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California Project LEAN,

California Department of Health Services,

and the Nutrition Education and Training Section,

California Department of Education,

in collaboration with

The Greater Los Angeles and Western Affiliates,

American Heart Association,

and the Public Health Institute



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FEBRUARY 1999

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Hull + Honeycutt Marketing and
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Jump Start Teens...

**because keeping active and eating smart
give students a better start!**

As a high school instructor you know, firsthand, how healthy eating and physical activity affect a student's ability to learn. The typical student not only skips breakfast but also eats a less-than-nutritious lunch. Combine that with physical inactivity and you have students with shorter attention spans who can't properly focus on classwork.

Knowing how much you care about student performance, the team behind California Project LEAN, a program of the California Department of Health Services, and the Nutrition Education and Training Section of the California Department of Education created *Jump Start Teens*.

Jump Start's cross-curricular lessons encourage students to **eat healthy, keep moving, and become smart consumers and involved citizens!**

Jump Start reinforces your curriculum with:

- Creative, stand-alone lessons that integrate physical activity, nutrition, and mass media with community service, language arts, math, science, social studies, and more.
- Lessons that support team building among teachers, coaches, and nutrition staff as well as parents, local businesses, and the greater community.
- Optional extension activities that link to various parts of the curriculum.

Jump Start covers relevant, real-life, topics, such as:

- **The ABCs of Healthy Eating:** Students use the Food Guide Pyramid to compare what they eat with healthy eating recommendations. Includes Spanish-language handouts.
- **Let's Get Physical:** Students experience the benefits of incorporating physical activity into their daily lives while assessing their personal level of physical activity. Includes Spanish-language handouts.
- **Teens Making a Difference:** Students explore the importance and impact of their opinions and actions, then identify a project they want to work on to make a positive difference in their school or community.
- **Advertising's Hidden Messages:** Students critically examine advertisements so they can become smarter, savvier shoppers and then develop their own advertising campaign.
- **It's in the Label—The Food Label:** Students compare fat content of similar foods by learning to read the "Nutrition Facts" on food labels.
- **Have It Your Way Fast Food:** Students plan how to eat a healthier fast food meal after learning ways to cut the fat in their fast food.
- **Eating to Win:** Student athletes learn how to keep the competitive edge during sporting events by focusing on healthy pre-game meals and adequate fluid intake.
- **Making News—A Primer on the News Media:** Students write a news story after learning about the media's impact and their ability to use the media as a resource for showcasing students' community service work and other positive actions.

Who Should Use Jump Start?

Create a team! We hope that you will act as champion, or lead teacher, of *Jump Start's* activities by using a team approach to teaching. Each lesson suggests curriculum links that make it easy to involve teachers from a variety of subject areas. Don't overlook business or social studies teachers; there are lessons suited perfectly to their subjects. School nutrition directors, science resource teachers, and coaches would also be great partners to teach some of *Jump Start's* lessons. In fact, there is one lesson—**Eating to Win**—developed specifically for coaches and student athletes.

A *Jump Start* team might consist of you—the Champion—and a language arts teacher, a health education or physical education teacher, a coach, and the school nutrition director. Your team can strengthen *Jump Start's* messages across the curriculum, forge schoolwide health partnerships, build on existing district and school systems, and access resources that will enhance the activities. If your school has a health academy, it would be an ideal headquarters for *Jump Start*-related activities.

Some lessons suggest involvement by parents, administrators, school board members, business leaders, and other community representatives. Other appropriate groups to involve include school clubs, peer-to-peer educator groups, and nutrition advisory councils.

So give teens a *Jump Start*...because keeping active and eating smart give students a better start!

Playing the Policy Game: A Companion to Jump Start Teens

To become active members of their community, teens must feel comfortable using multiple skills ranging from research to public speaking. *Playing the Policy Game: Preparing teen leaders to take action on healthy eating and physical activity* teaches high school students valuable leadership skills through hands-on experiences. It guides teens on how to positively impact their school campus by enhancing opportunities for healthy eating and physical activity. Participation in a policy game project allows teens to discover the value of their opinions and how their opinions can improve their school and community.

Playing the Policy Game is designed for use by a group of teens with adult assistance. This booklet is appropriate for use in classrooms, as an after-school or extracurricular activity, or as an activity for a community youth club. The booklet can be used as part of a health education or physical education class, or as part of a civics lesson. Activity worksheets accompany the text to facilitate hands-on learning and practice.

To order your copy of the *Playing the Policy Game* booklet, either call (916) 323-4742 or write California Project LEAN, P.O. Box 942732, MS-675 Sacramento, CA 94234-7320 and ask for your copy of California Project LEAN's materials order form.



For More Information

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California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
800/952-5609
<http://www.goldmine.cde.ca.gov>

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P.O. Box 942732, MS-675
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916/323-4742
<http://www.dhs.ca.gov/lean>

American Heart Association, Western States Affiliate

1710 Gilbert Road
Burlingame, CA 94010
Call your local affiliate or
800/242-8721
<http://www.amhrt.org>

Healthy Kids Resource Center

Alameda County Office of Education
313 West Winton Avenue, Rm. 180
Hayward, CA 94544
510/670-4581
510/670-4582 Fax

Other California Organizations:

California Adolescent Nutrition and Fitness Program

2140 Shattuck Avenue, Suite 610
Berkeley, CA 94704
510/644-1533

California School Food Service Association

2223 Hillview Circle
Fullerton, CA 92831
714/525-6535

Children's 5 a Day and Latino 5 a Day campaigns

California Department of Health Services
P.O. Box 942732, MS-662
Sacramento, CA 94234-7320
888/328-3483

California Expanded Food and Nutrition Education Program (EFNEP)

State Office, Department of Nutrition
2353 Meyer Hall
University of California, Davis
Shields Avenue
Davis, CA 95616
916/754-8698

Cardiovascular Disease Outreach, Resources and Epidemiology

P.O. Box 942732, MS 725
Sacramento, CA 94234-7320
916/324-1329

California Governor's Council on Physical Fitness and Sports

University of California, San Diego
9500 Gilman Drive
La Jolla, CA 92093-0117
619/822-1405

American Cancer Society, California Division Office

1710 Webster Street, Suite 210
Oakland, CA 94612
Call your local affiliate or
510/893-7900
<http://www.cancer.org>

Additional Resource Organizations

Division of Adolescent and School Health

National Center for Chronic Disease Prevention and Health Promotion
U.S. Centers for Disease Control and Prevention
4770 Buford Highway, N.E.
Mailstop K32
Atlanta, GA 30341-3724
770/488-3168
<http://www.cdc.gov>

Division of Nutrition and Physical Activity

U.S. Centers for Disease Control and Prevention
4770 Buford Highway, N.E.
Mailstop K46
Atlanta, GA 30341-3724
Nutrition and Physical Activity Information Line: 888/CDC-FACTS
<http://www.cdc.gov>

American Dietetic Association National Center for Nutrition and Dietetics

216 West Jackson Boulevard, Suite 800
Chicago, IL 60606-6995
Consumer Nutrition Hot Line:
800/366-1655
<http://www.eatright.org>

American Council on Exercise

5820 Oberlin Drive, Suite 102
San Diego, CA 92121-3787
619/535-8227
Toll-free hotline:
800/825-3636

**American College of Sports****Medicine**

P.O. Box 1440

Indianapolis, IN 46206-1440

317/637-9200

<http://www.acsm.org/sportmed>

National Association of Anorexia**Nervosa and Associated Disorders**

Box 7

Highland Park, IL 60035

847/831-3438 Hotline

<http://www.healthtouch.com>

Vegetarian Resource Group

P.O. Box 1463

Baltimore, MD 21203

410/366-VEGE

<http://www.vrg.org>

National Osteoporosis Foundation

1150 17th Street, Suite 500

Washington, DC 20036-4603

202/223-2226

<http://www.nos.org>

Center for Science in the Public**Interest**

1875 Connecticut Avenue, N.W.,

Suite 300

Washington, DC 20009-5728

202/332-9110

<http://www.cspinet.org>

Food and Nutrition Information**Center**

National Agricultural Library

U.S. Department of Agriculture

Room 304

10301 Baltimore Avenue

Beltsville, MD 20705-21351

301/504-5719

<http://www.nal.usda.gov/fnic/>

Jump Start Evaluation Form

Please copy and give us your feedback on each lesson you teach.

Name: _____ Position: _____

School District Agency: _____

1. Please tell us about the students with whom you have used this Kit. *(Check all that apply)*

- High school students in health class.
- High school students in home economics class.
- High school students in community setting.
- High school students in other classes/settings: *Please describe* _____
- Other audience(s): *Please describe* _____

2. Which of the following lessons have you used?

- | | |
|--|---|
| <input type="checkbox"/> Lesson 1: The ABC's of Healthy Eating | <input type="checkbox"/> Lesson 5: It's in the Label! |
| <input type="checkbox"/> Lesson 2: Let's Get Physical | <input type="checkbox"/> Lesson 6: Have It Your Way Fast Food |
| <input type="checkbox"/> Lesson 3: Teens Making a Difference | <input type="checkbox"/> Lesson 7: Eating to Win |
| <input type="checkbox"/> Lesson 4: Advertising's Hidden Messages | <input type="checkbox"/> Lesson 8: Making News |

3. Do the lessons complement the existing school curriculum?

- YES NO N/A

4. Which part(s) of the lessons did you find most useful?

- | | |
|--|---|
| <input type="checkbox"/> Objectives <i>(sidebar)</i> | <input type="checkbox"/> Extensions |
| <input type="checkbox"/> "Getting Ready" <i>(sidebar)</i> | <input type="checkbox"/> Teacher Background Information |
| <input type="checkbox"/> Curriculum Links <i>(sidebar)</i> | <input type="checkbox"/> References |
| <input type="checkbox"/> Activity Steps | <input type="checkbox"/> Worksheets, transparencies, handouts |

5. Generally, what is the student response to the lessons from the *Kit*?

- Students enjoy the lessons very much.
- Students don't care one way or the other.
- Students do not enjoy the lessons.

6. Do you plan to continue using the Kit with your *students* in the future?

- YES *(go on to #7)*
- NO—If "no," why not?

| | |
|---|--|
| <input type="checkbox"/> Don't work directly with students. | <input type="checkbox"/> <i>Kit</i> is not of high quality. |
| <input type="checkbox"/> Lack of time. | <input type="checkbox"/> Lessons not interesting to my students. |
| <input type="checkbox"/> Lessons too complicated. | <input type="checkbox"/> Use it as a reference/resource. |
| <input type="checkbox"/> Lessons too time-consuming. | <input type="checkbox"/> Other: _____ |

7. Overall, what is your evaluation of the *Jump Start Teens Kit* in terms of its effectiveness with teen students or your audience?

- Excellent Good Fair Poor

8. Is there anything about the *Jump Start Teens Kit* and/or how you have used it that you would like to share with California Project LEAN staff?

Please return completed evaluation to:

California Project LEAN, P.O. Box 942732, MS-675, Sacramento, CA 94234-7320

Thank you for your time!



The ABCs of Healthy Eating

Objectives

Students will:

- Learn how their eating habits affect their physical and mental health.
- Learn why nutrition experts chose a pyramid to illustrate healthy eating recommendations.
- Identify food groups in the Food Guide Pyramid.

Time Needed

50 minutes

Getting Ready

Read:

- Teacher Background Information

Make:

- *The Food Guide Pyramid* transparency
- *Pirámide de la Guía de Alimentos* transparency (optional)
- *Eating for a Healthier You* transparency (optional)

Have:

- Sample serving sizes of dry cereal, fruits, vegetables, etc. (optional)

Duplicate:

- *The Food Guide Pyramid*
- *Pirámide de la Guía de Alimentos* (optional)
- *Eating for a Healthier You* (optional)
- *Consejos Para Comer Más Saludable* (optional)

Curriculum Links

- Consumer Education
- Health
- Language Arts
- Spanish

OVERVIEW OF LESSON—This lesson teaches students the ABCs of healthy eating, with an emphasis on balance among food groups. Students will compare what they typically eat in one day to *The Food Guide Pyramid* and learn about the link between eating habits and their physical and mental health.

Activity Steps

1. Ask the students to stand. Ask all students who know somebody, a family member, friend, etc., who has heart disease or who has died of heart disease to sit down. Next ask students who know anyone who has cancer or who has died of cancer to sit down. Finally, ask those who know of anyone who has diabetes to sit down. (At this point, all or most of the students will be seated.) Note that poor eating habits are linked to the development of heart disease, cancer, and diabetes.
2. Discuss the following: Most teens do not believe their eating habits will affect their future health, but we know that unhealthy eating habits are linked to obesity, heart disease, stroke, high blood pressure, diabetes, and certain types of cancer. Even school-age children may have the beginning phases of heart disease. Poor eating habits can also contribute to:
 - Dull and dry hair
 - Pale and flaky skin
 - Brittle nails
 - Irritability and moodiness
 - Poor concentration
 - Problems with being underweight or overweight



- 3.** Discuss *The Food Guide Pyramid*, using the handout and overhead. Lead a discussion on the *Food Guide Pyramid* with the following questions:
- Why do you think nutrition experts chose the pyramid to illustrate healthy eating recommendations? (*Answer: The shape of the pyramid visually represents the number of servings of food you need every day for better health. Each food group provides major nutrients and is equally important, but the key is to eat more servings from the bottom of the pyramid than from the top.*)
 - Review the different levels of *The Food Guide Pyramid*. Note the recommended serving sizes as well as the variety of foods within each group. Since there is no one food that has everything the body needs in the correct proportion, it is important to choose a variety of foods. (*If available, pass around examples of pre-measured serving sizes of cereals, fruits, vegetables, and other foods. The serving sizes should be based on The Food Guide Pyramid's recommended serving sizes.*)
 - Why is there a range of recommended servings rather than a single number? (*Answer: The number of daily servings needed from each food group depends on a person's size, age, gender, activity level, and growth needs.*)
- 4.** Ask students to write down on a piece of paper everything they ate yesterday, including what they drank. Have students identify the food group each food or drink represents, then place a check mark next to the food group on *The Food Guide Pyramid* handout. Following are some helpful hints:

A cheeseburger falls into—

Meat, Poultry, Dry Beans, Fish, Eggs, and Nuts Group because of the hamburger patty.

Milk, Yogurt, and Cheese Group because of the cheese.

Fats, Oils, and Sweets Group because of the mayonnaise or special sauce.

Bread, Cereal, Rice, and Pasta Group because of the bun.

Discuss how students' eating habits stack up against *The Food Guide Pyramid*. Are there any food groups that students failed to eat from? (The typical person eats too few fruits and vegetables, and adolescents typically fail to eat enough foods from the **Milk, Yogurt, and Cheese Group**). What food groups did students have lots of check marks in? The key to this activity is that most of the foods people eat each day should come from the food groups at the base/bottom of the *Pyramid*—**Bread, Cereal, Rice, and Pasta Group** and **Fruit and Vegetable Groups**.

Please note, this activity does not focus on serving sizes but instead emphasizes the importance of balance among food groups in a daily eating pattern. If the foods a person eats in one day tend to be from the top of the *Pyramid*, it is not the end of the world. The key is to try to eat more foods from the bottom of the *Pyramid* (fruits and vegetables, breads, cereals, rice and pastas) the rest of the week.

Extensions

Optional Classroom Activity: Discuss *Eating for a Healthier You*, using the handout and transparency. Review where various foods are classified under *The Food Guide Pyramid's* food groups. Note the circles to the side of the chart which indicate how often foods should be eaten (e.g., Choose More Often, Choose Less Often, Choose Once in a While). Note that while all foods can be included in a healthy diet, the key is to limit high-fat choices.



- **Optional Classroom Activity:** Invite school nutrition staff to class to explain how cafeteria meals reflect *The Food Guide Pyramid*.
- **Optional Family Outreach Activity:** Ask students to look at the foods they have at home and categorize them by using *The Food Guide Pyramid*. Have them determine if all food groups are represented. Or ask them to discuss what they've learned in class with their family members or caregivers. Have them write a report detailing what they found and the results of any discussions with their family members or caregivers.

Teacher Background Information

Adolescents may be surprised to learn that unhealthy eating habits and a lack of physical activity not only have a long-term effect, but also take a toll on their bodies now. Autopsies on the arteries of school-age children (who died, for example, in automobile accidents) revealed that their arteries had already started clogging.

Additionally, teens can't feel their bones becoming thinner from eating too few calcium-rich foods; yet surveys indicate teenage girls consume only half of the calcium they need to prevent osteoporosis, a disease that thins the bones, makes them brittle, and leads to 1.5 million bone fractures each year.

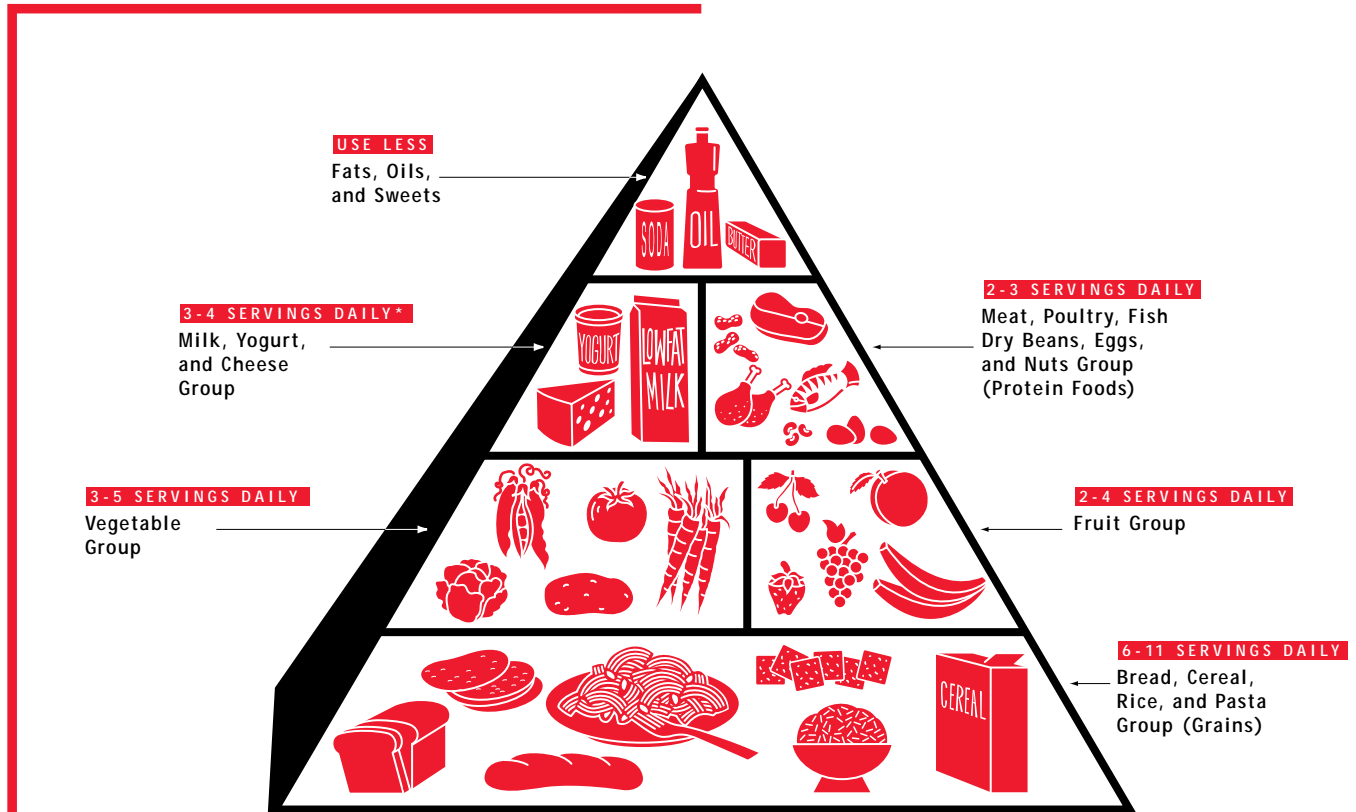
And lastly, the National Cancer Institute says that eating enough fruits and vegetables is one way to reduce the risk of certain types of cancer.

Making healthier food choices begins with an understanding of how to incorporate *The Food Guide Pyramid* into students' daily lives.

¹ Matkovic, V., et al. (1995). Primary prevention of osteoporosis. *Physical Medicine and Rehabilitation Clinics of North America* 6: 595-622.

² California Department of Health Services. (1995). California Children's 5 a Day Power Play! Campaign Evaluation. Sacramento, CA.

The Food Guide Pyramid



What Is One Serving?

Bread, Cereal, Rice, and Pasta Group: 1 slice of bread; 1/2 bagel; 1 medium tortilla; 1/2 cup of cooked rice, pasta, cereal, or grits.

Vegetable Group: 1/2 cup of chopped raw or cooked vegetables; 1 cup of leafy raw vegetables.

Fruit Group: 1 piece of fruit; 3/4 cup of fruit juice; 1/2 cup of canned fruit.

Milk, Yogurt, and Cheese Group: 1 cup of milk or yogurt; 1-1/2 to 2 ounces of cheese.

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group: 1 cup of cooked beans; 2 to 3 ounces of cooked lean meat, poultry, or fish; 2 eggs; 4 tablespoons of peanut butter.

Fats, Oils, and Sweets: Use sparingly.

*Medical experts with the National Academy of Sciences now recommend that adolescents consume 1,300 milligrams of calcium per day. Because of the new recommendation, Project LEAN recommends 3-4 servings every day from the Milk, Yogurt, and Cheese Group to help meet adolescents' calcium needs. Calcium is needed to maintain bone strength. Eighty-five percent of a person's bone structure is formed by age 14.

(See Quinn, D., Calvin, M., and Kushner, A. [1997]. National Research Council's *New Report Recasts Dietary Requirements for Calcium and Related Nutrients*. National Academy of Sciences, National Academy of Engineering.)

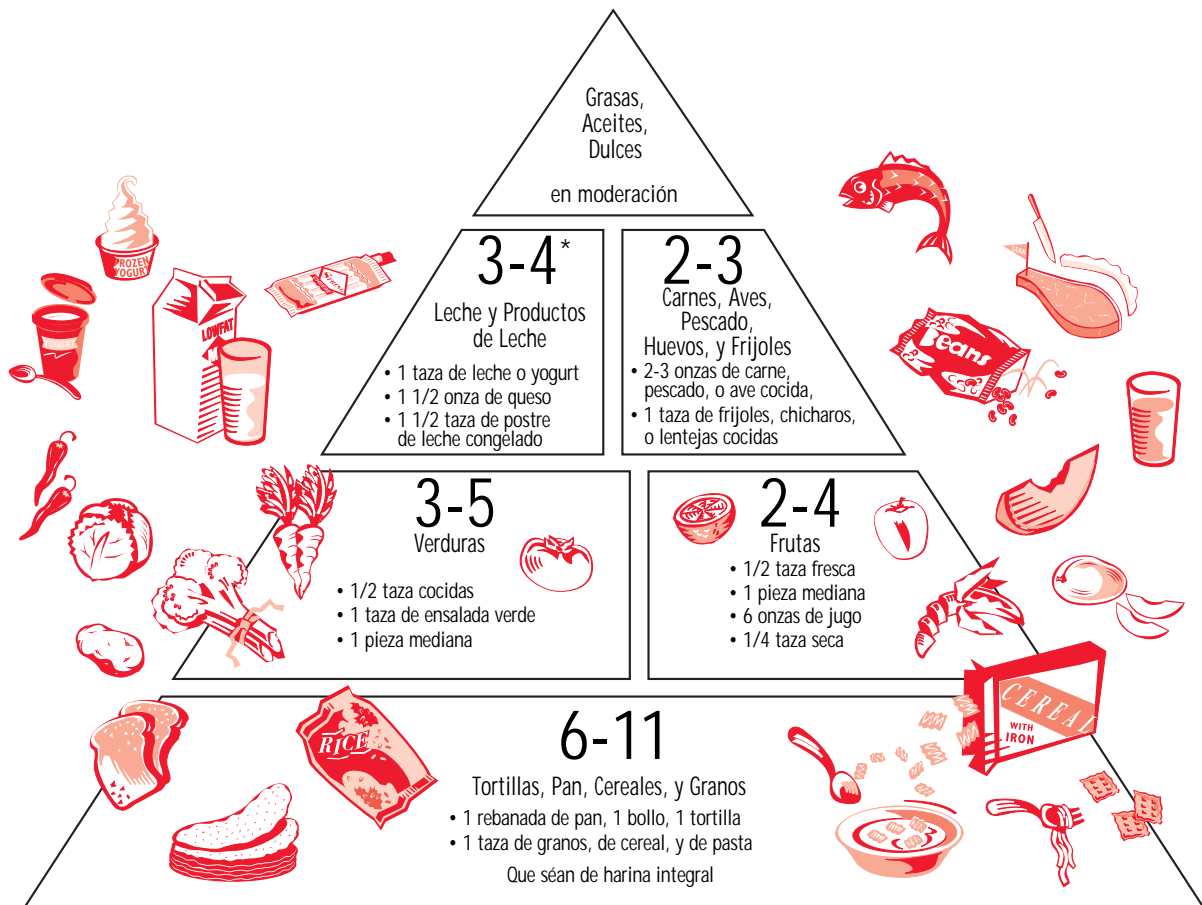
U.S. Department of Agriculture & U.S. Department of Health and Human Services. (1995). *Nutrition and Your Health: Dietary Guidelines for Americans* (Fourth edition). U.S. Department of Agriculture Publication No. 1996-402-519. Washington, DC: U.S. Government Printing Office.

Pirámide de la Guía de Alimentos

1. Ayude a que cada persona en su familia coma diariamente las porciones que se recomiendan de cada uno de los grupos de alimentos.

2. Sirva alimentos variados de cada uno de los grupos de alimentos mencionados en la pirámide.

3. Cuando prepare sus alimentos, haga unos pocos cambios para disminuir las grasas, el azúcar, y los dulces.



***Para Su Información:** Expertos en medicina de la Academia Nacional de Ciencias ahora recomiendan que los adolescentes consuman 1,300 miligramos de calcio cada día. Debido a la nueva recomendación, Project LEAN recomienda 3 a 4 porciones de leche y productos derivados de la leche cada día para ayudar a satisfacer las necesidades de calcio en los adolescentes. El calcio es necesario para el fortalecimiento de los huesos. El ochenta y cinco por ciento de la estructura ósea esta formada a la edad de 14 años.

Eating for a Healthier You

| Fruit Food Group | Vegetable Food Group | Breads, Cereal, Pasta, Rice, Grain Food Group | Milk, Yogurt, Cheese Food Group | Meat, Poultry, Fish, Dry Beans, Eggs, Nuts Food Group | Fats, Oils, Sweets Food Group |
|--|--|---|---|---|---|
| 2-4 Daily Servings* | 3-5 Daily Servings* | 6-11 Daily Servings* | 3-4** Daily Servings* | 2-3 Daily Servings* | Use Less* |
| <p>Eat More Often (Low-fat Foods)</p> fresh frozen canned dried juice | fresh frozen canned juice | breads, rolls, cereals, low-fat crackers, tortillas, oatmeal, grits, pasta, rice | fat-free or 1% low-fat milk, fat-free or low-fat yogurt and ice cream, sorbet, reduced-fat cheese | cooked dried beans, peas, lentils, fish, beef (round loin), chicken (skinless), turkey (skinless), ham (extra lean), pork (tenderloin), ham (leg), lunchmeat (95% lean), egg white | fat-free mayonnaise, fat-free salad dressings, fat-free sour cream, fat-free cream cheese |
| <p>Eat Less Often (Medium-Fat Foods)</p> avocado | vegetables in margarine or butter, vegetables in cheese sauce, coleslaw, potato salad | pancakes, biscuits, muffins, crackers, waffles, granola, corn bread, pasta salad | 2% reduced-fat or whole milk, cheese, pudding, custard, regular yogurt | beef (chuck, rib), lamb (shoulder, rib), ham, pork (sirloin, top loin), chicken with skin, turkey with skin, ground beef (85% lean), tofu, corned beef | reduced-fat salad dressing, reduced-fat sour cream, reduced-fat mayonnaise, light margarine, margarine, butter, cookies, gravy, whipped cream, bacon |
| <p>Eat Only Once in a While (High Fat)</p> fruit turnover | french fries, onion rings, olives, other fried vegetables | croissant, crescent roll, fried taco shell | ice cream, cream-based soups (cream of chicken, broccoli, etc.) | fried chicken, hamburger, fried fish, canned ham, eggs, peanut butter, chili con carne, lunchmeats, hot dogs, bologna, sausage, pepperoni, nuts | cream cheese, doughnuts, danish pastry, frosted cake, candy bar, pie, chips |

Adapted from "Eating for a Healthier You." Developed by the California Dietetic Association Foundation and the California Department of Health Services, 1992.

*Refer to The Food Guide Pyramid: What Is One Serving? for serving size amounts and descriptions.

**Reflects new 1997 National Academy of Sciences' calcium guidelines for adolescents.

Consejos Para Comer Más Saludable

- Use mayonesa y aderezo para ensalada, bajos en grasa.
- Pruebe más aguas frescas y licuados de frutas, en lugar de comprar sodas.
- Prepare los alimentos con muy poquito aceite, manteca, mantequilla, o margarina.
- Pruebe leche descremada para tomar, para preparar café, licuados, atole, avena, y cereales.
- Pruebe quesos preparados con leche descremada.
- En lugar de crema, use yogurt o crema ágrica baja en grasa en los tacos, enchiladas, y otros platillos.
- Agregue verduras al arroz, sopas, caldos, cocidos, carnes, tostadas, tacos, y sandwiches.
- Para darle un mejor sabor a sus comidas, pruebe salsa fresca.
- Para el postre, pruebe camote o calabazas al horno con canela.
- Corte la grasa de todas las carnes y quítele la piel al pollo antes de prepararlo.
- En lugar de freír los alimentos, cocínelos en caldo, o prepárelos en barbacoa, asados, o al horno.
- Coma frutas como postre o bocadillos.
- Trate de servir ensalada de frutas frecuentemente.
- Cuando compre jugo, escoja el que es cien por ciento jugo de frutas.
- Al desayuno, coma avena y otros cereales ricos en fibra. Endúcelos con fruta en vez de azúcar.
- Pruebe tortillas hechas de maíz o tortillas hechas de harina integral. Coma pan y galletas de grano entero.
- Coma frijoles guisados o de la olla en lugar de frijoles refritos.
- Para la preparación de los tacos, tostadas, y chilaquiles, caliente las tortillas sobre la estufa o en el horno en lugar de freírlas.



Let's Get Physical!

Objectives

Students will:

- Learn how fun and easy physical activity can be when they incorporate it into their daily routines.
- Identify health and other benefits of physical activity.
- Track their physical activities for a week.

Time Needed

50 minutes plus follow-up session after a week

Getting Ready

Read:

- Teacher Background Information

Duplicate:

- *What's the Deal with Physical Activity?*
- *You May Be More Active Than You Think*
- *Physical Activity Record Sheet*
- *¿Qué onda con la actividad física? (optional)*
- *Puede que seas más activo de lo que crees (optional)*
- *Registro de Actividad Física (optional)*

Have:

- Cassette player and popular music (optional)
- Dance or certified aerobics instructor visit class (optional)

Curriculum Links

- Physical Education
- Health
- History
- Science
- Spanish

OVERVIEW OF LESSON—Half of American teens are not physically active on a regular basis. This lesson lets students experience the immediate benefits of physical activity. Students also assess their personal level of physical activity and consider new ways to be physically active.

Activity Steps

1. Engage in ten minutes of physical activity by asking a student volunteer to lead the rest of the class in ten minutes of dance, or invite a dance or certified aerobics instructor to direct students through a short routine, or take a brisk ten-minute walk around the campus.
2. Define physical activity: Any body movement that increases energy expenditure above the resting level, such as dancing or walking. Ask students to list as many physical activities as they can. Ask students to name as many benefits of physical activity as they can. Write the benefits on the chalkboard. Add any benefits from the **Teacher Background Information** that students did not mention. Ask students to identify reasons that people are not physically active. (Reasons may include busy schedules, cost and/or safety concerns, etc.) Ask students to identify ways to overcome the barriers they have identified.
3. Distribute the *What's the Deal with Physical Activity?* quiz. After students complete the quiz, review the answers as a class.
4. Note that the average person is most physically active in the ninth grade. For many people, that's as active as they will be throughout their lifetime. Ask students to determine how active they currently are by completing *You May Be More Active Than You Think*. This handout allows students to determine whether their activity level is currently light, moderate, or vigorous according to the column where most of their activities fall. These levels are determined by the amount of effort required and the number of calories expended.



5. Ask students to think about the types of physical activities they like to do now and what they would like to continue doing as they get older. Have students track their physical activities over the next week by using the *Physical Activity Record Sheet*. After a week, discuss the results and ask students to describe their experiences. Tell students to aim for activities in the moderate and vigorous categories.

Extensions

- **Optional Classroom Activity:** Embark on a “trek” using the *Physical Activity Record Sheets*. The trek can be an individual one that records each student’s physical activity with his or her own push-pin, or it can be a class trek, which combines the mileage to cover a larger area. Decide where the final destination will be and note the “points of interest.” (Please see **Optional History or Science Activities** for class trek ideas.) Encourage students to try new physical activities. Explain that for every ten minutes of physical activity students perform, they get one point. Students can use their points to travel on their trek from school to the final destination (Note to teacher: Define one point as an inch or a mile or other increment that will allow students to move across the map.) Display a map in the classroom so students can see their progress. Tally the record sheets on a weekly basis.
- **Optional History Activity:** Use the trek to cover the geographic location you are studying. For example, a world history class could traverse the continents, and a U.S. or California history class could use the trek to cover the area being studied. Adjust the points given to reflect the greater distances that will be covered. (See the first **Optional Classroom Activity** for a sample point system.) Try to incorporate the eating habits and physical activities of the time/place being studied to complement the historical perspective.
- **Optional Science Activity:** Trek across a geographical location to discover the various geological and/or climatic systems. Discuss how the geology and climate affect what people eat. (See the first **Optional Classroom Activity** for a sample point system.)
- **Optional Science Activity:** Study the circulatory, respiratory, and metabolic systems. Identify what happens during physical activity. Discuss what happens to blood flow, breathing, digestion, and metabolic rate. What happens over time as a person is physically active on a regular basis?
- **Optional School Outreach Activity:** Survey students on campus about the physical activities they would like to see offered at school that are currently not available. Summarize the findings and present them to the principal, physical education director, and/or school board. Please see **Lesson 3, Teens Making a Difference**, for project development strategies.
- **Optional School Outreach Activity:** Involve the class or school in the American Heart Association’s Hoops for Heart. Hoops for Heart is a basketball event that conveys the value of physical activity and community service while teaching ball-handling skills through games such as Hot-Shot Blitz and 3-on-3 tournaments. This fundraising event helps meet state physical education requirements, provides service learning opportunities that promote civic responsibility, and allows the American Heart Association to raise funds for life-saving research and the development of educational materials. To involve your class or school, contact The American Heart Association at 1-800-AHA-USA1, or visit the American Heart Association Web site at <http://www.amhrt.org>.



Teacher Background Information

All types of physical activity yield significant health benefits. The *1996 Surgeon General's Report on Physical Activity and Health* recommends that every American participate in moderate amounts of physical activity most days of the week. An example of moderate physical activity is to walk briskly for 30 minutes. This can be done all at one time or broken down into three ten-minute sessions. Sixty minutes of physical activity is even better than 30 minutes.

Many young Americans are physically inactive (sedentary). Only 19 percent of all high school students are physically active for 20 minutes or more, five days a week, in physical education classes.

Benefits of Physical Activity:

- It's fun!
- Helps you look good and feel good.
- Helps build and maintain healthy bones, muscles, and joints.
- Reduces stress and helps you relax.
- Increases self-confidence.
- Boosts energy.
- Strengthens the heart.
- Helps control weight and reduce fat.
- Provides social interaction with others.
- Prevents boredom.
- Reduces feelings of depression and anxiety.
- Improves academic performance.

Long-term Benefits of Physical Activity:

- Helps reduce the risk of becoming overweight.
- Helps reduce the risk of dying prematurely.
- Helps reduce the risk of developing diabetes.
- Helps reduce the risk of developing high blood pressure.
- Helps reduce the risk of developing colon cancer.

Here's how the Surgeon General's Report distinguishes between the following terms:

- **Physical Activity** is any body movement that increases energy expenditure above the resting level.
- **Physical Fitness** is something you achieve by being physically active. Fitness is a measure of the ability to perform activities that require endurance, strength, and/or flexibility. Health-related fitness includes cardiorespiratory fitness, muscular strength and endurance, body composition, and flexibility.
- **Exercise** is a sub-category of physical activity. It is planned, structured, and repetitive body movement. The goal of exercise is often to become physically fit. Avoiding the term "exercise" often helps decrease people's resistance to physical activity.
- **Physical Education** is a comprehensive, sequential K-12 curriculum that promotes physical, mental, emotional, and social well-being and provides students with the knowledge and ability to maintain an active, healthy lifestyle.

What's the Deal with Physical Activity?

Check whether you think each sentence is TRUE or FALSE.

True False

- 1.** People have to exercise as hard as they can if they want to be physically fit.
- 2.** Regular physical activity strengthens your heart muscle.
- 3.** Physical activity makes people want to eat more.
- 4.** Physical activity can help people relax.
- 5.** Exercising a part of the body is a good way to reduce body fat in that part.
- 6.** It is not important for people to be physically active until they are 35 years old.
- 7.** Physical activity can help people make new friends.

Adapted from *Physical Fitness Promotion: A Collection of Practical Guidelines and Measures*.
IOX Assessment Associates, Los Angeles, 1988.

