



MASSACHUSETTS
GENERAL HOSPITAL



**“STAY IN SHAPE” Curriculum
2019 – 2020 School Year**

A program dedicated to nurturing girls & boys for a lifetime of good health

Charlestown

Warren-Prescott School
Clarence R. Edwards Middle School
Harvard-Kent Elementary School

Chelsea

Chelsea High School
Clark Avenue Middle School
Eugene Wright Science & Technology Academy

Revere

Revere High School
Runney Marsh Academy Middle School
SIS Summer Mentor Program at MGH Revere Youth Zone

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A Message to the Teacher

Stay in Shape focuses on teaching the evidence-informed knowledge and skills of early prevention and health promotion that can benefit the participants for a life time.

Please note these important administrative aspects of the program and teaching tips:

- Parental Consent (Letter and Form on Page 4-5; Spanish version on Page 6-7)
 - Please collect it during your recruitment **or** on the first day of the program.
 - Be sure to review Food Allergies in the Consent once it is returned to you, especially if you plan to bring snacks to the program.
 - Follow the school food policy when planning for cooking and tasting activities.
 - Review any medical conditions including **food allergies** listed in the Consent. Consult the parent and School Nurse if you have questions about how that will affect a student's participation in program activities.
- Pre- and Post-Surveys
 - We encourage you to administer the pre- and post-surveys with your students, especially if you are new to teaching the program.
 - Staff at Stay in Shape can help analyze the surveys you collect. Just let us know.
- Attendance
 - Encourage the participants to stay through the program to ensure program quality and effectiveness which begin with consistent attendance.
 - Students who complete the program (defined as having no more than two absences) will receive a special Stay in Shape Certificate (To be provided). So please **take the attendance** as you go and save the records so you can determine which students can receive the Certificate.
- Student Handout Book
 - Please email your MGH Health Educator or stayinshape@partners.org to receive a copy of the Student Handout Book.
 - The page numbers of Student Handout Book match their page numbers in this curriculum.
- Homework
 - Stay in Shape encourages participants to complete homework of their choice while they are in the program. There are three recommended home assignments included in the curriculum: SIS Weekly Log, Body Image Essay, and Fiber Up Essay
- Teaching, Outreach, and Advocacy
 - Help students connect all dots – reflected in program topics in the curriculum and beyond - for living a healthy life through session, mid-program, and final program summaries. What students learn from Stay in Shape should help them do the right things through good decision-making as they grow up.
 - Once “Stay in Shape”, always stay in shape. Each student's effort counts and makes a difference in improving their own health as well as community health.
 - Encourage participants to share what they learn from the program with their families and friends.
- Fix Mindset vs. Growth Mindset: A presentation by Professor Carol Dweck, 2013
<https://www.youtube.com/watch?v=kXhbtCcmsyQ> (About 44 minutes). We hope you will find it helpful in motivating the participants to learn well in the program.

Thank you for the opportunity to work together on the Stay in Shape Program!

PARENT LETTER
Stay in Shape Program

Name of School or Site: _____

Date: _____

Dear Parent(s)/Guardian(s),

Your child has signed up to join *Stay in Shape*, an after-school program for students to learn to develop healthy living habits in nutrition, exercise, stress management.

Program start date: _____

Program finish date: _____

Program meeting time: _____

Stay in Shape is a collaboration among MGH Community Health Associate/MGH Center for Community Health Improvement (Lead agency), MGH Charlestown / Chelsea / Revere Health Centers, and your child's school. The program teaches health, nutrition, relaxation, and exercise skills. For program quality, we will ask your child to complete a confidential survey before and after the program. There will be photo opportunities during the program. We may choose to use some of the pictures to promote the program within MGH, the school and the community.

A Parental Consent Form is attached. Please read the consent form carefully, list your child's medical condition(s) including food allergies, and date and sign it to give permission for your child to participate in *Stay in Shape*. Save this letter for your record and have your child return the signed Parental Consent Form to his/her *Stay in Shape* teacher.

For more information about *Stay in Shape*, please visit
www.massgeneral.org/cchi/communityhealthassociates/stayinshape.aspx
Email stayinshape@partners.org or call 781-485-6400.

Thank you very much for your support!

Sincerely,

Program Lead Teacher's name: _____

PARENTAL CONSENT FORM

Regarding Child's Participation in *the Stay in Shape* Program

Statement of Authorization:

I am the parent/guardian of _____
(Please print your child's name)

I give permission for my child to join *Stay in Shape* in all its activities, including health/nutrition education classes, fitness activities, surveys, and photo opportunities. In doing so, I state that I understand and agree to the following:

In case of a medical emergency, I grant any staff working for *Stay in Shape* the right to call an ambulance for medical care for my child.

Acknowledgment of Risks and Waiver of Claims:

I recognize and accept potential risks to my child in his/her participation in *Stay in Shape*. The risks include but are not limited to: injuries to bones, skin, muscles, tendons and ligaments, dehydration, abnormal blood pressure, fainting, heart disorders, and loss of life. I authorize my child's participation in *Stay in Shape* and all its activities as described in the Parent Letter and this Consent Form by waiving, releasing, and discharging the employees of and/or teachers/consultants financially supported by and/or working with MGH Community Health Associates and my child's school/site for all claims of any nature relating to my child's participation in *Stay in Shape*.

Medical Conditions:

Please list below your child's current medical condition(s), for example, if he /she has asthma, food allergies, or anything else that may affect his / her program participation:

Emergency Contact:

Name of Parent/Guardian _____; Phone _____
Name of Back-up Contact Person _____; Phone _____

Signature Statement:

I have read and understood this Parental Consent form.

Parent/Guardian Name (Please print): _____
Parent/Guardian Signature: _____
Date: _____

CARTA DE PADRES
Programa *Stay in Shape*

Nombre de la Escuela o Sitio: _____

Fecha: _____

Estimado padre(s)/tutor(es),

Su hijo se ha inscrito para unirse a *Stay in Shape*, un programa después de la escuela para que los estudiantes aprendan a desarrollar hábitos de vida saludables en nutrición, ejercicio y control del estrés.

Fecha de inicio del programa: _____

Fecha de fin de programa: _____

Horario de reunión del programa: _____

Stay in Shape es una colaboración entre MGH Community Health Associate/MGH Center for Community Health Improvement (Agencia líder), MGH Charlestown/Chelsea/Revere Health Centros, y la escuela de su hijo. El programa enseña habilidades de salud, nutrición, relajación y ejercicio. Para la calidad del programa, le pediremos a su hijo que complete una encuesta confidencial antes y después del programa. Habrá oportunidades de fotos durante el programa. Podemos elegir usar algunas de las imágenes para promover el programa dentro de MGH, la escuela y la comunidad.

Se adjunta un **formulario de consentimiento de los padres**. Por favor, lea cuidadosamente el consentimiento, lista la condición médica de su hijo(s), incluyendo alergias a los alimentos, la fecha, y firmarlo para dar permiso para que su hijo participe en *Stay in Shape*. Guarde esta carta para su registro y haga que su hijo devuelva el formulario de consentimiento de los padres firmado a su maestro de *Stay in Shape*.

Para obtener más información sobre *Stay in Shape*, visite

www.massgeneral.org/cchi/communityhealthassociates/stayinshape.aspx

Envíe un correo electrónico a stayinshape@partners.org o llame al 781-485-6400.

¡Muchas gracias por tu apoyo!

Sinceramente,

Nombre del Maestro Principal del programa: _____

FORMULARIO DE CONSENTIMIENTO DE LOS PADRES

En cuanto a la participación del niño en el Programa de *Stay in Shape*

Declaración de Autorización:

Soy el padre/tutor de _____

(Por favor escribe el nombre de su hijo)

Doy permiso a mi hijo a unirse a *Stay in Shape* en todas sus actividades, incluyendo clases de salud/nutrición educativos, deportivos, encuestas y oportunidades de fotos. Al hacerlo, declaro que entiendo y acepto lo siguiente:

En caso de una emergencia médica, concedo a cualquier miembro del personal que trabaje para *Stay in Shape* el derecho a llamar a una ambulancia para recibir atención médica para mi hijo.

Reconocimiento de riesgos y renuncia de reclamaciones:

Reconozco y acepto los riesgos potenciales para mi hijo en su participación en *Stay in Shape*. Los riesgos incluyen, entre otros, lesiones en los huesos, la piel, los músculos, los tendones y los ligamentos, la deshidratación, la presión arterial anormal, los desmayos, los trastornos cardíacos y la pérdida de vida. Autorizo la participación de mi hijo en *Stay in Shape* y todas sus actividades, tal como se describe en la Carta para los Padres y este Formulario de Consentimiento, renunciando, liberando y despidiendo a los empleados y/o maestros/consultores con el apoyo financiero de MGH Community Health o trabajando con ellos y la escuela/sitio de mi hijo para todas las reclamaciones de cualquier naturaleza relacionadas con la participación de mi hijo en *Stay in Shape*.

Condiciones médicas:

Enumere a continuación la(s) condición(es) médica(s) actual(es) de su hijo, por ejemplo, si tiene asma, alergias a alimentos o cualquier otra cosa que pueda afectar su participación en el programa:

Contacto de emergencia:

Nombre del Padre/Tutor _____; Teléfono _____

Nombre de la persona de contacto de emergencia _____; Teléfono _____

Declaración de la firma:

He leído y comprendido este formulario de consentimiento de los padres.

Nombre del padre/tutor (en letra de molde): _____

Firma del padre/madre/tutor: _____

Fecha: _____

STAY IN SHAPE Pre-Survey

Your School _____

Today's Date _____

Your grade _____

Your first name _____ (First name only, please)

About the Survey

- The purpose of this survey is to collect information about what you know and do in staying healthy **before** your participation in the Stay in Shape program.
- Your answers to the questions are private. Only people who work for Stay in Shape can see the survey answers in order to know how the program went and how to improve it for new participants.

Instructions:

- Please answer every question yourself, based on what you know or do; don't know or don't do
- This is not a test so there is no need to guess the right answer.
- Please feel free to ask the instructor, if you are not clear about any of the questions.

Thank you!

Stay in Shape Pre-Program Survey

1. I am participating in **Stay in Shape** at ...
 - Chelsea High School
 - Clark Avenue Middle School
 - Eugene Wright Science & Tech. Academy
 - Clarence R. Edwards Middle School
 - Joseph A. Browne School
 - Revere High School
 - Rumney Marsh Academy
 - Warren-Prescott School
 - Harvard-Kent School
 - Summer Mentor Program
2. My age is ...
 - 8-10 or younger
 - 11-13
 - 14-16
 - 17-18 or older
3. I am in the ____ Grade.
 - 5th or lower
 - 6th
 - 7th
 - 8th
 - 9th
 - 10th
 - 11th
 - 12th
4. I am ____
 - African
 - African-American
 - Asian
 - White
 - Latino
 - Mixed race
5. I am concerned about my body weight. Yes No
6. I have a TV set in my bedroom. Yes No
7. On average, I spend ____ hours watching TV and/or using other electronics for play every day.
 - 0 hour
 - 0 – 1 hour
 - 1 – 2 hours
 - More than 2 hours
8. Daily stress, if not controlled, can make people come down with problems like overeating, high blood pressure, anxiety and depression, body aches and pains, heart disease, obesity, and possibly many other conditions. Check only one answer.
 - True
 - Not true
 - I don't know
9. I do deep breathing exercises to relax and control my daily stress.
 - Yes
 - No
10. "5 - 9 A Day" in nutrition education means ...
 - Eat 5-9 servings of bread or rice a day
 - Eat 5-9 servings of fruits and vegetables a day
 - I don't know
 - Eat 5-9 small meals a day
 - Eat 5 small meals and 4 snacks a day
11. I eat at least 5 servings of fruit and vegetables every day.
 - Yes
 - No
12. I ____ read Nutrition Facts (Food Labels).
 - always
 - sometimes
 - once in a while
 - never
13. The Nutrition Facts on Food Labels are based on ...
 - 1,000 calorie diet/day
 - 2,000 calorie diet/day
 - 3,000 calorie diet/day
 - 4,000 calorie diet/day
 - I don't know
14. To eat healthy, you should avoid eating Trans fat all together.
 - True
 - Not true
 - I don't know
15. A serving of food that has 3 grams of fiber can be called fiber-rich food.
 - True
 - Not true
 - I don't know

16. A serving of food with 800 mg of sodium (salt) in it has too much salt.
 True Not true I don't know
17. How many times did you skip breakfast in the past 7 days?
 I did not skip 1-3 times More than 3 times
18. I spend 60 minutes on physical activities every day.
 Yes No
19. On average, how many hours of sleep do you get a night these days?
 8-10 hours
 5-7 hours
 Less than 5 hours
20. How confident are you in living a healthy life (Meaning that you eat healthy, spend 60 minutes on being physically active, and do activities such as deep breathing to control daily stress)?
 Very confident Confident Somewhat confident Not confident
21. What do you want to learn from **Stay in Shape**?

**THANK
YOU**

Why Stay in Shape? Too much weight gain can come with a pack of health problems:

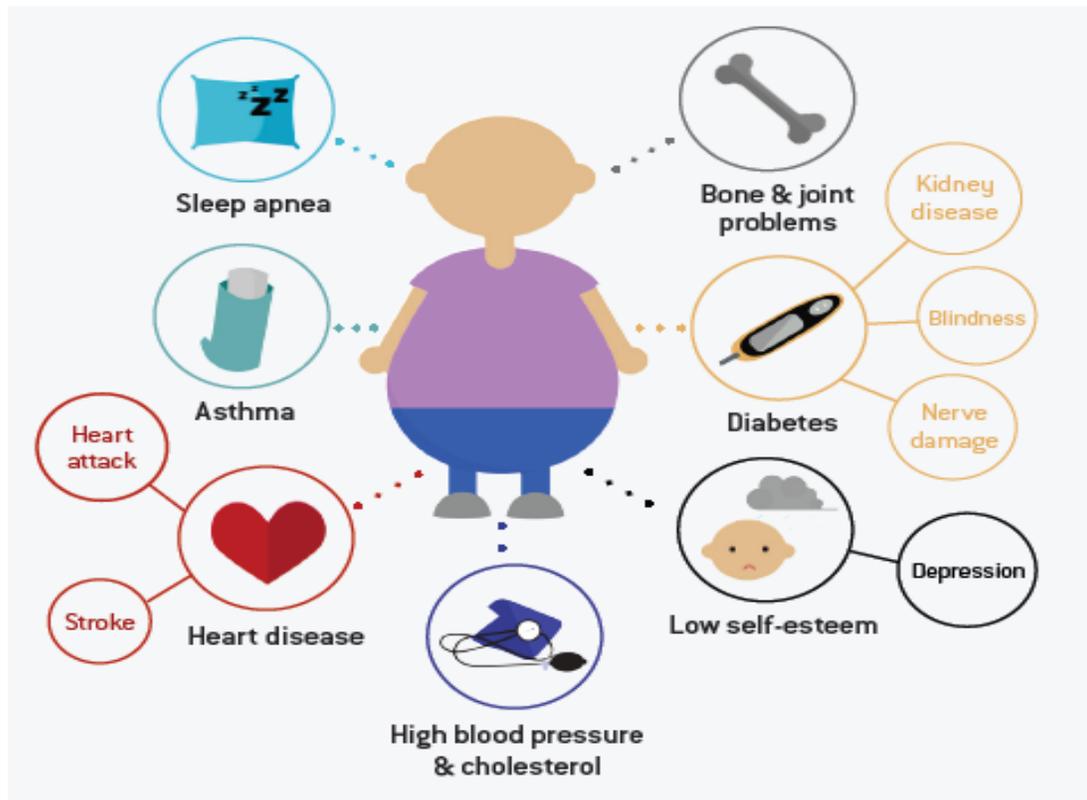


Image credit: Healthy Policy Toolkit, Boston Boys & Girls Club

Program Goal

To provide an opportunity of high-quality health education for the participants to learn and develop positive and lifelong healthy habits through not only awareness but also action on the seven core learning objectives described below:

Learning Objectives

At the end of the program, the majority of the participants will

- 1) Eat more fruits and vegetables - up to a total of 5 or more servings a day – through understanding and practicing MyPlate (Balanced Plate);
- 2) Eat a healthy breakfast every day;
- 3) Understand and always read the Food Labels in order to make healthier food choices;
- 4) Reduce TV and other entertainment screen time to no more than 2 hours a day;
- 5) Spend at least 60 minutes being physically active every day;
- 6) Practice deep breathing regularly as an evidence-based tool to control daily stress; and
- 7) Have a good night's sleep – Aim for 9 to 10 hours a night.

Welcome, Introduction and Requirements

Session Goal

To get to know each other and all about the program – goals and objectives

Teaching Points

Pre-Program Survey (Optional)
Parental Consent (Optional, if the school general consent covers afterschool programs)
Program Goals and Objectives
Weekly Schedule
Attendance and Performance
 Credit Recovery for Chelsea High School participants
 MGH Program Completion Certificates for all participants
Personal Safety
Other Announcements

Activities

Pre-Program Survey

Administer and collect Pre-Intervention Survey before making the program introduction
Explain purpose and confidentiality of the survey
Remind participants to fill out the cover sheet of the survey and answer all the questions

Program Introduction

Program Goal and Objectives

To provide an opportunity of high-quality health education for the participants to learn and develop positive and lifelong healthy habits through not only awareness but also action on the seven core learning objectives described below:

At the end of the program, the participants will

- 1) Eat more fruits and vegetables - up to a total of 5 or more servings a day – through understanding and practicing MyPlate (Balanced Plate);
- 2) Eat a healthy breakfast every day;
- 3) Understand and always read the Food Labels in order to make healthier food choices;
- 4) Reduce TV and other entertainment screen time to no more than 2 hours a day;
- 5) Spend at least 60 minutes being physically active every day;
- 6) Practice deep breathing regularly as an evidence-based tool to control daily stress; and
- 7) Have a good night's sleep – Aim for 9 to 10 hours a night.

Weekly Schedule

Have participants review the weekly schedule
Encourage everyone to take the schedule home and share with family members
Answer questions from the participants about the schedule, if any

Attendance & Performance

- Be punctual: Arrive at the program on time
- Be consistent: Stay through each session and the entire program
- Be engaged: Actively participate in all program activities
- Be respectful: Treat everyone in the program the same as you want to be treated with utmost respect
- Be ready to change and improve: Reach this goal by taking small steps toward living a healthy life during and after the program
- Be an advocate: Spread the Stay in Shape messages (principles and recommendations) at home, school, and in the community
- Academic credit recovery: Participants at Chelsea High School can receive academic credits for completing the program.

Personal Safety

- Always follow instructions, especially during fitness activity
- Wear comfortable clothes and shoes
- Take water breaks
- Get home safely after the program

Other Announcements

- Summarize important items from Teaching Points
- Announce upcoming community health events, if any, for participants to get involved.
- Answer any other questions participants may have about the program

Student Handout:

Weekly Schedule

Distribution of the printed Weekly Schedule is recommended so participants can share it with their parents. The weekly schedule can also serve as billing invoice for the teacher to receive compensation from the school or MGH, depending on program funding sources. Please contact Stay in Shape at stayinshape@partners.org or 781-485-6400 for help with creating a written weekly schedule.

Resources

State of Obesity 2018 - Massachusetts

<https://www.tfah.org/releases/stateofobesity/?state=massachusetts>



Health Education Topics

Health Education

Small Steps to Health

Session Goal

To learn what small steps are and how to apply them to building a healthier lifestyle

Teaching Points

Provide a brief definition of a healthy lifestyle – at Stay in Shape, we define it as having all three components in place: eat well every day, exercise regularly, and engage in effective stress management through practicing Relaxation Response techniques.

Give examples of small steps that cover the three components and explain their value

Encourage participants to start trying out their favorite small steps for the next ten weeks and beyond

Suggested Activities

Ask participants to ...

- Help define healthy lifestyle and what it means to them
- Create a list of small steps they want to commit to doing in daily life

Student Handout

Small Steps to Increase Physical Activity (Print from the link below)

Resources

Small Steps to Increase Physical Activity

www.acefitness.org/acefit/fitness-fact-article/3577/small-steps-to-increase-physical/

Health Education

Set a Healthy Limit to Entertainment Screen Time (Program Learning Objective)

Session Goal

To learn harms of excessive TV watching and other types of screen time and reduce the time spent on these activities to no more than 2 hours a day

Teaching Points

Average hours spent watching TV among kids in the US

Consequences of watching too much TV

Strategies to reducing TV watching

Things to do instead of watching TV

Things to do to offset harms of sitting a long time to watch TV

Watch less TV for a healthier life

[Study](#) found that people who watch TV for more than 5 hours a day have twice the risk of a fatal blood clot in the lung, a condition called pulmonary embolism.

Suggested Activities

Ask participants how much time they spend on watching TV every day. How about time spent on other devices such as cellphone, iPad, and other tablets

Good programs on TV

Not so good programs on TV

Point out the fact that too much TV watching can increase a person's risk for overweight and obesity

Emphasize experts' recommendation of "no more than 2 hours of screen time a day"

Student Handout

Entertainment Screen Time: Less Is Better for Your Health

Student Activity Sheet

Learn to set a healthy limit to entertainment screen time

Resources

How Media Use Affects Your Child

http://kidshealth.org/parent/positive/family/tv_affects_child.html

Why to Limit Your Child's Media Use

<https://www.healthychildren.org/English/family-life/Media/Pages/The-Benefits-of-Limiting-TV.aspx>

Less TV, More Family Dinners Fight Childhood Obesity

www.webmd.com/parenting/news/20100208/less-tv-more-family-dinners-fight-childhood-obesity

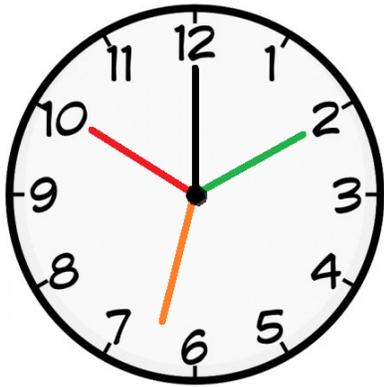
Healthy Habits for TV, Video Games, and the Internet

www.kidshealth.org/en/parents/tv-habits.html

Student Activity Sheet – Take Control of Your Entertainment Screen Time

1. Add up how much entertainment screen time you get on a usual day – include time you are looking at your phone, tablet, computer, TV or games console

___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ + ___ = _____



Less than the **green line**?

Great job you're not getting too much screen time

Up to the **orange line**?

You're spending as much time on screens as you do in school

More than the **red line**?

This is longer than you spend asleep!

2. List as many fun things you can think of doing other than entertainment screen time

What's your favorite one?

3. Having less screen time has lots of benefits. Circle those you feel most excited about and add more benefits you think of:

More time to spend

with friends

Less stress and anxiety

Better body image

More time for sports

Eat less junk food

Have more energy

Concentrate better in

Do more things

Better sleep

school

that matter

More benefits you can think of:

Health Education

Stress and Relaxation (I) (Program Learning Objective)

Session Goal

To learn the concepts of stress and relaxation and how they are related to personal health
To learn to build relaxation techniques through deep breathing exercises

Teaching Points

Definition of stress: Check the link below:

www.nlm.nih.gov/medlineplus/tutorials/managingstress/hp069103.pdf

Definition of Relaxation Response (RR):

Pioneered by Dr. Herb Benson, MD at MGH Benson-Henry Institute of Mind Body Medicine, RR is a physical state of deep relaxation achievable through skills such as deep breathing. RR has many values for disease prevention and management because it can help reduce blood pressure, lower metabolism, the pace of breathing, and heart rates.

Chronic or long-term stress as a significant risk factor for a long list of diseases

Stress management as one of the most important components of a healthy lifestyle

Value of a healthy lifestyle: *preventing and delaying* onset of diseases; increasing years of quality life, not just years of life

Introduction to deep breathing skills

Suggested Activities

Ask participants:

To help define stress

To identify what they currently do to manage daily stress

To share and discuss a list of diseases caused by stress

To sit back and relax: Let's try breathing deeply to relax

Student Handouts

Faces of Stress

Signs of Stress and Positive Coping Skills

BioDots Activity: What Color Is Your Stress?

Resources

Stress

www.kidshealth.org/teen/your_mind/emotions/stress.html

Self-Care in Middle School by MGH Clay Center for Healthy Young Minds (Video length 6:07 min)

<https://www.youtube.com/watch?v=KSXXYH4pWfs&feature=youtu.be>

Student Handout

Positive Coping Skill to Control Stress

Signs of Stress

We all have stress sometimes. For students, it might be before a final exam. What causes stress for you may not be stressful for someone else. Sometimes stress is helpful - it encourages you to meet a deadline or get things done. But long-term stress can increase the risk of diseases like high blood pressure, depression, heart disease and a long list of other problems. Common signs of stress can include but not limited to:

- Anger and moodiness
- Back pain, head and body aches
- Being touchy
- Difficulty with concentration
- Dry mouth and throat
- Feeling out of control
- Low self-esteem
- Nausea and abdominal pain
- Overeating, craving for unhealthy food
- Worry a lot
- Skin problems like breakout of acne
- Sleep problems

P stands for Positive



Things to Try to Control Stress and Train Mindfulness

- **Get up and get moving!**
- **Breathe deeply, as you have just learned.**
- Tell someone or write down how you feel.
- Break large tasks into smaller ones.
- Practice mindfulness. Choose a piece of music you love and have heard many times before. Listen to it again but in a way you never have before
- For every negative thought, find two positive ones to be on the winning side.
- Learn to accept things that are not perfect.
- Take breaks during stressful situations.
- Stay away from caffeine, alcohol, illegal drugs and smoking – none of these helps!

BioDot Activity

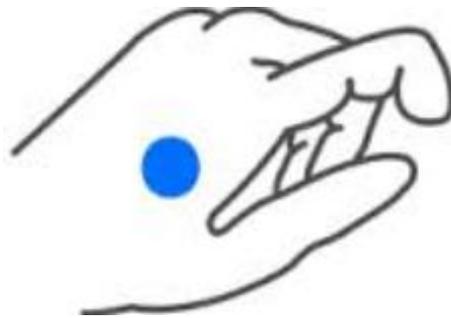
What “Color” Is Your Stress?

What is a BioDot?

A biodot is a small heat-sensitive dot you can put on your skin.

The dot changes color when your skin changes temperature.

How to use a BioDot?



You can put it on other spots of your hand too.

How to read a BioDot?

Check the color of your biodot after your relaxation activity:

Color	It Means...	Skin Temperature
Purple	Very relaxed	94.6
Blue	Calm	93.6
Green	Stressed	91.6
Orange	More stressed	89.6
Black	Very stressed	87.0

Please note: We use the BioDot activity as a fun way for you to learn about stress and relaxation. As far as we know, there has been no strong science behind the temperature readings for showing the body's stress level.

Student Activity Sheet

Faces of Stress

Stress can be a hard and often uncomfortable feeling to go through. It can happen when we lose confidence in our ability to cope with a difficult situation, like loss of a loved one including a pet, an illness, an upcoming test at school, and many other situations.

- Go online [here](#) and take a look at the picture titled The 24 Warning Signs of Stress posted on this page. Read a list of stress signs on the next page from the same website.
- Draw and write down more signs of stress:

Draw:		
Write:		
Draw:		
Write:		

- What do you feel or think now, after the above draw-and-write activity?
- What can you do to balance your daily life well? How to keep stress down so it does not get in your way of living a healthy life? Write your thoughts below:

Health Education

Sleep Well (Program Learning Objective)

Session Goal

To learn health risks of not having enough sleep or not sleeping well, and expert-recommended hours of sleep for teens and children

Teaching Points

Getting enough sleep is as important for your body as eating right, exercising, and practicing mindfulness / relaxation. That's because lack of sleep not only makes it harder for you to get through the day, it is also linked to all kinds of health problems -- from diabetes to increasing blood pressure to weight gain and increased risk for a heart attack. Not enough sleep even makes it more likely that you'll catch a cold (Adapted from Harvard Special Health Report: Improving Sleep).

Risks and dangers of chronic lack of sleep
Power and magic of a good night's sleep: healing the body, repair damages, and recharge energy
Experts' recommendation on hours of sleep for kids and teens: 9 hours+
Strategies to getting enough sleep: Sweet dreams and steps to getting there
Go for 9 hours of sleep a day!

Suggested Activities

Ask participants their current pattern of sleep
Identify barriers to getting enough sleep
Discuss the goal of getting 8-10 hours of sleep a day
Discuss time management, putting a limit to entertainment screen time / social media, and setting sleep up as a top priority every night

Student Handout

Sleep Well! You Are Worth It!

Resources

Healthy Sleep

<https://medlineplus.gov/healthysleep.html>

Brain Basics: Understanding Sleep

www.ninds.nih.gov/disorders/brain_basics/understanding_sleep.htm?css=print

Your Guide to Healthy Sleep

www.nhlbi.nih.gov/health/public/sleep/healthysleepfs.pdf

The Teen Brain: Six Things to Know (Including the need for more sleep)
https://www.nimh.nih.gov/health/publications/the-teen-brain-6-things-to-know/teenbrain6thingstoknow-508_153233.pdf

Kids' Odds of Heart Diseases from Lack of Sleep
<https://www.nbcnews.com/nightly-news/video/kids-lack-of-sleep-linked-to-higher-odds-of-heart-disease-health-risks-study-warns-1257502787620>

How Much Sleep Do I Need?
www.kidshealth.org/teen/your_body/take_care/how_much_sleep.html

5 Ideas for Better Sleep
www.kidshealth.org/teen/your_body/take_care/tips_sleep.html

Is It Okay to Sleep 11 hours on Weekends and 5-6 on Weekdays?
<https://kidshealth.org/en/teens/sleeping-in.html>

Common Sleep Problems
www.kidshealth.org/teen/your_body/take_care/sleep.html

Brain Basics: Understanding Sleep
www.ninds.nih.gov/disorders/brain_basics/understanding_sleep.htm?css=print

Your Guide to Healthy Sleep
www.nhlbi.nih.gov/health/public/sleep/healthysleepfs.pdf

Music for Sleep, stress reduction, and study

Mindful Kids – Both videos below are long at 2 to 3 hours. For classroom use on deep breathing and relaxation, choose to play any segment for 5-10 minutes:
<https://www.youtube.com/watch?v=qFZKK7K52uQ>
<https://www.youtube.com/watch?v=erYQyGHC7fQ>

SLEEP WELL! You Are Worth It!



About 58 percent of middle school students and 73 percent of high school students report not getting enough sleep on an average school night. Some of them sleep less than 5 hours a night. (Centers for Disease Control and Prevention)

Signs of Not Enough Sleep

- Difficulty waking up in the morning
- Unable to concentrate during the day
- Falling asleep in class
- Feelings of moodiness, stress, anxiety, and even depression

Risks of Not Getting Enough Sleep

- Limit your ability to learn, listen, concentrate, and remember
- Weaken your body's defense against health problems, big – like heart diseases – and small - like pimples or acne, colds, and the Flu
- Make you eat too much or crave for unhealthy foods, a risk for unhealthy weight gain
- Put you at risk for many mental health conditions and problem behaviors
- Make it much harder to maintain a healthy body weight

Child health experts say teens need more sleep.

9-10 hours per night for teens

Age	Recommended Amount of Sleep
Newborns	16-18 hours a day
Preschool-aged children	11-12 hours a day
School-aged children	At least 10 hours a day
Teens	9-10 hours a day
Adults (including the elderly)	7-8 hours a day

(Centers for Disease Control and Prevention)

**Good night,
sleep tight!**

Helpful Tips

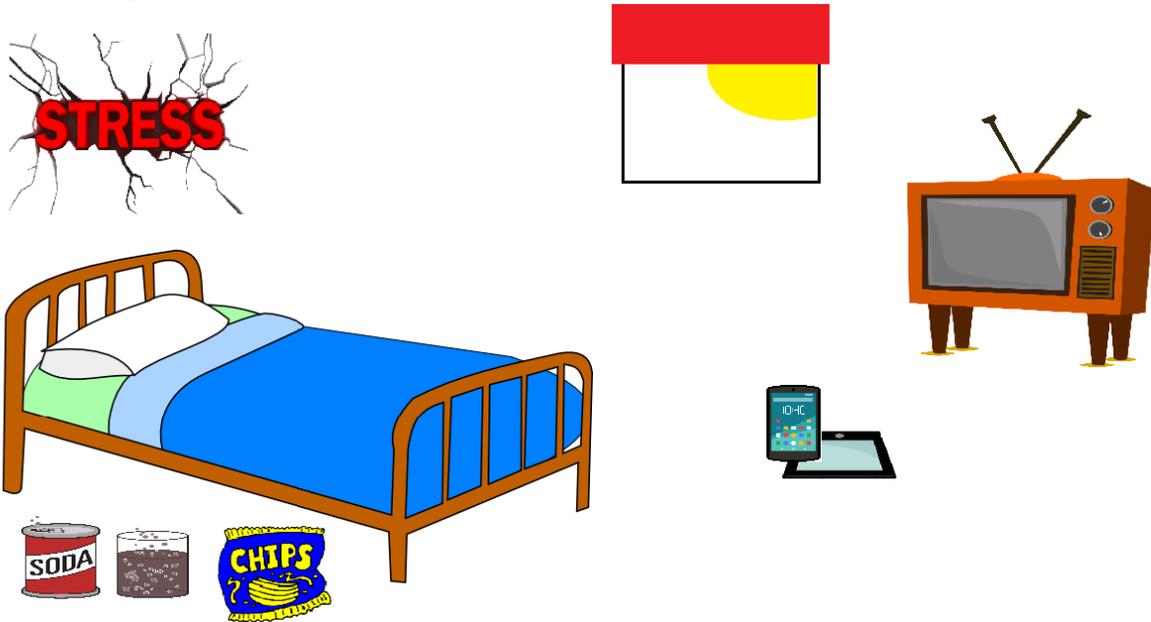
- Organize your daily life for sleep and make it a **top priority!**
- Eat healthy and balanced meals every day; avoid eating 2 hours before your bed time. Try not to drink coffee, tea, and soda late in the day. Caffeine in these drinks may be why you can't sleep.
- Make the same bed and wake time for yourself and keep it up throughout the week.
- Be physically active. Exercise helps.
- Keep screen time at healthy limit and avoid it 2 hours before your bed time.
- Practice relaxation skills. A relaxed mind and body help improve your sleep efficiency - fall asleep quicker and stay asleep during the night.
- You can't fake awake - no pills can replace a natural, good night's sleep.

Sources: www.cdc.gov/sleep/; www.kidshealth.org/en/teens/how-much-sleep.html; www.aap.org

Handout originally developed by Ranita Rajandram, BU Graduate student Intern 2006. Updated January 7, 2019

Student Activity Sheet – Sleep Well

Circle any picture that you think might make it hard for the person in this bed to get to sleep:



How could you fix things to help the person sleep better?

Figure out when you have to go to bed with this easy trick: Take the time you have to get up to be ready for school and count back 10 hours.

Time for me to get up _____, count back 10 hours = _____ My bedtime

Getting enough sleep has lots of benefits: Circle which one you most want to get or add an idea of your own:

Easier to eat healthy
More energy
Easier to learn

Fewer colds or Flu
Fewer skin pimples
Better Mood

Add an idea of benefit
you think of: _____

Health Education

Stress and Relaxation (II): Deep Breathing Practice (Program Learning Objective)

Session Goal

To learn to relax through deep breathing and make it a way of life

Teaching Points

Review

Definition of stress

Definition of Relaxation Response

Chronic stress or long-term stress as a significant risk factor for onset of a long list of diseases

Stress management as one of the three most important components of a healthy lifestyle

Value of a healthy lifestyle: Delaying and preventing diseases

Practice of Relaxation Response breathing techniques

Suggested Activities

Sit back and relax: Organize a practice session of deep breathing techniques, using the script provided to guide the participants in the practice

Play a piece of favorite soothing music among the participants to go with the practice

Email stayinshape@partners.org or call 781-485-6477 to request a relaxation music CD, or choose to use Garth Stevenson's music: <https://www.garthstevenson.com/videos>, especially the piece called Flying.

Wrap up session by recapping the importance of stress management as one of the most important components of a healthy lifestyle and a means to prevent diseases

Student Handout

Relax so you can use your mind in the very special way

Resources

Self-Care in Middle school by MGH Clay Center for Healthy Young Minds (Video length 6:07 min)
<https://www.youtube.com/watch?v=KSXXYH4pWfs&feature=youtu.be>

Self-Care in High School by MGH Clay Center for Healthy Young Minds (Video length 6:45 min)
<https://www.youtube.com/watch?v=gEHPTjMv4F0&feature=youtu.be>

Stress: www.kidshealth.org/teen/your_mind/emotions/stress.html

Five Steps to Mindfulness: www.mindful.org/five-steps-to-mindfulness/

Stress in America: www.apa.org/news/press/releases/stress/2016/coping-with-change.pdf

Student Handout: Stress and Relaxation



- Stress is a real health concern these days - more than half of adults in the US report experience with daily high stress. Teens follow a similar pattern as adults in feeling stressed out.
- Never-ending or chronic stress can weaken the body's defense (immune system), making us at risk for many diseases.
- Stress can hurt our ability to make the right decisions.

A healthy lifestyle includes **stress management – it is just as important as eating healthy, staying physically active, and sleeping well at night.**

The Right Attitude about Stress – a 2-sided story

- Stress is everyone's birth right.
- Stress can make us more creative and effective, like getting the work done well and on time.
- You can take advantage of your stress experience and make something good out of it.
- You can also try changing the way you think about stress to de-stress. Watch this TED Talk by Professor Kelly McGonigal (About 14.5 min):
https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend/up-next

Relaxation

- Everyone should and can relax - it is your birth right too!
- Relax your mind and body through **deep breathing**, a simple skill and an easy way to control daily stress
- It is easy to do a **deep breathing** exercise. Just follow these 3 simple steps:
 1. Breathe through your belly – the belly breathing; inhale through the nose and exhale through the mouth
 2. Silently repeat a word, a phrase, or a number (e.g. Love, Peace, 1, 2...) to help you focus.
 3. Whenever a thought comes in, simply notice that thought by saying Oh Well silently, let it pass, and return to your breathing.

More Tips on Deep Breathing

- Turn down the light, sit comfortably and with your back straight in a chair or on the floor, and close your eyes – or make a soft gaze.
- Breathe in (through your nose) and out (through your mouth) slowly at the pace of 1...2...3...4 and 4... 3...2...1.
- Relax your muscles one part of the body at a time - from your toes to your feet, ankles, legs, thighs, abdomen, (tummy), back, shoulders, neck, and head, or do it the other way round.
- Do not worry about how well you do. Allow relaxation to happen as you go. There is a big difference between allowing it to happen and working so hard to make it happen.
- For best results, do this kind of deep breathing once or twice daily for 10-15 minutes each time. Any time of the day is good, except right after a meal.



Based on Clinical Training in Mind/Body Medicine, Harvard Medical School, June 2006. Updated August 23, 2019

Practice: A Gift of Relaxation and Gratitude (Instructor Sheet)

Tips for the instructor: The music CD: "Smooth Running Water" runs 7 minutes (Contact stayinshape@partners.org or call 78-485-6400 to get a copy of the CD). The script below takes less time. You can simply play the CD and allow the students to enjoy it at the beginning, in the middle, or at the end of your guided reading of the script. Read it *very slowly* to help everyone better focus on breathing.

Start by taking three deep cleansing breathes. Breathe in, and whoosh, push all that air out. Breathe in as deep as you can and whoosh, breathe all that air out. Breathe in ... Breathe out.

Take in another deep breath.... and say "I'm so grateful for..." as you breathe out. Breathe in fresh air, breathe out your gratitude.

Breathe in fresh air. Feel the cool air in your nose and down to your throat. Breathe out repeating, "I'm so grateful for . . . (End the sentence with whom and what you feel grateful for)" and release your gratefulness into the world.

Breathe in ... and breathe out ... (Allow a longer pause here to just let everyone enjoy their breathing at their own pace)

Now take three final deep breaths, imagine this time that when you breathe in, you are feeling all the gratitude you have and put it into the world as you breathe out.

Feel the warmth around you. Enjoy this feeling of gratitude. Hold on to this gift of relaxation as you go through the day ...

Thank you.

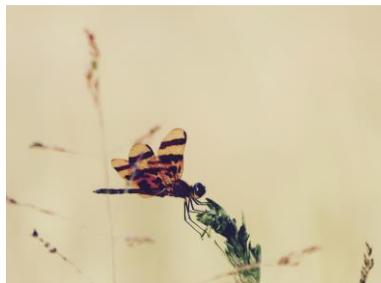
Summary: When you are relaxed and calm, you can use your mind in the very special way. Practice the deep breathing technique you just learned every day.

(Credit: This script is adapted from a guided gratitude meditation at www.mystrength.com)

Student Activity Sheet – Breathing in and out to relax with natural beauty

Relax, So You Can Use Your Mind in the Very Special Way

You are surrounded by the beauties of Nature. Just imagine you are at a peaceful and beautiful spot right now. While looking at these pictures, take in deep and slow breaths as you just learned. Pace your breathing in at 1, 2, 3, 4 and breathe out at 4, 3, 2, 1 ... or whatever pace you are comfortable with. Give yourself 3-5 minutes for this activity.



Health Education – Special Health Topic

Get Your Annual Physical Exam and Stay in Touch with Your Primary Care Provider

(The Nurse Practitioners at the MGH School-Based Health Center at Chelsea and Revere High Schools can help present this topic to the participants at the Stay in Shape Program at these two schools. Please reach out to them and arrange a time if you choose to discuss this topic.

Instructors at the other participating schools, please email stayinshape@partners.org for help with presenting this special health topic.)

Session Goal

To learn the importance of having a physical exam every year for prevention and early detection of a health condition when there is one

Teaching Points

Things to check in at the annual physical exam

The importance of staying connected with your health care provider

A chance to ask questions and discuss concerns

Feeling safe and comfortable to speak with your provider

Suggested Activities

Ask participants to share their experience of going through an annual physical exam

Introduce terms and numbers (BMI, blood pressure, breast and pelvic exams, etc.)

How to get prepared for the annual physical exam

Student Handout

Talking to Your Doctor (Print from the link below):

www.kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&ps=207&cat_id=20120&article_set=21057

Resources

Going to the Doctor

www.kidshealth.org/en/kids/going-to-dr.html?ref=search&WT.ac=msh-k-dtop-en-search-clk

Puberty and Growing Up

www.kidshealth.org/en/kids/grow/?WT.ac=k-nav

Health Education – Special Health Topic

Posture and Health: Backpack Safety

Session Goal

To learn all about the importance of good posture and skills in putting together a safe and comfortable backpack

Teaching Points

Definition of posture and poise
Health consequences of poor posture
Health effects of an improperly packed backpack
Backpack safety check list
How to choose and pack a backpack
Rule of thumb: Sit and stand up-straight, natural, and comfortable to improve posture

Suggested Activities

Define posture and poise
Make a list of health consequences of poor posture
Ask participants to volunteer their backpacks for analysis
Share and discuss backpack safety tips
Remind participants that regular exercise helps improve posture and prevent injuries

Student Handout

Safe and Cool Ways to Carry Your Backpack

Resources

Backpack Basics

www.kidshealth.org/PageManager.jsp?dn=KidsHealth&lic=1&ps=207&cat_id=20179&article_s et=36745

Backpack Safety

www.orthoinfo.aaos.org/topic.cfm?topic=A00043

Backpack Safety – “As the twig is bent, so grows the tree”

www.fitnesspedia.wordpress.com/2012/04/14/backpack-safety/

Safe and Cool Ways to Carry Your Backpack



To Choose the Right Backpack, Follow These Tips:

- Wide, padded shoulder straps. Narrow straps can dig into shoulders, causing pain.
- Two shoulder straps – Backpacks with one shoulder strap can't share weight evenly.
- Padded back – A padded back holds sharp edges on things inside the pack. It makes your backpack more comfortable to wear.
- Waist strap – A waist strap can share the weight of a heavy load more evenly.

To Prevent Backpack Related Injuries, Follow These Tips:

- Always use both shoulder straps. Carrying a backpack on one shoulder can hurt muscles. Over time it can cause curved spine and hurt your posture as well as your health.
- Make the straps fit to wear the pack close to the body. The straps should hold the pack 2 inches above the waist.
- Pack light. The backpack should never weigh more than 15%-20% of your total body weight. To practice this rule, let's do the following exercise:

Weight of backpack at 15% of your total body weight: $\text{Body Weight} \times 0.15 =$
Weight of backpack at 20% of your total body weight: $\text{Body Weight} \times 0.20 =$

- Organize the backpack to use all pockets inside. Pack heavier items closest to the center of your back.
- Stop often at school lockers so you don't carry all the books you need for the day.
- Bend both knees, with your feet apart at your shoulders' length, when bending down with the backpack is still on your back.
- Do not bend over at the waist when wearing or lifting a heavy backpack.
- Exercise every day to have a strong body.



(Image credit: Good Image Search)

Health Education – Special Health Topic

Healthy Relationships (I)

Session Goal

- To learn what defines a healthy relationship
- To develop skills in developing and nurturing a healthy relationship
- To learn to choose respect (against all types of bullying!)

Teaching Points

- Provide a brief definition of a healthy relationship, one that is carefully preserved, mutually enjoyed; one that is constructive to the physical and emotional wellbeing of each person involved
- Provide a brief definition of respect
- Provide a list of [signs of a healthy relationship](#)
- Provide a list of [warning signs of an unhealthy relationship](#)
- Share thoughts and feelings about a difficult relationship, disrespect, bullying
- Make a list of strategies for self-protection
- Share resources in school and community where people can go for help (e.g. National Teen Dating Abuse Helpline www.loveisrespect.org)

Suggested Activities

- Ask participants to help define “healthy relationship” and “respect” and what it means to them
- Ask participants to rank “relationship scenarios” (Healthy or Unhealthy?) and share thoughts about their ranking
- Circulate warning signs and self-protecting strategies against an unhealthy relationship
- Facilitate a group discussion on the following questions as well as additional questions from the participants:

- What’s my responsibility in a relationship?
- Whose fault is it when a relationship goes the wrong way?
- What if I walk away from an unhealthy relationship?
- What if I go back to a “broken relationship”?

Student Handouts

Please choose and print from the web-based resources below.

Order and distribute “Choose Respect” bracelets (\$55 Pkg of 100) from the Public Health Foundation at

www.phf.org/resourcestools/Pages/Choose_Respect_Campaign_Collection.aspx

Or contact stayinshape@partners.org for help with getting this resource.

Resources

Expect Respect: Healthy Relationships

<https://www.healthychildren.org/English/ages-stages/teen/dating-sex/pages/Expect-Respect-Healthy-Relationships.aspx>

Am I in a Healthy Relationship?

http://kidshealth.org/teen/your_mind/relationships/healthy_relationship.html

Abusive Relationships http://kidshealth.org/teen/your_mind/relationships/abuse.html

Dating Violence

<http://www.ncvc.org/ncvc/main.aspx?dbName=DocumentViewer&DocumentID=37939>

Teen Dating Violence: A Closer Look ... (7 pages)

<http://www.ncjrs.gov/pdffiles1/nij/224089.pdf>

Resources on Bullying Prevention

CirclePoint Bullying Prevention Program <http://www.circlepointprogram.org/>

(Stay in Shape participating schools can reach out to [CirclePoint](#) to schedule a bullying prevention specialist to come to Stay in Shape or the school and speak about the issue, or contact Stay in Shape at stayinshape@partners.org for help.)

Dealing with Bullying

<http://kidshealth.org/teen/homework/problems/bullies.html>

Bullying

<http://www.nlm.nih.gov/medlineplus/bullying.html>

Stop Bullying

www.stopbullying.gov

How Can I Help Someone Who's Being Bullied?

http://kidshealth.org/teen/expert/friends/expert_bullying.html

I Bullied Someone, How Can I Apologize?

http://kidshealth.org/teen/expert/friends/ex_bully.html

Should I Fight a Bully?

http://kidshealth.org/teen/homework/problems/fight_bullies.html

Cyber Bullying

<http://kidshealth.org/teen/homework/problems/cyberbullying.html>

Health Education – Special Health Topic

Healthy Relationships (II)

Session Goal

To learn the importance of having healthy relationships in one's whole life
To develop skills in making and keeping healthy relationships

Teaching Points:

Definition and description of healthy relationships
Signs of unhealthy relationships
Advocate for healthy relationships

Relationships are an important part of a person's overall health at any age and for the whole life. Having healthy relationships helps everyone live a healthy life.

Relationship is when any of the following activities happen in one's life and at any time:

- Family members and family life
- Friends and friendship
- School, classmates, and teachers, and other school staff
- Work place, co-workers, bosses; employers and employees
- Dating, love, and marriage
- Giving birth and bringing up a child
- Health, illnesses, going to a medical appointment
- Adopting and keeping a pet
- Spending time outside – your relationship to your neighborhood and natural surroundings
-

Summary: Relationships are all around us every day. Racial, cultural, linguistic (language), geographical, and religious backgrounds can all come into relationship making. Relationship simply defines who we are, as human beings. In order to live a healthy, positive, and productive life, we must choose to respect everyone in a relationship at all times.

Signs of an Unhealthy relationship

- Poor or no communication
- Disrespect
- Intimidation
- Dishonest
- Being unkind
- Bullying
- Controlling
- Poor or no support
- Feeling unsafe

Summary: Attitudes, words, and actions that hurt and provide little or no support to those involved in a relationship

Suggested Activities

Ask students to describe a healthy relationship – what it means to them
Ask the following and more questions as you can bring into the discussion:

What is an unhealthy relationship?

What is a healthy relationship? What are some of the signs?

What can we do to make and keep a healthy relationship?

Print out [“7 Ingredients of a Healthy Relationship”](#), written by Margaret Paul, PhD., and bring it into the program for the students to read and discuss their thoughts after studying the handout.

Have the students do My Healthy Relationship Wheel Activity Sheet. Collect the completed Activity Sheets and provide an overview of the students’ responses to wrap up this session.

Student Activity Sheet

My Healthy Relationship Wheel

Resources

<https://www.hhs.gov/ash/oah/adolescent-development/healthy-relationships/index.html>

www.loveisrespect.org/healthy-relationships/

www.huffingtonpost.com/margaret-paul-phd/relationship-advice_b_2270527.html

[www.phf.org/resourcestools/Pages/Choose Respect Campaign Collection.aspx](http://www.phf.org/resourcestools/Pages/Choose_Respect_Campaign_Collection.aspx)

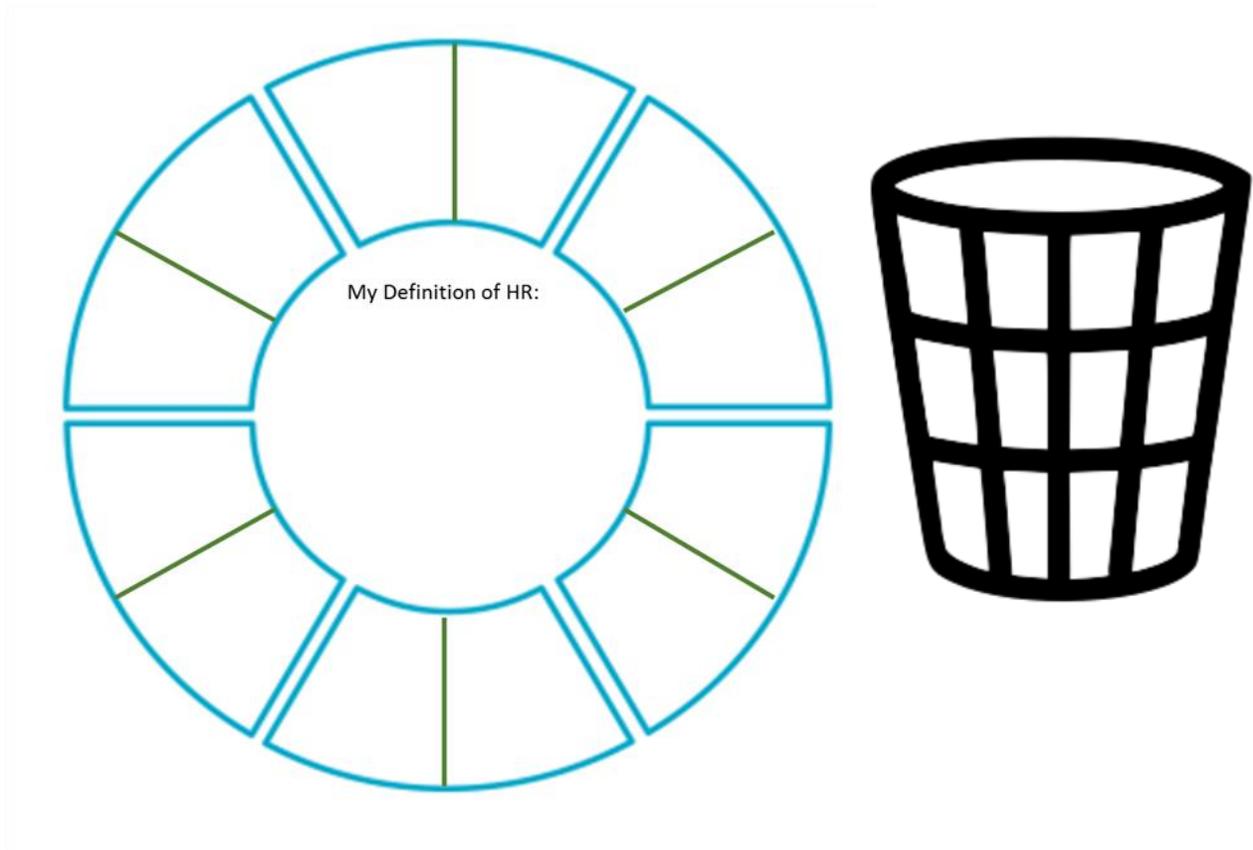
<https://www.learnpsychology.org/now/bullying/>

Student Activity Sheet

My Healthy Relationship Wheel

Instructions:

- Step 1: Think of words that are constructive and helpful to a healthy relationship and put them into the divided boxes around the wheel.
- Step 2: Come up with the opposite words that are hurtful to a relationship and place them into the trash bin.
- Step 3: Write down your definition of a healthy relationship in the center of the wheel.



Images credit: Google image search

Take home messages:

- A healthy relationship is beautiful. It makes you and everyone in it feel good. You thrive in a healthy relationship.
- In order to live a healthy, positive, and productive life, we must choose to respect everyone in a relationship at all times.
- Reach out to your parents, teachers and guidance counselors, doctors, and school nurses if you ever feel concerned about a relationship in your life. These adults are your allies (partners) for your relationship building and keep-up.

Source of Information: US DHHS Office of Adolescent Health www.hhs.gov/ash/oah/adolescent-health-topics/healthy-relationships/

Developed November 21, 2016; Updated August 22, 2019

Health Education – Special Topics
Alcohol, Marijuana, and E-Cigarettes (Vaping)

Session Goal

To understand harms of misusing substances, what can happen short and long term when using these substances
To learn ways to feel relaxed and great without using harmful substances

Teaching Points

Alcohol: What's in it and what it does to the brain and body short and long term
Marijuana: What's in it and what it does to the brain and body short and long term
E-Cigarettes: What's in it
Safer is not safe
Relaxation: Deep breathing activity works. It can effectively help you feel great if you keep it up and do it regularly

Suggested Activities & Questions

Ask the participants if they know of anyone who uses substances
Ask the participants about what they think about using substances
Highlight ways of having fun, feeling great, cool, and relaxed without turning to substances
Decision-making in substance use prevention

Student Handout

Know the Dangers and Harms
Nicotine in Vaping: Safer Is Not Safe

Student Activity Sheet

Know the Names and Facts

Resources

[What a scientist suggests you tell your kids about legal marijuana](#)
(Telling them don't do it is not enough. Tell them facts that help them make the right decisions.)

What's in alcohol?

Ethanol and carbon dioxide, made from fruits, grains and vegetables through fermentation and distillation (purify by heating and cooling)

What happens?

- Craving – a strong feeling to drink
- Loss of control – not being able to stop drinking
- Physical dependence – withdrawal symptoms
- Tolerance – the need to drink more to feel the same effect
- All above point to alcoholism, alcohol abuse, or addiction → a mental health condition that requires medical treatment.

What's in marijuana?

A greenish-gray mixture of the dried shredded leaves and flowers of a plant called cannabis. Delta-9-tetrahydrocannabinol (THC) is the main chemical in marijuana. There are more than 500 other chemicals in this plant.

What happens?

- Craving – a strong feeling to use marijuana
- Loss of control – not being able to stop using
- Physical dependence – withdrawal symptoms
- Tolerance – the need to use more to feel the same effect
- All above point to addiction → a mental health condition that requires medical treatment.

What's in E-cigarettes?

Nicotine - an addictive chemical found in all tobacco products, flavorings, and other chemicals. There is no water in e-cigarettes.

What happens

- Craving – a strong feeling to use an e-cigarettes product
- Loss of control – not being able to stop using
- Physical dependence – withdrawal symptoms
- Tolerance – the need to use more to feel the same effect
- All above point to addiction → a mental health condition that requires medical treatment.

Remember: Safer is not safe.

“But I am in control!”, you might say.

Nope! The addictive substance is!

When addiction to any substance takes place in the brain, you don't know until it is too late.

They can't sell you or sweet-talk you, unless you let them.

Assert yourself, when it comes to decision-making in substance use prevention.

Safer is not safe.

Nicotine - Highly addicting

IT'S THE NICOTINE



IT'S THE NICOTINE



A person can get addicted to vaping just like people get addicted to cigarettes. It's the nicotine.
If someone vapes, they are more likely to start smoking deadly cigarettes.

Tobacco still kills more than half a million people in the USA each year!

But I'm in control!
Nope! The nicotine is in control.



Student Activity Sheet – Know the Names and Facts

1) Know the names

Alcohol street names	Marijuana street names	E-cigarettes street names
Booze, brew, cold one, draft, juice, hard stuff, hooch, liquid bread or courage, moonshine, oats soda, tummy buster, vino.	Buds, cannabis, dope, ganja, grass, herb, Mary Jane, joints, pot, reefer, tobacco, weed.	E-cigs, hookah pens, hookah sticks, JUULs, vape pens.
Other names you know: _____ _____ _____ _____	Other names you know: _____ _____ _____ _____	Other names you know: _____ _____ _____ _____

2) Know the facts

What can Happen to Your Health?

Alcohol		Marijuana	
<u>At first</u>	<u>Over time</u>	<u>At first</u>	<u>Over time</u>
Breathing difficulties Clumsy, stagger Confused, can't concentrate Faster, weaker heart beats Higher risk for car and other accidents Quick mood change: depression, violence Upset stomach, throw up	Alcoholism or alcohol abuse, a mental health condition that requires medical treatment Broken relationships Cancer of mouth and throat Destroyed families High blood pressure Liver diseases and cancer Malnutrition Nerve damage Permanent heart and brain damage Ulcers	Anxiety Blurred eye sight Delayed reaction Dry throat, mouth, and lips Faster heart beats Illusion (Hear or see things that are not there.) Lost sense of time Panic Poor coordination of movement Red eyes Sleepy	Lack of motivation Harm to reproductive health Heart muscle damage Lung damage, lung cancer Messed-up periods Poor memory and understanding School work difficulties Making you more easily become addicted to other substances. This applies to using any substance.

***E-cigarettes use follows the same pattern like alcohol and marijuana, all leading to addiction.
 Nicotine in E-cigarettes harms your developing brain.
 When addiction takes place in the brain, you don't know until it is too late.***

Health Education

Summary of Health Education Topics

Session Goal

To summarize all topics taught in Health Education, especially those related to program's teaching/learning objectives:

Stay in Shape learning objectives:

TV / Entertainment Screen Time – Limit to no more than 2 hours a day.

*Please make sure the students have learned the correct message: The recommendation is to limit entertainment screen time to no more 2 hours a day if he / she spends more than this time; it is NOT to watch 2 hours of TV every day.

Stress and Relaxation

Deep breathing skills

Sleep Well – Go for 9-10 hours a night

Special health education topics:

Get Your Annual Physical Exam and Stay in Touch with Your Primary Care Provider

Posture and Health: Backpack Safety

Healthy Relationships

Alcohol, Marijuana, and E-Cigarettes Facts

Suggested Activities

Review knowledge and skills learned so far

Share a story of how a participant has met the challenge of making a change in health and stress management – what happened and how she reached her goal

Encourage participants to not only retain but also practice what they learned

Encourage participants to share what they learned with family members and friends

Remind participants to include Stay in Shape experience in their college or job application



Nutrition Education Topics

Nutrition Education

You Are What You Eat – The Right Attitude about Food, Eating, and Your Body

Session Goal

To learn to build healthy eating habits based on an understanding of the right attitudes towards food, eating, and body image

Teaching Points

Provide or create a definition for “Right Attitudes” - Enjoy food and eating for a healthier body and mind; comfort or emotional eating is not healthy; media images and models are never real

Balanced Plate - 9 in. plate, with 1/2 fruits and vegetables; 1/4 protein-rich food; 1/4 grain

Mindful eating - Take time to eat and enjoy eating

Promote the notion of “Eat Happy and Healthy”

Suggested Activities

Ask participants to help define “Right Attitudes” and their opinions about food and eating

Make a balanced plate through drawing on a piece of paper or on a 9 in. paper plate

Review each of the Student Handouts for today’s topic

Student Handouts

Eat and Live Happily

Balanced Plate

A Guide to Portion Control

Additional Student Handout

Give each participant a copy of the booklet “Thumbs Up for Healthy Food Choices” (Order this free booklet from www.nhp.shawmutprinting.com or email stayinshop@partners.org for help)

Allow time in class for participants to review the booklet

Encourage participants to share the booklet with their family members

Resources

Take Charge of Your Health: A Guide for Teenagers

www.win.niddk.nih.gov/publications/take_charge.htm

Video on Mindful Eating: www.youtube.com/watch?v=Emd9q6_o6Z0

Student Handout

Student Handout **Eat Happily and Live Happily**

- Be proud that we all come in different shapes and sizes.
- Try not to compare yourself to the models and actresses in magazines or you see on TV.
- Change your negative thoughts about your body by pointing out or writing down all nice things you have and like about yourself.
- Make friends with people who have a healthy attitude about food, weight, and their bodies.
- Remember that food is only your body's fuel like gas for cars – stay away from emotional eating.
- Choose a variety of foods everyday from the 5 Food Groups – Think about the Balanced Plate.
- Eat a healthy breakfast. Skipping breakfast or another meal can only make you eat more at your next meal. Meal skipping does not support healthy weight at all.
- All foods can fit in a healthy diet. There is nothing wrong with treating yourself to something special **once in a while**.
- Eat fruits and vegetables every day. Go for 5 or more servings a day.
- Choose lean meat, chicken, fish or beans for protein and iron.
- Choose food with 3 or more grams of fiber per serving.
- Cut back on drinking juice to just 1 small glass a day, if you like to drink juice.
- **Water is the best kind of drink for people of all ages.** Drink plenty of it every day.
- Avoid too much caffeine from drinking too much soda and coffee.
- Never be fooled by fad diets like weight loss pills or other quick “fixes” – they do not work for most people long term.
- Choose one entire food group over another is not smart. You will miss out on important nutrients your body needs.
- Try and get your hands on food shopping and cooking. Enjoy making and eating family meals at home.
- Practice the skills you learned about smart portion control.
- Practice relaxation skills. Eat mindfully – Take your time, notice food color and structure, and chew well.
- Be physically active your way and every day - Remember your goal is to spend an average of 60 minutes on exercise every day.

Handout developed by Jennifer M. Vetree, MS, RD, LDN, MGH Chelsea Clinical Nutrition, 2008
Updated August 23, 2019

Nutrition Education

My Plate: Eat 5 – 9 Servings of Fruits and Vegetables a Day (Program Learning Objective)

Session Goal

To learn the important role fruits and vegetables play in personal health
Expert recommendation: Eat 5 – 9 servings of fruits and vegetables a day

Teaching Points

One serving size of fruit (fresh, frozen, or canned)
One serving size of vegetable (fresh, frozen, or canned)
The difference between a serving size and a portion size
Nutrients in fruits and vegetables
Health benefits of eating enough fruits and vegetables

Suggested Activities

Circulate My Pyramid Mini Poster (listed below)
Explain benefits of fruits and vegetables
Give examples of serving sizes for fruits and vegetables

Student Handouts

What's in Fruits and Vegetables?

The Five Food Groups

www.fns.usda.gov/sites/default/files/tn/dmp_tgfive.pdf

My Plate My Wins: Make It Yours

www.choosemyplate.gov/downloads/mini_poster_English_final.pdf

Resources

What Foods Are in the Vegetable Group?

www.choosemyplate.gov/food-groups/vegetables.html

What Foods are the Fruit Group? www.choosemyplate.gov/fruit

True or False: Test Your Fruit and Veggie IQ

www.fruitsandveggiesmorematters.org/wp-content/uploads/UserFiles/File/pdf/resources/cdc/july07/testyourfvIQJune2007.pdf

Teen Nutrition: Making Healthy Food Choices Easy

www.thenationshealth.aphapublications.org/site/healthyyou/HealthyYouTeenNutrition.pdf

Spanish version:

www.thenationshealth.aphapublications.org/site/healthyyou/HealthyYouTeenNutritionSP.pdf

What's in Fruits & Vegetables?

Color & Texture

Fruits and veggies bring natural colors and textures to your plate.

Convenience

Fruits and veggies come in fresh, frozen, canned, and dried forms, so they're ready when you are!

Fiber

Fruits and veggies are rich in fiber. Fiber helps you feel full longer. Fiber also keeps your digestive system happy.

Low in Calories

Fruits and veggies are naturally low in calories.



May Reduce Disease Risk

Eating more fruits and veggies can help reduce the risk of many diseases, including heart disease, high blood pressure, and some cancers.

Vitamins & Minerals

Fruits and veggies are rich in vitamins and minerals that help you feel healthy and energized.

Variety

Fruits and veggies are available in large varieties. There is always something new to try!

Quick, Natural Snack

Fruits and veggies are nature's treats and easy to grab for a snack.

Fun to Eat

Some crunch, some squirt, some you peel ... and some grow right in your own backyard!

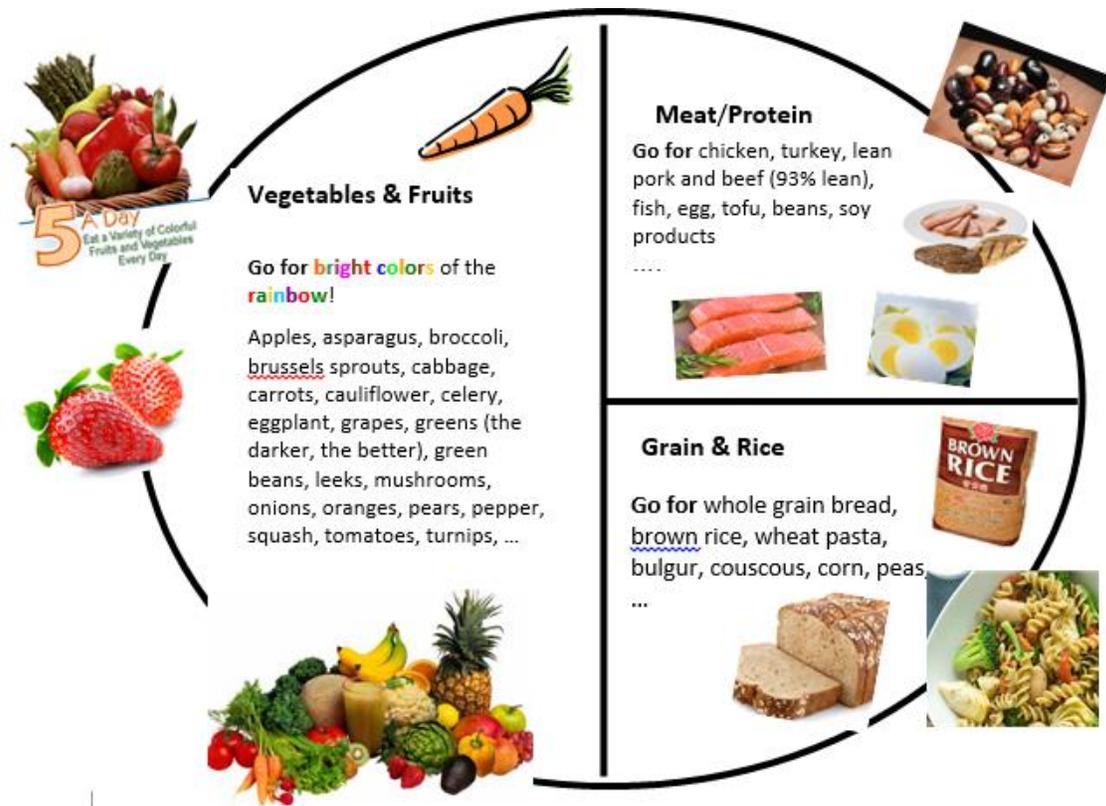
Taste Great

Fruits and veggies are so tasty! They come with natural and simple sugar, good for your health. It's cool to eat fruits and veggies!

Adapted from <http://www.fruitsandveggiesmorematters.org>

Updated August 23, 2019

My Plate



Divide your plate into 3 compartments like the picture above. The largest compartment (1/2 plate) should have fruits and vegetables. One of the smaller compartments (1/4 plate) should have protein-rich foods and the other should have fiber-rich foods. My Plate is a well-balanced plate. It also means ...

- Eat different foods – variety matters
- Eat in small portions – Practice portion control
- Eat slowly and enjoy the food – practice mindful eating
- Eat **happily** for a healthy body, brain, and mind!

A Guide to Eating in Small Portions

Remember: Portion control is part of mindful eating.

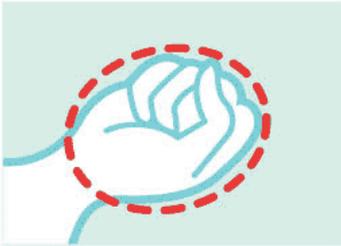
Hand Symbol	Equivalent	Foods	Calories
	Fist 1 cup	Rice, pasta Fruit Veggies	200 75 40
	Palm 3 ounces	Meat Fish Poultry	160 160 160
	Handful 1 ounce	Nuts Raisins	170 85
	2 Handfuls 1 ounce	Chips Popcorn Pretzels	150 120 100
	Thumb 1 ounce	Peanut butter Hard cheese	170 100
	Thumb tip 1 teaspoon	Cooking oil Mayonnaise, butter Sugar	40 35 15

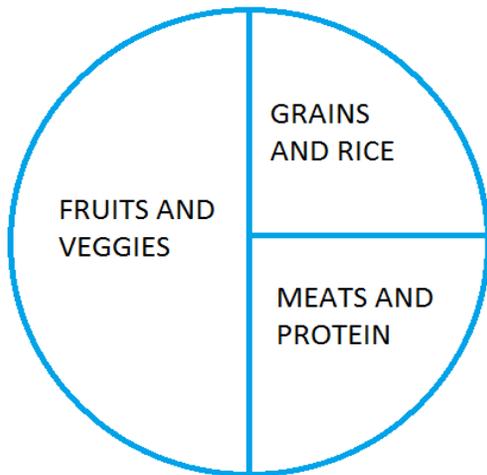
Image credit: www.prevention.com

Student Activity Sheet – Make My Plate

1. Draw a line between the listed foods and the “handy” portion sizes you learned that support healthy eating through better portion control:

Butter		Potatoes
Sugar		Carrots
Ground beef		Pineapple
Nuts		Pasta
Chips		Cheese
Peanut butter		Chicken
Strawberries		Rice
Grapes		Pop corns
Salad		Mayo

2. Write down some of your favorite foods in each part of My Plate:



Fruits + veggies:

Grains + rice

Meats + protein

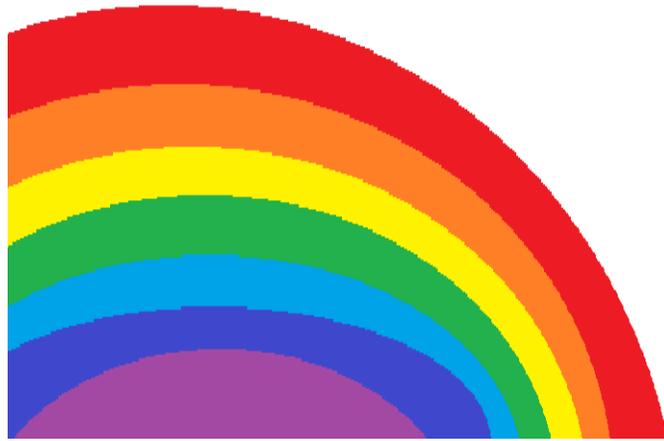
3. Write the name of a fruit and veggie for each color of the rainbow:

Red

Yellow

Blue

Violet



Orange

Green

Indigo

Nutrition Education

Making Sense of the Food Labels (I) (Program Learning Objective)

Session Goal

To learn the importance of using the Food Labels as a tool for healthy eating and develop skills in reading and understanding the Food Labels

Teaching Points

Food Labels are made based on a 2,000 calories/day diet. In real life, caloric needs are different from person to person.

Nutrition Facts on the label are always for one serving.

The difference between serving and portion sizes:

Serving size: Recommended and used on Food Labels

Portion size: Anyone's call – how much food you decide to put on your plate

Note: In real life, the two terms are sometimes used interchangeably.

Definition of calories: Units of energy

Suggested Activities

Circulate a sample food label (Bring one from home or choose from the pages below)

Test participants' prior knowledge and skills of label reading by asking a few basic questions about serving size, fats, sugar, or sodium content

Emphasize the importance of knowing the baseline numbers as listed in Teaching Points and tested in Pre- and Post-Surveys

Encourage participants to make reading the food labels a healthy habit from now on

Student Handouts

Trans Fats: Things You should Know

Resources

Few young adults use nutrition labels, new research indicates

<http://thenationshealth.aphapublications.org/content/48/3/E13>

Trans Fats (Video clip) www.youtube.com/watch?v=pp0nc4kY-tc

Get the facts on nutrition by reading your food labels

www.thenationshealth.aphapublications.org/site/healthyyou/HealthyYouNutritionFacts.pdf

Spanish version:

www.thenationshealth.aphapublications.org/site/healthyyou/HealthyYouNutritionSP.pdf

Sodium Reduction Campaign Encourages Healthy Choices Among Consumers

www.cdc.gov/salt/pdfs/phpsff_machusetts.pdf

Trans Fats: Things You should Know

Facts about trans fats

- Trans fats are artificial fats (partially hydrogenated fats) made of vegetable oil and hydrogen gas.
- **Some fried and baked foods have trans fats.**
- Trans fats make foods taste better and last longer. They also provide the desired textures in baked goods. That's why trans fats are a favorite with food makers including restaurants.
- When a Food Label lists "0 trans fat", it does not mean this food is trans fat free. By law, "0" can be listed as long as the food contains less than 0.5 gram of trans fats per serving.
- Americans eat an average of 6 grams of trans fats a day or almost 5 lbs a year.

Spotlight

Chelsea is the first city in the nation to lead local restaurants to go trans fat Free, thanks to the effort made by *MGH Healthy Chelsea Coalition*.

Possible harms of eating trans fats

- Our body can't break down and use trans fats.
- Trans fats lower good cholesterol (HDL) and increase bad cholesterol.
- Eating trans fats put us at risk for high cholesterol, obesity, diabetes, heart diseases, and even cancer.

Check trans fat out in the Food Label

- Seeing the "0 trans fat" or "Trans fat free" claim on the Food Label is not enough. Go on to check the section of Ingredients.
- Look for **Partially Hydrogenated Fat** (= trans fat) in Ingredients. If you see the term listed, this food is not trans fat free. Be smart with making your food choices.

Going for the Healthy Fats

- Unsaturated (Mono- and Poly-unsaturated) fats, such as **Omega 3 fats** from cold-water oily fish (e.g. Salmon), nuts, and other plant-based foods.
- Our body is naturally very good at breaking down and benefiting from the healthy fats.
- It is an excellent idea to choose to eat fish and nuts.
- Be sure to include plenty of fruits and vegetables in your meals!



Nutrition Education

Making Sense of the Food Labels (II) (Program Learning Objective)

Session Goal

To learn the importance of using the Food Labels as a tool for healthy eating
To develop skills in reading and understanding the Food Labels

Teaching Points

Calories, Daily Values (DV), Fats, Protein,

Fat-free does not mean calorie-free

Trans Fat: It is the unhealthiest kind of fat. When reading the label, look at the ingredient list for the words “hydrogenated” or “partially hydrogenated” as this means the food contains trans fats. If a product has less than 0.5g of trans fats per serving, it is not against the law for food industry to list it as zero “trans fat or trans fat free”.

Compare: Calories from a gram of fat: 9; Calories from a gram of protein: 4

Definition of Daily Values: A guide to the nutrients in one serving of food. For example, if the label lists 15 percent for calcium, it means that one serving provides 15 percent of the calcium you need each day. The Percent Daily Values are based on a 2,000-calorie diet for healthy adults.

DV reference ranges: How to understand these ranges?

5% or less range: Not a significant source of this nutrient

Between 10% - 20% range: Not a significant source but not too much

20% or more range: Very significant source or too much (e.g. sodium/salt)

DV for sugar is not listed on a food label

Rule of thumb: When it comes to salt and sugar, less is better. Some experts suggest that less than 10% of the daily calories come from salt and sugar.

Suggested Activities

Circulate the Student Handouts

Have the students do Sugar Shockers Activity

Encourage the students to start reading the food labels now and make it a habit

Try checking the food label for peanut butter to practice the skill of detecting the hidden trans fat

Student Materials

Let’s Learn to Read the Food Labels: What information is important to check?

Sample Food Labels: Current food label and upcoming new food label

Student Handout: Hidden Sugar

Student Activity Sheet: Sugar Shockers

Resources

Food Labels www.kidshealth.org (Enter “food labels” in search box)

Fat, Salt and Sugar

www.healthychildren.org/English/healthy-living/nutrition/Pages/Fat-Salt-and-Sugar-Not-All-Bad.aspx

How does too much sugar affect your body?

<https://www.webmd.com/diabetes/features/how-sugar-affects-your-body>

Chart: Juice Recommendations by Age (American Academy of Pediatrics)

<https://www.healthychildren.org/English/healthy-living/nutrition/Pages/Fruit-Juice-and-Your-Childs-Diet.aspx>

Let's Learn to Read the Food Labels: What information is important to check?

- Information listed on a Food Label is based on a **2,000 calorie** diet / day.

<p>Nutrition Facts Serving Size Check the suggested serving size. Use this information to guide you to good portion control Servings per container: Check number of servings in the whole container. <i>Tip: Nutrition information on a food label is for 1 serving. If you eat more than 1 serving, remember to multiply.</i></p>	<p>Read the Labels to make informed and healthy choices. Eat in small portions.</p>
<p>Calories Check calories per serving <i>Tips: Know the following rules of thumb:</i> 40 calories/per serving: Low in calories 100 calories/per serving: Medium in calories 400 calories/per serving: High in calories <i>Watch for calories from Fat - it should be less than 30% DV.</i></p>	<p>DV: Percent Daily Value It is a guide to the nutrients in 1 serving of food. For example, if the label lists 15% for calcium, it means that 1 serving provides 15% of the calcium you need each day.</p>
<p>Total Fat Look for low saturated fat. Eat no trans fat – look for words like “hydrogenated” or “partially hydrogenated” (trans fat) in the ingredient list to make sure that the product contains no trans fat. <i>Tip: Low saturated fat means 2 grams or less fat per serving.</i></p>	<p>The type of fat is more important than the amount. Trans fat is the most unhealthy type of fat.</p>
<p>Cholesterol Look for low cholesterol <i>Tip: Low cholesterol means 20 milligrams or less per serving.</i></p>	<p>Cholesterol is a waxy, fat-like stuff in all body cells.</p>
<p>Sodium (in salt) Look for low sodium <i>Tips: Less salt is better for your health. Low sodium means 140 milligrams or less per serving.</i></p>	<p>Try to eat food with less sodium (salt)</p>
<p>Carbohydrates Mainly sugars and starches <i>Tips: 1 gram of carb = 4 calories</i> Dietary Fiber: Look for more fiber per serving. <i>Tips: Good source of fiber means at least 3 grams per serving. Excellent source of fiber means 5 or more grams per serving.</i> Sugar: Look for low or no sugar; watch for added sugar. <i>High sugar means 7 or more grams of sugar per serving. 1 teaspoonful of sugar = 4 grams of sugar</i></p>	<p>Many fruits and vegetables come with fiber. Try to eat 5+ servings of them a day. Whole grain food also has more fiber.</p>
<p>Protein Proteins are the building blocks of life in every cell in the human body. They are very important for children’s health and growth. <i>Tips: 7 grams (1 oz.) protein = 1 serving; 1 gram protein = 4 calories Compare with Fat: 4 - 5 grams (1 oz.) fat = 1 serving 1 gram fat = 9 calories</i></p>	<p>Protein comes from eggs, fish, lean meat, nuts, seeds, beans, and vegetables like broccoli and brussels sprouts</p>

More Tips

- Check the serving size and number of servings. If you are eating more than one serving, you are getting more calories and more of everything as listed in the label.
- Check the calories per serving: 40 is low; 100 is medium; 400 is high.
- Understand Percent Daily Values (DV): 5% is low; 20% or more is high
- Limit sodium and added sugar in your meals, snacks, and drinks.
- Make sure you are getting enough healthy fats, fiber, protein, vitamins, and minerals.

Updated August 8, 2019. For more information about Food Label reading in English and other languages, visit www.fda.gov.

Sample Food Labels

From: <http://www.fda.gov>

Current Food Label:

Sample Label for Macaroni and Cheese

1 **Start Here** →

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 250	Calories from Fat 110
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A	4%
Vitamin C	2%
Calcium	20%
Iron	4%

2 **Check Calories**

3 **Limit these Nutrients**

4 **Get Enough of these Nutrients**

6 **Quick Guide to % DV**

- 5% or less is Low
- 20% or more is High

New Food Label to start using in 2020:

NEW LABEL / WHAT'S DIFFERENT

Servings: larger, bolder type

Serving sizes updated

Calories: larger type

Updated daily values

New: added sugars

Change in nutrients required

Actual amounts declared

New footnote

Nutrition Facts	
8 servings per container	
Serving size 2/3 cup (55g)	
Amount per serving	
Calories 230	
% Daily Value*	
Total Fat 6g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

FDA

Keep in mind:

- Information listed on a Food Label is based on a 2,000 calorie diet / day. In real life, people may eat more or less than 2,000 calories a day.
- Food labels are to help us make healthy food choices.
- It is a good habit to read the labels.

LOTS of research shows that consuming **sugary foods and drinks** is harmful to your mind and body. We all know that candy, cookies and soda have a lot of sugar in them, but **sugar can hide** in foods that aren't even that sweet! Here's what to look out for to **avoid added sugars**.

GRANOLA BARS are a quick and easy snack, but next time you reach for one, check the ingredients for molasses, malt extracts, and anything that ends in "-ose," "syrup" or "saccharide." These are sugars hiding in your "healthy" snack!

It's pretty tough to find granola bars without a lot of added sugars that *don't* taste like cardboard, so a quick, filling, and delicious snack is trail mix. You can even make it yourself! Put together your favorite nuts, seeds and dried fruits - just go easy on the chocolate chips!

YOGURT has calcium, protein and probiotics that keep your digestive system healthy, but watch out for ingredients that end in "syrup" and "concentrate," because these are added sugars.



Don't like plain, unsweetened yogurt? Try mixing in a teaspoon of your favorite fruit jelly or honey! It sweetens the yogurt but has less sugar than if you bought the sweetened kind.

JUICE & SPORTS DRINKS Do you play a team sport, run or weight train? That's awesome - keep it up! But put away the Gatorade and Vitamin Water. These drinks can have over 20 grams of sugar per serving, and a lot of bottles contain more than one serving!

If you're sweating a lot or working out intensely for a long period of time, sports drinks might be a good option, but most people only need water to stay hydrated during exercise. Electrolytes in sports drinks are mostly sodium and potassium, so a couple crackers and some banana before/after your workout will do the job without 20+ grams of added sugar.



DRESSINGS & SAUCES WHAT?! These foods aren't even sweet! It's true though. Peep the label on your spaghetti and barbeque sauces and favorite salad dressings. If you see sugar or high fructose corn syrup on the ingredients list, you've got yourself some added sugar.

There are lots of ways to jazz up your meat, pasta or salad without added sugar. Instead of BBQ sauce, try a sugar-free dry rub on your chicken! And lots of brands make tomato sauce and salad dressing without sugar - it just takes an extra look at the label to find them!



Sugar Shockers

How many teaspoons (tsp) of sugar are in these drinks or food?

4 grams of sugar = 1 teaspoon / tsp



16 fl oz
14 tsp.
= ___ grams?



10 fl oz
7 tsp.
= ___ grams?



11.5 fl oz
10 tsp.
= ___ grams?



6 oz.
8 tsp.
= ___ grams?



12 fl oz.
9 tsp.
= ___ grams?



16 fl oz.
15 tsp.
= ___ grams?



16 fl oz.
16 tsp.
= ___ grams?



12 fl oz.
9 tsp.
= ___ grams?



20 fl oz.
13 tsp.
= ___ grams?

Image credit: Google image search

What other sugar-shocker drinks or food do you know? Write their names down:

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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Nutrition Education

Eat a Healthy Breakfast (Program Learning Objective)

Session Goal

To learn the importance of having breakfast and change breakfast skipping behavior

Teaching Points

Breakfast is the most important meal of the day

Skipping breakfast can put you at risk for gaining unhealthy weight. It can also slow down your effort in losing weight.

A healthy breakfast can help boost your academic performance / grades

Eating breakfast helps to promote good behaviors (e.g. mood, relationship)

Have good time management skills in the morning to ensure eating breakfast

Other strategies to change the skipping behavior

Suggested Activities

Ask participants about their current “breakfast behavior”

Identify barriers to having breakfast and share quick and healthy breakfast ideas

Have the students to Takis Food Label Analysis Activity, discuss their final answer to the question of “Is Takis a healthy food choice for breakfast?”

Student Handout

Quick and Healthy Breakfast Ideas

Resources

Healthy Breakfast Planner

www.kidshealth.org/teen/recipes/recipes/breakfast_sheet.html

Does Skip Breakfast Cause Me to Binge Eat?

www.kidshealth.org/teen/expert/nutrition/binge_breakfast.html

Healthy Breakfast: Quick, Flexible Options

www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/in-depth/food-and-nutrition/art-20048294

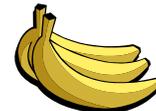


Quick and Healthy Breakfast Ideas

Have you been skipping breakfast? **Do you know that not eating breakfast can hurt your health in many ways and even increase your risk for unhealthy weight gain?** Skipping breakfast can also hurt your school grades.

Here are a few suggestions to jump-start your morning with a quick and healthy breakfast. The key is good time management in the morning to make eating breakfast a **priority**. Choose something from each of the four food groups - grain, dairy, fruit / vegetable, and protein groups - to eat a healthy breakfast:

- 2 whole wheat toaster waffles with fresh berries and yogurt
- Breakfast burrito: egg beater in a flour tortilla with green peppers, onions, and low fat cheese
- English muffin pizza with sauce and mozzarella cheese
- $\frac{3}{4}$ cup cereal with sliced banana and low fat milk
- $\frac{1}{2}$ cup oatmeal with fruit and low fat milk
- Yogurt parfait with layers of granola and dried fruit
- Microwave quesadilla with low fat cheese and salsa
- 1 nutigrain bar with a piece of fruit and a yogurt
- $\frac{1}{2}$ bagel with a little peanut butter and a small glass of orange juice
- Baggie of train mix and a carton of skim or low fat milk
- Smoothie - Mix yogurt, fruit, and milk.
- A hard boiled egg with an apple and a slice of wheat bread
- Granola bar with an orange and a slice of cheese
- A hard-boiled egg (Tip: Boil it the night before and store it in the refrigerator so you save time in the morning), a small or medium-sized banana, and a glass of water
- Leftovers from yesterday? Absolutely!
- ***There is no such a thing as breakfast food. Be creative. You can certainly eat any of the yummy and healthy food choices from your home country for breakfast!***



Do Takis make a healthy food choice for breakfast?

Activity 1

Look carefully at this Food Label for Takis. Answer the following questions with the information you read in the label:

- A. How many servings of Takis are there in this bag?

- B. How many grams of Fat does 1 serving of Takis have?

- C. How much Trans Fat does 1 serving have?

- D. How much sodium (salt) does 1 serving have?

- E. How much fiber does 1 serving have?

- F. Is Takis a healthy food choice for breakfast?
Yes ___ No ___

Nutrition Facts	
Serving Size 1 cup (228g)	
Servings Per Container 2	
Amount Per Serving	
Calories 260	Calories from Fat 120
% Daily Value*	
Total Fat 13g	20%
Saturated Fat 5g	25%
Trans Fat 2g	
Cholesterol 30mg	10%
Sodium 660mg	28%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	
Vitamin A 4%	Vitamin C 2%
Calcium 15%	Iron 4%
* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:	
	Calories: 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9	Carbohydrate 4 Protein 4

Breakfast is a very important meal of the day. It helps start your day the right way, when you choose to eat a healthy breakfast.

We've heard that some students like to eat Takis for breakfast. But is Takis a healthy choice for us?



Activity 2 Write down names of food you enjoy eating that also helps make a healthy choice for breakfast:

When you are done, go to the top of the sheet and put your final answer Yes or No to the question in the yellow box.

Is Takis a healthy food choice for breakfast?

Your answer: _____

Nutrition Education

Family Meals

Session Goal

To discuss and understand the idea of preparing and eating family meals and the values of family meals in living a healthier life

Teaching Points

Family Meals as a process: food shopping, making smart food choices, preparing food, cooking, and enjoying eating a meal together at home

Values / Benefits:

The process of family meals can help everyone stay engaged and on track of eating healthy.

It gives the entire family a chance to be creative with cooking.

It allows you to control the ingredients you use in cooking.

It adds fun and laughter to your daily life.

It strengthens family ties.

It gives you a sense of pride and accomplishment.

...

Suggested Activities & Questions

Ask the participants:

To suggest more values / benefits to the above list

If they help parents cook at home, what they usually make

To describe the steps they take in preparing and cooking food

To describe the taste of the food they make

To identify and discuss missed opportunities in Family Meals

What food do your parents cook at home?

What did you do to help your parents cook?

How did you like the food cooked at home?

What is the difference between home-cooked food and food prepared by stores or restaurants?

Student Handouts

Family Meals, Best Meals

Healthy Drinks for Children and Youth

Resources

Family Meals: www.kidshealth.org/parent/food/general/family_meals.html

Why Meal Times Matter?

[www.poweroffamilymeals.com/Mealtime Matters/](http://www.poweroffamilymeals.com/Mealtime_Matters/) (with a brief video clip)

Student Handout **Family Meals, Best Meals**

Everyone is busy these days. It may be hard for the family to come together at mealtimes. But we encourage everyone to try and plan the time. Family meals are very important and good for you (Please share this handout with your mom and dad).



According to research, when cooking food together and eating family meals, children are more likely to ...

- Eat fruits, vegetables and other healthy foods
- Try new foods.
- Do better in school because of eating healthy family meals

Children are less likely to ...

- Snack on unhealthy foods
- Drink soda and eat fried foods
- Have unhealthy eating habits
- Smoke cigarettes and drink alcohol



Family meals bring everyone together. Here are some tips for your family to start cooking and eating meals together:

- Set a mealtime and make family meals a priority
- Set a goal for everyone to join the family meal time
- Get everyone's hands-on in meal preparation – make it fun
- Make simple meals so you do not take a long time to prepare or clean up. This will give you more time to enjoy eating together.
- A family meal can be breakfast, lunch or dinner
- Make your table pretty! Add flowers and other decorations. Be creative!
- Turn off the TV during a family meal time
- Get everyone to talk about their day at a family meal time. **You can certainly talk about Stay in Shape and what you learn from the program!**

Cooking and eating together may not be easy at first, but give it more time. It is a great family habit to have. It can help everyone in the family stay healthy and happy.



Healthy Drinks for Children and Youth

Did you know?

A 12-oz can of regular soda has **150 calories** because it has **10 teaspoons** of sugar, (about 40 grams) in the can. What a sugar shocker!

Instead of soda, drink:

Water

Water is life for our planet and everyone, because both are mostly made of water



What about milk and juice?

Milk and juice can be good choices too, if you know how much and what kind to drink.

- **Fat-free or low-fat plain milk.** Drink some milk for calcium and other nutrients like Vitamin D and protein. But remember: flavored milk (chocolate, strawberry) has added sugar. Milk is not the only food that has calcium. Seeds, dark green vegetables, and fish like sardines and canned salmon also have calcium. Regular exercise also helps build strong bones.
- **100% fruit juice.** 100% fruit juice has nutrients like vitamins and minerals, but you must know the limit: **1 small cup (4 – 8 oz) a day**, because Juice has lots of sugar.



(Image credit: Google Image Search)

Water is the best drink for children, youth, and everyone.

You can make drinking water fun and healthy by adding your favorite fruits, vegetables, and herbs to it. Try it today!

Handout developed by Lindsay Weil, MGH Dietetic Intern, 2009. Updated August 23, 2019

Nutrition Education

Eating Healthy at a Fast Food Restaurant

Session Goal

To learn how to eat healthy from fast food and restaurant menus

Teaching Points

A close examination of sample fast food menus (Student Handout 1)

Characteristics of typical fast foods: high fat and sodium, big portions with more calories

How to choose wisely from a fast food menu or when eating at a fast food restaurant

Suggested Activities

Ask participants if and how often they eat from a fast food restaurant

Ask them to give names of fast food restaurants they eat from

Analyze a sample fast food menu

(Use Student Handout of Fast Food: Be Smart & Choose Better!)

Compare different choices from the sample menu

Student Handouts

Fast Food: Be Smart & Choose Better!

Map of the Distances between McDonald's Restaurants in the US

Eat the "Rainbow" of Fruits and Vegetables

Resources

Video Clip: Food for Thought - Health Effect of Big Meals, ABC News July 6, 2009

www.abcnews.go.com/video/playerIndex?id=8017203 (2'20 min, with 10 seconds ad at start)

Eating Well While Eating Out: www.kidshealth.org/teen/food_fitness/nutrition/eating_out.html

Healthy Dining Hall Eating: www.kidshealth.org/teen/food_fitness/nutrition/dining_hall.html

Eating Fast Food:

www.heart.org/HEARTORG/GettingHealthy/NutritionCenter/DiningOut/Eating-Fast-Food_UCM_301473_Article.jsp

How Much Food Should I Eat?

www.kidshealth.org/teen/food_fitness/nutrition/portion_size.html

Portion Distortion: www.kidshealth.org/teen/food_fitness/nutrition/portion_size.html

Fast Food: Be Smart & Choose Better

Compare the food items in the list and go for healthier choices

(Please note: This handout is for teaching only. Some items may not be currently served on the menu.)

Fast Food	Better Choices	Worst Choices
McDonald's	Grilled Chicken Salad Deluxe with Reduced-Calorie Dressing: Calories: 230 Fat: 3.5 grams Regular Hamburger Calories: 280 Fat: 10 grams Egg McMuffin Calories: 290 Fat: 12 grams Chicken McGrill (no mayonnaise) Calories: 340 Fat: 7 grams	Filet-O-Fish Calories: 470 Fat: 26 grams Quarter Pounder with cheese Calories: 530 Fat: 30 grams Large French Fries Calories: 540 Fat: 26 grams Bacon, Egg & Cheese Biscuit Calories: 540 Fat: 34 grams
Burger King	Chicken Tenders (4 pieces) Calories: 170 Fat: 9 grams Whopper Junior (no mayonnaise) Calories: 350 Fat: 16 grams BK Broiler Chicken Sandwich (no mayonnaise): Calories: 390 Fat: 8 grams	Onion Rings King Size Calories: 530 Fat: 26 grams BK Big Fish Sandwich Calories: 710 Fat: 38 grams Whopper With Cheese Sandwich Calories: 780 Fat: 47 grams Double Whopper Sandwich Calories: 920 Fat: 57 grams
KFC	Corn on the Cob Calories: 150 Fat: 1.5 grams BBQ Baked Beans Calories: 190 Fat: 3 grams Tender Roast Chicken Sandwich (no sauce) Calories: 270 Fat: 5 grams Honey BBQ Flavored Chicken Sandwich (with sauce) Calories: 310 Fat: 6 grams	Hot Wings (6 pieces) Calories: 471 Fat: 33 grams Triple Crunch Zinger Chicken Sandwich Calories: 550 Fat: 32 grams Honey Barbecue Wings (6 Pieces) Calories: 607 Fat: 38 grams Chunky Chicken Pot Pie (13 oz) Calories: 770 Fat: 42 grams
Pizza Hut	Ham Thin 'n' Crispy pizza (2 slices) Calories: 340 calories Fat: 14 grams Veggie Lover's Thin 'n' Crispy Pizza (2 slices) Calories: 380 Fat: 14 grams Chicken Supreme Thin 'n' Crispy Pizza (2 slices) Calories: 400 Fat: 14 grams	Cheese Pan Pizza (2 slices) Calories: 570 Fat: 28 grams Meat Lover's Thin 'n Crispy Pizza (2 slices) Calories: 620 Fat: 38 grams Veggie Lover's Stuffed Crust Pizza (2 slices) Calories: 842 Fat: 34 grams Pepperoni Lover's Stuffed Crust Pizza (2 slices): Calories: 1,150 Fat: 52 grams
Wendy's	Junior Hamburger Calories: 280 Fat: 10 grams Grilled Chicken Sandwich Calories: 300 Fat: 8 grams Junior Cheeseburger Calories: 320 Fat: 13 grams Spicy Chicken Sandwich Calories: 410 Fat: 15 grams	Taco Salad with Hidden Valley Ranch Dressing: Calories: 480 Fat: 29 grams Big Bacon Classic Calories: 580 Fat: 31 grams Chili & Cheese Baked Potato Calories: 620 Fat: 24 grams

Cook and eat meals at home as much as you can.

Choose healthier items when you eat at a fast food restaurant.

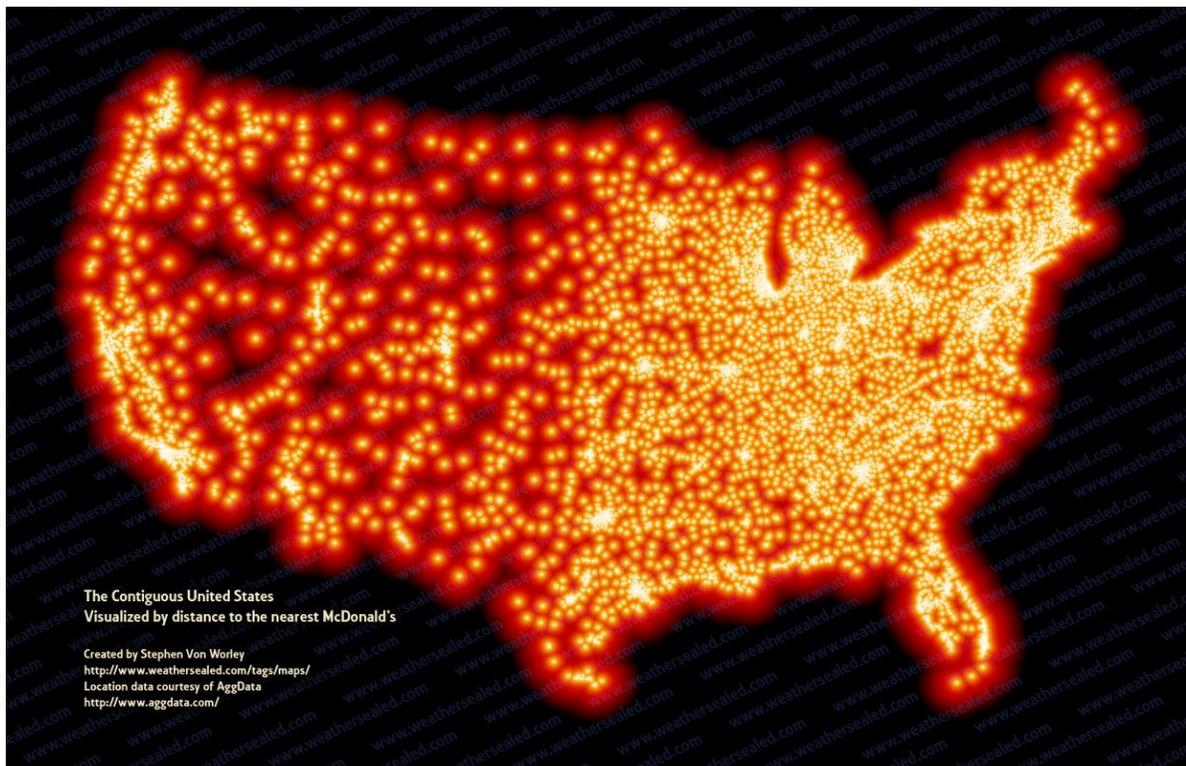
Updated August 24, 2019

What's the challenge?

The Distance between McDonald's Restaurants in the US

By Von Worley

Image credit: http://media.weathersealed.com/maps/mcd_us_high_9_25.jpg



After looking at the map...

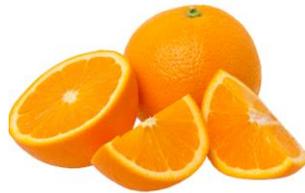
- Share your thoughts and comments with your teacher(s) and teammates
- Think about what you have learned from Stay in Shape and how you can make better decisions in eating healthy every day

Student Activity Sheet

- Write names for the listed foods
- Write names or draw pictures of more healthy foods to add to the list

**Eat the "Rainbow" of Fruits and Vegetables
Go a total of 5 – 9 servings a day!**

(Image credit: Google Image Search)



Nutrition Education

Foods for a Healthy and Happy Heart

Session Goal

To learn and become familiar with a list of foods particularly good for heart health
(As the program is coming to an end, we use this topic to wrap up what has been discussed in the program.)

Teaching Points

Eat healthy fats: plant-based fats from nuts, seeds, and avocado; fats from fatty fish like salmon; fats from healthy oils like Extra Virgin Olive Oil
Avoid eating unhealthy fats: Saturated fats from animal-based sources and trans fats are the most unhealthy
Fiber-rich foods (3+ grams per serving)
“Rainbow” of foods - Variety matters!
Balanced Plate
Calcium
Water
Daily exercise
Stress management

Suggested Activities

Discuss briefly what makes the heart healthy
The role of nutrition in protecting the heart
Make a list of “foods for a happy and healthy heart”
Review previously taught nutrition concepts, all supporting heart health

Student Handouts

Food for a Healthy and Happy Heart
The Ugly Trans Fats (Repeat this handout)

Resources

Fat Facts

www.heart.org/idc/groups/heart-public/@wcm/@global/documents/downloadable/ucm_321858.pdf



Eat for a Healthy Heart!

It's never too early to think about your heart health. It is important to start and keep heart healthy habits at a young age. Your heart will thank you forever!

Words to learn:

Saturated Fat – The not so healthy fat. It is usually from meat. It hardens at room temperature.

Unsaturated Fat – The healthy fat. It is from a plant-based foods. It stays a liquid at room temperature.

Cholesterol - A waxy, fat-like stuff in the body. Your body makes it naturally and you can also get it from the foods you eat. Too much cholesterol can hurt your heart health.

Dietary Fiber – It is in plants, like fruits, vegetables and grains. Your body can't digest it and it passes. Fiber makes you feel full.

Your daily need for fiber: "Your age + 5" grams of fiber.

A serving of food that has 3 or more grams of fiber makes it a fiber-rich food.

More Tips for a Healthy & Happy Heart

- ◆ Eat less unhealthy fats; eat no trans fat
- ◆ Go easy on salt – less is better
- ◆ Eat small portions and eat mindfully
- ◆ Eat less sugar
- ◆ Drink water
- ◆ **Exercise every day for at least 60 minutes!**

10 plus Foods Your Heart Loves

1. Fresh fruits and vegetables
They make that beautiful and delicious "rainbow", remember?
2. Nuts
The good fat in nuts keeps your heart happy and healthy.
3. Whole grain foods
High fiber helps you feel full longer and lowers cholesterol.
4. Fish
Omega 3 Fats keep your heart healthy.
5. Berries
Antioxidants and Vitamins in berries support good heart health.
6. Flax seeds
Omega 3 fatty acids, fiber and other nutrients in Flax seeds help boost heart health. Sprinkle ground Flax seeds over cereal, oatmeal, yogurt and other of your favorite foods and enjoy!
7. Beans and peas
Another great way to fiber up your meals!
8. Fat free or low-fat milk products
Calcium also counts!
9. Extra virgin olive oil
The good fat in olive oil is healthy.
10. Water. Remember, water is the best!
11. A pair of walking shoes

No, you can't eat shoes 😊, but daily exercise – for up to **60 minutes** - is so much fun and a healthy choice for you. It keeps your heart healthy and happy. Go for it!



Nutrition Education

Foods for Healthy Skin, Hair, Nails, and Teeth

Session Goal

To learn and become familiar with a list of foods particularly good for skin, hair, and nails

(Note: As the program is coming to an end, we use this topic to wrap up what has been discussed in the program.)

Teaching Points

5-9 servings of fruits and vegetables every day

Protein and iron

Fiber

Water

Calcium

Daily exercise

Stress management

Suggested Activities

Discuss briefly what makes skin, hair, teeth, and nails healthy

The role of nutrition in protecting skin, hair, teeth, and nails

Create a list of “foods for beauty”

Review previously taught nutrition topics and point out that all of them support beautiful skin, hair, teeth, and nails

Student Handout

Foods for Healthy Skin, Hair, Nails, and Teeth

Resources

Skin, Hair, and Nails

www.kidshealth.org/teen/your_body/body_basics/skin_hair_nails.html

Foods (& Plus) for Healthy Skin, Hair, Nails, and Teeth

How we feel and look can be linked to what we eat. Here are 8 tips to help keep your skin, hair, teeth and nails looking healthy and beautiful.

1. **Drink plenty of water!** This is key to a healthy body. Experts recommend drinking 7 - 8oz glasses of water (1.5 – 2 liters) a day. Do not wait to feel thirsty before drinking water, because by then your body is already dehydrated. Take water breaks throughout the day, especially at times of playing sports.
2. **Eat the “rainbow”:** Fruits and vegetables protect skin. Bright and dark colored fruits and vegetables like berries, plums, carrots, broccoli, and sweet potatoes have lots of Vitamin A. Vitamin A helps keep skin, hair and nails healthy. **Eat 5 – 9 servings of them a day!**
3. **Eat lean protein:** Vitamin D, Iron, Zinc in lean meats help make hair, skin and nails shine. Lean meats like chicken and turkey provide protein, so do eggs and nuts.
4. **Eat whole grains:** Whole wheat bread, brown rice and wheat pasta are better than refined or white bread, rice and pasta. Whole grains have more fiber and Vitamin B, good for the health of your hair, skin and nails.
5. **Eat healthy fats and oils:** Good fats in nuts and some fish and Flax Seeds help keep cells healthy and strong. Healthy cells keep hair, skin and nails look beautiful.
6. **Eat low fat dairy:** Calcium and Vitamin A in milk products help make nails strong. Bacteria in yogurt help keep skin healthy. Just remember to go for the low fat kind.
7. **Keep stress under control:** Stress can be a big risk for developing skin problems, like acne, eczema, hives, and also hair loss. Find ways, like **deep breathing**, to relax your skin, muscles, and most of all, your mind so you feel healthy and look great.
8. **Sleep well - Catch some Zzzzs:** Skin is the body’s largest organ. Everyone needs sleep to stay healthy and strong. Not getting enough sleep can make your skin more easily catch breakouts and rashes. It can make your skin, hair and nails look dull and unhealthy. 9 - 10 hours of sleep every night is your goal – catch it if you can!



Image credit: Google image search

Nutrition Education

Summary of Nutrition Education

Session Goal

To summarize all topics, especially those related to the learning objectives (listed below), taught and discussed in nutrition education

Nutrition Education Topics

Eat Happy and Healthy: The Right Attitude toward Food, Eating and Your Body
Balanced Plate: Eat 5 – 9 Servings of Fruits and Vegetables a Day (Program Learning Objective)
Food Labels: How to read and understand Nutrition Facts listed on the label (Program Learning Objective)
Breakfast – Don't skip it! (Program Learning Objective)
Family Meals: Prepare, cook, and eat food at home
Healthy Eating from Fast Food Restaurants
Foods for a Healthy and Happy Heart
Foods for Healthy Skin, Hair, Nails, and Teeth

Suggested Activities

Share a story of how a participant has met the challenge of making a change in eating well – what happened?

Talk more about barriers to healthy eating and how to overcome the barriers

Encourage participants to share what they learned from the program with family members and friends

Remind participants to include Stay in Shape experience in their college or job application in near future



Fitness Education Topics & Activities

Health benefits of physical activity that had not been previously identified include:

- Improved bone health and weight status for children ages 3 to 5
- Improved cognitive function for children ages 6 to 13
- Decreased risk of certain cancers, dementia, and excessive weight gain for adults
- Improved quality of life and sleep for adults
- Reduced feelings of anxiety and depression in adults
- Additional benefits for specific population including older adults, women who are pregnant or after child birth, and individuals living with medical conditions

Source: The 2018 Physical Activity Guidelines Committee

<https://health.gov/paguidelines/second-edition/report.aspx>

Fitness Education

Exercise Safety

Teaching Points

Exercise-related injuries and ways to prevent them

Dehydration

The importance of warm-up and cool-down

Clothes and shoes for safe sports

Suggested Activities

Identify and share a list of sports injuries

Learn and practice effective warm-up routines

Learn and practice effective cool-down routines

Have the participants check on each other to see if everyone is dressed properly for safe exercise

Student Handout

Exercise Safety Tips

Resources

What Are Sports Injuries

www.niams.nih.gov/Health_Info/Sports_Injuries/sports_injuries_ff.pdf

BAM, Play It Safe

www.cdc.gov/bam/safety/play.html

Tips for Finding the Right Shoe

www.orthoinfo.aaos.org/topic.cfm?topic=A00318

Sneaker Savvy

www.acefitness.org/acefit/fitness-fact-article/2633/sneaker-savvy/

Exercise Safety Tips

What Is a Warm-Up?

Warm-up is an activity that prepares your body for physical exercise at any intensity. It makes your heart beat and breathing faster.

Warm-up helps to make an exercise program safer and more effective. You can burn more calories if you warm up!

What Can I Do to Warm Up?

You can use the activity that you are going to do for exercise at a slower pace for your warm-up. For example, if you plan to jog, start with a 10 minute walk or jog at a slower pace than you would normal walk or jog. Then move on to stretching.

What Is Stretching? When and How Do I Do It?

Stretching is great for you before you start your exercise, but after you have warmed up. Stretching can lower the chance of muscle injuries. It does so by improving your muscle flexibility. When you stretch a muscle, you want to feel pulling of that muscle. To do a stretch, you hold the position for 30 seconds and repeat 2-3 times. Breathe normally as you go. Stretch safely: Try not to bounce or push too hard.

What Is a Cool-Down?

Yes, cooling-down is very important! You need to slow down your body after a workout for 5-10 minutes to help your body recover from the workout. It should include light aerobic exercise like walking or marching, then stretching. Cooling down can help slow down your heart beat and breathing, and lower the chance for muscle and joint pain.

A Few More Tips

- Warm up, stretch, and cool down into your daily exercise routine
- Drink plenty of water during and after an exercise session
- Wear good supportive sneakers and comfortable loose fitting clothes to allow you to move freely
- Never exercise through pain and remember to pace your activities to what you are comfortable with
- MOST IMPORTANT: Exercise should be fun and safe for you and everyone in your family.



Cloud drawing by Clark Avenue Middle School Stay in Shape participants, Chelsea, 2014 – 2015 School Year

Stairwell Climbing

Session Goal

To provide an opportunity for the participants to climb a favorite mountain through stairwell climbing at school and home

Teaching Points

Introduce the mountains and their conversion to floors for climbing:

Mount Everest, Nepal – 29,028 feet or 1,451 floors (About 48.5 floors/day)

Mount Rainier, Washington – 14,410 feet or 721 floors (About 24 floors/day)

Mount Washington, New Hampshire – 6,288 feet or 315 floors (About 10.5 floors/day)

Mount Pelee, Martinique – 4,582 feet or 229 floors (About 7.5 floors/day)

Suggested Activities

Have each participant talk about how he/she will participate in this activity

Make a plan on how to report progress in climbing

Later when checking back with the students, troubleshoot for no-progress participants, if any

Encourage everyone to continue climbing to reach the top of his / her favorite mountain

Fun Activity: Stairwell Climbing

Climb to the Top of Your Favorite Mountain in _____ weeks

Choose to Start Climbing Your Favorite Mountain:

- √ **Mount Everest**, Nepal – 29,028 feet or 1,451 floors

You will need to climb about 48.5 floors a day in order to reach the top of Mount Everest in 10 weeks.

Figure out how many floors a day you will need to climb in order to reach the top of Mount Everest in 15, 20, 25 ... weeks:

- √ **Mount Rainier**, Washington – 14,410 feet or 721 floors

You will need to climb about 24 floors a day in order to reach the top of Mount Rainier in 10 weeks.

Figure out how many floors a day you will need to climb in order to reach the top of Mount Rainier in 15, 20, 25 ... weeks:

- √ **Mount Washington**, New Hampshire – 6,288 feet or 315 floors

You will need to climb about 10.5 floors a day in order to reach the top of Mount Washington in 10 weeks.

Figure out how many floors a day you will need to climb in order to reach the top of Mount Washington in 15, 20, 25 ... weeks:

- √ **Mount Pelee**, Martinique – 4,582 feet or 229 floors ([Where is Mount Pelee?](#))

You will need to climb about 7.5 floors a day in order to reach the top of Mount Pelee in 10 weeks.

Figure out how many floors a day you will need to climb in order to reach the top of Mount Pelee in 15, 20, 25 ... weeks:

Fitness Education

Daily Exercise Goals for Youth (I) (Program Learning Objective)

Session Goal

To learn that the daily exercise goal for children and teens is at least 60 minutes a day

Teaching Points

Children and adolescents aged 6-17 years should have 60 minutes (1 hour) or more of physical activity each day.

Youth Physical Activity Guidelines (www.health.gov/paguidelines/)

Children and adolescents should do 60 minutes (1 hour) or more of physical activity daily.

Aerobic: Most of the 60 or more minutes a day should be either moderate-or vigorous-intensity aerobic physical activity, and should include vigorous-intensity physical activity at least 3 days a week.

Muscle-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity on at least 3 days of the week.

Bone-strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity on at least 3 days of the week.

It is important to encourage young people to participate in physical activities that are appropriate for their age, that are enjoyable, and that offer variety.

Suggested Activities

Ask participants what is a small step in engaging in daily exercise
Define goals and goal-setting
List common excuses and how to replace them with goals

Student Handout

Small Steps

Print from: https://goramsey.co.ramsey.mn.us/Documents/adult_fitness_ideas.pdf
(The handout is prepared for adults and teens.)

Resources

CDC Guidelines for Children and Adolescents

www.cdc.gov/healthyschools/physicalactivity/guidelines.htm

Motivation and the Power of Not Giving Up

<https://kidshealth.org/en/teens/motivation.html>

5 Facts about Goal Setting

www.kidshealth.org/teen/food_fitness/exercise/goals_tips.html

Small steps to increase daily physical activity

(Information adapted from [American Council on Exercise](#); Emoji images credit: Emoji Media)

Regular physical activity is very important for good health and happiness. The recommended weekly activity for adults is at least 150 minutes, and for children, that number is at least 300 minutes. However, many Americans do not meet this goal for different reasons. If you need to be more active, try small ways to move more. Here are 35 small ideas to help you increase physical activity throughout your day:

19. Maintain your garden (weeding, pruning, etc.)
20. Go for a walk with a friend instead of meeting for coffee
21. Have “walking meetings” at work when meeting with small groups of people (instead of meeting in a room, get up and walk around while talking)
22. Keep hand weights at your desk. Do bicep and tricep exercises while on phone calls
23. Turn on the music and dance around the house
24. Instead of making piles around the house, put things back in their place right away
25. Do house work regularly
26. Wash the car by hand instead of the drive-through car wash
27. Take an extra walk through the grocery store aisles before you check out
28. Get off the bus one stop early and walk to your destination
29. Shovel instead of using the snow blower
30. Rake leaves instead of using a leaf blower
31. Walk through your golf game instead of driving a cart
32. Get up and walk around after sitting for 30 minutes
33. Take a short walk on your lunch break
34. Wear a good quality pedometer and aim for 10,000 steps per day
35. Take the stairs instead of the elevator



1. Park farther away from the front door
2. Stand instead of sitting (this burns more calories)
3. Take a walk on your lunch break
4. Walk or bike to your destination instead of driving
5. Sit on an exercise ball at your desk instead of a chair (this builds core strength)
6. Do stretches or ride a stationary bike while watching TV
7. During commercial breaks do abdominal crunches, jumping jacks, push-ups, or simply get up and walk around
8. Take a 10-minute walk in the morning and/or evening
9. Play outside with your kids
10. Take the baby or kids for a stroller or wagon ride
11. Walk or run as your kids ride their bikes
12. Instead of sitting, walk around while watching your child’s sporting event
13. Take your dog for a walk (if you already do this, try making the walk longer or faster)
14. Do squats or lunges while waiting for your food to cook in the microwave
15. Do a few squats while brushing your teeth
16. Do calf raises while getting ready in front of the bathroom mirror
17. Take a walk when you are frustrated or bored (instead of eating)
18. Plant a garden

Daily Exercise Goal for Children and Youth (II): How to Get There?
(Program Learning Objective)

Session Goal

To learn creative ways to meet the goal of 60 minutes a day

Teaching Points

Good time management: Make time for exercise in your busy schedule
Creative ways to build exercise into your daily routines
Small steps towards long-lasting changes and replace excuses with easy-to-reach goals

Suggested Activities

Analyze a daily schedule and determine when/how exercise can be incorporated
Take charge and learn to become a master manager of your time – YOU CAN DO IT

Watch this video: **Drop Everything and Exercise** by Stephen Esser, MD
http://www.youtube.com/watch?v=-ePvY_EKbX4&feature=share&list=LLdo8vvgvZbGhbmLeJW0zuGg

Student Handout

Small Steps to Increase Daily Physical Activity (from previous session)

Resources

The Best Time for Exercise
www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_53.pdf

Making Time for Exercise Is Easy
www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_37.pdf

Healthy Resolutions for the Whole Year
www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_33.pdf

www.pbskids.org/zoom/activities/games/
(Mind games, physical challenges, relay races, and much more)

Fitness Education

Goal-Setting: Think like an Athlete

Session Goal

To encourage participants to become more inspired by top athletes and learn to set goals in maintaining a healthy lifestyle

Teaching Points

What motivates an athlete?
Daily exercise goals and how to meet the goals

Suggested Activities

Share a story of a top athlete in the US or the world
Ask participants who their favorite athlete(s) are and why they like those athletes
Point out for the participants that, with help of motivation, they can be as successful as an athlete in reaching their daily exercise goal of minutes / day!

Student Handout

Aerobic Exercise: What, Why and How

Resources

Motivation and the Power of Not Giving Up
www.kidshealth.org/en/teens/motivation.html

Your Secrets for Staying Motivated
www.kidshealth.org/teen/your_mind/mental_health/motivation_tips.html

Aerobic Exercise: What, Why, and How

What is Heart Rate?

How many times the heart beats in 1 minute

What is aerobic exercise?

It is also called cardio exercise. Walking, jogging, cycling, stair climbing, swimming laps, dancing, jumping and steps are examples of aerobic exercise. You breathe a lot and your muscles use oxygen a lot in an aerobic exercise.

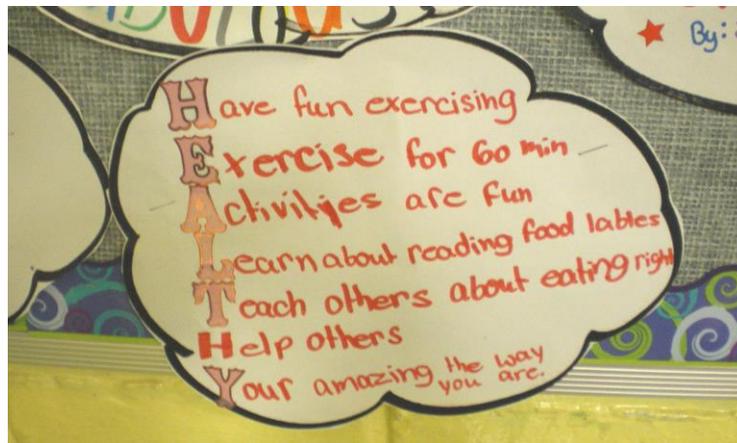
Why do you need to be aerobically fit?

Aerobic fitness helps ...

- Make you strong and energetic
- Make you feel great
- Lower risks of injuries and protect health

How do you become aerobically fit?

- Exercise every day, for at least 60 minute a day
- Use a greater than normal load on the body to train. This is called Overload Principle.
- Train a specific part of your body. This is called Specificity Principle.
- Do activities with repetitions to help train large muscle groups, like walking, running, swimming, and biking. This is called Mode of Exercise.
- Exercise at this intensity: At 60% to 70% of your maximum heart rate



Cloud drawing by Clark Avenue Middle School Stay in Shape participants, Chelsea, 2014 – 2015 School Year

Handout credit: MGH Revere iFit! Program. Updated August 23, 2019

Fitness Education

Target Heart Rate

Session Goal

To learn skills in measuring different kinds of the heart rate

Teaching Points

What is a heart rate?

Types of heart rate

Why is it important to know your target heart rate?

Average resting heart rate: 60-80 beats per minute

Stay active for a healthy heart

Suggested Activities

Learn to take resting heart rate

Compare resting heart rate with target heart rate during exercise

Discuss resting heart rate for athletes and why they are lower than that of average people.

Discuss what happens to your resting heart rate if you engage in regular physical activities.

Student Handouts

How to Take Your Target Heart Rate

Target Heart Rate Zones for Children and Youth

Resources

Monitoring Exercise Intensity Using Heart Rate

www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_38.pdf

Fitness Fundamentals (including a section on how to measure heart rate)

www.fitness.gov/fitness.htm

We CAN! Fit In Daily Physical Activity Record Sheet

www.nhlbi.nih.gov/health/public/heart/obesity/wecan/downloads/activity-log.pdf

How to Take Your Target Heart Rate

Heart Rate: How many times the heart beats in 1 minute

Target Heart Rate: Based on your age, Target Heart Rate (THR) is your heart rate at your best performance of a physical activity.

Resting Heart Rate: Based on your age, Resting Heart Rate (RHR) is your heart rate when you are at complete rest.

To work out well and safely, you should monitor your breathing, temperature and heart rate. When you exercise, find a pace that's comfortable for you. That means you should be able to talk without difficulty and you don't get too overheated or feel light-headed or weak.

You can take your target heart rate before you start an activity:

1. Subtract your age from 220:
 $220 - (\text{Your Age}) \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
2. To get the low end of your range, multiply your answer by 55%:
 $\underline{\hspace{2cm}} \times 0.55 = \underline{\hspace{2cm}}$
3. To get the high end of your range, multiply your answer by 65%.
 $\underline{\hspace{2cm}} \times 0.65 = \underline{\hspace{2cm}}$

When you first begin to exercise, start with the low end of your target heart rate, then slowly work up to the higher range.



Cloud drawing by Clark Avenue Middle School Stay in Shape participants, Chelsea, 2014 – 2015 School Year

Handout credit: MGH Revere iFit! Program. Updated August 23, 2019

Target Heart Rate Zones for Active Children and Teens

Resting Heart Rate	Target Heart Rate for Active Children & Teens				
	12 or Younger	13	14	15	16 or older
60 or less	130-179	130-178	129-177	129-176	129-175
61-65	132-180	132-179	131-178	131-177	131-176
66-70	134-180	134-179	134-178	133-177	133-176
71-75	136-181	136-180	136-179	135-178	135-177
76-80	139-182	138-180	138-179	137-178	137-177
81-85	142-183	140-181	140-180	139-179	139-178
86 or more	145-183	142-182	142-181	141-180	141-179

Examples of Aerobic Activity:

Walking, climbing stairways, jogging, dancing, hiking, cross-country skiing, and many more.

Examples of Anaerobic Activity:

Dancing, running, swimming, weight lifting, sprinting, jumping, and many more. An aerobic activity can be anaerobic if you do it at a higher intensity.

Type of Exercise	Heart Rates for Teens
Light Casual walking Stretching Gentle Yoga	Slightly above resting heart rate up to about 120 beats per minute (bpm) for most teens
Moderate Brisk walking Swimming Strength training	120-140 bpm for most teens
Active Speed walking Jogging Aerobic dance Cycling	140-180 bpm for most teens
Anaerobic Sprinting (maximum workout)	180 bpm and above for most teens

Fitness Education

Strength Training

Session Goal

To learn and understand the concept of strength training

Teaching Points

Definition of strength and strength training

Strength, balance, and flexibility make the three primary elements for physical fitness

Suggested Activities

Try out different stretches and describe how they make you feel

Learn to say names of different muscle groups

Learn how much time in a week is appropriate for strength training

List and discuss good activities for strength training

Student Handout

Strength Training: What, Why, and How

Resources

Bone, Muscles, and Joints: The Musculoskeletal System

www.kidshealth.org/teen/your_body/body_basics/bones_muscles_joints.html

(Include full diagram of bones)

Powerful Girls Powerful Bones: www.cdc.gov/powerfulbones/

Exercise for Your Bone Health

www.niams.nih.gov/Health_Info/Bone/Bone_Health/Exercise/bone_exercise.pdf

Strength Training and Your Child

www.kidshealth.org/parent/nutrition_fit/fitness/strength_training.html

Stretching: www.kidshealth.org/teen/food_fitness/exercise/stretching.html

Flexible Benefits: www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_30.pdf

Stretching: Focus on Flexibility

www.mayoclinic.com/print/stretching/HQ01447/METHOD=print



Strength Training: What, Why, and How

Strength: Improved muscle size and power

Resistance weight training: exercise muscles using weight loads with a few repetitions in order to build muscle size, lean body mass, strength, and power. It is also called weight training, strength training, circuit weight training, and other names.

Why strengthen?

- To help you feel great
- To improve physical performance and function
- To strengthen muscles, joints, and bones
- To improve health

How to strengthen?

Tip: To improve physical performance, you must exercise at a greater intensity than the performance level your body is already used to.

How:

- Do regular aerobic activities, e.g. brisk walking, jogging, running, dancing, and jumping
- Use free weights, like barbells and dumbbells. Be creative – and safe! - when using household items like cans of food
- Use resistance bands
- Use your own body weight as in pushups, sit-ups or squats

How Often:

Number of times per week:	2 – 4
Number of repetitions:	12 - 15
Number of sets for each exercise:	1 – 3

Strength training is important and great for both boys and girls!

Pace:

- Use a slow and controlled movement for strength training

Fitness Education

Flexibility Training

Session Goal

To learn and understand the concept of flexibility training

Teaching Points

Definition of flexibility and flexibility training

Endurance, strength, and flexibility make the three primary elements for physical fitness

Suggested Activities

Try out different types of flexibility-enhancing stretches

Learn how much time in a week is appropriate for flexibility training

List and discuss specific activities for flexibility training

Student Handout

Flexibility Training: What, Why, and How

Resources

Bone, Muscles, and Joints: The Musculoskeletal System

www.kidshealth.org/teen/your_body/body_basics/bones_muscles_joints.html

(Include full diagram of bones)

Exercise for Your Bone Health

www.niams.nih.gov/Health_Info/Bone/Bone_Health/Exercise/bone_exercise.pdf

Strength Training

https://kidshealth.org/en/parents/?search=y&getfields=subject.description&q=strength+training+exercises+video&site=kh&client=ms_p_en&output=xml_no_dtd&gsaRequestId=7457070404200936186&filter=0&WT.ac=msh-p-dtop-en-search&kh-search-lang-select=eng

Stretching

www.kidshealth.org/teen/food_fitness/exercise/stretching.html

Flexible Benefits

www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_30.pdf

Stretching: Focus on Flexibility

www.mayoclinic.com/print/stretching/HQ01447/METHOD=print

Flexibility Training: What, Why, and How

Flexibility: The ability to move a body part in the highest range of motion, including both static and dynamic stretches (See **Types of Flexibility** below). There are top ranges of flexibility for different sports and activities. Stretching improves flexibility.

Range of motion (ROM): The degree of movement your body can perform at a joint.

Muscle Stretching: To extend a muscle requires a body movement to reach the point of resistance within the range of motion. *Active stretch* is when the stretching person supplies the force of stretching – you yourself do it. *Passive stretch* is when someone else or a stretching machine helps to make stretching happen – you are helped to stretch.

Why stretch?

- Like all exercises, stretching helps make you feel great.
- Increase the general flexibility of a body part by stretching tight muscles or joints
- Prevent the risk of injuries to muscles and joints
- Improve performance, function and health (your posture, balance, and quick response)

Exercise is cool and fun
for EVERYONE!

Types of Stretching

Dynamic muscle stretch: This type of stretch uses specific movements to prepare the body for a particular activity. It is also called functionally based stretching exercise.

Static muscle stretch: This type of stretch is a slow and constant stretching exercise. The end position during this type of stretch is usually held for 30 seconds. It helps improve range of motion.



Cloud drawing by Clark Avenue Middle School Stay in Shape participants, Chelsea, 2014 – 2015 School Year

Fitness Education

Balance Training

Session Goal

To learn and understand the concept of balance and the important role it plays in physical health and fitness

Teaching Points

Definition of balance:

The ability to control and maintain the body's position as it moves through space. This ability involves brain, muscles, and bones to work together.

Balance as related to strength, flexibility, and endurance

Suggested Activities

List and discuss specific activities for balance training

Try out different balance training exercises

“All fours” balance exercise

Toe, heel, and leg rises

Eye exercise

Tai Chi

Resources

What You Need to Know about Balance and Falls

www.apta.org/AM/Images/APTA_IMAGES/ContentImages/ptandbody/balance/BalanceFall.pdf

Be Balanced Total Body Training (links to diagrams of balanced training)

www.bebalanced.net/fileadmin/downloads/BeBalanced_Ganzkoerpertraining_E.pdf

Three Things Every Exercise Program Should Have

www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_78.pdf

If You Don't Use It, Will You Lose It?

www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_58.pdf

Exercise – Fun Activity

Using Stretch Bands

Session Goal

To introduce the tool of Stretch Band as another good way to train muscle and bone strength

Teaching Points

Review of strength and strength training
Varieties of stretch band activities

Suggested Activities

Show and learn how to use a stretch band safely and effectively
Try out different stretch band exercises
Review how much time in a week is appropriate for strength training
Review specific activities for strength training

Resources

Please consult school fitness department for tools and supervision for this activity.

Stretch Bands

<https://www.acefitness.org/education-and-resources/lifestyle/blog/3624/workout-wednesday-15-minute-resistance-band-workout>

www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_82.pdf

Physical Activity and Weight Control

[www.win.niddk.nih.gov/publications/physical.htm#Strength Training](http://www.win.niddk.nih.gov/publications/physical.htm#Strength_Training)

Exercise - Fun Activity

Using Reflex Balls

Session Goal

To introduce the tool of Reflex Ball and create an opportunity for participants to learn to use it

Teaching Points

Definition of reflex (involuntary and rapid actions)
Hand-eye coordination as a focal point to build physical reflex
Benefits of reflex to other sports skills

Suggested Activities

Explain the importance of reflex-building in supporting other sports skills
Show and learn how to use a reflex ball safely and effectively

Resource

Please consult school fitness department for tools and supervision for this activity.

Exercise – Fun Activity

Using School Weight Training Center

Session Goal

To introduce the School Weight Training Center to the participants
(if applicable)

To provide 2-3 consecutive opportunities for the participant to learn about weight training and try weight training equipment

Teaching Points

Definition weight training

Safety in weight training (Do's and don'ts)

Types of weight training

Benefits of weight training

Equipment in the Weight Training Center

Suggested Activities

Explain the importance of weight training in physical fitness

Show and learn how to use free weights and other equipment safely and effectively

Resources

Please consult school fitness department for tools and supervision for this activity.

Weight Training and Weight Training Safety

www.familydoctor.org/weight-training-and-weight-lifting-safety/

Strength Training for Kids: A Guide for Teachers and Parents

www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_339.pdf

Weight Training Do's and Don'ts of Proper Technique

www.mayoclinic.com/print/weight-training/SM00028/METHOD=print

Free Weights vs Weight Training Equipment

www.acefitness.org/fitfacts/pdfs/fitfacts/itemid_289.pdf

Fitness Education

Summary of Fitness Education

Session Goal

To summarize all fitness education topics

Exercise Safety

Daily Goals for Children and Youth: 60 minute a day (Program Objective)

Think like an Athlete

Heart Rates

Endurance

Different types of strength training

Resistance

Flexibility

Balance

Reflex

School weight training center

To encourage participants to make 60-minutes daily exercise a way of life

Teaching Points

Exercise as one of the most important components of a healthy lifestyle

Daily exercise goal: at least 60 minutes

Benefits of exercise

Suggested Activities

Recap all fitness education topics, as listed above

Emphasize, for the last time in the program, the daily exercise goal of 60 minutes

Review benefits of exercise

Ask students to share success stories in meeting daily exercise goals.

Ask students to share challenges in meeting daily exercise goals and discuss realistic solutions.

Watch this video: **Drop Everything and Exercise**, with Dr. Stephen Esser

www.youtube.com/watch?v=-ePvY_EKbX4

[&feature=share&list=LLdo8vvgvZbGhbmLeJW0zuGg](http://www.youtube.com/watch?v=-ePvY_EKbX4&feature=share&list=LLdo8vvgvZbGhbmLeJW0zuGg)



Other Materials

Mid-Program Summary

Home Assignments

Program Completion
(Including the post-survey)

Mid-Program Summary
(To be conducted half way through the program)

Session Goal

To review program goal and objectives and summarize what the program has presented or discussed so far

To assign homework for school recess week

Teaching Points

Review of program goal and objectives

Program Goal: To provide an opportunity of high-quality health education for the participants to learn and develop positive and lifelong healthy habits through not only awareness but also action on the seven core learning objectives described below:

Program Objectives

- 1) Eat more fruits and vegetables - up to a total of 5 or more servings a day – through understanding and practicing My Plate;
- 2) Eat a healthy breakfast every day;
- 3) Understand and always read the Food Labels in order to make healthier food choices;
- 4) Reduce TV and other entertainment screen time to no more than 2 hours a day;
- 5) Spend at least 60 minutes being physically active every day;
- 6) Practice deep breathing regularly as an evidence-based tool to control daily stress; and
- 7) Have a good night's sleep – Aim for 9 to 10 hours a night.

Reality check: how the participants are doing; if they are making changes as recommended by the program

Topics and skills the program has discussed so far

Point out for the participants that everyone needs *high-quality* fuel to enjoy and maintain good health. What they learn from Stay in Shape helps to ensure that they get this type of fuel – Nutrition, physical activity, stress management, and sleep.

Suggested Activities

Ask each participant to give a brief report on how she/he is doing with the program so far

Discuss challenges and missed opportunities

Collect comments, questions, and suggestions from the participants

Home Assignment

Session Goal

To provide an opportunity for each participant to self-study and continue the program on her own for one week. Assign one or all three home activities at any time during the program or during a recess week when there is no program.

Activities

- 1) Stay in Shape Weekly Log
- 2) Essay on Body Image (Highly recommended)
- 3) Fiber Up!

Instructions

Stay in Shape Weekly Log

- Record the servings of fruits and vegetables you eat each day. Remember, 5 or more each day is the healthy way.
- Record the time and kind of physical activities you do each day. Remember, your goal is to be physically active for 60 minutes each day.
- Record your Relaxation Response (RR) exercises each day and describe briefly how you did it. Remember, your goal is to develop the habit of daily stress management through practicing the RR techniques.

Essay on Body Image

- Building a positive body image is an important part of building a healthy lifestyle for children and youth.
- Have the students read the three Body Image Brochures, made up of quotes on the subject from previous participants. Students can write about their appearance or their personality, their feelings about themselves, their cultural background and beliefs or how they live a healthy life.
- Suggested length of the essay: 200 words for high school participants; 100 words for middle and elementary school participants. Or students can write as much or as little as they wish.

Fiber Up!

Instructions:

A child's need for fiber is in the range of "Age + 5" grams of fiber a day. Eating fiber-rich food can help youth stay away from many diseases like obesity, diabetes, heart disease, high cholesterol, and some types of cancer. Print out and study the handout on fiber at

www.kidshealth.org/teen/food_fitness/nutrition/fiber.html. The students should answer these two questions:

What is a "good source of fiber"? Give examples.

Remind participants that a food with 3 or more grams of fiber per serving is a good fiber source.

Make a list of favorite fiber-rich foods



Home Assignment: "Stay in Shape" Weekly Log

Your Name _____ Your School _____

Instructions:

1. Write down name of fruits and vegetables you eat each day. Remember: **5 or more servings** is your goal.
2. Write down how much time and name of physical activity you do each day. Remember: **60 minutes** is your goal.
3. Write down your Deep Breathing practice each day and check off how you did it, a mini one with just a few breaths or a 10+ min session. Describe briefly how you feel each time you finish. Remember: your goal is to use this simple skill as one way to control daily stress.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Fruits and Vegetables	Name of fruit or vegetable: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ More servings: _____ _____	Name of fruit or vegetable: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ More servings: _____ _____	Name of fruit or vegetable: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ More servings: _____ _____	Name of fruit or vegetable: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ More servings: _____ _____	Name of fruit or vegetable: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ More servings: _____ _____	Name of fruit or vegetable: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ More servings: _____ _____	Name of fruit or vegetable: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ More servings: _____ _____
Physical Activity	<input type="checkbox"/> 60 min or more <input type="checkbox"/> 30 min or more Name of Activity: _____ _____ _____	<input type="checkbox"/> 60 min or more <input type="checkbox"/> 30 min or more Name of Activity: _____ _____ _____	<input type="checkbox"/> 60 min or more <input type="checkbox"/> 30 min or more Name of Activity: _____ _____ _____	<input type="checkbox"/> 60 min or more <input type="checkbox"/> 30 min or more Name of Activity: _____ _____ _____	<input type="checkbox"/> 60 min or more <input type="checkbox"/> 30 min or more Name of Activity: _____ _____ _____	<input type="checkbox"/> 60 min or more <input type="checkbox"/> 30 min or more Name of Activity: _____ _____ _____	<input type="checkbox"/> 60 min or more <input type="checkbox"/> 30 min or more Name of Activity: _____ _____ _____
Deep Breathing	<input type="checkbox"/> Mini Breathing <input type="checkbox"/> 10+ Min Session Describe: _____ _____	<input type="checkbox"/> Mini Breathing <input type="checkbox"/> 10+ Min Session Describe: _____ _____	<input type="checkbox"/> Mini Breathing <input type="checkbox"/> 10+ Min Session Describe: _____ _____	<input type="checkbox"/> Mini Breathing <input type="checkbox"/> 10+ Min Session Describe: _____ _____	<input type="checkbox"/> Mini Breathing <input type="checkbox"/> 10+ Min Session Describe: _____ _____	<input type="checkbox"/> Mini Breathing <input type="checkbox"/> 20 Min Session Describe: _____ _____	<input type="checkbox"/> Mini Breathing <input type="checkbox"/> 20 Min Session Describe: _____ _____

Adapted from "Your Weekly Log – Growing Up Healthy and Strong Is as Easy as 5-2-1!" Jump Up & Go, Blue Cross Blue Shield Massachusetts

Home Assignment: Body Image Essay

Essay Writing: Body Image: What Does It Mean to You?

Goal: To build a positive body image through essay writing that defines body image in your own words

How long: No limit. You can write as long or as short as you wish. The goal is to study body image by following the instructions below.

Instructions:

- Body image is about our mental health. Having a positive body image is an important part of a healthy lifestyle for people of all ages.
- Read at least 3 Stay in Shape Body Image Brochures out of the total of 6 included in the Student Handout Book for inspirations to complete this essay. The brochures are made up of quotes from the essays written by the Stay in Shape participants over the years.
- You can write about your appearance, your personality and style, your feelings about yourself, cultural background, or how you choose to live a healthy life. Any other things that help you understand and practice positive body image.
- You can check out these web sites for more information about body image:
www.youtube.com/watch?v=n-Do8SOISqg
<https://kidshealth.org/en/teens/body-image.html>
<https://kidshealth.org/en/teens/male-bodyimage.html>
- Turn in your completed body image essay to your instructor for it to be included for making the next Stay in Shape Body Image Brochure. For this reason, please write down your first name and the name of your school on your essay. Thank you in advance for your contribution!



Body Image: Positive Body Image, Healthy Living



stayinshape@partners.org
781-485-6400

Being in Control

"Stay in Shape has helped me exercise and have a lot of fun while doing it. Being active helps make me confident."
-Linda, Rummy Marsh Academy

"I know that I am beautiful by my actions and not my looks. To me, that is all that matters."
-Tracy, Eugene Wright Middle

This program had a really big impact on my life. I lost 20 pounds and I am a healthy person with a healthy body image" -Jessie, RHS

"When you feel you're not taking care of yourself, then you should do something about it."
-Melissa, Chelsea High

"When I look at myself in the mirror the first thing I see is my smile. As long as I have my smile, my day is fine..."
-Karen, Chelsea High

"I like my choices." -Nora, Clark Ave Middle

"Stay in Shape made me feel good so I would exercise at home. It is a habit now."
-Carol, Rummy Marsh Academy

What makes us unique...

"My right hand has a mark on it because I burnt myself with an iron when I was little. People ask what it is, I feel special because I never see people with the mark I have."
-Alexa, Clark Ave Middle

"No one can really be happy until they come out of their shells and actually accept how they are. We all have different appearances and personalities." -Habiba, Chelsea High

"I like how I'm not like anybody else."
-Adrianitis, Clark Ave Middle

"I like that I am me. I was born this way. This is the person I was supposed to be.. Sure I have insecurities but who doesn't? I'm proud of myself even with my insecurities. This is me. Without these things, I would not be me." -Amanda, Clark Ave Middle

"I really love my humor and craziness because it's what makes me a fun and unique person."
-Adelison, Clark Ave Middle



Body Image

Redefining What's Beautiful and Healthy



We asked our Stay in Shape girls...



Being Proud ...



What is Body Image ?

Body Image is how we perceive the appearance of our body.



What is Negative Body Image ?

Negative body images give a distorted perception of body shape and size. This leads to comparing other bodies and feelings of shame and anxiety.



What is Positive Body Image?

When a person has a positive body image, he or she has a real perception of their size and shape and feels comfortable with his or her body.

Stay in Shape helps girls

develop a **positive** body image. Positive body image leads to a **healthy** lifestyle and a sense of *pride, happiness, and love of oneself.*

What does Body Image mean to you?

Throw out ideals of beauty...



"I know I am beautiful in my own way..."

-Baderin, Clark Ave Middle

"All of society gives a huge emphasis on clothes, hair and make-up, and girls feel the pressure to always need to look their best, or like what they see in the magazines. If they don't, they start to feel bad about themselves, and this leads to low self-esteem, which affects all other parts of their lives."

-Caitlin, Chelsea High

"The more comfortable I become with myself, the better I will feel and the higher my self-esteem will be. I don't need to live up to anybody's standards but my own."

-Larissa, Chelsea High

"I don't care what people say about me. I only care what I think about me."

-Kaylee, Eugene Wright

"Everybody has imperfections and isn't perfect. We aren't Barbie dolls."

-Addison, Clark Ave Middle

"I'm really proud of my self and I'm very sure with my steps in life."

-Rosy, Warren-Prescott



"I love my culture and being proud about what I am."

-Kenya, Warren-Prescott

"I love my body and it makes me who I am and I love being a girl."

-Jasmine, Eugene Wright Middle

"The most important and special thing in the world is my tradition and my heritage. I love it because it's my own way of doing something in the world and to be different but still blend in with people and learn new traditions or cultures too."

-May, Clark Ave Middle

"My heritage is something I like about myself. It's common at school, Hispanic. But it's where you come from that makes you different from other people."

-Ruth, Clark Ave Middle

"I like my personality and my features on my body. I like a lot of things about myself because I am me!"

-Magabriel, Eugene Wright

"I love myself and I really think my body is perfect"

-Dayani, Chelsea High

What makes us unique...



"You might have something different from other people, that should make you feel special because maybe nobody else has that mark but you do" - Irma, Clark



"I like about me is my personality I am very musical I like to play the guitar and I play very good. I am also very funny, like today I made my whole table laugh" - Eugene Wright



"Things that I like about myself is I am amazing in art. I draw special pictures for my teachers and friends, they really love them" - Lourden, Eugene Wright

"Everybody is unique. They all have their mark. I do too. I've had this scar since I was little. I forget it's there. It might've made me weirder, but oh well! It's my mark. Not many people have a scar on their nose. But I do! Everyone has one. Their mark makes them special. Just like it does me!" - Karina, Clark



"Every single person is unique due to an individual physical trait. Even though every body has an opinion about what his or her perfect body would be, changing one's personal features would take away from individuality. I personally would never do any surgery to change any part of my body. I feel proud of the fact that nobody exactly looks like me" - Mariam, Chelsea High

Being in Control



"Stay in Shape helped me a lot. I learned to relieve stress, exercise right, to be active and eat healthy food"- Kimberly, Clark

"In Stay in Shape, I have learned to exercise enough to make sure I am balancing calories and eat lot's of vegetables and fruits" - Mariana, Eugene Wright

"Before the Stay in Shape program, I used to worry about my weight. But ever since I have joined this wonderful program, I learned to eat healthier and to forget about my weight" - Leslie, Clark Avenue Middle



Everything you do while you're young affects you as you get older. Do things in a way you will be proud of. Staying fit doesn't just mean dieting. All these things I have learned will keep me healthy, physically and mentally. - Rym, Clark



"Stay in Shape has helped me to learn new ways to improve body image" -Daniela, Eugene Wright

"Stay in Shape has really helped me understand that exercising plays an important role in life and your personality is what makes you unique" - Niajah, Clark



"Stay in Shape program has taught me to keep a healthy body image. I also learned how to control stress. You have to eat healthy to be healthy." - Rym, Clark



Positive Body Image: What It Means to Us

(2nd Edition, with essays written by students from Chelsea High School, Clark Avenue Middle School and Eugene Wright Science & Technology Academy)

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(Look for Stay in Shape)



Body StayStaystay in Shape: Redefining What's Beautiful

We asked our Stay in Shape boys and girls...

WHAT IS BODY IMAGE?

Body image is how we look at and feel about ourselves.

What Is Negative Body Image

When you have a positive body image, you have a real view of your body size and shape and feels comfortable with your body. A positive



What Is Positive Body Image?

A negative body image gives you a poor image of yourself—body size, shape and your whole being. This can hurt your self esteem. It can make



Stay In Shape helps girls and boys develop a positive body image that supports a healthy lifestyle and a sense of pride, happiness, and love of yourself.

Being Proud

"I am also very proud of my culture. I am Italian American and like to learn about my ancestors" - Katerin, Eugene Wright

"I'm very happy with my culture because I like my family and my family foods. One meal I like when my family makes dinner is nachos" - Vetzauel, Eugene Wright



"I like about me is my culture. I spend as much time I could with my amazing family. My family and I are communities and most families aren't. I'm really glad to be so positive with my body image" - Katelyn, Eugene Wright



"I am proud of writing this essay because it helped me express myself and makes me feel good. Also this essay teaches me to always feel good and nice about myself" - Yenifer, Eugene Wright

"I love my family. My family is crazy but I love them" - Joseline, Clark



"A personality I like about myself is being creative. I'm also caring. I care about my friends" - Eugene Wright

"I like to do special activities, celebrate different holidays and eat food with my family. I like to share my background with my friends so they learn about my family" - Anthony, Eugene Wright



What does Body Image mean to you?

I think a healthy body is having a good weight" - Yarelis, Clark

"Body Image is the way you look at yourself. People have different ways to look at themselves. Body image means to me is to be grateful for the body you have" - Ariana, Clark



"A healthy body image to me is very important. Without the right foods and activities you could become obese and get diseases which could lead to death someday" - Jenny, Clark

"To me my body image is important. It takes self confidence and yourself. Because you need to be happy with who you are and not what you what other people think you should be." - Katy, Clark



It is very important to have a positive body image. I like my appearance. I love my hair because it's really long and it flows. I'm also smart in math and history and that is going to help me to be the president because that's my goal." - Katelyn, Eugene Wright



"To me body image is like how a person feels about their body. It's also like seeing yourself in a mirror or when you picture yourself in your mind. Body image means liking your body and appreciating it" - Dowlay, Chelsea High

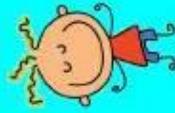
What makes us unique...



"No two bodies or personalities can be the same. I think that is what makes each of us our own person" - Karla, Clark



"I love my personality because I think having a different way of thinking is ok. I'm unique and I love that about me!"
-Raychel, Eugene Wright



"I have curly hair, a great personality and I have pretty eyes. These are all characteristics of me and I love being me!"
-Eugene Wright

"It feels so great to be happy with myself. I am so happy with my style, my musical talent, and my art skills. I am also very good at sports. All of these things come together and make me who I am!"
-Eugene Wright



"I'm always smiling because smiling is the best make-up. Your smile can brighten anyone's day!"



Being in Control



"Your body image states who you are. No one can take that from you" -Tatiana, Clark



"Someday when I grow up I want to share my laughter with others and be a guidance counselor or social worker. Helping children in need makes me feel really special" - Josiah, Eugene Wright



"I know that getting a good education is important for my future, so I am going to keep doing my best to learn all that I can" - Eugene Wright

"I am an individual and no one can change that!"
-Eugene Wright



"I like to be funny because it makes people laugh and puts a smile on their face"
-Edith, Eugene Wright

"Stay in Shape is a great program because it has helped me think about what makes me feel proud and what I can do to continue to feel happy with myself" - Eugene Wright



Stay in Shape



POSITIVE BODY IMAGE:

What it means to us!

3rd Edition, with essays written by students from Clarke Avenue Middle School and Eugene Wright Science &

Phone: 781-485-6400
Email: stayinshape@partners.org
Web: www.massgeneral.org/cchi
(Look for Stay in Shape)





What is BODY IMAGE?

Body Image is how we look at and feel about ourselves.

Positive Body Image

When you have a positive body image, you have a real view of your body size and shape and feel comfortable with your body. A positive body image is part of healthy living!

Negative Body Image

A negative body image gives you a poor image of yourself—body size, shape, and your whole being. This can hurt your self-esteem. It can make you feel bad about yourself. It does not support a healthy lifestyle.



Stay In Shape helps girls and boys develop a positive body image that supports a healthy lifestyle and a sense of pride, happiness, and love of yourself.

What does Body Image mean to you?

"If I take good care of myself, eat healthy, and exercise I will grow up to be a strong and beautiful woman!"
- Eugene Wright

"Body image is how we look and feel about ourselves. I love my body because it's my own and I'm beautiful just the way I am!" - Katherine, Clark



"I was born this way. Sure, I have insecurities, but who doesn't? I'm proud of myself and I love myself no matter what!"
- Karla, Clark

"I'm perfect just the way I am. I don't care what people think of me. Whether they think I'm fat or skinny—to me those words do not exist. That's what body image means to me and I love my body!" - Becca, Clark



"As I grow up, I am learning new things about myself that make me proud and look at myself in a positive way. I know that I need to keep looking at myself in a positive way into the future so that I can be successful and happy!" -Suani, Eugene Wright

"Body image means that you love yourself for who you are" -Clark

Being Proud

"It is really important for everyone to feel proud of themselves like I do. Feeling proud helps you live a long and healthy life"
-Eugene Wright



"I like how smart I am because people always compliment me on my intelligence and it makes me feel AWESOME!"
-Eugene Wright



"I know that I have worked hard this year and I will take what I have learned and continue to make choices that will make me proud of who I am!" -Branden, Eugene Wright



"I am really proud of my background and Culture. I get to try new foods from Honduras that I've never tried before and celebrate holidays that most people don't. I like to share my background with my friends so they can learn about me and my family"
-Anthony, Eugene Wright



"I'm proud to be Hondurian and I think everyone should be proud of their culture too"
-Stephanie, Clark

"I'm proud of my athletic abilities and I hope one day it helps me get a scholarship to college" -Clark



Fiber Up!

Home Assignment: Fiber Up Research Paper

Goal: To learn more fiber-rich foods and develop a better understanding about the health benefits of fiber.

Instructions: Answer these questions:

1. What is considered a “high-fiber” food? Give examples.
2. What is considered a “good source of fiber”? Give examples.
3. Make a list of your favorite fiber-rich foods

You can go to www.kidshealth.org/teen/food_fitness/nutrition/fiber.html to learn more before you start writing. Your need for fiber is Your Age + 5 grams a day. Eating enough fiber can help prevent health problems like obesity, diabetes, heart disease and cancer.

Program Completion

Summary: Once “Stay in Shape”, always stay in shape!

Session Goal

To celebrate completion of the program and congratulate all participants

Teaching Points

Eleven Best Health Habits (Program Summary)
Post-Program Survey
Message: **Once “Stay in Shape”, always stay in shape!**
Awards (Program Completion Certificates and Prizes)

Suggested Activities

Discuss the handout of Eleven Best Daily Health Habits
Ask participants to share their plans or thoughts about how to move on after the program
Congratulations on a job well done!

Student Handouts

Eleven Best Daily Health Habits
Post-Intervention Survey
Certificates
Stay in Shape cinch packs

Resources

Massachusetts State Nutrition, Physical Activity, and Obesity Profile 2016
<https://www.cdc.gov/nccdphp/dnpao/state-local-programs/profiles/pdfs/massachusetts-state-profile.pdf>

The Exercise Habit
www.familydoctor.org/online/famdocen/home/healthy/physical/basics/059.printerview.html

7 Benefits of Regular Physical Activity
www.mayoclinic.com/print/exercise/HQ01676/METHOD=print

Stress
www.kidshealth.org/teen/your_mind/emotions/stress.html

Teenagers: How to Stay Healthy
www.familydoctor.org/teenagers-how-to-stay-healthy

11 Best Daily Health Habits: How Many Do You Have?



1. *Eat a healthy breakfast every day*

A healthy breakfast jump-starts your body and brain in the morning. It keeps you active and smart during the school day so you can be the best at getting good grades. A healthy breakfast can also prevent you from eating too much at the next meal.

2. *Eat “5-9” servings of fruits and vegetables every day (US national campaign since 1991)*

Fruits and vegetables cut down risk of getting many diseases, especially cancer and heart diseases. They are also your friends for a healthy and happy heart, beautiful skin, hair, nails and teeth. Always have fruits and vegetables in your meals. Fruits and vegetables are best snack choices too.

3. *Exercise for 60 minutes every day*

There are so many benefits from daily exercise. 60 minutes is your goal. Get moving every day and stay in shape for life!

4. *Always Read the Food Labels*

Reading the labels helps us make wiser food choices. We can avoid buying and eating unhealthy foods because we now know better from reading the labels.

5. *Turn off TV when you have dinner every day.* Remember: **TV / entertainment screen time should not be more than two hours a day.** The less, the better! Meal times should be a valuable time for conversations among family members. Watching TV while having a meal takes away family time.

6. *Say “No” to tobacco, alcohol, and drugs*

Each cigarette contains more than 4,000 chemicals. Many are cancer causing. Smoking hurts not only your health but also the health of the people around you. The same goes with using alcohol and other drugs. As a Stay in Shape participant, you have the knowledge and skills to make the right decisions – for these things, your answer should always be NEVER!

7. *Find time to relax every day*

Relaxation should be a way of life and an important part of healthy living. Remember to do **deep breathing**, a simple skill you have learned. There are of course many other things you can do to relax, like going for a walk, getting up for a stretch, listening to music, doing work of arts and crafts, taking a nap Your goal is to keep daily stress under control!

8. *Stay in close touch with nature every day*

Take a minute to enjoy the beauty of Mother Nature – listen to the rain drops on tree leaves, look at the flower on the road side People who enjoy natural beauties and find peace in them have a better chance to enjoy good health.

9. *Choose respect*

Practice healthy and respectful communication skills at all times. Remember: Bullying is against the law.

10. *Connect heart to heart with a loved one or a close friend often*

Love and friendship are also key to good health. Find time to get connected with a loved one or a close friend often. Sharing your inner thoughts and feelings with someone you trust creates an opportunity for you to let out stress and get support at the same time.

11. *Get a good night’s sleep every day*

Your body does all kinds of repairs for you when you are asleep. A good night’s sleep makes a fever drop, an ear-ache calm down and a wound heal. Sleep well, you are worth it!



STAY IN SHAPE Post-Program Survey

Your School _____

Today's Date _____

Your grade _____

Your first name _____ (First name only, please)

About the Survey

- The purpose of this survey is to collect information about what you know and do in staying healthy **after** your participation in the Stay in Shape program.
- Your answers to the questions are private. Only people who work for Stay in Shape can see the survey answers in order to know how the program went and how to improve it for new participants.

Instructions:

- Please answer every question yourself, based on what you know or do; don't know or don't do
- This is not a test so there is no need to guess the right answer.
- Please feel free to ask the instructor, if you are not clear about any of the questions.

Thank you!

Stay in Shape Post-Program Survey

1. I am participating in **Stay in Shape** at ...
 Chelsea High School Revere High School
 Clark Avenue Middle School Rumney Marsh Academy
 Eugene Wright Science & Tech. Academy Warren-Prescott School
 Clarence R. Edwards Middle School Harvard-Kent School
 Joseph A. Browne School Summer Mentor Program
2. I am concerned about my weight. Yes No
3. I have a TV set in my bedroom. Yes No
4. On average, I spend ____ hours watching TV and/or using other electronics for play every day.
 0 hour less than 1 hour 1 – 2 hours More than 2 hours
5. Daily stress, if not controlled, can make people come down with problems like overeating, high blood pressure, anxiety and depression, body aches and pains, heart disease, obesity, and many other diseases.
 True Not true I don't know
6. I use deep breathing skills as a tool to relax and control my daily stress.
 Yes No
7. "5-9 A Day" in nutrition education means...
 Eat 5-9 servings of bread or rice a day Eat 5-9 small meals a day
 Eat 5-9 servings of fruits and vegetables a day Eat 5 small meals and 4 snacks a day
 I don't know
8. I eat at least 5 servings of fruit and vegetables every day.
 Yes No
9. I ____ read Nutrition Facts (Food Labels).
 Always Sometimes Once in a while Never
10. The Nutrition Facts on Food Labels are based on ...
 1,000 calorie diet/day 2,000 calorie diet/day 3,000 calorie diet/day
 4,000 calorie diet/day I don't know
11. To eat healthy, you should avoid eating Trans fat all together.
 True Not true I don't know
12. A serving of food that has 3 grams of fiber is considered a fiber-rich food.
 True Not true I don't know
13. A serving of food with 800 mg of sodium (salt) in it has too much salt.
 True Not true I don't know
14. How many times did you skip breakfast in the past 7 days?
 I did not skip 1-3 times More than 3 times

15. I spend 60 minutes on physical activities every day.

- Yes No

16. How many hours of sleep do you get a night lately?

- 8-10 hours
 5-7 hours
 Less than 5 hours

17. How confident are you in living a healthy life (Meaning that you eat healthy, spend 60 minutes on being physically active, and do activities such as deep breathing to control daily stress)?

- Very confident Confident Somewhat confident Not confident

18. The Stay in Shape program was _____ to me.

- Very helpful
 Helpful
 Somewhat helpful
 Not helpful

19. Please share a short story of how you have improved in daily nutrition (For example, eating enough fruits and vegetables, having breakfast, and drinking water), exercise, sleep, and stress management since you started **Stay in Shape**:

20. What do you think of **Stay in Shape** in 1 or 2 words?

**THANK
YOU**

Acknowledgement

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Schools, school teachers and staff, and guest instructors from MGH Health Centers and the communities for their dedication to supporting the development and operation of Stay in Shape and making a difference in the lives of children and Youth in the MGH Health Center served communities;

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The Stay in Shape participants in Clark Avenue Middle School, Chelsea, 2013-2014 and 2014 – 2015 school years, for creating the art of clouds used to enhance the curriculum;

[The MGH Clay Center for Healthy Young Minds](#) for their self-care videos; and

All host agencies of web-based resources, including written information, images, and video clips selected from www.arch-mgh.org, www.google.com, and other websites to enhance the curriculum. Use of information is for the sole purpose of education on living a healthy life among youth.

Consultation to information about using copyright materials and exceptions for the sole purpose of education and teaching, posted at <https://www.copyrightuser.org/understand/exceptions/education/>

The Stay in Shape program would not have been possible without the support and expertise of those mentioned above and *all* working behind the scene at schools, school departments, MGH HealthCare Centers, and MGH Community Health Associates, a division of [MGH Center for Community Health Improvement](#). Thank you!

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