Exercise Choices

Listed below are some options you have when choosing what you want to do for exercise. Think about what will motivate you to exercise, and then circle the option you would choose.

It will help me to exercise if I:

• Go with a friend	**or**	Exercise alone
• Go outside	**or**	Stay inside
• Play on a team	**or**	Play for fun
• Pay money	**or**	Go for free
• Choose competitive	**or**	Non-competitive activity
• Choose long-duration	**or**	Short-duration activity
• Choose high-intensity	**or**	Low-intensity activity

Can you think of other choices you make when exercising?

Take note of the choices you have circled—they are the factors that will encourage you to exercise!

Optional Activity: Introduction to Meditation

(10 Minutes)

Materials: **Benefits of Meditation and Breathing in the Moment information sheets**
chart paper or dry erase/chalkboard

Another way we can take care of our bodies and minds is through meditation.

- Ask youth: Why is meditation practiced? Write their responses on the board.

- Discuss some states of being or characteristics that meditation can help with: lack of focus, anxiousness, distracted, anger, tired, sleepy, feeling sick and feeling stressed. Ask youth to discuss some areas from this list that they may identify with or feel in their own lives.

- Explain what meditation is *(continued or extended thought, reflection or spiritual contemplation)* and tell youth they will practice some breathing exercises. Ask what they think of when they hear the word *meditation.* Explain that meditation can include contemplation, insight and focused intention into relaxing the body and calming the mind, among other things. (*Note:* Explain that there are many different ways to meditate and they may hear of some of these ways in their lives.)

- Then explain that practicing meditation regularly can help with the states of being they identified earlier. Display the bottom half of the transparency, which lists the following benefits of meditation:
    - More energy
    - Improved quality of sleep
    - Decreased anxiety
    - Improved concentration/less distracted
    - Increased alertness
    - Heightened immunity
    - Calmness
    - Less prone to violent behavior
    - Better able to adapt to stress
    - Improvement in academic performance

Explain to the youth that at this time we will close the session with meditation. If possible dim the lights and explain that this is some they should take seriously. Read the **Breathing in the Moment** meditation to the youth.

Breathing in the Moment

Written by Jason Murphy

For teachers or instructors to read. It's helpful if the lights are low. Youth should be able to sit in chairs with their backs straight but not rigid, or lie on the floor on their backs with knees up. Instructions should be read in a slow but clear natural voice. A bell is helpful for transition into and out of meditation time. Find a rhythm of instruction which allows silence. This should take anywhere from 10 to 15 minutes total.

Take a moment to check in with your body. Feel the body sitting on the chair or lying on the floor.
(Pause for 2 or 3 breaths.)

Begin to notice the breath in the body, the rise and fall of the chest, the expansion and contraction of the belly, connecting with the breath in the body.
(Pause for 2 or 3 breaths.)

Just notice the breath in the body, not trying to change it or make it different than it normally is. Just notice the natural breath.
(Pause for 2 or 3 breaths.)

Begin to aim your attention at the tip of the nose. See if you can notice the sensation of breath at the tip of the nose. Feel the coolness of the in-breath and warmth of the out-breath.
It's helpful to use the word "in" on the in-breath and "out" on the out-breath, silently in your mind. This helps to focus the mind on the breath and the experience of breathing.
(Pause for 2 or 3 breaths.)

Breathing in I know that I am breathing in, breathing out I know that I am breathing out.
(Pause for 2 or 3 breaths.)

The mind may wander away from the breath. When you notice this has happened, just acknowledge where the mind has gone and then aim the attention back, reconnect at the tip of the nose with the next in-breath, and begin again. Breathing in I know that I'm breathing in. Breathing out I know that I'm breathing out.
(Pause for 2 or 3 breaths.)

Each mindful breath connects us to the moment. We only live one moment at a time, one breath at a time. This practice is about breathing in each moment of life.
(Pause for 2 or 3 breaths.)

Using the breath as an anchor to keep us present in the moment, breathing in I calm my mind, breathing out I relax my body. Breathing in Calm. Breathing out Relax.
(Pause for 2 or 3 breaths.)

When you notice the mind has wandered off just acknowledge where the mind has gone and then aim the attention back on the breath.
(Pause for 2 or 3 breaths.)

Moment after moment, breath after breath, we always have the ability to connect with this calm and relaxation of the breath.
(Pause for 2 or 3 breaths. Then ring a bell.)

Gently allow your eyes to open and move your body slowly. Maybe take a stretch for a moment.

Food and the Body

Age Range	14+
Skill Focus	After participating in this lesson, youth will • Be able to identify key nutrients the body needs and describe their function and importance. • Understand that bodies are affected by the types of nutrients taken in through food and drink.
Group Size	Up to 20 youth
Time Required	60-75 minutes
Purpose	At the conclusion of this workshop the youth will have a better understanding of how nutrients (water, protein, carbohydrates, minerals, fats, and vitamins) interact with and affect the body.
Materials Needed	**Nutrition Template**, **Nutrients Information Sheets**, pencils, **What's on a Food Label?** activity sheet, Assorted packages of food with Food Labels, **What's Inside the Package? Activity Sheet.**
Adapted From	*Come and Get It!*: Nutrition and Physical Activity for Lifelong Health

Introduction to Nutrients	**10 minutes**
Nutrient Groups/Presentations	**30 minutes**
Carbohydrates, Proteins, Fats	**10 minutes**
What's on a Food Label?	**10 minutes**
Food Label Comparison	**15 minutes**
Closure	**2 minutes**

Introduction to Nutrients

Explain that in this lesson youth will be learning some basic nutritional information for making healthy food choices. Begin by providing some information about the importance of nutrients *(substances that provide nourishment for the body's growth or metabolism)* in the diet.

- Explain that the body is just like a car. Cars need fuel to run, and so do our bodies. Food is the fuel our bodies use to function. Explaining that our stomach is our fuel tank. Hand out a few Food Model cards to youth and have them each select two foods that they eat or like.

- Explain that it's important to consume different types of fuel. Note that, while our bodies can utilize many kinds of fuel, they are affected over time by the type of fuel, or food, that we take in. So it's important to know what types of "fuel" we're putting into our bodies. Explain that the most basic element of "fuel" is the nutrient.

- Tell the youth that there are six basic Nutrients:
    - Carbohydrates *(nutrient that gives us high amounts of quick energy)*
    - Fats *(nutrient that gives us stored energy)*
    - Proteins *(nutrient that builds muscle and bones)*
    - Vitamins *(nutrient that helps regulate body processes)*
    - Minerals *(nutrient essential to growth and metabolism)*
    - Water *(essential for digestion, respiration, carrying nutrients and oxygen)*

  Explain that all of these nutrients are needed to maintain a healthy body.

- Write the six nutrients on the flipchart or on the board.

- Explain that youth will be working in groups to learn more about the individual nutrients by answering some specific questions.

Nutrient Groups/Presentations

Materials: Nutrition Template, Nutrients Information Sheets, pencils

Explain that each group will get a **Nutrients** information sheet. They will then answer the following questions and record their answers on the **Nutrition Template.**

Write the following questions on the board

1. What does this nutrient do for your body? ("The Good News")
2. What happens to your body if you get too much or too little of the nutrient? ("The Bad News")
3. What foods do you enjoy that are good sources of this nutrient? ("Come and Get It")
4. Why is it important for you to eat the right amount of the nutrient? ("Bottom Line")

Once you have explained what each group will be doing:

- Form groups 6 groups .

- Give a different Nutrients information sheet.

- Jobs can be assigned, if you have groups of 4 or more: **Reader** *(reads the information provided)*, **Writer** *(writes the responses to questions)*, **Presenter** *(presents the information),* **Facilitator** *(keeps the group on task)* and **Timekeeper (***keeps track of allotted time).*

- Allow time for each group to read and discuss the information sheet. As they are reading, they should look for the answers to the questions and make note of the answers on the **Nutrition Template** activity sheet.

- Tell groups to come up with a statement for each of the four questions on the activity sheet and to be prepared to complete a 2-minute presentation based on

their notes. The presentations will be done after every group has completed the activity sheet.

Have each group present the information they learned about their nutrient.

- Before groups present, review presentation skills:
    - Speak clearly and loudly.
    - Face the class.
    - Make eye contact with classmates around the room.
    - The class shows support by listening to what the presenters are saying.
- Have groups volunteer for their turn and make their presentations. Each group will tape their Nutrient sheet to the wall after they have completed their presentation.

Carbohydrates, Proteins, Fats

Explain that now that they have learned about nutrients on their own and from their peers they will use that knowledge to make some decisions about foods, specifically whether the main nutrient in the food is carbohydrates, protein, or fat.

- Explain that youth are going to tape food cards around the nutrient sheet they think best applies to the food. For example, if they have a chicken card, they have to decide where it goes. Explain that you would put it on the Protein poster, because the **main** nutrient in chicken is protein. If, at the beginning of this activity, youth are unable to recognize which types of foods are high in the different nutrients, place examples from each nutrient group on the correct poster. For example: eggs (protein), meat (protein), bread (complex carbohydrate), fruit (complex carbohydrate), vegetable (complex carbohydrate), soda or chocolate bar (simple carbohydrate) and ice cream (fat).

- Have youth pair up and give each pair 8 Food Model cards and tape. Then have them tape their cards around the appropriate nutrient sheet.

- After youth have completed this activity, have them look to see if there are any corrections to be made. Make any appropriate corrections with the assistance of the youth. If there are still some errors discuss with the youth what goes where and why.

- Explain the functions of the three nutrients:
    - Both simple and complex carbohydrates provide quick energy.
    - Protein provides muscle building.
    - Fats are our energy reserve.

- Ask: When you go to the grocery store how do you find foods that are high in the nutrients you need? Explain that they can choose fruits and vegetables and other

whole or unprocessed items that have no Food Labels, or look at the Food Labels to see the nutrients in the food.

What's on a Food Label?

Explain that the Food Label (*a label placed on food containers that provides nutritional information for that product*) is a tool that can help people make healthier food choices and that Food Labels are required by law to be displayed on packaged food items. They know it's important to get all of the nutrients in their diet, and the Food Label is a good tool to help them know what nutrients are in the foods they buy.

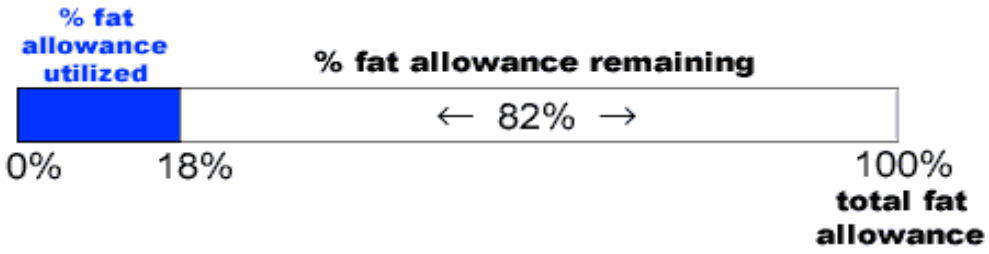
- Handout the **What's on a Food Label?** activity sheet. Explain that they will now go through this activity sheet.

- Point out serving sizes *(this tells you the size of an individual serving and the number of total servings)* and have a youth read what it says in the box. Have the group answer the question about serving sizes.

- Next look at calories. Discuss the following points about calories:
    - A calorie is the amount of energy in a food.
    - The average number of calories people need each day depends on their age, gender, height, and activity level.
    - Teens need between 1600 and 2700 calories each day.

Then have youth answer the questions about total calories *(the amount of energy in a food)* and fat calories on the activity sheet.

- The next question is about the % Daily Value *(This helps you determine if a serving of food is high or low in a particular nutrient. The percentage is based on the daily value recommendations for nutrients.)*. When explaining the % Daily Value, draw the following bar graph as an example.



- Go over "What does it mean...? at the bottom of the activity sheet. Explain the terms, then have youth answer the questions.

- Explain that now that they know more about the Food Label and what's on it, they're going to compare foods using Food Labels.

Food Label Comparison

Materials: Assorted packages of food with Food Labels, **What's Inside the Package? Activity Sheet.**

Explain that youth will be comparing the nutrient content on two different food items.

- Hand out two food packages have youth select from a pile of snack. Hand out the **What's Inside the Package?** activity sheet to each youth. Explain that they are to fill out the two labels on the activity sheet based on the information they find on the actual Food Labels. (Make sure they write the names of the food items above the labels on the activity sheet.)

- Then ask youth to decide if one of the food items is more nutritious than the other. They can base this on whole grains vs. white flour, less sodium, less sugar, less fat or more protein. Walk around the room and ask individual youth their opinions on which of their food items are healthier.

- Have youth present which food is more nutritious and explain why.

Discuss with the youth what they should look for when examining food labels to choose which foods to purchase.

- Choose foods that are low in fats, sugar and salt.
- Compare the nutrient content of different foods.
- Identify recommended serving sizes.
- Identify calories per serving.

Closure

Ask youth to list some of the key points they learned today about carbohydrates, proteins and fats and about Food Labels *(e.g., the different components of a Food Label such as serving sizes and calories per serving, foods high in the different nutrients)*.

Nutrients: CARBS

Complex Carbohydrates

- Include *starches* and some forms of *fiber*.
- About 50% of your diet should come from complex carbohydrates.
- **Examples** of foods containing complex carbohydrates include pasta, wheat, corn, vegetables, fruit, sweet potatoes, beans and grains.

Simple carbohydrates

- Include *sugars* such as glucose, fructose and sucrose.
- **Limit how many simple carbohydrates you eat** because they don't add many vitamins or minerals to your diet and they have lots of calories that contribute to weight gain.
- Examples of foods containing simple carbohydrates include candy, soft drinks, cake, white bread, and cookies.

What do carbohydrates do for your body?

Carbohydrates provide the **body's most important source of energy**.

Carbohydrates are **high-quality fuels** because it takes little effort to release their energy.

Foods with complex carbohydrates also **provide the body with fiber**. A diet low in fiber may contribute to colon cancer.

What if you have too little or too many carbohydrates?

A diet **low in carbohydrates** can result in the body having **too little energy**. Low energy levels can make you tired and less alert mentally.

Eating **too many** *simple* **carbohydrates** can result in **obesity**.Carbohydrates are turned to energy, as the body needs it. Excess carbohydrates are stored as fat.

Nutrients: PROTEINS

What do proteins do for your body?

- Proteins are made up of amino acids that the body uses to make skin,
- muscle and bone.
- The body requires 20 amino acids for good health.
  - Of these, 11 can be produced within the body itself.
  - The remaining 9 are called essential amino acids, because it's essential to include them in your diet.
  - The body can't store amino acids, so it's important to eat some protein almost daily.

How can you get protein in your diet?

- Examples of foods with protein include meat, chicken, fish, eggs, dried beans and nuts.
- Food that supplies all 9 essential amino acids is called a complete protein.
- Almost all proteins from animal sources are complete, while plant protein sources are often incomplete.
- People who don't eat animal protein can combine sources of plant proteins to be sure they get the essential amino acids. For example, beans and rice, a common meal throughout the world, form a complete protein when eaten together.

What if you have too little or too much protein?

- Most Americans eat more protein than the body needs.
- Only about 10-15% of your calories should come from proteins.
- If you don't get enough proteins from the food you eat it may cause insufficient development of bones and muscles, and problems related to skin tone.
- There is no evidence that eating excessive amounts of protein will build more or stronger muscles. In fact, eating large amounts of protein may contribute to weight gain because many foods high in protein are also high in fats, which can increase risk of hypertension, high cholesterol, heart disease and diabetes.

Nutrients: FATS

What do fats do for your body?

- Fats are essential:
  - For healthy skin and hair, normal growth, nerve function, and production of hormones.
- To allow the body to absorb certain vitamins during digestion.
- The body needs a certain amout of fat to:
  - Insulate against cold, provide energy for muscles, provide a layer of padding between skin and muscle, and protect internal organsns.
  - Also serves a backup energy when body doesn't have enough carbs.

What foods have fat?

- A trace of fat is found in almost all foods.
- Examples of foods with fats include meat, fish, dairy products, nuts, and chocolate.
- Many foods, such as potatoes, have little or no fat naturally, but become high in fat when cooked in oil - e.g. french fries and hash browns.

What if you have too little or too much fat in your diet?

- Too much fat can contribute to many health problems including obesity, heart disease, diabetes, and hypertension.
- Only 20-30% of your calories should come from fats.
- Some fats are healthier than others. Avoid "transfats", and eat fats like olive oil and canola oil.

Nutrients: MINERALS

Minerals play a vital role in nutritional health

- Minerals are found in almost all foods.
- Vegetables, fruits and grain products are particularly good sources.
- A balanced diet with a variety of foods can help prevent mineral deficiency problems.
- Common minerals include calcium, sodium, potassium, iron, iodine and zinc.

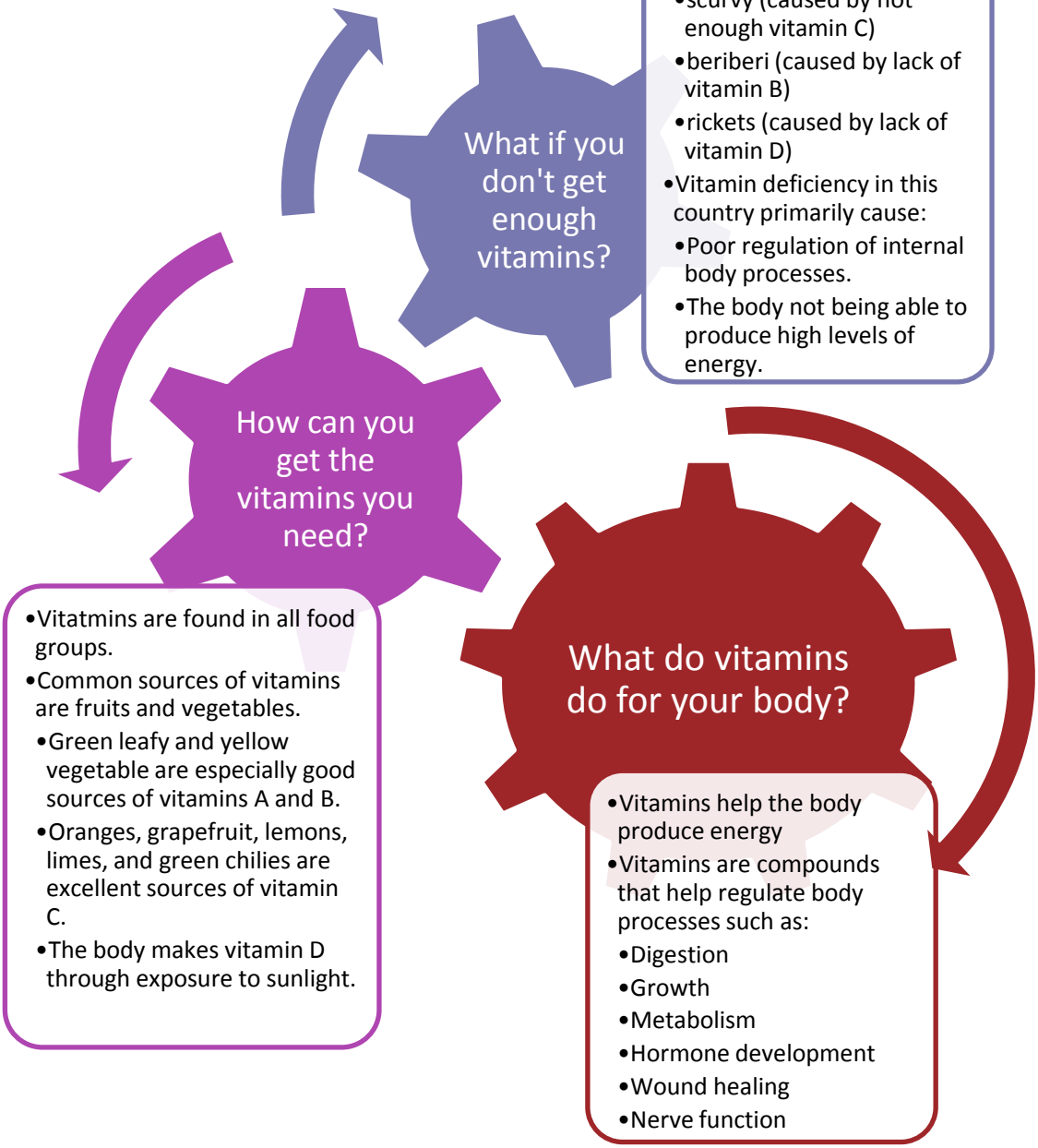
What do minerals do for your body?

- Minerals are important for growth and maintenance of body structures.
- Minerals help regulate metabolism.

What if you get too little or too many minerals?

- Having too few minerals can affect all body systems including the skeletal, cardiovascular, respiratory and reproductive systems.
- Iron deficiency anemia, a condition fairly common in teenage girls, results in a decrease in the number of red blood cells.
- Not getting enough calcium restricts the proper development of bones and results in brittle bones later in life.
- Too many minerals in your diet may be harmful.
- For example, if you drink a lot of carbonated
- sodas, the high level of phosphates actually
- interferes with calcium metabolism and may
- weaken your bones.

Nutrients: VITAMINS



Nutrients: WATER

Nearly all foods contain water - Some are up to 90% water. Beverages, fruit And vegetables are major sources of water.

The body loses about 1 quart of water each day. To replace body fluids, experts recommend drinking 8 or more glasses of water daily, instead of drinking soda, coffee, juice or other beverages.

What does water do for your body?

- Water is an essential nutrient that makes up 50-75% of your body weight. Water is so important that your body can't live for more than a few days without it.
- Water assists in digestion and respiration.
- Water helps carry nutrients and oxygen throughout the body.

What if you have too little or too much water?

- Not drinking enough water can compromise all of the body's systems
- Water allows the body to:
  - Use water-soluble vitamins.
  - Carry oxygen in the blood.
  - Regulate body temperature.
- When water deficiency is severe, the body systems shut down and death occurs.
- Most people do not drink enough water and drinking too much water causes few problems.
  - Some experts believe that large amounts of water may dilute and wash water-soluble vitamins from the body.

What's on a Food Label

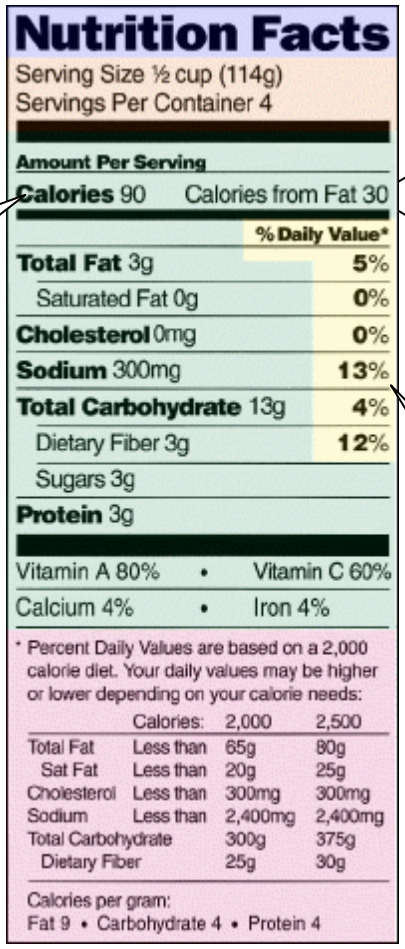
Serving Sizes

Serving sizes help people understand how much they're eating and how many servings are contained in that package of food.

How many total cups are in this package of food?
_____

Total Calories
This number tells you the amount of energy in the food, per serving.

How many calories are in this whole package of food?



Nutrition Facts

Serving Size ½ cup (114g)
Servings Per Container 4

Amount Per Serving

Calories 90 Calories from Fat 30

	% Daily Value*
Total Fat 3g	**5%**
Saturated Fat 0g	**0%**
Cholesterol 0mg	**0%**
Sodium 300mg	**13%**
Total Carbohydrate 13g	**4%**
Dietary Fiber 3g	**12%**
Sugars 3g	
Protein 3g	

Vitamin A 80% • Vitamin C 60%
Calcium 4% • Iron 4%

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

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

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

Fat Calories
This is the number of calories that come from fat. People check this because it's good to limit fat intake.

If you ate two servings from this package of food, how many calories from fat would you get? _____

%Daily Value
The percentage means you are getting a certain percentage out of 100% for the day.

Which nutrient are you getting 5% of the Daily Value?
_____

What does it mean…?

Free: "Calorie-free" means fewer than 5 calories per serving.

Low Fat: 3 grams or less per serving. **Is this food "low fat"?** **YES** **or** **NO**

Low Sodium: 140 mg or less per serving. **Is this food "low sodium"?** **YES** **or** **NO**

Low Calorie: 40 calories or less per serving. **Is this food "low calorie"?** **YES** **or** **NO**

High: This term can be used if the food contains 20% or more of the Daily Value for a particular nutrient in a serving

What's Inside the Package?

Looking at a food label can help you make better decisions about what to purchase. Pick two similar items out of the pile and write down the information on the blank labels. Compare the Nutrition Facts and decide which would be the better purchase.

NUTRITION FACTS

Serving Size_____
Serving Per Container ____

Amount Per Serving

CALORIES Calories From Fat
_____ _____

%Daily Value

TOTAL FAT ___**g** ____**%**
Saturated Fat __g ___%

CHOLESTEROL __mg ____**%**

SODIUM ____mg ____%

TOTAL CARBS ___g ___%
Dietary Fiber __g ___%
Sugars ____g

PROTEIN _____g

Vitamin ___ __%
Vitamin ___ __%
Calcium ___ ___%
Iron ____ ____%

NUTRITION FACTS

Serving Size_____
Serving Per Container ____

Amount Per Serving

CALORIES Calories From Fat
_____ _____

%Daily Value

TOTAL FAT ___**g** ____**%**
Saturated Fat __g ___%

CHOLESTEROL __mg ____**%**

SODIUM ____mg ____%

TOTAL CARBS ___g ___%
Dietary Fiber __g ___%
Sugars ____g

PROTEIN _____g

Vitamin ___ __%
Vitamin ___ __%
Calcium ___ ___%
Iron ____ ____%