Come and Get It!

Nutrition and Physical Activity for Lifelong Health

A Nutrition and Physical Activity Curriculum for High School Alternative Education Programs

Developed by:

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Introduction

*Come and Get It! Nutrition and Physical Activity for Lifelong Health* was developed through the Carol M. White Physical Education Program, an initiative of the U.S. Department of Education. The 20-lesson curriculum was designed specifically for high school students in Alternative Education Programs (AEPs) such as continuation high schools, community day schools and schools located in juvenile detention facilities. It was piloted at four schools in the Santa Cruz County Office of Education AEP.

**Course Goal**
The goal of this course is to give students a basis of knowledge and skills to:
- Make healthy lifestyle choices that support their whole “well-being.”
- Encourage them to make positive changes in their nutrition and physical activity health behaviors.

**Course Objectives**
After participating in this course students will
- Have specific exercises they can participate in to enhance their health through physical activity.
- Have the knowledge to make healthy choices around what they eat.
- Be able to make decisions around healthy lifestyle choices.
- Have the ability to set future goals.
- Have a plan to maintain the practices of this course.

**How to Use this Curriculum**
This curriculum is centered on teaching three of the components of wellness:

1. Nutrition
2. Influences/Choices/Decision Making
3. Physical Activity

The nutrition and physical activity components give students basic knowledge and skills to make healthy food and physical activity choices. The Influences/Choices/Decision Making component has students identify factors that influence their nutrition and physical activity choices. The information and skills in this component support them in making decisions to pursue healthy habits.

**Goal Setting**
The curriculum contains several assignments to be completed during class time. In the case of Goal Setting, Activity 7.3 in Lesson 7, it is absolutely essential that students complete the assignment within a week’s time after Lesson 7, because they will track progress on their goal weekly. (In order for students to track progress, they need to first write healthy eating and physical activity goals.) Depending on the needs of your students, they can do it as homework or during class time. Note that the tracking progress activity is included every three lessons; this assumes you are teaching three lessons a week. If you are not teaching three lessons a week, adjust the tracking progress activity to be done once a week.
Key Terms
For every lesson there is a list of Key Terms. We suggest that you create a poster of Key Terms and add the key terms for that lesson to the poster before each lesson. The poster can be used as a reference during discussions, and the terms are posted to refer back to. Adding the definitions for each term is an option to consider, if you feel your students would benefit from this.

Academic Skills
If students are required, as a part of learning the curricular content, to use an academic skill (e.g. note taking or mathematical calculation), the skill should be taught prior to or during the lesson in which it occurs, and be reinforced with additional practice shortly after the lesson is taught. The following academic skills are found in this curriculum:

- Public presentation—Lesson 2
- Summarizing information—Lesson 12
- Note taking—Lesson 17

Activity Sheets, Information Sheets and Transparencies
Activity sheets, information sheets and transparencies are numbered according to the activity in which they are first introduced. For example, the What’s on a Food Label? activity sheet is used in Lesson 3, Activity 3, a.k.a. Activity 3.3. Therefore it is numbered Activity Sheet 3.3. This system is also used for the information sheets and transparencies.

Student Portfolios
We recommend that you provide students with portfolios to keep their class work organized and give them a place to store the materials for the duration of the course.

Preparation Time
Every class requires some time for preparing and/or gathering materials. An estimate of the amount of “prep” time is provided for each lesson on the first page of the lesson plan. Please note that these are estimates based on our pilot. Use your own judgment about how long it takes you to complete similar tasks, and give yourself more time if necessary. The estimates do not include the time it takes to purchase materials.

Materials List
The following is a list of all the materials that will be needed for the course. We have also provided a timeline for purchasing the materials and a list of materials needed for every class session. You may already have many of these materials in your classroom or school. These can be used to minimize costs.
<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Paper portfolio binders (Box of 25)</td>
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<tr>
<td>2. Pencils (Pack of 12)</td>
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<tr>
<td>3. Scissors</td>
<td>12</td>
</tr>
<tr>
<td>4. Glue sticks (Pack of 4)</td>
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</tr>
<tr>
<td>5. Highlighters (Pack of 4)</td>
<td>3</td>
</tr>
<tr>
<td>6. Posterboards</td>
<td>7</td>
</tr>
<tr>
<td>7. Masking tape</td>
<td>2</td>
</tr>
<tr>
<td>8. Notebook paper (1 ream)</td>
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<tr>
<td>9. Markers for chart paper</td>
<td>3 boxes</td>
</tr>
<tr>
<td>10. Chart paper with lines</td>
<td>2</td>
</tr>
<tr>
<td>11. Chart paper without lines</td>
<td>1</td>
</tr>
<tr>
<td>12. Blank overhead transparencies</td>
<td>2 sets</td>
</tr>
<tr>
<td>13. Overhead marking pens</td>
<td>1 set</td>
</tr>
<tr>
<td>14. Dry erase board markers</td>
<td>1 set</td>
</tr>
<tr>
<td>15. 3x5 Index Cards, multi-colored</td>
<td>1 package</td>
</tr>
<tr>
<td>16. My Pyramid Large Poster</td>
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</tr>
<tr>
<td><a href="http://www.enasco.com">www.enasco.com</a></td>
<td></td>
</tr>
<tr>
<td>Product code WA24221H</td>
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<tr>
<td>17. Portion Distortion Tear Pad</td>
<td>1</td>
</tr>
<tr>
<td><a href="http://www.ncescatalog.com">www.ncescatalog.com</a></td>
<td></td>
</tr>
<tr>
<td>Product code 3700</td>
<td></td>
</tr>
<tr>
<td>18. Food Models: For General Audiences (200 models on 54 cards)</td>
<td>1</td>
</tr>
<tr>
<td>National Dairy Council 1-800-426-8271, Product code 0012N</td>
<td></td>
</tr>
<tr>
<td>19. Super Size Me DVD</td>
<td>1</td>
</tr>
<tr>
<td>20. Resistance bands (50 yard roll)</td>
<td>2 rolls</td>
</tr>
<tr>
<td><a href="http://www.enasco.com/nutrition">www.enasco.com/nutrition</a></td>
<td></td>
</tr>
<tr>
<td>Product code: PE00586G (medium resistance)</td>
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</tr>
<tr>
<td>Product code: PE00588G (heavy resistance)</td>
<td></td>
</tr>
<tr>
<td>21. Plastic bins for supplies</td>
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</tr>
<tr>
<td>22. Post-its</td>
<td>1 set</td>
</tr>
<tr>
<td>23. Calculators</td>
<td>10</td>
</tr>
<tr>
<td>24. Magazines</td>
<td>10</td>
</tr>
<tr>
<td>25. Jump ropes</td>
<td>1 per student</td>
</tr>
<tr>
<td>26. Deck of cards</td>
<td>1</td>
</tr>
<tr>
<td>27. Food labels</td>
<td>2 per student</td>
</tr>
<tr>
<td>28. EVN-Basic First Aid Video</td>
<td>1</td>
</tr>
<tr>
<td><a href="http://www.evndirect.com">www.evndirect.com</a></td>
<td></td>
</tr>
<tr>
<td>Product code: 625</td>
<td></td>
</tr>
<tr>
<td>Phone: 1-800-762-0060</td>
<td></td>
</tr>
<tr>
<td>29. Plates, bowls, cups, spoons, napkins for food tasting</td>
<td>1 per student</td>
</tr>
<tr>
<td>30. Food for food tasting</td>
<td>Enough for class</td>
</tr>
<tr>
<td>31. Certificate paper</td>
<td>1 per student</td>
</tr>
<tr>
<td>32. Envelopes</td>
<td>1 box</td>
</tr>
</tbody>
</table>
Timeline for Ordering Materials
The following is a list of items, by lesson, to be purchased for the course. The list does not include items one would assume a school would generally have. The second column is a recommendation of how far in advance to purchase items. Allow a month to six weeks for ordered materials to be delivered.

<table>
<thead>
<tr>
<th>Materials to Purchase or Collect in Advance</th>
<th>Lesson</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student portfolios</td>
<td>Pre-Lesson</td>
<td>1 week</td>
</tr>
<tr>
<td>Overhead transparencies</td>
<td>Pre-Lesson</td>
<td>1 week</td>
</tr>
<tr>
<td>Resistance bands</td>
<td>One</td>
<td>1 month</td>
</tr>
<tr>
<td>Collect magazines</td>
<td>One</td>
<td>1 month</td>
</tr>
<tr>
<td>2 Posterboards</td>
<td>One</td>
<td>1 week</td>
</tr>
<tr>
<td>Food Model cards</td>
<td>Two</td>
<td>1 month</td>
</tr>
<tr>
<td>Collect Food Labels</td>
<td>Three</td>
<td>1 month</td>
</tr>
<tr>
<td>Portion Distortion tear pad</td>
<td>Four</td>
<td>1 month</td>
</tr>
<tr>
<td>My Pyramid poster</td>
<td>Four</td>
<td>1 month</td>
</tr>
<tr>
<td>Calculators</td>
<td>Five</td>
<td>1 week</td>
</tr>
<tr>
<td>Highlighters</td>
<td>Five</td>
<td>1 week</td>
</tr>
<tr>
<td>3x5 Index cards</td>
<td>Eight</td>
<td>1 week</td>
</tr>
<tr>
<td>Healthy snacks</td>
<td>Nine</td>
<td>1 day</td>
</tr>
<tr>
<td>5 Posterboards</td>
<td>Twelve</td>
<td>1 week</td>
</tr>
<tr>
<td><em>Super Size Me DVD</em></td>
<td>Thirteen</td>
<td>1 week</td>
</tr>
<tr>
<td>Teen magazines</td>
<td>Fourteen</td>
<td>1 week</td>
</tr>
<tr>
<td>Jump ropes</td>
<td>Fifteen</td>
<td>1 month</td>
</tr>
<tr>
<td>Deck of cards</td>
<td>Sixteen</td>
<td>1 week</td>
</tr>
<tr>
<td>EVN Basic First Aid video</td>
<td>Seventeen</td>
<td>1 month</td>
</tr>
<tr>
<td>Certificate paper</td>
<td>Post-Lesson</td>
<td>1 week</td>
</tr>
<tr>
<td>Envelopes</td>
<td>Post-Lesson</td>
<td>1 week</td>
</tr>
<tr>
<td>Healthy snacks</td>
<td>Post-Lesson</td>
<td>1 day</td>
</tr>
</tbody>
</table>

General List of Supplies (to have available for every class session):

- Plan for the Day and Objectives
- Student portfolios or folders
- Pencils
- Notebook paper
- Chart paper
- Markers
- Dry erase markers
- Overhead transparencies
- Markers for overhead transparencies
Stages of Change Analysis

Stages of Change Rationale

How does health behavior theory suggest that *Come and Get It!* will benefit students?
The goal of *Come & Get It!: Nutrition and Physical Activity for Lifelong Health* (CAGI) is to give students the knowledge base and skills to make healthy lifestyle choices. These choices, such as nutritious eating and engaging in physical activity, will increase their general “wellness” and help them be “fit for learning.” For educators to be confident that a curriculum like CAGI can be effective at teaching students such knowledge and skills *and* actually changing their health behaviors, it is important that the curriculum be grounded in an established theory of health behavior change. Such theories serve as models, supported by evidence from past research, for how certain curricular activities can create actual behavior change.

The Transtheoretical, or “Stages of Change,” theory of health behavior change best explains how we believe the *Come & Get It!* curriculum can influence student behavior. Developed by James Prochaska, Stages of Change synthesizes many different behavior change theories. Fundamentally, Stages of Change says that a person moves through several stages that lead to a behavior change. These stages are:

- **Pre-contemplative**—The individual is not yet aware of the need for, or possibility of, behavior change.
- **Contemplative**—The individual is thinking about making a change.
- **Preparation**—The individual is laying the groundwork, in terms of knowledge, skills and internal and external resources/support necessary to make a change.
- **Action**—The individual is engaged in adopting a new behavior.
- **Maintenance**—The individual has succeeded in changing her/his behavior and is making it habitual.

Individuals can enter the process at any stage. Progress is not always linear or progressive; individuals can move forward and back through the various stages.

Table 1 illustrates the scope and sequence of activities in the CAGI curriculum and their potential for moving students from one stage to the next. The conclusion we hope you draw from this Table is that health behavior theory supports the idea that student participation in CAGI *can* change their actual health behavior in positive ways.

### Nutrition and Physical Activity Goals

**Nutrition Goal:**
Students will gain knowledge of basic nutrition principles and skills to build self-efficacy in making healthy lifestyle choices around what they eat.

**Physical Activity Goal:**
Students will gain knowledge of basic physical activity principles and will practice skills to build self-efficacy in making healthy lifestyle choices around physical activity.

(Areas highlighted in green indicate activities that work towards both the nutrition and physical activity goal.)
Table 1. Stages of Change Activities

*Note: The name of the activity is listed below each stage which it addresses.
Below the name of the activity is the lesson in which it is presented and the number of that activity within the lesson.

### Nutrition:

<table>
<thead>
<tr>
<th>Stage of Change</th>
<th>Activity</th>
<th>Lesson</th>
<th>Activity Number</th>
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</thead>
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<tr>
<td>Pre-contemplation</td>
<td>Nutrient Groups</td>
<td>Lesson 2; Activity 3</td>
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<tr>
<td>Contemplation</td>
<td>What’s on a Food Label</td>
<td>Lesson 3; Activity 3</td>
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<tr>
<td>Preparation</td>
<td>Food Pyramid Groups</td>
<td>Lesson 4; Activity 3</td>
<td>3</td>
</tr>
<tr>
<td>Action</td>
<td>Nutrition Facts for YO!</td>
<td>Lesson 5; Activity 2</td>
<td>2</td>
</tr>
<tr>
<td>Maintenance</td>
<td>Calories in a Day</td>
<td>Lesson 5; Activity 3</td>
<td>3</td>
</tr>
</tbody>
</table>
| | Goal Setting | Lesson 7; Activity 3 | 3 *
| | What Influences You? | Lesson 8; Activity 2 | 2 *
| | Influences | Lesson 8; Activity 3 | 3 *
| | Goals/Influences/ Ways to Overcome | Lesson 8; Activity 4 | 4 *
| | Choices | Lesson 9; Activity 2 | 2 *
| | Food Choice Factors | Lesson 9; Activity 3 | 3 *
| | Decision Making Skills | Lesson 10; Activity 2 | 2 *
| | Tracking Progress | Lesson 10; Activity 3 | 3 *
| | Food Tasting | Lesson 9; Activity 5 | 5 *
| | | Lesson 10; Activity 3 | 3 |

*Note: The name of the activity is listed below each stage which it addresses. Below the name of the activity is the lesson in which it is presented and the number of that activity within the lesson.
<table>
<thead>
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<th>Nutrition (continued):</th>
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<th>Action</th>
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<th>Contemplation</th>
<th>Preparation</th>
<th>Action</th>
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**Nutrition and Physical Activity for Lifelong Health**

**ETR Associates**
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*Note: The *Come & Get It!* curriculum does not formally extend into the Maintenance Stage, where a person is succeeding in maintaining change for more than six months. However, the curriculum introduces supervised activities which provide support for the maintenance stage and which encourage a participant’s future success in that level of change.*
Pre-Lesson
Nutrition and Physical Fitness for Lifelong Health
Course Overview

Objectives

After participating in this lesson, students will
  • Understand the content and requirements of the course.

Time

40 minutes          Prep Time: 15 minutes

Activities

1. Plan for the Day           5 minutes
2. Introductions        15 minutes
3. Course Overview       20 minutes

Key Terms

• Syllabus
• Objectives
• Criteria

Materials

☐ Human Scavenger Hunt (Activity Sheet Pre.1)
☐ Course Syllabus
☐ Student portfolios

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Make copies of Human Scavenger Hunt (Activity Sheet Pre.1), 1 for each student.
• Assemble student portfolios with label on front.
• Make copies of Course Syllabus, 1 for each student, and place in portfolios.
Pre-1  Plan for the Day            5 minutes

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing and objectives for the lesson.

Plan for the Day:
• Introductions
• Course Overview

Explain that today’s class will be an introduction to the whole course. Expectations and agreements of the course will also be discussed.

Review the Objectives with students.

Pre-2  Introductions            15 minutes

Materials: Human Scavenger Hunt (Activity Sheet Pre.1), pencils

Play an icebreaker game called Human Scavenger Hunt.

• Give each student a Human Scavenger Hunt activity sheet. They are to walk around the room and find people who possess the qualities listed on the worksheet. They write the name of the person who has that quality or experience on the line provided.
• Finish by asking students some of the different questions on the sheet and what new things they learned about their classmates.

Pre-3  Course Overview           20 minutes

Materials: Pencils, colored markers, Course Syllabus, student portfolios

Present students with their individual student portfolios. Have them write their names on the portfolio and decorate it if desired. Explain that the portfolio will be collected after every class session because more information will be added to it.

• Direct students to the Course Syllabus in the portfolio. Review the course overview, goals and objectives.
• Review the assignment criteria.
• Explain the grading system. Each component contributes equally to their grade.
• Let students know that during the next class they will be doing some exercises in class, so they should wear appropriate clothing.
Human Scavenger Hunt

1. A person who has younger siblings: _______________________

2. A person who has been to a professional sports game: __________

3. A person who was not born in the USA: ______________________

4. A person whose father is over 6 feet tall: _____________________

5. A person whose birthday is the same month as yours: __________

6. A person who likes to eat vegetables more than fruit: __________

7. A person who has played on a sports team: ___________________

8. A person who knows how to read a Food Label: _______________

9. A person who has eaten squid: ______________________________

10. A person who drinks 8 glasses of water a day: _______________
Course Syllabus

Come and Get It:
Nutrition and Physical Fitness for Lifelong Health

Course Overview
This course will cover topics concerning the overall health of individuals. The course material will cover the major components of wellness (physical, emotional, social, spiritual, and mental health) with a focus on regular physical activity (cardiorespiratory, flexibility, strength and endurance) and nutrition (nutrients, Food Labels, Food Pyramid, goals and choices).

Course Goal
The goal of this course is to give students a basis of knowledge and skills to make healthy lifestyle choices which support their whole “well-being,” and encourage them to make positive changes in their nutrition and physical activity health behaviors.

Course Objectives
After participating in this course students will
• Have specific exercises they can participate in to enhance their health through physical activity.
• Have the knowledge to make healthy choices around what they eat.
• Be able to make decisions around healthy lifestyle choices.
• Have the ability to set future goals.
• Have a plan to maintain the practices of this course.

Assignment Criteria
There will be assignments during class time that students will be required to complete. There will be both individual and group assignments. Individual assignments must be kept in the provided portfolio. Attending class and completing these assignments will be 50% of a student’s grade. Only the My Healthy Eating/Physical Activity Goals assignment from Lesson 7 will be allowed to be made up. This assignment must be completed before a student can proceed with Lesson 8.

Grading
Attendance and assignments (50%)
Participation and attitude (50%)

Please note: Many sessions of this class will require physical activity to be performed. Students will be notified a class in advance so that they can wear appropriate clothing.
Lesson One
Take a Look at Whole Health

Objectives

After participating in this lesson, students will
• Be able to identify the components of “whole health” and understand that in combination these components contribute to a person’s overall well-being.
• Know how to work with resistance bands and perform some exercises targeted to the upper body.

Time

50 minutes Prep Time: 20 minutes

Activities

1.1 Plan for the Day 3 minutes
1.2 Introduction to Whole Health 5 minutes
1.3 Collage 25 minutes
1.4 Resistance Band Exercises 15 minutes
1.5 Closure 2 minutes

Key Terms

• Resistance Bands
• Whole Health
• Physical Health
• Emotional Health
• Spiritual Health
• Mental Health
• Social Health
• Stretching

Materials

☐ Posterboard
☐ Glue
☐ Magazines
☐ Scissors
☐ Resistance bands
☐ Resistance Band Workout (Activity Sheet 1.1)

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Collect magazines for collages and organize other materials: glue, markers, scissors and posterboard.
• Purchase resistance bands.
• Make copies of Resistance Band Workout (Activity Sheet 1.1), 1 for each student, and place in portfolios.
### 1.1 Plan for the Day

**Duration:** 3 minutes

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

- **Plan for the Day:**
  - Introduction to Whole Health
  - Collage
  - Resistance Band Exercises
  - Closure

Explain that today’s class will focus on whole health. Students will be finding examples of healthy activities and making a collage. Then they will be introduced to resistance band exercises.

Review the Objectives with students.

### 1.2 Introduction to Whole Health

**Duration:** 5 minutes

**Materials:** Dry erase board/chalkboard

State that today students will learn about the components of whole health (pertaining to all components of health: physical, emotional, social, spiritual and mental).

- Start by writing the component physical health (health pertaining to the physical body) on the board. Then ask students, “What are some other components of health?” Emotional (health pertaining to a person’s emotions), social (health pertaining to the life and relations of human beings in a community), spiritual (health pertaining to the spirit or soul of a person) and mental (health pertaining to the mind). If students do not respond ask, “In what different ways can we be healthy?” If they are unable to answer, write down the rest of the components, explaining each one as you write it down.

- Explain that the idea of whole health is that there is more to staying healthy than just not being sick. When we think about our physical, emotional, social, spiritual and mental needs, we are taking care of the things that contribute to our overall health and well-being.

### 1.3 Collage

**Duration:** 25 minutes

**Materials:** Magazines, glue, scissors, markers, pencils, posterboard

Explain that students are now going to create a collage of all five components of health. Explain that they will be working in two groups (or three groups if there are more than 12...
students.) Each group will create their own collage. Divide the class in half (or thirds) based on seating arrangements or students who work well together.

- Show students the supplies you have brought in to use: magazines, glue, scissors, markers, pencils and posterboard.

- Let students know that they can decide how they want to organize the collage depicting the five components of health: physical, mental, social, emotional and spiritual. Ask them to write these five labels on the posterboard.

- Have students look through magazines to find examples of people participating in activities that promote each component of health.

- Have the students cut out the pictures and paste them to the posterboard based on how the words are arranged on it. If needed, jobs can be designated within each group.

- Display the collages on the wall at the end of the activity. Add pictures throughout the quarter.

- Once the collages are displayed, ask students if it is possible to be healthy in one component and not in another component of health. The intention is for the students to understand that we can be healthy in one area of life and not healthy in another area and that a positive goal is to work on becoming healthy in all of the components of health. Explain this by giving examples, such as a star football player who might be depressed.

1.4 Resistance Band Exercises 15 minutes

**Materials:** Resistance bands, *Resistance Band Workout* (Activity Sheet 1.1), chart paper with exercises

Explain that students are now going to participate in an exercise activity that will address the physical component of health. Let them know that throughout the curriculum they will be exposed to some different exercises that they will be expected to try.

- Show the **resistance band** (*Elastic tubing or band that is used for strength training that provides resistance on both extension and contraction*). Explain that resistance bands develop your muscular strength/endurance and flexibility. They are different from weights in that there is resistance during the whole movement (extension and contraction). Do a bicep curl to demonstrate the above point.

- Make the following points after demonstrating one exercise. Talk about the importance of warming up by **stretching** (*to extend a muscle to full length*) before doing these exercises. Let students know that the resistance band is not for playing with, only for doing the specific exercises. Emphasize being safe while doing the exercises, so they won’t hurt themselves. It’s possible to injure a muscle if the exercise is done incorrectly, so it’s very important that they do the exercise exactly as
demonstrated. Review the **Resistance Band Workout** (Activity Sheet 1.1) in their portfolios.

- Lead students through some stretches for the upper body, particularly the arms, shoulders and neck.

- Tell students they can control the difficulty of the exercise in two ways: by using a thicker band or by grabbing the resistance band closer to the center. Show them the difference between the thickness of the bands and how they could increase the intensity.

- Hand out a resistance band to each student. Remind students that when choosing a band, the thicker the band, the more resistance it has.

**Perform the Resistance Band Workout with students.** Have students find a space away from each other and face toward you. Demonstrate each exercise and then go around and help students as needed. Go through the exercises, doing one repetition of each. Explain that every couple of classes they will begin or end by doing a couple of the exercises they are learning today.

Exercises:

- **Bent Over Row**
  Center band under feet and bend forward at the waist, back flat and abs in. Grab tube close to the feet and bend the elbows to pull the arms up to the torso, squeezing the back.

- **Overhead Press**
  Place both feet on tube and grasp ends or handles, bringing hands up just over shoulders with elbows bent and palms in. Press arms up over head and then lower.

- **One-Armed Reverse Fly**
  With front foot standing on one end of the band, hold other end in one hand and lean over, abs in, torso at 45 degrees. Keeping elbow slightly bent and in a fixed position, raise arm out to shoulder level, squeezing shoulder blades.

- **One-Armed Lateral Raise**
  Stand with one end of tube under foot and the other end in one hand. Keeping elbow slightly bent and fixed, lift arm out to the side, to shoulder level.

- **Bicep Curl**
  Place both feet on tube and grasp handles (the wider the feet, the harder the exercise). Bend the elbows and curl hands up toward shoulder. Lower and repeat.

- **Cross-Body Bicep**
  Place left foot on band and hold the handle or end in right hand. Begin the move with palm facing in and bend the elbow, curling hand up towards the shoulder, going across the body.
1.5 Closure 2 minutes

Ask students to name the benefits of using resistance bands and to name a component of whole health and give an example of it. Resistance Bands are beneficial for building strength/endurance and flexibility. Components of health are physical (e.g., swimming or walking), mental (e.g., reading or having discussions), emotional (e.g., talking about a problem or expressing feelings appropriately), social (e.g., going out with friends) and spiritual (e.g., feeling at peace with yourself and your life).

Tell students that in the next class meeting they will be learning about nutrients.

Resources

Resistance Bands
www.eNasco.com/nutrition
Medium resistance, product code: PE00586HR
Heavy resistance, product code: PE00588HR

Resistance Band Exercises
http://exercise.about.com/cs/exerciseworkouts/l/blbandworkout.htm

The Great Stretch Tubing Handbook by Andre Noel Potvin and Michael Jespersen
Resistance Band Workout: Exercises for the Upper Body

**Bent Over Row**
Center tube under feet and bend forward at the waist, back flat and abs in. Grab tube close to the feet and bend the elbows to pull the arms up to the torso, squeezing the back.

**Always stretch before starting a workout.**

**One-Armed Reverse Fly**
With front foot standing on one end of the band, hold other end in one hand and lean over, abs in, torso at 45 degrees. Keeping elbow slightly bent and in a fixed position, raise arm out to shoulder level, squeezing shoulder blades.

**Overhead Press**
Place both feet on tube and grasp handles, bringing hands up just over shoulders with elbows bent and palms in. Press arms up over head and then lower.

**One-Armed Lateral Raise**
Sit (or stand) with one end of tube under foot and the other end in one hand. Keeping elbow slightly bent and fixed, lift arm out to the side, to shoulder level.

**One-Armed Bicep Curl**
Place both feet on tube and grasp handles (the wider the feet, the harder the exercise). Bend the elbows and curl hands up toward shoulder. Lower and repeat.

**Cross-Body Bicep**
Place left foot on band and hold the handle in right hand. Begin the move with palm facing in and bend the elbow, curling hand up towards the shoulder, going across the body.

**Bicep Curl**
Place both feet on tube and grasp handles (the wider the feet, the harder the exercise). Bend the elbows and curl hands up toward shoulder. Lower and repeat.

**Stop training if you feel pain.**

**Use proper posture and form. Breathe!**

---

**Frequency** = Exercise each muscle group 2-3 times/week.

**Intensity** = Find a resistance band that has an appropriate resistance for you.

**Time** = A workout session can last from 20 minutes to an hour. Remember to stretch first.
Lesson Two
Nutrients and the Body

Objectives

After participating in this lesson, students will
- Be able to identify key nutrients the body needs and describe their function and importance.
- Understand that bodies are affected by the types of nutrients taken in through food and drink.

Time

| 50 minutes | Prep Time: 10 minutes |

Activities

2.1 Review and Plan for the Day 3 minutes
2.2 Introduction to Nutrients 10 minutes
2.3 Nutrient Groups/Presentations 27 minutes
2.4 Closure—True/False Game 10 minutes

Key Terms

- Nutrients
- Carbohydrates
- Proteins
- Fats
- Vitamins
- Minerals
- Water

Materials

- Poster of human body
- Food Model cards
- Nutrition Template (Activity Sheet 2.3) for each of the 6 Nutrients
- Nutrition Template (Transparency 2.3)
- Nutrients (Information Sheets 2.3 a-f)
- True or False Nutrient Statements (Information Sheet 2.4)
- Scrap paper
- Optional: Job cards for small groups
Teacher Preparation

- Order or create Food Model cards.
- Write Plan for the Day and Objectives on chart paper or board.
- Draw an outline of a human body on chart paper.
- Make copies of Nutrients (Information Sheets 2.3 a-f), 2 copies of each.
- Make 6 copies of Nutrition Template (Activity Sheet 2.3), 1 per group.
- Make transparency of Nutrition Template (Transparency 2.3).
- Make 1 copy of True or False Nutrient Statements (Information Sheet 2.4).

2.1 Review and Plan for the Day 3 minutes

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- Introduction to Nutrients
- Nutrient Groups/Presentations
- Closure—True/False Game

Review the previous class by asking students to name a component of health and how they have addressed it in the past few days.

Explain that today’s focus will be learning about nutrients. They will be working in groups and making presentations on a specific nutrient. Then they will participate in a game that will test their knowledge about the nutrients.

Review the Objectives with students.

2.2 Introduction to Nutrients 10 minutes

Materials: Chart paper and markers, poster of human body, Food Model cards

Explain that in this lesson students will be learning some basic nutritional information for making healthy food choices. Begin by providing some information about the importance of nutrients (substances that provide nourishment for the body’s growth or metabolism) in the diet.

- Explain that the body is just like a car. Cars need fuel to run, and so do our bodies. Food is the fuel our bodies use to function. Demonstrate this point by showing the drawing of a body and explaining that this is our fuel tank. Hand out a few Food Model cards to students and have them each select two foods that they eat or like.
Have them to tape the cards to the body poster. Bring students’ attention to the body, which is now full of food. Ask them to notice that it’s full of different kinds of foods.

- Explain that it’s important to consume different types of fuel. Note that, while our bodies can utilize many kinds of fuel, they are affected over time by the type of fuel, or food, that we take in. So it’s important to know what types of “fuel” we’re putting into our bodies. Explain that the most basic element of “fuel” is the nutrient.

- Tell the students that there are six basic Nutrients:
  - **Carbohydrates** *(nutrient that gives us high amounts of quick energy)*
  - **Fats** *(nutrient that gives us stored energy)*
  - **Proteins** *(nutrient that builds muscle and bones)*
  - **Vitamins** *(nutrient that helps regulate body processes)*
  - **Minerals** *(nutrient essential to growth and metabolism)*
  - **Water** *(essential for digestion, respiration, carrying nutrients and oxygen)*

Explain that all of these nutrients are needed to maintain a healthy body.

- Write the six nutrients on chart paper or the board.

- Explain that students will be working in groups to learn more about the individual nutrients by answering some specific questions.

### 2.3 Nutrient Groups/Presentations 27 minutes

**Materials:** Nutrition Template (Activity Sheet 2.3), Nutrition Template (Transparency 2.3), Nutrients (Information Sheets 2.3 a-f), pencils

Explain that each group will get a Nutrients information sheet. They will then answer the following questions and record their answers on the Nutrition Template (Activity Sheet 2.3). *(Note: The Nutrients information sheets were designed for basic-level readers. Students with more advanced reading skills can find the information in a health textbook or books on nutrients from the library.)*

Display the Nutrition Template transparency for students to see the following questions:

1. What does this nutrient do for your body? (“The Good News”)
2. What happens to your body if you get too much or too little of the nutrient? (“The Bad News”)
3. What foods do you enjoy that are good sources of this nutrient? (“Come and Get It”)
4. Why is it important for you to eat the right amount of the nutrient? (“Bottom Line”)

Once you have explained what each group will be doing:

- Form 6 groups.

- Give a different Nutrients information sheet—2 copies—to each group.
• Jobs can be assigned, if you have groups of 4 or more. Have job cards to give to each student in the group: **Reader (reads the information provided)**, **Writer (writes the responses to questions)**, **Presenter (presents the information)**, **Facilitator (keeps the group on task)** and **Timekeeper (keeps track of allotted time)**.

• Allow time for each group to read and discuss the information sheet. As they are reading, they should look for the answers to the questions and make note of the answers on the **Nutrition Template** activity sheet.

• Tell groups to come up with a statement for each of the four questions on the activity sheet and to be prepared to complete a 2-minute presentation based on their notes. The presentations will be done after every group has completed the activity sheet. Have each group present the information they learned about their nutrient. Have the **Nutrition Template** transparency available to use as a reference.

• Before groups present, review presentation skills:
  ° Speak clearly and loudly.
  ° Face the class.
  ° Make eye contact with classmates around the room.
  ° The class shows support by listening to what the presenters are saying.

• Have groups volunteer for their turn and make their presentations.

### 2.4 Closure—True/False Game 10 minutes

**Materials:** **True or False Nutrient Statements** (Information Sheet 2.4), scrap paper, pencils

Explain that you are going to read some statements about nutrients and students have to decide whether the statement is true or false.

Have the entire class stand in a line on one side of the room. Give each student a piece of scrap paper and a pencil. Tell them that you are going to read a statement and they have to write down whether they think the statement is “True” or “False.”

Read one of the statements and have students write their answer down on the piece of scrap paper. Give the correct answer to the statement. If students got it right, have them take a step forward, if not, they stay where they are. Continue with the rest of the statements and see how many steps forward students come.

**Resources**

Food Models: For General Audiences (200 models on 54 cards)
National Dairy Council 1-800-426-8271
Product code 0012N
**Nutrition Template**

**Nutrient**

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<table>
<thead>
<tr>
<th>The Good News</th>
<th>The Bad News</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Come and Get It</th>
<th>Bottom Line</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Making sure I eat the right amount of ____________________________ is important to me because…</td>
</tr>
</tbody>
</table>

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# Nutrition Template

**Nutrient**

<table>
<thead>
<tr>
<th>The Good News</th>
<th>The Bad News</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What does this nutrient do for YOUR body?)</td>
<td>(What happens to YOUR body if you get too much or too little of the nutrient?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Come and Get It</th>
<th>Bottom Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>(What foods do you enjoy that are good sources of this nutrient?)</td>
<td>(Why is it important for you to eat the right amount of this nutrient?)</td>
</tr>
</tbody>
</table>

Making sure I eat the right amount of ____________________________ is important to me because...
Carbohydrates are the major part of most human diets.

There are 2 types of carbohydrates.

- **Complex carbohydrates**
  - Include *starches* and some forms of *fiber*.
  - About 50% of your diet should come from *complex* carbohydrates.
  - Examples of foods containing *complex* carbohydrates include pasta, wheat, corn, vegetables, fruit, beans and grains.

- **Simple carbohydrates**
  - Include *sugars* such as glucose, fructose and sucrose.
  - Limit how many *simple carbohydrates you eat* because they don’t add many vitamins or minerals to your diet and they have lots of calories that contribute to weight gain.
  - Examples of foods containing *simple* carbohydrates include candy, soft drinks, cake and cookies.

What do carbohydrates do for your body?

- Carbohydrates provide the **body’s most important source of energy**.
- Carbohydrates are **high-quality fuels** because it takes little effort to release their energy.
- Foods with *complex* carbohydrates also provide the body with *fiber*. A diet low in fiber may contribute to colon cancer.

What if you have too little or too many carbohydrates?

- A diet **low in carbohydrates** can result in the body having too little energy. Low energy levels can make you tired and less alert mentally.
- Eating **too many simple carbohydrates** can result in obesity. Carbohydrates are turned to energy, as the body needs it. Excess carbohydrates are stored as fat.
**What do proteins do for your body?**

- Proteins are made up of amino acids that the body uses to make skin, muscle and bone.
- The body requires 20 amino acids for good health.
  - Of these, 11 can be produced within the body itself.
  - The remaining 9 are called essential amino acids, because it’s essential to include them in your diet.
  - The body can’t store amino acids, so it’s important to eat some protein almost daily.

**How can you get protein in your diet?**

- Examples of foods with protein include meat, chicken, fish, eggs, dried beans and nuts.
- Food that supplies all 9 essential amino acids is called a complete protein.
- Almost all proteins from animal sources are complete, while plant protein sources are often incomplete.
- People who don’t eat animal protein can combine sources of plant proteins to be sure they get the essential amino acids. For example, beans and rice, a common meal throughout the world, form a complete protein when eaten together.

**What if you have too little or too much protein?**

- Most Americans eat more protein than the body needs.
- Only about 10-15% of your calories should come from proteins.
- If you don’t get enough proteins from the food you eat it may cause insufficient development of bones and muscles, and problems related to skin tone.
- There is no evidence that eating excessive amounts of protein will build more or stronger muscles. In fact, eating large amounts of protein may contribute to weight gain because many foods high in protein are also high in fats, which can increase risk of hypertension, high cholesterol, heart disease and diabetes.
Fats are compounds that include solid fats and oils.

What do fats do for your body?

+ Fats are essential:
  - For healthy skin and hair.
  - For normal growth and nerve function.
  - For the production of certain hormones.
  - To allow the body to absorb certain vitamins during digestion.

Fat can be burned as energy when the body doesn’t have enough carbohydrates stored, but the level of the energy produced from fat is lower than that produced from carbohydrates.

+ The body needs a certain amount of fat to:
  - Insulate against cold.
  - Provide energy for muscles.
  - Provide a layer of padding between skin and muscles.
  - Protect internal organs.

What foods have fat?

+ A trace of fat is found in almost all foods.
+ Examples of foods with fats include meat, fish, dairy products, nuts and chocolate.
+ Many foods, such as potatoes, have little or no fat naturally, but become high in fat when cooked in oil - e.g. french fries and hash browns.

What if you have too little or too much fat in your diet?

+ Too much fat can contribute to many health problems including obesity, heart disease, diabetes and hypertension.
+ Only 20-30% of your calories should come from fats.
+ Some fats are healthier than others. Avoid “transfats,” and eat fats like olive oil and canola oil.
Minerals

Minerals play a vital role in nutritional health

Common minerals include calcium, sodium, potassium, iron, iodine and zinc.

- Minerals are found in almost all foods.
- Vegetables, fruits and grain products are particularly good sources.
- A balanced diet with a variety of foods can help prevent mineral deficiency problems.

What do minerals do for your body?

- Minerals are important for growth and maintenance of body structures.
- Minerals help regulate metabolism.

What if you get too little or too many minerals?

Having too few minerals can affect all body systems including the skeletal, cardiovascular, respiratory and reproductive systems.

- The effects on the body are very specific and directly related to the type of mineral missing from the diet. For example:
  - Iron deficiency anemia, a condition fairly common in teenage girls, results in a decrease in the number of red blood cells.
  - Not getting enough calcium restricts the proper development of bones and results in brittle bones later in life.

To many minerals in your diet may be harmful.

- For example, if you drink a lot of carbonated sodas, the high level of phosphates actually interferes with calcium metabolism and may weaken your bones.
Vitamins

What do vitamins do for your body?

- Vitamins help the body **produce energy**.
- Vitamins are compounds that help **regulate body processes** such as:
  - Digestion
  - Growth
  - Metabolism
  - Hormone development
  - Wound healing
  - Nerve function

How can you get the vitamins you need?

- Vitamins are found in **all food groups**.
- Common sources of vitamins are **fruits** and **vegetables**.
  - Green leafy and yellow vegetables are especially good sources of **vitamins A** and **B**.
  - Oranges, grapefruit, lemons, limes and green chilies are excellent sources of **vitamin C**.
  - The body makes **vitamin D** through exposure to sunlight.

What if you don’t get enough vitamins?

- **Vitamin deficiencies** can cause a wide range of health problems including several diseases **rarely seen in the U.S.** These include:
  - scurvy (caused by not enough vitamin C)
  - beriberi (caused by lack of vitamin B)
  - rickets (caused by lack of vitamin D)

- **Vitamin deficiency in this country** primarily cause:
  - Poor regulation of internal body processes.
  - The body not being able to produce high levels of energy.
Nearly all foods contain water – some are up to 90% water. Beverages, fruit, and vegetables are major sources of water.

The body loses about 1 quart of water each day. To replace body fluids, experts recommend drinking 8 or more glasses of water daily, instead of drinking soda, coffee, juice or other beverages.

**What does water do for your body?**

Water is an essential nutrient that makes up 50-75% of your body weight. Water is so important that your body can’t live for more than a few days without it.

- Water assists in digestion and respiration.
- Water helps carry nutrients and oxygen throughout the body.

**What if you have too little or too much water?**

**Not drinking enough water** can compromise all of the body’s systems.

Water allows the body to:
- Use water-soluble vitamins.
- Carry oxygen in the blood.
- Regulate body temperature.

When water deficiency is severe, the body systems shut down and death occurs.

Most people do not drink enough water and drinking **too much water** causes few problems.

- Some experts believe that large amounts of water may dilute and wash water-soluble vitamins from the body.
True or False Nutrient Statements

- Carbohydrates provide the most important source of energy to your body.  
  True

- 40% of your diet should come from fats.  
  False, only 20 to 30% of your diet should come from fat.

- Vitamins are found in only certain food groups.  
  False, vitamins are found in all food groups. Common sources are fruits and vegetables.

- Minerals are important for growth and maintenance of body structures.  
  True

- Water helps your body regulate its temperature.  
  True

- You can live without water for more than a few days.  
  False, your body cannot go without water for more than a few days.

- Our bodies need some fat to function effectively.  
  True

- You want to include a lot of simple carbohydrates in your diet.  
  False, you don’t want to eat a lot of simple carbohydrates, such as soft drinks, cake and cookies, because those foods do not supply your body with many vitamins or minerals and have lots of calories that contribute to weight gain.

- Most Americans eat more protein than the body needs.  
  True

- You can only get protein from animal sources (beef, chicken and fish).  
  False, people who don’t eat animal protein can combine sources of plant proteins to be sure they get the essential amino acids. For example, beans and rice form a complete protein when eaten together.
## Objectives

After participating in this lesson students will

- Gain a better understanding of Food Labels by reading and comparing them.
- Understand what types of foods are high in carbohydrates, proteins and fats based on Food Label information.
- Be introduced to relaxation/meditation techniques and understand their potential role in a person’s well-being.

## Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Review and Plan for the Day</td>
<td>3 minutes</td>
</tr>
<tr>
<td>3.2 Carbohydrates, Proteins, Fats</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3.3 What’s on a Food Label?</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3.4 Food Label Comparison</td>
<td>15 minutes</td>
</tr>
<tr>
<td>3.5 Introduction to Meditation</td>
<td>10 minutes</td>
</tr>
<tr>
<td>3.6 Closure</td>
<td>2 minutes</td>
</tr>
</tbody>
</table>

## Key Terms

- Food Label
- Percent Daily Value
- Serving Size
- Calorie
- Meditation

## Materials

- Posters of nutrients (Complex Carbohydrates, Simple Carbohydrates, Proteins, Fats)
- Masking tape
- Food Model cards
- What’s on a Food Label? (Activity Sheet 3.3)
- What’s a Calorie? (Transparency 3.3)
- What’s Inside the Package? (Activity Sheet 3.4)
- Food Labels (Transparency 3.4)
- Assortment of packaged foods and beverages
- Benefits of Meditation (Transparency 3.5)
- Breathing in the Moment (Information Sheet 3.5)
Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Label 4 pieces of chart paper: Complex Carbohydrates, Simple Carbohydrates, Proteins, Fats. Tape these 4 posters to the wall.
- Make copies of What’s on a Food Label? (Activity Sheet 3.3), 1 for each student, and place in portfolios.
- Make a transparency of What’s on a Food Label? (Activity Sheet 3.3).
- Make transparency of What’s a Calorie? (Transparency 3.3).
- Make copies of What’s Inside the Package? (Activity Sheet 3.4), 1 for each student.
- Make transparency of Food Labels (Transparency 3.4).
- Gather assorted packages of food for students to do Food Label comparison. Have enough for each student to have 2 labels.
- Make transparency of Benefits of Meditation (Transparency 3.5).
- Make 1 copy of Breathing in the Moment (Information Sheet 3.5).

3.1 Review and Plan for the Day 3 minutes

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- Carbohydrates, Proteins, Fats
- What’s on a Food Label?
- Food Label Comparison
- Introduction to Meditation
- Closure

Review the previous class by asking students to name some nutrients. Remind them of what different nutrients do or ask them what they remember about nutrients.

Explain that in today’s lesson they will be learning about what foods are highest in carbohydrates, proteins and fats. They will also learn about the Food Label—what the different parts of it mean and how to use it when purchasing food. The class will end with an introduction to meditation.

Review the Objectives with students.
3.2 **Carbohydrates, Proteins, Fats**  
**10 minutes**

**Materials:** Food Model cards, chart paper posters taped to the wall, masking tape

Begin by explaining that students will be making some decisions about foods, specifically whether the main nutrient in the food is carbohydrate, protein or fat. Ask them if they can remember from the last class what types of foods were listed under the nutrients they did their presentations on. If they are not sure, tell them to give it their best effort.

- Point out the posters hanging around the room. Note that these are labeled Simple Carbohydrates, Complex Carbohydrates, Proteins and Fats.

- Explain that students are going to tape food cards to the poster with the nutrient they think best applies to the food. For example, if they have a chicken card, they have to decide where it goes. Explain that you would put it on the Protein poster, because the main nutrient in chicken is protein. If, at the beginning of this activity, students are unable to recognize which types of foods are high in the different nutrients, place examples from each nutrient group on the correct poster. For example: eggs (protein), meat (protein), bread (complex carbohydrate), fruit (complex carbohydrate), vegetable (complex carbohydrate), soda or chocolate bar (simple carbohydrate) and ice cream (fat).

- Have students pair up and give each pair 4 Food Model cards and tape. Then have them tape their cards on the appropriate poster.

- After students have completed this activity, have them look at the posters to see if there are any corrections to be made. Make any appropriate corrections with the assistance of the students.

- Explain the functions of the three nutrients:
  - Both simple and complex carbohydrates provide quick energy.
  - Protein provides muscle building.
  - Fats are our energy reserve.

- Ask: When you go to the grocery store how do you find foods that are high in the nutrients you need? Explain that they can choose fruits and vegetables and other whole or unprocessed items that have no Food Labels, or look at the Food Labels to see the nutrients in the food.

3.3 **What's on a Food Label?**  
**10 minutes**

**Materials:** What’s on a Food Label? (Activity Sheet 3.3), What’s a Calorie (Transparency 3.3)

Explain that the Food Label (a label placed on food containers that provides nutritional information for that product) is a tool that can help people make healthier food choices and that Food Labels are required by law to be displayed on packaged food items. They know it’s
important to get all of the nutrients in their diet, and the Food Label is a good tool to help them know what nutrients are in the foods they buy.

- Direct students the **What’s on a Food Label?** activity sheet in their student portfolios. Explain that the class will now go through this activity sheet. *(Note: To help students who need a visual aid, make a transparency of the **What’s on a Food Label?** activity sheet so students can follow along with you.)*

- Point out **serving sizes** *(this tells you the size of an individual serving and the number of total servings)* and have a student read what it says in the box. As a class, have students answer the question about serving sizes.

- Next look at calories. Display the **What’s a Calorie?** transparency and read each of the points aloud. Then have students answer the questions about total calories *(the amount of energy in a food)* and fat calories on the activity sheet.

- The next question is about the **% Daily Value** *(This helps you determine if a serving of food is high or low in a particular nutrient. The percentage is based on the daily value recommendations for nutrients.)*. When explaining the % Daily Value, use the following bar graph as an example. You can change the % to correspond to the Food Label on Activity Sheet 3.3 if you wish.

![Bar Graph](image)

- Go over “What does it mean...?” at the bottom of the activity sheet. Explain the terms, then have students answer the questions.

- Explain that now that they know more about the Food Label and what’s on it, they’re going to compare foods using Food Labels.

### 3.4 Food Label Comparison 15 minutes

**Materials:** Assorted packages of food with Food Labels, **What’s Inside the Package?** (Activity Sheet 3.4), **Food Labels** (Transparency 3.4)

Explain that students will be comparing the nutrient content on two different food items.

- Hand out two food packages and a **What’s Inside the Package?** activity sheet to each student. Explain that they are to fill out the two labels on the activity sheet based on the information they find on the actual Food Labels. *(Make sure they write the names of the food items above the labels on the activity sheet.)*
• Then ask students to decide if one of the food items is more nutritious than the other. They can base this on whole grains vs. white flour, less sodium, less sugar, less fat or more protein. Walk around the room and ask individual students their opinions on which of their food items is healthier.

• Have students present which food is more nutritious and explain why.

Display the Food Labels transparency and review how the Food Label can help when they go shopping for foods. The Food Label can help them:

• Choose foods that are low in fats, sugar and salt.
• Compare the nutrient content of different foods.
• Identify recommended serving sizes.
• Identify calories per serving.

3.5  Introduction to Meditation  10 minutes

Materials: Benefits of Meditation (Transparency 3.5), Breathing in the Moment (Information Sheet 3.5), chart paper or dry erase/chalkboard.

• Ask students: Why is meditation practiced? Write their responses on the board.

• Display the top half of the Benefits of Meditation transparency, which lists the following states of being or characteristics: lack of focus, anxiousness, distracted, anger, tired, sleepy, feeling sick and feeling stressed. Ask students to write down the ones they identify with or feel in their own lives.

• Explain what meditation is (continued or extended thought, reflection or spiritual contemplation) and tell students they will practice some breathing exercises. Ask what they think of when they hear the word meditation. Explain that meditation can include contemplation, insight and focused intention into relaxing the body and calming the mind, among other things. (Note: Explain that there are many different ways to meditate and they may hear of some of these ways in their lives.)

• Then explain that practicing meditation regularly can help with the states of being they identified earlier. Display the bottom half of the transparency, which lists the following benefits of meditation:

  • More energy
  • Improved quality of sleep
  • Decreased anxiety
  • Improved concentration/less distracted
  • Increased alertness
  • Heightened immunity
  • Calmness
  • Less prone to violent behavior
  • Better able to adapt to stress
  • Improvement in academic performance
• Explain that there are different ways to meditate and that students will practice different kinds of relaxation/meditation techniques such as deep breathing, guided imagery and reflective writing during the class.

• State that you would like to end class with a Deep Breathing practice. Have students find a comfortable place somewhere in the room where they will not be distracted by others. They can get comfortable in their chairs, sitting up with hands in their laps.

  o Explain that deep breathing is the foundation of meditation practice because by focusing your attention on your breath, you calm your body. If you are very focused on your breath you are able to clear your mind of thoughts and distractions.

  o Practice Deep Breathing techniques for a couple of minutes. Tell students to take a deep inhale where they feel the breath go all the way down to their belly and then exhale until they feel they have to inhale again. Tell students to focus on their breath going in and out. It may help to count to a certain number while breathing in and out. They can also look at their bellies or put a hand on the belly and feel it rise and fall with the breath.

  o Optional: While students are focusing on their breath, read them the “Breathing in the Moment” passage from Information Sheet 3.5. After reading the passage, tell students that if they have not tried it already, they can count to a specific number as they inhale and then to the same number as they exhale. For example, they can breathe in for a count of 8, and exhale for a count of 8. Demonstrate the pace of counting—not fast.

• Summarize the lesson by asking when students might use deep breathing exercises. Acknowledge them for their responses and thank them for participating.

3.6 Closure 2 minutes

Ask students to list some of the key points they learned today about carbohydrates, proteins and fats and about Food Labels (e.g., the different components of a Food Label such as serving sizes and calories per serving, foods high in the different nutrients).

Resources

• Lesson concepts and images for Activity 3.3: www.cfsan.fda.gov/~dms/foodlab.html
  The contents of the FDA Website (www.fda.gov)—both text and graphics—are not copyrighted. They are in the public domain and may be republished, reprinted and otherwise used freely by anyone without the need to obtain permission from FDA. Credit to the U.S. Food and Drug Administration as the source is appreciated but not required.

• Worksheet/lesson concepts for Activity 3.4: http://ific.org/publications/other/tnfl.cfm
  To use “ific” materials you must write on document: “Reprinted from the International Food Information Council Foundation (Year of publication)” and include any collaborating organizations, such as the Department of Health and Human Services/Public Health Service or the U.S. Food and Drug Administration.
- *HealthSmart High School: Nutrition & Physical Activity, Lesson 1; Activity 3*
  - Transparencies:
    - What’s a Calorie?
    - Food Labels
- *All 4 You 2!* curriculum, Lesson 2, Activity 4: Carbohydrates, Proteins, Fats
- The Experience of Transcendental Meditation in Middle School Students: A Qualitative Report
  www.explorejournal.com/article/PIIS1550830706003302/abstract
- International Education: Meditation Helps Students
  www.iht.com/articles/2005/02/14/opinion/rmed.php
- The Benefits of Meditation: Tips and Techniques
What’s on a Food Label?

Serving Sizes
Serving sizes help people understand how much they're eating and how many servings are contained in that package of food.

Fat Calories
This is the number of calories that come from fat. People check this because it's good to limit fat intake.

Total Calories
This number tells you the amount of energy in the food, per serving.

How many total cups are in this package of food?

How many calories are in this whole package of food?

% Daily Value
The percentage means you are getting a certain percentage out of 100% for the day.

Which nutrient are you getting 5% of the Daily Value?

What does it mean...?

Free: “Calorie-free” means fewer than 5 calories per serving.

Low Fat: 3 grams or less per serving. Is this food “low fat”? YES or NO

Low Sodium: 140 mg or less per serving. Is this food “low sodium”? YES or NO

Low Calorie: 40 calories or less per serving. Is this food “low calorie”? YES or NO

High: This term can be used if the food contains 20% or more of the Daily Value for a particular nutrient in a serving.
What's a Calorie?

• A calorie is the amount of energy in a food.

• The average number of calories people need each day depends on their age, gender, height and activity level.

• Teens need between 1,600 and 2,700 calories each day.
What's **INSIDE** the Package?

The great thing about a food label is that it tells you what's inside!
- On one blank food label, write down the Nutrition Facts about one food.
- Then find a similar food for comparison. Write in the Nutrition Facts about that food on the other blank label.
- When you’re done, compare them:

```
> FOOD PRODUCT I <

How are these foods similar?

How are these foods different?

> FOOD PRODUCT II <
```

<table>
<thead>
<tr>
<th>NUTRITION FACTS</th>
<th>Serving Size</th>
<th>Servings Per Container</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMOUNT PER SERVING</td>
<td>Calories</td>
<td>Calories from Fat</td>
</tr>
<tr>
<td>% Daily Value</td>
<td>% Daily Value</td>
<td></td>
</tr>
<tr>
<td>TOTAL FAT</td>
<td>g</td>
<td>%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>g</td>
<td>%</td>
</tr>
<tr>
<td>CHOLESTEROL</td>
<td>mg</td>
<td>%</td>
</tr>
<tr>
<td>SODIUM</td>
<td>mg</td>
<td>%</td>
</tr>
<tr>
<td>TOTAL CARBOHYDRATE</td>
<td>g</td>
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</tr>
<tr>
<td>Dietary Fiber</td>
<td>g</td>
<td>%</td>
</tr>
<tr>
<td>Sugars</td>
<td>g</td>
<td></td>
</tr>
<tr>
<td>PROTEIN</td>
<td>g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>%</td>
<td>Vitamin C</td>
</tr>
<tr>
<td>Calcium</td>
<td>%</td>
<td>Iron</td>
</tr>
</tbody>
</table>

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

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Reprinted from the International Food Information Council Foundation, Department of Health & Human Services and U.S. Food & Drug Administration (July 1994).
Food Labels can help you:

- Choose foods that are low in fats, sugar and salt.

- Compare the nutrient content of different foods.

- Identify recommended serving sizes.

- Identify calories per serving.
States of Being or Characteristics

- Lack of focus
- Anxiousness
- Distracted
- Anger
- Tired
- Sleepy
- Feeling sick
- Feeling stressed

Benefits of Meditation

- More energy
- Improved quality of sleep
- Decreased anxiety
- Improved concentration/less distracted
- Increased alertness
- Heightened immunity
- Calmer
- Less prone to violent behavior
- Better able to adapt to stress
- Improvement in academic performance
Breathing in the Moment
Written by Jason Murphy

For teachers or instructors to read. It’s helpful if the lights are low. Students should be able to sit in chairs with their backs straight but not rigid, or lie on the floor on their backs with knees up. Instructions should be read in a slow but clear natural voice. A bell is helpful for transition into and out of meditation time. Find a rhythm of instruction which allows silence. This should take anywhere from 10 to 15 minutes total.

Take a moment to check in with your body. Feel the body sitting on the chair or lying on the floor.

(Pause for 2 or 3 breaths.)

Begin to notice the breath in the body, the rise and fall of the chest, the expansion and contraction of the belly, connecting with the breath in the body.

(Pause for 2 or 3 breaths.)

Just notice the breath in the body, not trying to change it or make it different than it normally is.

Just notice the natural breath.

(Pause for 2 or 3 breaths.)

Begin to aim your attention at the tip of the nose. See if you can notice the sensation of breath at the tip of the nose. Feel the coolness of the in-breath and warmth of the out-breath.

It’s helpful to use the word “in” on the in-breath and “out” on the out-breath, silently in your mind.

This helps to focus the mind on the breath and the experience of breathing.

(Pause for 2 or 3 breaths.)

Breathing in I know that I am breathing in, breathing out I know that I am breathing out.

(Pause for 2 or 3 breaths.)

The mind may wander away from the breath. When you notice this has happened, just acknowledge where the mind has gone and then aim the attention back, reconnect at the tip of the nose with the next in-breath, and begin again. Breathing in I know that I’m breathing in. Breathing out I know that I’m breathing out.

(Pause for 2 or 3 breaths.)

Each mindful breath connects us to the moment. We only live one moment at a time, one breath at a time.

This practice is about breathing in each moment of life.

(Pause for 2 or 3 breaths.)

Using the breath as an anchor to keep us present in the moment, breathing in I calm my mind, breathing out I relax my body. Breathing in Calm. Breathing out Relax.

(Pause for 2 or 3 breaths.)

When you notice the mind has wandered off just acknowledge where the mind has gone and then aim the attention back on the breath.

(Pause for 2 or 3 breaths.)

Moment after moment, breath after breath, we always have the ability to connect with this calm and relaxation of the breath.

(Pause for 2 or 3 breaths. Then ring a bell.)

Gently allow your eyes to open and move your body slowly. Maybe take a stretch for a moment.
Lesson Four
My Food Pyramid

Objectives

After participating in this lesson students will
- Identify and understand the basic concepts in the Food Pyramid.
- Understand how the nutrients relate to the Food Pyramid.
- Identify the different food groups.
- Understand the concepts of balance, variety and moderation.
- Practice resistance band exercises as a physical activity.

Time

50 minutes Prep Time: 30 minutes

Activities

4.1 Review and Plan for the Day 3 minutes
4.2 Introduction to Food Pyramid 7 minutes
4.3 Food Pyramid Groups 27 minutes
4.4 Resistance Bands 8 minutes
4.5 Closure—What Do We Know? 5 minutes

Key Terms

- Variety
- Balance
- Moderation
- Food Pyramid
- Discretionary Calories

Materials

- Post-its
- My Pyramid poster
- Carbohydrates/Proteins/Fats poster
- Food Groups (Activity Sheets 4.3a-g)
- Food Pyramid (Activity Sheet 4.3h)
- Food Model cards
- Portion Distortion tear pad
- What Do We Know? poster
- Resistance bands
Teacher Preparation

- Order Portion Distortion tear pad and My Pyramid poster.
- Write Plan for the Day and Objectives on chart paper or board.
- Draw 3 columns on the board labeled Carbohydrates, Proteins, Fats.
- Make Carbohydrates/Proteins/Fats poster that lines up with the My Pyramid poster. (See diagram in Activity 4.2.)
- Make copies of Food Groups (Activity Sheets 4.3a-g), for each Food Pyramid group.
- Make copies of Food Pyramid (Activity Sheet 4.3h), 1 for each student.
- Create food group/physical activity posters on chart paper, 1 for each part of the Food Pyramid. (See Activity 4.3 for the questions to write on each poster.)
- Create What Do We Know? poster on chart paper. (See Activity 4.5.)
- Write 3 resistance band exercises on dry erase/chalkboard or chart paper.

4.1 Review and Plan for the Day 3 minutes

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- Introduction to Food Pyramid
- Food Pyramid Groups
- Resistance Bands
- Closure—What Do We Know?

Review the previous class by asking students what types of information we can get from the Food Label.

Explain that today they will be learning about the USDA (United States Department of Agriculture) Food Pyramid. They will be learning about the different information that the Food Pyramid provides. Then they will be looking back on what they’ve learned in this class thus far. Class will end with some resistance band exercises.

Review the Objectives with students.

4.2 Introduction to Food Pyramid 7 minutes

Materials: My Pyramid Poster, Post-its, Carbohydrates/Proteins/Fats poster, dry erase/chalkboard

Point out the three columns on the board labeled Carbohydrates, Proteins and Fats. Start by asking students to give you examples of foods in which the main nutrient is carbohydrates. Repeat the question for proteins and for fats. When students give their responses write the name of the food and Carbohydrate, Protein or Fat on a Post-it and place it under the
appropriate column. After they give a few examples for each nutrient, show them the My Pyramid poster.

- Give students a few moments to familiarize themselves with the My Pyramid poster. Then, ask where the food items they listed would go on the Food Pyramid. Give an example first, by taking one of the post-its and placing it on the food group slice where it belongs. For example, if the Post-it says “tortilla/carbohydrate” stick it on the Grains food group slice.

- Once all of the post-its are on the poster, ask the students where carbohydrates fall on the pyramid. Make the point that grains, vegetables and fruits are our main sources of carbohydrates. Repeat the question for proteins and fats. Make the point that Meat and Beans are our main sources for protein, and Dairy and Oils are our main sources for fats.

- Place the Carbohydrates/Proteins/Fats poster under the My Pyramid poster, line it up with the Pyramid as follows: Carbohydrates underneath the Grains, Vegetables and Fruits, Proteins and Fats underneath the Meats and Dairy and Minerals and Vitamins under all food groups. (See the diagram below.)

![My Pyramid Poster]

- Tell students that it’s important to balance (consume foods from all food groups on the Food Pyramid) their diet between all of the food groups. Write the word “balance” on the dry erase/chalkboard.

- Direct students’ attention to the physical activity component of the Pyramid. Explain that this is a new addition to the Pyramid. Equally as important as having a healthy diet is making physical activity a regular part of each day.

### 4.3 Food Pyramid Groups

**Materials:** Food group/physical activity posters, Food Model cards, **Food Groups** (Activity Sheets 4.3a-g), **Food Pyramid** (Activity Sheet 4.3h), Portion Distortion tear pad (1 tear sheet per student)

Explain that students will now be learning about the **Food Pyramid** (a graphic representation of human nutritional needs in the form of a pyramid) by investigating one of the food groups or the physical activity component. There will be specific information they will be asked to contribute to the class.
• Explain that they will be working in groups. There will be 7 groups because there are 7 parts to the Food Pyramid. Tell the students that they will be broken up into groups after they receive the information on what they are to do.

• Show students the **Food Groups** activity sheets. Explain that each group will receive one of these sheets. The activity sheet is specific to their food group. They are to fill it out using the information provided on the top of the page.

• Explain that once they are finished with the activity sheet they are going to transfer the information to the poster for their food group.

• Direct their attention to the chart paper posters around the room. Tell them that they are to find the poster that has their food group or physical activity on it and record their answers on it. (Prepare the chart paper before class with the questions they are to answer. See below.)

  - Questions for the 4 posters on Grains, Vegetables, Fruits and Milk groups:
    - 1 cup/ounce of “food group” is equal to: (students list 4 examples)
    - Daily Amount of “food group” for 2,000 calorie diet: __________
    - Benefits of eating foods from this food group: (students list 2 benefits)
  - Questions for the Oils group:
    - Amount of Oil in Common Foods: (students list 2 examples)
    - Daily Amount of oil for 2,000 calorie diet: __________
    - Discretionary calorie allowance for 2,000 calorie diet: ______
    - Types of food that are discretionary: (students list examples)
  - Questions for the Meat and Beans group:
    - Common sizes of Meat and Bean portions: (students list 4 examples)
    - Daily Amount of Meat/Beans for 2,000 calorie diet: __________
    - Two ways to eat healthy from this food group: (students list 2 examples)
  - Questions for the Physical Activity group:
    - Physical Activity should add up to at least ______ minutes/day
    - Physical Activity should be moderate to vigorous. (students list 3 examples of moderate and vigorous activities)
    - Benefits of Physical Activity: (students list examples)

• Give groups access to the Food Model cards, and allow enough time for them to fill out the **Food Groups** activity sheets and to complete transferring the information to the food group posters.

• Once all of the information is added to the food group posters, have students return to their seats. Give each student a copy of the **Food Pyramid** activity sheet and ask them to fill it out using the answers on the food group posters they just completed. The intention is for students to get a big picture of how much and what kind of food should be consumed in a day in regards to the USDA Food Pyramid.

• After students have filled out the **Food Pyramid** activity sheet, tell them that this is all the food they should eat in a day if they have a 2,000 calorie diet. Reiterate the word “balance,” stating that it’s important to get foods from all of the food groups.
• Explain that there are two other words to learn. One is **variety** (*eat different foods within each food group*). Draw their attention to the Grains food group poster and show them that it is important to eat several different types of grains within the food group. Write “variety” under “balance.”

• Finally, tell the students it’s important to eat foods in **moderation** (*consuming foods within reasonable limits, not excessive eating*). Using the Grains food group poster, direct their attention to the Daily Amount box and tell them it’s important to eat the amount in the box in a day, but not more. Write the word “moderation” under “variety.”

• Hand out a Portion Distortion tear pad sheet to each student. Review it and answer any questions they may have. Show the “Measure up” section so they can see portion sizes. Tell them they can keep these forms to use in the future.

• Finish this activity by emphasizing the three words: **balance, variety** and **moderation**. They are key parts to following the Food Pyramid.

4.4  **Resistance Band Exercises**  

**Materials:** Resistance Bands

Explain that class will end with resistance band exercises.

• Remind students that resistance bands develop muscular strength/endurance and flexibility. They can determine the intensity of the exercise by grabbing the resistance band closer to the center of the band.

• Show the resistance band and demonstrate how to use it. Let students know that it is not for playing with, only for doing the specific exercises. Emphasize being safe while doing the exercises, so they won’t hurt themselves. It’s possible to injure a muscle by doing the exercises incorrectly. Show students the **Resistance Band Workout** (Activity Sheet 1.1) in their portfolios to follow along with.

• Explain that when choosing a band, the thicker the band the more resistance it has.

**Perform the Resistance Band Workout with students.** Have them find a space away from each other facing toward you. Demonstrate each exercise and then go around and help students with the individual exercises, as needed. Before class, choose 3 of the exercises to do and have them written on a piece of chart paper or the board.
Exercises:

- **Bent Over Row**
  Center tube under feet and bend forward at the waist, back flat and abs in. Grab tube close to the feet and bend the elbows to pull the arms up to the torso, squeezing the back.

- **Overhead Press**
  Place both feet on tube and grasp ends or handles, bringing hands up just over shoulders with elbows bent and palms in. Press arms up over head and then lower.

- **One-Armed Reverse Fly**
  With front foot standing on one end of the band, hold other end in one hand and lean over, abs in, torso at 45 degrees. Keeping elbow slightly bent and in a fixed position, raise arm out to shoulder level, squeezing shoulder blades.

- **One-Armed Lateral Raise**
  Stand with one end of tube under foot and the other end in one hand. Keeping elbow slightly bent and fixed, lift arm out to the side, to shoulder level.

- **Bicep Curl**
  Place both feet on tube and grasp handles (the wider the feet, the harder the exercise). Bend the elbows and curl hands up toward shoulder. Lower and repeat.

- **Cross-Body Bicep**
  Place left foot on band and hold the handle or end in right hand. Begin the move with palm facing in and bend the elbow, curling hand up towards the shoulder, going across the body.

### 4.5 Closure — What Do We Know? 5 minutes

Create a poster before class titled “What Do We Know?” Underneath the title write the following points:

- Eat foods from all food groups.
- Eat a variety of foods from each food group to get all the nutrients.
- Monitor the size of a portion of food.

Review the poster with students, covering the 3 points they’ve learned. Make the comparison to the Food Pyramid concepts of balance, variety and moderation.

State that in the next class they will figure out how much to eat from each food group and how much they should eat in a day, in terms of calories. Have students share one thing they learned today about the Food Pyramid.
Resources

Portion Distortion tear pad
www.ncescatalog.com
Product code: 3700

My Pyramid large poster
www.enasco.com
Product code: WA24221H

www.mypyramid.gov

www.exercise.about.com
Grains Food Group
Make half your grains whole.

1 ounce of grains is equal to:

1 slice of bread
1 cup of ready-to-eat cereal
1/2 cup of cooked rice, cooked pasta or cooked cereal
1 mini bagel
3 cups popcorn
1 small flour tortilla

Daily Amount of Grains for 2,000 calorie diet:
6 ounces

Benefits of eating Grains:

Eating grains provides lasting energy.

Eating at least 3 ounce equivalents a day of whole grains may help with weight management.

Eating grains fortified with folate before and during pregnancy helps prevent neural tube defects during fetal development.

1 ounce of grains is equal to:

1.) ____________  3.) ____________
2.) ____________  4.) ____________

Using the Food Model cards, select a combination of food items that will fulfill a daily amount for a person consuming 2,000 calories a day.

What are 2 benefits of eating foods from this food group?

1. ________________________________
2. ________________________________

U.S. Department of Agriculture
Vegetables Food Group
Vary your veggies.

1 cup of vegetables is equal to:

**Dark-Green Vegetables:**
1 cup chopped broccoli
1 cup cooked spinach
2 cups raw leafy green lettuce

**Orange Vegetables:**
1 cup raw or cooked carrots
1 large baked sweet potato

**Dry Beans and Peas:**
1 cup tofu
1 cup cooked beans

**Starchy vegetables:**
1 large ear of corn
1 medium baked potato

**Daily Amount of Vegetables for 2,000 calorie diet:**
2-1/2 cups

Benefits of eating Vegetables:
- More energy
- Less likely to get colds and flu
- Healthier skin/clearer skin
- Healthy weight

Using the Food Model cards, select a combination of food items that will fulfill a daily allowance for a person consuming 2,000 calories a day.

What are 2 benefits of eating foods from this food group?
1. 
2. 

U.S. Department of Agriculture
Fruits Food Group
Focus on fruits.

1 cup of fruit is equal to:
- 1 small apple
- 1 large banana
- 1 cup diced cantaloupe
- 1 medium grapefruit
- 1 large peach
- 1 cup chunked pineapple
- 8 large strawberries
- ½ cup dried fruit
- 1 cup 100% fruit juice

Benefits of eating Fruits:
- More energy
- Less likely to get colds and flu
- Healthy skin/clearer skin
- Healthy weight

Daily Amount of Fruits for 2,000 calorie diet:

2 cups

1 cup of fruit is equal to:
1.) __________  3.) __________
2.) __________  4.) __________

Using the food model cards, select a combination of food items that will fulfill a daily allowance for a person consuming 2,000 calories a day.

________________________________________________________

What are 2 benefits of eating foods from this food group?
1. ________________________________________________
2. ________________________________________________

U.S. Department of Agriculture
Oils, Sugars and Salt
Know your limits.

Amount of oil in common foods:

1 Tbs. Vegetable oils (such as canola, corn, cottonseed, olive, peanut, safflower, soybean, and sunflower) = 3 tsp. of oil
1 Tbs. Mayonnaise = 2½ tsp. of oil
2 Tbs. Italian Dressing = 2 tsp. of oil
1 oz. Peanuts = 3 tsp. of oil
2 Tbs. Peanut Butter = 4 tsp. of oil
1 oz. Sunflower Seeds = 3 tsp. of oil
½ med. Avocado = 3 tsp. of oil

Daily Amount of Oils for 2,000 calorie diet: 6 teaspoons

Discretionary Calories from sugar and salt:

The discretionary calorie allowance from sugar and salt for a 2,000 calorie a day diet is 267 calories.

Discretionary calorie allowance is the remaining amount of calories in food intake after accounting for the calories needed for all food groups.

Types of foods that fall under discretionary calories: candy bars, potato chips, higher fat meat, sweetened cereal, whole milk and sweetened yogurt.

Amount of oil in common foods:

1.) __________ 3.) __________
2.) __________ 4.) __________

Daily Amount of Oil for a 2,000 calorie diet: ________

What is the discretionary calorie allowance from sugar and salt for a 2,000 calorie diet?

__________________

Types of food that fall under discretionary calorie allowance:

__________________

__________________

__________________

__________________

__________________

U.S. Department of Agriculture
Milk Group
Get your calcium-rich foods.

1 cup of milk is equal to:
1 cup of milk
1 cup of yogurt
1½ ounce of natural cheese
2 ounces of processed cheese
1 cup pudding made with milk
1 cup frozen yogurt
2 cups cottage cheese

Benefits of Milk
The intake of milk products is especially important to bone health during childhood and adolescence, when bone mass is being built.

Healthy teeth
Healthy, strong bones
Healthy muscles (no muscle cramping)

Daily Amount of Milk for 2,000 calorie diet:
3 cups

Using the Food Model cards, select a combination of food items that will fulfill a daily allowance for a person consuming 2,000 calories a day.

What are 2 benefits of eating foods from this food group?
1. 
2. 

U.S. Department of Agriculture
Meat and Beans Group
Go lean with protein.

Common Sizes of Meat & Beans:

1 small steak = 3½ to 4 ounces
1 small chicken breast half = 3 ounces
1 can of tuna, drained = 3 to 4 ounces
1 egg = 1 ounce
1 soy or bean burger patty = 2 oz
1 cup bean soup = 2 oz
1 ounce of nuts or seeds = 2 oz

Ways to eat healthy from the meat/beans group:

The leanest beef cuts include round steaks and roasts (round eye, top round, bottom round, round tip), top loin, top sirloin, and chuck shoulder and arm roasts.

Buy skinless chicken parts, or take off the skin before cooking.

Choose lean turkey, roast beef, ham, or low-fat luncheon meats for sandwiches instead of luncheon meats with more fat, such as regular bologna or salami.

Choose nuts as a snack, on salads, or in main dishes.

Choose dry beans or peas as a main dish or part of a meal often.

Daily Amount of Meat/Beans for 2,000 calorie diet:

5-1/2 ounces

Common sizes of Meats and Beans:

1.) _______________ 3.) _______________
2.) _______________ 4.) _______________

Using the Food Model cards, select a combination of food items that will fulfill a daily allowance for a person consuming 2,000 calories a day.

What are 2 ways to eat healthy from this food group?

1. _____________________________
2. _____________________________

U.S. Department of Agriculture
Physical Activity
Find Your Balance between Food and Physical Activity.

Physical Activity should add up to at least 30 minutes a day.

Benefits of Physical Activity
- Having more energy and stamina
- Improving flexibility, strength and endurance
- Reducing the risk of future disease
- Sleeping more soundly
- Being able to concentrate better
- Managing your weight
- Feeling better about your body

Moderate physical activities:
- Walking briskly (3½ miles/hour)
- Hiking
- Dancing
- Bicycling (less than 10 miles/hour)
- Weight training (general light workout)
- Skateboarding

Vigorous physical activities:
- Running/jogging (5 miles/hour)
- Bicycling (more than 10 miles/hour)
- Swimming (freestyle laps)
- Aerobics
- Walking very fast (4½ miles/hour)
- Weight lifting (vigorous effort)
- Basketball (competitive)

What is the recommended amount of time you should spend on moderate and/or vigorous exercise per day?

What types of activities can you perform to meet the moderate and vigorous intensity levels?

What are 2 benefits of being physically active?
1. ____________________________
2. ____________________________

Benefits of Physical Activity
- Having more energy and stamina
- Improving flexibility, strength and endurance
- Reducing the risk of future disease
- Sleeping more soundly
- Being able to concentrate better
- Managing your weight
- Feeling better about your body

U.S. Department of Agriculture
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**Food Pyramid**
Lesson Five
Calorie Intake

Objectives

After participating in this lesson students will
- Know how many calories per day are appropriate for them to eat based on their activity level, age and gender.
- Have developed a menu for the day based on their calorie per day recommendation.

Time

50 minutes           Prep Time: 20 minutes

Activities

5.1 Review and Plan for the Day       3 minutes
5.2 Nutrition Facts for YO!       10 minutes
5.3 Calories in a Day       32 minutes
5.4 Closure       5 minutes

Key Terms

- Activity Level

Materials

- What Do We Know? poster
- Nutrition Facts for YO! (Activity Sheet 5.2)
- My Pyramid Food Intake Pattern (Information Sheet 5.3)
- Highlighters
- Food Model cards
- Masking tape
- Calculators
- Me and My Calories (Activity Sheet 5.4)

Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Make copies of Nutrition Facts for YO! (Activity Sheet 5.2), 1 for each student, and place in portfolios.
- Make copies of My Pyramid Food Intake Pattern (Information Sheet 5.3), 1 for each student, and place in portfolios.
• Create Calories in a Day chart. (See Activity 5.3.)  
• Separate Food Model cards by Food Groups.  
• Make copies of Me and My Calories (Activity Sheet 5.4), 1 for each student, and place in portfolios.

5.1 Review and Plan for the Day  

Materials: Plan for the Day and Objectives, What Do We Know? poster

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:  
• Nutrition Facts for YO!  
• Calories in a Day  
• Closure

Review the previous class by looking over the What Do We Know? poster. Reiterate the words variety, balance and moderation by writing those words next to the definition of that word, as follows:

• Eat foods from all food groups. (BALANCE)  
• Eat a variety of foods from each food group to get all the nutrients. (VARIETY)  
• Monitor the size of a portion of food. (MODERATION)

Explain that today students will find out how many calories a day they should consume individually and, based on that information, come up with a menu for a day with the appropriate number of calories.

Review the Objectives with students.

5.2 Nutrition Facts for YO!  

Materials: Nutrition Facts for YO! (Activity Sheet 5.2), My Pyramid Food Intake Pattern (Information Sheet 5.3), highlighters, student portfolios

• Explain that we find the amount of calories we need according to our activity level (amount of physical activity you do in a day), age and gender.

• Show students the Nutrition Facts for YO! activity sheet in their portfolios. Read through the steps as a class before they fill it out. Then, have the students fill in the “How do you make your moves?” section based on what they think their activity level is overall. Walk around and help students if they are unsure of their activity level.

• Once students have completed that section, move down to the section titled, “Calories—How many for you?” and have them use the table to determine their
calorie level based on gender and age. Explain that the calorie level given is for people whose activity level is “On-the-Move.” If their activity level is “S-l-o-w Mo” they need to subtract 200 calories, and if they are a “Real Mover” they need to add 200 calories. (Note: To help students who need a visual aid, make a transparency of the Nutrition Facts for YO! activity sheet to read from.)

- Once all students have found their calorie level, have them look at the My Pyramid Food Intake Pattern information sheet. Direct students’ attention to the section labeled “Suggested Daily Amount of Food From Each Group.” It has several calorie levels with how much food from each group should be consumed in a day. Have them highlight their calorie amount and the amount of servings they should eat from each food group.

- Explain that knowing their calorie level and how much from each food group to consume, will allow them to come up with a menu for a day based on this personalized information.

5.3 Calories in a Day 32 minutes

Materials: Food Model cards, My Pyramid Food Intake Pattern (Information Sheet 5.3), chart paper, masking tape, markers, Calories in a Day chart written out for demonstration

Based on the information they find out on the My Pyramid Food Intake Pattern information sheet, explain to students that they are going to design a menu for themselves for a day based on their calorie expenditure and cups or ounces for each food group.

- Ask students to find another person in the room who has the same calorie level. They will be working with that person to create a menu for the day. Give students an opportunity to find a partner to work with. If students can’t find someone with the exact same calorie level they can work with someone who is within a 200 calorie difference.

- Show the students the Calories in a Day chart and explain the information that is to be written on the chart:

  Calories in a Day (title)
  - Total Calorie Level
  - Breakfast, Snack, Lunch, Snack, Dinner
  - Calorie Consumption for each meal.

- Show students the Food Model cards to use. Show the back of the card so students see where to get total calorie amounts for that food item. Explain that if they cannot find a food card or someone else is using a card they want to use, then they can write the name of the food and its calorie level on their chart.
• Give each pair a piece of chart paper, tape and markers. Have them chart their menu for the day to equal the appropriate number of calories and to provide balance/variety of nutrients/food groups.

• Once students have completed their chart, have them hang it up. Ask what are some things they learned from doing this activity. Ask specifically if they were surprised by the amount of food they put on their chart to meet their calorie requirement. Emphasize the different amount of foods needed for different calorie levels. Finally, reiterate balance, variety and moderation using different students’ charts and showing how they addressed those concepts.

5.4 Closure 5 minutes

Materials: Me and My Calories (Activity Sheet 5.4)

Have students turn to the Me and My Calories activity sheet in their portfolios.

• Review the 2 questions with students: Why is it important to eat all the daily calories you are supposed to? and Why would a girl who exercises 3 times a week consume a different amount of calories than a boy who exercises 3 times a week?

(Answers: It is important to get all of your calories so that you are getting all of your nutrients and energy. The difference between calorie intake for a boy and a girl could be due to the person’s age and the body composition difference between males and females.)

• Give students 3 minutes to write down their answers and then take 2 minutes to go over the correct responses. Have students adjust their answers as needed.

Resources

www.mypyramid.gov/downloads/MyPyramid_Food_Intake_Patterns.pdf

Activity 5.3 Calories in a Day: from All 4 You 2! curriculum, Lesson 5, Activity 3

Worksheet for Activity 5.2: http://ific.org/publications/other/tnfl.cfm
Nutrition Facts — FOR YOU!

How many calories do you need each day? How much fat? Carbohydrate? Fiber? Protein? The %Daily Values are based on 2,000 calories a day. But even if you eat more, or less, you can use the %Daily Values as your guide to healthy eating. Here’s how you do it!

1. HOW DO YOU MAKE YOUR MOVES?

Check the box that best describes you.

☐  S-l-o-w  “Mo.” You take a lot of life in the slow lane—watching television, talking on the phone, and sitting or standing around. Your physical activity adds up to a weekend game of pickup basketball, or occasionally cycling, swimming, or doing some other sport.

☐  On-the-Move. You keep your body moving with 30 to 60 minutes of physical activity at least three times a week—such as brisk walking, cycling or running.

☐  Real Mover! With either individual or team sports, your body gets a real workout—about an hour of rigorous exercise at least four times a week.

2. CALORIES—HOW MANY FOR YOU?

That depends on you ... your age ... your sex ... and just how active you are. The chart below shows about how many calories the average “on-the-move” teen needs each day. If you’re a “s-l-o-w mo,” you need somewhat less. And if you’re a “real mover,” you need more.

<table>
<thead>
<tr>
<th>AGE</th>
<th>CALORIES EACH DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>13-19</td>
</tr>
<tr>
<td>MALE</td>
<td>13-19</td>
</tr>
</tbody>
</table>

(Source: National Academy of Sciences, Recommended Dietary Allowances, 1989)

Reprinted from the International Food Information Council Foundation, Department of Health & Human Services and U.S. Food & Drug Administration (July 1994).
## My Pyramid Food Intake Pattern

The **suggested amounts of food to consume** from the basic food groups, subgroups, and oils to meet recommended nutrient intakes at 12 different calorie levels.

### Suggested Daily Amount of Food from Each Group

<table>
<thead>
<tr>
<th>1. Calorie Level</th>
<th>1,000</th>
<th>1,200</th>
<th>1,400</th>
<th>1,600</th>
<th>1,800</th>
<th>2,000</th>
<th>2,200</th>
<th>2,400</th>
<th>2,600</th>
<th>2,800</th>
<th>3,000</th>
<th>3,200</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Fruits&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1 cup</td>
<td>1 cup</td>
<td>1.5 cups</td>
<td>1.5 cups</td>
<td>1.5 cups</td>
<td>2 cups</td>
<td>2 cups</td>
<td>2 cups</td>
<td>2.5 cups</td>
<td>2.5 cups</td>
<td>2.5 cups</td>
<td>2.5 cups</td>
</tr>
<tr>
<td>3. Vegetables&lt;sup&gt;2&lt;/sup&gt;</td>
<td>1 cup</td>
<td>1.5 cups</td>
<td>1.5 cups</td>
<td>2 cups</td>
<td>2.5 cups</td>
<td>2 cups</td>
<td>3 cups</td>
<td>3 cups</td>
<td>3.5 cups</td>
<td>3.5 cups</td>
<td>4 cups</td>
<td>4 cups</td>
</tr>
<tr>
<td>4. Grains&lt;sup&gt;3&lt;/sup&gt;</td>
<td>3 oz</td>
<td>4 oz</td>
<td>5 oz</td>
<td>5 oz</td>
<td>5 oz</td>
<td>5 oz</td>
<td>5 oz</td>
<td>6 oz</td>
<td>8 oz</td>
<td>9 oz</td>
<td>10 oz</td>
<td>10 oz</td>
</tr>
<tr>
<td>5. Meat and Beans&lt;sup&gt;4&lt;/sup&gt;</td>
<td>2 oz</td>
<td>3 oz</td>
<td>4 oz</td>
<td>5 oz</td>
<td>5 oz</td>
<td>6 oz</td>
<td>6 oz</td>
<td>6.5 oz</td>
<td>6.5 oz</td>
<td>7 oz</td>
<td>7 oz</td>
<td>7 oz</td>
</tr>
<tr>
<td>6. Milk&lt;sup&gt;5&lt;/sup&gt;</td>
<td>2 cups</td>
<td>2 cups</td>
<td>2 cups</td>
<td>2 cups</td>
<td>3 cups</td>
<td>3 cups</td>
<td>3 cups</td>
<td>3 cups</td>
<td>3 cups</td>
<td>3 cups</td>
<td>3 cups</td>
<td>3 cups</td>
</tr>
<tr>
<td>7. Oils&lt;sup&gt;6&lt;/sup&gt;</td>
<td>3 tsp</td>
<td>4 tsp</td>
<td>4 tsp</td>
<td>5 tsp</td>
<td>5 tsp</td>
<td>6 tsp</td>
<td>6 tsp</td>
<td>7 tsp</td>
<td>8 tsp</td>
<td>8 tsp</td>
<td>10 tsp</td>
<td>11 tsp</td>
</tr>
<tr>
<td>8. Discretionary calorie allowance&lt;sup&gt;7&lt;/sup&gt;</td>
<td>165</td>
<td>171</td>
<td>171</td>
<td>132</td>
<td>195</td>
<td>267</td>
<td>290</td>
<td>362</td>
<td>410</td>
<td>426</td>
<td>512</td>
<td>648</td>
</tr>
</tbody>
</table>

1. **Calorie Levels** are set across a wide range to accommodate the needs of different individuals.

2. **Fruits Group** includes all fresh, frozen, canned and dried fruits and fruit juices. In general, 1 cup of fruit or 100% fruit juice, or 1/2 cup of dried fruit can be considered as 1 cup from the fruit group.

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

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

5. **Meat and Beans Group.** In general, 1 ounce of lean meat, poultry or fish, 1 egg, 1 Tbsp. peanut butter, 1/4 cup cooked dry beans, or 1/2 ounce of nuts or seeds can be considered as 1 ounce equivalent from the meat and beans group.

6. **Milk Group** includes all fluid milk products and foods made from milk that retain their calcium content, such as yogurt and cheese. Foods made from milk that have little to no calcium, such as cream cheese, cream and butter, are not part of the group. Most milk group choices should be fat-free or low-fat. In general, 1 cup of milk or yogurt, 1-1/2 ounces of natural cheese, or 2 ounces of processed cheese can be considered as 1 cup from the milk group.

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

8. **Discretionary Calorie Allowance** is the remaining amount of calories in a food intake pattern after accounting for the calories needed for all food groups—using forms of foods that are fat-free or low-fat and with no added sugars.
Me and My Calories

1. Why is it important to eat all the daily calories you are supposed to?

2. Why would a girl who exercises 3 times a week consume a different amount of calories than a boy who exercises 3 times a week?
Lesson Six
The Physical Fitness Components

Objectives

After participating in this lesson students will
• Practice resistance band exercises.
• Be able to identify and explain the four components of being physically fit: cardiorespiratory fitness, muscular strength, muscular endurance and flexibility.

Time

50 minutes Prep Time: 20 minutes

Activities

6.1 Review and Plan for the Day 3 minutes
6.2 Resistance Bands 8 minutes
6.3 Introduction to Physical Fitness 5 minutes
6.4 Being Fit Fact Sheet 10 minutes
6.5 Being Fit Quiz 10 minutes
6.6 Physical Fitness Examples 7 minutes
6.7 Closure—Correct Quiz 7 minutes

Key Terms

• Physical Fitness
• Cardiorespiratory
• Muscular Strength
• Muscular Endurance
• Flexibility

Materials

- Resistance Bands
- Benefits of Being Physically Active poster
- Being Fit (Information Sheet 6.4)
- Highlighters
- Being Fit Quiz (Activity Sheet 6.5)
- Being Fit Quiz Key (Transparency 6.7)
Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Write 3 resistance band exercises on chart paper or board.
- Create Benefits of Being Physically Active poster. (See Activity 6.3.)
- Make copies of Being Fit (Information Sheet 6.4), 1 for each student, and place in portfolios.
- Make copies of Being Fit Quiz (Activity Sheets 6.5), 1 for each student, and place in portfolios.
- Write 4 components of fitness on 4 pieces of chart paper.
- Make transparencies of Being Fit Quiz Key (Transparencies 6.7).

6.1 Review and Plan for the Day 3 minutes

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities that the students will be doing.

Plan for the Day:
- Resistance Bands
- Introduction to Physical Fitness
- Being Fit Fact Sheet
- Being Fit Quiz
- Physical Fitness Examples
- Closure—Correct Quiz

Review the previous class by asking students what their calorie levels are for a day. Ask them if they think they stayed within that limit since the last class. Tell them to use the poster they made as a reference for how much food equals their calorie level.

Explain that today they will be starting class with some resistance band exercises and then learning about the components of being physically fit. They’ll read and summarize a handout about physical fitness and then review the answers.

Review the Objectives with students.

6.2 Resistance Band Exercises 8 minutes

Materials: Resistance bands, 3 Resistance Band Exercises written on chart paper or board.
Explain that students will begin class with resistance band exercises.

- Explain that resistance bands develop muscular strength and flexibility. You can determine the intensity of the exercise by grabbing the resistance band closer to the center of the band.

- Show the resistance band and demonstrate how to use it. Let students know that it is not for playing with, only for doing the specific exercises. Emphasize the importance of being safe while doing the exercises so they won’t hurt themselves. It’s possible to injure a muscle by doing the exercise incorrectly. Show the students the **Resistance Band Workout** activity sheet in their portfolio to follow along with.

- Explain that when choosing a band, the thicker the band the more resistance it has.

**Perform the Resistance Band Workout with students.** Have students find a space away from each other, facing toward you. Demonstrate each activity and then go around and help students as needed.

**Exercises:**

- **Bent Over Row**
  Center band under feet and bend forward at the waist, back flat and abs in. Grab tube close to the feet and bend the elbows to pull the arms up to the torso, squeezing the back.

- **Overhead Press**
  Place both feet on tube and grasp ends or handles, bringing hands up just over shoulders with elbows bent and palms in. Press arms up over head and then lower.

- **One-Armed Reverse Fly**
  With front foot standing on one end of the band, hold other end in one hand and lean over, abs in, torso at 45 degrees. Keeping elbow slightly bent and in a fixed position, raise arm out to shoulder level, squeezing shoulder blades.

- **One-Armed Lateral Raise**
  Stand with one end of tube under foot and the other end in one hand. Keeping elbow slightly bent and fixed, lift the arm out to the side, to shoulder level.

- **Bicep Curl**
  Place both feet on tube and grasp handles (the wider the feet, the harder the exercise). Bend the elbows and curl hands up toward shoulder. Lower and repeat.
• Cross-Body Bicep
  Place left foot on band and hold the handle or end in right hand. Begin the move with palm facing in and bend the elbow, curling hand up towards the shoulder, going across the body.

### 6.3 Introduction to Physical Fitness 5 minutes

**Materials:** Benefits of Being Physically Active poster

Start by introducing what it means to be physically active.

- Ask students what **physical fitness** *(good health or physical condition, especially as the result of exercise and proper nutrition)* means to them. Record their responses on the board or chart paper.

- If the students do not include non-athletic activities such as walking, yoga or doing chores, explain that any type of movement can be considered physical activity.

Once students have learned what physical activity can be, talk about the benefits of physical activity.

- Ask what some benefits of physical activity are. Record students’ responses on chart paper or the board.

- Display the Benefits of Being Physically Active poster, taking note of the benefits that the students said and benefits that were not identified earlier. Review the benefits listed on the poster:
  - Having more energy and stamina
  - Improving flexibility, strength and endurance
  - Reducing the risk of future disease (diabetes, heart disease, osteoporosis)
  - Sleeping more soundly
  - Being able to concentrate better
  - Managing weight
  - Feeling better about your body

- Once the class has identified what physical activity is and what the benefits are, reiterate why it is so important to be physically active, not only because of the benefits but also because the obesity rate in the United States has tripled in one generation.
6.4 Being Fit Fact Sheet  10 minutes

Materials: Being Fit (Information Sheet 6.4), highlighters

Explain that students are now going to be reading some information about the 4 components of physical fitness.

- Have students find the Being Fit information sheet in their portfolios. Hand out a highlighter to each student. Explain that you would like them to highlight key points about each component of fitness as the class reviews the information sheet together.

- Review the information sheet with students. Read the first component—cardiorespiratory fitness—and then have students read the other three components of fitness. Pick a student to read each of the three parts.

- After you read the cardiorespiratory part, ask the class what cardiorespiratory fitness is. Have them highlight what cardiorespiratory fitness is and examples of how to achieve it. Do this for each of the sections.

- Here are the definitions and examples from each component of physical fitness:
  
  o **Cardiorespiratory Fitness**—the ability of the circulatory and respiratory systems to supply oxygen to skeletal muscles during sustained physical activity. Examples of cardiorespiratory fitness are running, biking, swimming and riding a skateboard.

  o **Muscular Strength**—the maximum amount of force a muscle can put out when it contracts. This is built by exercise that is strenuous for short periods of time. This type of exercise is known as anaerobic exercise. Examples are sprinting, sit-ups, push-ups, squats and weight lifting.

  o **Muscular Endurance**—the ability of the muscle to sustain activity or continue to perform work. Examples are bicycling, running, swimming, backpacking, etc.

  o **Flexibility**—the ability of the muscles and joints to extend themselves through their range of motion. Flexibility is increased by activities that extend the range of motion of joints and muscles. Examples are yoga, stretching, Capoeira, etc.

The intensity, duration and frequency of these activities can be increased by consistently engaging in these activities.
6.5 Being Fit Quiz

Materials: Being Fit (Information Sheet 6.4), Being Fit Quiz (Activity Sheets 6.5)

Explain that now that they know a little about the four physical fitness components, they are going to take a quiz on the information they just read.

- Direct students’ attention to the Being Fit Quiz (Activity Sheet 6.5) in their portfolios. Explain that they can use the Being Fit information sheet to help them complete the quiz.

- Once all of the students have completed the quiz, explain that before reviewing the answers they are going to look at different physical fitness activities they participate in.

6.6 Physical Fitness Examples

Materials: Chart paper with 4 components of physical fitness, markers

Bring students’ attention to the chart paper labeled with the 4 components of physical fitness. (Post these around the room before class.)

- Explain that you would like them to go around to each of the posters and write an activity that would fall under that category. For example, write “riding bikes” under cardiorespiratory, “lifting weights” under muscular strength, “bicycling” under muscular endurance and “yoga” under flexibility.

- After students have listed an activity for each of the components, discuss what they wrote. Discuss activities that fall under more than one component of physical fitness.

- Remind students that being fit doesn’t always look a certain way. Fitness looks different on people depending on their body type, age, gender and activity preferences. Physical fitness is about being and feeling healthy by participating in physical activity.
6.7 Closure—Correct Fitness Quiz  7 minutes

Materials: Being Fit Quiz (Activity Sheet 6.5) and Being Fit Quiz Key (Transparency 6.7)

Direct students’ attention to the Being Fit Quiz (Activity Sheet 6.5).
- Explain that the quiz is going to be corrected now.

- Go over all of the questions with the students, using the Being Fit Quiz Key transparency as a guide.

- If an answer is incorrect, have students change their answer to the correct one.

- Ask students to choose one aerobic (cardiorespiratory) activity that they will do in the coming week, write it in or circle it on the quiz and tell their plan to the person sitting next to them.

Resources

- HealthSmart High School: Nutrition and Physical Activity, Lesson 1, Activity 4
  - Benefits of Being Physically Active Transparency
  - Physical Activity and Fitness Quiz Answer Sheet Transparency 6
  - Being Fit Information Sheet
    - Modified by All 4 You 2! curriculum, Lesson 7, Activity 4

- Being Fit Quiz
  - Modified by All 4 You 2! curriculum, Lesson 7, Activity 4

- Activity 6.6 Physical Fitness Examples: from All 4 You 2! curriculum, Lesson 7, Activity 5

- http://exercise.about.com
Being Fit

Cardiorespiratory fitness

Intensity

▲ How fast you walk/run or how hard you work.
▲ Intensity can be determined by your target heart rate.
▲ To get the most out of physical activity your target heart rate zone should be between 60-80% of your maximum heart rate.
▲ Average target heart rate for teenagers is 120-160 beats per minute.
▲ New and beginning exercisers should stay near that low end of the range.

Aerobic activities include walking, running, bicycling, skateboarding, tennis
▲ Helps in preventing heart disease and obesity.

Frequency & Time (Duration)

▲ How often and how long you are active.
▲ Moderate to vigorous activity 30 minutes a day.
▲ Small amounts (5-10 minutes) throughout the day.

Muscular endurance

The ability of the muscle to sustain activity or continue to perform work.
▲ Necessary for everyday tasks.
▲ Key to success in sports.
▲ Raking leaves, carrying a backpack, running.
▲ Weight bearing activities, such as running, help in preventing osteoporosis.

Muscular strength

The maximum force muscles put out when they contract.
▲ Needed for all movements.
▲ Muscles support and protect joints and internal organs.
▲ Can be increased through physical activity.
▲ Anaerobic exercise is strenuous exercise over short periods of time that targets specific muscle groups.
▲ Includes weight lifting, sprinting, sit-ups.

Flexibility

The range of motion of joints and muscles.
▲ Increased by activities that extend the range of motion of joints and muscles.
▲ Stretching exercises, touching toes, torso twists.

Remember: FITT = frequency, intensity, time and type of activity. Start slowly and build up over time. Pushing too hard too soon often results in injuries.
~ Being Fit Quiz ~

1. What are the 4 components of physical activity?
   • __________________________________________
   • __________________________________________
   • __________________________________________
   • __________________________________________
   • __________________________________________

2. Cardiorespiratory fitness strengthens which 2 body parts?
   __________________________________________

3. What are 3 examples of aerobic activities?
   __________________________________________
   __________________________________________
   __________________________________________

4. For maximum benefit, teens should exercise so that their target heart rate is _____ per minute.

5. For health benefits, the duration of aerobic exercise should be AT LEAST _____ minutes.

6. Name 2 disease conditions aerobic exercise helps to prevent.
   __________________________________________
   __________________________________________

7. Weight bearing activities help prevent what disease?
   __________________________________________
8. Brief, strenuous exercise to near exhaustion is sometimes referred to as __________ exercise.

9. What advice should be given to someone who is just beginning to exercise?
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

10. Over exercising and pushing too hard can result in __________.
**Being Fit Quiz Key**

1. What are the 4 components of physical activity?
   - Cardiorespiratory fitness
   - Muscular Strength
   - Muscular Endurance
   - Flexibility

2. Cardiorespiratory fitness strengthens which 2 body parts?
   **Heart and Lungs**

3. What are 3 examples of aerobic activities?
   - Walking, running, bicycling, rollerblading, skateboarding, swimming, cross-county skiing, hiking, basketball, dancing, tennis

4. For maximum benefit, teens should exercise so that their target heart rate is _____ per minute. 120 – 160 beats per minute

5. For health benefits, the duration of aerobic exercise should be AT LEAST _____ minutes. 30 minutes

6. Name 2 disease conditions aerobic exercise helps to prevent.
   - High blood pressure, heart disease, stroke, diabetes, high cholesterol, obesity

7. Weight bearing activities help prevent what disease?
   **Osteoporosis**

8. Brief, strenuous exercise to near exhaustion is sometimes referred to as __________ exercise. **Anaerobic**

9. What advice should be given to someone who is just beginning to exercise?
   **Start slowly and build up over time.**

10. Over exercising and pushing too hard can result in ___________. **Injury**

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Lesson Seven
Setting Goals for Healthy Eating and Physical Activity

Objectives

After participating in this lesson students will

• Write a healthy eating and physical activity goal that they will monitor for the next 4 weeks.
• Develop goal-setting skills to improve their ongoing nutrition and physical activity.
• Practice deep breathing techniques and know more about distraction during meditation.

Time

50 minutes

Prep Time: 10 minutes

Activities

7.1 Review and Plan for the Day 3 minutes
7.2 How to Write a Goal 12 minutes
7.3 Goal Setting 23 minutes
7.4 Meditation 8 minutes
7.5 Closure 4 minutes

Key Terms

• Goals
• Specific

• Measurable
• Doable

Materials

☐ Writing a Goal (Transparency 7.2a)
☐ What’s Wrong with These Goals? (Transparency 7.2b)
☐ My Healthy Eating and Physical Activity Goal (Activity Sheet 7.3)
☐ Goals poster
☐ Big Sky Meditation (Information Sheet 7.4)

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Make transparencies of Writing a Goal (Transparency 7.2a) and What’s Wrong with These Goals? (Transparency 7.2b).
• Make copies of My Healthy Eating and Physical Activity Goal (Activity Sheet 7.3), 1 for each student, and place in portfolios.
• Create Goals poster with definitions of “measurable,” “doable” and “specific.”
7.1  Review and Plan for the Day  3 minutes

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
• How to Write a Goal
• Goal Setting
• Meditation
• Closure

Review the previous class by asking students what the 4 components of physical fitness are and having them give specific examples of activities they do for each of the components.

Explain that today they will learn about writing a good goal and will then write two goals that they will monitor for the next few weeks.

Review the Objectives with students.

7.2  How to Write a Goal  12 minutes

Materials: Writing a Goal (Transparency 7.2a), What’s Wrong with These Goals? (Transparency 7.2b)

Explain that they will now use the information they’ve learned in the previous lessons to create a healthy eating and physical activity goal. They will monitor and evaluate these goals for the next four weeks.

• Start by asking students to think of a goal (the purpose toward which an endeavor is directed, an objective) they’ve previously set and write it down. Ask them why they set the goal and if they achieved it.

• Show the Writing a Goal transparency. Read the characteristics of a goal to students. Give examples of specific (clear and directly related to self), measurable (allows you to determine if you have accomplished your goal) and doable (something you can realistically accomplish).

• After discussing what is important when writing a goal, show the What’s Wrong with These Goals transparency. Cover up the well-written goals. Read the first poorly written goal and have the class respond with how they could make the goal more specific, measurable and doable. Then uncover the well-written goal and compare it to what the students said. Do this for all three examples.

• Provide students with an example of a goal that could be written for your own (teacher) life. For example: I will ride my bike to work 3 times a week for the next
month. Explain why it is specific, measurable and doable; or, if students are able, have them explain why the goal is specific, measurable and doable.

### 7.3 Goal Setting  
**23 minutes**

**Materials:** Copies of *My Healthy Eating and Physical Activity Goal* (Activity Sheet 7.3), Goals poster

Now that students know how to write good goals, present the *My Healthy Eating and Physical Activity Goal* activity sheet.

- Explain that there are two parts to the activity sheet. The top half is for writing a *healthy eating goal* and the bottom half is for writing a *physical activity goal*.

- Explain that they are to think about being specific, measurable and doable when writing the goal. Direct their attention to the Goals poster (created before class) that has the following definitions written on it:
  - **Specific:** It gives clear details of what you want to do.
  - **Measurable:** You can actually assess or measure your progress.
  - **Doable:** It is realistic for you!

- Encourage them to reference this poster as they are writing their goals.

- Explain that, after writing the goals, there are other questions to be answered on the activity sheet, such as what are the benefits of reaching their goals, why the goals are important to them and steps they will take to reach their goals.

Go around the room and check in with individual students to see how they are doing. Make sure they are making their goals specific, measurable and doable and are answering the questions below the goal. Students may need assistance in coming up with a goal that is specific, measurable and doable. If they are resistant to setting goals for themselves, ask them to imagine a person of their own age and build, and set goals for that person.

Once all students have finished writing their goals, have volunteers present one of their goals to the class. If time permits, have all of the students present.

### 7.4 Meditation  
**8 minutes**

**Materials:** *Big Sky Meditation* (Information Sheet 7.4)

Explain that students will be continuing their meditation practice by doing some deep-breathing exercises. Have them find a comfortable place somewhere in the room where they will not be distracted by others. Have them get comfortable in their chairs, sitting up with hands resting in their laps.
• Tell students that today’s meditation continues with deep breathing methods. But today the focus is on thought.

• Have students practice deep-breathing techniques for a couple of minutes. Let them know you want them to focus on their breath going in and out. Remind them of counting while inhaling and exhaling if this helps them focus. Let them take a few breaths in and out, reminding them to close their eyes to help with their focus.

• Read the Big Sky Meditation (Information Sheet 7.4).

• Have students come back to their seats. Ask them how this meditation could benefit them when they feel anxious or stressed out. Explain that breathing in and out rhythmically (counting to the same number each time) is a strategy to use during times of anxiety or when you want to calm the body.

### 7.5 Closure 4 minutes

Reiterate why we create goals and why it is important to write a goal that is specific, measurable and doable. *(Goals give us better control over making changes in our lives. It is important to make goals specific, measurable and doable because we will stick to our goal more easily if we know exactly what we need to do, we are invested in our goal and it is possible for us to achieve it.)*

Ask the students to look at their Healthy Eating and Physical Activity Goals and choose “one step I’ll take to reach my goal” from each of the two goals. Ask them to commit to doing that step for each of the two goals by the next class. Ask them to share these steps with a partner.

### Resources

- **HealthSmart High School Nutrition & Physical Activity**, Lesson 2, Activity 1:
  - Writing a Goal Transparency
  - What’s Wrong with These Goals? Transparency
  - My Healthy Eating or Physical Activity Goal Worksheet
    - Modified by *All 4 You2!* curriculum, Lesson 9, Activity 5
Writing a Goal

A well-written goal should have these characteristics:

Doable- Something you can realistically accomplish in the next few weeks.

Specific- It gives clear details of what you want to do.

Measurable- It allows you to determine or measure if you have accomplished your goal at the end of a few weeks.
What’s Wrong with These Goals?

Poorly Written: I want to exercise more.
Well-written: I will jog 3 days each week for at least 20 minutes each time.

Poorly Written: I will eat less junk food.
Well-written: I will only eat 1 serving out of the Fats, Oils and Sweets food group each day.

Poorly Written: I will eat more fruit and lift weights more often.
Well-written: (Choose one) I will eat 3 servings of fruit each day. OR I will lift weights for 30 minutes 3 times each week.
1. My goal for healthy eating:
___________________________________________________________________________________
___________________________________________________________________________________

2. The benefits of reaching my goal: ________________________________________________
___________________________________________________________________________________________________

3. Steps I’ll take to reach my goal:
• _______________________________________________________________________
• _______________________________________________________________________
• _______________________________________________________________________

1. My goal for physical activity:
___________________________________________________________________________________
___________________________________________________________________________________

2. The benefits of reaching my goal: ________________________________________________
___________________________________________________________________________________________________

3. Steps I’ll take to reach my goal:
• _______________________________________________________________________
• _______________________________________________________________________
• _______________________________________________________________________
Information Sheet 7.4

Big Sky Meditation
Written by Jason Murphy

For teachers or instructors to read. It’s helpful if the lights are low. Students should be able to sit in chairs with their backs straight but not rigid or be on the floor on their backs with knees up. Instructions should be read in a slow but clear natural voice. A bell is helpful for transition into and out of meditation time. Find a rhythm of instruction which allows silence. This should take anywhere from 10 to 15 minutes total.

As we begin, first feel your feet on the floor or your body in the chair. Gently allow the eyes to close, and begin to connect with the natural breath, the rising and falling of the breath.

(Pause 2 or 3 breaths.)

Begin to notice the comings and goings of sound, trying not to label “Car,” “Bird” or “Fan,” just notice hearing. See if you can remove the object from the mind and just notice the comings and goings of sound.

(Pause 2 or 3 breaths.)

See if you can begin to notice the silence between the sounds.

(Pause 2 or 3 breaths.)

Allow the breath to move in and out naturally.

Thoughts may arise again – just notice the thought as thought, noting thinking, and return to the breath as a focus point.

(Pause 2 or 3 breaths.)

Begin to imagine the mind as a big blue sky, and thoughts and sounds or sensations in the body as clouds moving through the sky of the mind.

(Pause 2 or 3 breaths.)

The breath is like a gentle breeze moving clouds through the sky of the mind. Try not to get caught in the clouds, just allow them to come and go, moving through the mind.

(Pause 2 or 3 breaths.)

Each time distractions arise, just allow them to move through the big blue sky, seeing the mind is more than just a thought, a feeling, a memory or a sound.

(Pause 2 or 3 breaths.)

Allow the breath to move the clouds through.

When we get lost in the clouds, coming back to the breath and then expanding out into the big sky of the mind.

(Pause 2 or 3 breaths.)

Each distraction is a new opportunity to be in the moment, trying to not identify with them, just letting them go. Just let them move through your mind again and again.

(Pause 2 or 3 breaths.)
Knowing right now there is nothing to do, nowhere to go and no one to be.

(Pause 2 or 3 breaths.)

Just being open and expansive. Letting go of thoughts memories, sounds and feelings. All there is is the mind as a big blue sky and the gentle breeze of the breath.

(Pause 2 or 3 breaths.)

Each distraction as a passing cloud.

(Pause 2 or 3 breaths.)

Breathing in, breathing out, only the breath coming and going.

(Pause 2 or 3 breaths.)

Allowing the bell to ring through you. (Ring bell.)

Bring your awareness to your body, feeling the feet on the floor. When you feel ready, gently allow the eyes to open and slowly move the body.
Lesson Eight
Influences on Nutrition and Physical Activity

Objectives

After participating in this lesson students will

- Identify positive and negative influences in their lives.
- Identify positive and negative influences on nutrition and physical activity.
- Identify ways they can overcome negative influences in their lives.

Time

50 minutes          Prep Time: 20 minutes

Activities

8.1 Review and Plan for the Day       3 minutes
8.2 What Influences You?     15 minutes
8.3 Influences     10 minutes
8.4 Goals/Influences/Ways to Overcome 18 minutes
8.5 Closure     4 minutes

Key Terms

- Influences

Materials

☐ 4 pieces of chart paper labeled Media, Society, Family, Friends
☐ Influences poster (“What Helps” and “What Doesn’t Help”)
☐ Influence Cards (Activity Sheet 8.3)
☐ Goals/Influences/Ways to Overcome (Activity Sheet 8.4)
☐ Index cards

Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Make 4 posters labeled Media, Society, Family and Friends, with columns “What Helps” and “What Doesn’t Help” written underneath each title.
- Make poster with Influences written at top with columns, “What Helps” and “What Doesn’t Help” written underneath.
- Make 1 copy and cut apart Influences Cards (Activity Sheet 8.3).
- Make copies of Goals/Influences/Ways to Overcome (Activity Sheet 8.4), 1 per student, and place in portfolios.
8.1 Review and Plan for the Day  3 minutes

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- What Influences You?
- Influences
- Goals/Influences/Ways to Overcome
- Closure

Review briefly what students have been learning in this class thus far.

- Explain that the previous lessons have given them information about the foundations of healthy eating and physical activity. Then they came up with goals based on what they had learned.
- Tell students that today they will be learning about influences, specifically what influences are whether they help us or not. The lesson will end with learning about ways to overcome negative influences.

Review the Objectives with students.

8.2 What Influences You?  15 minutes

**Materials:** 4 pieces of chart paper labeled Family, Friends, Media, Society; markers for each student; chart paper or access to dry erase/chalkboard

Explain that the next few lessons are going to be about influences (the action or process of producing effects on the actions, behavior, opinions, etc., of another or others) and making choices in what they eat and how they exercise.

- Open with asking the question, “What are things that influence you? What are the factors or people in your life that have some effect on your actions or choices?” Ask students to give examples and write these on chart paper or the board.

Some examples:

| Family | Friends | Media | Society |

- Explain that sometimes these things influence us in a way that is beneficial to our well-being and other times in a way that is not helpful, particularly when we are working toward a goal.

- Direct students’ attention to the 4 pieces of chart paper around the room, with the words Family, Friends, Media and Society written on them. On each poster are two columns, one labeled “What Helps” and the other labeled “What Doesn’t Help.”
Explain that you would like them to think about how these four influences help or don’t help them with the choices they have in their lives. Give an example: “Having a friend who likes to go running with me” could go on the Friends chart under What Helps.

- Explain that you would like each of them to write examples on two of the pieces of chart paper. They can come up with examples from their own lives or they can make up an example. Pass out markers to each student and give them 5 minutes to write 2 examples.

- Have a couple of students volunteer to read one of their examples and explain why they put it there. If no one volunteers, pick an example that you like.

- Tell students that now they are going to look at influences around Healthy Eating and Physical Activity.

### 8.3 Influences 10 minutes

**Materials:** Influences poster, Influences Cards (Activity Sheet 8.3), tape

Explain that you have a list of influences and you would like them to decide whether these are influences that help or don’t help in supporting healthy eating and getting enough physical activity.

- Hand out a few Influences Cards to each student. (See list below.)

- Give them a chance to look at the cards, then tell them to place each influence on the Influences poster under the appropriate column, “What Helps” or “What Doesn’t Help.”

- Once all of the influences are posted, ask students if they have any other influences, positive or negative, that they want to put on the poster. Discuss with students why they placed the influences where they did.

Examples of influences: (You may add others that pertain to your group.)

**Positive:**
- A friend who exercises with me.
- P.E. class
- Parents/guardians cook healthy meals.
- Like the taste of vegetables.
- Good organic food section in grocery store.
- Know that I will feel good after I exercise.
- Parents/guardians drive me to basketball court.
- Skateboard park right next to school.
- Health food store close to my home.

**Negative:**
- Convenience of fast food.
- Don’t have proper clothing.
- Don’t live close to a gym.
- Lazy.
- Crave sweets
- Hurts my body when I run.
- Media makes junk food look appealing.
- Too tired to prepare a good meal at home.

*(Note: The lists above are categorized positive or negative. However, students may place one of the influences in a different column or in the middle. This provides for good discussion around how we all perceive influences.)*
8.4 Goals/Influences/Ways to Overcome 18 minutes

Materials: Goals/Influences/Ways to Overcome (Activity Sheet 8.4), Healthy Eating and Physical Activity Goals (Activity Sheet 7.3), notebook paper

Explain that students will now be looking at the goals they created during the last class session and see what may influence achieving those goals. Have students find their Healthy Eating and Physical Activity Goals activity sheet in their student portfolios.

- Give students an opportunity to look over their goals and then direct their attention to the Goals/Influences/Ways to Overcome activity sheet in their portfolios. (Note: For this activity to be successful, it’s imperative that students write goals before this class. See Lesson Seven.)

- Tell students you would like them to write both their goals down on the new activity sheet under the section titled “Goals.”

- Once students have written their goals, direct their attention to the next part of the activity sheet: “Influences.”

- Explain that, just as earlier they were writing down influences that help or don’t help in their life, they should now think specifically about their Healthy Eating and Physical Activity Goals and the influences that help or don’t help in keeping those goals.

- Have students write down those influences under the appropriate column. Have them reference the Influences poster from the previous activity if they are having a difficult time coming up with influences around nutrition and physical activity.

- Have students share one of their goals and an influence that helps or doesn’t help.

Tell the students that they will now be looking at ways to overcome the influences that don’t help them in achieving their goals.

- Write across the top of the board or chart paper some of the negative influences students have shared.

- Tell students you’d like them to write the same influences across the top of a piece of notebook paper.

- Give some examples of ways to overcome negative influences. For example, if one of the influences is laziness, write down “Call a friend to exercise with you.”

- Have students work individually or in pairs to come up with some ways that they can overcome these negative influences. Then have them apply these strategies to the specific negative influences on their goal.

- Have students write down a couple of ways to overcome the negative influences on their Goals/Influences/Ways to Overcome activity sheet.
Explain that in our lives we are constantly being influenced by external factors, such as ones they noticed today, and internal influences that we impose on ourselves (for example, being aware of our internal influences and what they are saying; the importance of using positive self-talk; using visualization; viewing yourself as an active, healthy person, etc.). Often we make choices in our lives based on these influences. (Give an example from the lesson such as being influenced by a friend who likes to go running.) In the next class, they will talk more about choices that are based on these influences.

8.5 Closure

4 minutes

Materials: Index cards

Ask students to choose one positive example from the Influences Cards that they have in their lives at this time, or that they want to create in their lives. Have them write this positive influence on an index card to tape into the front of their portfolio (or take home) to remind them whenever they see it. Ask students to share what they have chosen.

Resources

- HealthSmart High School Nutrition & Physical Activity, Lesson 3, Activity 1:
  - Influences on My Diet and Physical Activity Worksheet
- Activity 8.4 Goals/Influences/Ways to Overcome: from All 4 You 2! curriculum, Lesson 11, Activity 3
Influences Cards

A friend who exercises with me.

P.E. class

Parents/guardians cook healthy meals.

Like the taste of vegetables.
Good organic food section in grocery store.

Know that I will feel good if I exercise.

Parents/guardians drive me to basketball court.

Skateboard park right next to school.

Health food store close to my home.
Convenience of fast food.

Don’t have proper clothing.

Don’t live close to a gym.

Lazy.

Crave sweets.

Hurts my body when I run.
Media makes junk food look appealing.

Too tired to prepare a good meal at home.
Healthy Eating Goal

_____________________________________

_____________________________________

Physical Activity Goal

_____________________________________

_____________________________________

What Helps?  What Doesn’t Help?

Healthy Eating:


Physical Activity:


Ways to Overcome

What are you going to do when someone or something is a negative influence to you achieving your goals?

Healthy Eating


Physical Activity


Nutrition and Physical Activity for Lifelong Health
ETR Associates

Lesson Eight  ■  97
Lesson Nine
Healthy Eating and Physical Activity Choices

Objectives

After participating in this lesson students will
• Identify influences on their choices around healthy eating and physical activity.
• Be more familiar with healthy eating and physical activity options.
• Use guided imagery as a meditation practice.

Time

50 minutes            Prep Time: 15 minutes

Activities

9.1 Review and Plan for the Day          3 minutes
9.2 Choices          8 minutes
9.3 Food Choice Factors       15 minutes
9.4 Meditation          10 minutes
9.5 Food Tasting          10 minutes
9.6 Closure          4 minutes

Key Terms

• Choice (as a verb)          • Conventional Food
• Option (as a noun)          • Guided Imagery
• Organic Food

Materials

o Food Choice Factors poster
o Food Choice Factors (Activity Sheet 9.3)
 o Guided Imagery—Neck Stretch (Information Sheet 9.4)
 o Snacks for food tasting (hummus and crackers, dried fruit)
 o Exercise Factors (Activity Sheet 9.6)

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Create poster of Food Choice Factors. List the following factors on chart paper: Cost, Convenience, Taste, Contributes to Goal, Nutritional Value, Level of Choice, Organic, Conventional.
• Make copies of Food Choice Factors (Activity Sheet 9.3), 1 for each student, and place in portfolios.
- Buy healthy snacks for food tasting.
- Make copies of Exercise Choices (Activity Sheet 9.6), 1 for each student, and place in portfolios.

### 9.1 Review and Plan for the Day 3 minutes

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

**Plan for the Day:**
- Choices
- Food Choice Factors
- Meditation
- Food Tasting
- Closure

Review the previous class. Ask students what influences they remember writing about. List the main influences on the board—Media, Society, Family and Friends. Ask: What are some ways to overcome a negative influence?

Explain that today they will talk about making choices based on what influences them specifically around nutrition and physical activity. They will practice a new meditation technique and then finish class with a food tasting of healthy snacks.

Review the Objectives with students.

### 9.2 Choices 8 minutes

**Materials:** Chart paper or access to dry erase/chalkboard

Explain that during the last lesson they looked at influences and how these either help us or impede us in achieving goals. Write “Influences on Choices” (having the power, right or liberty to choose; having options) on the board above the influences list you wrote during the review.

- Direct students’ attention to the phrase Influences on Choices, with the list of influences written underneath. Ask for some specific examples of how these four things influence us and write them next to the influence. For example, a student might say, “My friends influence me by playing basketball every Friday.” Have an example for each of the four influences. (With the influence from friends, tell them it can also be called peer pressure and briefly discuss how peer pressure can be both positive and negative.)
The table should look something like this:

<table>
<thead>
<tr>
<th>Influences</th>
<th>on</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society</td>
<td>e.g. Clothing</td>
<td>To find your style</td>
</tr>
<tr>
<td>Media</td>
<td>e.g. Body image</td>
<td>To feel good about yourself</td>
</tr>
<tr>
<td>Friends</td>
<td>e.g. Play sports</td>
<td>To play or not to play</td>
</tr>
<tr>
<td>Family</td>
<td>e.g. Values</td>
<td>To follow those values</td>
</tr>
</tbody>
</table>

- Tell students: “Now that we have some examples of what influences us, let’s talk about choices we have based on these influences.” Give them an example by saying, “I have a choice whether I play basketball or not with my friends on Friday. My option (the power or right of choosing) is to exercise or not.”

- Explain that we are privileged to have many options about what we do in our lives. Next they will talk about making choices around what they eat.

### 9.3 Food Choice Factors 15 minutes

**Materials:** Food Choice Factors Activity Sheet 9.3, Food Choices poster

Ask students what are some options they have when deciding what to eat (e.g., where to eat, what to eat, how much to eat). What are some factors they think about when deciding where to eat, what to eat or how much to eat? Give an example if needed, e.g. “cost.” Or ask if they consider how much the food will cost, how long it will take to prepare it, how they will feel after they eat it, and whether it is nutritious.

- Once students have given some examples, show them the poster with all the factors written on it: i.e., the Healthy Eating or Physical Activity Goals they have set, Cost, Convenience, Taste, Contributes to Goal, Nutritional Value, Level of Choice and Organic (grown with fertilizers or pesticides of animal or vegetable origin, as distinguished from manufactured chemicals) vs. Conventional (grown with fertilizers or pesticides of chemical origin).

- Tell students they are now going to compare these factors in different meal choices and see how different types of meals rate using the different factors.

Direct students to the Food Choice Factors activity sheet in their portfolios.

- Tell them they are to look at each of the Food Choices (Fast Food, Homemade Dinner, Restaurant, Frozen Dinner and Movie Theater Dinner). They are to rate each of those choices using the different Choice Factors (Contributes to Goal, Cost, Nutritional Value, Convenience, Taste, Level of Choice and Organic vs. Conventional).

- Demonstrate with one of the Food Choices: “For example, with Fast Food under the Cost column, I would give it a 5 because, to me, it is very inexpensive.” Have students complete the graph individually. Make sure that they total up the value for each meal choice.
• Ask students to look at each of the factors. Tell them to circle the three most important factors to them when making food choices.

• Once all students have completed the activity sheet, have them volunteer to share their responses, first, which food choice had the highest total and, second, which factors are the most important to them when making food choices. Look for any similarities across the class with the responses. Discuss those similarities, if there are any.

• Have students look at the column labeled, “Nutritional Value.” Ask them which food choices ranked the highest for that factor. Tell them that this is an important factor because of the significance of getting the proper nutrition while their bodies are still growing as teenagers.

9.4  Meditation  10 minutes

Materials: Guided Imagery—Neck Stretch (Information Sheet 9.4)

Explain that students will be continuing meditation by practicing guided imagery (a meditation session conducted with verbal instruction from a teacher). Explain what guided imagery is and tell them you will be reading a passage to them from a book. Have students find a comfortable place somewhere in the room where they will not be distracted by others. Have them get comfortable in their chairs, sitting up, with hands resting in their laps.

• Tell students that they will start by relaxing their bodies with deep breathing. Have students practice deep-breathing techniques for a couple of minutes. Remind them of counting while inhaling and exhaling if this helps them focus on their breath.

• Once students are focused and quiet and have taken a few breaths, start reading the guided imagery passage from Information Sheet 9.4.

• Once finished with the guided practice, have students continue to take a few more deep breaths and then tell them to slowly begin moving their toes and fingers, gradually bringing their awareness back to the present moment. Tell students to open their eyes and move back to their seats when they are ready.

• End the session by asking students what they thought of this technique. Is it something they would practice again to help them relax or focus?

9.5  Food Tasting  10 minutes

Materials: Food for food tasting (choose foods that are healthy yet tasteful, e.g. low-fat whole-wheat pretzels, hummus and whole-wheat pita bread, dried fruit and nuts, fresh fruit or vegetables, low-fat yogurt), utensils for eating the food (plates, cups, forks and knives)

Tell students that you have some different foods for them to sample. These are healthy foods, in that they are low-fat, have high amounts of nutrients in them or are low in sugar.
Explain that once they have some food they should return to their seats for the closure activity.

### 9.6 Closure

**Materials:** Exercise Choices (Activity Sheet 9.6)

Explain that you would like students to fill out a questionnaire on choices in exercising so that they can be aware of the choices they have each day. Show them the Exercise Choices activity sheet in their portfolios. Have them fill it out while they continue to enjoy their healthy food snacks. When students are done, have them share their answers.

### Resources

*Guided Imagery for Groups* published by Whole Person Associates.

Activity 9.5 Food Tasting: from *All 4 You 2!* curriculum, Lesson 13, Activity 5.
<table>
<thead>
<tr>
<th>FOOD CHOICE FACTORS</th>
<th>Contributes to Goal</th>
<th>Cost</th>
<th>Nutritional Value</th>
<th>Convenience</th>
<th>Taste</th>
<th>Level of Choice</th>
<th>Organic vs. Conventional</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast Food</td>
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<tr>
<td>Homemade Dinner</td>
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<td>Restaurant</td>
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<td></td>
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<tr>
<td>Frozen Dinner</td>
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<td></td>
</tr>
<tr>
<td>Movie Theater Dinner</td>
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</table>
Guided Imagery—Neck Stretch

Goal
To relax tense muscles in the neck area.

Special Considerations
*Demonstrate the stretches as you give verbal instructions. Remind participants this is not a competition. They should stretch gently, and never push to the point of pain.*

Guided Stretch Script
Look straight ahead, with your knees together…

Grasp the underside of the chair seat…and pull upwards on the seat, at the same time you lower both shoulders a few inches…

Your elbows, by this time, should be slightly bent.

As you pull up on the chair…you should feel the muscles between your neck and shoulders stretch…

These are the long muscles running from the top of your shoulders to the back of your neck, called the trapezius muscles…

Next, simply rotate your head from left to right…and to the left again…as if you were shaking your head no…

Do not “help” your stretch by pushing your head with your hands. This may result in an injury.

Instead, place your hands on the sides of your neck…So you can gently massage the two areas being stretched…

Keep breathing throughout your stretch…

When you are done with your stretch, take note of any thoughts…feelings…and sensations you are experiencing…(*Pause 5 seconds.*)

When you have noted these, you have completed this exercise for now.

Used with permission from Whole Person Associates Inc., 210 West Michigan, Duluth, MN 55802-1908, www.wholeperson.com.
Listed below are some options you have when choosing what you want to do for exercise. Think about what will motivate you to exercise, and then circle the option you would choose.

It will help me to exercise if I:

- Go with a friend  or  Exercise alone
- Go outside  or  Stay inside
- Play on a team  or  Play for fun
- Pay money  or  Go for free
- Choose competitive  or  Non-competitive activity
- Choose long-duration  or  Short-duration activity
- Choose high-intensity  or  Low-intensity activity

Can you think of other choices you make when exercising?

**Take note of the choices you have circled—they are the factors that will encourage you to exercise!**
Lesson Ten
Decision Making for Nutrition and Physical Activity

Objectives

After participating in this lesson students will
- Learn about decision-making skills and how to use them to resist negative influences on their choices about nutrition and physical activity.
- Use the Decision-Making Process to think through a problem.
- Track progress on their healthy eating and physical activity goals.

Time

50 minutes                    Prep Time: 15 minutes

Activities

10.1 Review and Plan for the Day       3 minutes
10.2 Decision-Making Skills               27 minutes
10.3 Tracking Progress                    10 minutes
10.4 Closure                             10 minutes

Key Terms

- Decision Making
- Alternatives
- Impulsive

Materials

☐ Steps to Decision Making chart
☐ Decision Example Cards (Activity Sheet 10.2a)
☐ Decision-Making Process (Information Sheet 10.2)
☐ Decision Making (Activity Sheets 10.2b-d)
☐ Tracking My Progress (Activity Sheet 10.3)

Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Create Steps to Decision Making chart. Below the title, list the steps in making a decision, leaving space for Example Cards. (See Activity 10.2.)
- Copy and cut apart Decision Example Cards (Activity Sheet 10.2a).
- Make copies of Decision-Making Process (Information Sheet 10.2), 1 for each student, and place in portfolios.
• Make copies of **Decision Making** (Activity Sheets 10.2b-d), 1 for each pair of students.
• Make copies of **Tracking My Progress** (Activity Sheet 10.3), 1 for each student, and place in portfolios.

## 10.1 Review and Plan for the Day

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- Decision-Making Skills
- Tracking Progress
- Closure

Review the previous class. Ask students what are some of the choices they have around healthy eating and physical activity. Ask them what factors are important to them when choosing what to eat.

Explain that today they will take what they’ve learned about influences and choices around eating and exercise and learn some decision-making skills.

Review the Objectives with students.

## 10.2 Decision-Making Skills

**Materials:** Steps to Decision Making chart, **Decision Example Cards** (Activity Sheet 10.2a), **Decision-Making Process** (Information Sheet 10.2), **Decision Making** (Activity Sheets 10.2b-d)

Write the phrase “Influences on Choices to Make Decisions” on the board. Read the phrase and then remind students that influences (such as family, society, friends and media) can be both helpful and not helpful in achieving goals or living a healthy life. Based on those influences and choices, at some point we make a decision to act or to not act.

Sometimes when we make a decision, it’s an **impulsive** (inclined to act in haste rather than thought) decision. Explain what “impulsive” means. Then ask students when it might be OK to make an impulsive decision (i.e. when the consequences of that decision are minor). Document their answers on the board or chart paper. Tell students that sometimes the consequences of our actions are profound; so it’s good to have the skills to make sound and thoughtful decisions.
Tell students that every time they eat something or decide to do physical activity, they are making a decision. Explain that they will now learn a decision making (the mental process of reaching a decision) process. They will learn the steps that are laid out on the Steps to Decision Making chart and use them to make a decision around healthy eating or physical activity. Show students the Decision-Making Process information sheet in their portfolios. Tell them to follow along using this information sheet as you discuss the steps.

Give the following example using the Steps to Decision Making chart and the Decision Example Cards. As each of the steps is introduced, add the Example Card to the chart:

1. **Define the Issue:** Need to go to soccer practice, but feel tired and unmotivated and want to watch a TV program.

2. **Influences:** Tired, want to watch TV, have to get to the practice on my own, coach and teammates are expecting me, enjoy the practice usually, nice day, what will people think if I don’t show up.  *(Note: Clarify with the students which influences are helpful and which are not helpful.)*

3. **Alternatives (all of the options in a given circumstance):** Call up a teammate to give me a ride, watch part of the show and be late for the practice, catch the bus instead of riding my bike, record the TV show.

4. **Look at both sides (pros and cons):** Pros—I know I will feel good once I get there, it’s a nice day for being outside, and I’m a part of a team. Cons—I will get a call from my coach asking why I wasn’t there, my parents will want to know why I didn’t go, I might not get to play in the game if I don’t attend practice.

5. **Decide and Act:** Think about my alternatives: I’ll call my teammate to get a ride and I’ll record the show. That way I can follow through on my responsibility as a team member and I get to watch the show I want to see.

6. **Evaluate:** In hindsight there are things to think about. Specifically: How did my decision turn out? What was the payoff in my decision? Was I satisfied with the decision? Was I proud of my choice? Would I make the same choice again?

Once finished with this demonstration, explain that students will now use this process on an issue dealing with physical activity, nutrition or peer pressure. Tell students they will be working in pairs. Have them find someone to work with or designate partners. Once they are in pairs, hand out one of the Decision Making activity sheets to each pair. If there are more than 6 students in class that day, equally disperse the three different issues: physical activity, nutrition and peer pressure.
Review the activity sheet with students and explain that they are to choose one of the issues described at the top of the sheet. Then they will write answers for each of the decision-making steps.

Walk around and help students as needed. If students can’t think of an answer to one of the steps, use the following sample answers for each of the issues to help guide them.

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>Nutrition</th>
<th>Peer Pressure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. 1</td>
<td>Ex. 2</td>
<td>Ex. 3</td>
</tr>
<tr>
<td>Ex. 1</td>
<td>Ex. 2</td>
<td>Ex. 3</td>
</tr>
<tr>
<td>Ex. 1</td>
<td>Ex. 2</td>
<td>Ex. 3</td>
</tr>
<tr>
<td>Ex. 1</td>
<td>Ex. 2</td>
<td>Ex. 3</td>
</tr>
</tbody>
</table>

**Influences**
- Friends on the team
- How far the walk is
- How much it costs
- Taste
- Want to be thinner
- More control over food
- School is boring
- Less free time
- Don’t want to let friend down

**Alternatives**
- Could just go for practices
- Could go once or twice a week
- Could borrow a friend’s
- Don’t get French fries
- Research side-effects
- Always eat one meal a day at home
- Could tell friend “no”
- Take a different class
- Could say “no”

**Benefits/Consequences**
- Social contact
- Exercise
- Use it instead of car
- Might gain weight
- Could be bad for body
- Save money
- Could get in trouble
- Will learn new things
- Chance to meet new friend

After they complete the activity, have a couple of students volunteer to read through their decision-making process.

### 10.3 Tracking Progress 10 minutes

**Materials:** Tracking My Progress (Activity Sheet 10.3)

Remind students of the goals they wrote for themselves a week or so ago. Tell them that once a week the class will be looking at how they each did on achieving their goals.

- Refer students to the Tracking My Progress activity sheet in their portfolios.
- Have them write in their goals for both healthy eating and physical activity.
- Then have them fill out the rest of the form, choosing one of their goals to focus on.

Ask students to share with a partner how they did on their goal this past week. What were the challenges? What did they do to meet their goal? How did they feel about working toward their goal?

### 10.4 Closure 10 minutes

Have students take one of the challenges they identified on the Tracking My Progress activity sheet and apply the decision-making process to it. Walk around and make sure students are on task and help them with ideas where needed.
Resources

Decision-Making Process:

Holt Health, page 25. Published by Holt, Rinehart, Winston (Harcourt Brace & Co.).
Tribes, page 138. Published by Center Source Systems, LLC.
Therapeutic Recreation for Chemical Dependency: Adolescents and Adults: Programming and Activities, pages 172-173. Published by American Alliance for Health, Physical Education, Recreation and Dance.

HealthSmart High School, Nutrition & Physical Activity. Lesson 2, Activity 2: Tracking My Progress worksheet, modified by All4You2! curriculum, Lesson 12, Activity 3.
1. **Define the Issue:** What is the issue I need to make a decision about?  
   (Need to go to soccer practice, but feel tired and unmotivated and want to watch a TV program.)

2. **Influences:** Who or what is influencing my decision? Are they helping or hindering?  
   (Tired, want to watch TV, have to get to the practice on my own, coach and teammates are expecting me, enjoy the practice usually, nice day, what will people think if I don’t show up.)

3. **Alternatives:** What are all my possibilities?  
   (Call up a teammate to give me a ride, watch part of the show and be late for the practice, catch the bus instead of riding my bike, record the TV show.)

4. **Look at both sides (pros and cons):** What are the benefits and consequences of my choices?  
   (I know I will feel good once I get there, it’s a nice day for being outside, I’m a part of a team. I will get a call from my coach asking why I wasn’t there, my parents will want to know why I didn’t go, I might not get to play in the game if I don’t attend practice.)

5. **Decide and Act:** What is the most responsible choice I can make?  
   (Think about my alternatives. I’ll call my teammate to get a ride and I’ll record the show. That way I can follow through on my responsibility as a team member and I get to watch the show I want to see.)

6. **Evaluate:** In hindsight there are things to think about. Specifically:  
   How did my decision turn out? What was the payoff in my decision? Was I satisfied with the decision? Was I proud of my choice? Would I make the same choice again?
Decision Example Cards

1. Need to go to soccer practice, but feel tired and unmotivated and want to watch a TV program.

2. Tired, want to watch TV, have to get to the practice on my own, coach and teammates are expecting me, enjoy the practice usually, nice day, what will people think if I don’t show up.

3. Call a teammate to give me a ride, watch part of the show and be late for the practice, catch the bus instead of riding my bike, record the TV show.
4. I know I will feel good once I get there, it’s a nice day for being outside, I’m a part of a team.

I will get a call from my coach asking why I wasn’t there, my parents will want to know why I didn’t go, I might not get to play in the game if I don’t attend practice.

5. Think about my alternatives: I’ll call my teammate to get a ride and I’ll record the show. That way I can follow through on my responsibility as a team member and I get to watch the show I want to see.
6. In hindsight there are things to think about. Specifically: How did my decision turn out? What was the payoff in my decision? Was I satisfied with the decision? Was I proud of my choice? Would I make the same choice again?
Decision Making—Physical Activity

Choose and circle one of the following situations:

**Example 1:** You’ve been asked to play on a sports team and are trying to decide if you want to play or not.

**Example 2:** You want to get some more exercise on a regular basis so you are thinking about walking to school.

**Example 3:** You’re trying to decide if you should spend your money on buying a bicycle to get around on and for exercise.

Now use the decision-making process to come to a decision on the chosen situation.

**Influences:** (Who/what influences you in making this decision?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Alternatives:** (What are all of your possibilities?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Look at both sides:** (What are the benefits and consequences of your decision?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Decide and Act:** What is the most responsible choice you can make?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Decision Making—Healthy Eating

Choose and circle one of the following situations:

**Example 1:** You’re at a fast-food restaurant trying to decide whether you should get the healthier food choice or more fattening option.

**Example 2:** You’ve heard of people using diet pills to lose weight. You want to lose weight, so you are considering taking diet pills.

**Example 3:** You’re thinking about eating all of your meals at home instead of buying food at restaurants.

Now use the decision-making process to come to a decision on the chosen situation.

**Influences:** (Who/what influences you in making this decision?)

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

**Alternatives:** (What are all of your possibilities?)

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

**Look at both sides:** (What are the benefits and consequences of your decision?)

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

**Decide and Act:** What is the most responsible choice you can make?

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Decision Making—Peer Pressure

Choose and circle one of the following situations:

**Example 1:** Some friends of yours are thinking about skipping school for the day. You’re trying to decide if you want to skip school as well.

**Example 2:** A friend of yours wants to take an art class after school and she really wants you to take the class too. You’re trying to decide if that’s what you want to do.

**Example 3:** You have a friend who wants you to go on a blind date with a friend of his. You’re trying to decide if that’s what you want to do.

Now use the decision making process to come to a decision on the chosen situation.

**Influences:** (Who/what influences you in making this decision?)
______________________________________________________________
______________________________________________________________
______________________________________________________________

**Alternatives:** (What are all of your possibilities?)
______________________________________________________________
______________________________________________________________
______________________________________________________________

**Look at both sides:** (What are the benefits and consequences of your decision?)
______________________________________________________________
______________________________________________________________
______________________________________________________________

**Decide and Act:** What is the most responsible choice you can make?
______________________________________________________________
______________________________________________________________
Tracking My Progress

My **healthy eating** goal:

My **physical activity** goal:

**Date: __________**

**What I did to meet my goal:**

►

►

►

►

►

►

**What I learned this week:**

**Benefits** I enjoyed this week: ________________________________

____________________________________________________________________

**Challenges** I had: ________________________________

____________________________________________________________________

Possible ways to *deal with challenges* if they come up again: ________________________________

____________________________________________________________________

What am I going to do toward my goal *next week*: ________________________________

____________________________________________________________________

Who could *help* me with my goal if I need support: ________________________________

Adapted with permission from *Health Smart* High School.
Lesson Eleven
Unhealthy Dieting Behaviors

Objectives

After participating in this lesson students will
- Identify healthy and unhealthy ways to manage weight.
- Practice resistance band exercises.
- Practice meditation/guided imagery.

Time

50 minutes           Prep Time: 25 minutes

Activities

11.1 Review and Plan for the Day        3 minutes
11.2 Introduction to Dieting           5 minutes
11.3 Unhealthy and Healthy Dieting     20 minutes
11.4 Resistance Band Exercises      10 minutes
11.5 Meditation          8 minutes
11.6 Closure            4 minutes

Key Terms

- Myth
- Guided Imagery
- Visualization

Materials

- Weight Loss Myths: How Much Do You Really Know? (Information Sheet 11.3)
- 9 Weight Loss Myth charts
- Resistance bands
- Guided Imagery—Tree in Winter (Information Sheet 11.5)

Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Make copies of Weight Loss Myths (Information Sheet 11.3), 1 for each student, and place in portfolios.
- Make one copy of Weight Loss Myths (Information Sheet 11.3) to be cut apart, separating each myth/fact.
- Make 9 Weight Loss Myth charts by writing each of the myths from Information Sheet 11.3 on a separate piece of chart paper. Post around the room.
11.1 Review and Plan for the Day 3 minutes

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities that students will be doing.

Plan for the Day:
- Introduction to Dieting
- Unhealthy and Healthy Dieting
- Resistance Band Exercises
- Meditation
- Closure

Review the phrase “Influence on Choices to Make Decisions.” Point to the Make Decisions part and ask students when it might be OK to make an impulsive decision and when they would need to use the decision-making process. Acknowledge their responses.

Explain that they are now going to learn about unhealthy and healthy eating habits, and how their decision making about the foods they eat affects their overall health.

Review the Objectives with students.

11.2 Introduction to Dieting 5 minutes

**Materials:** Chart paper or access to dry erase/chalkboard, markers

Tell students that they will begin by listing some different ways that people lose weight.

- Ask: What are some ways people lose weight or maintain their weight?
- Write students’ responses on chart paper or the dry erase/chalkboard.
- Then ask students which methods they think are healthy ways to lose or maintain weight. Circle the ones they think are healthy.

11.3 Unhealthy and Healthy Dieting 20 minutes

**Materials:** Weight Loss Myths: How Much Do You Really Know? (Information Sheet 11.3), one copy of Weight Loss Myths information sheet cut into individual myth/fact sections, 9 Weight Loss Myth charts, notebook paper.

Have students look around the room at the different weight loss myth (any invented story, idea or concept) charts. Ask students if these are healthy or unhealthy ways to lose weight.
• Explain that each student is going to be assigned to one of the charts and will be responsible for finding out if the statement is true or false (pair students if you have more than 9 students). Give 1 myth/fact to each student or pair of students. *(Note: All of the statements are false or myths.)*

• Explain that they are to write why the myth is false based on the information they read under the fact section of the **Weight Loss Myths** information sheet.

• Have students find the correct chart and write their answer on the chart paper. Once they have done that, tell them to look around the room and see if there are any similarities to the responses. They should notice that all of the statements are false.

• Ask them if there were any statements they did not know were false. Talk about why each is a weight loss myth.

• Ask the students what is the healthiest way to lose or maintain weight (exercising and eating healthy).

Explain that now students are going to look at why people might choose to use one of the diets presented today versus eating healthy and exercising.

• Ask students to think of all the things that influence us (media, society, friends and family) and which one they think influences them most in what type of diet they follow.

• Ask who they think influences them most around fad diets (society). Ask why they think people choose to follow an influence from society. Repeat back or record their answers on the board. Is it because it’s easier to follow or because of the images that are presented to us?

• Explain that whether they would follow a diet like the ones presented today is something they have a choice about. (For example, they have to make a decision whether they will follow a diet that promises they will lose weight quickly.)

• Give each student a piece of notebook paper and tell them that you would like them to write down everything they’ve eaten in the past 24 hours. After they finish, ask them to write down one thing they could do to eat healthier based on information they’ve learned in this class. When they are finished tell them this information is for them to keep.

Emphasize that the only healthy way to lose or maintain weight is by eating healthy food and being physically active.
11.4 Resistance Band Exercises 10 minutes

**Materials:** Resistance Bands, *Resistance Band Workout* (Activity Sheet 1.1)

Explain that students will now do some resistance band exercises.

- Explain that resistance bands develop muscular strength and flexibility. You can determine the intensity of the exercise by grabbing the resistance band closer to the center of the band.

- Show the resistance band and demonstrate how to use it. Let students know that it is not for playing with, only for doing the specific exercises. Emphasize being safe while doing the exercises, so they won’t hurt themselves. It’s possible to injure a muscle by doing the exercise incorrectly. Show the students the *Resistance Band Workout* activity sheet in their portfolios to follow along with.

- Explain that when choosing a band, the thicker the band the more resistance it has.

**Perform the Resistance Band Workout:** Have students find a space away from each other, facing toward you. Demonstrate each activity and then go around and help students with the individual exercises, as needed.

**Exercises:**

- **Bent Over Row**
  Center band under feet and bend forward at the waist, back flat and abs in. Grab tube close to the feet and bend the elbows to pull the arms up to the torso, squeezing the back.

- **Overhead Press**
  Place both feet on tube and grasp ends or handles, bringing hands up just over shoulders with elbows bent and palms in. Press arms up over head and then lower.

- **One-Armed Reverse Fly**
  With front foot standing on one end of the band, hold other end in one hand and lean over, abs in, torso at 45 degrees. Keeping elbow slightly bent and in a fixed position, raise arm out to shoulder level, squeezing shoulder blades.

- **One-Armed Lateral Raise**
  Stand with one end of the tube under foot and the other end in one hand. Keeping elbow slightly bent and fixed, lift arm out to the side, to shoulder level.

- **Bicep Curl**
  Place both feet on tube and grasp handles (the wider the feet, the harder the exercise). Bend the elbows and curl hands up toward shoulder. Lower and repeat.
• Cross-Body Bicep
Place left foot on band and hold the handle or end in right hand. Begin the move with palm facing in and bend the elbow, curling hand up towards the shoulder, going across the body.

11.5 Meditation 8 minutes

Materials: Guided Imagery—Tree in Winter (Information Sheet 11.5)

Explain that students are going to continue their meditation practice by being led through a guided imagery sequence. Explain the difference between visualization (formation of mental visual image) and guided imagery (guiding the visualization toward a specific life-enhancing goal).

• Explain how guided imagery can be used. One example is to visualize yourself doing something you are challenged by, such as an athlete who wants to improve at free throws. By visualizing throwing the shot and being successful, he or she is setting it up to be more successful the next time he/she actually shoots a free throw. Explain that in order to get the maximum benefits from guided imagery, you have to practice it consistently over a period of time.

• Have students find a comfortable spot somewhere in the room where they will not be disturbed by others. They can sit or lie on the ground, or sit in a chair.

• Lead students through the Tree in Winter Guided Imagery on Information Sheet 11.5.

11.6 Closure 4 minutes

After the sequence, have students return to their seats. Ask them to think of a time they could use guided imagery. Ask them to consider something they are challenged by that they would like to improve on. Have them write their answers in their student portfolios, and ask them to do this practice at least once in the coming week.

Resources

HealthSmart High School, Nutrition & Physical Fitness, Lesson 4, Activity 2:
Weight Loss Myths: How Much Do You Really Know? Information Sheet

www.exercise.about.com
Strength Training with Resistance Bands

Guided Imagery for Groups published by Whole Person Associates.
Weight Loss Myths: How Much Do You Really Know?

Myth: Fad diets work for permanent weight loss.
Fact: Fad diets are not the best ways to lose weight and keep it off. Diets often promise to help you lose a lot of weight quickly, or tell you to cut out certain foods to lose weight. Although you may lose weight at first, you may not get all the nutrients that your body needs. Many people quickly get tired of diets and regain the lost weight. Research suggests that losing 1/2 to 2 pounds a week by eating better and exercising more is the best way to lose weight and keep it off.

Myth: Skipping meals is a good way to lose weight.
Fact: Your body needs a certain amount of calories and nutrients each day in order to work properly. Most people who skip meals during the day make up for those missing calories by snacking or eating more at the next meal. Studies show that people who skip breakfast tend to be heavier than those who eat a nutritious breakfast. A healthier way to lose weight is to eat many small meals throughout the day that include a variety of nutritious, low-fat and low-calorie foods.

Myth: Eating after 8 p.m. causes weight gain.
Fact: It doesn’t matter what time of day you eat—it’s how much you eat during the whole day and how much exercise you get that make you gain or lose weight. If you want to have a snack before bedtime, make sure that you first think about how many calories you have already eaten that day.

Myth: Certain foods, such as grapefruit, celery or cabbage soup, can burn fat and make you lose weight.
Fact: No foods can burn fat. The best way to lose weight is to cut back on the number of calories you eat and be more physically active.

Myth: Natural or herbal weight-loss products are safe and effective.
Fact: A product that claims to be “natural” or “herbal” is not necessarily safe. These products are not usually tested scientifically to prove that they are safe or that they work. Some herbal and natural products may be unsafe for people with certain medical conditions.

Adapted with permission from HealthSmart High School.
Weight Loss Myths: How Much Do You Really Know? (continued)

Myth: Eating red meat is bad for your health and will make it harder to lose weight.
Fact: Red meat, pork, chicken and fish contain some saturated fat and cholesterol. But they also have nutrients that are important for good health, such as protein, iron and zinc. Eating lean meat in small amounts can be part of a healthy diet.

Myth: Starches are fattening and should be limited when trying to lose weight.
Fact: Rice, pasta, bread, beans and some vegetables (such as potatoes, squash, turnips, beets and carrots) are rich in complex carbohydrates (also called starch). Carbohydrates are an important source of energy. Foods high in starch can become high in fat and calories when they are made with rich sauces or high-fat toppings. Avoid high-fat toppings and choose foods high in fiber, such as whole grains, beans and peas.

Myth: High-protein/low-carbohydrate diets are a healthy way to lose weight.
Fact: High-protein/low-carbohydrate diets may cause rapid weight loss, but most of it is water weight and lean muscle mass, not fat. You lose water because your kidneys try to get rid of the excess waste products of protein and fat, called ketones, that your body makes. This can overwork the kidneys and cause dehydration, headaches, nausea, fatigue and dizziness. Following a reduced-calorie diet that’s well-balanced between carbohydrates, proteins and fats will help you lose weight without hurting your body.

Myth: “Going vegetarian” means you are sure to lose weight and be healthier.
Fact: Vegetarian diets can be healthy because they are often lower in saturated fat and cholesterol and higher in fiber. Choosing a vegetarian diet with a low fat content can be helpful for weight loss. But vegetarians (like non-vegetarians) can also make poor food choices, such as eating large amounts of junk (nutritionally empty) foods.

Adapted with permission from HealthSmart High School.
Guided Visualization—Tree in Winter

Goal
To promote inner harmony and well-being.

Guided Image Script
Allow yourself the time now to relax…to unwind…to let your mind drift…and to let your body float.

Breathe fully and deeply…filling your lungs…expanding your belly as you take in air…and releasing any tensions you may have accumulated as you exhale…

Gently allow your eyes to close…(Pause 10 seconds.)

Give yourself permission to have this time…completely without interruptions…without distraction…this time is completely yours.

As relaxation naturally takes over your body, feel the surface upon which your body rests…Settle into this surface…You feel balanced…well-rooted and sturdy in your comfort zone…(Pause 5 seconds.)

You are deeply relaxed now…Imagine you are the only tree on a small hill…it is just before dawn…and the sun is barely visible over a distant hill…the entire area is covered with a layer of snow…one foot thick…you can feel your branches holding the weight of the snow…(Pause 10 seconds.)

It is dawn…and the bright circle of the sun is visible over the distant hill…the sun’s rays warm the snow and your branches…(Pause 10 seconds.)

Soon, the ice and snow begin to melt and fall off…your branches are free…extend them as far as you can…as you stretch your branches…it is time for you to awaken and stretch your own limbs as well…

When you are ready, you will move from your relaxed position…and stretch your body in any way that feels comfortable…bringing back with you a feeling of freedom and warmth to carry you through the rest of your day.

Used with permission from Whole Person Associates Inc., 210 West Michigan, Duluth, MN 55802-1908, www.wholeperson.com.
Lesson Twelve  
Healthy Eating Habits

Objectives

After participating in this lesson students will
• Identify healthy ways to manage weight.
• Develop posters with tips for better eating.
• Practice presentation skills.

Time

50 minutes  Prep Time: 10 minutes

Activities

12.1 Review and Plan for the Day  3 minutes
12.2 Healthy Eating Posters  45 minutes
12.3 Closure  2 minutes

Materials

☐ Healthy Eating Tips (Information Sheets 12.2a-e)
☐ 5 posterboards or pieces of chart paper for poster making
☐ Markers
☐ Magazines
☐ Glue
☐ Scissors

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Collect magazines for students to cut up.
• Make copies of Healthy Eating Tips (Information Sheets 12.2 a-e), 1 of each.
• Write a main point from one of the Healthy Eating Tips information sheets on the board. (See Activity 12.2.)
12.1 Review and Plan for the Day  
3 minutes

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- Healthy Eating Posters
- Closure

Review the previous class. Ask students what the best ways are to lose or maintain their weight. (*Eating healthy and being physically active.*)

Explain that this lesson will focus on healthy eating tips for people. They will make a poster around healthy eating habits and then present what they’ve learned to the rest of the class.

Review the Objectives with students.

---

12.2 Healthy Eating Posters  
45 minutes

**Materials:** 5 posterboards or pieces of chart paper, markers, magazines, glue, scissors, Healthy Eating Tips (Information Sheets 12.2a-e)

Explain that students will be making a poster based on the information provided to them. They will then present it to the class and it will be displayed on the wall.

- Let students know they will be working in small groups or in pairs to create this poster.

- Show students the supplies available to them for creating their poster (markers, magazines, glue, scissors, pencils, posterboard or chart paper).

- Pass out the Healthy Eating Tips information sheets. (*Note:* Be sensitive to reading levels and summarizing skills of students when deciding which information sheet to give them. Groups A, B and E have information sheets that are potentially easier to summarize.)

- Explain that they are to summarize the information from the information sheet that was given to them. Ask what it means to summarize. Then tell them how to summarize:
  - Read through the information.
  - Pick out the most important points.
  - Within those points, find the main concept and write that on the poster. (*Note:* Before class, write a point from one of the information sheets on the board. Use this as an example for the students. Tell them this is a main point and then underline the main concept within that point.)
• Divide students into 5 groups and give them supplies for making a poster (chart paper or posterboard, markers, pencils, magazine pictures and scissors). Tell them they have approximately 30 minutes to work on the poster.

• While students are working, walk around the room and help if needed. Encourage students to write in pencil first, in case they make a mistake. Give them time checks so they can pace their work. If students finish before the time is up, tell them to work on what they are going to say for their presentation.

When students are done, ask for volunteers to present their healthy eating poster. Before students present, go over presentation skills:
• Speak clearly and loudly.
• Face the class.
• Make eye contact with classmates around the room.
• The class can be supportive and encourage the presenting groups by sitting up and listening to what the presenters are saying.

Once everyone has presented, have students display their posters somewhere in the room.

12.3 Closure 2 minutes

Ask students to tell you a healthy eating habit that they do already or will try to do. *(Answers will vary.)*

Resources

www.mypyramid.gov


www.mcdonalds.com/app_controller.nutrition.index1.html

www.bk.com/Nutrition/PDFs/brochure.pdf

<table>
<thead>
<tr>
<th>Group A</th>
<th>Healthy Eating Tips: Eating at Fast Food Restaurants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Burger King</strong></td>
<td></td>
</tr>
<tr>
<td><em>Bad</em></td>
<td><em>Better</em></td>
</tr>
<tr>
<td>Double whopper with cheese and mayo</td>
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</tr>
<tr>
<td>990 calories</td>
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</tr>
<tr>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Big Mac</td>
<td></td>
</tr>
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<td>420 calories</td>
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</tr>
<tr>
<td><strong>Wendy's</strong></td>
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<tr>
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<tr>
<td><strong>Taco Bell</strong></td>
<td></td>
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<td>840 calories</td>
<td>390 calories</td>
</tr>
<tr>
<td>45 grams of fat</td>
<td>13 grams of fat</td>
</tr>
</tbody>
</table>
Healthy Eating Tips

Eating Healthy When Eating Out

- Ask for water or order fat-free or low-fat milk, unsweetened tea, or other drinks without added sugar.

- Ask for whole-wheat bread for sandwiches.

- In a restaurant, start your meal with a salad or veggies, to help control hunger and feel satisfied sooner.

- Ask for salad dressing to be served on the side. Then use only as much as you want.

- Choose main dishes that include vegetables, such as stir fries, kebobs, or pasta with a tomato sauce.

- Order steamed, grilled or broiled dishes instead of those that are fried or sautéed.

- Choose a “small” or “medium” portion. This includes main dishes, side dishes and beverages.

- If main portions at a restaurant are larger than you want:
  - Order an appetizer or side dish instead of an entrée.
  - Share a main dish with a friend.
  - If you can chill the extra food right away, take leftovers home in a “doggy bag.”
  - Resign from the “clean your plate club.” When you’ve eaten enough, leave the rest.

- To keep your meal moderate in calories, fat, and sugars:
  - Order foods that don’t have creamy sauces or gravies.
  - Add little or no butter to your food.
  - Choose fruits for dessert most often.

*Source: U.S. Department of Agriculture*
Healthy Eating Tips
Vegetarian Diets

Tips for Vegetarians

- Build meals around protein sources that are naturally low in fat, such as beans, lentils and rice. Don’t overload meals with high-fat cheeses to replace the meat.

- Many foods that typically contain meat or poultry can be made vegetarian. Consider:
  - pasta primavera or pasta with marinara or pesto sauce
  - veggie pizza
  - bean burritos or tacos

- A variety of vegetarian products look (and may taste) like their non-vegetarian counterparts.
  - For breakfast, try soy-based sausage patties or links.
  - For barbecues, try veggie or garden burgers, soy hot dogs, marinated tofu or tempeh, and veggie kabobs.

Nutrients to Focus on for Vegetarians

**Protein** is essential for growth and maintenance.
- Sources of protein for vegetarians include beans, nuts, peas, milk and soy products.

**Iron** functions primarily as a carrier of oxygen in the blood.
- Iron sources for vegetarians include spinach, lentils, turnip greens and whole-wheat breads.

**Calcium** is used for building bones and teeth and in maintaining bone strength.
- Sources of calcium for vegetarians include soy products, calcium-fortified orange juice and some dark green leafy vegetables.

**Zinc** is necessary for many biochemical reactions and also helps the immune system function properly.
- Sources of zinc for vegetarians include many types of beans (white beans, kidney beans and chickpeas), wheat germ and pumpkin seeds.

**Vitamin B₁₂** is necessary for body cell reproduction and red blood cell formation.
- Sources of vitamin B₁₂ for vegetarians include milk products, eggs, and foods that have been fortified with vitamin B₁₂, such as breakfast cereals.

*Source: U.S. Department of Agriculture*
Healthy Eating Tips
How Can I Reach a Healthier Weight?

Reaching a healthier weight is a balancing act. The secret is learning how to balance how much you eat and how much you exercise.

“Energy in” is the calories from the foods and beverages you have each day.

“Energy out” is the calories you burn for basic body functions and physical activity.

Look at this chart to find where your energy balance is:

<table>
<thead>
<tr>
<th>Maintaining weight</th>
<th>Energy In = Energy Out</th>
<th>Your weight will stay the same when the calories you eat and drink equal the calories you burn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Losing weight</td>
<td>Energy In &lt; Energy Out</td>
<td>You will lose weight when the calories you eat and drink are less than the calories you burn.</td>
</tr>
<tr>
<td>Gaining weight</td>
<td>Energy In &gt; Energy Out</td>
<td>You will gain weight when the calories you eat and drink are greater than the calories you burn.</td>
</tr>
</tbody>
</table>

If you are overweight, here are some basic steps to help you gradually move toward a healthier weight:
1) Learn what to eat from each food group.
2) Focus on how much you eat. Watch your portion sizes!
3) Choose “nutrient-dense” forms of foods. These foods are packed with nutrients, but low in “extras” that just add calories. (e.g. fruits, veggies)
4) Get moving! Physical activity can help you reach and keep a healthier weight.
5) Follow your progress by tracking your food intake and physical activity. Check your weight weekly.

Source: U.S. Department of Agriculture
Group E

Healthy Eating Tips
Ways to be Physically Active Every Day

If you’ve been out of action for a while, start with a 10 minute walk and gradually add more minutes over time.

Make TV time count. Stretch, lift weights, do sit-ups or push-ups.

Activity is as close as your own backyard. Cut grass, pull weeds, rake leaves or wash your family car.

Mix it up. Walk one day, swim the next. On weekends, bike, dance or play basketball. You’ll get fit while you have fun.

Park once, shop twice. When you’re at a large shopping plaza, park centrally and walk to all your destinations rather than driving to each new location.

Play with your brothers and sisters. Kick a ball, shoot some hoops, jump rope or ride bikes.

Source: U.S. Department of Agriculture

Benefits of Physical Activity

◊ Improves self-esteem and feelings of well-being.
✓ Increases fitness level.
◊ Helps build and maintain bones, muscles and joints.
✓ Builds endurance and muscle strength.
✓ Enhances flexibility and posture.
◊ Helps manage weight.
◊ Lowers risk of heart disease, colon cancer, and type 2 diabetes.
✓ Helps control blood pressure.
◊ Reduces feelings of depression and anxiety.
Lesson Thirteen
We Are What We Eat

Objectives

After participating in this lesson students will

- Understand that our bodies are affected by the type of foods we eat.
- Track progress on their healthy eating and physical activity goals.

Time

50 minutes Prep Time: 15 minutes

Activities

13.1 Review and Plan for the Day 3 minutes
13.2 Introduction to Super Size Me 5 minutes
13.3 Super Size Me 20 minutes
13.4 Discussion Questions 8 minutes
13.5 Tracking Progress 10 minutes
13.6 Closure 4 minutes

Materials

- Super Size Me DVD
- DVD player and TV
- Super Size Me (Activity Sheet 13.3)
- Tracking My Progress (Activity Sheet 13.5)

Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Purchase or rent Super Size Me DVD.
- Put Super Size Me DVD in player on the chapter “Toxic Environment.”
- Make copies of Super Size Me (Activity Sheet 13.3), 1 for each student, and place in portfolios.
- Make copies of Tracking My Progress (Activity Sheet 13.5), 1 for each student, and place in portfolios.
13.1 Review and Plan for the Day

Materials: Plan for the Day and Objectives

Write the Plan for the Day on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- Introduction to *Super Size Me*
- *Super Size Me*
- Discussion Questions
- Tracking Progress
- Closure

Review the previous class. Direct students’ attention to the posters they made and ask what things they can do to eat better in general or when eating out.

Explain that today they will be watching and discussing a movie called *Super Size Me*, and then they will be looking at their goals and seeing what progress they have made on them.

Review the Objectives with students.

13.2 Introduction to *Super Size Me*

Materials: Chart paper or dry erase/chalkboard, markers

Begin by asking students some questions about what they’ve learned in this class thus far.

- Ask students to tell you something specific they’ve learned pertaining to the Food Pyramid. Acknowledge their responses by writing them down on chart paper or the board.

- If student responses don’t include *balance*, *variety* and *moderation* within the Food Pyramid, have them look to the Key Terms chart to give them a clue of which words pertain to the Food Pyramid.

- When they do give answers around balance, variety and moderation, explain the importance of eating a variety of foods within each food group, getting a balance between all the food groups, and eating food in moderation because we need to expend the same or more calories in a day than we consume if we want to maintain or lose weight.
• Explain that today students are going to look at what happens to the body if we don’t include a variety of foods that are balanced between food groups or if we consume more than we expend in calories.

• Explain that they are going to be watching a segment of the movie Super Size Me. Ask if they have heard of or seen the movie. If some of the students have not heard about it or seen it, explain to them that it’s about a man who did an experiment by eating only food from McDonald’s for 30 days.

13.3 Super Size Me  20 minutes

Materials: Super Size Me DVD, DVD player and TV, Super Size Me (Activity Sheet 13.3)

Explain that students will be watching only part of the movie and the movie will be stopped so they can write their answers.

• Show the students the discussion questions on the Super Size Me activity sheet in their portfolios. Explain that while watching the movie you would like them to answer these questions:
  
  o What percent of the U.S. population is obese?
  o Why does the movie compare obesity to smoking?
  o What are some of the statistics in the movie about diabetes?
  o Do you think John Robbins has a point about his uncle dying of a heart attack from eating too much ice cream or high-fat foods?
  o How much weight does Morgan gain after 5 days of eating McDonald’s food?

• Start the movie on the Toxic Environment chapter. Put the movie on pause after the first question is answered to give the students time to record their answer on their activity sheet. Do this after each answer is provided. After Morgan’s weight is revealed on Day 5 turn the DVD off.

• When the movie is over, give the students an opportunity to finish answering the questions on the Super Size Me activity sheet.

13.4 Discussion Questions  8 minutes

Materials: Super Size Me (Activity Sheet 13.3), notebook paper

The goal of this activity is for the students to see that we, as a nation, are affected by what we eat and the activity we engage in. Students will also take a personal look at how
their actions in health may affect not only themselves, but also the other people in their lives.

- Once students have finished answering the questions on the Super Size Me activity sheet, review the answers. Then tell them you are going to now ask them to think about their personal health habits in relation to the other people in their lives. Draw from the movie the example of John Robbins—he became a “health nut” because of the early deaths of his father and uncle.

- Give each student a piece of notebook paper. Ask them to think of the people in the environment in which they live. Have them choose the top five people they spend the most amount of time with and write down the names of those people. Tell them to circle the people they might be a role model to. Have them pick one person and answer the following questions in terms of what they eat and their exercise habits:
  - How do you positively influence this person? For example, what healthy actions do you do for this person to see?
  - How do you negatively influence this person? For example what habits do you have that may influence this person in an unhealthy way?

- End by telling students that you don’t expect them to become a “health nut” like John Robbins, but they can make healthy choices not only for themselves but for the people who look up to them. They can be positive role models.

### 13.5 Tracking Progress 10 minutes

**Materials:** Tracking My Progress (Activity Sheet 13.5)

Tell students that a week has passed since the last time they tracked progress on their goals. It’s time again to see what they’ve achieved on their healthy eating and physical activity goals.

- Refer students to the Tracking My Progress activity sheet in their portfolios. Have them write in their goals for both healthy eating and physical activity.

- Then have them fill out the rest of the sheet addressing the goal they did not address last week.

- Ask students to share with a partner how they did on their goal this past week. What were the challenges? What did they do to meet their goal? How did they feel about working toward their goals?
13.6 Closure 4 minutes

Ask students what was something they learned from watching the video today. Ask: What are some diseases that are directly related to obesity? (diabetes, hypertension, heart disease) Ask which of these diseases you can see when you look at a person. The answer is none of them. Therefore, make the point that people can look overweight, which is unhealthy, and what’s going on inside of their bodies is not healthy either. On the other hand, a thin person may also be unhealthy and have hypertension, heart disease or other ailments.

Resources

Super Size Me DVD
1. What percent of the U.S. population is obese?

2. Why does the movie compare obesity to smoking?

3. What are some of the statistics in the movie about diabetes?

4. Do you think John Robbins has a point about his uncle dying of a heart attack from eating too much ice cream or high-fat foods?

5. How much weight does Morgan gain after 5 days of eating McDonald’s food?
# Tracking My Progress

**Date:** __________

**What I did to meet my goal:**

- ___________________________________________________________
- ___________________________________________________________
- ___________________________________________________________
- ___________________________________________________________
- ___________________________________________________________
- ___________________________________________________________

**What I learned this week:**

*Benefits* I enjoyed this week: _____________________________________________

_____________________________________________________________________

*Challenges* I had: ______________________________________________________

_____________________________________________________________________

Possible ways to *deal with challenges* if they come up again: _______________

_____________________________________________________________________

What am I going to do toward my goal *next week*: ________________________

_____________________________________________________________________

Who could *help* me with my goal if I need support: _______________________

Adapted with permission from *HealthSmart* High School.

---

**My healthy eating goal:**

**My physical activity goal:**
### Lesson Fourteen
Exploring Body Image

#### Objectives

After participating in this lesson students will

- Learn a new meditation practice.
- Define positive and negative body image.
- Identify what influences their perception of a healthy body.
- Identify and express their opinion on body image issues.
- Assess their body image.

#### Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.1 Review and Plan for the Day</td>
<td>3 min</td>
</tr>
<tr>
<td>14.2 Meditation</td>
<td>10 min</td>
</tr>
<tr>
<td>14.3 Defining Body Image and Influences</td>
<td>20 min</td>
</tr>
<tr>
<td>14.4 What Do You Think?</td>
<td>10 min</td>
</tr>
<tr>
<td>14.5 Closure—Body Image Assessment</td>
<td>7 min</td>
</tr>
</tbody>
</table>

#### Key Terms

- Body Image

#### Materials

- Notebook paper
- Magazine pictures of “perfect” bodies
- **Body Image Statements** (Information Sheet 14.4)
- **Body Image Assessment** (Activity Sheet 14.5)

#### Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Collect magazines (appropriate for teens) that have pictures of people with “perfect” bodies.
- Cut out “perfect” body pictures, 1 per student.
- Make 1 copy of **Body Image Statement** (Information Sheet 14.4).
• Prepare chart paper with body image questions. (See Activity 14.4.)
• Make copies of Body Image Assessment (Activity Sheet 14.5), 1 for each student, and place in portfolios.

14.1 Review and Plan for the Day  3 minutes

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
• Meditation
• Defining Body Image and Influences
• What Do You Think?
• Closure—Body Image Assessment

Review the previous class. What do students remember from watching the movie Super Size Me?

Explain that today they will be learning about body image issues and will be doing some different activities related to this subject.

Review the Objectives with students.

14.2 Meditation  10 minutes

Materials: Notebook paper for students to free write on.

Explain that today’s meditation practice will involve writing.

• Introduce the concept of reflective journaling as a way of meditating on an issue.

• Tell students to find a place in the room where they will not be distracted by others.

• Explain that in doing this for the first time, they can write on any topic they choose. The important thing is that they continue to write. When they feel they have nothing to write about, tell them to write, “I don’t know what to write.” Eventually something will come to them.

• Explain that no one will be reading this. This practice is personal and can be helpful in resolving a problem or issue they may be having.
• Have students free write for about 6 minutes.

• Once the students have finished writing, have them come back to their seats and ask if any of them have used this practice before as a way to relax or calm themselves. If no one responds, ask if they think they will try using this practice and what the benefits might be.

14.3 Defining Body Image and Influences  20 minutes

Materials: Chart paper and markers, magazines with pictures of “perfect” bodies

Explain that today students are going to discuss what shapes beliefs about what a body should look like.

• Ask students: What is “body image”? (1. How you see your body, 2. How you think others see your body, and 3. How you feel as a result.)

• Make a list of their responses on chart paper. Be sure to include the above definition.

• Ask students what “positive body image” is (seeing and appreciating your body as it really is and feeling comfortable and confident with your body). Record their responses.

• Then ask what “negative body image” is (having a distorted perception of body shape, feeling ashamed and self-conscious about your body or feeling uncomfortable and awkward in your body). Record their responses.

• Ask: What influences our body image? What are some things that influence a person’s idea about what an ideal body should be?

• Record students’ responses. If possible, once students have given enough answers, categorize these ideas under Friends, Family, and Society/Media. If students don’t respond with ideas, begin by writing down some of your own, then ask them leading questions such as “Does your family influence how you think about your body?”

The intention of the activity is for the students to come to an increased awareness of where their influences come from around body image, including the media. If students have not already brought up the media, talk about how the media can play a significant role in our view on body image.

Tell students they are now going to make a list of qualities that make a “perfect” body based on photographs from magazines.
• Pass out magazine pictures of “perfect” bodies, one per student or per pair.

• Have students write down what is “perfect” about the pictured person’s body (e.g., long legs, smooth skin, big lips, white teeth, flat stomach, etc.).

• Once students have made a list, ask some of them to share what they wrote.

• Discuss whether these media images are a realistic portrayal of a healthy body image. The intention is for students to start to understand that everyone’s body is different and that we all can’t look the same or have the type of body often shown in magazines. The important message is to eat healthy food and exercise to develop the body that is perfect for you.

• Discuss the wide usage of digital enhancement software in modern advertising.

• Help students recognize that as long as they are making healthy food choices and being physically active, they are doing what they can to have a healthy body, and that every body is different. A person can be totally fit and healthy and not have the legs of a model.

14.4 What Do You Think? 10 minutes

Materials: Body Image Statements (Information Sheet 14.4), chart paper with body image questions, notebook paper

Explain that this is an activity where students will be expressing their opinions around body image issues. They will line up on a continuum (line) based on their opinion about a statement that will be read to them. Explain that one end of the continuum is “Strongly Agree” and the other end is “Strongly Disagree,” and that the less strongly they feel, the closer they will be to the middle.

• Have students stand in the middle of the room and then read the first statement.

• Tell students to stand somewhere along the continuum, based on their opinion of the statement.

• Ask for volunteers to express why they stood where they did.

• Read 5 of the statements and have students stand on the continuum for each one. Then have students sit down. Thank them for giving their opinions about body image.

Explain that they are now going to answer some questions on their own, silently. These questions are focused on how they support positive body image among their friends and family. Show them the chart paper with the following questions written on it:
• How often do you encourage someone to feel good about his/her body as it is?
• How often do you compliment others on their ideas, actions and character and not just on how they look?
• How often do you recognize and appreciate positive qualities in yourself other than your looks?
• How often do you challenge or voice disapproval of “fat jokes” or negative comments about being “too fat” or “too skinny,” “ugly,” etc?

Remind students that they can be a role model to others and that supporting positive body image is a healthy way to live.

### 14.5 Closure—Body Image Assessment

**Materials:** Body Image Assessment (Activity Sheet 14.5)

Explain that students will now think about how they feel about their bodies by answering some questions. Reassure them that this information is for them only—they will not be sharing it with the class or anyone else.

- Point out the Body Image Assessment activity sheet in their portfolios. Explain that they are to pick 3 of their body parts and describe what they like about that body part.
- Have students complete the activity sheet.
- Then have students share with a partner one thing they intend to do to improve their body image.

### Resources

*TRIBES: A New Way of Learning and Being Together* by Jeanne Gibbs.

Activity 14.3 Defining Body Image & Influences: from *All4You2!* curriculum, Lesson 24, Activity 4.


Body Image Assessment from *HealthSmart High School, Nutrition & Physical Activity* Lesson 4, Activity 1.
Body Image Statements

1. Body image relates only to how much you weigh.

2. Most U.S. teenagers have a negative body image.

3. Most teens don’t care about body image.

4. You can have a fit body and not look like a supermodel.

5. The media do not influence how we feel about our bodies.

6. How we see our bodies and how others see our bodies affects how we feel about ourselves.

7. Negative body image can lead to people having eating disorders.

8. The media display all types of bodies in advertisements.
Body Image Assessment

Body Parts

- Hair
- Skin
- Hands
- Nose
- Ears
- Eyes
- Neck
- Legs
- Teeth
- Feet
- Posture
- Eyelashes
- Fingernails
- Face
- Lips
- Muscle tone
- Arms
- Waist
- Shoulders

Directions:

Choose 3 body parts or attributes from the list. Write a sentence or two describing what you like about each one.

Body Part: ________________________________
________________________________________
________________________________________
________________________________________

Body Part: ________________________________
________________________________________
________________________________________
________________________________________

Body Part: ________________________________
________________________________________
________________________________________
________________________________________
Lesson Fifteen
Cardiorespiratory Health: Learning about Heart Rate Zones

Objectives

After participating in this lesson students will
• Learn the five heart rate zones.
• Understand that the heart works harder at different intensity levels.
• Practice taking their heart rate while exercising.
• Track progress on their healthy eating and physical activity goals.

Time

50 minutes            Prep Time: 25 minutes

Activities

15.1 Review and Plan for the Day       3 minutes
15.2 Heart Rate Zones                 5 minutes
15.3 Finding Your Heart Rate          18 minutes
15.4 Exercising in Heart Rate Zones   14 minutes
15.5 Tracking Progress                5 minutes
15.6 Closure                         5 minutes

Key Terms

• Heart Rate
• Resting Heart Rate
• Heart Rate Zones
• Aerobic
• Anaerobic

Materials

❑ Heart Rate Zones poster
❑ How to Take Your Heart Rate poster
❑ Heart Rate (Activity Sheet 15.3)
❑ Calculators
❑ Resistance bands
❑ Jump ropes

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Make Heart Rate Zones poster. (See Activity 15.2.)
• Make How to Take Your Heart Rate poster. (See Activity 15.3.)
• Make transparency (1) and copies of Heart Rate (Activity Sheet 15.3), 1 for each student, and place in portfolios.
15.1 Review and Plan for the Day 3 minutes

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

- Plan for the Day:
  - Heart Rate Zones
  - Finding Your Heart Rate
  - Exercising in Heart Rate Zones
  - Tracking Progress

Review the previous class. Ask students to name a way that they were aware of body image since the last class.

Explain that today they will be learning about the different heart rate zones that their heart works at when exercising at different intensities. Explain that they will learn how to take their heart rate while they are exercising. They will also be looking at their progress on their healthy eating and physical activity goals.

Review the Objectives with students.

15.2 Heart Rate Zones 5 minutes

**Materials:** Poster of the 5 Heart Rate Zones

Tell students that today’s lesson is focused on heart rate zones (each zone accesses a different intensity level), which has to do mostly with the cardiorespiratory component of fitness. Ask them if they remember the 4 components of fitness, including cardiorespiratory. Direct their attention to the Key Terms chart to help them if they don’t remember.

Acknowledge that when working in different zones they are also having an effect on the other three fitness components (muscular strength, muscular endurance and flexibility). We are always using the cardiorespiratory system at some level as long as we are alive and breathing.

Show the poster of the 5 Heart Rate Zones. Explain that these 5 zones represent a percentage of your maximum heart rate. They require progressively more exertion.

1. Weight Management Zone (40-50% of max. heart rate)
2. Healthy Heart Zone (50-70% of max. heart rate)
3. Aerobic (muscle working with oxygen) Zone (70-85% of max. heart rate)
4. Anaerobic (muscle working without oxygen) Zone (80-95% of max heart rate)
5. Red Zone (90-100% of max. heart rate)
15.3 Finding Your Heart Rate 18 minutes

Materials: How to Take Your Heart Rate poster, pencils, calculators, Heart Rate (Activity Sheet 15.3)

Explain that students will be working on finding their heart rate (the number of heart beats per unit of time, usually expressed as beats per minute) in the different zones. Therefore, the first thing they are going to do is take their heart rate. This heart rate will be considered a resting heart rate (the heart rate when a person is resting).

- Teach students how to take their heart rate by following the steps on the How to Find Your Heart Rate poster. (Write the following instructions on a piece of chart paper before class.)
  - Press your first two fingertips lightly against the side of your neck, just below the jawbone, halfway between your ear and your chin, until you feel a strong beat.
  - Count the number of beats for 1 minute.

- Have students write the number they get on the Heart Rate activity sheet on line 2, Resting Heart Rate (RHR).

Now that students know how to take their heart rate, direct their attention to the instructions on the Heart Rate activity sheet. Explain that they will be finding their heart rate for the different zones. Students can find their target heart rate range by doing the calculations on the activity sheet.

- Have students begin filling out the activity sheet by calculating their Heart Rate Reserve. (See Karvonen Method below for directions.) Give each student a calculator in order to do the calculations. Walk them through the steps of finding this calculation, checking their work to ensure that they do it correctly. Show a transparency of the Heart Rate activity sheet so you can work along with the students. When working through the activity sheet as an example use the age that is most prevalent in the class.

  The basic calculation for Heart Rate Reserve is called the Karvonen Method:
  1. Subtract age from 220. (220 – 15 = 205)
  2. Measure resting heart rate. (70)
  3. Subtract resting heart rate from the maximum heart rate. (205 – 70 = 135)

- This completes the first section of the activity sheet. The students now have their heart rate reserve and their resting heart rate. Once students have this calculation, they can go on to calculate their heart rate in the different zones. Direct students to the boxes on the activity sheet that say Weight Management Zone, Healthy Heart Zone and Aerobic Zone. Tell them they can go ahead and fill in the numbers for the Heart Rate Reserve (HRR) and their resting heart rate (RHR).
They will now do some more calculations using these numbers to find their heart rate for these different zones. Go through steps 4 through 6 to complete the activity sheet. Again, walk students through the first equation, ensuring they are putting the correct numbers in the appropriate place.

4. Multiply the number from step 3 by the intensity percentage desired. (.75 x 135 = 81.25)
5. Add the resting heart rate to the number calculated in step 4. (70 + 81 = 151)
6. The target heart rate for a 15 year old person to achieve 75% of their maximum heart rate would be 151 beats per minute.

Explain to students that they will now be participating in some exercises that will get their heart rate into some of these zones, depending on how hard they are working and maintaining their heart rate.

15.4 Exercising in Heart Rate Zones 14 minutes

Materials: Heart Rate (Activity Sheet 15.3), pencils, resistance bands, jump ropes

Explain that students will be doing some exercises now in order to bring their heart rate into some of the different heart rate zones.

- As a class they will be participating together in the activities. Explain that they are to use the heart rate finding method they learned earlier in class to keep track of their heart rate throughout the activities.

- Students will be writing down their heart rates on the activity sheet on the lines that say Stretching, Resistance Bands, Jumping Rope and Cool Down. (The cool-down can be any kind of activity that will gradually slow the heart—slow walking, stretching, etc.)

- Have students stand in a circle and lead them in some stretches. Make sure the students have their activity sheets and a pencil. You can have the students lead the class in stretches or do it yourself.

- After a few stretches, have students take their heart rate for 1 minute. Then have them record their heart rate on the Stretching line on the activity sheet.

- Give each student a resistance band. Do bicep curls with the students. Do 3 sets of 10 repetitions. Have them record their heart rate on the Resistance Band line.

- Next have students jump rope for about 1 minute continuously. Have them record their heart rate on the Jumping Rope line.

- At the end of the exercise, have students cool down by walking or doing some stretches. Have them record their heart rate on the Cool Down line.
15.5 Tracking Progress  5 minutes

**Materials:** Tracking My Progress (Activity Sheet 15.5)

Remind students of the goals that they wrote for themselves. Remind them that once a week the whole class has been looking at how they did on achieving their goals.

- Refer students to the Tracking My Progress activity sheet in their portfolios. Have them write in their goals for both healthy eating and physical activity.
- Then have them fill out the rest of the sheet, choosing one of their goals to focus on.

Ask students to share with a partner how they did on their goal this past week. What were the challenges? What did they do to meet their goal? How did they feel about working toward their goal?

15.6 Closure  5 minutes

Ask students what each exercise activity felt like. Relate their answers to the information on the Heart Rate Zones poster, making the point that as the heart works harder so does the rest of the body. Ultimately, students will feel the effects of the different zones as they increase in cardio-vascular intensity.

Have students choose one of the heart rate zones that they will commit to working out in for a half hour in the coming week. Have them each tell a classmate what activity they will do to achieve this.

**Resources**

*The Fitness Education Pyramid, 2nd ed.* by Donna Terbizan, Bradford Strand, Karen Roesler, Lois Mauch and Janelle Schumacher. Copyright 2001, F. E. P. Sales and Consulting. PO Box 201, West Fargo, ND.

Activity 15.3 Finding Your Heart Rate: collaboration with All 4 You 2! curriculum Lesson 9, Activity 4.
Heart Rate

Finding Your Target Heart Rate Zone

To calculate your Target Heart Rate Zone, use the following formula:

1. 220 - (your age) = Max Heart Rate (MHR)
2. Measure your resting heart rate (RHR).
3. MHR - RHR (resting heart rate) = Heart Rate Reserve (HRR)—The difference between your resting and maximum heart rates.
4. HRR x % of intensity = Training Range %
5. Training Range % + RHR = Target Heart Rate

Let’s break the formula apart. First, find your Maximum Heart Rate and your Resting Heart Rate:

1. 220 - ____ = ____
   \[ \text{AGE} \quad \text{Max. Heart Rate (MHR)} \]

2. Resting Heart Rate (RHR) ____

3. ____ - ____ = ____
   \[ \text{MHR} \quad \text{RHR} \quad \text{Heart Rate Reserve (HRR)} \]

Now that you have your Maximum Heart Rate and your Heart Rate Reserve you can calculate your Heart Rate for the following zones.

Weight Management Zone

40% of Target Heart Rate Zone

\[ \text{x .40 = } \]
\[ \text{HRR} \quad \text{Training Range 45% (TR %)} \]
\[ + \quad \text{RHR} \quad \text{HR at low end of Weight Management Zone} \]

50% of Target Heart Rate Zone

\[ \text{x .50 = } \]
\[ \text{HRR} \quad \text{Training Range 50% (TR %)} \]
\[ + \quad \text{RHR} \quad \text{HR at high end of Weight Management Zone} \]
Heart Rate (continued)

Healthy Heart Zone

50% of Target Heart Rate Zone

HR at low end of Healthy Heart Zone

70% of Target Heart Rate Zone

x .70 =

HRR  Training Range 70% (TR %)

TR%  RHR  HR at high end of Healthy Heart Zone

Aerobic Zone

70% of Target Heart Rate Zone

HR at low end of Aerobic Zone

85% of Target Heart Rate Zone

x .85 =

HRR  Training Range 85% (TR %)

TR%  RHR  HR at high end of Aerobic Zone

1. Stretching
2. Resistance Bands
3. Jumping Rope
4. Cool Down
Tracking My Progress

My healthy eating goal:

My physical activity goal:

Date: __________

What I did to meet my goal:

➢  __________________________________________________________
➢  __________________________________________________________
➢  __________________________________________________________
➢  __________________________________________________________
➢  __________________________________________________________
➢  __________________________________________________________

What I learned this week:

Benefits I enjoyed this week: _____________________________________________
  ___________________________________________________________________

Challenges I had: ______________________________________________________
  ___________________________________________________________________

Possible ways to deal with challenges if they come up again: _________________
  ___________________________________________________________________

What am I going to do toward my goal next week: ____________________________
  ___________________________________________________________________

Who could help me with my goal if I need support: ____________________________

Adapted with permission from Health Smart High School.
Lesson Sixteen
Flexibility and Muscular Strength

Objectives

After participating in this lesson students will:

- Be familiar with why we stretch.
- Develop a stretching routine to do as a pre-activity before vigorous exercise.
- Learn basic muscle strength/endurance exercises.
- Learn major muscle groups.

Time

50 minutes                  Prep Time: 20 minutes

Activities

16.1 Review and Plan for the Day  3 minutes
16.2 Why We Stretch             7 minutes
16.3 Stretching Routine         20 minutes
16.4 Muscle Strength/Endurance Exercises  15 minutes
16.5 Closure                    5 minutes

Key Terms

- Muscle
- Muscle Fiber
- Contracting

Materials

- Large rubber band
- Stretching Workout (Activity Sheets 16.3a-e)
- Deck of cards
- Notebook paper and pencils

Teacher Preparation

- Write Plan for the Day and Objectives on chart paper or board.
- Make copies of Stretching Workout (Activity Sheets 16.3a-e), 1 of each for each student, and place in portfolios. (Note: Some sheets are 2 pages long.)
- Make 1 copy of each Stretching Workout (Activity Sheets 16.3a-e) to hand out to groups.
- Purchase a deck of cards.
- Find illustration of bisected muscle.
16.1  Review and Plan for the Day  
3 minutes

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

  Plan for the Day:
  • Why We Stretch
  • Stretching Routine
  • Muscle Strength/Endurance Exercises
  • Closure

Review the previous class. Ask students if any of them took their heart rate while exercising since the last class. If a student responds that he/she did, ask what he/she was doing and what the heart rate was.

Explain that today they will be doing some stretching and learning why it’s important to stretch. Then they will be doing some strength exercises and learning about some of the major muscle groups.

Review the Objectives with students.

16.2  Why We Stretch  
7 minutes

Materials: Larger rubber band for demonstrating muscle fiber stretching, illustration or picture of bisected muscle

Ask students why it would be important to stretch. Acknowledge their responses.

  • Explain that a muscle (an organ, composed of muscle tissue, that contracts to produce a particular movement) is made up of a bunch of muscle fibers (a mass of elongated cylindrical cells that form the muscles of the body). Show them or draw a picture of a muscle bisected so they can see inside the muscle.

  • Tell them that when we are exercising, for example while running, the muscle fibers are contracting (to become reduced in size by or as if by being drawn together) and then relaxing.

  • When we stretch, we are lengthening the muscle fibers, so that the next time we run the whole muscle can use more of its range of motion because the distance between the contraction and relaxation is greater.

  • Show the students a rubber band. Pull the rubber band tight and tell them this is demonstrating a contracted muscle. When we don’t stretch we can rip the muscle if we stretch it too far, because it isn’t flexible. But if we stretch our muscles regularly, the elasticity increases and our muscles can have a greater range of motion.
Tell students that it will benefit them to stretch before exercise and right after exercise. This will keep their muscles from tightening.

16.3 Stretching Routine 20 minutes

Materials: Stretching Workout (Activity Sheets 16.3a-e)

Explain the activity:

- Students will be divided into small groups and will develop a stretching routine for a specific part of the body.
- They will use the Stretching Workout activity sheets to help create their routine.
- They will then present their stretches to the rest of the class. So, at the end of the class, everyone will have a stretching routine for five different parts of the body.

Divide the class into groups with no more than 3 students in each group. Assign a body part to each group and hand out the corresponding Stretching Workout activity sheet, one per group. (Students should also receive a packet of all the Stretching Workout activity sheets in their student portfolios.) For example, one group will be assigned Neck and Shoulder, another group will be assigned Hips, and so forth.

Each group will then decide which stretches they want to present to the class. They are to pick only two stretches from the Stretching Workout activity sheet for their given body part. They also need to decide who is going to present which stretch.

- Remind students how to present information (e.g., speaking clearly, making eye contact, not reading off of their information sheet).
- Allow groups time to choose their stretches. Then have them present to the class.
- Once each group has presented their stretches, the whole class will have a collection of 10 stretches they can do before and/or after exercise.

16.4 Muscle Strength/Endurance Exercises 15 minutes

Materials: Deck of cards

Explain that students are going to perform some exercises that address the muscular strength and endurance components of fitness. Explain the difference between muscular strength and muscular endurance. (Endurance is when you can sustain the activity for multiple repetitions, whereas muscular strength is when you increase the weight to the maximum amount of force a muscle can put out when it contracts.) For students who work out regularly this will be more of a muscular endurance exercise, and for students who don’t work out as much it will build muscular strength.
Deck of Cards Activity:

- Ask students to name an exercise they can do that strengthens the upper body without using any equipment. (Push-ups are one example.) Then ask them to name an exercise they can do that strengthens the lower body without using any equipment. (Lunges or squats are examples.) Demonstrate each of these exercises.

- Show the deck of cards and explain that each student, one at a time, is going to draw a card from the deck. If the suit is red, the class will do the lower-body exercise and if the suit is black the class will do the upper-body exercise. The amount of repetitions is determined by the number on the card. Face cards are equal to 10 and the Ace is equal to 1, all other cards are face value.

- Answer students’ questions at this point. Let them know that they are not going to go through the whole deck. They will just do a couple of rotations, if time permits. Emphasize that they are to do the best they can on each of the exercises.

- Have a student draw a card and lay it face up. Whatever the card is, do the corresponding exercise. For example, if the card is Ace (= 1 repetition) of Hearts (= red—lower body) do one squat or lunge (or whatever lower-body activity was chosen).

- Have each student take a turn to draw a card. Once everyone has taken two turns, stop and talk about how this exercise can be done at any time, anywhere as long as you have a deck of cards. A goal is to finish the whole deck of cards in 12 to 15 minutes.

### 16.5 Closure 5 minutes

**Materials:** Notebook paper and pencils

Have students return to their seats. Give each student a piece of notebook paper and a pencil. Explain that they are to describe a workout based on the information they learned today.

First, tell them to choose which body part they want to work out: arms, torso or legs. Once they’ve chosen the body part, have them find two stretches they can do that stretch that body part and write them down on the piece of notebook paper.

Then have them write two exercises they can do to work out that body part. Tell them it can be a muscular strengthening exercise (push-ups or resistance bands) or a muscular endurance exercise (sit-ups, lunges or squats). Ask them to write down how many of the given exercise they are going to do and how many times they will do the exercise one session. Give them an example: 3 sets of 30 sit-ups. Most important, tell them to pick stretches and exercises that they would actually do.
Resources

Websites:
www.howtostretch.com/iliotibi.htm
www.howtostretch.com/charts.htm
http://koreantaekwondo.tripod.com/articles/exercises.htm
www.niapublications.org/exercisebook/chapter4_stretching.htm

Muscle Chart:
The Muscular System Anatomical Chart ($8.95)

(Note: The information above is for purchasing a muscle chart. This is a helpful, but not required, visual aid for this lesson because it allows the students to see names of muscles they are stretching and where they are located on the body. Find out if your school has one available before purchasing it.)
Neck Stretch
Interlock fingers behind your head. Slowly push down on your head, bringing your chin to your neck until you feel a stretch in the back of your neck. Hold for 10 seconds and then repeat.

Side of Neck Stretch 1:
Sit or stand with arms hanging loosely at sides. Tilt head to one side, bringing your ear to your shoulder. Hold for 20 seconds, and then tilt your head to the other side.

Side of Neck Stretch 2:
Sit, stand or lie down with arms at sides. Turn head sideways, first one side then the other. Hold for 20 seconds, each side.

Shoulder Rotation
Lie flat on floor, legs straight. Stretch arms straight out to side. Your shoulders and upper arms will remain flat on the floor throughout this exercise. Bend elbows so that your hands are pointing toward the ceiling. Let your arms slowly roll backwards from the elbow. Stop when you feel a stretch. Hold position for 20 seconds. Slowly raise your arms, still bent at the elbow, to point toward the ceiling again. Then let your arms slowly roll forward, remaining bent at the elbow, to point toward your hips. Stop when you feel a stretch. Hold position for 20 seconds. Repeat 3 times.

Shoulder Stretch
Cross left arm across your body at shoulder level, grasp it with your right arm, holding it in place. Hold stretch for 20 seconds and repeat with opposite arm.
The Stretching Workout

**Arms**

**Wrist Stretch**
Place hands together, in praying position. Slowly raise elbows so arms are parallel to floor, keeping hands flat against each other. Hold position for 20 seconds.

**Hand Down Spine**
Hold your right elbow with your left hand. Move your right elbow downward as you resist this movement with your left hand. Hold for 20 seconds. Repeat with opposite arm.

**Forward Arm Stretch**
Extend both hands straight out in front of you at shoulder level, palms touching. Inhale, slowly pushing your hands outward, keeping your back straight. Hold the stretch for 20 seconds.

**Upward Stretch**
Extend both hands straight above your head, palms touching. Inhale, slowly pushing your hands upward, then backward, keeping your back straight. Hold the stretch for 20 seconds.

**Interlocked Hands Stretch**
Reach behind your head and down as far as you can with your right hand, grab your left hand if possible, if you can’t reach your opposite hand use a towel. Hold the stretch for 20 seconds; repeat with opposite arm.
The Stretching Workout

Back

Lower Back Stretch
Stand with your feet shoulder width apart. Starting from the top of the spine (between your ears), slowly lean backward until you feel a slight stretch in your back. Lift your eyes up to the ceiling. Inhale. Exhale and lengthen your spine back to neutral. Repeat five times.

Lower Back/Hamstring Stretch
Stand with feet about 3 feet apart. Inhale and lengthen your spine. Exhale and slowly begin to tilt forward, bending at your waist. Continue forward until you feel tightness in your hamstrings. Don't tilt further than 90°. Keeping your spine in the same line, slowly tilt back to neutral. Hold for 20 seconds.

Side Bend Stretch
Stand with your back straight. Raise your arm and slowly bend your body over to the opposite side until you feel a stretch. Hold for 20 seconds.

Abdominal Stretch
Lie on your stomach. Slowly straighten your elbows pushing your upper body off the floor until you feel a stretch along your stomach. Hold for 20 seconds.
Superman Stretch
Lie on your stomach. Place your arms out in front of you. Slowly lift your torso up off of the ground, lifting your arms at the same time. Lift until you feel a stretch in your back. Hold for 10 seconds and then repeat.

Forward Bend Stretch
Sitting on your knees bend forward at your waist, stretching your arms out in front of you. Reach forward sliding your hands on the ground in front of you until you feel a stretch in your back. Hold for 20 seconds.

Downward Dog Stretch
Place your hands and feet on the floor about 4 feet apart. Make sure your heels are on the ground. Raise your hips into the air keeping your palms and feet on the ground. You should feel a stretch through your back and down the back of your legs. Hold for 20 seconds.

Back Stretch
Lie on your back with arms at your sides. Slowly, using your arms to balance you bring your legs up and fold them over your head. Keep your legs straight, so just your toes touch the ground. Hold the stretch for 20 seconds.
**Front Hip Stretch 1**
Place your left foot on an object about knee height. Squeeze your behind together and shift your hips forward slightly until you feel a stretch along the front of your right thigh. Don't lean forward or twist your hips.

**Front Hip Stretch 2**
Step left leg forward into a lunge position. Make sure knee does not pass over toes of the left foot. Keep right foot planted on ground at a 45 degree angle. Shift your hips forward until you feel a stretch along the front of your right thigh. Hold the stretch for 20 seconds.

**Hip Twist Stretch**
Lie on your back on the floor, knees bent and feet flat on the floor. Keep shoulders on floor at all times. Keeping knees bent and together, gently lower legs to one side as far as possible without forcing them. Hold position for 20 seconds. Return legs to upright position. Repeat toward other side. Repeat 3 to 5 times on each side.
The Stretching Workout

Hips

(continued)

Hip Stretch
Lie on your back on floor, knees bent and feet flat on the floor. Keep shoulders on floor throughout exercise. Lower one knee slowly to side, keeping the other leg and your pelvis in place. Hold position for 10 to 30 seconds. Bring knee back up slowly. Repeat with other knee. Repeat 3 to 5 times on each side.

Iliotibial Band Stretch
First, get into pushup position. Next, bring your right knee forward, and place it down in front of you between your hands. Keep your hips level, and your knee in the center of your body. Relax your buttock muscles and lower your body down. Now, relax into the position and feel the stretch in your Iliotibial band. Work at this slowly. After completing one side, reverse and stretch the other leg.

Groin Stretch
Bring the bottoms of both feet together until they touch. For some people, they will feel that they are falling backwards. This is because the back and groin are tight. If this starting position is difficult, sit with your back against a wall or couch. This way you can focus on relaxing your knees down. You may also push gently on your knees with your elbows to help them down.

Side of hip Stretch
Sit on floor with left leg straight out in front. Bend right leg and cross right foot over placing it on the outside of the left knee. Twist your torso to the right by placing your left elbow on the outside of your right knee. Hold 20 seconds and then repeat on other side.
**Hamstring Stretch**
Lie with the right leg resting on the floor and the left leg flexed up toward the ceiling. Holding your left leg with your hands, slowly straighten your knee until you feel a gentle stretch along your hamstring. Hold for 20 seconds.

**Calf Stretch 1**
Stand with hands against wall, arms outstretched and elbows straight. Keeping your left knee slightly bent, step back 1-2 feet with right leg, keeping your right heel flat on floor. You should feel a stretch in your right calf muscle. Hold stretch for 20 seconds and then repeat with the opposite leg.
**Calf Stretch 2**
Standing with your feet shoulder width a part, step your left foot forward about 1 foot. Keeping your left leg straight, bend your right leg and lean forward at the waist, you should feel a stretch through your left calf. Hold for 20 seconds and repeat with the opposite leg.

**Forward Hamstring Stretch**
Standing with feet together bend at waist reaching toward the ground. Bend forward until you feel a stretch in your hamstring muscles. Hold the stretch for 20 seconds.

**Seated Hamstring Stretch**
Sit sideways on bench or other hard surface (such as two chairs placed side by side). Keep one leg stretched out on bench, straight, toes pointing up. Keep other leg off of bench, with foot flat on floor. Straighten back. Lean forward from hips until you feel stretching in leg on bench, keeping back and shoulders straight. Hold stretch for 20 seconds. Repeat stretch with other leg.

**Ankle Stretch**
Sit toward the front edge of a chair and lean back. Stretch legs out in front of you. With your heels still on the floor, bend ankles to point feet toward you and then bend ankles to point feet away from you. If you don't feel the stretch, repeat with your feet slightly off the floor. Hold the stretch for 20 seconds. Repeat 3 to 5 times.
Lesson Seventeen
Sports Medicine and First Aid for Active People

Objectives

After participating in this lesson students will:
• View the Educational Video Network (EVN)—Basic First Aid
• Review scenarios that would require action by a first responder.
• Be more familiar with first-aid protocols and responder skills.
• Have the opportunity to share a personal first-aid experience.
• Use reflective writing as a meditation practice.

Time

50 minutes            Prep Time: 10 minutes

Activities

17.1 Review and Plan for the Day       3 minutes
17.2 First-Aid Video       22 minutes
17.3 First-Aid Scenarios       18 minutes
17.4 Closure—Meditation       7 minutes

Key Terms

• First Aid
• Protocol

Materials

☐ EVN Basic First Aid Video
☐ TV and VCR player
☐ First-Aid Scenarios (Activity Sheets 17.3a-e)
☐ 5" x 8" index cards
☐ Paper for journaling

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Put video in VCR player.
• Make copies of First-Aid Scenarios (Activity Sheets 17.3a-e), 1 of each.
17.1 Review and Plan for the Day 3 minutes

Materials: Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
• First-Aid Video
• First-Aid Scenarios
• Closure—Meditation

Review the previous class. As a segue into this class, ask students if it’s possible to injure yourself while stretching or doing an exercise such as push-ups. Explain that it is possible to pull a muscle and ask what they would do to heal an injury like that.

Explain that today they will be learning about first-aid practices. Ask them what they know about first aid. Acknowledge the responses by writing them on the board or chart paper. Explain that students first will be watching a video that provides some general information on first-aid skills. Emphasize that it’s important to pay attention because, following the film, they will be participating in some first-aid scenarios.

Review the Objectives with students.

17.2 First-Aid Video 22 minutes

Materials: EVN Basic First Aid video, VCR player and TV, notebook paper for students to take notes on

Explain that students will now be watching a video on the basics of first aid (emergency aid or treatment given to someone injured, suddenly ill, etc., before regular medical services arrive or can be reached). It is about 13 minutes long.

Tell students that you would like them to take notes (see next bullet point) as they watch the video, because they will be reviewing scenarios afterwards and they will need to know how to help the victim in the given scenario.

Distribute notebook paper for students to take notes on. Tell them they should write the signs and symptoms and the protocol (the action steps a person takes when responding to a first aid emergency) for the injury being discussed on the video. Explain what protocol means. When taking notes they are to listen for the information and write the key points. Explain that to have organized notes it helps to label each section with the injury being addressed and then write signs and symptoms and the protocol underneath the injury name. Provide this example:

<table>
<thead>
<tr>
<th>Injury Name</th>
<th>Signs/Symptoms</th>
<th>Protocol</th>
</tr>
</thead>
</table>
• Explain that the video addresses about 10 different types of injuries and that you will stop the video for a couple of minutes after each section to give them time to finish their notes.

• Play the video while students take notes on first-aid protocols within each subject area. After the first segment, stop the video and demonstrate what you want them to write. Stop the video after each section so the students have time to finish writing their notes.

17.3 First-Aid Scenarios

Materials: First-Aid Scenarios (Activity Sheets 17.3a-e), notes that students took on first-aid video, index cards

Once the video is over, explain that you have 5 scenarios that pertain to information learned in the video.

• Have students divide into 5 groups or group them if the class needs this structure.

• Show them one of the First-Aid Scenarios activity sheets. Explain that the index cards are for them to write the protocol on. As an example, read through the following scenario and explain what first aid should be performed on the victim.

You and a friend are walking to the grocery store. A bee is buzzing around your friend, she tries to swat it away but it stings her. The site where the bee stung her becomes red and a little swollen and she says it hurts. You can see that the stinger is still in her skin. What is the appropriate first response?

First-Aid Protocol
Remove the stinger with a sharp, sturdy object like a credit card.
Wash the area.
Cover it with a bandage.
Ice it to relieve pain.
If she seems to be having an allergic reaction, (itchiness on body, difficulty breathing) seek advanced medical attention immediately.

• Explain that they are to do the same for the scenario they will be given, responding with an appropriate protocol based on the information provided in the video.

• Pass out index cards and the First-Aid Scenarios activity sheets, 1 per group of students.

• Go around to the groups to check in with them and answer any questions they may have. Make sure they are on task.

When all of the groups have completed the work, ask for volunteers to present the scenario, the type of injury or illness that was presented and the protocol they would use to help the victim. If they like, they can act it out in a dramatic presentation.
Here are the 5 scenarios:

1—Kitchen Burn
In a small cramped kitchen, you and some friends are preparing a spaghetti dinner. The water is boiling and the pasta is now ready to be carried to the sink to drain. You pick up the pot of bubbling pasta water and start in the direction of the sink. The pot holder slips slightly, causing the water to splash on to your arm. The scalding water burns your forearm. You are experiencing a lot of pain, with a red, blistering burn on your arm. What is the appropriate first response?

1 First-Aid Protocol
Place the burned area into cool water right away.
Cover the burn with a clean bandage.
Do not pop blisters. The intact skin protects the burned part from infection. Blisters heal on their own in a few days.
The victim may take a pain reliever to reduce discomfort.
Pain relieving preparations can be applied to reduce discomfort while healing.

2—Tennis
You are playing tennis with your friend. You hear an older man on the court next to you say he hasn’t played in quite awhile. He says his left arm and shoulder are a bit sore. Suddenly he grabs his chest. He stubbornly says he’ll continue as soon as this passes. You go over to offer help. When you ask him to lie down in the shade he refuses because he says he feels nauseous. What are your next actions as first responder?

2 First-Aid Protocol
Immediately send for an ambulance.
Sit or lay the victim down, propping up the head.
Help administer heart medication unless person is unconscious.
Treat for shock.
In case of cardiac arrest, perform CPR if you have been trained.

3—Soccer in the Park
At a barbeque in the park, a pick-up soccer game starts up. You’re having fun and really going for it at high speed. Suddenly you step in a hole and feel your ankle fold over. A burst of pain shoots through your lower left leg. The ankle joint swells and turns purple in minutes. What should the first-aid response be?

3 First-Aid Protocol
Apply R.I.C.E.
Rest—Do not use the injured part.
Ice—Use ice packs to prevent swelling.
Compression—Wrap the injured part in an elastic bandage
Elevation—Elevate the injured part above the level of the heart.
Have the injury checked by a medical professional.
4—At the Food Court
You are with friends at the mall. Everyone wants to go have short ribs at the Chinese place. During the meal there is lots of conversation and laughter. Josh starts to gag and looks panicked. He holds his throat and is not making any noise or coughing. What is the appropriate response?

4 First-Aid Protocol
Ask the person if he is choking and needs help. If the person can talk, he is getting air.
If the victim can cough, encourage him to continue in order to dislodge the obstruction.
Send someone for help. Call 9-1-1.
If the victim is unable to talk or barely able to cough, perform abdominal thrusts as seen on the video.

5—in Algebra Class
Your class has been in session for about 15 minutes. The instructor is going over homework on the board. The student in the desk next to you suddenly becomes rigid and starts to jerk violently. The student slumps to the floor and the convulsing continues. You’re next to a shelf stacked with books and other supplies. What is the appropriate response?

5 First-Aid Protocol
Remove any objects from the immediate area which the person might bump.
Loosen tight clothing.
Call for medical help.
Do not put anything into the person’s mouth while he or she is convulsing.
If the person is unconscious turn the head to the side and observe if he/she is breathing.
Wait for convulsions to stop.
People who are unconscious after convulsions should be laid on their sides.
If the person is not breathing, start rescue breathing if you are trained.

17.4 Closure Meditation 7 minutes

Materials: Notebook paper for reflective writing, pencils

Explain that students are going to practice reflective writing again as a meditation practice.

• Have students find a place in the room where they will not be distracted by others.

• Introduce the concept of reflective journaling as a way of meditating on an issue.
Remind students that this is similar to the practice they did a couple of classes earlier.

• Explain that this time they will be given a subject to write about and they may share it with another student afterward if they choose to.
• Tell them you would like them to write about a time when they felt either in physical danger or emotional distress. Ask them to write how they felt during the experience and how their bodies responded physically and emotionally.

Once students understand what is to be done, give them a few minutes to write about their experience. When everyone is done or time is up, have everyone come back to their seats and ask them to choose someone to share with. (Be sensitive to students’ experiences, as they could write about something major that they experienced in their life.)

Resources

EVN-Basic First Aid Video
To order: www.evndirect.com/shopping/product_details.php?id=625
Phone: 1-800-762-0060
First-Aid Scenarios
1—Kitchen Burn

In a small cramped kitchen, you and some friends are preparing a spaghetti dinner. The water is boiling and the pasta is now ready to be carried to the sink to drain. You pick up the pot of bubbling pasta water and start in the direction of the sink. The pot holder slips slightly, causing the water to splash on to your arm. The scalding water burns your forearm. You are experiencing a lot of pain, with a red, blistering burn on your arm. What is the appropriate first response?

What is the injury or illness you are treating? ____________
__________________________________________________________
__________________________________________________________

What is the appropriate first response?
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
First-Aid Scenarios
2—Tennis

You are playing tennis with your friend. You hear an older man on the court next to you say he hasn’t played in quite awhile. He says his left arm and shoulder are a bit sore. Suddenly he grabs his chest. He stubbornly says he’ll continue as soon as this passes. You go over to offer help. When you ask him to lie down in the shade he refuses because he says he feels nauseous. What are your next actions as first responder?

What is the injury or illness you are treating? ___________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What is the appropriate first response?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
First-Aid Scenarios
3—Soccer in the Park

At a barbeque in the park, a pick-up soccer game starts up. You’re having fun and really going for it at high speed. Suddenly you step in a hole and feel your ankle fold over. A burst of pain shoots through your lower left leg. The ankle joint swells and turns purple in minutes. What should the first-aid response be?

What is the injury or illness you are treating? ____________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

What is the appropriate first response?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
First-Aid Scenarios
4—At the Food Court

You are with friends at the mall. Everyone wants to go have short ribs at the Chinese place. During the meal there is lots of conversation and laughter. Josh starts to gag and looks panicked. He holds his throat and is not making any noise or coughing. What is the appropriate response?

What is the injury or illness you are treating? __________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

What is the appropriate first response?
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

First-Aid Scenarios
5—In Algebra Class

Your class has been in session for about 15 minutes. The instructor is going over homework on the board. The student in the desk next to you suddenly becomes rigid and starts to jerk violently. The student slumps to the floor and the convulsing continues. You’re next to a shelf stacked with books and other supplies. What is the appropriate response?

What is the injury or illness you are treating? __________

________________________________________________________________________
________________________________________________________________________

What is the appropriate first response?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
________________________________________________________________________
Lesson Eighteen
Exercise Prescription

Objectives

After participating in this lesson students will:
• Track progress on their healthy eating and physical activity goals.
• Develop an exercise plan to address all four components of physical fitness.
• Use their previously written goals to develop their plan.

Time

50 minutes

Prep Time: 20 minutes

Activities

18.1 Review and Plan for the Day       3 minutes
18.2 Tracking Your Progress       15 minutes
18.3 Exercise Prescription       25 minutes
18.4 Closure       7 minutes

Key Terms

• Prescription
• Frequency
• Intensity
• Time
• Type

Materials

☐ Tracking Your Progress (Activity Sheet 18.2)
☐ Rate of Perceived Exertion (Information Sheet 18.3)
☐ Chart of 4 components of physical fitness and examples
☐ Exercise Prescription (Activity Sheet 18.3)

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Make copies of Tracking Your Progress (Activity Sheet 18.2), 1 for each student, and place in portfolios.
• Make copies of Rate of Perceived Exertion (Information Sheet 18.3), for students who missed Lesson 15.
• Make transparency (1) and copies of Exercise Prescription (Activity Sheet 18.3), 1 for each student, and place in portfolios.
• Create chart of 4 components of physical fitness and examples. (See Activity 18.3.)
18.1  Review and Plan for the Day  3 minutes

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- Tracking Your Progress
- Exercise Prescription
- Closure

Review the previous class. Let students know that they can take classes to become certified in CPR and First Aid.

Explain that in today’s lesson they will be designing their own workout program based on the goals they created earlier in this class and on what they have learned about physical fitness.

Review the Objectives with students.

18.2  Tracking Your Progress  15 minutes

**Materials:** Tracking My Progress (Activity Sheet 18.2)

Tell students that a week has passed since the last time they tracked progress on their goals. It is time again to see what they have achieved on their healthy eating and physical activity goals.

- Refer students to the Tracking My Progress activity sheet in their portfolios. Have them write in their goals for both healthy eating and physical activity.
- Then have them fill out the rest of the sheet keeping both of their goals in mind.
- Ask a couple of students to share how they did on their goals this past week. What were the challenges? What did they do to meet their goals? How did they feel about working toward their goals?

18.3  Exercise Prescription  25 minutes

**Materials:** Rate of Perceived Exertion (Information Sheet 18.3), chart of 4 components of physical fitness and examples, Exercise Prescription (Activity Sheet 18.3)

Explain that students are going to create an exercise prescription (a written direction for the administration of an exercise) and in order to do this they need to know the parts of the prescription.
• Write the letters F-I-T-T vertically on the dry erase/chalkboard or a piece of chart paper. Tell students that each of these letters stands for one of the parts to their exercise prescription.

• Start with F and write Frequency (how often you do the exercise). Tell students what frequency means. Explain that just as in writing their goals, they want to be specific when addressing frequency, for example, 3 times/week. Write the example on the board next to the definition. Explain that as teenagers they should try to exercise at a minimum of 3 times per week.

• Next to the letter I, write the word Intensity. Survey the students about what this word means (how much of an effort put into the exercise). Write this definition on the board. Explain that intensity is measured by your heart rate for cardiorespiratory fitness. They will know what their heart rate should be for 50-85% of their maximum heart rate if they were in class for the cardiorespiratory lesson. Give an example of a target heart rate zone, such as 120 to 175 beats per minute. To increase cardiorespiratory fitness, they should work at an intensity range of 50-85% of their maximum heart rate.

• If students missed the cardiorespiratory lesson give them a copy of the Rate of Perceived Exertion (RPE) information sheet to use as a guide for finding intensity level. Explain how it is used. When they are exercising they can put a number on how hard they are working, with 0 being not at all and 10 being maximal amount of exertion. They can write a number on their exercise prescription for the intensity level to work toward when exercising.

• T stands for Time (the amount of time spent on a given activity in one session). Write the definition on the board. Explain to students that it is recommended that they spend between 20 and 30 minutes on an activity in a single session to gain the benefits of that activity, for example, 30 minutes of running at 50% of maximum heart rate.

• The second T stands for Type (what kind of physical activity are you participating in). Write the definition on the board and give some examples of different types of physical activity.

Explain to the students that they will be taking these FITT principles and applying them to the 4 components of fitness. The end result will be an exercise prescription for them to use.

• Direct students’ attention to the chart with the 4 components of physical fitness and examples. Ask the students for examples of other activities they like to do under a particular component of physical fitness. Add those to the chart.

Note: Create the chart before class using the following information as an example:

1. Cardiorespiratory Fitness: Tennis, basketball, soccer, running, swimming
2. Muscular Endurance: Walking with a backpack, running, raking leaves
3. Muscular Strength: Sit-ups, push-ups, sprinting, lifting weights
4. Flexibility: yoga, stretching
• Show students the Exercise Prescription activity sheet in their portfolios. (It may be helpful to make an overhead transparency of this sheet to work along with students.) Explain that their prescription is specific to them. Give an example of a prescription a doctor might give (take 2 tablets 3 times per day for 6 weeks). This prescription would be different for different people. Tell them they can use the list of physical fitness examples to help them complete their exercise prescription.

• Make the point that this is a beginning exercise plan, unless they have already been participating in an activity. For example, if they run for 30 minutes 3 times per week, they are already on an exercise plan and they can look at increasing the time, frequency or intensity. If they are just starting the exercise plan/prescription, they will want to wait 4 to 6 weeks before they increase the workload. Too much too fast leads to burn out!

• After they have been on the prescription for 4 to 6 weeks, they will increase each of the FITT principles in increments, not all at the same time. For example, they may first increase the intensity from 50% to 65% of their maximum heart rate for 1 week, then depending on how their body feels they can increase the time or frequency the following week. The point is to gradually build up to their goal for physical fitness. Once they reach the goal, they can then create a new goal.

• Make sure students consult their physical activity goal so that they can relate the plan to their stated goal as they create their exercise prescription. If they are unhappy with their goal, invite them to change it to something more appealing or pertinent.

• Have students take out the Exercise Prescription activity sheet. Tell them to write their name where it says, “Exercise prescription for….” Direct their attention to the two boxes on the top of the worksheet labeled “Cardiorespiratory Fitness” and “Muscular Strength and Endurance.”

• Explain that they are going to be filling in these two boxes for their own use. Using the overhead transparency of the Exercise Prescription activity sheet, give an example of what they might write in the Cardiorespiratory box. Check in with students who are using the RPE scale to make sure they understand what to write down for intensity.

• Once students have completed the Cardiorespiratory box, go on to the Muscular Strength and Endurance box. Write an example for students to follow. Then walk around helping students where needed.

• Read the section on Flexibility and have students write in some stretches that would address the muscles they would be using in their exercise session.

• Direct students’ attention to the last paragraph and explain to them that an exercise session includes three parts: a warm-up, the training period (which is doing the activities listed in the boxes above) and cool-down activities.
• Have students use the space available to write a complete exercise session. Give an example on the overhead transparency if needed.

• Walk around the room and check in with students to make sure they are filling out the activity sheet properly and to answer any questions they may have.

18.4 Closure 7 minutes

Materials: Exercise Prescription (Activity Sheet 18.3)

Have students do some self reflection. Ask them to look through their exercise prescription and determine if this is an accurate prescription for them to improve their physical condition. Then have them pass the prescription to someone else and have this person look at it for accuracy.

Have students share their prescriptions with the class and talk about how they can support each other to stay on track in the future.
Tracking My Progress

My healthy eating goal:

My physical activity goal:

Date: __________

What I did to meet my goals:

► __________________________
► __________________________
► __________________________
► __________________________
► __________________________
► __________________________

What I learned this week:

Benefits I enjoyed this week: __________________________

Challenges I had: __________________________

Possible ways to deal with challenges if they come up again: __________________________

What am I going to do toward my goals next week: __________________________

Who could help me with my goals if I need support: __________________________

Adapted with permission from Health Smart High School.
Rate of Perceived Exertion

0 – Nothing at all
1 – Very light
2 – Light
3 – Somewhat moderate
4 – Moderate
5 – Somewhat hard
6 – Hard
7 – Somewhat intense
8 – Intense
9 – Almost maximal
10 – Maximal
Every exercise session should include a warm up, training period and a cool-down. Use the line to write in a sample exercise session with a warm-up, training period and cool-down.

- **Warm-up** can include stretching and/or a light cardiorespiratory activity. (For example; a slow jog or a brisk walk)

- **Training period** is the main piece of the workout, whether it’s cardiorespiratory or muscular strength/endurance.

- **Cool-down** should include some stretching of muscles used during training period or a light cardiorespiratory activity.

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**Exercise Prescription**

**for**

<table>
<thead>
<tr>
<th>Cardiorespiratory Fitness</th>
<th>Muscular Strength and Endurance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td><strong>Intensity</strong></td>
<td><strong>Intensity (resistance)</strong></td>
</tr>
<tr>
<td>Heart Rate ______</td>
<td>Time is determined by:</td>
</tr>
<tr>
<td>RPE __________</td>
<td>Sets_________________</td>
</tr>
<tr>
<td>Time____________________</td>
<td>Repetitions________</td>
</tr>
<tr>
<td>Type_____________________</td>
<td><strong>Type</strong>_____________________</td>
</tr>
</tbody>
</table>

**Flexibility**

Depending on the type of activity you are performing, the muscles to be used should be stretched both before and after the activity. Pick some stretches you know to perform during your exercise session.

*A stretch should be held for at least 20 seconds.*

---

Every exercise session should include a warm up, training period and a cool-down. Use the line to write in a sample exercise session with a warm-up, training period and cool-down.
Post-Lesson
Goals in the Future

Objectives

After participating in this lesson students will:
• Develop goals for the future and check-in for 6 months.
• Participate in closing activities and celebrations.

Time

40 minutes             Prep Time: 25 minutes

Activities

1. Review and Plan for the Day         3 minutes
2. Goals in the Future               20 minutes
3. Healthy Snacks and Certificates   15 minutes
4. Closure                         2 minutes

Materials

☐ Notebook paper
☐ Envelopes
☐ Healthy dessert snacks
☐ Certificates

Teacher Preparation

• Write Plan for the Day and Objectives on chart paper or board.
• Make poster with letter instructions. (See Activity Post-2.)
• Buy healthy snacks (dessert items and fruit and beverages).
• Print out certificates, 1 for each student.
**Post-1  Review and Plan for the Day  3 minutes**

**Materials:** Plan for the Day and Objectives

Write the Plan for the Day and Objectives on the board before class, listing all of the activities students will be doing.

Plan for the Day:
- Goals for the Future
- Healthy Snacks and Certificates
- Closure

Review the previous class. Ask students if any of them worked on their exercise prescription since the last class and if so, what did they do? Did they remember to include a warm-up and cool-down in the workout?

Explain that today is the last class. They will take a look at the goals they created for themselves and apply them to their future. Explain that they will be writing a letter to themselves that will be sent in 6 months. After that, there will be a short ceremony with food and some closing thoughts about the nutrition and physical activity ideas they have been exposed to.

Review the Objectives with students.

**Post-2  Goals in the Future  20 minutes**

**Materials:** Healthy Eating and Physical Activity Goals (Activity Sheet 7.3), notebook paper, envelopes, pencils, poster with letter instructions.

Explain that students will now be writing a letter to themselves that will be sent in 6 months time.

- Tell them to start the letter with a check-in about how they are doing physically, emotionally, spiritually, intellectually and socially. In 6 months they will see what has and has not changed in their lives.
- Then ask them to write in the letter about a decision they are making in their lives right now so they will see how it played out in 6 months.
- The third thing to write about are the goals that they created for themselves now. Then in 6 months’ time they will see if those goals have been achieved or not and they can then create new goals. Have students take out their Healthy Eating and Physical Activity Goals activity sheet. Ask them to look over their goals and think about whether they need to change their goals or if these are goals they can continue to work on after this class is over.
• Display a poster with what you want them to write about in this letter:

  o Check in with yourself—how you are doing in your life in general? Include physical, emotional, spiritual, intellectual and social aspects of health.
  o What decisions are you faced with in your life at the moment? What decision have you recently made or are you about to make?
  o What are your physical activity and healthy eating goals right now? How are you doing on them and how do you plan on achieving them?

Give students about 15 minutes to write their letters. Collect the letters, making sure that students have put their home addresses on the envelope provided. For the return address, they can put the school address, so if the letter is returned it will go to the school.

**Post-3 Healthy Snacks and Certificate 15 minutes**

**Materials:** Completed certificates, healthy snacks (dessert items such as low-fat coffee cake, veggies and low-fat dip, fruit and juice)

Show students the snacks you’ve brought to share with them. Invite them to serve themselves before you begin with giving out certificates.

Once students have some food, present them with their certificates of participation. Words can be shared for each of the students if it is appropriate to do so. Acknowledge the students for participating in this class.

**Post-4 Closure 2 minutes**

Tell students they have discussed and begun to put into practice the idea of “whole health.” It is the idea that there is more to staying healthy than simply not being sick. The hope is that this course will help them address all the aspects of their health: physical, emotional, social, spiritual and intellectual. Maintaining a healthy life is a work in progress, and the goal of the course has been to give some ideas about healthy lifestyle practices they can build on for a healthy and good life of their choosing.
Course Outline

Course Title: Come and Get It! *Nutrition and Physical Activity for Lifelong Health*

Course Duration: Twenty 50-minute sessions

Course Goal:
The goal of this course is to give students a basis of knowledge and skills to make healthy lifestyle choices that support their whole “well-being,” and encourage them to make positive changes in their nutrition and physical activity health behaviors.

Course Objectives:
After participating in this course students will
- Have specific exercises they can participate in to enhance their health through physical activity.
- Have the knowledge to make healthy choices around what they eat.
- Be able to make decisions around healthy lifestyle choices.
- Have the ability to set future goals
- Have a plan to maintain the practices of this course.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Lesson</td>
<td>Course Overview</td>
<td>Students will understand the content and requirements of the course.</td>
<td>Human Scavenger Hunt&lt;br&gt;Present course syllabus including expectations, requirements and grading</td>
</tr>
<tr>
<td>One</td>
<td>Take a Look at Whole Health</td>
<td>Students will identify the various components of “whole health” and will understand that in combination these components contribute to a person’s overall well-being. Know how to work with resistance bands and perform some exercises targeted at the upper body.</td>
<td>Intro. to Whole Health&lt;br&gt;Collage&lt;br&gt;Resistance Band Exercises</td>
</tr>
<tr>
<td>Two</td>
<td>Nutrients and the Body</td>
<td>Students will be able to identify key nutrients the body needs and describe their function and importance. Understand that bodies are affected by the types of nutrients taken in through food and drink.</td>
<td>Intro. to Nutrients&lt;br&gt;Nutrient Groups/Presentations&lt;br&gt;True/False Game</td>
</tr>
</tbody>
</table>
| Three | Reading Food Labels: What's Really in It? | Students will
Gain a better understanding of Food Labels by reading and comparing them.
Understand what types of foods are high in carbohydrates, proteins and fats based on Food Label information.
Be introduced to relaxation/meditation techniques and understand their potential role in a person’s well-being. | Carbohydrates, Proteins and Fats
What’s on a Food Label?
Food Label Comparison
Intro. to Meditation |
| Four | My Food Pyramid | Students will
Identify and understand the basic concepts in the Food Pyramid.
Understand how the nutrients relate to the Food Pyramid.
Identify the different food groups.
Understand the concepts of balance, variety and moderation.
Practice resistance band exercises as a physical activity. | Intro. to Food Pyramid
Food Pyramid Groups
Resistance Bands
What Do We Know? |
| Five | Calorie Intake | Students will
Learn how many calories per day are appropriate for them to eat based on their activity level, age and gender.
Develop a menu for the day based on their calorie per day recommendation. | Nutrition Facts for YO!
Calories in a Day |
| Six | The Physical Fitness Components | Students will
Practice resistance band exercises.
Be able to identify and explain the four components of being physically fit; cardiorespiratory fitness, muscular strength, muscular endurance and flexibility. | Resistance Band Exercises
Intro. to Physical Fitness
Being Fit Fact Sheet
Being Fit Quiz
Physical Fitness Examples
Correct Quiz |
| Seven | Setting Goals for Healthy Eating and Physical Activity | Students will
Write a healthy eating and physical activity goal that they will monitor for the next 4 weeks.
Develop goal-setting skills to improve their ongoing nutrition and physical activity
Practice deep breathing techniques and know more about distraction during meditation. | How to Write a Goal
Goal Setting
Meditation |
<table>
<thead>
<tr>
<th>Eight</th>
<th>Influences on Nutrition and Physical Activity</th>
<th>Students will Identify positive and negative influences in their lives. Identify positive and negative influences on nutrition and physical activity. Identify ways they can overcome negative influences in their lives.</th>
<th>What Influences You? Influences Goals/Influence/Ways to Overcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine</td>
<td>Healthy Eating and Physical Activity Choices</td>
<td>Students will Identify influences on their healthy eating and physical activity choices. Be more familiar with healthy eating and physical activity options. Use guided imagery as a meditation practice.</td>
<td>Choices Food Choice Factors Meditation Food Tasting</td>
</tr>
<tr>
<td>Ten</td>
<td>Decision Making for Nutrition and Physical Activity</td>
<td>Students will Learn about decision-making skills and how to use them to resist negative influences on their choices about nutrition and physical activity. Use the Decision Making Process to think through a problem. Track progress on their healthy eating and physical activity goals.</td>
<td>Decision-Making Skills Tracking Progress</td>
</tr>
<tr>
<td>Eleven</td>
<td>Unhealthy Dieting Behaviors</td>
<td>Students will Identify healthy and unhealthy ways to manage weight. Practice resistance band exercises. Practice meditation/guided imagery.</td>
<td>Introduction to Dieting Unhealthy and Healthy Dieting Resistance Band Exercises Meditation</td>
</tr>
<tr>
<td>Twelve</td>
<td>Healthy Eating Habits</td>
<td>Students will Identify healthy ways to manage weight. Develop posters with tips for better eating. Practice presentation skills.</td>
<td>Healthy Eating Posters</td>
</tr>
<tr>
<td>Thirteen</td>
<td>We Are What We Eat</td>
<td>Students will Understand that our bodies are affected by the type of foods we eat. Track progress on their healthy eating and physical activity goals.</td>
<td>Introduction to Super Size Me Super Size Me Discussion Questions Tracking Progress</td>
</tr>
</tbody>
</table>
| Fourteen | Exploring Body Image | Students will
Learn a new meditation practice.
Define positive and negative body image.
Identify what influences their perception of a healthy body.
Identify and express their opinion on body image issues.
Assess their body image. | Meditation
Defining Body Image and Influences
What Do You Think?
Body Image Assessment |
|---|---|---|---|
| Fifteen | Cardiorespiratory Health:
Learning about Heart Rate Zones | Students will
Learn the five heart rate zones.
Understand that the heart works harder at different intensity levels.
Practice taking their heart rate while exercising.
Track progress on their healthy eating and physical activity goals. | Heart Rate Zones
Finding Your Heart Rate
Exercising in Heart Rate Zones
Tracking Progress |
| Sixteen | Flexibility and Muscular
Strength/Endurance | Students will
Be familiar with why we stretch.
Develop a stretching routine to do as a pre-activity before vigorous exercise.
Learn basic muscle strength/endurance exercises.
Learn major muscle groups. | Why We Stretch
Stretching Routine
Muscle Strength/Endurance Exercises |
| Seventeen | Sports Medicine and First Aid for Active People | Students will
View the Educational Video Network-Basic First Aid Video.
Review scenarios that would require action by a first responder.
Be more familiar with first-aid protocols and responder skills.
Have the opportunity to share a personal first-aid experience.
Use reflective writing as a meditation practice. | First-Aid Video
First-Aid Scenarios
Meditation |
<table>
<thead>
<tr>
<th>Eighteen</th>
<th>Exercise Prescription</th>
<th>Students will Track progress on their healthy eating and physical activity goals. Develop an exercise plan to address all four components of physical fitness. Use their previously written goals to develop their plan.</th>
<th>Tracking Your Progress Exercise Prescription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Lesson</td>
<td>Goals in the Future</td>
<td>Students will Develop goals for the future and check-in for 6 months. Participate in closing activities and celebrations.</td>
<td>Goals in the Future Healthy Snacks and Certificates</td>
</tr>
</tbody>
</table>