About the Lesson Plans

Why Healthy Heart Lesson Plans for Youth?

The atherosclerotic process begins in childhood and many American children have risk factors for coronary heart disease. It is easier to form good habits in youth rather than break bad habits as an adult.

- Heart Disease is the #1 cause of death in the U.S.
- Poor diet and inactivity are the main causes of chronic disease (heart disease, cancer, diabetes, etc.)
- 450,000 deaths/year due to poor diet and physical inactivity.¹

Childhood Obesity

- Childhood obesity rates have tripled in the last 30 years.²
- About one in three children and teens in the U.S. is overweight or obese.²

U.S. schools need to take an active role in helping to combat the rise in childhood obesity. Children, adolescents and adults who are obese are more likely to have risk factors for cardiovascular disease such as high cholesterol and high blood pressure as well as other chronic diseases such as type 2 diabetes and certain types of cancer. Obese or overweight children and teens are more likely to become overweight or obese as adults.

Why Choose these Lesson Plans?

- Meets National Health Education Standards
- Sequential kindergarten through grade six
- Content and methods based on research
- Target behavior change to last a lifetime
- Fun for kids and easy to use
- Involves Parents
- Easy classroom snack activities
- Exercise component

Aligned to National Health Education Standards

The lesson plans meet the National Health Education Standards for nutrition and physical activity, and for all states that base their standards on the National Standards such as North Dakota. The objectives for each grade (kindergarten through grade six) show exactly how the Young People’s Healthy Heart Lesson Plans will meet every national standard pertaining to nutrition and physical activity.
Goals for each student:

- Adopt a healthy heart diet containing a variety of foods low in fat, moderate in salt and sugar, and with plenty of whole grains, vegetables and fruits.
- To follow a healthy activity pattern, watching less TV and increasing moderate to vigorous physical activities.

Physical Activity
Young people can build healthy bodies and establish healthy lifestyles by including physical activity in their daily lives. Today, many young people are not physically active on a regular basis, and physical activity declines dramatically during adolescence. School and community programs can help young people get active and stay active.

The U. S. Department of Health and Human Services 2008 Physical Activity Guidelines for Americans recommend that children and adolescents should do 60 minutes (1 hour) or more a day of either moderate or vigorous intensity aerobic physical activity, and should include vigorous-intensity physical activity at least 3 days a week.

The activities should also include muscle strengthening activities such as push-ups or sit-ups and bone strengthening exercises such as jumping rope or running at least 3 days per week.\(^3\)

Increasing the frequency, time or intensity of physical activity can bring even more health benefits...up to a point. Too much physical activity can lead to injuries and other health problems.

Nutrition and Health

The Bogalusa Heart Study\(^4\) has shown that:

- more than half of all children eat too much fat, cholesterol, salt and sugar.
- among all children, cardiovascular risk factors such as high blood pressure and obesity are interrelated, just as they are in adults.

Our government has recognized the need for change and has identified a number of changes that children as well as adults need to make. These are outlined in Healthy People 2020 Objectives\(^5\).

They include:

1. Reduce consumption of calories from solid fats and added sugars in the population aged 2 years and older.
2. Reduce consumption of saturated fat in the population aged 2 years and older.
3. Reduce consumption of sodium in the population aged 2 years and older.
4. Increase consumption of calcium in the population aged 2 years and older.
5. Increase the contribution of fruits and vegetables to the diets of population aged 2 years and older.
6. Increase the contribution of whole grains to the diets of the population aged 2 years and older.
The Key is Behavior Change

Nutrition must be fun. Changing how we do things can often be tedious and difficult. The lesson plans have the students do fun, hands-on activities, at home and in school, helping them learn skills and make healthy choices/changes. Learning specific facts and taking tests are not the main focus. Trying and experimenting with new healthy behaviors becomes the target. Motivators have been used to encourage students to try new skills and new foods. For example, in kindergarten each child would add a segment to their personal caterpillar each time they try the targeted healthy choice/change.

Advocacy

National Health Education Standard 8 addresses advocacy, a new component of nutrition and physical activity health education. The Young People’s Healthy Heart Lesson Plans include activities for kindergarten through grade 6 that help develop advocacy skills. These skills encourage others to adopt healthy behaviors and reinforce students’ own health behaviors.

Lesson Plan Details

- The lesson plan for each grade takes 2-3 days over a minimum of 5-7 weeks to teach.
- Depending on age level, 30-45 minutes is spent per class period once a week.
- Learning material over several weeks increases likelihood that behavior changes will be adopted.

Research has shown that when parents are involved and activities are done at home, there is a greater chance for behavior change to occur.

Home Activities

♥ In kindergarten, students are asked to do physical activities with their parents three days for at least 20 minutes each day.

♥ In grade one, students ask their families to try skim or 1% milk at home and to prepare a healthy heart fruit snack recipe.

♥ In grade two, students ask their parents to provide Anytime Snacks for after school snacks on four days of the week.

♥ In grade three, students are asked to teach their parents about fat by using the visual aids How Much Fat? And How Much Fat?...Part II (test tubes showing the amount of fat in various foods).
♥ In grade four, students are asked to teach their parents what they have learned about sodium by using the visual aid *How Much Salt?* (test tubes showing the amount of salt in various foods).

♥ In grade five, students are asked to teach their parents about sugar by using the visual aid *How Much Sugar?* (test tubes showing the amount of sugar in various foods).

♥ In grade six, students are asked to teach their parents about sugar and caffeine in popular 8 oz. drinks by using the visual aid *How Much Sugar and Caffeine?* (test tubes showing the amount of sugar and caffeine in various foods).

**Classroom Cooking**

Lesson plans include easy recipes to be prepared by the students in class. *This is very important, although it can be messy and time consuming.* Children learn about nutrition from their own experiences with food. They will be more likely to try new foods or recipes if they have helped prepare them.

**Lesson Plan Worksheets**

Whenever a worksheet, home activity, or other activity is bolded and in capital letters in the Lesson Plans the item will be located in the Activities Section at the end of each grade’s lesson plans. The worksheets should be reproduced for classroom use.
Serving Sizes are Important

In today’s supersized world with the dramatic increase in obesity, and kids now being diagnosed with type 2 diabetes, we need to educate students about portion control and serving sizes. Research is suggesting that chronic exposure to large portion sized meals can result in overeating and will ultimately lead to increases in body weight over time.

Most adults do not know how big a serving size is for most foods. It is important for students to learn what a serving size means for the various food groups.

Teachers should demonstrate various serving sizes and should let students practice measuring serving sizes using real foods. Students should learn to read the serving size on food labels before they read about the nutrient content.

Servings listed on food labels are based on customarily used portions, not on nutrient density or what is optimal for health.

Nutrition is Complicated!

- New 2010 Dietary Guidelines for Americans emphasize healthy eating along with energy balance.7
- Students may question which of the three (fat, salt or sugar) is the most critical to watch.
- Fat is the biggest culprit for most people.
- Eating too much fat can lead to weight problems, but eating large portions of carbohydrates, sugar and protein can also cause an increase in weight.

Nutrition, Physical Activity & Academics

Data from the 2009 National Youth Risk Behavior Survey (YRBS) show a negative association between physical inactivity and unhealthy dietary behaviors and academic achievement.8

Students with higher grades are more likely to:

- Engage in regular physical activity
- Have limited TV and computer usage
- Consume healthier food choices
Emphasis on Fruit and Vegetables

Fruits & Veggies - More Matters™ has replaced the 5 A Day campaign on a national level. In our materials we’ve chosen to retain using the concept of minimally eating 5 fruits and veggies every day.

It’s easy for them to remember 5 servings a day, with each serving about the size of a tennis ball. It’s also fun to give each other a ‘high 5’ to remember how many servings to eat each day.

Both adults and children do not eat enough fruits and vegetables. Education is crucial. People who have formed the habit of eating fruits and vegetables early in life are likely to consume more as adults.

Fruits and vegetables help reduce the risk of heart disease, cancer and high blood pressure because they are:
- Rich in vitamins and minerals
- Naturally low in fat and calories
- An excellent source of fiber
- Rich in compounds called phytochemicals which are known to have numerous benefits to health.

Anytime and Sometime Foods

Fruits, vegetables, whole grain breads and cereals, low fat dairy products and lean meats should be the foundation of our diet. In the lesson plans, we call these foods Anytime Foods. We should focus on variety among these foods and remember we can eat these anytime.

The 2010 Dietary Guidelines state that we should reduce the intake of calories from solid fats and added sugar.

Snacks that are high in sugar, fat and salt should only be eaten sometimes because they are not very good for our bodies. We call these foods Sometime Foods. They provide energy, but usually few nutrients. A good rule of thumb is to eat no more than 0-2 Sometime Foods each day. There are exceptions where we might eat more Sometime Foods, such as birthdays and other family celebrations. We incorporated this concept into the lesson plans because we felt children need a specific guide.

The test tube visuals showing the sugar, salt and fat in foods help teach why only 0-2 Sometime Foods a day should be eaten.
Why did we choose 0-2 Sometime Foods as a guide? Let us look at two common snack choices.

- **Example one:** If a student ate a 2.07 ounce Snickers® candy bar and drank 12 ounces of soda pop, that would be 22% of his/her total daily calorie intake and 22% of the recommended daily fat intake.

- **Example two:** If a student ate two ounces of potato chips and drank 12 ounces of soda pop, that would be 24% of his/her daily calorie intake and 31% of the recommended daily fat intake.

In both examples, roughly one-fourth or more of the total fat and calories are consumed as Sometime Foods; these are empty calories.

Our list of Anytime and Sometime Foods is an educated interpretation. This type of list may vary in different sources and you may question items on the list. You may decide to move items from one list to the other. The reason for a list is for the younger children, before they can read labels and make their own interpretations, to have a guide for making choices. The emphasis is to help students make healthy choices.

**What about diet soda?**

*Because diet soda does not have any calories, should it be considered an Anytime Food? The answer is NO; it is a Sometime Food. Children do not need soda pop, diet or regular. Diet soda pop contains no nutrients. Regular soda pop contains only calories, hence it is not considered nutrient rich and is often called an 'empty calorie’ food.*

**Fast Food**

Can we eat fast food without sacrificing nutrition?

*Everyday, one third of American children and adolescents eat fast food. Fast food contributes 16-17% of adolescents’ total calorie intake.*

It is essential that children learn how to make wise food choices when eating out. The lesson plans help the students address this issue.
Helpful Hints For Teachers

1. Teachers should use real food products (empty packages) as much as possible in the activities because it is more realistic and fun for the students. Start collecting early.

2. To encourage students to make healthy changes, the school may need to strengthen their School Wellness Policy which is related to food and exercise. The school should mirror what is taught. For example, consider what products the vending machines may sell- (only pop, both pop and juice, only juice, only water).

3. Teachers are very important role models for students. Do you want your students to remember you with a can of pop on your desk or a cup of coffee, or would a bottle of juice, a piece of fruit or a cup of water be better? You will influence your students, but also allow them (because they are always watching) to help and influence you to make wise and healthy choices…both in and out of school.

4. Help your school lunch and breakfast program become a nutrition laboratory and teach the children key healthy heart lessons. Form a Nutrition Team with the cook, principal, two to three parents, teachers and students. Work together to make changes in the recipes and the school lunch menu in order to follow the Dietary Guidelines.

Our goal is to provide easy to use lesson plans that are useful, interesting and fun, in order to help students adopt healthy nutrition and exercise behaviors.

If you have new ideas you would like to share or questions or concerns with the lesson plans, we would like to hear from you. Email us at info@healthyheartprogram.com or call us at Young People’s Healthy Heart Program at 701-845-6456.

Interested in purchasing the test tube visual aids for fat, salt and sugar pictured below – Click here!
References

5. [www.healthypeople.gov](http://www.healthypeople.gov)
7. [www.dietaryguidelines.gov](http://www.dietaryguidelines.gov)
8. [www.cdc.gov/HealthyYouth/health_and_academics](http://www.cdc.gov/HealthyYouth/health_and_academics)
9. [www.fastfoodmarketing.org](http://www.fastfoodmarketing.org)
OBJECTIVES FOR GRADE THREE
Aligned to National Health Education Standards for Nutrition and Physical Activity

**Objective 1:** The students should be able to list the four major behaviors that promote heart health:
♥ Do physical activity daily.
♥ Eat a variety of nutritious foods low in fat.
♥ Eat less salt.
♥ Don’t smoke.
(National Standards 1,2,8)

**Objective 2:** The students should be able to explain how physical activity strengthens the heart, which type of physical activity is best, and do three physical activities within the fitness zones over one week. (National Standards 1,2,5,6,7,8)

**Objective 3:** The students should be able to discuss benefits of fresh foods versus processed foods. (National Standards 1,2,5)

**Objective 4:** The students should be able to list three processed foods that are low in fat and three that are high in fat. (National Standards 1,2,5)

**Objective 5:** The students should be able to identify that fat is added in
♥ the processing of food.
♥ home preparation of food.
(National Standards 1,2,5,6,7,8)

**Objective 6:** The students should be able to try at least one way to reduce fat in their diet.
(National Standards 1,2,5,6,7,8)

**Objective 7:** The students should be able to read labels to identify Anytime Snacks (less than five grams of fat per serving) and Sometime Snacks (five or more grams of fat per serving). (National Standards 1,2,8)

**Objective 8:** The students should be able to recognize high sugar foods (Sometime Foods) with few vitamins, minerals and fiber. (National Standards 1,2,8)

**Objective 9:** The students should be able to read labels in order to help them limit their Sometime Foods to 0-2 each day. (National Standards 1,2,8)

**Objective 10:** The students should be able to discuss and put into practice the skills needed to choose a fast food meal which should contain three to five food groups.
(National Standards 5,6,7,8)
Objective 1: The students should be able to list the four major behaviors that promote heart health:
♥ Do physical activity daily.
♥ Eat a variety of nutritious foods low in fat.
♥ Eat less salt.
♥ Don’t smoke.
(National Standards 1,2,8)

Objective 2: The students should be able to explain how physical activity strengthens the heart, which type of physical activity is best, and do three physical activities within the fitness zones over one week. (National Standards 1,2,5,6,7,8)

Today we are going to talk about our heart.

ASK: How can we keep our heart healthy?

ANSWER: (List the ideas of the students on the board. Then combine them to reach the four major behaviors for heart health.)
1. Do physical activity daily.
2. Eat a variety of nutritious foods low in fat.
3. Eat less salt.
4. Don’t smoke.

In order for our heart to be healthy, we need to have healthy habits. If we have bad habits, such as being a couch potato, smoking or eating too many high salt and fatty foods, our heart will have to work harder to try to pump the blood to all parts of our body. Today let us talk about a terrific healthy habit—physical activity. Physical activity can make our heart strong and make it easy to pump blood to all parts of our body.

ASK: Can anyone name some types of physical activity?

ANSWER: Baseball, swimming, riding bike, basketball, football, tennis, lift weights, running, walking, soccer, etc.

Out of the physical activities named there, are some that are better for our heart and body than others. The physical activities that are best for our heart and body are the ones that keep our heart pumping at a stronger, faster rate! They make us breathe faster because the harder our body works, the more oxygen our cells need.

ACTIVITY: 1. Find your pulse at the wrist or neck or temple. Count the pulse for 30 seconds and double it. This is your heart rate in beats per minute. Another way to measure your heart rate is to count your pulse for six seconds and add a zero to get the beats per minute. (A child’s pulse is about 100-120 beats...
An adult’s pulse is about 70-80 beats per minute. Ask the students their resting heart rates and record them on the board. NOTE: A fun way to observe a pulse is to wrap the base of a burned farmer match with tape. Stick a thumb tack in the end of the match so the match head is up. Place the flat end of the thumb tack on the pulsing spot of the student's wrist while the rest of the class watches the match pulsate.

2. Now I want you to stand by your desk and do jumping jacks for two minutes while I time you. OK, start! (Teacher should have a stop watch or a watch with a second hand to time students for two minutes.) STOP! Now, take your pulse again for six seconds and add a zero to get beats per minute. (Ask the students their heart rates when they exercised and record them on the board. Compare the resting and exercising heart rates.)

**ASK:** (Huffing and puffing) Do you think doing the jumping jacks took more oxygen than sitting at your desk?

**ANSWER:** Yes!

**ASK:** Why?

**ANSWER:** The heart was pumping faster. The blood was circulating faster and carrying more oxygen to all parts of the body. We all need to do more physical activities to make our heart and bodies strong.

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**TEACHER FACT.** The Centers for Disease Control Physical Activity Guidelines state that children and adolescents should do 60 minutes (1 hour) or more of moderate or vigorous physical activity each day. On the Heart Rate Pyramid the zones that meet this criteria are the Weight Management Zone (moderate exercise), Healthy Heart Zone (moderate) and Aerobic Zone (vigorous).

On at least 3 days of the week students should also include:

- muscle strengthening activities such as gymnastics or push-ups;
- bone strengthening activities such as jumping rope or running.

Some activities, such as walking, can be done moving very fast or very slow. If we walk slowly, we need to walk longer to equal the exercise our heart would get if we walked faster.

(Put up an Elementary Heart Rate Pyramid poster, available from F.E.P. Sales and Consulting 701-371-5438. Cover all the zones and uncover each zone, from the bottom up, as you talk about it. The top two levels will not be discussed because they describe workouts by people in serious competitive sports.)
Daily Lifestyle Activities make up the foundation of the fitness pyramid. The activities that represent this level are things you do everyday as part of your daily life such as how you get to school, walking a dog, walking up and down stairs, etc. Students need 60 minutes of physical activity everyday to keep your heart and body fit. The Daily Lifestyle Activities usually will not be enough to meet the 60 minutes for most students.
(Uncover the Weight Management Zone)

The Weight Management Zone is the easiest of the fitness zones. You can do it for an hour because the physical activities in this zone are not done at a fast pace. This type of activity should be done longer to be a benefit to your body. An example would be walking. An hour is a long time to do one activity. It is all right to break the hour into several segments.

(Uncover the Healthy Heart Zone)

The physical activities in this zone are done faster than in the Weight Management Zone. Activities within this zone are done at a steady pace and strengthen the heart. Fast walking, biking and ice skating are examples of physical activities in the Healthy Heart Zone.

(Uncover the Kick It Zone/Aerobic Zone)

This zone provides benefits to both the heart and lungs. Some examples of these activities are soccer and full court basketball. This zone is more challenging.

Students should do at least 60 minutes everyday in one of the three fitness zones we just discussed (Weight Management, Healthy Heart and Kick It Zones). The base of the Elementary Heart Rate Pyramid, Daily Lifestyle Activities, will not be enough exercise for most students.

**ACTIVITY:** (Optional. You may want to do this activity if the students have not experienced it before or if you would like to help them remember what each of the three fitness zones feel like.)

1. Stand by your desks. Walk in place with me while I talk. (Walk for at least one minute.) At this pace we could walk for a long time without getting tired. Our heart is beating faster than when we are sitting. To keep our heart and body fit, we would need to do an activity like this for a longer time (about an hour). When we do activity at this pace it is called the Weight Management Zone.

2. Let us pick up the pace and walk faster or slowly jog in place, remember to use your arms. (Jog for at least one minute.) Notice that your heart is beating faster and your body is working harder. To keep fit you would not have to do this activity as long as you would when you were walking. When you do activity at this pace it is called the Healthy Heart Zone.

3. Now let us jog faster. Remember to use your arms. (Jog faster for at least a minute.) Notice that your body is working harder and your heart is working faster than it was during the slow jogging. You are breathing faster, getting sweaty. You may be getting tired. To keep fit you would not have to do this activity as long as you would the slow jogging. When you do activity at this pace it is called the Kick It Zone (Aerobic Zone). When you exercise in this zone your heart and lungs get the best workout.
(Discuss various physical activities the students like to do, and in which zone that activity would be.)

The heart is one of the strongest muscles in our body. To keep muscles in our arms and legs strong we exercise these muscles every day. To keep our heart muscle strong, we must also exercise it every day. When we exercise in the Weight Management Zone the heart gets a little exercise. The heart gets more exercise when we get into the Healthy Heart Zone. The heart gets an excellent workout when we get into the Kick It Zone (Aerobic Zone). It is important to exercise in one of the three fitness zones every day.

**HOME ACTIVITY:** **STRONG HEARTS** (take home sheet)

**FILL YOUR BALLOONS WITH HEALTHY HABITS** (motivational bulletin board, refer to Activities Section)

To motivate students to make the behavior changes that are encouraged throughout all the objectives, use the motivational bulletin board. The following activities will be recorded on the bulletin board balloons.

- **PARENT LETTER**
- **TEACH YOUR PARENTS**
- **ANYTIME SNACKS**
- **MY GOAL: 0-2 SOMETIME SNACKS A DAY**
- **HEALTHY HEART RECIPES** (tried at home)
- Tips for Fast Food Meals (tried at home)

Each time a student brings back a completed heart from the **STRONG HEARTS** activity or completes the behavior change activities listed above, he/she can add a heart sticker to his/her balloon.)
Objective 3: The students should be able to discuss benefits of fresh foods versus processed foods. (National Standards 1,2,5)

Objective 4: The students should be able to list three processed foods that are low in fat and three that are high in fat. (National Standards 1,2,5)

Yesterday we talked about how important physical activity is to keeping our heart strong. Today we are going to learn how nutrition helps our heart.

ACTIVITY: LET'S GO FISHING (10 minute skit, refer to Activities Section)

(Discuss points related to puppet show.)

1. What does the word “processed” mean? Give some examples?
   Definition: Artificial modification;
   Take a fresh plain food and change it in some way and put it in a can, box or bag. Usually fat, salt or sugar is added.

   EXAMPLES:

   Fresh Food          Processed Food
   Fresh Peaches       Canned Peaches
                      - canned in its own juice
                      - in light syrup
                      - in a heavy syrup
   Corn                Canned Corn
                      - virtually all canned corn has salt added
   Beef and Pork       Hot Dogs, Bologna, Bacon, Salami
                      - salt is always added
                      - a lot of fat is added to the regular product, only a little fat is added to lite/light products
   Milk                Cheese
                      - salt is always added
                      - a lot of fat is in the regular product
                      - only a little fat is in the lite/light product
                      - no fat is in the fat-free product

2. Let us discuss the foods the three friends ate that were processed. What was added to these foods in processing?
   a) (Give each student three different colored squares of paper.

   Red represents fat
   Yellow represents sugar
   Blue represents salt
As you list each food Jigger chose, ask the students to hold up the colored square that shows whether the food contains fat, sugar or salt. If the food contains neither fat, sugar nor salt, no square would be held up. Repeat with Buffy’s menu, and then Corky’s menu.
b) Let us chart or graph the menus of Jigger, Buffy and Corky using the colored squares. For example, Jigger’s lunch of potato chips, soda pop and a candy bar would look like this: red and blue [potato chips], yellow [soda pop], red, blue and yellow [chocolate candy bar].

<table>
<thead>
<tr>
<th>Processed Foods</th>
<th>What was Added</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Bologna</td>
<td>Fat, salt</td>
</tr>
<tr>
<td>Regular American Cheese</td>
<td>Salt, fat</td>
</tr>
<tr>
<td>Potato Chips</td>
<td>Fat, salt</td>
</tr>
<tr>
<td>Candy Bar</td>
<td>Fat, salt, sugar</td>
</tr>
<tr>
<td>Chewy Fruit Treats</td>
<td>Sugar</td>
</tr>
<tr>
<td>Pop</td>
<td>Sugar</td>
</tr>
</tbody>
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**TEACHER FACT** Chewy Fruit Treats: Check your grocery store. There are many of these fruit products. The fruit leathers are not very high in sugar, but the other types are higher. These products contain very little fruit, therefore, have less nutrients and less fiber than real fruit.

Pop: The only nutrient pop has is sugar [a carbohydrate] which provides calories. It contains no vitamins or minerals. One 12 ounce can has ten teaspoons or more of sugar in it. [Use sugar cubes or measure out loose sugar to show this amount.]

Bread: Whole wheat is healthier than white because of the higher fiber content. Because bread has been made for thousands of years we may not even think of it as a processed food. Most breads contain very little fat, salt and sugar.)

3. Let us list the foods that were not processed. (Mention how no fat, salt or sugar was added to these foods.)

Turkey: Plain meat from a turkey is not processed. It is low in fat and salt. If it is made into turkey bologna or hot dogs it is processed and would be high in salt and possibly fat.

Milk: •Whole milk is high in fat. It is like skim milk with two teaspoons of fat added.
•2% milk is like skim milk with one teaspoon of fat added.
•1% milk is like skim milk with one half teaspoon of fat added.
•Skim milk has no fat.
The less fat the more healthy! It is best for us to choose skim or 1% milk.
Grapes: Grapes are naturally sweet and are rich in vitamins, minerals and fiber. They have no sugar added.

**ASK:** How often should we eat these (high fat, high salt, high sugar) processed foods?

**ANSWER:** Once in a while.

**ACTIVITY:** *DECODE THE MESSAGE* (worksheet)
Objective 5: The students should be able to identify that fat is added in
♥ the processing of food.
♥ home preparation of food.
(National Standards 1,2,5,6,7,8)

Objective 6: The students should be able to try at least one way to reduce fat in their diet.
(National Standards 1,2,5,6,7,8)

Approximately 60 minutes
broken into two segments.

As Americans, we eat too much fat. It is not healthy for our heart to eat this much. (Use pizza rounds to demonstrate these diagrams.

### TEACHER FACT:

This pie represents all of the calories (measure of energy in food) we eat in one day. Presently we consume 34% of our calories from fat. A considerable amount of fat comes from processed food. The goal is to decrease our fat consumption to 30%.

### ACTIVITY: (Demonstrate the following in class.)
1. How much fat do most Americans eat?
   (Use two sticks of margarine and two self-seal plastic bags. Show students one stick. Unwrap the margarine and put it in a plastic bag.) That is about how much fat each person eats every day. See how the fat sticks to the wrapper and the bag. In our body fat turns into a substance (cholesterol) that sticks to the inside of our heart and blood vessels the way this margarine sticks to the wrapper and bag.

2. How much fat should we eat each day?
   (Cut off 5 and 1/3 tablespoons from the second stick of margarine, and place the 5 1/3 TB in another plastic bag.) Our goal is that we should eat no more than this in one day. (Compare the two bags.) Eating a little less fat can help our heart a lot!
ACTIVITY: How Much Fat? (test tube visual aides)
(Use the test tubes to dramatically show students the amount of fat in eight different foods they normally eat. Use either real food containers or pictures of food cut out of magazines to display the food. Discuss the portion size. The following are suggested ideas for discussion.)

Milk:  Compare whole to skim. Explain that 2% milk has half the fat found in whole milk. 1% has one-fourth the amount of whole milk.

Meat:  Show students a deck of cards. This represents a three ounce serving of meat. Compare the 90% lean ground beef to the chicken and to the fish. Point out that the bologna is only one ounce of meat. If you ate three ounces it would be three tubes. The hot dog is about one and one-half ounces of meat. If you ate the three ounce portion it would be two hot dogs and two tubes of fat. There are light varieties of processed meats and cheese which have less fat. Cheese also comes in a fat free variety.

Fast Food Deluxe Burger:  Take out the three tubes depicting the fat in the fast food deluxe burger. Hold them up without showing the labels.

Ask:  What food is this?
Answer:  Let students respond.

ASK:  There are some foods with no fat. Can you name some?


Now let us talk about ways you can reduce fat in your food choices. (Brainstorm with the class so that the following examples are discussed. Use the test tubes again when applicable.)

1. If you drink whole milk try 2%. If you drink 2% milk try 1% or skim milk. (Show tubes representing milk.)
2. Try either peanut butter or margarine/butter on your bread. Use only one.
3. Try only jelly on bread or toast. Do not use margarine/butter.
4. Try only syrup or fruit on pancakes, waffles or French toast. Do not use margarine/butter.
5. Take the skin off your chicken. (Explain the tube representing fat in chicken would be full if you ate the skin on the chicken.)
6. Eat more fish. (Show the tube representing fish. Most fish is very low in fat.)
7. Choose light bologna, light cheese or a light hot dog instead of the regular higher fat product. (Explain that the light bologna would have about half the fat that is shown in the tube of regular bologna.)
8. Choose veggies or fruit which have no fat, instead of a high fat snack. For example choose grapes for a snack instead of a bag of potato chips.
SNACK ACTIVITY: (Let students taste peanut butter or jelly on bread without using margarine/butter. It is fun for students to make their own sandwich. Discuss their reactions to the taste.)

HOME ACTIVITY: PARENT LETTER and ↓ FATT (refer to Activities Section) (Read the letter with the students. Ask students to identify at least one thing they would like to change using the ↓ FATT sheet. Then have them write in what they would like to change and how. Each time a student brings back a completed heart from the PARENT LETTER for making a heart healthy change at home, he/she may add a heart sticker to the motivational bulletin board FILL YOUR BALLOONS WITH HEALTHY HABITS.)

(You may want to break here for the day.)

(Discuss any changes the students tried last night regarding the PARENT LETTER.)

We have talked about how processing food can add fat, salt and sugar. But in our home sometimes we change low fat, low salt, low sugar healthy food into a less healthy food, too. Let us brainstorm how this happens.

ACTIVITY: (Break into groups or use class discussion. Give each group a card with one food listed below, e.g., potatoes, etc. Ask them to think of ways we change these food in our home. Identify whether fat, salt or sugar has been added.

<table>
<thead>
<tr>
<th>Foods</th>
<th>Ways We Change Foods And What We Add</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potatoes</td>
<td>Fried - butter or margarine, salt</td>
</tr>
<tr>
<td></td>
<td>Hashbrowns - butter or margarine, salt</td>
</tr>
<tr>
<td></td>
<td>Baked - sour cream, butter or margarine, etc.</td>
</tr>
<tr>
<td></td>
<td>French Fries - oil, salt</td>
</tr>
<tr>
<td></td>
<td>Regular Potato Chips - oil, salt</td>
</tr>
<tr>
<td></td>
<td>Baked Potato Chips - salt</td>
</tr>
<tr>
<td>Popcorn</td>
<td>Air Popped - salt</td>
</tr>
<tr>
<td></td>
<td>Regular Microwave - fat, salt</td>
</tr>
<tr>
<td></td>
<td>Light Microwave - little fat, salt</td>
</tr>
<tr>
<td></td>
<td>Fat Free Microwave - salt</td>
</tr>
<tr>
<td></td>
<td>Other Poppers - fat, salt</td>
</tr>
</tbody>
</table>

(You may want to break here for the day.)
ACTIVITY: How Much Fat?...Part II (test tube visual aids)

(Use either real food containers or pictures of food cut out of magazines to display the food. Discuss the portion size.)

Let us look at how much fat is in a few favorite processed foods we eat.

Ice Cream: Compare the regular ice cream to the Dairy Queen®, which can also represent light ice cream. Point out that only a few people eat a half cup of ice cream. Most people eat more than one-half cup. Some frozen yogurt may be fat free.

Crackers: Compare a high fat variety like Ritz® to graham or saltines.

Potato Chips: Compare the two varieties. Note there are also baked chips with 0-1 gram of fat per one ounce serving.

Milky Way® Candy Bar: Most standard sized candy bars with chocolate contain this amount. A Hershey® bar and a Snickers® bar have more. The theater size candy bars are much larger and would be more than one serving. Discuss that some candy bars, e.g. Milky Way®, produce a light version which has half the fat. Licorice and hard candy have no fat.

Fast food grilled chicken sandwich: This is a very healthy fast food choice compared to the quarter pounder. It has no skin on the chicken, nor does it have breading.

Fries: This represents the fat in a small order of fries. Note that one plain potato has virtually no fat.

Pizza: (Cut a piece of paper to help students visualize one piece of pizza.) This tube represents the fat in this size piece of pepperoni pizza.
HOME ACTIVITY:  **TEACH YOUR PARENTS** (take home sheet) and the **How Much Fat?** and **How Much Fat?...Part II** (tubes of fat)
(Place each set of tubes in a lunch box or plastic ice cream pail with the corresponding take home sheet. Students should sign out one set overnight and teach their parents what they have learned. Encourage students to have their parents complete the last two questions on the take home sheet. The students should return the signed take home sheet to the teacher. When the student returns a **TEACH YOUR PARENTS** sheet, he/she may add a heart sticker to the motivational bulletin board **FILL YOUR BALLOONS WITH HEALTHY HABITS.**)
Objective 7: The students should be able to read labels to identify Anytime Snacks (less than five grams of fat per serving) and Sometime Snacks (five or more grams of fat per serving). (National Standards 1,2,8)

Snacks are an important part of what we eat each day. Most of the time snacks should be low in fat and sugar so we can keep our heart healthy. We call snacks that are low in fat and low in sugar Anytime Snacks. Snacks high in fat and high in sugar are Sometime Snacks. We are going to learn two “guides”, the Fat Guide and the Sugar Guide, to help us identify Anytime and Sometime Snacks. First let us learn about fat and the Fat Guide.

Sometimes it is hard to know when a snack is low in fat. Labels can give us the answer, but we must learn how to read them.

ACTIVITY: SNACK FOOD LABELS (refer to Activities Section)
(Use an overhead of the pretzel and cookie labels or give each student a copy.)

1. Look at the pretzel label. Find the Serving Size. Circle it.

   TEACHER FACT: The serving size on a food label may not be the same as that identified in MyPyramid. Servings listed on food labels are based on customarily used portions. The MyPyramid serving sizes are based on nutrient density. For this activity, use the portion identified on the label as the serving size. For pretzels all labels identify one ounce, but the number of pretzels will vary depending on size and shape.

   1 2 3 4 / 5 6 7 8 9 10
   This helps students understand more than 4 grams begins at the number 5.

   Ask: From our label reading and our definition, are pretzels an Anytime or Sometime Snack?

   Approximately 90 minutes broken into two segments.
ANSWER: Anytime Snack (0 grams fat).

4. (Go through the same steps for the chocolate chip cookie.)

ASK: What foods usually have no label, but are naturally low in fat?

ANSWER: Vegetables and fruits

**TEACHER FACT:** If a product has less than 0.5 grams of fat it is called fat free.

**FAT GUIDE**
A food with five or more grams of fat is a Sometime Food.
A food with less than five grams of fat is an Anytime Food.
Read the label to identify total fat per serving.

**ACTIVITY:** **SNACK FOR YOUR HEART** (worksheet)
(Have students bring labels of the following snack foods from home to use for this activity, or use the labels in the Activities Section.

<table>
<thead>
<tr>
<th>CRISPY POTATO CHIPS</th>
<th>REGULAR TORTILLA CHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SNAPPY POTATO CHIPS</td>
<td>BAKED TORTILLA CHIPS</td>
</tr>
<tr>
<td>MILK CHOCOLATE BAR</td>
<td>PEANUTS</td>
</tr>
<tr>
<td>VANILLA ICE CREAM</td>
<td>APPLE</td>
</tr>
<tr>
<td>LITE ICE CREAM</td>
<td>BABY CARROTS</td>
</tr>
<tr>
<td>CRISPY CHEESE SNACKS</td>
<td>DONUT</td>
</tr>
<tr>
<td>CRISPY BUTTER CRACKERS</td>
<td>BAGEL</td>
</tr>
<tr>
<td>REDUCED FAT CRISPY BUTTER CRACKERS</td>
<td>NONFAT YOGURT</td>
</tr>
</tbody>
</table>

Be certain there are eight or more snacks that fit each of the Anytime or Sometime categories. [Do not include foods high in sugar but low in fat because it may confuse the students. That will be covered in Objective 8.]

- Have students work in pairs, or independently.
- Have students look again at the **SNACK FOOD LABELS**, the pretzel and chocolate chip cookie. Read the pretzel label for serving size and total fat. Use the Fat Guide to determine if the food is an Anytime or Sometime Food. Repeat with the cookies.
- Circulate labels of the other snack foods listed above throughout the pairs.
- The pairs must read the label for serving size and total fat. They should decide and write down on the worksheet whether each snack is an Anytime or Sometime Snack.
- Remind students of the Fat Guide.
SNACK

ACTIVITY: 1. (Choose two foods that look identical but one has 5 or more grams of fat and the other is less than 5 grams of fat, e.g. regular American cheese and reduced fat American cheese served on a reduced fat cracker, or regular ice cream and light ice cream.

2. Let students taste a sample of each without knowing the foods are different.

3. Then tell them which one was an Anytime Snack and which one was a Sometime Snack. Discuss.)

ASK: How can we tell whether a food is low in fat? In other words, how can we tell if a food is an Anytime Snack?

ANSWER: Read the label and remember our Fat Guide.

FAT GUIDE
A food with five or more grams of fat is a Sometime Food.
A food with less than five grams of fat is an Anytime Food.
Read the label to identify total fat per serving.

ACTIVITY: The Label Reading Game
(For this activity use labels of snack foods listed in the above activity SNACK FOR YOUR HEART. Divide the class into groups of three students.

1. Give each group a copy of the same snack food label.

→ Ask the groups to write down the serving size and the grams of total fat.
→ Call on one group to tell the rest of the class what their group wrote down for the serving size and grams of total fat.
→ Have all the rest of the groups check what they had written down to make sure they got the same answers. If they disagree, they should raise their hand and state their group’s answer.
→ Let the group state if the snack food label would be an Anytime Food or a Sometime Food. Repeat with 6-8 additional labels of snack foods.
2. Give each group a copy of two snack food labels to compare, e.g. a bagel and donut. One should be a Sometime Snack and the other an Anytime Snack. Ask the groups to look at the serving size and total grams of fat on each food label and determine which food is the Anytime Snack, and which food is the Sometime Snack. Call on a group. Of the two snacks, the group should name the Anytime Snack.

3. If the class seems to understand this label reading process, expand their label reading knowledge.

→ Hold up a food container of a snack food.
→ Read the serving size and the grams of fat in that serving.
→ Double the serving size and ask the group to figure out the total grams of fat.

HOME ACTIVITY: **ANYTIME SNACKS** (take home sheet)
(Ask the students to eat a fruit or vegetable with a low fat dip as an Anytime Snack after school or at bedtime. The student should complete the heart, cut it out and return it to school for a sticker to be placed on the motivational bulletin board chart called **FILL YOUR BALLOONS WITH HEALTHY HABITS**.)
Objective 8: The students should be able to recognize high sugar foods (Sometime Foods) with few vitamins, minerals and fiber. (National Standards 1,2,8)

Approximately 20 minutes

Certain foods are called Sometime Foods because they have too much fat and sugar. We talked about a guide to identify a Sometime Food that is high in fat (five or more grams of fat per serving).

Now let us look at sugar. Sugar can be found in processed foods as well as in foods we prepare in our home. Most of the sugar we consume, however, is from processed food. The average American eats 156 pounds of sugar in one year. This is equal to almost 1 cup of sugar per day.

ACTIVITY: Have one student measure out 1 cup of sugar. Put in a clear container. This is how much sugar the average American eats every day.

TEACHER FACT: Before the year 1500, sugar was so costly that it was used as a medicine. At the time of the Revolutionary War in the U.S. (200 years ago), Americans ate only two pounds of sugar a year. In 1970, we ate 123 pounds of sugar per year.

We need to eat less sugar, because there are problems with too much sugar.

1. Sugar may give us too many calories and our body can store those extra calories as body fat. The more body fat we have the harder our heart must work. (Note that many foods high in sugar are also high in fat.)

2. If we get full eating high sugar foods (Sometime Foods), we do not eat enough fiber rich Anytime Foods (e.g. whole wheat bread, fruits, vegetables).

3. If we get full eating high sugar foods, we do not eat enough foods rich in vitamins and minerals and protein.

4. Sugar can cause cavities if we do not brush our teeth often.

ASK: What are some foods high in sugar?

ANSWER: Candy, cookies, ice cream, fruit treats (leather, bars, chewy treats, drops), pop, Kool Aid®, and presweetened cereal. Most of these are processed foods.
(You may choose to discuss the teacher fact, identified above, with the students.)

The following guide lists foods high in sugar with few vitamins, minerals or fiber. These foods are called Sometime Foods.

**SUGAR GUIDE**
These foods are high in sugar with few vitamins, minerals and fiber.
They are Sometime Foods.

<table>
<thead>
<tr>
<th>Bars</th>
<th>Doughnuts</th>
<th>Jello®</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brownies</td>
<td>Fruit Drinks</td>
<td>Licorice</td>
</tr>
<tr>
<td>Cake</td>
<td>Chewy Fruit Snacks</td>
<td>Pie</td>
</tr>
<tr>
<td>Candy, Hard &amp; Chocolate</td>
<td>Frosted Cereals and Granola</td>
<td>Pop</td>
</tr>
<tr>
<td>Cookies</td>
<td>Ice Cream</td>
<td>Sweet Rolls</td>
</tr>
</tbody>
</table>

Let us think of ways we can eat less sugar. I will write them on the board.

♥ Eat fruit instead of candy or cookies for snacks.
♥ Eat unfrosted cereal instead of frosted cereal.
♥ Eat your unfrosted cereal without sugar (or use less).
♥ For food we normally add sugar to, use less (e.g., grapefruit, strawberries).
♥ Drink less pop.

We will use this information in choosing our snacks this week.

**HOME ACTIVITY: ANYTIME SNACKS** (Continue to use the same take home sheet as in Objective 7.) Remind students to continue to choose a vegetable with a low fat dip, or a fruit as an Anytime Food for their after school and/or bedtime snack. When the students return a heart, they will receive a sticker to be placed on the motivational bulletin board chart called **FILL YOUR BALLOONS WITH HEALTHY HABITS**.
Objective 9: The students should be able to read labels in order to help them limit their Sometime Foods to 0-2 each day. (National Standards 1,2,8)

We have been learning which foods are Anytime Snacks and which foods are Sometime Snacks. (Review the guidelines for Anytime/Sometime Snacks.)

SUGAR GUIDE
These foods are high in sugar with few vitamins, minerals and fiber. They are Sometime Foods.

Bars  Doughnuts  Jello®
Brownies  Fruit Drinks  Licorice
Cake  Chewy Fruit Snacks  Pie
Candy, Hard & Chocolate  Frosted Cereals and Granola  Pop
Cookies  Ice Cream  Sweet Rolls

FAT GUIDE
A food with five or more grams of fat is a Sometime Food.
A food with less than five grams of fat is an Anytime Food.
Read the label to identify total fat per serving.

(Look at the REGULAR SODA label. Refer to Activities Section. Identify if it is an Anytime or Sometime Food by using the Sugar Guide/Fat Guide.)

ASK: Is this food high in sugar?

ANSWER: Yes.

ASK: Is this food an Anytime or Sometime Food?

ANSWER: This REGULAR SODA is a Sometime Food. We do not have to check the fat because it is on the Sometime list for sugar.

(Show them the CRISPY POTATO CHIP label. Refer to Activities Section.)

ASK: To identify if this food is a Sometime Snack we first must ask: is this food on the high sugar list?

ANSWER: No.

ASK: The second question we must ask is: does this food have 5 or more grams of fat?

ANSWER: Yes.
ASK: What kind of food is this?

ANSWER: A Sometime Food.

(Review more labels if necessary.)

We do not want to eat too many Sometime Foods. They are high in sugar and fat and do not have many vitamins and minerals. We should limit how many Sometime Foods we eat each day. A good guide is to eat no more than 0 - 2 Sometime Foods each day.

ACTIVITY: **COUNT THE SOMETIME FOODS** (worksheet)

(The goal is to help students recognize the Sometime Foods so they can follow the guide of 0 - 2 Sometime Foods each day when they make their food choices. If the students are not sure which foods are the Sometime Foods, find a Nutrition Facts label for that food, e.g. whole milk. Then use the Sugar Guide and Fat Guide. Note that whole milk is a Sometime Food because one cup contains eight grams of fat.)

<table>
<thead>
<tr>
<th>ACTIVITY SHEET KEY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many Sometime Foods were in Day 1? <strong>1</strong> (regular ice cream)</td>
</tr>
<tr>
<td>2. How many Sometime Foods were in Day 2? <strong>5</strong> (candy, one can soda pop, 12 potato chips, two cups of whole milk)</td>
</tr>
<tr>
<td>3. Day one meets the goal of 0 - 2 Sometime Foods.</td>
</tr>
</tbody>
</table>

ACTIVITY: **MY GOAL: 0 - 2 SOMETIME SNACKS A DAY** (booklet)

(Goal: The students should eat only 0 - 2 Sometime Foods each day.

1. Have the students assemble their booklet.

2. Review the Sugar Guide and Fat Guide.

3. Keep the booklet in school. Each day as the students eat their snacks and desserts at school and home they should identify the Sometime Foods using the Sugar and Fat Guides.

4. Every day in the morning, the students should record the Sometime Foods they ate the previous day in their booklet.

5. Remind the students to read the serving size on the label. If they ate twice the serving size for a Sometime Food it must be written down twice.

6. Even if the students eat more than two Sometime Foods in one day, they should record all of them in their booklet.

7. For each day a student meets his/her 0 - 2 Sometime Food goal, he/she may place a sticker on the motivational bulletin board chart called **FILL YOUR BALLOONS WITH HEALTHY HABITS**.)
SNACK
ACTIVITY: **HEALTHY HEART RECIPES** (refer to Activities Section)
(In class prepare an Anytime Snack from the recipes found in the Activities Section: Fruity Yogurt Shake or Soft Pretzels are easy to prepare in class.)

**TEACHER FACT:** It has been proven that students who prepare a food and taste it are more likely to eat it again later.

HOME
ACTIVITY: **HEALTHY HEART RECIPES** (refer to Activities Section)
(Send home these recipes with the students. Encourage the students to make these recipes at home. Have the students make their own paper heart naming the recipe they tried. They will then receive a sticker to be placed on the motivational bulletin board chart called **FILL YOUR BALLOONS WITH HEALTHY HABITS**.)
**Objective 10:** The students should be able to discuss and put into practice the skills needed to choose a fast food meal which should contain three to five food groups. (National Standards 5,6,7,8)

Today we are going to talk about fast food and our heart.

**ASK:** What do you usually eat when you go to a fast food restaurant?

**ANSWER:** (On the board write three or more meals the students name. Pizza is not really a fast food and is difficult to analyze.)

Most fast food is very high in fat, which is not healthy for our heart. (Use the fat tubes to visually review how much fat is in the following: fast food deluxe burger, French fries, fast food grilled chicken sandwich.)

**TEACHER FACT:** Children consume between 1600 to 2000 calories a day. Following the Dietary Guidelines a person eating 2000 calories a day should eat no more than 66 grams of fat a day. Compare that to this fast food meal: 45 grams of fat in one meal compared to 66 grams of fat in an entire day.

<table>
<thead>
<tr>
<th>Food</th>
<th>Grams of Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Pound Cheeseburger</td>
<td>25</td>
</tr>
<tr>
<td>Fries, Small</td>
<td>10</td>
</tr>
<tr>
<td>Shake, Chocolate</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>

Let us analyze a meal we might eat at home. Meals should be balanced. To be healthy each meal should have 3 - 5 of the food groups represented, even fast food meals. Look at the following ‘fast food’ meal made at home.

♥♥ ♥ Turkey on Whole Wheat ♥♥
♥♥ ♥ Apple ♥♥
♥♥ ♥ Skim Milk ♥♥

**ASK:** How many food groups are represented?

**ANSWER:** Four

**ASK:** Name the food groups represented.
ANSWER: Breads and Cereal, Fruit, Milk and Meat.

Let us go back and evaluate one of our fast food meals. Does it have three to five food groups?

(In evaluating a hamburger, fries and soda pop, only two groups would be represented. Fries are not counted as a vegetable because when you fry the potato in fat it is not heart healthy. In evaluating a hamburger, fries and a shake three food groups would be represented, if the shake is counted as a serving of milk. Shakes can range from low to high for fat. All shakes have added sugar.)

Fast food meals often do not contain vegetables or fruits, but we need to eat five servings of vegetable/fruits every day. To eat five vegetable/fruits each day we need to eat at least one serving at every meal and for one or more snacks. Let us brainstorm on ways we can include a vegetable/fruit when we eat fast food to make the meal healthier.

♥ Choose a salad with low fat dressing.
♥ Eat four baby carrots or ½ regular carrot before you go to the restaurant.
♥ Eat a piece of fruit before you go to the restaurant or later as a snack.
♥ Choose a juice instead of pop with your meal.

ASK: What could you do if you just finished a fast food meal and you realized you did not eat any vegetable/fruit?

ANSWER: Remember to eat a vegetable/fruit at your next snack.

SNACK

ACTIVITY: Let us find out how easy it is to eat a vegetable.
(Pass out four baby carrots to each student. Four baby carrots (or about a handful) provide 100% of the RDA for vitamin A via beta carotene.)

Fast food meals usually do not include milk.

ASK: Do fast food restaurants offer milk? What kind do they serve?

ANSWER: Hardee’s® sells either 2% or 1% milk and McDonalds® sells 1% milk.

(Discuss what to do regarding milk in the following situations.)

1. What if the restaurant only serves 2% milk? Remember that 1% or skim milk is more heart healthy, and that we need four cups of milk each day.

   Answers:
   ✔ We know that 1% or skim milk is heart healthy so we can skip the 2% milk and drink 1% or skim at another time.
   ✔ We could drink 2% milk and realize we are taking in more fat with 2% milk and then decrease fat later to make up for it.
   ✔ Order water or fruit juice and have 1% or skim milk later.
2. What if you choose to drink pop at the restaurant?
   Answer:
   ✔️ We could remember to drink 1% or skim milk for a snack or with a meal later that day. Pop only contains sugar and water, no calcium, etc.

Let us write down tips to help make our fast food meals become healthier. (Ask students to contribute.)

<table>
<thead>
<tr>
<th>FAST FOOD TIPS</th>
</tr>
</thead>
</table>

1. Choose sandwiches lower in fat.
2. Take the skin and breading off the chicken.
3. Choose a small order of fries or share an order.
4. Choose salads with low fat dressing.
5. Choose skim or 1% milk.
6. Eat four baby carrots or ½ regular carrot before you go out or later as a snack.
7. Eat a piece of fruit before you go out or later as a snack.
8. Choose a soft serve cone instead of a shake.

**ACTIVITY:** (Have the students work in pairs using the computer. Have them choose at least four fast food tips and design and print ‘Tips for Fast Food Meals’. Students should share these with their families).

**ACTIVITY:** **HEALTHY FAST FOOD EATING** (worksheet)
(Explain the worksheet and have the students complete it. Remind them that a healthy meal needs to have 3-5 food groups.

(Optional:)
1. Give each child a paper place mat or tray cover. A hospital or fast food restaurant may provide these free upon request.
2. Have each student write their healthy fast food menu and food tip, and then illustrate it on the place mat.
3. Put the completed place mat up in the hall or around the classroom.)

**HOME**

**ACTIVITY:** From ‘Tips for Fast Food Meals’, have the students take the tips they chose home. Ask their families to try out at least one of the tips the next time they eat fast food. Report back to the class the tips they tried out. Each student who tries a healthy fast food tip may place a sticker on the motivational bulletin board chart called **FILL YOUR BALLOONS WITH HEALTHY HABITS**.

**ACTIVITY:** (The goal is to have the class help **plan a heart healthy meal** that would be served one day in the cafeteria. The teacher may want to invite the head cook or dietitian to help the class follow the USDA School Lunch Guidelines. Have the class design a poster stating the menu and that it was planned by the third grade. Display the menu in the hot lunch room.)
We have been learning how to keep our heart strong and healthy. Some ways to do this are to:

♥ **Do a Fast Heart Activity every day.**
♥ **Eat a variety of Anytime Foods (low in fat and low in salt).**
♥ **Don’t smoke.**

The national recommendation is that children and teens do 60 minutes of moderate to vigorous physical activity every day. This week, students are asked to do physical activities with their parents three times for at least 20 minutes. Walking, skating, bike riding and swimming are all good Fast Heart Activities for healthy hearts. Watching too much TV or videos, or playing computer games too much puts children at risk for obesity, high blood cholesterol and heart disease. Pick one half-hour television show to skip and go for a family walk or bike ride instead. After doing a physical activity, a parent should fill in a heart below. The student may then cut the heart out and return it to his/her teacher to be recorded on the class chart.
Fill Your Balloons with Healthy Habits
LET’S GO FISHING

Skit: 3 characters

- Corky - Knows a lot
- Buffy - Has some information
- Jigger - Knows nothing

Props: Use three paper bags with the following menus written on the outside with a heavy marker.

- Corky: Turkey sandwich on whole wheat bread, grapes, skim milk and oatmeal chocolate chip cookie.
- Buffy: Regular bologna and regular cheese on white bread, fruit treats and 2% milk.
- Jigger: Big bag of regular potato chips, regular soda pop and a chocolate candy bar.

- Hats for each character.

Narrator: Corky, Buffy, and Jigger are friends. It’s a nice day and they are wondering what to do for the day.

Corky: Isn’t it a nice sunny day? Let’s do something outside instead of watching TV.

Buffy: Great! Let’s go fishing.

Jigger: Will we have something to eat?

Buffy: Let’s take a picnic lunch!

All Three: Great! Let’s go ask our moms and get our lunches.

Narrator: The three return with their fishing poles and lunches.

Buffy: How are we going to get to the fishing place?

Jigger: Let’s have my mom drive us there.

Corky: No, let’s walk, exercise is good for everyone.

Buffy: I hope we catch ten fish today.

Jigger: What will we do with them?
Corky: I like fish. We’ll take them home and have our dads help clean them and cook the fish for supper.

Corky & Jigger: Yeah!

Buffy: I like fresh fish best. Sometimes the kind mom buys at the store has extra breading and doesn’t taste as good.

Corky: My mom is a nutritionist at the hospital and she says that added coating isn’t good for you either. It has fat added and too much fat can hurt your heart.

Jigger: Aw, I don’t know, my heart’s pretty healthy.

Buffy: Hey! Here’s my favorite place to fish. Let’s go here.

Narrator: The friends begin to fish.

Jigger: I’m hungry and thirsty from walking. Let’s eat our lunch.

Buffy: Sounds good. Look! I caught a fish. Let’s just leave our fishing lines in the water while we eat because I’m hungry, too. What did you bring?

Corky: I’ve got a turkey sandwich made with whole wheat bread, some grapes, and skim milk. And, oh, goodie, my favorite — an oatmeal chocolate chip cookie!

Buffy: My mom sent milk too, but mine is 2% milk. And here’s some white bread with regular bologna and a slice of regular cheese. And some fruit — these Fruit Treats.

Jigger: I just grabbed this big bag of potato chips, some pop and a candy bar.

Narrator: (Show the three lunch bags to the class and put them in full view.)

Jigger: You brought milk?

Corky & Buffy: Yes, it’s good to drink.

Corky: I brought skim milk because it doesn’t have as much fat as 2% milk.

Buffy: Fat in milk?

Jigger: Why do we need to worry about fat?

Corky: Too much fat can block our blood vessels. It can hurt our heart. We shouldn’t eat so many foods with all that fat if we want to keep our heart healthy.
Jigger: That’s why I didn’t bring a bologna sandwich — yuck! All that fat. (sarcastic remark)

Buffy: But what about your potato chips?

Jigger: Hey, potatoes are a vegetable!

Corky: Vegetable! That big bag of chips has about 8 teaspoons of fat in it. There’s more fat than potato in that bag!

Buffy: Not to mention the salt!

Corky: In fact, most processed foods are high in fat and salt!

Jigger: Processed? What does that mean!

Buffy: You know, that’s when they take a plain fresh food and do something to it. Like those potato chips. They take a regular potato, slice it up, fry it, add salt, and put it in a package.

Corky: Your bologna was processed, too. They took plain meat, ground it up and added salt and fat. Most everything in a box, can, or a bag has been processed.

Jigger: You mean that canned corn I had last night for supper was processed?

Corky: It sure was! But it’s not the processing that’s bad, it’s what they add to the food in processing that can hurt our health. A lot of the canned vegetables have a whole bunch of salt added.

Buffy: But you can buy corn or any other vegetable without salt! You just have to read the label.

Corky: So that’s why it takes my mom a long time to shop for groceries.

Jigger: If most foods in cans, boxes, and bags are processed, does that mean cheese is a processed food, too?

Buffy: Yes, but cheese is made from milk and we know that milk is good for you.

Corky: But don’t you remember, whole milk has a lot of fat and cheese is made from whole milk, so it has a lot of fat, too.

Jigger: Does this mean we shouldn’t eat cheese?

Corky: No, it’s OK to eat it once in a while, or you can eat the low fat cheese my mom buys..
Buffy: You picked on my bologna and cheese sandwich, but at least I brought fruit.

Corky: Fruit! You call those little drops in that package fruit?

Buffy: They’re called Fruit Treats, why wouldn’t they be a fruit?

Jigger: Hey you guys, they came wrapped in this paper. Is this a processed food? Let’s read the label.

Corky: Look on the box where it says ingredients.

Buffy: Hey! They put sugar in my Fruit Treats! Why would they want to do that?

Corky: Speaking of sugar, did you know, Jigger, that your pop is ALL sugar? It doesn’t have any vitamins or minerals or proteins to keep our bodies healthy — only sugar!

Jigger: I suppose you’re going to tell me my candy bar isn’t any good either!

Buffy: Well, it does taste good.

Corky: And it’s fine to drink pop and eat candy and even Fruit Treats once in a while, but not all the time.

Buffy: That’s true for those processed foods too — the ones with a lot of fat and salt. It’s OK to eat them, but not so often. We want to keep our heart and the rest of our bodies really healthy.

Jigger: I guess my pop, potato chips, and candy bar didn’t make a very healthy heart lunch.

Corky: Actually it’s not healthy for any part of you!

Jigger: Hey! I caught a fish too! My mom can make this for supper.

Corky: Now Jigger is on his way to give his heart a break. At least his fish will be a good start to a healthy heart supper.
DECODE THE MESSAGE

CODE:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>♀</td>
<td>♀</td>
<td>♀</td>
<td>♀</td>
<td>♀</td>
<td>♀</td>
<td>♀</td>
<td>♀</td>
<td>♀</td>
<td>♀</td>
<td>♀</td>
</tr>
</tbody>
</table>

M o s t p r o c e s s e d

f o o d i s h i g h i n

f a t, s u g a r o r s a l t.

F r e s h f o o d i s h o w i n f a t,

l o w i n f a t,

s u g a r a n d s a l t.

H i g h f a t a n d s a l t y f o o d a r e

a l r i g h t t o e a t

o n e i n a w h i l e.
Dear __________________________,

Most of us eat too much fat which is not healthy for our heart. Sometimes we choose high fat food like regular bologna. Sometimes we take a low fat healthy food and add a lot of fat, for example popcorn. To help keep our heart healthy, can we make some healthy heart changes at home?

Instead of

1. __________________________
2. __________________________

I’d like to try

1. __________________________
2. __________________________

When we have tried our heart healthy change, I need to return the completed heart. Thanks for helping me with this project.

Love,

______________________________

Instead of ___________________
We tried _______________________
Student _________________________
Date ___________________________
________________________________

Parent Signature

Instead of ___________________
We tried _______________________
Student _________________________
Date ___________________________
________________________________

Parent Signature
1. If you drink whole milk, try 2% milk. If you drink 2% milk try 1% or skim milk.

2. Try either peanut butter or margarine/butter on your bread. Use only one.

3. Try only jelly on bread or toast. Do not use margarine/butter.

4. Try only fruit or syrup on pancakes, waffles or French toast. Do not use margarine/butter.

5. Take the skin off your chicken.

6. Eat more fish.

7. Choose light bologna, light cheese, or a light hot dog, instead of the regular higher fat products.

8. Choose fruit (which has no fat) instead of a high fat snack, for example cake, candy bar or chips.
1. Show your parent(s) the two test tubes representing milk.

2. Show them the ground beef, chicken and fish tubes. Explain that this represents the amount of fat found in three ounces of meat (the size of a deck of cards).

3. Show your parent(s) the bologna or cheese tube and the hot dog tube.

4. Have your parent(s) guess what the last three tubes are (the Fast Food Deluxe Burger).

5. Which food (tube) surprised your parent(s) the most?

___________________________________________________

6. Ask your parent(s) to say what they learned about the demonstration.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

(Parent Signature)
1. Show your parent(s) the two test tubes comparing Ritz and saltine/graham crackers.

2. Show them the regular and reduced fat potato chips.

3. Show your parent(s) regular ice cream and the Dairy Queen® ice cream, which is a light ice cream.

4. Explain that a fast food deluxe burger is three tubes, and show them how we can eat less fat by choosing the McDonald’s® McGrilled Chicken Classic Sandwich.

5. Show your parent(s) the Milky Way®, pizza and French fries.

6. Which food (tube) surprised your parent(s) the most?

    _____________________________________________________________

7. Ask your parent(s) to say what they learned about the demonstration.

    _____________________________________________________________
    _____________________________________________________________
    _____________________________________________________________
    _____________________________________________________________
    _____________________________________________________________

    (Parent Signature)
SNACK FOR YOUR HEART!

<table>
<thead>
<tr>
<th>♥ ANYTIME SNACKS ♥</th>
<th>♥ SOMETIME SNACKS ♥</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ____________________</td>
<td>1. ____________________</td>
</tr>
<tr>
<td>2. ____________________</td>
<td>2. ____________________</td>
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<tr>
<td>3. ____________________</td>
<td>3. ____________________</td>
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<tr>
<td>4. ____________________</td>
<td>4. ____________________</td>
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<td>5. ____________________</td>
<td>5. ____________________</td>
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<td>6. ____________________</td>
<td>6. ____________________</td>
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<td>7. ____________________</td>
<td>7. ____________________</td>
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<tr>
<td>8. ____________________</td>
<td>8. ____________________</td>
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<tr>
<td>9. ____________________</td>
<td>9. ____________________</td>
</tr>
<tr>
<td>10. ____________________</td>
<td>10. ____________________</td>
</tr>
</tbody>
</table>
# CRISPY POTATO CHIPS

## Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
</table>
| **Calories**       | 150 | Calories from Fat | 90%

<table>
<thead>
<tr>
<th>% Daily Value*</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>10g</td>
</tr>
<tr>
<td><strong>Saturated Fat</strong></td>
<td>3g</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>0mg</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>170mg</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>16g</td>
</tr>
<tr>
<td><em>Dietary Fiber</em></td>
<td>1g</td>
</tr>
<tr>
<td><em>Sugars</em></td>
<td>2g</td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>2g</td>
</tr>
<tr>
<td><strong>Vitamin A</strong></td>
<td>0%</td>
</tr>
<tr>
<td><strong>Vitamin C</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Calcium</strong></td>
<td>0%</td>
</tr>
<tr>
<td><strong>Iron</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

## Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>1 package, 2 oz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Servings Per Container</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 340</th>
<th>Calories from Fat 200</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td>35%</td>
<td>0%</td>
</tr>
</tbody>
</table>

| Total Fat         | 23g          | 35%                  |
| Saturated Fat     | 6g           | 30%                  |
| Cholesterol       | 0g           | 0%                   |
| Sodium            | 370mg        | 15%                  |
| Total Carbohydrate| 32g          | 11%                  |
| Dietary Fiber     | 2g           | 8%                   |

**PROTEIN** 3g

- Vitamin C: 10%  •  Iron: 2%

*Not a significant source of sugar, vitamin A and calcium.*

*Percent Daily Values (DV) are based on a 2,000 calorie diet.*
MILK CHOCOLATE BAR

Nutrition Facts  Serv size: 1 bar  Amount Per Serving: Calories 280, Fat Cal 130.  Total Fat 14g (22% DV), Sat. Fat 5g (25% DV), Cholest. 5mg (2% DV)  Sodium 140 mg (6% DV), Total carb. 35g (12% DV), Fiber 1g (4% DV)  Sugars 30g, Protein 4g, Vitamin A (0% DV), Vitamin C (0% DV), Calcium (4 DV), Iron (2% DV), Thiamine (2% DV), Riboflavin (4% DV), Niacin (8% DV)  Percent Daily Values (DV) are based on a 2,000 calorie diet.
### Nutrition Facts

**Serving Size** ¼ oz (64g)  
**Servings Per Container** 40

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong> 130</td>
<td>Calories from Fat 60</td>
</tr>
<tr>
<td><strong>Total Fat</strong> 7g</td>
<td>11%</td>
</tr>
<tr>
<td>Saturated Fat 5g</td>
<td>23%</td>
</tr>
<tr>
<td><strong>Cholesterol</strong> 30mg</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Sodium</strong> 40mg</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong> 14g</td>
<td>5%</td>
</tr>
<tr>
<td>Dietary Fiber 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars 11g</td>
<td></td>
</tr>
<tr>
<td><strong>PROTEIN</strong> 2g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 6%</td>
<td>Vitamin C .0%</td>
</tr>
<tr>
<td>Calcium 8%</td>
<td>Iron 0%</td>
</tr>
</tbody>
</table>

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

Serving Size 1/2 cup (66g)  
Servings Per Container about 16

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong> 110</td>
<td>Calories from Fat 30</td>
</tr>
<tr>
<td><strong>Total Fat</strong> 3.5g</td>
<td>% Daily Value* 5%</td>
</tr>
<tr>
<td>Saturated Fat 2g</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Cholesterol</strong> 15mg</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Sodium</strong> 60mg</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong> 17g</td>
<td>6%</td>
</tr>
<tr>
<td>Dietary Fiber 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars 17g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong> 3g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 6%</td>
<td>Vitamin C 0%</td>
</tr>
<tr>
<td>Calcium 10%</td>
<td>Iron 0%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size 1 oz. (28g) About 3/4 cup</td>
</tr>
<tr>
<td>Servings Per Container about 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 150</th>
<th>Calories from Fat 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td>14%</td>
<td>80%</td>
</tr>
</tbody>
</table>

| Total Fat 9g   | 14%          |
| Saturated Fat 0g | 0%          |
| Cholesterol 0mg | 0%          |
| Sodium 210mg   | 10%          |
| Total Carbohydrate 16g | 5%          |
| Dietary Fiber 0g | 0%          |
| Sugars 0g      |              |
| PROTEIN 2g     |              |
| Vitamin A 0%   | Vitamin C 0% |
| Calcium 0%     | Iron 0%      |

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

Nutrition Facts
Serving Size 5 crackers (16g)
Servings Per Container about 14

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>80</td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>35</td>
</tr>
<tr>
<td>% Daily Value*</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>4g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0.5g</td>
</tr>
<tr>
<td>Polyunsaturated</td>
<td>0g</td>
</tr>
<tr>
<td>Monounsaturated</td>
<td>1.5g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>135mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>10g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>Less than 1 gram</td>
</tr>
<tr>
<td>Sugars</td>
<td>1g</td>
</tr>
<tr>
<td>Protein</td>
<td>1g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>.0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>2%</td>
</tr>
<tr>
<td>Iron</td>
<td>4%</td>
</tr>
</tbody>
</table>

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

Nutrition Facts
Serving Size 5 crackers (15g)
Servings Per Container about 27

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 70</td>
<td>Calories from Fat 20</td>
</tr>
<tr>
<td>Total Fat 2.5g</td>
<td>4%</td>
</tr>
<tr>
<td>Saturated Fat 0.5g</td>
<td>2%</td>
</tr>
<tr>
<td>Polyunsaturated Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Monounsaturated Fat 1g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 135mg</td>
<td>6%</td>
</tr>
<tr>
<td>Total Carbohydrate 11g</td>
<td>4%</td>
</tr>
<tr>
<td>Dietary Fiber 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars 1g</td>
<td></td>
</tr>
<tr>
<td>Protein 1g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 0%    •    Vitamin C 0%
Calcium 2%      •    Iron 4%

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

Serving Size 1 oz (28g/About 13 chips)
Servings Per Container 14

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong> 110</td>
<td>Calories from Fat 5</td>
</tr>
<tr>
<td>% Daily Value*</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total Fat</strong> 1g</td>
<td>1%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Cholesterol</strong> 0mg</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Sodium</strong> 140mg</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong> 24g</td>
<td>8%</td>
</tr>
<tr>
<td>Dietary Fiber 2g</td>
<td>6%</td>
</tr>
<tr>
<td>Sugars 0g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong> 3g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 0%</td>
<td>Vitamin C 0%</td>
</tr>
<tr>
<td>Calcium 4%</td>
<td>Iron 0%</td>
</tr>
</tbody>
</table>

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

## Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong> 110</td>
<td>Calories from Fat 5</td>
</tr>
<tr>
<td><strong>Total Fat</strong> 1g</td>
<td>1%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Cholesterol</strong> 0mg</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Sodium</strong> 140mg</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong> 24g</td>
<td>8%</td>
</tr>
<tr>
<td>Dietary Fiber 2g</td>
<td>6%</td>
</tr>
<tr>
<td>Sugars 0g</td>
<td></td>
</tr>
<tr>
<td><strong>Protein</strong> 3g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 0%</td>
<td>Vitamin C 0%</td>
</tr>
<tr>
<td>Calcium 4%</td>
<td>Iron 0%</td>
</tr>
</tbody>
</table>

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

Serving Size 1/3 cup (148g)

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong></td>
<td>24g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3g</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>208mg</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>9g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>4g</td>
</tr>
<tr>
<td>Sugars</td>
<td>2g</td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>13g</td>
</tr>
<tr>
<td>Calcium</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td></td>
</tr>
<tr>
<td>Thiamin</td>
<td></td>
</tr>
<tr>
<td>Riboflavin</td>
<td></td>
</tr>
<tr>
<td>Niacin</td>
<td></td>
</tr>
</tbody>
</table>

Calories: 279 | Calories from Fat: 216

% Daily Value:

- Total Fat: 37%
- Saturated Fat: 15%
- Sodium: 9%
- Total Carbohydrate: 3%
- Dietary Fiber: 16%
- Sugars: 0%
- Protein: 26%

- Calcium: 4%
- Iron: 5%
- Thiamin: 8%
- Riboflavin: 3%
- Niacin: 34%

Not a significant source of cholesterol, vitamin A, and vitamin C.

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

**Serving Size:** 1 medium apple (154 g)

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong> 80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fat</strong> 0.5g</td>
</tr>
<tr>
<td>Saturated Fat</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
</tr>
<tr>
<td><strong>Potassium</strong></td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
</tr>
<tr>
<td>Dietary Fiber</td>
</tr>
<tr>
<td>Soluble Fiber</td>
</tr>
<tr>
<td>Insoluble Fiber</td>
</tr>
<tr>
<td>Sugars</td>
</tr>
<tr>
<td><strong>PROTEIN</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Calcium</th>
<th>Iron</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

Nutrition Facts
Serving Size 3 oz. (85 g)
Servings Per Container about 5.5

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong> 50</td>
<td>Calories from Fat 10</td>
</tr>
<tr>
<td><strong>Total Fat</strong> 1g</td>
<td>2%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Cholesterol</strong> 0mg</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Sodium</strong> 45mg</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong> 9g</td>
<td>3%</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>4%</td>
</tr>
<tr>
<td>Sugars 0g</td>
<td></td>
</tr>
<tr>
<td><strong>PROTEIN</strong> 1g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 350%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C 8%</td>
<td></td>
</tr>
<tr>
<td>Calcium 2%</td>
<td></td>
</tr>
<tr>
<td>Iron 0%</td>
<td></td>
</tr>
</tbody>
</table>

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

Serving Size: 1 Donut (Approximately 29g)
Servings Per Container: 12

| Amount Per Serving | Calories 110 | Calories from Fat 50%
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fat</strong></td>
<td>6g*</td>
<td>9%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3g</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Cholesterol</strong></td>
<td>10mg</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>120mg</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total Carbohydrate</strong></td>
<td>15g</td>
<td>5%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>less than 1g</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>2g</td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Not a significant source of vitamin A and vitamin C.

*Composite amount of all varieties.

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

Serving Size 1 Bagel 85 g (Approx. 3 oz)
Servings Per Bag 5

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong></td>
<td>230 Calories from Fat 10</td>
</tr>
<tr>
<td><strong>Total Fat</strong></td>
<td>1g 1%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g 0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg 0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>430mg 18%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>45g 15%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g 7%</td>
</tr>
<tr>
<td>Sugars</td>
<td>4g</td>
</tr>
<tr>
<td><strong>Protein</strong></td>
<td>10g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0%</td>
</tr>
<tr>
<td>Calcium</td>
<td>0%</td>
</tr>
<tr>
<td>Iron</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Nutrition Facts
Serving Size 1 cup (227g)

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>127</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>4g</td>
</tr>
<tr>
<td>Sodium</td>
<td>174mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>17g</td>
</tr>
<tr>
<td>Protein</td>
<td>13g</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>3%</td>
</tr>
<tr>
<td>Calcium</td>
<td>45%</td>
</tr>
<tr>
<td>Thiamin</td>
<td>7%</td>
</tr>
<tr>
<td>Riboflavin</td>
<td>31%</td>
</tr>
</tbody>
</table>

Not a significant source of calories from fat, saturated fat, vitamin A, iron, and niacin. Values are not available for fiber and sugars.

*Percent Daily Values are based on a 2,000 calorie diet.
Choose a vegetable with a low fat dip or a fruit as an Anytime Snack to eat after school or at bedtime. Complete the heart. Cut it out and return it to school for a sticker to be placed on the chart.
### Nutrition Facts

Serving Size: 1 Can

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>170</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Sodium</td>
<td>70mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>46g</td>
</tr>
<tr>
<td>Sugars</td>
<td>46g</td>
</tr>
<tr>
<td>Protein</td>
<td>0g</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet.
# COUNT THE SOMETIME FOODS

Circle all the Sometime Foods and answer the questions at the bottom of the page.

**D AY 1**  
**Breakfast**  
3/4 cup Cheerios®  
1 cup skim milk  
3/4 cup orange juice

**School Lunch**  
1 piece lasagna  
salad bar  
1 piece garlic toast  
1/2 cup pear sauce  
1 cup skim milk

**After School Snack**  
pretzels  
apple

**Evening Meal**  
1 piece chicken, no skin  
1/2 cup rice  
1/8 cup green beans  
1 slice bread  
1 cup skim milk

**Bedtime Snack**  
1 cup regular ice cream

**D AY 2**  
**Breakfast**  
1 egg  
1 slice toast  
1 banana

**School Lunch**  
1 taco  
carrot and celery sticks  
1 cup fresh strawberries  
1 cup whole milk

**After School Snack**  
candy bar

**Evening Meal**  
1 slice beef roast  
1/2 cup mashed potatoes  
1/2 cup cooked carrots  
1/2 cup fruit salad  
1 cup whole milk

**Bedtime Snack**  
1 can pop  
12 potato chips

1. How many Sometime Foods were in Day 1? ____________

2. How many Sometime Foods were in Day 2? ____________

3. Color a red heart by the day that meets the goal of 0-2 Sometime Foods.
**MY GOAL**

0 - 2

**SOMETIMES SNACKS A DAY**

**NAME** __________________

1. **SUGAR GUIDE:** These foods are high in sugar and are Sometime Foods.
   - Bars
   - Brownies
   - Cake
   - Hard Candy
   - Chocolate Candy
   - Frosted Cereal
   - Cookies
   - Donuts

2. **FAT GUIDE:** A food with 5 or more grams of fat is a Sometime Food.
   - Fruit Drinks
   - Fruit Roll-Ups
   - Regular Jello
   - Regular Ice Cream
   - Licorice
   - Pie
   - Pop
   - Sweet Rolls

<table>
<thead>
<tr>
<th><strong>MONDAY</strong></th>
<th><strong>TUESDAY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sometime Foods I ate on Monday.</td>
<td></td>
</tr>
<tr>
<td>1. ______________________________</td>
<td></td>
</tr>
<tr>
<td>2. ______________________________</td>
<td></td>
</tr>
<tr>
<td>3. ______________________________</td>
<td></td>
</tr>
<tr>
<td>4. ______________________________</td>
<td></td>
</tr>
<tr>
<td>5. ______________________________</td>
<td></td>
</tr>
<tr>
<td>Did I meet my 0-2 goal? YES NO</td>
<td></td>
</tr>
<tr>
<td>Sometime Foods I ate on Tuesday.</td>
<td></td>
</tr>
<tr>
<td>1. ______________________________</td>
<td></td>
</tr>
<tr>
<td>2. ______________________________</td>
<td></td>
</tr>
<tr>
<td>3. ______________________________</td>
<td></td>
</tr>
<tr>
<td>4. ______________________________</td>
<td></td>
</tr>
<tr>
<td>5. ______________________________</td>
<td></td>
</tr>
<tr>
<td>Did I meet my 0-2 goal? YES NO</td>
<td></td>
</tr>
<tr>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Sometime Foods I ate on Wednesday.</strong></td>
<td><strong>Sometime Foods I ate on Thursday.</strong></td>
</tr>
<tr>
<td>1. ______________________________</td>
<td>1. ______________________________</td>
</tr>
<tr>
<td>2. ______________________________</td>
<td>2. ______________________________</td>
</tr>
<tr>
<td>3. ______________________________</td>
<td>3. ______________________________</td>
</tr>
<tr>
<td>4. ______________________________</td>
<td>4. ______________________________</td>
</tr>
<tr>
<td>5. ______________________________</td>
<td>5. ______________________________</td>
</tr>
<tr>
<td>Did I meet my 0-2 goal?    YES  NO</td>
<td>Did I meet my 0-2 goal?    YES  NO</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sometime Foods I ate on Friday.</strong></td>
</tr>
<tr>
<td>1. ______________________________</td>
</tr>
<tr>
<td>2. ______________________________</td>
</tr>
<tr>
<td>3. ______________________________</td>
</tr>
<tr>
<td>4. ______________________________</td>
</tr>
<tr>
<td>5. ______________________________</td>
</tr>
<tr>
<td>Did I meet my 0-2 goal?    YES  NO</td>
</tr>
</tbody>
</table>
## APPLESAUCE LEATHER

- 1-24oz jar unsweetened applesauce
- Cinnamon (Optional)
- 1 piece of foil to cover pan
- 1 11x15 inch pan
- Non-stick spray

Spray the piece of foil well. Pour applesauce on foil and spread evenly. Bake at 150 degrees for 6 hours. Watch closely at the end. Cut into squares and stack between wax paper. Also may be rolled with a sheet of wax paper.

Makes 24 pieces 2½ by 2½.

---

## FRUITY YOGURT SHAKE

- 1 very ripe medium banana, peeled
- 3/4 cup pineapple juice
- 1/2 cup low fat or nonfat vanilla or strawberry yogurt
- 1/2 cup strawberries, fresh or frozen (partially thawed)

Cut banana into pieces and put in a blender. Add remaining ingredients and blend until smooth.

Makes six 4-ounce servings.

---

## SOFT PRETZELS

- 1 Loaf frozen bread dough
- Poppy or sesame seeds

Cover dough and thaw overnight in refrigerator or for several hours at room temperature until soft enough to shape.

On a floured surface, cut dough the long way into 8 strips. Cover and let rise 10 minutes.

Roll each strip on floured surface until 1/2” thick and 18-20” long. Cut each strip in half and twist into pretzel shape. Place on a non-stick sprayed baking sheet. Brush with lukewarm water. Sprinkle with poppy or sesame seeds.

Let rise, uncovered, for 15-20 minutes. Place a shallow pan of hot water on bottom shelf of preheated oven. Bake pretzels on middle shelf.

Yield: 16 pretzels – Oven: 425 degrees – Time: 10-15 minutes

---

## BRAN BANANA BREAD

- 2 cups all-purpose flour
- 1 tsp. baking powder
- 1/2 tsp. baking soda
- 1/2 tsp. salt
- 1½ cups mashed ripe banana
- 1/2 cup all bran or bran buds
- 1/2 cup coarsely chopped nuts (optional)

Stir together flour, baking powder, salt, and soda. Set aside. In medium-sized mixing bowl, stir together mashed bananas and All Bran cereal. Let stand 2-3 minutes or until cereal is softened. In large mixing bowl, beat margarine and sugar until well blended. Add eggs. Beat well. Mix in cereal mixture. Stir in flour mixture. Stir in nuts. Spread batter evenly in greased 9x5x3 inch loaf pan. Bake in oven at 350 degrees about 1 hour or until wooden pick inserted near center comes out clean. Let cool 10 minutes before removing from pan. Cool completely on wire rack before slicing.

Makes 1 loaf (15 slices/loaf)
NAME _________________________

HEALTHY FAST FOOD EATING

<table>
<thead>
<tr>
<th>SANDWICHES</th>
<th>FRIED CHICKEN</th>
<th>SALAD/FRIES</th>
<th>SHAKES/DESSERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamburger</td>
<td>Breast</td>
<td>Side Salad</td>
<td>Vanilla Shake</td>
</tr>
<tr>
<td>Cheeseburger</td>
<td>Thigh</td>
<td>Garden Salad</td>
<td>Chocolate Shake</td>
</tr>
<tr>
<td>Grilled Chicken</td>
<td>Wing</td>
<td>Chef Salad</td>
<td>Strawberry Shake</td>
</tr>
<tr>
<td>Fishwich</td>
<td>Leg</td>
<td>French Fries S M L</td>
<td>Cone S M L</td>
</tr>
<tr>
<td>Hot Dog</td>
<td>Nuggets</td>
<td>Crispy Curls</td>
<td>Sundae (Hot Fudge)</td>
</tr>
<tr>
<td></td>
<td>Strips</td>
<td></td>
<td>Sundae (Strawberry)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cookie</td>
</tr>
</tbody>
</table>

1. Choose one Fast Food Tip that you would like to try.

___________________________________________________________________

2. Using the Fast Food Tip create a Healthy Fast Food Menu. Write it below.

MY HEALTHY FAST FOOD MENU

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________