

STRONG & HEALTHY kids



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STRONG &  HEALTHY kids

**Move
More**

The word 'Move' is positioned above the word 'More'. To the left of 'Move' is a yellow silhouette of a child jumping. To the right of 'Move' is an orange silhouette of a child jumping. Below 'More' are two red silhouettes of children playing together. The background features orange curved borders at the top and bottom.

Aerobic exercise is a very important type of exercise and a necessary component for a healthy lifestyle. Sometimes it is also called *cardiovascular exercise* or “cardio” for short. Aerobic exercise is an exercise that uses a lot of oxygen for a long period of time. During aerobic exercise, you breathe in the same amount of air your body uses. Your heart beats at a fast but steady pace. Aerobic exercise burns calories, lowers your body fat and helps build cardiorespiratory endurance. If you want to continue to increase your level of fitness, you must work your body harder. As you exercise, your heart and lungs become stronger, and you gain endurance. This makes it easier and easier for you to exercise. In order to continue to gain endurance, speed and strength, you must remember F.I.T. “F” stands for **Frequency**. Frequency is how often you exercise. Start with a couple of times per week and gradually increase to more times per week. “I” stands for **Intensity**. This is how hard you exercise. Not only should you increase the number of times per week you exercise, but you can also increase the level of difficulty of the exercises. “T” stands for **Time**. It is important to do aerobic exercise three to four times every week for at least 20–30 minutes at a time.

There are several benefits you get from aerobic exercise:

- Reduces the risk of heart disease by lowering blood pressure.
- Increases your endurance by increasing the efficiency of the heart and lungs.
- Reduces body fat and helps you maintain a healthy weight or lose weight.
- Relieves stress and tension, gives you more energy, improves self-confidence, and counteracts depression.
- Helps you sleep better and strengthens your immune system.

Do you know if you are doing aerobic exercise? Some things to consider:

- Is your heart pumping faster?
- Are you out of breath?



Remember that aerobic exercise is an exercise in which your heart beats at a fast but steady pace for at least 20 minutes continuously. Take your pulse to find out if your heart is beating faster.



Activities:

1. Count your number of heartbeats for 15 seconds, and write that number down. Now multiply that number by four to get the total number of beats per minute. Now that you know the total beats per minute while at rest, begin jogging in place for one minute. Now take your pulse again for 15 seconds. Write that number down and multiply it by four. Was your number higher the second time?
2. What is the difference between resting heart rate and target heart rate during exercise?
3. How many beats per minute does a healthy heart beat when at rest?
4. What are some types of aerobic exercise?

Muscles are masses of tough, elastic tissue that are positioned around our bones. When we want to move, our muscles pull our bones where we want them to go. Muscles enable us to eat, smile and do a lot of other activities that we have to do every day.

There are 3 types of muscles within your body:

1. *Skeletal*: Striated voluntary muscle (conscious control), anchored by tendons to bone and therefore responsible for moving the skeleton.
2. *Smooth*: Non-striated, involuntary muscle (not under conscious control), found in the walls of organs and blood vessels.
3. *Cardiac*: Striated, involuntary muscle, specialized kind of muscle only found in the heart.

There are 2 types of skeletal muscle:

1. *Type 1*: Slow twitch, oxidative. They use oxygen to generate fuel for extended and continuous activities such as running a marathon or biking for an hour.
2. *Type 2*: Fast twitch, glycolytic. They are anaerobic (they do not use oxygen to produce energy) but instead they use glucose for energy. They generate short bursts of strength and speed, but they fatigue more quickly than slow twitch muscle fibers. Sprinting in the 100 meter dash would be an example of this.

Muscle strengthening is very important for muscle health. Strengthening activities are weight bearing exercises that include any activity in which our body has to carry weight. These activities help us build healthy muscles, joints and bones as well as prevent injury, decrease body fat and increase endurance.

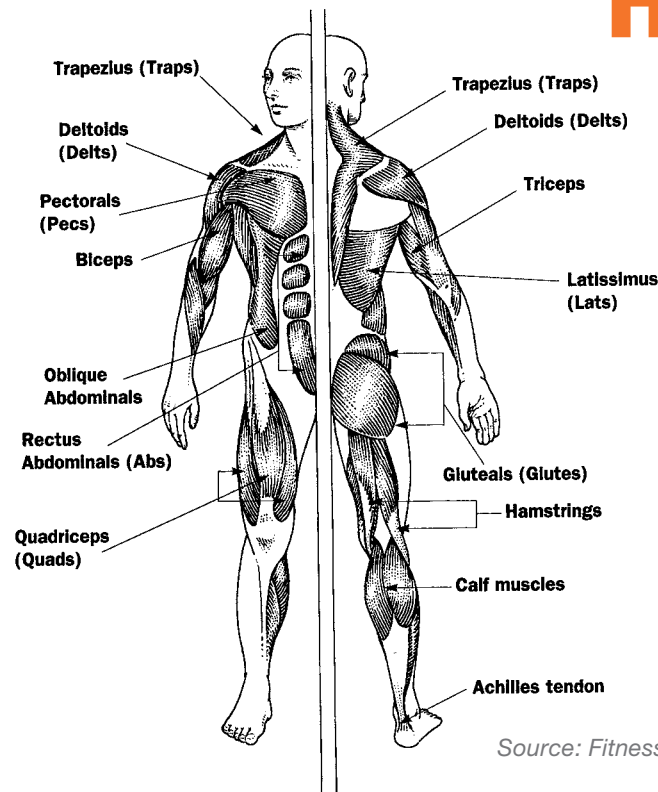
Endurance is the ability of the muscles to exert force continuously over a period of time or a physically demanding and long form of exercise. Endurance is crucial in meeting our fitness goals, become faster, stronger and perform over a longer period of time.



Activities:

1. Put your arm straight in front of you with your palm facing the ceiling. Now, try to touch your shoulder with your finger tips. Can you see your muscle working? This muscle is called a bicep muscle.

Muscle Anatomy and Body Composition



Deltoid: The *deltoid* muscles are found in both shoulders. They help with any arm movement.

Activities where I use my DELTOID muscles: _____

Pectoralis: *Pectoral* muscles are found on both sides of the chest.

Activities where I use my PECTORAL muscles: _____

Rectus Abdominus: These muscles are found in the stomach. They are sometimes called your “abs”.

Activities where I use my RECTUS ABDOMINUS: _____

Quadriceps: These muscles help straighten out the knee. They also give legs power and strength.

Activities where I use my QUADRICEPS muscles: _____

Biceps: This muscle helps to raise and lower your arms.

Activities where I use my BICEPS muscles: _____

The **human body** contains more than 650 individual muscles. These muscles are attached to your bones, which provide the pulling power for us to move around. Muscles help you do almost everything from pumping blood throughout your body to lifting your backpack.

Muscles come in a variety of shapes and sizes, but they are all made of the same material, a type of elastic tissue similar to a rubber band. Muscles in our body can either be involuntary or voluntary. Muscles we control by ourselves are voluntary muscles, and the ones we cannot control are the involuntary muscles.

Our bodies contain three different kinds of muscle: *cardiac*, *smooth* and *skeletal*. Cardiac muscles are involuntary and are found in the heart. It is considered involuntary, because you do not have to consciously tell your heart to beat: it does it for you. The cardiac muscle is the tissue that makes up the wall of the heart called the myocardium. This muscle is unique, because it attaches to itself rather than a bone. Smooth muscles, which are found in our internal organs, are also involuntary. These types of muscles are usually found in sheets or layers and continuously work throughout our bodies. An example of a smooth muscle is the stomach and digestive system.

Skeletal muscles are the voluntary muscles in our body and make up what we call the muscular system. Skeletal muscles make up about 40% of an adult's body weight. Sometimes, skeletal muscles are called striated muscles. This is due to their striped-like appearance. Skeletal muscles are the muscles that help you stay active and participate in physical activity. Skeletal muscles generally connect to our bones which give us power and strength. Skeletal muscles are found in many different shapes and sizes.



Activities:

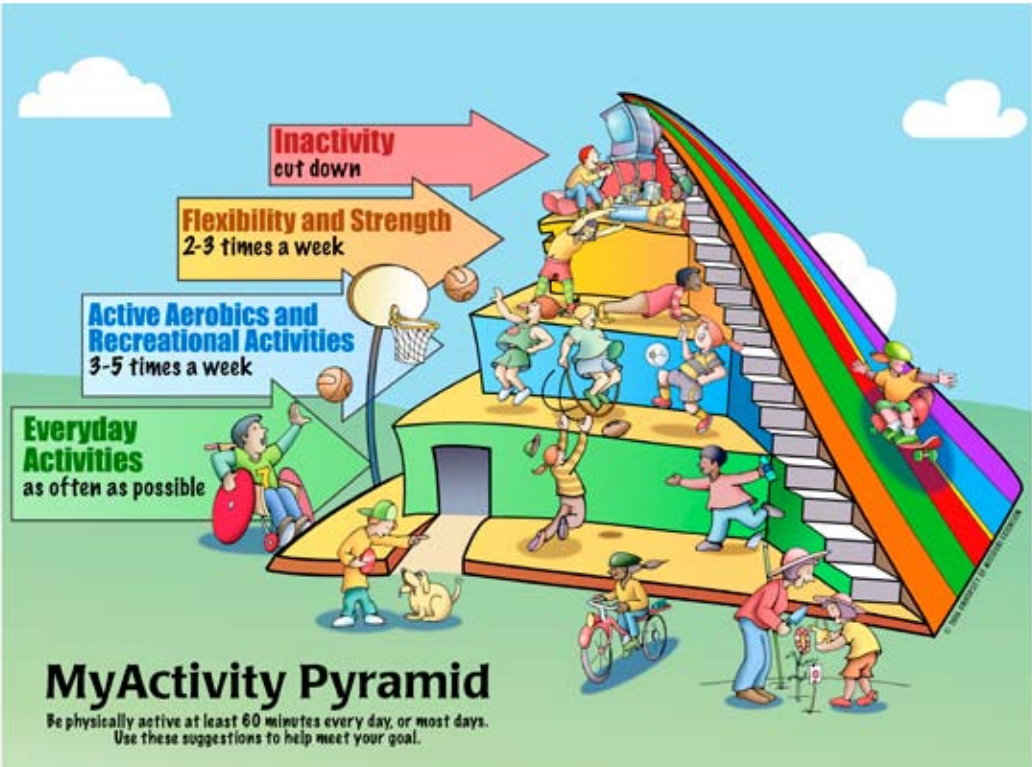
1. Identify some of the voluntary and involuntary muscles in your body.
2. What is the difference between a voluntary and an involuntary muscle?
3. Why do we need both kinds of muscles in our bodies?

Activity Pyramid







Every day we should aim to be active for at least 60 minutes. Participate in active aerobics and recreational activities three to five times a week. These are activities such as basketball, soccer or swimming. Work on flexibility and strength two to three times per week. This means practicing activities such as yoga, push-ups or pull-ups. Cut down on inactivity such as watching TV, playing video or computer games or sitting for more than 30 minutes at a time, except for at school.

Remember — every day we participate in activity. This ranges from cleaning your room to jump rope instead of playing video games. Keep this pyramid in a special place as a reminder of the kinds of physical activity we can do.



Activities:

1. Write down your daily routine. How much time did you spend doing physical activities?
2. How much time did you spend watching television, or playing computer, or video games?

MyActivity Pyramid			
Be physically active at least 60 minutes every day, or most days. Use these suggestions to help meet your goal:			
Everyday Activities	Active Aerobics and Recreational Activities	Flexibility and Strength	Inactivity
As often as possible	3-5 times a week	2-3 times a week	Cut down
<ul style="list-style-type: none">• Playing outside• Helping with chores around the house or yard• Taking the stairs instead of the elevator• Picking up toys• Walking 	<ul style="list-style-type: none">• Playing basketball• Biking• Playing baseball or softball• Rollerblading• Skateboarding• Playing soccer• Swimming• Playground games• Jumping rope 	<ul style="list-style-type: none">• Practicing martial arts• Rope climbing• Stretching• Practicing yoga• Doing push-ups and pull-ups 	<ul style="list-style-type: none">• Watching television• Playing on the computer• Sitting for too long• Playing video games 
Find your balance between food and fun: <ul style="list-style-type: none">• Move more. Aim for at least 60 minutes every day, or most days.• Walk, dance, bike, rollerblade – it all counts. How great is that!			

Source: University of Missouri Extension
<http://extension.Missouri.edu>



1. What are the 4 components of physical activity?
 - A. fitness testing, body composition, stretching, walking
 - B. cardiovascular activity, muscle strengthening & endurance, stretching, body composition
 - C. blood pressure, endurance, endorphins, cardiovascular activity
2. What are the 5 types of exercise?
 - A. isotonic, isotropic, isokinetic, anaerobic, aerobic
 - B. light, moderate, difficult, short-term, long-term
 - C. endurance, strength, flexibility, speed, aerobic
3. How many times do you need to do aerobic exercise each week?
 - A. 1 time
 - B. 2 times
 - C. 3–4 times
4. How long do you have to keep your heart rate up to consider that exercise aerobic?
 - A. 10 minutes
 - B. 20–30 minutes
 - C. 5 minutes
5. Exercise releases chemicals called _____ that help give us energy and make us feel good about ourselves.
 - A. oxygen
 - B. protein
 - C. endorphins
6. Aerobic exercise can help lower _____ which helps protect us against stroke and heart attack.
 - A. blood pressure
 - B. heart rate
 - C. endorphins
7. To check your pulse, you count the number of _____ per minute?
 - A. breaths
 - B. blinks
 - C. heart beats
8. A healthy heart has a resting heart rate between _____.
 - A. 90–100
 - B. 60–80
 - C. 100–120

MyActivity Log

Be physically active at least 60 minutes every day, or most days.



Week 1	Activity	# of minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Total for the week:		

Week 2	Activity	# of minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Total for the week:		



Week 3	Activity	# of minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Total for the week:		



Week 4	Activity	# of minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
Total for the week:		



Over the past few weeks, you have learned a great deal about the benefits of physical activity and exercise. Now it is up to you to teach your friends, teachers and parents what you have learned about ways to be physically active. To help with ideas, look for activities or programs offered by your school. Research activities, programs, or recreational facilities in your community to find out what your community offers. Many towns and cities have parks, ball fields, lakes, nature walks, and walking trails that are all free of charge. Just walking can do a lot of good and is easy to do, too.

Being physically active is important, but so is being a good sport when participating in physical activity with friends and family. Good sportsmanship shows consideration of others. There are several rules to follow when practicing good sportsmanship:

- Apply the golden rule — do unto others as you would have them do unto you.
- Understand the rules pertaining to the activity.
- Enjoy yourself and encourage others.
- Cheer in a positive manner.
- Show concern and compassion for others.



Activities:

1. Now that you know about some programs at your school and in your community, and you know how to ask others to get involved, make up your own physical activity program for your friends and family. Be creative and use your knowledge about exercise and physical activity to promote your program to others. Think about the following questions when creating your program:

My Program

- What is the name of your program, activity, park, or facility?
- Is it a school or community program?
- Who can come?
- What activities do you offer?
- What kinds of exercise can be accomplished?

Try drawing an advertisement for your program to entice others to participate.

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Eat
Better

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Have you ever wondered how much food you need to eat and how much activity you need each day to be strong and healthy? *MyPyramid for Kids* has the answers. It is based on the 2005 U.S. Dietary Guidelines for Americans. It is designed to help you make healthy food and physical activity choices that are right for you depending on your age, gender and activity level.

There are five food groups and each has a mini-message designed to help you remember and practice healthy choices.

Grain Group: Make half your grains whole.

Whole grains are higher in fiber than other grains. Look for whole wheat or other whole grains on the ingredient label of bread bags and cereal boxes. It should be the first thing listed. Other grains you can look for are oats, rye and corn. Most grains are ground into flour, then made into grain foods like cereals, bread, and tortillas. Popcorn is a whole grain too!

Vegetable Group: Vary your veggies.

Most people do not eat enough vegetables, especially dark green and orange vegetables. Vegetables have vitamins and minerals that are important for a strong and healthy body. Dark green vegetables include broccoli, collard greens, dark green leafy lettuce, kale, romaine lettuce, and spinach. Orange vegetables include butternut squash, carrots, pumpkin and sweet potatoes. Next time you visit the grocery store look for a variety of dark green and orange vegetables. How many can you find? Which would you like to try?

Fruit Group: Focus on fruit.

Variety is important when choosing fruits too. Try to eat different colors of fruit such as oranges, cantaloupes, strawberries, grapes, and blueberries. When choosing juice, be sure the label says 100% juice.

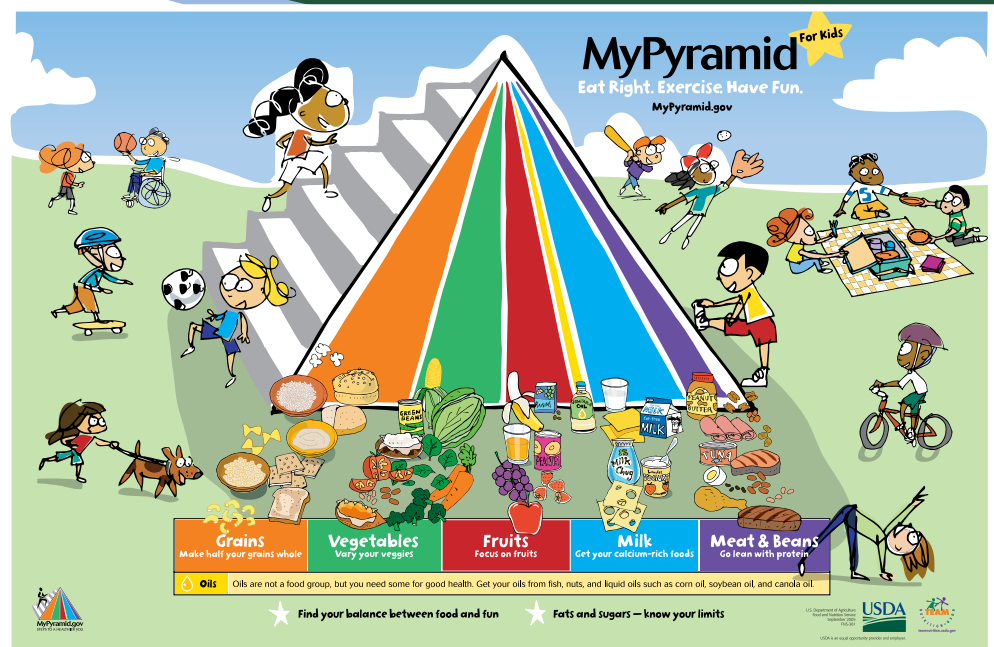
Milk Group: Get calcium-rich foods.

Milk and foods made from milk, like cheese and yogurt, are good sources of calcium and eight other important nutrients. Calcium is important for people of all ages, but is especially important during child, adolescent and teen years when bones are growing quickly.

Meat & Beans Group: Go lean with protein.

Protein is needed for growth. Most Americans eat enough from this group, but we need to pick leaner cuts and eat a wide variety of these foods. Protein provides a lot of calories, and too many calories from any source are turned into fat. When choosing protein rich foods, look for foods that have been grilled, baked or broiled instead of breaded and fried.

Physical Activity: Children need 60 or more minutes of physical activity each day. Activity spread throughout the day counts, such as riding your bicycle, playing tag with friends, and walking home from school. What activities do you enjoy?



Source: USDA Team Nutrition



Activities:

- 1. Food Journaling:** Look on page 129 of your *Guide to a Strong and Healthy Oklahoma*. Use the food journal below to keep track of the foods you eat each day for breakfast, lunch, dinner and snacks. Remember that some foods like hamburgers and spaghetti may have foods from more than one food group.
- How did you do?
- Are you eating foods from each food group?
 - What is one change you can make to have healthier food choices?
- 2. Classroom Link:** Divide students into groups. Have each group write a rap (at least eight lines long) about the importance of eating from all the food groups. Have students come up with movements that go along with their rap and then perform their rap for the class.
- 3. Lunchroom Link:** Look at the school lunch menu. Which food groups do each of the foods on the menu belong to? Remember that some foods, like hamburgers and spaghetti, fit into more than one group.

Note: F = Fruit; V = Veggie; G = Grain; M = Meat; D = Dairy; O = Other

Day	Breakfast	Lunch	Dinner	Snacks
Monday	F: V: G: M: D: O:	F: V: G: M: D: O:	F: V: G: M: D: O:	F: V: G: M: D: O:
Tuesday	F: V: G: M: D: O:	F: V: G: M: D: O:	F: V: G: M: D: O:	F: V: G: M: D: O:
Wednesday	F: V: G: M: D: O:	F: V: G: M: D: O:	F: V: G: M: D: O:	F: V: G: M: D: O:
Thursday	F: V: G: M: D: O:	F: V: G: M: D: O:	F: V: G: M: D: O:	F: V: G: M: D: O:
Friday	F: V: G: M: D: O:	F: V: G: M: D: O:	F: V: G: M: D: O:	F: V: G: M: D: O:

Getting the Most Nutrition from Your Food



Choose healthier foods from each group. Some food choices within each food group are better than others. The colored stripes are wider at the bottom of the pyramid because every food group has foods that you should eat more often than others. The foods at the wide end, or bottom, have less added fat and sugars and give you more nutrition for your calories. They are called nutrient-rich foods and should be eaten more often. Foods in the narrow end, or top, give you more calories than nutrients. They are frequently called empty-calorie foods. It doesn't mean that you should never eat them, just eat them less often and in smaller amounts. You can also balance the calories they provide with physical activity. Look at the Nutrition Facts label and ingredient lists on food packages to help guide your decisions.

Remembering these tips when making food choices can help you get all the nutrients you need without getting too many calories.

MyPyramid for Kids Food Group Stripes

Food Groups	Wider Area	Narrower Area
Grains	Whole-Wheat Bread	Doughnut
Explanation: Whole-wheat bread is a whole grain food with little fat. But doughnuts are fried and have lots of fat and added sugar.		
Vegetables	Baked Sweet Potato	French Fries
Explanation: Baked sweet potato is an orange vegetable full of vitamins and minerals and it doesn't need butter or sugar to taste good! The french fries are also potatoes, but they are fried and have a lot of fat.		
Fruits	Peach	Peach Pie
Explanation: Fresh peaches are in their most natural form and have a lot of vitamins and minerals. A slice of peach pie has		
Milk	Lowfat Frozen Yogurt	Ice Cream
Explanation: Both lowfat frozen yogurt and ice cream are desserts made from milk. The lowfat frozen yogurt is usually made from fat-free milk while ice cream is often made with cream, which is higher in fat.		
Meat and Beans	Baked Fish	Fried Fish
Explanation: Fish has lots of protein. The amount of fat depends on the way it has been cooked. Fried fish is much higher in fat than baked fish.		

Source: USDA Team Nutrition



Activities:

1. Make a list of your favorite foods in each food group. Decide if each food is in the wide or narrow part of the food group stripe, or somewhere in between. You may want to use the Nutrition Facts label to help you decide.
 - Use a green crayon, pencil or marker to circle the foods on your list of favorites that are at the widest part of the food group stripe. These foods are good choices for meals and snacks.
 - Use a red crayon, pencil or marker to circle the foods on your list that are at the narrowest part of the food group stripe. Choose these foods less often and balance the calories with physical activity that you enjoy.
2. **Classroom Connection:** Ask students to identify two favorite foods from several of the food groups, one from the wide end of the food group and one from the narrow end of the food group. Place the foods directly on a brown paper towel or inside a brown paper bag. Allow the food to sit overnight. Foods that are high in fat will leave a greasy ring on the paper. Observe and compare your findings. What do the findings tell you about the fat content of foods in the narrower end of MyPyramid?
3. **Lunchroom Link:** Look at the lunchroom menus and identify which foods come from each of the food groups and if the foods fit in the top or bottom of MyPyramid for Kids.

Vary Your Veggies & Focus on Fruits



Fruits and vegetables are fun to eat, because they are crunchy, juicy and come in a rainbow of colors, flavors and textures. They are also low in fat and are excellent sources of vitamin A, vitamin C and fiber. Vitamin A keeps your skin healthy and aids your eyes in seeing at night, while Vitamin C helps in fighting disease and healing cuts and bruises. Fiber works to fill you up and moves food through your digestive tract so that it stays healthy.

The vegetable group is the **green** stripe and the fruit group is the **red** stripe on *MyPyramid for Kids*. Both groups include vegetables and fruits that are fresh, frozen, canned, dried or 100% juice. For example, think about how many ways you can eat (or drink) an apple or a tomato. *MyPyramid* uses cups to recommend the amount you should eat. One cup of vegetables or fruits is equal to the size of a baseball.

Fruits are naturally sweet. They are a good choice for a snack or dessert. Strive to eat 1.5 to 2 cups each day, depending on what is right for you. If you choose juice, be sure it is 100% juice; then choose a fresh, frozen or canned fruit for your other choices.

Vegetables are organized into five sub-groups based on their color and nutrient content. Below are some commonly eaten vegetables in each subgroup. Strive to eat 1.5 to 3 cups each day, depending on what is right for you. Can you think of other vegetables in each group?



Vegetable Sub-Group	Examples
Dark Green Vegetable	Broccoli, Spinach, Bok Choy, Collard Greens, Romaine Lettuce, Dark Green Leafy Lettuce
Orange Vegetables	Carrots, Pumpkin, Acorn Squash, Sweet Potatoes, Butternut Squash
Dry Beans and Peas	Lentils, Black Beans, Kidney Beans, Garbanzo beans, Black-Eyed Peas
Starchy Vegetables	Corn, Potatoes, Lima Beans, Green Peas
Other Vegetables	Beets, Onion, Celery, Eggplant, Tomatoes, Cucumbers, Tomato Juice, Vegetable Juice, Green or Red Peppers

Source: Oklahoma State University Oklahoma Cooperative Extension, *Food and Fun for Everyone*.



Look on pages 39 – 43 of your *Guide to a Strong & Healthy Oklahoma* book. What are some ideas for eating more fruits and vegetables that you might like to have your family try?



Activities:

- 1. Steps to a Healthier You:** Most people don't eat enough fruits and vegetables. Try setting new goals to eat more. Take one step at a time. If you usually choose corn and apple juice, set a goal for trying one new fruit or vegetable this week. Next week you can try another new choice. Use the *Steps to a Healthier You* worksheet on the next page to help you increase the variety of fruits and vegetables you eat.

Vary Your Veggies & Focus on Fruits



My Fruit and Vegetable Goals

Fruits

Circle the names of the fruits you have eaten:

mango papaya kiwi
cantaloupe star fruit pineapple
strawberry blueberry

Other fruits I have eaten:

Write the name of a fruit you would like to try:

How will you eat this fruit? (Perhaps on cereal or pancakes, or for a snack, dessert, dinner):

Vegetables

Circle the names of the vegetables you have eaten:

spinach collard greens
broccoli sweet potato
jicama zucchini squash

Other vegetables I have eaten:

Write the name of a vegetable you would like to try:

How will you eat this vegetable? (Perhaps for a snack, as a salad, with dip, or for lunch):

Where and How

I will try these foods by: asking my parents to purchase them, helping my parents prepare these foods, choosing them from a restaurant menu, eating them from the school lunch menu, or eating them at a friend's house.

Signature _____

Date _____

Source: USDA Team Nutrition

Activities:

- 1. Classroom Connection:** Create an ad campaign for a dark green or orange vegetable. How would you present the information you have found about why dark green and orange veggies are a nutritious choice? Why would other students want to eat dark green and orange veggies after seeing your campaign?
- 2. Lunchroom Link:** Review the school lunch menu to find the different fruits and vegetables offered each day. Categorize the vegetables into the different sub-groups. Ask the cafeteria staff if you can develop signs for the serving line to help other students make healthy choices.

Every day you make choices about the foods you eat. For example, you can choose to drink low-fat milk instead of a soda-pop, or you can choose to have a piece of fruit as a snack instead of a cookie or chips.

The *Nutrition Facts label* gives you information to help make healthy choices. The labels are found on almost all food packages. They tell about the key nutrients that affect your health. Some nutrients we need to GET LESS of, like fat, cholesterol and sodium. Others we need to be sure to GET ENOUGH of, like fiber, vitamins A and C, calcium and iron.

When reading the Nutrition Facts label start with the *serving size*. It is at the top of the label and is shown in the **green** section. Serving size is a common measured amount such as 1/2 cup, 1 cup or 1 ounce, and will vary depending on the food item. The amounts of calories and nutrients listed on the label are for the serving size listed. If you eat more or less than the serving size, the amounts of nutrients will also change. For example, if you eat two servings at one time, you will get twice the amount of calories and fat.

Next is the list of *nutrients*. Look at the right hand side of the label and find **% Daily Value**. An easy way to use % Daily Value is to use the 5% to 20% guide. 5% or less means a food is low in the nutrient, and 20% or more means the food is high in the nutrient.

The **yellow** section shows: GET LESS of these nutrients. Eating too much of these nutrients is linked to overweight and certain chronic diseases like heart disease and Type 2 diabetes.

The **blue** section shows: GET ENOUGH of these nutrients. Eating enough of these nutrients can help you have energy, build strong bones and help protect you from colds and infections.



Look on pages 131–132 of your *Guide to a Strong and Healthy Oklahoma* to learn more about reading a Nutrition Facts label.

HOW TO READ A NUTRITION FACTS LABEL

Start Here →

Limit these Nutrients

Get Enough of these Nutrients

Footnote

Nutrition Facts			
Serving Size 1 cup (228g)			
Servings Per Container 2			
Amount Per Serving			
Calories 250		Calories from Fat 110	
		% Daily Value*	
Total Fat 12g		18%	
Saturated Fat 3g		15%	
Trans Fat 1.5g			
Cholesterol 30mg		10%	
Sodium 470mg		20%	
Total Carbohydrate 31g		10%	
Dietary Fiber 0g		0%	
Sugars 5g			
Protein 5g			
Vitamin A		4%	
Vitamin C		2%	
Calcium		20%	
Iron		4%	
* 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

Quick Guide to % Daily Value

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

Nutrition Facts Label — READ It Before You Eat It

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Activities:

1. Many times we eat more than we think. Pour yourself a bowl of cereal. Measure the amount in the bowl and compare it to the serving size on the Nutrition Facts label. Did you pour more or less? Are you surprised?
2. **Classroom Connection:** Repeat the above activity with favorite snack foods such as chips, pretzels, soft-drinks, cookies etc. Ask students to calculate the change in nutrients based on the portion size they select. For example, if the serving size on the nutrition facts label is $\frac{1}{2}$ cup, and the student's portion size is 1.5 cups, then the % Daily Value for each nutrient is multiplied by 3. Emphasize that controlling portion size can help control calorie intake for strong and healthy bodies.
3. **Lunchroom Link:** Examine the Nutrition Facts label on the milk cartons in the school cafeteria's milk box. What types are available? Compare the % Daily Value (DV) for total fat. Which has less than 5% DV? Look at the % DV for calcium. How do they compare? Which milk choice helps you GET LESS fat and GET ENOUGH calcium?





Staying hydrated by drinking lots of fluids is an important component to being a Strong & Healthy Kid. However, the types of drinks you choose are just as important. Consuming fat-free and low fat milk provides health benefits and can reduce the risk of low bone mass. The *Think Your Drink* diagram shows different kinds of drinks and their nutritional value. Take a look at the diagram below, and use your Strong and Healthy Kids student supplement to answer the questions below.

- _____ builds and maintains strong bones and is necessary to grow big and strong.
- _____ is required in order for the body to absorb calcium, and is only found in two of the drinks below.
- _____ offers 10% of the daily value of vitamin A, which is important for growth and healthy eyes.
- _____ has more sugar added than _____.
- _____ is a good source of Vitamin C.
- Kids need _____ servings of milk per day.
- Protein is the basis for building all body cells. _____ is a good source of protein.
- _____ and _____ beverages offer more than one vitamin.
- Parent Connection:** At the grocery store, compare Nutrition facts on the labels of a variety of beverages. Discuss serving size of each beverage and compare the amount of calcium in each serving. Have your child track beverage consumption for one week and discuss each beverage consumed. Ask your child, "Is this a smart (healthy) choice?"



Go Lean with Protein — When Eating Out



What did you have for dinner yesterday? You probably thought first of a food that is in the Meat and Beans Group — such as chicken, hamburger or fish. These foods contain the nutrient *protein*. Many protein foods come from animals, but some plant foods are sources of protein too. They include beans, lentils and nuts and seeds. Protein is an important building block for bones, muscles, cartilage, skin and blood. Whether from animal or plant sources, you should eat protein-rich foods every day.

MyPyramid for Kids recommends 5 ounces of protein rich-food each day. A 2 to 3 ounces serving of meat fish or poultry is about the size of a deck of cards. A serving of beans or lentils is 1/2 cup, or about the same size as a small computer mouse. One-ounce of nuts or seeds is about the size of a 9-volt battery. Eggs are also a food source of protein. Protein-rich foods are also found in the Milk Group. Skim or low-fat milk, yogurt, and cheese are good choices for snacks.

One of the challenges in choosing protein-rich foods is choosing foods that are lower in fat. Families frequently eat meals away from home. When eating out try to choose protein-rich foods that have been baked, broiled or grilled. For example, you might choose a grilled chicken sandwich instead of chicken nuggets. Or, choose a single burger instead of double patty burger. You can also ask the restaurant to see their nutrition information before making your choice.



Activities:

1. Below is a list of popular meat and bean foods and the amount of fat they contain. Some of your favorites may be higher in fat than what you think. Answer the questions on the next page. How can you make lower-fat, protein-rich food choices when eating out?

Popular Fast Foods

Food	Total Fat (grams)
Hamburger	9
Quarter-Pound Hamburger	18
Fried Fish Filet Sandwich	18
Crispy Fried Chicken	23
Chicken Nuggets (10 Piece)	24
Beef Soft Taco Without Cheese	8
Beef Taco, Regular Style, Without Cheese	7
Bean Burrito, No Cheese	8
Taco Salad With Ground Beef, No Cheese	39

Source: USDA Team Nutrition

1. How many grams of total fat are in a quarter-pound hamburger? _____

2. How many grams of total fat are in a regular hamburger? _____

3. Circle the food with less fat:

Taco Salad or Beef Soft Taco

Bean Burrito or Fried Fish Filet Sandwich

Crispy Fried Chicken or Hamburger

4. How many grams of total fat are in a quarter-pound hamburger?

1. _____

2. _____

3. _____

2. Classroom Connection: Many chain restaurants provide nutrition information for all the foods on their menus. This information is usually available online or at the restaurants. Have students collect this information from the chain restaurants in your community where they eat.

3. Lunchroom Link: Have students review the lunch menu for one week or month. Find all the protein-rich foods. Which choices are broiled, baked or grilled? Which are from plant foods?

STRONG &  HEALTHY kids

**Be
Tobacco
Free**





Studies show that more than 3,000 kids become regular smokers each day, and roughly one-third will die prematurely from their addiction. These are staggering numbers, considering it is the leading preventable cause of death in the United States. Tobacco kills more than 430,000 Americans every year and costs the United States \$50–\$73 billion in medical expenses.

Need to know:

There are more than 4,000 chemicals in cigarette smoke (including formaldehyde, butane, arsenic, ammonia, acetone, carbon monoxide and cadmium) 200 of those chemicals are poisons, and 43 chemicals cause cancer. The reason it's hard to stop smoking is because of a drug in cigarettes called *nicotine*.

Nicotine is a poisonous substance found in the tobacco plant, which causes people to become addicted to cigarettes.



Activity:

- 1. Smoking Takes Your Breath Away:** Try this activity. You will need a drinking straw and one small coffee stirrer (that looks like a miniature straw). **Warning: Do not attempt this exercise alone or with students who have asthma, bronchitis or any condition that affects breathing.**

The problem with smoking is that it damages your body gradually, and it is sometimes difficult to feel the damage right away. Place the large diameter straw in your mouth and run in place or jump rope for a minute or two while breathing only through the straw. Do you feel different than normal?

This is how your breathing would feel as a young person damaged by only a few years of light smoking.

While you are still out of breath, try breathing through the small diameter straw while pinching your nose. Can you feel the difference? You may feel pressure in the chest and a panicky feeling. You may not be able to do this without breathing through your nose.

This is how it feels to have emphysema, a breathing disease caused by years of smoking. Simple acts such as standing up or walking across the room would make you feel that way. With emphysema, however, you could not go back to breathing normal. Eventually, most people with emphysema have to use an oxygen tank to help them breathe each day.

- 2. Warning Labels:** Write the four warnings on the back of a cigarette package on a sheet of paper, and then write a warning label that expresses the true danger of using tobacco.

Tobacco Word Search



- BE SMART
- DONT START
- BLAZE
- HEART DISEASE
- STINKY
- CIGARETTES
- CANCER
- ADDICTION
- DEATH
- SAY NO
- POISONS
- EMPHYSEMA
- TOBACCO
- SNUFF
- NICOTINE
- DIP

T	B	L	A	Z	E	E	L	D	C	E	L	C
A	M	E	S	Y	H	P	M	E	Z	S	P	I
W	G	V	P	O	I	S	O	N	S	A	L	G
R	D	B	C	S	T	L	A	V	D	E	N	A
H	O	N	T	A	E	O	L	D	T	S	T	R
T	N	H	G	L	N	W	I	X	M	I	R	E
A	T	K	H	Y	I	C	U	P	I	D	A	T
E	S	Q	A	H	T	B	E	F	R	T	M	T
D	T	S	C	I	O	L	F	R	K	R	S	E
S	A	S	O	C	C	A	B	O	T	A	E	S
U	R	N	S	T	I	N	K	Y	H	E	B	Z
K	T	F	F	U	N	S	E	O	E	H	L	A

STRONG & HEALTHY kids

A recent study found that tobacco companies spend approximately \$15.15 billion a year, or \$41 million a day, to advertise and promote their products — more than double the dollars they spent to promote their products since 1998. In Oklahoma alone they spend an estimated \$213.5 million each year.



Activity:

- 1. Ad Watch:** Bring popular magazines to class. Count the number of ads for tobacco products in each magazine. Discuss the variety of messages in the ads. The messages are conveyed through words, pictures, colors, etc., and show happiness, glamour, youth and popularity. Discuss what is missing from the ads: dirty ashtrays, smelly clothes and hair, stained teeth and fingers, people coughing and smoke-filled rooms.

Design your own cigarette ads that tell the

real story about smoking. Make a collage or bulletin board of cigarette ads you find or create. You should point out false or absurd implications made by the pictures or slogans in the ads.

Collect tobacco-related ads and discuss them in class.

- How does tobacco advertising encourage people to smoke?

- What are some inexpensive alternatives to smoking?

Buy a CD

Rent a Video

Ride a Bike

Play a Game

Go to a Movie

Play a Sport









Read a Book

Eat a Healthy Snack



Tobacco & You: Know the Truth



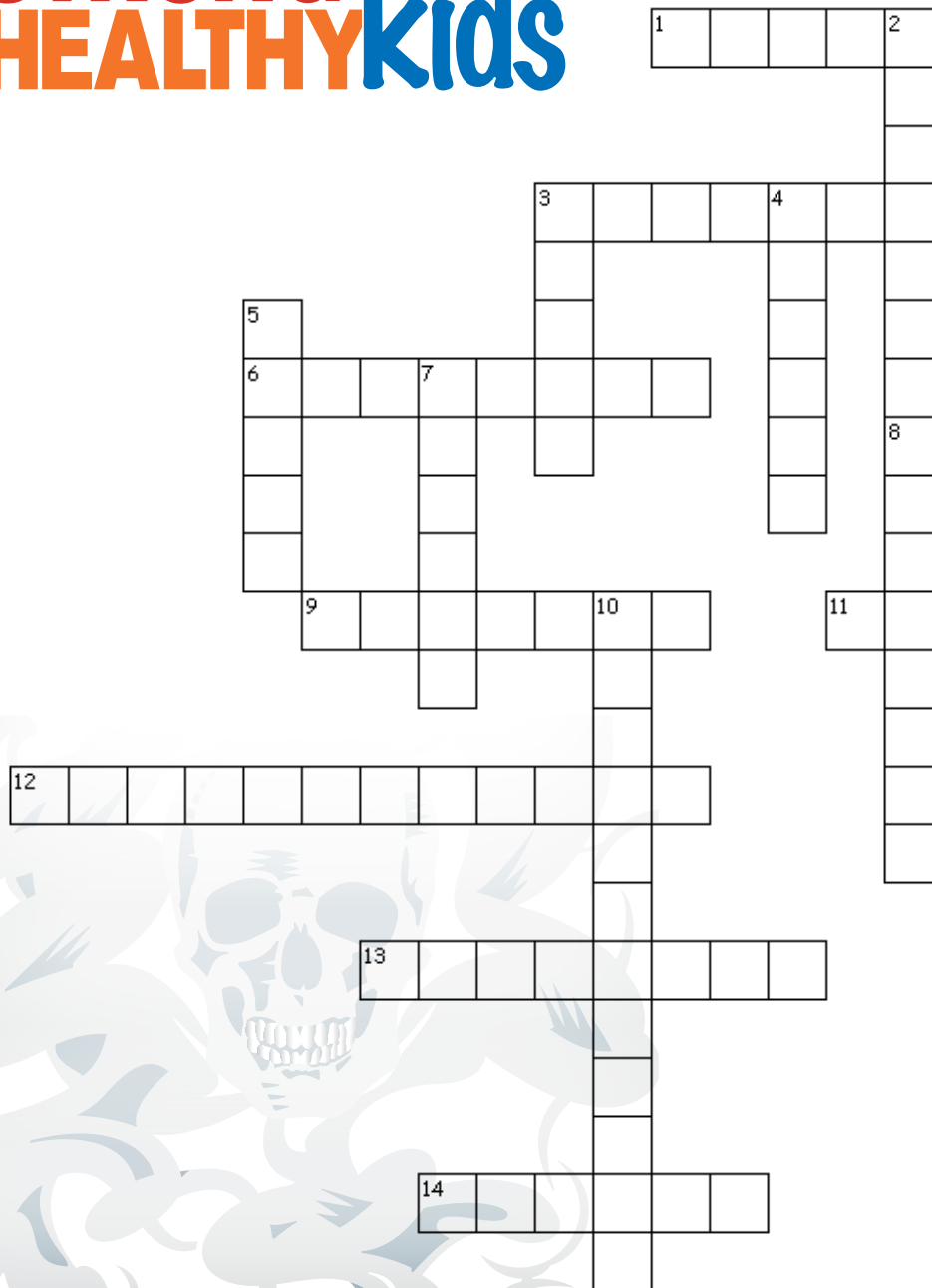
-  Tobacco is addictive: approximately 70 percent of smokers want to quit, but only 2.5 percent are able to quit permanently each year. Smoking and using smokeless tobacco kills.
-  Almost 90 percent of adult smokers begin at or before the age of 18.
-  Tobacco kills more people than AIDS, alcohol, car accidents, murders, suicides and illegal drugs combined.
-  Youth tobacco use can create a “gateway” to other substance abuse.
-  26.5 percent (57,100) of Oklahoma high school students smoke; 23 percent of Oklahoma high school males dip or chew tobacco.
-  9,100 Oklahoma kids under age 18 become new daily smokers each year; 216,000 Oklahoma kids are exposed to secondhand smoke at home.
-  The tobacco companies spend an estimated \$213.5 million each year marketing their products in Oklahoma. 4.3 million packs of cigarettes are bought or smoked by Oklahoma kids each year.
-  Tobacco is a waste of money. A pack of cigarettes costs about \$4. The average Oklahoma smoker smokes about 100 packs of cigarettes each year.



Activity:

- 1. Do the Math:** A pack of cigarettes costs about \$4.00. If a person smokes a pack a day, how much does he or she spend on cigarettes in a year? Two years? List three things you could buy with that much money instead of cigarettes.
- 2. Morbid Truth:** About 6,000 Oklahomans die from tobacco-related illnesses every year. (Behavioral Risk Factor Surveillance System. Oklahoma State Department of Health, 2003) Compare this to the number of people who live in your community and/or the number of students in your school. If your school represented the state of Oklahoma, how many students would lose their lives to tobacco-related illnesses?

Crossword Puzzle



ACROSS

1. organs in the chest that are used in breathing
3. plant with large, sticky leaves that are smoked or chewed
6. a poisonous, addictive substance found in the tobacco plant
8. a physical, psychological or emotional dependence on something, especially a drug, that causes intense cravings and makes quitting very difficult
9. to draw air into the lungs and let it out

11. a disease of the lungs that makes it difficult to breathe and is often caused by an allergy
12. social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted
13. a drug, especially an illicit or addictive one
14. a substance that can kill or seriously harm living beings if it is swallowed, breathed, or otherwise taken in

DOWN

2. Cigarette, cigar or pipe smoke that is inhaled unintentionally by nonsmokers and may harm their health if inhaled regularly over a long period
3. acting as or having the effect of a poison; poisonous
4. a disease in which certain cells divide and grow much faster than they normally do
5. an amount of tobacco, either powdered and taken into the nostrils by inhalation or ground and placed between the cheek and gum
7. a colorless, odorless gas essential to the respiration of living things, or in important compounds such as water, carbohydrates, and oxide minerals
10. a structural or functional abnormality of the heart, or of the blood vessels supplying the heart, that impairs its normal functioning

Learn the Lingo



Addiction: a physical, psychological or emotional dependence on something, especially a drug, that causes intense cravings and makes quitting very difficult. In physical addiction, the body adapts to the substance being used and gradually requires increased amounts to reproduce the effects originally produced by smaller doses.

Asthma: a disease of the lungs that makes it difficult to breathe. Asthma is often caused by an allergy.

Breathe: to draw air into the lungs and let it out.

Cancer: a disease in which certain cells divide and grow much faster than they normally do. Cancer can spread to surrounding tissues and is a leading cause of death in the United States.

Chemical: a substance with a distinct molecular composition that is produced by or used in a chemical process; a drug, especially an illicit or addictive one.

Cigarette: a short, narrow tube of thin paper that contains cut tobacco for smoking.

Emphysema: an abnormal condition of the lungs marked by decreased respiratory function; associated with smoking or chronic bronchitis or old age.

Habit: an acquired behavior pattern regularly followed until it has become almost involuntary.

Heart Disease: a structural or functional abnormality of the heart, or of the blood vessels supplying the heart, that impairs its normal functioning.

Lungs: organs in the chest that are used in breathing. Lungs are found in mammals, birds, reptiles, and some other animals. They bring oxygen to the body and get rid of carbon dioxide.



Nicotine: a poisonous substance found in the tobacco plant. Nicotine is what causes people to become addicted to cigarettes.

Oxygen: a chemical element that occurs in pure form, as a colorless, odorless gas essential to the respiration of living things, or in important compounds such as water, carbohydrates, and oxide minerals.

Peer Pressure: social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted.

Poison: a substance that can kill or seriously harm living beings if it is swallowed, breathed, or otherwise taken in.

Secondhand Smoke: Cigarette, cigar or pipe smoke that is inhaled unintentionally by nonsmokers and may harm their health if inhaled regularly over a long period.

Snuff: an amount of tobacco, either powdered and taken into the nostrils by inhalation or ground and placed between the cheek and gum.

Stroke: a sudden sickness in the brain caused by the breaking or blocking of a blood vessel. A stroke can cause parts of the body to become numb. It can also cause death.

Tobacco: a plant with large, sticky leaves that are smoked or chewed.

Toxic: acting as or having the effect of a poison; poisonous.





- Runners in the Oklahoma City Memorial Marathon pass the American Fidelity buildings where Colleagues manned a water stop to support the participants.

American Fidelity Assurance Company Colleagues fill backpacks with donated school supplies to be distributed to students at two elementary schools.

- A group of American Fidelity Assurance Company Colleagues set out on a walk organized to support United Way fundraising efforts.