 | 98-130 |
| 5'3" | 100-121 | 105-136 |
| 5'4" | 105-127 | 110-138 |
| 5'5" | 109-132 | 119-144 |
| 5'6" | 114-144 | 124-150 |
| 5'7" | 121-153 | 128-155 |
| 5'8" | 128-161 | 133-165 |
| 5'9" | 138-169 | 138-167 |
| 5'10" | 147-178 | 143-173 |
| 5'11" | 155-190 | 147-170 |
| 6'0" | 165-201 | 152-184 |
| 6'1" | 175-220 | |
| 6'2" | 181-228 | |

Waist-to-Hip Ratio

Waist-to-Hip Ratio is a loose indicator of body fat composition. If you combine waist-to-hip ratio with the information from the chart above, you’ll get a more detailed picture of your body’s fitness.

1. Using a tape measure, stand relaxed and measure around your waist at its smallest point, usually just above the navel. Don’t pull your stomach in. Record that number.
2. Next, measure around your hips at the largest point, across the buttocks. Record that number.
3. Divide the waist measurement by the hip measurement to get your waist-to-hip ratio.

It is generally accepted that a waist-to-hip ratio of more than 0.80 for women and 0.95 for men is undesirable and associated with an increased risk of several illnesses.

NAME: _____

Motivation is the key to most diet and exercise goals. If you're not motivated to make a big change in the way you look and feel, you won't be able to stick with it. So how do you get and stay motivated?

1. Workout with a friend or family member. You can keep each other company during workouts, motivate each other to participate on days when it's tough, and reward yourselves for each week that you stick to the program.
2. Keep an exercise diary and a written daily plan to track your success or cure your mistakes.
3. Tell friends and family members about your exercise plan. Ask them to encourage you and help keep you motivated.
4. Cut out and display pictures of people you admire. They don't have to be super skinny or body-builder perfect. They should simply be people who inspire you to do your best.
5. Treat yourself to some special exercise clothes. Choose things because they're comfortable, not because they're expensive or trendy. Wear them only when you work out.
6. Include in your workout a variety of fun activities. Doing the same thing over and over will get boring fast. Try running, biking, blading, or walking in the park. Join an exercise class with a friend or get involved in a team sport.
7. Reward yourself after each workout by indulging in a little "me" time. Do something you really love, like calling a friend, watching TV or listening to music.
8. Most importantly, set realistic goals (see below).

GOAL SETTING

Setting the right goals is the best way to get and stay fit.

- Set specific, short-term goals. Instead of vowing to lose 30 pounds in the next year, try to lose 1 pound in the next week.
- When you reach one short-term goal, set another. Make each a little tougher than the last.
- Keep track of your progress and reward yourself often.

NAME: _____

The following chart will help you understand what counts as a single serving of many different foods.

These serving sizes are the same as those suggested in the Food Guide Pyramid—which tries to indicate the portion necessary to achieve adequate nutritional balance.

These serving sizes may differ from servings sizes you might see on a food product’s Nutrition Fact Label—which usually reflects typical portions consumed.

Grain Products (bread, cereal, rice and pasta)

- 1 slice of bread
- 1 ounce of ready-to-eat cereal
- 1/2 cup of cooked cereal, rice or pasta

Vegetable Group

- 1 cup of raw leafy vegetables
- 1/2 cup of other vegetables (cooked or raw)
- 3/4 cup of vegetable juice

Fruit Group

- 1 medium apple, banana or orange
- 1/2 cup of chopped, cooked or canned fruit
- 3/4 cup of fruit juice

Milk Group (milk, yogurt and cheese)

- 1 cup of milk or yogurt
- 1 1/2 ounces of natural cheese
- 2 ounces of processed cheese

Meat and Beans Group (meat, poultry, fish, dry beans, eggs and nuts)

- 2-3 ounces of cooked lean meat, poultry or fish
- 1/2 cup of cooked dry beans
- 1 egg
- 2 tablespoons of peanut butter
- 1/3 cup of nuts

NAME: _____

FACT SHEET 7
INTERNET RESOURCES

American Heart Association
National Center
7272 Greenville Avenue
Dallas, TX 75231
Phone: 1-800-AHA-USA
<http://www.americanheart.org>

Center for Food Safety and Applied Nutrition
5100 Paint Branch Parkway
College Park, MD 20740-3835
<http://www.cfsan.fda.gov>

Eating Disorders Awareness and Prevention, Inc.
603 Stewart Street, Suite 803
Seattle, WA 98101
Phone: 206-382-3587 or 800-931-2237
<http://www.nationaleatingdisorders.org>

<http://www.fitteen.com>

<http://www.nutrition.gov>

NAME: _____

Brody, Jane. Jane Brody's Nutrition Book. New York: Bantam Books, 1987.

Fahey, Thomas D. Basic Weight Training for Men and Women. Mountain View, CA: Mayfield Publishing Company, 1997.

Herbert, Victor, and Genell J. Subak-Sgarpre. Total Nutrition: The Only Guide You'll Ever Need. New York: St. Martin's Press, 1995.

Nieman, David C. Fitness and Your Health. Palo Alto, CA: Bull Publishing Co., 1993.

Nutrition Action Health Letter. Washington DC: Center for Science in the Public Interest.

Paternostro-Bayles, Madeline, Susan Puhl and Barry Franklin. American College of Sports Medicine Fitness Book. Champaign, IL: Human Kinetics, 1993.

Sharkey, Brian J. Fitness and Health. Champaign, IL: Human Kinetics, 1997.