



**Eating Right,
Day and Night**

WHAT'S FOR DINNER?

Teacher's Guide

INTRODUCTION

This Teacher's Guide provides information to help you get the most out of *What's for Dinner?* The contents of the guide will allow you to prepare your students before using the program and present follow-up activities to reinforce the program's key learning points.

What's for Dinner? introduces viewers to the importance of eating a nutritious dinner as part of a healthy daily diet. The connection is made between diets high in fats and sugar and obesity, type 2 diabetes, heart disease, mental and physical performance, and other health-related concerns. The connection between developing good eating habits early in life and later health is explored. The program provides strategies to help busy students substitute healthy dinners for unhealthy ones.

LEARNING OBJECTIVES

After viewing this program, students will be able to:

- Understand the difference between healthy and unhealthy dinners.
- Discuss the nutritional requirements of a healthy diet.
- Recognize how dinner fits into a nutritious daily diet and exercise program.
- Know how to choose healthy foods for dinner when eating out or selecting take-out.
- Understand how foods high in sugar are metabolized and how that process impacts the body.
- Know why certain foods should be eaten in moderation, and realize the health consequences of eating too much of these foods.
- Understand why a healthy diet and good eating patterns are important for health in the teen years and beyond.
- Develop and carry out a plan to prepare and consume healthy dinners as part of a nutritious daily diet.
- Name and prepare at least three healthy dinners that can be consumed at home or on the go.
- Read and interpret food labels in order to make healthier choices for dinner, other meals, and snacks.

NATIONAL STANDARDS

This program correlates with the 2006 National Health Education Standards PreK-12 from the American Cancer Society, December 2005-April 2006. The content has been aligned with the following educational standards and benchmarks from this organization. As a result of activities in grades 9-12, all students should be able to:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.
- Demonstrate the ability to access valid information and products and services to enhance health.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

This represents the work of the Joint Committee on National Health Education Standards. Copies of National Health Education Standards: Achieving Health Literacy can be obtained through the American School Health Association, Association for the Advancement of Health Education or the American Cancer Society.

ENGLISH LANGUAGE ARTS STANDARDS

The activities in this Teacher's Guide were created in compliance with the following National Standards for the English Language Arts from the National Council of Teachers of English.

Writing

- Uses the general skills and strategies of the writing process.
- Gathers and uses information for research purposes.
- Uses strategies to adapt writing for different purposes (e.g., to explain, inform, analyze, entertain, reflect, persuade).
- Uses appropriate strategies (e.g., organizational pattern, format, language, tone) to write personal and business correspondence (e.g., informal letters, memos, job application letters, resumes).

Reading

- Uses reading skills and strategies to understand and interpret a variety of informational texts.
- Uses discussions with peers as a way of understanding information.

Listening and Speaking

- Uses listening and speaking strategies for different purposes.
- Makes formal presentations to the class (e.g., includes definitions for clarity; supports main ideas using anecdotes, examples, statistics, analogies, and other evidence; uses visual aids or technology, such as transparencies, slides, electronic media; cites information sources).

Viewing

- Uses viewing skills and strategies to understand and interpret visual media.
- Uses a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).

Media

- Understands the characteristics and components of the media.
- Understands the influence of media on society as a whole (e.g., influence in shaping various governmental, social, and cultural norms; influence on the democratic process; influence on beliefs, lifestyles, and understanding of relationships and culture; how it shapes viewer's perceptions of reality; the various consequences in society of ideas and images in media).
- Understands the role of the media in addressing social and cultural issues (e.g., creating or promoting causes: U.N. military action, election of political parties; use of media to achieve governmental, societal, and cultural goals).

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TECHNOLOGY STANDARDS

The activities in this Teacher's Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

Basic Operations and Concepts

- Students demonstrate a sound understanding of the nature and operation of technology systems.
- Students are proficient in the use of technology.

Social, Ethical, and Human Issues

- Students understand the ethical, cultural, and societal issues related to technology.
- Students practice responsible use of technology systems, information, and software.
- Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Technology Productivity Tools

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.

Technology Communication Tools

- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Students use technology to locate, evaluate, and collect information from a variety of sources.

Technology Research Tools

- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

Technology Problem-Solving and Decision Making Tools

- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

The National Education Technology Standards reprinted with permission from the International Society for Technology Education.

PROGRAM OVERVIEW

This program gives viewers a firm grasp of what role a healthy, well-balanced dinner plays in their overall nutrition. It emphasizes the importance of eating a good dinner every day in addition to a nutritious breakfast, lunch, and snacks.

The program examines unhealthy food choices and the negative effects such choices can have on mental and physical performance, nutrition, and weight maintenance. Additionally, the program provides basic information on the five major food groups plus oils, and describes how to read and understand food labels in order to make healthy choices. The basic concepts underlying MyPyramid are presented, and MyPyramid.gov is introduced as a resource to help plan a healthy diet and exercise program.

The video presents excuses for not eating healthy dinners, and strategies for overcoming those objections and fitting nutritious dinners into busy schedules. The program gives suggestions for having a healthy evening meal even though that meal isn't served at home. Teens offer tips to improve the nutritional quality and appeal of dinners, and to integrate healthy meals into busy daily routines.

MAIN TOPICS

Topic 1: Lifestyle and Health Trends

The importance of good nutrition during the rapid growth and development period of the teen years is emphasized. Dinner is the most frequently eaten meal of the day, and teens who sit down with their families for dinner get better nutrition than those who don't. This segment presents the connection between what Americans eat and the epidemic of obesity and type 2 diabetes, and explains how sugary foods are metabolized by the body. This segment shows how a nutritious dinner, as part of a healthy daily diet, can improve mental and physical performance and help control weight.

Topic 2: What's Healthy? What's Not?

Knowing what's good for us is the first step in making healthy choices for dinner and throughout the day. This segment introduces MyPyramid and its six food groups as a resource for helping plan a healthy diet and exercise program. The six food groups are examined. Types of dietary fat are introduced, and the concept of cholesterol and its impact on health is presented.

Topic 3: Healthy Snacking Strategies

Some key concepts for healthier eating are examined, such as portion size, planning ahead, and not skipping meals for weight control. This section of the program presents some typical excuses for not eating healthy dinners, and offers practical strategies for overcoming each excuse. Viewers are introduced to parts of a food label and the importance of reading the labels on prepared foods to determine whether that food is healthy or not.

Topic 4: Stories from the Real World

Family dinners are a rarity in our hectic, fast-paced world. Teens, dieticians, and the host all provide suggestions for healthy dinners that are quick and easy to prepare, and that can be eaten at home or on the go. Teens give examples of how they're improving their diet and their eating habits.

FAST FACTS

- To feel good and perform well physically and mentally, teens should keep their blood sugar level consistent throughout the day. One way to do that is to eat regular, nutritious meals and snacks spread throughout the day.
- Junk food is food that is high in fat and sugar and that has little or no nutritional value.
- There are six food groups: Grains (including breads, pasta, and rice), Vegetables, Fruits, Milk (including yogurt and cheese), Meat and Beans (including fish, eggs, peas, nuts, and seeds), and Oils. For proper nutrition, it is important that teens eat the recommended servings from each group every day.
- Low-density lipoprotein, or LDL cholesterol, clogs arteries and can lead to heart disease and other health problems. High-density lipoprotein, or HDL cholesterol, actually helps protect against heart disease.
- There are three basic types of dietary fat: saturated, polyunsaturated, and monounsaturated. Saturated fat, found mostly in animal products, stimulates production of cholesterol. The polyunsaturated and monounsaturated oils derived from plant sources do not.

- Trans fat, a substance made in a chemical lab, is often added to processed food products to make them creamier and tastier, and to increase their shelf life. Trans fat (aka trans fatty acids) increases the “bad” LDL cholesterol in your blood and decreases the “good” HDL cholesterol.
- Obesity in America has tripled since the 1970s. Today, 30% of young people are overweight or at risk for being overweight.
- People no longer know what a normal portion size is because of the overly large “biggie” portions served in restaurants. Learning what a normal portion size is and eating normal portions will help control weight.
- MyPyramid.gov is an interactive, Web-based tool that allows users to find out what they need to do to eat healthier and get enough exercise. It calculates how many servings from each food group you should eat each day, based on your age, sex, and amount of daily physical activity.
- By reading labels on food packages, teens can tell if a food is good for them or not. Consumption of foods high in fat, salt, or sugar, should be limited.
- The “Nutrition Facts” on a label gives portion size and the number of servings in the package or container. All nutritional information found in this part of the label pertains to a single serving, which is not necessarily the contents of the package.

VOCABULARY TERMS

cholesterol: A soft, waxy substance found in the bloodstream and in all your body's cells. There are two basic kinds: LDL and HDL. If too much low-density lipoprotein (LDL) cholesterol circulates in the blood, it can build up in the walls of the arteries feeding the heart and brain and form plaque, a thick, hard deposit that can clog those arteries and lead to heart attacks. That's why LDL cholesterol is called “bad” cholesterol. HDL cholesterol is known as “good” cholesterol because a high HDL level seems to protect against heart attack.

dietary fiber: A complex mixture of plant material resistant to breakdown by the human digestive system. Fiber is most frequently found in whole-grain products such as whole wheat bread, and in fruits, vegetables, dry beans and peas, and some cereals such as oats.

food groups: A division of foods into six categories according to their nutritional content: grains, vegetables, fruits, milk, meat and beans, and oils. For a balanced and healthy diet, nutrition experts suggest eating the recommended servings from each food group every day.

glucose: A form of sugar that circulates in the blood and serves as a source of energy for the body's cells. Too much glucose in the blood can be a sign of diabetes.

junk food: Foods or beverages that are high in fat, salt, and sugar, and that have little or no nutritional value.

monounsaturated fat: One of two types of unsaturated fats (the other is polyunsaturated) found primarily in oils from plants. Monounsaturated fats are found in canola, olive, and peanut oils, and in avocados.

MyPyramid: An interactive Web-based tool found at www.mypyramid.gov that can help users plan a healthier diet and exercise program.

oils: Fats that are liquid at room temperature, such as the vegetable oils used in cooking.

polyunsaturated fat: One of two types of unsaturated fats found primarily in oils from plants, in seeds and nuts, and in certain fish. They contain fatty acids that the body needs but cannot make for itself.

portion size: The recommended quantity of food in a single serving.

processed foods: Food containing preservatives, artificial ingredients, and other additives. Processed foods can be high in fat, sugar, and salt, and may contain trans fat, a substance known to raise cholesterol levels.

saturated fat: A type of fat found mostly in foods from animals. Saturated fat is the main dietary cause of high blood cholesterol.

trans fat (aka trans-fatty acids): Hydrogenated and partially hydrogenated vegetable oils. These hydrogenated oils are added to foods to make them creamier, taste better, and improve their shelf life.

solid fats: Fats that are solid at room temperature, such as butter.

type 2 diabetes: Also called “adult-onset diabetes.” In type 2 diabetes, the pancreas does not make enough insulin. As a result, type 2 diabetics have a high blood sugar level, which over time can have harmful effects on the body.

PRE-PROGRAM DISCUSSION QUESTIONS

1. Most nights of the week, what do you do for dinner? Do you think this is a healthy way to manage your evening meal?
2. During the day do you skip meals to “save” those calories for dinner? Do you think this is a healthy way to eat? Do you think you can lose or maintain your weight if you do this?
3. When do you eat dinner? What, and how much, do you eat? Is this a good way to eat?
4. What are some dinner foods that you can get at a fast-food restaurant that you think are healthy? What kinds of fast foods are not? Why not?
5. Why do people eat foods they know are not good for them? In what ways can eating a nutritious dinner as part of a healthy diet help you in the short run? What long-term health effects can eating healthy have?
6. When you hear of people having a heart attack or a stroke, what do you think causes it? Is there anything they could have done to prevent it? If so, what? Is there anything you can do to avoid having this kind of health problem when you get older?
7. What do you think has caused the recent upward trends in obesity and type 2 diabetes? How can being overweight be problematic for our health?

POST-PROGRAM DISCUSSION QUESTIONS

1. Name three things you learned from viewing the program that you didn't know before. How will knowing these things impact what you eat for dinner? For other meals?
2. Why is limiting your intake of saturated fat important? What about polyunsaturated and monounsaturated fats? Is it important to limit them as well? Why or why not?
3. What can we learn from reading food labels? In what ways can that information help us improve our diets and health?
4. What are some of the reasons teens and their parents don't eat a healthy dinner every day? What can people do to make sure they get a nutritious evening meal?
5. There are several reasons given for the recent increase in obesity in the American population. From viewing the program and from your own experience, what factors can you think of that may contribute to the increasing trend for teens to be overweight?
6. The program mentions making small changes in daily eating patterns in order to work toward a healthier diet. What are some small things *you* could do to start improving what you eat at dinner and at other times during the day?

GROUP ACTIVITIES

Now We're Cooking!

Divide students into small groups. Have them develop menus and find recipes for five healthy dinners that they would enjoy eating and that are quick and easy to prepare. At least two of the five should be "portable" meals that could be eaten outside the home. Students should make sure the recipes they choose provide a balanced meal, that is, they should include servings from all five major food groups (grains, milk, vegetables, fruits, and meat and beans) as well as oils. A typical dinner might include a salad, bread or pasta, a serving of meat, beans, tofu, or fish, and a dessert of fresh fruit with yogurt. Students should provide recipes for all "courses."

When all the groups have developed their menus and recipes, plan a date for a class potluck. Each group should choose and prepare enough of one of their dinners for all members of the class to taste. Have class members rate each dinner from 1 ("I wouldn't make or eat this") to 5 ("I love it!") and provide reasons why they do or do not like the selection(s). Tally the results and announce the top three scoring meals. Recipes can then be printed or emailed to class members who want them, or bound together in a class recipe book.

Eating Healthy, Eating Out

Divide the class into groups. Have each group examine the dinner food and beverage choices that are available at one or more of the following locations:

- Popular fast-food restaurants such as McDonald's, Wendy's, Subway, Pizza Hut, etc.
- Favorite take-out sources
- Prepared meals (frozen or refrigerated) at grocery or convenience store
- School vending machines

Have each group list the foods and beverages offered, assess the healthiness of that food by examining its nutritional content (calories, grams of fat, saturated fat, sugar, fiber, and other nutrients), and give suggestions for some healthy and not-so-healthy food choices from that location. The nutrition information for the offerings at many fast-food chains can be found on the Internet. Have each group write up their findings and recommendations and present a report to the class.

Tasty Ethnic Meals

Ethnic foods can provide taste variety for dinner and other meals. Divide students into three- or four-person groups. Have the groups go online and research healthy ethnic foods that they could prepare for dinner. Have them create an ethnic dinner menu with accompanying recipes. Recipes should use ingredients that are readily available in a typical grocery store and are easy to prepare. If an ingredient is not easy to find, students should research alternative ingredients that can be substituted.

Students must balance their meal—it should include servings from each of the six food groups. Remind students to use whole grains whenever possible and to limit fat—especially saturated fat—in their recipes. Portability of the meal (or leftovers) is a desirable attribute, so that dinners can be brought to school or activities when the student can't have dinner at home. Have students develop a grocery list for their meal.

When students have created their ethnic dinner, have a class potluck. Each group should bring enough samples of their dinner for other students to taste. After everyone has had a chance to sample the various recipes, assemble the recipes into a class cookbook or make them available online.

INDIVIDUAL STUDENT PROJECTS

My Food Journal

Ask students to keep a written journal of their food intake and exercise for three days. Two of the days should be weekdays and one should be a weekend day. They should list everything they consume (liquids and solid foods) as well as the time of day they consume it, and the amount consumed. For exercise, they should list the time of day, the duration, and the type of physical activity.

When the journal is complete, students should review it and look for unhealthy (or less than healthy) eating patterns, food choices, and exercise routines (or lack thereof). Next, have them suggest ways in which they can introduce changes to their diet and exercise routine to enhance healthier behavior. Have them program these changes into a four-week plan to improve their lifestyle and eating habits.

You may choose to have students present some of their findings to the class or submit a short paper summarizing what they recorded in their journals and their plan of how to improve their lifestyle choices.

A variation of this activity would have students exchange journals with someone in class. Each student would review his partner's journal and write up suggestions for healthier eating and exercise. The original student could then devise a four-week plan incorporating his partner's suggestions as well as some of his own.

Mirror, Mirror on the Wall, Who Has the Highest Cholesterol?

Cholesterol is a natural substance synthesized by the body that is essential to proper body functioning. But too much cholesterol can cause heart disease and other problems. In addition to the cholesterol produced by the body, we add to the body's supply through what we eat. This is called dietary cholesterol. Some foods contain cholesterol, others do not.

Are today's teens likely to have high cholesterol? Have students research the subject. They should also find out how and why the body makes cholesterol, how it is linked to heart disease and other health problems, and what foods are its sources. They should review some of the research results on the impact that various foods (polyunsaturated and monounsaturated oils, whole grains, fatty meats, and high fiber) and the amount of daily exercise have on reducing cholesterol levels. Finally, students should make a list of ways in which teens can lower their cholesterol without totally giving up their favorite foods. Written report on their findings can be presented to the class.

Healthy or Unhealthy? That Is the Question.

Brainstorm with students how healthy food choices and physical activity can make a positive impact on their lives. Invite them to comment on why they think eating a healthier diet and getting more exercise can help them now and throughout their lives—for instance, they might feel more energized, happier, and better able to concentrate in school. They may experience less stress, and potentially achieve and maintain healthy weight.

Have students write an essay that details how they think healthy food and activity decisions can help achieve their goals in life, now and in the future. They might consider the following questions in their essays:

- What are my short-term and long-term goals? How will healthy living help me achieve them?
- What are the negative effects of poor food choices and inactivity? Why would I want to avoid those?
- When I am healthy and fit, what can I achieve?

Sugar, Sugar Everywhere

In the late 19th century the average American consumed about 5 pounds of sugar annually. In the last 20 years, we have increased our sugar consumption by almost 20%, to 135 pounds of sugar per person per year! Part of the reason for this increase is that sugar is added to most processed foods, even those that don't taste sweet, like peanut butter, tomato sauce, mayonnaise, ketchup, and frozen dinners. Soft drinks contain approximately seven teaspoons of sugar per can.

Since Americans are eating more processed foods than ever before, we are naturally consuming more sugar. But does all this sugar impact our health? Have students research and write a report on the effects that sugar has on the body, and decide for themselves. Their information should come from credible sources whose statements are backed up by unbiased research.

INTERNET ACTIVITIES

Calculate Your Calcium

Getting enough calcium is important for healthy bones and teeth, especially during the teen and young adult growth years when most of your bone mass is deposited.

Have students keep a journal of their food and beverage consumption for three days (two weekdays and one weekend day). They should write down the exact quantities of every food item or beverage consumed. Have them go online and visit the Calcium Calculator (<http://www.calciuminfo.com/calciumcalculator.aspx>), follow the instructions given, and use the information from their food journal to determine whether they're getting enough calcium. They should write a short report, answering the following questions:

- Am I getting enough calcium in my diet based on my age, weight, gender, etc.?
- If not, what changes can I make to remedy this?
- What are the possible consequences of not getting enough calcium?

MyPyramid.gov

Have students visit MyPyramid.gov and enter their age, gender, and physical activity level to learn how many daily servings from each food group they should be consuming. Ask them to keep a daily journal for three days (two weekdays and one weekend day) of everything they eat and drink, and the exercise they get (time of day, duration, type). Then have students write out answers to the following questions:

- Are my exercise and eating patterns aligned with what is recommended on MyPyramid?
- Am I eating portion sizes that are larger than what MyPyramid recommends?
- How do my favorite fast-food choices fit into overall diet, and calorie limits? Are they contributing to my nutritional needs, that is, helping fill recommended daily servings of fruit, vegetables, dairy products, grains, and lean meats and beans?

Students should write up their observations and develop a set of recommendations for some healthy lifestyle changes, if necessary.

Eat This, Not That!

As was done in the video, have students create a food quiz by pairing popular food items they would eat for dinner at home or on the go. They should go online and find the nutritional information for each pair of foods chosen, and then analyze and note the ways in which they differ nutritionally. Then, they should ask their classmates to guess which of each pair of foods is better, and why. After they have guessed, have students share the nutritional information they gathered comparing the two foods.

ASSESSMENT QUESTIONS

- Q1: According to the results of a national survey, _____% of teens are consuming the recommended daily servings from all five major food groups.
a) 5% b) 20% c) 35% d) 50%
- Q2: Teens who are able to eat dinner with their families tend to have better _____.
a) bone structure b) relationships with their peers
c) between-meal snacks d) overall nutrition
- Q3: True or False: Skipping meals is a good way to lose weight. (Explain your answer.)
- Q4: Why is fiber important to your diet?
- Q5: Eating healthy meals and snacks throughout the day can help improve your _____ and _____ performance.
- Q6: _____ bread contains more fiber and nutrients than white bread.
- Q7: There are six food groups in MyPyramid. Name the six groups and give an example of a healthy food from each group.
- Q8: _____ or _____ is often referred to as the "bad" cholesterol.
- Q9: What are three healthy lifestyle changes you could make to your diet, eating pattern, and exercise regimen?
- Q10: In the "Ingredients" part of a food label, you might find hydrogenated or partially hydrogenated vegetable oil. What does this tell you about the food, and why is this of concern?

ASSESSMENT QUESTIONS ANSWER KEY

Q1: According to the results of a national survey, _____% of teens are consuming the recommended daily servings from all five major food groups.

- a) 5%
- b) 20%
- c) 35%
- d) 50%

A1: a

Notes: In the survey, only 5% of the teens consumed the recommended daily servings from all five major food groups—and none of the 5% were girls.

Q2: Teens who are able to eat dinner with their families tend to have better _____.

- a) bone structure
- b) relationships with their peers
- c) between-meal snacks
- d) overall nutrition

A2: d

Notes: Research shows that teens who eat more meals with their families tend to get more nutrients and better overall nutrition. Family dinners also help normalize eating patterns.

Q3: True or False: Skipping meals is a good way to lose weight. (Explain your answer.)

A3: False

Notes: Skipping meals is one of the worst ways to lose weight. By skipping meals and snacks throughout the day, teens tend to overeat at dinner. Not only that, but they tend to eat beyond the calories they would have consumed had they eaten regular, healthy meals and snacks throughout the day. Research has shown that meal-skippers tend, on average, to weigh more than their non-meal-skipping counterparts.

Q4: Why is fiber important to your diet?

A4: Dietary fiber keeps your gastrointestinal tract healthy. It makes you feel fuller longer, so you don't eat as much. It is also thought to help lower cholesterol and prevent cardiovascular disease. Dietary fiber is found in whole grains and in fruits and vegetables.

Q5: Eating healthy meals and snacks throughout the day can help improve your _____ and _____ performance.

A5: physical; mental

Notes: A consistent pattern of healthy meals and snacks spread out through the day helps keep blood glucose levels more consistent, and that keeps your mental and physical performance more consistent. Glucose is the primary energy source for the body's cells. If your glucose level is low, your cells run out of energy, and your muscle and brain cells don't work as effectively.

Q6: _____ bread contains more fiber and nutrients than white bread.

A6: Whole wheat (or, whole grain)

Notes: Whole grains and foods made from them contain more vitamins, minerals, and dietary fiber than their white counterparts. Some examples are brown rice, and whole wheat pasta, pita, and tortillas. Whole grain products include the bran, the germ, and the endosperm of the grain's kernel—where most of the nutrients and fiber are located. When buying bread called "Whole Wheat" or "Wheat," read the nutritional label to make sure it is 100% whole wheat.

Q7: There are six food groups in MyPyramid. Name the six groups and give an example of a healthy food from each group.

A7: Grains: whole grain bread; whole grain pasta; brown rice

Vegetables: green salads, asparagus, squash

Fruits: applesauce, fruit salad, orange juice, pears

Meat and Beans: chicken, salmon, lean beef, lentils, chick peas, tofu, refried beans

Milk: skim and 1% milk, cheese, yogurt, cottage cheese

Oils: olive oil, butter, canola oil

Notes: Many dishes will fall into more than one group. For example, spaghetti and meatballs has ingredients from the grains group (the spaghetti pasta), vegetables (tomato sauce and vegetables added to the sauce, such as onions, garlic, and bell peppers), milk (mozzarella and parmesan cheese topping), and meat and beans (meatballs, or meat added to the sauce).

Q8: _____ - _____ or _____ is often referred to as the "bad" cholesterol.

A8: Low-density lipoprotein; LDL

Notes: Too much LDL in the blood can cause a build-up of plaque on the walls of the coronary arteries. Plaque can eventually cause blockages, which prevent the blood from delivering oxygen to the heart muscle. This often results in a heart attack.

Q9: What are three healthy lifestyle changes you could make to your diet, eating pattern, and exercise regimen?

A9: Various answers. Examples: Eat more regular meals and snacks, spreading calorie intake throughout the day; exchange one or more soft drinks for milk or water each day; add a serving of vegetables or a serving of fruit each day; replace candy with a serving of fruit; replace one or more meat servings per week with fish, such as salmon.

Notes: Any change that promotes healthier eating, no matter how small, is positive. One change made successfully will often generate more changes.

Q10: In the "Ingredients" section of a food label, you might find hydrogenated or partially hydrogenated vegetable oil. What does this tell you about the food, and why is this of concern?

A10: The food contains trans fat. Trans fat is an artificially made fat that is thought to increase the "bad" LDL cholesterol in your blood and decrease the good HDL. This increases the likelihood that plaque will build up inside your coronary arteries, leading to heart disease. For that reason, most dietary experts suggest limiting or eliminating consumption of foods containing trans fat. NOTE: Labeling laws require food manufacturers to list the grams of trans fat on the label under "Nutrition Facts." However, if the amount of trans fat per serving is less than 0.5 grams, the manufacturer can legally list the trans fat content as "0 grams."

ADDITIONAL RESOURCES

Centers for Disease Control and Prevention: Healthy Weight

www.cdc.gov/nccdphp/dnpa/nutrition/nutrition_for_everyone/healthy_weight/index.htm

Department of Health and Human Services and Department of Agriculture: Dietary Guidelines for Americans

www.healthierus.gov/dietaryguidelines

Center for Science in the Public Interest

www.cspinet.org

Eating Well While Eating Out

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

Eating Healthy—Dining Out

www.healthyeating.net/he_4-04.htm

Fast Food Frenzy: Making the Most of Drive-Thru Dinners

<http://recipestoday.com/resources/articles/fastfood.htm>

Generation Fast Food—Deficiencies in the American Teen Diet

<http://recipestoday.com/resources/articles/generationff.htm>

Fast Food Nutrition Facts Calculator

http://pediatrics.about.com/cs/fastfood/l/bl_restaurants.htm

Meal Planning

www.healthyeating.net/he_4-02.htm

Your Secrets to Healthy Snacking

http://kidshealth.org/teen/food_fitness/nutrition/snacking.html

New Food Labels explained

www.4girls.gov/nutrition/food_labels.htm

Nutrition Dictionary

www.foodfit.com/misc/encyclopedia.html

International Food Information Council

www.kidsource.com/kidsource/content3/ific/ific.teen.trends.html#contents

American Dietetic Association

www.eatright.org

American Obesity Association Fact Sheet

www.obesity.org/subs/fastfacts/obesity_youth.shtml

Additional Resources at www.filmsmediagroup.com

Available from Films Media Group • www.filmsmediagroup.com • 1-800-257-5126

Snack Attack!

- VHS/DVD-R
- Preview clip online at www.films.com (search on 35822)
- Correlates to the National Health Education Standards and the National Standards for Family and Consumer Sciences Education.
- Viewable/printable teacher's guide online
- Item # 35822

We're on the go and constantly bombarded with tasty snack foods that are high in calories, fat, and sugar. Are all those fatty, sugary treats good for us? *In Snack Attack!* you'll find out as the program explores how what we eat affects our health now and into the future. The alarming increases in obesity and type 2 diabetes are examined. Ways to improve diet and exercise patterns are discussed, and strategies for making healthy changes in our snacking behavior are examined. A Meridian Production. (22 minutes) © 2006.

The Carb Controversy: What Are the Facts?

- VHS/DVD-R
- Video worksheet and teacher's key includes
- Item # 33942

Are low-carb diets healthy? In this topical nutrition video, two friends have lunch together—but have entirely different meals. One is on a low-carbohydrate diet. In fact, for the first two weeks, she didn't eat any carbs. She thinks bread is the enemy. The other is on the track team. The whole team has a big pasta party to carb-load the night before every meet. Both hold fast to their ideas about nutrition and search for information to back up their position. This video cuts through the hype and looks at the facts about carbohydrates and how they work in our bodies. (18 minutes) © 2005.

Breakfast: Most Important Meal of the Day

- VHS/DVD-R/Digital On-Demand
- Preview clip online at www.films.com (search on 30704)
- Correlates to the National Health Education Standards and the National Standards for Family and Consumer Sciences Education.
- Viewable/printable teacher's guide online
- *Finalist, 24th Annual Telly Awards, Education, Health and Medicine categories*
- "Provides good information and specific behavioral messages in an engaging and teen-friendly format . . . a good tool for secondary school nutrition education."—*Journal of Nutrition Education and Behavior*
- Highly recommended by *Video Librarian*.
- Item # 30704

Greater physical stamina, better concentration at school or work, a more efficient metabolism—the evidence is overwhelming that a healthy breakfast is the key to a productive day. Yet it's the meal most likely to be skipped by children, teenagers, and adults alike. This video brings home the importance of the day's first meal by exploring the numerous mental and physical benefits of a nutritious breakfast. Viewers will understand the relationship between eating and metabolism, specifically between breakfast and blood-sugar levels. The kinds of foods that best fuel the body in the morning are also listed. A Meridian Production. (20 minutes) © 2003.

Let's Do Lunch!

- VHS/DVD-R/Digital On-Demand
- Preview clip online at www.films.com (search on 34741)
- Correlates to the National Health Education Standards and the National Standards for Family and Consumer Sciences Education.
- Viewable/printable teacher's guide online
- Item # 32741

"Who has time?" "I don't need the calories." "A double bacon cheeseburger and fries...now that's a good lunch!" Sound familiar? Grab your students' attention with *Let's Do Lunch* and show them why that second meal of the day is vital to their health and academic performance. Covers childhood obesity and related conditions, the basics of balanced nutrition, good and bad cholesterol and different types of fat, and how to start making healthier food choices. Dieticians and an athletic trainer add their stamp of authority, while savvy teens offer quick, easy, healthy, and delicious lunch and snack ideas. Break the fast food, junk food, no food habit! A Meridian Production. (26 minutes) © 2004.

Junk Food Wars

- VHS/DVD-R/Digital On Demand
- Preview clip online (search on 34591)
- Correlates to National Health Education Standards
- Textbook alignment online (search on 34591)
- Viewable/printable teacher's guide online
- "Focused, realistic, and informative, this is highly recommended."—*Video Librarian*
- "This helpful, information-laden program contains up-to-date nutrition and exercise information for teens.... An expressive young host leads viewers through the facts, with adult experts discussing nutrition guidelines, food labels, and other related subjects. Scenarios of students making good food choices help viewers understand how to deal with peer pressure."—*Booklist*
- Item # 34591

Healthy eating is a challenge—sometimes, it's even a battle. With vending machines, convenience stores, and fast food restaurants almost everywhere, nutritional value can go down in defeat. This high-energy video shows how to defend against the dangers of junk food. Straightforward discussions and dramatizations arm students with a wealth of information on the updated 2005 food pyramid, the different kinds of fats and sugars, how to read ingredients labels, and how to control what foods are available. Commentary from nutrition and food policy experts provides backup, with insights into junk food packaging and advertising tactics. A Cambridge Educational Production. © 2005. (30 minutes)

My Pyramid, The New Food Pyramid

- 3-piece set includes VHS or DVD-R, 18"x24" laminated poster, and PowerPoint® presentation on Windows/Mac CD-ROM
- Items also available separately
- Preview clip online at www.films.com (search on 35058)
- Viewable/printable teacher's guide online
- Correlates to National Health Education Standards for Achieving Health Literacy
- Item # 35058

Use this three-piece set to get a handle on the USDA's new nutrition model! Covers all of the government's 2005 food and fitness recommendations.

The New Food Pyramid (VHS or DVD-R)

When it comes to nutrition today, one size doesn't fit all. That's why the USDA created MyPyramid, a food guidance system that emphasizes a more individualized approach to improving diet and overall physical fitness. After watching this video, your students will have a clear understanding of the food pyramid's history, the six themes incorporated into the MyPyramid system, the main components of MyPyramid, and how people like themselves can make this updated food pyramid a part of their life. Solid information delivered by nutrition experts from Princeton University and elsewhere and supported by onscreen diagrams, lists, and fun facts make *The New Food Pyramid* an indispensable part of any health-related video collection. A Meridian Production. Recommended for grades 7-12. (22 minutes) © 2006.

MyPyramid Poster

Use this laminated MyPyramid poster to show learners the new way to look at healthy eating and activity. The front explains what the MyPyramid symbol means and sets general guidelines for how much to eat from each food group. And because MyPyramid is part of a system that emphasizes an individualized approach to improving diet and lifestyle, there's also a letter-size reproducible chart on the back that allows students to customize those guidelines based on their gender, age, and activity level. © 2005.

MyPyramid Educator's PowerPoint®

New guidelines, new pyramid! This PowerPoint® presentation will bring educators up to speed on MyPyramid without delay. Whether you show it onscreen or print it out on overheads, it'll help viewers understand the system faster than you can say "Steps to a healthier you!" Concepts, symbolism, and dietary recommendations are all covered. Windows/Macintosh hybrid CD-ROM. © 2005.

Nutrition for Teens

- VHS
- Item # 32580

Which foods can make you feel happy, sad, lazy, or sleepy? A registered dietician answers that and other questions as she identifies the nutrients needed to meet the physical, mental, and emotional demands of adolescence. Healthy eating habits are distinguished from unsafe forms of dieting, and the causes, symptoms, and side effects of eating disorders are delicately confronted. A supplement, containing the video's goal and objectives as well as multiple-choice quizzes and answer keys, is included. (25 minutes) © 2000.

Savor the Spectrum! Poster Set

- Six 17"x22" laminated posters
- Correlates to National Standards for Family and Consumer Sciences Education
- Item # 34643

This dazzling six-poster set will show your students how to eat better—and have fun while doing it. Tell them to forget about "citrus fruits" and "cruciferous vegetables" and just think "color," the easy way to work nutritious, delicious produce into their diet. Plates turn into palettes when they savor the spectrum! Includes *9 A Day Every Day—An Overview; Blue/Purple Fruits and Vegetables; Green Fruits and Vegetables; White Fruits and Vegetables; Yellow/Orange Fruits and Vegetables; Red Fruits and Vegetables*. A Meridian Product. © 2005.

Nutrients: Their Interactions

- VHS/DVD-R/Digital On Demand
- Preview clip online (search on 32134)
- Textbook alignment online (search on 32134)
- Correlates to National Science Education Standards and National Health Education Standards
- Viewable/printable teacher's guide and related resources online
- Recommended by *Educational Media Reviews Online*
- Item # 32134

If taste were a reliable guide to a nutritious diet, candy and soda would be two food groups vital to good health—but it's not. That's why this video takes a scientific look at dietary nutrients, explaining what they are, why the body needs them, and how they work with each other to produce energy, stimulate growth, repair and maintain hard and soft tissues, and regulate bodily processes. Metabolism, energy yield from different food types, the composition and role of blood, key vitamins and minerals, dietary fiber, and recommended daily allowances are only a few of the topics covered in this detailed overview of the biochemistry of nutrition. The impact of nutritional deficiencies on short- and long-term health is also discussed. A Meridian Production. © 2004. (21minutes)

Fat Like Me: How to Win the Weight War

- VHS/DVD-R
- Preview clip online (search on 32134)
- Related resources online
- "Evocative and powerful, this film will stimulate many classroom discussions on the issue of teenage obesity."—*Teacher Librarian*
- Item # 33071

In this ABC News special—produced in conjunction with Rodale Inc., publisher of *Prevention* and *Men's Health* magazines—nutritionists, psychologists, pediatricians, and other experts explore the causes of obesity, the physical and emotional damage it can do, and how parents and schools can team up to help kids improve their health. Also included is hidden-camera footage of a daring social experiment in which a slim teen, professionally made up to look obese, goes to school and experiences firsthand the abuse so often aimed at overweight people. A post-experiment discussion underscores the stigmatizing effect of intolerance while emphasizing the need for greater compassion. A teacher's guide is included. (43 minutes, color) © 2003.

The ABCs of Vitamins

- VHS/DVD-R/Digital On Demand
- Preview clip online (search on 30908)
- Viewable/printable teacher's guide online
- "Basic information, clearly presented, comes from savvy dieticians and a nutrition and exercise consultant . . . can be used to introduce the topic in health, sports, or cooking classes."
—*School Library Journal*
- Item # 32134

This program offers a balanced overview of vitamins and minerals—what they are, why they are so important, and who really needs to take supplements. Experts discuss what happens when there is a deficiency of one of these nutrients, as well as the dangers of mega-dosing. Lively pop-up graphics support each topic by providing interesting, often surprising facts. A Cambridge Educational Production. (24 minutes) © 2003.

Diet and Disease in Modern Society

- VHS/DVD-R/Digital On Demand
- Preview clip online (search on 32133)
- Correlates to the National Health Education Standards and the National Standards for Family and Consumer Sciences Education
- Viewable/printable teacher's guide and related resources online
- Recommended by *Educational Media Reviews Online*
- Item # 32133

What's so bad about saturated fat, and what makes fiber so good? In a society where convenience foods rule and obesity is a national epidemic, it's time to find out. This video investigates the relationship between diet and a number of frequently interrelated diseases and conditions, including heart attack, stroke, high blood pressure, hardening of the arteries, obesity, Type 2 diabetes, and cancer. Topics include high- and low-density lipoproteins; saturated, monounsaturated, and polyunsaturated fats; soluble and insoluble fiber; electrolyte minerals; antioxidants and free radicals; the effects of smoking and alcohol consumption; Disability-Adjusted Life Years; and the Body Mass Index. A Meridian Production. (36 minutes) © 2004.

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