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# 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)

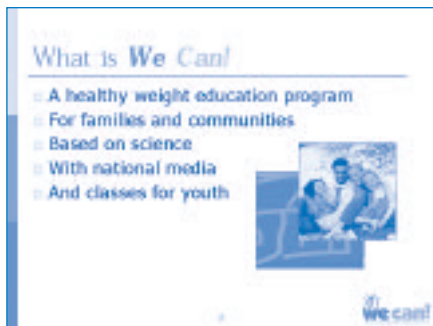
## Tell Us What You Think (10 minutes)

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.



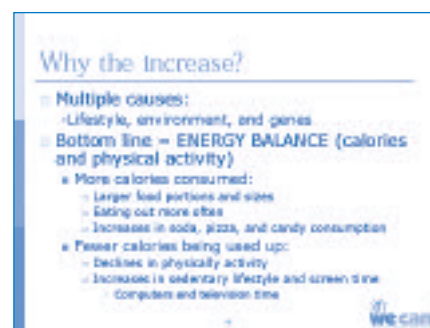
Slide 3

- **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?

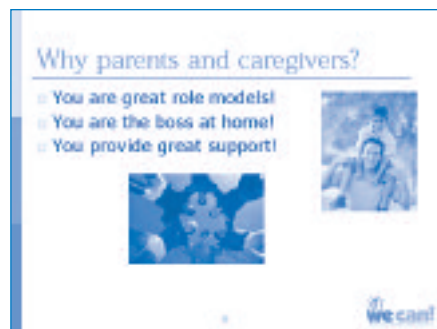
- The increase in obesity has multiple causes: lifestyle, environment, and genetics. While we can't control genetics, we can certainly make positive changes in our lifestyle and be aware of our environments.
- The bottom line is Energy Balance: it comes down to an increase in calories and decrease in 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: 15<sup>1</sup>/<sub>2</sub> 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.

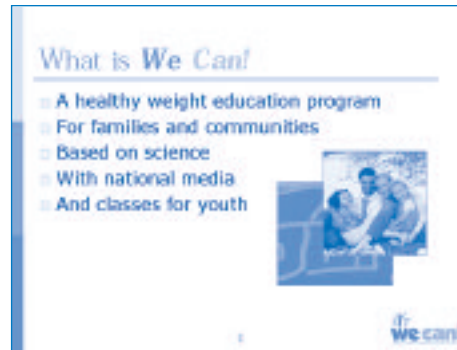
### Wrap-Up (2 minutes)

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



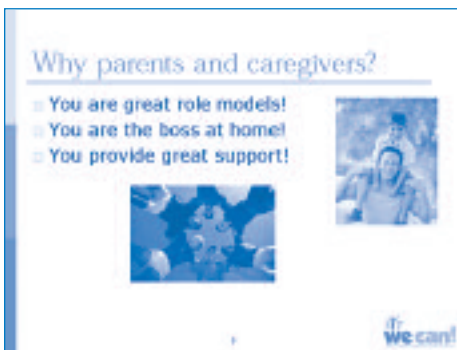
Slide 2



Slide 3



Slide 4



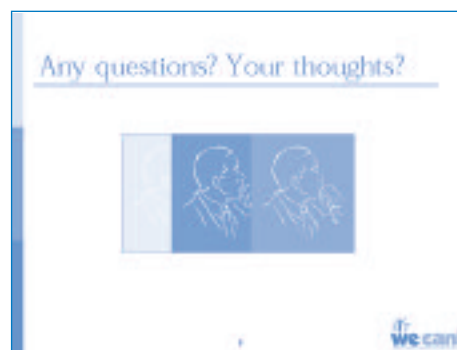
Slide 5



Slide 6



Slide 7



Slide 8



## We Can! Help Your Children Eat Well and Move More

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- **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

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- 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](http://www.smallstep.gov)







## 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](http://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 <sup>3</sup> / <sub>4</sub> miles in 35 minutes (20 minute/mile)
Wheeling self in wheelchair 30–40 minutes		Basketball (shooting baskets) 30 minutes
Pushing a stroller 1 <sup>1</sup> / <sub>2</sub> 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](http://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

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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





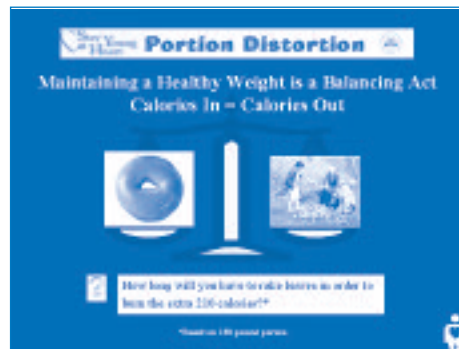
Slide 1



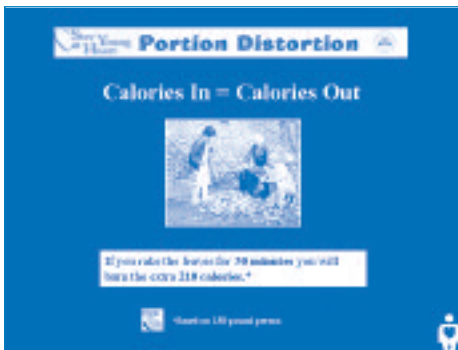
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Slide 3



Slide 4



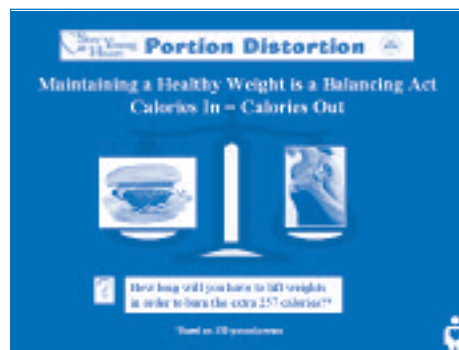
Slide 5



Slide 6




Slide 7



Slide 8

**Portion Distortion**

**Calories In = Calories Out**



If you **run** 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	598 calories 2 cups spaghetti and 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	1,025 calories 2 cups of pasta with sauce and 3 large meatballs

Calorie Difference: 731 calories

Slide 11

**Portion Distortion**

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




How long will you have to run to burn the extra 525 calories?\*

\*Based on 150-pound person

Slide 12

**Portion Distortion**

**Calories In = Calories Out**



If you **walk** on a treadmill for 2 hours and 30 minutes, you will burn approximately 525 calories.\*

\*Based on 150-pound person

Slide 13

**Portion Distortion**

**FRENCH FRIES**

20 Years Ago	Today
	
104 Calories 2.4 ounces	418 Calories 9.9 ounces

How many calories are in today's portion of fries?

Slide 14

**Portion Distortion**

**FRENCH FRIES**


20 Years Ago	Today
	
208 Calories 4.8 ounces	836 Calories 20.8 ounces

Calorie Difference: 628 Calories

Slide 15

**Portion Distortion**

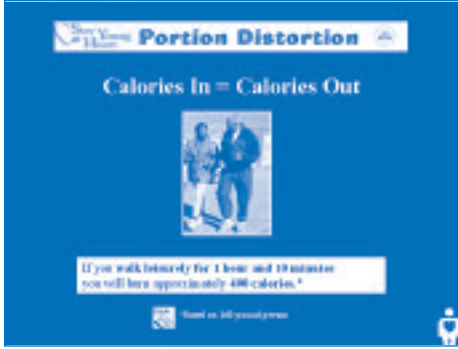
**Maintaining a Healthy Weight is a Balancing Act**  
**Calories In = Calories Out**



How long will you have to walk, **today** in order to burn those extra 628 calories?\*

\*Based on 150-pound person

Slide 16



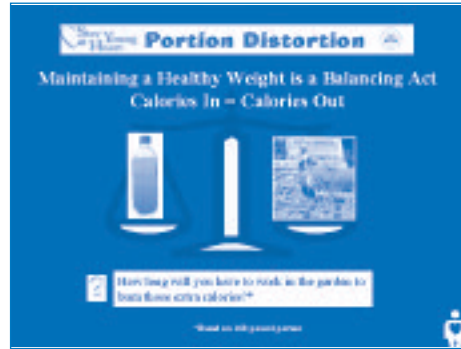
Slide 17



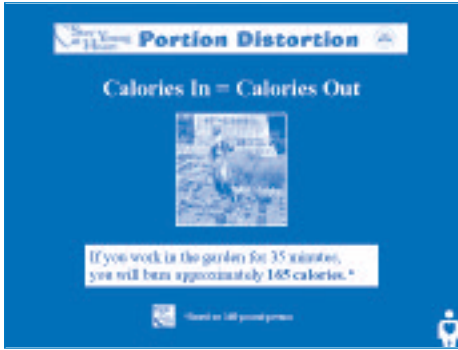
Slide 18



Slide 19



Slide 20



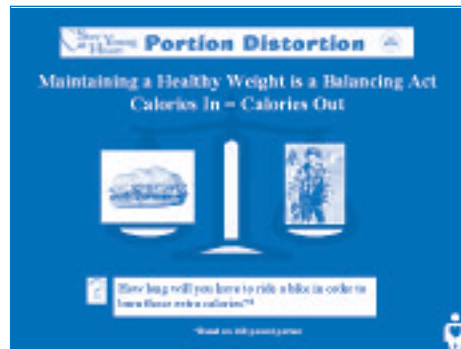
Slide 21



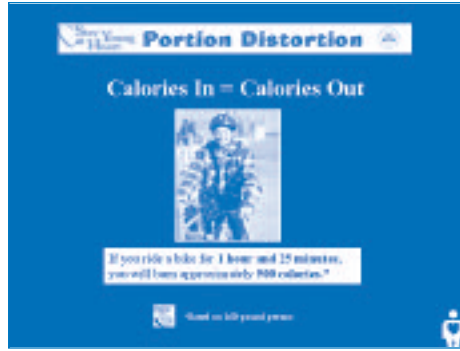
Slide 22



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<sup>a</sup>

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 <sup>b,c,d</sup>		
		Sedentary <sup>b</sup>	Moderately Active <sup>c</sup>	Active <sup>d</sup>
Child	2–3	1,000	1,000–1,400 <sup>e</sup>	1,000–1,400 <sup>e</sup>
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

<sup>a</sup> 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.

<sup>b</sup> Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life.

<sup>c</sup> 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.

<sup>d</sup> 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.

<sup>e</sup> 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**

8 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	8 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<sup>1/2</sup> 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<sup>1/2</sup> 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<sup>1/2</sup> 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

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**Amount Per Serving**

**Calories** 250      Calories from Fat 110

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

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

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

**Quick Guide to % DV**

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- 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
<b>Nutrient-dense</b> ←————→ <b>Calorie-dense</b>			
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<sup>a</sup>

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 <sup>b,c,d</sup>		
		Sedentary <sup>b</sup>	Moderately Active <sup>c</sup>	Active <sup>d</sup>
Child	2–3	1,000	1,000–1,400 <sup>e</sup>	1,000–1,400 <sup>e</sup>
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

<sup>a</sup> 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.

<sup>b</sup> Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life.

<sup>c</sup> 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.

<sup>d</sup> 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.

<sup>e</sup> 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 <sup>b</sup>	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"> <li>• 1/2 cup fresh, frozen, or canned fruit</li> <li>• 1 medium fruit</li> <li>• 1/4 cup dried fruit</li> <li>• USDA: 1/2 cup fruit juice</li> <li>• DASH: 3/4 cup fruit juice</li> </ul>
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"> <li>• 1/2 cup of cut-up raw or cooked vegetable</li> <li>• 1 cup raw leafy vegetable</li> <li>• USDA: 1/2 cup vegetable juice</li> <li>• DASH: 3/4 cup vegetable juice</li> </ul>
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"> <li>• 1 slice bread</li> <li>• 1 cup dry cereal</li> <li>• 1/2 cup cooked rice, pasta, cereal</li> <li>• DASH: 1 ounce dry cereal (1/2–1 1/4 cup depending on cereal type—check label)</li> </ul>
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"> <li>• 1 ounce of cooked lean meats, poultry, fish</li> <li>• 1 egg</li> <li>• USDA: 1/4 cup cooked dry beans or tofu, 1 Tbsp peanut butter 1/2 ounce nuts or seeds</li> <li>• DASH: 1 1/2 ounces nuts, 1/2 ounce seeds, 1/2 cup cooked dry beans</li> </ul>

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

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	<b>1 pound extra lean ground beef (93 percent lean) or lean ground turkey</b>
1/2 cup chopped onion	
8 oz mushrooms, optional	
1 jar (about 16 ounces) spaghetti sauce, your favorite	<b>1 jar spaghetti sauce, no added fat</b>
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	<b>1 1/2 cups part-skim ricotta cheese</b>
2 cups shredded Monterey Jack cheese	<b>2 cups reduced-fat Monterey Jack Cheese</b>
3/4 cup grated Parmesan cheese	<b>3/4 cup reduced-fat Parmesan cheese</b>
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	<b>1 head of dark lettuces (radicchio, romaine, red leaf, etc.)</b>
2 cups croutons	
1/2 cup regular salad dressing	<b>1/4 cup fat-free or reduced-fat salad dressing</b>
1 cup tuna salad with mayonnaise	<b>1 cup tuna canned in water and drained</b>
1 cup shredded mozzarella cheese	<b>1/4 cup shredded parmesan cheese</b>
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.	

<b>Chocolate Chip Cookies</b>	
<b>Ingredients:</b>	<b>Substitutions:</b>
1 cup butter, softened	<b>1/2 cup applesauce</b>
1 cup white sugar	<b>3/4 cup white sugar</b>
1 cup packed brown sugar	<b>3/4 cup packed brown sugar</b>
2 eggs	<b>1 whole egg and 1 egg white</b>
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	<b>1 cup mini chocolate chips</b>
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.	
<b>Recipes that I make or ingredients that I use often for my family</b>	
<b>Ingredients I use:</b>	<b>Substitutions I could make:</b>
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!