



Energize our Families:

**CURRICULUM FOR
PARENTS AND
CAREGIVERS**



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
National Institutes of Health

Energize Our Families: Getting Started

Lesson Overview

Lesson 1 is an overview of **We Can! Energize Our Families: Curriculum for Parents and Caregivers**. The instructor will welcome participants to the six-lesson program. Participants will fill out a short form to gauge their current knowledge of the topics covered in the program. The instructor will explain the purpose, content, and structure of the program.

Lesson Objectives

By the end of this lesson, the participants will be able to:

- Complete and turn in the **Tell Us What You Think** form.
- Describe the important role that family plays in learning new behaviors related to nutrition and physical activity.
- State the purpose, content, and structure of **We Can!**
- Define and give an example of each of the following ways to support behavior change: being a role model, creating a healthy home environment, and encouraging family decision-making.

Lesson 1:



Total Time
60 Minutes

Lesson Activities

- Welcome and Warm-Up (5 minutes)
- Tell Us What You Think (10 minutes)
- Introduction to **We Can!** (20 minutes)
- Stretch Break (5 minutes)
- **We Can!** Help Your Children Eat Well and Move More (10 minutes)
- **We Can!** Try Tips to Eat Well and Move More (8 minutes)
- Wrap-Up (2 minutes)

Materials Needed

Warm-Up

- Large paper
- Easel
- Marker

Tell Us What You Think (Download the form from the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>)

- Tell Us What You Think activity
- Pens or pencils
- Box or folder for completed Tell Us What You Think forms

Introduction to **We Can!**

- Projector, screen, and computer for PowerPoint presentation or introduction to **We Can!** slide printouts

We Can! Help Your Children Eat Well and Move More

- We Can!** Help Your Children Eat Well and Move More handout, p. 57

We Can! Try Tips to Eat Well and Move More

- We Can!** Try Tips To Eat Well and Move More handout, p. 59
- We Can!** Try Tips To Eat Well and Move More tracking sheet, p. 61

Wrap-Up

- We Can!** Families Finding the Balance: A Parent Handbook

Facilitator's Preparation

Warm-Up

- Set up large paper, easel, and marker.

Pre-Curriculum Activity

- Photocopy the Tell Us What You Think form (one for each participant).
- Set up a box or folder to collect forms.

Introduction to We Can!

- Set up projector, screen, and computer if you choose to use the PowerPoint presentation. If not, photocopy the slide printouts (one set for each participant). The PowerPoint is available on the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>

We Can! Help Your Children Eat Well and Move More

- Photocopy the handouts (one for each participant).

We Can! Try Tips To Eat Well and Move More

- Photocopy the handouts (one for each participant).

Wrap-Up

- Make sure you have one **We Can!** Families Finding the Balance: A Parent Handbook for each participant [You can order printed copies at 1-866-35-WE CAN. You can also download them directly from the **We Can!** Web site (<http://wecan.nhlbi.nih.gov>).]

Warm-Up (5 minutes)

1. **SAY:** *Welcome to **We Can!**, which stands for **W**ays to **E**nhance **C**hildren’s **A**ctivity & **N**utrition. We are here today because we care about our children’s health and well-being. The goal of this program is to empower you to reinforce the healthy nutrition and physical activity actions that your family is already taking, and to teach some new skills that can help those healthy behaviors last a lifetime. You’ll hear more about the program in just a moment, but right now, let’s introduce ourselves.*
2. **BEGIN** the introductions by saying your name. If applicable, **LIST** the names and ages of your children. **ASK** participants to introduce themselves, list the names and ages of their children or the children they care for, and name one thing they hope to get out of this program.
3. **ADD** other points of interest as needed to fit the needs of the group.
 - Do participants need an orientation to the facility?
 - Do they know where the restrooms and water fountains are located?
4. Briefly **REVIEW** this session’s activities and timing (most people like to have some idea of what to expect, especially what time a break is scheduled).

Lesson Activities

- Welcome and Warm-Up (5 minutes)
- Tell Us What You Think (10 minutes)
- Introduction to **We Can!** (20 minutes)
- Stretch Break (5 minutes)
- **We Can!** Help Your Children Eat Well and Move More (10 minutes)
- **We Can!** Try Tips To Eat Well and Move More (8 minutes)
- Wrap-Up (2 minutes)

Tell Us What You Think (10 minutes)

1. **DISTRIBUTE** pens or pencils and the **Tell Us What You Think** form to participants.
2. **SAY:** *Before we get into the session, I'd like you to take 10 minutes to tell us what you think about nutrition and physical activity. This will help us determine if this course has the right information to help you help your families. At the end of the program, you'll fill out a similar form.*
3. **INSTRUCT** participants to put the form in the large folder or box when completed.
4. **ALERT** participants when they have 1 minute remaining.

Introduction to We Can! (10 minutes)



Slide 1



Slide 2

1. **BEGIN** the PowerPoint presentation with Slide 1 or **HAND OUT** photocopied slide sets.
2. **SAY:** *As you may already know, overweight is a growing problem in our country, particularly among children. In just 30 years, overweight has more than doubled among children ages 2–5 and adolescents ages 12–19, and more than tripled among youth ages 6–11. As parents and caregivers, you have an enormous impact on your children's behaviors. The National Institutes of Health is teaming up with community centers around the country, including ours, _____ (list community center name), to empower you to help your children and families maintain a healthy weight. Besides this six-lesson program, a new parent-focused Web site, a Parent Handbook, and other educational materials have been developed to give you information on how to work with your children around the issues of weight, nutrition, and physical activity. (TURN TO SLIDE 2)*

What is We Can!

- **We Can!** is a healthy weight education program for families at home and in community settings.
- The program was developed by leading weight, nutrition, and physical activity experts in the nation.



Slide 3

- **We Can!** is receiving national media attention.
- Additionally, **We Can!** offers classes for youth ages 8–13 at our community center. It teaches children about the same topics you will be focusing on. You may want to sign up your children for these classes so that they can learn similar information and skills at the same time. (TURN TO SLIDE 3)

It's time for We Can! now!

- National trends are showing alarming rates in overweight and obesity.
- Nearly 9 million American children older than age 6 are currently overweight. There is a strong likelihood that being overweight as a child will lead to being overweight as an adult—an almost 80 percent chance that overweight adolescents will be overweight as adults.

- This poses both long-term and short-term challenges for overweight children. Overweight is associated with a number of serious health problems, which are affecting younger and younger children these days.



Slide 4

- On the positive side, maintaining a healthy weight by choosing nutritious foods and being physically active can prevent health problems in the future and improve your family's quality of life now. (TURN TO SLIDE 4)

Why the increase?

- The increase in obesity has multiple causes: lifestyle, environment, and genetics. While we can't control genetics, we can certainly make positive changes in our lifestyle and be aware of our environments.
- The bottom line is Energy Balance: it comes down to an increase in calories and decrease in physical activity due to: larger food portion sizes, eating out, increased consumption of sugar-sweetened drinks, and computers and television.

- For example, since the late 1970s, consumption of milk has dropped 39 percent and intake of carbonated sodas has increased 137 percent among children ages 6–11.
- Also since the late 1970s, pizza consumption has increased 425 percent and candy 180 percent while intake of vegetables has decreased 43 percent.
- Sedentary screen time has increased and physical activity decreased. Almost 60 percent of youth ages 6–11 spend more than 3 hours in front of a screen each day (including TV, DVD, and computer). Also, some data suggest an increase in obesity with the increased time spent in front of the TV, particularly among younger children. (TURN TO SLIDE 5)

ASK: If you drank a regular 12-ounce can of soda every day for a year, how much sugar would that be? (Answer: *30 pounds*) How much weight would one lose in a year after switching from regular soda to water or another calorie-free drink? (Answer: *15¹/₂ pounds*) You will learn more tidbits like this throughout this program.

Why work with parents and caregivers?

- Research has shown that parents are often their children’s most important role model. You might find this hard to believe at times, but when asked, children often say that their parents are their most respected role models. This gives you an incredible opportunity to teach your children behaviors they can use to maintain a healthy weight and avoid serious health problems the rest of their lives.



Slide 5

- Also, as a parent or caregiver, you manage the home. This means you play an important role in determining what your children eat and how much activity they get. You buy most of the food, prepare most of the meals and snacks, and provide opportunities for physical activity. You also set up house rules that include when and how much your children are allowed to watch TV and DVDs and play on the computer. Healthy nutrition and physical activity behaviors start at home, and we recognize that you are your family’s primary teacher.

- Finally, we recognize that it is easier for people to make lifestyle changes when they have support from those they’re close to. Including the whole family in the process will help everyone make healthy choices and lead healthy lives together. (TURN TO SLIDE 6)

The basics of We Can!

- **We Can!** is a six-lesson course; each lesson is one hour long. Activities are included in most of the lessons for you to try with your family at home.



Slide 6

- The **We Can!** objectives of the program are to help parents and caregivers:
 - Increase the availability and accessibility of healthy foods in the home.
 - Enjoy small portions at home and at restaurants.
 - Limit the availability and accessibility in the home of sweetened beverages, high-fat foods, and energy-dense foods with low-nutrient value.
 - Support and enable family physical activity.
 - Support and enable reduced screen time.
- To teach you how to achieve these objectives, each lesson offers useful communication tips and tools built around the concept of “energy balance.” We’ll go into this in a lot more detail in Lesson 2, but “energy balance” just means balancing the amount of calories you eat with the number of calories you burn. You will learn how to balance energy through making smart nutrition choices, being physically active, and reducing screen time.
- We want to emphasize that in six lessons, we can’t provide you with all there is to know about these topics. But **We Can!** gives you a great start so you can take ownership of these issues that are important to your family’s health!
- Also, it is important to note that this program is not a weight loss program. If you have any questions about your child’s weight, please see your family doctor, pediatrician, or health care provider. (TURN TO SLIDE 7)

What can *We Can!* do for you?

- We hope *We Can!* will motivate you through:



Slide 7

- Practical strategies, tools, and tips that you can use with your children to help them maintain a healthy weight;
- Simple ways you can model healthier eating and physical activity for your family; and,
- Resources you can use to address healthy weight with your family in the future.

- We also hope you'll enjoy sharing with and learning from the other participants, who are facing the same challenges that you are. (TURN TO SLIDE 8)

Questions and answers



Slide 8

SAY: *That was a lot of information at one time about the program. Does anyone have any questions or thoughts?*

Stretch Break (5 minutes)

SAY: *In the middle of each lesson, we're going to do either a stretch or simple physical activity to get your body up and moving. Today we are going to stretch. Please stand up and join me in today's stretch.*

First, take a deep breath and reach both hands in the air as far as you can. Stand on your tiptoes if you like. Reach to the sky as far as you can without hurting your back. Breathe in and out normally (allow them to do this for about 10–20 seconds).

Exhale and slowly lower your hands back to your waist.

Inhale and bend forward at the waist, letting your arms dangle in front of you as far as you can go comfortably. Let your head hang down. Do not lock your knees. Breathe in and out normally (allow them to do this for about 10–20 seconds). Slowly stand up.

Inhale and bring both arms behind you as far as you can comfortably and imagine your chest pushing forward. Keep your head up and your neck straight. Breathe in and out normally (allow them to do this for about 10–20 seconds). Bring your arms back to your side.

Inhale and bring your arms together in front of you, clasp your fingers together and bow your head slightly. Breathe in and out normally (allow them to do this for about 10–20 seconds). Slowly bring your arms back to your sides and bring your head up.

I hope you enjoyed today's break. Hopefully this break has provided you with the energy for the next activity!

We Can! Help Your Children Eat Well and Move More (10 minutes)

1. **SAY:** *Most people know that it is important for all family members to maintain a healthy weight, but getting your family to choose nutritious foods, limit screen time, and be more physically active can sometimes be challenging.*
2. **ASK:**
 - As caretakers for our family's health, all of us have tried various approaches to eat nutritiously or to be more physically active. What are some challenges you face in helping your family maintain a healthy weight?

ENCOURAGE participants to share their thoughts. Here are some possible responses:

- My children don't like to eat healthy foods.
 - I don't have time to cook, so we eat a lot of fast food.
 - It's easy to put my children in front of the TV when I'm tired or busy.
 - I don't have time to be physically active, so how can I get my family to do it?
- How have you dealt with these challenges? What strategies have you tried to improve nutrition and increase physical activity?

ENCOURAGE participants to share their thoughts. Here are some possible responses:

- Providing fruits, vegetables, and low-fat foods
- Limiting foods and drinks with added sugar
- Setting time limits for TV, DVD/video, and computer use
- Going for walks together or promoting other physical activities

3. **CONGRATULATE** participants on their ideas and responses. **NOTE** that it is important to recognize, acknowledge, and reward themselves for the positive steps they are already taking.

4. **EXPLAIN** that they have many options for building on the steps they are already taking. Here are three examples.

- **Be a role model.** Children look up to their parents and want to do the things that they are doing. If you eat nutritious foods, are physically active, and maintain a healthy weight, chances are your child will do the same. For example, when you participate in an exercise class a couple of times a week, eat lots of fruits and vegetables, or drink water instead of soda most of the time, you are sending a powerful message to your children. Without even knowing it, you are serving as a role model for your family.

ASK:

- What kinds of healthy actions are you already taking?
- Create a healthy weight home environment. You can make changes in your home environment to support your family in making healthy choices. For example, you can switch from whole milk to low-fat or fat-free milk, play ball outside with your children after work, or not allow them to have a television in their bedrooms. All of these actions help create a healthy weight home environment.

ASK:

- What are some examples of things you do already that support a healthy weight home environment? Can you think of small changes you could add to what you are already doing?
- Encourage your family to make healthy weight decisions together. It's often easier to stick to healthy weight actions if everyone in the family has agreed to them. For example, your family could decide to only drink fat-free milk or water at meals instead of soda, walk to a neighbor or friend's house instead of driving, or take up a family sport instead of watching TV.

ASK:

- What healthy weight decisions could your family make together?
5. **CONGRATULATE** the participants on their current efforts. **TELL** them that, over the next six lessons, they will do a lot of talking about other specific steps they can take to support a healthy weight for themselves and their family members.
 6. **HANDOUT** the **We Can! Help Your Children To Eat Well and Move More** handout.
 7. **EXPLAIN** that this will teach them more about how to work with their family to make the changes easy for everyone.

We Can! Try Tips To Eat Well and Move More (8 minutes)

1. **HAND OUT** the **We Can! Try Tips To Eat Well and Move More** handout and tracking sheet.
2. **ASK** each participant to review the list.
3. **ASK:** Has anyone successfully tried any of these tips? What has worked for you?
4. **SAY:** *To help get you and your family on the road to maintaining a healthy weight, we're going to ask you to pick one eating well and moving more tip to try each lesson. We recognize that adapting new behaviors can be hard, but over the next few lessons we will share our successes and challenges and talk about how we can turn the challenges into successes.*

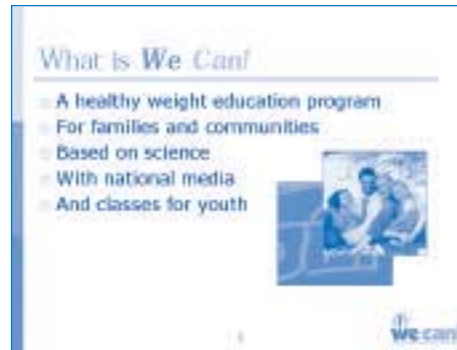
5. **ASK** participants to take 2 minutes to review the tips on the handouts and select one eating well and moving more tip to try before the next lesson and write each on their tracking sheet.
6. **SAY:** During the next lesson, we'll share our experiences with each other about what worked and didn't work. You can help each other come up with solutions to your challenges and support each other in order to be successful in helping your family make smart nutrition and physical activity choices.

Wrap-Up (2 minutes)

1. **SAY:** *Today, you were given an overview of **We Can!** and we talked about ways to support healthy habits for ourselves and our families. The next five lessons will empower you with the knowledge and tools to improve the way your family eats and moves and also teach you how to help them make some of these changes on their own. Next time, we're going to learn about "energy balance."*
2. **ASK:** Who can tell me how many calories are in a plate of spaghetti and meatballs? (Answer: *1,025 calories for 2 cups pasta and 3 large meatballs*). How many calories was a plate of spaghetti and meatballs 20 years ago? (*500 calories*). How much housecleaning would a 130-pound person have to do to burn the extra 525 calories? (Answer: *2 hours and 35 minutes*). Learn more about how to balance ENERGY IN and ENERGY OUT in the next five lessons.
3. **DISTRIBUTE** the **We Can! Families Finding the Balance: A Parent Handbook** to each participant, and **EXPLAIN** that this resource provides information and practical tips and tools to empower them to help their family maintain a healthy weight through positive changes to their nutrition, physical activity, and screen time behaviors. It is similar in content to the six-session program so it can be a useful at-home resource in between the lessons. In the handbook, they will find real-life examples of energy balance, the handy Go, Slow, and Whoa Foods guide, a Portion Distortion example, Guide to Calories Burned in Common Activities, a helpful resource list, and much more!
4. **THANK** participants for participating in this important first session. **ASK** whether they have any questions or comments.



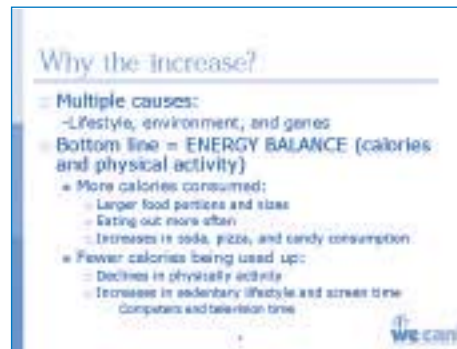
Slide 1



Slide 2



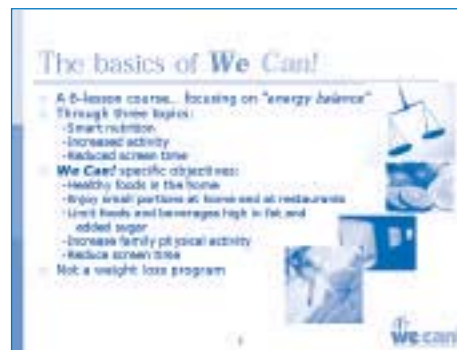
Slide 3



Slide 4



Slide 5



Slide 6



Slide 7



Slide 8

We Can! Help Your Children Eat Well and Move More

- **BE A GOOD ROLE MODEL.** Research has shown that children and adolescents really do listen to their parents and model their behavior. If you eat well and move more, your children will likely follow.
- **INVOLVE YOUNGER CHILDREN IN THE DECISIONS.** Talk to your kids about making smart food and physical activity choices. It will be easier if everyone can help support each other to eat well and move more. For example, every weekend have one or more of your children pick one physical activity for the whole family to do. Have your younger child come with you to the grocery store to pick out some healthy foods he or she would like to try.
- **HAVE OLDER CHILDREN MAKE DECISIONS.** Older kids might not be as open to you telling them what to do, so tailor your request to the child's age and temperament. For example, for older children who are learning to be more independent, you can explain that you want them to be more active, but then ask them what they want to do rather than tell them what they should be doing. You also could let them know that you bought some healthier snacks for them to try and tell them you trust them to prepare something healthy when they're hungry.
- **DON'T MAKE DRASTIC DIETARY CHANGES.** If your family normally drinks whole milk, try buying 2 percent low-fat milk and see if they notice a difference. After a few weeks, try reducing the fat content again to 1 percent reduced-fat milk. Too drastic a change may upset your family; it's best to introduce new foods gradually.
- **MAKE THE NEW HEALTH BEHAVIOR EASY FOR THEM.** Put a bowl of washed fruit, such as grapes or apples, on the table. It's easy if they can just grab the fruit for a snack without thinking!
- **LIMIT FOODS HIGH IN FAT AND SUGAR IN THE HOUSE.** Use the Nutrition Facts label to find foods lower in calories, fat, and sugar. This will help your children eat fewer of these foods. Make available plenty of healthy foods for them to choose, such as fruits and vegetables, whole grains, and low-fat milk and milk-products.

- **EMPHASIZE THE BENEFITS.** The apparent benefits of making nutritious food choices and increasing physical activity will be different for you and your children. Youth will likely not care that a nutritious diet that includes lots of fruits and vegetables can help prevent certain diseases. Or that being physically fit can reduce the risk of heart disease later in life. However, they are likely to care about growing tall and strong, being attractive, or being good at sports. Helping them make connections between their choices and benefits that are meaningful to them may help them try new things.
- **CREATE OPPORTUNITIES FOR YOUR FAMILY TO SPEND TIME TOGETHER DOING SOMETHING ACTIVE.** Plan fun and active things for your family to do together, such as play in the park, walk through the zoo, tour some local sites, hike, or swim.

We Can! Try Tips To Eat Well and Move More

Choose to take small steps today! Try these tips to eat well and move more and see how easy taking small steps toward a healthier life can be.

Nutrition

- Drink water before a meal.
- Eat half your dessert, or choose fruit as dessert.
- Avoid food portions larger than your fist.
- Drink diet soda instead of regular soda.
- Eat off smaller plates.
- Don't eat late at night.
- Skip buffets.
- Grill, steam, or bake instead of frying.
- Share an entree with a friend.
- Eat before grocery shopping.
- Choose a checkout line without a candy display.
- Make a grocery list before you shop.
- Drink water or low-fat milk over soda and other sugary drinks.
- Flavor foods with herbs, spices, and other low-fat seasonings.
- Keep to a regular eating schedule.
- Eat before you get too hungry.
- Don't skip breakfast.
- Stop eating when you are full.
- Snack on fruits and vegetables.
- Top your favorite cereal with apples or bananas.
- Include several servings of whole-grain foods daily.
- If main dishes are too big, choose an appetizer or a side dish instead.
- Ask for salad dressing “on the side”.
- Don't take seconds.
- Try a green salad instead of fries.
- Eat sweet foods in small amounts.
- Cut back on added fats or oils in cooking or spreads.
- Cut high-calorie foods like cheese and chocolate into small pieces and only eat a few pieces.
- Use fat-free or low-fat sour cream, mayo, sauces, dressings, and other condiments.
- Replace sugar-sweetened beverages with water and add a twist of lemon or lime.
- Every time you eat a meal, sit down, chew slowly, and pay attention to flavors and textures.
- Try a new fruit or vegetable (ever had jicama, plantain, bok choy, star fruit, or papaya?)
- Instead of eating out, bring a healthy, low-calorie lunch to work.
- Ask your sweetie to bring you fruit or flowers instead of chocolate.

Physical Activity

- Walk to work.
- Do sit-ups in front of the TV.
- Walk during lunch hour.
- Walk instead of driving whenever you can.
- Take a family walk after dinner.
- Walk kids to school.
- Get a dog and walk it.
- Join an exercise group.
- Replace Sunday drive with Sunday walk.
- Do yard work.
- Get off the bus a stop early and walk.
- Work around the house.
- Take the dog to the park.
- Go for a half-hour walk instead of watching TV.
- Sit up straight at work.
- Wash the car by hand.
- Pace the sidelines at kids' athletic games.
- Choose an activity that fits into your daily life.
- Park farther from the store and walk.
- Ask a friend to participate in physical activity with you.
- Make time in your day for physical activity.
- Use an exercise video if the weather is bad.
- If you find it difficult to be active after work, try it before work.
- Perform gardening or home repair activities.
- Avoid labor-saving devices, such as a remote control or electric mixers.
- Play with your kids 30 minutes a day.
- Dance to music.
- Keep a pair of comfortable walking or running shoes in your car and office.
- Make a Saturday morning walk a group habit.
- Walk briskly in the mall.
- Choose activities you enjoy—you'll be more likely to stick with them.
- Take the long way to the water cooler.
- Explore new physical activities.
- Reward and acknowledge your efforts.
- Take stairs instead of the escalator.
- Swim with your kids.
- Walk to a co-worker's desk instead of e-mailing or calling them.
- Use a snow shovel instead of a snow blower.
- Take your dog on longer walks.
- When walking, go up the hills instead of around them.
- Buy a set of hand weights and play a round of Simon Says with your kids—you do it with the weights, they do it without.

Source: Adapted from www.smallstep.gov

We Can! Try Tips To Eat Well and Move More Tracking Sheet

Pick a tip each lesson to help you eat well and move more! Fill in the tips on this tracking chart to encourage you to keep it up. Put the tracking sheet on your refrigerator or other central location for your family to see that you are making steps toward maintaining a healthy weight. Continue to fill in the chart after **We Can!** has ended.

Lesson	Eating Well Tip	Moving More Tip	Notes
Lesson 1 (__/__)			
Lesson 2 (__/__)			
Lesson 3 (__/__)			
Lesson 4 (__/__)			
Lesson 5 (__/__)			
Lesson 6 (__/__)			

Maintain a Healthy Weight: The Energy Balance Equation

Lesson Overview

Lesson 2 introduces the concept of energy balance. This concept is the foundation for all of the subsequent lessons in this six-lesson course for parents and caregivers.

Lesson Objectives

By the end of this lesson, the participants will be able to:

- Define energy balance.
- List three examples of how they can balance out the energy equation.
- Describe how portion size and serving size can affect weight control.

Lesson Activities

- Warm-Up (5 minutes)
- Energy Balance (20 minutes)
- Introduction to Body Mass Index (10 minutes)
- Stretch Break (5 minutes)
- Portion Distortion (15 minutes)
- **We Can!** Try Tips To Eat Well and Move More (4 minutes)
- Wrap-Up (1 minute)

Lesson 2:



Total Time
60 Minutes

Materials Needed

Warm-Up

- Markers
- Easel and large paper

Energy Balance

- Pens or pencils
- Energy Balance: ENERGY IN & ENERGY OUT worksheet, p. 75

Introduction to Body Mass Index (BMI)

- We Can!** Watch Our Weight handout, p. 77

Portion Distortion

- Portion Distortion quiz, p. 79
- Portion Distortion slides (optional), p. 83
- Estimated Calorie Requirements, p. 87
- Large bag of pretzels
- Three large bowls
- Measuring cups or small scale (see Facilitator's Preparation)
- Large paper, easel, and pens
- We Can!** Try Tips To Eat Well and Move More handout, p. 59
- We Can!** Try Tips To Eat Well and Move More tracking grid, p. 61

Facilitator's Preparation

Welcome and Warm-Up

- Set up easel, large paper, and markers.

Energy Balance

- Photocopy handouts.

Introduction to Body Mass Index (BMI)

- Photocopy handouts.

Portion Distortion

- Photocopy handouts.
- Set up slide projector (optional). The Portion Distortion PowerPoint slides can be downloaded directly from the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>.

- ❑ Purchase materials for presentation. Check Nutrition Facts label on the bag of pretzels to see if serving size is measured by number of pretzels, weight (ounces), or volume (cups). If measured by weight, bring in a small food scale; if measured by volume, bring in appropriate-sized measuring cups.
- ❑ Set up easel, large paper, and markers.

We Can! Try Tips To Eat Well and Move More

- ❑ Photocopy handouts.

Warm-Up (5 minutes)

1. As participants walk into the room, **ASK** them to go to the large paper in the front of the room and write down the nutrition and physical activity tip they tried since the last lesson.
2. As soon as everyone has written down the tips they chose, **WELCOME** participants to the second lesson.
3. **ASK** one or two participants to share their experience of trying out the tips. Was it easy or difficult?
4. **SAY:** *Congratulations to all on a job well done. You will get opportunities to try more nutrition and physical activity tips throughout the rest of the program.*
5. **ASK:** If anyone had problems with the tips you tried, why do you think it didn't go as well as planned? What could you do differently? **CHOOSE** one or two participants to respond. **LISTEN** to answers from participants. **ASK** the other participants in the group to offer suggestions on how to make the new behavior easier. If the other participants don't have suggestions, provide some of your own. For example, if they wanted to take a walk after dinner 3 days a week, you might suggest that they put their walking shoes by the door ahead of time so they have a visual reminder and are ready to go. Or try for 2 days a week instead of 3.

Facilitator's Note: This should be a quick conversation just to warm up the participants, not an extended discussion.

6. **ASK** participants if they have any questions.
7. **SAY:** *Now we're going to talk about energy balance and body mass index, what they are, and why they're important to maintaining a healthy weight.*

Energy Balance (20 minutes)

1. **ASK** whether participants have ever heard the term “energy balance.”

SAY: *This concept, “energy balance,” is the foundation of maintaining a healthy weight. Imagine a scale. One side is the calories you take into your body by eating or drinking. We call that ENERGY IN. The other side is the calories you burn just by being alive and being physically active. We call that ENERGY OUT. To maintain your weight at the same level, your food intake—or ENERGY IN—must equal your physical activity—ENERGY OUT. If you burn more energy than you take in, you will lose weight. If you take in more energy than you burn, you will gain weight. Since children need energy to grow properly, energy balance in children is when there is an equality between ENERGY IN and ENERGY OUT that supports natural growth without promoting excess weight gain.*

2. **SAY:** *Maintaining energy balance depends on several things:*

- **BEHAVIOR**—how many calories you consume and how much physical activity you get.
- **ENVIRONMENT**—the opportunities and challenges for nutrition and physical activity that you find at home, work, school, or in your community.
- **GENETICS**—heredity also plays a role in determining your weight. Genes can affect how the body stores fat or burns calories for energy.

Although you can’t change your family genes, you can change your behaviors and be mindful of your environment.

3. **SAY:** *You don’t need to balance your calories exactly everyday. It’s the balance over time that counts. Maintaining energy balance is like balancing a budget. If you know you’ve eaten more calories (spent more dollars) than you budgeted for 1 day, then you can reduce the calories you consume (dollars you spend) the next day or increase your activity level (increase your income) to help you stay on budget.*
4. **EXPLAIN** that in the next few lessons they will explore some easy ways to balance their energy to help them maintain their weight.
5. **SAY:** *I’m going to give you an example of how you can balance your own “lifestyle budget.” Then I want you to come up with your own ideas or examples and share some with the group. If you know you’re going to*

a party and may eat more high-calorie foods than you normally would, then eat fewer calories for a few days beforehand so it balances out. Or, you can increase your physical activity for the few days before or after the party so you burn off the extra energy. This same idea also applies to your children. If they will be going to a birthday party where you know they will be eating cake and ice cream and other foods high in fat and added sugar, help them balance those calories the day before and after the party and provide opportunities for them to be more active.

6. **ASK:** Does anyone know other examples of ways that you and your children can balance your “lifestyle budget?”

If necessary, **SUGGEST** the following situations. How could someone maintain energy balance in these situations?:

- A big business lunch
- A few days of inactivity for a child who’s normally active
- During a holiday season when there are lots of parties!

7. **SAY:** *Those are great examples. Even making small changes are important. Just eating 150 calories less a day than you usually do can lead to a loss of 5 pounds in 6 months or 10 pounds in one year. You can save about 150 calories by switching from a 12-ounce regular soda to water or by choosing small-sized french fries instead of medium-sized.*

8. **PASS** out the **Energy Balance: ENERGY IN & ENERGY OUT** worksheet and pens or pencils.

9. **ASK** participants to get into small groups of no more than four people each. **ASSIGN** each group a meal or snack example. **EXPLAIN** that they should use the handout to figure out how much physical activity they will need to do to burn off the same amount of calories in the meal/snack they were assigned. **ALLOW** them 10 minutes to complete the worksheet. If they have extra time, they can work on the other examples.

10. **ASK** one volunteer from each group to report on their findings.

11. **ASK** participants what they learned from this activity. **REMIND** participants that they have to work harder or longer to burn off the higher calorie meals and snacks than they do for the lower calorie meals and snacks.

12. **EXPLAIN** to participants that they’re now going to do an activity to help them determine their body mass index.

Introduction to Body Mass Index (10 minutes)

13. **HAND OUT** the **We Can! Watch Our Weight** handout.
14. **ASK:** Does anyone know what body mass index, or BMI, is?

If necessary, **GUIDE** participants to the following response:

- BMI, or body mass index, is a measure of weight in relation to your height.
- This information can help adults determine whether they are at a healthy weight.
- BMI doesn't work very well for people who are extremely muscular, very tall, or very short. In these cases, it may incorrectly classify someone as overweight or obese when they really are not.

Facilitator's Note: Make sure that participants understand that this entire activity, and this BMI chart, apply only to adults.

Different charts are used for children. Because children are still growing and boys and girls grow at different rates, children's charts take gender and age into account in determining weight status. A child or teen who is between the 85th and 95th percentile on the growth chart is considered at risk for overweight. A child or teen who is at the 95th percentile or above is considered overweight. Ask your family doctor, pediatrician, or health care provider about your child's BMI-for-age. For more information about BMI-for-age and growth charts for children, visit www.cdc.gov/nccdphp/dnpa/bmi/bmi-for-age.htm.

15. **SAY:** Let's look at the handout. Dan weighs 218 pounds and he is 5 feet 9 inches tall. His wife, Susie, weighs 134 pounds, and she is 5 feet 4 inches tall. Are Dan and Susie at a healthy weight? Use the legend to see if they are in the healthy weight, overweight, or obese category. If their weight falls between two BMIs, you should choose the lower BMI number. ALLOW 2 minutes for them to find Dan and Susie's BMIs.

Answer: Dan's BMI is 32, so he is obese. Susie's BMI is 23; she has a healthy weight.

16. **SAY:** If you know your height and weight, you can figure out your BMI with this chart. If not, have a doctor or nurse weigh you the next time you are at the doctor's office or weigh yourself if you have a scale at home. If you're at a healthy weight, your goal is to maintain it by balancing the energy equation. If you're above a healthy weight, you will need to either increase the amount of physical activity you get or decrease the amount of food you eat.

17. A healthy BMI is between 18.5 and 24.9. If you are in the healthy BMI range, try not to gain any weight, even if the extra pounds will still keep you in a healthy weight range. If you are overweight or obese, you should consider seeing your family doctor or health care provider to help you determine the best ways to lose weight. The information in this course may help you to lose weight by learning how to improve your diet and get regular physical activity, but you should work with your doctor or health care provider and have him or her monitor your health.

Stretch Break (5 minutes)

SAY: *As I mentioned a little earlier, small changes really can add up. Switching from a medium to a small fries, for example. Small changes work for physical activity, too. Adding little bits of activity throughout your day not only helps your ENERGY OUT but can be a great way to refresh your body and mind. Today's stretch break, which focuses on your legs, is a good example of one of these little bits of activity. Try this while you're on the phone at home or waiting in line at the store! Everyone, please stand up and move to the back of your chair.*

If you don't feel like there is a lot of room around you, feel free to move your chair so you have room to stretch out your legs.

Put both hands on the back of your chair and make sure your feet are shoulder-width apart in a comfortable stance.

Stand up straight with your abs in, and in two counts lift your left leg straight out to the side a few inches off the floor. Don't move your leg so far that you hurt yourself, but challenge yourself so you feel your muscles working. Hold the position for 2 seconds, and then lower back to start with a controlled movement in two counts. Lift 1–2, hold 1–2, lower 1–2 (repeat this 8 times). Let's switch to our right leg now. Lift 1–2, hold 1–2, lower 1–2 (repeat this 8 times.)

Now we're going to do the same thing, but instead of moving our leg out to the side, we're going to move it to the back behind us, which will help to strengthen the muscles. Make sure to keep your leg straight as you do this. Don't move your leg so far that you hurt yourself, but challenge yourself so you feel your muscles working. Let's start with the left leg: Lift 1–2, hold 1–2, lower 1–2 (repeat this 8 times) and now the right leg: Lift 1–2, hold 1–2, lower 1–2 (repeat this 8 times).

Good job everyone!

Portion Distortion (15 minutes)

1. **SAY:** *We've been talking about energy balance for most of this class. Now, we'll talk about the ENERGY IN part of the equation before we finish this session.*

2. **ASK:**

- What do you think a “serving” means?

If necessary, **GUIDE** participants to the following responses:

- A “serving” is a unit of measure used to describe the amounts of food **recommended** from each food group. It is the amount of food listed on the Nutrition Facts label on packaged food or the amount of food recommended by the *Dietary Guidelines for Americans*.

Facilitator's Note: A “serving” is a measured amount of food or drink, such as one slice of bread or 1 cup of milk. Nutrition recommendations use serving sizes to help people know how much of different types of foods they should eat to get the nutrients they need. The Nutrition Facts panel on packaged foods also lists a serving size. The serving sizes on packaged foods are not always the same as those included in nutrition recommendations. However, serving sizes are standardized to make it easier to compare similar foods.

- What do you think a “portion” means?

If necessary, **GUIDE** participants to the following responses:

- A “portion” is the amount of a specific food you **choose** to eat for dinner, snack, or other eating occasion. Portions, of course, can be bigger or smaller than the recommended food servings.

3. **DISTRIBUTE** the **Portion Distortion** quiz.

Facilitator's Note: If you have a slide projector, you can show participants the PowerPoint slides and make this activity interactive.

4. **SAY:** *Portion Distortion is an activity that demonstrates how portion sizes have gotten a lot bigger over the past few decades. Just because a muffin or plate of pasta that you receive in a restaurant is one “portion,” that does not mean that it's one “serving.” In fact, it's usually several servings and those servings can really add up your total calories for the day. Over time, this can lead to weight gain.*

5. **ASK** them to take 3 minutes to complete the **Portion Distortion** quiz.

6. **ASK** participants to guess the answer to each question. Congratulate participants for the correct answers. Provide the right answer on the answer key, when necessary. **ASK** them to take this handout home to share with their family.
7. **SAY:** *There is an online version of **Portion Distortion** that has pictures of how food portions and calories have grown in the last 20 years. **EXPLAIN** that they can do this activity with their family online on the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>.*
8. **EXPLAIN** that knowing about portion control and serving sizes can help them balance their ENERGY IN and maintain their weight. We'll talk more about this in the next lesson.
9. **ASK** for three volunteers to participate in a demonstration. **GIVE** them each a large bowl. **HAND** the first volunteer the large bag of pretzels.
10. **ASK** each volunteer to take a turn putting in a bowl the amount of pretzels they think that they'd normally snack on at one time. Use a large bowl because the size will influence the portion size.

Facilitator's Note: You will likely have a volunteer who will eat more than the standard serving size (1 ounce) of pretzels. If no one puts out more than 1 ounce, then volunteer yourself and portion out several servings of the pretzels to ensure a large serving to use as an example.

11. Ask them how many calories they think is in 1 serving of pretzels?
12. **ASK** the volunteers to measure how much food they put into their bowls. They can do this easily by either counting the number of pretzels, measuring the portions with a small food scale, or using measuring cups (this depends on how the serving size is measured on the package).
13. **ASK** them to look on the Nutrition Facts label to determine how many servings are in their bowls and how many calories these servings represent.
14. **ASK** volunteers to announce to the group how many servings they portioned out and how many calories were in their "serving" of pretzels. **ASK** them to write this information on the large paper.
15. **ASK** them to refer to the **Energy Balance: ENERGY IN & ENERGY OUT** handout and figure out how much moderate activity a 150-pound person would need to do to burn the calories in the pretzels.

16. **PASS OUT** the **Estimated Calorie Requirements** handout for them to use as a reference for how many calories are recommended for each gender and age group.
17. **EXPLAIN** that now they should have an idea of portion control and how the calories can add up when you eat more than one standard serving of a food. Also, they should now have a sense of how much activity they would need to do to burn off those calories. Let participants know that it is fine to have more than 1 serving at a time, as long as the calories fit into their daily energy intake level.
18. **ASK** participants if they have any questions. **EXPLAIN** that they will now get to pick two new eating well and moving more tips to try for the next lesson.

We Can! Try Tips To Eat Well and Move More (4 minutes)

1. **HAND OUT** a new **We Can! Try Tips To Eat Well and Move More** handout and tracking grid.
2. **ASK** participants to pick two new eat well and move more tips to try this lesson and write down their tips on the **We Can! Try Tips To Eat Well and Move More** tracking grid to bring home.
3. **SAY:** *Once you are at home, add your new tips to last lesson's tracking grid so you can keep everything in one place. I will pass out a new grid at the end of each lesson so you can keep your main grid at home in a central place for the family to look at any time.*
4. **ENCOURAGE** them to continue to try the tips they picked during the last lesson if they worked.

Wrap-Up (1 minute)

1. **SAY:** *Today we discussed Body Mass Index or BMI, energy balance, and the importance of portions and serving sizes in managing that balance. You now have some more tools to take home to your families to help them maintain a healthy weight.*

2. **SAY:** *Next lesson, we're going to talk about how to manage ENERGY IN. Can anyone tell me if the following foods are GO, SLOW, or WHOA foods?*
 - Peach (response should be GO)
 - 2 percent low-fat milk (response should be SLOW)
 - Doughnut (response should be WHOA)
 - Whole-wheat bread (response should be GO)

Join me next time to learn which foods are GO, SLOW, and WHOA to help guide your food choices.

3. **THANK** everyone for participating in this session. **ASK** whether they have any questions or comments.

Energy Balance: ENERGY IN & ENERGY OUT: Worksheet

Figure out how much activity a 150-pound person would need to do to balance out the total calories in each of these food combinations. You can choose any of the activities listed in the chart on the following page to fill in the blank. For example, you could choose to do 2 hours of gardening or 1 hour of volleyball.

Energy In: Food and Drinks

1. **Fast-food double cheeseburger, large french fries, and a 32-ounce regular soda**

Total calories: 1,290

Physical activity I choose to do: _____

2. **Fast-food Caesar salad with grilled chicken (9.8 ounces), with Caesar salad dressing (1 ounce), sliced apple with caramel dipping sauce (3.2 ounces), and medium diet soda (21 ounces)**

Total calories: 395

Physical activity I choose to do: _____

3. **Fast-food 6-inch cold cut sub, potato chips, and a cookie**

Total calories: 757

Physical activity I choose to do: _____

4. **Whole grain cereal (1 cup) and fat-free milk (1 cup) and a banana**

Total calories: 307

Physical activity I choose to do: _____

5. **Chocolate frosted cake (1/8 slice, 18-inch cake) and vanilla ice cream (1 cup)**

Total calories: 532

Physical activity I choose to do: _____

6. **Baked fish (3 ounces), green beans, rice (1 cup), and low-fat frozen yogurt (1 cup)**

Total calories: 662

Physical activity I choose to do: _____

ENERGY OUT: Physical Activity

Each activity in the following table burns approximately 150 calories*:

Examples of moderate amounts of physical activity		
Common Chores	Less Vigorous More Time	Sporting Activities
Washing and waxing a car for 45–60 minutes		Playing volleyball for 45–60 minutes
Washing windows or floors for 45–60 minutes		Playing touch football for 45 minutes
Gardening for 30–45 minutes		Walking 1 ³ / ₄ miles in 35 minutes (20 minute/mile)
Wheeling self in wheelchair 30–40 minutes		Basketball (shooting baskets) 30 minutes
Pushing a stroller 1 ¹ / ₂ miles in 30 minutes		Bicycling 5 miles in 30 minutes
Raking leaves for 30 minutes		Dancing fast (social) for 30 minutes
Walking 2 miles in 30 minutes (15 minute/mile)		Water aerobics for 30 minutes
Shoveling snow for 15 minutes		Swimming laps for 20 minutes
Stair walking for 15 minutes		Basketball (playing game) for 15–20 minutes
		Bicycling 4 miles in 15 minutes
		Jumping rope for 15 minutes
		More Vigorous Less Time

Source: www.surgeongeneral.gov/topics/obesity/calltoaction/fact_whatcanyoudo.htm

Activity	Calories Burned Per 30 minutes*
Walking (Leisurely), 2 miles per hour	85
Walking (Brisk), 4 miles per hour	170
Gardening	135
Raking Leaves	145
Dancing	190
Bicycling (Leisurely) 10 miles per hour	205
Swimming Laps, medium level	240
Jogging, 5 miles per hour	275

*For a healthy 150-pound person. A lighter person burns fewer calories; a heavier person burns more.

We Can! Watch Our Weight

Check the chart to find your body mass index (BMI). Find your height on the left of the chart. Go straight across from that point until you come to your weight in pounds. The number at the top is your BMI. **This chart applies only to adults. To determine your child's BMI, consult your family doctor, pediatrician, or health care provider.**

We Can! Watch Our Weight																		
	Healthy Weight						Overweight						Obese					
BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
Height	Body Weight (pounds)																	
4'10"	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167	
4'11"	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173	
5'0"	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179	
5'1"	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185	
5'2"	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191	
5'3"	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197	
5'4"	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204	
5'5"	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210	
5'6"	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216	
5'7"	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223	
5'8"	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230	
5'9"	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236	
5'10"	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243	
5'11"	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250	
6'0"	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258	
6'1"	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265	
6'2"	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272	
6'3"	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279	
6'4"	156	164	172	180	189	197	205	213	221	230	238	246	254	263	271	279	287	

What is BMI? BMI measures weight in relation to height. Risk of heart disease and other diseases increases at higher levels of overweight and obesity.

What is waist measurement? Waist measurement and BMI are interrelated. Waist measurement provides an independent prediction of risk over and above that of BMI. For those with a BMI less than 35, a waist measurement greater than 40 inches for men and greater than 35 inches for women, is considered high risk for heart disease.

What are risk factors for heart disease? Age, gender, heredity, high blood cholesterol, high blood pressure, physical inactivity, smoking, obesity and overweight, and diabetes.

BMI from 18.5–24.9: Healthy Weight—Good for you! Make it a goal to keep your healthy weight.

BMI from 25–29.9: Overweight—If you have two or more risk factors or a high waist measurement, ask your family doctor or health care provider for help.

BMI 30 or Higher: Obese—You need to lose weight. Lose weight slowly—about 1–2 pounds a week. If you have two or more risk factors or a high waist measurement, ask your doctor or health care provider for help.

Practice Finding Body Mass Index

***Note: If you find that the weight number falls between two BMI numbers, choose the lower of the two BMI numbers.*

Examples:

Dan's weight = 218 lbs

Dan's height = 5'9"

Dan's BMI = _____

Susie's weight = 134 lbs

Susie's height = 5'4"

Susie's BMI = _____

Portion Distortion Quiz

You've probably noticed that food portions in restaurants and other places have grown in size and provide enough food for at least two people. Larger portion sizes can lead to bigger waistlines and weight gain.

Take the Portion Distortion Quiz below to see if you know how today's portions compare to the portions available 20 years ago, and about the amount of physical activity required to burn off the extra calories provided by today's portions. The answers are provided on page 81.

1. A **bagel** 20 years ago was 3 inches in diameter and had 140 calories. How many calories do you think are in today's bagel?
 - a. 150 calories
 - b. 250 calories
 - c. 350 calories
2. A **cheeseburger** 20 years ago had 333 calories. How many calories do you think are in today's cheeseburger?
 - a. 590 calories
 - b. 620 calories
 - c. 700 calories
3. A 6.5-ounce portion of **soda** had 85 calories 20 years ago. How many calories do you think are in today's portion?
 - a. 200 calories
 - b. 250 calories
 - c. 300 calories
4. 2.4 ounces of **french fries** of 20 years ago had 210 calories. How many calories do you think are in today's portion?
 - a. 590 calories
 - b. 610 calories
 - c. 650 calories
5. A portion of **spaghetti and meatballs** 20 years ago had 500 calories. How many calories do you think are in today's portion of spaghetti and meatballs?
 - a. 600 calories
 - b. 800 calories
 - c. 1,025 calories

6. A cup of **coffee** with milk and sugar 20 years ago was 8 ounces and had 45 calories. How many calories do you think are in today's mocha coffee?
 - a. 100 calories
 - b. 350 calories
 - c. 450 calories

7. A **muffin** 20 years ago was 1.5 ounces and had 210 calories. How many calories do you think are in a muffin today?
 - a. 320 calories
 - b. 400 calories
 - c. 500 calories

8. Two slices of **pepperoni pizza** 20 years ago had 500 calories. How many calories do you think are in today's large pizza slices?
 - a. 850 calories
 - b. 1,000 calories
 - c. 1,200 calories

9. A **chicken Caesar salad** had 390 calories 20 years ago. How many calories do you think are in today's chicken Caesar salad?
 - a. 520 calories
 - b. 650 calories
 - c. 790 calories

10. A box of **popcorn** had 270 calories 20 years ago. How many calories do you think are in today's tub of popcorn?
 - a. 520 calories
 - b. 630 calories
 - c. 820 calories

Thank you for taking the Portion Distortion quiz. We hope it was fun and insightful. We also hope that next time you eat out, you will think twice about the food portions offered to you.

Answers

1. c. 350 calories for a 6 inch bagel. If you rake leaves for 50 minutes you'll burn the extra 210 calories.*
2. a. 590 calories. You'll need to lift weights for 1 hour and 30 minutes, to burn the extra approximately 257 calories.*
3. b. 250 calories for a 20-ounce soda. If you work in the garden for 35 minutes you will burn the extra 165 calories.**
4. b. 610 calories for a 6.9-ounce portion of french fries. If you walk leisurely for 1 hour and 10 minutes, you will burn the extra 400 calories.**
5. c. 1,025 calories for a portion consisting of 2 cups of pasta with sauce and 3 large meatballs. If you houseclean for 2 hours and 35 minutes, you will burn approximately 525 calories.*
6. b. 350 calories for a 16-ounce cup of coffee. If you walk approximately 1 hour and 20 minutes, you will burn the extra 305 calories*
7. c. 500 calories for a 5-ounce muffin. If you vacuum for approximately 1 hour and 30 minutes you will burn the extra 310 calories*
8. a. 850 calories for 2 large slices of pizza. If you play golf (while walking and carrying your clubs) for 1 hour, you will burn the extra 350 calories**
9. c. 790 calories for a 3 cup portion. If you walk the dog for 1 hour and 20 minutes, you will burn the extra 400 calories.**
10. b. 630 calories for a tub of popcorn. If you do water aerobics for 1 hour and 15 minutes, you will burn the extra 360 calories.**

* Based on a 130-pound person

** Based on a 160-pound person



Slide 1



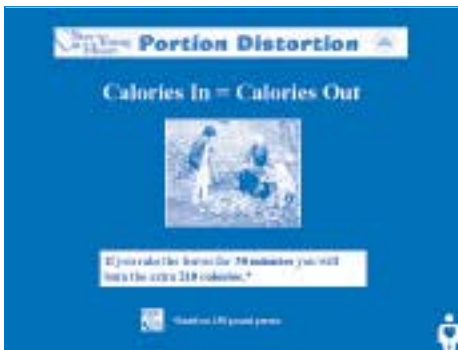
Slide 2



Slide 3



Slide 4



Slide 5



Slide 6




Slide 7



Slide 8

Portion Distortion

Calories In = Calories Out



If you eat weights for 1 hour and 30 minutes, you will burn approximately 257 calories.*

*Based on 150 pound person.

Slide 9

Portion Distortion

SPAGHETTI AND MEATBALLS

20 Years Ago	Today
	
294 calories 1 cup spaghetti with sauce and 3 small meatballs	How many calories do you think are in today's portion of spaghetti and meatballs?

Slide 10

Portion Distortion

SPAGHETTI AND MEATBALLS


20 Years Ago	Today
	
294 calories 1 cup spaghetti with sauce and 3 small meatballs	1,021 calories 2 cups of pasta with sauce and 3 large meatballs

Calorie Difference: 727 calories

Slide 11

Portion Distortion

Maintaining a Healthy Weight is a Balancing Act
Calories In = Calories Out




How long will you have to kneel on one knee to burn the extra 727 calories?*

*Based on 150 pound person.

Slide 12

Portion Distortion

Calories In = Calories Out



If you kneel on one knee for 2 hours and 30 minutes, you will burn approximately 524 calories.*

*Based on 150 pound person.

Slide 13

Portion Distortion

FRENCH FRIES

20 Years Ago	Today
	
104 Calories 2.4 ounces	How many calories are in today's portion of fries?

Slide 14

Portion Distortion

FRENCH FRIES


20 Years Ago	Today
	
104 Calories 2.4 ounces	418 Calories 6.8 ounces

Calorie Difference: 314 Calories

Slide 15

Portion Distortion

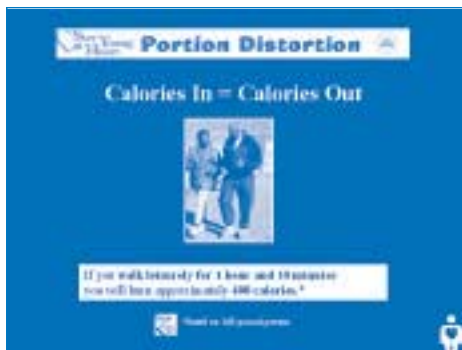
Maintaining a Healthy Weight is a Balancing Act
Calories In = Calories Out



How long will you have to walk, jog or do in water to burn the extra 314 calories?*

*Based on 150 pound person.

Slide 16



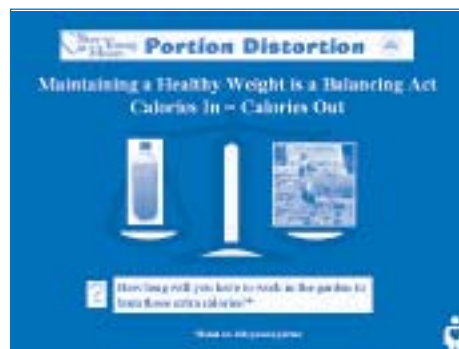
Slide 17



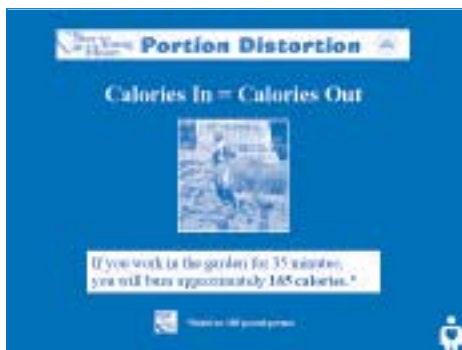
Slide 18



Slide 19



Slide 20



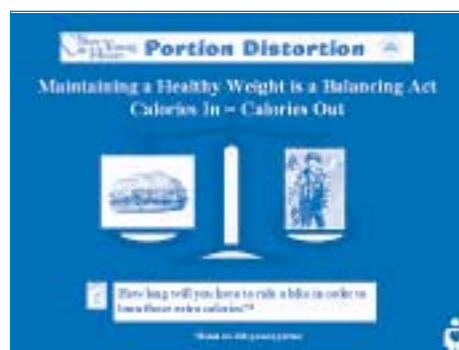
Slide 21



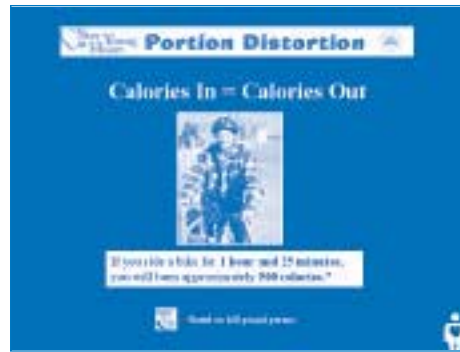
Slide 22



Slide 23



Slide 24



Slide 25



Slide 26

Estimated Calorie Requirements

(In Kilocalories) for Each Gender and Age Group at Three Levels of Physical Activity^a

This chart shows how many calories are recommended for both males and females in all age groups. The energy requirements also are broken down into levels of activity from sedentary to active. This should give you a sense of how many calories, ENERGY IN, your family members need.

Estimate Calorie Requirements				
Estimated amounts of calories needed to maintain energy balance for various gender and age groups at three different levels of physical activity. The estimates are rounded to the nearest 200 calories and were determined using the Institute of Medicine equation.				
Gender	Age (years)	Activity Level ^{b,c,d}		
		Sedentary ^b	Moderately Active ^c	Active ^d
Child	2–3	1,000	1,000–1,400 ^e	1,000–1,400 ^e
Female	4–8	1,200	1,400–1,600	1,400–1,800
	9–13	1,600	1,600–2,000	1,800–2,200
	14–18	1,800	2,000	2,400
	19–30	2,000	2,000–2,200	2,400
	31–50	1,800	2,000	2,200
	51+	1,600	1,800	2,000–2,200
Male	4–8	1,400	1,400–1,600	1,600–2,000
	9–13	1,800	1,800–2,200	2,000–2,600
	14–18	2,200	2,400–2,800	2,800–3,200
	19–30	2,400	2,600–2,800	3,000
	31–50	2,200	2,400–2,600	2,800–3,000
	51+	2,000	2,200–2,400	2,400–2,800

^a These levels are based on Estimated Energy Requirements (EER) from the Institute of Medicine Dietary Reference Intakes macronutrients report, 2002, calculated by gender, age, and activity level for reference-sized individuals. “Reference size,” as determined by IOM, is based on median height and weight for ages up to age 18 years of age and median height and weight for that height to give a BMI of 21.5 for adult females and 22.5 for adult males.
^b Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life.
^c Moderately active means a lifestyle that includes physical activity equivalent to walking about 1.5 to 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life
^d Active means a lifestyle that includes physical activity equivalent to walking more than 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.
^e The calorie ranges shown are to accommodate needs of different ages within the group. For children and adolescents, more calories are needed at older ages. For adults, fewer calories are needed at older ages.

Source: HHS/USDA Dietary Guidelines for Americans

What To Feed My Family: Manage ENERGY IN

Lesson Overview

Lesson 3 focuses on the ENERGY IN part of the energy balance equation. Participants will learn how to identify GO, SLOW, and WHOA foods in order to limit fat, added sugar, and calories in their foods and drinks. Participants also will be given other tips and tools to help them learn how to help their family maintain a healthy weight by reducing their calorie intake.

Lesson Objectives

By the end of this lesson, the participants will be able to:

- List three ways to reduce fat and added sugar in daily eating.
- List two examples each of GO, SLOW, and WHOA foods.
- Suggest five alternatives to a traditional recipe or ingredient to reduce fat and added sugar.

Lesson Activities

- Warm-Up (5 minutes)
- **We Can!** Reduce Fat and Added Sugar, Part 1 (20 minutes)
- Stretch Break (5 minutes)
- **We Can!** Reduce Fat and Added Sugar, Part 2 (25 minutes)
- **We Can!** Try Tips To Eat Well and Move More (4 minutes)
- Wrap-Up (1 minute)

Lesson 3:



Total Time
60 Minutes

Materials Needed

Warm-Up

- We Can!** Try Tips To Eat Well and Move More handout, p. 59
- Markers
- Easel and large paper

Reducing Fat and Added Sugar, Part 1

- Using the Nutrition Facts Label handout, p. 101
- GO, SLOW, and WHOA Foods handout, p. 103
- Estimated Calorie Requirements handout, p. 105
- USDA Food Guide handout, p. 107

Reducing Fat and Added Sugar, Part 2

- Deck of cards
- Six small paper plates
- Six index cards
- Marker
- Can of shortening or tub of butter
- Small bag of white granulated sugar
- A 1-teaspoon measuring spoon
- Napkins or paper towels to clean up
- We Can!** Prepare Healthy Recipes handout, p. 109
- We Can!** Reduce Fat and Added Sugar in Meals and Snacks handout, p. 111
- Pens or pencils

We Can! Try Tips to Eat Well and Move More

- We Can!** Try Tips To Eat Well and Move More handout, p. 59
- We Can!** Try Tips To Eat Well and Move More tracking grid, p. 61

Facilitator's Preparation

Warm-Up

- Photocopy handout (one for each participant).
- Set up easel, large paper, and markers.

Reducing Fat and Added Sugar, Part 1

- Photocopy handouts (one for each participant).

Reducing Fat and Added Sugar, Part 2

- Photocopy handouts (one for each participant).
- Purchase items needed for demonstration.

- Place six index cards in front of six paper plates on a table where all the participants can see. Each of the six index cards should contain information from the table below. For example, the first index card would say:

Whole Milk

16 grams (g) of fat
 4 teaspoons (tsp) of fat
 150 calories

Use this chart to create the other index cards

ITEM	GRAMS OF FAT	TEASPOONS OF FAT	CALORIES
1 cup (8 ounces) whole milk	16 g	4 tsp	150
1 cup (8 ounces) 1 percent low-fat milk	3 g	1 tsp	102
3 ounces sausage	34 g	8.5 tsp	300
3.5 ounces skinless chicken breast	5 g	1.5 tsp	140

ITEM	GRAMS OF SUGAR	TEASPOONS OF SUGAR	CALORIES
12-ounce regular soda	41 g	10.5 tsp	150
12-ounce water	0 g	0 tsp	0

Important Note: If your group is not likely to consume soda, milk, sausage, or chicken, then choose different foods or drinks that would better fit their culture and food preferences. The number of teaspoons of fat in a food or drink can be found by dividing the number of fat grams by four. For example, a food with 16 fat grams has 4 teaspoons of fat. The number of teaspoons of sugar found in a food or drink can be found by dividing the number of sugar grams by 4.1. Use the Nutrition Facts label to find fat and sugar amounts.

We Can! Try Tips To Eat Well and Move More

- Photocopy handouts (one for each participant)

Warm-Up (5 minutes)

1. As participants walk into the room, **ASK** them to go to the large paper in the front of the room and write down the nutrition and physical activity tip they tried since the last week.
2. As soon as everyone has written down the tips they chose, **WELCOME** participants to the third lesson.

3. **ASK** one or two participants to share their experience of trying out the tips. Was it easy or difficult?
4. **CONGRATULATE** everyone on working so hard to help their family maintain a healthy weight.

We Can! Reduce Fat and Sugar, Part 1 (20 minutes)

1. **SAY:** *In the last session we talked about energy balance—maintaining a healthy weight by balancing the calories we take in through eating and drinking with the calories we burn off to maintain our bodies' functions and through physical activity.*

Today we're going to focus on the ENERGY IN part of the energy balance equation. The latest Dietary Guidelines for Americans recommends a healthy diet with plenty of fruit, vegetables, whole grains, and fat-free and low-fat milk and milk products; includes lean meats, poultry, fish, beans and nuts; and is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars. To learn more about the HHS/USDA Dietary Guidelines, visit the Web site whose link is provided in the back the Parent Handbook that you received in the first lesson.

In this program, we'll learn ways to reduce calories by limiting total fat and added sugar so we can help ourselves and our families maintain a healthy weight.

SAY: *Can you tell me which foods are high in fat and added sugar?*

ENCOURAGE participants to share their thoughts, here are some possible responses:

- Fried foods
- Soda and sweets (doughnuts, cake, cookies, ice cream, candy)
- Fatty meals
- Milk products made with whole milk (whole milk, cheese)
- Added fats in cooking and at the table (oils, butter, margarine)

SAY: *Consuming foods that are high in fat or added sugar can make it difficult to maintain energy balance because those foods and drinks are often high in calories. Another reason to cut back on foods that are high in fat or added sugar—like doughnuts, candy, or potato chips—is that they also are low in vitamins, minerals, and other components your body needs for good health.*

It's hard to maintain an energy balance if you eat many of these foods, especially if you're not active enough to burn off the extra calories.

*If you or someone in your family needs to achieve energy balance by reducing the amount of energy you take in, the best place to start is to reduce foods and drinks that are high in fat or added sugars. Sometimes we think we know the fat, added sugar, or calorie content of foods, but often we don't. Some foods are higher in calories than we may realize. The first step to reducing your calories is to **recognize those foods that are high in fat and added sugar, and therefore, calories.** Once you know this, then you can cut back on fat and added sugar by:*

- *Choosing high-fat, high-added sugar foods **less often.***
- ***Reducing the portion size** of those foods and drinks.*
- ***Substituting** foods high in fat or added sugar in your meals and recipes with foods or drinks that are lower in fat or added sugar.*

2. **SAY:** *How do you know which foods are high in fat and added sugar? One of the best tools you can use to recognize high calorie foods is the Nutrition Facts label and ingredient list. This label is found on most packaged foods. Because we eat so many processed and pre-prepared foods, the Nutrition Facts label can really help you learn more about the foods you choose. On the label you will find the serving size, calories, amounts of fat, sugar, and nutrients a food or drink has. In addition, you also will find the amounts of saturated fat, trans fat, cholesterol, and sodium.*

3. **HAND OUT** the **Using the Nutrition Facts Label** handout.

4. **SAY:** *Please take a few minutes to look over the **Using the Nutrition Facts Label** handout.*

5. **ASK:** *What is the serving size of this food? (Answer: 1 cup) How many calories are there in this package of food? (Answer: 500 calories) How many grams (g) of total fat are in the package? (Answer: 24 g) What is the % Daily Value (% DV) of fat for a serving for this food? (Answer: 18%)*

6. **SAY:** *Some of you may have thought the answer was “250 calories and 12 grams of fat” because the label lists the amount of calories and fat for only one serving, but this package has two servings so you have to double the amount of calories and fat listed in one serving. The % DV for fat for one serving is 18 percent, which is less than the 20 percent recommendation and would make it a low-fat food.*

It's important to know how to use a Nutrition Facts label so that you don't eat an entire package of food and get more calories than you expected. Calories provide a measure of how much ENERGY you get from a serving of food. Many Americans consume too many calories. The calorie section of the label can help you manage your weight. Remember, the number of servings you consume determines the number of calories you actually eat.

It is also important to know that each gram of fat you eat equals 9 calories and has twice as much energy as carbohydrates (including sugar) and protein. Limiting the amount of fat you eat is **one great way** to limit your calorie intake. On the right side of the label, you will see a column of percentages labeled "% Daily Value." These percentages tell you whether the food contains a lot or a little of that nutrient. Use the "5–20" guide to make sense of the % DV. Twenty percent or more DV is high in that nutrient; 5% or less DV is low. So, if you want to cut back on fat, try to choose foods that are less than 20% DV for total fat.

Keep in mind that sugars listed on the Nutrition Facts label include naturally occurring sugars (like those in fruit and milk) as well as those added to a food or drink. Sugar is added to many processed foods, and that adds calories. To cut back on added sugars, choose packaged foods that do not list added sugars as one of the first few ingredients in the ingredient list. Some names for added sugars include: corn syrup, high-fructose corn syrup, fruit juice concentrate, maltose, dextrose, sucrose, honey, and maple syrup. You also can compare the amount of total sugar on the Nutrition Facts labels of two products.

Being label-literate will help you recognize foods that are high in fat and added sugar, and then you can eat them less often, reduce the portion sizes, or use substitutions. Before we go on to talk about those strategies, does anyone have any questions about reading the Nutrition Facts label?

7. **SAY:** Once you know that a food is high in fat or added sugar, one strategy for reducing the amount of calories is to have those foods **less often**. The Nutrition Facts label can help you choose foods lower in fat and added sugar. Here's another easy way to help you make smart food choices with foods that don't always come with a label. It's called: GO, SLOW, and WHOA.

- **GO FOODS** contain a low amount of fat and added sugar. GO foods are nutrient-dense foods, which means that they are rich in nutrients and relatively low in calories. Examples of GO foods include: fruits and vegetables, whole-grain foods without added fats, low-fat milk and milk products, and lean cuts of meat. Enjoy GO foods almost any time.

- **SLOW FOODS** are higher in fat and added sugar than GO foods. Examples of SLOW foods include: vegetables prepared with added fat and sauces, French toast, fruit canned in syrup, 2 percent low-fat milk, and whole eggs cooked without added fat. You can have SLOW foods sometimes—at most several times a week.
- **WHOA FOODS** are the highest in fat and added sugar of the three groups. WHOA foods have the most calories (they are “calorie dense”) and many are low in nutrients. Examples of WHOA foods include: fried foods; baked goods such as croissants, doughnuts, cakes, and pies; whole milk; candy; regular soda; and chips. Have WHOA foods only once in a while or on special occasions.

8. **HAND OUT** the **GO, SLOW, and WHOA** chart, **Estimated Calorie Requirements** handout, and **USDA Food Guide** handout to participants.

9. **SAY:** The **Estimated Calorie Requirements** handout explains how many calories are required for both males and females at each age group and with varying amounts of physical activity. The **USDA Food Guide** handout provides specific recommendations on the amount of food and serving sizes for each recommended calorie level.

10. **SAY:** The **GO, SLOW, and WHOA** chart has categories on foods for almost anytime, sometimes, and only once in a while. Take it to the grocery store next time you go with your children so they can help you stock your house primarily with GO and SLOW foods. Remember, if you don’t have WHOA foods in your house, you and your family won’t be tempted to eat them.

One of the major differences between GO, SLOW, and WHOA foods is the way you prepare them. On the back of the handout, you can see how a GO food, such as a potato, was changed into a SLOW food by adding a little butter and sour cream, or changed into a WHOA food by making it into french fries.

11. **ASK:**

- What are some WHOA foods that your family eats a lot of that you could offer them less often?
- What GO or SLOW foods can you and your family eat more often to replace those WHOA foods?

LISTEN to responses from participants. **RECORD** their ideas on large paper.

12. **SAY:** Before we talk about our other strategies for reducing fat and added sugar from your family’s daily eating, let’s take a stretch break.

Stretch Break! (5 minutes)

SAY: *When the experts say we should be more physically active, they don't mean that we should only strap on a pair of running shoes and head out the door. They mean we should be active in lots of ways. Stretching is one way to be more active. Stretches can be easy to do, they don't require space or equipment, and you can do them anytime. Here's a good stretch that focuses on your neck and shoulders. Please stand up by your chair and make sure you have room to move around. If you feel any pain, please don't continue the stretch. When stretching, especially your neck muscles, try not to overextend the muscle in the stretch so that you hurt yourself. Just do it with enough effort so you can feel the stretch comfortably.*

Take a few slow, deep breaths and let your body relax. Lean your head to the right slowly so you stretch out the muscles in your neck. Hold for three slow counts, 1–2–3. Now, bring your head back to the middle. Lean your head over to the left now. Hold for three slow counts, 1–2–3. Now, bring your head back to the middle. Lean your head back slowly, again remember not to overextend the neck muscles...you want to move slowly into a comfortable stretch, and hold for three slow counts, 1–2–3. Now, bring your head back to the middle. Finally, bring your head forward. Hold for three slow counts, 1–2–3. Now, bring your head back to the middle.

Now, bring your right shoulder slowly toward your ear and bring it back down. Do this five times. 1, 2, 3, 4, 5. Now do it for the left shoulder. 1, 2, 3, 4, 5. Now move both of your shoulders in forward circles. Do this five times. Now move both of your shoulders in backwards circles. Do this five times.

Bring your right arm straight in front of you. Keeping your right arm straight, with your left forearm, pull the right arm toward your chest above the elbow of the right arm. Hold this stretch for 5 seconds. 1, 2, 3, 4, 5. Slowly bring your right arm back to center and drop it down. Let's do this for the left side. Bring your left arm up in front of you. Keeping your left arm straight, with your right forearm pull the left arm toward your chest above the elbow of the left arm. Hold this stretch for 5 seconds. 1, 2, 3, 4, 5. Slowly bring your right arm back to center and drop it down.

Good job, everyone. Now that we've gotten in a good shoulder and neck stretch, let's talk a little more about ENERGY IN.

We Can! Reduce Fat and Added Sugar, Part 2 (25 minutes)

1. **SAY:** *Another strategy for reducing ENERGY IN by cutting back on fat and added sugar is to **limit portions** of foods that are high in fat or added sugar. We introduced this idea in the last lesson when we did the **Portion Distortion** activity.*
2. **SHOW** the participants the deck of cards.
3. **SAY:** *This deck of cards is the same size as about 3 ounces or one serving of meat. How many of you have had a steak this size? You don't have to have such a small serving size when you eat meat, but remember, when you eat more than one serving size, you have to take into account the additional calories you're getting. Balance the extra calories by consuming fewer calories elsewhere in your day or through physical activity.*
4. If participants ask about how many servings of food they should be eating for certain food groups, **REFER** them to **the Sample USDA Food Guide and the DASH Eating Plan** handout.
5. **SAY:** *Another way to reduce your fat and added sugar intake—and therefore your calorie intake—is to **substitute foods lower in fat or added sugar for those higher in fat or added sugar**. We're going to do a demonstration now that not only will show you how much fat or added sugar some common foods contain, but also will show you the power of substitutions.*
6. **ASK** for a volunteer to come to the front of the room to help you with this demonstration. **ASK** the volunteer to spoon out 10^{1/2} teaspoons of sugar onto the plate in front of the index card that reads "12-ounce regular soda" and make sure the plate in front of the card that reads "12-ounce water" remains empty.
7. **ASK:**
 - A 12-ounce can of regular soda has 10^{1/2} teaspoons of added sugar. According to the card, each soda is 150 calories. If you drank a 12-ounce regular soda every day for a year, how much sugar would that be? (ANSWER: 30 pounds sugar) How much weight would one lose in a year after switching from regular soda to water or a calorie-free soda? (ANSWER: 15^{1/2} pounds)
8. **SAY:** *Regular soda is an obvious example of an item that's important for weight control because of its high sugar and low nutrient content, but watch out for other similar kinds of drinks, such as sport drinks and fruit drinks that contain less than 100 percent fruit juice. Encourage your family to drink water, fat-free or low-fat milk, and other low-calorie beverages.*

9. **ASK:**

- What could **you** do to help **your** family have fewer drinks that are high in added sugar?

10. **CHOOSE** another volunteer. **GIVE** him or her a teaspoon and the can of shortening or tub of butter.

SAY: *This shortening/butter represents the fat in foods and drinks.*

11. **ASK** the volunteer to spoon out the number of teaspoons of fat onto each plate according to the information on the two milk index cards in front of it.

12. **ASK:**

- According to the card, how many fewer calories would you consume if you switched from 1 cup of whole milk to 1 percent reduced-fat milk? (ANSWER: 50 calories) How many calories would you save a week if you switched to 1 percent reduced-fat milk every day? (ANSWER: 350 calories)

SAY: *Switching to a cup of fat-free milk, which has no fat at all, would save even more calories.*

ASK:

- Who has successfully switched the milk that their family drinks to a lower fat milk? What did you do to convince them to switch?

13. **SAY:** *Remember that deck of cards we saw that represents a serving of meat? We're now going to look at types of meat that have different amounts of fat and calories even though they're the same serving size.*

14. **ASK:**

- According to the card, how many fewer calories would you consume if you switched from 3 ounces of sausage for dinner to 3 ounces of skinless chicken breast?

SAY: *That's right, you will have reduced your energy intake by about 160 calories. That's more than the calories in an entire chicken breast itself. If you make a change like this one every day of the week, you can reduce your energy intake by around 1,100 calories. Processed and packaged meats have Nutrition Facts labels that tell you the fat and calorie content. Fresh meats don't have Nutrition Facts labels, but you can use your GO, SLOW, and WHOA list to find lower-fat cuts of meat.*

15. **GUIDE** a short discussion with the following questions:
- What do you think will be the most difficult part about asking your family to make the changes we've been talking about?
 - What kind of solutions do you feel would help overcome those challenges?

LISTEN to responses from participants. **RECORD** their ideas on large paper.

16. **ASK:** Who didn't realize that soda had so much added sugar or that sausage had so much fat?
17. **SAY:** *Remember, substituting foods and drinks high in fat and added sugar with foods that are lower in fat or added sugar decreases the amount of calories that you take in.*
18. **ASK** participants to split up into groups of three. **HAND OUT** the **We Can! Prepare Healthy Recipes** handout.
19. **ASK:** What kinds of things did this family do to make their meal lower in calories?

If necessary, probe for:

- Used extra lean ground beef or lean turkey
- Drained the fat from the meat after cooking
- Used reduced-fat or fat-free ricotta, Monterey Jack, and parmesan cheeses
- Used low-fat or fat-free salad dressing
- Used homemade croutons with no added fat
- Used applesauce instead of butter in the cookies
- Reduced the amount of sugar in the cookies
- Reduced the amount of chocolate chips in the cookies
- Used egg white in place of a whole egg

20. **HAND OUT** the **We Can! Reduce Fat and Added Sugar in Meals and Snacks** handout.
21. **SAY:** *I'm also giving you a tip sheet on ways to reduce fat and added sugar to meals and snacks. Using this tip sheet together with the ideas on the **We Can! Prepare Healthy Recipes** handout, please take the next 5 minutes to think of a few recipes or ingredients you commonly use that can be substituted by a food or drink with less fat or added sugar.*

22. **REMIND** the participants when they have 1 minute remaining.
23. **ENCOURAGE** participants to share their answers with each other.
24. **EXPLAIN** that the **We Can! Reduce Fat and Added Sugar in Meals and Snacks** handout has ideas for smart snacks for your children and also recommends visiting the **We Can!** Web site for even more healthful snacks your kids will enjoy.

We Can! Try Tips To Eat Well and Move More (4 minutes)

1. **HAND OUT** a new **We Can! Try Tips To Eat Well and Move More** handout and tracking grid.
2. **ASK** participants to pick two new nutrition and physical activity tips to try and write down their tips on the **We Can! Try Tips To Eat Well and Move More** tracking grid to bring home. They can choose tips from the handout or any of the suggestions that came up during today's session. **ASK** one or two participants to share which tips they plan on trying and how they plan on getting their children to help them with the tip.
3. **SAY:** *Remember to add your new tips to the master tracking grid you're keeping at home so you can keep everything in one place.*
4. **ENCOURAGE** them to try tips related to reducing fat or added sugar in their family's daily eating.

Wrap-Up (1 minute)

1. **SAY:** *Today we discussed the ENERGY IN part of the energy balance equation. You now have some more tools to take home to your families to help them maintain a healthy weight.*
2. **ASK:** Remember the **Portion Distortion** activity we did in the last lesson, how long would a 150-pound person need to rake leaves in order to burn the calories in a 6-inch bagel? (Answer: 50 minutes) In the next lesson, you'll learn how physical activity can help balance the energy equation and how to fit physical activity into your family's busy schedules.
3. **THANK** participants for participating in this session. **ASK** whether they have any questions or comments.

Using the Nutrition Facts Label

Most packaged foods have a Nutrition Facts label. For a healthier you, use this tool to make smart food choices quickly and easily. Try these tips:

- Keep these low: saturated fats, *trans* fats, cholesterol, and sodium.
- Get enough of these: potassium, fiber, vitamins A and C, calcium, and iron.
- Use the % Daily Value (DV) column when possible: 5% DV or less is low, 20% DV or more is high.

CHECK SERVINGS AND CALORIES. Look at the serving size and how many servings you are actually consuming. If you double the servings you eat, you double the calories and nutrients, including the % DVs.

MAKE YOUR CALORIES COUNT. Look at the calories on the label and compare them with what nutrients you are also getting to decide whether the food is worth eating.

DON'T SUGAR-COAT IT. Since sugars contribute calories with few, if any, nutrients, look for foods and beverages low in added sugars. Read the ingredient list and make sure that added sugars are not one of the first few ingredients. Some names for added sugars (caloric sweeteners) include sucrose, glucose, high-fructose corn syrup, corn syrup, maple syrup, and fructose.

KNOW YOUR FATS. Look for foods low in saturated fats, *trans* fats, and cholesterol to help reduce the risk of heart disease (5% DV or less is low, 20% DV or more is high). Most of the fats you eat should be polyunsaturated and monounsaturated fats. Keep total fat intake between 20 percent to 35 percent of calories.

REDUCE SODIUM (SALT), INCREASE POTASSIUM. Research shows that eating less than 2,300 milligrams of sodium (about 1 tsp of salt) per day might reduce the risk of high blood pressure. Most of the sodium people eat comes from processed foods, not from the saltshaker. Also, look for foods high in potassium, which counteracts some of sodium's effects on blood pressure.

Start Here →

Check Calories

Limit these Nutrients

Get Enough of these Nutrients

Footnote

Nutrition Facts

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

Amount Per Serving

Calories 250 Calories from Fat 110

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

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

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

Quick Guide to % DV

- 5% or less is Low
- 20% or more is High

Go, Slow, and Whoa Foods

Use this chart as a guide to help you and your family make smart food choices. Post it on your refrigerator at home or take it with you to the store when you shop. Refer to the **Estimated Calorie Requirements** on page 105 and **Sample USDA Food Guide and the DASH Eating Plan at the 2,000-Calorie Level** on page 107 to determine how much of these foods to eat to maintain energy balance.

GO Foods—Eat almost anytime.

SLOW Foods—Eat sometimes, at most several times a week.

WHOA Foods—Eat only once in a while or for special treats.

Food Group	GO	SLOW	WHOA
	Almost anytime foods	Sometimes foods	Once in a while foods
	Nutrient-dense ←————→		————→ Calorie-dense
Vegetables	Almost all fresh, frozen, and canned vegetables without added fat and sauces	All vegetables with added fat and sauces; oven-baked french fries; avocado	Fried potatoes, like french fries or hash browns; other deep-fried vegetables
Fruits	All fresh, frozen, canned (in juice)	100 percent fruit juice; fruits canned in light syrup; dried fruits	Fruits canned in heavy syrup
Breads and Cereals	Whole-grain breads, pita bread; tortillas and pasta; brown rice; hot and cold unsweetened whole grain breakfast cereals	White refined flour bread, rice, and pasta. French toast; taco shells; cornbread; biscuits; granola; waffles and pancakes	Croissants; muffins; doughnuts; sweet rolls; crackers made with <i>trans</i> fats; sweetened breakfast cereals
Milk and Milk Products	Fat-free or 1 percent reduced-fat milk; fat-free or low-fat yogurt; part skim, reduced fat, and fat-free cheese; low-fat or fat-free cottage cheese	2 percent low-fat milk; processed cheese spread	Whole milk; full-fat American, cheddar, Colby, Swiss, cream cheese; whole-milk yogurt
Meats, Poultry, Fish, Eggs, beans and Nuts	Trimmed beef and pork; extra lean ground beef; chicken and turkey without skin; tuna canned in water; baked, broiled, steamed, grilled fish and shellfish; beans, split peas, lentils, tofu; egg whites and egg substitutes	Lean ground beef, broiled hamburgers; ham, Canadian bacon; chicken and turkey with skin; low-fat hot dogs; tuna canned in oil; peanut butter; nuts; whole eggs cooked without added fat	Untrimmed beef and pork; regular ground beef; fried hamburgers; ribs; bacon; fried chicken, chicken nuggets; hot dogs, lunch meats, pepperoni, sausage; fried fish and shellfish; whole eggs cooked with fat
Sweets and Snacks*	Ice milk bars; frozen fruit juice bars; low-fat frozen yogurt and ice-cream; fig bars, ginger snaps, baked chips; low-fat microwave popcorn; pretzels		Cookies and cakes; pies; cheese cake; ice cream; chocolate; candy; chips; buttered microwave popcorn
Fats	Vinegar; ketchup; mustard; fat-free creamy salad dressing; fat-free mayonnaise; fat-free sour cream, Vegetable oil, olive oil and oil-based salad dressing**	Low-fat creamy salad dressing; low-fat mayonnaise; low-fat sour cream	Butter, margarine; lard; salt pork; gravy; regular creamy salad dressing; mayonnaise; tartar sauce; sour cream; cheese sauce; cream sauce; cream cheese dips

Go, Slow, and Whoa Foods, continued.

Food Group	GO Almost anytime foods	SLOW Sometimes foods	WHOA Once in a while foods
Nutrient-dense ←————→ Calorie-dense			
Beverages	Water, fat-free milk or 1 percent reduced-fat milk; diet soda; diet iced teas and lemonade	2 percent low-fat milk; 100 percent fruit juice; sports drinks	Whole milk; regular soda; sweetened iced teas and lemonade; fruit drinks with less than 100 percent fruit juice

*Though some of the foods in this row are lower in fat and calories, all sweets and snacks need to be limited in order to not exceed one's daily calorie requirements.

**Vegetable and olive oils contain no saturated or *trans* fats and can be consumed daily, but in limited portions to meet daily calorie needs. (See Sample USDA Food Guide and DASH Eating Plan at the 2,000-Calorie Level handout)

Source: Adapted from CATCH: Coordinated Approach to Child Health, 4th Grade Curriculum, University of California and Flaghouse, Inc. 2002

From Go to Slow to Whoa: The Importance of How To Prepare Food

	GO	SLOW	WHOA
Vegetable	Plain baked potato	Baked potato with 1 tsp butter and 1 tsp sour cream	French fries
Bread	Slice of toast	Slice of French toast	Doughnut
Meat	Skinless chicken breast	Chicken with skin	Fried chicken

Estimated Calorie Requirements

(In Kilocalories) for Each Gender and Age Group at Three Levels of Physical Activity^a

This chart shows how many calories are recommended for both males and females in all age groups. The energy requirements also are broken down into levels of activity from sedentary to active. This should give you a sense of how many calories, ENERGY IN, your family members need.

Estimate Calorie Requirements				
Estimated amounts of calories needed to maintain energy balance for various gender and age groups at three different levels of physical activity. The estimates are rounded to the nearest 200 calories and were determined using the Institute of Medicine equation.				
Gender	Age (years)	Activity Level ^{b,c,d}		
		Sedentary ^b	Moderately Active ^c	Active ^d
Child	2–3	1,000	1,000–1,400 ^e	1,000–1,400 ^e
Female	4–8	1,200	1,400–1,600	1,400–1,800
	9–13	1,600	1,600–2,000	1,800–2,200
	14–18	1,800	2,000	2,400
	19–30	2,000	2,000–2,200	2,400
	31–50	1,800	2,000	2,200
	51+	1,600	1,800	2,000–2,200
Male	4–8	1,400	1,400–1,600	1,600–2,000
	9–13	1,800	1,800–2,200	2,000–2,600
	14–18	2,200	2,400–2,800	2,800–3,200
	19–30	2,400	2,600–2,800	3,000
	31–50	2,200	2,400–2,600	2,800–3,000
	51+	2,000	2,200–2,400	2,400–2,800

^a These levels are based on Estimated Energy Requirements (EER) from the Institute of Medicine Dietary Reference Intakes macronutrients report, 2002, calculated by gender, age, and activity level for reference-sized individuals. “Reference size,” as determined by IOM, is based on median height and weight for ages up to age 18 years of age and median height and weight for that height to give a BMI of 21.5 for adult females and 22.5 for adult males.
^b Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life.
^c Moderately active means a lifestyle that includes physical activity equivalent to walking about 1.5 to 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.
^d Active means a lifestyle that includes physical activity equivalent to walking more than 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.
^e The calorie ranges shown are to accommodate needs of different ages within the group. For children and adolescents, more calories are needed at older ages. For adults, fewer calories are needed at older ages.

Source: HHS/USDA Dietary Guidelines for Americans

Sample USDA Food Guide and the DASH Eating Plan at the 2,000-Calorie Level

Amounts of various food groups that are recommended each day or each week in the USDA Food Guide and in the DASH Eating Plan (amounts are daily unless otherwise specified) at the 2,000-calorie level. Also identified are equivalent amounts for different food choices in each group. To follow either eating pattern, food choices over time should provide these amounts of food from each group on average.

Food Groups and Subgroups	USDA Food Guide Amount ^b	DASH Eating Plan Amount	Equivalent Amounts
Fruit Group	2 cups (4 servings)	2 to 2.5 cups (4 to 5 servings)	1/2 cup equivalent is: <ul style="list-style-type: none"> • 1/2 cup fresh, frozen, or canned fruit • 1 medium fruit • 1/4 cup dried fruit • USDA: 1/2 cup fruit juice • DASH: 3/4 cup fruit juice
Vegetable Group	2.5 cups (5 servings) 3 cups/week 2 cups/week 3 cups/week 3 cups/week 6.5 cups/week	2 to 2.5 cups (4 to 5 servings)	1/2 cup equivalent is: <ul style="list-style-type: none"> • 1/2 cup of cut-up raw or cooked vegetable • 1 cup raw leafy vegetable • USDA: 1/2 cup vegetable juice • DASH: 3/4 cup vegetable juice
Grain Group	6 ounce-equivalents 3 ounce-equivalents 3 ounce-equivalents	7 to 8 ounce-equivalents (7 to 8 servings)	1 ounce-equivalent is: <ul style="list-style-type: none"> • 1 slice bread • 1 cup dry cereal • 1/2 cup cooked rice, pasta, cereal • DASH: 1 ounce dry cereal (1/2–1 1/4 cup depending on cereal type—check label)
Meat and Beans Group	5.5 ounce-equivalents	6 ounces or less meat, poultry, fish 4 to 5 servings per week nuts, seeds, and dry beans	1 ounce-equivalent is: <ul style="list-style-type: none"> • 1 ounce of cooked lean meats, poultry, fish • 1 egg • USDA: 1/4 cup cooked dry beans or tofu, 1 Tbsp peanut butter 1/2 ounce nuts or seeds • DASH: 1 1/2 ounces nuts, 1/2 ounce seeds, 1/2 cup cooked dry beans

continued			
Food Groups and Subgroups	USDA Food Guide Amount ^b	DASH Eating Plan Amount	Equivalent Amounts
Milk Group	3 cups	2 to 3 cups	1 cup equivalent is: <ul style="list-style-type: none"> • 1 cup low-fat/fat-free milk, yogurt • 1½ ounces of low-fat or fat-free natural cheese • 2 ounces of low-fat or fat-free processed cheese
Oils	4 grams (6 tsp)	8 to 12 grams (2 to 3 tsp)	1 tsp equivalent is: <ul style="list-style-type: none"> • DASH: 1 tsp soft margarine • 1 Tbsp lowfat mayo • 2 Tbsp light salad dressing • 1 tsp vegetable oil
Discretionary Calorie Allowance <ul style="list-style-type: none"> • Example of distribution: Solid fat^d Added sugars 	267 calories 18 grams 8 tsp	18 grams ~2 tsp (5 Tbsp per week)	1 Tbsp added sugar equivalent is: <ul style="list-style-type: none"> • DASH: 1 Tbsp jelly or jam • 1/2 ounce jelly beans • 8 ounces lemonade

Source: HHS/USDA Dietary Guidelines for Americans

- a All servings are per day unless otherwise noted. USDA vegetable subgroup amounts and amounts of DASH nuts, seeds, and dry beans are per week.
- b The 2,000 calorie USDA Food Guide is appropriate for many sedentary males 51 to 70 years of age, sedentary females 19 to 30 years of age, and for some other gender/age groups who are more physically active. See table 3 for information about gender/age/activity levels and appropriate calorie intakes. See appendixes A2 and A3 for more information on the food groups, amounts, and food intake patterns at other calorie levels. The calorie requirements of children ages 8–13 range from 1,200–2,600 depending on their activity level. (See **Estimated Calorie Requirements** handout for more information.)
- c In the DASH Eating Plan, nuts, seeds, and dry beans are a separate food group from meat, poultry, and fish.
- d The oils listed in this table are not considered to be part of discretionary calories because they are a major source of the vitamin E and polyunsaturated fatty acids, including the essential fatty acids, in the food pattern. In contrast, solid fats (i.e., saturated and trans fats) are listed separately as a source of discretionary calories.

We Can! Prepare Healthy Recipes

In the right column, you will find notes on how you can make easy changes to the ingredients in the left column to lower the amount of fat, added sugar, and calories in these recipes. On the next page, think of at least five recipes you make or ingredients that you use often for your family where you can lower the fat or added sugar.

Lasagna	
Ingredients:	Substitutions:
1 box lasagna noodles	
1 pound ground beef	1 pound extra lean ground beef (93 percent lean) or lean ground turkey
1/2 cup chopped onion	
8 oz mushrooms, optional	
1 jar (about 16 ounces) spaghetti sauce, your favorite	1 jar spaghetti sauce, no added fat
1 teaspoon garlic powder	
1/2 teaspoon salt	
1 teaspoon dried leaf oregano, crumbled	
1/2 teaspoon dried leaf basil, crumbled	
1 1/2 cups ricotta cheese	1 1/2 cups part-skim ricotta cheese
2 cups shredded Monterey Jack cheese	2 cups reduced-fat Monterey Jack Cheese
3/4 cup grated Parmesan cheese	3/4 cup reduced-fat Parmesan cheese
Cook lasagna noodles according to package directions; drain and set aside. In a large skillet, brown beef, onion, and mushrooms. Stir in spaghetti sauce, garlic powder, salt, oregano, and basil. In a 2-quart buttered baking dish (about 11x7x2 inches), layer 1/3 of the lasagna noodles, 1/3 of the sauce, and 1/3 of the ricotta cheese, Monterey Jack cheese, and Parmesan cheeses. Repeat layers twice. Bake lasagna for 30 minutes or until thoroughly heated and bubbly. Let stand for 8 to 10 minutes before cutting and serving. Serves 6 to 8.	<i>Notes: Don't forget to drain the fat from the meat after you brown it. Use cooking spray instead of butter to grease the dish.</i>
Salad	
Ingredients:	Substitutions:
1 head iceberg lettuce	1 head of dark lettuces (radicchio, romaine, red leaf, etc.)
2 cups croutons	
1/2 cup regular salad dressing	1/4 cup fat-free or reduced-fat salad dressing
1 cup tuna salad with mayonnaise	1 cup tuna canned in water and drained
1 cup shredded mozzarella cheese	1/4 cup shredded parmesan cheese
1 cup sliced red or green peppers	
1 cup chopped celery	
1 cup shredded carrots	
Wash and tear lettuce and place in a large bowl. Wash and prepare vegetables and add to lettuce. Add dressing and toss.	

Chocolate Chip Cookies	
Ingredients:	Substitutions:
1 cup butter, softened	1/2 cup applesauce
1 cup white sugar	3/4 cup white sugar
1 cup packed brown sugar	3/4 cup packed brown sugar
2 eggs	1 whole egg and 1 egg white
2 teaspoons vanilla extract	
3 cups all-purpose flour	
1 teaspoon baking soda	
2 teaspoons hot water	
1/2 teaspoon salt	
2 cups semi-sweet chocolate chips	1 cup mini chocolate chips
1 cup chopped walnuts	
Preheat oven to 350 degrees Fahrenheit (175 degrees Celsius). Cream together the butter, white sugar, and brown sugar until smooth. Beat in the eggs one at a time, then stir in the vanilla. Dissolve baking soda in hot water. Add to batter along with salt. Stir in flour, chocolate chips, and nuts. Drop by large spoonfuls onto ungreased pans. Bake for about 10 minutes in the preheated oven or until edges are nicely browned.	
Recipes that I make or ingredients that I use often for my family	
Ingredients I use:	Substitutions I could make:
1.	
2.	
3.	
4.	
5.	

Source: HHS/USDA Dietary Guidelines for Americans

We Can! Reduce Fat and Added Sugar in Meals and Snacks

Try some of these tips for reducing your calorie intake with your family.

Substitutions:

- Cook with low-fat methods such as baking, broiling, boiling, or microwaving, rather than frying.
- Choose low-fat or fat-free dairy products, salad dressings, and mayonnaise.
- Serve fruit instead of cookies or ice cream for dessert.
- Add salsa on a baked potato instead of butter or sour cream.
- Eat fruits canned in their own juice rather than syrup.

Use these substitutions for when you cook or bake:

Instead of:	Substitute:
1 cup cream	1 cup evaporated fat-free milk
1 cup butter, margarine or oil	1/2 cup apple butter or applesauce
1 egg	2 egg whites or 1/4 cup egg substitute
Pastry dough	Graham cracker crumb crust
Butter, margarine, or vegetable oil for sautéing	Cooking spray, chicken broth, or a small amount of olive oil
Bacon	Lean turkey bacon
Ground beef	Extra lean ground beef or ground turkey breast
Sour cream	Fat-free sour-cream
1 cup chocolate chips	1/4 – 1/2 cup mini chocolate chips
1 cup sugar	3/4 cup sugar (this works with most everything except yeast breads)
1 cup mayonnaise	1 cup reduced-fat or fat-free mayonnaise
1 cup whole milk	1 cup fat-free milk
1 cup cream cheese	1/2 cup ricotta cheese pureed with 1/2 cup fat-free cream cheese
Oil and vinegar dressing with 3 parts oil to 1 part vinegar	1 part olive oil + 1 part vinegar (preferably a flavored) vinegar such as balsamic) + 1 part orange juice
Unsweetened baking chocolate (1 ounce)	3 tablespoons unsweetened cocoa powder plus 1 tablespoon vegetable oil or margarine

Other ideas to reduce the fat or added sugar in meals:

- Remove skin from poultry and do not eat it.
- Cool soups and gravies and skim off fat before reheating them.
- Cook chicken or fish by immersing it in simmering liquid.
- Using a microwave is a good alternative because it's fast and doesn't add fat or calories.

Ideas to choose healthier snacks:

- Toss sliced apples or berries on top of low-fat yogurt.
- Put a slice of low-fat or fat-free cheese on top of whole grain crackers.
- Make a whole wheat pita pocket with hummus, lettuce, tomato, and cucumber.
- Pop some low-fat popcorn.
- Sprinkle some dry whole-grain cereal on top of low-fat or fat-free yogurt.
- Microwave or toast a soft tortilla with low-fat cheese and sliced peppers and mushrooms to make a mini-burrito or quesadilla.
- Drink low-fat chocolate milk (blend it with a banana or strawberries and some ice for a smoothie).

Try these healthy snack ideas! Be sure to watch portion size! Check the **We Can!** Web site at <http://wecan.nhlbi.nih.gov> for more healthy snack ideas!

Find Fun in Physical Activity: ENERGY OUT

Lesson Overview

This lesson will focus on the ENERGY OUT part of the energy balance equation. Participants will learn the importance of physical activity and will discuss ways to increase the amount of physical activity that they and their family get daily.

Lesson Objectives

By the end of this lesson, the participants will be able to:

- List three reasons that being physically active is fun.
- List three ways of adding physical activity into their family's daily lives.
- List three ways to overcome challenges to getting more physical activity.
- Identify the amount of time that adults and children should be physically active daily.

Lesson Activities

- Warm-Up (5 minutes)
- ENERGY OUT: **We Can!** Find Fun in Physical Activity (25 minutes)
- Stretch Break! (5 minutes)
- **We Can!** Fit In Daily Physical Activity (20 minutes)
- **We Can!** Try Tips To Eat Well and Move More (4 minutes)
- Wrap-Up (1 minute)

Lesson 4:



Total Time
60 Minutes

Materials Needed

Warm-Up

- Markers
- Easel and large paper

We Can! Find Fun in Physical Activity: ENERGY OUT

- Three easels and three sheets of large paper
- Three to six markers
- We Can!** Make Physical Activity Fun! handout, p. 125

We Can! Fit In Daily Physical Activity

- We Can!** Fit In Daily Physical Activity planner, p. 123
- Pencils

We Can! Try Tips To Eat Well and Move More

- We Can!** Try Tips To Eat Well and Move More handout, p. 59
- We Can!** Try Tips To Eat Well and Move More tracking grid, p. 61

Facilitator's Preparation

Warm-Up

- Set up easel, large paper, and markers.

We Can! Find Fun in Physical Activity: ENERGY OUT

- Set up three stations with an easel, large paper, and 1 or 2 markers at each
- Photocopy handout (one for each participant)

We Can! Fit In Daily Physical Activity

- Photocopy handouts (one for each participant)

We Can! Try Tips To Eat Well and Move More

- Photocopy handouts (one for each participant)

Warm-Up (5 minutes)

1. As participants walk into the room, **ASK** them to go to the large paper in the front of the room and write down the nutrition and physical activity tip they tried since the last lesson.
2. As soon as everyone has written down the tips they chose, **WELCOME** participants to the lesson.

3. **ASK** one or two participants to share their experience of trying out the tips. Was it easy or difficult?
4. **CONGRATULATE** everyone on working so hard to help their family maintain a healthy weight.

We Can! Find Fun in Physical Activity: ENERGY OUT (25 minutes)

1. **SAY:** *As you know, this program is about how we can keep our energy balanced so that we can maintain a healthy weight. We've talked a lot about limiting the number of calories you take into your body—your ENERGY IN—but today we're going to focus on spending those calories through physical activity—your ENERGY OUT.*

We've all heard that Americans don't get enough physical activity. We drive everywhere instead of walking or biking. We have jobs where we sit at a desk all day long. Our children sit all day at school. Many schools are even cutting back on recess and physical education (P.E.) time. We have to make an effort if we want to be physically active and get our ENERGY OUT.

And while it's true that most Americans aren't getting enough physical activity, a lot of us ARE regularly physically active or HAVE BEEN at some point in our lives.

*Let's not think about all Americans now, let's talk about all of us in the room. **We Can!** be more active! Let's talk about what's easy and fun about being physically active. I want you to really think about a time when you were regularly physically active, if it's now or in the past.*

Facilitator's Note: Write the participant's thoughts down on a large paper so they can reflect on it at a later point. Keep this paper for an activity in Lesson 5.

2. **ASK:**
 - How do you feel after a workout, or after doing something physically active?

ENCOURAGE participants to share their thoughts, here are some possible responses:

- I feel energized.
- Working out relieves stress.
- Being active improves my mood and sense of well-being.
- I get an adrenaline “high” after I work out that feels great.
- I feel productive, like I accomplished something.

- What makes being physically active FUN for you? What makes you go back for more?

ENCOURAGE participants to share their thoughts, here are some possible responses:

- I get to spend quality time my friends/workout buddies.
 - I get to spend time with my family.
 - Certain activities are really fun (for example, I love to play tennis or go biking).
 - I get to spend time outdoors.
 - It is time that I get to spend alone with my thoughts; it's meditative.
- We know it's important to be physically active to help keep our muscles, bones, and heart strong, and on top of it, it's fun to do and feels great—so why do you think a lot of us, including children, still aren't getting enough physical activity?

ENCOURAGE participants to share their thoughts, here are some possible responses:

- Not enough time in the day.
- Not safe to be outside in my neighborhood.
- I don't have the equipment or skill to work out.
- I don't have the motivation, it's hard to get started.
- I'm tired at the end of the day and would rather relax.

3. **SAY:** *Even though there are challenges to being physically active, we have ways to overcome those challenges.*

4. **HAND OUT** the **We Can! Make Physical Activity Fun!** handout.

5. **SAY:** *Here are some tips for overcoming challenges to being physically active. Please read through this list for a few minutes. ALLOW participants 2–3 minutes to read the handout.*

6. **ASK:** Has anyone ever tried one of these tips in the past and been successful in increasing or maintaining their level of physical activity? What did you do and why do you think it worked?

7. **LISTEN** to responses from participants.

SAY: *Now we're going to brainstorm some ideas of activities we can do that are easy, fun, and realistic to do.*

8. **DIVIDE** the participants into three equal groups. **ASK** each group to go to one of the large paper and easel stations you have set up around the room. **ASK** each group to select a person to record the group's answers on the large paper.

9. **TELL** each group that they have 10 minutes to come up with a list of as many things that they can think of as physical activity that are EASY, FUN, and REALISTIC for them and their families.

10. **REMIND** the participants that physical activity does not always mean organized sports or exercise like soccer or aerobics. Physical activity also includes things like building a snowman with the children.

11. **REMIND** participants when they have 1 minute remaining.

Facilitator's Note: These physical activity lists will be used in the next activity.

12. **ASK** the participants to hang their large paper on the wall and then come back into a large group. **CHOOSE** a volunteer to read his or her group's list to the rest of the class. **ASK** the other groups to add any activities from their lists that have not been mentioned. **ASK** another volunteer to write down these additions on the first list, so as to create a "master list" of ideas.

13. **SAY:** *You all just came up with a great list of things you can do for yourselves and with your families to be more physically active and burn those calories to maintain a healthy weight. With the tip sheet you have on how to overcome challenges to being active, and the knowledge that physical activity is fun and feels great, you are on your way to helping your family maintain a healthy weight by being physically active. Let's take a stretch break that overcomes one of the challenges to being active—having a desk job.*

Stretch Break! (5 minutes)

SAY: *Some jobs, such as nursing, require you to walk around a lot. Construction workers usually carry heavy equipment and do a lot of physical activity while they work. But those people who work desk jobs don't have the opportunity to get physical activity when they are sitting a good portion of the day. But all is not lost. You can do most of the stretches we have done in this course at your desk. Here a few more stretches you can do while sitting at your desk or in front of the television. Not only will it expend a little bit of energy, but it also may energize and refresh you.*

Sit up straight in a chair with both feet flat on the floor. Look straight ahead. Slowly reach around behind yourself with your right hand. Grasp the top right corner of your chair with your right hand. Complete the stretch by moving your left hand as close as possible to your right hand. Stretch as far as you can and hold it for 15 seconds. Repeat five times on each side, twisting left and right, aiming to turn the body a little farther each time.

Next, move your chair away a little bit from your desk so you have room to stretch. Interlock your fingers, turn your palms outward and extend your arms away from your body as far as you can. Keeping your back straight and arms parallel to the table or the desk, bow your head slightly. Count to five and lift it back up slowly. Repeat this, slowly five more times.

While sitting, extend your arms in front of you and then lift them slowly straight over your head as you inhale deeply. As you exhale, let your arms, head, and shoulders curl down and dangle toward the floor. Curl back upward, slowly and gently. Repeat three times.

Place your fingertips on your shoulders, elbows pointing out to the sides (so you look like a "chicken"). Pull your elbows back as far as you can. Push your elbows forward and try to touch them together. Repeat 10 times. Now, keeping your fingertips on your shoulders, lift your elbows up and then push them down to your sides, as if you're trying to fly. Repeat 10 times.

You can do these stretches when you're sitting at your desk, or even in front of the television. They are not vigorous activity, but they get your body moving and your blood flowing. Stretching your muscles is an important part of staying active in order to maintain a healthy weight.

We Can! Fit In Daily Physical Activity (20 minutes)

1. ASK:

- How much physical activity should we, as adults, be getting each day?

If necessary, **GUIDE** participants to the following responses:

- At least 30 minutes of moderate-intensity physical activity, above usual activity, at work or home on most days of the week.
- For most people, greater health benefits can be achieved by engaging in physical activity of more vigorous intensity or longer duration.
- To help manage body weight and prevent gradual, unhealthy body weight gain in adulthood: Engage in approximately 60 minutes of moderate-to-vigorous-intensity activity on most days of the week while not exceeding caloric intake. (Some activities are either moderate- or vigorous-intensity physical activity depending on the rate at which they are carried out. For example, walking at 3.5 miles per hour is moderate intensity activity, while jogging for 5 miles per hour is vigorous.)
- To sustain weight loss in adulthood: Participate in at least 60 to 90 minutes of daily moderate-intensity physical activity while not exceeding caloric intake requirements. Some people might need to consult with a health care provider before participating in this level of activity.

- How much physical activity should your children get?

If necessary, **GUIDE** participants to the following responses:

- At least 60 minutes of physical activity on most, preferably all, days of the week.

2. **SAY:** *If these numbers sound intimidating to you, don't worry. It's not as hard as it might seem to fit 60 minutes of physical activity into your daily schedule. It doesn't have to be all at once. Experts say that you can do separate, shorter sessions of physical activity and get the same benefits. For example, you can do sit-ups and stretching for 15 minutes in the morning, take a 15-minute walk during lunch, and walk for 30 minutes after dinner with the dog and/or family or friends.*

3. **ASK:** How many of the easy, fun, and realistic activities you wrote down earlier can you do in short spurts throughout the day?

4. **ASK** participants if they have any other ideas for short bursts of activity that they can do during their regularly scheduled days. **ADD** these to your master list.

If necessary, probe for the following additional responses:

- Take the stairs instead of the elevator (if you have many floors to go, try walking halfway up to your destination, then take the elevator the rest of the way).
- Take a walk around the school parking lot while you're waiting for your child to get out of band practice.
- Take a walk break instead of a coffee break with a co-worker.

5. **SAY:** *Every day gives us opportunities to be more active. But sometimes it's hard to remember to do so and it's hard to keep track of whether or not we've gotten in 60 minutes of activity, and when we need to add a little more.*

6. **HAND OUT** the **We Can! Fit In Daily Physical Activity** planner and a pencil to each participant.

7. **SAY:** *Please take the next 10 minutes to fill out this **We Can! Fit In Daily Physical Activity** planner with the types of activities you think you and your family could realistically do, and the times of the week and day you think you can do them. Feel free to discuss ideas with the people sitting around you. Remember, be realistic. Don't sign your family up to run a marathon if you've never run one block. Start out small with those short segments of activity that you can fit into your day and work your way up to longer and more involved activities. Remember, to prevent weight gain, you and your children should be aiming for at least 60 minutes of moderate-intensity physical activity a day.*

8. **ALLOW** participants 10 minutes to discuss with their group and fill out the forms. **REMIND** them when they have 1 minute remaining.

9. **SAY:** *When you go home, ask your family if they would be willing to review this list, add to it, and change anything if necessary. You should keep it in a place where everyone can see it and refer to it if necessary. Try to check back once a week to see if you're achieving these goals. If not, you may need to change them. You may consider offering a non-food-related reward for achieving a certain number of the goals. You can download more copies at <http://wecan.nhlbi.nih.gov>.*

We Can! Try Tips To Eat Well and Move More (4 minutes)

1. **HAND OUT** a new **We Can! Try Tips To Eat Well and Move More** handout and tracking grid.
2. **ASK** participants to pick two new nutrition and physical activity tips to try this lesson and write them down on the **We Can! Try Tips to Eat Well and Move More** tracking grid. **ASK** one or two participants to share which tips they plan on trying this session and how they plan to overcome any challenges to trying those tips.
3. **SAY:** *Remember to add your new tips to the master tracking grid you started in Lesson 1 so you can keep everything in one place.*
4. **ENCOURAGE** them to continue to try the tips they picked during the last lesson if they worked.

Wrap-Up (1 minute)

1. **SAY:** *Today we discussed the ENERGY OUT part of the energy balance equation. Remember, being physically active is an important part of keeping your energy balanced and maintaining a healthy weight. Take home what you learned today and apply it to any challenges that your whole family has to being physically active.*
2. **ASK:** Can anyone tell me how much screen time the average American youth spends each day? (By screen time, I mean total amount of time watching TV, DVDs, playing videos games, and recreational computer use.) Do you know how much time your children spend in front of a screen? Join us next time as we talk about another way to increase ENERGY OUT... by reducing screen time.
3. **THANK** participants for participating in this session. **ASK** whether they have any questions or comments.

We Can! Fit In Daily Physical Activity

Type of Activity	What day of the week	What time of the day	Who will participate	Other notes	Did we do it?
<i>Example 1:</i> Walking the dog	Every day	7 AM and 5 PM	Mom and Sally Dad and John	At least 15–20 minutes!	Yes! Sally and John switched on Wednesday.
<i>Example 2:</i> Frisbee™	Sunday	3 PM	Everyone	River View Park	Yes—we played for 2 hours each Sunday this month.
<i>Example 3:</i> Get off the school bus one stop early	Monday–Friday	2:30 PM	Sally and John	Be careful crossing Main Street.	Yes, except for Friday when we were tired.
Your activity:					
Your activity:					
Your activity:					
Your activity:					
Your activity:					
Your activity:					

We Can! Make Physical Activity Fun!

Make time

- Identify available time slots. Monitor your daily activities for 1 week. Identify at least three 30-minute time slots you could use for physical activity.
- Add physical activity to your daily routine. For example, walk or ride your bike to work or shopping, organize school activities around physical activity, walk the dog, exercise while you watch TV, park farther away from your destination.
- Make time for physical activity. For example, walk, jog, or swim during your lunch hour, or take fitness breaks instead of coffee breaks.
- Select activities requiring minimal time, such as walking, jogging, or stair climbing.

Bring others into it

- Explain your interest in physical activity to friends and family. Ask them to support your efforts. Plan a time to be physically active with your children.
- Invite friends and family members to exercise with you. Plan social activities involving exercise. Plan a party involving physical activity for children's friends.
- Develop new friendships with physically active people. Join a group, such as the YMCA or a hiking club.

Energize yourself

- Schedule physical activity for times in the day or week when you feel energetic.
- Convince yourself that if you give it a chance, physical activity will increase your energy level; then try it.

Stay motivated

- Plan ahead. Make physical activity a regular part of your daily or weekly schedule and write it on your calendar.
- Invite a friend to exercise with you on a regular basis and write it on both your calendars.
- Join an exercise group or class.
- Select activities requiring no new skills, such as walking, climbing stairs, or jogging.
- Exercise with friends who are at the same skill level as you are.

Prevent injury

- Learn how to warm up and cool down to prevent injury.
- Learn how to exercise appropriately considering your age, fitness level, skill level, and health status.
- Choose activities involving minimum risk.

Build new skills

- Find a friend who is willing to teach you some new skills.
- Take a class to develop new skills.

Use available resources

- Select activities that require minimal facilities or equipment, such as walking, jogging, jumping rope, or stretching and strengthening movements.
- Identify inexpensive, convenient resources available in your community (such as community education programs, park and recreation programs, and worksite programs).

Make the most of all conditions

- Develop a set of regular activities that are always available regardless of weather (such as indoor cycling, aerobic dance, indoor swimming, stretching and strengthening movements, stair climbing, rope skipping, mall walking, dancing, and gymnasium games).
- Look at outdoor activities that depend on weather conditions (such as cross-country skiing, outdoor swimming, and outdoor tennis) as “bonuses”—extra activities possible when weather and circumstances permit.

Be physically active even when you travel

- Put a jump rope in your suitcase and jump in your room.
- Walk the halls and climb the stairs in hotels.
- Stay in places with swimming pools or exercise facilities.
- Join the YMCA or YWCA (ask about partner membership agreement).
- Visit the local shopping mall and walk for half an hour or more.
- Bring a small tape recorder and your favorite aerobic exercise tape.

Work around your busy schedule

- Trade babysitting time with a friend, neighbor, or family member who also has small children.
- Exercise with the kids: Go for a walk together, play tag or other running games, get an aerobic dance or exercise tape for kids (there are several on the market) and exercise together. You can spend time together and still get your exercise.
- Hire a babysitter and look at the cost as a worthwhile investment in your physical and mental health.
- Jump rope, do stretching and strengthening movements, ride a stationary bicycle, or use other home gymnasium equipment while the kids are busy playing or sleeping.
- Try to exercise when the kids are not around (such as during school hours or their nap time).
- Encourage exercise facilities to provide child care services.

Adapted from: "How Can I Overcome Challenges to Physical Activity?" Centers for Disease Control and Prevention's Division of Nutrition and Physical Activity.
www.cdc.gov/nccdphp/dnpa/physical/life/overcome.htm

Less Sit, More Fit: Decrease Screen Time and Increase ENERGY OUT

Lesson Overview

This lesson will teach participants about another way to increase the ENERGY OUT part of the energy balance equation. It strives to reduce screen time to no more than 2 hours a day by replacing at least some of that time with physical activity. This strategy will help adults and youth meet the recommendations of 60 minutes of physical activity each day.

Lesson Objectives

By the end of this lesson, the participants will be able to:

- Assess the amount of time family members spend in front of screens (for example, TV, DVDs, and nonschool- or work-related computer use).
- List three ways the family can limit screen time to no more than 2 hours per day.
- List three physically active things they can do instead of screen time.

Lesson Activities

- Warm-Up (5 minutes)
- **We Can!** Help Children To Reduce Screen Time, Part 1 (20 minutes)
- Stretch Break (5 minutes)
- **We Can!** Help Children To Reduce Screen Time, Part 2 (25 minutes)

Lesson 5:



Total Time
60 Minutes

- **We Can!** Try Tips To Eat Well and Move More (4 minutes)
- Wrap-Up (1 minute)

Materials Needed

Warm-Up

- Markers
- Easel and large paper

We Can! Help Children To Reduce Screen Time, Part 1

- Screen Time Statistics handout, p. 141
- We Can!** Help Children To Reduce Screen Time, p. 143
- We Can!** Reduce Children’s Screen Time Log, p. 145

We Can! Help Children to Reduce Screen Time, Part 2

- Spinning Dial of Ideas template, p. 147
- Metal brads, markers, scissors
- Easel and large paper
- Master list of physical activities from Lesson 4
- Less Sit, More Fit Role Play, p. 149
- Watch or timer

We Can! Try Tips To Eat Well and Move More

- We Can!** Try Tips To Eat Well and Move More handout, p. 59
- We Can!** Try Tips To Eat Well and Move More tracking grid, p. 61

Facilitator’s Preparation

Warm-Up

- Set up easel, large paper, and markers.

We Can! Help Children To Reduce Screen Time, Part 1

- Photocopy handouts (one for each participant).

We Can! Help Children To Reduce Screen Time, Part 2

- Photocopy handouts (one for each participant).
- Hang large paper.
- Post master list of physical activities from Lesson 4.
- Create sample of Spinning Dial of Ideas (one for class demonstration).
- Purchase supplies needed for activity.

We Can! Try Tips To Eat Well and Move More

- Photocopy handouts (one for each participant).

Warm-Up (5 minutes)

1. As participants walk into the room, **ASK** them to go to the large paper in the front of the room and write down the nutrition and physical activity tip they tried since the last lesson.
2. As soon as everyone has written down the tips they chose, **WELCOME** participants to the lesson.
3. **ASK** one or two participants to share their experience of trying out the tips. Was it easy or difficult?
4. **CONGRATULATE** everyone on working so hard to help their family maintain a healthy weight.

We Can! Help Children To Reduce Screen Time, Part 1 (20 minutes)

1. **SAY:** *Many people are concerned with how much time young people spend in front of screens—TV, video games, computers. In this lesson, we’re going to discuss what we mean by “screen time” and why screen time is an issue for energy balance and weight maintenance.*
2. **ASK:** Why do health experts recommend no more than 2 hours of screen time a day and at least 60 minutes of physical activity each day for children?

If necessary, **GUIDE** participants to the following responses:

- When people are in front of a screen, they are usually not being physically active. The more time in front of a screen, the fewer calories they are burning through activity.
 - Studies have shown that people often eat when they are in front of a screen, and that can be a double challenge for weight maintenance—lots of ENERGY IN and very little ENERGY OUT.
 - People are exposed to food commercials when they watch TV, which can encourage them to eat. Many of the foods advertised on TV are high in calories and low in nutrients (SLOW and WHOA foods). Every year, the average child is exposed to 40,000 television ads: 32 percent are for candy, 31 percent for cereal high in added sugar, and 9 percent for fast foods.
3. **DISTRIBUTE** the **We Can! Help Children to Reduce Screen Time** handout. **ASK** adults to follow along on the handout. **READ** the tips and start the following discussion.

4. **SAY:** *The first tip is to know what we mean by screen time. Then you can figure out how much screen time and physical activity your family is getting. Pay attention to how your children are spending their time. Do they watch TV, play video games, or surf the Internet for hours a day? Then, determine how much physical activity they're getting. Do they play actively with their friends, play sports, or spend time with you being active? Once you learn how much screen time they spend and how much activity they get, you will be more aware of their amount of ENERGY OUT. The goal is for youth to spend no more than 2 hours of screen time a day and get at least 60 minutes of physical activity each day to help maintain a healthy weight.*

Facilitator's Note: The following questions are intended to get participants thinking about the topic of screen time. It's not supposed to be a lengthy conversation about how much TV they watch and what their favorite shows are and how they spend their time.

5. **ASK:**

- How much screen time do you think the average American child gets?
- Which type of screen media does the average American kid spend the most time watching?
- Do you think you get more than 2 hours of screen time a day? Does this amount increase on weekends?
- Do you know how much screen time your children spend?
- Are you concerned about how much time your family spends with screens?

After briefly discussing these questions, **HAND OUT** the **Youth Screen Time Statistics** handout. **ASK** participants to look through these statistics.

Youth Screen Time Statistics*

Every day, on average, 8- to 18-year-olds spend:

- Nearly 4 hours watching TV, videos, DVDs, and prerecorded shows
- Just over 1 hour on the computer
- About 50 minutes playing video games

Media in the Bedroom

- Two-thirds of young people have a TV in their bedroom; 1/2 have a video game player and nearly 1/3 have a computer in their bedroom.
- Youth who have TVs in their rooms spend almost 1 1/2 more hours a day watching TV than youth without a set in their room.

Parental Rules

- About half (53 percent) of all 8- to 18-year-olds say their families have no rules about TV watching.
- Forty-six percent said they do have rules, but only 20 percent said the rules are enforced “most” of the time.
- Youth with TV rules that are enforced most of the time report 2 hours less daily media exposure than in homes without rules enforced.

**Source: Henry J. Kaiser Foundation. Generation M: Media in the Lives of 8- to 18-Year-Olds, March 2005. www.kff.org/entmedia/entmedia030905pkg.cfm*

ASK: Were you surprised by these statistics?

6. **BRING** participants back to the tips in the **We Can! Help Children to Reduce Screen Time** handout. Briefly **SUMMARIZE** each tip. **ASK** the following questions after each tip to stimulate discussion.

- **TALK TO YOUR FAMILY.** Explain to your children that it’s important to sit less and move more so they can maintain a healthy weight, be more energized, have a chance to practice certain skill sets (such as riding a bike or shooting hoops), and socialize with friends and peers. Tell them that you also are going to limit your screen time and increase your physical activity, so you will all be working toward this goal together.

ASK:

- Have you tried to talk to your family about reducing screen time?
- If so, what did you say and how did they react?

- **SET LIMITS ON SCREEN TIME.** Set a house rule that your children may spend no more than 2 hours a day of screen time (TV, DVD, video games, nonwork- or school-related computer or Internet use). More importantly, enforce the rule once it’s made.

ASK:

- Have you thought about doing this?
- What things do you think you could try to get your family to commit to this?

- **MINIMIZE THE INFLUENCE OF TV IN THE HOME.** Do not put a TV or computer in your child's bedroom. This tends to physically isolate family members and decrease interaction. Also, children who have TVs in their room tend to spend almost 1 1/2 hours more in a typical day watching TV than their peers without a set in their room.

ASK:

- How many of your children have TVs in their room?
 - Has anyone tried this and how did it work?
 - What things do you think you can do to achieve this?
- **MAKE MEAL TIME, FAMILY TIME.** Turn off the TV during family meal time. Better yet, remove the TV from the eating area if you have one there. Family meals are a good time to talk to each other. Research has shown that families who eat together tend to eat more nutritious meals than families who eat separately. Make eating together a priority and schedule in family meals at least two to three times a week.

ASK:

- Has anyone thought about doing this?
 - If so, what approach did you take and how did it work?
- **PROVIDE OTHER OPTIONS/ALTERNATIVES.** Watching TV can become a habit for your child. Provide other alternatives for them to spend their time, such as playing outside, learning a hobby or sport, or spending time with family and friends.

ASK:

- What suggestions or opportunities have you provided and how did it work?
- **SET A GOOD EXAMPLE.** You need to be a good role model and also limit your screen time to no more than 2 hours per day. If your kids see you following your own rules, then they will be more likely to follow. Instead of watching TV or surfing the Internet, spend time with your family doing something fun and active.

ASK:

- What things have you done to be a good role model?

7. **SAY:** *Please share what else you've tried that's worked for you and is not listed here.*
8. **SAY:** *As I mentioned before, health experts recommend that everyone spends no more than 2 hours of screen time a day. One way to find out how much screen time your family is actually spending is by using a **We Can! Reduce Screen Time Log**.*
9. **DISTRIBUTE** the **We Can! Reduce Screen Time Log**.
10. **SAY:** *We're going to start a **We Can! Reduce Screen Time Log** in class, which you will complete at home with your family. The purpose of the **We Can! Reduce Screen Time Log** is to help you see how much time your family is spending in front of the screen. If they're spending too much screen time, we'll talk about ways that you can replace that time with something more active to increase your ENERGY OUT.*
11. **EXPLAIN** how to fill out the log. Participants will fill out the amount of time they spend every day on each screen time activity: TV, DVD, video games, and computer and Internet use that is not related to school or work.
12. **SAY:** *For practice, you will fill out a log for your screen time from the last 3 days.*
13. **ASK** participants if they have any questions.
14. **EXPLAIN** that participants should take home the log and talk to their families about filling it out. Participants should tell their family that it's important to know how much screen time they are spending, so they can make sure they spend no more than 2 hours a day in order to help them maintain a healthy weight. Each family member should keep track of their screen between the lessons. **MENTION** that they may need to help younger children fill out the log. **ASK** them to assess their family's screen time use between lessons and set goals accordingly.
15. **ASK** if anyone has any questions. **EXPLAIN** that it's time for a 5-minute activity break.

Stretch Break! (5 minutes)

SAY: *It's time to take a stretch break. Today, we're going to do something a little different and work on your core muscles. Can anyone tell me where in your body are your core muscles? (ANSWER: Abdomen, lower back, bottom and hips—the entire central region of your body) Why are core muscles important? (ANSWER: They help to align your spine and keep you straight and strong in the center. Solid core muscles, even though you usually can't see them bulge, are some of the most important muscles to keep strong and healthy.*

It's easy to work on your core muscles anytime, anywhere! First, let's start by standing up straight. Tighten your abdomen as if you are pulling your belly button through to the back. Hold this for 20 seconds. Practice breathing while your stomach muscles are still tightened. Repeat this five times. Try this exercise throughout the day while you're walking, sitting, going up and down stairs, driving in the car, pushing a shopping cart, anywhere! Can anyone suggest other places to try this exercise?

Another move you can do is when you're walking, tighten the muscles in your lower body, particularly your gluteus (in your bottom), hamstrings (back of thigh), and quadriceps (front of thigh). Combine this with the tightening of your abdomen and you are really working your core muscles. Try this for 20–30 seconds walking around the room right now. Terrific if you can tighten your muscles for up to 1 minute. For added benefit, try this while walking up and down the stairs. Using the stairs requires more muscles to be used and will help to firm up everything even more. If you take the stairs over the elevator or escalator, you also are getting some heart-pumping aerobic activity that counts towards your 30-minute minimum per day.

Facilitator's Note: If you have time, go to a staircase in the community center for participants to practice doing this once or twice.

For this last exercise, sit up in a chair with your back straight and not resting on the back of the chair. Tighten your abdominal muscles for this entire exercise just like we've been practicing. Take a deep breath while your stomach is still tight. Exhale as you lift up your right knee a few inches off the floor. Inhale as you slowly place it back on the floor. Repeat this on the left side. Repeat each side 10 times. This exercise strengthens primarily your abdominal and quadriceps muscles. Try this at home or at work when you want to take a break.

I hope you enjoyed learning about your core muscles. Now that we're energized, let's start the next activity.

We Can! Help Children to Reduce Screen Time, Part 2 (25 minutes)

1. **SAY:** *We're going to create a **Spinning Dial of Ideas** to help remind you and your family of things you could do at home instead of using screen media. This will help your family increase ENERGY OUT.*
2. **WRITE** the following participant responses on a piece of large paper.

ASK:

- What kind of things does your family like to do together for fun? What do your children do for fun by themselves or with their friends?

If necessary, **GUIDE** participants to the following responses:

- Play active games (ball, catch, hopscotch, double-dutch).
- Go for a walk, hike, or bike ride.
- Swim in the lake, ocean, or community pool.
- Visit local sites (museums, zoo, community park, hiking trails, etc.).
- Do yard work/gardening, fix the car, house chores.
- Play inside games, such as charades, or put on some music and dance.

3. **THANK** participants for their responses. **EXPLAIN** to them that they're going to use those suggestions to create their own **Spinning Dial of Ideas**.
4. **SHOW** participants an example of a **Spinning Dial of Ideas**.
5. **PASS OUT** the **Spinning Dial of Ideas** template, one brad, a pair of scissors, and a marker for each participant. **INSTRUCT** participants to cut out the preformed circle and write a fun "active" activity in each section of the circle. Be sure to include indoor as well as outdoor activities. Participants can come up with ideas of their own or use ideas from the list they made earlier in Lesson 4.
6. **TELL** participants that after they finish writing down their ideas on the dial, they will need to attach the arrow. **DEMONSTRATE** each step:
 - a) Cut out the arrow and the dial.
 - b) Use the metal brad to poke a hole through the paper in the middle of the dial and through the arrow.
 - c) Insert the metal brad through the arrow and the paper. Separate the two prongs of the brad. Practice spinning to make sure the arrow works. If the dial isn't spinning very well, just adjust the brad so that there is more space between it and the paper dial.

7. **ENCOURAGE** participants to tape the **Spinning Dial of Ideas** by their TV or computer to remind their family that there are a lot of activities they could be doing instead of watching TV.
8. **SAY:** *The **Spinning Dial of Ideas** will help you be prepared with suggestions to help your family reduce their screen time and increase physical activity. We're going to do an activity now that will help you with some of the challenges you might face in carrying out this strategy.*
9. **DISTRIBUTE** the **Less Sit, More Fit Role Play** activity. **ASK** participants to break into groups of three to five people. **GIVE** each group one of the following scenarios to work with.
 - My child comes home after school and immediately flips on the TV and sits down with a snack.
 - The TV in the kitchen is on during dinner and everyone is watching while they eat.
 - After dinner, the children go into their own rooms to play video games.
 - It's a rainy day and the kids and their friends are watching a DVD; one family member is also playing on the computer.
 - The kids watch hours of cartoons each Saturday morning.
10. **EXPLAIN** that each group should take 2 minutes to come up with a plan that reduces or eliminates the amount of time the people in their scenario are watching the screen.
11. **ENCOURAGE** participants to draw on their own situations and experiences to come up with practical and realistic solutions. **ASK** the groups to begin, and tell them when their 2 minutes are up. **ASK** for a volunteer to present his or her group's solution. **ALLOW** all the other groups to present their solution in turn. After all the groups have presented, **CONGRATULATE** them on their creative and helpful solutions. **ASK** whether anyone has any comments, questions, or additional suggestions.

We Can! Try Tips to Eat Well and Move More (4 minutes)

1. **HAND OUT** a new **We Can! Try Tips To Eat Well and Move More** tracking grid.
2. **ASK** participants to pick two new eating well and moving more tips to try this session and write down their tips on the **We Can! Try Tips To Eat Well and Move More** tracking grid to take home. **SUGGEST** that they choose a tip that helps them reduce screen time and increase physical activity. **ASK** one or two participants to share which tips they plan on trying this session and how they plan on getting their children to help them with the tip.
3. **SAY:** *Remember to add your new tips to the master tracking grid you started in Lesson 1 so you can keep everything in one place.*
4. **ENCOURAGE** them to continue to try the tips they picked during the last lesson if they worked.

Wrap-Up (1 minute)

1. **SAY:** *Today we discussed the ENERGY OUT part of the energy balance equation. We focused on how to reduce screen time and replace it with physical activity. You now have some more tools to take home to your families to help them maintain a healthy weight.*
2. **SAY:** *The next lesson is the last class. Join us to find out ways to keep up the good work you've been doing these last few lessons to help your family maintain a healthy weight. The positive changes you've made in how your family eats and moves should be continued for a lifetime. Sometimes, one can have setbacks. Join us next time to find out how to handle setbacks and challenges to maintaining a healthy weight and how to practice healthy weight behaviors for life!*
3. **THANK** participants for participating in this session. **ASK** whether they have any questions or comments.

Youth Screen Time Statistics

Screen Time

- Every day, on average, 8- to 18-year-olds spend:
 - Nearly 4 hours watching TV, videos, DVDs, and prerecorded shows
 - Just over 1 hour on the computer
 - About 50 minutes playing video games

Media in the Bedroom

- Two-thirds of young people have a TV in their bedroom; $\frac{1}{2}$ have a video game player and nearly $\frac{1}{3}$ have a computer in their bedroom.
- Youth who have TVs in their rooms spend almost $1\frac{1}{2}$ more hours a day watching TV than youth without a set in their room.

Parental Rules

- About half (53 percent) of all 8- to 18-year-olds say their families have no rules about TV watching.
- Forty-six percent said they do have rules, but only 20 percent said the rules are enforced “most” of the time.
- Youth with TV rules that are enforced most of the time report 2 hours less daily media exposure than in home without rules enforced.

Source: Henry J. Kaiser Foundation. *Generation M: Media in the Lives of 8–18-Year Olds*, March 2005. www.kff.org/entmedia/entmedia030905pkg.cfm

We Can! Help Children Reduce Screen Time

Here are a few simple tips to help your children reduce their screen time and increase physical activity in order to maintain a healthy weight.

- **KNOW HOW MUCH SCREEN MEDIA AND PHYSICAL ACTIVITY YOUR FAMILY IS GETTING.** By knowing how much screen media, including TV, DVD, video games and nonschool- or work-related computer and Internet use, your family spends and how much physical activity they get, you will be more aware of how much ENERGY OUT they are burning. The goal is for them to spend no more than 2 hours of screen time a day and get 60 minute of moderate-intensity physical activity each day.
- **TALK TO YOUR FAMILY.** Explain to your children that it's important to sit less and move more so they will stay at a healthy weight, be more energized, have a chance to practice certain skill sets (such as riding a bike or shooting hoops), and socialize with friends and peers. Tell them that you also are going to limit your screen time and increase your physical activity, so you will all be working toward this goal together.
- **SET LIMITS ON SCREEN TIME.** Set a house rule that your children may spend no more than 2 hours a day of screen time (TV, DVD, video games, nonwork- or school-related computer or Internet use). More importantly, enforce the rule once it's made.
- **MINIMIZE THE INFLUENCE OF TV IN THE HOME.** Do not put a TV or computer in your child's bedroom. This tends to physically isolate family members and decrease interaction. Also, children who have TVs in their room tend to spend almost 1½ hours more in a typical day watching TV than their peers without a set in their room.
- **MAKE MEAL TIME, FAMILY TIME.** Turn off the TV during family meal time. Better yet, remove the TV from the eating area if you have one there. Family meals are a good time to talk to each other. Research has shown that families who eat together tend to eat more nutritious meals than families who eat separately. Make eating together a priority and schedule in family meals at least two to three times a week.
- **PROVIDE OTHER OPTIONS AND ALTERNATIVES.** Watching TV can become a habit for your child. Provide other alternatives for them to spend their time, such as playing outside, learning a hobby or sport, or spending time with family and friends.

- **SET A GOOD EXAMPLE.** You need to be a good role model and also limit your screen time to no more than 2 hours per day. If your kids see you following your own rules, then they will be more likely to follow. Instead of watching TV or surfing the Internet, spend time with your family doing something fun and active.
- **DON'T USE TV TO REWARD OR PUNISH A CHILD.** Practices like this make TV seem even more important to children.
- **BE A SAVVY MEDIA CONSUMER.** Don't expect your child to ignore the influences of television advertising of snack foods, candy, soda, and fast food. Help your child develop healthy eating habits and become media savvy by teaching them to recognize a sales pitch. Try asking your child why their favorite cartoon character is trying to get them to eat a certain brand of breakfast cereal. Explain to them that this is a way for advertisers to make the cereal more appealing to young people so that they ask their parents to buy it for them and the company can make money.

We Can! Reduce Children's Screen Time Log

Complete this log to determine how much time you are spending in front of a screen. Help your family do the same. You can print additional logs on the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>. Place the log in an easy location for everyone to use and see, such as near the family television, by the computer, or on the refrigerator. If screen time for you or your family members is less than 2 hours a day, pat yourselves on the back! If it's 2 hours or more, then check out the **Spinning Dial of Ideas** to help you reduce your screen time and switch to some physically active alternatives.

SAMPLE LOG

Name: Billy (age 11)

Week of: 6/6/2005

We Can! Reduce Children's Screen Time Log					
	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday	2 hours	1 hour		1 hour	4 hours
Tuesday	3 hours	1½ hours		1 hour	5½ hours
Wednesday	1½ hours	1 hour	2½ hours	½ hour	5½ hours
Thursday	4 hours			1 hour	5 hours
Friday	4 hours	1 hour			5 hours
Saturday	3 hours	2 hours	2 hours	1 hour	8 hours
Sunday	2 hours	1 hour	2 hours	2 hours	7 hours
					TOTAL: 40 hrs

Name: _____

Week of: ____ / ____ / ____

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Name: _____

Week of: ____/____/____

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Name: _____

Week of: ____/____/____

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Name: _____

Week of: ____/____/____

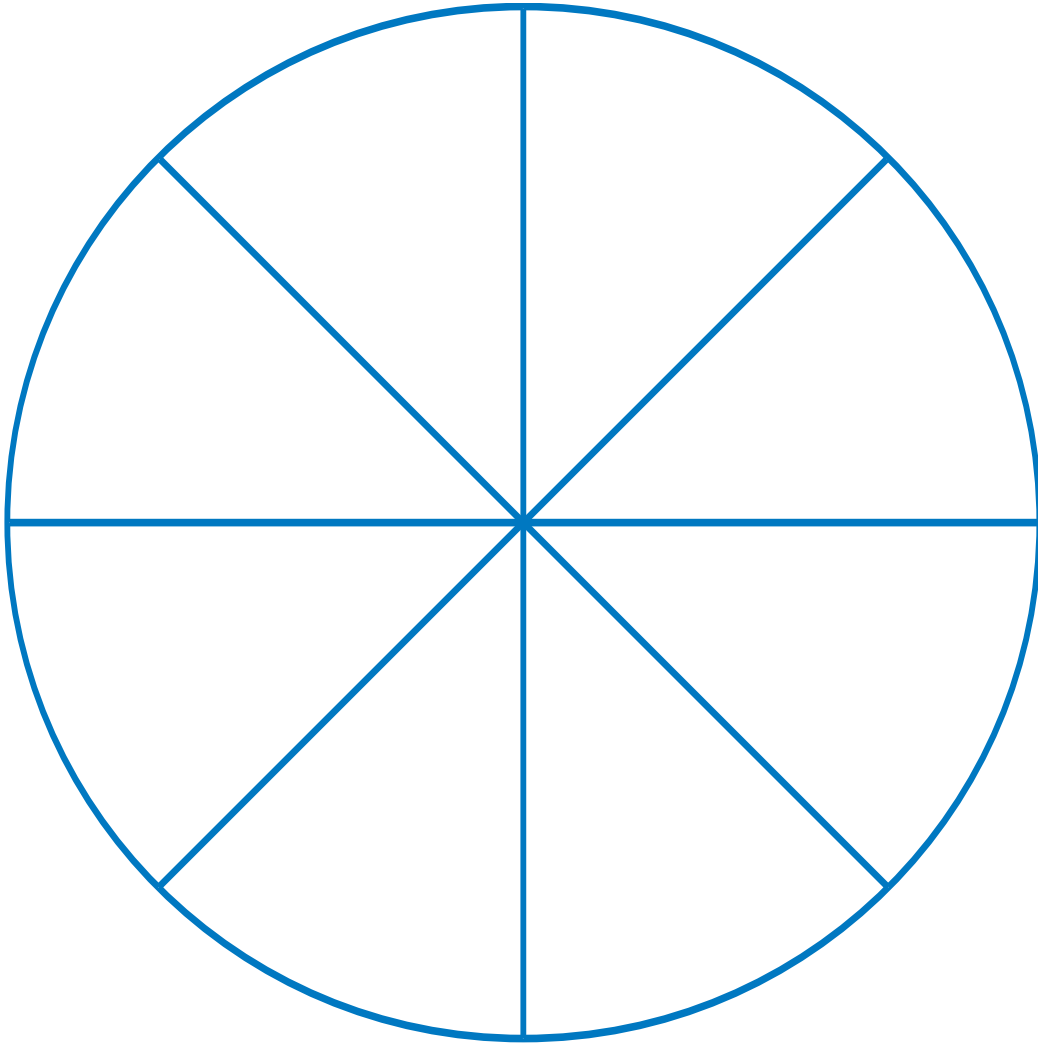
	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Name: _____

Week of: ____/____/____

	TV	Video Games	DVD	Computer/Internet	Time (hours)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					
					TOTAL:

Spinning Dial of Ideas



Less Sit, More Fit Role Play

Each group will be assigned a role play scenario. Please think of a solution for the family to reduce their screen time and increase their physical activity.

Scenarios:

1. Child comes home after school and immediately flips on the TV and sits down with a snack.
2. The TV in the kitchen is on during dinner and everyone is watching while they eat.
3. After dinner, the children go into their own rooms to play video games.
4. It's a rainy day and the kids and their friends are watching a DVD; one family member is also playing on the computer.
5. The kids watch hours of cartoons each Saturday morning.

Maintain a Healthy Weight... for Life!

Lesson Overview

Lesson 6 teaches participants how to sustain energy balance, stay motivated, and handle setbacks in order to maintain a healthy weight for life. Participants will be provided with a resource list for more information on maintaining a healthy weight. Lastly, they will complete a **Tell Us What You Think Now** activity.

Lesson Objectives

By the end of this lesson, the parents/caregivers will be able to:

- List three ways to sustain energy balance, handle setbacks, and stay motivated to maintain a healthy weight for life.
- Identify three resources to go to for more information on maintaining a healthy weight.
- Complete and hand in the **Tell Us What You Think Now** activity.

Lesson Activities

- Warm-Up (5 minutes)
- **We Can!** Maintain a Healthy Weight...for Life (20 minutes)
- Stretch Break (5 minutes)
- Resources (5 minutes)
- Tell Us What You Think Now (15 minutes)
- **We Can!** Try Tips to Eat Well and Move More (5 minutes)
- Wrap-Up (5 minutes)

Lesson 6:



Total Time
60 Minutes

Materials Needed

Warm-Up

- Markers
- Easel and large paper

We Can! Maintain a Healthy Weight...for Life

- We Can!** Help Children Maintain a Healthy Weight for Life handout, p. 159

Resources

- We Can!** Healthy Weight Resources, p. 161
- Large paper (with list of what they hoped to get out of the class from Lesson 1)

We Can! Try Tips to Eat Well and Move More

- We Can!** Try Tips To Eat Well and Move More handout, p. 59
- We Can!** Try Tips To Eat Well and Move More tracking grid, p. 61

Tell Us What You Think Now Activity (Download from the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>)

- Tell Us What You Think Now activity
- Pencils or pens and a box to collect the Tell Us What You Think Now forms

Wrap-Up

- We Can!** Certificate of Completion, p. 163

Facilitator's Preparation

Warm-Up

- Set up easel, large paper, and markers.

We Can! Maintain a Healthy Weight...for Life

- Photocopy handout (one for each participant).

Resources

- Photocopy handout (one for each participant).

We Can! Try Tips to Eat Well and Move More

- Photocopy handout (one for each participant).

Tell Us What You Think Now

- Photocopy handout (one for each participant).

Wrap-Up

- Prepare a certificate with each participant's name (one for each participant).

Warm-Up (5 minutes)

1. As participants walk into the room, **ASK** them to go to the large paper in the front of the room and write down the nutrition and physical activity tip they tried since the last lesson.
2. As soon as everyone has written down the tips they chose, **WELCOME** participants to the last lesson.
3. **ASK** one or two participants to share their experience of trying out the tips. Was it easy or difficult?
4. **CONGRATULATE** everyone on working so hard to help their family maintain a healthy weight.

We Can! Help Children to Maintain a Healthy Weight for Life (20 minutes)

1. **SAY:** *In the last session, we talked about maintaining a healthy weight by limiting screen time to no more than 2 hours a day and increasing physical activity to meet the recommendation of 60 minutes of physical activity each day.*
2. **SAY:** *Today we're going to focus on how to help you sustain energy balance, deal with setbacks, and stay motivated to maintain a healthy weight.*
3. **SAY:** *You should be very proud of all that you've learned in the last six lessons and how your actions will benefit your family's health in the long run. Now that you and your family have taken action to balance out the energy equation, I'm going to give you some tips to help you continue practicing these healthy behaviors to maintain a healthy weight for life.*
4. **HAND OUT** the **We Can! Help Children Maintain a Healthy Weight for Life!** handout. **ASK** participants to follow along as you read each tip aloud.

Facilitator's Note: The suggested questions below will help you guide a discussion with participants to identify ways they can sustain healthy nutrition and physical activity behaviors and learn new ones to help them maintain a healthy weight.

- **MAKE A COMMITMENT.** You need to make a commitment to yourself and your family to eat nutritious foods and get regular physical activity.

ASK:

- Have **you** made a commitment to maintain energy balance?
- Has **your family**?
- What are some of the specific things you've committed to doing?

- **GET A SUPPORT NETWORK.** It helps to have a strong network of family, friends, and colleagues who will support you in your new lifestyle habits. Families can serve low-fat meals for gatherings, your friends can limit drinks with added sugar and TV watching when youth are playing together, and colleagues can go on short power walks with you and help you make healthier choices at the cafeteria or vending machine. Let as many people as possible know what your goals are. Maintaining a healthy weight is good for everyone!

ASK:

- Do you have a strong support network to help you achieve your goals?
 - What did you do to create that support network?
 - Has anyone in your support network joined you in your commitment to maintain a healthy weight?
 - What can you do to build support into your program?
- **SET REALISTIC GOALS.** Effective goals are specific, attainable, and forgiving (it's okay that you won't always be able to achieve your goal). "Eat three servings of fruit a day" is a better goal than "Eat more fruit."

ASK:

- List one specific and attainable goal that has worked for you?
- Did you find the suggested activities in the **We Can! Try Tips to Eat Well and Move More** easy and do-able?

- **TRACK PROGRESS.** Tracking your progress can help you feel good about your success and can show you where you may need to make some changes if you're not meeting your goals. Continue to use the tracking tools provided to you: **We Can! Try Tips To Eat Well and Move More** tracking sheet, **We Can! Fit In Physical Activity** planner, and the **We Can! Reduce Screen Time** log.

ASK:

- Have you continued to use these tracking tools?
- Have they been helpful in meeting your goals?
- Do you have any other suggestions for tracking your progress?

- **BE READY.** Having ideas and alternatives will help you help your family stay in energy balance. The **We Can! Try Tips to Eat Well and Move More** handout and the **Spinning Dial of Ideas** can help you to be prepared. Check the **We Can!** Web site for more ideas to help you stay in energy balance.

ASK:

- Have you used the **Spinning Dial of Ideas** with your family?
 - Did the **We Can! Try Tips to Eat Well and Move More** you've been doing each lesson help you with some ideas?
 - Have you been to the **We Can!** Web site to find more information on how to maintain a healthy weight?
 - Do you have any other suggestions of where to get ideas?
- **LEARN HOW TO HANDLE SETBACKS.** Expect to have setbacks. Setbacks usually happen to those who are overconfident and say, "it won't happen to me!" Being committed, setting realistic goals, and being prepared with alternatives will help you handle setbacks.

ASK:

- What setbacks has your family experienced and how have you handled them?
- **REWARD YOURSELF.** One way to help your family stay motivated is to regularly reward them. Choose nonfood-related rewards, such as a day at the local lake or beach or a trip to the park to ride bicycles, roller blade, or fly a kite. You also can buy gifts to help your family stay physically active, such as new work-out shoes or clothes, a ball, racket, or other piece of equipment.

ASK:

- How have you rewarded your family's efforts?
- Did this motivate them to keep making healthy nutrition and physical activity choices?

SAY: *Now we're going to take a 5-minute stretch break.*

Stretch Break! (5 minutes)

SAY: *It's time to take a stretch break and get your blood pumping and body moving. We're going to focus on our backs today. I'm sure we've all experienced a strained back from picking up our children or carrying heavy grocery bags and other items. Even sitting at a desk for too long can strain your back. We're going to do a few stretches to help ease back tension.*

First, I want you to stand up straight with your feet together and face forward. Place your hands at your sides. Take a deep breath. Exhale as you slowly lean forward and bend at your waist so that your head is down by your ankles. Be sure to keep your knees straight, but not locked. If you're more flexible, put your hands flat on the floor to the side or in front of your feet. Breathe normally while holding this position for 20 seconds. Be sure not to bounce. Inhale as you slowly roll your upper body back up each vertebrae at a time until you're standing straight again. Repeat stretch one more time. You may notice that you're able to go down further this second time.

This next one you can do either standing up or sitting down anywhere! Stand up straight. Take a big breath. Exhale as you move your shoulders and elbows back and stick out your chest so that your shoulder blades are touching. Count to five and inhale as you come back to a resting position. Repeat this slowly five more times.

Okay, our last one is going to stretch your sides. Stand up straight. Feet are shoulder width apart. Put your arms straight out to your sides. Take a big breath. Exhale as you twist your entire upper body side to side, while your lower body is facing forward. Rotate to the right side and then the left side with each swing. Remember to inhale and exhale every other twist of your upper body. Repeat this 10 times. Each time you twist to each side, you should feel a little more of a stretch.

That should have made you feel a little more loose and limber. These stretches are good to do anytime you start to feel tight and tired. Now that we're energized, let's move onto our next activity.

Resources (5 minutes)

SAY: *As I mentioned in the beginning of the program, the goal of this class was to teach you a little about nutrition and physical activity to help you maintain a healthy weight. I'm going to give you a handout now that provides a list of resources you can go to for more information.*

1. **HAND OUT** the **We Can! Healthy Weight Resources** handout. **REVIEW** the resources available to them.

*Facilitator's Note: EXPLAIN that the **We Can!** Web site, created specifically for parents and caregivers of youths ages 8–13, will be particularly helpful to them. This Web site contains useful tips and tools for families to maintain a healthy weight. They can find the Web site address on the resource list. The **We Can!** Web site will be continuously updated with helpful tips and information.*

2. **ASK** participants if they have any questions.

Tell Us What You Think Activity (15 minutes)

1. **DISTRIBUTE** pens or pencils and the post-curriculum activity.
2. **SAY:** *Before we end the activity, I'd like you to take 10 minutes to fill out the **Tell Us What You Think** activity similar to the one you filled out in the first lesson. This will help us determine if this course had the right information to help you and your family.*
3. **INSTRUCT** participants to put the post-curriculum activity in the large folder or box when completed.
4. **REMIND** participants when they have 1 minute remaining.
5. **ASK** participants if they have any questions.

We Can! Try Tips To Eat Well and Move More...for Life (5 minutes)

1. **HAND OUT** a new **We Can! Try Tips To Eat Well and Move More** handout and tracking grid.
2. **ENCOURAGE** participants to pick a new nutrition and physical activity tip to try every week for the rest of their lives. Each week they can write down their tips on the **We Can! Try Tips To Eat Well and Move More** tracking grid. **ASK** one or two participants to share which tips they plan on trying this week and how they plan on getting their children to help them with the tip.
3. **SAY:** *Remember to add your new tips to last lesson's **We Can! Try Tips To Eat Well and Move More** grid so you can keep everything in one place. Participants can download more tracking forms on the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>.*
4. **ENCOURAGE** them to continue to try the tips they picked in previous sessions.

Wrap-Up (5 minutes)

1. **THANK** participants for participating in the six-lesson course.
2. **ASK** whether they have any questions or comments.
3. **PRESENT** each participant with a **We Can! Certificate of Completion**.
4. **SAY:** *You're on your way to helping your family maintain a healthy weight. Maintaining a healthy weight will take work and commitment, but the rewards are worth it! Good luck!*

We Can! Help Children Maintain a Healthy Weight: How to Stay in Energy Balance for Life

Here are a few simple tips to help your family sustain energy balance, stay motivated, and handle setbacks in order to maintain a healthy weight for life.

- **MAKE A COMMITMENT.** You need to make a commitment to yourself and your family to eat nutritious foods and get regular physical activity.
- **GET A SUPPORT NETWORK.** It helps to have a strong network of family, friends, and colleagues who will support you in your new lifestyle habits. Families can serve low-fat meals for gatherings, your friends can limit drinks with added sugar and TV watching when youth are playing together, and colleagues can go on short power walks with you and help you make healthier choices at the cafeteria or vending machine. Let as many people as possible know what your goals are and, hopefully, they will not only support you, but join you in your efforts. Maintaining a healthy weight is good for everyone!
- **SET REALISTIC GOALS.** Effective goals are specific, attainable, and forgiving (not perfect). “Eat three servings of fruit a day” is a better goal than “Eat more fruit.”
- **TRACK PROGRESS.** Tracking your progress can help you feel good about your success and can show you where you may need to make some changes if you’re not meeting your goals. Continue to use the tracking tools provided to you in the **We Can! Try Tips to Eat Well and Move More** tracking sheet, the **We Can! Fit In Physical Activity** planner, and the **We Can! Reduce Children’s Screen Time** log.
- **BE READY.** Having ideas and alternatives will help you help your family stay in energy balance. The **We Can! Try Tips to Eat Well and Move More** handout and the **Spinning Dial of Ideas** can help you be prepared. Check the **We Can!** Web site for more ideas to help you stay in energy balance.
- **LEARN HOW TO HANDLE SETBACKS.** Expect to have setbacks. Setbacks usually happen to those who are overconfident and say, “it won’t happen to me!” Being committed, setting realistic goals, and being prepared with alternatives will help you handle setbacks.
- **REWARD YOURSELF.** One way to help you stay motivated is to regularly reward yourself. Choose nonfood-related rewards, such as a day at the local lake or beach or go to the park to ride bicycles, roller blade, or fly a kite. You also can buy yourself a gift to help you stay physically active, such as new work-out shoes or clothes, a ball, racket, or other piece of equipment.

We Can! Healthy Weight Reference List

If you want other **We Can!** ways to get your family to eat well and get more physically active, call 1-866-35-WE CAN or visit the **We Can!** Web site at <http://wecan.nhlbi.nih.gov>. The Web site is full of information about maintaining a healthy weight, nutrition, and physical activity. You can also visit the Web site for recipes, healthy tips, and additional resources.

NATIONAL INSTITUTES OF HEALTH (NIH) <http://www.nih.gov>

- National Heart, Lung, and Blood Institute (NHLBI), <http://www.nhlbi.nih.gov>
 - Aim For A Healthy Weight, http://www.nhlbi.nih.gov/health/public/heart/obesity/lose_wt/index.htm
 - Portion Distortion Quiz, <http://hin.nhlbi.nih.gov/portion/>
 - Calculate Your Body Mass Index (BMI), <http://www.nhlbisupport.com/bmi/>
 - Heart-Healthy Latino Recipes, http://www.nhlbi.nih.gov/health/public/heart/other/sp_recip.htm
 - Heart-Healthy Home Cooking African American Style, <http://www.nhlbi.nih.gov/health/public/heart/other/chdblack/cooking.htm>
- National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), <http://www.niddk.nih.gov>
 - Weight-Control Information Network, <http://win.niddk.nih.gov/>
- National Institute of Child Health and Human Development (NICHD), <http://www.nichd.nih.gov>
 - Milk Matters, <http://www.nichd.nih.gov/milk/>
- National Cancer Institute (NCI), www.nci.nih.gov
 - Cancer Control PLANET, http://cancercontrolplanet.cancer.gov/physical_activity.html
 - Eat 5 to 9 A Day, http://5aday.gov/homepage/index_content.html
 - Body and Soul, http://5aday.nci.nih.gov/about/print_key_soul.html

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES (DHHS)

- Steps to a Healthier U.S., <http://www.smallstep.gov>
- HHS/USDA Dietary Guidelines for Americans 2005, www.healthierus.gov/dietaryguidelines
- Healthier US.Gov, <http://www.healthierus.gov/>

U.S. DEPARTMENT OF AGRICULTURE (USDA) PROGRAMS

- Eat Smart, Play Hard™ , <http://www.fns.usda.gov/eatsmartplayhard/>

CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC) www.cdc.gov

- Overweight and Obesity, <http://www.cdc.gov/nccdphp/dnpa/obesity/index.htm>
- Nutrition and Physical Activity, <http://www.cdc.gov/nccdphp/dnpa/>
- VERB™ , <http://www.cdc.gov/youthcampaign/>
- 5 al Día, <http://www.cdc.gov/nccdphp/dnpa/5AIDia/index.htm>
- Body Mass Index, <http://www.cdc.gov/nccdphp/dnpa/bmi/>

U.S. FOOD AND DRUG ADMINISTRATION (FDA) <http://www.fda.gov>

- Food Label Education Tools and General Information, <http://www.cfsan.fda.gov/~dms/lab-gen.html>
- Consumer Nutrition and Health Information, <http://www.cfsan.fda.gov/~dms/lab-cons.html>
- Information about Losing Weight and Maintaining a Healthy Weight, <http://www.cfsan.fda.gov/~dms/wh-wght.html>

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS <http://www.fitness.gov/>

- President's Challenge, http://www.fitness.gov/home_pres_chall.htm



**Energize our Families:
Curriculum for Parents and Caregivers**

Certificate of Completion

Awarded to _____ for successfully completing the six-lesson **We Can!**
(Ways to Enhance Children's Activity & Nutrition)
Program at the _____ Community Center.

- By completing the **We Can!** program, I promise to continue to:
- Increase the availability and accessibility of healthy foods in the home.
 - Enjoy small portions at home and at restaurants.
 - Limit the availability and accessibility in the home of sweetened beverages, high-fat foods, and energy-dense foods with low nutrient value.
 - Support and enable physical activity.
 - Support and enable reduced screen time.

Name: _____ Date: _____

FOR MORE INFORMATION:

The National Heart, Lung, and Blood Institute (NHLBI) Health Information Center is a service of the NHLBI of the National Institutes of Health. The NHLBI Health Information Center provides information to health professionals, patients, and the public about the treatment, diagnosis, and prevention of heart, lung, and blood diseases and sleep disorders. For more information, contact:

NHLBI Health Information Center
P.O. Box 30105
Bethesda, MD 20824-0105
Phone: 301-592-8573
TTY: 240-629-3255
Fax: 301-592-8563
Web site: <http://www.nhlbi.nih.gov>

DISCRIMINATION PROHIBITED: Under provisions of applicable public laws enacted by Congress since 1964, no person in the United States shall, on the grounds of race, color, national origin, handicap, or age be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity (or, on the basis of sex, with respect to any education program and activity) receiving Federal assistance. In addition, Executive Order 11141 prohibits discrimination on the basis of age by contractors and subcontractors in the performance of Federal contracts, and Executive Order 11246 states that no Federally funded contractor may discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. Therefore, the National Heart, Lung, and Blood Institute must be operated in compliance with these laws and Executive Orders.

