



MASSACHUSETTS
GENERAL HOSPITAL



**“STAY IN SHAPE” Curriculum
2020 – 2021 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 Program Lead Teachers

Stay in Shape focuses on teaching the evidence-informed knowledge and skills of early prevention and health promotion that can benefit the participated students for a lifetime. The COVID-19 pandemic, tragic as it is, has further demonstrated the relevance of and need for the program. Each of the seven core program learning objectives or skills is repeatedly recommended by health experts across the globe for adults and children to apply to their daily life to stay safe, healthy, and resilient during the pandemic. We are proud of the fact that Stay in Shape is ahead of the curve in prevention, as the program has been serving schools in the MGH Health Center-served communities of Charlestown, Chelsea, and Revere for more than 20 years!

We at [MGH Community Health Associates](#) are grateful for the opportunity to work with you in delivering the Stay in Shape Program to your students. We believe that, through our joint effort, we can make a difference in students' lives and our communities.

We invite you to a [podcast about Stay in Shape](#), hosted and produced by the [MGH Clay Center for Young Healthy Mind](#) before you move on to the next section.

- Parental Consent
 - Please collect Parental Consent 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 any other 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.
 - Please note: The Parent Letter and Consent Form in 2020-2021 school year notify parents that the program will be offered virtually due to the COVID-19 Pandemic.

- Pre- and Post-Surveys
 - We encourage you to administer the pre- and post-surveys with your students, especially if you are new to having the program.
 - Staff at Stay in Shape can help analyze the surveys you collect and share the results with you. Just let us know.

- Attendance
 - Encourage the participants to stay through the entire program to ensure program quality and effectiveness as consistent attendance is one of the indicators for success.
 - Students who complete the program (defined as having no more than two absences) will receive a special **Stay in Shape Certificate** (To be provided at the end of the program). So please take the attendance as you go and save the records so you can determine which students can receive the Certificate. You can certainly let students know about the Certificate at the beginning of the program to motivate them to stay through.

- Home Assignment
 - Stay in Shape encourages students to complete a home assignment of their choice during the school recess week in spring or fall semester. There are three recommended home assignments included in the curriculum: SIS Weekly Log, Body Image Essay, and Fiber-Up Essay.
- **Tips for Teaching, Outreach, and Advocacy**
 - Help students understand that health is a life-time process for everyone. Without being in good physical, mental, and social health at any stage of life, we cannot accomplish our goals as well or smoothly as we hope for. Striving to stay in good health – as defined by Stay in Shape - will prove to be the best investment students make for life, **especially now as the world is going through the COVID-19 pandemic.**
 - What students learn from Stay in Shape can help them do the right things through good decision-making and developing everyday health habits in nutrition, physical activity, and stress management.
 - Always encourage students to share what they learn from the program with their families and friends. Suggest at the beginning of the program that they talk about Stay in Shape at family dinner time on the same day when they have had a program meeting at school.
 - Help students connect all dots reflected in program topics / learning objectives for living a healthy life through session discussion and activities, mid-program and final summaries. *Every program learning objective is not only connected but also interrelated to each other.* For example, good mental health cannot be achieved without eating healthy foods. Help students develop a life-long vision for health as a top priority throughout childhood and adulthood. Based on such an understanding, urge students to practice and sustain the Stay in Shape knowledge and skills from this point on.
 - In addition, if you would like to discuss a topic outside of the Stay in Shape Curriculum, so your program can better meet current and evolving health education needs of the students, please let us know. We can arrange a guest speaker to talk with the students about, for example, any of the following topics:
 - What Is A Pandemic? What You can Do to Protect Yourself?
 - Vaping: What You should Know and What You can Do?
 - Bullying: What You should Know and What You can Do?
 - Skin Health: Our Skin, Our Health
 - Careers in Public Health: What Is a Public Health Professional and What Does It Take to Become a Health Professional?

If you have another topic in mind, please reach out to us as well.

 - **Once “Stay in Shape”, always stay in shape.** Each student’s effort counts and makes a difference in improving his or her own health as well as family and community health. Please let us know if you need any assistance during the program: Email: stayinshape@partners.org; phone: 781-485-6477. Thanks!

Parent Letter and Permission Slip

MGH Stay in Shape Program

Name of School: _____ Date: _____

Program Lead Teacher(s): _____

* * * * *

Dear Parent or Guardian,

Your child has signed up to join the *MGH Stay in Shape Program*. Stay in Shape is an after-school program in collaboration with your child's school. The program is designed to help your child develop daily healthy-living habits through learning knowledge and skills in nutrition (Focus on balanced plate, healthy breakfast, and healthy drinks for youth), healthy limit to entertainment screen time and social media, stress management, and sleep hygiene for youth. In the current school year, Stay in Shape goes virtual, just like your child's regular school activities, because of the COVID-19 pandemic.

Program start and finish dates: _____ Virtual meeting time: _____

Please fill out the Parent Permission Slip below for your child to participate in *Stay in Shape*. Please return the signed slip to the program lead teacher: _____.
Thank you very much for your support!

For more information about the program and teaching materials, please Google: mgh sis. Please reach out to stayinshape@partners.org or 781-485-6477, if you have any questions. Thank you.

* * * * *

I have read this letter and understood its content. I give permission for my child to participate in Stay in Shape virtually by signing my name below:

Parent/Guardian Name (Please print): _____

Parent/Guardian Signature: _____

Emergency Phone: _____

Date: _____

Thank you again!

Carta de los Padres y Hoja de Permiso
MGH Programa *Stay in Shape*

Nombre de la Escuela: _____ Fecha: _____

Profesora principal del programa: _____

* * * * *

Estimado padre(s)/tutor(es),

Su hijo se ha inscrito para unirse al programa MGH Stay in Shape. Stay in Shape es un programa extracurricular en colaboración con la escuela de su hijo. El programa está diseñado para ayudar a su hijo a desarrollar hábitos de vida saludables diarios a través del aprendizaje de conocimientos y habilidades en nutrición (énfasis en un plato balanceado, desayuno saludable y bebidas saludables para los jóvenes), límite saludable para el tiempo de entretenimiento frente a la pantalla y las redes sociales, manejo del estrés, e higiene del sueño para los jóvenes. En el año escolar actual, Stay in Shape se vuelve virtual, al igual que las actividades escolares regulares de su hijo, debido a la pandemia de COVID-19.

Fechas de inicio y finalización del programa: _____

Hora de reunión virtual: _____

Complete el formulario de permiso de los padres a continuación para que su hijo participe en Stay in Shape. Devuelva el recibo firmado al maestro principal del programa: _____.

Para obtener más información sobre el programa y los materiales didácticos, busque en Google: mgh sis. Comuníquese con stayinshape@partners.org o 781-485-6477, si tiene alguna pregunta. Gracias.

* * * * *

He leído esta carta y he entendido su contenido. Doy permiso para que mi hijo participe en Stay in Shape virtualmente firmando mi nombre a continuación:

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

Firma del Padre / Tutor: _____

Teléfono de Emergencia: _____

Fecha: _____

¡Gracias de nuevo!

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 answers. The results of the survey will be used to improve the program 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 teacher, 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
 - MGH Revere Youth Zone
2. My age is ...
 - 8-10 or younger
 - 11-13
 - 14-16
 - 17-18 or older
3. I am in the ____ Grade.
 - 5th
 - 6th
 - 7th
 - 8th
 - 9th
 - 10th
 - 11th
 - 12th
4. I am ____
 - African
 - African-American
 - Asian
 - White
 - Latino
 - Mixed race
5. 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
6. Daily stress, if poorly managed, can make people ill.
 - True
 - Not true
 - I don't know
7. I do deep breathing exercises to relax and control my daily p\stress.
 - Yes
 - No
8. "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
9. I eat at least 5 servings of fruit and vegetables every day.
 - Yes
 - No
10. I ____ read Nutrition Facts (Food Labels).
 - always
 - sometimes
 - once in a while
 - never
11. How many times did you skip breakfast in the past 7 days?
 - I did not skip
 - 1-3 times
 - More than 3 times
12. I spend 60 minutes on physical activities every day.
 - Yes
 - No
13. On average, how many hours of sleep do you get a night these days?
 - 9-10 hours
 - 5-8 hours
 - Less than 5 hours
14. 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 stress)?
 - Very confident
 - Confident
 - Somewhat confident
 - Not confident
15. What do you want to learn from **Stay in Shape**? _____

Program Goal and Objectives

Stay in Shape strives to provide an opportunity of high-quality health education for students to learn and develop positive and lifelong health habits through not only awareness and knowledge but also action on the following seven core learning objectives:

At the end of the program, students will have learned to ...

- 1) Eat enough fruits and vegetables - up to a total of 5 or more servings a day
- 2) Eat a healthy breakfast every day;
- 3) Understand and always check the Food Labels in order to make healthier food choices;
- 4) Limit entertainment TV and other screen time to no more than 2 hours a day;
- 5) Spend at least 60 minutes being physically active every day;
- 6) Breathe deeply to relax or engage in relaxing activities regularly to control daily stress; and
- 7) Get a good night's sleep every day – Aim for 9 to 10 hours in each 24-hour cycle

Through discussing the seven objectives with students in a warm and connected way, we hope that the program and your effort can help shape students' health belief system and, more importantly, will motivate them to prioritize and invest in their personal health at every stage of their life. Here are a few points which you can communicate to students to reach this deep goal of the program:

- Health is a life-long process that requires long-term attention and self-care. This begins with developing and following through good habits, the very basic ones being promoted at Stay in Shape.
- Life's other achievements (Dreams, plans, successes ...) will largely depend on good health.
- Health is not just about being free from diseases. It is also about becoming a kind, compassionate, honest, respectful, grateful, and awesome human being.
- Health is a social or collective process. This means that we will be responsible for not only ourselves but also others. As we take good care of ourselves, we must stand up for others at the same time – the greater good of our community, country, and the world.

In addition, if you would like to discuss a topic outside of the current Stay in Shape Curriculum at your program to make it better meet the emerging health education needs of students, please let us know. We can arrange a guest speaker to talk with your students about, for example, any of the following topics:

- COVID-19: How Do You Better Protect Yourself and Everyone around You
- Vaping: What you should know and what you can do
- Bullying: Why kids do it, what you should know and can do about it
- Skin Health: Our skin, our health
- Careers in Public Health: What do you want to be when you grow up

If you have other topics in mind, please reach out to us as well: stayinshape@partners.org; 781-485-6477.



Program School:	_____
Program Period:	_____
Start Date:	_____
Finish Date:	_____
Meeting Day(s):	_____
Meeting Room:	_____

***Standard Program Weekly Schedule**

Week 1	Pre-Surveys, Program Introduction, and Ice Breaker (Small Steps Activity) “60 Minutes A Day” on Being Physically Active Physical Activity of Choice
Week 2	Starting Every Day with a Healthy Breakfast Learning to Read Food Labels (With a learning focus on sugar, fiber, and sodium) Hidden Sugar in Foods and Drinks Physical Activity of Choice
Week 3	Balanced Plate / My Plate with Plenty of Fruits and Vegetables Healthy Drinks for Youth Physical Activity of Choice
Week 4	The 3S Challenge of Living a Healthy Life: Stress, Screen Time, and Sleep Understanding Stress Learning to Take a Deep Breath to Relax Physical Activity of Choice
Week 5	Taking Another Deep Breath to Relax Learning More about Stress and Relaxation Mid-Program Summary and home assignment for school recess week Physical Activity of Choice
School Recess Week	Stay in Shape Home Assignment of Student Choice
Week 6	Entertainment Screen Time: Less Is Better for Your Health Taking More Deep Breaths to Relax Physical Activity of Choice
Week 7	Sleep Well Breathe Deeply to Relax Physical Activity of Choice
Week 8	Summary of Nutrition Education: Best Foods for the Heart, Skin, Hair, and Nails Breathe Deeply to Relax Physical Activity of Choice
Week 9	Program Summary and Completion Post-Surveys
Week 10	Congratulations and Awards Once in “Stay in Shape”, Always Stay in Shape: A Conversation about Living A Healthy Life after the Program

*Please reach out to MGH Program Manager or email stayinshape@partners.org for help with making your program weekly schedule.

Program Opening Session: Welcome & Introduction

Session Goal

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

Teaching Points

Pre-Program Survey

Program Goals and Objectives

Weekly Schedule (Activities)

Attendance and Participation

 Credit Recovery for Chelsea High School participants

 MGH Program Completion Certificate for participants with good attendance track record

Personal Safety

Activities

Pre-Survey

Please administer pre-survey before making the program introduction

It is important to explain survey purpose and confidentiality to students.

Please remind students to fill out the cover sheet and encourage them to answer all questions – They do have the right to skip.

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, we expect students to improve in each of the seven intervention areas.

- 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) Get a good night's sleep – Aim for 9 to 10 hours a night.

Weekly Schedule

Please review the program weekly schedule with students.

If possible, please give a copy of the schedule to each student and encourage everyone to take it home and share with family members.

Attendance & Participation – Please encourage students to:

Be punctual: Arrive at the program meeting on time.

Be consistent: Stay through each session and the entire program.

Be engaged: Active listening and participation. Ask questions.

Be respectful: Treat everyone in the program the same as you want to be treated with full respect.

Be ready: Be willing to change and improve and 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 (Recommendations for living a healthy life) at home, school, and in the community.

Academic credits: Students at Chelsea High School may be able to receive academic recovery credits for health and gym classes for completing the program. Please check in with MGH Program Manager for updates.

Personal Safety

Always follow instructions, especially during fitness activities.

Wear comfortable clothes and shoes.

Take water breaks.

Get home safely after the program.

Student Handout:

Weekly Schedule

You can contact MGH Program Manager for help with creating a weekly schedule for your program, stayinshape@partners.org, 781-485-6477.

Please distribute your program Weekly Schedule to students so they have a clear idea of the topics, learning objectives, and activities. Please encourage students to share the schedule with their family members.

Program Contact Information:
Email: stayinshape@partners.org
Phone: 781-485-6477



Health Education

Health Education

Ice Breaker: Small Steps to Health

Session Goal

This is an activity to go with Program Introduction or at any time in the first two weeks of the program. The goal is to let students see a list of small steps and how they can apply to building a healthier lifestyle in daily nutrition and physical activity over time.

Teaching Points

Help students understand the notion of healthy lifestyle – at Stay in Shape, we define it as having all these three components in place as a starting point: eat well every day, exercise regularly, and engage in effective stress management through practicing deep breathing techniques.

Suggested Activities

Ask students to ...

- Help describe healthy lifestyle in their own words and what it means to them.
- Create a list of small steps they want to commit to doing in daily life, starting now.
- Give examples of small steps that cover the three components and explain their values:
 - Take a few deep breaths while waiting for a class to begin.
 - Before playing a computer game, plan to do a few jumping jacks before sitting down or after sitting for 30 minutes – Make sure that you stick to the plan.
 - Instead of drinking a glass of orange juice, try eating a whole orange that has much less sugar.
- Encourage students to start trying out their favorite small steps for the next ten weeks and beyond.

Summary: When we start to take small steps to live a healthy life throughout the day, we can feel happy and proud of ourselves. Small steps count, as they show our commitment to and effort in taking responsibility for improving personal and community health!

Student Activity Sheet

Small Steps to Increase Daily Physical Activity

Small steps to increasing daily physical activity and other daily health habits

Many of you love to play sports. Some of you are on your school sports teams, so you train regularly. That is wonderful! Daily physical activity, and other health habits, is very important for your health and happiness. The recommended daily physical activity time for youth is at least 60 minutes. For those of you who are not at this goal yet, we encourage you to try some of these creative small ways to move more. Let's complete this exercise together:

15 ways to help you move more throughout the day:

1. Do a quick dance routine with your little sister (or another family member) in the room or outside in your yard.
2. Go for a run around the block.
3. Suggest to your teacher that you do a few jumps before a class.
4. Turn on the music and dance around the house.
5. Keep your room nice and tidy by putting things away after each use.
6. Help mom and dad do house work often.
7. Help to wash your family's car by hand.
8. Stretch while waiting for food to get warmed up in the microwave.
9. Get up and walk around after sitting for 30 minutes.
10. Take the stairs instead of the elevator whenever possible.
11. Play with your pet.
12. Help with cooking at home regularly – washing, chopping, and cleaning.
13. Help mom and dad wipe-dry dishes and put them away after dinner.
14. Create a small garden of your own in your backyard, plant your favorite things, and attend to them regularly.
15. Try tiptoeing when you walk in your house. Do it safely.

What are more ways you can think of to stay physically active throughout the day? You can also come up with creative small ways for improving daily nutrition and stress management:

Set a Healthy Limit to Entertainment Screen Time

Session Goal

To learn harms of spending too much time watching TV and using other types of screens including social media;
To discuss strategies that help limit such screen time to **no more than 2 hours a day**.

Teaching Points

Average daily time spent on entertainment screens among US teens: 7-9 hours.
Harms of too much entertainment screen time.
Strategies to balance entertainment screen time.
More active things to do instead of entertainment screens time.
Things to do to offset harms of sitting a long time with entertainment screens.
(All listed in Student Handout)

Suggested Activities

Ask students for a reality check of their average daily entertainment screen time (Including TV, cellphone, iPad, and other tablets). Clarify that this does not include screen time for school or study activities in which they must participate, especially during COVID-19 when school goes virtual.
Point out the fact that too much TV watching can increase a person's risk for unhealthy weight gain.
Introduce experts' recommendation of "no more than 2 hours of entertainment screen time a day"

Student Handout

Entertainment Screen Time: Less Is Better for Your Health

Student Activity Sheet

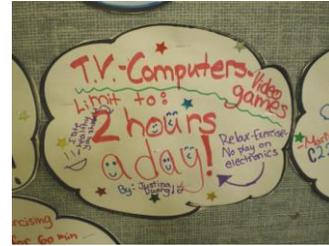
Learn to set a healthy limit to entertainment screen time

Resources for Facilitating Discussion

Screen Time Guidelines for Teens

<https://kidshealth.org/en/parents/screentime-teens.html>

Entertainment Screen Time: Less Is Better for Your Health



Fact: American youth spend an average of **6.7 hours** in school on a school day. Yet most of them spend another **7 – 9 hours** on entertainment screens (TV, iPad, iPhone, and other tablets).

More Facts:

- Average daily time US children spend watching TV: **3+** hours
- Number of murder scenes seen on TV by the time an average child finishes elementary school: **8,000**
- Number of violent acts seen on TV by age 18: **200,000**; number of murder scenes: **16,000**
- Average weekly TV time:
Girls: **19 hours 49 minutes**
Boys: **20 hours 14 minutes**

Health Risks:

- Poor eating habits including *mindless* eating. Many children, adults too, eat while watching TV or using other devices
- Less time for physical activity
- Poor body image (thin ideal on TV)
- Higher risk for diseases, including overweight and obesity, a big risk for diabetes, heart disease, certain types of cancer, and mental health conditions
- Less time to connect with rest of the family
- Sleepy during the day
- Poor focus in class
- Risk for poor body posture

Health experts recommend:

Limit entertainment screen time to no more than 2 hours a day!

Tips for Making a Change:

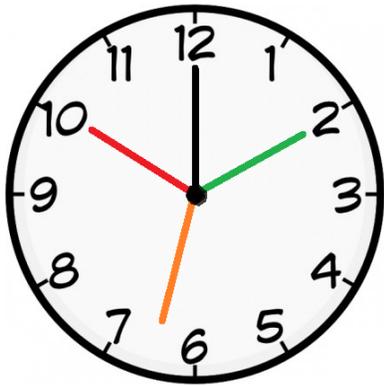
- **Set a clear goal of no more than 2 hours a day and stick to it.**
- Avoid having a TV set in your bedroom or bring your cell phone, tablet to your bedroom.
- Try not to watch TV or using another digital device at meal times.
- Go for other activities like sports & exercises or do stretches while watching TV.
- Get up and stretch your body during entertainment screen time to offset long sitting time.
- Make entertainment screen time a special treat, something that you should earn after finishing your homework and exercising.

Activity Sheet

Take Control of Your Entertainment Screen and Social Media Time

1. Add up how much entertainment screen and social media time you get on a regular day – Time you spend on playing with your phone, tablet, computer, games console, and watching TV:

__ + __ + __ + __ + __ + __ + __ + __ + __ + __ + __ minutes = ____ hours



Less than the **green line (2 hours)**?
Great job you're not getting too much screen time.

Up to the **orange line (6 hours)**?
You're spending as much time on screens as you do in school.

More than the **red line (10 hours)**?
This is longer than you spend asleep!

2. List a few fun things you can think of doing instead of screen or social media time:

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

Have more energy

More time for sports

Eat less unhealthy food

Better sleep

Concentrate better in school

Do more things
that matter

More benefits you can think of:

Health Education

Stress and Relaxation Part 1

Session Goal

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

Teaching Points

Facts about stress: Everyone has stress from time to time. Stress is the body's natural response to danger or any other types of threat. Not all stress is bad for us. At Stay in Shape, we discuss the kind of stress that can do harm to health and need to be managed well. Visit <https://medlineplus.gov/stress.html> for more information about stress.

Definition of Relaxation Response (RR):

Pioneered by Dr. Herb Benson, MD at [MGH Benson-Henry Institute of Mind Body Medicine](#), Relaxation Response 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, slow down pace of breathing and heart rates.

Chronic or long-term stress is a real and serious risk for a long list of diseases.

Stress management is one of the most important things to do to live a healthy life.

Value of living a healthy life: preventing or delaying diseases; achieving goals in life; improving quality of life; increasing years of quality life, not just years of life.

Suggested Activities

Ask students to help define stress and sources of daily stress – where stress comes from or what makes them feel stressful; find out what they currently do to manage daily stress. Then ask students to name diseases that can be caused by chronic stress, if they know. Introduce deep breathing skills: Engage the belly in breathing deeply; recognize thoughts that come in and gently let them pass by repeating a word (e.g. Love, peace etc.) or numbers during the process. Allow 3 – 5 minutes for students to try and enjoy deep breathing – Play light music if it helps them focus.

Organize BioDots Activity. You can email stayinshape@partners.org or call 781-485-6477 to receive biodots for this activity.

Organize Faces of Stress Activity

Student Handouts

BioDots Activity: “Colors” of Stress and Relaxation

Faces / Signs of Stress

Signs of Stress and Positive Coping Skills

Resources for Facilitating Discussion

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>

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>

Mindfulness to Teenagers: 5 Ways to Get Started

https://www.huffpost.com/entry/teaching-mindfulness-to-teenagers_b_5696247

BioDot Activity: "Colors" of Stress and Relaxation

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: This BioDot activity is meant to be 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.

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.

- Draw faces of stress or write down signs of stress in the chart below.
- If you choose to draw, please visit <https://www.gograph.com/vector-clip-art/stressed-out.html> or Google “cartoon faces of stress” for an idea of how to draw faces of stress.

Draw: Face of Stress	Draw: Face of Stress	Draw: Face of Stress
Write: Sign of Stress	Write: Sign of Stress	Write: Sign of Stress

- What can you do to balance your daily life well? How do you keep stress down so it does not get in your way of living a healthy life? Write down a 1-2 goals or strategies:

For example: Starting this Saturday I will do a 10-minute deep breathing activity at least 3 times a week.

You can Learn Coping Skills to Control Stress

Signs of Stress

All human beings have stress sometimes. For students, it might be before a final exam or during studies. What causes stress for you may not be stressful for someone else. Sometimes stress is helpful – It pushes you to get things done to meet a deadline. But long-term stress can increase the risk of diseases like high blood pressure, anxiety, depression, heart disease and a long list of other physical and mental health 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 and **worry a lot**
Nausea and abdominal pain
Overeating, craving for unhealthy food, like sweets that give short-lived “feeling-good”
Skin problems like breakout of acnes
Difficulty falling and staying asleep

Worry does not empty
tomorrow of its sorrow;
it empties today
of its strength.
--Corrie Ten Boom

You can Control Stress and Train Your Mindfulness

- Get up and get moving! Exercise helps reduce stress according to research.
- Breathe deeply, as you have just learned from Stay in Shape.
- Tell someone you trust or write down your feelings.
- Practice mindfulness. Try this: 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 by looking at it in a different way.
- Break large tasks into smaller ones. Plan breaks into your busy study schedule. Don't hesitate to take more breaks during stressful times to help your mind focus.
- Stay away from caffeine, alcohol, illegal drugs and smoking / vaping – none of them helps!
- Give each of the above suggestions more thoughts, so you understand their benefits and will make a plan to try a few activities, especially deep breathing.
- Be more willing to use your coping skills to control daily stress. Instead of fighting with stress head-on, give yourself an opportunity to face it. The goal is to control stress in a healthy, effective way and feel great!



**When these activities do not help you relax and you continue to feel down,
it is very important for you to reach out to your parents and doctor.
There is lots of help out there if you take action.**

Health Education

Sleep Well

Session Goal

To learn health risks of not having enough sleep or not sleeping well
To understand the recommended hours of sleep for teens and children

Teaching Points

Getting enough sleep is as important for the body as eating right, exercising, and practicing mindfulness / relaxation. Poor sleep is linked to many health problems -- from catching a cold, developing high blood pressure, diabetes, mental health conditions to putting on unhealthy weight.

Risks and dangers of poor 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 – 10 hours per night

Strategies for reaching your sleep goal.

Connect all dots: Understand that nutrition, exercise, and stress management all play a role in a good night's sleep

Suggested Activities

Ask students about their current pattern of sleep and identify barriers to getting enough sleep

Discuss the goal of getting 9-10 hours of sleep a day

Discuss time management, putting a limit to entertainment screen time / social media

Set sleep up as a top priority every night

Student Handout

Sleep Well! You Are Worth It!

Resources for Facilitating Discussion

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

Music for sleep, stress reduction, and study

<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
- Feeling tired, moody, stressed, anxious, and even depressed

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 or Make it much harder to maintain a healthy body weight
- Can put you at risk for many mental health conditions and problem behaviors

Child health experts say teens need more sleep.

Sleep goal for teens: 9-10 hours per night

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!

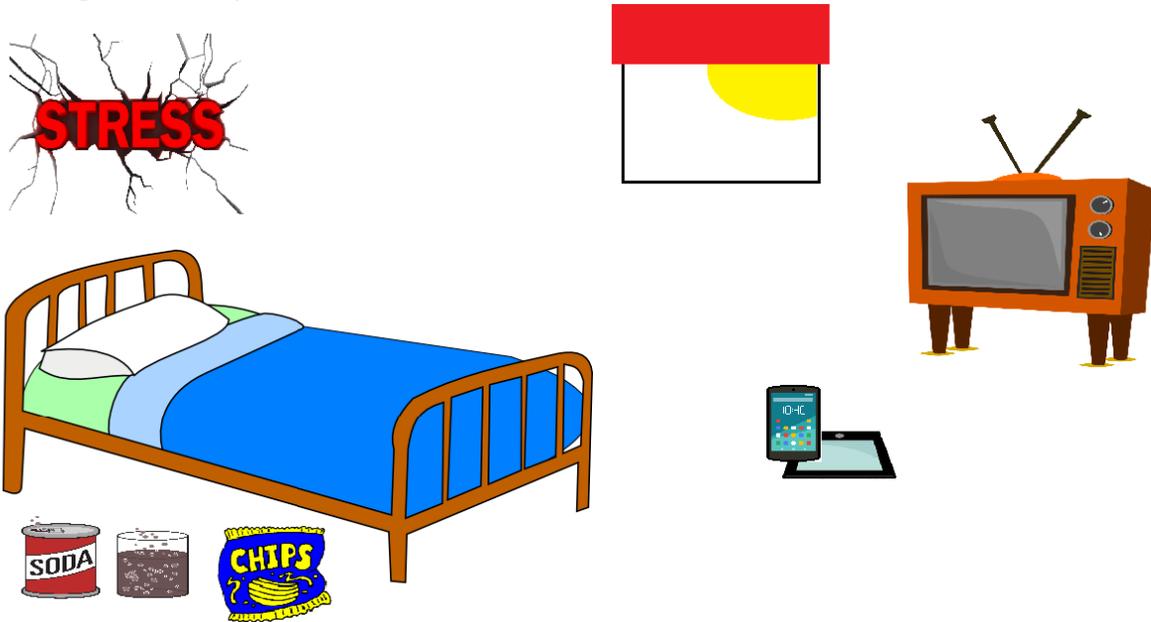
Helpful Tips

- Organize your daily life to prioritize sleep. Make it a **top priority every night!**
- 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.
- 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.
- Be physically active. Exercise helps.
- 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 11/5/2020.

Activity Sheet – Sleep Hygiene

Circle any picture below 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 is _____.

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 Part 2: Deep Breathing Technique and Practice

Session Goal

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

Teaching Points

Review

stress

Relaxation

Uncontrolled stress as a significant risk factor for 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

Deep breathing skills

Suggested Activities

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

Play music for the practice to help students focus

Wrap up session by recapping the importance of stress management as one of the most important components of a healthy lifestyle

Student Handout

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

Resources for Facilitating Discussion

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>

Understanding Stress and Relaxation

Stress

- Stress is a real health concern even before the COVID-19 pandemic. Today more and more adults and children are feeling stressed out because of existing worries plus worry about the pandemic.
- Too much stress over time can take a terrible toll on your body, mind, and soul. It puts you at a higher risk for catching diseases.

To live a healthy life, you need to control your daily stress well– This is just as important as eating healthy, staying physically active, and sleeping well at night.

- Stress can sometimes make you become more organized and creative. For example, Feeling stressed can push you to get your school work done well and on time.
- You can make use of your stress experience and make something good out of it. This means that you recognize stress and know that you can control stress, feel relaxed, and become resilient.

Relaxation

- Everyone should and can relax. Relaxation through deep breathing (Or other activities you like to do), when you do it regularly, can help you feel great, healthy and strong.
- **Relax your mind and body through deep breathing is a simple skill and an easy way to control daily stress. It works for people of all ages.**
- It is easy to do a **deep breathing** exercise. Just follow these 3 simple steps:
 1. Breathe through your belly. Breathe in slowly through your nose (Feel that your belly rise), then breathe out slowly through your mouth (Feel that your belly goes down). Continue to breathe this way for a few minutes.
 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 in your room. Sit comfortably and with your back straight in a chair or on the floor, close your eyes – or make a soft gaze at a spot. Again, the idea is to help you focus on breathing.
- 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 around.
- 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 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.

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. Breathe to relax and live well!

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

Activity Sheet

Breathe Deeply to Relax

You are surrounded by natural beauties all the time. Look at the pictures or close your eyes to imagine that you are at a beautiful place right now. Begin to take in a deep and slow breath through your mouth and let it out slowly through your nose. You can count 1, 2, 3, 4 with your in-breath and 4, 3, 2, 1 with your out-breath, slowly. Do this activity for 5 minutes. Deep breathing is effective and fun to do. We hope you will make a daily habit out of it.



Remember: When you are relaxed, you can use your mind in the very special way.

Health Education

Summary of Health Education Topics

Session Goal

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

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

*Please make sure the students have learned the correct message: The recommendation is to limit entertainment and social media screen time to no more 2 hours a day if he / she spends more than this amount of time; it is NOT to ask them to spend 2 hours on entertainment screens every day.

Stress, relaxation, and deep breathing skills

Sleep hygiene with the goal of sleeping 9-10 hours

Suggested Activities

Review knowledge and skills learned so far

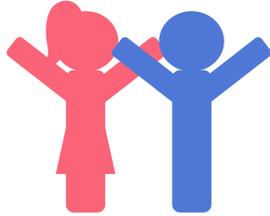
Organize students to share their personal stories of if and how they have met the challenge of making a positive change in daily nutrition, screen time, sleep, and stress management – what happened and how they did it, or haven't done it.

Encourage students to continue to not only retain but also practice what they learned.

Ask students if they have shared what they learned from Stay in Shape with family members and friends. Encourage them to continue to share about Stay in Shape going forward.

Remind students that they can include their Stay in Shape experience in college or job applications in near future. All students, if they complete the program with acceptable attendance, will receive the Stay in Shape Certificate. Encourage students to save this record and use it in support of their college and job application.

stay in Shape



Nutrition Education

Nutrition Education

We Are What We Eat – The Right Attitude about Food, Eating, and Our Body

Session Goal

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

Teaching Points

Provide or create a definition for “Right Attitudes” - Enjoy food and eating; eat for healthy growth of the body and mind; eat a balanced diet with a variety of healthy foods; avoid eating unhealthy fats, high sodium (Salt), and added sugar (All to be discussed in depth in subsequent nutrition education topics included in the curriculum). Practice portion control and mindful eating.

Comfort or emotional eating, especially eating unhealthy foods, is not smart. It does not work in controlling daily stress or improving mood at all over time.

Media images of super models are never real.

Suggested Activities

Ask students to help define “Right Attitude”
Discuss students’ views or comments about food, eating, their body and mind

Student Handout

The Right Attitude about Food, Eating, and Our Body

Resources for Facilitating Discussion

Take Charge of Your Health: A Guide for Teenagers
www.win.niddk.nih.gov/publications/take_charge.htm

Dr. Lilian Cheung’s Video on Mindful Eating, Harvard T. H. Chan School of Public Health
www.youtube.com/watch?v=Emd9q6_o6Z0

Student Handout

The Right Attitude about Food, Eating, and Your Body

- Be proud of the fact that we all come in different shapes and sizes. Try not to compare yourself to the models and actresses in magazines, social media or on TV. Change your negative thoughts about your body by talking about or writing down all nice qualities you have and how much you like about yourself. Make friends with people who have a healthy attitude about food, weight, and the body.
- Remember that food is only your body's fuel like gas for cars. Try not to fall for emotional eating.
- Choose one entire food group over another is not smart. You will miss out on important nutrients your body needs. Balanced Plate means in part that you eat different kinds of food. Variety matters, so practice Balanced Plate.
- **Start your day with a healthy breakfast.** Your body and brain need nutrients that help you do well in school in the morning. Skipping breakfast can make you eat more and faster at the next meal time. This can make staying at a healthy weight harder.
- Cut back on drinking juice to just 1 small glass a day, if you like juice. Go easy on other sugary drinks and sports drinks. **Water is a healthy drink for people of all ages.** Drink plenty of water throughout the day.
- All foods can fit in with healthy eating. It is up to you to balance it well. There is nothing wrong with treating yourself to something special if you do it only once in a while.
- Never be fooled by fad diets like weight loss pills or other quick "fixes" – they do not work for most people long-term.
- Try and get your hands on food shopping and cooking. Enjoy making and eating family meals at home.
- Practice the skills about smart portion control, which you have learned or will learn more in the program.
- Eat mindfully – Take your time, notice food's color, texture, taste, and don't forget to chew each mouthful thoroughly. Eat for enjoyment, happiness, and health!
- Be physically active your way - Remember your goal is to achieve an average of one hour of exercise every day. It is a fact that regular physical activity helps us eat better, control stress better, and sleep better!

Nutrition Education

My Balanced Plate: Include Enough Fruits and Vegetables in Your Diet

Session Goal

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

Teaching Points

One serving size of fresh fruit: One medium apple, banana, orange, pear ...
One serving size of fresh vegetable: 1-2 cups depending on if it is raw or cooked
Nutrients in fruits and vegetables
Health benefits of eating enough fruits and vegetables

Suggested Activities

Ask students if they are currently at the goal of eating enough fruit and vegetables
Explain the many benefits of fruits and vegetables
Circulate My Pyramid Mini Poster
Give examples of serving sizes for fruits and vegetables

Student Handouts

What's in Them - Fruits & Vegetables – for Us?

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 for Facilitating Discussion

What Foods Are in the Vegetable Group?

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

What Foods Are in the Fruit Group?

www.choosemyplate.gov/fruit

Teen Nutrition: Making Healthy Food Choices Easy

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

Spanish version:

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

What's in Them - Fruits & Vegetables – for Us?

Color, Texture, and Taste

Fruits and veggies bring natural color, texture, and taste to your plate. They are loaded with nutrients our body needs to stay healthy. They are certainly good food choices for people of all ages to enjoy.

Low in Calories

Fruits and veggies are naturally low in calories.

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 healthy and happy.

Vitamins & Minerals

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

Variety

There are a lot of different fruits and veggies around the world. There is always something new to try!

Quick, Natural Snack

Many of us like to eat a snack between meals. Fresh fruits and veggies are nature's treats and easy to grab for a snack. They are much better snack choices than processed foods.

Fun to Eat and Fun to Grow

Some crunch, some squirt, some you peel ... and some you can grow right in your own backyard or your school's garden!

My Balanced Plate

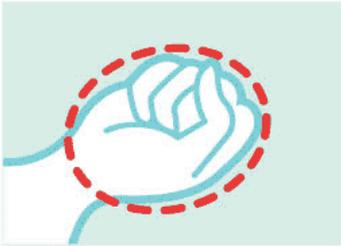


Divide your plate into 3 compartments like the picture above. The largest compartment (or half a plate) is for fruits and vegetables. One of the smaller compartments (a quarter of a plate) should have protein-rich foods like fish, lean meat, beans and nuts, and eggs. The other quarter plate is for foods in the grain and rice group. You are much better off to choose foods with more fiber from this group, such as whole-wheat or multi-grain bread, pasta, and brown rice. My Plate is a well-balanced plate. It also means ...

- Eat from all five food groups – Variety matters.
- Eat in small portions – Practice portion control.
- Eat slowly and enjoy the food – practice mindful eating.
- Eat **happily** for a healthy body, smart brain, and resilient mind!

A Guide to Eating in Small Portions

Remember: Portion control is part of mindful eating.

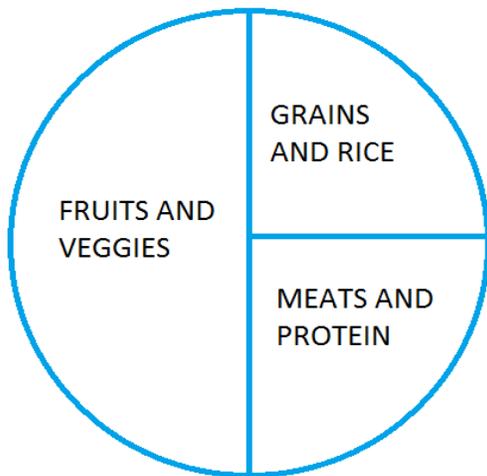
Hand Symbol	Equivalent	Foods	Calories
	Fist 1 cup	Rice, pasta Fruit Veggies	200 75 40
	Palm 3 ounces	Meat Fish Poultry	160 160 160
	Handful 1 ounce	Nuts Raisins	170 85
	2 Handfuls 1 ounce	Chips Popcorn Pretzels	150 120 100
	Thumb 1 ounce	Peanut butter Hard cheese	170 100
	Thumb tip 1 teaspoon	Cooking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

Student Activity Sheet – Make My Balanced 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 or a veggie for each color of the rainbow:

Red

Orange

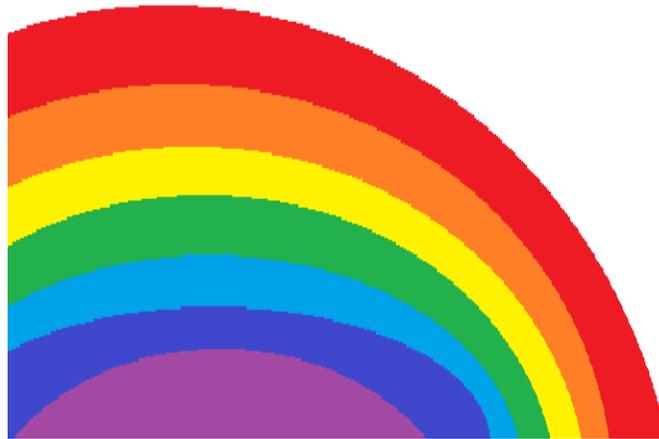
Yellow

Green

Blue

Indigo

Violet



4. Are the fruits and vegetables you wrote down your favorite to eat? If yes, why? (You can describe color, shape, texture, taste, or nutrition benefits as reasons.)

Nutrition Education

Reading Food Labels Part 1

Session Goal

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

Teaching Points

Food Labels are also called Nutrition Facts Labels
Food Labels are 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 food labels a healthy habit from now on

Student Handouts

Trans Fats: What You should Know

Resources for Facilitating Discussion

What's new with the new Nutrition Facts Label?

<https://www.fda.gov/food/new-nutrition-facts-label/whats-new-nutrition-facts-label>

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

Get the facts on nutrition by reading your food labels

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

Spanish version:

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

Sodium Reduction Campaign Encourages Healthy Choices among Consumers

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

Trans Fats: What You should Know

Facts about trans fats

- Trans fats are artificial fats (partially hydrogenated fats) made of vegetable oil and hydrogen gas.
1Some 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. That's almost 5 lbs a year. Too much to be healthy!

In the Spotlight

Chelsea MA is the first city in the nation to lead local restaurants to go trans fat Free, thanks to the joint effort made by [MGH Healthy Chelsea Coalition](#), Chelsea restaurant owners, and [City of Chelsea](#)

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 words like "0 trans fat" or "Trans fat free" on the Food Label is not enough. Go on to check the section of Ingredients.
- Look for **Partially Hydrogenated Fat** in Ingredients. If you see it listed, this food item is not trans fat free. Partially Hydrogenated Fat is trans fat. 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. So it is an excellent idea to eat fish and nuts.
- Be sure to also include plenty of fruits and vegetables in your meals!



Nutrition Education

Reading Food Labels Part 2

Session Goal

To learn the importance of using Food Labels as a tool for choosing to eat healthier foods

To develop skills in reading and understanding 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 words such as “hydrogenated” or “partially hydrogenated” as they are 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% for calcium, it means that one serving of this food provides 15% of the calcium you need each day.

DV reference ranges: How to understand these ranges (Rules of thumb)?

5% or less: Low or not a significant source of the nutrient or ingredient

Between 10% - 15%: Medium

20% or more: A lot, too much or a very significant source of the nutrient or ingredient

DV for sugar is not listed on a food label, as there is recommendation for how much sugar a person should eat each day

Rule of thumb: When it comes to salt and sugar, less is better. Experts think that less than 10% of the daily calories should come from salt or sugar.

Suggested Activities

Circulate the Student Handouts

Have the students do Sugar Shockers Activity

Encourage the students to start reading Food Labels from now on and make it a habit

Student Handouts and Activity Sheet

Let's Learn to Read Food Labels: Important information you should always check Food Labels

Student Handout: Hidden Sugars

Student Activity Sheet: Sugar Shockers

Resources for Facilitating Discussion

The New Nutrition Facts Label

<https://www.fda.gov/food/nutrition-education-resources-materials/new-nutrition-facts-label>

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>

Student Handout

Let's Learn to Read Food Labels: Important information you should always check

- Please keep in mind that 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 Food 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, e.g. If the label lists 15% for calcium, it means that 1 serving of this food 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
- Eat less sodium and avoid too much added sugar in your meals, snacks, and drinks.
- Make sure you are getting enough healthy fats, fiber, protein, vitamins, and minerals.

For more information about Food Labels in English and other languages, visit www.fda.gov. Updated 12/18/2020.

Food Labels

Take a look at the Food Labels below. The one on the right is the new label now being used since March 2020. Please keep in mind:

- Information on a Food Label is based on 2,000 calories day, a standard for most adults. There is a lot of information on a label. Because of this reason, Stay in Shape recommends that students take small steps in learning to read Food Labels. As a beginner, you can focus on looking at:
 - Total servings and serving size
 - Calories per serving
 - Trans Fat
 - Sodium
 - Sugars, especially Added Sugars

Gradually you can build up your reading skills to read and understand every line.

- Food Labels help us make healthier food choices. Reading labels makes a great healthy-living habit. Go for it!

Original Label

Nutrition Facts	
Serving Size 2/3 cup (55g) Servings Per Container 8	
Amount Per Serving	
Calories 230	Calories from Fat 72
% Daily Value*	
Total Fat 8g	12%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	12%
Dietary Fiber 4g	16%
Sugars 12g	
Protein 3g	
Vitamin A	10%
Vitamin C	8%
Calcium	20%
Iron	45%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily value 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

New Label

Nutrition Facts	
8 servings per container	
Serving size 2/3 cup (55g)	
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	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.	

- 1 The serving size now appears in larger, bold font and some serving sizes have been updated.
- 2 Calories are now displayed in larger, bolder font.
- 3 Daily Values have been updated.
- 4 Added sugars, vitamin D, and potassium are now listed. Manufacturers must declare the amount in addition to percent Daily Value for vitamins and minerals.

Screen shot from <https://www.fda.gov/media/135197/download>

Research shows that **foods and drinks with added sugar** do not make to the list of healthy foods. Candy, cookies, and soda can have a lot of **added sugar** in them. **Sugar can also hide** in foods that aren't even taste that sweet! Here's what to look out for to **avoid added or hidden sugars**.

GRANOLA BARS are a quick and easy snack, but next time you reach for one, check the ingredients for molasses, malt extracts, and any word 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 sugar that *don't* taste like cardboard, so a healthier – also quick, filling, and delicious - snack would be trail mix. You can make it yourself by mixing your favorite nuts, seeds, and bits of dried fruits!

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



Don't like plain, unsweetened yogurt? Try mixing in fresh fruit like banana, grapes, and others you like. It sweetens the yogurt without any added sugar.

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 these bottles contain more than one serving!

If you train and sweat a lot for a long period of time and you want to use sports drinks, that may be fine. But please know that 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 for your workout can do the job without 20+ grams of added sugar.



DRESSINGS & SAUCES WHAT?! These foods aren't even sweet! It's true though. Check 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 many ways to flavor up your meat, pasta or salad without added sugar. Instead of BBQ sauce, try a sugar-free dry rub on your chicken. Many brands of dressings and sauces are made without sugar - It just takes an extra look at the Food Label to know.

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?	

What other sugar-shocker drinks or food do you know?

Write them down:

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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Warning from health experts:
No more than 6 tspf. of sugar a day.
On average, US youth (14-18 yrs) have up to 34 tspf. of sugar a day. Pause at this fact and think for yourself: What can you do to eat healthier?

Great job! Be sure to let this activity help you make better decisions in choosing foods and drinks. Remember, the Food Label shows added sugar. All you need to do is to take a look, so you know to stay away from foods and drinks containing too much added sugar.

Nutrition Education

Start Your Day with a Healthy Breakfast

Session Goal

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

Teaching Points

Breakfast is an important meal of the day.

Skipping breakfast is not smart. It can increase your risk for some health problems, including clogged arteries in adulthood, according to new research.

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 behavior of skipping breakfast

Suggested Activities

Ask students 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

Healthy Drinks for Children and Youth

Activity Sheet: Does Takis make a healthy food choice for breakfast?

Resources for Facilitating Discussion

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 skipping breakfast can hurt your health in many ways?** 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, protein, and healthy fat 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 low sugar breakfast bar with a piece of fruit and a yogurt
- $\frac{1}{2}$ bagel with 1 tsp of regular peanut butter and a small glass of orange juice
- Baggie of trail 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!*



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 and juice, drink:



Human Body	Water %
Brain & Heart	73%
Lungs	83%
Whole Body	60%

Much of the human body is made of water. What about cats, dogs, and other animals? We leave this for you to google out.

Water is life for every living thing on the planet. Let's drink water to keep our body energetic and healthy.

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.

**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
– Just chop and slice them a bit and mix.
Try it today!**

Does **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? Circle your answer:

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 food for us? Let's take a look.



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

Why did you circle Yes or No? Please write down your reason in a few words: Because I _____

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 healthy life

Teaching Points

Family Meals is a process: food shopping, making smart food choices, preparing food, cooking, enjoying a meal together as a family, and cleaning up

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, a basic life skill.

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

It adds fun and laughter to your daily life.

It strengthens family ties, as family meals are a family ritual filled with meaningful conversations.

It gives you a sense of pride and accomplishment.

Family meals are good for your body, mind, and spirits, according to research.

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

What did you do to help your parents cook?

How did you like the food cooked at home?

Difference between home-cooked food and food from stores or restaurants

Student Handout

Family Meals, Best Meals

Resources for Facilitating Discussion

[MGH Family Dinner Project](https://www.massgeneral.org/blum-center/events/creating-meaningful-connections-through-conversation) Video Talk: <https://www.massgeneral.org/blum-center/events/creating-meaningful-connections-through-conversation>

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)

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 and meaningful connections with the family.

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 when having a family meal. Use the time for a great family conversation. Get everyone to talk about their day at a family meal time.
- You can certainly talk about Stay in Shape and what you have learned from the program!**

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

Student Activity Sheet

- Have a conversation about the colors, texture, and taste of these fruits and vegetables.
- Add more fruits and vegetables you like to eat to the list.

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

(Image credit: Google Image Search)



What other fruits and vegetables do you like to eat? Please write down their names:

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

Teaching Points

As the program is coming to an end, this topic can also be used to wrap up what has been discussed in Nutrition Education of the program.

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

Stay away from unhealthy fats: Saturated fats and trans fats are unhealthy fats.

Foods with more fiber: Whole grains, brown rice, seeds, vegetables and fruits,

Calcium: Dark leafy greens, fatty fish, Vitamin D from getting some sun light every day.

My Balanced Plate: A plate with the above foods.

Daily exercise: Daily goal is at least 1 hour of activity a day.

Entertainment screen time: Not more than 2 hrs a day.

Stress management: Practice deep breathing regularly.

Good night's sleep: 9-10 hrs a night is recommended.

Suggested Activities

Discuss the role of nutrition in protecting the heart

Make a list of "foods for a happy and healthy heart"

Review previously discussed nutrition topics, as well as health topics, all supporting heart health.

Student Handouts

Food for a Healthy and Happy Heart

The Ugly Trans Fats

Resources for Facilitating Discussion

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

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

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, esp. added sugar
- ◆ Drink water
- ◆ Exercise every day for at least 60 minutes
- ◆ Sleep well

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 and exercise safely!



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 for Facilitating Discussion

Skin, Hair, and Nails

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

Foods - and Other Daily Health Habits - for Healthy Skin, Hair, Nails, and Teeth

Eating healthy food benefits every part of our body. 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 6 - 8 cups 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 frequent water breaks throughout the day, especially in summer or at times of playing sports. Fruit and vegetables bring water to your body too. This is another reason that you should eat enough of them every day.
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 up to 5 servings of fruit and vegetables 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. The good bacteria in yogurt help keep skin healthy. Just remember to go for low-sugar yogurt. You can add nuts – unless you are allergic to nuts - and fresh fruit to yogurt so it tastes even better.
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 enough 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. We challenge you to reach this goal, starting tonight!

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

My Balanced Plate: Eat 5 – 9 servings of fruits and vegetables a day

Food Labels: How to read and understand Nutrition Facts listed on the label

Breakfast – Don't skip it!

Family Meals: Prepare, cook, and eat food at home

Foods for a healthy and happy heart and also for healthy skin, hair, nails, and teeth

Suggested Activities

Share a story of how a student 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 students to share what they learned from the program with family members and friends

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



Physical Activity & Education

Physical Activity Education

Daily Exercise Goal of 60 Minutes for Youth

Session Goal

- To promote 60 minutes/day for exercise and encourage action among students
- To learn all about this goal and exercise benefits for physical and mental health
- To discuss exercise safety tips

Teaching Points

Review exercise guidelines and benefits for youth. Please download the PPT Presentation (Selected slides) or use the PDF document:

PPT: <https://health.gov/our-work/physical-activity/current-guidelines>

- Slides 7 – 10: Types and Intensity of Exercise
- Slide 17: Benefits of Physical Activity for Youth
- Slide 24: Key Guidelines

PDF: https://health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition_Presentation.pdf

Review Key Messages / Top 10 Things to Know:

<https://health.gov/our-work/physical-activity/current-guidelines/top-10-things-know>

Smart goal-setting: 60 minutes can be broken down to shorter periods of time throughout the day to make exercise easier and better match schedules of school work; all activities count, so just be creative and safe; keeping an exercise log can be fun and motivational – try it! Stay in Shape provides a log included in both the Curriculum and Student Handout Book.

Physical Activity Education

Exercise Safety

Session Goal

Learn to put safety in the first place for any types of exercise

Teaching Points

Exercise injuries and ways to prevent them
Dehydration
The importance of warm-up and cool-down

Suggested Activities

Make and share a list of common sports injuries
Connect with Healthy Drinks for Youth in Nutrition Education when discussing danger of dehydration
Learn the importance of warm-up and cool-down as a safety measure that helps reduce the risk of injuries

Resources for Facilitating Discussion

What Are Sports Injuries

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

Classroom (On-site and virtual) Physical Activity: Considerations during COVID-19
https://www.cdc.gov/healthyschools/physicalactivity/pdf/Classroom_PA_COVID_Considerations_FINAL_201008.pdf

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.

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 normally walk or jog. Then move on to stretching.

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

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

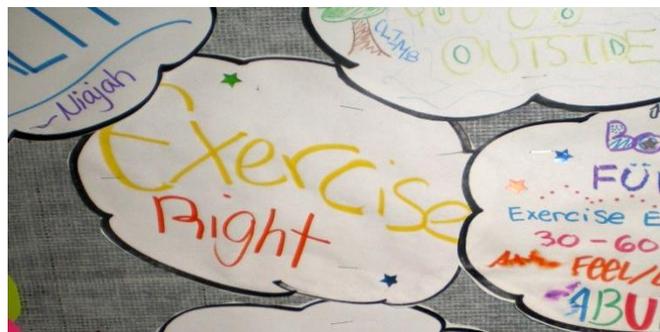
Stretching is great for you before you start your exercise, but after you have warmed up. Stretching can lower the chance of muscle injuries. It does so by improving your muscle flexibility. When you stretch a muscle, you want to feel pulling of that muscle, but not too much. To do a stretch, you hold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

What Is a Cool-Down?

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

- Try to add 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 loose fitting clothes to allow you to move freely and safely.
- Never exercise through pain. Remember to pace yourself during any activity and be safe!



Cloud art created by Clark Avenue Middle School Stay in Shape students, Chelsea, 2014 – 2015 School Year

Student Activity

Stairwell Climbing

Session Goal

To provide an opportunity for students to climb a favorite mountain through the symbolic stairwell climbing at school, home, or other settings with stairs

Teaching Points

Introduce the mountains and conversion to floors for climbing:

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

Mount Rainier, Washington – 14,410 feet or 721 floors

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

Mount Pelee, Martinique – 4,582 feet or 229 floors

Suggested Activities

Have each student 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 students who have trouble making progress, if any, and help them make a new plan to get started.

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

Students can certainly choose another mountain from around the world for this activity.

Student Handout: A Fun Activity of Stairwell Climbing

Climb to the Top of Your Favorite Mountain in _____ weeks

Choose to Start Climbing Your Favorite Mountain!

First, decide how many floors you want to climb a day. Then, use your math skills to figure out how many weeks (If you stick to your plan of climbing every day) it will take you to reach the top of a mountain. You can certainly take as long as you wish to reach the top of your favorite mountain. We encourage you to create a simple log and use it to keep track of the number of floors you climb each day. Feel free to skip a day if you need a break. Just remember to keep the log, so you don't lose track of your progress. Safe and fun climbing!

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

For example, if you want to climb 10 floors a day, you will need roughly 21 weeks to reach the top of Mount Everest.

Figure out how many floors a day you will need to climb in order to reach the top of Mount Everest in 25, 30, 35 ... weeks:

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

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, 30 ... weeks:

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

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, 30 ... weeks:

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

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, 30 ... weeks:

Be a Stay in Shape champion and help make regular exercise a way of life for yourself, friends, and family members!

Physical Activity Education

Summary of Physical Activity Education

Session Goal

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

Teaching Points

Exercise goal for youth: 60 minutes / day

Types of exercise: What's your favorite activity (or activities), and why?

Benefits of exercise:

Exercise safety tips

Suggested Activities

Review exercise goals for youth

Review exercise safety tips

Ask students to share success stories in meeting the daily exercise goal

Ask students to share challenges in meeting the daily exercise goal

Discuss realistic and effective ways to overcome challenges

Concluding Remarks

Daily physical activity is key to living a healthy life. It closely supports nutrition, mental health, and sleep



Other Materials

Mid-Program Summary

Home Assignments

Program Completion
(Including the post-survey)

Mid-Program Summary

(To be conducted at the time when the program is half way through.)

Session Goal

To review program goal and objectives

To summarize what has been presented and discussed at this point

To check in with students what positive changes they have made, if they have challenges in following the Stay in Shape recommendations they have learned 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 students to learn and develop positive and lifelong health habits through not only awareness but also action on the seven core Stay in Shape learning objectives:

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.

Suggested Activities

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

Discuss challenges and missed opportunities

Collect comments and questions from students for a conversation focusing on taking small steps of change; health beliefs – health as a foundation for all other things in one's life, living a healthy life is everyone's responsibility; once in Stay in Shape, always stay in shape!

Home Assignment

Session Goal

To provide an opportunity for each participant to self-study and continue the program on his/her own for one week by assigning one or all three home activities for school recess week when there is no program or at any other time during the program

Suggested Activities

Ask each student 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 students for a conversation

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 students eat each day. Remember, 5 or more combined servings of fruits and vegetables each day is the healthy way to go.
- Record the time and kind of physical activities students do each day. Remember, the goal is to be physically active for 60 minutes each day.
- Record deep breathing activity each day with a brief description of how much time and how students feel with the activity. Remember, the goal is to develop the habit of daily stress management through deep breathing.

Essay on Body Image

- Building a positive body image is a very important part of living a healthy life for children and youth.
- Introduce Body Image Essay Brochures to students. Encourage them to through the essays written by past program participants for inspiration and ideas for writing their own body image essays.
- Suggested length of the essay: 200 words for high school students; 100 words for middle and elementary school students.
- Students can certainly write as much or as little as they wish.

Fiber Up!

- A child's daily need for fiber is in the range of "Age + 5" grams. Eating fiber-rich foods can help all of us including students to reduce the risk for many diseases like obesity, diabetes, heart disease, high cholesterol, and some types of cancer. Study www.kidshealth.org/teen/food_fitness/nutrition/fiber.html.

For this assignment, students should answer these two questions:

1. What foods have more fiber? Give 3 examples.
2. On a Food Label, how do you know if this food item provides good source for fiber"?
(Remind students that a food item with 3 or more grams of fiber per serving makes a good source for fiber)
3. Make a list of 5-10 fiber-rich foods and circle the foods that are students' favorite foods to eat.



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: _____ _____



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 Images?

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





Body StayStaystay in Shape: Redefining What's Beautiful and Being Proud

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.

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

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

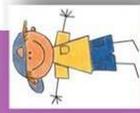


"To me body image is like how a person feels about their body. It's also like seeing yourself in a mirror or when you picture yourself in your mind. Body image means liking your body and appreciating it" - Dowlay, Chelsea High

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



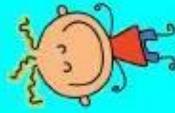
What makes us unique...



"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



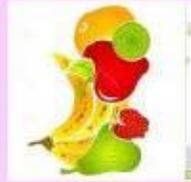
"I know that getting a good education is important for my future, so I am going to keep doing my best to learn all that I can" - Eugene Wright

"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)



Stay in Shape: Redefining What's Beautiful and Healthy



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: Mini Research Paper on Fiber

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

Instructions:

Please answer the following 3 questions in your mini research paper. You can review what you learned from Stay in Shape to write your paper. We also encourage you to research more from the link below to complete your paper. Have fun!

Your daily need for fiber is your age + 5 grams a day. For example, if you are 14 years old, your daily need for fiber would be 19 grams. You can visit www.kidshealth.org/teen/food_fitness/nutrition/fiber.html to learn more before you start writing your paper.

1. What foods have more fiber? Give 3 examples.

2. On a Food Label, how do you know if this food item provides good source for fiber”?

1. Make a list of 5 – 10 fiber-rich foods that are your favorite to eat. Then describe some of the health benefits fiber in foods can give us.

Health Benefits of Fiber: _____

Program Completion

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

Session Goal

To celebrate completion of the program and congratulate all students

Teaching Points

Eleven Best Daily Health Habits (Program Summary)

Post-Survey

Awards: Program Completion Certificates and Prizes. Encourage students to save the SIS Certificate together with their other achievement records for future college application - Their experience with Stay in Shape would make a great topic for their personal application essay!

Suggested Activities

Discuss the handout of Eleven Best Daily Health Habits

Ask students to share their plans or thoughts about how to move on after the program

Congratulations to all students on a job well done!

Student Handouts

Eleven Best Daily Health Habits

Post-Survey

Program Completion Certificates

Stay in Shape cinch packs

Resources for Facilitating Discussion

State of Childhood Obesity, Massachusetts

<https://stateofchildhoodobesity.org/states/ma/>

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. A healthy breakfast also helps from overeating at the next meal.

2. *Eat 5 or more servings of fruits and vegetables every day (US national campaign since 1991)*

Fruits and vegetables help cut down risk of getting many diseases, including cancer and heart diseases. Remember to practice My Balanced Plate to eat plenty of fruits and vegetables. Fruits and vegetables are great 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 you make smarter food choices. You can avoid buying and eating unhealthy foods especially foods with too much added sugar and salt since you now know better from reading the labels.

5. *Limit entertainment screen time to no more than two hours a day*

The less entertainment screen time, the better! Try not to turn the TV on at family meal time. Have a conversation among families members instead.

6. *Find time to relax every day*

Managing daily stress well is just as important as eating healthy and exercising daily. Remember to do deep breathing regularly, the simple and effective skill you have learned. You can certainly do other things to relax, like playing sports, 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 well under control!

7. *Have a good night's sleep*

Your body does all kinds of repairs for you when you are asleep. A good night's sleep helps a fever to drop, an ear-ache to calm down, and a wound to heal. Your daily sleep goal is 9 – 10 hours. Sleep well, you are worth it!

There are four more good daily health habits we hope you will remember to practice, even though we did not have the time to talk about them at Stay in Shape:

8. *Stay away from vaping and using other tobacco products, alcohol, and other drugs*

Vaping is smoking. Each cigarette contains more than 4,000 harmful chemicals that cause diseases including many types of cancer. Just like smoking, using alcohol or drugs is a health risk for addiction.

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

Take a minute to enjoy your natural surroundings – listen to the wind, rain; look at flowers, leaves, watch birds and hear them sing Do you know that you are part of this natural beauty too?

10. *Choose respect*

Practice healthy and respectful communication skills. Be kind, thoughtful, and respectful at all times.

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

Relationship is also key to staying in good health. Find time every day to connect with a loved one or a close friend. 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.

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 answers. The results of the survey will be used to improve the program 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 teacher, if you are not clear about any of the questions.

Thank you!

Stay in Shape Post-Program Survey

1. On average, I spend ____ hours every day watching TV and/or using other electronics for entertainment.
 0 hour 0 – 1 hour 1 – 2 hours More than 2 hours
2. Daily stress, if poorly managed, can make people ill.
 True Not true I don't know
3. I do deep breathing exercise to relax and control my stress.
 Yes No
4. "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
5. I eat at least 5 servings of fruit and vegetables every day.
 Yes No
6. I ____ read Nutrition Facts (Food Labels).
 always sometimes once in a while never
7. How many times did you skip breakfast in the past 7 days?
 I did not skip 1-3 times More than 3 times
8. I spend 60 minutes on physical activities every day.
 Yes No
9. On average, how many hours of sleep do you get a night these days?
 8-10 hours
 5-7 hours
 Less than 5 hours
10. The Stay in Shape program was _____ to me.
 Very helpful
 Helpful
 Somewhat helpful
 Not helpful
11. 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**:

12. How confident do you think you are now to live a healthy life after the program? This means that you will continue to eat healthy, spend 60 minutes on being physically active, and do deep breathing activity or other relaxing activities to control stress.
 Very confident Confident Somewhat confident Not confident

Acknowledgments

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

The Life Skills Program operated by [MGH Charlestown Coalition](#) for program collaboration. Since 2016, Stay in Shape and Life Skills have been combined to offer students in Charlestown a unique opportunity to learn health and other youth developmental skills together;

CDC Healthy Schools ([Characteristics of an Effective Health Education Curriculum](#)) used to assess and improve this version of the Stay in Shape Curriculum and hosts of all other web-based resources including selected links for facilitating discussion. Use of such information is for the sole purpose of health education on living a healthy life among youth in vulnerable communities.

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Thank you!

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