This educational kit includes a teacher's workbook, a student's workbook, 55 reproducible student handouts, and a 6-session, 60-minute videotape. The program complements the nutrition subject area of Ohio's Competency-Based Program in Health and Physical Education for grades 7-8. Activities are interdisciplinary and closely related to the 9th-grade Ohio Proficiency Test learning outcomes for science, mathematics, reading, writing, and citizenship. The program was developed in response to the overwhelming statistics on childhood obesity and as a means of disease prevention. The program rewards students for making positive behavior changes and helping their families make changes. It also rewards health teachers. The program's video is divided into the following six lessons: What is a Fit Kid?, Shop Smart, Smart Eating on the Run, Smart Moves, Getting the Competitive Edge, and How to Become a Fit Kid. Students learn that they can make healthy food choices that fit their lifestyle, they can become active in a fun way, and they can make the seven changes listed in their Fit Kid Contract to help them become a "Fit Kid." (SM)
Fit Kid Connection:
A Nutrition Education Program for 7th and 8th Graders.
Teacher's Workbook [and] Student's Workbook--Reproducible Handouts.

A publication of the
Ohio Nutrition Education & Training Program
Ohio Department of Education
FIT KID CONNECTION

A Nutrition Education Program For 7th And 8th graders

Teacher’s Workbook

A publication of the Ohio Nutrition Education & Training Program
Ohio Department of Education
The *FIT KID CONNECTION* is a nutrition education program developed by the Ohio Department of Education, Division of Student Development, Nutrition Education and Training Program (NET). The program is designed to compliment the nutrition subject area of a Competency-Based Program in Health and Physical Education for grades 7-8. The activities are interdisciplinary and closely related to the ninth grade Ohio Proficiency Test learning outcomes for science, mathematics, reading, writing, and citizenship.

The *FIT KID CONNECTION* was developed due to the overwhelming statistics on childhood obesity, and as a means of disease prevention.

- Nineteen percent of students skip breakfast on a typical school day.
- Teenagers may derive as many as 25% of their calories from pre-packaged snacks that contribute a significant amount of fat, saturated fat, and sodium to their daily diets.
- Fast food restaurants, convenience foods, and vending machines supply a major portion of nutrients in a child’s diet.
- A Gallup survey found that among 4th to 8th graders, 83% prepare their own breakfast, and 57% are involved in buying food.
- Nearly 25% of young people between the ages of 6-17 are considered overweight. The percentages of young people who are seriously overweight more than doubled in the last 30 years.
- Eating habits and patterns are established in childhood.
- Being overweight in childhood tends to be associated with chronic diseases in adulthood, such as increased risk for heart disease, high blood pressure, diabetes, and possibly cancer.
- Poor diet and lack of exercise contribute to 15% of actual causes of death in the U.S. (tobacco is number 1 at 20%).
- More than one fourth (27.3%) of students nationwide thought they were overweight; 39.7% of students nationwide were trying to lose weight (1997 Youth Risk Behavior Survey).

The *FIT KID CONNECTION* is different in that students are rewarded for making positive behavior changes, as well as helping their families make changes.

The *FIT KID CONNECTION* Nutrition Education Kit is packaged with a 60-minute video, a Teacher’s Workbook, 55 reproducible student handouts, and 30 Fit Kid Contracts. Each Teacher’s Workbook is divided into 6 sections that correspond to the six sessions of the video. The 60-minute video is divided into the following 6 sessions:
Session 1: What is a Fit Kid?
Session 2: Shop Smart
Session 3: Smart Eating on the Run
Session 4: Smart Moves
Session 5: Getting the Competitive Edge
Session 6: How to Become a Fit Kid

Each section of the workbook contains activities that meet the learning outcomes of the 9th grade Ohio proficiencies for science, mathematics, citizenship, reading, and writing. These activities are summarized in a table on pages 14-17. The students can do many of these activities in the cafeteria with the food service director, as a means of reinforcing good nutrition and eating habits. The students will view one of the six sessions each week in their health classroom, then discuss the handouts appropriate for each session as indicated in the Teacher's Workbook. Each student will then complete a weekly behavior change in his or her Fit Kid Contract that coincides with the weekly session of the video. The goal of the program is to bring about positive nutrition, self-esteem, and physical activity changes in the participating students.

The Fit Kid Connection will be advertised in the media. Students may be asking their health teachers about the program because Bath & Body Works and Sam Goody gift certificates will be awarded to the first 2900 students turning in their completed contracts. Teachers can contact the Ohio Department of Education's Nutrition Education and Training (NET) Program Coordinator, Susan Patton, MS, RD, LD, at (614) 466-5995 to answer questions.

Teacher and Student Incentives for Completing the Program:
The first 2900 students that complete the seven behavior changes as stated on their Fit Kid Contract, and turn in their completed contracts to their health teachers, will receive either a gift certificate for Bath & Body Works or Sam Goody. Health teachers will collect the contracts and send them in as a class in the enclosed envelope. The contract acts as a pre and post-test. The first 97 health teachers that turn in their class's contracts will receive incentives donated by Ohio companies. The data from the completed contracts will be used to compile changes the teens have made after participating in The Fit Kid Connection Program.

The Fit Kid Connection Learning Goals:
Students will learn:

- They can make healthy food choices that fit their lifestyle.
- They can become active in a fun way.
- They can make the seven changes listed in their Fit Kid Contract to help them become a Fit Kid.

Suggestion on How to Use the Program in Your Health Classroom During School Hours or in an After School Setting:
The 60-minute video is divided into 6 sessions. It is suggested that one to two sessions be shown each week and the handouts copied before each session and distributed after viewing the video.
There are extra handouts that may not be discussed in the video, but contain important information. The handouts are self-explanatory. Students should bring a folder or notebook to class to hold the handouts.

There are seven behavior changes in the Fit Kid Contract that correspond to the six sessions of the video. The goal of the program is for the students to complete all the seven behavior changes after watching the video and discussing the corresponding handouts. Behavior changes are to be recorded in the Fit Kid Contract.

After completing a session, teachers should allow the students one-week to complete the behavior change(s) that correspond to that session. The teacher should initial the behavior change to confirm that it has been completed.

The Fit Kid Contract (pages 2 and 3) acts as both a pre- and post-test. Make sure the students fill out page 2 before they begin the program.

Please complete the Teacher's Program Evaluation at the end of the program and return it in the enclosed envelope.

THE TOPICS FOR EACH VIDEO WITH LEARNING GOALS ARE LISTED BELOW:

**SESSION 1:**

**WHAT IS A FIT KID?**

Learning Goals: After viewing the video and completing the handouts in session 1, students will be able to:

- Evaluate their diets to determine what food groups they need to increase or decrease to meet the Food Guide Pyramid recommendations.
- Evaluate their calcium intakes per day to determine if they are consuming 1300 milligrams per day.
- Describe why they should follow the Food Guide Pyramid in terms of needing vitamins and minerals, and unseen chemicals in fruits and vegetables.
- Compare the fat and calories in fast food meals to the fat and calories that they need in their diets per day.
- Select lower fat/calorie food choices, or compromise for sensible choices at their favorite fast food restaurants.

**Fit Kid Contract Behavior Changes that correspond to session 1:**

1. The Pyramid Check
2. Fast Foods
In order to accomplish these two behavior changes, students will need to complete handouts 4-8 for The Pyramid Check, and handouts 14-18 for Fast Foods.

Classroom Activities to Tie the Program in With the 9th Grade Ohio Proficiencies:

1. **Do the 4-Step Pyramid Check (science 1; mathematics 1, 4, 5, 12, 14, 15;)**
   
   Ask the students to complete the handout, *Do the 4-Step Pyramid Check* (4-5). Tabulate the students' results from step 3 of the handout (what food groups they need to increase or decrease). There is a range of minimum to maximum food servings under the listing of each food group. For example, the minimum food serving in the fruit group is 3 and the maximum is 5. The average is 4. Use the average rounded to the nearest whole number. Compile the data in a table. Include in the table the distinction between males and females. Include the individual foods in the Food Guide Pyramid. Note trends. Use the following as an example:
   - How many students need to increase their number of servings in the bread, cereal, rice, and pasta group? How many need to increase servings of vegetables? Repeat with the remaining food groups.
   - How many students need to decrease fats, oils, or sweets?

   Do a follow-up after the program and ask the same questions, then compare before and after program answers.

2. **Plate Lunch (science 1; mathematics 5, 14)**
   
   Select a day from the cafeteria menu and classify the foods in the plate lunch according to the food groups in the Food Guide Pyramid. What percentage of each of the foods in the 6 food groups would they receive if they ate the school lunch? What nutrients would the foods supply based on the *Why a Pyramid?* handout (9) and *Why Follow the Food Guide Pyramid?* handout (10).

3. **Take the Calcium Challenge (science 1; mathematics 12, 14)**
   
   Have students complete the *Take the Calcium Challenge* handout (8). Ask students to total their calcium intake over a one week period. Do an average of the total students' calcium intakes for one week. Divide into males and females and create a box graph containing the following information:
   - What percentage of the class (divided into male and female) meet the calcium requirements of 1300 milligrams per day?
   - How does this compare with the national averages in the workbook (19% of girls meet 1300 milligrams and 35% of boys meet 1300 milligrams)?

   Make a key by using different dots to signify different calcium amounts. You might want to use the following calcium amounts: 0-50 mg, 51-200 mg, and 201 mg and above. Ask the students to classify the calcium foods they checked on the *Take the Calcium Challenge* handout (8) according to the key.
4. **Comparison of Plant Versus Animal (science 14)**

Refer to the handouts *How Does a Vegetarian Follow the Food Guide Pyramid?* (12) and *If You Are a Strict Vegetarian, Pay Attention to the Following:* (13). Compare and contrast the characteristics of plants and animals, focusing on the different nutrients each provides. Ask the food service director to work with the health class to modify several lunches to make them vegetarian. Modify the lunches for a lacto-ovo vegetarian, a lacto vegetarian, and a strict vegetarian. Students should be able to substitute foods with the same nutrient value. For example, to supplement the absence of meat or eggs, students could substitute a peanut butter sandwich on whole wheat bread.

5. **Basic Life Functions (science 16)**

Describe how the human digestive system breaks down carbohydrates, proteins, and fats.

6. **Energy Flow (science 7, 13)**

Trace the flow of energy from the sun to food. Discuss how our bodies derive energy from the digestion of food. Include the energy derived from carbohydrates, protein, and fat.

7. **Hidden Food Compounds (science 19)**

After students complete the *Do the 4-Step Pyramid Check* handout (4-5), total the number of students that do and do not meet the minimum servings for the fruit and vegetable food groups. Refer to the handout *What Are Teens Missing the Most in Their Diets?* (7). Describe the relationship between technology and science in terms of why students should eat fruits and vegetables. For example, you may ask the students:
- What do you receive from eating fruits and vegetables that you may not receive from other foods (*compounds*)?
- What diseases might they prevent and how?
- What do fruits and vegetables contain? (Beta carotene, Phytochemicals, Vitamin C, Vitamin E)

Classify the fruits and vegetables that the students ate into providing Beta-Carotene, Phytochemicals, Vitamin C, or Vitamin E. Have the students circle a food on their *What Are Teens Missing the Most in Their Diets?* handout (7) that they will try this week.

8. **Fast Foods (mathematics 2, 6, 7)**

Refer to the *Do You Eat Food That is Dripping, Oozing, and Toppling Over With Grease?* handout (14). Convert the fat grams for the various foods into teaspoons or tablespoons of fat (1 tablespoon fat = 13 grams; 3 teaspoons = 1 tablespoon). Illustrate the amounts determined by displaying teaspoons or tablespoons of yellow Crisco beside each fast food meal. Compare the fat in the high fat/calorie meal to the lower fat/calorie switch.

9. **The Food Supply (science 20)**

Describe how a given environment change affects an ecosystem. For example, how is the food supply affected by a hurricane? Select a particular fruit or vegetable that might be affected and determine what other food you might substitute to
receive the same nutrients. Refer to the food handouts *Why a Pyramid?* (9) and *Why Follow the Food Guide Pyramid?* (10).

**Practical Learning Experiences at the School Cafeteria:**

1. After students complete the *Do the 4-Step Pyramid Check* handout (4-5), ask how they can increase their fruit and vegetable consumption in the school cafeteria at breakfast and/or lunch.

2. After students complete the handout *Take the Calcium Challenge* (8), ask the students to check how they can increase their calcium intake at the school cafeteria. How much calcium, as determined on the *Take the Calcium Challenge* handout (8), could they receive from the foods they checked?

3. Ask the food service director to check off foods on the *Take the Calcium Challenge* handout (8) that are being offered in the cafeteria. Display the *Take the Calcium Challenge* handouts (8) in the cafeteria.

4. Refer to Comparison of Plant versus Animal (4), for an additional practical experience.

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**SESSION 2:**

**SHOP SMART**

**Learning Goals:** After viewing the video and completing the handouts in session 2, students will be able to:

- Look at the Nutrition Facts on a food label and determine the serving size, amount of fat, sodium, fiber, sugar, cholesterol, and the 4 nutrients – calcium, vitamin A, vitamin C, and iron in the food product.
- Select a product with a DV of 20% or more for calcium; select another product with a DV of 5% or less for fat; and a cereal with 6 grams or less of sugar and 7 grams or more of fiber per serving, at the grocery store.
- Name at least one food produced by food biotechnology.

**Fit Kid Contract Behavior Change that corresponds to session 2:**

1. **Grocery Shopping**

In order to accomplish this behavior change, students will need to complete handouts 19-25.
Classroom Activities to Tie the Program in With the Ohio 9th Grade Proficiencies:

1. **Label Logic (mathematics 1, 2, 4, 5)**
   Do the activity *Label Logic, What Do You Think?* (20-21). Refer to the *Label Logic* handout (19). Work with the food service director to provide ingredient information for one of the plate lunches they serve. Have the students make a Nutrition Facts label for the main menu item. The food service director should have a book that lists the nutrients of the various food items. Be sure to make the Nutrition Facts label for one serving and include the % DV's (Daily Values). Round the numbers to the nearest whole number.

2. **Family Recipe (mathematics 1, 2, 5)**

3. **Play the Ranking Game (mathematics 2)**
   Refer to the handout *Play the Ranking Game* (22-23) – rank foods for sodium, fat, and sugar.

4. **Interview (science 2; mathematics 13)**
   Ask students to save their family’s grocery/convenience store receipts for one week. Pair students, and from the receipt, have each of them make an assumption about what their classmate eats. Then have each classmate interview one another and compare facts versus assumptions. Students will use inferences from the grocery store receipts to design interview questions and analyze their observations to judge the validity.

5. **Food Biotechnology (science 15, 17, 19)**

   Explain why food biotechnology has come about. Describe the many ways ideas have changed, using historical contexts in terms of food biotechnology and food safety techniques (science 17).

   Describe the relationship between technology and science in terms of food biotechnology (science 19).
Practical Learning Experiences at the School Cafeteria:

1. Work with the food service director on the above Label Logic activity (1).

SESSION 3:

EAT SMART

Learning Goals: After viewing the video and completing the handouts in session 3, students will be able to:

- Select healthful breakfasts, lunches, and snacks on the run.
- Select healthful snacks from vending machines.
- Select snacks to enhance studying.
- Make a reduced-fat pizza and snack.
- Modify a recipe using healthful kitchen ingredients.
- Prepare food to conserve nutrients and promote food safety techniques.

Fit Kid Contract Behavior Change that corresponds to session 3:

2. Breakfast, Snacks, and Cooking

In order to accomplish this behavior change, students will need to complete handouts 26-34.

Classroom Activities to Tie the Program in With the Ohio 9th Grade Proficiencies:

1. Vending Machine Choices (science 1; mathematics 1, 2, 5)
Post the Vending Machine Choices handout (28) by the vending machines in your school. Ask students to view the snacks in their school’s vending machine. Have them classify their snacks into 3 categories – low-fat (3 grams of fat or less per serving), medium-fat (4-7 grams of fat per serving), or higher-fat foods (8 grams of fat per serving). What is the percentage of lower-fat foods? Lead this into a discussion of what the students think is healthful or not so healthful in the vending machines and why? Work with the food service director to make sure there are adequate low to medium fat foods in the vending machines.

2. Ethnic Recipe (mathematics 2, 6, 7; citizenship 2)
Have each student bring in a recipe from their ethnic heritage or tradition. Ask students to write a paragraph on the eating habits of their culture. Collect recipes and assemble into a cookbook that the students can take home and share with their families. Have the food service director choose several recipes to feature each week for a month. Feature information about the culture in the cafeteria and decorate the cafeteria accordingly.
Refer to the handout *The Chef In You* (30) for ways to reduce the fat/calories in the recipes. Include this information in the cookbook. Select several of the higher fat/calorie recipes and modify according to *The Chef In You* (30) handout to reduce the fat and calories. Compute the fat and calories saved by modifying the recipes.

3. **Food Safety (science 3)**
Refer to the *Make It Safe!* (33) and *Prevent Food Poisoning Checklist* (34) handouts. Discuss safety precautions when preparing food.

4. **Meat Temperatures (science 4; mathematics 6, 8)**
Work with the foodservice director to use the cafeteria as a learning lab. Have the foodservice director provide information on the holding temperatures of hot and cold foods. Working in small groups, use a thermometer to check:
- The temperature of the food on the steam table.
- The temperature of the items in the walk-in cooler such as milk, juice, and pudding.
- The temperature of the items on the salad bar.
- The temperature of the milk and food on the prepared tray.
- The temperature of items in the freezer.

5. **Weighing in Grams (science 4; mathematics 6)**
In the school kitchen, weigh various ingredient items from a recipe. Weigh in grams, ounces, pounds, etc..

6. **Chemical/Physical Interactions of Food (science 12)**
Describe how food burns or sugar caramelizes.

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**Practical Learning Experiences at the School Cafeteria:**

1. Does your school serve a breakfast? Refer to the handout *Why is Breakfast So Important?* (26). Have students write down what their favorite nutritious breakfast is and why they eat breakfast. Post these around the cafeteria.

2. Post the *Vending Machine Choices* handout (28) by the vending machines in your school. Ask students to match the snacks in their school’s vending machine with those on the handout. Does their school’s vending machine carry many of these items? Lead this into a discussion of what the students think is healthful or not in the vending machines and why? Work with the food service director to make sure there are adequate healthier food choices in the vending machine.

3. Refer to the handouts *Make it Safe* (33) and *Prevent Food Poisoning Checklist* (34). Ask the food service director to give a fifteen minute presentation on the importance of food safety and what can happen if it is ignored.
4. Ask the food service director to make a reduced-fat/calorie brownie recipe that contains applesauce or non-fat yogurt as a substitute for the oil. Do a Nutrition Facts label for a regular and reduced-fat/calorie brownie recipe. Compare the fat/calories saved. Do a taste test between regular and reduced-fat brownies.

**SESSION 4:**

**SMART MOVES**

**Learning Goals:** After viewing the video and completing the handouts in session 4, students will be able to:

- Describe the importance of exercise in terms of how they personally would benefit.
- Increase their exercise daily by performing three fun and simple things.

**Fit Kid Contract Behavior Change that corresponds to session 4:**

5. Increasing Activity

In order to accomplish this behavior change, students will need to complete handouts 35-39.

**Classroom Activities to Tie the Program in With the Ohio 9th Grade Proficiencies:**

1. Exercise/Fast Food Calories (mathematics 1, 2, 7)
   Refer to the handouts *Exercising Away the Calories* (39) and *Do You Eat Food That is Dripping, Oozing, and Toppling Over With Grease?* (14) handout in session 1. Select various fast food meals from handout (14) and determine how many minutes/hours of activities they would need to do to work off the calories, based on handout (39).

**Practical Learning Experiences at the School Cafeteria:**

1. Refer to the handouts *To Move or Not To Move* (35), *Exercise = Fun* (36), *How Do You Increase Your Activity Each Day* (37) and *17 Ways to Make Money While You Exercise* (38). Have students design their own poster from one of the 4 handouts. Have a contest and display the winning poster in the cafeteria. The prize for winning? A free school lunch, of course!
SESSION 5:
GETTING THE COMPETITIVE EDGE
(OPTIONAL SESSION)

Learning Goals: After viewing the video and completing the handouts in session 5, students will be able to:

- Determine the best overall diet for competing in sports in terms of before, during, and after competition or events.
- Select high carbohydrate meals and snacks for competing in sports.
- Evaluate a nutrition book or supplement for quackery and take action if quackery is present.
- Understand the importance of getting nutrients from food versus a pill or powder mix.
- Select appropriate foods for a healthy weight gain.

Fit Kid Contract Behavior Change that corresponds to session 5:

5. Increasing Activity

Classroom Activities to Tie the Program in With the Ohio 9th Grade Proficiencies:

1. Quackery (citizenship 16a-e; reading 2a-j, 3a, b, d)
   Ask students to refer to the handouts, Calling All Athletes (41) and Quackery – If It Sounds Too Good To Be True – It Just Might Be (42). Ask students to look through magazines or newspapers to find an advertisement for a new diet book, supplement, or other nutrition product on the market. Evaluate if it is a fact or a fraud? Be sure the students:
   - Use more than one source to obtain information. Contact a local hospital and ask for a registered dietitian in the Nutrition Services department or question a salesperson at a health food store.
   - Identify the points of agreement and disagreement about sources.
   - Evaluate the reliability of the available information using the handout Quackery…If It Sounds Too Good To Be True – It Just Might Be (42).
   - Draw conclusions by reading and interpreting data presented in charts and graphs.
   - Identify and weigh alternative viewpoints.

2. Take Action (citizenship 17)
   Ask students if they know anyone who is taking a supplement. What can they do to take action if the product is causing harm? Refer to the handouts Calling All Athletes (41) and Quackery – If It Sounds Too Good To Be True- It Just Might Be (42).
Practical Learning Experiences at the School Cafeteria:

1. Work with the food service director to select high carbohydrate breakfasts and/or lunches for the school menu on a game day. Using pictures from magazines or food models, make posters of high carbohydrate meals and snacks to eat prior to a sports event that students can select from the cafeteria.

**SESSION 6:**

**HOW TO BECOME A FIT KID**

**Learning Goals:** After viewing the video and completing the handouts in session 6, students will be able to:

- Turn negative things they say about themselves or others into positive.
- Understand the negative influence the media has on developing self-esteem.
- Understand the importance of being assertive and practice assertiveness in real life situations.
- State the reasons why dieting is unhealthy.
- Do a behavior check to become a Fit Kid.
- Recognize and help someone with an eating disorder.
- Accomplish various steps to help their families become fit.

**Fit Kid Contract Behavior Change that corresponds to session 6:**

6. Positive Thinking
7. Fit Family Changes

In order to accomplish these behavior changes, students will need to complete handouts 44-46 for Positive Thinking, and handout 55 for Fit Family Changes.

**Classroom Activities to Tie the Program in With the Ohio 9th Grade Proficiencies (Writing):**

**Writing Projects:**

**Narrative:** Explain how you helped your family make changes to become fit. Explain the easiest and most difficult changes your family made. Refer to handout 55 (Fit Family Changes).

**Expository:** During the *FIT KID CONNECTION* Nutrition Education Program, you learned about several things you can do to become fit. Based on what you learned, explain the steps that you made to become a Fit Kid. Be sure to include the goals you made in your *Fit Kid Contract.*
Descriptive: One of your friends wants to become a Fit Kid. Describe in detail the **FIT KID CONNECTION** Nutrition Education Program and why your friend would benefit from being a Fit Kid.

Collect all the above writings and put into a newsletter entitled the **FIT KID CONNECTION**.

Practical Learning Experiences at the School Cafeteria:

1. Post a reminder about doing the *Fit Kid Contract* in the cafeteria line.

2. Enlarge the *Fit Kid Checklist* section of the handout *Okay, Okay. I Won’t Diet, But I Want to Become a Fit Kid. What Should I Do?* (49). Post around the cafeteria.

**CONCLUSION OF PROGRAM:**

1. Collect completed contracts and send in the enclosed envelope to the following address:

   **Attn:** Susan Patton  
   **Ohio Department of Education**  
   **NET Program**  
   **65 South Front St., Room 610**  
   **Columbus, OH 43215-4183**

   The first 2900 students that turn in their contracts will receive gift certificates from either Bath & Body Works or Sam Goody.

2. Complete the Teacher’s Program Evaluation and mail with the contracts in the enclosed envelope.

3. The first 97 teachers to turn in their classes completed contracts will receive incentives. Teachers will be awarded incentives in April of 1999.
# LEARNING OUTCOMES FOR THE 9TH GRADE OHIO PROFICIENCIES IN SCIENCE, MATHEMATICS, CITIZENSHIP, READING, AND WRITING THAT CORRELATE WITH THE FIT KID CONNECTION

<table>
<thead>
<tr>
<th>SCIENCE LEARNING OUTCOMES – 9TH GRADE</th>
<th>FIT KID CONNECTION</th>
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<tr>
<td>1. Devise a classification system for a set of objects or a group or organisms.</td>
<td>Session 1: Do the 4-Step Pyramid Check, Plate Lunch, Take the Calcium Challenge Session 3: Vending Machine Choices</td>
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<tr>
<td>2. Distinguish between observation and inference given a representation of a scientific situation.</td>
<td>Session 2: Interview</td>
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<tr>
<td>3. Identify and apply science safety procedures.</td>
<td>Session 3: Food Safety</td>
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<tr>
<td>4. Demonstrate an understanding of the use of measuring devices and report data in appropriate units.</td>
<td>Session 3: Meat Temperatures, Weighing in Grams</td>
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<td>7. Describe the interactions of matter and energy throughout the lithosphere, hydrosphere, and atmosphere.</td>
<td>Session 1: Energy Flow</td>
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<tr>
<td>12. Describe chemical and/or physical interactions of matter.</td>
<td>Session 3: Chemical/Physical Interactions of Food</td>
</tr>
<tr>
<td>13. Trace the flow of energy and/or interrelationships of organisms in an ecosystem.</td>
<td>Session 1: Energy Flow</td>
</tr>
<tr>
<td>14. Compare and contrast the characteristics of plants and animals.</td>
<td>Session 1: Diet Comparison of Plant versus Animal</td>
</tr>
<tr>
<td>15. Explain biological diversity in terms of the transmission of genetic characteristics.</td>
<td>Session 2: Food Biotechnology</td>
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<tr>
<td>16. Describe how organisms accomplish basic life functions at various levels of organization and structure.</td>
<td>Session 1: Basic Life Functions</td>
</tr>
<tr>
<td>17. Describe the ways scientific ideas have changed using historical contexts.</td>
<td>Session 2: Food Biotechnology</td>
</tr>
<tr>
<td>19. Describe the relationship between technology and science.</td>
<td>Session 1: Hidden Food Compounds Session 2: Food Biotechnology</td>
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<tr>
<td>20. Describe how a given environmental change affects an ecosystem.</td>
<td>Session 1: The Food Supply</td>
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<tr>
<th>MATHEMATICS LEARNING OUTCOMES – 9TH GRADE</th>
<th>FIT KID CONNECTION</th>
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</thead>
<tbody>
<tr>
<td>1. Compute with whole numbers, fractions, and decimals.</td>
<td>Session 1: Do the 4-Step Pyramid Check Session 2: Label Logic, Family Recipe Session 3: Vending Machine Choices Session 4: Exercise/Fast Food Calories</td>
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<tr>
<td>Session 1: Fast Foods</td>
<td>Session 2: Label Logic, Family Recipe, Play the Ranking Game</td>
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<td>2. Compare, order, and determine equivalence of fractions, decimals, percents, whole numbers, and integers.</td>
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<td>4. Round numbers to the nearest thousand, hundred, ten, one, tenth, and hundredth.</td>
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<td>5. Solve problems and make applications involving percentages.</td>
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<td>6. Select and compute with appropriate standard or metric units to measure length, area, volume, angles, weight, capacity, time, temperature, and money.</td>
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<td>7. Convert, compare, and compute with common units of measure within the same measurement system.</td>
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<td>8. Read the scale on a measurement device to the nearest mark and make interpolations where appropriate.</td>
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<tr>
<td>12. Read, interpret, and use tables, charts, maps, and graphs to identify patterns, note trends, and draw conclusions.</td>
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<td>13. Use elementary notions of probability.</td>
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<tr>
<td>15. Solve simple number sentences and use formulas.</td>
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<td>CITIZENSHIP LEARNING OUTCOMES – 9TH GRADE</td>
<td>FIT KID CONNECTION</td>
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<td>2. Know that many different people with diverse backgrounds (cultural, racial, ethnic, linguistic) make up our nation today.</td>
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<tr>
<td>16. Demonstrate the ability to use information that enables citizens to make informed choices. a. Use more than one source to obtain information. b. Identify points of agreement and disagreement among sources. c. Evaluate the reliability of available information. d. Draw conclusions by reading and interpreting data presented in charts and graphs. e. Identify and weigh alternative viewpoints.</td>
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<td>17. Identify opportunities for involvement in civic activities.</td>
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### Reading Learning Outcomes - 9th Grade

2. Given a nonfictional selection, the student will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, and the possible purposes the selection might serve, by responding to items regarding:
   a. Details (who, what, when, where, how, or problem/solution).
   b. Stated or implied main ideas.
   d. The difference between statements based on fact and statements based on inference.
   e. Whether a statement is a fact or an opinion.
   f. Predictions about whether certain information is likely to be included in material.
   g. Details that either support or do not support the main idea.
   h. The author's purpose for writing the selection.
   i. The best summary for a specific audience.
   j. The author's attitude toward a topic.

### Writing Learning Outcomes - 9th Grade

The student will produce a piece of writing that:
1. Conveys a message related to the prompt (topic or description of a situation).
2. Includes supporting ideas or examples.
3. Follows a logical order.
4. Conveys a sense of completeness.
5. Exhibits word choice appropriate to the audience, the purpose, and the subject.
6. Includes clear language.
7. Contains complete sentences and may contain purposeful fragments.
8. Contains subject-verb agreement.
9. Contains standard forms of verbs and nouns.
10. Exhibits appropriate punctuation.
11. Exhibits appropriate capitalization.
12. Contains correct spelling.
13. Is legible.
FIT KID CONNECTION

A Nutrition Education Program For 7th And 8th graders

Student's Workbook-Reproducible Handouts

A publication of the Ohio Nutrition Education & Training Program
Ohio Department of Education
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Learning Goals:
After viewing the video and completing the handouts in session 1, students will be able to:

- Evaluate their diets to determine what food groups they need to increase or decrease to meet the Food Guide Pyramid recommendations.
- Evaluate their calcium intakes per day to determine if they are eating and drinking 1300 milligrams per day.
- Describe why they should follow the Food Guide Pyramid in terms of needing vitamins and minerals, and unseen chemicals in fruits and vegetables.
- Select lower fat/calorie food choices, or compromise for sensible choices at their favorite fast food restaurants.
- Compare the fat and calories in fast food meals to the fat and calories that students need in their diets per day.

Fit Kid Contract Behavior Changes:
1. The Pyramid Check
2. Fast Foods

Handouts:
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WHAT IS THE FIT KID CONNECTION?

It's all about YOU!

- It's about YOU making healthy choices that fit your lifestyle so you can do the things you want to.
- It's about YOU making sensible food choices. That means enjoying all foods, but not overloading in one area, like eating lots of fast foods, drinking cans and cans of pop, or eating candy... and more candy.
- It's about YOU being adventurous and trying new foods.
- It's about YOU being active and participating instead of watching.
- It's about YOU being the best you can be to accomplish all the goals you've set in your life. And to do that you need to feel the best you can. That means being energized with good food, a good mood, and good physical activity. That's what being a Fit Kid is all about... see the connection?

HOW DO I BECOME A FIT KID?

After watching the 6 sessions of the Fit Kid Connection video and completing the handouts, you are ready to make changes to become a Fit Kid. Record your seven behavior changes in your Fit Kid Contract.

After you have completed your Fit Kid Contract, turn it into your health teacher. If you are one of the first 2900 teens to turn in your completed contract, you can receive either a gift certificate from Bath and Body Works or Sam Goody. Your health teacher will also receive an incentive if he/she is one of the first 97 to turn in their class's contracts.

So hurry... turn in your Fit Kid Contract...
Kids... Please complete this page before starting the Fit Kid Connection Nutrition Education Program

Name ________________________________________________________________

School ________________________________ Health Teacher’s Name ________________________________

Home Address: ____________________________________________________________

Grade __________________________ Age __________________________

1. For one day, check off every time you eat a food from the following food groups:

- Bread, Cereal, Rice, and Pasta
- Vegetables
- Milk, Yogurt, and Cheese
- Meat, Poultry, Eggs, Dry Beans, and Nuts
- Fats, Oils, and Sweets

2. How many days per week do you eat breakfast?

- [ ] 0
- [ ] 1-2
- [ ] 3-4
- [ ] 5-7

3. Which of the following fast food meals would YOU choose? I would choose:

- [ ] Grilled chicken sandwich, side salad, or baked potato
- [ ] Hamburger, fries

Check off what you do at fast food restaurants:

- [ ] Split fries
- [ ] Leave off special sauce or mayonnaise
- [ ] Take the skin off breaded/fried chicken or fish
- [ ] Add a salad with light dressing
- [ ] Junior size instead of supersize

What meal did you order the last time you ate out? ____________________________________________

4. Do you read the Nutrition Facts label on food packages? If you read it, what do you look for?

- [ ] Yes
- [ ] No

Fat [ ] Calories [ ] Vitamin C [ ] Iron
Fiber [ ] Cholesterol [ ] Vitamin A [ ] Calcium
Sugar [ ] Protein [ ] Serving Size [ ] Sodium

5. What do you exercise for? Circle all that apply to you.

- Dance
- Sports
- Fun
- To stay in shape

How many times per week do you exercise?

- [ ] 1 - 2
- [ ] 3 - 4
- [ ] More than 4

Do other family members exercise?

- [ ] Yes
- [ ] No

What do they do?

6. When you and your friends are together talking, what do you say about yourself and others?

Is it mostly

- [ ] Negative
- [ ] Positive

7. Circle the snacks your family has around the house:

- Vegetables
- Pretzels
- Bagels
- Cookies
- Crackers
- Potato Chips
- Cheese
- Ice Cream
- Yogurt
- Snack Chips
- Candy
- Pop

8. Does your family eat most meals together?

- [ ] Yes
- [ ] No

9. Does your family eat mostly:

- Convenience microwave foods
- Fast foods or take-out
- Home prepared foods
The Fit Kid Contract of ____________________________

After watching THE FIT KID CONNECTION Video and completing the handouts, I've decided I can make some changes to be a FIT KID. If you need another sheet of paper to complete your contract, please staple to the contract. Here is what I have done:

1. **The Pyramid Check**

What are 3 foods you increased or added to your diet and why?

Foods I Increased: Why:

1. ____________________
2. ____________________
3. ____________________

What foods do I choose to give me 1300 mg calcium per day?

1. ____________________
2. ____________________
3. ____________________

2. **Fast foods**

Check off what you did:

- Split fries
- Take the skin off
- Leave off special sauce or mayonnaise
- Breaded/fried chicken or fish
- Add a salad with light dressing
- Join Junior size instead of supersize
- Other ____________________

What meal did you order the last time you ate out?

_____________________________

3. **Grocery shopping**

Go grocery shopping and select:

- A product with a DV of 20% or more for calcium
- A product with a DV of 5% or less for fat
- A cereal with 6 grams of less of sugar per serving and 7 grams of fiber

4. **Breakfast, Snacks and Cooking!**

I make sure I eat breakfast. These are my 2 favorite breakfasts:

1. ____________________
2. ____________________

List 3 snack foods you ate before the program and the healthful snacks you now choose.

Before: ____________________
After: ____________________

Prepare a meal or snack using healthful ingredient substitutions. Here is what I made:

______________________________ and this was my substitution:

5. **Increasing activity**

I increased my activity each day by doing fun and simple things. These are 3 things I did:

1. ____________________
2. ____________________
3. ____________________

6. **Positive thinking**

Listen to the things you say to yourself. Is it negative or positive? If it is negative, take that thought and make it positive.

Negative: ____________________
Change to Positive: ____________________

7. **Fit family changes**

These are 3 things I did to help my family make positive lifestyle changes.

1. ____________________
2. ____________________
3. ____________________

Congratulations! Now you are a Fit Kid!

Turn in your Fit Kid Contract to your health teacher.

Circle what you want to receive

(If you are one of the first 2900 students to turn in their contracts)

- Bath and Body Works Gift Certificate
- Sam Goody Gift Certificate

I have completed all the 7 behaviors listed above.

Student's signature ____________________
Teacher's signature ____________________ Date ____________________

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Do the 4-step Pyramid Check

Step 1. Start the Pyramid Check tomorrow. You will be circling foods from the Food Guide Pyramid as you eat them. You will be circling foods at breakfast, lunch, dinner, and snacks. Don't forget about beverages and foods you eat away from home. Do you know what the serving size is? Look on the next page.

Step 2. Begin today! Circle the ✓ under each food group, every time you eat a serving from that food group. At the end of the day, total the ✓'s under each food group.

Step 3. Analyze your diet. Take a look at the minimum recommended food group amounts listed beside the Food Guide Pyramid and compare that to what you ate. Do you need to increase any of the foods in the different groups?

How many servings do I need to increase or decrease in my diet to get the minimum recommended servings from each group on the Food Guide Pyramid. Write the number down in the boxes below: Increase or Decrease

Bread, Cereal, Rice, and Pasta

Vegetables

Fruits

Milk, Yogurt, and Cheese

Meat, Poultry, Eggs, Dry Beans, and Nuts

Fats, Oils, and Sweets

Step 4. Water is important, but it is not included in the Food Guide Pyramid as a food group. Do you drink 8 8-ounce glasses of water per day? Circle the ✓ everytime you drink an 8-ounce glass of water.
### Foods and Serving Sizes of Foods in the Food Guide Pyramid

**The Pyramid with the Heart in the middle indicates the foods that are:**
- lower calorie,
- lower fat, better for your health selections

**Milk, Yogurt, and Cheese**

2 - 3 servings per day
- 1 cup chocolate/white milk or yogurt, 1/2 ounces cheese, 1/2 cups ice cream or frozen yogurt, 1/2 cup cottage cheese, 10 ounce milkshake
- 1 cup skim chocolate/white milk or low-fat yogurt, 1/4 ounces part-skim mozzarella cheese, 1/2 cup (fat free) cottage cheese, 1 cup pudding (made with skim milk), 10 ounce milkshake (made with skim milk and low-fat frozen yogurt), 1/2 cups fat free ice cream, ice milk, or frozen yogurt

**Fats, Oils, and Sweets**

Not too much – be sensible
- Doughnut, candy, cookie, brownie, cake, croissant, potato chips, and other snack chips, pop, sugar, salad dressings, oil, mayonnaise, sour cream, butter, margarine
- Light or fat free salad dressing, fat free or light sour cream, low-fat mayonnaise, reduced-fat margarine, butter flavored sprays, baked potato chips, fat free cookies, lower-fat baked goods made with fat replacement, lower-fat candies like licorice or hard candy. Limit high sugar foods and fruit drinks

**Bread, Cereal, Rice, and Pasta**

6 - 11 servings per day
- 1 slice bread, 1 corn tortilla, 1/2 cup cooked rice, pasta, or cereal, 1 ounce ready-to-eat cereal, 1/2 hamburger bun, roll, bagel, or English muffin, 3-4 plain small crackers, 1 (4 inch) pancake, 1/2 croissant, 1 small muffin, corn bread square, or granola bar
- Choose high fiber, whole grain wheat products. Select cereals with 6 grams or less of sugar and 7 grams or more of fiber per serving. Select fat free or low-fat granola bars and muffins. Limit margarine or butter on breads, muffins, or pasta

**Fruit**

2 - 4 servings per day
- 1 medium fruit, 1/2 cup fruit pieces, 1 cup fruit juice, and 1/4 cup dried fruit like raisins, apricots, cranberries, and cherries
- Select canned fruit packed in water or light syrup, limit dried fruit (it is higher in calories and sugar than fresh fruit). Note: avocado is high in fat. (Remember guacamole sauce is made from avocado)

**Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts**

2 - 3 servings per day
- 2 to 3 ounces cooked meat or luncheon meat, poultry, or fish or 1/2 cup water packed tuna, 1/2 cup cooked dried beans, baked beans, peas, lentils, 1 egg, or 2 tablespoons peanut butter
- Choose lean meats and poultry with skin removed, ground sirloin or round, baked or broiled fish or poultry, lean or fat free luncheon meats

**Vegetable**

3 - 5 servings per day
- 1/4 cup vegetables, 1 cup leafy vegetables, 1/2 cup potatoes, 10 French fries, 1/2 cup scalloped potatoes, or potato salad, 1/2 cup vegetable juice
- Choose any vegetables, preferably without creamy sauces or butter. Limit the French fries
Did you pass the Pyramid Check on Fruits and Vegetables?

Yes □ or No □

Top cereal, pancakes, and waffles with fruit.
Add fruit to your yogurt.
Pack snack packs of canned fruit and/or applesauce in your lunch.
Freeze grapes in ice cube containers for a cool down summer snack.
Heat applesauce in the microwave and top with cinnamon.
Pack small boxes of raisins or small bags of dried fruit for an afternoon snack.
Have grab-and-go fruits on hand to take with you as you dash out the door – bananas, oranges, apples.
Mini carrots and light Ranch dressing are a great afternoon snack.
Add veggies to your sandwiches – lettuce, tomatoes, or green pepper slices, and pile them high!

If you checked No then proceed from here to find out How to get in your servings of fruits and vegetables per day...

Don’t forget salads loaded with as many veggies as you can stack on top of one another.
Include a veggie with each lunch and dinner you eat.
Top pizza and baked potatoes with broccoli, peppers, mushrooms, and onions for extra flavor.
Order veggie pizzas.
Check out bags of frozen stir-fry vegetables in the frozen food section of the grocery store. Make a quick and easy stir-fry.
Make sure any microwave convenience meals you eat have veggies included.
Don’t forget vegetable juices, like tomato, for an afternoon snack.
Freeze fruit juice containers overnight and pack in your lunch as you would an ice pack. As the day goes on they’ll thaw and you can drink the juice.
WHAT ARE TEENS MISSING THE MOST IN THEIR DIETS?

Why are fruits and vegetables so important?

They have compounds in them that may help prevent certain types of cancers.

- One of the compounds is the fiber in fruits and vegetables. Fiber causes the food you eat to go through your intestines faster, so cancer causing agents are not in contact with your intestines as long.
- The compound may dilute cancer causing agents.
- The compound may bind with cancer causing agents and help in removing them from your body.

What are these compounds and what do I eat to get them?

They are fruits and vegetables that contain the following:

**Beta Carotene – Vitamin A Rich Foods**

Apricots  Asparagus  Broccoli  Cantaloupe  Carrots  Green onion  Greens – Kale, Collard  Lettuce (dark green – romaine)

**Phytochemicals in These Cruciferous Vegetables**

Broccoli  Brussels sprouts  Cabbage  Cauliflower  Chinese cabbage  Bok choy  Kale  Kohlrabi  Mustard greens  Radish  Rutabaga  Turnip  Watercress

**Vitamin C Rich Foods**

Apricots  Broccoli  Brussels sprouts  Cabbage  Cauliflower  Kale  Winter, acorn, or butternut squash  Mango  Oriental cabbage  Papaya  Parsley  Pumpkin  Spinach  Mango  Willow  Green bell peppers  Honeydew melon  Kohlrabi  Kiwi  Mango  Mustard greens  Orange  Orange juice  Papaya  Pineapple  Plums  Potato with skin  Red bell peppers  Spinach  Strawberries  Tangerine  Tomato  Tomato juice  Watermelon

**Vitamin E Rich Foods**

Wheat Germ  Whole grain products  Nuts  Seeds  Peanut butter  Green leafy vegetables

What fruits and vegetables are new to you that you would like to try?
Take the calcium challenge

Did you know that teens need 1300 milligrams (mg) of calcium per day? See if you pass the Pyramid check on calcium. Check off what you eat or drink per day.

Girls
Ages 12-19
only 19% eat 1300 mg
Most teenage girls are eating only 1½ servings from the milk group per day.

Boys
Ages 12-19
only 35% eat 1300 mg
Most teenage boys are eating only 2 servings from the milk group per day.

Before you hit your growth spurt 140 to 165 mg of calcium are deposited in your skeleton per day. During your growth spurt 350 mg are deposited per day.

40% of your skeleton is formed during your growth spurt.

YOU will have stronger bones if YOU get enough calcium as a teen!

What is the easiest way to meet the Pyramid Check on Calcium? Include 4 servings from the Milk, Yogurt, and Cheese Group.

Did you know the calcium in:
1 cup milk = 6 cups broccoli = 2 ½ cups beans = 6 oranges = 20 pancakes

What calcium-fortified foods can you find at the grocery store? Check out:
- Juice
- Milk
- Cereal
- Bread

CALCIUM PYRAMID
(Milligrams (mg) of calcium)

Fast Foods Also Count:
- 12 oz Café Latte 412
- 12 oz Café Mocha 337
- 12 oz Cappuccino 262
- Baked Potato with cheese 350
- Cheese pizza (2 large slices) 220
- Cheeseburger 111
- 1 cup frozen yogurt 212

What vegetables and fruits are high in calcium?

Bread, Cereal, Rice, and Pasta

<table>
<thead>
<tr>
<th>Food</th>
<th>Calcium (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 slice whole wheat bread</td>
<td>32</td>
</tr>
<tr>
<td>2 pancakes</td>
<td>36</td>
</tr>
<tr>
<td>1 cup cereal + 1 cup milk</td>
<td>350</td>
</tr>
</tbody>
</table>

Juice

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Calcium (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 oranges</td>
<td>52</td>
</tr>
<tr>
<td>1 kiwi</td>
<td>20</td>
</tr>
<tr>
<td>Serving of pineapple</td>
<td>35</td>
</tr>
<tr>
<td>1 cup raisins</td>
<td>71</td>
</tr>
<tr>
<td>5 dried figs</td>
<td>135</td>
</tr>
</tbody>
</table>

Milk

<table>
<thead>
<tr>
<th>Dairy Product</th>
<th>Calcium (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 oz chocolate milkshake</td>
<td>374</td>
</tr>
<tr>
<td>1 cup low-fat fruit yogurt</td>
<td>343</td>
</tr>
<tr>
<td>1 oz mozzarella</td>
<td>311</td>
</tr>
<tr>
<td>1 cup skim milk</td>
<td>302</td>
</tr>
<tr>
<td>1 cup whole milk</td>
<td>291</td>
</tr>
<tr>
<td>1 cup low-fat chocolate milk</td>
<td>287</td>
</tr>
<tr>
<td>½ cup soft serve ice cream</td>
<td>118</td>
</tr>
<tr>
<td>1 cup milk</td>
<td>300</td>
</tr>
<tr>
<td>1 cup yogurt</td>
<td>415</td>
</tr>
<tr>
<td>1 oz Swiss cheese</td>
<td>272</td>
</tr>
<tr>
<td>1 oz cheddar cheese</td>
<td>204</td>
</tr>
</tbody>
</table>

Cayenne

<table>
<thead>
<tr>
<th>Bagel</th>
<th>Calcium (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 cup ice cream</td>
<td>88</td>
</tr>
<tr>
<td>½ cup cottage cheese</td>
<td>78</td>
</tr>
</tbody>
</table>

Cheese

<table>
<thead>
<tr>
<th>Cheese</th>
<th>Calcium (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cup tofu</td>
<td>130</td>
</tr>
<tr>
<td>1/3 cup almonds</td>
<td>120</td>
</tr>
<tr>
<td>1 oz sunflower seeds</td>
<td>34</td>
</tr>
<tr>
<td>1 cup baked beans</td>
<td>82</td>
</tr>
<tr>
<td>1 cup cooked dried beans</td>
<td>121</td>
</tr>
</tbody>
</table>

Vegetables

<table>
<thead>
<tr>
<th>Vegetable</th>
<th>Calcium (mg)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 cup rutabaga</td>
<td>36</td>
</tr>
<tr>
<td>1/2 cup bok choy</td>
<td>37</td>
</tr>
<tr>
<td>1/2 cup cooked kale</td>
<td>90</td>
</tr>
<tr>
<td>1/2 cup cooked broccoli</td>
<td>47</td>
</tr>
<tr>
<td>1/2 cup cooked okra</td>
<td>82</td>
</tr>
<tr>
<td>1/2 cup cooked mustard greens</td>
<td>52</td>
</tr>
</tbody>
</table>

1 orange 52
1 kiwi 20
1 serving of pineapple 35
1 cup raisins 71
5 dried figs 135

What calcium-fortified foods can you find at the grocery store? Check out:

- Juice
- Milk
- Cereal
- Bread
Why a Pyramid?

It's set up like a pyramid because you want to include the majority of your foods from the bottom 3 rows and limit the foods on the top row.

All the foods work together to provide YOU with all the nutrients that your body needs.

**THE FOODS IN THE PYRAMID ARE MADE UP OF:**

- **Complex Carbohydrate** – provides you with energy, feeds your brain, and delivers fiber for your GI tract.
- **Protein** – is a part of all the cells of your body; it helps to fight infections.
- **Fat** – is needed to make hormones and to store the fat soluble vitamins.
- **Fiber** – makes your food go through your intestine faster to help eliminate harmful agents.

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**Did you know?**

- Your body can **not** make vitamins and minerals so **YOU need** to get them from food.
- Teenage boys need about **93** grams of fat per day.
- Teenage girls need about **73** grams of fat per day.

**Did you know that most teens don't get enough Vitamin A, Vitamin E, Iron, Calcium, Zinc, and Magnesium per day?**
"So what if I don't get the minimum number of servings?"

You might not get the vitamins and minerals you need and here's what can happen:

**Calcium** - You may not reach your maximum height potential, and you can develop holes in your bones when you get older (called osteoporosis). Calcium is needed for strong bones and teeth. It's also needed so muscles like your heart can contract and relax normally, so your blood will clot if you cut yourself, and to help your nerves function.

**Iron** - You will probably feel tired and weak, and who can participate in sports when you feel that bad? Iron is needed to build healthy red blood cells so they can carry oxygen.

**Vitamin C** - Your wounds might not heal fast, and you may not have healthy bones, teeth, and skin.

**Vitamin E** - You need this vitamin for your nervous system. It also acts as an antioxidant to reduce the risk of developing heart disease and cancer when you get older.

**Vitamin D** - You won't have strong bones and teeth, because Vitamin D works with calcium. You may also not grow normally, have bowed legs, soft bones and experience muscle spasms.

**Magnesium** - You could experience nausea, weak muscles, confusion, and nerve damage.

**B Vitamins** -
- **B1 (thiamin)** - You need these to convert the food you eat into energy.
- **B2 (riboflavin)** -
- **B6 (pyridoxine)** -
- **B12 (cobalamin)** - this one also helps to build red blood cells.

**Vitamin A** - You may not see as well at night and your skin, hair, and nails can become dull and dry. Your immune system may not function properly so you'll get sick a lot. Vitamin A acts as something called an antioxidant which may help reduce your risk for developing certain cancers.

**Zinc** - You won't have the greatest skin and you might get sick more often. You need zinc to grow and for your skin to heal.

**Folic Acid** - You may become anemic because your blood cells can't carry as much oxygen and your cells won't divide properly, because folic acid is needed to produce DNA and RNA.
Here's a daily guideline to help you sort all this out. Remember—It's what counts in your diet over time, not just in 1 day. Everybody is unique in what they need. Here is a guideline:

<table>
<thead>
<tr>
<th></th>
<th><strong>TEEN BOYS</strong></th>
<th><strong>TEEN GIRLS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Calories</strong></td>
<td>2800 (more if you are exercising)</td>
</tr>
<tr>
<td>2</td>
<td><strong>Fat</strong></td>
<td>93 grams (more if you are exercising)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Water</strong></td>
<td>At least 8 8-ounce glasses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(more if you are exercising)</td>
</tr>
<tr>
<td>4</td>
<td><strong>Meals and snacks</strong></td>
<td>B, L, D – don't skip</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Healthful Snacking is good – try to get in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 snacks a day</td>
</tr>
<tr>
<td>5</td>
<td><strong>Fiber</strong></td>
<td>25-30 grams</td>
</tr>
<tr>
<td>6</td>
<td><strong>Vitamins, minerals, protein</strong></td>
<td>Do the Pyramid Check and you will get what you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>need</td>
</tr>
<tr>
<td>7</td>
<td><strong>Sodium</strong></td>
<td>Less than 3000 mg</td>
</tr>
<tr>
<td>8</td>
<td><strong>Cholesterol</strong></td>
<td>Less than 300 mg</td>
</tr>
<tr>
<td>9</td>
<td><strong>Calcium</strong></td>
<td>1300 mg</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1300 mg</td>
</tr>
</tbody>
</table>
"How does a vegetarian follow the Food Guide Pyramid?"

If you are a vegetarian, or thinking about becoming a vegetarian, there are a lot of things for you to think about as you plan your meals. Typically, you won't be eating a lot of meat, poultry or fish, so you need to get your protein from plant sources.

<table>
<thead>
<tr>
<th>Nutrients your diet may be lacking</th>
<th>Type of vegetarian</th>
<th>Milk/Dairy Products</th>
<th>Eggs</th>
<th>Meat, Poultry, Fish</th>
<th>Dry Nuts, Beans, Peas, Seeds, Peanut butter</th>
<th>Whole Grains – Bread, Cereal, Rice, Pasta</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Fats, Oils, Sweets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should be Okay</td>
<td>Semi-Vegetarian</td>
<td>Included</td>
<td>Included</td>
<td>Occasionally included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td>Should be Okay</td>
<td>Lacto-Ovo Vegetarian</td>
<td>Included</td>
<td>Included</td>
<td>Excluded</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td>Should be Okay</td>
<td>Lacto Vegetarian</td>
<td>Included</td>
<td>Excluded</td>
<td>Excluded</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
</tr>
<tr>
<td>You may not get enough calories or protein, Vitamin B₁₂, Vitamin D, Calcium, Iron, or Zinc</td>
<td>Strict Vegetarian</td>
<td>Excluded</td>
<td>Excluded</td>
<td>Excluded</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
<td>Included</td>
</tr>
</tbody>
</table>

If you are a Lacto-Ovo, Lacto, Strict, or Semi-Vegetarian, here are some meat alternatives made from soybeans:

- **Soybeans** - higher in protein and calcium than other beans, that is why they are included in a vegetarian diet
- **Soy milk and cheese** - made from soybeans
- **Textured soy protein (TSP)** - dry soy granules
- **Soy sauce** - condiment
- **Miso** - fermented soybean paste
- **Tempeh** - fermented soybean cakes
- **Tofu** - soybean curd

Contact a registered dietitian at a local hospital to answer any questions you may have, or to help you plan your diet.
If you are a strict vegetarian, pay attention to the following:

<table>
<thead>
<tr>
<th>Protein</th>
<th>Vitamin B₁₂ Cobalamin</th>
<th>Vitamin D</th>
<th>Calcium</th>
<th>Iron</th>
<th>Zinc</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does it do?</strong></td>
<td>Part of every cell in your body</td>
<td>Makes red blood cells and helps your body use fats and amino acids (amino acids hook together to make protein)</td>
<td>Helps your body absorb calcium and phosphorous to make your bones and teeth</td>
<td>Makes bones and teeth, makes your muscles contract (including your heart), makes your blood clot, and helps your nerves function</td>
<td>Makes red blood cells that can carry oxygen</td>
</tr>
<tr>
<td><strong>Non-animal food sources</strong></td>
<td>Legumes (lentils, beans, peas), peanut and cashew butter, vegetables, seeds and seed spreads, (tahini and sesame), soy products</td>
<td>Fortified cereals, vegetarian burger patties, and soy milk products</td>
<td>Some products may be fortified with vitamin D, like soy beverages or cereals. Sunlight helps your body make vitamin D.</td>
<td>Tofu (processed with calcium), fortified soy beverages, broccoli, sunflower seeds, greens (kale, collard, mustard greens), okra, rutabaga, bok choy, dried figs, tortillas (made with corn processed with lime) fortified breads, cereals, and orange juice</td>
<td>Legumes, tofu, seeds, whole grain products, prune juice, black strap molasses, fortified products</td>
</tr>
<tr>
<td><strong>Recommendations</strong></td>
<td>Eat a variety of the above foods to get quality protein in your diet. Remember that nuts and seed spreads can be high in fat and calories.</td>
<td>If you don't think you're getting enough vitamin D from food, ask your doctor about taking a supplement. Don't take more than 100% RDA (Recommended Dietary Allowance, which is listed on the back of a supplement label) for vitamin D.</td>
<td>Watch out for foods that contain oxalates that bind with calcium - like beet greens, rhubarb, Swiss chard, spinach, amaranth (grain).</td>
<td>Make sure you combine a good vitamin C source with each meal (look on page 7). Vitamin C helps the iron called non-heme iron in plant sources to be absorbed. The oxalic acid in chocolate, tannins, and tea, and the polyphenols in coffee, hinder the absorption of non-heme iron. Eat or drink these foods between meals, not with your meals.</td>
<td>If you take a supplement, don't take more than 100% RDA for zinc.</td>
</tr>
</tbody>
</table>
If you answered **YES** make the switch!

1 tablespoon fat = 13 grams. There are 3 teaspoons in 1 tablespoon.

<table>
<thead>
<tr>
<th>FOOD</th>
<th>CALORIES</th>
<th>FAT GRAMS</th>
<th>THE SWITCH TO</th>
<th>FOOD</th>
<th>CALORIES</th>
<th>FAT GRAMS</th>
<th>YOU SAVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double cheeseburger</td>
<td>640</td>
<td>39</td>
<td>1 meat patty</td>
<td>Cheeseburger</td>
<td>320</td>
<td>14</td>
<td>320 calories</td>
</tr>
<tr>
<td>Taco salad</td>
<td>850</td>
<td>52</td>
<td>give up the fatty nachos</td>
<td>2 tacos</td>
<td>340</td>
<td>20</td>
<td>510 calories</td>
</tr>
<tr>
<td>Breaded chicken sandwich</td>
<td>510</td>
<td>30</td>
<td>no breading</td>
<td>Grilled chicken</td>
<td>260</td>
<td>4</td>
<td>250 calories</td>
</tr>
<tr>
<td>Supersize French fries</td>
<td>540</td>
<td>26</td>
<td>smaller size</td>
<td>Small French fries</td>
<td>210</td>
<td>4</td>
<td>330 calories</td>
</tr>
<tr>
<td>Small personal size pizza</td>
<td>583</td>
<td>22</td>
<td>veggies instead of pepperoni</td>
<td>2 slices veggie pizza</td>
<td>444</td>
<td>14</td>
<td>139 calories</td>
</tr>
<tr>
<td>6-piece chicken nuggets</td>
<td>300</td>
<td>18</td>
<td>no breading</td>
<td>Grilled chicken salad</td>
<td>160</td>
<td>6</td>
<td>140 calories</td>
</tr>
<tr>
<td>Breakfast biscuit - egg, sausage, and cheese</td>
<td>520</td>
<td>35</td>
<td>burrito instead of a biscuit, leave off the sausage</td>
<td>Breakfast burrito</td>
<td>260</td>
<td>14</td>
<td>260 calories</td>
</tr>
<tr>
<td>Danish pastry</td>
<td>410</td>
<td>22</td>
<td>less fat, more fiber</td>
<td>Fat free or low-fat bran muffin</td>
<td>170</td>
<td>0</td>
<td>240 calories</td>
</tr>
<tr>
<td>Apple pie</td>
<td>260</td>
<td>13</td>
<td>more calcium, less fat</td>
<td>Vanilla low-fat yogurt</td>
<td>120</td>
<td>1</td>
<td>140 calories</td>
</tr>
</tbody>
</table>
Guess what the number one fast food meal is?

Double burger with cheese and sauce  30 grams of fat
Supersize French fries  26 grams of fat
Apple pie  13 grams of fat
Diet coke  0 grams of fat

Total: 69 grams of fat or 16 teaspoons of fat and 966 calories

Try this instead...

Hamburger  10 grams of fat
Side salad  1 gram of fat
Low-fat milk or water  1 gram of fat
Vanilla yogurt cone  0 grams of fat

Total: 12 grams of fat or 3 teaspoons of fat and 460 calories

You save more than \( \frac{1}{2} \) the calories and \( 5^{1/2} \) times the fat!

Make the switch!!!
Fight the fast food fat!

Circle what you will do:

› Downsize instead of supersize

› Junior size it

› Split French fries with a friend or family member

› Take the skin off breaded and fried chicken sandwiches

› Fill up on a side salad with ½ packet of light salad dressing

› Use ketchup, honey mustard, hot mustard, salsa, BBQ sauce, taco sauce, or sweet-and-sour sauce in place of mayonnaise, tartar sauce, guacamole, or other creamy sauces
Try balancing your sandwich with a salad, but watch what you put on your plate – a salad can tip the balance if you overload!

**Tipping the calories of a salad bar in your favor:**

- Go easy on salad dressing. Just 2 Tbsp. of regular Italian dressing = 150 calories and 16 grams of fat
- Load up on vegetables, beans, plus fruit and include other items in smaller portions like meat, cheese, salad dressing and side salads (chicken, potato, pasta)

<table>
<thead>
<tr>
<th>Item</th>
<th>Calories</th>
<th>Fat (g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>¼ cup chicken salad</td>
<td>140</td>
<td>10</td>
</tr>
<tr>
<td>¼ cup potato salad</td>
<td>160</td>
<td>14</td>
</tr>
<tr>
<td>4 Tbsp. Ranch salad dressing</td>
<td>270</td>
<td>30</td>
</tr>
<tr>
<td>3 Tbsp. bacon bits</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>4 Tbsp. cheese</td>
<td>100</td>
<td>8</td>
</tr>
<tr>
<td>4 Tbsp. diced ham</td>
<td>100</td>
<td>8</td>
</tr>
<tr>
<td>6 Tbsp. croutons</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>3 Tbsp. sunflower seeds</td>
<td>125</td>
<td>7</td>
</tr>
<tr>
<td>2 Tbsp. garbanzo beans</td>
<td>45</td>
<td>1/2</td>
</tr>
<tr>
<td>½ cup chow mein noodles</td>
<td>100</td>
<td>12</td>
</tr>
<tr>
<td>Lettuce</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total:** 1200 Calories

Remember: 13 fat grams = 3 teaspoons = 1 tablespoon of fat

**Answer:** 1200 calories.
- Garden salad with fat free or light dressing
- Grilled chicken sandwich
- Bean burrito
- Baked potato with sour cream and chives or 2 tablespoons light creamy Ranch dressing
- Veggie pizza (limit the extra cheese, pepperoni, and stuffed crusts)
- Chili topped with broken crackers
- Lean sub loaded with vegetables
- Fajita with veggies and rice
- Low-fat milkshake or sundae made with yogurt and topped with fruit sauce
- Low-fat muffin or a breakfast sandwich on an English muffin instead of a biscuit or a croissant; skip the bacon or sausage
SESSION 2: SHOP SMART

LEARNING GOALS:
After viewing the video and completing the handouts in session 2, students will be able to:

- Look at the Nutrition Facts on a food label and determine the serving size, and the amount of fat, sodium, fiber, sugar, cholesterol, and the 4 nutrients - calcium, vitamin A, vitamin C, and iron in the food product.
- Select a product with a DV of 20% or more for calcium; select another product with a DV of 5% or less fat, and a cereal with 6 grams or less of sugar per serving at the grocery store.
- Name at least one food produced by food biotechnology.

Fit Kid Contract Behavior Change:

3. Grocery Shopping

HANDOUTS:

19. Label Logic
20. Label Logic - What Do You Think?
21. Label Logic Answers - What Do You Think?
22. Play the Ranking Game
23. Were You Surprised At Anything?
24. I'm Confused At the Grocery Store
25. Food Biotechnology
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- Select a product with a DV of 20% or more for calcium; select another product with a DV of 5% or less fat, and a cereal with 6 grams or less of sugar per serving at the grocery store.
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Fit Kid Contract Behavior Change:
3. Grocery Shopping

HANDOUTS:
19. Label Logic
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23. Were You Surprised At Anything?
24. I'm Confused At the Grocery Store
25. Food Biotechnology
# Nutrition Facts

**Serving Size** 1 cup (228 g)

**Servings per Container** 2

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>90</td>
</tr>
<tr>
<td>% Daily Value*</td>
<td>5%</td>
</tr>
<tr>
<td>Total Fat</td>
<td>3g</td>
</tr>
<tr>
<td>% Daily Value*</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0 mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>300 mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>13g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>3g</td>
</tr>
<tr>
<td>Sugars</td>
<td>3g</td>
</tr>
<tr>
<td>Protein</td>
<td>3g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>80%</td>
</tr>
<tr>
<td>Calcium</td>
<td>4%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Calories</th>
<th>2,000</th>
<th>2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>Less than 65g</td>
<td>80g</td>
</tr>
<tr>
<td>Sat Fat</td>
<td>Less than 20g</td>
<td>25g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>Less than 300mg</td>
<td>300mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than 2,400mg</td>
<td>2,400mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>300g</td>
<td>375g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25g</td>
<td>30g</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Calories per gram:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fat</td>
<td>9</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>4</td>
</tr>
<tr>
<td>Protein</td>
<td>4</td>
</tr>
</tbody>
</table>

---

**Serving Size**

Check out the serving size. Do you follow the amount? Think back to the last time you had ice cream. Was it 1/2 cup? OR NOT?

**% Daily Value (% DV)**

Tells you how a specific nutrient fits into a 2,000-calorie a day diet. (But remember you’re eating more than that per day.)

**Total Fat**

Check out the fat. Fat is the stuff that is linked to heart disease, obesity, and cancer. Anything with 5% DV or less is considered low-fat. Saturated fat is a type of fat and is the part of fat that clogs arteries and leads to heart disease.

**Cholesterol**

Try to stay below 300 milligrams (mg) per day. Cholesterol is found in animal products – egg yolk, milk, cheese, meat, poultry, and fish. It's lower in low-fat or fat free dairy products.

**Sodium**

It is recommended to stay below 2,400 mg to 3,000 mg per day. One teaspoon of salt contains 2300 mg. Foods low in sodium contain no more than 5% DV per serving.

**Dietary Fiber**

Can you get in at least 25 grams (g) per day? How much do you get? LABEL READ! Fiber is found in fruits, vegetables, nuts, beans, and whole grain products. Fiber helps move the food through your intestines faster to help eliminate harmful agents.

**Sugar**

Four grams (g) of sugar equals 1 teaspoon of sugar.

**Vitamin A, Vitamin C, Iron**

These are some of the important vitamins and minerals. Vitamin A and iron are often low in teenagers' diets. Look for foods that contain 10% or more of any of these nutrients. Foods considered high in a nutrient contain 20% or more DV.

**Calcium**

Pay special attention to calcium. A product that contains 20% or more is a good source of calcium. Shoot for 130% per day.

**Reduced-Fat** the product contains 1/4th or 25% less fat than the original food

**Low-Fat** the product contains 3 grams or less per serving

**Light** the product contains 1/2 the fat or 1/3 the calories of the original food

**Enriched** nutrients that were lost in the processing are added back, like B vitamins to white flour

**Fortified** nutrients are added that were not present originally, such as vitamins A and D to milk, or folic acid to breads.
1. Which product contains the most calcium? 
   How many servings would YOU need to get 130%? (That's what YOU need per day.)

2. Which product is highest in fat? 
   What are your recommended fat grams per day? 
   How does this product fit into that?

3. Which product is highest in cholesterol?
   What ingredients could contribute to the cholesterol level?
**1. Which product contains the most calcium?**

How many servings would YOU need to get 130%? (That's what you need per day.)

**2. Which product is highest in fat?**

What are your recommended fat grams per day? How does this product fit into that?

**3. Which product is highest in cholesterol?**

What ingredients could contribute to the cholesterol level?
Play the ranking game

Rank these foods in the order of highest (7) to lowest (1) for these different nutrients.

### Sugar

<table>
<thead>
<tr>
<th>Rank from highest (7) to lowest (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 ounces low-fat yogurt</td>
</tr>
<tr>
<td>2 fat free cookies</td>
</tr>
<tr>
<td>1 stick chewing gum</td>
</tr>
<tr>
<td>1 1/4 cup Cheerios</td>
</tr>
<tr>
<td>1 candy bar (2 ounces)</td>
</tr>
<tr>
<td>1 can of pop (12 ounces)</td>
</tr>
<tr>
<td>2 tablespoons ketchup</td>
</tr>
</tbody>
</table>

### Fat

<table>
<thead>
<tr>
<th>Rank from highest (7) to lowest (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 reduced-fat personal pizza</td>
</tr>
<tr>
<td>1 small glazed doughnut</td>
</tr>
<tr>
<td>1 vending machine bag potato chips</td>
</tr>
<tr>
<td>1 hot dog</td>
</tr>
<tr>
<td>2 tablespoons Ranch salad dressing</td>
</tr>
<tr>
<td>1/2 cup ice cream</td>
</tr>
<tr>
<td>1 fast food chicken sandwich</td>
</tr>
</tbody>
</table>

### Sodium

<table>
<thead>
<tr>
<th>Rank from highest (7) to lowest (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 cup canned corn</td>
</tr>
<tr>
<td>1 can soup</td>
</tr>
<tr>
<td>1 slice bologna</td>
</tr>
<tr>
<td>1/2 cup frozen corn</td>
</tr>
<tr>
<td>12 pretzel twists</td>
</tr>
<tr>
<td>1/5 of a pepperoni pizza</td>
</tr>
<tr>
<td>1 can reduced-sodium soup</td>
</tr>
</tbody>
</table>
"Were you surprised at anything?
Here’s what we were surprised at:"

- "All the sugar in 1 can of pop -- 9½ teaspoons! I know I’m switching to water."
- "Fat free cookies still have a lot of calories and sugar."
- "The fat in reduced-fat pizza! It’s still so high!"
- "I don’t eat just ½ cup of ice cream – so I have to triple the fat amount (21 grams in 1½ cups)."
- "Even reduced-sodium soup can be high in sodium because the regular product is high – mega sodium!"
- "Frozen vegetables are much lower in sodium than canned."
- "The chicken sandwich was really high in fat. I thought chicken was a really lean choice. I didn’t realize it was breaded and fried. I guess if it would have said grilled chicken, it would have been lean."

---

**Play the ranking game answers**

Rank these foods in the order of highest (7) to lowest (1) for these different nutrients.

### Sugar

<table>
<thead>
<tr>
<th>Food</th>
<th>Sugar (grams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 oz low-fat yogurt</td>
<td>8 ½ teaspoons (35 grams)</td>
</tr>
<tr>
<td>8 ½ teaspoons (35 grams)</td>
<td>6</td>
</tr>
<tr>
<td>2 fat free cookies</td>
<td>4</td>
</tr>
<tr>
<td>3 ½ teaspoons (14 grams)</td>
<td>2</td>
</tr>
<tr>
<td>1 stick chewing gum</td>
<td>1</td>
</tr>
<tr>
<td>⅛ teaspoons (2 grams)</td>
<td>⅛ teaspoon (1 gram)</td>
</tr>
<tr>
<td>½ cup Cheerios</td>
<td>5</td>
</tr>
<tr>
<td>¼ teaspoon (1 gram)</td>
<td>1</td>
</tr>
<tr>
<td>1 candy bar (2 oz)</td>
<td>2</td>
</tr>
<tr>
<td>⅛ teaspoons (18 grams)</td>
<td>⅛ teaspoon (5 grams)</td>
</tr>
<tr>
<td>1 can of pop (12 oz)</td>
<td>7</td>
</tr>
<tr>
<td>9 ½ teaspoons (37 grams)</td>
<td>6</td>
</tr>
<tr>
<td>2 tablespoons ketchup</td>
<td>3</td>
</tr>
</tbody>
</table>

### Fat

<table>
<thead>
<tr>
<th>Food</th>
<th>Fat (grams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 reduced-fat personal pizza</td>
<td>7 ½ cup canned corn (2 grams)</td>
</tr>
<tr>
<td>22 grams</td>
<td>7 ½ cup regular sodium vegetable soup (7 grams)</td>
</tr>
<tr>
<td>14 grams</td>
<td>1 slice bologna (2 grams)</td>
</tr>
<tr>
<td>1 bag potato chips</td>
<td>293 milligrams</td>
</tr>
<tr>
<td>10 grams</td>
<td>½ cup frozen corn (1 gram)</td>
</tr>
<tr>
<td>12 grams</td>
<td>6 milligrams</td>
</tr>
<tr>
<td>1 hot dog</td>
<td>12 pretzel twists (4 grams)</td>
</tr>
<tr>
<td>12 grams</td>
<td>400 milligrams</td>
</tr>
<tr>
<td>2 tablespoons Ranch dressing</td>
<td>½ of a pepperoni pizza (5 grams)</td>
</tr>
<tr>
<td>16 grams</td>
<td>1440 milligrams</td>
</tr>
<tr>
<td>7 grams</td>
<td>1 can reduced sodium vegetable soup (6 grams)</td>
</tr>
</tbody>
</table>

### Sodium

<table>
<thead>
<tr>
<th>Food</th>
<th>Sodium (milligrams)</th>
</tr>
</thead>
<tbody>
<tr>
<td>⅛ cup canned corn</td>
<td>3</td>
</tr>
<tr>
<td>360 milligrams</td>
<td>1 can regular sodium vegetable soup (7 grams)</td>
</tr>
<tr>
<td>2760 milligrams</td>
<td>1 slice bologna (2 grams)</td>
</tr>
<tr>
<td>290 milligrams</td>
<td>½ cup frozen corn (1 gram)</td>
</tr>
<tr>
<td>6 milligrams</td>
<td>12 pretzel twists (4 grams)</td>
</tr>
<tr>
<td>400 milligrams</td>
<td>½ of a pepperoni pizza (5 grams)</td>
</tr>
<tr>
<td>1440 milligrams</td>
<td>1 can reduced sodium vegetable soup (6 grams)</td>
</tr>
</tbody>
</table>

"Even reduced-sodium soup can be high in sodium because the regular product is high – mega sodium!"

"Frozen vegetables are much lower in sodium than canned."

"The chicken sandwich was really high in fat. I thought chicken was a really lean choice. I didn’t realize it was breaded and fried. I guess if it would have said grilled chicken, it would have been lean."
"I'm confused at the grocery store. What about..."

Serving sizes? If I go over the ½ cup serving size for ice cream (like 3 cups!) can I switch to fat free ice cream and triple my serving size?

It's probably better to limit your serving size so you start to develop wise eating habits as a teenager. When you get older, your metabolism slows down and you won't be able to eat the amounts you did as a teenager. So, if you develop those healthy habits now, you will be a healthy adult. The fat free ice cream, especially chocolate, tastes good, but still try to follow the serving size on the label.

Pop? If it's sugar-free and caffeine-free, its got to be okay, right?

Pop contains what are called empty calories. They don't provide nutrients, usually just sugar and calories. Even though the pop container says diet and doesn't contain calories or fat, you are not fueling your body with the vitamins and minerals it needs, like what a glass of milk or fruit juice would provide.

Do I have to eat fat free products if I don't like the way they taste?

No, only eat the fat free products if you like the taste. Some of them are really good. Even the light and reduced-fat products taste good. But, you should like what you eat. Just remember - be sensible and follow the serving size!

So... if it's fat free can I eat as much as I want?

Look at the label of fat free cookies and a regular cookie the next time you are at the grocery store. Are the 4 calories per cookie about the same? You'll find that they probably are. So, just because it's fat free, doesn't mean it's calorie free. Sometimes manufacturers add extra sugar to replace the fat.

“What do I watch in my diet? Is it the sodium, sugar, fat, or all 3? Help!”

➢ Just be sensible about how much you eat. That means, enjoy all foods, but don't overdo it in one area - like eating a lot of cookies, even if they are fat free.
➢ If something is really high in fat/calories or sodium, balance it with something else that is low in fat/calories or sodium. For example, look at the fast food tips - if you have a really fatty burger, add a side salad that's lower in fat rather than a super size order of French fries!
➢ Label read! Remember that products with a 5% DV for fat and sodium are considered low-fat and low-sodium choices.
➢ If something is high in fat or calories, follow the serving size - even if it’s fat free, follow the serving size.
➢ Remember - if you are exercising, you need more calories and fat.
Food biotechnology is technology that produces a high quality, abundant food supply, while also protecting the environment. Your family's grocery bill won't be as high because the food lasts longer and is resistant to disease and severe temperatures.

**Biotechnology** = fruits and vegetables that ripen longer on the plant without spoiling before they are eaten — like tomatoes

**Biotechnology** = crops that are disease resistant so they don't need as many pesticides. This protects the environment.

**Biotechnology** = crops that are weather-resistant to withstand heavy rainfall, drought, late frost, and periods of high heat.

**Biotechnology** = broccoflower — a cross between you guessed it — broccoli and cauliflower! Other new varieties of foods can be cross-bred for new tastes.

**Biotechnology** = foods that are lower in fat, cholesterol, or saturated fat, and higher in protein, vitamins, and minerals.

"Yes" — foods produced with biotechnology are safe to eat.

**Have you ever eaten broccoflower? Give it a try! It's in your supermarket's produce section.**

Do you know of any other foods that are produced by biotechnology? Write them down.
SESSION 3: SMART EATING ON THE RUN

LEARNING GOALS:

After viewing the video and completing the handouts in session 3, students will be able to:

- Select healthful breakfasts, lunches, and snacks on the run.
- Select healthful snacks from vending machines.
- Select snacks to enhance studying.
- Make a reduced-fat pizza and snack.
- Modify a recipe using healthful kitchen ingredients.
- Prepare food to conserve nutrients and promote food safety techniques.

HANDOUTS:

26. Why is Breakfast So Important?
27. Nutrition on the Run
28. Vending Machine Choices
29. For Extra Studying Power
30. The Chef In You
31. Super Snacks For You
32. Holding In the Nutrients
33. Make It Safe!
34. Prevent Food Poisoning Checklist

Fit Kid Contract Behavior Change:

4. Breakfast, Snacks, and Cooking
What? You say you don't have time? You're not hungry. Then think about a small breakfast or look on the following page...

**Breakfast:**

Kicks in your metabolism. It gets your body's functions running so you start burning calories and producing energy. Want better test scores? Research indicates **eating breakfast = better test scores than not eating breakfast.**

Are you losing your concentration as the morning goes on? YAWN! **Eating breakfast = better concentration = more alert!**

How can you study when your stomach is growling? **Eating breakfast = a quiet stomach = new and improved studying power!**

Did you know breakfast eaters get more vitamins and minerals (calcium, phosphorous, magnesium, and vitamins A, C, B, and riboflavin) in their diets, than breakfast skippers. **Eating breakfast = a more nutritious diet = a more energized you!**

No excuses! Eat your breakfast!
Breakfasts to Go

DON'T HAVE TIME TO SIT DOWN TO BREAKFAST? TRY THESE!

- Toaster waffles topped with fruit spread
- Fruit flavored low-fat yogurt – add a tablespoon or two of your favorite cereal
- Breakfast smoothie – combine 1 small banana, 1 cup skim milk, 1 teaspoon vanilla extract, 1 teaspoon honey, and 1 cup ice cubes in a blender. Cover and blend until mixture looks smooth.
- Breakfast granola bar
- Mozzarella cheese sticks

Brown Bagging It

Have time problems packing your lunch before school in the morning? Pack the night before.

- Snack packs – tuna and crackers
- Fruit juice- freeze the box and use it as an ice pack
- Leftovers from the night before
- Bagels with a cheese slice or peanut butter
- Baby carrots and low-fat salad dressing or dip. Pack the salad dressing in a small plastic bag.
- Turkey sandwich – pack lettuce and tomato separately, so the sandwich doesn’t get soggy
- Peanut butter and jelly
- Cheese and crackers
- Pita bread salad – pack the salad in a plastic bag

Extra’s to pack for lunch or snacks

What to choose in the lunch line?
A veggie or fruit with your meal and skim or 2% milk.

Be sure to snack during the day

- Snack Packs – applesauce, fruit, pudding, gelatin
- Grab and go fruits – banana, apple, orange, grapes
- Baked potato chips
- Pretzels – have you tried mustard?!!
- Mozzarella cheese sticks
- Rice cakes – chocolate, caramel, peanut butter crunch, apple cinnamon – what’s your favorite?
- Vanilla wafers
- Graham crackers
- Fresh fruit
Some vending machines have great nutritious items to choose from and others don’t. If you are lucky enough to have some of the following items in your vending machine – CHOOSE THEM!

**CHOOSE THESE**

- Pretzels
- Honey Mustard Pretzels
- Baked Potato Chips
- Gingersnap Cookies
- Lemonsnap Cookies
- Fruit Juice
- Skim Milk
- Animal Crackers
- Cereal
- Soup
- Yogurt
- Fruit
- Twizzlers
- Pudding
- Gelatin

**THIS MAY TRICK YOU**

**Microwave Popcorn** – vending machine popcorn is loaded with butter or oil. Check out the label the next time you see some.
For extra studying power
pack in snacks with

<table>
<thead>
<tr>
<th>Complex Carbohydrate</th>
<th>Protein</th>
<th>Snack</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 slices whole wheat bread</td>
<td>Cheese</td>
<td>Cheese sandwich</td>
</tr>
<tr>
<td>Fruit</td>
<td>Cottage cheese</td>
<td>Great!</td>
</tr>
<tr>
<td>Cereal</td>
<td>Skim milk</td>
<td>WOW!</td>
</tr>
<tr>
<td>Crackers</td>
<td>Peanut butter</td>
<td>All right!</td>
</tr>
<tr>
<td>Grapes</td>
<td>Mozzarella cheese sticks</td>
<td>Perfect!</td>
</tr>
<tr>
<td>Bagel with pizza sauce</td>
<td>Topped with mozzarella cheese and microwaved</td>
<td>Pizza bagel</td>
</tr>
<tr>
<td>½ pita bread</td>
<td>Sliced turkey or other luncheon meat</td>
<td>Pita sandwich</td>
</tr>
<tr>
<td>Lettuce, vegetables</td>
<td>Beans, cheese, and salad dressing</td>
<td>Salad</td>
</tr>
</tbody>
</table>

- Pudding, yogurt, or skim milk contains a good amount of both carbohydrate and protein.
- The protein helps to keep you alert for studying.
Do you like to cook? There are a lot of benefits to preparing meals at home. Take a look:

- Have you ever looked at the prices of convenience pre-packaged meals? Check it out when you go to the grocery store. They are expensive. Look at the money you can save by preparing foods at home.
- Some convenience products are high in sodium. Sodium is a food preservative.
- You can make your family's ethnic recipes that are passed down from generation to generation (and you can add your own healthful touches after reading this handout).
- You can prepare traditional high fat/calorie recipes with lower fat/calorie substitutions. Look below.

This pizza recipe was originally 20 grams of fat per serving. Look at how it was slimmed down to just 6 grams of fat per serving.

1 purchased pizza crust
1 14-oz jar pizza sauce
1 cup mozzarella cheese
3 oz sliced pepperoni
1 6-oz can mushrooms

1. Preheat oven to 350°.
2. Spread pizza sauce over crust. Top with cheese and pepperoni and bake for 10 minutes, or until cheese melts.

How did we increase the nutrition and decrease the fat/calories?

**Pizza**
- Purchased pizza crusts can be high in fat and calories. Label read to find one that is 5 grams of fat or less per serving.
- Switched to reduced-fat mozzarella cheese
- Added veggies in place of pepperoni, (but still kept the mushrooms)

**Brownies**
- Replaced the oil with applesauce and the egg yolk with egg whites

You’ll save 6 grams of fat and 60 calories per brownie!

Here are some healthful recipe substitutions to use the next time you are a chef!

**Applesauce** - Replace the oil in brownie and cake recipes with an equal amount of applesauce. Guess what – you just added fruit to your diet.

**Yogurt** - Plain non-fat yogurt can also be used in place of oil in brownie or cake recipes. If a recipe calls for 1/2 cup oil, substitute 1/2 cup plain non-fat yogurt.

**Egg Whites** - If you want to lower the cholesterol and fat in a recipe, replace 1 whole egg with two egg whites (leave out the yolk because that's where the fat and cholesterol are).

**Sugar** - Reduce the sugar by one half. If a recipe calls for 1 cup sugar, decrease the amount to 1/2 cup.

**Veggies** - Add as many veggies to your meals as possible. Add zucchini and mushrooms to spaghetti sauce. Add broccoli to pasta. Chop up celery and grapes to add to tuna or chicken salad.

**Reduced-Fat or Lite Products** - Give them a try. But label read first! Look for cheese made with 2% milk, lite salad dressings, and low-fat yogurt.

**Salad Dressings** - Reduce the fat and calories of regular salad dressing by adding an equal amount of plain non-fat yogurt to creamy dressings and an equal amount of rice wine vinegar to oil and vinegar dressings.
SUPER SNACKS FOR YOU!

Did you know that teenagers get up to one fourth of their calories in just one day from snacks? So snack on! Here are some quick and easy snacks that YOU can make:

**PIZZA BAGELS**
- 1 bagel, cut in half
- 4 tablespoons pizza sauce
- 2 tablespoons part-skim mozzarella cheese

Spread each bagel half with 2 tablespoons pizza sauce. Top with 1 tablespoon cheese. Microwave until cheese melts (about 20 seconds).

**VEGETABLE PIZZA**
- 1 can (10 ounces) pizza dough (from dairy case - Pillsbury's Is one of the lower fat doughs)
- 1 jar (14 ounces) pizza sauce
- 1/2 cup sliced mushrooms, 1/2 cup broccoli florets, 1/4 cup shredded carrot, 1/4 cup green pepper slices (purchase at the salad bar in your favorite grocery store)
- 1/2 cup mozzarella cheese

1. Roll out the pizza dough onto a cookie sheet and bake according to the pizza dough package directions.
2. Spread the pizza sauce over the dough, top with vegetables, and return to oven to finish baking.
3. Remove from oven, add cheese, and return to oven until cheese melts (about 3 minutes).

**BREAKFAST DRINK**
- 1 cup skim milk
- 2 tablespoons powdered skim milk
- 1/2 cup frozen strawberries
- 1/2 small banana

Combine all the ingredients in a blender and blend until smooth.

**FRUIT ON A STICK**
- 1/4 cup reduced-fat granola cereal
- 1 tablespoon raisins
- 3 strawberries, stems and tops removed - place each on a wooden toothpick
- 1 medium banana, peeled and cut into 1/2-inch slices - place each slice on wooden toothpick
- 1/4 cup low-fat strawberry yogurt

1. Combine the cereal and raisins in a shallow bowl.
2. Dip the fruit in the yogurt, then roll in the cereal and raisin mixture.

**POTATO TOPPERS**
Make a quick and easy meal by adding one of these potato toppers to a large baked potato. Microwave your potato, then YOU choose what YOU want:

**Mexican Potato**
Top your baked potato with salsa, crushed reduced-fat tortilla chips, black olives, and fat free sour cream for a quick and easy tangy treat!

**Ranch Style Baked Potato**
Top your baked potato with reduced-fat Ranch dressing and croutons.

**Veggie Baked Potato**
Top your baked potato with frozen vegetables that have been warmed. Add a slice of cheese or 2 Tbsp. shredded cheese, and microwave until cheese melts.

**DID YOU KNOW?**
- YOU can freeze grapes in ice cube trays to munch on during those hot summer days.
- YOU can top frozen vanilla yogurt with frozen strawberries (microwave strawberries until melted - read package directions).
- YOU can pack a salad in half a pita pocket for a salad that you can eat with your hands!
Holding in the Nutrients

Don't leave that carton of milk out on the table – put it in the refrigerator to decrease the nutrient loss and keep it from spoiling.

Drink the milk in the bottom of your cereal bowl. Forty percent (40%) of the vitamins/minerals from your cereal crawl into your milk after just 10 minutes.

Most of the nutrients in fruits and vegetables are in the edible skin – like carrots and potatoes. So scrub and clean the skin really well and eat it!

Microwaving is easy and guess what? Foods hold in more nutrients because it's fast. Use only microwave-safe containers.

If you like your vegetables tender-crisp (with just a little bit of crunch) you will win with nutrients. The longer you cook vegetables – the more nutrients you lose. If you like raw vegetables, you really win! Just be sure to wash them really well.
By the time you finish reading this page, another person will have died from food poisoning.

SOMETIMES YOU CAN'T SEE IT, SMELL IT, OR TASTE IT.

What are the symptoms?
- Fatigue
- Chills
- Fever
- Dizziness
- Vomiting
- Headache
- Diarrhea leading to dehydration
- Severe cramps
- Vision problems
- Stiff neck

What causes Food Poisoning?
- When bacteria in food multiply to very large numbers, your body can’t control the amount
- Bacteria need just the right conditions – food, moisture, and warm temperature – oh, and O₂ or oxygen!
- Temperatures between 40° and 140° F promote the growth of bacteria
- Bacteria spreads on warm, moist hands. Think of everything you touch that other people have touched.
- Raw, protein foods like:
  - Milk
  - Meat, poultry, fish
  - Eggs
Prevent Food Poisoning Checklist

- Wash your hands for 20 seconds with warm, soapy water before you start preparing foods to eat. Wash the front, back, between your fingers, and under your nails. Anytime you stop to pet the dog, answer the phone, cough, sneeze, or pick up a magazine, WASH YOUR HANDS before you touch the food and put it in your mouth.

- Make sure all your utensils, work surfaces, cooking supplies, and cutting boards are clean. Don't cross contaminate. That means don't use the same knife you used to cut raw meat with to cut your vegetables. If bacteria were on the knife from the meat, you've just contaminated the vegetables. If you eat the vegetables raw, you can get contaminated. Clean up spills right away with a paper towel and disinfectant kitchen cleaner or a chlorine-bleach solution (2 teaspoons bleach in 1 quart water). Dishtowels are bacteria carriers if they sit around your sink. Use paper towels or change dishtowels often.

- If a food can is dented, opened, cracked, bulging, or leaking, or spurts when opened - Do not smell it or taste it. THROW IT AWAY! The food could be contaminated with botulism.

- Put food away from the grocery store FAST! As soon as you get in the door.

- Open up the fridge and don't recognize the food? All green and hairy? THROW IT OUT! Don't keep leftovers more than 3 days.

- Having a party? Don't let foods sit out longer than 2 hours. Put the food containers in a bowl filled with ice. Put a small amount out at a time (like dip) and keep the rest in the refrigerator.

- Packing your lunch? Pack it the night before and chill it. That way it will stay cold longer. Wrap everything tightly and separately in plastic wrap or seal in plastic bags. Add a small ice pack or place a frozen fruit juice box at the bottom of your lunch bag, then add your food. If you have a lunch bag at room temperature with items in it that should be refrigerated - you are at high risk for food poisoning.

- Watch out for raw eggs - like eating unbaked cookie dough or adding eggs to drinks for extra protein. They can contain salmonella bacteria. Only eat cooked eggs.

- Do you have a cut on your hand and you're preparing food? Wash your hands and put on a clean bandage before making your food.

- Use the utensils at a salad bar instead of picking up the food with your fingers. You could contaminate the food for others.
SESSION 4: SMART MOVES

LEARNING GOALS:

After viewing the video and completing the handouts in session 4, students will be able to:

- Describe the importance of exercise in terms of how they personally would benefit.
- Increase their exercise daily by performing three fun and simple things.

Fit Kid Contract Behavior Change:

5. Increasing Activity

HANDOUTS:

35. To Move Or Not To Move
36. Exercise = Fun
37. How Can You Increase Your Activity Each Day?
38. 17 Ways to Make Some Money While You Exercise
39. Exercising Away the Calories
It boosts your metabolism – which means your body needs more calories.

- It speeds up your metabolism for 4 to 8 hours after you stop exercising.
- You use the nutrients from food better when you’re exercising.
- It improves your posture.
- You’ll feel more relaxed after exercising – that’s because endorphins are released to make your mood sooo... much better!

- Want a mega metabolism? Then "GET MOVIN'"!
- Your clothes will fit better and you’ll look GREAT!
- You’ll have increased strength and fitness.
- Your heart, muscles, lungs, and organs work better. **AND** – you can add 2 to 10 years to your life!
- Your body has more muscle when you exercise.
- You feel great because you are doing something good for yourself.
- Want good healthy habits as an adult? Then start now!
LOOK WHAT EXERCISE EQUALS:

Volleyball
Basketball
Rollerblading
Bicycling
Tennis
Golf
Hockey
Football
Soccer
Swimming
Dancing
Jumping rope
Baseball
Water basketball
Lacrosse

What can you add?

Teenagers spend an average of 3 hours per day just watching TV or working on the computer.

Do you know teenagers should exercise 3 to 4 times per week for at least 30 minutes? Don’t forget your warm up and cool down! Wear comfortable clothing.

- Exercise with friends
- Listen to music
- Create variety

Circle the fun activities above that you will do this week. Remember to try something new.
How can you increase your activity each day?

**Walk** to as many places as you can.

**Skip** the elevator and take the stairs.

**Run** up and down the stairs at home.

Like to talk on the phone?

**Crunch the abs, stretch, jog** in place, or do your favorite exercise while you talk, talk, talk.

**Tone** your lower arms when you dry your hair. Make it a workout!

**Did** you know there's about **20 minutes** of commercials during each hour that you watch TV?

**Up! Up!** Up off that couch and walk around the house, run up and down the stairs, and guess what? **You can get in your exercise for the day!**
17 ways to make some money while you exercise

HERE'S HOW:

Outside

Walk your neighbor's dog
Wash cars on the outside
Shovel snow
Deliver papers
Rake leaves
Mow lawns
Garden - pull weeds, trim grass
Wash windows
Have a dog wash
Collect neighbors' junk for a garage sale
Grocery shop or do errands for senior citizens in your area

Inside

Polish your parents' shoes
Do house chores - clean windows, sweep rugs, wash floors
Clean garages
Clean basements
Clean, dust, water plants
Clean cars on the inside

What else can you add to make $$ while exercising?
**Exercising Away the Calories**

**If you eat these Fast Foods**

<table>
<thead>
<tr>
<th>Food</th>
<th>Calories</th>
<th>Fat Grams</th>
<th>Teaspoons Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large burger with special sauce</td>
<td>1330</td>
<td>66</td>
<td>15</td>
</tr>
<tr>
<td>Medium size French fries</td>
<td>1330</td>
<td>66</td>
<td>15</td>
</tr>
<tr>
<td>Chocolate shake</td>
<td>1330</td>
<td>66</td>
<td>15</td>
</tr>
<tr>
<td>Junior burger</td>
<td>830</td>
<td>38</td>
<td>9</td>
</tr>
<tr>
<td>Onion rings</td>
<td>830</td>
<td>38</td>
<td>9</td>
</tr>
<tr>
<td>Breaded chicken sandwich</td>
<td>1150</td>
<td>56</td>
<td>13</td>
</tr>
<tr>
<td>Super size French fries</td>
<td>1150</td>
<td>56</td>
<td>13</td>
</tr>
<tr>
<td>Grilled chicken sandwich</td>
<td>570</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Small size French fries</td>
<td>570</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Skim milk</td>
<td>570</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Pizza-personal size with pepperoni and cheese</td>
<td>583</td>
<td>22</td>
<td>5</td>
</tr>
</tbody>
</table>

**Exercise this**

- To burn all the calories, you would
  - 3 ¾ hours bicycling (4 mph)
  - 3 ⅓ hours jumping rope – double Dutch
  - 2 ½ hours swimming laps
  - 1 hour rollerblading
  - 2 hours playing a game of basketball
SESSION 5: GETTING THE COMPETITIVE EDGE

LEARNING GOALS:
After viewing the video and completing the handouts in session 5, students will be able to:

- Determine the best overall diet for competing in sports in terms of the before, during, and after competition or events.
- Select high carbohydrate meals and snacks for competing in sports.
- Evaluate a nutrition book or supplement for quackery and take action if quackery is present.
- Understand the importance of getting nutrients from food versus a pill or powder mix.
- Select appropriate foods for a healthy weight gain.

Fit Kid Contract Behavior Change:

5. Increasing Activity

HANDOUTS:

40. What is the Best Overall Diet for Competing in Sports?
41. Calling All Athletes... Some Things To Think About
42. Quackery...If It Sounds Too Good To Be True – It Just Might Be
43. How to Gain Weight the Right Way
**What Is the Best Overall Diet for Competing in Sports?**

Fill 2/3 of your plate with foods from the shaded area of the Pyramid and 1/3 of the plate from the white area of the Pyramid.

### The Countdown

**Before**

**The week prior to the event**
Follow the Food Guide Pyramid and do the Pyramid Check.

1 to 3 hours before your activity:
- Eat a light, high carbohydrate meal.
  - Avoid a lot of fat or protein, because these take longer to digest than carbohydrates.
- Avoid sweet, sugary foods. They can cause nausea, cramps, or diarrhea.

10 to 15 minutes before your activity:
- Drink 10 oz of cold water or diluted juice (1 cup water + 1 cup juice).
- Avoid carbonated beverages and those that contain sugar (fruit juices and fruit drinks) and caffeine, as well as sugary snacks (candied sweets).

**During**

- Drink 3-4 oz of cold/cool water every 15 minutes.
- Sports drinks containing 6-8% carbohydrate may be appropriate during activities lasting more than 90 minutes. **Label read!**
- Pack high carbohydrate snacks and fluid if you will be competing all day.

**High Carbohydrate, Fluid Snacks**
- Applesauce
- Frozen yogurt
- Watermelon chunks
- Cantaloupe chunks
- Orange sections
- Frozen fruit bars
- Apple slices
- Grapes
- Low-fat pudding
- Sherbet
- Yogurt
- Milk
- Kiwi halves

**Other High Carbohydrate Snacks**
- Popcorn
- English muffin
- Potato
- Cereal
- Crackers
- Pita
- Raisins
- Bagel
- Bread
- Pretzels
- Vegetables with low-fat dip

**After**

- Weigh yourself after your event and compare it to your pre-event weight. Then drink 2 cups of fluid for every pound you lose to bring yourself back to your pre-event weight. Water, fruit juices, or sports drinks are good fluid replacers.
- Eat a high carbohydrate meal or snack within 4-5 hours to replenish glycogen.

**High Carbohydrate Meal and Snack Ideas**
- 8 oz juice
- Veggie pizza
- Bagel
- Oatmeal cookie
- Spaghetti
- Banana
- Pretzels
- Fruit yogurt and cheese

**Remember**
- You are exercising and burning lots of calories.
- You need more calories than your friend who is not exercising.

**How Fast Do Foods Leave Your Stomach?**
- Fat: 4 - 5 hours
- Protein: 3 - 4 hours
- Carbohydrate: 2 - 3 hours
Sugar
Candy bars and sweets don't supply quick energy before an event. Energy for an event comes from what you eat **many days** prior to the event.

**What About?**
Here are some supplements that don't offer any real benefit to your performance and their safety is not really known. Some may even be dangerous.
- Chromium picolinate
- Co-enzyme Q10
- Creatine phosphate
- Carnitine
- Melatonin
- Pangamic acid
- Bee pollen

Gelatin
Taking gelatin powder or pills won't strengthen your nails. Strong nails come from following the Pyramid Check.

Salt Tablets
You don't need to take salt tablets to replace the salt you lose in sweat. You'll get enough in the food you eat the next day.

Sports Drinks
Cold/cool water is one of the best fluids to drink. Sports drinks are lower in carbohydrate than fruit juice, so before competition they are a better choice. If you buy a sport drink, check the label to make sure it contains no more than 6-8% carbohydrate or 15-18 grams of carbohydrate per cup. **LABEL READ... YOU KNOW HOW!**

Protein or Amino Acid Supplements
Amino acids combine to make protein. If you take extra protein or amino acids you won't build muscle faster. That comes from exercise. Extra protein above what you need can dehydrate you and be stored as fat and that can hurt your performance.

Macrobiotic Diet
A macrobiotic diet doesn't allow for variety of foods or adequate fluid in your diet. You could become deficient in vitamins and minerals or dehydrated. Beware of macrobiotic diets.
QUACKERY... IF IT SOUNDS TOO GOOD TO BE TRUE – IT JUST MIGHT BE

Does a diet book sound too good to be true? What about a new supplement that is supposed to provide you with increased amounts of energy or build your muscles? Sound too good to be true? It probably is. Just because nutrition information is in print, on TV or radio, or on the Internet, doesn’t mean it’s accurate. Take this advice:

› If it’s a book, who wrote it? The person who wrote it should have a degree from a reputable school and the degree should be in medicine or nutrition.
› Was its purpose to inform or advertise? Beware of books or commercials to advertise a product. The intent should be to inform.
› How are the nutrition claims supported? They should be supported with studies from scientific journals, not personal testimonies. One study is not enough to prove anything. Do other studies support the same information?
› Does the book or product promise a quick cure? You know by now that it takes time to accomplish your nutrition or exercise goals.
› Does the book tell you to eliminate any foods or food groups? Remember variety is the key to eating healthfully and there are no ‘good’ or ‘bad’ foods.

Words and phrases to watch out for:

- reverses the aging process
- overnight results
- secret formula
- treats, cures, and prevents
- natural vs. synthetic
- breakthrough, new
- detoxifies
- revitalizes
- money back guarantee
- increases stamina

What can you do?

Seek out a qualified professional. Call your local hospital and ask for a registered dietitian or call your local dietetic association to answer your question. Another source to contact is:

The American Dietetic Association
National Center for Nutrition and Dietetics
216 West Jackson Boulevard
Chicago, IL 60606-6995
Consumer Nutrition Hotline
1-800-366-1655
On-line: http://www.catriight.org

FDA - Food and Drug Administration - Contact your local FDA office if there is inadequate information on a dietary supplement package label or false claims about that supplement. If someone tries a product and gets an adverse reaction, tell your doctor to contact the FDA’s MedWatch hotline (800-FDA-1088). With current regulations, dietary supplements or herbal remedies can enter the marketplace without FDA’s approval. They also do not need to have years of safety testing. Only the known, dangerous products are forbidden, by law.

FTC - Federal Trade Commission - Contact your local FTC commission if you find a product label that contains false or misleading claims in advertising.
How to gain weight the right way

Even if you want to gain weight, you still want to eat healthfully. Here's some advice:

1. Do the Pyramid Check. Still select all your food servings from the different food groups of the Food Guide Pyramid, but increase the portion sizes.

   - Eat larger portion sizes.
   - Eat breakfast, lunch, and dinner.
   - Include more between meal snacks.

2. Add calorie rich snacks:

   - Add a slice of cheese to your sandwich.
   - Add instant breakfast mix to a glass of milk.
   - Add peanut butter to apple slices, crackers, bagels, or toast.
   - Top your baked potato and vegetables with cheese.
   - Add dried fruit (raisins, cherries, or cranberries), almonds, and wheat germ (purchase in the cereal aisle) to your cereal or serving of yogurt.
   - Add all the extras to the lettuce and vegetables in your salad – sunflower seeds, egg, ham or turkey, croutons, chow mein noodles, nuts, beans, and cottage cheese.
   - Select regular salad dressing rather than lite.

   - Include a milkshake with your dinner or combine the following ingredients in a blender:
     - 1 cup 2% or whole milk
     - 2 tablespoons powdered milk
     - ½ cup frozen strawberries
     - ½ small banana
SESSION 6: HOW TO BECOME A FIT KID

LEARNING GOALS:
After viewing the video and completing the handouts in session 6, students will be able to:

- Turn negative things they say about themselves or others into positives.
- Understand the negative influence the media has on developing self-esteem.
- Understand the importance of being assertive and practice being assertive in real life situations.
- State the reasons why dieting is unhealthy.
- Do a behavior check to become a Fit Kid.
- Recognize and help someone with an eating disorder.
- Accomplish various steps to help their families become fit.

FIT KID CONTRACT BEHAVIOR CHANGES:

- 6. Positive Thinking
- 7. Fit Family Changes

HANDOUTS:

44. What's the Norm?
45. Keep the Talk Positive
46. Getting What You Want – Being Assertive
47. I Know Adults That Go On Diets To Lose Weight!
48. I Think I Weigh Too Much. What Should I Do?
49. Okay, Okay, I Won't Diet. But I Want To Become a Fit Kid
50. Okay, Okay, I Won't Diet. But I Want To Become a Fit Kid
51. Take the Behavior Check
52. The Two Main Eating Disorders Are:
53. Anorexia & Bulimia
54. Do You Think You Know Someone That May Have An Eating Disorder?
55. Resource List
The next time you watch TV, look at all the advertisements. What do the people in the shows look like? Is the show like real life? Does everybody look like a model?

Look at your friends. Each of them is unique and their bodies are all different. Bodies come in many shapes/sizes and all are beautiful. Don’t get wrapped up into believing that what you see on magazine covers, on television, or in advertisements is the norm of what we should look like. Because - it’s NOT!

Watch one teen television program this week and pay attention to: 1) the program and, 2) the advertisements.

Then answer these questions:

<table>
<thead>
<tr>
<th>The program</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the teens at your school look like the teens in this show?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do you dress the same?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are the teens neat and clean looking?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are the teens eating fast foods?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are they eating a meal or nibbling throughout the show?</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Advertisements:</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I use these products, will I be attractive?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Do the actors look clean and neat?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is everyone using this product having a great time?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Will my life become exciting if I use this product?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Will it increase my performance?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Will my life change - be more fun, exciting or fulfilled if I use this product?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Will all my problems be solved if I use this product?</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Is negative body image associated with this product?</td>
<td>☐</td>
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I bet there were more yes’s than no’s. The product may be just an average product, but it is projected in a very positive way.

You can project the same image as a television commercial. Take a look at what the commercials are projecting. Remember how positive they are about the product? That’s why people buy it. YOU are now the product, so talk yourself up - be positive!

What do you say to yourself in a day’s time that is negative or positive. Pay attention and write these down. Advertise yourself in a positive way, just like the commercials on television!

Do you have more positives than negatives? Remember - you are a walking commercial for yourself.
How many times do you find yourself putting yourself down? You may say things to yourself like, *I WISH...*
...*my legs were longer.*
...*I was thinner.*
...*I was taller.*
QUIT putting yourself down by talking negatively to yourself. Negative attitudes can lead to negative self-esteem - and that's how you feel about yourself.

If you don't feel good about yourself, YOU miss out on life.
YEES avoid parties...
And movies...
And other activities that you might be interested in trying.

<table>
<thead>
<tr>
<th>What don't I like about myself?</th>
<th>What do I like about myself?</th>
<th>Why do my friends like me?</th>
</tr>
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Now, do a double take with the above lists. Of the things you don't like about yourself, cross off the things you can't change and circle the things you can change. Then work on changing these things. Focus on those attributes that you like - you know, your **good** features.
You can say something, and really mean it, or you can say something and not mean it. For example, here’s a situation. You’ve decided to set a goal of being a Fit Kid. One of the steps to do this is to increase your activity as stated in your Fit Kid Contract. You decide to increase fun activity in your life by rollerblading, and also you are trying to do the Pyramid Check and focus in on healthy snacks.

THE SITUATION:
It’s Friday afternoon. The weekend is here! School is out – until Monday, that is. You’ve got the rollerblades out, your gear on, and you’re heading out the door when your friend walks up the driveway with a bag full of chips, candy, and a video. Your friend begs you to wait to go rollerblading and instead watch the video while you snack. You are trying to lead a more active lifestyle. And you have planned rollerblading all day. How you deal with this situation will affect your self-esteem and how you feel about yourself.

PASSIVE Response:
“I guess I could rollerblade tomorrow.”
“I was going to rollerblade, but I guess we could watch the video.”
With the passive response, you give in and feel horrible afterwards. You are compromising your goal you set by doing something you don’t want to do or don’t believe in. You say something, but don’t really mean it. You lower your self-esteem and feel mad at yourself for your response.

AGGRESSIVE Response:
“Forget it, I’m rollerblading.”
“You know I’m trying to get in more exercise. I don’t want to watch the video.”
With the aggressive response, you definitely get your message across that you don’t want to watch the video, but it’s how you say it that can hurt others’ feelings.

ASSERTIVE Response:
“Okay, but let’s rollerblade first. Let’s go to your house, grab your rollerblades, and rollerblade together. Then let’s watch the video and have a small snack. How does that sound?”
The assertive response is the way to go. You state what you want to do and then compromise with your friend. Life is full of compromises!

Which one are you?

- Assertive
- Aggressive
- Passive

Work on being assertive. You’ll feel better when you are in control. Encounter any situation where you could be more assertive? Write it down and then visualize yourself being more assertive.
"I know adults that go on diets to lose weight. What should I do?"

DON'T DIET. Here's the Top 10 countdown to why you should NOT diet:

1. You can slow down your growth. That includes your muscles and your bones.
2. Because you are not getting enough calories, you probably are not getting the vitamins and minerals you need. You may weaken your immune system and get sick more often.
3. If you are skipping meals, you may actually lower your metabolism. When you skip meals, your body thinks you are starving and conserves extra calories. That means what you eat may be stored as fat more easily.
4. Let's face it. You don't have that great looking glow when you diet. Your skin and hair look dull, and your nails can become brittle.
5. You can hurt your metabolism by constantly gaining and losing. Each time you lose weight, you lose muscle. When you gain, you mostly gain fat, not muscle. When you lose muscle, you lose some of your metabolism or lower it! That means your body does not need as many calories for energy. So preserve that metabolism by NOT dieting.
6. You feel LOUSY when you diet - mostly from lack of good nutrition, but also from being hungry all the time. You get irritable, cranky, and your ability to cope decreases. You explode at friends and family.
7. You're definitely NOT in top mental and physical condition. Do you feel like competing in sports or even rollerblading when you are starved and your stomach is growling? What about studying for that big TEST! I DON'T THINK SO!
8. Don't set yourself up for that vicious diet-go-round. That means, telling yourself you are NOT going to eat any of those very favorite cookies that your mother made... then giving in and eating some... then feeling so lousy, that you eat again. Don't even get on that merry-go-round! You end up feeling depressed and lower your self-esteem or confidence in yourself. Go ahead, have a couple of cookies. It's okay. Really!
9. Did you know that when you deprive yourself of the foods you love, you actually overeat on other foods? Remember how we talked about moderation? That's the key - eating all the foods you want in sensible quantities! That doesn't mean 3 cups of ice cream, but ½ cup.
10. JUST DON'T DO IT!
Look at your parents and other relatives. Do you notice a resemblance? Yea? That's because genetics from your family determines your height, what shape your body will have, and how fast you grow, as well as your weight.

Everybody has a different frame size - that is the size of your bones. You probably inherited your bone size from one or both of your parents. Your frame can be small, medium, or large. The larger your frame size, the more you weigh. But that doesn't mean you are overweight.

Each of us is unique and our bodies are all different. Beauty comes in all sizes.

Don't get wrapped up into believing that what we see on magazine covers, on television, or in advertisements is the norm of what we should look like. It's not.

And if you still don't like your weight - discuss how you feel with a parent. Ask if you can get advice from your family physician. Discuss your eating habits with a registered dietitian. Contact a local hospital for their out-patient dietitian's phone number.
“Okay, okay... I won't diet. But I want to become a Fit Kid. What should I do?”

Remember – you’re a teenager and your body needs a lot of calories during this time in your life.

☆ Teenage girls need about 2200 calories.
☆ Teenage boys need about 2800 calories.
☆ You need more calories if you are tall for your age, if you exercise, or are physically active.

FIT KID CHECKLIST

1. Are you exercising and moving?
2. Did you do the Pyramid Check with the lower fat/calorie choices?
3. Are you label reading and following the serving sizes?
4. Are you eating sensibly at fast food places?
5. Are you eating breakfast, lunch, dinner, and snacks?
6. Are you being assertive?
7. Are you practicing positive self-talk?
8. Are you completing the goals in your Fit Kid Contract?
9. Are you setting your goals so high you can't reach them?
10. Are you sharing this information with a parent or support person?
11. Take the Behavior Check on the next page...

The Behavior Check...
Take the behavior check

☑ Plan ahead what you will eat. If you know you are going to a party with lots of tempting, high calorie snacks, plan to eat beforehand so you won't be so hungry. Eat dinner before you go to the party.

☑ Be sure to eat breakfast. Remember - it gets your metabolism going for the day and you won't get as hungry before lunch.

☑ Time yourself the next time you are eating. Do you take 20 minutes to finish your meal? If not, slow down. It takes 20 minutes for the signal that your stomach is full to reach your brain - kind of like a slow computer!

☑ Drink a glass of water before you eat. This will not only fill you up, but also it helps you get in your water for the day.

Use smaller plates and glasses and create the illusion of getting more food.

☑ You don't need to eat all the food on your plate. Cue into your hunger. If you are not hungry, don't eat. Before you eat a snack right after dinner, ask yourself, “Am I really hungry, or am I eating out of boredom, stress, or whatever reason I am creating?”

☑ Take the behavior inventory. If you know you are eating and not hungry, fill in this diary so you can pinpoint what mood you are in and the time of day when you are overeating. Then substitute another activity, like rollerblading, for eating.

<table>
<thead>
<tr>
<th>Food Eaten</th>
<th>Time of Day</th>
<th>Was I hungry, bored, sad, lonesome, or was I really hungry?</th>
<th>Substitute activity</th>
</tr>
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<tbody>
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☑ Is there anything else that you can think of? Write it down and share it with someone else wanting to zoom in on behavior changes.
What is normal eating and what isn't? What could indicate an eating disorder?

NORMAL BEHAVIOR AND THOUGHTS ABOUT EATING

- Eats portion sizes close to that on the Nutrition Facts label
- Eats a variety of foods
- Enjoys eating with friends, at parties, in public places
- Eats about the same amount of food each day
- Makes exercise a regular part of his/her life and makes it fun
- Doesn't routinely overeat in response to stressful situations

EATING DISORDER

- Eats large quantities of food at one time, or doesn't eat at all, but just pushes food around on his/her plate
- Makes food eating a ritual – plans binge eating episodes (eating large quantities at one time) or plans to be away from food situations altogether
- Hides eating – is a 'closet eater'; may eat large quantities of food when in private
- Is 'stressed' out around food. Eats large quantities of food at one meal, then may vomit, use laxatives or diuretics to get rid of the food
- Exercises to the point where it is not healthy
- Overeats when confronted with stress
- Talks about food all the time

WHAT IF NOT EATING BECOMES A PROBLEM?

When does that develop?
Usually around 12 – 25 years of age.

Why does it develop?
It sometimes starts when a person is dealing with a difficult situation or a changing point in his/her life – puberty, parents' divorce, death, new school, breakup of a relationship. The peculiar behaviors are an attempt to take charge of a situation that seems overwhelming to him/her.

90% affected are women and girls
1% of female adolescents suffer from anorexia
4% of female adolescents have bulimia

The most prominent symptoms are:
- Obsession about body size – a real dissatisfaction with her/his body and a distorted body image – the person thinks he/she is fat when he/she isn't
- Real fear of being fat and the desire to become thinner, even when he/she is extremely thin
- May be moody, depressed, or hyperactive
The two main eating disorders are:

Anorexia

Bulimia

**THE SYMPTOMS:**

- Loss of excessive weight in a short period of time
- Refuses to keep body weight over minimal weight as based on height and weight charts
- Makes excuses about why he/she is not eating or gets away from situations where food is involved
- Looks in the mirror and even though he/she is very thin, still thinks of herself/himself as overweight
- Refuses to eat or eats small portions
- Menstrual periods may stop
- Changes in physical appearance – dry brittle hair and nails, hair loss, sunken eyes, pale complexion, growth of a fine, soft hair on the arms and face called lanugo

**THE SYMPTOMS:**

- Can be overweight, normal weight, or underweight
- Hides large quantities of food to eat in secret
- Eats large quantities of food or 'binges' then vomits, uses laxatives, diuretics, or diet pills to get rid of the food, usually disappearing to the restroom immediately after eating
- Feels out of control when eating and ashamed after eating an extremely large amount of food
- Dental problems from vomiting, calluses on knuckles from teeth when vomiting, and swollen glands on the neck by the ears (parotid glands)
- Irregular or stopped menstrual periods
Do you think you know someone that may have an eating disorder?

Speak to the person *privately* about your concern and what you have seen them doing.

Refer them to the resource list your teacher, counselor, coach, or school nurse has. Or you can call, fax, or write to:

*The National Eating Disorder Center (NEDO)*
6655 South Yale Avenue
Tulsa, Oklahoma 74136
Tel: (918) 481-4044
Fax: (918) 481-4076
Http//: www.laureate.com

If the behavior of your friend scares you and she or he won't get help, tell a nurse, guidance counselor, teacher, or coach so they can intervene.
The *National Eating Disorders Organization* (NEDO) offers an international listing of professional providers who list their services with them. Here is the list for the Ohio area:

Kathleen A. Pichola, Ph.D.
*Berea Counseling Association, Inc.*
Cleveland, OH
Tel: (216) 229-4200

Penny D. Winkle, LSW
*Columbus, OH*
Tel: (614) 262-5677

Eating Disorders Center
*Cincinnati, OH*
Tel: (513) 369-1116

Laura Hill, Ph.D.
*Center for the Treatment of Eating Disorders*
Worthington, OH
Tel: (614) 846-2833

For further information, please call, fax, or write to *NEDO* at:

6655 South Yale Avenue
Tulsa, Oklahoma 74136
Tel: (918) 481-4044
Fax: (918) 481-4076
Http:// www.laureate.com
Now that you are a Fit Kid, you can help your family make changes to become fit. Observe your family’s activities and food choices for one week. The following sections will help you steer your family down the right path.

**Family Activity**

Does your family exercise 3 times a week for 20 minutes?

- [ ] Yes
- [ ] No

If not, ask your family if they want to increase their exercise?

- [ ] Yes
- [ ] No

If yes, what activities could your family and you do to increase their activity level?

**Food Choices**

1. Do the 4-step Pyramid Check (4) and Calcium Challenge (8) handouts with your family.
2. Does your family eat breakfast?  
   - [ ] Yes
   - [ ] No
   If no, what foods could your family purchase to make breakfast quick and easy?
3. Remember to have lots of fruits and vegetables around the house. Canned and frozen fruits and vegetables count, too. You have ideas in your workbook (page 6).
4. What snacks could your family buy to have around the house? Make a grocery-shopping list to help your family grocery shop.

**Meal Planning and Grocery Shopping**

Now that you know how to label read, share your knowledge with your family. Help plan meals for one week. Use family recipes and modify (if necessary) using healthful ingredient substitutions. Use the back of this page to menu plan. Then prepare one of the recipes. What will you prepare?

Don’t forget to make a grocery-shopping list.

**Family History**

Ask your family about their health history. What diseases are prevalent in your family?

- [ ] Other

Is there anything else you can do to help your family become fit?

Remember that good nutrition and exercise are important for good health.
TEACHER'S PROGRAM EVALUATION
The Fit Kid Connection (FKC) Evaluation

Please rate the following statements on a scale of 1-5. Circle your answers.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>1. The FKC video was easy to follow.</td>
<td></td>
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<tr>
<td>2. The FKC video was applicable to 7th and 8th grades.</td>
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<tr>
<td>3. The FKC workbook was easy to follow.</td>
<td></td>
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<tr>
<td>4. The FKC workbook was applicable to 7th and 8th grades.</td>
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<tr>
<td>5. The FKC program (workbook and video) included activities and handouts that I used in my classroom.</td>
<td></td>
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<tr>
<td>6. The FKC program helped me teach nutrition to my class.</td>
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<tr>
<td>7. The students in my classroom enjoyed the FKC program.</td>
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<td>8. I would recommend the FKC program to fellow staff members, coaches, and food service personnel.</td>
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<tr>
<td>9. I linked the FKC program to cafeteria activities.</td>
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<tr>
<td>10. I tied the FKC program in with the learning outcomes for the ninth grade proficiency.</td>
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</tbody>
</table>

What changes would make this program more usable for you?

---

180
What changes would make these materials more usable for your students?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many students completed and turned in their Fit Kid Contracts?</td>
<td></td>
<td></td>
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<tr>
<td>2. Have you included nutrition in your activities or course of study prior to this program?</td>
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<tr>
<td>3. Is your school a Team Nutrition school?</td>
<td></td>
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<tr>
<td>4. Have you ever used Team Nutrition materials?</td>
<td></td>
<td></td>
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<tr>
<td>5. Does your school's food service director inform you of nutrition programs—Team Nutrition—they receive?</td>
<td></td>
<td></td>
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<tr>
<td>6. Have you received the yourSELF Education Kit?</td>
<td></td>
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<tr>
<td>7. If you answered yes to question #6, did you use the yourSELF Education Kit?</td>
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</tbody>
</table>
Kids... Please complete this page before starting the Fit Kid Connection nutrition education program

Name ____________________________  Health Teacher's Name ________________________________

School ____________________________  Home Address: ________________________________

                          Street                Apt. No.  City  State  Zip

Grade ______________  Age __________

1. For one day, check off everytime you eat a food from the following food groups:
   - Bread, Cereal, Rice, and Pasta
   - Vegetables
   - Fruits
   - Milk, Yogurt, and Cheese
   - Meat, Poultry, Eggs, Dry Beans, and Nuts
   - Fats, Oils, and Sweets

2. How many days per week do you eat breakfast?
   - [ ] 0
   - [ ] 1-2
   - [ ] 3-4
   - [ ] 5-7

3. Which of the following fast food meals would YOU choose?
   - I would choose: [ ] Grilled chicken sandwich, side salad, or baked potato
   - [ ] Hamburger, fries
   - [ ] __________

   Check off what you do at fast food restaurants:
   - [ ] Split fries
   - [ ] Leave off special sauce or mayonnaise
   - [ ] Take the skin off breaded/fried chicken or fish
   - [ ] Add a salad with light dressing
   - [ ] Junior size instead of supersize
   - [ ] Other ____________________________

What meal did you order the last time you ate out? ____________________________

4. Do you read the Nutrition Facts food label on the package?
   - [ ] Yes  [ ] No
   - If you read them, what do you look for?
     - Fat
     - Calories
     - Fiber
     - Cholesterol
     - Sugar
     - Protein
     - Vitamin C
     - Vitamin A
     - Iron
     - Calcium
     - Serving Size
     - Sodium

5. What do you exercise for? Circle all that apply to you.
   - Dance  Sports  Fun  To stay in shape
   - How many times per week do you exercise?
     - [ ] 1 - 2
     - [ ] 3 - 4
     - [ ] More than 4
   - Do other family members exercise?  [ ] Yes  [ ] No
   - What do they do? ____________________________

6. When you and your friends are together talking, what do you say about yourself and others?
   - Is it mostly  [ ] Negative  or  [ ] Positive?

7. Circle the snacks your family has around the house:
   - Vegetables  Pretzels  Bagels  Cookies
   - Crackers  Potato Chips  Cheese  Ice Cream
   - Yogurt  Snack Chips  Candy  Pop

8. Does your family eat most meals together?
   - [ ] Yes  [ ] No

9. Does your family eat mostly:
   - Convenience microwave foods
   - Fast foods or take-out
   - Home prepared foods
After watching THE FIT KID CONNECTION Video and completing the handouts, I've decided I can make some changes to be a FIT KID. If you need another sheet of paper to complete your contract, please staple to the contract. Here is what I have done:

1. **The Pyramid Check**

What are 3 foods you increased or added to your diet and why?

Foods I increased: Why:
1. 
2. 
3. 

What foods do I choose to give me 1300 mg calcium per day?

What meal did you order the last time you ate out?

Leave off special sauce or mayonnaise

CD Add a salad with light dressing

1: Other

2. **Fast foods**

Check off what you did:
- Split fries
- Take the skin off breaded/fried chicken or fish
- Junior size instead of supersize

Prepare a meal or snack using healthful ingredient substitutions. Here is what I made:

and this was my substitution:

3. **Grocery shopping**

Go grocery shopping, select, use, and record:
- A product with a DV of 20% or more for calcium
- A product with a DV of 5% or less for fat
- A cereal with 6 grams or less of sugar per serving and 7 grams of fiber

4. **Breakfast, Snacks and Cooking!**

I make sure I eat breakfast. These are my 2 favorite breakfasts:

What meal did you order the last time you ate out?

1. 
2. 
3. 

List 3 snack foods you ate before the Fit Kid program and the healthful snacks you now choose.

Before | After
---|---

Prepare a meal or snack using healthful ingredient substitutions. Here is what I made:

and this was my substitution:

5. **Increasing activity**

I increased my activity each day by doing fun and simple things. These are 3 things I did:

6. **Positive thinking**

Listen to the things you say to yourself. Is it negative or positive? If it is negative, take that thought and make it positive.

Negative: 

Change to Positive:

7. **Fit family changes**

These are 3 things I did to help my family make positive lifestyle changes.

What meal did you order the last time you ate out?

1. 
2. 
3. 

Congratulations! Now you are on your way to becoming a Fit Kid!

Turn in your Fit Kid Contract to your health teacher.

Circle your first choice

Bath and Body Works Gift Certificate or Sam Goody Gift Certificate

I have completed all the 7 behaviors listed above.

Student's signature

Teacher's signature  Date
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Author(s): Susan Patton

Corporate Source: Ohio Dept. of Education

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