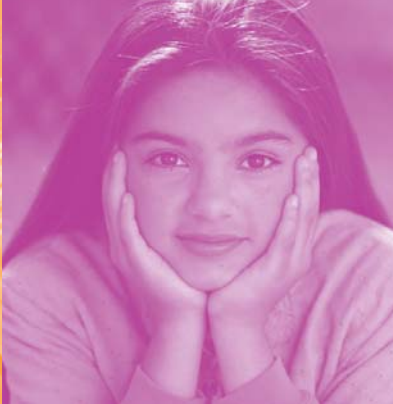


A Toolkit for **Healthy** Girls & Strong Women

# BODY BASICS



U.S. Department of Health and Human Services  
Office on Women's Health

[www.womenshealth.gov](http://www.womenshealth.gov)  
800-994-WOMAN (9662)  
TDD: 888-220-5446







# BODY BASICS

B@D&WORLD

# BodyWorks

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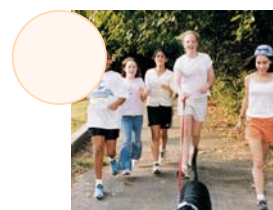
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*In order to help our children navigate adolescence successfully, we must board early. Early adolescence is our last best shot at preparing them for a successful life... because they are beginning to adopt patterns of thought and behavior that will accompany them for years to come.<sup>1</sup>*

— Laura Sessions Stepp, *Our Last Best Shot*

**BodyWorks provides you with more than just information about healthy eating and physical activity. This kit also contains tools to support you and your family as you to try change everyday habits.**

BodyWorks was created by the Office on Women's Health (OWH) in the U.S. Department of Health and Human Services.

- ◆ Go to [www.womenshealth.gov](http://www.womenshealth.gov) for more information on OWH programs for women, adolescent girls, and their families.
- ◆ OWH also maintains a girls' health Web site at [www.girlshealth.gov](http://www.girlshealth.gov)

## **WHY DO YOU NEED BODYWORKS?**

**Welcome to BodyWorks, a toolkit for parents and other adult caregivers of young teen girls. BodyWorks is designed to help your family make healthy eating choices and become more physically active.**

Today, record numbers of children and adolescents are at risk for serious health problems because they are overweight. Dieting is not the answer. Research shows that girls who diet do not get proper nutrition and may gain even more weight.

The best way to control weight is to eat fewer calories while increasing physical activity. To reach this goal, you may need to change family eating or activity habits.

As a parent or caregiver, you have an important role to play in supporting your child and other family members in these efforts. This toolkit can help you in this challenge.

The kit is divided into seven sections called "7 Simple Steps to Healthy Living." Also, the kit contains a number of tools to support these steps to healthy living. You will read about about BodyWorks in the next few pages.

**Making changes to everyday habits and behaviors takes time. Take the first step and read through this publication.**





*BodyWorks gives families the tools to make simple, gradual changes that help girls reach and maintain a healthy weight so they can grow to become healthy women.*

— Dr. Jonelle Rowe, Senior Advisor for Adolescent Girls, Office on Women's Health, U.S. Department of Health and Human Services.

# 7 SIMPLE STEPS TO HEALTHY LIVING

The BodyWorks toolkit is divided into 7 practical steps to help your family lead a healthy, fit lifestyle.

1

## *Decide to live a healthy lifestyle*

Make the commitment to healthy eating and physical activity habits for your girls, for you, and for all family members.

2

## *See where you are now*

Where does your family stand when it comes to eating and physical activity? Find out by recording the family's eating and activity habits for the first week.

3

## *Understand healthy eating*

Learn what healthy eating really means, from basic nutrition facts to meal and snack preparation.



*Recognize  
the  
benefits of  
physical  
activity*

Find out why physical activity is so important and how you can make it part of your family's everyday routine.

*Set goals  
and plan*

Use a daily journal to record eating and activity habits and to help set goals.

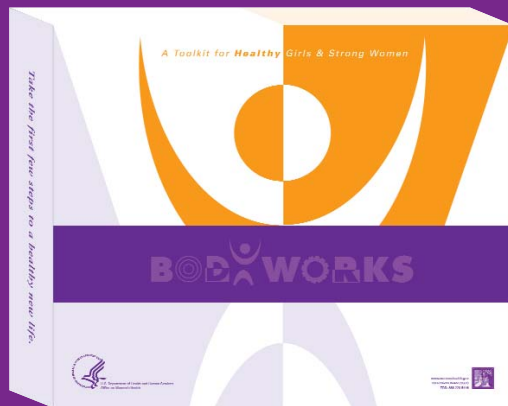
*Shop, cook,  
eat together*

Make nutritious, convenient meals by preparing a shopping list, choosing delicious recipes from the BodyWorks recipe book, and more.

*Support a  
healthy  
lifestyle  
for your  
family*

Create an environment at home, at school, and within your community that supports healthy eating and physical activity.

Each of the 7 steps has important tools to help you reach your goal.

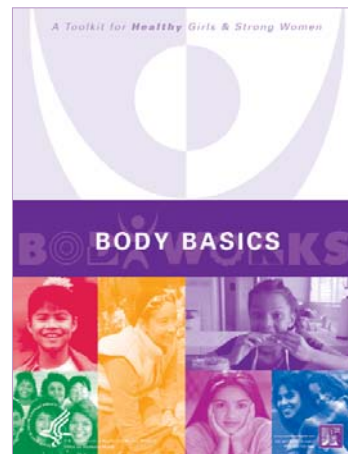


1

## Decide To Live A Healthy Lifestyle

### Body Basics

**Body Basics** introduces you to the BodyWorks toolkit, gives you the facts about nutrition and physical activity, and helps you stay on track.



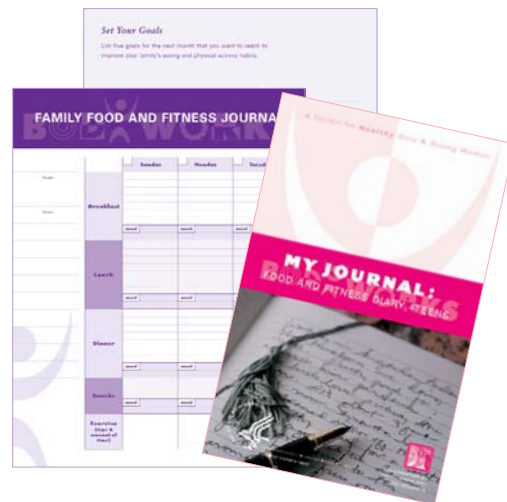
2

## Begin To Take Action

### Journals

The **Family Food and Fitness Journal** helps parents/caregivers and other family members record meals, snacks, and activities.

**My Journal: A Girl's Food and Fitness Diary** lets girls track their food intake and physical activity.

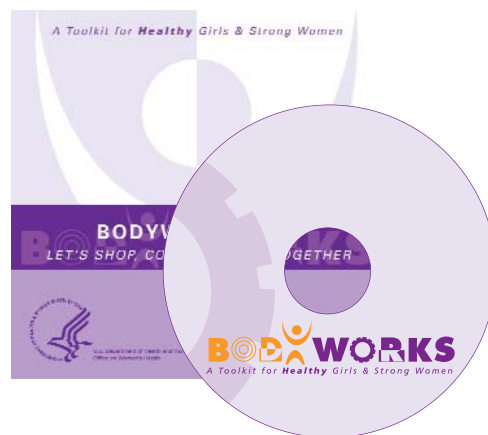


3

## Understand Healthy Eating

### DVD

A **DVD** for family members of all ages that presents tips for menu planning, shopping, cooking, and being physically active.



# 4

## Recognize The Benefits Of Physical Activity

Pedometer

A **Pedometer** is a device that counts the number of steps you take throughout the day.



# 5

## Set Goals And Plan

Weekly Planner

The **Weekly Planner** is a refrigerator magnet and wipe-off board designed to help parents/caregivers plan meals, snacks, and physical activities for the week ahead.



# 6

## Shop, Cook, Eat Together

Shopping List and Recipe Book

The **Recipe Book** offers ideas for easy, inexpensive meals and snacks as well as nutrition information, cooking tips, and meal planning suggestions.

**Shopping Lists** for each week of the year provide samples of healthy foods to keep in the kitchen and provide extra space for writing down your own food choices.

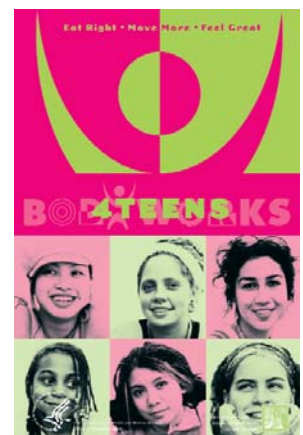


# 7

## Support A Healthy Lifestyle For Your Family

*BodyWorks 4Teens*

**BodyWorks 4Teens** is a publication for teen girls that provides facts about nutrition and physical activity in a fun, interactive format. Goal-setting and planning tools are also provided.





# CHANGE TAKES TIME

**Making big changes in your life is not easy. It takes about three months to change a behavior and about six months to make a new behavior part of your everyday routine.**

It's important that you begin by taking a few small steps.<sup>2</sup>

- ◆ **Think about your reasons for making healthy lifestyle changes for you and your family.** Keep these reasons in mind as you begin to make these changes.
- ◆ **Build on what you already do.** Think about the healthy foods and activities your child and family already enjoy, and start from there.
- ◆ **Figure out what may get in the way of making these changes so you are prepared to deal with them.** Examples include lack of support from other family members and busy parent and child schedules.
- ◆ **Decide on two or three small changes in eating or physical activity.** For example, set a goal to make a healthy bag lunch for

your child at least two days per week. Add one or two more goals after a few weeks. Remember to write your goals down and refer back to them regularly.

- ◆ **Keep a daily food and activity journal.** Journals help to keep you on track and check your progress.
- ◆ **Reward your successes.** Congratulate your child when you see positive changes.
- ◆ **Get a BodyWorks buddy.** Ask another parent or caregiver to join you in using this toolkit. Form a monthly discussion group with other adults at a school or recreation center for new ideas and extra support.
- ◆ **Know that you can do it!** Use the many resources in this kit to build your skills and confidence.

**Remember, change happens gradually. Don't be discouraged by slips—they are a normal part of changing behavior. Just get back on track.**







## *Decide to live a healthy lifestyle*

Parents and other adult caregivers have an important role to play in helping young girls reach and maintain a healthy weight during their pre-teen and early teen years. Make the commitment to support a healthy lifestyle for them, for you, and for all family members.

# FOR HEALTHY GIRLS

## *Did you know?*

- ◆ Nearly two-thirds of U.S. adults are overweight.<sup>5</sup>
- ◆ A child under 10 years of age with obese parents faces double the risk of becoming an obese adult.<sup>6</sup>
- ◆ On average, adolescents eat at fast food restaurants twice a week.<sup>7</sup>
- ◆ Almost one-fourth of adolescents drink more than 26 ounces of soda every day.<sup>8</sup>
- ◆ The average child in the U.S. watches 40,000 TV ads for food each year. Most promote sugared cereals, candy, fast foods, and soft drinks.<sup>9</sup>



## *Teens and being overweight*

As teenagers, girls adopt eating and physical activity habits that can last a lifetime. Yet today more than 15 percent of children ages 6 to 19 are overweight, and even more youth are at risk of becoming overweight.<sup>1</sup> About 70 percent of overweight teens become obese adults.<sup>2</sup>

**Being overweight is about more than physical appearance.** Girls who are overweight are at risk for serious health problems now and in the future. These problems include high blood pressure, heart disease, type 2 diabetes, high cholesterol, asthma, some types of cancer, orthopedic problems, and liver disease.<sup>3</sup>

**Researchers are also finding that overweight may be connected to poor self-esteem, depression, and anxiety.**<sup>4</sup>

If you think your child may be overweight, consult a pediatrician or family doctor. A doctor can suggest ways for your child to reach a healthy weight. The doctor can also discuss whether any emotional problems may be contributing to a weight problem.

Most importantly, a family needs to work together to form healthy eating and physical activity habits for a lifetime. BodyWorks can help by providing you with information and tips to start your family on the path to a healthy lifestyle.





# Puberty and weight

Girls are growing physically and emotionally during adolescence. Before age 11 or 12, girls may get taller and heavier and have more fat around their hips, waist, and breasts. During this time, girls may become sensitive about their appearance, particularly as they begin comparing themselves to peers and images in the media. They need to be reassured that some of this weight gain is a normal part of puberty.

For these reasons, a pediatrician or family doctor is the best person to determine if your child is overweight. If overweight is an issue, the goal will be to reduce the rate of body weight gain while allowing for normal growth and development. It is also important that you let her know that you accept her, no matter how much she weighs.

## What is a healthy weight?

Most doctors use special growth charts to determine if a child is underweight, overweight, or within a healthy weight range.

First, a child's body mass index (BMI) is calculated by dividing her weight in kilograms by height in meters squared. The BMI measurement is then compared to other children who are of the same age and gender. The comparisons are expressed as percentiles. For example, a 12-year-old girl who is in the 50th percentile weighs the same or more than 50 percent of 12-year-old girls.<sup>10</sup>

### The following cut-off points are used to evaluate your child's weight:

- ◆ Underweight: less than the 5th percentile
- ◆ At risk of overweight: 85th percentile and above
- ◆ Overweight: greater than or equal to the 95th percentile

However, BMI measurements are not always accurate in determining children's body fat percentages since body composition changes at different rates and different times as kids grow. For example, boys are usually leaner during growth spurts, while girls gain body fat during puberty.<sup>11</sup>

## Weight across cultures

Overweight affects children and youth from all races and ethnicities. However, some ethnic and racial groups have higher rates among teens ages 12 to 19:<sup>12</sup>

- ◆ 12.4 percent of white (non-Hispanic) girls
- ◆ 26.6 percent of black (non-Hispanic) girls
- ◆ 19.4 percent girls of Mexican descent

Also, 39 percent of American Indian children<sup>13</sup> and 50 percent of children from Guam<sup>14</sup> are overweight.



# WEIGHT AND EMOTIONS

Eating is often about more than being hungry. It is a way to celebrate a happy event, follow cultural traditions, or socialize with friends. For some people, however, eating is a way to deal with difficult feelings such as stress, depression, and anxiety. This is called emotional eating, and it can lead to overeating, or even eating disorders.

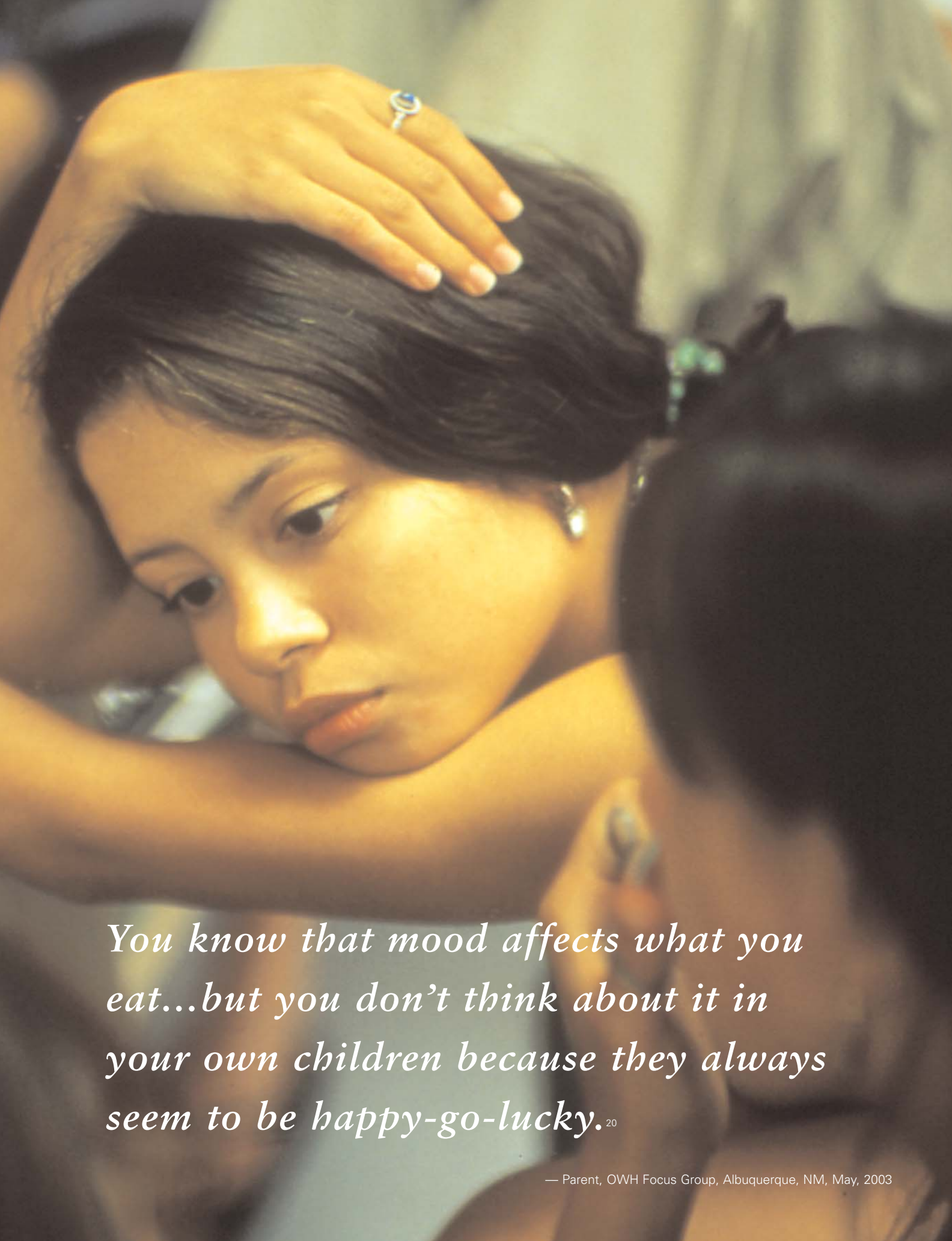
Like adults, children and adolescents may eat for emotional reasons. One study, for example, found that 11-year-old school children who were stressed tended to eat more unhealthy foods and eat fewer nutritious meals and snacks.<sup>15</sup>

Researchers are now also finding links between serious emotional problems and overweight, including:

- ◆ Depressed adolescents may actually be at greater risk of becoming obese.<sup>16</sup>
- ◆ Children who develop serious behavioral problems may be five times more likely to become overweight two years later.<sup>17</sup>
- ◆ Overweight girls are more likely to feel badly about their bodies. These feelings place them at a greater risk of having low self-esteem, depression, and problems with anxiety.<sup>18</sup>
- ◆ Teasing about body weight is associated with feeling badly about one's appearance, low self-esteem, depression, and even thinking about and attempting suicide.<sup>19</sup>

Talk to your child about her feelings and how they may be connected to her eating habits. Consult a pediatrician or family doctor if you think your child may be suffering from more serious emotional problems. A doctor can help you determine if your child also needs to talk to a mental health professional.

**Information about body image and eating disorders is available at [www.womenshealth.gov](http://www.womenshealth.gov).**



*You know that mood affects what you eat...but you don't think about it in your own children because they always seem to be happy-go-lucky.<sup>20</sup>*

# THE DIET TRAP

Many adolescent girls are unhappy with their bodies and try to lose weight by using unhealthy dieting practices such as skipping meals, fasting, smoking, severely restricting calories, or eliminating whole classes of foods such as starches and sugars. Some girls are using even more extreme methods, such as making themselves vomit and using diet pills and laxatives.<sup>21</sup>

The best approach is to encourage healthy eating practices and regular physical activity. Diets do not provide the right kind of nutrition girls need to grow.

Also, diets may cause some girls to gain more weight and develop lifelong unhealthy eating habits. One study, for example, found that children who diet actually gain more weight in the long term than children who do not diet. This is because dieting may cause a cycle in which children eat very little and then overeat or binge eat (eating large amounts of food in a short period of time, usually alone, without being able to stop when full).<sup>22</sup>

Girls who feel dissatisfied with their bodies and use unhealthy dieting methods are also at increased risk for eating disorders, obesity, poor nutrition, growth impairments, and emotional problems such as depression.<sup>23</sup>







## *Smoking and weight control*

Research shows that people under age 30 are more likely to smoke if they are trying to lose weight, even though many want to stop smoking.<sup>24</sup>

Teen girls may be especially open to the risks of smoking to control their weight. Cigarettes are often marketed as “slims” or “thins” to play into the social pressures on young women to control their weight, manage stress, and look grown up. One study found that girls who had dieted up to one time each week were twice as likely to become smokers and girls who dieted more often had four times the odds of becoming smokers.<sup>25</sup>

**Adolescent girls need to be warned that using tobacco is not a good way to lose weight.**

Parents can offer their children facts about smoking, help them understand the marketing strategies behind ads for cigarettes, and offer healthier ways to control weight.

*As a nation, we are all getting obese and it is starting in childhood. One of the major consequences of this is that more and more of our children will develop type 2 diabetes. This is a major public health problem and we are going to have to make major lifestyle changes to prevent it.*<sup>26</sup>

— Kenneth Lee Jones, M.D., Professor of Pediatrics University of California, San Diego



## **TYPE 2 DIABETES AND OVERWEIGHT**

### *Is your child at risk?*

Type 2 diabetes accounts for 90 to 95 percent of all diagnosed cases of diabetes.<sup>27</sup> At one time, type 2 diabetes was found mainly in adults who were overweight and over age 40—but no longer.

Today, children and adolescents are also being diagnosed with the disease. Risk factors for type 2 diabetes include being overweight and having a family member with the disease.

Scientists are now researching how to prevent and treat type 2 diabetes in children. The best approach is to help your child eat well, be physically active, and maintain a healthy weight.

## What is diabetes?

Diabetes means that your blood glucose (known as blood sugar) is too high. Your body needs glucose for energy. However, too much glucose in the blood isn't good for your health.

Diabetes is a chronic disease associated with serious health problems such as heart disease, blindness, kidney failure, and amputations—or even premature death. However, people with diabetes can take steps to control the disease.

### There are two types of diabetes:

- ◆ Type 1 diabetes accounts for 5 to 10 percent of all diagnosed cases of diabetes. It most often occurs in children and teens and continues through adult life. People with type 1 diabetes take insulin to control the disease and maintain health.
- ◆ Type 2 diabetes was once known as adult-onset diabetes but is now also seen in children and adolescents. In some cases, type 2 diabetes can be delayed or prevented by keeping a healthy weight and by being active. Some children and teens may need to take medication. Families should work with a health care provider to develop a treatment plan.

### Symptoms of type 2 diabetes

- ◆ Feeling very tired, thirsty, or nauseated
- ◆ Having to urinate frequently
- ◆ Unexplained weight loss
- ◆ Blurred vision
- ◆ Frequent infections
- ◆ Sores and wounds that are slow to heal
- ◆ Physical signs of insulin resistance, such as a dark, thick, or velvety appearance on skin around the neck or in the arm pits.

Some children or teens may not show any of these symptoms when they are diagnosed. That's why it's important to talk to a health care provider about testing if your child is at risk for type 2 diabetes.



## *Diabetes, race, and ethnicity*

Children from certain ethnic and racial groups may be at even greater risk for type 2 diabetes. These groups include African Americans, Hispanic Americans, American Indians, and some Asian Americans and Pacific Islanders. The risk is especially great if the child is also overweight and has a family history of the disease.

In fact, adults over age 20 from these ethnic and racial groups are 1.6 to 2.3 times more likely to have diabetes than adults who are white.

Also, Native Hawaiians, Japanese, and Filipino residents of Hawaii are approximately two times as likely to have diagnosed diabetes as white residents of Hawaii of similar age.<sup>28</sup>





## *Are asthma and obesity related?*

Childhood asthma is the main cause of chronic illness in children and is a leading cause of school absences.<sup>29</sup> Asthma affects nearly 5 million children and adolescents under age 18.<sup>30</sup>

Experts believe there is a connection between obesity and asthma but are not exactly sure why. One possible reason is that children with asthma may be less physically active. Another theory is that obesity may trigger coughing, wheezing, and difficulty breathing.<sup>31</sup>





# HEALTHY WEIGHT:

## *What's a family to do?*

Most experts agree that parents or other adult caregivers have the most influence in shaping eating, activity, and lifestyle habits of young girls. How can you begin? The following are some general tips to help you get started:

**Teach your child healthy eating habits through your own actions.** Children are often more willing to eat healthy foods and be active if they see their parents and other family members doing these things first.

**Avoid unhealthy eating habits** such as skipping meals to lose weight, complaining about your body, or using food as a reward or to make yourself feel better.

**Help your child learn to control her own eating.** Encourage her to stop eating when full. Avoid forcing her to eat certain foods, requiring that she “clean her plate,” and forbidding particular foods. These actions may actually lead to overeating.

**Offer your child a variety of healthy foods at meals and snack times,** including fruits, vegetables, whole grains, and other foods that are low in sugar, sodium (salt), and saturated fat.

**Eat meals together as a family.** Not only are meals an important social outlet, they also help parents and caregivers keep track of what young people are eating, as well as their activities and moods.

**Participate in physical activities with your child.** Take your child to parks, beaches, and other places where she can be physically active. Take walks, hikes, or bike rides as a family.

**Limit and monitor time spent watching television,** which encourages children to be inactive and exposes them to many food advertisements. Take the television out of children's bedrooms.







## *See where you are now*

The Family Food and Fitness Journals help you keep track of your family's eating and activity habits.

Once you understand your family's current habits, you can start thinking about changes you'd like to make.

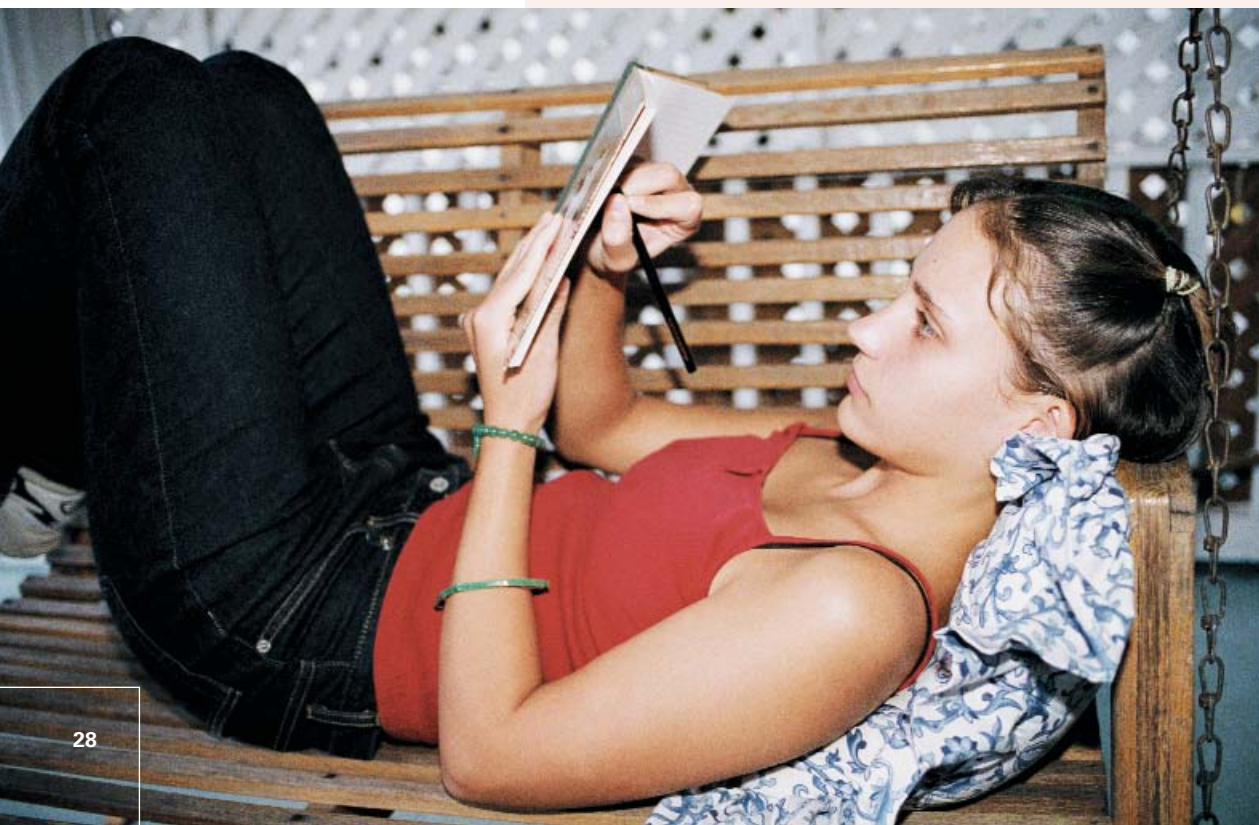
# HOW TO USE YOUR JOURNAL

**The Family Food and Fitness Journal** and **My Journal: A Girl's Food and Fitness Diary** can be helpful tools in better understanding eating habits and tracking activity patterns.

On the next page is a sample entry from a daily journal to show you what a few days may look like. Remember to write down what you eat for each meal and snack. Try to mark the time that you ate and how much you ate. Describe the type of activity you were engaged in each day and the length of time.

## Here are some other hints:

- ◆ **Write in your journal as soon as you eat or complete a physical activity.** Carry your journal with you throughout the day.
- ◆ **Write down everything,** including all snacks, even if it's just one cracker.
- ◆ **Be honest.** The journal will be useless unless you are truthful.
- ◆ **Be specific about how the meal was cooked** (fried, grilled, etc.) as opposed to listing "potatoes" for French fries or "fish" for popcorn shrimp.
- ◆ **Record your drinks including sizes** (8 oz., 24 oz.)
- ◆ **It may also be important to note how you were feeling while eating** (happy, sad, depressed, worried) to help you identify emotional overeating.



February 2004	8 <b>Sunday</b>	9 <b>Monday</b>	10 <b>Tuesday</b>
<b>Breakfast</b>	2 hardboiled eggs, 1 piece of toast, 1 glass of orange juice	Bagel with cream cheese, 1 glass of orange juice	1 bowl of bran cereal with strawberries, 1 cup of low-fat yogurt, 1 glass of orange juice
	<b>mood</b> Well rested	<b>mood</b> sleepy	<b>mood</b> tired and grumpy
<b>Lunch</b>	Chicken breast sandwich on wheat bread, carrot sticks, low-fat yogurt, 1 glass water	1 small bag of cheese-flavored tortilla chips, 1 can of soda, 1 chocolate k	Turkey sandwich on white bread, 1 small bag of baked potato chips, 1 apple, 1 glass of low-fat milk
	<b>mood</b> energetic	<b>mood</b> unmotivated	<b>mood</b> tired but in an over all good mood
<b>Dinner</b>	Spaghetti and meat balls, 2 pieces of garlic bread, vegetable salad, 1 glass low-fat milk, 1 slice apple	5 slices of pizza, 1 can of soda	Vegetable omelet with cheddar cheese, 2 pieces of wheat bread, fruit salad
	<b>mood</b> happy	<b>mood</b> Calm	<b>mood</b> excited about basketball game
<b>Snacks</b>	1 apple	10 chocolate chip cookies	Chocolate cake and 1 banana
	<b>mood</b> Calm	<b>mood</b> Stressed about school work	<b>mood</b> happy
<b>Exercise (type &amp; amount of time)</b>	30 minutes walking and 40 minutes basketball	30 minutes gym class 2 hours Basketball practice	30 minutes gym class Basketball game 4:30 PM (2 hours)

# CHECKING YOUR JOURNAL

**After members of your family have completed their journal entries for one week, ask them to hand you their journals to review.** As you read their entries, you will become more familiar with the eating and activity habits of the children and adults in your family. Use the questions on this page to help you look for areas to improve, such as eating breakfast most days, packing healthy lunches, using low-fat or fat-free instead of whole milk, buying more fruits and vegetables, or limiting time spent watching television and playing video games.

After this first week, decide whether you want to check family journals once or twice each month. Girls and other family members should be encouraged to check their own journals every week. **Regularly checking your journals will help you to set healthy eating and physical activity goals.**

It's recommended that families use the journals for several months. In fact, you may even see positive changes within the first two or three months.

## Reviewing your journal

**Answer the questions below to help assess your journal entries. After you have completed them, read the next page to find out how to write goals for your family.**

- 1** Did family members eat breakfast most days of the week?  
 **Y**  **N**
- 2** Did family members eat fruits and vegetables each day?  
 **Y**  **N**
- 3** Did the vegetables include any deep yellow or dark green varieties, like squash or spinach? (Don't count French fries, other fried potatoes, and onion rings as vegetables!)  
 **Y**  **N**
- 4 a)** How many glasses of milk did the children and other family members drink each day?  
 **0**  **1**  **2**  **3**  **4**  **5**  **more**

**b)** Was the milk low-fat or fat-free?  
 **Y**  **N**
- 5** Did family members eat low-fat yogurt or cheese? What about other sources of calcium such as spinach, and other dark green leafy vegetables or calcium-fortified foods or drinks?  
 **Y**  **N**
- 6** Were cooked foods prepared by baking, grilling, steaming, or boiling, rather than by frying or other methods that add fat?  
 **Y**  **N**
- 7** Did the meals include lean meat, poultry, fish, tofu, beans, eggs, or nuts?  
 **Y**  **N**
- 8** Did family members reduce the amount of high-sugar beverages (e.g. sodas, fruit drinks) they consume or eliminate them entirely?  
 **Y**  **N**
- 9** Do the children's lunches (either cafeteria or bag lunch) include fruits, vegetables, whole grains, or milk/milk products?  
 **Y**  **N**
- 10** How many meals were from fast-food restaurants this past week?  
 **0**  **1**  **2**  **3**  **4**  **5**  **more**
- 11** How many hours per week were children and adults physically active?  
 **0**  **1**  **2**  **3**  **4**  **5**  **more**
- 12** Did family members say they overate for emotional reasons, such as feeling sad, bored, tired, or angry?  
 **Y**  **N**





# 3

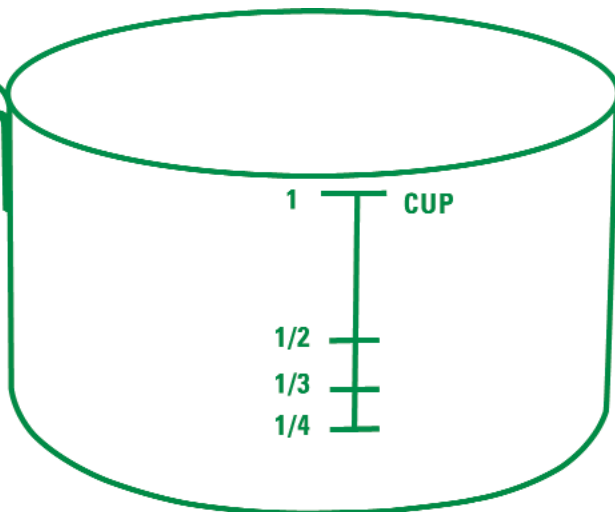
## *Understand healthy eating*

Get the facts and skills you need to help your family reach and maintain healthy weight, including basic facts on nutrition and practical tips on preparing healthy meals and snacks.

# EATING HEALTHY

Good eating habits help young people grow and develop, do well in school, and prevent health problems now and in the future. Here are a few guidelines to get started:

- ◆ Eat a variety of foods from each food group, from fruits and vegetables to foods from the milk, whole grain, and meat and beans group.
- ◆ Use the Nutrition Facts labels so you can choose foods that are low in saturated fat, *trans* fat, cholesterol, sodium (salt), and sugars.
- ◆ Limit caffeine, especially from sodas and coffee drinks.
- ◆ Get the most nutrition from the calories you eat.



## *What does a cup look like?*

The chart on the next page lists how much of each food girls and families need each day. For example, you should aim to eat two cups of fruit per day. Use this illustration to see how much a cup of food may look like.



# What girls and families need

A healthy, balanced diet for children, teens, and adults, includes a mix of different foods. Here's what a healthy eating plan looks like.

<b>Fruits</b>	
<b>How much each day</b> 2 cups	<b>Tip</b> Choose whole fruits (fresh, frozen, or canned) more often than fruit juice.
<b>Vegetables</b>	
<b>How much each day</b> 2 1/2 cups	<b>Tip</b> Aim for a variety of vegetables each week, including: <ul style="list-style-type: none"><li>◆ Dark green vegetables, like spinach and broccoli</li><li>◆ Orange vegetables, like carrots</li><li>◆ Dry beans, such as lentils, white beans, and kidney beans</li><li>◆ Starchy vegetables such as corn and sweet potatoes</li><li>◆ Other vegetables</li></ul>
<b>Milk and Milk Products</b>	
<b>How much each day</b> 3 cups - for children 9 years of age and older and adults 2 cups - for children 2 to 8 years old.	<b>Tip</b> Milk and milk products include: <ul style="list-style-type: none"><li>◆ Fat-free or low-fat milk</li><li>◆ Low-fat yogurt</li><li>◆ Low-fat cheeses</li></ul>
<b>Grains</b>	
<b>How much each day</b> 6 ounces total  <i>Whole grains:</i> 3 + ounces (at least half of total grains)	<b>Tip</b> Examples of whole grains include: <ul style="list-style-type: none"><li>◆ Whole wheat</li><li>◆ Oats/oatmeal</li><li>◆ Corn</li><li>◆ Popcorn</li><li>◆ Brown rice</li><li>◆ Whole rye</li><li>◆ Whole-grain barley.</li></ul> <p><i>Remember, the whole grain should be first on the ingredients list. Wheat flour, enriched flour, and degerminated cornmeal are not whole grains.</i></p>
<b>Meat and Beans</b>	
<b>How much each day</b> 5 1/2 ounces	<b>Tip</b> Try different types of foods. Examples include: <ul style="list-style-type: none"><li>◆ Lean meats, poultry, fish (grilled, baked, broiled)</li><li>◆ Beans</li><li>◆ Peas</li><li>◆ Nuts</li></ul>
<b>Fats, Salts, Sugars</b>	
<b>How much each day</b> Limit	<b>Tip</b> Read the Nutrition Facts labels to find foods low in saturated fats, <i>trans</i> fats, cholesterol, and sugars (see page 90).



## WHAT IS A SERVING SIZE?

**Keeping an eye on how much you are eating is important for good health.**

A “serving” is a unit of measure used to describe the amount of food recommended from each food group. You can check the servings on the Nutrition Facts labels found on packaged foods. A recommended serving for whole grains, for example, would be one slice of bread or one-half cup of bread or pasta.

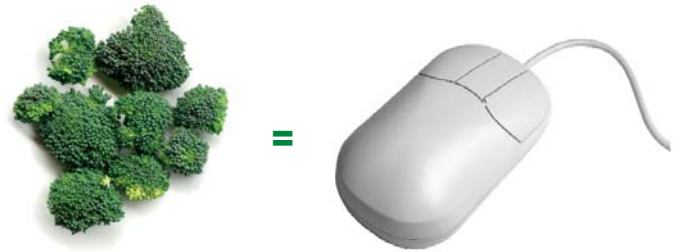
The term “portion size” is also a common term, but it has a different meaning. Portion size refers to the amount of a specific food you choose to eat for a meal or snack.

## *What does one serving size look like?*

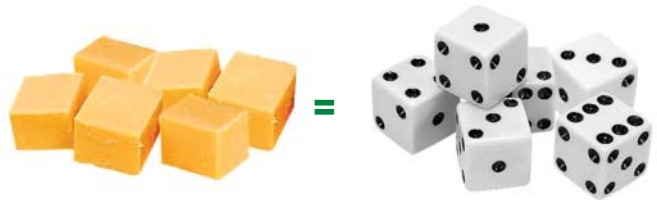
**Fruit:** 1 medium fruit is equal to the size of a baseball.



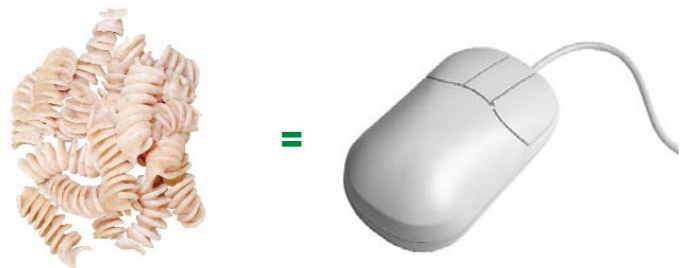
**Vegetables:** 1/2 cup, which looks like a small computer mouse.



**Cheese:** 1 1/2 ounces, or the size of six dice.



**Pasta:** 1/2 cup, which looks like a small computer mouse.



**Fish or meat:** 2 to 3 ounces is the size of a cassette tape or a deck of cards.







**SOURCE:** U.S. Department of Agriculture, Food and Nutritional Service<sup>1</sup>

# TEEN NUTRITION

Adolescence is a time of major growth and development. That is why good nutrition is more important than ever. The following is a list of the major nutrients adolescent girls need to be healthy and strong.

Nutrients	Benefits	Some Food Sources
 <p><b>Vitamin A</b></p>	<ul style="list-style-type: none"> <li>- Good vision.</li> <li>- Healthy skin and hair.</li> <li>- Helps you grow.</li> </ul>	<ul style="list-style-type: none"> <li>- Fortified cereals (cereals that have vitamin A added to them)</li> <li>- Cantaloupe</li> <li>- Green vegetables like spinach</li> <li>- Carrots, sweet potatoes, pumpkin</li> </ul>
 <p><b>Vitamin C</b></p>	<ul style="list-style-type: none"> <li>- Healthy bones, gums and teeth.</li> </ul>	<ul style="list-style-type: none"> <li>- Strawberries, grapefruits, oranges, melons, mangos, tomatoes</li> <li>- Broccoli, red sweet peppers, cauliflower, sweet potatoes</li> </ul>
 <p><b>Vitamin E</b></p>	<ul style="list-style-type: none"> <li>- Protects body cells.</li> </ul>	<ul style="list-style-type: none"> <li>- Nuts (almonds, hazelnuts, peanuts)</li> <li>- Vegetable oils</li> </ul>
 <p><b>Calcium</b></p>	<ul style="list-style-type: none"> <li>- Strong bones and teeth.</li> </ul>	<ul style="list-style-type: none"> <li>- Low-fat or fat-free milk, yogurt, cheese</li> <li>- Calcium-fortified cereals and juices</li> <li>- Calcium-fortified soymilk and tofu</li> </ul>
 <p><b>Folate</b> <i>(also called folic acid)</i></p>	<ul style="list-style-type: none"> <li>- Healthy heart.</li> <li>- Helps your body make red blood cells.</li> </ul>	<ul style="list-style-type: none"> <li>- Cooked, dry beans</li> <li>- Peas</li> <li>- Peanuts</li> <li>- Oranges, orange juice</li> <li>- Dark-green leafy vegetables like spinach</li> <li>- Fortified cereals</li> <li>- Enriched grain products</li> </ul>



<b>Nutrients</b>	<b>Benefits</b>	<b>Some Food Sources</b>
 <b>Fiber</b>	<ul style="list-style-type: none"><li>- May help reduce risk for coronary heart disease</li><li>- Helps make you feel full and keep regular.</li></ul>	<ul style="list-style-type: none"><li>- Beans</li><li>- Ready-to-eat bran cereals</li><li>- Sweet potatoes and baked potatoes with skin</li><li>- Small fresh pears and apples with skin</li></ul>
 <b>Magnesium</b>	<ul style="list-style-type: none"><li>- Helps contract and relax muscles.</li></ul>	<ul style="list-style-type: none"><li>- Ready-to-eat bran cereals</li><li>- Spinach</li><li>- Almonds, cashews, and pine nuts</li><li>- Halibut fish</li></ul>
 <b>Iron</b>	<ul style="list-style-type: none"><li>- Helps red blood cells carry oxygen to different parts of the body. This helps produce energy.</li><li>- Lack of iron in red blood cells (called anemia) can make you feel weak and tired.</li></ul>	<ul style="list-style-type: none"><li>- Beef</li><li>- Clams, oysters, shrimp, and canned sardines</li><li>- Spinach</li></ul>
 <b>Potassium</b>	<ul style="list-style-type: none"><li>- Helps muscles work.</li></ul>	<ul style="list-style-type: none"><li>- Baked white or sweet potatoes</li><li>- Cooked spinach</li><li>- Winter (orange) squash</li><li>- Bananas and plantains</li><li>- Many dried fruits</li><li>- Oranges and orange juice</li><li>- Cantelope and honeydew melons</li></ul>

# CALCIUM

Calcium is one of the most important nutrients for adolescent girls. If girls get enough calcium while they are young, they can strengthen their bones and reduce the risk of osteoporosis when they are older.



Age	Daily Recommended Amounts <i>Good sources of Calcium are low-fat or fat-free milk or other milk products like low-fat yogurt and cheese</i>
2-8 years	2 cups
9 years and older	3 cups

## *Foods with calcium*

Food	One Serving	% Daily Value of Calcium*
Plain yogurt, low-fat or fat-free	1 cup	45%
American cheese, low-fat or fat-free	2 ounces	35%
Ricotta cheese, part skim	1/2 cup	34%
Fruit yogurt, low-fat or fat-free	1 cup	31%
Milk, fat-free (skim) or low-fat (1%)	1 cup	30%
Orange juice with added calcium	1 cup	30%
Cheddar cheese, low-fat	1 ounce	20%
White beans (boiled)	1 cup	16%
Calcium-fortified cereal	1 cup	9%

\*Percent (%) daily value (DV) is listed on Nutrition Facts labels and tells you how much of the recommended amount of calcium a food has in one serving. Aim for foods and drinks with 20 percent or more DV for calcium. Foods with less than 5 percent DV for calcium provide only a small amount of the calcium needed each day.



## *Lactose intolerance*

For some people, drinking milk or eating dairy products leads to abdominal discomfort. This condition is known as lactose intolerance and it happens when a person has trouble digesting lactose, the sugar found in milk and dairy foods. Lactose intolerance is not common among infants and young children but can occur in older children, teens, and adults. It is also more common among people of African-American, Hispanic, Asian, and American Indian and Alaska Native descent.

Tolerance to milk is individual; if a person cannot tolerate drinking a glass of milk, **other options include:**

- ◆ Drinking milk in small amounts and combining it with other foods such as cereal.
- ◆ Eating other dairy products such as cheeses and yogurt, which cause fewer symptoms.
- ◆ Using lactose-free milk products.
- ◆ Using pills and drops that make it easier to digest milk and other dairy products.

Some people are allergic to milk and dairy products and should not eat them. If this is the case, eat non-dairy foods that are rich in calcium such as sardines, collards, calcium-fortified foods such as orange juice, soy drinks, and some cereals. Taking calcium supplements is also an option, although getting calcium from foods is recommended.

*Harvard Medical School researchers found that adults who eat breakfast are nearly 50 percent less likely to be obese and diabetic, compared to people who don't eat breakfast.<sup>2</sup>*

## **BREAKFAST BOOST**

Breakfast jumpstarts the brain and keeps children (as well as adults) alert throughout the morning. After 8 to 12 hours without food at night, “the body is essentially a cold furnace, waiting to be stoked.”<sup>3</sup> Children, who have a smaller physical system than adults, are especially sensitive to long periods without eating. Yet, many kids don't eat any breakfast at all.



# **BREAKFAST IS**





## *Why should adolescents eat breakfast?*

**Kids do better in school and are more alert when they eat breakfast.**

- ◆ Kids are more creative and perform better, with increased attention span and memory.
- ◆ Students have more energy by late morning, with less fatigue, irritability, and restlessness.
- ◆ Students take fewer trips to the school nurse's office complaining of headaches and stomach aches due to hunger.
- ◆ Kids who eat breakfast miss fewer days and are late less often.

**Kids who eat breakfast get the nutrients they need to grow and develop.**

- ◆ Adolescents who eat breakfast are more likely to be at a healthy weight.
- ◆ They are more likely to get adequate amounts of minerals, such as calcium and some vitamins, such as A, C, B12, and folate.

# **BRAIN FOOD.**

## *What to eat*

Most families are pretty rushed in the morning. Parents may not feel that they have time to provide a nutritious breakfast, and children may have to eat on the run. But breakfast does not have to be French toast, home-made blueberry pancakes, or scrambled eggs. For kids on the go, keep a few things handy for kids to grab as they rush out the door: fresh fruit, low-fat or fat-free yogurt, hard-cooked eggs, or breakfast bars.

### **Here are some other ideas for easy, nutritious breakfasts:**

- ◆ Low-sugar whole-grain cereal with fruit and low-fat or fat-free milk or yogurt
- ◆ Whole-grain cereal with a cup of low-fat or fat-free yogurt
- ◆ Frozen waffles topped with peanut butter
- ◆ Instant oatmeal with low-fat or fat-free milk and dried fruit
- ◆ A whole-wheat pita stuffed with sliced hard-cooked eggs
- ◆ Breakfast burrito of scrambled eggs and veggies in a warm tortilla





**From fruit smoothies to cold veggie pizza, less traditional breakfasts include:**

- ◆ Smoothie made in blender from banana, cup of orange or pineapple juice, 1/2 cup fat-free milk, and 3 ice cubes
- ◆ Yogurt smoothie made from 8 oz. container of low-fat vanilla or fruit yogurt, a banana or cup of berries, fresh or frozen
- ◆ Low-fat cheese and salsa rolled up in a soft flour tortilla
- ◆ Baked apples with low-fat or fat-free yogurt or cottage cheese and cinnamon
- ◆ Pita bread with low-fat cheese, cooked lean meat and vegetables heated in the microwave
- ◆ Melted low-fat or fat-free cheese on a slice of whole grain toast
- ◆ Peanut butter and jelly on a slice of whole wheat bread

*Look for more breakfast ideas in the BodyWorks recipe book.*

**Breakfast foods high in fat, sugar, and/or sodium (salt), include:**

- ◆ Bacon, ham, and sausage
- ◆ Croissants, biscuits, donuts, cinnamon buns
- ◆ Hash browns
- ◆ Most fast-food breakfast sandwiches

# LUNCH LIFT

Eating lunch at school poses nutritional challenges for students of all ages. Typical school cafeteria menus feature high-fat, high-calorie foods such as burgers, chicken nuggets, french fries, cookies, and cakes. Lunch lines are often long, and some students have as little as 20 minutes to eat before their next class. So many adolescent girls grab chips and a soda from the vending machine instead of enjoying a healthy meal.

**A growing teenager needs a lunch that provides one-third of the day's nutritional needs.** Parents can either teach children to make healthy choices (if their cafeteria offers a wide variety of foods) or pack their kids a lunch that provides them with protein, whole grains, fruits and vegetables, and low-fat or fat-free milk.

*A typical school lunch looks very similar to a typical fast-food tray. Generally, it's either a cheeseburger or chicken nuggets, fries or tater tots.<sup>4</sup>*

— Jan Keller, Staff Dietitian, Physicians Committee for Responsible Medicine





## *Munch-A-Lunch kit*

Kids often ask for prepackaged lunch kits. A typical kit may include three soft flour tacos, seasoned ground beef, a cheese product, taco sauce, a chocolate bar and a fruit drink. The kits save busy parents the chore of packing a lunch for their child.

However, parents pay a high price for these kits. Not only are they expensive—about \$2 to \$4 per kit—but they are loaded with fat and sugar. Many contain up to 500 calories each, and most of these are empty calories, lacking vitamins and other nutrients that provide the energy kids need to get through the afternoon at school.

In addition, the prepackaged lunches are often high in salt. For some people, too much sodium can be a factor in high blood pressure. Also drinks included in the kit are either sugary sodas or fruit drinks that are only 10 percent fruit juice. A healthier alternative is for your child to bring low-fat or fat-free milk, a bottle of water, or low-calorie flavored water.

### *Some healthy options for bag lunches include:*

- ◆ Lean sandwich meats, such as roast turkey, chicken breast, lean ham, or roast beef
- ◆ Whole wheat bread or whole wheat crackers
- ◆ Individually packaged dairy products, such as low-fat yogurt or string cheese
- ◆ Cut-up vegetables and pieces of fruit
- ◆ Granola or cereal bars, graham crackers, or fig bars







*Here are some other suggestions for easy lunches:*

- 1** Peanut butter and banana on whole wheat bread
  - ◆ Carrot sticks/apple sauce cup
  - ◆ Oatmeal raisin cookies
- 2** Turkey and cream cheese on tortilla
  - ◆ Baked potato chips
  - ◆ Pear
  - ◆ Red pepper slices
- 3** Fruit Yogurt
  - ◆ String cheese
  - ◆ Whole wheat crackers or breadsticks
  - ◆ Carrot sticks/low-fat dip
- 4** Chicken slices on pita with lettuce, tomato, cucumber and low-fat mayo
  - ◆ Fruit cup
  - ◆ Pretzels
  - ◆ Fig bars
- 5** Pasta salad with tomatoes and cucumbers, Italian dressing
  - ◆ Hardboiled egg
  - ◆ Apple

*Easy suggestions for a nutritional makeover of your child's brown bag lunch:*

- 1** Encourage your child to choose 1 percent or fat-free milk.
- 2** Use cheese on sandwiches that is low-fat or fat-free.
- 3** Switch from bologna, ham, salami, pastrami and other high-fat luncheon meats to low-fat alternatives like turkey.
- 4** Include at least one serving of fruit in every lunch.
- 5** Sneak vegetables, like lettuce or slices of cucumber, tomato, and green pepper onto sandwiches.
- 6** Use whole grain bread instead of white bread for sandwiches.
- 7** Limit cookies, snacks cakes, donuts, brownies and other baked goods.
- 8** Pack baked chips, pretzels, bread sticks or low-fat crackers instead of potato, corn or other chips that are fried.
- 9** Don't pack prepared lunch kits that are high in fat and sugar.
- 10** Pack water or a low-calorie flavored water, rather than fruit drinks that contain only 10 percent juice.



*....the primarily high-fat snacks and calorie-dense beverages offered and sold to students via the a la carte programs are displacing fruits and vegetables in the diets of young teens and contributing to total saturated fat intakes that exceed recommended levels.*<sup>5</sup>

— Dr. Martha Y. Kubik, University of Minnesota School of Public Health

# FAT FACTS

**Fat is an important nutrient, just like protein and carbohydrates. It helps the body function in many ways, including:**

- ◆ Contributing to children’s growth and development
- ◆ Serving as an important energy source
- ◆ Maintaining healthy skin and hair

**However, some fats are better than others.**

**Unsaturated fats** found in many vegetable oils do not raise blood cholesterol. They can be part of a healthy diet—as long as you don’t eat too much since it is still high in calories. Unsaturated fats are found in olive, canola, safflower, sunflower, corn, and soybean oils as well as in fish and nuts.

**Saturated fats** cause “bad” cholesterol levels in your blood and increase your risk for heart disease. They are a major risk for heart disease so it is best to limit foods with too much saturated fat. These fats are found in animal products such as butter, cheese, whole milk, and fatty meats and also in coconut, palm, and palm kernel oils. Saturated fats can also be found in cakes, cookies, quick breads, donuts, and chips.

**Trans fats** also raise “bad” cholesterol levels in your blood and increase the risk of heart disease. There is no safe amount of *trans* fat. The best approach is to eat foods with as little *trans* fat as possible. *Trans* fat is often found in baked goods, snack foods, vegetable shortening, hard margarine, fried foods, and many processed foods.

## How to handle fats

### Read the ingredients and nutrition labels.

- ◆ Amounts of saturated fat and dietary cholesterol already are listed on nutrition panels. Remember, 5 percent of the daily value (%DV) or less is low and 20 percent or more is high.
- ◆ Read the ingredients and look for words such as “shortening,” “partially hydrogenated vegetable oil,” or “hydrogenated vegetable oil.” These are clues that the food contains *trans* fat.

### Make good choices.

- ◆ Stick to olive, canola, soybean, corn, and sunflower oils.
- ◆ Choose soft margarines (liquid, tub, or spray) over solid shortenings, hard margarines, and animal fats, including butter.
- ◆ Eat more foods like nuts and fish.

### Don't be afraid to ask questions when you eat out.

- ◆ Ask what oils and fats were used to prepare foods.
- ◆ Don't be shy—ask for replacements and substitutions.

### What are *trans* fats:

Do you know how much *trans* fat is in your food? You soon may have an easier time finding out. Starting in 2006, the government will require food manufacturers to list the amount of *trans* fat on nutrition labels, just like saturated fat and dietary cholesterol.

*Trans* fat is made when hydrogen is added to vegetable oil—a process called hydrogenation. This process increases the shelf life and flavor stability of foods containing these fats.

## *Supersized foods*

You may be overeating without even knowing it. A recent study found that serving sizes of foods and beverages you often buy in restaurants and grocery stores have gotten a lot bigger. So much bigger, in fact, that you may be taking in far more calories than you realize. The following are just a few examples:<sup>6</sup>

- ◆ The size of an average soft drink increased from 13 ounces to 20 ounces (144 calories to 193 calories).
- ◆ The average cheeseburger was once 5.8 ounces at 397 calories but is now 7.3 ounces at 533 calories.
- ◆ Salty snacks were once 1 ounce but are now about 1.6 ounces, resulting in an increase from 132 to 225 calories.
- ◆ A typical serving of French fries increased by a half ounce and 68 calories.

For more examples, check out the National Heart, Lung, and Blood Institute's Portion Distortion Quiz at <http://hin.nhlbi.nih.gov/portion/portion.cgi>.



# FAST-FOOD, FAST FAT

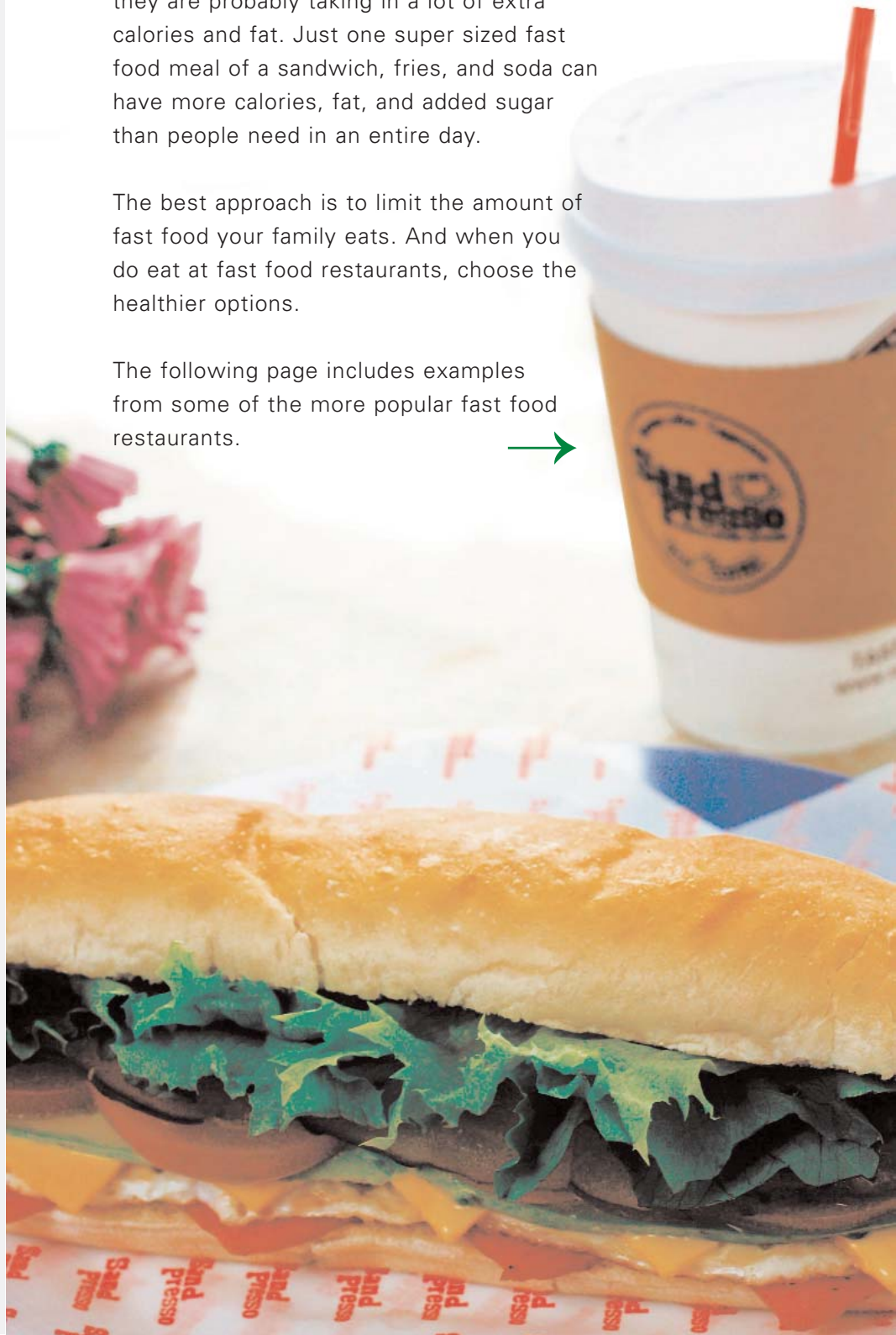
On average, teenagers eat at fast-food restaurants twice each week.<sup>8</sup> As a result, they are probably taking in a lot of extra calories and fat. Just one super sized fast food meal of a sandwich, fries, and soda can have more calories, fat, and added sugar than people need in an entire day.

The best approach is to limit the amount of fast food your family eats. And when you do eat at fast food restaurants, choose the healthier options.

The following page includes examples from some of the more popular fast food restaurants.

## *Eating out*

- ◆ Check the menu first. Are there choices that are low in sugar, fat, and sodium (salt)?
- ◆ Ask a server to explain a dish if you are not sure what it contains.
- ◆ Don't be embarrassed to ask for changes or substitutions to make a dish healthier.
- ◆ Watch out for hidden fats, such as full fat salad dressings and sauces.
- ◆ Take home half of what you are served—most restaurant meals are actually more than one serving.
- ◆ Avoid buffets—you may be tempted to eat too much.
- ◆ Eat out less often.



## Fast-Food alternatives<sup>9</sup>

### McDonald:

- ◆ Chicken McGrill® sandwich **without** mayonnaise: 340 calories, 7 fat grams
- ◆ Grilled chicken caesar salad **without** dressing: 100 calories, 3 fat grams
- ◆ Fruit 'n yogurt parfait® (5.3 ounces) **without** granola: 130 calories, 2 fat grams **with** granola: 160 calories, 2 fat grams

### Burger King:

- ◆ BK Veggie® burger **without** mayonnaise: 330 calories, 7 fat grams
- ◆ Fire-grilled shrimp garden salad with fat-free honey mustard dressing: 225 calories, 10 fat grams
- ◆ Chicken Whopper® Sandwich **without** reduced fat mayonnaise: 405 calories, 4 fat gram

### Kentucky Fried Chicken:

- ◆ Tender roast sandwich **without** sauce: 270 calories, 6 fat grams
- ◆ Corn on the cob: 150 calories, 2 fat grams
- ◆ Baked beans: 190 calories, 3 fat grams

### Taco Bell:

- ◆ Bean burrito: 370 calories, 10 fat grams
- ◆ Chicken soft taco: 190 calories, 10 fat grams
- ◆ Steak or chicken Gordito nacho cheese: 270 calories, 11 fat grams

### Wendy's:

- ◆ Mandarin chicken salad: 170 calories, 2 fat grams
- ◆ Plain baked potato: 270 calories, 0 fat grams
- ◆ Small Chili: 220 calories, 6 fat grams

**SOURCES:** Center for Science and the Public Interest.

## Fast-Food guide<sup>10</sup>

- ◆ Order garden or grilled chicken salads with low-fat or fat-free dressings.
- ◆ Choose grilled over fried foods.
- ◆ Remove breading from fried chicken, which can cut half the fat.
- ◆ Choose chicken over beef. Grilled chicken is the best option.
- ◆ Buy the smallest sandwich available.
- ◆ Substitute mustard or ketchup for mayonnaise.
- ◆ Order water, orange juice, or low-fat or fat-free milk instead of soda.
- ◆ Skip the “value” and “super size” meals.



## *Liquid candy*

Soda has replaced milk, and water, as the beverage of choice for many children and adolescents. In fact, the number of adolescent girls who drink soda has increased by 65 percent in recent years.<sup>11</sup>

Adolescent girls are missing out on important nutrients like calcium by drinking more soda and less milk. Without adequate calcium intake, girls especially risk broken bones and osteoporosis later in life.

Soda is also high in sugar and calories.

- ◆ Treat soda as an occasional treat, not a regular part of your family's diet.
- ◆ Limit the amount of soda your child drinks at home and at school. This includes diet soda, which should not take the place of healthier beverages.
- ◆ Replace soda with low-fat or fat-free milk, water, or a low-calorie flavored water.



# SMALL CHANGE

There are times when we all crave a snack and a vending machine may be the most convenient option. Steer your child to healthier alternatives.

<b>Instead of</b>	<b>Choose</b>
Potato chips	Baked potato or baked tortilla chip
Corn and cheese snacks	Low-fat popcorn
Chocolate bars	Low-fat granola or cereal bars
Soda or fruity drinks	Water or 100 percent fruit juice
Cookies made with palm oil	Fig bar cookies





## *Recognize the benefits of physical activity*

Learn why physical activity is so important for your family, how you can integrate it in your everyday routine, and what to do to decrease TV and video time in your home.

# PHYSICAL ACTIVITY

*Walking doesn't take a tremendous amount of time. All it takes is a good pair of walking shoes—and commitment.<sup>1</sup>*

— Joann Manson, author of *The 30 Minute Fitness Solution*



Physical activity helps girls to look better, feel better, and have more energy. Yet many adolescents are physically inactive. A recent national survey of high school students found the following:<sup>2</sup>

- ◆ **More than one-third (35 percent) of teens are not vigorously active** (meaning, activities that would cause you to sweat or breathe heavily) three or more days of the week.
- ◆ **Most adolescents (74 percent) do not participate in even moderate physical activity** most days of the week, such as walking or bicycling for 30 minutes.
- ◆ **Teens are less physically active as they get older.** High school seniors are the least likely to take part in vigorous physical activities when compared to students in grades 9-11.
- ◆ **Overall, boys are more likely (72.6 percent) than girls (57 percent) to participate in vigorous physical activities.**
- ◆ **White adolescents (66.5 percent) are more likely to be physically active** than teens who are Hispanic (60.5 percent) or African American (59.7 percent).

## *Why aren't teens active?*

Kids are most often physically active through free play, but nowadays they have less opportunity. In some cases, our children have no safe means of getting to and from youth sport and other recreational programs. But in many cases kids are not physically active because they are sitting in front of televisions and computers during their free time. In fact, one study found that children and teens spend several hours every day watching TV, playing video games, and using the Internet and other forms of media.<sup>3</sup>

Even when kids are involved in physical education classes (P.E.) in school or other organized sport activities, they may not be getting enough vigorous exercise. In softball or volleyball, for example, players don't have to be moving around very much.



### *Not the P.E. Class you remember*

The school P.E. class is an important way for teens to be physically active. Unfortunately, P.E. is no longer part of the schedule at many middle and high schools around the country.

Experts recommend that teens participate in P.E. class every day, yet only 29 percent of students in grades 9-12 actually do so. And even when P.E. classes are available, most students do not spend enough time being active.



**Young people today spend an average of nearly 6 1/2 hours a day using some type of media, with television as the most dominant among youth. Kids ages 8 to 18 spend an average of three hours a day watching TV and up to four hours, when videos, DVD's and prerecorded show are included.<sup>4</sup>**

**More than 50 percent of all 8- to 18-year-olds say their families have no rules about watching TV. However, kids in homes with TV rules report almost two hours less daily media exposure than kids from homes without rules.<sup>5</sup>**

**Children now see an average of more than 40,000 TV ads a year. The majority of ads targeted to children are for food: primarily candy (32 percent of all children's ads), cereal (32 percent), and fast food (9 percent). The average child, according to one study, sees 11 food commercials per hour during Saturday morning television programming.**

**Several studies found a relationship between TV use and obesity rates. In fact, one study noted that both boys and girls who watched the most television had more body fat and greater BMIs than those who watched less than 2 hours a day.<sup>6</sup>**

# GETTING KIDS MOVING

A good way to get kids moving is to help them decrease TV time. Some suggestions for parents include:

- 1 Be firm about setting limits on TV time each day.** The American Academy of Pediatrics suggests no more than an hour or two each day of good quality TV programming, video, and computer games combined.
- 2 Set clear rules.** Many families, for example, don't allow TV on school nights and limit hours during weekends. Other parents restrict TV until homework is finished and do not permit watching TV during meals.
- 3 Remove the TV from your child's bedroom.** It is difficult to monitor your child's viewing when she has unlimited access to the TV.
- 4 Tape favorite shows to view later.** You can cut TV viewing time by planning to watch specific shows, rather than just zoning out on whatever is on. You can also fast forward through the commercials.
- 5 Set a good example.** Find other ways to spend your free time as a family, especially activities that involve a physical activity such as walking.
- 6 Replace after school TV watching with other activities.** There are many good after-school programs in most communities that involve physical activity, from individual and team sports to dance and Double Dutch. Check with local schools, churches, and community groups or with Web sites such as [www.after-school.gov](http://www.after-school.gov).



## *Why should teens be physically active?*

Because physical activity has many physical and emotional benefits, including:<sup>7</sup>

- ◆ Helping to build and maintain healthy bones, muscles, and joints.
- ◆ Helping to control weight, build lean muscle, and reduce fat.
- ◆ Reducing the risk for chronic diseases, such as diabetes and heart disease.
- ◆ Preventing or delaying the development of high blood pressure and helping reduce blood pressure in some adolescents with hypertension.
- ◆ Decreasing feelings of anxiety and depression.
- ◆ Promoting psychological well-being.







*Students do best when they are physically fit*

The California Department of Education matched standardized reading and math scores with scores from state physical fitness tests of fifth-, seventh-, and ninth- grade students. The state officials found that higher math and reading scores were associated with higher fitness scores at each grade level.<sup>8</sup>

# GETTING STARTED

*New technology had conditioned our young people to be less active, while new electronic media (e.g., video and computer games, cable, and satellite television) have made sedentary activities more appealing.<sup>9</sup>*

— Report to the President, 2000

## *Begin at home*

**Families are one of the greatest influences on teens and can help determine whether they are physically active.** Research shows that young people are more likely to be active if their parents or siblings are active and if their parents support their participation in physical activities.<sup>10</sup>

### **Here are some ways to help your child become more active:**

- ◆ Be a role model by incorporating physical activities into your own daily life.
- ◆ Be supportive by providing transportation to and from activities.
- ◆ Praise your child for her efforts.
- ◆ Join in activities with your child.
- ◆ Be physically active as a family. Plan leisure activities such as walking or bicycling. Even birthday parties and vacations can involve some physical activity.
- ◆ Encourage your child to get fit with friends by planning a physical activity together like bike riding each week.

## *What is the right amount?*

Adolescents should be physically active for 60 minutes every day, or most every day. Setting aside 60 consecutive minutes each day is one way to get in enough physical activity. Teens can also break it up into a few 10- or 15-minute sessions of moderate to intensive activity. Adults are recommended to be physically active for at least 30 minutes most days of the week and for 60 to 90 minutes to prevent weight gain.<sup>11</sup>

**Vigorous-intensity** physical activity (jogging or other aerobic exercise) causes a person to sweat and breathe hard and generally provides more benefits than moderate-intensity physical activity. However, moderate-intensity physical activity is also helpful. See the diagram on page 72 for sample exercises at various levels of intensity.

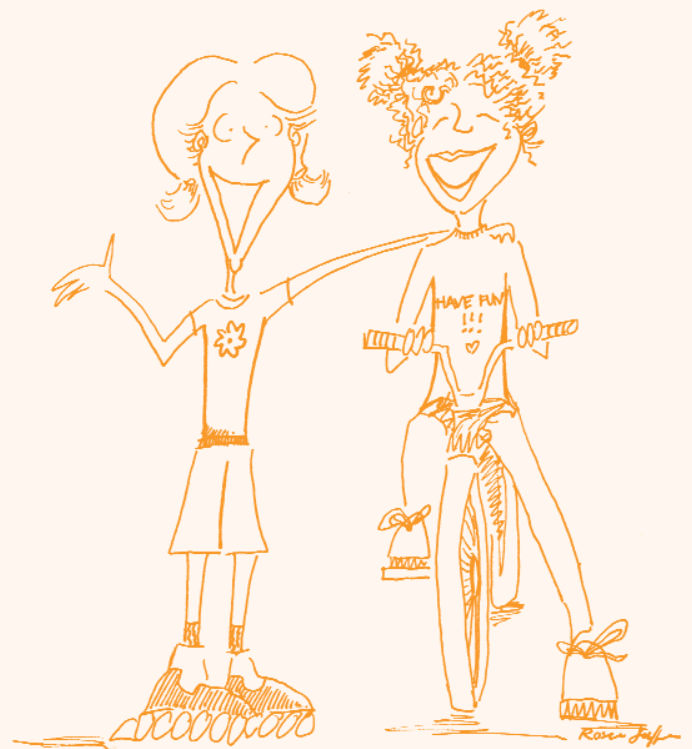
**Moderate-intensity** physical activity is exercising while you can talk, but not so lightly that you can sing. Walking two miles, shooting baskets, or biking five miles in 30 minutes would all be considered moderate-intensity physical activities.

**Resistance exercise** (such as weight training, using weight machines and resistance band workouts) increases muscular strength and endurance and maintains or increases muscle mass, when performed two or more days a week.

**Weight-bearing exercises** include any activity in which your feet and legs carry your own weight. Examples include running, jumping rope, dancing, climbing stairs, skating, racquet sports and team sports, like soccer and basketball. Weight-bearing exercises can help to reduce the risk of osteoporosis by increasing peak bone mass during growth.

To avoid dehydration, girls should drink fluids regularly during physical activity and drink several glasses of water or other fluids afterwards, particularly during long periods of activity, like a soccer game, or when the weather is hot.

*Physical activity can be part of play, games, sports, or recreation—in short it should be part of every girl’s daily life.*



# **WHAT IS THE BEST EXERCISE?**

*The one that you are actually going to do!*



## Ideas for moderate to vigorous activities<sup>12</sup>

- ◆ Playing volleyball for 45 minutes
- ◆ Playing touch football for 30-45 minutes
- ◆ Wheeling self in wheelchair for 30-40 minutes
- ◆ Walking 1 3/4 miles in 35 minutes (20 min/mile)
- ◆ Basketball (shooting baskets) for 30 minutes
- ◆ Bicycling 5 miles in 30 minutes
- ◆ Dancing fast (social) for 30 minutes
- ◆ Walking 2 miles in 30 minutes (15 min/mile)
- ◆ Water aerobics for 30 minutes
- ◆ Swimming laps for 20 minutes
- ◆ Wheelchair basketball for 20 minutes
- ◆ Basketball (playing a game) for 15-20 minutes
- ◆ Bicycling 4 miles in 15 minutes
- ◆ Jumping rope for 15 minutes
- ◆ Running 1 1/2 miles in 15 minutes (10 min/mile)
- ◆ Stairwalking for 15 minutes

Less Vigorous,  
More Time



More Vigorous,  
Less Time

**Doing chores around the house may not be fun, but they can help teens to be more physically active.**

**Examples include:**

- ◆ Washing and waxing a car for 45-60 minutes
- ◆ Washing windows or floors for 45-60 minutes
- ◆ Gardening for 30-45 minutes
- ◆ Raking leaves for 30 minutes
- ◆ Shoveling snow for 15 minutes











## WALKING

**Getting in your exercise for the day can be as simple as walking.** Experts recommend that people walk 10,000 steps to get in enough physical activity for the day. Most people who do not exercise regularly walk between 4,000 and 6,000 steps per day, so taking 10,000 steps means you are walking about two extra miles.<sup>13</sup>

### **Get in extra walking time by:**

- ◆ Pacing while talking on the phone.
- ◆ Taking a walk after dinner.
- ◆ Parking further from the entrance to a store.
- ◆ Getting off the bus one or two stops early and walking the rest of the way home.

## YOGA

**Yoga can help increase flexibility, relieve stress, and increase self esteem.** It also helps girls to learn about themselves and their bodies. Yoga is especially good for girls who don't like organized sports or shy away from competitive sports.

## RESISTANCE TRAINING

**Resistance or strength training is a great way for girls to strengthen their muscles** and get in a moderate-intensity physical activity. Strength training involves using your muscles against some form of resistance, such as barbells, dumbbells, exercise machines, or even your own body weight. Milk jugs filled with water or sand will also do. Girls will get best results by training two to three times each week, resting one day in between workouts to give muscles a chance to recover.

**Safety is important when strength training.** Before getting started, teens should talk to a school gym instructor, coach, or health club counselor to make sure the training program is safe and appropriate. A friend or spotter should be nearby at all times when "free weights" such as dumbbells or barbells are used.



## *A word on safety*

- ◆ Begin slowly.
- ◆ Set long and short-term goals.
- ◆ Choose different types of activities so you won't get bored.
- ◆ Wear comfortable shoes and clothes.
- ◆ Stop exercising if you feel uncomfortable or in pain and consult a health care provider.
- ◆ Take time off or ease up if you are sick until you start feeling better.





# 5

## *Set goals and plan*

Each family member will record eating and activity habits in a journal that you will review before setting your goals for the next month.

# SETTING GOALS

**Remember to make small changes gradually.** Kids, in particular, take a long time to make changes. Think about what you can do in the next month to improve the eating and activity habits of your daughter and other family members.

For example, eat fruit for dessert instead of cookies or cakes once or twice a week. Or, increase the amount of milk kids drink daily and switch from whole to low-fat or fat-free.

**Remember to set realistic goals that your family is comfortable following.** Examples of unrealistic goals include trying to replace meat dishes with fish or vegetarian meals every night or immediately trying to exercise 60 minutes every day when you normally are not physically active at all.

Use the “sample goals” below to give you some ideas. Select two or three goals the first month and add one or two more the following month after reviewing journals again. Don’t try to achieve more than five goals in the first few months.

**Goal #1:** \_\_\_\_\_

**When will you get started?** \_\_\_\_\_  
(month and day)

**Goal #2:** \_\_\_\_\_

**When will you get started?** \_\_\_\_\_  
(month and day)

**Goal #3:** \_\_\_\_\_

**When will you get started?** \_\_\_\_\_  
(month and day)

**Goal #4:** \_\_\_\_\_

**When will you get started?** \_\_\_\_\_  
(month and day)

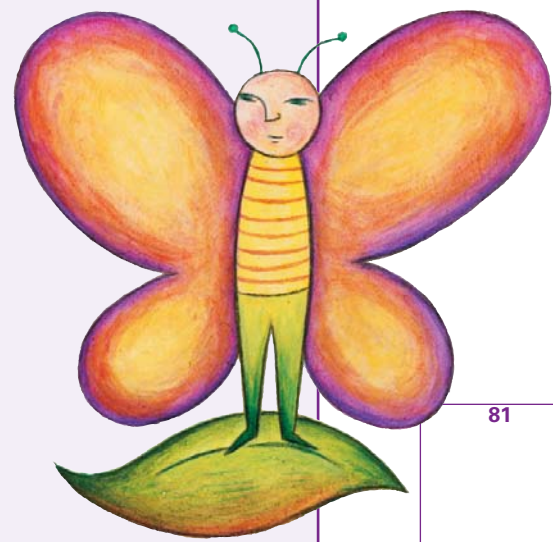
**Goal #5:** \_\_\_\_\_

**When will you get started?** \_\_\_\_\_  
(month and day)

**\* Make sure to write these goals in your Family Food and Fitness Journal.**

**Sample goals:**

- 1 Increase daily intake of fruits and vegetables from an average of \_\_\_ to \_\_\_ .
- 2 Prepare bag school lunches that include healthy foods.
- 3 Cook a meal with fish twice a week.
- 4 Broil, grill, or bake foods instead of frying.
- 5 Limit drinking sodas to twice a week, treating them as a dessert and not as a meal beverage.
- 6 Develop a shopping list every week before going to the grocery store.
- 7 Plan at least one family activity every weekend, such as hiking, biking, walking, playing ball, etc.
- 8 Limit TV, computer and video game time to one hour on school nights.



## Your weekly planner

Parents have busy schedules. Meal planning may seem like an overwhelming task. However, if you take just one hour every week to plan out your meals and shopping lists, you will save time and have the food you need to make healthy meals. Deciding what physical activities you want to do during the next week can also help you carve out the time for an important priority—fitness and health.

Your toolkit includes a “Weekly Planner” refrigerator magnet that you will use for meal planning each week. The wipe on/off board will provide a place to write down the meals and physical activities you have selected for the week.



### How to start:

- 1 Choose a day and time every week to begin your planning.** Sunday afternoons or evenings may be convenient for planning and shopping.
- 2 Review the recipe book in your kit** for meal and snack ideas.
- 3 Check your shopping list** to review foods already listed, and write down any ingredients you may need for the next week.
- 4 Write in the spaces your plans for food and activities for the week,** even if you are not sure you will actually complete all of them.
- 5 Review your planner at the end of each week.** Were some of the menus too difficult or time-consuming? Which meals did the family enjoy most? Do your children enjoy knowing what meals will be prepared ahead of time? What kinds of activities did each family member undertake? What are the challenges for the next week for meals and activities?
- 6 Erase the board and start again for the next week.**



# WEEKLY PLANNER

	BREAKFAST	LUNCH	DINNER	SNACKS	ACTIVITY
SUNDAY	Scrambled eggs, Wheat toast, Orange juice, Cantaloupe, Coffee, Milk	Turkey sandwiches, Sliced tomatoes, w/mozzarella cheese, Apples, 100% fruit punch	Roast chicken, Sweet potatoes microwaved, Broccoli, Green salad, Berry parfait	Low-fat ice cream bars, Granola Bars, Apples, Popcorn	Family walk to Park, biking, or Swimming
MONDAY	Wheat chex, Milk, Banana, Strawberries, Tea	Peanut butter & Jelly sandwiches, 1% milk, orange, Ginger snaps	Baked pork tenderloin, Black beans, Rice, Green beans, Melon	Yogurt, Peaches, Grapes, String cheese	Soccer and basketball Practice, Walk after dinner
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					

SAMPLE WEEKLY PLANNER ENTRY



U.S. Department of Health and Human Services  
Office on Women's Health

1

Decide to  
live a healthy  
lifestyle

2

See where  
you are  
now

3

Understand  
healthy eating

4

Recognize the  
benefits of  
physical activity

5

Set goals  
and plan

6

Shop, cook,  
eat together

7

Support a  
healthy lifestyle  
for your family

www.womenshealth.gov  
800-994-WOMAN (9662)  
TDD: 888-220-5446





*The BodyWorks kit gave my daughter a second thought about cutting down on soda. Before she would take whatever she wanted to drink, but now she asks permission. She also said she could be a strong role model for her younger sister.<sup>1</sup>*

— Mother of an adolescent girl, Albuquerque, NM OWH Focus Group

# GET YOUR TEEN INVOLVED

*BodyWorks 4Teens* was created for adolescent girls to reinforce the messages of the *BodyWorks toolkit*. The publication uses games, quizzes, checklists, and more to teach teen girls about nutrition, exercise, and living a healthy lifestyle.

Encourage your teen to read *BodyWorks 4Teens* as you work to make changes in family eating and physical activity habits.



Activity idea form with a large pink rounded rectangle for notes and a small box containing the handwritten text: "I don't remember getting exercise to be this much fun!!"

**It**  
activity idea




Form with horizontal lines for notes.

**BODYWORKS**





# 6

## *Shop, cook, and eat together*

Use the tools described in this section to make healthy, convenient, and inexpensive meals.

Watch the video, prepare the shopping list, and use the recipe book to plan family meals.

# SHOPPING TIPS

The next time you go to the grocery store, **take a look at the outer aisles in the store.** Chances are that is where you'll find the fresh foods that will form the basis for your meals, such as dairy products, eggs, seafood, meat and poultry, fresh fruits and vegetables.

In the inner aisles, you'll find canned and frozen foods, as well as whole grains, to complement your food choices.

## Suggestions for canned foods to keep on hand:

- ◆ Tomatoes and tomato sauces
- ◆ Fish, such as sardines, salmon, herring, mackerel, and tuna\*
- ◆ Chicken
- ◆ Vegetables such as pumpkin, sweet potatoes and carrots
- ◆ Beans, especially navy, kidney, and pinto beans
- ◆ Fruits, such as peaches, pears, pineapple, and berries

Use the percent Daily Value (%DV) on the Nutrition Facts label to limit sodium. Remember, 5 percent DV or less is low and 20 percent or more is high. Also, read the ingredient list to make sure that added sugars (caloric sweeteners) are not one of the first few ingredients. Examples include brown sugar, corn sweetener, corn syrup, dextrose, fructose, and fruit juice concentrates.

\*Women who may become pregnant, pregnant women, nursing mothers, and young children are advised by the federal government to limit consumption of albacore "white" tuna to 6 ounces per week to reduce exposure to the harmful effects of mercury. Canned light tuna is lower in mercury than albacore tuna.<sup>1</sup>

# What \$10 can buy

Healthy food, and snacks in particular, do not have to be expensive. **(Check out below the two shopping lists.)** You don't need a nutritional analysis to tell you that the second list is far more healthful and will stretch farther for snacks, packed lunches, or ingredients for salads.

Typical Snack Foods	Cost
1 large bag (20oz.) potato chips	\$4.19
1 bag, chocolate chip cookies	\$3.79
2 liter bottle, cola	\$1.49
1 chocolate candy bar	\$0.65
<b>Total cost:</b>	<b>\$9.52*</b>

Healthier Snack Foods	Cost
6 bananas	\$1.00
2 large bunches of grapes	\$1.59
4 red apples	\$1.49
8 large carrots	\$1.00
4 oranges	\$1.20
1 cucumber	\$0.60
1/2 gallon orange juice	\$2.00
1 gallon spring water	\$0.69
<b>Total cost:</b>	<b>\$9.57</b>

**\*Costs based on prices at a national chain grocery store in the metropolitan Washington, DC, area.**

## Shopping list

You will find in your kit a pad of shopping lists that you can use each time you shop.

Plan your meals and decide what you need for cooking. Then follow this list to help you with your shopping.

### SHOPPING LIST

<b>Milk and Milk Products</b>		<b>Fruit</b>	
<i>(Low- fat or fat-free)</i>		<i>(Fresh or packed in 100% juice)</i>	
<input type="checkbox"/> Milk	<input type="checkbox"/> Apples	<input type="checkbox"/> Pappayas	
<input type="checkbox"/> Yogurt	<input type="checkbox"/> Bananas	<input type="checkbox"/> Pears	
<input type="checkbox"/> Cheddar cheese	<input type="checkbox"/> Grapes	<input type="checkbox"/> Pineapples	
<input type="checkbox"/> Cottage cheese	<input type="checkbox"/> Mangoes	<input type="checkbox"/> Strawberries	
<input type="checkbox"/> Cream cheese	<input type="checkbox"/> Melons	<input type="checkbox"/> Oranges	
<input type="checkbox"/> American cheese			
<input type="checkbox"/> Ricotta cheese	<b>Protein</b>		
<input type="checkbox"/> String cheese	<input type="checkbox"/> Beef (lean)		
	<input type="checkbox"/> Pork (lean chops or loin)		
	<input type="checkbox"/> Chicken (whole, parts or ground)		
<b>Grains</b>	<input type="checkbox"/> Turkey (lean whole, parts or ground)		
<input type="checkbox"/> Oatmeal	<input type="checkbox"/> Turkey or soy hot dogs		
<input type="checkbox"/> Brown rice	<input type="checkbox"/> Fish		
<input type="checkbox"/> English muffins (enriched)	<input type="checkbox"/> Veggie burgers		
<input type="checkbox"/> Popcorn (no added fat or salt)	<input type="checkbox"/> Eggs		
<input type="checkbox"/> Whole grain bread	<input type="checkbox"/> Tofu		
<input type="checkbox"/> Whole grain pasta			
<input type="checkbox"/> Whole wheat pita			
<input type="checkbox"/> Whole grain cereals (ready-to-eat)	<b>Other</b>		
	<input type="checkbox"/>		
	<input type="checkbox"/>		
<b>Vegetables</b>	<input type="checkbox"/>		
<i>(Choose more often without sauces)</i>	<input type="checkbox"/>		
<input type="checkbox"/> Carrots	<input type="checkbox"/> Lettuce	<input type="checkbox"/>	
<input type="checkbox"/> Beans	<input type="checkbox"/> Onions	<input type="checkbox"/>	
<input type="checkbox"/> Broccoli	<input type="checkbox"/> Peppers	<input type="checkbox"/>	
<input type="checkbox"/> Celery	<input type="checkbox"/> Potatoes	<input type="checkbox"/>	
<input type="checkbox"/> Cucumber	<input type="checkbox"/> Tomatoes	<input type="checkbox"/>	
<input type="checkbox"/> Corn	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	



U.S. Department of Health and Human Services  
Office on Women's Health

www.womenshealth.gov  
800-994-WOMAN (9562)  
TDD: 888-225-5446



# CHECK THE FACTS

*What you need to know about the Nutrition Facts label.*

**Nutrition Facts**

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

---

**Amount Per Serving**

**Calories** 250      Calories from Fat 110

---

	% Daily Value*
<b>Total Fat</b> 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
<b>Cholesterol</b> 30mg	10%
<b>Sodium</b> 470mg	20%
<b>Potassium</b> 700mg	20%
<b>Total Carbohydrate</b> 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
<b>Protein</b> 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

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

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

**Start Here:** ♦

**Check Calories:** ♦

**Limit these Nutrients:** ♦

**Get Enough of these Nutrients:** ♦

**Footnote:** ♦

♦ (% DV):

- 5% or Less is Low:
- 20% or More is High:



# NUTRITION FACTS LABEL DEFINITIONS

- 1 Serving Size:** Look at the serving size. If you double the servings you eat, you also double the calories and nutrients.
- 2 Serving Per Container:** Amount of calories and nutrients in one serving (in this case, 1 cup).
- 3 Calories:** Decide if this food is worth eating based on the number of calories and the amount of nutrients you are getting. More than 400 calories per serving is high for a single food item.
- 4 Fat, Cholesterol, Sodium:** Limit your intake of total fat, saturated fat, *trans* fat, cholesterol, and sodium to help reduce the risk of heart disease.
- 5 Percent Daily Value (% DV):** The %DV tells you if a serving of food is high or low in a nutrient. Keep nutrients like saturated fat, cholesterol, and sodium low. Aim for 100 percent DV of dietary Fiber, vitamins A and C, calcium, and iron. Remember, 5 percent DV or less is low; 20 percent or more is high.
- 6 Grams of Sugar:** Read the ingredient list to make sure that sugars added to foods or drinks during processing or preparation are not one of the first few ingredients. Examples include brown sugar, corn sweetener, high fructose corn syrup, dextrose, fructose, fruit juice concentrates, maltose, dextrose, sucrose, honey, and maple syrup.

# SHORT-CUTS FOR PARENTS ON THE RUN

- 1 Plan weekly.** Take one hour to plan family meals for the week and then go shopping. Use the shopping list and ask family members to contribute to it. Family members can also accompany you to the grocery store.
- 2 Keep basic ingredients on hand.** Stock up on dry beans, tuna, rice, pasta, spaghetti sauce, and other fixings for a quick meal. Buying extra frozen fruits and vegetables is also a good idea.
- 3 Use a crock pot or slow cooker to save time.** All you have to do is fill it up and turn it on. When you get home in the evening, dinner is ready.
- 4 Try cooking big batches of food in advance.** Block out a few hours during the weekend or during the week to make a big batch of chili, soup, casserole, or pasta. Refrigerate or freeze, depending on how soon you plan to eat the food. When you're ready, all you have to do is heat and serve.
- 5 Use the microwave.** Cooking with a microwave can be a safe, easy way to make a meal. There are plenty of recipes for microwave cooking.
- 6 Teach your children how to cook.** Invite your children to help you prepare meals, learn new recipes, and shop for ingredients. Cookbooks for children, preteen and up include *Honest Pretzels* by Molly Katzen, *There's a Chef in My Soup! Recipes for the Kid in Everyone*, and *The Teen's Vegetarian Cookbook* by Judy Krizmanic.



# IS THIS FRESH?

## How to shop for fish

- ◆ Whole fish and fillets should have firm and shiny flesh. Dull flesh may mean the fish is old.
- ◆ Fresh whole fish should have bright red gills and should be slime-free.
- ◆ The flesh of the fish should spring back when pressed.
- ◆ The flesh of the fish should not be dark around the edges or have brownish or yellowish discoloration.
- ◆ The fish should smell fresh and mild, not fishy or ammonia-like.

## Storing fish

- ◆ Put seafood on ice, in the refrigerator, or in the freezer, right after you buy it.
- ◆ If you plan to use the seafood within two days of buying it, store it in the coldest part of the refrigerator. The best places are usually under the freezer and after handling raw food.
- ◆ It's best to thaw frozen fish in the refrigerator gradually overnight.
- ◆ If you must thaw fish quickly, seal it in a plastic bag and place it in cold water for about an hour. You can also microwave on the defrost setting for 10 to 15 minutes.

## Stay fit with fish

Seafood is high in protein and offers many healthy choices when it comes to eating fish.

- ◆ Salmon
- ◆ Sea bass
- ◆ Freshwater trout
- ◆ Sardines
- ◆ Oysters
- ◆ Whitefish
- ◆ Perch
- ◆ King crab

Some ideas include:

*\*Women who may become pregnant, pregnant women, nursing mothers, and women who are breastfeeding should avoid eating fish that contain high levels of mercury. Consuming a variety of fish from the most common sources can help reduce exposure to mercury.*

## Play it safe with food

Know how to prepare, handle, and store food to keep you and your family safe.

- ◆ Wash your hands before handling any food.
- ◆ Clean any kitchen surfaces that will come in contact with food, such as counters, cutting boards, and stove tops.
- ◆ Separate raw, cooked, and ready-to-eat foods while shopping, preparing, or storing.
- ◆ Wash fruits and vegetables before eating or cooking.

## Mouth-Watering Oven-Fried Fish

Serves 6 — Serving size is 1 cut piece

### Ingredients

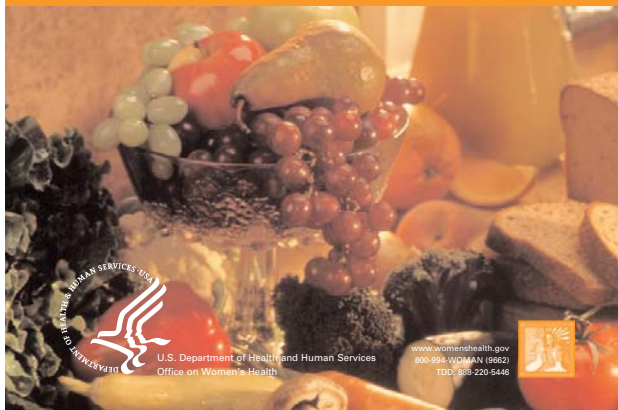
- 2 POUNDS** - fish fillets (such as catfish or cod)
- 1 TABLESPOON** - lemon juice, fresh
- 1 1/4 CUP** - skim milk or 1% buttermilk
- 2 DROPS** - hot pepper sauce
- 1 TEASPOON** - fresh garlic, minced
- 1/4 TEASPOON** - white pepper, ground
- 1/4 TEASPOON** - salt

### Directions

- 1 Preheat oven to 475° F.
- 2 Wrap fillets with lemon juice and pat dry.
- 3 Combine milk, hot pepper sauce, and garlic.
- 4 Combine pepper, salt, and onion powder with cornmeal crumbs and place on a plate.
- 5 Let fillets sit in milk briefly. Remove and coat fillets on both sides with seasoned crumbs. Let

A Toolkit for **Healthy** Girls & Strong Women

# HEALTHY RECIPES



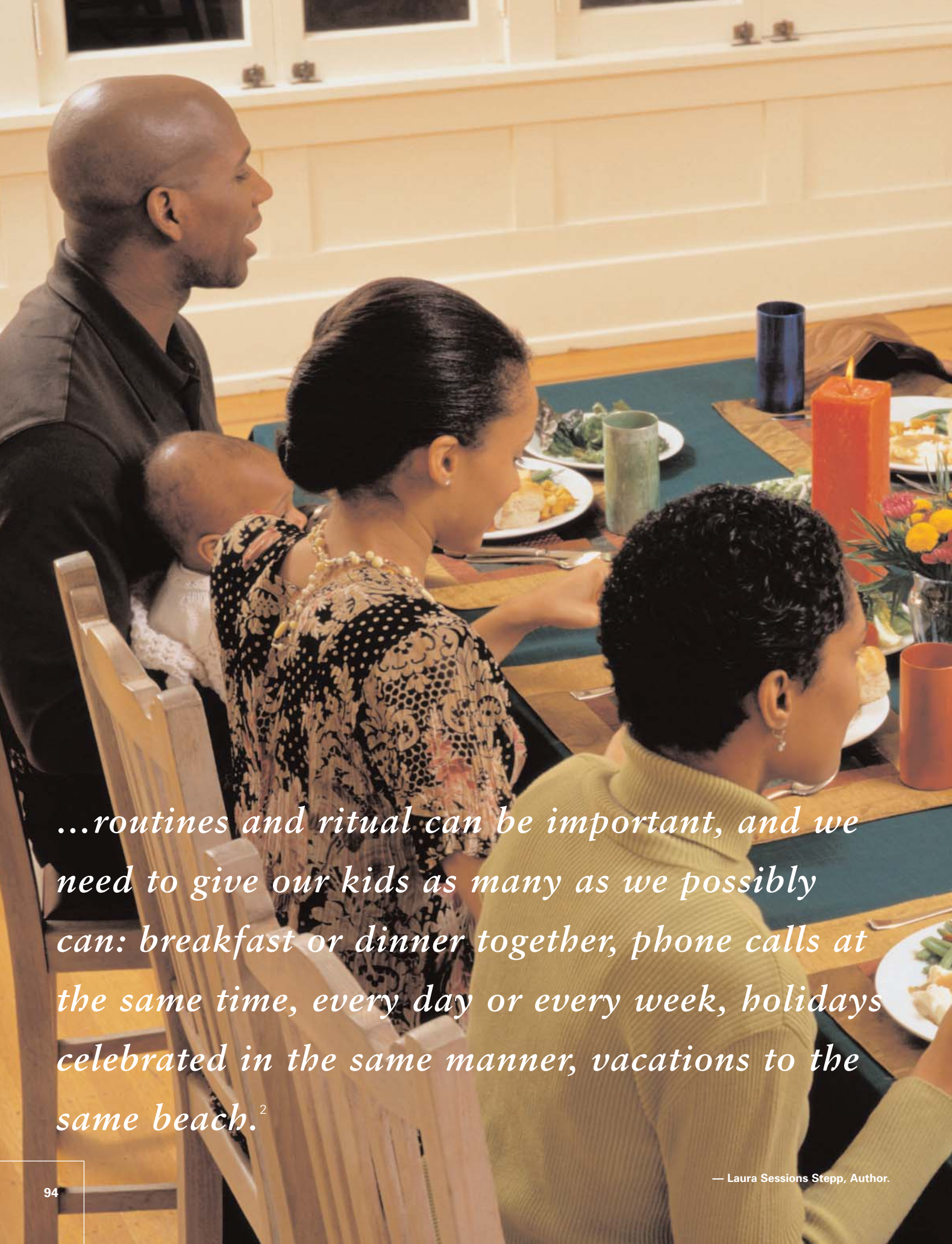
**Your BodyWorks Tool Kit** includes a recipe booklet filled with nutritious, easy-to-make, low cost meals, including popular foods from many different cultures. The booklet also features cooking tips, nutrition information, and food facts.



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Office on Women's Health

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TDD: 303-220-5446





*...routines and ritual can be important, and we need to give our kids as many as we possibly can: breakfast or dinner together, phone calls at the same time, every day or every week, holidays celebrated in the same manner, vacations to the same beach.<sup>2</sup>*





## TABLE TIME TOGETHER

The traditional family dinner—prepared by a parent for a group gathered around the table—has given way to grabbing something on the run, snacking in front of the television, or continual munching from after school to bedtime.

Many parents think dinner with their children is very important. However, the frequency of family dinners has decreased during the last few decades. Also, fewer and fewer children eat dinner with their families, especially as children grow to become teens. One recent survey showed that only about one-third of 14-year-olds ate with their families every night, while more than half the 9-year-olds did.<sup>3</sup>

Adolescents can benefit from eating family dinners. Studies show that kids who eat with their families tend to have more healthful

eating patterns. For example, they eat more fruits and vegetables and less fried foods and drink less soda. They also tend to consume more calcium and iron, which are critical to bone and muscle development. Also, eating dinner together appears to trigger family conversations about healthful eating practices.<sup>4</sup>

Bring back your family dinners and set aside time to eat together at the table. Family dinners allow you to monitor your child's food intake and give you time to reconnect with your kids after a busy day. You will also have a chance to be together without distraction (including television) and can practice social skills. Get your kids involved in menu choices, meal preparations, and even clean up.

## *Ten tips for making the family dinner experience enjoyable*

**1 Offer foods that are nutritious.**

Then, allow your children to choose among the foods offered.

**2 Don't be a short order cook.**

If your child does not want to eat the food on the table, don't make another meal.

**3 Don't make eating an emotional issue.**

If a child refuses to eat a specific food, let it go. She may choose to eat it later after she sees others eat that food.

**4 Don't bribe or reward with food.**

Promising a dessert for eating a vegetable, for example, can make your child view the vegetable as a "bad" food that requires a bribe to be eaten.

**5 Plan your meals on a weekly basis.**

That way, you will have all the ingredients you need to prepare healthy dinners for the whole week.

**6 Make a grocery list to direct your shopping**

so you're not tempted to put chips, soda, or other snacks into the grocery cart.

**7 Don't make any foods**

"forbidden." These only become more desirable later.

**8 Offer fruits and vegetables**

frequently. Wash them and keep them visible and easily accessible.

**9 Don't assume that healthy foods are more expensive than junk food.**

**10 Turn off the TV and radio.**

Dinner conversation should not have to compete with background noise. Also, let the answering machine pick up any phone calls during dinner.







## *Support a healthy lifestyle for your family*

Create an environment at home, at school, and within your community that supports fitness and healthy eating. Use the resources listed for more suggestions and information.

# ENVIRONMENTAL CHECKLIST

The following questions will help you better understand your child's eating and fitness environment. Your responses can provide you with information about the steps you can take to support healthy eating and regular physical activity.

## Home

- 1 Are the pantry and refrigerator stocked with healthy snacks, such as fresh fruit, low-fat dairy products, and whole grain cereals and bars?  
 Y  N
- 2 Are fruits and vegetables visible in the kitchen or dining room for snacking?  
 Y  N
- 3 Do children eat a healthy breakfast every day?  
 Y  N
- 4 Do you buy and serve whole grain breads, pasta, and rice?  
 Y  N
- 5 Are beverages such as water and milk available instead of sodas and fruit drinks?  
 Y  N
- 6 Do you pack healthy lunches for your children?  
 Y  N
- 7 Does your family sit down together for dinner a few times a week?  
 Y  N
- 8 Do dinners include items from the major food groups, including milk and cheese, fruits and vegetables, meat, poultry, fish and eggs, and bread and cereals?  
 Y  N
- 9 Does your family often eat at or carry out from fast food restaurants?  
 Y  N
- 10 Do you read food nutrition labels while shopping?  
 Y  N
- 11 Does your daughter or other children help shop, plan meals, and cook?  
 Y  N
- 12 Do you set limits on how many hours your child can watch television, play computer or video games, or talk on the phone?  
 Y  N
- 13 Have you removed the television/VCR or DVD player/computer from your child's bedroom?  
 Y  N
- 14 Does the family engage in any physical activities together such as walking, biking, swimming?  
 Y  N
- 15 Is there sports or exercise equipment at home, including balls, bikes, and jump ropes?  
 Y  N
- 16 Do adult family members exercise regularly, for one hour a few times per week?  
 Y  N

**17** Do the children in your family walk to school?

Y  N

## School

**1** Does your child's school have a comfortable place to sit and eat lunch?

Y  N

**2** Do students have enough time to eat?

Y  N

**3** Is the lunch period too early or too late?

Y  N

**4** Does your child bring a nutritious bag lunch to school?

Y  N

**5** Does the cafeteria offer healthy meals or alternatives, such as salad bars or vegetarian entrees?

Y  N

**6** Can students buy foods high in sugar, fat, and sodium from vending machines, the school store, or even the main cafeteria?

Y  N

**7** Do school fundraisers involve selling candy, soda, and other unhealthy foods to raise money for school supplies or programs?

Y  N

**8** Does the school accept money from food or beverage companies in exchange for sales of products, promotion, or advertising space?

Y  N

**9** Does your school have contracts with fast-food outlets that provide lunch?

Y  N

**10** Do the water fountains at the school work?

Y  N

**11** Does your child take gym class more than once a week?

Y  N

**12** Are showers available after gym class?

Y  N

**13** Does your child enjoy the activities in physical education class?

Y  N

**14** Does your child participate in any after-school sports or physical activities outside of gym class?

Y  N

**15** Is transportation after school available so that your child can attend activities and get a ride home?

Y  N

**16** Is your child teased about her weight or shape? If so, what does the school do about it?

Y  N

**17** Are there opportunities for teachers, parents and students to discuss school policies regarding teasing and bullying?

Y  N

**18** Are speakers brought in to discuss nutrition and physical activity with parents, teachers, and students?

Y  N

19 Are students taught about nutrition, healthy eating, and the importance of regular physical activity?

Y  N

20 Does the school nurse have the opportunity to discuss healthy weight and monitor growth with students?

Y  N

21 Does the school have guidelines on referring students to health care providers who are knowledgeable about nutrition and fitness?

Y  N

22 Do teachers and other staff serve as good role models for healthy eating and physical activity for students?

Y  N

## Community

1 Is it safe for your child to play outdoors without adult supervision?

Y  N

2 Are there sidewalks in the neighborhood so that kids can walk to friends' houses, school, stores, and other places?

Y  N

3 Are there bike paths or hiking trails, swimming pools, or parks in your neighborhood?

Y  N

4 Are there community sports teams or clubs your child can join that are affordable?

Y  N

5 Is there a church or community center nearby that offers classes such as dance, self-defense, or other physical activities?

Y  N

6 Do community organizations have a list of resources for parents who may want additional information about nutrition and fitness?

Y  N

7 Are fast food places within walking distances?

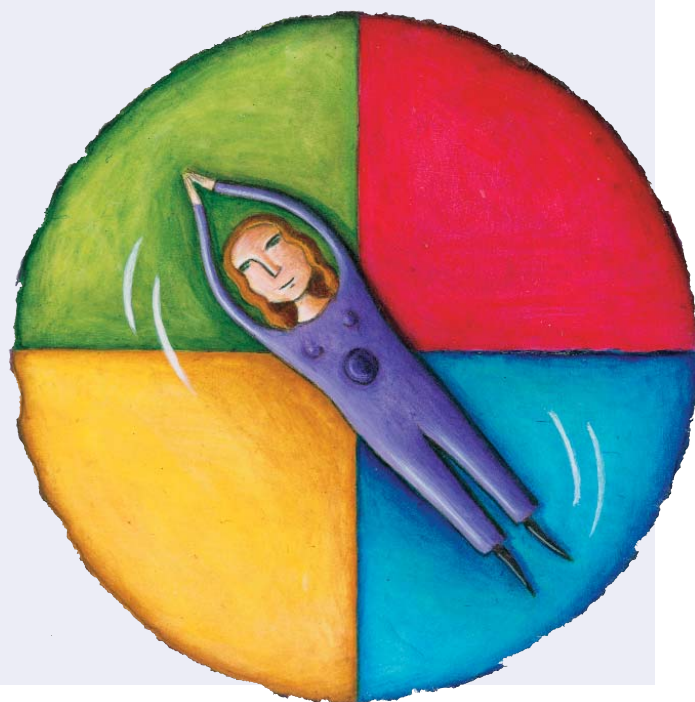
Y  N

8 Are there places within walking distance to buy healthy snacks?

Y  N

9 Is there a way to voice your concerns about inadequate services or resources in your community so you can help to improve them?

Y  N





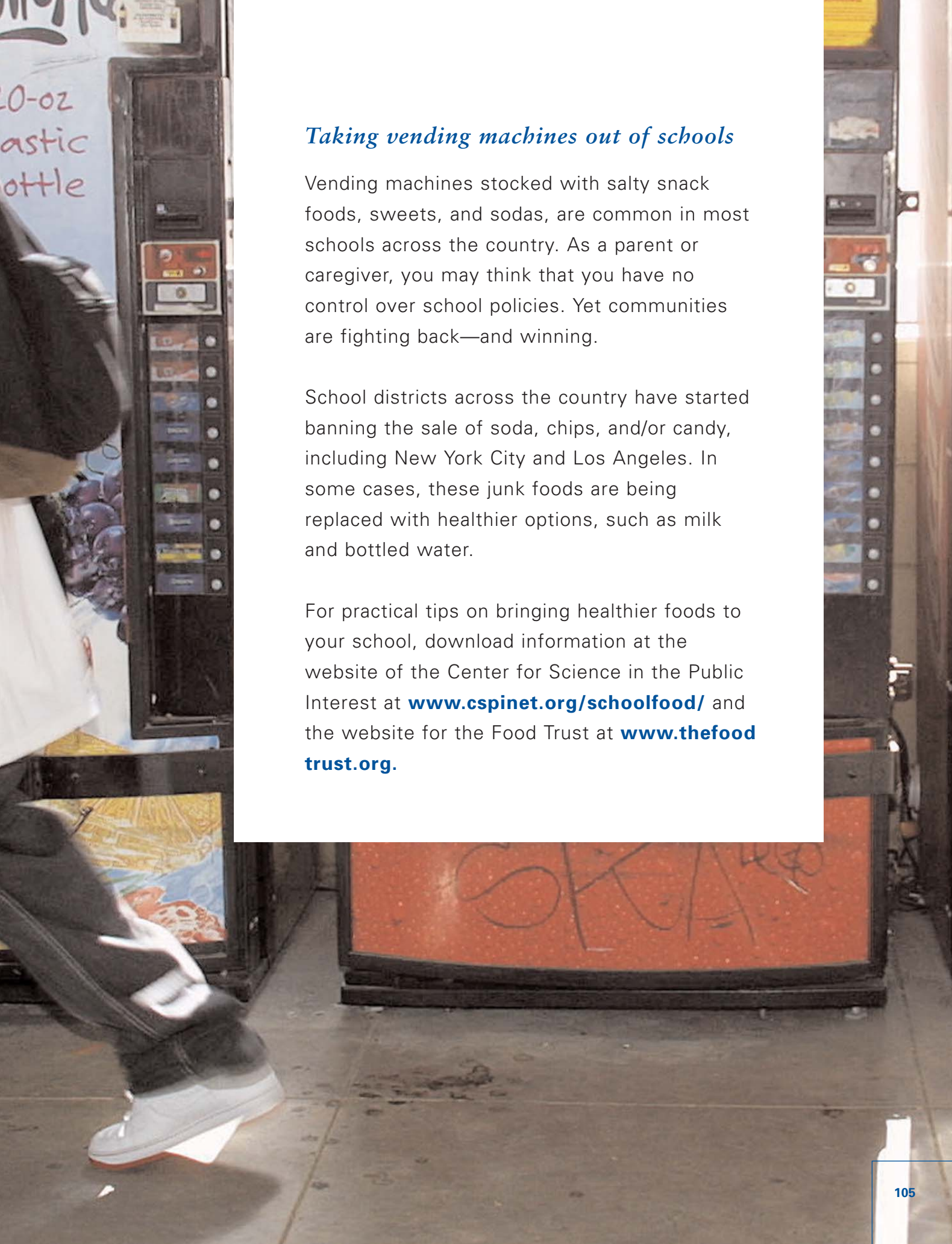
# PARENTS AS PARTNERS

*Helping your child adopt a healthy lifestyle now and in the future*

## *Take action!*

As a parent or caregiver, your opinions matter. The following are some steps you can take to make your voice heard.

- 1 Use the environmental checklist questions on page 100 to better understand your school's food policies.**
- 2 Decide on realistic changes that you can advocate for in your child's school. Examples include:**
  - ◆ Place limits on vending machines. Examples include turning them off during school hours, selling healthier foods and drinks, and raising the prices of high-fat, high-sugar foods.
  - ◆ Ban companies from marketing junk food to children as part of school-related events and programs.
  - ◆ Include media literacy lessons that teach kids how to be more educated media consumers.
  - ◆ Switch to fundraisers that sell fruit, wrapping paper, candles, T-shirts, sweatshirts, and other non-junk food items.
- 3 Make your opinions known.**
  - ◆ Write or talk to the school principal, district superintendent, school board, and/or food service director.
  - ◆ Work with the school's PTA (Parent Teacher Association) to assure that healthy foods and drinks in the school are a priority.
  - ◆ Organize your own parent group if the school does not already have one.
  - ◆ Write letters to the editor of local media organizations.



## *Taking vending machines out of schools*

Vending machines stocked with salty snack foods, sweets, and sodas, are common in most schools across the country. As a parent or caregiver, you may think that you have no control over school policies. Yet communities are fighting back—and winning.

School districts across the country have started banning the sale of soda, chips, and/or candy, including New York City and Los Angeles. In some cases, these junk foods are being replaced with healthier options, such as milk and bottled water.

For practical tips on bringing healthier foods to your school, download information at the website of the Center for Science in the Public Interest at [www.cspinet.org/schoolfood/](http://www.cspinet.org/schoolfood/) and the website for the Food Trust at [www.thefoodtrust.org](http://www.thefoodtrust.org).

## Marketing In Schools

Food companies may be marketing fatty, high calorie foods and drinks to your kids right in the school. **Here are some real life examples:**

- ◆ Elementary school buses painted with advertising for fast food restaurants.<sup>1</sup>
- ◆ Free book covers, school planners, and other school supplies with advertisements for junk foods and sugary drinks.<sup>2</sup>
- ◆ School fundraisers in which school teachers work at fast food restaurant counters and drive-through windows.<sup>3</sup>
- ◆ Programs that offer students as young as elementary school a donut for each “A” on their report card.<sup>4</sup>
- ◆ Educational channels that broadcast in school feature ads to kids for unhealthy foods.

The U.S. Department of Agriculture’s Team Nutrition program offers a tool kit called ***Changing the Scene*** that is an important resource for you and others who are concerned about how the school environment affects kids’ eating and physical activity habits. **For more information, visit [www.fns.usda.gov/tn](http://www.fns.usda.gov/tn), email Team Nutrition at [teamnutation@fns.usda.gov](mailto:teamnutation@fns.usda.gov), or phone them at (703) 305-1624 to ask for a free kit.**







## *What do kids eat at school?*<sup>5</sup>

- ◆ One-third of schools do not offer students a daily choice of two or more types of fruit and fruit juice. The same is true for choices of vegetables.
- ◆ Most high schools (98 percent) and middle/junior high schools (74 percent) have a vending machine or a school store, canteen, or snack bar where students can buy food or drinks. In many cases, these items include sodas, salty snacks, and candy.
- ◆ More than 82 percent of schools allowed student clubs, sports teams, the PTA, or other such organizations to sell food as part of fundraisers. Chocolate, candy, and high-fat baked goods were the most popular items for sale.
- ◆ Half of all school districts have a contract that gives a company rights to sell soft drinks at its schools.



# MEDIA LITERACY

Every day, teens are bombarded with media messages, from commercials featuring fast food restaurants and stories of “successful” weight loss methods to television shows and music videos with stick thin performers. Teens need skills to better understand these media messages so they can make good decisions for themselves about food, activity, and healthy weight.

What else can parents do?

**Children of all ages can be taught to ask five key questions about every media message they see. These include:<sup>6</sup>**

- 1 Who created the message?
- 2 What techniques are used to attract my attention?
- 3 What lifestyles, values and points of view are presented in or left out of the message?
- 4 Why was the message sent?
- 5 How might other people understand the message differently from me?

If teens apply these questions to every message that comes at them, they can be much more knowledgeable and empowered about what they see and hear in the media.

- ◆ **Advocate for schools to incorporate media literacy into the classroom.**
- ◆ **Watch television with your daughter and discuss** commercials for food products and soda as well as images of girls on popular shows, and in music videos and movies. Use the questions on the leftside of this page to structure a discussion with her.
- ◆ **Limit the amount of time spent on television, computer activities and video games.** Also, it’s a good idea to monitor the quality of these programs.
- ◆ **Flip through magazines that your daughter is reading and discuss the messages** in ads that relate to body image, fitness, weight loss or physical activity.
- ◆ **Check out advocacy groups that promote media literacy** like the Action Coalition for Media Education (ACME) at [www.acmecoalition.org](http://www.acmecoalition.org).



*Look at all the media messages kids get in the form of fast food commercials, stories on obesity and the sedentary lifestyle. They should be taught how to evaluate those messages and apply them in their own lives.<sup>7</sup>*

— Elizabeth Thomas, Founder, Center for Media Literacy

## *Media and girls<sup>8</sup>*

- ◆ Girls want to be like the female characters they see on TV. Seven out of 10 girls (69 percent) say they want to look, dress, or fix their hair like a character on television.
- ◆ Almost a third (31 percent) of girls say they changed something in their appearance to be more like a television character.
- ◆ Six out of 10 (59 percent) girls believe that the girls they see on television are like them and their friends.

# HELP KIDS PLANT A GARDEN

In some schools, planting a garden is part of the curriculum. School gardens can teach children about plants and other science topics, as well as about health because they can learn about nutritious foods first hand. Planting and tending to a garden is also a good physical activity.

## **Gardens can help encourage kids to eat fruits and vegetables by:**

- ◆ Making fresh fruits, vegetables, and herbs available.
- ◆ Allowing kids to eat foods that they grew themselves.
- ◆ Creating an appreciation for how food is grown.
- ◆ Providing opportunities to understand the nutrients in different foods.
- ◆ Practicing food preparation and introducing new types of food.
- ◆ Improving attitudes toward healthy foods that may lead to better eating habits.
- ◆ Developing an appreciation for the environment.

## **For more information on school gardens, check out the following websites:**

- ◆ <http://www.ecoliteracy.org/pages/publications.html> Center for Ecoliteracy
- ◆ <http://aggie-horticulture.tamu.edu/> Aggie Horticulture for Kids sponsored by Texas A & M University
- ◆ <http://www.Kidsgardening.com> National Gardening Association
- ◆ <http://communitygarden.org>\* American Community Gardening Association
- ◆ <http://www.thefoodtrust.org/> The Food Trust offers assistance in creating a school-based farm market offering fresh healthy foods



# RESOURCES

## Programs for girls and families

**The Center for Weight and Health**, based at the University of California, Berkeley, offers a website that provides practical tools and information on children and weight, including model programs, print materials, fact sheets, and funding resources. This information can be shared with schools and health professionals. Go to <http://nature.berkeley.edu/cwh/> or call (510) 642-2915.

**Hearts 'n' Parks** is a national, community-based program that encourages people of all ages to aim for a healthy weight, follow a heart-healthy eating plan, and engage in regular physical activity. Hearts 'n' Parks is supported by the National Heart, Lung, and Blood Institute of the National Institutes of Health and the National Recreation and Park Association. For more information, go to [www.nhlbi.nih.gov/health/prof/heart/obesity/hrt\\_n\\_pk/](http://www.nhlbi.nih.gov/health/prof/heart/obesity/hrt_n_pk/), call (800) 649-3042, or send an e-mail to [programs@nrpa.org](mailto:programs@nrpa.org).

**KidShape Foundation** is a non-profit organization that focuses on family based pediatric weight management. The program, which has a culturally sensitive curriculum, stresses healthy eating habits, positive health behavior changes and body image, and improved physical activity. For more information, go to <http://www.kidshape.com>, call (888) 600-6444, or send an e-mail to [info@kidshape.com](mailto:info@kidshape.com).

**Shapedown** is a family-based weight management program for children and adolescents that includes elements related nutrition, exercise, physiology, endocrinology, therapy, and more. The program, developed by faculty members of the University of California at San

Francisco School of Medicine, is designed to help children and teens enhance their self-esteem, improve peer relationships, and adopt healthier eating and exercise habits. For more information, go to [www.shapedown.com](http://www.shapedown.com), call (415) 453-8886, or send an e-mail to [shapedown@aol.com](mailto:shapedown@aol.com).

**Tomando Pasos (Taking Steps)** is a family-based treatment program for Spanish speaking families that is run by the Northern California Center for Well-Being. Adults and children participate in activities related to physical activity, nutrition, stress management, communication and parenting skills to reduce health risks for all family members. The program consists of six three-hour sessions and is taught by bilingual, bicultural educators. For more information, call (707) 575-6034.

## Programs for schools and communities

**Coordinated Approach to Child Health (CATCH)** is a coordinated school health program that works with parents, teachers, child nutrition personnel, school staff, and community partners to promote healthy school environments. The program, developed with funds from the National Heart, Lung, and Blood Institute, includes a classroom curriculum, physical education program, school nutrition guide, and family activities to do at home. For more information, go to [www.sph.uth.tmc.edu/chppr/catch/about.htm](http://www.sph.uth.tmc.edu/chppr/catch/about.htm) or call (866) 346-6163. Schools interested in CATCH curriculum materials should contact the publisher, FlagHouse, Inc. at (800) 793-7900.

**Eat Well & Keep Moving** is a school-based program that helps children learn about and adopt healthy nutrition and physical activity habits by working in six main areas: classroom education, food services, physical education, staff wellness, parent involvement, and school-wide promotional campaign. For more information, go to [www.hsph.harvard.edu/nutritionsource/EWKM.html](http://www.hsph.harvard.edu/nutritionsource/EWKM.html). The program was initially designed as a joint research project between the Harvard School of Public Health and the Baltimore City Public Schools. It is available for purchase at [www.humankinetics.com/products/showproduct.cfm?isbn=0736030964](http://www.humankinetics.com/products/showproduct.cfm?isbn=0736030964).

**KidsWalk-to-School** is a community-based program developed by the Centers for Disease Control and Prevention to encourage children to walk to and from school in groups accompanied by adults. The program also advocates for communities to build partnerships with the school, PTA, local police department, department of public works, civic associations, local politicians, and businesses. For more information, go to [www.cdc.gov/nccphp/dnpa/kidswalk/index.htm](http://www.cdc.gov/nccphp/dnpa/kidswalk/index.htm).

**Media-Smart Youth: Eat, Think, and Be Active!** is an interactive after-school education program that helps young people ages 11 to 13 better understand the media can influence their health—especially in regard to nutrition and physical activity. The program is available through the National Institute of Child Health and Human Development (NICHD), part of the National Institutes of Health within the U.S. Department of Health and Human Services. More information is available by calling (800) 370-2934, e-mailing [NICHDInformationResourceCenter@mail.nih.gov](mailto:NICHDInformationResourceCenter@mail.nih.gov) or by visiting [www.nichd.nih.gov](http://www.nichd.nih.gov).

**P.E.4LIFE Community Action Kit** is a toolkit for parents who want to make the case for quality physical education in their schools and includes presentations, handouts, sample letters, and a video that highlights the benefits of quality physical education. The kit was developed and funded by P.E.4LIFE, a nonprofit organization, and Human Kinetics, a publisher of sports and fitness information, in consultation with the National Association for Sport and Physical Education. For more information, go to [www.pe4life.org/communityactionkit.php](http://www.pe4life.org/communityactionkit.php) or call (800) 747-4457.

**Planet Health** is an interdisciplinary curriculum designed by faculty at the Harvard School of Public Health to increase activity, improve nutrition, and decrease inactivity among for sixth through eighth grade students. All materials are designed to fit within existing classroom and physical education curricula. For more information about the program, go to [www.hsph.harvard.edu/prc/proj\\_planet.html](http://www.hsph.harvard.edu/prc/proj_planet.html). The program is available for purchase by calling (800) 747-4457 or by going to [www.humankinetics.com/products/showproduct.cfm?isbn=0736031057](http://www.humankinetics.com/products/showproduct.cfm?isbn=0736031057).

**Project Fit America** is a national non-profit public charity that donates cardiovascular health and lifetime fitness education programs to primary and secondary schools. These programs include fitness equipment, an activity curriculum, extracurricular games and challenges, teacher training, and assistance creating events and activities to engage parents and the community. For more information, go to [www.projectfitamerica.org](http://www.projectfitamerica.org), call (800) 711-4348, or send an e-mail to [info@projectfitamerica.org](mailto:info@projectfitamerica.org).

**Sports, Play and Active Recreation for Kids (SPARK)** is a non-profit organization that creates, implements, and evaluates programs for schools and other organizations nationwide that promote lifelong wellness. SPARK offers curricula, staff training, and consultation nationwide to early childhood education programs, elementary schools, middle schools, and after school programs that serve kids ages 5 to 14. For information, go to [www.foundation.sdsu.edu/projects/spark](http://www.foundation.sdsu.edu/projects/spark), call (800) SPARK-PE or send an e-mail to [spark@sparkpe.org](mailto:spark@sparkpe.org).

**TAKE 10!™** is a classroom-based physical activity program for elementary schools that aims to get kids to participate in at least 10 extra minutes of moderate to vigorous physical activity during the school day. Program lessons integrate physical activity with grade-specific academic objectives to reinforce required learning. Take 10 was developed by the International Life Sciences Institute Center for Health Promotion. For more information or to purchase the program, go to [www.take10.net](http://www.take10.net), call (770) 934-1010, or send an e-mail to [take10@ilsi.org](mailto:take10@ilsi.org).

## Web sites For Girls and Families

[www.americanheart.org](http://www.americanheart.org), features a range of health information, including special sections on children and exercise and children and nutrition, from the American Heart Association.

[www.bam.gov](http://www.bam.gov), created by the Centers for Disease Control and Prevention, provides kids ages 9 to 13 with health information ranging from stress reduction to physical activity so they can make healthy lifestyle choices.

[www.canfit.org](http://www.canfit.org), the Web site of the California Adolescent Nutrition and Fitness Program, provides resources on adolescent nutrition and body image, fitness, and more.

[www.caprojectlean.org](http://www.caprojectlean.org) features information about healthy eating and physical activity, tips on how to advocate for a healthy school environment, and more for kids and teens from California Project Lean.

[www.cdc.gov/powerfulbones/](http://www.cdc.gov/powerfulbones/) is part of the Centers for Disease Control and Prevention's Powerful Bones. Powerful Girls national health campaign and provides tips on healthy eating and physical activity.

[www.diabetes.org](http://www.diabetes.org) provides information on nutrition, recipes, weight loss, exercise, community programs, local events and more from the American Diabetes Association.

[www.eatright.org](http://www.eatright.org), the Web site of the American Dietetic Association, offers nutritional information and resources as well as a national online directory of nutrition professionals.

[www.fitness.gov](http://www.fitness.gov), run by the President's Council on Fitness and Sports, provides regular updates on the Council's activities as well as resources on how to get involved in its programs.

[www.fns.usda.gov/tn](http://www.fns.usda.gov/tn) is the U.S. Department of Agriculture's Team Nutrition Web site, which focuses on the role nutritious school meals, nutrition education and a health-promoting school environment play in helping students learn to enjoy healthy eating and physical activity.

[www.girlpower.gov](http://www.girlpower.gov) is the Web site for Girl Power!, a national public education campaign sponsored by the U.S. Department of Health and Human Services to help encourage and motivate 9- to 13- year-old girls to lead healthy lives.

[www.healthfinder.gov](http://www.healthfinder.gov), developed by the U.S. Department of Health and Human Services, is a free guide to consumer health information from more than 1,700 health-related government agencies and not-for-profit organizations.



[www.healthierus.gov](http://www.healthierus.gov) is the official Web site of HealthierUS, the President's initiative to help Americans of all ages improve their personal health and fitness.

[www.ihs.gov/PublicInfo/Publications/Kids/index.cfm](http://www.ihs.gov/PublicInfo/Publications/Kids/index.cfm), a kids-oriented Web site created by the Indian Health Service, features a special section on health.

[www.kaboom.org](http://www.kaboom.org) specializes in linking communities and corporations together to build playgrounds and features resources on how to help communities develop safe play spaces.

<http://kidnetic.com> is an educational Web site designed by the International Food Information Council that focuses on a healthy eating and active living.

[www.kids.gov/k\\_health.htm](http://www.kids.gov/k_health.htm) provides links to kid- and teen-oriented health Web sites operated by the Federal government and public organizations.

[www.kidshealth.org](http://www.kidshealth.org), produced by the Nemours Foundation, offers health information for parents, teens, and kids on a range of topics, from healthy recipes to dealing with every day illness and injury.

[www.Mypyramid.gov](http://www.Mypyramid.gov) replaces the Food Guide Pyramid and is part of an overall food guidance system that emphasizes the need for a more individualized approach to improving diet and lifestyle. It was launched by the U.S. Department of Agriculture of the U.S. Department of Health and Human Services.

[www.nhlbi.nih.gov](http://www.nhlbi.nih.gov), the Web site of the National Heart, Lung, and Blood Institute of the National Institutes of Health, features health information and tools for the public.

[www.win.niddk.nih.gov](http://www.win.niddk.nih.gov) provides a range of on-line publications related to nutrition, physical activity, and weight control from the Weight-control Information Network, a national information service of the National Institute of Diabetes and Digestive and Kidney Diseases.

[www.nutrition.gov](http://www.nutrition.gov) provides Federal government information on nutrition and food safety.

[www.pbskids.org/itsmylife](http://www.pbskids.org/itsmylife), developed by PBS Kids, offers information, advice, games and more on topics ranging from the body to emotions and family life.

[www.Presidentschallenge.org](http://www.Presidentschallenge.org) is the Web site of a federal program that encourages all Americans to make being active part of their everyday lives. Separate pages are available for kids, teens, adults, and seniors.

[www.recreation.gov](http://www.recreation.gov), a partnership among Federal land agencies, provides information on all Federal recreation areas.

[www.soyunica.gov](http://www.soyunica.gov) is a bilingual health Web site that provides information about the mind, body, and making healthy choices. The site is part of a national health campaign sponsored by the U.S. Department of Health & Human Services and the Substance Abuse and Mental Health Services Administration.

[www.verbnow.com](http://www.verbnow.com) provides kids with ideas on how to become physically active and is part of an overall youth media campaign by the U.S. Department of Health and Human Services and the Centers for Disease Control and Prevention.

[www.vrg.org/nutrition/teennutrition.htm](http://www.vrg.org/nutrition/teennutrition.htm) provides nutrition information and health tips for teen vegetarians.

[www.girlshealth.gov](http://www.girlshealth.gov), developed by the Office on Women's Health, provides girls with reliable health information related to physical activity, nutrition, stress reduction, and more.

[www.5aday.gov](http://www.5aday.gov) offers nutritional information, healthy recipes, and more from the 5 A Day for Better Health Program, a national campaign sponsored by the National Cancer Institute and the Produce for Better Health Foundation.

*Patience and persistence are the hallmarks of maintenance. Time can be an ally as you progress across the stages of change. . . You don't have to get everything right all at once. . . . However long it takes to change, consider how many years you may be adding to your life, and how improved the quality of that life will be in the years to come.<sup>9</sup>*

— From *Changing for Good* by James O. Prochaska, John C. Norcross, and Carlo C. DiClemente, 1994.

*You are the  
Rhythm of the Universe*



*connect mind~body~spirit*

*© www.4girls.gov*

# End notes

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B@D@W@O@P

**LINKS**

1

*Decide to live a healthy lifestyle*

2

*See where you are now*

3

*Understand healthy eating*

4

*Recognize the benefits of physical activity*

5

*Set goals and plan*

6

*Shop, cook, eat together*

7

*Support a healthy lifestyle for your family*

