

Lesson 1

MyPyramid Is Your Pyramid!

Please conduct this lesson first.

Teaching about MyPyramid and how to follow it provides an important foundation for conducting the other lessons in this program. You may want to allow extra time to teach this lesson and conduct the activity.

I. Objectives

1. Become familiar with USDA's MyPyramid as a guide to healthy eating and physical activity.
2. Understand the benefits of getting 60 minutes of daily physical activity.
3. Identify which foods and beverages belong in each food group and learn how to choose nutritious foods in each food group most often.
4. Learn why it is important to choose a wide variety of foods and/or beverages from each food group.
5. Understand that making big changes to eating and physical activity habits all at once isn't necessary. Taking small steps to improve habits can add up, and they are likely to be most lasting.

II. Advance Preparation and Materials

1. Gather and review background reading, handout and additional resources.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. A snack from the Smart Snack Sheet, plus gather serving utensils and napkins.
4. **Use the guide below to choose and purchase a few examples of foods and/or beverages found in each category.** You will show these examples as you review the talking points for this lesson. It's fine to show the actual food (e.g., an apple or jar of peanut butter) or to use empty food packages (e.g., an empty milk jug or ice cream container).

Remember when choosing example Grain foods, be sure half the examples are whole grains (e.g., brown rice, whole grain cereal, oatmeal). When choosing Milk products, show examples that are lower in fat or fat free and emphasize that these are smart choices for bone health and heart health.

Background Reading

- Anatomy of MyPyramid, p. 158
- MyPyramid Mini Poster, p. 186-187
- What Counts as an Ounce Equivalent of Grains? p. 197
- What Counts as a Cup of Vegetables? p. 195-196
- What Counts as a Cup of Fruit? p. 194
- What Counts as One Cup in the Milk Group? p. 199
- What Counts as an Ounce Equivalent in the Meat & Beans Group? p. 198
- Mixed Dishes in MyPyramid, p. 182
- MyPyramid Food Intake Pattern Calorie Levels, p. 183
- Food Intake Patterns/Estimated Daily Calorie Needs, p. 171-172

Reproducible Handout

- MyPyramid Worksheet, p. 220

Food Group Examples

- **Grains:** Bread, buns, rolls, bagels, whole grain ready-to-eat cereal, oatmeal, pasta, brown rice, corn bread, grits, pizza crust, crackers, tortillas, pretzels, popcorn, biscuits, sweet rolls, donuts, cookies and cake.
- **Vegetables:** Any vegetables such as broccoli, greens, lettuce, spinach, corn, peas, potatoes, carrots, sweet potatoes, green beans, peppers, tomatoes, turnips, zucchini, and dry beans and peas (for example, black eyed peas, pinto beans, kidney beans, chick peas, split peas, lentils and foods made from soybeans such as veggie burgers and tofu), french fries, potato chips and onions rings. Fresh, canned or frozen examples are fine.
- **Fruits:** Any fruits such as apples, bananas, strawberries, grapes, watermelon, oranges, peaches, pears, raisins, dried apricots, applesauce, fruit cocktail, canned peaches, orange juice and apple juice. Fresh, canned, frozen or dried examples are fine.
- **Milk:** Milk, low fat yogurt, cheese, pudding made with low fat or fat free milk, ice cream and frozen yogurt.
- **Meat & Beans:** Beef, lamb, ham, chicken, turkey, fish, eggs, dry beans and peas (for example, black eyed peas, pinto beans, kidney beans, chick peas, split peas, lentils and foods made from soybeans such as veggie burgers and tofu), peanut butter, nuts and seeds, sausage, bologna and hot dogs.
- **Oils:** Vegetable oils such as canola oil, corn oil, olive oil, soybean oil and foods naturally high in oils such as nuts, olives, some fish (for example, salmon) and avocados.
- **Foods with extra fats and sugars that don't fit into a food group:** Butter, margarine, sauces, salad dressings, syrup, honey, jelly, jam, sugar, candy, fruit drinks, fruit punch or sweetened soft drinks.

III. Lesson

Lesson Overview

1. Today we're going to start learning about MyPyramid. Following MyPyramid helps you to eat healthy and get enough exercise so you stay healthy, feel good and look good.
2. But first let's get energized with some exercise!
3. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. *Refer to the MyPyramid poster as you discuss these points.* Let's start learning about MyPyramid. Following MyPyramid helps you to eat healthy and get enough exercise so that you stay healthy, feel good and look good.
2. First, let's talk about that person climbing the steps. What do you think that person is telling us?
3. That person reminds us that being physically active (exercising) is fun and helps us to be healthy, feel good and look good, too.

4. Teenagers should try to be physically active for 60 minutes every day.
 - This means doing things like walking fast, running, dancing, jumping rope, riding your bike, skating, swimming and playing basketball or soccer.
 - It's pretty easy to get your daily 60 minutes because you can accumulate it in shorter time chunks throughout the day. For example, you could take a walk for 20 minutes, shoot baskets for 20 minutes and help around the house for 20 minutes doing things like vacuuming or raking leaves. There's your 60 minutes for the day!
5. It says "Steps to a Healthier You" beneath MyPyramid. This means that taking small steps to eat healthy and be physically active can really help you to be healthy, feel good and look good.
 - For example, if you don't get much exercise now, you could start by taking just a 10-minute walk each day. Then, once you're used to that, add on 10 minutes of another exercise you like – or do more walking.
6. Now let's talk about food! My Pyramid is made up of five food groups: Grains, Vegetables, Fruits, Milk and Meat & Beans, plus Oils.
7. *Refer to the MyPyramid poster.* What do you notice about each of the food groups? Each group is a different color.
8. The different colors represent "variety," meaning you need to eat foods from all the groups each day to be healthy. It's also important to choose a wide variety of foods from within each food group every day.
9. Now, let's talk about each food group.

The Grains Group

1. The orange group is the **Grains Group**.
2. Foods from the Grains Group give us vitamins and minerals we need for good health, and many grains give us fiber. Foods from the Grains Group also contain carbohydrates, which give our bodies energy.
3. Some terrific foods to choose lots of from the Grains Group are called "whole grains." At least half the foods you eat from the Grains Group should be whole grains such as whole-wheat bread, oatmeal, some breakfast cereals (check the label for the words "whole grain"), brown rice and popcorn. Choose whole grains often.
4. *Show food examples from the Grains Group.* Some foods found in the Grains Group are bread, buns, rolls, bagels, ready-to-eat cereal, oatmeal, pasta, rice, corn bread, grits, pizza crust, crackers, tortillas, pretzels, popcorn, biscuits, sweet rolls, donuts, cookies and cake.
 - Eat foods like bread, cereal, rice and pasta most often from the Grains Group. These foods give you vitamins, minerals and fiber, but not too many extra fats and/or sugars.
 - Foods like biscuits, sweet rolls, donuts, cookies and cake contain more fats and/or sugars, but usually fewer vitamins and minerals and less fiber, so eat them less often.
 - Eating too many fats and sugars isn't healthy for your body because you might not get the vitamins and minerals you need and you might get too many calories.

Applying What We Learned

1. What are some ways you could make smart choices from the Grains Group at breakfast?
 - Try a cereal that says “whole grain” on the box.
 - Eat a bowl of oatmeal. Or eat a bowl of cold cereal – try mixing up two or three of your favorite kinds.
 - Have toast, a bagel or an English muffin with peanut butter on top.
 - Have a cheese sandwich on your favorite bread.
2. How can you make smart choices from the Grains Group at lunch, dinner or snack time?
 - At lunch, try a sandwich on whole-wheat bread.
 - Try whole-wheat pasta, whole-wheat tortillas or brown rice at dinnertime.
 - Snack on popcorn, baked tortilla chips or a bowl of cereal.
3. What are some ways you could make smart choices for Grains Group foods that are best enjoyed every once in a while?
 - Have sweet rolls or donuts for breakfast less often. Try cereal, toast or bagels instead.
 - Have biscuits less often with dinner. Try a slice of bread or a roll instead.
 - Eat one or two fewer cookies than usual or have a smaller piece of cake.

The Vegetables Group

1. The green group is the **Vegetables Group**.
2. Foods from the Vegetables Group give us important nutrients we need for good health such as Vitamin A, Vitamin C, folate (a “B” vitamin), potassium and fiber. Diets rich in fiber-containing grains, vegetables and fruits and low in saturated fat and cholesterol may help reduce the risk for heart disease and other chronic diseases.
3. *Show food examples from the Vegetables Group.* Some foods found in the Vegetables Group are broccoli, greens, lettuce, spinach, corn, peas, potatoes, carrots, sweet potatoes, green beans, peppers, tomatoes, turnips, zucchini, and dry beans and peas (for example, black eyed peas, pinto beans, kidney beans, chick peas, split peas, lentils and foods made from soybeans such as veggie burgers and tofu), french fries, potato chips and onion rings.
4. Dry beans and peas are a little bit unusual because they can be counted **either** in the Vegetables Group **or** in the Meat & Beans Group, which we’ll talk about in a few minutes. Usually people who regularly eat meat, poultry and fish count dry beans and peas in the Vegetables Group. People who don’t eat much meat or who are vegetarians count some of the dry beans and peas they eat in the Meat & Beans Group.
5. Veggies come in different forms. There are fresh, frozen, canned and dried veggies and 100% vegetable juice, and they’re all great to eat and drink. When veggies are frozen or canned, watch out for sauces and added salt.
6. Vary your veggies! Eat more dark green veggies like broccoli, spinach and greens and orange ones like carrots and sweet potatoes. Choose dry beans and peas like kidney beans, black beans, split peas and lentils, too. These foods give you vitamins, minerals and fiber, but not a lot of extra fats.
7. Foods like french fries, potato chips, refried beans and onion rings contain more fat, which isn’t so good for your body, so eat those less often.

Applying What We Learned

1. What are some ways you could make smart choices from the Vegetables Group at lunch, dinner or snack time?
 - Have a bowl of vegetable soup with lunch or dinner or for a snack.
 - Put lots of lettuce and tomato or other veggies on a sandwich.
 - Try carrot sticks, salad or a baked potato with your sandwich.
 - Have a great big salad with lots of different veggies in it at dinnertime.
 - Take an extra helping of veggies at dinner.
 - Order pizza with extra veggies like tomatoes, peppers and mushrooms on top.
 - Snack on carrot sticks, celery sticks or cherry tomatoes.
2. What are some ways you could make smart choices for vegetables best enjoyed every once in a while?
 - Order a small serving of french fries or onion rings instead of a big one.
 - Split your french fries or onion rings with a friend.
 - Buy a smaller bag of potato chips or put a serving of chips from a big bag into a small bowl.

The Fruits Group

1. The red group is the **Fruits Group**.
2. Foods from the Fruits Group give us important nutrients we need for good health such as Vitamin C, folate (a “B” vitamin), potassium and fiber. Diets rich in fiber-containing grains, vegetables and fruits and low in saturated fat and cholesterol may help reduce the risk for heart disease and other chronic diseases.
 - *Show food examples from the Fruits Group.* Some foods found in the Fruits Group are apples, bananas, strawberries, grapes, watermelon, oranges, peaches, pears, raisins, dried apricots, applesauce, fruit cocktail, canned peaches, orange juice and apple juice.
3. Fruits come in different forms. There are fresh, frozen, canned and dried fruit and 100% fruit juice, and they're all great to eat and drink.
4. Eat a big variety of fruits. This helps make sure you get a big variety of vitamins and minerals. A good way to do this is to choose lots of different color fruits. For example, you might have a green apple, yellow banana, red strawberries and purple grapes. Fruits give you fiber, too.
 - When you choose canned fruits, choose ones that are canned in water or 100% fruit juice most often because they don't contain extra sugars.
5. Eating fruit will give you more fiber and help fill you up more than drinking fruit juice. But 100% fruit juice such as orange juice or apple juice counts in the Fruits Group, too. Drink juice from a smaller glass rather than a large glass, or else it is easy to drink too much.
 - Here's something that might surprise you: some foods that you might think give you fruit, really don't give you much fruit – sometimes none at all! Some examples are fruit roll ups, fruit drinks or fruit punch. They contain mostly extra sugars, so it's best to have them just once in a while.

Applying What We Learned

1. What are some ways you could make smart choices from the Fruits Group at breakfast time?
 - Slice up a banana on your cereal.
 - Put some raisins in your oatmeal.
 - Drink a small glass of orange juice.
2. How can you make smart choices from the Fruits Group at lunch, dinner or snack time?
 - Pack an apple, banana or orange in your lunch.
 - Order a fruit cup or bag of sliced apples when you go out for fast food.
 - Put some dried apricots or a juice box in your backpack for an after-school snack.
 - Have applesauce, fruit cocktail or canned peaches for dessert after dinner.

The Milk Group

1. The blue group is the **Milk Group**.
2. Foods from the Milk Group give us important nutrients we need for good health such as calcium, potassium, vitamin D and protein. To build strong bones and teeth, choose three cups of low fat and fat free milk products each day. If you are used to whole milk choices, slowly try switching to low fat and fat free milk, yogurt and cheese.
3. *Show food examples for the Milk Group.* Some foods found in the Milk Group are milk, yogurt, cheese, pudding, ice cream and frozen yogurt.
 - Eat foods like milk, yogurt and cheese most often from the Milk Group. It's best to choose fat free or low fat milk and yogurt, and low fat cheese most often.
 - Some foods in the Milk Group contain extra fats and/or extra sugars. Some examples are whole milk, chocolate milk, full fat cheese, fruit-flavored (sweetened) yogurt, pudding, ice cream and frozen yogurt. It's fine to have these sometimes, too.
 - If you don't like milk or have an allergy to milk, you can get calcium from other sources such as calcium-fortified juices, cereals and soy milk. If you can't digest lactose (a sugar in milk), try lactose-free products such as lactose-free milk.

Applying What We Learned

1. What are some ways you could make smart choices from the Milk Group at breakfast?
 - Eat a bowl of cereal and milk.
 - Have your favorite flavor of yogurt.
 - Have a slice of cheese on toast, a bagel or an English muffin.
 - Drink a glass of milk with your breakfast.
2. How can you make smart choices from the Milk Group at lunch, dinner or snack time?
 - Drink a container of milk with your lunch.
 - Put a slice of cheese on your sandwich.
 - Snack on yogurt or a cheese stick.
 - Sprinkle some cheese on top of your veggies at dinner.
 - Drink a glass of milk with dinner.

3. What are some ways you could make smart choices for Milk Group foods that are best enjoyed every once in a while?
 - Have a bowl of pudding, ice cream or frozen yogurt that's smaller than usual.
 - Have a single scoop ice cream cone instead of a double scoop.
 - If you're used to whole milk choices, slowly try switching to 2% milk. Then once you get used to it, see about making the next step to 1% or fat free milk.

The Meat & Beans Group

1. The purple group is the **Meat & Beans Group**.
2. Foods from the Meat & Beans Group can give us important nutrients we need for good health such as protein, B vitamins (niacin, thiamin, riboflavin and B6), vitamin E, iron, zinc and magnesium. They also contain protein, which helps build, repair and maintain our body tissues.
3. *Show food examples for the Meat & Beans Group.* Some foods found in the Meat & Beans Group are beef, lamb, ham, chicken, turkey, fish, eggs, dry beans and peas (for example, black eyed peas, pinto beans, kidney beans, chick peas, split peas, lentils and foods made from soybeans such as veggie burgers and tofu), peanut butter, nuts and seeds, sausage, bologna and hot dogs.
4. Who can remember what's unusual about dry beans and peas and where they belong in MyPyramid?
5. They can be counted **either** in the Vegetables Group or in the Meat & Beans Group. Usually people who regularly eat meat, poultry and fish count dry beans and peas in the Vegetables Group. People who don't eat much meat or who are vegetarians count some of the dry beans and peas they eat in the Meat & Beans Group.
6. Eat foods like lean beef and pork, baked chicken without the skin, turkey without the skin, broiled or baked fish, beans, peas, peanut butter and nuts most often from the Meat & Beans Group. These foods give you vitamins, minerals and protein, but not a lot of extra fats.
7. Foods like fried chicken, fried fish, sausage, bologna, refried beans and hot dogs contain extra fats, so eat them less often.

Applying What We Learned

1. What are some ways you could make smart choices from the Meat & Beans Group at breakfast?
 - Put some peanut butter on your toast.
 - Have scrambled eggs or a hard-boiled egg.
 - Try turkey bacon or reduced fat sausage instead of regular sausage or bacon.
2. What are some ways you could make smart choices from the Meat & Beans Group at lunch, dinner or snack time?
 - Have a dish that has beans, lentils or split peas in it.
 - Have a turkey or lean ham sandwich at lunch.
 - Order a grilled chicken sandwich when you go out for fast food.
 - Snack on a handful of nuts or some peanut butter and crackers.
 - Eat baked chicken instead of fried chicken, and make sure to take off the skin before you eat it.
 - Eat baked fish instead of fried fish.
 - Try something with beans in it like chili.
 - Go easy on the sauces and ask for them on the side.

3. What are some ways you could make smart choices for foods that are in the Meat & Beans Group that are best enjoyed every once in a while?
 - If you eat fried chicken or fried fish, have a baked potato or rice with it instead of french fries.
 - Eat a smaller-size hamburger instead of a double patty.
 - Cut the fat off pork chops before you eat them.
 - Try light bologna or light hot dogs (instead of regular) to enjoy every once in a while.

Oils

1. The thin yellow band on MyPyramid represents oils. It is a thin band because you only need a very small amount each day.
2. *Show food examples of Oil.* Some examples of oils are vegetable oils such as canola oil, corn oil, olive oil, soybean oil and foods naturally high in oils such as nuts, olives, some fish (for example, salmon) and avocados.
3. Oils are a type of fat. Most of the fat you eat should come from fish, nuts and vegetable oils. These oils give you vitamin E and don't raise the bad type of cholesterol in your blood.

Foods with Extra Fats and Sugars that Don't Fit into a Food Group

1. Did you notice that some things we eat and drink don't fit into one of MyPyramid's food groups? What are some of them?
2. Examples are foods that contain extra fats such as butter, margarine, sauces and salad dressings.
3. Other examples are foods and drinks that contain extra sugars such as syrup, honey, jelly, jam, sugar, candy, fruit drinks, fruit punch and sweetened soft drinks.
4. These foods and drinks give us calories, but few or no vitamins and minerals.
5. You can think of these foods and drinks as "extras" to have in small amounts once you get the foods you need from the MyPyramid food groups.
6. If you have too many foods or drinks with extra fats and sugars, you might get too many calories and you might not get enough of the vitamins and minerals your body needs.
7. Many foods that contain extra fats and sugars also come in "light," "fat-free," "low-calorie" or "no-calorie" varieties, such as light or fat free salad dressings, and low-calorie or no-calorie sports drinks and soft drinks. These versions give you fewer fats and sugars – or even none at all.

IV. Activities

Activity 1: MyPyramid – My Meal Comparison

Members become aware of how a favorite meal fits into the MyPyramid food groups.

To Conduct the Activity

1. Now we're going to test our knowledge about MyPyramid by doing a fun game. We'll see if you can correctly assign the foods and drinks for a favorite meal into the MyPyramid food groups we just learned about.
2. You'll find that parts of some foods belong in more than one food group – such as pizza or peanut butter and jelly sandwiches. If your meal includes foods with more than one part, we'll see if you

can correctly assign the parts into the MyPyramid groups. Start thinking about a meal you had recently that you really liked.

3. *Distribute one copy of the MyPyramid worksheet to each member.*
4. *Ask them to write the names of the individual foods, beverages and parts of mixed foods in their meal in the correct MyPyramid food groups.*
5. *Ask each member to share his results with the group, or, if the group is large, ask for a few volunteers.*
6. *Discuss correct and incorrect answers.*

Discussion

1. What food groups are not represented in your meal (for example, Vegetables, Fruits, Milk or a whole grain food from the Grains Group)? How could you change the meal to include these foods?
2. Which foods or beverages in your meal fit into a MyPyramid group, but contain extra fats and/or sugars? Is there another choice you could make with fewer extra fats and/or sugars? Could you choose a smaller portion size?
3. Which foods or beverages in your meal didn't fit into a MyPyramid group because they mostly contain extra fats and/or sugars? Is there another choice you could make with fewer extra fats and/or sugars? Could you choose a smaller portion size?

Activity 2: Create a MyPyramid Meal

Members learn to plan a meal that represents all MyPyramid food groups.

To Conduct the Activity

1. Now we're going to get creative! We are going to break into small groups and challenge each group to design a delicious meal that includes at least one food from each MyPyramid food group, but not too many foods with extra fats and sugars that don't belong in a food group.
2. Then we'll vote on which group created the best meal.
3. *Divide youth into small groups of two to four per group. Give each group a MyPyramid worksheet.*
4. *Set a time limit – such as 10 minutes– and say, “Go!”*
5. *After time is up, ask each group to describe their meal and say which food groups are represented. Discuss correct and incorrect answers.*

Discussion

1. Are any food groups not represented in your meal (for example, Vegetables, Fruits, Milk or a whole grain food from the Grains Group)? How could you change the meal to include these foods?
2. Which foods or beverages in your meal fit into a MyPyramid group, but contain extra fats and/or sugars? Is there another choice you could make with fewer extra fats and/or sugars? Could you choose a smaller portion size?
3. Which foods or beverages in your meal didn't fit into a MyPyramid group because they mostly contain extra fats and/or sugars? Is there another choice you could make with fewer extra fats and/or sugars? Could you choose a smaller portion size of the food or beverage?
4. Let's vote! Which meal would you most like to eat?

Optional Activity: Find Your Personal Pyramid

1. *If the Internet is available, go to www.MyPyramid.gov and have each member find her personal pyramid by entering her age, sex and physical activity level in the My Pyramid Plan area.*
2. *Explain the following teaching points:*
 - There is a right number of calories for you to eat each day, depending on how old you are, whether you are a boy or girl and how much you move your body by exercising or playing. You could use up all your calories on a few high-calorie foods and drinks, but chances are you will not get all the nutrients your body needs to grow and be healthy.
 - It is smart to get the most nutrition out of your calories by eating lots of different foods from each MyPyramid food group every day.
 - The more you move your body each day, the more calories you can eat.
3. *Experiment on the MyPyramid Web site with different physical activity levels to illustrate the following:*
 - Being more active results in a plan with more calories, larger amounts from the food groups and a larger number of calories for foods and drinks with extra fats and sugars.
 - Being less active results in a plan with fewer calories, smaller amounts from the food groups and a smaller number of calories for foods and drinks with extra fats and sugars.

V. Snack Time

1. Now it's time for a snack, but first let's wash our hands.
2. Who can tell me which MyPyramid food groups are represented in today's snack?

VI. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Write down what you eat and drink for one meal during the week. Next to each food and beverage, write down which MyPyramid food group is represented. Then, write down which food groups are missing in your meal. Write down ideas for what you could have eaten to supply the missing food groups. Can you try one idea at your next meal?
2. *If Internet access is available at home or school:* Go to www.MyPyramid.gov and find your personal pyramid and calorie level by entering your age, sex and physical activity level in the My Pyramid Plan area. Plan to tell the group how many calories your pyramid says you should have each day.
3. Keep track of how much physical activity you get in one day. If it is less than 60 minutes total, add 10 minutes of walking, running, dancing or whatever you like to reach 60 minutes the next day.

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

VII. Additional Resources

- www.MyPyramid.gov. Find complete details on USDA's MyPyramid including a "For Professionals" section with guidance and tools for teaching consumers about MyPyramid.

Lesson 2

Stamp Out Portion Distortion!

I. Objectives

1. Gain an awareness of portion sizes and how they affect eating habits.
2. Learn how moderate amounts of favorite treats like fast food, snacks and sweetened soft drinks can fit into a healthy diet
3. Use the Nutrition Facts label to determine the number of servings in various food and beverage packages, and the amounts of key nutrients in one serving.
4. Be introduced to the concept of “Daily Value” and learn how to tell if a food or beverage is “high” or “low” in a nutrient.

Background Reading

- Fitting in Fast Food Favorites, p. 170
- Figuring Out Food Labels, p. 167-169
- Portion Distortion – It’s How Much You Eat That Counts, p. 188

Reproducible Handout

- Read It Before You Eat It!, p. 221

II. Advance Preparation and Materials

1. Gather and review background reading, handout and additional resources.
2. A snack from the Smart Snack Sheet, plus serving utensils and napkins.
3. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
4. For the activity, you will need boxes, bottles and bags from different foods. Choose foods that teens typically like to eat as well as some that they don’t. If possible, have several package sizes for the same food items. Hint: Empty the packages before the activity so members won’t be tempted to snack on them.
5. Make simple signs on paper that will identify the station and what label information the members need to find. For example: Station 1: Calories; Station 2: Serving Size; Station 3; Grams of Fat, etc.
6. Have paper and pencils available for writing down the answers for each station.

III. Lesson

Lesson Overview

1. Today we’re going to talk about the portion sizes of things we eat and drink and something called “portion distortion.” But first let’s get energized with some exercise!
2. Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.

Tip:

Consider purchasing small prizes such as stickers, pencils, gel pens or erasers to reward the members for accomplishing the activities. If budget allows, choose fitness-related prizes such as water bottles, pedometers (step counters), jump ropes, balls or sun visors.

3. *Briefly review key points from the last lesson.*
4. Who completed last week's Take-Home Challenge? *On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. Now, let's start learning about portion sizes and portion distortion.
2. MyPyramid recommends the amounts of different foods you should eat each day from its five food groups. *Use MyPyramid poster to briefly review recommended daily amounts from each food group.*
3. A "portion" is the amount of a food you decide to eat. Your portions may be larger or smaller than what MyPyramid recommends. The important thing is to find a portion that is the right size for you.
4. "Portion distortion" happens when the portions you eat are too large for your body size, too big in relation to the amounts of other foods and beverages you have in a day, or too big for the amount of physical activity you do. Over time, this might cause you to gain too much weight for your body size, which can lead to other health problems.
5. What are some of the health problems? Gaining too much weight for your body size can lead to diabetes, high blood pressure and heart problems.
6. Here are some of the reasons that you might eat larger portions than you need:
 - You are served too much food and you feel you should eat it all because you're worried you'll hurt the cook's feelings or because you paid for it.
 - We tend to eat more when there is more food in front of us. In other words, if it is there, you may eat more just because it's available.
7. It's important to be aware of your portion sizes even if the food is healthy. Nearly all foods, if eaten in large quantities over time, can lead to gaining too much body weight. Check your portions: do you eat more or less than some of these MyPyramid portions?
 - 1 cup fruit, vegetable, cooked cereal, pasta or rice = a baseball
 - 3 ounces cooked meat, poultry or fish = a deck of cards
 - 1 tortilla (1 oz.) = a small (6 inch) plate
 - 1/2 bagel (1 oz.) = the width of a small soft drink lid
 - 1 teaspoon of margarine or butter = your thumb tip
 - 1 tablespoon of peanut butter = 2 checkers
 - 1 small baked potato (1 cup) = a computer mouse
 - 1 pancake or waffle (1 oz.) = a music CD
 - 1 medium apple or orange (1 cup) = a baseball
 - 3 cups of popcorn = 3 baseballs
 - 1 1/2 ounces of cheese = 6 dice
 - 1 1/2 cups of regular soft drink or fruit drink (12 oz.) = 1 can
8. Some foods that come in larger sizes have a lot of calories without many nutrients. We all eat these foods but it's best to eat these foods in smaller portions once in a while rather than every day. Here are just a few examples:

- Ice cream, snack cakes and fruit pies
 - Candy, candy bars and other sweet treats
 - Chips and other snacks
 - Fruit-flavored drinks and sweetened soft drinks
 - French fries, onion rings and other deep-fried foods
9. Here are some other ways to balance your portions:
- Get lots of physical activity so you will burn up the extra calories (energy) these foods have.
 - Include foods in most of your meals that have more nutrients (such as fruits and vegetables, fat free milk and whole grains). That way, you'll be able to fit your "favorites" into your day and still get all the nutrients your body needs.
10. Here are some foods you should have as a bigger part of your diet:
- Grains, especially whole grains (a serving = 1 oz. or 1 slice of bread or 1 cup of ready-to-eat cereal)
 - Fruits and vegetables (a serving = 1 cup; about 1 small apple or 2 cups of salad)
 - Milk, especially 1% low fat or fat free (a serving = 1 cup or 1.5 ounces of cheese)
11. Here are some ways to make sure that your portions are the right size for you:
- Take control. Buy or order a smaller size, ask for less next time you are served food or split a serving with a friend. If you are making your own food, think about whether the portion you are eating is meant for one, two or more people.
 - Check the serving size on the Nutrition Facts label. If the label says it has more than one serving, consider sharing the food with a friend or save some for another day.
 - Think about your drink. Drinks come in a variety of bottle and cup sizes. Try ordering a smaller-size drink or switching your drink – milk and juice have vitamins and minerals you may be missing. And water and low-calorie soft drinks are great ways to quench thirst, too, without adding calories.
 - Try a new food when ordering out: order a vegetable or fruit salad, try a soup, or order some low fat or fat free yogurt or milk. If you are used to whole milk choices, you should slowly try switching to low fat and fat free milk, yogurt and cheese.
12. The Nutrition Facts label can provide you with a lot of information about the foods you eat. For example, it will list a serving size for the food and give you an idea of what vitamins and minerals the food provides for that serving size.
13. When making choices about foods that have a Nutrition Facts label, look at the part of the label called the %DV. This stands for "daily value" and it shows you whether a food is high or low in a nutrient such as fat, saturated fat, cholesterol, sodium, fiber, Vitamin A, Vitamin C, calcium and iron.
- If a food has 5% or less of the daily value it has a low amount of the nutrient. If a food has 20% or higher of the daily value, it has a high amount of the nutrient.
 - For some nutrients such as fat, saturated fat, cholesterol and sodium, aim for lower amounts.
 - For other nutrients such as fiber, Vitamin A, Vitamin C, calcium and iron, aim for higher amounts.

14. Everyone “pigs out” once in awhile. If you think you’ve eaten too much, balance it out by either eating less at your next meal (chances are you won’t be very hungry anyway) or burning it off by playing basketball, jumping rope, biking, swimming or another way to get your body moving!
15. Let’s try an activity that will help you become more familiar with food labels.

IV. Activity

Food Label High/Low Race

Teens will compete to find and compare basic nutrition information on food labels.

In Advance

1. Make a copy of *Read It Before You Eat It!* for each participant.
2. Gather boxes, bottles and bags from different foods. Choose foods that young people typically like to eat as well as some that they don’t. If possible, have several package sizes for the same food items. Hint: Empty the packages before the activity so members won’t be tempted to snack on them.
3. Make simple signs on paper that will identify the station and what label information the members need to find. For example, Station 1: Servings per Package; Station 2: Calories; Station 3; Grams of Fat, etc.
4. Have paper and pencils available for writing down the answers for each station.

Introduce the Activity

1. Food labels are one of the best ways to learn more about the foods you usually eat. We’re going to do an activity that will help you find your way around a food label.
2. You are going to work in teams and compete to find and compare basic nutrition information on food labels.

To Conduct the Activity

1. Create stations by placing one of the signs and two or more empty food and beverage packages in locations around the room. If time is limited, create only a few stations.
2. Break members into teams of three or four. Have teams race against each other to find out which of the foods at each station has the following:
 - *Station 1: highest/lowest number of servings per package*
 - *Station 2: highest/lowest number of calories per serving*
 - *Station 3: highest/lowest amount of fat per serving*
 - *Station 4: highest/lowest amount of sodium per serving*
 - *Station 5: highest/lowest amount of fiber* per serving*
 - *Station 6: highest/lowest amount of vitamin A* per serving*
 - *Station 7: highest/lowest amount of vitamin C* per serving*
 - *Station 8: highest/lowest amount of calcium* per serving*
 - *Station 9: highest/lowest amount of iron* per serving*

* If this nutrient is not listed on the label, assume that food does not provide a significant amount.

Discussion

1. What are some reasons to be aware of information on food labels?
 - They provide serving size information so that you can decide if your portion is right for you.
 - They tell you whether the food will provide things you need such as vitamins and minerals.
2. How difficult was it to quickly find information on the label about servings sizes? Calories? Fat? Vitamins and minerals?

V. Snack Time

1. Now it's time for a snack. First let's wash our hands.
2. Who can tell me which MyPyramid food groups are represented in today's snack?

VI. Take-Home Challenges

Challenge members to do one of these activities before you meet again.

1. Pick a favorite food or beverage in your kitchen. Find the number of servings per package and the serving size. How does the serving size compare to the amount you usually eat or drink? In which nutrients is this food high or low?
2. Can you find labeling information for fast food? Is it posted or in a brochure in the restaurant or can you find it on the Internet?
3. Buddy up! Take a walk, ride bikes or do another physical activity you enjoy with a family member or friend at least one time this week.

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

VII. Additional Resources

- <http://www.cfsan.fda.gov/~dms/foodlab.html>. More about the Nutrition Facts food label.
- http://www.fns.usda.gov/tn/Resources/power_of_choice.html. More in-depth lessons for teaching about the food label and making healthful choices.

Lesson 3

Eating for Energy Part 1: Power Your Body and Brain with Breakfast

I. Objectives

1. Learn the benefits of eating breakfast, such as helping to provide energy and good nutrition, and helping young people do well in school.
2. Examine members' breakfast eating habits.
3. Find out what foods are "whole grains," learn why whole grains are important for good health and find out how many are recommended each day by MyPyramid.
4. Prepare and sample a breakfast recipe made with a whole grain cereal, and identify the terms "whole grain" and fiber on a cereal box.

Background Reading

- *Power Up With Breakfast*, p. 189

Reproducible Handouts

- *Gotta Split! Breakfast Recipe*, p. 210
- *A Baker's Dozen Fast Breakfast Ideas*, p. 201

II. Advance Preparation and Materials

1. Gather and review background reading, handouts and additional resources.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. For the activity, you will need one small bowl, plastic wrap, spoons, butter, plastic knives (1 per participant), plastic cereal bowls (1 per participant), plastic spoons (1 per participant), and measuring cups.
4. For each serving you will need one small ripe banana, peeled, halved lengthwise; $\frac{1}{2}$ cup vanilla low fat yogurt; $\frac{1}{2}$ cup whole grain cereal (pick your favorite variety); $\frac{1}{2}$ cup fresh fruit (strawberries or blueberries) or canned fruit, drained (sliced peaches, etc.).

III. Lesson

Lesson Overview

1. Today we're going to talk about why it is so important to eat a good breakfast every morning. But first let's get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List*, p. 248.
3. Briefly review key points from the last lesson.
4. Who completed last week's Take-Home Challenge? *On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. Who likes to have lots of energy? What you eat and when you eat are two things that can affect how much energy you have.
2. Eating breakfast every morning can help you get energy. The word “breakfast” means you’re “breaking your fast” after a long night without food. Breakfast fills your empty tank to help get your body and brain going for the day.
3. Breakfast helps give your body energy to move you through the day. It also helps feed your brain so you can listen in class, get your schoolwork done and maybe even do better on tests.
4. Breakfast can also help you get important nutrients like calcium, vitamin C and fiber.
5. *Poll the group.* What are your favorite breakfast foods?
6. For a good breakfast, try to include something from two or more of the MyPyramid food groups. *Refer to MyPyramid poster and review food groups as needed.*
7. For example, these breakfasts include foods from three food groups – who can name the groups?
 - Toast (Grains) with peanut butter (Meat & Beans) and a glass of orange juice (Fruits)
 - Cereal (Grains) with milk (Milk) and sliced banana (Fruits) on top
8. Breakfast is a great time to eat a whole grain food. Whole grains contain the entire grain kernel – the bran, germ and endosperm.
Note: *If desired, you can print a diagram of a whole grain kernel at <http://www.mypyramid.gov/pyramid/kernal.html>.*
9. Whole grain foods are great for you because they contain vitamins, minerals and fiber.
 - For example, whole grains are sources of magnesium and selenium. Magnesium is a mineral used in building bones and releasing energy from muscles. Selenium protects cells from damage.
 - The fiber in whole grains helps keep your heart healthy, helps you go to the bathroom so you don’t get constipated and helps you feel full so you might not eat as much.
10. Some whole grain foods are whole-wheat bread, whole-wheat tortillas, whole-wheat bagels, whole-wheat crackers, whole-wheat pasta, whole-wheat cereal flakes, oatmeal, cornbread made with whole cornmeal, brown rice and popcorn.
11. So, in the breakfast examples I just gave, you could include whole grains by having whole-wheat toast or a whole grain cereal. It’s that easy!
 - At least half the foods you eat from the Grains Group should be whole grains.

IV. Activity

Gotta Split! Breakfast Recipe Preparation

Members work individually to make a quick and nutritious breakfast recipe.

Notes

1. The recipe yields one serving (members will work individually), so make sure to buy enough ingredients and to gather enough utensils for the entire group.
2. Make sure to buy a **whole grain cereal** as called for in the recipe and to save the box or boxes. **Look for the words “whole grain” on the label when buying the cereal.** After members prepare the recipe, you'll ask them to identify the whole grain information on the box.
3. Wash fruit or drain canned fruit; place fruit in bowl. Cover and store in refrigerator.
4. For more challenging breakfast recipes, go to the Recipes section of www.kidnetic.com.

To Conduct the Activity

1. Now it's time to make a great-tasting breakfast recipe. First let's wash our hands.
2. *Give each participant a copy of the recipe and a set of ingredients and utensils.*
3. *Youth prepare the recipe. Assist as needed.*
4. *Everyone tastes the finished recipe.*
5. *Make sure everyone helps with clean-up.*

Discussion

1. Which MyPyramid food groups are represented in the breakfast recipe we made today?
 - Banana and other fresh/canned fruit = Fruits; Yogurt = Milk; Cereal = Grains
2. How did you like the recipe? Will you try it at home?
3. The cereal in the recipe was a whole grain cereal. How did you like it?
4. *Show cereal box.* Here is the box of whole grain cereal.
 - Who can find the words “whole grain” on the box? Looking for these words is a good way to pick out a cereal at the store.
 - *Refer to the Nutrition Facts label on the cereal box.* Notice that whole grain cereals also contain fiber. Who can tell me how many grams of fiber are in a serving of this cereal?

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of “Happy Birthday,” to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

V. Take Home Challenges

Challenge members to do one of these activities before you meet again.

1. Make the *Gotta Split! Breakfast* recipe for your family and see how they like it. Tell them why eating breakfast is so good for you.
2. *Distribute to each member a copy of the "A Baker's Dozen Fast Breakfast Ideas" handout.* How many times can you eat breakfast this week? If you don't usually eat breakfast, try it at least once this week. If you do, try something new. Try an idea from this handout or create your own.
3. Have a whole grain cereal for breakfast this week. Be prepared to tell us how many times you had it for breakfast and how you liked it.
4. Be a morning mover! Can you get at least 30 minutes of physical activity such as walking, running, jumping rope, dancing or playing sports in before noon at least twice this week?

VI. Additional Resources

- www.eatright.org. Go to the American Dietetic Association's Web site for more information about the benefits of breakfast.
- www.kidnetic.com. Go to the Recipes section for more kid-friendly breakfast recipes.
- www.MyPyramid.gov. Go to the Grains section for more information about whole grains.
- www.dietaryguidelines.gov. Go to Whole Grains.

Lesson 4

Eating for Energy Part 2: Snacking, Fluids and Fad Diets

I. Objectives

1. Consider the purpose of snacks and when they should be eaten.
2. Examine snacking habits.
3. Learn about habits that can “zap” young people such as not drinking enough fluids (dehydration), skipping meals and fad diets.
4. Try new snack options, including a recipe made with a whole grain food.

II. Advance Preparation and Materials

1. Gather and review background reading, handouts and additional resources.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. For the activity you will need bowls, measuring cups, utensils, re-sealable sandwich-sized bags to serve the Mix in, and napkins.
4. For the recipe you will need mini pretzels; white cheddar cheese or cheese-flavored popcorn; puffed wheat or other mini wheat whole grain cereal; cashew halves and pieces or peanuts, lightly salted; and raisins. Note: Each recipe makes three servings, so purchase enough food for the whole group.

III. Lesson

Lesson Overview

1. Today we’re going to talk about habits that can “zap” you such as poor snacking habits, forgetting to drink enough fluids and following fad diets. But first let’s get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. Who completed last week’s Take-Home Challenge? *On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Background Reading

- *Eating for Energy, p. 165*
- *Go With the Flow: Drink Those Fluids, p. 175-176*
- *Should Kids Go on a Diet to Lose Weight? p. 190*

Reproducible Handouts

- *Super Duper Shakin’ Snack Mix recipe, p. 223*
- *Are You Snack Smart? p. 203-204*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. You already know that eating **meals** that include foods from all the MyPyramid food groups is the best way to have a healthy diet. Now it's time to talk about how snacks can help you pack in the nutrients your body needs to work well.
2. First of all, a "snack" is a small amount of food or drink that you eat between meals (breakfast, lunch and dinner) to keep you from getting really hungry. Snacks are not meant to be eaten instead of meals. If you "snack smart," they can keep you going strong all day long and give you some of the nutrients you need to look and feel great.
3. It's important to snack smart because it helps us fill in the food groups we might miss at meals. If you are hungry, snacking gives you a chance to eat the fruit you skipped at lunch, drink the milk you forgot at breakfast, and balance some of the food choices you made earlier in the day.
4. Sometimes, we tend to snack on foods that don't have many nutrients like ice cream, fruit pies, cookies, chips, soft drinks or candy. These foods are fine once in awhile but will not give your body the vitamins, minerals, fiber and other nutrients that it needs.
5. There are lots of ways to snack smart. Think about whether you do any of these things:
 - Snack when you are hungry and there's a long time between meals (especially lunch and dinner).
 - Snack when you need some fuel so you can do your homework, play outside, play a sport or do another activity.
 - Choose foods and drinks that will give your body the vitamins, minerals and nutrients it needs. See the "Are You Snack Smart?" *handout for some ideas.*
 - Eat enough to take the edge off your hunger but not so much that you're stuffed when it is time for your next meal. But, if you are really active in sports you may need bigger snacks.
6. It's not so smart to snack if you aren't really hungry. Sometimes we do this because it's a habit, like when you are watching TV. It's easy to eat too much if you eat because you are bored or when you are paying attention to something else – like a TV program.
 - Do you ever do this? If so, how do you feel when your stomach is too full?
7. When you snack smart, snacking can be a great way to fill in the gaps in your eating habits. Some eating habits can really zap you and make it hard for your body to work as well as it should. Let's talk about some examples:
8. Zapper #1: Not drinking enough fluids.
 - Fluids include all drinks such as water, milk, juice, soft drinks (low/no calorie and regular) as well as other drinks. Many foods contain fluids, too. Think about juicy fruits and veggies like watermelon and cucumbers. Even chicken and other meats contain some fluid!
 - It's very important to drink enough fluids so that your body stays well hydrated, especially in hot weather or if you are playing hard or exercising.
 - You also need to replace the water you lose when you breathe, sweat or urinate. In all, we lose about two to three liters each day. Three liters equals one two-liter soft drink bottle plus half of another one!
 - Drinks with caffeine (like coffee, tea and some soft drinks or energy drinks) will help replace fluids as well. In the past, caffeine was thought to cause dehydration. New research has shown

that beverages with caffeine help replace fluids just as well as beverages without caffeine. While caffeinated beverages are safe, young people should consume them only in moderation.

9. Zapper #2: Skipping meals or following fad diets.
 - When you skip meals or follow diets that eliminate one or more of MyPyramid's food groups, your body cannot get the nutrients it needs to function well and stay healthy.
 - For example, if you skip your regular breakfast of cereal and milk, you'll miss out on nutrients such as calcium and vitamin D (milk), and B vitamins, minerals and fiber (cereal).
 - Fad diets are dieting plans that promise fast weight loss. Some fad diets eliminate food groups that are encouraged by MyPyramid, which can make it difficult for you to get the nutrients you need. If you are following a fad diet that eliminates dairy products, fruits or grain products, you not only miss the carbohydrates that fuel your brain and muscles, but you're also likely to miss out on calcium and vitamin D (milk), vitamins A and C (fruits), and B vitamins and fiber (grain products).

IV. Activity

Super Duper Shakin' Snack Mix Preparation

This activity will provide an opportunity for members to snack smart and learn about recipe preparation.

Notes

1. Make sure to buy a **whole grain cereal** as called for in the recipe and to save the box or boxes. After the members prepare the recipe, you'll ask them to identify the whole grain information on the box.
2. **IMPORTANT!** Check the completed, signed Food Allergy Waiver Forms to ensure none of the participants has food allergies.
3. For more challenging snack recipes for the older groups, go to the Recipes section (see "Smart Snacks") of www.kidnetic.com.

To Conduct the Activity

1. To help you start snacking smart, we're going to make our own snack today. First let's wash our hands.
2. *Divide the members into groups of three (maximum) each and give each group copies of the recipe and a set of ingredients and utensils.*
3. *Make sure everyone has a job such as measuring, pouring, stirring and spooning the Mix into the re-sealable bags.*
4. *Make sure everyone helps clean up.*

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

Discussion

1. Who can tell me which MyPyramid food groups are represented in today's snack?
 - Cereal, pretzels, popcorn = Grains; Nuts = Meat & Beans; Raisins = Fruits
2. How did this snack taste to you? Do you think you might make it again at home?
3. What are examples of other snacks you could make for yourself? What MyPyramid groups will these snacks represent?

V. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Give each youth a copy of the "Are You Snack Smart?" handout. Try a new type of snack either from the handout or one you create. Which MyPyramid food groups are included in your snack?
2. Keep track of all the different types of fluids you drink in one day. What did you drink the most of? What did you drink the least of? In which food group(s) did your beverage choices belong?
3. For at least one day, write down everything you eat and drink, whether it was a meal or snack, what time you ate it and how you felt afterward (still hungry, satisfied, full or stuffed). Do your findings make you want to change anything about the way you eat so you can have more energy? Can you make one change the next day?
4. Give each member a copy of the "Are You Snack Smart?" handout. Have a snack from the Super Snack Finder list before you take a walk, run or play sports. Does the snack seem to give you more energy to do physical activity?

VI. Additional Resources

- www.eatright.org. Go to the American Dietetic Association's Web site for more information about fad diets.
- www.kidnetic.com. Go to the Recipes section for more teen-friendly snack recipes.
- www.presidentschallenge.gov. For tips on exercising.

Lesson 5

Pick Up on Produce: Fruits and Veggies

I. Objectives

1. Briefly review information learned about fruits and vegetables in Lesson 1 on MyPyramid.
2. Learn that it is important to eat lots of different color fruits and veggies.
3. Discover easy ways to get more fruits and vegetables into diets.
4. Participate in a fun contest to taste test some new and familiar fruits and veggies.
5. Do a learning activity to reinforce information about fruits and veggies.

Background Reading

- *Totally Weird Ways to (Fruit and) Veg Out*, p. 193

Reproducible Handouts

- *Fruit and Veggie Color List*, p. 209
- *Test Your Fruit and Veggie I.Q.*, p. 224

II. Advance Preparation and Materials

1. Gather and review background reading, handouts and additional resources.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. For the activity, choose and purchase a variety of different fruits and vegetables for the members to taste. Use the fruits and vegetables mentioned in this lesson's teaching points or the *Fruit and Veggie Color List* in Resources for suggestions. Try to include a few "unusual" ones that are in season such as mangos, kiwi, arugula, grape tomatoes or kohlrabi.
4. Two blindfolds.
5. Pencils or pens.

III. Lesson

Lesson Overview

1. Today we're going to focus on fruits and veggies. We'll get to taste some and do a fun activity. But first let's get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List*, p. 248.
3. *Briefly review key points from the last lesson.*
4. Who completed last week's Take-Home Challenge? *On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. Let's start by reviewing a few of the things we learned about fruits and veggies when we talked about MyPyramid.
2. *To review additional teaching points, refer to the Vegetables and Fruits sections in Lesson 1 on MyPyramid.*
3. *Refer to the MyPyramid poster as you discuss these points.*

Vegetables

1. The green group is the MyPyramid **Vegetables Group**.
2. Foods from the Vegetables Group give us important nutrients we need for good health such as Vitamin A, Vitamin C, folate (a "B" vitamin), potassium and fiber.
3. Color is key! Eating lots of different color vegetables helps you stay healthy and tastes great, too. Who can name some different color vegetables?
4. Just a few examples are dark green ones like broccoli, spinach and greens, orange ones like carrots and sweet potatoes and red ones like tomatoes and red peppers. Kidney beans, black beans and split peas are colorful and good for you, too!
5. Veggies come in different forms. There are fresh, frozen, canned and dried veggies and 100% vegetable juice, and they're all great to eat and drink. Read the labels to check fat and sodium, especially for vegetables with sauces or canned vegetables.
6. What are some easy ways you could eat more different colors of veggies? *Have the group brainstorm some ideas.*
 - At dinnertime, have a great big salad with different color veggies in it like dark green lettuce, red tomatoes, orange carrots, green cucumbers and red peppers.
 - Order pizza with colorful veggies like tomatoes, peppers and mushrooms on top.
 - Snack on carrot sticks, celery sticks or cherry tomatoes.

Fruits

1. The red group is the MyPyramid **Fruits Group**.
2. Foods from the Fruits Group give us important nutrients we need for good health such as Vitamin C, folate (a "B" vitamin), potassium and fiber.
3. Color is key! Eating lots of different colors of fruits helps you stay healthy and tastes great, too. Who can name some different color fruits?
4. Just a few examples are red, green and yellow apples, green, red and purple grapes, bananas, strawberries, watermelon, oranges, peaches and pears.
5. Fruits come in different forms. Fruits can be fresh, frozen, canned in water and 100% fruit juice, dried fruit and 100% fruit juice, and they're all great to eat and drink.
6. What are some easy ways you could eat more different colors of fruits? *Have the group brainstorm some ideas.*
 - Pack a different color apple for lunch each day – red, green and yellow.

- Put orange sections or pink grapefruit sections in your salad.
- Mix up some strawberries and blueberries in yogurt for a snack or dessert.

Phytochemicals in Fruits and Vegetables

1. Fruits and vegetables contain other special ingredients that make them good for you. They're called "phytochemicals." "Phyto" (*fight-o*) means plant, so phytochemicals really means "plant chemicals."
2. Phytochemicals seem to help protect against some health problems.
3. There are thousands of phytochemicals and lots of these are plant pigments that give fruits and veggies their color. That's why it's a great idea to eat lots of different colors of fruits and veggies every day.

IV. Activities

Activity 1: Guess the Fruit and Veggie Taste Test Contest

Members compete in a blindfolded taste test to see who can identify various fruits and veggies.

In Advance

1. Choose and purchase a variety of different fruits and vegetables for the members to taste. Use the fruits and vegetables mentioned in this lesson's teaching points or the *Fruit and Veggie Color List* on p. 209 of Resources for suggestions.
2. Try to include a few unusual ones that are in season such as mangos, kiwi, arugula, grape tomatoes or kohlrabi.
3. **IMPORTANT!** Check the completed, signed Food Allergy Waiver Forms to ensure none of the participants has food allergies.
4. Prepare the fruits and vegetables so they're in bite-size pieces. Cover and store in refrigerator.

To Conduct the Activity

1. Now we're going to have a blindfolded taste test contest where you'll try some great-tasting fruits and veggies and try to guess which ones they are. First let's wash our hands.
2. *Divide the members into two teams.*
3. *A blindfolded player from each team tastes a fruit or vegetable and tries to correctly identify what it is.*
4. *The first one to correctly identify the fruit or vegetable earns a point for his or her team.*
5. *The entire group tastes the fruit or vegetable.*

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

6. *Continue the contest until everyone on each team has at least one chance to guess.*
7. *The team with the most points wins.*

Discussion

1. *Ask, as the members taste each fruit and vegetable: Do you like this fruit/veggie? Give it a “thumbs up” or “thumbs down.”*
2. What are some important things we learned about fruits and vegetables today?
 - Eating lots of different colors is good for you; they give you vitamins, minerals and fiber; they help keep you healthy and they contain phytochemicals.
3. *Continue with the next activity.*

Activity 2: Test Your Fruit and Veggie I.Q. Quiz

This quiz tests and reinforces what members learned from this lesson’s teaching points.

To Conduct the Activity

1. Now we’re going take a fun quiz to see what you learned today about fruits and veggies.
2. *Distribute the quiz and pens or pencils.*
3. *When the members are finished taking the quiz, review the answers as a group. (Answers are located at the bottom of the quiz.)*

Discussion

1. What is the most surprising thing you learned today about fruits and veggies?
2. What is something you already knew about fruits and veggies?
3. What are some new fruits and veggies we talked about today that you would like to try?

V. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Buy or ask a family member to buy one of the new fruits or vegetables you tried today or a different one altogether. Share it with your family and get their “thumbs up” or “thumbs down”.
2. *Distribute to each member a copy of the “Totally Weird Ways To (Fruit and) Veg Out” article found in the Background Reading section.* Read this article with your parents or other family member and try one of the ideas with them.
3. Walk an extra 10 minutes every day this week.

VI. Additional Resources

- www.MyPyramid.gov. Go to the Vegetables and Fruits sections for more information.
- www.5aday.gov. This site features scientific background on the health benefits of fruits and vegetables, serving size information, a phytochemical chart, recipes, quizzes and many more resources. Sponsored by the U.S. Department of Health and Human Services, National Institutes of Health and the National Cancer Institute.

Lesson 6

Now We're Cooking!

I. Objectives

1. Learn the benefits of preparing meals and snacks.
2. Learn and practice the basics of food safety and staying safe in the kitchen.
3. Work in teams to perform basic food preparation and clean up.
4. Prepare and taste a new recipe.
5. State which of MyPyramid's food groups are represented in the recipe members prepare and one reason why that food group is good for them.

II. Advance Preparation and Materials

1. Gather and review background reading, handouts and additional resources.
2. Posters: MyPyramid, Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. From the activity section of this lesson, choose a recipe to prepare with the members; make copies for each and another if using the Take Home Challenge.
4. For the recipes you will need:
 - **Fresh Fruit Pudding Milk Shake:** Blender, small bowl, butter knife or plastic knife, rubber spatula, measuring cups, plastic cups (1 per participant), 2% reduced fat milk, 1 pkg. (4-serving size) vanilla flavor instant pudding (or any flavor), bananas, strawberries.
 - **Mexicali Cheddar Bean Salad:** Can opener, strainer, cutting knife, cutting board, large bowl, large spoon, measuring cups, measuring spoons, plastic wrap, plastic forks (1 per participant), plastic bowls or small plates (1 per participant), 1 can (16 oz.) black beans, 1 can (16 oz.) kidney beans, 1 can (16 oz.) navy or great northern beans, 6 oz. reduced fat sharp Cheddar cheese, small chopped red pepper, salsa, green onions, lime juice (bottled).
 - **Easy Parmesan Chicken Fingers:** Oven, cutting board, cutting knife, medium bowl, baking sheet, cooking spray, pot holders, snack-size plates (1 per participant), parmesan cheese, one envelope shake/bake seasoned coating mix for chicken, 1-1/2 lb. chicken tenders or boneless skinless chicken breasts, cut up into long strips; barbecue sauce.

Background Reading

- *Avoid Foodborne Illness—Fight BAC!* p. 159-160
- *Keeping Kids Safe in the Kitchen,* p. 179
- *Cooking Skills by Age,* p. 162

Reproducible Handouts

- *Fresh Fruit Pudding Milk Shake,* p. 207
- *Mexicali Cheddar Bean Salad,* p. 217
- *Easy Parmesan Chicken Fingers,* p. 206

III. Lesson

Lesson Overview

1. Today, we're going to get cooking by working in teams to prepare a recipe.
2. But first let's get energized with some exercise!
3. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
4. *Briefly review key points from the last lesson.*
5. Who completed last week's Take-Home Challenge? *On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. Today, we're going to get cooking by working in teams to prepare a great-tasting recipe.
2. Who helps make meals and snacks at home? What kinds of things do you make? Do you like doing it? Why do you like making meals at home?
3. There are lots of great reasons to make your own meals and snacks.
 - It's fun and creative, tastes great and gives you a feeling of accomplishment.
 - If you share what you make with family and friends, they'll really appreciate it.
 - Sometimes it tastes better, costs less and is quicker to make your own food than buying it already made from a grocery store, restaurant or vending machine.
 - Another reason is that sometimes food we make ourselves is better for us because it's easier to include fruits, vegetables, whole grains and high-calcium foods like milk.
 - For example, having a bowl of whole grain cereal, sliced banana and milk for breakfast at home is more nutritious than buying a sausage sandwich from a restaurant or a donut and soft drink from a vending machine.
4. Before we start cooking, let's review Four Simple Steps to Food Safety. Keep these in mind whenever you prepare food. *Refer to Fight BAC food safety poster as you review the four points.*

Step 1 – Clean: Wash hands and surfaces often.

- It's very important to always wash your hands before you have a snack or meal or prepare a recipe. That's because your hands can have germs on them that can get on the food and make you sick.
- Remember, wash your hands with hot, soapy water for 20 seconds – the amount of time it takes to sing two choruses of Happy Birthday.
- Always wash your hands after you handle food and after using the bathroom or touching a pet.
- You also need to wash cutting boards, dishes, utensils and countertops with hot, soapy water after preparing a food on them and before going on to prepare another food.

Step 2 – Separate: Don't cross-contaminate.

- "Cross-contaminate" means spreading germs from one food to another.
- This especially can happen when you handle raw meat, poultry, seafood and eggs, so keep these foods and their juices away from ready-to-eat foods like bread, fruits and vegetables.

- If possible, use a different cutting board for raw meat, poultry and seafood.
- Always wash your hands, cutting boards, dishes and utensils with hot, soapy water after they come in contact with raw meat, poultry, seafood and eggs.
- Use separate plates for cooked food and raw food.

Step 3 – Cook: Cook to proper temperatures.

- Getting foods like meat and poultry hot enough helps kill germs that can make us sick.
- You might have seen someone at home use a thermometer to check the temperature inside a roast or turkey. They were making sure it was hot enough inside to be safe – and the right temperature to taste good.
- If you make food in the microwave oven, make sure there are no cold spots where germs can survive. The best way is to cover food, stir and rotate for even cooking. If there is no turntable, rotate the dish by hand once or twice during cooking.
- If you heat up leftover sauces, soups or gravy, make sure to heat it to a boil.

Step 4 – Chill: Refrigerate promptly.

- Get perishable foods like meat, milk and leftovers into the fridge or freezer fast because cold temperatures keep germs from growing and multiplying.
- Refrigerate or freeze them within two hours or sooner.

Top Safety Rules for Teens

Use the following teaching points as they apply to the skills of the group and the recipe they're preparing.

Those tips are some important ways to keep your food safe to eat. But it is important to keep YOU safe, too, when you work in the kitchen. Here are the Top Safety Rules for Teens.

1. When you use the microwave, make sure to use a microwaveable bowl and use potholders when removing containers from the oven.
2. Check that the oven and other cooking appliances are turned off before you leave the kitchen.
3. Keep electrical appliances away from water to avoid shocks. Stay away from electrical sockets, especially if your hands are wet.
4. If you burn yourself, tell an adult immediately and hold the burned area under cool running water.
5. Don't put knives or other sharp objects into a sink full of water. Someone could reach in and get hurt.
6. Watch out for sharp knives. Let an adult cut or slice foods or help you do it.
7. Never put water on a cooking fire – it could make the fire bigger. Ask an adult for help! Put out a fire with a fire extinguisher. If the fire is small, it can be put out with baking soda or smothered with a lid. Leave the house and call "911" if the fire has leaping flames.
8. Don't put cooked food on an unwashed plate or cutting board that held raw food. Always use a clean plate.
9. Never add water to a pan that has hot oil in it. It could make the oil splatter and burn someone.
10. Always turn pot handles in toward the back of the range top. This way no one can bump into them and knock the pot over.
11. Keep paper towels, dishtowels and potholders away from the range top so they don't catch on fire.

IV. Activity

Recipe Preparation and Tasting

Members work in small groups to prepare a tasty and nutritious recipe.

In Advance

Choose one of the following recipes to prepare with the group. Reproducible versions of the recipes are found in Resources, p. 207, 217 and 206.

- Fresh Fruit Pudding Milk Shake
- Mexicali Cheddar Bean Salad
- Easy Parmesan Chicken Fingers

To Conduct the Activity

1. Now it's time to make our recipe. First, let's wash our hands.
2. *Divide the members into groups of the appropriate size, depending on recipe yield, and give each group copies of the recipe and a set of ingredients and utensils.*
3. *Make sure everyone has a job such as measuring, pouring, stirring and serving the recipe.*
4. *Everyone tastes the finished recipe.*
5. *Make sure everyone helps clean up.*

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

Discussion

1. How did you like the recipe? Let's give it a "thumbs up" or "thumbs down". Why did you like it or not like it? Would you make it at home?
2. Which MyPyramid food groups are represented in the recipe we made?
3. Who can tell me why foods from that food group are good for you? Hint: There are clues written at the bottom of the recipes.

Option if cooking facilities and equipment are limited: Choose a few members to "demo" the preparation of one recipe for everyone. The observers get to be judges who rate the recipe on whether it seems easy to make and tastes good.

V. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Provide members with copies of a different recipe than the one you prepared together. Make this recipe at home either by yourself or with a family member. Report back on what you made, how you liked it and which MyPyramid food groups were represented in it.

2. Help a family member prepare a meal or snack at home. Report back on what you made, what you did to help, how you liked it and which MyPyramid food groups were represented.
3. Get in some extra physical activity by helping clean up the kitchen. Volunteer to sweep or mop the floor, wipe counters, scrub pots and put away dishes.

VI. Additional Resources

- www.fightbac.org. Go to the Fight BAC! Keep Foods Safe from Bacteria Web site for more information about food safety. The site includes a special section for educators with several tools you can use to teach about food safety.
- www.kidnetic.com. Go to the Recipes section for more teen-friendly recipes and a section on Top Kitchen Tips for food safety, kitchen safety, cooking techniques, a kitchen dictionary of cooking terms and more.

Lesson 7

Building Healthy Bones – and Teeth, Too

I. Objectives

1. Learn how to keep bones and teeth strong and healthy.
2. Find out about the important roles of calcium, Vitamin D, phosphorus and fluoride for healthy bones and teeth.
3. Find out how to get enough calcium if members have trouble digesting dairy products.
4. Learn about the best exercises for strong bones.
5. Learn basic tips for healthy teeth.
6. Sample calcium-containing foods and drinks.

Background Reading

- *Them Bones*, p. 192
- *Get 3-A-Day of Dairy – We Triple Dare You!* p. 174
- *Don't Lose Your Teeth!* p. 163

Reproducible Game

- *Healthy Bones and Teeth Bingo*, p. 229-236
- *Healthy Bones and Teeth Bingo Answer Guide*, p. 237

II. Advance Preparation and Materials

1. Gather and review background reading, game and additional resources.
2. Posters: MyPyramid poster, Fight BAC! Keep Food Safe from Bacteria poster, Take-Home Challenge Checklist.
3. For the activity you will need an assortment of calcium-containing foods in sample sizes:
 - Milk – include a variety such as plain low fat or fat free, and flavored milks such as chocolate, strawberry or vanilla
 - Smoothie drinks
 - Yogurt – include a variety such as plain, “fruit on the bottom” and types made with a sugar substitute
 - Cheese – Cheddar, Swiss, mozzarella
 - Calcium-fortified orange juice
 - Calcium-fortified soy milk
 - Calcium-fortified ready-to-eat cereal
4. Save wrappers and containers that have a Nutrition Facts label on them.
5. Bingo card sheets found in Resources, p. 229-236 (one for each member plus one extra).
6. Small bag or cup to draw from.
7. Pennies, checkers or other small items for the members to use as markers.

III. Lesson

Lesson Overview

1. Today we're going to talk about how to have strong and healthy bones and teeth. But first let's get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. Who completed last week's Take-Home Challenge? *On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. Bones form your body's framework and, along with your joints and muscles, help you move. You want your bones to be as strong as possible.
2. You have 206 separate bones in your body. Although bones seem hard and inflexible, your body is constantly losing bone and making new bone – your bones are “remodeling” all the time.
3. What you eat and how much you exercise greatly affect whether your body builds and keeps strong bones.
4. Three important nutrients for strong bones are calcium, vitamin D and phosphorus.
5. Let's talk about calcium first.
 - About 99 percent of the calcium in your body is in your bones.
 - The other one percent circulates around in your blood to help with important jobs like making your heart beat right and your blood clot when you get a cut.
6. If you don't get enough calcium from what you eat and drink, your body will take calcium from your bones to use in your blood. Eventually, your bones could get weak. So you can see why it is important to get enough calcium for your bones to stay strong!
7. The foods and beverages in the MyPyramid Milk Group – milk, yogurt and cheese – are rich in calcium.
8. *Refer to MyPyramid poster and review foods and beverages found in the Milk Group.*
9. Choose low fat or fat free milk, yogurt and cheese most often. Choose foods like whole milk or ice cream less often.
10. If you don't feel so well when you drink milk (for example, your stomach hurts or you get gas), you might be “lactose intolerant.” This means you have trouble digesting a type of sugar in milk called “lactose.”
11. This is because your body doesn't have enough of an enzyme called “lactase,” which helps break down the lactose in milk into smaller sugars that are easier to digest.
12. Don't worry – there are still lots of ways you can get your calcium:
 - Drink a small glass of milk several times a day instead of a big glass of milk all at once.

- Instead of drinking milk by itself, have it with another food such as cereal.
 - Choose foods from the MyPyramid Milk Group like yogurt and cheese. They don't have as much lactose in them.
 - Ask your parents about buying special lactose-free milk, lactase enzyme tablets or drops to put in milk before you drink it or lactase supplements that you take before drinking milk.
13. You can also get calcium from some foods and beverages that are not in the MyPyramid Milk Group. For example:
- Calcium-fortified juices, soy milk and cereal.
 - Canned fish with bones like sardines and salmon.
 - Even some green veggies like collard greens, turnip greens, kale and bok choy.
14. Vitamin D is also important for strong bones and teeth because it directs your body to absorb the calcium and phosphorus you eat and deposit them in your bones and teeth.
15. D is called the "sunshine vitamin" because your body can make its own vitamin D when the sun shines on your skin for a few minutes each day.
16. You also can get your D by drinking vitamin D-fortified milk and eating egg yolks (the yellow part) and fish like salmon or sardines.
17. Phosphorus is the second biggest part of your bones and teeth after calcium.
18. You'll find phosphorus in lots of foods like milk, cheese, meat, poultry, fish and eggs.
19. When you do an activity like walking, running, jumping rope, dancing or push-ups (called "weight-bearing" exercise), your bones respond by storing more calcium, which helps them get even stronger next time. That's another good reason to get at least 60 minutes of physical activity every day.
20. Now let's talk about our teeth.
21. Everyone wants to have a nice smile and strong, healthy teeth.
22. The best way to keep your teeth healthy is to brush and floss every day, and to see the dentist for regular check-ups.
23. These steps are important to help prevent cavities. You can get cavities when the bacteria living in your mouth meet up with carbohydrates in your foods and form a kind of acid. This acid eats into the hard outer part of your teeth called "enamel." If you don't wash the acid away it can lead to cavities.
24. Lots of foods have carbohydrates. Bread, potatoes, rice, candy, fruit juice, sweetened soft drinks – even fruits and vegetables – are just a few common foods that have carbohydrates. But you can eat these foods and help prevent cavities with healthy habits like these:
- Brush your teeth in the morning after breakfast and in the evening after dinner. If you can, brush your teeth after lunch, too. Floss your teeth once a day for healthy gums.
 - Use a toothpaste with fluoride in it. Fluoride is a mineral that helps protect your teeth from getting cavities.
 - If you are away from home and can't brush your teeth after you eat, rinse your mouth out with water to wash away at least some of the food on your teeth.
 - Try to cut back on the number of times per day that you snack. Each time you eat food that contains carbohydrates, acids attack your teeth for 20 minutes or more.

- Foods that stick to your teeth or get stuck between your teeth can hang around longer and produce acid that may lead to cavities. Some examples are potato chips, raisins or granola bars. Try to brush your teeth or rinse your mouth out right away to remove sticky foods from your teeth.
- Eat a healthy diet that includes lots of foods and beverages from all of MyPyramid's food groups.

IV. Activities

Activity 1: Sampling Foods for Healthy Bones and Teeth

Members will sample a variety of calcium-containing foods and beverages.

In Advance

1. Prepare the foods and beverages so they're in sample sizes. For example, cut cheese into bite-size cubes and pour milk into small paper cups. Cover and store in refrigerator.
2. Save wrappers and containers that have a Nutrition Facts label on them.

To Conduct the Activity

1. Now we're going to try some great-tasting foods and drinks that give us calcium. First let's wash our hands.
2. *Provide samples of the foods and drinks to each member.*

Discussion

1. *Ask, as the members taste each food or drink: Do you like this food/drink? Give it a "thumbs up" or "thumbs down."*
2. *Ask, as the members taste each food or drink: In which MyPyramid food group does this food/drink belong? Refer to the MyPyramid poster as needed.*
3. *Show members wrappers and containers with Nutrition Facts labels on them. Can you find the % DV (Daily Value) for calcium in one serving of the food or beverage and tell us how much of the recommended daily calcium a serving provides?*

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

Activity 2: Healthy Bones and Teeth Bingo

Members play a special bingo game that reinforces what they learned in the discussion about healthy bones and teeth.

In Advance

1. Make copies of the bingo card sheets found in Resources, p. 229-236 and cut them in half (there are two bingo cards per page for a total of 16 different bingo cards). To preserve the cards for several uses, laminate them or paste them on construction paper or thin cardboard.
2. Note that each bingo card has 16 squares and each square contains a number, word or phrase related to healthy bones or teeth. All the bingo card combinations contain the same 16 words or phrases.
3. Make an extra copy of one card and cut up the squares. You'll use these squares to "call" the bingo game. Put the squares in a small bag or cup to draw.
4. Gather pennies, checkers or other small items for the members to use as markers.

To Conduct the Activity

1. Now, we're going to play a special bingo game. All the words in the game are related to facts we learned about our bones and teeth. As we play, you'll get a chance to show off your knowledge.
2. *Distribute a bingo card and set of markers to each member.*
3. *Draw a word from the bag and call it out. Members cover the square with that word on their bingo card.*
4. *As you call out each word, ask the members what they learned about that word during the discussion. Review as necessary. Use the Bingo Answer Guide on p. 237 for suggested answers.*
5. *The first member to cover a straight row of words (up, down or diagonally) wins.*

Alternate Activity: Are Your Bones and Teeth in Jeopardy? Game Show

1. *For more of a challenge, set up a game show format similar to the Jeopardy TV show.*
2. Use the answers in the *Healthy Bones and Teeth Bingo Answer Guide* as the clues. Members compete to call out the correct one-word answer in the form of a question.
3. *Here's an example of a clue and answer:*
Clue: The hard outer part of your teeth.
Answer: What is enamel?

V. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Eat or drink one new food or drink that contains lots of calcium. It can be a different type of a food or drink than you usually have (for example, plain milk instead of chocolate milk) or something you've never tried before (for example, soy milk).
2. Every day, do an exercise that makes your bones stronger like walking, running, playing jump rope or doing push-ups.

VI. Additional Resources

- www.osteoporosis.gov. For more information on bone health, go to the Web site of the National Institutes of Health Osteoporosis and Related Bone Diseases National Resource Center.
- www.ada.org. For more information on oral health, go to the American Dental Association's site.

Lesson 8

Your Body – All Systems Go!

In this lesson, members will learn about the important jobs different body parts perform and how to keep them in top condition.

I. Objectives

1. Discover the relationship between healthy eating, physical activity and a healthy body.
2. Gain an understanding of where body parts are located.
3. Learn what various body parts do and how to keep them healthy.
4. Apply information by trying at least one new healthy habit at home.

II. Advance Preparation and Materials

1. Gather and review background reading, handout, game and additional resources.
2. A snack from the Smart Snack Sheet, plus serving utensils and napkins.
3. Posters: MyPyramid poster, Fight BAC! Keep Food Safe from Bacteria poster, Take-Home Challenge Checklist.
4. Chair

III. Lesson

Lesson Overview

1. Today we're going to talk about your body's parts. Your eating and physical activity habits have a huge impact on the health of your body. But first let's get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. *Who completed last week's Take-Home Challenge? On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Background Reading

- *The Eyes Have It, p. 166*
- *Brain Food, p. 161*
- *Them Bones, p. 192*
- *The Liver: Living Large, p. 181*
- *Don't Lose Your Teeth, p. 163*
- *Your Blood – Pump It Up! p. 200*
- *Keeping Your Heart Healthy, p. 180*
- *In the Loop with Your Intestines, p. 177*
- *Fueling Up for Healthy Muscles, p. 173*
- *Drink Up and Eat Up for Healthy Kidneys, p. 164*

Reproducible Handout

- *Keep Your Parts Working Right: Gos and Whoas, p. 213-216*

Reproducible Game

- *Your Body Quiz Show Cards, p. 244-245*

Tip:

Consider purchasing small prizes such as stickers, pencils, gel pens or erasers to reward the members for accomplishing the activities. If budget allows, choose fitness-related prizes such as water bottles, pedometers (step counters), jump ropes, balls or sun visors.

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. Did you know that you already own the most important, complex and valuable piece of machinery ever created? It's your body! It's a miracle of tissues, blood and organs. And, it's all yours to take care of for the rest of your life.
2. Like all machines, "routine maintenance" keeps things running smoothly. Every body requires basic maintenance for good health. Basic maintenance means eating to meet your body's needs by following MyPyramid and getting lots of physical activity by playing outside, competing in sports, riding your bike or whatever you enjoy doing.
3. Eating healthy and getting lots of exercise are important to have a body that looks good, too. Your skin, hair and body shape are all affected by the way you treat your body. Taking care of you is worth the effort!
4. What are some eating habits that are good for your body? Eating breakfast every day and eating lots of fruits and vegetables are two good habits. They help give you good nutrition and energy, too. Can you think of others?
5. What are some eating habits that are not so good for your body? Eating the same foods over and over and getting too full all the time aren't so good for your body and can zap you. Skipping meals or fad diets can zap you, too.
6. Exercise and moving around a lot revs up your body by getting your heart pumping and your blood moving! Spending too much time sitting down can make your body feel sluggish. How does your body feel when you move around a lot? When you sit around a lot?

IV. Activity

Who Wants to Look and Feel Like a Millionaire?

Using the "Who Wants to Be a Millionaire?" quiz show format, Club members will test their knowledge of what body parts do, what is good/not so good for each part and name foods that can help each body part.

To Conduct the Activity

1. Today we're going to learn more about different parts of the body, their functions and how the foods we eat and physical activity that we do help our bodies.
2. You are going to play something similar to the game show, "Who Wants to Be a Millionaire." Instead of having different question categories, all of the questions will test your knowledge of what the body parts do and how foods and exercise can help each body part.
3. *Divide the members into two teams: Team A and Team B.*
4. *Place a chair at the front of the room. This is the "hot seat." All team members on both teams should have at least one turn in the hot seat.*
5. *Explain the rules of game:*
 - *A player from Team A sits in the hot seat.*
 - *Choose a pair of questions from the Your Body Quiz Show Cards, found in Resources, p. 244-245. You may begin with any pair of questions as long as you keep each numbered pair together (for example, Question #1 and Bonus #1).*

- Ask the first question. The player either answers the question or calls on one teammate to assist.
- You may need to remind the members to answer only if they are in the hot seat or called on by a teammate sitting in the hot seat.
- If the main question is answered incorrectly, the player from Team A returns to his team and Team B sends up a player to answer the same question.
- If neither player (nor a teammate they call on) can answer the question correctly, try that question again later when a different player is in the hot seat.
- If a player answers the main question correctly, two points are scored for his team. Then ask the accompanying bonus question.
- Players can answer bonus questions by themselves or with assistance from one teammate.
- Correct answers for bonus questions are worth one point. Once the player answers the bonus question (either correctly or incorrectly), his turn is over and the other team is up.
- Continue the game until you ask all the questions. Review answers to any questions or bonus questions that were not answered correctly.
- The team with the highest score wins.

Discussion

1. Can you name something you can eat or do to keep one of your body parts healthy?
2. What body part did you learn the most about from today's activity?

V. Snack Time

1. Now it's time for a snack. First let's wash our hands.
2. Who can tell me which MyPyramid food groups are represented in today's snack?

VI. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Give the members a copy of the handout, "Keep Your Parts Working Right: Gos and Whoas", and ask them to quiz a family member on the body parts, what they do and what foods or habits are good for each part.
2. Be kind to your heart! Get it pumping at least three times this week by walking fast, running, dancing, jumping rope, bike riding, playing basketball or whatever you like to do.

Important Notes About Cleanliness and Food Allergies!

- Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.
- Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.

VII. Additional Resources

- www.kidnetic.com. When members click on the InnerG section of this site, it will provide them with an inside view of different body parts and their functions. In addition, it will point out healthy and unhealthy habits that can affect that body part. Cool recipes and bright papers give more ways to keep body parts running well.

Lesson 9

Focus on the Food Environment

I. Objectives

1. Learn about different types of “food cues” in our food environment that encourage us to eat.
2. Learn why it is best to eat when you’re hungry, not just because you’ve received a food cue.
3. Become aware of promotional messages and techniques used in food advertising and on food packages that encourage people to try products.

II. Advance Preparation and Materials

1. Gather and review background reading, handouts and additional resources.
2. A snack from the Smart Snack Sheet, plus serving utensils and napkins.
3. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
4. For the activity, record several TV food advertisements or find several magazine advertisements for “young people foods” for members to assess and discuss.
5. If filming or audiotaping: obtain videotaping or audio taping equipment and make sure you understand how to use it.
6. If creating print ads: have magazine samples on hand for inspiration, as well as paper (larger is better), scissors, glue and markers or crayons for creating the print ads.

Background Reading

- *Teaching Your Kids about Food Advertising and Marketing*, p. 191
- *Is Your Body in Balance?* p. 178

Reproducible Handouts

- *How Hungry Are You Now?* p. 211
- *Be a Food Ad Reviewer*, p. 205
- *Action! Make Your Own Commercial or Print Ad*, p. 202

III. Lesson

Lesson Overview

1. Today we’re going to talk about some of the reasons that we eat besides hunger. We all receive “food cues” – messages and signals in our food environment that remind us to eat. But first let’s get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*

Tip:

Consider purchasing small prizes such as stickers, pencils, gel pens or erasers to reward the members for accomplishing the activities. If budget allows, choose fitness-related prizes such as water bottles, pedometers (step counters), jump ropes, balls or sun visors.

4. Who completed last week's Take-Home Challenge? *On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. In other lessons, we've learned how to make healthy food and beverage choices by following MyPyramid.
2. Another way to improve your eating habits is to think about **why** you eat the foods you do. We all eat for many reasons. The events or situations that signal or remind us to eat are called "food cues." Here are just a few "food cues" that might lead you to start eating and shape your food choices:
 - You are **hungry** (a very good reason to eat!), and you eat the first food you happen to see, whether it is in your refrigerator at home or in a vending machine at school.
 - You are **bored** (not a very good reason to eat!), and you eat because it's something to do.
 - You are **stressed out or bothered** about something and eating helps calm you down.
 - It's **time for breakfast, lunch or dinner**, and you eat because it's time to eat or because other people expect you to eat. You may not be hungry.
 - Your **friends are eating** and you join them. You eat because they are eating even if you aren't really very hungry.
 - You **smell** some food cooking or see someone else eating. You eat because the food looks or smells too good to turn down, even though you may not be hungry.
 - You **see, hear or read a food advertisement** and it reminds you about eating a certain food. When you get the chance, you purchase the food or ask your parents to purchase the food.
3. You probably receive food cues in many places – at home, at school, in the grocery store, passing by a bakery or your favorite restaurant. Can you think of some other places?
4. Most of us eat when we are hungry as well as when we receive food cues. The important thing is to become aware of food cues so that you will know whether you are eating from hunger or other reasons. If you do find that you regularly eat because of food cues and not from hunger, see if you can try some of the strategies listed on the handout *How Hungry Are You Now?* to delay eating until you are truly hungry.
5. The next time you are faced with a food cue, try this: ask yourself if you are really hungry or not. If you are truly hungry (stomach rumbling, empty feeling) it's time to eat! If you are completely full and couldn't eat another bite, wait at least a few hours before your next meal. If you are not stuffed but not really hungry either, try some of these ideas for handling food cues that come your way:
 - Move away from the food cue (go to another room or go outside).
 - Do another activity (play a game, call a friend, ride your bike, listen to music and dance, etc.).
 - Eat just a bite or two to try the food, then move away from the food.
 - Make a healthful food choice rather than a sweet treat or salty snack.
6. If you wait until you are truly hungry, you may enjoy the meal more because your body will be ready to handle it. **Caution:** Don't wait too long between meals and let your hunger pangs get too strong or you might gobble down your food so fast you'll eat to the point of being too full.
7. Let's talk a bit about food cues you receive from television and radio, or in magazines and on packages: food advertising.

8. Advertising is designed to encourage you to buy products. Advertisements and packages use a lot of different tools to attract your attention. Here are some of the ways that commercials and packages get you to pay attention and think about the product:
 - Music, bright colors and celebrities (including cartoon characters).
 - A strong message: the ads seem to say that you will have more fun, look or be cooler, smarter or stronger if you buy the product.
 - Premiums such as posters or toys that you can send away for after buying the product, “prizes” inside the package, or sweepstakes and contests that you can enter.
9. Some types of foods are rarely advertised. For example, milk, fruits and vegetables are advertised less often than packaged foods.
10. Sometimes, you will buy the foods and drinks that you see advertised. When you do, think about the product and decide if it tasted the way you expected it to.

IV. Activities

Activity 1: Be a Food Ad Reviewer

This activity will increase awareness of methods used in advertisements to attract attention.

In Advance

1. Make copies of *Be a Food Ad Reviewer* handout, one copy per member for each advertisement they will review.
2. Record several TV food advertisements or find several magazine advertisements for “teen foods” for members to assess and discuss.

Introduce the Activity

This activity will help you learn about some of the tools used in advertising that attract your attention.

To Conduct the Activity

1. *Show the food advertisements to the group.*
2. *Have each member choose one or more advertisements to review. Once they have reviewed the ads, have them share their opinions with the group.*

Discussion

1. If you were an advertisement designer, what type of food would you advertise? What food group does it belong in?
2. Are all the food groups represented by foods advertised on television? Which ones are represented and which ones are missing?
3. Name some examples of advertised foods and how they fit into MyPyramid. (Example: a cheeseburger has a bun (Grains Group), meat (Meat & Beans Group), and cheese (Milk Group).

Activity 2: Make Your Own Food or Beverage Commercial or Print Ad

Members use their creativity to make their own commercials or print ads for food and beverages recommended by MyPyramid.

In Advance

1. Make copies of the *Action! Make Your Own Commercial or Print Ad* handout.
2. If filming or audiotaping: obtain videotaping or audiotaping equipment and make sure you understand how to use it.
3. If creating print ads: have magazine samples on hand for inspiration, as well as paper (larger is better), scissors, glue, and markers or crayons for creating the print ads.

Introduce the Activity

Today you will use your creativity to make your own commercials or print ads for food and beverages recommended by MyPyramid.

To Conduct the Activity

To create a TV or radio commercial:

1. Break the members into groups of four to six to design and act out a TV or radio commercial.
2. Explain that they are the advertising firm for the MyPyramid Food Company and that they need to design a commercial for a MyPyramid food that isn't typically promoted. Examples include foods and beverages such as milk, juice, fruit, vegetables, nuts, meat, pasta, rice, whole-wheat products, etc.
3. Have them use the "Action! Make Your Own Commercial or Print Ad" handout to decide to whom they are selling the product (the target audience), describe the product's attributes in an appealing way and include a nutrition-related message.
4. If possible, videotape or audio tape each commercial and play it back for the group.
5. After a group performs its commercial, have the entire group discuss the methods used in each commercial.

To create a print advertisement:

1. Have members work alone or in pairs to design a print advertisement for a MyPyramid food item. Explain that they are the advertising firm for the MyPyramid Food Company and that they need to design a commercial for a MyPyramid food that isn't typically promoted. Examples include foods and beverages such as milk, juice, fruits, vegetables, nuts, meat, pasta, rice, whole-wheat products, etc.
2. Have them use the "Make Your Own Commercial or Print Ad" handout to decide to whom they are selling the product (the target audience), describe the product's attributes in an appealing way and include a nutrition-related message.
3. Once groups complete their advertisements, have members share them with the entire group and discuss the methods used in each ad.

Discussion

1. How difficult was it for you to develop your advertisement?
2. Do you think some food products are easier to sell than others?
3. For what foods would you like to see more advertisements?
4. What kinds of messages or themes would make healthy eating easier for you?

Mini-Activity: How Hungry Are You Now?

Sometimes, we become so used to eating “on cue” that we forget about being hungry. This activity will help members tune into their hunger levels before eating their snack.

In Advance

(Optional) Make copies of the handout, *How Hungry Are You Now?*

Introduce the Activity

1. This is an activity that will help you learn about how you respond to food cues.
2. Based on their hunger rating, ask members how much of today’s snack they think they might eat.

To Conduct the Activity

1. *Before distributing today’s snack, ask members to rate their hunger using the scale presented in the “How Hungry Are You Now?” handout. They can either complete the handout or simply right down their hunger rating.*
2. Serve the snack and then ask the Discussion questions.

Discussion

1. Did you eat more or less than you planned based on your hunger rating?
2. Why do you think you may have eaten more/less than you thought you might?
3. Name some things you might be able to do next time you are offered food and are not really very hungry.
 - *Solutions include: eat a small amount and put some of the snack in a bag for later, remind themselves that they can always eat the snack later if they become hungry, dinner time is not far off, they can eat then.*

V. Snack Time

1. Now it’s time for a snack. First let’s wash our hands.
2. Who can tell me which MyPyramid food groups are represented in today’s snack?

VI. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Provide copies of the *How Hungry Are You Now?* handout. Over the course of one to two days, have them rate their hunger when they receive food cues

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of “Happy Birthday,” to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today’s snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

and keep track of how they responded. Ask them to try some of the “instead of eating” activities if they are not really hungry (six or less on the scale).

2. When they go to a grocery or convenience store, have members count how many products they see with characters on the package.
3. When members go to a grocery or convenience store, ask them to notice the types/brands of products they see at eye level or on the ends of the aisles. Ask them to report on what they saw.
4. Distribute copies of the *Be a Food Ad Reviewer* handout and ask members to fill it out for one commercial or advertisement they see or hear.
5. When they watch TV this week, ask members to notice whether the adults or members they see in commercials are exercising. What are they doing? What product is being advertised?

VII. Additional Resources

- www.caru.org/guidelines/guidelines.pdf. Review the Advertising Review Unit’s policies and guidelines about advertising to children.
- <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;104/2/341>. The American Academy of Pediatrics’ Web site offers information and guidelines for parents about “screen time.”
- www.media-awareness.ca. The Web site of the Media Awareness Network provides information for parents and educators about the media’s influence on society.

Lesson 10

Eating Away from Home

I. Objectives

1. Learn how to make healthy choices when purchasing foods and beverages away from home.
2. Consider new options to try in fast food restaurants, the school cafeteria, vending machines, and grocery or convenience stores.

Background Reading

- *Fitting in Fast Food Favorites*, p. 170

Reproducible Game

- *MyPyramid 1000 Game Cards*, p. 238-243

II. Advance Preparation and Materials

1. Gather and review background reading and game.
2. A snack from the Smart Snack Sheet, plus serving utensils and napkins.
3. Posters: MyPyramid poster, Fight BAC! Keep Food Safe from Bacteria poster, Take-Home Challenge Checklist.
4. Photocopy, cut out and laminate MyPyramid 1000 Game Cards (there are 48 cards).
5. Paper and pencils or calculators.

III. Lesson

Lesson Overview

1. Today we're going to talk about how to make healthful eating choices when you eat at restaurants, the school cafeteria or are grabbing a quick snack from a machine or a store. But first let's get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. *Who completed last week's Take-Home Challenge? On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Tip:

Consider purchasing small prizes such as stickers, pencils, gel pens or erasers to reward the members for accomplishing the activities. If budget allows, choose fitness-related prizes such as water bottles, pedometers (step counters), jump ropes, balls or sun visors.

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. How often do you eat food that you or someone in your family has not prepared at home? Once a week? Twice a week? More? Most of us buy and eat a lot of foods and beverages from restaurants, convenience stores, cafeterias and vending machines. It might seem harder to make healthy choices when you aren't home. But, you can make healthy choices when you know how to find them.

2. It may be harder for you to make healthy choices when you are away from home for these reasons:
 - You might eat or drink larger portions of these foods and beverages because they're served in larger portions or in larger containers.
 - Some foods may be higher in calories, fat, sodium and sugar and lower in vitamins and minerals than foods you might purchase for cooking and eating at home.
 - There may be fewer choices of some foods such as whole grains, milk, fruits and veggies.
3. It's hard to eat healthy meals all time – especially when you are eating away from home. Here are some ideas to consider the next time you buy something to eat or drink from a fast food restaurant, school cafeteria, vending machine or a convenience store:

In fast food restaurants, look for:

- Green salads (with low fat dressing)
- Fruit salads, fruit slices or fruit cups
- Yogurt shakes or parfaits, low fat milk and cheese
- Whole-wheat buns, tortillas or bread
- Sandwiches with grilled meats instead of breaded or fried items
- Water, orange or apple juice, or no- or low-calorie soft drinks instead of sweetened soft drinks
- Smaller sizes of sandwiches and french fries
- No-calorie/low-calorie soft drinks or smaller sizes of sweetened soft drinks
- Sandwiches without sauces, dressings or mayonnaise
- Pancakes

In vending machines, look for:

- Pretzels
- Popcorn
- Cereal snack mix
- Raisins
- Fig bars
- Animal crackers
- Wheat crackers
- Yogurt or milk
- Juice, water or no calorie/low calorie soft drinks
- Pieces of fruit or fruit cups

If there aren't any healthy choices in your vending machines, ask for them from the supplier.

In your school's cafeteria, look for:

- Any fruit or vegetable (not fried), including tomato sauce or salsa
- Soups made with vegetables or beans
- Burritos made with beans and cheese
- Pizza made with tomato sauce, cheese and veggies
- Bagels, cereal, pancakes or waffles
- Low fat or fat free milk, yogurt or cheese
- Whole-wheat bread or buns

- Popcorn
- Frozen yogurt
- Peanut butter

At your local convenience store, look for:

- Popcorn or pretzels
 - Whole-wheat crackers
 - Unsalted nuts (peanuts, cashews, almonds)
 - Cereal, especially whole grain
 - Low fat or fat free milk or 100% fruit juice
 - Dried or fresh fruit
 - Low fat or fat free yogurt
 - Smoothie drinks
 - Reduced fat cheese sticks
 - Bottled water or no calorie/low calorie soft drinks
4. Sometimes, even though you know it's a good idea to make healthy food choices, it seems hard to do. You might worry that you won't like the taste of a new food or think the quality will be poor.
 - Be adventurous! You won't know if you like something until you try it. Talk a friend into splitting the cost with you so you can both take a risk. If you like the taste, great! If not, try again with something else.
 5. You also might worry that foods like fruits, vegetables, juices, yogurt and milk seem more expensive for the amount you get compared to other choices.
 - Different types of foods may have different prices but you can be price conscious and still keep on track with healthy eating by checking for weekly sale items, buying store brands (for foods like bread and canned or frozen fruits and vegetables), and making food at home instead of eating out.
 - It's also important to think about the "real" value of these foods. They give you vitamins and minerals the other choices may not offer. Foods with lots of vitamins and minerals do more for your body than stopping hunger for a few hours. They nourish your brain, bones and muscles and keep you healthier over time (tomorrow and beyond).
 6. Now it's up to you! Whenever you buy something to eat away from home, you know how to make a choice that's good for you and your body.

IV. Activities

MyPyramid 1000 Card Game

This fast-moving card game helps members become aware of the calories in the food and beverage choices they make away from home. The game uses cards printed with "points" (calories) for a variety of fast foods, convenience foods and vending machine items.

In Advance

1. Photocopy and laminate the game cards (there are 48 cards). Cut them apart.
2. If members will have trouble adding numbers in their heads, give them paper and pencils or calculators so they can tally the numbers easily.

Introduce the Activity

1. We are going to play a card game that will help you think about the food and beverages you might purchase when you are away from home. This game is played like Black Jack but the goal is to stay below 1,000 points with the food cards. Each card has the name of a food and its “points” (calories). All of the food choices are ones you might purchase from a fast food restaurant, convenience store or a vending machine.

Instructor Note: 2,000 calories is about the number of calories that moderately active girls (13-18) need each day. Very active girls and most boys require more calories. Inactive girls and younger (9-12) girls and boys need fewer calories. For more information, refer to the Food Intake Patterns/Estimated Daily Calorie Needs information in Resources, p. 171-172.

To Conduct the Activity

1. Members may play individually or in pairs. You are the dealer.
2. Explain the rules of the game.
3. Each player or pair looks at the dealt cards and decides whether to get another card or hold with the goal of not going over 1,000 points.
4. The winner of the round is the pair or player who comes closest to 1,000 without going over.

Discussion

1. How challenging was it to stay below 1,000 points in this game?
2. What food cards made it easy to win? What food cards make it harder to win?

Additional Optional Activities

Vending Machine Tour

Take a vending machine “tour,” if available. Are all the food groups of MyPyramid represented by snacks and drinks in the machine? Which ones are missing? Discuss portion sizes and whether they’re appropriate for one person.

Portion Size Demo

1. Conduct a portion size demonstration. Show a “super size” meal of a burger, fries and soft drink vs. smaller sizes of these foods. For more visual impact, place the foods on a plate and pour the drink into a regular size cup or glass.
2. Discuss how many calories are in each meal compared to how many calories members in this age group need on average. For more information, refer to the Food Intake Patterns/Estimated Daily Calorie Needs information on p. 171-172 of Resources.
3. Consider having the group share the meal. Point out that sharing the meal will reduce the calories for all.

Sample Something New

- Bring in samples of fruits, salads, yogurt, etc., available from fast food restaurants or convenience stores for members to taste.

Menu Board Brainstorm

- Choose three items on a typical fast food menu board and brainstorm how to cut calories or fill in the missing food groups.
- **Helpful hints:** order smaller sizes of typical items and drinks or replace typical choices with a salad or side of fruit, hold the mayonnaise or sauce on a sandwich, choose a no or low calorie soft drink, juice or milk instead of a regular (sweetened) soft drink.

V. Snack Time

1. Now it's time for a snack. First let's wash our hands.
2. Who can tell me which MyPyramid food groups are represented in today's snack?

VI. Take-Home Challenges

Challenge the members to do one of these activities on their own.

1. The next time you go to a fast food restaurant, count how many different serving sizes there are for foods such as hamburgers, french fries and soft drinks. Which size did you choose? How did you feel afterward (still hungry, just right or stuffed)?
2. Fill in your menu gaps. Foods and beverages such as milk, yogurt, cheese, fruits and vegetables are available almost everywhere (vending machines, the cafeteria, fast food restaurants, the store). Try one of these foods from one of these places and report back on how you liked it. Would you buy it again?
3. When you eat lunch in your school's cafeteria, try a fruit or vegetable you haven't chosen before. How did you like it?
4. Put on your favorite music and practice your favorite dance moves for at least 15 minutes three times this week.

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

