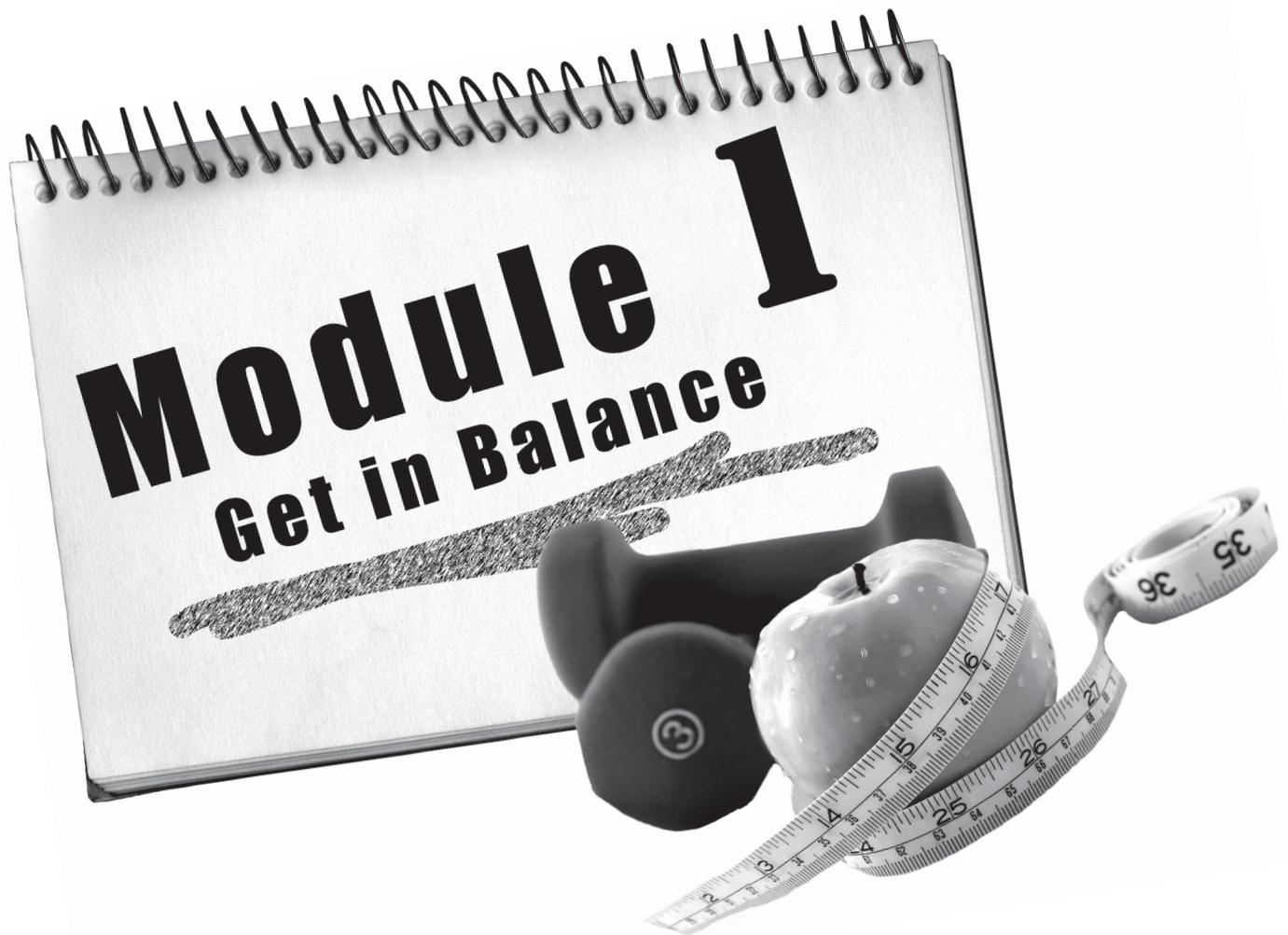


Healthy Lifestyles Training

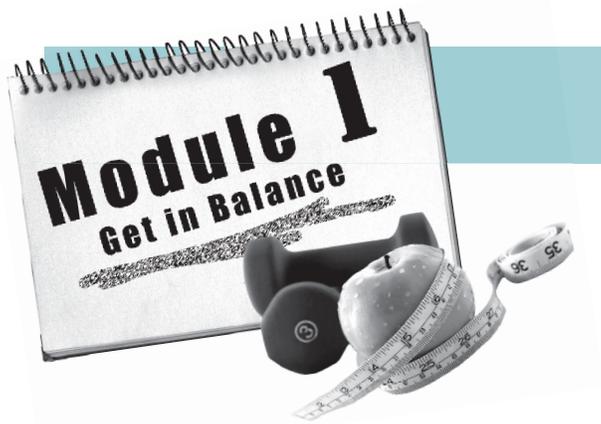
MODULE 1

Instructor's Guide



**Adequate Nutrients within
Calorie Needs**





Adequate Nutrients

Providing consistent messages about healthy living to support those who make a difference in children's lives

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Team Nutrition Statement

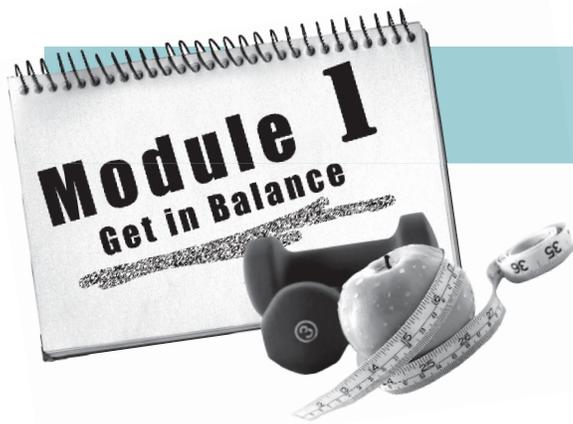
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Providing consistent messages about healthy living to support those who make a difference in children's lives

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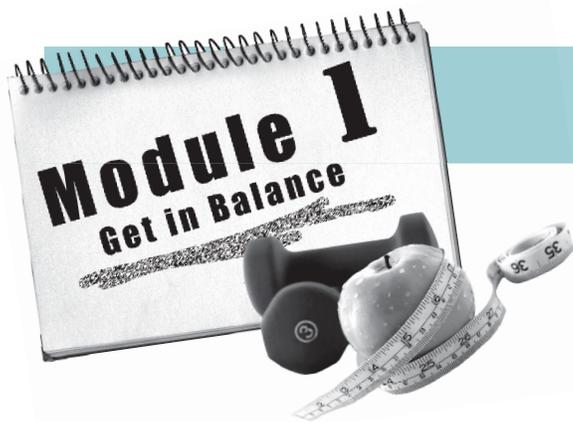
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Providing consistent messages about healthy living to support those who make a difference in children's lives

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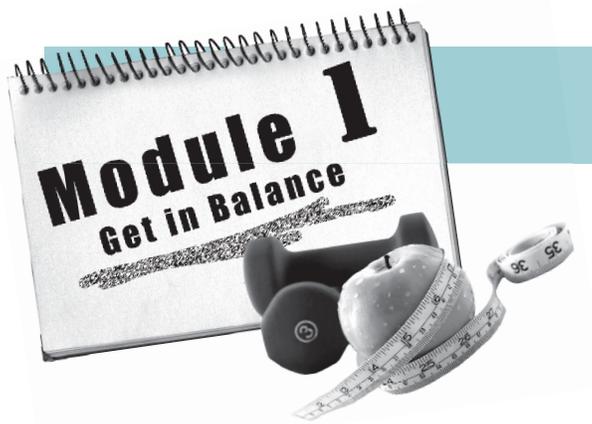
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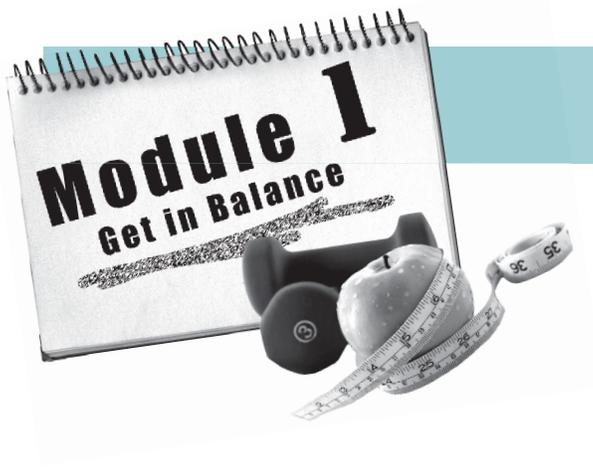
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Providing consistent messages about healthy living to support those who make a difference in children's lives



Healthy Lifestyles Training Skill-Based Outcomes

Module 1

Participants in this training will be able to:

- Examine personal history related to eating.
- Identify how to make healthful choices that are tailored to personal environments.
- Identify ways to increase vegetable, fruit, whole grain, and low fat dairy consumption.
- Set smart, reasonable personal eating and activity goals.

In this training, participants will use these skills to:

- Develop a vision and goals for eating and activity by examining personal values and patterns.
- Practice using tools to make wise personal food choices and to balance physical activity and eating.
- Explore tools that teach children to embrace healthy choices.

Module 2

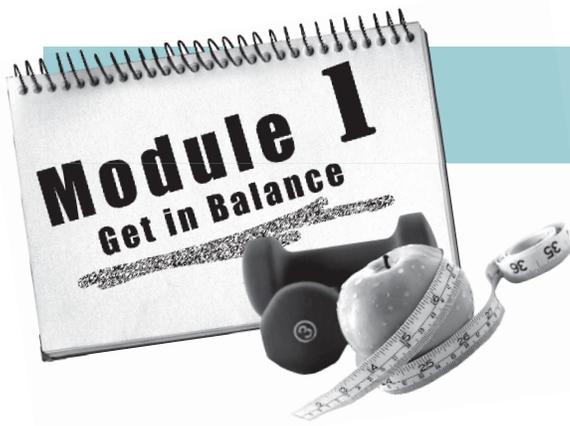
Participants in this training will be able to:

- Evaluate adult weight status and understand the Body Mass Index (BMI).
- Explore values related to healthful eating and activity.
- Identify personal behaviors that lead to imbalances in the calories eaten and the calories burned.

In this training, participants will use these skills to:

- Determine BMI and evaluate personal weight status.
- Apply strategies to balance calorie intake and physical activity to help prevent weight gain and to lead healthier lives.

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Module 3

Participants in this training will be able to:

- Discover the benefits of active living.
- Learn about and compare the benefits of different types of activity.
- Determine the energy expended in different activities.

Module 4

Participants in this training will be able to:

- Understand the benefits of eating a variety of foods.
- Understand how the DASH eating plan and MyPyramid can help them increase their intake of fruits, vegetables, whole grains and milk products.
- Examine different ways to encourage children to eat more healthfully.

In this training, participants will use these skills to:

- Select the amounts of different foods that are best for your health.
- Experience trying new foods.
- Choose words to more effectively encourage children to try different foods and to develop healthy eating habits.

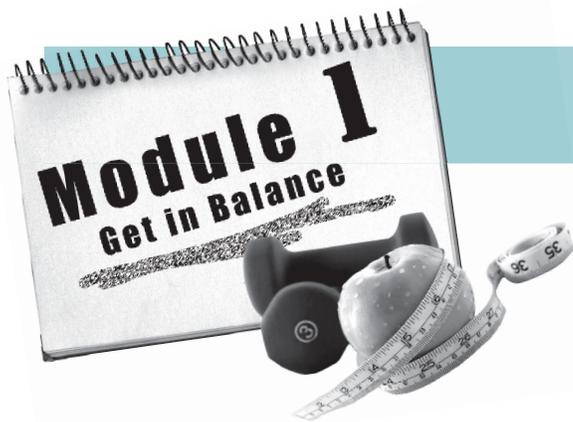
Module 5

Participants in this training will be able to:

- Determine different types of carbohydrate and how they are used by the body.
- Identify where fiber comes from and why it is important for health.
- Identify foods that are made from whole grains.
- Recognize beverages and foods high in sugars.

In this training, participants will use these skills to:

- Determine strategies to reduce intake of foods high in added sugars.
- Determine ways to increase fiber consumption through foods that taste good.
- Determine ways to increase daily consumption of vegetables, fruits and whole grains.



Providing consistent messages about healthy living to support those who make a difference in children's lives

As a trainer for the Colorado Team Nutrition program, you will be delivering information and messages to help individuals understand and incorporate the 2005 Dietary Guidelines for Americans into their daily lives. This overview will help you take the steps to prepare you for each of the training modules. All the information you need to deliver these trainings are contained in the overview and the participant materials.

The Colorado Healthy Lifestyles Training is targeted for:

- * Teachers
- * Child care staff
- * Foodservice Professionals
- * Parents
- * Health Educators
- * Physical Education Professionals

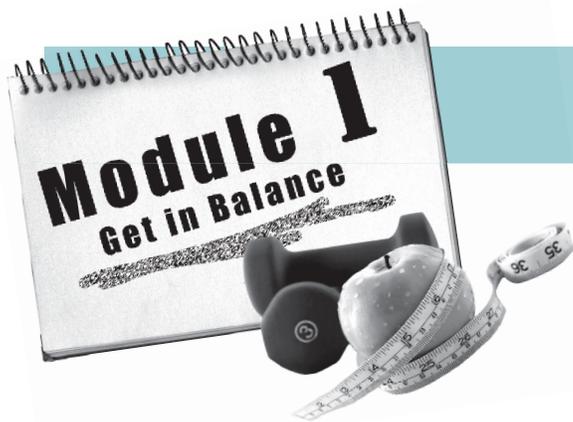
The Colorado Healthy Lifestyles Training Consists of 5 training modules based on the 2005 Dietary Guidelines for Americans. The modules incorporate a variety of learning activities to engage participants on a personal level. The skill-based outcomes and empowerment messages for each module are achieved through completion of all module components.

Each module consists of the following components:

Skill-based Outcomes provide the module objectives and the skills that participants can expect to acquire as a result of attending and participating in the trainings.

Empowerment Messages are communications that can be given to the participants to encourage them to adopt the information and suggestions incorporated into the modules. These messages can be delivered in a variety of ways including during the training, as handouts, as cards or leaflets that are given out before the training or as follow-up. Be creative—empower your participants in a variety of ways!

Planning is a checklist that tells the trainer what to do to get ready for the training. It includes a list of the training background of materials that should be reviewed by the trainer, the equipment that should be gathered for the training and the supplies for the activities that take place during the training.



Get in Balance Overview

Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge into Practice provides a list of resources for use in school and childcare settings. You may wish to have samples of some of these resources available for the participants to review. Module resources include examples from The Nutrition Literacy Toolkit, designed by the Colorado Department of Education. This tool helps educators design a curriculum using a menu of effective nutrition education resources. The Toolkit is aligned with learner outcomes in the Colorado core standards for reading, writing, math, and physical education and supports teaching skills for healthy eating while practicing skills that will increase students' competencies in reading, writing, math, and physical education. <http://www.cde.state.co.us/nltk/default.asp>.

Training Tips are provided for each module that help the trainer be aware of some of the difficulties that trainers encounter when providing education on the topics.

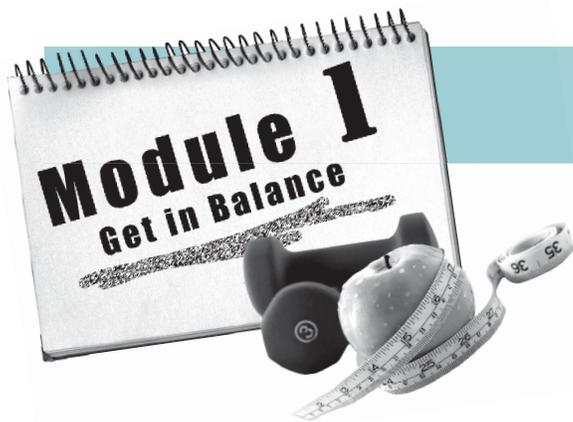
Icebreakers are presented for each training session. The purpose of the icebreaker is to introduce the participants to each other and to the topic of the training. Icebreakers provide an opportunity for interaction among participants from the first moments of training and for engagement in the training session.

Slide Presentations are given to support the module content. Module slides can be used in entirety, or parts can be selected to perform trainings on specific points. Some duplications appear across slide presentations as the principles of the training modules cut across each of the modules.

Scripts provide the content for the training for each module. Each script includes references for materials presented with the slides and is designed to give trainers of all experience levels the background to present the training successfully.

Activities are included with each training module to build skills and to reinforce principles related to the module. Depending on the amount of time allotted for the trainings and the participant skill level, activities may be used together or separately.

Handouts have been created to support each of the training modules. The handouts are designed to be copied for each participant. A list of each handout is included in the What You Will Need To Do section.



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Lifestyle Tips: Small Changes Add Up are included on a one-page handout at the end of the activities. These handouts can be used with the activities, or can be given to participants to assist them with making personal goals or for strategies to incorporate healthy habits into their daily lives.

Wrap Ups are found at the end of each training module. These short activities summarize the key points of training and help participants to focus on the information they learned during the training. Wrap Ups are one of the best ways to encourage participants to take the lessons and incorporate them into their daily lives and the lives of the children with whom they work.

Evaluation Forms are included in each module. The evaluation is to determine the extent participants' knowledge and skills have increased as a result of the training.

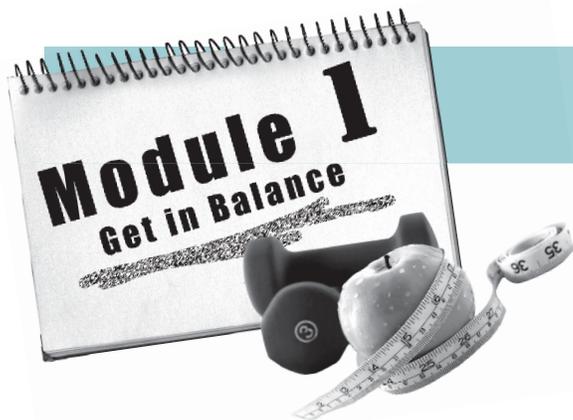
How can trainers use the modules?

Trainers may use the modules exactly as they are presented, or they may select individual pieces to use with other training activities. In general, the modules are designed to last from one to two hours and may be used independently or together, for half or full day trainings. In the event that more than one module is presented on the same day, presenters will want to take care to eliminate duplicate slides from the slide presentations.

The optimal size of groups that can participate in the trainings is between 10–25 individuals. Larger numbers can be accommodated, but the extent of individual participation will be limited by group size number.

Welcoming the Participants

The trainer will set the overall tone for the sessions and will guide the educational experience for the participants. Setting the tone during the welcome and during the icebreaker will help the participants feel at ease and establish the environment for the best learning for all. Make sure to give the participants a “preview” of the training and include important business items such as restroom location.



Providing consistent messages about healthy living to support those who make a difference in children's lives

Facilitating Questions

Active participation is an essential component of adult-centered learning. As a trainer, you can make a tremendous difference in the comfort level of participants and in their ability to fully participate in the training. All questions are good questions—though some may be more expected than others! Welcome interest shown by participants (even though some questions may not be 'topical'). Be willing to state when you don't know the answer to a question, and be prepared with resources to point the participants towards the answers.

Certificates of Completion

Included in each module is a certificate (in PowerPoint®) that can be customized to the group that is participating in the training. Fill in the participant's name and sign your name for the institution or agency that you represent at the bottom of each certificate.

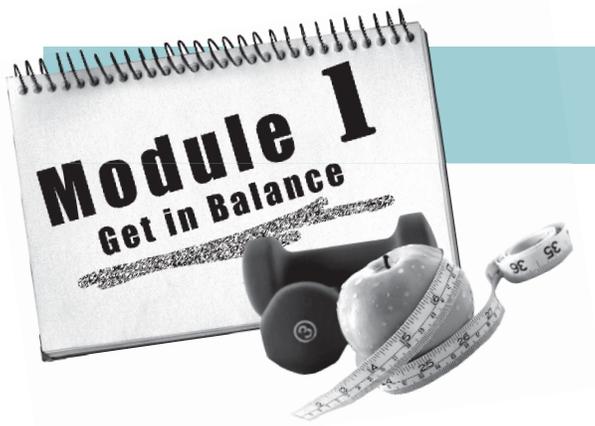
Evaluation

For your own information or job requirements, you may want to give participants an opportunity to evaluate your performance and the training materials. An evaluation form asking participants' opinions on the information presented, their confidence in adopting the 2005 Dietary Guidelines, the degree to which they feel the training improved their knowledge and skills related to the module objectives, and which activities or parts of the training were most helpful to them is included for each module.

Trainer's Checklist

Each module contains a planning section that will guide your training session for that module. The following checklist contains other major responsibilities and items that you will need to take care of as the trainer for the program. Review this list and also refer to the individual modules for instructions and advice on how to conduct a successful training.

Providing consistent messages about healthy living to support those who make a difference in children's lives



First things to do

- Make arrangements for the facilities and take a look at the room to make sure it has all of the furniture and equipment that you may need.
- Make plans for refreshments, if desired.
- Arrange for staff support, if you will need it.
- Review the modules and select the activities that you plan to do for your training.
- Review the planning section(s) in the module(s) you plan to use as well as the materials needed for each activity.
- Gather necessary materials/prepare handouts.

One week before the training

- Meet with other staff and review their responsibilities.
- Prepare registration materials (nametags, registration list).
- Gather or prepare any remaining materials/handouts.
- Confirm all plans for facilities, equipment, registration, food and any staff support you may be receiving.
- Make signs giving directions to the training site, if needed.
- Practice the scripts for the icebreaker, slide presentation and the activities.
- Familiarize yourself with the equipment you will be using.

On the day of the training

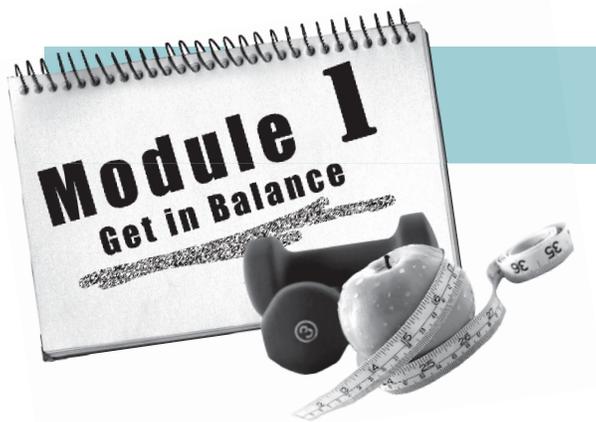
- Put up signs giving directions to the training.
- Arrive at least 1 hour before the training begins.
- Organize the room.
- Set up the registration table.
- Test equipment.

During the training

- Register the participants using the registration list.
- Welcome the participants.
- Facilitate the program.
- Make sure that evaluations get completed.
- Distribute certificates of participation.

After each training

- Thank the local individuals and sponsors.
- Clean up any leftover refreshments and clean the room.
- Put equipment away and take down signs.
- Thank your support staff.
- Send thank you notes to the local individuals and sponsors.
- Send thank you notes to your support staff (it is good for their annual evaluations too).



Getting Started

Providing consistent messages about healthy living to support those who make a difference in children's lives

Skill-Based Outcomes

Participants in this training will be able to:

- * Examine personal history related to eating.
- * Identify how to make healthful choices that are tailored to personal environments.
- * Identify ways to increase vegetable, fruit, whole grain, and low fat dairy consumption.
- * Set smart, reasonable personal eating and activity goals.

In this training, participants will use these skills to:

- * Develop a vision and goals for eating and activity by examining personal values and patterns.
- * Practice using tools to make wise personal food choices and to balance physical activity and eating.
- * Explore tools that teach children to embrace healthy choices.

Empowerment Messages

- * Smart eating choices help you achieve health goals.
- * You are in charge of what you eat.
- * It's about balance—satisfaction with what you eat and feeling strong.
- * Small steps in the right direction lead to healthier lives.
- * Put yourself first—choose to be healthy.
- * Choosing to be healthy means feeling less stressed.
- * Being more active is a matter of small degrees; not radical changes.

Icebreaker—The Magic Wand—(10 minutes)

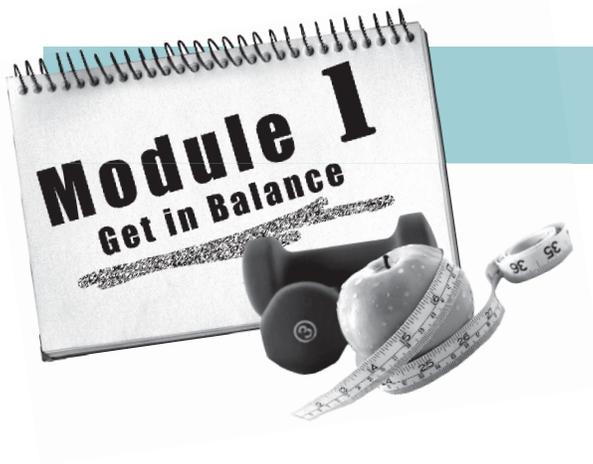
During this icebreaker you will help participants examine their feelings towards change in the areas of nutrition and physical activity. Participants are encouraged to get out their “magic wands” and to change any eating or activity habits they choose.

The Balancing Act PowerPoint® Presentation—(20 minutes)

Use this PowerPoint® lesson to help participants discover strategies for balance in their eating and physical activity habits. The presentation introduces key points related to learning how to make healthful choices and how to set reasonable, achievable health goals. It also allows participants to practice using tools to help them include balance in their lives.

Getting Started

Providing consistent messages about healthy living to support those who make a difference in children's lives

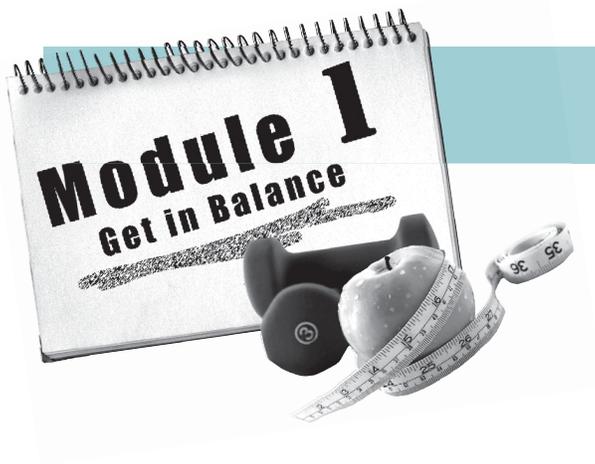


Activities

The following activities have been developed to help participants learn about their personal eating styles, and to help them solve problems, and address barriers related to healthy eating and physical activity behaviors

1. **Rate Your Plate:** Participants will examine what they usually eat at a dinner meal. They will learn about the proportions of protein, carbohydrates and fruits and vegetables that represent healthy variety and balance. **(10 minutes)**
2. **“Roll” Play:** Participants will explore personal values for active living and will discover solutions to address barriers to active living. **(15 minutes)**
3. **The Balancing Act:** Participants will examine the energy content of common snacks and discover the amount of physical activity that is necessary to maintain balance. **(20 minutes)**

Providing consistent messages about healthy living to support those who make a difference in children's lives



What You Will Need To Do

➤ Review:

- * And understand the objectives and skills for the module and how they relate to the activities.
- * The section entitled "Training Tips"
- * The section entitled "Putting Knowledge Into Practice"
- * The background material contained in the PowerPoint® slide set.
- * And test the Activities.

➤ Get Equipment for Lesson Content:

- * Computer with Windows® 2000 operating system and Microsoft Office System® with PowerPoint® presentation software.
- * Data Projector or DVD Player
- * Screen or flat light surface to project upon
- * Easel and large white pad with markers (or a board with chalk or markers)
- * Calculators

➤ Make Copies of the Following for Each Participant:

1. Activity 1, Handout 1: "Rate Your Plate"
2. Activity 1, Handout 2: "Ideal Plate"
3. Activity 1, Handout 3: "What Does YOUR Plate Look Like?"
4. Activity 3, Handout 4: "Calories from Snacks"
5. Activity 3, Handout 5: "100 Ways to Burn 100 Calories"
6. Activity 3, Handout 6: "The Balancing Act Worksheet"
7. Activity 3, Handout 7: "Lifestyle Tips"
8. PowerPoint® handouts
9. Putting Knowledge Into Practice Resource List
10. Evaluation
11. Certificate of Completion

Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge Into Practice

Listed below are resources that can be used to apply skills and concepts from the training modules in PreK-12 classrooms, school foodservice programs and childcare facilities.

Many of the PreK-12 resources are from the Colorado Nutrition Literacy Toolkit, a nutrition education curriculum planning tool. The entire tool can be accessed at <http://www.cde.state.co.us/nltk/default.asp>.

Pre-K-12 Classroom Resources

Color Me Healthy

For 4-to 5-year-old children

This program introduces children at an early age to new types of nutritious foods. It also helps them interactively explore opportunities for physical activity. The program supports the adoption of a healthy lifestyle in childhood so that it can become a habit for life. Color, music and exploration of the senses teach children that healthy food and physical activity are fun. Some of the materials are available in Spanish.

carolyn_dunn@ncsu.edu

(919) 515-9142

North Carolina Cooperative Extension and

North Carolina Division of Public Health

<http://www.colormehealthy.com/>

MyPyramid

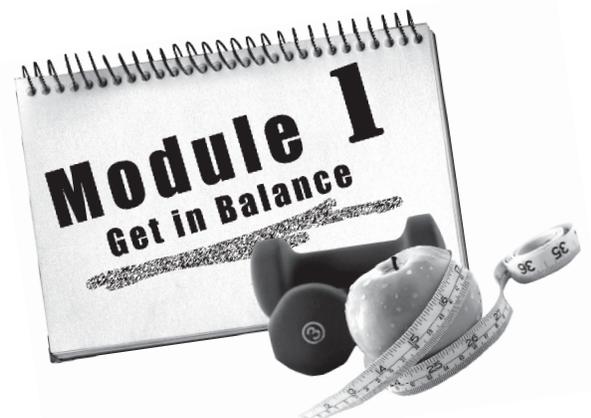
For Grades 1-6

Classroom materials include lesson plans, an interactive game, and a MyPyramid for Kids Poster. The materials are tailored to children ages 6 to 11 and provide fun, colorful graphics that attract the attention of children and encourage them to learn more about MyPyramid for Kids. The nutrition and physical activity messages in the materials teach children how to make healthy eating and physical activity choices.

USDA Team Nutrition

Phone: (703) 305-1624

<http://www.fns.usda.gov/tn/kids-pyramid.html>



Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge Into Practice

Balance First™

For Grades 1–8

Balance First™ is a multimedia, standards-based program that focuses on the balance between food choices and physical activity. The program helps students develop health-promoting habits that will enhance their lives and aid in the management of personal health. Download free Balance First™ curriculum materials, including a teacher's guide, student magazine, educator letter, and classroom poster. In addition, see how lesson plans align to National Health Education Standards.

America on the Move

Phone: (800) 807-0077

http://aom.americaonthemove.org/site/c.krLXJ3PJKuG/b.1776821/k.9A5F/For_Schools.htm

MyPyramid: Pass It On!

For Grades 6–Adult

In addition to basic nutritional information on food groups and portion sizes, the video points students to the website mypyramid.gov where they find personal eating plans for their age, gender, size and activity level. "MyPyramid: Pass It On!" is a fast-moving overview of the newest food pyramid that will give students the information they need to balance healthy eating with physical activity for a lifetime of good health habits. Teaching materials included.

Learning Zone Express

Phone: (888) 455-7003

<http://www.learningzonexpress.com/product.php?id=221>

Nutrition Essentials

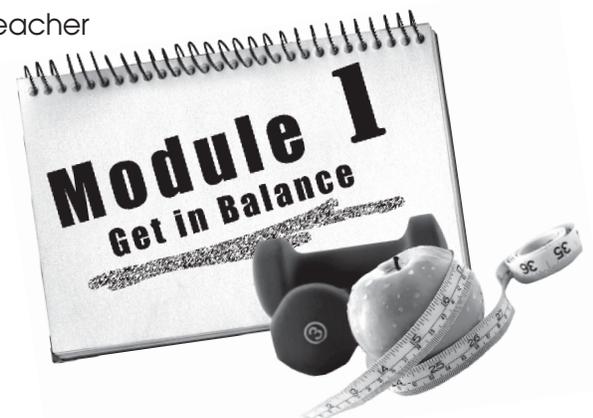
For Grades 6–12

This series of lessons is designed to teach students how to make healthful eating and physical activity choices. The materials include 5 posters, and an interactive CD providing games and nutrition education information, teacher tips, reproducible handouts, and more.

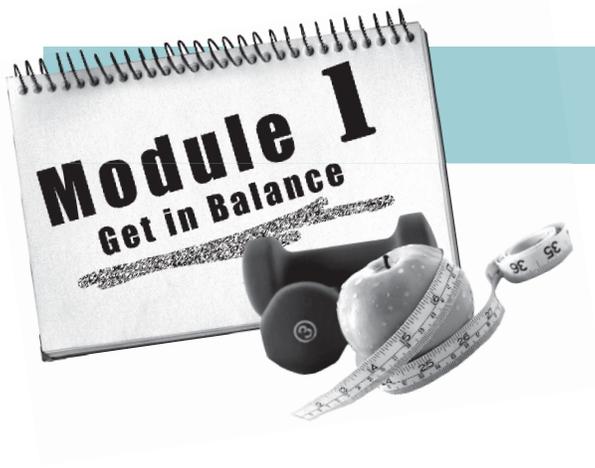
USDA Team Nutrition

Phone: (703) 305-1624

http://www.fns.usda.gov/tn/Resources/nutrition_essentials.html



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Putting Knowledge Into Practice

Science of Energy Balance For Grades 7–8

Explores the scientific principles of energy balance and the impact on human health while providing a context enhancing understanding of nutrition concepts. Students investigate energy intake and output through inquiry-based activities.

National Institutes of Health

Office of Science Education

Phone: (301) 402-2469

<http://science.education.nih.gov>

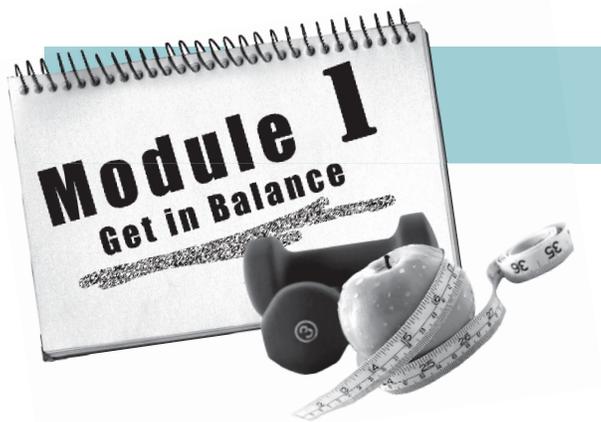
Empowering Youth with Nutrition and Physical Activity For 11–18 year olds

This manual is intended for use in after school programs and classrooms. As described on the Team Nutrition website, "it contains current nutrition and physical activity information to enhance leader knowledge; fun, hands-on activities that teach nutrition concepts; ideas to include nutrition education and physical activity into youth programs and events; resources to help youth develop a nutrition or physical activity related community project; tips, worksheets, handouts, discussion prompts and more!"

USDA Team Nutrition

Phone: (703) 305-1624

<http://teamn nutrition.usda.gov/Resources/empoweringyouth.html>



Providing consistent messages about healthy living to support those who make a difference in children's lives

Putting Knowledge Into Practice

School Food Service Resources

Making It Happen! School Nutrition Success Stories

For Foodservice Professionals

Making It Happen! School Nutrition Success Stories shares stories from 32 school and school districts that have made innovative changes to improve the nutritional quality of all foods and beverages offered and sold on school campuses. These success stories illustrate the wide variety of approaches used to improve student nutrition. Making It Happen! includes a variety of materials developed by some of the schools as well as contact information for each story. It was developed after many schools requested success stories to help them in their efforts to improve their own school nutrition environments.

USDA Team Nutrition

Phone: (703) 305-1624

<http://teammnutrition.usda.gov/Resources/makingithappen.html>

Foodservice and Childcare Resources

WELCOA

For Child Care and Foodservice Professionals

WELCOA is a national, non-profit, membership organization dedicated to promoting healthier lifestyles for all Americans, especially through health promotion initiatives at the worksite. Organizationally, WELCOA serves as an umbrella, linking communities and coalitions together into a supportive network that includes locally-affiliated wellness councils, well-city initiatives, well-workplaces and individual and corporate members throughout the United States.

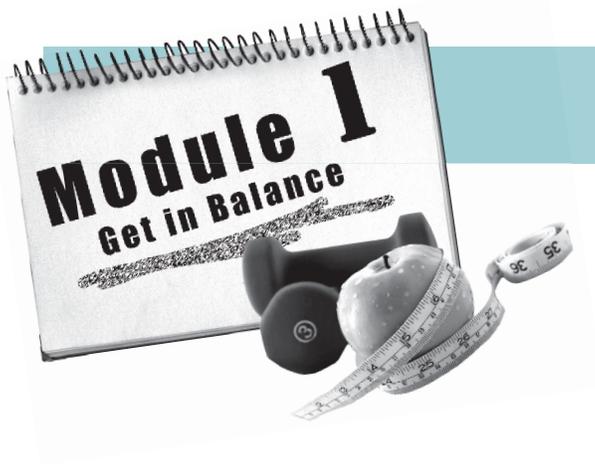
The Wellness Councils of America

Phone: (402) 827-3590

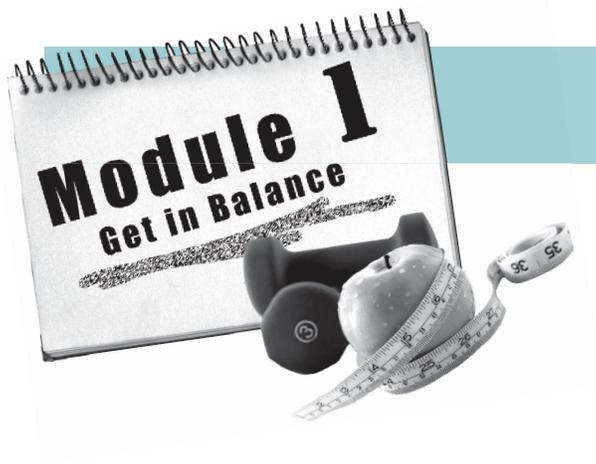
<http://www.welcoa.org/>

Training Tips

Providing consistent messages about healthy living to support those who make a difference in children's lives



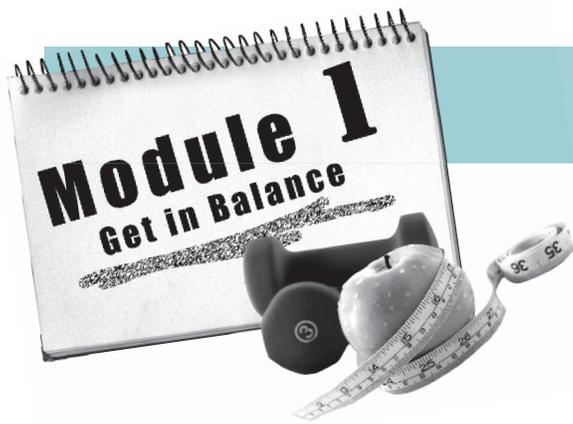
- * **Be consistent: Beware of what is in the news today:** If it is here today, it just might be gone tomorrow. Listen to and read the news with critical ears and eyes and look for the kernel of truth rather than taking every item at face value. Moderation, consistency and balance are the hallmarks of healthy lifestyles.
- * **Avoid labeling foods as “good” or “bad”:** Food is neither good nor bad—though some of our choices are better than others. **The key is moderation:** **1)** limiting high calorie foods; **2)** examining foods and beverages for sources of added sugars; **3)** making time for some activity, every day that you possibly can be active. Watch what you say to your audience to make sure that guilt stays out of the program.
- * **Avoid talking about trendy diets and workouts:** Truthfully, good eating and activity habits are more about moderation and consistency than taking magic pills, excluding lots of foods or feeling like you have to go to the gym to get a good workout. Radical changes in habits will be hard to sustain and likely will not support long term choices for a healthy lifestyle. Advocate for strategies that can fit into individuals' lifestyles.
- * **Focus on foods:** The most efficient and best sources of nutrients are from foods—there may be some nutrients in foods we have not even identified yet! Focus upon wise food choices over supplements to meet your nutrient needs.



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It is helpful to the participant to be reminded to:

- * **State each goal as a positive statement:** Express goals positively—'Eat 4 vegetables a day' is a much better goal than 'Don't eat so badly.'
- * **Be precise:** Ideally, goals should have dates, times and amounts so that achievement can be measured. If this is adhered to, the participant will know they have achieved the goal and can take complete satisfaction from having achieved it.
- * **Set one goal at a time:** This helps to avoid feeling overwhelmed by too many goals and helps to direct attention to the most important ones.
- * **Write goals down:** This crystallizes the goals and gives them more power.
- * **Keep goals reasonable:** Small goals are achievable goals. All sorts of influences (family, media, society) can cause us to set unrealistic goals. When goals are large, it can be hard to see progress. Small goals can mean more frequent rewards.
- * **Set goals, not outcomes.** It is discouraging when we fail to achieve a personal goal. Set goals for behaviors and not for long term outcomes. For example, 'eat 1 more serving each of fruits, vegetables and grains each day' rather than 'lose 10 pounds.'
- * **Avoid setting goals that are too low:** Just as it is important not to set goals unrealistically high, it is also important not to set them too low. People tend to do this when they are afraid of failure or feel like the goal is out of their control. Set goals that require a change, but not so large a change that there is no hope of achieving them.



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Let's Get Started: The Magic Wand—(10 minutes)

During this icebreaker participants will examine their feelings towards change in the areas of nutrition and physical activity. Participants are encouraged to get out their "magic wands" and to change any eating or activity habits they choose.

Materials required: One Koosh® ball that can be tossed around the room.

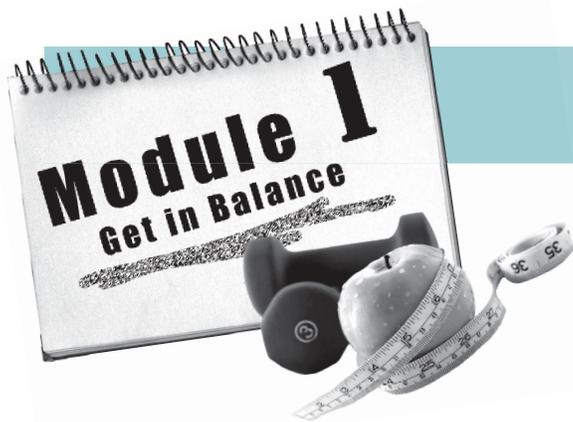
Be sure to set the ground rules. The ball is to facilitate everyone getting a turn. The receiver has the right to "pass" and to give the ball to someone else if they are not ready to participate.

- **SAY:** Take a moment to think about your eating and activity habits. You can probably think of some things that you are happy with and that you do well. On the other hand, all of us probably have certain habits we would like to work on or change. Imagine that you found a magic wand that would allow you to change one habit related to eating or activity. The wand would let you change anything you wanted. What would you change?

Ask for a volunteer and then throw the Koosh® ball to them. Let them tell the group their wish and then let them throw the Koosh® ball to another participant. Participants can throw the ball to someone else if they want to pass. After all participants who want to share have done so, ask the following questions

- **SAY:** Why do you think it is important to make changes in your eating and activity?
- **SAY:** Let's try something different. I want you to think about a food that you eat that you may not think is "good for you" but that you really like. If you could choose one food that you could eat as much of as you wanted to for 1 month, what food would that be?
- **SAY:** Why can't you eat as much as you want of that food? What would the consequences be?

This activity helps participants learn about others' desires for change and others' frustrations about trying to make changes.



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Activity 1: Rate Your Plate—(10 minutes)

In this activity, participants will learn about balance in eating by using a simple tool to rate their everyday eating habits and by comparing their intakes to the DASH or MyPyramid Plans.

Materials Required: Copies of **Handout 1:** "Rate Your Plate", **Handout 2:** "Ideal Plate", **Handout 3:** "What Does Your Plate Look Like?",

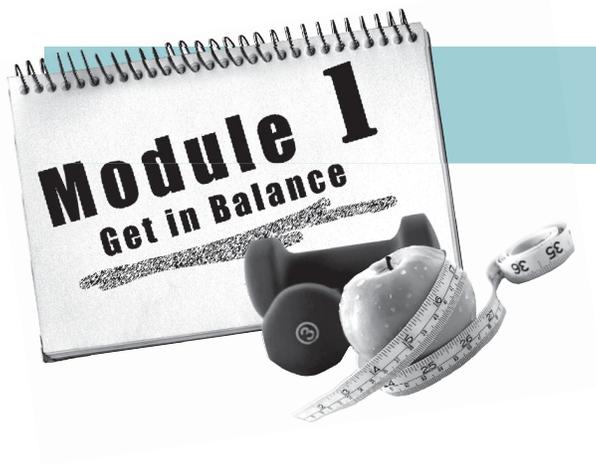
Start by showing the graphic of an empty plate that is divided into 3 sections (1/2, and 2 quarters) found on Handout 1, "Rate Your Plate", pens or pencils for participants.

- **SAY:** Take a look at Handout 1, "Rate Your Plate". This is a picture of a dinner plate. One of the segments represents the proportion of grains we would ideally eat; another is where meat or beans would go; and another represents the proportion of the fruits and vegetables we would ideally eat at a meal. Which segment do you think represents the meat section? The grains? How about the fruits and vegetables?

Allow participants to identify which foods belong in the different sections. Also, point out the information on the bottom of the handout that identifies which foods fall into the various categories.

- **SAY:** The different categories of foods (grains, meat & beans, fruits and vegetables) are defined according to the guidelines of the American Heart Association and the American Diabetes Association. Now, take a look at Handout 2: "Ideal Plate".
- **SAY:** How many of you matched the food categories in the same way that the American Heart Association and the American Diabetes Association do?
- **SAY:** Think about what you normally have for dinner (or what you had for dinner last night). On your next handout, Handout 3: "What Does YOUR Plate Look Like?", draw lines on the empty plate diagram that represent how much meat & beans, grains and fruit and vegetables you normally consume at a meal.

Give participants a minute to "draw" their plates. Then start a discussion with the following questions:



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- **SAY:** How does your plate compare to the “ideal plate” of the American Heart Association and the American Diabetes Association?
- **SAY:**
- * What would you need to do to make your plate look more like the “ideal plate?”
 - * If you were going to maximize the variety of foods you consume at meals, how would you change what is on your plate?
 - * How many of the foods on your plate contain added sugars?
 - * How many colors are represented on your plate?
 - * Realizing that it is only one meal, consider how your plate compares with the DASH eating plan or MyPyramid suggested intakes.

To summarize, ask participants to identify ways they could change their eating habits to increase fruit and vegetable consumption and to bring them closer to the “Ideal Plate.” Encourage them to think about what they would need to do to make the changes, how many changes they could reasonably make and sustain, and how they could fit the changes within their lifestyles.

For more information, go to the American Diabetes Website
http://www.diabetes.org/all-about-diabetes/chan_eng/i3/i3p4.htm

Ask participants to get ready for Activity 2 where they will be participating in some very low impact physical activity.

Activity 1

Handout 1: Rate Your Plate

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➤ Grains/Starch

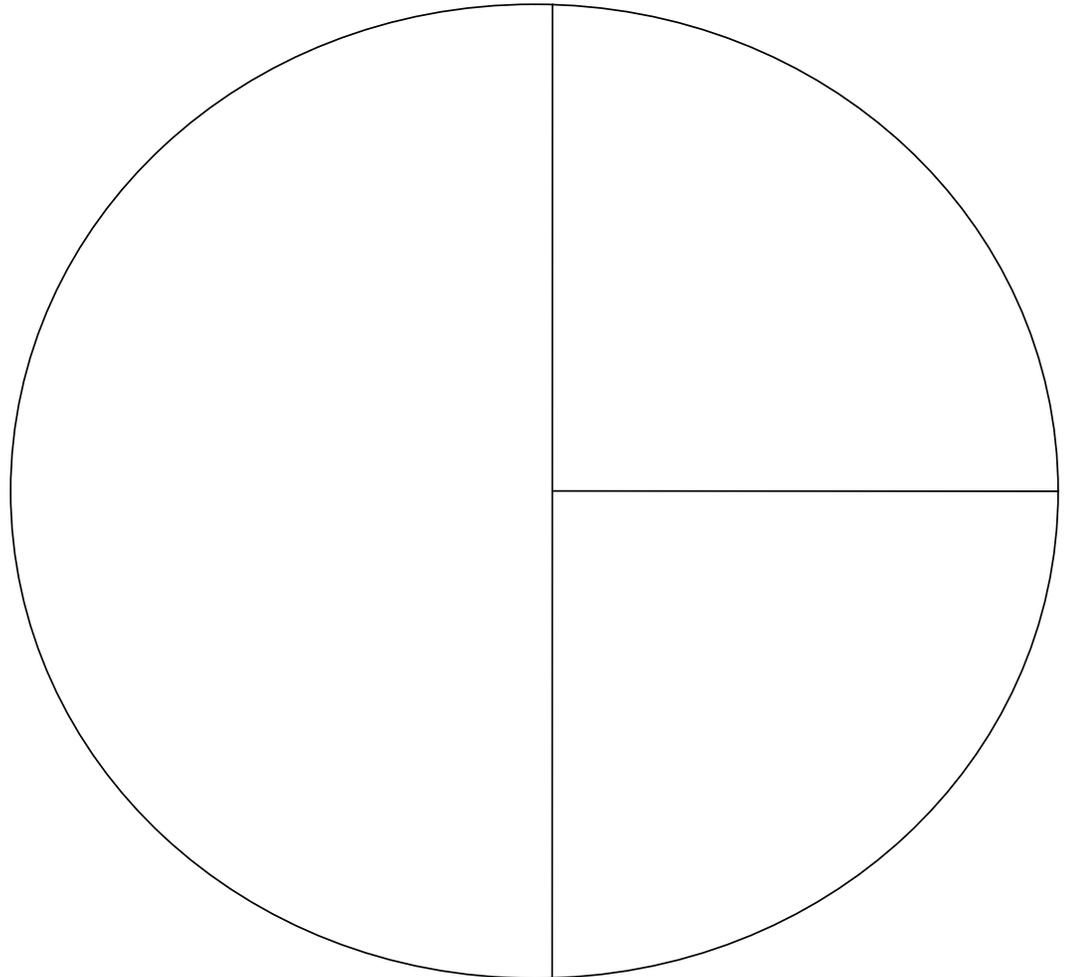
- Pasta
- Rice
- Bread & Tortillas
- Potato*
- Corn*

➤ Fruits & Vegetables

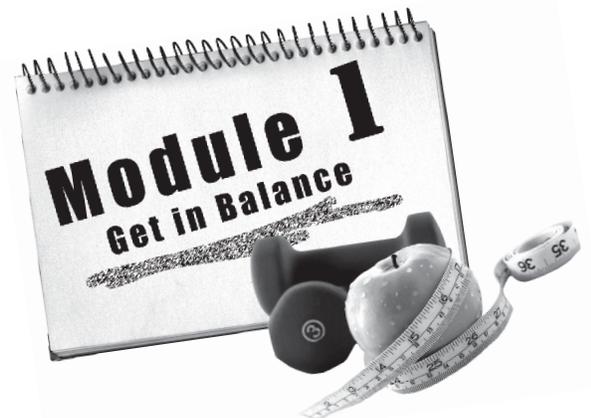
- Yellow vegetables
- Orange vegetables
- Green vegetables
- Red vegetables
- All fruit

➤ Meat & Beans

- Beef
- Poultry
- Pork
- Lamb
- Fish & Shellfish
- Tofu



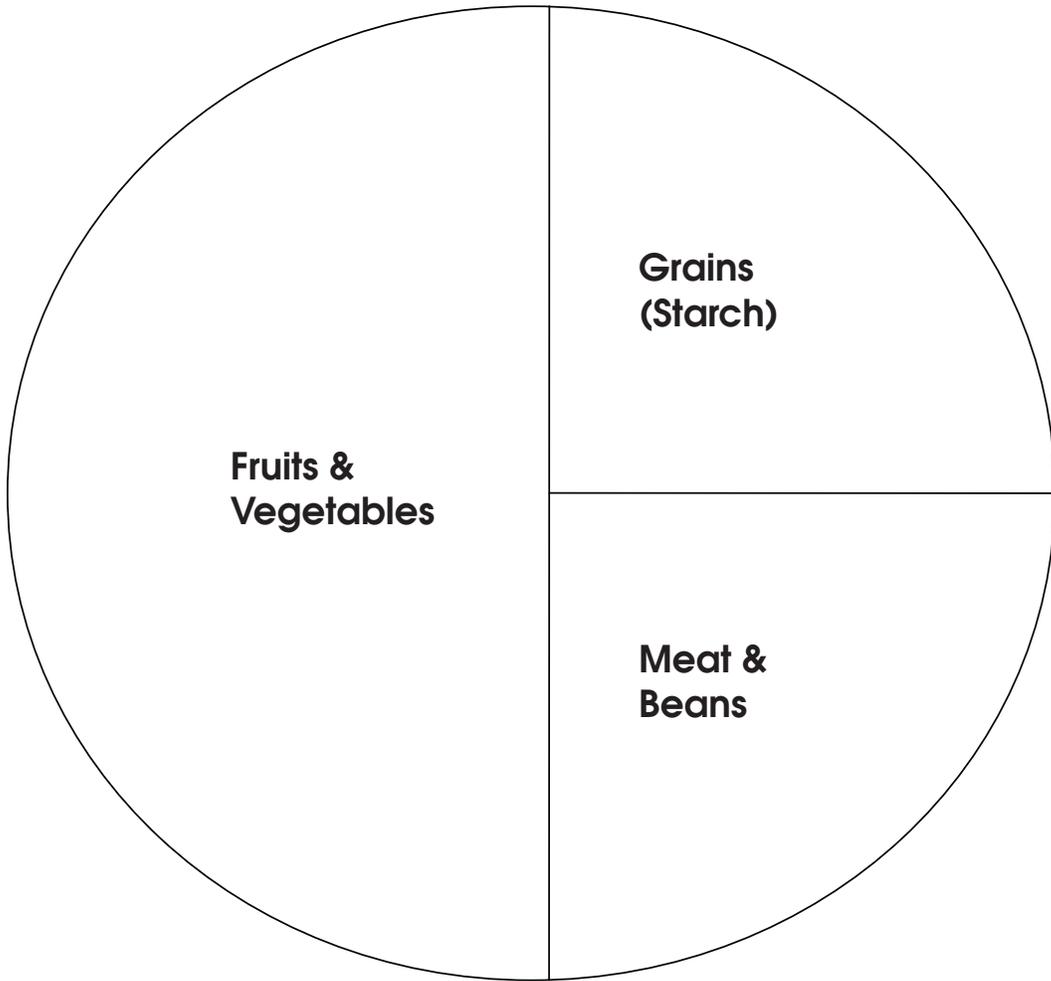
*Though strictly speaking, corn and potatoes are vegetables, they get digested by the body more like grains.



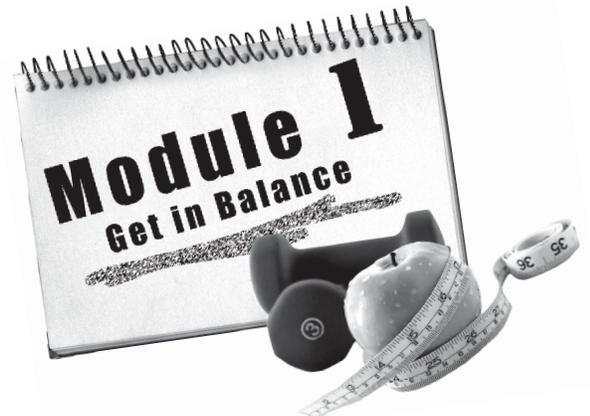
Activity 1

Handout 2: Ideal Plate

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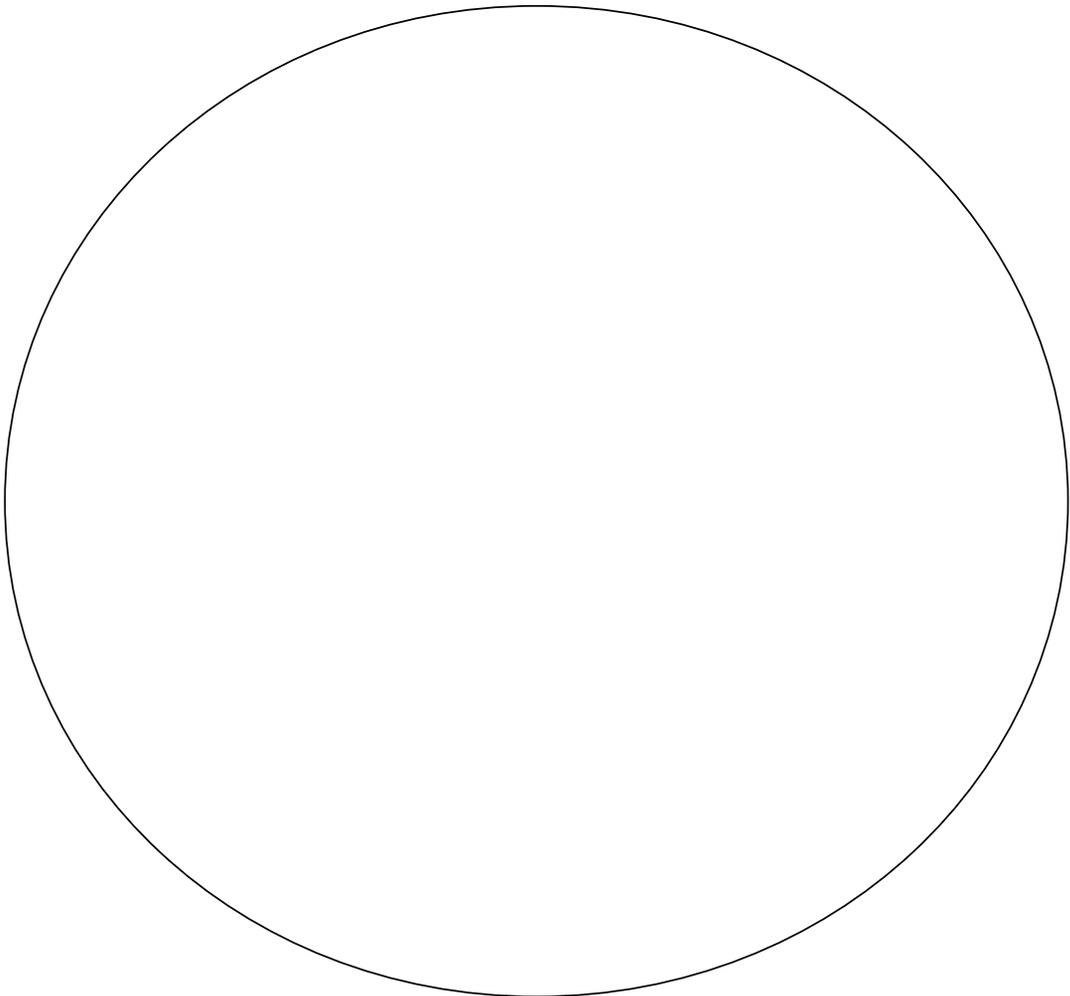
Ideal Plate



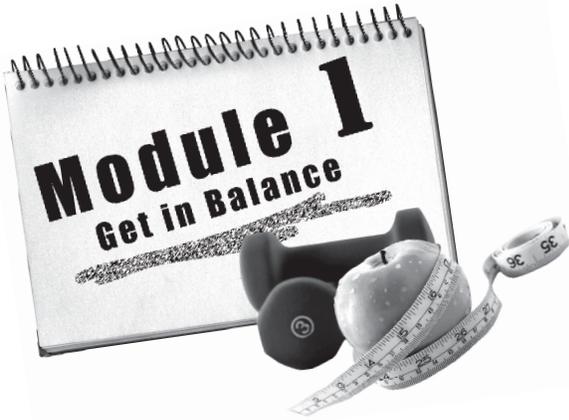
Activity 1

Handout 3: What Does Your Plate Look Like?

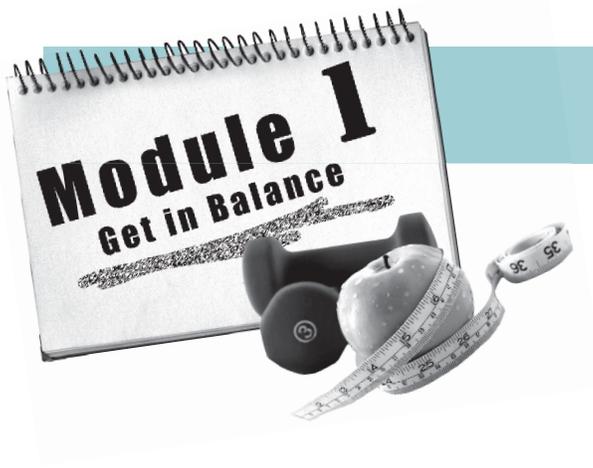
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Your Plate



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Activity 2: “Roll” Play* —(10 minutes)

This activity will enable participants to explore personal values for active living. By examining values and issues in a group, they will have more solutions to address barriers to active living.

Materials required: One large ball or a Koosh® ball that can be tossed around the room.

Start by asking participants to sit in a circle on the floor. If sitting on the floor is a problem, sit in chairs or stand in a circle.

Be sure to set the ground rules. The ball is to facilitate everyone getting a turn. The receiver has the right to “pass” and to give the ball to someone else if they are not ready to participate.

➤ **SAY:** Think about reasons why you value physical activity. Would anyone care to share a personal value they have for being active?

Roll or toss the ball to the person who volunteers. After they finish, ask them to roll or toss the ball to someone else in the group. If the group has a hard time getting started, try sharing your own values or a value like “I like being active because it is time I can spend by myself.”

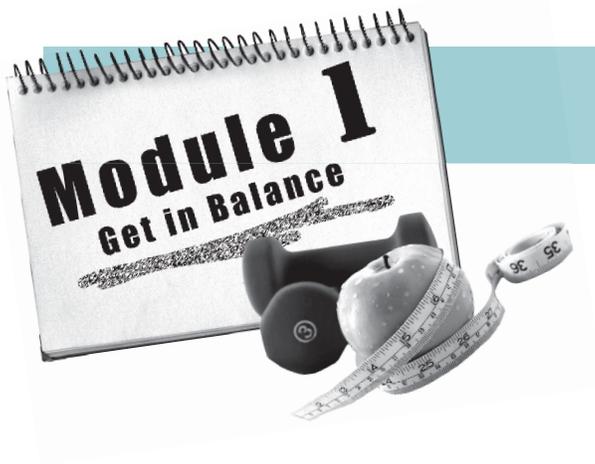
After everyone has had a turn, use the following questions to foster a discussion among participants.

➤ **SAY:**

- * How often do you follow through on this value?
- * What are some of the reasons or events that keep you from sticking to these values?

After participants have finished giving their reasons process their answers about barriers to being active.

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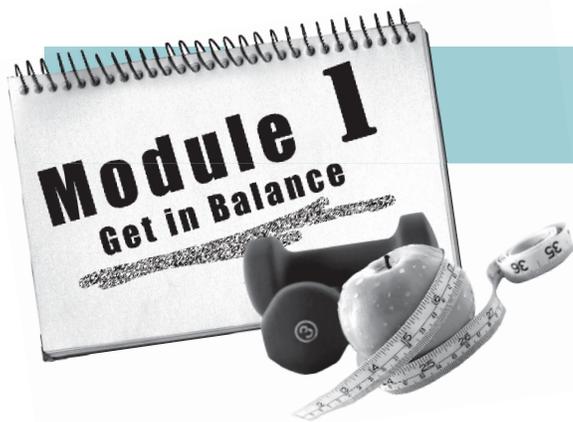
- **SAY:** Think of the answers that you gave as being roadblocks to becoming healthier. Can anyone offer solutions they have discovered or been told about that have helped them fit activity into their lives?
- **SAY:** What challenges have you had with sticking to changes in your activity patterns?
 - * Do you reward yourself when you are successful in making changes? If so, what kinds of rewards do you give yourself?

Close by suggesting participants take a moment to write down a few ideas and tips for becoming more active every day.

Other behaviors that can be discussed instead of physical activity include:

- * Healthy snacking
- * Limiting added sugars
- * Reducing calories from beverages
- * Reducing sedentary behaviors (e.g. television viewing)
- * Having family meals at home
- * Large portion sizes

* Adapted from: "The Power of Choice". U.S. Department of Agriculture Food and Nutrition Service, U.S. Department of Health and Human Services Food and Drug Administration.



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Activity 3: The Balancing Act* —(20 minutes)

This activity will enable participants to examine the energy content of common snacks and discover the physical activity necessary “burn off” calories from snacks.

Materials Required: Board space and writing implements or a large piece of paper and an easel. **Copies of Handout 4:** “Calories From Snacks”, **Handout 5:** “100 Ways to Burn 100 Calories”, and **Handout 6:** “Balancing Act Worksheet”.

Start by asking participants to respond to the following questions:

➤ **SAY:** What is energy?

Accept all responses and post them on the board or a large piece of paper. After participants have finished responding,

➤ **SAY:** Energy allows us, or provides us with the ability, to do work. Energy may be stored for later use, or it may be used immediately to do something, such as provide light, heat, or motion.

NOTE: Participants may view energy simply as something that lets you do things, such as run, walk, or just stay alive.

➤ **SAY:** Do living things require energy? How do living things get their energy?

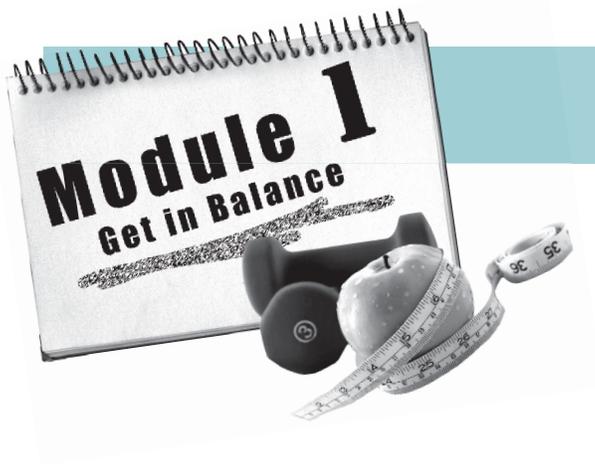
Give participants time to offer their answers.

NOTE: It is important to establish that all living things do need energy.

➤ **SAY:** One feature that distinguishes living from nonliving things is that living things continuously use energy. Energy is something you need to live and something you need to be physically active. Food is the source of materials and energy we need to support life—living, breathing and being active.

➤ **SAY:** What determines how much energy a person uses doing a physical activity? Energy use is determined by both the intensity and the duration of the activity. The amount of energy used is also determined by body size—the larger the body, the more energy that is used to perform activity.

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Next ask participants to look at the handouts you have given them:

- **SAY:** “Calories from Snacks” (Handout 4) lists various kinds of snacks and beverages and the energy intakes from these snacks. It is formatted like Nutrition Facts labels and therefore provides information regarding serving size, servings per container, calories, sugars and other nutrients.
- **SAY:** “100 Ways to Burn 100 Calories” (Handout 5) lists 100 activities and the amount of time that it takes to burn off 100 calories. It lists different kinds of activities in categories of: “In and Around the House,” “Family Activities,” and “Individual and Team Sports.”

Ask participants to work in small groups (4-6 people each).

- **SAY:** Each person should take a look at the “Calories from Snacks” handout (Handout 4) and choose 1 of their favorite snacks from the set. Record the snacks on the “Balancing Act Worksheet” (Handout 6).
 1. Identify the serving size of your snack and list the calories contained in one serving of your snack on the worksheet.
 2. Next, choose an activity from each category of the “100 Ways to Burn 100 Calories” (Handout 5) and record the activities in the appropriate column of the “Balancing Act Worksheet” (Handout 6).
 3. Then, compute the number of minutes that it takes in each activity to “burn off” calories from these snacks.

Close by suggesting groups:

1. Share their discoveries about balancing calorie intake and expenditure.
2. Take a moment to discuss what surprised them about their discoveries.

Source: The Science of Energy Balance: Calorie Intake and Physical Activity. Copyright© 2005 by BSCS. All rights reserved. Used with permission.

Activity 3

Handout 4: Calories From Snacks

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Nutrition Fact Cards:

Look for Nutrition Facts labels on all packaged and processed foods in the supermarket.

- Nutrition Facts do not appear on all foods, such as fresh bakery products, some food items sold individually, and foods at restaurants and concession stands.
- Supermarkets do display the nutrient content of a good number of fresh fruits and vegetables, and fresh seafood and meats.

1. BLANK LABEL

Nutrition Facts		
Serving Size		
Servings Per Container		
Amount Per Serving		
Calories	Calories from Fat	
%Daily Value*		
Total Fat g		%
Saturated Fat	g	%
Cholesterol mg		%
Sodium mg		%
Total Carbohydrate g		%
Dietary Fiber	g	%
Sugars	g	
Protein g		
Vitamin A %	•	Vitamin C %
Calcium %	•	Iron %

* Percent Daily Values are based on a 2,000 calorie diet.

2. Apple

Nutrition Facts		
Serving Size 1 apple (138g)		
Servings Per Container 10		
Amount Per Serving		
Calories 80		
%Daily Value*		
Total Fat 0g		0 %
Saturated Fat	0g	0 %
Cholesterol 0mg		0 %
Sodium 0mg		0 %
Total Carbohydrate 21g		7 %
Dietary Fiber	4g	15 %
Sugars	18g	
Protein 0g		
Vitamin A 0%	•	Vitamin C 15%
Calcium 0%	•	Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

8. Banana

Nutrition Facts		
Serving Size 1 banana (118g)		
Servings Per Container 6		
Amount Per Serving		
Calories 110	Calories from Fat 5	
%Daily Value*		
Total Fat 0.5g		1 %
Saturated Fat	0g	0 %
Cholesterol 0mg		0 %
Sodium 0mg		0 %
Total Carbohydrate 28g		9 %
Dietary Fiber	3g	11 %
Sugars	18g	
Protein 1g		
Vitamin A 0%	•	Vitamin C 20%
Calcium 0%	•	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

23. Cake frosting

Nutrition Facts		
Serving Size 2 tbsp (40g)		
Servings Per Container 10		
Amount Per Serving		
Calories 160	Calories from Fat 40	
%Daily Value*		
Total Fat 4.5g		7 %
Saturated Fat	1g	4 %
Cholesterol 0mg		0 %
Sodium 90mg		4 %
Total Carbohydrate 32g		11 %
Dietary Fiber	0g	0 %
Sugars	28g	
Protein 0g		
Vitamin A 4%	•	Vitamin C 0%
Calcium 0%	•	Iron 0%

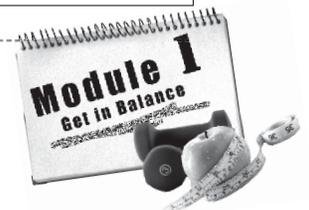
* Percent Daily Values are based on a 2,000 calorie diet.

34. Carrots, raw, mini

Nutrition Facts		
Serving Size 2/3 cup (85g)		
Servings Per Container 4		
Amount Per Serving		
Calories 35		
%Daily Value*		
Total Fat 0g		0 %
Saturated Fat	0g	0 %
Cholesterol 0mg		0 %
Sodium 45mg		2 %
Total Carbohydrate 6g		2 %
Dietary Fiber	2g	8 %
Sugars	3g	
Protein 1g		
Vitamin A 200%	•	Vitamin C 2%
Calcium 2%	•	Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

Source: U.S. Department of Agriculture Food and Nutrition Service, U.S. Department of Health and Human Services Food and Drug Administration. *The Power of Choice*. 2003.



Activity 3

Handout 4: Calories From Snacks

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52. Cookies, chocolate chip

Nutrition Facts		
Serving Size 3 cookies (36g)		
Servings Per Container 18		
Amount Per Serving		
Calories	170	Calories from Fat 70
%Daily Value*		
Total Fat	8g	12 %
Saturated Fat	2.5g	12 %
Cholesterol	5mg	0 %
Sodium	125mg	5 %
Total Carbohydrate	23g	8 %
Dietary Fiber	1g	0 %
Sugars	14g	
Protein	1g	
Vitamin A	0 %	Vitamin C 0 %
Calcium	0 %	Iron 4 %

* Percent Daily Values are based on a 2,000 calorie diet.

59. Doughnut, glazed

Nutrition Facts		
Serving Size 1 doughnut (60g)		
Servings Per Container 6		
Amount Per Serving		
Calories	240	Calories from Fat 120
%Daily Value*		
Total Fat	14g	21 %
Saturated Fat	3.5g	17 %
Cholesterol	5mg	0 %
Sodium	210mg	9 %
Total Carbohydrate	27g	9 %
Dietary Fiber	1g	0 %
Sugars	10g	
Protein	4g	
Vitamin A	0 %	Vitamin C 0 %
Calcium	2 %	Iron 2 %

* Percent Daily Values are based on a 2,000 calorie diet.

63. Frozen fruit-juice bar

Nutrition Facts		
Serving Size 1 juice bar (92g)		
Servings Per Container 10		
Amount Per Serving		
Calories	80	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Cholesterol	0mg	0 %
Sodium	0mg	0 %
Total Carbohydrate	19g	6 %
Dietary Fiber	0g	0 %
Sugars	0g	
Protein	1g	
Vitamin A	0 %	Vitamin C 15 %
Calcium	0 %	Iron 0 %

* Percent Daily Values are based on a 2,000 calorie diet.

66. Fruit juice, grape

Nutrition Facts		
Serving Size 8 FL OZ (240g)		
Servings Per Container 8		
Amount Per Serving		
Calories	130	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Cholesterol	0mg	0 %
Sodium	10mg	0 %
Total Carbohydrate	32g	11 %
Dietary Fiber	0g	0 %
Sugars	30g	
Protein	1g	
Vitamin A	0 %	Vitamin C 100 %
Calcium	0 %	Iron 2 %

* Percent Daily Values are based on a 2,000 calorie diet.

71. Fruit punch drink

Nutrition Facts		
Serving Size 8 FL OZ (248g)		
Servings Per Container 8		
Amount Per Serving		
Calories	120	
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Cholesterol	0mg	0 %
Sodium	55mg	2 %
Total Carbohydrate	30g	10 %
Dietary Fiber	0g	0 %
Sugars	29g	
Protein	0g	
Vitamin A	0 %	Vitamin C 120 %
Calcium	0 %	Iron 2 %

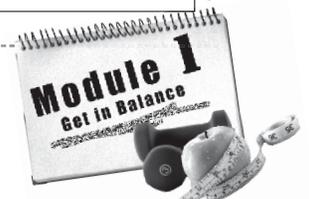
* Percent Daily Values are based on a 2,000 calorie diet.

83. Ice cream, vanilla

Nutrition Facts		
Serving Size 1/2 cup (65g)		
Servings Per Container 18		
Amount Per Serving		
Calories	150	Calories from Fat 90
%Daily Value*		
Total Fat	10g	15 %
Saturated Fat	6g	30 %
Cholesterol	35mg	12 %
Sodium	30mg	1 %
Total Carbohydrate	14g	5 %
Dietary Fiber	0g	0 %
Sugars	11g	
Protein	2g	
Vitamin A	8 %	Vitamin C 0 %
Calcium	6 %	Iron 0 %

* Percent Daily Values are based on a 2,000 calorie diet.

Source: U.S Department of Agriculture Food and Nutrition Service, U.S. Department of Health and Human Services Food and Drug Administration. The Power of Choice. 2003.



Activity 3

Handout 4: Calories From Snacks

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95. Milk, 1% lowfat

Nutrition Facts		
Serving Size 8 fl oz (244g)		
Servings Per Container 8		
Amount Per Serving		
Calories	100	Calories from Fat 25
%Daily Value*		
Total Fat	2.5g	4 %
Saturated Fat	1.5g	8 %
Cholesterol	10mg	3 %
Sodium	125mg	5 %
Total Carbohydrate	12g	4 %
Dietary Fiber	0g	0 %
Sugars	11g	
Protein	8g	
Vitamin A	10%	• Vitamin C 4%
Calcium	30%	• Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

103. Nuts, mixed, dry roasted

Nutrition Facts		
Serving Size 1/4 cup (34g)		
Servings Per Container 10		
Amount Per Serving		
Calories	200	Calories from Fat 160
%Daily Value*		
Total Fat	17g	27 %
Saturated Fat	2.5g	12 %
Cholesterol	0mg	0 %
Sodium	0mg	0 %
Total Carbohydrate	9g	3 %
Dietary Fiber	3g	12 %
Sugars	1g	
Protein	6g	
Vitamin A	0%	• Vitamin C 0%
Calcium	2%	• Iron 6%

* Percent Daily Values are based on a 2,000 calorie diet.

110. Pastry, Danish

Nutrition Facts		
Serving Size 1 danish (57g)		
Servings Per Container 1		
Amount Per Serving		
Calories	220	Calories from Fat 110
%Daily Value*		
Total Fat	12g	18 %
Saturated Fat	3.5g	18 %
Cholesterol	50mg	16 %
Sodium	220mg	9 %
Total Carbohydrate	26g	9 %
Dietary Fiber	1g	0 %
Sugars	0g	
Protein	4g	
Vitamin A	0%	• Vitamin C 0%
Calcium	6%	• Iron 6%

* Percent Daily Values are based on a 2,000 calorie diet.

118. Pizza, pepperoni, for one

Nutrition Facts		
Serving Size 1 small pizza (113g)		
Servings Per Container 1		
Amount Per Serving		
Calories	290	Calories from Fat 140
%Daily Value*		
Total Fat	16g	25 %
Saturated Fat	3.5g	18 %
Cholesterol	15mg	5 %
Sodium	700mg	29 %
Total Carbohydrate	26g	9 %
Dietary Fiber	1g	4 %
Sugars	3g	
Protein	10g	
Vitamin A	0%	• Vitamin C 0%
Calcium	10%	• Iron 10%

* Percent Daily Values are based on a 2,000 calorie diet.

120. Popcorn, buttered

Nutrition Facts		
Serving Size 1 cup (10g)		
Servings Per Container 7		
Amount Per Serving		
Calories	60	Calories from Fat 40
%Daily Value*		
Total Fat	4g	7 %
Saturated Fat	0.5g	4 %
Cholesterol	0mg	0 %
Sodium	50mg	2 %
Total Carbohydrate	4g	1 %
Dietary Fiber	1g	4 %
Sugars	0g	
Protein	1g	
Vitamin A	0%	• Vitamin C 0%
Calcium	0%	• Iron 0%

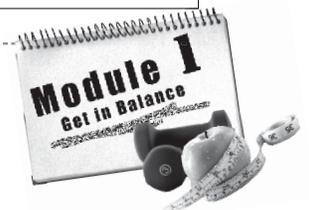
* Percent Daily Values are based on a 2,000 calorie diet.

123. Potato chips

Nutrition Facts		
Serving Size 1 ounces (28g)		
Servings Per Container 1		
Amount Per Serving		
Calories	150	Calories from Fat 90
%Daily Value*		
Total Fat	10g	15 %
Saturated Fat	3g	15 %
Cholesterol	0mg	0 %
Sodium	170mg	7 %
Total Carbohydrate	15g	5 %
Dietary Fiber	1g	5 %
Sugars	0g	
Protein	2g	
Vitamin A	0%	• Vitamin C 15%
Calcium	0%	• Iron 2%

* Percent Daily Values are based on a 2,000 calorie diet.

Source: U.S Department of Agriculture Food and Nutrition Service, U.S. Department of Health and Human Services Food and Drug Administration. The Power of Choice. 2003.



Activity 3

Handout 4: Calories From Snacks

Providing consistent messages about healthy living to support those who make a difference in children's lives

128. Pretzels, tiny twists

Nutrition Facts		
Serving Size 1 ounce (28g)		
Servings Per Container 1		
Amount Per Serving		
Calories 100		
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Cholesterol	0mg	0 %
Sodium	420mg	18 %
Total Carbohydrate	23g	8 %
Dietary Fiber	1g	4 %
Sugars	1g	
Protein	3g	
Vitamin A	0 %	Vitamin C 0 %
Calcium	0 %	Iron 6 %

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

129. Pudding, chocolate cup

Nutrition Facts		
Serving Size 1 snack cup (113g)		
Servings Per Container 6		
Amount Per Serving		
Calories 170 Calories from Fat 50		
%Daily Value*		
Total Fat	6g	9 %
Saturated Fat	1.5g	7 %
Cholesterol	0mg	0 %
Sodium	190mg	8 %
Total Carbohydrate	26g	9 %
Dietary Fiber	0g	0 %
Sugars	18g	
Protein	2g	
Vitamin A	0 %	Vitamin C 0 %
Calcium	6 %	Iron 2 %

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

131. Raisins

Nutrition Facts		
Serving Size 1/4 cup (41g)		
Servings Per Container 6		
Amount Per Serving		
Calories 120		
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Cholesterol	0mg	0 %
Sodium	0mg	0 %
Total Carbohydrate	32g	11 %
Dietary Fiber	2g	7 %
Sugars	27g	
Protein	1g	
Vitamin A	0 %	Vitamin C 2 %
Calcium	2 %	Iron 4 %

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

144. Cola Soda

Nutrition Facts		
Serving Size 8 fl oz (240g)		
Servings Per Container 1.5		
Amount Per Serving		
Calories 100		
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Cholesterol	0mg	0 %
Sodium	35mg	0 %
Total Carbohydrate	27g	9 %
Dietary Fiber	0g	0 %
Sugars	27g	
Protein	0g	
Vitamin A	0 %	Vitamin C 0 %
Calcium	0 %	Iron 0 %

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

145. Soda, low-calorie cola

Nutrition Facts		
Serving Size 8 fl oz (240g)		
Servings Per Container 1		
Amount Per Serving		
Calories 0		
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Cholesterol	0mg	0 %
Sodium	30mg	1 %
Total Carbohydrate	0g	0 %
Dietary Fiber	0g	0 %
Sugars	0g	
Protein	0g	
Vitamin A	0 %	Vitamin C 0 %
Calcium	0 %	Iron 0 %

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

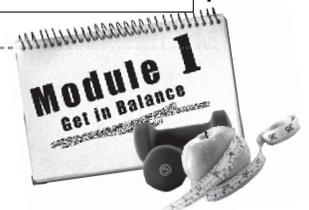
151. Sports drink

Nutrition Facts		
Serving Size 8 fl oz (240g)		
Servings Per Container 2		
Amount Per Serving		
Calories 70		
%Daily Value*		
Total Fat	0g	0 %
Saturated Fat	0g	0 %
Cholesterol	0mg	0 %
Sodium	55mg	2 %
Total Carbohydrate	20g	7 %
Dietary Fiber	0g	0 %
Sugars	19g	
Protein	3g	
Vitamin A	0 %	Vitamin C 0 %
Calcium	0 %	Iron 0 %

* Percent Daily Values are based on a 2,000 calorie diet.

LOW=5% or less HIGH=20% or more

Source: U.S. Department of Agriculture Food and Nutrition Service, U.S. Department of Health and Human Services Food and Drug Administration. *The Power of Choice*. 2003.



Activity 3

Handout 4: Calories From Snacks

Providing consistent messages about healthy living to support those who make a difference in children's lives

156. Tortilla chips

Nutrition Facts		
Serving Size 1 ounce (28g)		
Servings Per Container 1		
Amount Per Serving		
Calories	140	Calories from Fat 60
%Daily Value*		
Total Fat	7g	11 %
Saturated Fat	1.5g	8 %
Cholesterol	0mg	0 %
Sodium	120mg	5 %
Total Carbohydrate	18g	6 %
Dietary Fiber	1g	4 %
Sugars	0g	
Protein	2g	
Vitamin A	0%	• Vitamin C 2%
Calcium	0%	• Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet.

166. Yogurt, lowfat vanilla

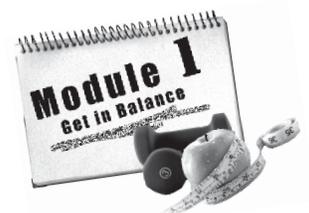
Nutrition Facts		
Serving Size 1 cup (245g)		
Servings Per Container 1		
Amount Per Serving		
Calories	220	Calories from Fat 40
%Daily Value*		
Total Fat	4.5g	7 %
Saturated Fat	3g	15 %
Cholesterol	15mg	4 %
Sodium	140mg	6 %
Total Carbohydrate	38g	13 %
Dietary Fiber	0g	0 %
Sugars	34g	
Protein	10g	
Vitamin A	6%	• Vitamin C 4%
Calcium	30%	• Iron 0%

* Percent Daily Values are based on a 2,000 calorie diet.

↓
↓
LOW=5% or less
HIGH=20% or more
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LOW=5% or less
HIGH=20% or more
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Source: U.S. Department of Agriculture Food and Nutrition Service, U.S. Department of Health and Human Services Food and Drug Administration. *The Power of Choice*. 2003.



Activity 3

Handout 5: 100 Ways to Burn 100 Calories

Providing consistent messages about healthy living to support those who make a difference in children's lives

100 WAYS TO BURN 100 CALORIES

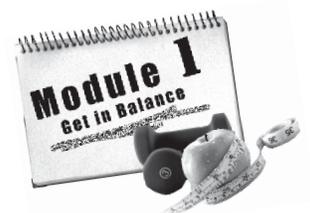
Find out how many calories you burn when undertaking your favorite sports and activities. By just burning an additional 100 calories a day for a year, you could lose up to 10 pounds a year!

In & Around the House

Activity	Minutes Needed to Burn 100 Calories*
Washing Dishes	28
Washing Windows	20
Gardening	20
Lay or Remove Carpet/Tile	20
Mowing Lawn (push, power)	20
Raking Lawn	20
Refinishing Furniture	20
Operating Snow Blower	20
Light House Cleaning	18
Paint House: Outside	17
Weeding	17
Chopping & Splitting Wood	14
Mowing Lawn (push, hand)	14
Shoveling Snow by Hand	14
Moving Household Furniture	14
Heavy House Cleaning	14

Based on a 150-pound person.

Source: Kraft Foods. 100 Ways to Burn 100 Calories. Available at <http://www.nabiscoworld.com/100caloriepacks/pdf/100WaystoBurn.pdf>. Reprinted with permission from Kraft Foods Inc. for use for educational purposes only.



Activity 3

Handout 5: 100 Ways to Burn 100 Calories

Providing consistent messages about healthy living to support those who make a difference in children's lives

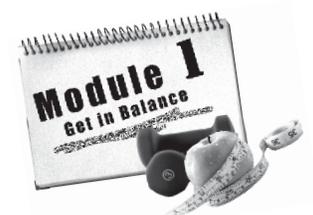
100 WAYS TO BURN 100 CALORIES

With the Family

Activity	Minutes Needed to Burn 100 Calories*
Flying a Kite	30
Playing Catch	30
Exploring the Zoo	30
Tossing a Frisbee	25
Dancing: Slow	25
Walking to a Friend's House (3 mph)	25
Paddleboat	25
Playing Tag (with your kids)	22
Coaching Sports	20
Roller Skating	20
Kicking a Soccer Ball	20
Washing the Family Car	20
Running Through the Sprinkler	20
Shooting Hoops	20
Walk Family Dog (3.5 mph)	20
Pushing a Stroller (3.5 mph)	20
Hop-Scotch	17
Skateboarding	17
Ice Skating	15
Dancing: Fast	14
Family Bike Ride	13
Rollerblading	13
Backpacking	13
Jumping Rope	8

Based on a 150-pound person.

Source: Kraft Foods. 100 Ways to Burn 100 Calories. Available at <http://www.nabiscoworld.com/100caloriepacks/pdf/100WaysToBurn.pdf>. Reprinted with permission from Kraft Foods Inc. for use for educational purposes only.



Activity 3

Handout 5: 100 Ways to Burn 100 Calories

Providing consistent messages about healthy living to support those who make a difference in children's lives

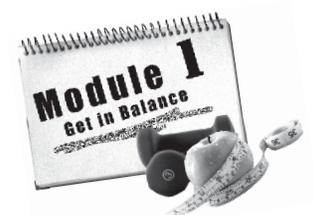
100 WAYS TO BURN 100 CALORIES

Individual Activities

Activity	Minutes Needed to Burn 100 Calories*
Stretching	25
Weight Lifting	25
Bowling	25
Golfing: With Cart	25
Water Aerobics	20
Badminton	20
Tai Chi	20
Calisthenics	20
Walking: 3.5 mph	20
Walking: 4 mph	19
Walking: 4.5 mph	17
Golfing: Walking	14
Hiking	14
Wrestling	14
Swimming	14
Boxing	14
Aerobics: Low Impact	14
Stair Step Machine	14
Tennis: Singles	13
Aerobics: High Impact	13
Step Aerobics: Low Impact	13
Bicycling: Moderate	13
Rowing: Moderate	13
Running: 5 mph	10
Bicycling: 12-14 mph	10
Swimming: Backstroke	10
Circuit Training	10
Elliptical Trainer	9
Ski Machine	9
Running: 6 mph	8
Swimming: Butterfly	8
Bicycling: 14-16 mph	8
Step Aerobics: High Impact	8
Handball	7
Bicycling: 16-19 mph	7
Running: 7 mph	6
Bicycling: >20 mph	5

Based on a 150-pound person.

Source: Kraft Foods. 100 Ways to Burn 100 Calories. Available at <http://www.nabiscoworld.com/100caloriepacks/pdf/100WaystoBurn.pdf>. Reprinted with permission from Kraft Foods Inc. for use for educational purposes only.



Activity 3

Handout 5: 100 Ways to Burn 100 Calories

Providing consistent messages about healthy living to support those who make a difference in children's lives

100 WAYS TO BURN 100 CALORIES

Team Sports

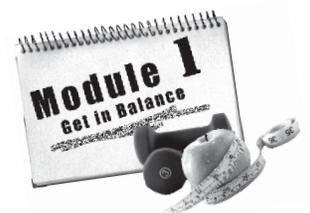
Activity	Minutes Needed to Burn 100 Calories*
Volleyball	25
Tennis - Doubles	20
Softball	17
Baseball	17
Soccer	11
Beach Volleyball	10
Basketball	10
Flag Football	10
Hockey: Field or Ice	10
Football	9
La Crosse	9
Water Polo	8

Try Something New?

Activity	Minutes Needed to Burn 100 Calories*
Horseback Riding	20
Hatha Yoga	20
Kayaking	17
Whitewater Rafting	17
Water Skiing	14
Fencing	14
Show Shoeing	10
Snow Boarding	10
Judo	8
Karate	8
Rock Climbing: Ascending	8

Based on a 150-pound person.

Source: Kraft Foods. 100 Ways to Burn 100 Calories. Available at <http://www.nabiscoworld.com/100caloriepacks/pdf/100WaysToBurn.pdf>. Reprinted with permission from Kraft Foods Inc. for use for educational purposes only.



Activity 3

Handout 6: Balancing Act Worksheet

Providing consistent messages about healthy living to support those who make a difference in children's lives

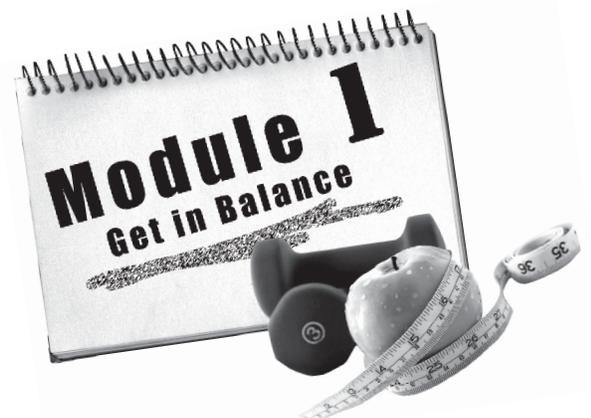
Participants' Snack of Choice	Serving Size of Snack	Calories in One Serving	"In and Around the House Activity" and minutes to burn off snack	"Family Activity" and minutes to burn off snack	"Individual Activity" and minutes to burn off snack
EXAMPLE: Cake w/ frosting	___ 1 slice ___ 66 g	___ 250 calories	Light house cleaning 45 Minutes to burn snack	Flying a kite 75 Minutes to burn snack	Bowling 63 Minutes to burn snack
Participant 1:	_____	_____ calories	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack
Participant 2:	_____	_____ calories	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack
Participant 3:	_____	_____ calories	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack
Participant 4:	_____	_____ calories	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack
Participant 5:	_____	_____ calories	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack
Participant 6:	_____	_____ calories	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack	_____ ___ Minutes to burn snack

Instructions:

Each participant chooses a favorite snack from the "Calories from Snacks" handout and enters it into the worksheet. Next, enter the size of 1 serving and the calories in 1 serving.

Then, each participant should choose an activity from each category of the "100 Ways to Burn 100 Calories" handout and enter it into the worksheet. Calculate the number of minutes to burn off the calories from one serving of the snack.

Hint: Minutes of activity to burn 100 calories ÷ 100 = minutes to burn snack ÷ calories from snack.

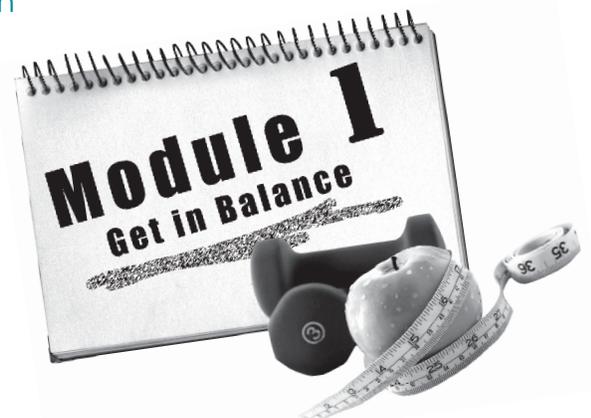


Handout 7: Lifestyle Tips

Providing consistent messages about healthy living to support those who make a difference in children's lives

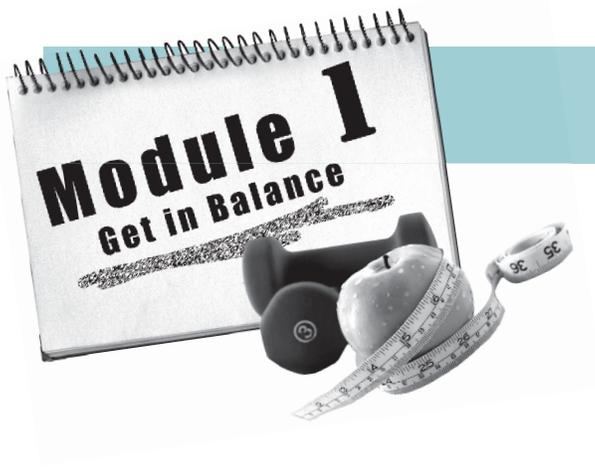
Small Changes Add Up

- * **Change how you think about snacks.** Many new products make it easy and convenient to munch on fruit and vegetables for snacks. Grab a healthy snack pack.
- * **Sugars are added in many places and in many forms.** Learn to look on the label for sugar content. Remember that the recommended amount of total sugars (naturally occurring + added) for 1 day is 12 teaspoons total or 50 grams.
- * **Watch for calories in beverages.** Juice drinks, carbonated beverages, sport drinks, alcoholic beverages, and “entertainment drinks” (like those found in coffee houses) all add extra calories without adding much in the way of nutrients.
- * **When considering how much juice to drink, recognize that extra vitamin intake does not necessarily result in better health status.** After meeting the daily recommendations, switch to other beverages that are calorie-free.
- * **Using cooking spray to sauté foods (instead of cooking oils) reduces fat and calories.**
- * **Start thinking about physical activity as something you do in 10–15 minute time periods.** Research demonstrates that 2 bouts of activity for 15 minutes each is just as effective in improving your risk profile as one 30 minute bout.
- * **Choosing active living can mean choosing to have more fun.** Stretching is more fun than sitting. Walking is more fun than sitting. Dancing is more fun than sitting. Being active means having fun.
- * **Get healthy AND satisfied: choose variety.** Trying new foods and getting out of eating ruts leads to learning, discovery, better nutrition and enjoyment.
- * **Learn smart ways to eat healthfully in all kinds of restaurants.** Request healthier substitutions (steamed veggies instead of fried) or additions (ask for vegetables with your pasta dishes). Get more for you money by taking home something for tomorrow's lunch.
- * **Enjoy all foods—just not all the time.** There is a time and a place for most every food. Make your choices with balance in mind so that good nutrition, fun and satisfaction are all a part of your eating habits.



Wrap It Up

Providing consistent messages about healthy living to support those who make a difference in children's lives



Wrap it up by giving participants the option to make action plans for making healthy lifestyle changes.

Review what they learned about this topic by asking:

- * What was the most surprising fact that you learned about nutrition today?
- * Of the 3 Keys to Healthy Living (Variety, Balance & Moderation, Choosing Health), which one spoke most loudly to each of you?
- * What do you think about trying to Eat 5–9 A Day?
- * Many people take dietary supplements as an “insurance policy” or because they know that their diets aren’t always as good as they would like them to be. What do you think about getting nutrients from foods vs. getting them from supplements? For nutrient quality? For cost? For pleasure and taste?
- * On days that you are more active, do you feel more balanced? Less stressed? Does time get in the way of you getting physical activity daily? What do you think about the idea that “You deserve to be active?”
- * Think about the children with whom you work. If you had to choose one of the points that we talked about, what are you most excited about communicating to them? How would you do this or apply this to your professional setting?

Ask participants to complete the evaluation forms. Distribute the certificates of completion. Close by bringing participants to the Resource Table/Toolkit and providing sufficient time and opportunity to examine materials for their target audiences.

Colorado Team Nutrition Healthy Lifestyles Training
Certificate of Completion

is hereby granted to

_____ to certify that he/she has completed to satisfaction

Module 1
Get In Balance
Adequate Nutrients Within Calorie Needs

Granted:

Instructor

Evaluation Form

Providing consistent messages about healthy living to support those who make a difference in children's lives

Date _____ Location/Institution _____

Please place an X next to the phrase that describes the occupation you represent at this training:

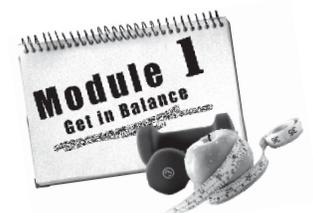
Childcare provider Elementary school teacher
 Secondary school teacher School foodservice professional
 Health educator/physical education professional
 Parent Other (please provide) _____

Please circle the number that best represents the extent to which you agree with the following statements:

The training has improved my knowledge and skills related to:		Disagree		Neutral		Agree
a.	Examining personal history with eating	1	2	3	4	5
b.	Identifying how to make healthful choices that are tailored to personal environments	1	2	3	4	5
c.	Identifying ways to increase vegetable, fruit, whole grain, and low fat dairy consumption	1	2	3	4	5
d.	Setting smart, reasonable personal eating and activity goals	1	2	3	4	5
e.	Developing a vision and goals for eating and activity by examining personal values and patterns	1	2	3	4	5
f.	Practicing using tools to make wise personal food choices	1	2	3	4	5
g.	Practicing using tools to balance physical activity and eating	1	2	3	4	5
h.	Practicing using tools that teach children to embrace healthy choices	1	2	3	4	5

With regard to the training components:		Disagree		Neutral		Agree
a.	The goals of the training were clearly stated	1	2	3	4	5
b.	The content of the training was well organized to meet the training goals	1	2	3	4	5
c.	The training provided opportunities to apply the skills being taught	1	2	3	4	5
d.	The trainer was knowledgeable in the topic areas covered	1	2	3	4	5
e.	I know where to seek additional help if I need it	1	2	3	4	5

Comments _____



Evaluation Form

Providing consistent messages about healthy living to support those who make a difference in children's lives

What do you see as your greatest challenge in applying the skills you learned related to choosing a variety of foods and leading a healthier life?

What was the most helpful information you received during this training?

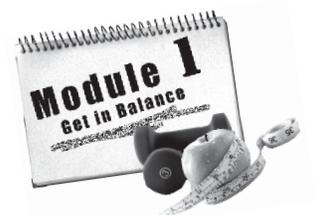
What, if anything, do you suggest we do differently in the future?

What types of trainings would you like to see provided in the future?

Do you have any specific feedback for the trainers?

Any other thoughts?

Thank you for your participation! Drive home safely.



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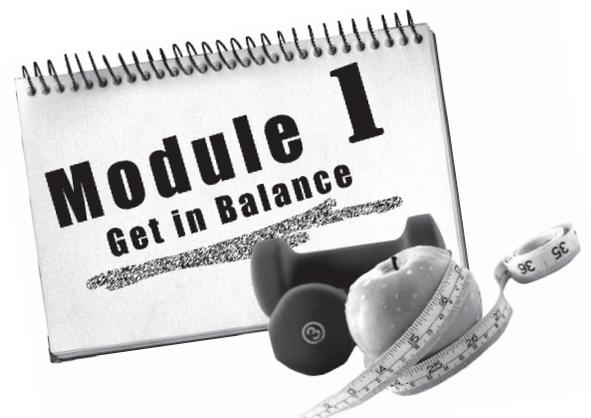
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