

# *Serve Up a Healthier You*

## **North Carolina Child Nutrition Services Staff Wellness Toolkit**

### **Mini-Lessons**



**Developed by the N.C. Nutrition Education and Training Program  
N.C. Department of Public Instruction  
N.C. Division of Public Health**



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# Serve Up a Healthier You

## North Carolina Child Nutrition Services Staff Wellness Toolkit Mini-Lessons

**Serve Up a Healthier You**, from the North Carolina Department of Public Instruction, Child Nutrition Services, and the North Carolina Division of Public Health, Nutrition Services Branch, is a staff wellness toolkit tailored for Child Nutrition professionals in North Carolina offering resources and strategies for eating smart, moving more and living healthy.

### Need **Why is there a need for staff wellness?**

Poor nutrition and physical inactivity have a significant health and economic impact.<sup>1-5</sup>

- The number of adults who are overweight or obese has increased.<sup>6</sup>
- An unhealthy lifestyle increases the risk of weight gain and many chronic diseases such as heart disease, diabetes, osteoporosis, and certain cancers.<sup>3,4,5</sup>
- Employees spend a significant part of each day at work.
- Obesity and its related health conditions are responsible for much of the increase in health care spending.
- Obesity and chronic disease can also decrease productivity and increase absenteeism.<sup>5,7-9</sup>

### Yield **What are the benefits of staff wellness?**

Effective employee wellness programs offer direct and indirect benefits, including promotion of a healthy work environment and support of staff in taking steps to protect or improve their health.<sup>7-16</sup>

- Healthier employees
- Reduced health care costs
- Decreased absenteeism
- Increased presenteeism
- Enhanced productivity
- Reduced workers' compensation and disability management claims costs
- Increased employee satisfaction and morale



A review of published worksite health promotion program studies showed an average \$3.50 to \$1 savings-to-cost ratio in reduced absenteeism and health care costs.<sup>11</sup>

The U.S. Department of Health and Human Services Office of Disease Prevention and Health Promotion, the national Task Force on Community Preventive Services, and the North Carolina Institute of Medicine advise a comprehensive workforce health promotion program.<sup>12-14</sup> A key element of a comprehensive staff wellness program is health education focusing on skill development and lifestyle behavior change.

# Ingredients

## What do the *Serve Up a Healthier You* Mini-Lessons include?

*Serve Up a Healthier You* Mini-Lessons cover diverse wellness topics in three modules: Take Care of You, Eat Smart and Move More. The mini-lessons are designed as short educational wellness activities that can be delivered during Child Nutrition Program staff meetings or professional development or through school level staff training provided by Child Nutrition Managers. The mini-lessons encourage learning and behavior change as well as setting and reaching goals toward a healthy lifestyle.

Each mini-lesson includes the following sections.

<b>Introduction/Description:</b>	A brief summary of the content and an introduction of the mini-lesson to participants
<b>Objective:</b>	Actions/steps staff should be able to complete after participation in the mini-lesson
<b>Outcomes:</b>	Purpose or intended outcome of the mini-lesson in promoting overall staff wellness
<b>Handouts:</b>	Handouts to reinforce concepts, including a mini-lesson summary and space for note-taking and personal reflection
<b>Materials:</b>	Materials needed to teach the mini-lesson
<b>Activity:</b>	Ways to actively reinforce the concepts of the mini-lesson
<b>Lesson Key:</b>	 Script for the mini-lesson leader noting content, sequence and talking points  Alert to the mini-lesson leader for hands-on activity or group discussion  Alert to the mini-lesson leader for writing activity
<b>Summary:</b>	Key take away messages from the mini-lesson for staff
<b>Resources:</b>	Resources for background and additional information for staff and mini-lesson leader

The N.C. Nutrition Education and Training (NET) Program, [www.nutritionnc.com/resourcesforschools/index.htm](http://www.nutritionnc.com/resourcesforschools/index.htm), offers nutrition education and wellness materials, including curricula, handouts and links to additional nutrition, physical activity and staff wellness resources. The NET Resource Library offers professional resources, educational materials, and audiovisuals for loan.

**Serve Up a Healthier You**

**Serve Up a Healthier You Mini-Lesson Objectives**

Lesson	Title	Objectives After completion of this mini-lesson, staff will be able to:
Module 1 – Take Care of You	1	Take Care of You List the benefits of wellness Identify things that affect wellness Recognize key words that represent overall wellness
	2	Check Up on Health Identify four things to do to prepare for a check-up List at least two questions to ask their medical providers
	3	Take Your Best Shot Explain how vaccination works Identify when they should have certain vaccines
	4	Weigh to Wellness Identify whether they are underweight, normal weight, overweight or obese using BMI Identify items to record in a food and activity record
	5	Tobacco – Make It a Part of Your Past Identify health concerns associated with tobacco use List benefits of quitting a tobacco habit Use strategies for coping with triggers or cravings
	6	Be a Stress Survivor Identify ways they are affected by stress Practice ways to manage stress
	7	Manage Your Medications Identify four steps of managing medications and supplements Determine two goals for managing medications
	8	Sweet Dreams Identify the importance of sleep Practice good sleep habits
Module 2 – Eat Smart	1	Eat Smart with the Dietary Guidelines Identify six messages from the Dietary Guidelines for Americans List two ways that they will eat smart based on the Dietary Guidelines for Americans
	2	Eat Smart with MyPlate Recognize healthy eating reminders of MyPlate List two ways that they will eat smart using MyPlate
	3	Right-size Your Portions Prepare a daily menu for a 2,000 calorie diet Identify right-sized portions of at least three foods they eat often
	4	Label Lingo List serving size, number of servings, and calories per serving based on a food label Identify items on the food label that should be limited Identify items on the food label to get enough of
	5	Make Sense of Carbs Identify five favorite foods that have carbohydrates Identify ways to add more high fiber foods to their diet
	6	Make Sense of Protein Identify five food sources of protein List ways to go lean with protein
	7	Make Sense of Fat Identify the four types of fat and their health effects Discuss two ways to eat smart with fat choices
	8	Hunger Hoax Rate their hunger based on the Hunger/Satiety Scale Identify ways that they can take time to enjoy their food
Module 3 – Move More	1	Move More Identify the Physical Activity Guidelines for Americans List a weekly goal for physical activity and muscle-strengthening
	2	Fitness to Fit Your Lifestyle Identify at least two barriers to physical activity Determine strategies to overcome each barrier List at least two lifestyle changes they can make for adding physical activity
	3	Smart Moves – Get Started Safely Identify three steps to take for being safe while moving more Demonstrate stretching exercises that can be used for warming up and cooling down
	4	FITTness – Where Do You Stand? Identify four parts of the FITT principle Write their own physical activity goals based on the FITT principle

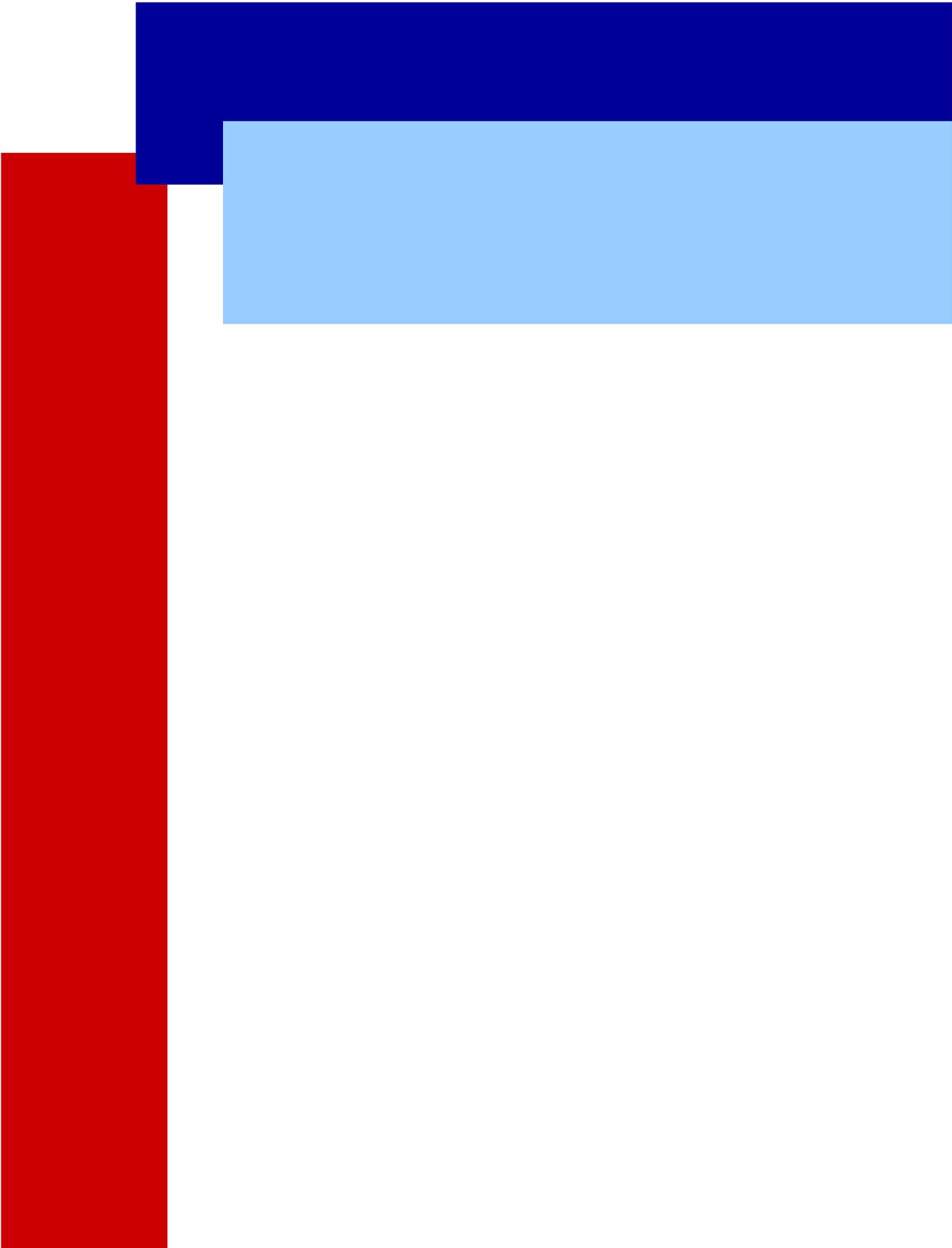
### Serve Up a Healthier You Mini-Lessons Sample Timeline

**Note:** The sample timeline is based on a school year and teaching one mini-lesson per week. The timeline could be adjusted based on the school calendar and scheduling needs of the Local Education Agency (LEA). The order of the mini-lessons in the sample timeline is recommended.

Date	Module/Lesson #	Activity/Lesson
October		<b>National School Lunch Week</b> (Second week)
		<b>N.C. Child Nutrition Fall Academy</b> (Third week)
		LEA Preparation for Staff Wellness Initiative Implementation
November		LEA Preparation for Staff Wellness Initiative Implementation
		<b>Thanksgiving Week</b> (Fourth week)
		<b>Eat Smart Move More NC Holiday Challenge Kickoff</b>
December		<i>Eat Smart Move More NC</i> Holiday Challenge
		<b>Holiday Break</b>
January	Module 1, Lesson 1	Your Path to Wellness - Take Care of You
	Module 2, Lesson 1	Your Path to Wellness - Eat Smart with the Dietary Guidelines
	Module 3, Lesson 1	Your Path to Wellness - Move More
	Module 1, Lesson 2	Check Up on Health
	Module 3, Lesson 2	Eat Smart with MyPlate
February	Module 3, Lesson 2	Fitness to Fit Your Lifestyle
	Module 1, Lesson 3	Take Your Best Shot
	Module 2, Lesson 3	Right-size Your Portions
	Module 2, Lesson 4	Label Lingo
March		<b>National School Breakfast Week</b> (First week)
	Module 1, Lesson 4	Weigh to Wellness
	Module 2, Lesson 5	Make Sense of Carbs
	Module 2, Lesson 6	Make Sense of Protein
April	Module 2, Lesson 7	Make Sense of Fat
	Module 3, Lesson 3	Smart Moves - Get Started Safely
		<b>Spring Break</b>
	Module 1, Lesson 5	Tobacco - Make It a Part of Your Past
May		<b>Child Nutrition Employee Appreciation Week</b> (First week)
	Module 1, Lesson 6	Be a Stress Survivor
	Module 3, Lesson 4	FITTness - Where Do You Stand?
June	Module 1, Lesson 7	Manage Your Medications
	Module 2, Lesson 8	Hunger Hoax
	Module 1, Lesson 8	Sweet Dreams
		<b>School Nutrition Association of North Carolina Annual Conference</b> (Third week)

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# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 1, Lesson 1: Your Path to Wellness - Take Care of You

<b>Introduction/Description:</b>	In order to take care of ourselves, it is important to think about our wellness. Not only is it a gift we give to ourselves, but it is a gift that helps us give to others. This mini-lesson will explore the meaning of the word “wellness” and the importance of wellness in our lives.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ List the benefits of wellness.</li> <li>▪ Identify things that affect wellness.</li> <li>▪ Recognize key words that represent overall wellness.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by exploring wellness, its benefits and its importance.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 1, Lesson 1: Your Path to Wellness - Take Care of You Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Wellness...in Other Words</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	In order to take care of ourselves, it is important to think about our wellness. Not only is it a gift we give to ourselves, but it is a gift that helps us give to others. This mini-lesson will explore the meaning of the word “wellness” and the importance of wellness in our lives.
	<p><b>Group Discussion:</b> How would you define wellness?</p> <p><b>Note:</b> Answers may be written on a board or flip chart. You can lead the group to decide on one definition that they like the most. Staff members’ ideas can be combined to come up with this definition.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Varied from participants</li> <li>▪ The quality or state of being in good health especially as an actively sought goal; lifestyles that promote wellness (Merriam-Webster Dictionary)</li> </ul>

	<p>There are many definitions and ideas of wellness. One important thing to remember is that we have to take an <b>active</b> part in our own wellness. Many times, our wellness is related to the choices that we make. But, if we make good choices, we will see and feel the benefits.</p>
	<p><b>Group Discussion:</b> What are some of the benefits of wellness?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Feel better</li> <li>▪ Less sickness</li> <li>▪ Look better</li> <li>▪ More energy</li> <li>▪ Perform better at work</li> <li>▪ Positive outlook</li> </ul>
	<p>As you can see, wellness is a gift we can give to ourselves, because there are many benefits. Not only can we feel better, but we can save money, too! As a result of being well, we may spend less time with a medical provider and less time being sick, helping us cut medical bills and not miss work.</p> <p>Not only will our wellness benefit us, but it will benefit those around us. Wellness may give us more energy to give to others, such as family, friends and co-workers.</p> <p>Now that we've discussed the benefits, let's think about the different things that can influence wellness - both good and bad.</p>
	<p><b>Group Discussion:</b> What are some good things we can do to help our wellness?</p> <p><b>Note:</b> These may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Get a good night's sleep.</li> <li>▪ Make healthier food and drink choices.</li> <li>▪ Be active or increase physical activity.</li> <li>▪ Get regular medical check-ups.</li> <li>▪ Keep your vaccines up to date.</li> </ul> <p><b>Group Discussion:</b> What are some things that might not help, or even harm, our wellness?</p> <p><b>Note:</b> The answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Alcohol abuse</li> <li>▪ Little sleep</li> <li>▪ Low or no physical activity</li> <li>▪ Poor food and drink choices</li> <li>▪ Smoking/tobacco use</li> <li>▪ Stress</li> </ul>

 	<p><b>Wellness...in Other Words Activity:</b>                  We have discussed the definition of wellness, the benefits of wellness and the things that affect wellness. Now, we are going to try an activity to put wellness into words!</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ Have staff turn to their <i>Summary</i> handout.</li> <li>▪ Under the “Wellness...in Other Words” heading on the <i>Summary</i> handout is a table with the word “Wellness” written in the first column.</li> <li>▪ Using each letter in the word “Wellness,” have staff come up with words starting with each letter that best define or represent wellness to them. For example, for “S” they might put “Success,” “Safety,” “Security,” etc. These words should be written in the second column beside the letter.</li> <li>▪ Guiding the group, decide on the following words that will be used throughout the <b>Serve Up a Healthier You</b> program.                         <ul style="list-style-type: none"> <li>Well-being</li> <li>Energy</li> <li>Life</li> <li>Love and support</li> <li>Nutrition</li> <li>Exercise</li> <li>Stress management</li> <li>Strive for health</li> </ul> </li> <li>▪ Write these on a board or flip chart. If you use a flip chart, tear off the sheet and display it in a break room or on a bulletin board in the work space.</li> <li>▪ As a group, have staff make up a cheer or chant about wellness using the WELLNESS words.</li> <li>▪ Practice the cheer/chant together.</li> <li>▪ This cheer can be used throughout the program to remind staff of the importance of wellness.</li> </ul>
 	<p><b>Reflection:</b>                  Let’s reflect on what we have discussed today.</p> <ul style="list-style-type: none"> <li>▪ Wellness is a gift we can give ourselves, and we deserve that gift!</li> <li>▪ Wellness has many benefits, and there are many things that can affect our wellness.</li> <li>▪ Remember our cheer and our WELLNESS words to help you remember the importance of wellness. (<b>Note:</b> You may choose to do the cheer at this point in the reflection.)</li> <li>▪ Think of two things that you can do over the next week that will help your wellness.</li> <li>▪ Make these your goals for the next week, and write them down under “Reflection” on your <i>Summary</i> handout.</li> <li>▪ We will check in with each other next week to see how we did with our goals.</li> </ul> <p><b>Note:</b> Staff may share their goals with a partner or the group.</p>
	<p><b>Group Discussion:</b>                  Are there any questions?</p>



## Module 1, Lesson 1: Your Path to Wellness - Take Care of You Summary



### Summary:

Well-being  
Energy  
Life  
Love and support  
Nutrition  
Exercise  
Stress management  
Strive for health

Wellness is a gift that we can give ourselves, and in turn, will allow us to give to others. We deserve it!

### Resources:

- Healthfinder.gov  
National Health Information Center  
U.S. Department of Health and Human Services  
[www.healthfinder.gov](http://www.healthfinder.gov)
- Medline Plus  
National Library of Medicine, National Institutes of Health  
U.S. Department of Health and Human Services  
[www.medlineplus.gov](http://www.medlineplus.gov)

## Module 1, Lesson 1: Your Path to Wellness - Take Care of You Summary

### Wellness...in Other Words

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#### Notes:

#### Reflection:

Goal 1 -

Goal 2 -



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## Module 1, Lesson 2: Check Up on Health

<b>Introduction/Description:</b>	With the high cost of health care and the busy schedules many of us have, seeing a medical provider may be the last thing on our to-do lists. Even if you feel fine, it is important to schedule regular physical exams and screenings in order to check for any possible problems. This mini-lesson will cover four things to do to prepare for a check-up in order to keep you at your healthiest!
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify four things to do to prepare for a check-up.</li> <li>▪ List at least two questions that they would like to ask their medical providers.</li> </ul>
<b>Outcomes:</b>	Staff will understand the value of medical check-ups in order to promote overall wellness.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Adult Preventive Care Timeline</li> <li>▪ Module 1, Lesson 2: Check Up on Health Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Family History</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	With the high cost of health care and the busy schedules many of us have, seeing a medical provider may be the last thing on our to-do lists. Even if you feel fine, it is important to schedule regular physical exams and screenings in order to check for any possible problems. This mini-lesson will cover four things to do to prepare for a check-up in order to keep you at your healthiest!
	<p><b>Group Discussion:</b>                      Why would it be important to have regular check-ups with a medical provider?</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ To find health problems early, so chances for treatment and a cure are better</li> <li>▪ To help manage any existing health problems</li> <li>▪ To learn how to prevent problems before they happen</li> <li>▪ To prepare for life changes, such as pregnancy</li> <li>▪ To refill prescribed medicines</li> </ul>

	<ul style="list-style-type: none"> <li>▪ To see if you have risk factors for diseases</li> <li>▪ To talk to your medical provider about any concerns</li> </ul>
	<p>In order to be the healthiest you, it is important to have regular check-ups. Regular check-ups can help you prevent problems before they happen. They can also help you find out if you do have a problem and help you learn how to manage or treat the problem.</p> <p>There are four things to do to prepare for a check-up.</p> <ul style="list-style-type: none"> <li>▪ Review your family health history.</li> <li>▪ Find out if you are due for any general screenings or vaccinations.</li> <li>▪ Write down a list of issues and questions to take with you.</li> <li>▪ Consider your future.</li> </ul> <p><b>Review your family health history.</b> Many times, the risks for certain diseases and health problems increase if someone in your family has certain diseases or health problems. Because of this, your medical provider will ask you questions about diseases and health problems that people in your family may have. You will need to know about any new diseases or conditions that have happened in your family since your last visit.</p>
	<p><b>Family History Activity:</b> Find the “Family History” activity on your <i>Summary</i> handout. It lists some common health problems your medical provider may ask you about. Put a check in the box beside any health problem that a close family member (such as a father, mother, sibling, grandmother or grandfather) has had. A few of the health problems ask for a bit more information. For example, if someone in your family had cancer, you will need to write down which family member had cancer and what type of cancer it was.</p> <p><b>Note:</b> Give staff time to start filling out the “Family History” activity. If they do not know the answers, encourage them to ask family members before their next check-up.</p>
	<p>Be sure to find out your family history before your next check-up. Your medical provider will use your family health history as well as other information to find out your risk for certain diseases. Then, he or she may give you advice on some things that you can do to help prevent the disease, such as lifestyle changes (like moving more and eating smart) and screening tests.</p> <p>The next thing to do to prepare for a check-up is - <b>Find out if you are due for any general screenings or vaccinations.</b> There are certain screenings and vaccinations that should be done at certain ages. Screenings are used to find out if you have risk factors for a disease or if you have the beginning stages of a disease.</p> <p>Turn to the <i>Adult Preventive Care Timeline</i> handout. This handout can help you know when you should have certain screenings and vaccines. The dark bars represent the age ranges when the screenings or vaccines should be done. For example, starting at age 50, both men and women should be screened for colorectal cancer. Find your age at the top of the list, and then look down to see what screenings or vaccines you may need. There are also some lighter bars, which represent the age ranges when screenings and vaccines should be done for those who are at risk. Being at risk may mean that you have a family history of the disease, use tobacco, don’t do any physical activity or you have a health condition such as diabetes.</p> <p>Another thing to do before a check up is to - <b>Write down a list of issues and questions to take with you.</b> Nerves may make you forget something that you want to talk to your provider about, so it is important to write down your questions. Be sure to leave space between the questions on your list so that you can write down the answers.</p>

**Serve Up a Healthier You**

	<p><b>Group Discussion:</b> An example of something that you may want to talk to your medical provider about is if you have noticed any body changes. What are other examples of other questions or issues that someone might want to discuss?</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Depression, anxiety, stress</li> <li>▪ Diet and exercise questions</li> <li>▪ Dizziness</li> <li>▪ Fatigue</li> <li>▪ Medicine questions</li> <li>▪ Pain</li> <li>▪ Skin changes</li> <li>▪ Sleeping problems</li> <li>▪ Stomach and intestinal problems such as cramping, irregularity, etc.</li> </ul>
	<p>One important thing to remember...don't be shy about pulling out your list!</p> <p>The final thing to do to prepare for a check-up is - <b>Consider your future.</b> Your medical provider can help you with questions about any changes or things that you plan to do in your future. For example:</p> <ul style="list-style-type: none"> <li>▪ Are you planning to start a family?</li> <li>▪ Do you want to lose weight or start a new exercise plan?</li> <li>▪ Do you want to quit smoking?</li> </ul> <p>Your medical provider can give you information on these changes and help you take the steps you need to prepare.</p>
  	<p><b>Reflection:</b> Let's reflect on what we have talked about today.</p> <ul style="list-style-type: none"> <li>▪ It is important to have regular medical check-ups in order to prevent and/or catch problems early.</li> <li>▪ There are four things to do to prepare for a check-up:             <ul style="list-style-type: none"> <li>▪ Review your family health history.</li> <li>▪ Find out if you are due for any general screenings or vaccinations.</li> <li>▪ Write down a list of issues and questions to take with you.</li> <li>▪ Consider your future.</li> </ul> </li> <li>▪ Under the "Reflection" section of your <i>Summary</i> handout, write down at least two questions that you have for your medical provider on your next check-up.</li> <li>▪ If you haven't had a check-up in a while, consider setting one up.</li> </ul> <p><b>Note:</b> Give staff time to write down their questions. Since these are personal, they should not be shared with others. Be sure to let the staff know they won't be shared.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

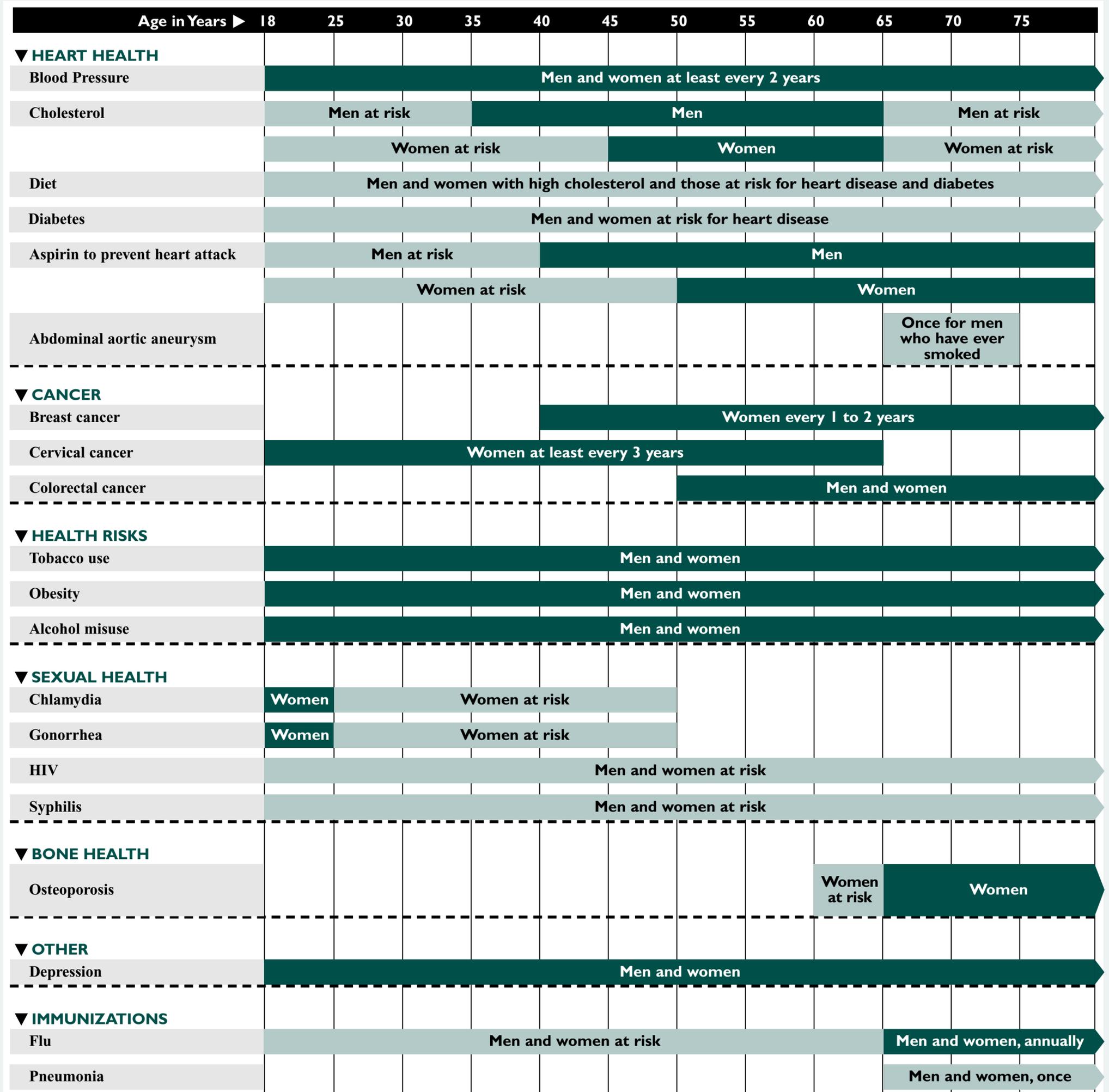


# Adult Preventive Care Timeline

The most important things you can do to prevent disease and be healthy are:

**Be tobacco free • Be physically active • Eat a healthy diet**

Get the right kinds of preventive health services—screenings, counseling, and preventive medicines—at the right times. This chart will tell you what you need and when you need it.



There are some preventive services that people should take advantage of throughout their later adult years. These services are identified by arrows that continue past the last age category on the chart.

Other preventive services offer less benefit at older ages depending on health status. Older adults should talk with their doctors about the services identified by arrows to determine whether a preventive service is right for them.

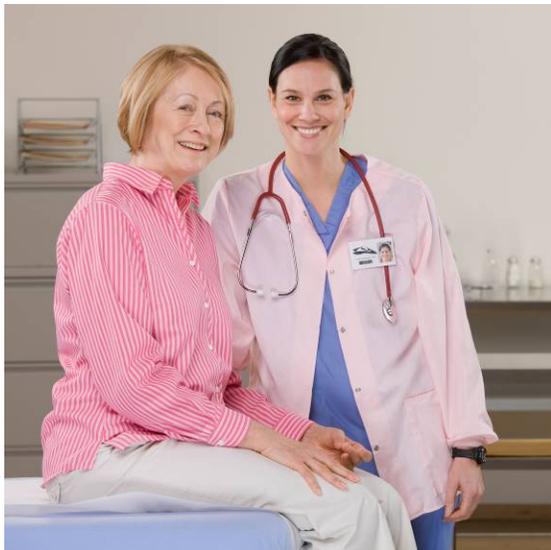
These clinical preventive services are recommended by the U.S. Preventive Services Task Force. For additional materials, see [www.preventiveservices.ahrq.gov](http://www.preventiveservices.ahrq.gov)

What does it mean to be "at risk?" You may be at increased risk for a specific disease or condition. Risk may be based on your family history, tobacco use, and other behaviors, such as lack of physical activity, or other health conditions, such as diabetes.





## Module 1, Lesson 2: Check Up on Health Summary



### Summary:

- It is important to have regular medical check-ups in order to prevent problems and to catch problems early.
- There are four things to do to prepare for a check-up.
  - Review your family health history.
  - Find out if you are due for any general screenings or vaccinations.
  - Write down a list of issues and questions to take with you.
  - Consider your future.

### Resources:

- Family Health  
Centers for Disease Control and Prevention  
U.S. Department of Health and Human Services  
[www.cdc.gov/family](http://www.cdc.gov/family)
- My Family Health Portrait Tool  
Office of the Surgeon General  
U.S. Department of Health and Human Services  
<https://familyhistory.hhs.gov>

## Module 1, Lesson 2: Check Up on Health Summary

### Family History

Does anyone in your family have any of the following? If so, check the box and explain, if needed.

- Cancer  
Relative(s)? \_\_\_\_\_  
Cancer type(s)? \_\_\_\_\_
- Diabetes
- Heart Attack  
Relative(s)? \_\_\_\_\_  
Age of attack(s)? \_\_\_\_\_
- High Blood Pressure
- High Cholesterol
- Heart Disease
- Stroke
- Thyroid Disease

### Notes:

### Reflection:

Question 1 -

Question 2 -

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 1, Lesson 3: Take Your Best Shot

<b>Introduction/Description:</b>	Are you scared of shots? Does the sight of a needle make you weak in the knees? Shots may hurt for a short time, but in the long run, the diseases they can prevent hurt much more! Diseases like measles, mumps, tetanus and hepatitis can be prevented through vaccinations. This mini-lesson will cover vaccine guidelines so that you will know when to take your best shot.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Explain how a vaccination works.</li> <li>▪ Identify when they should have certain vaccines.</li> </ul>
<b>Outcomes:</b>	Staff will promote overall wellness by planning to schedule needed vaccines.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Adult Vaccination Screening Form</li> <li>▪ Module 1, Lesson 3: Take Your Best Shot Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Adult Vaccination Screening</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script:  Spoken by the presenter  Discussion or hands-on activity  Writing activity

### Script (Content and Sequence):

	Are you scared of shots? Does the sight of a needle make you weak in the knees? Shots may hurt for a short time, but in the long run, the diseases they prevent hurt much more! Disease like measles, mumps, tetanus and hepatitis can be prevented through vaccinations. This mini-lesson will cover vaccine guidelines so that you will know when to take your best shot!
	<p><b>Group Discussion:</b>                      What are some diseases that have a vaccine? Or what are some vaccines that you or someone you know may have had?</p> <p><b>Answers:</b> (may include but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ DTP (Diphtheria, Tetanus, Pertussis/Whooping Cough)</li> <li>▪ Flu</li> <li>▪ Hepatitis A, B</li> </ul>

	<ul style="list-style-type: none"> <li>▪ HPV (Human Papillomavirus)</li> <li>▪ MMR (Measles, Mumps, Rubella/German Measles)</li> <li>▪ Pneumonia</li> <li>▪ Polio</li> <li>▪ Rabies</li> <li>▪ Shingles</li> <li>▪ Smallpox</li> <li>▪ Varicella (Chicken Pox)</li> </ul>
	<p>There are many types of vaccines to prevent diseases, but how do they work?</p> <p>Vaccines contain germs, but these germs have been killed or weakened. They will not cause you to get sick with the disease. When you get a vaccine, your body will learn how to fight the killed or weakened germs. Later, if you come into contact with the germ that causes the disease, your body will remember and can fight it.</p> <p>For example, if you have a flu vaccine, your body will learn how to fight the flu. If you come into contact with someone who has the flu a month later, your body will remember the flu germ and will know how to fight it.</p> <p>Usually, when you are an infant or child, you will receive many vaccines. As you get older, the vaccines that you need change based on your health and your age.</p> <p>Adults may need vaccines if:</p> <ul style="list-style-type: none"> <li>▪ They weren't vaccinated as an infant or child.</li> <li>▪ The vaccine wasn't available when they were a child.</li> <li>▪ The vaccine effectiveness wears off over time.</li> <li>▪ Our age or health makes us more susceptible.</li> </ul>
	<p><b>Adult Vaccination Screening Form Activity:</b></p> <p>We are going to do an activity that will help us know about some of the vaccines that we may need. Find the <i>Adult Vaccination Screening Form</i>.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ Ask staff members to fill out each question, starting with number 1.</li> <li>▪ Starting on page 3, the answers to the questions will lead the staff to find out if they might need a certain vaccine.             <ul style="list-style-type: none"> <li>▪ Page 3: Flu</li> <li>▪ Page 4: Pneumonia</li> <li>▪ Page 5: Hepatitis A and B</li> <li>▪ Page 6: Tetanus and MMR (Measles, Mumps, Rubella)</li> </ul> </li> </ul>
	<p>Take this <i>Screening Form</i> with you on your next visit to your medical provider. Show it to your provider to find out what vaccines you may need.</p> <p>Now, let's discuss two of the vaccines that were on the <i>Screening Form</i>, the flu vaccine and the pneumonia vaccine.</p> <p>Two strains of flu, seasonal flu and the H1N1 (Swine) flu, have been a concern in the United States. Annual outbreaks of the seasonal flu usually occur during the fall through early spring.</p>

Serve Up a Healthier You

	<p>The best way for people of all ages to prevent the flu is by getting a flu vaccination. The flu vaccine is given yearly and will protect from the types of flu that are thought to cause illness that year. For the 2009-10 flu season, two vaccines, seasonal and H1N1, were required to be fully protected. Future vaccinations will contain protection for both seasonal and H1N1 so that adults would only need to receive one flu vaccination. Younger children 6 months to 9 years of age who have never had a flu vaccine will still need two doses.</p> <p>Flu viruses can cause illness in people of any age group. Some groups are more likely to have complications from the flu, including children, pregnant women, those age 65 and older, and people of any age who have chronic medical conditions (i.e., diabetes, asthma, congestive heart failure, lung disease). Since we work with children, we can protect them and ourselves by getting a flu vaccine.</p> <p>Pneumonia is a very dangerous illness, especially in older people. If you are 65 years of age or older, it is recommended that you get the pneumonia vaccine. This vaccine lasts about 10 years. It may also be recommended if you have certain illnesses like lung disease, diabetes, and other illnesses that cause your immune system (the system that fights diseases) to be weakened. Check with your medical provider to see if you may need the pneumonia vaccine.</p>
 	<p><b>Reflection:</b> Let's reflect on what we have learned today.</p> <ul style="list-style-type: none"> <li>▪ Vaccines can help prevent many dangerous diseases.</li> <li>▪ Vaccines contain killed or weakened germs, and when you get a vaccine your body learns how to fight the disease.</li> <li>▪ Adults may need vaccines based on things such as age and health.</li> <li>▪ Flu and pneumonia are two illnesses that can be prevented with a vaccine.</li> </ul> <ul style="list-style-type: none"> <li>▪ Now that you know a little more about vaccines, think of two things that you can do this week to help you take your best shot. Maybe you want to set up a flu vaccine at your medical provider's office or the local pharmacy. You may want to find out what vaccines you had as a child.</li> <li>▪ Once you have decided these two things, write them down as goals under the "Reflection" section of your <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Staff may share their goals with a partner or the group.</p> <p>We will check in with each other next week to see how we did.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>



# ADULT VACCINATION SCREENING FORM



DEPARTMENT OF HEALTH AND HUMAN SERVICES  
CENTERS FOR DISEASE CONTROL AND PREVENTION



1. Print this form and fill it out.
2. Take the completed form with you next time you go to your doctor.
3. Show the form to your doctor and find out which vaccine shots you need.

Please circle "Yes" or "No" for the following questions.

1. Think of all the vaccine shots you have received in your life. Is there a recent record of those at another doctor's office, in your home, at a school, or at your job?

Yes No

2. If "Yes" to above, would you be willing to sign a form so that this information can be given to your doctor?

Yes No

3. Are you allergic to any medicines or foods?

Yes No

4. Have you ever had a serious reaction to a shot?

Yes No

# ADULT VACCINATION SCREENING FORM

Please circle or fill in the answer that best fits you for the following questions.

5. What country were you born in? \_\_\_\_\_

6. Are you working at a job that pays money?

Yes  No

7. What is the highest grade in school that you finished?

- A. None
- B. Less than 6th grade
- C. 6th through 9th grade
- D. 10th through 12th grade, but did not graduate
- E. High school graduate or GED
- F. Training after high school, other than college (vocational, technical, etc.)
- G. Some college
- H. Graduated from college
- I. Post graduate

8. What is your race?

- A. Black
- B. White
- C. Asian
- D. American Indian/Alaska native
- E. Other

9. What is your ethnicity?

- A. Hispanic (e.g., Mexican, Puerto Rican, Cuban, etc.)
- B. Non-Hispanic

## DO I NEED ANY VACCINE SHOTS?

Many adults have not had all the vaccine shots that they need to prevent serious sickness. Do you know if you have? These lists will help you learn if you need any vaccine shots now or in the future.

### FLU SHOT



Please circle "Yes" or "No" for the following statements.

1. I am 50 years old or older.

Yes No

2. One or more of the following conditions applies to me:

- I have diabetes mellitus (sugar).
- I have lung disease, including asthma.
- I have heart or kidney disease.
- I have sickle-cell disease.
- I have cancer or HIV/AIDS.
- I may be pregnant during the flu season (November to March).
- I take steroids (such as prednisone).

Yes No

3. One or more of the following situations applies to me:

- I live with someone who has one of the conditions listed above.
- I live with or care outside the home for a child less than 2 years old.
- I am a health care worker.
- I provide essential community services.

Yes No

4. I will travel to one or more of the following places:

- to the tropics at anytime
- to South America, Australia or Africa during April through September
- with a large group (such as a cruise ship)

Yes No

If you answered "Yes" to any of these statements, you may need the flu vaccine shot during the flu season (November through March).

5. I already had a flu vaccine shot this season.

Yes No

# Pneumonia (PNEUMOCOCCAL) SHOT



Please circle "Yes" or "No" for the following statements:

1. I am an American Indian or Alaska Native.

Yes No

2. I am 65 years old or older.

Yes No

3. One or more of the following applies to me:

- I have diabetes mellitus (sugar).
- I have lung disease, not just asthma.
- I have heart, kidney, or liver disease.
- I have a drinking problem (alcoholism).
- I have sickle-cell disease.
- I have cancer or HIV/AIDS.
- I do not have a spleen.
- I have spinal fluid leak.
- I take steroids (such as prednisone).

Yes No

4. I am 65 years old or older *and* had a pneumonia (pneumococcal) vaccine shot when I was younger than 65, *and* it has been 5 years or more since I had that vaccine shot.

Yes No

If you answered "Yes" to any of these statements, you may need the pneumonia (pneumococcal) vaccine shot.

5. I already had a pneumonia (pneumococcal) vaccine shot.

Yes No

# HEPATITIS A SHOT



Please circle "Yes" or "No" for the following statements:

1. One or more of the following applies to me:
- I plan to visit a foreign country (but don't count Canada, Japan, Australia or Western Europe).
  - I take drugs bought on the street (use needles or snort).
  - I am a man who has sex with men.
  - I have had liver disease for a long time, or I have hepatitis C.
  - I have a blood-clotting disease with clotting factor infusions.

Yes No

If you answered "Yes" to this statement,  
you may need the hepatitis A vaccine shot.

2. I have had hepatitis A infection or 2 hepatitis A vaccine shots.

Yes No

# HEPATITIS B SHOT



Please circle "Yes" or "No" for the following statements:

1. I am under 20 years old.
2. One or more of the following applies to me:
- I am a health care or public safety worker who could be exposed to blood or body fluids.
  - I recently had or was treated for a sexually transmitted disease.
  - I had more than one sex partner during the last 6 months.
  - I am a man who has sex with men.
  - I have sex or live with a person with hepatitis B.
  - I have had liver disease for a long time, or I have hepatitis C.
  - I shoot drugs with needles.
  - I have bad kidney disease.
  - I provide direct services for people with developmental disabilities.
  - I will live in Asia or Africa for more than 6 months.
  - I come from Asia or the Pacific Islands.
  - I have a blood-clotting disease.

Yes No

If you answered "Yes" to any of these statements,  
you may need the hepatitis B vaccine shot.

3. I have had hepatitis B infection or 3 hepatitis B vaccine shots.

Yes No

# TETANUS SHOT



Please circle "Yes" or "No" for the following statement:

1. It has been more than 10 years since my last tetanus booster shot.

Yes No

If you answered "Yes" to this statement, you may need the tetanus vaccine shot.

# MEASLES-MUMPS-RUBELLA (MMR) SHOT



Please circle "Yes" or "No" for the following statements:

1. I was born in 1957 or later.

Yes No

2. I am a woman who was born outside of the U.S. who could become pregnant.

Yes No

3. One or more of the following applies to me:

- I am a health care worker.
- I am entering college or a trade school.
- I have HIV/AIDS.
- I plan to visit foreign countries in the future.

Yes No

If you answered "Yes" to any of the statements above, you may need the Measles-Mumps-Rubella (MMR) vaccine shot.

4. I have had at least one Measles-Mumps-Rubella (MMR) vaccine shot.

Yes No

## Module 1, Lesson 3: Take Your Best Shot Summary



### Summary:

- Vaccines can help prevent many dangerous diseases.
- Vaccines contain killed or weakened germs, and when you get a vaccine your body learns how to fight the disease.
- Adults may need vaccines based on things such as age and health.
- Flu and pneumonia are two illnesses that can be prevented with a vaccine.

### Resources:

- FLU.GOV – Know what to do with the flu  
U.S. Department of Health and Human Services  
[www.flu.gov](http://www.flu.gov)
- Vaccines and Immunizations  
Centers for Disease Control and Prevention  
U.S. Department of Health and Human Services  
[www.cdc.gov/vaccines/](http://www.cdc.gov/vaccines/)
- Vaccines  
World Health Organization  
[www.who.int/topics/vaccines/en/](http://www.who.int/topics/vaccines/en/)

## Module 1, Lesson 3: Take Your Best Shot Summary

### Notes:

### Reflection:

Goal 1 -

Goal 2 -

# Serve Up a Healthier You

North Carolina Child Nutrition Services

Staff Wellness Toolkit

Mini-Lessons

## Module 1, Lesson 4: Weigh to Wellness

<b>Introduction/Description:</b>	The dieting industry tells us that we need a special pill, diet book or piece of exercise equipment to lose or maintain weight. The key to a healthy weight, however, is a healthy lifestyle. This mini-lesson will help you know where you stand when it comes to your own weight and will cover the basics of how to take control of your weight.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify whether they are underweight, normal weight, overweight or obese using BMI.</li> <li>▪ Identify items to record in a food and activity record.</li> </ul>
<b>Outcomes:</b>	Staff will promote overall wellness by evaluating their current weight and utilizing food and activity records to promote a healthy weight.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 1, Lesson 4: Weigh to Wellness Summary</li> <li>▪ Adult BMI Chart</li> <li>▪ What I Eat</li> <li>▪ How Active I Am</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> <li>▪ Calculators - Calories Add Up! Activity (Optional)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Calories Add Up! (Optional)</li> </ul>
<b>Lesson Key:</b>	<p>The following are symbols for the leader script:</p> <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	The dieting industry tells us that we need a special pill, diet book or piece of exercise equipment to lose or maintain weight. The key to a healthy weight, however, is a healthy lifestyle. This mini-lesson will help you know where you stand when it comes to your own weight and will cover the basics of how to take control of your weight.
	<p><b>Group Discussion:</b> What are some diets or weight loss programs or products that you have heard about or even tried?</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Acai (ah-sah-ee) berry</li> <li>▪ Alli</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Atkins Diet</li> <li>▪ Beverly Hills Diet</li> <li>▪ Cabbage Soup Diet</li> <li>▪ Grapefruit Diet</li> <li>▪ Hollywood Diet</li> <li>▪ Jenny Craig</li> <li>▪ NutriSystem</li> <li>▪ Optifast</li> <li>▪ Slim Fast Diet</li> <li>▪ Sonoma Diet</li> <li>▪ South Beach Diet</li> <li>▪ Weight Watchers</li> <li>▪ Zone Diet</li> </ul>
	<p>Many of the diets, programs or products that we just mentioned may limit certain foods or nutrients, are unhealthy or are impossible to follow over a long period of time. The key to a healthy weight is not by following some fad diet, but by balancing the number of calories that you eat or drink with the number of calories that your body uses.</p> <p>The first step on the path to controlling your weight is learning if you are at a healthy weight. One way to determine if you are at a healthy weight is your body mass index, or BMI.</p>
 	<p>All you need to know to find out your BMI is your weight and height. Find the <i>Adult BMI Chart</i>.</p> <p><b>Note:</b> Be sure to let the staff know that BMIs will not be shared.</p> <p>Find your height on the left-hand side of the BMI chart. Looking at the numbers to the right of your height, find your weight. Your BMI is the number at the top of the chart that is above your weight. If your weight falls somewhere between two weights, then your BMI will fall between the two BMI numbers.</p> <p>Now that you have your BMI, you can determine if you are at a healthy weight, overweight or obese.</p> <p><b>Note:</b> You may write these guidelines on a board or flip chart for all to see.</p> <ul style="list-style-type: none"> <li>▪ If your BMI is under 18.5, your weight falls in the underweight category.</li> <li>▪ If your BMI is between 18.5 and 24.9, your weight falls in the healthy weight range.</li> <li>▪ If your BMI is between 25.0 and 29.9, your weight falls in the overweight range.</li> <li>▪ If your BMI is 30.0 or higher, your weight falls in the obese range.</li> </ul>
	<p>Obesity and overweight is related to higher risks for certain diseases and other health problems, so it is important to try to keep your weight in the healthy weight range. If your weight falls outside of the healthy weight range, it is best to discuss ways to achieve a healthy weight and your health risks with your medical provider.</p> <p>Another way to determine if you are at a healthy weight is by measuring your waist size, or waist circumference. Your waist circumference can help you learn if you are at a higher risk for health problems and diseases that are related to obesity. Instructions for measuring your waist can be found on the second page of your <i>Summary</i> handout. If you have a tape measure at home, you can find out your waist circumference and then use the following guidelines to help you know your health risks.</p> <p><b>Note:</b> You may write these guidelines on a board or flip chart for all to see.</p>

Serve Up a Healthier You

	<p>You are at a higher risk of developing an obesity-related problem if your waistline is:</p> <ul style="list-style-type: none"> <li>▪ More than 40 inches if you are a man</li> <li>▪ More than 35 inches if you are a non-pregnant woman</li> </ul>
	<p>As mentioned before, the key to a healthy weight is balancing the number of calories that you eat or drink with the number of calories that your body uses. Your body uses calories to keep you alive by fueling body functions, such as your heart beat and food digestion, and to give you energy for physical activity. You can control the number of calories that you eat or drink and how active you are.</p> <p>Find “It’s a Balancing Act!” on your <i>Summary</i> handout. Let’s answer the questions about the effects of calorie intake and physical activity.</p> <ul style="list-style-type: none"> <li>▪ What will happen if you eat or drink more calories than you burn through physical activity and body processes? <b>Answer:</b> You will gain weight.</li> <li>▪ What will happen if you eat or drink less calories than you burn through physical activity and body processes? <b>Answer:</b> You will lose weight.</li> <li>▪ What will happen if you eat or drink the same amount of calories that you burn through physical activity and body processes? <b>Answer:</b> Your weight will stay the same.</li> </ul>
	<p>You may choose to do the “Calories Add Up” activity at this point in the lesson.</p>
	<p>A great way to keep track of your food and physical activity is to keep a record, or journal. You can use a notebook, blank journal or even find an on-line program to keep track of your food and activity.</p> <p>Things that you might include in your journal are:</p> <ul style="list-style-type: none"> <li>▪ Meals, snacks and drinks throughout the day</li> <li>▪ Types and amounts of physical activity that you did</li> </ul>
	<p><b>Group Discussion:</b> What are some other items that you could include in a food and activity record?</p> <p><b>Note:</b> You may choose to write the answers on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Calories in the food and drinks that you consumed</li> <li>▪ Times when you ate</li> <li>▪ Where you ate</li> <li>▪ How hungry you felt when you ate</li> <li>▪ How you felt when you ate or wanted to eat/any emotional triggers</li> <li>▪ Where you did physical activity</li> </ul> <p>You may find the What I Eat and How Active I Am logs to be helpful in tracking your food and activity.</p>
	<p><b>Reflection:</b> Let’s reflect on what we have learned in this lesson.</p> <ul style="list-style-type: none"> <li>▪ Body mass index, or BMI, can help us determine if we are at a healthy weight or if we are underweight, overweight or obese.</li> <li>▪ Waist circumference is another number that can help us know if we are at risk for obesity-related health problems.</li> <li>▪ We need to balance the number of calories that we eat and drink with the number of calories that our body uses in order to control our weight.</li> </ul>

 	<ul style="list-style-type: none"> <li>▪ One tool to help us control our weight is a food and activity record.</li> <li>▪ What are two things that you can include in a food and activity record, other than what you eat, what you drink and what physical activity you do, that will help you find balance?</li> <li>▪ Once you have decided those two things, write them down under “Reflection” on your <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Staff may share their reflection ideas with a partner or the group.</p> <p>Over the next week, try to keep a food and activity record that includes what you ate, what you drank, what physical activity you did and the other two ideas that you wrote down under the “Reflection” section. We will check in with each other next week to see how we did.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

### Activity: Calories Add Up

	<p>We are going to try a fun and eye-opening activity. If we chose to eat or drink a little extra each day, just 100 calories, let’s see how quickly that would add up.</p> <ul style="list-style-type: none"> <li>▪ What does 100 calories look like? <ul style="list-style-type: none"> <li>▪ 10 Peanut M&amp;M’s</li> <li>▪ 2 sugar packets (45 calories each) and ½ Tablespoon half and half (10 calories)</li> <li>▪ Less than 3 pats (1" square, 1/3" high) of butter (36 calories each)</li> <li>▪ 1 Tablespoon of mayonnaise</li> </ul> </li> </ul> <p><i>Source: National Nutrient Database for Standard Reference, U.S. Department of Agriculture</i></p>
 	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ Multiply 100 calories by 365 days per year. (<b>Answer:</b> 36,500)</li> <li>▪ Divide this answer by the number of calories in a pound. (<b>Answer:</b> 10.43) <ul style="list-style-type: none"> <li>▪ One pound = 3,500 calories</li> </ul> </li> </ul> <p>You could gain almost 10 ½ pounds per year just by small additions each day. How quickly those extras add up!</p>

## Module 1, Lesson 4: Weigh to Wellness Summary



### Summary:

- Body mass index, or BMI, can help us determine if we are at a healthy weight or if we are underweight, overweight or obese.
- Waist circumference is another number that can help us know if we are at risk for obesity-related health problems.
- We need to balance the number of calories that we eat and drink with the number of calories that our body uses in order to manage our weight.
- One tool to help us manage our weight is a food and activity record.

### Resources:

- Nutrition.gov - Smart nutrition starts here  
National Agricultural Library  
U.S. Department of Agriculture  
[www.nutrition.gov](http://www.nutrition.gov)
- MyPlate  
U.S. Department of Agriculture  
[www.choosemyplate.gov](http://www.choosemyplate.gov)
- Obesity and Overweight  
Centers for Disease Control and Prevention  
U.S. Department of Health and Human Services  
[www.cdc.gov/obesity/index.html](http://www.cdc.gov/obesity/index.html)
- Weight-control Information Network  
National Institute for Diabetes and Digestive and Kidney Diseases, National Institutes of Health  
U.S. Department of Health and Human Services  
<http://win.niddk.nih.gov/index.htm>
- Weight Management and Obesity Resource List  
National Agricultural Library  
U.S. Department of Agriculture  
[www.nal.usda.gov/fnic/pubs/bibs/topics/weight/consumer.pdf](http://www.nal.usda.gov/fnic/pubs/bibs/topics/weight/consumer.pdf)

## Module 1, Lesson 4: Weigh to Wellness Summary

### BMI Ranges

Underweight:	Less than 18.5
Healthy Weight:	18.5-24.9
Overweight:	25.0-29.9
Obese:	30.0 and higher

### Waist Circumference

You are at a higher risk of developing an obesity-related problem if your waistline is:

- More than 40 inches if you are a man
- More than 35 inches if you are a non-pregnant woman

### It's a Balancing Act!

- What will happen if you eat or drink more calories than you burn through physical activity and body processes? \_\_\_\_\_
- What will happen if you eat or drink less calories than you burn through physical activity and body processes? \_\_\_\_\_
- What will happen if you eat or drink the same amount of calories that you burn through physical activity and body processes? \_\_\_\_\_

### Calories Add Up!

1. How many calories would you eat in a year if you ate 100 extra calories each day?  
Multiply 100 calories by 365 days per year. \_\_\_\_\_
2. How many calories are in a pound? \_\_\_\_\_
3. How many pounds could you gain in a year by eating 100 extra calories each day for a year?  
Divide Answer #1 by Answer #2. \_\_\_\_\_

### Reflection:

Other than what I ate, what I drank, and the physical activity I did, two items to include in a food and activity record that would help me find balance are:

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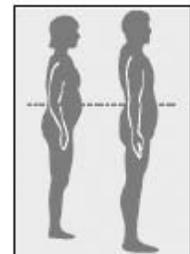
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## Adult BMI Chart

BMI	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Height	Weight in Pounds																
4'10"	91	96	100	105	110	115	119	124	129	134	138	143	148	153	158	162	167
4'11"	94	99	104	109	114	119	124	128	133	138	143	148	153	158	163	168	173
5'	97	102	107	112	118	123	128	133	138	143	148	153	158	163	168	174	179
5'1"	100	106	111	116	122	127	132	137	143	148	153	158	164	169	174	180	185
5'2"	104	109	115	120	126	131	136	142	147	153	158	164	169	175	180	186	191
5'3"	107	113	118	124	130	135	141	146	152	158	163	169	175	180	186	191	197
5'4"	110	116	122	128	134	140	145	151	157	163	169	174	180	186	192	197	204
5'5"	114	120	126	132	138	144	150	156	162	168	174	180	186	192	198	204	210
5'6"	118	124	130	136	142	148	155	161	167	173	179	186	192	198	204	210	216
5'7"	121	127	134	140	146	153	159	166	172	178	185	191	198	204	211	217	223
5'8"	125	131	138	144	151	158	164	171	177	184	190	197	203	210	216	223	230
5'9"	128	135	142	149	155	162	169	176	182	189	196	203	209	216	223	230	236
5'10"	132	139	146	153	160	167	174	181	188	195	202	209	216	222	229	236	243
5'11"	136	143	150	157	165	172	179	186	193	200	208	215	222	229	236	243	250
6'	140	147	154	162	169	177	184	191	199	206	213	221	228	235	242	250	258
6'1"	144	151	159	166	174	182	189	197	204	212	219	227	235	242	250	257	265
6'2"	148	155	163	171	179	186	194	202	210	218	225	233	241	249	256	264	272
6'3"	152	160	168	176	184	192	200	208	216	224	232	240	248	256	264	272	279
	Healthy Weight						Overweight					Obese					

## Measuring Your Waist Size

1. Find a tape measure and place it around your bare abdomen, parallel to the floor. Be sure to place it just above your hip bone.
2. Do not compress your skin, but make sure the tape is snug.
3. Relax and exhale.
4. Read the measurement.



Source: Dietary Guidelines for Americans



## Serve Up a Healthier You – What I Eat

### My goal(s) for the week:

Taking a look at what we eat can help us to find things we can improve about our habits.

Think about everything that you eat and drink each day. Write it down.

**Food and Drink**

- What did you eat?
- What did you drink?
- How much did you eat or drink - cups, ounces, tablespoons?
- How was it cooked - baked, grilled, fried?
- What did you add - butter, cream, sugar, dressing, mayonnaise?

**Time**

- When did you eat or drink this?

**Why**

- How hungry were you before and after eating - using a scale of 1 (starving) to 10 (uncomfortably full)?
- How did you feel - sad, happy, bored, worried, tired, stressed, angry?

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<p>Did you meet your goal(s) for today – yes or no?</p>							



## Serve Up a Healthier You – How Active I Am

<b>My goal(s) for the week:</b>							
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>
<p>Taking a look at how active we are can help us to find things we can improve about our habits.</p> <p>Think about everything you do to move more each day. Write it down.</p> <p><b><u>Activity</u></b></p> <ul style="list-style-type: none"> <li>▪ What did you do – walk, bike, swim, dance, garden, yoga, pilates?</li> <li>▪ What type of activity - aerobic, flexibility or strengthening?</li> </ul> <p><b><u>Amount</u></b></p> <ul style="list-style-type: none"> <li>▪ How long did you do the activity - minutes?</li> <li>▪ How many steps or miles did you go - what was your pedometer or odometer distance?</li> </ul> <p><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>▪ When did you do your activity?</li> </ul> <p><b><u>Intensity</u></b></p> <ul style="list-style-type: none"> <li>▪ How hard did you work, moderate or vigorous - on a scale of 0 (nothing at all) to 11 (maximum effort)?</li> <li>▪ How did you feel?</li> </ul>							
Did you meet your goal(s) for today – yes or no?							

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 1, Lesson 5: Tobacco - Make It a Part of Your Past

<b>Introduction/Description:</b>	Does tobacco have a hold on you or someone you love? Now is the time to make tobacco a part of your past. This mini-lesson will cover the health concerns of tobacco, benefits of quitting tobacco, and tips and resources for making that change permanent.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify health concerns associated with tobacco use.</li> <li>▪ List the benefits of quitting a tobacco habit.</li> <li>▪ Use strategies for coping with triggers or cravings</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by considering the dangers of tobacco use and identifying strategies for quitting.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 1, Lesson 5: Tobacco - Make It a Part of Your Past Summary</li> <li>▪ Cutting the Habit Cuts the Cost! Activity (Optional)</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> <li>▪ Calculators - Cutting the Habit Cuts the Cost! Activity (Optional)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Cutting the Habit Cuts the Cost! (Optional)</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	Does tobacco have a hold on you or someone you love? Now is the time to make tobacco a part of the past. This mini-lesson will cover the health concerns of tobacco use, benefits of quitting tobacco use, and tips and resources for making that change permanent.
	<p><b>Group Discussion:</b>                      What are some of the types of tobacco that people may use?</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Cigarettes</li> <li>▪ Cigars</li> <li>▪ Pipes</li> <li>▪ Chewing tobacco</li> <li>▪ Snuff (moist or dry)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Snus (smoke free, spit-free tobacco that comes in tea bag-like pouches)</li> <li>▪ Bidis (bee-dees) - small, hand-rolled cigarettes from India, rolled in a leaf and tied with string at the end; may be flavored</li> <li>▪ Kreteks (kree-teks) - also called “clove cigarettes”</li> <li>▪ Hookah water pipe smoking (Hookah bars have become popular, especially with young adults.)</li> </ul>
	<p>There are many different tobacco products, but the use of any of these products creates health concerns.</p> <p>For example, smoking increases the risk of:</p> <ul style="list-style-type: none"> <li>▪ Heart disease</li> <li>▪ Stroke</li> <li>▪ Lung cancer</li> <li>▪ Chronic obstructive pulmonary disorder or COPD (COPD is a disease that makes it hard to breathe and gets worse over time. COPD can cause coughing that produces large amounts of mucus, wheezing, shortness of breath, chest tightness, and other symptoms.)</li> </ul> <p>Not only does smoking affect the person using the product, but it can also affect the people around them through secondhand smoke.</p> <p>Secondhand smoke increases the risk of:</p> <ul style="list-style-type: none"> <li>▪ Heart disease</li> <li>▪ Lung cancer</li> <li>▪ Sudden infant death syndrome or SIDS (SIDS is the sudden and unexplained death of an infant who is younger than 1 year old.)</li> </ul> <p>Some people have the idea that smokeless tobacco such as chewing tobacco or snuff is not as bad as smoking tobacco. Smokeless tobacco has its risks as well.</p> <p>Smokeless tobacco increases the risk of:</p> <ul style="list-style-type: none"> <li>▪ Oral and pancreatic cancer</li> <li>▪ Gum recession and disease</li> <li>▪ Cavities</li> <li>▪ Blood pressure problems, low birth weight and premature birth in pregnant women</li> </ul>
	<p>In order to improve your wellness and take care of you, quitting tobacco use is very important. To make the decision to quit, you need to think about the benefits, or pros, of quitting and compare those to the difficulties, or cons, of quitting.</p> <p><b>Note:</b> For this discussion, use a board or flip chart to write down the pros and cons. Staff can write the answers down under “Pros and Cons of Quitting” on the <i>Summary</i> handout. Most likely, the pros will outweigh the cons. Make note of this with the staff.</p> <p><b>Group Discussion:</b> What are the pros and cons of quitting?</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Pros             <ul style="list-style-type: none"> <li>▪ You improve your health by decreasing disease risks.</li> <li>▪ You have more energy.</li> <li>▪ You have a better sense of smell and taste.</li> <li>▪ You have whiter teeth.</li> </ul> </li> </ul>

Serve Up a Healthier You

	<ul style="list-style-type: none"> <li>▪ You cough less.</li> <li>▪ You can breathe better.</li> <li>▪ Your hair, skin, breath, and clothes smell better.</li> <li>▪ Your house, car, etc. smell better.</li> <li>▪ Your family and friends are proud of you for quitting.</li> <li>▪ You will be a role model for others who want to quit.</li> <li>▪ You feel more in control.</li> <li>▪ You feel less jittery.</li> <li>▪ You don't have to worry about where or when to smoke.</li> <li>▪ You have more money because you are not buying tobacco products.</li> <li>▪ You won't expose others to secondhand smoke.</li> </ul> <ul style="list-style-type: none"> <li>▪ Cons             <ul style="list-style-type: none"> <li>▪ It's hard work.</li> <li>▪ There will be cravings.</li> <li>▪ You may gain weight.</li> <li>▪ It will be uncomfortable.</li> </ul> </li> </ul>
	<p>You may choose to do the “Cutting the Habit Cuts the Cost!” activity at this point in the lesson.</p>
	<p>Once you have decided that the pros outweigh the cons and have made the decision to quit, it is important to know where to go to find help. Your <i>Summary</i> handout provides several resources for quitting, including help lines that will get you in touch with a counselor and resources in your community.</p> <p>When quitting, it is important to know your triggers. Triggers are those things that make you want, or crave, a cigarette or tobacco product.</p> <p>For example, you may always smoke or chew tobacco after eating. Once you decide to quit, you will probably need to find something else to do right after eating to take your mind off of using tobacco.</p> <p>Other triggers include:</p> <ul style="list-style-type: none"> <li>▪ Stress</li> <li>▪ Sadness</li> <li>▪ Feeling lonely</li> <li>▪ Talking on the phone</li> <li>▪ Drinking coffee</li> <li>▪ Drinking alcohol</li> <li>▪ Watching TV</li> <li>▪ Driving a vehicle</li> <li>▪ Playing cards</li> <li>▪ Taking a break at work</li> <li>▪ Being around other people who smoke</li> <li>▪ Going to a party</li> <li>▪ Seeing an ashtray</li> </ul> <p>It is important to come up with ways to avoid triggers and help with cravings. Let's use the after eating tobacco use example. A way to cope with that trigger would be to immediately get up from the table and go for a walk or even brush your teeth.</p>

	<p><b>Group Discussion:</b> What are some ways to avoid triggers or help with cravings?</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Find a support group in the area.</li> <li>▪ Keep healthy snacks like carrot sticks, whole grain dry cereal or fruit with you to curb your craving.</li> <li>▪ If you miss having something in your hand, try holding a pencil, paper clip or water bottle to keep your hand occupied.</li> <li>▪ Spend time where smoking isn't allowed.             <ul style="list-style-type: none"> <li>▪ In North Carolina, all school districts have adopted a 100% Tobacco-Free School policy to prohibit the use of tobacco products by anyone, including students, staff, and visitors, on school grounds or at school events at all times.</li> <li>▪ As of January 1, 2008, smoking was banned inside all North Carolina state government buildings and local governments were allowed to set similar policy (G.S. 130A-491).</li> <li>▪ As of January 2, 2010, restaurants and bars in North Carolina and many lodging establishments were required to be smoke-free (G.S. 130A-496).</li> </ul> </li> <li>▪ Talk to your medical provider about medications and resources that may help you quit.</li> <li>▪ Tell your friends and family that you are quitting. They can offer accountability and support.</li> </ul>
  	<p><b>Reflection:</b> Let's reflect on what we have discussed today.</p> <ul style="list-style-type: none"> <li>▪ There are many kinds of tobacco products, and all of them carry health risks.</li> <li>▪ In order to make the decision to quit, it is important to weigh your pros and cons.</li> <li>▪ Once you decide to quit, get help.</li> <li>▪ Finally, know your triggers and find ways to avoid them.</li> </ul> <ul style="list-style-type: none"> <li>▪ If you use tobacco, take this time to write down two things that you can do for yourself to help you make it a part of your past. It may just be telling someone that you want to quit or writing down your own list of pros and cons. You may even be ready to call a help line. Write down your ideas under "Reflection" on the <i>Summary</i> handout.</li> <li>▪ If you don't use tobacco, but know someone who does, take this time to write down two things that you can do to help under "Reflection" on the <i>Summary</i> handout.</li> </ul>
	<p><b>Group Discussion:</b> Are there any questions?</p>

**Activity: Cutting the Habit Cuts the Cost!**

	<p>One of the benefits of cutting the tobacco habit is saving money. Let's see just how much money you could save by quitting the smoking habit as an example.</p> <p>The <i>Cutting the Habit Cuts the Cost!</i> handout has information to help us calculate how much a cigarette habit would cost you. A pack of cigarettes in North Carolina is about \$4.45. What would be the cost for each week and each year if you smoked ½ a pack per day?</p> <p><b>Note:</b> A similar calculation could be done using other forms of tobacco.</p>
	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ As a group, calculate the cost of ½ of a pack of cigarettes. (<b>Answer:</b> \$2.23)</li> <li>▪ Then, multiply \$2.23 by the number of days in a week. (<b>Answer:</b> \$15.61)</li> <li>▪ Next, multiply the \$2.23 by the number of days in a year. (<b>Answer:</b> \$813.95)</li> <li>▪ This can then be done for smoking 1 pack per day.             <ul style="list-style-type: none"> <li>▪ 1 pack = \$4.45</li> <li>▪ Cost of 1 pack per day per week = \$31.15</li> <li>▪ Cost of 1 pack per year = \$1624.25</li> </ul> </li> </ul> <p><b>Note:</b> If you multiply the cost of ½ pack per week by 52 weeks per year, the answer will be \$811.72 (7 days/week x 52 weeks/year = 364 days per year).</p> <p><i>Source: American Lung Association, <a href="http://www.lung.org">www.lung.org</a></i></p>
	<p>The savings from quitting a cigarette habit for one week of smoking ½ of a pack of cigarettes a day could help you buy groceries for a day. Imagine what you could do with the savings of \$813.95 each year or even \$1624.25 if you smoke 1 pack per day!</p> <p>Your cost savings will also add up if you consider costs other than cigarettes. A smoker will most likely have more illnesses, which will lead to more medical provider visits and more sick days. Losing days of work due to being sick can also cut into your budget. For example, if your insurance co-pay is \$25 for an appointment with your medical provider, an extra four visits in a year will cost \$100, not to mention the cost of medications and treatments. If more serious illnesses occur, then the costs will continue to add up.</p> <p>Quitting the cigarette habit will definitely cut the costs!</p>



## Module 1, Lesson 5: Tobacco - Make It a Part of Your Past Summary



### Summary:

- The use of any tobacco product carries health risks.
- Quitting has many benefits, most importantly, better health by reducing risk of diseases such as cancer, stroke and heart disease.
- Once you decide to quit:
  - Find help (a help line, support group, medical provider, or counselor).
  - Learn your triggers and ways to avoid them.

### Resources:

#### Help for quitting

- American Cancer Society (ACS)  
1-800-ACS-2345 (1-800-227-2345)  
[www.cancer.org](http://www.cancer.org)
- American Lung Association  
1-800-LUNG-USA (1-800-586-4872)  
[www.lung.org](http://www.lung.org)
- N.C. HealthSmart  
N.C. State Health Plan for Teachers and State Employees  
[www.shpnc.org/ncHealthSmart/default.aspx](http://www.shpnc.org/ncHealthSmart/default.aspx)
- Quit Line (Connect to counseling and information within your state)  
1-800-QUIT-NOW (1-800-784-8669)  
[www.quitlinenc.com](http://www.quitlinenc.com)
- Smokefree.gov  
National Cancer Institute, National Institutes of Health  
U.S. Department of Health and Human Services  
[www.smokefree.gov](http://www.smokefree.gov)

#### General information

- Smoking and Tobacco Use  
Centers for Disease Control and Prevention  
U.S. Department of Health and Human Services  
[www.cdc.gov/tobacco/index.htm](http://www.cdc.gov/tobacco/index.htm)

# Module 1, Lesson 5: Tobacco - Make It a Part of Your Past Summary

## Pros and Cons of Quitting

Pros	Cons

### Notes:

### Reflection:

Idea 1 -

Idea 2 -

## Cutting the Habit Cuts the Cost!

### 1 pack of cigarettes = \$4.45

1. What is the cost of smoking  $\frac{1}{2}$  of a pack per day?

$$\$4.45 \div 2 = \underline{\hspace{10cm}}$$

2. What is the cost of smoking  $\frac{1}{2}$  of a pack per day for a week?

$$\text{Answer to \#1} \underline{\hspace{1cm}} \times 7 = \underline{\hspace{10cm}}$$

3. What is the cost of smoking  $\frac{1}{2}$  of a pack per day for a year?

$$\text{Answer to \#1} \underline{\hspace{1cm}} \times 365 = \underline{\hspace{10cm}}$$

4. What is the cost of smoking 1 pack per day for a week?

$$\$4.45 \times 7 = \underline{\hspace{10cm}}$$

5. What is the cost of smoking 1 pack per day for a year?

$$\$4.45 \times 365 = \underline{\hspace{10cm}}$$



# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 1, Lesson 6: Be a Stress Survivor

<b>Introduction/Description:</b>	Do you ever feel like there are not enough hours in the day? Do you ever stay awake during the night thinking of all of the things that you need to do or the people that you struggle with? We all have things that cause us stress, and we will deal with stress throughout our lives. The question we must ask is, “How do we handle that stress?” This mini-lesson will discuss sources of stress and some ways to cope with that stress.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify ways that they are affected by stress.</li> <li>▪ Practice ways to manage stress.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by practicing stress management.
<b>Handouts:</b>	Module 1, Lesson 6: Be a Stress Survivor Summary
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ My Stress Plan</li> <li>▪ Relax and Breathe! (Optional)</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	Do you ever feel like there are not enough hours in the day? Do you ever stay awake during the night thinking of all of the things that you need to do or the people that you struggle with? We all have things that cause us stress, and we will deal with stress throughout our lives. The question we must ask is, “How do we handle that stress?” This mini-lesson will discuss sources of stress and some ways to cope with that stress.
	<p><b>Group Discussion:</b>                      What are some things in our lives that cause stress?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Family issues</li> <li>▪ Finances</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Health issues</li> <li>▪ Lack of time</li> <li>▪ Relationships</li> <li>▪ Too much to do</li> <li>▪ Work responsibilities</li> </ul>
	<p>There are many things that can cause stress. It is important to know what is most stressful for you. We all experience stress, and the stress that we feel does affect us. There are three ways that we can be affected by stress.</p> <p>Stress can affect:</p> <ul style="list-style-type: none"> <li>▪ Our bodies</li> <li>▪ Our thoughts and feelings</li> <li>▪ Our behaviors</li> </ul> <p>Our bodies can reflect the stress that we are under. Have you ever felt sick to your stomach when you knew you were going to be in a stressful situation?</p> <p>When we are stressed, our <b>bodies</b> can react with:</p> <ul style="list-style-type: none"> <li>▪ Backaches</li> <li>▪ Headaches</li> <li>▪ A racing heart</li> <li>▪ Sleep problems</li> <li>▪ Upset stomachs</li> </ul> <p>More serious problems can happen, too. We may experience high blood pressure, increased sickness, and even heart disease!</p> <p>Not only are our bodies affected, but our thoughts and feelings are affected as well.</p>
	<p><b>Group Discussion:</b> How do you feel or what do you think when you are stressed?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Anxious</li> <li>▪ Depressed</li> <li>▪ Forgetful</li> <li>▪ Irritable, get mad easily</li> <li>▪ Lose focus</li> <li>▪ Overwhelmed</li> <li>▪ Restless</li> <li>▪ Sad</li> <li>▪ Worried</li> </ul>
	<p>When you think or feel this way, it is more difficult to do a good job at work or at home.</p> <p>The final thing that is affected by stress is our behavior.</p>
	<p><b>Group Discussion:</b> What are some things that you do when you are stressed?</p>

	<p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Chew nails.</li> <li>▪ Cry.</li> <li>▪ Drink alcohol.</li> <li>▪ Eat comfort foods.</li> <li>▪ Eat too little.</li> <li>▪ Eat too much.</li> <li>▪ Fight or have angry outbursts.</li> <li>▪ Sleep too little.</li> <li>▪ Sleep too much.</li> <li>▪ Smoke or use tobacco products.</li> <li>▪ Stop exercising.</li> </ul>
	<p><b>My Stress Plan Activity:</b> Find “My Stress Plan” on the <i>Summary</i> handout.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ Have each staff member decide on two things that cause them the most stress.</li> <li>▪ These should be written in the first column of the table under the “My Stress Plan” heading on the <i>Summary</i> sheet.</li> <li>▪ Then, they need to think of a way that each stressor affects them.</li> <li>▪ These should be written in the second column of the table.</li> <li>▪ For example, a stressor may be going to see a medical provider. Every time they go, their heart races or their stomach ties up in knots.</li> <li>▪ Once they have filled in the first two columns of the table, they may share with a partner or the group.</li> </ul>
	<p>Now that you have written down two things that cause you stress, and how you react to that stress, we are going to talk about ways to manage that stress.</p> <p>There are four ways that we can manage stress.</p> <ul style="list-style-type: none"> <li>▪ Physical activity</li> <li>▪ Nutrition</li> <li>▪ Social support</li> <li>▪ Relaxation</li> </ul> <p><b>Physical activity</b> can help you cope with stress and give you a sense of well-being. After a tough day at work, a quick walk outside can calm you down and help you shift your thoughts from work to home. Being physically active and in good shape can help you feel better in general, making it easier to cope with stressful situations.</p> <p><b>Nutrition</b> is another way to deal with stress. If you make poor food and drink choices, your body has a harder time fighting illness. If you are feeling stressed you may be more likely to get sick. You may also have a harder time focusing and fighting emotional stress if your brain is not getting the best nutrition. Try to make healthy food and drink choices to help you manage stress.</p> <p><b>Social support</b> is another way to deal with stress. Be sure to have someone to go to when you are feeling stress. It is important to have another person or people to talk to.</p>

	Finally, there are many types of relaxation that you can do to help you deal with stress. Try to find a hobby or something that you can do that is relaxing for you. For example, you may like to take photographs or read a good book. Try to spend time each week doing your favorite relaxing activity. You can also try relaxation techniques such as deep breathing or meditating.
	You may choose to do the “Relax and Breathe” activity at this point in the lesson.
	<p><b>My Stress Plan Activity:</b> Turn back to the “My Stress Plan” activity on the <i>Summary</i> handout.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ Have staff think about the two stressors they have written down and the ways that each stressor affects them.</li> <li>▪ Then, they need to think of two ways they can manage that stress.</li> <li>▪ Using the previous example, if they experience their heart racing every time they go to see a medical provider, they may want to manage that stress by closing their eyes and taking a few deep breaths when they are sitting in the lobby. Or, they may want to take a book with them to read while they are waiting for the medical provider.</li> <li>▪ Have them write down the ways they will manage their stressors in the third column of the table.</li> <li>▪ They can share their ideas with a partner or the group.</li> </ul>
 	<p><b>Reflection:</b> Let’s reflect on what we have learned today.</p> <ul style="list-style-type: none"> <li>▪ Stress can come from many different things. We all deal with stress.</li> <li>▪ Stress affects: <ul style="list-style-type: none"> <li>▪ Our bodies</li> <li>▪ Our thoughts and feelings</li> <li>▪ Our behavior</li> </ul> </li> <li>▪ It is important to manage our stress to lower its effects.</li> <li>▪ We can manage our stress through: <ul style="list-style-type: none"> <li>▪ Physical activity</li> <li>▪ Nutrition</li> <li>▪ Social support</li> <li>▪ Relaxation</li> </ul> </li> <li>▪ What are two ways that you can try to manage your stress over the next week?</li> <li>▪ Once you have decided, write these down as your two goals for the next week under the “Reflection” section of the <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Staff may share their goals with a partner or the group.</p> <p>We will check in with each other next week to see how we did.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

**Activity: Relax and Breathe!**

	<p>We are going to try a simple relaxation technique that you can do just about anywhere.</p>
	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ Dim or turn off the lights, if possible.</li> <li>▪ Ask everyone to do the following:             <ul style="list-style-type: none"> <li>▪ Sit quietly in your chair with both feet on the floor and your hands on the tops of your thighs.</li> <li>▪ Close your eyes.</li> <li>▪ Take a deep breath, inhaling through your nose and exhaling through your mouth.</li> <li>▪ Do this again.</li> <li>▪ Now, tense or squeeze the muscles in your face and breathe in for 5 seconds, then relax and breathe out.</li> <li>▪ Next, tense the muscles in your shoulders and arms and breathe in for 5 seconds, then relax and breathe out.</li> <li>▪ Note: Do the same with the following parts of the body in this order:                 <ul style="list-style-type: none"> <li>▪ Hands</li> <li>▪ Abdomen (stomach area)</li> <li>▪ Back</li> <li>▪ Buttocks</li> <li>▪ Thighs</li> <li>▪ Calves</li> <li>▪ Feet</li> </ul> </li> <li>▪ Finally, take two more deep breaths, inhaling through your nose and exhaling through your mouth.</li> </ul> </li> </ul> <p><i>Adapted from Medline Plus Tutorial - Stress Management, U.S. Department of Health and Human Services</i></p>
	<p><b>Group Discussion:</b> How do you feel now?</p>



## Module 1, Lesson 6: Be a Stress Survivor Summary



### Summary:

- Stress can come from many different things. We all deal with stress.
- Stress affects:
  - Our bodies
  - Our thoughts and feelings
  - Our behavior
- It is important to manage our stress to lower its effects.
- We can manage our stress through:
  - Physical activity
  - Nutrition
  - Social support
  - Relaxation

### Resources:

- Stress and Anxiety  
Medline Plus  
National Library of Medicine, National Institutes of Health  
U.S. Department of Health and Human Services  
[www.nlm.nih.gov/medlineplus/ency/article/003211.htm](http://www.nlm.nih.gov/medlineplus/ency/article/003211.htm)
- Stress Management  
Mayo Clinic  
[www.mayoclinic.com/health/stress-management/MY00435](http://www.mayoclinic.com/health/stress-management/MY00435)
- Stress Management  
Medline Plus  
National Library of Medicine, National Institutes of Health  
U.S. Department of Health and Human Services  
[www.nlm.nih.gov/medlineplus/ency/article/001942.htm](http://www.nlm.nih.gov/medlineplus/ency/article/001942.htm)

## Module 1, Lesson 6: Be a Stress Survivor Summary

### My Stress Plan

What stresses me?	How does this affect me?	What can I do to manage it?

### Notes:



### Reflection:

Goal 1 -

Goal 2 -

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 1, Lesson 7: Manage Your Medications

<b>Introduction/Description:</b>	Do you know what is in your medicine cabinet? If you are like many people, there are a variety of over-the-counter medicines, prescribed medicines and even some supplements. It is important to know as much as we can about the benefits and risks before popping that pill. This mini-lesson will help us learn how to manage our medications and supplements so that they are used the right way.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify four steps of managing medications and supplements.</li> <li>▪ Determine two goals for managing medications.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by managing their medications and supplements properly.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ My Medication List</li> <li>▪ Module 1, Lesson 7: Manage Your Medications Summary</li> <li>▪ Activity: Read the Label! (Optional)</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Read the Label (Optional)</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	Do you know what is in your medicine cabinet? If you are like many people, there are a variety of over-the-counter medicines, prescribed medicines and even some supplements. It is important to know as much as we can about the benefits and risks before popping that pill. This mini-lesson will help us learn how to manage our medications and supplements so that they are used the right way.
	<p><b>Group Discussion:</b>                      What are some benefits to taking medications?</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ They can help you feel better.</li> <li>▪ They can cure an illness.</li> <li>▪ They can decrease signs and symptoms of a disease.</li> </ul>

	<ul style="list-style-type: none"> <li>They can help you prevent health problems.</li> </ul>
	<p>Along with benefits, there come risks. Medicine can have its own side effects, cause adverse negative reactions and interact with foods and other medications. Because of these risks, it is important to take certain steps to manage your medications.</p> <p>First, you need to know your medicine.</p>
	<p><b>Group Discussion:</b> What are some things you will need to know when your medical provider prescribes a new medicine?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>What is the medicine?</li> <li>Why am I taking it?</li> <li>Are there any side effects?</li> <li>How long will I take it?</li> <li>How much should I take?</li> <li>How do I take it (for example, with or without food)?</li> <li>When do I take it?</li> </ul>
	<p>It is important that you understand why you are taking a medicine and the instructions for taking the medicine. If you forget some of the instructions that you were given at your medical provider’s office, you can ask the pharmacist when you pick up your prescription or call the provider’s office to be sure.</p>
	<p><b>Group Discussion:</b> The next step is read the label. What are some things that you could find on the label, package or package insert for a medicine?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>What is the name of the medicine?</li> <li>Uses - Why is it used?</li> <li>Are there any warnings (for example, symptoms of an adverse reaction to look for)?</li> <li>What are the ingredients?</li> <li>How do I take it?</li> <li>What is the recommended dose?</li> <li>How much medicine is in the package?</li> <li>What is the expiration date?</li> <li>If it is a prescription:             <ul style="list-style-type: none"> <li>Specific instructions from the medical provider</li> <li>The medical provider who prescribed it</li> <li>The name and number of the pharmacy</li> <li>The name of the person it is prescribed for</li> </ul> </li> </ul>
	<p>You may choose to do the “Read the Label!” activity at this point in the lesson.</p>
	<p>As you can see, the label, package or package insert of a medicine can help you understand a lot about what you are taking. It can help you figure out if the medicine is actually used for your symptoms, how to take it, when not to take it and some things that may happen if you take it. It can also let you</p>

	<p>know how to store it and when to get rid of it. Medicines do expire, and you need to remove them from your medicine cabinet when they have passed that expiration date.</p> <p>The next step is to <b>keep a list</b>.</p> <p>Turn to your <i>My Medication List</i> handout. This list will help you keep up with everything that you are taking. You need to make sure that you are taking each medication exactly as prescribed or as instructed. You need to write on the list:</p> <ul style="list-style-type: none"> <li>▪ The name of your medicine - This includes <b>all</b> prescribed medicines, over-the-counter medicines, vitamins, minerals and herbal supplements. Don't forget any prescribed creams or ointments, liquids or other types of medications that are not in the form of a pill.</li> <li>▪ Why you are taking it/what it is used for - Don't be afraid to ask your medical provider why you are being asked to take something. You also need to make sure that any over-the-counter medications that you take are for your specific symptoms. Double check with your medical provider before taking a supplement to make sure that it would be beneficial for you, it would not interact with any medications that you may be taking, and that the dosage is appropriate. Too much of supplement can cause harmful effects.</li> <li>▪ Who prescribed it, if it was prescribed - It is important to have your medical provider's name and number in case you have a bad reaction or side effect when you are taking medication. Keeping it on the list makes sure that the name and number will be handy.</li> <li>▪ How and when to take it and how much to take - You must follow the directions for each medication. If your medical provider has given you a certain amount to take for a certain period of time, you need to follow those instructions. Do not change your dose yourself or stop taking it early because you feel better. The medicine may need to be taken the full time for the full amount for it to work.</li> </ul> <p>The last step in managing your medications is <b>share your list</b>.</p> <p>This list needs to be with you every time you go to a medical provider. If the provider does not know what you take and you can't remember, then he or she may put you on a medicine that you are already taking or they may prescribe something for you that may react with something you are taking.</p>
	<p><b>Reflection:</b> Let's reflect on what we have learned today.</p> <ul style="list-style-type: none"> <li>▪ Four steps to follow when managing your medications are:             <ul style="list-style-type: none"> <li>▪ Know your medicine.</li> <li>▪ Read the label.</li> <li>▪ Keep a list.</li> <li>▪ Share your list.</li> </ul> </li> <li>▪ What are two things that you can do to manage your medications over the next week? For example, you could go through your medicine cabinet and remove any expired medications.</li> <li>▪ Once you have decided on two things, write them down as your goals under the "Reflection" section of the <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Staff may share their goals with a partner or the group.</p> <p>We will check in with each other next week to see how we did.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

## Activity: Read the Label

	<p>There are certain things that you can find out about an over-the-counter medication (and prescription medication) by looking at the label or the package insert. We are going to do an activity with some over-the-counter medicine labels.</p>
	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ Divide everyone into smaller groups of 2 or 3. This may also be done together as a group.</li> <li>▪ Ensure each small group has an over-the-counter medicine label. You may bring in empty over-the-counter medicine packages or ask staff to bring one. You may also access printable label information/directions for over-the-counter medicines online from manufacturers' websites.</li> <li>▪ Ask them to use the package information to answer the questions under <i>Read the Label!</i> on the <i>Summary</i> handout.</li> </ul>
	<p><b>Group Discussion:</b> Was there anything on the label that surprised you?</p> <p><b>Note:</b> You may write the answers on a board or flip chart.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Varied</li> </ul>





## Module 1, Lesson 7: Manage Your Medications Summary



### Summary:

- Steps for managing your medications:
  - Know your medicine.
  - Read the label.
  - Keep a list.
  - Share your list.

### Resources:

- Drugs  
U.S. Food and Drug Administration (FDA)  
[www.fda.gov/drugs](http://www.fda.gov/drugs)

## Module 1, Lesson 7: Manage Your Medications Summary

### Read the Label!

Directions: Answer the following questions using your medicine label or package.

1. What is the name of your medicine? \_\_\_\_\_  
\_\_\_\_\_
2. Why might someone use this medicine? \_\_\_\_\_  
\_\_\_\_\_
3. How much should an adult take? \_\_\_\_\_  
\_\_\_\_\_
4. How should the medicine be stored? \_\_\_\_\_  
\_\_\_\_\_
5. What are some of the side effects or things that might happen if you take this medicine?  
(for example, sleepiness) \_\_\_\_\_  
\_\_\_\_\_
6. What is the expiration date for this medicine? \_\_\_\_\_  
\_\_\_\_\_

### Notes:

### Reflection:

Goal 1 -

Goal 2 -

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## Module 1, Lesson 8: Sweet Dreams

<b>Introduction/Description:</b>	Wellness not only includes eating smart and moving more, it also includes sweet dreams! Good sleep habits are important to the balance of wellness. This mini-lesson will cover the importance of sleep, some things that may be affecting our sleep, and tips for getting a good night's sleep.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify the importance of sleep.</li> <li>▪ Practice good sleep habits.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by practicing good sleep habits.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 1, Lesson 8: Sweet Dreams Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ My Nighttime Routine</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

## Script (Content and Sequence):

	Wellness not only includes eating smart and moving more, it also includes sweet dreams! Good sleep habits are important to the balance of wellness. This mini-lesson will cover the importance of sleep, some things that may be affecting our sleep, and tips for getting a good night's sleep.
	<p><b>Group Discussion:</b>                      When you wake up in the morning, are you refreshed and ready to go, or groggy and grumpy? What are some things that may be keeping you up at night?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Anxiety or worry</li> <li>▪ Church or community activities</li> <li>▪ Family responsibilities</li> <li>▪ Hobbies</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Household chores</li> <li>▪ Internet/computer</li> <li>▪ Pain</li> <li>▪ Phone</li> <li>▪ Television</li> <li>▪ Work</li> </ul>
	<p>Sleep is very important, but many of us scrimp on our sleep. About 40% of Americans get less than 7 hours of sleep each night. On average, adults need between 7 to 9 hours of sleep each night.</p> <p>There are many reasons to get enough sleep each night.</p> <p>Lack of sleep may lead to:</p> <ul style="list-style-type: none"> <li>▪ Weight gain</li> <li>▪ Accidents and falls during the day</li> <li>▪ Problems with your health, such as an increased risk for obesity, diabetes, and heart disease</li> </ul> <p>Getting enough sleep will:</p> <ul style="list-style-type: none"> <li>▪ Help you learn and remember better.</li> <li>▪ Improve your mood.</li> </ul> <p><i>Source: 2002 National Sleep Foundation Sleep in America Poll</i></p>
	<p><b>Group Discussion:</b> What are some things that help you sleep?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Dark room</li> <li>▪ Quiet room</li> <li>▪ Listening to music</li> <li>▪ Reading a book</li> <li>▪ Taking a bath</li> <li>▪ Doing my nighttime routine</li> </ul>
	<p><b>My Nighttime Routine Activity:</b> Most of us have something specific that we do before we go to bed. A nighttime routine includes everything that you do to end the day and prepare yourself for sleep. For example, a nighttime routine might look like this:</p> <p><b>Note:</b> Write the following steps on a board or flip chart prior to the lesson.</p> <ol style="list-style-type: none"> <li>1. Take any nighttime medications with a small glass of water.</li> <li>2. Brush and floss teeth.</li> <li>3. Take a shower.</li> <li>4. Put on your sleeping clothes.</li> <li>5. Turn off the lights on the way to the bedroom.</li> <li>6. Put clothes out for work the next day.</li> <li>7. Set the alarm.</li> <li>8. Read for 10 minutes.</li> <li>9. Turn off all the lights.</li> </ol>

	<p>Now, we are going to think about our own nighttime routines.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Think about the routine that you have before you go to bed.</li> <li>• Under the “My Nighttime Routine” heading on your <i>Summary</i> handout, there is a table.</li> <li>• Take a few minutes to write down everything that you do to end the day and prepare for sleep under the section of the table with the heading, “My Current Routine.”</li> </ul>
	<p>Our nighttime routines may or may not help us sleep. If part of your nighttime routine includes eating a large snack or playing a video game, you may be making it harder to sleep.</p> <p>There are several things that we can do (or not do) that will help us go to sleep and stay asleep.</p> <ul style="list-style-type: none"> <li>• The best light for regulating our sleep is bright light. Try to get outside and catch some sunlight during the day.</li> <li>• Exercising regularly each day (but not right before bedtime) can help you sleep at night.</li> <li>• A nap may help energize you during the day, but don’t make it too long! If you take a nap, limit it to 30 minutes or less in the mid-afternoon.</li> <li>• Avoid caffeine about 8 hours before you go to bed.</li> <li>• Avoid eating or drinking large amounts before you go to bed. This can help you avoid getting up in the night.</li> <li>• Start a relaxing routine at night such as listening to relaxing music, taking a bath or reading a book. You can use this time to let go of some of the thoughts of the day.</li> <li>• Turn the thermostat down. Try to keep a cooler temperature in your bedroom.</li> <li>• Avoid watching TV, playing video games or using a computer, phone or PDA in the bedroom. Move those electronic distractions out of your bedroom and make it a sleep-only room!</li> <li>• Make sure you are sleeping on a comfortable surface with a comfortable pillow. If you are on a very old, lumpy mattress, consider buying a new one. Test out mattresses before you buy one to ensure that it is a good fit for you.</li> <li>• Turn off the lights. Close the shades, blinds or curtains.</li> <li>• If you have pets that sleep in the bed with you, consider buying them their own bed that can lie on the floor in your room. Although we love our animals, they aren’t very considerate of us when we are sleeping!</li> <li>• Finally, try to go to bed and wake up at the same time.</li> </ul> <p>If you get enough sleep, but...</p> <ul style="list-style-type: none"> <li>• Still feel sleepy during the day, or often fall asleep during the day</li> <li>• Are told you stop breathing or have trouble breathing while you are sleeping</li> <li>• Have tingling in your legs as you are trying to go to sleep</li> </ul> <p>You may have a more serious problem. See your medical provider if you experience any of these.</p>
	<p><b>My Nighttime Routine Activity, continued:</b></p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Think about how you can improve your nighttime routine based on some of the things that we discussed.</li> <li>• For example, if you drink a cup of caffeinated coffee each night with dinner, you may instead drink a cup of decaffeinated coffee or herbal tea.</li> </ul>

	<ul style="list-style-type: none"> <li>Write down ways you can improve your nighttime routine in the table under the “How I Can Improve My Routine” heading on your <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> These ideas may be shared with a partner or the group.</p>
 	<p><b>Reflection:</b> Let’s reflect on what we have learned today.</p> <ul style="list-style-type: none"> <li>As adults, we need between 7 and 9 hours of sleep each night.</li> <li>Getting a good night’s sleep can help us learn and think better and can improve our mood.</li> <li>Not getting enough sleep can lead to weight gain, accidents and health problems.</li> <li>Starting a good nighttime routine can help us go to sleep and stay asleep.</li> </ul> <ul style="list-style-type: none"> <li>What are two ways that you can improve your sleep habits over the next week? You may choose to use two of the ideas for improving your nighttime routine, or you may choose something else like exercising a couple of days a week or moving the TV out of the room.</li> <li>Once you have decided, write these down as your two goals for the next week under the “Reflection” section of your <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Staff may share their goals with a partner or the group.</p> <p>We will check in with each other next week to see how we did.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

## Module 1, Lesson 8: Sweet Dreams Summary



### Summary:

- As adults, we need between 7 and 9 hours of sleep each night.
- Getting a good night's sleep can help us learn and think better and can improve our mood.
- Not getting enough sleep can lead to weight gain, accidents, and health problems.
- Starting a good nighttime routine can help us go to sleep and stay asleep.

### Resources:

- Importance of Sleep: Six reasons not to scrimp on sleep  
Harvard Health Publications, Harvard Medical School  
[www.health.harvard.edu/press\\_releases/importance\\_of\\_sleep\\_and\\_health](http://www.health.harvard.edu/press_releases/importance_of_sleep_and_health)
- National Sleep Foundation  
[www.sleepfoundation.org](http://www.sleepfoundation.org)
- Sleep and Sleep Disorders  
Centers for Disease Control and Prevention  
U.S. Department of Health and Human Services  
[www.cdc.gov/sleep/](http://www.cdc.gov/sleep/)

# Module 1, Lesson 8: Sweet Dreams Summary

## My Nighttime Routine

My Current Routine:	How I Can Improve My Routine:

### Notes:

### Reflection:

Goal 1 -

Goal 2 -



# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 2, Lesson 1: Your Path to Wellness - Eat Smart with the Dietary Guidelines

<b>Introduction/Description:</b>	An important part of wellness is eating smart, and one of the tools that we can use to help us eat smart is the Dietary Guidelines. This mini-lesson will cover several messages on eating smart from the Dietary Guidelines for Americans.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify six messages from the Dietary Guidelines for Americans.</li> <li>▪ List two ways that they will eat smart based on the Dietary Guidelines for Americans.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by using the Dietary Guidelines for Americans to make smart choices from each food group.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 2, Lesson 1: Your Path to Wellness - Eat Smart with the Dietary Guidelines Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Eating Smart with the Dietary Guidelines</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	An important part of wellness is eating smart, and one of the tools that we can use to help us eat smart is the Dietary Guidelines. This mini-lesson will cover several messages on eating smart from the Dietary Guidelines for Americans.
	<p><b>Group Discussion:</b>                      Food and beverage choices are affected by many things. What are some things that affect our choices?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Convenience</li> <li>▪ Feelings/mood</li> <li>▪ Health</li> <li>▪ Hunger</li> <li>▪ Likes/dislikes</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Seasons</li> <li>▪ Social activities</li> <li>▪ Time of day</li> </ul>
 	<p><b>Eating Smart with the Dietary Guidelines Activity:</b>          What we eat has a great impact on our wellness. There are some resources that have been created to help us make smart eating choices. One of these is the Dietary Guidelines for Americans.</p> <p>The Dietary Guidelines for Americans are guidelines that were developed to provide advice on diet and physical activity in order to promote health. Today, we will talk about several key messages that give us guidelines for eating smart. First, we will begin with messages on <b>Foods and Nutrients to Increase</b>.</p> <p>The messages from this section focus on what kinds of choices should be emphasized within food groups.</p> <p>The first message is - <b>Make half your plate fruits and vegetables</b>.</p> <p><b>Note:</b> Have staff write “Make half your plate fruits and vegetables” on the <i>Summary</i> handout. You may also write it on a board or flip chart.</p>
	<p>Fruits and vegetables provide a variety of nutrients, such as vitamins, minerals, and fiber. Fill up half your plate with a variety of colorful fruits and vegetables for a diet that is healthy and interesting. Specifically, opt for vegetable choices that are deep in color, such as dark green and orange vegetables. Next time you go to the store, purchase a new fruit or vegetable to try. Also, remember that you can get fruits and vegetables in many different forms, including fresh, frozen, canned, dried or 100% juice.</p>
	<p><b>Group Discussion:</b>          What is a fruit that you have not eaten but would like to try?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Apricot</li> <li>▪ Boysenberry</li> <li>▪ Fig</li> <li>▪ Guava</li> <li>▪ Kiwi</li> <li>▪ Mango</li> <li>▪ Passion fruit</li> <li>▪ Persimmon</li> <li>▪ Pluot</li> <li>▪ Prickly pear</li> <li>▪ Star fruit</li> <li>▪ Ugli fruit</li> </ul> <p>What is your favorite vegetable?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Varied</li> </ul>



The next eating smart message is - **Switch to fat free or low fat (1%) milk.**



**Note:** Have staff write “Switch to fat free or low fat (1%) milk” on the *Summary* handout. You may also write it on a board or flip chart.

Milk is found in the dairy group. One way to eat smart within the dairy group is to switch to fat free or low fat (1%) milk. If you currently drink whole or reduced fat (2%) milk, you can try to switch to fat free or low fat (1%) milk gradually. Try mixing whole or reduced fat (2%) milk with low fat (1%) milk. Once you get used to the taste, use less whole or reduced fat (2%) milk and more low fat (1%) milk. Do this until you are able to drink a full cup of low fat (1%) milk. If you would like to try drinking fat free milk, follow the same process until you are able to drink a full cup of fat free milk.

Milk is an excellent source of calcium. Calcium is an important nutrient that is needed by the body to:

- Make our bones and teeth strong
- Keep our heart, muscles and nerves working properly

If you have trouble drinking milk, try these tips:

- Drink smaller amounts of milk at a time.
- Have milk or milk products with other foods.
- Try lactose-free dairy products.
- Eat or drink calcium-fortified foods.
- Try eating other foods that contain calcium.

Other foods that contain calcium include:

- Other foods in the dairy group, such as yogurt and cheese
- Dark green vegetables
- Canned salmon and sardines with edible bones
- Calcium-fortified foods (or foods that have calcium added to them), such as calcium-fortified orange juice, soy milk, tofu and cereal



The next message is - **Make at least half your grains whole grains.**



**Note:** Have staff write “Make half your grains whole grains” on the *Summary* handout. You may also write it on a board or flip chart.

The grain group includes many varieties of foods, such as bread, pasta, rice, and cereal. Grains, especially whole grains, are important because they provide carbohydrates for energy, fiber and B vitamins. Making half your grains whole:

- Reduces blood cholesterol levels and may lower your risk for heart disease,
- Can help you control blood sugar levels, and
- Can help with weight management.

Making half your grains whole means choosing to make half of the grain servings you eat each day whole grains. Whole grains contain the entire grain kernel - the bran, germ, and endosperm.

	<p>Some examples of whole grains are:</p> <ul style="list-style-type: none"> <li>▪ Barley</li> <li>▪ Brown rice</li> <li>▪ Oatmeal</li> <li>▪ Popcorn</li> <li>▪ Whole wheat crackers, bread, buns, rolls or tortillas</li> <li>▪ Whole wheat cereal (such as bran flakes)</li> <li>▪ Whole wheat pasta</li> </ul>
	<p><b>Group Discussion:</b> What is a whole grain food that you have not eaten but would like to try?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Any mentioned above</li> <li>▪ Amaranth</li> <li>▪ Bulgur (cracked wheat)</li> <li>▪ Quinoa (pronounced keen-wah)</li> <li>▪ Millet</li> <li>▪ Sorghum</li> <li>▪ Triticale</li> </ul>
	<p>The next message is - <b>Choose lean proteins.</b></p> <p><b>Note:</b> Have staff write “Choose lean proteins” on the <i>Summary</i> handout. You may also write it on a board or flip chart.</p> <p>Protein foods are one of the food groups. Examples of protein foods include:</p> <ul style="list-style-type: none"> <li>▪ Meats, poultry and fish</li> <li>▪ Beans and peas</li> <li>▪ Tofu</li> <li>▪ Eggs</li> <li>▪ Nuts and seeds</li> </ul> <p>Some tips for eating smart when it comes to protein foods are:</p> <ul style="list-style-type: none"> <li>▪ Choose lean meats and poultry, such as round steaks and roasts, top sirloin, pork tenderloin, and skinless chicken or turkey breast.</li> <li>▪ Remove the skin of poultry before cooking.</li> <li>▪ Buy lean ground beef or poultry (try to choose ground meat that is at least 90% lean).</li> <li>▪ Try baking, braising, broiling, roasting or grilling instead of frying.</li> <li>▪ Try to eat more beans, peas, tofu, nuts and seeds.</li> <li>▪ Choose seafood in place of some meat and poultry.</li> </ul>
	<p>Now that we have covered some messages on <b>Foods and nutrients to increase</b>, we will look at some messages on <b>Foods and food components to reduce.</b></p> <p>The first message is <b>Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.</b></p>



**Note:** Have staff write “Compare sodium in foods” on the *Summary* handout. You may also write it on a board or flip chart.



Most Americans consume more sodium than they need each day. Sodium is found in table salt, but most Americans consume the majority of sodium from processed and packaged foods, such as canned goods and boxed or frozen meals. Try to choose lower sodium versions of these foods or limit the number of these foods that you eat. You can also limit the amount of salt that you add to foods and flavor foods using herbs and spices.

The final message that we will cover today is **Drink water instead of sugary drinks.**

**Note:** Have staff write “Drink water instead of sugary drinks” on the *Summary* handout. You may also write it on a board or flip chart.

It is important to limit added sugars. Sugary drinks contain added sugars. For example, a 12 ounce can of soda has the equivalent of about 10 packets of sugar! Sugars are listed on the Nutrition Facts Panel, but these include both added sugars and sugars that are found naturally in foods, such as fruit. In order to find added sugars, look at the Ingredients list.

Some names for added sugars are:

- Corn syrup
- Fructose
- High fructose corn syrup
- Honey
- Molasses
- Sucrose

You can easily avoid the added sugars in sugary drinks by drinking water instead. Some tips for drinking water include the following:

- Try water as your main beverage for most, or all, meals.
- Keep a reusable water bottle with you throughout the day.
- If you have a hard time drinking plain water, add a small amount of 100% juice, lemon, or lime for extra flavor.



**Group Discussion:**

Sugary drinks are not limited to soda. What are some other examples of sugary drinks (those with added sugars)?

**Note:** Answers may be written on a board or flip chart.

**Answers:** (may include, but are not limited to)

- Energy drinks
- Fruit drinks other than 100% juice
- Fruit punch
- Lemonade
- Limeade
- Sports drinks
- Sweet tea
- Sweetened coffee drinks

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 	<p><b>Reflection:</b> Let's reflect on what we have talked about today.</p> <ul style="list-style-type: none"> <li>▪ The Dietary Guidelines for Americans give us tips on how to eat smart, including:             <ul style="list-style-type: none"> <li>▪ Make half your plate fruits and vegetables.</li> <li>▪ Switch to fat free or low fat (1%) milk.</li> <li>▪ Consume at least half of all grains as whole grains.</li> <li>▪ Choose lean proteins.</li> <li>▪ Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.</li> <li>▪ Drink water instead of sugary drinks.</li> </ul> </li> <li>▪ Based on some of the tips that we talked about, what are two things that you can do to eat smart?</li> <li>▪ Write these down as goals under the “Reflection” section of the <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> These goals may be shared with a partner or the group.</p> <p>We will check in with each other next week to see how we did with our goals.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

## Module 2, Lesson 1: Your Path to Wellness - Eat Smart with the Dietary Guidelines Summary



### Summary:

The Dietary Guidelines for Americans give us guidelines for ways to eat smart including:

- Make half your plate fruits and vegetables.
- Switch to fat free or low fat (1%) milk.
- Consume at least half of all grains as whole grains.
- Choose lean proteins.
- Compare sodium in foods like soup, bread, and frozen meals—and choose the foods with lower numbers.
- Drink water instead of sugary drinks.

### Resources:

- Let's eat for the health of it Consumer Brochure  
Dietary Guidelines for Americans  
U.S. Departments of Agriculture and Health and Human Services  
[www.dietaryguidelines.gov/Publications/DietaryGuidelines/2010/DG2010Brochure.pdf](http://www.dietaryguidelines.gov/Publications/DietaryGuidelines/2010/DG2010Brochure.pdf)
- Dietary Guidelines for Americans  
Center for Nutrition Policy and Promotion  
U.S. Department of Agriculture  
[www.dietaryguidelines.gov](http://www.dietaryguidelines.gov)

# Module 2, Lesson 1: Your Path to Wellness - Eat Smart with the Dietary Guidelines Summary

## Foods and Nutrients to Increase

1. M \_\_\_\_\_

What is a fruit or vegetable that you would like to try? \_\_\_\_\_

2. S \_\_\_\_\_

List calcium-rich foods that you like. \_\_\_\_\_

3. C \_\_\_\_\_

What is a whole grain that you would like to try? \_\_\_\_\_

5. C \_\_\_\_\_

List lean protein choices. \_\_\_\_\_

## Foods and Food Components to Reduce

1. C \_\_\_\_\_

What is one way that you can reduce sodium? \_\_\_\_\_

2. D \_\_\_\_\_

What is one way that you can limit sugary drinks? \_\_\_\_\_

### Notes:

### Reflection:

Goal 1 -

Goal 2 -



# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 2, Lesson 2: Eat Smart with MyPlate

<b>Introduction/Description:</b>	One of the tools that we can use to help us “Serve Up a Healthier You” is MyPlate, which uses food groups to illustrate a healthy eating pattern. This mini-lesson will cover some reminders for healthy eating from MyPlate that will guide us on the road to wellness.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Recognize healthy eating reminders of MyPlate.</li> <li>▪ List two ways that they will eat smart using MyPlate.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by using some of the healthy eating reminders of MyPlate to help them eat smart.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 2, Lesson 2: Eat Smart with MyPlate Summary</li> <li>▪ MyPlate Food Intake Patterns</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Eat the Right Amount for You</li> </ul>
<b>Lesson Key:</b>	<p>The following are symbols for the leader script:</p> <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	One of the tools that we can use to help us “Serve Up a Healthier You” is MyPlate, which uses food groups to illustrate a healthy eating pattern. This mini-lesson will cover some reminders for healthy eating from MyPlate that will guide us on the road to wellness.
	<p><b>Group Discussion:</b>          What are the different food groups?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Fruits</li> <li>▪ Vegetables</li> <li>▪ Grains</li> <li>▪ Dairy</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Protein Foods</li> </ul>
	<p>MyPlate uses the layout of a place setting to illustrate several healthy eating reminders that will help us eat smart. One reminder is to <b>Build a healthy plate</b>. One of the ways to build a healthy plate is to eat many different kinds of food each day. The color sections on MyPlate symbolize the variety of foods we should eat. Each color section represents a different food group. There are five color sections on MyPlate:</p> <ul style="list-style-type: none"> <li>▪ Orange</li> <li>▪ Green</li> <li>▪ Red</li> <li>▪ Blue</li> <li>▪ Purple</li> </ul>
 	<p><b>Group Discussion:</b> Which food group is represented by each color?</p> <p><b>Note:</b> Have staff write down the answers on the MyPlate symbol on the <i>Summary</i> handout. You may also write the answers on a board or flip chart.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Orange = Grains</li> <li>▪ Green = Vegetables</li> <li>▪ Red = Fruits</li> <li>▪ Blue = Dairy</li> <li>▪ Purple = Protein Foods</li> </ul>
	<p>Eating foods from each of these groups is important because each food group provides different nutrients to keep us healthy. You can build a healthy plate with the food groups by filling up half your plate with fruits and vegetables. The remainder of your plate should include whole grains, lean protein, and low fat or fat free dairy.</p> <p>Another healthy reminder is to <b>“Eat the right amount of calories for you.”</b> Everyone has a personal calorie limit. Staying within yours can help you get to or maintain a healthy weight. One way to find out the right amount of calories for you is to visit the USDA’s MyPlate website (<a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>). Here you can find information about the different foods and amounts of foods that you need based on your age, whether you are male or female, and how active you are.</p>
 	<p><b>Eat the Right Amount for You Activity:</b> Find the table under the “Eat the Right Amount for You” section of your <i>Summary</i> handout. Fill in your age in the box beside “Age” in the table. Then, fill in the box beside “Gender” with either male or female.</p> <p>In order to find your calorie needs for the day, you must figure out your activity level.</p> <ul style="list-style-type: none"> <li>▪ Sedentary means that you only do basic light activity for day-to-day living.</li> <li>▪ Active means that you include physical activity that is equal to walking more than 3 miles a day at 15 to 20 minutes per mile in addition to basic light activity for day-to-day living.</li> </ul>

**Serve Up a Healthier You**

	<p>If you are not sedentary, but do less than the definition for active, you fit in between the two and can call your activity level “moderately active.” Write your activity level in the table under “Eating the Right Amount for You” on the <i>Summary</i> handout.</p> <p>Now, you can determine your daily calorie needs. Find “Appendix 6. Estimated Calorie Needs Per Day by Age, Gender, and Physical Activity Level (Detailed), Dietary Guidelines for Americans, 2010” on the first page of the <i>MyPlate Food Intake Patterns</i> handout. Find your gender in the table and then your age. Look to the right. Using your activity level, find your calorie needs. Write your calorie needs in the table in the box next to “Calories.”</p> <p>Now, find “Appendix 7. USDA Food Patterns, Dietary Guidelines for Americans, 2010” on the second page of your <i>MyPlate Food Intake Patterns</i> handout. Find your daily calorie needs at the top of the table. Underneath your calories are amounts for each food group. Using the recommended amounts for your calorie needs, fill in the remainder of the table on your <i>Summary</i> handout.</p> <p>You now have your personalized plan.</p> <p>The <i>MyPlate Food Intake Patterns</i> handout also gives some information on each food group, including amounts of different types of vegetables to eat each week. Look at this handout later to find out more about it!</p>
	<p><b>Reflection:</b> Let’s reflect on what we have talked about today.</p> <ul style="list-style-type: none"> <li>▪ We covered two reminders for healthy eating from MyPlate.             <ul style="list-style-type: none"> <li>▪ Build a healthy plate.</li> <li>▪ Eat the right amount of calories for you.</li> </ul> </li> <li>▪ What are two ways you can eat smart based on MyPlate in the next week? For example, you may want to focus on building a healthy plate by making half your plate fruits and vegetables.</li> <li>▪ Once you decide on what to focus on, write them under “Reflection” on the <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Staff may share their ideas with a partner or the group.</p> <p>We will check in with each other next week to see how we did.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>



## Module 2, Lesson 2: Eat Smart with MyPlate Summary



### Summary:

Two reminders for healthy eating illustrated by MyPlate include the following:

- Build a healthy plate.
- Eat the right amount of calories for you.

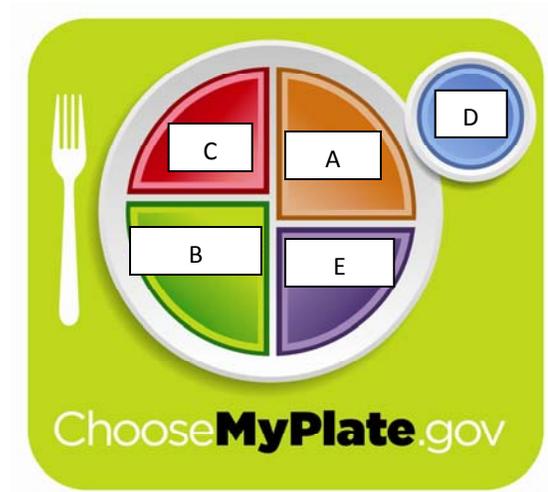
### Resources:

- MyPlate  
U.S. Department of Agriculture  
[www.choosemyplate.gov](http://www.choosemyplate.gov)

## Module 2, Lesson 2: Eat Smart with MyPlate Summary

### The Colors of MyPlate

A. Orange = _____
B. Green = _____
C. Red = _____
D. Blue = _____
E. Purple = _____



### Eat the Right Amount for You

Age	
Gender	
Activity Level	
Calories	
Fruits	
Vegetables	
Grains	
Protein Foods	
Dairy	

### Notes:

### Reflection:

Goal 1 -

Goal 2 -

Serve Up a Healthier You

# MyPlate Food Intake Patterns

## Appendix 6. Estimated Calorie Needs Per Day by Age, Gender, and Physical Activity Level (Detailed), Dietary Guidelines for Americans, 2010

Estimated amounts of calories<sup>a</sup> needed to maintain calorie balance for various gender and age groups at three different levels of physical activity. The estimates are rounded to the nearest 200 calories. An individual's calorie needs may be higher or lower than these average estimates.

Gender/ Activity level <sup>b</sup>	Male/ Sedentary	Male/ Moderately Active	Male/ Active	Female <sup>c</sup> / Sedentary	Female <sup>c</sup> / Moderately Active	Female <sup>c</sup> / Active
Age (years)						
2	1,000	1,000	1,000	1,000	1,000	1,000
3	1,200	1,400	1,400	1,000	1,200	1,400
4	1,200	1,400	1,600	1,200	1,400	1,400
5	1,200	1,400	1,600	1,200	1,400	1,600
6	1,400	1,600	1,800	1,200	1,400	1,600
7	1,400	1,600	1,800	1,200	1,600	1,800
8	1,400	1,600	2,000	1,400	1,600	1,800
9	1,600	1,800	2,000	1,400	1,600	1,800
10	1,600	1,800	2,200	1,400	1,800	2,000
11	1,800	2,000	2,200	1,600	1,800	2,000
12	1,800	2,200	2,400	1,600	2,000	2,200
13	2,000	2,200	2,600	1,600	2,000	2,200
14	2,000	2,400	2,800	1,800	2,000	2,400
15	2,200	2,600	3,000	1,800	2,000	2,400
16	2,400	2,800	3,200	1,800	2,000	2,400
17	2,400	2,800	3,200	1,800	2,000	2,400
18	2,400	2,800	3,200	1,800	2,000	2,400
19-20	2,600	2,800	3,000	2,000	2,200	2,400
21-25	2,400	2,800	3,000	2,000	2,200	2,400
26-30	2,400	2,600	3,000	1,800	2,000	2,400
31-35	2,400	2,600	3,000	1,800	2,000	2,200
36-40	2,400	2,600	2,800	1,800	2,000	2,200
41-45	2,200	2,600	2,800	1,800	2,000	2,200
46-50	2,200	2,400	2,800	1,800	2,000	2,200
51-55	2,200	2,400	2,800	1,600	1,800	2,200
56-60	2,200	2,400	2,600	1,600	1,800	2,200
61-65	2,000	2,400	2,600	1,600	1,800	2,000
66-70	2,000	2,200	2,600	1,600	1,800	2,000
71-75	2,000	2,200	2,600	1,600	1,800	2,000
76+	2,000	2,200	2,400	1,600	1,800	2,000

a. Based on Estimated Energy Requirements (EER) equations, using reference heights (average) and reference weights (healthy) for each age-gender group. For children and adolescents, reference height and weight vary. For adults, the reference man is 5 feet 10 inches tall and weighs 154 pounds. The reference woman is 5 feet 4 inches tall and weighs 126 pounds. EER equations are from the Institute of Medicine. Dietary Reference Intakes for Energy, Carbohydrate, Fiber, Fat, Fatty Acids, Cholesterol, Protein, and Amino Acids. Washington (DC): The National Academies Press; 2002.

b. Sedentary means a lifestyle that includes only the light physical activity associated with typical day-to-day life. Moderately active means a lifestyle that includes physical activity equivalent to walking about 1.5 to 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life. Active means a lifestyle that includes physical activity equivalent to walking more than 3 miles per day at 3 to 4 miles per hour, in addition to the light physical activity associated with typical day-to-day life.

c. Estimates for females do not include women who are pregnant or breastfeeding.

Source: Britten P, Marcove K, Yamini S, Davis C. Development of food intake patterns for the MyPyramid Food Guidance System. J Nutr Educ Behav 2006;38(6 Suppl):S78-S92.



Appendix 7. USDA Food Patterns, Dietary Guidelines for Americans, 2010

For each food group or subgroup,<sup>a</sup> recommended average daily intake amounts<sup>b</sup> at all calorie levels. Recommended intakes from vegetable and protein foods subgroups are per week. For more information and tools for application, go to [MyPyramid.gov](http://MyPyramid.gov).

Calorie level of pattern <sup>c</sup>	1,000	1,200	1,400	1,600	1,800	2,000	2,200	2,400	2,600	2,800	3,000	3,200
<b>Fruits</b>	1 c	1 c	1½ c	1½ c	1½ c	2 c	2 c	2 c	2 c	2½ c	2½ c	2½ c
<b>Vegetables<sup>d</sup></b>	1 c	1½ c	1½ c	2 c	2½ c	2½ c	3 c	3 c	3½ c	3½ c	4 c	4 c
Dark-green vegetables	½ c/wk	1 c/wk	1 c/wk	1½ c/wk	1½ c/wk	1½ c/wk	2 c/wk	2 c/wk	2½ c/wk	2½ c/wk	2½ c/wk	2½ c/wk
Red and orange vegetables	2½ c/wk	3 c/wk	3 c/wk	4 c/wk	5½ c/wk	5½ c/wk	6 c/wk	6 c/wk	7 c/wk	7 c/wk	7½ c/wk	7½ c/wk
Beans and peas (legumes)	½ c/wk	½ c/wk	½ c/wk	1 c/wk	1½ c/wk	1½ c/wk	2 c/wk	2 c/wk	2½ c/wk	2½ c/wk	3 c/wk	3 c/wk
Starchy vegetables	2 c/wk	3½ c/wk	3½ c/wk	4 c/wk	5 c/wk	5 c/wk	6 c/wk	6 c/wk	7 c/wk	7 c/wk	8 c/wk	8 c/wk
Other vegetables	1½ c/wk	2½ c/wk	2½ c/wk	3½ c/wk	4 c/wk	4 c/wk	5 c/wk	5 c/wk	5½ c/wk	5½ c/wk	7 c/wk	7 c/wk
<b>Grains<sup>e</sup></b>	3 oz-eq	4 oz-eq	5 oz-eq	5 oz-eq	6 oz-eq	6 oz-eq	7 oz-eq	8 oz-eq	9 oz-eq	10 oz-eq	10 oz-eq	10 oz-eq
Whole grains	1½ oz-eq	2 oz-eq	2½ oz-eq	3 oz-eq	3 oz-eq	3 oz-eq	3½ oz-eq	4 oz-eq	4½ oz-eq	5 oz-eq	5 oz-eq	5 oz-eq
Enriched grains	1½ oz-eq	2 oz-eq	2½ oz-eq	2 oz-eq	3 oz-eq	3 oz-eq	3½ oz-eq	4 oz-eq	4½ oz-eq	5 oz-eq	5 oz-eq	5 oz-eq
<b>Protein foods<sup>d</sup></b>	2 oz-eq	3 oz-eq	4 oz-eq	5 oz-eq	5 oz-eq	5½ oz-eq	6 oz-eq	6½ oz-eq	6½ oz-eq	7 oz-eq	7 oz-eq	7 oz-eq
Seafood	3 oz/wk	5 oz/wk	6 oz/wk	8 oz/wk	8 oz/wk	8 oz/wk	9 oz/wk	10 oz/wk	10 oz/wk	11 oz/wk	11 oz/wk	11 oz/wk
Meat, poultry, eggs	10 oz/wk	14 oz/wk	19 oz/wk	24 oz/wk	24 oz/wk	26 oz/wk	29 oz/wk	31 oz/wk	31 oz/wk	34 oz/wk	34 oz/wk	34 oz/wk
Nuts, seeds, soy products	1 oz/wk	2 oz/wk	3 oz/wk	4 oz/wk	4 oz/wk	4 oz/wk	4 oz/wk	5 oz/wk				
<b>Dairy<sup>f</sup></b>	2 c	2½ c	2½ c	3 c	3 c	3 c	3 c	3 c	3 c	3 c	3 c	3 c
<b>Oils<sup>g</sup></b>	15 g	17 g	17 g	22 g	24 g	27 g	29 g	31 g	34 g	36 g	44 g	51 g
<b>Maximum SoFAS<sup>h</sup> limit, calories (% of calories)</b>	137 (14%)	121 (10%)	121 (9%)	121 (8%)	161 (9%)	258 (13%)	266 (12%)	330 (14%)	362 (14%)	395 (14%)	459 (15%)	596 (19%)

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 2, Lesson 3: Right-size Your Portions

<b>Introduction/Description:</b>	One way to eat smart is by right-sizing your portions. Portion sizes have increased over the last several years. Large portions have become so common that “normal” portions appear small. These large portion sizes may lead to weight gain since you are eating more than you need. Learning how to right-size portions is one way to <i>Serve Up a Healthier You!</i>
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Prepare a daily menu for a 2,000 calorie diet.</li> <li>▪ Identify right-sized portions of at least 3 foods they eat often.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by right-sizing their portions.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Avoid Portion Distortion</li> <li>▪ Module 2, Lesson 3: Right-size Your Portions Summary</li> <li>▪ Serving Sizes are in Your Hand</li> <li>▪ What’s in a Serving Size?</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Serving Size Charades</li> <li>▪ What’s on the Menu?</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	One way to eat smart is by right-sizing your portions. Portion sizes have increased over the last several years. Large portions have become so common that “normal” portions appear small. These large portion sizes may lead to weight gain since you are eating more than you need. Learning how to right-size portions is one way to <i>Serve Up a Healthier You!</i>
	<p><b>Group Discussion:</b>                      What is a portion or helping?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ The amount of a particular food on a plate</li> <li>▪ The amount of a food that is scooped onto a tray</li> </ul>

	<ul style="list-style-type: none"> <li>▪ A piece of a casserole, meat, etc.</li> <li>▪ How much food you “help” yourself to</li> </ul>
	<p>Say you were sitting down to dinner with family...a portion or “helping” is the amount of food you might serve yourself or someone might serve you. A portion or helping is how much we typically eat. There is a difference between a serving size and portion or helping. The serving size is defined. A portion or helping may be more than one serving. That is why it is important to understand serving sizes, so that we can be aware of how much we are eating and make smart choices. Eating multiple servings can affect our health and our weight over time.</p>
 	<p>Portion sizes have changed a lot over the past 20 years. Look at the first page of your <i>Avoid Portion Distortion</i> handout. It shows the differences in sizes and calories for six foods. It also lists the amounts of physical activity that you would need to do to burn the extra calories.</p> <p><b>Group Discussion:</b> What do you find surprising or shocking about these examples?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Varied</li> </ul>
 	<p><b>Serving Size Charades Activity:</b> It can be hard trying to figure out what an ounce of a grain or a cup of fruit may look like, especially if you don’t carry measuring cups and spoons with you all the time! But we do carry something around with us that can be a very useful tool in identifying appropriate servings – our hand.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ Ask staff to guess, without looking at the <i>Serving Sizes are in Your Hand</i> handout, what serving of food matches the following: <ul style="list-style-type: none"> <li>▪ Fist</li> <li>▪ Palm of your hand</li> <li>▪ Thumb</li> <li>▪ Tip of the thumb</li> </ul> </li> <li>▪ Use the <i>Serving Sizes are in Your Hand</i> handout as a guide for the answers.</li> </ul> <p>The <i>Serving Sizes are in Your Hand</i> and <i>What’s in a Serving Size?</i> handouts give examples of tricks that you can use to help you picture what a serving size might look like.</p> <p><i>Serving Sizes are in Your Hand</i> gives you a picture of serving sizes using your hand. For example, a fist is about the size of 1 cup and three ounces is about the size of the palm of your hand.</p> <p><i>What’s in a Serving Size?</i> gives examples of everyday objects that are the same size as serving sizes. For example, 1 ounce of cheese is about the size of a pair of dice and ½ cup of grapes is about the size of a light bulb. Use these handouts to help you right-size your portions!</p>
	<p>An important step in right-sizing your portions is knowing just how much you need. MyPlate is a guide that can help you know just how much of each food group you need. We will use the example of Jane, a woman who would need about 2,000 calories each day. The amounts that MyPlate suggests for 2,000 calories a day are on your <i>Summary</i> handout. You can also find them on the back of the <i>Avoid Portion Distortion</i> handout.</p> <p>These are:</p> <ul style="list-style-type: none"> <li>▪ 6 ounces from the Grain group</li> </ul>

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	<ul style="list-style-type: none"> <li>▪ 2 ½ cups from the Vegetable group</li> <li>▪ 2 cups from the Fruit group</li> <li>▪ 3 cups from the Dairy group</li> <li>▪ 5 ½ ounces from the Protein Foods group</li> </ul> <p>Based on your food plan from MyPlate, you may need a little more or a little less, depending on the number of calories it suggests.</p> <p>There are some examples of serving sizes for each food group in the table on your <i>Summary</i> handout.</p>
	<p><b>What’s on the Menu? Activity:</b>                  We are going to try a little activity to practice our portions. Using the table of serving sizes for each food group, create a full day’s menu for Jane. Remember, MyPlate amounts for 2,000 calories a day are listed at the top of your <i>Summary</i> handout.</p> <p><b>Note:</b> This activity can be done as a group or with partners. The menu ideas can be written on the <i>Summary</i> handout. If you are doing the activity as a group, it can also be written on a board or flip chart. If the activity is done using partners, you can give staff a chance to share their menus if time allows.</p>
	<p><b>Reflection:</b>                  Let’s reflect on what we have discussed today.</p> <ul style="list-style-type: none"> <li>▪ Portions have increased over the years, and we may be eating more than we need.</li> <li>▪ MyPlate is a tool that we can use to find out serving sizes to help us right-size our portions.</li> <li>▪ You can even use your hand or everyday items to help you picture serving sizes.</li> </ul> <ul style="list-style-type: none"> <li>▪ Now, think of three of foods that you eat often. Find out the right-sized servings of those foods based on your handouts.</li> <li>▪ Under “Reflection” on your <i>Summary</i> handout, write down each of those foods and the serving sizes of each of those foods in order to remind yourself of right-sized portions.</li> </ul> <p><b>Note:</b> Reflections may be shared with partners or with the group.</p>
	<p><b>Group Discussion:</b>                  Are there any questions?</p>



# Prevent Portion Distortion

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Portion sizes have gotten bigger over the past 20 years, and so have we! Larger portions add up. Just 100 extra calories per day can lead to a weight gain of 10 pounds per year. Maintaining a healthy weight is a balancing act ... balance calories in with calories out.

If you downsize your portion size and feel a smaller portion looks too small ... serve it on a smaller plate so it looks larger. Note the difference in the appearance of one cup of cereal when a smaller bowl is used.

Using a smaller plate or bowl also can help you eat less according to research by professors Brian Wansink and Koert van Ittersum. Larger plates can make a serving of food appear smaller. For example, in a study conducted at a health and fitness camp, campers given larger bowls consumed



16 percent more cereal than those given smaller bowls. Their estimates of their cereal consumption, however, were 7 percent lower than the estimates of those eating from the smaller bowls.

## Portion Distortion

### 20 YEARS AGO

### TODAY

### DIFFERENCE

Renee Comet, National Cancer Institute



**333 Calories**



**590 Calories**

**257 MORE CALORIES**

Lifting weights for **1 HOUR AND 30 MINUTES** burns approximately 257 calories\* *\*Based on 130-pound person*

### 20 YEARS AGO

### TODAY

### DIFFERENCE



Coffee, 8 oz (with whole milk and sugar)

**45 Calories**

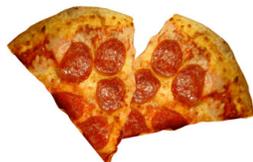


Mocha Coffee, 16 oz (with steamed whole milk and mocha syrup)

**350 Calories**

**305 MORE CALORIES**

Walking **1 HOUR AND 20 MINUTES** burns approximately 305 calories\* *\*Based on 130-pound person*



**500 Calories**



**850 Calories**

**350 MORE CALORIES**

Playing golf (while walking and carrying your clubs) for **1 HOUR** burns approximately 350 calories\* *\*Based on 160-pound person*



1.5 oz

**210 Calories**



4 oz

**500 Calories**

**290 MORE CALORIES**

Vacuuming for **1 HOUR AND 30 MINUTES** burns approximately 290 calories\* *\*Based on 130-pound person*



1 cup spaghetti with sauce and 3 small meatballs

**500 Calories**



2 cups spaghetti with sauce and 3 large meatballs

**1,025 Calories**

**525 MORE CALORIES**

Housecleaning for **2 HOURS AND 35 MINUTES** burns approximately 525 calories\* *\*Based on 130-pound person*

Renee Comet, National Cancer Institute



1.5 diameter

**55 Calories**



3.5 diameter

**275 Calories**

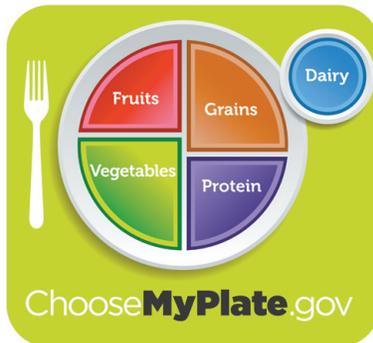
**220 MORE CALORIES**

Washing a car for **1 HOUR AND 15 MINUTES** burns approximately 220 calories\* *\*Based on 130-pound person*

Adapted from "Portion Distortion" by the National Heart, Lung and Blood Institute at <http://hin.nhlbi.nih.gov/portion>

# MyPlate Helps You Choose Types and Amounts of Foods

The following foods and amounts are for a 2,000 calorie daily food pattern for ages 19 and over. Your calorie needs may be more or less; adjust the amount you are eating accordingly. For a more personalized plan for YOUR calorie level, based on your age, gender, height/weight, and activity level — and for ages 2 through 18 — visit <http://choosemyplate.gov>.



## GRAINS:

**Eat 6 “ounce-equivalents.”  
Make at least half your grains whole grains.**

- Ounce-equivalents:*
- 1 slice bread
  - 1 cup ready-to-eat cereal (such as flakes)
  - ½ cup cooked pasta, cooked rice, or cooked cereal

## FRUITS: Eat 2 cups of fresh, canned, or frozen fruits.

- In general, 1 cup of fruit or 100% fruit juice, or 1/2 cup of dried fruit can be considered as 1 cup from the Fruit Group
- Make most of your choices whole or cut-up fruit rather than juice, for the benefits dietary fiber provides

## VEGETABLES: Eat 2½ cups of fresh, frozen, canned vegetables, or an equivalent amount of dried/dehydrated vegetables.

- Note: 2 cups raw leafy greens = 1 cup of vegetable

## DAIRY: Consume 3 cups of fat-free or low-fat milk (1%) or equivalent Dairy Group foods.

- 1-cup equivalents:*
- 8 oz milk
  - 1 cup yogurt
  - 1½ oz natural cheese
  - 2 oz processed cheese
  - 8 oz calcium-fortified soy beverages

## PROTEIN FOODS: Eat 5½ oz (or equivalent) of lean meat, poultry, or fish.

- 1-ounce equivalents:*
- 1 oz meat, poultry, or fish
  - ¼ cup cooked beans or peas (does not include green beans and peas)
  - 1 egg
  - 1 tablespoon peanut butter or almond butter
  - ½ oz of nuts or seeds
  - ¼ cup (about 2 oz) of tofu
  - ¼ cup roasted soybeans

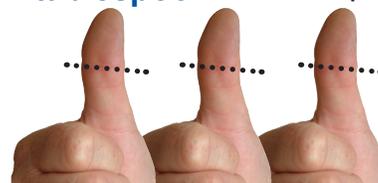
# Keep an Eye on Your Portion Sizes

Here are some ways to “eyeball” food portion amounts:



**1 teaspoon =** tip of a thumb to the first joint

**1 tablespoon =** 3 thumb tips



**1½ ounces of cheese =**  
**4 stacked dice**



**3 ounces cooked meat, or poultry =** a deck of cards



**3 ounces grilled/baked fish =** checkbook



## REFERENCES:

- Choose MyPlate at <http://ChooseMyPlate.gov>
- Dietary Guidelines for Americans, 2010 at [www.cnpp.usda.gov/DGAS2010-PolicyDocument.htm](http://www.cnpp.usda.gov/DGAS2010-PolicyDocument.htm)
- Keep an Eye on Portion Size Serving Size card, Dept. of Health & Human Services, National Institutes of Health, and National Heart, Lung, and Blood Institute at <http://hp2010.nhlbihin.net/portion/servingcard7.pdf>
- Portion Distortion Quiz, Dept. of Health & Human Services, National Institutes of Health, and National Heart, Lung, and Blood Institute at <http://hp2010.nhlbihin.net/portion>
- Rethink Your Drink, Centers for Disease Control and Prevention at [www.cdc.gov/healthyweight/healthy\\_eating/drinks.html](http://www.cdc.gov/healthyweight/healthy_eating/drinks.html)
- Selected Messages for Consumers, USDA Center for Nutrition Policy and Promotion at [www.choosemyplate.gov/print-materials-ordering/selected-messages.html](http://www.choosemyplate.gov/print-materials-ordering/selected-messages.html)
- Wansink, Brian and Koert van Ittersum (2006), “The Visual Illusions of Food: Why Plates, Bowls and Spoons Can Bias Consumption Volume,” *FASEB Journal*, 20:4 (Mar 6) A618-A618, Part 1

For more information about healthy eating, visit <http://food.unl.edu>

This is a peer reviewed publication

## Module 2, Lesson 3: Right-Size Your Portions Summary



### Summary:

- Portions have increased over the years, and we may be eating more than we need.
- MyPlate is a tool that we can use to find serving sizes to help us right-size our portions.
- You can even use your hand or everyday items to help you picture serving sizes.

### Resources:

- Avoid Portion Distortion Presentation  
University of Nebraska-Lincoln Extension  
<http://food.unl.edu/web/fnh/portiondistortion>
- MyPlate  
U.S. Department of Agriculture  
[www.choosemyplate.gov](http://www.choosemyplate.gov)

### Notes:

## Module 2, Lesson 3: Right-Size Your Portions Summary

### MyPlate Suggestions based on 2,000 calories each day:

- 6 ounces from the Grain group
- 2 ½ cups from the Vegetable group
- 2 cups from the Fruit group
- 3 cups from the Dairy group
- 5 ½ ounces from the Protein Foods group

### Serving Sizes for Each Food Group

Food Group	Serving Sizes
Grains - What counts as an ounce?	½ cup of rice or pasta, 1 slice of bread, 1 cup of cereal, ½ of a hamburger bun
Fruit - What counts as a cup?	1 medium piece of fruit, ½ cup of diced fruit, ¼ cup of dried fruit, ¾ cup of 100% fruit juice
Vegetables - What counts as a cup?	1 cup of fresh/cooked vegetables, 2 cups of leafy greens, ¾ cup of 100% vegetable juice
Dairy - What counts as a cup?	1 cup (8 oz.) of milk, 1 cup (8 oz.) of yogurt, 1.5 oz. of hard cheese, 2 oz. of processed cheese
Protein Foods (Meat, Poultry, Fish, Legumes, Eggs and Nuts) - What counts as an ounce?	1 oz. of meat, poultry or seafood; ¼ cup of cooked dried beans; 1 egg; ½ ounce nuts or seeds; 1 tablespoon of peanut butter

### What’s on the Menu?

Breakfast -

Lunch -

Dinner -

Don’t forget snacks!



### Reflection:

Goal 1 -

Goal 2 -

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# Serving Sizes are in Your Hand



**A fist or cupped hand = 1 cup**



- 1 serving = ½ cup cereal, cooked pasta or rice
- or 1 cup of raw, leafy green vegetables
- or ½ cup of cooked or raw, chopped vegetables or fruit



**Palm = 3 oz. of meat**

Two servings, or 6 oz., of lean meat (poultry, fish, shellfish, beef) should be a part of a daily diet. Measure the right amount with your palm. One palm size portion equals 3 oz., or one serving.

**A thumb = 1 oz. of cheese**

Consuming low-fat cheese is a good way to help you meet the required servings from the milk, yogurt and cheese group. 1 ½ - 2 oz. of low-fat cheese counts as 1 of the 2-3 daily recommended servings.



**Thumb tip = 1 teaspoon**

Keep high-fat foods, such as peanut butter and mayonnaise, at a minimum by measuring the serving with your thumb. One teaspoon is equal to the end of your thumb, from the knuckle up. Three teaspoons equals 1 tablespoon.



**Handful = 1-2 oz. of snack food**



Snacking can add up. Remember, 1 handful equals 1 oz. of nuts and small candies. For chips and pretzels, 2 handfuls equals 1 oz.



**1 tennis ball = 1 serving of fruit**

Healthy diets include 2-4 servings of fruit a day.

*Because hand sizes vary, compare your fist size to an actual measuring cup.*

## What's in a Serving Size?

Finding it hard to picture a serving size? Everyday examples can help you compare your portion size with the standard Food Guide Pyramid serving size.

**Note: hands and finger sizes vary from person to person! These are GUIDES only.**



### The Grain Group

- 1 pancake.....is a compact disc (CD)
- ½ cooked cup rice, pasta.....is a cupcake wrapper full or a rounded handful
- 1 piece of cornbread.....is a bar of soap
- 1 slice of bread.....is an audiocassette tape
- 1 cup of cereal.....is tennis ball
- 1 roll.....is a bar of soap

### The Vegetable Group

- 1 cup green salad.....is a tennis ball
- 1 baked potato.....is a tennis ball
- ¾ cup tomato juice.....is a small Styrofoam cup
- ½ cup cooked broccoli.....is a scoop of ice cream or a light bulb
- ½ cup serving.....is 6 asparagus spears/7 or 8 baby carrots/1 ear of corn

### The Fruit Group

- ½ cup of grapes (15 grapes).....is a light bulb
- ½ cup of fresh fruit.....is 7 cotton balls
- 1 medium size fruit.....is a tennis ball
- 1 cup of cut-up fruit.....is a tennis ball
- ¼ cup raisins.....is a large egg or a golf ball

### The Dairy Group

- 1½ ounces cheese is a 9-volt battery
- 1 ounce of cheese.....is a pair of dice
- 1 cup of ice cream.....is the size of a tennis ball

### The Protein Foods Group

- 2 tablespoons peanut butter.....is a Ping-Pong ball
- 3 ounces cooked meat, fish, poultry.....is a deck of cards
- 3 ounces grilled/baked fish.....is a checkbook
- 3 ounces cooked chicken.....is a chicken leg and thigh or a breast
- 1 cup cooked dried beans.....is a tennis ball
- 1 ounce of nuts.....is one handful

### Fats, Oils and Sweets

- 1 teaspoon butter, margarine....is the size of a stamp the thickness of your finger
- 2 tablespoons salad dressing.....is a Ping-Pong ball
- 1 ounce of chocolate.....is one package of dental floss
- 1 ounce of small candies.....is one handful
- 1 ounce of chips or pretzels.....is two handfuls
- ½ cup of potato chips, crackers or popcorn.....is one handful

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 2, Lesson 4: Label Lingo

<b>Introduction/Description:</b>	Eating smart is an important step on the path to wellness. One of the best tools to help you eat smart is the food label. You can learn a lot about a food by reading its label. This mini-lesson will explore the food label and provide tips to help you eat smart using the food label.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ List serving size, number of servings and calories per serving based on a food label.</li> <li>▪ Identify items on the food label that should be limited.</li> <li>▪ Identify items on the food label to get enough of.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by using the food label to help them eat smart.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 2, Lesson 4: Label Lingo Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> <li>▪ Six ounce bag of potato chips (Optional)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ What’s in a Label?</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

## Script (Content and Sequence):

	Eating smart is an important step on the path to wellness. One of the best tools to help you eat smart is the food label. You can learn a lot about a food by reading its label. This mini-lesson will explore the food label and provide tips to help you eat smart using the food label.
	<p><b>Group Discussion:</b>                      What kinds of information can you find on a food label?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Calories</li> <li>▪ Fat (Total, Saturated, Trans)</li> <li>▪ Protein</li> <li>▪ Carbohydrates</li> <li>▪ Sugars</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Sodium</li> <li>▪ Potassium</li> <li>▪ Fiber</li> <li>▪ Vitamin A</li> <li>▪ Vitamin C</li> <li>▪ Iron</li> <li>▪ Calcium</li> <li>▪ % Daily Values</li> <li>▪ Ingredients</li> </ul> <p>What kinds of information do you look for on the food label when you are shopping for or choosing foods?</p> <p><b>Note:</b> On the board or flip chart, circle, underline or put a star by the answers from the previous question that the staff look for when shopping for or choosing foods.</p>
	<p>An example of a food label is on your <i>Summary</i> handout under “Reading the Nutrition Facts Panel”. There are three quick steps that you can take to use a food label to help you eat smart:</p> <ul style="list-style-type: none"> <li>▪ Size Up Your Servings and Calories.</li> <li>▪ See What’s In It for You.</li> <li>▪ Judge If It’s Right for You.</li> </ul> <p><u>Size Up Your Servings and Calories</u></p> <p><b>What is the serving size?</b></p> <p>All Nutrition Fact Panels identify a serving size – a standardized amount, such as cups, ounces or pieces, followed by the metric amount, such as liters or grams.</p>
	<p><b>Group Discussion:</b></p> <p>If you were eating a snack from a six ounce bag of potato chips, what would be a serving?</p> <p>A. 1 oz. (1/6 of the bag)  B. 2 oz. (1/3 of the bag)  C. 3 oz. (1/2 of the bag)  D. 4 oz. (2/3 of the bag)  E. 6 oz. (whole bag)</p> <p><b>Note:</b> Allow participants to share what they would consider to be a serving and what they would truthfully eat. You may wish to write the options on a board or flip chart for all to see and then take a vote by a show of hands for the most popular choices. It may be helpful to show a six ounce bag of chips as a visual or example. Then, pour out a one ounce serving for all to see.</p> <p><b>Answer:</b></p> <p>A. The serving is 1 oz. or 1/6 of the bag of potato chips.</p>
	<p><b>How many servings are in the container?</b></p> <p>Many packages hold more than one serving. Snack foods and drinks, from vending machines or convenience stores, can be tricky. They may look like a single serving package, but they actually may contain two, four or more servings. Companies can change product labeling, including the serving information. Always look on the label for the number of servings.</p> <p><b>How many calories are in a single serving?</b></p> <p>Always check the label for the calories per serving, even for products that you think you know. You may be surprised. Companies may change the recipe or ingredients for a product, which can affect</p>

	<p>the calories. Check to be sure.</p>
	<p><b>What's in a Label? Activity:</b>                  With a partner or as a group, have staff answer the questions in box A on your <i>Summary</i> handout. You may write these answers on a board or flip chart.</p> <ul style="list-style-type: none"> <li>▪ How much is a serving? (<b>Answer:</b> 1 cup or 228 grams)</li> <li>▪ How many servings are in the container/package? (<b>Answer:</b> 2)</li> <li>▪ How many calories in each serving? (<b>Answer:</b> 250)</li> <li>▪ How many calories would you eat if you ate the whole container/package? (<b>Answer:</b> 500)</li> </ul>
	<p>As you can see, servings and calories can add up quickly. If we eat more calories than we burn, then we will gain weight. To achieve or maintain a healthy weight, we should consider calories when comparing and choosing foods and beverages.</p> <p><b>How many calories are too high or low for a serving?</b>                  That depends on your calorie goal for the day and how you balance your food and beverage choices throughout the day. But to size up calories in a single serving, use this guide, which can be found on your <i>Summary</i> handout:</p> <p><b>General Guide to Calories</b>                  40 calories = LOW                  100 calories = MODERATE                  400 calories = HIGH</p>
	<p><u>See What's In It for You</u>                  In choosing foods and beverages, we should aim to get the most nutrition for our calories, kind of like getting the "most bang for our buck". We want to get enough of the nutrients we need for good health and limit the nutrients that can contribute to health problems.</p> <p>The Percent Daily Value (% DV) tells you whether a food or beverage is high or low in a nutrient. The Quick Guide to % DV can be found on your <i>Summary</i> handout.</p> <p><b>Quick Guide to % DV</b>                  % DV of 5 or less = LOW                  % DV of 20 or more = HIGH</p> <p>Now, let's look at items on the food label that you should limit. Look at the five lines under Calories and Calories from Fat: Total Fat, Saturated Fat, Trans Fat, Cholesterol and Sodium. Eating too much of these nutrients can have a negative impact on your health, for example, increasing your risk of heart disease or cancer. To help you limit your intake, choose foods with a lower % DV for these nutrients. There is no % DV for trans fat. Keep your intake of trans fat as low as possible.</p>
	<p><b>What's in a Label? Activity, continued:</b>                  List the five items that should be limited in box B on your <i>Summary</i> handout.</p> <p><b>Note:</b> Staff will list the items they should limit, including total fat, saturated fat, trans fat, cholesterol and sodium in box B. You may write these down on a board or flip chart.</p>
	<p>Eating enough of certain nutrients can help you maintain and actually improve your health:</p> <ul style="list-style-type: none"> <li>▪ Potassium</li> <li>▪ Dietary fiber</li> <li>▪ Vitamin A</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Vitamin C</li> <li>▪ Iron</li> <li>▪ Calcium</li> </ul>
	<p><b>What's in a Label? Activity, continued:</b> Write the nutrients you should eat enough of in box C on your <i>Summary</i> handout. Choose foods with a higher % DV in these nutrients.</p> <p><b>Note:</b> Staff will list the items they should get enough of in box C on the <i>Summary</i> handout. You may write these down on a board or flip chart.</p>
	<p><b>Group Discussion:</b> What nutrients on this label have a high % Daily Value? What nutrients have a low % Daily Value?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ The items with a high % DV are sodium, potassium and calcium.</li> <li>▪ The items with a low % DV are dietary fiber, vitamin A, vitamin C and iron.</li> </ul> <p><b>Note:</b> Point out the amounts and % DV for total fat and saturated fat. The % DV is for each is toward the high end of the range.</p>
	<p><u>Judge If It's Right for You</u> <b>Group Discussion:</b> Would you choose this food? Why or why not?</p> <p><b>Note:</b> Give staff the chance to answer why they may or may not choose this food. After they respond, point out that this food may not be the best choice for them when compared to other items. However, if they choose this food, they should balance it with other choices throughout the day.</p>
	<p>Another part of the food label is the Ingredients list. Ingredients are listed in order of weight, with the first ingredient in the list having the highest weight and the last ingredient in the list having the lowest weight. If the ingredient is higher on the list, then the product contains more of this ingredient. This list is very helpful when choosing between different products. For example, you may look to the Ingredients list to see how much sugar or whole grain is in a breakfast cereal or bread. A cereal box may say "reduced sugar", but look to see how early on the Ingredients list a sugar is listed and how many sugars are listed. A loaf of bread in the store may look brown and have "grain" in the title, but it may only have "wheat flour" as the first ingredient. Instead, you want to find bread that has "whole wheat" or "whole grain flour" as the first ingredient. The word "whole" is what helps you know that the bread is a whole wheat or whole grain bread.</p>
	<p><b>Reflection:</b> Let's reflect on what we have learned.</p> <ul style="list-style-type: none"> <li>▪ Think about two food items that you eat each week that come in a package, such as your favorite cereal or an afternoon snack. Write these two foods down.</li> <li>▪ When you go home, look at the labels on these foods.</li> <li>▪ Based on what you learned today, decide if these two items are good choices for you.</li> </ul> <p><b>Note:</b> Give staff the chance to write down their two foods.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

**In case they ask:****Why is there no % Daily Value for trans fat, protein or sugars?**

There is not enough information to set a % Daily Value for trans fat. It is important to limit trans fat, because it has been linked to raising bad cholesterol, or LDL, levels.

*Source: U.S. Food and Drug Administration, [www.fda.gov](http://www.fda.gov)*

There is no public health concern with protein intake, so unless a food makes a claim about protein or is for a child under 4 years old, a % Daily Value is not needed.

*Source: U.S. Food and Drug Administration, [www.fda.gov](http://www.fda.gov)*

There is no recommendation for the amount of sugars to eat in a day. Sugars listed on a Nutrition Facts Panel include both added sugar (such as table sugar, honey and high fructose corn syrup) and naturally occurring sugars (like in fruit or milk). If you are trying to limit your added sugars, look for words such as sugar, corn syrup, high fructose corn syrup, honey, dextrose, maltose, sucrose and maple syrup in the Ingredients list. Limit your intake of foods that have these listed as one of the first ingredients.

*Source: U.S. Food and Drug Administration, [www.fda.gov](http://www.fda.gov)*

**What is Trans fat?**

Trans fat is fat that is made through the processing of oils in order to make them solid. “Partially hydrogenated oils” is a term that you may find in the Ingredients list of a food. If you see this word, that means there are trans fats in the food item. Trans fats can raise bad cholesterol (LDL) and lower good cholesterol (HDL), leading to heart disease and stroke.

*Source: American Heart Association, [www.americanheart.org](http://www.americanheart.org)*



**Serve Up a Healthier You****Module 2, Lesson 4: Label Lingo Summary****Notes:****Summary:**

- Use labels to help you make smart food and beverage choices.
- Check the Nutrition Facts Panel for serving size, servings per container and calories per serving.
  - Limit these:
    - Total, Saturated and Trans fat
    - Cholesterol
    - Sodium
  - Get enough of these:
    - Potassium
    - Dietary fiber
    - Vitamins A and C
    - Calcium
    - Iron
  - Percent Daily Values:
    - 5% or less is low
    - 20% or more is high
  - General Guide to Calories:
    - 40 calories = LOW
    - 100 calories = MODERATE
    - 400 calories = HIGH
- Read the Ingredients list. The ingredients are listed by weight, from highest weight to lowest weight.

**Resources:**

- How to Understand and Use the Nutrition Facts Label  
U.S. Food and Drug Administration  
[www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm](http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm274593.htm)
- Make your Calories Count, Use the Nutrition Facts Label for Healthy Weight Management  
U.S. Food and Drug Administration  
[www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm275438.htm](http://www.fda.gov/Food/ResourcesForYou/Consumers/NFLPM/ucm275438.htm)

## Module 2, Lesson 4: Label Lingo Summary

### What's in Label?

# Nutrition Facts

Serving Size 1 cup (228g)  
 Servings Per Container 2

**Amount Per Serving**  
**Calories** 250      **Calories from Fat** 110

	% Daily Value*
<b>Total Fat</b> 12g	<b>18%</b>
Saturated Fat 3g	<b>15%</b>
Trans Fat 3g	
<b>Cholesterol</b> 30mg	<b>10%</b>
<b>Sodium</b> 470mg	<b>20%</b>
<b>Potassium</b> 700mg	<b>20%</b>
<b>Total Carbohydrate</b> 31g	<b>10%</b>
Dietary Fiber 0g	<b>0%</b>
Sugars 5g	
<b>Protein</b> 5g	
<b>Vitamin A</b>	<b>4%</b>
<b>Vitamin C</b>	<b>2%</b>
<b>Calcium</b>	<b>20%</b>
<b>Iron</b>	<b>4%</b>

\* 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

#### A. Servings and Calories

How much is a serving? \_\_\_\_\_

How many servings are in the container or package? \_\_\_\_\_

How many calories are in each serving? \_\_\_\_\_

How many calories would you eat if you ate the whole container or package? \_\_\_\_\_

#### B. Limit These

List the things you should limit:

#### C. Get Enough of These

List the things you should get enough of:

### Notes:

### Reflection:

Goal 1 -

Goal 2 -

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 2, Lesson 5: Make Sense of Carbs

<b>Introduction/Description:</b>	Carbs, or carbohydrates, have been a popular topic in the news for many years and have sometimes gotten a bad “rap.” Carbohydrates are in fact an important nutrient that our body needs, and this mini-lesson will help you make sense of carbohydrates by giving you some basic information about what they are and how to make smart choices when choosing foods with carbohydrates.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify five favorite foods that have carbohydrates.</li> <li>▪ Identify ways to add more high fiber foods to their diet.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by decreasing added sugars and increasing high fiber foods in their diets.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 2, Lesson 5: Make Sense of Carbs Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> <li>▪ Food package Ingredient lists (Optional)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Added Sugar ID (Optional)</li> <li>▪ My Menu Activity</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	<p>Carbs, or carbohydrates, have been a popular topic in the news for many years and have sometimes gotten a bad “rap.” Carbohydrates are in fact an important nutrient that our body needs, and this mini-lesson will help you make sense of carbohydrates by giving you some basic information about what they are and how to make smart choices when choosing foods with carbohydrates.</p> <p>Carbohydrates are found in fruits, vegetables, grains and milk and are also added to foods in the form of added sugars.</p>
	<p><b>Group Discussion:</b>                      Let’s name some of our favorite foods that contain carbohydrates.</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p>

	<p><b>Note:</b> Give the staff an opportunity to come up with as many food items that contain carbohydrates as they can think of, guiding them, if needed. You may list these answers on a board or flip chart, as available. Staff may also write the answers on the <i>Summary</i> handout under “Notes”.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Any type or brand name of: <ul style="list-style-type: none"> <li>▪ Fruits or vegetables (whole, canned, dried, juice, etc.)</li> <li>▪ Breads, muffins, bagels, rolls, biscuits, buns, tortillas, crackers, other baked goods, etc.</li> <li>▪ Hot cereals (oatmeal, oat bran, cream of wheat, grits)</li> <li>▪ Cold cereals</li> <li>▪ Beans and peas</li> <li>▪ Rice (brown, white, wild, etc.)</li> <li>▪ Pasta</li> <li>▪ Milk</li> <li>▪ Candy and other sweets</li> </ul> </li> </ul>
	<p>There are many different foods that we eat each day that contain carbohydrates. But what is a carbohydrate? Carbohydrates are one of several nutrients found in food. Nutrients are important to our bodies because they are needed to provide energy, help us grow and do many other body processes. The main job of carbohydrates is to provide energy for our bodies.</p> <p>There are two types of carbohydrates. These are:</p> <ul style="list-style-type: none"> <li>▪ Simple carbohydrates</li> <li>▪ Complex carbohydrates</li> </ul> <p>In order to visualize the difference between simple and complex carbohydrates, think of a popcorn chain that might be made to decorate a Christmas tree. A simple carbohydrate is like a single piece of popcorn or maybe even two pieces of popcorn. It is made of one or two sugar molecules. A complex carbohydrate is like the long popcorn chain. It is made up of many sugar molecules.</p> <p>Simple carbohydrates may also be called sugars and are found naturally in fruit, milk and table sugar. They can also be added to foods. On your <i>Summary</i> handout there is a list of different simple carbohydrates, or sugars, that may be added to foods when they are prepared or processed. Look for these added sugars in the Ingredients list of a food package. In order to eat smart, we should limit the added sugars in foods and beverages that we choose or prepare.</p>
	<p>You may choose to do the “Added Sugar ID” activity at this point in the lesson.</p>
	<p>Complex carbohydrates are found in foods in the form of starch or fiber. Starch is like that long popcorn chain, with many different sugar molecules that the body has to break apart, or digest. Fiber, unlike starch, is not digested by the body.</p> <p>Fiber is an important carbohydrate, even though the body does not digest it. Fiber helps us feel full and slows our digestion. It may also help reduce the risk of diseases, such as colon cancer, heart disease and diabetes, and control cholesterol. Since fiber helps us feel full and slows our digestion, it can also help us manage our weight. A general recommendation is to eat 25 to 30 grams of fiber each day. You can find the grams of total fiber on the Nutrition Facts Panel.</p> <p>Fiber is found in plant foods such as fruits, vegetables, beans and peas, some seeds and nuts and whole grains. Whole grains can be ground into flour and used to make breads, baked goods and pasta.</p>

	<p><b>Group Discussion:</b> What are some of your favorite high fiber foods?</p> <p><b>Note:</b> As a group, share your favorite high fiber foods. You may choose to write these down on a board or flip chart.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Whole grain or whole wheat bread and rolls</li> <li>▪ Whole grain pasta</li> <li>▪ Brown and wild rice</li> <li>▪ Whole grain hot and cold cereals (oatmeal, oat bran, bran flakes, granola, etc.)</li> <li>▪ Bulgur, barley, quinoa, and other grains</li> <li>▪ Fruit (raw, cooked, dried)</li> <li>▪ Vegetables (raw or cooked)</li> <li>▪ Beans (black, kidney, pinto, navy, soy, etc.)</li> <li>▪ Lentils</li> <li>▪ Peas (black-eyed, crowder, field, green, etc.)</li> <li>▪ Seeds and nuts (sunflower seeds, almonds, flaxseed, etc.)</li> </ul>
	<p>The Dietary Guidelines for Americans suggest - Make half your grains whole grains. Whole grains contain the entire grain kernel - the bran, germ, and endosperm - and all of their natural nutrients, including fiber and important B vitamins. On the other hand, refined grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. Most refined grains are enriched. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing. But, fiber is not added back to enriched grains.</p> <p>The best way to identify a whole grain food is to look at the Ingredients list. Look for foods that have a first ingredient with the words “whole grain” or “whole wheat.” For example, a loaf of bread in the store may look brown and have “grain” or “wheat” in the title, but it may only have “wheat flour” as the first ingredient. Instead, you want to find bread that has “whole wheat” or “whole grain flour” as the first ingredient. The word “whole” helps you know that the bread is a whole grain choice.</p> <p>We should eat at least 3 ounces of whole grain every day. Examples of one serving (1 ounce equivalent) of a whole grain include:</p> <ul style="list-style-type: none"> <li>▪ 1 slice of whole grain bread</li> <li>▪ ½ cup of brown rice</li> <li>▪ ½ cup of whole wheat pasta</li> <li>▪ ½ cup of cooked whole grain cereal</li> <li>▪ 1 cup of ready-to-eat whole grain cold cereal</li> </ul>
	<p>Now, let’s try an activity that will help us think of ways to include some fiber-rich foods in our diet. Think about what you ate yesterday. Write everything that you can remember down on the <i>Summary</i> handout under “My Menu.”</p> <p><b>Note:</b> Give staff a chance to write down what they ate in the first column of the activity table.</p> <p>Now that you have written down what you ate yesterday, think about some high fiber foods that you may add to your meals and snacks. You may also substitute a high fiber food for something that you ate. For example, if you had a piece of white toast and a scrambled egg for breakfast, you could substitute a piece of whole grain toast for the white toast and add some grapefruit sections to your</p>

	<p>meal. Once you are done, we will share some of our ideas.</p> <p><b>Note:</b> Give staff a chance to think about and write down additions and/or substitutions of high fiber foods in the second column of the activity table. When everyone has written down their additions and substitutions, the staff may share their ideas with the group.</p>
	<p><b>Reflection:</b> Let's reflect on what we have learned today.</p> <ul style="list-style-type: none"> <li>▪ We need to limit the amount of added sugars that we eat in foods that we buy and prepare.</li> <li>▪ It is also important to include high fiber foods into our daily meals and snacks.</li> <li>▪ Think of two things that you can do to follow these guidelines.</li> <li>▪ Now, list these as goals under "Reflection" on the <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Goals may be shared with a partner or with the group.</p> <p>We will check in with each other next week to see how we are doing with our goals.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

### Activity: Added Sugar ID

	<p>Using the "Names for Added Sugars" list on our <i>Summary</i> handout, we are going to try to find some added sugars in the Ingredients lists of food packages.</p>
	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>▪ Divide staff into partners or work together as a group.</li> <li>▪ Hand out several food package ingredient lists from foods such as cakes, cookies, sugary cereal, sweetened yogurt, fruit punch drinks, etc.</li> <li>▪ Allow staff time to look through the ingredients lists to identify any added sugars, referring to the table on the <i>Summary</i> handout.</li> <li>▪ After partners have identified the added sugars, have a discussion about the results. Ask if they were surprised by anything that they found.</li> </ul>

## Module 2, Lesson 5: Make Sense of Carbs Summary



### Summary:

- Carbohydrates are a type of nutrient found in foods that provide our bodies with energy.
- Types of carbohydrates:
  - Simple
  - Complex
    - Starch
    - Fiber
- Try to limit the amount of added sugars in foods you prepare and foods you buy.
- Eat a variety of high fiber foods, including whole grains, vegetables, fruit, beans, peas, seeds and nuts.
- Make at least half your grains whole grains.

### Resources:

- Dietary Guidelines for Americans  
Center for Nutrition Policy and Promotion  
U.S. Department of Agriculture  
[www.dietaryguidelines.gov](http://www.dietaryguidelines.gov)
- MyPlate  
U.S. Department of Agriculture  
[www.choosemyplate.gov](http://www.choosemyplate.gov)

### Notes:

## Module 2, Lesson 5: Make Sense of Carbs Summary

### Names for Added Sugars

Brown sugar	Invert sugar
Corn sweetener	Lactose
Corn syrup	Maltose
Dextrose	Malt syrup
Fructose	Molasses
Fruit juice concentrate	Raw sugar
Glucose	Sucrose
High-fructose corn syrup	Sugar
Honey	Syrup



### My Menu

Foods I ate yesterday:	Whole grain additions or substitutions:

### Reflection:

Goal 1 -

Goal 2 -

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
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## Module 2, Lesson 6: Make Sense of Protein

<b>Introduction/Description:</b>	When some people hear the word protein, they may think of the latest high protein diet or a body builder drinking a high protein shake. We all need protein, but not too much. This mini-lesson will help you make sense of protein by covering the different types of protein, what foods provide protein, and some tips for eating smart with protein.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify at least five food sources of protein.</li> <li>▪ List ways to go lean with protein.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by making leaner protein choices.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 2, Lesson 6: Make Sense of Protein Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Go Lean with Protein</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	<p>When some people hear the word protein, they may think of the latest high protein diet or a body builder drinking a high protein shake. We all need protein, but not too much. This mini-lesson will help you make sense of protein by covering the different types of protein, what foods provide protein, and some tips for eating smart with protein.</p> <p>Protein is found in many foods, especially in meat, poultry, fish, beans and peas, milk and milk products, eggs, and soy products, such as tofu. It is also found in smaller amounts in grains and some vegetables.</p>
	<p><b>Group Discussion:</b>                      Let's name some of our favorite foods that are a good source of protein.</p> <p><b>Note:</b> Give the staff an opportunity to name their favorite foods that contain protein, guiding them, if needed. You may list these answers on a board or flip chart. Staff may also write the answers on the <i>Summary</i> handout under "Notes".</p>

	<p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Any type or brand name of:             <ul style="list-style-type: none"> <li>▪ Meat (beef, pork, lamb, game, etc.)</li> <li>▪ Poultry (turkey, chicken)</li> <li>▪ Fish and shellfish</li> <li>▪ Dairy products (milk, cheese, yogurt)</li> <li>▪ Lentils, beans or peas</li> <li>▪ Nuts or seeds</li> </ul> </li> </ul>
	<p>Protein is one of several nutrients found in food. Our bodies need protein for growth, repairing body tissues, helping fight illness and performing many other body functions.</p> <p>Protein is made up of smaller parts called amino acids. Imagine a protein as a house that a child has built out of building blocks. Each of the building blocks is an amino acid and the final product, the house, is the protein. Amino acids are the “building blocks” of protein.</p> <p>Certain amino acids are essential. In other words, we have to get them from our diet because our bodies cannot make them. The two types of protein are sorted based on how many essential amino acids they contain. A <b>complete</b> protein provides all of the essential amino acids. Complete proteins are found mostly in animal-based foods, or foods that come from animals.</p>
 	<p><b>Group Discussion:</b> What kinds of foods do you think are complete proteins?</p> <p><b>Note:</b> Give the staff an opportunity to name foods that are complete proteins, guiding them, if needed. Answers may be listed on a board or flip chart. Staff may also write the answers on the <i>Summary</i> handout under “Notes”.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Meat (beef, pork, lamb, game, etc.)</li> <li>▪ Poultry (turkey, chicken)</li> <li>▪ Fish and shellfish</li> <li>▪ Eggs</li> <li>▪ Dairy products (milk, cheese, yogurt)</li> <li>▪ Soy products (tofu, tempeh, soy milk, etc.)</li> </ul> <p><b>Note:</b> Soybeans are the only plant protein considered to be a complete protein.</p>
	<p>An <b>incomplete</b> protein is low in one or more of the essential amino acids. Incomplete proteins are foods that are plant-based, or those that come from plants.</p>
 	<p><b>Group Discussion:</b> What kinds of foods do you think are incomplete proteins? Remember, these are proteins found in foods that are plant-based.</p> <p><b>Note:</b> Give staff an opportunity to name foods that are incomplete proteins, guiding them, if needed. Answers may be listed on a board or flip chart. Staff may also write the answers on the <i>Summary</i> handout under “Notes”.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Beans and peas</li> <li>▪ Nuts and seeds</li> <li>▪ Grains (rice, bulgur, barley, etc.)</li> <li>▪ Some vegetables</li> </ul>



We do not have to eat animal sources of protein to meet our nutrient needs. If we eat a variety of plant-based foods and enough calories, then our bodies get all the amino acids we need.

Now that we have talked about the different types of protein, we are going to think of ways that we can eat smart when it comes to protein. The Dietary Guidelines for Americans guide us on how to go lean with protein.

Ways to go lean with protein are:

- Choose lean meats and poultry.
- Use healthy ways to prepare.
- Try more fish, beans, nuts and seeds.



### Go Lean with Protein Activity:

On your *Summary* handout, find “Go Lean with Protein.” Each of the three ways to go lean with protein is listed underneath the activity header. Underneath each way to go lean with protein, you and a partner will come up with at least two ways to follow the guideline. For example, under choose lean meats and poultry, you may write “remove the skin from chicken,” and “use lean ground beef or turkey in place of regular ground beef in recipes.”

**Note:** You may separate staff into small groups of 2 or 3, or the activity may be done as a group. Once everyone is finished, discuss the answers together.

**Answers:** (may include, but are not limited to)

- Choose lean meats and poultry:
  - Remove fat from poultry or trim visible fat from meat.
  - Choose lean cuts.
    - Beef
      - Round steaks and roasts
      - Top loin and sirloin
      - Chuck shoulder
      - Arm roasts
      - 90% lean ground beef (may say 90/10 on package)
    - Pork
      - Pork loin
      - Tenderloin
      - Center cut
      - Ham
    - Poultry
      - Boneless, skinless chicken breasts and tenders
      - Boneless, skinless turkey breasts and cutlets
- Use healthy ways to prepare:
  - Bake, broil, grill, boil, poach, braise or roast instead of fry.
  - Trim fat that you can see from meat before cooking.
  - Drain away any fat that appears during cooking.
  - Add little or no fat when cooking, or use a cooking spray.
  - Use a nonstick skillet or pans.
  - Avoid fatty sauces (such as cream-based sauces) or gravies.

 	<ul style="list-style-type: none"> <li>▪ Try more seafood, beans, nuts and seeds:             <ul style="list-style-type: none"> <li>▪ Twice a week, make seafood - fish and shellfish - the main protein food on your plate.</li> <li>▪ Use beans as the main protein source in a meal instead of meat or poultry.</li> <li>▪ Use nuts or seeds as a snack or add them to hot or cold cereals.</li> </ul> </li> </ul>
 	<p><b>Reflection:</b> Let's reflect on what we have learned today.</p> <ul style="list-style-type: none"> <li>▪ Protein is a nutrient that our bodies need.</li> <li>▪ It is found in meat, poultry, seafood, milk and milk products, eggs, beans and peas, nuts and seeds, grains and some vegetables.</li> <li>▪ The two types of protein are complete (from animal-based sources and soy) and incomplete (from plant-based sources).</li> <li>▪ One way to eat smart is to go lean with protein.</li> </ul> <ul style="list-style-type: none"> <li>▪ How can you go lean with protein? Using some of our examples, come up with two goals for yourself and write them down under "Reflection" on your <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Give staff time to write down two goals for going lean with protein on the <i>Summary</i> handout. After finishing, they can share with a partner or with the entire group.</p> <p>We will check in with each other next week to see how we are doing with our goals.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

## Module 2, Lesson 6: Make Sense of Protein Summary



### Summary:

- Protein is a nutrient found in meat, poultry, fish and shellfish, eggs, milk and milk products, beans and peas, nuts and seeds, grains and some vegetables.
- Types of protein:
  - Complete
    - Found in animal-based foods and soy
    - Contain all essential amino acids
  - Incomplete
    - Found in plant-based foods
    - Low in one or more essential amino acids
- Ways to go lean with protein:
  - Choose lean meats and poultry.
  - Use healthy ways to prepare.
  - Try more seafood, beans, nuts and seeds.

### Resources:

- Dietary Guidelines for Americans  
Center for Nutrition Policy and Promotion  
U.S. Department of Agriculture  
[www.dietaryguidelines.gov](http://www.dietaryguidelines.gov)
- MyPlate  
U.S. Department of Agriculture  
[www.choosemyplate.gov](http://www.choosemyplate.gov)
- Nutrition Basics: Protein  
Nutrition for Everyone  
Centers for Disease Control and Prevention  
U.S. Department of Health and Human Services  
[www.cdc.gov/nutrition/everyone/basics/protein.html](http://www.cdc.gov/nutrition/everyone/basics/protein.html)

## Module 2, Lesson 6: Make Sense of Protein Summary

### Notes:

### Go Lean with Protein

Choose lean meats and protein.

1. \_\_\_\_\_
2. \_\_\_\_\_

Use healthy ways to prepare.

1. \_\_\_\_\_
2. \_\_\_\_\_

Try more seafood, beans, nuts and seeds.

1. \_\_\_\_\_
2. \_\_\_\_\_

### Reflection:

Goal 1 -

Goal 2 -

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 2, Lesson 7: Make Sense of Fat

<b>Introduction/Description:</b>	Do we need fat in our diet? Yes! The questions we need to ask are, “Which types of fat do we need?” and “Which do we need to limit?” This mini-lesson will identify the different types of fat, where they are found and ways to eat smart when it comes to fat.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify the four types of fat and their health effects.</li> <li>▪ Discuss two ways to limit “bad” fat and/or replace “bad” fat with “good” fat in their diets.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by making smart choices regarding fat.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 2, Lesson 7: Make Sense of Fat Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> <li>▪ Fat examples (Optional):                     <ul style="list-style-type: none"> <li>▪ Saturated fat - butter, whole milk, lard and/or cheese</li> <li>▪ Trans fat - processed baked good (muffin, pastry, etc.), stick margarine and/or vegetable shortening</li> <li>▪ Monounsaturated fat - olive oil, canola oil, avocado, almonds and/or peanuts</li> <li>▪ Polyunsaturated fat - soybean oil, corn oil, walnuts and/or canned tuna/salmon</li> </ul> </li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Fat Change</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	Do we need fat in our diet? Yes! The questions we need to ask are, “Which types of fat do we need?” and “Which do we need to limit?”. This mini-lesson will identify the different types of fat, what foods contain fat, and ways to eat smart when it comes to fat.
	<p><b>Group Discussion:</b>                      What foods do you think are high in fat?</p> <p><b>Note:</b> Allow staff the opportunity to share. Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Biscuits</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Cakes, pies, cookies, pastries</li> <li>▪ Candy bars</li> <li>▪ Cheese</li> <li>▪ Chips and other fried snacks</li> <li>▪ Fried foods</li> <li>▪ French fries/fried potatoes</li> <li>▪ Ice cream</li> <li>▪ Meats (steak, sausage, bacon, hot dogs, etc.)</li> <li>▪ Movie theater/buttered popcorn</li> <li>▪ Pizza</li> <li>▪ Salad dressings</li> </ul>
	<p>The foods that we just talked about are high in fat, but fats can be part of a healthy diet. It is the <b>type</b> and <b>amount</b> of fat that we eat that makes a difference when it comes to our health. Most of the foods that we just listed are loaded with the types of fat that should be limited.</p> <p>Find the “All About Fats” table on the <i>Summary</i> handout. This table lists “bad” fats and “good” fats. Saturated and trans fats are “bad” fats because of their effects on heart health. Saturated and trans fats raise bad cholesterol (LDL). Trans fat also lowers good cholesterol (HDL). Both fats increase the risk of heart disease and should be limited.</p> <ul style="list-style-type: none"> <li>▪ Saturated fat is found mainly in animal sources, such as beef, lamb, pork, poultry, lard, butter, cheese and other whole or reduced fat dairy products. It is also found in tropical oils such as palm, palm kernel and coconut oil.</li> <li>▪ Trans fat is a fat made during food processing. Liquid oil is changed to a solid fat, creating trans fat. Any time you see a food package with “hydrogenated oil” or “partially hydrogenated oil” in the Ingredients list then that food contains trans fat. The amount of trans fat in a food has to be listed on the Nutrition Facts Panel.</li> </ul> <p>It is best to try and replace the “bad” fats with “good” fats. Unsaturated fats are “good” fats because they may help reduce bad cholesterol and lower the risk of heart disease. Unsaturated fats can be monounsaturated or polyunsaturated. Most of the fat you eat should come from these two “good” fats.</p> <ul style="list-style-type: none"> <li>▪ Monounsaturated fat is found in olive, canola, peanut and sesame oils. These can be used for cooking. It is also found in peanuts, nuts, avocado and olives.</li> <li>▪ Polyunsaturated fat is found in vegetable oils, walnuts, sunflower seeds and fatty fish.</li> </ul> <p>Some polyunsaturated fats are required in the diet because your body cannot make them but needs them to function. You may have heard about omega-3 and omega-6 fats in fish, walnuts and oil.</p> <p>One way to tell the difference between “bad” fats and “good” fats is whether they are solid or liquid when they are at room temperature.</p> <ul style="list-style-type: none"> <li>▪ “Bad” fats are solid at room temperature.</li> <li>▪ “Good” fats are liquid at room temperature.</li> </ul> <p><b>Note:</b> It may be helpful to have examples of “good” and “bad” fats to show to the group. Butter, shortening or lard are solid at room temperature and represent the “bad” fats. Olive, canola or corn oil are liquid at room temperature and represent the “good” fats.</p>

 	<p><b>Fat Change Activity:</b> Find the “Fat Change” activity on the <i>Summary</i> handout.</p> <p><b>Note:</b> Staff may choose to write some of the ideas on the <i>Summary</i> handout.</p> <p><b>Group Discussion:</b> What are some ways we can limit or replace “bad” fats?</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Bake, broil, grill, boil, poach, sauté, steam or stir-fry instead of frying foods.</li> <li>▪ Cook foods without adding fat. Use cooking spray instead of butter, margarine or oil. Use nonstick cookware.</li> <li>▪ Replace some of the butter or shortening in a recipe with oil.</li> <li>▪ When you can, substitute the fat in baking with applesauce or prune puree.</li> <li>▪ Increase meals with fish, beans or peas and decrease meals with beef, pork or lamb.</li> <li>▪ Choose lean cuts of meat and poultry. Trim away fat or skin.</li> <li>▪ Replace meat and/or cheese on a salad with beans.</li> <li>▪ Eat a baked potato instead of French fries. But don’t eat it loaded with butter, cheese, sour cream and bacon bits!</li> <li>▪ Choose grilled foods instead of fried foods when ordering at a restaurant.</li> <li>▪ Order a side salad or fruit cup instead of French fries.</li> <li>▪ Limit the amount of pre-packaged, processed baked goods and snacks that you buy and eat.</li> <li>▪ Snack on fresh fruit and vegetables instead of potato chips or processed snack foods.</li> <li>▪ Replace whole and 2% milk and other dairy products with low fat or fat free versions.</li> </ul>
 	<p><b>Reflection:</b> Let’s reflect on what we have discussed today.</p> <ul style="list-style-type: none"> <li>▪ Saturated fat and trans fat are “bad” fats because they can raise cholesterol and increase the risk of heart disease.</li> <li>▪ Monounsaturated fat and polyunsaturated fat are “good” fats because they may help reduce bad cholesterol and decrease the risk of heart disease.</li> <li>▪ Using your own ideas or some of the examples that we just discussed, decide on two ways you can reduce “bad” fat and/or replace “bad” fat with “good” fat in your own diet.</li> <li>▪ Once you have decided, you may write these down under “Reflection” on the <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Allow staff time to think about and write down their goals. Once finished, you can discuss goals as a group or have each staff member share with a partner.</p> <p>We will check in with each other next week to see how we are doing.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>



## Module 2, Lesson 7: Make Sense of Fat Summary



### Summary:

- Saturated fat and trans fats are “bad” fats that can raise bad cholesterol and increase heart disease risk.
- Monounsaturated fat and polyunsaturated fat are “good” fats that may help lower bad cholesterol and decrease heart disease risk.
- Limit “bad” fat and try to replace “bad” fat in the diet with “good” fat.

### Resources:

- Fats and Oils  
American Heart Association  
[www.heart.org/HEARTORG/GettingHealthy/FatsAndOils/Fats-Oils\\_UCM\\_001084\\_SubHomePage.jsp](http://www.heart.org/HEARTORG/GettingHealthy/FatsAndOils/Fats-Oils_UCM_001084_SubHomePage.jsp)
- MyPlate  
U.S. Department of Agriculture  
[www.choosemyplate.gov](http://www.choosemyplate.gov)
- Nutrition Basics: Dietary Fat  
Nutrition for Everyone  
Centers for Disease Control and Prevention  
U.S. Department of Health and Human Services  
[www.cdc.gov/nutrition/everyone/basics/fat/index.html](http://www.cdc.gov/nutrition/everyone/basics/fat/index.html)

### Notes:

## Module 2, Lesson 7: Make Sense of Fat Summary

### All About Fats

<b>Bad fats</b>	<b>Found in:</b>
Saturated	Beef, lamb, pork, poultry Lard Butter, cheese and other whole or reduced fat dairy products Palm and palm kernel oils Coconut oil
Trans	Processed baked goods (pies, pastries, muffins, biscuits, etc.) Fried foods (French fries, fried chicken, fried fish, etc.) Margarine and vegetable shortening Foods with “hydrogenated oil” or “partially hydrogenated oil” in the Ingredients list
<b>Good fats</b>	<b>Found in:</b>
Monounsaturated	Olive, canola, peanut and sesame oils Avocado and olives Nuts and seeds (almonds, peanuts, peanut butter)
Polyunsaturated	Soybean, corn and safflower oils Nuts and seeds (walnuts and sunflower seeds) Fish (salmon, tuna, mackerel, herring, trout)

### Fat Change

What are some ways we can limit or replace “bad” fats with “good” fats?

### Reflection:

Goal 1 -

Goal 2 -

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 2, Lesson 8: Hunger Hoax

<b>Introduction/Description:</b>	Have you ever watched a food commercial or even smelled food and all of the sudden felt hungry? Were you really hungry or was your mind playing a trick on you? This mini-lesson will give us tips on how to listen to our bodies to determine if we are really hungry and how to savor food in order to avoid overeating.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Rate their hunger based on the Hunger/Satiety Scale.</li> <li>▪ Identify ways that they can take time to enjoy their food.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by using physical cues to decide when to eat and how much to eat in order to avoid overeating.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 2, Lesson 8: Hunger Hoax Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Am I Really Hungry?</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	Have you ever watched a food commercial or even smelled food and all of the sudden felt hungry? Were you really hungry or was your mind playing a trick on you? This lesson will give us tips on how to listen to our bodies to find out if we are really hungry and how to savor food in order avoid overeating.
	<p><b>Group Discussion:</b>                      What makes you want to eat?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ An empty feeling in your stomach</li> <li>▪ Being in a social situation where food is around</li> <li>▪ Boredom</li> <li>▪ Headache or lightheadedness</li> <li>▪ Hearing someone talk about food</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Sadness</li> <li>▪ Schedule</li> <li>▪ Seeing a very appetizing food or someone eating food</li> <li>▪ The smell of food</li> <li>▪ The time of day</li> </ul>
	<p>Our bodies tell us when we need to eat, but many times we ignore our bodies and eat for other reasons. In order to avoid overeating, it is important to start listening to our bodies and eat when we are truly hungry.</p> <p>One way to start learning how to listen to our bodies is by using the “Hunger/Satiety Scale,” which is found on your <i>Summary</i> handout.</p> <p><b>Note:</b> Satiety is pronounced Say-tie-uh-tee.</p> <p>Hunger is, of course, the feeling that we get when our bodies need to re-fuel.</p>
	<p><b>Group Discussion:</b> What does your body do when you need food and are hungry?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Your stomach growls.</li> <li>▪ You have an empty feeling or ache in your stomach.</li> <li>▪ You have a headache.</li> <li>▪ You experience light-headedness.</li> <li>▪ You are cranky.</li> <li>▪ Your energy level is low.</li> <li>▪ You feel weak.</li> </ul>
	<p><b>Satiety</b> is when our bodies are full, or satisfied.</p> <p>On the hunger and satiety scale, 1 is the hungriest and 10 is the fullest that your body feels. It is best to keep your body in the 3 to 7 range. You don’t want to be so hungry that you feel weak, and you don’t want to be so full that you feel miserable!</p>
	<p>On your <i>Summary</i> handout there are two questions under the “Am I Really Hungry?” heading. Let’s all take a moment to think about how our bodies feel right now.</p> <p><b>Note:</b> Allow about 30 seconds for everyone to reflect on their level of hunger.</p> <p>Beside the question “How does my body feel right now?” write down a description of your level of hunger or fullness at this moment.</p> <p><b>Note:</b> Give everyone time to write down the answer to the question.</p> <p>Now that you have answered that question, look at the Hunger/Satiety Scale. Where do you fall on the scale? Write down that number beside the question “What is my Hunger/Satiety Scale number right now?”</p> <p><b>Note:</b> Give everyone time to think about and write down the answer to the question.</p> <p>Remember try to stay within the 3 to 7 range in order to feel best.</p>

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	<p>It is easy for other things to influence when and what we eat. Other than listening to our bodies, we can also avoid this by really enjoying our food and taking a bit more time to think about what we are eating and why.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>▪ When you all of a sudden feel hungry or have a craving, think about why. Take some time to “wait out” the craving. You may find that it goes away.</li> <li>▪ Drink water or a low-calorie drink instead of eating if you feel hunger suddenly. Sometimes we confuse thirst with hunger.</li> <li>▪ When you do give in to a craving, eat a smaller portion. Take time with the smaller portion; don’t rush to eat it in one bite.</li> <li>▪ Eat slowly. Take time to enjoy each and every bite of your food.</li> </ul>
 	<p><b>Group Discussion:</b> What are some other ways that we can take time to enjoy or savor our food?</p> <p><b>Note:</b> You may choose to write down these ideas on a board or flip chart.</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Spice up food with fun flavors, herbs and spices to make it enjoyable.</li> <li>▪ Try to eat foods that are filling, such as foods that are good sources of fiber.</li> <li>▪ Turn off the TV or do something else during commercials to avoid restaurant and food ads.</li> <li>▪ Avoid eating in the car.</li> <li>▪ Sit down at the table to eat instead of eating in the kitchen or in front of the TV or computer.</li> <li>▪ Focus on the conversation rather than eating when you’re with friends and/or family.</li> </ul>
 	<p><b>Reflection:</b> Let’s reflect on what we have learned today.</p> <ul style="list-style-type: none"> <li>▪ We need to listen to our bodies to determine when we are truly hungry. One tool that we can use to do this is the Hunger/Satiety Scale.</li> <li>▪ We need to take time to think about why we are eating and what we are eating.</li> <li>▪ Also, taking time to enjoy or savor our food will help us avoid overeating.</li> </ul> <ul style="list-style-type: none"> <li>▪ What are two goals you can set for the next week that will help you savor your food?</li> <li>▪ Use some of the examples that we discussed, or come up with your own ideas, and write your goals down under “Reflection” on the <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Give staff time to reflect on their goals and write them down. You may share these as a group or with partners.</p> <p>We will check in with each other next week to see how we are doing.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>



## Module 2, Lesson 8: Hunger Hoax Summary



### Summary:

- Use the Hunger/Satiety Scale to help you determine if you are truly hungry:
  - 1 is the hungriest
  - 10 is the fullest
  - Try to stay between 3 and 7.
- Savor your foods and take time to think about why you eat and what you eat. This will help you avoid overeating.

### Resources:

- Nutrition.gov - Smart nutrition starts here  
National Agricultural Library  
U.S. Department of Agriculture  
[www.nutrition.gov](http://www.nutrition.gov)
- MyPlate  
U.S. Department of Agriculture  
[www.choosemyplate.gov](http://www.choosemyplate.gov)

### Notes:

## Module 2, Lesson 8: Hunger Hoax Summary

### Am I Really Hungry?

#### Hunger/Satiety Scale

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

- 1 - Famished, starving
- 2 - Headache, weak, cranky, low energy
- 3 - Want to eat now
- 4 - Hungry, could wait to eat
- 5 - Not hungry, not full
- 6 - Feeling satisfied
- 7 - Feeling full
- 8 - Uncomfortably full
- 9 - Stuffed, very uncomfortable
- 10 - Bursting, painfully full

How does my body feel right now? \_\_\_\_\_

What is my Hunger/Satiety Scale number right now? \_\_\_\_\_

#### Reflection:

Goal 1 -

Goal 2 -



# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 3, Lesson 1: Your Path to Wellness - Move More

<b>Introduction/Description:</b>	In the path to wellness, moving more is vital. This mini-lesson will include a general overview of moving more, including the Physical Activity Guidelines for Americans.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify the Physical Activity Guidelines for Americans.</li> <li>▪ List a weekly goal for physical activity and muscle-strengthening.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by expanding knowledge of the Physical Activity Guidelines for Americans and applying this knowledge to their own goals.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 3, Lesson 1: Your Path to Wellness - Move More Summary</li> <li>▪ Be Active Your Way Fact Sheet for Adults</li> <li>▪ Keeping Track worksheet</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Keeping Track</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	Moving more, or being physically active, is very important for wellness. There are many ways that moving more can help our bodies.
	<p><b>Group Discussion:</b>                      Lead staff in a discussion of ways that moving more can help our wellness.</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Helps you look good and feel great</li> <li>▪ Increases your energy</li> <li>▪ Strengthens your bones and muscles</li> <li>▪ Helps you achieve or maintain a healthy weight</li> <li>▪ Helps you deal with stress</li> <li>▪ Improves your mood</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Helps you sleep better</li> <li>▪ Improves your health</li> <li>▪ Reduces your risk for heart disease, cancer and diabetes</li> </ul>
	<p>The Physical Activity Guidelines for Americans have been developed to help us get the most out of moving more. These guidelines are listed on the <i>Be Active Your Way Fact Sheet for Adults</i>. Let's take a look at those guidelines.</p> <p>On the bottom of the <i>Fact Sheet</i>, you will see a chart titled "How much physical activity do I need to do?". There are two types of physical activity on this chart: aerobic and muscle strengthening.</p>
	<p><b>Group Discussion:</b> When you do aerobic activity, your heart beats faster and you breathe harder. What are some examples of aerobic activity?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Bicycling</li> <li>▪ Dancing</li> <li>▪ Gardening</li> <li>▪ Running</li> <li>▪ Swimming</li> <li>▪ Walking</li> </ul> <p>Muscle strengthening is activity that increases your muscle strength, power and size. What are some examples of muscle strengthening activities?</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Crunches</li> <li>▪ Lifting weights</li> <li>▪ Pilates</li> <li>▪ Push-ups</li> </ul> <p>There are many different kinds of physical activities. What are some of your favorites?</p> <p><b>Answers:</b></p> <ul style="list-style-type: none"> <li>▪ Varied</li> </ul>
	<p>Now that we have discussed types of physical activity, let's look at how much physical activity we should do each week. The amounts we should do are listed in the chart on the bottom of our <i>Fact Sheet</i>.</p> <p><b>Aerobic:</b> Under aerobic activity, you should do moderate aerobic activity for 2 ½ hours, or 150 minutes each week. Moderate activity makes you breathe a little harder and sweat lightly. Moderate activity includes walking fast, water aerobics, ballroom or line dancing, raking or trimming shrubs.</p> <p>You could choose instead to do vigorous activity for 1 hour and 15 minutes, or 75 minutes, each week. Vigorous activity makes you breathe harder, makes your heart beat faster and makes you sweat more. Vigorous activity includes things like jogging, swimming laps and playing basketball.</p>

	<p>You could also combine moderate and vigorous activity each week.</p> <p>What is a quick way to tell the difference between moderate and vigorous activity?</p> <p><b>Talk Test:</b> If you can still carry on a conversation while exercising, then you are doing moderate activity. If you cannot comfortably carry on a conversation, then you are exercising vigorously.</p> <p>Don't be discouraged by the amount of time recommended. It doesn't seem as hard when you think about spreading it out over the week.</p> <ul style="list-style-type: none"> <li>▪ If you took a fast walk for 30 minutes for 5 days of the week, you will have done moderate aerobic activity for all 150 minutes.</li> <li>▪ You can also split that time up during the day. For example, take a fifteen minute walk before work and walk the dog for 15 minutes when you get home.</li> </ul> <p>Spread it out over the week, but be sure to do at least 10 minutes at a time.</p> <p><b><u>Muscle Strengthening:</u></b></p> <p>At least two days a week we should do muscle strengthening activities. Examples of muscle strengthening activities are push-ups, crunches and lifting weights.</p> <p>A repetition is one movement of a muscle strengthening activity, for example, one push-up. You should do as many repetitions as you can until it is too difficult to do one without help. You can break these repetitions into sets, where you do about 8 to 12 repetitions at a time, resting after each set.</p> <p>You can do muscle strengthening activities on the days that you do aerobic activities, but your time doing muscle strengthening activities does not count toward your aerobic activity time!</p> <p>If you don't have dumbbells or other weight equipment, don't worry. You can use things around the house to help you with muscle strengthening. For example, try lifting cans of food from your pantry or bottles of water.</p> <p><b>Note:</b> It is very important to check with your medical provider before starting a physical activity routine if you have heart disease, diabetes, arthritis or other symptoms that may make it difficult.</p>
	<p><b>Group Discussion:</b></p> <p>Think about the types of activity that you like to do. We will share our ideas with a partner.</p> <p>How could you include these activities in your week? When could you include them?</p> <p><b>Note:</b> Have staff pair up. Give them a chance to discuss when they could include activities in their week. Encourage them to help their partners think of ideas. Partners could become "Activity Buddies" that check in with each other on how they are doing.</p>
	<p><b>Keeping Track Activity/Reflection:</b></p> <p>Now, we are going to use the <i>Keeping Track</i> worksheet to plan physical activity.</p> <p>Remember that you should start slowly. For example, if you have not been doing any physical activity, don't start out by planning to run 30 minutes three days a week. Try a 10 or 15 minute walk, or play outside with your kids or grandkids a couple of days of the week.</p>

 	<p>For strengthening activities, don't expect to start out lifting weights like a body builder. Try a couple of squats or lunges, or try lifting some cans of food from your pantry.</p> <ul style="list-style-type: none"> <li>▪ Under "My aerobic activities this week" on the <i>Keeping Track</i> worksheet there is a place to write a goal for the amount of time you will do aerobic activities.</li> <li>▪ Under "My strengthening activities this week" on the <i>Keeping Track</i> worksheet there is a place to write a goal for the number of days you will do strengthening activities.</li> <li>▪ Decide on your goals for these two, and write them down. Again, remember to start slowly.</li> </ul> <p><b>Note:</b> Give staff a chance to think about their goals and write them on the worksheet. They can share these goals with their "Activity Buddies," and plan ways to encourage and check in with each other.</p> <p>We will check in with each other to see how we are doing on our goals. Good luck!</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

## Module 3, Lesson 1: Your Path to Wellness - Move More Summary



### Summary:

#### Physical Activity Guidelines for Americans:

- Aerobic activity
  - Moderate: 150 minutes per week
  - Vigorous: 75 minutes per week
- Muscle strengthening activity
  - 2 days per week

### Resources:

- Be Active Your Way: A Guide for Adults  
Office of Disease Prevention and Health Promotion  
U.S. Department of Health and Human Services  
[www.health.gov/paguidelines/adultguide/default.aspx#toc](http://www.health.gov/paguidelines/adultguide/default.aspx#toc)
- Physical Activity for Everyone  
Centers for Disease Control and Prevention  
U.S. Department of Health and Human Services  
[www.cdc.gov/physicalactivity/everyone/guidelines/index.html](http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html)
- Physical Activity Guidelines for Americans  
Office of Disease Prevention and Health Promotion  
U.S. Department of Health and Human Services  
[www.health.gov/paguidelines/guidelines/default.aspx](http://www.health.gov/paguidelines/guidelines/default.aspx)

## Module 3, Lesson 1: Your Path to Wellness - Move More Summary

### Notes:

### Reflection:

Goal 1 -

Goal 2 -



# 2008 Physical Activity Guidelines for Americans

## Be Active Your Way: A Fact Sheet for Adults



### Finding out what kind and how much physical activity you need

#### How do I do it?

It's your choice. Pick an activity that's easy to fit into your life. Do at least 10 minutes of physical activity at a time. Choose **aerobic** activities that work for you. These make your heart beat faster and can make your heart, lungs, and blood vessels stronger and more fit. Also, do **strengthening** activities which make your muscles do more work than usual.

#### Why should I be physically active?

Physical activity can make you feel stronger and more alive. It is a fun way to be with your family or friends. It also helps you improve your health.

### How many times a week should I be physically active?

It is up to you, but it is better to spread your activity throughout the week and to be active at least 3 days a week.

### How do I build up more physical activity?

Do a little more each time. Once you feel comfortable, do it more often. Then you can trade activities at a moderate level for vigorous ones that take more effort. You can do moderate and vigorous activities in the same week.

## How much physical activity do I need to do?

This chart tells you about the activities that are important for you to do. Do **both** aerobic activities and strengthening activities. Each offers important health benefits. And remember, some physical activity is better than none!

### Aerobic Activities

If you choose activities at a **moderate** level, do at least **2 hours and 30 minutes** a week.

If you choose **vigorous** activities, do at least **1 hour and 15 minutes** a week.

- Slowly build up the amount of time you do physical activities. The more time you spend, the more health benefits you gain. Aim for twice the amount of activity in the box above.
- Do at least 10 minutes at a time.
- You can combine moderate and vigorous activities.

### Muscle Strengthening Activities

Do these at least **2 days** a week.

- Include all the major muscle groups such as legs, hips, back, chest, stomach, shoulders, and arms.
- Exercises for each muscle group should be repeated 8 to 12 times per session.

Be Active, Healthy, and Happy!



## How can I tell an activity at a moderate level from a vigorous one?

Vigorous activities take more effort than moderate ones. Here are just a few moderate and vigorous aerobic physical activities. Do these for **10 minutes or more** at a time.

### Moderate Activities

(I can talk while I do them, but I can't sing.)

- Ballroom and line dancing
- Biking on level ground or with few hills
- Canoeing
- General gardening (raking, trimming shrubs)
- Sports where you catch and throw (baseball, softball, volleyball)
- Tennis (doubles)
- Using your manual wheelchair
- Using hand cyclers—also called ergometers
- Walking briskly
- Water aerobics

### Vigorous Activities

(I can only say a few words without stopping to catch my breath.)

- Aerobic dance
- Biking faster than 10 miles per hour
- Fast dancing
- Heavy gardening (digging, hoeing)
- Hiking uphill
- Jumping rope
- Martial arts (such as karate)
- Race walking, jogging, or running
- Sports with a lot of running (basketball, hockey, soccer)
- Swimming fast or swimming laps
- Tennis (singles)



For more information, visit [www.healthfinder.gov/getactive](http://www.healthfinder.gov/getactive)

Be active your way by choosing activities you enjoy!

# 2008 Physical Activity Guidelines for Americans

Be Active Your Way



## Keeping track of what you do each week

Make copies of the forms on the next page to write down your goals and track your activities each week. There are examples below.

The first form is for aerobic activities. The second form is for strengthening activities. Be active **your way** by choosing activities you enjoy!



### Tracking works!

"I made a copy of the tracking forms and keep them handy to fill out each day. Know what? When I fill out the forms—it's easier to reach my weekly goal."

### Example: My aerobic activities this week

My goal is to do aerobic activities for a total of 2 hours and 30 minutes this week.

What I did	Effort	When I did it and for how long							Total hours or minutes
		Mon	Tue	Wed	Thu	Fri	Sat	Sun	
<i>Walked</i>	<i>Moderate</i>		<i>30 min</i>	<i>30 min</i>		<i>30 min</i>		<i>30 min</i>	<i>2 hours</i>
<i>Biked fast</i>	<i>Vigorous</i>						<i>30 min</i>		<i>30 min</i>
This is the total number of hours or minutes I did these activities this week:									<i>2 hours and 30 min</i>

### Example: My strengthening activities this week

My goal is to do strengthening activities for a total of 2 days this week.

What I did	When I did it							Total days
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
<i>Sit-ups</i>	<i>Yes</i>							<i>1 day</i>
<i>Stretch bands</i>				<i>Yes</i>				<i>1 day</i>
This is the total number of days I did these activities this week:								<i>2 days</i>

Be active **your way** by choosing activities you enjoy!

**My aerobic activities this week**

My goal is to do aerobic activities for a total of \_\_\_\_\_ hours and \_\_\_\_\_ minutes this week.

What I did	Effort	When I did it and for how long							Total hours or minutes
		Mon	Tue	Wed	Thu	Fri	Sat	Sun	
This is the total number of hours or minutes I did these activities this week:									

**My strengthening activities this week**

My goal is to do strengthening activities for a total of \_\_\_\_\_ days this week.

What I did	When I did it							Total days
	Mon	Tue	Wed	Thu	Fri	Sat	Sun	
This is the total number of days I did these activities this week:								

For more information, visit [www.healthfinder.gov/getactive](http://www.healthfinder.gov/getactive)

Be Active, Healthy, and Happy!

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 3, Lesson 2: Fitness to Fit your Lifestyle

<b>Introduction/Description:</b>	Have you wanted to add more physical activity in your life, but just aren't sure where to start? Do you feel that there are too many things keeping you from being physically active? This mini-lesson will cover ways to add physical activity into your lifestyle and overcome some of the barriers you may face.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify at least two barriers to physical activity that they face, and determine strategies they can use to overcome each barrier.</li> <li>▪ List at least two lifestyle changes they can make for adding physical activity.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by increasing physical activity through lifestyle changes as well as overcoming individual barriers to physical activity.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 3, Lesson 2: Fitness to Fit your Lifestyle Summary</li> <li>▪ American College of Sports Medicine Keep it Simple (Optional)</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ My Barrier</li> <li>▪ As If (Optional)</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	Have you wanted to add more physical activity in your life, but just aren't sure where to start? Do you feel that there are too many things keeping you from being physically active? This mini-lesson will cover ways to add physical activity into your lifestyle and overcome some of the barriers you may face.
	<p><b>Group Discussion:</b>                      What are some of the favorite activities that you did when you were a kid?</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Basketball</li> <li>▪ Dancing</li> <li>▪ Gymnastics</li> <li>▪ Hopscotch</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Jumping rope</li> <li>▪ Karate</li> <li>▪ Kickball</li> <li>▪ Playing on a playground set</li> <li>▪ Riding a bike</li> <li>▪ Soccer</li> <li>▪ Swimming</li> <li>▪ Tag</li> <li>▪ Throwing a football/baseball/softball with parent or friend</li> </ul>
	<p>When we were children, play time and P.E. at school were probably our favorite times of the day. Now that we are adults, it can sometimes be difficult to add physical activity and “play time” into our busy lives because of all of our extra responsibilities.</p> <p>Making physical activity a part of an adult lifestyle is not as difficult as it may seem. You can be more active in even your ordinary, everyday tasks.</p> <p>Here are a few examples of ways to make those ordinary tasks more active:</p> <ul style="list-style-type: none"> <li>▪ Instead of looking for the closest parking space, park farther away and walk.</li> <li>▪ Use the stairs instead of the elevator.</li> <li>▪ Walk or jog to the mailbox.</li> </ul>
	<p><b>Group Discussion:</b> What are some other ways to make your lifestyle more active?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Do jumping jacks or jog in place during the commercials of a TV show.</li> <li>▪ Instead of watching TV, take a walk, ride a bike, play a game with the kids or do an exercise video.</li> <li>▪ Try some of the new exercise/active video games.</li> <li>▪ Pick up the pace when walking around the shopping mall.</li> <li>▪ Pick up the pace when walking the dog.</li> <li>▪ Play with your kids at the park instead of sitting on the bench watching them.</li> <li>▪ Take a quick walk in the neighborhood around the school or on the school playground/track during a break or lunch time.</li> <li>▪ Walk around the field when your kids or grandkids are at a practice or game.</li> </ul>
	<p>Making some of these lifestyle changes will be an easy way to start being more physically active. Once you see that you can make these small changes, following the Physical Activity Guidelines may not seem as difficult.</p> <p>The Physical Activity Guidelines for Americans tell us that adults need 2 ½ hours of moderate intensity aerobic activity such as brisk walking each week. This time can be separated into smaller chunks throughout the week, as long as it adds up to 2 ½ hours, or 150 minutes. Guidelines also tell us that we need at least two days of muscle strengthening activities per week.</p> <p>Many times, we can find all kinds of reasons for not including this much activity. These reasons are also called barriers. An example of a barrier might be, “I don’t like to exercise.”</p>
	<p><b>Group Discussion:</b> What are some reasons, or barriers, that you think keep you from being active?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p>

**Serve Up a Healthier You**

	<p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Don't know how to be physically active, am not confident in my abilities</li> <li>▪ Don't know how to set goals or monitor progress</li> <li>▪ Don't have parks, sidewalks, bicycle trails that are safe or convenient</li> <li>▪ Don't have money to join a gym or exercise facility or purchase special equipment</li> <li>▪ Fear of being injured or have injuries/physical issues</li> <li>▪ Inconvenience</li> <li>▪ Lack of support or encouragement from family/friends</li> <li>▪ Lack of time/too busy for exercise</li> <li>▪ No/little motivation</li> <li>▪ Not enjoyable/boring</li> <li>▪ Self-conscious about the way I look or being seen by others</li> </ul>
	<p>Let's look at the example that was mentioned earlier, "I don't like to exercise." One way to try and overcome that barrier would be to find an activity that you do enjoy. For example, you love watching one of the reality dance shows on TV and think that you would enjoy learning to dance. You could try to find a local recreation center that offers a ballroom dancing class once a week. If you think you would be uncomfortable doing that, you could try to find one of the new exercise videos that is based on ballroom dancing. Or you could just turn on some music and dance any way you like.</p>
 	<p><b>My Barrier Activity:</b> Decide on the biggest barrier to physical activity that affects you. Write that barrier down under "My Barrier" on the <i>Summary</i> handout. You and a partner will discuss ways to overcome that barrier. Write those ideas down on the <i>Summary</i> handout.</p> <p><b>Note:</b> Divide staff into small groups of 2 to 3. Have them share ideas for overcoming each group member's barrier. Give them time to write down the ideas on the <i>Summary</i> handout. You may choose to have the staff share these with the group.</p>
	<p>You may choose to do the "As If" activity at this point in the lesson.</p>
 	<p><b>Reflection:</b> Let's reflect on what we have learned today.</p> <ul style="list-style-type: none"> <li>▪ You can become more active by making some small lifestyle changes.</li> <li>▪ In order to reach the goal of 2 ½ hours of moderate aerobic activity each week (according to the Physical Activity Guidelines for Americans), you need to try and overcome barriers.</li> <li>▪ You wrote down several ways to overcome one of your biggest barriers on your <i>Summary</i> handout.</li> <li>▪ Decide on two of those ways to overcome your barrier, and make those your goals for the next week.</li> <li>▪ Write them down under "Reflection" on your <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Staff may share their goals with a partner or the group.</p> <p>We will check in with each other next week to see how we did.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

**Activity: As If**

	<p>We talked about activities that we liked to do when we were younger. Now, let's pretend we are kids again and have a little fun with an activity.</p> <p>Please be safe. Only move in ways that you feel comfortable with this activity.</p>
	<p><b>Instructions:</b></p> <ul style="list-style-type: none"><li>▪ Have everyone spread out in the room.</li><li>▪ Have staff act out each sentence for 20-30 seconds.<ul style="list-style-type: none"><li>▪ Jog in place as if a big scary bear is chasing you.</li><li>▪ Walk forwards as if you're walking through chocolate pudding.</li><li>▪ Jump in place as if you are popcorn popping.</li><li>▪ Reach up as if grabbing balloons out of the air.</li><li>▪ March in place and play the drums as if you are in a marching band.</li><li>▪ Paint as if the paint brush is attached to your head.</li><li>▪ Swim as if you are in a giant pool of Jell-O.</li><li>▪ Move your feet on the floor as if you are ice skating.</li><li>▪ Shake your body as if you are a wet dog.</li></ul></li></ul> <p><i>Adapted from Energizers: Classroom-Based Physical Activities</i></p>

## Module 3, Lesson 2: Fitness to Fit your Lifestyle Summary



### Summary:

- You can become more active by making some small lifestyle changes.
- In order to reach the goal of 2 ½ hours of moderate aerobic activity each week (according to the Physical Activity Guidelines for Americans), you need to try and overcome barriers.

### Resources:

- **Be Active Your Way: A Guide for Adults**  
Office of Disease Prevention and Health Promotion  
U.S. Department of Health and Human Services  
[www.health.gov/paguidelines/adultguide/default.aspx#toc](http://www.health.gov/paguidelines/adultguide/default.aspx#toc)
- **Exercise & Physical Activity: Your Everyday Guide**  
National Institute on Aging, National Institutes of Health  
U.S. Department of Health and Human Services  
[www.nia.nih.gov/HealthInformation/Publications/ExerciseGuide/](http://www.nia.nih.gov/HealthInformation/Publications/ExerciseGuide/)
- **Physical Activity for Everyone Videos**  
Centers for Disease Control and Prevention  
U.S. Department of Health and Human Services  
[www.cdc.gov/physicalactivity/everyone/videos/index.html](http://www.cdc.gov/physicalactivity/everyone/videos/index.html)

## Module 3, Lesson 2: Fitness to Fit your Lifestyle Summary

### My Barrier

My biggest barrier to physical activity is \_\_\_\_\_

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Ways to overcome that barrier:

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### Notes:



### Reflection:

Goal 1 -

Goal 2 -



## Keep It Simple: The anytime, anywhere exercise program

If everyone took a brisk half-hour walk each day, the health of our world would be remarkably improved. And if everyone did minimal strength training and stretching, there would be tremendous added benefits.

MyExercisePlan.com provides you with the necessary resources to create an exercise program, from the very simple to the fairly complex. Let's take a look at a "keep it simple" routine in each of the three components of an exercise program.

### Aerobic Exercise

For most people, the simplest aerobic activity is walking or jogging. Minimal equipment is required; just put on your shoes and head out. But if you have easy access to equipment, then all the types of aerobic activity can be very simple. What aerobic activities are the easiest access for you?

- Walking
- Walking - treadmill
- Jogging
- Jogging - treadmill
- Swimming
- Cycling
- Indoor Cycling

- Rowing
- Stationary Rowing
- Elliptical Trainer
- Group Exercise
- Stepper
- \_\_\_\_\_
- \_\_\_\_\_

Remember: Aerobic exercise that is moderate in intensity is also part of the "keeping it simple" theme. It is more difficult to keep up a habit that involves "hard" aerobic exercise—not impossible, just more difficult at the beginning of your exercise program.

### Strength Exercise

Bodyweight exercise a great way to keep your strength training simple. Here are some bodyweight exercises that work most of the major muscle groups:

- Push-up – chest, triceps
- Crunches – middle and side abdominals
- Pull-ups – biceps and upper back (you do need a bar – if you can't do one pull-up, then jump up and lower yourself)
- Squats and Lunges – gluteals, quads and hamstrings (that's butt, front thigh and back thigh)
- Dips – triceps (from the front of a chair or bench)

If you have easy access to equipment then things can really open up for you. Exercise tubing is great anytime/anywhere equipment.

### Stretching

Stretching certainly can be done almost anytime and anywhere. An exercise mat or towel is a very "nice to have."

Pick at least one stretch for each of the following muscle groups. MyExercisePlan.com provides tutorials on how to perform these exercises.

- |            |                          |
|------------|--------------------------|
| Upper Back | Front Thigh (quadriceps) |
| Lower Back | Back Thigh (hamstrings)  |
| Chest      | Inner Thigh              |
| Triceps    | Hips                     |
| Shoulders  | Gluteals (butt)          |
| Neck       | Calves                   |

Keep your exercising as simple as it needs to be. There is tremendous return on investment from the simplest of routines.



# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 3, Lesson 3: Smart Moves - Get Started Safely

<b>Introduction/Description:</b>	Have safety issues ever kept you from physical activity or exercise? Do you feel like you want to start moving more but are afraid you might hurt yourself? This mini-lesson will explore some safety barriers to moving more and cover strategies for getting started safely.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify three steps to take for being safe while moving more.</li> <li>▪ Demonstrate stretching exercises that can be used for warming up and cooling down.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by overcoming safety barriers and implementing warm-up and cool-down activities when doing physical activity.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 3, Lesson 3: Smart Moves - Get Started Safely Summary</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ Stretch Yourself!</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	Have safety issues ever kept you from physical activity or exercise? Do you feel like you want to start moving more, but are afraid you might hurt yourself? This mini-lesson will explore some safety barriers to moving more and will cover strategies for getting started safely.
	<p><b>Group Discussion:</b>                      What are some safety issues that might have kept you from moving more?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Don't like doing activities outside by myself (walking, running, biking)</li> <li>▪ Don't like doing activity at night or in the early morning, and that is the only time I have</li> <li>▪ Don't like walking or running near traffic</li> <li>▪ Don't want to hurt my back, joints, or bones</li> <li>▪ Don't want to make a pain I already have worse</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Don't want try a new piece of equipment because I am afraid I'll hurt myself</li> <li>▪ Have health issues that make me afraid to move more</li> <li>▪ Hurt myself doing activity in the past and am afraid I'll hurt myself again</li> <li>▪ Want to go outside, but neighborhood isn't safe</li> </ul>
	<p>Sometimes, there are things that get in the way of making a change like trying to move more. These things are called barriers. As you can see from our answers, there may be some safety barriers that are keeping us from moving more.</p> <p>There are many benefits to physical activity, or moving more. If you take the right steps to be safe, then the benefits of moving more will be much greater than the chances of getting hurt.</p> <p>We are going to cover three steps to take to be safe when moving more:</p> <ol style="list-style-type: none"> <li>1. Make sure you are healthy enough to start moving more.</li> <li>2. Follow some general safety rules.</li> <li>3. Warm up at the beginning and cool down at the end of any activity.</li> </ol> <p>First, make sure you are healthy enough to start moving more. If you have diabetes, lung disease, heart disease, back problems, joint or muscle problems, or any other health issues that could be affected by moving more, check with your medical provider first. He or she can give you advice on how to start and which activities may be best for you.</p> <p>Next, follow some general safety rules. For example, if you are going for a walk in the neighborhood, be sure to let someone know where you will be and when you expect to be back.</p>
	<p><b>Group Discussion:</b> What might be some other safety rules or tips to follow if you were doing an <b>outdoor</b> activity?</p> <p><b>Note:</b> Answers may be written on a board or flip chart.</p> <p><b>Answers:</b> (may include, but are not limited to)</p> <ul style="list-style-type: none"> <li>▪ Always be aware of your surroundings.</li> <li>▪ Avoid trails or routes that are isolated or private.</li> <li>▪ Carry a cell phone if you have one.</li> <li>▪ Carry identification with you, including an emergency contact name and number.</li> <li>▪ Take a buddy (friend, family member or dog) with you.</li> <li>▪ Dress for the weather.</li> <li>▪ Go to a public place.</li> <li>▪ On a warm day, take breaks and avoid doing the activity during the hottest time of the day.</li> <li>▪ Wear sunscreen, a hat and sunglasses during the day.</li> <li>▪ Wear reflective material, especially at night or in dim light, so that you can be seen by drivers.</li> <li>▪ Carry water with you if you will be out more than one hour.</li> </ul>
	<p>Other safety tips for <b>any</b> activity include:</p> <ul style="list-style-type: none"> <li>▪ Drink plenty of water before, during, and after doing your activity.</li> <li>▪ Stop doing the activity if you feel light-headed or dizzy, nauseous, or have severe pain or pressure in your chest or other area of your body. If this doesn't go away after a few minutes, call an emergency number or have someone call for you.</li> <li>▪ Wear clothing and shoes that are right for the activity. For example, wear tennis shoes instead of flip-flops to take a brisk walk. Wear loose fitting, cool clothes if you are doing an activity outside during the summer.</li> <li>▪ When trying a new piece of exercise or strength-training equipment, read the instructions or have someone show you the right way to use it.</li> </ul>



Most importantly, start slowly and gradually build on what you are doing. If you are just starting to move more, don't expect to run a race in a week! Add a little extra effort each week to build on what you are doing. Starting slowly can help you avoid unwanted injuries.

The final safety step for being safe while moving more is warm up at the beginning and cool down at the end of any activity. Doing a warm-up and cool-down will help you prevent any injuries and lower muscle soreness.

In order to warm up before an activity:

- Start by doing the activity at a slower pace, for about 5 minutes.
- Then, stop and do some stretching.

When you are cooling down at the end of an activity:

- Slow down your pace, for about 5 minutes.
- Then, finish with some stretching.



### Stretch Yourself! Activity:

Let's try a few stretching exercises to help you get started. Please be safe. Only move in ways that you feel comfortable with this activity.

**Note:** If staff have had neck, shoulder, back, hip or knee surgery, they should talk with their medical provider before trying this activity.

#### Instructions:

- Have staff spread out in the room. Have them walk or march in place to warm up before stretching.
- Neck Stretch (This stretch can be done standing or seated in a sturdy, armless chair.)
  - Keep your feet flat on the floor, shoulder-width apart.
  - Slowly turn your head to the right until you feel a slight stretch. Stop if you feel pain.
  - Be careful not to tip or tilt your head forward or backward, but hold it in a comfortable position.
  - Hold the position for 10-30 seconds. (**Note:** Count the seconds for the staff.)
  - Turn your head to the left.
  - Hold the position for 10-30 seconds. (**Note:** Count the seconds for the staff.)
  - **Note:** Lead this stretch two more times.
- Chest Stretch (This stretch can be done standing or seated in a sturdy, armless chair.)
  - Keep your feet flat on the floor, shoulder-width apart.
  - Hold your arms to your sides at shoulder height, with your palms facing forward.
  - Slowly move your arms back, while squeezing your shoulder blades together, until you feel a slight stretch. Stop if you feel pain.
  - Hold the position for 10-30 seconds. (**Note:** Count the seconds for the staff.)
  - **Note:** Lead this stretch two more times.
- Torso Stretch
  - Stand with your feet flat on the floor, shoulder-width apart, knees slightly bent.
  - Lift your arms over your head and clasp your hands. Stop if you feel pain. Do not arch your back.
  - Hold the position for 10-30 seconds. (**Note:** Count the seconds for the staff.)
  - **Note:** Lead this stretch two more times.

Source: *My Eat Smart, Move More Flexibility, Exercise & Physical Activity: Your Everyday Guide*

	<p>Remember to warm up for about 5 minutes before doing your stretches, and cool down for about 5 minutes at the end of your activity before stretching.</p> <p>For example, if you wanted to take a walk around the local school track:</p> <ul style="list-style-type: none"> <li>▪ Walk a lap or two around the track, equaling about 5 minutes.</li> <li>▪ Then, stop and stretch your upper body and lower body.</li> <li>▪ Do your walking activity at a faster pace than your warm-up.</li> <li>▪ Once you have completed your walk, be sure to end with a 5 minute walk at a slower pace.</li> <li>▪ Finally, stretch again.</li> </ul> <p>There are several resources for stretching exercises listed on your <i>Summary</i> handout.</p>
 	<p><b>Reflection:</b> Let's reflect on what we have learned today.</p> <ul style="list-style-type: none"> <li>▪ Safety barriers may keep us from moving more, but we can take certain steps to be sure that the benefits of moving more are much greater than the chances of getting hurt.</li> <li>▪ There are three steps to take to be safe when moving more:             <ul style="list-style-type: none"> <li>▪ Make sure you are healthy enough to start moving more.</li> <li>▪ Follow some general safety rules.</li> <li>▪ Warm up at the beginning and cool down at the end of any activity.</li> </ul> </li> <li>▪ Warming up and cooling down require stretching exercises, which help to prevent injuries and muscle soreness.</li> <li>▪ Think of two safety issues that are keeping you from moving more.</li> <li>▪ Now, think of two things that you could do to overcome these barriers. For example, if you don't like walking by yourself, you might try to find a buddy to walk with this week.</li> <li>▪ Write down these two things as your goals for the next week under the "Reflection" section of your <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Staff may share their goals with a partner or the group.</p> <p>We will check in with each other next week to see how we did.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>

## Module 3, Lesson 3: Smart Moves - Get Started Safely Summary



### Summary:

- Safety barriers may keep us from moving more, but we can take certain steps to be sure that the benefits of moving more are much greater than the chances of getting hurt.
- There are three steps to take to be safe when moving more:
  - Make sure you are healthy enough to start moving more.
  - Follow some general safety rules.
  - Warm up at the beginning and cool down at the end of any activity.
- Warming up and cooling down require stretching exercises, which help to prevent injuries and muscle soreness.

### Resources:

- Exercise & Physical Activity: Your Everyday Guide  
National Institute on Aging, National Institutes of Health  
U.S. Department of Health and Human Services  
[www.nia.nih.gov/HealthInformation/Publications/ExerciseGuide/](http://www.nia.nih.gov/HealthInformation/Publications/ExerciseGuide/)
- Flexibility  
My Eat Smart, Move More  
N.C. Division of Public Health  
[www.myeatsmartmovemore.com/Texts/Flexibility.pdf](http://www.myeatsmartmovemore.com/Texts/Flexibility.pdf)
- Stretching and Flexibility Exercises  
American Heart Association  
[www.heart.org/HEARTORG/Conditions/More/CardiacRehab/Stretching-and-Flexibility-Exercises\\_UCM\\_307383\\_Article.jsp](http://www.heart.org/HEARTORG/Conditions/More/CardiacRehab/Stretching-and-Flexibility-Exercises_UCM_307383_Article.jsp)

## Module 3, Lesson 3: Smart Moves - Get Started Safely Summary

### Notes:



### Reflection:

Goal 1 -

Goal 2 -

# Serve Up a Healthier You

North Carolina Child Nutrition Services  
 Staff Wellness Toolkit  
 Mini-Lessons

## Module 3, Lesson 4: FITTness - Where Do You Stand?

<b>Introduction/Description:</b>	The FITT principle can help you know where you stand when it comes to physical activity and can help you set goals for improving your physical activity and wellness. This mini-lesson will describe what FITT means and how you can apply it to your own plan for wellness.
<b>Objectives:</b>	After this lesson, each staff member will be able to: <ul style="list-style-type: none"> <li>▪ Identify the four parts of the FITT principle.</li> <li>▪ Write their own physical activity goals based on the FITT principle.</li> </ul>
<b>Outcomes:</b>	Staff will strive to improve overall wellness by applying the FITT principle to their physical activity goals.
<b>Handouts:</b>	<ul style="list-style-type: none"> <li>▪ Module 3, Lesson 4: FITTness, Where Do You Stand? Summary</li> <li>▪ National Heart, Lung and Blood Institute Sample Walking Program</li> <li>▪ Eat Smart, Move More, Weigh Less Walking Equivalents of Other Aerobic Activities</li> </ul>
<b>Materials:</b>	<ul style="list-style-type: none"> <li>▪ Board or flip chart (Optional)</li> <li>▪ Markers (Optional)</li> <li>▪ Pencils or pens (Encourage staff to bring a pencil or pen.)</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>▪ See Jane Move</li> <li>▪ FITTness - Where do you stand?</li> </ul>
<b>Lesson Key:</b>	The following are symbols for the leader script: <ul style="list-style-type: none"> <li> Spoken by the presenter</li> <li> Discussion or hands-on activity</li> <li> Writing activity</li> </ul>

### Script (Content and Sequence):

	<p>FITT is something that we can use to remind us of how we can get results from moving more, or doing physical activity. Each letter of FITT stands for something that we can apply to our physical activity routines.</p> <p><b>Note:</b> Write the word FITT on a board or flip chart. You can use the <i>FITTness, Where do you stand? Summary</i> handout if you do not have access to a board or flip chart. Staff can use this worksheet to take any notes about the mini-lesson and will use it to write down goals at the end of the lesson.</p>
 	<p><b>Group Discussion:</b>                      Can anyone think of what the “F” might stand for? <b>Answer:</b> Frequency</p> <p><b>Note:</b> Write the rest of the word “Frequency” using the “F” on the board, or ask staff to write “Frequency” on their <i>Summary</i> handout.</p>

	<p><b>Frequency</b> is how often you are active.</p>
  	<p><b>Group Discussion:</b> Can anyone guess what they think the “I” stands for? <b>Answer:</b> Intensity</p> <p><b>Note:</b> Write the rest of the word “Intensity” using the “I” on the board, or ask staff to write “Intensity” on their <i>Summary</i> handout.</p>
	<p><b>Intensity</b> is how hard you are working when you are doing physical activity. In Module 3, Lesson 1: Moving More, we discussed two types of aerobic physical activity. One type was moderate and the other was vigorous.</p>
  	<p><b>Group Discussion:</b> Can anyone guess what they think the two “T’s” stand for? <b>Answer:</b> Time and Type</p> <p><b>Note:</b> Write the rest of the words “Time” and “Type” using the two “T’s” on the board, or ask staff to write “Time” and Type” on their <i>Summary</i> handout.</p>
	<p><b>Time</b> is how long you do the activity. <b>Type</b> is the kind of activity that you do.</p>
	<p><b>See Jane Move Activity:</b> Let’s consider an example to see how these concepts work together.</p> <p>Jane walks either outside or in the mall five days a week for 30 minutes each day. While she is walking, she is breathing fast and can talk but cannot sing.</p> <p><b>Group Discussion:</b> What is the frequency of Jane’s physical activity? <b>Answer:</b> 5 days a week</p> <p>What gives us a clue about how hard she is working, or her intensity? <b>Answer:</b> The clues are that she is breathing fast and can talk but cannot sing.</p> <p>What is her intensity (moderate or vigorous)? <b>Answer:</b> Jane is working at a moderate intensity since she can still talk without being short of breath. If she could not talk without being short of breath then her intensity would be vigorous.</p> <p>What is the time and type of her activity? <b>Answer:</b> Jane’s time is 30 minutes each day, totaling 150 minutes each week. Her type of activity is walking.</p>
  	<p><b>FITness - Where do you stand? Activity:</b> Now, let’s think about how we can use FITT to apply to our physical activity goals.</p> <p>What is your FITTness now?</p> <p>Think about the frequency, intensity, time and type of physical activity that you do now. Write this down on your <i>Summary</i> handout under “What is my FITTness now?”.</p> <p><b>Note:</b> Give staff time to think about and write down their FITTness now.</p>
	<p><b>FITT Goals:</b> We can use the FITT idea to set goals for frequency, intensity, time and type of physical activity. Let’s talk about a few general goals that we should be trying to reach.</p> <p><b>Frequency:</b> Try to increase the frequency of your activity slowly to five or more days of the week. For example, someone who is physically active one or two days a week should not all of a sudden try to fit</p>

	<p>in four more days. They may want to try to add one or two days at a time until they reach a total of five.</p> <p><b>Intensity:</b> As your body adjusts to being more active, what might have been difficult when you first started will become easier. For example, Jane was walking for five days a week, 30 minutes a day at a moderate intensity. After two months of this activity, she has lost about 6 pounds and has realized that it has gotten easier for her. She can even sing at the pace (or quickness of steps) that she is walking. In order to get the most out of her physical activity, she will need to pick up her pace and walk faster to make it moderate intensity now. She may also want to try some vigorous intensity activities as well. Once she gets used to her new moderate intensity walk, she may try to add in 2 minutes of jogging after every five minutes of walking.</p> <p><b>Time:</b> Time is another important part of being active. Try to make the Physical Activity Guidelines for Americans your guide for time. Remember that the guidelines set a minimum goal of 150 minutes of moderate intensity aerobic activity each week. Jane is already reaching this goal by spreading the time out over five days of the week. The most important thing to remember is to try to be active for at least 10 minutes at a time without stopping.</p> <p><b>Type:</b> Finally, we have type. Think about the kinds of activities that you like to do best or would like to do. In order to keep you interested and to give your body a chance to do different things, try to mix up different types of your favorite activities each week. Or try new activities. For example, Jane may like to dance. She found out that the community recreation center is starting a new ballroom dancing class, so she signed up. This can count toward her physical activity time in addition to walking and is a fun thing that Jane enjoys.</p> <p>The <i>Sample Walking Program</i> handout from the National Heart, Lung and Blood Institute offers guidance on how to start a walking routine and slowly build upon it over time.</p> <p>Your physical activity routine may include different types of activities throughout the week. The <i>Walking Equivalents of Other Aerobic Activities</i> from <i>Eat Smart, Move More, Weigh Less</i> allows you to convert those activities to equivalents of time walking.</p>
	<p><b>FITness - Where do you stand? Activity, Continued/Reflection:</b> Now, we are going to think about our own goals. Based on what we just talked about...</p> <ul style="list-style-type: none"> <li>What are some goals for frequency, intensity, time and type that you would like to set for yourself based on where you are now? Think about it for a moment, and then write it down on your <i>Summary</i> handout.</li> </ul> <p><b>Note:</b> Give staff time to think about and write down their goals. If “activity buddies” were established in Module 3, Lesson 1: Move More, staff members can pair up and share with their “activity buddies.”</p> <p>We will continue to check in with each other to see how we are doing.</p>
	<p><b>Group Discussion:</b> Are there any questions?</p>



## Module 3, Lesson 4: FITTness - Where Do You Stand? Summary



### Summary:

The FITT Principle:

- F = Frequency - How often are you active?
- I = Intensity - How hard are you working?
- T = Time - How long are you active?
- T = Type - What different types of activities are you doing?

### Resources:

- **Be Active Your Way: A Guide for Adults**  
Office of Disease Prevention and Health Promotion  
U.S. Department of Health and Human Services  
[www.health.gov/paguidelines/adultguide/default.aspx#toc](http://www.health.gov/paguidelines/adultguide/default.aspx#toc)
- **Exercise & Physical Activity: Your Everyday Guide**  
National Institute on Aging, National Institutes of Health  
U.S. Department of Health and Human Services  
[www.nia.nih.gov/HealthInformation/Publications/ExerciseGuide/](http://www.nia.nih.gov/HealthInformation/Publications/ExerciseGuide/)
- **Physical Activity for Everyone**  
Centers for Disease Control and Prevention  
U.S. Department of Health and Human Services  
[www.cdc.gov/physicalactivity/everyone/guidelines/index.html](http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html)
- **Physical Activity Guidelines for Americans**  
Office of Disease Prevention and Health Promotion  
U.S. Department of Health and Human Services  
[www.health.gov/paguidelines/guidelines/default.aspx](http://www.health.gov/paguidelines/guidelines/default.aspx)
- **Public Resources**  
American College of Sports Medicine  
[www.acsm.org/access-public-information](http://www.acsm.org/access-public-information)
- **Sample Walking Program**  
National Heart, Lung and Blood Institute, National Institutes of Health  
U.S. Department of Health and Human Services  
[www.nhlbi.nih.gov/hbp/prevent/p\\_active/walk.htm](http://www.nhlbi.nih.gov/hbp/prevent/p_active/walk.htm)

## Module 3, Lesson 4: FITTness - Where Do You Stand? Summary

<b>F</b>	Notes:
<b>I</b>	Notes:
<b>T</b>	Notes:
<b>T</b>	Notes:

What is my FITTness now?

What is my FITTness goal?

**Notes:**

**Reflection:**

Goal 1 -

Goal 2 -



**Serve Up a Healthier You**

# Sample Walking Program

	Warm Up	Activity	Cool Down	Total Time (Minutes)
<b>Week 1</b>				
Session A	Walk slowly for 5 minutes.	Then, walk briskly for 5 minutes.	Then, walk slowly for 5 minutes.	15
Session B	Repeat above pattern.			
Session C	Repeat above pattern.			
Continue with at least three walking sessions during each week of the program.				
Week 2	Walk slowly for 5 minutes.	Then, walk briskly for 7 minutes.	Then, walk slowly for 5 minutes.	17
Week 3	Walk slowly for 5 minutes.	Then, walk briskly for 9 minutes.	Then, walk slowly for 5 minutes.	19
Week 4	Walk slowly for 5 minutes.	Then, walk briskly for 11 minutes.	Then, walk slowly for 5 minutes.	21
Week 5	Walk slowly for 5 minutes.	Then, walk briskly for 13 minutes.	Then, walk slowly for 5 minutes.	23
Week 6	Walk slowly for 5 minutes.	Then, walk briskly for 15 minutes.	Then, walk slowly for 5 minutes.	25
Week 7	Walk slowly for 5 minutes.	Then, walk briskly for 18 minutes.	Then, walk slowly for 5 minutes.	28
Week 8	Walk slowly for 5 minutes.	Then, walk briskly for 20 minutes.	Then, walk slowly for 5 minutes.	30
Week 9	Walk slowly for 5 minutes.	Then, walk briskly for 23 minutes.	Then, walk slowly for 5 minutes.	33
Week 10	Walk slowly for 5 minutes.	Then, walk briskly for 26 minutes.	Then, walk slowly for 5 minutes.	36
Week 11	Walk slowly for 5 minutes.	Then, walk briskly for 28 minutes.	Then, walk slowly for 5 minutes.	38
Week 12 and beyond	Walk slowly for 5 minutes.	Then, walk briskly for 30 minutes.	Then, walk slowly for 5 minutes.	40

*Adapted from the National Heart, Lung and Blood Institute, National Institutes on Health, U.S. Department of Health and Human Services*



## Walking Equivalents of Other Aerobic Activities

Your physical activity routine may include different types of activities throughout the week. Different types of activities provide different benefits, which is important for a well-rounded routine.

Use the chart below to convert minutes of activities other than walking to a number that can be recorded on your *How Active I Am* log.

First, locate the type of activity performed in the left hand column of the table below, then multiply the number of minutes you performed the activity by the corresponding number in the right hand column of the table.



**For example:**

If you went dancing for 60 minutes: Or

If you jogged for 30 minutes:

60 minutes dancing x 1.0 = 60 minutes  
Record 60 minutes.

30 minutes x 2.0 = 60 minutes  
Record 60 minutes.

If an activity is not listed in the table below, find the activity that most closely relates to the activity you performed and follow the conversion steps as explained above.

Activity	Time walking*
Bicycling (slower than 10 miles per hour)	1.0
Elliptical trainer	1.0
Stair climbing machine (light to moderate)	1.0
Dancing	1.0
Golf (walking and carrying clubs)	1.0
Walking (13 minutes per mile)	1.4
Stair climbing machine (vigorous)	1.6
Rowing machine (vigorous)	1.6
Aerobic Dance or Step Aerobics	1.6
Swimming (slow freestyle laps)	1.7
Running/jogging (12 minutes per mile)	2.0
Bicycling (10 miles per hour or faster)	2.0
*Based on walking at a pace of 17 minutes per mile	

Adapted from *Eat Smart, Move More, Weigh Less*, N.C. Division of Public Health and N.C. Cooperative Extension



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**Serve Up a Healthier You**

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