1. PROJECT IDENTIFICATION

Project Title: Healthy Tomorrows Partnership for Children Program

Project Number: H17MC07863

Project Director: Stephanie Berry

Grantee Organization: Indiana University Health (formerly Clarian Health)

Address: 1701 Senate Blvd, Indianapolis, IN 46202

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Project Period: March 2007 – February 2012

Total Amount of Grant Awarded: $246,137
PURPOSE OF PROJECT AND RELATIONSHIP TO SSA TITLE V MATERNAL AND CHILD HEALTH (MCH) PROGRAMS

The major purpose of Committed to Kids Health (CTKH) was to address nutrition and physical activity habits in urban pre-adolescent youth in a community-based setting. CTKH was based on a program of the same name (now called Trim Kids) developed by the Louisiana State University Health Sciences Center, Department of Pediatrics. The original intervention program combined medical supervision and guidance, diet and exercise regimens, nutritional and physical education, and behavioral modification.

Using this program as a model, IU Health adapted the program into a ten-week program for children ages 9-13 and their parents to teach important skills related to nutrition, behavior, exercise education, and physical activity to combat childhood obesity. The long-term goal was to motivate children ages 9-13 to adopt specific behaviors associated with long-term emotional, physical, and psychological health. While similar to the original model, the IU Health CTKH program is a school-based prevention program that maintains many of the same elements as the original research-based program, but with more of a focus on prevention rather than intervention.

The need for a school-based program to focus on childhood obesity was made evident in national and state data that indicated that young children were not getting enough exercise and were not eating healthy foods. Moreover, in 2003, the American Academy of Pediatrics identified childhood obesity as a priority area. The AAP estimates that 30% of children ages 2-19 have BMI’s greater than 85% and others have identified childhood obesity as an epidemic. Childhood obesity is more prevalent in the current generation than it has been in past
generations, and treatment programs that produce lasting results are sorely needed. Children who are overweight have a greater risk of future cardiovascular disease, hypertension, diabetes, and musculoskeletal injuries, and they may also experience poor self-image and discrimination. The IU Health CTKH program was designed to address the health habits of urban elementary and middle school youth who are most vulnerable to poor dietary habits and lack the needed physical activity to stay healthy.

The Title V MCH Program consultant served as an advisory council member. In addition, the lead physician on this project, Dr. Sanjay Gupta, is an active member of both the local and national chapters of the American Academy of Pediatrics and kept the local chapter informed of the efforts of the CTKH program.

GOALS AND OBJECTIVES

The Committed to Kids Health project had five goals that related to combating childhood obesity and promoting physical fitness and nutrition. Following are the goals and objectives for the program.

Goal 1: By completion of the 10 week program, children and their parents will learn safe and effective methods for achieving and maintaining a healthy weight

- 75% of students at target schools visiting the school nurse will have height, weight, and BMI measures completed
- 75% of students with a BMI in the 85-95% will be referred to Pediatric Weight Management Program at Clarian Health or other programs
- 35% of all families referred to a pediatric weight management program will contact that program about classes
Goal 2: By completion of the program, children and their parents will acquire knowledge of basic principles of good nutrition and healthy eating patterns

- 90% of children will classify foods into the 5 basic groups
- 90% of children accurately identify a single serving size in each of the food groups
- 90% of children identify foods high in calories and fat
- 90% of children will analyze food labels and menus
- 50% of children will identify healthier food choices when dining out

Goal 3: By completion of the program, children will become aware of their eating behaviors and activity patterns and learn alternate behaviors or promote long-term health

- 50% of children will make healthier food choices when dining out
- 50% of children will increase daily fruit and vegetable consumption
- 50% of children will decrease consumption of sugar sweetened beverages
- 50% of children will increase time spent in physical activity outside of school
- 50% of children will decrease screen time (TV, computer, video games) outside of time spent for homework
- 50% of children will identify positive behaviors associated with long-term health
- 50% of families will prepare more nutritious meals and snacks at home
- 25% of children will be successful in getting parents or other family members to participate in goals throughout the program

Goal 4: By completion of the program, children and their parents will gain physiologic and kinesthetic awareness necessary to adopt activity patterns that promote long-term health

- 75% of children will complete a fitness assessment at the beginning and end of the program
- 90% of children will identify basic components of fitness and the types of exercise appropriate to maintaining a healthy body weight and long-term health

**Goal 5: Continue to increase the sustainability of the Committed to Kids Health (CTKH) program in Indianapolis Public School (IPS) system before the end of the grant in February 2012**

- To increase the sustainability of the CTKH program, at least 5 teachers within IPS will deliver the CTKH program by the end of Year 4
- By February 2012, the CTKH program will be offered within the entire IPS system as a continuing effort

**METHODOLOGY**

CTKH was implemented in the Indianapolis Public Schools (IPS), the state’s largest school district. IPS serves over 35,000 students. Its demographics mirror that of many large urban school districts. It has a diverse student population - 58% of its students are African American, 24% are white, and 14% are Hispanic. It also faces challenges that are similar to other large urban schools, such as high poverty and low educational attainment. Over three-quarters of its students (78%) are eligible for free and reduced lunch.

School that participated in the CTKH program were chosen based upon their relationship with IU Health and on recommendations from the wellness coordinator at IPS. Sixteen schools were chosen throughout the grant period to receive the program.

In the first year of the program, activities focused on hiring and training staff, establishing an advisory council, obtaining IRB approval, gaining consent from IPS and the school principals to deliver the program, and developing the curriculum. In order to make the
program more attractive to IPS, the curriculum was aligned with state academic standards in math, science, and language arts.

In April 2008, a technical assistance site visit from the HRSA representatives proved to be very helpful in focusing the program as it entered the second year of implementation. Discussions focused around ways in which to effectively measure the CTKH program as a community-based prevention model instead of an intervention model. Because the original model was an intervention-based program that involved both the child and parents in a pediatric weight-loss management program, the goals and objectives did not fit well with a prevention program. Moreover, the measures used to assess progress during the first year were based heavily on similar tools used to evaluate an intervention program. After considerable discussion, objectives were revised and additional evaluation measures were adopted for the second year so that it fit better with the goals of the IU Health CTKH program.

The program curriculum was delivered for the first three years by trained facilitators from IU Health that taught sessions for sixty minutes and covered topics related to nutrition, behavior, exercise education, and physical activity to combat childhood obesity (see Appendix A for the curriculum). Weekly parent newsletters were sent home that described the lesson and included some type of activity that the family could engage in together, such as taking a walk, trying a new food or a healthier recipe. Parent engagement was measured by the number of students that returned the signed newsletters each week.

During the first year of the program, the lecture component of the program was delivered in classrooms during pre-scheduled times, and BMI’s were measured during PE class. Initially, the school nurses were to be more involved with the program by measuring BMI and helping to deliver more prevention messages. However, as the program continued, it proved to be more
effective to have the physical education teachers take ownership in the physical education component of the program rather than the school nurses. The main reasons for this decision were that the school nurses often were not full-time and their workload at the schools consisted of managing students’ medication and other immediate needs of students and they had very little time to focus their efforts on prevention programs.

Starting in the second year of the program, the physical education teachers administered a Fitnessgram on each student in the program and were required to do so for each student in the school as part of the district’s overall wellness initiative. Fitnessgram was developed by the Cooper Institute in an effort to provide physical educators with a tool that would facilitate communicating fitness test results to students and to parents. The assessment measures three components of health-related physical fitness that have been identified as important to overall health and function: aerobic capacity body composition and muscular strength, endurance, and flexibility. The physical education teachers provided IU Health with this information that enabled the instructor to focus more on the topics of the program and not worry about performing the physical assessments on the participants.

Starting in Fall 2010, (the fourth year of the program) teachers were recruited and trained to deliver the program so that IU Health could begin to broaden the reach of the program and develop a sustainability plan that included having IPS teachers deliver the program instead of relying on staff from IU Health. Teachers were given coaching support from IU Health as they implemented the program and a $300 stipend for their participation. During the final year of the program, teachers were not given stipends, but the program continued to grow despite having no financial incentives for participation.
For sustainability purposes, IU Health made considerable efforts to embed the CTKH program in the public school systems. Training was held to teach the curriculum to a cadre of IPS teachers, and 81 teachers were trained and serve as the ambassadors at their respective schools in teaching the curriculum and encouraging other teachers to adopt the curriculum in their classrooms. During the final year of the program, each school received a CTKH kit, complete with the curriculum, program activities, parent newsletters, and additional resources they can use in the classroom.

EVALUATION

Students were assessed at the beginning and end of the ten-week session on indicators related to their knowledge and behaviors related to nutrition and physical activity. Many indicators were chosen specifically to align with the Healthy People 2010 goals. In addition to the pre and posttest, students were assessed on some of the indicators using in-class assignments to measure changes in knowledge.

The original pre/post assessment used in the project was modified during the second year of implementation to reflect the prevention nature of the program. The original assessment tools used in the first year of the program were nearly identical to the tools used in the intervention program. After conversations during a technical site visit by HRSA representatives in April 2008, it was decided to focus the evaluation more on the prevention aspects – such as changing knowledge – instead of focusing more on behavior changes. In addition, a goal was added around environmental changes that the program hoped to achieve at the end of the five-year funding cycle.
Physical education teachers measured BMI and administered Fitnessgram starting in the second year of the program. This proved to be a much more effective way of implementing this aspect of the program and data was more consistent after this was implemented. In addition, the wellness coordinator at IPS (and CTKH advisory council member) indicated this was a priority for not only the CTKH program, but also for IPS’ wellness goals as a district.

Formative evaluation reports were reviewed at the end of each school year in order to assess how the program was progressing in meetings its goals and objectives. These reports were shared with the advisory committee and used to enhance the program for the following school year.

RESULTS/OUTCOMES (INTENDED & UNINTENDED)

Throughout the five-year program, 1876 students participated in the CTKH program at sixteen different elementary and middle schools within IPS district. The CTKH program did not collect specific demographics on students that participated in the program. However, the schools that participated in the CTKH program were similar in demographics to the district-wide statistics.

Students from sixteen elementary and middle schools in grades 3rd-7th participated in the program. Table 1 highlights the number of schools and students served in each year of the program. The program continued to expand each year of implementation, and by the fifth and final year of funding, IPS had integrated the program into each of its elementary schools.

<table>
<thead>
<tr>
<th>Program Year</th>
<th># of schools</th>
<th># of students participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Year 2007-2008</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td>School Year 2008-2009</td>
<td>3</td>
<td>156</td>
</tr>
<tr>
<td>School Year 2009-2010</td>
<td>3</td>
<td>127</td>
</tr>
<tr>
<td>School Year 2010-2011</td>
<td>4</td>
<td>444</td>
</tr>
<tr>
<td>School Year 2011-2012</td>
<td>16</td>
<td>1096</td>
</tr>
</tbody>
</table>

*Program implemented entirely by school district
The program had success in meeting some of its objectives as the program matured, particularly around the following objectives:

- 50% of children will identify healthier food choices when dining out
- 50% of children will identify positive behaviors associated with long-term health
- 50% of families will prepare more nutritious meals and snacks at home
- 25% of children will be successful in getting parents or other family members to participate in goals throughout the program
- 75% of children will complete a fitness assessment at the beginning and end of the program
- 75% of children will gain vigor and an overall feeling of well-being
- 50% of children will have the confidence in their ability to begin or maintain an exercise program

Other objectives were more difficult to obtain, but some goals were set very high. In retrospect, expecting large percentages of students to exhibit large knowledge gains in a ten-week program may be unrealistic. However, despite not meeting some of those objectives, students did experience knowledge gains in every measurable objective.

The areas in which the program struggled to meet objectives were related to the objectives on referrals to weight management programs. Although some referrals were made, it was difficult for the CTKH program to obtain information on which students were referred and contacted programs for further assistance. During the fourth year of the program, a fitness summer camp was offered and some of the CTKH students that had BMI’s at 85% or above were referred to the program.

The following tables present the status on the goals through the end of Year 4.
Goal: By completion of the 10 week program, children and their parents will learn safe and effective methods for achieving and maintaining a healthy weight

<table>
<thead>
<tr>
<th>Objective</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of students at target schools visiting the school nurse will have height, weight, and BMI measures completed</td>
<td>At pre-test, 80% of students had BMI measured, compared to 90% at post-test. Overall, 33% of students (n=206) had BMIs in the 85% or higher range</td>
</tr>
<tr>
<td>75% of students with a BMI in the 85-95% will be referred to Pediatric Weight Management Program at IU Health or other programs</td>
<td>33% of students (n=206) had BMIs in the 85% or higher range</td>
</tr>
<tr>
<td>35% of all families referred to a pediatric weight management program will contact that program about classes</td>
<td>This objective was difficult to measure and achieve because the pediatric weight management program was not able to track how families entered their program.</td>
</tr>
</tbody>
</table>

Goal: By completion of the program, children and their parents will acquire knowledge of basic principles of good nutrition and healthy eating patterns

<table>
<thead>
<tr>
<th>Objective</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of children will classify foods into the 5 basic groups</td>
<td>At pre-test, 68% of children accomplished this objective, compared to 79% at post-test.</td>
</tr>
<tr>
<td>90% of children accurately identify a single serving size in each of the food groups</td>
<td>At pre-test, 62% of youth accurately identified a single serving size, compared to 65% at post-test. Youth correctly identified the correct serving sizes in 4 out of the 5 food groups</td>
</tr>
<tr>
<td>90% of children identify foods high in calories and fat</td>
<td>At pre-test, 59% of youth identified foods high in calories and fat, compared to 63% at post-test. Youth correctly identified at least 8 out of 9 of the foods high in calories and fat during a classroom activity.</td>
</tr>
<tr>
<td>90% of children will analyze food labels and menus</td>
<td>85% of students successfully analyzed food labels and menus during an in-class assignment</td>
</tr>
<tr>
<td>50% of children will identify healthier food choices when dining out</td>
<td>At pre-test, 43% of students identified healthier food choices, compared to 53% at post-test. Youth who correctly responded indicated that they either did not eat fast food, chose a salad or kids size meal at a fast food restaurant.</td>
</tr>
</tbody>
</table>

Goal: By completion of the program, children will become aware of their eating behaviors and activity patterns and learn alternate behaviors or promote long-term health

<table>
<thead>
<tr>
<th>Objective</th>
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<tbody>
<tr>
<td>50% of children will make healthier food choices when dining out</td>
<td>At pre-test, 43% of students identified healthier food choices, compared to 53% at post-test. Youth who correctly responded indicated that they either did not eat fast food, chose a salad or kids size meal at a fast food restaurant.</td>
</tr>
<tr>
<td>50% of children will increase</td>
<td>40% of youth increased fruit consumption by 1 serving/day</td>
</tr>
<tr>
<td>daily fruit and vegetable consumption</td>
<td>36% of youth increased vegetable consumption by 1 serving/day</td>
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<td>--------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>50% of children will decrease consumption of sugar sweetened beverages</td>
<td>35% of youth decreased consumption of sugar sweetened beverages</td>
</tr>
<tr>
<td>50% of children will increase time spent in physical activity outside of school</td>
<td>42% of youth increased their time spent in physical activity</td>
</tr>
<tr>
<td>50% of children will decrease screen time (TV, computer, video games) outside of time spent for homework</td>
<td>36% of youth decreased screen time on the weekdays; 37% of youth decreased screen time on the weekends</td>
</tr>
<tr>
<td>50% of children will identify positive behaviors associated with long-term health</td>
<td>76% of youth identified positive behaviors at pre-test compared to 81% at post-test. 80% of children identified eating a variety of fruits/veggies; 69% identified getting 8-10 hours a sleep/night; 78% identified being active 60 minutes/day; 12% identified eating junk food once a week; 13% identified being active 3 days/week</td>
</tr>
<tr>
<td>50% of families will prepare more nutritious meals and snacks at home</td>
<td>73% of families indicated that they prepared more nutritious meals and snacks at home as evidenced by the returned signed newsletters</td>
</tr>
<tr>
<td>25% of children will be successful in getting parents or other family members to participate in goals throughout the program</td>
<td>75% of youth returned parent newsletters indicating that they had participated in goals</td>
</tr>
</tbody>
</table>

**Goal:** By completion of the program, children and their parents will gain physiologic and kinesthetic awareness necessary to adopt activity patterns that promote long-term health

<table>
<thead>
<tr>
<th>Objective</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% of children will complete a fitness assessment at the beginning and end of the program</td>
<td>74% of youth completed Fitnessgram at pre-test compared to 87% at post-test</td>
</tr>
<tr>
<td>75% of children will gain vigor and an overall feeling of well-being</td>
<td>90% of youth indicated at post-test that they gained an overall feeling of well-being. 49% of youth indicated that the CTKH program “definitely” helped them make better choices about healthy food and being active; 41% indicated that the CTKH program “somewhat” helped them in making better choices</td>
</tr>
<tr>
<td>50% of children will have the confidence in their ability to begin or maintain an exercise program</td>
<td>88% of youth indicated at post-test that they had the confidence to being or maintain an exercise program; 49% of youth indicated that the CTKH program “definitely” helped them start or continue to be active; 39% indicated “somewhat”</td>
</tr>
</tbody>
</table>
Systems Changes

Some of the most important outcomes achieved throughout this program were the systems-level changes that were initiated at IPS during the funding period. Prior to the program implementation, there was no cohesive mechanism in place to assess BMI and fitness levels. Because of the work of the IPS wellness coordinator and CTKH advisory council member, Fitnessgram is now instituted across all IPS elementary schools. In addition, there has been an increase in referring students in the summer fitness camp operated by IU Health as a direct result of this program.

Unintended Outcomes

Some of the most important outcomes for future sustainability and systems change came in the form of the unintended outcomes that the CTKH program helped shepherd throughout the grant period. The focus on childhood obesity, nutrition, and physical fitness helped draw attention to these issues and were instrumental in launching several initiatives aimed at helping children and families within the IPS district make healthier choices. Following are the other health initiatives launched during the CTKH program:

- **Garden on the Go™** – an effort by IU Health to improve access to fruits and vegetables to residents in Indianapolis, Indiana identified as “food deserts”, those areas that lack access to fresh fruit and vegetables. Started in 2011, Garden on the Go operates year-round and makes weekly stops to 16 locations in the Indianapolis Public Schools district.

- **Community playgrounds** – in 2010, IU Health employees built two playgrounds at two IPS schools, enhanced 12 additional playgrounds and helped install five community gardens.

- **Fitness camp**: Started in 2011, IU Health in collaboration with IPS offered a six week
camp experience to youth who had BMIs at 85% or above to teach them aspects of healthy behaviors, such as cooking and physical fitness, within a camp setting. Students from the targeted schools that received the CTKH curriculum were given priority enrollment. The camp will continue past the HRSA funding period.

- **Riley School Gardens:** In an effort to increase access to healthy fruits and vegetables and promote early nutrition education for youth, IU Health partnered with Keep Indianapolis Beautiful to build ten Riley School Gardens at targeted schools within Indianapolis Public Schools. Over 2,000 elementary students were educated on how to grow, maintain, and harvest their own vegetables and now have hands-on experience. Schools planted a summer crop including tomatoes, eggplant, zucchini, cucumbers as well as a fall crop including lettuce, spinach, greens, and radishes.

**Lessons Learned**

Several important lessons were learned while implementing a school-based prevention program delivered by a community-based organization.

- Engaging the wellness coordinator at IPS as an advisory council member allowed the program to expand to other schools and helped IU Health stay abreast of other opportunities to partner with additional IPS health initiatives.

- Although the schools initially chosen to be a part of the program had school-based clinics, the CTKH program quickly realized that the school-based clinics were not necessarily the place where prevention messages were disseminated. Using PE classes and teachers to administer BMI/Fitnessgram assessments proved to be a much more effective delivery system than relying on school nurses, who were often overwhelmed with fulfilling immediate medical needs of students. Moreover, nurses were often
assigned to the schools on a part-time basis and were unavailable to assist with the program.

- For sustainability purposes, it was essential for the CTKH program to find schools and teachers that were willing to work with the program and to serve as “champions” at their respective schools. In the first year of the program, one of the partner schools had difficulty scheduling the program for a consistent time each week, and the principal was never fully engaged with the program. In subsequent years, the principals (one of them a former physical education teacher) served as the champion for the program and encouraged teachers to participate.

- Engaging parents in a school-based prevention program proved to be more difficult than anticipated. While there was some parent participation, measured by the return of the signed parent newsletters, the program initially had hoped for more significant parent involvement in the program. However, parents were not willing or able to attend special events in the early evening hours, so the decision was made to still include parent involvement as a goal, but it was scaled back to reflect a lower level of parent engagement in the program.

**PUBLICATIONS/PRODUCTS**

Several products were developed as a result of this funding and are included in the appendix. All items listed below can be accessed via the Project Director of the CTKH program.

- **Committed to Kids Health workbook** – updated material and revised worksheets are given to class participants during the program to reinforce learning and provide them with educational resources (Attachment A).

- **Committed to Kids Health teacher kit** – teacher lesson guide (Attachment B).
• Committed to Kids pre/post assessment – developed by IU Health to assess student change in knowledge, attitudes, and behaviors (Attachment C).

DISSEMINATION/UTILIZATION OF RESULTS

Results of the yearly formative evaluation reports were shared with the advisory council meetings. Specific products, such as the CTKH workbooks and evaluation tools, were shared with each of the 38 elementary schools in the IPS district.

FUTURE PLANS/SUSTAINABILITY

The CTKH initiative intentionally addressed sustainability in its goals. As a result, the CTKH curriculum is now available at each of the 38 IPS elementary schools. Because of the strong working relationship with the IPS wellness coordinator, it is anticipated that this curriculum will continue to be embedded in classroom activities. In addition, because of IU Health’s presence in many communities throughout Indiana, the curriculum will be

Appendix A: Committed to Kids Health Curriculum
Appendix B: Committed to Kids Health Teacher Kit
Appendix C: Committed to Kids Health Pre/Post Assessments
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Abstract

Committed to Kids Health

Project Identification Number: H17MC07863

Contact Information: Laura McCarthy, Indiana University Health, 1701 Senate Blvd, Indianapolis, IN 46202, 317-962-3095, lmccamma@iuhealth.org, www.iuhealth.org

PURPOSE: The purpose of the Indiana University Health Committed to Kids Health (CTKH) program was to address nutrition and physical activity habits in urban pre-adolescent youth in a school-based setting. Using a national intervention model developed by the Louisiana State University Health Sciences Center, Department of Pediatrics, IU Health adapted it into a ten-week program for children ages 9-13 and their parents to teach important skills related to nutrition, behavior, exercise education, and physical activity to combat childhood obesity. The long-term goal was to motivate children ages 9-13 to adopt specific behaviors associated with long-term emotional, physical, and psychological health.

GOALS AND OBJECTIVES: The Committed to Kids Health project had five goals that related to combating childhood obesity and promoting physical fitness and nutrition. Following are the goals for the program.

- Goal 1: By completion of the 10 week program, children and their parents will learn safe and effective methods for achieving and maintaining a healthy weight
- Goal 2: By completion of the program, children and their parents will acquire knowledge of basic principles of good nutrition and healthy eating patterns
- Goal 3: By completion of the program, children will become aware of their eating behaviors and activity patterns and learn alternate behaviors or promote long-term health
- Goal 4: By completion of the program, children and their parents will gain physiologic
and kinesthetic awareness necessary to adopt activity patterns that promote long-term health

- Goal 5: Continue to increase the sustainability of the Committed to Kids Health (CTKH) program in Indianapolis Public School (IPS) system before the end of the grant in February 2012

METHODOLOGY: The program curriculum was delivered in the classroom for the first three years by trained facilitators from IU Health that taught sessions for sixty minutes and covered topics related to nutrition, behavior, exercise education, and physical activity to combat childhood obesity. During the fourth and fifth year of the program, classroom teachers delivered the curriculum. Physical education teachers measured BMI and administered Fitnessgram. Weekly parent newsletters were sent home that described the lesson and included some type of activity that the family could engage in together, such as taking a walk, trying a new food or a healthier recipe. For program sustainability, 81 elementary teachers were trained to deliver the curriculum in the fourth and fifth years of the program.

EVALUATION: Students were assessed at the beginning and end of the ten-week session on indicators related to their knowledge and behaviors related to nutrition and physical activity using a survey adapted from the original intervention program. In addition to the pre and posttest, students were assessed on some of the indicators using in-class assignments to measure changes in knowledge. Physical education teachers measured BMI and administered Fitnessgram starting in the second year of the program.

RESULTS/OUTCOMES: The program had success in meeting some of its objectives as the program matured, particularly around the following objectives:

- 50% of children will identify healthier food choices when dining out
• 50% of children will identify positive behaviors associated with long-term health
• 50% of families will prepare more nutritious meals and snacks at home
• 25% of children will be successful in getting parents or other family members to participate in goals throughout the program
• 75% of children will complete a fitness assessment at the beginning and end of the program
• 75% of children will gain vigor and an overall feeling of well-being
• 50% of children will have the confidence in their ability to begin or maintain an exercise program

Other objectives were more difficult to obtain, but some goals were set very high. Expecting large percentages of students to exhibit large knowledge gains in a ten-week program may be unrealistic. However, despite not meeting some of those objectives, students did experience knowledge gains in every measurable objective.

The areas in which the program struggled to meet objectives were related to the objectives on referrals to weight management programs. Although some referrals were made, it was difficult for the CTKH program to obtain information on which students were referred and contacted programs for further assistance.

Some of the most important outcomes for future sustainability and systems change came in the form of the unintended outcomes that the CTKH program helped shepherd throughout the grant period. Other projects that were initiated as a result of the CTKH program were Garden on the Go™ which is a mobile produce truck that sold low-cost produce to Indianapolis Public Schools families in order to improve access to healthy, low-cost fruits and vegetables; the construction and enhancement of community playgrounds in inner-city schools; ten school
vegetable gardens were planted; and a fitness camp was instituted in partnership with the local school district for students who have BMI’s greater than 85%.

PUBLICATIONS/PRODUCTS: A full curriculum complete with lesson plans, parent newsletters, and teaching guides were created for this project. In addition, evaluation forms were created to measure increases in knowledge.

DISSEMINATION/UTILIZATION OF RESULTS: Results of the yearly formative evaluation reports were shared with the advisory council members. Specific products, such as the CTKH workbooks and evaluation tools, were shared with each of the 38 elementary schools in the district.

FUTURE PLANS/SUSTAINABILITY: The CTKH initiative intentionally addressed sustainability in its goals. As a result, the CTKH curriculum is now available at each of the 38 elementary schools. Because of the strong working relationship with the school district wellness coordinator, it is anticipated that this curriculum will continue to be embedded in classroom activities.
The purpose of the Indiana University Health Committed to Kids Health (CTKH) program was to address nutrition and physical activity habits in urban pre-adolescent youth in a school-based setting. Students (n=1876) in grades 3-7 in sixteen different elementary schools participated in a ten-week school-based program and learned healthy eating habits and the importance of exercise. Results found that the students demonstrated short-term knowledge gains on some of the objectives. Although not all of the objectives were met, students showed gains on all the objectives and were able to increase their levels of physical activity, fruit and vegetable consumption, and decreased their screen time. A curriculum was developed specifically for this program and has been disseminated to each of the 38 elementary schools in the district.

KEY WORDS
Childhood obesity, BMI, youth fitness and nutrition, elementary fitness and nutrition, overweight
Committed to Kids’ Health

Student Workbook

Indiana University Health
Committed to Kids’ Health

Class 1
Committed to Kids’ Health

We are looking forward to working with your child in the Indiana University Health program, Committed To Kids’ Health.

The Committed to Kids’ Health program focuses on long-term health benefits of proper nutrition and 60 minutes of daily physical activity (play). Throughout the program, children will engage in nutrition education, physical activity, goal setting, meal and snack choices, and exercise to build and maintain positive self-esteem and body image. It emphasizes healthy lifestyle choices with support from parents/guardians. Your child’s teacher will be working closely with IU Health educators, dietitians and exercise physiologists throughout the program. The Committed to Kids’ Health program will run during your child’s school day, working with both their health and physical education classes. Because it is very important to include time at home as well as at school when establishing a lifetime of healthy habits, your child will bring home a weekly newsletter, with one take-home assignment.

We hope you will enjoy working with your child to establish a lifetime of physical activity and nutrition for your entire family. It is important to remember that you should talk to your physician prior to beginning any exercise program. The activity in the Committed to Kids’ Health program is very similar to the amount and type of activity they will participate in during gym class. Please, let us know if your child has any special circumstances we should be aware of prior to participation in the program. We look forward to working with you and your child as part of the Committed to Kids’ Health program.

My Plan—Week One
Individual Goal: Before you turn on the TV, do 30 jumping jacks at least four times this week. (Mark the calendar below.)

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<th>Day 7</th>
<th>Goal Met</th>
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</table>

Family Plan—Week One
Family Goal: Take a 15-minute walk as a family at least one day this week. (Mark the calendar below.)

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<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Child's Name ____________________________________________

Parent/Guardian Signature ________________________________

Date ________________

“...because it's fun and keeps me active.”
-BRIANNA, AGE 12

Committed to Kids’ Health Newsletter Program.
Each week you will be reaching toward completing your weekly individual and family goals. Return a signed copy to your CTKH instructor the following week.
Committed to Kids’ Health

Food and Energy

Our body is made up of building blocks called cells. Cells have many jobs, including helping our body grow, helping us heal when we are sick and making energy. Our cells need food and oxygen to make the energy we need to move and work. We get the oxygen from the air we breathe and energy from the food we eat. For this reason, it is very important to eat the right foods. Foods with lots of added sugar and fat are poor sources of energy for our body. Once consumed (eaten), food is digested and made into a liquid by our body. That liquid is absorbed by the cell through the cell membrane and enters the mitochondria as the fuel needed to make Adenosine Triphosphate (ATP). Next, oxygen enters our cells from our blood, and the ATP explodes, creating energy.

Use the paragraph above to answer the following questions about your body making energy from food.

1. What are the building blocks that make up our body called? _________________

2. The food you eat is dissolved (turned into a liquid) so that it can be absorbed by the cells in your body through the _______________ ________________.

3. Once food enters our cells, it goes into the _______________ to make ________________.

4. ATP and ________________________________ combine to make energy.

5. To get the energy you need to move and work, your cells need __________ and ____________.

Bonus

Foods containing added ___________ and ___________ are not the best sources of energy for our bodies.

List three foods below that would be good sources of energy for our body.

_________________     ___________________     ____________________
Being physically active helps you build strong muscles and bones, have energy, maintain a healthy weight, learn and do well in school, and feel good about yourself!

**Everyday**
- Play outside
- Take the stairs
- Ride less, walk more
- Help around the house/yard
- Walk or play with your pet
- Ride bikes

**Aerobic (3–5) Days**
- Activities that make you breathe hard or sweat!
- Playing chasing games like tag
- Jumping rope
- Cycling
- Dancing to music
- Climbing stairs
- Playing video games that get you moving

**Recreational (3–5) Days**
- Bike riding
- Exploring a park
- Flying a kite
- Sledding
- Ice skating
- Canoeing
- Playing miniature golf
- Bowling

**Cut Down On**
- Watching TV
- Watching/playing non active computer or videogames
- Sitting for more than 30 minutes at a time

**Strength (2–3) Days**
- Climbing on playground equipment or stairs
- Tumbling
- Running obstacle courses
- Martial arts
- Rope climbing
- Doing push-ups or pull-ups

**Flexibility (2–3) Days**
- Yoga
- Stretching
- Gymnastics
- Playing Limbo

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**The Kids’ Activity Pyramid**

Remember:
You need 60 minutes of physical activity every day!
You can split up your activity and do 10 minutes at a time.

Have fun while being active!
Committed to Kids’ Health
Food and Energy

1. List the five food groups on the Food Guide Pyramid.
   ____________________
   ____________________
   ____________________
   ____________________
   ____________________

2. What does the small yellow line on the Food Guide Pyramid represent?
   ____________________

3. Give examples of three foods that are healthy for you.
   ____________________
   ____________________
   ____________________

4. Give examples of three foods that are not healthy for you.
   ____________________
   ____________________
   ____________________

5. How much physical activity should you get in one day? _______ minutes

6. How many days should you be physically active? ________ days

7. What are some risks associated with not getting enough physical activity?
   ____________________________________________________________________
   ____________________________________________________________________

8. What are some risks associated with not eating a proper diet?
   ____________________________________________________________________
   ____________________________________________________________________
Committed to Kids’ Health

Class 2
Goal Setting

Goals help us achieve accomplishments and are very important to have. This week, your child was a part of fitness assessments in his or her class. We will use fitness assessments as well as behavior changes to measure progress throughout our program. The fitness assessments involved were a beep (pacer) test for cardiovascular endurance, sit-up test for strength, sit and reach test for flexibility, and height and weight for growth measures. We also discussed goals for them to set whether they be long-term or short-term, and trying to involve goal setting outside of this class. Our goal as a class for this program is to get 60 minutes of daily physical activity by the end of this program. One way to set our goals is to think the SMART way.

**S—Specific:**
- Say exactly what you want to do.

**M—Measurable:**
- Use a way to identify when you reach your goal.

**A—Attainable:**
- How can you make your goals come true?

**R—Realistic:**
- Can you accomplish your goals?

**T—Timely:**
- Use a time frame to complete the goal.

Using the SMART way will help make any impossible goal possible!

Other tips to set goals:
- Be positive.
- Be precise.
- Set your priorities.
- Write goals down to give them more value and avoid confusion.
- Keep short-term goals small.

“My Plan—Week Two
Individual Goal: Eat any fruit for three days this week.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</table>

“Family Plan—Week Two
Pick a new fruit to try from the store.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
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</table>
SMART Goals
Specific, Measurable, Attainable, Realistic, Timely

Whenever you want to make a change, the first thing to do is set a goal. A goal tells you what you want to do and how you are going to do it. The best types of goals are the ones we can meet. Here are a couple of steps you can take in order to set great goals:

\[
\begin{align*}
S & = \text{Specific} \\
& \quad \text{Say exactly what you want to do.} \\
M & = \text{Measurable} \\
& \quad \text{Use a way to identify when you reach your goal.} \\
A & = \text{Attainable} \\
& \quad \text{How can you make your goals come true?} \\
R & = \text{Realistic} \\
& \quad \text{Can you accomplish your goals?} \\
T & = \text{Timely} \\
& \quad \text{Use a time frame to complete the goal.}
\end{align*}
\]

A great way to measure progress is by using the goal setting calendar.
Committed to Kids’ Health
Goal Setting Worksheet

Goals are ways we can measure our progress. They are a way for us to review how we have done in the past and see what things got in our way, so we can do things differently if we need to do so. It is also a way that we can find solutions to our problems and celebrate our success.

Our long-term Committed to Kids’ Health Goal is to get **60 minutes of physical activity every day of the week**. This is a big goal, so the first thing we need to do is see how much physical activity we get now. This is your starting point; sometimes this is called a **BASELINE**.

I get ____________ minutes of activity ____________ days a week.

This week, I will work on the following short-term (one week) goal to help me reach my long-term goal.

Check only one box this week.

- [ ] Play active games after school.
- [ ] Do an activity every time a commercial comes on the show I am watching.
- [ ] Ask my mom and dad to park far away from the building so we can walk.
- [ ] Go on walks with my mom or dad.
- [ ] Do an activity before school in the morning.
- [ ] Turn the TV, computer and video games off for a half-hour more each day.
- [ ] Your idea for a goal _________________________________

Draw a picture or write a paragraph about your short-term goal this week.
### Committed to Kids’ Health—Goal Calendar

**Name _________________________________   Class _________________________________   Date _________________________________**

SMART Goals: Specific, Measurable, Attainable, Realistic, Timely

<table>
<thead>
<tr>
<th>Goals</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tr>
<td><strong>Week 2 Goal</strong></td>
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<td>☐ I met my goal.  ☐ I still need to work on this goal.</td>
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<td><strong>Week 4 Goal</strong></td>
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<td>☐ I met my goal.  ☐ I still need to work on this goal.</td>
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<td><strong>Week 5 Goal</strong></td>
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<td>☐ I met my goal.  ☐ I still need to work on this goal.</td>
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Committed to Kids’ Health

Class 3
Healthful Eating for your Family

Food can be fun, but for many families, it is a challenge—both finding the time to cook and getting your child to eat the foods that you cook, which can be a frustrating and challenging process. You are not alone. Many families are struggling with the same challenges you are. Healthy choices are only healthy if you can manage to fit them into your lifestyle. When we discuss physical activity and nutrition, it is not an all or nothing discussion. Set small goals, and take small steps toward reaching those goals. You and your child will be rewarded with a lifetime of enjoyment from healthy eating and physical activity.

Here are some steps families just like you have been able to fit into their busy lifestyles. Not all of these may work for you, but today we will challenge you not to think of reasons why it won’t work for you, but to think of how you can change them to work for you.

- Add one more fruit or vegetable to family meals this week.
- Let your child choose the fruits and vegetables you buy at the grocery store.
- Be sensible; enjoy all foods, but do it in moderation. Have one ice cream scoop instead of two, or share one big cookie with your child.
- Be flexible; if you have fast food for lunch, have a salad or soup for dinner.
- Drink milk and water instead of soda or fruit punch.

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Cold weather fun:
- Act out a story.
- Create an obstacle course.
- Plant an indoor garden.
- Take a nature hike.
- Enjoy the autumn leaves.
- Play in the snow.

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“My Plan—Week Three
Individual Goal: Do 30 jumping jacks three times this week.
(Mark the calendar below.)

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<th>Day 1</th>
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<th>Day 4</th>
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<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</table>

Family Plan—Week Three
Family Goal: Do 10 jumping jacks as a family one day.
(Mark the calendar below.)

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Child’s Name _____________________________
Parent/Guardian Signature _______________________
Date ________________
Find the Beat

One way we can measure how hard we are working when we do physical activity is to take our heart rate (some people call this a pulse). There are two places on our body where we most commonly find heart rate—our carotid artery in our neck and our radial artery in our wrist. We will use the radial artery today.

Find Your Heart Rate

Gently place the index and middle finger of one hand on the wrist of your opposite hand. Place your fingers on the thumb side of your wrist. Gently press down on your wrist in the soft spot, right before your thumb.

Measure Your Heart Rate

Count the number of beats you feel in 6 seconds; the first beat you feel counts as “0.” For example, as you count it will be (0, 1, 2, 3, 4, 5…).

Take the number of beats you counted, and multiply by 10.

(Number of beats × 10 = beats per minute)

Beats per minute is your heart rate!

Complete this worksheet to find out what your heart rate is…

<table>
<thead>
<tr>
<th>MY RESTING HEART RATE</th>
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<tr>
<td>______________________ X 10 = __________________ Beats per minute</td>
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<tr>
<td>(Number of beats)</td>
</tr>
</tbody>
</table>

What do you think will happen to our heart rate when we exercise?

_______________________________________________________________________________________

_______________________________________________________________________________________

What do you think will happen to our heart rate when we sleep?

_______________________________________________________________________________________

_______________________________________________________________________________________
Find Your Fitness Zone...

How hard should we exercise? It is a tough question because there are lots of different types of exercise. The exercise we are talking about today is cardiovascular exercise—exercise for our heart and lungs. Your heart is a hard-working muscle. It never gets a break, and it is working even when you are sleeping every day! In order to make our heart strong, we need to eat healthy foods and exercise. What do you think will happen to your heart when we exercise? How do you think it will make your body feel?

Let's find out. Look at the Rating of Perceived Exertion chart (which means how you feel).

Each number on the chart represents how you feel with the type of activity that is described to the right of the number.

1. How do you feel right now sitting in your chair? ___________ RPE number
2. How do you feel after holding your arms in the air for 2 minutes? ___________ RPE number
3. How do you feel after you have done 50 jumping jacks? ___________ RPE number
4. How do you feel after resting in your chair for the last 2 minutes? ___________ RPE number

Make a bar graph of your results.

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</table>
| Beginning heart rate | Holding arms overhead — 2 minutes | After doing 50 jumping jacks | After stretching
**How Hard am I Exercising?**

By using this scale, you will be able to tell how hard you are working, just based on how your body feels when you are exercising.

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### Rating of Perceived Exertion

<table>
<thead>
<tr>
<th>RATING</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>6</td>
<td>Resting…Lying in bed</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Very easy…Brushing your teeth</td>
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<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Easy…Cleaning your room</td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Kind of hard…Riding your bike</td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Hard…Playing tag with your friends</td>
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<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Very hard…Running laps in gym</td>
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<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Very, very hard…Sprinting to catch the bus</td>
</tr>
<tr>
<td>19</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>So hard you have to stop</td>
</tr>
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</table>

*Adapted from the Borg Scale, Gunnar, Borg 1985*
Committed to Kids’ Health

Class 4
Why Eat Breakfast?

Breakfast has been known for being the most important meal of the day, and guess what? It is! Eating a well-balanced breakfast will help you fuel your body with nutrients, provide energy for active play, and make you feel good! A regular breakfast routine can also help maintain a healthy body weight by preventing hunger pangs, nibbling or eating too big of a lunch. Whether you are off to a day of school, work or play, eating breakfast will greatly help you maintain concentration and energy levels throughout your busy day.

When making breakfast, try to include foods from multiple food groups, such as grains, dairy, fruits and protein. Each of the food groups provides important vitamins and minerals to jump-start your day and keep you strong and healthy. Some breakfast ideas are a bagel with cheese, a waffle topped with fruit, peanut butter on whole wheat toast or cereal with milk and fruit.

Children learn best by example; so let them see you eating breakfast also! Try to buy foods that your child will want to eat, even if they aren’t common breakfast meals. Offer a few choices of foods so that each family member can pick a food he or she enjoys. Also, be sure to wake children up with plenty of time to eat without being rushed for school.

On the weekends, when there is more time, let your kids help you cook breakfast. Any way that you can make meal times fun, nutritious and routine will encourage healthy habits among your family.

My Plan—Week Four

Individual Goal: Eat any dairy item three days this week. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
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<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</table>

Family Plan—Week Eight

Family Goal: Have a fruit instead of dessert one night. (Mark the calendar below.)

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<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Child’s Name ______________________________________________

Parent/Guardian Signature ____________________________________

Date _________________

Ways to squeeze in breakfast:

- Stock the refrigerator and pantry with healthy on-the-go breakfast items.
- Make parts of breakfast the night before, for example, slicing fruit.
- Go to bed earlier so you wake up earlier — and still feel rested!
Serving Size Stumper

Do you believe the **BIGGER the portion, the BETTER?** With the current trend of Super-Sizing and All-You-Can-Eat-Buffets, many people do. However, part of eating healthy is knowing a serving size of food when you see it and knowing how many servings you need each day.

**Instructions:** Will you be stumped by these servings? In Column A, there are pictures of 10 foods. Next to each food, in Column B & C, there are 2 objects that may look like the correct serving size. Can you guess which one is correct according to the USDA Food Pyramid? Place a circle around the correct object.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chicken</td>
<td>B. Deck of Cards</td>
<td>C. Book</td>
</tr>
<tr>
<td>2. Baked Potato</td>
<td>B. Digital Camera</td>
<td>C. Computer Mouse</td>
</tr>
<tr>
<td>3. Fruit</td>
<td>B. Pocket Watch</td>
<td>C. Baseball</td>
</tr>
<tr>
<td>4. Peanut Butter</td>
<td>B. Golf Ball</td>
<td>C. Baby Pumpkin</td>
</tr>
<tr>
<td>5. Bagel</td>
<td>B. Hockey Puck</td>
<td>C. Yo-Yo</td>
</tr>
<tr>
<td>Column A</td>
<td>Column B</td>
<td>Column C</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>6. Ice Cream</td>
<td>B. Piggy Bank</td>
<td>C. Baseball</td>
</tr>
<tr>
<td>![Ice Cream]</td>
<td>![Piggy Bank]</td>
<td>![Baseball]</td>
</tr>
<tr>
<td>7. Salad Dressing</td>
<td>B. Cell Phone</td>
<td>C. Ping-Pong Ball</td>
</tr>
<tr>
<td>![Salad Dressing]</td>
<td>![Cell Phone]</td>
<td>![Ping-Pong Ball]</td>
</tr>
<tr>
<td>8. Muffin</td>
<td>B. Magnifying Glass</td>
<td>C. Large Egg</td>
</tr>
<tr>
<td>![Muffin]</td>
<td>![Magnifying Glass]</td>
<td>![Large Egg]</td>
</tr>
<tr>
<td>9. Vegetable</td>
<td>B. Baseball</td>
<td>C. Softball</td>
</tr>
<tr>
<td>![Tomato]</td>
<td>![Baseball]</td>
<td>![Softball]</td>
</tr>
<tr>
<td>10. Pasta</td>
<td>B. Cue Ball</td>
<td>C. CD</td>
</tr>
<tr>
<td>![Pasta]</td>
<td>![Cue Ball]</td>
<td>![CD]</td>
</tr>
</tbody>
</table>
Committed to Kids’ Health

Serving Sizes

When we are planning our meals, it is important to know how much food counts as a serving. We know from the Food Guide Pyramid how much food we can have in one day. It is our job to make sure we are eating a variety of foods for each meal and snacks. This will ensure we are receiving our daily allowance and a rainbow of healthy foods.

Let’s Review: Food Guide Pyramid—Daily recommendations (1,800 calorie diet)

- Carbohydrates (grain) 6 ounces
- Vegetables 2 1/2 cups
- Fruit 1 1/2 cups
- Dairy 3 cups
- Meat/beans 5 ounces

Now let’s break it down and talk about serving sizes…

<table>
<thead>
<tr>
<th>Food</th>
<th>A Serving Looks Like</th>
<th>Food</th>
<th>A Serving Looks Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 cup of spaghetti</td>
<td>Ice cream scoop</td>
<td>2 ounces of cheese</td>
<td>2 dice</td>
</tr>
<tr>
<td>1/2 cup cereal</td>
<td>Palm of hand</td>
<td>2 tablespoons peanut butter</td>
<td>Ping-pong ball</td>
</tr>
<tr>
<td>1 cup of baby carrots</td>
<td>Tennis ball</td>
<td>3 ounces of meat</td>
<td>Deck of cards</td>
</tr>
<tr>
<td>1 medium-sized apple</td>
<td>Baseball</td>
<td>1 teaspoon butter</td>
<td>Thumb</td>
</tr>
</tbody>
</table>
Use the chart to answer these questions.

1. What is this chart demonstrating?

________________________________________________________________________
________________________________________________________________________

2. What is one serving of vegetables equal to? What does the amount look like?

________________________________________________________________________
________________________________________________________________________

3. Which food has a 2 tablespoon serving size? What does this amount look like?

________________________________________________________________________
________________________________________________________________________

4. Which is bigger in size—a serving of spaghetti or a serving of carrots?

________________________________________________________________________
________________________________________________________________________

5. Which item has the largest serving size? Why do you think that is?

________________________________________________________________________
________________________________________________________________________

6. Which item has the smallest serving size? Why do you think that is?

________________________________________________________________________
________________________________________________________________________
Stop Method

When you feel a craving come on, try using the STOP Method to help you make the healthiest choice for your body.

**S = Stop and identify the problem.**
Why do you want to eat? What do you want to eat? Where are you? Does your stomach feel hungry, or do you just feel like you want to eat?

**T = Think of your options.**
Sit or play? Candy or fruit? Drink water?

**O = Opt for the best solution.**
If you think your hunger is just a craving, try taking your mind off of it by playing a game or drinking a glass of water. If you are really hungry, look at nutritious snacks such as a piece of fruit or fresh vegetables.

**P = Put the solution into practice.**
Take a bike ride until dinner is ready, or grab a handful of grapes instead of chips.

Go!
Hunger versus Craving—More scenarios

You just woke up. It is 6 am, and you want breakfast.

________________________________________________________________________

You ate a huge dinner, including dessert; you had fruit instead of a cookie. While watching TV later that night, you decide you want the cookie.

________________________________________________________________________

You just drank a large glass of water and still want to eat a bagel.

________________________________________________________________________

You normally eat dinner at 5 pm, but today you ate a bagel with peanut butter at 4 pm. Your mother has dinner ready as planned at 5 pm, and you are hungry.

________________________________________________________________________

You just had lunch, and now you want to eat cake and ice cream at your sister’s birthday party.

________________________________________________________________________

You want a snack when you get home from school.

________________________________________________________________________

You have a big math test tomorrow and have to study. You want to have potato chips while studying.

________________________________________________________________________

You were fighting with your brother and decide you really want to eat a brownie.

________________________________________________________________________
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A Breathtaking System

Our bodies need oxygen for everything we do, even breathing! When we breathe air in through our nose and mouth, we get oxygen. This air goes down our windpipe and into our lungs. Our lungs absorb the oxygen, and it is then carried by our blood to our heart and is pumped to all the working muscles in our body. Our muscles use oxygen to burn food and make energy! This whole process is called respiration.

Exercise not only helps our muscles and heart become stronger, exercise helps us to use oxygen better. When we train, or, in other words, exercise, we train our body to use more oxygen with every breath we take. This helps us not have to breathe as often. (You know how you are breathless after you run a long way.)

Let’s see how much we know about our lungs…

1. We need _________________ to live.

2. We take air in through our _________________ and _________________.

3. The air then goes down our _________________ to our lungs where it is oxygenated and pumped to our _________________.

4. The process of breathing in and out is called _____________________.

Let’s do an experiment to see how our breathing changes with exercise.

1. Have a partner count the number of breaths you take in 1 minute. Record your number on the chart. Then switch.

2. Do 50 jumping jacks, and have your partner count your breaths again for 1 minute. Record your number on the chart. Then switch; have your partner do 50 jumping jacks, and then count breaths.

3. Have your partner count your breaths for 1 minute again, and record the number on the chart. Switch, and count your partner’s breaths for 1 minute.
1. From your observations, did you take more breaths before, during or after exercise?

__________________________________________________________________________________________
__________________________________________________________________________________________

2. What happened to your breathing after exercise?

__________________________________________________________________________________________
__________________________________________________________________________________________

3. Why do you think this is?

__________________________________________________________________________________________
__________________________________________________________________________________________
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Class 5
No Pain, No Gain…Wrong!

Physical activity is a lot of fun; getting hurt is not. We can be active and safe by following a few simple rules!

1. Wear your gear, helmets when we are riding bikes; knee pads; wrist pads; even our life jackets when we are in the water.
2. WARM UP AND STRETCH!
3. Know the rules of the game.
4. Watch out for others! Practice good sportsmanship.

Don’t play when we are injured…

kidshealth.org, 2007

Many injuries can be prevented by using good judgment and following rules above, but if someone is injured, you can help by following these steps. It is important to remember that the best thing to do for someone who is injured is to get the medical help quickly. If the injury is severe, the person is not breathing, can’t get up or is in pain, always call 911.

Next, you can follow RICE.

R—Rest, do not try to be active on a muscle that is injured, stay still in a safe area, and wait for someone to help you. Once you are treated by a doctor, make sure you take it easy for a little while until you feel better and your doctor tells you it is OK to be active again.

I—Ice, put ice on an injury, unless it is a burn. Ice will help to reduce the swelling to the area.

C—Compression, this will help to stop bleeding and reduce swelling to the area. We will use an example. If you injure your ankle, don’t take off your shoe. Leaving it on will help provide the compression to the area. The doctors will take it off for you later.

E—Elevation, this will help reduce the swelling to the area and make it easier for doctors to try to help you. So keep the injury raised high if you can move the limb; do not force it to move. If it is an injury to the head or back, you should never try to move yourself or your friends. Stay as still as possible.

My Plan—Week Five

Individual Goal: Turn off the TV two days and play for 30 minutes. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Family Plan—Week Five

Family Goal: Take a 15-minute walk as a family two days. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Increase your current milk consumption by 1 cup per day.

Gradually changing to a lower-fat milk.

- Change to lower-fat milk gradually (whole to 2 percent, 2 percent to 1 percent) rather than choosing a drastically different milk.
- Try low-fat chocolate milk because the flavor of most chocolate milks is very similar.
- Begin using low-fat milk with cereal or in cooking.

Gradually changing to a lower-fat milk.

- Change to lower-fat milk gradually (whole to 2 percent, 2 percent to 1 percent) rather than choosing a drastically different milk.
- Try low-fat chocolate milk because the flavor of most chocolate milks is very similar.
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Gradually changing to a lower-fat milk.

- Change to lower-fat milk gradually (whole to 2 percent, 2 percent to 1 percent) rather than choosing a drastically different milk.
- Try low-fat chocolate milk because the flavor of most chocolate milks is very similar.
- Begin using low-fat milk with cereal or in cooking.
Label Ease

RAISE a finger if the food has:

- 10 percent or more VITAMIN A
- 10 percent or more VITAMIN C
- 10 percent or more CALCIUM
- 10 percent or more IRON
- 10 percent (5 grams) or more PROTEIN
- 10 percent or more FIBER

LOWER a finger if the food has either:

- 10 percent or more TOTAL FAT
- 200 CALORIES or more
- 10 percent or more saturated fat
- 10 percent or more trans fat
- 10 percent or more cholesterol

If any fingers remain up, the food is nutritious.
Food Label Finds

Do you think there is a difference in the foods that we eat? Is one better for us than another?

Let’s find out.

**Directions:** Find the food labels for the food models you have at your table. Use the information on the food label to answer these questions:

List your foods: ____________________________ and ______________________________

1. Which food has more calories per serving?  
   ____________________________________________

2. Which food has more fat per serving?  
   ____________________________________________

3. Which food has more sugar per serving?  
   ____________________________________________

4. Which food has more fiber per serving?  
   ____________________________________________

5. Which food has more vitamins and minerals? Why do you think that is?  
   ____________________________________________

6. Which food, in your opinion, is healthier? Why?  
   ____________________________________________

**Bonus**

While all meals are important, we know that breakfast is the most important meal of the day, so this bonus is about breakfast cereal.

What do you think about adding extra sugar to your breakfast cereal, why or why not? What will sugar do to your body?

______________________________________

**Here is an idea: Measure your sugar...**

You need a ¼ teaspoon measuring spoon, sugar and two cereal labels—one unsweetened cereal and one sweetened cereal like Cheerios and Honey Nut Cheerios (or any two that are similar).

Here is what you do:

A ¼ teaspoon of sugar is equal to 1 gram. For each cereal, look at the label and figure out how many grams of sugar are in that cereal. Measure the sugar in one serving of cereal onto a paper plate or piece of paper. Does the amount of sugar in a serving of cereal surprise you?
Play it Safe

Physical activity is a lot of fun, but getting hurt is not. We can be active and safe by following a few simple rules:

1. Wear your gear! Helmets when we are riding bikes, knee pads, elbow pads, even our lifejackets when we are in water.

2. WARM UP AND STRETCH!

3. Know the rules of the game.

4. Watch out for others! It’s good sportsmanship.

5. Don’t play when we are injured.

List some ways you can be safe in everyday activities.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________
Ad Busters

Directions
To complete this activity, you will watch at least ½ hour of TV. Record the commercials you watch, and decide if you think they are advertising a healthy choice or an unhealthy choice.

Time Spent Watching TV: ____________ hours

Mark each food commercial beside what they were advertising.

_____ Candy  _____ Chips
_____ Fried food  _____ Pop
_____ Sugar-sweetened beverages  _____ Cakes, cookies or dessert
_____ Sweetened cereal  _____ Grains (bagel, cereal)
_____ Fresh fruit  _____ Fresh vegetables
_____ Dairy (yogurt, milk, cheese)  _____ Fast food
_____ Restaurants  _____ Physical activity/exercise
_____ Other: __________________________________________

How many total advertisements did you see? ______
How many were good healthy choices? ______
(Add together the totals for fresh fruit, dairy, grains, fresh vegetables, physical activity/exercise.)

How many were unhealthy choices? ______
(Add together the totals for candy, fried food, sugar-sweetened beverages, sweetened cereal, chips, pop, cakes, cookies or dessert, fast food.)

How many were advertisements for restaurants? Do you think this food is healthy or not? ______
How many were advertisements for physical activity? ______

Do you think there should be more advertisements for healthy foods and physical activity on television?
Why or why not?
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Bring this handout to the next class to share your findings!
Committed to Kids’ Health

Class 6
Family Mealtime

Mealtimes are not only about eating. They are opportunities to bond as a family, teach children about healthy eating habits, and enjoy yourself with good food and even better company! Sometimes each family member may be on a different schedule, making it complicated to sit down to meals together. However, this may be the one chance during a day to sit down with all family members and relax—after all, we have to eat!

- Set a regular mealtime that accommodates each person’s schedule, for example, dinner at 6 pm. This will encourage proper nutrition and prevent unnecessary snacking if a meal is too late or too early in the evening.

- Cooking should not be stressful, so simplify dinner menus in order to spend less time in the kitchen and more time at the dinner table with the whole family.

- Eliminate distractions during mealtimes. Turn off the TV, refrain from taking or making phone calls, and focus attention on each family member.

- Eat around the table. Meals are more enjoyable while sitting down rather than huddled around a counter or standing up. Also, conversation and eye contact are easier around a table.

- Make each family member feel appreciated during meals. Avoid nagging, grouchiness or focusing all the attention on one person.

- Avoid long, drawn-out mealtimes because younger children can become fussy.

- Share in the clean-up process.

My Plan—Week Six

Individual Goal: Eat a veggie of your choice twice this week.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Family Plan—Week Six

Family Goal: Pick a new veggie to try from the store.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Marketing Myths
### The Reality

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Free</th>
<th>Low</th>
<th>Reduced/Less</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Definition</strong></td>
<td>Labeling: Free, Zero, No, Without, Trivial source of, Insignificant source of</td>
<td>Labeling: Low, Little, Few, Small amount, Low source of</td>
<td>Labeling: Reduced, Less, Lower, Fewer</td>
<td>Labeling: Free, Very low or Low. Foods must meet standards without special processing ie. broccoli is a fat-free food</td>
</tr>
<tr>
<td><strong>Calories</strong></td>
<td><strong>Calorie Free:</strong> Less than 5 calories per labeled serving</td>
<td><strong>Low Calorie:</strong> 40 calories or fewer labeled serving Meals: 120 calories or fewer per 100 grams</td>
<td><strong>Reduced Calorie:</strong> 25% fewer calories than the food to which it is compared</td>
<td>Light or Lite: Depending on the fat content, fat must be reduced by 50% or calories reduced by 1/3 and labeled according to Low fat or Low calorie.</td>
</tr>
<tr>
<td><strong>Total Fat</strong></td>
<td><strong>Fat-Free:</strong> Less than .5 grams per serving</td>
<td><strong>Low Fat:</strong> 3 grams or fewer per serving Meals: 3 grams or fewer per 100 grams and not more than 30% of calories from fat</td>
<td><strong>Reduced Fat:</strong> 25% less fat than food to which it is compared</td>
<td>No comments</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td><strong>Sodium Free:</strong> Less than 5 milligrams per serving</td>
<td><strong>Low Sodium:</strong> 140 milligrams or fewer per serving Meals: 140 milligrams or fewer per 100 grams</td>
<td><strong>Reduced Sodium:</strong> 25% less sodium than the food to which it is compared</td>
<td>If sodium is reduced by 50% per serving, food can be labeled Light in sodium. No salt added or unsalted must declare that the food is not sodium free.</td>
</tr>
<tr>
<td><strong>Sugar</strong></td>
<td><strong>Sugar Free:</strong> Less than .5 grams per serving</td>
<td>Not defined</td>
<td><strong>Reduced Sugar:</strong> 25% less sugar than food to which it is compared</td>
<td>No sugar added or without added sugar can be claimed if no sugar or food containing sugar is added during processing. Does not include sugar alcohols.</td>
</tr>
</tbody>
</table>
Here is a look at a sample layout for a grocery store. Your grocery store may look like this or may be arranged differently. We will be using this diagram as a guide to finding the most nutritious options for your favorite foods. You can use these tips when designing your route through your own grocery store.

1. **Fruits and Vegetables**—Produce that is in season will taste better and cost less! Keep serving size in mind:
   - 1 serving of fruit = 1 medium (tennis-ball size) piece of fruit or ½ cup fresh, frozen or canned fruit;
   - 1 serving of veggies = ½ cup cooked or 1 cup raw.

2. **Deli**—Bulk deli meats don’t have nutrition information on the package, so be sure to ask for it to help you meet your needs. Ask for lean or extra lean cuts of meat and poultry, and avoid ham (it’s very high in sodium!). Follow the same guidelines when buying prepackaged meats.

3. **Fish**—Dark fish such as mackerel and salmon are good sources of Omega-3 fatty acids. Stay away from fried and breaded fish, which add unneeded calories and fat.

4. **Beef/Pork**—Cuts of meat with round or loin in the name are usually considered to be lean, which means they have less than 10 grams of fat and 4.5 grams of saturated fat per serving. Look for lean or extra lean on the label, and 95 percent lean or leaner ground beef.

5. **Poultry**—Half of the calories in chicken are in the skin. If you are looking for a leaner option, either buy skinless or take the skin off before cooking or eating.

6. **Dairy**—Look for low-fat or non-fat options. For yogurt, look at the calories; low-fat options are usually not low calorie because of added sugar. Go for “lite/light” versions. For milk, try 1 percent or skim; they have the same nutrients as whole milk! Avoid chocolate milk (even 1 percent) which has so much added sugar that its calorie content is the same as whole milk.

7. **Frozen Food**—Frozen foods can offer good nutrition and easy preparation. Be sure to read labels and choose options with little or no added fat, sodium and sugar.

8. **Bread**—Make half of your grains whole grains! When buying whole grain bread, read the ingredients list (under the nutrition facts) to be sure that the first ingredient is a whole grain flour.

9. **Cereal**—Look for hot and cold cereals made with whole grains and without much added sugar. Look for options with 3–5 grams of fiber per serving.

10. **Snack Foods**—These don’t have to come from the snack food section. Try individual boxes of raisins or cereal, or small bags of popcorn. For something sweet try graham crackers, fig bars or ginger snaps which are usually lower in fat than other cookies.

11. **Pasta/Rice and Grain**—Try whole grain pastas for more fiber. Brown rice has the same calorie level but more nutrients than white rice. Try new whole grains such as quinoa and bulgar.

12. **Beverages**—Water is always a great option. Try to avoid sodas, energy drinks and coffee beverages which have lots of calories and caffeine. Limit your juice and make sure that what you do drink is 100 percent juice.

13. **Canned Foods**—Read your labels! Choose fruits packed in their own juice. Those packed in syrup have lots of added calories. Choose veggies with no added sodium. Even if you rinse canned veggies, you won’t get all of the sodium off because the vegetables soak it up!
Decoding Breakfast!

Advertising can make food sound healthier than it actually is! The only good source of reliable information on food is the food label. This is where you can figure out if the food actually lives up to what it claims to be!

Directions
Read the advertisement, and decode the food label. Answer the questions below to find out if our make-believe breakfast cereal is really nutritious.

Very Berry Blast is the very berry best way to start your day. The experts say breakfast is the most important meal of the day! Start your day with the berry nutritious FRUIT flavor of this wholesome treat!

### FOOD LABEL

<table>
<thead>
<tr>
<th>Very Berry Blast</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving size</td>
<td>3/4 cup</td>
</tr>
<tr>
<td>Servings per container</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>140</td>
</tr>
<tr>
<td>Calories from fat</td>
<td>0%</td>
</tr>
<tr>
<td>Total fat</td>
<td>0g</td>
</tr>
<tr>
<td>Saturated fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>50mg</td>
</tr>
<tr>
<td>Total carbohydrates</td>
<td>29g</td>
</tr>
<tr>
<td>Dietary fiber</td>
<td>0g</td>
</tr>
<tr>
<td>Sugars</td>
<td>23g</td>
</tr>
<tr>
<td>Protein</td>
<td>1g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>Calcium</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>Iron</td>
<td>&lt;2%</td>
</tr>
</tbody>
</table>

% Daily value:

- Total fat: 0%
- Saturated fat: 0%
- Cholesterol: 0%
- Sodium: 2%
- Total carbohydrates: 10%
- Dietary fiber: 0%
- Sugars: 23g
- Protein: 1g
- Vitamin A: <2%
- Vitamin C: <2%
- Calcium: <2%
- Iron: <2%

Percent values based on a 2,000 calorie diet.

Ingredient List: Corn syrup, sugar, gelatin water, dried blueberries, artificial flavors, artificial colors.

### Questions

The ingredients on the food label are listed from most to least. How many of the first three ingredients are forms of sugar? Is there any real fruit on the ingredient list?


Is this food a good source of vitamins and minerals?


Is Very Berry Blast a wholesome treat? Why or why not?


Think of your own example of an advertisement that you have seen that may not be the truth. Write it below.


## Committed to Kids’ Health — Goal Calendar

**Name _________________________________**
**Class ________________________________**
**Date _________________________________**

**SMART Goals:** Specific, Measurable, Attainable, Realistic, Timely

<table>
<thead>
<tr>
<th>Goals</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 6 Goal</strong></td>
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<td>☐</td>
<td>❋ I met my goal. ❋ I still need to work on this goal.</td>
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<tr>
<td><strong>Week 7 Goal</strong></td>
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<td>❋ I met my goal. ❋ I still need to work on this goal.</td>
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<td><strong>Week 8 Goal</strong></td>
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<td>❋ I met my goal. ❋ I still need to work on this goal.</td>
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<td><strong>Week 9 Goal</strong></td>
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<td>☐</td>
<td>❋ I met my goal. ❋ I still need to work on this goal.</td>
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</tbody>
</table>
Strength Training
Muscle Endurance Exercise

**Directions:** Write true or false on each line. If the statement is false, change the underlined word to make the statement true.

1. Our skeletal muscles are **involuntary** muscles.
2. In order to increase our muscle strength, we must constantly **overload** our muscles.
3. **Muscle endurance** is training our muscles to lift heavy objects.
4. **Muscle strength** are activities that help us in our day-to-day activities by helping our muscles do an activity over and over again.
5. Our **core muscles** consist of our abdominals and low back muscles.
6. Exercise like **running** and **playing tag** are good forms of muscle endurance exercise.
7. We should always rest **48 hours** in between muscle endurance exercise days.

**Your Plan**

We know from the Committed to Kids’ Health class that our body needs all types of physical activity to be healthy. Using what you know, write your week one plan for physical activity, using all types of physical activity—cardiovascular, flexibility, muscle endurance and strength.

<table>
<thead>
<tr>
<th>Type</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
<tr>
<td>Cardiovascular</td>
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<tr>
<td>Muscle Endurance/Strength</td>
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<td>Flexibility</td>
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</table>
Committed to Kids’ Health

Class 7
Vegetarian Done Right

One obstacle of healthy vegetarian diets is including the right amounts of each nutrient that your body needs. If you have decided that vegetarian meals are the best for your family all the time or on occasion, it is important to be aware that meals are still containing plenty of vitamins and minerals, especially protein. Consult the Food Guide Pyramid (mypyramid.gov) for ways to find protein in other foods besides meat. Eggs, dry beans, tofu, soy burgers, nuts, peanut butter and seeds all contain protein, so getting the recommended 5 1/2 ounces of this nutrient does not have to be hard.

- Make sure that meals still contain enough calories. Most vegetarian meals are low in fat, but children and adults alike need enough energy from food for active lifestyles, mental health and growth.

- Pay special attention to eating foods with calcium and iron, since these two minerals are often lacking in many diets, not just those of vegetarians. Look at food labels to ensure your family is receiving the recommended daily value of both calcium and iron.

- If your family avoids eating all animal products, it could be more difficult to include sources of vitamin B12 and zinc. Look for foods that are fortified with vitamin B12. Animal-free sources of zinc include whole grains, cooked dry beans, tofu, seeds and nuts.

- Talk to your family doctor about adding a vitamin and mineral supplement.

My Plan—Week Seven

Individual Goal: Turn off the TV three days and play for 30 minutes.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Family Plan—Week Seven

Family Goal: Take a 20-minute walk as a family one day.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Eat breakfast together three days a week.

Try these nutrient-packed vegetarian meals!

**Menu 1**
- Vegetable soup with tofu
- Whole wheat roll
- Apple or banana
- Low-fat milk

**Menu 2**
- Toasted cheese sandwich
- Cole slaw
- Pudding
- Orange juice
Fast Food Follies

When we eat out, the choices that are available are not always the healthiest choices to make. Let’s take a closer look at the foods we eat when we eat out at some of our favorite restaurants.

Directions: Take your copy of a Nutrition Facts from the restaurant you were assigned, or go to the Web site of that restaurant, and look up the Nutrition Facts page. On the chart below, write down one meal you would normally eat. Don’t forget your drink, sides and dessert if you have it. Fill in the chart with the information on the Nutrition Facts, and add up the totals for your meal.

Restaurant ____________________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Calories</th>
<th>Total Fat</th>
<th>Total Sodium</th>
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<tr>
<td><strong>TOTALS</strong></td>
<td></td>
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</tbody>
</table>

Answer the questions below about your meal.

1. What percentage of your daily calorie needs did you eat in your one fast food meal?
   Hint: Take your total calories in your meal divided by your total number of daily calories 1,800 calories (or use your individual daily calories you calculated from mypyramid.gov) then multiply by 100.

   ____________________________________________________________________________

2. The USDA tells us the maximum limit for daily sodium intake is 2,300 milligrams of sodium. What percentage of your daily sodium intake did you eat in your one fast food meal?
   Hint: Take your total sodium divided by 2,300 milligrams then multiply by 100.

   ____________________________________________________________________________

3. Experts tell us kids ages 9–12 should eat about 25-35 percent of their daily calories from fat. That is about 60 grams of fat a day. What percentage of your total fat intake did you eat in your one fast food meal?
   Hint: Take your total fat grams divided by 60 then multiply by 100.

   ____________________________________________________________________________

4. As we have learned in the Committed to Kids’ Health class, we should eat a variety of foods from all the different food groups. Does your fast food meal have at least three food groups represented in it? List your food groups.

   ____________________________________________________________________________

5. Based on the information you just calculated, is your fast food meal a healthy choice? Why or why not?

   ____________________________________________________________________________

Challenge: Use the back of this page and complete this exercise again. Choose another meal, and see if you can make your meal a healthier choice.

Bonus: Can you find a meal you would eat at a fast food restaurant that is fewer than 500 calories?
Restaurant ____________________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Calories</th>
<th>Total Fat</th>
<th>Total Sodium</th>
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<tr>
<td>TOTALS</td>
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</tr>
</tbody>
</table>

Answer the questions below about your meal.

1. What percentage of your daily calorie needs did you eat in your one fast food meal?
   Hint: Take your total calories in your meal divided by your total number of daily calories 1,800 calories (or use your individual daily calories you calculated from mypyramid.gov).

   __________________________________________________________________________

2. The USDA tells us the maximum limit for daily sodium intake is 2,300 milligrams of sodium. What percentage of your daily sodium intake did you eat in your one fast food meal?
   Hint: Take your total sodium divided by 2,300 milligrams.

   __________________________________________________________________________

3. Experts tell us kids ages 9–12 should eat about 27 percent of their daily calories from fat. That is about 60 grams of fat a day. What percentage of your total fat intake did you eat in your one fast food meal?
   Hint: Take your total fat grams divided by 60.

   __________________________________________________________________________

4. As we have learned in the Committed to Kids’ Health class, we should eat a variety of foods from all the different food groups. Does your fast food meal have at least three food groups represented in it? List your food groups.

   __________________________________________________________________________

5. Based on the information you just calculated, is your fast food meal a healthy choice? Why or why not?

   __________________________________________________________________________
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Nutrition Facts Websites

Common Fast Food Restaurants

**General Fast Food**

- www.mcdonalds.com/usa/eat/nutrition_info.html
- www.wendys.com/food/nutritionlanding.jsp
- www.hardees.com/nutrition/
- www.bk.com

**Sandwiches**

- www.quiznos.com

**Seafood**

- www.ljsilvers.com/nutrition/

**Chicken**

- www.kfc.com/nutrition/

**Beverage**

- www.starbucks.com/retail/nutrition_info.asp

**General Nutrition Information**

- www.mypyramid.gov
STOP Scenarios

Use the STOP Method to help Billy and Betty make the best choices toward their healthy lifestyle.

1. Billy is at school and just missed a word in his class spelling bee. He is very upset because he has been practicing his words all week. The bell rings for lunch, and he heads to the cafeteria with all his friends. His options for lunch are chicken nuggets, French fries or green beans, apple or peanut butter square, and milk, water or buying a soda. Billy really wants chicken nuggets, French fries, the peanut butter square and a soda.

What should Billy do?

2. Betty just got home from school. Her class had a snack at the end of the day. It was Jane's birthday, so she brought in cupcakes. When Betty walks in the door her Mom is busy making dinner; her brother is on the computer. Dad is still at work, and the dog is taking a nap. Betty is bored and wants something to eat.

What should Betty do?

3. It is a special day. Betty and Billy just got their report cards, and they both got better grades than last time. Mom and Dad are going to take them out for a special treat. Everyone gets in the car, except the dog, and they all head to their favorite restaurant. Everyone eats healthy. They all get grilled vegetables instead of French fries, and even Dad has a grilled chicken sandwich instead of the fried chicken sandwich.

Did they make a good choice based on the STOP method?
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Class 8
Family Food Shopping: More for Your Money

Do you believe that it costs more to buy healthier foods? While it is true that buying fresh ingredients is sometimes more expensive and less convenient than the processed, prepackaged options, any extra cost could be worth the health benefits. However, you don’t have to break the bank—stretching your money at the grocery store is all about shopping wisely.

Decide what foods you are buying before you go to the grocery. This will eliminate impulse purchases. Take time to make a grocery list that will include enough food from all of the food groups. For instance, you should buy more grains than foods from the fats, oils and sweets group. Read food labels for nutritional content before you make the purchase!

Decide how much you need of each product and only buy that amount. This is especially important with fresh foods that will expire after a certain date.

When items have similar nutritional value, buy less of the expensive product and more of the cheaper one.

Compare brands, sizes and prices to find the best deal. It is often cheaper to buy in bulk—and also a good idea for nonperishable items that the family uses often. However, sometimes it is cheaper to buy two smaller containers than one big one.

Check for coupons in newspapers or in stores. You may think that 25 cents off is not much of a bargain, but the savings add up! Do not buy food simply because of a sale. It could end up being wasted.

Find three coupons for products that you need and use often.

Make grocery shopping more enjoyable!

- Try to find a babysitter for children so that you can take your time to shop wisely without screaming, crying or impulse purchases from kids.
- Try to shop on days off of work so that you have more time and energy.

My Plan—Week Eight

Individual Goal: Try to eat one whole grain each day.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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<tbody>
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</tbody>
</table>

Family Plan—Week Eight

Family Goal: Pick a new whole grain product to try.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</tbody>
</table>

Child’s Name ____________________________________________
Parent/Guardian Signature ________________________________
Date _________________
## Numbers…Fat, Sugar and Sodium

1 gram of sugar = 4 calories  
1 gram of fat = 9 calories

### The Conversions

*All conversions are approximate, rounded to the nearest whole number for the purposes of this exercise. When you convert from grams or ounces (weight) to teaspoons, tablespoons or cups (volume), you are converting from a weight to a volume. These calculations may not be highly accurate in many cases. This should not be used for measuring medicine or any form of critical science. If you want true accuracy in these measurements, you should purchase a scale that weighs in grams.*

### Sugar

<table>
<thead>
<tr>
<th>Grams</th>
<th>Teaspoons</th>
<th>Cups</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 grams</td>
<td>4 teaspoons</td>
<td>1 cup</td>
</tr>
<tr>
<td>48 teaspoons</td>
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<td></td>
</tr>
<tr>
<td>12 grams</td>
<td>1 tablespoon</td>
<td>1 cup</td>
</tr>
<tr>
<td>16 tablespoons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>235 grams in 1 cup</td>
<td>938 calories in 1 cup</td>
<td></td>
</tr>
</tbody>
</table>

### Fat (Butter)

<table>
<thead>
<tr>
<th>Grams</th>
<th>Teaspoons</th>
<th>Cups</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 grams</td>
<td>5 teaspoons</td>
<td>1 cup</td>
</tr>
<tr>
<td>48 teaspoons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 grams</td>
<td>1 tablespoon</td>
<td>1 cup</td>
</tr>
<tr>
<td>16 tablespoons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>235 grams in 1 cup</td>
<td>2,115 calories in 1 cup</td>
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</tbody>
</table>

### Sodium

<table>
<thead>
<tr>
<th>Teaspoons</th>
<th>Cups</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 teaspoons</td>
<td>1 cup</td>
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<tr>
<td>5 grams</td>
<td>1 teaspoon</td>
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<tr>
<td>1,000 milligrams</td>
<td>1 gram</td>
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<tr>
<td>5,000 milligrams</td>
<td>1 teaspoon</td>
</tr>
<tr>
<td>16 dashes</td>
<td>1 teaspoon</td>
</tr>
<tr>
<td>8 pinches</td>
<td>1 teaspoon</td>
</tr>
</tbody>
</table>

Approximate measurements calculated using [www.gourmetsleuth.com/gram_calc.htm](http://www.gourmetsleuth.com/gram_calc.htm)
Building a Better Body Image

All too often, our opinions of ourselves are based on appearance. Many people, regardless of their accomplishments in life, have a self-esteem that is closely tied to their body image. However, we are more than just bodies. Just as exercise, nutrition and stress management are important, creating a healthy body image is a part of a person’s overall wellness. The following tips can help in the process of building a better body image.

- Accept that we are all genetically different. Some may be predisposed to carrying more body weight than others.
- Value yourself and others for what they can do rather than how they look.
- List 5–10 good qualities about yourself that have nothing to do with appearance every time you feel down.
- Enjoy the movement of your body through exercise.
- Know that “perfect” people are not necessarily happier, healthier or more successful.
- Enjoy being active and doing the things you enjoy.
- Let your body tell you when to eat and when to stop eating.
- Enjoy all foods in moderation, using the Food Guide Pyramid as your guide.
- Enjoy the experience of eating, eat slowly and taste each bite. Think of how food nourishes your body.
- Keep a journal.
- Find friends that like you just how you are and like themselves.
- Stop being critical of how others look.
- Learn to appreciate and find some joy in each day.
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Class 9
Healthy Meals...Quick!

**Planning Ahead**
- Make a list of quick meals that are healthy, yet do not require long amounts of time spent in the kitchen. Spend more time with your family rather than cooking, and save the longer meals for special occasions.
- Prepare food on weekends or any other day when you have more free time, then freeze until needed later in the week.

**Shorten Cooking Time**
- If you have a child that prefers plain food while the rest of the family likes more ingredients, set aside a portion of the food before adding vegetables, meat, etc. This way you can satisfy everyone's tastes while only cooking once.
- Instead of baking or roasting, which can take a long time, broil, stir-fry or microwave when possible. Avoid frying with fattening oils or butter.
- Make foods that require no cooking such as salads, cold sandwiches, fruits and vegetables with dip. Often children enjoy simple meals more!
- Make enough food to last for more than one day. For instance, cook chicken one night, and use it in different recipes for more than one meal.

**Buy More Time**
- When you are at the grocery, look for foods that are already prepared such as premixed salads or lean, chopped meats.
- Buy plenty of food that you can make quickly, such as canned fruits, canned or frozen vegetables, soups, whole grain bread and low-fat yogurt.

**Time Savers**
These meals are easy, healthy, and filling:
- Add canned vegetables to tomato or chicken soup.
- Mix chopped meat and vegetables into any kind of pasta—even macaroni and cheese.
- Pour chili over rice or a baked potato.

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**My Plan—Week Nine**
Individual Goal: Go play for 60 minutes three times this week.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</table>

**Family Plan—Week Nine**
Family Goal: Take a 15-minute walk as a family twice.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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<th>Day 4</th>
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<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</tbody>
</table>

Child’s Name ______________________________________________
Parent/Guardian Signature ____________________________________
Date _________________
Serving Size Stumper

Do you believe the **BIGGER** the portion, the **BETTER**? With the current trend of Super-Sizing and All-You-Can-Eat-Buffets, many people do. However, part of eating healthy is knowing a serving size of food when you see it and knowing how many servings you need each day.

**Instructions:** Will you be stumped by these servings? In Column A, there are pictures of 10 foods. Next to each food, in Column B & C, there are 2 objects that may look like the correct serving size. Can you guess which one is correct according to the USDA Food Pyramid? Place a circle around the correct object.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
<th>Column C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Chicken</td>
<td>B. Deck of Cards</td>
<td>C. Book</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Chicken" /></td>
<td><img src="image" alt="Deck of Cards" /></td>
</tr>
<tr>
<td>2. Baked Potato</td>
<td>B. Digital Camera</td>
<td>C. Computer Mouse</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Baked Potato" /></td>
<td><img src="image" alt="Digital Camera" /></td>
</tr>
<tr>
<td>3. Fruit</td>
<td>B. Pocket Watch</td>
<td>C. Baseball</td>
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<td><img src="image" alt="Fruit" /></td>
<td><img src="image" alt="Pocket Watch" /></td>
</tr>
<tr>
<td>4. Peanut Butter</td>
<td>B. Golf Ball</td>
<td>C. Baby Pumpkin</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Peanut Butter" /></td>
<td><img src="image" alt="Golf Ball" /></td>
</tr>
<tr>
<td>5. Bagel</td>
<td>B. Hockey Puck</td>
<td>C. Yo-Yo</td>
</tr>
<tr>
<td></td>
<td><img src="image" alt="Bagel" /></td>
<td><img src="image" alt="Hockey Puck" /></td>
</tr>
<tr>
<td>Column A</td>
<td>Column B</td>
<td>Column C</td>
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<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>6. Ice Cream</td>
<td>B. Piggy Bank</td>
<td>C. Baseball</td>
</tr>
<tr>
<td>7. Salad Dressing</td>
<td>B. Cell Phone</td>
<td>C. Ping-Pong Ball</td>
</tr>
<tr>
<td>8. Muffin</td>
<td>B. Magnifying Glass</td>
<td>C. Large Egg</td>
</tr>
<tr>
<td>9. Vegetable</td>
<td>B. Baseball</td>
<td>C. Softball</td>
</tr>
<tr>
<td>10. Pasta</td>
<td>B. Cue Ball</td>
<td>C. CD</td>
</tr>
</tbody>
</table>
Calcium Mad Lib

The National Institutes of Health suggests that children ages ______ and up get 1,200 – 1,500 milligrams of ______ every day. This is about ______ servings of dairy. That would be equal to 3 ________ of milk. Most calcium is found in dairy products like ______, ______, ______ and ________. Calcium can also be found in nondairy foods like ___________ ________ ________ vegetables like ______ or ________, ________, ________ even in some cereals. Calcium and collagen work together to make bones flexible and strong. There are 206 ______ in your body whose job it is to provide structure, protect our internal ________, help us move and make ________ blood cells. Keeping them strong is a _______ job. If we don’t, we put our bodies at risk of __________ osteoporosis as we get older. Calcium is one way to keep our bones strong; others include vitamin D from sunlight and weight-bearing exercise like __________ or __________. Make sure you drink your _________ and exercise every day for ________ and ________ bones.
When it comes to NUTRITION, not all drinks are created equal!

**MILK LOWFAT 1%**
- Calories: 100
- Total Fat: 4%
- Total Carbohydrates: 4%
- Protein: 16%
- Vitamin A: 10%
- Vitamin C: 4%
- Vitamin D: 25%
- Calcium: 30%

**CHOCOLATE MILK LOWFAT 1%**
- Calories: 160
- Total Fat: 4%
- Total Carbohydrates: 9%
- Protein: 16%
- Vitamin A: 10%
- Vitamin C: 4%
- Vitamin D: 25%
- Calcium: 30%

**COLA**
- Calories: 90
- Total Fat: 0%
- Total Carbohydrates: 8%
- Protein: 0%
- Vitamin A: 0%
- Vitamin C: 0%
- Vitamin D: 0%
- Calcium: 0%

**SOY BEVERAGE, PLAIN**
- Calories: 100-130
- Total Fat: 6-7%
- Total Carbohydrates: 3-4%
- Protein: 14-22%
- Vitamin A: 10-30%
- Vitamin C: 0%
- Vitamin D: 10-30%
- Calcium: 10-30%

**BOTTLED WATER**
- Calories: 0
- Total Fat: 0%
- Total Carbohydrates: 0%
- Protein: 0%
- Vitamin A: 0%
- Vitamin C: 0%
- Vitamin D: 0%
- Calcium: 0%

**SPORTS DRINK**
- Calories: 70
- Total Fat: 0%
- Total Carbohydrates: 6%
- Protein: 0%
- Vitamin A: 0%
- Vitamin C: 2%
- Vitamin D: 0%
- Calcium: 0%

**FRUIT PUNCH**
- Calories: 120
- Total Fat: 0%
- Total Carbohydrates: 10%
- Protein: 0%
- Vitamin A: 0%
- Vitamin C: 1%
- Vitamin D: 0%
- Calcium: 0%

**100% ORANGE JUICE**
- Calories: 110
- Total Fat: 1%
- Total Carbohydrates: 8%
- Protein: 4%
- Vitamin A: 4%
- Vitamin C: 140%
- Vitamin D: 0%
- Calcium: 2%

* Nutrient ranges for soy beverage reflect the differences between unfortified soy beverages as reported by USDA National Nutrient Database for Standard Reference, Release 19 and a large-distribution fortified soy beverage. Unlike milk, there is no federal standard of identity for soy beverages, and nutritional data will vary by brand. Consumers must carefully check the nutrition panel.

Sources: USDA National Nutrient Database for Standard Reference, Release 19 and USDA database for the added sugars content of selected foods, Release 1, February, 2006. Percent Daily Values are based on a 2,000 calorie diet. All nutrients quoted for 8 oz. portion.

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Committed to Kids’ Health

Food and Energy

1. List the five food groups on the Food Guide Pyramid?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

2. What food group is represented in the small yellow line on the Food Guide Pyramid?

____________________________________________________________________________

3. Give examples of three foods that are healthy for you?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

4. Give examples of three foods that are not healthy for you?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

5. How much physical activity do you need? _______ hours or minutes

6. How many days a week do you need to do physical activity? ________

7. What are some risks associated with not getting enough physical activity?

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

8. What are some risks associated with not eating a proper diet?

____________________________________________________________________________
____________________________________________________________________________
Committed to Kids’ Health

Class 10
Eating Out the Healthy Way

Eating healthy doesn’t mean you have to rule out fast food or other restaurants forever. Eating out can be enjoyed in moderation, like one night a week. It is also important to make healthier food choices even at restaurants.

Why is fast food so unhealthy? These foods include high amounts of fat, calories and sodium, which can all contribute to unhealthy weight gain, higher blood pressure and an increased risk of cardiac disease when eaten in large amounts. On the reverse side, fast food is low in important nutrients such as calcium and fiber. Fast food meals usually don’t include fruits or vegetables which do carry these nutrients.

Another big danger of any restaurant is the super-sized portions. A meal of a double cheeseburger with large fries and a large soda contains more calories, fat and sugar than any person needs in one meal, especially younger children who have smaller appetites. These meals encourage overeating which can lead to weight problems over time. Instead, choose child-size meals for kids and regular-sized for adults. Encourage children to eat only until they are full rather than stuffed.

Learn what substitutions you can make at fast food restaurants. Many places offer milk or water instead of soda. Instead of fries or chips, substitute a baked potato, side salad or fruit cup. Choose low-fat frozen yogurt over fruit pies which are overloaded with sugar.

Hint: Check fast food Websites for nutritional information!

<table>
<thead>
<tr>
<th>Easy Calorie Savers</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Ask if a restaurant carries low-fat dressings, or request that they come on the side.</td>
</tr>
<tr>
<td>▪ Only have one basket of bread or rolls.</td>
</tr>
<tr>
<td>▪ Ask for a to-go box immediately when the food comes out, and save half for another meal.</td>
</tr>
</tbody>
</table>

My Plan—Week 10

Individual Goal: Pick a kind of beans to try and have them one day.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</tbody>
</table>

Family Plan—Week 10

Family Goal: Think of ways to add beans to meals.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</tbody>
</table>

Child’s Name ______________________________________________
Parent/Guardian Signature ____________________________________
Date _________________
Did you know that healthy snacks...

- Are a great way to get kids to eat more fruits and vegetables.
- Make get-togethers with friends more fun.
- Can supply a big part of the food and nutrition kids need for energy.
- Are great as mini-meals in addition to regular meals.

Try These Quick, Easy, Healthy Snacks

- Popcorn or pretzels
- Snack size low-fat yogurt or pudding
- Fresh, canned, or dried fruit
- Cereal sticks with low-fat cream cheese
- Frozen grapes, banana slices, or popcorn
- Peanut butter and fruit sandwich (try apple slices, banana, or raisins)
- Whole-grain crackers and low-fat cheese
- Baby carrots with a low-fat dip
- Rice cakes with peanut butter and salsa
- Mini-pizzas made with English muffins or pita bread
- Baked or microwaved potato topped with plain low-fat yogurt or cheese
- Vegetable and noodle soup
Healthy Snacks Give Kids Extra Energy To Play and Grow

Snacks are a normal part of a healthy diet for growing kids. Fruits, vegetables, and whole-grain foods make good snacks.

All foods can fit into a healthy diet. Choose snacks that are lower in saturated fats, trans fats, sugar, and salt (sodium).

Grab Quick & Easy Snacks

BE A ROLE MODEL!

You play an important role in making sure that you and your kids eat a healthy breakfast every day.

List some snacks that you and your family will try.

Set a good example — Kids often want the same snacks you eat. Choose snacks that are good for your health. Try fat-free or low-fat milk, cheese, and yogurt.

Plan ahead — Make snacks from the various parts of MyPyramid. Healthy snacks should be a part of your grocery list.

Be ready — Keep fruit, 100% juice, crunchy veggies such as carrots or celery, yogurt, bagels, pretzels, and whole-wheat crackers on hand.

Start a new trend — Include fruits and vegetables for school parties and special events.

Make healthy snacking easy — Put snack foods like pretzels, crackers, peanut butter, cheese, and yogurt on lower shelves so kids can get to them.

For more information on these topics or other programs visit our Web site at: www.fns.usda.gov

USDA Food and Nutrition Service
U.S. Department of Agriculture

The USDA is an equal opportunity provider and employer.
Power Up With Breakfast

Fruit Shake

Hey, how about a cool, easy-to-make shake for breakfast or any time!

1/2 cup cut-up fruit (bananas, strawberries, apples, etc.)
1/2 cup nonfat yogurt
1/2 cup nonfat milk
1/2 cup ice

Toss ingredients in a blender... Put the lid on tight, and give it a whirl.

Breakfast is a really great way to start your day! Serves 2.

Breakfast is one of my favorite meals. It gets me going. If I’m in a hurry, I grab a breakfast shake or eat leftovers from dinner.

Please, check with an adult before using the blender!

Fruit Shake

Eat a peanut butter and banana sandwich for a quick breakfast.

What happens when you tell an egg a joke?

Power Panther says... Eat Smart. Play Hard.

Power Panther Word Jumble

Unscramble the letters to come up with breakfast foods. Write only one letter to a space.

ALBGE

RELACE

KHESA

TIFRU

OSTAT

It’s time to solve the jumble phrase. Use the letters in the circles in each word to fill the circles below and discover the jumble phrase.

Jumble Answer: Bagel, cereal, shake, fruit, toast
<table>
<thead>
<tr>
<th>Week 10 Goal</th>
<th>Week 11 Goal</th>
<th>Week 12 Goal</th>
<th>Week 13 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Day 2</td>
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<td>Day 4</td>
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<tr>
<td>Day 5</td>
<td>Day 6</td>
<td>Day 7</td>
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</tbody>
</table>

**SMART Goals:** Specific, Measurable, Attainable, Realistic, Timely

- [ ] I met my goal.
- [ ] I still need to work on this goal.
A private, nonprofit organization, Indiana University Health is Indiana’s largest comprehensive health system and is comprised of hospitals, physicians and allied services dedicated to providing preeminent care throughout Indiana and beyond. Our unique partnership with the Indiana University School of Medicine gives our highly skilled physicians access to innovative treatments using the latest research and technology.

Discover the strength at iuhealth.org

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Committed to Kids’ Health

Introduction
Committed to Kids’ Health
School-Based Program

Introduction
Committed to Kids’ Health (CTKH) is an exciting new way to teach about nutrition and physical activity in a variety of different subject areas. Why not teach graphing by using resting and exercise heart rates, teach math by counting calories in common foods, or try debating healthy choices? This fun and innovative curriculum supplement is designed to help students not only gain knowledge on good nutrition and exercise, but to help them implement healthy changes within their own lives, while involving families, schools and community organizations.

Instructor Kit Contents
This resource includes a program design complete with a course and timeline outline. Handouts are provided; copies can be made for all participants throughout the program. The introduction section gives the instructor background information on the program and sample handouts to use. The program section includes the lesson plans followed by the student workbook with answer keys to worksheets, and the appendix section has great resources the instructor can use throughout the course of the program.

Instructor Qualifications
Wellness professional with a background in youth physical education, exercise science, dietetics or related field.

Instructor Preparation
1. Review the contents of the program kit. Review all of the materials and the lesson plans to familiarize yourself with the material. Do additional research or reading as needed. Make a list of materials to prepare, equipment to reserve, etc.
2. Tailor the program to the intended audience. Based on the age group and skill level of the children in the program, these lesson plans may have to be modified or supplemented. Familiarize yourself with the curriculum and make changes as needed.
3. Prepare the program materials. Double-check facility, equipment availability and prepare the appropriate materials for the presentation. Gather any additional equipment needed for the games and activities included in the lesson plans.
4. Set up the program space. On the day of the class, arrive early to set up the space, check equipment and prepare to deliver the lesson.
5. Conduct the session. Make adaptations when necessary to meet the needs of the participants.

Facility Requirements
There are both classroom and physical activity sections of this training. Lesson plans can be modified to meet most room requirements.

Recommended Group Size
20-30 students, more students may be included with additional staff/volunteer assistance.

Next Steps
Provide a summary of attendance at each class, healthy habits and fitness evaluations on all students as well as the instructor evaluation completed by your site. Return all materials to Community Outreach & Engagement Department of Indiana University Health.

Upon receipt of your evaluations, IU Health will provide you with a summary of your program results, including retention, change in fitness assessment, change in health habits, and changes in height, weight, and Body Mass Index (BMI).

Questions?
Contact IU Health, 800.280.2998 or the Committed to Kids’ Health coordinator
Using the Lesson Plans

Before starting each lesson, it is important to read the lesson plan thoroughly and gather materials for the next week's lesson. The following eight evidence-based messages should be the main focus of the program for all children regardless of weight. These messages should be considered and incorporated as much as possible into the program, parent communication and lessons.

- Limit sugar-sweetened beverages every day
- Eat at least 5 servings of fruits and vegetables every day
- Eat Breakfast every day
- Limit eating out, especially fast food
- Have regular family meals
- Limit portion sizes
- Moderate to vigorous physical activity for at least 60 minutes every day
- Remove telecommunications from children's bedrooms

Lesson Plan Format

The lesson plans are complete, and in the order in which the units are to be presented. However, we understand it is necessary to be flexible in order to incorporate lessons into existing curriculum and individual site limitations. It is critical that you, as an instructor, devote some time to preparing for class. Review the entire curriculum and decide the best implementation plan for your site. At that point you can begin to prepare for individual lessons. It is important to read and prepare for each lesson before the day the lesson is to be presented. If you are more familiar with the materials, you can relax and devote more energy to the children. Here are some tips that will help you to deliver the program successfully.

- Make eye contact with each child
- Smile and be friendly
- Demonstrate you believe the program is important
  - Be prepared to teach
  - Read the unit
  - Review each lesson carefully
  - Learn and practice activities
- Have materials ready before class
- Ask for help from the program director or other professionals when necessary

The following descriptions of the parts of the lesson plans will help you understand their purpose and use.

Length of Class and Breakdown:
This will give you the estimated amount of time to spend on each section of the lesson plan.

General Materials Needed:
What you will need to complete each lesson plan.

Vocabulary Words:
This information can be used at your discretion throughout other class activities, you are not required to do vocabulary as part of the Committed to Kids’ Health lessons, this is only for your use if desired.
Lesson Plan – Nutrition, Behavior Management, Fitness

In general, there are more activities in each lesson than you will have time to do. Cover the information in each section and supplement activities as time allows. If necessary, activities can be carried into the next week.

Note: Remember to follow up on any assignments or discussions from the week before in each topic area.

Reminders for Next Week:
Remember to read the reminders and assign students the tasks listed to prepare for the next lesson.

Curriculum Suggestions:
These curriculum suggestions can help to incorporate CTKH concepts into other activities throughout the week and can be used at your discretion.

Lesson Evaluation
Success of this program will depend on your participation and suggestions. Please, let us know if you have any questions, comments, or concerns on the lessons or materials. We will be glad to work with you to fix the problems and/or supplement or change the lessons. Please contact us at 800.280.2998.

SAFETY RULES DURING LESSONS
- Children should have access to drinking water and the bathroom during fitness activities.
- Children may get water at any time but should be within your view.
- Do not leave children alone during activity phase.
- Children who stop activity should be within your view and keep moving (walking) when possible.
- If children feel sick or want to stop exercising, they should stay where you can see them.
- Children should try to do all activities but should stop if feeling sick or experiencing pain.
School-Based Program Description

Committed to Kids’ Health (CTKH) is an innovative approach to teaching fitness and nutrition in a variety of different subject areas. The emphasis is on fun physical activity and hands-on learning combined with family support and our commitment to help students establish healthy long-term lifestyle habits.

- A school-based fitness and nutrition program, designed to teach students practical ways to implement long-term healthy lifestyle changes.
- We aim to break the cycle of childhood obesity by teaching children the importance of physical activity and nutrition to help them achieve and maintain a healthy body weight throughout life.
  - An overweight child has an 80 percent chance of becoming an overweight adult.
  - If a child has 2 overweight parents, they are 14 times more likely to be overweight than their counterparts with normal weight parents.
  - If we can teach children to implement healthy behaviors into their lives now, they will be more likely to pass the importance of a healthy lifestyle onto their own children.

Design of School-Based Program

- 10 hour program, with 4 optional hours.
- Flexible to meet a school schedule.
- 3 components to each lesson that can be split throughout the day if needed.
  - Nutrition
  - Behavior Management
  - Physical Activity

Incorporation into existing school curricula

- The CTKH program aims to educate students and their families on proper nutrition and fun physical activity that can be incorporated easily into busy lifestyles, creating a lifetime of healthy living.
- All CTKH lessons are tied to state educational standards in Health, Physical Education, Science, Reading, Writing and Math.
- The following standards are examples of overarching standards addressed in most lessons. Additional standards, specific to lesson content, are listed by class below:
  - Health: 5.1.4, 5.1.9, 5.3.5, 5.3.6, 5.7.1
  - Physical Education: 5.1.1, 5.1.2, 5.5.1, 5.5.2, 5.5.3, 5.6.3, 5.6.4, 5.7.1, 5.7.2
  - Reading: 5.1.2, 5.1.6
  - Writing: 5.4.5, 5.4.6
  - Science: 5.4.9
- This program consists of 14 concepts which can be taught as 14 lessons or broken down and taught as separate topics relating to nutrition, behavior management and physical activity.
- In order to make the curricula easy for an instructor to implement without taking time away from their school day, optional grading assignments are available for each lesson. The instructor can use these assignments as homework if he/she wishes.
<table>
<thead>
<tr>
<th>Date/Day</th>
<th>Time</th>
<th>Lesson</th>
<th>Materials Needed</th>
<th>Space Needed</th>
<th>Physical Activity</th>
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</table>
### Daily Class Attendance

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Attended</th>
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</tbody>
</table>
Positive Coaching

1. Guide your student to success by acting as his/her greatest example, role model, advocate, a mentor and cheerleader.

2. Listen to your student without interrupting.

3. Keep the experience of Committed to Kids’ Health (CTKH) positive; praise your student for both small and large accomplishments throughout the program.

4. Help to ensure your student’s success by following the instructions of your CTKH Instructor Kit.

5. Take the CTKH challenge as a classroom experience. Use this opportunity to increase the level of physical activity and healthy eating of your entire classroom.

6. Try not to become the “food police.” If you see or feel your child is making the wrong choices, talk to them about moderation and healthy alternatives. If the problem continues, schedule a meeting with your CTKH program coordinator.

7. Focus on what your student is doing right; give positive responses whenever he or she demonstrates their commitment to the program.

8. Help your student select activities he or she enjoys. Use tools such as pulling fun activities out of a hat or have backyard games to help combat boredom.

9. Participate with your students as much as possible.

10. Provide a variety of choices and make physical activity as fun as possible for your entire classroom.

11. Tell your students to help their parents review shopping lists before heading to the store. Keep the kitchen stocked with mostly healthy foods and limit the amount of “unhealthy food” you have available.

12. Rearrange your kitchen so the healthy food is easiest to access. (i.e., Cut vegetables and put them in individual bags on the bottom shelf of the refrigerator).


14. Recognize this is not a quick fix but a lifestyle change.

15. Contact your CTKH program coordinator and set up a meeting if you feel your student has lost interest in the program, has become defiant, or simply is not making the progress you expected.
Fun Physical Activity

1. ______________________________________________________________________________
2. ______________________________________________________________________________
3. ______________________________________________________________________________
4. ______________________________________________________________________________
5. ______________________________________________________________________________
6. ______________________________________________________________________________
7. ______________________________________________________________________________
8. ______________________________________________________________________________
9. ______________________________________________________________________________
10. ______________________________________________________________________________
Environment Control

Our environment affects our choices in many ways. When it comes to living a healthy lifestyle, here are some clues on how you can control your environment to help make the healthy choice the easy choice.

1. Downsize:
   - Just because something comes in a larger size it is ok not to get it, and it is ok to only eat a small portion. You can always ask for a to go box as soon as you get to the restaurant and put ½ your food away for later or even share a meal.
   - Separate your box of graham crackers or other snacks into individual servings by using sealed baggies. This way you can have a treat and still know how many servings you are eating.

2. Plan:
   - Before you go to a party or event, decide what you are going to eat and how much you are going to eat.
   - Choose the healthier low-calorie options and save your calorie choices for what you really want.
   - Have alternate plans for your exercise. Have backup games to play inside if the weather does not cooperate with your activity plans.

3. Prepare
   - Eat something satisfying and healthy before going someplace where tempting, unhealthy foods will be served.
   - Make sure you get your activity in early in the day, or more activity in previous days if you know that later you will not have the opportunity to be active.
   - Be creative in your activity plans. If going somewhere, plan your activity. Check out local parks, zoos or trails the same way you would check out local restaurants.

4. Bring Your Own
   - When you can, take your own favorite healthy food to an event.
   - When you are away from home, make sure you take everything you need to be active. Take clothes, shoes, games, and whatever else you think will be fun (i.e., a Frisbee or ball for the beach).

5. Schedule Fun Days
   - Remember it is ok to indulge on some days (holidays, birthdays, celebrations). Have a good time and allow yourself to eat some special treats. Just make sure you go back to your routine between these occasions.
“Good” Healthy Foods

Fruit
1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________

Vegetables
1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________

Dairy
1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________

Meat
1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________

Grains
1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________

Foods I can’t give up
1. ________________________________________________________
2. ________________________________________________________
3. ________________________________________________________
External Influences

Anything that is outside of your control that can affect your healthy lifestyle plan.

Examples of external influences can be: people, situations, school, places, events and even vacations.

List some external influences you face during the week.

1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________

What are some ways you can overcome these external influences?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
### Shopping List

**Meal Reminders:**

____________________________________________________

____________________________________________________

**Fruit and Vegetables**

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

**Meat (Poultry, Fish, Eggs, Beef, Pork)**

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

**Dairy (Cheese, Yogurt, Milk)**

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

**Frozen Food (Lunches, Vegetable, Fruit)**

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

**Grain (Bread, Rice, Rolls, Cereal, Pasta)**

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**Snack Foods**

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**Beverages**

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**Canned Foods**

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**Condiments**

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Seasoning Suggestions

Meats

Lean Beef
- Squeeze lemon juice on the meat, sprinkle with dry mustard and pepper.
- Dust sage over the top of a roast before baking.
- Cook with different vegetables.
- Other suggested flavorings are marjoram, nutmeg, onion, thyme, bay leaf.

Hamburger Patties
- Season by squeezing lemon juice into the meat before cooking.
- Dust with paprika and pepper.
- Add chopped onion or oregano.
- When cooking on the charcoal grill, toss a few bay leaves onto the coals under the hamburgers.

Pot Roast
- Add a teaspoon of mixed pickling spice.
- Add crushed garlic clove.

Meat Loaf
- Squeeze lemon juice on the meat.
- Add onion powder, chili powder, tomato, and fresh onion.

Stew or Casseroles
- Add dried chili powder, parsley, 1/2 tsp. nutmeg, 1/2 tsp. ginger, small amounts of sage, basil, thyme, bay leaf, and curry.

Pork
- Sprinkle with lemon juice and dust with paprika, onion, garlic, and sage.
- Serve with applesauce, spiced apples, or cranberries.

Poultry
- Stew chicken with a bay leaf, some celery leaves, onion, and black pepper.
- Broiled chicken may be basted with a sauce of lemon juice, olive or salad oil, and a crushed garlic clove.
- Dust with paprika for color.
- Season with basil.
- May be served with mushrooms or cranberry sauce.

Fish
- Rub with fresh lemon before cooking to add flavor.
- For baking, try wrapping fish in foil with a slice of lemon, bay leaf, pepper, and a little onion.
- Add dry mustard, paprika, tarragon, curry, and mushrooms.

Soups
- Cook meats for soup with fresh vegetables like carrots, celery, onions, and tomatoes.
- Season with bay leaves, cloves, pepper, and dill weed or dill seed.

Vegetables

The general rule to use is 1/2-teaspoon herbs to 3 cups cooked vegetables. A small amount of sugar added during cooking helps to bring out the natural flavor of the vegetables.

Asparagus
- Squeeze lemon juice on asparagus.

Green Beans
- Cook in a small amount of water and add curry or basil.
- Serve with lemon juice, Butter Buds, and a bit of grated onion or chopped chives.
- Cold cooked green beans with vinegar and onion may be used as a salad.
- Other seasonings are marjoram, nutmeg, and dill seed.

Broccoli
- Squeeze lemon juice over or add an onion.

Cabbage
- Add lemon juice or vinegar plus a dash of dry mustard and marjoram.
- Add onion juice or raw onion.
- Season with mustard dressing or dill seed.

Carrots
- Add cinnamon, nutmeg or ginger.
- Add brown sugar.
- Add lemon or orange juice and parsley. Sprinkle with orange rind.
- Add minced fresh mint.
- Add thyme, rosemary, or bay leaves in cooking.

Cauliflower
- Add nutmeg.
- Add lemon juice with a dash of dry mustard and marjoram.

Corn
- Cook with green pepper, tomatoes.

Peas
- Add orange rind.
- Add marjoram, parsley, chives, rosemary, onion, and mushrooms.

Potatoes
- Add lemon juice, grated onion, salsa, chives, and fat-free sour cream.
- Baked: add fat-free ranch dressing.
- Mashed: add nutmeg, chopped parsley, fat-free sour cream and chives, minced onion.

Squash
- Add lemon or orange juice and cinnamon.
- Add ginger or black pepper.
- Add brown sugar.
Choosing Fresh Produce

Fruits

Apples
Choose a firm apple with a smooth bright skin. Ripe apples have a cream, yellow or light green color in the skin around the core and stem. Avoid soft, bruised, or decayed apples and those with shriveled or broken skin.

Berries
Look for clean, firm, tender and plump berries with uniformly bright colored flesh and natural shine. On strawberries, caps should be fresh green and intact. Avoid berries with blotches of color or that are wet, mushy, shriveled, scarred, leaky, or moldy.

Grapes
Look for firm, plum, smooth, sweet grapes with a uniform bright color, tender skins, and pleasant aroma. Look for market grapes that have been protected in covered containers. Avoid grapes with blotches of color or that are wet, mushy, wrinkled, shriveled, scarred, leaky, or moldy.

Peaches
Choose bright, fresh-looking peaches that smell like a peach. Look for ones that have a smooth skin and a creamy or yellow color with red plump or mottling. The crease should be well defined and run from the stem to end the point. Ripe peaches yield to gentle pressure. Avoid peaches that are hard, green, brownish, excessively soft, bruised, shriveled, or that have tan circular spots.

Watermelon
Choose a melon with a dull as opposed to shiny rind. A watermelon should feel heavy for its size and the underbelly should be a creamy yellow. Avoid a watermelon that has white or green on its underbelly.

Cantaloupe
Choose a cantaloupe that has a full netting and underneath the netting it should have a yellow coloring. The cantaloupe should yield to pressure on the blossom end. Avoid cantaloupes with cuts, bruises, dents, or those that are soft to the touch.

Honeydew
Choose honeydew with a creamy yellow skin and one that is slightly soft on the blossom end. A honeydew will not have a strong odor. A honeydew that is green or white and firm at the blossom end is not yet ripe, but will ripen at room temperature.

Vegetables

Broccoli
Look for broccoli with tender stems and heads that are firm, tight, and dark green or purplish green. Avoid broccoli with wilted, soft, slippery, tough, thick, or dry stems. Avoid broccoli with heads that have enlarged buds or yellow areas - those are broccoli flowers and signs that the head is too old for the best flavor.

Carrots
Choose short or long carrots, but ones that are no more than 1 ½ inches around. Look for smooth, firm, crisp carrots with a small core and a deep orange color from top to bottom. Avoid oversized carrots, and carrots that are wilted, soft, or slimy.

Cauliflower
Look for a head that is clean, firm, tight, compact, solid, and heavy. Any outer leaves should be fresh and green. Avoid cauliflower heads that are light brown, have spread out, have a coarse appearance that looks like rice, or those with soft, wilted, or discolored spots.

Cucumbers
Choose firm, crisp cucumbers with a slender shape and dark green rind. Avoid cucumbers that have grown too long or too big around, have turned yellow, are shriveled at the ends, or are tough with large woody seeds. Avoid cucumbers that feel slimy.

Green Beans
Look for green beans with a pod that is firm, crisp, straight and long, and that snaps easily. The tip should be flexible. Avoid green beans with large seeds within the pod. If you can see the bulge of a developing bean within the pod it may be too tough to eat, but the seeds can be removed and cooked.

Lettuce
Look for lettuce with crisp leaves. Avoid lettuce that is dry or wilted, that has soft decay spots, looks rusty or discolored.

Spinach
Look for fresh, crisp dark green leaves and tender stems. Smooth leaf varieties are easier to clean. Avoid spinach with wilted, yellow, discolored, damaged, or slimy leaves, or with long tough stems.
Frequency, Intensity, Time and Type (FITT)

FITT Principle

There are 4 ways to increase your exercise. This is referred to as the FITT Principle. The following will explain each piece of the principle and how you can include them within your activity routine.

F = Frequency – How often do you do an activity? If you are currently exercising 2 days a week you can add another day. Make sure you are comfortable and reaching your 2-day-a-week goal before you add an extra day of exercise as your goal.

I = Intensity – How hard are you exercising? This refers to how you feel when you are doing the exercise. How fast is your heart rate, or how high is your rate of perceived exertion (RPE)? Intensity of exercise varies for each person. Intensity should be one of the last things you try to increase with exercise. Talk to an exercise professional before increasing the intensity of your workouts.

T = Time – How long do you exercise? In order to increase time, we have to build up slowly. It does not matter how much time you start with. To increase time, you simply add on a little each time to reach your goals. For example, if your goal is 15 minutes of continuous activity, once you reach this marker goal reset your goal to 16 minutes.

T = Type – What kind of exercise do you do? Each exercise we do uses different muscle groups. For example, swimming uses both upper and lower body muscles, while running concentrates primarily on lower body muscles. By changing the type of movement you do, you will change the way your body exercises.
## Health Outreach Resources for the Community

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<th>Website</th>
<th>Adult</th>
<th>Youth</th>
<th>Presentations</th>
<th>Screenings</th>
<th>Cancer</th>
<th>Fitness/Nutrition</th>
<th>Lung Health/Tobacco</th>
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</thead>
<tbody>
<tr>
<td>American Cancer Society</td>
<td>5635 W. 96th Street, Ste 100, 46278</td>
<td>317-344-7831</td>
<td><a href="http://www.cancer.org">http://www.cancer.org</a></td>
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<td>American Diabetes Association</td>
<td>6415 Castleway West Dr, #114, 46250</td>
<td>888-DIABETES x 67-32</td>
<td><a href="http://www.diabetes.org">www.diabetes.org</a></td>
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<tr>
<td>American Heart Association</td>
<td>6100 W. 96th St, Ste 200, 46278</td>
<td>317-873-3640</td>
<td><a href="http://www.americanheart.org">http://www.americanheart.org</a></td>
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<td>American Lung Association</td>
<td>115 West Washington St, 46204</td>
<td>800-LUNG-USA</td>
<td><a href="http://www.lungin.org">http://www.lungin.org</a></td>
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<td>Arthritis Foundation</td>
<td>615 N. Alabama, Ste 430, 46204</td>
<td>800-783-2342</td>
<td><a href="http://www.arthritis.org/chapters/indiana/">http://www.arthritis.org/chapters/indiana/</a></td>
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<tr>
<td>Buchanan Counseling Center</td>
<td>P.O. Box 1367, 46206</td>
<td>800-297-8370</td>
<td><a href="http://iuhealth.org/behavioralHealth">http://iuhealth.org/behavioralHealth</a></td>
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<tr>
<td>Central Indiana Cancer Centers</td>
<td>6845 Rama Drive, 46219</td>
<td>317-356-2422</td>
<td><a href="http://www.indianacancer.com">http://www.indianacancer.com</a></td>
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<tr>
<td>IU Health Cancer Programs</td>
<td>317-962-3659</td>
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<tr>
<td>IU Health Healthy Results</td>
<td>1776 N. Meridian St, Ste 100, 46202</td>
<td>317-962-4008</td>
<td><a href="http://www.clarianhealthyresults.com">http://www.clarianhealthyresults.com</a></td>
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<td>IU Health Senior Health Center</td>
<td>1-65 at 21st, P.O. Box 1367, 46206</td>
<td>317-962-2929</td>
<td><a href="http://iuhealth.org/methodist/senior-health/">http://iuhealth.org/methodist/senior-health/</a></td>
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<td>Fit City</td>
<td>429 E. Vermont St, Ste 300, 46202</td>
<td>317-536-1216</td>
<td><a href="http://www.fitcityindy.org/">http://www.fitcityindy.org/</a></td>
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<tr>
<td>Indiana Poison Center</td>
<td>165 at 21st St, 46206</td>
<td>317-962-2335</td>
<td><a href="http://iuhealth.org/methodist/poisoning/">http://iuhealth.org/methodist/poisoning/</a></td>
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<tr>
<td>Indiana Tobacco Quitline</td>
<td>N/A</td>
<td>800-QUITNOW</td>
<td><a href="http://www.indianaquitline.net">http://www.indianaquitline.net</a></td>
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<tr>
<td>IU School of Dentistry Clinic</td>
<td>1121 W. Michigan St, 46202</td>
<td>317-274-7957</td>
<td><a href="http://www.iusd.iupui.edu/Depts/PS/Default.aspx">http://www.iusd.iupui.edu/Depts/PS/Default.aspx</a></td>
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<tr>
<td>INShape Indiana</td>
<td>Two North Meridian, 46204</td>
<td>N/A</td>
<td><a href="http://www.in.gov/inshape">http://www.in.gov/inshape</a></td>
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</tbody>
</table>

- American Cancer Society: Can provide a variety of education, programs and resources surrounding local diabetes efforts.
- American Heart Association: Click "local" to find out about Indiana resources for heart disease. Can request health fair kit to be sent but AHA cannot do presentations.
- IU Health Senior Health Center: Provides a wide variety of programs for adults 55 years and older at different locations throughout the city.
- INShape Indiana: Provides web-based resources for health topics such as fitness, nutrition & tobacco.
<table>
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</thead>
<tbody>
<tr>
<td>Latino Health Organization</td>
<td>311 N. New Jersey St, 46204</td>
<td>317-972-4564</td>
<td><a href="http://www.latinohealthorg.org">www.latinohealthorg.org</a></td>
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<tr>
<td>Little Red Door Agency</td>
<td>1801 N. Meridian St, 46202</td>
<td>317-925-5595</td>
<td><a href="http://www.littlereddoor.org/ScreeningsandDetection.aspx">http://www.littlereddoor.org/ScreeningsandDetection.aspx</a></td>
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<tr>
<td>Marion County Health Department</td>
<td>3838 N. Rural St, 46205</td>
<td>317-221-2101</td>
<td><a href="http://www.mchd.com">http://www.mchd.com</a></td>
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<td>Provides information and screenings on a wide variety of health topics, such as heart disease, diabetes, nutrition, tobacco, etc. For participation in health fairs, please submit your request to <a href="mailto:healthfairs@hhcorp.org">healthfairs@hhcorp.org</a>.</td>
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<tr>
<td>Martin Center, Inc.</td>
<td>3545 N. College Ave, 46205</td>
<td>317-927-5158</td>
<td><a href="http://www.themartincenter.org">http://www.themartincenter.org</a></td>
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<td>Provides a variety of health outreach services for the Latino population.</td>
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<tr>
<td>Minority Health Coalition</td>
<td>2804 E. 55th St, Ste R, 46220</td>
<td>317-257-9700</td>
<td><a href="http://www.minorityhcmc.org/">http://www.minorityhcmc.org/</a></td>
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<td>Provides a variety of health outreach services for minority populations.</td>
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<tr>
<td>Prevent Blindness of Indiana</td>
<td>70 E. 91st St., Ste 204, 46240</td>
<td>317-815-9943</td>
<td><a href="http://www.pbeye.org">http://www.pbeye.org</a></td>
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<tr>
<td>Riley Hospital Community Education and Child Advocacy</td>
<td>575 West Dr, Rm #008, 46202</td>
<td>888-365-2022</td>
<td><a href="http://www.rileyhospital.org/kids1st">http://www.rileyhospital.org/kids1st</a></td>
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<td>Web based resource that covers a variety of youth health topics. Can customize presence at youth-based events.</td>
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<tr>
<td>Ruth Lilly Health Education Center</td>
<td>2055 N. Senate Ave., 46202</td>
<td>317-924-0904</td>
<td><a href="http://www.rllhec.org">http://www.rllhec.org</a></td>
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<td>Provides a variety of youth health presentations both on and off site. Great resource for school groups.</td>
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</tbody>
</table>
Committed to Kids’ Health

Program
Committed to Kids’ Health
Nutrition and Physical Education Program

The Committed to Kids’ Health program aims to educate students and their families on proper nutrition and fun physical activities that can be incorporated easily into busy lifestyles, creating a lifetime of healthy living.

The following standards are addressed in most lessons, specific to lesson content, and listed by class below:

Health: 5.1.4, 5.1.9, 5.3.5, 5.3.6, 5.7.1
Physical Education: 5.1.1, 5.1.2, 5.5.1, 5.5.2, 5.5.3, 5.6.3, 5.6.4, 5.7.1, 5.7.2
Reading: 5.1.2, 5.1.6
Writing: 5.4.5, 5.4.6
Science: 5.4.9

This program consists of 14 concepts which can be taught as 14 lessons or broken down and taught as separate topics relating to nutrition, behavior management and physical activity.
## Committed to Kids’ Health

### Lesson Outline

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<th>Behavior Topic</th>
<th>Exercise Topic</th>
<th>Physical Activity</th>
<th>Worksheets In Class/Homework</th>
<th>Optional Activities</th>
<th>Quiz/Test</th>
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<tr>
<td><strong>Lesson 1</strong>&lt;br&gt;H-5.1.1, 5.1.2, 5.4, 5.6, 2&lt;br&gt;S-5.3.8, 5.3.10, 5.4.2, 5.4.3, 5.4.9&lt;br&gt;PE-5.4.1, 5.4.6</td>
<td>Food as Energy – The Cell</td>
<td>Healthy Habits</td>
<td>Activity Pyramid</td>
<td>Play Ball – name fruits and vegetables or physical activities</td>
<td>-Cells and Energy</td>
<td>Nutrition Abacus</td>
<td>Healthy Habits</td>
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<tr>
<td><strong>Expanded Lesson 1a (optional)</strong>&lt;br&gt;Same H &amp; S as 1</td>
<td>Energy Balance – Astronaut Paper</td>
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<td>Food as Energy Experiment</td>
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<td><strong>Lesson 2</strong>&lt;br&gt;H-5.1.6, 5.6.3&lt;br&gt;PE-5.3.1</td>
<td>Goal Setting</td>
<td>Fitness Testing</td>
<td>Fitness Assessments</td>
<td>-Goal Calendar&lt;br&gt;-Kids HEALTH Goals</td>
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<td><strong>Lesson 3</strong>&lt;br&gt;H-5.1.5, 5.6.4, 5.2.2, 5.7.4&lt;br&gt;M-5.3.4, 5.6.4, 5.6.2&lt;br&gt;S-5.1.1, 5.1.2, 5.2.1</td>
<td>Food Guide Pyramid – Dinner Relay</td>
<td>Overcoming Barriers – Human Knot Environmental Control</td>
<td>Cardiovascular Exercise and the Circulatory System</td>
<td>Fat Grabbers</td>
<td>-Find the Beat&lt;br&gt;-Find Your Fitness Zone (RPE)&lt;br&gt;Heart as a Pump Worksheet</td>
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<td><strong>Expanded Lesson 3a (optional)</strong>&lt;br&gt;Same as 3</td>
<td>Interactive Heart Worksheet</td>
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<td><strong>Lesson 4</strong>&lt;br&gt;H-5.3.1, 5.3.2, 5.5.7&lt;br&gt;S-5.4.9, 5.5.7, 5.5.8, 5.5.10, 5.6.4</td>
<td>Serving Sizes</td>
<td>STOP Method: Hunger vs. Craving</td>
<td>Cardiovascular Exercise and the Pulmonary System</td>
<td>Fitness Blocks</td>
<td>-Breathtaking System</td>
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<td><strong>Lesson 5 Revisit Goals</strong>&lt;br&gt;H-5.2.1, 5.2.6, 5.3.4&lt;br&gt;S-5.4.9, 5.4.5&lt;br&gt;M-5.2.1</td>
<td>Food Labels – Label Ease</td>
<td>External and Internal Influences/Community</td>
<td>Flexibility and Joints Injury Prevention RICE</td>
<td>Yoga Poses</td>
<td>-Label Ease&lt;br&gt;-Food Label Finds&lt;br&gt;-Ad Buster – homework&lt;br&gt;-Play It Safe</td>
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<td>Lesson 6</td>
<td>Marketing Myths – Supermarket Jeopardy</td>
<td>Positive Attitude</td>
<td>Muscle Endurance</td>
<td>Body Weight Exercises</td>
<td>-Decoding Breakfast</td>
<td>Review Ad Busters</td>
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<td>H-5.2.3, 5.2.4, 5.4.3</td>
<td>PE-5.2.6</td>
<td>S-6.4.9</td>
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**Expanded Lesson 6a (optional)**

Same as 6

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<tr>
<th>Lesson 7</th>
<th>Fast Food</th>
<th>Stop Method – Scenarios</th>
<th>Exercise and Attitude</th>
<th>Attitude Run</th>
<th>-Fast Food Follies</th>
<th>Persuasive Paragraph on Exercise and Attitude</th>
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<tr>
<td>H-5.1.3, 5.5.6, 5.6.1, 5.3.1, 5.7.3, 5.7.2</td>
<td>PE-5.3.2</td>
<td>W-5.5.4</td>
<td>R-5.3.6</td>
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<table>
<thead>
<tr>
<th>Lesson 8</th>
<th>Empty Calories – Cost of Health (Test Tubes)</th>
<th>Body Image and Self Esteem</th>
<th>Body Weight Exercise</th>
<th>Body Weight Exercises</th>
<th>-Sugar/Fat/Salt Showdown Conversion Sheet-Building Better Body Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-5.4.1, 5.1.3, 5.2.5</td>
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**Expanded Lesson 8a (optional)**

Same as 8

<table>
<thead>
<tr>
<th>Lesson 9</th>
<th>Calcium the Bone Builder</th>
<th>Book of Tips to Stay Healthy</th>
<th>Skeletal System -Weight Bearing Exercise</th>
<th>15-Minute Games</th>
<th>-Think Your Drink -Sources of Calcium? -Mad Libs</th>
</tr>
</thead>
<tbody>
<tr>
<td>H-5.1.3</td>
<td>PE-5.3.2</td>
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<table>
<thead>
<tr>
<th>Lesson 10</th>
<th>Healthy Snacks – Trail Mix (opt.) -Breakfast</th>
<th>Fitness Testing</th>
<th>Fitness Assessments</th>
<th>-Smart Snacks -Power Up with Breakfast -Completion Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit Goals</td>
<td>S-5.3.3</td>
<td>PE-5.4.1</td>
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</tbody>
</table>

Committed to Kids' Health | Program | Page 21
Committed to Kids’ Health

Program Goals:

Medical
Participants will learn to identify safe and effective methods for achieving and maintaining a healthy weight.

Nutrition
Participants will acquire knowledge about the basic principles of good nutrition and healthy eating patterns.

Behavior Modification
Participants will become aware of their eating behaviors and activity patterns and learn alternate behaviors to promote long-term health.

Exercise and Fitness
Participants will gain the physiologic and kinesthetic awareness necessary to adopt activity patterns that promote long-term health.

Program Objectives
Participants will reduce overall body weight (if applicable), improve eating patterns, and increase daily energy expenditure.

Medical
Participants will significantly reduce their present and future risk of chronic disease.

Nutrition

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will classify foods into the five basic food groups.</td>
<td>Lesson 1, 3</td>
</tr>
<tr>
<td>Participants will accurately identify correct portion sizes.</td>
<td>Lesson 4</td>
</tr>
<tr>
<td>Participants will correctly identify healthy food choices at home, school, and when eating out.</td>
<td>Lesson 6, 7, 8</td>
</tr>
<tr>
<td>Participants will analyze food labels and menus.</td>
<td>Lesson 5, 6</td>
</tr>
<tr>
<td>Participants will recognize the importance of choosing healthy foods for their body.</td>
<td>Lesson 1, 8, 9</td>
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</tbody>
</table>
### Behavior Modification

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>LESSON</th>
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</thead>
<tbody>
<tr>
<td>Participants will improve their self-esteem, self-efficacy, and self-control.</td>
<td>Lesson 9</td>
</tr>
<tr>
<td>Participants will reduce anxiety and depression associated with weight.</td>
<td>Lesson 8</td>
</tr>
<tr>
<td>Participants will recognize techniques to alter eating and physical activity behaviors to promote and maintain weight loss and health.</td>
<td>Lesson 1, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>Participants will identify positive behaviors associated with long-term health.</td>
<td>All Lessons</td>
</tr>
</tbody>
</table>

### Exercise and Fitness

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>LESSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants will identify the basic components of fitness.</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>Participants will identify the types of exercise appropriate to reducing body weight and maintaining long-term health.</td>
<td>Lesson 3, 4, 5, 6, 8</td>
</tr>
<tr>
<td>Participants will become aware of body parts and movements that facilitate the acquisition of a balanced, well-trained and healthy physique.</td>
<td>Lesson 2, 10</td>
</tr>
<tr>
<td>Participants will increase daily activity levels, and therefore increase daily energy expenditure.</td>
<td>All Lessons</td>
</tr>
<tr>
<td>Participants will maintain or increase lean muscle tissue.</td>
<td>Lesson 6</td>
</tr>
<tr>
<td>Participants will improve muscular strength and endurance.</td>
<td>Lesson 9</td>
</tr>
<tr>
<td>Participants will improve muscular flexibility.</td>
<td>Lesson 5</td>
</tr>
<tr>
<td>Participants will increase energy levels and an overall feeling of well-being.</td>
<td>Lesson 7</td>
</tr>
</tbody>
</table>
Committed to Kids’ Health | Lesson #1

Length of Class: 60 minutes
Breakdown: Nutrition: 35 minutes
Behavior Management: 15 minutes
Physical Activity: 10 minutes

General Materials Needed:
- Healthy Habits Questionnaire
- Activity Pyramid
- Parent Newsletter
- Food Guide Abacus (opt. - lesson 1a)
- Food/Energy Worksheet
- Toy Car (or toy that requires batteries)

Vocabulary Words
- Mitochondria
- Calorie
- ATP (Adenosine triphosphate)
- Sedentary Activity
- Moderate Activity
- Vigorous Activity

Nutrition Topic: What is Food/Healthy Eating?
Energy (Introduction to Cells and ATP)

INTRODUCTION: What is food? Food is energy for your body. We forget that sometimes because we use it for so many different things. We have food when we celebrate a holiday or for a birthday party. Food is something we enjoy sometimes; we even use it to comfort us if we are feeling sad or stressed. But, the most important, and main job of the food we eat is to fuel our bodies. So, it is very important we put the right food in our body. (Eat Healthy)

- Discuss healthy eating. Make a list of healthy foods they like to eat to take home to parents.
  - What is healthy eating?
  - Do you always have to eat healthy? Can you ever have foods that are bad for you?
  - What are the current foods you eat that are healthy?

- Fruit and Vegetable Play Ball (Can choose to do this game with physical activity instead of fruits and vegetables)
  Students will form a circle and throw the ball to someone new; each time when that person catches the ball they say a fruit or vegetable. When someone repeats a fruit or vegetable they have to stand on one leg (they can switch legs if they get tired). If 2 people repeat a fruit or vegetable the whole group will jog around the circle once (Have fun with it. Exercise should not be used as a punishment so if kids don’t like to run, have them do whatever activity they like around the circle).

Nutrition Discussion: What is in your food?

- Our food is energy for our body. Each of the different foods we eat give us energy in different ways. How does our body get energy from food?
  - Our body breaks down food in the cells to make energy.

- Optional cell discussion (teacher can go more in depth)
  - Our body is made up of building blocks called cells. Cells have many jobs; they make our body grow, they repair our body when we are sick, and they also make energy. Our cells need food and oxygen to make the energy we need to move and work. We get oxygen from the air we breathe and food from what we eat. Food is digested and made into a liquid by our body, and that liquid is absorbed by the cell through the cell membrane. Once the food is absorbed into the cell, it enters the mitochondria as the fuel needed to make ATP. When Oxygen enters our cells from our blood, ATP explodes, creating energy.
Discuss Calories

- What is a calorie?
  - Lots of people think of calories and they think of food or exercise. They might even relate it to the way we look. Actually calories are a measure of energy. They are a measure of energy in our food, or a measure of energy our body needs to do activities like running, playing or even doing homework.
  - Definition of a Calorie - the amount of heat required to raise the temperature of one gram of water one degree Celsius
  - We have to have the right amount energy from our foods in order live, for our heart to beat, our hair to grow and our legs to move. If we have too many or too few calories, our body will not run properly. Too many or too few calories can lead to being overweight or underweight. This is a problem because that can lead to poor health, heart disease, diabetes, high blood pressure, osteoporosis or lung problems.

Show a toy that operates on batteries (or refer to); what does it need to run? (Batteries)

- If this car takes AA batteries and all I have are AAA will it work? (They are the wrong batteries, kind of like a candy bar or pop would be the wrong food.) Our body won’t work well. How will I feel?
- If I don’t put any batteries in the car will it work? (If I don’t put any food in my body, will it work?) How will I feel?
- If I put AA batteries in the car what will happen? If I put the right foods, lots of dairy, fruits, and vegetables in my body, how will I feel?

TEACHING TIPS:
- MyPyramid.gov web site to calculate calories (Use 1800 a day as an average for your students. If you can have students go to the website and calculate their own individual calories)
- Calories = Energy
- The right foods = Vitamins/Minerals & energy make your body run
- Empty Calories = High Sugar, High Fat Foods

Behavior Management Topic: Healthy Habits Questionnaire

TEACHING TIP: Can use as homework if class time does not allow.

Exercise Topic: Activity Pyramid Overview

Introduction: Physical activity is any time your body is moving. There are lots of different types of physical activity. All types of activity are important for our body, even sedentary activity. Why would sedentary activity be important (that is when our body is not moving)? Because, we spend about 8 hours sleeping and we spend about 6 hours sitting in class, our job is to make our lifestyles as active as possible when we don’t have to be sedentary or still. You need 60 minutes of activity every day of the week for your body to be healthy.

Physical Activity Discussion

- Brainstorm and list activities students currently do or like to do.
- Go over the Activity Pyramid – where do the activities they brainstorm fit into the activity pyramid?
- Talk about moving more than sitting for this week just focus on being more active than the previous day.
- Discuss how you are getting activity in even though you are only walking around the building.
- Eventual goal is to accumulate 60 minutes or more of physical activity on a daily basis- start slow and work up to the 60 minutes.
- If your class has pedometers, you can use steps as an estimate.
- The Centers for Disease Control states that we need 10,000 steps a day to be healthy; this is equivalent to walking 5 miles a day.
**Activity**

- Play Ball… (This activity is the same as the fruit and vegetable activity, only using physical activities).

  Students will form a circle and throw the ball to someone new; each time when that person catches the ball they say a physical activity. When someone repeats an activity they have to stand on one leg (they can switch legs if they get tired). If 2 people repeat a fruit or vegetable the whole group will jog around the circle once. (Have fun with it. Exercise should not be used as a punishment so if kids don’t like to run have them do whatever activity they like around the circle).

**Reminders for Next Week:**

- Complete Healthy Habits Questionnaire

**Cross Curriculum Suggestions:**

- Math – Conversions and Percentages
  - Average calories per day for a 5th grade student 1800
  - Average 100 calories = 1 mile walk or run (15 minutes of exercise)
  - Average 2000 steps = 1 mile
  - Have students calculate percentages of total calories 1/3 of 1800 for breakfast lunch and dinner. What percentage of your total calories is in a 20 ounce coke?
  - If 1 mile = 100 calories, how many miles do you have to walk or run to burn the off the calories in a Snickers bar?
  - Have students navigate the Web to find calorie contents of their favorite foods. Then figure out the miles and steps they would need to walk or run to equal the calories in those foods.

- Science – Cells and Energy Production

- Calories – What else, other than food, is measured in calories? Activity
  - It takes an average of 100 calories to walk/run a mile so what foods = 100 calories?
Committed to Kids’ Health  |  Lesson #2

Length of Class:  60 minutes
Breakdown:    Nutrition/Behavior Management: 10 min
               Physical Activity/Fitness Assessments: 50 min

General Materials Needed for Lesson:
- Goal Setting Sheets
- Parent Newsletter
- Goal Calendar (Wks 2-5)
- Fitness Assessments (from PE teacher)

Nutrition Topic: Behavior Management

INTRODUCTION: Goals
- Talk to students about why goals are important.
  - Goals are a way we can work toward accomplishments we want to make in our lives.
  - Goal setting extends beyond this class; we can use goal setting in everything we do.
  - Can anyone give an example of a goal they have set for themselves?
- SMART Goals:
  - Specific (say exactly what we want to do)
  - Measurable (we can tell when we reach it)
    - Timely (we have to know when we need to reach our goal)
- Our goal as a class for this program is to get 60 minutes of physical activity every day of the week by the end of our Committed to Kids’ Health program.
  - This a big goal, so while you are waiting for your fitness test use your extra time and think of small things you can do every day to get physical activity.
- SUGGESTION – CREATE A CHART WITH ALL STUDENTS’ NAMES AND A BOX FOR EACH DAY OF THE COMMITTED TO KIDS’ HEALTH CLASS. HAVE STUDENTS PUT A STICKER OR A MARK IN THE BOX FOR EVERY DAY THAT THEY GOT 60 MINUTES OF ACTIVITY. THIS WILL BE A VISUAL FOR STUDENTS AND HELP YOU TRACK STUDENT PROGRESS TOWARD THEIR GOAL.
  - Create a challenge for student (for example, see appendix A).
- Hand out goal sheets for students to complete.
  - For the week, have students write down how many minutes of physical activity they currently get each day.

PHYSICAL ACTIVITY: FITNESS ASSESSMENTS (help and gather fitnessgram results from PE teacher)
(For fitness test protocol, see appendix B).
- We do fitness assessments so we can see if we get stronger between now and the end of the program just by working on our goal of getting 60 minutes of activity every day of the week.
  - What do you think? Will we get stronger as a class if we do more activity?
  - Why?
- Remind students their fitness tests are only for them, they should not share their results with their friends. We are working together as a class to get stronger so we should all support each other.

Vocabulary Words
- Goal
- Hypothesis
- Body Mass Index (BMI)
CROSS CURRICULUM:
Science

De-identify the results (take students names off) and have students graph the results of the sit up test, flexibility test, or cardiovascular test for the entire class together. (Do not have students graph height, weight or Body Mass Index (BMI), this information should be kept confidential.)

Tell them or have them research what happens to your body during exercise. Your body gets stronger. Your heart, lungs, muscles and bones get stronger with exercise.

Talk about a hypothesis (theory or possibility). A hypothesis is a concept that is not yet proven. (What you think will happen.)

Ask students to make a hypothesis about what will happen with their results at the end of the program?
Committed to Kids’ Health | Lesson #3

Length of Class: 60 minutes
Breakdown:
- Nutrition: 20 minutes
- Behavior: 10 minutes
- Physical Activity: 30 minutes

General Materials Needed for Lesson:
- A copy of Food Pyramid or Anatomy of My Pyramid for each child (find at www.mypyramid.gov)
- Sample foods, either models or pictures (include a variety of foods for each food group; for pictures see appendix C)
- Find the Beat
- Find Your Fitness Zone
- Rate of Perceived Exertion (RPE) Scale
- Hula Hoops, Bean Bags, Fluff Balls (if you do not have fluff balls and bean bags, wad colored paper into balls = one color for bean bags, one color for fluff balls. Use shoe box or other container in place of Hula Hoops)
- Paper Plates
- Parent Newsletter
- Pedometers (optional)

Nutrition Topic: Food Guide Pyramid

INTRODUCTION: The food pyramid is a guide produced by registered dietitians at the United States Department of Agriculture (USDA). When you are looking for reliable nutrition information, you want to look for something produced by a Registered Dietitian. You can find this information at www.mypyramid.gov.

TEACHING TIPS:
- Variety: Eat foods from all food groups and subgroups.
- Proportionality: Eat more of some foods and less of others.
- Moderation: Choose forms of food that limit intake of saturated or Trans fats, add sugars, cholesterol, salt and alcohol.
- Activity: Be physically active every day.
- Use MyPyramid Educational Framework as guide for talking about calories and each of the food groups.

ACTIVITY: The Dinner Relay

The students will come up with a dinner meal they would actually eat. Use food models or printed pictures of foods for your food relay to make the dinner meal.
- Put food models or pictures of food at the front of the room.
- Divide students into groups of 5, they have 2 minutes to make their meal.
- Only one student from each group can walk to the front of the room and get a food at a time.
- Only one food can be carried by a student back to their group at a time.
- Students will place their dinner meal on their paper plate or on what’s on your plate worksheet.
- Meals can not have more than 2 foods from one food group.

Vocabulary Words
- Registered Dietitian
- Exercise Physiologist
- Moderation
- Circulatory System
- Aerobic Exercise
DISCUSSION:
How well-balanced are the meals?
Do they have fruits, vegetables, dairy, grains and meat?
Can you have dessert as part of a healthy diet? Yes, in moderation (small size, or not all the time).

Behavior Topic: Human Knot – Overcoming barriers

ACTIVITY: Do the human knot, have students get in groups of 15. Stand facing each other, cross your arms, and put hands in the middle of the circle. Grab hands (you should not hold both hands of the same person, and can not hold the hands of the person beside you) your challenge is to get out of the knot without letting go of hands and form a circle.

DISCUSSION:
- Talk about barriers to doing this activity, talk about the human knot, and how they had to overcome barriers to get out.
  - Everyone telling everyone what to do (they had to cooperate)
  - Some people turned backwards and could not see (they had to work as a team and some people be eyes, others ears)
  - Did they have to ask for help?
- Challenge them to think of the barriers only as obstacles and to find ways to get past them, not use the barriers as excuses
  - Possible barrier – it is raining outside… How can we overcome it and still get physical activity?
  - Did anyone have barriers in trying to reach our goal this week? How can we overcome them?
- Our environment can influence the decisions we make, there are always barriers or obstacles in our path. Our environment can be outside of our control. Maybe the only place to eat dinner between your sports practice and home is fast food, maybe you and your family don’t have time to cook supper, or maybe you live on a busy street and can’t play in your yard. These are all things that can happen in our environment that effect how we make healthy decisions. Our job is to remember that even an environmental barrier is just something we have to try hard to overcome.
  - Can anyone give me an example of an environmental barrier you might face?
- As a class what can we do to work around obstacles to reach our goal of healthy eating and/or physical activity?

FOLLOW UP ON GOALS: Was anyone able to get 60 minutes of activity on 1 day? 2 days? 3 days? How did they do it? What can we do for next time to try to get more or make our activity better?
- Exercise for 30 minutes 2 days this week.

PEDOMETER ACTIVITY (OPTIONAL):
- Have students record number of steps they get this week to establish their baseline; continuing through the program, they should try to accumulate the 10,000 steps every day. Keep reminding them to wear their pedometer and write their steps down each day.

Exercise Topic: Circulatory System

INTRODUCTION: For the next few weeks we are going to talk about our body and how we can, through exercise, make our bodies stronger. Today we are going to talk about our heart, blood vessels and blood. This is called our circulatory system. Our heart is the pump that moves blood throughout our body. Along the journey it picks up oxygen from our lungs and nutrients from our digestive system. Our circulatory system also helps our body maintain our body temperature.
TEACHING TIPS:

■ Why is it important for our heart to pump the blood to our body? Blood carries oxygen and oxygen is what our muscles use to work. That means our bodies are able to do everything we want to do like run and play.

■ What happens when you exercise? Breathe harder, get tired, sweat

■ What do you think will happen to your heart when you exercise? Will it beat faster, slower or stay about the same?
  ■ Doctors and the scientists say it will beat “faster.” Your muscles are working harder so they need more oxygen, so your heart has to beat faster to get it there. That will make you tired and breathe harder; it will also make your body heat up so you sweat to cool it down.

■ This is what the scientists say, so let’s do an experiment to see if we can prove it.

■ Show them where to take heart rate - wrist or carotid.

■ Take resting, warm up, exercise and cool down heart rate and rate of perceived exertion (RPE). If time is running low, do resting and exercise only.

■ Ask kids if the scientists were right. Did they breathe harder, heart beat faster, and/or are they tired. Graph the results on your worksheet.
  ■ Use data to find mean, median, mode and range

ACTIVITY: Fat Grabbers – Hula Hoops, Bean Bags, Fluff Balls (if you do not have fluff balls and bean bags, wad colored paper into balls = one color for bean bags and one color for fluff balls. Use shoe box or other container in place of Hula Hoops).

The food pyramid says we need to use fats and oils sparingly (only a little bit), but some fats are better for us than others. In this activity we are going to try to get the best fat (unsaturated) and the least bad fat (saturated fat and Trans Fat).

■ Place the Hula Hoops in 4 corners and put an equal number of fluff balls and bean bags in each hoop.

■ Split class into 4 groups, each group goes to a hula hoop.

■ The goal of the game is to get all the bad fat (bean bags) out of your hula hoop by putting it into another team’s hula hoop, and the good fat (fluff balls) into your hula hoop.

■ Each person can only carry 1 bean bag or fluff ball at a time.

CROSS CURRICULUM

■ 12.6 Math Book Finding Your Heart Rate Lesson

■ Science Circulatory System
  ■ Heart
  ■ Blood Vessels
  ■ Blood Flow – Arteries/Veins

■ Have students use the internet and find the food pyramid.
  ■ Have students calculate out their daily calorie needs and print their own individual food pyramid.
  ■ Try MyPyramid.gov
Committed to Kids’ Health | Lesson #4

**Length of Class:** 60 minutes

**Breakdown:**
- Nutrition: 15 minutes
- Behavior: 20 minutes
- Physical Activity: 25 minutes

**General Materials Needed for Lesson:**
- Measuring Bowls and Spoons
- Food Models (or Pictures)
- Play Dough
- Food Labels (see appendix D)
- Portion Kit w/Matching Faux Food for Each Serving (opt.)
- STOP Method
- Fitness Blocks (opt.)
- Parent Newsletter
- Breathtaking System Worksheet

**Nutrition Topic: Serving Sizes**

**FOLLOW UP:**
- Did you eat from all the food groups this week?

**INTRODUCTION:** When you plan your meals it is important to know how much counts as a serving or a portion. Sometimes it is hard to figure out because we don’t have a scale or a cup to measure our food all of the time so it is important to be able to visualize a serving/portion of food. By doing this we will be able to eat the correct amount of food from the food pyramid.

**TEACHING TIPS:** Split the class into groups of 5 and have a measuring cup and play dough for each group.

- Give each group example food labels, have them measure out the serving size of food for each label. Have them choose one serving size to show the group.
  - Which foods do we need the most of? (Milk, fruit and veggies.) Why? (Because they are high in vitamins and minerals.)
  - Which foods do we need the least of? (Sweets and Oils.) Why? (They are high in fats, sugar, and calories and very low in the nutrients our body needs.)

- Use a plate to visualize what a serving of a food would look like. Come up with items that look like the same size as that serving of food (can use portion for visual presentation).
  - ½ cup of cooked cereal  a tennis ball
  - 1 cup of vegetables  your fist
  - ½ cup of fruit  a tennis ball
  - Ounce of cheese  domino
  - 2 tablespoons peanut butter  golf ball
  - 3 ounces of meat  deck of cards

- Use faux food to show examples of servings from each food group (can use portion kit).
- Measure with play dough the portion sizes on the food labels.
- Compare: Have students measure out what they think a portion size is and then measure the actual portion size.

**Vocabulary Words**
- Hunger
- Craving
- Pulmonary System
- Oxygenated
- Respiration
**Behavior Topic: Behavior Substitutions**

**ACTIVITY:** Children will learn about hunger vs. craving and the STOP method.

The STOP Method is an easy method for us to use when we are trying to identify a hunger or craving. It gives us a chance to really think about making a healthy choice.

**S** = Stop and identify the problem. Why do you want to eat? What do you want to eat? Where are you? Does your stomach feel hungry or do you just feel like you want to eat?

**T** = Think of your options. Sit or Play? Candy or Fruit? Drink Soda or Water?

**O** = Opt for the best solution. If you think your hunger is just a craving try taking your mind off of it by playing a game or drinking a glass of water. Look at nutritious snacks if you are really hungry, such as a piece of fruit or fresh vegetables.

**P** = Put the solution into practice. Take a bike ride until dinner is ready or grab a handful of grapes instead of chips.

**INTRODUCTION:** Talk about the difference between actually feeling hungry (how does your body feel) and a craving (something you just want), how can you tell the difference? Hunger is physical, a craving is emotional. Give some examples of times students might feel a craving. It is ok to give into some cravings, but you have to do it in moderation (only a little bit) and balance it out by getting enough physical activity.

**HUNGER VS. CRAVING:**

- Make one side of the room Hunger and the other Craving
- Line students up in the middle of the room
- Give examples of situations where we might eat. Have students go to one side of the room if they think it is hunger or the other if they think it is craving.
  - You just woke up, it is 6 am and you want breakfast. (Hunger, breakfast is said to be the most important meal of the day. It is a compound word break and fast and that is what you are doing breaking the fast. Our body needs food for energy, and we need energy to get going in the morning).
  - You just ate a huge dinner with dessert, but you didn’t have a cookie. Later that night watching TV you decide you want a cookie. (Craving, a snack before bed is not always bad, but make sure we make a healthy choice most of the time).
  - You just drank a huge glass of water and you still want to eat a bagel. (Hunger, make sure you make a healthy choice, it will give your body the right fuel you need).
  - You normally eat dinner at 5 pm, but today you ate a bagel with peanut butter at 4 pm, Mom has dinner on the table as planned at 5 and you’re hungry. (Craving, though you could still eat dinner with your family just eat smaller servings).
  - You had lunch, but you want to eat cake and ice cream at your sister’s birthday party. (Craving)
  - You want a snack when you get home from school? (Maybe either, it depends on when you ate lunch, make sure you chose a healthy choice. After school is a time we often crave foods that are not so good for us).
  - You have a big math test tomorrow, you have to study and you want to have potato chips while you study. (Craving, we often eat when we are nervous or stressed even sad or depressed. Make sure you use the STOP method to identify the problem and find the best solution)
  - You just got in a fight with your brother, and you decide you really want to eat a brownie. (Craving)
- Talk about reasons for their choice, in some situations depending on the explanation both may be right.
TALK ABOUT GOALS: Activity: Was anyone able to be more active this week than they were last week? Did anyone meet the goal of 60 minutes of activity every day? How did they do it? What can we do for next time to try to get more or make our activity better?

- Create an action plan to help students reach their goals this week.
- Include 2 to 3 little things they will do to reach goals.
- Discuss overcoming barriers, what were some barriers this week?
- Too busy with homework? How can you find time? Do you ever take a break from homework? What do you do right after school?

Exercise Topic: Pulmonary System Fun Games (Fitness Blocks)

INTRODUCTION: The pulmonary system is how your body takes oxygen from the air. When you breathe air in through your nose and your mouth, you get air. Air contains oxygen and your body needs oxygen to live. The air you breathe goes into your wind pipe and to your lungs, where the oxygen is absorbed and put into the blood. This blood is pumped to the lungs by your heart through the circulatory system we talked about last week. Your body then uses that oxygen to burn the food you eat which gives you energy.

ACTIVITY: Discuss the Pulmonary System

- Review discussions on the cardiovascular system from last class. What does your heart do? How does exercise affect your heart?
- Your lungs take in all the air you breathe so that the oxygen in the air gets into your red blood cells.
- Ask the kids what the blood does once it has been “oxygenated” (put into the red blood cells– Answer: takes the oxygen to the muscles in your body through arteries, blood vessels, and capillaries.)
- The rest of the air that is not used by the body is expelled when you breathe out.
- How do you think fitness will affect your pulmonary system?
  - Let's do an experiment (Breathtaking System worksheet): Find a partner. Count how many breaths your partner takes in 1 minute. Everyone do jumping jacks for 1 minute. Now with your same partner count how many breaths you take in 1 minute. Did that number go up or down? Why?
  - As you exercise and become more fit, your lungs get stronger, your body will be able to use oxygen better, every time you breathe you use some of the oxygen you breathe in and some of it you get rid of as you breathe out. When you exercise your lungs get stronger just like the rest of your body, so when you breathe in you are able to use more of the oxygen and breathe less of it out. This will help you not to breathe as hard when you exercise, climb stairs or chase your brother.

ACTIVITY – Fitness Blocks:

Surprise Tag

Write the name of 4 tag games on 4 pieces of green paper (or other color).
Write the name of 4 movement types on 4 pieces of red paper (or other color).

Example tag games: Alphabet Tag, Band-Aid Tag, Over-Under Tag, High-Five Tag

Example movement: Elephant Walk, Crab Walk, Gallop, Skip, Run, Walk

Have one student draw a tag game, while another student draws a movement. They must play the tag game in the movement shown. Play game for 5 minutes and redraw another tag game and another movement.

See Appendix G for tag game descriptions.

Play game as time allows.
CROSS CURRICULAR SUGGESTIONS:
- Science Pulmonary System
  - Lungs
  - Oxygen exchange
  - Blood and Red Blood Cells

REMINDERS:
Look at serving sizes this week.
Look over goals.
Track pedometer steps (optional).
Lesson #5

Breakdown: Nutrition: 20 minutes  
Behavior: 10 minutes  
Physical Activity: 30 minutes  

General Materials Needed for Lesson:
- Food Labels  
- Food Models or Pictures  
- Label Ease Handouts  
- Food Label Finds Worksheet  
- Be an Ad Buster (homework or optional Lesson 6a)  
- Parent Newsletter  
- Animal Yoga Cards (or print off yoga poses)  
- Play It Safe Handout

Nutrition Topic: Food Labels

FOLLOW UP:
Did anyone look at the serving sizes of their foods at home this week? What did you see?

ACTIVITY: Label Ease

INTRODUCTION: Reading a food label is the only way to decide if a food is a healthy choice or not so healthy. You cannot trust what the food says on the front of the package.

ACTIVITY: Label Ease
- Split class into groups of 5.
- Give each group 1 food label that is the same for all groups, and 2 different food labels for each group with the faux food that represents that label.
- Practice together label ease with the one food label that is the same for all groups.
- Have each group go through label ease on their own for the 2 remaining food labels.
- Each group will present the faux food and their findings. Is it a healthy, moderate, or unhealthy choice? Why? If it is unhealthy what could they eat instead?
- Complete the Food Label Finds worksheet.

Behavior Topic: External Influences

ACTIVITY: There are two different types of influences we have every day that influence the choices we make. They are external influences and internal influences. External influences are outside of our control. An example of an external influence is the weather. An internal influence is within ourselves. An example of an internal influence is a craving, (i.e. I really want chicken nuggets because I feel sad today). Our job is to try to recognize our external and internal influences so we can start to come up with solutions or ways to work around them and make the healthy choice.
TEACHING TIPS:

- Discuss how people, places, events, attitudes and emotions influence eating behaviors and the amount of physical activity we do.
- Help participants generate a list of people, situations, etc. that keep them from reaching their goal in the Committed to Kids’ Health program.
- Be sure that participants generate a list that is true and specific to their particular positives or pitfalls.
- As a group, generate solutions to problems and negative influences.

Community:

We have talked about lots of things in our environment: people, places, events, and even people’s attitudes can make it hard for us to make healthy decisions about our life. But, there are also people and places in our community that are trying to help us make healthy choices. Let’s list some of the places in our community that can help us make healthy choices by providing us space, opportunity and reliable information about diet and exercise.

- Hospital – health information, healthcare when we are sick
- Pharmacy – health information, medication, reliable answers to our questions
- Gym/YMCA – safe place to be active, reliable information on exercise
- Health Department – vaccinations, reliable information
- Doctors Office – care when we are sick, vaccinations, school physicals, reliable information

Exercise Topic: Joints and Flexibility

INTRODUCTION: We have already talked about our Circulatory System and our Respiratory System so today we are going to talk about a different component of physical fitness, flexibility. We use flexibility exercises to lengthen and stretch our muscles because our muscles are attached to our joints.

There are different types of joints:

- Fixed Joints – do not move
- Hinge Joints – move in 1 direction (like our elbow)
- Ball and Socket Joints – allow the bones to move in many directions (shoulder)
- Pivotal – pivot (neck)
- Sliding – two bones move separately (wrist)

If our muscles are tight, our joints can not move properly. Flexibility is stretching exercise, and it is very important because it keeps our muscles loose so that our joints can move through a full range of motion. It is also very important in injury prevention. If our joints are not able to move properly because our muscles are not flexible, we could strain or tear our muscles. We will talk a little later about what to do if we feel we have been injured. But, right now, let’s talk about how we can exercise our muscles to keep them flexible and healthy.

ACTIVITY:

Flexibility exercises can be done every day, but should be done after warming up by walking or jogging for a few minutes. What could happen to your body if you do not do your flexibility exercise? You could get injured or feel stiff.
TEACHING TIPS:

- Talk about a proper warm up
- Talk about the importance of stretching
  - Prevents injury
  - Helps your muscles get ready for exercise
- Talk about safe stretching
  - No moving or bouncing
  - Make sure your muscles are warm before starting
  - Hold stretches for 15 seconds
  - Make sure you breathe while you are stretching

PHYSICAL ACTIVITY:

Yoga poses - Have students pair up and give each pair an animal yoga card. You can also print/copy yoga poses from online resources or out of books, if animal yoga cards are not available. Pair must practice yoga pose and teach it to the rest of the class. Ask presenters which muscles they feel stretching during their yoga pose. Once all groups have demonstrated, emphasize the importance of yoga (can use professional sports teams as examples of people who practice yoga).

Injury Prevention and Care (Play It Safe Handout):

The best way to prevent injury to your muscles is to properly warm up and cool down with stretching before and after exercise. Follow the guidelines for stretching and make sure the area you are active in is safe.

What are some other things you can do when you are physically active to stay safe? I will give you some examples and you tell me how you can stay safe.

- Riding your bike – helmet
- Getting in the car to go to the park – seat belt
- Swimming – swim with a buddy
- Boating – wear a lifejacket
- Walking – stay on the sidewalk
- Crossing the street – look left, right, left, and behind

REMINDER:

Be an Ad Buster for homework – bring to next class.

Track pedometer steps (optional).

Many injuries can be prevented by using good judgment and following the rules above, but if someone is injured, you can help by following these steps. It is important to remember that the best thing to do for someone who is injured is to get medical help quickly. If the injury is severe, the person is not breathing, can’t get up, or is in pain, always call 911. Next, you should follow the RICE method.
R - Rest, do not try to be active on a muscle that is injured, stay still in a safe area and wait for someone to help you. Once you are treated by a doctor, make sure you take it easy for a little while until you feel better and your doctor tells you it is okay to be active again.

I - Ice, put ice on an injury, unless it is a burn. Ice will help to reduce the swelling to the area.

C - Compression, this will help to stop bleeding and reduce swelling to the area. We will use an example. If you injure your ankle, don't take off your shoe. Leaving it on will help provide compression to the area. The doctors will take it off for you later.

E - Elevation, this will help reduce the swelling to the area and make it easier for doctors to try to help you. So keep the injury raised high if you can move the limb (do not force it to move). If it is an injury to the head or back, you should never try to move yourself or your friends. Stay as still as possible.
Committed to Kids’ Health  |  Lesson #6

Length of Class:  60 minutes

Breakdown:  
Nutrition: 25 minutes
Behavior: 15 minutes
Physical Activity: 20 minutes

General Materials Needed for Lesson:
- Grocery Store Guide
- Old Magazines
- Marketing Myths
- Muscle Endurance Worksheet
- Parent Newsletter
- Decoding Breakfast
- Be an Ad Buster (review)
- Goal Calendar (wks 6-9)

Nutrition Topic: Marketing Myths/Supermarket sweep

REVIEW: Be an Ad Buster worksheet

ACTIVITY: Supermarket sweep

INTRODUCTION: Many companies that market food are not trying to sell you healthy foods but instead, only foods that they want you to buy. In fact, the people who want us to eat healthy like the USDA (mypyramid.gov), the Dairy Council, and others have very little money to advertise because they do not actually sell food. The companies that sell food have a lot of money to advertise. It is more cost efficient to sell unhealthy options so this is often what they choose to advertise.

What about in the grocery store, how do companies market to you there?

- The packaging of food.
- Placement of foods – colorful, sweets, chips right at eye level.
- The cash register – candy, toys, etc.

ACTIVITY:
Play supermarket jeopardy. It can be hard to find healthy choices in the grocery store. We are going to play supermarket jeopardy to see how good you are at finding those healthy choices.

Split into 2 teams – Keep points for each question the teams get correct.

- Name 3 places in the grocery store you could find carrots.
- How would I find a whole grain cereal in the grocery store?
- Name 3 fruits you can find at the grocery store all year round.
- Potato, Potato Chips and French Fries are all types of potato. Which is the healthiest and why?
- Name 3 sources of dairy I can find at the grocery store.
- What type of bread is the healthiest choice?
- How do I choose lean meat?
- How can you tell if a juice is 100% fruit juice?
- Name 3 colors and a fruit that is each of those colors.
- Name 3 colors and a vegetable that is each of those colors.
- What section has fresh fruits and vegetables?
- What section has meat and cheese?
Marketing Madness

People who market products like food are direct in their approach. They research and find out what consumers like, and then target products to a specific audience. It does not make a difference to them if the product is healthy for us or not. For example, when you walk through the grocery store the products with cartoon characters are at eye level for kids and toddlers. What if the products for adults advertising low-fat, low-sugar or weight loss were at eye level? Have you ever noticed this? Do you have any examples?

Handout the old magazines to the class (work in groups with the magazines if you do not have enough for everyone)

- Tear out all the advertisements for food in the magazine.
- Use the advertisements to answer the questions on the Marketing Madness Worksheet.

Complete Decoding Breakfast Worksheet

Behavior Topic: Positive Attitude

ACTIVITY: A positive attitude can go a long way in helping you reach your goals (not only your goals in this program, but for everything you do).

Let’s check our attitude, you don’t have to say this out loud, but let’s take a vote.

We have all had a bad attitude about something at one time or another right? How does that make you feel?

What about a time you had a good attitude about something? How did that make you feel?

Were you more successful when you had a bad attitude or a good attitude?

- Let’s think about our goal for this program. Do 60 minutes of exercise every day of the week.
- How are you doing on your goal? Do you feel positive that you can do it every day?
- One of the keys to a positive attitude is to replace your negative thoughts with positive ones.
- As a group we can come up with some positive thoughts about our goal.
- I want to do physical activity because …
- I love to (insert a type of physical activity).
- The more practice I get doing physical activity the better I feel.

Exercise Topic: Muscle Endurance – Core Muscle Strength

INTRODUCTION: We have discussed Cardiovascular Exercise and Flexibility, now we are going to talk about how your body can use exercise to make its muscles strong. So far, exercise has made our heart, lungs, blood vessels and joints stronger, but it can also make our muscles stronger. There are 3 different types of muscle in our body. Our heart is a cardiac muscle; our digestive system and other systems in our body are made up of involuntary muscles. Today we are going to talk about our voluntary muscle or skeletal muscle. Skeletal muscles are the muscles that are in our arms, legs, stomach, back, and all over our body that move as we tell them to move.

When we train these muscles through strength training exercises we make them stronger, therefore making us able to lift heavy objects or lift the same object more times.

TEACHING TIPS:

- Talk about what core muscles do. They are the skeletal muscles we use most often, these are the muscles that help us to sit up straight, not fall over when we walk, and even just to stand.
  - Support
  - Balance
  - Protect
  - Core muscles work all day every day to hold us upright
ACTIVITY:

Pilates Exercise – You can rent a video from the library, or ask the gym teacher to come in as a guest speaker to teach your class some of these exercises.

-or-

Core Muscle Exercises – Create a circuit of core muscle exercises (listed below) and have children partner up and do exercises in groups of 2 or 4. After they complete the circuit once have them jog/walk a lap around. Repeat as necessary.

- Jump Rope 30 times
- 20 Arm Circles
- Jump Over the Cones
- 10 Hula Hoops
- Hopscotch
- 10 Push-ups
- 10 Squats
- 15 Sit-ups
- 20 Jumping Jacks
- 15 Lunges on Each Leg

REMINDER:
Track pedometer steps (optional).

Ask students to bring in cafeteria menu/meal (optional).
Committed to Kids’ Health | Lesson #7

Length of Class: 60 minutes

Breakdown: Nutrition: 20 minutes
 behavior: 15 minutes
 physical activity: 25 minutes

General Materials Needed for Lesson:
- Sample Restaurant Menus (Starbucks, McDonald’s, Wendy’s) (appendix E)
- School Cafeteria Menu (opt.-have participants bring in)
- Nutrition Facts Websites
- Calculator
- STOP method (or have them refer back to it)
- Scenario Worksheet
- Fast Food Follies
- Parent Newsletter

*Note: Menus with nutritional facts from restaurants can be picked up from the restaurant or printed off of the internet. Consider having students collect various menus as a homework assignment before presenting this lesson plan.

Nutrition Topic: Fast Food Follies

ACTIVITY: Participants learn how to make healthy food choices when dining out or on the go.

TEACHING TIPS: Use Fast Food Follies Worksheet. Do the front side of worksheet in class, with a common fast food meal from a restaurant of the students’ choice. After discussing what you find, give the back of the worksheet as homework for the students to practice what they have learned about balance, substitutions and moderation.

- Talk about balance, substitutions, and moderation.
- Have participants choose their favorite meal – calculate calories, fat grams and sodium content.
- Talk about how many daily calories are in that meal.
  - Use 1800 calories as an average for each student or have them take out the food guide pyramid they printed from mypyramid.gov that will give their exact calorie needs.
  - Find percent of daily calories by taking the total number of calories in their fast food meal divided by their total number of daily calories x 100.
  - Ask students with the highest fat totals to tell what meal they had.
- Are there any consistent foods that these students ate in their meals?
- The recommended maximum for sodium for the entire day is 2300mg.
  - How much sodium was in their fast food meals?
  - Calculate out the percent of the daily allowance by taking the total amount of sodium in the meal divided by the maximum daily allowance 2300 x 100. Shade in a pie chart to reflect the percentage of sodium.
- Ask them if they think Subway is better? Why?
- Homework: Calculate out a meal from Subway, what did you find? Is everything healthier at Subway?
Research and calculations can be done very differently; this can make something look different than it actually is. Depending on what you are looking at and how you are calculating your totals it can make everything seem very different.

The researchers for Subway that report Subway is a healthy choice are looking only at the fat content and saying that a specific sandwich with a specific amount of ingredients is a healthy choice or “lower in fat.” When in reality, that choice is high in sodium and sometimes even higher in calories, than other fast food options.

This is why we have to know how to do our own research by reading menus and food labels to find out what is really healthy.

What is one fast food treat they can’t give up? See if you can find the nutrition information. (This may have to be a homework assignment if you do not have internet available.)

INTEGRATION IDEAS:

Math – Use the calories from fast food meals and calculate the percentage of calories in meals from the daily total.

Behavior Topic: Control: Stop, Look, Listen

ACTIVITY: Discuss the importance of control - look at the issue of control vs. willpower, discuss behavior substitution.

TEACHING TIPS: (Use role play with scenarios)

- Discuss STOP Method (refer to Lesson #4) and use scenarios to look at how to put the STOP method into practice.
- Discuss concept of behavior substitution as it applies to the STOP method.
- Emphasize that habits are resistance to change and very difficult to modify.
- They are similar to other learned behaviors (learning to swim, riding a bike) and involved practice to perfect.
- Point out that setbacks are inevitable, should be expected, and can be mastered by participants with hard work.
- Help participants identify a healthy behavior they can substitute for an unhealthy one.

Exercise Topic: Fun Physical Activity – How exercise can affect your attitude

INTRODUCTION: Up to this point we have talked about all the ways physical activity can help your body, but today we are going to make sure we have fun doing it. Exercise will not only help our body but it will help our mind. It will help us to feel good about ourselves, and have a positive attitude. It gives us energy to get through our day and do better in school.

TEACHING TIPS:

- While everyone is still sitting, ask how they are feeling?
- Who thinks exercise will give them energy? What if I am talking about fun exercise, will that give you energy?
  - Play games and then talk about how they feel after exercising, do they feel like they have more energy? Can they think better?
- Remember, today is about fun.

ACTIVITY:

Attitude Run – Mark off an area with cones. Place a sticker on the back of ½ of the students. Instruct students when they run by the students with the stickers they are to give encouraging feedback. When they run by students without sticker they won’t say anything. At the completion of the run (5 minutes) repeat exercise with students without stickers get positive feedback, students with stickers get no feedback. At the end ask student how they felt each time. Which time was easier? Good sportsmanship keeps everyone active and having fun together, we should always have a good attitude and support each other in everything we do.

REMINDER:

Track pedometer steps (optional).
Lesson #8

Length of Class: 60 minutes
Breakdown:  
Nutrition: 20 minutes  
Behavior: 15 minutes  
Physical Activity: 25 minutes

General Materials Needed for Lesson:
- Tub of Crisco or Butter (opt.)
- Bag of Sugar (opt.)
- Salt (opt.)
- Plastic baggies (opt.)
- Food Labels
- Sugar/Fat/Sodium Showdown Conversion Sheet
- Parent Newsletter
- Fat: When More is Less Poster

Nutrition Topic: Empty Calories – Sugar/Fat/Sodium showdown

ACTIVITY: Participants are provided the opportunity to see firsthand how much fat and sugar are in certain food items (optional activity).

- Provide each student with the conversion sheet (conversions are estimates).
- Have students use the food labels and measure the amounts of fat, sugar and sodium in the foods.
- Have students present to the class on what they find.

TEACHING TIPS:
Hands on! Have students measure fat and sugar according to food labels and conversions. If you don’t want to make a mess, use packets of sugar and have kids count out the number of packets in certain items.

ACTIVITY: Test Tubes (if you don’t have test tubes, use a list on the board).

- Foods with a lot of sugar and fat are the wrong food for our body.
- Let’s look at some of the foods we eat and see what is in them?
  - Arrange test tubes from most to least fat and sugar.

<table>
<thead>
<tr>
<th>FOOD</th>
<th>FAT GRAMS</th>
<th>FOOD</th>
<th>SUGAR GRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double Cheeseburger</td>
<td>27g</td>
<td>Fruit Drink</td>
<td>47g</td>
</tr>
<tr>
<td>Hot Dog</td>
<td>21g</td>
<td>Cola</td>
<td>41g</td>
</tr>
<tr>
<td>Breakfast Burrito</td>
<td>20g</td>
<td>Chocolate Candy Bar</td>
<td>22g</td>
</tr>
<tr>
<td>French Fries</td>
<td>16g</td>
<td>Sugar</td>
<td>25g</td>
</tr>
<tr>
<td>Chicken Nuggets</td>
<td>16g</td>
<td>Ice Cream</td>
<td>19g</td>
</tr>
<tr>
<td>Fried Chicken Breast</td>
<td>15g</td>
<td>Sugar Sweetened Cereal</td>
<td>15g</td>
</tr>
<tr>
<td>Taco</td>
<td>10g</td>
<td>Peach</td>
<td>14g</td>
</tr>
<tr>
<td>Pepperoni Pizza Slice</td>
<td>9g</td>
<td>Snack Cake</td>
<td>14g</td>
</tr>
<tr>
<td>Hamburger</td>
<td>9g</td>
<td>Fruit and Grain Bar</td>
<td>13g</td>
</tr>
<tr>
<td>Grilled Chicken Sandwich</td>
<td>5g</td>
<td>Animal Crackers</td>
<td>7g</td>
</tr>
</tbody>
</table>

Vocabulary Words
- Empty Calorie
- Body Image
- Muscle Endurance
- Muscle Strength
What are the healthier choices?

Any surprises?

- The peach is higher in sugar than animal crackers, but it is a natural sugar. It is also very high in vitamins and minerals so it is a healthier choice.
- A double cheeseburger is very high in fat, so if you really wanted to eat out you could have a hamburger and get much less fat.
- The fruit drink has more sugar in it than the cola. Fruit drinks sound healthy because it says fruit, but really it may only be fruit flavor. The fruit drink is only the flavor, sugar and water, and it has very little vitamins and minerals so it is not a healthy choice.

Cost to be healthy?

After measuring out what is in the food we eat, does it make you wonder why people don’t eat healthy all the time? Do you really want to put all that fat, sugar and salt in your body? It looks kind of gross.

What are some reasons you can think of why people don’t always make a healthy choice?

- Fat, sugar and salt taste good. (They do and are okay in moderation, a little bit)
- What about cost? Are healthy foods more expensive?
  - Yes, but we can keep the cost down by eating at home and buying fruits and vegetables in season and freezing them.

**Fat: When More is Less Poster**

Discuss this poster and healthy vs. unhealthy snack choices (this poster only discusses fat content and not calorie content; keep that in mind).

**Behavior Topic: Body Image**

**ACTIVITY:** How we feel about ourselves can influence how we do in school, the activities we participate in and even the food we eat! Everybody is different and it would be a very boring world if we were all the same! It is sometimes hard to be different from our friends and our friends are not always very nice when people are different. Our job today is to learn about the things that make us different, the things we may like a lot or not very much about ourselves and find ways to improve or embrace what we have so that we can be comfortable and confident in who we are.

All the activities we do today are for our eyes only. Please, do not share with your friends, and don’t ask your friends to share with you. They are only for us to get to know who we are.

**TEACHING TIPS:**

- Discuss what influences self esteem and body image.
  - **Self Esteem** - What you think, feel and believe about all parts of yourself. How you feel about your abilities talents and personality.
  - **Body Image** - What you think and believe about the way you look. How you feel about your body including height, shape and weight. How you see yourself when you look in the mirror.
  - Ask participants if how their feelings about themselves have changed since they started the Committed to Kids’ Health program.
  - Use Building Better Body Image handout, have students list 5-10 qualities they like about themselves.
Exercise Topic: Body Weight Exercise and Muscle Endurance

ACTIVITY: Discuss benefits of muscle endurance and strength and how you can achieve this through body weight exercises.

TEACHING TIPS:

- Building our muscles is an important part of fitness not only because it helps us in everything we do, like carrying heavy school books, or chasing after the dog when it runs in the backyard. But, it also helps our body use energy.
- A muscle you have exercised becomes a trained muscle. Trained muscles burn calories even when you are not exercising them. It takes more energy for your body to feed muscle that it takes to feed fat.
- Body weight exercise is exercise that uses your body as its own resistance.

Everyone will participate in an exercise class using body weight exercise. Make sure to do a proper warm up and cool down.

Warm Up: Walk for 5 minutes and stretch muscles.

Body Weight Exercise (Strength Training) Workout:

1. 12 squats
2. 5 push-ups
3. 12 lunges on each leg
4. 5 push-ups
5. 12 calf raises (start with feet flat on the floor and raise up on your toes, return heels to the floor)
6. 5 push-ups
7. 15 sit-ups

Repeat as necessary.

Cool Down: Stretch any muscles that are sore.

REMEMBER:
Track pedometer steps (optional).
Committed to Kids’ Health  |  Lesson #9

Length of Class: 60 minutes
Breakdown: Nutrition: 10 minutes
Behavior: 15 minutes
Physical Activity: 35 minutes

General Materials Needed for Lesson:
- Think Your Drink Handout
- Calcium Mad Libs Worksheet
- Bone Identification Worksheet (opt. – lesson 8a)
- Parent Newsletter

Nutrition Topic: Calcium: The Bone Builder

ACTIVITY: Discuss the importance of calcium for strong bones and weight loss/weight maintenance.

Our skeletal system is our bones, who can tell me why bones are important?

Protection
Production of Red Blood Cells – carry oxygen to our muscles
Support

What happens to us if our bones are not strong - osteoporosis

There are 3 ways to keep our bones strong and that is what we are going to talk about today.

Diet – Calcium (Dairy products)
Exercise – Weight bearing exercise
Vitamin D – Sun and added in some products

TEACHING TIPS:
- Use handouts as teaching tool.
- Emphasize the importance of calcium for weight loss and weight maintenance as well as healthy bones.
  - Calcium can help in weight maintenance because it is also involved in the metabolism of fat (burning fat to make energy).
  - If we can’t convert our food to energy we can’t use it.
- Vitamin D is absorbed into our bodies from sun light. It is also fortified in some of the foods that we eat. Vitamin D is important in building strong bones because it helps our body absorb calcium.
- Do Mad libs exercise, select 2 or 3 students to read stories out loud.

Behavior Topic: Create a Book of Tips

ACTIVITY: Participants will create a list of “What works for you?” in regards to nutrition and physical activity. Be sure to include the things they did that helped them make a behavior change.

TEACHING TIPS:
- Compile all the tips of “What works for you?” into a class list and give the list to the students at the end of the program.
- Let students know they can use everyone’s ideas to help them stay on track after the class ends.

Exercise Topic: Weight-Bearing Exercise

ACTIVITY: Activity to build strong bones
INTRODUCTION
Some types of exercise make our muscles strong, others make our joints move freely (flexibility), and others make our heart and lungs strong. Weight bearing exercise helps our bones grow strong. Weight-bearing exercise is any exercise where we are holding our body upright. Our body is its own weight needed to build strong bones.

TEACHING TIPS:
- Talk about what our bones do.
  - Support
  - Balance
  - Protect
  - Bones work all day every day to hold us upright
- Can anyone give any examples of weight-bearing exercise?
  - Walking
  - Jogging
  - Playing on the playground
- Some exercises are not weight-bearing, but are still very good for our heart and muscles (but they do not build strong bones).
  - Swimming – the water is supporting our body not our bones.
  - Biking – a bike is supporting our body not our bones.

PHYSICAL ACTIVITY: Bone – a – Fide RELAY
Together do an active warm up of weight-bearing exercise (walking) before beginning the relay. Split students into 4 teams. Each team's goal is to put their skeleton together, in the correct order. One student from each team can go at a time. The first student to go will take a bone and run to the volley ball net (or to the designated spot if you are taping the skeleton up) with a clothespin and a bone. That student will then place the bone on the volley ball net where they think it goes on the skeleton. Once the bone is placed, the first student will run back and tag the next student in the relay that will then take the next bone and run to the net and place the bone. At this time the second student can make any changes to the skeleton they feel needs to be made. Repeat this process until the skeleton is complete and the last bone is placed. For bonus points have the teams complete the Bone – a – Fide Bone Identification worksheet to test their knowledge of the names of the bones.

FOLLOW UP:
Go over each of the skeletons to make sure bone placement and the names of each bone is correct.

-or-
Crazy Relays – Have students line up at one end, call out characteristics of students, whoever has that characteristic choose a movement for all students to do to the end point and back. Repeat as long as time allows.

CHARACTERISTIC EXAMPLES: Red shirt, tennis shoes, blonde hair, birthday in August etc.

REMINDER:
Homework: Bone Identification worksheet – optional lesson 8a.
Track pedometer steps (optional).
Committed to Kids’ Health  |  Class #10

Length of Class: 60 minutes

Breakdown:
- Nutrition: 20 minutes
- Behavior: 10 minutes
- Physical Activity: 30 minutes

General Materials Needed for Lesson:
- Smart Snacks Handout
- Parent Newsletter
- Fitness Assessment (from PE teacher)
- Trail Mix Ingredients (opt.)
- Power Up with Breakfast Handout
- Dixie Cups (opt.)
- Completion Certificate
- Trash Bag (opt.)
- Healthy Habits Questionnaire
- Goal Calendar (wks. 10-13)

Nutrition Topic: Recipe Healthy Snacks

ACTIVITY: Participants will learn the importance of eating healthy snacks.

TEACHING TIPS:
- Talk about ways to reduce unhealthy snacking by planning ahead.
- Try to make snacks 100 calories or less.
- Discuss why your body needs breakfast (fuel your engine).
- Raise your hand if you ate breakfast.
- What are some ways we can get breakfast even if it is quick?
- Do activity with participants comparing two breakfasts (calories, fat, etc) options.

Place various snack foods on the table and have participants gather around the table. State a food and have participants guess what food group it belongs in and the calorie/fat value (they can also rank snack foods according to fat/calorie content).

Create Trail Mix: Purchase items that could be included in a trail mix, such as cheerios, raisins, craisins, peanuts, and M&Ms. Call on students to come up and pick one of the foods. In order to put the food in the mix, they must read the label and give one reason why that particular food is healthy. Keep peanuts separate if you have students with an allergy. For items like M&Ms, emphasize moderation. Pour all ingredients in a trash bag and tie to close. Have a couple of students toss the bag back and forth to mix the ingredients. Use Dixie cups to serve trail mix.

Behavior Topic: Relapse Prevention

Complete Healthy Habits Questionnaire.

TEACHING TIPS:
Even after you have created a healthy habit, sometimes we stop doing it. This is called a relapse. It is common and it happens to all of us sometimes. We have to remember to start, set small goals, and get back into our good habits, so that we can be healthy.
- What are some healthy habits you developed during the program?
- Do you think you can keep it up? How?
- What are you going to do if it gets hard?
Exercise Topic: Final Fitness Assessments

ACTIVITY: Participants will complete final fitness assessment (help and gather FITNESSGRAM results from PE teacher).
Handout Completion Certificates, and remind them to keep using their pedometers and writing down their steps.

FOLLOW UP ASSIGNMENT:

- Have students write a research paper on de-identified results from pre- and post-Health Habits Questionnaires and Fitness Assessments.
- Have students include changes in habits, fitness and compare to what they thought at the beginning of the program.
- Have students discuss the changes they made in their lifestyle and how they were able to make that change.
- Students can discuss the "test design" and how administration of the test or analysis of the results can change the outcome of the results.
INTRODUCTION:
As consumers we use a variety of food sources to meet our energy and nutritional needs. Last class we discussed how our body uses food for energy. Today we are going to start looking at the different types of food we eat to see what kinds of energy they produce.

The energy stored in food is called a calorie. One calorie is defined as the amount of energy it takes to raise the temperature of one gram of pure water (1 milliliter) one degree Celsius. The calories shown on the food label are written with an uppercase (C) and represent one kilocalorie (Kcal) or 1,000 calories.

We get calories from only 3 nutrients present in food: fats, proteins, and carbohydrates. Fats are the most calorie dense source of nutrients meaning they have more calories per gram. Fats have about 9 calories per gram while carbohydrates and proteins have 4 calories per gram.

This activity will introduce students to the concept of calorie and will allow us to compare the relative amounts of energy in similar sized portions of carbohydrate-based and fat-based foods.

STARTING THE LESSON:
1. Explain experiment and calorie concept (introduction). Ask students if they can identify which food, cereal or pecan, are higher in fat and which is higher in carbohydrate.

2. Which food, the cereal or pecan, will provide more energy?

PREPARATION – Experiment should be conducted on a non-flammable, flat surface. Students should wear goggles when conducting this experiment.

1. Cut the top 1/3 off of the soft drink can using scissors. Cover the sharp edge with masking tape.

2. Throw the top 1/3 of can away.

3. Use the single hole punch and make a hole the size of your pencil on each side of the can.

4. Make a holder. Bend the outside ring of the paperclip down leaving the inside ring as a hook on the top. Extend the outside ring of the paperclip down into a straight line and anchor the base with 2 cm of clay. The curved part of the paperclip is in the air.

5. Pour 50 mL of water into the prepared soft drink can and measure the temperature of the water.

6. Hang 2 Cheerios pieces on the paperclip and light them from below.

7. Hold the can by the pencil and support it about 1-inch above the flame.

8. If necessary relight the cereal pieces.

9. Repeat the investigation using the pecan, approximately the same size as the 2 cereal pieces. (Place the pecan on top of the holder)

10. Complete the activity sheet to calculate the approximate number of calories.
Committed to Kids’ Health  |  Energy = Calories Experiment

We need food to live. Food gives our body the energy we need not only to do the activities that we love like sports, art, music or homework, but the energy we need to keep our heart beating and even our hair growing.

The energy stored in food is called a calorie. One calorie is defined as the amount of energy it takes to raise the temperature of one gram of pure water (1 milliliter) one degree Celsius. The calories shown on the food label are written with an uppercase (C) and represent one kilocalorie (Kcal) or 1,000 calories.

We get calories from only 3 nutrients present in food: fats, proteins and carbohydrates. Fats are the most calorie-dense source of nutrients, meaning they have more calories per gram. Fats have about 9 calories per gram, while carbohydrates and proteins have 4 calories per gram.

In this experiment we are going to see firsthand the energy in food, by asking: what do you think has more energy/calories, a pecan or cheerios?

MATERIALS:

- Soft Drink Can
- Pencil
- Single Hole Punch
- Beaker
- Thermometer
- Cheerios
- ½ Pecan
- 2cm Clay
- Large Paper Clips
- Match/birthday candle
- Safety Goggle
- Water
- Scissors

LET’S GET STARTED:

1. Put your goggles on.
2. Be careful.
3. Cut the top 1/3 off of the soft drink can using scissors. Cover the sharp edge with masking tape.
4. Throw the top 1/3 of can away.
5. Use the single hole punch and make a hole the size of your pencil on each side of the can.
6. Make a holder. Bend the outside ring of the paperclip down leaving the inside ring as a hook on the top. Extend the outside ring of the paperclip down into a straight line and anchor the base with 2 cm of clay. The curved part of the paperclip is in the air.

THE EXPERIMENT:

Cereal

1. Pour 50 mL of water into the prepared soft drink can and measure the temperature of the water.
2. Hang 2 Cheerios on the paperclip and light them from below.
3. Hold the can by the pencil and support it about 1 inch above the flame.
4. If necessary relight the cereal pieces.

<table>
<thead>
<tr>
<th>Cereal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Water Temperature</td>
<td>Degrees C</td>
</tr>
<tr>
<td>Ending Water Temperature</td>
<td>Degrees C</td>
</tr>
<tr>
<td>Change in Temperature (Starting Temp. – Ending Temp)</td>
<td>Degrees C</td>
</tr>
</tbody>
</table>
Pecan

1. Measure the temperature of the water.
2. Set the pecan on the hook of the paperclip and light it from below.
3. Hold the can by the pencil and support it about 1 inch above the flame.
4. If necessary relight the pecan.

<table>
<thead>
<tr>
<th>Pecan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting Water Temperature</td>
</tr>
<tr>
<td>Ending Water Temperature</td>
</tr>
<tr>
<td>Change in Temperature (Starting Temp. – Ending Temp)</td>
</tr>
</tbody>
</table>

Measuring Energy

A calorie is the amount of energy needed to raise the temperature of one mL of water by one degree Celsius. Based on this information and your investigation, on a separate sheet of paper, answer the following questions.

1. How many calories are needed to raise the temperature of 50 mL of water by 1 degree?
2. Based on your observation, how many calories were given off by the cereal? (Hint: multiply the change in temperature in degrees that you observed by 50)
3. How many calories were given off by the pecan?
4. Would you get more calories/energy from the pecan or cereal? Why?

experiment adapted from “The Science of Food and Fitness” Baylor College of Medicine, 2006
Committed to Kids’ Health  |  Lesson #3a

Length of Class: 60 minutes
Breakdown: Physical Activity: 60

General Materials Needed for Lesson:
- Computer Lab
- Gym
- Jump Rope
- Cones for a Running Track (lap around the gym)

Co-Teaching Lesson:
This lesson is meant to be a co-teaching lesson. Ideally one teacher would be in the computer lab and the other teacher in the gym. At the end of the lesson both teachers would be in the computer lab helping students finish the lesson.

INTRODUCTION:
The purpose of the lesson is to teach students the basic facts about the heart, how to find target heart rate, and the importance of aerobic exercise. This lesson also gives students practice on the computer and helps to teach them reliable sources of information on the internet.

The Lesson:
1. Explain to the students that they will be in the computer lab researching information about the heart and heart rate. They will then walk quietly to the gym and work on taking their heart rate and aerobic exercise.
2. Once the students have completed their activities in the gym they are to walk quietly back to the computer lab to finish the assignment.

Vocabulary Words
- Consumer
- Calorie
- Energy
- Carbohydrate
- Protein
- Fat
Does our heart ever get a break? When we eat, watch TV, sleep, or even when our body gets to take a break, our heart still has to work. That is why it is so important for us to keep our heart healthy! Today, we are going to learn more about physical activity, especially aerobic exercise, and how through exercise we can help to keep our heart healthy.

It is important to remember when we research online we need to get our information from reliable sources. Some examples of a reliable source are government sources, like the United States Department Of Agriculture (USDA), the Centers for Disease Control (CDC), reliable people like a physician, a Registered Dietitian (RD) for nutrition information, or an Exercise Physiologist or Physical Therapist for physical activity information.

LET’S GET STARTED:
1. Go to www.kidshealth.org and search for heart. Read an article on your heart and write down three facts you learn.
   
   Fact 1 _________________________________________________________
   Fact 2 _________________________________________________________
   Fact 3 _________________________________________________________

2. Go online and research Aerobic Exercise? Make sure you get your information from reliable sources.
   
   What is Aerobic Exercise?
   __________________________________________________________________
   __________________________________________________________________

   What activities are examples of Aerobic Exercise?
   __________________________________________________________________
   __________________________________________________________________

3. Complete the Find the Beat worksheet to find your resting heart rate (RHR) and record it.
   
   My Heart Rate _______ BPM

4. Research your Heart Rate Zone.
   
   What is the Heart Rate Zone?
   __________________________________________________________________
   __________________________________________________________________

5. Use the Karvonen Formula to figure out your Heart Rate Zone.
   
   \[
   \text{220 - } \frac{\text{Your Age}}{220} = \frac{\text{Estimated Maximum Heart Rate (EMHR)}}{220} \\
   \text{EMHR} - \text{RHR} \times 0.60 + \text{RHR} = \text{Low Target Heart Rate}
   \]
   
   \[
   \text{EMHR} - \text{RHR} \times 0.80 + \text{RHR} = \text{High Target Heart Rate}
   \]

*Note: Remember from last class, you can get your resting heart rate (RHR) by taking your pulse for 10 seconds and taking that number times 6.
NOW… GO TO THE GYM AND PARTICIPATE IN AEROBIC ACTIVITY. REMEMBER TO TAKE YOUR PULSE TO MAKE SURE YOU REMAIN IN YOUR TARGET ZONE WHILE YOU EXERCISE. WHEN YOUR TEACHER BLOWS THE WHISTLE, STOP WHAT YOU ARE DOING, AND GO BACK TO THE COMPUTER LAB.

GLAD YOU’RE BACK…

Answer the following questions about your experience in complete sentences.

1. What activities did you participate in?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. What was your heart rate while you exercised? How did you find it?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Were you successful at staying in your target heart rate zone? How did you know?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What was the most important thing you learned during today's lesson?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
**Committed to Kids’ Health | Lesson #8a**

**Length of Class:** 60 minutes  
**Breakdown:** Physical Activity: 60

**General Materials Needed for Lesson:**
- Gym
- Volleyball Net
- Pictures of the Bones
- 60 Clothespins

**INTRODUCTION:**
Nutrition and physical activity are important for every part of our body. Strength training builds strong muscles, cardiovascular exercise helps our heart and lungs gain strength and operate more efficiently, and flexibility helps our joints keep a full range of motion. But, what about our bones? Physical activity and nutrition, such as weight-bearing exercise and calcium, also helps our bones stay strong.

Bones make up about 99% of our body's calcium content, and 75 – 85% of our bones are formed before we become adults. Therefore it is very important for us to get extra calcium while we are young.

**What is calcium?**
Calcium is a mineral in your body that makes up your bones and keeps them strong. Most of the calcium in your body is stored in your bones and teeth, but there is some in your blood and soft tissues, too.

Another way we can strengthen our bones is through exercise. Because bones are living tissue, weight-bearing exercises makes them stronger. Weight-bearing exercises are any activities you do that supports your own body. It makes your bones stronger by breaking them down to build them back up. Let's look at the example of a cut on your skin. When you cut your hand (break down your skin) and that skin heals what do you get? (A Scar). If you feel the scar, is it stronger or weaker than the rest of your skin? By doing weight-bearing exercises, you are telling your body it has to be strong. It builds bones up every time you take a step making them stronger and less likely to break.

**What are some good weight-bearing activities?**
- Walking
- Running
- Dancing
- Climbing stairs
- Jump rope
- Basketball

Today we are going to practice weight-bearing activities that will strengthen our bones while we learn about the bones that make up our skeleton.

**PURPOSE:** Participate in weight-bearing exercise while reinforcing the students’ ability to identify bones of the body in a game setting.

**SET UP:**
1. Set up the gym with the volleyball net (or you could have students tape the bones on the wall with masking tape).
2. Hand out the clothespins (each team should have one clothespin for each bone).
3. Cut out the pictures of the bones, 1 picture of each bone for each team.
ACTIVITY: Bone – a – Fide RELAY

1. Together do an active warm up of weight-bearing exercises (walking) before beginning the relay.

2. Split students into 4 teams.

3. Each team’s goal is to put their skeleton together in the correct order.

4. One student from each team can go at a time.

5. The first student to go will take a bone and run to the volleyball net (or to the designated spot if you are taping the skeleton up) with a clothespin and a bone. That student will then place the bone on the volleyball net where they think it goes on the skeleton.

6. Once the bone is placed, the first student will run back and tag the next student in the relay who will then take the next bone and run to the net and place the bone. At this time, the second student can make any changes to the skeleton they feel needs to be made.

7. Repeat this process until the skeleton is complete and the last bone is placed.

8. For bonus points, have the teams complete the Bone – a – Fide Bone Identification worksheet to test their knowledge of the names of the bones.

FOLLOW UP:
Go over each of the skeletons to make sure bone placement and names of bone are correct.

COMMITTED TO KIDS’ HEALTH

Bone – a – Fide Bone Identification

Team Name _____________________________   Class ____________________
Head-To-Toes

By: Amanda Byers, Barbara Tharp and Paula Cutler

The bones are very important, you know. They hold up your body from your head to your toe.

The cranium, the 1. ________, that is the head of the matter – it's connected to 2. ________ that down your back scatter.

Your chest is made up of arches, 12 sets of 3. ________ to be exact – from backbone to the sternum, round the body they do wrap.

The 4. ________ is your coat hanger, with a 5. ________ on each side. The bottom end's and elbow – a “funny bone” that tingles when with objects it collides.

Below the elbow, are the 6. ________ and the radius, too; a pair that span the forearm on either side of you.

Bones at the wrist are the carpals – to the 7. ________ they connect. They're attached to the 8. ________ – the fingers that get flexed.

Your hip bones are your 9. ________; your femur shapes up your thighs. You need your knobby kneecaps—on your patella, you can rely.

The 10. ________ and the fibula are the lower legs' two bones. They are side-by-side together 'cause neither stands alone.

The feet, upon which you can stand with ease, have 11. ________, 12. ________ and more 13. ________.

Where bones do meet is called a joint, and there are many types. Fixed joints hold your skull bones in places so your brain stays nice and tight!

There are hinge and ball and socket joints that let your bones move ‘round. Without shoulders, elbows, knees and ankles, you'd flatten on the ground.

The Skeletal System is the frame that gives your body shape. It holds you all together, even better than duct tape!

Directions:
From the skeleton you just built place the name of the bone next to the number.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
7. __________________________
8. __________________________
9. __________________________
10. __________________________
11. __________________________
12. __________________________
13. __________________________

Bones

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Skull</td>
<td>Vertebrae</td>
<td>Ribs</td>
</tr>
<tr>
<td>Humerus</td>
<td>Ulna</td>
<td>Tarsals</td>
</tr>
<tr>
<td>Metatarsals</td>
<td>Clavicle</td>
<td>Pelvis</td>
</tr>
<tr>
<td>Metacarpals</td>
<td>Tibia</td>
<td>Phalanges</td>
</tr>
</tbody>
</table>

National Space Biomedical Research Institute
Head-To-Toes

By: Amanda Byers, Barbara Tharp and Paula Cutler

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The Skeletal System is the frame that gives your body shape. It holds you all together, even better than duct tape!

National Space Biomedical Research Institute

Directions:
From the skeleton you just built place the name of the bone next to the number.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________
13. ____________________________
Committed to Kids’ Health

Class 1
Committed to Kids’ Health

We are looking forward to working with your child in the Indiana University Health program, Committed to Kids’ Health.

The Committed to Kids’ Health program focuses on long-term health benefits of proper nutrition and 60 minutes of daily physical activity or play. Throughout the program, children will engage in nutrition education, physical activity, goal setting, meal and snack choices, and exercise to build and maintain positive self-esteem and body image. It emphasizes healthy lifestyle choices with support from parents/guardians. Your child's teacher will be working closely with IU Health educators, dietitians and exercise physiologists throughout the program. The Committed to Kids’ Health program will run during your child's school day, working with both their health and physical education classes. Because it is very important to include time at home as well as at school when establishing a lifetime of healthy habits, your child will bring home a weekly newsletter, with one take-home assignment.

We hope you will enjoy working with your child to establish a lifetime of physical activity and nutrition habits for your entire family. It is important to remember that you should talk to your physician prior to beginning any exercise program. The activities in the Committed to Kids’ Health program are very similar to the amount and type of activity they participate in during gym class. Please, let us know if your child has any special circumstances we should be aware of prior to participation in the program. We look forward to working with you and your child.

My Plan—Week One

Individual Goal: Before you turn on the TV, do 30 jumping jacks at least four times this week. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Family Plan—Week One

Family Goal: Take a 15-minute walk as a family at least one day this week. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

Committed to Kids’ Health Newsletter Program.

Each week you will work toward completing your weekly individual and family goals. Return a signed copy to your CTKH instructor the following week.

“I enjoy stepping and basketball because it’s fun and keeps me active.”
-BRIANNA, AGE 12

Committed to Kids’ Health Newsletter Program.

Each week you will work toward completing your weekly individual and family goals. Return a signed copy to your CTKH instructor the following week.
Committed to Kids’ Health
Healthy Habits Questionnaire

First Name: ___________________________  Last Name: ___________________________

Gender: _____ Male  _____ Female  Date of Birth: _____  _____  _____  Age: ______

DIRECTIONS:
The following survey is designed to learn more about your habits when it comes to food, exercise and how you spend your free time. Please answer all of the questions. Your responses are very important to us!

1. Think about how much you have exercised over the past 7 days. On how many of the past 7 days did you exercise or participate in a physical activity for at least 60 minutes? (Only check one box.)

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1 day</th>
<th>2 days</th>
<th>3 days</th>
<th>4 days</th>
<th>5 days</th>
<th>6 days</th>
<th>7 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples: Running, playing basketball, taking a brisk walk, riding your bike, swimming, etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How many hours of TV, video games and computer time (not including homework) do you spend… (Only check one box for each question.)

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1 hour</th>
<th>2 hours</th>
<th>3 hours</th>
<th>4 hours</th>
<th>5 hours</th>
<th>6 hours</th>
<th>7 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the typical school day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the typical weekend day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. On a typical day how many times do you… (Only check one box.)

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1 time</th>
<th>2 times</th>
<th>3 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink sweetened beverages such as sweat tea, punch (Kool Aid, Capri Sun, etc.), sports drinks, fruit drinks or 100% juice, or soda?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. When you eat fast food, which meal would you most likely choose?

_____ I don’t eat fast food

_____ Salad meal (salad with dressing and drink)

_____ Kid size meal (kid burger, 4 nuggets, small fries, small drink)

_____ Regular meal (1 burger, 6 nuggets, medium fries, medium drink)

_____ Supersize meal (double or triple burger, supersize fries, large drink)
5. On a typical day how many servings of… (Only check one box for each question.)

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1 serving</th>
<th>2 servings</th>
<th>3 servings</th>
<th>4 or more servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit do you eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables do you eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole grains do you eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(brown rice, wheat bread, oatmeal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk do you drink?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Which food group do the following foods belong?

<table>
<thead>
<tr>
<th>Food</th>
<th>Name the food group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheese</td>
<td></td>
</tr>
<tr>
<td>Rice</td>
<td></td>
</tr>
<tr>
<td>Apples</td>
<td></td>
</tr>
<tr>
<td>Carrots</td>
<td></td>
</tr>
<tr>
<td>Chicken</td>
<td></td>
</tr>
</tbody>
</table>

7. Circle the correct serving size of each food item.

a. Chicken
   - Deck of Cards
   - Book

b. Baked Potato
   - Digital Camera
   - Computer Mouse

c. Fruit
   - Pocket Watch
   - Baseball

d. Cheese
   - Pair of Dice
   - Jack in the Box

e. Pasta
   - Ice Cream Scoop
   - Piggy Bank
8. Which of the following foods are higher in calories and fat? Circle the foods that are higher in calories and fat.

<table>
<thead>
<tr>
<th></th>
<th>Fried chicken</th>
<th>OR</th>
<th>Baked Chicken</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Whole milk</td>
<td>OR</td>
<td>Skim milk</td>
</tr>
<tr>
<td>b)</td>
<td>Regular Coke</td>
<td>OR</td>
<td>Diet Coke</td>
</tr>
<tr>
<td>c)</td>
<td>Red Licorice (Twizzlers)</td>
<td>OR</td>
<td>Chocolate candy bar</td>
</tr>
<tr>
<td>e)</td>
<td>Carrots</td>
<td>OR</td>
<td>Tortilla chips</td>
</tr>
<tr>
<td>f)</td>
<td>Nacho chips</td>
<td>OR</td>
<td>Popcorn</td>
</tr>
<tr>
<td>g)</td>
<td>Baked potato (plain)</td>
<td>OR</td>
<td>French fries</td>
</tr>
<tr>
<td>h)</td>
<td>Cream cheese</td>
<td>OR</td>
<td>Strawberry jelly</td>
</tr>
<tr>
<td>i)</td>
<td>Orange</td>
<td>OR</td>
<td>Donut</td>
</tr>
</tbody>
</table>

9. List an example of each component of exercise.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Cardiovascular</td>
<td>___________________________</td>
</tr>
<tr>
<td>b. Strength</td>
<td>___________________________</td>
</tr>
<tr>
<td>c. Flexibility</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

10. What behaviors lead to a healthier lifestyle?

- Eating a variety of fruits and vegetables.
- Getting 8-10 hours of sleep each night.
- Eating junk food once a week.
- Only being active 3 days a week.
- Being active 60 minutes a day.
Committed to Kids’ Health

Food and Energy

Our body is made up of building blocks called cells. Cells have many jobs, including helping our body grow, helping us heal when we are sick and making energy. Our cells need food and oxygen to make the energy we need to move and work. We get the oxygen from the air we breathe and energy from the food we eat. For this reason, it is very important to eat the right foods. Foods with lots of added sugar and fat are poor sources of energy for our body. Once consumed (eaten), food is digested and made into a liquid by our body. That liquid is absorbed by the cell through the cell membrane and enters the mitochondria as the fuel needed to make Adenosine triphosphate (ATP). Next, oxygen enters our cells from our blood, and the ATP explodes, creating energy.

Use the paragraph above to answer the following questions about your body making energy from food.

1. What are the building blocks that make up our body called? _____________________ Cells

2. The food you eat is dissolved (turned into a liquid) so that it can be absorbed by the cells in your body through the __________ _______ membrane _______.

3. Once food enters our cells, it goes into the mitochondria to make ATP ___________.

4. ATP and ________________ oxygen _______________ combine to make energy.

5. To get the energy you need to move and work, your cells need __________ food and __________ oxygen __________. 

Bonus

Foods containing added __________ sugar __________ and __________ fat __________ are not the best sources of energy for our bodies.

List three foods below that would be good sources of energy for our body.

__________ apple __________ oatmeal __________ carrots __________
The Kids’ Activity Pyramid

Being physically active helps you build strong muscles and bones, have energy, maintain a healthy weight, learn and do well in school, and feel good about yourself!

Have fun while being active!

Remember:
You need 60 minutes of physical activity every day!
You can split up your activity and do 10 minutes at a time.

<table>
<thead>
<tr>
<th>Everyday</th>
<th>Aerobic (3–5 Days)</th>
<th>Recreational (3–5 Days)</th>
<th>Cut Down On</th>
<th>Strength (2–3 Days)</th>
<th>Flexibility (2–3 Days)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play outside</td>
<td>Activities that make you breathe hard or sweat!</td>
<td>Bike riding</td>
<td>Watching TV</td>
<td>Climbing on playground equipment or stairs</td>
<td>Yoga</td>
</tr>
<tr>
<td>Take the stairs</td>
<td>Exploring a park</td>
<td>Exploring a park</td>
<td>Watching/playing non active computer or videogames</td>
<td>Stretching</td>
<td>Stretching</td>
</tr>
<tr>
<td>Ride less, walk more</td>
<td>Flying a kite</td>
<td>Flying a kite</td>
<td>Sitting for more than 30 minutes at a time</td>
<td>Gymnastics</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Help around the house/yard</td>
<td>Sledding</td>
<td>Sledding</td>
<td></td>
<td>Tumbling</td>
<td>Playing Limbo</td>
</tr>
<tr>
<td>Walk or play with your pet</td>
<td>Ice skating</td>
<td>Ice skating</td>
<td></td>
<td>Running obstacle courses</td>
<td></td>
</tr>
<tr>
<td>Ride bikes</td>
<td>Canoeing</td>
<td>Canoeing</td>
<td></td>
<td>Martial arts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Playing miniature golf</td>
<td>Playing miniature golf</td>
<td></td>
<td>Rope climbing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bike riding</td>
<td>Playing video games that get you moving</td>
<td></td>
<td>Doing push-ups or pull-ups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exploring a park</td>
<td>Climbing stairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Flying a kite</td>
<td>Ice skating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sledding</td>
<td>Canoeing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ice skating</td>
<td>Playing video games that get you moving</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. List the five food groups on the Food Guide Pyramid.
   - Grains
   - Vegetables
   - Fruits
   - Milk/Dairy
   - Meat and Beans

2. What does the small yellow line on the Food Guide Pyramid represent?
   - Oils

3. Give examples of three foods that are healthy for you.
   - Apples
   - Bananas
   - Carrots

4. Give examples of three foods that are not healthy for you.
   - Cookies
   - Candy
   - Fried Foods

5. How much physical activity should you get in one day? 60 minutes

6. How many days should you be physically active? 7 days

7. What are some risks associated with not getting enough physical activity?
   - Gaining weight, heart disease, high blood pressure, etc.

8. What are some risks associated with not eating a proper diet?
   - Gaining weight, heart disease, high blood pressure, etc.
Food Guide Abacus
Lesson 1

Learn to keep track of what you eat each day by using an abacus. With the food guide abacus, you can make sure that you're getting all of the food groups in!

**Materials:**
- shoebox
- string
- 20 different color beads (if possible: use 6 for grains, 3 for vegetables, 2 for fruits, 3 for dairy, and 6 for meat and beans)
- markers or crayons

**Directions:**
- Write the names of food groups on the bottom of the shoebox starting from the top to the bottom.
- Punch six small holes along one of the long sides of the box. Then punch six more holes on the other side to pair up with the first set of holes.
- Cut six pieces of string that are longer than the box.
- Thread the string though one side of the box and knot at the end. Feed the certain amount of beads onto the string.
- Then thread the loose end of the string through the other side of the box and knot it.
- Repeat this for the remaining pieces of string to represent each food group.

Once you put your food guide abacus together, you can get started keeping track of what you eat!
Committed to Kids’ Health

Class 2
Goal Setting

Goals help us achieve accomplishments and are very important. This week, your child was a part of fitness assessments in his or her class. We will use fitness assessments, as well as behavior changes, to measure progress throughout our program. The fitness assessments involved were a beep (pacer) test for cardiovascular endurance, sit-up test for strength, sit and reach test for flexibility, and height and weight for growth measures. We also discussed goals for them to set whether they be long-term or short-term, and trying to involve goal setting outside of this class. Our goal as a class for this program is to get 60 minutes of daily physical activity by the end of this program. One way to set our goals is to think the SMART way.

S—Specific:
• Say exactly what you want to do.

M—Measurable:
• Use a way to identify when you reach your goal.

A—Attainable:
• How can you make your goals come true?

R—Realistic:
• Can you accomplish your goals?

T—Timely:
• Use a time-frame to complete the goal.

Using the SMART way will help make any impossible goal possible!

Other tips to set goals:
• Be positive.
• Be precise.
• Set your priorities.
• Write goals down to give them more value and avoid confusion.
• Keep short-term goals small.

“The most important thing about goals is having one.”
-GEOFFREY F. ABERT

My Plan—Week Two
Individual Goal: Eat fruit three days this week.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Family Plan—Week Two
Pick a new fruit to try from the store one day this week and tell us what it was.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Child's Name ______________________________________________
Parent/Guardian Signature ____________________________________
Date _________________
SMART Goals
Specific, Measurable, Attainable, Realistic, Timely

Whenever you want to make a change, the first thing to do is set a goal. A goal tells you what you want to do and how you are going to do it. The best types of goals are the ones we can meet. Here are a couple of steps you can take in order to set great goals:

S = Specific
Say exactly what you want to do.

M = Measurable
Use a way to identify when you reach your goal.

A = Attainable
How can you make your goals come true?

R = Realistic
Can you accomplish your goals?

T = Timely
Use a time frame to complete the goal.

A great way to measure progress is by using the goal setting calendar.
Committed to Kids’ Health

Goal Setting Worksheet

Goals are ways we can measure our progress. They are a way for us to review how we have done in the past and see what things got in our way, so we can do things differently if we need to in the future. It is also a way that we can find solutions to our problems and celebrate our success.

Our long-term Committed to Kids’ Health Goal is to get **60 minutes of physical activity every day of the week**. This is a big goal, so the first thing we need to do is see how much physical activity we get now. This is your starting point; sometimes this is called a BASELINE.

I get ____________ minutes of activity ____________ days a week.

This week, I will work on the following short-term (one week) goal to help me reach my long-term goal.

Check only one box this week.

- □ Play active games after school.
- □ Do an activity every time a commercial comes on the show I am watching.
- □ Ask my mom and dad to park far away from the building so we can walk.
- □ Go on walks with my mom or dad.
- □ Do an activity before school in the morning.
- □ Turn the TV, computer and video games off for a half-hour more each day.
- □ Your idea for a goal ____________________________________________

Draw a picture or write a paragraph about your short-term goal this week.
## SMART Goals: Specific, Measurable, Attainable, Realistic, Timely

<table>
<thead>
<tr>
<th>Goals</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 Goal</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3 Goal</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Week 4 Goal</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5 Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**Progress**

- [ ] I met my goal.
- [ ] I still need to work on this goal.

**Name**: ___________________________________________________

**Class**: _________________________________________________

**Date**: ________________________
Committed to Kids’ Health

Class 3
Healthful Eating for your Family

Food can be fun, but for many families, it is a challenge—both finding the time to cook and getting your child to eat the foods that you cook can be a frustrating and challenging process. You are not alone. Many families are struggling with the same challenges you are. Healthy choices are only healthy if you can manage to fit them into your lifestyle. When we discuss physical activity and nutrition, it is not an all or nothing discussion. Set small goals, and take small steps toward reaching those goals. You and your child will be rewarded with a lifetime of enjoyment from healthy eating and physical activity.

Here are some steps families just like you have been able to fit into their busy lifestyles. Not all of these may work for you, but today we will challenge you not to think of reasons why it won’t work for you, but to think of how you can make them work for you.

- Add one more fruit or vegetable to family meals this week.
- Let your child choose the fruits and vegetables you buy at the grocery store.
- Be sensible; enjoy all foods, but do it in moderation. Have one ice cream scoop instead of two, or share one big cookie with your child.
- Be flexible; if you have fast food for lunch, have a salad or soup for dinner.
- Drink milk and water instead of soda or fruit punch.

“\text{I like being active because it can be fun, and you know it’s good for your body!”}\text{-SAM, AGE 13}

Cold weather fun:
- Act out a story.
- Create an obstacle course.
- Plant an indoor garden.
- Take a nature hike.
- Enjoy the autumn leaves.
- Play in the snow.

My Plan—Week Three
Individual Goal: Do 30 jumping jacks three times this week. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Family Plan—Week Three
Family Goal: Do 10 jumping jacks as a family one day. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>
**Grains**
Make half your grains whole

- Start smart with breakfast. Look for whole-grain cereals.
- Just because bread is brown doesn’t mean it’s whole grain. Search the ingredients list to make sure the first word is “whole” like “whole wheat”.

**Vegetables**
Vary your veggies

- Color your plate with all kinds of great-tasting veggies.
- What’s green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.

**Fruits**
Focus on fruits

- Fruits are nature’s treats—sweet and delicious. Go easy on juice and make sure it’s 100%.

**Milk**
Get your calcium-rich foods

- Move to the milk group to get your calcium. Calcium builds strong bones.
- Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.

**Meat & Beans**
Go lean with protein

- Eat lean or low-fat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled—not fried. It’s nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.

---

For an 1,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

- **Oils**: Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

---

Find your balance between food and fun

- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblade—it all counts. How great is that!

Fats and sugars—know your limits

- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.
Find the Beat

One way we can measure how hard we are working when we do physical activity is to take our heart rate (some people call this a pulse). There are two places on our body where we most commonly find heart rate—our carotid artery in our neck and our radial artery in our wrist. We will use the radial artery today.

Find Your Heart Rate
Gently place the index and middle finger of one hand on the wrist of your opposite hand. Place your fingers on the thumb side of your wrist. Gently press down on your wrist in the soft spot, right before your thumb.

Measure Your Heart Rate
Count the number of beats you feel in 6 seconds; the first beat you feel counts as “0.” For example, as you count it will be (0, 1, 2, 3, 4, 5…).
Take the number of beats you counted, and multiply by 10.
(Number of beats x 10 = beats per minute)

Beats per minute is your heart rate!

Complete this worksheet to find out what your heart rate is…

MY RESTING HEART RATE

____________________ X 10 = ______________ Beats per minute
(Number of beats)

What do you think will happen to our heart rate when we exercise?

____________________
It will increase (speed up).

What do you think will happen to our heart rate when we sleep?

____________________
It will decrease (slow down).
Find Your Fitness Zone…

How hard should we exercise? It is a tough question because there are lots of different types of exercise. The exercise we are talking about today is cardiovascular exercise—exercise for our heart and lungs. Your heart is a hard-working muscle. It never gets a break, and it is working even when you are sleeping! In order to make our heart strong, we need to eat healthy foods and exercise. What do you think will happen to your heart when we exercise? How do you think it will make your body feel?

Let’s find out. Look at the Rating of Perceived Exertion (RPE) chart (which means how you feel).

Each number on the chart represents how you feel with the type of activity that is described to the right of the number.

1. How do you feel right now sitting in your chair? RPE number
2. How do you feel after holding your arms in the air for 2 minutes? RPE number
3. How do you feel after you have done 50 jumping jacks? RPE number
4. How do you feel after resting in your chair for the last 2 minutes? RPE number

Make a bar graph of your results.

<table>
<thead>
<tr>
<th>RPE</th>
<th>Beginning heart rate</th>
<th>Holding arms overhead — 2 minutes</th>
<th>After doing 50 jumping jacks</th>
<th>After stretching</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td></td>
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<td>16</td>
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<td>7</td>
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</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Hard am I Exercising?

By using this scale, you will be able to tell how hard you are working, just based on how your body feels when you are exercising.

Rating of Perceived Exertion

<table>
<thead>
<tr>
<th>RATING</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Resting…Lying in bed</td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Very easy…Brushing your teeth</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Easy…Cleaning your room</td>
</tr>
<tr>
<td>11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Kind of hard…Riding your bike</td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Hard…Playing tag with your friends</td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Very hard…Running laps in gym</td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Very, very hard…Sprinting to catch the bus</td>
</tr>
<tr>
<td>19</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>So hard you have to stop</td>
</tr>
</tbody>
</table>

Adapted from the Borg Scale, Gunnar, Borg 1985
Committed to Kids’ Health

Class 4
Why Eat Breakfast?

Breakfast is known for being the most important meal of the day, and guess what? It is! Eating a well-balanced breakfast will help you fuel your body with nutrients, provide you energy for active play, and make you feel good! A regular breakfast routine can also help maintain a healthy body weight by preventing hunger pangs, nibbling, or eating too big of a lunch. Whether you are off to a day of school, work or play, eating breakfast will greatly help you maintain concentration and energy levels throughout your busy day.

When making breakfast, try to include foods from multiple food groups, such as grains, dairy, fruits, and protein. Each of the food groups provides important vitamins and minerals to jump-start your day and keep you strong and healthy. Some breakfast ideas are a bagel with cheese, a waffle topped with fruit, peanut butter on whole wheat toast or cereal with milk and fruit.

Children learn best by example; so let them see you eating breakfast also! Try to buy foods that your child will want to eat, even if they aren’t common breakfast meals. Offer a few choices of foods so that each family member can pick a food he or she enjoys. Also, be sure to wake children up with plenty of time to eat without being rushed for school.

On the weekends, when there is more time, let your kids help you cook breakfast. Any way that you can make meal times fun, nutritious, and routine will encourage healthy habits among your family.

My Plan—Week Four
Individual Goal: Eat a dairy item three days this week.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Family Plan—Week Eight
Family Goal: Have a fruit instead of dessert one night.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Ways to squeeze in breakfast:
- Stock the refrigerator and pantry with healthy on-the-go breakfast items.
- Make parts of breakfast the night before (for example, slicing fruit).
- Go to bed earlier so you wake up earlier—and still feel rested!

Child’s Name ____________________________

Parent/Guardian Signature ____________________________

Date ________________
Committed to Kids’ Health
Serving Sizes

When we are planning our meals, it is important to know how much food counts as a serving. We know from the Food Guide Pyramid how much food we can have in one day. It is our job to make sure we are eating a variety of foods for meals and snacks. This will ensure we are receiving our daily allowance and a colored assortment of healthy foods.

**Let’s Review:** Food Guide Pyramid—Daily recommendations (1,800 calorie diet)

<table>
<thead>
<tr>
<th>Food</th>
<th>A Serving Looks Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carbohydrates (grain)</td>
<td>6 ounces</td>
</tr>
<tr>
<td>Vegetables</td>
<td>2 ½ cups</td>
</tr>
<tr>
<td>Fruit</td>
<td>1 ½ cups</td>
</tr>
<tr>
<td>Dairy</td>
<td>3 cups</td>
</tr>
<tr>
<td>Meat/beans</td>
<td>5 ounces</td>
</tr>
</tbody>
</table>

Now let’s break it down and talk about serving sizes...

<table>
<thead>
<tr>
<th>Food</th>
<th>A Serving Looks Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ cup of spaghetti</td>
<td>Ice cream scoop</td>
</tr>
<tr>
<td>½ cup cereal</td>
<td>Palm of hand</td>
</tr>
<tr>
<td>1 cup of baby carrots</td>
<td>Tennis ball</td>
</tr>
<tr>
<td>1 medium-sized apple</td>
<td>Baseball</td>
</tr>
<tr>
<td>2 ounces of cheese</td>
<td>2 dice</td>
</tr>
<tr>
<td>2 tablespoons peanut butter</td>
<td>Ping-pong ball</td>
</tr>
<tr>
<td>3 ounces of meat</td>
<td>Deck of cards</td>
</tr>
<tr>
<td>1 teaspoon butter</td>
<td>Thumb</td>
</tr>
</tbody>
</table>
Use the chart to answer these questions.

1. What is this chart demonstrating?
   
   The chart is representing serving sizes for different types of foods in each food group.

2. What is one serving of vegetables equal to? What does the amount look like?
   
   One serving of vegetables is equal to 1 cup and this amount looks like a tennis ball.

3. Which food has a 2 tablespoon serving size? What does this amount look like?
   
   Peanut butter has a 2 TBSP serving size and this amount looks like a ping pong ball.

4. Which is bigger in size—a serving of spaghetti or a serving of carrots?
   
   A serving of carrots is bigger in size than a serving of spaghetti because a cup is bigger than ½ of a cup.

5. Which item has the largest serving size? Why do you think that is?
   
   The largest serving size is a cup of carrots because 1 cup is the biggest measurement on the chart. Carrots are members of the vegetable group and are healthy.

6. Which item has the smallest serving size? Why do you think that is?
   
   The smallest serving size is 1 teaspoon of butter because 1 teaspoon is the smallest measurement on the chart. Butter should be eaten in small amounts because it is an unhealthy oil.
Stop Method

When you feel a craving come on, try using the STOP Method to help you make the healthiest choice for your body.

**S = Stop and identify the problem.**
Why do you want to eat? What do you want to eat? Where are you? Does your stomach feel hungry, or do you just feel like you want to eat?

**T = Think of your options.**
Sit or play? Candy or fruit? Drink water?

**O = Opt for the best solution.**
If you think your hunger is just a craving, try taking your mind off of it by playing a game or drinking a glass of water. If you are really hungry, look for nutritious snacks, such as a piece of fruit or fresh vegetables.

**P = Put the solution into practice.**
Take a bike ride until dinner is ready or grab a handful of grapes instead of chips.

Go!
Hunger versus Craving—More scenarios

You just woke up. It is 6 am and you want breakfast.

**Hunger, you need to eat to refuel your body after sleeping.**

You ate a huge dinner, including dessert; you had fruit instead of a cookie. While watching TV later that night, you decide you want the cookie.

**Craving, since you already had dessert (fruit) and want more this would be a craving for the cookie.**

You just drank a large glass of water and still want to eat a bagel.

**Either hunger or craving: hunger – if you haven’t eaten in a while this could be hunger because a bagel could be a healthy choice to eat. Craving – If you have eaten recently, had the water and still want the bagel, then you could probably want until your next meal.**

You normally eat dinner at 5 pm, but today you ate a bagel with peanut butter at 4 pm
Your mother has dinner ready as planned at 5 pm, and you are hungry.

**Hunger, the bagel was just a snack, so you should be hungry for a meal.**

You just had lunch, and now you want to eat cake and ice cream at your sister’s birthday party.

**Craving, since you just had lunch you shouldn’t be hungry for any more food and also ice cream and cake isn’t the healthiest option.**

You want a snack when you get home from school.

**Hunger, since you have not eaten since lunch at school, you should be hungry for a healthy snack.**

You have a big math test tomorrow and have to study. You want to have potato chips while studying.

**Craving, you can choose a healthier snack to study if you haven’t eaten a meal in awhile.**

You were fighting with your brother and decide you really want to eat a brownie.

**Craving, you want to eat the brownie because you are most likely upset or emotional about the fight with your brother.**
Our bodies need oxygen for everything we do, even breathing! When we breathe air in through our nose and mouth, we get oxygen. This air goes down our windpipe and into our lungs. Our lungs absorb the oxygen and it is then carried by our blood to our heart and is pumped to all the working muscles in our body. Our muscles use oxygen to burn food and make energy! This whole process is called respiration.

Exercise not only helps our muscles and heart become stronger, exercise helps us to use oxygen better. When we exercise, we train our body to use more oxygen with every breath we take. This helps us not have to breathe as often. (You know how you are breathless after you run a long way.)

Let’s see how much we know about our lungs...

1. We need ___________ to live.
2. We take air in through our ___________ and ___________.
3. The air then goes down our ___________ to our lungs where it is oxygenated and pumped to our ___________.
4. The process of breathing in and out is called ___________.

Let’s do an experiment to see how our breathing changes with exercise.

1. Have a partner count the number of breaths you take in 1 minute. Record your number on the chart. Then switch.
2. Do 50 jumping jacks and have your partner count your breaths again for 1 minute. Record your number on the chart. Then switch; have your partner do 50 jumping jacks, and then count breaths.
3. Have your partner count your breaths for 1 minute again, and record the number on the chart. Switch, and count your partner’s breaths for 1 minute.
<table>
<thead>
<tr>
<th>Breath</th>
<th>Resting/Beginning</th>
<th>Do 50 Jumping Jacks</th>
<th>After 1 Minute Rest</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>45</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>40</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>35</td>
<td></td>
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<td></td>
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<tr>
<td>30</td>
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<td>25</td>
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<td>20</td>
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<td>15</td>
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<td>10</td>
<td></td>
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<td></td>
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<tr>
<td>5</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

1. From your observations, did you take more breaths before, during, or after exercise?
   The students should have taken more breaths during exercise.

2. What happened to your breathing after exercise?
   Breathing slowed down after exercise.

3. Why do you think this is?
   Because you use more oxygen when you do a lot of work.
Committed to Kids’ Health

Class 5
No Pain, No Gain…Wrong!

Physical activity is a lot of fun; getting hurt is not. We can be active and safe by following a few simple rules!

1. Wear your gear. Helmets when we are riding bikes, knee pads, wrist pads, and even our life jackets when we are in the water.

2. WARM UP AND STRETCH!

3. Know the rules of the game.

4. Watch out for others! Practice good sportsmanship.

5. Don’t play when we are injured…

Many injuries can be prevented by using good judgment and following the rules above, but if someone is injured, you can help by following these steps. It is important to remember that the best thing to do for someone who is injured is to get the medical help quickly. If the injury is severe, the person is not breathing, can’t get up or is in pain, always call 911.

Next, you can follow RICE.

R—Rest, do not try to be active on a muscle that is injured, stay still in a safe area, and wait for someone to help you. Once you are treated by a doctor, make sure you take it easy for a little while until you feel better and your doctor tells you it is OK to be active again.

I—Ice, put ice on an injury, unless it is a burn. Ice will help to reduce the swelling to the area.

C—Compression, this will help to stop bleeding and reduce swelling to the area. We will use an example. If you injure your ankle, don’t take off your shoe. Leaving it on will help provide compression to the area. The doctors will take it off for you later.

E—Elevation, this will help reduce the swelling to the area and make it easier for doctors to try to help you. So keep the injury raised high if you can move the limb (do not force it to move). If it is an injury to the head or back, you should never try to move yourself or your friends. Stay as still as possible.

My Plan—Week Five
Individual Goal: Turn off the TV two days and play for 30 minutes. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</tbody>
</table>

Family Plan—Week Five
Family Goal: Take a 15-minute walk as a family two days. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</thead>
<tbody>
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</tbody>
</table>

Gradually changing to a lower-fat milk.

- Change to lower-fat milk gradually (whole to 2 percent, 2 percent to 1 percent) rather than choosing a drastically different milk.
- Try low-fat chocolate milk because the flavor of most chocolate milks is very similar.
- Begin using low-fat milk with cereal or in cooking.

Increase your current milk consumption by 1 cup per day.
Label Ease

RAISE a finger if the food has:

- 10 percent or more VITAMIN A
- 10 percent or more VITAMIN C
- 10 percent or more CALCIUM
- 10 percent or more IRON
- 10 percent (5 grams) or more PROTEIN
- 10 percent or more FIBER

LOWER a finger if the food has either:

- 10 percent or more TOTAL FAT
- 200 CALORIES or more
- 10 percent or more saturated fat
- 10 percent or more trans fat
- 10 percent or more cholesterol

If any fingers remain up, the food is nutritious.
Food Label Finds

Do you think there is a difference in the foods that we eat? Is one better for us than another?

Let’s find out.

Directions: Find the food labels for the food models you have at your table. Use the information on the food label to answer these questions:

List your foods: ____________________________ and ______________________________

1. Which food has more calories per serving?
___________________________________________________________________

2. Which food has more fat per serving?
___________________________________________________________________

3. Which food has more sugar per serving?
___________________________________________________________________

4. Which food has more fiber per serving?
___________________________________________________________________

5. Which food has more vitamins and minerals? Why do you think that is?
___________________________________________________________________

6. Which food, in your opinion, is healthier? Why?
___________________________________________________________________

Bonus

While all meals are important, we know that breakfast is the most important meal of the day, so this bonus is about breakfast cereal.

Do you think you should add extra sugar to your breakfast cereal, why or why not? What will sugar do to your body?

The extra sugar could be stored on our bodies as fat if we do not use that energy and have too much sugar.

Here is an idea: Measure your sugar...

You need a ¼ teaspoon measuring spoon, sugar and two cereal labels—one unsweetened cereal and one sweetened cereal (like Cheerios and Honey Nut Cheerios or any two that are similar).

Here is what you do:

A ¼ teaspoon of sugar is equal to 1 gram. For each cereal, look at the label and figure out how many grams of sugar are in that cereal. Measure the sugar in one serving of cereal onto a paper plate or piece of paper. Does the amount of sugar in a serving of cereal surprise you?
Play it Safe

Physical activity is a lot of fun, but getting hurt is not. We can be active and safe by following a few simple rules:

1. Wear your gear! Helmets when we are riding bikes, knee pads, elbow pads, even our lifejackets when we are in water.

2. WARM UP AND STRETCH!

3. Know the rules of the game.

4. Watch out for others! It’s good sportsmanship.

5. Don’t play when we are injured.

List some ways you can be safe in everyday activities.

1. Wear your helmet while riding your bike.

2. Look both ways before crossing the street.

3. Wear a lifejacket while near water.

4. Follow the rules on the playground.

5. Slide down the slide feet first.

6. Don’t jump off the swings.
Ad Busters

Directions
To complete this activity, you will watch at least ½ hour of TV. Record the commercials you watch, and decide if you think they are advertising a healthy choice or an unhealthy choice.

Time Spent Watching TV: ________________ hours

Mark each food commercial beside what they were advertising.

_____ Candy  _____ Chips
_____ Fried food  _____ Pop/Soda
_____ Sugar-sweetened beverages  _____ Cakes, cookies, or dessert
_____ Sweetened cereal  _____ Grains (bagel, cereal)
_____ Fresh fruit  _____ Fresh vegetables
_____ Dairy (yogurt, milk, cheese)  _____ Fast food
_____ Restaurants  _____ Physical activity/exercise
_____ Other: _______________________________________________________

How many total advertisements did you see? ______

How many were good healthy choices? _______
(Add together the totals for fresh fruit, dairy, grains, fresh vegetables, and physical activity/exercise.)

How many were unhealthy choices? _______
(Add together the totals for candy, fried food, sugar-sweetened beverages, sweetened cereal, chips, pop/soda, cakes, cookies or dessert, and fast food.)

How many were advertisements for restaurants? Do you think this food is healthy or not? ______

How many were advertisements for physical activity? ______

Do you think there should be more advertisements for healthy foods and physical activity on television?

Why or why not?

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

_______________________________________________________________________________

Bring this handout to the next class to share your findings!
Committed to Kids’ Health

Class 6
Family Mealtime

Mealtimes are not only about eating. They are opportunities to bond as a family, teach children about healthy eating habits, and enjoy yourself with good food and even better company! Sometimes each family member may be on a different schedule, making it difficult to sit down to meals together. However, this may be the one chance during the day to sit down with all family members and relax—after all, we have to eat!

- Set a regular mealtime that accommodates each person’s schedule, for example, dinner at 6 p.m. This will encourage proper nutrition and prevent unnecessary snacking if a meal is too late or too early in the evening.

- Cooking should not be stressful, so simplify dinner menus in order to spend less time in the kitchen and more time at the dinner table with the whole family.

- Eliminate distractions during mealtimes. Turn off the TV, refrain from taking or making phone calls, and focus attention on each family member.

- Eat around the table. Meals are more enjoyable while sitting down rather than huddled around a counter or standing up. Also, conversation and eye contact are easier around a table.

- Make each family member feel appreciated during meals. Avoid nagging, grumpiness, or focusing all the attention on one person.

- Avoid long, drawn-out mealtimes because younger children can become fussy.

- Share in the clean-up process.

My Plan—Week Six

Individual Goal: Eat a veggie of your choice twice this week. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Family Plan—Week Six

Family Goal: Pick a new veggie to try from the store. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child’s Name ______________________________________________

Parent/Guardian Signature ____________________________________

Date _________________
## Marketing Myths
**The Reality**

<table>
<thead>
<tr>
<th>Nutrient</th>
<th>Free</th>
<th>Low</th>
<th>Reduced/Less</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Definition</strong></td>
<td>Labeling: Free, Zero, No, Without, Trivial source of, Insignificant source of</td>
<td>Labeling: Low, Little, Few, Small amount, Low source of</td>
<td>Labeling: Reduced, Less, Lower, Fewer</td>
<td>Labeling: Free, Very low or Low. Foods must meet standards without special processing i.e. broccoli is a fat-free food</td>
</tr>
<tr>
<td><strong>Calories</strong></td>
<td>Calorie Free: Less than 5 calories per labeled serving</td>
<td>Low Calorie: 40 calories or fewer labeled serving Meals: 120 calories or fewer per 100 grams</td>
<td>Reduced Calorie: 25% fewer calories than the food to which it is compared</td>
<td>Light or Lite: Depending on the fat content, fat must be reduced by 50% or calories reduced by $\frac{1}{3}$ for labeling according to Low-fat or Low-calorie.</td>
</tr>
<tr>
<td><strong>Total Fat</strong></td>
<td>Fat-Free: Less than .5 grams per serving</td>
<td>Low Fat: 3 grams or fewer per serving Meals: 3 grams or fewer per 100 grams and not more than 30% of calories from fat</td>
<td>Reduced Fat: 25% less fat than food to which it is compared</td>
<td>No comments</td>
</tr>
<tr>
<td><strong>Sodium</strong></td>
<td>Sodium Free: Less than 5 milligrams per serving</td>
<td>Low Sodium: 140 milligrams or fewer per serving Meals: 140 milligrams or fewer per 100 grams</td>
<td>Reduced Sodium: 25% less sodium than the food to which it is compared</td>
<td>If sodium is reduced by 50% per serving, food can be labeled Light in sodium. No salt added or unsalted must declare that the food is not sodium free.</td>
</tr>
<tr>
<td><strong>Sugar</strong></td>
<td>Sugar Free: Less than .5 grams per serving</td>
<td>Not defined</td>
<td>Reduced Sugar: 25% less sugar than food to which it is compared</td>
<td>No sugar added or without added sugar can be claimed if no sugar or food containing sugar is added during processing. Does not include sugar alcohols.</td>
</tr>
</tbody>
</table>
Grocery Store Guide

Above is a look at a sample layout for a grocery store. Your grocery store may look like this or may be arranged differently. We will be using this diagram as a guide to finding the most nutritious options for your favorite foods. You can use these tips when designing your route through your own grocery store.

1. Fruits and Vegetables—Produce that is in season will taste better and cost less! Keep serving size in mind: 1 serving of fruit = 1 medium (tennis-ball size) piece of fruit or ½ cup fresh, frozen, or canned fruit; 1 serving of veggies = ½ cup cooked or 1 cup raw.

2. Deli—Bulk deli meats don’t have nutrition information on the package, so be sure to ask for it to help you meet your needs. Ask for lean or extra lean cuts of meat and poultry and avoid ham (it’s very high in sodium!). Follow the same guidelines when buying prepackaged meats.

3. Fish—Dark fish, such as mackerel and salmon, are good sources of Omega-3 fatty acids. Stay away from fried and breaded fish, which add unneeded calories and fat.

4. Beef/Pork—Cuts of meat with round or loin in the name are usually considered to be lean, which means they have less than 10 grams of fat and 4.5 grams of saturated fat per serving. Look for lean or extra lean on the label, and 95 percent lean or leaner ground beef.

5. Poultry—Half of the calories in chicken are in the skin. If you are looking for a leaner option, either buy skinless or take the skin off before cooking or eating.

6. Dairy—Look for low-fat or non-fat options. For yogurt, look at the calories; low-fat options are usually not low calorie because of added sugar. Go for “lite/light” versions. For milk, try 1 percent or skim; they have the same nutrients as whole milk! Avoid too much chocolate milk which has so much added sugar that its calorie content is the same as whole milk.

7. Frozen Food—Frozen foods can offer good nutrition and easy preparation. Be sure to read labels and choose options with little or no added fat, sodium, and sugar.

8. Bread—Make half of your grains whole grains! When buying whole grain bread, read the ingredients list (under the nutrition facts) to be sure that the first ingredient is a whole grain flour.

9. Cereal—Look for hot and cold cereals made with whole grains and without much added sugar. Look for options with 3–5 grams of fiber per serving.

10. Snack Foods—These don’t have to come from the snack food section. Try individual boxes of raisins or cereal, or small bags of popcorn. For something sweet try graham crackers, fig bars or ginger snaps which are usually lower in fat than other cookies.

11. Pasta/Rice and Grain—Try whole grain pastas for more fiber. Brown rice has the same calorie level but more nutrients than white rice. Try new whole grains, such as quinoa and bulgar.

12. Beverages—Water is always a great option. Try to avoid sodas, energy drinks, and coffee beverages which have lots of calories and caffeine. Limit your juice and make sure that what you do drink is 100 percent juice.

13. Canned Foods—Read your labels! Choose fruits packed in their own juice. Those packed in syrup have lots of added calories. Choose veggies with no added sodium. Even if you rinse canned veggies, you won’t get all of the sodium off because the vegetables soak it up!
Decoding Breakfast!

Advertising can make food sound healthier than it actually is! The only good source of reliable information on food is the food label. This is where you can figure out if the food actually lives up to what it claims to be!

Directions
Read the advertisement and decode the food label. Answer the questions below to find out if our make-believe breakfast cereal is really nutritious.

Very Berry Blast is the very berry best way to start your day. The experts say breakfast is the most important meal of the day! Start your day with the berry nutritious FRUIT flavor of this wholesome treat!

| FOOD LABEL |

<table>
<thead>
<tr>
<th>Very Berry Blast</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving size</td>
<td>3/4 cup</td>
</tr>
<tr>
<td>Servings per container</td>
<td>15</td>
</tr>
<tr>
<td>Amount Per Serving</td>
<td></td>
</tr>
<tr>
<td>Calories</td>
<td>140 Calories from fat 0</td>
</tr>
<tr>
<td>% Daily value</td>
<td>0%</td>
</tr>
<tr>
<td>Total fat</td>
<td>0g 0%</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>50mg 2%</td>
</tr>
<tr>
<td>Total carbohydrates</td>
<td>29g 10%</td>
</tr>
<tr>
<td>Dietary fiber</td>
<td>0g 0%</td>
</tr>
<tr>
<td>Sugars</td>
<td>23g</td>
</tr>
<tr>
<td>Protein</td>
<td>1g 2%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>Calcium</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>Iron</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>Percent values based on a 2,000 calorie diet.</td>
<td></td>
</tr>
<tr>
<td>Ingredient List: Corn syrup, sugar, gelatin water, dried blueberries, artificial flavors, artificial colors.</td>
<td></td>
</tr>
</tbody>
</table>

Questions
The ingredients on the food label are listed from most to least. How many of the first three ingredients are forms of sugar? Is there any real fruit on the ingredient list?

2 are forms of sugar, corn syrup and sugar. Yes, there is real fruit on the list, dried blueberries.

Is this food a good source of vitamins and minerals?
No, daily values are less than 10%.

Is Very Berry Blast a wholesome treat? Why or why not?
No, there are not enough nutrients, but there is lots of sugar.

Think of your own example of an advertisement that you have seen that may not be the truth. Write it below.

_________________________________________________________
Committed to Kids’ Health—Goal Calendar

SMART Goals: Specific, Measurable, Attainable, Realistic, Timely

<table>
<thead>
<tr>
<th>Goals</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6 Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>☐ I met my goal. ☐ I still need to work on this goal.</td>
</tr>
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</tr>
<tr>
<td>Week 7 Goal</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐ I met my goal. ☐ I still need to work on this goal.</td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Week 8 Goal</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐ I met my goal. ☐ I still need to work on this goal.</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9 Goal</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐ I met my goal. ☐ I still need to work on this goal.</td>
</tr>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Strength Training**

**Muscle Endurance Exercise**

**Directions:** Write true or false on each line. If the statement is false, change the underlined word to make the statement true.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| _F_ | 1. Our skeletal muscles are **involuntary** muscles.  
   (voluntary) |   |   |   |   |   |   |
| _T_ | 2. In order to increase our muscle strength, we must constantly **overload** our muscles. |   |   |   |   |   |   |
| _F_ | 3. **Muscle endurance** is training our muscles to lift heavy objects.  
   (muscle strength) |   |   |   |   |   |   |
| _F_ | 4. **Muscle strength** activities help us in our day-to-day activities by helping our muscles 
   do an activity over and over again.  
   (muscle endurance) |   |   |   |   |   |   |
| _T_ | 5. Our **core muscles** consist of our abdominals and low back muscles. |   |   |   |   |   |   |
| _T_ | 6. Exercise like **running** and **playing tag** are good forms of muscle endurance exercise. |   |   |   |   |   |   |
| _T_ | 7. We should always rest **48 hours** in between muscle endurance exercise days. |   |   |   |   |   |   |

**Your Plan**

We know from the *Committed to Kids’ Health* class that our body needs all types of physical activity to be healthy. Using what you know, write your week plan for physical activity, using all types of physical activity—cardiovascular, flexibility, muscle endurance, and strength.

<table>
<thead>
<tr>
<th>Type</th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muscle Endurance/</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Strength</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Committed to Kids’ Health

Class 7
Vegetarian Done Right

One obstacle of healthy vegetarian diets is including the right amounts of each nutrient that your body needs. If you have decided that vegetarian meals are the best for your family all the time or on occasion, it is important to be aware if meals are still providing plenty of vitamins, minerals, and especially protein. Consult the Food Guide Pyramid (mypyramid.gov) for ways to find protein in other foods besides meat. Eggs, dry beans, tofu, soy burgers, nuts, peanut butter, and seeds all contain protein, so getting the recommended 5 ½ ounces of this nutrient does not have to be hard.

- Make sure that meals still contain enough calories. Most vegetarian meals are low in fat, but children and adults alike need enough energy from food for active lifestyles, mental health and growth.
- Pay special attention to eating foods with calcium and iron, since these two minerals are often lacking in many diets, not just those of vegetarians. Look at food labels to ensure your family is receiving the recommended daily value of both calcium and iron.
- If your family avoids eating all animal products, it could be more difficult to include sources of vitamin B12 and zinc. Look for foods that are fortified with vitamin B12. Animal-free sources of zinc include whole grains, cooked dry beans, tofu, seeds, and nuts.
- Talk to your family doctor about adding a vitamin and mineral supplement.

My Plan—Week Seven
Individual Goal: Turn off the TV three days and play for 30 minutes.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
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<tbody>
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</tbody>
</table>

Family Plan—Week Seven
Family Goal: Take a 20-minute walk as a family one day.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</thead>
<tbody>
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</tbody>
</table>

Eat breakfast together three days a week.

Try these nutrient-packed vegetarian meals!

Menu 1
- Vegetable soup with tofu
- Whole wheat roll
- Apple or banana
- Low-fat milk

Menu 2
- Toasted cheese sandwich
- Cole slaw
- Pudding
- Orange juice

Child’s Name ____________________________________________
Parent/Guardian Signature ________________________________
Date _______________
Fast Food Follies

When we eat out, the choices that are available are not always the healthiest choices to make. Let's take a closer look at the foods we eat when we eat out at some of our favorite restaurants.

Directions: Take your copy of a Nutrition Facts from the restaurant you were assigned, or go to the website of that restaurant, and look up the Nutrition Facts page. On the chart below, write down one meal you would normally eat. Don't forget your drink, sides and dessert if you have it. Fill in the chart with the information on the Nutrition Facts, and add up the totals for your meal.

Restaurant ____________________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Calories</th>
<th>Total Fat</th>
<th>Total Sodium</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer the questions below about your meal.

1. What percentage of your daily calorie needs did you eat in your one restaurant meal?
   Hint: Take your total calories in your meal divided by your total number of daily calories 1,800 calories (or use your individual daily calories you calculated from mypyramid.gov) then multiply by 100.
   __________________________________________________________________________

2. The USDA tells us the maximum limit for daily sodium intake is 2,300 milligrams of sodium. What percentage of your daily sodium intake did you eat in your one restaurant meal?
   Hint: Take your total sodium divided by 2,300 milligrams then multiply by 100.
   __________________________________________________________________________

3. Experts tell us kids ages 9–12 should eat about 25-35 percent of their daily calories from fat. That is about 60 grams of fat a day. What percentage of your total fat intake did you eat in your one restaurant meal?
   Hint: Take your total fat grams divided by 60 then multiply by 100.
   __________________________________________________________________________

4. As we have learned in the Committed to Kids' Health class, we should eat a variety of foods from all the different food groups. Does your restaurant meal have at least three food groups represented in it? List your food groups.
   __________________________________________________________________________

5. Based on the information you just calculated, is your restaurant meal a healthy choice? Why or why not?
   __________________________________________________________________________

Challenge: Use the back of this page and complete this exercise again. Choose another meal, and see if you can make your meal a healthier choice.

Bonus: Can you find a meal you would eat at a fast food restaurant that is fewer than 500 calories?
Restaurant ________________________________

<table>
<thead>
<tr>
<th>Item</th>
<th>Total Calories</th>
<th>Total Fat</th>
<th>Total Sodium</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer the questions below about your meal.

1. What percentage of your daily calorie needs did you eat in your one restaurant meal?  
   Hint: Take your total calories in your meal divided by your total number of daily calories 1,800 calories  
   (or use your individual daily calories you calculated from mypyramid.gov).

   __________________________________________________________________________

2. The USDA tells us the maximum limit for daily sodium intake is 2,300 milligrams of sodium. What percentage  
   of your daily sodium intake did you eat in your one restaurant meal?  
   Hint: Take your total sodium divided by 2,300 milligrams.

   __________________________________________________________________________

3. Experts tell us kids ages 9–12 should eat about 27 percent of their daily calories from fat. That is about  
   60 grams of fat a day. What percentage of your total fat intake did you eat in your one restaurant meal?  
   Hint: Take your total fat grams divided by 60.

   __________________________________________________________________________

4. As we have learned in the Committed to Kids' Health class, we should eat a variety of foods from all  
   the different food groups. Does your restaurant meal have at least three food groups represented in it?  
   List your food groups.

   __________________________________________________________________________

5. Based on the information you just calculated, is your restaurant meal a healthy choice?  
   Why or why not?

   __________________________________________________________________________
Committed to Kids’ Health

Nutrition Facts Websites

Common Fast Food Restaurants

**General Fast Food**

- www.mcdonalds.com/usa/eat/nutrition_info.html
- www.wendys.com/food/NutritionLanding.jsp
- www.hardees.com/menu/

**Sandwiches**

- www.quiznos.com/subsandwiches/Products.aspx

**Seafood**

- www.ljsilvers.com/nutrition/

**Chicken**

- www.kfc.com/nutrition/

**Beverage**

- www.starbucks.com/retail/nutrition_info.asp

**General Nutrition Information**

- www.mypyramid.gov
STOP Scenarios

Use the STOP Method to help Billy and Betty make the best choices toward their healthy lifestyle.

1. Billy is at school and just missed a word in his class spelling bee. He is very upset because he has been practicing his words all week. The bell rings for lunch, and he heads to the cafeteria with all his friends. His options for lunch are chicken nuggets, French fries or green beans, apple or peanut butter square, and milk, water or a soda. Billy really wants chicken nuggets, French fries, the peanut butter square and a soda.

What should Billy do?

- **Billy should choose the healthier options (green beans, apple, milk/water) even though he is upset about his loss. He can use the STOP method to make a healthier choice.**

2. Betty just got home from school. Her class had a snack at the end of the day. It was Jane's birthday, so she brought in cupcakes. When Betty walks in the door her Mom is busy making dinner; her brother is on the computer. Dad is still at work, and the dog is taking a nap. Betty is bored and wants something to eat.

What should Betty do?

- **Betty should use the STOP method and find another activity to do instead of possibly eating an unhealthy snack. If her mother will let her, she should go outside and play or help fix dinner.**

3. It is a special day. Betty and Billy just got their report cards, and they both got better grades than last time. Mom and Dad are going to take them out for a special treat. Everyone gets in the car, except the dog, and they all head to their favorite restaurant. Everyone eats healthy. They all get grilled vegetables instead of French fries, and even Dad has a grilled chicken sandwich instead of the fried chicken sandwich.

Did they make a good choice based on the STOP method?

- **Yes, they made a good choice based on the STOP method because they all chose healthy options when they went out to eat.**
Committed to Kids’ Health

Class 8
Family Food Shopping: More for Your Money

Do you believe that it costs more to buy healthier foods? While it is true that buying fresh ingredients is sometimes more expensive and less convenient than the processed, prepackaged options, any extra cost could be worth the health benefits. However, you don’t have to break the bank—stretching your money at the grocery store is all about shopping wisely.

Decide what foods you are buying before you go to the grocery. This will eliminate impulse purchases. Take time to make a grocery list that will include enough food from all of the food groups. For instance, you should buy more grains than foods from the fats, oils, and sweets group. Read food labels for nutritional content before you make the purchase!

Decide how much you need of each product and only buy that amount. This is especially important with fresh foods that will expire after a certain date.

When items have similar nutritional value, buy less of the expensive product and more of the cheaper one.

Compare brands, sizes, and prices to find the best deal. It is often cheaper to buy in bulk—and is a good idea for nonperishable items that the family uses often. However, sometimes it is cheaper to buy two smaller containers than one big one.

Check for coupons in newspapers or in stores. You may think that 25 cents off is not much of a bargain, but the savings add up! Do not buy food simply because of a sale. It could end up being wasted.

Find three coupons for products that you need and use often.

Make grocery shopping more enjoyable!

- Try to find a babysitter for children so that you can take your time to shop wisely without screaming, crying, or impulse purchases from kids.
- Try to shop on days off of work so that you have more time and energy.

My Plan—Week Eight
Individual Goal: Try to eat one whole grain each day.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Family Plan—Week Eight
Family Goal: Pick a new whole grain product to try.
(Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
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</tbody>
</table>

Child’s Name ______________________________________________
Parent/Guardian Signature ____________________________________
Date _________________

Committed to Kids’ Health | Class 8 | Page 113
Numbers…Fat, Sugar, and Sodium

1 gram of sugar = 4 calories
1 gram of fat = 9 calories

The Conversions

*All conversions are approximate, rounded to the nearest whole number for the purposes of this exercise. When you convert from grams or ounces (weight) to teaspoons, tablespoons, or cups (volume), you are converting from a weight to a volume. These calculations may not be highly accurate in many cases. This should not be used for measuring medicine or any form of critical science. If you want true accuracy in these measurements, you should purchase a scale that weighs in Grams.

Sugar

<table>
<thead>
<tr>
<th>4 grams</th>
<th>*1 teaspoon</th>
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</thead>
<tbody>
<tr>
<td>48 teaspoons</td>
<td>*1 cup</td>
</tr>
<tr>
<td>12 grams</td>
<td>*1 tablespoon</td>
</tr>
<tr>
<td>16 tablespoons</td>
<td>*1 cup</td>
</tr>
<tr>
<td>*235 grams in 1 cup</td>
<td>*938 calories in 1 cup</td>
</tr>
</tbody>
</table>

Fat (Butter)

<table>
<thead>
<tr>
<th>5 grams</th>
<th>*1 teaspoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 teaspoons</td>
<td>*1 cup</td>
</tr>
<tr>
<td>15 grams</td>
<td>*1 tablespoon</td>
</tr>
<tr>
<td>16 tablespoons</td>
<td>*1 cup</td>
</tr>
<tr>
<td>*235 grams in 1 cup</td>
<td>2,115 calories in 1 cup</td>
</tr>
</tbody>
</table>

Sodium

<table>
<thead>
<tr>
<th>*5 grams</th>
<th>*1 teaspoon</th>
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</thead>
<tbody>
<tr>
<td>*48 teaspoons</td>
<td>*1 cup</td>
</tr>
<tr>
<td>*1,000 milligrams</td>
<td>*1 gram</td>
</tr>
<tr>
<td>*5,000 milligrams</td>
<td>*1 teaspoon</td>
</tr>
<tr>
<td>*16 dashes</td>
<td>*1 teaspoon</td>
</tr>
<tr>
<td>*8 pinches</td>
<td>*1 teaspoon</td>
</tr>
</tbody>
</table>

Approximate measurements calculated using www.gourmetsleuth.com/gram_calc.htm
Building a Better Body Image

All too often, our opinions of ourselves are based on appearance. Many people, regardless of their accomplishments in life, have a self-esteem that is closely tied to their body image. However, we are more than just bodies. Just as exercise, nutrition, and stress management are important, creating a healthy body image is a part of a person’s overall wellness. The following tips can help in the process of building a better body image.

- Accept that we are all genetically different. Some may be predisposed to carrying more body weight than others.
- Value yourself and others for what they can do rather than how they look.
- List 5-10 good qualities about yourself that have nothing to do with appearance every time you feel down or upset.
- Enjoy the movement of your body through exercise.
- Know that “perfect” people are not necessarily happier, healthier, or more successful.
- Enjoy being active and doing the things you like.
- Let your body tell you when to eat and when to stop eating.
- Enjoy all foods in moderation, using the Food Guide Pyramid as your guide.
- Enjoy the experience of eating, eat slowly and taste each bite. Think of how food nourishes your body.
- Keep a journal.
- Find friends that like you just how you are and also like themselves for how they are.
- Stop being critical of how others look.
- Learn to appreciate and find joy in each day.
Committed to Kids’ Health

Class 9
Healthy Meals...Quick!

Planning Ahead
- Make a list of quick meals that are healthy, yet do not require long amounts of time spent in the kitchen. Spend more time with your family rather than cooking and save more involved meals for special occasions.
- Prepare food on weekends or any other day when you have more free time, then freeze until needed later in the week.

Shorten Cooking Time
- If you have a child that prefers plain food while the rest of the family likes more ingredients, set aside a portion of the food before adding vegetables, meat, etc. This way you can satisfy everyone’s tastes while only cooking once.
- Instead of baking or roasting, which can take a long time, broil, stir-fry or microwave when possible. Avoid frying with fattening oils or butter.
- Make foods that require no cooking such as salads, cold sandwiches, or fruits and vegetables with dip. Often children enjoy simple meals more!
- Make enough food to last for more than one day. For instance, cook chicken one night, and use it in different recipes for more than one meal.

Buy More Time
- When you are at the grocery, look for foods that are already prepared such as premixed salads or lean, chopped meats.
- Buy plenty of food that you can make quickly, such as canned fruits, canned or frozen vegetables, soups, whole grain bread and low-fat yogurt.

Time Savers
These meals are easy, healthy, and filling:
- Add canned vegetables to tomato or chicken soup.
- Mix chopped meat and vegetables into any kind of pasta—even macaroni and cheese.
- Pour chili over rice or a baked potato.

My Plan—Week Nine
Individual Goal: Play for 60 minutes three times this week. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Family Plan—Week Nine
Family Goal: Take a 20-minute walk as a family two days. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
</table>

Child’s Name ____________________________________________
Parent/Guardian Signature __________________________________
Date ____________________
Calcium Mad Lib

The National Institutes of Health suggests that children ages __9__ and up get 1,200 – 1,500 milligrams of __calcium__ every day. This is about __3__ servings of dairy. That would be equal to 3 __cups__ of milk. Most calcium is found in dairy products like __milk__, __cheese__, __yogurt__ and __ice cream__. Calcium can also be found in nondairy foods like __dark__ __green__ vegetables like __spinach__ or __fortified__, __orange__ __juice__ or even in some cereals. Calcium and collagen work together to make bones flexible and strong. There are 206 __bones__ in your body whose job it is to provide structure, protect our internal __organs__, help us move and make __red__ blood cells. Keeping them strong is a __big__ job.

If we don’t, we put our bodies at risk of __developing__ osteoporosis as we get older. Calcium is one way to keep our bones strong; others include vitamin D from sunlight and weight-bearing exercise like __jumping rope__ or __running__. Make sure you drink your __milk__ and exercise every day for __strong__ and __healthy__ bones.
**THINK YOUR DRINK**

When it comes to **NUTRITION**, not all drinks are created equal!

**MILK LOWFAT 1%**
- Calories: 100
- Total Fat: 4%
- Total Carbohydrates: 4%
- Protein: 16%
- Vitamin A: 10%
- Vitamin C: 0%
- Vitamin D: 25%
- Calcium: 30%

**CHOCOLATE MILK LOWFAT 1%**
- Calories: 150
- Total Fat: 4%
- Total Carbohydrates: 9%
- (includes 3 tsp added sugar)
- Protein: 16%
- Vitamin A: 10%
- Vitamin C: 4%
- Vitamin D: 25%
- Calcium: 30%

**100% ORANGE JUICE**
- Calories: 110
- Total Fat: 1%
- Total Carbohydrates: 8%
- Protein: 4%
- Vitamin A: 10%
- Vitamin C: 140%
- Vitamin D: 0%
- Calcium: 2%

**COLA**
- Calories: 90
- Total Fat: 0%
- Total Carbohydrates: 8%
- (includes 6 tsp added sugar)
- Protein: 0%
- Vitamin A: 0%
- Vitamin C: 0%
- Calcium: 0%

**FRUIT PUNCH**
- Calories: 120
- Total Fat: 0%
- Total Carbohydrates: 10%
- Protein: 0%
- Vitamin A: 0%
- Vitamin C: 1%
- Calcium: 2%

**SOY BEVERAGE, PLAIN**
- Calories: 100-130
- Total Fat: 6-7%
- Total Carbohydrates: 3-4%
- Protein: 14-22%
- Vitamin A: 10-30%
- Vitamin C: 0%
- Calcium: 10-30%

**BOTTLED WATER**
- Calories: 0
- Total Fat: 0%
- Total Carbohydrates: 0%
- Protein: 0%
- Vitamin A: 0%
- Vitamin C: 0%
- Calcium: 0%

**SPORTS DRINK**
- Calories: 70
- Total Fat: 0%
- Total Carbohydrates: 6%
- (includes 3 tsp added sugar)
- Protein: 0%
- Vitamin A: 0%
- Vitamin C: 2%
- Calcium: 0%

---

* Nutrient ranges for soy beverage reflect the differences between unfortified soy beverages as reported by USDA National Nutrient Database for Standard Reference, Release 19 and a large-distribution fortified soy beverage. Unlike milk, there is no federal standard of identity for soy beverages, and nutritional data will vary by brand. Consumers must carefully check the nutrition panel.

Sources: USDA National Nutrient Database for Standard Reference, Release 19. USDA database for the added sugars content of selected foods, Release 1, February, 2006. Percent Daily Values are based on a 2,000 calorie diet. All nutrients quoted for 8 oz. portion.

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Committed to Kids’ Health
Food and Energy

1. List the five food groups on the Food Guide Pyramid?
   - Grains
   - Vegetables
   - Fruits
   - Milk/Dairy
   - Meat and Beans

2. What food group is represented in the small yellow line on the Food Guide Pyramid?
   - Oils

3. Give examples of three foods that are healthy for you?
   - Apples
   - Bananas
   - Carrots

4. Give examples of three foods that are not healthy for you?
   - Cookies
   - Candy
   - Fried Foods

5. How much physical activity do you need? 60 hours or minutes

6. How many days a week do you need to do physical activity? 7

7. What are some risks associated with not getting enough physical activity?
   Gaining weight, heart disease, high blood pressure, etc.

8. What are some risks associated with not eating a proper diet?
   Gaining weight, heart disease, high blood pressure, diabetes, etc.
Committed to Kids’ Health

Class 10
Eating Out the Healthy Way

Eating healthy doesn’t mean you have to rule out fast food or other restaurants forever. Eating out can be enjoyed in moderation, like one night a week. It is also important to make healthy food choices even at restaurants.

Why is fast food so unhealthy? These foods include high amounts of fat, calories, and sodium, which can all contribute to unhealthy weight gain, high blood pressure and increased risk of cardiac disease when eaten in large amounts. On the reverse side, fast food is low in important nutrients such as calcium and fiber. Fast food meals usually don’t include fruits or vegetables (which do carry these nutrients).

Another big danger of any restaurant is the super-sized portions. A meal of a double cheeseburger with large fries and a large soda contains more calories, fat, and sugar than any person needs in one meal, especially younger children who have smaller appetites. These meals encourage overeating which can lead to weight problems over time. Instead, choose child-size meals for kids and regular-sized for adults. Encourage children to eat only until they are full rather than stuffed.

Learn what substitutions you can make at fast food restaurants. Many places offer milk or water instead of soda. Instead of fries or chips, substitute a baked potato, side salad, or fruit cup. Choose low-fat frozen yogurt over fruit pies, which are overloaded with sugar.

Hint: Check fast food websites for nutritional information!

Easy Calorie Savers
- Ask if a restaurant carries low-fat dressings or request the dressing on the side.
- Only have one basket of bread or rolls.
- Ask for a to-go box immediately when the food comes out, and save half for another meal.

My Plan—Week 10
Individual Goal: Pick a kind of beans to try and have them one day. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Family Plan—Week 10
Family Goal: Add beans to meals one day this week. (Mark the calendar below.)

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Goal Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child’s Name ______________________________________________
Parent/Guardian Signature ____________________________________
Date _________________
Committed to Kids’ Health
Healthy Habits Questionnaire

First Name: ____________________________  Last Name: ____________________________

Gender: _____ Male  _____ Female  Date of Birth: _____ _____ _____  Age: _____

DIRECTIONS:
The following survey is designed to learn more about your habits when it comes to food, exercise and how you spend your free time.
Please answer all of the questions. Your responses are very important to us!

1. Think about how much you have exercised over the past 7 days. On how many of the past 7 days did you exercise or participate in a physical activity for **at least 60 minutes**? (Only check one box.)

<table>
<thead>
<tr>
<th>None</th>
<th>1 day</th>
<th>2 days</th>
<th>3 days</th>
<th>4 days</th>
<th>5 days</th>
<th>6 days</th>
<th>7 days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples: Running, playing basketball, taking a brisk walk, riding your bike, swimming, etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How many hours of TV, video games and computer time (not including homework) do you spend… (Only check one box for each question.)

<table>
<thead>
<tr>
<th>None</th>
<th>1 hour</th>
<th>2 hours</th>
<th>3 hours</th>
<th>4 hours</th>
<th>5 hours</th>
<th>6 hours</th>
<th>7 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the typical school day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the typical weekend day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. On a typical day how many times do you… (Only check one box.)

<table>
<thead>
<tr>
<th>None</th>
<th>1 time</th>
<th>2 times</th>
<th>3 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink sweetened beverages such as sweat tea, punch (Kool Aid, Capri Sun, etc.), sports drinks, fruit drinks or 100% juice, or soda?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. When you eat fast food, which meal would you most likely choose?

_____ I don’t eat fast food
_____ Salad meal (salad with dressing and drink)
_____ Kid size meal (kid burger, 4 nuggets, small fries, small drink)
_____ Regular meal (1 burger, 6 nuggets, medium fries, medium drink)
_____ Supersize meal (double or triple burger, supersize fries, large drink)
5. On a typical day how many servings of… (Only check one box for each question.)

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1 serving</th>
<th>2 servings</th>
<th>3 servings</th>
<th>4 or more servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit do you eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables do you eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole grains do you eat?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(brown rice, wheat bread, oatmeal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk do you drink?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Which food group do the following foods belong?

<table>
<thead>
<tr>
<th>Food</th>
<th>Name the food group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheese</td>
<td>______________________</td>
</tr>
<tr>
<td>Rice</td>
<td>______________________</td>
</tr>
<tr>
<td>Apples</td>
<td>______________________</td>
</tr>
<tr>
<td>Carrots</td>
<td>______________________</td>
</tr>
<tr>
<td>Chicken</td>
<td>______________________</td>
</tr>
</tbody>
</table>

7. Circle the correct serving size of each food item.

a. Chicken

- Deck of Cards
- Book

b. Baked Potato

- Digital Camera
- Computer Mouse

c. Fruit

- Pocket Watch
- Baseball

d. Cheese

- Pair of Dice
- Jack in the Box

e. Pasta

- Ice Cream Scoop
- Piggy Bank
8. Which of the following foods are higher in calories and fat? Circle the foods that are **higher** in calories and fat.

<table>
<thead>
<tr>
<th></th>
<th>a) Fried chicken</th>
<th>OR</th>
<th>Baked Chicken</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Whole milk</td>
<td>OR</td>
<td>Skim milk</td>
<td></td>
</tr>
<tr>
<td>c) Regular Coke</td>
<td>OR</td>
<td>Diet Coke</td>
<td></td>
</tr>
<tr>
<td>d) Red Licorice (Twizzlers)</td>
<td>OR</td>
<td>Chocolate candy bar</td>
<td></td>
</tr>
<tr>
<td>e) Carrots</td>
<td>OR</td>
<td>Tortilla chips</td>
<td></td>
</tr>
<tr>
<td>f) Nacho chips</td>
<td>OR</td>
<td>Popcorn</td>
<td></td>
</tr>
<tr>
<td>g) Baked potato (plain)</td>
<td>OR</td>
<td>French fries</td>
<td></td>
</tr>
<tr>
<td>h) Cream cheese</td>
<td>OR</td>
<td>Strawberry jelly</td>
<td></td>
</tr>
<tr>
<td>i) Orange</td>
<td>OR</td>
<td>Donut</td>
<td></td>
</tr>
</tbody>
</table>

9. List an example of each component of exercise.

a. Cardiovascular __________________________________________________

b. Strength __________________________________________________

c. Flexibility __________________________________________________

10. What behaviors lead to a healthier lifestyle?

   ______ Eating a variety of fruits and vegetables.
   ______ Getting 8-10 hours of sleep each night.
   ______ Eating junk food once a week.
   ______ Only being active 3 days a week.
   ______ Being active 60 minutes a day.

11. The next questions ask about how you liked the program.

<table>
<thead>
<tr>
<th></th>
<th>Definitely</th>
<th>Somewhat</th>
<th>Not really</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel that the <strong>Committed to Kids’ Health</strong> program helped you start or continue to be active outside of school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the <strong>Committed to Kids’ Health</strong> program help you to make better choices about healthy foods and being active?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you enjoy the <strong>Committed to Kids’ Health</strong> program?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you tell your friends to join the <strong>Committed to Kids’ Health</strong> program?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grab Quick & Easy Snacks

Did you know that healthy snacks...

- Can supply a big part of the nutrition kids need for energy.
- Make get-togethers with friends more fun.
- Are great as mini-meals in addition to regular meals.

Try These Quick, Easy, Healthy Snacks

- Popcorn or pretzels
- Snack-size low-fat yogurt or pudding
- Fresh, canned, or dried fruit
- Celery sticks with low-fat cream cheese
- Frozen grapes, banana slices, or poptops
- Whole-grain crackers and low-fat cheese
- Baby carrots with a low-fat dip
- Rice cakes with peanut butter
- Tortilla with refried beans, low-fat cheese, lettuce, and salsa
- Mini-pizzas made with English muffins or pita bread
- Vegetable and noodle soup
- Baked or microwaved potato topped with plain low-fat yogurt or cheese
Healthy Snacks Give Kids Extra Energy To Play and Grow

Snacks are a normal part of a healthy diet for growing kids. Fruits, vegetables, and whole-grain foods make good snacks.

All foods can fit into a healthy diet. Choose snacks that are lower in saturated fats, trans fats, sugar, and salt (sodium).

Set a good example—Kids often want the same snacks you eat. Choose snacks that are good for your health. Try fat-free or low-fat milk, cheese, and yogurt.

Plan ahead—Make snacks from the various parts of MyPyramid. Healthy snacks should be a part of your grocery list.

Be ready—Keep fruit, 100% juice, crunchy veggies such as carrots or celery, yogurt, bagels, pretzels, and whole-wheat crackers on hand.

Start a new trend—Include fruits and vegetables for school parties and special events.

Make healthy snacking easy—Put snack foods like pretzels, crackers, peanut butter, cheese, and yogurt on lower shelves so kids can get to them.
Power Up With Breakfast

Fruit Shake

* **Ingredients**
  - 1/2 cup orange juice
  - 1/4 cup strawberries, sliced
  - 1/4 cup yogurt, vanilla
  - 1/2 cup milk

* **Directions**
  1. Put the ingredients in a blender.
  2. Blend until smooth.

* **Serves 2**

**Power Points**

- Eat a peanut butter and banana sandwich for a quick breakfast.
- A healthy breakfast can give you a great start to your day.

**Jumble**

Unscramble the letters to come up with breakfast foods. Write only one letter to a space.

ALBGE
RELACE
KHESA
TIFRU
OSTAT

**Jumble Answer**

Power Panther Word Jumble

It's time to solve the jumble phrase. Use the letters in the circles below and discover the phrase.

- Yogurt
- Cereal
- Toast

**Jumble Answer**

Power Panther Says... Eat Smart. Play Hard.
# Committed to Kids’ Health—Goal Calendar

**Name** ____________________________________________________  **Class** ______________________________  **Date** ________________________

**SMART Goals: Specific, Measurable, Attainable, Realistic, Timely**

<table>
<thead>
<tr>
<th>Goals</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 10 Goal</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>I met my goal.</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>I still need to work on this goal.</td>
</tr>
<tr>
<td><strong>Week 11 Goal</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>I met my goal.</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>I still need to work on this goal.</td>
</tr>
<tr>
<td><strong>Week 12 Goal</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>I met my goal.</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>I still need to work on this goal.</td>
</tr>
<tr>
<td><strong>Week 13 Goal</strong></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>I met my goal.</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>I still need to work on this goal.</td>
</tr>
</tbody>
</table>
Committed to Kids’ Health

Appendix
Appendix A – Challenge for Students

Use this challenge or make up your own challenge for the students.

Globe Trotting
This activity is an addition to Lesson #2.

Equipment Needed:

- Pedometer
- Internet access
- Calculator

Make a map of the United States and add several major cities you would like to travel to. Pair up the students randomly with another classmate. The students are to pick a starting and ending destination together. Then they will figure out how many miles apart the two cities are from the internet (http://www.gmap-pedometer.com/) and calculate how many steps that would be using the conversion on this sheet. There will be a set time frame for the students to complete their steps and they will keep a daily log of both students’ steps to equal the total amount. Once finished or when time runs out, those who completed their certain amount of steps will win a prize.

Conversion: 2,000 steps = 1 mile
Appendix B – Fitnessgram Testing

FITNESSGRAM was developed by The Cooper Institute in an effort to provide physical educators with a tool that would facilitate communicating fitness testing results to students and to parents. The assessment measures three components of health-related physical fitness that have been identified as important to overall health and function:

- aerobic capacity
- body composition and
- muscular strength, endurance and flexibility

The assessment items for the Committed to Kids' Health program are as follows:

Aerobic Capacity

- PACER test

Body Composition

- Body Mass Index (BMI), (calculated from height and weight)

Muscular Strength, Endurance, and Flexibility

- Abdominal strength and endurance (curl-up)
- Flexibility (back-saver sit-and-reach)

Please visit http://www.fitnessgram.net/home/ for information on how to administer these tests or contact your local physical education teacher.
Appendix C – Sample Pictures of Foods
Appendix D – Food Labels

The information in Nutrition Data’s database comes from the USDA's National Nutrient Database for Standard Reference and is supplemented by listings provided by restaurants and food manufacturers. The source for each individual food item is listed in the footnotes of that food’s Nutrition Facts page. In addition to food composition data, Nutrition Data also provides a variety of proprietary tools to analyze and interpret the data. These interpretations represent Nutrition Data’s opinion and are based on calculations derived from Daily Reference Values (DRVs), Reference Daily Intakes (RDIs), published research, and recommendations of the FDA.

This website has a searchable database for different foods and contain the nutrition facts. Please print your food labels from the website below.

http://www.nutritiondata.com/
### Wendy's

<table>
<thead>
<tr>
<th>Garden Sensations® Salads</th>
<th>Nutrition Information</th>
<th>Allergens</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flavor-Packed Entrée Salads</strong></td>
<td><strong>Prepared Fresh Daily</strong></td>
<td></td>
</tr>
<tr>
<td>Mandarin Chicken® Salad</td>
<td>170</td>
<td>2.5</td>
</tr>
<tr>
<td>Crispy Noodles</td>
<td>70</td>
<td>2.5</td>
</tr>
<tr>
<td>Roasted Almonds</td>
<td>130</td>
<td>11</td>
</tr>
<tr>
<td>Oriental Sesame Dressing</td>
<td>170</td>
<td>9</td>
</tr>
<tr>
<td>Chicken Caesar Salad</td>
<td>180</td>
<td>6</td>
</tr>
<tr>
<td>Homestyle Garlic Croutons</td>
<td>70</td>
<td>2.5</td>
</tr>
<tr>
<td>Caesar Dressing</td>
<td>120</td>
<td>13</td>
</tr>
<tr>
<td><strong>Chicken BLT Salad</strong></td>
<td>330</td>
<td>18</td>
</tr>
<tr>
<td>Homestyle Garlic Croutons</td>
<td>70</td>
<td>2.5</td>
</tr>
<tr>
<td>Honey Mustard Dressing</td>
<td>250</td>
<td>23</td>
</tr>
<tr>
<td>Southwest Taco Salad</td>
<td>430</td>
<td>22</td>
</tr>
<tr>
<td>Reduced Fat Acidified Sour Cream</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Seasoned Tortilla Strips</td>
<td>110</td>
<td>5</td>
</tr>
<tr>
<td>Ancho Chipotle Ranch Dressing</td>
<td>90</td>
<td>8</td>
</tr>
<tr>
<td><strong>Additional Salad Dressings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fat Free French</td>
<td>70</td>
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<td>Blue Cheese**</td>
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<tr>
<td>Thousand Island**</td>
<td>230</td>
<td>22</td>
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</table>

*Toppings and Salad Dressings listed separately.
**Not available in all locations.
<table>
<thead>
<tr>
<th>Beverages and Frosty™</th>
<th>Nutrition Information</th>
<th>Allergens</th>
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<tbody>
<tr>
<td><strong>Refreshments for Everyone's Thirst</strong></td>
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<tr>
<td><strong>Nutrition Information</strong></td>
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</tr>
<tr>
<td>Calories</td>
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<td>Saturated Fat (g)</td>
</tr>
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<td>120</td>
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<td>Sprite®, Small Cup</td>
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<tr>
<td>Coca-Cola®, Small Cup</td>
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</tr>
<tr>
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<tr>
<td>Chocolate Frosty Small</td>
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<tr>
<td>Chocolate Frosty Medium</td>
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<td>11</td>
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<td>Vanilla Frosty Junior</td>
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<td>4</td>
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<tr>
<td>Vanilla Frosty Small</td>
<td>310</td>
<td>8</td>
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<td>Vanilla Frosty Medium</td>
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<tr>
<td>Vanilla Frosty Float with Coca-Cola®</td>
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To determine nutritional information for a Kids' size (12 oz.) soft drink, multiply by 0.6. Value (16 oz.) soft drink, multiply by 0.8. Medium (32 oz.) soft drink, multiply by 1.6; Large (42 oz.) soft drink, multiply by 2.1.

The sodium value will vary based on the level of sodium in your city's water supply.

* Visit www.wendys.com for other beverage variations.

---

<table>
<thead>
<tr>
<th>Sandwiches</th>
<th>Nutrition Information</th>
<th>Allergens</th>
</tr>
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<tbody>
<tr>
<td><strong>Made when you order it using each sandwich's standard toppings</strong></td>
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<tr>
<td><strong>Nutrition Information</strong></td>
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<tr>
<td>Calories</td>
<td>Total Fat (g)</td>
<td>Saturated Fat (g)</td>
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<td>Jr. Hamburger</td>
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<tr>
<td>Jr. Cheeseburger</td>
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<tr>
<td>Jr. Cheeseburger Deluxe</td>
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<tr>
<td>Jr. Bacon Cheeseburger</td>
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<td>16</td>
</tr>
<tr>
<td>Hamburger, Kids' Meal</td>
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<tr>
<td>Cheeseburger, Kids' Meal</td>
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<tr>
<td>Ham &amp; Cheese Sandwich, Kids' Meal</td>
<td>200</td>
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<tr>
<td>Turkey &amp; Cheese Sandwich, Kids' Meal</td>
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<tr>
<td>Single w/Everything</td>
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<td>Double w/Everything and Cheese</td>
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<td>Triple w/Everything and Cheese</td>
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<td>Baconator®</td>
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<td>51</td>
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<td>16</td>
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<td>Frescata Club</td>
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## Sandwich Components

Our sandwiches can be made to order. For your custom sandwich order, add or subtract the nutritional value of any of the following to the totals above.

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<tr>
<th>Component</th>
<th>Calories</th>
<th>Total Fat (g)</th>
<th>Saturated Fat (g)</th>
<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>Sodium (mg)</th>
<th>Total Carbohydrate (g)</th>
<th>Fiber (g)</th>
<th>Sugar (g)</th>
<th>Protein (g)</th>
<th>Egg</th>
<th>Milk</th>
<th>Peanuts</th>
<th>Sesame</th>
<th>Tree Nuts</th>
<th>Wheat</th>
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<td>70</td>
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** **Net weight before cooking.

## Crispy Chicken Nuggets

Crispy All-White Meat for Full Flavor Dipping

<table>
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<tr>
<th>Component</th>
<th>Calories</th>
<th>Total Fat (g)</th>
<th>Saturated Fat (g)</th>
<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>Sodium (mg)</th>
<th>Total Carbohydrate (g)</th>
<th>Fiber (g)</th>
<th>Sugar (g)</th>
<th>Protein (g)</th>
<th>Egg</th>
<th>Milk</th>
<th>Peanuts</th>
<th>Sesame</th>
<th>Tree Nuts</th>
<th>Wheat</th>
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<td>1040</td>
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<td>220</td>
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</table>
### McDonald's USA Nutrition Facts for Popular Menu Items

We provide a nutrition analysis of our menu items to help you balance your McDonald's meal with other foods you eat. Our goal is to provide you with the information you need to make sensible decisions about balance, variety and moderation in your diet.

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
<th>Serving Size</th>
<th>Calories</th>
<th>Calories from Fat</th>
<th>Total Fat (g)</th>
<th>% Daily Value**</th>
<th>Saturated Fat (g)</th>
<th>% Daily Value**</th>
<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>% Daily Value**</th>
<th>Sodium (mg)</th>
<th>% Daily Value**</th>
<th>Carbohydrates (g)</th>
<th>% Daily Value**</th>
<th>Dietary Fiber (g)</th>
<th>Sugars (g)</th>
<th>Protein (g)</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Calcium</th>
<th>Iron</th>
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<td>Hamburger</td>
<td>3.5 oz (100 g)</td>
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<td>80</td>
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<td>Double Cheeseburger</td>
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<td>210</td>
<td>23</td>
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<td>54</td>
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<td>McDouble</td>
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<td>42</td>
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<td>22</td>
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<td>Quarter Pounder®+</td>
<td>6 oz (169 g)</td>
<td>410</td>
<td>170</td>
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<td>29</td>
<td>7</td>
<td>37</td>
<td>1</td>
<td>65</td>
<td>22</td>
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<tr>
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<td>7 oz (198 g)</td>
<td>510</td>
<td>230</td>
<td>40</td>
<td>12</td>
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<td>1.5</td>
<td>90</td>
<td>31</td>
<td>1190</td>
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<td>Double Quarter Pounder® with Cheese++</td>
<td>9.8 oz (279 g)</td>
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<td>Big N' Tasty®</td>
<td>7.2 oz (206 g)</td>
<td>460</td>
<td>220</td>
<td>24</td>
<td>37</td>
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<td>42</td>
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<td>23</td>
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<tr>
<td>Big N' Tasty® with Cheese</td>
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<td>250</td>
<td>28</td>
<td>43</td>
<td>11</td>
<td>54</td>
<td>1.5</td>
<td>85</td>
<td>28</td>
<td>960</td>
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<tr>
<td>Angus Bacon &amp; Cheese</td>
<td>10.2 oz (291 g)</td>
<td>790</td>
<td>350</td>
<td>39</td>
<td>60</td>
<td>17</td>
<td>87</td>
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<td>145</td>
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<td>Angus Deluxe</td>
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<td>60</td>
<td>16</td>
<td>82</td>
<td>2</td>
<td>135</td>
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<td>1700</td>
<td>71</td>
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<td>360</td>
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<td>61</td>
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<td>85</td>
<td>2</td>
<td>135</td>
<td>46</td>
<td>1170</td>
<td>49</td>
<td>59</td>
<td>20</td>
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<td>16</td>
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<td>44</td>
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<tr>
<td>Filet-O-Fish®</td>
<td>5 oz (142 g)</td>
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<td>170</td>
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<td>28</td>
<td>3.5</td>
<td>18</td>
<td>0</td>
<td>40</td>
<td>14</td>
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<td>McChicken ®</td>
<td>5 oz (143 g)</td>
<td>360</td>
<td>150</td>
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<td>25</td>
<td>3</td>
<td>15</td>
<td>0</td>
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<td>McRib ®†</td>
<td>7.4 oz (209 g)</td>
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<td>240</td>
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<td>10</td>
<td>48</td>
<td>0</td>
<td>70</td>
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<td>Premium Grilled Chicken Classic Sandwich</td>
<td>8 oz (226 g)</td>
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<td>10</td>
<td>0</td>
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<td>8.1 oz (230 g)</td>
<td>530</td>
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<td>Nutrition Facts</td>
<td>Serving Size</td>
<td>Calories</td>
<td>Calories from Fat</td>
<td>Total Fat (g)</td>
<td>% Daily Value**</td>
<td>Saturated Fat (g)</td>
<td>% Daily Value**</td>
<td>Trans Fat (g)</td>
<td>Cholesterol (mg)</td>
<td>% Daily Value**</td>
<td>Sodium (mg)</td>
<td>% Daily Value**</td>
<td>Carbohydrates (g)</td>
<td>% Daily Value**</td>
<td>Dietary Fiber (g)</td>
<td>% Daily Value**</td>
<td>Sugars (g)</td>
<td>% DAILY VALUE</td>
<td>Protein (g)</td>
<td>% DAILY VALUE</td>
<td>Vitamin A</td>
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<td>French Fries</td>
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<td>Small French Fries</td>
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<td>Medium French Fries</td>
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<td>Serving Size</td>
<td>Calories</td>
<td>Calories from Fat</td>
<td>Total Fat (g)</td>
<td>% Daily Value**</td>
<td>Saturated Fat (g)</td>
<td>% Daily Value**</td>
<td>Trans Fat (g)</td>
<td>Cholesterol (mg)</td>
<td>% Daily Value**</td>
<td>Sodium (mg)</td>
<td>% Daily Value**</td>
<td>Carbohydrates (g)</td>
<td>% Daily Value**</td>
<td>Dietary Fiber (g)</td>
<td>Sugars (g)</td>
<td>Protein (g)</td>
<td>Vitamin A</td>
<td>Vitamin C</td>
<td>Calcium</td>
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### Salads

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<th>Total Fat (g)</th>
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<th>Saturated Fat (g)</th>
<th>% Daily Value**</th>
<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>% Daily Value**</th>
<th>Sodium (mg)</th>
<th>% Daily Value**</th>
<th>Carbohydrates (g)</th>
<th>% Daily Value**</th>
<th>Dietary Fiber (g)</th>
<th>Sugars (g)</th>
<th>Protein (g)</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Calcium</th>
<th>Iron</th>
</tr>
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<tbody>
<tr>
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<td>70</td>
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<td>11</td>
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<td>21</td>
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<td>Premium Caesar Salad with Crispy Chicken</td>
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### Nutrition Facts

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<th>% Daily Value</th>
<th>Saturated Fat (g)</th>
<th>% Daily Value</th>
<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>% Daily Value</th>
<th>Sodium (mg)</th>
<th>% Daily Value</th>
<th>Carbohydrates (g)</th>
<th>% Daily Value</th>
<th>Sugars (g)</th>
<th>Protein (g)</th>
<th>% Daily Value</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Calcium</th>
<th>Iron</th>
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<tbody>
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### Salad Dressings

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<th>% Daily Value</th>
<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>% Daily Value</th>
<th>Sodium (mg)</th>
<th>% Daily Value</th>
<th>Carbohydrates (g)</th>
<th>% Daily Value</th>
<th>Sugars (g)</th>
<th>Protein (g)</th>
<th>% Daily Value</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Calcium</th>
<th>Iron</th>
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<tbody>
<tr>
<td>1.5 fl oz (44 ml)</td>
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<td>50</td>
<td>6</td>
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<td>34</td>
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<th>Saturated Fat (g)</th>
<th>% Daily Value</th>
<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>% Daily Value</th>
<th>Sodium (mg)</th>
<th>% Daily Value</th>
<th>Carbohydrates (g)</th>
<th>% Daily Value</th>
<th>Sugars (g)</th>
<th>Protein (g)</th>
<th>% Daily Value</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Calcium</th>
<th>Iron</th>
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<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>% Daily Value</th>
<th>Sodium (mg)</th>
<th>% Daily Value</th>
<th>Carbohydrates (g)</th>
<th>% Daily Value</th>
<th>Sugars (g)</th>
<th>Protein (g)</th>
<th>% Daily Value</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
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<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>% Daily Value</th>
<th>Sodium (mg)</th>
<th>% Daily Value</th>
<th>Carbohydrates (g)</th>
<th>% Daily Value</th>
<th>Sugars (g)</th>
<th>Protein (g)</th>
<th>% Daily Value</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Calcium</th>
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<th>% Daily Value</th>
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<th>% Daily Value</th>
<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>% Daily Value</th>
<th>Sodium (mg)</th>
<th>% Daily Value</th>
<th>Carbohydrates (g)</th>
<th>% Daily Value</th>
<th>Sugars (g)</th>
<th>Protein (g)</th>
<th>% Daily Value</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Calcium</th>
<th>Iron</th>
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<tbody>
<tr>
<td>2 fl oz (59 ml)</td>
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### Breakfast

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<th>Saturated Fat (g)</th>
<th>% Daily Value</th>
<th>Trans Fat (g)</th>
<th>Cholesterol (mg)</th>
<th>% Daily Value</th>
<th>Sodium (mg)</th>
<th>% Daily Value</th>
<th>Carbohydrates (g)</th>
<th>% Daily Value</th>
<th>Sugars (g)</th>
<th>Protein (g)</th>
<th>% Daily Value</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Calcium</th>
<th>Iron</th>
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<td>Egg McMuffin®</td>
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<td>210</td>
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<td>240</td>
<td>27</td>
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<tr>
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<td>290</td>
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<td>50</td>
<td>14</td>
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<td>Monounsaturated Fat</td>
<td>Cholesterol</td>
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<tr>
<td>Sausage Biscuit with Egg (Large Size Biscuit)</td>
<td>6.2 oz</td>
<td>177 g</td>
<td>570</td>
<td>330</td>
<td>37</td>
<td>57</td>
<td>74</td>
<td>0</td>
<td>250</td>
<td>83</td>
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<td>14</td>
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<td>117 g</td>
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<td>240</td>
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<td>12</td>
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<tr>
<td>Southern Style Chicken Biscuit (Regular Size Biscuit)</td>
<td>5 oz</td>
<td>143 g</td>
<td>410</td>
<td>180</td>
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<td>8</td>
<td>41</td>
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<td>30</td>
<td>10</td>
<td>1180</td>
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<td>157 g</td>
<td>470</td>
<td>220</td>
<td>24</td>
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<td>10</td>
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<td>11</td>
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<td>260</td>
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<td>3.2 oz</td>
<td>90 g</td>
<td>320</td>
<td>140</td>
<td>16</td>
<td>25</td>
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<td>38</td>
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<td>0</td>
<td>0</td>
<td>850</td>
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<td>6.3 oz</td>
<td>164 g</td>
<td>420</td>
<td>160</td>
<td>18</td>
<td>28</td>
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<td>80</td>
<td>1110</td>
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<tr>
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<td>7.6 oz</td>
<td>201 g</td>
<td>560</td>
<td>290</td>
<td>32</td>
<td>49</td>
<td>12</td>
<td>61</td>
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<td>265</td>
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<td>2</td>
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<td>5 oz</td>
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<td>420</td>
<td>200</td>
<td>22</td>
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<td>8</td>
<td>15</td>
<td>11</td>
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<td>9.5 oz</td>
<td>269 g</td>
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<td>430</td>
<td>48</td>
<td>73</td>
<td>17</td>
<td>87</td>
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<td>555</td>
<td>185</td>
<td>1560</td>
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<td>12</td>
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<td>28</td>
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<tr>
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<td>10 oz</td>
<td>283 g</td>
<td>800</td>
<td>470</td>
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<td>18</td>
<td>90</td>
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<td>555</td>
<td>185</td>
<td>1680</td>
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<td>17</td>
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<td>15</td>
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<tr>
<td>Deluxe Breakfast (Reg. Size Biscuit) w/o Syrup &amp; Margarine</td>
<td>14.8 oz</td>
<td>420 g</td>
<td>1090</td>
<td>510</td>
<td>56</td>
<td>87</td>
<td>19</td>
<td>96</td>
<td>0</td>
<td>575</td>
<td>192</td>
<td>2150</td>
<td>90</td>
<td>111</td>
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<td>23</td>
<td>17</td>
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<td>15.3 oz</td>
<td>434 g</td>
<td>1150</td>
<td>540</td>
<td>60</td>
<td>93</td>
<td>20</td>
<td>100</td>
<td>0</td>
<td>575</td>
<td>192</td>
<td>2260</td>
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<td>116</td>
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<td>28</td>
<td>17</td>
<td>38</td>
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<tr>
<td>Sausage Burrito</td>
<td>3.9 oz</td>
<td>111 g</td>
<td>300</td>
<td>140</td>
<td>16</td>
<td>25</td>
<td>7</td>
<td>33</td>
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<tr>
<td>McSkillet™ Burrito with Sausage</td>
<td>8.4 oz</td>
<td>238 g</td>
<td>610</td>
<td>320</td>
<td>36</td>
<td>56</td>
<td>14</td>
<td>69</td>
<td>0.5</td>
<td>410</td>
<td>137</td>
<td>1390</td>
<td>58</td>
<td>44</td>
<td>15</td>
<td>3</td>
<td>11</td>
<td>4</td>
<td>27</td>
<td>20</td>
<td>10</td>
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<tr>
<td>McSkillet™ Burrito with Steak</td>
<td>9.8 oz</td>
<td>250 g</td>
<td>570</td>
<td>270</td>
<td>30</td>
<td>46</td>
<td>12</td>
<td>59</td>
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<td>430</td>
<td>143</td>
<td>1470</td>
<td>61</td>
<td>44</td>
<td>15</td>
<td>3</td>
<td>11</td>
<td>4</td>
<td>32</td>
<td>20</td>
<td>10</td>
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<tr>
<td>Hotcakes (w/o Syrup &amp; Margarine)</td>
<td>5.3 oz</td>
<td>151 g</td>
<td>350</td>
<td>80</td>
<td>9</td>
<td>13</td>
<td>2</td>
<td>9</td>
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<td>20</td>
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<td>Hotcakes and Sausage (w/o Syrup &amp; Margarine)</td>
<td>6.8 oz</td>
<td>192 g</td>
<td>520</td>
<td>210</td>
<td>24</td>
<td>37</td>
<td>7</td>
<td>36</td>
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<td>Serving Size</td>
<td>Calories</td>
<td>Calories from Fat</td>
<td>Total Fat (g)</td>
<td>% Daily Value**</td>
<td>Saturated Fat (g)</td>
<td>% Daily Value**</td>
<td>Trans Fat (g)</td>
<td>Cholesterol (mg)</td>
<td>% Daily Value**</td>
<td>Sodium (mg)</td>
<td>% Daily Value**</td>
<td>Carbohydrates (g)</td>
<td>% Daily Value**</td>
<td>Dietary Fiber (g)</td>
<td>% Daily Value**</td>
<td>Sugars (g)</td>
<td>Protein (g)</td>
<td>% DAILY VALUE</td>
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<tr>
<td>Sausage Patty</td>
<td>1.4 oz (41 g)</td>
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<td>23</td>
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<td>27</td>
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<td>Scrambled Eggs</td>
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<td>100</td>
<td>11</td>
<td>17</td>
<td>4</td>
<td>19</td>
<td>0</td>
<td>520</td>
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<td>180</td>
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<td>15</td>
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<tr>
<td>Grape Jam</td>
<td>0.5 oz (14 g)</td>
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<tr>
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<td>0.5 oz (14 g)</td>
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<td>0</td>
<td>0</td>
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</table>

Desserts/Shakes

<p>| Fruit 'n Yogurt Parfait (7 oz) | 5.3 oz (149 g) | 160 | 20 | 2 | 3 | 1 | 5 | 0 | 5 | 2 | 85 | 4 | 31 | 10 | 1 | 3 | 21 | 4 | 0 | 0 | 15 | 15 | 4 |
| Fruit 'n Yogurt Parfait (without granola) (7 oz) | 5 oz (142 g) | 130 | 15 | 2 | 3 | 1 | 5 | 0 | 5 | 2 | 55 | 2 | 25 | 8 | 0 | 0 | 19 | 4 | 0 | 0 | 15 | 10 | 2 |
| Apple Dippers | 1 pkg (68 g) | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 3 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 310 | 4 | 0 |
| Low Fat Caramel Dip | 0.8 oz (21 g) | 70 | 5 | 0.5 | 1 | 0 | 0 | 0 | 0 | 5 | 1 | 35 | 2 | 15 | 5 | 0 | 0 | 9 | 0 | 0 | 0 | 0 | 2 | 0 |
| Vanilla Reduced Fat Ice Cream Cone | 3.2 oz (90 g) | 150 | 35 | 3.5 | 6 | 2 | 11 | 0 | 15 | 5 | 60 | 2 | 24 | 8 | 0 | 0 | 18 | 4 | 6 | 0 | 10 | 2 |
| Kiddie Cone | 1 oz (29 g) | 45 | 10 | 1 | 2 | 0.5 | 4 | 0 | 5 | 2 | 20 | 1 | 8 | 3 | 0 | 0 | 6 | 1 | 2 | 0 | 4 | 0 |
| Strawberry Sundae | 6.3 oz (178 g) | 280 | 60 | 6 | 10 | 4 | 20 | 0 | 25 | 8 | 95 | 4 | 49 | 16 | 1 | 6 | 45 | 6 | 10 | 4 | 20 | 0 |
| Hot Caramel Sundae | 6.4 oz (182 g) | 340 | 70 | 8 | 12 | 5 | 25 | 0 | 30 | 10 | 160 | 7 | 60 | 20 | 1 | 6 | 44 | 7 | 10 | 0 | 25 | 0 |
| Hot Fudge Sundae | 6.3 oz (179 g) | 330 | 90 | 10 | 15 | 7 | 35 | 0 | 25 | 8 | 180 | 8 | 54 | 18 | 2 | 8 | 48 | 8 | 10 | 0 | 25 | 6 |
| Peanuts (for Sundaes) | 0.3 oz (7 g) | 45 | 30 | 3.5 | 5 | 0.5 | 3 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 0 |
| McFlurry® with M&amp;M’S® Candies (12 fl oz cup) | 12.3 oz (348 g) | 620 | 180 | 20 | 30 | 12 | 59 | 1 | 55 | 19 | 190 | 8 | 96 | 32 | 1 | 3 | 85 | 14 | 20 | 0 | 45 | 6 |
| McFlurry® with OREO® Cookies (12 fl oz cup) | 11.9 oz (337 g) | 550 | 150 | 17 | 26 | 9 | 45 | 1 | 50 | 17 | 250 | 10 | 88 | 29 | 1 | 2 | 73 | 13 | 20 | 0 | 45 | 6 |
| Chocolate Triple Thick® Shake (12 fl oz cup) | 333 ml | 440 | 90 | 10 | 16 | 6 | 31 | 0.5 | 40 | 13 | 190 | 8 | 76 | 25 | 1 | 3 | 63 | 10 | 15 | 0 | 35 | 8 |
| Chocolate Triple Thick® Shake (16 fl oz cup) | 444 ml | 580 | 120 | 14 | 21 | 8 | 41 | 1 | 50 | 17 | 250 | 11 | 102 | 34 | 1 | 4 | 84 | 13 | 20 | 0 | 45 | 10 |
| Chocolate Triple Thick® Shake (21 fl oz cup) | 583 ml | 770 | 160 | 18 | 28 | 11 | 55 | 1 | 70 | 23 | 330 | 14 | 134 | 45 | 1 | 5 | 111 | 18 | 30 | 0 | 60 | 15 |
| Chocolate Triple Thick® Shake (32 fl oz cup) | 888 ml | 1160 | 240 | 27 | 42 | 16 | 82 | 2 | 100 | 34 | 510 | 21 | 203 | 68 | 2 | 7 | 168 | 27 | 40 | 0 | 90 | 20 |
| Nutrition Facts | Serving Size | Calories | Calories from Fat | Total Fat (g) | % Daily Value* | Calories from Fat (g) | % Daily Value* | Total Fat (g) | % Daily Value* | Saturated Fat (g) | % Daily Value* | Total Fat (g) | % Daily Value* | Trans Fat (g) | Cholesterol (mg) | Sodium (mg) | % Daily Value* | % Carbohydrates (g) | % Daily Value* | % Dietary Fiber (g) | % Daily Value* | Sugars (g) | Protein (g) | % DAILY VALUE |
|----------------|--------------|----------|-------------------|---------------|---------------|---------------------|---------------|---------------|---------------|----------------|---------------|---------------|---------------|---------------|----------------|-------------|----------------|----------------|----------------|---------------|----------------|---------------|-----------|-----------|----------------|
| <strong>Beverages</strong>  |              |          |                   |               |               |                     |               |               |               |                |               |               |               |               |               |               |               |                |               |                |                |           |           |               |
| 1% Low Fat Milk Jug | 1 carton (236 ml) | 100 | 20 | 2.5 | 4 | 1.5 | 8 | 0 | 10 | 3 | 125 | 5 | 12 | 4 | 0 | 0 | 12 | 8 | 10 | 4 | 30 | 0 |               |
| 1% Low Fat Chocolate Milk Jug | 1 carton (236 ml) | 170 | 25 | 3 | 4 | 1.5 | 9 | 0 | 5 | 2 | 150 | 6 | 26 | 9 | 1 | 3 | 25 | 9 | 10 | 6 | 30 | 0 |               |
| Minute Maid® Apple Juice Box | 8.8 fl oz (200 ml) | 100 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 1 | 23 | 8 | 0 | 0 | 22 | 0 | 0 | 100 | 10 | 0 |               |
| Dasani® Water | 16.9 fl oz | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |               |
| Orange Juice (Small)$ | 12 fl oz cup | 140 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 33 | 11 | 0 | 0 | 29 | 2 | 4 | 160 | 2 | 2 |               |
| Orange Juice (Medium)$ | 16 fl oz cup | 180 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 42 | 14 | 0 | 0 | 37 | 3 | 6 | 210 | 4 | 2 |               |</p>
<table>
<thead>
<tr>
<th>Beverage</th>
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<th>Calories</th>
<th>Carbohydrates</th>
<th>Fat</th>
<th>Sodium</th>
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<th>Vitamins</th>
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<td>21 fl oz cup</td>
<td>250</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>29</td>
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<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>40</td>
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<tr>
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<td>Carbohydrates (g)</td>
<td>Sugars (g)</td>
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<td>70</td>
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<td>13</td>
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<td>17 fl oz (121 g)</td>
<td>270</td>
<td>100</td>
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<td>8 fl oz (61 g)</td>
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<td>17 fl oz (122 g)</td>
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<td>17</td>
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<tr>
<td>Iced Coffee--Vanilla (Medium)§</td>
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<td>190</td>
<td>70</td>
<td>8</td>
<td>13</td>
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<td>50</td>
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<td>70</td>
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<td>13</td>
<td>5</td>
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<tr>
<td>Iced Coffee with Sugar Free Vanilla Syrup (Large)§</td>
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<td>100</td>
<td>11</td>
<td>17</td>
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<tr>
<td>Sweet Tea (Child)†</td>
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<td>Calories from Fat</td>
<td>Total Fat (g)</td>
<td>% Daily Value** Total Fat</td>
<td>Saturated Fat (g)</td>
<td>% Daily Value** Saturated Fat</td>
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<tr>
<td>Sweet Tea (Medium)†</td>
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</tbody>
</table>

McCafe Coffees - Nonfat Milk

| Nonfat Cappuccino (Small)§ | 12 fl oz cup | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 85 | 4 | 9 | 3 | 0 | 0 | 9 | 6 | 8 | 0 | 25 | 0 |
| Nonfat Cappuccino (Medium)§ | 16 fl oz cup | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 110 | 5 | 12 | 4 | 0 | 0 | 12 | 8 | 10 | 0 | 30 | 2 |
| Nonfat Cappuccino (Large)§ | 20 fl oz cup | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 130 | 5 | 13 | 4 | 0 | 0 | 13 | 9 | 10 | 0 | 35 | 2 |
| Nonfat Latte (Small)§ | 12 fl oz cup | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 115 | 5 | 13 | 4 | 0 | 0 | 13 | 9 | 10 | 0 | 30 | 0 |
| Nonfat Latte (Medium)§ | 16 fl oz cup | 110 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 140 | 6 | 15 | 5 | 0 | 0 | 15 | 10 | 10 | 0 | 40 | 2 |
| Nonfat Latte (Large)§ | 20 fl oz cup | 120 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 160 | 7 | 18 | 6 | 0 | 0 | 18 | 12 | 15 | 0 | 45 | 2 |
| Nonfat Caramel Cappuccino (Small)§ | 12 fl oz cup | 150 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 120 | 5 | 33 | 11 | 0 | 0 | 32 | 5 | 6 | 0 | 20 | 0 |
| Nonfat Caramel Cappuccino (Medium)§ | 16 fl oz cup | 190 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 150 | 6 | 41 | 14 | 0 | 0 | 41 | 6 | 8 | 0 | 25 | 2 |
| Nonfat Caramel Cappuccino (Large)§ | 20 fl oz cup | 230 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 180 | 8 | 49 | 16 | 0 | 0 | 49 | 7 | 8 | 0 | 25 | 2 |
| Nonfat Caramel Latte (Small)§ | 12 fl oz cup | 170 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 150 | 6 | 36 | 12 | 0 | 0 | 36 | 7 | 8 | 0 | 25 | 0 |
| Nonfat Caramel Latte (Medium)§ | 16 fl oz cup | 220 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 180 | 8 | 45 | 15 | 0 | 0 | 45 | 9 | 10 | 0 | 30 | 2 |
| Nonfat Caramel Latte (Large)§ | 20 fl oz cup | 260 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 220 | 9 | 53 | 18 | 0 | 0 | 53 | 10 | 10 | 0 | 35 | 2 |
| Nonfat Hazelnut Cappuccino (Small)§ | 12 fl oz cup | 150 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 70 | 3 | 34 | 11 | 0 | 0 | 34 | 5 | 8 | 0 | 20 | 0 |
| Nonfat Hazelnut Cappuccino (Medium)§ | 16 fl oz cup | 190 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 90 | 4 | 43 | 14 | 0 | 0 | 43 | 6 | 10 | 0 | 25 | 2 |
| Nonfat Hazelnut Cappuccino (Large)§ | 20 fl oz cup | 230 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 100 | 4 | 51 | 17 | 0 | 0 | 51 | 7 | 10 | 0 | 25 | 2 |
| Nonfat Hazelnut Latte (Small)§ | 12 fl oz cup | 180 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 95 | 4 | 37 | 12 | 0 | 0 | 37 | 7 | 10 | 0 | 25 | 0 |
| Nonfat Hazelnut Latte (Medium)§ | 16 fl oz cup | 220 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 115 | 5 | 46 | 15 | 0 | 0 | 46 | 9 | 15 | 0 | 30 | 2 |
| Nonfat Hazelnut Latte (Large)§ | 20 fl oz cup | 260 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 135 | 6 | 55 | 18 | 0 | 0 | 55 | 10 | 15 | 0 | 35 | 2 |
| Nonfat Vanilla Cappuccino (Small) | 12 fl oz | 150 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 70 | 3 | 34 | 11 | 0 | 0 | 34 | 5 | 6 | 0 | 20 | 0 |
|---------------------------------|---------|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Nonfat Vanilla Cappuccino (Medium) | 16 fl oz | 190 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 90 | 4 | 42 | 14 | 0 | 0 | 42 | 6 | 8 | 0 | 25 | 2 |
| Nonfat Vanilla Cappuccino (Large) | 20 fl oz | 230 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 100 | 4 | 51 | 17 | 0 | 0 | 51 | 7 | 8 | 0 | 25 | 2 |
| Nonfat Vanilla Latte (Small) | 12 fl oz | 180 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 95 | 4 | 37 | 12 | 0 | 0 | 37 | 7 | 8 | 0 | 25 | 0 |
| Nonfat Vanilla Latte (Medium) | 16 fl oz | 220 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 115 | 5 | 46 | 15 | 0 | 0 | 46 | 9 | 10 | 0 | 30 | 2 |
| Nonfat Vanilla Latte (Large) | 20 fl oz | 260 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 135 | 6 | 55 | 18 | 0 | 0 | 55 | 10 | 10 | 0 | 35 | 2 |
| Nonfat Cappuccino with Sugar Free Vanilla Syrup (Small) | 12 fl oz | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 100 | 4 | 15 | 5 | 0 | 0 | 8 | 5 | 6 | 0 | 20 | 2 |
| Nonfat Cappuccino with Sugar Free Vanilla Syrup (Medium) | 16 fl oz | 70 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 130 | 5 | 19 | 6 | 0 | 0 | 10 | 7 | 8 | 0 | 25 | 2 |
| Nonfat Cappuccino with Sugar Free Vanilla Syrup (Large) | 20 fl oz | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 150 | 6 | 22 | 7 | 0 | 0 | 11 | 8 | 8 | 0 | 25 | 2 |
| Nonfat Latte with Sugar Free Vanilla Syrup (Small) | 12 fl oz | 80 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 130 | 5 | 18 | 6 | 0 | 0 | 11 | 7 | 8 | 0 | 25 | 2 |
| Nonfat Latte with Sugar Free Vanilla Syrup (Medium) | 16 fl oz | 90 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 160 | 7 | 22 | 7 | 0 | 0 | 13 | 9 | 10 | 0 | 35 | 2 |
| Nonfat Latte with Sugar Free Vanilla Syrup (Large) | 20 fl oz | 110 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 190 | 8 | 27 | 9 | 0 | 0 | 15 | 11 | 15 | 0 | 40 | 2 |
| Mocha with Nonfat Milk (Small) | 12 fl oz | 240 | 45 | 5 | 8 | 3 | 16 | 0 | 5 | 2 | 130 | 5 | 41 | 14 | 0 | 0 | 34 | 7 | 8 | 0 | 25 | 4 |
| Mocha with Nonfat Milk (Medium) | 16 fl oz | 280 | 50 | 6 | 9 | 3.5 | 17 | 0 | 10 | 3 | 160 | 6 | 50 | 17 | 0 | 0 | 42 | 8 | 10 | 0 | 25 | 4 |
| Mocha with Nonfat Milk (Large) | 20 fl oz | 330 | 50 | 6 | 9 | 3.5 | 18 | 0 | 10 | 3 | 190 | 8 | 58 | 19 | 0 | 0 | 50 | 10 | 10 | 0 | 30 | 6 |
| Hot Chocolate with Nonfat Milk (Small) | 12 fl oz | 250 | 45 | 5 | 8 | 3 | 16 | 0 | 10 | 3 | 140 | 6 | 43 | 14 | 0 | 0 | 37 | 8 | 10 | 0 | 30 | 4 |
| Hot Chocolate with Nonfat Milk (Medium) | 16 fl oz | 310 | 50 | 6 | 9 | 3.5 | 17 | 0 | 10 | 3 | 190 | 8 | 55 | 18 | 0 | 0 | 47 | 11 | 15 | 0 | 40 | 4 |
| Hot Chocolate with Nonfat Milk (Large) | 20 fl oz | 380 | 50 | 6 | 9 | 3.5 | 18 | 0 | 10 | 4 | 250 | 11 | 68 | 23 | 0 | 0 | 59 | 16 | 20 | 0 | 60 | 4 |
| Iced Nonfat Latte (Small) | 12 fl oz | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 70 | 3 | 7 | 2 | 0 | 0 | 7 | 5 | 6 | 0 | 15 | 0 |
| Nutrition Facts | Serving Size | Calories | Calories from Fat | Total Fat (g) | % Daily Value** | Saturated Fat (g) | % Daily Value** | Trans Fat (g) | % Daily Value** | Cholesterol (mg) | % Daily Value** | Sodium (mg) | % Daily Value** | Carbohydrates (g) | % Daily Value** | Dietary Fiber (g) | % Daily Value** | Sugars (g) | % Daily Value** | Protein (g) | % Daily Value** | Vitamin A | Vitamin C | Calcium | Iron |
|----------------|--------------|----------|------------------|--------------|----------------|-----------------|-----------------|---------------|----------------|----------------|----------------|--------------|----------------|------------------|----------------|-----------------|----------------|-----------|----------------|----------|-----------|----------|-------|
| Iced Nonfat Latte (Medium)§ | 16 fl oz cup | 60 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 90 | 4 | 9 | 3 | 0 | 0 | 9 | 6 | 8 | 0 | 20 | 2 | |
| Iced Nonfat Latte (Large)§ | 22 fl oz cup | 70 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 105 | 4 | 11 | 3 | 0 | 0 | 11 | 7 | 8 | 0 | 25 | 2 | |
| Iced Nonfat Caramel Latte (Small)§ | 12 fl oz cup | 140 | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 4 | 30 | 10 | 0 | 0 | 0 | 30 | 3 | 4 | 0 | 10 | 0 | |
| Iced Nonfat Caramel Latte (Medium)§ | 16 fl oz cup | 150 | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 4 | 32 | 11 | 0 | 0 | 0 | 32 | 5 | 6 | 0 | 15 | 2 | |
| Iced Nonfat Caramel Latte (Large)§ | 22 fl oz cup | 190 | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 4 | 40 | 13 | 0 | 0 | 0 | 40 | 6 | 6 | 0 | 20 | 2 | |
| Iced Nonfat Hazelnut Latte (Small)§ | 12 fl oz cup | 140 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 2 | 32 | 11 | 0 | 0 | 0 | 32 | 3 | 6 | 0 | 10 | 0 | |
| Iced Nonfat Hazelnut Latte (Medium)§ | 16 fl oz cup | 150 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 3 | 70 | 3 | 33 | 11 | 0 | 0 | 33 | 5 | 8 | 0 | 15 | 2 | |
| Iced Nonfat Hazelnut Latte (Large)§ | 22 fl oz cup | 190 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 3 | 80 | 3 | 42 | 14 | 0 | 0 | 42 | 6 | 6 | 0 | 20 | 2 | |
| Iced Nonfat Vanilla Latte (Small)§ | 12 fl oz cup | 140 | 0 | 0 | 0 | 0 | 0 | 0 | 50 | 2 | 31 | 10 | 0 | 0 | 0 | 31 | 3 | 4 | 0 | 10 | 0 | |
| Iced Nonfat Vanilla Latte (Medium)§ | 16 fl oz cup | 150 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 3 | 70 | 3 | 33 | 11 | 0 | 0 | 33 | 5 | 6 | 0 | 15 | 2 | |
| Iced Nonfat Vanilla Latte (Large)§ | 22 fl oz cup | 190 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 3 | 85 | 3 | 41 | 14 | 0 | 0 | 41 | 6 | 6 | 0 | 20 | 2 | |
| Iced Nonfat Latte with Sugar Free Vanilla Syrup (Small)§ | 12 fl oz cup | 40 | 0 | 0 | 0 | 0 | 0 | 0 | 85 | 4 | 13 | 4 | 0 | 0 | 0 | 5 | 4 | 4 | 0 | 15 | 2 | |
| Iced Nonfat Latte with Sugar Free Vanilla Syrup (Medium)§ | 16 fl oz cup | 50 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 4 | 100 | 4 | 14 | 5 | 0 | 0 | 6 | 5 | 6 | 0 | 15 | 2 | |
| Iced Nonfat Latte with Sugar Free Vanilla Syrup (Large)§ | 22 fl oz cup | 60 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 4 | 130 | 5 | 19 | 6 | 0 | 0 | 8 | 6 | 6 | 0 | 20 | 2 | |
| Iced Mocha with Nonfat Milk (Medium)§ | 16 fl oz cup | 270 | 70 | 8 | 12 | 4.5 | 24 | 0 | 10 | 3 | 140 | 6 | 43 | 14 | 0 | 0 | 35 | 7 | 10 | 0 | 25 | 4 | |

**McCafe Coffees - Whole Milk**

<p>| McCafe Coffees - Whole Milk | Serving Size | Calories | Calories from Fat | Total Fat (g) | % Daily Value** | Saturated Fat (g) | % Daily Value** | Trans Fat (g) | % Daily Value** | Cholesterol (mg) | % Daily Value** | Sodium (mg) | % Daily Value** | Carbohydrates (g) | % Daily Value** | Dietary Fiber (g) | % Daily Value** | Sugars (g) | % Daily Value** | Protein (g) | % Daily Value** | Vitamin A | Vitamin C | Calcium | Iron |
|-----------------------------|--------------|----------|------------------|--------------|----------------|-----------------|----------------|---------------|----------------|----------------|----------------|--------------|----------------|------------------|----------------|-----------------|----------------|-----------|----------------|----------|-----------|----------|-------|
| Cappuccino (Small)§ | 12 fl oz cup | 120 | 60 | 7 | 10 | 4 | 19 | 0 | 20 | 7 | 85 | 4 | 9 | 3 | 0 | 0 | 9 | 6 | 4 | 0 | 25 | 0 | |
| Cappuccino (Medium)§ | 16 fl oz cup | 140 | 70 | 8 | 12 | 4.5 | 23 | 0 | 25 | 8 | 105 | 4 | 11 | 4 | 0 | 0 | 11 | 8 | 4 | 0 | 25 | 2 | |
| Cappuccino (Large)§ | 20 fl oz cup | 180 | 90 | 10 | 15 | 6 | 28 | 0 | 30 | 10 | 130 | 5 | 13 | 4 | 0 | 0 | 13 | 9 | 6 | 0 | 35 | 2 | |</p>
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<th>Milk (oz)</th>
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Note: Nutrient contributions from individual components may not equal the total due to federal rounding regulations. Percent Daily Values (DV) and RDIs are based on unrounded values.

This list is effective 12-16-2009.

* Contains less than 2% of the Daily Value of these nutrients
† Available at participating McDonald’s
‡ Based on the weight before cooking 4 oz. (113.4g)
§ Based on the weight before cooking 8 oz. (226.8g)
¶ The values represent the sodium derived from ingredients plus water. Sodium content of the water is based on the value listed for municipal water in the USDA National Nutrient Database. The actual amount of sodium may be higher or lower depending upon the sodium content of the water where the beverage is dispensed.
* Made with low fat yogurt
** Percent Daily Values (DV) are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

The nutrition information on this website is derived from testing conducted in accredited laboratories, published resources, or from information provided from McDonald's suppliers. The nutrition information is based on standard product formulations and serving sizes. All nutrition information is based on average values for ingredients from McDonald’s suppliers throughout the U.S. and is rounded to meet current US FDA NLEA guidelines. Variation in serving sizes, preparation techniques, product testing and sources of supply, as well as regional and seasonal differences may affect the nutrition values for each product. In addition, product formulations change periodically. You should expect some variation in the nutrient content of the products purchased in our restaurants. None of our products is certified as vegetarian. This information is correct as of January 2007, unless stated otherwise.

SPLENDA® No Calorie Sweetener is the registered trademark of McNeil Nutritionals, LLC
EQUAL® 0 Calorie Sweetener is a registered trademark of Merisant Company

| Iced Latte with Sugar Free Vanilla Syrup (Large)§ | 22 fl oz cup | 110 | 50 | 6 | 9 | 3.5 | 17 | 0 | 15 | 6 | 130 | 5 | 19 | 6 | 0 | 0 | 8 | 6 | 4 | 0 | 20 | 2 |
| Iced Mocha (Medium)§ | 16 fl oz cup | 310 | 120 | 13 | 20 | 8 | 39 | 0 | 25 | 8 | 140 | 6 | 42 | 14 | 0 | 0 | 35 | 7 | 6 | 0 | 20 | 4 |
## Sandwiches

### Low Fat Sandwiches with 8 grams of Fat or Less

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<th>Carbohydrates (g)</th>
<th>Cholesterol (mg)</th>
<th>Sodium (mg)</th>
<th>Protein (g)</th>
<th>Dietary Fiber (g)</th>
<th>Sugars (g)</th>
<th>Vitamin A % DV</th>
<th>Vitamin C % DV</th>
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### Flatbread Sandwiches with 8 grams of Fat or Less

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### Kids' Footlong Sandwiches

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### Footlong (9-Grain Bread) Sandwiches

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### Salad Dressing

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**Breads & Condiments**

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<th>Breads</th>
<th>6&quot; Italian (White) Bread</th>
<th>6&quot; P-Gram Wheat Bread</th>
<th>6&quot; Parmesan Oregano Bread</th>
<th>6&quot; Honey Oat</th>
<th>6&quot; Hearty Italian Bread</th>
<th>6&quot; Monterey Cheddar</th>
<th>6&quot; Italian Herbs &amp; Cheese</th>
<th>6&quot; Roasted Garlic</th>
<th>Flatbread</th>
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<td>103 350 10 25 2.5 0 0 615 51 0 9 0 0 0 4 15</td>
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**Sandwich Condiments (amount on 6-inch sub or flatbread)**

| Bacon (2 strips) | 9 45 30 3.5 1.5 0 0 190 0 0 3 0 0 0 0 0 0 |
| Honey Mustard Sauce, Fat Free | 21 100 50 5 2 0 0 120 0 0 3 0 0 0 0 0 0 |
| Light Mayonnaise (1 T) | 15 50 45 5 1 0 0 100 <1 0 0 0 0 0 0 0 0 |
| Mayonaisse (1 T) | 15 110 110 12 2 0 0 80 0 0 0 0 0 0 0 0 0 |
| Mustard yellow or deli brown (2 tsp) | 10 5 0 0 0 0 0 115 <1 0 0 0 0 0 0 0 0 |
| Olive Oil Blend (1 tsp) | 5 45 45 5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| Ranch Dressing | 21 110 100 11 1.5 0 0 200 1 0 1 0 0 0 0 0 0 |
| Red Wine Vinaigrette, Fat Free** | 21 30 3 0 0 0 0 30 <1 0 0 0 0 0 0 0 0 |
| Russian Onion Sauce, Fat Free | 21 40 35 3 0 0 0 85 0 0 0 0 0 0 0 0 0 |
| Vinegar (1 tsp) | 8 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |

**Vegetables (amount on 6-inch sub or flatbread)**

| Banana Peppers (3 rings) | 4 0 0 0 0 0 0 0 20 0 0 0 0 0 0 0 0 0 |
| Cucumbers (3 slices) | 17 <5 0 0 0 0 <1 0 0 0 0 0 0 0 0 0 0 |
| Green Peppers (3 strips) | 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| Jalapeno Peppers (3 rings) | 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| Lettuce | 21 <5 0 0 0 0 <1 0 0 0 0 0 0 0 0 0 0 |
| Onions | 14 5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| Pickles (3 chips) | 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| Olives (3 rings) | 3 <5 0 0 0 0 <1 0 0 0 0 0 0 0 0 0 0 |
| Tomatoes (3 wheels) | 34 5 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 |
| Cheese (amount on 6-inch sub, flatbread or salad) | 14 40 35 3.5 2 0 0 120 1 0 3 2 0 8 0 0 0 |
| Monterey Cheddar, Shredded | 14 50 40 4.5 3 0 0 150 1 0 3 4 0 10 0 0 0 |
| Natural Cheddar** | 15 60 45 5 3 0 0 150 0 0 0 0 0 4 0 8 0 0 |
| Pepperjack** | 14 50 35 4.5 2.5 0 0 150 0 0 0 0 0 4 4 0 10 0 0 |
| Provolone** | 14 50 35 4.5 2.5 0 0 150 0 0 0 0 0 4 2 0 15 0 0 |

**Individual Meats (amount on 6-inch sub or salad)**

| Beef Patty, Roasted | 71 90 20 2.5 0.5 0 0 250 30 0 4 2 0 15 0 0 0 10 0 |
| Chicken Strips | 71 90 20 2.5 0.5 0 0 250 30 0 4 2 0 15 0 0 0 10 0 |
| Cold Cut Combo Meals | 71 140 100 11 3.5 0 0 500 80 0 0 0 0 0 2 2 4 6 |
| Egg Patty** | 85 110 70 8 2 0 0 160 80 0 0 0 0 0 6 4 4 4 |
| Ham | 57 60 15 2 0.5 0 0 250 20 0 0 2 0 0 0 0 0 0 |
| Italian BMTI Meals | 64 180 130 14 5 0 0 450 120 0 2 0 0 0 0 0 2 0 |
| Meaballs | 198 310 150 17 6 1 0 30 90 2 4 11 13 30 25 8 10 |
| Roast Beef | 71 90 20 2.5 0.5 0 0 250 30 0 4 2 0 15 0 0 0 10 0 |
| Seafood Sensation** | 71 190 150 16 2.5 0 0 450 2 0 0 0 0 0 0 0 0 0 0 |
| Steak (no cheese) | 71 112 50 4 2 0 0 550 4 0 1 15 0 1 2 2 8 0 0 |
| Subway Club® Meals | 78 90 20 2.5 1 0 0 350 75 0 2 0 0 0 6 0 0 0 0 |
| Turkey | 71 120 20 2.5 0 0 0 30 10 0 0 0 0 0 0 0 0 0 0 |
| Turkey Breast | 57 100 10 1 0 0 0 20 500 0 2 0 1 0 0 0 0 0 0 |
| Veggie Patty* | 85 160 45 5 0.5 0 0 10 320 12 3 2 15 6 0 2 0 0 0 |
### Desserts, Sides & Beverages

#### Cookies & Desserts

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</table>
| **Nutrition information for fountain beverages do not include ice and based on full cup size.** Due to large variety of possible fountain beverage offerings nutrition ranges are provided in this column. **At participating locations.** Nutrition information for these items are based on the most common formulas and ingredients. *Products contain no artificial trans fat (partially-hydrogenated oil). Some products contain naturally occurring trans fat. **All participating locations. Nutrition information for these items is based on the most common formulas and ingredients. ---

#### Chips

<table>
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#### Beverages

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**Please check website for updated menus**

### Additional Menus:

- **Steak n Shake**  
- **Burger King**  
- **Starbucks**  
- **KFC**  
- **Taco Bell**  

*Please check website for updated menus*
Appendix F - Vocabulary

**aerobic exercise** - improves your body's ability to use oxygen.

**ATP (adenosine triphosphate)** - stores energy that is used in nearly all energy-requiring reactions in the body.

**attainable** - achieving a goal or coming to an end.

**ball and socket joint** - a connection (as the hip joint) of the rounded head of one bone that fits into a cuplike cavity of the other and allows movement in any direction.

**behavior substitution** - replacing negative actions with positive actions.

**blood** - the fluid that circulates in the heart, arteries, capillaries, and veins of an animal carrying nourishment and oxygen to and bringing away waste products from all parts of the body.

**blood vessel** - a tube or canal (as an artery) in which a body fluid is contained and circulated.

**body image** - the opinion of one's own outward physical appearance.

**body mass index (BMI)** - a measure of body fat that is the ratio of the weight of the body in kilograms to the square of its height in meters.

**calcium** - the mineral that's important for the normal growth and protection of bones and teeth.

**calorie** - the amount of heat required at a pressure of one atmosphere to raise the temperature of one gram of water one degree Celsius.

**cardiac muscle** - the principal involuntary-muscle tissue of the heart.

**cell** - the smallest structural unit of living matter capable of functioning independently.

**circulatory system** - the system of blood, blood vessels, lymphatics, and heart concerned with the circulation of the blood and lymph.

**cool down** - to return to normal gradually after strenuous exercise by engaging in less strenuous exercise.

**core muscles** - the muscles involving the torso of the human body.

**craving** - to want greatly.

**empty calories** - calories from food that supplies energy but is not nutritionally balanced.

**energy** - the ability to do work.

**Exercise Physiologist** - a person with a degree that studies the body and how it is affected by exercise.

**external influences** - actions that are outside of your control.

**fixed joint** - a joint that doesn't move (as the cranium).

**flexibility** - being able to stretch the muscles to avoid stiffness in your joints.

**food label** - a small sign that gives the content and nutritional value of a food.

**fortified** - vitamins and/or minerals added to foods in addition to what is already there.

**goal** - what one intends to accomplish or attain.

**heart rate** - the number of times a heart beats in a given time.

**hinge joint** - a joint between bones (as at the elbow) that permits motion in only one plane.

**hunger** - urgent need for food.

**hypothesis** - a tentative assumption made in order to draw out and test its logical consequences.

**internal influences** - actions that you can control within yourself.

**involuntary muscle** - muscle that is not controlled by an individual (smooth and cardiac muscle).

**joint** - the point of contact of bones in an animal skeleton with the parts that surround and support it.

**measurable** - the ability to be compared.
mitochondria – organelles that are found outside the nucleus to produce energy for the cell through cellular respiration.

moderate activity – middle of the range in exercise (not too low, not too high).

moderation – to avoid having too much of a thing.

muscle – a body tissue consisting of long cells that contract when stimulated and produce motion.

muscle endurance – the ability for the muscle to perform an action for a long period of time.

muscle strength – the ability for the muscle to produce a high amount of physical force.

osteoarthritis – a condition that affects especially older women and is characterized by decrease in bone mass with decreased density and enlargement of bone spaces producing porosity and fragility.

oxygenated – to combine or supply blood with oxygen.

physical activity – anytime your body is moving to increase fitness.

pivotal joint – a joint between bones (as the neck) that allows it turn on an axis.

portion – a specific amount of food one eats for a meal; it can be largerer or smaller than a serving size.

pulmonary system – involves the lungs and other muscles to help with breathing.

range of motion – flexibility that is allowed at a joint.

rating of perceived exertion (RPE) – a scale of how hard you feel your body is working.

realistic – capable of putting into action.

Registered Dietitian – expert in food and nutrition that promotes good health through proper eating.

relapse – the act of backsliding or getting worse.

respiration – a single complete act of breathing.

R.I.C.E – an acronym used to care for injuries. R - rest, I - ice, C - compression, and E - elevation.

sedentary activity – resting or very little activity.

self esteem – a confidence and satisfaction in oneself.

self image – one’s conception of oneself or of one’s role.

serving – an amount of food recommended daily from each food group.

skeletal muscle – muscle that is usually attached to the skeleton and is usually under voluntary control.

sliding joint – a joint between bones (as at the wrist) that keeps in contact but allows sliding motion.

smooth muscle – muscle tissue that lacks striations and is found especially in organs.

specific – applied to a particular thing.

target marketing – advertising to a specific population.

timely – made to occur at or in a set time.

United States Department of Agriculture (USDA) – a nationally known organization that enhances the quality of life for the American people by supporting production of agriculture.

vigorous activity – intensely high physical activity.

vitamin D – a fat-soluble vitamin essential for normal bone and tooth structure, and found especially in fish-liver oils, egg yolk, and milk or produced by activation (as by ultraviolet irradiation) of sterols.

voluntary muscle – muscle that is normally controlled by an individual (as the skeletal muscles).

warm up – a preparatory activity or procedure.

weight-bearing exercise – any exercise that requires applying weight to legs (walking, running, jogging, etc.).

willpower – highly motivated or determined.
Appendix G – Tag Game Descriptions

**Alphabet Tag**
Instructions: Choose four students to be “it.” When “it” tags someone, that person freezes into a shape of a letter. As soon as another player guesses the letter, the tagged person may go back into the game. Choose new taggers frequently.

Variation: The tagger tells the person tagged what letter to form.

**High Five Tag**
Instructions: Choose three students to be taggers. When students are tagged, they freeze with one hand high in the air. As soon as someone gives them a high five on their outstretched hands, they may rejoin the game. Select new taggers frequently.

**Band-aid Tag**
Instructions: Everyone is “it.” Each child may be tagged total of three times but he or she must cover with one hand each area touched until the third tag. For example, if a student is first tagged on the elbow, she must hold or cover her elbow. If the second tag is on the back, she must also cover that area. Students are “frozen” on the third tag and move off the play area until the game begins again.

The game moves quickly so you may want to play it several times.

**Everybody’s It!**
Instructions: Everyone is “it.” When students are tagged, they must move out of the play area and perform an exercise. If two people tag each other at the same time, they both move out. The game is over when there are only two students left. This game ends quickly so students should not have to wait long before it begins again.

**Submarine Tag (Over Under Tag)**
Instructions: Choose three students to be taggers. Students will run around the play area while trying to avoid being tagged. The boundary lines of the playing area are the safe zones. The students may enter the safe zones for short resting periods. Students who are tagged must stand on two feet and place their hands on the ground in front of their bodies to create bridges. Each student who is tagged must stay in this position until another student crawls under his or her bridge. The tagged student may run around the playing area again. When most of the students have been tagged, the game begins again and new taggers are chosen.

**Movement Descriptions**

**Elephant Walk:** Walk slightly bent over with one arm in front (acting as your nose) and the other by your side.

**Crab Walk:** In an upright sit-up position, place arms behind seat and elevate hips to ceiling. Walk in this position alternating which hand and foot touch the ground.

**Gallop:** Position feet with one in front and one in back, bring the back foot to the front one while performing a jumping motion and repeat.

**Skip:**

**Run:**

**Walk:**

**Frog Hop:** Squatting all the way to the ground then jumping as horizontally as possible and landing back in the squatted position.

**Gorilla Walk:** Walking slightly bent over with both arms slightly bent.

**Kangaroo Walk:** Continuous jumping off of two feet.
Appendix H – Resources

Below is a list of websites that contain information about additional resources found in the *Committed to Kids' Health* curriculum.

www.mypyramid.gov

www.schooltimefoods.com/

www.nationaldairycouncil.org/

www.nutritionexplorations.org/

www.usda.gov/wps/portal/usdahome

www.cdc.gov
A private, nonprofit organization, Indiana University Health is Indiana’s largest comprehensive health system and is comprised of hospitals, physicians and allied services dedicated to providing preeminent care throughout Indiana and beyond. Our unique partnership with the Indiana University School of Medicine gives our highly skilled physicians access to innovative treatments using the latest research and technology.

Discover the strength at iuhealth.org

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Committed to Kids Health
Healthy Habits Questionnaire (Pre)

First Name: __________________________ Last Name: __________________________

Gender: ______ Male _____ Female  
Date of Birth: _____ _____ _____  
Age: _______

DIRECTIONS:
The following survey is designed to learn more about your habits when it comes to food, exercise, and how you spend your free time. Please answer all of the questions. Your responses are very important to us!

1. Think about how much you have exercised over the past 7 days. On how many of the past 7 days did you exercise or participate in a physical activity for at least 60 minutes? (Only check one box.)

<table>
<thead>
<tr>
<th>Examples: Running, playing basketball, taking a brisk walk, riding your bike, swimming, etc.</th>
<th>None</th>
<th>1 day</th>
<th>2 days</th>
<th>3 days</th>
<th>4 days</th>
<th>5 days</th>
<th>6 days</th>
<th>7 days</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>1 day</td>
<td>2 days</td>
<td>3 days</td>
<td>4 days</td>
<td>5 days</td>
<td>6 days</td>
<td>7 days</td>
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2. How many hours of TV, video games and computer time (not including homework) do you spend…. (Only check one box for each question.)

<table>
<thead>
<tr>
<th>On the typical school day?</th>
<th>None</th>
<th>1 hour</th>
<th>2 hours</th>
<th>3 hours</th>
<th>4 hours</th>
<th>5 hours</th>
<th>6 hours</th>
<th>7 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>1 hour</td>
<td>2 hours</td>
<td>3 hours</td>
<td>4 hours</td>
<td>5 hours</td>
<td>6 hours</td>
<td>7 or more hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>On the typical weekend day?</th>
<th>None</th>
<th>1 hour</th>
<th>2 hours</th>
<th>3 hours</th>
<th>4 hours</th>
<th>5 hours</th>
<th>6 hours</th>
<th>7 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>1 hour</td>
<td>2 hours</td>
<td>3 hours</td>
<td>4 hours</td>
<td>5 hours</td>
<td>6 hours</td>
<td>7 or more hours</td>
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</tbody>
</table>

3. On a typical day how many times do you… (Only check one box.)

<table>
<thead>
<tr>
<th>Drink sweetened beverages such as sweat tea, punch (Kool Aid, Capri Sun, etc.), sports drinks, fruit drinks or 100% juice, or soda?</th>
<th>None</th>
<th>1 time</th>
<th>2 times</th>
<th>3 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>1 time</td>
<td>2 times</td>
<td>3 or more times</td>
</tr>
</tbody>
</table>

4. When you eat fast food, which meal would you most likely choose?

- [ ] I don’t eat fast food
- [ ] Salad meal (salad with dressing and drink)
- [ ] Kid size meal (kid burger, 4 nuggets, small fries, small drink)
- [ ] Regular meal (1 burger, 6 nuggets, medium fries, medium drink)
- [ ] Supersize meal (double or triple burger, supersize fries, large drink)

5. On a typical day how many servings of…. (Only check one box for each question.)

<table>
<thead>
<tr>
<th>Fruit do you eat?</th>
<th>None</th>
<th>1 serving</th>
<th>2 servings</th>
<th>3 servings</th>
<th>4 or more servings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>1 serving</td>
<td>2 servings</td>
<td>3 servings</td>
<td>4 or more servings</td>
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</table>

<table>
<thead>
<tr>
<th>Vegetables do you eat?</th>
<th>None</th>
<th>1 serving</th>
<th>2 servings</th>
<th>3 servings</th>
<th>4 or more servings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>1 serving</td>
<td>2 servings</td>
<td>3 servings</td>
<td>4 or more servings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Whole grains do you eat? (brown rice, wheat bread, oatmeal)</th>
<th>None</th>
<th>1 serving</th>
<th>2 servings</th>
<th>3 servings</th>
<th>4 or more servings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>1 serving</td>
<td>2 servings</td>
<td>3 servings</td>
<td>4 or more servings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milk do you drink?</th>
<th>None</th>
<th>1 serving</th>
<th>2 servings</th>
<th>3 servings</th>
<th>4 or more servings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>1 serving</td>
<td>2 servings</td>
<td>3 servings</td>
<td>4 or more servings</td>
</tr>
</tbody>
</table>

6. Which food group do the following foods belong?
Food

Name the food group:

Cheese

_________________________

Rice

_________________________

Apples

_________________________

Carrots

_________________________

Chicken

_________________________

7. Circle the correct serving size of each food item.

a. Chicken

Deck of Cards

Book

b. Baked Potato

Digital Camera

Computer Mouse

c. Fruit

Pocket Watch

Baseball

d. Cheese

Pair of Dice

Jack in the Box

e. Pasta

Ice Cream Scoop

Piggy Bank

8. Which of the following foods are higher in calories and fat? Circle the foods that are higher in calories and fat.

a) Fried chicken  OR  Baked Chicken

b) Whole milk  OR  Skim milk

c) Regular Coke  OR  Diet Coke

d) Red Licorice (Twizzlers)  OR  Chocolate candy bar

e) Carrots  OR  Tortilla chips

f) Nacho chips  OR  Popcorn

g) Baked potato (plain)  OR  French fries
h) Cream cheese OR Strawberry jelly
i) Orange OR Donut

9. List an example of each component of exercise.
   a. Cardiovascular _______________________
   b. Strength ____________________________
   c. Flexibility __________________________

10. What behaviors lead to a healthier lifestyle?
    ______ Eating a variety of fruits and vegetables.
    ______ Getting 8-10 hours of sleep each night.
    ______ Eating junk food once a week.
    ______ Only being active 3 days a week.
    ______ Being active 60 minutes a day.
Committed to Kids Health
Healthy Habits Questionnaire (Post)

First Name: ___________________________ Last Name: ___________________________

Gender: ______Male _____ Female

Date of Birth: ___ ___ ___ Age: __________

DIRECTIONS:
The following survey is designed to learn more about your habits when it comes to food, exercise, and how you spend your free time. Please answer all of the questions. Your responses are very important to us!

11. Think about how much you have exercised over the past 7 days. On how many of the past 7 days did you exercise or participate in a physical activity for **at least 60 minutes**? (Only check one box.)

<table>
<thead>
<tr>
<th>Physical Activity</th>
<th>None</th>
<th>1 day</th>
<th>2 days</th>
<th>3 days</th>
<th>4 days</th>
<th>5 days</th>
<th>6 days</th>
<th>7 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples: Running, playing basketball, taking a brisk walk, riding your bike, swimming, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. How many hours of TV, video games and computer time (not including homework) do you spend…? (Only check one box for each question.)

<table>
<thead>
<tr>
<th>Time Spent</th>
<th>None</th>
<th>1 hour</th>
<th>2 hours</th>
<th>3 hours</th>
<th>4 hours</th>
<th>5 hours</th>
<th>6 hours</th>
<th>7 or more hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the typical school day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the typical weekend day?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. On a typical day how many times do you…? (Only check one box.)

<table>
<thead>
<tr>
<th>Sweetened Beverages</th>
<th>None</th>
<th>1 time</th>
<th>2 times</th>
<th>3 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink sweetened beverages such as sweat tea, punch (Kool Aid, Capri Sun, etc.), sports drinks, fruit drinks or 100% juice, or soda?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. When you eat fast food, which meal would you most likely choose?

<table>
<thead>
<tr>
<th>Meal Choice</th>
<th>I don’t eat fast food</th>
<th>Salad meal (salad with dressing and drink)</th>
<th>Kid size meal (kid burger, 4 nuggets, small fries, small drink)</th>
<th>Regular meal (1 burger, 6 nuggets, medium fries, medium drink)</th>
<th>Supersize meal (double or triple burger, supersize fries, large drink)</th>
</tr>
</thead>
</table>

15. On a typical day how many servings of…? (Only check one box for each question.)

<table>
<thead>
<tr>
<th>Food Group</th>
<th>None</th>
<th>1 serving</th>
<th>2 servings</th>
<th>3 servings</th>
<th>4 or more servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whole grains</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(brown rice, wheat bread, oatmeal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Which food group do the following foods belong?
<table>
<thead>
<tr>
<th>Food</th>
<th>Name the food group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheese</td>
<td>______________________</td>
</tr>
<tr>
<td>Rice</td>
<td>______________________</td>
</tr>
<tr>
<td>Apples</td>
<td>______________________</td>
</tr>
<tr>
<td>Carrots</td>
<td>______________________</td>
</tr>
<tr>
<td>Chicken</td>
<td>______________________</td>
</tr>
</tbody>
</table>

17. Circle the correct serving size of each food item.

a. Chicken
   - Deck of Cards
   - Book

b. Baked Potato
   - Digital Camera
   - Computer Mouse

c. Fruit
   - Pocket Watch
   - Baseball

d. Cheese
   - Pair of Dice
   - Jack in the Box

e. Pasta
   - Ice Cream Scoop
   - Piggy Bank

18. Which of the following foods are higher in calories and fat? Circle the foods that are higher in calories and fat.

j) Fried chicken OR Baked Chicken
k) Whole milk OR Skim milk
l) Regular Coke OR Diet Coke
m) Red Licorice (Twizzlers) OR Chocolate candy bar
n) Carrots OR Tortilla chips
o) Nacho chips OR Popcorn
p) Baked potato (plain) OR French fries
19. List an example of each component of exercise.
   a. Cardiovascular _______________________
   b. Strength ____________________________
   c. Flexibility ___________________________

20. What behaviors lead to a healthier lifestyle?
    ______ Eating a variety of fruits and vegetables.
    ______ Getting 8-10 hours of sleep each night.
    ______ Eating junk food once a week.
    ______ Only being active 3 days a week,
    ______ Being active 60 minutes a day.

21. The next questions ask about how you liked the program.

<table>
<thead>
<tr>
<th>Question</th>
<th>Definitely</th>
<th>Somewhat</th>
<th>Not really</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you feel that the Committed to Kids Health program helped you start or continue to be active outside of school?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the Committed to Kids Health program help you to make better choices about healthy foods and being active?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you enjoy the Committed to Kids Health program?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you tell your friends to join the Committed to Kids Health program?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>