Pathways to Discovery | 2010 - 2011

Health & Society

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Mabuhay Galing Bata

Developing a Culturally Sensitive Health Education Curriculum in a Bilingual Filipino American After-School Program in San Francisco

Teacher's Curriculum Handbook

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California | Campus Compact

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October – Food Pyramid & Healthy Food Choices

Objectives	• Student will be able to draw the food pyramid • Student will be able to categorize different Filipino foods into the appropriate food groups • Student will be able to understand how much of each food group they are recommended to consume • Student will be able to measure various serving sizes • Student will be able to understand the basics of nutrition (e.g. define "diet" and "nutrients") • Student will be able to assess their eating habits • Student will be able to differentiate between healthy and unhealthy eating habits • Student will be able to begin making healthier modifications in their current diet • Students will use their knowledge of the food pyramid to plan a balanced Filipino meal that incorporates at least one serving of food from each group.
Time/Materials	• 90 minutes • Food Diary Worksheets Weekly Food Diary Daily Food Diary • Pre/Post-Quiz • Pre/Post Quiz Answer Key • Handout Side 1: Food Guide Pyramid Handout Side 2: My Pyramid Worksheet w/goal setting • 11"x14" drawing paper • Markers, pens, pencils, colored pencils • My Pyramid Poster
Assessment (15min)	1) Pre-quiz 2) Post-quiz - Same handout given out at the end of the lesson.
Modeling (25min)	1. Explain that puberty is a time of fast growth, second only to infancy. For this reason, it is important to eat a healthful diet ad exercise regularly. Discuss with students that this is also the time in their lives that they should begin taking responsibility for their own eating habits. During this lesson, they will have an opportunity to do so by comparing what they eat with the daily nutrition requirements recommended by the U.S. Department of Agriculture. Before students can do this activity, they need to understand the basics of nutrition. 2. To provide students with this necessary background information, take a few moments to discuss the following key terms with them. **DIET** -- Everything that someone consumes. A balanced diet is based on the scientific principles that healthful foods and appropriate nutrients must be consumed each day. **NUTRIENTS** -- Substances found in foods that people need to stay healthy. Proteins, carbohydrates, vitamins, minerals, and fiber are essential elements of a nutritious diet. Proteins make the cells, while carbohydrates provide energy. Vitamins regulate chemical processes in which the body converts food into energy and tissues. Minerals such as calcium are essential for building strong bones and teeth. Fiber helps keep the digestive system functioning smoothly." 3. Pass out Food Guide Pyramid Handout. 4. Have students take a few minutes to look over the Food Guide Pyramid and the recommended daily servings for each food group. Tell students that these servings apply to all people, but as

adolescents, they should make one adjustment. They should make sure to eat three or more servings every day from the milk, yogurt, and cheese group to get enough calcium.
The Food Guide Pyramid is one way for people to understand how to eat healthy. A rainbow of colored, vertical stripes represents the five food groups plus fats and oils. Here's what the colors stand for:

- orange — grains
- green — vegetables
- red — fruits
- yellow — fats and oils
- blue — milk and dairy products
- purple — meat, beans, fish, and nuts

The U.S. Department of Agriculture (USDA) changed the Pyramid in 2005 because they wanted to do a better job of telling Americans how to be healthy. The agency later released a special version for kids. Notice the hiker climbing up the side? That's a way of showing kids how important it is to exercise and be active every day. In other words, play a lot! The steps are also a way of saying that you can make changes little by little to be healthier. One step at a time, get it?

5. Have students look at some of the other messages this symbol is trying to send:
Teach students to eat a variety of foods. A balanced diet is one that includes all the food groups. In other words, have foods from every color, every day. Eat less of some foods, and more of others.

6. Show students that the bands for meat and protein (purple) and oils (yellow) are skinnier than the others. That's because one needs less of those kinds of foods than one would need for fruits, vegetables, grains, and dairy foods. Show students that the bands start out wider and get thinner as they approach the top. That's designed to show people that not all foods are created equal, even within a healthy food group like fruit. For instance, apple pie would be in that thin part of the fruit band because it has a lot of added sugar and fat. A whole apple would be down in the wide part because you can eat more of those within a healthy diet.

7. Everyone wants to know how much he or she should eat to stay healthy. It's a tricky question, though. Tell students that It depends on one's age, whether one is a girl or a boy, and how active one is. Compare the energy needs of individuals with different activity levels: the computer programmer who sits for hours at a time intensely thinking while doing his job or the expert mountain climber who guides expedition tours. Consider also the climate the individual works or lives in. The computer programmer is probably sedentary, working in an air-conditioned office. The mountain climber, on the other hand, is very active, working outside in a changing climate; perhaps beginning her climb in a warm climate and ascending to the icy cold, snow-covered mountaintop. Who uses more energy? Would they eat different foods? Kids who are more active burn more calories, so they need more calories.

Grains
Grains are measured out in ounce equivalents. What are they? Ounce equivalents are just another way of showing a serving size.
Here are ounce equivalents for common grain foods. An ounce equivalent equals:

- 1 slice of bread or pan de sal
- ½ cup of rice
- ½ cup of cooked cereal, like oatmeal
- 1 cup of cold cereal

	* 4- to 8-year-olds need 4-5 ounce equivalents each day. * 9- to 13-year-old girls need 5-ounce equivalents each day. * 9- to 13-year-old boys need 6-ounce equivalents each day. And one last thing about grains: Tell students to try to make at least half of their grain servings whole grains, such as 100% whole-wheat bread, brown rice, and oatmeal. **Vegetables** Of course, they need their vegetables, especially those dark green like sitaw (long beans) and orange ones like kalabasa (squash). But how much is enough? Vegetable servings are measured in cups. * 4- to 8-year-olds need 1½ cups of veggies each day. * 9- to 13-year-old girls need 2 cups of veggies each day. * 9- to 13-year-old boys need 2½ cups of veggies each day. **Fruits** Sweet, juicy fruit is definitely part of a healthy diet. Here's how much they need: * 4- to 8-year-olds need 1-1½ cups of fruit each day. * 9- to 13-year-olds need 1½ cups of fruit each day. **Milk and Other Calcium-Rich Foods** Calcium builds strong bones to last a lifetime, so you need these foods in your diet. * 4- to 8-year-olds need 2 cups of milk (or another calcium-rich food) each day. * 9- to 13-year-olds need 3 cups of milk (or another calcium-rich food) each day. If they want something other than milk, they can substitute yogurt, cheese, or calcium-fortified orange juice — just to name a few. **Meats, Beans, Fish, and Nuts** Explain that these foods contain iron and lots of other important nutrients. Like grains, these foods are measured in ounce equivalents. An ounce equivalent of this group would be: • 1 ounce of meat, poultry, or fish • ¼ cup cooked dry beans • 1 egg • 1 tablespoon of peanut butter • ½ ounce (about a small handful) of nuts or seeds * 4- to 8-year-olds need 3-4 ounce equivalents each day. * 9- to 13-year-olds need 5-ounce equivalents each day. 8. Tell students that although this is a lot of information, their mom, dad, and other grownups in their life will help them eat what they need to stay healthy. Advise them that they don't have to become a perfect eater overnight--Just remember that there are stairs climbing up the side of the Pyramid and that healthy eating starts with taking it one step at a time.
Guided Practice (20 min)	1. Tell them to flip their handout to side 2: My Pyramid Worksheet 2. Tell them to fill in their food choices for yesterday (1st column). 3. Before moving on, help students understand what a serving is. Share with them the following equivalencies: **Milk, Yogurt, and Cheese** 1 serving = 1 cup of milk or yogurt 1 serving = 1 1/2 ounces of natural cheese, or 2 ounces of processed cheese

	Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts 1 serving = 2-3 ounces of cooked lean meat, poultry, or fish (2 tablespoons of peanut butter count as 1 ounce of lean meat) 1 serving = 1/2 cup of cooked dry beans 1 serving = 1 egg (2 tablespoons of peanut butter and 1/2 cup of peanuts is equivalent to 1 oz. of meat. Because nuts are high in fat, they must be eaten sparingly. Two tablespoons of peanut butter is about 1/2 of a serving, as is 1/2 cup of peanuts. Rather than eat a complete serving of these foods, it may be wise to supplement these portions with other foods from that food group.) **Vegetables** 1 serving = 1 cup of raw leafy vegetables 1 serving = 1/2 cup of other vegetables, cooked or raw 1 serving = 3/4 cups of vegetable juice **Fruits** 1 serving = 1 medium apple, banana, or orange 1 serving = 1/2 cup of chopped, cooked, or canned fruit 1 serving = 3/4 cup of fruit juice **Bread, Cereal, Rice, and Pasta** 1 serving = 1 slice of bread 1 serving = 1 ounce of ready-to-eat cereal 1 serving = 1/2 cup of cooked cereal, rice, or pasta 4. Using the Food Guide Pyramid and the serving information as guides, ask students to complete the rest of the worksheet. Compare their food choices with what is considered a healthful, well-balanced diet. Then have them modify their diet by cutting out unhealthful foods, adding healthful foods, and if necessary, increasing or decreasing the number of servings in a particular food group. By making these changes, students will be working toward eating what nutritionists consider a healthful diet. Tell students that they should eat fats, oils, and sugars sparingly because these foods add calories but not nutrients. 5. Tell students that they should also consider metabolism when assessing their eating habits. **Metabolism** is defined as the number of calories your body needs while at rest. A more active individual will have a higher metabolism.
Independent Practice (20min)	This independent practice requires students to use their knowledge of the food groups to plan a healthy Filipino meal. The meal needs to include an entree, at least one side dish, and beverage, along with the nutritional values (calories) of the meal in relation to daily guidelines. This lesson is an excellent culminating activity for a nutrition unit. Menus designed by students will be bound together into a book. 1. Tell the students that they are going to design a menu for one meal that includes at least one serving of food from each food group. 2. The menu must include an entree, or main dish, at least one side dish, and a beverage. 3. Write the requirements of the assignment in a highly visible area of the room, such as on the chalkboard.

	4. Pass out the sample menu located at the end of this lesson, and discuss it with the class. Does it meet the requirements? How? 5. Encourage the students to get creative with the assignment. 6. Provide time for the students to work. Help as little as possible, if this is an end of the unit assessment. 7. As students finish, look over the assignment with them. Have the students identify which of the food groups each of the ingredients belongs to. 8. Closure: Discuss the menus as a class. Have students share their meal ideas. Does each menu have at least 1 item from each food group? 9. Making the Cook Book: Gather menus and bind together to make a cookbook. 10. Keep the cookbook in your classroom for students to review. Display the cookbook for parents to see at conference time.
Closure (2min)	What makes eating healthy hard? Why do we not eat healthy sometimes?
Follow Up/Take Home Activity (3min)	1. Food diary - Have students pick one week in October/November and write down everything in their Weekly Food Diary what they ate for that week, including amounts. Include number of times eating at a fast food restaurant. 2. After the Weekly Food Diary, have students pick at least one day per week every month and record in their Daily Food Diary what they ate for that day, including amount. Tell them not to fill out the exercise section below until next class. 3. Reflection - Choose one way to make a healthier modification to your current diet and record in your food diary.

Name:_____ Date:_____

Quiz
MyPyramid

Circle the best answer.

1. How many servings should you have of grains per day?
   a. 6-11 servings
   b. 1 or 2 servings
   c. 3-5 servings
   d. None. Grains are unhealthy.

2. How many servings of dairy should you have each day?
   a. 8-9 servings
   b. 4-5 servings
   c. 2-3 servings
   d. 6-7 servings

3. How much protein should you consume in one day?
   a. 6-7 pounds
   b. 2-3 pounds
   c. 2-3 servings
   d. 6-7 servings

4. How many servings of fruit should be eating in one day?
   a. 8-10
   b. 0-1. It isn't necessary.
   c. 2-4
   d. 5-7

5. You need at least 3-5 servings of vegetables each day.
   a. True
   b. False

6. What are the five food groups of MyPyramid?
   a. grains, fruits, milk, meat, fats
   b. grains, vegetables, milk, meat, fats
   c. grains, vegetables, fruits, milk, meat
   d. grains, vegetables, fruits, meat, oils

7. Oh dear, I am completely lost! Can you put me in my correct group? I'm a cucumber.
   a. Fats and oils
   b. Fruits
   c. Protein
   d. Dairy

8. I am a lost food, too. I am a black beans. Where do I go?
   a. Dairy
   b. Grains
   c. Meat
   d. Vegetables

9. I am tricky to place. I taste really good with jelly (jam). Where would I, peanut butter, go?
   a. Fats and oils
   b. Fruits
   c. Grains
   d. Protein

10. Well I am the final one to be placed. Bread is my name and I taste good with butter. Where do I go?
   a. Dairy
   b. Fruits
   c. Grains
   d. Vegetables

Name:_____ Date:_____

Quiz
MyPyramid

Circle the best answer.

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   - a. 6-7 pounds
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   - a. 8-10
   - b. 0-1. It isn't necessary.
   - **c. 2-4**
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5. You need at least 3-5 servings of vegetables each day.
   - **a. True**
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   - b. grains, vegetables, milk, meat, fats
   - **c. grains, vegetables, fruits, milk, meat**
   - d. grains, vegetables, fruits, meat, oils

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   - c. Grains
   - **d. Protein**

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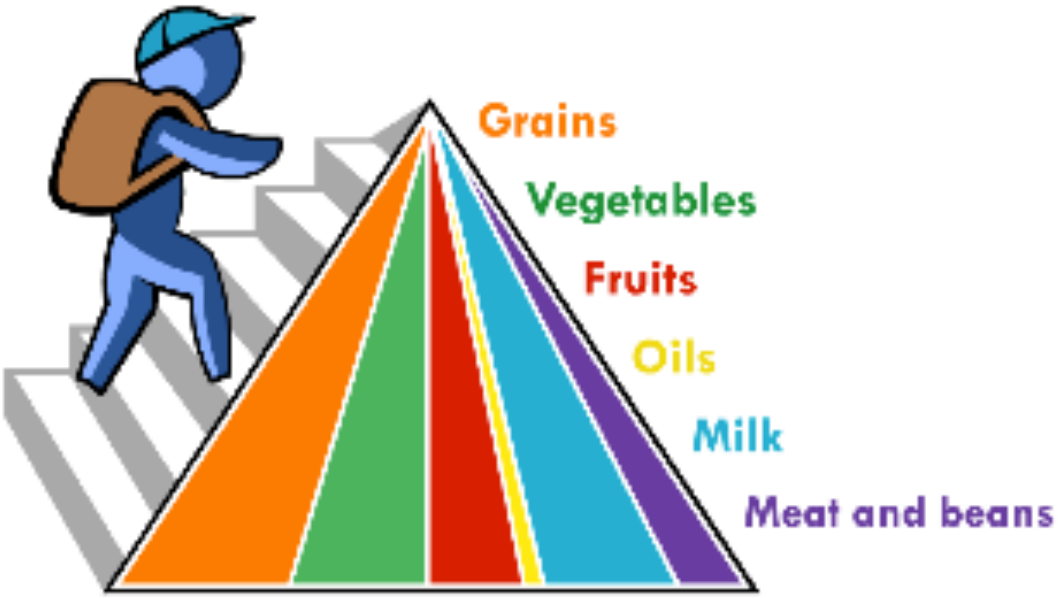
   - b. Fruits
   - **c. Grains**
   - d. Vegetables

EXPLORE The FOOD GUIDE PYRAMID



Grains
breads, tortillas, pastas (noodles, spaghetti, etc.), cereals, and rice

Vegetables
broccoli, tomatoes, green beans, peas, carrots, and many, many others

Fruits
Apples, peaches, pears, blueberries, strawberries, raspberries, bananas, oranges, and many more

Oils
Olive oil, peanut oil, canola oil, butter, soft tub margarine without trans fats, and others

Milk
Milk, yogurt, cheese, and some milk-based desserts, such as pudding and ice cream

Meat and beans
Meat, poultry, fish, dry beans, eggs, and nuts

KidsHealth
www.KidsHealth.org

KidsHealth from Nemours

MyPyramid Worksheet

Name: _____

MyPyramid FOR KIDS

Check how you did yesterday and set a goal to aim for tomorrow

Write In Your Choices From Yesterday	Food and Activity	Tip	Goal (Based On a 1800 Calorie Pattern)	List Each Food Choice In Its Food Group*	Estimate Your Total
Breakfast:	Grains	Make at least half your grains whole grains.	**6 ounce equivalents** (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cereal)		____ ounce equivalents
Lunch:	Vegetables	Color your plate with all kinds of great tasting veggies.	**2½ cups** (Choose from dark green, orange, starchy, dry beans and peas, or other veggies).		____ cups
Snack:	Fruits	Make most choices fruit, not juice.	**1½ cups**		____ cups
Dinner:	Milk	Choose fat-free or lowfat most often.	**3 cups** (1 cup yogurt or 1½ ounces cheese = 1 cup milk)		____ cups
Physical activity:	Meat and Beans	Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.	**5 ounce equivalents** (1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T peanut butter, ½ ounce nuts, or ¼ cup dry beans)		____ ounce equivalents
	Physical Activity	Build more physical activity into your daily routine at home and school.	At least **60 minutes** of moderate to vigorous activity a day or most days.		____ minutes

How did you do yesterday? ☐ Great ☐ So-So ☐ Not So Great

My food goal for tomorrow is: _____

My activity goal for tomorrow is: _____

* Some foods don't fit into any group. These "extras" may be mainly fat or sugar—limit your intake of these.

REPRODUCIBLE TEAMNUTRITION.USDA.GOV

Weekly Food Diary

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date							
Breakfast							
Lunch							
Dinner							
Snacks							
Calories							
Water							
Exercise							

Food Diary

Date: _____ Mon Tue Wed Thurs Fri Sat Sun Weight: _____

Time	Food/Beverage	Amount	Calories	
		Totals:		

Check # 8 ounce glasses of water:

Physical Activity	Minutes	Intensity Low/Medium/High	Calories

How I did today: ☐ Fabulous ☐ Great ☐ OK ☐ Will Do Better Tomorrow

Notes: .....

.....

.....

.....

Title: My Pyramid (USDA version)
Barcode: 1003502
Call number: C 397/c524

November - Nutrition Labels & Measuring Calories

Objectives	• Students will be able to define what a calorie is. • Students will be able to explain why the body needs calories and what happens to excess calories. • Students will be able to give examples of low calorie and high calorie food items. • Students will be able to read nutrition labels. • Students will be able to know the importance of and evaluate the levels of protein, fat, carbohydrate, fiber, sodium, and calcium on food labels. • Students will be able to identify the levels of saturated and trans fats. • Students will be able to make their own healthy Filipino dessert. • Students will be able to make healthier ingredient substitutions in traditional Filipino dishes.
Time/Materials	• 90 minutes • Food Diary • Pre/Post-Quiz • Pre/Post-Quiz Answers • Handouts Side 1: Reading Food Labels Side 2: Reading Food Labels Worksheet • Ingredients for Halo Halo (see Independent practice) • Filipino foods/ingredients with food labels • Nutritional labels of ingredients for Halo Halo, cups, spoons, ice shaver, napkins, measuring equipment • Reading Food Labels Poster
Assessment (15 min)	1. Reflection/Sharing from last class: Students chose one way to make a healthier modification to their diet and were asked to record it in their food diary. Ask students, "Were you able to modify your diet? What are some reasons why you couldn't modify your diet?" (5 min) 2. Pre-quiz: Nutritional label quiz (5 min) 3. Post-quiz: Same nutritional label quiz (5 min)
Modeling (30min)	1. Have students brainstorm what a calorie is and what they know about it so far. Record responses and keywords on the board and together come up with a definition for calorie. Assess students' misconceptions about calories by asking whether calories are bad or good for a person. (e.g. Are Calories Bad for You? Calories aren't bad for you. Your body needs calories for energy. But eating too many calories - and not burning enough of them off through physical activity - leads to weight gain.) 2. Define calories for students: **Calories** are the amount of energy stored in food, or how much energy a diet can provide the body, is measured in units called calories. While the amount of energy contained in different types of foods differs, calories from fat, protein or carbohydrates represent the same amount of energy. As a person takes in food, the body breaks down food molecules to release energy. This energy is then used by the body to function — specifically for movement, thought and growth. This process is called **metabolism**. The greater a person's activity, the greater the amount of energy (and, therefore, calories) he or she will need. Any energy not used will be stored in the form of fat cells. Therefore, the less active a person is, the fewer calories he or she will need in order to function. However, if food intake is increased while physical activity is decreased, the result will be weight gain. The amount of calories a person should consume is determined by their age, height, current weight and desired weight. On average, most women should consume approximately 2,000 calories per day, while most men should consume approximately 2,500 calories per day. Eating fewer calories can result in loss of

	weight. 3. Pass out Reading Food Labels handout and briefly go through the steps of reading a food label. Ask students, "How many calories are listed on the label? How much protein, sodium?" Go over any unfamiliar terms and ask students to evaluate the food (a lot of sugar, too much salt, etc). 4. Talk about sodium. Ask: "What is sodium?" (Salt) "Who needs to be careful about sodium?" (People with high blood pressure; also, most people eat too much salt from processed foods). Define sodium for students. **Sodium** is a mineral used by the body to regulate blood pressure and blood volume. It is also needed for the muscles and nerves to function. The most common form of sodium is table salt. Sodium is naturally found in milk, beets, celery and drinking water, but it is also added to processed meats, canned soups, vegetables and most other foods. High quantities of sodium are found in "fast" foods. Excessive consumption of sodium can contribute to high blood pressure and fluid retention. The recommended daily intake of sodium for adults ranges from 1,100 to 3,300 mg, although the average sodium intake in the United States is between 4,000 and 5,000 mg per day. 5. Define **sugar** for students. While naturally occurring sugars are found in milk and fruits, many sugars have been added to processed foods. These added sugars lack vitamins, minerals and fiber, but provides calories — thus, it can lead to weight gain. Types of sugar include: brown sugar, corn sweetener, corn syrup, dextrose, fructose, fruit juice concentrates, glucose, honey, lactose, maltose, malt syrup, molasses, raw sugar, sucrose and syrups. Talk about sugar content. Ask: "Some people need to be careful about sugar in foods. Do you know why?" (People with diabetes; people trying to lose weight; adds calories without nutrition). 6. Talk about fiber. "Is fiber good for us or not good for us?" (Good) "Does this food have fiber?" "What foods have a lot of fiber?" (Fruits, vegetables, whole grains). Define dietary fiber for students. **Dietary fiber** consists of the portion of plant foods that the body cannot digest or absorb. There are two types of fiber: insoluble and soluble. "Insoluble" fiber does not dissolve in water. It helps to increase and soften stool and the movement of material through the digestive system. "Soluble" fiber dissolves in water and helps lower blood cholesterol and glucose (sugar) levels. Fiber functions to prevent or relieve constipation, as well as to lower the risk of hemorrhoids, irritable bowel syndrome and possibly colorectal cancer. Fiber may help with weight loss and can lower the risk of diabetes and heart disease. Foods that are high in fiber include whole wheat flour, wheat bran, oats, nuts, peas, beans, apples, citrus fruits, carrots, barley and other vegetables. Increasing the amount of fiber in a diet should be done gradually, giving the natural bacteria in the digestive system time to adjust to the change, so as to prevent intestinal gas and abdominal bloating and cramping. 7. Talk about iron. Ask: "What is iron ? Iron is a mineral. It is important for our blood. Does this food have a lot of iron?" Define iron for students. **Iron** is a mineral and a component of protein. It is used to help transport oxygen to the tissues from the lungs, and is essential in metabolism. Iron is used in the production of neurotransmitters such as dopamine, norepinephrine and serotonin. The amount of iron in the body is typically controlled by the amount absorbed from food. Sources of iron include meat, fish, poultry, beans, lentils, flours, cereals and grain products. Dried fruit, peas, asparagus, leafy greens, strawberries and nuts are additional sources of iron. Lack of iron can lead to iron- deficiency anemia — which, according to the World Health Organization, is the most common nutritional disorder. 8. Talk about calcium. Ask: "What is calcium?" **Calcium** is a mineral. It is important for our

	bones. Calcium is found primarily in the body's teeth and bones. It is one of the most important, and plentiful, minerals of the body. Calcium is essential for growth, maintenance of the teeth and bones, and reproduction. It is also needed for blood coagulation, transmission of nerve impulses, normal heartbeat, and many other functions. For many people, dairy products are the most significant source of calcium. Reducing the fat content of dairy products does not reduce the calcium supplied. Other sources of calcium include leafy green vegetables, orange juice, salmon, shellfish and dried beans. Low intake of calcium can lead to calcium deficiency, resulting in osteoporosis, hypertension and other disorders.
Guided Practice (15min)	1. Pass out one Filipino food product and Reading Food Labels Worksheet to each group. 2. In groups, have students practice finding the information asked for on the worksheet. 3. In groups, have students share their findings about one Filipino food product. 4. Wrap Up: Tell students that the ability to read food labels is an important step towards healthy eating. However, consider discussing with your students what can happen if someone does it in the extreme.
Independent Practice (25min)	Bring healthy halo halo ingredients for students and have them create their own healthy version of this traditional Filipino dessert. Have each student present their halo halo's and discuss the nutritional labels and calories of their halo halo's. Sample Healthy Halo Halo recipe Ingredients: • 1 ripe large banana • 2 ripe mangoes or 1 cup canned ripe mango • 1 cup firm gelatin set into gel and cut into ½-inch cubes • 1 cup canned mixed fruit • ½ cup sweet corn or chick peas (garbanzos) • 2 cups shaved ice • 2 cups non/low fat milk • 4 scoops frozen yogurt • ½ cup chopped nuts or rice crispies Preparation instructions: • Peel mangoes and slice fruit into ½-inch cubes. Discard seeds. • Prepare 4 tall cups. Divide each ingredient into 4 equal parts. • In each cup, place ¼ of each ingredient, adding layer by layer starting with corn or chick peas, mixed fruit, bananas, and gelatin. • Top with ½ cup shaved ice. • Pour ¼ cup milk over shaved ice and top with a scoop of frozen yogurt. • Sprinkle nuts or rice crispies over it.
Closure (2 min)	What can happen if someone reads nutritional labels in the extreme?
Follow Up (3 min)	1. Food diary (Pick one day per week to record foods eaten) 2. Reflection - Choose another way to make a healthier modification to your current diet and record in your food diary.

Name:_____

Nutrition Labels Quiz

Whole Wheat Bread

White Bread

White Rice

Brown Rice

1. _____ bread is a better source of protein.
2. _____ bread has more fiber.
3. Both of the breads have the same amount of _____.
4. To increase fiber, eat _____rice.
5. Can you heat rice if your doctor said to be careful of salt? _____
6. Rice is a (LOW FAT / HIGH FAT) ingredient.

Name:_____

Nutrition Labels Quiz

90% lean ground beef

Mc'Donald's ¼ pounder

Whole Milk

Nonfat (skim) milk

7. _____ is healthier because:
   - _____
   - _____
   - _____

8. If you want to cut down on calories, drink _____ milk.
9. Get your intake of _____ and _____ from both types of milk.

Nutrition Labels Quiz Answers

1. __Bread A___ has more protein.
2. __ Bread A_____ has more fiber.
3. Bread A and Bread B have the same __amount of calories and fat__.
4. Your doctor said, "Eat more fiber." Which rice should you eat? Brown rice.
5. Your doctor said, "Be careful about salt." Can you eat rice? Yes.
6. Does rice have a lot of fat? No.
7. ___Lean ground beef__is healthier because:

- It has less fat,
- It has less sodium
- It has fewer calories

8. You want to lose weight. Which milk should you drink? Nonfat milk.
9. Non-fat milk and whole milk have the same __amount of fiber and protein__.
10. Which milk has more cholesterol? Whole milk.

Reading Food Labels

The 6 components of the food label are described below. As a general guideline, choose foods with labels that are low in fat, sodium and sugar grams.

Sample label for
Macaroni & Cheese

(1) Start Here

Nutrition Facts

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

Amount Per Serving

(2) **Calories** 250 Calories from Fat 110

	% Daily Value*
Total Fat 12g	**18%**
Saturated Fat 3g	**15%**
Trans Fat 1.5g	
Cholesterol 30mg	**10%**
Sodium 470mg	**20%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 0g	**0%**
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

(3) Limit these Nutrients

(4) Get Enough of these Nutrients

(5) Quick Guide to % DV

5% or less is Low

20% or more is High

(6) Footnote

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

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

1) Serving sizes are provided in familiar units, such as cups or pieces, followed by the metric amount, e.g., the number of grams. Serving sizes are based on the amount of food people typically eat, which makes them realistic and easy to compare to similar foods. Pay attention to the serving size, including how many servings there are in the food package, and compare it to how much YOU actually eat! In the sample label above, one serving of macaroni and cheese equals one cup. If you ate the whole package, you would eat two cups. That doubles the calories and other nutrient numbers, including the %Daily Values.

2) Calories provide a measure of how much energy you get from a serving of this food. The label also tells you how many of the calories in one serving come from fat. In the example, there are 250 calories in a serving of this macaroni and cheese. How many *calories from fat* are there in ONE serving? Answer: 110 calories, which means almost half come from fat. What if you ate the whole package content? Then, you would consume two servings, or 500 calories, and 220 would come from fat.

3) The nutrients listed first are the ones Americans generally eat in adequate amounts, or even too much. They are identified in yellow on the chart as "Limit these Nutrients". Eating too much fat, saturated fat, *trans* fat, and cholesterol, or sodium may increase your risk of certain chronic diseases, like heart disease, some cancers, or high blood pressure. Eating too many calories is linked to overweight and obesity.

4) Americans often don't get enough dietary fiber, vitamin A, vitamin C, calcium, and iron in their diets. They are identified in blue on the chart as "Get Enough of these Nutrients". Eating enough of these nutrients can improve your health and help reduce the risk of some diseases and conditions.

5) This general guide tells you that 5%DV or less is low and 20%DV or more is high. This means that 5%DV or less is low for all nutrients, those you want to limit (e.g., fat, saturated fat, cholesterol, and sodium), and those that you want to consume in greater amounts (fiber, calcium, etc). As the Quick Guide shows, 20%DV or more is high for all nutrients.

   a) *Example*: Look again at the amount of Total Fat in one serving listed on the sample nutrition label for macaroni and cheese. Is 18%DV contributing a lot or a little to your maximum fat limit of 100% DV? Check the Quick Guide to %DV. You see that 18%DV, which is below 20%DV, is not yet high, but what if you ate the whole package (two servings)? You would double that amount, eating 36% of your daily allowance for Total Fat. That amount, coming from just one food, would contribute a lot of fat to your daily diet. It would leave you 64% of your fat allowance (100%-36%=64%) for *all* of the other foods you eat that day, snacks and drinks included.

6) Note the * used after the heading "%Daily Value" on the Nutrition Facts panel. It refers to the Footnote in the lower part of the nutrition label, which tells you that "%DVs are based on recommendations for a 2,000 calorie diet". This statement must be on all food labels. But the remaining information in the full footnote may not be on the package if the size of the label is too small. When the full footnote does appear, it will always be the same. It doesn't change from product to product, because it shows dietary advice for all Americans--it is not about a specific food product. The Daily Values are based on expert dietary advice about how much, or how little, of some key nutrients you should eat each day, depending on whether you eat 2,000 or 2,500 calories a day.

Name:________________________ Date:_______________

Reading Food Labels

Directions: Read the Filipino food labels and complete the chart based on % daily values.

Based on % daily values:

Name of Food:	Yes or No
This food has a lot of protein	
This food has a lot of fiber	
This food has a lot of salt	
This food has a lot of calcium	
This food has a lot of sugar	
This food has ____ calories	

Name of Food:	Yes or No
This food has a lot of protein	
This food has a lot of fiber	
This food has a lot of salt	
This food has a lot of calcium	
This food has a lot of sugar	
This food has ____ calories	

Name of Food:	Yes or No
This food has a lot of protein	
This food has a lot of fiber	
This food has a lot of salt	
This food has a lot of calcium	
This food has a lot of sugar	
This food has ____ calories	

Name of Food:	Yes or No
This food has a lot of protein	
This food has a lot of fiber	
This food has a lot of salt	
This food has a lot of calcium	
This food has a lot of sugar	
This food has ____ calories	

Title: Reading Food Labels

Barcode: 1003503

Call number: C 398

January - Exercise & Physical Activity

Objectives	• Students will be able to assess the amount of exercise they are already getting vs. exercise they should be getting • Students will understand why exercise & physical activity is important • Students will be able to name examples of aerobic exercises, strength training exercises, and stretching exercises • Students will create a fitness action plan • Students will match different exercises to its corresponding muscle groups • Students will learn the basics of a traditional Filipino folk dance
Time/Materials	• 90 minutes • Food Diary/Activity Log- Students will now start to complete Activity section of diary in addition to their food diary • Pre/Post-Quiz • Pre/Post-Quiz Answers • Tinikling: Sharing the Dance handout for Filipino folk dance (see below) • Dance materials (i.e. bamboo poles)
Assessment (20 min)	1. Reflection/Sharing from last class: Students chose one way to make a healthier modification to their diet and were asked to record it in their food diary. Ask students, "Were you able to modify your diet? What are some reasons why you couldn't modify your diet?" (5 min) 2. Pre/Post-Quiz (5 min) 3. Assess the class's weekly physical activities: (10 min) • Have all students stand up . • Tell students a series of statements. If the statements are false for that individual student, tell them to sit down. I go to PE class at least once a week. I walk up at least 1 flight of stairs per day. I lift my backpack and carry it to school every day. I play a sport for at least thirty minutes a week. I play a sport for at least one hour per week. I play a sport for at least 3 days of the week. I play a sport at least 1 hour every day. • Continue down the list of statements until only 2-3 students are left standing. Tell students that physical activity is important and that not enough of us participate it on a daily basis. Ask students why not?
Modeling (20 min)	1. Tell students that kids exercise all the time without even thinking of it. Just being active, like when kids run around outside or play kickball at school, is a kind of exercise. Ask, "What else counts as exercise?" (Playing sports, dancing, doing push-ups, and even reaching down to touch your toes.) Tell students that when they exercise, they're helping build a strong body that will be able to move around and do all the things need it to do. Tell them that being active is great for the body.

	2. Talk about how exercising is beneficial for their heart. Tell them that their heart is a muscle. It works hard, pumping blood every day of your life. People can help this important muscle get stronger by doing aerobic (say: air-**o**-bik) exercise. Define aerobic for students. **Aerobic** means "with air," so aerobic exercise is a kind of activity that requires oxygen. Tell students that, when we breathe, we take in oxygen, and, if we're doing aerobic exercise, we may notice that we're breathing faster than normal. Aerobic activity can get our heart pumping, make us sweaty, and quicken our breathing. When we give our heart this kind of workout on a regular basis, our heart will get even better at its main job — delivering oxygen (in the form of oxygen-carrying blood cells) to all parts of our body. 3. Ask students to give some examples of aerobic exercises that kids can do and write them on the board. Share the following additional examples: • swimming • basketball • ice or roller hockey • jogging (or walking quickly) • inline skating • soccer • cross-country skiing • biking • rowing • skipping • jumping rope • playing hopscotch 4. Tell students that exercise also strengthens muscles. Ask students, "Did you ever do a push-up or swing across the monkey bars at the playground?" by show of hands. Inform them that these are exercises that can build strength. By using our muscles to do powerful things, we can make them stronger. For older teens and adults, this kind of workout can make muscles bigger, too. 5. Ask students to give examples of exercises and activities that help build strong muscles and write them up on the board. Share the following additional examples: • push-ups • pull-ups • tug-of-war • rowing • running • inline skating • bike riding 6. Tell students that exercise makes them flexible too! Ask them, "Can you touch your toes easily without yelling ouch?" Most kids are pretty flexible, which means that they can bend and

stretch their bodies without much trouble. This kind of exercise often feels really good, like when you take a big stretch in the morning after waking up. Being flexible is having "full range of motion," which means you can move your arms and legs freely without feeling tightness or pain.

It's easy to find things to do for good flexibility:

- tumbling and gymnastics
- yoga
- dancing, especially ballet
- martial arts
- simple stretches, such as touching your toes or side stretches

As a class, have students participate in a simple stretch.

7. Tell students that exercise can make them feel good. It feels good to have a strong, flexible body that can do all the activities they enjoy — like running, jumping, and playing with friends. Let them know that it's also fun to be good at something, like scoring a basket, hitting a home run, or perfecting a dive. But also let them know that exercising can actually put them in a better mood. When we exercise, our brain releases a chemical called **endorphins** (say: en-**dor**-funz), which may make you feel happier.

8. Inform students that different kinds of exercises work different muscle groups. Tell them that they should try to work all of their muscles each week. Some exercises work many muscles, so let them know that it's not as hard as they might think! Below is a list of exercises and the kinds of muscles used for each exercise, if you do the exercise correctly:

Exercise	**Muscles Worked**
Push-ups	Chest, shoulders, arms, abdominals
Sit-ups	Abdominals
Jumping Jacks	Calves (lower leg), inner/outer thigh, butt
Running	Calves, front/back thigh, abdominals
Jumping rope	Calves, thighs, abdominals, shoulders, arms
Swimming	Nearly all major muscles
Dancing	Nearly all major muscles (depending on type of dance)
Walking	Arms, calves, front/back thigh, abdominals
Squats	Calves, front/back thigh, butt
Inline Skating	Inner/outer thigh, butt
Hula Hoop	Lower back, abdominals

Guided Practice (30 min)	Introduce traditional Filipino folk dance (e.g. Tinikling) as a form of exercise and have students participate (coordinate with Parangal Dance members). 1. Give students a little background about Tinikling. Explain to them that, similar to the movement and idea of double-dutch jump roping, tinikling, the traditional and national dance of the Philippines, uses bamboo poles instead of ropes. The word tinikling translates in English to "bamboo dance." The dance requires two people to operate either end of the bamboo poles, which are held close to the floor, and at least one dancer to dance amongst the poles. The dance originated in the Visayan Islands, where the dance was created to imitate the graceful movements of the tinikling bird, which walks between grass stems and over tree branches. 2. Things you'll need: • bamboo poles (if available) • Two 8- to 18-foot wooden closet dowels (if bamboo is not available) 3. Dancing the tinikling: 11. Simulate the 4/4 Tinikling beat the dancer and pole operators clapping the beat. The pole operators can also clap the poles together with the dancer standing outside of the pole area. 12. Jump twice with feet together between the two poles facing one operator, then jump twice with each foot on the outside of the poles. Hands can stay down or at your hips. The jumps should be quick, to stay in accordance with a four-count beat. 13. Repeat this, but add a twisting element. Jump twice with feet together inside the poles, then jump to have your feet outside the poles, but with a 180-degree turn. If you are facing front when you jump with your feet inside the poles, jump to face back and place feet outside the two poles. Turn and jump to face front again to return feet to inside the two poles. You should be constantly rotating to face each operator with each sequence. 14. Face the middle of the poles with feet inside the poles. Jump twice within the poles. Jump to straddle the feet with one foot front and one extended back on the outside of the poles. Complete the two jumps and return to jump twice within the poles. Repeat, alternating which foot is front and which is back if desired. 4. Tips and warnings: ● Practice the dance steps away from the poles first. ● Once the steps themselves are mastered, add the pole element. ● Use instrumental music as opposed to music with lyrics, as the beat of the music is more audible and defined, making it easier to dance on beat. 5. See Tinikling: Sharing the Dance handout for pictures and dance variations
Independent Practice (15 min)	1. Tell students that they will come up with a fitness action plan on how they can increase their daily physical activity. When writing up their activities, they should target as many different muscle groups as possible.

	2. Advise them when thinking about a new physical activity, ask themselves these questions: ● Will you enjoy it? ● Is it safe? ● Is it available to you? ● Do you have the time to do it? ● Do you have friends who do it, too? If you answered "no" to these questions, find another activity. It is better to find something that fits into your schedule, that you will enjoy, and that you can do safely. The important thing is that you get moving and there are lots of ways to get started! Walk when you talk on the phone, use the stairs instead of an elevator, and walk or bike to school. Don't worry if you don't have athletic equipment — you don't need anything special to exercise. You can: • Use canned foods as weights • Go for power walks or run around your neighborhood or the school track ● Use your own body weight to strength train by doing push-ups, sit-ups, tricep dips, and lunges 3. Have students write out the activity they will be doing in their Food Diary/Activity Log for seven days. 4. Have a few students present their 7-day activity plan to the class.
Closure (3 min)	Presentation from Gene Friend Rec center to introduce facility and services to students.
Follow Up/Take Home Activity (2 min)	1. Food diary (continue last month's exercise) 2. Exercise log/Goal Setting -Have students pick one week to follow their activity plan. Have students check mark if they completed the exercise or have them modify it if they did not.

Name:_____ Date:_____

Physical Activity Quiz

Directions: Circle the best answer.

1. "Play" generally refers to activity performed by
    a. adults
    b. children
    c. athletes
    d. all of the above
2. Which of the following is true of the concept of “play”
    a. done in free time
    b. performed by children
    c. supervised by other children
    d. both a and b
3. _____ is/are creative movement activities such as shadow tag, tetherball, jacks, or hopscotch.
    a. play
    b. exercise
    c. games
    d. sports
4. Which of the following is characteristic of a physically educated person?
    a. has learned skills necessary to perform a variety of activities
    b. is physically fit
    c. values physical activity
    d. all of the above
5. Research by the U. S. Department of Health and Human Services found that
    a. 50 percent of young people, aged 12-21, do not exercise on a regular basis.
    b. girls participate as often as boys in sports.
    c. children compensate for activity not done at school.
    d. 14 percent of adolescents engage in outside activities after school.
6. The Council on Physical Education for Children (COPEC) recommends which of the following?
    a. frequent recess
    b. 30-60 minutes of daily instruction in physical education
    c. more lesson plans to promote strength
    d. frequent rest breaks to avoid exhaustion
7. Recess is beneficial because
    a. self-selection of activities helps students develop their strengths.
    b. frequent breaks can refresh children's minds.
    c. it allows teachers time to create lesson plans.
    d. a and b
8. If you lift weights you still need aerobics
    A. True
    B. False

Physical Activity Quiz Answers

1. "Play" generally refers to activity performed by
    a. adults
    b. children
    c. athletes
    d. all of the above
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    c. it allows teachers time to create lesson plans.
    d. a and b
8. If you lift weights you still need aerobics
    A. True
    B. False

 **Basic Tinikling Step**	1 –Starting to the left of the poles, step **IN** with the right foot between the poles 2 – Step **IN** with the left foot between the poles 3 – Step **OUT** with the right foot to the right of poles, ***lift*** the left foot (but don't set it down outside as that creates a fourth beat) 1 – Step **IN** with the left foot between the poles 2 – Step **IN** with the right foot between the poles 3 – Step **OUT** with the left foot to the left of poles, ***lift*** the right foot (but don't set it down outside as that creates a fourth beat) The caller can help by calling "**IN IN OUT.**"
 **Crossover Tinikling Step**	1 – Starting to the left of the poles, using the left outside foot, cross over and step **IN** between the poles 2 – Step the right foot to the right **OUT**side of the poles 3 – Bring the left foot to the **OUT**side of the poles and place it beside the right foot (That makes two feet side by side outside the poles.) 1 – Using the outside right foot, cross over and step **IN** between the poles 2 – Step the left foot to the left **OUT**side of the poles 3 – Bring the right foot to the **OUT**side of the poles and place it beside the left foot (That makes two feet side by side outside the poles.) The caller can help by calling "**IN OUT OUT.**"
 **Box Step: Tinikling Step with Quarter Turn**	1 – Starting to the left of the poles, step with the right foot **IN** between the poles 2 – Step with the left foot **IN** between the poles 3 – Step with the right foot **OUT**side to the right of the poles, lift left foot; *do a quarter turn to the right* (back to the poles) 1 – Set the left foot down to the **SIDE** 2 – Bring the right foot **TOGETHER** beside the left foot 3 – Step with the left foot to the **SIDE**; lift the right foot; *do a quarter turn to the right* (face opposite pole person) 1 – Step with the right foot **IN** between the poles 2 – Step with the left foot **IN** between the poles 3 – Step with the right foot **OUT** to the right of the poles, lift the left foot; *do a quarter turn to the right* (back to the poles) 1 – Step with the left foot to the **SIDE** 2 – Bring the right foot **TOGETHER** beside the left foot 3 – Step with the left foot to the **SIDE**; lift the right foot; *quarter turn to right* (face opposite pole person) Caller can help by calling "**IN IN OUT, SIDE TOGETHER SIDE, IN IN OUT, SIDE TOGETHER SIDE**"
 **Tinikling with 4 Poles**	Try having four poles placed in an X-and-O pattern. Do the box step around four poles.

Objectives	• Students will define what body image is -- what their perceived body image is and what they want their body image to be (projected image). • Students will acknowledge and understand cultural and media factors that influence their body image perceptions • Students will be able to understand how culture influences body perception • Students will be able to examine prejudices toward obese people • Students will be able to examine their own feelings about their bodies • Students will be more satisfied with their body image • Students will understand the difference between losing weight and keeping healthy • Students will be able to define obesity • Students will be able to calculate their BMI
Time/Materials	• Journal • Worksheets Steps to Positive Body Image Three Women Assessment Survey • Three Women Survey Tally • Pre/Post Quiz • Pre/Post Quiz Answers • Magazines • Paper • Glue • Scissors • 11”x14” poster paper
Assessment (25min)	1. Reflection/Sharing from last class: Students picked one week to follow their activity plan and check marked if they completed the exercise or have them modify it if they did not. Ask students why it is difficult sometimes to exercise and what can they do to incorporate more physical activities in their daily lives? (5 min) 2. Pre/Post-Quiz (5 min) 3. Class Assessment: (15 min) • Begin the lesson by giving students the Classroom Activity Sheet: Three Women. Tell students to look at the pictures and respond to the questions. Students should not attempt to make informed answers; they should give their initial reactions by responding quickly. They should not write their names on the sheets. • Collect the Classroom Activity Sheet: Three Women. Select one or two students to tally students’ responses on the Classroom Activity Sheet: Tally of Students’ Perceptions of Body Shape and Size . • While these students tally the responses, ask the class why you presented the survey without any introductory discussion. Responses will vary, but most students will suggest that you are trying to gauge attitudes toward overweight and thin people.

	• Have students present the survey results, and discuss them with the class. Typically, the thin women (A and B) receive the most positive responses, while the heaviest woman (C) receives the most negative responses. Discuss how students came to their conclusions. Students' comments may include the following: "Woman C is heavy, so she must be the most unhealthy." "Since woman C is heavy, she can't be making wise decisions consistently, because fat people eat too much, and they eat bad food." "Woman C isn't attractive because she's too big. She should lose weight." "That woman needs to work out." • Conclude the discussion by summarizing students' response. Ask students: We have heard parents and others say that traditionally heavier women were desirable as marriage partners. Have you ever heard that? Why do you think that is? In Filipino culture what kind of body shape is preferred? What do you prefer? To be heavier? To be thinner? To be just as you are? Do you and your parents/grandparents think differently or the same about your desired body shape? ○ How important is body weight to you when you look at others? For example, do you have both heavy and thin friends? Is their body weight important to you? When you think about boys/girls (depending on gender) what is important to you? Is their weight or height important? ○ Does media (TV, Internet, magazines) impact how you feel about yourself? What kinds of TV programs and/or commercials help you decide what you should look like? ○ What or who do you think is beautiful? Do you feel pressured to look a certain way?
Modeling (15 min)	• Introduce the lesson by telling students that they will be learning about body image and how it influences the way we see ourselves and the way others see us. • Ask students if anyone has ever heard the term "body image?" Does anyone know what "body image" is? • Tell students that body image is how we feel about our bodies and what we believe about our own appearance. Body image is independent of body size and shape. It is even independent of physical appearance. Any person—of any description—can have either a positive or negative body image. Body image contributes to self-esteem. Promoting positive body images in children can improve self-esteem and help prevent eating disorders. Teachers help promote positive body images by avoiding making negative comments about their own or others' appearance. Note that this lesson isn't about eating disorders. However, having a poor body image is a risk factor for developing an eating disorder. It is possible that the issue may come up during or after the lesson. Here are some suggestions for how to be prepared if this happens. The National Eating Disorders Association is a great resource for

	teachers. They have a website with general information, tips for talking to students who may have an eating disorder, and information on helping promote positive body image. Spending a bit of time before the lesson browsing materials on the website can provide information and insight. ● Ask students: What does being overweight mean? What does being obese mean? Tell students that their weight is important since the moment you were born. Maybe they even know what their birth weight was. Most babies weigh less than 10 pounds and sometimes as little as 3 or 4 pounds. But very quickly, a young baby gains weight and everyone is glad about that because it means the child is growing bigger and stronger. ● Tell students that obesity is a significant public health problem in the United States and in most other nations. In the last 30 years, a growing number of kids and teenagers have developed weight problems. Today, 1 out of 3 kids and teens between the ages of 2 and 19 are overweight or obese, which is a word that means very overweight. Many grown-ups understand what it's like to have weight problems. Two out of every 3 adults are overweight or obese. Obesity affects all ages, races, and socioeconomic classes. When people talk about being overweight or obese, they mean that someone has more body fat than is healthy. Everyone has some body fat, but when someone has excess fat, it can affect the person's health and ability to walk, run, and get around. It also affects the way they look and may cause them to be bigger and rounder than other people. ● Define obesity for the students. **Obesity** is a condition where there is excessive accumulation of body fat. Certain disorders and diseases are found to appear more frequently in obese individuals. It is a risk factor for diabetes, arthritis, hypertension, gout, menstrual abnormalities, reproductive problems, gallbladder disease, kidney disease, heart attack, stroke, cancer and complications during childbirth and surgery. Tell students that we'll talk more in depth about these diseases during our next class. ● Tell students that, as they get older, your weight is still important. It's something your parents and doctor will probably keep an eye on. When you go for a checkup, the doctor often will record your height and weight and compare it with what it was the last time you came in. The doctor wants to check that you are a healthy weight because weighing too much — or too little — can be a problem. But these days, being **overweight** is more common than being underweight. It is important to note that some individuals can be overweight and yet not be obese. For example, athletes who have a large amount of muscle tissue are often overweight but have very little body fat. A person is considered to be obese if his or her weight is greater than 20 percent above the ideal weight for his height and body frame. ● Explain to students that, for kids and adults, weighing too much can lead to illnesses

	and health problems. And a kid who is overweight might get teased or find it hard to keep up with friends on the playground. Sometimes the initial weight gain is caused by some type of unhappy social adjustment. Filipino adults are 70% more likely to be obese as compared to the overall Asian population. Ask students their thoughts on why Filipinos are at such high risk of obesity. ● Tell students that someone can be underweight, at an ideal weight, overweight, or obese. There is no one perfect weight for a kid to be, but there are ideal weight ranges for kids based on height and whether the person is a girl or a boy. Though healthy kids can weigh more or less, a good weight range is about 50 to 70 pounds (about 23 to 32 kilograms) for a kid who's 8 years old. ● Discuss with students how being overweight is more than a number on the scale. A doctor is a good person to make a judgment about a kid's weight. The doctor can look at a kid's ideal weight range while also taking the kid's height into account. A taller kid naturally could weigh more than a shorter kid and not be overweight. Perhaps the best way to assess a kid's weight is to use something called body mass index, or BMI. ● Tell students that BMI uses a kid's height and weight in a calculation that results in a number. That number can be plotted on a chart that also considers the kid's age and if the kid is a girl or boy. Explain that BMI is an indicator of how much body fat the person has, but it's only an estimate. Because muscle weighs more than fat, it's possible for a muscular person to have a high BMI, but that doesn't mean he or she is overweight. Likewise, it's possible for someone to have a low or ideal BMI but still have too much body fat.
Guided Practice (10min)	1. Pass out “Steps to Positive Body Image” and go over out loud with students. 2. Ask students how could you help a friend who has a bad body image? What would you say to that person? Prompt students if necessary with questions like “What type of people would you tell them to hang around?” (Answer: Positive people. Encourage students to respond and contribute to the discussion with tips from the “Steps to Positive Body Image” handout. Reinforce the concepts of respecting differences in size and shape, and encouraging and having compassion for those who may be struggling with their body image. 3. Remind students that having a positive body image is important for health because when we feel good about ourselves we are more likely to take care of ourselves and do all the things that keep us healthy, such as eating healthy foods and being physically active.
Independent Practice (30min)	1. Divide students into small groups and pass out poster boards, glue, magazine and scissors.

	2. Ask each group to consider how society and Filipino culture influence our perceptions of overweight and obese people. Encourage students to consider the many ways we get information, including family and friends, television, movies, music, literature, and advertisements. Have each group prepare a poster collage that includes the following: ● How culture and society influence our perceptions of overweight and obese people. Poster should show the factors that have the most influence and why. ● Factors that influence society's perceptions of overweight and obese people. Research material may include pictures from magazines, advertisements, examples from movies and books, and any other resources about body perception. ● Show their own ways of creating a positive body image. Include images /symbols that best represent their personalities. 3. Have each group share its presentation. Do the groups agree on how culture and society influence our perceptions of overweight and obese people? Do they believe that one factor is more significant than others? If so, which one? Why do they think that factor is so important?
Closure (3min)	1. How does eating healthy and exercise prevent obesity? Is dieting OK or kids? 2. Tell students that all foods and many drinks contains calories, a kind of energy. When someone diets to lose weight, the person is trying to eat fewer calories than the body uses. By doing this, the person may lose body fat and decrease his or her weight. Likewise, if a person eats more calories than the body uses, the person may gain weight. 3. Kids usually do **not** need to diet in this way. Unlike adults, kids are still growing and developing. During this time, kids need a variety of healthy foods to keep their bodies growing properly. Some kids are overweight, but even overweight kids often can improve their health simply by eating nutritious foods and being more active. Being overweight can cause health problems, but kids may hurt their health even more by doing something drastic, like skipping meals or deciding to eat only lettuce.
Follow Up (2 min)	1. Food diary & exercise log (continue last month's exercise) 2. Reflection writing/sharing - Have students reflect in their diary if their opinions changed from the original survey. Would they answer questions differently now What information has changed their perceptions of overweight and obese people?

Name:_____ Date:_____

QUIZ
Obesity

1. One is considered obese if one is greater than _____ over the ideal for one's weight and height and body frame size.
    a. 5 percent
    b. 10 percent
    c. 20 percent
    d. 25 percent
2. Which of the following guidelines should not be used when trying to reduce one's weight?
    a. The diet should be deficient in calories compared to one's energy needs.
    b. The diet should eliminate at least one of the following: carbohydrates, proteins, and fats.
    c. The diet should be one that can be used over a long period of time.
    d. The diet should be reasonable in cost.
3. What is the purpose of taking a skin fold measurement?
    a. To measure the amount of muscle an individual has
    b. To determine if an individual can run a mile
    c. To measure the amount of water a person has in his or her body
    d. To determine if an individual has too much body fat
4. Susan went on a diet that recommended eating the correct number of servings from each of the food groups in the "Daily Food Guide." The diet emphasized eating a small amount of fat. It also encouraged high-protein in foods and grapefruit because these foods will burn off body fat directly. What is the matter with this diet?
    a. It recommends eating fat.
    b. It claims certain foods will burn off excess fat.
    c. The Milk-Cheese groups should be excluded from a good diet.
    d. There is nothing wrong with this diet.
5. Obesity may result due to an excess intake of:
    a. Carbohydrate, protein, and fat
    b. Protein and fat
    c. Fat only
    d. Carbohydrate only
6. Obesity is a risk factor for:
    a. Stroke
    b. Low blood pressure
    c. Tuberculosis
    d. Lung cancer
7. Which disease is not associated with obesity?
    a. Bronchitis
    b. Adult-onset diabetes
    c. Arthritis
    d. Heart disease

Name:_____ Date:_____

QUIZ
Obesity

1. One is considered obese if one is greater than _____ over the ideal for one's weight and height and body frame size.
    a. 5 percent
    b. 10 percent
    c. 20 percent
    d. 25 percent
2. Which of the following guidelines should not be used when trying to reduce one's weight?
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    a. Carbohydrate, protein, and fat
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    c. Fat only
    d. Carbohydrate only
6. Obesity is a risk factor for:
    a. Stroke
    b. Low blood pressure
    c. Tuberculosis
    d. Lung cancer
7. Which disease is not associated with obesity?
    a. Bronchitis
    b. Adult-onset diabetes
    c. Arthritis
    d. Heart disease

Classroom Activity Sheet: **Culture and Obesity**

Three Women

Look at the three pictures above. Then answer the following questions by placing an X in the appropriate box. Please don't write your name on your paper.

	Woman A	Woman B	Woman C
1. Which woman is the most attractive?			
2. Which woman is the least attractive?			
3. Which woman is the smartest?			
4. Which woman is the least intelligent?			
5. Which woman makes good decisions consistently?			
6. Which woman tends to make unwise decisions?			
7. Which woman is the healthiest?			
8. Which woman is the least healthy?			

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Classroom Activity Sheet: **Culture and Obesity**

Name: _____

Tally of Students' Perceptions of Body Shape and Size

Write down the number of students who took the survey. Then fill out the chart below, indicating how they responded to each question.

	Woman A	Woman B	Woman C
Q1 (positive)			
Q2 (negative)			
Q3 (positive)			
Q4 (negative)			
Q5 (positive)			
Q6 (negative)			
Q7 (positive)			
Q8 (negative)			

How many positive responses did each woman receive?

Woman A ____ Woman B _____ Woman C _____

How many negative responses did each woman receive?

Woman A ____ Woman B _____ Woman C _____

Which woman received the highest number of positive responses? _____

Which woman received the highest number of negative responses? _____

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Steps to Positive Body Image

(adapted from material created by the National Eating Disorders Association, ©2002)

One list cannot automatically change negative body thoughts into positive body image, but it can help you think about new ways of looking more healthfully and happily at yourself and your body.

Keep a top-10 list of things you like about yourself, that aren't about how much you weigh or what you look like. Look for people to admire because they do things to make the world a better place, not just because they have a certain type of body or have a certain type of "look."

- Use your time and energy to help others instead of worrying about food or your weight. Helping other people can help you feel better about yourself. It will also make the world a better place.

- Don't believe everything you read or see in magazines or ads, at the movies or on TV. Become aware of messages that make you feel bad about yourself or your body. Don't let them get to you.

- Hang out with positive people. Stick with people who support you, and who think it's important to like yourself.

- Wear clothes that are comfortable and that make you feel good about your body.

- Remind yourself that "true beauty" is much more than what you look like.

- If you find yourself feeling bad about your body, think of all the amazing things your body does for you, like running, dancing, breathing, laughing, and dreaming.

- Shut down those voices in your head that tell you your body is not "right" or that you are a "bad" person. Fill your mind with good thoughts about you.

Objectives	• Students will be able to identify the major components of the heart and describe their function • Students will be able to identify major parts of the human circulatory system and describe their function • Students will be able to diagram the path that blood takes through the human circulatory system • Students will be able to define heart disease • Students will be able to identify and differentiate the various cardiovascular diseases prevalent in Filipino communities • Students will be able to differentiate between a healthy heart versus a diseased heart model

Time/Materials	• 90 minutes
	• Journal
	• Organ specimens/models from SEP
	• Circulatory system diagram/poster from SEP
	• How the Body Works: The Heart activity sheet
	• Lub-Dub, Lub-Dub worksheet
	• Your Circulatory System worksheet
	• Pre/Post Quiz
	• Materials for Independent practice activity (see below):
	  • circulatory system poster
	  • heart circulation handout
	  • heart overhead (to be created by the teacher)
	  • overhead projector
	  • blue balloons
	  • red balloons
	  • black permanent marker
	  • circulatory system signs for classroom
	  • web worksheet "The Circulatory System" (listed below)
	  • watches with second hands

Assessment (15min)	1. Reflection/Sharing from last class: Students reflected in their diary if their opinions changed from the original survey. Ask students, do they have any habits that are known to contribute to obesity? What good habits do they plan to begin as a replacement for the unhealthy behaviors? (5 min) 2. Pre-quiz - Cardiovascular System Quiz (5min) 3. Post-quiz - Cardiovascular System Quiz(5min)
Modeling (35min)	**The Heart & the Circulatory System** 1. Show the basic anatomy of the heart and blood vessels by showing students the following video: http://kidshealth.org:80/PageManager.jsp?lic=1&article_set=59298&cat_id=20607

	2. Ask the students the following questions: Did you give your friends valentines and little heart-shaped candies on Valentine's Day? Do you ever cross your heart when making a promise that you really, really mean? Or turn on the radio to hear a guy singing about his broken heart? 3. Tell students: we see and hear about hearts everywhere. A long time ago, people even thought that their emotions came from their hearts, maybe because the heart beats faster when a person is scared or excited. Now we know that emotions come from the brain, and in this case, the brain tells the heart to speed up. So what's the heart up to, then? How does it keep busy? What does it look like? Let's find out. 4. Explain to the students that the heart is really a muscle. Point out where it is located (a little to the left of the middle of the chest), and tell them that it's about the size of a fist. Tell them that there are lots of muscles all over their body — in their arms, in their legs, in their back, even in their behind. 5. Talk about the heart's function: explain how the heart muscle is special because of what it does. The heart sends blood around the body. The blood provides the body with the oxygen and nutrients it needs. It also carries away waste. 6. Explain to the students how the heart is sort of like a pump, or two pumps in one. The right side of the heart receives blood from the body and pumps it to the lungs. The left side of the heart does the exact opposite: It receives blood from the lungs and pumps it out to the body. 7. Ask the students: "How does the heart beat?" Then explain that before each beat, the heart fills with blood. Then its muscle contracts to squirt the blood along. When the heart contracts, it squeezes (ask the students to try squeezing their hand into a fist). Tell the students that it's sort of like what the heart does so it can squirt out the blood. The heart does this all day and all night, all the time. Mention that the heart is one hard worker! 8. Tell the students that the heart is made up of four different blood-filled areas, and each of these areas is called a chamber (use the heart models to point out different parts). There are two chambers on each side of the heart. One chamber is on the top and one chamber is on the bottom. The two chambers on top are called the **atria** (have the students say: **ay**-tree-uh). Mention that if you're talking only about one, call it an **atrium**. The atria are the chambers that fill with the blood returning to the heart from the body and lungs. Tell the students that there is a wall that separates the left side of the heart from the right, called the **septum**. The

	heart has a left atrium and a right atrium. Tell the students that the heat has two chambers on the bottom called the **ventricles** (have the students say: **ven**- trih-kulz). The heart has a left ventricle and a right ventricle. Their job is to squirt out the blood to the body and lungs. Use the heart models to point out the atria and ventricles. Tell the students that the atria and ventricles work as a team — the atria fill with blood, then dump it into the ventricles. The ventricles then squeeze, pumping blood out of the heart. While the ventricles are squeezing, the atria refill and get ready for the next contraction. 9. Next ask the students, “So when the blood gets pumped, how does it know which way to go?” Answer by saying that the blood relies on four special valves inside the heart. A valve lets something in and keeps it there by closing. Tell the students to think of walking through a door: the door shuts behind you and keeps you from going backward. These valves all work to keep the blood flowing forward. They open up to let the blood move ahead, then they close quickly to keep the blood from flowing backward. Use the heart models to point out the heart valves. 10. Ask the students, “What happens to the blood once it leaves the heart?” Tell them that the blood just doesn't slosh around the body once it leaves the heart. It moves through many tubes called **arteries and veins**, which together are called **blood vessels**. These blood vessels are attached to the heart. The blood vessels that carry blood away from the heart are called arteries. The ones that carry blood back to the heart are called veins. Use the circulatory system diagram to point out the arteries and veins. 11. Tell the students that the movement of the blood through the heart and around the body is called **circulation**, and the heart is really good at it — it takes less than 60 seconds to pump blood to every cell in the body. Explain to the students that their bodies need this steady supply of blood to keep it working right. Blood delivers oxygen to all the body's cells. To stay alive, a person needs healthy, living cells. Without oxygen, these cells would die. If that oxygen-rich blood doesn't circulate as it should, a person could die. 12. Refer back to the heart models. Show the students that the left side of the heart sends that oxygen-rich blood out to the body. The body takes the oxygen out of the blood and uses it in the body's cells. When the cells use the oxygen, they make carbon dioxide and other stuff that gets carried away by the blood. Explain to the students that It's like the blood delivers lunch to the cells and then has to pick up the trash! Then tell the students that the returning blood enters the right side of the heart. The right ventricle pumps the blood to the lungs for a little freshening up. In the lungs, carbon dioxide is removed from the blood and sent out of the body when we exhale. Next, we inhale and a fresh breath of oxygen enters

the blood to start the process again. And finally mention that this all happens in about a minute!

Heart Disease

1. Tell the students that, now that they know how important your heart is, it's no wonder people worry when they hear someone has heart problems. Heart disease, also called cardiovascular (have the students say: kar-dee-oh-**vas**-kyoo-lur) disease, mainly affects older people and means that there are problems with the heart and blood vessels.

2. Ask the students by show of hands if they know someone who has heart/cardiovascular disease. Tell them that they might know someone who has cardiovascular disease because 61 million Americans have some form of it. Filipino Americans especially are affected by heart disease, where nearly 32% (1 out of 3) of deaths are a result of heart disease. In the Philippines, nine Filipinos die of heart disease every hour, making it the number one cause of death in the country. This disease includes a variety of problems, including high blood pressure, hardening of the arteries, chest pain, heart attacks, and strokes.

3. Explain heart disease to the students. Review how the heart is the center of the cardiovascular system. Through the body's blood vessels, the heart pumps blood to all of the body's cells. The blood carries oxygen, which the cells need. Tell the students that cardiovascular disease is a group of problems that occur when the heart and blood vessels aren't working the way they should.

4. Tell the students some of the problems that go along with cardiovascular disease (write these terms up on the board):

- **Arteriosclerosis** (say: ar-teer-ee-oh-skluh-**row**-sus): also called hardening of the arteries, arteriosclerosis means the arteries become thickened and are no longer as flexible. (Use the SEP artery model to demonstrate.)
- **Atherosclerosis** (say: ah-thuh-row-skluh-**row**-sus): a buildup of cholesterol and fat that makes the arteries narrower so less blood can flow through. Those buildups are called plaque. (Use the SEP artery model to demonstrate.)
- **Angina** (say: an-**jy**-nuh): people with angina feel a pain in the chest that means the heart isn't getting enough blood.
- **Heart attack:** when a blood clot or other blockage cuts blood flow to a part of the heart.
- **Stroke:** when part of the brain doesn't get enough blood due to a clot or a burst blood vessel.

5. Explain to the students that heart disease isn't contagious — you can't catch it like you can the flu or a cold. Instead, certain things increase a person's chances of

	getting cardiovascular disease. Doctors call these things risk factors. Some of these risk factors a person can't do anything about, like being older and having other people in the family who have had the same problems. But people do have control over some risk factors — smoking, having high blood pressure, being overweight, and not exercising can increase the risk of getting cardiovascular disease. 6. Ask the students, “Can kids get heart disease?” Tell the students that kids usually don't have any symptoms of heart and blood vessel problems. But by starting heart-healthy habits right now, kids can reduce the chance they will ever need to worry about cardiovascular disease. 7. Ask the students, “So what should you do?” Tell them: Don't smoke, for one. And be sure to eat healthy, exercise, and maintain a healthy weight. Your heart and blood vessels will thank you later!
Guided Practice (20min)	* Break students into groups (heart specimen group and heart worksheet group) **Heart Specimens group** 1. Show students both healthy and diseased heart specimens from SEP by laying them out on the appropriate trays (may want to break students into groups of 4 per specimen). 2. Read the patient case/story on the heart container, which describes the donor patient’s age, medical condition, etc. Remind the students that these hearts were once a part of someone, and we should be thankful for their generous gift in donating their hearts for our learning. Thus, remind the students to be careful and respectful of the specimens. 3. Have them put on only one glove and allow them to touch the specimens with their gloved hand (do not let them pick up the specimens). Ask them to describe what they see/feel, compare the sizes, etc. 4.Point out the different parts of the heart as described above. Use the plastic heart models for comparison. **Heart Worksheets group** 1. Pass out the How the Body Works: The Heart, Lub-Dub, Lub-Dub and Your Circulatory System worksheets. 2. Have students work on worksheets (be available if they have questions). 3. Once both worksheets are completed, go around in a circle and have each student answer the questions. Use the plastic heart models/circulatory system diagram to point out parts.
Independent Practice (15min)	*a. Introduction- attention getter: (estimated time 5 minutes)*

	1. Have the students hold out a clenched fist and ask the following question. Q: What organ in your body is about the size of your fist? (A: your heart) 2. Now have the students place two fingers on their neck below their ear to feel the rhythmic motion of blood and ask Q: What is this that we are feeling? (A: A pulse or heart beat) Explain why they can feel it at this location. 3. Ask the question Q: What do you think is the leading cause of death in the United States every year? In Filipino communities? (A: Heart disease) Inform the students that today we will discuss the heart and its role in the circulatory system. *b. Classroom Circulatory System: (estimated time 10-12 minutes) Need poster, blue balloons (marked -O2), red balloons (marked +O2)* 1. Show students the poster of the Circulatory System and tell them that we are going to turn the room into a circulatory system like the one in the poster 2. Ask for student volunteers to be the lungs, capillaries, left heart, and right heart. Instruct them where to stand and explain their jobs. 3. Tell the remaining students that they represent the blood in the circulatory system. 4. Have the students follow you through the classroom circulatory system, exchanging the red balloons for blue balloons and explain what is happening along the way. 5. Once everyone is back at the front of the room, have them follow you through again, but faster, and inform them that this represents a faster heartbeat. 6. Collect all materials and have the students return to their seats.
Closure (5min)	How does eating healthy and exercise prevent heart disease?
Follow Up	1. Food diary 2. Exercise log/goal setting - Have students pick one week to follow their activity plan. Have students check mark if they completed the exercise or have them modify it if they did not.

Name:_____ Date:_____

Cardiovascular System Quiz

1. How many chambers does the heart have?
   a. Six
   b. Five
   c. Four
   d. Three

2. The movement of blood through the heart and body is called:
   a. Circulation
   b. Locomotion
   c. Ventriculation
   d. Heart Pump

3. The beating sound your heart makes comes from:
   a. Blood going in the wrong direction
   b. Valves closing
   c. The heart skipping beats
   d. Your ears playing tricks on you

4. With circulation, the heart provides your body with:
   a. Oxygen
   b. Nutrients
   c. A way to get rid of waste
   d. All of the above

5. The atria are the "upstairs" chambers of the heart and these parts are the "downstairs" chambers:
   a. Valves
   b. Ventricles
   c. Blood
   d. Candy hearts

6. What wall separates the left side and right side of the heart?
   a. Ventricle
   b. Atrium
   c. Septum
   d. The great wall

7. What parts act like doors that control blood flow in the heart?
   a. Valves
   b. Heart dams
   c. Kidneys
   d. Chambers

8. Heart disease is contagious. True or False?
   a. True
   b. False

9. You can keep your heart strong by:
   a. Eating heart-shaped candy
   b. Doing activities, like playing outside, riding your bike, and swimming
   c. Smoking
   d. Sleeping 18 hours a day

10. These are tubes that carry blood back to the heart:
   a. Arteries
   b. Veins
   c. Pipes
   d. Tubas

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Health & Society

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Cardiovascular System Quiz - answers

1. How many chambers does the heart have?
   c. Four

2. The movement of blood through the heart and body is called:
   a. Circulation

3. The beating sound your heart makes comes from:
   b. Valves closing

4. With circulation, the heart provides your body with:
   d. All of the above

5. The atria are the “upstairs” chambers of the heart and these parts are the “downstairs” chambers:
   b. Ventricles

6. What wall separates the left side and right side of the heart?
   c. Septum

7. What parts act like doors that control blood flow in the heart?
   a. Valves

8. Heart disease is contagious. True or False?
   b. False

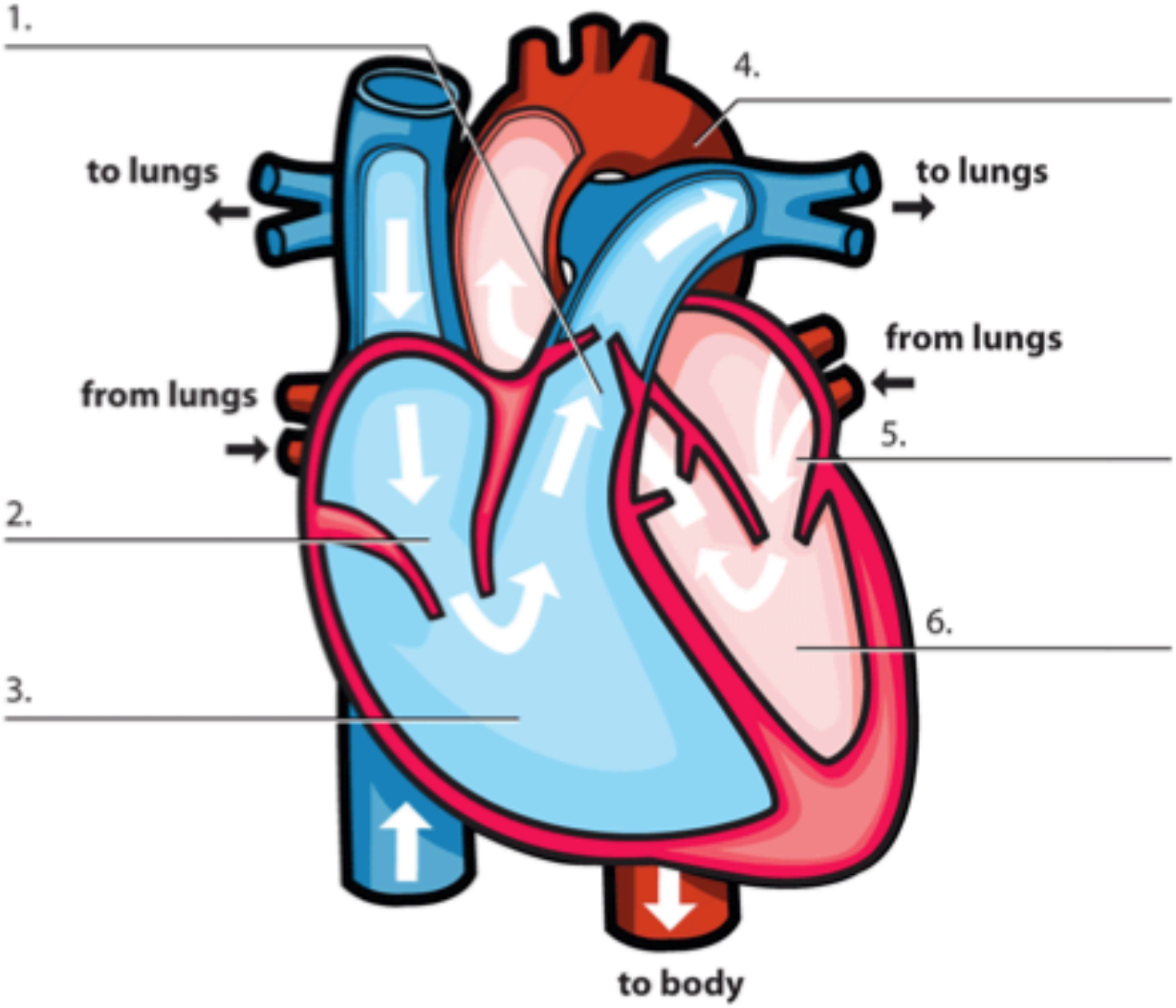
9. You can keep your heart strong by:
   b. Doing activities, like playing outside, riding your bike, and swimming

10. These are tubes that carry blood back to the heart:
b. Veins

HOW THE BODY WORKS

The Heart

Directions: Print out, label the parts of the heart, and circle the four valves.

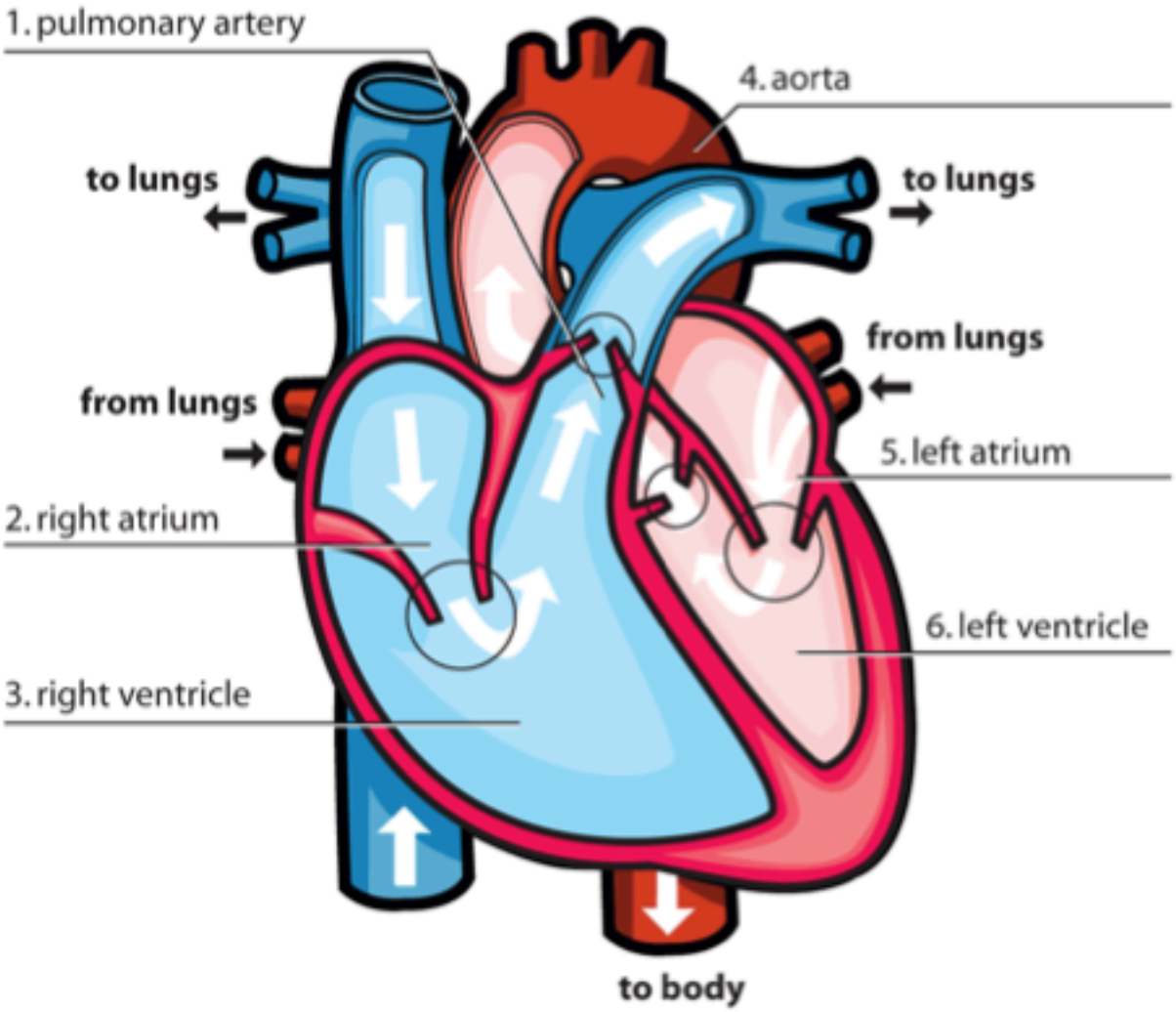


WORD BANK

left ventricle right ventricle	right atrium left atrium	pulmonary artery aorta

HOW THE BODY WORKS

The Heart
Solution



WORD BANK

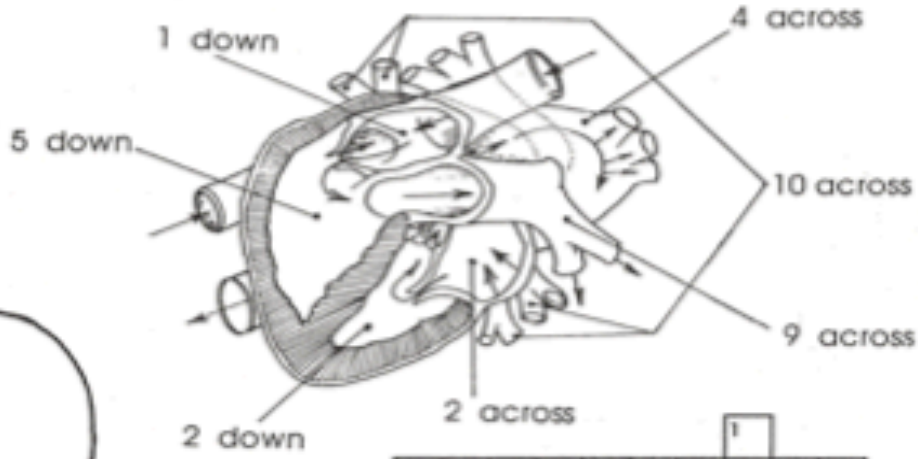
left ventricle right ventricle	right atrium left atrium	pulmonary artery aorta

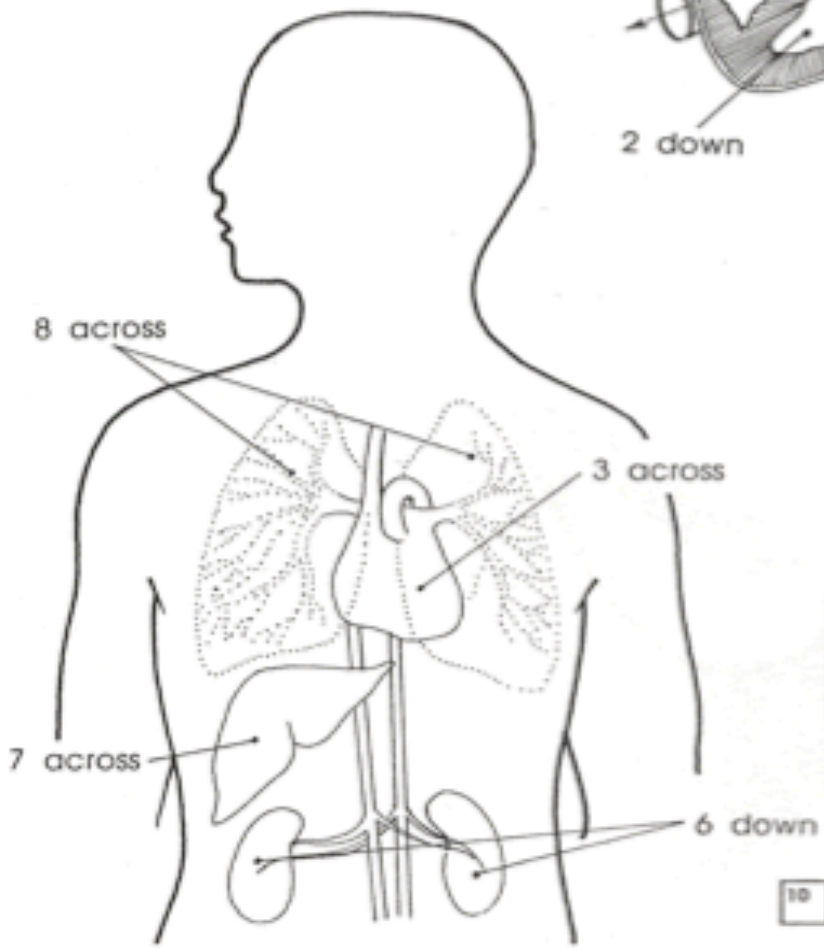
Lub – Dub, Lub – Dub

(Circulatory System Review)

Name _____

Use the Word Bank
to complete the puzzle.





WORD BANK

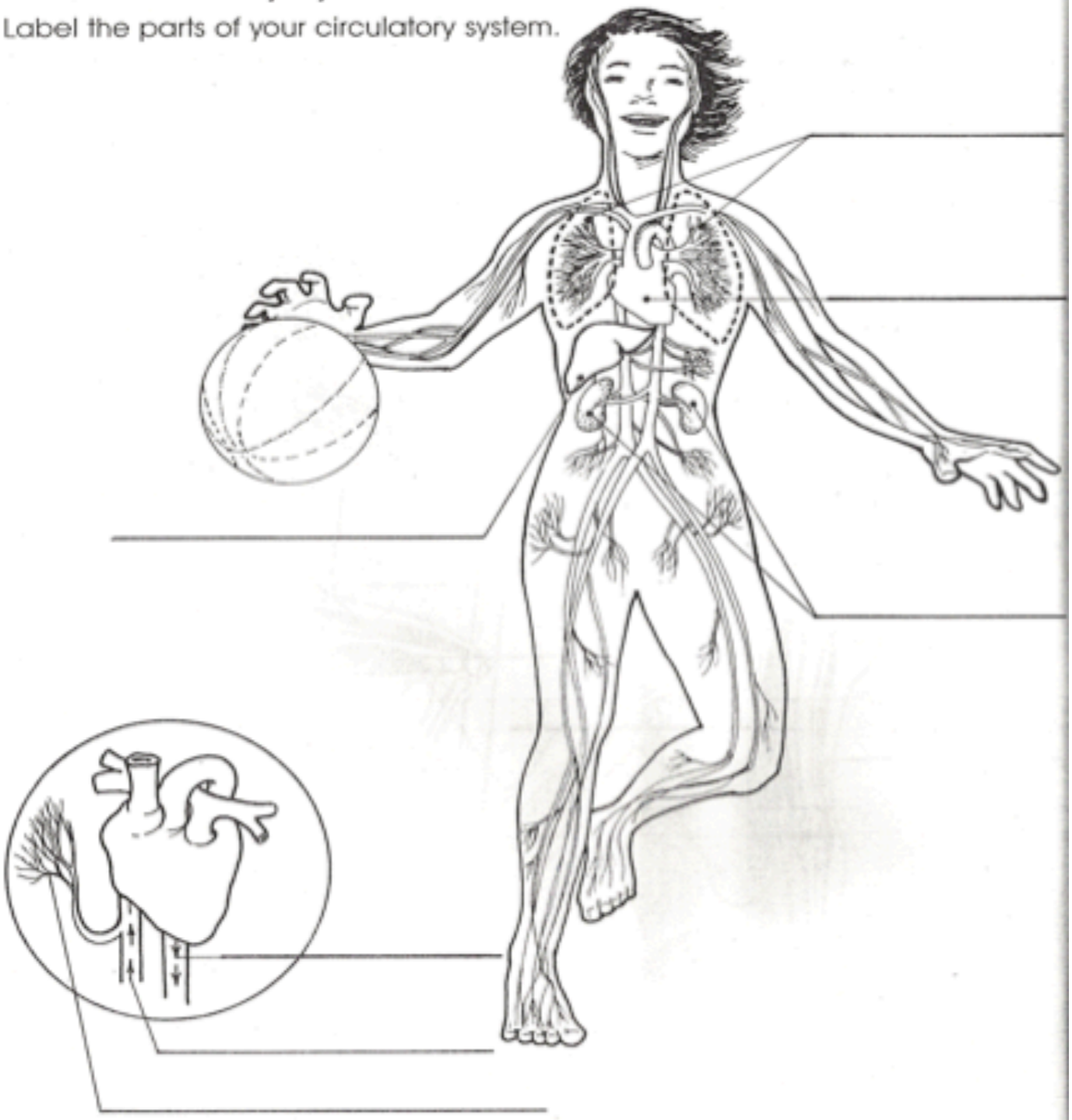
lungs	heart	liver
kidneys	aorta	right atrium
right ventricle	left ventricle	left atrium
pulmonary vein	artery	

The Human Body IF8754 28 © 1990 Instructional Fair, In

Your Circulatory System

Name _____

Label the parts of your circulatory system.



WORD BANK

heart	lungs	kidneys
liver	artery	vein
capillaries		

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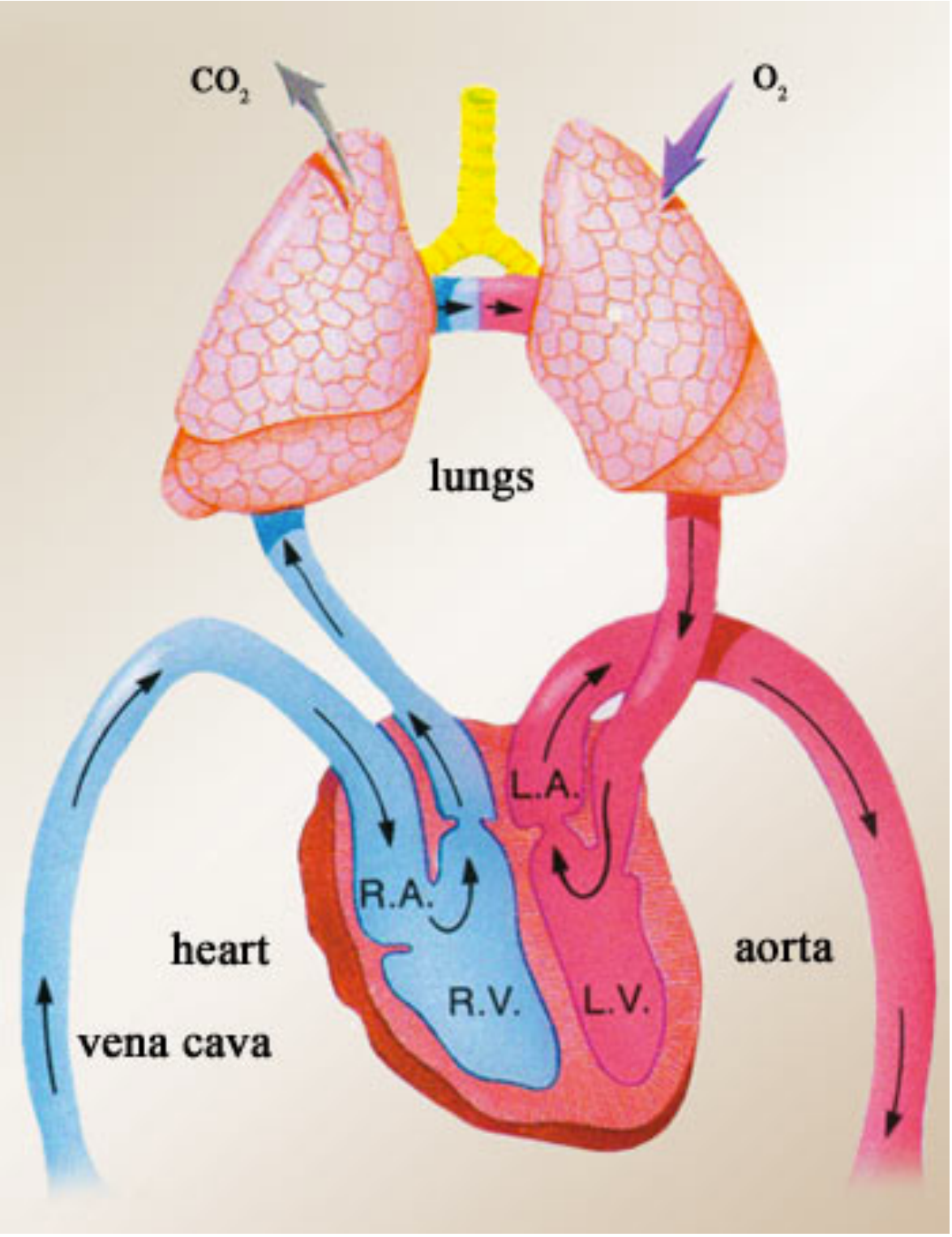
CO_2
O_2
lungs
L.A.
R.A.
heart
aorta
R.V.
L.V.
vena cava

April & May - Final Project

Objectives	• Students will be able to apply their understanding of curriculum topics to create a creative public service announcement (PSA) to teach others, specifically the Filipino American community, about the importance of specific health issues affecting them and suggest ways to make better choices. • Students will be able to discuss and explore the dietary, behavioral, and cultural factors that contribute to unhealthy eating, physical inactivity, negative body image, and cardiovascular disease. • Students will be able to select and research the dangers of one contributing factor using print, web, and/or community resources.
Time/Materials	• Poster board • Laptops • Markers, glue, scissors • Magazines • Chart paper or board to record ideas • Invitations to all volunteers, staff, and parents
Lesson Procedure	• Divide students into heterogeneous small groups or pairs. Ask each group to select one of the curriculum topics (Food Pyramid & Healthy Food Choices, Nutrition Labels & Measuring Calories, Exercise & Physical Activity, Body Image & Obesity, Cardiovascular System & Disease) from the list on the board and create a public service announcement (PSA) for the rest of the class and/or other classes in the school. • Each group can write a script to be performed live as a skit or recorded as a video clip or movie, create a print advertisement or multi-media presentation. It is up to the students to be creative! • Provide the groups with time to research their topics and create their presentations. Remind students that their focus should be on educating their peers about the dangers of one unhealthy habit and suggesting better alternatives, as it relates to their topic.

	• Allow each group to present or perform for their peers. Invite all volunteers, staff, and parents. • Have a Q&A session at the end of each presentation
Closure	1. Collect student binders, which should include quizzes and food diary/exercise log. 2. Have a healthy potluck party for students, volunteers and staff.

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