

2 ENRICHMENT MATERIALS

LESSON 1

Get the *MyPyramid* Amounts of Foods—for YOU

KEY MESSAGES

1. Teens are often concerned about their weight.
2. Teens need to get the amounts and types of food they need each day.

Teens are often concerned about their weight. Some young adolescents are more likely to be dissatisfied than others. Many girls want a thinner shape. Some boys want to bulk up. Others feel they are not in command of their size and shape. Still others have not yet developed a sense of responsibility for taking care of themselves.

Point out: 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, common-sense eating plan and active living, most teens' height eventually catches up with their weight.

Encourage teens to avoid extreme diets. Skipping meals or following weird, unhealthy diets can keep teens from getting the nutrients they need to grow and stay healthy. Very-low-calorie diets are not advised for adolescents during their growth spurt years. Teens who diet during early adolescence, ages 9–14, may have higher weights after their teen years than those who did not diet (1). Advise all teens they need 3 cups of low-fat or fat-free milk (or equivalent foods) every day.

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

Being physically active is a good way to balance out what teens eat with what they need. It is difficult to precisely count calories for a day. Instead, it is a good idea for many people to cut back on foods with added sugars, saturated fats, and *Trans* fats; and choose fat-free milk and lean meats. Good health messages and esteem-building experiences are the best ways to motivate teens to care about themselves and their bodies.

What can you do about your personal goals for good health?

Discuss: Choose to get the amounts and types of food you need each day.

Point out: It is not always clear when a teen is at risk for being overweight or how much weight poses health risks. However, it's clear that there are risks associated with being inactive and overweight.

- Encourage students with questions or concerns to talk with their parents, adults they trust, or their school nurse or health professional.
- Offer positive messages on body size and shape for all teens.
- To get the nutrients they need, all teens need to eat their individual recommended amount of foods shown on the *MyPyramid Amounts of Food – for YOU* chart.

Summarize:

- Very-low-calorie diets are not advised during their growth years. Teens who diet during early adolescence, ages 9-14, may have higher weights after their teen years.
- Advise all teens to be sure to get 3 cups of milk (or equivalent foods) every day.
- Cutting back on foods with added sugars, saturated fats, and *Trans* fats; and choosing fat-free milk and lean meats are usually a good idea for most people.

LESSON 2

Choose the Foods YOU Need

KEY MESSAGES:

Nearly all foods enjoyed by different cultures fit into the food groups. For example, people who like Mexican foods might choose tortillas from the grains group and beans from the meat and beans group. Those who like Asian food might choose rice from the grains group and tofu from the meat and beans group.

Mixed dishes like casseroles contain several foods. Even in small amounts, food ingredients can help get you what you need each day.

Ask: What are some examples of foods your family likes to eat that fit into the:

- Milk group?
- Meat and Beans group?
- Fruits group?
- Vegetables group?
- Grains group?

Ask: Where do the foods in mixed dishes (such as casseroles, soups, or sandwiches) fit into the MyPyramid food groups?

Example: Taco

Tortillas are in the grains group. Lettuce and salsa are in vegetables group. Meat is in the meat and beans group. Cheese is in the milk group.

Take a look at the amounts and kinds of foods in Mom's Oriental Stir Fry Dinner. The amount you eat may be more or less than one portion of this dinner. Your nutrient and calorie intake will depend on how much you eat.

Mom's Oriental Stir Fry Dinner

Ingredients	Amounts of 1 in 4 Equal-sized Portions	Food Group Amounts
2 boneless chicken breast halves (about 12 ounces total), cut in pieces and cooked until brown in 1 tablespoon oil	3 ounces meat less than a teaspoon of oil	3 ounces Meat and Beans group
1 cup celery slices 1 cup sweet red pepper slices (or broccoli pieces) 1 cup snow peas 1 cup sliced green onions	1/4 cup 1/4 cup 1/4 cup 1/4 cup	1 cup total, Vegetables group
4 cups cooked rice 2 tablespoons soy sauce 2 tablespoons sesame seeds	1 cup rice (1 1/2 teaspoons) (1 1/2 teaspoons)	1 cup Grains group

Ask: Ask students to create a meal for four people from another region of the world that provides similar amounts of food from each food group.

Summarize:

- Foods from all cultures fit into the food groups.
- Mixed dishes are made from several food ingredients.
- Even in small amounts, foods from each food group add up to give you what you need each day.

LESSON 3

Choose Foods for Their Nutrients

KEY MESSAGES:

- 1) Larger amounts of a food or beverage will increase the calories and nutrients.
- 2) Teens need 130% DV for calcium.
- 3) Playing the Nutrition Decisions games will build label-reading skills.

For more interactive learning, duplicate and pass out the Nutrition Facts cards. Have students consider different beverage and food choices, using the Nutrition Facts cards. Ask students to make up a meal of three or more foods.

Ask your students to look at different parts of the Nutrition Facts panel and compare labels for:

- Serving Sizes
- Calories per Serving
- Saturated fat, *Trans* fat, cholesterol, sodium
- Calcium, iron, vitamin A, and vitamin C

Extend the learning process by looking at additional favorite drink and food packages.

- Ask:**
- **How does the amount you eat compare with the Serving Size on the package?**
(Use a measuring cup to estimate the amount you eat)
 - **How does eating more food than listed on Serving Size change the % DV?**
(The % DV will go up.)
 - **What if you eat one Serving Size that says 18% DV? Is that HIGH or LOW?**
(If you eat two Servings Sizes the amount is 36 % DV, which is HIGH.)

Point out: Larger amounts of a food or a beverage will increase the calories and nutrients. Pay attention to the number of calories and nutrients in one Serving Size.

Point out: To get the calcium their growing bones need, teens actually need to get 130% DV for calcium. Since a number of commonly eaten foods provide small amounts of calcium, teens will usually get more than 100% DV for calcium if they are meeting the MyPyramid recommended amounts for the milk group each day.

Each 8-ounce glass of milk provides about 30% DV of calcium. Certain nondairy foods such as calcium-fortified cereals and juices, and tofu, spinach, kale, or almonds also provide some calcium. Look at the amounts of calcium in a variety of foods and determine which foods provide extra amounts of calcium. If teens shoot for 100 percent of the calcium they need, they will get the additional amount from other foods.

Some people who have lactose intolerance have difficulty digesting milk. Even so, drinking small amounts of milk (1 cup or less) along with eating food usually does not cause problems. Yogurt and cheese are lower in lactose and are more easily digested. Most people (over the age of 9 years) need the equivalent of 3 cups of milk each day.

Encourage students to play the Nutrition Decision games on the enclosed CD.

Students will develop skills in:

- Identifying nutrients and calories on Nutrition Facts labels
- Applying the "5-20" guide, using % DV, to compare food labels and to make food choices
- Using familiar items as visual cues to estimate food amounts on the label and MyPyramid
- Comparing foods to see which are higher or lower in different nutrients

Summarize:

- Larger amounts of a food will increase the calories.
- Pay attention to the % DV to get the nutrients you need, especially calcium.
- Use the Nutrition Decision games to practice using the label in an entertaining way.

LESSON 4

Estimate Amounts of Foods

KEY MESSAGES:

1. Pay attention to the amount of food you eat.
2. Estimating mixed dishes: Dad's Spaghetti and Meatballs Dinner.

For more interactive learning, put the objects (deck of cards, baseball, computer mouse, etc.) on a plate to show how the amount of food looks when it is served.

- Ask:**
- How much more or less do you eat, than a Nutrition Facts Serving Size?
 - Compare the objects to the amount of meat, salad, or pasta you usually eat.
 - How much food from each food group do you eat in a meal or in a day? How does that compare to the food group recommendations?

Point out: Pay attention to the amount of food you eat. Compare what you eat to the recommended amounts of food group foods and to Nutrition Facts Serving Sizes—to get enough food but not too much.

Have the students each fill a bowl with what they would usually eat of a specific food. Then measure the amount, and compare it to the amounts shown on the *How Much Do YOU Eat?* poster.

Talk about the experience:

- Did you have an idea of what amount and kinds of foods you need to eat?
- How did the amount you usually eat compare to the common measure and recommended amounts?
- How much do you need of different kinds of foods for a day?

Point out: Larger amounts of a food that you eat add up to more food energy (calories). Pay attention to the total amount of a food that you eat. Encourage your students to discuss the ingredients of a mixed dish with their family members.

Dad's Spaghetti and Meatballs Dinner

Ingredients	Amounts of 1 in 4 Equal Portions	Food Group Measures
1 (16-ounce) package of lean ground meat, cooked into 16 meatballs	4 meatballs	about 4 ounces Meat and Beans group
1/2 box (14-ounce) spaghetti noodles, cooked	about 1 cup	about 2 ounces Grains group
1 jar (14 ounces) of your favorite sauce	almost 1/2 cup	about 1/2 cup Vegetables group
Served with a side of broccoli	about 1 cup	about 1 cup Vegetables group

Ask: What objects would you use to estimate what a dinner looks like on a plate?
How much of this spaghetti dinner would YOU typically eat?

Summarize:

- Use familiar objects to help you estimate how much you eat.
- Pay attention to the amounts of food you eat to determine if you are getting the MyPyramid recommended amounts of foods for you.

LESSON 5

Put it All Together—Food for a Day

KEY MESSAGES:

1. Choose beverages to meet the food group recommendations.
2. Figuring out foods in a mixed dish: Tasty Burrito Dinner.

For more interactive learning, discuss alternative food and beverage choices.

Point out: Choose beverages to meet the MyPyramid food group recommendations.

Ask: What types of beverages should you drink?

Only two beverages (juice and low-fat milk) are shown on the poster. These two beverages help you meet the fruits group and the milk group recommended amounts.

Point out: Drinking water, calorie-free, or very-low-calorie beverages makes it possible to eat the amount of food shown for a day on the poster (at about 2,000 calories). Some Americans get 10 to 25 percent of their total calories for a day just from beverages. Eat fruit more often, instead of routinely drinking large amounts of juice.*

* The American Academy of Pediatrics' Committee on Nutrition recommends that children 7 to 18 years old limit juice intake to 8 to 12 ounces (or two 6-ounce servings) per day. (American Academy of Pediatrics: "The Use and Misuse of Fruit Juice in Pediatrics," Committee on Nutrition, PEDIATRICS Vol. 107 No. 5 May 2001, pp. 1210-1213. www.aap.org.)

Ask: How do you choose beverages to get the foods needed for the food groups, but not too little or too much?

- Drink 3 cups of low-fat or fat-free milk. Or, make drinks with low-fat or fat-free yogurt to get the equal amount of calcium found in 3 cups of milk.
- Use the Nutrition Facts labels to add up the calories from five different beverages you might drink in a day. Also add up the calories from 5 Serving Sizes of ONE beverage.

Summarize:

- Choose beverages to get the nutrients you need, and to quench your thirst.
- Paying attention to your beverage choices can help you get the recommended amounts of food group foods each day, without getting too many calories for a day.
 - Drink plenty of water or other calorie-free beverages to quench your thirst.

Point out: The *Food for a Day* poster shows one example of the kinds of foods, and one pattern of meals and snacks, for a day.

Ask: **What foods do you often eat?**
Have the students substitute foods they often eat for each of the foods on the poster. Ask them to describe another pattern that includes different amounts of foods eaten throughout the day, that meets the recommended amounts from each food group.

Ask: **What happens if you replace the “pork chop dinner” on the poster with a different meal?**

Take a look at the amounts and kinds of foods in the Tasty Burrito Dinner.

Tasty Burrito Dinner

Ingredients	Amounts of 1 Portion in 4 Equal-sized Portions	Food Groups Amounts
3 cups refried beans	$\frac{3}{4}$ cup of beans	3 oz. equivalent Meat and Beans group
8 small (9-inch) flour tortillas	2 flour tortillas	2 oz Grains group
1 cup tomato chunks	$\frac{1}{4}$ cup	1 cup total Vegetables group
1 cup green chili salsa	$\frac{1}{4}$ cup	
2 cups shredded cabbage salad	$\frac{1}{2}$ cup	

Point out: Bigger amounts of a food add up to more food energy (calories). Pay attention to the kinds and amounts of foods. Eat enough for the day, but not too much.

Discuss:

- Try creating alternative snacks or breakfasts that contribute to the day's total amount of food.
- As an example, create a day's meals that meet the recommended amounts of MyPyramid food groups for a 16-year-old active boy who wants a small breakfast, larger lunch and dinner, and no snacks.
- Use the *Food for a Day* poster to show how you might create a 1-day meal pattern for an inactive, younger teen girl. Which foods would you eliminate? Tape pieces of paper over: $\frac{1}{2}$ cup fruit, $\frac{1}{2}$ cup vegetables, and 1-ounce amount of food from the grains group.
- What additional amounts and kinds of foods would you choose to meet the need of an active 14-year-old boy? Are these foods high or low in saturated fat, vitamins, and calories? How can you tell? (*Read the Nutrition Facts label.*)

Summarize:

- Choose foods and beverages to meet the MyPyramid food group recommendations for YOU.
- When choosing how much to eat, consider how the ingredients in meals and foods help you get what you need.

LESSON 6

Move It To Keep Your Health in Balance

KEY MESSAGES:

- 1) For improved health benefits, try to be physically active for at least 10 minutes at a time.
- 2) Physical activity does not have to be noisy, or disruptive, or require special equipment.

Point out: Three 10-minute segments of moderate levels of physical activity will help teens meet half their daily requirement.

Plan in-class time to allow students to quietly wiggle and move. At the beginning or end of class, encourage the students to make a routine of stretching their arms, bending, doing bent leg lifts, or twisting their torsos while sitting.

Ask: **Who wants to mimic-the-mime?**

Recruit a student to make 20 repetitions of the following movements (while standing in place):

Arm circles	March in place
Toe touches	Forward lunges
Knee lifts	Dance, or heel-step, in place

Or, get the students to dance and "get physical" while repeating the names of different bones, muscles, or body parts. Give this activity an educational boost by using scientific names or a foreign language.

*You put your _____ in (head, elbow, knee, wrist, shoulder, etc.)
You put your _____ out
You put your _____ in
And, shake it all round.
You can get physical and turn yourself around,
That's what it's all about!*

Ask: **Are you breathing a little heavier than when you were sitting still?**

Cool down by walking in place.

Point out: Students can do simple repetitions or timed tests in class or at home.

Ask: **How long can you stand on one foot, while holding a heavy book in your outstretched hand?**

Ask: **How many arm curls can you do in a row? And, when holding something heavy?**

Summarize:

- For more health benefits, be physically active for at least 10 minutes at a time.
- Many types of physical activities can be done in class without being disruptive or requiring special equipment.