

# Additional Information

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# 1. Overview of the Educational Content

## Skill-Based Outcomes

Preteens who participate in the various activities will build skills for a healthy lifestyle, and be able to prepare at least six different healthful snacks. As a staff leader, help adolescents learn and practice the skills listed below.

**In the 10 sequential sessions, preteens will use skill-based outcomes to accomplish specific outcomes for each session and the following**

### Overall Outcomes:

1. Set specific goals for healthful living.
2. Plan changes in their eating and physical activity patterns to promote growth and overall health.

### 1. It's Up to You!

- ❖ Identify the values that affect their food and lifestyle choices.
- ❖ Practice goal-setting steps to manage eating and lifestyle decisions.
- ❖ Respect the different goals and choices others set for themselves.
- ❖ Prepare a simple, tasty snack.

### 2. Get Up and Move!

- ❖ Talk about the benefits of being physically active.
- ❖ Identify his or her own level of physical activity.
- ❖ Come up with ways to sit less and move more.
- ❖ Use the "talk-sing test" to find the right level of physical activity.
- ❖ Make being physically active fun!
- ❖ Prepare an easy, tasty snack drink.

### 3. How Much Do You Eat?

- ❖ Identify common measures such as 1 cup, ½ cup, 1 tablespoon.
- ❖ Visually estimate amounts of foods compared to common measures or familiar items.
- ❖ Compare amounts of foods to Serving Sizes on food labels and to the amounts of MyPyramid recommendations for 2,000 calories for a day.
- ❖ Tell someone why it's smart to pay attention to how much food he or she eats.
- ❖ Explain why being physically active helps use food energy (calories) from the food they eat.
- ❖ Prepare an easy, tasty snack.

#### 4. Are You Label Able?

- ❖ Use Serving Sizes and number of Servings on Nutrition Facts Labels to be aware of the amount or volume of food and food energy (or calories) they choose to eat.
- ❖ Identify nutrients they need to “get less” and those they need to “get enough.”
- ❖ Compare foods to see if the foods are “high” or “low” in different nutrients.
- ❖ Identify that the first 3 items on Ingredient Lists make up the largest parts of foods.
- ❖ Use food labels to make informed food choices.
- ❖ Make an easy, tasty snack.

#### 5. Taste Great, Less Solid Fat!

- ❖ Use food labels to spot solid fats and foods with more or less fat.
- ❖ Tell someone why it is healthy to choose some types of fats less often or in smaller amounts.
- ❖ State simple ways they can eat lower amounts of solid fats in foods more often.
- ❖ Choose foods containing oils (liquid fats) in place of those with solid fats.
- ❖ Make an easy snack low in solid fats.

#### 6. Make Drinks Count!

- ❖ Use Nutrition Facts on food labels to compare drink choices.
- ❖ Use Ingredient Lists to identify types of added sugars.
- ❖ Explain why sodas shouldn't crowd out beverages with more nutrients.
- ❖ Tell how they can enjoy more milk, juice, water, or calorie-free beverages.
- ❖ Prepare an easy, nutrient-rich drink.

#### 7. Snacks: “Chews” for Health

- ❖ Choose snacks for different reasons, and consider the reasons for the choices.
- ❖ Use food labels to make healthful snack choices.
- ❖ Tell how to enjoy snacks without overdoing on the amount.
- ❖ Make an easy food-group snack.

#### 8. Your Fast-Food Order?

- ❖ Determine the fats and added sugars in a typical fast-food meal.
- ❖ Tell friends how to cut back on fat and added sugars when they order fast foods.
- ❖ Explain how to eat more fruits, vegetables, and low-fat or fat-free foods made from milk at fast-food places.
- ❖ Make a healthful snack that's fast and fun!

**9. Urge to Splurge?**

- ❖ Describe hunger cues and how to manage their hunger.
- ❖ Describe why emotions might lead to overeating.
- ❖ Find ways to handle emotional “ups and downs” without overeating.
- ❖ Discuss benefits of not overeating.

**10. What’s New?**

- ❖ Try foods they’ve never tasted.
- ❖ Talk about new foods without “yucks” before deciding if they like them.
- ❖ Respect each others opinions about foods.
- ❖ Fit new foods into their meals and snacks.
- ❖ Use the “5-20% DV” guide to nutrition labeling to compare and choose new foods.

## Assessment

To determine if the participants have achieved the Skill-Based Outcomes – create opportunities that allow them to actively demonstrate their new skills. For the sake of entertainment for yourself and the preteens, whenever possible make the assessment either interactive or a physical demonstration of the skill. Listed below are a few examples of easy ways to determine if the preteens can demonstrate skills they acquired through participating in the sessions.

Ask the teens to show that they can:

- ❖ **Prepare** one of the recipes for their family and write their reactions.
- ❖ **Dance and show** how the Talk-Sing test works.
- ❖ **Crumple a piece of paper** to equal to the size of 1 cup.
- ❖ **Point out** foods in photos that are HIGH in calcium.
- ❖ **Keep a list and compare** the foods and amounts for a day to what they need.
- ❖ **Add up** the time they spend in physical activities to get a total of 60 minutes.
- ❖ **Describe** the ingredients in a snack they can make on their own.
- ❖ **While lifting weights, show** the benefits of being physically active.
- ❖ **Sort** 5 out of 10 Ingredient Lists to identify those that are sugar free.
- ❖ **Describe** foods that show a family's culture and values about meal choices.
- ❖ **Choose** a beverage low in added sugars by using the Ingredient List.
- ❖ **Show** someone else how to identify a food containing saturated fat.
- ❖ **Select fruits or vegetables** when eating at a fast-food restaurant.
- ❖ **Taste-test and identify** foods lower in fat.
- ❖ **Choose and insert** a Nutrition Facts label that is HIGH in a specified nutrient into a "ballot box" (i.e., one box each for: calcium, vitamin A, saturated fat).
- ❖ **Use 10 descriptive words** that explain why they liked a new food they just tried.
- ❖ **Explain how** to set goals by using food choices as an example.

## Empowerment Messages

Each topic contains positive health messages that reflect the main ideas shared in the session. By repeating the following statements on a routine basis, you can connect the skill-building process to teens' everyday life and reinforce the learning experiences from the activities:

### 1. It's Up to You

- ❖ Life is full of choices, including choices about food and physical activity. The quality of your life depends on decisions that affect your body, mind, and inner self.
- ❖ The right choice for you depends on your values, needs, and goals. It's important to respect the different choices people make.
- ❖ Decision-making and goal setting skills help you manage your life and your future.

### 2. Get Up and Move!

- ❖ A physically active lifestyle is good for your body. It also helps you make the most of your appearance.
- ❖ Being physically active helps you relax and feel less stress.
- ❖ Being physically active is a fun way to spend time with your family and friends.
- ❖ It's easy to fit being physically active into your everyday life. You don't need to be an athlete. Just find ways to sit less and move more.

### 3. How Much Do You Eat?

- ❖ The amounts and kinds of foods needed varies for each person. The amount of food you eat may be bigger or smaller than the Serving Sizes shown on the food label or what MyPyramid shows for 2,000 calories for a day.
- ❖ Eat different kinds of foods. You'll improve your chances of getting the many nutrients your body needs for energy and for growing strong and healthy.
- ❖ Eating too much may add up to more food energy (calories) than your body needs to grow and move. Extra calories are turned into body fat.

### 4. Are You Label Able?

- ❖ Food labels can help you make positive choices and get the food energy (or calories) and nutrients you need.
- ❖ Nutrition Facts on a food label tell how many calories (or energy) and nutrients you get from one Serving.
- ❖ Nutrition Facts show the amount of the Serving. Larger amounts of foods give you more calories.

- ❖ The % Daily Value (DV) on the Nutrition Facts label is a number that allows you to know whether there is a lot or a little of a nutrient in a Nutrition Facts Serving of food. A quick guide is: 5% DV or less of a nutrient is LOW; and 20% DV or more is HIGH.
- ❖ To promote your health, Nutrition Facts can help you:
  - (1) choose foods with Less fat, especially saturated fat, *trans* fat, cholesterol, sodium;
  - (2) choose foods with Enough fiber, vitamins A and C, calcium, iron.
- ❖ Use Ingredient Lists to choose foods with less added sugars and solid fats.

### 5. Taste Great, Less Solid Fat!

- ❖ Fats and oils provide both flavor and energy.
- ❖ Energy from fats and oils is measured in calories; a gram is a weight that is used to measure the amount of fat in foods.
- ❖ Check the food label's Nutrition Facts and Ingredient Lists to compare the calories and the amounts and types of fats in foods.
- ❖ Choose foods more often that are low in solid fats like saturated fat and *trans* fats.

### 6. Make Drinks Count!

- ❖ By drinking lots of beverages high in added sugars, you may get less of the nutrients you need for good health.
- ❖ Choose beverages sensibly to consume fewer drinks high in added sugars. Cut back on how much of the sweetened beverages you drink at one time and how often in a day.
- ❖ Do not let soda crowd out other beverages, such as milk, that have nutrients you need to stay healthy. Choose milk or juice at home, school, fast-food places, or from vending machines instead of soda.
- ❖ Drink water or calorie-free beverages often.

### 7. Snacks: "Chews" for Health

- ❖ Snacking the right way helps you get enough food to grow and stay healthy. Choose foods that are low in solid fats and added sugars from the five major food groups.
- ❖ Nutrition Facts on food labels can help you compare and choose snacks.
- ❖ Snacking is a great way to fit fruits, vegetables, whole-grain foods, and low-fat foods made from milk into your day's food choices.
- ❖ Pay attention to how much, not just what you snack on.
- ❖ By moving more and sitting less, you don't need to concern yourself as much about overdoing on snacking. Active fun is a healthful substitute for mindless snacking.



### 8. Your Fast-Food Order?

- ❖ Many fast foods have a lot of fat and added sugars. Eating too many added sugars and high-fat foods is not good for your health.
- ❖ Many fast-food items are bigger than you need. Choose the regular size instead of the deluxe and super sizes.
- ❖ Fast-food places offer choices. Look for fun, tasty ways to include more food variety—including whole-grain foods, fruits, vegetables, and low-fat or fat-free foods made from milk—and get less solid fat and added sugars in your fast-food meals and snacks.
- ❖ Balance higher fat fast-food choices with lower fat foods for the rest of the day.

### 9. Urge to Splurge?

- ❖ Paying attention to hunger cues helps you avoid overeating. You don't always have to feel full. It doesn't feel good to be stuffed.
- ❖ Eating too fast can lead to overeating. Slow down so your brain has time to know your stomach is full.
- ❖ Your feelings can affect what and how much you eat.
- ❖ Some people eat to cope with negative emotions. To overcome the urge to eat when you're not really hungry, find other ways to handle your feelings.
- ❖ Not overeating helps you grow at your healthy weight. You'll also feel better about yourself when you control your urge to eat.

### 10. What's New?

- ❖ Try not to be afraid to try new things, such as unfamiliar foods and new ways to get moving.
- ❖ Stores and restaurants are full of foods you've never tried. You won't know if you like them until you try them. Give new foods a chance.
- ❖ Trying new foods can be fun, exciting, and interesting. You may even like them in your meals and snacks. And tasting experiences will help you enjoy social events where some foods are often unfamiliar.
- ❖ Different foods help keep you healthy in different ways. In fact, being adventurous with food broadens your choices and enjoyment. And eating different kinds of foods helps you get the nutrients you need to grow, feel good, and be your best.

## Matrix of Activities

### Key to codes:

- \*optional snack activity
- |                                |                                     |
|--------------------------------|-------------------------------------|
| 1) Clarifying Values           | 5) Physical Activity                |
| 2) Choices from MyPyramid      | 6) Goal-Setting and Decision-Making |
| 3) Nutrition Labeling          |                                     |
| 4) Food Preparation and Safety |                                     |

Topics	Activities	Additional “Quick” Activities	Around Your Community
<b>1.</b> <i>It's Up to You!</i>	Mirror Image (1,5) Values Charades (1) “Roll” Play (6) More “Roll” Play (6) Peanut Butter ‘N Fruit-Wich (4)* What’s yourCHOICE? (6)	<i>The Power of Choice:</i> It’s a Rap! (6) Picture This! (1) Design a T-Shirt (6) Go-als! (6) Hands Clean? (4) Make a PB ‘N Fruit-Wich * (2,3,4)	Getting to Know You Community Mentors
<b>2.</b> <i>Get Up and Move!</i>	Untie the Knot! (1,5,6) “Top 10” for Active Living (5) “Body Talk” (5) Get Vertical! (5) Making a Juice Refresher * (2,4) What’s yourCHOICE? (6)	Physical Activity Diary (5,6) “Shape Up” Greeting Card (1,5) Invent a Dance (5) Fishbowl of Fun! (5) People’s Walk (5) Pyramid Power (5,6) Make Your Own Pretzels! * (2,3,4)	Helping Hands Community Happenings Family Moves
<b>3.</b> <i>How Much Do YOU Eat?</i>	Size “Squared” (1) Some or the Whole Thing? (3) Snacks—How Much in a Package? (3) Visual Cues (2,3) Dance Snack Calories Away! (5) Stuffing a Pocket Sandwich * (1,2,3) What’s yourCHOICE? (6)	Dare to Compare (1,2,3) What’s at “Steak?” (2,3) What’s in the Bag? (2,3) Stuffed Pocket * (1,2,3,4)	Hefty Helpings Family Helpings
<b>4.</b> <i>Are You Label Able?</i>	How Much? (1) What’s on a Label? (3) Servings on the Label (3) Nutrients—The “5-20” Guide (3) Balancing Food Choices for the Day (3) Shake Up the Grocery Bag! (3) Make a Cereal “Sundae” * (4) What’s yourCHOICE? (6)	Facts in Food Groups (2) Snacks—Mix ‘em Up * (4) Give Me Five! (2) Teaching Others (3) Do What? (3)	Teaching Others Scavenger Hunt

Topics	Activities	Additional “Quick” Activities	Around Your Community
<b>5.</b> Tastes Great, Less Solid Fat!	What’s on Your Spud? (1) What Do Food Labels Say About Fat? (3) “Scoop” Fat Facts (2,3) Check It Out: High or Low in Fat? (3) Turn Up the “Salsa” With Sals-y Spuds! * (4,5) What’s yourCHOICE? (6)	Scoop, Measure, Compare (2,3) Make Your Own Salsa * (4) Feed Me? (2) Spotting “Sat Fat” (3) Spuds: How Much Fat? (3) Build a Better Sandwich * (2,3,4)	Shop for Less Fat Check Fast-Food Menus
<b>6.</b> Make Drinks Count!	How Much Soda? (3) Make Mine Orange! (2) Which Drink? Check the Facts! (1,3) Okay to Sweat! (5) Chill Out With Juice Floats! * (2,3,4) What’s yourCHOICE? (6)	Taste Test: Which Milk for You? * (3,4) Soda “Recipe” (3,4,6) Sugar: How Much? (3) Circle Talk (2,3,6) Cool Smoothies * (2,3,4) Water or Sports Drink? (2)	Thirst-Quenching Fund Raisers Vended Drinks
<b>7.</b> Snacks: “Chews” for Health	Snack Line—Find Your Place! (1) Which Snack Has More Solid Fat? (2) “5-20” Snack Vision (3) Snack Dilemmas (1,2,6) Roll It Up! * (2,3,4) What’s yourCHOICE? (6)	What’s the Rub? (2,3) Frisbee Snack Catch (2,5) Great Chews * (1,4,6) Snack Sort (1,2,3) Ham-Cheese Rollups * (2,3,4) Snack Magnets (1,2,3,6)	Pick Your Own Plant a Community Garden Snacks With Preteens
<b>8.</b> Your Fast-Food Order?	Fast Food—for You? (1,2) Fast-Food Facts (2,3) Fitting Fast Foods In (2,3,6) Advertise for Fast-Food (1) Pizza—A Fast Snack! * (1) What’s yourCHOICE? (6)	“Fast” Fats: Measure and Compare! (2) Salad Bar Choices * (1,2,3,4,6) Fast Food on the Web (2) Build a Veggie Pita Pizza! * (1,3,4,6)	Food Drive Fast-Food Field Trip Mall Snacks
<b>9.</b> Urge to Splurge?	Get Your Juices Flowing! (5) How Hungry? * (1,4,6) Satiety: Listening to “Body Talk” (1) Emotional “Hunger” (1) Coping With Eating Triggers (1,2,3) What’s yourCHOICE? (6)	What Triggers Eating? (1,6) What Can You Do? (1,6) Emo-Vertising Food (1) Cinnamon Fruit Toast * (2,3,4)	Community Volunteers: Food Banks and Soup Kitchens Wellness in Your Town
<b>10.</b> What’s New?	Pleasure of Trying! (1) Food Neophobia (1) Give Food a Try! * (2,4) Facts About New Foods (3) What’s yourCHOICE? (6)	Simple Tastings * (4) More Tasting! * (4) Shake-a-Pudding * (2,3,4) Another Neophobia? (1,5,6)	Food Baskets Puppet Food Play Preteens’ Tasting Party Supermarket Safari

## 2. Personal Power Tips for Adults!

### Putting Power in *Your* Food and Physical Activity Choices

Before you start working with preteens, put power in your own choices. Think about your body: how to fuel it and move it for a fun and healthy life. Then make healthful choices that fit your lifestyle, so you can do the things you want to do. You don't even need to give up foods or activities you like. Just follow these five moves for healthful eating and active living.

#### Five Moves for Healthful Eating and Active Living

Your body is a complex piece of machinery, but running it in peak condition does not require a complicated and time-consuming maintenance routine. These five easy steps—each with three action ideas—can help you develop healthier eating and active living habits.

##### 1. BE REALISTIC

*Make small changes over time in food choices and levels of physical activity. Small steps work better than giant leaps.*

- ❖ Add more fiber-rich beans and peas to your meals. Canned chickpeas are a delicious addition to a salad. Canned lentil or split pea soup is very satisfying for a fast lunch. And rice and beans make a great lunch or supper dish!
- ❖ Are you a serious chocoholic? Think about this idea. Once or twice a week, trade in your favorite chocolate snack for chocolate pudding or cocoa made with low-fat milk to help build up your bones.
- ❖ For delicious lower fat tacos, chili, or spaghetti sauce, place 1 pound of cooked ground beef in a strainer. Drain well, and continue with the recipe.

## 2. BE ADVENTUROUS

*Expand your tastes to enjoy different kinds of foods.*

- ❖ Plan a meal based on the food groups. Have fun including at least one food from each of the major food groups.
- ❖ Rent an adventure flick tonight. Take a taste adventure, too! Trade in your usual munchies for bright and crunchy pepper strips, jicama slices, frozen grapes, and baked bagel chips.
- ❖ Take the family on a supermarket safari. Pick a food group, and let each person hunt down one food from that food group that he or she has never tried before.

## 3. BE FLEXIBLE

*Balance food intake and physical activity over several days. No need to worry about just one meal or one day.*

- ❖ Eat a lighter breakfast and lunch to plan for “pizza with the works” for dinner.
- ❖ Split an order of fries or a rich dessert with a friend.
- ❖ Did you munch through a whole box of hot, buttered popcorn at the movies? Do not feel guilty! Next time you go out for fun, make plans to do something active, such as dancing or taking a walk through the park—along with a stop for frozen yogurt later.

## 4. BE SENSIBLE

*Enjoy all foods, just don't overdo it. (To learn more about the amount you need from each of the major food groups, look at the *MyPyramid Amounts of Foods—for YOU* charts for women and men.)*

- ❖ Put your snack on a plate, and skip the urge to eat straight from the bag. You will then be aware of how much you are eating. Use the food label to see how many calories and nutrients are in just one Serving Size.
- ❖ Take a break from fried chicken, and trim fat and calories, too. You will like how great it tastes roasted, baked, broiled, or grilled instead.
- ❖ Enjoy fruit in its most natural form; go easy on fruit juice. Choose whole fruits and vegetables. They are delicious and provide fiber, too.

## 5. BE ACTIVE

*Walk the dog, and don't just watch the dog walk.*

Adults should start with a daily goal of at least 30 minutes of moderate-intensity physical activity. Do not fret if time is tight—you can total up your 30 minutes in 10-minute chunks throughout the day. (For more about active living, see “Do You Know...?” in Topic 6, and the Move It! poster.)

- ❖ Pump up your energy level. Take a brisk 10-minute walk in the morning, at lunch, and after dinner. Try using a pedometer and increase your personal goal by a specific number of steps each week.
- ❖ Be inefficient. Go up and down the stairs with each load of laundry, get up to change the TV channel, choose the furthest parking spot—not the closest.
- ❖ Clean the house to a sparkling sheen! Vacuum, scrub, and sweep with vigor.

## A Look at Your Food and Physical Activity Choices

### Set your personal goals.

Think about your own goals, and then jot them down.

### Goal-Setting Steps

1. Set a realistic goal—one that is right for you, not someone else.
2. Make a plan to match your needs. Plan for small, step-by-step changes.
3. Prepare for challenges. Allow time for change to happen.
4. Ask for help. Support others as they try to achieve their goals. Share your goal and plans with your family, and ask for their help.
5. Give yourself a break if you stray from your plan now and then.
6. Pat yourself on the back to celebrate your success!

### Make your plan for healthful eating and active living.

For best results, plan to reach your goals in a slow, steady way. Choose one or two tips to follow for a week or two, and then choose another tip. Review your progress every month. You will see that small steps work better than giant leaps. Again, it is the same guidance you will pass on to preteens.

### Be a role model.

Preteens learn how to act or what to expect by observing others: parents, program leaders, and teachers, as well as peers, celebrities, and other “heroes.” They learn habits, mannerisms, attitudes, and beliefs. Intentional or not, modeling is a powerful learning tool for making healthful choices about food and active living.

Role models can have a positive or negative effect. For example, kids seeing you drink low-fat or fat-free milk reinforces the good health message. Watching you may have as much impact (probably even more) as telling them about calcium-rich drinks. In contrast, when you are physically inactive you are setting the poor example for inactive living. Preteens notice when adults do not practice what they preach.

Write the actions you will take for each basic step.

Be Realistic

1. \_\_\_\_\_

2. \_\_\_\_\_

Be Adventurous

1. \_\_\_\_\_

2. \_\_\_\_\_

Be Flexible

1. \_\_\_\_\_

2. \_\_\_\_\_

Be Sensible

1. \_\_\_\_\_

2. \_\_\_\_\_

Be Active

1. \_\_\_\_\_

2. \_\_\_\_\_

# 3. Young Adolescents: Healthier Lifestyles

**Give them what they ask for!**

**Here's what preteens say they want from an after school program:**

- ❖ Leaders who listen to and respect them
- ❖ A place that's safe—where they can be themselves
- ❖ Interesting programs with active things to do and a variety of things to learn

## They're Changing!

The preteen years mark a period of rapid change in growth and life in general. For most preteens, these changes are filled with emotional ups and downs. But here's good news for preteens: there's a wide range of what's "normal." Each preteen is unique—developing physically, socially, and emotionally at a different rate, in a different way. Besides the swift changes that surround preteens, what's changing in their personal lives?

**Their bodies.** Transforming from children to grownups, they'll grow 20 percent taller and 50 percent heavier from now through their teen years. And they'll develop almost half of their adult skeleton. Among the many changes, girls' hips will begin to widen, and their body fat will increase; boys' shoulders will broaden.

Preteens' growth patterns differ. Both genes (inherited from their families) and gender make a difference. Usually girls start their growth spurt and maturation before boys. Typically, an adolescent's pattern of growth—height, weight, and body size—mirrors that of family members. Differences in growth rate can be very stressful. Those who mature early may feel self-conscious or have more grownup interests. Those who don't may also feel self-conscious and less capable because they're behind their peers. In time, these differences even out.

Changes that accompany growth typically have an impact on a preteen's self-image. Girls, for example, may feel ill at ease and dissatisfied with their changing bodies. Misconceptions are common.



### Tips for Leaders:

In your discussions, help preteens know that body changes are perfectly normal and that his or her body needs healthful food choices to do its best work.

**Their weight.** Preteens' bodies are programmed for growth. Before they start their growth spurt, some preteens gain weight. They plump out before they shoot up. With a balanced, moderate eating plan and active living, their height eventually catches up with their weight.

When it comes to body weight, preteens view their bodies differently. For example, Caucasian girls are more likely to be more dissatisfied; they often want a thinner shape. African-American girls more often point out the positive aspects of their bodies. In reality, it's not clear when a preteen is at risk for being overweight or knowing how much is too much. However, there is a risk of being inactive and carrying too much weight.

### Tips for Leaders:

In an afterschool program, leaders can help preteens most by appreciating their differences. Encourage them to be active and care for themselves. Good health messages and esteem-building experiences are the best ways to motivate preteens to care about themselves and their bodies.

**Their relationships.** As preteens become more independent, families have less control, and friends and peer approval become more important. In fact, their intense need to belong and the pressure they feel from peers often drive what they do. That includes their food choices and how actively or inactively they spend their leisure time.

Encourage preteens to accept and like themselves and others for who they are. For growing preteens, there's a broad range of what's healthy. For those with questions or concerns, encourage them to talk with their parents, an adult they trust, or their school nurse or health professional. In your talk, offer positive messages on body size and shape for all preteens.

As preteens share the activities in *The Power of Choice*, help nurture respect and acceptance for their individual differences. Help them build confidence in doing what's right for them not just what their peers think. Look for preteens who are opinion leaders, too. And encourage them to be role models for healthful eating and active living.

**Their feelings.** Preteens often experience emotional swings that come with challenges of peer pressure, more demanding schoolwork, growing independence, and shifting hormone levels.

A developing sense of self-awareness affects their emotions, too. Many preteens are self-conscious, not only about their bodies but about almost everything they do. They often feel as if they're constantly on stage being judged by others. They're beginning to see themselves as separate beings who view life differently than they did as children. All this adds to emotional shifts during the preteen years.

Preteens need to learn how to cope with emotional ups and downs that come with growing up. They need skills in handling their emotions to make sound, more thoughtful decisions.

For more information on growth and adolescent development (ages 11 to 14), see Bright Futures: [www.brightfutures.org](http://www.brightfutures.org).

## Great Preteens, Unique Needs

**Ethnic differences.** In many ways, preteens are preteens—with similar needs, interests, and desires—no matter what their family background. However, they also have characteristics that are unique to their culture, race, family background, and health status. To help them reach their goals, pay attention to the special nutrition and development needs of preteens from various population groups.

**Gender differences.** Girls and boys view food and healthful eating differently. Although cultural differences exist, girls tend to be more aware and concerned about issues related to food. They're usually more responsible for food preparation, and they tend to be more conformist and subject to peer pressure in their food choices. Give preteens a chance to air and deal with their feelings. Explore how emotions affect thinking and behavior. Encourage healthful eating and active living as other ways to cope with stress.

Boys, on the other hand, lag behind girls in their developmental awareness of food-related issues. They may not see the same value or have the same interest in knowing about food. However, they do like to eat!

## Being Responsible

Preteens want more control over their lives. Yet, their ability to work toward personal goals and make sound decisions is still limited. In all structured sessions, *The Power of Choice* helps preteens learn and practice two highly important life skills that affect their health: goal-setting and decision-making.

### Tips for Leaders:

As preteens develop goal-setting and decision-making skills:

- ❖ Give them clear, personal guidance.
- ❖ Encourage them to take responsibility for their own actions.
- ❖ Honor and respect their desire for growth and independence.
- ❖ Explore how emotions can affect thinking and what they choose to do.
- ❖ As a role model, talk about how you've made choices, too.

**Working toward goals:** Goal-setting helps preteens focus on and practice positive health choices, including healthful eating and active living. With goal-setting skills, they take an active role in and responsibility for their own health and life decisions—now and for the future. To help ensure success, encourage preteens to set realistic goals and take small, gradual steps toward actively managing their lives.

A fun case study, in story form, depicts one scenario using the six key steps to setting goals. Playing out the related activities helps preteens identify their personal goals and helps empower them toward success. They will: (1) set a realistic goal, (2) make a plan, (3) prepare for challenges, (4) ask for help, (5) give themselves a break, and (6) pat themselves on the back.

**Deciding.** To reach their health goals, preteens need good decision-making skills. Day after day, their decisions about snacks, beverages, fast foods, as well as leisure-time activities, add up and affect their health. Learning how to make decisions that match personal values and goals while controlling emotions is a life skill. Decision-making skills help them make choices that are right for them.

## Decision-Making Steps

1. Identify the decision you need to make whether it's simple or complex.
2. Gather information, and know your resources. Get facts from reliable sources, and think carefully as you judge what you find out. Remember, time, money, and energy are some of your resources.
3. Consider and weigh your options. Think about the outcomes of your possible choices, including outcomes from doing nothing. Know what's important to you and why.
4. Make a choice—the best one for you.
5. Take action. You need to act on your decision to get the benefit.
6. Evaluate your decision. Ask yourself if you got the result you wanted. Think about how it affects others. Think: Would you make the same choice again?

## Recognize Their Accomplishments!\*

Recognition is the acknowledgment of personal growth. Recognition is one strategy to help preteens become more capable and competent. Appropriate recognition takes many forms and must be structured to respect individual differences. A duplication master for recognition awards is included in the Leader's Guide as part of the encouragement and support for learning. The activities for each topic are structured and in sequential order to provide the best opportunity for preteens to build positive esteem and self-reliance and to participate in self-assessment and reflection. Recognition can be awarded for different accomplishments, such as: participation, progress toward personal goals, cooperation, and achieving an established standard. It is important for adults who work with preteens to provide appropriate recognition to all preteens.

\*Adapted from *The 4-H Recognition Model*.

## 4. Spotlight on What Preteens Eat, What They Need

Preteens are at a point in life when much is changing. They want to grow up, need to belong, and need responsible guidance and support to help them learn life skills that will be useful now and in the future. Teens and preteens have a wide range of physical, emotional, social, and psychological development. They may be mature in social skills and still be physically immature, or vice versa.

### What is on their plate?

Preteens know the basics of healthful eating. They're familiar with the food groups and the kinds of foods they need to eat. Yet, many preteens can improve their food choices:

- ❖ Many do not consume enough fruits, vegetables, whole grains, and calcium-rich foods.
- ❖ Many drink too many sugary drinks, and they are short on calcium-rich foods and drinks.
- ❖ Most preteens need to eat foods that are lower in sugar and fat, especially *trans* fat and saturated fat.

Encourage preteens to eat the amounts and kinds of foods from the five MyPyramid food groups. Preteens need to eat foods containing calcium, iron, and fiber routinely.

Choose all kinds of foods: get enough of some, but not too much of others. Growing preteens need enough nutrients and food energy (calories) for growth, being physically active, and overall health. Encourage them to get a variety of foods from the food groups. (For specific amounts, go to [MyPyramid.gov](http://MyPyramid.gov).)

Lower-fat foods and those with little sugar are better food choices for almost everyone. It is also wise to eat foods high in calories less often. Or, eat them in smaller amounts. Reading the Nutrition Facts label is important. Paying special attention to the types of fats, particularly saturated fat and *trans* fats, can make a difference in life-long health. Since the energy needs of preteens vary greatly, some active preteens and those who may be underweight may benefit from eating additional amounts of foods from all the food groups considering the extra amounts and types of food allowed

for higher activity levels. Here are some examples of *MyPyramid* guidance for the amounts and types of foods per day, at different calorie levels:

**MyPyramid Food Groups**

	1,600 calories	2,000 calories	3,000 calories
Fruits	1½ cups	2 cups	2½ cups
Vegetables	2 cups	2½ cups	4 cups
Milk	3 cups	3 cups	3 cups
Meat and Beans	5 ounces	5½ ounces	7 ounces
Grains	5 ounces	6 ounces	10 ounces

**MyPyramid Amounts of Foods—FOR YOU**

**Topic 3**

Go to [MyPyramid.gov](http://MyPyramid.gov) for your personal plan. The numbers shown below are estimated amounts.

GIRLS	Your age: Activity level:	9-13 years			14-18 years		
		Inactive	Somewhat Active	Active	Inactive	Somewhat Active	Active
MyPyramid Food Group	Fill in YOUR Amounts						
Fruits Group	cups	1½ cups		2 cups	1½ cups	2 cups	
Vegetables Group	cups	2 cups	2½ cups			3 cups	
Milk Group	cups or equivalent	3 cups or equivalent					
Meat & Beans Group	ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	6½ ounces or equivalent	
Grains Group	ounces or equivalent	5 ounces or equivalent	6 ounces or equivalent			8 ounces or equivalent	

BOYS	Your age: Activity level:	9-13 years			14-18 years		
		Inactive	Somewhat Active	Active	Inactive	Somewhat Active	Active
MyPyramid Food Group	Fill in YOUR Amounts						
Fruits Group	cups	1½ cups	2 cups			2½ cups	
Vegetables Group	cups	2½ cups		3 cups	3½ cups	4 cups	
Milk Group	cups or equivalent	3 cups or equivalent					
Meat & Beans Group	ounces or equivalent	5 ounces or equivalent	5½ ounces or equivalent	6½ ounces or equivalent	6 ounces or equivalent	6½ ounces or equivalent	7 ounces or equivalent
Grains Group	ounces or equivalent	6 ounces or equivalent		8 ounces or equivalent	7 ounces or equivalent	9 ounces or equivalent	10 ounces or equivalent

<b>Key</b>	Less Food	Amounts for about 2,000 calories	More Food
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**WHERE DO YOU FIT?**

- Inactive Lifestyle..... includes only the light physical activity of day-to-day life activities.
- Somewhat Active Lifestyle... includes being physically active at a level equal to walking about 1½ to 3 miles at 3 to 4 miles per hour, beyond day-to-day life activities.
- Active Lifestyle..... includes being physically active at a level equal to walking more than 3 miles at 3 to 4 miles per hour, beyond day-to-day life activities.

## Healthful eating—a positive approach

Preteens may believe that most nutrition advice begins with “you can’t” or “you shouldn’t.” Help them make nutrient-dense food choices. Consider your own words and actions. And, catch preteens doing something right!

- ❖ Eating is one of life’s great pleasures.
- ❖ A healthful eating style balances food choices over time.
- ❖ All foods can fit into a healthful eating style.

### Tips for Parents:

**W**hen talking with your preteen, explain that body changes are perfectly normal and that his or her body needs healthful food choices to do its best work.

### Their Weight:

Adolescent bodies are programmed for growth. Before they start their growth spurt, some preteens gain weight. They plump out before they shoot up. With a balanced, moderate eating plan and physical activity, their height can eventually catch up with their weight. Adolescents need reassurance that weight gain at this time is a normal part of growth.

### Tips for Parents:

**A**dults can help preteens most by appreciating differences. Encourage preteens to be active and care for themselves. Good health messages and esteem-building experiences are the best ways to motivate preteens to care about themselves and their bodies. For growing preteens, there is a broad range of what is healthy. Encourage your preteen to ask questions and share his or her concerns with you, another trusted adult, or the school nurse or health professional. Offer positive messages on body size and shape for all preteens.

### Concerns About Weight:

When it comes to body weight, preteens view their bodies differently. Many preteens have misconceptions about their size and weight. Girls are more likely to be dissatisfied; they often want a thinner shape. Some heavier girls more often point out the positive aspects of their bodies at larger sizes. There are risks associated with being inactive and overweight, but it is not always clear when a preteen is at risk for being overweight or how much weight poses health risks.

Very low calorie diets are not advised for preteens and teens during their growth spurt years. Dieting during early adolescence, age 9-14, may result in higher weights after the teen years than if the teens did not diet <sup>(1)</sup>. Adolescents who are concerned about their weight need to talk with their doctor, school nurse, or other health care provider.

(1) Relation Between Dieting and Weight Change Among Preadolescents and Adolescents. Field et al, *Pediatrics*, Vol. 112, # 4, Oct 2003, p. 900-906.

### Tips for Parents:

**A**gain, good health messages provide the best ways to motivate preteens to care about themselves and their bodies. Encourage your preteen to talk with you about his or her concerns, or the school nurse or other health professional. Offer positive messages on body sizes and shapes for all preteens.

Discourage preteens from counting calories. It is difficult to precisely count calories for a day. Preteens need to develop skills in using the label to make choices between foods, and in choosing the kinds and amounts of foods recommended by the *MyPyramid* Food Guidance System.

If you want more information about the psycho-social aspects of weight issues for preteens, or how the Body Mass Index applies to growing preteens, see FNS' *The Power of Choice: Helping Youth Make Healthy Eating and Fitness Decisions* (2007). Weight-related issues are covered. Go to: [teamnutrition.usda.gov/Resources/power\\_of\\_choice.html](http://teamnutrition.usda.gov/Resources/power_of_choice.html) for full-text versions of this publication.



## Active Living: What They Do, What They Need

### Physical activity—an important part of a healthier lifestyle

For people of all ages, physical activity promotes health. There are many great reasons to be active. Share these reasons to get up and move!

Being physically active helps preteens:

- ❖ Feel good and look their personal best.
- ❖ Have fun with their friends and family!
- ❖ Grow into their bodies, especially during awkward growth periods. It helps them get used to how their bodies work and how they are changing.
- ❖ Keep their bodies flexible, muscles and bones strong, and physical endurance higher.
- ❖ Reduce their body fat. For many, however, weight problems are more complex than just being inactive.
- ❖ Improve their self-confidence, self-esteem, and self-control.
- ❖ Improve their heart health, and reduce the risk of some health problems, such as heart disease, as they get older.
- ❖ Cope with stress and mild depression, and feel more relaxed.

## Preteens on the move: keep it up!

Fortunately, most preteens are active as they enter puberty. However, as they move into the teen years, many slow down. Encourage preteens to keep up their level of physical activity—not just now but beyond their teen years. Being busy does not mean being physically active. They need to move!

### Stop sitting—get moving!

How much physical activity is enough? Children and adolescents need to get at least 60 minutes of physical activity every day, or on most days. Preteens do not need to exercise or be athletes to be physically active. Encourage an active lifestyle that includes walking, using stairs, and other activities. Just by spending less time sitting (watching TV and playing electronic games), many preteens fit more physical activities into their lives.

### Tips for Parents:

**E**ncourage preteens to enjoy being physically active, rather than working out or exercising. Suggest less sitting and more moving around as a big step toward healthier living! Promote physical activity in fun, everyday ways.

# 5. Let Them Talk!

## Tips for Active Learning and Meaningful Communication

*The process of active learning depends on group and one-on-one discussions. Here's how you can communicate more effectively with preteens.*

### Everyday Talk

Preteens often say, "You don't hear what I'm saying!" Whether it's light conversation or serious talk, these tips let them know you hear them:

- ❖ Create good eye contact. Stop what you're doing to look at the preteen who talks to you. If eye contact feels uncomfortable, talk while you walk or do something together.
- ❖ Listen to more than words. Feelings and other nonverbal cues often reveal their unspoken messages.
- ❖ Show sincere interest in what they say. Respect builds self-worth.
- ❖ Restate important points to let them know you understand their words and the intent. You show your respect without needing to agree or disagree.
- ❖ Ask for clarification to show that you're listening and interested.
- ❖ Be aware of your own opinions and feelings so you don't cut off communication. State your own views only after listening.

Talking together with respect, caring, honesty, and openness gives you a chance to be a role model. Share difficult decisions you made during the day and how you handled them. Revealing something about you, as the leader, helps preteens speak more freely. Questioning without sharing your thoughts may seem like interrogation not caring, open talk.

### Group Talk

Group discussion helps preteens see different points of view, offers support, and develops respect for others. It's all part of finding options that are right for them. Use these basic ground rules for effective group talk:

**Open the discussion with questions. Help preteens explore and apply what they learn and discuss. Help them ask the right questions.**

- ❖ Steer the discussion, rather than control or dominate.
- ❖ Respect anyone's right to pass on sharing his or her thoughts.
- ❖ Accept any response as right for that person for the moment.
- ❖ Participate actively if you're the leader. You'll learn, and you'll help others, too.

**Brainstorming helps preteens talk about their values. It also helps them set goals and make decisions. To encourage free discussion:**

- ❖ Avoid criticizing any idea.
- ❖ Get as many ideas as possible. Quantity, not quality, is your goal.
- ❖ Stick to one issue or idea. Remember, brainstorming takes ideas in many directions.
- ❖ Make time for those who hold back. Everyone needs to share ideas and to feel their ideas are important.
- ❖ Write ideas on a large paper or board for everyone to see. Seeing the ideas helps preteens to remember and talk about them.
- ❖ Now group their ideas to find solutions or ideas to use.

# 6. How to Get Family and Community Support

## Parent and Family Involvement

Families convey attitudes, customs, and beliefs about food, activity, and lifestyle choices to their children. By shaping health-related decisions, parents are also powerful role models for preteens. Their food shopping decisions determine what foods preteens eat at home. And their support and respect can help encourage preteens to make healthier choices at home. Involving parents, guardians, and families in *The Power of Choice* activities helps them reinforce what preteens learn in your after school care program.

### Let families know about The Power of Choice.

- ❖ Send out a family letter (see example provided as a reproducible master).
- ❖ Plan a family event for the start of your *Power of Choice* activities. Invite families to participate in whatever way they can, perhaps in an activity they can do. (Check examples found in “Around Your Community.”) Take the opportunity to explain your program to parents and guardians.
- ❖ Plan an event to conclude the 10 sessions, perhaps with a meal or snack preteens prepare. Include an awards activity to recognize those who participated.

### Try to involve parents, guardians, and families. They can:

- ❖ Volunteer to help plan and present activities, including help with snack preparation (perhaps their own family recipes).
- ❖ Share their food and food customs that represent the diversity of your program.
- ❖ Help organize or accompany field trips and other community experiences, perhaps with transportation.
- ❖ Be a mentor, guide, or friend to one or more preteens: their own preteen and someone else.
- ❖ Enjoy talk time at home with preteens to talk about *The Power of Choice* activities.

- ❖ Do family and community activities suggested in *The Power of Choice*, such as preparing snacks at home together, going on a neighborhood walk, or going to a “pick-your-own” farm together. (See other sections of the Leader’s Guide for examples of activities.)

### Encourage parents and guardians to be positive role models.

Preteens notice and often point out inconsistencies when adults don’t “practice what they preach.” To be a positive role model for healthier habits, families can:

- ❖ Keep a variety of fruits, vegetables, and other low-fat foods on hand for snacks: for example, plastic containers with cut-up fruits, vegetables, or lower fat snack foods.
- ❖ Have active fun as a family. When parents are physically inactive, preteens may follow that inactive pattern as they get older.
- ❖ Be adventurous in trying new foods themselves. Preteens just might be curious to try them, too!
- ❖ Take time to eat together—perhaps a family meal as often as possible—enjoying meals with a variety of fruits, vegetables, whole grains, and calcium-rich foods.
- ❖ Use MyPyramid to plan meals and snacks for preteens and families. They can have preteens help with planning, shopping, and preparing meals.

### Tips for Leaders:

**P**reteens like the freedom to decide what they want to eat, and they want recognition of their increasing maturity. Encourage parents to support their food choices (enough fruits, vegetables, whole grains, and calcium-rich products and fewer foods high in saturated fat and *trans* fat, and added sugars) by working through an action plan for healthful eating at home. The “yourCHOICE” handout might help (see reproducible master).

## Community Support

Community support can help you make *The Power of Choice* more effective. Here's how to bring community partners in:

### Decide what you need to make your program more effective.

#### Community resources might provide:

- ❖ Volunteer help, including mentors
- ❖ Places to go for field trips and community experiences
- ❖ Transportation
- ❖ Incentives for preteens, such as tickets to movies or sports events, restaurant or convenience store coupons, entry to fun places (skating rink, museums), T-shirts, sports equipment, magazines, lunch with a local sports celebrity or mayor, certificates of completion
- ❖ Foods and beverages for afterschool snacks. Ask for different kinds of foods, mostly those with less fat. (Each session in *The Power of Choice* has a snack component.)
- ❖ Materials for activities, such as kitchen equipment and sports equipment
- ❖ Garden area (to plant vegetables)
- ❖ Funding

#### Make your wish list of community partners. These businesses and organizations might help you:

- ❖ Food stores
- ❖ Restaurants and fast-food places (coupons for fruit juices, smoothies, salad bars, and other lower fat foods are great.)
- ❖ Other businesses (sporting goods stores, convenience stores, movie theaters, etc.)
- ❖ Recreation programs
- ❖ Extension and 4-H programs
- ❖ Religious and community groups
- ❖ Public health agencies
- ❖ Schools
- ❖ Local newspapers, TV and radio stations

#### To approach community supporters and partners, take time to ask!

- ❖ Share your needs. Know what your program already has and what's needed to make the after school care program effective.
- ❖ Find out what's important. Show how supporting *The Power of Choice* helps community supporters achieve their goals—and yours.
- ❖ Involve them. Their help in planning or carrying out this program helps build the consensus that drives commitment.
- ❖ Give credit. Recognize supporters, for example, in parent newsletters, written acknowledgments, and media releases.

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## Topic 1:

# Around Your Community

### It's Up to You!

#### Getting to Know You

Encourage preteens to interview family and community members as a way to explore values, goals, and decision-making.

**POINT OUT:** Talking to others about their values and goals can help you think about, claim, and stand up for your own. It's not always easy to talk about personal values. Your values also show in what you do.

- ❖ Encourage participants to interview a parent, aunt or uncle, grandparent, teacher, or older member of their community. They might ask:
  - What's been important in your life? Why?
  - What choices did you make that show your values?
  - Did you make any food or lifestyle choices that show your values? Which ones?
  - What would you do differently if you were able to make those choices again? Why?
- ❖ Encourage participants to think and talk about their own values, goals, and choices during the interview, too, using the same questions. Have them reflect: How do you think support from others can help you achieve your goals?

#### Community Mentors

Set up mentoring opportunities with role models from your community. A mentor is someone with positive life experiences who can build a trusting, open, and safe relationship with a preteen. Together they can help preteens explore their values, goals, and decision-making.

Plan a fun, active event to connect each preteen with his or her mentor: perhaps a picnic with group games, an active event (hiking, biking, or volleyball game together), or a volunteer community project. Nurture the mentoring with your own follow up.

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## Topic 2:

# Around Your Community

## Get Up and Move!

### Helping Hands

Look for places where preteens can get actively involved as community volunteers. Individually or as a group, they can be physically active, have fun, and help others at the same time. For example:

- ❖ community gardening project
- ❖ neighborhood beautification project
- ❖ adopt-a-highway (or park) cleanup project
- ❖ recreation program (as aides with younger children)
- ❖ help senior citizens around their homes: for example, gardening, sweeping, washing windows, cutting grass, removing snow

### Community Happenings

Away from your center, enjoy active fun together, for example:

- ❖ In-line or ice skate, hike through a county or city park, or line dance. (For some preteens, it might be a chance to try a sport for the first time.)
- ❖ Visit your local recreation department to find out what programs are available for preteens. See how the activities, if any, are adapted for people with special physical needs.

### Another do-together idea:

- ❖ Sign up as a group for a community event—such as a fund-raising walk-a-thon, a dance marathon, a fun run, an ethnic or multicultural dance party, or a jump rope or basketball competition. Watch the newspapers for event listings.

### Family Moves

Have preteens list places around town where families can enjoy active fun, for example:

- ❖ Locate parks, schoolyards, malls, community buildings, skating rinks, neighborhood pools, or other places.



- ❖ Find out if there are any trails or roadways especially meant for bicycling, in-line skating, or jogging.
- ❖ Have preteens get the message out. They might create fliers to pass out and take home, or make small posters to hang in public places.

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## Topic 3:

# Around Your Community

## How Much Do You Eat?

### Hefty Amounts of Foods

Have preteens check out serving sizes when they go to fast-food places. Find out: How many different sizes of burgers, fries, and sodas are available to order, and how big is each one?

Later in your afterschool care program, use the *Get What YOU Need* reproducible handout and Nutrition Facts Cards to compare amounts of foods. Talk about how calories and other nutrients change with different size food amounts. Then have preteens tell what they might choose and why, as well as how they can stick to one serving without feeling hungry or pressured by their peers to eat more.

### Family Meals and Snacks

At home, preteens can use measuring cups and visual cues to measure their usual amounts as a family, then compare them to Serving Sizes on the Nutrition Facts food labels. (See “Do you know...?” in the Leader’s Guide, Topic 4.) Encourage preteens and their families to come up with ways to help each estimate amounts of foods. For example:

- ❖ Measure out a small bowl of dry snacks for each person when you watch TV, rather than fill up one big bowl to munch from.

Later in your program, talk about the experience:

- ❖ Did everyone in your family have the same notion of a label Serving Size?
- ❖ How did their amounts compare to label Servings?
- ❖ Were they surprised by the differences?
- ❖ Will that make a difference in their family food choices? How?

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## Topic 4:

# Around Your Community

## Are You Label Able?

### Teaching Others

Have preteens team up to teach! Using Nutrition Facts Cards, they can take turns showing each other how to read and use Nutrition Facts on food labels. Encourage them to teach the same lesson later at home to a parent, sibling, relative, or friend. They can use food labels in their kitchens or at the store. Talk about their experiences the next time you're together.

### Scavenger Hunt

Encourage preteens to be more aware of Nutrition Facts with supermarket fun – a scavenger hunt for labels. Give each preteen, or pair of preteens, eight blank Nutrition Facts labels. Using the “5-20% DV” guide, have them find eight foods that match criteria they select: a nutrient they need to get less of (such as fat, saturated fat, cholesterol, or sodium) or a nutrient they need to get enough of (such as fiber, vitamin A or C, calcium, or iron).

In your next session, talk about all the different foods they found. Ask: Why might you buy these foods? Why do you need to pay attention to these nutrients? How will you use the “5-20% DV” guide when you shop for food for yourself or your family?

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## Topic 5:

# Around Your Community

## Tastes Great. Less Solid Fat!

### Shop for Less Solid Fat

Ask for a guided tour of your supermarket or local food store. Ask the manager to show how Nutrition Facts are provided for shoppers: on packaged foods and displayed with produce, meat, and fish. Have preteens brainstorm a list of 10 or more foods they eat which are higher in solid fats; then use Nutrition Facts on food labels in the store to find other alternatives.

### Check Fast-Food Menus

To use what they learned, encourage preteens to ask for nutrition information when they go to fast-food restaurants. Many fast-food places offer nutrition information that looks much like the Nutrition Facts on food packages. It shows the calories and nutrients in one serving of different menu items. Have them pick a meal or snack from the menu with choices that have less solid fat.

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## Topic 6:

# Around Your Community

## Make Drinks Count!

### Thirst-Quenching Fund Raisers

As a group, volunteer to handle beverages at community events.

- ❖ For a fitness run or walk, bike-a-thon or dance-a-thon, or other active event, take charge of a water station for participants.
- ❖ For other local events, such as festivals, community dances, athletic games, or events sponsored by your center, sell beverages as a fundraiser. Families can help. Have preteens decide what to sell as an alternative to sodas: for example, juices, flavored milks, water. They might even set up a fruit/cool smoothie bar!

### Vended Drinks

Have preteens check out the drinks sold in vending machines nearby, perhaps in your center. Talk about what they can buy now and what other choices they wish they had, maybe juice or bottled water. Have preteens use goal-setting steps for getting other drink options into the vending machines. Take time in your program to put their action plan in place. Find ways to involve parents.

*(If preteens can't get any new selections to be offered in vending machines, have them come up with other ways to have beverage options. They might carry a water bottle, or tuck a juice carton into their backpack.)*

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## Topic 7:

# Around Your Community

## Snacks: "Chews" for Health

### Pick Your Own

Take a field trip to a pick-your-own farm or orchard. It's a way to encourage preteens to choose fruits and vegetables as alternatives for higher fat foods, including snacks. Invite families to come, too. Plan to clean and sample the produce there, or bring it back to the center to clean, prepare, and taste.

### Plant a Community Garden

As a way to interest preteens in vegetables, have them plant and tend a vegetable garden at the center or elsewhere in your community. Involve parents in the planning and gardening. Call your extension agent to ask for a speaker or for advice on gardening. Let the group decide what types of vegetables to grow. Make after school snacks when these vegetables are ready to pick. Many farms and orchards belong to a gleaning network where people can pick overstock vegetables and fruits at no cost after the normal harvest. Check with your extension agent to see if producers in your area participate in gleaning.

### Snacks With Preteens

Does your afterschool care program include younger children? If so, have preteens plan a food-group snack to prepare with them. Share menu planning guidelines with preteens, as they decide what to make, if your center participates in USDA's Afterschool Snacks. Remind them to pick

snacks that are simple to make and fun for young children. They'll need to make a plan for preparing the snack together, and create a list of foods and supplies they'll need. Remind them to make hand washing and food safety part of their snack-making activity with children.

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## Topic 8:

# Around Your Community

## Your Fast-Food Order?

### Food Drive

Have preteens consider the food needs of others in your community. Have them plan and organize a food drive (nonperishable canned and packaged foods) for a local charity. They'll need to:

- ❖ Identify the charity, brainstorm their approach, and share their plans with the various people and organizations in your community.
- ❖ Promote the food drive.
- ❖ Coordinate food collection sites. They might set up sites at local fast food places, supermarkets, schools, community events, or your center.
- ❖ Deliver the food to the charity.

### Fast-Food Field Trip

Arrange a field trip to one or more local fast-food places. Have the manager talk to preteens about the food production line, how food is handled before and after it's prepared, food safety practices, the quantity of food prepared each week, nutrition information for the menu items, and how (and if) special requests are handled. Ask for a menu with the nutrition information to take with you. Many teens work in fast-food places; ask the manager to give your preteen group some pre-job insights about what makes a good employee.

### Mall Snacks

Next time preteens cruise the mall, have them check out more information about their fast-food snack options. Encourage them to identify all their choices, not just what they usually buy. Have them ask for nutrition brochures for foods on the menu. No nutrition information at the restaurant? Encourage them to write a letter to the chain or find a toll-free number or website, then ask for information. Gather the information at the center to use with *The Power of Choice* activities. Talk about ways they can use this information when they order fast food.

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## Topic 9:

# Around Your Community

## Urge to Splurge?

### Community Volunteers: Food Banks and Soup Kitchens

Help preteens look at hunger in a different way. They might take turns volunteering at a local food bank or soup kitchen. Encourage them to talk with the staff and volunteers about why the program exists and how it serves people in your community. If there are no local nutrition assistance programs, such as these, have preteens do some investigation. They might find out how your community addresses hunger issues and how they can help.

### Wellness in Your Town

Community health programs in hospitals and clinics offer services to help people eat in a healthful way. In your town, some programs may help people deal with overeating. Arrange for a speaker from the community outreach staff at any hospital or clinic to talk to preteens and their families—at your center or the hospital/clinic—about the wellness programs and services offered. Encourage speakers to share ways that families can use the services and how preteens and families might volunteer to help.

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## Topic 10:

# Around Your Community

### What's New?

#### Food Baskets

Help preteens work in groups to make food baskets to donate to a community group, retirement center, or charity. They'll need to talk with local food stores, restaurants, and growers to get food donations. Encourage them to be adventurous with food by including some foods that are new to them. That's easy to do in a fruit basket, a canned food basket, or a breadbasket. What other ideas do they have?

#### Puppet Food Play

Have preteens create a puppet show about being a good food taster or about smart snacking choices to present to younger children in your program or an after school club. They can make paper puppets with cardboard, Popsicle sticks, and markers or paints. Encourage them to be creative. Puppets could be foods or their own fictional characters. Have them invite their families to the puppet show, too.

#### Preteens' Tasting party

As follow up to the puppet show—or a separate activity—have preteens organize and give a vegetable or fruit tasting party for younger children in your program. This would be fun as a family activity sponsored by preteens in your program.

In their planning, preteens will need to pick the foods. Have them come up with ways to make food taste fun for kids before the tasting party. Encourage them to taste foods first—and to be a positive role model for younger kids as they try foods together. They can help kids talk about the colors, shapes, sizes, smells, and textures of the foods inside and out before trying. Remember, no “yucks!”

#### Supermarket Safari

Arrange with the store manager to take preteens, and perhaps their families, on a supermarket “safari.” Ask if store staff can show and talk about some less common foods. Have them pick some new foods—including vegetables, fruits, and grain products—to taste back at your center afterwards. Try yogurt and flavored milk, too! Recent immigrants may be unfamiliar with the many forms of milk, including low-fat dairy foods.

# 7. Additional “Quick” Activities

## “Quick” Activities Section 7

### It’s Up to You!

#### Additional Topic 1 Activities

##### 1. The Power of Choice: It’s a Rap!

- ❖ **DO:** Duplicate or display The Power of Choice Rap lyrics
- ❖ **DISCUSS:** Have a participant read the words aloud. **ASK:**
  - What do the words in this rap say to you?
  - What choices have you made today? How might those choices affect your life?
  - How can you control the outcomes of the decisions you make?  
(Talk about decision-making and goal-setting steps.)
- ❖ **DO AND MOVE:** Give preteens time to create their own beat and movements to the rap. They might add verses about choices they make.

#### The Power of Choice Rap

Everybody’s got a different groove,  
different way to eat,  
different way to move.  
And what we do makes us who we are.  
Do it right, and you’ll go far!

Listen up now.  
We all dance to a different beat.  
So get out there and move your feet.  
When you work up an appetite,  
choose something, and choose it right!

#### **(Chorus)**

*You’ve got the power of choice!  
It’s a powerful voice.  
When you know how to use it,  
use it!  
You have something to show.  
Got your own way to go  
and the power to choose it.  
Choose it!*

#### **(Chorus repeat)**



## 2. Picture This!

- ❖ **GET:** Gather a pile of current and past issues of magazines for preteens. You might ask preteens to bring in theirs, too! (Ask a week ahead.) You’ll also need paper, scissors, glue, and markers.
- ❖ **DO:** Have them create individual collages, picturing who they are. Encourage them to let their values show! Point out that values are personal beliefs they care about.
- ❖ **DISCUSS:** Talk about the collages as a group:
  - What does the collage tell you about (person’s name)?
  - What seems to be important? What values show?
  - How do these values affect your decisions? Your food choices? How you spend your free time? **POINT OUT:** It’s important to respect the different values and personal decisions people make. You can respect their choices without giving up what’s important to you.
- ❖ **SUM UP:** Have preteens come up with a list of priorities that relate to health: for example, having energy, feeling good, feeling good about myself, looking good, having friends. **ASK:** What actions and personal choices can they make to match those priorities?

## 3. Design a T-Shirt

- ❖ **GET:** Gather supplies: plain T-shirts, fabric markers, and paper and pencil to sketch the design. Ask community partners, perhaps a local discount store, to sponsor a T-shirt activity and perhaps donate the supplies.
- ❖ **DISCUSS:** Talk about the steps in setting personal goals and making choices that are right for them.
- ❖ **DO:** Have preteens design power of choice T-shirts to wear in your after school program. Each T-shirt can be different. Have them create a message about their choices or personal goals, then sketch the design before making their shirts.
  - color
  - logo
  - slogan
- ❖ **MAKE:** Have them create their T-shirts. Keep them in the center to wear each time you get together. Make sure they put their names on the inside collars.

## 4. GO-ALS!

- ❖ **DO:** Have preteens create case studies about preteens’ lifestyle decisions about food and physical activity, writing each dilemma and its goal (but not the action plan) on paper, then folding the paper and dropping it in a bowl.

- ❖ **DISCUSS:** Have someone pick and read one scenario from the bowl.
- ❖ **ASK:** What might you do? Talk about goal-setting steps and how a smart action plan can help them reach their goals. Have several preteens role play the scenario, demonstrating how to use goal-setting steps to reach the goal.
- ❖ **DO:** To practice goal-setting, divide everyone into small groups. Have each group take one scenario from the bowl, then role play each goal-setting action plan. **POINT OUT:** There’s no right or wrong way to reach a goal. For each preteen, the steps need to match what’s right for him or her.

### 5. Hands Clean?

- ❖ **DO:** Do a hand-washing demonstration by a sink before preteens start handling foods. Combine vegetable oil with a little cinnamon. Have preteens rub their hands with the mixture.
- ❖ **DO:** Divide the group into four smaller groups. Have preteens wash their hands in a different way according to their group:
  - cold water only
  - cold water and soap for 10 seconds
  - warm water and soap for 10 seconds
  - warm water and soap for 20 seconds (as long as it takes to remove cinnamon at a reasonable pace)
- ❖ **DISCUSS:** What does this demonstration tell you? (Proper hand washing is essential to remove germs.) **POINT OUT:** that germs are invisible and potentially harmful; cinnamon isn’t harmful, but you can see if you don’t wash properly.

### 6. Make a PB ‘N Fruit-Wich (optional snack activity)\*

- ❖ **DO:** As an easy afterschool snack, create a peanut butter-fruit sandwich together. Display the *FIGHT BAC!* poster, and talk about food safety before you start.
- ❖ **DISCUSS:** If you’re picking an after school snack, what’s important to you? Why? Would a peanut butter-fruit sandwich be a good choice? Why? What other things can you add at home as a fruit-wich filling (for example, raisins, grated cheese, chopped nuts, crunchy cereal, chopped celery, sliced strawberries)? Have them check the *It’s Up to You* poster and Nutrition Facts Cards for ideas. (See reproducible masters.)

\* If your program has been approved to serve USDA’s Afterschool Snacks, the snack served as part of this activity may qualify for reimbursement. **For each participant, serve at least 1 slice of bread and 2 tablespoons of peanut butter.**

**Peanut Butter 'N Fruit-Wich**

4 slices whole-wheat bread  
 8 tablespoons (1/2 cup peanut butter)  
 1 cup sliced apple or banana  
 (optional) 1 cup grated carrot

Spread 2 tablespoons peanut butter on each bread slice. Top with fruit slices. As an optional filling, top with grated carrot.

Makes 4 open-faced sandwiches.

- ❖ **EXTEND:** Have preteens discover more about this snack using the *It's Up to You* and *READ IT before you Eat It!* posters in the Leader's Guide.

## Get Up and Move!

### Additional Topic 2 Activities

#### 1. Physical Activity Diary

- ❖ **DO:** Have preteens keep a physical activity diary for 1 or 2 days. They'll see how physically active they are. Have them:
  - Enter all the moderate and more intense physical activities they do. Have them check the *Move It!* poster for examples.
  - Keep track of everyday ways they move more, too. Washing the dog and walking to school are two examples.
  - Jot down how long they do each activity. Even 10 minutes counts.
- ❖ **DISCUSS:** Next time you meet, have them bring back the diary to see how it matches the advice of the Physical Activity Pyramid on the *Move It!* poster. Talk about:
  - Did your moves add up to at least 60 minutes of moderate physical activity each day?
  - Did you do any of the more intense physical activities? **POINT OUT:** It's healthy to get your body moving faster and harder.
  - Do you think you move enough? Why or why not?
  - How can you move more and sit less in your everyday life? **POINT OUT:**

Any moderate to more intense activity you choose to do, alone or with others, will give you a good workout. Being involved in team or school sports isn't necessary. The health benefits are the same.

- ❖ **SHARE:** Encourage preteens to keep a physical activity diary with their families. **ASK:** What physical activities can all of you do together? Why is it great to have physically active fun as a family? What keeps your family from doing physically active things? What are some ways for all of you to move together more?

## 2. "Shape Up" Greeting Card

- ❖ **GATHER:** Get a variety of art supplies: paper, color markers, scissors, old magazines, glue, envelopes, others.
- ❖ **DISCUSS:** Brainstorm for a list of physically active lifestyle messages. Message might include ways that physical activity promotes these things: creates a feeling of fun with friends, helps you relax and cope with stress, improves family relations, improves appearance, makes you stronger, and improves your overall health.
- ❖ **DO:** With these messages, have preteens make fun, creative greeting cards for friends or family. It's a great way to help others "shape up" their choices. Before sending them, have preteens share their active living cards with the group. Encourage creativity; have them come up with a brand name for their line of cards.
- ❖ **EXTEND:** Make greeting cards again with healthful eating messages. Turn your greeting card business into a fund-raiser for after school field trips. Check ecards at [www.fns.usda.gov/eatsmartplayhardkids/PostOffice/ecards.htm](http://www.fns.usda.gov/eatsmartplayhardkids/PostOffice/ecards.htm).

## 3. Invent a Dance

- ❖ **GET:** tape recorder and audiotapes or CD player with several CDs. (Optional) Ask preteens to bring dancing music, or have them help you pick out some music they like. Check out Power Panther songs at [www.fns.usda.gov/eatsmartplayhardkids/Tunes/ptunes.htm](http://www.fns.usda.gov/eatsmartplayhardkids/Tunes/ptunes.htm).
- ❖ **DO:** Have preteens pick the music. In groups of three or four, have them invent a new dance, name it, and then perform it for everyone.
- ❖ **DISCUSS:** Why is dancing a good way to be physically active? How can dancing help you be healthier? How can you fit more fun activities, such as dancing, in your life?
- ❖ **(Optional) SPONSOR:** Since many preteens like dancing, have them plan and host a dance fever contest in your after school center. This is great fun to involve families in. Preteens might teach the dances they just invented!

#### 4. Fishbowl of Fun!

- ❖ **DO:** On separate pieces of paper, have preteens write ideas for 15 or more minutes of physically active fun in your afterschool program. For example:
  - “Twister” game
  - hip-hop dancing
  - jump rope
  - power walking
  - funky dancing
  - pickup basketball (if you have a hoop)
  - Frisbee games
  - group games (be specific)
- ❖ **POINT OUT:** These activities shouldn’t take much equipment, and everyone needs to participate. Have someone make a list of equipment you will need for each activity in the “fishbowl of fun.” Fold up the papers with their ideas; put them in a bowl.
- ❖ **GET:** Gather any equipment for fishbowl activities.
- ❖ **DO:** Starting today, have someone draw an activity out of the fishbowl, and do it! Whenever you get together, have preteens reach into the fishbowl of fun for something fun and active to do.

#### 5. “People’s Walk”

- ❖ **PLAN:** Have preteens plan a “people’s walk” around your neighborhood. Make the route interesting and safe, maybe with something fun to see or do along the way. A German *Volksmarch* or “people’s walk” is usually about 10 kilometers (6.2 miles) in length. Yours could be shorter. A walking pace of 3 to 4 miles per hour is a moderate level of physical activity. **POINT OUT:** A people’s walk is a social event as well as a chance to be physically active.
- ❖ **DO:** Another time, go on their people’s walk as a group. Make it a fun social event, talking about what they see and do along the way.
- ❖ **DISCUSS:** Why is walking a good way to be active? How can you walk more and sit less in your everyday life? Who might be your walking buddy? How can walking at a moderate pace help you be healthier?
- ❖ **EXTEND:** Encourage preteens to take the people’s walk with families and friends. They might make a map to pass out to families.

## 6. Pyramid Power

- ❖ **DO:** Have preteens use pictures from old magazines and newspapers to create a mural-size Physical Activity Pyramid. Have them include pictures of what they typically do during the day. Display their pyramid throughout The Power of Choice sessions.

## 7. Bake Your Own Pretzels (optional snack activity)\*

- ❖ **DO:** Working with dough uses muscle power, so have preteens knead and roll bread dough to make their own pretzels. Display the *FIGHT BAC!* poster, and talk about food safety before you start. Then follow the recipe:
  - On a clean surface, have one or two preteens knead cheese into the dough. Divide the dough into 16 portions. Then give each person one portion of bread dough (thawed ahead).
  - Have them shape the dough into fun pretzel shapes, and brush with egg.
  - For more flavor, they can sprinkle on herbs and seeds, as noted in the recipe. Let them decide. *Tip:* They might knead herbs and seeds into the dough, too, before shaping it.
  - Bake the pretzels in an oven or tabletop oven until the crust is light brown.
- ❖ **DISCUSS:** As the pretzels bake, **ASK:** Have you ever made bread dough from scratch? How can cooking be a fun, active thing for you to do? How did pretzel-making get your body moving?
- ❖ **DISCUSS:** Talk about the ingredients. Using the *It's Up to You* poster, how do pretzels fit into their food choices? What food groups do the ingredients fit in? How will you make pretzels at home? **POINT OUT:** that bread dough also makes a great pizza crust!
- ❖ **EXTEND:** Have preteens discover more about this snack using the *It's Up to You* poster.

### Baked Cheesy Pretzels

1 loaf enriched frozen bread dough, thawed (not yet risen)  
 1/3 cup grated Parmesan cheese  
 1 egg  
 1 tablespoon water  
 Dry herbs  
 Sesame or poppy seeds

\* If your program has been approved to serve USDA's Afterschool Snacks, the snack served as part of this activity may qualify for reimbursement. **For each participant, serve at least the number of pretzels equivalent to 1 slice of bread and 1 other food item (such as 3/4 cup juice).** The Nutrition Facts label on the package of bread dough will tell you how many servings per loaf of bread.

1. Knead cheese into dough. Cut dough into 16 portions. Roll each piece into an interesting shape.
2. Spray two baking pans with vegetable spray. Put pretzels in pans about 2 inches apart.
3. Slightly beat egg with water. Brush egg and water mixture on pretzels, then sprinkle with dry herbs or seeds.
4. Bake at 400 °F for 15 minutes or until the crust is browned.

*Options:* Knead herbs into the dough, such as oregano, dill, onion flakes, garlic. For more fiber, buy whole-wheat bread dough.

Makes 16 pretzels.

## How Much Do You Eat?

### Additional Topic 3 Activities

#### 1. Dare to Compare?

- ❖ **DO:** Ask each preteen to bring in an average-size version of one of these foods. (Optional) You may suggest other foods. See the Leader's Guide, Topic 3, "Do You Know..." for ideas. Let preteens decide what "average size" means to them:
  - French fry container
  - potato
  - tortilla
  - apple or orange
- ❖ **COMPARE:** When they bring in their food, explore the differences in the way each preteen defines "average size."
- ❖ **COMPARE:** Have each preteen compare his/her own average-size amount of food to one of these visual cues.
  - computer mouse = (medium orange) =  $\frac{1}{2}$  cup
  - baseball = (small apple, medium potato) = 1 cup
  - deck of cards = (10 medium length French fries, 3-ounce pork chop) =  $\frac{1}{2}$  cup or 3 ounces of meat
  - 6-inch plate = (6-inch tortilla) = 1-ounce slice of bread  
(Many tortillas, including those for making wraps, are bigger.)

❖ **ASK:**

- Would it have made a difference if your "average-size" amounts of food were bigger or smaller? Why? Talk about differences in calories (food energy) and nutrients from different amounts of foods. Use the *Nutrition Facts Cards* for information.
- How can you use these visual cues to make food choices healthier for you?

**2. What's at "Steak?"**

❖ **DO:** Display four decks of cards side by side. Tell preteens that this is the size of a 12-ounce boneless steak.

❖ **DISCUSS:** Suppose you were cutting this "steak" into different sized pieces.

- How big might your own piece be? Use the cards to show serving size.
- How much would you eat from this steak? (*would it be about the size of a deck of cards?*)
- Using the *It's Up to You* poster, how much do you need?

**POINT OUT:** that 2 decks of cards equal 4 to 6 ounces (2 to 3 ounces each of cooked, lean meat). That is enough meat for an entire day, even while growing.

- Using the *Nutrition Facts Card* for a beefsteak, have preteens talk about what happens to the calories and other nutrients when eating a large amount of a food.
- How big is the meat in a fast-food burger—the size of one, two, or three decks of cards? How much is enough? What happens when the size gets bigger?
- How can you use this tip to eat enough but not too much?

**3. What's in the Bag?**

❖ **DO:** Put two field-trip bag lunches in front of the group with a different amount of food in each. Label the amounts for each item.

- Bag One: 1 sandwich with 2 tablespoons peanut butter, 2 slices bread, 1 bag (1 ounce) chips, 1/2 cup mini-carrots, 1 apple, 8-ounce carton milk, 4 small cookies
- Bag Two: 1 sandwich with 4 tablespoons peanut butter, 2 slices bread, 1 bag (2 ounces) chips, 2 apples, 1 cup mini-carrots, 12-ounce carton milk, 8 small cookies

❖ **DISCUSS:** As preteens unpack each lunch bag, **ASK:**

- Which one is enough for you? Why?
- How does the amount of food in each bag lunch compare? Have them use the *Nutrition Facts Cards* to compare each amount to Serving Sizes.



- How does each of these lunches fit in the food groups? Use the *It's Up to You* poster. How can you use what you know about servings to eat enough fruits, vegetables, whole grains, and calcium-rich foods, and fewer high-fat and high-calorie snacks?
- How can you pack your lunch bag so the amount is right for you?

#### 4. Stuffed Pocket (optional snack activity)\*

- ❖ **DO:** As an easy after school snack, make Stuffed Pockets together. Let preteens decide what they'll put inside. Give them choices. Display the *FIGHT BAC!* poster, and talk about food safety before you start.
- ❖ **DISCUSS:** Talk about how much they stuff inside and different ways they might make this sandwich for a snack or meal at home. They might change the ingredients or ingredient amount. Talk about reasons and ways to keep track of how much they eat at one time.
- ❖ **EXTEND:** Have preteens discover more about this snack using the *It's Up to You* and *READ IT before you EAT IT!* posters.

#### Stuffed Pocket

2 pita pockets, cut in half  
4 tablespoons (1 ounce) cheese shreds  
4 ounces lean deli meat, cut into thin strips  
vegetables (choose 1 or more to equal 1 cup chopped)  
tomato  
bell pepper  
carrot  
cucumber  
2 cups shredded lettuce or raw spinach  
1/4 cup low-fat salad dressing

Stuff cheese, meat, vegetables, and lettuce in a pita half. Drizzle salad dressing on top.

Makes 4 pocket halves.

\* If your program has been approved to serve USDA's Afterschool Snacks, the snack served as part of this activity may qualify for reimbursement. **For each participant, serve at least 1 ounce cheese and the equivalent of 3/4 cup vegetables.**

## Are You Label Able?

### Additional Topic 4 Activities

#### 1. "yourCHOICE" Menus

- ❖ **DO:** Have preteens plan a healthful meal (breakfast, lunch, or dinner) they'd really enjoy eating.

First, encourage them to use the guidelines from the *READ IT before you EAT IT!* poster to make their choices. They can use Nutrition Facts labels on either the *READ IT before you EAT IT!* poster or the *Nutrition Facts Cards* to plan their menus.

Then choose one or more criteria: *LESS* total fat, saturated fat, cholesterol, or sodium and *ENOUGH* fiber, vitamins A or C, calcium, or iron. Have them change their menu, again using the Nutrition Facts on the poster or cards, to meet the criteria chosen.

- ❖ **DISCUSS:** Have them tell why their menu is both appealing and healthful.

#### 2. Facts in Food Groups

- ❖ **DO:** Have preteens use Nutrition Facts and Ingredient Lists to learn more about food-group foods. Using Nutrition Facts Cards, have preteens sort foods into food groups. Take out those foods that go in more than one food group—such as macaroni and cheese, or pizza. (**Tip:** Turn this into a game by giving teams a set of cards to sort accurately.) Display the *It's Up to You* poster to help them decide where each food goes.
- ❖ **DISCUSS:** While looking at the Nutrition Facts on the cards, let them discover what the foods in each food group have in common (for example, vitamins A and C come mostly from foods in the Fruits Group and Vegetables Groups; calcium comes mostly from the Milk Group.
- ❖ **PRACTICE:** Talk about the "5-20% DV" guide for food labeling, using the *READ IT before you EAT IT!* poster. Let them practice using the "5-20% DV" guide by putting the *Nutrition Facts Cards* in each food group into piles: for example, foods with a lot of fat (20% DV or more), foods with a little fat (5% DV or less), and those in the middle. (**Tip:** If this activity becomes another game opportunity, have teams sort foods according to the "5-20% DV" guide, too.)
- REMEMBER:** The "5-20% DV" guide is simply a measuring tool to help balance food choices for a day.

- ❖ **COMPARE:** Have them check the *It’s Up to You* poster to see how their piles of cards match the poster. ASK: How can you use the “5-20% DV” guide to make food choices? Why might that be important to know? Probe until they come up with reasons to get less of some nutrients and get enough of others.

### 3. Snacks—Mix ‘em Up (optional snack activity)\*

- ❖ **DO:** As an easy snack mix, have preteens concoct their own dry snack using these ingredients: popped popcorn, pretzels, raisins, peanuts. In small groups, have them decide then measure how much of each dry ingredient to put in their snack mix, using the Nutrition Facts Cards for each ingredient. (The recipe shows one option for ingredient amounts.) Display the full-size, full-color *FIGHT BAC!* poster in the Leader’s Guide, and talk about food safety before you start.
- ❖ **DISCUSS:** Talk about other ingredients they might use to make a dry snack mix at home and how they can use Nutrition Facts on food labels to decide.

#### Snacks—Mix ‘em Up

2 cups popped popcorn  
1 cup bite-size pretzels  
1/2 cup raisins  
1/2 cup peanuts

In a medium-size bowl, gently mix up the ingredients.

Makes 4 cups.

- ❖ **EXTEND:** (Optional) Have preteens concoct their own recipe for a tasty snack mix with dry ingredients of their choice. The “5-20% DV” guide should guide their recipe creation. They can use Nutrition Facts Cards or Nutrition Facts on food packages for nutrition information. Have preteens vote for the winning recipe; then gather the ingredients to prepare it in your after school program.
- ❖ **EXTEND:** (Optional) Continue with the activity by having preteens make a Nutrition Facts card for this snack mix recipe or the snack mix they create. (See the Leader’s Guide for the blank Nutrition Facts card, reproducible master.) Also, they might enjoy making and packaging their snack with its Nutrition Facts as a fund-raiser for the center.

\* If your program has been approved to serve USDA’s Afterschool Snacks, the snack served as part of this activity may qualify for reimbursement. **For each participant, serve at least 3/4 ounce pretzels and 1 ounce (or 1/4 cup) of peanuts.**

#### 4. Give Me Five!

- ❖ **DISCUSS:** Using the *READ IT before you EAT IT!* poster, go over each part of the “model” Nutrition Facts panel, which represents almost any food container:
  - Serving Size and Servings in container
  - calories in a Serving
  - % Daily Values (DV) in a Serving
  - nutrient amounts in a Serving, along with the “5-20% DV” guide for nutrients to get less of and nutrients to get enough of
  - footnote on bottom (some key nutrient amounts needed each day depending on your energy needs)
- ❖ **DO:** Spread out the *Nutrition Facts Cards* in the middle of the table or floor. Have preteens sit around them. Have them use the cards to find:
  - Five breakfast foods with more fiber (20% DV or more)
  - Five desserts with 150 calories or fewer (Keep Serving Size in mind!)
  - Five snacks with less sodium (5% DV or less)
  - Five drinks with more vitamin C or calcium (20% DV or more)
  - (Have preteens come up with other categories.)
- ❖ **DISCUSS:** Why did you pick those foods? Which ones will you want your family to keep on hand? How can you make that happen?

#### 5. Teaching Others

- ❖ **DO:** Have preteens team up to teach! Using *Nutrition Facts Cards*, they can take turns showing each other how to read and use Nutrition Facts on food labels. Encourage them to teach the same lesson later at home to a parent, sibling, relative, or friend. They can use food labels in their kitchens or at the store.
- ❖ **DISCUSS:** Talk about their experiences the next time you’re together.

#### 6. Do What?

- ❖ **ROLE PLAY:** Have preteens practice label-reading skills by finishing these role-playing situations. Or have them create some scenarios of their own.
  - Shariffa is 13 and growing fast! Her pants and sleeves are way too short. On her favorite TV program, a teen athlete said that preteens her age need more calcium. “Guess that’s because my bones are growing weird,” she said to her best friend. “So how am I supposed to get it? How would I ever know which foods have it anyway? I don’t have a clue!”

- Jefferson’s mom asked him to stop at the store after school to get a breakfast cereal. She said to get a kind he and Lamar (his friend) will like, but get one that has more fiber. Jefferson and Lamar walk the grocery aisle trying to decide on one that they will enjoy, as well as his mom.
  - Yvonne and Mindy decided to pool their money for a snack at the convenience store. They were absolutely starving after volleyball practice! They spot several snacks in several package sizes. They’re trying to decide which to buy.
  - Jose just tore open a bag of his favorite snack food and plopped in front of the TV. He and his sister, Eva, attacked the package with their eyes glued to their favorite show. Eva’s trying to watch the number of calories she eats.
- ❖ **DISCUSS:** Talk about their choices. **ASK:** What might you do? Why?

## Tastes Great, Less Solid Fat!

### Additional Topic 5 Activities

#### 1. Scoop, Measure, Compare!

- ❖ **DO:** Using shortening, have preteens pick out a food pair below that shows at least one food they eat, then scoop and measure the amount of fat per serving in each food: higher fat food and lower fat alternative. (See “Scoop’ Fat Facts” in the Leader’s Guide, Topic 5, Activity 2.) Use the *Nutrition Facts Cards* to find out how many saturated fat grams these foods have.

8 ounces whole milk	8 ounces fat-free milk
1 bagel	1 doughnut
1 slice apple pie	1 apple
1 small baked potato	1 cup fries
1/2 cup ice cream	1/2 cup frozen yogurt
2 tablespoons fat-free salad dressing	2 tablespoons salad dressing
3 cups buttered popcorn	3 cups plain popcorn
3 ounces baked chicken breast	3 ounces fried chicken breast
1 biscuit and gravy	1 biscuit
1/2 cup plain rice	1/2 cup fried rice
1 ounce nachos and 1/4 cup cheese sauce	1 ounce nachos and 1/4 cup salsa

- ❖ **DISCUSS:** Ask: Are you surprised by the differences? Why? Talk about the reasons for choosing higher fat foods less often.
- ❖ **PRACTICE:** Using the *READ IT before you EAT IT!* poster, talk about the "5-20% DV" guide for food labels. Show them how to use it to find foods with more and less fat. **ASK:** How do the foods in each pair compare when you use this guide?
- ❖ **DISCUSS:** Which one will you pick? Why? If you choose the higher fat food, how might you enjoy it without eating too much fat? (*Eat a smaller amount; choose other foods with less fat.*) How can you share this helpful information with your family?

## 2. Make Your Own Salsa (optional snack activity)

- ❖ **DO:** As an easy, low-fat, after school snack—make salsa together. Let preteens choose how they'll eat it (perhaps as a dip for tortilla chips or raw vegetables, or rolled in a soft tortilla). Display the *FIGHT BAC!* poster, and talk about food safety before you start.
- ❖ **DISCUSS:** Talk about ways to use salsa in a low-fat snack or meals at home (for example, on baked potatoes or baked chicken, mixed with leftover rice, mixed with scrambled eggs). Share reasons and ways to choose foods lower in fat most of the time.

### Quick 'n Spicy Salsa

- 1 medium tomato, finely chopped, or 1 can (15 ounces) cut-up tomatoes\*
- 1/4 cup chopped parsley or cilantro\*\*
- 2 tablespoons chopped onion
- 2 tablespoons chopped, canned green chilies (mild or hot)
- 1 tablespoon lime juice

Mix ingredients in a small bowl. Let stand to blend the flavors.

Makes about 2-1/4 cups.

\* Use fresh tomatoes for the experience of using fresh produce. Canned tomatoes are just as nutritious, may be more convenient, and cost less during the winter. Or use a combination of fresh and canned.

\*\* Cilantro has a strong flavor; preteens may prefer the more familiar flavor of parsley.

## 3. It's Up to You

- ❖ **LOOK:** With the *It's Up to You* poster, talk about the different kinds of foods within the five different food groups. **ASK:** What does the *It's Up to You* poster tell you about the solid fat in food? (The key at the top helps them see that foods have different amounts of nutrients and types of fat. Fat comes from many kinds of foods.) **ASK:** Besides margarine, what foods are mainly fats? (*bacon, cream cheese, salad dressing*)

- ❖ **DISCUSS:** Why is it smart to eat many kinds of foods? (Different food groups have different nutrient benefits.) Have the group plan a day's food choices. **ASK:** Would these foods taste good to you? Why would you choose them?

#### 4. Spotting "Solid Fat"

- ❖ **DO:** Display *Nutrition Facts Cards* and perhaps the foods themselves: butter or stick margarine, soft tub margarine, vegetable oil. **ASK:** What makes these foods different? Using *Nutrition Facts*, have preteens find differences in the fat content. (Hard fats, such as butter and margarine, have solid fat.)
- ❖ **DISCUSS:** Explain that many foods have saturated fat: meat, foods made from whole milk, poultry, some snack foods and baked foods. Eating too much saturated or hard fat is not a good heart-health habit. Fruits, vegetables, most whole-grain products, and vegetable oils (not stick margarine) have less or no solid fat.
- ❖ **DO:** Have preteens use the *Nutrition Facts Cards* to sort snacks using the "5-20% DV" guide: foods with a lot of saturated fat and foods with less. Talk about how they can find more snacks with less solid fat in their kitchen or at the store. Encourage them to tell their families about "solid fat."
- ❖ **COMPARE:** Using the *Nutrition Facts Cards* and the *It's Up to You* poster, compare the "solid fat" and total fat in the foods they see.

#### 5. Spuds: How Much Solid Fat?

- ❖ **DO:** Have the group arrange these *Nutrition Facts Cards* from less saturated fat to more fat, using the % DV: baked potato, mashed potatoes (no gravy), hash browns, French fries, potato chips.
- ❖ **DISCUSS:** Using the *READ IT before you EAT IT!* poster, show preteens how to use the *Nutrition Facts* to see the % DV for fat in a serving of each food. Have them check the % DV for fat in the different types of potatoes, and rearrange them if necessary. **ASK:** Why do potatoes in different forms have different amounts of fat? (*Fat is added in preparation and processing.*) What will happen if you add butter, margarine, or gravy to mashed potatoes? Which will you choose? Why? How can you eat less fat if you choose the fries or hash browns? (*Eat a smaller amount.*)
- ❖ **DISCUSS:** Explain the "5-20% DV" guide for food labeling: As a guide, 20% DV or more is high, and 5% DV or less is low. **ASK:** How can you use this information to buy potatoes? How about other food choices?

- ❖ **ENCOURAGE:** Have preteens take this label-reading message home. Encourage them to show their families how to find fat in food, using food labels in their kitchen.

## 6. Build a Better Sandwich

- ❖ **DO:** From breads to spreads and to all the ingredients in between, some sandwich ingredients have more solid fat than others. Have preteens use the *Nutrition Facts Cards* to build a sandwich without too much solid fat. Have a variety of cards available: breads, fillings, and spreads. Talk about the “5-20% DV” guide as they choose and compare ingredients. After they create their sandwiches, have them add up the % DVs.
- ❖ **DISCUSS:** Talk about their choices. Is this a sandwich you’d make for yourself? Why would you make it this way? Which ingredients have less solid fat? More solid fat? How do all the sandwiches compare for fat? What makes the difference? What can they change for less? What other nutrients make their sandwiches good for them?
- ❖ **ENCOURAGE:** Invite preteens to make their sandwiches at home, and tell their families why they’re healthful choices.
- ❖ **DO:** (Optional) Let preteens pick about three sandwich creations to make during another session. Have them create a sheet to rate the sandwiches for taste, acceptability, nutrition, and easy preparation. Make the sandwiches.

## Make Drinks Count!

### Additional Topic 6 Activities

#### 1. Taste Test: Which Milk for You?

- ❖ **DO:** Do a blind taste test with your group. Compare the flavors of different types of milks: fat-free milk, low-fat milk, reduced-fat milk, and whole milk. You might compare flavored (chocolate, strawberry, etc.) and unflavored milks, too. **ASK:** Can you taste any differences? How do the flavors compare?
- ❖ **DO:** Using the *Nutrition Facts Cards*, have them discover the differences in solid fat, calories, and calcium among different types of milks.
- ❖ **DISCUSS:**
  - Which milk will you choose? Why?
  - How does the calcium compare as the fat in milk changes? (*Calcium remains about the same regardless of the amount of fat grams.*)
  - How does the calcium in any type of milk compare to the calcium in other drink choices? Point out that they need enough calcium for their growing bones.



## 2. Soda “Recipe”

- ❖ **DISPLAY:** Put out a 12-ounce can of regular orange soda and an array of ingredients: club soda, orange juice, water, sugar, orange and red food coloring, orange extract.
- ❖ **DO:** In small groups, have preteens brainstorm and write a “recipe” for an orange soda. They can pick from the ingredients displayed as they imagine what’s in a real orange soda. Preteens can refer to the *Nutrition Facts Cards* for orange soda and orange juice for hints.
- ❖ **TALK:** Have them compare their “recipes.” They can share the reasons for the ingredients they chose and how much they used. **ASK:** What hints did you get from *Nutrition Facts Cards*?
- ❖ **DO:** When they’re done, have several preteens mix up orange soda, according to the “basic recipe” of beverage manufacturers: 12 ounces club soda, 11 teaspoons sugar, 2 drops red food coloring, 3 drops yellow food coloring, 1/4 teaspoon orange extract. Have them mix until the sugar dissolves. Taste. They’ll need clear cups that hold 12 ounces, a liquid measuring cup, measuring spoons, a mixing spoon, and small cups for tasting.
- ❖ **DISCUSS:**
  - What do you think about the amount of sugar in one 12-ounce orange soda compared with other nutrients?
  - What if you were to drink two cans or a 20-ounce cup of soda?
  - How much do you think you drink in a week?
  - What happens when you drink mostly soda and not much milk or juice?
  - What steps can you take to drink less soda yet still enjoy having some, too?

## 3. Sugar: How Much?

- ❖ **DO:** Have preteens make a display showing how much sugar the sodas they drink have.
  - Have them bring in their soda cans.
  - Have preteens check the Nutrition Facts to see how many grams of total carbohydrate a 12-ounce serving contains. In soda, the carbohydrate is sugar. (*Note to the leader:* starch and fiber are other forms of carbohydrate, which aren’t found in soda.)
  - Have them figure out how many teaspoons of sugar each drink has.

**Figure this way:** Suppose a 12-ounce soda has 40 grams carbohydrate. One teaspoon of sugar has 4 grams of carbohydrate:

40 “carb” grams @ 4 “carb” grams per teaspoon of sugar = 10 teaspoons sugar in a 12-ounce soda

- Have them create a display by measuring out the amount of sugar in different types of sodas. Consider showing plain water (with no sugar) too.

❖ **DISCUSS:**

- What makes milk and orange juice better choices?
- How can you enjoy sodas, yet go easy on how much you drink?

#### 4. Circle Talk

- ❖ **DISPLAY:** Hang the *READ IT before you EAT IT!* and the *It’s Up to You* posters where everyone can see them.
- ❖ **DO:** Put all the *Nutrition Facts Cards* for beverages in a sack. Duplicate enough so everyone can have one beverage card. Let each preteen draw out one card from the sack. Then have them talk about and compare their drink options:
  - Divide the group in half. One group will form an inner circle; the other will form an outer circle. Have the two groups face each other.
  - Give each pair 2 to 3 minutes to compare the Nutrition Facts between beverage cards. As preteens talk, have them take a stand about why it’s important to drink more or less of their beverages and how to fit them into smarter beverage planning. The posters can prompt ideas. Walk around the circle to help focus their talk.
  - Rotate the inner circle to form new pairs, moving two people to the right. Repeat the discussion, comparing different drinks.
  - Continue rotating the circles, giving preteens more chances to explore drink options.
- ❖ **DISCUSS:** Summarize what they learned by asking:
  - Which drinks have...
  - a lot (20% DV or more) of calcium? Vitamin C?
  - a little (5% DV or less) fat?
  - food energy (calories) but almost no nutrients?
  - Which beverages are important to drink more of? Less of? Why?
  - What happens when soda crowds out milk and juice?
  - How can you fit more milk, juice, and water into your meals and snacks?

### 5. Cool Smoothies (optional snack activity)

- ❖ **DO:** As an easy, nutrient-rich drink choice, make Cool Smoothies together after school. Have preteens work in pairs to choose what and how much of the ingredients they’ll use. The recipe suggests options. Display the *FIGHT BAC!* poster, and talk about food safety before you start.
- ❖ **DO:** Encourage them to check the *Nutrition Facts Cards* to figure out what’s in their own smoothie: calories, fat, vitamins A and C, and calcium amounts. They’ll need to add up the amounts and divide the totals, since each person’s serving is half the recipe.
- ❖ **DISCUSS:**
  - Talk about differences in the calories and nutrients in their smoothies. Share the “whys and ways” of making beverage choices with more fruit and calcium-rich foods.
  - Compare their smoothies with other beverages they drink. Use information from the *Nutrition Facts Cards*.
  - Talk about ways they might change the smoothie recipe at home (*for example, add different fruits, peanut butter, nuts, vanilla wafers*). Have them also think about how they might make a similar drink without a blender. Remind them: Keep it simple and fun!
- ❖ **EXTEND:** Have preteens discover more about this snack using the *It’s Up to You* and *READ IT before you EAT IT!* posters.

#### Cool Smoothies

1-1/2 cups low-fat or fat-free milk or yogurt\*

1 cup fruit or fruit juice \* \*

1. Decide what ingredients you’ll use.
2. Peel or slice fruit, as needed. Take out any seeds.
3. Put ingredients into a blender.
4. Swirl in the blender until smooth.

Makes 2 servings.

\* Choose any milk:  
 Fat-free milk  
 1% low-fat milk  
 1% low-fat chocolate milk  
 Low-fat fruit yogurt  
 Frozen-fruit yogurt

\* \* Choose any fruit or juice:  
 Banana  
 Cantaloupe  
 Mango  
 Peaches, canned  
 Pineapple, canned  
 Strawberries  
 Apple juice concentrate  
 Orange juice concentrate  
 Grape juice concentrate

## 6. Water or Sports Drink?

- ❖ **DO:** Have preteens do a demonstration to compare sodas and sports drinks with plain water for replacing fluids. Have them:
  - Measure 12 ounces of plain water into one glass.
  - Measure 12 ounces of plain water into another glass. Add 11 teaspoons sugar (the amount in one 12-ounce soda or a sports drink). Mix to dissolve the sugar.
  - Put a paper coffee filter in two funnels. Put a funnel in each glass.
  - Pour plain water into one filter. Using a clock with a second hand, see how long it takes for the plain water to pass through.
  - Pour the sugar water through the other filter. Again, check the time it takes to pass through.
- ❖ **DISCUSS:**
  - How did the time compare for plain water vs. sugar water to pass through the filter? What will happen if you put a soda or a sports drink through the coffee filter?
  - Think of the filter as your stomach. What does this demonstration suggest? What might be a smart drink choice to replace fluids you lose when you sweat? Why?

## Snacks: "Chews" for Health

### Additional Topic 7 Activities

#### 1. What's the Rub?

- ❖ **DO:** Extend the paper-rubbing demonstration in the Leader's Guide for "Which Snack Has More Solid Fat?" in Topic 7, Activity 1. This time have preteens discover solid fat in their own favorite snacks. A week ahead, ask them to bring in their typical snack foods for this activity, for example:
  - *some with solid fat:* cookies, chips, buttered popcorn, French fries, nuts, chocolate bar, cheese, most crackers, doughnut
  - *some without fat:* fat-free cookies, fat-free chips, plain popcorn, baked (or raw) potato, pretzels, carrot or celery sticks, graham crackers, bagel, apple, raisins
- ❖ **DISCUSS:** Follow the discussion points in "Which Snack Has More Solid Fat?" and "'5-20% DV' Snack Vision." Talk about these points, too:
  - how regular, low-fat, and fat-free snacks compare for calories, types of fat, and other nutrients.

- how to enjoy their snack favorites, even those with more solid fat, and still eat for better health. Talk about eating a smaller amount, sharing with a friend, eating these snacks occasionally (not all the time), not substituting high-fat snacks for more nutrient-rich snacks.
- ❖ **DO:** Using *Nutrition Facts Cards* and the *It’s Up to You* poster, have them decide if their snacks are considered: no or little solid fat, some solid fat, or higher in solid fat.

## 2. Frisbee Snack Catch

- ❖ **PREPARE:** Get preteens thinking about healthful snacks and moving their bodies at the same time. Have them label six Frisbees: five with food-group names (“Grains,” “Vegetables,” “Fruits,” “Milk,” and “Meat and Beans”) and one with “Combo Snacks” (representing two or more food groups).
- ❖ **DO:** Go outside to play Frisbee Snack Catch. Keep six Frisbees in the air at the same time. When someone catches a Frisbee, he or she calls out a snack from its food group. Each time they match a snack with a food group they get a point. No one gets eliminated during the game. Play for 10 minutes or until interest or energy wears out. At the end, everyone gets a prize for playing, no matter what his or her score.
- ❖ **BRAINSTORM:** Have preteens make up and play other active games to do with Frisbees. Encourage them to link the games to healthful eating.

## 3. Great Chews

- ❖ **BRAINSTORM:** Have preteens divide into groups. Each group can come up with the perfect snack for healthier preteens. Encourage enough fruits, vegetables, whole grains, and snacks made from low-fat milk. Let them set other criteria, for example:
  - *Quick to make:* made in 3 or less minutes
  - *Easy to eat:* portable, hand-held snack
  - *Healthful:* provides nutrients you need more of (Use the “5-20% DV” guide to prove it!)
  - *Great taste:* foods they like
  - *Fun eating for preteens:* has a great name.

### Tips for Leaders:

If preteens have difficulty coming up with ideas, this might be a place to introduce the activity, “Snacks: Mix ‘em Up” in Additional “Quick” Activities, Topic 4, Activity 3.

- ❖ **DO:** For one or more of their snack ideas, have them create their snack from recipe to packaging.
  - Record the ingredients and directions.
  - Write food safety instructions.
  - Create a clever name and packaging.
  - Make a Nutrition Facts label with a Serving Size that accurately tells about the snack’s nutrient daily values and number of calories per Serving. They can use Nutrition Facts Cards and actual food packages to research nutrient amounts.
  - Create a “snack-vertisement” that tells why they’ve created a perfect snack!
- ❖ **EXTEND:** If time permits in later sessions, have them make their snacks in your after school program or at home. Help them adjust the recipes so they fit the requirements for USDA’s Afterschool Snacks.

#### 4. Snack Sort

- ❖ **DO:** As a quick way to explore healthful snack choices, have preteens affirm what’s important to them by standing up. Stand if:
  - ... you want to feel and look your best.
  - ... you want strong bones.
  - ... you want energy to do everything you want to do.
- ❖ **DISCUSS:** Point out that healthful snacking can help them achieve their goals. Talk about the snacks they eat. Have them use the *It’s Up to You* poster to see how their snacks fit in a healthful way of eating.
- ❖ **DO:** Have preteens use Nutrition Facts Cards to sort snacks and find those that match what’s important to them. Have them use the “5-20% DV” guide to compare snacks and make choices.
  - Snacks with more calcium help make stronger bones.
  - Snacks with more iron help make healthy blood cells. (Healthy blood cells use iron to take oxygen to body cells where energy is made.)
  - Snacks with more fiber help you digest foods.
  - Snacks with less solid fat help protect your heart’s health.
  - Snacks with more vitamin A and C help protect your health in other important ways.

#### 5. Ham-Cheese Rollups (optional snack activity)\*

- ❖ **DO:** As an easy after school snack—make Ham-Cheese Rollups together. It’s a lot like a fast-food wrap! Display the *FIGHT BAC!* poster, and talk about food safety before you start.
- ❖ **DISCUSS:** Before you start, talk about the kinds of fillings they could roll in a tortilla to make an easy snack at home (*for example, sliced turkey, peanut butter, scrambled eggs, rice and beans, shredded carrots,*

*chopped peppers*). Remind them to keep it simple! **ASK:** How can you make rollups to get more food-group variety in your food choices? Share reasons and ways to make snack choices.

- ❖ **DO:** As they pick ingredients, have them check the *Nutrition Facts Cards* to figure out what's in their rollups: calories, saturated fat or fiber, vitamins A and C, iron, and calcium. They'll need to add up the amounts and divide the totals if their serving is one-quarter of the recipe.
- ❖ **EXTEND:** Have preteens discover more about this snack using the *It's Up to You* and *READ IT before you EAT IT!* posters.

### Ham-Cheese Rollups

4 whole-wheat tortillas  
4 teaspoons mustard or salsa  
4 slices (1 ounce) lean ham  
4 slices cheese  
4 lettuce leaves

Spread each tortilla with mustard or salsa. Lay ham, cheese, and lettuce on top. Roll them up!

Makes 4 rollups.

\* If your program has been approved to serve USDA's Afterschool Snacks, the snack served as part of this activity may qualify for reimbursement. **For each participant, serve at least 1 tortilla and 1 ounce meat or cheese.**

## 6. Snack Magnets

- ❖ **DO:** Have preteens create their own refrigerator snack magnets or mini-posters to keep at home. Magnets might have quick and easy snack ideas. **Tip:** You'll just need magnets, glue, heavy-weight paper or cardboard, and colored markers.
- ❖ **BRAINSTORM:** To start, have preteens come up with a list of snack ideas that appeal to them. Encourage enough fruits, vegetables, whole grains, and low-fat snacks made from milk. Try these three snack categories:
  - Ultra easy, no fuss
  - Easy, minor preparation
  - A little more effort

Encourage them to use the *It's Up to You* poster for foods! The *Nutrition Facts Cards* and the "5-20% DV" guide can help them compare the calories and nutrients in their snack options.

- ❖ **DISCUSS:** Why do these snacks appeal to you? How can you make sure these foods are in your kitchen? How can you get your family to buy them?

- ❖ **EXTEND:** Go “commercial!” Get a community partner (perhaps a local copy company or printer) to turn preteens’ snack magnets into a center fund-raiser. They’ll need to add attention-grabbing graphics.

## Your Fast-Food Order?

### Additional Topic 8 Activities

#### 1. Measure and Compare Fats!

- ❖ **DO:** Have preteens scoop and measure fat to see how much fat many fast foods have. They’ll use shortening to represent fat in fast foods or in one or more fast-food meals. One teaspoon of fat (shortening) weighs four grams. (For directions, see “‘Scoop’ Fat Facts” in the Leader’s Guide, Topic 5, Activity 2.) This chart shows the fat content of many fast foods. Preteens also can bring in nutrition information from local fast-food restaurants. They may need to ask for it.

Food	Amount	Calories	Fat (grams)
Hamburger	Regular	275	12
Hamburger	Double meat patty	540	27
Cheeseburger	Regular size	295	14
Taco	Small	370	21
Nachos with cheese	6 to 8 nachos	345	19
Bean and cheese burrito	2	375	12
Chicken nuggets	6 pieces	290	18
Chicken fillet sandwich	Regular	515	30
Grilled chicken breast sandwich	Regular	310	9
Fish sandwich with tartar sauce	Regular	430	23
Cheese pizza	1/8 of a 12-inch pie	140	3
Pepperoni pizza	1/8 of a 12-inch pie	180	7
Chili	1 cup	255	8
French fries	Small order	235	12
French fries	Large order	355	19
Onion rings	8 to 9 rings	275	16
Coleslaw	3/4 cup	145	11
Chocolate chip cookies	1 box	235	12
Fried fruit pie	1 pie	265	14
Chocolate shake	10 ounces	360	11
Lowfat milk	8 ounces	120	5

**Source:** *The American Dietetic Association’s Complete Food and Nutrition Guide, 1998*



- ❖ **DISCUSS:** Talk about what they discovered by “scooping and measuring”:
  - Are you surprised by how much total fat many fast foods have?
  - Pick your favorite fast-food meal or snack: how many teaspoons of fat does it have? How can you still enjoy it and cut down on calories, too? Why is it smart to choose fast foods less often? **POINT OUT:** That just one fast-food meal can come close to your total % Daily Value for fat for the whole day!
  - Does your fast-food meal or snack have much variety from other food groups? Why or why not? What can you change? Have them check the *It’s Up to You* poster to see where typical fast foods fit.
  - How can you convince a friend or someone in your family that it’s healthier to order fast foods that have less solid fat? More variety from different food groups?

## 2. Salad Bar Choices

- ❖ **DO:** Set up a “salad bar.” In random order, put out *Nutrition Facts Cards* for each salad bar ingredient. Make enough copies of “salad bar” cards so preteens can take any ingredient.
- ❖ **DO:** Give each preteen a paper “salad” plate. Have them build their salad by taking a card for each ingredient, then jot down the ingredient and how much they want on their plate.
- ❖ **DISCUSS:** Encourage preteens to discover more about calories and nutrients (fat, fiber, vitamins A and C, calcium, iron) in their salad. Use the *It’s Up to You* poster and the *Nutrition Facts Cards* to talk about their choices. Remind them that Nutrition Facts tell the Serving Size; they can build their salad with more or less. **ASK:**
  - How does your salad add variety to what you eat?
  - At a fast-food place or at school, how can you make a salad-bar salad? **POINT OUT:** Salads can have a lot of fat if too much regular salad dressing is added.
- ❖ **EXTEND:** Set up a real salad-bar snack as an after school snack. Have preteens decide what ingredients to serve. They’ll clean the ingredients, set up the salad bar, prepare and enjoy their salads!

## 3. Fast Food on the Web

- ❖ **DO:** If you have a computer with online access, have preteens click to get nutrition information from fast-food chains. On the [MyPyramid.gov](http://MyPyramid.gov) Web site, preteens can input their own typical fast-food meal or snack then get back personal results about the calories and nutrients in their fast-food choices.

- ❖ **DISCUSS:** Talk about the computer analysis of calories and nutrients in their fast-food meal or snack. **ASK:** What do you think about the results? Which nutrients were high? Which ones were low? How might you change your fast-food order for fewer calories and less solid fat and more fiber, calcium, and vitamins? Use the *It's Up to You* poster.
- ❖ **DO:** Have preteens do the online analysis again. This time they'll input their revised fast-food meal or snack. **ASK:** How did the changes affect the nutrient and calorie amounts? What else might you do for healthful eating?

#### 4. Build a Veggie Pita Pizza! (optional snack activity)\*

- ❖ **DO:** Have preteens use pita bread as a crust for making veggie pizza. Display the *FIGHT BAC!* poster, and talk about food safety before you start.
- ❖ **ASSEMBLE:** Provide toppings (see recipe) preteens can slice, chop, and grate to put on top. You'll need cutting boards, knives, and a grater. Have them arrange the toppings on the pita crust.
- ❖ **BAKE:** Bake the pizzas in an oven (or tabletop or toaster oven) until the crusts are light brown and the cheese melts. Pita-size pizzas fit easily in tabletop or toaster ovens.
- ❖ **DISCUSS:** As the pita pizzas bake, talk about their fast-food pizza choices: toppings with a little or a lot of some nutrients (such as fat, fiber, calcium, iron). How many slices are enough? What do they drink with their pizza?
- ❖ **DISCUSS:** Talk about the ingredients in their veggie pita pizzas. Have you ever made pizza? Using the *It's Up to You* poster, how does their pizza add variety to their food choices? What food groups do the ingredients fit in? At home, what else might you use for a crust? (*English muffin, bagel, bread, tortilla, other*) What other low-fat toppings might you try at home? At a restaurant?
- ❖ **EXTEND:** If time allows, have preteens figure out the Nutrition Facts for their Veggie Pita Pizza. They can use the blank Nutrition Facts Card. Have them compare their pizza with the Nutrition Facts on one or more store-bought pizzas or fast-food pizzas. **ASK:** what are the reasons for the differences? (*Note:* have preteens ask for nutrition information at fast-food pizza places.) Display the *READ IT before you Eat It!* poster.

**Veggie Pita Pizza**

4 pita rounds

1/2 cup prepared pizza or spaghetti sauce

2 cups chopped vegetables (bell pepper, mushrooms, zucchini, others)

1/2 cup (2 ounces) grated cheese

1. Put pita rounds on a baking pan.
2. Spread pizza sauce on each pita.
3. Sprinkle vegetables and cheese on top.
4. Bake at 375 °F for about 10 minutes or until cheese melts.

*Options:* Add cooked meat or chicken if your budget allows. Cook it ahead, and refrigerate to help ensure food safety.

Makes 4 pita pizzas.

\* If your program has been approved to serve USDA's Afterschool Snacks, the snack served as part of this activity may qualify for reimbursement. **For each participant, serve at least 1 pita (1 serving) and the combination of sauce and vegetables provides 5/8 cup of vegetables.**

## Urge to Splurge?

### Additional Topic 9 Activities

#### 1. What Triggers Eating?

- ❖ **DISCUSS:** Emotional triggers can lead to overeating and poor food choices. To help preteens discover what triggers their “hunger,” have them vote on how often emotions affect their eating. Here’s how they’ll vote:
  - *All the time:* Raise and wave your hand.
  - *Often:* Just raise your hand.
  - *Occasionally:* Fold your arms.
  - *Seldom:* Put one thumb down.
  - *Never:* Put two thumbs down.
- ❖ **DO:** Have preteens vote as someone reads these 10 statements:
  - I eat when I’m bored or lonely.
  - I eat until I’m stuffed.
  - I eat when I’m depressed or stressed.
  - I gulp my food.
  - I eat even when I’m not hungry.
  - I get uncontrollable urges to eat.
  - I eat when I’m angry.
  - I eat when everybody else does.
  - I eat according to a routine—no matter what.
  - I eat when I’m tired.
- ❖ **DISCUSS:** Talk about how many times their hands were up or their thumbs were down. Encourage them to come up with consequences that can result from eating this way. **ASK:** What do you do to handle your physical and emotional hunger so you don’t overeat?
- ❖ **DO:** Have preteens turn the 10 statements into a 3-day questionnaire to share with their families. For each day, each person can check whether or not he or she ate that way. Use the completed questionnaires to help preteens decide how to improve their eating approaches.

#### 2. What Can You Do?

- ❖ **DISCUSS:** Talk about some likely consequences of eating to deal with the negative emotions of anger, stress, depression, or boredom. Then have them come up with other options they have, for example:
  - Skip food. Do something else that helps you feel good.

- Eat less food. Have just a small amount. Remind them to use Serving Sizes on food labels to help with choices; refer to the *READ IT before you EAT IT!* poster.
  - Exchange a high-calorie food for another food with fewer calories. Encourage them to use the *It's Up to You* poster for ideas.
- ❖ **DO:** Divide preteens into pairs or groups in order to come up with healthier ways to cope with emotional “hunger.” Each group might work through, and perhaps role play, a situation showing different ways to handle negative emotions without overeating. Use these four situations,\* or have groups come up with their own.

**Situation 1\*** — dealing with anger: Monica slammed the door and left the house, still yelling. It was only 8:30 am and already her mom was getting on her about her clothes, hair, and anything else she could think of. Her mom was always arguing and complaining about something. This morning, her arguing really got to Monica! She couldn't enjoy her breakfast of eggs, bacon, and toast, but she finished eating anyway. Still angry, Monica went to her friend Sheila's house. Sheila then offers Monica some of the dozen doughnuts her family has in the house. What will she do? How will she feel?

**Situation 2\*** — dealing with stress: Alfredo has a really big math test tomorrow. If he doesn't pass it, he will fail the class and be in big trouble at home. His family promised to take him to a local amusement park if he passes. He can't concentrate on studying because he is so worried about passing the test. His family decides to go to the all-you-can-eat dinner buffet at the local restaurant. The whole way there, all he can think about is his test. When he gets to the restaurant, he has very little appetite, but still he wants to eat a lot of food. What will he do? How will he feel about his decision?

**Situation 3\*** — dealing with sadness/depression: Today, Renee found out that the boy she has a crush on likes Tasha. How could he do that? They'd gone to some school activities together, and she thought he really liked her. What a dog! She cried at school all day. When she got home, she remembered the new pint of chocolate ice cream in the freezer and the fried chicken with mashed potatoes and gravy for dinner. She also thought about the chocolate cake her mother bought. Eating always has a way of helping her feel better. What will she do? How will she feel about her decision?

**Situation 4\*** — dealing with boredom: Lawrence has finished all of his homework and has nothing else to do. He called his best friend, but he wasn't home. So he decides to sit down to watch MTV. About halfway through the show, a potato chip commercial comes on. He then remembers that there is a bag of chips, his favorite flavor, in the kitchen. There are also some baked, lower fat chips. What will he do? How will he feel?

\*Situations (four) adapted from Go Girls!

- ❖ **DO:** Have the groups present or role play their solutions to the whole group. Talk about what they learned and what they can apply to their own lives.

### 3. Emo-Vertising Food

- ❖ **GET:** Gather some magazines about preteens, food, and fitness. You might ask preteens to bring in theirs, too! (Ask a week ahead.)
- ❖ **DO:** Have preteens pair up to find magazine advertisements linking food with emotions. **POINT OUT:** that the message might be subtle. Encourage each pair to talk about the advertising message and whether or not each thinks that “food” or “way of eating” can resolve bad moods or emotional issues. **ASK:** Why or why not? What’s a healthier way to cope with negative feelings?

### 4. Cinnamon Fruit Toast (optional snack activity)\*

- ❖ **DO:** As an easy after school snack, have preteens make Cinnamon Fruit Toast. Display the *FIGHT BAC!* poster, and talk about food safety before you start.
- ❖ **DISCUSS:** Talk about reasons for eating meals and snacks slowly—not gulping them down. **ASK:** How do you feel when you eat too fast just after you eat? After about 20 minutes? Does it feel good to be stuffed?
- ❖ **DISCUSS:** To help preteens think about eating slowly, encourage them to eat after school snacks with a fork, spoon, or chopsticks—even pizza, a snack mix, or Cinnamon Fruit Toast. **POINT OUT:** that people often eat finger foods faster than foods they eat with utensils.
- ❖ **EXTEND:** Have preteens discover more about this snack using the *Its Up to You* and *READ IT before you EAT IT!* posters.

\* If your program has been approved to serve USDA’s Afterschool Snacks, the snack served as part of this activity may qualify for reimbursement. **For each participant, serve at least 1 slice bread and 1 ounce cheese.**

**Cinnamon Fruit Toast**

2 tablespoons sugar  
1 teaspoon cinnamon  
4 teaspoons soft margarine  
2 apples or pears  
4 slices American cheese  
4 slices bread

Combine sugar and cinnamon in a shaker container. Rinse and core apple or pear; cut into thin slices. Spread a thin layer of margarine on one side of each slice of bread. Place bread on a cookie sheet or small metal pan. Arrange cheese, then apple or pear slices on bread. Sprinkle with cinnamon-sugar mixture. Bake at 375 °F about 10 to 15 minutes or until bread is toasted.

Makes 4 servings.

## What's New?

### Additional Topic 10 Activities

#### 1. Simple Tastings

- ❖ **DO:** Plan a quick food tasting: one to three new foods to talk about and share together. Perhaps try a new fruit or vegetable. Preteens might bring in something unusual to try. For food safety, rinse fruits and vegetables properly, and prepare foods brought from home at the center.
- ❖ **EXTEND:** Have preteens invent their own fruit or veggie salad with several new foods you bring in. Clean, cut, and add them to the salad—then taste!

#### 2. More Tasting!

- ❖ **DO:** Extend “Give Food a Try!” (see the Leader’s Guide, Topic 10, Activity 2) by having preteens taste test “combination foods”—such as raita, pad thai, sweet potato pie, rice and beans, paella, steamed dim sum, and other mixed dishes. Some preteens may enjoy other “combination foods” at home that no one else has tried; include those foods in your tasting. Involve parents or community partners in planning and preparing foods at the center.
- ❖ **DISCUSS:** Talk about unfamiliar “combination foods,” using the points in the Leader’s Guide. Include adult volunteers in the discussion.

### 3. Shake-a-Pudding (optional snack activity)

- ❖ **DO:** As an easy after school snack, make Shake-a-Pudding together. Bring in several fruits that preteens probably haven't tried before. Do a taste test first; let each choose one favorite fruit; then take a hand count for the "popular" new fruit to use in the recipe. Display the *FIGHT BAC!* poster. Talk about food safety before you start.
- ❖ **DISCUSS:** While the pudding is being chilled, talk about other fruits they might use to make Shake-a-Pudding for a snack or dessert at home. Encourage fruits that are new to them. They might change the pudding mix flavor, too. Have them use *Nutrition Facts Cards*, *READ IT before you EAT IT!* and *It's Up to You* posters, and package labels to discover why pudding makes a healthful snack or dessert.

#### Shake-a-Pudding

- 2 cups fat-free or 1% low-fat milk
- 1 small box instant vanilla pudding mix
- 1 cup fruit, cut up (canned or fresh)

Pour milk into a quart jar with a tight-fitting lid. Add pudding mix; screw lid on jar. Shake until the mixture is smooth. Rinse and cut up fresh fruit; or drain canned fruit chunks. Divide fruit into 4 paper cups, or put in a serving bowl. Pour pudding over the fruit. Chill.

Makes 4 servings.

### 4. Another Neophobia?

- ❖ **DO:** Neophobia is a fear of trying something new. Some preteens may be afraid to try a new sport, dance, or other physical activity. Ask a volunteer—preteen, parent, staff member, or community partner—to help get preteens interested in trying something that's active and new for them. Pick an activity that doesn't take a high skill level. It should involve everyone, such as line dancing. Preteens may have some fun ideas.
- ❖ **DISCUSS:** Encourage preteens to think about how much fun they had and how good it feels to be active. **ASK:** What other physical activities might you try that you've never done before? How can you do one or more? How can you include a friend or family?



## 8. For More Information:

Information on nutrition guidance, making food choices, food labeling, and other food, nutrition, health issues, and educational resources are available from Federal Government Web sites.

### **For MyPyramid information:**

Web site: [MyPyramid.gov](http://MyPyramid.gov)

### **Nutrition.gov**

Easy access to nutrition and health Web sites from across the Federal Government

Web site: [www.nutrition.gov](http://www.nutrition.gov)

### **Food and Nutrition Information Center**

USDA/National Agricultural Library

Web site: <http://fnic.nal.usda.gov>

### **Center for Nutrition Policy and Promotion/USDA**

3101 Park Center Drive, Room 1034

Alexandria, VA 22302

Web site: [www.cnpp.usda.gov](http://www.cnpp.usda.gov)

### **Food and Nutrition Service/USDA Team Nutrition**

3101 Park Center Drive, Rm. 632

Alexandria, VA 22302

Web site: [teamnutrition.usda.gov](http://teamnutrition.usda.gov)

Eat Smart. Play Hard.™

3101 Park Center Drive, Rm. 1020

Alexandria, VA 22302

Web site: [www.fns.usda.gov/eatsmartplayhard](http://www.fns.usda.gov/eatsmartplayhard)

### **Food and Drug Administration**

Center for Food Safety and Applied Nutrition

5100 Paint Branch Road

College Park, MD 20740-3835

For food labeling information:

Web site: [www.cfsan.fda.gov](http://www.cfsan.fda.gov)

### Tips for Leaders:

**T**o see if your afterschool care program qualifies for reimbursement for USDA's Afterschool Snacks, check this Web site:  
<http://www.fns.usda.gov/cnd/afterschool/default.htm>